

มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

ภาคผนวก

## ภาคผนวก ก

## รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจให้คะแนนงานเขียนและประเมินประสิทธิภาพของบทเรียน

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|---------------------------------|--|
| 1. อาจารย์กมล วัชรยิ่งยง        | ภาควิชาภาษาต่างประเทศ<br>คณะมนุษยศาสตร์และสังคมศาสตร์<br>สถาบันราชภัฏเชียงใหม่ |
| 2. อาจารย์กุลสุมา สุขเกษม       | ภาควิชาภาษาต่างประเทศ<br>คณะมนุษยศาสตร์และสังคมศาสตร์<br>สถาบันราชภัฏเชียงใหม่ |
| 3. อาจารย์วินิตยา ประเสริฐสุนทร | แผนกวิชาภาษาอังกฤษ<br>สถาบันเทคโนโลยีราชมงคล วิทยาเขต<br>ภาคพายัพเชียงใหม่     |
| 4. อาจารย์นฤมล วุฒิปรีชา        | โรงเรียนวัดสวนดอก อำเภอเมือง<br>จังหวัดเชียงใหม่                               |
| 5. อาจารย์กนกวรรณ คาเดท         | ภาควิชาภาษาอังกฤษ คณะมนุษยศาสตร์<br>มหาวิทยาลัยเชียงใหม่                       |
| 6. อาจารย์ต้องลักษณะ เกษกาญจน์  | ภาควิชาภาษาอังกฤษ คณะมนุษยศาสตร์<br>มหาวิทยาลัยเชียงใหม่                       |

ผู้เชี่ยวชาญตรวจให้คะแนนแบบทดสอบการใช้เหตุผลเชิงจริยธรรม

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|-----------------------------|--|
| 7. พระอาจารย์เสน่ห้ ฌานเมธี | มหาวิทยาลัยจุฬาลงกรณราชวิทยาลัย<br>วิทยาเขตเชียงใหม่ |
| 8. อาจารย์บัณฑิต รอดเทียน   | มหาวิทยาลัยจุฬาลงกรณราชวิทยาลัย<br>วิทยาเขตเชียงใหม่ |

**ภาคผนวก ข**  
**แผนการสอนวิชาวรรณคดีสำหรับเด็ก**

**Lesson plan**

Subject : Children's literature

Duration : 3 periods

Number of students : 18

Content : The Story Teller

Terminal objective : Students will be able to write sentences to express their opinions about the story they read.

Enabling objectives : Students will be able to

1. identify main idea and setting of the story
2. write a prediction of a story
3. analyze the main characters
4. summarize main idea, plot, setting and characters

Procedures :

1. Teacher gives key words from the story to the students.
2. Students are asked to get into group of 2 or 3 persons.
3. Ask them to create the story by using those key words in a group.
4. Between groups, exchange their stories and compare the similarity or the differences between their stories by reporting each group' s story to class.
5. Teacher gives the story of 'The Story Teller' to students.
6. Ask them to read about 1-2 paragraphs. \*
7. Teacher writes some questions about main idea of those paragraphs on the blackboard or transparency. \*\*\*
8. Tell students that they have to find the answers of those questions while they are reading.
9. Teacher and students discuss the answer and main idea together.

10. After that, students have to read another paragraphs and do the same step as in number 6 to 9 until the end of the story.
11. Give worksheet about factual questions for them and let them complete it.
12. Discuss about the plot and setting in detail.
13. Students are asked to do SMCP strategy (individual or in group)
14. Teacher chooses the problem or event when the children get bored with the aunt's story and then the bachelor begins to tell his story.
15. Students have to analyze the feeling of both the aunt and the bachelor toward the situation when the children get bored and begin to make a loud noise.
16. Students do the exercise worksheet about the bachelor's story. (individual)
17. Students summarize main idea of the story in story frame.
18. Teacher asks students to do the writing test.

- Teaching materials :
1. Key words from the story
  2. The story of "The Story Teller"
  3. Factual question worksheet
  4. Transparency of plot, setting, SMCP
  5. Exercise worksheet about bachelor's story
  6. Writing test

- Evaluation :
1. Presentation about story guess
  2. SMCP
  3. Exercise worksheet
  4. Story frame
  5. Writing test

## คำศัพท์ที่ใช้ในกลยุทธ์คำทำนายเรื่อง

the aunt



two small girls



a small boy



travel



train



make a loud noise



bachelor



tell a story



enjoy

## The Story – Teller

Saki (H.H.Munro)

It was a hot afternoon, and the railway carriage was correspondingly sultry, and the next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a bachelor who was a stranger to their party, but the small girls and the small boy emphatically occupied the compartment. Both the aunt and the children were conversational in a limited, persistent way, reminding one of the attentions of a housefly that refused to be discouraged. Most of the aunt's remarks seemed to begin with "Don't," and nothing out loud.

"Don't, Cyril, don't," exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.

"Come and look out of the window," she added.

The child moved reluctantly to the window. "Why are those sheep being driven out of that field?" he asked.

"I expect they are being driven to another field where there is more grass," said the aunt weakly.

"But there is lots of grass in that field," protested the boy; "there's nothing else but grass there. Aunt, there's lots of grass in that field."

"Perhaps the grass in the other field is better," suggested the aunt fatuously.

"Why is it better?" came the swift, inevitable question.

"Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.

"Why is the grass in the other field better?" persisted Cyril.

The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided in her mind. She was utterly unable to come to any satisfactory decision about the grass in the other field.

The smaller girl created a diversion by beginning to recite "On the Road to Mandalay." She only knew the first line, but she put limited knowledge to the fullest possible use. She repeated the line over and over again in a dreamy but resolute and every audible voice; it seemed to the bachelor as though some one had had a bet with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was who had made the wager was likely to lose his bet.

"Come over here and listen to a story," said the aunt, when the bachelor had looked twice at her and once at the communication cord.

The children moved listlessly towards the aunt's end of the carriage. Evidently her reputation as a story-teller did not rank high in their estimation.

In a low, confidential voice, interrupted at frequent intervals by loud, petulant questions from her listeners, she began an unenterprising and deplorably uninteresting story about a little girl who was good, and made friends with every one on account of her goodness, and was finally saved from a mad bull by a number of rescuers who admired her moral character.

"Wouldn't they have saved her if she hadn't been good?" demand the bigger of the small girls. It was exactly the question that bachelor had wanted to ask.

"Well, yes," admitted the aunt lamely, "but I don't think they would have run quite so fast to her help if they had not liked her so much."

"It's the stupidest story I've ever heard," said the bigger of the small girls, with immense conviction.

"I didn't listen after the first bit, it was so stupid," said Cyril.

The smaller girl made no actual comment on the story, but she had long ago recommenced a murmured repetition of her favorite line.

"You don't seem to be a success as a story-teller," said the bachelor suddenly from his corner.

The aunt bristled in instant defense at this unexpected attack.

"It's a very difficult thing to tell stories that children can both understand and appreciate," she said stiffly.

"I don't agree with you," said the bachelor.

"Perhaps you would like to tell them a story," was the aunt's retort.

"Tell us a story," demanded the bigger of the small girls.

"Once upon the time," began the bachelor, "there was a little girl called Bertha, who was extraordinary good."

The children's momentarily - aroused interest began at once to flicker; all stories seemed dreadfully alike, no matter who told them.

"She did all that she was told, she was always truthful, she kept her clothes clean, ate milk puddings as though they were jam tarts, learned her lessons perfectly, and was polite in her manners."

"Was she pretty?" asked the bigger of the small girls.

"Not as pretty as any of you," said the bachelor, "but she was horribly good."

There was a wave of reaction in favor of the story; the word horrible in connection with goodness was a novelty that commended itself. It seemed to introduce a ring of truth that was absent from the aunt's tales of infant life.

"She was so good," continued the bachelor, "that she won several medals for goodness, which she always wore, pinned on to her dress. There was a medal for obedience, another medal for punctuality, and a third for good behavior. They were large metal medals and they clicked against one another as she walked. No other child in the town where she lived had as many as three medals, so everybody knew that she must be an extra good child."

"Horribly good," quoted Cyril.

"Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that she was so very good she might be allowed once to walk in his



park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honor for Bertha to be allowed to go there."

"Were there any sheep in the park?" demanded Cyril.

"No," said the bachelor, "there were no sheep."

"Why weren't there any sheep?" came the inevitable question arising out of that answer.

The aunt permitted herself a smile, which might almost have been described as a grin.

"There were no sheep in the park," said the bachelor, "because the Prince's mother had once a dream that her son would either be killed by a sheep or else by a clock falling on him. For that reason the Prince never kept a sheep in his park or a clock in his palace."

The aunt suppressed a gasp of admiration.

"Was the Prince killed by a sheep or by a clock?" asked Cyril.

"He is still alive so we can't tell whether the dream will come true," said the bachelor unconcernedly; "anyway, there were no sheep in the park, but there were lots of little pigs running all over the place."

"What color were they?"

"Black with white faces, white with black spots, black all over, gray with white patches, and some were white all over."

The story-teller paused to let a full idea of the park's treasures sink into the children's imaginations; then he resumed:

"Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the kind Prince's flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick."

"Why weren't there any flowers?"

"Because the pigs had eaten them all," said the bachelor promptly. "The gardeners had told the Prince that you couldn't have pigs and flowers, so he decided to have pigs and no flowers."

There was a murmur of approval at the excellence of the Prince's decision; so many people would have decided the other way.

There were lots of other delightful things in the park.

There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself 'If I were not so extraordinary good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it,' and her three medals clinked against one another as she walked and helped to remind her how very good she really was. Just then an enormous wolf came prowling into the park to see if it could catch a fat little pig for its supper."

"What color was it?" asked the children, amid an immediate quickening of interest.

"Mud – color all over, with a black tongue and pale gray eyes that gleamed with unspeakable ferocity. The first thing that it saw in the park was Bertha; her pinafore was so spotlessly white and clean that it would be seen from a great distance. Bertha saw the wolf and saw that it was stealing towards her, and she began to wish that it she had never been allowed to come into the park. She ran as hard as she could, and the wolf came after her with huge leaps and bounds. She managed to reach a shrubbery of myrtle bushes and she hid herself in one of the thickest of the bushes. The wolf came sniffing among the branches, its black tongue lolling out of its mouth and its pale gray eyes glaring with rage. Bertha was terribly frightened, and thought to herself : 'If I had not been so extraordinarily good I should have been safe in the town at this moment.' However, the scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding, and the bushes were so thick that he might have hunted about in them for a long time without catching sight of her, so he

thought he might as well go off and catch a little pig instead. Bertha was trembling very much at having the wolf prowling and sniff so near her, and as she trembled the medal for obedience clinking and stopped to listen; they clinked again in bush quite near him. He dashed into the bush, his pale gray eyes gleaming with triumph, and dragged Bertha out and devoured her to the last morsel. All that were left of her were her shoes, bits of clothing, and the three medals for goodness."

"Were any of the little pigs killed?"

"No, they all escaped."

"The story began badly," said the smaller of the smaller girl, "but it had a beautiful ending."

"It is the most beautiful story that I ever heard," said the bigger of the small girls, with immense decision.

"It is the only beautiful story that I ever heard," said Cyril.

A dissentient opinion came from the aunt.

"A most improper story to tell to young children! You have undermined the effect of years of careful teaching."

"At any rate," said the bachelor, collecting his belongings preparatory to leaving the carriage, "I kept them quite for ten minutes, which was more than you were able to do."

"Unhappy women!" he observed to himself as he walked down the platform of Templecombe station; "for the next six months or so those children will assail her in public with demands for an improper story!"

**Factual questions**

1. Where does the event take place?
2. How many characters are there?
3. Who tells the story?
4. Did the aunt and the bachelor know each other before?
5. Does the aunt like the bachelor's story?
6. Whose story do the listeners like?
7. What is the duration of the story?
8. Why does the bachelor tell the story?
9. "A good person always gets a good result from his or her good deed." Do the above lines sum up the main idea of the aunt's or the bachelor's story?

## Lesson plan

Subject : Children 's Literature

Duration : 3 periods

Number of students : 18

Content : The Knight of the Silver Shield

Terminal objective ; Students will be able to write sentences to express their opinions about the story they read.

Enabling objectives : Students will be able to

1. identify the main idea and setting of the story
2. write a prediction of a story what will happen next
3. analyze the main characters
4. summarize the main idea, plot, setting and characters

Procedures :

Pre – reading :

1. Teacher asks about the meaning of 'knight'.
2. Teacher writes the word 'knight' on the blackboard.
3. Teacher asks students to think of another words which relate to the word 'knight'. \*\*\*
4. Teacher writes those words in semantic mapping on the blackboard.
5. Teacher shows the pictures and books about being a knight.

While – reading :

6. Teacher gives the story of “The Knight of the Silver Shield” to the students.
7. Teacher provides the questions from two or three paragraph that the students are going to read in transparency.

8. Ask the students to read those paragraphs and try to find the answer of those questions at the same time.
9. Teacher discusses the answer with the students.
10. Students stop reading at the part when an old beggar woman comes to the castle to ask for food and tries to urge Sir Roland to help his friends in the battle. \*
11. At this point, asks students if Sir Roland should go to help his friends fight in the battlefield or continue guarding the gate.
12. Explain and show an example of discussion web strategy to the students.
13. Divide students into pairs and ask them to find a reason to support their answer for both sides of the debate.
14. Then, in group of four, let them discuss and exchange their answers again and try to reach a conclusion as to which side is correct.
15. Ask representative from each group to report their opinions to the class.
16. Ask the students to continue reading to see what Sir Roland really does in that situation.
17. Again, students are asked to read further two paragraphs and try to answer the questions from these paragraphs which will provide by the teacher.
18. Students do like this until the end of the story.

Post – reading :

19. Discuss theme, plot, conflict, and character with the class.
20. Teacher shows transparency to wrap up about plot, conflict and characters to students.
21. Ask students to summarize the story in the story frame.
22. Give the writing test to the students.

Teaching materials :

1. Pictures and books about knights
2. The story of 'The Knight of the Silver Shield'
3. An example of a discussion web
4. Transparency about theme, plot and character
5. Writing test

Evaluation :

1. Discussion web
2. Story frame
3. Writing test

## The knights of the Silver Shield

Raymond Macdonald Alden

There was once a splendid castle in a forest, with great stone walls and a high gateway, and turrets that rose away above the tallest trees. The forest was dark and dangerous, and many cruel giants lived in it; but in the castle was a company of knights who were kept there by the king of the country, to help travelers who might be in the forest and to fight with giants whenever they could.

