

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจแผนการสอน

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โรงเรียนสาธิตมหาวิทยาลัยเชียงใหม่
อำเภอเมือง จังหวัดเชียงใหม่

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ผู้เชี่ยวชาญตรวจงานเขียน

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ภาควิชาภาษาอังกฤษ คณะมนุษยศาสตร์
มหาวิทยาลัยเชียงใหม่

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ภาควิชาภาษาอังกฤษ
คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยพายัพ

ภาคผนวก ข

ตัวอย่างแผนการสอนกิจกรรมการอ่านแบบกว้างขวาง

(ติดต่อขอแผนการสอนฉบับสมบูรณ์ได้ที่ ภาควิชาการสอนภาษาอังกฤษ คณะศึกษาศาสตร์)

Lesson Plan 2

Animals and Pets

Subject :	English reading and writing (Eng. 025)
Class :	M.4/4
No. of Students :	23
Time:	4 periods
Terminal Objective:	Students should be able to write a summary after reading animal stories for pleasure.
Enabling Objectives:	Students will be able to: 1. Make predictions based on title, cover, illustrations, and story content. 2. Complete "The 5Ws"; "Problem-Solution Tables"; "Compare and Contrast Venn Diagram" according to stories read. 3. Participate in a literature circle group.
Teaching Materials:	1. A graded reader "The Little Mermaid" by Hans Christian Andersen; other attractive readers 2. The Little Red Riding Hood Big Book 3. Handouts of Read Aloud Stories; Sustained Silent Reading Stories; Extensive Reading; Writing a Summary; Animals and Pets; Book Report Form; Book Report Self-Assessment; Sample Sentences & Sentence Starters; Sample Reading Record; A summary of "It Could Always Be Worse" 4. Questions and Answers about Animals 5. Teacher's Book Box

Procedure:

(Period 1)

1. Booktalk

1. The teacher booktalks the book "The Little Mermaid". She handles the book as she talks. Firstly, she focuses students' attention on the cover of the book asking students to describe what they see. She asks, "Can anyone read the title?".

2. The teacher asks students the following questions:

- Have you ever read or watched "The Little Mermaid" before?
- From the title, what do you expect the book to be about?
- What is a mermaid?

3. The teacher shows students how to browse a book to get a rough idea of its content.

4. The teacher encourages students to listen and picture in their minds what is "The Little Mermaid".

5. The teacher tells a brief story of "The Little Mermaid" without telling the ending of the story and persuades students to borrow the book to read by themselves if they want to know more about the story.

6. Each student chooses a book they want to read from the teacher's book box. For the whole course, each of them has to read at least 4 stories. The teacher encourages students to read as much as possible, for example, she says, "Reading is an exercise, everything you read makes you a better reader. The better the reader you are. The faster you read. It gets easier, you get less tired, you enjoy it more, the same as running or playing games."

7. The teacher distributes the "Extensive Reading" handouts to students and explains.

8. The teacher tells students that they will have 2 months to finish 4 readers and asks students to keep a book report for each book read and they have to hand it in according to the schedule set up by the teacher. She gives students a specific deadline that they must hand in all the book reports.

9. The teacher then gives each of the students a book report form and has them fill their names in the place provided. She then reads all the instructions in the report form to students and explains how to write each part of the report then gives handouts of "Sample Reading Record" and "Sample Sentences & Sentence Starters" to students. She answers all questions students have and tells them that they can begin working on any activity they want.

10. The teacher passes out a handout of "Book Report Self-Assessment" to students to evaluate themselves after doing each book report.

Student's name.....		Date.....	
Title of book.....		Author.....	
		No	Yes
1	I know the characters in the story.	0	1
2	I understand the whole story.	0	1
3	I can tell the events of the story in my own words.	0	1
4	I can explain the story clearly.	0	1
Total points		 / 4	

(Period 2)

2. Read Aloud

1. The students brainstorm for a list of pets on the board. For example, cat, dog, bird, hamster, rabbit, fish, etc. She then asks the following questions and encourages all students to share information:

-Do you know where cats/dogs/birds live?

-What do they eat?

-How do they move?

-What do they look like?

-What are their characteristics?

2. The teacher passes out the handout "Animals and Pets" and talks about pets' characteristics. For example, friendly, naughty, clever, greedy, etc.

3. The teacher asks students to explore the animal characteristics by animal riddles. She lets the students play a game of animal riddles. The game starts by having all students pick up the paper of questions and answers. Later, they have to find their partners. If they get questions, they have to find the correct answers to the questions. On the other hand, if they pick up answers, they have to find the correct questions to those answers.

4. The students list stories that they like and write on the board. The teacher asks students about type of each story, for example, fairy tales, horror, science fiction, romance, murder, mystery, detective, etc.

5. The teacher shows the pictures of the big book "The Little Red Riding Hood" and asks students to predict the content based on the title and the cover illustration. The teacher accepts all predictions.

6. The teacher reads aloud "the Little Red Riding Hood" to students. She invites initial comments and reactions then emphasizes the use of context clues and interprets pictures to assist students in reading.

7. After reading, the teacher asks the questions in the following table and students fill in the table of 5Ws:

Questions	Possible Answers
What kind of story is it?	<u>It's a fairy tale.</u>
When does the story take place?	<u>(A long time ago.)</u>
Where does the story take place?	<u>(In the forest)</u>
Why?	<u>(To visit grandmother)</u> <u>(To eat grandmother and Little Red Riding Hood)</u>
Who is in the story?	<u>Little Red Riding Hood.</u> <u>(Mother)</u> <u>(Grandmother)</u> <u>(The big bad wolf)</u> <u>(The woodcutter)</u>

8. Next, the teacher tells students that "compare" is to tell how things are alike and "contrast" is to tell how things are different. Compare and contrast can help readers understand the characters of a story better. She adds that sometimes key words indicate "compare and contrast" For example:

Compare:	like, as, same, alike, etc.
Contrast:	different, not, but, unlike, etc.

9. The teacher reads and thinks aloud the Black-Handed Monkey story. At a reasonable stopping point, she tells students to continue immediately to read silently, trying to use the same self-questioning processes she has just demonstrated.

10. The teacher distributes the Compare and Contrast Venn Diagram and the story "The Black-Handed Monkey" to students. The teacher and students fill in the Venn Diagram, comparing and contrasting the Black-Handed Monkey and the Frog and what happened to them.

11. The teacher discusses the important ways in which the two animals are alike and different and how comparing and contrasting help us understand the story.

(Period 3)

12. The teacher reviews the 5Ws (who what where when why) and Venn Diagram techniques studies last time.

13. The teacher begins by talking about problems and solutions in general to make sure that students understand the idea. She then writes the following chart on the board and asks, "Can you give me some more examples?"

Problem	Solution
No money	Get job
Raining	Get umbrella
Can't speak English	Practice English conversation

14. The teacher reads aloud the story "It Could Always Be Worse" to students.

15. The students complete the problem-solution table about the story on the board.

Problem	Solution	Result
The house was noisy and crowded	Take chickens into the house	Things got worse
The house <u>(was noisier and more crowded)</u>	Take <u>(a goose)</u> into the house	<u>(Things got worse)</u>
<u>(The house was noisier and more crowded)</u>	Take <u>(a goat)</u> into the house	<u>(Things got worse)</u>
<u>(The house was noisier and more crowded)</u>	Take <u>(a cow)</u> into the house	<u>(Things got worse)</u>
<u>(The house was noisier and more crowded)</u>	Take <u>(the chickens, a goose, a goat, and a cow out of the house)</u>	Things got better

16. The teacher asks students about a summary and passes out the handout "Writing a Summary" to students. She explains characteristics of a summary and asks questions to check students' understanding.

17. As an example of a summary, the teacher lets students complete the sheet of a summary writing of "It Could Always Be Worse" using the knowledge of signal words they have studied earlier (in lesson plan 1). Then, the class discusses the answers.

(Period 4)

3. Sustained Silent Reading

1. Each student chooses 1 out of 5 stories that interests them and reads silently for 2 minutes in the section of rate building by the following steps:

-The teacher signals then students read silently at each student reading rate.

-After 2 minutes, the teacher tells them to stop and mark their stories where they stopped reading.

-The teacher times student reading again by reading the same story from the beginning. This time the teacher asks if they read well beyond the point they first stopped.

2. The teacher tells students that they can practice building reading rate by themselves following the process earlier introduced in the class.

3. After rate building, the students read silently for about 10 minutes. At the same time, the teacher reads the book of her choice as a reader model.

4. Literature Circle

1. The students who read the same story sit in the same group.

2. The groups discuss and summarize the stories.

3. The groups hand in their summaries and the teacher will return them with comments next time.

Evaluation:

1. Teacher observation

2. Student self-assessment

3. Assessment of written works

Read Aloud Story 1**The Black-Handed Monkey**

Once a long time ago, the frog and the black-handed monkey were friends, and the frog invited the monkey to his house to eat with him. The frog killed chickens and goats and prepared a big feast for the monkey.

When the black-handed monkey arrived, the frog said, "Let's eat, but first we have to wash our hands until they're white."

The frog and the monkey began scrubbing their hands and soon the frog's hands became white. But the monkey's hands stayed as black as they were before. He rubbed them with a smooth white stone, he rubbed them with white sand, but they were still black. Some of the hair came off, and some of the skin too, but his hands were still black. Finally the frog said, "Look, I killed a lot of meat and cooked all this food, and you won't clean your hands to eat it!"

This made the black-handed monkey so angry he went home and left the feast for the frog to eat alone.

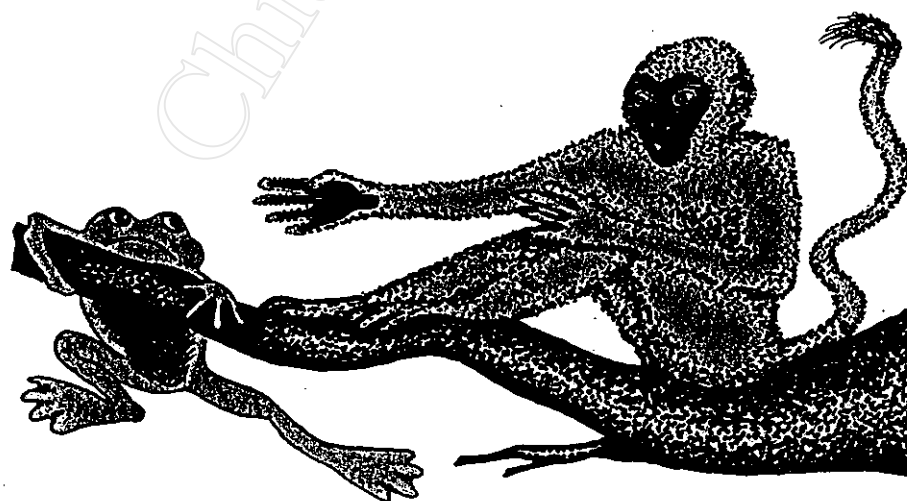
A few days later the black-handed monkey invited the frog to eat with him. When the frog arrived he saw the monkey and all the food high in a palm tree. Of course a frog can't climb trees, so the monkey picked up his friend and placed him on a limb near the food.

"Now," said the monkey, "let's sit up straight and eat."

But when the frog tried to do it, he fell off the limb and had to go home hungry.

That's why the black-handed monkey and the frog aren't friends anymore.

(Source: Dresser, C. (1999), pp.18-19)



Read Aloud Story 2

It Could Always Be Worse

- 1 There was once a poor, unhappy man. He and his wife, and his mother, and his seven children all lived in a one-room house. The house was always noisy and crowded, and someone was always fighting or yelling. When the poor, unhappy man could stand it no longer, he went to his boss for help.
- 5 "Wise boss," said the poor, unhappy man, "please help me. My house is too small and too noisy, and someone is always fighting or yelling. I can't stand it any longer."
- "Tell me," said the boss, stroking his beard, "do you have a chicken or two?"
- 10 "Yes," said the man. "In fact, I have four."
- "Good," said the boss. "Go home and take them into your house to live."
- So the poor, unhappy man went home and took the chickens into the house.
- 15 After a few days or a week had gone by, things were much worse. The chickens squawked, the children yelled, and the house was noisier than before. So the man went back to the boss.
- "Wise boss," said the poor, unhappy man, "please help me. The chickens are squawking, the children are yelling, and my house is noisier and more crowded and smaller than before. I can't stand it any longer."
- 20 "Tell me," said the boss, stroking his beard, "do you have a goose?"
- "Yes," said the man, wondering why the boss asked.
- "Good," said the boss. "Go home and take the goose into your house to live."
- 25 So the poor, unhappy man went home and took the goose into the house.
- After a few days or a week had gone by, things were much worse. The goose honked, the chickens squawked, the children yelled, and the house was noisier than before. So the man went back to the boss.
- "Wise boss," said the poor, unhappy man, "please help me. The goose is honking, the chickens are squawking, the children are yelling, and my house is noisier and more crowded and smaller than before. I can't stand it any longer."
- 30 "Tell me," said the boss, stroking his beard, "do you have a goat?"
- "Yes," said the man, feeling very worried.
- "Good," said the boss. "Go home and take the goat into your house to live."
- 35 So the poor, unhappy man went home and took the goat into the house.
- After a few days or a week had gone by, things were much worse. The goat butted, the goose honked, the chickens squawked, the children yelled, and the house was noisier than before. So the man went back to the boss.
- "Wise boss," said the poor, unhappy man, "please help me. The goat is butting, the goose is honking, the chickens are squawking, the children are yelling, and my house is noisier and more crowded and smaller than before. I can't stand it any longer."
- 40

"Tell me," said the boss, stroking his beard, "do you have a cow?"

"Yes," said the man, trembling.

45 "Good," said the boss. "GO home and take the cow into your house to live."

So the poor, unhappy man went home and took the cow into the house.

After a few days had gone by, things were much worse. The cow stepped on everything, the goat butted, the goose honked, the chickens squawked, the children yelled, and the house was noisier than before. So the man
50 went back to the boss.

"Wise boss," said the poor, unhappy man, "please help me. The cow is stepping on everything, the goat is butting, the goose is honking, the chickens are squawking, the children are yelling, and my house is noisier and more crowded
55 and smaller than before. I can't stand it any longer."

"My poor, unhappy man," said the boss, "go home and take all the animals out of your house."

"Yes, boss," said the man happily. "I will do that at once."

So the poor man went home and took the cow and the goat and the
60 goose and the chickens out of the house. The house seemed very quiet and not crowded at all.

The man went back to the boss.

"Wise boss," said the man, "you have helped us very much. My house is so quiet and peaceful now. Thank you so much."

(Source: Taylor, E.K. (2000), pp. 88-90)

Sustained Silent Reading Story 1

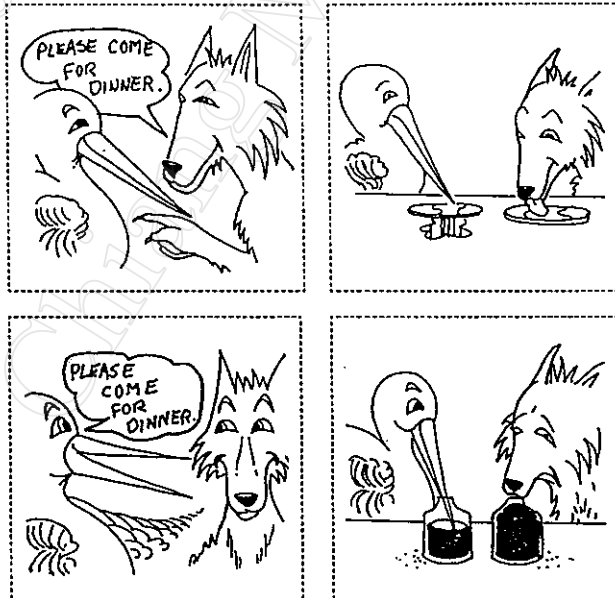
The Wolf and the Stork

A long, long time ago, the wolf and the stork were friends. One day, the wolf asked the stork to come to his house to eat.

