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ภาคผนวก ก  
รายนามผู้เชี่ยวชาญ

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### รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจแผนการสอน แบบทดสอบความสามารถในการอ่าน และแบบประเมิน  
ความสามารถในการเขียนสรุปความ จำนวน 2 ท่าน มีรายนามดังต่อไปนี้

1. อาจารย์เฉลิมพล ณ เชียงใหม่      อาจารย์กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
โรงเรียนสันป่าตองวิทยาคม  
จังหวัดเชียงใหม่
2. อาจารย์ธนิศา เขียวอยู่      อาจารย์กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
โรงเรียนสันป่าตองวิทยาคม  
จังหวัดเชียงใหม่

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ภาคผนวก ข

ตัวอย่างเอกสารปฐมนิเทศกิจกรรมการอ่านแบบจิกซอร์,

**Skimming, Scanning, Context Clues, Summarizing และ Paraphrasing**

ตัวอย่าง Step to write a summary paragraph

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## Handout 1

✚ **Skimming** refers to the process of reading only **main ideas** within a passage to get an overall impression of the content of a reading selection.

### **How to Skim:**

- \* Read the title.
- \* Read the introduction or the first paragraph.
- \* Read the first sentence of every other paragraph.
- \* Read any headings and sub-headings.
- \* Notice any pictures, charts, or graphs.
- \* Notice any italicized or boldface words or phrases.
- \* Read the summary or last paragraph.

### **Examples of skimming question:**

1. What is the author's main point?
2. The main thought of this passage is that \_\_\_\_\_.

✚ **Scanning** is a reading technique to be used when you want to find **specific information** quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

### **How to Scan:**

- \* State the specific information you are looking for.
- \* Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- \* Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- \* Selectively read and skip through sections of the passage.

**Source:** <http://pioneer.netserv.chula.ac.th/~pkanchan/html/skim.htm>

✚ **Context Clues** are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. There are several different types of context clues. Some of them are:

**1. Example Clue:** An example might be found nearby that helps to explain its meaning. Words like ***including, such as, and for example***, point out example clues.

**Example:** Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean.

“**Piscatorial**” obviously refers to ***fish***.

**2. Synonym restatement clue:** Synonyms are words with the same meaning.

**Example:** The slender woman was so ***thin*** her clothes were too big on her.

**3. Antonym clue:** An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “***although***”, “***however***”, and “***but***” may signal contrast clues.


**Example:** When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate.

“**Dilate**” means the opposite of “***contract***”.

**4. Inference clue:** Sufficient clues might be available for the careful reader to make an educated guess at the meaning.

**Example:** She told her friend, “I’m through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely vapid.”

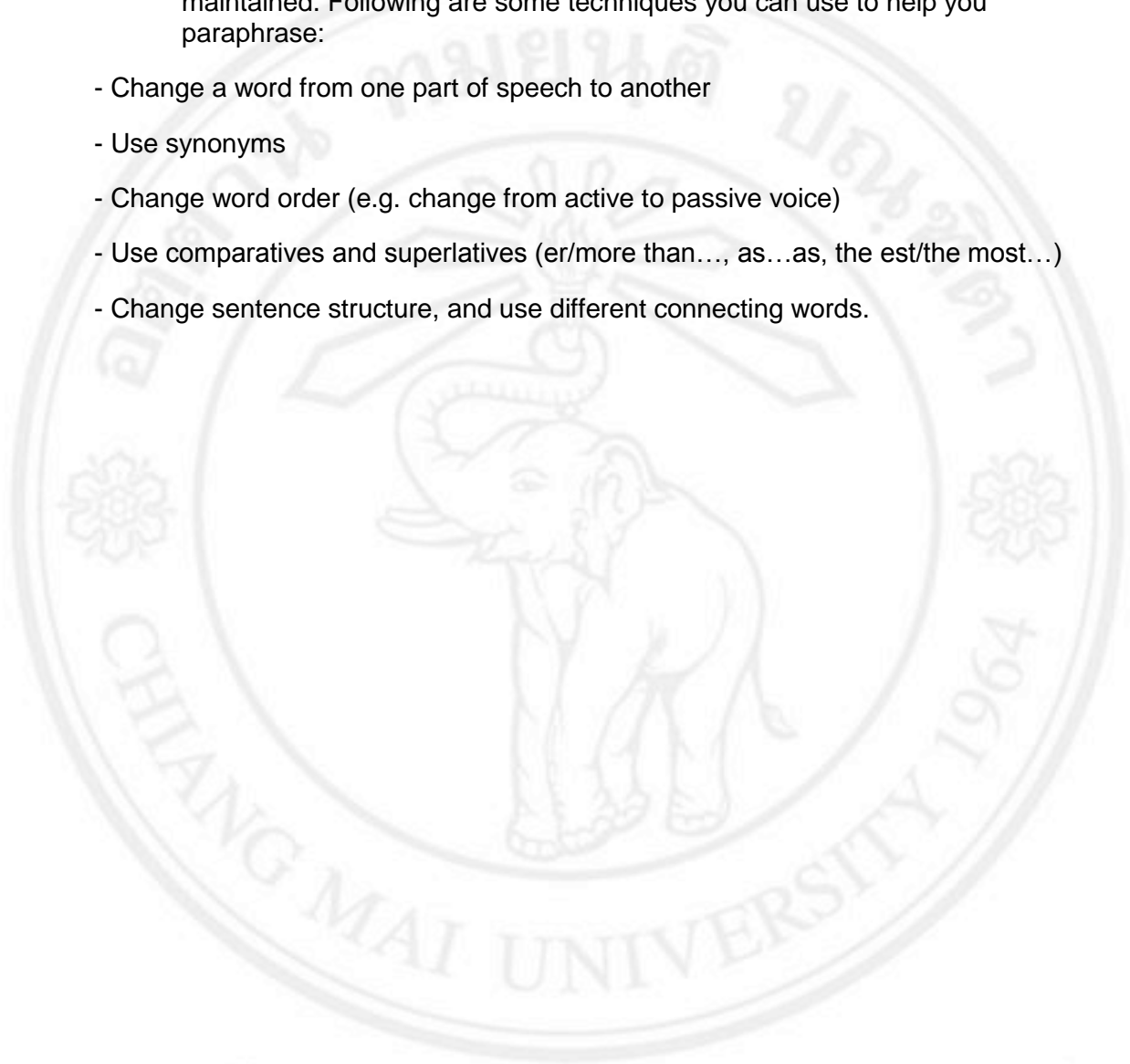
“**Vapid**” means “***uninteresting***”.