Each of these knights wore a beautiful suit of armor and carried a long spear, while over his helmet there floated a great red plume that could be seen a long way off by anyone in distress. But the most wonderful thing about the knights' armor was their shields. They were not like those of other knights, but had been made by a great magician who had lived in the castle many years before. They were made of silver, and sometimes shone in the sunlight with dazzling brightness; but sometimes the surface of the shields would be clouded as though by a mist, and one could not see his face reflected there as he could when they shone brightly.

Now, each young knight received his spurs, armor and a new shield. The shield was new and its surface was always cloudy and dull. The knight had to do service against the giants, or went on expeditions to help poor travelers in the forest. His shield would grow brighter and brighter, so that he could see his face clearly reflected in it. But if he proved to be a lazy or cowardly knight, and let the giants get better of him, or did not care what became of the travelers, then the shield grew more and more cloudy, until the knight became ashamed to carry it.

But this was not all. When any one of the knights fought a hard battle and won the victory, or when he went on some hard errand for the lord of the castle and was successful, not only did his silver shield grow brighter, but when one looked into the center of it he could see something like a golden star shining in its very heart. This was the greatest honor that a



knight could achieve, and the other knights always spoke of such a one as having "won his star." It was usually not till he was pretty old and tried as a soldier that he could win it. At the time when this story begins, the lord of the castle himself was the only one of the knights whose shield bore the golden star.

There came a time when the worst of the giants in the forest gathered themselves together to have a battle against the knights. They made a camp in a dark hollow not far from the castle, and gathered all their best warriors together, and all the knights made ready to fight them. The windows of the castle were closed and barred; the air was full of the noise of armor being made ready for use; and the knights were so excited that they could scarcely rest or eat.

Now there was a young knight in the castle named Sir Roland, who was among those most eager for the battle. He was a splendid warrior, with eyes that shone like stars whenever there was anything to do in the way of knightly deeds. And although he was still quite young, his shield had begun to shine enough to show plainly that he had done bravely in some of his errands through the forest. This battle, he thought, would be the great opportunity of his life. Sir Roland hoped that he would be put in the most dangerous place of all, so that he could show what knightly stuff he was made of.

But when the lord of the castle came to him, as he went about in full armor giving his commands, he said : "One brave knight must stay behind and guard the gateway of the castle, and it is you, Sir Roland, being one of the youngest, whom I have chosen for this."

At these words Sir Roland was so disappointed that he bit his lip and closed his helmet over his face so that the other knights might not see it. For a moment he felt as if he must reply angrily to the commander, and tell him that it was not right to leave such a brave knight behind when he was eager to fight. But he struggled against this feeling, and went quietly to look after his duties at the gate. The gateway was high and narrow, and was reached from outside by a high, narrow bridge that crossed the moat, which surrounded the castle on every side. When an enemy approached, the knight on guard rang a bell just inside the gate, and the bridge was drawn up against the castle wall so

that no one could come across the moat. So the giants had long ago given up trying to attack the castle itself.

Today the battle was to be in the dark hollow in the forest, and it was not likely that there would be anything to do at the castle gate except to watch it like a common doorkeeper. It was not strange that Sir Roland thought someone else might have done this.

At this moment, all the other knights marched out in their flashing armor, their red plumes waving over their heads, and their spears in their hands. The lord of the castle stopped only to tell Sir Roland to keep guard over the gate until they had all returned, and to let no one enter. Then they went into the shadows of the forest and were soon lost to sight.

Sir Roland stood looking after them long after they have gone, thinking how happy he would be if he were on the way to battle like them. But after a little he put this out of his mind and tried to think of pleasanter things. It was a long time before anything happened, or any word came from the battle.

At last Sir Roland saw one of the knights come limping down the path to the castle, and he went out on the bridge to meet him. Now, this knight was not a brave one, and he had been frightened away as soon as he was wounded.

"I have been hurt," he said, "so that I cannot fight any more. But I could watch the gate for you if you would like to go back in my place."

At first Sir Roland's heart leaped with joy at this, but then he remembered what the commander had told him on going away, and he said :

"I should like to go, but a knight belongs where his commander has put him. My place is here at the gate, and I cannot open it even for you. Your place is at the battle."

The knight was ashamed when he heard this, and he went into the forest again.

So Sir Roland kept guard silently for another hour. Then there came an old beggar woman down the path to the castle, and asked Sir Roland if she might come in and have some food. He told her that no one could enter the castle that day, but that he

would send a servant out to her with food, and that she might sit and rest as long as she would.

"I have been past the hollow in the forest where the battle is going on," said the old woman while she was waiting for her food.

"And how do you think it is going?" asked Sir Roland.

"Badly for the knights, I am afraid," said the old woman. "The giants are fighting as they never fought before. I should think you had better go and help your friends."

"I should like to, indeed," said Sir Roland. "But I am set to guard the gateway of the castle, and cannot leave."

"One fresh knight would make a great difference when they are all tired with fighting," said the old woman. "You would be much more useful there."

"You may well think so," said Sir Roland, "and so may I; but it is neither you nor I that is commander here."

"I suppose," said the old woman then, "that you are one of the kind of knights who like to keep out of fighting. You are lucky to have so good an excuse for staying at home." And she laughed a thin and taunting laugh.

Then Sir Roland was very angry, and thought that if it were only a man instead of a woman, he would show him whether he liked fighting or not. But as it was a woman, he shut his lips and set his teeth hard together, and as the servant came just then with the food he had sent for, he gave it to the old woman quickly, and shut the gate that she might not talk to him any more.

It was not very long before he heard someone calling outside. Sir Roland opened the gate and saw standing at the other end of the drawbridge a little old man in a long black cloak. "What are you knocking here?" he said. "The castle is closed today."

"Are you Sir Roland?" said the little old man.

"Yes," said Sir Roland.

"Then you ought not to be staying here when your commander and his knights are having so hard a struggle with the giants, and when you have the chance to make of

yourself the greatest knight in his kingdom. Listen to me! I have brought you a magic sword!"

As he said this, the old man drew from under his coat a wonderful sword that flashed in the sunlight as if it were covered with diamonds. "This is the sword of all swords," he said, "and it is for you, if you will leave your idling here by the castle gate and carry it to the battle. Nothing can stand before it. When you lift it the giants will fall back, your master will be saved, and you will be crowned the victorious knight-the one who will soon take his commander's place as lord of the castle."

Now Sir Roland believed that it was a magician who was speaking to him, for it certainly appeared to be a magic sword. It seemed so wonderful that the sword should be brought to him that he reached out his hand as though he would take it, and the little old man came forward as though he would cross the drawbridge into the castle. But as he did so, it came to Sir Roland's mind again that that bridge and the gateway had been intrusted to him, and he called out "No!" to the old man, so that he stopped where he was standing. But he waved the shining sword in the air again and said: "It is for you! Take it and win the victory!"

Sir Roland was really afraid that if he looked any longer at the sword, or listened to any more words of the old man, he would not be able to hold himself within the castle. For this reason he struck the great bell at the gateway, which was the signal for the servants inside to pull in the chain of the drawbridge, and instantly they began to pull, and the drawbridge came up, so that the old man could not cross it to enter the castle, nor Sir Roland to go out.

Then, as he looked across the moat, Sir Roland saw a wonderful thing. The little old man threw off his black cloak, and as he did so he began to grow bigger and bigger, until in a minute more he was a giant as tall as any in the forest. At first Sir Roland could scarcely believe his eyes. Then he realized that must be one of their giant enemies, who had changed himself to a little old man through some magic power, that he might make his way into the castle while all the knights were away. Sir Roland shuddered to think what might have happened if he had taken the sword and left the gate unguarded. The

giant shook his fist across the moat that lay between them, and then, knowing that he could do anything more, he went angrily back into the forest.

Sir Roland now decided not to open the gate again, and to pay no attention to any other visitor. But it was not long before he heard a sound that made him spring forward in joy. It was the bugle of the lord of the castle, and there came sounding after it the bugles of many of the knights that were with him, pealing so joyfully that Sir Roland was sure they safe and happy. As they came nearer, he could hear their shouts of victory. So he gave the signal to let down the drawbridge again, and went out to meet them. They were dusty and bloodstained and weary, but they had won the battle with the giants; it had been such a great victory that had never been a happier home-coming.

Sir Roland greeted them all as they passed in over the bridge, and then, when he had closed the gate and fastened it, he followed them into the great hall of the castle. The lord of the castle took his place on the highest seat, with the other knights about him, and Sir Roland came forward with the key of the gate to give back to him. The lord of the castle bowed to him as a sign for him to begin, but just as he opened his mouth to speak one of the knights cried out;

"The shield! The shield! Sir Roland' s shield!"

Everyone turned and looked at the shield which Sir Roland carried on his left arm. He himself could see only the top of it, and did not know what they could mean. But what they say was the golden star of knighthood, shining brightly from the center of Sir Roland' s shield. There had never been such amazement in the castle before.

Sir Roland knelt before the lord of the castle to receive his commands. He still did not know why everyone was looking at him so excitedly, and wondered if he had in some way done wrong.

"Speak, Sir Knight," said the commander, as soon as he could find his voice after his surprise, "and tell us all that has happened today at the castle. Have you been attacked?" have any giants come here" Did you fight them alone?"

"No, my Lord," said Sir Roland. "Only one giant has been here, and he went away silently when he found he could not enter."

Then he told all that had happened through the day.

When he had finished, the knights all looked at one another, but no one spoke a word. Then they looked again at Sir Roland's shield to make sure that their eyes had not deceived them, and there the golden star was still shining.

After a little silence the lord of the castle spoke.

"Men make mistakes," he said, " but our silver shields are never mistaken. Sir Roland has fought and won the hardest battle of all today."

Then the others all rose and saluted Sir Roland, who was the youngest knight that ever carried the golden star.

## Lesson Plan

**Subject** : Children's literature

**Duration** : 4 periods

**Number of students** : 18

**Content** : A Summer's Reading

**Terminal objective** : Students will be able to write sentences to express their opinions about the story they read.

**Enabling objectives** : Students will be able to

1. identify main idea and setting of the story
2. write a prediction of a story
3. analyze main characters
4. summarize main idea, plot, setting and characters

**Procedures** :

**Pre – reading**

1. Teacher writes the word 'Summer' on the blackboard and let students find the other words that they think of when they see the word 'Summer'. \*\*
2. Teacher asks about the activities that students do during last summer.
3. Teacher introduces students to George, a protagonist of the story, and lets students guess what George does in summer.
4. Teacher tells the title of the story 'A Summer's Reading.' Then the students can get that the thing that George does in summer is about 'reading'.
5. Give the clue (vocabulary) that the teacher picks up from the story to students and tell them to use 'story impression' to create their own story.

**While - reading**

6. Students exchange their stories by reporting their group' s story to class.

7. Teacher gives hand out of 'A Summer's Reading' and asks them to read the first two paragraphs.
8. At the same time, teacher gives worksheet about the background of George and family for the students to complete it while they are reading. \*\*
9. Teacher and students discuss about background information of George such as setting, education and family.
10. After that, students read another paragraph until page 6.
11. At the same time they have to find the main idea of that paragraph by trying to answer some questions from the teacher.
12. When they finish reading at the scene that George encounters Mr. Cattanzara without reading any books, teacher informs them to do SMCP strategy.
13. Teacher reviews about SMCP strategy to the students again.
14. Let the students analyze the feeling of both George and Mr. Cattanzara from the same situation in group of 5.
15. Teacher shows an example of SMCP of this situation.
16. Students exchange their answers with the other groups by reporting to class.
17. Teacher asks students to read the end of the story.

#### Post - reading

18. Discuss plot of the story.
19. Students are asked to fill in the SMCP again including problem, subsequent events and resolution in the same group.
20. Students might write their answer in transparency.
21. A representative of each group comes in front of the class to present their group' answer (SMCP).
22. Teacher tells students to do the exercise.



23. Teacher asks students to do the story frame to check their understanding about the story.

Teaching materials :

1. Story of ' A Summer's Reading'
2. Key words from the story
3. Transparency of SMCP, plot
4. Exercise question
5. Writing test

Evaluation :

1. Students' SMCP
2. Students' exercise
3. Story frame
4. Writing test

## คำศัพท์ที่ใช้ในกลยุทธ์คำทำนายเรื่อง

George



quit



school



lazy (worthless, good for nothing)



hang around



Mr. Cattanzara



reading



respect, admire



know the truth



realize, conscientious



library



read

## A Summer's Reading

Bernard Malamud

George Stoyonovich was a neighborhood boy who had quit high school on an impulse when he was sixteen, run out of patience, and though he was ashamed every time he went looking for a job, when people asked him if he had finished and he had to say no, he never went back to school. This summer was a hard time for jobs and he had none. Having so much time on his hands, George thought of going to summer school, but the kids in his classes would be too young. He also considered registering in a night high school, only he didn't like the idea of the teachers always telling him what to do. He felt they had not respect him. The result was he stayed off the street and in his room most of the day. He was close to twenty and had needs with the neighborhood girls, but no money to spend, and he couldn't get more than an occasional few cents because his father was poor, and his sister Sophie, who resembled George, a tall bony girl of twenty-three, earned very little and what she had she kept for herself. Their mother was dead, and Sophie had to take care of the house.

Very early in the morning George's father got up to go to work in a fish market. Sophie left at about eight for her long ride in the subway to a cafeteria in the Bronx. George had his coffee by himself, then hung around in the house. When the house, a five-room railroad flat above a butcher store, got on his nerves he cleaned it up – topped the floors with a wet mop and put things away. But most of the time he sat in his room. In the afternoons he listened to the ball game. Otherwise he had a couple of old copies of the World Almanac he had bought long ago, and he liked to read in them and also the magazines and newspapers that Sophie brought home, that had been left on the tables in the cafeteria. They were mostly picture magazines about movie stars and sports figures, also usually the News and Mirror. Sophie herself read whatever fell into her hands, although she sometimes read good books.

She once asked George what he did in his room all day and he said he read a lot too.

"Of what besides what I bring home? Do you ever read any worthwhile books?"

"Some," George answered, although he really didn't. He had tried to read a book or two that Sophie had in the house but found he was in no mood for them. Lately he couldn't stand made-up stories, they got on his nerves. He wished he had some hobby to work at – as a kid he was good in carpentry, but where could he work at it? Sometimes during the day he went for walks, but mostly he did his walking after the hot sun gone down and it was cooler in the streets.

