



บรรณานุกรม

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ของนักศึกษาในระดับถ่ายโอน สื่อสาร และวิจารณ์ของนักศึกษาระดับประกาศนียบัตร
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ภาษาอังกฤษเป็นวิชาเอก วิทยาลัยวิชาการศึกษาระดับประกาศนียบัตรและบัณฑิต
ปริญญาโทศึกษามหาบัณฑิต มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร,
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ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่เรียนด้วยการเสริมและไม่เสริมประสบการณ์การ
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ในการอ่านเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ห้า." วิทยานิพนธ์
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ภาคผนวก

ภาคผนวก ก

แบบสอบวัดผลสัมฤทธิ์ในการอ่าน เพื่อความ เข้าใจภาษาอังกฤษ

PASSAGE 1

On Tuesday night two thieves got into our school. There was nobody there except a watchman. They came up behind him and tied him up and shut him in a room. He couldn't speak because they put something in his mouth. Then they broke a piece of wood over a window on the first
5 floor. One of them climbed in, and opened the door for his friend.

They went to the teachers' room, but they found nothing there except tables and chairs and a lot of students' books. They opened a big cupboard in one corner, but there were only boxes of chalk and bottles of ink and a lot of paper in it. This made them angry, so they
10 threw the paper and the ink on the floor.

Then they looked at the classrooms. There wasn't anything in all the students' desks. In one room they found a large expensive map, and they took that away.

Then they went to the office. There was a typewriter on the
15 principal's desk, but it was very old and heavy, so they didn't touch it. They looked everywhere for money, but the only thing they found was a small black box. Nothing was in it, so they threw it away in the garden.

After they couldn't find anything in the school they went to the
20 coffee-shop next to it, but they made a noise and a man heard them. He ran after them but they got away. So he telephoned the police station.

Choose the best answer, (Passage 1)

1. The passage is about
 - a. thieves in a coffee-shop.
 - b. thieves in our school.
 - c. a watchman in our school.
 - d. one night in our school.
2. The watchman was
 - a. in the school.
 - b. one of the two thieves.
 - c. sleeping in a room at night.
 - d. not in the school that night.
3. "They found nothing in the teachers' room except tables, chairs and books." (lines 6-7) This sentence means
 - a. There were only some tables, chairs and books in the teachers' room.
 - b. Tables, chairs and books were not in the teachers' room.
 - c. There was not anything in the teachers' room at all.
 - d. Tables, chairs and books were in every room but not in the teachers' room.
4. The thieves were angry because
 - a. the cupboard was in the corner.
 - b. they couldn't find money.
 - c. they couldn't open the cupboard.
 - d. the ink was on the floor.
5. "..... but it was very old and heavy" (line 15) "it" refers to
 - a. desk,
 - b. map.
 - c. box,
 - d. typewriter.
6. The head of the school is a
 - a. watchman.
 - b. policeman.
 - c. teacher.
 - d. principal.

7. Who ran after the thieves?
- a. A teacher in the school.
 - b. The man in the coffee-shop.
 - c. The watchman.
 - d. The policeman.
8. The thieves went to a coffee-shop because
- a. they heard a noise.
 - b. someone ran after them.
 - c. they wanted some money.
 - d. a man telephoned the police station.

PASSAGE 2

Mr.Walker is in Singapore for a short holiday. He is staying in a hotel. Now he is speaking with the hotel's receptionist.

Receptionist : Good morning, sir. Can I help you?

Mr.Walker : Yes, please. This is my first visit to Singapore
5 and I would like to see your interesting city today.
Could you tell me some interesting places?

Receptionist : Certainly, sir. For a start, you can visit the Van
Kleef Aquarium. It's only about two kilometers from
the hotel. You can walk there or take a taxi.

10 Mr.Walker : I think I'll walk. Maybe I'll see something interesting.

Receptionist : I'm sure you'll enjoy it.

Mr.Walker : Could you tell me something about the aquarium?

Receptionist : Certainly. The name of the aquarium comes from the
name of the man who gave money for building it. You
15 can see many kinds of fish and water plants there.

Mr.Walker : I hope to buy something for my wife and daughter back
in England, too.

Receptionist : You can visit the House of Jade. It's near the
aquarium. The jade there is beautiful and cheap.

20 Mr.Walker : Good! Thank you.

Receptionist : Good-bye.

Choose the best answer. (Passage 2)

1. Mr.Walker is in Singapore
 - a. to look for his wife and daughter.
 - b. as a tourist.
 - c. on business.
 - d. to see some friends.
2. Mr.Walker is visiting Singapore
 - a. for the first time.
 - b. for the second time.
 - c. for many times.
 - d. with his wife and daughter.
3. Mr.Walker will walk to the aquarium because
 - a. he likes to walk.
 - b. a taxi is expensive.
 - c. the aquarium is very near the hotel.
 - d. he might see something interesting.
4. The Van Kleeef Aquarium is named after
 - a. a place.
 - b. a man.
 - c. a kind of fish.
 - d. a water plant.
5. The House of Jade is
 - a. in the aquarium.
 - b. near the aquarium.
 - c. in England.
 - d. in the hotel.
6. The receptionist tells Mr.Walker to buy for his wife and daughter.
 - a. fish.
 - b. plants.
 - c. jade.
 - d. postcards.
7. "There" in line 19 refers to
 - a. England.
 - b. the hotel.
 - c. the House of Jade.
 - d. the Van Kleeef Aquarium.

8. An aquarium is
- a. a park in Singapore.
 - b. a room in the hotel.
 - c. a kind of fish.
 - d. a place to keep fish and water plants.

PASSAGE 3

From the Bangkok Post

LOST IN A CAVE

London, Sept. 28 (U.P.I.)-- A 17 - year - old boy was rescued, wet and cold, today. He got lost for twenty-three hours without food or light inside a narrow part of a cave.

5 Bill Dean went into the cave alone yesterday afternoon with only a lamp to light his way. About an hour after he went into it, his light went out.

He sat in this damp darkness the rest of the day, all night and part of today. "I did not fear so much," Bill said.

10 He decided not to try to find his way out. He thought it best to wait for somebody to help him.

One boy crawled into the cave, but could not find Bill.

In the afternoon, one of Bill's friends and a teacher crawled slowly inside, found him and led him out.

Choose the best answer. (Passage 3)

1. The title for this story is
 - a. Fear!
 - b. A Dangerous Boy.
 - c. Visiting the Cave.
 - d. Lost in the Dark Cave.
2. Bill Dean could not get out of the cave because
 - a. he went in alone.
 - b. his lamp went out.
 - c. he had no food.
 - d. the cave was narrow.
3. What did Bill do before someone could help him?
 - a. He slept alone in the cave.
 - b. He waited alone for help.
 - c. He cried with fear.
 - d. He tried to get out.
4. Bill was lost in the cave
 - a. all night.
 - b. all night and all day.
 - c. for twenty hours.
 - d. for twenty-three hours.
5. Bill did not try to find the way out of the cave because
 - a. he was very tired.
 - b. he was too hungry.
 - c. he thought it was safer to stay where he was.
 - d. his friends shouted to him to stay where he was.
6. "He sat in this damp darkness." (line 8) The underlined word means
 - a. dangerous.
 - b. dirty.
 - c. very cold.
 - d. a little wet.
7. "him" (line 14) refers to
 - a. Bill.
 - b. one boy.
 - c. a teacher.
 - d. one of Bill's friends.
8. After he was rescued, what did Bill probably want to do first?
 - a. Have something to eat.
 - b. Go back into the cave again.
 - c. Go dancing with his friends.
 - d. Fight with his friends who didn't help him earlier.

PASSAGE 4

When spring comes round, our apple tree

Is very full of flowers,

And when a bird sits on a branch

The petals fall in showers.

5 When summer comes, our apple tree

Is very full of green,

And everywhere you look in it

There is a leafy screen.

When autumn comes, our apple tree

10 Is full of things to eat.

The apples hang from every branch

To tumble at our feet.

When winter comes, our apple tree

Is full of snow and ice.

15 And rabbits come to visit it

We think our tree is nice.

Marchette Chute

Choose the best answer. (Passage 4)

1. The poem is about
 - a. the four seasons.
 - b. an apple tree.
 - c. flowers and trees.
 - d. fruit and animals.
2. You can see many flowers on the apple tree in
 - a. spring.
 - b. summer.
 - c. autumn.
 - d. winter.
3. In summer, the apple tree is full of
 - a. apples.
 - b. leaves.
 - c. flowers.
 - d. snow.
4. "There is a leafy screen." (line 8) The underlined part means
 - a. the green field.
 - b. the green apples.
 - c. the green flowers of the apple tree.
 - d. the leaves of the apple tree.
5. The apples fall from the tree in
 - a. spring.
 - b. summer.
 - c. autumn.
 - d. winter.
6. "The apples tumble at our feet." (line 12) The underlined word means
 - a. stay.
 - b. stop.
 - c. move.
 - d. fall.
7. "And rabbits come to visit it ..." (line 15) "it" refers to
 - a. winter.
 - b. the rabbit.
 - c. snow and ice.
 - d. the apple tree.
8. The poet thinks that
 - a. winter is the nicest season.
 - b. a rabbit is a nice animal.
 - c. the apple tree is nice
 - d. the apple tree is nice in all
in winter. seasons.

PASSAGE 5

Different animals have different ways of getting and eating their food. Some animals, such as mountain lions, eat only meat. They have sharp teeth and claws or sharp nails for pulling their food into pieces.

5 Other animals eat only plants. Deer and sheep use their hoofs to dig up grass and their flat teeth to grind it.

Birds and insects have no teeth at all. They eat food that they can swallow whole without difficulty.

10 Animals differ, too, in their eating habits. Birds and many small furry animals can eat nearly all day long. Animals such as mountain lions and coyotes, or small wolves, hunt other animals for food. They eat all that they can hold at one time. They may not eat again for days.

Choose the best answer. (Passage 5)

1. A good title for this passage is
 - a. The Life of the Coyote.
 - b. How Animals Eat.
 - c. How to Feed an Animal.
 - d. Eating Habits of Birds.
2. Animals that eat only meat
 - a. eat all day long.
 - b. swallow all food.
 - c. have no teeth.
 - d. have teeth and claws for eating food.
3. Which animals eat grass?
 - a. Mountain lions.
 - b. Birds and insects.
 - c. Deer and sheep.
 - d. Deer and coyotes.
4. "it" (line 6) refers to
 - a. meat.
 - b. grass.
 - c. animal.
 - d. sheep.
5. Birds and insects find food that they can
 - a. grind.
 - b. dig up.
 - c. pull into pieces.
 - d. eat quickly and easily.
6. Many small furry animals can eat
 - a. once a day.
 - b. once a week.
 - c. all day long.
 - d. only plants.
7. "Deer and sheep use their teeth to grind food." The underlined word means
 - a. find.
 - b. hold.
 - c. make into pieces.
 - d. pick up.
8. Mountain lions and coyotes
 - a. eat only plants.
 - b. eat all day long.
 - c. have to eat every day.
 - d. eat as much as possible at one time.

PASSAGE 6

At school, Preeya and Sunee are talking after lunch.

Preeya : You today don't look happy.

Sunee : How can I look happy? I had to do everything today before
coming to school. You see, Mother is sick. This morning I
5 had to get up very early. I had to cook for everybody and wash
their clothes.

Preeya : Why didn't you ask your big brother to help you?

Sunee : I did. But he wouldn't do it. He said cooking and washing
clothes were a woman's work.

10 Preeya : Didn't your mother tell him to help you?

Sunee : Never. Mother never asks her sons to do anything. She tells
me that housework is a woman's work, and girls must learn to
do it.

Preeya : What do boys do then?

15 Sunee : Well, they go to school to prepare themselves to be
breadwinners.

Preeya : But girls also have to work for money when they grow up. In
many families, both the husband and the wife have to go to
work or they won't have enough to eat. They should share
20 the work in the house.

Sunee : Mother doesn't think so.

Preeya : I don't think all men are like your brother. In my house,
my brothers help do the housework. They sweep the floor,
clean the bathroom, and help mother in the kitchen. When we
25 have visitors they help to wash dishes. My parents said that
everyone in the house must share the work. Then, the family
can be really happy.

Sunee : You're lucky.

Choose the best answer. (Passage 6)

1. Preeya and Sunee are talking about
 - a. Sunee's mother.
 - b. doing their homework.
 - c. sharing the housework in the family.
 - d. working for money when they grow up.
2. Sunee was not happy because she
 - a. did not do her homework
 - b. had to come to school very early.
 - c. had to get up early to do housework.
 - d. got up late and did not have her breakfast.
3. "I did" (line 8) means that
 - a. I had to get up so early.
 - b. I shared the housework with my brothers.
 - c. I had to cook and wash clothes for the family.
 - d. I asked my brother to help me do the housework.
4. Her brother did not help Sunee. He said
 - a. he had to go to school.
 - b. he could not get up early.
 - c. housework was not for boys.
 - d. he was washing his clothes.
5. "it" (line 13) refers to
 - a. family.
 - b. cooking.
 - c. housework.
 - d. work for money.
6. One of the sentence is true. That sentence is
 - a. Sunee's brother did the housework.
 - b. Sunee's brother believed housework was for boys.
 - c. Preeya said when girls grew up, they had to work for money.
 - d. Preeya's parents said housework was a woman's work.

7. "Sunee's brother prepares to be a breadwinner." The underlined word means
- a. a happy husband.
 - b. a person who works for money.
 - c. a person who makes money for the family.
 - d. a man who does housework.
8. One of the following is housework. It is
- a. taking a bath.
 - b. doing your homework.
 - c. sweep the floor.
 - d. working for money.

PASSAGE 7

From the Bangkok Post

IS MRS. SMITH WORK HARD OR EASY?

New York, May 5. --- How far does a housewife travel as she cleans, washes and chases after the children?

Mrs. Peggy Smith tried to find out the answer. She wore a pedometer for a whole day during the test. A pedometer is something that measures how far a person walks.

Her day started at 7:30 a.m., when she made breakfast for her husband and children. She washed the dishes, made the beds and drove the children to school.

During the morning she cleaned the bedrooms and bathroom and washed clothes. She also went next door to water her neighbor's plants.

She drove to take her children back home at noon, and made lunch, cleaned the floors and the windows. Then she cooked dinner for the family and washed the dishes at last.

Mrs. Smith walked about 12 kilometres that day.

Choose the best answer. (Passage 7)

1. The title for this story is
 - a. How to be a Good Housewife.
 - b. How to Do a Housework.
 - c. The Work Day of a Housewife
 - d. A Joyful Housework.
2. Mrs. Smith wore a pedometer
 - a. to help her clean the house.
 - b. to find out how far she walked.
 - c. because she could work faster with it.
 - d. because she looked good when she wore it.
3. "the test" (line 5) refers to finding out
 - a. how far she walked.
 - b. how much work she did.
 - c. how to stay home with children.
 - d. how many kinds of work she could do.
4. Mrs. Smith cleaned the floors
 - a. in the morning.
 - b. in the afternoon.
 - c. in the evening.
 - d. at noon.
5. Mrs. Smith watered her neighbor's plants.
 - a. in the evening.
 - b. before lunch.
 - c. after dinner.
 - d. when the children came home.
6. We use a pedometer to
 - a. find out the answer for the test.
 - b. help do the housework.
 - c. find the speed of the car.
 - d. measure how far a person walks.
7. In the morning, Mrs. Smith did not do one of the following :
 - a. wash clothes.
 - b. make the bed.
 - c. clean the windows.
 - d. drive the children to school.

8. From the story, we can best say that
- a. housework is not an easy work.
 - b. all women have to do housework.
 - c. a housewife doesn't have much work to do.
 - d. women walk 12 kilometres when they do housework.

PASSAGE 8

When all the days are hot and long
And robin bird has ceased his song,
I go swimming every day
And have the finest kind of play.

5 I've learned to dive and I can float
 As easily as does a boat;
 I splash and plunge and laugh and shout
 Till Daddy tells me to come out.

 It's much too soon; I'd like to cry
10 For I can see the ducks go by,
 And Daddy Duck-how I love him-
 He lets his children swim and swim!

 I feel that I would be in luck
 If I could only be a duck!