 **Summarizing** is a condensation of an original writing. A summary relays the main points of a passage in your own word by using significant fewer words. What you need to do when summarize is:

- Pay attention to the introduction and conclusion, paragraph heading, and topic — they often help in identifying main ideas.
- Pay attention to words and phrases like, *in summary...*, *in short...*, *basically...*, and *in other words...* Often, writers summarize in their own ideas.
- Pay attention to phrases like, *for example...*, *for instance...* The information that follows is normally not the main point; this information only supports the main point, so it should not be used in the summary.
- Pay attention to quotes in the original source. These are also used to support writer’s main point, so they should not be used in the summary.

✚ **Paraphrasing** is a restatement **in your own words** of a passage written by another author. In a paraphrase, the author's meaning and tone should be maintained. Following are some techniques you can use to help you paraphrase:

- Change a word from one part of speech to another
- Use synonyms
- Change word order (e.g. change from active to passive voice)
- Use comparatives and superlatives (er/more than..., as...as, the est/the most...)
- Change sentence structure, and use different connecting words.



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### Worksheet 1

The Taj Mahal is often called as the most beautiful building in the world. The Taj Mahal stands in the town of Agra in India. It is in fact that a **tomb** built by the emperor Shah Jahan for his wife who died in 1931.

Visitors to the Taj Mahal enter through a red sandstone gateway which leads into a beautiful walled garden in which a watercourse runs between rows of slender cypress trees. At the end of the watercourse, The Taj Mahal stands on a marble terrace.

It is square building made from pure white marble and topped by a dome. Four **slender** white minerals or towers rise from the corners of the terrace. Beneath the dome is an eight-sided chamber with a carved marble screen around the tombs of the emperor and his wife.

The **chief** architect of the Taj Mahal was Ustad Isa, who may have been a Persian. The building and ornamentation was done by 20,000 men and craftsmen from all parts of Asia. (1632-1650.)

**Soruce:** <http://achiraya54.blogspot.com/2011/03/skimming.html>

#### Part 1: Read the passages and select the correct answer.

1. What was square building made of?
 

A. pure white marble	B. pure black marble
C. crude white steel	D. crude black steel
2. How long had The Taj Mahal been built?
 

A. ten years	B. fifteen years
C. seventeen years	D. eighteen years
3. What is the main point of the passage?
  - A. The Taj Mahal stands in the town of Agra in India.
  - B. The Taj Mahal was built by Shah Jahan in memory of his wife.
  - C. The Taj Mahal stands on a marble terrace.
  - D. Pure white marble is needed for building The Taj Mahal.



4. What should be the topic of the passage?

- A. The most beautiful building in the world.    B. The pure white marble dome  
 C. The Taj Mahal    D. The building with the love of the emperor

5. What does “**tomb**” in the first paragraph mean?

- A. a grave    B. a terrace  
 C. a garden    D. a town

6. Which of the following is synonym for “**slender**” in the third paragraph?

- A. big    B. small  
 C. thin    D. fat

7. Which of the following is antonym for “**chief**” in the last paragraph?

- A. leader    B. head  
 C. superior    D. subordinate

**Part 2: Choose the news sentence that has the same meaning as the given sentence.**

8. The Taj Mahal is often called as the most beautiful building in the world.

- A. Many people like Taj Mahal because it is the most beautiful building in the world.  
 B. One of the most beautiful buildings in the world is Taj Mahal.  
 C. The Taj Mahal is more beautiful than other buildings in this world.  
 D. In the past, the Taj Mahal is well-known for being the most beautiful building.

9. At the end of the watercourse, The Taj Mahal stands on a marble terrace.

- A. There will be a marble terrace at every watercourse areas.  
 B. The Taj Mahal is on the watercourse.  
 C. At the end of the watercourse is the place where the Taj Mahal stands on a marble terrace.  
 D. The Taj Mahal needs to be on a marble terrace.

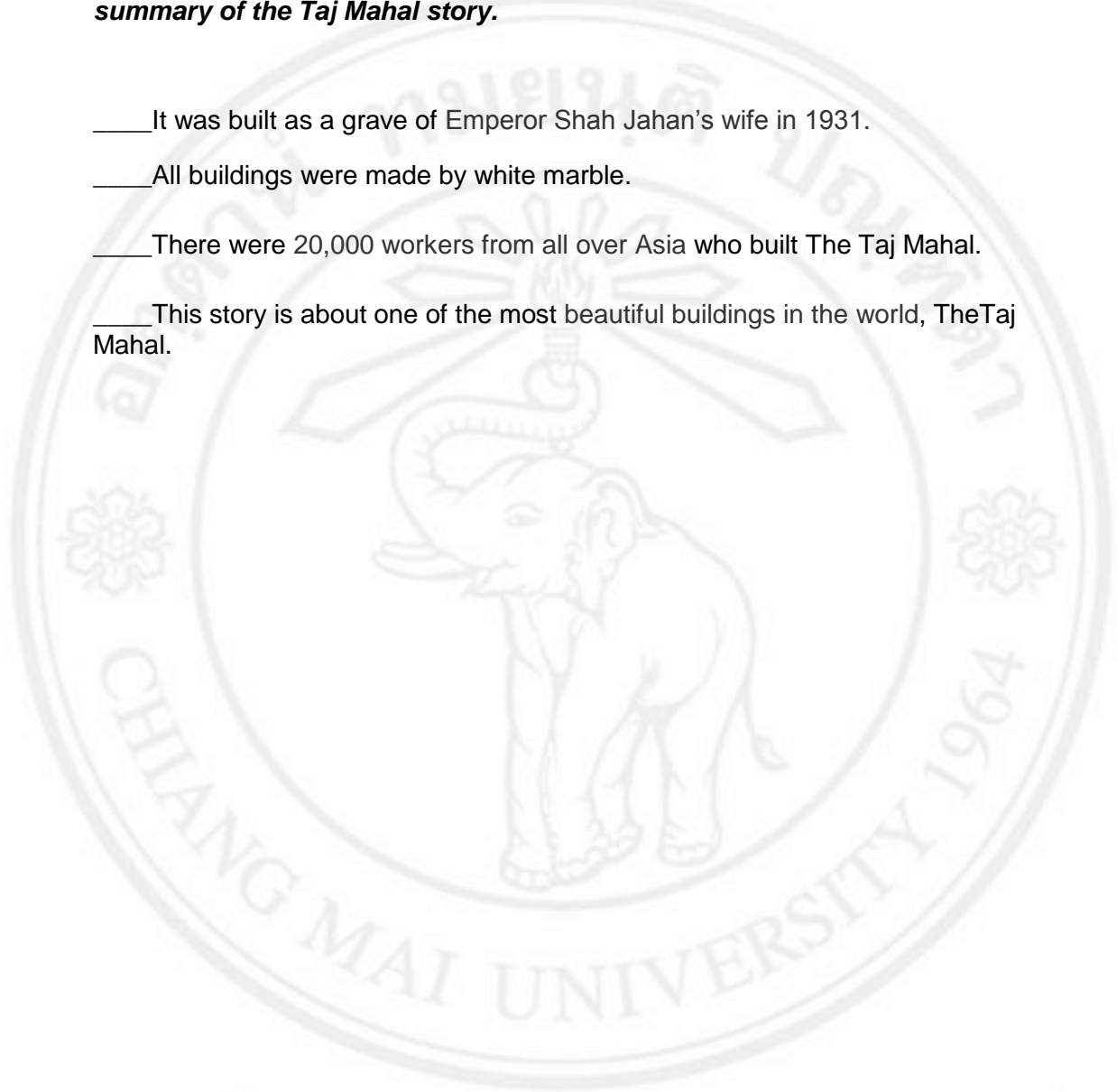
**Part 3: Put a number 1-4 in front of sentences in a correct order to make a summary of the Taj Mahal story.**

