

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจเครื่องมือและแผนการสอน

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3. อาจารย์สุจิตรา ตัตยารักษ์ หมวดวิชาภาษาอังกฤษ โรงเรียนยุพราช
วิทยาลัย
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ภาคผนวก ข

แบบสำรวจความต้องการในการเลือกหัวข้อที่จะเรียนในรายวิชาภาษาอังกฤษอ่าน-เขียน (๑025)
 ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนยุพราชวิทยาลัย

คำชี้แจง : โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความต้องการในการเรียนรายวิชาภาษาอังกฤษ
 อ่าน-เขียนของนักเรียนมากที่สุด

หัวข้อเนื้อหา	มาก	ปานกลาง	น้อย
1. วันสำคัญทางตะวันตก (Special Days) เช่น Surf Carnival in Australia
2. สถานที่ที่น่าสนใจ (Interesting Places) เช่น The Eiffel Tower
3. สุขภาพ (Health) เช่น Some Popular Medical Myths
4. นิทาน (Tales) เช่น King Arthur and the Round Table
5. อาหาร (Food) เช่น Pizza, Spaghetti Sauce Helps Fight Cancer
6. การประดิษฐ์ (Inventions) When Did the English Language Begin?
7. บุคคลที่มีชื่อเสียง (Famous People) เช่น 98รี
8. การศึกษา (Education) เช่น The New University Entrance System
9. ภาพยนตร์ (Movies) เช่น Romantic Film 2000
10. สัตว์ (Animals) เช่น Foolish Turkeys

หัวข้อเนื้อหา	มาก	ปานกลาง	น้อย
11. ระบบสุริยะจักรวาล (Solar System) เช่น A visit to the Moon
12. อื่นๆ (โปรดระบุ)			
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ตัวอย่างแผนการสอนที่ใช้กลวิธีการอ่านแบบร่วมมือ

Lesson Plan 1

Subject : English 025

Class : M.4

Content : The Eiffel Tower

Time : 3 periods

Terminal Objective : Students should be able to summarize the lesson they learned by using their own words.

Enabling Objectives : Students should be able to

1. write out their schema from the passage given,
2. write out their prediction about the passage given,
3. tell the meaning of new words by using the context clues,
4. tell the main idea of the story by using their own words,
5. formulate questions and answers from the passage given.

Procedures :

- Pre-reading :
1. The students work in groups of five, think about the important places in Thailand by using the following questions as the guidelines.
 - What are the places' names?
 - Where are they situated?
 - Why do people like them?
 2. A representative of each group presents the group's work to the class.
 3. The teacher writes the title of the passage on the board (The Eiffel of Paris).
 4. In groups of five, the students brainstorm about the information of the Eiffel Tower and write it in the learning log. For example, the

history, the location, and the physical characteristic.

What I already know about the topic.

5. The students predict about the information of the passage they are going to read and write it in the learning log.

What I predict I will learn.

6. The teacher reviews about how to guess the meaning of the words by using the context clues.

For example: - Henry is ten minutes late. He has to rush into the office.

- He has to rush because he is late. If he is not late, he doesn't have to rush. Rush has the same meaning as hurry.

7. The teacher teaches how to paraphrase the main idea of the passage.

For example: - The death of President Kennedy had a series of strange connection with the assassination of

Abr aham Lincoln.

= President Lincoln's death and President Kennedy's death had many strange connections.

- The winds which have special name have acquired them for different qualities characteristics.
- = The winds have special names according to their qualities characteristics.

While-reading : 8. The students read each paragraph silently. After finishing reading each paragraph, the students write the new words and their meaning in the learning log.

Click & Clunk

9. The students write the main idea of that paragraph in the learning log before moving to the next ones.

Get the Gist

10. Each student specifies the main idea of the story and rewrites it in their own words.

11. In groups, students discuss to find the best main idea of their own group.

12. The teacher and students discuss the main idea together.

Post-reading : 13. The students formulate at least 5 questions and answers according to the passage they read. Then write them in the learning log.

Questions about the important ideas in the passage.

14. The representative of each group writes the group's questions on the board.
15. The teacher corrects the questions and asks students to answer individually.
16. The students sum up what they have learned in the learning log.

What I learned.

- Evaluation :
1. From students' presentation
 2. From students' answering questions
 3. From students' learning log

- Teaching Aids :
1. Reading Handouts
 2. CSR Learning Log

THE EIFFEL OF PARIS

Do you know where you can get an “eyeful” of Paris? From the top of the Eiffel Tower, of course.

But the name and the view only sound alike. The Eiffel Tower is named for Alexandre Eiffel, a great French engineer. Mr. Eiffel built this first skyscraper of them all before your grandparents were born.

