

ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

รายนามผู้เชี่ยวชาญ

ในการทำวิจัยครั้งนี้มีผู้เชี่ยวชาญตรวจแผนการสอน แบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ และแบบสอบถามวัดความสามารถในการตรวจสอบความเข้าใจในการอ่านจำนวน 3 ท่าน ดังมีรายนามต่อไปนี้

- | | | |
|-------------------|-----------------|--|
| 1. อาจารย์พยอมศรี | วรุณนารักษ์ | หัวหน้าหน่วยศึกษานิเทศ
กรมสามัญศึกษา เขตการศึกษา 8
อำเภอเมือง จังหวัดเชียงใหม่ |
| 2. อาจารย์อรไท | ชุมสาย ณ อยุธยา | หมวดวิชาภาษาอังกฤษ
โรงเรียนวัฒโนทัยพายัพ เชียงใหม่ |
| 3. อาจารย์ประดอง | ครุฑน้อย | หมวดวิชาภาษาอังกฤษ
โรงเรียนศึกษาสงเคราะห์ เชียงใหม่ |

ภาคผนวก ข
หนังสือขอความร่วมมือ
ในการเก็บรวบรวมข้อมูล

ที่ ทม 0610 (12) /

คณะศึกษาศาสตร์มหาวิทยาลัยเชียงใหม่

239 ถนนห้วยแก้ว ตำบลสุเทพ

อำเภอเมือง จังหวัดเชียงใหม่ 50200

มีนาคม 2544

เรื่อง ขอบความอนุเคราะห์ในการทดลองและเก็บรวบรวมข้อมูล
เรียน ผู้อำนวยการโรงเรียนวัฒโนทัยพายัพ

ด้วย นางสาวณัฐลักษณ์ สุภาโย นักศึกษาระดับบัณฑิตศึกษามหาวิทยาลัยเชียงใหม่ สาขาวิชาการสอนภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่ ได้รับอนุมัติให้ทำวิจัยซึ่งเป็นส่วนหนึ่งของหลักสูตรในหัวข้อเรื่อง "การใช้วิธีการสอนแบบ พี คิว ไฟร์ อาร์ เพื่อส่งเสริมความเข้าใจในการอ่าน ความคงทนในการจำ และความสามารถในการตรวจสอบความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5 " โดยมี รองศาสตราจารย์ไฉพร ธนสุวรรณ และผู้ช่วยศาสตราจารย์ ดร. ผจงกาญจน์ ภูวิภาดาบรรณ เป็นคณะอาจารย์ที่ปรึกษาวิทยานิพนธ์

นักศึกษามีความประสงค์จะขอความอนุเคราะห์ทดลอง และเก็บรวบรวมข้อมูลโดยศึกษาผลการใช้วิธีการสอนแบบ พี คิว ไฟร์ อาร์ เพื่อส่งเสริมความเข้าใจในการอ่าน ความคงทนในการจำ และความสามารถในการตรวจสอบความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนวัฒโนทัยพายัพ จังหวัดเชียงใหม่ ระหว่างวันที่ 21 พฤษภาคม 2543 ถึง วันที่ 22 กรกฎาคม 2544

คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่า การทดลองและเก็บรวบรวมข้อมูลเพื่อการศึกษาครั้งนี้ จะช่วยให้ได้ข้อมูลที่จะทำให้งานวิจัยนี้มีความเหมาะสมมากขึ้น ซึ่งจะเป็นประโยชน์ต่อการสร้างเสริมองค์ความรู้ทางการศึกษาโดยส่วนรวม

จึงเรียนมาเพื่อทราบ และโปรดพิจารณาให้ความอนุเคราะห์หรือให้ความสะดวกแก่นักศึกษาตามที่เห็นสมควร ขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วนิดา เพ็ญกิ่งกาญจน์)

ประธานกรรมการบริหารหลักสูตรบัณฑิตศึกษา

ประจำสาขาวิชาการสอนภาษาอังกฤษ

ภาคผนวก ค

เนื้อเรื่องและแผนการสอนแบบ พี คิว โฟร์ อาร์

Lesson Plan I

- Subject : English 025 (Reading –Writing)
- Class : M. 5/3
- No. of Students : 42
- Time : 2 periods (100 minutes)
- Content : "English Around the World" (From: ~~Weaving~~ It Together, pp.128-129)
- Terminal Objective : Students will be able to write to express their ideas about the given text.
- Enabling Objectives : Students will be able to ;
1. identify the main idea of each paragraph.
 2. generate questions from the main idea by using prior knowledge and experience, title, illustrations, and textual information.
 3. guess meaning of contextual words from the text.
 4. retell the text in their own words.
- Procedure :
- Period I
- Preview and Question :
1. Teacher shows a picture of shops and eating places on the street in Japan and asks the guiding questions ;
 - "What country do you think it is?"
 - "In your country, what English words do you see on the streets, in shops, and in eating places?"
 - "Why do people like to use these English words or like American culture?"

2. Teacher gives the text to students and asks them to look at the title and quickly skim or survey the content.
3. Teacher asks students the guiding questions below in order that they will know the purpose of reading by themselves.

"What story are they telling you?"

"What do you know about the text?"

"What are the important things in the story?"

"Why are they important?"
4. Teacher explains how to find the main idea or the topic sentence for each paragraph.

A paragraph is a basic unit of organization in a group of sentences *that develop one main idea*.

The topic sentence is the most important sentence in the paragraph.

It is the main idea of the paragraph. The topic sentence controls and limits the ideas that can be discussed in a paragraph.

The topic sentence has two parts : the topic and the controlling idea.

The topic is the subject of the paragraph.

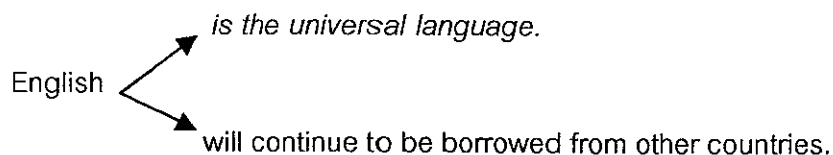
Ex. English is the official language in over forty countries.

Topic : English

A topic can have more than one controlling idea.

Topic

Controlling idea



Period II

5. Teacher reviews how students can find the main idea or the topic sentence of each paragraph.

6. Students skim each paragraph quickly to find the main idea and write questions about the main idea. (Teacher explains when students write the question, think about questions teacher might ask in a quiz.)

Ex. - In how many countries is English the official language?

- What has a Swedish person borrowed from English?

- What is Gaelic?

Read and Recite :

7. Teacher asks students to read the whole text carefully and find the answer for their own questions.

8. Students highlight or underline any part that they think it is important as the main idea.

9. Students guess the meaning of the underlined words by writing them behind each paragraph of the text given.

10. Students check the correct meanings of the underlined words with the glossary given by teacher.

11. Students retell the text orally in their words to a partner.

Review and Reflect :

12. Teacher asks students to take 5 minutes to reread the important points they have highlighted.

13. Teacher asks students to write a paragraph to reflect on the things they have read critically by following these suggested questions ;

"What idea/information do you think it is important in the text?"

"Why is it important?"

"What effects have the English language and culture had on you?"

"What do you think about the story?"

Materials : Picture
Handouts

Evaluation : 1. Teacher observes students' participation in each activity.
2. Teacher assesses students' writing a paragraph.

English Around the World

Do you speak English? That question is frequently asked in countries around the world. Although there are almost three thousand languages, English is the most universal. It is the official language in over forty countries and the most used language in international business, science, and medicine.

Even in countries where English is not the first language, a number of English words are used. No other language is borrowed from more often than English. For example, a French worker looks forward to le weekend. A Romanian shopper catches a ride on the trolleybus. A Chinese businessperson talks on the te le fung (telephone). Some Swedish schoolgirls have even started making the plural form of words by adding -s, as in English, instead of the Swedish way of adding -ar, -or, or -er.

Hundreds of words borrowed from English can now be found in other languages, words such as soda, hotel, golf, tennis, jeans, OK., baseball, and airport. Although many words are used just as they are, others are changed to make them more like the native language and therefore easier to say and remember. Thus a Japanese workers gets stuck in rushawa (rush hour) traffic. A spanish mother tells her child to put on her sueter (sweater), and a Ukranian man goes to the barber for a herkot (haircut).

English is everywhere. It is on signs, clothing, soft drinks, and household products around the world. In spite of the popularity of English words and phrases, however, they are not always welcome. Some people think that the use of English words is threatening the purity of their native language. In 1975, the French started a commission to try to stop, and even gave finer for, the use of English words. Some countries have tried to eliminate English and their official language in order to save their native tongue.

On the other hand, some people believe that English should be the international language. They give a number of reasons for this, such as the cost of translations and the

misunderstandings that result from language differences. They believe that things would run more smoothly if everyone spoke the same language.

“What would become of our many different cultures?” others argue. “Certainly the world would be a much less interesting place,” they add. Indeed, there is serious concern on the part of language experts that many languages are disappearing. In some parts of the world, only a few people are left who can speak their native tongue. In Ireland, for example, there are only a few small areas where people speak Gaelic, the native Irish language. One expert says that half of the world’s languages are dying because children are no longer learning them.

Languages have changed and disappeared throughout history. With progress, change is inevitable. Some things are worth preserving. Others have very strong feelings about the importance of their native language, we probably will not have a universal language in the near future. What is certain, however, is that English words will continue to pop up everywhere, from Taiwan to Timbuktu, whether some people like it or not.



Lesson Plan II

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "Tea, Anyone?" (From : Weaving It Together, pp. 105-106)

Terminal Objective : Students will be able to discuss their ideas about the given text.

Enabling Objectives : Students will be able to ;

1. generate questions after the teacher gives the examples.
2. summarize the main idea of each paragraph.
3. revise the text orally in their words.
4. identify the grammar structure of sentences.

Procedure :

Preview and Question :

1. Teacher shows a picture of tea time and asks students the guiding questions ;
 "Have you ever had a cup of tea?"
 "Can you identify which country usually has tea after meals?"
 "How many different kinds of tea can you name?"
2. Teacher explains about comparing and contrasting by using comparison and contrast structure words ; although, even though, and though to show whether their points are similar or different.
3. Teacher introduces an adverbial clause that shows a contrast or an unexpected idea.

Ex. Although the tea was very special, I didn't like the taste.

Even though the tea was very special, I didn't like the taste.

Though the tea was very special, I didn't like the taste.

4. Teacher asks students to quickly scan or survey the content.
5. After teacher gives the sample questions on the board, students generate their own questions from the given topic and write them down in the notebooks.

Read and Recite :

6. Students read the whole text and summarize the main idea of each paragraph.
7. Students write down the possible meaning of the underlined words of each paragraph.
8. Students correct the meanings of each word with the glossary given by teacher.
9. Teacher asks students to generate more questions about what they want to know more.
10. Students revise things they have read orally in their own words to their partner. (Students are allowed to ask and answer questions about the text by themselves.)
11. Students do the given exercise.

