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Appendix A

Prereading Activity Plan

Prereading Activity Plan 1

Semantic Mapping Group

Subject:	English 0110	Content:	The Mosquito
Class:	M. 5 Students	Time:	80 minutes

Title & Introductory Text

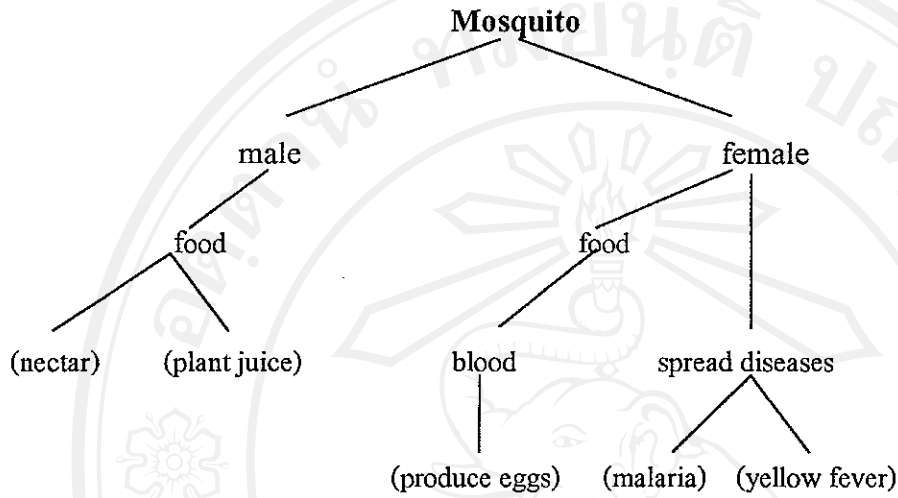
The Mosquito

Mosquitoes are ever-present in rainforests, particularly in the rainy season. Some kinds of mosquitoes can carry diseases such as malaria and yellow fever, the germs of these diseases are carried with the saliva into the victim's blood stream. Fortunately, the carrying kinds are even harmless unless they have bitten someone infected with the diseases they can transmit. The male mosquito feeds on nectar from the flowers, but the female need blood to help feed their eggs.

Prereading Activities

1. The teacher writes the title on the board, conducts a prereading discussion including what is already known on the topic and predictions of information to be learned in the text.
2. The students read the introductory text to confirm or modify their predictions.
3. After reading the introductory text, teacher introduce the map of the mosquito.
4. In pair, students study the map, discuss about what they have already known on the topic and predict information to be learned.
5. The students read the full text.
6. The students modify and expand the map.
7. The students do the test.

Possible Semantic Map of "Mosquito"



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Prereading Activity Plan 1

Pictorial Previewing Group

Subject:	English 0110	Content:	The Mosquito
Class:	M. 5 Students	Time:	80 minutes

Title & Introductory Text

The Mosquito

Mosquitoes are ever-present in rainforests, particularly in the rainy season. Some kinds of mosquitoes can carry diseases such as malaria and yellow fever, the germs of these diseases are carried with the saliva into the victim's blood stream. Fortunately, the carrying kinds are even harmless unless they have bitten someone infected with the diseases they can transmit. The male mosquito feeds on nectar from the flowers, but the female needs blood to help feed their eggs.

Prereading Activities

1. Students look carefully at the picture of a mosquito and glean all the information they can from it.
2. Students in pairs discuss what they already know about the picture; what they think the text will tell them.
3. Students read the introductory text, relate with the information in the picture.
4. Students read the full text to find whether the picture given is related to the information in the text.
5. Students do the test.

Handout 1



Title & Introductory Text

The Mosquito

Mosquitoes are ever-present in rainforests, particularly in the rainy season. Some kinds of mosquitoes can carry diseases such as malaria and yellow fever, the germs of these diseases are carried with the saliva into the victim's blood stream. Fortunately, the carrying kinds are even harmless unless they have bitten someone infected with the diseases they can transmit. The male mosquito feeds on nectar from the flowers, but the female needs blood to help feed their eggs.

Prereading Activity Plan 1

Self-Questioning Group

Subject:	English 011Q	Content:	The Mosquito
Class:	M. 5 Students	Time:	80 minutes

Title & Introductory Text

The Mosquito

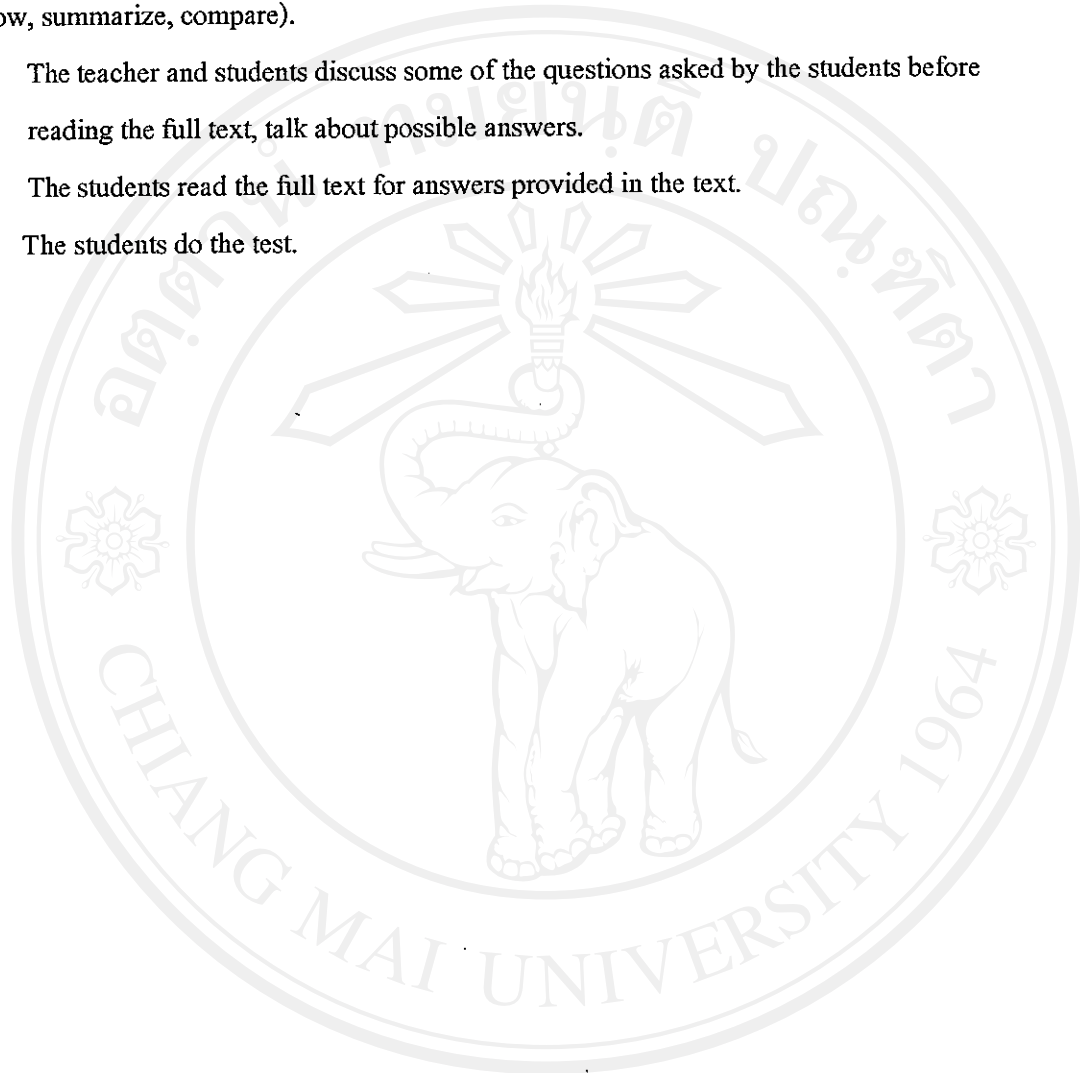
Mosquitoes are ever-present in rainforests, particularly in the rainy season. Some kinds of mosquitoes can carry diseases such as malaria and yellow fever, the germs of these diseases are carried with the saliva into the victim's blood stream. Fortunately, the carrying kinds are even harmless unless they have bitten someone infected with the diseases they can transmit. The male mosquito feeds on nectar from the flowers, but the female need blood to help feed their eggs.

Prereading Activities

1. The teacher discusses the importance of asking questions. When you want to know something, the information of something, or you want to know the way to the police station and so on, what will you do? Yes. You will ask questions. We ask questions and answer them. Questions are very important in our daily life. Can you tell me what question is? In reading, questions play an important role in comprehending a story we read. If you want to know what had happened to a character or what will happen next, you can ask yourself questions.
2. The students preview the title and introductory text, find the clues from the title or words in the introductory text.
3. The teacher encourages students to ask as many questions as they can about the clues and the introductory text, tells the students to ask questions that they think they will get answers from reading the full text. The questions can be varied from factual

(narrow: who, what, where, when) to inferential & interpretive question (broad: why, how, summarize, compare).

4. The teacher and students discuss some of the questions asked by the students before reading the full text, talk about possible answers.
5. The students read the full text for answers provided in the text.
6. The students do the test.



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Plan 1**Control Group**

Subject: English 0110 Content: The Mosquito
Class: M. 5 Students Time: 50 minutes

Title & Introductory Text**The Mosquito**

Mosquitoes are ever-present in rainforests, particularly in the rainy season. Some kinds of mosquitoes can carry diseases such as malaria and yellow fever, the germs of these diseases are carried with the saliva into the victim's blood stream. Fortunately, the carrying kinds are even harmless unless they have bitten someone infected with the diseases they can transmit. The male mosquito feeds on nectar from the flowers, but the female need blood to help feed their eggs.

