



APPENDIX

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## APPENDIX A

### LESSON PLANS AND INSTRUCTIONAL MATERIALS

#### Lesson Plan 1

**Reading Passage:** Laughter Really Is the Best Medicine

**Class:** M 4

**Students:** 20

**Periods:** 2

**Time:** \_\_\_\_\_ Month \_\_\_\_\_ Date

\_\_\_\_\_ Month \_\_\_\_\_ Date

**School:** Chomthong School in Chiang Mai

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#### 1. Standards and Indicators

##### Strand 1: Language for Communication

Standard 1.1 M4/2: Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.

Standard 1.1 M4/3: Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.

Standard 1.1 M4/4: Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Standard 1.2 M4/4: Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

Standard 1.3 M4/2: Speak and write to summarize the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

## **Strand 2: Language and Culture**

Standard 2.1 M4/2: Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.

Standard 2.2 M4/2: Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.

## **Strand 3: Language and Relationship with Other Learning Areas**

Standard 3.1 M4/1: Research/search for, make records, summarize and express opinions about the data related to other learning areas, and present them through speaking and writing.

## **Strand 4: Language and Relationship with Community and the World**

Standard 4.1 M4/1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

## **2. Rationale/ Concept**

The students in M 4 mastered the basic English already. But they were not good at reading and writing. They think reading and writing are difficult and boring. This lesson plan chooses the passage *Laughter Really Is the Best Medicine* according to the topic in the daily life of the students in order to create a true visual English learning environment, and advocate the students to learn by cooperation and interaction in order to stimulate interests and participations of the students through jigsaw reading activity and semantic mapping activity.

## **3. Language skills:**

Listening, speaking, reading, writing

#### 4. Object and Evidence

Object	Evidence
<p><b>Terminal Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students should be able to complete the semantic map according to reading text.</li> <li>2. Students should be able to write the summary of reading text <i>Laughter Really Is the Best Medicine</i>.</li> </ol> <p><b>Enabling Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students should be able to put the suitable words into the sentences correctly.</li> <li>2. Students should be able to answer the questions after reading a given text in an expert group correctly.</li> <li>3. Students should be able to retell a given segment of text to home group correctly.</li> <li>4. Students should be able to answer reading comprehension questions correctly.</li> </ol>	<p>Semantic map</p> <p>Summary writing</p> <p>Vocabulary application</p> <p>The answers of expert groups</p> <p>Observing from telling the segments of text to home groups</p> <p>Reading comprehension test</p>

#### 5. Contents/Culture Notes

1. The passage *Laughter Really Is the Best Medicine*

2. Vocabulary from the passage *Laughter Really Is the Best Medicine*

**beneficial:** Something that is beneficial helps people or improves their lives. (Give context sentences.)

**muscle:** A muscle is a piece of tissue inside your body which connects two bones and which you use when you make a movement. (Give definition and show some pictures.)

**cardiovascular:** Cardiovascular means relating to the heart and blood vessels. (Show the picture.)

**equivalent:** If one amount or value is the equivalent of another, they are the same. (Give context sentences.)

**calorie:** Calories are units used to measure the energy value of food. People who are on diets try to eat food that does not contain many calories. (Give definition and context sentences.)

**blood pressure:** Your blood pressure is the amount of force with which your blood flows around your body. (Give the definition.)

**stress:** If you feel under stress, you feel worried and tense because of difficulties in your life. (Give context sentences.)

**antibody:** Antibodies are substances which a person's or an animal's body produces in their blood in order to destroy substances which carry disease. (Give the definition.)

**disease:** A disease is an illness which affects people, animals, or plants, for example one which is caused by bacteria or infection. (Give the definition.)

**cart:** A cart is an old-fashioned wooden vehicle that is used for transporting goods or people. Some carts are pulled by animals. (Show the picture.)

**prop:** The props in a play or film are all the objects or pieces of furniture that are used in it. (Show some pictures.)

**pediatric ward:** A ward is a room in a hospital relating to the medical care of children. (Show some pictures.)

**prompt:** To prompt someone to do something means to make them decide to do it. (Give context sentences.)

**gratify:** If you are gratified by something, it gives you pleasure or satisfaction. (Give context sentences.)

**infectious:** A disease that is infectious can be caught by being near a person who has it. (Give context sentences.)

### 3. Culture Notes

How to understand western jokes.

## 6. Learning Activities

### Pre-reading

1. Teacher greets students.

T: Good afternoon everybody!

S: Good afternoon teacher!

2. Lead in: Teacher shows some funny pictures to students.

Teacher invites some students to make faces.

3. Teacher tells a joke for the students:

*A Good Boy*

*Little Robert asked his mother for two cents.*

*"What did you do with the money I gave you yesterday?"*

*"I gave it to a poor old woman," he answered.*

*"You're a good boy," said the mother proudly.*

*"Here are two cents more. But why are you so interested in the old woman?"*

*"She is the one who sells the candy."*

4. Teacher asks the questions:

How often do you laugh?