Combine the two sentences into one sentence using although or even though.

1. The British are tea drinkers. Many people drink coffee.
2. In Asia, people drink tea plain. The British prefer tea with milk added.
3. Most people make tea from tea leaves. The Burmese eat tea leaves as salad.
4. In Asia and Europe, tea is usually made in a ceramic or China teapot.
In Morocco, a brass or silver teapot is used.
5. Coffee has been regarded as the most popular beverage in the United States.

Soft drinks are consumed twice as much.

Review and Reflect :

12. Teacher asks students to reread the text and their note.
13. Students answer their own questions on the text and do the given exercise in a worksheet.
14. Students discuss in groups of 4 on one of these questions ;
 - 1) Why is tea drinking an important part of British daily life?
 - 2) Compare the way Japanese drink it in your country.
 - 3) What is expected of a host or guest in your country?

Extention activity : 15. Teacher asks students to write about the topic "What's your favorite beverage?"

Materials :

Pictures
Handouts
Worksheet

- Evaluation :**
1. Teacher corrects students' exercise.
 2. Teacher corrects students' grammar structure on their discussion.
 3. Teacher observes students' participation in each activity.

Worksheet

Tick ✓ in ☐ to check which sentence is true or false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Tea was first used as a medicine in China and Japan. | ☐ | ☐ |
| 2. The Chinese drank their tea from bowls with lids. | ☐ | ☐ |
| 3. Drinking tea never became an important part of Chinese life. | ☐ | ☐ |
| 4. The Japanese tea ceremony was recently developed. | ☐ | ☐ |
| 5. During the Japanese tea ceremony, guests must appear proud. | ☐ | ☐ |
| 6. At the end of the tea ceremony, it is polite to make a loud sound to show how good the tea is. | ☐ | ☐ |
| 7. The British only drink tea in the morning and evening. | ☐ | ☐ |
| 8. The British like to serve tea in a very informal way. | ☐ | ☐ |
| 9. The Koreans like to eat raw eggs during sips of tea. | ☐ | ☐ |
| 10. In Morocco, a guest is expected to drink only one glass of tea. | ☐ | ☐ |



Tea, Anyone?

There is a saying that the British like a nice cup of tea in the morning and a nice cup of tea at night. And at half past seven, their idea of heaven is a nice cup of tea. They like a nice cup of tea with their dinner and a nice cup of tea with their tea, and before they go to bed, there's a lot to be said for a nice cup of tea!

Sometimes it seems that no one likes tea quite as much as the British do. But, in fact, tea is popular in countries around the world, and many different rituals and customs for drinking tea have developed over the centuries. In China and Japan, tea was first used as a medicine; it wasn't until many years later that people there drank tea as a beverage. Because tea had been considered as sacred remedy, it was always served with much ceremony.

When the Chinese first started drinking tea, they didn't use teapots. Instead, they put tea leaves and hot water into a small bowl with a cover. Drinkers would bring the bowl to their lips and lift the cover very slightly with their forefingers, just enough to drink the liquid but not the leaves. People drank tea in this way regardless of the occasion, and it was always offered to guests.

Tea drinking was an important part of Chinese life, but nowhere in the world did people drink tea with more ceremony than in Japan. There, a strict ritual was set down in the fifteenth century by the first great tea master, Shuko. This tea ceremony is still performed today. Guests must wash their hands and faces and remove their shoes before entering the tearoom through a low doorway that forces them to stoop and appear humble. As the guests sit cross-legged on mats, the host places a spoonful of powdered tea into a special bowl, adds boiling water, and then stirs it with a bamboo whisk. Although in early tea ceremonies, everyone drank from the same bowl, it later became the practice for the host to serve the tea in individual bowls. The guests sip the tea slowly and talk until they have finished drinking. Then they are expected to throw back their heads and take the final sip

with a loud sound to show how good the tea is. As the ceremony comes to an end, the guests admire the empty serving bowl for its beauty. The host washes the cups and the ceremony ends. The formal tea ceremony is certainly not undertaken every time someone drinks tea in Japan, but the tea is always served with much care and politeness.

The British also like to be formal and dignified when they serve tea. While the Japanese serve green tea in small cups without handles, the British favor the black teas of India and Ceylon served in China cups with handles and matching saucers. In Britain, tea is made in a pot, using one teaspoonful of tea leaves for each cup plus one extra teaspoonful for the pot. Boiling water is poured into the pot and the tea is left for about five minutes before the host pours for the guests. As in Japan, tea drinking is an important part of daily life in England. Many people drink tea several times a day and they associate it with relaxation and entertainment. Sharing a cup of tea with guests provides an opportunity for conversation and a quiet moment away from the normal hustle and bustle.

Many interesting tea customs have developed over the centuries. In Korea, for example, you might see someone eating a raw egg between sips of tea. The Burmese soak tea leaves in oil and garlic and eat this mixture with dried fish. In Thailand, people chew tea leaves seasoned with salt and other spices. In Iran, perfumed tea is a favorite. It is made by leaving flowers or herbs in the tea container for several days. In Morocco, tea is prepared in a brass or silver teapot to which sugar and mint are added. Then the tea is served in small glasses with mint leaves. If guests accept an offer of tea, they are expected to drink at least three glasses.

Regardless of where or how tea is prepared and served, many people consider it to be an important part of their social life. Having a cup of tea provides a reason for getting together and sharing a moment of conversation. Tea may no longer be considered a sacred cure for all illness, but it is a remedy for both the body and spirit in our sometimes frantic lives.

Lesson Plan III

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "The Reluctant Superhero" (From : English Around You 3, p.11)

Terminal Objective : Students will be able to discuss their ideas about the text given.

Enabling Objectives : Students will be able to ;

1. generate questions about the text by themselves.
2. take notes of the passage.
3. tell the grammar structure of sentences.
4. guess meaning of new words from the content.
5. retell the text orally in their words.

Procedure :

Preview and Question :

1. Teacher shows pictures of people living in the past and present and asks the questions ;
 "What do you think about these pictures?"
 "How did people live in the past?"
 "How do they live now?"
2. Teacher summarizes students' answers on board and focuses on the tense structure (past and present tense).
3. Teacher asks the guided questions ;
 "How about being an actor?"
 "What do you think about his life style?"

“How would your life style change if you became a famous actor?”

and students note down their answer or keep it in mind.

4. Students read only the title of the text and question about it by themselves.

Read and Recite :

5. Students read the whole text and make notes on specific points in each paragraph.
6. Students write to compare the actor's life style in the text with the kind of life they described.
7. Students do the given exercises on new words and comprehension check.
8. Students recite the story using their words to a partner.

Review and Reflect :

9. Student read the text and their notes in each paragraph again, at the same time, students try to answer their own questions.
10. Students in groups of 4 discuss on whether things have changed for the better or the worse.

Materials :

Pictures
Text
Worksheet

Evaluation :

1. Teacher corrects students' exercises.
2. Teacher observes students' participation in each activity.
3. Teacher corrects students' grammar structure on their discussion.

WorksheetExercise I

Match each word or phrase underlined in the text with a phrase below which has the same meaning.

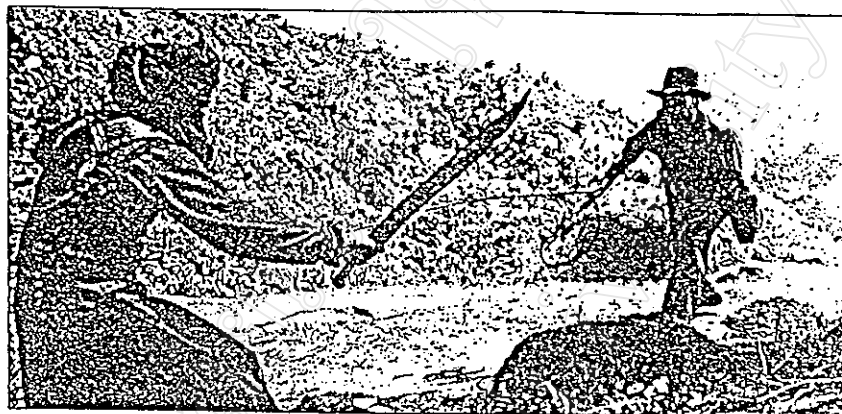
1. people don't do exactly what I want.
2. his hopes were ended.
3. look after
4. simple, everyday activities
5. driving slowly
6. small roles in films

Exercise II

Find words or phrases in the text which show that the points below are true.

- a : Harrison Ford prefers to dress differently from most Hollywood stars.
- b : He lives a simple life in the middle of the countryside.
- c : He used to do odd jobs for a living but now he does them for fun.
- d : He enjoys doing everyday things for himself.
- e : His career was not a success to begin with, but he is successful now.
- f : Working as a carpenter made it possible for him to choose film roles.

THE RELUCTANT SUPERHERO



While the beautiful people of Hollywood hit the party circuit in their designer clothes and cruise round town in their shiny limousines, the biggest box-office star of all time is happy wearing jeans and tootling round his ranch in a pick-up truck or on his Harley-Davidson motorcycle. He likes to get up early, have breakfast with his family, then potter around doing odd jobs on this ranch where the deer are plentiful and the eagles soar. "I'll fix a fence, repair a piece of equipment or plough the driveway if there's snow," says Ford, who learned his handyman skills in his early twenties when he had to work as a carpenter in Los Angeles because he couldn't get any acting jobs. "I need to be in a situation where my every whim is not attended to, where I have to fetch my own nails, do my own shopping and wash my own dishes. The pleasure of my life is that however long it takes to make a movie, when it's over I'm back to reality – back to the banal tasks where I belong."

He came from his native Chicago to Los Angeles at the age of 21 to seek his fortune. At first, he thought he'd really landed when Columbia Pictures signed him as a \$150-a-week contract player. But the dream turned sour a year later – after only one line in a movie – when he was fired for being 'too difficult'.

Ford managed to find some work playing bit parts on such TV series as *Guns, Smoke, Ironside* and *The Virginian*. But he wasn't earning enough to support his young family so he took up carpentry, teaching himself the trade from books – and even found himself doing work for Hollywood stars. "I never actually gave up acting. I was still taking jobs, but I was now able to turn down jobs I didn't want".

It wasn't until 1976, when he was asked to play space hero Han Solo in *Star Wars* that "I packed up my carpenter's tools and never went back to them." But even though Solo and *Indiana Jones* have made him world-famous and a multi-millionaire, he's always been a reluctant hero.

Lesson Plan IV

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "Farmer Giles' Orchards" (From : That's correct! 2 pp. 154-159)

Terminal Objective : Students will be able to write a summary of the given text.

Enabling Objectives : Students will be able to ;

1. generate questions from the title of the text.
2. guess meaning of contextual words from the text.
3. answer questions about the given text.
4. retell the text orally in their own words.
5. predict the end of the story.