In the evening after supper George left the house and wandered in the neighborhood. During the sultry days some of the storekeepers and their wives sat in chairs on the thick, broken sidewalks in front of their shops, fanning themselves, and George walked past them and the guys hanging out the candy store corner. A couple of them he had known his whole life, but nobody recognized each other. He had no place special to go, but generally, saving it till the last, he left the neighborhood and walked for blocks till he came to a darkly lit little park with benches and trees and an iron railing, giving it a feeling of privacy. He sat on a bench here, watching the leafy trees and the flowers blooming on the inside of the railing, thinking of a better life for himself. He thought of the jobs he had had since he had quit school – delivery boy, stock clerk, runner, lately working in a factory – and he was dissatisfied with all of them. He felt he would someday like to have a good job and live in a private house with a porch, on a street with trees. He wanted to have some dough in his pocket to buy things with, and a girl to go with, so as not to be so lonely, especially on Saturday nights. He wanted people to like and respect him. He thought about these things often but mostly when he was alone at night. Around midnight he got up and drifted back to his hot and stony neighborhood.

One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasn't. Mr. Cattanzara, a stocky, bald-headed man who worked in a change booth on an IRT station, lived on the next block after George's, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading the New York Times in the light of the

shoemaker's window. He read it from the first page to the last, then went up to sleep. And all the time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge.

Once in a while Mr. Cattanzara came home drunk, but it was a quite drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk, he looked the same as always, except for his tight walk, the quietness, and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighborhood. He asked different questions than the others when he met you, and he seemed to know what went on in all the newspapers. He read them, as his fat sick wife watched from the window.

"What are you doing with yourself this summer, George?" Mr. Cattanzara asked. "I see you walking around at nights."

George felt embarrassed. "I like to walk."

"What are you doing in the day now?"

"Nothing much just right now. I'm waiting for a job." Since it shamed him to admit he wasn't working, George said, "I'm staying home -- but I'm reading a lot to pick up my education."

Mr. Cattanzara looked interested. He mopped his hot face with a red handkerchief.

"What are you reading?"

George hesitated, then said, "I got a list of books in the library once, and now I'm gonna read them this summer." He felt strange and a little unhappy saying this, but he wanted Mr. Cattanzara to respect him.

"How many books are there on it?"

"I never counted them. Maybe around a hundred."

Mr. Cattanzara whistled through his teeth.

"I figure if I did that," George went on earnestly, "it would help me in my education. I don't mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean."

The change maker nodded. "Still and all, one hundred books is a pretty big load for one summer."

"It might take longer."

"After you're finished with some, maybe you and I can shoot the breeze about them?" said Mr. Cattanzara.

"When I'm finished," George answered.

Mr. Cattanzara went home and George continued on his walk. After that, though he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighborhood and liked it more, though not so much he would want to live in it forever. He had never exactly disliked the people in it, yet he had never liked them very much either. It was the fault of the neighborhood. To his surprise, George found out that his father and Sophie knew about his reading too. His father was too shy to say anything about it – he was never much of a talker in his whole life - but Sophie was softer to George, and she showed him in other ways she proud of him.

As the summer went on George felt in a good mood about things. He cleaned the house everyday, as a favor to Sophie, and he enjoyed the ball games more. Sophie gave him a buck a week allowance, and though it still wasn't enough and he had to use it carefully, and it was a helluva lot better than just having two bits now and then. What he bought with the money – cigarettes mostly, an occasional beer or movie ticket – he got a big kick out of. Life wasn't so bad if you know how to appreciate it. Occasionally he bought a paperback book from the newsstand, but he never got around to reading it,

though he was glad to have a couple of books in his room. But he read thoroughly Sophie's magazines and newspapers. And at night was the most enjoyable time, because when he passed the storekeepers sitting outside their stores, he could tell they regarded him highly. He walked erect, and though he did not say much to them, or they to him, he could feel approval on all sides. A couple of nights he felt so good that he skipped the park at the end of the evening. He just wandered in the neighborhood, where people had known him from the time he was a kid playing punchball whenever there was a game of it going; he wandered there, then came home and got undressed for bed, feeling fine. For a few weeks he had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy. For a while George didn't pass in front of Mr. Cattanzara's house anymore, until one night, forgetting himself, he approached it from a different direction than he usually did when he did. It was already past midnight. The street, except for one or two people, was deserted, and George was surprised when he saw Mr. Cattanzara still reading his newspaper by the light of the street lamp overhead. His impulse was to stop at the stoop and talk to him. He wasn't sure what he wanted to say, though he felt the words would come when he began to talk; but the more he thought about it, the more the idea scared him, and he decided he'd better not. He even considered beating it home by another street, but he was too near to Mr. Cattanzara, and the change maker might see him as he ran, and get annoyed. So George unobtrusively crossed the street, trying to make it seem as if he had to look in a store window on the other side, which he did, and then went on, uncomfortable at what he was doing. He feared Mr. Cattanzara would glance up from his paper and call him a dirty rat for walking on the other side of the street, but all he did was sit there, sweating through his undershirt, his bald head shining in the dim light as he read his Times, and upstairs his fat wife leaned out of the window, seeming to read the paper along with him. George thought she would spy him and yell out to Mr. Cattanzara, but she never moved her eyes off her husband.

George made up his mind to stay away from the change maker until he had got some of his softback books read, but when he started them and saw they were mostly story books, he lost his interest and didn't bother to finish them. He lost his interest in reading other things too. Sophie's magazines and newspapers went unread. She saw them piling up on a chair in his room and asked why he was no longer looking at them, and George told her it was because of all the other reading he had to do. Sophie said she had guessed that was it. So for most of the day, George had the radio on, turning to music when he was sick of the human voice. He kept the house fairly neat, and Sophie said nothing on the days when he neglected it. She was still kind and gave him his extra buck, though things weren't so good for him as they had been before.

But they were good enough, considering. Also his night walks invariably picked him up, no matter how bad the day was. Then one night George saw Mr. Cattanzara coming down the street toward him. George was about to turn and run but he recognized from Mr. Cattanzara's walk that he was drunk, and if so, probably he would not even bother to notice him. So George kept on walking straight ahead until he came abreast of Mr. Cattanzara and though he felt wound up enough to pop into the sky, he was not surprised when Mr. Cattanzara passed him without a word, walking slowly, his face and body stiff. George drew a breath in relief at his narrow escape, when he heard his name called, and there stood Mr. Cattanzara at his elbow, smelling like the inside of a beer barrel. His eyes were sad as he gazed at George, and George felt so intensely uncomfortable he was tempted to shove the drunk aside and continue on his walk.

But he couldn't act that way to him, and besides, Mr. Cattanzara took a nickel out of his pants pocket and handed it to him.

"Go buy yourself a lemon ice, Georgie."

"It's not that time anymore, Mr. Cattanzara," George said, "I am a big guy now."

"No, you ain't," said Mr. Cattanzara, to which George made no reply he could think of.

"How are all your books comin' along now?" Mr. Cattanzara asked. Though he tried to stand steady, he swayed a little.



"Fine, I guess," said George, feeling the red crawling up his face.

"You ain't sure?" The change maker smiled slyly, a way George had never seen him smile.

"Sure I'm sure. They're fine."

Though his head swayed in little arcs, Mr. Cattanzara's eyes were steady. He had small blue eyes which could hurt if you looked at them too long.

"George," he said, "name me one book on that list that you read this summer, and I will drink to your health."

"I don't want anybody drinking to me."

"Name me one so I can ask you a question on it. Who can tell, if it's a good book maybe I might wanna read it myself."

George knew he looked passable on the outside, but inside he was crumbling apart.

Unable to reply, he shut his eyes, but when – years later – he opened them, he saw that Mr. Cattanzara had, out of pity, gone away, but in his ears he still heard the words he had said when he left : "George, don't do what I did."

The next night he was afraid to leave his room, and though Sophie argued with him he wouldn't open the door.

"What are you doing in there?" she asked.

"Nothing."

"Aren't you reading?"

"No"

She was silent a minute, then asked, "Where do you keep the books you read? I never see any in your room outside of a few cheap trashy ones."

He wouldn't tell her.

"In that case you're not worth a buck of my hard-earned money. Why should I break my back for you? Go on out, you bum, and get a job."

He stayed in his room for almost a week, except to sneak into the kitchen when nobody was home. Sophie railed at him, then begged him to come out, and his old father

wept, but George wouldn't budge though the weather was terrible and his small room stifling. He found it very hard to breathe; each breath was like drawing a flame into his lungs.

One night, unable to stand the heat anymore, he burst into the street at one A.M., a shadow of himself. He hoped to sneak to the park without being seen, but there were people all over the block, wilted and listless, waiting for a breeze. George lowered his eyes and walked, in disgrace, away from them, but before long he discovered they were still friendly to him. He figured Mr. Cattanzara hadn't told on him. Maybe when he woke up out of his drunk the next morning, he had forgotten all about meeting George. George felt his confidence slowly come back to him.

That same night a man on a street corner asked him if it was true that he had finish reading so many books, and George admitted he had. The man said it was a wonderful thing for a boy of his age to read so much.

"Yeah," George said, but he felt relieved. He hoped nobody would mention the books anymore, and when, after a couple of days, he accidentally met Mr. Cattanzara again, he didn't, though George had the idea he was the one who had started the rumor that he had finished all the books.

One evening in the fall, George ran out of his house to the library, where he hadn't been in years. There were books all over the place, wherever he looked, and though he was struggling to control an inward trembling, he easily counted off a hundred, then sat down at a table to read.

## Lesson Plan

**Subject :** Children's Literature

**Duration :** 3 periods

**Number of students :** 18

**Content :** Fables

**Terminal objective :** Students will be able to write sentences to express their opinions about the story they read.

**Enabling objective :** Students will be able to :

1. identify main idea and setting of the story
2. write a prediction of a story
3. analyze main characters
4. summarize main idea, plot, setting and characters

**Procedures :**

1. Teacher tells the title of the first fable "Belling the Cat" and asks about its meaning.
2. Students are asked to read the story of "Belling the Cat"
3. After they finish reading, teacher and students discuss the main idea of the story by answering the questions in the worksheet such as
  - What kind of person does this fable satirize?
  - What is the moral lesson in this fable?
4. Teacher shows the example of the situation which students can use the expression "Belling the Cat". \*\*\*
5. Teacher asks students to give an example of the situation for which students can use the expression "Belling the Cat"
6. Students try to create a situation in pairs and present to class.
7. Teacher tells the title of the second fable "The Lion in Love"
8. Students are asked to guess the detail of a story by writing a prediction from the vocabularies which are given by the teacher (individual).
9. Students exchange to tell their prediction with their friends.

10. Teacher gives the story of "The Lion in Love" to the students and let them read the whole story.
11. Teacher asks what they feel about this story and the characters in this story : lion, parents.
12. Teacher raises the question "If you were the lion, what would you do in that situation?" "Would you do like in this story?" "What is your solution?"
13. Students get into pairs and find a solution of the question "Would you do like in the story?" by trying to find a reason to support their answer both yes and no.
14. Students move to a group of 4 or 5 and discuss about their answer and trying to draw a conclusion.
15. The representative of each group will present their group's answer and idea to class.
16. The students are asked to read the third fable "Fearing the Wind"
17. After that, teacher and students discuss about the main idea of the story by answering the questions in the worksheet such as
  - Whose nature is this fable intended to expose, nature of man or an elephant?
  - What human nature does the fable point out? Through which characters?
  - In this fable, what kind of person is the young elephant used to represent?
18. Teacher introduces the last fable, "The Moth and the Star".
19. Students are asked to read the whole story
20. Teacher and students conclude the moral lesson of this story.
21. Students are asked to do story frames of four fables.
22. Finally, students are asked to do a writing test.

Teaching materials :

1. four fables
2. exercise worksheet
3. writing test

- Evaluation :
1. students' discussion web
  2. writing test

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คำศัพท์ที่ใช้ในกลยุทธ์คำทำนายเรื่อง .

lion



in love



maiden



propose



claws



remove



teeth



taken out



kill

## Fable

The fable is usually a short tale about animals who are personified and behave as though they were human beings. The devices of personification are also extended to trees, wind, streams, stones and other natural objects. The earliest of these tales also included human and gods as characters, but the fable tend to concentrate on animating the inanimate. Though, the fable uses animal characters who talk and act like human being, its subject is essentially about human nature and human value, not animals. Its purpose is to teach a moral lesson by presenting a specific example of behavior, or to satirize the conduct of human beings.

The fable consequently has two parts : the narrative which exemplifies the moral and the statement of moral or the moral tag in form of a proverb or epigram. The fable emerged from the primitive oral tradition of many different peoples in different parts of the world. The best known fables originating in the west are Aesop's fables. In the East, India is the great source of fables among which Jakata takes (stories of former lives of Lord Buddha) are the most familiar to us.

The fable becomes irreplaceable source of reference, allusion and symbol frequently found in literary work. Its knowledge, therefore, can greatly help deepen and widen the reader's view and appreciation of a piece of literary work.

### Belling the Cat

One time the Mice were greatly bothered by a Cat ; therefore, they decided to hold a meeting to talk over what could be done about the matter. During the meeting, a Young Mouse arose and suggested that a bell be put upon the Cat so that they could hear him coming. The suggestion was received with great applause, when an Old Mouse arose to speak. "That's all right," he said, "but who of us would dare to hang a bell around the Cat's neck?" Seeing their looks of fear, he added, "You know it is often much easier to suggest a plan than to carry it out."

### The Lion in Love

A lion once fell in love with a beautiful maiden and proposed marriage to her parents. The old people did not know what to say. They did not like to give their daughter to the lion, yet they did not wish to enrage the King of Beasts. At last the father said: "We feel highly honored by your Majesty's proposal, but you see our daughter is a young thing, and we fear that in the vehemence of your affection you might possibly do her some injury. Might I venture to suggest that you would should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again." The Lion was so much in love that he had his claws trimmed and his big teeth taken out. But when he came again to the parents of the young girl they simply laughed in his face, and killed him finally.

### Fearing the Wind

Once upon a time in the forest near Benares, a beautiful young elephant lived. She was as white as crane's down, and her size, strength, and height were so great that she was captured for the King.