Procedures

1. Students study the introductory text, follow by reading the full text on their own.
2. Students do the test.

Prereading Activity Plan 2

Semantic Mapping Group

Subject:	English 0110	Content:	Bloodhound
Class:	M. 5 Students	Time:	80 minutes

Title & Introductory Text

Bloodhound

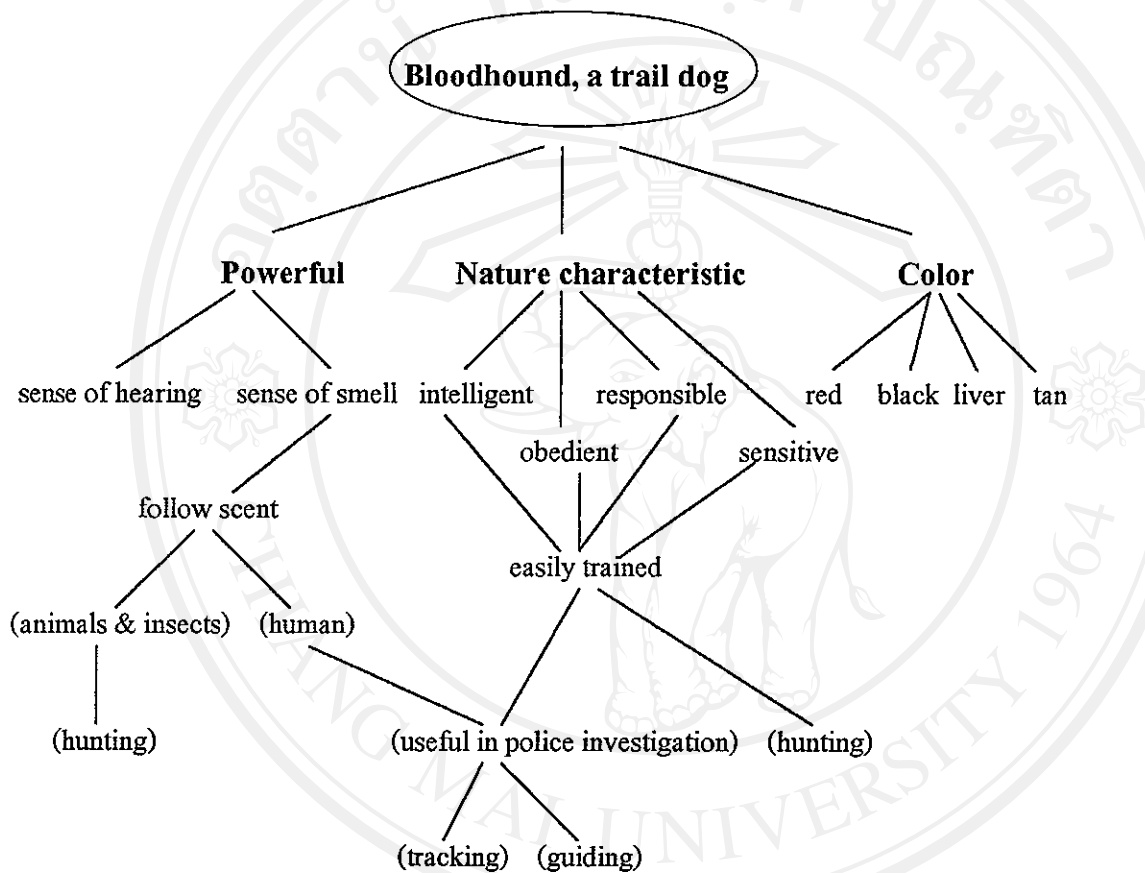
Bloodhound, a dog of pure blood, is a large, powerful and graceful dog. He is one of the oldest hound breeds. His ancestry can be traced to eight century Belgium. He was brought to Britain by William the Conquerer in 1066 and first brought to America in 1850. His name comes from the English noble men who helped nurture the breed. He is able to follow the smell or scent of a human being or animals. After training, he is used for tracking, guiding, police work, uncovering trails, and hunting. His ability made him very useful in police investigations.

Prereading Activities

1. Teacher writes the title "Bloodhound" on the board, have a prereading discussion what information they already known about this kind of dog and predict information to be learned.
2. The students read the introductory text to confirm or modify predictions and to remember information they had read.
3. After reading the introductory text, students recall information they can remember. Teacher lists on the board, teacher and students help categorize the information.
4. Teacher writes the key concept on the board and circle it, ask students to clarify the concept then build the main part of the map.
5. The students expand the map.
6. Teacher introduces the map to students, compare with the maps they organized.
7. The students read the full text, modify and expand the map.
8. The students do the test.

Handout 2

Possible Semantic Map of "Bloodhound"



Prereading Activity Plan 2

Pictorial Previewing Group

Subject: English 0110 Content: Bloodhound

Class: M. 5 Students Time: 80 minutes

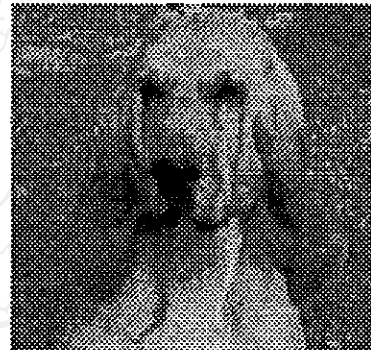
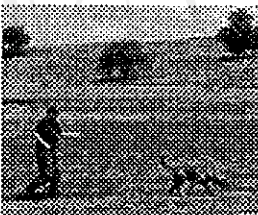
Title & Introductory Text

Bloodhound

Bloodhound, a dog of pure blood, is a large, powerful and graceful dog. He is one of the oldest hound breeds. His ancestry can be traced to eight century Belgium. He was brought to Britain by William the Conquerer in 1066 and first brought to America in 1850. His name comes from the English noble men who helped nurture the breed. He is able to follow the smell or scent of a human being or animals. After training, he is used for tracking, guiding, police work, uncovering trails, and hunting. His ability made him very useful in police investigations.

Prereading Activities

1. The students look carefully at the picture of a police detective dog and glean all information from it.
2. The teacher writes the word "Bloodhound" on the board, have a discussion what they already known about a bloodhound, relate to the picture and what they want to know about it.
3. The students read the introductory text, discuss about the story relate to the pictures. The students generate questions about what they would like to know about a bloodhound.
4. The students read the full text to find information whether the pictures given are related to the information in the text.
5. The students do the test

Handout 2**Title & Introductory Text****Bloodhound**

Bloodhound, a dog of pure blood, is a large, powerful and graceful dog. He is one of the oldest hound breeds. His ancestry can be traced to eight century Belgium. He was brought to Britain by William the Conquerer in 1066 and first brought to America in 1850. His name comes from the English noble men who helped nurture the breed. He is able to follow the smell or scent of a human being or animals. After training, he is used for tracking, guiding, police work, uncovering trails, and hunting. His ability made him very useful in police investigations.

Prereading Activity Plan 2

Self-Questioning Group

Subject: English 0110 Content: Bloodhound
 Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

Bloodhound

Bloodhound, a dog of pure blood, is a large, powerful and graceful dog. He is one of the oldest hound breeds. His ancestry can be traced to eight century Belgium. He was brought to Britain by William the Conquerer in 1066 and first brought to America in 1850. His name comes from the English noble men who helped nurture the breed. He is able to follow the smell or scent of a human being or animals. After training, he is used for tracking, guiding, police work, uncovering trails, and hunting. His ability made him very useful in police investigations.

Prereading Activities

1. Teacher asks students who has a pet dog at home, teacher encourages students to discuss about a dog, for examples,
 What is their food?
 What is their ability?
 What is their nature characteristic ?
 Why do people nurture dog ?
2. The students read the introductory text, teacher asks the students questions which require them to ask questions in response such as:
 What would you like to know about a bloodhound?
 What would you like to know about its abilities?
 What would you like to know about its usefulness?

3. The teacher encourages students to talk about what they think they know about a dog especially a bloodhound. The teacher writes their ideas on the board.
4. Students expand their ideas of what they know about a bloodhound in their own worksheets.
5. Students talk about what they would like to know about a bloodhound, write them in their worksheets.
6. Students read the full text, try to comprehend and to find answers to their questions.
7. Students do the test.



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Student Worksheet

Name _____

What I Know	What I Want to Know

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Plan 2**Control Group**

Subject: English 0110 Content: Bloodhound

Class: M. 5 Students Time: 80 minutes

Title & Introductory Text**Bloodhound**

Bloodhound, a dog of pure blood, is a large, powerful and graceful dog. He is one of the oldest hound breeds. His ancestry can be traced to eight century Belgium. He was brought to Britain by William the Conqueror in 1066 and first brought to America in 1850. His name comes from the English noble men who helped nurture the breed. He is able to follow the smell or scent of a human being or animals. After training, he is used for tracking, guiding, police work, uncovering trails, and hunting. His ability made him very useful in police investigations.

Procedure

1. The students study the introductory text on their own, follow by reading the full text.
2. The students do the test.

Prereading Activity Plan 3

Semantic Mapping Group

Subject: English 0110 Content: The Supermarket
 Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

The Supermarket

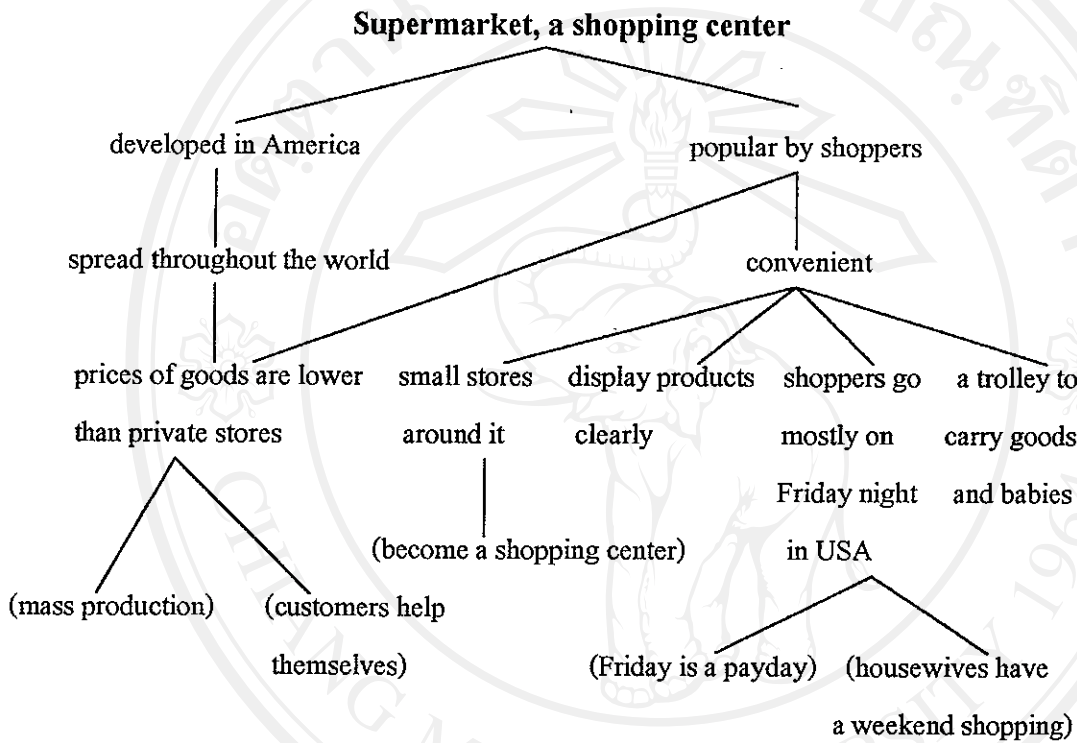
The supermarket or a convenient store, first developed in America, are spreading rapidly throughout the world, including Thailand. It is very popular because the prices of the products are cheaper than a grocery store. Furthermore, there are trolleys which housewives can carry their babies along while they do the shopping.

Prereading Activity

1. The teacher writes the title on the board, have a prereading discussion including what is already known on the topic and predicting information to be learned in the text.
2. The students read the introductory text to confirm or modify predictions.
3. After the students read the introductory text, the teacher introduces the map to the students.
4. In pair, the students study the map, discuss about what they have already known about the supermarket and predict information to be learned.
5. The students read the full text.
6. The students expand the map.
7. The students do the test.