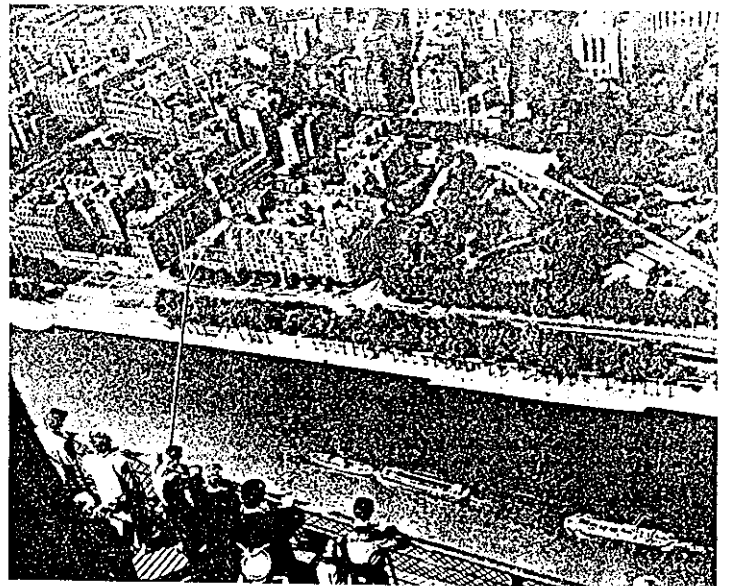
France decided to have a fair to show off its finest goods, and wares, and machinery. The people of France wanted the fair to have something extra special in the middle of the fairgrounds, and Alexandre Eiffel was picked to build it.

When the iron beams and bolts started to rise, many people did not like the tower. They called it a gigantic skeleton. But when it was finished and lighted up at night, they changed their minds. It looked like a tower of lace.

If you take an elevator a hundred stories up to the top of the tower, not only can you see the city of Paris, but you can buy a hot dog from the highest hot-dog stand in the world.

But even without leaving your room in Paris, you can get an “eyeful” from the Eiffel Tower. The Eiffel Tower has a TV antenna that sends television programs all over Paris. Some people count the Eiffel Tower as one of the seven wonders of the modern world.

Some people climb steps to the top of the Eiffel Tower for a view of Paris.



Lesson Plan 2

Subject : English 025

Class : M.4

Content : A visit to the moon

Time : 3 periods

Terminal Objective : Students should be able to summarize the lesson they learned by using their own words.

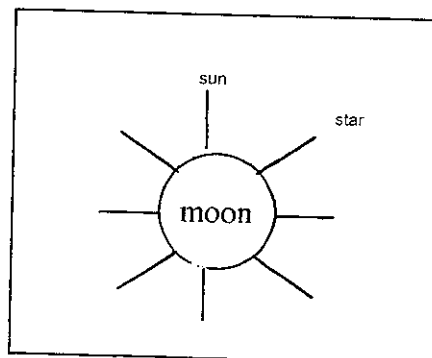
Enabling Objectives : Students should be able to

1. tell the associated words according to the word given,
2. write out their schema from the passage given,
3. write out their prediction about the passage given,
4. tell the meaning of the new words by using the context clues,
5. tell the main idea of the story by using their own words,
6. formulate questions and answers from the passage given.

Procedures :

- Pre-reading :
1. The teacher writes the word "moon" on the board and draws a circle around it.
 2. The teacher asks students to tell the associated words and writes them on the board.

For example;



3. The teacher writes the title of the passage on the board (A Visit to the Moon).
4. The students brainstorm about the information of the passage and write it in the learning log.

What I already know about the topic.

(If necessary, the teacher gives the guided questions.

For example: - How far is it from the earth to the moon?

- What does the surface of the moon like?

- Can we live on the moon?

- Have you ever heard about a visit to the moon?)

5. A representative of each group tells the group's schema to the class.
6. The students predict about the content of the passage they are going to read. Then write it in the learning log.

What I predict I will learn.

While-reading : 7. The students read each paragraph silently. After finishing reading each paragraph, the students write the new words and their meaning in the learning log.

Click & Clunk

8. The students write the main idea of that paragraph in their own words before moving to the next ones.

Get the Gist

9. Each student finds the main idea of the story and rewrites it in their own words.
10. In groups, students discuss to find the best main idea of their own group.
11. The teacher and students discuss the main idea together.
- Post-reading : 12. The students formulate at least 5 questions and answers according to the passage they read. Then write them in the learning log.

Questions about the important ideas in the passage.

13. The representative of each group writes the group's questions on the board.
14. The teacher corrects the questions and asks students to answer

individually.

15. The students sum up what they have learned in the learning log.

<p>What I learned.</p>

- Evaluation :
1. From students' telling the associated words
 2. From student's presentation
 3. From students' answering questions
 4. From students' learning log

- Teaching Aids :
1. Reading Handouts
 2. CSR Learning Log



A VISIT TO THE MOON

Long ago many people believed the moon was a god. Others thought it was just a light in the sky. And some thought it was a big ball of cheese!