Clinton Scollard

Choose the best answer. (Passage 8)

1. The poem is about
 - a. a duck and his children.
 - b. a boy who loves to swim.
 - c. a robin who sings a song.
 - d. a boy sailing a boat.
2. The poet goes swimming when
 - a. days are hot.
 - b. the robin is singing.
 - c. his friends go with him.
 - d. the ducks go swimming.
3. "the finest kind of play" (line 4) refers to
 - a. swimming.
 - b. sailing boat.
 - c. playing with the ducks.
 - d. singing a song with the robin.
4. "And robin bird has ceased his song." The underlined word means
 - a. stopped.
 - b. tried.
 - c. started.
 - d. listened to.
5. "I've learned to dive and I can float as easily as does a boat," From this sentence we know that the poet
 - a. can swim.
 - b. cannot swim.
 - c. is learning to swim.
 - d. watches his friends swimming.
6. "It's much too soon." (line 9) This sentence means
 - a. It's too long to swim.
 - b. It's too early to stop swimming.
 - c. He swims too far away.
 - d. He swims for a long time.
7. The poet cries because
 - a. he is tired.
 - b. he sees the ducks.
 - c. he swims too far away.
 - d. he wants to swim more.
8. The poet would like to be a duck because
 - a. the ducks are very nice.
 - b. he loves the Daddy Duck.
 - c. the ducks can swim very well
 - d. the Daday Duck lets his children swim.

PASSAGE 9

How long could you live without food? One or two days, maybe? Well, there is an animal that can go many days without food or drink. It is called a camel. Most camels live in a very dry part of the world.

You might think that a camel is a strange looking animal. It has a hump on its back and big flat feet. Each part of its body helps keep the camel alive in a place where most animals can't live. A camel can store extra food or fat in its hump. This food can keep it alive for many days. The flat feet of a camel do not sink in soft sand. And its hard mouth can even chew on sharp desert plants! Long eyelashes keep sand out of the camel's eyes.

Camels do not really like people, but they are a big help to them just the same. Desert people use camels the way we use cars. They ride on camels and use them to carry things across the hot sand. Camels are sometimes called "ships of the desert."

Choose the best answer. (Passage 9)

1. This story tells about
 - a. desert people.
 - b. the life of a camel.
 - c. animals in the desert.
 - d. ships of the desert.
2. A camel uses its hump to
 - a. store food.
 - b. hold water.
 - c. store air.
 - d. carry sand.
3. The sand can't come in a camel's eyes because this animal has
 - a. big sunglasses.
 - b. long eyelashes.
 - c. flat feet.
 - d. a hard mouth.
4. A camel couldn't eat desert plants without
 - a. a hump.
 - b. a hard mouth.
 - c. flat feet.
 - d. long eyelashes.
5. "them" (line 12) refers to
 - a. people.
 - b. camels.
 - c. cars.
 - d. desert plants.
6. "Desert people use camels the way we use cars." (line 12) This sentence means
 - a. desert people sell camels to buy cars.
 - b. desert people carry camels on the cars.
 - c. desert people ride on camels and carry things within cars.
 - d. people in the city travel by car while desert people travel by camel.
7. Camels are called "ships of the desert," because they
 - a. float well.
 - b. run on oil.
 - c. look like ships.
 - d. travel well there.

8. A desert

a. has grass and trees.

b. is filled with water.

c. is a very dry land.

d. is something good to eat.

PASSAGE 10

Once there was a boy who was very fond of nuts. One day he saw a jar of nuts, so he asked his mother, "May I have some of these nuts?"

"Certainly, darling," his mother answered, "But not more than a handful. It is almost lunchtime."

5 The boy put his hand into the jar at once and took all that his fist could hold. When he tried to get his hand out, he couldn't. The neck of the jar was too narrow.

"Mother, help! I cannot get my hand out. The jar is too small," he cried to his mother.

10 "It's not the fault of the jar, dear," his mother said. "You have too many nuts in your hand. Let some of them go."

The boy obeyed his mother, and happily pulled his fist out. He looked at his hand. There were very few nuts!

"Mother, I've got only a few nuts," he said sadly.

15 "Isn't that better than getting your hand stuck in the jar?" his mother answered with a smile.

Choose the best answer. (Passage 10)

1. This story is about
 - a. a jar of nuts.
 - b. the boy's fist.
 - c. the kind mother.
 - d. the greedy boy and the nuts.
2. When the boy wanted the nuts in the jar, his mother let him take
 - a. two handfuls.
 - b. all the nuts.
 - c. only the jar.
 - d. a few nuts.
3. The boy put his hand into the jar to get
 - a. a few nuts.
 - b. a handful of nuts.
 - c. as many nuts as he could get.
 - d. not more than a handful of nuts.
4. He asked his mother to help him because
 - a. his hand got stuck in the jar.
 - b. he could not find the nuts.
 - c. there were only a few nuts in the jar.
 - d. he could not find the jar of nuts.
5. His mother told him to
 - a. leave his hand in the jar.
 - b. break the jar.
 - c. pull his hand out.
 - d. let go of some of the nuts.
6. The boy could pull his hand out because he his mother.
 - a. found
 - b. obeyed
 - c. looked at
 - d. was fond of
7. The boy was not happy because
 - a. the jar was full of nuts.
 - b. he didn't obey his mother.
 - c. he could take only a few nuts.
 - d. there were not enough nuts in the jar.

8. His mother told him at the end of the story that
- a. it was better not to get any nuts.
 - b. it was better to get his hand stuck in the jar.
 - c. it was better not to put the nuts in the jar.
 - d. having a few nuts was better than getting his hand stuck in the jar.

PASSAGE 11

Charles White was one of the top artists in America. He was the country's most famous Negro artist, who did most of his work about Negro life.

White grew up in Chicago. When he was seven, his mother bought him a set of oil paints for his birthday. One day he painted on the window curtain. His first prize for painting was a good spanking from his mother.

He didn't like to go to school, until he won a prize for his art work. Then he began to study art seriously.

While he painted, he listened to music.

"I have to have sounds," he said

"I can't paint in silence."

He never took a vacation from art, for he was unhappy when he was not working.

If a painting was not good enough, he would start over again,

"I don't care how long I work on it or how big it is."

Today his paintings can sell for a lot of money.

Choose the best answer. (Passage 11)

1. This story is about
 - a. a famous painting.
 - b. Negro life in America.
 - c. a lazy student, Charles White.
 - d. a famous Negro artist.
2. White's mother hit him because he
 - a. liked to listen to the radio.
 - b. could not win a prize for his art work.
 - c. did not like to go to school.
 - d. painted on the window curtain.
3. When White painted
 - a. he was unhappy.
 - b. he sang to himself.
 - c. he listened to music.
 - d. he had to be in silence.
4. White did not like to go to school
 - a. in high school.
 - b. because he liked to paint.
 - c. because he won a prize for his art work.
 - d. until he won a prize for his art work.
5. White did not
 - a. sell his paintings.
 - b. paint about Negro life.
 - c. take vacations from art.
 - d. listen to music when he painted.
6. "vacation" (line 13) means
 - a. a lot of money
 - b. a holiday.
 - c. a long time.
 - d. a work day.
7. "He would start over again." (line 15) means he would
 - a. stop to paint that picture.
 - b. think it was a good painting.
 - c. start to paint that picture again from the beginning.
 - d. correct something that was not good, but not a whole.

8. The paragraph in lines 15-16 shows that White
- a. painted very fast.
 - b. painted only for money.
 - c. wanted his work to be perfect.
 - d. did not really like painting.

PASSAGE 12

You probably know that a person can rent a car if he or she needs one. But have you ever thought about renting an apple tree?

A farmer in upstate New York has apple trees for rent. For an annual rent of \$25, you can have an apple tree just for you. In
5 return for this fee, you can have the year's crop of apples from your tree. You can use the tree for a whole year. You can sit under the tree, look at it, or even climb it if you wish. Just about the only thing you can't do with your tree is cut it down.

In a good year, the tree you rent might produce as many as
10 twenty or thirty bushels of fruit. The market value of the apples could be more than double the rental price of the tree. All you have to do is pick them.

With all his trees rented, what would the farmer do to keep busy all summer? He doesn't have to pick any apples. The people who
15 rent the trees do that. His five thousand trees, if they were fully rented, would bring in more than \$100,000. Perhaps he should keep one tree for himself. He could sit under it and count his money.

Choose the best answer. (Passage 12)

1. This story is about
 - a. how to rent a car.
 - b. how to pick apples.
 - c. renting an apple tree.
 - d. keeping busy all summer.
2. A farmer in New York has apple trees for
 - a. crops.
 - b. free.
 - c. value.
 - d. rent.
3. In a good year, your tree might produce
 - a. as many as 30 bushels.
 - b. apples worth \$25.
 - c. more than 50 bushels.
 - d. enough apples to eat.
4. Renting out apple trees would be a good idea for farmers who
 - a. don't like money.
 - b. prefer other fruit.
 - c. don't want to work hard.
 - d. like to pick apples.
5. The fee is
 - a. the market value of the apples.
 - b. the money you can get from selling fruit.
 - c. the money you pay for renting apple trees.
 - d. the amount of fruit that the tree can produce.
6. The farmer in this story had 5,000
 - a. apples.
 - b. trees.
 - c. dollars.
 - d. bushels.
7. "that" (line 15) refers to
 - a. picking apples.
 - b. counting money.
 - c. paying money.
 - d. cutting the tree down.

8. "..., if they were fully rented, ..." (line 15) means
- a. if the farmer had many trees for rent.
 - b. if someone rented all 5,000 apple trees.
 - c. if someone rented the trees and paid all money.
 - d. if the trees produce many apples.

ภาคผนวก ข

แผนการสอนอ่านที่ฝึกการอ่านในใจอย่าง เดียว กับที่ฝึกการอ่านในใจพร้อมการฟัง เทป

บันทึก เสียงด้วยความ เร็วปกติและด้วยความ เร็วที่ช้ากว่าปกติ

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 1 from New Secondary English Course for Thailand Book 1 : p.64
 Teaching Aids Word cards, pictures, real things and tape-recorder.
 Assumption Vocabulary ; thief, expensive, heavy, cupboard
 Sturcture : 1. Simple Past Tense (Irregular verbs)
 2. Pronouns "anything" and "nothing"

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objecitve</u> After reading the passage, students can answer the questions about it correctly.	<u>Presentation</u> Last year, someone stole my colored televison. Have you ever experienced anything like this?	Yes./No,	Have students answer the questions in the worksheets to test their comprehension.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>Students should be able to:</p> <p>1. pronounce and tell the meaning of the following words:</p> <p>tie up watchman take away typewriter principal run after</p> <p>2. tell and use the structure of the sentence using the preposition "except".</p>	<p>What is a person who steals something?</p> <p>What will you do if a thief steals your money or things?</p> <p>Today, we are going to read the story about the thieves in a school.</p> <p>Before reading it, let's review some words and grammar.</p> <p>(Show the following word cards and have students pronounce each word : thief, expensive, heavy, cupboard.)</p> <p>What is a thief?</p> <p>Write the plural form of "thief", please.</p> <p>(Show a gold ring and a silver ring.)</p>	<p>A thief.</p> <p>Tell the police.</p> <p>(Pronounce each word in the word cards.)</p> <p>A thief is a person who steals something.</p> <p>thieves</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Which is expensive?</p> <p>(Show the picture of a cupboard.)</p> <p>What's this?</p> <p>Which is heavy between a cupboard and a desk?</p> <p>Can you lift this cupboard?</p> <p>Now, I would like you to review the past form of some verbs. I will say some verbs which are all present or infinitive, then you have to say what their past forms are.</p> <p>For example; I say "steal" and then you say "stole".</p> <p>Do it as quickly as you can.</p>	<p>A gold ring.</p> <p>It's a cupboard.</p> <p>A cupboard.</p> <p>No , I can't.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>get come can break</p> <p>go find make throw</p> <p>take hear run</p> <p>(Show the picture of a table.)</p> <p>Is there anything on the table?</p> <p>Answer with a full sentence, please.</p> <p>(Have a student write the sentence on the board.)</p> <p>What is on the table?</p> <p>Write the answer on the board, please.</p> <p>Can we rewrite the first sentence by using "nothing"?</p>	<p>got came could broke</p> <p>went found made threw</p> <p>took heard ran</p> <p>No , there isn't.</p> <p>There is not anything on the table.</p> <p>(Write the answer on the board.)</p> <p>Nothing is on the table.</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Write a new sentence, please.</p> <p>Do these sentences have the same meaning?</p> <p>Now I would like you to learn some new words.</p> <p>(Use word cards to teach new words.)</p> <p>Repeat after me "tie up"</p> <p>(Tie two pencils up with rope.)</p> <p>I <u>tied</u> two pencils <u>up</u> with rope.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>Is it a noun, an adjective or a verb?</p> <p>(Show the picture of a watchman.)</p>	<p>There is nothing on the table.</p> <p>Yes.</p> <p>tie up</p> <p>You tied two pencils up with rope.</p> <p>ผูก, มัด</p> <p>It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Pronounce 'watchman'.</p> <p>He is a <u>watchman</u>. (Write on the board and have students repeat.)</p> <p>What is he?</p> <p>What does 'watchman' mean?</p> <p>Pronounce 'take away'.</p> <p>The thief came into my house and <u>took</u> my TV <u>away</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>What does it mean?</p> <p>'Take away' is to steal or to get.</p> <p>(Show the picture of a typewriter.)</p> <p>Repeat after me 'typewriter'.</p>	<p>watchman</p> <p>He is a watchman.</p> <p>He's a watchman.</p> <p>ยาม</p> <p>take away</p> <p>The thief came into my house and took my TV away.</p> <p>ขโมยไป, เอาไป</p> <p>type writer</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>This is a typewriter.</u> (Write on the board and have students repeat.)</p> <p>What's it?</p> <p>Pronounce 'principal'.</p> <p>A <u>principal</u> is the head of a school.</p> <p>(Write on the board and have students repeat,)</p> <p>Who is the head of our school?</p> <p>Pronounce 'run after'.</p> <p>(Show the picture of a cat chasing a rat.)</p> <p>The cat is <u>running after</u> the rat.</p> <p>(Write on the board and have students repeat.)</p>	<p>This is a typewriter.</p> <p>It's a typewriter.</p> <p>principal</p> <p>A principal is the head of a school.</p> <p>(Tell the name of their principal.)</p> <p>run after</p> <p>The cat is running after the rat.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does 'run after' mean?</p> <p>Class, who is absent today?</p> <p>Everybody is in the class now <u>except</u> Somchai.</p> <p>(Write on the board and have students repeat.)</p> <p>(Put some books on the desk and a piece of chalk under it.)</p> <p>What's on the desk?</p> <p>Where is the chalk?</p> <p>There are some books on the desk <u>except</u> chalk.</p> <p>(Stick the chart on the board.)</p>	<p>ไล่กวาด, ไล่ตาม</p> <p>Somchai</p> <p>Everybody is in the class now except Somchai.</p> <p>Some books.</p> <p>It's under the desk.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>There are some books on the desk <u>except</u> chalk.</p> <p>We go to school everyday <u>except</u> Saturdays and Sundays.</p> </div> <p>Can you guess the meaning of 'except'?</p> <p>What kind of word do we use after 'except'?</p> <p>(Stick the chart of some sentences using 'except' on the board and have students paraphrase them.)</p> <p>1. Ladda bought many things such as a blouse, a skirt and a belt <u>except</u> shoes.</p>	<p>ยกเว้น.</p> <p>A noun.</p> <p>(Try to tell the meanings of these sentences in English.)</p> <p>1. Ladda bought many things such as a blouse, a skirt and a belt, but she doesn't buy shoes,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. We learn English on Monday, Tuesday, Thursday and Friday <u>except</u> Wednesday.</p> <p>3. There are a lot of books on the desk <u>except</u> pens.</p> <p>(Hand out the story sheets to the students)</p> <p>(Read the passage, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practice reading the passage with three different techniques.)</p>	<p>2. We learn English on Monday, Teuesday, Thursday and Friday, but we don't learn it. on Wednesday.</p> <p>3. There are a lot of books on the desk but there are not any pens on it.</p> <p>(Listen and follow the passage.)</p> <p><u>Experimental Group 1</u></p> <p>Read the passage silently while listening to the tape</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p>recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the passage silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the passage silently only.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the passage.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>(Have students describe the sequence of events according to the story orally when the two thieves came in the school until they went to the coffee-shop and ran away.)</p>	<p>(Do the test to check their understanding.)</p> <p>(Try to describe the sequence of events according to the story orally.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 2 from New Secondary English Course for Thailand Book 1 : p.70
 Teaching Aids Charts, word cards, real things and tape-recorder.
 Assumption Vocabulary : holiday, visit, cheap
 Structure : can, would like to