The King entrusted this elephant to his elephant trainers to be taught to stand firm and to follow commands. The trainers tied the young elephant to a stake. Each time she could not obey an order, they beat her or poked her with an elephant goad. Maddened by pain one day, the young elephant broke loose. The trainers were so frightened they ran away, and the beautiful white elephant escaped to the Himalaya Mountains.

She went so far, so deep, and so high into the mountain that the King's men who were sent to recapture her came home empty-handed time after time. Soon they gave up, and she was forgotten.

Time passed, but the elephant did not forget. A breath of wind, the rustling of leaves, or the snap of a dry twig would fill her terror. She would run off at full speed, shaking her trunk wildly from side to side. Although she was free, she might just as well have been still tied to the trainer's post. Her mind was so troubled that she often forgot to



eat, her once-strong body grew thin. She wandered up and down the mountain with a state of constant fear.

A Tree sprite, under whose tree the poor elephant often passed; watch her with pity. One day the Sprite appeared in the fork of the tree and, before the elephant could run away, said softly:

Do you fear the wind? It only  
 Moves the clouds and dries the dew;  
 You ought to look into your mind,  
 For fear alone has captured you.

At this, the beautiful elephant realized she had nothing to fear but the habit of being afraid. From that day on, she began to enjoy life in the mountain home, as she had enjoyed life in her forest home before.

### The Moth and the Star

A young and impressionable moth once set his heart on a certain star. He told his mother about his and she counseled him to set his heart on a bridge lamp instead. "Star aren't the thing to hang around," she said; "lamp are the thing to hang around." "You get somewhere that way," said the moth's father. "You don't get anywhere chasing stars." But the moth would not heed the words of either parent. Every evening at dusk when the star came out he would start flying toward it and every morning at dawn he would crawl back home worn out with his vain endeavor. One day his father said to him, "You haven't burned a wing in months, boy, and it looks to me as if you were never going to. All your brothers have been badly burned flying around street lamps and all your sisters have been terribly singed flying around house lamps. Come on, now, get out of here and get yourself scorched!

The moth left his father's house, but he would not fly around street lamps and he would not fly around house lamps. He went right on trying to reach the star, which was four and one-third light years, or twenty-five trillion miles, away. The moth thought it was just caught in the top branches of an elm. He never did reach the star, but he went right

on trying, night after night, and when he was a very, very old moth he began to think that he really had reached the star and he went around saying so. This gave him a deep and lasting pleasure, and he lived to a great old age. His parents and his brothers and his sisters had all been burned to death when they were quite young.

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Exercise worksheet

Belling the Cat

1. What kind of person does this fable satirize?

.....

2. What is the moral lesson of this fable?

.....

The Lion in Love

If you were the lion, what would you do in that situation?

Yes



If you were the lion, would you remove your claws and your teeth from the girl's parents' suggestion in order to get married with the one you love?



No



Conclusion

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fearing the wind

1. Whose nature is this fable intended to expose, the nature of man or an elephant?

.....

2. What human nature does the fable point out? Though which characters?

.....

3. In this fable, what kind of person does the young elephant represent?

.....

The Moth and the Star

1. What is the moral lesson of this fable? .....

## Lesson plan

**Subject :** Children's literature

**Duration :** 6 periods

**Number of students :** 18

**Content :** The Little Prince

**Terminal objective :** Students will be able to write sentences to express their opinions about the story they read.

**Enabling objectives :** Students will be able to

1. identify main idea and setting of the story
2. analyze main characters
3. summarize main idea, plot, setting and characters

**Procedures :**

1. Teacher tells about background information of Little Prince such as its popularity and souvenir.
2. Teacher gives some background knowledge about the writer and shows some articles about his writing and life.
3. First of all, teacher shows the picture of the boa constrictor swallows an elephant and let them guess what it is.
4. Teacher introduces the narrator of the story, the pilot, and explains about his drawing in childhood, how he meets the Little Prince, and learns about the planet he comes from. (chapter 1-4)
5. Next, in chapter 5-7, students learn about the baobab and his rose.
6. Teacher gives exercise worksheet to the students as a guided questions to read the story. \*
7. Chapter 8-9, the Little Prince tells his duty to clean out the volcano, his conflict with rose and this is the reason of his escape from his planet and the beginning of his journey.

8. Chapter 10, the Little Prince begins to describe the description of each planet he had visited from the first planet which is ruled by a king.

Chapter 11 - The second planet is inhabited by a conceited man.

Chapter 12 – The third planet is inhabited by a tippler.

Chapter 13 – The fourth -----a businessman.

Chapter 14 – The fifth -----a lamplighter.

Chapter 15 – The sixth -----a geographer.

9. When finishing his travelling to the sixth planet, teacher asks students to do SMCP to analyze the character of the ruler in each planet.

10. Chapter 16 – the seventh planet is the earth.

Chapter 17 – he meets a snake.

Chapter 18 – he meets a flower and asks about the man.

Chapter 19 – he climbs up to the mountain and shouts with the echo, he feels alone and thinks of his flower.

Chapter 20 – he goes to a rose garden.

11. When the Little Prince's feeling is going down, he thinks of his planet.

At this point, students are asked to do a discussion web on the topic

“Should he go back to his planet to look after his rose and volcano or should he go on his journey ?”

12. Students are get in pairs and try to find a reason to support their answer both yes and no.

13. Then, students expand into group of 4 or 5 and discuss about their answer again. \*\*\*

14. Finally, each group chooses a representative to report their conclusion to class. \*\*\*

15. Students go on their reading.

16. Chapter 21 – the Little Prince meets a fox and tries to be friends until their friendship grows. This chapter is very important because the

Little Prince will learn a valuable lesson and philosophy of life from the fox and the rose. The Little Prince begins to realize about the value of his rose and his responsibility in his planet.

Chapter 22 – he meets the railway switchman.

Chapter 23 – he meets the merchant.

Chapter 24 – the Little Prince finishes telling about his journey. He is thirsty so he persuades the pilot to find some water to drink. Finally, he finds a well.

Chapter 25 – it is a week of their meeting.

Chapter 26 – the Little Prince goes to see the snake and decides to go home by letting the snake bite him.

Chapter 27 – the pilot thinks of the Little Prince and remembers him in his heart forever.

17. Teacher orders the sequence of events (plot of the story) again and asks students to do a story frame in group.

17. Students do writing test.

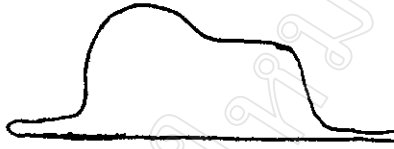
#### Teaching materials :

1. Books, picture, article, souvenir of Little Prince
2. Biography of the writer
3. The story of 'the little prince
4. Writing test

#### Evaluation :

1. SMCP
2. Discussion web
3. Writing test
4. Story frame

### The Little Prince



#### Chapter 1

1. What is this picture?

---

2. Why does the narrator give up to be a painter?

---



---

#### Chapter 2-3

1. Where does the pilot (narrator) meet the little prince? And how?

---



---

2. What does the little prince want the pilot to do for him?

---

3. Does the pilot draw a sheep for the little prince at first? \_\_\_\_\_

4. What does he draw? \_\_\_\_\_

5. Does the little prince know what it is? \_\_\_\_\_

6. How does the pilot feel when he see that the little prince understand his picture?

---

7. Finally, what is the thing that the pilot draw to the little prince? \_\_\_\_\_

8. Does the little prince like it? \_\_\_\_\_

9. What is the first fact that he learns about the little prince's planet?

---

#### Chapter 4

1. What is the second fact that the pilot learns about the little prince 's planet?

---

2. What is the name of the little prince 's planet? \_\_\_\_\_

3. How does the pilot satire grown-up who loves figures (number)?

---

Chapter 5-6

1. Are the seeds of the baobab good or bad seeds? \_\_\_\_\_
2. How many times does the sun set on the little prince 's planet? \_\_\_\_\_

Chapter 7

1. What is the first conflict between the pilot and the little prince?

Chapter 8

1. What is the other plant besides baobab that grows on the little 's planet? \_\_\_\_\_
2. What is the characteristic of this flower?  
\_\_\_\_\_
3. Does the little prince love her? \_\_\_\_\_
4. Why does the little prince escape from his rose? \_\_\_\_\_  
\_\_\_\_\_

Chapter 9

1. How does the little prince escape from his planet?  
\_\_\_\_\_
2. What is his routine activity on his planet? \_\_\_\_\_
3. Is the rose sad with the little prince 's departure? \_\_\_\_\_

Chapter 10

1. Who is the ruler of the first planet that the little prince visits? \_\_\_\_\_
2. What kind of person does the king represent? \_\_\_\_\_  
\_\_\_\_\_
3. What lesson does the little prince learn from the king?  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 11

1. Who is inhabited the second planet? \_\_\_\_\_
2. What is the characteristic of this man? \_\_\_\_\_
3. What is the lesson that the little prince learns from this planet?  
\_\_\_\_\_



**Chapter 12**

1. Who is inhabited the third planet? \_\_\_\_\_
2. What is the characteristic of the man in this planet?  
\_\_\_\_\_
3. What is the moral lesson from this planet?  
\_\_\_\_\_

**Chapter 13**

1. Who is inhabited the fourth planet? \_\_\_\_\_
2. What is he doing when the little prince meets him? \_\_\_\_\_
3. Why does he think that he can own the stars? \_\_\_\_\_  
\_\_\_\_\_
4. What does he do with those stars? \_\_\_\_\_
5. Why does the little prince think that the way the businessman owns the stars does not make sense at all?  
\_\_\_\_\_  
\_\_\_\_\_

**Chapter 14**

1. Who is inhabited the fifth planet? \_\_\_\_\_
2. What is his duty on this planet? \_\_\_\_\_
3. Why does the little prince impress the lamplighter and want to be friend with him?  
\_\_\_\_\_  
\_\_\_\_\_

**Chapter 15**

1. Who is inhabited the sixth planet? \_\_\_\_\_
2. What is his duty on this planet? \_\_\_\_\_
3. Why does the little prince begin to think of his rose on his own planet?  
\_\_\_\_\_

**Chapter 16-17**

1. What is the seventh planet? \_\_\_\_\_

2. What is the first thing that the little prince meets on the earth? \_\_\_\_\_

3. When the little prince asks the snake that, "Why do you always speak in riddles?" and the snake answers that, "I solve them all." What does the snake's answer mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you agree with the snake that "Death can solve every problems?" Why or why not?

\_\_\_\_\_

\_\_\_\_\_

### Chapter 18-19

1. The flower says that, "The wind blow them away. They have no roots, and that makes their life very difficult." What is the philosophical meaning of this statement?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Chapter 20

1. When the little prince comes to a rose garden, why is he so sad?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chapter 21 \* This chapter is very important. The language is very beautiful and it provides many moral or philosophical meaning about life \*

1. What does the little prince meet next? \_\_\_\_\_

2. Why does the fox want the little prince to tame him? \_\_\_\_\_

3. What are the lessons that the little prince learns from the fox?

### Chapter 22

1. Who does the little prince meet in this chapter? \_\_\_\_\_

2. What is the lesson about people 's lives that the little prince learns from the switchman?

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**Chapter 23**

1. Who does the little prince meet in this chapter? \_\_\_\_\_
2. What does he sell? \_\_\_\_\_
3. What is the purpose of the invention of this pill? \_\_\_\_\_

**Chapter 24**

1. What is the thing that the little prince and the pilot trying to find?> \_\_\_\_\_
2. Do they finally find it? \_\_\_\_\_

**Chapter 25**

1. How long does the pilot meet the little prince? \_\_\_\_\_
2. At this moment, how is the relationship between the pilot and the little prince?  
\_\_\_\_\_  
\_\_\_\_\_

**Chapter 26**

1. What happens to the little prince?  
\_\_\_\_\_  
\_\_\_\_\_
2. The little prince says, "**All men have stars, but they are not the same things for different people. You alone will have the stars as no one else has them**"
  - a) What does this statement mean?
  - b) What does the star symbolize?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is the last thing that the little prince thinks of before he leaves the pilot?  
\_\_\_\_\_

**Chapter 27**

1. Do you think this is a happy – ending or unhappy – ending story? Why? Please give your strong supporting details for your answer.

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มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

## ภาคผนวก ค

แบบสำรวจความสนใจในการอ่านวรรณคดีสำหรับเด็กและความ  
สามารถทางภาษาอังกฤษ

คำแนะนำ กรุณาตอบคำถามต่อไปนี้อย่างเคร่งครัด (✓) ลงในช่อง

เพศ  ชาย  หญิง

อายุ \_\_\_\_\_ ปี

## ตอนที่ 1 : ความสนใจในการอ่านวรรณคดีสำหรับเด็ก

- ท่านเคยอ่านวรรณคดีสำหรับเด็กมาก่อนหรือไม่ ?
 

เคย (ทำข้อ 2 ต่อ)  ไม่เคย (ข้ามไปทำข้อ 3 )
- ถ้าเคยอ่าน เคยอ่านเรื่องอะไร ? \_\_\_\_\_
- ท่านชื่นชอบวรรณคดีแนวใดมากที่สุด ? (เลือกได้มากกว่า 1 ข้อ)
 

ตลกขบขัน  โรแมนติก  ให้ข้อคิดหรือคติธรรมในการดำรงชีวิต
- ท่านมีความรู้สึกอย่างไรกับการอ่านวรรณคดีสำหรับเด็ก ?
 

น่าเบื่อ  ยาก  คิดว่ายากแต่ถ้าสนุกก็จะพยายามอ่าน

ชื่นชอบมาก  อื่น ๆ \_\_\_\_\_
- ท่านคิดว่าท่านได้อะไรบ้างจากการอ่านวรรณคดีสำหรับเด็ก ? (เลือกได้มากกว่า 1 ข้อ)
 

ความเพลิดเพลิน  ข้อคิดหรือคติสอนใจ

ความรู้ทางสติปัญญา  พัฒนาการทางด้านการใช้เหตุผลเชิงจริยธรรม

ความสามารถทางการอ่านภาษาอังกฤษที่ดีขึ้น
- ท่านเชื่อหรือไม่ว่าการอ่านวรรณคดีสำหรับเด็กจะช่วยให้มีพัฒนาการทางด้านการใช้เหตุผลเชิงจริยธรรมที่สูงขึ้น ? เพราะเหตุใด ?
 

เชื่อ เพราะ \_\_\_\_\_

ไม่เชื่อ เพราะ \_\_\_\_\_

ตอนที่ 2 : ความสามารถทางภาษาอังกฤษ

1. ทักษะใดในภาษาอังกฤษที่ท่าน ชอบ มากที่สุด ?
 