When telescopes were invented, men saw that the moon was really another world. They wondered what it was like. They dreamed of visiting it.

On July 20, 1969, that dream came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.

Lesson Plan 3

Subject : English 025

Class : M.4

Content : Seashore Carnival

Time : 3 periods

Terminal Objective : Students should be able to summarize the lesson they learned
by using their own words

Enabling Objectives : Students should be able to

1. write out their schema from the passage given
2. write out their prediction about the passage given
3. tell the meaning of the new words by using the context clues
4. tell the main idea of the story by using their own words
5. formulate questions and answers from the passage given

Procedures :

- Pre-reading :
1. The teacher writes the title of the passage on the board (Seashore Carnival).
 2. The students brainstorm about the seashore carnival both in Thailand and the other countries. Then write it in the learning log.

What I already know about the topic.

(If necessary, the teacher gives the guided questions.

For example: - What is the seashore carnival?

- Have you ever seen or heard about seashore

carnival both in Thailand and in the foreign countries?

- What did people do in that carnival?)

3. A representative of each group tells the group's schema to the class.
4. The students predict about what will happen in the seashore carnival they are going to read. Then write it in the learning log.

What I predict I will learn.

5. A representative of each group tells the class about the group's prediction.

While-reading : 6. The students read each paragraph silently. After finishing reading each paragraph, the students write the new words and their meaning in the learning log.

Click & Clunk

7. write the main idea of that paragraph in their own words before moving to the next ones.

Get the Gist

8. Each student specifies the main idea of the story and rewrites it in their own words.
9. In groups, students discuss to find the best main idea of their own group.
10. The teacher and students discuss the main idea together.

Post-reading : 11. The students formulate at least 5 questions and answers according to the passage they read. Then write them in the learning log.

Questions about the important ideas in the passage.

12. The representative of each group writes the group's questions on the board.
13. The teacher corrects the questions and asks students to answer individually.
14. The students sum up what they have learned in the learning log.

What I learned.

Evaluation : 1. From student's presentation

2. From students' learning log

Teaching Aids : 1. Reading Handouts

2. CSR Learning Log

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Seashore Carnival

You know that a carnival is a place to have a good time. And that's just what you have when you go to the seashore to see the contests and shows of a surf carnival in Australia.

You know that the show has started when you hear the carnival band begin to play. As it plays, teams of lifesavers, dressed in bright uniforms and carrying colorful banners, parade along the beach. Then the contests begin.

The most important contest at a surf carnival is the lifesaving show. Teams of lifesavers show the audience how they can rescue a man drowning in the surf. On the beach, each team of lifesavers stands near a big wooden spool of cotton or nylon rope. The spool of rope

is called a surf reel. One end of the rope is attached to a special belt worn by one man on the team.

The lifesaving contest starts when a man jumps from a boat into the surf far out from the beach. He waves his arms to signal a team of lifesavers on shore. When the lifesavers on shore see him wave, they start the "rescue."

The man with the rope attached to his belt jumps into the waves and swims out to the man pretending to be in danger. The men on shore unwind the rope just far enough to let the rescuer reach the "drowning" man. Then the men at the reel, wind up the rope and pull the two men to shore, just as a fisherman would reel in a fish.

The team that does the fastest and best job getting its men back to shore is the winner.

Lesson Plan 4

Subject : English 025

Class : M.4

Content : King Arthur and the Round Table

Time : 3 periods

Terminal Objective : Students should be able to summarize the lesson they learned by using their own words

Enabling Objectives : Students should be able to

1. write out their schema from the passage given
2. write out their prediction about the passage given
3. tell the meaning of the new words by using the context clues
4. tell the main idea of the story by using their own words
5. formulate questions and answers from the passage given

Procedures :

- Pre-reading :
1. The teacher introduces the history about the king and the knights of England.
 2. The students work in groups of five brainstorm about the tale that deals with the king.
 3. The representative of each group presents the group's tale to the class.
 4. The teacher writes the title of the passage on the board (King Arthur and the Round Table).
 5. The students brainstorm each schema about King Arthur and the Round Table and write it in the learning log.

What I already know about the topic.

(The teacher may give the guided questions.

For example: - Have you ever read or heard about King Arthur and the Round Table?

- Where did the story happen?

- What did the round table use for?)

6. A representative of each group tells the group's schema to the class.

7. The teacher shows 3 pictures that are indicated in the passage.

8. The students use the pictures given to predict about the passage they are going to read and write it in the learning log.

What I predict I will learn.

While-reading : 9. The students read each paragraph silently. After finishing reading each paragraph, the students write the new words and their meaning in the learning log.

Click & Clunk

10. write the main idea of that paragraph in their own words before moving to the next ones.

Get the Gist

11. Each student specifies the main idea of the story and rewrites it in their own words.
12. In groups, students discuss to find the best main idea of their own group.
13. The teacher and students discuss the main idea together.
- Post-reading : 14. The students formulate at least 5 questions and answers according to the passage they read.