How do you feel after you laugh?

5. Students discuss the advantages of laughing to brainstorm the background knowledge of laugh.

6. Teacher teaches new vocabulary and phrases through definitions, pictures and context sentences. Then the students need to choose the vocabulary to complete the sentences. (vocabulary application worksheet 1)

7. Using "Bingo" game consolidate vocabulary.

8. Students make a prediction about how laughing help people to be healthy.

### **While-reading**

1. Teacher divides the text into 4 parts (A, B, C, D) and divides the students into 5 groups (home groups) and names groups.

2. Each student in the home groups choose one letter from A, B, C, D.

The students who get the same letter form the expert groups.

3. Students get the segments (A, B, C, D) of reading text according to the letter they choose before.

4. Students apply jigsaw reading activity to read the text.

5. Students in each expert group read their passage, which they are responsible by themselves to make sure that they understand and they can retell their passage.

6. Students in each expert group read the passage and discuss about the information

then answer their expert questions.

7. Students return to their own home group and share the passage they studied in the expert group, explain their findings in order to help each other understand the passages better.
8. Teacher should encourage students to interact with the experts as they present their information.

### **Post-reading**

1. Students complete the reading comprehension test (worksheet 2) by themselves.
2. Teacher announces the scores of the students and gives prizes or bonus points to the students.
3. Students complete the semantic map (worksheet 3) in the home group according to the reading passage and present in front of the class .
4. Teacher gives out the answer of reading comprehension test.
5. Teacher collects the score of each home group and finds the winner group.
6. Teacher gives the reward to the winner group.
7. Each student writes a summary individually according to the semantic map and share in the home group.
8. Teacher concludes the article to make them get overall idea.

### **7. Teaching Aids/Resources**

- Microsoft Power Point
- Four parts of passage (A, B, C, D)
- Worksheets (1, 2, 3)

### **8. Assessment and Evaluation**

- Students' interaction during group work
- Reading comprehension test
- Semantic map
- Summary writing

## 9. Post Teaching Notes

### 1. Learning Outcomes

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### 2. Problems

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### 3. Suggestions

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## **Laughter Really Is the Best Medicine**

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, “Laughing 100-200 times per day is the cardiovascular equivalent of rowing for 10 minutes.”

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10-15 minutes a day can burn up to 5- calories. However, this certainly doesn't mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with “humor carts”, loaded with humorous CDs, DVDs, cartoon books, and funny props.

Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients' lives. The doctor, Madan Kataris, gathered a group of

people together in a local park to practice laughing as part of a “laughter club.” During the club meetings, Kataria would prompt members to laugh in a variety of ways. For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn’t take long for fake laughter to turn into real laughter.

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.

**Read the passage and answer the following questions.**

**A**

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, “Laughing 100-200 times per day is the cardiovascular equivalent of rowing for 10 minutes.”

Questions:

1. Why the harder you laugh, the better you feel?
2. How many times for laughing per day is the cardiovascular equivalent of rowing for 10 minutes?

**Read the passage and answer the following questions.**

**B**

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10-15 minutes a day can burn up to 5- calories. However, this certainly doesn't mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with "humor carts", loaded with humorous CDs, DVDs, cartoon books, and funny props.

Questions:

1. If you want to burn up 5 calories, how long do you need to laugh?

**Read the passage and answer the following questions.**

**C**

Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients' lives. The doctor, Madan Kataris, gathered a group of people together in a local park to practice laughing as part of a "laughter club." During the club meetings, Kataria would prompt members to laugh in a variety of ways. For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn't take long for fake laughter to turn into real laughter.

Questions:

1. Who was the first person to create “laughter club”?
2. What are other functions of laughter except for making people alert?

**Read the passage and answer the following questions.**

**D**

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.

Questions:

1. How many “laughter clubs” are there now?
2. What kind of ways can help people to laugh?

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## Worksheet 1

Choose the words to complete the following sentences.

benefit      muscle      calorie      antibody      blood pressure  
stress      disease      infectious      cardiovascular      pediatric ward

1. You need people working for the \_\_\_\_\_ of the community.
2. Doctors believe they have cured him of the \_\_\_\_\_.
3. \_\_\_\_\_ may be one important factor for his illness.
4. Her grandmother's \_\_\_\_\_ is too high.
5. The man does exercise every day to keep his \_\_\_\_\_ strong.
6. Our end product is an anti - cancer \_\_\_\_\_.
7. High \_\_\_\_\_ food was excepted from the menu since last year.
8. \_\_\_\_\_ efficiency has a direct effect on a person's health.
9. Flu is highly \_\_\_\_\_.
10. The sick boy lived in the \_\_\_\_\_.