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the dialogue, students can answer the questions about it correctly.	<u>Presentation</u> Have you ever been to other countries such as Singapore, Hong-Kong or America? Would you like to go to other countries?	Yes./No. Yes./No.	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Students should be able to:	Which country would you like to go? What would you like to do there? Today, we will read a passage about an	(Answer orally.)	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words: receptionist aquarium enjoy jade</p> <p>2. use the sentence using 'could' for polite request :</p> <p>A : Could you + V₁ + ...? B : Certainly. First you ...</p>	<p>English man who goes to Singapore for holiday and he stays in a hotel. He is speaking to a hotel's worker. Before reading it, let's review some words.</p> <p>(Have students pronounce the words from the following word cards: holiday, visit, cheap.)</p> <p>Where did you go for holiday last April? Where did you visit? Which is cheaper between visiting some interesting places in Thailand and going to other countries such as Singapore? Next, let's learn some new words.</p>	<p>(Pronounce the words in the word cards.)</p> <p>(Try to answer orally.)</p> <p>Visiting some interesting places in Thailand.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Use word cards to teach new words.)</p> <p>Pronounce 'receptionist'.</p> <p>A <u>receptionist</u> works in a hotel.</p> <p>(Write on the board and have students repeat.)</p> <p>A receptionist receives guests of a hotel.</p> <p>If you are a guest of a hotel and you want to know something, you go to ask the receptionist.</p> <p>Can you guess the meaning of 'receptionist'?</p> <p>Is a receptionist a man or a woman?</p> <p>It can be both a man and a woman but most of the receptionists are women.</p>	<p>receptionist</p> <p>A receptionist works in a hotel.</p> <p>พนักงานต้อนรับ</p> <p>A woman.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of an aquarium.)</p> <p>Pronounce 'aquarium'.</p> <p>An <u>aquarium</u> is a place where we can see many kinds of fish and water plants.</p> <p>(Write on the board and have students repeat.)</p> <p>It's a building containing tanks for keeping fish and water plants.</p> <p>What does an aquarium mean?</p> <p>Have you ever been to an aquarium?</p> <p>(Show a ring made of jade.)</p> <p>What's this?</p> <p>What's it made of?</p> <p>This ring is made of <u>jade</u>.</p>	<p>aquarium</p> <p>An aquarium is a place where we can see many kinds of fish and water plants.</p> <p>สถานที่เลี้ยงปลา</p> <p>Yes./No.</p> <p>It's a ring.</p> <p>หยก</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>What color is jade?</p> <p>It's usually green but sometimes it has other colors such as red.</p> <p>Pronounce 'enjoy'.</p> <p>Yesterday I went to see Batman. I <u>enjoyed</u> it very much.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess the meaning of 'enjoy'?</p> <p>'To enjoy' means to like.</p> <p>Is it a noun, an adjective or a verb?</p>	<p>This ring is made of jade.</p> <p>It's green.</p> <p>enjoy</p> <p>Yesterday I went to see Batman.</p> <p>I enjoyed it very much,</p> <p>สนุก, ชอบ</p> <p>It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick two picture charts with the dialogues on the board.)</p> <p><u>Dialogue 1</u> (Between Lek and his friend, Dang.)</p> <p>Lek : Where is the post office?</p> <p>Dang : Well, it's on the right of that building.</p> <p><u>Dialogue 2</u> (Between Lek and an old man on the street.)</p> <p>Lek : Excuse me. Could you tell me the way to the post office?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>An old man : Certainly. The post office is on the right of that building.</p>		
	<p>(Have students repeat the two dialogues after the teacher.)</p> <p>Which dialogue is more polite, dialogue 1 or 2?</p> <p>We use the question in dialogue 2 for polite request.</p> <p>Can you tell me the pattern of the question in dialogue 2?</p> <p>When do you use this pattern?</p> <p>What is the answer for polite request?</p>	<p>(Repeat the two dialogues.)</p> <p>Dialogue 2.</p> <p>Could you + V₁ + ...?</p> <p>เมื่อต้องการขอร้องอย่างสุภาพ</p> <p>Certainly. It's ...</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Is the old man OK for Lek's polite request?</p> <p>You say 'Certainly' to show that you're pleased to help that person who asks you.</p> <p>(Ask some students in class.)</p> <p>Could you tell me some interesting places in Bangkok?</p> <p>(Stick the chart of some sentences and have students produce the dialogue using the studied pattern in pair.)</p> <p>1. You want to know something about Wat Pra Kaew. Wat Pra Kaew is a beautiful temple. You can see the Emerald Buddha there.</p>	<p>Yes , he is.</p> <p>Certainly. They are... (Try to answer.)</p> <p>(Have a role playing in pair.)</p> <p>1. A : Could you tell me something about Wat Pra Kaew?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. You want to know how to get to the supermarket. The supermarket is round the corner on Suriwong Road.</p> <p>(Hand out the story sheets.)</p> <p>(Read the dialogue, have students listen and follow it.)</p>	<p>B : Certainly, It's a beautiful temple. You can see the Emerald Buddha there.</p> <p>2. A : Could you tell me how to get to the supermarket?</p> <p>B : Certainly. It's round the corner on Suriwong Road.</p> <p>(Listen and follow the dialogue.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(Have students practise reading the dialogue with three different techniques.)</p>	<p><u>Experimental Group 1</u></p> <p>Read the dialogue silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the dialogue silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the dialogue.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>Supposing you are the receptionist of the President Hotel and an American guest asks you to tell him some</p>	<p><u>Controlled Group</u></p> <p>Read the dialogue silently only.</p> <p>(Do the test to check their understanding.)</p> <p>(Try to answer orally where the interesting places in Bangkok are worth a visit</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>interesting places to visit in Bangkok, how about your advice?</p> <p>(After presenting their ideas about this, choose some pairs to do a role play by changing some words in the dialogue they have just learned according to the given situation above.)</p>	<p>for the tourist.)</p> <p>(Role play/Pair work activities.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 3 from Intensive Course in English Book 1 : p.70
 Teaching Aids Charts, word cards, pictures, real things and tape-recorder.
 Assumption Vocabulary : cave, without, darkness, lead
 Sturcture : Simple Past Tense (Irregular verbs)

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the news, students can answer the questions about it correctly.	<u>Presentation</u> Porntip, when did you return home yesterday? What did you do for the rest of the day?	At about 5 o'clock.	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Stuaents should be able to :	What did you do after that? You helped your mother cook the rest of the day after school.	I helped my mother cook.	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>get lost rescue narrow go out damp crawl</p> <p>2. tell and use the structure of the sentences in the passive voice.</p>	<p>Montri, what did you do the rest of the day yesterday?</p> <p>Class, when I was a girl, I went to see the movie with my friend at the Scala theatre. After that I could not find the way back home because I took the wrong bus.</p> <p>Have you ever experienced like this?</p> <p>Could you tell me your experience about this?</p> <p>Today we will read the news from the newspaper 'The Bangkok Post' about a boy who went to the cave and could not find the way out.</p>	<p>I did my homework.</p> <p>Yes./No.</p> <p>(try to answer orally.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Before reading it, let's review some words and grammar.</p> <p>(Show the following word cards : cave, darkness, light, lead, without)</p> <p>(Have students pronounce each word)</p> <p>(Stick the chart on the board.)</p> <p>Here are four sentences. Complete each sentence by using the words you have just pronounced.</p> <p>(Have students choose the word card to fill each blank one by one.)</p>	<p>(Pronounce each word.)</p> <p>(Choose the word card to complete the sentence one by one.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <ol style="list-style-type: none"> 1. I could not find the way out of the forest so I asked someone to me out. 2. Everyone cannot live food. 3. A bear lives in a 4. Children fear to stay in the </div> <p>Now I would like to review the past form of some verbs. After I say some verbs in infinitive, you have to say their past form.</p> <p>Do it as quickly as you can.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>can go sit</p> <p>think find lead</p> <p>Next, let's learn new words.</p> <p>(Use word cards to teach new words.)</p> <p>Repeat after me 'get lost'</p> <p>He could not find the way home. He <u>got</u> <u>lost</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>The girl couldn't go out of the cave.</p> <p>She <u>got lost</u>.</p>	<p>could went sat</p> <p>thought found led</p> <p>get lost</p> <p>He could not find the way home.</p> <p>He got lost.</p> <p>หลงทาง</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>Pronounce 'rescue'.</p> <p>The girl got lost in the forest. A man <u>rescued</u> her by leading her out.</p> <p>(Write on the board and have students repeat.)</p> <p>A boy fell into the river. He could not swim.</p> <p>A woman <u>rescued</u> him by bringing him to the bank of the river.</p> <p>What does 'rescue' mean?</p> <p>It means to give help or to save from danger.</p>	<p>The girl couldn't go out of the cave. She got lost, rescue</p> <p>The girl got lost in the forest.</p> <p>A man rescued her by leading her out.</p> <p>ช่วยเหลือ, ช่วยชีวิต</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of a narrow path.)</p> <p>Pronounce 'narrow'</p> <p>The car cannot pass this way because it is <u>narrow</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>(Point to the narrow path.) This is the narrow path.</p> <p>Is 'narrow' a noun, an adjective or a verb?</p> <p>(Light the candle.)</p> <p>What's this?</p> <p>I blow the wind so the candle's light <u>goes out</u>.</p>	<p>narrow</p> <p>The car cannot pass this way because it is narrow.</p> <p>It's an adjective.</p> <p>It's the light of a candle.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>Pronounce 'damp'</p> <p>'Damp' means 'little wet'.</p> <p>She was sick because she stayed in the <u>damp</u> room all night.</p> <p>(Write on the board and have students repeat.)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>Pronounce 'crawl'</p>	<p>You blow the wind so the candle's light goes out.</p> <p>ดับ</p> <p>damp</p> <p>She was sick because she stayed in the damp room all night.</p> <p>ชื้น</p> <p>It's an adjective.</p> <p>crawl</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Mime and have students guess its meaning.)</p> <p>I <u>crawl</u> on the floor.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>To crawl means to move slowly on hands and knees.</p> <p>(Stick the chart and the picture describing the action.)</p>	<p>You crawl on the floor.</p> <p>คลาน</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>A : The dog killed the rabbit.</p> <p>B : The rabbit <u>was killed by</u> the dog.</p> </div> <p>(Have students read these sentences.)</p> <p>These two sentences have the same meaning.</p> <p>In sentence A, who killed the rabbit?</p> <p>What is the subject of this sentence?</p> <p>Sentence A is active voice because the subject does the action. (killed the rabbit.)</p> <p>In sentence B, what is the subject of this sentence?</p>	<p>(Read the two sentences on the board.)</p> <p>The dog.</p> <p>The dog.</p> <p>The rabbit.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Did the rabbit kill the dog?</p> <p>In sentence B, the subject doesn't do the action (killed).</p> <p>We call it passive voice.</p> <p>Can you tell me how to change the active sentence to be the passive one?</p> <p>In sentence A, is the rabbit a subject or an object?</p> <p>Bring the object of sentence A to be the subject of the sentence in passive voice like sentence B.</p> <p>And next?</p>	<p>No.</p> <p>เอา the rabbit มาเป็น subject.</p> <p>It's an object.</p> <p>เอา subject (the dog) ของประโยค active มาเป็น object ของประโยค passive</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How about the verb?</p> <p>What is the main verb of sentence A?</p> <p>What is the verb in the new sentence (sentence B)?</p> <p>What comes before the verb 'killed'?</p> <p>'Killed' is the past participle or V₃ of 'kill'.</p> <p>What is the form of the verb in passive voice?</p> <p>Can you identify the pattern of the active and passive voice?</p> <p>Why do we use 'was' in sentence B?</p>	<p>killed.</p> <p>was killed.</p> <p>was/verb to be</p> <p>V to be + V₃</p> <p>Subj + V+Obj → Obj + v to be + V₃ + by + Subj.</p> <p>เพราะประโยค active เป็น past tense.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart of some sentences in active voice, have students rewrite them into the passive voice and underline their verbs.)</p> <p>The man rescued the boy.</p> <p>Lek bought this pen.</p> <p>So if you see 'verb to be' with the past participle or V_3 in any sentences, you should be careful what the meaning of the sentence is.</p> <p>(Stick the chart of these two passive sentences and have students tell their meanings in English.)</p>	<p>The boy <u>was rescued</u> by the man.</p> <p>This pen <u>was bought</u> by Lek.</p> <p>(Tell the meanings of the two sentences in English orally,)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. The cake was made by my mother, 2. My shoes are bitten by the dog. (Hand out the story sheets.) (Read the news, have students listen and follow it.)</p> <p><u>Practice</u> (Have students practise reading the passage with three different techniques.)</p>	<p>1. My mother made the cake, 2. The dog bites my shoes, (Listen and follow the news.)</p> <p><u>Experimental Group 1</u> Read the passage silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u> Read the passage silently while listening to the tape recorded with the time</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the news.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p>	<p>expanded speed to 120 per cent of the normal speed simultaneously</p> <p><u>Controlled Group</u></p> <p>Read the passage silently only.</p> <p>(Do the test to check their understanding.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>(Have students tell what happened to Bill Dean with their own words one by one and discuss what they should do if they have the same experience like Bill.)</p>	<p>(Tell what happened to Bill Dean according to the news and discuss about it orally.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 4 form Wordland Book 1 : p.92
 Teaching Aids Charts, word cards, pictures, real things and tape-recorder.
 Assumption Vocabulary : to be full of, hang
 Structure : Conjunction 'when'

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the poem, students can answer the questions about it correctly.	<u>Presentation</u> How many seasons are there in Thailand? What are they?	Three season. Winter, summer and the rainy season.	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Students should be able to:	How many seasons are there in Europe? What are they?	Four seasons. They are spring, summer, autumn and winter.	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>petal to fall in showers leafy screen tumble</p> <p>2. use the following pattern:</p> <p>Subj + V to be full of + n. + to + V₁.</p>	<p>(Use the pictures of the four seasons to ask questions.)</p> <p>(Show the picture of spring.)</p> <p>What does this picture show?</p> <p>What happens to the tree?</p> <p>Which season comes after spring?</p> <p>(Show the picture of autumn.)</p> <p>What season is it?</p> <p>What happens to the tree?</p> <p>What season comes after autumn?</p> <p>What can you see in winter? (In Europe)</p> <p>Is it cold in winter?</p> <p>Which season do you like best? Why?</p>	<p>Spring</p> <p>There are many leaves.</p> <p>Summer.</p> <p>Autumn.</p> <p>The leaves of the tree fall down.</p> <p>Winter.</p> <p>Snow.</p> <p>Yes, it is.</p> <p>(Try to answer orally.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Today, we will read the poem about an apple tree.</p> <p>The poet tells us some changes of the tree from spring to winter.</p> <p>Before reading it, let's review some words and grammar.</p> <p>(Show the picture of an apple tree.)</p> <p>What's it?</p> <p>What is the tree full of? Write the answer on the board.</p> <p>What are hanging on the branches of the tree?</p> <p>Write the answer on the board, please.</p>	<p>It's an apple tree.</p> <p>It's full of apples.</p> <p>The apples are hanging on the branches of the tree.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Pranee, draw a glass that is full of water on the board.</p> <p>Lek, draw a picture hanging on the wall. (Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>1. <u>When</u> summer comes, the tree is full of leaves.</p> <p>2. He raised his hat <u>when</u> he saw her.</p> </div> <p>In sentence 1, when is the tree full of leaves?</p> <p>In sentence 2, what did he do when he saw her?</p>	<p>(Draw a picture.)</p> <p>(Draw a picture.)</p> <p>When summer comes.</p> <p>He raised his hat.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>'When' in each sentence is the question word, isn't it?</p> <p>What part of speech is it?</p> <p>What do we use 'when' for?</p> <p>Next, let's learn some new words.</p> <p>(Use word cards to teach new words.)</p> <p>Pronounce 'petal'.</p> <p>(Show a rose.)</p> <p>What's it?</p> <p>(Show a petal of the rose.)</p>	<p>No.</p> <p>It's a conjunction</p> <p>เชื่อม 2 ประโยคเข้าด้วยกัน เป็น ประโยคเดียว เพื่อแสดงเหตุและผล หรือลำดับเหตุการณ์</p> <p>petal</p> <p>It's a rose.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>This is a <u>petal</u> of the rose. (Have students repeat.)</p> <p>What does it mean?</p> <p>Is it a noun, an adjective or a verb?</p> <p>Pronounce 'fall in showers'.</p> <p>(Mime) The petals <u>fall in showers</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>Many apples <u>fall in showers</u> when we shake the tree.</p> <p>Can you guess its meaning?</p> <p>Pronounce 'leafy'</p> <p>(Show the picture.) The floor is <u>leafy</u>.</p> <p>(Have students repeat.)</p>	<p>This is a petal of the rose.</p> <p>กลีบดอกไม้</p> <p>It's a noun.</p> <p>fall in showers</p> <p>The petals fall in showers.</p> <p>Many apples fall in showers when we shake the tree.</p> <p>ร่วงพรู</p> <p>leafy</p> <p>The floor is leafy.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>'Leafy' is an adjective of 'leaf'</p> <p>Can you guess its meaning?</p> <p>(Show the picture of a screen.)</p> <p>Pronounce 'screen'.</p> <p>This is a screen.</p> <p>What is it?</p> <p>What does it mean?</p> <p>(Show the picture of a fence made of trees.)</p> <p>This fence looks like a <u>leafy screen</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>A leafy screen is a screen of leaves,</p> <p>What does 'a leafy screen' mean?</p>	<p>เต็มไปด้วยใบไม้</p> <p>screen</p> <p>It's a screen.</p> <p>ฉาก</p> <p>The fence looks like a leafy screen.</p> <p>ฉากที่เต็มไปด้วยใบไม้</p>	