When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. He ate his soup quickly, and when he finished, he asked the stork, "Did you like my soup?"

But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed.

But the stork had an idea. He asked the wolf to come to his house for dinner. He filled two tall pitchers with good food. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat. But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry and the stork laughed and laughed.



(Source: Kasser, C. & Silverman, A. (1986), p. 75)

Sustained Silent Reading Story 2

The Ant and the Cicada

In the old days, ants and cicadas were friends. They were very different. The ants were hardworking, but the cicadas were lazy.

In the summer, the ant families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter.

While the ants worked hard, the cicadas didn't do anything. They sang and danced all day. When they were hungry, they could always fly to the farm and get something to eat.

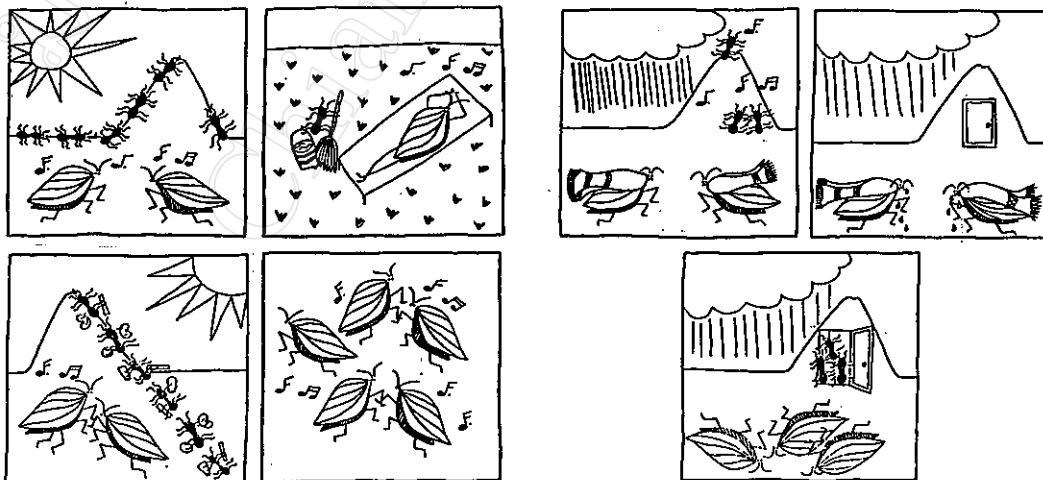
One day, the cicadas were singing and dancing. They saw a long line of ants bringing food to their anthill. The cicadas said, "Stop, my silly friends. It's a very nice day. Come and dance with us." The ants said, "Don't you know about winter? If you don't work now, you'll have trouble later."

But the cicadas said, "We have strong wings. We can fly anywhere we want. Stupid ants!" And they continued to sing and dance.

In the winter, it rained all the time and it was very cold. In the anthill, there was singing and dancing. But the cicadas had nothing to eat. They asked the ants for some food. The ants said, "We thought you could fly anywhere. Now who is stupid and silly?"

The cicadas cried and said their wings were wet from the rain. The ants said, "We're sorry, but now it's too late. If we help you, there won't be enough food for us. Sorry, very sorry." And the ants closed their door.

The next day, when the ants opened their door, all the cicadas were dead! That's why we can hear cicadas sing in the summer, but in the winter they are silent.



((Source: Kasser, C. & Silverman, A. (1986), pp. 19-20)

Sustained Silent Reading Story 3

The Lion and the Hyena

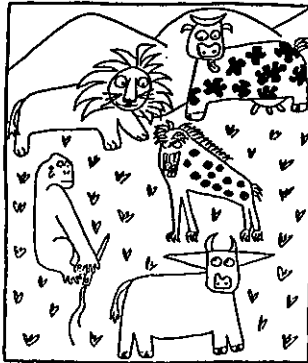
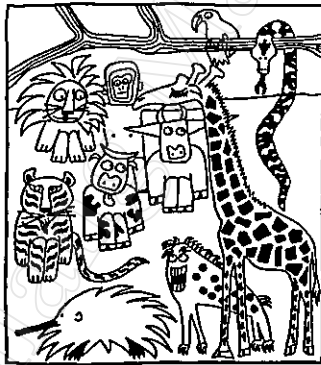
A long time ago, the lion was king of the animals. He and the hyena were friends. They often went out to look for food together.

One day, they found a cow and a bull. The lion said to the hyena, "You can have the cow. I want the bull because it's powerful like me." The hyena was afraid of the lion, so he said yes.

The lion was very busy being king, so the hyena took care of the cow and the bull. One day the hyena said to the lion, "My cow will soon have a baby." When the cow was born, the lion went to look at it. "This isn't your cow's baby; it's my bull's baby!" said the lion to the hyena. Then the two friends disagreed.

They called all the old and wise animals to decide who owned the baby cow. All the animals came except the ape. They all said that the baby cow belonged to the lion. But as they were leaving, the ape finally arrived. "I was very busy," he said to the lion.

The lion shouted, "I'm king of the animals, but I am here! Why were you too busy to come?" "I was sewing the earth and the sky together," the ape explained. Then the lion asked, "How is it possible to sew the earth and sky together?" "First tell me," the ape answered, "How is it possible for a bull to have a baby?"



(Source: Kasser, C. & Silverman, A. (1986), p. 141)

Sustained Silent Reading Story 4

Billy Goat

Once upon a time, a little old man and a little old woman lived in the hills of Puerto Rico. In their garden, they grew many vegetables, such as tomatoes, pumpkins, potatoes, beans, and corn. They spent many hours working in the garden.

Every morning, while his wife made coffee, the old man looked out the window at his beautiful garden. But one day he saw something in the garden. "Maria, come quickly," he called to his wife. "Something is eating our vegetables."

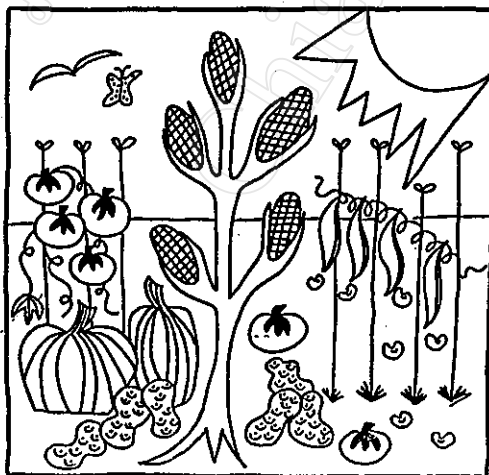
He went out to the garden, and saw that it was a billy goat. "Please don't eat up the garden, Mr. Billy Goat! We are old and need our vegetables," he said. But the goat turned his horns toward the old man and made him run away.

The man and his wife started to cry. Just then a little black ant fell into the man's hand. "What will you give me if I help you?" asked the ant. "I can make the goat go away." They promised her a little bag of flour and a little bag of sugar, and she went away.

The ant went out to the garden. She walked up the goat's leg, over his back, and up to his ear. Then she stung him. "Ouch," cried the goat. The ant began to sting the goat on his ears, legs, and back.

"I must have stepped on an anthill!" the billy goat said, and he ran out of the garden. He rolled on the ground to try to kill the ant. But he forgot that he was on a hill. So he rolled down, down, down. Maybe he's still rolling!

The man and his wife were happy. They gave the ant a bag of sugar and one of flour, as they had promised. After that, they never had problems with goats.



(Source: Kasser, C. & Silverman, A. (1986), pp. 27-28)

Sustained Silent Reading Story 5

The Smartest Animal

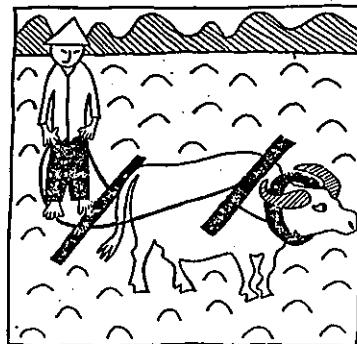
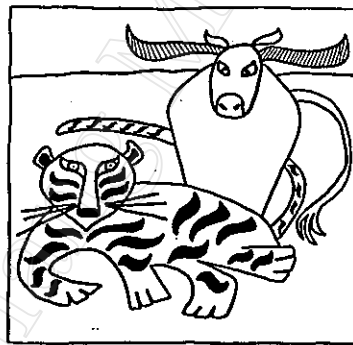
Once there was a farmer in Laos. Every morning and every evening the plowed his field with his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything that the man tells you?" The buffalo answered, "Oh, the man is very intelligent." The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him."

So the next day, the tiger said to the man, "Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I am afraid that you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger up, he didn't go home to get his intelligence. He took his plow and hit the tiger. Then he said, "Now you know about my intelligence, even if you haven't seen it."



(Source: Kasser, C. & Silverman, A. (1986), p. 155)



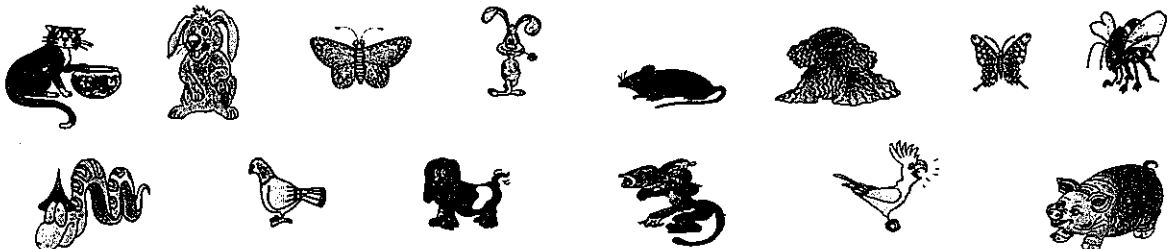
Animals and Pets



Do you know where cats/dogs/birds live?
 What do they eat?
 How do they move?
 What do they look like?
 What are their characteristics?

Possible Answers:

Pet	Food	Characteristics
Cat	Commercial cat food, small animals, mice, birds, etc.	- Many colors. Hair may be long and soft or short and sleek. - Excellent judge of distance.
Dog	Commercial dog foods, meat, bones	- Many colors, many sizes. Hair may be long, short, straight, or curly. - Good sense of smell. Quite clever.
Parakeet	Commercial parakeet food, carrot, seed, etc.	- Flies and hops, climbs up and down and has a good sense of balance. Can learn human language.
Goldfish	Commercial fish food	- Many different colors. Some are all one color. Some are multicolored with spots. - Good swimmer, can turn, stop, and start quickly.
Hamster	Grain products and seed	- Small, 5 to 6 inches long, black eyes. Has short, soft, smooth fur. Large ears. Poor eyesight. - Growls when angry.



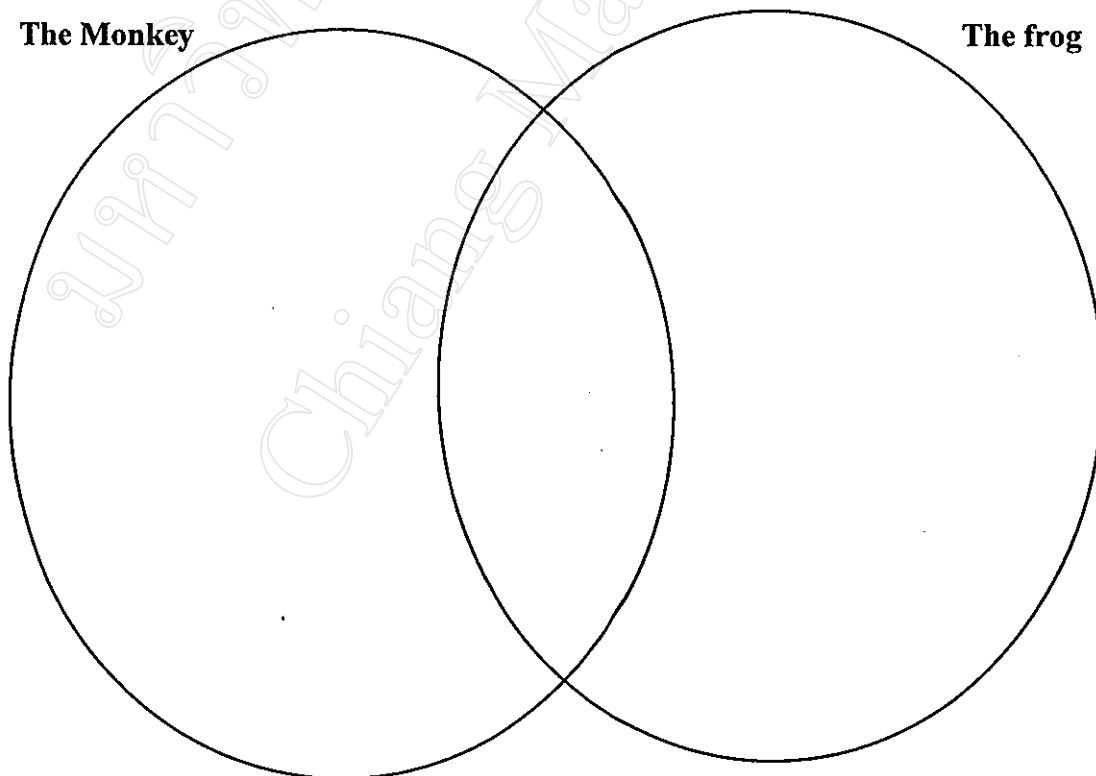
Compare and Contrast Stories

Compare and contrast can help readers understand the characters of a story better.

Sometimes key words indicate compare and contrast. For example:

Compare:	Like, as, same, alike, etc.
Contrast:	Different, not, but, unlike, etc.

1. Listen to the story "The Black-Handed Monkey" .
2. According to the story, fill in the Venn Diagram, comparing and contrasting the black-handed monkey and the frog and what happened to them.



Extensive Reading

1. Graded Readers

You are expected to read at least 4 stories in simple English from the books provided by the teacher (If you prefer to buy them yourself, please inform the teacher first). Choose stories you are interested in, and which you can read quickly. One reader should not take you much more than 7 hours to read. If the language is too difficult, give up the book and choose another one from an easier level.

The books are at different levels:

Level 1. (Up to 200 words)

Level 2. (Up to 300 words)

Level 3. (Up to 500 words)

Level 4. (Up to 700 words)

Level 5. (Up to 1000 words)

Level 6. (Up to 1500 words)

2. Reading Record

You have just finished reading a story of your own choice. I hope you enjoyed your story.

Now, it's time for you to put your enjoyment in writing.

You will keep a record of your reading in a form provided by your teacher.

The record should look something like the example below:

Sample Reading Record

Book Report Form

Date: June 4, 2001-Name: Suchada Chaiwiwatrakul Number: 007 Class: M.4/4-Title: The Little Mermaid by Hans Christian Andersen Level: 1 2 3 4 5 6-Reading Rate 200 words / minute

-Briefly summarize the book (5-8 sentences) What's it about? What happens?

Once upon a time a little mermaid lived under the sea with her family. One day, the little mermaid swam up the sea and fell in love with a young prince. The ship of the prince fell on her side, then the little mermaid saved the prince. The little mermaid wanted to marry to the prince so she let the sea-witch change her fish-tail to be human legs and she had to make the prince love her in order to live her life. However, the prince finally got married to another woman so she died.

-Respond to the book in some way (3-5 sentences).

How did you like it? Why?