\_\_\_ It was built as a grave of Emperor Shah Jahan's wife in 1631.

\_\_\_ All buildings were made by white marble.

\_\_\_ There were 20,000 workers from all over Asia who built The Taj Mahal.

\_\_\_ This story is about one of the most beautiful buildings in the world, The Taj Mahal.



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**Worksheet 2****Scanning Exercise**

**Direction:** Scan this passage below and choose the best answers for each question.

**The Taj Mahal**

Often called the most beautiful building in the world, The Taj Mahal stands in the town of Agra in India. It is in fact a tomb built by the emperor Shah Jahan for his wife who died in 1631.

Visitors to the Taj Mahal enter through a red sandstone gateway which leads into a beautiful walled garden in which a watercourse runs between rows of slender cypress trees. At the end of the watercourse The Taj Mahal stands on a marble terrace.

It's square building made from pure white marble and topped by a dome. Four slender white minarets or towers rise from the corners of the terrace. Beneath the dome is an eight-sided chamber with a carved marble screen around the tombs of the emperor and his wife.

The chief architect of the Taj Mahal was Ustad Isa, who may have been a Persian. The building and ornamentation was done by 20,000 men and craftsmen from all parts of Asia. (1632-1650.)

**Source:** <http://achiraya54.blogspot.com/2011/03/skimming.html>

**1. Where is the Taj Mahal built?**

- |                            |                      |
|----------------------------|----------------------|
| A. the town of Emperor     | B. the town of Jahan |
| C. the town of watercourse | D. the town of Agra  |

**2. Who built the Taj Mahal?**

- |                       |                           |
|-----------------------|---------------------------|
| A. the Emperor's wife | B. the Emperor Shah Jahan |
| C. the architect      | D. all the above          |

**3. In what year did the Emperor Shah Jahan's beloved wife passed away?**

- |         |         |
|---------|---------|
| A. 1630 | B. 1631 |
| C. 1632 | D. 1633 |



### Skimming Exercise

**Direction:** Skim the following passages and choose the best alternative for each item.

**A.** People who are obese are likely to develop type II, non-insulin dependent diabetes. In fact, 90% of obese people develop this disease. Seventy percent of obese people will develop heart disease, and 33% will develop hypertension. Colon and breast cancers are also linked to obesity.

**1. What is the main point of the passage?**

- a. Obesity causes many other diseases.
- b. Many diseases are related to obesity.
- c. Most obese people will be heart attacked.
- d. Colon and breast cancers come from obesity.

**B.** Some big factories Pour toxic waste into water, killing fish and endangering the water for drinking. Off shore oil drilling is harming life in the sea. Careless people who drop litter make public Parks into dumps. Burning garbage turns the air foul for miles around. Junkyards, full of used, useless cars, can be found in large numbers throughout the countryside. Yes, signs of destruction of living space can be found everywhere.

**2. The main thought of this passage is that..... .**

- a. burning garbage turns the air foul for miles around
- b. big factories pour toxic waste into water
- c. signs of destruction of living space can be found everywhere
- d. off shore oil drilling endangers life in the sea

**C.** Pregnant women who smoke cigarettes or drink lots of coffee give birth to smaller babies, according to a report released in Bonn. The study also showed that drinking too much alcohol tends to shorten the pregnancy term and that there is a greater danger of deformed children if the father is a chain smoker.

**3. The main idea of this paragraph is that..... .**

- a. smoking fathers can cause a great danger to children
- b. drunk women give birth to smaller babies
- c. smoking and drinking endanger pregnancy
- d. drinking too much alcohol shortens the pregnancy term

**D.** Oysters and soft-shell clams are bivalves. Both have a two part hinged shell that is secreted by the animal. Another similarity is in their food valued. Because of the way they are prepared, soft-shell clams are often called steamers. Oysters attach themselves to a rock or the sea bottom. Soft-shell clams, in contrast, burrow into the sand or mud along the beach.

**4. What is the main idea of the paragraph?**

- a. Oysters and soft-shell clams are bivalves.
- b. Oysters and soft-shell clams are different.
- c. Oysters and soft-shell clams are similar in many ways.
- d. Oysters and soft-shell clams have a two part hinged shell.

**E** . People who work in large office buildings get sick more often than normal they may have headaches, stomach aches, or sore, red skin. These large buildings usually have windows that cannot be opened. The same air stays in the building for a long time and become unhealthy. It may be full of chemicals that come from the furniture, the rugs, or the photocopy machines. Or it may be full of cigarette smoke. This unhealthy air causes "sick building syndrome," as doctors call this problem. In order to cure the people with this syndrome, it is necessary to treat the building. The answer is simple: more fresh air.

**5. What should be the topic of the passage?**

- a. Sick building syndrome.
- b. Large buildings with unhealthy air.
- c. More sick people in large buildings.
- d. Why more people get sick in large buildings.