Objective	Procedure		Evaluation																
	Teacher	Students																	
	<p>Pronounce 'tumble'.</p> <p>(Show the action.) A ball <u>tumbles</u> to the floor.</p> <p>(Write on the board and have students repeat.)</p> <p>What does 'tumble' mean?</p> <p>What part of speech is it?</p> <p>(Stick the chart on the board)</p> <table border="1" data-bbox="617 1101 1701 1344"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Our apple tree</td> <td>is full of</td> <td>things</td> <td>to eat.</td> </tr> <tr> <td>2. Life</td> <td>is full of</td> <td>things</td> <td>to enjoy.</td> </tr> <tr> <td>3. The table</td> <td>is full of</td> <td>food</td> <td>to eat.</td> </tr> </tbody> </table>	1	2	3	4	1. Our apple tree	is full of	things	to eat.	2. Life	is full of	things	to enjoy.	3. The table	is full of	food	to eat.	<p>tumble</p> <p>A ball tumbles to the floor.</p> <p>ตกลงมา, กิ้งลงมา</p> <p>It's a verb.</p>	
1	2	3	4																
1. Our apple tree	is full of	things	to eat.																
2. Life	is full of	things	to enjoy.																
3. The table	is full of	food	to eat.																

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Have students read each sentence in the chart.)</p> <p>Which is the object of sentence 1?</p> <p>What are 'things' used for?</p> <p>Which block is the object of the sentence, block 1, 2, 3 or 4?</p> <p>What is the part in block 4 used for?</p> <p>What is the kind of word that modifies the object in block 3?</p> <p>Where do we place it?</p> <p>What is the pattern of this kind of sentence?</p> <p>(Write a sentence on the board.)</p> <p>This room is full of books to sell.</p>	<p>(Read each sentence in the chart.)</p> <p>Things .</p> <p>Eating .</p> <p>Block 3 .</p> <p>ขยายคำนามใน block 3</p> <p>Infinitive with 'to'</p> <p>วางหลังคำที่มันขยาย</p> <p>Subj + V to be full of + n. + to + V₁.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Underline the words that modifies the object 'books, please.</p> <p>(Have some students make sentences using this pattern.)</p> <p>(Hand out the story sheets.)</p> <p>There are four parts in this poem.</p> <p>Each part has four lines.</p> <p>(Read the poem, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practise reading the poem with three different techniques.)</p>	<p>This room is full of books <u>to sell.</u></p> <p>(Make sentences using the studied pattern.)</p> <p>(Listen and follow the poem.)</p> <p><u>Experimental Group 1</u></p> <p>Read the poem silently while listening to the tape</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p>recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the poem silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the poem silently only.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the poem.)</p> <p>Class I would like you to answer these questions in the answer sheet.</p> <p><u>Transfer</u></p> <p>(Hand out the following worksheets for homework.)</p> <p>(Have students fill in the blanks with the words from the poem they've just learned.)</p> <p style="padding-left: 40px;">In spring, our apple tree is of flowers. A ..., sits on a branch and</p>	<p>(Do the test to check their understanding.)</p> <p>(Complete the paragraph according to the poem for homework.)</p> <p>(Individual work)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the fall in showers. Our apple tree is full of green leaves in You can see the green colour of the tree. In, there are many apples on the apple The apples from every branch and they at our feet. When winter comes, the tree is full of and ice. The tree is very nice to look at.</p>		

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 5 from Reading Book 1 : p.45
 Teaching Aids Chart, word cards, pictures and tape-recorder
 Assumption Vocabulary : meat, sharp, nail, insect
 Structure : N + use + something + to + V₁ + ...

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the passage students can answer the questions about it correctly. <u>Enabling Objectives</u> Students should be able to:	<u>Presentation</u> What does a cat like to eat? Does a cow like to eat fish, too? What does it like to eat? Do most animals eat the same food? Animals eat different kinds of food. They have different ways of getting and eating food, too.	Fish No. Grass. No.	Have students answer the questions in the answer sheets to test their comprehension.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>claw hoof</p> <p>to grind to swallow</p> <p>furry</p> <p>2. use the pattern of the sentence with the adjective clause:</p> <p>Subj + V + n + that +</p> <p>Subj + V + ...</p>	<p>Do you want to know how a lion or a bird eats its food?</p> <p>Today, we are going to read the story about this.</p> <p>Before reading it, let's review some words and grammar.</p> <p>(Show the following word cards and have students pronounce each word : meat, sharp, nail, insect)</p> <p>Do you eat meat?</p> <p>What kind of meat do you like to eat?</p> <p>What do we use for cutting things?</p> <p>Why can a knife cut things?</p> <p>(Point to a nail.) What's this?</p>	<p>Yes.</p> <p>(Pronounce each word in the word cards.)</p> <p>Yes.</p> <p>มี, ไม้, ฝรั่ง, เนื้อ, ...</p> <p>A knife.</p> <p>Because it's sharp.</p> <p>It's a nail.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of a bee.)</p> <p>What's it?</p> <p>Is it a bird?</p> <p>What kind of animal is a bee?</p> <p>How many legs does a bee have?</p> <p>What do we use to cut a thing into pieces?</p> <p>(Have students answer with the full sentence and write it on the board.)</p> <p>Underline the part that modifies the object 'a knife'.</p> <p>What do we use to clean the floor?</p> <p>Please answer with the full sentence.</p>	<p>It's a bee.</p> <p>No., it isn't.</p> <p>It's an insect.</p> <p>Six legs.</p> <p>We use a knife to cut a thing into pieces.</p> <p>We use a knife <u>to cut a thing into pieces.</u></p> <p>We use a broom to clean the floor.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Tell the pattern of this kind of sentence, please.</p> <p>Next, let's learn new words and grammar. (Hand out the vocabulary guideline and have students study it.)</p> <p><u>Vocabulary</u></p> <p>1. <u>claw</u> (n.) - a sharp nail of an animal such as a lion and a tiger.</p> <p>Ex. A lion uses its <u>claws</u> for pulling food into pieces.</p> <p>2. <u>hoof</u> (n.) - a hard nail covered on some animals' feet such as a horse and a deer.</p>	<p>Subj + use + n + to + V₁ + ...</p> <p>(Study the vocabulary in pair.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Ex. Deer and sheep use their <u>hoofs</u> to dig up grass.</p> <p>3. <u>grind</u> (V.) - make food into pieces with teeth.</p> <p>Ex. A tiger <u>grinds</u> its food with its sharp teeth.</p> <p>4. <u>swallow</u> (V.) - pass food into throat without teeth.</p> <p>Ex. A snake <u>swallows</u> its ^{food} because it has no teeth at all.</p> <p>5. <u>furry</u> (adj.) - covered with soft hair.</p> <p>Ex. Cats and rabbits are <u>furry</u> animals.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Have students pronounce and tell the meaning of all words again.)</p> <p>(Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A. He gave me <u>a can</u>.</p> <p>His uncle made <u>a can</u>.</p> <p>B. He gave me <u>a can</u> <u>that his uncle</u> <u>made</u>.</p> </div> <p>Look at sentences in A.</p> <p>What is the same word between these two sentences?</p>	<p>(Pronounce and tell the meaning of the words in the sheets.)</p> <p>A can.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>If two sentences have the same objects, we can combine them into one sentence in B.</p> <p>How do we make the sentence in B?</p> <p>We use 'that' to join these two sentences into one.</p> <p>Where do we place 'that'?</p> <p>Is 'a can' a thing, a person or a place?</p> <p>So we use 'that' for a thing.</p> <p>How many clauses are there in sentence B ?</p>	<p>ตัด object 'a can' ของประโยคหลังซึ่งซ้ำกับคำในประโยคแรก แล้วเชื่อมสองประโยค ^{ด้วย} 'that'</p> <p>วางหลังคำนามที่ซ้ำกัน (a can)</p> <p>It's a thing.</p> <p>Two clauses.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What is the main clause? Can you guess it? (Help students find the main clause.) Why do we call it the main clause?</p> <p>What does the clause 'that his uncle made' modify?</p> <p>What kind of word can we use to modify nouns?</p> <p>We call this part of the sentence a relative clause or an adjective clause.</p> <p>(Stick the chart of some sentences containing relative clause on the board. Have students paraphrase these sentences.)</p>	<p>He gave me a can.</p> <p>เพราะมันเป็นประโยคที่มีความหมายสมบูรณ์</p> <p>A can.</p> <p>An adjective.</p> <p>(Try to paraphrase the sentences containing relative clause.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Here is the book <u>that you want</u> .</p> <p>The teacher liked the answer <u>that I gave</u> .</p> <p>They eat food <u>that they can swallow</u> <u>easily</u> .</p> <p>(Hand out the passage sheets)</p> <p>(Read the passage, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practise reading the passage with three different techniques.)</p>	<p>(Listen and follow the passage.)</p> <p><u>Experimental Group 1</u></p> <p>Read the passage silently while listening to the tape recorded with the normal speed simultaneously</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Experimental Group 2</u></p> <p>Read the passage silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the passage silently only.</p>	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the story.)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>(Have students discuss the ways of getting and eating food of some animals that are not mentioned in the passage.)</p>	<p>(Do the test to check their understanding.)</p> <p>(Discuss orally by the whole class.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 6 from Wordland Book II :pp.80-81
 Teaching Aids Charts, word cards, pictures and tape-recorder.
 Assumption Vocabulary : housework
 Structure : 1. to look + adj.
 2. V - ing as a noun (Gerund)
 3. must, have to

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the dialogue, students can answer the questions about it correctly.	<u>Presentation</u> Do you help your mother work at home? Do you help her cook? What else?	Yes. Yes./No. Cleaning the house, washing dishes, etc.	Have students answer the questions in the answer sheets to test their comprehension.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>Students should be able to:</p> <ol style="list-style-type: none"> pronounce and tell the meaning of the following words: breadwinner share comfort use the sentence using 'should + V₁' for giving advice or making suggestion. use the pattern: Subj+V.+Obj+before+ V.ing+n. 	<p>What do you call the work done in a house such as cooking and washing dishes?</p> <p>Boys, do you help your mother do housework?</p> <p>Do you think housework is only a woman's work?</p> <p>Today, we are going to read the dialogue between two girls. They are talking about the same thing as we've just talked about.</p> <p>Are you interested to know their opinions about this?</p> <p>Before reading it, I would like to review some grammar.</p>	<p>A housework.</p> <p>Yes./No.</p> <p>(Try to give some reasons orally.)</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Today ^PNopporn looks happy.</p> <p>Why does you look happy, Nopporn?</p> <p>Who looks sad today?</p> <p>What kind of word comes after 'look'?</p> <p>Tell me the pattern of this kind of sentence.</p> <p>Give me some examples using this pattern.</p> <p>Is cooking a housework?</p> <p>Cooking is a housework.</p> <p>What is the subject of the sentence?</p> <p>Is 'cooking' a noun or a verb in this sentence?</p>	<p>(Nopporn tries to answer orally.)</p> <p>(Try to answer orally.)</p> <p>An adjective.</p> <p>Subj + look + abj.</p> <p>(Make some sentences using the linking verb 'look'.)</p> <p>Yes , it is.</p> <p>Cooking</p> <p>A noun</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does the noun 'cooking' come from?</p> <p>What do we call a verb with ing - form as a noun?</p> <p>What do you have to do to get a good mark in the test?</p> <p>What does 'have to' mean?</p> <p>What do we use instead of 'have to'?</p> <p>What kind of word is it?</p> <p>What come after 'have to' and 'must'?</p> <p>Next, let's learn new words and grammar.</p> <p>(Use word cards to teach new words.)</p>	<p>The verb with ing - form.</p> <p>A gerund.</p> <p>I have to study hard.</p> <p>ต้อง</p> <p>must</p> <p>A verb</p> <p>An infinitive or V₁.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Pronounce 'breadwinner'.</p> <p>A <u>breadwinner</u> is a person who earns or makes money for the family.</p> <p>(Write on the board and have students repeat.)</p> <p>In Thailand, most husbands are breadwinners of the family.</p> <p>Can you guess its meaning?</p> <p>Who is the breadwinner in your family?</p> <p>Pronounce 'share'.</p> <p>My uncle gives me 100 baht. I <u>share</u> it with my sister.</p> <p>So I get 50 baht and my sister gets 50 baht, too.</p>	<p>breadwinner</p> <p>A breadwinner is a person who earns or makes money for the family.</p> <p>ผู้หาเลี้ยงครอบครัว</p> <p>A father or a mother.</p> <p>share</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I <u>share</u> the money with my sister.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>แบ่งอย่างไรคะ</p> <p>Pronounce 'comfort'.</p> <p>(Mime for the meaning.) It's a <u>comfort</u> to know that she's safe.</p> <p>(Write on the board and have students repeat.)</p> <p>What does 'comfort' mean?</p> <p>A comfort is a happy feeling.</p> <p>Is it a noun, an adjective or a verb?</p>	<p>You share the money with your sister.</p> <p>แบ่งปัน</p> <p>แบ่งเท่า ๆ กัน</p> <p>comfort</p> <p>It's a comfort to know that she's safe.</p> <p>ความสบายใจ</p> <p>It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>It's cold today. You <u>should wear</u> a coat.</p> <p>You <u>should be</u> careful when crossing the road.</p> <p>You <u>should not eat</u> too much if you wish to have a good shape.</p> <p>Good students <u>should not make</u> a loud noise in the class.</p> </div> <p>(Have students repeat each sentence in the chart after the teacher.)</p> <p>What do we use this pattern for?</p> <p>What kind of word is the underlined part?</p>	<p>(Read each sentence aloud.)</p> <p>ให้คำแนะนำ</p> <p>A verb phrase.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What verb do we use for giving advice or make suggestion?</p> <p>What comes after 'should'?</p> <p>Tell the form of verb for this pattern.</p> <p>And for the negative form of this verb?</p> <p>Can you guess the meaning of 'should'?</p> <p>(Have some students make sentences using 'should + V₁'.)</p> <p>(Stick the chart and have students repeat after the teacher.)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A. I have to do everything <u>before</u> <u>I come</u> home.</p> <p>B. I have to do everything <u>before</u> <u>coming</u> home.</p> </div>	<p>should</p> <p>V₁</p> <p>should + V₁</p> <p>should + not + V₁</p> <p>ควรจะ</p> <p>(Make some sentences using 'should + V₁'.)</p> <p>(Repeat the sentences in the chart after the teacher.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How many clauses are there in sentence A ?</p> <p>What is the same between these two clauses?</p> <p>If two clauses have the same subject, we can make the sentence shorter like sentence B.</p> <p>How do you make sentence A shorter?</p> <p>Why do we change a verb in clause 2 into a verb in ing-form after cutting out its subject?</p>	<p>Two clauses.</p> <p>A subject "I".</p> <p>ตัด subject ของ clause หลัง ซึ่งซ้ำกับตัวหน้าทิ้ง แล้วเปลี่ยน verb ของ clause หลังให้อยู่ในรูป ing-form</p> <p>เพราะ verb ที่ตามหลัง preposition 'before' ต้อง เป็น verb ที่เติม-ing</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Is 'before coming home' a clause or a phrase?</p> <p>We call this part 'a prepositional phrase' because it starts with a preposition.</p> <p>Tell me the pattern of the sentence B.</p> <p>(Stick the chart of some sentences and have students paraphrase them orally.)</p> <p>We wash our hands <u>before eating lunch.</u></p> <p>The father shuts the door <u>before leaving the house.</u></p> <p>I brush the teeth <u>before going to bed.</u></p>	<p>A phrase.</p> <p>Subj + V + Obj + before + V-ing + n.</p> <p>We wash our hands <u>before we eat lunch.</u></p> <p>The father shuts the door <u>before he leaves the house.</u></p> <p>I brush the teeth <u>before I go to bed.</u></p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>We can do this only when the subject at the beginning of the sentence and the subject after the word 'before' are the same.</p> <p><u>Practice</u></p> <p>(Have students practise reading the dialogue with three different techniques.)</p>	<p><u>Experimental Group 1</u></p> <p>Read the dialogue silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the dialogue silently while listening to the tape recorded with the time</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the dialogue.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p>	<p>expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the dialogue silently only.</p> <p>(Do the test to check their understanding.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>(Have students discuss about sharing the housework between boys and girls.)</p> <p>(Choose as many groups as possible to present their ideas about the things they have just discussed above in front of the class.)</p>	<p>(Discuss about sharing the housework between boys and girls orally.)</p> <p>(Group work activity.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 7 from Intensive Course in English Book 1 :p.62
 Teaching Aids Charts, vocabulary sheets, pictures and tape-recorder.
 Assumption Vocabulary : travel, chase, the test
 Structure : Simple Past Tense (Irregular verbs)