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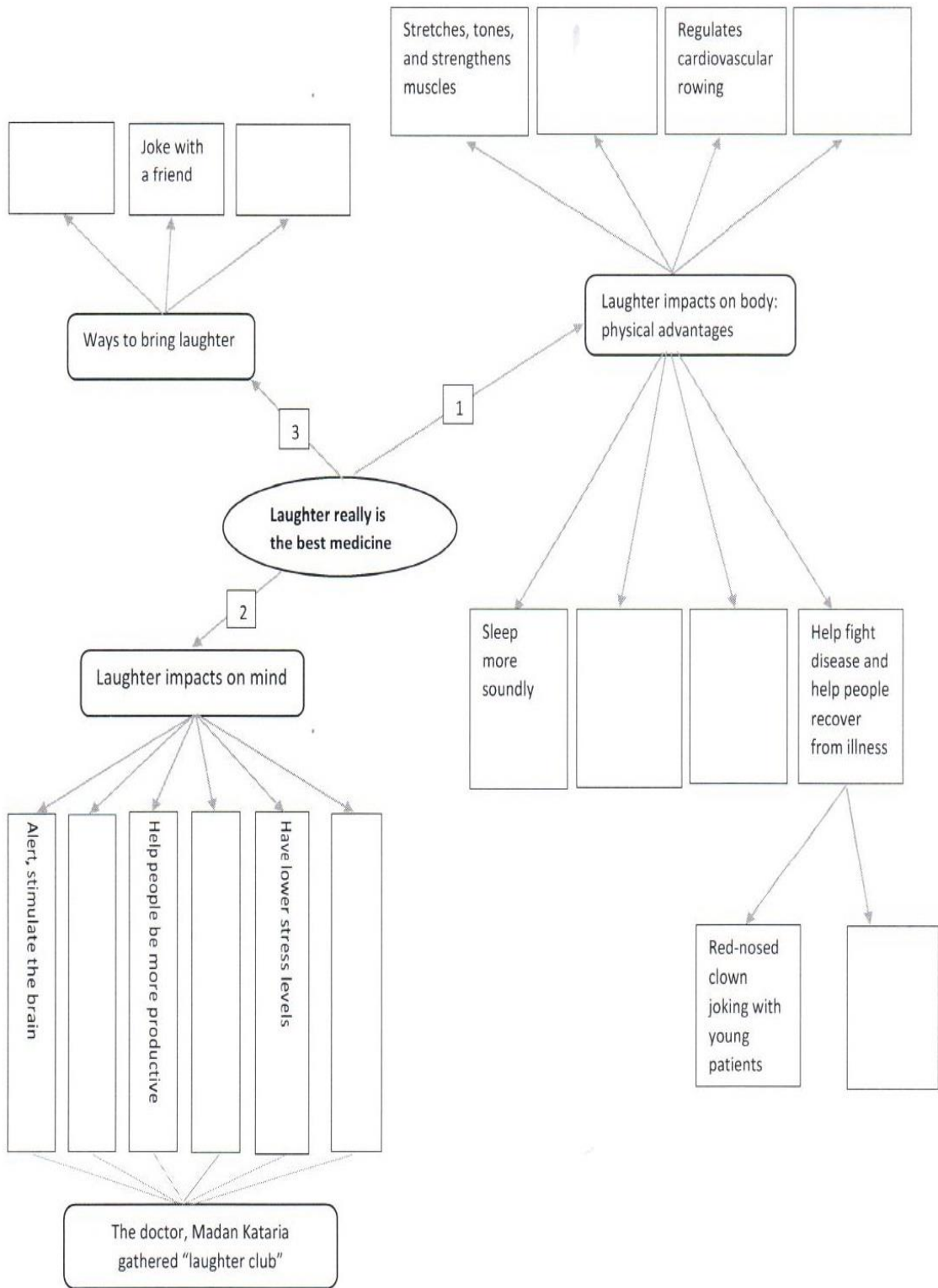
## Worksheet 2

Choose the letter of the best answer.