Procedure :

Preview and Question :

1. Teacher leads to the lesson by talking about Thailand's fruits.
People grow different fruits in the orchards.
2. Teacher tells students that they are going to read a traditional story about the orchard from England.
3. Teacher explains about making a summary. (When we make a summary (or summarize), we have to find the important happenings, information or ideas in a passage and write them in as short a way as possible.)
4. Teacher gives the example of making a summary on paragraph 1 and 2.

(If we look at the 1st paragraph of the story of Farmer Giles' Orchards, what are the important things here? The information that is important for the story is in the first two sentences – *he was old, he knew he was going to die*. The third sentence tells us something about Farmer Giles and his life, but it doesn't move the story forward. So we could summarize this paragraph by saying :

"Farmer Giles was old and knew he would die soon."

2nd paragraph has three important pieces of information.

They are : 1. *Farmer Giles was worried.*

2. *He had 3 sons, Tom, Dick and Harry.*

(The names of sons are important because we know they come later in the story.)

We can also join these sentences together : *He was worried because his sons, Tom, Dick and Harry were lazy. They were lazy.*

5. Students take a look only at the title of the story and make questions about it.

Read and Recite :

6. Students read the whole story for 5 minutes and think what things would be different if this was a Thai story. (Students are allowed to note them down on the sheet.)
7. Students do the given exercise to check their comprehension.
8. Students check the answers with the teacher.
9. Students retell the story using their words to a partner.
10. Students summarize the story on the worksheet.

11. Students check their summary with the story whether they missed anything out because the important information is needed.
12. Students guess about Farmer Giles' money in Part II and share the idea in groups of 4.
13. Students read and summarize the story on part II of the story.
14. Students retell the story in their words to their group.

Review and Reflect :

15. Students read their summary of the whole story again.
16. Students summarize the story on part II and answer the questions ;

"What was the lesson that Farmer Giles' sons learnt?"

"Do you think it's a true lesson for everyone?"

Materials :

Worksheet
Handouts
Students' notebook

Evaluation

- :
1. Teacher corrects students' summary and exercise.
 2. Teacher observes students' participation in each activity.

Worksheet I

I Check the story again and find the meaning of these reference terms.

- | | | | | |
|-----|-----------|-----------|---|-------|
| (a) | They | (line 5) | = | ..... |
| (b) | it | (line 6) | = | ..... |
| (c) | another | (line 8) | = | ..... |
| (d) | the third | (line 8) | = | ..... |
| (e) | it | (line 9) | = | ..... |
| (f) | one | (line 13) | = | ..... |
| (g) | it | (line 22) | = | ..... |
| (h) | It | (line 33) | = | ..... |

II Can you find the answer to these "how many" question? Write the answer as a number.

- | | | |
|-----|---|-------|
| (a) | How many sons did Farmer Giles have? | ..... |
| (b) | How many orchards did he have? | ..... |
| (c) | How many letters did he write? | ..... |
| (d) | How many acres of orchards did he have? | ..... |

III Where was Farmer Giles' money? Do you have any ideas? Write your ideas below.

Worksheet IIExercise I :

- (a) Now look at paragraph 3. Write down the two important pieces of information in that paragraph.

.....

.....

.....

- (b) Do the same for paragraph 4 and 5.

Don't write the direct speech when you summarize, just give the information.

.....

.....

.....

- (c) See if you can summarize paragraph 6 using only 5 words.

.....

.....

.....

- (d) Read lines 21-30 carefully. Can you summarize it in 3 sentences?

.....

.....

.....

- (e) The final paragraph can be summarized in just one or two sentences.

.....

.....

.....

Farmer Giles' Orchards – Part I

Farmer Giles was old. Soon, he knew, he was going to die. His approaching death did not worry him – he'd led a happy life and his wife, whom he loved very dearly, had passed away the year before.

His main worry was what would happen to his three sons, Tom, Dick and Harry. They were thoroughly lazy, and much fonder of spending the money earned by their father from the farm, than doing the hard work necessary to earn it.

The farm was Farmer Giles' pride and joy. He had three orchards, one in which he grew apples, another cherries, and the third pears. His fruit was so famous that people came from all over the country to buy it. However, he knew that if his sons didn't work hard, the fruit would no longer be of high quality, and nobody would want it. He therefore needed to find a way to teach his sons to be good farmers.

He thought long and hard, and finally took some pieces of paper and wrote four letters—one to his sons and three to his friends and neighbor Farmer Jones. He posted the letters to Farmer Jones and gave the first one to Tom, his eldest son.

"Don't open this letter till after my death," he advised Tom. "It contains some good news for you and your brothers."

That winter was extremely cold. The snow lay deep and the water froze in the river. When one morning Farmer Giles didn't come down to breakfast, Tom went up to his father's bedroom and found him lying peacefully still and cold in his bed. He had died during the night.

It wasn't till after the funeral, when Tom, Dick and Harry were sitting alone in the farmhouse, that Tom remembered his father's letter. He opened it and read it aloud to his brothers.

"Dear sons, my money is buried in the orchard. You will need to dig there to find it. May it bring you happiness. Your loving father."

"So that's where he buried his money!" exclaimed Tom.

"Yes," said Dick thoughtfully. "But we don't know in which of the three orchards."

"Well," Harry said. "We'll just have to keep digging till we find it. Tom, you can try digging in the apple orchard. You, Dick, can try the cherry orchard and I'll dig in the pear orchard."

So it was decided. Every morning the brothers got up at the crack of dawn and worked through till darkness fell. Every night they would ask each other if anyone had found anything. The answer was always the same : "Nothing yet." It was hard work, and the size of the orchards-each about ten acres (25 rai) – made the task even more difficult. They spent the entire winter turning the soil between and around the trees until finally they had dug every inch of the orchards. But still they had found nothing. Where was the promised money?

Farmer Giles' Orchards – Part II

Shortly afterwards, at the beginning of March, Farmer Jones came to visit the three brothers, bringing with him a letter. "This is from your father," he explained. "It was his wish that I bring it to you at the beginning of this month."

Eagerly they opened the letter, only to find that it contained just two sentences :
"Don't forget the plum orchard. Your loving father."

"Of course," said Harry. "Mother's plum orchard!" This was a small orchard, less than one acre, in which Farmer Giles' wife had planted her favorite sweet plums.

"Yes, the money must be buried there," said Dick.

The very next day the brothers set to work digging in the plum orchard. It took them only three days to dig everywhere, but still they found no sign of the money.

The brothers were disappointed, but could do nothing. All through the spring and early summer they discussed the content of their father's letters and what they could mean. Where was their father's money?

Then on a warm sunny day in June, they received another visit from Farmer Jones. Again he brought with him a letter. "This is the last letter from your father," he said. "His orders were to give it to you in June."

The brothers could barely control their excitement as they opened the letter. This time it contained the following message :

"If you go to the orchards now, you will see the money I have left you. I wish you the best of luck in your lives. Your loving father."

They then set off in haste to the orchards with Farmer Jones. There they were greeted by the sight of a splendid fruit crop. The apple trees were covered with healthy young green apples. The cherry trees were heavy with fruit, almost ripe and ready to pick. In the pear orchard every tree was full of fruit. And in the plum orchard there was more fruit than leaves on the trees.

"Now do you understand? Said Farmer Jones. "The money that your father was talking about is his fruit trees. He wanted you to learn to be good farmers and to take proper care of your land and trees. This year you've worked hard and become strong and healthy. Am I right in thinking you've learnt your lesson?"

That year the brothers sold a record amount of fruit. They earned more money than their father ever had before them. They did indeed learn their lesson, and Farmer Giles' fruit farm kept its reputation as the best in the country.



Lesson Plan V

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "Superstitions : What Do you Believe?"

(From:That's correct! 2 pp147-151)

Terminal Objective : Students will be able to make a summary of the given text.

Enabling Objectives : Students will be able to ;

1. generate questions and examples from the passage.
2. guess the meaning of words from the context.
3. tell the story orally in their own words.
4. answer questions from the text given.
5. express their opinions about the text given.

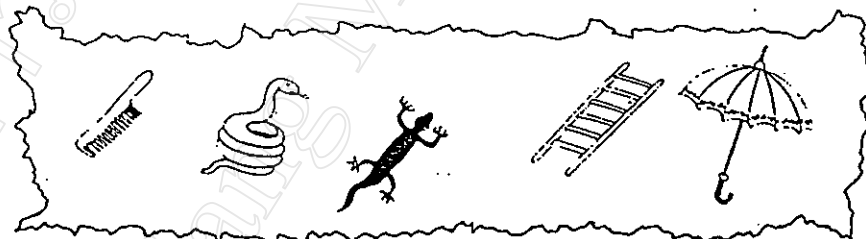
Procedure :

Preview and Question :

1. Teacher asks students to look at the picture of an animal (a gecko) and ask, "What would your feelings be if it makes a noise when you were leaving home?"
2. Teacher asks how many students in class are superstitious.
3. Teacher presents the words below that can help students in reading a text by asking them to complete the following sentences.

<i>believe, evil, ladder, spirits, guard, squeeze, religion, exactly</i>
--

- (a) The _____ locked the factory gate at 6 p.m.
- (b) The policeman said the thief was an _____ man and should go to prison.
- (c) He climbed up the _____ to pick the mangoes from his tree.
- (d) Many people _____ that 13 is an unlucky number.
- (e) Cut the oranges in half and _____ out the juice.
- (f) Some people think that _____ live in big old trees.
- (g) They play the National Anthem on the radio at _____ 8 a.m.
- (h) Buddhism is the main _____ of Thai people.
4. Teacher explains one way of summarizing is to leave out all or most of the examples students find in their reading passage. They often can locate examples by looking for key words ; "For example", "e.g.", "an example is", "such as".
5. Teacher asks students before they read whether they know any superstitions about these things?



6. Students look at the title and make questions that may concern with the passage.

Read and Recite :

7. Students read and leave out questions from the passage.
8. Students guess the meaning of the underlined words from the context.

(a) *opposite* =

(b) *similar* =

(c) *threshold* =

(d) *impolite* =

(e) *coin* =

9. Students check the answer with the teacher.

10. Students tell the story in groups of 4 by using their words.

Review and Reflect :

11. Students read the passage again and do the given exercise in a worksheet.

12. Students write the passage as a summary and leave out all the examples and the questions.

13. Students give their opinions in groups of 4 on the question ;
"Do young people today believe in superstitions?"

Materials : Pictures
Handouts
Notebook

Evaluation : 1. Teacher corrects students' exercise and their summary.
2. Teacher observes students' participation in each activity.

Worksheet

- A. Complete the chart by filling in the names of the countries where people think these things are lucky or unlucky.

<i>Superstition</i>	<i>Lucky</i>	<i>Unlucky</i>
<i>Black cats</i>		
<i>Broken comb</i>		
<i>Walk under ladder</i>		
<i>Open umbrella in house</i>		
<i>Touch wood</i>		
<i>Step on threshold</i>		

- B. *Do you know the superstitions in paragraph 5?*
Can you tell what some people think may happen?