Handout 3

Possible Semantic Map of “Supermarket, a Shopping Centre”



Prereading Activity Plan 3**Pictorial Previewing Group**

Subject:	English 0110	Content:	The Supermarket
Class:	M. 5 Students	Time:	80 minutes

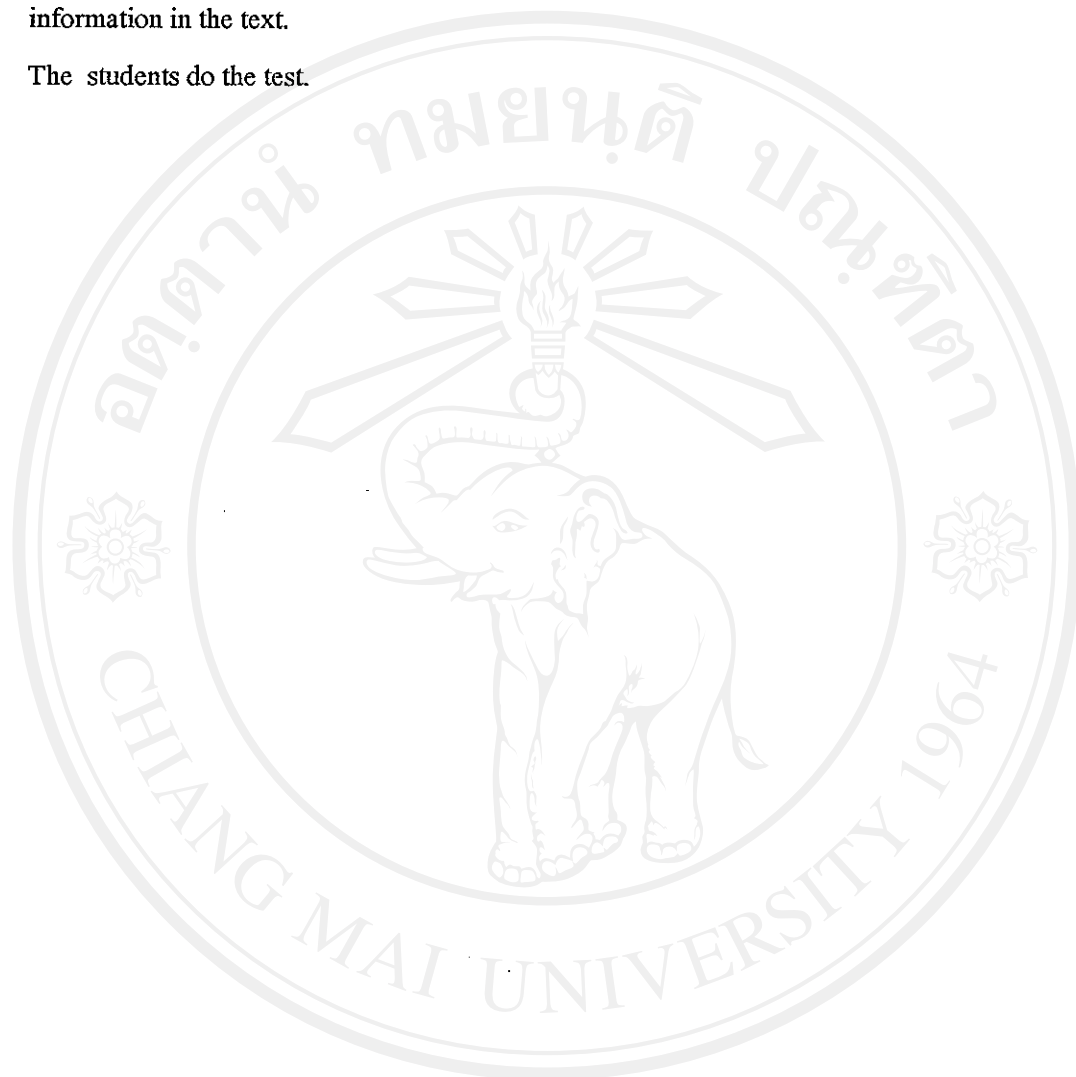
Title & Introductory Text**The Supermarket**

The supermarket or a convenient store, first developed in America, are spreading rapidly throughout the world, including Thailand. It is very popular because the prices of the products are cheaper than a grocery store. Furthermore, there are trolleys which housewives can carry their babies along while they do the shopping.

Prereading Activity

1. The students look at the brochure of supermarkets such as Carrefour, Big C, Tesco Lotus, Makro, and Top's, teacher and students have a discussion about them.
Who used to go to these places? Where?
Why did you go there?
What are they called?
What do they sell?
How do these supermarket sell their products?
The teacher writes their answers on the board.
2. The teacher writes the word "Supermarket" on the board, have a discussion what they already known about a supermarket and what they want to know about it.
3. The students look at the picture of supermarkets, discuss about the pictures and what they know about the supermarket.
4. The students read the introductory text, discuss about the supermarket and what they would like to know more about a supermarket.

5. The students read the full text to find whether the pictures given are related to the information in the text.
6. The students do the test.

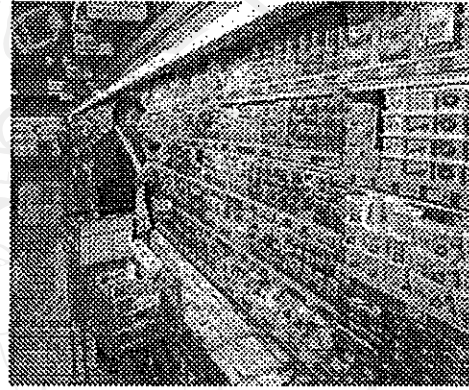
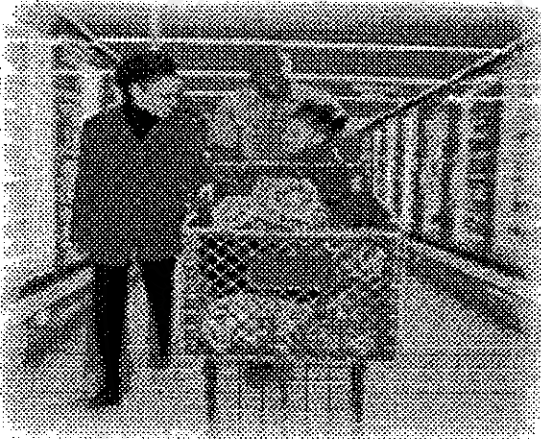


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Handout 3



Title & Introductory Text

The Supermarket

The supermarket or a convenient store, first developed in America, are spreading rapidly throughout the world, including Thailand. It is very popular because the prices of the products are cheaper than a grocery store. Furthermore, there are trolleys which housewives can carry their babies along while they do the shopping.

Prereading Activity Plan 3

Self- Questioning Group

Subject:	English 0110	Content:	The Supermarket
Class:	M. 5 Students	Time:	80 minutes

Title & Introductory Text

The Supermarket

The supermarket or a convenient store, first developed in America, are spreading rapidly throughout the world, including Thailand. It is very popular because the prices of the products are cheaper than a grocery store. Furthermore, there are trolleys which housewives can carry their babies along while they do the shopping.

Prereading Activity

1. The students read the title and the introductory text of the supermarket, discuss about what they think they know about the supermarket. The teacher writes the answers on the board.
2. The teacher asks question which require students to ask questions in response for example,

What do you think you know about a supermarket?

What would you like to know more about the supermarket?

Teacher writes what students' respond on the board.

3. The students use their background knowledge and their questions to make predictions about the story, write their predictions on the worksheet.
4. The students read the full text, complete their own worksheet.
5. The students do the test.

(The worksheet is the same as "The Bloodhound")

Plan 3**Control Group**

Subject: English 0110 Content: The Supermarket
Class: M. 5 Students Time: 50 minutes

Title & Introductory Text**The Supermarket**

The supermarket or a convenient store, first developed in America, are spreading rapidly throughout the world, including Thailand. It is very popular because the prices of the products are cheaper than a grocery store. Furthermore, there are trolleys which housewives can carry their babies along while they do the shopping.

Procedures

1. The students study the introductory text on their own.
2. The students read the full text.
3. The students do the test.

Prereading Activity Plan 4

Semantic Mapping Group

Subject: English 0110 Content: The Greedy Fox
 Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

The Greedy Fox

This is a Jewish fable called “The Greedy Fox.” A fable is a story that teaches a moral lesson. In fables, animals can speak and do other wonderful, unbelievable, fabulous things. In this story, a fox has one central problem: he was hungry but could not get his food. In the end, he was hungrier than before.

Prereading Activity

1. Teacher writes “The Greedy Fox” on the board, discuss about the title by asking, have you ever read or heard a story about a fox? What does the fox usually behave? The students tell about the story they had experiences.

Teacher : Today, we will read a story about one fox which his greed makes him be in trouble and when he solves his problem, his solution brings him to another problem. Do you want to read this story? What is the moral lesson you learn from this story?

2. The students preview the introductory text, find the clues from it and predict the information to be learned.
3. Teacher and students help organize the map.
4. In pair, the students study the map, discuss about what they have already known on the story, and predict the information to be learned, complete the map.
5. The students read the full text to confirm and modify their prediction
6. The students do the test.

Handout 4**Possible Semantic Map of “The Greedy Fox”**

Who : The Fox

Problem

What : He was hungry but he couldn't go into the fruit garden

Why : (He was too big to go through the hole in the wall)

Solution

Attempted

Results

1. (He starved himself to go into the garden)

1. (He was skinny enough to go through the hole)

2. (He starved himself again to go out of the garden)

2. (He was thin enough to get through the hole)

End Result : (He was much hungrier than when he first laid his eyes on the fruit garden)

Prereading Activity plan 4

Pictorial Previewing Group

Subject: English 0110 Content: The Greedy Fox
Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

The Greedy Fox

This is a Jewish fable called “The Greedy Fox.” A fable is a story that teaches a moral lesson. In fables, animals can speak and do other wonderful, unbelievable, fabulous things. In this story, a fox has one central problem: he was hungry but could not get his food. In the end, he was hungrier than before.