What did it make you think about?

What comments do you have?

I think the little mermaid was very kind and she is also very patient. I don't think I can be as good as her.

-Book Rating: (a) Good b) Fair c) Poor

-Any more notes, questions, new vocabulary (optional)?

1. Mermaid = a woman with a fish's tail in place of legs2. Sea-witch = a woman who uses magic and lives under the sea3. Castle = a large building, often the home of a king

Sample Sentences & Sentence Starters

How did you like it? Why?

What did it make you think about?

What comments do you have?

-Here are Sample Sentences and Sentence Starters in order to answer the above questions in your book report form.

-I love the way the story begin/end.

-I can't believe there will be thing like this in our world.

-The fist thing I noticed in the story was the character because I could relate to my life experiences.

-I like/dislike.....(name of the character) because.....

-The character I most admire is.....because.....

-In my opinion this story has a lot of interesting characters. For example,.....

-I think the relationship between.....and.....is interesting because.....

-If I were.....(name of character), I would.....

-I like/love the story very much because

-I dislike/hate the story because.....

-I am (not) impressed with the story because.....

-I wonder why.....

-I noticed.....

-I observed.....

-I found that

-I think.....

-I'm not sure.....

-I felt sad when.....

-I like the way the author.....

-This story is very realistic/unrealistic because.....

-This story made me think of.....

-This story teaches me how to.....

-etc.

A Summary Of "It Could Always Be Worse"

Put signal words provided into the right blanks in order to complete a summary of "It Could Always Be Worse" (Some words may be used more than once).

Yet	Firstly	Still
Thirdly	Since	Then
Hence	So	Moreover
But	However	Therefore
Finally	Later	Although
Once	Fourthly	Secondly

.....a poor, unhappy man and his family lived in a one-room house which was always noisy and crowded.he decided to ask his boss for help., his boss told him to take chickens into his house to live.the man took four chickens into his house.things got worse., his boss told him to take a goose into his house to live.the man took the goose into his house., things got worse., his boss told him to take a goat into his house to live., the man took the goat into his house., things got worse., his boss told him to take a cow into his house to live.the man took the cow into his house.things got worse.his boss told him to take all the animals out of his house. The man took all the animals out of his house.things got better and the house was so quiet and peaceful.

Writing a Summary



A summary, what is it about? I have no idea.

Oh, so easy!

A summary is a shortened version of a passage or story. In writing a summary, you take only the important or essential ideas from the original passage or story without any changes in its meaning and excluded unimportant details.



True or False: Which of the following is true about a summary writing

-1. Before you summarize a story or passage, you must read it many times until you are sure that you understand it fully.
-2. In summarizing, you pay attention to important ideas.
-3. When you read the passage before summarizing, you can underline or make notes of the important ideas to increase your comprehension of the passage.
-4. You use your own words in summary writing.
-5. In summary, you can add some more ideas to make readers understand better.
-6. Your summary should be longer than the original one.
-7. You can use connectors, for example, "and", "but", to connect the ideas so that your summary goes smoothly.
-8. In summarizing, unimportant ideas will be excluded.

Lesson Plan 3

Stories about Cleverness and Foolishness

Subject :	English reading and writing (Eng. 025)
Class :	M.4/4
No. of Students :	23
Time:	4 periods
Terminal Objective:	Students should be able to write a summary after reading stories (about cleverness or foolishness) of their choices.
Enabling Objectives:	Students will be able to: 1. Make predictions based on title, cover, illustrations, and story content. 2. Complete the table of "cause-and-effect" according to the story read. 3. Complete literature circle forms. 4. Participate in a literature circle group.
Teaching Materials:	1. Graded reader "Billy and the Queen" by Stephen Rabley 2. Handouts of Read Aloud Stories; Sustained Silent Reading Stories; Cause and Effect Table; Literature Circle Forms; Literature Circle Self-Assessment Form 3. Teacher's Book Box

Procedure:

(Period 1)

1. Booktalk

1. The teacher booktalks a graded reader "Billy and the Queen" by Stephen Rabley. Firstly, she focuses students' attention on the cover of the book asking students to describe what they see. Then she says, "Can anyone read the title?" and asks a volunteer to read it. The students guess the story from its cover.

2. The teacher briefly talks about the book that it is a story about the cleverness of Billy Parker, the main character. She says, for example, "Billy has a plan to get the money to buy expensive new bikes. To do this, he needs only a camera. What will he do?"

3. The teacher motivates students to read more by telling them to borrow the book to read by themselves if they want to know the ending.

4. The teacher booktalks other interesting 3-4 readers after that students select and borrow readers that interest them to read at home.

2. Read Aloud

1. The teacher asks students about the meaning of cause and effect by giving examples. The students match cause to its effect as directed in the worksheet as shown below.

<i>Cause</i>	<i>Effect</i>
<i>Study hard</i>	<i><u>Pass the exam</u></i>
<i>Eat too much</i>	<i><u>(Have a stomachache)</u></i>
<i>Switch out the light</i>	<i><u>(Room get dark)</u></i>
<i>Steal the bag</i>	<i><u>(To be arrested by the police)</u></i>
<i>Always tell lies</i>	<i><u>(No one listen to stories)</u></i>
<i>Do not submit homework to the teacher</i>	<i><u>(To be hit by the teacher)</u></i>
<i>Do not drive carefully enough</i>	<i><u>(Have a car accident)</u></i>
<i>Practice speaking English every day</i>	<i><u>(Speak English well)</u></i>
<i>Baby cry loudly at night</i>	<i><u>(Mother cannot sleep)</u></i>

2. The teacher explains that when something happens because of an earlier event, we call the first event "The Cause" and the second one "The Effect".

3. The teacher reads aloud the story "Salem and the Nail" to students and pause to encourage students' prediction when necessary.

4. Teacher and students fill in the following table.

Cause-and-effect Relationship in Salem and the Nail	
Cause	Effect
1. <u>Salem's shop burned in a fire.</u>	1. He decided to sell his house.
2. <u>Salem wanted enough money to open the shop again.</u>	2. He made up a plan of selling his house to other without a nail in the house. (After that he hung many horrible things and he bought his house back with a very low price.)
3. Salem hung a dead donkey on the nail.	3. <u>Abraham and his family cannot live in the house any more.</u>
4. Abraham wanted Salem to get the dead donkey out of his house.	4. <u>Abraham took Salem to the judge.</u>

(Period 2)

5. The students and the teacher list all events on the board. The teacher asks what important events in the story are:

- Abraham bought the house.
- Abraham had to leave.
- Abraham bought Salem's house.
- Abraham took Salem to the judge
- Abraham complained that the donkey smelled bad.
- Abraham argued about the price.
- Abraham could not live in the house.
- Salem bought a new shop.
- Salem hung an empty bag on the nail.
- Salem's shop burned in a fire.
- Salem bought his old house at half price.
- Salem hung coats and bags on his nail.
- Salem sold his house except one nail.
- Salem bought his house for half price.
- Salem hung a dead donkey on his nail.
- Many people came to look.

- The judge said that Salem was in the right.
- People went away shaking their heads.

6. The students and teacher help cross out unimportant events and the teacher clears up any misunderstandings.

7. The students put the important events in the right order to make a brief story or a summary of the story as follows:

Summary of Salem and the Nail

Salem's shop burned in a fire. He decided to sell his house, except for one nail. Many people came to look. People went away shaking their heads. Abraham argued about the price. Abraham bought Salem's house. Salem hung an empty bag on the nail. Salem hung an old coat on the nail. Salem hung a dead donkey on the nail. Abraham complained that the donkey smelled bad. Abraham took Salem to the judge. The Judge said Salem was in the right. Abraham could not live in the house. Salem bought his old house at half price. Salem bought a new shop.

8. The students replace some repeated nouns with pronouns to shorten the summary.

(Period 3)

3. Sustained Silent Reading

1. The students select stories that interest them to read independently and silently for 10-15 minutes. At the same time, she reads the book of her choice as a reader model.

4. Literature Circle

1. The students sit in small groups according to the stories they read.

Discussion Director	-Prepares 2-3 questions and answers about the story. -Allows time for discussion from all members. -Clarifies and follows-up on responses (For example: Why? What make you think like that?)
Word Wizard	-Prepare 1-3 vocabularies from the story. -Chooses methods for teaching each word.
Illustrator	-Creates and shares a visual representation from the story.
Summarizer	-Prepare a brief summary of the story.
Connector	-Connect between the story and the outside things.

2. The teacher writes role description for literature circles on the board and lets students read for 3-4 minutes. Then she explains each role to students.

3. The teacher has students meet in their literature circle groups. Each member of each group chooses the role from the role sheets (Literature Circle Forms) and works on. Next, the teacher distributes "*Literature Circle Self-assessment Form*" to students and explains how to evaluate themselves. The teacher walks around to help students with their problems as possible.

4. Members of each group respond to what they have read and discuss their responses.

Literature Circle Self-Assessment Form

Rate each entry as 1-Need Improving 2-Satisfactory 3-Very Good

Name.....Date.....

My group was discussing a story :.....

		Example
I share my ideas.	1 2 3	
I spoke clearly and slowly enough.	1 2 3	
I answered others questions.	1 2 3	
I remained on story and helped the group stay focused.	1 2 3	
I listened courteously and effectively.	1 2 3	

My plan for improvement is:.....

(Period 4)

5. Each group exchanges its summary together with a copy of full story to another group.

6. All groups read other groups' summaries.

7. All summaries were returned to the owners.

8. The students submit role sheets to the teacher, the teacher returns role sheets and summaries with comments to the students in the next time.

Evaluation:

1. Teacher observation

2. Student self-assessment

3. Assessment of written works

Read Aloud Story

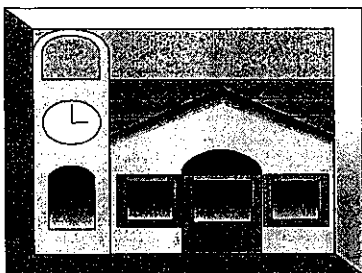
Salem and the Nail



①

Once upon a time, there was a crafty merchant named Salem. His shop, and all the carpets in it, burned in a fire. Salem had nothing left but his house, and since he was a trader, he decided to sell it. With the money he could buy a new shop and more carpets. Salem's price for his house was very low, but he had a very strange condition for anyone who wanted to buy it: "I'll sell you the house, except for that nail in the wall. That remains mine!" All people who came to look at the house went away shaking their heads, wondering why he made this strange request.

A man named Abraham, however, thought that this was a chance to get a very good deal. Even though the price was fair, he argued and bargained until he got the price even lower. At last Abraham and Salem struck a deal, so Abraham bought the whole house, except for one nail, at a very good price.





②

A week later, Salem came to the door. "I've come to hang something on my nail," he said. He came into the house and hung a large empty bag on the nail. Then he said "Good-bye," and left.

A few days later, Salem came again. He had brought an old coat to hang on the nail. After that, Salem was forever coming and going, taking things off the nail and hanging new things up. One evening, Salem arrived dragging a dead donkey. With a struggle, he lifted it up and tied it to the nail. Abraham and his family complained, "This dead animal smells horrible, and surely you don't expect us to look at that in our house?"

But Salem answered: "It's my nail, and I can hang anything on it that I want to!"

Abraham begged Salem to take the donkey away, but Salem refused. Abraham took Salem to the judge, but the judge said Salem was right. The bargain was clear, and while the house was Abraham's, the nail belonged to Salem.

Abraham and his family could no longer live in the house with the dead donkey hanging there, so Salem offered to buy the house back. Abraham tried to get more, but Salem would not pay a penny more than half of what Abraham had paid him. So Salem got his house back, with enough money left to open a new shop.

(Source: Taylor, E.K. (2000), pp. 104-105)

Sustained Silent Reading Story 1

The Shadow

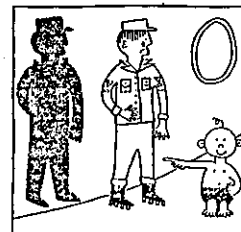
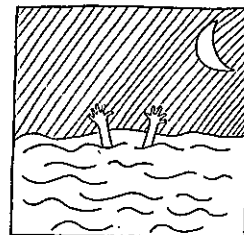
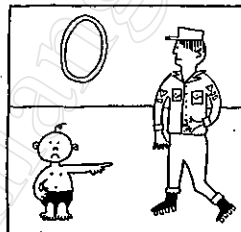
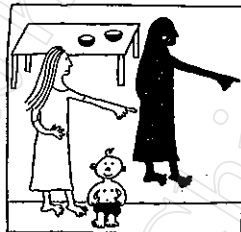
A long time ago during wartime, a soldier went away to fight. His wife was expecting a baby.

When the baby learned to talk, he always asked his mother, "Where is my father?" The mother got tired of his questions. One night she pointed to her shadow on the wall and said, "That is your father." After that, she pointed to her shadow every night at dinner time and said that his father would eat dinner with them. This made the boy feel happy.

Finally, the war was over. The husband came home. But when he arrived at his house, the wife was out. He saw the little boy. He knew it was his son, but the child said, "You are not my father. He won't be home until dinner time."

The father was very angry. Then his wife arrived. He said that she had been a bad wife, and he would not listen to her. Then the wife felt so sad that she jumped into the river and killed herself.

That night, the boy saw his father's shadow on the wall. He pointed to it and said, "Now my father is home." Then the man understood. But it was too late!



Sustained Silent Reading Story 2**Juan Bobo and the Pot**

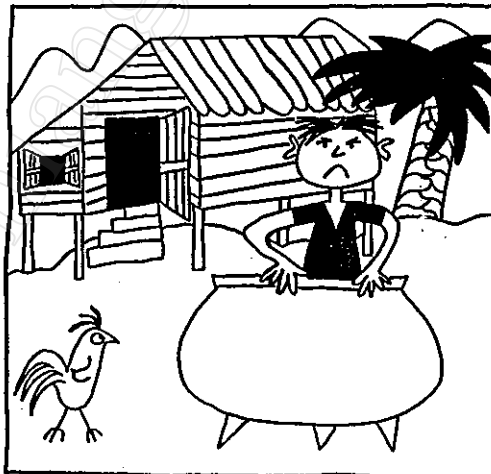
One day, Juan Bobo's mother needed a very big pot. She wanted to make chicken and rice for many people. She said to Juan Bobo, "Go to my friend's house and ask for a big pot. Then come home quickly."

Juan Bobo went to the friend's house. She gave him a big pot. He started to carry the pot home. Then he put it down on the road and looked at it. It was very big and heavy. It was made of clay and it had three legs.

Then he said to the pot, "You have three legs and I have only two legs. You can carry me for a few minutes." The pot did not answer. Then Juan Bobo sat down inside the pot. But the pot did not move.

Juan Bobo got angry. He threw a stone at the clay pot and it broke. Then he carried the pieces of the pot home. His mother was angry when she saw the broken pot. "You are stupid!" she said.

But Juan Bobo thought, "I'm not stupid. Only a stupid person carries something with three legs."



(Source: Kasser, C. & Silverman, A.. (1986), pp.66-67)

Sustained Silent Reading Story 3

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word-except one. He could not say the name of the town where he was born. The name of that town was Cataño.

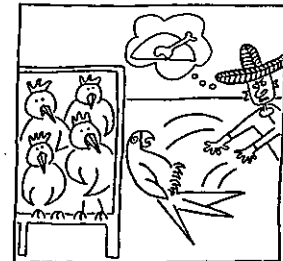
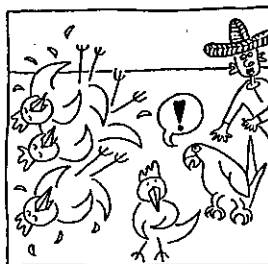
The man tried and tried to teach the parrot to say "Cataño." But the bird would not say the word. At first the man was very nice, but then he got angry. "You stupid bird! Why can't you say that word? Say 'Cataño' or I'll kill you!" But the parrot would not say it. Then the man got so angry that he shouted over and over, "Say 'Cataño' or I'll kill you." But the bird wouldn't talk.