(a) *If you dream that you are being squeezed by a snake,*

.....

(b)

.....

(c)

.....

(d)

.....

Superstitions

In all countries you will find people who are superstitious. They believe that things can bring them good luck, or bad luck. But sometimes people believe different things about the same animal or happening. The black cat is a good example of this. In Thailand, many people believe that if a black cat passes in front of you and crosses your path, this is unlucky. In England, however, people believe exactly the opposite. There, black cats are thought to be lucky, especially when they cross your path. Black cats are also unlucky in Saudi Arabia. The Arabs believe that at night black cats can change into beautiful but evil young women who are very dangerous, especially to young men!

Some Thai and English superstitions are similar, although not exactly the same. Breaking certain things is considered to be unlucky in both countries. For example, in Thailand it is believed to be unlucky to break a comb when you are combing your hair, whereas English people think it is unlucky to break a mirror.

And again, some superstitions are the same in both countries. Both Thai and English people feel that it is unlucky to walk under ladders. Maybe this is a superstition, or maybe it is just being careful. After all, the ladder may fall down or someone who is working on it may drop something on you! Do you ever open an umbrella inside the house? Most Thais don't, and neither do most English people. It's considered to be unlucky in both countries.

How do these superstitions begin? There are many ideas about this, but usually we don't know because most of our superstitions are very old. Some may come from old religions. English people touch wood for luck because in the old days people believed spirits lived in trees and touching the tree was being polite to the spirit. Thai people won't step on the threshold of the house because they believe the guardian spirit of the house lives there. To step on the spirits' home would be very impolite.

If you dream that you are being squeezed by a snake, what does this mean to you? Or maybe you dream you have broken an important tooth. Or you are leaving the house and you hear a lizard (jingjok) calling. Or you see a small coin (maybe 50 stang) lying in the road – do you pick it up or is this unlucky?

Do you believe in superstitions? Many people still do.

Lesson Plan VI

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "Passage 4" (From : Reading Comprehension, pp.166-167)

Terminal Objective : Students will be able to write a paragraph to express their ideas by including explanations about the text given with reasons.

Enabling Objectives : Students will be able to ;

1. generate questions from the text.
2. find the main idea of each paragraph.
3. tell the story orally in their own words.
4. answer their own questions from the given text.

Procedure :

Preview and Question :

1. Teacher leads to the lesson by telling students that they are going to visit a faraway land with one of the seven wonders of the world.
2. Teacher shows a picture of pyramids and ask the questions ;
 - "What do you know about this picture?"
 - "What do the pyramids tell you about mummies?"
 - "Do you believe in the superstition of the pyramids?"
 - "Why?" or "Why not?"
3. Teacher explains the meaning of words that can help them to understand the text with word cards and giving the sample

sentences.

decay	humidity	embalm	accurate
precise	dehydration	blunt	throw out

4. Teacher asks students to read the 1st paragraph and brainstorm the title of the text.
5. Students make 5 questions about the text given by themselves.

Read and Recite :

6. Students read the whole text and find the main idea of each paragraph. (They are allowed to write down after each paragraph in the text given.)
7. Students do the exercise in the worksheet given.
8. Students check the answer with the teacher.
9. Students tell the story in their own words to a partner.

Review and Reflect :

10. Students read the text given and find the answers to their own questions that they make before reading.
11. Students in groups of 4 exchange to ask and answer their own questions about the text.
12. Students write a paragraph to answer the questions below with giving reasons and explanations.
 - a) "Why are the pyramids called as one of the 7 wonder things of the world?"
 - b) "What is the secret of the pyramids?" and "Do you believe it or not?"

- c) "Why can the pyramids preserve bodies in a mummified condition?"

Materials : Pictures
Handouts
Word cards

Evaluation :

1. Teacher corrects students' exercise.
2. Teacher checks students' writing.
3. Teacher observes students' participation in each activity.

Passage 4

The pyramids on the west bank of the Nile were built by the pharaohs as royal tombs and from about 3000 B.C. The most celebrated are those at Giza of which the largest is the one that housed the pharaoh known as Cheops. This is now called the Great Pyramid. Some years ago it was visited by a Frenchman named Bovis, who took shelter from the midday sun in the pharaoh's chamber, which is situated in the centre of the pyramid, exactly one third of the way up from the base. He found it unusually humid there, but what really surprised him were the garbage cans that contained, among the usual tourist litter, the bodies of a cat and some small desert animals that had wandered into the pyramid and died there. Despite the humidity, none of them had decayed, but just dried out like mummies. He began to wonder whether the pharaohs had really been so carefully **embalmed** by their subjects after all, or whether there was something about the pyramids themselves that preserved bodies in a mummified condition.

Bovis made an accurate scale model of the Cheops pyramid and placed it, like the original, with the base lines facing precisely north-south and east-west. Inside the model, one third of the way up, he put a dead cat. It became mummified, and he concluded that the pyramid causes rapid dehydration. Reports of this discovery attracted the attention of Karel Drbal, a radio engineer in Prague, who repeated the experiment with several dead animals and concluded, "There is a relation between the shape of the space inside the pyramid and the physical, chemical and biological processes going on inside that space. By using suitable forms and shapes, we should be able to make processes occur faster or to delay them."

Drbal remembered an old superstition which said that a razor left in the light of the moon became blunted. He tried putting one under his model pyramid, but nothing happened, so he went on shaving with it until it was blunt, and then put it back in the pyramid. It became sharp again.

I tried keeping the same objects – eggs, rump – steak, dead mice – in both a pyramid and an ordinary shoe – box, and the ones in the model pyramid preserved quite well while those in the box soon began to smell and had to be thrown out. I am forced to conclude that a cardboard replica of the Cheops pyramid is not just a random arrangement of pieces of paper, but does have special properties.

Worksheet

Choose the best answer for each question.

1. The pyramids were built
 - a) for royal celebrations.
 - b) as houses for the pharaohs.
 - c) as shelters from the sun.
 - d) as tombs for the pharaohs
- 2) How did the dead cat and other animals get into the pyramid?
 - a) Tourists had brought them in.
 - b) They had come in by chance.
 - c) They had come in to shelter from the sun.
 - d) They had belonged to the pharaoh.
- 3) What surprised Bovis most about the inside of the pyramid?
 - a) That it was full of rubbish and dead animals.
 - b) That it was extremely humid.
 - c) That the animals had not decayed.
 - d) That the mummies had been so carefully embalmed.
- 4) Bovis began to wonder whether
 - a) it was the humidity which helped preserve dead bodies.
 - b) the pyramid shape had something to do with mummification.
 - c) it was their subjects who had embalmed the pharaohs.
 - d) the pharaohs had been carelessly embalmed.
- 5) What did Bovis do to test his idea?
 - a) He put a dead cat in the Cheops pyramid.
 - b) He tried putting a razor under his model pyramid.

- c) He put a dead cat in a replica of the Cheops pyramid.
 - d) He got in touch with a radio engineer in Prague.
- 6) When Drbal put his used razor in the model pyramid
- a) it became blunt.
 - b) nothing happened.
 - c) it became sharp.
 - d) it became rusty.
- 7) The speaker thinks that the cardboard model of a pyramid
- a) is not good for preserving food.
 - b) is just a random arrangement of pieces of cardboard.
 - c) has some mysterious special properties.
 - d) preserves food better than a shoe-box.
- 8) Which of the following statements is true?
- a) The pyramids were royal palaces.
 - b) The smallest pyramid is called Cheops.
 - c) The objects inside the model pyramid soon began to smell.
 - d) It was rather humid inside the pyramid.
- 9) What does the word "embalmed" (1st paragraph) mean?
- a) horrified
 - b) mummified
 - c) humified
 - d) modeled
- 10) Which of the following statements is not true?
- a) Bovis put a dead cat inside the Cheops pyramid.
 - b) Karel Drbal did the same experiment as Bovis.
 - c) Bovis suspected that pyramids preserved dead bodies.
 - d) The author thinks there is something special about the properties of a pyramid.

Lesson Plan VII

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : “Some Popular Medical Myths” (From Ezy English & International Magazine vol.5, August, 2000)

Terminal Objective : Students will be able to do an oral presentation about the given text.

Enabling Objectives : Students will be able to ;

1. generate questions from the title and the statements given.
2. guess the meaning of words by using the context clues.
3. identify the main idea of the text.
4. express their ideas about the text given orally.

Procedure :

Preview and Question :

1. Teacher leads to the lesson by asking students the guiding questions.
 “How old are you now?” “How often are you sick?”
 “How do you care your health?” “How often do you exercise?”
2. Students work in groups of six and brainstorm questions that they might ask from the title of the passage given.
 - Do not eat immediately before swimming.
 - One can put on weight as one grows older.
 - Extra protein gives immediate extra strength.
 - Extra hours of sleep help
 - Never take fluid while exercising or dealing meats.

- Sugar taken before exercise raises the energy level.
- Put on sweater after exercise.
- Take a cold shower after a hot one to close your pores.
- Never exercise in the hot noon sun.
- Woman who exercise lose their femininity.

Read and Recite :

3. Teacher asks each group to list the unknown words in the text and try to give the possible meaning by using the context clues.
4. Students check the meaning of words with dictionary. They can ask for help with teacher.
5. In groups, students read the whole passage and check their comprehension by summarizing the passage among friends in their own words orally.
6. Teacher and students identify the main ideas by writing the topic sentence of item 1-4 in the reading handout together.
7. Teacher assesses students by letting them identify the main ideas of item 5-10 by themselves.
8. Students help to correct the answers together.

Review and Reflect :

9. Students reread the text carefully.
10. Students discuss in their group about the text and find 2 more statements with explanations about the health care by themselves.
11. The representative of each group presents the group's opinion to the class.

Evaluation :

1. Teacher assesses students' presentation.
2. Teacher observes students' doing group work.

Some Popular Medical Myths

1. Do not eat immediately before swimming

There is a widespread belief that if a person takes a meal immediately before swimming, one is likely to get cramps. This is entirely incorrect. Cramps are not related to food at all. Any sort of violent activity after an enormous tuck-in is bound to cause discomfort but you can entirely have a leisurely swim immediately after a moderate meal. The normal body can easily cope with the swimming and meal, provided there is no excess.

2. One can put on weight as grows older

The popular conception that it is normal to have a gradual weight gain every year is not true. In the older age groups, it is a definite health hazard to weight 10 or 15 kilograms more than what one used to weight when one was, say, 21 because, with aging, there is a decrease in muscle mass and decrease in the fat content of the body. The ideal weight in old age should be one's weight when one was about 21.