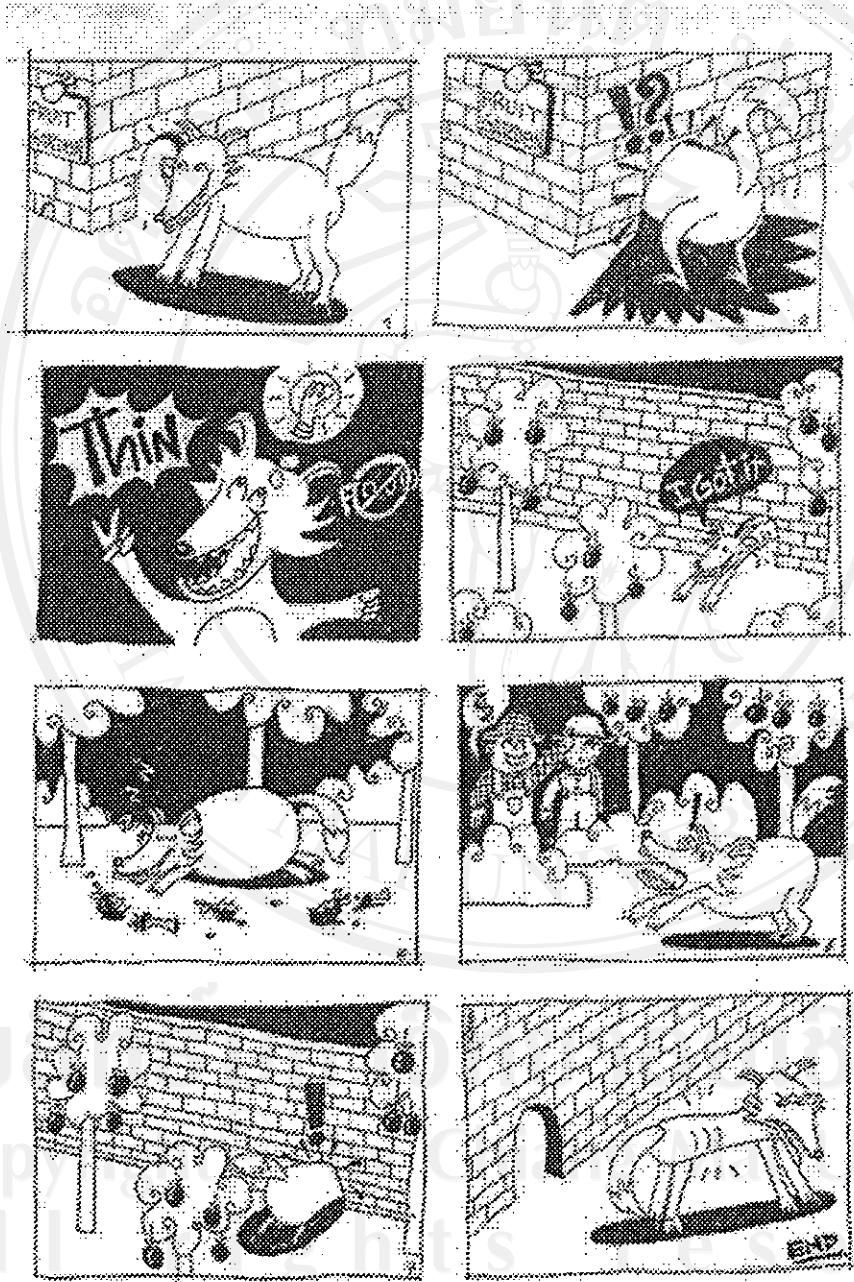
Prereading Activity

1. The teacher writes “The Greedy Fox” on the board, discuss about the title then asks question. Have you ever read or heard a story about the fox? and What does the fox usually behave? The students tell about the story they had experiences and the behaviors of the fox.

Teacher: Today, we will read a story about one fox which his greed makes him be in trouble and when he solves his problem, his solution brings him to another problem. Do you want to read this story? What is the moral lesson you learn from this story?

2. The students look at the illustrations, glean all the information from the pictures.
3. The students work in pair, discuss what they already known about the pictures, what they think the text will tell them.
4. The students preview the introductory text, find the clues from it and predict the information from the pictures.
5. The students study the full text to find whether the pictures given are related to the information in the text.
7. The students do the test.

Handout 4



Prereading Activity Plan 4

Self-Questioning Group

Subject: English 0110 Content: The Greedy Fox
Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

The Greedy Fox

This is a Jewish fable called “The Greedy Fox.” A fable is a story that teaches a moral lesson. In fables, animals can speak and do other wonderful, unbelievable, fabulous things. In this story, a fox has one central problem: he was hungry but could not get his food. In the end, he was hungrier than before.

Prereading Activity

1. The teacher writes “The Greedy Fox” on the board, discuss about the title then asks questions. Have you ever read or heard a story about the fox? What does the fox usually behave? The students tell about the story they had experiences. Today, we will read a story about one fox which his greed makes him be in trouble and when he solves his problem, his solution brings him to another problem. Do you want to read this story? What is the moral lesson you learn from this story?

1. The students read the introductory text of “The Greedy fox”, teacher asks questions that elicit students to ask questions in return.

What would you like to know about the character (the fox) of this story?

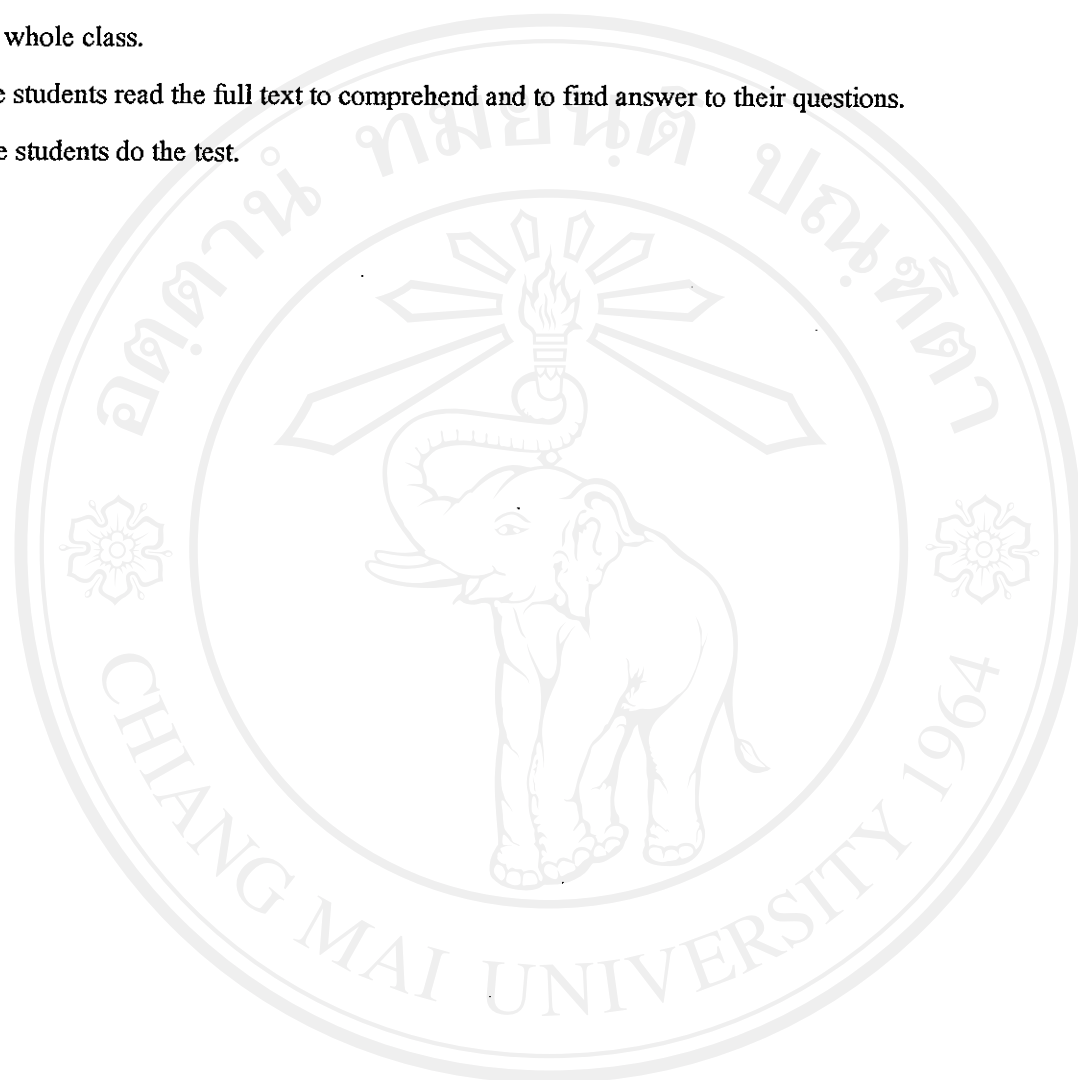
What would you like to know about what happened to the fox?

What would you like to know about his central problem, his other problem?

What would you like to know about his end result.

3. The students work in pair, asking each other questions as they read the introductory text.

4. The students work on their own to generate questions. Discuss the questions they raised as a whole class.
5. The students read the full text to comprehend and to find answer to their questions.
6. The students do the test.



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Plan 4**Control Group**

Subject: English 0110 Content: The Greedy Fox
Class: M. 5 Students Time: 50 minutes

Title & Introductory Text**The Greedy Fox**

This is a Jewish fable called “The Greedy Fox.” A fable is a story that teaches a moral lesson. In fables, animals can speak and do other wonderful, unbelievable, fabulous things. In this story, a fox has one central problem : he was hungry but could not get his food. In the end, he was hungrier than before.

Procedures

1. The students study the introductory text.
2. The students read the full text.
3. The students do the test.

Prereading Activity Plan 5

Semantic Mapping Group

Subject: English 0110 Content: Air Pollution
Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

Air Pollution

One of the most serious problems we face is air pollution. When people burn fuels, there are two kinds of gas which makes the air dirty, carbon monoxide and carbon dioxide. Carbon monoxide makes the air gray and dirty while carbon dioxide makes a clear cloud like a blanket cover the earth. The clear cloud is called the “green house effect” which causes a lot of problems to the earth.

Prereading Activity

1. The teacher writes the title “Air Pollution” in the center of the board, students gives the words that are related to air pollution, teacher writes them on the board. (possible answers: smoke, dirty, carbon monoxide etc.)

2. The teacher and the students have a discussion about those words.

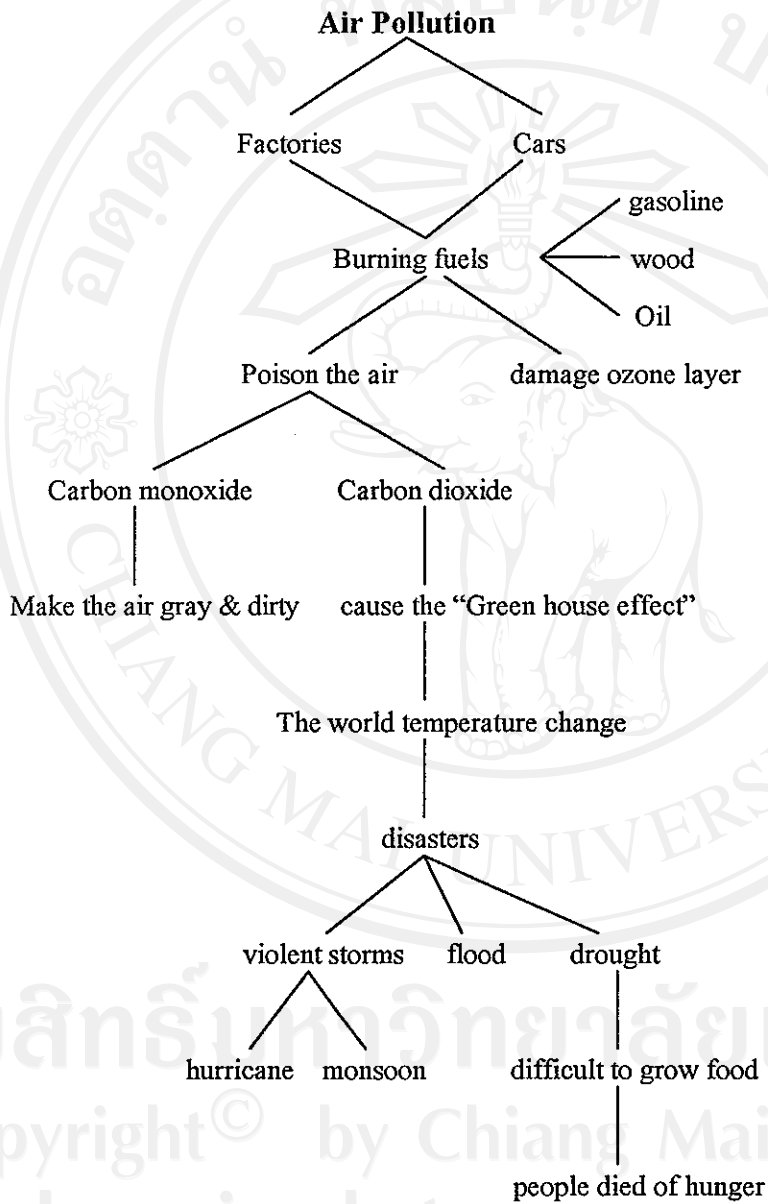
Why do you think the word “(smoke)” is related to air pollution?