Questions about the important ideas in the passage.

15. The representative of each group writes the group's questions on the board.
16. The teacher corrects the questions and asks students to answer individually.
17. The students sum up what they have learned in the learning log.

What I learned.

- Evaluation :
1. From student's presentation
 2. From students' answering questions
 2. From students' learning log

- Teaching Aids :
1. Reading Handouts
 2. CSR Learning Log
 3. Pictures

King Arthur and the Round Table



The stories about King Arthur and the Round Table are famous all over the world. We do not know if there ever was a King Arthur. We know that many of the stories cannot be true. We do not know if the others are true or not. But all the stories are famous. All English children know them. There has even been a film about them!

The stories took place in England many years ago. In those days soldiers fought with swords. The King and his men rode on horses. They wore clothes made of steel to protect them. They were called knights.

When Arthur became King, he did not have a sword. One of his friends was called Merlin. He could do magic things. One day he said to Arthur: 'I know where there is a magic sword. Come with me.'

He took Arthur on a long journey, through valleys and over mountains. At last they came to a lake. It looked strange. It did not look like other lakes. The water was bright blue. There were mountains all round it.

'Leave your horse here, and go down to the lake,' said Merlin.

Arthur went down to the lake and stood up on the shore. He saw a very strange thing. In the centre of the lake an arm came out of the water. It was holding a sword with a golden handle.

Then a beautiful lady appeared. Arthur did not see where she came from. She walked across the water and stood in front of Arthur.

'I am the Lady of the Lake,' she said. 'That sword is for you. Go and take it. Use it well!'

Then a boat appeared on the lake. Arthur stepped in and it took him out to the centre of the lake. Arthur took the sword from the hand and the arm sank beneath the water. When Arthur looked for the Lady of the Lake, she was not there. That was how Arthur got his famous magic sword!

King Arthur married a lovely lady. They were married in a big church. After the wedding, they all went to a big hall. There was plenty to eat and drink and everyone was very happy. They were happy because they loved Arthur and his beautiful wife.





Merlin gave Arthur a wedding present. It was a big round table. There were seats for the King and Queen, Merlin, and for one hundred and fifty knights. On each chair the name of a knight was written in gold. All the knights were strong and brave.

King Arthur stood up and spoke to the knights.

'You are the Knights of the Round Table,' he said. 'You must always do three things. You must always be kind. You must always tell the truth. You must always help other people!'

Lesson Plan 5

Subject : English 025

Class : M.4

Content : The revelation of 98°

Time : 3 periods

Terminal Objective : Students should be able to summarize the lesson they learned by using their own words

Enabling Objectives : Students should be able to

1. write out their schema from the passage given
2. write out their prediction about the passage given
3. tell the meaning of the new words by using the context clues
4. tell the main idea of the story by using their own words
5. formulate questions and answers from the passage given

Procedures :

- Pre-reading:
1. In groups of five, the students talk about the singers they like and the reasons why they like them.
 2. The teacher asks some students to talk about their favorite singers.
 3. The teacher writes the title of the passage on the board (The Revelation of 98°).
 4. The students brainstorm what they know about the quartet “98°” and write it in the learning log.

What I already know about the topic.

(If necessary, the teacher gives the guided questions.

For example: - What is 98 °?

- Where are they from?

- What was the name of their first album?

- What are their famous songs?)

5. A representative of each group tells the group's schema to the class.
6. The students predict about the information of 98 ° they are going to read and write it in the learning log.

What I predict I will learn.

7. A representative of each group tells the class about the group's prediction.

While-reading : 8. The students read each paragraph silently. After finishing reading each paragraph, the students write the new words and their meaning in the learning log.

Click & Clunk

9. write the main idea of that paragraph in their own words before moving to the next ones.

Get the Gist

10. Each student specifies the main idea of the story and rewrites it in their own words.

11. In groups, students discuss to find the best main idea of their own group.

12. The teacher and students discuss the main idea together.

- Post-reading : 13. The students formulate at least 5 questions and answers according to the passage they read. Then write them in the learning log.

Questions about the important ideas in the passage.

14. The representative of each group writes the group's questions on the board.

15. The teacher corrects the questions and asks students to answer

individually.

16. The students sum up what they have learned in the learning log.

What I learned.

Evaluation : 1. From student's presentation
2. From students' learning log

Teaching Aids : 1. Reading Handouts
2. CSR Learning Log

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The revelation of 98°

98° have always had a simple philosophy about success: persevere, work hard, have faith and finally you'll reach your goal.

98° is the hottest quartet who have sold millions of albums since they arrived on the music scene in 1997. With their new album "Revelation," they aim to achieve that goal.

Revelation is an impressive step for members Nick and Drew Lachey, Jeff Timmons and Justin Jeffre, who have always helped to write and produce their album. "That's why we're so excited about this project," Drew explains. "We were able to contribute so much to it. I think it's going to reflect on the album—we feel so close to the songs."