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the passage, students can answer the questions about it correctly.	<u>Presentation</u> What is your mother? (Ask some students whose mothers are housewives.) What does your mother do at home?	A fruit-seller, a teacher, a housewife, etc. (Answer orally.)	Have students answer the questions in the worksheets to test their comprehension.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>Students should be able to:</p> <p>1. pronounce and tell the meaning of the following words:</p> <p>pedometer measure next door neighbor whole</p> <p>2. tell and use the following pattern:</p> <p>Subj + V + (Obj.) + how far + Subj + V.</p>	<p>Do you think a housewife works hard?</p> <p>She has to walk all day long to do a lot of housework.</p> <p>Today, we're going to read the news about a housewife named Mrs.Peggy Smiths.</p> <p>After reading it, you may love your mother more and help her do housework.</p> <p>Before reading it, let's review some words.</p> <p>Which travels faster between light and sound?</p> <p>(Have students write the word 'travel' on the board.)</p> <p>What does it mean?</p>	<p>Yes.</p> <p>Light travels faster than sound.</p> <p>(Write 'travel' on the board.)</p> <p>เดินทาง</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of a cat chasing a rat.)</p> <p>What's a cat doing?</p> <p>(Have a student write 'chase' on the board.)</p> <p>After reading the passage in the sheets, what do the students have to do?</p> <p>(Have a student write 'the test' on the board.)</p> <p>(Have students pronounce each word again.)</p> <p>Next, let's review the past form of some verbs.</p> <p>(Have students tell the past form of the following verbs,)</p>	<p>It's chasing the rat.</p> <p>chase</p> <p>They have to do the test.</p> <p>the test.</p> <p>(Pronounce each word.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>wear</p> <p>make</p> <p>drive</p> <p>go</p> <p>(Hand out the vocabulary guideline and have students study it.)</p> <p><u>Vocabulary</u></p> <p>1. <u>pedometer</u> (n.) - a thing used to find how far a person walks.</p> <p>Ex. She wants to know how far she walks in a day, so she wears a <u>pedometer</u>.</p>	<p>wore</p> <p>made</p> <p>drove</p> <p>went</p> <p>(Study the vocabulary in the sheets in pair.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. <u>measure</u> (v.) - find the size or the length of something.</p> <p>Ex. The tailor <u>measures</u> a girl for her dress.</p> <p>3. <u>next door</u> (n.) - in the next house.</p> <p>Ex. My friend lives near me. She lives <u>next door</u> to me.</p> <p>The bathroom is <u>next door</u>.</p> <p>4. <u>neighbor</u> (n.) - a person who lives near us.</p> <p>Ex. Ladda lives near us. She is our <u>neighbor</u>.</p> <p>5. <u>whole</u> (adj.) - all</p> <p>Ex She walked for a <u>whole</u> day.</p>		

Objective	Procedure		Evaluation					
	Teacher	Students						
	<p>(Have students pronounce and tell the meanings of all words again.)</p> <p>(Stick the chart on the board.)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">The man tells Lek</td> <td rowspan="2" style="padding: 5px; text-align: center;">how far</td> <td style="padding: 5px;">the market is.</td> </tr> <tr> <td style="padding: 5px;">A pedometer measures</td> <td style="padding: 5px;">a person walks.</td> </tr> </table>	The man tells Lek	how far	the market is.	A pedometer measures	a person walks.	<p>(Pronounce and tell the meaning of each word.)</p>	
The man tells Lek	how far	the market is.						
A pedometer measures		a person walks.						
	<p>(Have students repeat the sentences in the chart after the teacher.)</p> <p>The man tells Lek something.</p> <p>What does he tell Lek?</p> <p>A pedometer measure something.</p> <p>What does it measure?</p>	<p>(Repeat each sentence in the chart after the teacher.)</p> <p>How far the market is.</p> <p>How far a person walks.</p>						

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Is 'how far' a question word in this kind of sentence?</p> <p>What does 'how far' mean?</p> <p>Can you tell me the pattern of this kind of sentence?</p> <p>(Have some students give some examples of the studied pattern.)</p> <p>(Hand out the story sheets.)</p> <p>(Read the passage, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practise reading the passage with three different techniques.)</p>	<p>No, it isn't.</p> <p>ระยะทาง</p> <p>Subj + V + (Obj.) + how far + Subj. + V.</p> <p>(Make some sentences using the studied pattern.)</p> <p>(Listen and follow the passage.)</p> <p><u>Experimental Group 1</u></p> <p>Read the passage silently while listening to the tape</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p>recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the passage silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the passage silently only.</p>	

Evaluation

(Hand out the worksheets of the questions about the passage.)

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>(Have students find the news in an English newspaper, write its summary for homework.)</p>	<p>(Do the test to check their understanding.)</p> <p>(Summarize the selected news from the English newspaper.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 8 from Wordland Book II : p.86
 Teaching Aids Charts, sheets, pictures, and tape-recorder.
 Assumption Vocabulary : swim, duck
 Structure : 1. go + V-ing
 2. too (adj., adv.) to

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the poem, students can answer the questions about it correctly.	<u>Presentation</u> Can you swim? Who loves swimming? Why? If you can't swim, what kind of games do you like best?	Yes./No. (Try to answer orally.) (Answer orally.)	Have students answer the questions in the worksheets to test their comprehension.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>Students should be able to:</p> <p>1. pronounce and tell the meaning of the following words:</p> <p>cease finest dive splash plunge float</p> <p>2. tell the structure of the sentence using 'as... as' (Conj.)</p> <p>3. use the expression: How I love him!</p>	<p>Today, we're going to read a poem.</p> <p>The port likes to go swimming very much.</p> <p>Before reading it, let's review some grammar.</p> <p>(Show a picture.) Where does this woman go?</p> <p>'Verb to go' is followed by ...</p> <p>Give some more examples using 'go + V-ing'!</p> <p>(Show the picture of a boy getting up so early at 4 o'clock.)</p> <p>When does this boy get up?</p> <p>Is it too early for you to get up at 4 o'clock like him?</p>	<p>She goes shopping at -.</p> <p>a verb in ing-form.</p> <p>We go swimming, etc.</p> <p>At 4 o'clock.</p> <p>Yes, it is.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of a girl with too big shirt.)</p> <p>Is this shirt too big for the girl?</p> <p>Write the full answer on the board, please.</p> <p>What does 'too' mean?</p> <p>What comes after 'too'?</p> <p>(Show the picture of a duck.)</p> <p>What's it?</p> <p>What is the duck doing?</p> <p>Next let's learn some new words.</p> <p>(Hand out the vocabulary guideline.)</p> <p>(Have students study the words in it.)</p>	<p>Yes, it is.</p> <p>This shirt is too big for the girl.</p> <p>เกินไป</p> <p>An adverb or an adjective.</p> <p>It's a duck.</p> <p>It's swimming.</p> <p>(Study the words in the vocabulary guideline in pair.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Vocabulary</u></p> <p>1. <u>cease</u> (v.) - stop</p> <p>Ex. We will go when the rain <u>ceases</u>.</p> <p>2. <u>finest</u> (adj.) - best</p> <p>Ex. He finds cycling the <u>finest</u> kind of play.</p> <p>3. <u>dive</u> (v.) - go under water</p> <p>Ex, My uncle likes to <u>dive</u> under the sea to see fish.</p> <p>4. <u>splash</u> (v.) - play in water by hitting water with hands or something else to make someone wet.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Ex. The children love to <u>splash</u> water over their friends.</p> <p>5. <u>plunge</u> (v.) - jump into</p> <p>Ex. Boys <u>plunge</u> into the water.</p> <p>6. <u>float</u> (v.) - be on the surface of water</p> <p>Ex. Wood <u>floats</u> on water.</p> <p>(Use the pictures to help students guess the meanings of some words if they haven't understood them yet.)</p> <p>(Have students pronounce and tell the meaning of each word aloud.)</p>	<p>(Pronounce and tell the meaning of each word.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A. Lek can float easily. The boat floats easily.</p> <p>B. Lek can float <u>as easily as</u> the boat.</p> </div> <p>From the sentences in A, can both Lek and the boat float easily?</p> <p>So can Lek do the same thing like the boat?</p> <p>What can Lek do like the boat?</p> <p>We can combine these two sentences into one as you see in pattern B.</p>	<p>Yes, they are.</p> <p>Yes, he can.</p> <p>He can float easily.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How can we do to make the sentence in pattern B?</p> <p>'As...as' is used to combine two sentences into one.</p> <p>What kind of word is between 'as...as'?</p> <p>We can use both an adverb and an adjective between 'as...as'.</p> <p>(Write the sentence using as adjective between 'as...as'.)</p> <p>Noi is <u>as beautiful as</u> Nid.</p> <p>What does we use 'as...as' for?</p>	<p>เชื่อม 2 ประโยคด้วย as ... as โดยวาง easily ระหว่าง as กับ as แล้วตามด้วย subject ของประโยคหลัง</p> <p>An adverb,</p> <p>เปรียบเทียบระหว่าง 2 สิ่ง</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>We use it to compare between two things to show what?</p> <p>What does 'as beautiful as' mean?</p> <p>What does 'as...as' mean?</p> <p>(Stick some sentence cards and have students combine them using 'as...as'.)</p> <p>I hate snakes very much. Ladda hates snakes very much, too.</p> <p>Her hair is soft. The silk is soft.</p> <p>Can anyone give me some examples of the sentences using 'as...as'?</p> <p>(Write a sentence on the board.)</p>	<p>ความเท่ากันหรือเหมือนกัน</p> <p>สวยเหมือนกัน</p> <p>เหมือนกัน, เท่ากับ, เช่นเดียวกับ</p> <p>I hate snakes <u>as much as</u> Ladda.</p> <p>Her hair is <u>as soft as</u> the silk.</p> <p>(Make some sentences using the conjunction 'as...as'.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How I love him!</p> <p>(Mime.) My grandfather^h is very kind to me</p> <p>When I visit him, he always prepares a lot of delicious food for me. On my birthday, he will give me a nice present. He never scolds at me, too. He's really good. Oh! <u>How I love him!</u></p> <p>Can you guess what kind of sentence it is?</p> <p>Class, when I say. 'How I love him!', how do I feel?</p> <p>Tell the pattern of this sentence, please.</p> <p>(Hand out the story sheets.)</p>	<p>ประโยคอุทาน</p> <p>You love him very much.</p> <p>How + Subj. + V. + Obj.!</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Read the poem, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Hand students practise reading the poem with three different techniques.)</p>	<p>(Listen and follow the poem,</p> <p><u>Experimental Group 1</u></p> <p>Read the poem silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the poem silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the poem.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>According to the poem you've just read, why the poet loves 'Daddy Duck' very much?</p>	<p>simultaneously,</p> <p><u>Controlled Group</u></p> <p>Read the poem silently only.</p> <p>(Do the test to check their understanding.)</p> <p>(Answer the question about the poem and summarize it</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Discuss it.</p> <p>(Choose some students to answer this question. Then, have students paraphrase the poem into a short paragraph for homework.)</p>	<p>into a short paragraph for homework.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 9 from Reading Book 1 : p.19
 Teaching Aids Word cards, pictures, real things and tape-recorder
 Assumption Structure : 1. without + n.
 2. can + V₁
 3. Passive voice.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the passage, students can answer the questions about it correctly.	<u>Presentation</u> (Show the picture of a camel.) What's it? This is a camel. (Use a word car.) Pronounce 'camel'	คำ camel It's a camel. Yes./No.	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Students should be able to:	What's this? Have you ever seen it before? Where can you see a camel?	ในทะเลทราย	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>camel hump alive store chew eyelash desert</p> <p>2. tell and use the structure of the sentence with relative clause: Subj + V + Obj + where + Subj + V. + ...</p>	<p>Do you want to know about the life of a camel?</p> <p>Today, we will read the story of a camel</p> <p>Before reading it, let's review some grammar.</p> <p>Can you live without food?</p> <p>You cannot live without food.</p> <p>Write 'with_out' on the board, please.</p> <p>Can you see without eyes?</p> <p>(Write a sentence on the board.)</p> <p>A camel is called " a ship of the desert."</p> <p>Does the subject (a camel) do the action (call)?</p> <p>What is a ship of the desert?</p>	<p>Yes.</p> <p>No, I can't.</p> <p>without</p> <p>No, I can't.</p> <p>No, it doesn't.</p> <p>A camel.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What kind of sentence is it?</p> <p>What is the pattern of the verb in passive voice?</p> <p>Who calls a camel 'a ship of the desert'?</p> <p>Can you guess it?</p> <p>Next, I would like you to learn some new words.</p> <p>(Use word cards to teach new words.)</p> <p>(Show the picture of a camel.)</p> <p>What's it?</p> <p>Pronounce 'desert'.</p> <p>A camel lives in a <u>desert</u>.</p>	<p>A passive sentence.</p> <p>V.to be + V₃</p> <p>Someone or People.</p> <p>It's a camel.</p> <p>desert</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>A <u>desert</u> is a dry sandy land.</p> <p>What does a desert mean?</p> <p>(Point to the hump of a camel in the picture.)</p> <p>Pronounce 'hump'.</p> <p>A camel has a <u>hump</u> on its back.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>Pronounce 'alive'.</p> <p>People are <u>alive</u> with air, water and food.</p>	<p>A camel lives in a desert.</p> <p>ทะเลทราย</p> <p>hump</p> <p>A camel has a hump on its back.</p> <p>โหนด, ส่วนที่นูนขึ้นมาหรือตะโพงก</p> <p>alive</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>A fish is <u>alive</u> when it is in water.</p> <p>(Write them on the board and have students repeat.)</p> <p>What does 'alive' mean?</p> <p>Is it a noun, an adjective or a verb?</p> <p>Pronounce 'store'.</p> <p>To <u>store</u> is to collect and keep for future use.</p> <p>Some birds such as squirrels <u>store</u> food for the winter.</p> <p>(Write them on the board and have students repeat.)</p>	<p>People are alive with air, water and food.</p> <p>A fish is alive when it is in water.</p> <p>มีชีวิตอยู่</p> <p>It's an adjective.</p> <p>store.</p> <p>To store is to collect and keep for future use.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does 'store' mean?</p> <p>Pronounce 'chew'.</p> <p>(Mime.) I'm <u>chewing</u> something in my mouth.</p> <p>What does 'chew' mean?</p> <p>Don't talk while you are <u>chewing</u> food.</p> <p>(Write on the board and have students repeat.)</p> <p>What part of speech is 'chew'?</p> <p>Pronounce 'eyelash'.</p> <p>(Point to the eyelashes.) These are my <u>eyelashes</u>.</p>	<p>Some birds such as squirrels store food for the winter.</p> <p>เก็บสะสม</p> <p>chew</p> <p>เคี้ยว</p> <p>Don't talk while you are chewing food,</p> <p>A verb.</p> <p>eyelash</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>This girl has long <u>eyelashes</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>What does 'an eyelash' mean?</p> <p>(Write a sentence on the board.)</p> <p>This is the room <u>where the accident happened</u>.</p> <p>Where did the accident happen?</p> <p>Is there any questions in this sentence?</p> <p>What is the verb in this sentence?</p> <p>So this sentence has two clauses.</p> <p>We can separate this sentence into two sentences.</p>	<p>This girl has long eyelashes</p> <p>ขนตา</p> <p>In the room.</p> <p>No.</p> <p>'is' and 'happened'.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you guess what the first sentence is?</p> <p>The second sentence is 'The accident happened in the room'.</p> <p>(Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 5px;"> <p>A. This is <u>the room</u>.</p> <p>The accident happened <u>in the room</u>.</p> <p>B. This is the room <u>where the accident happened</u>.</p> </div> <p>What is the same between the two sentences in A?</p>	<p>This is the room.</p> <p>The room.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>If the two sentences have the same object, we can join them into one sentence like the pattern B.</p> <p>How do we make the sentence in B?</p> <p>We use 'where' to join these two sentences into one.</p> <p>Where do we place 'where'?</p> <p>We put 'where' after the object 'the room'.</p> <p>Can you remember the last time we learned the adjective clause?</p>	<p>ตัดคำในประโยคที่สองที่ซ้ำกับคำในประโยคแรก (the room) ที่ง แล้วเชื่อม 2 ประโยคด้วย where</p> <p>วางหลังคำนามที่ซ้ำกัน คือ the room</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What do we use 'that' for?</p> <p>We join two sentences with 'that' after the thing.</p> <p>In this pattern we use 'where'.</p> <p>Why do we use 'where' to join the sentences?</p> <p>We use 'where' for the place like 'the room' in the sentence.</p> <p>The underlined part in B is called the clause or relative clause.</p> <p>What does this part or this relative clause modify?</p> <p>It modifies the noun 'the room'.</p>	<p>For things.</p> <p>เพราะ the room เป็นนามที่ เป็นสถานที่</p> <p>It modifies 'the room'.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What kind of word can we use to modify nouns?</p> <p>So we call this clause a relative clause or an</p> <p>(Stick the chart of some sentences containing relative clause on the board. Have students paraphrase these sentences orally.)</p> <p>1. Here is the field <u>where the farmer grows rice.</u></p> <p>2. She would like to live in the country <u>where it never snows.</u></p>	<p>An adjective.</p> <p>adjective clause.</p> <p>(Try to paraphrase the sentences containing relative clause.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. This is the place <u>where I stayed</u> <u>yesterday.</u></p> <p>(Hand out the story sheets.)</p> <p>(Read the passage, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practise reading the passage with three different techniques.)</p>	<p>(Listen and follow the passage.)</p> <p><u>Experimental Group 1</u></p> <p>Read the passage silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the passage silently while listening to the tape</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the passage.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p>	<p>recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the passage silently only.</p> <p>(Do the test to check their understanding.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Transfer</u> (Have students tell what they know about a camel from the passage one by one.)	(Tell about the life of a camel according to the passage orally.)	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 10 from Wordland Book II : p.7
 Teaching Aids Charts, word cards, picture, real things and tape-recorder.
 Assumption Vocabulary : nut, neck, jar, narrow
 Structure : 1. too + adj : The neck of the jar is too small.
 2. have got