**6. What is the main idea of the passage?**

- a. More fresh air can cure sick people.
- b. It is necessary to treat large buildings with more fresh air.
- c. People who work in large office buildings get sick more often than normal
- d. Large buildings with unhealthy air can cause illness for people who work in them.

**Worksheet 3****how to paraphrase**

The **basic steps of paraphrasing** are:

- read the original text carefully
- understand it well
- rewrite the meaning in your own words.

**Examples:**

**1. Original:** Frankly, in my opinion the girl's musical abilities are no more than average for her age.

**Suggested paraphrase:**

To be honest, I don't think the girls' musical talents are anything out of ordinary considering her age.

**2. Original:** The new range of products launched last autumn is already selling well.

**Suggested paraphrase:**

The goods put onto the market for the first time last autumn have already found plenty of buyers.

**3. Original:** Any trip to Italy should include a visit to Tuscany to sample their exquisite wines.

**Suggested paraphrase:**

Be sure to include a Tuscan wine-tasting experience when visiting Italy.



## Paraphrasing exercises

**1) They will have to take a taxi to get there in time. (need)**

They \_\_\_\_\_ in time.

**2. Do you have any plans for tomorrow?**

Are \_\_\_\_\_ tomorrow?

**3. He seems well-educated, however he's not very bright. (Although)**

\_\_\_\_\_

**4. They broke into a warehouse last night. (was)**

\_\_\_\_\_

**5. I am so sorry I broke your favorite cup.**

She apologized \_\_\_\_\_

**6. The new manager seems to be a very capable woman. I met her last week (who)**

The new manager \_\_\_\_\_ a very capable woman.

**7. Peter has more cars than Joe. (as)**

Joe doesn't \_\_\_\_\_ Peter.

## Handout 2

### Step to write a summary paragraph

1. Read the entire selection. Plan your topic sentence using the three part topic sentence graphic organizer called: “**NAME IT – VERB IT – FINISH IT**”. Memorize and draw this topic sentence organizer when planning the topic sentence for your writing assignment.

a. Topic Sentence: Blank graphic organizer.

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b. Topic Sentence: Graphic organizer explained.

NAME IT.	VERB IT.	FINISH IT.
<b>Identify the text (genre/ title/ author)</b> Genre: usually an <b>article</b> Titles of articles: are always in <b>quotes</b> Titles of books: are underlined (See titles chart for quote/underline)	<b>Select a verb.</b> <b>explains</b> (See verb chart for more verb suggestions)	<b>Finish your thought.</b> <b>Finish the sentence</b> with the main idea of the text.

2. Re-write your writing assignment topic sentence from your graphic organizer onto the lines below to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

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3. Now for your paragraphs, use a different graphic organizer (shown below). Draw on graphic organizer for each paragraph in the selection you are to summarize. (If you have five paragraphs, you would draw five lines that are divided, down your planning page).

Re-read the selection. As you read, circle one main idea word in each paragraph, and underline 5 key words in each paragraph. The main idea word will often be in first sentence of each paragraph. It is also often the word that is repeated most in the paragraph.

Main Paragraph Word

Five Key Words (separated by commas)

--	--

4. Make paragraph key word outlines. When you have finished identifying one main word and five key words in each paragraph, write the words from paragraph one on graphic organizer one, the words from paragraph two on graphic organizer two, etc and do this for all the paragraphs. DO copy the main and key words from the selection onto your organizers. Check them for spelling. DO NOT copy long phrase or whole sentences.

(Paragraph 1)	_____	_____
(Paragraph 2)	_____	_____
(Paragraph 3)	_____	_____
(Paragraph 4)	_____	_____
(Paragraph 5)	_____	_____

5. Once you have completed the planning phase (topic sentence and paragraph organizers), you are ready to write your summary paragraph.

- Begin your summary paragraph with your topic sentence. Remember to indent this sentence.
- Use the main and key words from paragraph one to write the next 1-3 sentences.
- Use the main and key words from paragraph two to write the next 1-3 sentences.
- Do this for all paragraphs. If there are a lot of short paragraphs or the paragraphs have a lot of dialogue, you may want to simply divide the selection into your own arbitrary paragraphs for planning purposes.
- When you are done you should have one summary paragraph that begins with an indent and that is only about  $\frac{1}{3}$  to  $\frac{1}{4}$  as long as the original selection.

## Worksheet 4

### Time to Practice!

#### Snow

A blanket of fresh snow can brighten a winter landscape. But snow is more than just beautiful. It is helpful, too. Snow benefits 1  
plants, animals, and people in many ways.

Snow helps plants that stay in the ground all winter. It does not kill plants. It acts as a shield. Snow traps air beneath it. This air is warmer than the air above the snow. The warm air surrounds 2  
and protects plants. Biting winter winds cannot reach them. Ice storms and bitter cold cannot harm them. Plants stay alive through the worst weather.

Snow helps animals, too. Some animals nest below ground. They spend the whole winter there. A blanket of snow serves to keep the nests warm. Other animals do not nest below ground. 3  
They tunnel into the snow itself. They make nests there. Compared with the cold air above, snow nests are cozy.

Snow also benefits people. It helps many people earn a living. Some communities are centers for winter sports. Many 4  
visitors go there to ski. People who live and work in these communities need snow. Without it, they would have no business.

Snow is useful even when it melts. Melting snow runs into wells. It flows into rivers and streams. These supply water to towns and cities. Farms benefit from melting snow as well. Some areas are dry in summer. They get little rain. Nearly all their water comes from melted snow. The water is stored in dammed-up lakes and ponds. It is used during the growing season to water fields and 5  
orchards. Without this water supply, there could be no crops. In this way, the summer harvest depends on winter snow.

Name \_\_\_\_\_ Class \_\_\_\_\_ No. \_\_\_\_\_

**Writing a summary sheet**

**(Home Group)**

1. Skim the entire passage. Plan your topic sentence using the three part topic sentence graphic organizer called: "NAME IT – VERB IT – FINISH IT".

**Topic Sentence: Blank graphic organizer.**

NAME IT Identify the item (genre/title/author)	VERB IT Select a verb.	FINISH IT Finish your thought.

2. Write the **complete topic sentence** from the graphic organizer to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

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**(Expert group & Re-Home group)**

3. Read the paragraph. As you read, note one **main paragraph word** and **five key words** in each paragraph. When done reading / note, complete your paragraph graphic organizers as shown below.