<input type="checkbox"/> ฟัง	<input type="checkbox"/> พูด	<input type="checkbox"/> อ่าน	<input type="checkbox"/> เขียน
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2. ทักษะใดในภาษาอังกฤษที่ท่านคิดว่า ยาก ที่สุด ?
 

<input type="checkbox"/> ฟัง	<input type="checkbox"/> พูด	<input type="checkbox"/> อ่าน	<input type="checkbox"/> เขียน
------------------------------	------------------------------	-------------------------------	--------------------------------
3. ท่านคิดว่าความสามารถทางด้านทักษะการ อ่าน ภาษาอังกฤษของท่านอยู่ในระดับใด ?
 

<input type="checkbox"/> แย่มาก	<input type="checkbox"/> ปานกลาง	<input type="checkbox"/> ดี	<input type="checkbox"/> ดีมาก
---------------------------------	----------------------------------	-----------------------------	--------------------------------
4. ผลการเรียนวิชาภาษาอังกฤษของท่านในภาคเรียนที่ผ่านมาอยู่ในระดับใด ?
 

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> F
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ขอขอบคุณในความร่วมมือเป็นอย่างยิ่ง

## ภาคผนวก ง

## แบบประเมินประสิทธิภาพของบทเรียนที่ใช้กลยุทธ์ในการอ่าน

ชื่อ - สกุล ของผู้เชี่ยวชาญ ..... ตำแหน่ง.....

สถานศึกษาที่สังกัด ..... อำเภอ..... จังหวัด.....

แผนการสอนที่.....

คำชี้แจง : กรุณาทำเครื่องหมายถูก (✓) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

หัวข้อ	เนื้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
จุดประสงค์การเรียนรู้	1. บทเรียนนี้เน้นเนื้อหาไปตามจุดประสงค์รายวิชาวรรณคดีสำหรับเด็กตามที่หลักสูตรกำหนด 2. กิจกรรมการเรียนการสอนสอดคล้องกับจุดประสงค์การเรียนรู้ของรายวิชา 3. กิจกรรมการเรียนการสอนพัฒนาความสามารถทางการอ่านวรรณคดี					
เนื้อหาของบทเรียน	4. เนื้อหาทางด้านคำศัพท์ ไวยากรณ์ อยู่ในระดับเดียวกับระดับภาษาที่ผู้เรียนสามารถเรียนได้ 5. เนื้อหาของบทเรียนแต่ละเรื่องมีการให้แง่คิดและช่วยส่งเสริมจริยธรรมแก่ผู้เรียน 6. เนื้อหาของบทเรียนแต่ละเรื่องช่วยให้ผู้เรียนมีพัฒนาการทางด้านอารมณ์และสติปัญญา 7. เนื้อหาของบทเรียนเหมาะสมกับเวลาที่ใช้ในการสอน					

<p>ขั้นตอน ปฏิบัติการ สอน</p>	<p>8. ผู้สอนอธิบายขั้นตอนการใช้แต่ละกลยุทธ์ให้ผู้เรียนเข้าใจอย่างชัดเจน</p> <p>9. การเลือกใช้แต่ละกลยุทธ์เหมาะสมกับเนื้อหาของบทเรียน</p> <p>10. การเลือกใช้แต่ละกลยุทธ์เหมาะสมกับเวลาสอน</p>					
<p>ลักษณะ ของกิจ กรรม</p>	<p>11. ผู้เรียนสามารถพัฒนาการคิดวิเคราะห์ ตัวละครและประเด็นสำคัญของเรื่องได้</p> <p>12. ผู้เรียนสามารถพัฒนาความสามารถทางการอ่านวรรณคดี</p> <p>13. ผู้เรียนมีโอกาสดังความคิดเห็นในแต่ละประเด็นที่สำคัญๆของเรื่อง</p> <p>14. การใช้แต่ละกลยุทธ์มีส่วนช่วยให้ผู้เรียนทำความเข้าใจในเรื่องได้ดียิ่งขึ้น</p> <p>15. ส่งเสริมให้ผู้เรียนได้เรียนรู้คุณค่าความเป็นคนจากมุมมองของผู้เขียนแต่ละเรื่อง</p>					
<p>ขั้นนำไปใช้</p>	<p>16. ผู้เรียนสามารถพัฒนาการคิดวิเคราะห์แก้ปัญหาต่างๆในชีวิตประจำวันได้</p> <p>17. ผู้เรียนสามารถใช้เหตุผลเชิงจริยธรรมในการตัดสินใจแก้ปัญหาต่างๆได้</p> <p>18. ผู้เรียนสามารถนำกลยุทธ์ในการอ่านวรรณคดีไปใช้อ่านวรรณคดีเรื่องอื่นๆที่นอกเหนือจากบทเรียนได้</p>					
<p>การ ประเมินผล</p>	<p>19. การประเมินผลในแต่ละครั้งของผู้สอนตรงตามจุดประสงค์ที่ต้องการจะวัด</p>					



**ภาคผนวก จ**  
**แบบสอบถามความคิดเห็นเกี่ยวกับกลยุทธ์ในการอ่านวรรณคดี**

คำชี้แจง : กรุณาทำเครื่องหมายถูก (✓) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	เนื้อความ	ระดับความคิดเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1	กลยุทธ์ฝังความสัมพันธ์ของเรื่องที่เน้นตัวละครเป็นหลัก					
2	กลยุทธ์นี้ช่วยให้ข้าพเจ้าเข้าใจความรู้สึกนึกคิดของตัวละครในเหตุการณ์สำคัญของเรื่องที่ได้					
3	กลยุทธ์นี้ช่วยให้ข้าพเจ้ามองเห็นภาพรวมของเนื้อเรื่องได้อย่างครอบคลุม					
4	กลยุทธ์นี้ช่วยให้ข้าพเจ้าเข้าใจว่าทำไมเหตุการณ์นั้นๆจึงได้เกิดขึ้น					
5	กลยุทธ์นี้ช่วยให้ข้าพเจ้าเข้าใจถึงแรงจูงใจและปฏิกิริยาของตัวละคร					
6	กลยุทธ์กรอปรเรื่อง					
7	กลยุทธ์นี้ช่วยให้ข้าพเจ้าได้มีโอกาสนทวนรายละเอียดของเนื้อเรื่องมากขึ้น					
8	กลยุทธ์นี้ช่วยให้ข้าพเจ้าสามารถสรุปประเด็นสำคัญของเรื่องได้					
9	กลยุทธ์คำทำนายเรื่อง					
10	กลยุทธ์นี้ช่วยให้ข้าพเจ้าเกิดความคุ้นเคยและทราบข้อมูลเบื้องต้นทำให้อ่านเนื้อเรื่องได้เร็วและเข้าใจมากขึ้น					
11	กลยุทธ์นี้ช่วยให้ข้าพเจ้าทำนายเนื้อเรื่องได้ใกล้เคียงกับเนื้อเรื่องจริงที่เกิดขึ้น					
12	กลยุทธ์ฝังอภิปราย					
13	กลยุทธ์นี้เปิดโอกาสให้ข้าพเจ้าได้แสดงความคิดเห็น					

	เห็นในหัวข้อต่างๆ					
10	กลยุทธ์นี้เปิดโอกาสให้ข้าพเจ้าได้แลกเปลี่ยนความคิดเห็นกับผู้อื่น					
11	กลยุทธ์นี้เปิดโอกาสให้ข้าพเจ้าได้เรียนรู้การทำงานร่วมกันเป็นกลุ่ม					
12	ข้าพเจ้าคิดว่าจะสามารถนำการใช้กลยุทธ์ทั้ง 4 ชนิดนี้ไปใช้ในการอ่านวรรณคดีเรื่องอื่นๆนอกเหนือจากที่ได้เรียนในชั้นเรียน					

คำชี้แจง : กรุณาตอบคำถามต่อไปนี้โดยเติมคำตอบตามความเป็นจริง

13. เมื่อเปรียบเทียบการใช้กลยุทธ์ทั้ง 4 ชนิดแล้ว ข้าพเจ้าคิดว่ากลยุทธ์ \_\_\_\_\_  
ช่วยให้ข้าพเจ้าทำความเข้าใจเนื้อเรื่องได้ มากที่สุด เพราะ \_\_\_\_\_

14. เมื่อเปรียบเทียบการใช้กลยุทธ์ทั้ง 4 ชนิดแล้ว ข้าพเจ้าคิดว่ากลยุทธ์ \_\_\_\_\_  
ช่วยให้ข้าพเจ้าสามารถทำความเข้าใจเนื้อเรื่องได้ น้อยที่สุด เพราะ \_\_\_\_\_

**ภาคผนวก ฉ**  
**แบบทดสอบการใช้เหตุผลเชิงจริยธรรมและตัวอย่างคำตอบของ**  
**นักศึกษา**

**คำแนะนำ** กรุณาอ่านเรื่องต่อไปนี้อย่างละเอียดแล้วตอบคำถามข้างท้ายในแต่ละเรื่องตามที่ท่านเห็นว่าเหมาะสม ไม่มีคำตอบใดที่ถูกต้องหรือผิด ดังนั้นท่านสามารถแสดงความคิดเห็นของท่านได้อย่างอิสระ

**เรื่องที่ 1**

ภรรยาของทิมเป็นมะเร็งชนิดร้ายแรงจนอาการหนักใกล้จะตาย หมอลงความเห็นว่ามียาชนิดหนึ่งที่อาจจะช่วยชีวิตเธอได้ และยานี้เพิ่งจะมีผู้ผลิตได้ ทิมพยายามทุกวิถีทางที่จะหาเงินไปซื้อยาซึ่งผู้ผลิตตั้งราคาไว้สูงมาก แต่เขารวบรวมเงินได้เพียงครึ่งเดียว แม้เขาจะอ่อนวอนขอจ่ายเพียงครึ่งหนึ่งก่อน ที่เหลือจะพยายามหามาชำระที่หลัง ผู้ผลิตก็ไม่ยอม คงยืนยันที่จะขายราคาเต็ม และต้องจ่ายเงินสดด้วย เขาว่าจะต้องคิดทำไรให้คุณกับที่ได้ลงทุนลงแรงคิดค้นยานี้ออกมา เมื่อทิมจวนหนทาง เขาก็จึงลอบเข้าไปขโมยยามา

1. ทิมสมควรจะขโมยยาหรือไม่ ตามความเป็นจริงแล้ว การกระทำเช่นนั้นของทิมถูกหรือผิด กรุณาให้เหตุผล *ตามความจริงแล้วการกระทำของทิมเป็นสิ่งผิด เพราะว่าถือเป็นการลักทรัพย์ ทิมไม่สมควรจะขโมยยาเพราะผิดคุณธรรม นอกจากนั้นหากทิมถูกจับได้ต้องได้รับโทษตามกฎหมาย หากถูกจำคุกจะไม่มีใครคอยดูแลภรรยาที่กำลังป่วยและเป็นสาเหตุให้ภรรยาต้องลำบากมากขึ้นอีก และถึงขโมยมาอาจมีผลข้างเคียงหรือรักษาไม่ได้ผลตามที่บริษัทกล่าวอ้าง แต่หากทิมไม่ขโมยก็ไม่ถูกจำคุก ทิมยังมีโอกาสและทางเลือกที่ดีกว่านี้อีกมาก*

2. เมื่อไม่มีทางเลือกอื่น สามีมีหน้าที่จะต้องขโมยยามาให้ภรรยาหรือไม่ สามีที่ดีสมควรหรือไม่ที่จะกระทำเช่นนั้น *สามีไม่สมควรทำเช่นนั้น เพราะหากถูกจับได้ต้องจำคุกแล้วทำให้ไม่มีใครคอยรักษาพยาบาลภรรยา ทำให้ภรรยาลำบากและอาจได้รับความทุกข์ทรมานมากกว่าเดิม นอกจากนั้นในปัจจุบันยังมีสถานสงเคราะห์ที่ต่างๆคอยช่วยเหลือทิมและภรรยาซึ่งสามารถไปขอความช่วยเหลือได้ หรืออาจจะไปเสนอตัวกับผู้ผลิตยาขอเป็นอาสาสมัครทดลองยาของบริษัทนั้นก็ได้*

3. ผู้ผลิตยามีสิทธิจะโก่งราคาขายสูงมากขนาดนั้นหรือไม่ (สมมติว่าไม่มีกฎหมายควบคุมราคาขาย) เพราะอะไร ผู้ผลิตยาไม่ควรโก่งราคาสูงมากขนาดนั้น เพราะควรเห็นแก่คุณธรรมและประโยชน์ส่วนรวมมากกว่าส่วนตน ผู้ผลิตยาเพื่อรักษาคนถือเป็นแพทย์แขนงหนึ่ง เมื่อเป็นแพทย์ควรจะมีจรรยาบรรณ ไม่ควรเห็นแก่ตัวเกินไป

ถ้าคุณคิดว่าทีมสมควรขโมยยานั้น ให้ตอบคำถามข้อ 4 ทั้ง ก และ ข

4.ก. ถ้าสามีไม่ได้สนิทสนมหรือรักใคร่ภรรยา สามียังควรที่จะขโมยยามาให้ภรรยาหรือไม่

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ข. สมมติว่าคนป่วยไม่ได้เป็นภรรยา แต่เป็นเพื่อนที่รักที่สุดของทีม และเขาก็ไม่มีที่พึ่งอื่น ทีมยังควรที่จะขโมยยามาให้หรือไม่ เพราะเหตุใด

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ถ้าคุณคิดว่าทีมไม่สมควรที่จะขโมยยานั้น ให้ตอบคำถามข้อ 5 ทั้ง ก และ ข

5.ก. ถ้าเป็นตัวคุณ คุณจะขโมยยามาเพื่อช่วยชีวิตภรรยาตนเองหรือไม่ ไม่ขโมยเพราะเป็นการกระทำที่ไม่คุ้มค่า หากโดนจับได้แล้วต้องโทษจำคุก นอกจากภรรยาจะไม่ได้ยาแล้วภรยายังขาดคนคอยพยาบาลและขาดกำลังใจ ทำให้ต้องทนทุกข์ทรมานมากกว่าเดิม และหากภรรยาหน้าภรรยาตายไปแล้วลูกๆก็จะขาดทั้งพ่อและแม่