Is air pollution a problem for us? Why?

3. The students categorize the words, state the main topic of each group then relate it to the title.
4. The students state and clarify the supporting details to the main topic.
5. The students read the introductory text to confirm and modify their predictions.
6. The teacher introduces the map to students, discuss what they already known about the topic and predict information to be learned.
7. The students expand the map.
8. The students read the full text to confirm and modify predictions.
9. The students do the test.

Handout 5

Possible Semantic Map of “ Air Pollution”



Prereading Activity Plan 5

Pictorial Previewing Group

Subject: English 0110 Time: 80 minutes
 Class: M. 5 Students Content: Air Pollution

Title & Introductory Text

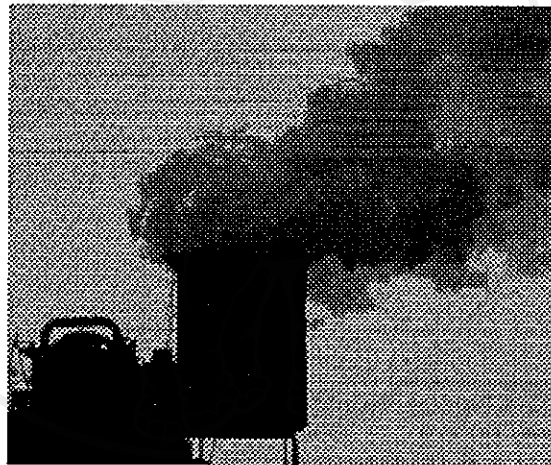
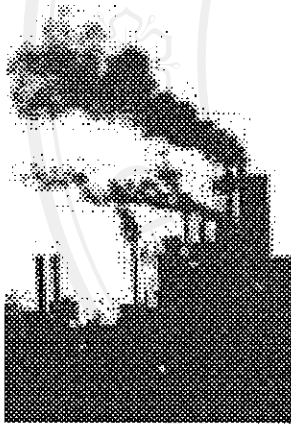
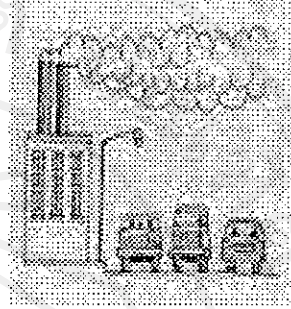
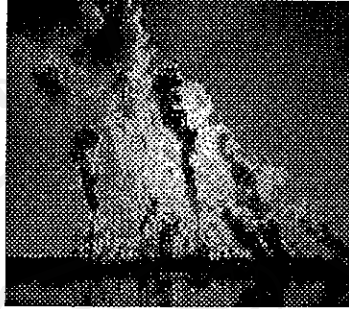
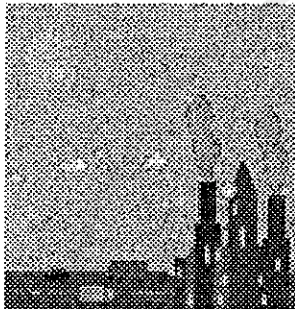
Air Pollution

One of the most serious problems we face is air pollution. When people burn fuels, there are two kinds of gas which makes the air dirty, carbon monoxide and carbon dioxide. Carbon monoxide makes the air gray and dirty while carbon dioxide makes a clear cloud like a blanket cover the earth. The clear cloud is called the “green house effect” which causes a lot of problems to the earth.

Prereading Activity

1. The teacher writes the title on the board, the students carefully look at the pictures of air pollution.
2. The teacher asks students to list words that explain or describe the pictures, teacher writes the words on the board.
3. After many words are written on the board, have a discussion what they already known about air pollution, what they think the text will them.
4. The students read the introductory text, answer the question: what is happening to the air on earth?
5. The students list what causes air pollution and the effects of it.
6. The students read the full text to find whether the pictures given are related to the information in the text.
7. The student do the test.

Handout 5



Title & Introductory Text

Air Pollution

One of the most serious problems we face is air pollution. When people burn fuels, there are two kinds of gas which makes the air dirty, carbon monoxide and carbon dioxide. Carbon monoxide makes the air gray and dirty while carbon dioxide makes a clear cloud like a blanket cover the earth. The clear cloud is called the “green house effect” which causes a lot of problems to the earth.

Prereading Activity Plan 5

Self-Questioning Group

Subject: English 0110 Content: Air Pollution
 Class: M. 5 Students Time: 80 minutes

Title & Introductory Text

Air Pollution

One of the most serious problems we face is air pollution. When people burn fuels, there are two kinds of gas which makes the air dirty, carbon monoxide and carbon dioxide. Carbon monoxide makes the air gray and dirty while carbon dioxide makes a clear cloud like a blanket cover the earth. The clear cloud is called the “green house effect” which causes a lot of problems to the earth.

Prereading Activity

1. The teacher writes “Air Pollution” on the board, discusses what they already known about the air pollution.
 What do you think the text we are going to learn is about?
2. The teacher explains that if they wanted to know , they have to make hypotheses by asking questions which require the answer “yes” or “no”
3. The students raise questions.
4. The students read the introductory text, raise more questions.
5. The students read the full text, conclude the information.
6. The students do the test.

(This activity use a take-off of Schuman’s inquiry method.)

Plan 5**Control Group**

Subject: English 0110 Content: Air Pollution
Class: M. 5 Student Time: 50 minutes

Title & Introductory Text**Air Pollution**

One of the most serious problems we face is air pollution. When people burn fuels, there are two kinds of gas which makes the air dirty, carbon monoxide and carbon dioxide. Carbon monoxide makes the air gray and dirty while carbon dioxide makes a clear cloud like a blanket cover the earth. The clear cloud is called the “green house effect” which causes a lot of problems to the earth.

Procedures

1. The students study the introductory text.
2. The students read the full text.
3. The students do the test.

APPENDIX B
COMPREHENSION TEST

Test 1

Why Was the Mosquito Man's Great Enemy ?

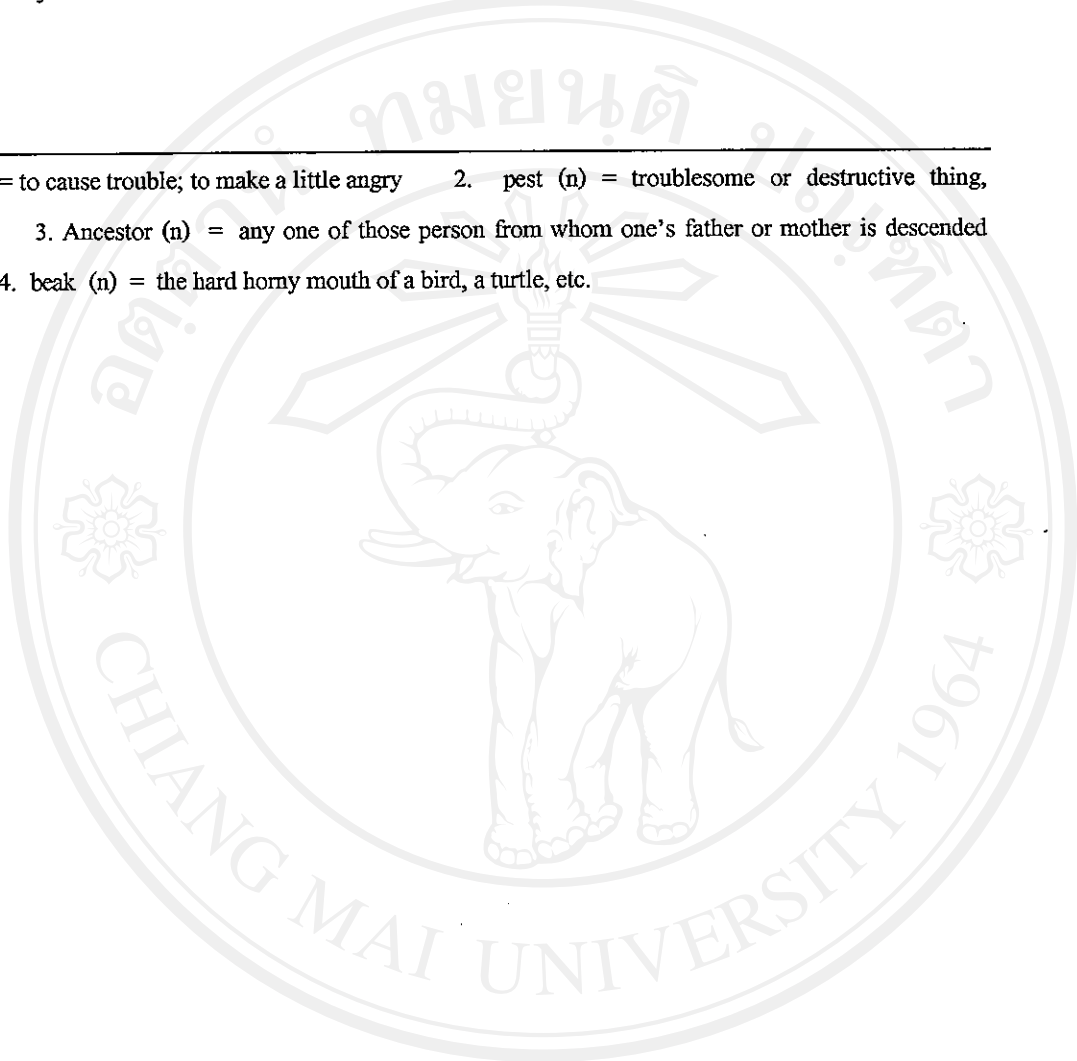
Imagine yourself sitting or playing outdoors on a pleasant summer day. You hear a humming noise. Soon you feel a sting on your leg or arm. You slap hard. You look down and see a tiny speck of blood. You have just been engaged in a battle with one of the great enemies of mankind. To most of us, the mosquito is just an annoying ¹ *pest*². The humming noise about our heads (especially when we try to sleep) irritates us. The mosquito bite and the itching feeling afterwards is a nuisance.

But this little insect is much more than a pest. The mosquito, by spreading such diseases as malaria and yellow fever, played a part in the fall of the ancient Greek and Roman civilizations. It killed many of our pioneer *ancestors*³ when they open up our empire. It prevented countries along tropical coasts and in hot climates from being settled and developing as they should. Fortunately, we have learned how to deal with the diseases that this "pest" used to spread through out the world.

The male mosquito feeds only on plant juices, but the female prefers blood! So the female is the one that bites you. And what equipment she has for doing an expert job! The "beak"⁴ of the female mosquito holds daggers with sawlike tips, plus a tube for injecting and a tube for sucking. As soon as she settles on your skin, she starts sawing. Into the tiny hole she injects a chemical so that your blood will not coagulate, or form a dry clot. Then she sucks up the blood she has prepared and flies off.