"The theme of this album is really about us growing musically," Jeff says. "The album is so versatile, there's so many different types of songs." Nick even raps on one track (Dizzy). In addition, Nick also composed a tender track "My Everything" which was inspired by his relationship with teen pop star Jessica Simpson. "That song is dedicated to her and she knows that. That's special for both of us."

The group is destined to keep on inspiring people with their work. "To see how it's accepted and what people think about it, that's the most exciting part," Drew says. Nick agrees, "All we ever wanted to do was be recognized for the music and have people enjoy our music. My hope for this album is that people will continue to appreciate it and have respect for what we do."

Lesson Plan 6

Subject: English 025

Class: M.4

Content: Romantic Films 2000

Time: 3 periods (150 minutes)

Terminal Objective: Students should be able to summarize the lesson they learned by using their own words

Enabling Objectives: Students should be able to

1. match the movie handbills with the movie types given,
2. write out their schema from the passage given,
3. write out their prediction about the passage given,
4. tell the meaning of the new words by using the context clues,
5. tell the main idea of the story by using their own words,
6. formulate questions and answers from the passage given.

Procedures:

- Pre-reading:
1. The teacher asks the students about the movies that they have watched recently.
 2. The teacher writes the movie's names on the board.
 3. The teacher asks the students to categorize the movie's names into the movie types.
 4. The teacher writes the title of the passage on the board (Romantic Films 2000).
 5. In groups of five, the students brainstorm about the topic and write it in the learning log. For example;
 - Have you ever watched romantic film?

- What were the names of the romantic films that released in the year 2000?
- What type of movies make good money?

What I already know about the topic.

6. A representative of each group tells the class about the group's schema.
7. The students predict about the information of the passage they are going to read and write the prediction in the learning log.

What I predict I will learn.

8. The representative of each group tells the class about the group's prediction orally.

While-reading: 9. The students read each paragraph carefully. After finishing reading each paragraph, the students guess the meaning of the new words and write them in the learning log.

Click & Clunk

10. The students write the main idea of that paragraph in the learning log before moving to the next ones.

Get the Gist

11. Each student specifies the main idea of the story and rewrites it in his own words.
12. In groups, students discuss to find the best main idea of their own group.
13. The teacher and students discuss the main idea together.

- Post-reading: 14. The students formulate at least 5 questions and answers according to the passage they read. Then write them in the learning log.

Questions about the important ideas in the passage.

15. The representative of each group writes the group's questions on the board.
16. The teacher corrects the questions and asks students to answer individually.
17. The students sum up what they have learned in the learning log.

What I learned.

- Evaluation:
1. From student's presentation
 2. From students' answering questions
 3. From students' learning log

- Teaching Aids:
1. Reading Handouts
 2. CSR Learning Log

ROMANTIC FILMS 2000

Love stories are supposed to be forever. But how can we be sure when there were so few of them released last year? Is it a sign that romantic films are out of favour?

Love stories seemed to fade from the silver screen last year. It's because love stories tend to make less money. Love stories like *Autumn in New York* with Richard Gere and Winona Ryder, *Boys and Girls* didn't make lots of money last year. Action and comedy movies like *MI-2*, *Charlie's Angles* and scary movie were welcomed by fans.

"There are three types of movies that won't die," columnist and film critic Nantakwang Sirasoontorn said. "Romances, comedies and action movies."

"Over the last two decades, many romantic films reflected a fantasy love with a classic happy-ending. *Pretty Woman* is a perfect example." Nantakwang explained that this kind of movie tries to create a dream-come-true feeling for the audience.

He added that in the 90's, Hollywood film-makers saw love from different point of view. They tried to change the leading roles to ordinary people. People know we don't live in a movie world full of illusion. They expect to see real life in the films.

Actress Siriyakorn Pukkavesa agreed that love stories are fading from the cinema. "Romantic movies in Thailand are different from those of Hollywood. Thai love stories are mostly produced in the style of great, incomparable love which involves huge production costs. So big returns at the box office are expected," the 26-year-old actress said.

Siriyakorn doesn't think romantic films will die out. "But everything depends on business and consumers' tastes," she added.

ภาคผนวก ง
แบบทดสอบความเข้าใจในการอ่าน

Reading Comprehension Test
For M.4 Students

Direction: Read each passage carefully and choose the best answer.

Passage 1

How much do you know about your dog? Have you heard his many different barks? It may be that a dog barks because he is trying to copy the voice of people. Wild dogs never barks.

What a difference there is between a bark and a growl! When a dog barks, he holds his head up high. A bark is not a war cry. But when a dog growls, he lowers his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no danger. You may have heard the Thai traditional saying which says: "A barking dog never bites." But what if he comes toward you growling and with his head lowered! Then look out for trouble! Stand still! Put your hands on your chest. If you do this, not one dog in ten will bite you. Do not hit the dog or turn and run.