(Paragraph 1) \_\_\_\_\_

(Paragraph 2) \_\_\_\_\_

(Paragraph 3) \_\_\_\_\_

(Paragraph 4) \_\_\_\_\_

(Paragraph 5) \_\_\_\_\_





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ตัวอย่างแผนการสอนอ่านโดยใช้การอ่านแบบจิกซอว์

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### Lesson plan 5

**Topic:** Ice Skating

**Subjects:** English 31203 Reading and Writing

**Class:** Mathayom Suksa 4

**Period:** 4 periods (50 minutes each)

**Terminal objective:** Student will be able to read the passage and to write a summary.

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

1. tell the general questions about ice skating
2. read a given passage and discuss about the story with expert group members
3. retell a story to home group members.
4. answer the questions from “Ice Skating” passage
5. write a summary

**Period 1: 50 minutes**

**Procedure:**

**Pre-reading**

1. Have students into the same heterogeneous groups of five as *home group*.
2. Brainstorm students’ background knowledge by ask them the question about the winter sports.
  - What kind of sport do they like?
  - What is your favorite winter sport?
  - Why do you like that kind of winter sport?



- How many people in this class can skate on ice?

3. Have students spend two minutes writing down all of the different words they associate with Ice skating. Share the words with the class and list them on board.

4. Distribute **handout 1** (reading passage) and **handout 2** (vocabulary sheet) to each student.

5. Have students scan for unfamiliar words and study from the vocabulary sheet to get the definition. Show them the pictures that describe some word in the passage in order to help them get the concept of word meaning easily.

6. Encourage students to use context clues for getting other unfamiliar words that do not appear on the vocabulary sheet. This might help a lot to get important key words.

- Ask students to scan for the word “drawing” from the given passage.

- Tell them to look carefully on the sentence that the word “drawing” appear.

For example: “*The motion of leaning and pushing*, a technique called “**drawing**”, is what allows skaters to gracefully glide on the ice.”

- Explain students that they do not need to know the exact meaning of

“drawing” in Thai and let them to consider the phrase “*The motion of*

*leaning and pushing*.” This is the clue that can help them to understand the meaning of “drawing.”

7. Distribute **handout 3** (writing a summary sheet and have students to skim the passage quickly in order to find a topic sentence / main idea.

8. Have students to fill in the blank of three part topic sentence graphic organizer called: “NAME IT – VERB IT – FINISH IT” as the following:

**Topic Sentence: Blank graphic organizer.**

NAME IT Identify the item (genre/title/author)	VERB IT Select a verb.	FINISH IT Finish your thought.

9. Ask students to write the complete topic sentence from the graphic organizer into the blank as the following:

Write the **complete topic sentence** from the graphic organizer to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

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**Period 2: 50 minutes****While-reading** (Expert group)

10. Ask students to regroup into **expert groups**. (Ex. A1, A2, A3, A4 and A5 meet together)

11. Distribute the reading passage (cut in pieces: 1, 2, 3, 4, 5) to each expert group and tell them that there are 5 different reading parts. Each contains different information but it is the same topic.

12. Tell students that they have to skim and scan the given passages by looking for the main ideas and for the specific information by using the following questions as a guideline:

- Paragraph 1: How do people construct and use modern ice skates?
- Paragraph 2: How does the archaeologist in the story tell the readers about the historical record of an early ice skating?
- Paragraph 3: How come ice skate slide over the surface of ice?
- Paragraph 4: How is the danger of ice skating?
- Paragraph 5: How does the author promote ice skating as a kind of sport?

13. Ask students to read and discuss about the given passage that they are responsible for. At each paragraph reading spot, students have to scan for one main paragraph word and five or more key words. Then, students note for their own paragraph into the blank graphic organizer as following:

Read the paragraph. As you read, note one **main paragraph word** and **five key words** in each paragraph. When done reading / note, complete your paragraph graphic organizers as shown below.

(Paragraph 1)	
(Paragraph 2)	
(Paragraph 3)	
(Paragraph 4)	
(Paragraph 5)	

**Period 3: 50 minutes**

**Post-reading** (Discussion, Test, and Reward)

14. Have students to return to their **home groups**.

15. Remind students that **home group** members are responsible to learn all content from one another.

16. Have students in charge of discussion; retell and explain their information analysis, ask questions of the other members and then let them to take note into the rest of blank graphic organizer until it is complete.

17. Observe students' social skills during activities by using observation form.

18. Ask students to do “After reading: Reading comprehension exercise” in **handout 4**. (Evaluate student’s reading skill). Inform that they will do the test individually but the result will count as a group achievement.

**Period 4: 50 minutes**

19. Ask students, "What are the major points of this passage?" Discuss their answers.

- The construction and the use of modern ice skates.
- The historical record of an early ice skating.
- The principle of skating on ice.
- The danger of ice skating.
- The popularity of ice skating for sport and recreation activities.

20. Have students to start writing a summary with a clear identification of the type of work, title, author, and main point in the present tense.

21. Instruct students that being a summary paragraph with their topic sentence. Remember to indent this sentence. Then, use the main and key words from paragraph one to write the next 1-3 sentences. Use the main and key words from paragraph two to write the next 1-3 sentences. Do this for all paragraphs.

22. Remind students that they do not copy long phrases or whole sentences. Ensure that they use paraphrase when writing a summary as well.

23. Ask students to check with their outline and original passage to make sure they have covered the important points and make sure that they do not put any of their own ideas, opinions, or interpretations into the summary.

24. Announce the result of reading comprehension exercise based on their marks from **handout 4** and then pose it on the board. (Group achievement reward)