One day, after trying for many hours to make the bird say "Cataño," the man got very, very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say 'Cataño' or I'll kill you!"



Sustained Silent Reading Story 4

Silly Saburo

Saburo lives on a farm in Japan. Everybody calls him Silly Saburo. Saburo can't understand why, but maybe you can. For example, one day Saburo's father told him to go to the garden and dig up some potatoes. He told Saburo to put them in the sun to dry. Saburo went to the garden. While he was digging for potatoes he found an old box full of gold. Someone left it there a long time ago. Saburo didn't know what to do with the gold. He remembered what his father said about the potatoes, and decided to put the gold coins and the potatoes in the sun to dry. When he got home he told his father about the gold. His father ran to the garden, but it was too late. The gold was gone.

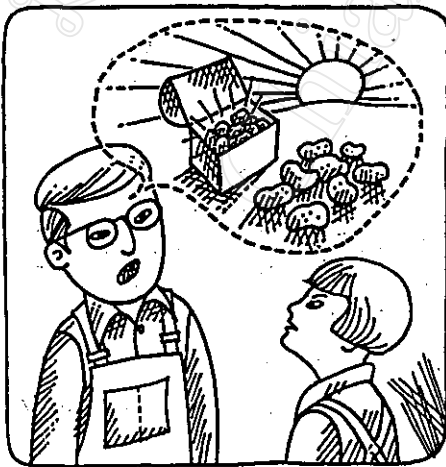
Of course, his father was angry. He told Saburo to put everything he finds in a bag and bring it home. The next day Silly Saburo was working in the garden again. He found a dead cat. He remembered what his father said and he put the dead cat in a bag. When he brought it home, his father was angry and told him that he was very silly. He said, "When you find something like this dead cat, you should throw it into the river."

The next day Saburo found some firewood. He picked it up and threw it into the river. A neighbor was passing. She saw what Saburo did and told him not to throw away good wood. It was very good wood for a fire. She said, "When you find something like that, you should, you should chop it up and take it home."

Well, on his way home, Saburo found his father's new tool box. The box was made of wood. He took an ax, chopped it up and brought it home.

Of course, his mother and father were very angry. "You stay at home and clean the house," his mother said, "I'll go out and do your work!"

Poor Silly Saburo. He doesn't understand why his parents are always so angry with him.



(Source: Berman, A. (1977), pp.18-23)

Sustained Silent Reading Story 5

There's Always Room for More

One day a hungry beggar went to the house of a rich man. He asked for something to eat. The rich man invited the beggar in and gave him some soup. The beggar drank the soup very quickly. When he finished the rich man asked, "Do you want more to eat?" "No, thanks," the beggar answered. "That was enough. I'm full."

But the rich man gave the beggar a large plate of meat. The beggar finished that very quickly also. "Do you want more to eat?" the rich man asked again. "No, thanks," the beggar answered. "That was enough. I'm full."

But the rich man didn't stop. He gave the beggar some delicious chocolate cake. The beggar quickly finished the food again.

"Why do you lie to me?" the rich man asked. "Every time I ask you if you want more to eat, you say no; but every time I give you more, you eat it quickly."

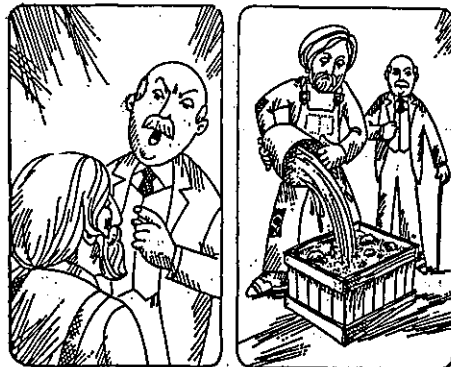
The beggar looked around. Outside the kitchen there was a box. He filled the box with stones and asked the rich man, "Is this box full?" "Of course it's full," the rich man answered.

Then the beggar put some sand in the box that was full of stones. "Is this box full?" he asked again.

"Of course it's full," the rich man answered.

Then the beggar got a pail of water. He poured the water into the box that was full of stones and sand.

"You see," he said to the rich man. "Every time I ask you if the box is full, you say yes; but every time you say yes, I fill the box again. It's the same thing with the food you gave me. There's always room for more."



Literature Circle Forms

Word Wizard

Name:.....

Story title:.....

Your job is to find words that may be unusual or unfamiliar. Try to find out their meaning from the context clues around the words. Look up the words in a dictionary. Write a definition in your own words. Make sure that you understand the words before you meet with the group! Lead your group through a discussion of the words and their meanings.

No.	Word	Line	Best Guess	Dictionary Definition
1.				
2.				
3.				

** During discussion, your job is to teach the words to your circle. Start by having them look on the line where your word appears and read the sentence. Ask them to use context clues to guess the meaning of the word. Then read them the definitions. Discuss which definition best fits the way your word is used. Then you give them your sentence and perhaps have them make up sentences of their own. After all 3 words, review with them the words you have selected if there is time.

Discussion Director

Name:.....

Story title:.....

Your job is to lead the group and asks questions to increase comprehension and to promote discussion. Prepare 2-3 questions about the story. Write the questions that will encourage discussion. You must include your answer to each question. Use the following prompts to help you write your questions.

Possible discussion questions or topics for the story:

No.	Possible discussion questions	Possible answers
1		
2		
3		

Sample Questions:

- | | |
|---|--|
| -What do you think.....? | -Can anyone summarize this story briefly? |
| -Why was.....important to the story? | -What was going through your mind as you read this? |
| -Can you compare.....? | -Did anything in this section of the story surprise you? |
| -Predict what will happen with the? | - Can you predict some things that you think will happen next? |
| -What do you think caused.....? | -How did you feel while reading this part of the book? |
| -Why did.....? | -What are the one or two most important ideas in this section? |
| -How did you feel when.....? | |

**During discussion time, it is your role to invite participation from all members.

#If someone is participating too much, politely say, "Let's hear from someone else on this".

#If someone is participating too little, politely ask them by name,(Name of member)....., so what do you think about this?

It is your role to get members to explain their answers and think a little deeper. So you respond with the following questions: Why do you say that? Tell me what you mean by.....

Finally, it is your role to move from one job to the next and keep the group on task. For example, "We've heard from the Word Wizard; now let's move to the Illustrator."

Illustrator

Name:.....

Story title:.....

Your job is to draw some kind of picture or map of the story. You can draw a picture of a specific scene, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the story. It can be a sketch, cartoon, diagram, flow chart, or story diagram. Any kind of drawing or graphic is okay.

On the back of the drawing underneath your heading, answer the following two questions in complete sentences.

1. What is it?
2. How is the scene you drew important to the story?

****During discussion, you may show your picture without comment to the others in the group. After everyone has had said about the story, tell them what your picture shows, where your idea came from, what it represents to you, and/or how the scene is important to the story.**

Your Picture



Summarizer

Name:.....

Story title:.....

Your job is to prepare a brief summary of the story. This should be done in complete sentences.



**During discussion, ask the group members to mention any ideas you left out that they feel are important.

Connector

Name:.....

Story title:.....

Your job is to find connections between the story your group is reading and the world outside. This means connecting it to your own life, to happenings outside school or in the community, to similar events at other times and places, to other people or problems that you are reminded of.

Some connections I found between this reading and the world outside were:

No.	Connections
1	
2	
3	

Possible kinds of connections:

- ◆ Happenings at school
- ◆ World events
- ◆ Similar stories
- ◆ Your experience

Lesson Plan 4

Humorous Stories

Subject :	English reading and writing (Eng. 025)
Class :	M.4/4
No. of Students :	23
Time:	4 periods
Terminal Objective:	Students should be able to write a summary and retell a story through a creative presentation after reading humorous stories of their choices.
Enabling Objectives:	Students will be able to: 1. Make predictions based on title, cover, illustrations, and story content. 2. Identify important story elements (setting, events, character). 3. Complete literature circle forms. 4. Participate in a literature circle group. 5. Retell stories in their own words through creative presentations.
Teaching Materials:	1. Graded reader "How to be an Alien" by George Mikes 2. Handouts of Read Aloud Stories; Sustained Silent Reading Stories; Self-Assessment of Creative Presentation; Peer Evaluation Rubric; Jokes; Literature Circle Forms (See Lesson Plan 3); Story Element Table 3. Teacher's Book Box

Procedure:

(Period 1)

1. Booktalk

1. The teacher bootalks the story "How to Be an Alien" by George Mikes. Firstly, she focuses students' attention on the cover of the book asking students to describe

what they see. Then she says, "Can anyone read the title?" and asks a volunteer to read it.

2. The teacher has students guess the story. Then she briefly talks about the book which is full of fun and strange things English people do and say. The teacher tells that the students will learn how English culture is totally different from ours. For example, the name of the street, the teacher reads some sample paragraphs from the book such as, " In England, a name of the streets will be put on a piece of wood. Hide this piece of wood carefully. Put it very high on the wall or very low behind the flowers in someone's garden, or in a shadow-anywhere where people cannot see it. Even better, take the street name to your bank and ask the bank to keep it for you. If you don't, somebody will find out where they are."

3. The teacher tells that it is like a joke book, she laughed a lot when she read it. She read it many times and also wants everybody to read and to share such a wonderful experience with her.

4. The students select and borrow readers they are interested in.

2. Read Aloud

1. The teacher reads aloud the story "*The Wise Judge*" and stops where necessary to let students predict the story.

(Period 2)

3. After reading, the teacher and students fill in the story element table. For example:

Story Elements	
Setting	<i>Fields</i>
Characters	<i>(Widow Yemswitch)</i> <i>(Farmer Mulugeta)</i> <i>(Jude Yasu)</i>
Theme	<i>(Humor)</i>

3. Sustained Silent Reading

1. The students select stories that interest them to read independently and silently.
2. The teacher gives students 10-15 minutes to finish the story. At the same time, the teacher reads the book of her choice as a reader model.

(Period 3)

4. Literature Circle

1. The students get into small groups according to stories read.
2. Each member of each group chooses a role from the Literature Circle Forms. This time they have to change their roles and choose to be other roles. For example, if last time they were summarizers, this time they will be illustrators or word wizards or discussion directors or connectors. Each student fills in the role sheet select.
3. The teacher has students share their summaries and impressions with their group members. Then she asks the groups to decide what will be important to present and what can be cut.
4. The whole class brainstorms how to present the story. Each group decides and selects a creative way to retell the story. Samples of way to present:
 - Dramatize a scene from the story. Write a script and have several rehearsals before presenting it to the class.
 - Prepare an oral report of minutes. Give a brief summary of the plot and describe the personality of one of the main characters. Be prepared for questions from the class
 - Make three or more puppets of the characters in the story.
 - Create a mini-comic book relating a story.
 - Make a poster advertising the story so someone else will want to read it.
 - Cut out magazine pictures to make a collage or a poster illustrating the idea of the story.
 - Sketch a favorite part of the story.
 - Make a flow chart of all the events in the story.

- Make a game—questions and answers about the story.
- Dress as one of the characters and act out a characterization.
- Pretend to be making a movie of the story and are casting it. Choose the actors and actresses from people in the group or in the classroom.
- Make a beautiful book jacket with an inside summary.
- Tape record a summary and play it back to the class.
- Make a poem about the story.
- Tell a story with a musical accompaniment.
- Participate with friends in the group in a television talk show about the story.
- Create a radio ad for the book. Write out the script and tape record it with background music as it would be presented.

The presentation includes:

- An introduction of characters and setting, along with an explanation of any important vocabularies.
- The story presented in an interesting and a clear way.

5. The teacher meets with each group to check understanding of each group and answers their questions. She lets groups talk or write a script of the presentation.

6. The teacher assigns students to create a creative work to present together with the story retelling and they should explain how it relates to the story.

7. The teacher walks around and helps to work on each group specific problems.

8. The teacher encourages students to rehearse outside class and schedules the presentation.

9. The teacher passes out self-assessment form for the creative presentations to students. Consequently, she explains and lets students ask any questions about the presentation.

Self-Assessment of Creative Presentation					
	5	4	3	2	1
Best use of Time/ Best Effort	Show much effort	Show a good deal of effort	Show some effort	Show little effort	Show no effort
Thought and Creativity	Show much thought and creativity	Show a good deal of thought and creativity	Show some thought and creativity	Show little thought and creativity	Show no thought or creativity
Grammar, Spelling	Spelling is accurate and no major errors in grammar.	A few spelling and grammar errors	Spelling errors cause confusion, and some errors in grammar	Several spelling and grammar errors	Spelling and grammar errors are very common and stand out

(Period 4)

5. Retelling the Story through Creative Presentation

1. The teacher passes out the "Peer Evaluation Rubric" and explains how to evaluate classmates' presentation.

Peer Evaluation Rubric			
	Very Good 3	Satisfactory 2	Poor 1
Used complete sentences			
Had eye contact			
Presented with clear explanation			
Used visual/audio aids or other materials well			
Presented in an interesting way			
Total...../15 points			

2. Each group of the students presents their stories and the teacher joins the audience watch the presentation. After each presentation, the teacher and students fill in the "Peer Evaluation Rubric", then give the evaluation back to the presenters.

3. The whole class discusses and shares their thoughts or opinions on the following questions.

- What did you do to understand the story well?
- How do you feel about your classmates' presentation /performances?
- Could you understand most of the stories you watched?
- Would you be interested in reading the stories they presented?
- Would you like to do this sort of presentation again?
- Etc.

Evaluation:

1. Teacher observation
2. Student self-assessment
3. Peer assessment
4. Assessment of written works
5. Students' Presentation

Read Aloud Story

The Wise Judge

The good widow Yemswitch, had lost most of her hearing many years ago, but now she had also lost all of her sheep. She had been washing her clothes in the river, and the sheep had wandered off, and she now had no idea where they had gone. She set off to find them.

As she went along, she met an old farmer, Mr. Mulugeta. "Mr. Mulugeta," she cried, "Have you seen my sheep?"

Now Mr. Mulugeta was also very nearly deaf, and he could not understand a word that she said, so he guessed she was telling him how well his crops were growing.

"Yes," he answered, pointing back at his fields. "The crops are doing very well. We have had very good weather this year, and I have also worked very hard."

She did not hear a word that he said, but she thought he had seen her sheep and was pointing in the direction they had gone.

"Thank you, Farmer Mulugeta," she shouted. "If I find them there, I will bring you one for your supper."

They smiled at each other and bowed politely. Then the widow Yemswitch headed off in the direction that he had pointed. It happened that the sheep really had gone that way, and so she soon found them. She was very thankful to Farmer Mulugeta. She found that one of the lambs had an injured leg, and decided to give that one to him. She returned to his house.

"Mr. Mulugeta," she said loudly, "I found my sheep exactly where you said. I would like to give this one to you for your supper to express my thanks." She held out the lamb to him.

"No! I did not hurt your lamb," he answered loudly, "so I will not pay for it."

Widow Yemswitch only heard the word "No" and thought that he wanted her to give him a better lamb.

"Don't be greedy," she shouted. "All you did was show me the direction to look in, so this is enough payment. I will not give you a better one. This one is good enough." She tried to push the lamb into his arms.

He refused to take it, insisting that he had not hurt the lamb and that he would not pay for it. Soon they were shouting angrily at each other, though this made little difference since neither one could hear much of what the other said.

They made so much noise that a police officer came to see what the problem was. He insisted that they must go to the judge at once to settle the matter.