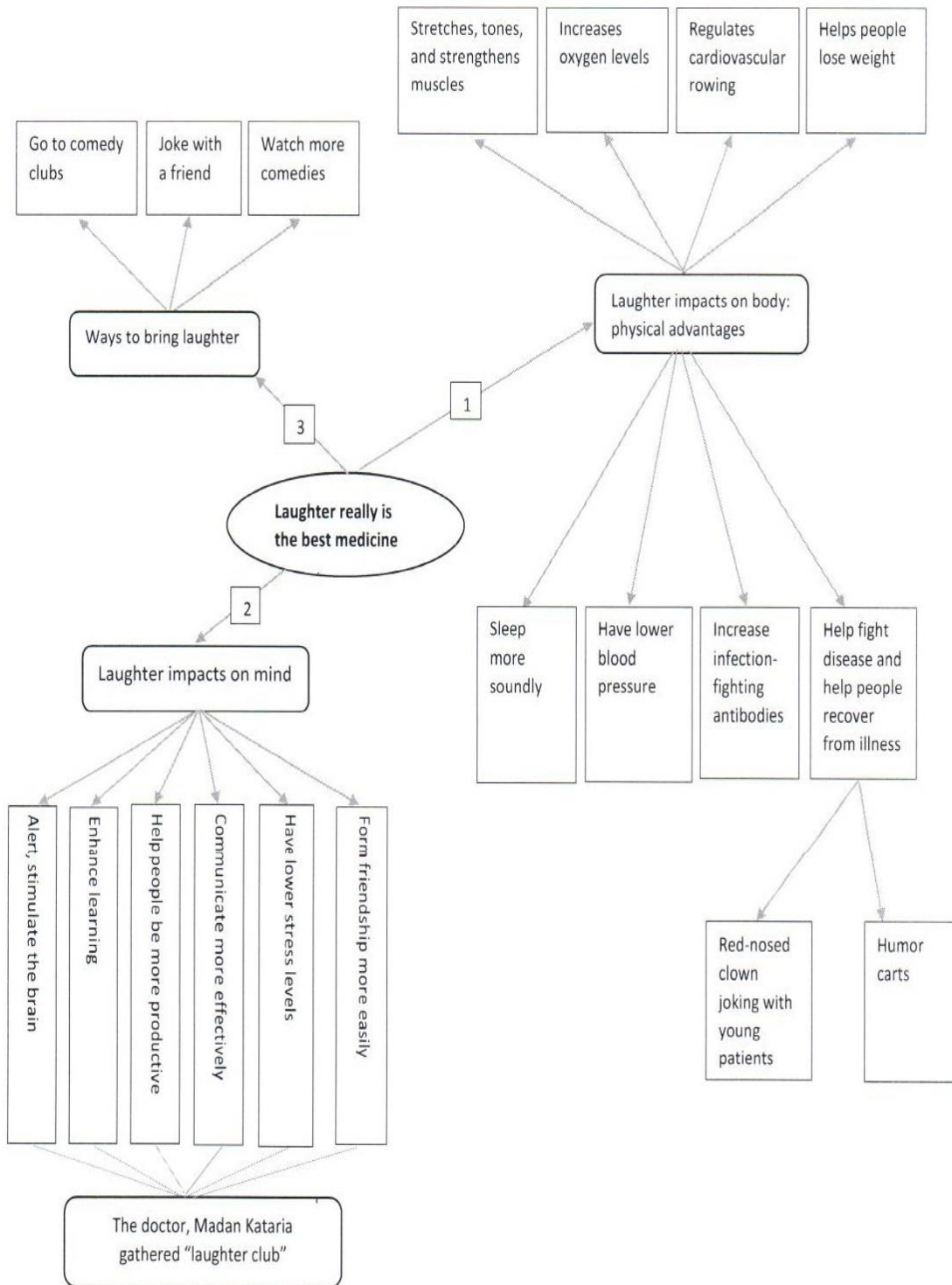
1. The main function of paragraph 1 is to \_\_\_\_\_.
  - A. introduce the theme of the whole passage
  - B. summarize the whole passage
  - C. arouse the reader's interest
  - D. state the problem
2. When you laugh, laughter can \_\_\_\_\_.
  - A. decrease heart rate
  - B. cause you to breathe slower
  - C. decrease oxygen levels
  - D. strengthen muscles
3. According to the passage, which statement is *false*? \_\_\_\_\_.
  - A. Laughter can increase infection-fighting antibodies.
  - B. Red-nosed Clowns are a common sight in hospital emergency rooms.
  - C. Laughter can help patients recover from illness.
  - D. "Humor carts" can make the patients laugh in the hospital.
4. What's the reason for Madan Kataria to create "laughter club"? \_\_\_\_\_.
  - A. Laughter makes people alert, stimulate the brain.
  - B. Laughter helps people to communicate more effectively.
  - C. Laughter helps people to form friendships more easily.
  - D. A, B, C.
5. It can be inferred from the passage that \_\_\_\_\_.
  - A. People needn't go to the gym any more. Because laugh can help people lose weight.
  - B. People with lower stress levels tend to get sick more often.
  - C. Laughter can make more benefits in the future especially for the patients.
  - D. It's impossible for fake laughter to produce the same health benefits as genuine laughter.

### Worksheet 3

Complete the semantic map.



## Key of Semantic Map





## APPENDIX B

### ENGLISH READING ABILITY TEST

#### English Reading Ability Test

Name: \_\_\_\_\_ No. \_\_\_\_\_ Grade: \_\_\_\_\_

**Multiple choice: choose the best answer.**

#### Text A

In the past, people who graduated from college felt proud of their academic achievements and felt confident that their degree would help them to find a good job. However, in the past four years the job market has changed greatly. This year college graduates are facing one of the worst job markets. For example, Ryan Stewart, a graduate of San Jose State University, got a degree in religious studies, but no job prospects. He points out that many people already working are getting laid off and don't have jobs, so it's even harder for new college graduates to find jobs.