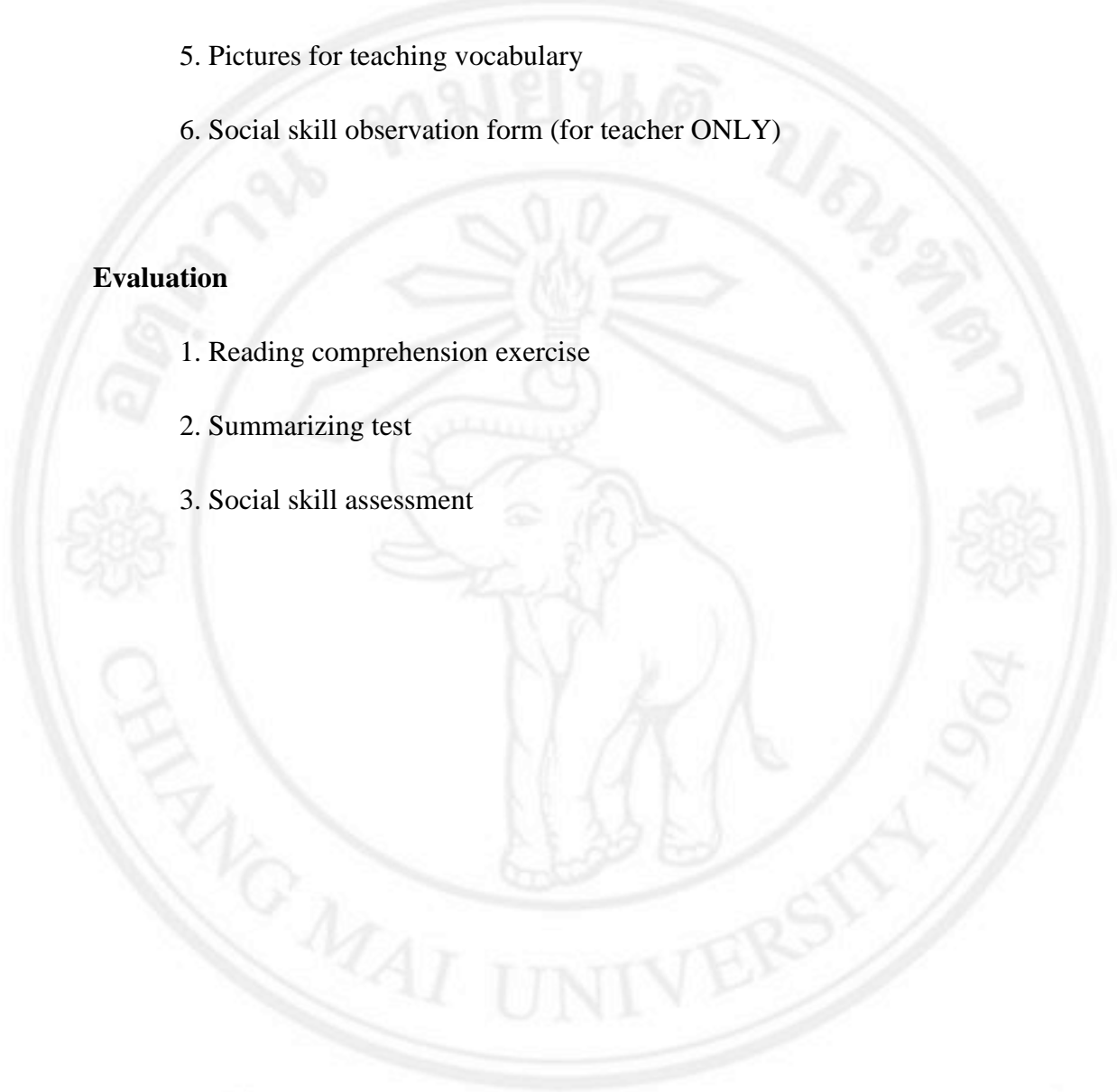
**Materials**

1. Reading passage (handout 1)
2. Vocabulary sheet (handout 2)
3. Writing a summary sheet (handout 3)

4. Reading comprehension exercise (handout 4)
5. Pictures for teaching vocabulary
6. Social skill observation form (for teacher ONLY)

**Evaluation**

1. Reading comprehension exercise
2. Summarizing test
3. Social skill assessment



## Handout 1

### Lesson 5: Ice Skating

Ice skating is a popular pastime for people living in cooler climates all over the world. The act of ice skating involves moving across ice on skates. Skates today are manufactured just for skating and consist of blades mounted on special boots. Primitive skates were attached to regular footwear. Ice skating is primarily done for recreation, but it is also a key 5 component in several winter sports. People can skate on frozen rivers or lakes or at indoor and outdoor skating rinks.

No one knows for sure when humans first began the practice of ice skating. Archaeologists do believe that the activity was very widespread, however. Evidence of early skates made from animal bones has been 10 found across both Western and Eastern Europe. The oldest skates ever found date back to 3000 BC. The first written record of ice skating as a sport was made in London (England), by William Fitzstephen in 1180. The first modern skates with sharpened steel edges are thought to have been invented by the Dutch in the 13<sup>th</sup> or 14<sup>th</sup> century. In the 15<sup>th</sup> century, a 15 Dutch painter, Johannes Brugman, first featured ice skaters in a work of art.

The metal blades on the bottom of ice skates today allow skaters to glide with very little friction over the surface of the ice. Skaters can also dig the blade in the ice to increase friction and control their momentum. Gravity also aids skaters in moving forward. The motion of leaning and 20 pushing, a technique called “drawing”, is what allows skaters to gracefully glide on the ice.

Ice skating can be dangerous and requires precautions. The first major danger associated with ice skating is falling on the ice. Serious injury resulting from a fall is rare, but the hard ice surface and the exposed 25 skate blades can contribute to bodily harm. The second, and more serious danger, is the chance of falling through the ice into the freezing water beneath. This danger is only applicable when skating outdoors. Falling 30 through the ice can lead to injury or death resulting from shock, hypothermia, or drowning.



Finally, there are several international sports that involve ice skating. The most popular of these are figure skating, ice hockey, and speed ice skating. The Winter Olympic Games feature these sports every four years. In fact, some of these sports, and skating for recreation, have become so popular that many places that do not experience cold enough winters for ice skating outdoors have installed indoor rinks.

*Source: Blackline Masters, 2009. Florida Assessments for Instruction in Reading.*



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## Handout 2

## Reading 5: Ice Skating Vocabulary

**pastime (n.):** My sister's **pastime** is ice skating. (สิ่งบันเทิงที่ทำฆ่าเวลา/งานอดิเรก)

**manufacture (v.):** This machine was **manufactured** in France. (ผลิตด้วยเครื่องจักร)

**consist (vi.):** This class **consists** of 16 boys and 17 girls. (ประกอบด้วย)

**Blade (n.):** The knife has a keen **blade**. (ใบมีด)

**mount (vt.):** My day **mounts** a bed on blocks. (ติด)

**primitive (adj.):** The anthropologist delivered a lecture on **primitive** cultures.  
(แบบดั้งเดิม)

**attach (vt.):** A note was **attached** to the document with a paper clip. (ทำให้ติดกัน)

**recreation (n.):** Skiing is a good form of **recreation**. (สันทนาการ)

**component (n.):** Glove is one of an important component for winter clothing.  
(ส่วนประกอบ)

**practice (n.):** Today's **practice** is tough - much harder than usual. (การฝึกซ้อม)

**archaeologist (n.):** I want to be an **archaeologist**. (นักโบราณคดี)

**evidence (n.):** This **evidence** revealed him to be an innocent. (หลักฐาน)

**edge (n.):** You're hitting a bell at the **edge** of the stage. (ริม/ขอบ)

**invent (vt.):** Thomas Alva **Edison** **invented** many useful things. (สร้างสรรค์/ประดิษฐ์)

**glide (vi.):** A bird can **glide** through the air without moving its wings. (แล่น/ลื่นไถล)



**friction (n.):** The general low level of **friction** on ice allows a skater to glide along the surface smoothly. (การเสียดสี)