The itching you feel is not caused by the “bite” . It is caused by the liquid she has injected. So if you kill her before she can suck back that irritating liquid, your itching will be worse!

-
1. annoy (v) = to cause trouble; to make a little angry 2. pest (n) = troublesome or destructive thing, animal, etc. 3. Ancestor (n) = any one of those person from whom one's father or mother is descended
บรรพบุรุษ 4. beak (n) = the hard horny mouth of a bird, a turtle, etc.



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Test 1

Why Was the Mosquito Man's Great Enemy ?

Choose the best answer

1. Why is the mosquito one of the greatest enemies of mankind ?
 - a. It sucks up blood.
 - b. Its itching is the worst nuisance
 - c. It has killed a lot of people.
 - d. It destroyed the ancient civilizations.
2. How does the mosquito annoy man ?
 - a. with its being a pest
 - b. with its tiny speck of blood
 - c. with the diseases it carries
 - d. with its humming noise and bite
3. What does the male mosquito live on ?
 - a. blood
 - b. liquid
 - c. fruit juices
 - d. female's blood
4. What causes the itching feeling after the bite ?
 - a. the beak of the mosquito
 - b. the blood the mosquito has sucked
 - c. the blood which has become dry
 - d. the liquid the mosquito has injected
5. "The mosquito...played a part in the fall of the ancient Greek and Roman civilizations."

What does the underlined part mean ?

 - a. established
 - b. helped prevent
 - c. played along with
 - d. had an effect on
6. "...how to deal with the diseases that this "pest" used to spread throughout the world." What does the underlined word refer to ?
 - a. animal
 - b. mosquito
 - c. ancestor
 - d. bite
7. "And what equipment she has for doing an expert job!"

What does the underlined part refer to?

 - a. biting man
 - b. sucking plant juices
 - c. injecting a liquid
 - d. feeding the male mosquito

8. Which of the following statements is not true according to the passage?
- a. Yellow fever and Malaria are dangerous disease
 - b. Some kinds of mosquitoes are dangerous for human
 - c. Many people died of the diseases transmitted by mosquitoes
 - d. Mosquitoes carried diseases to ruin the building of the Panama Canal
9. What will happen to the man bitten by the female mosquito?
- a. His bloodstream flows rapidly
 - b. He pumps saliva into the bitten spot
 - c. The saliva is pumped into his bitten spot
 - d. The germs are carried with the saliva into the bloodstream.

Test 2

Bloodhound

A bloodhound is a large dog which is able to follow the smell or scent of a human being or animals. Many people do not understand bloodhounds because they think the dogs are dangerous and cruel. But these dogs are gentle and harmless; they will not attack the person they have followed.

The bloodhound did not get the name bloodhound because they like the taste of blood. His name means a dog of pure race, or "pure blood", which has not been mixed with any other. It has been known in England for many hundreds of years.

He is able to trail, that is to follow by smell, any living thing from an insect to a deer. The dog which trails only persons has been specially trained to do so.

Mr. Smith, who teaches bloodhounds, give them a number of lessons. For the first lesson, he rubs livers on the hands of several boys. Then he tells them to stand in a line and hold their hands behind their backs. He puts a small jar of liver in the pocket of one of the boys, and let the young dog smell something belonging to this boy. Then the dog must find this boy. If he goes up to the line of boys and picks out the wrong boy, Mr. Smith hits him gently on the nose, but if he picks out the right boy, he gets the jar of liver.

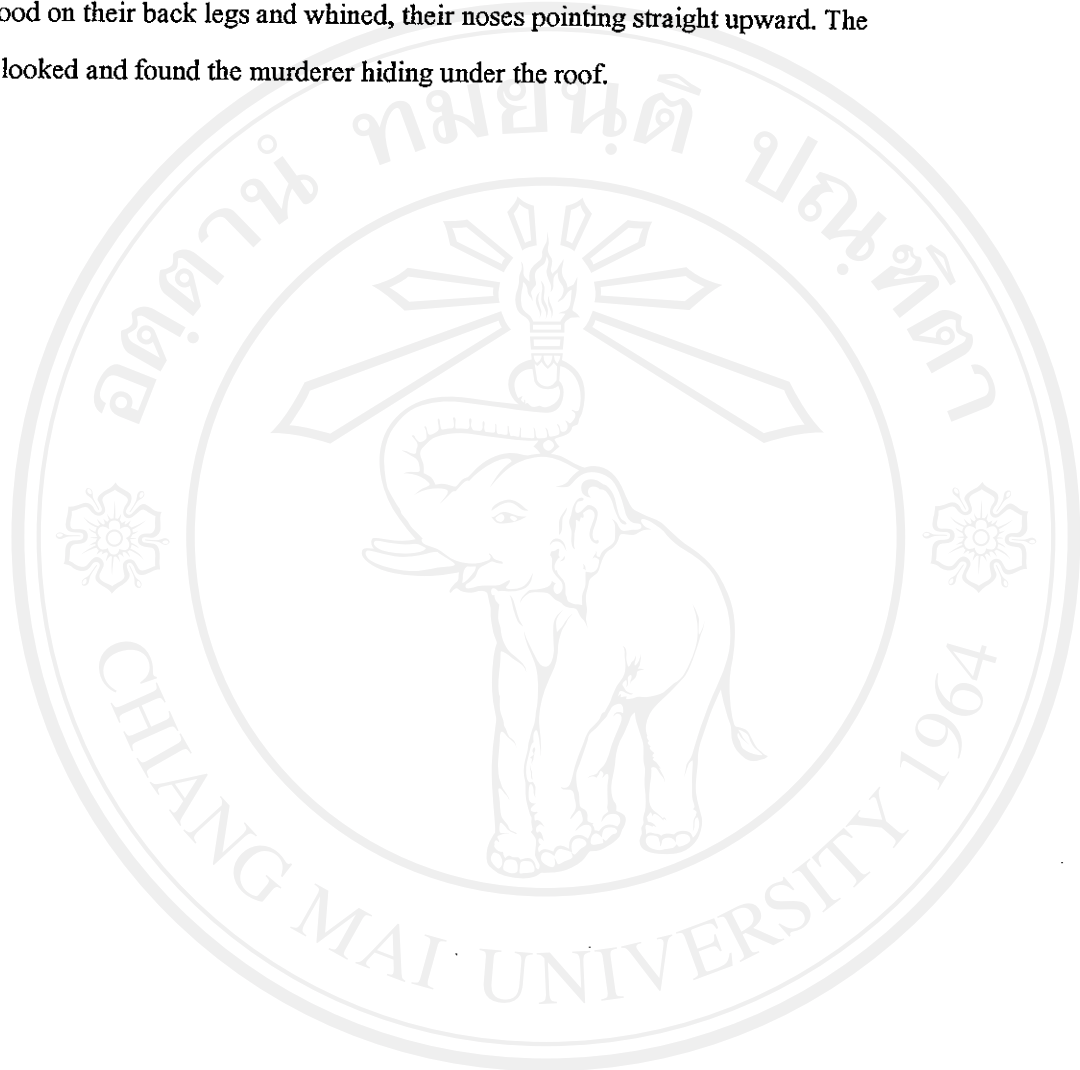
When a dog is being taught, it should always be given something when the work is finished. It is a present or reward for something done well, and the dog expects this reward.

Once an escaping prisoner carried his own jar of liver. The police sent bloodhounds after him, and the dog found him before the police arrived. The man gave the hounds the liver and quietly walked away.

It is surprising how dogs can pick up scents in the air.

Once the police gave Mr. Smith a glove with which to find a murderer. First he let his dogs smell it, then he followed them. After a time the scent took them to a cottage several miles away. In the yard behind the cottage stood an old car; its engine was still hot. The dog had followed the scent of the murderer even though he had travelled in a car! The bloodhounds scratched with their paws at the door of the cottage until the woman opened it.

When the police asked if there was a man in the house she said that he was not there. But the dogs stood on their back legs and whined, their noses pointing straight upward. The policemen looked and found the murderer hiding under the roof.



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Test 2

Bloodhound

Choose the best answer.

1. A bloodhound is called by that name because _____
 - a. it is a dog of pure blood
 - b. it always follows trails of blood
 - c. it is fond of liver and blood of any kind
 - d. it always likes to bite people and taste blood
2. A trained bloodhound will follow by smell of _____
 - a. only insect
 - b. only four-footed animals
 - c. only human beings
 - d. any living things
3. If a young dog does not find the right boy, _____
 - a. it is punished very hard
 - b. it is given the liver in the jar
 - c. it is not punished at all
 - d. it is punished a little
4. In trailing, the bloodhound depends mostly on the sense of _____
 - a. hearing
 - b. hearing and sight
 - c. sight and smell
 - d. smell
5. The story about the glove is used here to show that a bloodhound _____
 - a. can run as fast as a cat
 - b. can run a long distance
 - c. can stand on its back legs
 - d. has a very good sense of smell
6. Police train a bloodhound to find people who _____
 - a. do wrong
 - b. has a jar of a liver
 - c. has a pure blood
 - d. is punished
7. Police train a bloodhound in finding people because it is _____
 - a. a pure blood dog
 - b. helpful
 - c. intelligent
 - d. powerful in smell

Test 3

The Supermarket

Nothing in recent years has so changed the economy of the world as the development of the supermarket. Previously, people bought their food in small grocery stores located on a nearby corner. Now, almost everyone shops in large supermarkets. The small independent grocer has practically disappeared.

Recently, supermarkets have also been established in many other countries. After their original development in the United States, they were first copied in Mexico, a neighbouring country. Soon they spread all through South America and entered European markets. Large supermarkets now exist in principle cities of the world, including Bangkok.

Here are some rather interesting facts about supermarkets. These facts explain, at least in part, some of the reasons for their popularity.

When a supermarket is established in a certain section of a city, other smaller stores rise up around it almost immediately. The entire group of stores becomes what is known as a “shopping centre.”

Within the supermarket, it has been observed that shoppers tend to buy products which are clearly displayed. Consequently, if some product is moving slowly—that is, not selling well—the supermarket manager moves it to a better location. Generally, it will begin to sell better almost immediately. However, if it still fails to move satisfactorily, the manager will then display it in some prominent place and put a big sign on it saying “Special” or “Special Price Today.” Often, the price of the article is the same as it has always been, but now everyone hurries to buy it.

In most parts of the United States, Friday night is the big supermarket night—probably because Friday is pay day in many factories and businesses. Most housewives also do their weekend shopping on either Friday and Saturday, although supermarkets are now open on Sunday as well.

In almost all supermarkets there are shopping trolleys with a special space to set a baby. In the early days, before there were trolleys, it was noticed that as soon as a woman shopper had her arms full of goods, she stopped buying. Thus, trolleys were introduced. Later, a space for the baby was provided in the trolleys because it was observed that with the baby sitting comfortably in the trolley the mother felt less need to hurry through the store, and consequently bought more.

No one know exactly how or when the supermarket idea originated—but, of course, it is simply an extension of the American plan of mass production. The profit to the owner of the supermarket is only one per cent of the goods sold. This is a very small margin of profit on each article sold. But the supermarket sells in such large quantities that its final profit is quite large.