Five years ago, the future looked bright for the class of 2010. There were many high-tech job chances. Graduates received many job offers, and they were able to get jobs with high salaries and benefits such as insurance and paid vacations. However, "Times have changed and it's a new market," according to an officer of the San Jose State Career Center.

The officer says students who do find jobs started preparing two years ago. They worked during summer vacations, they have had several short-time jobs, and they've majored in one of the few fields that are still hot, like chemical, engineering, accounting, or nursing, where average starting salaries have actually increased over last year. Other popular fields (like information system management, computer science, and political science) have seen big declines in starting salaries. Ryan Stewart (he had hoped to become a teacher) may go back to school in order to become a college teacher. He thinks college teaching could be a good career even in a bad economy.

In conclusion, these days a degree may not be a ticket to instant wealth for some students. For now, they can only hope the value of their degree will increase over time.

1. The underlined word “prospects” in the first paragraph probably means \_\_\_\_\_.  
A. skills      B. chances      C. markets      D. salaries
2. Which major has the best job offers according to the passage? \_\_\_\_\_.  
A. teaching      B. political science      C. accounting      D. computer science
3. Which one will be the choice for Ryan Stewart? \_\_\_\_\_.  
A. be a religious leader      B. get a job teaching  
C. change his major      D. go back to school
4. The underlined sentence in the last paragraph means \_\_\_\_\_.  
A. a degree does not mean that one will find a well-paid job  
B. most students with degrees will be able to find jobs  
C. having a college degree does not mean that one has money for travelling  
D. the best way to get rich is not to get a college degree
5. It can be inferred from the passage that \_\_\_\_\_.  
A. A lot of graduates will get their job offers easily.  
B. Ryan Stewart has been a college teacher already.  
C. Salaries in every field will increase in the future.  
D. It will be hard for graduates to find a good job.
6. Which one is necessary for a senior student in high school to decide what major they will choose in the university? \_\_\_\_\_.  
A. job market      B. hot majors  
C. A and B      D. tuition

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## Text B

We all have ideas about what kinds of foods are good to eat. We also have ideas about what kinds of foods are bad to eat. As a result, people from one culture often think the foods that people from another culture eat are nauseating. When the famous boxer Muhammad Ali visited Africa, for example, one member of his group became quite sick when he saw someone pick up a butterfly and eat it. Many people would find it disgusting to eat rats, but there are forty-two different cultures whose people regard rats as appropriate food.

Food likes and dislikes do not always seem related to nutrition. For example, broccoli is first on a list of the most nutritious common vegetables, but it is twenty-first on a list of vegetables that Americans like most to eat. Tomatoes are sixteenth on the list of most nutritious vegetables, but they are first on the list of vegetables that Americans like most to eat.

But dislike is not the only reason why some cultures will not eat a certain food. In some cultures, certain foods are taboo. Some foods are taboo in certain religions, but there are also other food taboos that are not connected to a religion. We do not usually think about why certain things are taboo in our culture. We may not even know why they are taboo. Anthropologists try to discover the hidden reasons for taboos.

Anthropologists believe that most food likes and dislikes are a result of the ways of life of different people. Some people live in areas where there are both large animals and many insects. It is difficult for these people to kill large animals, and it requires a lot of energy. It is easier for them to use insects for food because it is not difficult to catch insects and it does not require a lot of energy. Nomadic people who move from one place to another rather than living in the same place all the time will not want to keep pigs for food. People will not eat pets such as dogs. Americans eat a lot of beef because there is plenty of land for raising cattle and the meat can be shipped cheaply for long distances by railroads.

7. What's the main topic of this text? \_\_\_\_\_

- |                       |                                 |
|-----------------------|---------------------------------|
| A. Food and religion. | B. Food and culture.            |
| C. Nutrition of food. | D. Food in different countries. |

8. Which one is *TRUE* about food likes and dislikes? \_\_\_\_\_
- A. They are only related to nutrition.
  - B. They are just associated with people's taste.
  - C. They are mostly connected with people's religions.
  - D. They are usually related to cultures or life styles.
9. The underlined word "taboo" (Line 2, Para. 3) refers to \_\_\_\_\_.
- A. something forbidden
  - B. some religions
  - C. something undiscovered
  - D. some food
10. Which one do Americans like to eat? \_\_\_\_\_
- A. broccoli
  - B. tomato
  - C. rat
  - D. butterfly
11. What can be inferred from the passage? \_\_\_\_\_
- A. Africans don't eat butterfly.
  - B. Broccoli is less nutritious than tomato.
  - C. The famous boxer Muhammad Ali would like to eat rat.
  - D. People in Inner Mongolia wouldn't like to keep pigs for food.
12. Why do Americans prefer to eat beef? \_\_\_\_\_
- A. Because cattle are large animals.
  - B. Because there are no insects in America.
  - C. Because there is land to keep cattle.
  - D. Because beef is on the list of the most nutritious food.
13. Some Thai people don't prefer beef. What may be the reason according to the passage? \_\_\_\_\_
- A. nutrition
  - B. life style
  - C. cows are considered as large animals
  - D. no condition to raise cattle