The police officer took them to Judge Yasu. Judge Yasu was known everywhere for being very wise and very fair.

When they were standing before Judge Yasu, the widow Yemswitch cried out, "I lost my sheep and he showed me what direction they went, so I tried to thank him by giving him this lamb. He wanted me to give him a better one, but I think this is enough thanks for his help. He should not be greedy."

Farmer Mulugeta explained, "I am a kind man and would do nothing to hurt a lamb. I do not know how it got hurt, but I had never even seen it before. I was working in my field all day. I had never seen it until she accused me. I did not do it, so I will not pay for it."

Now Judge Yasu listened carefully, but he was also quite deaf, so he could not understand a word that they said. He was also mostly blind. He peered at them intently and decided that he was looking at an old man and an old woman. He saw the lamb and thought that it was a baby. The judge had dealt with people's problems for many years, so he thought he understood. The man and woman wanted a divorce, but they could not agree who should get the child.

"How many years have you been married?" asked the judge.

Widow Yemswitch thought he was asking how many sheep she had, so she shouted, "Twenty" at the top of her voice.

Judge Yasu was able to hear this answer, and this helped him reach a quick decision. He said, "You should be ashamed. You have lived together for twenty years and still not learned to live together peacefully? This is my decision: You must continue to live together and make a good home for this little one. If you do not, I will have both thrown in prison. Case dismissed!"

After some time, the bailiff was finally able to make Farmer Mulugeta and Widow Yemswitch understand what Judge Yasu had decided.

"But how can we live together?" cried Widow Yemswitch. "We are not married!"

"Then you had better get married right away," answered the bailiff, "or else the judge will have you thrown in prison!"

So a priest was called, and Farmer Mulugeta and Widow Yemswitch were married that very night. Since Widow Yemswitch was a very good cook, and since Farmer Mulugeta was a very good farmer, and since neither of them could hear what the other was saying, they lived very happily together. And the fame of the wise Judge Yasu spread even more widely through the land.

(Source: Taylor, E.K. (2000), pp. 221-223)

Sustained Silent Reading Story 1**Isn't it simple?**

Once, there was a very good horse-breeder in Arabia. This horse-breeder was very old. He had no money, no treasure. He had only seventeen horses. They were as fast as the wind, as tame as deer, and as docile as pigeons.

This old Arabian man loved his horses as dearly as his children. The other Arabians also liked his horses and wanted to buy them. The old man refused to sell them at any price.

Because of age, the old man was often ill. He became weaker and weaker and was going to die soon. Before his death, he asked his three sons to come forward.

"I wish to divide the seventeen horses among you," he began. "I'll give the eldest one of you half of the horses, the second one-thirds, and the youngest one-ninths."

When the old man died, the three brothers did not know how to divide the horses among them. Luckily, one day, they saw an old teacher going past their house on horseback. They stopped the old teacher and asked him to help them solve the problem. The old teacher laughed and said, "First, add my horse to your horses to make them eighteen in number. Then, half out of eighteen is nine. Nine horses go to the eldest brother. One third out of eighteen is six. Six horses go to the second brother. One ninth out of eighteen is two. Two horses go to the youngest brother. Isn't it simple?"

The three brothers were greatly satisfied. They felt that the old teacher was really a learned man. They asked him if he wanted anything as a reward.

"When I came here, " the old teacher said, "I was on horseback." "Since you've now divided the horses among you, you've to return me the horse which belongs to me. That's the only thing I want; nothing else."

After saying that, the old teacher laughed, rode the horse and left.

(Source: Lim, T.C. (1991), pp. 8-9)

Sustained Silent Reading Story 2

The Lion

One day a young lion walked through the jungle. He was young, strong and proud. The lion met a snake and said,

"Snake. Who is the king of the jungle?"

"You are," the snake replied quickly. It did not want to make the lion angry. The lion smiled and walked on. Thirty metres later he met a monkey. The lion looked at the monkey and said,

"Monkey. Who is the king of the jungle?"

"You are," the monkey replied. It turned round quickly and climbed a tree. It felt safe there. The lion looked up at the monkey and smiled. A few minutes later he met a crocodile. He stopped and said,

"Crocodile. Who is the king of the jungle?"

"You are," answered the crocodile. It went quickly into the river where it felt safe. The lion smiled and walked on. Next he met a giraffe. He looked up and shouted,

"Giraffe. Who is the king of the jungle?"

The giraffe did not answer so the lion roared loudly. The giraffe was very afraid and said, "You are."

"Answer quickly next time," said the lion, "or I might have to eat you." The lion walked on. He was very happy that all the other animals were afraid of him. A few hundred metres later he met an elephant.

"Elephant. Who is the king of the jungle?"

The elephant looked at the lion. Suddenly it picked the lion up with its trunk and dropped it on the ground. Next the elephant jumped on top of the lion. The lion was very surprised. Now it was dirty and hurt. It shouted at the elephant,

"You don't have to get angry because you don't know the answer."

(Source: Woolard, G. (1997))

Sustained Silent Reading Story 3

The Salesman

Henry Leech was a salesman. He sold vacuum cleaners. He was a good salesman and he sold lots of vacuum cleaners. One week the manager sent Henry into the countryside. He drove out of town and stopped at a farmhouse. He knocked at the door and the farmer's wife opened it. Henry started talking immediately.

"Madam, how much time do you spend sweeping the floors of this house?"

"A lot of time. This is a farm. The floors get dirty quickly," she replied.

"And how much time do you spend beating the carpets?"

"A lot of time. My husband always forgets to take off his boots."

"And how much time do you spend cleaning the sofa and armchairs?"

"A lot of time. The dog always sits on them," she replied.

Henry smiled at the farmer's wife and said,

"Madam, this is your lucky day. I am going to show you something that will change your life."

Henry showed her his vacuum cleaner and said,

"You can clean the house in minutes with this machine."

The farmer's wife did not look interested.

Henry took out a big bag. It was full of dirt and very small pieces of paper. He opened the bag and threw the dirt and paper over the floor and carpets of the farmhouse. The farmer's wife was very surprised. Before she could speak, Henry said,

"Madam, if this machine does not pick up all the dirt and paper, I will eat the dirt and paper."

The farmer's wife looked at Henry and said,

"I'll get you a spoon. My house doesn't have any electricity."

(Source: Woolard, G. (1997))

Sustained Silent Reading Story 4

The Businessman

Mr. Kane was a tough but successful businessman. Ten years ago, he started a small business. One day his son, Peter, came to him and said that he wanted to be a businessman like his father. Mr. Kane told him that you had to be tough to succeed in business. He wanted Peter to go to university and become a lawyer, a teacher, or a doctor. However, his son was stubborn and refused. He only wanted to be a businessman and urged his father to help him.

"Please, Dad. Teach me how to be a successful businessman."

Reluctantly, Mr. Kane agreed to his son's request.

"Okay, Peter. First of all I want you to walk down to the wall at the bottom of the garden." Peter looked at his father and said,

"But what has that got to do with business, dad?"

"Don't ask questions. Trust me and do what I say," he replied. Peter was puzzled but he walked to the wall. His father continued,

"Now climb up the ladder and stand on top of the wall."

Again Peter protested,

"But I don't see how this will help me to be a businessman."

"Don't ask questions. Trust me and do what I say," Mr. Kane said.

Peter climbed up the ladder and stood on the top of the wall. It was six metres high and Peter felt his legs begin to shake.

"Now. Jump down into the garden," his father said.

"But I can't. I'll injure myself," Peter protested.

"Do you want to become a successful businessman or not?"

"Yes, of course," Peter cried.

"Then trust me. I know what I am doing. Jump!"

Peter jumped into the garden and broke both his legs. As he screamed in pain his father came over to him and said,

"Son, always remember that the first rule in business is-NEVER TRUST ANYBODY."

(Source: Woolard, G. (1997))

ภาคผนวก ค
แบบทดสอบวัดความสามารถทางการอ่าน-เขียน

ชั้นมัธยมศึกษาปีที่ 4/4

เวลา 50 นาที

Directions:

1. Summarize the story in less than half of its original length. You should also use your own words as much as possible. You do not have to follow exactly the order or the organization of the original as long as you keep the main ideas. Please write the number of words in your summary at the end.
2. In summarizing, you should do the following things.
 - 1.READ the passage carefully.
 - 2.REREAD. This time divide the passage into sections or stages of thought.
 - 3.WRITE THE FIRST DRAFT OF YOUR SUMMARY
 - 4.CHECK YOUR SUMMARY WITH THE ORIGINAL STORY, and check the accuracy and completeness in term of content of your summary.
 - 5.REVISE YOUR SUMMARY, inserting connections (e.g., and, but) where necessary to combine sentences for a smooth of ideas. Check for grammatical correctness, punctuation, and spelling.
 - 6.OTHER THINGS TO REMEMBER ABOUT WRITING SUMMARIES
 - a summary is a shortened version of something you have read.
 - the summary is correct in terms of spelling, punctuation, and grammar.
 - the summary should be significantly shorter than the original.
 - do not include your own opinion in the summary

The Judgment of the Rabbit

Once upon a time, there was a scholar who was kind to everyone. One day, he left home to go to the palace to take the exam to become a government official.

While he was climbing a mountain, he heard a scream: "Help me! Help me!" As soon as the tiger saw the scholar, it began to scream more loudly. The scholar hesitated whether or not to pass the tiger by.

The tiger begged more loudly, "Please don't leave me in this terrible hole, please!"

"If I save you, you will eat me," said the scholar.

"No, I'll not eat you if you save my life," cried the tiger. "I promise."

So the scholar pulled the tiger out with a stick. "Hu-woo...!" The tiger rested for a while.

"Now, I must go my way," said the scholar.

The tiger's face suddenly became threatening. "You can't go because I must eat you."

The scholar was surprised to hear this and said, "What? Why? I saved your life, and you promised not to eat me."

Then the tiger laughed, "But man is a very bad creature. I know that all the animals and plants hate man. So I must eat you."

The scholar didn't know what to do, but after a moment an idea occurred to him. "OK," he said, "but before you eat me, please go and ask someone whether I must be killed by the tiger after having saved its life. If he answers 'Yes', I'll let you eat me." The tiger agreed, and so they left the hole and went to find someone.

A cow was working in the farmer's field. The scholar asked the cow, "I saved the tiger from a deep hole, and now he wants to eat me. Since I saved his life, do you think he should kill me?"

The cow answered, "You must be a good person. But I think man must die. He always causes me pain by treating me badly."

As soon as the tiger heard the cow, he prepared to eat the scholar. But before the tiger could eat him, the scholar screamed, "No, please let me ask someone else. If he also says I must die, I'll let you eat me."

The tiger agreed, "OK, one more. But then you must keep your promise."

They found a big pine tree on the hill and the scholar asked the same question that he asked the cow: "I saved the tiger from a deep hole, and now he wants to eat me. Since I saved his life, do you think he should kill me?"

Then the pine tree answered, "Man is always bad. He cuts my body to pieces and burns me as firewood. So man must die!"

After hearing this, the tiger said, "Did you hear that? Now it is time for you to die."

"Oh, please give me one more chance to live," begged the scholar. "If the last one says I'm bad, then I'll let you eat me."

"Well, just one more," answered the tiger. "This is your last chance."

They went down the hill and found a rabbit running to the pond. "Wait, Mr. Rabbit! May I ask you a question?"

"Certainly," answered the rabbit. So the scholar once more explained his story from the beginning. After hearing the whole story, the rabbit thought the matter over for a moment and then said, "I can't understand your story very well. If you need my judgment, you must show me what happened from the beginning. It will help me understand and judge what you have said."

The scholar and the tiger agreed with this proposal, and they returned to the hole. The tiger jumped down into the hole and said, "I was waiting here for someone's help."

As soon as the tiger jumped down into the hole, the rabbit pulled out the stick. "And there was no stick in the hole?" continued the rabbit. "Well, I think that the tiger is bad and must die in the hole, because he was ungrateful for the scholar's kindness. That is my judgment."

Then the rabbit went on his way, and the scholar left for the palace to take his exam, and the tiger remained in the hole until he died.

Name.....No.....Class M.4/4

A summary of "The Judgment of the Rabbit"

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Total.....Words

ภาคผนวก ง
แบบสอบถามนิสัยรักการอ่าน
รายวิชาภาษาอังกฤษอ่าน-เขียน: โดยใช้กิจกรรมการอ่านแบบกว้างขวาง

คำชี้แจง แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อสำรวจนิสัยรักการอ่านของนักเรียนเกี่ยวกับการอ่านภาษาอังกฤษในรายวิชาดังกล่าว แบบสอบถามชุดนี้ไม่มีคำตอบที่ถูกหรือผิด นักเรียนสามารถตอบได้อย่างอิสระตามความเป็นจริง โดยทำเครื่องหมาย X ในช่องที่ตรงกับความรู้สึกหรือการกระทำของนักเรียนมากที่สุด

ข้อ	ข้อความ	ระดับความรู้สึก หรือการกระทำ				
		มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1	เพื่อนของนักเรียนรู้สึกประหลาดใจเมื่อเห็นนักเรียนยืมหรือซื้อหนังสือภาษาอังกฤษเล่มใหม่					
2	เมื่อไปร้านหนังสือนักเรียนชอบไปที่มุมหนังสือภาษาอังกฤษ					
3	นักเรียนรู้สึกพอใจเมื่อมีผู้อ่านสิ่งพิมพ์ภาษาอังกฤษให้ฟัง					
4	นักเรียนชอบมองดู หรืออ่านสิ่งต่อไปนี้ เป็นภาษาอังกฤษอย่างคร่าว ๆ เช่น ป้ายโฆษณา ยี่ห้อสินค้า ชื่อร้านค้า สลากยา ฯลฯ เมื่อมีโอกาส					
5	นักเรียนอ่านสิ่งพิมพ์หรือหนังสือภาษาอังกฤษด้วยตนเองเป็นประจำแม้ว่าครูจะไม่ได้สั่งให้อ่าน					
6	การอ่านหนังสือภาษาอังกฤษเป็นสิ่งที่สำคัญ และมีคุณค่าสำหรับชีวิตของนักเรียน					
7	เมื่อมีคนพูดถึงหนังสือภาษาอังกฤษดีๆ นักเรียนพยายามหาหนังสือเล่มนั้นมาอ่านให้ได้					
8	นักเรียนซื้อหนังสือภาษาอังกฤษให้ผู้อื่นเป็นของขวัญ					
9	นักเรียนไม่เชื่อ หรือไม่ชอบใจ เมื่อมีคนพูดว่าไม่มีเวลาอ่านหนังสือภาษาอังกฤษ					