Prices of goods in supermarkets are, of course, much lower than in smaller, private grocery stores because supermarkets buy goods in such large volume that they can buy more cheaply than the independent grocer. Their selling prices, in turn, are lower. Too, customers in a supermarket help themselves. No clerks are needed so that there is a saving in labour costs. This saving is also passed on to the customer in the form of lower prices.

Test 3

The Supermarket

1. The supermarket first developed in _____
 - a. America
 - b. Mexico
 - c. South America
 - d. Europe
2. Large supermarkets now exist in principle cities of the world, including Bangkok.
The underlined part means.....
 - a. we can find large supermarkets in big cities of the world
 - b. large supermarkets are being built in big cities through the world
 - c. people in big cities throughout the world begin to accept large supermarkets
 - d. small supermarkets are more popular than the large ones in principle city of the world
3. Why is Friday night the big supermarket night in the United States?
 - a. The big supermarket open only on Friday night
 - b. People go to supermarkets mostly on Friday night
 - c. There are big sales in supermarkets on Friday night
 - d. Friday night is the longest night for most Americans to do their shopping
4. A trolley is very important in the supermarkets because.....
 - a. the trolley is like a cradle for the baby
 - b. the mother needs some space in the trolley for her baby
 - c. mother can carry the baby along while she is doing shopping
 - d. a baby can play with the trolley—pushing it along while the mother is buying
5. Too, customers in a supermarket help themselves.
The underlined part means they _____
 - a. carry the babies by themselves
 - b. help one another in the supermarket
 - c. buy things while their babies sit comfortably
 - d. do the shopping without anybody attending them

6. Nowadays small groceries _____
- a. have disappeared
 - b. exist in big cities
 - c. become a shopping center
 - d. are larger than before
7. When they put a sign "Special Price Today" on some product, the price of the product is always _____
- a. lower
 - b. higher
 - c. the same
8. The prices of goods in a supermarket are lower than in an ordinary store because the supermarket _____
- a. buys goods in a large volume
 - b. sells goods in large volume
 - c. can buy things cheaper
 - d. a. and c. are correct
9. The trolley idea originated from the notice that as soon as a shopper had her arms full of goods, she _____
- a. bought less
 - b. moved slowly
 - c. continued shopping
 - d. stop buying

Test 4**The Greedy Fox**

There once was a greedy fox who was never satisfied with what he had. One day he was out looking for food because he was hungry. He came upon an enormous house that was owned by a wealthy fruit merchant. The house was surrounded by a high stone wall. The fox was curious to see what was beyond it, so he walked around the outside until he saw a small hole in the wall. He put his head through the hole, and his eyes grew wide in amazement.

The wall hid a garden with tree after tree of splendid, ripe fruit. Apples, peaches, pears, and grapes were ready and waiting to be eaten. And the fox wanted to be the one to eat them! He strained to pull his body through the hole in the wall, but nothing more than his head would go through. The rest of him was just too big! The fox pulled his head back out from the hole, and sat in the street thinking about how he could get into the garden.

The fox got up and walked back and forth along the garden wall looking for another way to get inside. After a while, he became tired and thought, "If I keep walking so much, I'm going to become very thin!" This gave him an idea.

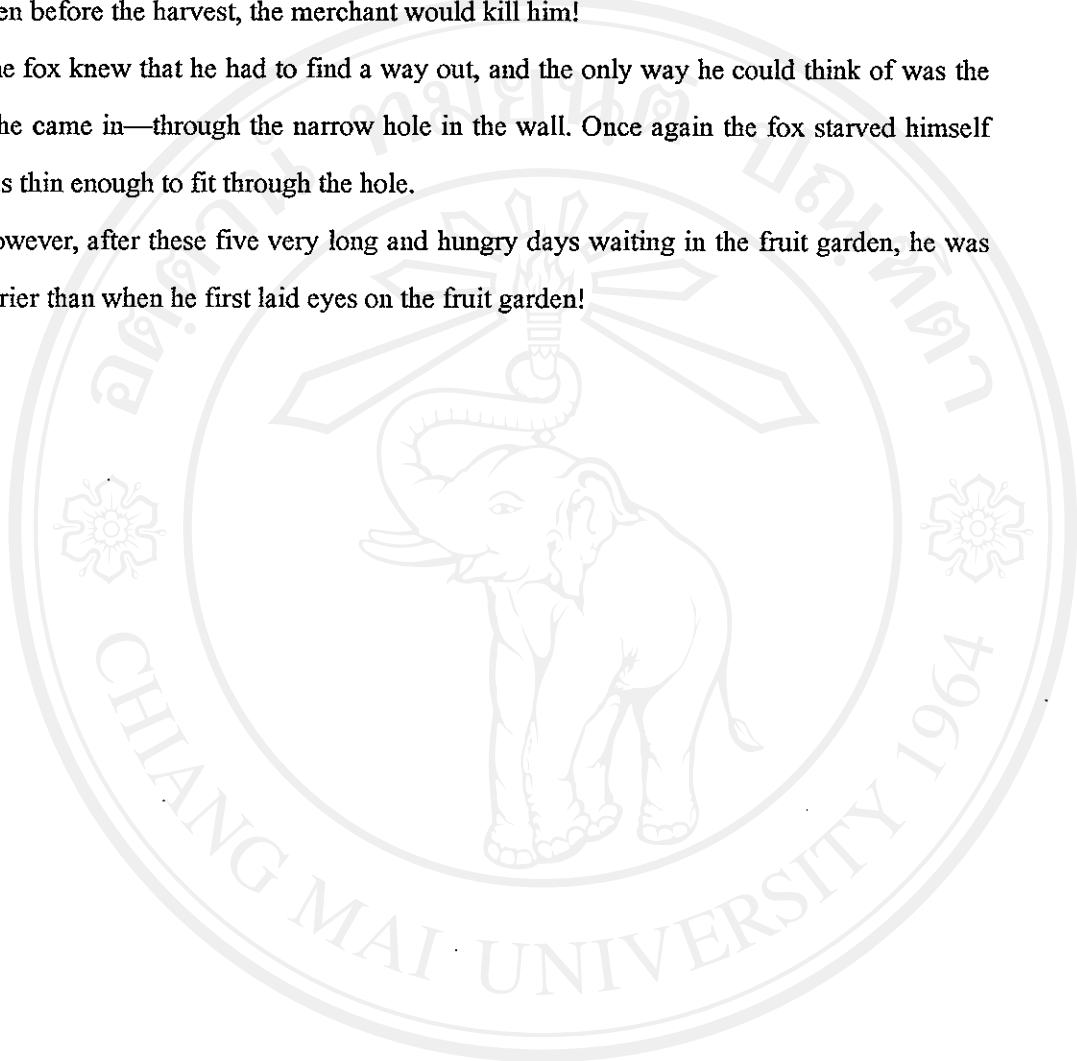
"I won't eat," the fox said. "When I have lost enough weight, I will be able to fit through the hole." So the fox starved himself. After five very long and hungry days, he was skinny enough to pull himself through the hole without much difficulty. The fox's hungry stomach grumbled loudly as he hurried to the closest tree and wolfed down some peaches. For dessert, he nibbled on a bunch of sweet grapes. He stopped for a short time to rest, and then he started eating all over again. He continued eating all day, and well after dark. When he couldn't eat any more, he lay down and fell asleep under a big apple tree. The next morning, the fox feasted on more fruit. After a very satisfying breakfast, he decided to leave in case a merchant should discover him in the garden. He returned to the hole in the wall and put his head through. To his surprise, his body would not follow!

His stomach had swollen like a balloon and he was again too fat to get through the hole. As he was thinking about his predicament, he heard voices coming from the other side of the wall. The merchant was having a discussion with the gardener about selling the fruit. "This fruit

must be picked by the end of the week,” the merchant said. The fox knew that if he didn’t get out of the garden before the harvest, the merchant would kill him!

The fox knew that he had to find a way out, and the only way he could think of was the same way he came in—through the narrow hole in the wall. Once again the fox starved himself until he was thin enough to fit through the hole.

However, after these five very long and hungry days waiting in the fruit garden, he was much hungrier than when he first laid eyes on the fruit garden!



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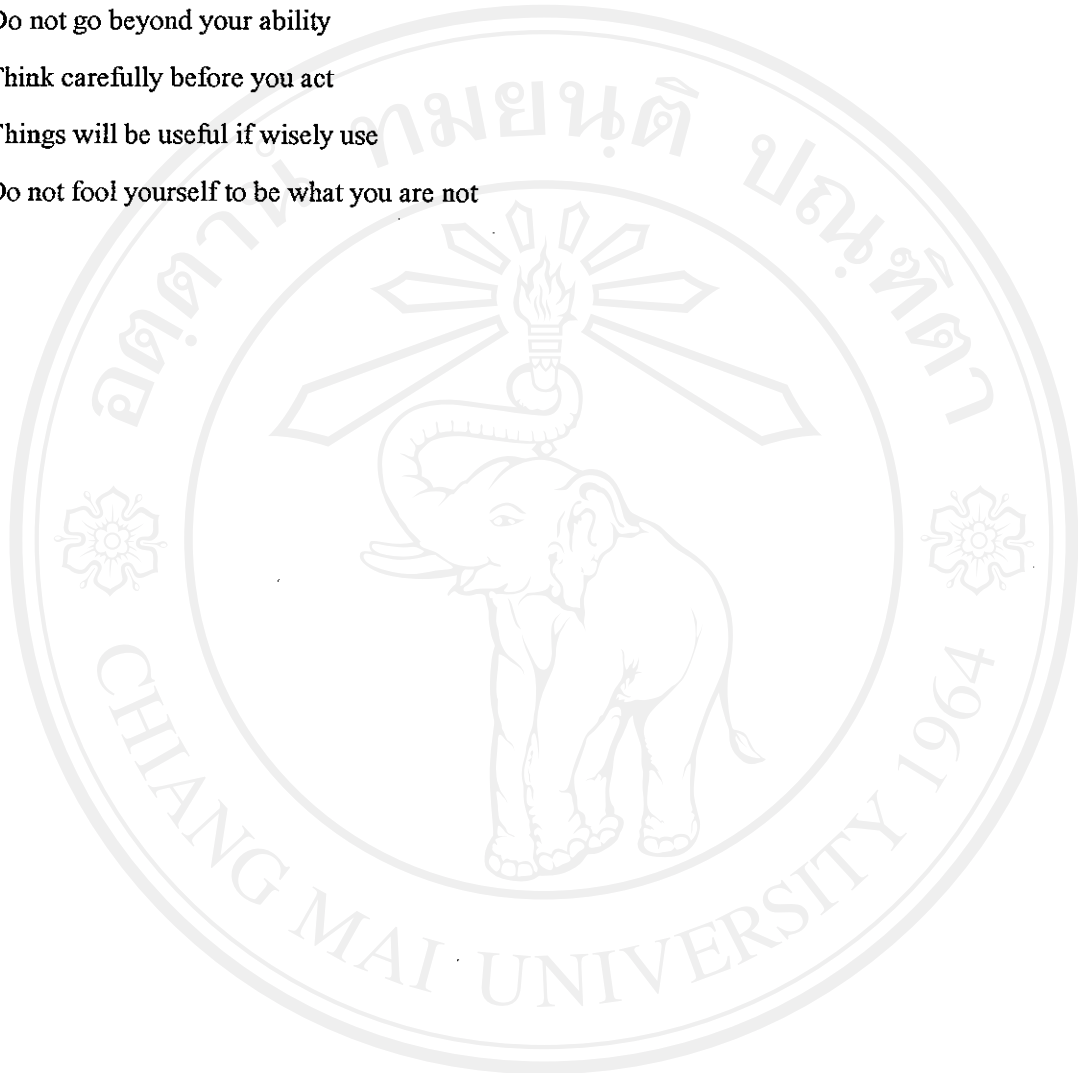
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Test 4