3. Extra protein gives immediate extra strength

A normal body has such large reserves of proteins and fats that it normally does not need any food supplements in the way of extra protein. The average diet normally gives the body all the food it requires and no special diet is necessary for special bodily activity. But what often happens is that if any food is taken on the assumption that it will help, it usually does result in better physical performance. But this is not due to the food at all – it is entirely psychological. In fact, extensive tests have established that the kind of food

you eat before you undertake any special physical activity makes no difference whatever in your performance.

4. Extra hours of sleep help

This is not all correct. You cannot store sleep. The body just needs a certain amount of sleep and no more. In fact, long hours of sleep has a deconditioning effect.

5. Never take fluid while exercising or dealing meals

This is entirely wrong. The body needs fluid while exercising. When one exercises, one becomes thirsty and dehydrated. Fluid then becomes very necessary. In fact, this is harmful not to have fluid while you are exercising if you are thirsty. One should drink until one's thirst is quenched but not in excess. Drinking water during meals is all right and does not dilute the digestive juices to the extent of harming digestion, as long as no excessive water is drunk.

6. Sugar taken before exercise raises the energy level

This is probably not correct. Although it is not completely established, it is unlikely that extra sugar directly gives extra energy. In fact, excess sugar in the body demands that more insulin be produced. If the body cannot cope with the production of insulin, diabetes will eventually result.

7. Put on sweater after exercise

There is no danger in being comfortably cool after you have exercised. So, it is not at all necessary to put on a sweater after exercise. In fact, it is far better to leave your sweater off after exercise and let your body come back to its normal stage slowly. The best clothing for hot weather exercise is the naked skin. When you no longer feel hot and your sweat has subsided, you can then put on your sweater but only if you feel cold.

8. Take a cold shower after a hot one to close your pores

This is entirely unnecessary. Many people put themselves to the discomfort of a cold shower after a hot bath under the entirely false belief that it will close their pores and prevent them from getting a chill. This is incorrect. Pores do not have to be closed.

9. Never exercise in the hot noon sun

There is a widespread that you will come to harm if you exercise in the noon-day sun; but this is incorrect. However, if the sun is directly overhead, perhaps you will require a hat to protect your head. Since the sun's rays in the mid-morning or mid-afternoon strike the body at all angle, there is no way to protect your body from them. Exercise as much as you like in the hot noon-day. It will do you no harm as long as you do not feel uncomfortable.

10. Woman who exercise lose their femininity

This is utter nonsense. In fact, exercise usually gives woman more attractive contours. They move with greater grace. Exercise gives a delicious feeling of well-being and relaxation which can be most seductive.

(Source : Ezy English & Internet Magazine Vol. 5 August 2000, pp. 40-42)

Lesson Plan VIII

Subject : English 025 (Reading –Writing)

Class : M. 5/3

No. of Students : 42

Time : 2 periods (100 minutes)

Content : "A Coat Tale" (From : Practice in Comprehension 3 : pp. 59-64)

Terminal Objective : Students will be able to discuss their ideas about the text given.

Enabling Objectives : Students will be able to ;

1. generate questions from the given text.
2. retell the story orally in their own words.
3. answer questions from the text given.
4. guess the meaning from pictures and context clues.

Procedure :

Preview and Question :

1. Teacher explains what students can learn from the comic strips and how useful the comic is.
2. Teacher tells students the background of a cartoon "Pinocchio". ("A coat Tale" is a comic strip (a cartoon) about 2 friends : Pinocchio, the puppet, and the insect, Jiminy Cricket. Pinocchio's father is a watchmaker, and he must deliver clocks and watches to his customers in town. Pinocchio's father is very poor, and has just sold his own winter coat to pay for Pinocchio's schoolbooks. Pinocchio feels sorry for his father and tries to save enough money to buy him a new coat.) The story shown here begins at this point.

3. Teacher asks students to divide into groups of six.
4. Each student in groups get the different parts of a comic strip.
5. Students scan the passage the passage with pictures quickly and make questions by themselves.

Read and Recite :

6. Students read the whole given passage individually.
7. Students retell what happened in the story with showing pictures to the group orally without looking at the dialogue in the story given.

Review and Reflect :

8. Students read the whole story and look at all pictures in group together.
9. Students do the exercises in the worksheet given.
10. Students check the answer with the teacher.
11. Students discuss on one of the given questions below ;
 - "What kind of person is Pinocchio?" "Do you think he is good?"
 - Give reasons.
 - "What do you think the fox symbolizes?"
 - "Who is the cleverest character in these comic strips?"
 - Give reasons.

Materials :

- Cartoon strips
- Handouts
- Picture

Evaluation :

1. Teacher corrects students' worksheet.
2. Teacher observes students' doing each activities.
3. Teacher corrects students' grammar on discussion.

Worksheet

I. Choose the best answer.

1. In picture 1, "odd jobs" means
 - a) work without regular hours
 - b) work that pays good money
 - c) work in the neighborhood
 - d) unusual work done all the time
2. In picture 8, "in no time" means
 - a) now
 - b) later
 - c) very quickly
 - d) at the right time
3. In picture 17, "to make amends for our mistake" means
 - a) to say we have not made a mistake
 - b) to put right what we have done wrong
 - c) to put the fault on to someone else
 - d) to say we are sorry for doing something wrong
4. In picture 23, "to mark the spot" means
 - a) to make it beautiful
 - b) to cover it with soil
 - c) to hide it from others
 - d) to indicate a specific position
5. In picture 26, "I" refers to
 - a) Gideon
 - b) Jiminy Cricket
 - c) the fox
 - d) Pinocchio
6. In picture 34, "unaware of" means
 - a) anxious about
 - b) careful about
 - c) be aware of
 - d) not knowing of
7. In picture 39, "exhausting" means
 - a) tiring
 - b) long
 - c) busy
 - d) hard-working

8. In the first "strip" of the comic (first picture), Pinocchio is thinking of his father. He imagines his father delivering watches on a cold winter day. Look at Pinocchio's face, in the picture.
How does he feel?
a) Sad
b) Worried
c) Happy
d) Cold
9. In pictures 2,3,4, and 5 Pinocchio is doing odd jobs. Which of the following odd jobs is he not doing?
a) Sweeping floors
b) Delivering groceries
c) Cutting trees down
d) Carrying water
10. In picture 8, Jiminy Cricket tries to
a) give Pinocchio money
b) make Pinocchio feel better
c) follow Pinocchio every where
d) tell Pinocchio he already has enough money to buy his father a coat
11. In the comic strip, we see the fox and Gideon for the first time in
a) picture 8
b) picture 9
c) picture 10
d) picture 11
12. In picture 14, the fox and Gideon are
a) telling each other jokes
b) laughing at Jiminy Cricket
c) whispering to someone else
d) quietly planning to trick Pinocchio
13. Look at Jiminy Cricket in picture 15, How does he feel?
a) Happy to see the fox.
b) Afraid because he sees Gideon.
c) Surprised and afraid to see the fox.
d) He doesn't see the fox, so he feels normal.

14. Look at picture 20. Does Pinocchio believe the fox's idea of "investing" his money in the field?

- a) Yes
- b) No
- c) Maybe
- d) He is not sure.

15. Look at picture 44, the last picture in the comic strip. From this picture we know that

.....

- a) Pinocchio tricked the fox and Gideon
- b) the fox and Gideon tricked Pinocchio
- c) Jiminy Cricket tricked the fox and Gideon
- d) The fox and Gideon tricked both Pinocchio and Jiminy Cricket

II. Write T in front of the correct statements and F in front of the incorrect statements.

1. ___ Pinocchio made money so he could buy something for himself.
2. ___ Pinocchio could save enough money to buy his father a new coat.
3. ___ The fox tried to cheat Pinocchio.
4. ___ Pinocchio buried his money in the daytime.
5. ___ Jiminy Cricket misunderstood the fox's plan.
6. ___ Pinocchio hoped his money would grow.
7. ___ Pinocchio's innocence almost caused him a great disappointment.
8. ___ Jiminy Cricket prevented the fox from taking Pinocchio's money.
9. ___ Jiminy Cricket made many mounds to confuse the fox and Gideon.
10. ___ The fox's plan failed because of Jiminy Cricket.

III. Answer the following questions briefly.

1. What does Pinocchio do to earn money?
2. Who is Jiminy Cricket? Give two examples of how he helps Pinocchio.
3. How does Jiminy Cricket overhear the fox's plan?
4. Does the fox get Pinocchio's money? Why/Why not?
5. What do you think will happen next in the story?