ข้อ	ข้อความ	ระดับความรู้สึกร หรือการกระทำ				
		มากที่สุด 5	มาก 4	ปาน กลาง 3	น้อย 2	น้อย ที่สุด 1
10	นักเรียนอ่านภาษาอังกฤษเพื่อความเพลิดเพลิน เช่น การ์ตูน นิทาน เรื่องสั้น นิยาย วารสาร นิตยสาร ฯลฯ					
11	แม้ว่าจะมีการบ้านหรืองานบ้านที่ต้องทำมากมาย แต่นักเรียนก็ยังใช้เวลาอ่านหนังสือภาษาอังกฤษเสมอ ๆ					
12	นักเรียนชอบเก็บสะสมหนังสือภาษาอังกฤษเรื่องที่อ่าน แล้วรู้สึกชอบเพื่อที่จะได้อ่านอีกเมื่อต้องการอ่าน					
13	เพื่อนๆ มักจะมาถามนักเรียนเมื่อต้องการรู้เกี่ยวกับหนังสือภาษาอังกฤษ					
14	เมื่อนักเรียนไปในสถานที่ที่มีหนังสือภาษาอังกฤษวางขาย หรือบริการให้อ่านฟรี เช่น ห้างสรรพสินค้า แผงหนังสือพิมพ์ หรือวารสาร สถานทูต การท่องเที่ยวแห่งประเทศไทย นักเรียนมักจะมองหา หรือหยิบหนังสือขึ้นมาพลิกดูเสมอ					
15	นักเรียนรู้สึกไม่สบายใจ หรือหงุดหงิดเมื่อมีเหตุจำเป็นจนทำให้ไม่ได้อ่านหนังสือภาษาอังกฤษ 2-3 วัน เช่น ป่วยจนต้องนอนพักผ่อนทั้งวัน					
16	เมื่อมีเวลาว่างในวันหยุด นักเรียนอยู่ในสถานที่ที่เป็นส่วนตัวและรู้สึกผ่อนคลาย จึงคิดที่จะหยิบหนังสือภาษาอังกฤษขึ้นมาอ่านเพราะนี่คืออยากจะทำ					
17	นักเรียนมักจะหยิบหนังสือภาษาอังกฤษขึ้นมาอ่าน หรือเปิดดูเมื่อรู้สึกเบื่อกำลังต้องรอนาน ๆ เช่น รอเพื่อน รอผู้ปกครองมารับ รอรถโดยสาร รอพบแพทย์ในคลินิก หรือ โรงพยาบาล					
18	เพื่อนหรือคนอื่น ๆ มักจะเข้าช้กับการอ่านหนังสือภาษาอังกฤษในสถานการณ์แปลก ๆ ของนักเรียน เช่น อ่านบนรถโดยสารในขณะที่รถกำลังแล่น อ่านในขณะที่รับประทานอาหารไปด้วย ฯลฯ					

ขอขอบคุณที่ให้ความร่วมมือตอบแบบสอบถาม

ภาคผนวก จ
รายชื่อหนังสือที่ใช้ในการวิจัย

Graded Readers Used in the Present Research

No.	Titles	Author	Publisher/Series
1	The Singer Not The Song	Lis Driscoll	Heinemann New Wave Readers (adapted)
2	The Leopard and the Lighthouse	Anne Collins	Penguin Readers
3	Simon and the Spy	Elizabeth Laird	Penguin Readers
4	Anita's Big Day	Elizabeth Laird	Penguin Readers
5	Marcel and the Mona Lisa	Stephen Rabley	Penguin Readers
6	Dino's Day in London	Stephen Rabley	Penguin Readers
7	The Troy Stone	Stephen Rabley	Penguin Readers
8	Maisie and the Dolphin	Stephen Rabley	Penguin Readers
9	Billy and the Queen	Stephen Rabley	Penguin Readers
10	Love on the Ice (Teen Stories)	Anne Collins & Pauline Francis	Penguin Readers
11	Smile, Please! (Teen Stories)	Anne Collins ; Pauline Francis & John Escott	Penguin Readers
12	The Wrong Boy (Teen Stories)	Anne Collins ; Pauline Francis & Michael Nation	Penguin Readers
13	Mystery Girl (Teen Stories)	Joanna Strange ; Robin Waterfield & Chris Rice	Penguin Readers
14	Surfer!	Paul Harvey	Penguin Readers
15	Run for Your Life	Stephen Waller	Penguin Readers
16	The Winner	Pete Johnson	Penguin Readers
17	Girl Meets Boy	Derek Strange	Penguin Readers
18	Leonardo DiCaprio	Brent Furnas	Penguin Readers
19	The House of the Seven Gables	Nathaniel Hawthorne	Penguin Readers
20	Streets of London	Cherry Gilchrist	Penguin Readers
21	Brown Eyes	Paul Stewart	Penguin Readers
22	Jennifer Lopez	Rod Smith	Penguin Readers
23	Karen and the Artist	Elizabeth Laird	Penguin Readers

No.	Titles	Author	Publisher/Series
24	Pele	Rod Smith	Penguin Readers
25	Six Sketches	Leslie Dunkling	Penguin Readers
26	The Phone Rings	Andrew Matthews	Penguin Readers
27	Babe:The Sheep-Pig	Dick King-Smith	Penguin Readers
28	Lost Love and Other Stories	Jan Carew	Penguin Readers
29	Brad Pitt	Nancy Taylor	Penguin Readers
30	Blue Moon Valley	Stephen Rabley	Longman Easystarts
31	Flying Home	Stephen Rabley	Longman Easystarts
32	April in Moscow	Stephen Rabley	Longman Easystarts
33	Between Two Worlds	Stephen Rabley	Longman Easystarts
34	Marcel and the Mona Lisa	Stephen Rabley	Longman Easystarts
35	Hannah and the Hurricane	John Escott	Longman Easystarts
36	Who Wants to Be a Star?	Margaret Iggulden	Longman Easystarts
37	Island for Sale	Anne Collins	Longman Originals
38	Marcel goes to Hollywood	Stephen Babley	Longman Originals
39	The Wrong Man	Kris Anderson	Longman Originals
40	Amazon Rally	Eduardo Amos & Elisabeth Prescher	Longman Originals
41	Mike's Lucky Day	Leslie Dunkling	Longman Originals
42	Ali and His Camera	Raymond Pizante	Longman Originals
43	Into the Pyramid	Mark Foster & Phillip Burrows	Oxford Hotshot Puzzles
44	Avalanche!	Mark Foster & Phillip Burrows	Oxford Hotshot Puzzles
45	The Thursday Thief	Mark Foster & Phillip Burrows	Oxford Hotshot Puzzles
46	The Secret of Oldstone Hall	Sue Arengo	Oxford Hotshot Puzzles
47	Time for a Robbery	John Escott	Oxford Hotshot Puzzles
48	The Magician	John Escott	Oxford Hotshot Puzzles
49	The Girl in the Mirror	Paul Davies	Oxford Hotshot Puzzles

No.	Titles	Author	Publisher/Series
50	Taxi of Terror	Phillip Burrows & Mark Foster	Oxford Bookworms Starters
51	Escape	Phillip Burrows & Mark Foster	Oxford Bookworms Starters
52	Star Reporter	John Escott	Oxford Bookworms Starters
53	Girl on a Motorcycle	John Escott	Oxford Bookworms Starters
54	The Fifteenth Character	Rosemary Border	Oxford Bookworms Starters
55	Vampire Killer	Paul Shipton	Oxford Bookworms Starters
56	The Ransom of Red Chief	O. Henry	Oxford Bookworms Starters
57	The White Stones	Lester Vaughan	Oxford Bookworms Starters
58	Mystery in London	Helen Brooke	Oxford Bookworms Starters
59	New York Café	Michael Dean	Oxford Bookworms Starters
60	Police TV	Tim Vicary	Oxford Bookworms Starters
61	Treasure Hunt	Sue Arengo	Oxford Hotshot Puzzles
62	Fruit Tree Island	Sue Arengo	Oxford Hotshot Puzzles
63	Star for a Day	John Escott	Oxford Hotshot Puzzles
64	Tomorrow's Girl	John Escott	Oxford Hotshot Puzzles
65	Dead in the Morning	Jane Homeshaw	Nelson Readers
66	John Doe	Antoinette Moses	Cambridge English Readers
67	Help	Philip Prowse	Cambridge English Readers
68	A Song for Ben	Sandra Slater	Storylines
69	George Sees Stars	Dave Couper	Storylines
70	The Collector	Peter Viney	Storylines
71	The Locked Room	Peter Viney	Storylines
72	New York	John Escott	Oxford Bookworms Factfiles
73	Animal in Danger	Joc Potter & Andy Hopkins	Oxford Bookworms Factfiles
74	Titanic	Tim Vicary	Oxford Bookworms Factfiles
75	Kings and Queens of Britain	Tim Vicary	Oxford Bookworms Factfiles
76	Diana: Princess of Wales	Tim Vicary	Oxford Bookworms Factfiles
77	Prisoner in the Jungle	Tim Vicary	Oxford Hotshot Puzzles
78	Outback	Sally Green	Oxford Hotshot Puzzles

No.	Titles	Author	Publisher/Series
79	The Little Mermaid	Hans Christian Andersen	Delta Readers
80	Football	Steve Flinders	Oxford Bookworms Factfiles
81	Daddy-Long-Legs	Jean Webster	Delta Readers
82	Love Story	Erich Segal	Delta Readers
83	The Purse	Joanna Strange et al.	Penguin Readers
84	The Plan	Joanna Strange et al.	Penguin Readers
85	Blackmail	Joanna Strange et al.	Penguin Readers
86	Two Boyfriends	Joanna Strange et al.	Penguin Readers
87	The Last Recording	Tony Hopwood	New Wave
88	How to Be an Alien	George Mikes	Penguin Readers
89	The Little Mermaid	Andrey Daly	Ladybird
90	Sleeping Beauty	The Walt Disney Company	Ladybird
91	The Emperor's New Clothes	Andrey Daly	Ladybird
92	The Three Billy Goats Gruff	Joan Stimson	Ladybird
93	Alice in Wonderland	Joan Collins	Ladybird Classics
94	Tales from the Jungle Book	Alison Ainsworth	Ladybird Classics
95	The Watchers	Jennifer Bassett	Storylines
96	Amazon Alert	Paul Davies	Oxford Hotshot Puzzles
97	The Body on the Beach	Joyee Hannam	Oxford Hotshot Puzzles
98	Escape from Planet Zog	Paul Davies	Oxford Hotshot Puzzles
99	Cloud Company	Clare West	Oxford Hotshot Puzzles
100	The Man with Three Names	John Escott	Oxford Hotshot Puzzles
101	How to Be an Alien	George Mikes	Penguin Readers
102	The Double Bass Mystery	Jeremy Harmer	Cambridge English Readers
103	One-Way Ticket	Jennifer Bassett	Oxford Bookworms (Black)
104	New Yorkers	O. Henry	Oxford Bookworms (Black)
105	The Woman in Black	Susan Hill	Heinemann

ภาคผนวก จ

ตัวอย่างผลงานนักเรียนและภาพแสดงกิจกรรมนักเรียน

1. ตัวอย่างการเขียนรายงานหนังสือ (Book Report)

Book Report Form			
Date: 10 July, 2001			
-Name: Kantida Prombyth	Number: 2	Class: 4/4	
-Title: Simon and the spy		Level: ① 2 3 4 5 6	
-Reading Rate: 150 words / minute			
-Briefly summarize the book (5-8 sentences) What's it about? What happens?			
name is At the station There is a man who is Simon. He is going to the train. He can see many policemen. But he doesn't know why they are here. They want to catch a spy. He runs very fast and collides with the old woman. causes something fall leave in her bag. Something is the old man's letter. He puts it in to his bag. She's going to the train, too. He finds a beautiful girl and he likes her. Whereas the train stops. They're going on the boat. Simon takes the letter out in his bag. The wind blows it which flies along the boat. The dog's running very fast and snap at the letter. The old woman's running very fast, too. While the wind takes the old woman's hat and hair falls to the ground. He's a man and he isn't a old woman. The best thing he is spy.			
-Respond to the book in some way (3-5 sentences).			
How did you like it? Why?			
What did it make you think about?			
What comments do you have?			
When I read this story, I think it is very funny and it has beautiful picture. I never read english cartoon books because it isn't interesting. But this story is interesting and I want read it.			
-Book Rating: (a) Good b) Fair c) Poor			
-Any more notes, questions, new vocabulary (optional)?			
collides with = crash with causes = happen snap at = bite			

Book Report Form

Name: Arpaporn Pimsa Date: 10/07/2001
 Number: 22 Class: 4/1
 Title: The Leopard and the Lighthouse Level: ① 2 3 4 5 6
 Reading Rate: 200 words / minute

-Briefly summarize the book (5-8 sentences) What's it about? What happens?

One day a leopard swam across the sea. It was very hungry. It came to the beach and looked for food. Suddenly it ran into the market. People were very afraid. Then they threw stones. The leopard ran out of the market. It saw the lighthouse and it ran upstairs into the lighthouse. The people didn't know how to get it out. The head man told the people. Whoever kill the leopard could marry his sister. Many men tried to kill the leopard because they wanted to marry his sister. After that, "Sared" could do. He could do by a dart. Then he took the leopard to the Animal park in Nairobi and after that he and the head man's sister got married.

-Respond to the book in some way (3-5 sentences).

How did you like it? Why?

What did it make you think about?

What comments do you have?

I think the story is entertaining, interesting and engaging. In the story the leopard isn't cruel to me, we shouldn't harm the leopard because the leopard isn't harmful.

-Book Rating: ☒ a) Good ☐ b) Fair ☐ c) Poor

-Any more notes, questions, new vocabulary (optional)?

Lighthouse = a structure with a powerful light for guiding mariners.
 The head man = one who is a leader
 perhaps = possibly but not certainly
 dart = a small missile with a point on one end and feathers on the other.
 Nairobi = the capital of Kenya

2. หนังสือที่ผ่านการปรับระดับภาษา (Graded Readers) ที่ใช้ในการวิจัย



ภาพ 6 ภาพตัวอย่างหนังสือที่ผ่านการปรับระดับภาษา

3. การเล่าทวนเรื่องในแผนการสอนที่ 5



ภาพ 7 ภาพตัวอย่างการเล่าทวนเรื่อง

4. การเล่าทวนเรื่องโดยการนำเสนอที่สร้างสรรค์ในแผนการสอนที่ 4

4.1. เล่าทวนเรื่อง เรื่อง Isn't It Simple ? โดยใช้หุ่นนิ้วมือประกอบการเล่า



ภาพ 8 ภาพการเล่าทวนเรื่องโดยการนำเสนอที่สร้างสรรค์ 1

ต้นร่างการเล่าทวนเรื่อง เรื่อง Isn't It Simple ?

NO. Group 3
DATE / /

Setting I

๑. An old man who is a very good horse breeder.
He has seventeen horses which is strong, tame and docile.
Before he died, he left his horses to his sons.

Horse breeder : ๕. I wish to divide the seventeen horses
among you. I will give the eldest of the
half of the horses, the second one third,
and the youngest one ninths

Setting II

๑. When the old man died, the three brother didn't
know how to divide the horses among them. One day
they saw the old teacher and asked him to help.

The tree brother : ๕. Would you help me to solve the problem?
(They tell teacher about their problem)

๕ Teacher : ๑ (Laugh) . . . Firstly, add my horse to your horses
to make them eighteen in number. Nine horse go
to the eldest brother. Six horse go to the second
brother and two horses go to the youngest brother.
Isn't it simple?

๕ The tree brother : Thank you, you helped us a lot what
do you want from us?

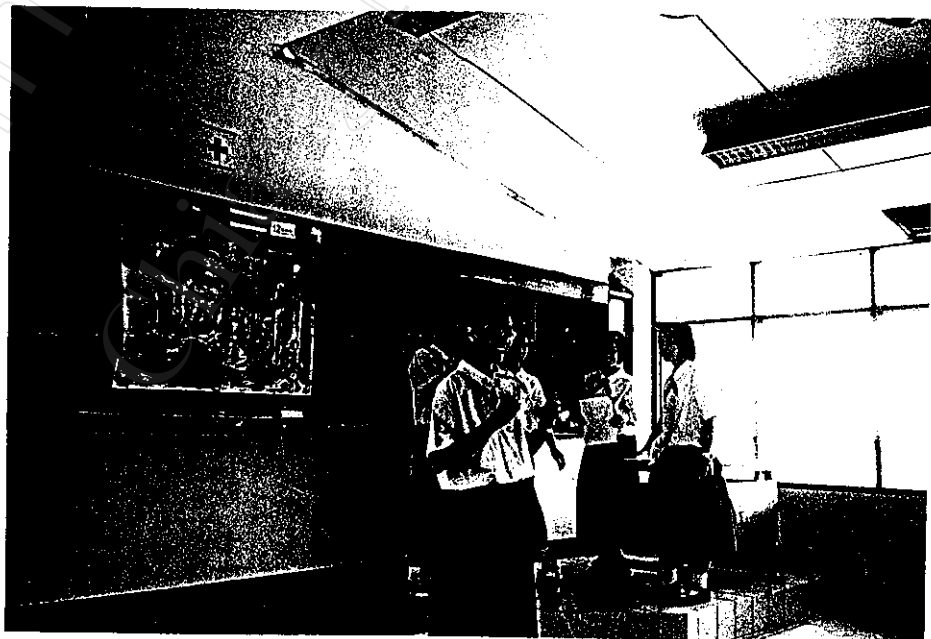
๑ Teacher : (Laugh) . . . I want only my horse back.