How true are the stories about mad dogs? Most of the stories are not true at all. A mad dog is very ill. Not one "mad" dog in thousands is really mad.

Put a looking glass in front of your dog. He may not look at it twice. His eyes may tell him there is another dog facing him, but his nose tells him there is not. He can smell better than he can see, so he will believe his nose rather than his eyes. Your dog will know you, how you change your looks. He knows your scent.

1. When a dog comes barking at somebody, it means he _____.
 - a. is ready to fight
 - b. will do no harm
 - c. will bite that person
 - d. must guard his throat
2. Which one is **TRUE**?
 - a. Each dog has only one kind of bark.
 - b. A wild dog does not bark unless he sees someone.
 - c. When a dog growls, he usually keeps his head down.
 - d. It is not dangerous when a dog comes barking at you.
3. If you put a mirror in front of a dog, he will _____.
 - a. be shy to see himself
 - b. not be able to remember himself
 - c. try to fight with the dog in the mirror
 - d. be afraid of the reflection and run away
4. What helps a dog to remember someone though he doesn't see that person's face?
 - a. person's smell
 - b. person's voice
 - c. person's looks
 - d. person's character
5. What is the best title of this passage?
 - a. Some Facts about Dogs
 - b. Facts about Your Dogs' Health
 - c. Strange Thing about Wild Dogs
 - d. How Dogs Fight Other Animals

6. What is the writer's opinion toward mad dogs?
 - a. Mad dogs are only sick.
 - b. Mad dogs are dangerous.
 - c. Mad dogs should be killed.
 - d. Mad dogs should be sent to the veterinarian.
7. What do the readers benefit from this passage?
 - a. getting knowledge about the sense of dogs
 - b. recognizing the harmfulness of dogs
 - c. knowing the way to protect oneself from dogs
 - d. being aware of the differences between mad and ill dogs
8. Can you use the suggestion in this passage to protect yourself from dogs?
 - a. No, it focuses only on the sense of dogs.
 - b. No, it informs less information about mad dogs.
 - c. Yes, it tells the differences between bark and growl.
 - d. Yes, it suggests how to do when meeting a growling dog.

Passage 2

Diamonds are the hardest substance on earth. The word "diamonds" comes from the Greek word *adamas*, meaning "cannot be conquered" The mineral is made up of pure carbon within the earth under great pressure and temperature.

A diamond is sought by everyone, from king and queen to the common man and woman. It is a symbol of strength, wealth and everlasting love.

A diamond weight is called carats. It equals to one-fifth of a gram. It is the wonderful 'fire' of diamonds that attracts all of us. The fire is actually thought split by the diamond which reflects the colors of the spectrum. A diamond must be cut first in order to show this fire and the cutting must be exact. Next the stone is carefully polished. Another diamond is used as a cutting tool.

The largest diamond ever found was the Cullinan diamond, named after its original owner. It was discovered in 1905 at Pretoria, South Africa, and was sold for \$150,000. The stone was cut into several smaller stones, and then polished into the new famous royal gems of England. Diamonds are also used in industry for cutting and fashioning hard metals.

15

9. _____ are required in forming diamonds.
- Adamas, pure carbon, and the earth
 - Pure carbon, temperature, and the earth
 - Great pressure, temperature, and pure carbon
 - Great pressure, pure carbon, and hard mineral
10. The fire (line 7) refers to _____.
- the cut look of a diamond
 - the colors of the spectrum
 - the polished look of a diamond
 - the reflection of the colors of the spectrum in a cut diamond
11. The Cullinan diamond _____.
- was named after its original owner
 - was named after the man who bought it
 - was named after the Royal Family of England
 - was named after the man who cut it into royal gems
12. The passage is mainly about _____.
- the largest diamond
 - how to cut diamonds
 - the history of diamonds
 - the general information of diamonds

13. Which idea does the writer wants to agree with?
- Diamonds are valuable, rare and useless.
 - Diamonds are valuable, rare and useable.
 - Diamonds are unvalued, rare and useable.
 - Diamonds are inexpensive, rare and useless.
14. Who is the passage aim for?
- diamond seller
 - diamond collector
 - diamond polisher
 - general audience
15. According to the passage, we learn that _____.
- diamond is from the invention of scientist
 - good diamond should have great carat and fire
 - the best diamond is possessed by the royal family of England
 - diamond is not only an ornament but it is also useful in industry

Passage 3

The King has been making his journey for more than two decades, spending some two months of each year in the north and developing a special relationship with each groups as the Hmong, Lahu, Yao, Akha and Karen. Many among the hilltribes regard this relationship as something very special and concrete.

5 "I love the King because when he came he did the water." Ja Phu, a Lahu living near the Burmese border, once told me. Life had been hard for him, his eight children and two wives. Then, in 1980, the King brought several projects which solved the core problem faced by the villagers of Kae Noi.