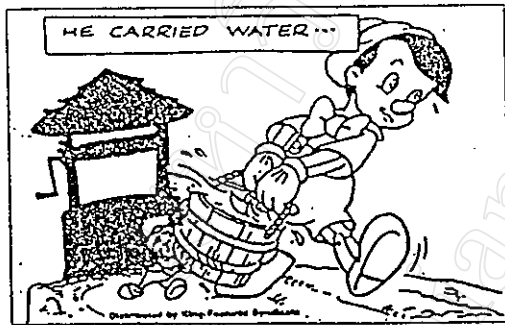
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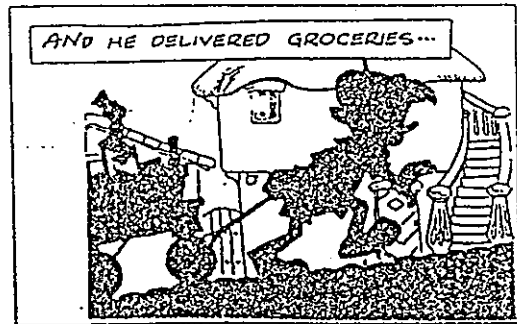
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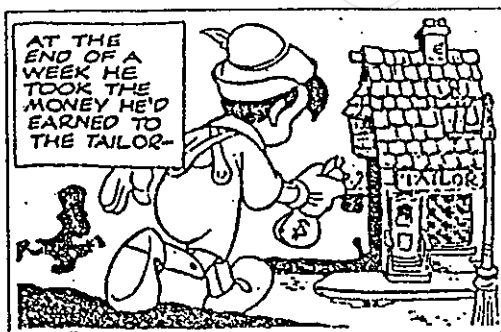
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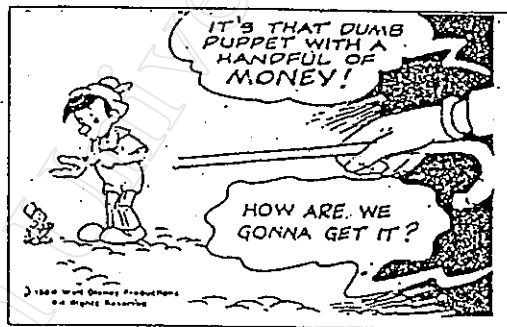
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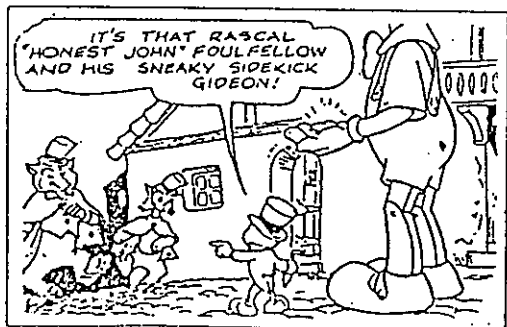
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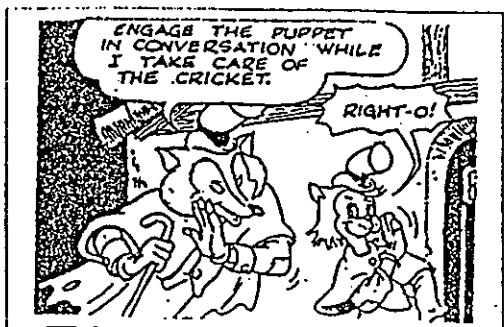
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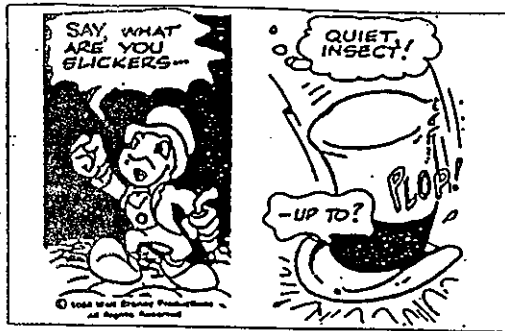
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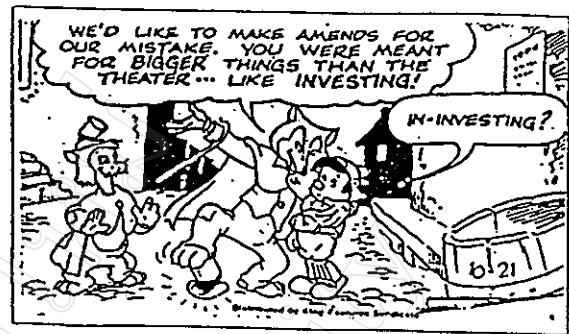
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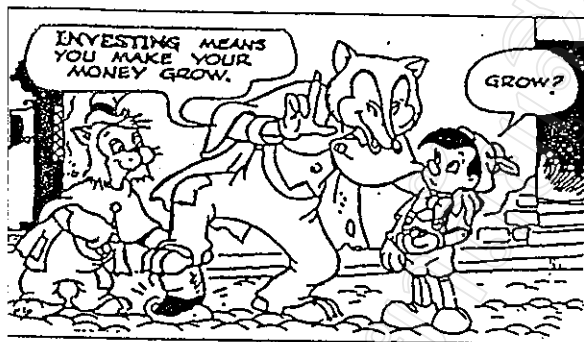
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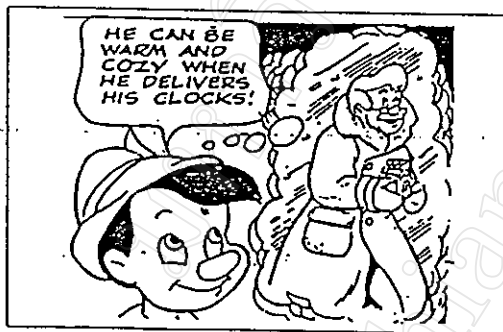
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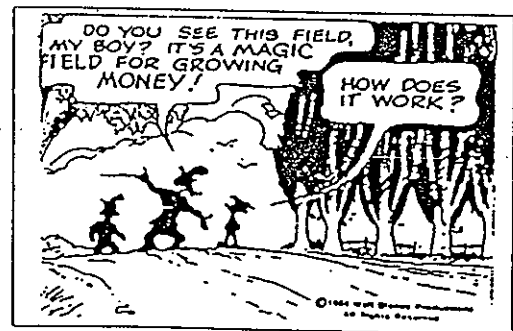
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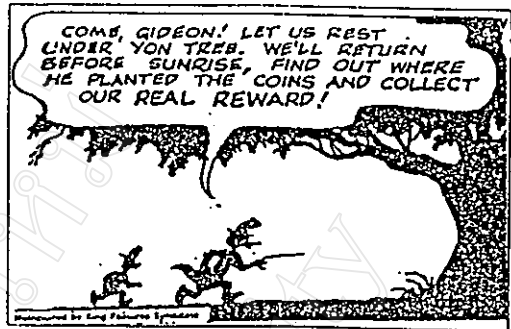
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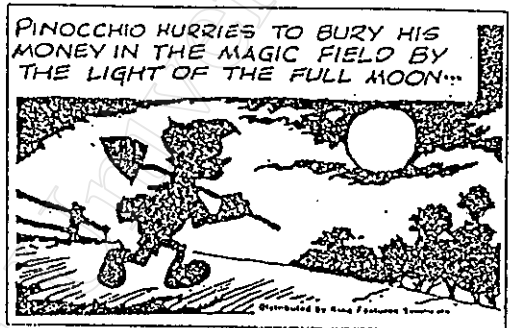
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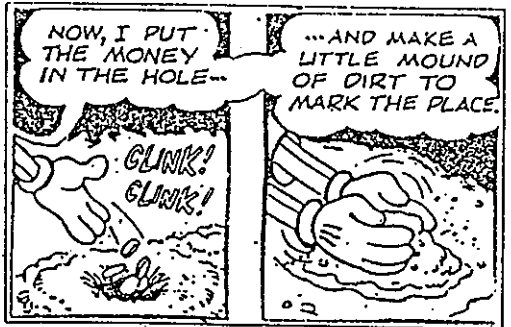
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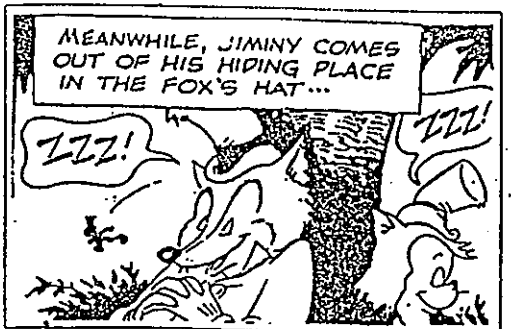
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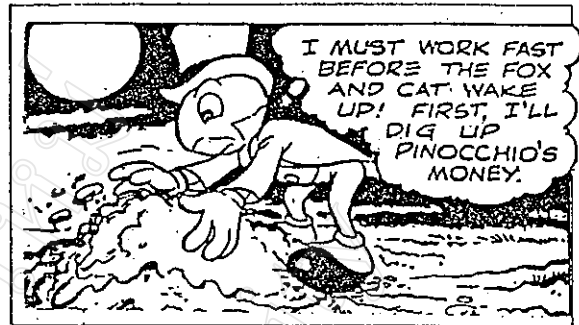
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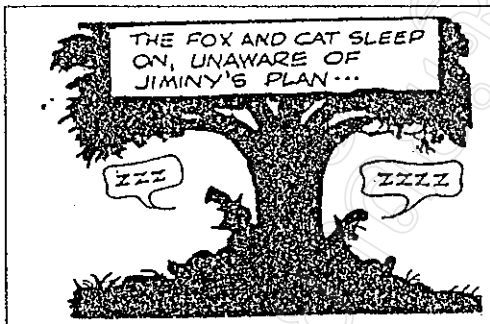
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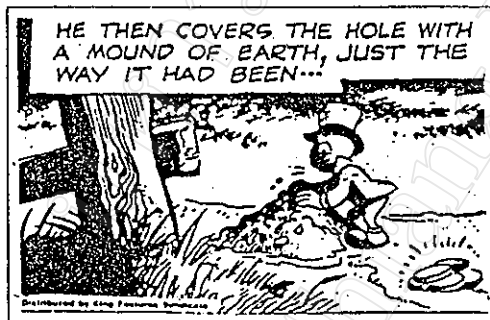
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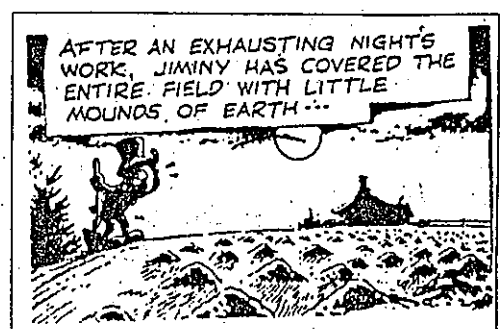
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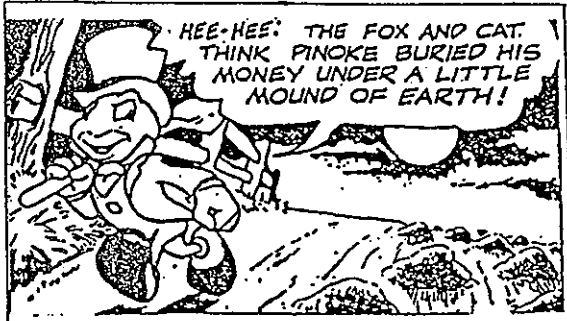
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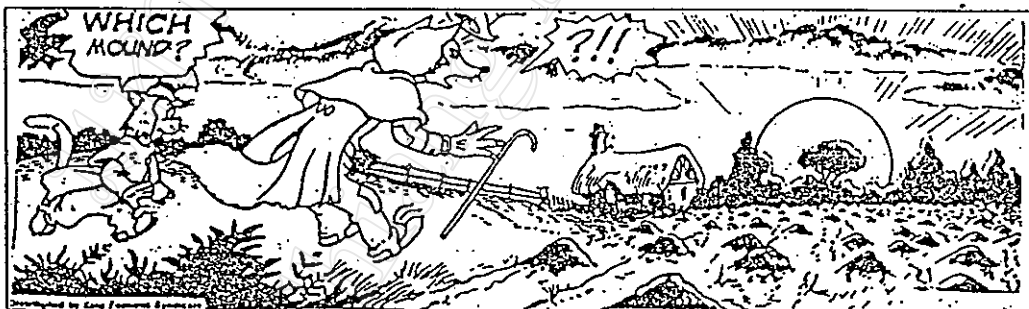
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ภาคผนวก ง

แบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ
แบบทดสอบวัดความคงทนในการจำ และแบบสอบถามวัดความ
สามารถในการตรวจสอบความเข้าใจ

Reading Comprehension

Time : 1 hours

Directions : Read these passages and choose the best alternative to answer each question.

Passage IWildlife Group in Bid To Protect Elephants

The Wildlife Fund in Thailand will compensate farmers whose land was destroyed by a herd of wild elephants in order to save the animals from hunters.

Buntharik District Chief Serm Thaweedet said he has asked help from WFT to protect about 18 wild elephants and two baby elephants.

5 The animals often cross the Thai Laotian border in search of food from three villages in Tambon Kewlane, Buntharik District. They are always in danger from villagers and other wildlife hunters, said Mr. Serm.

Among the herd, one elephant has a beautiful pair of ivory tusks – the prize most wanted by hunters.