The Greedy Fox

1. What was beyond the wall?
 - a. the trees
 - b. the merchant
 - c. the merchant's house
 - d. the fruit garden
2. Why did the fox's eyes grow wide when he saw what was beyond the wall?
 - a. He was in amazement
 - b. He saw strange things
 - c. He saw many kinds of fruit
 - d. He wanted to eat the fruit in the garden
3. The fox tried to go through the hole to _____
 - a. go inside the garden
 - b. eat the fruit in the garden
 - c. look for food in the garden
 - d. visit the merchant
4. The fox starved himself to _____
 - a. be thin
 - b. fit the hole in the wall
 - c. be able to get through the hole
 - d. be able to eat a lot of fruit
5. The fox _____ after he could get into the fruit garden.
 - a. was happy
 - b. ate the fruit greedily
 - c. ate the fruit until he was fat
 - d. ate the fruit all day
6. The fox _____ to get out of the fruit garden.
 - a. put his head through the hole
 - b. climbed the wall of the fruit garden
 - c. starved himself
 - d. waited near the door of the garden
7. What would happen to the fox if the gardener found him in the garden?
 - a. He would be killed
 - b. He would become the merchant's pet
 - c. He had to help the gardener pick the fruit
 - d. The merchant would feed him a lot of fruit

8. The moral of this story is that _____
- a. Do not go beyond your ability
 - b. Think carefully before you act
 - c. Things will be useful if wisely use
 - c. Do not fool yourself to be what you are not



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Test 5**What is Hurting the Environment?**

By Faith Silver

Scientists are working hard to clean up our environment. Air pollution is one of the most serious problems they face. They know that a lot of the pollution is caused by people burning fuels such as gasoline, wood, and oil.

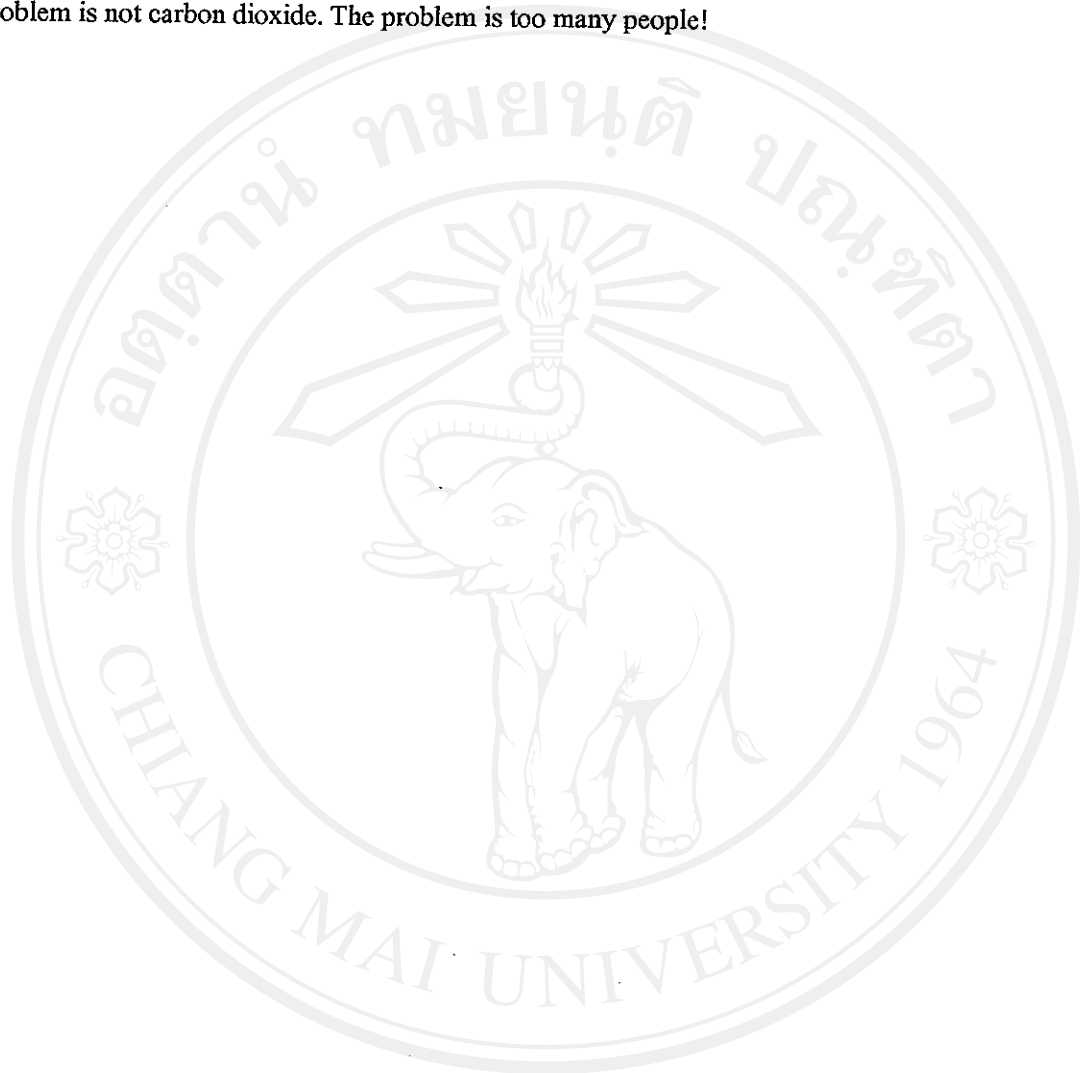
In many big cities now, the air is gray and dirty. This is caused mostly by the gasoline burned in car engines. For every gallon of gasoline that a car burns, a half pound of carbon monoxide goes into the air. This is what makes the air so gray. Scientists and car makers are making changes in car engines. New cars will not put so much carbon monoxide into the air. Then the air will be cleaner, and cities such as Los Angeles and Mexico City will have blue sky again.

But carbon monoxide pollution is only one form of air pollution. Another kind of air pollution that comes from gasoline and other fuels is carbon dioxide. For every gallon of gasoline a car burns, 5 ½ pounds of carbon dioxide go into the air. You cannot see carbon dioxide in the air, since it is a clear gas, and you cannot smell it. But the effects of carbon dioxide on the environment are very serious.

Carbon dioxide has made a clear cloud over the earth. This cloud is called the "greenhouse effect." Like a blanket, this clear cloud has made the earth warmer. As the earth becomes a lot warmer, many things may change. First of all, the weather may change. There may be more violent storms in many parts of the world. In many places the summers may become hotter and drier. In these places, it may be more difficult to grow food, and that means more people may die of hunger.

What can we do about carbon dioxide pollution? We need to burn fuels to keep warm in the winter, we need to cook, and we need to have transportation. In the past, we did all these things and there was no greenhouse effect. However, in the past there were far fewer people. Now, the number of people in the world is growing every year. So the amount of fuel we burn is

growing, too. Scientists say that the earth is in danger from the greenhouse effect. They also say the real problem is not carbon dioxide. The problem is too many people!



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Test 5

What is Hurting the Environment?

Choose the best answer.

1. This article says that carbon dioxide pollution _____
 - a. comes from the earth
 - b. is caused by scientists.
 - c. comes from too many people
 - d. comes from gasoline
2. Carbon dioxide is a problem because is _____
 - a. is a fossil fuel
 - b. is burned by car
 - c. makes the earth warmer
 - d. make the sky gray
3. Scientists say the real problem is _____
 - a. carbon dioxide
 - b. too many people in the world
 - c. the air in Los Angeles and Mexico City
 - d. the green house effect
4. Many people die of hunger because _____
 - a. they cannot grow food
 - b. of the greenhouse effect
 - c. the weather change
 - d. all are correct
5. The air pollution wasn't a problem in the past because _____
 - a. people didn't burn fuels
 - b. people use less fuels
 - c. there wasn't carbon dioxide
 - d. there were fewer people
6. The earth is in danger because of _____
 - a. the amount of people
 - b. burning too little fuels
 - c. using carbon dioxide
 - d. the greenhouse effect
7. We can help our earth by _____
 - a. using less fuels
 - b. controlling the birth
 - c. controlling the smoke
 - d. cleaning the air

APPENDIX C

RESULT OF ANALYZING COMPREHENSION TEST

Table 2: Result of analyzing comprehension test by Technique 25 %.

Item	p	r	Zr	Delta	Item	p	r	Zr	Delta
1	.47	.84	1.23	13.26	21	.47	.21	.12	13.26
2	.80	.20	.19	10.60	22	.45	.63	.74	13.53
3.	.75	.45	.48	10.30	23	.45	.79	1.07	13.53
4	.70	.45	.48	10.93	24	.57	.55	.62	12.34
5	.45	.42	.45	13.53	25	.76	.47	.51	10.14
6	.72	.19*	.19	10.63	26	.64	.34	.36	11.52
7	.20	.21	.19	14.40	27	.39	.47	.51	14.07
8	.47	.32	.33	13.26	28	.71	.42	.45	10.78
9	.47	.21	.21	13.26	29	.34	.32	.33	14.63
10	.58	.47	.51	12.20	30	.24	.26	.16	15.86
11	.64	.50	.55	11.52	31	.62	.71	.89	11.80
12	.30	.45	.48	15.07	32	.58	.84	1.23	12.20
13	.79	.32	.33	9.78	33	.42	.26	.27	13.80
14	.86	.29	.30	8.76	34	.39	.74	.94	14.07
15	.39	.22	.21	13.70	35	.38	.39	.42	14.20
16	.61	.32	.33	11.93	36	.66	.63	.74	11.37
17	.74	.53	.59	10.47	37	.21	.21	.21	16.22
18	.30	.50	.55	15.07	38	.45	.53	.59	13.53
19	.49	.29	.30	13.13	39	.37	.26	.27	14.34
20	.45	.42	.45	13.53	40	.67	.24	.24	11.23

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APPENDIX D

STUDENTS' READING COMPREHENSION SCORES

Table 8: Students' Reading Comprehension Scores of the Four Groups

Semantic Mapping Group (score = 40)	Pictorial Previewing Group (score = 40)	Self- Questioning Group (score = 40)	Control Group (score = 40)
19	22	24	19
23	22	24	15
28	17	24	13
22	17	25	16
22	19	23	12
21	22	17	13
18	24	20	12
24	24	23	18
24	19	22	10
24	21	21	18
23	19	23	11
23	20	16	19
23	19	21	20
21	17	21	23
17	23	17	22
24	19	22	11
20	22	22	10
25	21	23	22
12	17	13	12
17	21	18	10
18	25	17	14
20	21	18	14
16	20	13	9
24	18	24	14