๕ After saying that, the old teacher laughed and
rode the horse away.

Member of group 3

No. 8, 7, 10, 23 M. 4/4

3.2. เล่าทวนเรื่อง เรื่อง The Lion โดยการเล่าเรื่องประกอบภาพปะติด



ภาพ 9 ภาพการเล่าทวนเรื่องโดยการนำเสนอที่สร้างสรรค์ 2

ต้นร่างการเล่าทวนเรื่อง เรื่อง The Lion

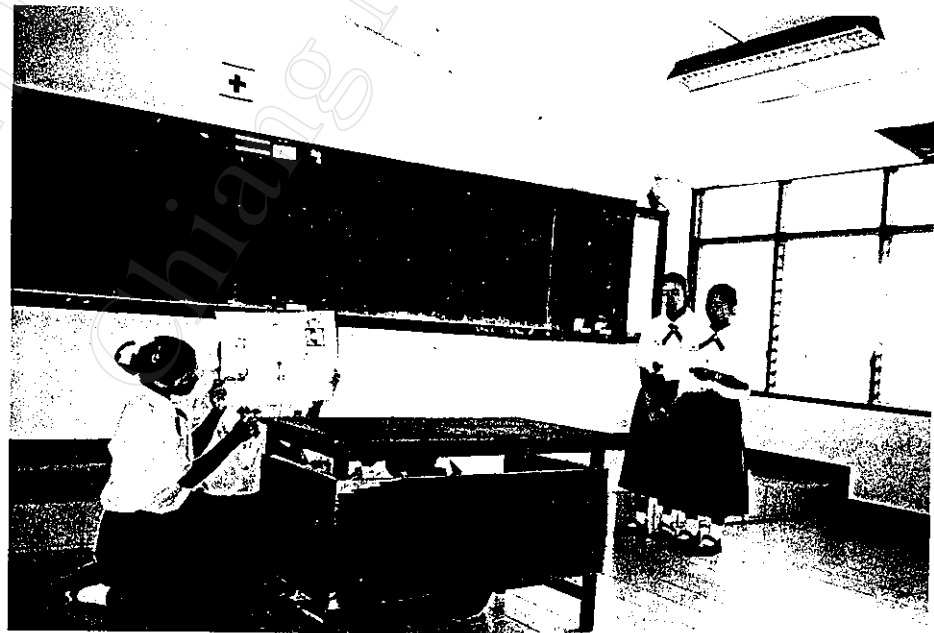
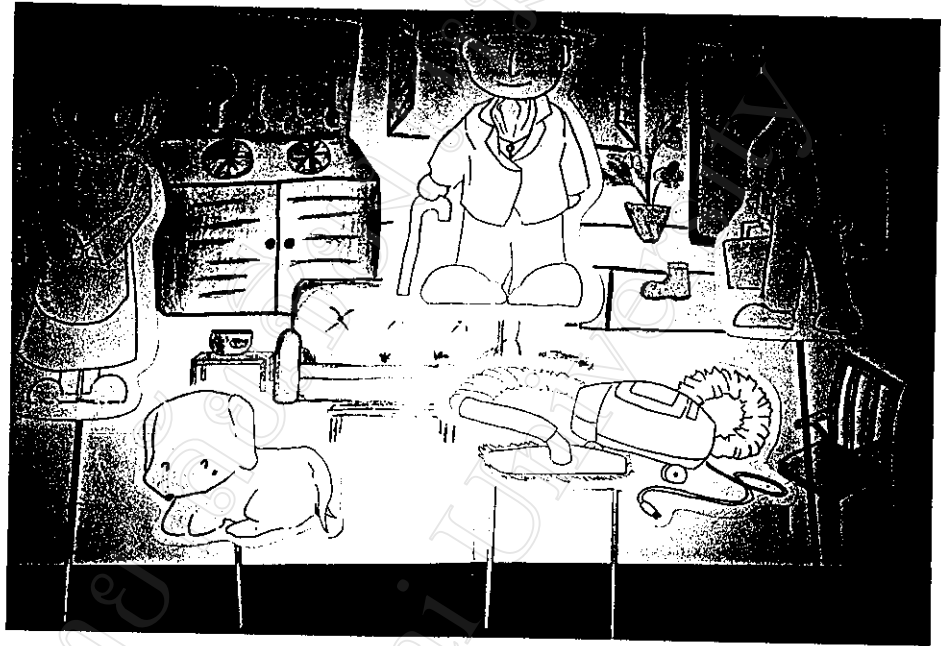
The Lion

A proud strong young lion walked through the jungle. He asked many animals that he met, they were snake, monkey, crocodile and giraffe the same question that who was the king of this jungle. All of them said that the lion was. But, when the lion asked the elephant, it didn't say anything, but it picked the lion up and dropped it on the ground. The lion shouted that it didn't have to get angry because it didn't know the answer.

Members of the group

- | | | |
|------------------------|-------|---------------------------|
| 1. Kantida Phombuth | No.2 | (Art director) |
| 2. Kewalin Yanawut | No.3 | (Art assistant, Narrator) |
| 3. Kunatai Wongwipawee | No.4 | (Director) |
| 4. Sophida Na Bunlong | No.21 | (Editor) |
| 5. Arpaporn Pimsarn | No.22 | (Word corrector) |
- M.4/4

3.3. เล่าทวนเรื่อง เรื่อง The Salesman โดยการแสดงหุ่นเชิดประกอบการเล่า



ภาพ 10 ภาพการเล่าทวนเรื่องโดยการนำเสนอที่สร้างสรรค์ 3

ต้นร่างการเล่าทวนเรื่อง เรื่อง The Salesman

The salesman.

Henry Leech was a salesman. He sold vacuum cleaners. He can sold lots of vacuum cleaners.

At the office.

Manager : "You should go to the countryside for selling a vacuum cleaners"

Henry : "OK"

At the farmer's house in the countryside.

Henry : "Hello madam"

Farmer's wife : "Hello who are you"

Henry : "I'm a salesman"

Farmer's wife : "Hm..."

Henry : "Madam , how much time do you spend sweeping the floors of this house ?"

Farmer's wife : "A lot of time. This is a farm. The floors get dirty quickly"

Henry : "And how much time do you spend beating the carpets ?"

Farmer's wife : "A lot of time. My husband always forgets to take off his boots"

Henry : "And how much time do you spend cleaning the sofa and armchairs"

Farmer's wife : "A lot of time. The dog always sit on them"

Henry : "Madam , please look at me. I'm going to show you something that will change your life"

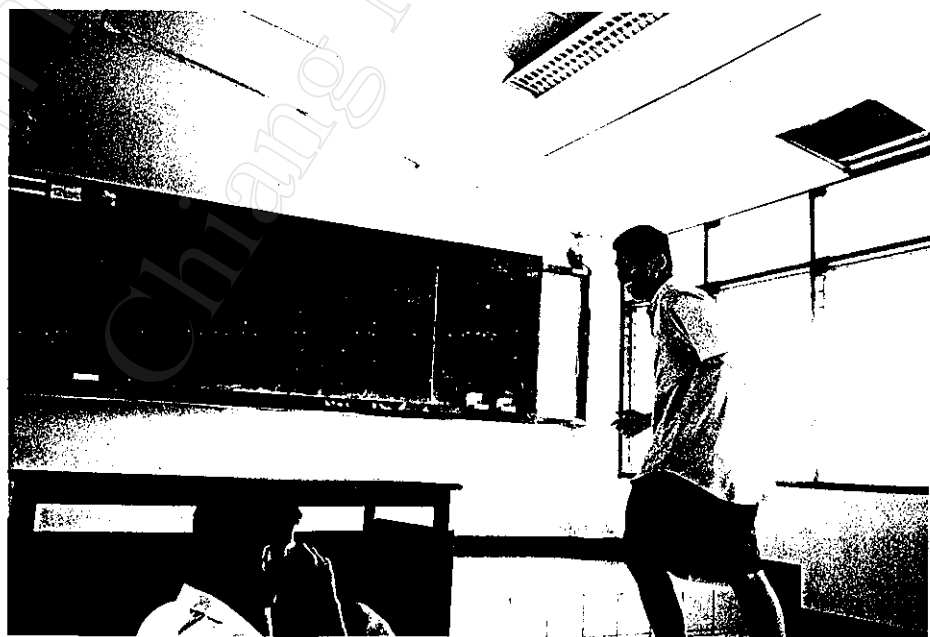
Henry : "You can clean the house in minute with this machine"

Henry Leech showed how to use the vacuum cleaners.

Henry : "Madam , if this machine doesn't pick up all the dirt and paper , I'll eat the dirt and paper"

Farmer's wife : "I'll get you a spoon. My house doesn't have any electricity"

3.4. เล่าทวนเรื่อง เรื่อง The Businessman โดยการแสดงบทบาทสมมติ



ภาพ 11 ภาพการเล่าทวนเรื่องโดยการนำเสนอที่สร้างสรรค์ 4

ต้นร่างการเล่าทวนเรื่อง เรื่อง The Businessman

Interviewer : Why are you successful in your business?

Peter : Because I wanted to be a businessman since I was young. And my father taught me. He is very interigent.

Interviewer : Would you tell me for somethings that your father teach you?

Peter : Sure. When I was young (acting)

Peter : Dad. I want to be a successful businessman teach me how I accomplish the goal.

Father : You should be other such as a lawyer or a doctor. I don't want you to be a businessman because it is a tough work.

Peter : Please Dad. I want to be a businessman like you teach me how.

Father : Okay. If you want. First of all, I want you to walk down to the wall at bottom of the garden.

Peter : But what has that got to do with business, dad?

Father : Don't ask any questions. Trust me and do what I say. N : climb up on the top of the wall.

: Jump down into the garden.

Peter : It's too high dad. I'll injure my self.

Father : Do you want to be a successful businessman or not. Do it right now.

Peter : Jump down and cry.

Father : Peter, always remember that the first rule in business is never trust any body.

The Businessman
เลขที่ 1, 5, 6, 13, 14, 16, 17, 18, 19

5. ตัวอย่างผลงานของนักเรียนในชั้นการอภิปรายเกี่ยวกับวรรณคดี

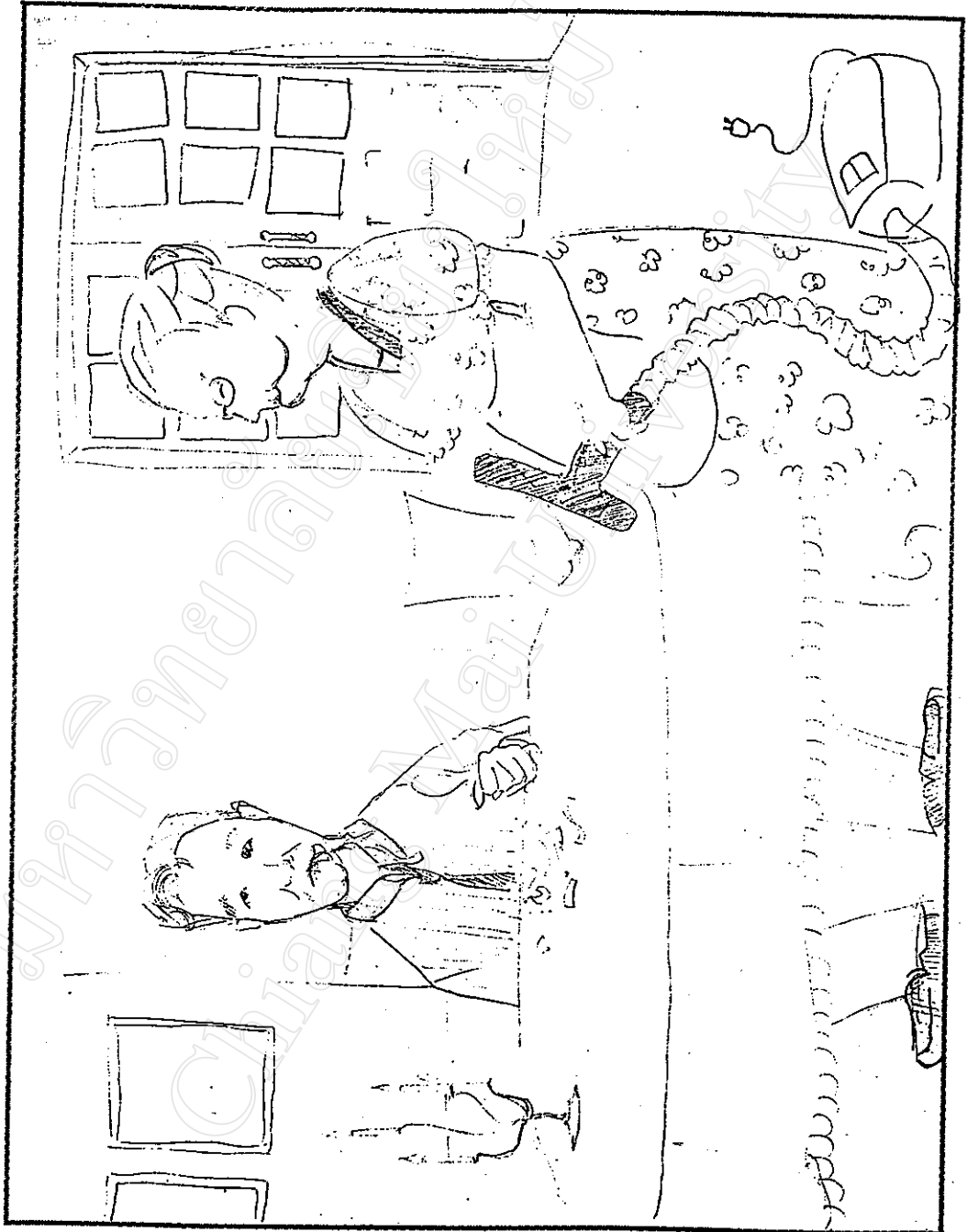
Word Wizard

Name: Kantida Prombuth.
 Story title: The lion

Your job is to find words that may be unusual or unfamiliar. Try to find out their meaning from the context clues around the words. Look up the words in a dictionary. Write a definition in your own words. Make sure that you understand the words before you meet with the group! Lead your group through a discussion of the words and their meanings.