10 The other danger the elephants have comes from two tigers in the area.

To protect the herd, a team of volunteers and district forestry officers have been sent to the villages. They will encourage wildlife conservation awareness and encourage the villagers to give their guns to the authorities, said the district chief.

15 Meanwhile, the WFT recently sent two officials to get more details about the elephants in Buntharik District.

Thanu Naebnian, a WFT official, said many villagers said they had been badly affected by the elephants, which come on their farmland to look for food.

20 The foundation will compensate affected villagers for the damage to their farmland to try and stop the danger on the animals, said Mr. Thanu.

The immigration pattern of the wild elephants and their natural food sources will also be studied and will be used in a long-term plan for conserving these animals as studied and will be used in a long-term plan for conserving these animals as national heritage, added the official.

1. Apart from being killed for ivory tusks, what is the other danger for the elephants?
 - a. lack of food
 - b. lack of water
 - c. forestry officers
 - d. two tigers in the area
2. What will a team of volunteers and forestry officers do to protect wildlife?
 - a. They will hunt the two tigers in the area.
 - b. They will tell the villagers to grow more crops for wild animals.
 - c. They will give knowledge and make the villagers realize the value of wildlife.
 - d. They will ask the villagers to give their guns to the authorities in exchange for money.
3. What does "the prize most wanted by hunters" (line 8-9) refer to?
 - a. tigers
 - b. ivory tusks
 - c. wild animals
 - d. herd of wild elephants
4. What does "these animals" (line 24) mean?
 - a. tigers
 - b. wild animals
 - c. baby elephants
 - d. elephants and tigers
5. Which statement is not true according to the passage?
 - a. The villagers' farmland are affected by the wild elephants.
 - b. The villagers will be compensated by the WFT for the damage of their farmlands.
 - c. The villagers and the foundation have a plan to kill the two tigers in order to save other wild animals.
 - d. The villagers are encouraged by a team of volunteers and forestry officers to give their guns to the authorities.

6. According to the passage, who is most responsible for conserving wild animals?
- the villagers
 - the hunters
 - the authorities
 - the Buntharik District Chief
7. What is the main idea of the passage?
- The WFT studied a long-term plan for conserving the wild elephants.
 - The WFT encourage the villagers to kill the two tigers to save their farmland.
 - The WFT sent two officials to get more details about the elephants in Buntharik District.
 - The WFT will compensate the villagers for the damage to their farmland in order to prevent them from killing the wild elephants.

Passage II

In the next 100 years each generation of teachers and professors will be passed over and left behind. Good teachers will undergo complete retraining at least three times in their careers. That is, if they still have a career. People will have relatively brief jobs as educators as they move from industry to academic to community and

5 on to other interests.

Educational technology and new forms of industrial organization will open up home education and self-education in ways never dreamt of. The last decade of learning by computer will seem like a kindergarten compared with the capabilities of the future "edtech".

10 Holographic forms, remote real time access to interactive and intelligent computers, immediate feedback on performance – these are the future.

Educationists will become facilitators, coordinators, adjuncts to artificial intelligence which will undertake all the mundane and routine educational tasks. The educationists will concentrate on shaping human potential, not just keeping

15 discipline among students.

The classroom of the late 20th century is already a dinosaur and it will become a fossil in the history databases of the next 100 years.

Like the dinosaur, education will evolve. Just as the dinosaurs are widely believed to have changed into bird, so the lumbering giants which occupy a third of the state's budget will learn to fly and leave their skeletons – school buildings and university campuses – far behind.

8. What is the most appropriate title for the passage?

- a. Teachers as Dinosaurs
- b. Education in the Future
- c. Self-Education at Home
- d. Capabilities of Future Computers

9. In the next 100 years, and new forms of industrial organization will make it possible for people to learn by themselves at home.

- a. academe
- b. community
- c. future "edtech"
- d. complete retraining

10. According to the article, which of the following is not part of the education of tomorrow?

- a. Holographic forms
- b. Immediate feedback on performance
- c. School buildings and university campuses
- d. Remote real time access to interactive computers

11. What will be the main role of educationists in the next 100 years?

- a. To keep discipline among students
- b. To do all the mundane educational tasks
- c. To focus on the formation of human potential
- d. To manage the state budget for schools and universities

12. In the writer's opinion, our present-day classroom is already
- | | |
|---------------|------------------|
| a. historic | b. effective |
| c. up-to-date | d. old-fashioned |
13. What does the word "they" (in line 3) mean?
- | | |
|-------------|-----------------------|
| a. students | b. teachers |
| c. careers | d. learning processes |
14. The writer compares the educational system of the next 100 years to
- | | |
|--------------|---------------------|
| a. dinosaurs | b. birds |
| c. skeletons | d. lumbering giants |
15. According to the passage, what does the writer implies in the next 100 years?
- | |
|---|
| a. Education will be like a dinosaur. |
| b. There will probably be no career teachers. |
| c. It will be three times easier for teachers to find jobs. |
| d. Teachers will still play a leading role in the learning process. |

Passage III

The Shot That Misfired

I was eleven when my father gave me an air-gun. The first thing I shot was a robin. I remember how sorry I was when it fell.

Later I found my father taking flies from a spider's web. He put the flies into a matchbox.

5 "What are you doing, Dad?" I asked.

"Come with me and I will show you," he answered.

He led the way to the garden. There, in a hedge, he showed me a nest with four young birds in it. Slowly my father opened the matchbox. He dropped the flies into the wide-open mouths. I knew at once why he was feeding them.

10 All I said was, "May I help you?"

"Of course you may. But it is hard work."

All that afternoon I dug for worms and hunted for grubs. That night father put cotton-wool round the birds. He wanted them to be warm.

15 Next morning he came into my room very early. In his hand was the body of one of the birds.

"It died during the night," he said. "We must work hard to keep the others alive."

After supper that evening we found another bird dead. A few days later, my father brought in the third robin. It was dead.

20 "The last one seems a strong little fellow," my father said later. "He may try out his wings soon. But he will have a hard job. There is no one to teach him to fly."

25 One day we found the little robin rocking on the twig. I too much wanted this bird to fly! His wings fluttered. He was off the branch. For a second his wings beat the air. Then he fell to the ground. His legs kicked once, and he was dead

"Poor little fellow," Father said. "He didn't have much of a chance, did he?"

Sadly I cried out, "Oh, Dad, it's all my fault! I killed his mother."

30 "I know, Harry. I saw you do it. It was a thing that many boys have done. But I just wanted you to see that you cannot hurt anything or anybody without hurting others. Perhaps you may hurt even the ones who love you."

16. What did the writer kill the robin with?

a. a spider

b. an air-gun

c. a matchbox

d. a spider's web

17. Why did the writer's father take the flies from a spider's web?
- a. Because there were many flies in it.
 - b. Because a young bird died during the night.
 - c. Because he wanted to put them into a matchbox.
 - d. Because he wanted to give them to the four young birds.
18. What did the father do to the birds in order to keep them warm during the night?
- a. He put some flies in the nest.
 - b. He put cotton-wool round them.
 - c. He took them to the writer's room.
 - d. He dropped the flies into the wide-open mouths.
19. What is the hard job for a young bird?
- a. living alone in a tree
 - b. learning how to fly
 - c. eating only fly and worm
 - d. teaching how to fly
20. While the writer was watching the last robin try to fly, what did he think?
- a. He wanted the little bird to succeed.
 - b. He wanted to teach the little bird how to fly.
 - c. He wanted the little bird to fall to the ground.
 - d. He wanted someone to teach the little bird to fly.
21. Why did the writer say that it was all his fault?
- a. Because the little robin was dead.
 - b. Because he killed the robin mother.
 - c. Because he had killed many robins.
 - d. Because the little robin could not fly.

22. What did the father mean when he said, "I saw you do it"?

- a. He saw Harry kill the bird.
- b. He saw Harry feed the bird.
- c. Harry saw him feed the bird.
- d. He saw Harry shoot a bird with his air-gun.

Passage IV

How Did Restaurants Start?

No matter how good mother's cooking is, we like to go out to a restaurant sometimes (if we can afford it). It's not just because there's different food to eat, but we also enjoy "going out".

Long before there were restaurants, there were taverns where people
 5 gathered to talk, have something to drink, and perhaps something to eat.

In London, there was another kind of place that was also the forerunner of the restaurant. This was the cook-shop. The chief business of these cook-shops was the sale of cooked meats which customers carried away with them.

But sometimes a cook-shop would also serve meals on the premises and
 10 was a little like a restaurant. There were cook-shops in London as long ago as the twelfth century!

The first place where a meal was provided everyday at a fixed hour was the tavern in England. They often became "dining clubs". These existed in the fifteenth century. By the middle of the sixteenth century, many townspeople of
 15 all classes had the habit of dining out in taverns. Most of the taverns offered a good dinner for a shilling or less, with wine and ale as extras. Many of the taverns became meeting places for the leading people of the day. Shakespeare used to be a regular customer of the Mermaid Tavern in London.

About 1650, coffeehouses also sprang up in England. They served
 20 coffee, tea and chocolate, which are all new drinks at that time. Sometimes they
 served meals too.

In 1765 a man named Boulanger opened a place in Paris which served
 meals and light refreshments. He called this place a "restaurant". This is the
 first time the word was used. It was a great success and many other places like
 25 it soon opened. In a short time, all over France, there were similar eating places
 called "restaurants". But the word "restaurant" was not used in England until the
 end of nineteenth century.

In the United States, the first restaurant was the Blue Anchor Tavern in
 Philadelphia opened in 1683.

23. Why do people go out to a restaurant sometimes?

- a. They enjoy going out.
- b. They have a lot of money.
- c. They can cook with other people.
- d. Their mother's cooking is not good.

24. Where were meals provided every day at a fixed hour in the fifteenth century?

- a. in taverns
- b. in cook-shops
- c. in restaurants
- d. in coffeehouses

25. Why did people go to taverns by the middle of the sixteenth century?

- a. to drink wine
- b. to meet Shakespeare
- c. to become leading people
- d. to meet leading people

26. Where was the first restaurant open?

- a. in Paris
- b. in London
- c. in England
- d. in the United States

27. What did a restaurant originally provide to its customers?
- a. cooked meals
 - b. wine and vegetables
 - c. coffee, tea and chocolate
 - d. meals and light refreshments
28. "These existed in the fifteenth century." (in line13) What does the underlined word refer to?
- a. cook-shops
 - b. dining clubs
 - c. restaurants
 - d. special meals
29. Which of the following is not mentioned in the passage?
- a. "Restaurant" was named by Boulanger in Paris.
 - b. The cook-shop was the place where served meals to customers in London.
 - c. In the past, people went to the taverns to talk and have something to eat and drink.
 - d. Many nightclubs became meeting places for the leading people in the twelfth century.
30. What is the passage mainly about?
- a. the origin of "a restaurant"
 - b. the famous restaurants in England
 - c. most English people's eating habits
 - d. the different kinds of restaurant in the past

Good Luck !!!