10 Ja Phu said total dependence on the rain was replaced by a 75,000 cubic meter dam personally engineered by the King – and stocked with fish for good amount. The

surplus baskets of corn he now harvested could be sold to buy clothes for the family. And if the harvest is not enough, he could borrow rice and seeds from the village “rice bank.”

15 Before, one or two of his cows, pigs and chickens would die each year from disease, he explained, and the children grew up illiterate and largely ignorant of the world beyond the village fields. A veterinarian now comes around to vaccinate the livestock. Two of his children go to a new elementary school just across the road from his house while his third child is getting a higher level of education at a town which earlier had seemed a universe away.

16. The King has been visited the hilltribes for more than _____.
- two years
 - two months
 - twenty years
 - twenty months
17. Life had been hard for Ja Phu because of _____.
- his children’s ignorance
 - eight children and two wives
 - problem with the villagers of Kae Noi
 - lack of rain and help from the government
18. One concrete result of the relationship between the King and the hilltribe people is _____.
- the reduction of planting poppies
 - a hospital of animals in the village
 - the better relationship among the hilltribes
 - the increasing education among the children

19. Ja Phu said he loved the King because _____ .
- a. the King gave food to him
 - b. running water came with the King
 - c. the King helped him to have better life
 - d. it rained every time the King visited them
20. According to the passage, a dam _____ .
- a. decreased the total dependence on the rain
 - b. was engineered by the foreign company
 - c. was in the responsibility of the government
 - d. helped Kae Noi villagers to have better life than the others
21. In the writer's opinion, the villagers' better life.....
- a. depends on the corn they harvest
 - b. can be explained by amount of livestock
 - c. includes an adequate source of water and food
 - d. has made the people independent of the rains and debt
22. The title that best expresses the ideas of the passage is.....
- a. The Duties of the King
 - b. The King and the Hilltribes
 - c. The Hilltribes and their Dream and Hope
 - d. The Core Problems Faced by the Hilltribes
23. Who is this passage aim for?
- a. hilltribes
 - b. foreigners
 - c. Thai people
 - d. Thai government

Passage 4

Years ago it was difficult to travel from one place to another. The journeys were often long, tiring and dangerous. Today the picture had changed. Science has improved transportation and communication facilities a great deal. Travelling has become safer, more enjoyable and above all, more economical.

5 Travelling whether within one's country or abroad-brings many rewards. People travel for enjoyment, business or for education and knowledge.

In the world of yesterday most people were only able to read about strange and fascinating places across the mountains and seas. Later, with the coming of the cinema and television, man's curiosity about faraway places with strange sounding names was
10 increased. Today, man's curiosity can be satisfied in comfort. There are first class ships and airplanes to take him where his dreams lie.

We travel to increase our knowledge of the world in which we live. Knowledge obtained from books alone is not enough. First-hand knowledge of different lands and people enriches our mind. Many books generally do not give us a very true picture of
15 lands beyond our shores. Some of them are even misleading. Travelling will open our minds.

When we visit other countries, we become **ambassadors** of our own. We not only learn about other countries, but we also show others a little of our own. There is no better way to advertise one's country.

24. People become more curious about faraway places _____.

- a. when they become rich
- b. when they read more travel books
- c. when the cinema and television came
- d. when first-class ships and airplanes were built

25. Which one of the following is NOT mentioned in the passage as a reason for travelling?
- Health
 - Business
 - Knowledge
 - Enjoyment
26. How do we become “ambassadors” (line 16) of our own country?
- By seeing our own country
 - By saying bad things about our country
 - By seeing how other people live in our country
 - By telling the foreigners about our own country
27. According to the passage, travelling today is more comfortable due to _____.
- the effect of globalization
 - the increase of tour agencies
 - the decrease of demand in travelling
 - the invention of high technology transportation
28. Can you use this passage as the guideline for travelling?
- No, it has too many difficult words.
 - Yes, it suggests how to travel economically.
 - Yes, it gives the information about how to travel.
 - No, it informs only about the change of travelling.
29. What is the purpose of this passage?
- to persuade readers to travel
 - to give information about transportation
 - to inform about travelling in the past and present
 - to help readers to recognize the importance of travelling

30. If you were a traveller, the best way to gain knowledge about faraway place was by

_____ .

- a. reading more travelling books
- b. visiting that place by yourself
- c. watching documentary on television
- d. asking the foreigners who visit your country

มหาวิทยาลัยเชียงใหม่
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ภาคผนวก จ
แบบประเมินทักษะทางสังคม