### Text C

Started in 1636, Harvard University is the oldest of all the many colleges and universities in the United States. Yale, Princeton, Columbia and Dartmouth were opened soon after Harvard. In the early years, these school were much similar. Only young men went to college. All the students studied the same subjects, and everyone learned Latin, Greek and Hebrew. When the students graduated, most of them became ministers or teachers. The 44th President of the United States, Barack Obama, graduated from Harvard.

In 1782, Harvard started a medical school for young men who wanted to become doctors. Later, lawyers could receive their training in Harvard's law school. In 1825, besides Latin and Greek, Harvard began teaching modern languages, such as French and German. Soon it began teaching American history. As knowledge increased, Harvard and other colleges began to teach many new subjects. Students were allowed to choose the subjects that interested them.

Radcliffe College, established in 1879 as sister-school of Harvard College, became one of the most prominent schools for women in the United States. Harvard became a founding member of the Association of American Universities in 1900. Later, Drew Gilpin Faust, the Dean at Radcliffe, became the first female president of Harvard in 2007.

Today, there are many different kinds of colleges and universities. Most of them are made up of smaller schools that deal with special fields of learning. There is so much to learn that one kind of school can't offer it all.

14. The oldest university in the US is \_\_\_\_\_.

- A. Yale      B. Harvard      C. Princeton      D. Columbia

15. Modern languages the Harvard taught in 1825 were \_\_\_\_\_.

- A. Latin and Greek  
B. Green, French and German  
C. French and German  
D. American history and German

16. The passage is about \_\_\_\_\_.
- A. how to start a university                      B. the president in Harvard  
C. how Harvard has changed                      D. what kind of lesson each college teaches
17. What's the meaning of the underlined word "prominent" in paragraph 3? \_\_\_\_\_
- A. common            B. special            C. important            D. outstanding
18. What is the difference between the beginning and nowadays in Harvard? \_\_\_\_\_
- A. Women can go to study now.  
B. Only men can study in Harvard.  
C. All the students study French.  
D. There is no medical school any more.
19. Why should more and more colleges or universities be smaller today? \_\_\_\_\_
- A. They have no money.                      B. Teachers are not enough.  
C. The number of students is less            D. They are professional on certain subjects.
20. If you are a student in Harvard in 1820, which one is impossible for you? \_\_\_\_\_
- A. study Hebrew                      B. learn French  
C. go to medical school                      D. go to law school
21. Which area can apply the concept dealing with special fields of learning? \_\_\_\_\_
- A. kindergarten            B. primary school            C. middle school            D. training center
22. What can be inferred from the passage? \_\_\_\_\_
- A. Language studying has the longest history in Harvard.  
B. Women could go to study in medical school in 1782.  
C. Latin and Greek were canceled in 1825.  
D. Men could go to study in Radcliffe College.

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### Text D

In life, we should try to combine both money and happiness together. To do this I suggest the following steps:

**Consider the Importance of Simplicity:** the aim of life should not be to control as many belongings and as much wealth as possible. If you feel happiness is directly related to material belongings, you are making a mistake. We should learn to be pleased with what we have and appreciate the advantages of simplicity.

**Do Not Take Money Too Seriously:** does it pain you to spend your own money — even if it is for something useful? The problem with this, however, is that if we are always unwilling to spend money, we miss the whole point of making it. We should look at money in this way: spending money enables more to come into our lives. It is no good saving a large amount of water unless we use it to produce power; similarly, it is no use accumulating savings if we feel unwilling to spend them.

**Reduce Financial Worries to the Lowest Degree:** we will be happy if we can make money a small part of our lives. To be able to do this, we need to prevent creating situations of debt as getting out of debt can be difficult and stressful. If you do need to go into debt, plan ahead and find a loan which is clear and manageable to repay. Try not to make risky investment plans, as these give you the possibility to gain more as well as to lose a lot more.

**Do Not Live to Work:** if you spend all your time working, you will have no opportunity to spend your money. Don't feel guilty about turning extra work down; it is also important to have a rest. It is good if we can feel pleased with work, but if we only spend time working then our lives will be short of a proper balance.