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the story, students can answer the questions about it correctly.	<u>Presentation</u> (Show a jar of nuts.) What's in this jar? Do you like to eat nuts? I love eating nuts. Today, we're going to read the story of a boy who liked to eat nuts and	Nuts. Yes./No.	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Students should be able to:			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>be fond of handful fist fault obey few get stuck</p> <p>2. use the pattern of the sentences with the comparative degree:</p> <p>more than better than</p>	<p>something happened to him because he was greedy for nuts.</p> <p>Are you interested to know what happened to him?</p> <p>Before reading it, I would like you to review some words and grammar.</p> <p>(Show a narrow jar of nuts.)</p> <p>Can you put your hand into this jar?</p> <p>Why?</p> <p>Is the neck of the jar too small?</p> <p>Is my hand too big or too small for this jar?</p> <p>(Show a book.)</p> <p>Can I put this book into the jar?</p>	<p>Yes.</p> <p>No, I can't.</p> <p>Because the jar is small.</p> <p>Yes, it is.</p> <p>Your hand is too big.</p> <p>No, you can't.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Why can't I put it into the jar?</p> <p>What does 'too' mean?</p> <p>What comes after 'too'?</p> <p>(Get a book in one hand.)</p> <p>What have I got in my hand?</p> <p>Somchai, how many pens have you got?</p> <p>Noi, how many sisters have you got?</p> <p>What does 'have got' mean?</p> <p>Next, let's learn some new words.</p> <p>(Use word cards to teach new words.)</p> <p>Pronounce 'be fond of'</p>	<p>Because the book is too big.</p> <p>เกินไป</p> <p>An adjective.</p> <p>You have got a book in your hand.</p> <p>I have got pens.</p> <p>(Answer orally.)</p> <p>มี</p> <p>be fond of</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>My son always eats ice-cream because he <u>is fond of</u> it.</p> <p>She <u>is fond of</u> music.</p> <p>(Write them on the board and have students repeat.)</p> <p>What does 'be fond of' mean?</p> <p>It means 'to like' or 'to love'.</p> <p>Pronounce 'handful'.</p> <p>(Get a handful of nuts from the jar.)</p> <p>This is a <u>handful</u> of nuts.</p> <p>(Write on the board and have students repeat,)</p> <p>Can you guess its meaning?</p>	<p>My son always eats ice-cream because he is fond of it.</p> <p>She is fond of music.</p> <p>To like.</p> <p>handful.</p> <p>This is a handful of nuts.</p> <p>กำมือ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Get two handfuls of nuts.)</p> <p>What are they?</p> <p>Is handful a noun, an adjective or a verb?</p> <p>(Show a fist.) Pronounce 'fist'</p> <p>This is my <u>fist</u>.</p> <p>Show me your fist, please.</p> <p>Pronounce 'fault'.</p> <p>It is the <u>fault</u> to steal or to kill a person.</p> <p>(Write on the board and have students repeat.)</p> <p>Is it wrong to steal?</p> <p>The fault means doing wrong or being wrong.</p>	<p>They are two handfuls of nuts.</p> <p>It's a noun.</p> <p>fist.</p> <p>(Show their fists.)</p> <p>fault</p> <p>It is the fault to steal or to kill a person.</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does it mean?</p> <p>Pronounce 'obey'.</p> <p>Good children must <u>obey</u> their parents.</p> <p>She never tells a lie because her teacher always teaches her not to do that. She <u>obeys</u> her teacher.</p> <p>(Write them on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>What part of speech is it?</p> <p>(Get a few nuts in the hand.)</p> <p>Are there many nuts in my hand?</p> <p>I have got <u>few</u> nuts in the hand.</p>	<p>ความผิด</p> <p>obey</p> <p>(Repeat after the teacher.)</p> <p>เชื่อฟัง</p> <p>A verb.</p> <p>No, there aren't.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>What kind of noun do we use with 'few'?</p> <p>What does 'few' mean?</p> <p>(Put one desk close to the other to make a narrow path and try to walk through it,)</p> <p>The path is very narrow. I can't pass it.</p> <p>I am <u>stuck</u> or <u>get stuck</u> in this narrow path.</p> <p>Anyone who is very fat will be stuck or will <u>get stuck</u> in this narrow path, too.</p>	<p>You have got few nuts in the hand.</p> <p>Countable noun or plural nouns.</p> <p>not many.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you guess what 'get stuck' means?</p> <p>I <u>get stuck</u> in the narrow path.</p> <p>(Write on the board and have students repeat.)</p> <p>(Stick the chart.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ladda slept 10 hours last night, Her sister slept 7 hours last night. Ladda slept <u>more than</u> her sister.</p> </div> <p>Who slept much between Ladda and her sister?</p> <p>So Ladda slept more than her sister about 3 hours.</p>	<p>ติด, ไปไม่ได้</p> <p>I get stuck in the narrow path.</p> <p>Ladda,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you guess the meaning of 'more than'?</p> <p>'More' is the comparative form of 'much' and 'many'.</p> <p>What do we use 'more' for?</p> <p>What kind of word is 'more'?</p> <p>(Stick the chart.)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Lek helps her mother do housework.</p> <p>His brother never helps her mother do housework.</p> <p>Lek is <u>better than</u> his brother.</p> </div>	<p>มากกว่า</p> <p>เปรียบเทียบสิ่งหนึ่งมากกว่าอีกสิ่งหนึ่ง</p> <p>An adjective ในชั้นกว่า</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Who is good between Lek and his brother?</p> <p>So Lek is better than his brother because Lek helps his mother do housework.</p> <p>Can you guess the meaning of 'better'?</p> <p>Can you guess what 'better' comes from?</p> <p>'Better' is the comparative form of 'good'.</p> <p>What kind of word is 'better'?</p> <p>'Much' and 'better' are the comparative degree of adjectives that we use to compare between two persons or things.</p> <p>What comes after the comparative form of adjective such as 'more' and 'better'?</p>	<p>Lek.</p> <p>ดีกว่า</p> <p>good</p> <p>adjective ดีกว่า</p> <p>?than</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What comes after 'than'?</p> <p>Tell the pattern of the comparative sentence.</p> <p>(Hand out the story sheets.)</p> <p>(Read the story, have students listen and follow it.)</p> <p><u>Practice</u></p> <p>(Have students practise reading with three different techniques.)</p>	<p>the noun.</p> <p>Subj + V. + adj. ^๓ซึ่กว่า + than + n.</p> <p>(Listen and follow the story silently.)</p> <p><u>Experimental Group 1</u></p> <p>Read the story silently while listening to the tape recorded with the normal speed simultaneously.</p> <p><u>Experimental Group 2</u></p> <p>Read the story silently while listening to the tape</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the story.)</p> <p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p>	<p>recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the story silently only.</p> <p>(Do the test to check their comprehension.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Transfer</u> (Have students write a short summary about the story they have just read for homework.)	(Do the assignment.)	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 11 from Intensive Course in English Book 1 : p.50
 Teaching Aids Word cards, pictures and tape-recorder.
 Assumption Vocabulary : paint, famous, first.
 Structure : 1. Simple Past Tense
 2. Relative Clause

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the story, students can answer the questions about it correctly.	<u>Presentation</u> (Show the picture of a man drawing or painting.) What is he doing? Yes, he is drawing or painting a picture.	He's drawing/painting. Yes./No.	Have students answer the questions about the story in the worksheets to test their comprehension.
<u>Enabling Objectives</u> Students should be able to:	Can you draw a picture?		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. pronounce and tell the meaning of the following words:</p> <p>artist curtain prize spanking vacation good enough</p> <p>2. paraphrase the following expression:</p> <p>He never takes a holiday from writing.</p>	<p>Can you tell me some persons who are famous for drawing or painting?</p> <p>Today, we're going to read the story of a Negro man from America who is famous for painting.</p> <p>Before reading it, let's review grammar.</p> <p>(Stick the chart of some sentences on the board.)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>They want to know <u>something</u>.</p> <p>How long did he paint this picture?</p> </div>	<p>(Try to answer orally.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you help me combine these two sentences into one?</p> <p>Which is the relative clause?</p> <p>Can you tell me how to make this sentence shorter?</p> <p>Next, let's learn some new words. (Use word cards to teach new words.) (Show the picture of an artist.) Pronounce 'artist'. He's an <u>artist</u>. (Write on the board and have students repeat.)</p>	<p>They want to know how long he painted this picture, 'how long he painted this picture'.</p> <p>(Tell how to make the sentence shorter.)</p> <p>artist</p> <p>He's an artist.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does an artist do?</p> <p>(Show the picture of a curtain.)</p> <p>Pronounce 'curtain'.</p> <p>This is a <u>curtain</u>. (Have students repeat.)</p> <p>Where do we hang a curtain?</p> <p>Pronounce 'prize'.</p> <p>Do you know lottery?</p> <p>There are many prizes of lottery. We will get a lot of money if we win the first prize.</p> <p>Do you want to win the first prize of lottery?</p>	<p>He paints or draws a picture.</p> <p>curtain</p> <p>This is a curtain.</p> <p>A window or a door.</p> <p>prize</p> <p>Yes.</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>We want to win the first <u>prize</u> of lottery.</p> <p>(Write on the board and have students repeat.)</p> <p>Can you guess the meaning of 'prize'?</p> <p>It means a reward.</p> <p>Pronounce 'spanking'.</p> <p>(Mime.) This is a spanking.</p> <p>The boy was crying because his mother gave him a <u>spanking</u>.</p> <p>(Write on the board and have students repeat.)</p> <p>What does this word mean?</p>	<p>We want to win the first prize of lottery.</p> <p>รางวัล</p> <p>spanking</p> <p>The boy was crying because his mother gave him a spanking.</p> <p>ตีกัน</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Pronounce 'vacation'.</p> <p>Students take the summer <u>vacation</u> in April.</p> <p>(Write on the board and have students repeat.)</p> <p>A <u>vacation</u> is the time of rest and freedom from work.</p> <p>(Write on the board and have students repeat,)</p> <p>What does 'vacation' mean?</p> <p>Pronounce 'good enough'.</p> <p>This picture is <u>good enough</u>, so it can win the first prize.</p>	<p>vacation</p> <p>Students take the summer vacation in April.</p> <p>A vacation is the time of rest and freedom from work.</p> <p>A holiday.</p> <p>good enough</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write on the board and have students repeat.)</p> <p>Can you guess its meaning?</p> <p>'Good enough' in this sentence means 'very well'.</p> <p>(Stick some sentence cards on the board.)</p> <p>Peter is a writer.</p> <p><u>He never takes a holiday from writing.</u></p> <p>Does Peter ever go for a holiday?</p> <p>When his friends take a holiday, what does Peter do?</p> <p>How does he feel about his work? Can you guess?</p>	<p>This picture is good enough, so it can win the first prize.</p> <p>ดีพอ, ดีมาก</p> <p>No, he doesn't.</p> <p>He writes.(He works.)</p> <p>He loves writing very much.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Does he work all the time?</p> <p>He never stops writing and has a holiday, doesn't he?</p> <p>(Hand out the story sheets.)</p> <p>(Read the passage, have students listen and follow it,)</p> <p><u>Practice</u></p> <p>(Have students practise reading the story with three different techniques.)</p>	<p>Yes, he does.</p> <p>Yes, he does.</p> <p>(Listen and follow the story silently,)</p> <p><u>Experimental Group 1</u></p> <p>Read the story silently while listening to the tape recorded with the normal speed simultaneously.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Experimental Group 2</u></p> <p>Read the story silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the story silently only.</p>	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the story.)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.</p> <p><u>Transfer</u></p> <p>(Choose some students to answer questions about the passage orally and teacher corrects them if there is any mistake.)</p>	<p>(Do the test to check their understanding.)</p> <p>(Answer the questions about the passage orally.)</p>	

DAILY LESSON PLAN

Class M.S.3
 Time 1 period
 Content Passage 12 from Reading Book I : p.13
 Teaching Aids Vocabulary sheets, pictures and tape-recorder.
 Assumption Vocabulary : dollar, whole, price
 Structure : 1. can, can't
 2. Passive voice