**dig (vt.):** You should **dig** a hole about 4 feet in diameter. (เจาะ/ขุด)

**gravity (n.):** The **gravity** of the moon is one-sixth of that of the earth. (ความถ่วง/แรงโน้มถ่วง)

**motion (n.):** The scene was shown in slow **motion**. (การเคลื่อนไหว/การเคลื่อนที่)

**gracefully (adj.):** She skates **gracefully**. (อย่างนุ่มนวล)

**precaution (n.):** We recommend that you check advice for all vaccinations and malaria **precautions** from your doctor. (ความระมัดระวัง)

**associate (vt.):** These foods are **associated** with ethnic groups. (เชื่อมโยง)

**rare (adj.):** Such scientists as Einstein are **rare**. (ซึ่งหายาก/ไม่บ่อย/ไม่ค่อยมี)

**contribute (vi.):** Einstein's theories **contributed** greatly to modern science. (มีส่วนทำให้)

**beneath (adv.):** The money was hidden **beneath** the floorboards. (อยู่ข้างล่าง/อยู่ข้างใต้)

**applicable (adj.):** This law is **applicable** to all cases. (ประยุกต์ได้/เหมาะสม)

**hypothermia (n.):** the chilling effect of a cold wind, particularly if clothing is wet, can induce **hypothermia**. (สภาวะที่ร่างกายมีอุณหภูมิต่ำกว่าปกติ)

**drowning (n.):** The young man saved the child from **drowning**. (การจมน้ำ)

**involve (vt.):** This job **involves** lots of hard work. (เกี่ยวข้อง/เกี่ยวพัน)

**rink (n.):** While skating at the ice **rink** she fell on her rear. (ลานเล่นสเก็ตน้ำแข็ง)

## Handout 3

Name \_\_\_\_\_ Class \_\_\_\_\_ No. \_\_\_\_\_

**Writing a summary sheet****(Home Group)**

1. Skim the entire passage. Plan your topic sentence using the three part topic sentence graphic organizer called: "NAME IT – VERB IT – FINISH IT".

**Topic Sentence: Blank graphic organizer.**

NAME IT Identify the item (genre/title/author)	VERB IT Select a verb.	FINISH IT Finish your thought.

2. Write the **complete topic sentence** from the graphic organizer to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

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**(Expert group & Re-Home group)**

3. Read the paragraph. As you read, note one **main paragraph word** and **five key words** in each paragraph. When done reading / note, complete your paragraph graphic organizers as shown below.

(Paragraph 1) \_\_\_\_\_

(Paragraph 2) \_\_\_\_\_

(Paragraph 3) \_\_\_\_\_

(Paragraph 4) \_\_\_\_\_

(Paragraph 5) \_\_\_\_\_



## Handout 4

Name.....class.....no.....

## Lesson 5: Ice Skating

After you read: Reading comprehension exercise

Select the correct answer

1. What is early skate made from?

- A. blades  
B. edges  
C. special boots  
D. animal bones

2. How does the author organize the second paragraph of the article?

- A. She describes the similarities and differences between artifacts found by archeologists that support the early existence of ice skating as a sport.  
B. She provides historical evidence of ice skating from 3000 BC through the 15th century.  
C. She lists the major events in the history of ice skating as a competitive sport.  
D. She gives her opinion on how art and writing have contributed to the development of modern ice skating.

3. What do William Fitzstephen and Johannes Brugman have in common?

- A. Both used ice skating as the subject for their paintings.  
B. Both contributed to the historical record of early ice skating.  
C. Both helped to promote ice skating as a sport.  
D. Both discovered archeological evidence of primitive skating techniques.

4. Ice skating is primarily done for recreation, but it is also a key component in several sports.

Which word means nearly the opposite of the word *recreation* in line 5 of the first paragraph?

- A. amusement  
B. entertainment  
C. labor  
D. pastime

5. Which statement is **not true** about physics on ice skating?

- A. The friction will increase when skaters dig the blade in the ice.  
B. Gravity is one of the main factor that aids skaters in moving on ice.  
C. Digging the blade in the ice can help skaters control their momentum.  
D. Skaters avoid using drawing technique to help them to glide on the ice gracefully.

6. What would the author consider to be the most serious danger when skating?
- A. an injury caused by colliding with the hard ice surface
  - B. bodily harm as the result of coming in contact with an exposed skate blade
  - C. shock, hypothermia, or drowning caused by falling through the ice
  - D. painful friction experienced when sliding over the surface of the ice
7. Both the picture and the text of the article suggest that ice skating is
- A. an element of several popular international sports
  - B. only appropriate for recreation
  - C. a dangerous activity that requires precautions
  - D. a primitive sport that hasn't translated well in modern times
8. What is the main idea of this article?
- A. The way to improve ice skating skills
  - B. The involvement of ice skating in several winter sports
  - C. How modern ice skate are made
  - D. The story of ice skating from the past until the present
9. What kind of article did the author write about ice skating?
- A. an entertaining article that retells true stories about well-known skaters
  - B. an informative article that describes the history and modern practice of ice skating
  - C. a helpful article that teaches readers how to improve their ice skating skills
  - D. a persuasive article that convinces readers to try an ice skating-related sport
10. What was the author's main purpose in writing this article?
- A. to explain how to construct and use modern ice skates
  - B. to persuade readers to watch the Winter Olympic Games
  - C. to inform readers about the history of ice skating
  - D. to describe how archeologists date ice skating artifacts



ภาคผนวก ง

แบบทดสอบความสามารถในการอ่านภาษาอังกฤษ

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แบบทดสอบความสามารถในการอ่านภาษาอังกฤษ

**Direction:** Read the passages and select the correct answer. **Mark X** on A, B, C, or D

**Passage 1** (item 1-10)

Nepal, a small, mountainous country tucked between India and China, may seem completely foreign to many Americans. Cows walk down busy streets unharmed, 24 different languages are spoken, and people eat two meals of rice and lentils every day. Nepal holidays, many of which are related to the Hindu religion, can seem especially bizarre to Americans unfamiliar with the culture. However, if we 5 look beyond how others celebrate to consider the things they are celebrating, we find surprising similarities to our own culture.