23. Which one is *TRUE* according to the passage? \_\_\_\_\_

- A. Working more hours can be good for people.
- B. You should be guilty if you refuse to do extra work.
- C. Investment will help you gain less money.
- D. Happiness is not decided by the money you have.

24. What attitude should you take towards money according to the passage? \_\_\_\_\_
- A. Spending money is to bring more into our lives.
  - B. The aim of life is to collect more money.
  - C. We should try our best not to lend money.
  - D. It is more important to save money than to spend it.
25. What's the importance of simplicity? \_\_\_\_\_
- A. getting material belongs
  - B. being glad with what you have
  - C. getting wealth
  - D. spending money
26. What's the meaning of underlined word "accumulating" in Paragraph 3? \_\_\_\_\_
- A. making use
  - B. collecting more and more
  - C. cutting down
  - D. lending
27. To make money a small part of our lives, we need to \_\_\_\_\_
- A. pay no attention to money
  - B. earn enough money
  - C. prevent getting into debt
  - D. make investment plans
28. The underlined sentence in paragraph 4 means \_\_\_\_\_
- A. You need to go into debt.
  - B. You need to prevent getting into debt.
  - C. You can make a risky investment plan to repay the debt.
  - D. You need to make sure that you have the ability to repay the loan.
29. Which one do you agree according to the passage? \_\_\_\_\_
- A. the aim of life is material things
  - B. people need to save money rather than using money
  - C. people needn't to loan money from the bank
  - D. even though you're a millionaire, you maybe not happy.
30. What may be the reason for that more and more people become "card slaves"? \_\_\_\_\_
- A. They don't work.
  - B. They don't balance spending money and saving money
  - C. Goods are expensive
  - D. They have no plans to invest



31. If you are a common teacher in the high school, which one is better to combine both money and happiness together? \_\_\_\_\_

- A. buying products of Prada
- B. loaning to buy a big house and luxury car
- C. being a tutor on weekend
- D. going to travel on vacation



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### Text E

Fashion refers to the styles of dress that are currently popular. Fashion goes beyond just clothes, thoughts. It's important for some people to wear only the latest fashions and styles. For others, keeping up with trends isn't so important. The one thing that stays the same with fashion is this: it always changes! In the 1960s and 1970s, hippies made bell-bottomed blue jeans popular. In the 1980s, Michael Jackson made parachute pants all the fashion. Now try to find these items in today's clothing stores!

Why do fashions change? The answer is probably as simple as the fact that people change. Over time, the new replaces the old. People are influenced greatly by popular culture, including athletes, musicians, movie stars, as well as popular films, televisions shows, books and music. We are also influenced by the fashion industry's advertising.

The stars of popular culture are always searching for a new angle to maintain their popularity. Often these new angles come in the form of new clothing or hairstyles. When people see these new styles, they often want to imitate their favorite stars. To do so, they seek out the latest fashions to make themselves look like the people they want to imitate. In this way, fashions evolve and change over time.

For years, clothes have been used to separate people into groups. Even today, brand-name clothing that is more expensive than other types of clothing can be used by some people to distinguish themselves from others. Unfortunately, this can often have the effect of distancing certain groups from others.

Don't forget that it's always OK to develop your own sense of style that is unique and separate from what the fashion world determines! Stay true to yourself and let your personality — not your clothes — speak for who you are.

32. Fashion is always \_\_\_\_\_

- A. old      B. bad      C. good      D. changeable

33. The examples of bell-bottomed blue jeans and parachute pants in paragraph 1 are used to show that \_\_\_\_\_.
- A. people often have different dressing styles
  - B. trends of fashion are changing all the time
  - C. people are always affected easily
  - D. hippies and Michael Jackson are good designers
34. Fashion change mainly because \_\_\_\_\_.
- A. new films
  - B. movie stars
  - C. popular culture influences people
  - D. advertisements change rapidly
35. We can learn from the text that \_\_\_\_\_.
- A. clothes may separate and distance people
  - B. people don't like imitating others' dressing style
  - C. the author is a fashionable person
  - D. fashion is all about clothes people wear
36. Why do some people like to imitate the dressing style of stars? \_\_\_\_\_
- A. Stars are designers.
  - B. People just like brand-name clothes.
  - C. All of people are fans of stars.
  - D. Stars are always fashionable.
37. In the last paragraph, the author mainly wants to stress \_\_\_\_\_.
- A. the bad effects of fashion
  - B. the good benefits of fashion
  - C. the advantages of staying unique and separate
  - D. the importance of having one's own personality
38. If you are a clothing designer, which one is more useful to look for new inspiration? \_\_\_\_\_
- A. watching movies in cinema
  - B. going to the flea market
  - C. joining fans club of stars
  - D. seeing fashion show in Paris
39. How do you keep yourself fashionable rationally? \_\_\_\_\_
- A. wear parachute pants
  - B. just wear brand-name clothes
  - C. keep your own style with the fashion trend
  - D. just imitate dressing style of the star

40. What may be the problem affected by fashion? \_\_\_\_\_

- A. Young people are addicted to fashion.
- B. Cheap clothes are difficult to sell.
- C. Everyone wears the same clothes.
- D. There are more and more hairstyles.