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> After reading the story, students can answer the questions about it correctly.	<u>Presentation</u> If you don't have your own house, what do you have to do? You have to rent a house. (Show a word card.)	เข้าบ้าน	Have students answer the questions in the worksheets to test their comprehension.
<u>Enabling Objectives</u>	What does 'rent' mean?	เช่า	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>Students should be able to:</p> <p>1. pronounce and tell the meaning of the following words:</p> <p>rent annual fee produce bushel value</p> <p>2. use the pattern of the sentence with adjective clause 'who + Subj + V.'</p>	<p>Do you have anything for rent?</p> <p>Do you ever rent something?</p> <p>What's it?</p> <p>Today, we will read the passage of a farmer in New York. He has his apple trees for rent. Are you interested?</p> <p>Before reading it, let's review some words and grammar.</p> <p>In Thailand we use 'baht' for the money, but in America what do we use?</p> <p>How many baht are there in one dollar?</p> <p>It's about 26 baht.</p> <p>What is the symbol of 'dollar'?</p> <p>(Show the picture as asking some questions.)</p>	<p>Yes./No,</p> <p>Yes./No.</p> <p>(Try to answer orally.)</p> <p>Yes,</p> <p>A dollar.</p> <p>(Try to answer orally.)</p> <p>\$ (Write on the board.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does this shirt cost?</p> <p>What is the price of the pants?</p> <p>Tell me the whole price of these things.</p> <p>(Stick the chart of some sentences on the board.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A. Someone rented the apple trees,</p> <p>B. The apple trees were rented.</p> </div> <p>What's the difference between sentence A and B?</p> <p>In sentence B, who rented the trees?</p> <p>What's about the verb in sentence B?</p> <p>So if you see the past participle or V₃ with verb to be in any sentences, you</p>	<p>It costs \$30.</p> <p>\$80.</p> <p>\$110.</p> <p>Sentence A is active voice.</p> <p>Sentence B is passive voice.</p> <p>Someone.</p> <p>V.to be + V₃</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>should be careful what the meaning of the sentence is.</p> <p>(Hand out the vocabulary guideline.)</p> <p>(Have students study it, then pronounce and tell their meanings.)</p> <p><u>Vocabulary</u></p> <p>1. <u>rent</u> (V.) - pay money for the use of something.</p> <p>Ex. I don't have my own house, so I have to <u>rent</u> a house.</p> <p>2. <u>annual</u> (adj.) - of one year, in each year or yearly.</p>	<p>(Study the words, then pronounce and tell their meanings.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Ex. I have to pay so much money for an <u>annual</u> rent of this house.</p> <p>3. <u>fee</u> (n.) - money you pay for the use of something.</p> <p>Ex. The <u>fee</u> for renting this house is 2,000 baht a month.</p> <p>4. <u>produce</u> (V.) - make, bring about</p> <p>Ex. This tree <u>produces</u> many apples.</p> <p>5. <u>bushel</u> (n.) - measure for fruit (8 gallons, about 32 litres for a bushel.)</p> <p>Ex. This apple tree can produce about 20 <u>bushels</u> of fruit in a good year.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>6. <u>value</u> (n.) - price</p> <p>Ex. A diamond has a high <u>value</u>.</p> <p>(Stick a sentence card on the board.)</p> <p>The man <u>who wears the glasses</u> works hard.</p> <p>Who wears the glasses?</p> <p>Who works hard?</p> <p>Is 'who' in this sentence a question word?</p> <p>'Who' in this sentence refers to?</p> <p>This sentence can be written into two sentences.</p> <p>(Have students try to separate the sentence into two sentences.)</p>	<p>The man.</p> <p>The man.</p> <p>No.</p> <p>The man.</p> <p>The man works hard.</p> <p>The man wears the glasses.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A. <u>The man</u> works hard.</p> <p> <u>The man</u> wears the glasses,</p> <p>B. The man <u>who wears the glasses</u> works hard.</p> </div> <p>(Have students repeat the sentences in the chart after the teacher.)</p> <p>What's the same between the two sentences in A?</p> <p>If two sentences have the same subject, we can combine them into one like B.</p> <p>What does the second sentence in A modify?</p>	<p>(Repeat the sentences in the chart.)</p> <p>The subject 'the man'.</p> <p>The man,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How can we make the sentence in B?</p> <p>What do we use to combine sentences in A to make sentence in B?</p> <p>Where do we place 'who'?</p> <p>Why do we use 'who' in this pattern?</p> <p>What does the underlined part (<u>who wears the glasses</u>) modify?</p> <p>So what can we call this clause?</p> <p>(Stick the chart of some sentences containing the adjective clauses on the board. Have students paraphrase these sentences orally.)</p>	<p>ตัด subject ในประโยคที่สองที่ซ้ำกับคำในประโยคแรกทิ้ง แล้วเชื่อม 2 ประโยคด้วย who</p> <p>We use 'who'.</p> <p>วางหลัง subject ที่ซ้ำกันคือ the man</p> <p>เพราะคำนามนั้นเป็นบุคคล (a person)</p> <p>The man.</p> <p>An adjective clause.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. The doctor <u>who is standing there</u> is my father.</p> <p>2. The artist <u>who painted this picture</u> won the first prize.</p> <p>(Hand out the story sheets,)</p> <p>(Read the story, have students listen and follow it,)</p> <p><u>Practice</u></p> <p>(Have students practise reading the story with three different techniques.)</p>	<p>(Try to paraphrase the sentences containing the adjective clauses orally,)</p> <p>(Listen and follow the story silently,)</p> <p><u>Experimental Group 1</u></p> <p>Read the story silently while listening to the tape recorded with the normal speed simultaneously.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(Hand out the worksheets of the 8 multiple-choice questions about the story.)</p>	<p><u>Experimental Group 2</u></p> <p>Read the story silently while listening to the tape recorded with the time expanded speed to 120 per cent of the normal speed simultaneously.</p> <p><u>Controlled Group</u></p> <p>Read the story silently only.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, I would like you to answer these questions by choosing the best answers in the answer sheet.)</p> <p><u>Transfer</u></p> <p>(Have students summarize the story they have just learned again orally and discuss about it.)</p>	<p>(Do the test to check their understanding.)</p> <p>(Summarize and discuss about the story orally.)</p>	

ภาคผนวก ค

รายละเอียดการคำนวณ

ตารางที่ 5 ตารางวิเคราะห์ระดับความยาก (P) และอำนาจจำแนก (D) ของแบบสอบวัดผล

สัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษ ฉบับทดลองใช้ครั้งที่ 1

ข้อที่	P	D	ข้อที่	P	D	ข้อที่	P	D
ข้อความที่ 1			ข้อความที่ 5			ข้อความที่ 9		
1	0.95	0.10*	1	0.60	0.20*	1	0.85	0.10*
2	0.75	0.50*	2	0.65	-0.10*	2	0.85	0.30*
3	0.65	-0.10	3	0.10	0.20*	3	0.80	0.40*
4	0.70	0.40	4	0.85	0.30	4	0.80	0.00
5	0.70	0.40	5	0.55	0.90	5	0.65	0.70
6	0.80	0.40	6	0.20	0.20	6	0.30	0.60
7	0.60	0.20	7	0.40	0.60*	7	0.55	0.50
8	0.65	0.50*	8	0.20	0.00*	8	0.30	0.60
9	0.95	0.10*	9	0.65	0.20*	9	0.30	0.20
10	0.70	0.40	10	0.55	0.10*	10	0.65	0.70
ข้อความที่ 2			ข้อความที่ 6			ข้อความที่ 10		
1	0.70	0.40*	1	0.50	0.80*	1	0.35	0.50*
2	0.85	0.10*	2	0.75	-0.30*	2	0.80	-0.40*
3	0.85	0.10*	3	0.65	0.70	3	0.60	0.40*
4	0.75	0.10*	4	0.45	0.90	4	0.80	-0.20*
5	0.55	0.50	5	0.60	0.60	5	0.45	0.10
6	0.30	0.60	6	0.45	0.70*	6	0.75	0.50
7	0.65	0.50	7	0.80	0.00*	7	0.70	0.20
8	0.80	0.20	8	0.70	-0.20*	8	0.60	0.40
9	0.80	0.20*	9	0.85	0.10	9	0.70	0.20
10	1.00	0.00	10	0.40	0.80	10	0.50	0.20
ข้อความที่ 3			ข้อความที่ 7			ข้อความที่ 11		
1	0.60	0.40*	1	0.90	0.20*	1	1.00	0.00*
2	0.40	0.00*	2	0.70	0.60	2	0.95	0.10*
3	0.90	0.00*	3	0.55	0.50*	3	0.80	0.20
4	0.55	0.10*	4	0.95	0.10*	4	0.60	0.60
5	1.00	0.00*	5	0.85	0.30*	5	0.80	0.20
6	0.60	-0.40*	6	0.85	0.30*	6	0.40	0.60*
7	0.75	0.10*	7	0.90	0.20*	7	0.45	0.10
8	0.90	0.00	8	0.60	0.00	8	0.70	0.20*
9	0.65	0.30	9	0.75	0.30*	9	0.85	0.30
10	0.70	0.50	10	0.90	0.00	10	0.60	0.60
ข้อความที่ 4			ข้อความที่ 8			ข้อความที่ 12		
1	1.00	0.00*	1	0.90	0.20	1	0.65	0.70
2	0.90	0.20	2	0.80	0.40	2	0.75	0.50*
3	0.75	0.20	3	0.65	0.30	3	0.85	0.10
4	0.60	0.80	4	0.65	0.50	4	0.70	0.60
5	0.75	0.50	5	0.60	0.20	5	0.50	0.40
6	0.40	0.80*	6	0.60	0.40*	6	0.40	0.40
7	0.95	0.10	7	0.90	0.20	7	0.70	0.60*
8	0.60	0.20*	8	0.80	0.40*	8	0.35	0.10*
9	0.95	0.10*	9	1.00	0.00	9	0.20	-0.20
10	0.90	0.20	10	0.30	0.20	10	0.80	0.40

* คือข้อที่ค่าระดับความยากและอำนาจจำแนกไม่อยู่ในเกณฑ์

ตัวอย่างการคำนวณ

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

หาระดับความยาก (P)

$$\begin{aligned} \text{สูตร} \quad P &= \frac{R_U + R_L}{2f} \\ &= \frac{10 + 9}{2(10)} \\ &= 0.95 \end{aligned}$$

หาค่าอำนาจจำแนก (D)

$$\begin{aligned} \text{สูตร} \quad D &= \frac{R_U - R_L}{f} \\ &= \frac{10 - 9}{10} \\ &= 0.10 \end{aligned}$$

ตารางที่ 6 ตารางแสดงค่า p และ q ของแบบสอบวัดผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจ
ภาษาอังกฤษเป็นรายข้อ ฉบับทดลองใช้ครั้งที่ 1

ข้อที่	p	q	pq	ข้อที่	p	q	pq	ข้อที่	p	q	pq
ข้อความที่ 1				ข้อความที่ 5				ข้อความที่ 9			
1	0.97	0.03	0.03	1	0.63	0.37	0.23	1	0.90	0.10	0.09
2	0.77	0.23	0.18	2	0.67	0.33	0.22	2	0.90	0.10	0.09
3	0.60	0.40	0.24	3	0.13	0.87	0.11	3	0.80	0.20	0.16
4	0.70	0.30	0.21	4	0.83	0.17	0.14	4	0.67	0.33	0.22
5	0.60	0.40	0.24	5	0.60	0.40	0.24	5	0.73	0.27	0.20
6	0.80	0.20	0.16	6	0.20	0.80	0.16	6	0.37	0.63	0.23
7	0.63	0.37	0.23	7	0.53	0.47	0.25	7	0.60	0.40	0.24
8	0.67	0.33	0.22	8	0.17	0.83	0.14	8	0.37	0.63	0.23
9	0.93	0.07	0.06	9	0.70	0.30	0.21	9	0.43	0.57	0.24
10	0.63	0.37	0.23	10	0.67	0.33	0.22	10	0.77	0.23	0.18
ข้อความที่ 2				ข้อความที่ 6				ข้อความที่ 10			
1	0.73	0.27	0.20	1	0.50	0.50	0.25	1	0.30	0.70	0.21
2	0.83	0.17	0.14	2	0.63	0.37	0.23	2	0.77	0.23	0.18
3	0.83	0.17	0.14	3	0.63	0.37	0.23	3	0.53	0.47	0.25
4	0.80	0.20	0.16	4	0.60	0.40	0.24	4	0.73	0.27	0.20
5	0.63	0.37	0.23	5	0.73	0.27	0.20	5	0.37	0.63	0.23
6	0.27	0.73	0.20	6	0.47	0.53	0.25	6	0.83	0.17	0.14
7	0.60	0.40	0.24	7	0.83	0.17	0.14	7	0.77	0.23	0.18
8	0.83	0.17	0.14	8	0.77	0.23	0.18	8	0.67	0.33	0.22
9	0.83	0.17	0.14	9	0.83	0.17	0.14	9	0.57	0.43	0.24
10	0.97	0.03	0.03	10	0.37	0.63	0.23	10	0.40	0.60	0.24
ข้อความที่ 3				ข้อความที่ 7				ข้อความที่ 11			
1	0.53	0.47	0.25	1	0.83	0.17	0.14	1	1.00	0.00	0.00
2	0.43	0.57	0.24	2	0.77	0.23	0.18	2	0.87	0.13	0.11
3	0.83	0.17	0.14	3	0.63	0.37	0.23	3	0.83	0.17	0.14
4	0.43	0.57	0.24	4	0.97	0.03	0.03	4	0.53	0.47	0.15
5	0.97	0.03	0.03	5	0.80	0.20	0.16	5	0.77	0.23	0.18
6	0.53	0.47	0.25	6	0.87	0.13	0.11	6	0.47	0.53	0.14
7	0.73	0.27	0.20	7	0.93	0.07	0.06	7	0.50	0.50	0.25
8	0.80	0.20	0.16	8	0.57	0.43	0.24	8	0.70	0.30	0.21
9	0.70	0.30	0.21	9	0.80	0.20	0.16	9	0.83	0.17	0.14
10	0.63	0.37	0.23	10	0.73	0.27	0.20	10	0.60	0.40	0.24
ข้อความที่ 4				ข้อความที่ 8				ข้อความที่ 12			
1	1.00	0.00	0.00	1	0.93	0.07	0.06	1	0.77	0.23	0.18
2	0.87	0.13	0.11	2	0.80	0.20	0.16	2	0.83	0.17	0.14
3	0.77	0.23	0.18	3	0.70	0.30	0.21	3	0.87	0.13	0.11
4	0.67	0.33	0.22	4	0.73	0.27	0.20	4	0.80	0.20	0.16
5	0.80	0.20	0.16	5	0.50	0.50	0.25	5	0.63	0.37	0.23
6	0.36	0.64	0.23	6	0.57	0.43	0.24	6	0.43	0.57	0.24
7	0.97	0.03	0.03	7	0.90	0.10	0.09	7	0.73	0.27	0.20
8	0.67	0.33	0.22	8	0.63	0.37	0.23	8	0.33	0.67	0.22
9	0.97	0.03	0.03	9	1.00	0.00	0.00	9	0.17	0.83	0.14
10	0.90	0.10	0.09	10	0.40	0.60	0.24	10	0.87	0.13	0.11
								$\Sigma pq = 20.51$			

ตัวอย่างการคำนวณ

การวิเคราะห์หาค่าความเที่ยง (Reliability) ของแบบสอบฉบับทดลองใช้ครั้งที่ 1

ค่ามัธยิมเลขคณิต (\bar{X})

$$\begin{aligned} \text{สูตร} \quad \bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2477}{30} \\ &= 82.57 \end{aligned}$$

ค่าส่วนเบี่ยงเบนมาตรฐาน (S_x)

$$\begin{aligned} \text{สูตร} \quad S_x &= \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2} \\ &= \sqrt{\frac{213117}{30} - \left(\frac{2477}{30}\right)^2} \\ &= 16.93 \end{aligned}$$

ค่าความเที่ยง (r_{xx})

$$\begin{aligned} \text{สูตร} \quad K-R_{20} : r_{xx} &= \frac{n}{n-1} \left[1 - \frac{\Sigma pq}{S_x^2} \right] \\ &= \frac{30}{30-1} \left[1 - \frac{20.51}{(16.93)^2} \right] \\ &= 0.960 \\ &= 0.96 \end{aligned}$$

ตารางที่ 7 ตารางวิเคราะห์ระดับความยาก (p) และอำนาจจำแนก (D) ของแบบสอบวัดผลสัมฤทธิ์