ข. ถ้าตัวคุณกำลังจะตายด้วยโรคมะเร็งนี้ คุณจะไปขโมยยาเพื่อช่วยชีวิตตนเองหรือไม่ ไม่ขโมย เพราะแค่เป็นโรคมะเร็งก็ทำให้คนที่เรารักลำบากและเสียใจกับข่าวร้ายอยู่แล้ว หากพวกเขาได้ทราบว่าเราเป็นขโมย พวกเขาจะยิ่งเสียใจมากขึ้น จึงไม่ทำเพราะไม่อยากให้ใครเสียใจโดยเฉพาะพ่อกับแม่ ถึงอย่างไรวันหนึ่งทุกคนก็ต้องตาย และยาชนิดนี้ถึงหายขาดจริงแต่อาจมีผลข้างเคียงให้เราเป็นโรคใหม่ได้

กรุณาตอบคำถามข้อ 6 ทุกคน

6. ทีมถูกจับได้ว่าลอบเข้าไปขโมยยามาให้ภรรยา เขาถูกนำตัวขึ้นฟ้องศาล คุณคิดว่าผู้พิพากษาควรตัดสินปล่อยตัวเขาหรือลงโทษจำคุก เพราะเหตุใด ผู้พิพากษาควรลงโทษจำคุกเพราะทีมทำความผิดจริงตามกฎหมาย จึงควรรับโทษ แต่ในกรณีนี้จะเผยแพร่คดีนี้ออกสู่สังคมด้วยว่า บริษัทผลิตยาขายยาราคาสูงเกินไป แล้วให้ประชาชนตัดสินใจว่าเป็นสิ่งที่สมควรหรือไม่

## เรื่องที่ 2

ยาที่ว่าก็ใช้ไม่ได้ผล ไม่มีวิธีใดที่จะช่วยชีวิตภรรยาทีมได้ เธอจะต้องตายภายใน 6 เดือน เธอเจ็บปวดและทรมานมาก จึงขอร้องให้หมोजัดยาระงับปวดให้แรงขึ้นเพื่อจะได้ตายเสียให้พ้นทรมาน เพราะถึงอย่างไรจะช้าหรือเร็วเธอก็ต้องตายอยู่ดี

7. หมอควรจะทำตามคำขอร้องของคนป่วยหรือไม่ เพราะเหตุใด

*ไม่ควร เพราะอีก 6 เดือนอาจมีการเปลี่ยนแปลงอะไรก็ได้ บริษัทยาอาจขายยาในราคาที่ถูกลง และเป็นยาตัวใหม่ที่ได้ผลและไม่มีผลข้างเคียง ถึงแม้ตัวภรรยาเองจะบอกให้ทำเช่นนั้น แต่วันหนึ่งเค้าอาจเสียใจที่ขอให้หมอทำแบบนั้น และการขอร้องนั้นทำตอนที่เธอทรมานอาการไม่ปกติ ความคิดจึงอาจผิดพลั้งไปตามอารมณ์นั้นๆ*

8. เมื่อสัตว์เลี้ยงของเราบาดเจ็บมากจนไม่มีทางเยียวยา เราก็มักจะฆ่ามันให้พ้นทรมาน เราควรจะทำเช่นนั้นในกรณีภรรยาของทีมหรือไม่ เพราะเหตุใด

*ไม่ควร เพราะภรรยาของทีมไม่ใช่สัตว์เลี้ยง เธอยังมีคนที่ยรักเธอและจะเสียใจหากเธอตายไป*

*ถ้าคุณคิดว่าหมอไม่ควรช่วยให้คนป่วยพ้นทรมานเร็วขึ้น ตอบคำถามข้อ 9, 10 และ 11*

9. คุณจะตำหนิหมอที่ให้ยาแก่คนป่วยหรือไม่

*ไม่ตำหนิ เพราะหากบรรเทาความทรมานได้ก็ควรทำ*

10. อะไรคือสิ่งที่ดีที่สุดสำหรับหญิงผู้นี้ การมีชีวิตอยู่ 6 เดือนหรือการได้ตายเร็วๆ เพราะเหตุใด

*การมีชีวิตอยู่ 6 เดือน เพราะในช่วง 6 เดือน ถึงแม้จะทรมานมาก แต่อาจมีโอกาสดังๆเข้ามา เช่น มียาตัวใหม่ในราคาถูก หรือมีคนให้ความช่วยเหลือ ในลักษณะสังคมสงเคราะห์ เธอควรอยู่ด้วยการมีความหวัง*

11. ในบางประเทศมีกฎหมายที่ยอมให้หมอจัดการกับคนไข้ที่เจ็บปวดทรมานที่จะต้องตายแน่ๆได้ เมื่อกฎหมายอนุญาตเช่นนี้หมอควรจะทำหรือไม่ *แล้วแต่กรณี*

### กรุณาตอบคำถามที่เหลือทุกคน

12. ในที่สุดหมอตกลงใจที่จะฆ่าหญิงคนนี้เพื่อให้พ้นความทรมาน โดยที่ไม่ได้เปิดดูกฎหมาย เมื่อตำรวจทราบเรื่องจึงมาจับหมอไปในข้อหาฆาตกรรม ผู้พิพากษาเห็นว่าหมอฆ่าจริง และตัดสินว่าหมอมิโทษข้อหาฆ่าคนตาย ถึงแม้ว่าศาลจะทราบว่าผู้หญิงคนนั้นได้ขอร้องหมอให้ทำเช่นนั้น ผู้พิพากษาคควรลงโทษหมออย่างไร เพราะเหตุใด

*ไม่ควร เพราะหมอบังคับทำตามคำขอร้องของหญิงคนนั้น และหมอไม่ได้รับผลตอบแทนจากการตายของเธอ แสดงว่าไม่ได้ทำเพื่อประโยชน์ส่วนตน*

13. ถ้าจะตัดสินให้หมอกฎประหารชีวิต จะผิดหรือถูกประการใด  
*ผิด เพราะหมอกไม่ได้มีเจตนาให้หญิงต้องตาย เพื่อที่ตนจะได้ประโยชน์จากการตายของเธอ ทำให้ไป  
 เพราะต้องการให้เธอรู้สึกดีที่สุด*

14. คุณคิดว่าโทษประหารควรจะให้คงไว้หรือไม่ เพราะเหตุใด  
*ควรคงไว้ เฉพาะคนที่สมควรถูกลงโทษเพราะทำความผิดมามาก ผิดจริยธรรม คุณธรรม ขนบ  
 ธรรมเนียมประเพณีสังคม ทำให้ผู้อื่นได้รับความเดือดร้อน เกิดหายนะแก่สังคม แต่ทั้งนี้ทั้งนั้นควร  
 ตัดสินพิจารณาอย่างเที่ยงธรรมที่สุด*

15. กฎหมายลงโทษคนที่ทรยศต่อประเทศชาติถึงตาย คุณคิดว่าคนที่ เป็นกบฏสมควรถูก  
 ตัดสินประหารชีวิตหรือไม่ เพราะเหตุใด  
*แล้วแต่กรณี หากพิสูจน์มาแล้วว่าผิดจริงๆ มีหลักฐานที่แท้จริง จากการตัดสินที่ยุติธรรมที่สุด และ  
 คนนั้นก็ได้ออกหายนะแก่สังคมจริงๆ ก็ควรประหาร*

### เรื่องที่ 3

สมมติว่าทีมถูกตัดสินจำคุก 10 ปี ฐานที่ลอบเข้าไปขโมยยา เมื่อติดคุกไปได้ 3 ปี ทีมหนี  
 ออกมาได้ เขาหลบไปอยู่เมืองอื่นและเปลี่ยนชื่อใหม่ แล้วพยายามก่อร่างสร้างตัวจนได้เป็นเจ้าของ  
 โรงงานที่ให้ค่าแรงและสวัสดิการแก่คนงานอย่างดีที่สุด ทั้งยังได้นำกำไรทั้งหมดจากกิจการไปสร้าง  
 โรงพยาบาล ซึ่งส่งเสริมให้มีการค้นคว้ารักษาโรคมะเร็ง สิบปีต่อมาช่างตัดเสื้อคนหนึ่งเกิดจำได้ว่า  
 ทีมเป็นนักโทษหนีคุกซึ่งตำรวจกำลังตามตัวอยู่

16. ช่างตัดเสื้อควรไปแจ้งตำรวจหรือไม่ ถ้าช่างตัดเสื้อเก็บเรื่องเงียบไว้ เขาทำผิดหรือถูก  
 อย่างไร

*ช่างตัดเสื้อควรแจ้งตำรวจเมื่อพบว่าทีมทำความผิดอื่น เป็นครั้งที่ 2 แต่เมื่อใดที่เขายังคงรักษา  
 ความดีของเขาไว้ได้ เราควรสนับสนุนให้คนดีมีโอกาสอีกครั้ง และการทำผิดครั้งแรกของทีม เป็น  
 สิ่งที่ไม่ภัยได้ และน่านับถือน้ำใจของทีมที่มันคงต่อความรักที่มีต่อภรรยาของเขา*

17. ประชาชนทั่วไปมีหน้าที่ที่จะต้องแจ้งเรื่องนักโทษหนีคุกหรือไม่ และสำหรับพลเมืองดี  
 ควรจะแจ้งเรื่องนี้หรือไม่

*ประชาชนทั่วไปมีหน้าที่ต้องแจ้งเรื่องนักโทษหนีคุก สำหรับพลเมืองดีควรแจ้งเรื่องของทีม เมื่อเค้า  
 ได้ทำความผิดกฎหมายอีกเป็นครั้งที่สอง (เหตุผลเดียวกับข้อ 16)*

18. สมมติว่าทีมเป็นเพื่อนที่ดีของช่างตัดเสื้อ ช่างตัดเสื้อควรแจ้งตำรวจหรือไม่ เพราะ  
 เหตุใด

*ไม่ควร จนกว่าเขาจะทำความผิดกฎหมายครั้งที่สอง (เหตุผลเดียวกับข้อ 16)*

19. ผู้พิพากษาควรตัดสินลงโทษทิมให้ติดคุกอีกครั้งหรือไม่ เพราะเหตุใด  
*ไม่ควร เพราะเหตุการณ์ต่างๆที่บังเกิดขึ้น หากเอาโทษควรเอาโทษจากบริษัทผลิตยามากกว่า เพราะขายยาในราคาแพงเกินไป และยานั้นก็ไม่ได้ผลด้วย*

#### เรื่องที่ 4

แดงอยากไปเที่ยวกับเพื่อนระหว่างปิดเทอม พ่ออนุญาตโดยมีข้อแม้ว่าแดงต้องหาเงินไปเอง แดงจึงหารายได้พิเศษ สะสมเงินไว้ก้อนหนึ่งพอจะไปเที่ยวได้แล้ว ก่อนถึงกำหนดเดินทางไม่กี่วัน เพื่อนของพ่อแดงมาชวนพ่อแดงไปทัศนจาร พ่อแดงอยากไปมาก แต่ไม่มีเงินพอ จึงมาขอเงินที่แดงสะสมไว้ แดงคิดจะปฏิเสธเพราะไม่ต้องการล้มเลิกโครงการที่จะไปเที่ยวกับเพื่อน

20. แดงควรปฏิเสธหรือไม่ เพราะเหตุใด

*แดงควรหาเหตุผลต่างๆมาหักล้างให้ดี หากพ่ออยากไปจริงๆก็ควรให้พ่อไป เพราะเรายังสามารถไปเที่ยวกับเพื่อนรอบอื่นๆได้ หากมีโอกาสแสดงความกตัญญูตเวทีก็ควรทำ ดังคำพูดของไนต์อุดมที่ว่า "แม่ไม่ให้ยาคุณยี่สิบก่อนหมดอายุ" ซึ่งหมายถึง บุพการีนั้นมีบุญคุณแก่เรามาก เราควรแสดงความกตัญญูตเวทีตลอดเวลา เพราะท่านไม่ให้ยาคุณยี่สิบวันหมดอายุไว้ข้างขวดว่าท่านจะหมดอายุขัยเมื่อใด หากเราไม่หมั่นแสดงความกตัญญูตเวทีแล้ว วันหนึ่งท่านเสียชีวิตโดยกระทันหัน เราจะมานั่งเสียใจที่เราไม่เคยทดแทนคุณท่านเลย แต่หากเราแสดงความกตัญญูตลอดเวลา แม้ท่านจะเสียชีวิตโดยกระทันหัน เราจะไม่เสียใจ เพราะตลอดเวลาเราแทนบุญคุณท่านจนถึงที่สุดแล้ว*

21. พ่อของแดงมีสิทธิ์จะมาเอาเงินของแดงหรือไม่

*พ่อของแดงควรหาเงินเองเมื่ออยากไปเที่ยว เมื่อไม่มีเงินก็ไม่ควรไป (ควรมีความละเอียด) คนเราควรจะพอใจในสิ่งที่ตนเองมีอยู่ ไม่ควรอยากได้อะไรเกินเงินเกินไป ในเมื่อตนเองไม่มีเงินก็ไม่ควรเอาเงินจากแดง เพราะอาจทำให้แดงหมดกำลังใจในการทำงาน และเป็นการผิดสัญญา กับแดงด้วย หากเป็นผู้ใหญ่แล้วไม่รักษาคำพูด ก็จะเป็นต้นแบบผู้ใหญ่ที่ไม่ดีกับแดง เมื่อแดงโตขึ้นอาจรับเอานิสัยนี้จากพ่อไปได้*

22. การที่แดงจะให้เงินพ่อหรือไม่นั้น ขึ้นอยู่กับความเป็นลูกที่ดีของแดงหรือไม่  
*ไม่ขึ้นอยู่กับความเป็นลูกที่ดี เพราะเงินที่พ่อแดงจะเอาไปใช้นั้น ไม่ได้ใช้เรื่องที่เป็นจำเป็น แต่ใช้ไปเที่ยว หากเป็นเรื่องจำเป็น เช่น เจ็บป่วยแล้วจะเอาเงินไปจ่ายค่ารักษาพยาบาลแล้วจึงเป็นเหตุผลที่นำมาตัดสินความเป็นลูกที่ดีของแดงได้*

23. ระหว่างพ่อที่ไม่รักษาคำพูดต่อลูก กับลูกที่ไม่รักษาคำพูดที่ให้ไว้กับพ่อนั้น ผู้ใดน่า  
 ละอายกว่ากัน

*พ่อไม่รักษาคำพูดต่อลูก และลูกไม่รักษาคำพูดต่อพ่อนั้นเป็นสิ่งที่น่าละอายทั้งคู่ หากคิดว่าทำไม  
 ได้ก็ไม่ควรพูด เพราะทำให้ขึ้นชื่อว่าเป็นคนไม่รักษาคำพูด พ่อซึ่งเป็นต้นแบบของเด็ก หากไม่รักษา  
 คำพูดแล้วจะมีผลให้เด็กจะโตขึ้นเป็นคนไม่รักษาคำพูดด้วย ส่วนลูกหากไม่รักษาคำพูดตั้งแต่เล็กๆ  
 แล้วโตมาyingจะติดเป็นนิสัยที่แก้ไม่ได้*

24. ทำไมคนเราต้องรักษาสัญญา

*คนเราต้องรักษาสัญญา เพราะว่าโดยพื้นฐานจิตใจของมนุษย์แล้ว ต้องการให้มีคนยอมรับเราเป็น  
 ส่วนหนึ่งของกลุ่ม เพราะมนุษย์เป็นสัตว์สังคม หากเราพูดว่าจะทำอะไรแล้ว เกิดไม่รักษา  
 สัญญา คนอื่นๆ จะมีความเชื่อถือในตัวเราน้อยลง และหากเราไม่รักษาสัญญาบ่อยๆก็ยิ่งทำให้ไม่  
 เป็นที่ยอมรับของสังคมเท่านั้น ทำยที่สุดเราจะถูกผลักดันออกจากกลุ่มเมื่อไม่อยากออกจากกลุ่ม  
 จึงควรเป็นคนที่รักษาสัญญา*



ภาคผนวก ช

แบบทดสอบความสามารถทางการอ่านวรรณคดี

The Story Teller

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1. This story is actually a conflict between the two characters: the aunt and the bachelor. What is the cause of the conflict?
2. Why is the aunt's story not so interesting as the bachelor's story?
3. What is the moral lesson found in
  - a. the aunt's story
  - b. the bachelor's story
4. Do you like this story, "The Story - Teller?" Why or why not?