คำชี้แจง

แบบประเมินนี้เป็นการถามเกี่ยวกับพฤติกรรมของนักเรียนในการทำงานกลุ่ม ขอให้
นักเรียนอ่านข้อความเหล่านี้ที่ละเอียด และพิจารณาตอบตามสภาพที่เป็นจริง โดยเขียนเครื่องหมาย
✓ ลงในช่องที่ต้องการหลังข้อความซึ่งกำหนดไว้ให้ 3 ระดับ คือ สม่ำเสมอ บางครั้ง ไม่เคย
ในขณะที่ทำงานกลุ่มนักเรียนปฏิบัติสิ่งเหล่านี้บ่อยเพียงใด

พฤติกรรม	สม่ำเสมอ	บางครั้ง	ไม่เคย
1. ฉันเสนอความช่วยเหลือแก่ผู้อื่น
2. ฉันยินดีที่ได้ช่วยเหลือผู้อื่น
3. ฉันคิดว่าฉันเก่งและไม่ต้องการความช่วยเหลือจาก ผู้อื่น
4. ฉันช่วยเหลือคนที่ติดกับฉันเท่านั้น
5. ฉันกลัวการพูดแสดงความคิดเห็น
6. ฉันพูดแทรกขณะที่ผู้อื่นกำลังพูด
7. ฉันสบตาผู้อื่นขณะที่ฉันพูด
8. ฉันพูดเสียงเบาเกินไป
9. ฉันมักอธิบายบางสิ่งบางอย่างมากเกินไปจนจำเป็น
10. ฉันนำความผิดของเพื่อนมาประจาน
11. ฉันรู้สึกโกรธหรืออิจฉาเมื่อผู้อื่นทำงานได้ดีกว่า
12. ฉัน ให้อวดยกย่องตนเอง

พฤติกรรม	สม่ำเสมอ	บางครั้ง	ไม่เคย
13. ฉันพยายามทำให้ตนเองดีกว่าผู้อื่น
14. ฉันล้อเลียนผู้อื่นและทำให้เขารู้สึกแย่
15. ฉันชอบแยกตัวมาทำงานคนเดียว
16. ฉันพยายามเป็นที่หนึ่งเสมอ
17. ฉันชมผู้อื่นเมื่อเขาทำงานได้ดี
18. ฉันตั้งใจทำงานของกลุ่มเหมือนเป็นงานของฉัน
19. ฉันสนับสนุนและปกป้องเพื่อน
20. ฉันก้าวร้าวงานของผู้อื่น โดยบอกให้เขาทำตาม ความคิดของฉัน

ภาคผนวก ง
แบบสำรวจการใช้กลวิธีการอ่าน

คำชี้แจง

แบบสำรวจนี้เป็นการถามเกี่ยวกับพฤติกรรมของนักเรียนในการอ่าน ขอให้นักเรียนอ่านข้อความเหล่านี้ทีละข้อ และพิจารณาตอบตามสภาพที่เป็นจริง โดยเขียนเครื่องหมาย ✓ ลงในช่องที่ต้องการหลังข้อความที่กำหนดไว้ให้คือ เคย ไม่เคย

ในการอ่านนักเรียนเคยปฏิบัติสิ่งเหล่านี้หรือไม่

การใช้กลวิธีในการอ่าน	เคย	ไม่เคย
1. ก่อนอ่าน ฉันระลึกถึงความรู้และประสบการณ์เดิมที่มีเกี่ยวกับหัวข้อที่อ่าน
2. ก่อนอ่าน ฉันคาดเดาเหตุการณ์ และเนื้อเรื่องของบทอ่านล่วงหน้า
3. ในขณะที่อ่าน ฉันเดาความหมายของคำศัพท์ยากโดยดูจากบริบท
4. ฉันสรุปใจความสำคัญของเรื่อง โดยเขียนเป็นภาษาของตนเอง
5. หลังอ่าน ฉันตั้งคำถามเพื่อตรวจสอบความเข้าใจที่มีต่อเรื่องที่อ่าน
6. ฉันทบทวนและสรุปเนื้อหาที่ได้เรียนรู้หลังจบแต่ละบทเรียน

ภาคผนวก ข
รายละเอียดการคำนวณ

ตารางแสดงการวิเคราะห์ค่าความยากง่าย (p) และค่าอำนาจจำแนก (r) เป็นรายชื่อของแบบทดสอบวัดความเข้าใจในการอ่านฉบับทดลองใช้

ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)	ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)
1	.79	.21	16	.77	.45
2	.71	.30	17	.70	.82
3	.61	.78	18	.50	.57
4	.59	.34	19	.45	.58
5	.63	.50	20	.81	.37*
6	.75	.21	21	.63	.27
7	.63	.27	22	.07	.50*
8	.59	.34	23	.16	.29*
9	.76	.43	24	.70	.82
10	.73	.51	25	.70	.57
11	.78	.76	26	.61	.68
12	.74	.38	27	.70	.82
13	.59	.51	28	.81	.72*
14	.77	.63	29	.64	.44
15	.50	.65	30	.36	.44

หมายเหตุ : * ข้อที่ปรับปรุงใช้

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