ในการอ่านเพื่อความเข้าใจภาษาอังกฤษเป็นรายข้อ ฉบับทดลองใช้ครั้งที่ 2

ข้อที่	P	D	ข้อที่	P	D	ข้อที่	P	D
ข้อความที่ 1			ข้อความที่ 5			ข้อความที่ 9		
1	0.30	0.20	1	0.80	0.40	1	0.80	0.20
2	0.65	0.30	2	0.80	0.40	2	0.75	0.20
3	0.70	0.20	3	0.75	0.50	3	0.75	0.20
4	0.70	0.40	4	0.75	0.50	4	0.40	0.40
5	0.70	0.20	5	0.70	0.20	5	0.70	0.40
6	0.70	0.20	6	0.80	0.20	6	0.50	0.20
7	0.65	0.50	7	0.40	0.60	7	0.70	0.20
8	0.60	0.60	8	0.75	0.50	8	0.80	0.20
ข้อความที่ 2			ข้อความที่ 6			ข้อความที่ 10		
1	0.40	0.20	1	0.70	0.60	1	0.75	0.50
2	0.80	0.40	2	0.55	0.50	2	0.65	0.30
3	0.70	0.40	3	0.40	0.60	3	0.30	0.20
4	0.60	0.40	4	0.70	0.60	4	0.70	0.40
5	0.75	0.50	5	0.60	0.80	5	0.45	0.90
6	0.40	0.20	6	0.40	0.20	6	0.60	0.60
7	0.70	0.60	7	0.55	0.30	7	0.50	0.60
8	0.65	0.30	8	0.55	0.30	8	0.75	0.20
ข้อความที่ 3			ข้อความที่ 7			ข้อความที่ 11		
1	0.60	0.20	1	0.65	0.50	1	0.80	0.20
2	0.55	0.70	2	0.80	0.20	2	0.60	0.20
3	0.40	0.20	3	0.70	0.60	3	0.80	0.20
4	0.40	0.20	4	0.20	0.20	4	0.50	0.20
5	0.60	0.20	5	0.55	0.70	5	0.45	0.30
6	0.65	0.30	6	0.50	0.20	6	0.75	0.20
7	0.40	0.40	7	0.55	0.50	7	0.65	0.50
8	0.60	0.20	8	0.55	0.50	8	0.60	0.40
ข้อความที่ 4			ข้อความที่ 8			ข้อความที่ 12		
1	0.60	0.40	1	0.60	0.20	1	0.80	0.40
2	0.75	0.20	2	0.60	0.20	2	0.80	0.40
3	0.65	0.30	3	0.80	0.40	3	0.50	0.80
4	0.60	0.60	4	0.70	0.20	4	0.60	0.60
5	0.80	0.20	5	0.60	0.60	5	0.80	0.20
6	0.80	0.20	6	0.70	0.20	6	0.80	0.20
7	0.55	0.70	7	0.70	0.20	7	0.60	0.20
8	0.60	0.40	8	0.20	0.20	8	0.30	0.20

ตัวอย่างการคำนวณ

การวิเคราะห์ระดับความยาก (level of difficulty) และอำนาจจำแนก (power of discrimination) ของข้อ 1 ของแบบสอบ ฉบับทดลองใช้ครั้งที่ 2

หาระดับความยาก (P)

$$\begin{aligned} \text{สูตร} \quad P &= \frac{R_U + R_L}{2f} \\ &= \frac{4 + 2}{2(10)} \\ &= 0.30 \end{aligned}$$

หาอำนาจจำแนก (D)

$$\begin{aligned} \text{สูตร} \quad D &= \frac{R_U - R_L}{f} \\ &= \frac{4 - 2}{10} \\ &= 0.20 \end{aligned}$$

ตารางที่ 8 ตารางแสดงค่า p และ q ของแบบสอบวัดผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจ
ภาษาอังกฤษเป็นรายข้อ ฉบับทดลองใช้ครั้งที่ 2

ข้อที่	p	q	pq	ข้อที่	p	q	pq	ข้อที่	p	q	pq
ข้อความที่ 1			ข้อความที่ 5			ข้อความที่ 9					
1	0.43	0.57	0.24	1	0.83	0.17	0.14	1	0.80	0.20	0.16
2	0.67	0.33	0.22	2	0.77	0.23	0.18	2	0.83	0.17	0.14
3	0.77	0.23	0.18	3	0.73	0.27	0.20	3	0.77	0.23	0.18
4	0.73	0.27	0.20	4	0.80	0.20	0.16	4	0.43	0.57	0.24
5	0.73	0.27	0.20	5	0.63	0.37	0.23	5	0.77	0.23	0.18
6	0.70	0.30	0.21	6	0.90	0.10	0.09	6	0.43	0.57	0.24
7	0.53	0.47	0.25	7	0.43	0.57	0.24	7	0.73	0.27	0.20
8	0.63	0.37	0.23	8	0.77	0.23	0.18	8	0.83	0.17	0.14
ข้อความที่ 2			ข้อความที่ 6			ข้อความที่ 10					
1	0.63	0.37	0.23	1	0.77	0.23	0.18	1	0.77	0.23	0.18
2	0.73	0.27	0.20	2	0.53	0.47	0.25	2	0.60	0.40	0.24
3	0.63	0.27	0.17	3	0.53	0.47	0.25	3	0.33	0.67	0.22
4	0.60	0.40	0.24	4	0.70	0.30	0.21	4	0.73	0.27	0.20
5	0.80	0.20	0.16	5	0.70	0.30	0.21	5	0.57	0.43	0.24
6	0.50	0.50	0.25	6	0.63	0.37	0.23	6	0.73	0.27	0.20
7	0.67	0.33	0.22	7	0.73	0.27	0.20	7	0.63	0.37	0.23
8	0.73	0.27	0.20	8	0.67	0.33	0.22	8	0.70	0.30	0.21
ข้อความที่ 3			ข้อความที่ 7			ข้อความที่ 11					
1	0.80	0.20	0.16	1	0.73	0.27	0.20	1	0.87	0.13	0.11
2	0.43	0.57	0.24	2	0.83	0.17	0.14	2	0.67	0.33	0.22
3	0.50	0.50	0.25	3	0.67	0.33	0.22	3	0.73	0.27	0.20
4	0.40	0.60	0.24	4	0.23	0.77	0.18	4	0.30	0.70	0.21
5	0.50	0.50	0.25	5	0.63	0.37	0.23	5	0.43	0.57	0.24
6	0.50	0.50	0.25	6	0.70	0.30	0.21	6	0.73	0.27	0.20
7	0.47	0.53	0.25	7	0.57	0.43	0.24	7	0.60	0.40	0.24
8	0.70	0.30	0.21	8	0.57	0.43	0.24	8	0.60	0.40	0.24
ข้อความที่ 4			ข้อความที่ 8			ข้อความที่ 12					
1	0.57	0.43	0.24	1	0.70	0.30	0.21	1	0.80	0.20	0.16
2	0.63	0.37	0.23	2	0.70	0.30	0.21	2	0.90	0.10	0.09
3	0.57	0.43	0.24	3	0.73	0.27	0.20	3	0.47	0.53	0.25
4	0.50	0.50	0.25	4	0.63	0.37	0.23	4	0.50	0.50	0.25
5	0.77	0.23	0.18	5	0.67	0.33	0.22	5	0.83	0.17	0.14
6	0.80	0.20	0.16	6	0.73	0.27	0.20	6	0.67	0.33	0.22
7	0.50	0.50	0.25	7	0.63	0.37	0.23	7	0.70	0.30	0.21
8	0.60	0.40	0.24	8	0.27	0.73	0.20	8	0.30	0.70	0.21
									Σpq	=	19.96

ตัวอย่างการคำนวณ

การวิเคราะห์หาค่าความเที่ยง (Reliability) ของแบบสอบฉบับทดลองใช้ครั้งที่ 2

ค่ามัชฌิมเลขคณิต (\bar{X})

$$\begin{aligned} \text{สูตร} \quad \bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{1790}{30} \\ &= 59.67 \end{aligned}$$

ค่าส่วนเบี่ยงเบนมาตรฐาน (S_x)

$$\begin{aligned} \text{สูตร} \quad S_x &= \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2} \\ &= \sqrt{\frac{115578}{30} - \left(\frac{1790}{30}\right)^2} \\ &= 17.10 \end{aligned}$$

ค่าความเที่ยง (r_{xx})

$$\begin{aligned} \text{สูตร} \quad K-R_{20} : r_{xx} &= \frac{n}{n-1} \left[1 - \frac{\Sigma pq}{S_x^2} \right] \\ &= \frac{30}{30-1} \left[1 - \frac{19.96}{(17.10)^2} \right] \\ &= 0.964 \\ &= 0.96 \end{aligned}$$

ตารางที่ 9 ตารางแสดงคะแนนผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษของนักเรียน
 กลุ่มทดลอง 1 ที่ฝึกการอ่านในใจพร้อมการฟังเทปบันทึกเสียงด้วยความเร็วปกติ
 เรียงจากสูงไปต่ำ

คนที่	คะแนน	คนที่	คะแนน
1	86	21	68
2	85	22	67
3	83	23	66
4	82	24	66
5	82	25	66
6	81	26	65
7	80	27	62
8	77	28	61
9	77	29	60
10	76	30	60
11	74	31	59
12	74	32	57
13	72	33	57
14	72	34	56
15	71	35	56
16	71	36	55
17	70	37	55
18	70	38	53
19	69	39	51
20	68	40	33

ตารางที่ 10 ตารางแสดงคะแนนผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษของนักเรียน
 กลุ่มทดลอง 2 ที่ฝึกการอ่านในใจพร้อมการฟัง เทปบันทึกเสียงด้วยความเร็วที่ช้ากว่า
 ปกติ เรียงจากสูงไปต่ำ

คนที่	คะแนน	คนที่	คะแนน
1	95	21	77
2	91	22	76
3	89	23	76
4	89	24	75
5	87	25	75
6	87	26	74
7	87	27	74
8	87	28	73
9	87	29	72
10	86	30	72
11	86	31	72
12	85	32	71
13	84	33	69
14	83	34	68
15	83	35	67
16	83	36	65
17	81	37	62
18	80	38	58
19	80	39	56
20	78	40	51

ตารางที่ 11 ตารางแสดงคะแนนผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษของนักเรียน
กลุ่มควบคุม ที่ฝึกการอ่านในใจเพียงอย่างเดียว เรียงจากสูงไปต่ำ

คนที่	คะแนน	คนที่	คะแนน
1	73	21	56
2	73	22	54
3	72	23	54
4	71	24	52
5	69	25	52
6	68	26	52
7	66	27	52
8	64	28	51
9	63	29	51
10	63	30	51
11	63	31	50
12	62	32	49
13	59	33	48
14	59	34	46
15	59	35	45
16	59	36	43
17	59	37	42
18	56	38	41
19	56	39	40
20	56	40	31

การวิเคราะห์ผลการวิจัย

1. ค่ามัชฌิม เลขคณิตของคะแนนในกลุ่มทดลอง 1

$$\begin{aligned} \text{สูตร} \quad \bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2693}{40} \\ &= 67.32 \end{aligned}$$

2. ค่ามัชฌิม เลขคณิตของคะแนนในกลุ่มทดลอง 2

$$\begin{aligned} \text{สูตร} \quad \bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{3091}{40} \\ &= 77.27 \end{aligned}$$

3. ค่ามัชฌิม เลขคณิตของคะแนนในกลุ่มควบคุม

$$\begin{aligned} \text{สูตร} \quad \bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2230}{40} \\ &= 55.75 \end{aligned}$$

4. ส่วนเบี่ยงเบนมาตรฐานของคะแนนในกลุ่มทดลอง 1

$$\begin{aligned}
 \text{สูตร} \quad S_x &= \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2} \\
 &= \sqrt{\frac{186111}{40} - \left(\frac{2693}{40}\right)^2} \\
 &= 10.96
 \end{aligned}$$

5. ส่วนเบี่ยงเบนมาตรฐานของคะแนนในกลุ่มทดลอง 2

$$\begin{aligned}
 \text{สูตร} \quad S_x &= \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2} \\
 &= \sqrt{\frac{242827}{40} - \left(\frac{3091}{40}\right)^2} \\
 &= 9.96
 \end{aligned}$$

6. ส่วนเบี่ยงเบนมาตรฐานของคะแนนในกลุ่มควบคุม

$$\begin{aligned}
 \text{สูตร} \quad S_x &= \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2} \\
 &= \sqrt{\frac{128272}{40} - \left(\frac{2230}{40}\right)^2} \\
 &= 9.94
 \end{aligned}$$

7. การวิเคราะห์ความแปรปรวนแบบทางเดียว (ANOVA) เพื่อทดสอบค่ามัธยฐานเลขคณิตของคะแนนในกลุ่มทดสอบทั้ง 3 กลุ่มว่าแตกต่างกันอย่างมีนัยสำคัญทางสถิติหรือไม่

ให้ A แทน กลุ่มทดลอง 1

B แทน กลุ่มทดลอง 2

C แทน กลุ่มควบคุม

$$\Sigma X_A = 2693, \quad \Sigma X_B = 3091, \quad \Sigma X_C = 2230$$

$$\Sigma X_A^2 = 1861111, \quad \Sigma X_B^2 = 242827, \quad \Sigma X_C^2 = 128272$$

$$T = 8014, \quad N = 120, \quad n = 40$$

$$\begin{aligned} SS_t &= \Sigma X_A^2 + \Sigma X_B^2 + \Sigma X_C^2 - \frac{T^2}{N} \\ &= 1861111 + 242827 + 128272 - \left(\frac{8014}{120}\right)^2 \\ &= 22008.37 \end{aligned}$$

$$\begin{aligned} SS_a &= \frac{a^2}{n_A} + \frac{b^2}{n_B} + \frac{c^2}{n_C} - \frac{T^2}{N} \\ &= \frac{(2693)^2}{40} + \frac{(3091)^2}{40} + \frac{(2230)^2}{40} - \frac{(8014)^2}{120} \\ &= 9284.11 \end{aligned}$$

$$\begin{aligned} SS_w &= SS_t - SS_a \\ &= 22008.37 - 9284.11 \\ &= 12724.26 \end{aligned}$$

แหล่ง	df	SS	MS	F
ระหว่างกลุ่ม	3-1 = 2	9284.11	$\frac{9284.11}{2} = 4642.05$	$\frac{4642.05}{108.75}$ = 42.68*
ภายในกลุ่ม	120-3 = 117	12724.26	$\frac{12724.26}{117} = 108.75$	
ทั้งหมด	120-1 = 119	22008.37	XXX	

* $P < .05$ ($.05F_{2, 117} = 3.07$)

ค่า F ที่คำนวณได้ 42.68 มากกว่าค่า F จากตาราง 3.07 ที่ระดับนัยสำคัญ .05 แสดงว่า มีขมิม เลขคณิตของคะแนนกลุ่มทดสอบทั้ง 3 กลุ่ม แตกต่างกันอย่างมีนัยสำคัญที่ระดับ .05

8. เปรียบเทียบความแตกต่างระหว่างคู่ของมัชฌิมเลขคณิตของกลุ่มทดสอบทั้ง 3 กลุ่ม โดยการทดสอบค่า F ตามวิธีของ เชฟเฟ (Scheffe' Test)

$$\text{สูตร} \quad F = \frac{(M_1 - M_2)^2}{MS_W \left(\frac{1}{n_1} + \frac{1}{n_2} \right) (k - 1)}$$

- ก. กลุ่มทดลอง 1 และกลุ่มทดลอง 2

$$\begin{aligned} F_1 &= \frac{(67.32 - 77.27)^2}{108.75 \left(\frac{1}{40} + \frac{1}{40} \right) (3 - 1)} \\ &= \frac{99}{10.88} = 9.10^* \end{aligned}$$

- ข. กลุ่มทดลอง 1 และกลุ่มควบคุม

$$\begin{aligned} F_2 &= \frac{(67.32 - 55.75)^2}{108.75 \left(\frac{1}{40} + \frac{1}{40} \right) (3 - 1)} \\ &= \frac{133.86}{10.88} = 12.30^* \end{aligned}$$

- ค. กลุ่มทดลอง 2 และกลุ่มควบคุม

$$\begin{aligned} F_3 &= \frac{(77.27 - 55.75)^2}{108.75 \left(\frac{1}{40} + \frac{1}{40} \right) (3 - 1)} \\ &= \frac{463.11}{10.88} = 42.56^* \end{aligned}$$

$$* P < .05 (.05F_{2, 117} = 3.07)$$

ค่า F_1, F_2, F_3 ที่คำนวณได้ มีค่ามากกว่าค่าวิกฤติ F ที่ระดับนัยสำคัญทางสถิติ .05 แสดงว่าค่ามัชฌิมเลขคณิตของกลุ่มทดสอบทั้ง 3 กลุ่มแตกต่างกันอย่างมีนัยสำคัญที่ระดับ .05 โดยที่มัชฌิมเลขคณิตของกลุ่มทดลอง 1 และ 2 คือ 67.32 และ 77.27 ตามลำดับ สูงกว่าของกลุ่มควบคุมซึ่งมีค่ามัชฌิมเลขคณิตเท่ากับ 55.75 และค่ามัชฌิมเลขคณิตของกลุ่มทดลอง 2 คือ 77.27 สูงกว่าของกลุ่มทดลอง 1 คือ 67.32 อย่างมีนัยสำคัญที่ระดับ .05

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