### The Knight of the Silver Shield

1. In what way was Sir Roland 's task as difficult as that of the knight who went to the battle? (4)
2. How did Sir Roland exhibit courage and self – discipline? (4)
3. It is said that victories can be won at home as well as on the battlefield. Do you agree with this statement? Please discuss and express your idea.(4)
4. When the lord of the castle said, "Sir Roland has fought and won the hardest battle of all day," What does 'the hardest battle of all day' mean?(4)
5. Why does Sir Roland think that fighting in the forest is more important than being a guard at the gate of the castle?(4)

### A Summer 's Reading

1. Is there any development of the main character, George? How? (4)

2. "One can not gain respect from others unless one has first gained his own self – respect."

How can this statement describe George's character? (4)

(Support your answer with your own experience for this statement to make your answer clear.)

3. From Francis Bacon 's Of Studies, "Reading maketh a full man."

a) What does it mean? (4)

b) Do you agree with it? Why or why not? (4)

(Don 't forget to give an example from the story or your own experience to support your answer.)

### Fables

1. Do you agree with the statement " Love is blind "? Why or why not? (4)  
Please give your opinion or experience to support your answer.
  
2. " There are two things to aim at in life : First, to get what you want, and after that to enjoy it. Only the wisest of people achieve the second." (Logan Pearsall Smith)
  - a) What does this statement mean? (4)
  - b) Which fable that we learn in the class can explain or describe this statement very well and how? (4)(Don't forget to give evidence to support your answer)
  
3. Choose only a) or b)  
Have you ever got a feeling like the elephant in "Fearing the wind? (4)
  - a) If yes, what would you do to get rid of that feeling?  
(You can write your own experience to make your answer clear)
  - b) If not, how do you counsel or give an advice to your friend who has got this feeling?

### The Little Prince

1. What are the lessons that the Little Prince learns from his journey? (4)
2. "It is only with the heart that one can see rightly; what is essential is invisible to the eyes." (p.70)  
How can you apply this fox's quotation with the situation in our society nowadays?  
Give one example and try to find evidences in the book to support your answer. (4)
3. What is the narrator of the story critical of the grownups? Discuss the ways which the grown ups think about and it seems they don't understand children. (4)
4. Would you like to suggest your friend to read this book? Why or why not? (4)

ภาคผนวก ซ

ตัวอย่างผลงานการใช้กลยุทธ์ของนักศึกษาในแต่ละเรื่อง

## ตัวอย่างการใช้กลยุทธ์กรอบเรื่องจากเรื่อง The Story- Teller

## Story Frame

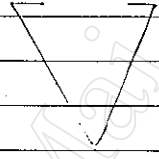
In this story, the problem start when the children make a noise <sup>on the train!</sup> and the aunt want them to keep quiet. After that, she tell the story but the children think it's boring. Next, the bachelor tells the aunt that she isn't a good the story teller. Then, he tells the story in order to keep the children quiet. The problem is finally solved when the children are interested in the bachelor's story, they can keep quiet more than 10 minutes. The story ends the children like the bachelor's story so much but, the aunt dislike it. She thinks it's improper to tell to the young children.

## ตัวอย่างการใช้กลยุทธ์ผังอภิปรายจากเรื่อง The Knight of the Silver Shield

Discussion Web		
No		Yes
Because it's dangerous for him.	Should Sir Roland go out to help his friends or <del>he</del> should he continue guarding the gate	Because he want to show his ability.
Because no one guard the gateway of the castle.		Because he want to ge his shield grow brighter.
	Conclusion	
Because it's his duty to stay at the gateway	No, because the lord of the castle gives his commands to him that "you must stay behind the gateway" and he should trust him.	Because he want to be a hero in this situation.
Because may be the old roman lies him.		



No	Discussion Web.	Yes
because the knights <sup>must</sup> respect the command.		- because another knights were being lose.
He should keep guarding.		- Sir Roland is a
when the giants come back, he could fight them.	Should Sir Roland go out to help his friend	young man and he want to fight to
No matter what happens; he should recall in his mind	or should he continue guarding the gate	the giant very much.
"The command is the command"		- it would be the
		great opportunity of
		his life that he
		had done bravely.



#### Conclusion

- Sir Roland should go out and help his friends because the commander and his knights are having so hard a struggle with the giants.
- If he want to chance him to a great knight, he should go out and show him whether he like fighting.

## ตัวอย่างการใช้กลยุทธ์กรอบเรื่องจากเรื่อง The Knight of the Silver Shield

Story Frame. The Knights of Silver Shield

In this story, the problem starts when the lord and the knights have to go to fight with the giants but Sir Roland is set by the lord to guard the gateway of the castle and to let no one enter. Sir Roland is sad because he wants to go out to fight the giants but he must guard the gateway by the command of the lord. After that the knight comes to the door, he was hurt and wants to go back to the castle. Sir Roland wants to go to fight instead of the hurt knight but he remembers what the lord had told him, so he doesn't let the knight to come in the castle and he still his duty. Next the old woman comes to the door and wants to come in the castle to find some food. Sir Roland does not let her come in castle and gives her the food. Then the little old man comes. He said to Sir Roland he'll give the magic sword to Sir Roland for fighting with the giants. Sir Roland believes that first. He almost gets out and lets the old man come in but he refuses because of his duty. The old man gets angry and changes himself to a giant and go back to the forest. The castle was saved by Sir Roland from the enemies. The story ends when the lord and the knights come back to the castle with their win and everyone sees the shield of Sir Roland's shining. Sir Roland tells everything to everybody and everyone accept that Sir Roland is one of the brave knights.

## ตัวอย่างการใช้กลยุทธ์คำทำนายเรื่องจากเรื่อง The Lion in Love

One day, The Lion ~~go~~<sup>went</sup> to the village. Suddenly, he saw the beautiful girl and he falls in love ~~and~~ immediately. He comes to the beautiful girl. Then, he said "Will you marry me?" The beautiful girl said "you have to remove your claw and teeth because I fear your claw and teeth." When The lion remove claw and taken out teeth already. The beautiful girl calls her father. When her father saw the lion. Then he used his gun shot the lion.

The lion falls in love with the girl. His propose is he wants to tell the girl that "Will you marry me?" The girl tells him that If he doesn't kill anyone anymore, she will marry him. So he removes his claws and takes out his teeth. Not kill anyone for the girl who is his bride in future.

## ตัวอย่างการใช้กลยุทธ์กรอบเรื่องจากเรื่อง Fearing the Wind

Fearing the wind

In this story, the problem starts when a beautiful young elephant was captured for the king. After that, the elephant was trained and taught to stand firm and follow command. Next, the elephant was beaten and poked because she could not obey an order. Then, the beautiful elephant escaped. She ran off at full speed. The problem is finally solved when the spirit appears in the fork of the tree and she said softly. The story ends the beautiful elephant realize and she enjoy life in the mountain home.

Fearing the wind

In this story the problem starts when a beautiful young elephant is captured for the king. After that, the king entrusts his elephant trainers to teach her, but she not obey them. Next, she breaks loose. She makes the trainers are so frightened and they run away. She escapes to the Himalaya Mountains, Then, she must be alone. She fears the sound of nature so much. The problem is finally solved when a tree spirit appears and it makes she realize that she has nothing to fear. The story ends she begins to enjoy her life.

## ตัวอย่างการใช้กลยุทธ์กรอบเรื่องจากเรื่อง The Moth and the Star

The Moth and the Star.

In this story, the problem starts when a young moth set his heart on a certain star. After that his mother counsel him to set his heart on a bridge lamp instead. Next when the star come out he would start flying toward in the evening and in the morning when the star down he back home. Then his father tell him never going to star, and the moth left his father's house and go right on trying to reach the star. He never did reach the star.

The problem is finally solved when the moth is very old and he think that he really that star.

The story end the moth's parents and the moth's brother and sister death when they is young.

The moth and the star

In this story the problem start when a young moth is interested in star and his mother tell him that don't get anywhere chasing star but, he ignore her quote. After that, every evening the moth will start flying toward star. Next, his father tell him all his brothers and his sisters have burned around street lamps and house lamps. Then, his father tells him to get out and get himself scorchd. The problems is finally solved when the moth leaves his father's house, he won't fly around street lamp and house lamps. He goes right on trying to reach the star. He never does reach the star, but he goes right on trying. The story ends he lives a great old age. But his parents and his brothers and his sisters die when they are quite young.

Story Frame  
"The Moth and the Star"

In this story, the problem starts when a young moth would like to reach a star. After that, every evening at dusk when the star came out he would start flying toward it and every morning at dawn he would crawl back home worn out with his vain endeavor. Next the moth left his father's house, but he would not fly around street lamps and he would not fly around house lamps. Then he go right on trying to reach the star, which was four and one-third light years.

The problem is finally solved when he's old age he begin to think that he really to reach the star, it's in his mind. The story ends he's pleasure with his dream to reach the star and he lived to a great old age.

ตัวอย่างการใช้กลยุทธ์ผังอภิปรายจากเรื่อง The Little Prince

Yes

Because the little prince loves his flower, he feels sad when he misgathers, and he has a responsibility to look after and take care his flower three volcanoes and his planet.

Discussion Web

Should the little prince go back to his planet to look after his rose and volcano?

No

Because the flower lies him and makes him is sad. So, he should leave his flower live alone. It is her realize.  
 - Because he still wants to travel for meeting new things, learning and getting experiences.

Conclusion

No, although he misses his planet. But he should travel & survey around the world for learning & getting new experiences. Since he arrive here he just meets roses garden, stake and high mountain. So, he have to continue travelling until he'll satisfy & gets to the best things that he wants.

Yes

- I think he should go back to his planet to look after his rose because he is alone and if he still travel alone, he will get the danger. If he goes back to his planet, he will have his friend (rose).
- If he still travel on another planet, his rose will die and he should do his duty on his planet.

Discussion Web

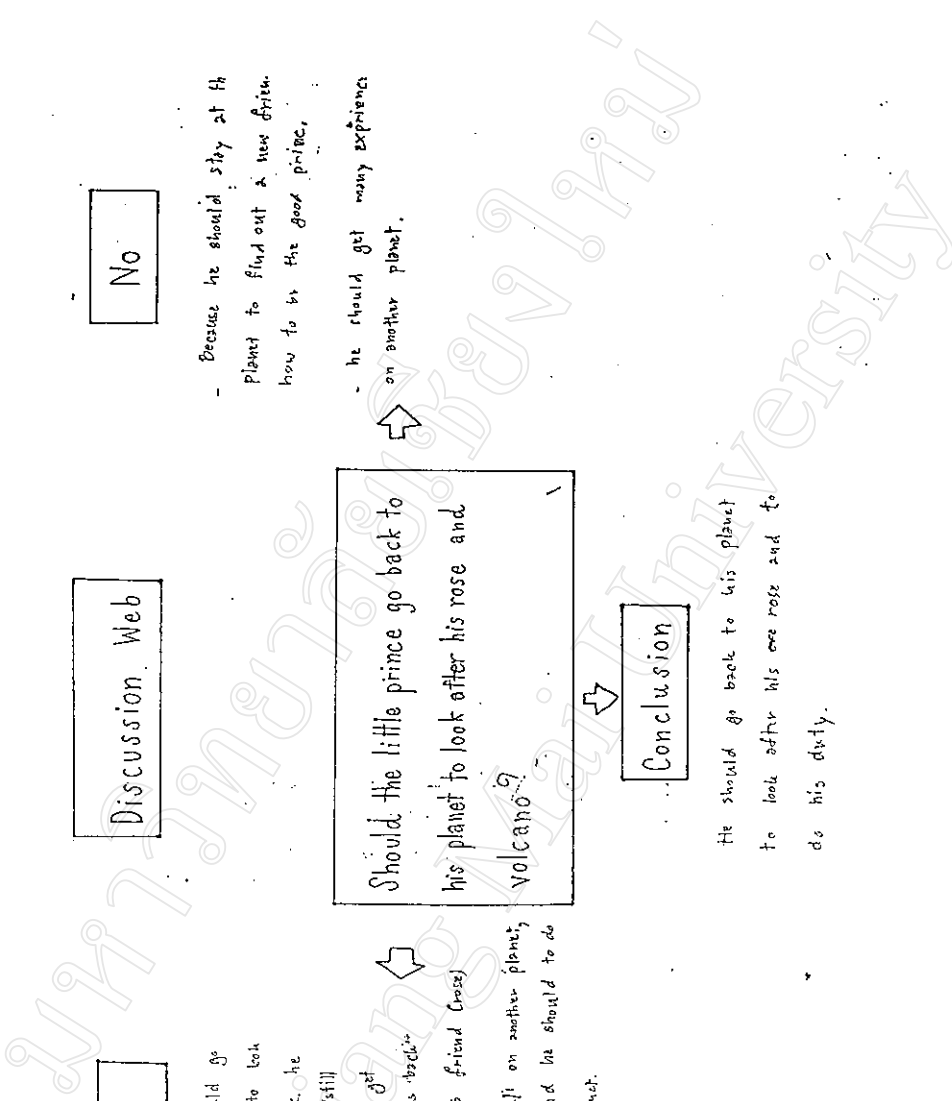
Should the little prince go back to his planet to look after his rose and volcano?