Retention Test

Time : 1 hour

Directions : Choose the best alternative to answer each question.

1. Apart from being killed for ivory tusks, what is the other danger for the elephants?
 - a. lack of food
 - b. lack of water
 - c. forestry officers
 - d. two tigers in the area
2. What will a team of volunteers and forestry officers do to protect wildlife?
 - a. They will hunt the two tigers in the area.
 - b. They will tell the villagers to grow more crops for wild animals.
 - c. They will give knowledge and make the villagers realize the value of wildlife.
 - d. They will ask the villagers to give their guns to the authorities in exchange for money.
3. What does "the prize most wanted by hunters" (line 8-9) refer to?
 - a. tigers
 - b. ivory tusks
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4. What does "these animals" (line 24) mean?
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5. Which statement is not true according to the passage?
 - a. The villagers' farmland are affected by the wild elephants.
 - b. The villagers will be compensated by the WFT for the damage of their farmlands.
 - c. The villagers and the foundation have a plan to kill the two tigers in order to save other wild animals.
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6. According to the passage, who is most responsible for conserving wild animals?
 - a. the villagers
 - b. the hunters
 - c. the authorities
 - d. the Buntharik District Chief
7. What is the main idea of the passage?
 - a. The WFT studied a long-term plan for conserving the wild elephants.
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 - c. The WFT sent two officials to get more details about the elephants in Buntharik District.
 - d. The WFT will compensate the villagers for the damage to their farmland in order to prevent them from killing the wild elephants.
8. What is the most appropriate title for the passage?
 - a. Teachers as Dinosaurs
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9. In the next 100 years, and new forms of industrial organization will make it possible for people to learn by themselves at home.
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13. What does the word "they" (in line 3) mean?
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 - d. the different kinds of restaurant in the past

Good Luck !!!

แบบสอบถามวัดความสามารถในการตรวจสอบความเข้าใจในการอ่าน

เมื่อนักเรียนได้อ่านเนื้อหาภาษาอังกฤษที่ปรากฏอยู่ในแบบทดสอบ นักเรียนได้ใช้กิจกรรมต่าง ๆ ต่อไปนี้ เพื่อช่วยในการอ่านให้เกิดความเข้าใจดีขึ้นหรือไม่ โดยให้นักเรียนทำเครื่องหมาย ✓ ในแต่ละข้อตามความเป็นจริง

กิจกรรม	ได้ใช้	ไม่ได้ใช้
1. ใช้ชื่อเรื่องเพื่อช่วยในการอ่านเนื้อหาตอนต่อไป		
2. ถามตนเองว่าเคยรู้เรื่องเกี่ยวกับเรื่องนี้มาบ้างแล้ว		
3. ใช้ความรู้เดิมช่วยในการอ่านเนื้อหาตอนต่อไป		
4. ใช้คำ/ข้อความในเรื่องเพื่ออ่านเนื้อหาตอนต่อไป		
5. ใช้รูปภาพ ตาราง กราฟ ช่วยการอ่านเนื้อหาตอนต่อไป		
6. ใช้เครื่องหมายวรรคตอนอ่านเนื้อหาตอนต่อไป		
7. เดาความหมายของศัพท์ จำนวนที่ไม่คุ้นเคย		
8. ตรวจสอบว่าตนสามารถจำเนื้อหาและคำศัพท์นั้นได้หรือไม่		
9. ตีความโดยอาศัยข้อมูลที่ปรากฏในเรื่อง		
10. อ่านแบบกวาดสายตาผ่านตัวอักษรคร่าว ๆ เพื่อจับใจความสำคัญของแต่ละตอนที่ย่ออ่าน		
11. ตั้งคำถามถามตนเองเกี่ยวกับเรื่องที่อ่าน		
12. อ่านเพื่อค้นหาคำตอบที่ตนเองตั้งคำถามเอาไว้		
13. ตรวจสอบดูว่าสามารถตอบคำถามที่ตั้งเอาไว้ได้กี่ข้อ		
14. ปรับความเร็วในการอ่านให้เข้ากับวัตถุประสงค์ของการอ่าน		
15. ปรับความเร็วในการอ่านให้เข้ากับความยากง่ายของเรื่อง		
16. อ่านซ้ำบางตอนที่ไมเข้าใจ		
17. อ่านผ่านตอนที่ไมเข้าใจไปก่อนเพื่อหาความกระชับในตอนต่อไป		
18. พิจารณาความต่อเนื่องของเนื้อหาอย่างมีเหตุผล		
19. พิจารณาคำอ้างอิงในเรื่อง เช่น คำสรรพนาม ว่าใช้แทนคำหรือประโยคที่กล่าวมาแล้ว		
20. ประเมินความเข้าใจในการอ่านของตนว่าอยู่ในระดับใด		

ภาคผนวก จ
รายละเอียดการคำนวณ

ตาราง 8 แสดงค่าความยากง่าย (p) และค่าอำนาจจำแนก (r) เป็นรายชื่อของแบบทดสอบวัด
ความเข้าใจในการอ่านภาษาอังกฤษฉบับทดลองใช้

ข้อ	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)	ข้อ	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)
1	.08	.51 **	26	.31	.10 **
2	.92	.51 *	27	.22	-.12 *
3	.89	.59 **	28	.79	.38
4	.40	.09 *	29	.36	.20
5	.55	- *	30	.25	.46
6	.40	.48	31	.79	.38
7	.59	.29	32	.79	.38 *
8	.60	.09 **	33	.25	.46
9	.17	.29 **	34	.05	.39 *
10	.66	.59	35	.14	.65 *
11	.13	.17 *	36	.66	.59
12	.27	- *	37	.45	.19 **
13	.82	- *	38	.21	.38
14	.14	.65 *	39	.69	.31
15	.31	.31 *	40	.66	.85
16	.17	.29 *	41	.69	.10 **
17	.13	.17 *	42	.69	.10 *
18	.27	.22 *	43	.75	.78
19	.40	-.09 *	44	.50	.28
20	.41	.29 *	45	.44	.72
21	.83	.29 **	46	.55	.19 **
22	.50	.28	47	.83	.29

ตาราง (ต่อ)

ข้อ	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)	ข้อ	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)
23	.62	.65	48	.79	.38
24	.27	- *	49	.55	.38
25	.31	.31	50	.55	.38

* ข้อที่ตัดทิ้ง

** ข้อที่ปรับปรุงก่อนนำไปใช้

เดิมมี 5 passages ตัดออก 1 passages คือตั้งแต่ข้อที่ 11 ถึง 20

ตาราง 9 แสดงผลคะแนนความเข้าใจในการอ่านของนักเรียนหลังได้รับการสอน

เลขที่	คะแนน (30)	เลขที่	คะแนน (30)
1	16	22	19
2	16	23	21
3	18	24	20
4	23	25	22
5	20	26	22
6	19	27	14
7	15	28	19
8	21	29	14
9	13	30	12
10	22	31	19
11	18	32	14
12	18	33	19
13	19	34	18
14	13	35	16
15	8	36	18
16	13	37	11
17	9	38	11
18	20	39	20
19	15	40	15
20	14	41	20
21	15	42	10

ตาราง 10 แสดงผลคะแนนความคงทนในการจำของนักเรียนหลังการสอนสิ้นสุดทันที และหลังการสอนสิ้นสุดไปแล้ว 2 สัปดาห์

เลขที่	Posttest	Retention	เลขที่	Posttest	Retention
1	16	20	22	19	15
2	16	11	23	21	18
3	18	14	24	20	10
4	23	19	25	22	12
5	20	5	26	22	12
6	19	9	27	14	11
7	15	16	28	19	15
8	21	15	29	14	8
9	13	11	30	12	15
10	22	12	31	19	16
11	18	8	32	14	12
12	18	12	33	19	14
13	19	10	34	18	15
14	13	13	35	16	9
15	8	10	36	18	9
16	13	15	37	11	15
17	9	8	38	11	7
18	20	14	39	20	9
19	15	14	40	15	13
20	14	17	41	20	20
21	15	15	42	10	12

ตาราง 11 แสดงค่าคะแนนวัดความสามารถในการตรวจสอบความเข้าใจในการอ่านก่อนและหลัง
ได้รับการสอนแบบ พี คิว ไฟร์ อาร์

เลขที่	Pretest	Posttest	เลขที่	Pretest	Posttest
1	15	16	22	14	16
2	7	13	23	16	15
3	7	19	24	16	16
4	8	16	25	16	19
5	9	16	26	13	18
6	8	12	27	9	15
7	6	18	28	8	16
8	7	16	29	10	17
9	11	12	30	10	15
10	11	20	31	8	17
11	9	13	32	5	16
12	13	16	33	9	17
13	9	18	34	10	13
14	6	16	35	8	15
15	7	15	36	7	17
16	15	18	37	9	16
17	11	14	38	10	18
18	4	18	39	16	16
19	10	14	40	14	19
20	11	15	41	12	15
21	15	20	42	9	17

ตาราง 12 แสดงค่าคะแนนวัดความเข้าใจในการอ่าน และคะแนนวัดความสามารถในการตรวจสอบ
ความเข้าใจในการอ่านและหลังได้รับการสอนแบบ พี คิว ไฟร์ อาร์

เลขที่	ความเข้าใจ ในการอ่าน	ความสามารถใน การตรวจสอบความเข้าใจ	เลขที่	ความเข้าใจ ในการอ่าน	ความสามารถใน การตรวจสอบความเข้าใจ
1	16	16	22	19	16
2	16	13	23	21	15
3	18	19	24	20	16
4	23	16	25	22	19
5	20	16	26	22	18
6	19	12	27	14	15
7	15	18	28	19	16
8	21	16	29	14	17
9	13	12	30	12	15
10	22	20	31	19	17
11	18	13	32	14	16
12	18	16	33	19	17
13	19	18	34	18	13
14	13	16	35	16	15
15	8	15	36	18	17
16	13	18	37	11	16
17	9	14	38	11	18
18	20	18	39	20	16
19	15	14	40	15	19
20	14	15	41	20	15
21	15	20	42	10	17

ประวัติผู้เขียน

ชื่อ - สกุล

นางสาวณัฏฐลักษณ์ สุภาโย

วัน เดือน ปีเกิด

7 สิงหาคม 2515

การศึกษา

พ.ศ. 2532 สำเร็จการศึกษาระดับมัธยมศึกษาตอนปลาย

จาก โรงเรียนสตรีนครสวรรค์ จ. นครสวรรค์

พ.ศ. 2536 สำเร็จการศึกษาระดับปริญญาตรี ศิลปศาสตรบัณฑิต

สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์

มหาวิทยาลัยเชียงใหม่

พ.ศ. 2542 สำเร็จการศึกษาระดับประกาศนียบัตรวิชาชีพครู

คณะศึกษาศาสตร์ มหาวิทยาลัยสุโขทัยธรรมาธิราช