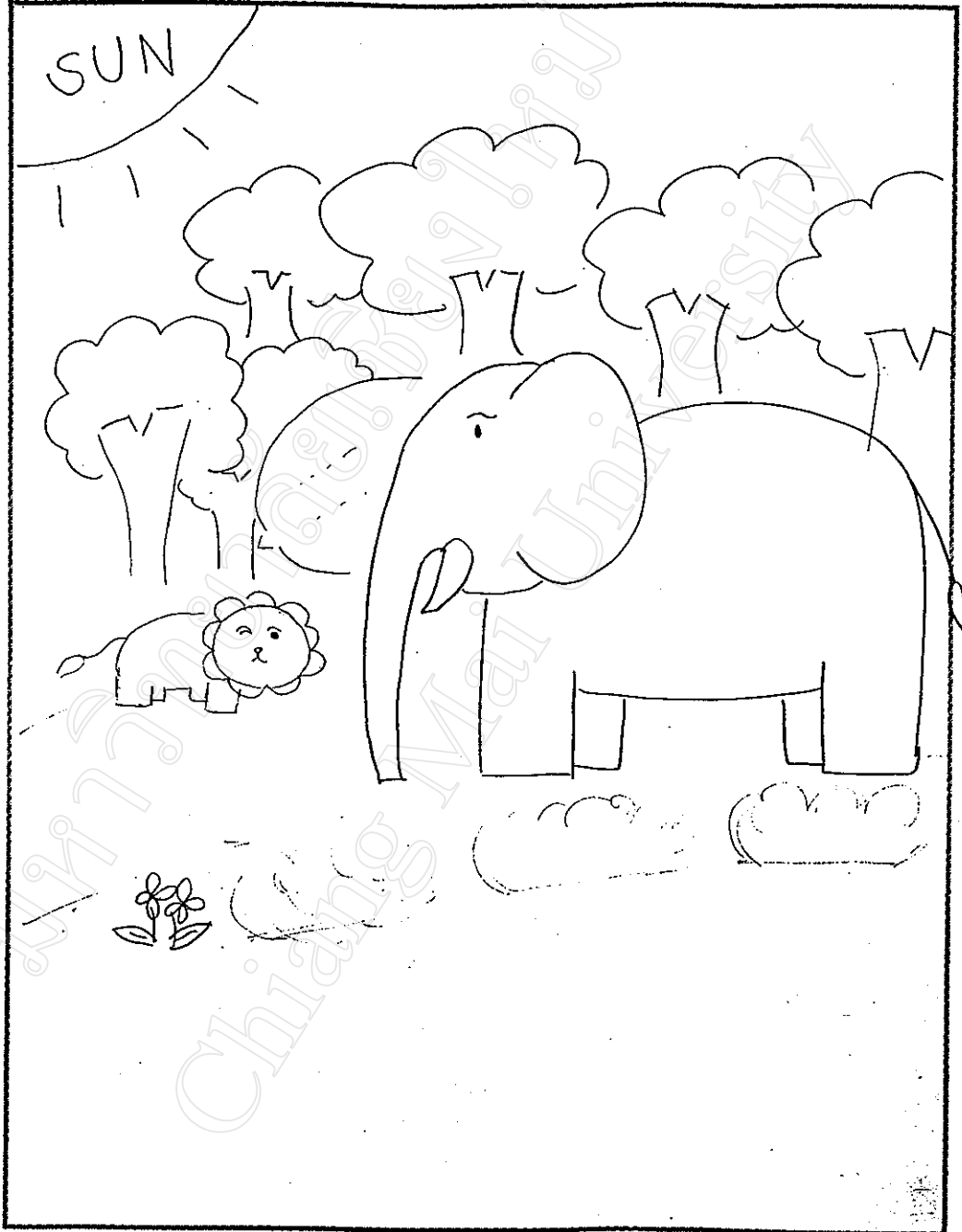
No.	Word	Line	Best Guess	Dictionary Definition
1.	Jungle	3	Wild	land densely overgrown with tropical vegetation and trees
2.	Trunk	22	elephant's nose	A proboscis, especially the long, prehensile proboscis of an elephant.
3.	Roared	16	loudly noise from animal.	To utter a loud, deep, prolonged sound, especially in distress, rage, or excitement

** During discussion, your job is to teach the words to your circle. Start by having them look on the line where your word appears and read the sentence. Ask them to use context clues to guess the meaning of the word. Then read them the definitions. Discuss which definition best fits the way your word is used. Then you give them your sentence and perhaps have them make up sentences of their own. After all 3 words, review with them the words you have selected if there is time.

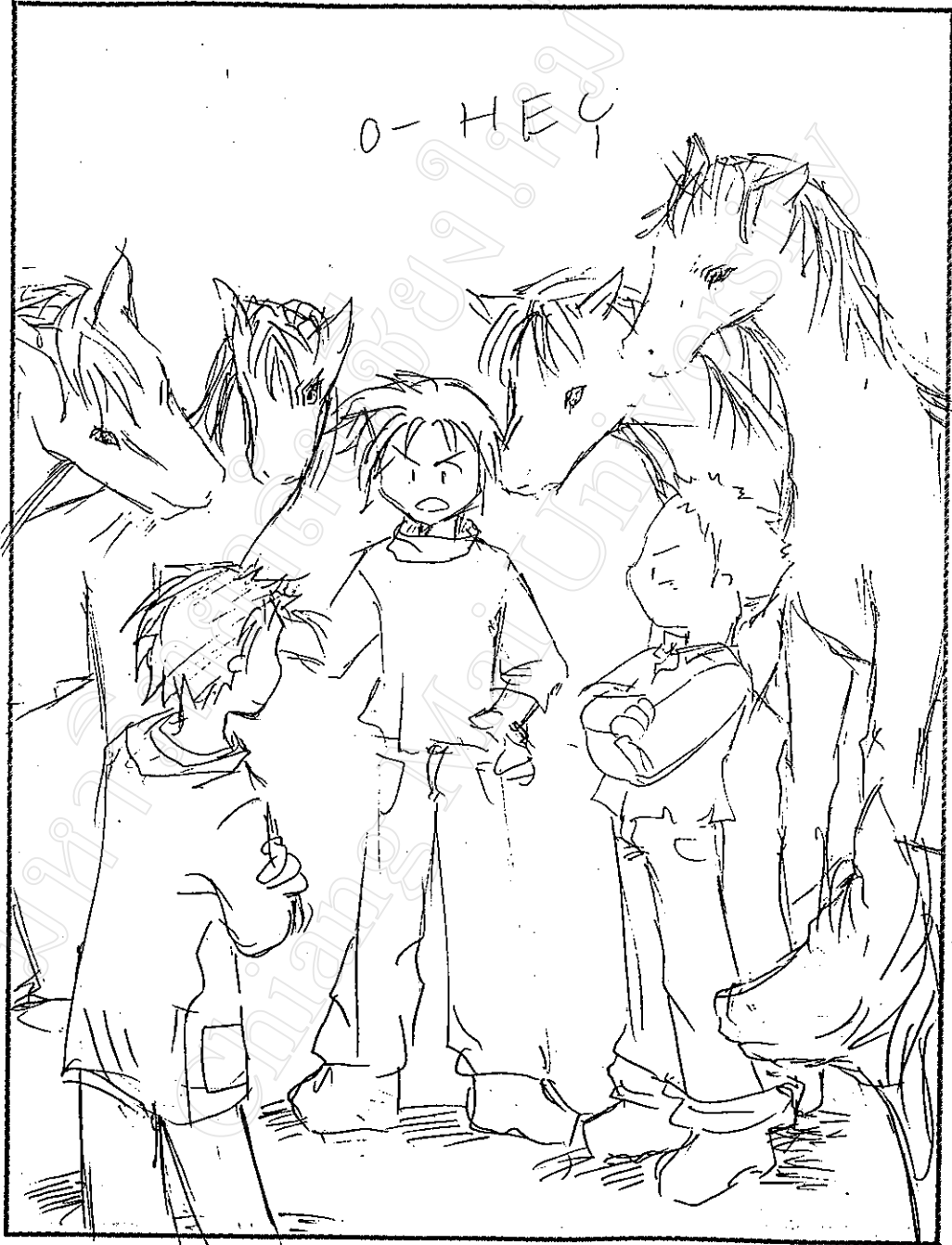


Your Picture

Your Picture



Your Picture



Connector (ကွပ်ကဲ)

Name: kunatai Wongvipawee

Story title: The Ikon

Your job is to find connections between the story your group is reading and the world outside. This means connecting it to your own life, to happenings outside school or in the community, to similar events at other times and places, to other people or problems that you are reminded of.

Some connections I found between this reading and the world outside were:

No.	Connections
1	Someone tells you something but you don't know the meaning and you misunderstand.
2	You do something wrong and don't mind it.
3	You ignore when you do something wrong and someone tell you that what you should.

Possible kinds of connections:

- ◆ Happenings at school
- ◆ World events
- ◆ Problems you have experienced
- ◆ Similar stories
- ◆ Your experience

Summarizer (အနုပညာ)

Name: Sophida Na Boonlong

Story title: The lion

Your job is to prepare a brief summary of the story. This should be done in complete sentences.

A young lion asked many animal (Snake, Monkey, crocodile, Giraffe) "Who is the king of the jungle" They gave the same answer. "You are" It means the young lion was the king of the jungle. But when he asked an elephant an elephant looked at the lion and picked him up with its trunk. The young lion was very surprised. He shouted at the elephant. "You don't have to get angry because you don't know the answer"

**During discussion, ask the group members to mention any ideas you left out that they feel are important.

Summarizer

Name: Nuntanach Deemuang No. 10
 Story title: Isn't It simple?

Your job is to prepare a brief summary of the story. This should be done in complete sentences.

There was a very good horse-breeder in Arabia. He had seventeen horses. He loved his horse very much. One day, the old was ill and he was going to die soon. Before he died, he asked his three sons to divide the house. He give the eldest one-half of the horses, the second one-thirds, and the youngest one-ninths. After the old man died, the three sons didn't know how to divide the horses. One day the old teacher went to their house. They asked the old teacher to help them to solve the problem. The old teacher told them to add his horse to their horses to make their horse eighteen in number. He divided the horse to the eldest one-half of eighteen is nine, the second one-third of eighteen is six and one-ninths of eighteen is two. The three brother were satisfied. They wanted to give the reward to the old teacher but he refused to receive the reward.

****During discussion, ask the group members to mention any ideas you left out that they feel are important.**

6. การวิจารณ์รายวิชาภาษาอังกฤษอ่าน-เขียน ผู้สอน และหนังสือปรับระดับภาษา

Q 025

ເປື່ອນ.

เมื่อข้าพเจ้าได้รับคำสั่งสอนในความรู้มากมาย มีทั้งความรู้สนุกสนาน เพลิดเพลิน
ดีเยี่ยมส์ การดูหนัง ละคร มาในชั้นเรียน อ่าน ตำราที่ข้าพเจ้าเรียนเนื้อหาอย่างละเอียด จด
บันทึก เพื่อไม่ให้เกิดการลืมความรู้ต่างๆ สิ่งต่างๆ ที่ข้าพเจ้าสอนมา เรื่องการอ่าน-เขียน
ข้าพเจ้ารู้สึกทำให้เขาพอใจในชั้นเรียน และ เข่นใจมากใน การสอนข้าพเจ้า
วิธีการสอน

อาจารย์สอน
อาจารย์สอนสนุก. มันส์ในการจำ. ก็อ่าน - เขียน มีทาร์ 11 จาก 15 + สัปดาห์ น่าสนใจ
มีเรื่องสนุก ๆ ตลอด ทำให้อ่าน ทำใจสบายมาก สนุกจริง ๆ ค่ะ
หนังสืออ่านนอกเวลา

นำเรื่องที่น่าสนใจ ชวนให้ติดตาม และ อยากรู้ว่าอ่านอีกหลาย ๆ เรื่อง

เนื้อหาที่สอน มีประโยชน์ มาก ทำให้ สามารถ ทำข้อสอบ หรือ ฝึกงาน ได้ดีขึ้น เปรียบ สม กับคนอื่น
ที่ด้อยกว่า วิธี การ สอน น่าสนใจ มี วิธีการสอน ดี ช่าง คำนึง นอก เวลา มี ให้ เกือบ มาก แต่ละ เรื่อง
ไม่ยากเกินไป และ สนุก

เมื่อข้าพเจ้าสนใจ มีการเลือกเนื้อหาที่น่าสนใจ มาให้เรียน ทำให้ฉันนักเรียนไม่รู้สึกเบื่อในการเรียน
เนื้อหาที่มีความน่าสนใจ และกระชับ ไม่ยืดเยื้อ และเป็นเรื่องที่สามารได้นำไปใช้ในชีวิตประจำวันได้ ทำให้ฉันที่เรียนมาสามารถ
ใช้ประโยชน์ได้ ต่างจากวิชาอื่นที่จำไว้แล้วแต่ก็ไม่ได้นำมาใช้ในชีวิตประจำวันได้ มีการใช้สื่อต่างๆ ในการ
สอน เช่น รูปภาพ วีซีดีต่างๆ มีการทำเอกสารเป็นสื่อในการเรียนมาต่าง ทำให้ฉันนักเรียนไม่รู้สึกเบื่อหน่ายในการจด
และขอเชอร์ทุกๆ คาบ ผิดกับนักเรียนที่รู้จักสังเกตจากการเรียนก่อนที่เข้าเรียน

หนังสืออนุสรณ์ตามนี้มากมาย ให้แก่กันสามารถเลือกอ่านเรื่องทั่วกันไปได้ตามใจชอบ และไม่รู้สึก
เบื่อหน่ายไปรอบทรง่าน ทำให้เด็กเรียนมีความเพลิดเพลิน และสนุกสนานในการอ่าน และมีรางวัลใจในการอ่านของนักเรียน

ในข้อหาที่ห้ามร่อนนั้น แม้จะถือว่าใช้กำลังแต่อย่างใดก็ตาม แต่ที่ผิดจริง ๆ นั้น คือผิดที่ได้ประโยชน์อันมาก
เนื่องจากข้อนี้ห้ามการได้ เจาของของนั้น หักให้ไม่ได้ (ถ้าหากว่ากฎหมายนี้ ที่นี้ นอกสมรรถนะ
โดยรวมแล้ว ถือว่า สหภาพแล้ว (๒๕ 10 ๑ ๑)

ข้อนี้การร่อนนั้น แม้จะถือว่าใช้กำลัง แต่ไม่ได้หมายความว่า หักให้ไม่ได้เลย จะเห็นว่า
ทุกตัว จะมี ข้อความในข้อนี้ห้ามการได้ เจาของของนั้น หักให้ไม่ได้ (ถ้าหากว่ากฎหมายนี้ ที่นี้ นอกสมรรถนะ
โดยรวมแล้ว ถือว่า สหภาพแล้ว (๒๕ 10 ๑ ๑)

ส่วนเรื่องอื่น ๆ ของเวลานั้น ส่วนตัวนั้น 10 ขวบไม่ได้ด้วย แต่ในข้อนี้แล้ว
แต่ที่ห้ามการได้ เจาของของนั้น หักให้ไม่ได้ (ถ้าหากว่ากฎหมายนี้ ที่นี้ นอกสมรรถนะ
โดยรวมแล้ว ถือว่า สหภาพแล้ว (๒๕ 10 ๑ ๑)

ข้อนี้การร่อนนั้น แม้จะถือว่าใช้กำลัง แต่ไม่ได้หมายความว่า หักให้ไม่ได้เลย จะเห็นว่า
ทุกตัว จะมี ข้อความในข้อนี้ห้ามการได้ เจาของของนั้น หักให้ไม่ได้ (ถ้าหากว่ากฎหมายนี้ ที่นี้ นอกสมรรถนะ
โดยรวมแล้ว ถือว่า สหภาพแล้ว (๒๕ 10 ๑ ๑)

ประวัติผู้เขียน**ชื่อ-สกุล**

นางสาวสุชาดา หัยวิวัฒน์ตระกูล

วัน เดือน ปีเกิด

19 กรกฎาคม 2517

การศึกษา

สำเร็จการศึกษาระดับปริญญาตรี

วิชาเอกภาษาอังกฤษ คณะมนุษยศาสตร์

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