No

- Because he should stay at his planet to find out a new friend how to be the good prince.
- he should get many experiences on another planet.

Conclusion

He should go back to his planet to look after his rose and to do his duty.





ภาคผนวก ฅ

ตัวอย่างคำตอบของนักศึกษาจากแบบทดสอบความสามารถทางการ  
อ่านวรรณคดี

## เรื่อง The Story - Teller

1. The cause is from the children who make a noise during ~~the~~ the travel. The aunt tried to make them keep quiet by tell the story but it's not interesting and the children make noise again. However the children can keep quiet for 10 minutes by the bachelor who tell ~~an~~ interesting story to them.

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2. Because the aunt's story is so short and ~~for~~ she doesn't add something special to attractive her children. The aunt's story is so short and unresonable. ~~she~~ she can't tell her children why, "If ~~the~~ good girl in her story is not a good girl she will die or not."

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3. a) The aunt's story tell about the "good girl" If her children is same the good girl in her story, they will have helping from everybody too.

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- b) The bachelor's story tell about the "good girl" but the end of the story she die. Sometime when we do something or everything in truth way we don't need reward or medals because it is not the most important for life. The Real reward of life I think that happiness and loveness is so enough.

In the bachelor's story the good girl who do everything in truth way but she die. I think it's bad for her very much.

## เรื่อง A Summer's Reading

1. Yes, there is. First, he begins to have a bad and fear feel about the lie that he reads a lot of book even though he's still unemployed. After that, George not dare to encounter Mr. Cattanzara and afraid that Mr. Cattanzara ask him about reading. Then Mr. Cattanzara ask him one day, he asked about reading but George can not answer. Mr. Cattanzara gives him a chance to improve himself. Next day, the neighbourhood still respect George, nobody knows about George does read a book yet like he tells. Next, his father and his sister know this they are sad that George lies. George keep oneself to oneself in his room. That night he walk to the park he think he might see the people but he see the neighbourhood and they still respect him. He meet a man who asks him about reading that is true. George replies it is true. George ashamed again. Finally he can improve himself by go to library and struggles to read a book.

George does not respect his own self by does not respect his idea and does not respect the thing that he said. It is like he does not respect other people because he lies that he read a lot of book even though he didn't. In my opinion I think if we like other people to respect us, we should respect them before, and when we had said what we might do and make it real.

2. Reading maketh a full man means when we were born in the world we like a box that not everything in this box. Then we grow up, we had sent to school to pick up the thing to the box. Everything that we read, we might not see real in this life. But if we read more we will have a lot of knowledge that can talk to other people.

b. I agree with because reading can make men smart and it is hard that the other people lie us. Reading can practice us to polite and if we read much we have a lot of knowledge. So other people will respect us. Everything in the book that we read have a different experience can make us to a full man.

## เรื่อง Fables

1) Yes, I do.

When we talk about love, we mean <sup>usually</sup> two persons, man and woman. That's human's nature. Sometimes love make us happy, sometimes love makes us unhappy. The last one is showing the bad side of love. Example, we can do anything, every thing that we can't explain to someone (lover) Finally lover don't accept it or love. All we do is empty. As if we loose the way.

2) a: Everything you want is not everything you need. Life is so short you should ~~spend~~ spend your time <sup>life</sup> enjoying. When you die, you can't get everything you have with you. Absolutely, you must keep it back.

b: "The Moth and The Star" is a good example. In the story, a young moth try to reach the star instead of the lamp. He enjoy his life to find something different. He has his own time, life, and way to enjoy it.

3) Yes, I have.

When I was 12 years old, I often ride my bicycle with my friends, at 11 p.m. One night ~~the~~ strong wind come to us. Everyone was frightened. They thought it would be ghost. They ride to home quickly. But I didn't. I ~~just think it's wind~~. I think it's just wind. it come and went. It's nature. also can't control my mind.

## เรื่อง The Little Prince

1. The lessons that the Little Prince learns from his journey are
  - A tippler who like drinking always find a reason to drink more and more because he wants to forget his shame of drinking or forgets all sorrows.
  - A business man who is busy adding up stars. He is greedy and selfish. He thinks to own the stars because nobody thinks of belonging them. When you belong to something, you have to make useful for it.
  - A lamplighter who is faithful, responsible, patient to his duty though he wants to rest and he is tired but he still do it. So the Little Prince learns he must has responsibility for what he has tamed if he owns something, he should take care, look after and has responsibility to his things.
  - A fox teaches the little Prince that in order to perceive the real understanding, look by heart not by appearance.
2. In order to perceive the real understanding, look by heart, not by appearance. In our society nowadays, when we see a man who is bad looking, dirty and you may think he is bad man, dangerous and we don't trust him. In fact, he isn't bad as we think. Some men are good-looking but in fact they are greedy and selfish. So we must to learn in their heart, not their appearance.

4. Yes, I like to suggest my friends to read this story because when I read this story, I can remember when I was young. I was also same the little Prince that innocent after I have many experiences, I grow up and learn how to live with other people. This story teaches me how to learn the truth, how to get more experiences and teaches about we should to look someone by heart, not only by appearance.

So I think, if my friends read this story, they must like and know how to learn and look the people.

3. <sup>critical of the</sup> The grown ups think their idea is right because they are innocent and they want to try something which they had never seen. So they want to learn new experience. If someone learns about bad thing and they can quit, it's good for their family and themselves but if someone can not quit, it's bad for everybody. This thing, the grown ups don't understand children. They think their idea must always right because they have many experiences. They order the children that "You haven't to do" but they don't explain why. It make children want to know and try.

- ① The lessons that the little Prince learn from his journey is
- 1) As period 325, he met a king who always give order. He learns that adult always think about give unreasonable order.
  - 2) As period 326, he met a conceited man who want the other to praise him. He learns that adult always think only about himself and never think about the other.
  - 3) As period 327, a tippler he met a tippler who like drinking always find a reason to drink more and more. He learns that when adult have a problem they always do something to forgot it, but they never do anything to solve real problem. And so nothing is better.
  - 4) As period 328, he met a business man who is greedy and selfish. He learns that IF you want to own something you should take care and look after a responsible to your heart. You should do it, not just saying that you are the owner.
  - 5) As period 329, he met a lamplighter who is faithful and responsible, patient to his duty. He learns that man should do his duty with faithful, patient and responsible.
  - 6) As period 330, he met a geographer who is record only what is told to him by the explorers. He learns that if you want to be the greatest successful man you should pay attention on things that you doing. And if you want to know something, you should do something to find your answer, not just asking from other people because the answers from them are maybe right and <sup>wrong</sup> ~~wor~~.
  - 7) At the planet:
    - (1) snake. He met a snake. He learns that man also lonely among the men, because am if among the men there are not your friends who love and understand you.

(1) He met a flower. He learns that when man believe that he can do something, he will can do it real.

(2) He met a fox. He learn that

- Friendship take time and patient

- The real understanding look by heart not appearance.

- If you own something, you should take care and look after

it as a responsible to your heart.

② In our society nowadays human always look at the things and give the value of the things by their eye. But they forgot to look at it by heart.

Example of evidences in the book is when the Little Prince see the rose in the garden, he sad, because he think that he is not own the only one rose in the universe. And the rose in the garden are more beautiful than his rose.

But when the fox said this sentence to him, he never sad again. But he is happy to have his rose. Because it just one rose, that is special for him. And his rose is all unique in all the world.

Example nowadays one man have most beautiful of rose garden but none of rose is important to him. So when he see his rose he just think it is beautiful, that is all of his thinking.

Unlike the Little Prince when he see his rose he know that is the most important rose of him. It is the unique in all the world.



3. The narrator of the story critical of the grownup is the grownups always think about himself,

The way that the grownups think about himself and never care the other. They always don't understand children too, the other ~~doing the~~ <sup>use of</sup> Example in this story when the conceited man always thinks about himself ~~example~~, the ~~that~~ things, that showing is to he wants the other to praise him. The bussiness man who is greedy and selfish wants to be owner of the star, but never do anythings for the star, unlike the Little Prin who is doing many things for his rose.

The grownups in this story interest in himself, money but the children not ~~at~~ interest in this things and the children seem to be love nature than the grownups. The difference of interest is make the grownups and children don't understand each other.

And the grownups have less imagine than children, for example when the writer show his picture ~~th~~ which is an elephant in snake, <sup>most</sup> the grownups ~~that~~ think that is the hat. But when he show this picture to the Little Prince he imedeadly know that ~~is~~ is the elephant in the snake. That why the grownups seem they don't understand childre

④ I would like to suggest my friend to read this book.

Because I think this book is the greatest one. It 's the book that tell about how to living on the earth.

The writer show the good way to stay on the earth by people that the Little Prince met. In this book, there ~~at~~ is many moral and ~~to~~ lesson. The lesson that the ~~p~~ Little Prince get from his journey is also the reason for the ~~with~~ reader too.

And one of moral

And one of the lesson is about friends.

The story about friends in this book is similar to me and my friend I met my friend, at first she just like a hundred thousand other girl, But I have met her <sup>to be</sup> my friend, and now she is unique in all the world.

I'd like her to read this book and get the beautiful things from this book like me.

1. When the little prince traveled to each planet, the lesson that he learns from the king is "If you wish to be promptly obeyed you should be able to give them a reasonable order."

The lesson that the little prince learns from a business man is "If you want something from other, you should give it them first."

The lesson that the little prince learns from lamplighter is "We should have a responsibility and patient to our duty even though that duty is small."

When he came to the earth, he learns about friendship from the fox. Friendship can not buy at the shops. If you want to have a friend, you must be patient, understand to each other, and on time. The important thing that the little prince learns is "In order to perceive the real understanding, look by heart not by appearance. The last is "If you own something, you should take care and look after and responsible to your thing."

When the little prince met the railway switchman, he learns about satisfaction: no one is ever satisfied where he is.

When he met the merchant, he learns about the value of time.

2. In the social we have met the other people who come from the different place. That other people have different character that we don't know how do they feel, think or what they want to do. Nowadays in the social, mostly people being friend, respect, admire or want to know a person who is rich, good looking, wear brannome cloth etc. but they do not see in the heart (invisible to the eye), they do not know real behavior, so they will meet the thing that deceives them. If you want to have a good friend or meet a good person you should look by heart not by appearance. The important thing, you must have sincerity to them first.

Example. When the little prince went away, to look again at the roses...

"You are not at all like my rose," he said. "As yet you are nothing. No one has tamed you, and you have tamed no one. You are like my fox when I first knew him. He was only a fox like a hundred thousand other foxes. But I have made him my friend, and now he is unique in all the world." (p: 70)

3. The children always have an imagination about everything. They always curiosity and doubtful with something that they do not know and the thing that they just see, so they always ask a lot of questions about that with the grown ups. The grown ups does not have much time to do much thing that they want because they have a lot of work to do and do not have imagination like the children. They have a reasonable than children.

4. I think I will suggest my friend or the person who I know read a little prince book because I think this story has a value. It has about many moral and philosophical meaning about life. In case the little prince's journey to each planet and he met a different person who have a different character. If we compare to nowadays we can meet other people like the story, so it is the another way to learn about person. The important thing is about friendship which I want to suggest my friend to read.

1. The lessons that the Little Prince learns from his journey are:

- Sometimes a little problem becomes to a very big trouble. If you don't pay attention to solve it, finally, it's late for gets rid of and do anythings.
- When someone loves something, he thinks it's very important for him and it is only one which he has. But if it is destroyed or disappears from him, he'll feel very sad and he feels that he loses everything in his life.
- The Little Prince shouldn't listen to seriously words which are without importance but, he should judge her by action not by word because it makes him very unhappy.
- The king who thinks he belongs to ~~man order~~ everything, than he can't do that and he still feels he has the power to order anyone. In fact, if you wish, people respect you, you should give them a reasonable order that they can do.
- The Little Prince learn that a conceited man loves people to admire and praise him although it doesn't bring useful to him.
- A trippler drinks a lot because he want to forget his shame of drinking or forgets all sorrows.
- Someone will own something when nobody thinks of belonging them as if you own it, you have to make use for it, too.
- The little prince knows that his flower is ephemeral which is in danger of speedy disappearance. That is his first moment of regret.
- Men don't have roots means they don't get the stable aim of life. So, they have to attempt to find a find their goal until they reach to the best destination of life.
- One only understands the things that one tame. Men can buy everything at the shop but they can't buy friendship anywhere. If you want a friend, you can get it by tame.
- No one is over satisfied where he is or what he has.

2 | It means in order to perceive the real understanding, you should look by heart, not by appearance. Because in the society we always meet a lot of people who come from <sup>the</sup> different places, each one has characters and cultures by themselves. We don't know how ~~to~~ they feel, think or what they want to do. So, you will know him really, if you intimate, meet, close and know his habit. When you want to have a friend, you must consider folly or understand his habit and his mind, not only look countenance, dress, clothes, and characters that he is, then you ~~can't~~ <sup>shouldn't</sup> look by your eyes, but you have to use your mind. For example, The little prince trusts in the snake because it says that it can help him come back home. The little prince believes that he thinks the snake is kind and helpful. Actually it wants to bite him die.

3 | The grown-ups like the figures a lot. They don't have imagination like the children, they think the dreams of children are non-sense. The adult ~~don't~~ never satisfy what they have or where they are, they don't know that what they are looking for, they have a lot of things but they still try to get more. Their desires are non-stop. They ~~think~~ hardly do anythings in his life but add up figures and he likes to say that he is busy with matters of consequence all the time. The grown-ups likes to order the children to do follow they ~~are~~ command but they have no a reasonable order. They like people to praise and admire them all the time. And they often self, they think about themselves, work, money, praise and everthings that is useful for them.

## ประวัติผู้เขียน

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