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## APPENDIX C

### SCORES OF ENGLISH READING ABILITY TEST

**Pre-test and post-test scores, percentage and quality level of English reading ability**

Students	Pre-test Scores (40)	Percentage	Levels of Quality	Post-test Scores (40)	Percentage	Levels of Quality
1	20	50.00	Passed	26	65.00	Good
2	11	27.50	Failed	18	45.00	Failed
3	17	42.50	Failed	23	57.50	Passed
4	21	52.50	Passed	27	67.50	Good
5	16	40.00	Failed	23	57.50	Passed
6	21	52.50	Passed	27	67.50	Good
7	25	62.50	Passed	30	75.00	Good
8	14	35.00	Failed	19	47.50	Failed
9	18	45.00	Failed	26	65.00	Good
10	20	50.00	Passed	27	67.50	Good
11	24	60.00	Passed	28	70.00	Good
12	26	65.00	Good	32	80.00	Excellent
13	25	62.50	Passed	31	77.50	Good
14	21	52.50	Passed	27	67.50	Good
15	16	40.00	Failed	23	57.50	Passed
16	20	50.00	Passed	24	60.00	Passed
17	15	37.50	Failed	22	55.00	Passed
18	24	60.00	Passed	30	75.00	Good
19	25	62.50	Passed	31	77.50	Good
20	23	57.50	Passed	28	70.00	Good

## APPENDIX D

### SCORES OF ENGLISH SUMMARY WRITING

**Summary 1: Scores, percentage and quality level of the students' summary writing ability**

Students	Scores (20)	Percentage	Levels of Quality
1	9	45	Failed
2	4	20	Failed
3	7	35	Failed
4	10	50	Passed
5	8	40	Failed
6	9	45	Failed
7	11	55	Passed
8	6	30	Failed
9	8	40	Failed
10	10	50	Passed
11	11	55	Passed
12	12	60	Passed
13	11	55	Passed
14	12	60	Passed
15	9	45	Failed
16	8	40	Failed
17	7	35	Failed
18	10	50	Passed
19	11	55	Passed
20	13	65	Good

**Summary 2: Scores, percentage and quality level of the students' summary writing ability**

Students	Scores (20)	Percentage	Levels of Quality
1	10	50	Passed
2	4	20	Failed
3	9	45	Failed
4	12	60	Passed
5	11	55	Passed
6	10	50	Passed
7	13	65	Good
8	7	35	Failed
9	9	45	Failed
10	11	55	Passed
11	11	55	Passed
12	13	65	Good
13	14	70	Good
14	14	70	Good
15	9	45	Failed
16	9	45	Failed
17	8	40	Failed
18	11	55	Passed
19	11	55	Passed
20	14	70	Good

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**Summary 3: Scores, percentage and quality level of the students' summary writing ability**

Students	Scores (20)	Percentage	Levels of Quality
1	12	60	Passed
2	7	35	Failed
3	11	55	Passed
4	14	70	Good
5	12	60	Passed
6	13	65	Good
7	15	75	Good
8	10	50	Passed
9	11	55	Passed
10	13	65	Good
11	14	70	Good
12	15	75	Good
13	14	70	Good
14	15	75	Good
15	11	55	Passed
16	10	50	Passed
17	11	55	Passed
18	13	65	Good
19	13	65	Good
20	15	75	Good

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**Summary 4: Scores, percentage and quality level of the students' summary writing ability**

Students	Scores (20)	Percentage	Levels of Quality
1	14	70	Good
2	10	50	Passed
3	12	60	Passed
4	14	70	Good
5	14	70	Good
6	15	75	Good
7	16	80	Excellent
8	12	60	Passed
9	13	65	Good
10	14	70	Good
11	15	75	Good
12	16	80	Excellent
13	15	75	Good
14	16	80	Excellent
15	12	60	Passed
16	13	65	Good
17	13	65	Good
18	15	75	Good
19	14	70	Good
20	16	80	Excellent

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**Summary 5: Scores, percentage and quality level of the students' summary writing ability**

Students	Scores (20)	Percentage	Levels of Quality
1	14	70	Good
2	10	50	Passed
3	14	70	Good
4	15	75	Good
5	15	75	Good
6	16	80	Excellent
7	17	85	Excellent
8	13	65	Good
9	14	70	Good
10	15	75	Good
11	16	80	Excellent
12	18	90	Excellent
13	16	80	Excellent
14	17	85	Excellent
15	14	70	Good
16	14	70	Good
17	14	70	Good
18	15	75	Good
19	15	75	Good
20	17	85	Excellent

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