The biggest holiday in Nepal is Dashain, a ten-day festival for the Hindu goddess Durga that takes place in September or October. According to Hindu beliefs, Durga defeated the evil demons of the world. To thank the goddess, people visit 10 temples in her honor and sacrifice goats or sheep as offerings. Throughout the year, most Nepalese do not eat much meat because it is expensive, but Dashain is a time to enjoy meat every day. Children fly colorful, homemade kites during Dashain. People also construct enormous bamboo swings on street corners and in parks. Every evening people gather at these swings and take turns swinging. Nepalese say that by 15 swinging, people can relieve the earth of their weight, if only for a few minutes out of the year. Dashain is a time for people to eat good food, relax, and enjoy themselves!

Aside from eating and enjoying themselves, during Dashain people also receive blessings from their **elders**. Schools and offices shut down so people can travel to be with their families. Reuniting with family reminds people of the 20 importance of kindness, respect, and forgiveness. People also clean and decorate their homes for Dashain. And, like many holidays in the United States, it is a time for shopping. Children and adults alike get new clothes for the occasion. People express appreciation for all that they have, while looking forward to good fortune and peace in the year to come. 25

During American holidays, people may not sacrifice goats or soar on bamboo swings, but we do often travel to be with family members and take time off work or school to relax. No matter how we celebrate, many people around the world spend their holidays honoring family, reflecting on their blessings, and hoping for good fortune in the future.

30

*Source: Read Theory LLC, 2012.*

1. According to the passage, Hindus believe that the goddess Durga ...
  - A. sacrifices goats and sheep
  - B. defeated the evil demons of the world
  - C. visits temples
  - D. enjoys meat every day
  
2. Why do Nepalese people visit temple during Dashain holiday?
  - A. To pray for their ancestor.
  - B. To celebrate Dashain festival
  - C. To meet friends
  - D. To thank goddess Durga
  
3. Why is meat not popular for Nepalese **except** during Dashain holiday?
  - A. Because meat is expensive.
  - B. Because meat is not good.
  - C. Because meat is not allowed for Hindu religion.
  - D. Because meat is only use for sacrifice goddess.
  
4. The word “**elders**” in line 19, paragraph 3 can be replaced by ...
  - A. monk
  - B. goddess
  - C. teacher
  - D. senior
  
5. Which of the following statement is **not** correct about the fact of reunion with family during Dashain holiday?
  - A. Nepalese people are forced to go back to meet their family.
  - B. It reminds people of the importance of forgiveness.
  - C. It is the way that they pay respect to their family.
  - D. It reminds people of the importance of kindness.



6. According to the passage, what would you do during American holiday if you are an American?

- A. Go to work  
B. Go to the temple  
C. Take time with family  
D. Have a party with friends

7. According to the passage, what would happen if people do not go to the temple for sacrifice goddess during Dashain?

- A. They will get sick.  
B. They will be scared by ghost.  
C. They will die.  
D. There is nothing happen because it is just a belief.

8. Which of the following would be the most appropriate title for the passage?

- A. Hindu religion  
B. The holiday in Nepal  
C. The Dashain holiday  
D. The important festival of Hindus

9. What is the main idea of this passage?

- A. There are many interesting activities to celebrate during Dashain.  
B. The biggest holiday in Nepal is Dashain.  
C. Nepal is small mountainous country.  
D. Dashain is a time for people to eat good food, relax, and enjoy themselves.

10. The writer suggests that although people in different cultures celebrate holidays differently, one similarity is that many people....

- A. ask for blessings from their elders during holidays.  
B. agree that holidays reveal a lot about a culture.  
C. believe that holidays must be celebrated.  
D. think of holidays as a time to spend with their families.

**Passage 2** (item 11-20)

Have you ever wondered what keeps a hot air balloon flying? The same principle that keeps food frozen in the open chest freezers at the grocery store allows hot air balloons to fly. It's a very basic principle: Hot air rises and cold air falls. So while the super-cooled air in the grocery store freezer settles down around the food, the hot air in a hot air balloon pushes up, keeping the balloon floating above the ground. In order to understand more about how this principle works in hot air balloons, it helps to know more about hot air balloons themselves. 5

A hot air balloon has three major parts: the basket, the burner, and the envelope. The basket is where passengers ride. The basket is usually made of **wicker**. This ensures that it will be comfortable and add little extra weight. The burner is positioned above the passenger's heads and produces a huge flame to heat the air inside the envelope. The envelope is the colorful fabric balloon that holds the hot air. When the air inside the envelope is heated, the balloon rises. 10

The pilot can control the up-and-down movements of the hot air balloon by regulating the heat in the envelope. To ascend, the pilot heats the air in the envelope. When the pilot is ready to land, the air in the balloon is allowed to cool and the balloon becomes heavier than air. This makes the balloon **descend**. 15

Before the balloon is launched, the pilot knows which way the wind is blowing. This means that she has a general idea about which way the balloon will go. But, sometimes the pilot can actually control the direction that the balloon flies while in flight. This is because the air above the ground is sectioned into layers in which the direction of the wind may be different. So, even though the pilot can't steer the balloon, she can fly or higher or lower into a different layer of air. Some days the difference between the directions of the wind between layers is negligible. But other days the difference is so strong that it can actually push the balloon in a completely different direction! 20 25

*Source: Read Theory LLC, 2012*

11. According to the passage, which statement shows the principle that the writer uses to compare to hot air balloon flying principle?

- A. Som lights up a cigarette.      B. Dara sets the fire for making roasted chicken.  
C. Bom freezes her seafood in the freezer.      D. Min grills her barbecue

12. According to the author, **wicker** in line 9, paragraph 2 is ...

I. comfortable

II. lightweight

III. durable

A. I only

B. I and II

C. II and III

D. I, II, and III

13. The burner ...

A. helps to carry the basket

B. controls the direction of the wind.

C. provides the cool air inside the envelope.

D. produces a huge flame to heat the air inside the envelope.

14. According to the passage, balloon pilots control the balloon's altitude by ...

A. moving into a different layer of air

B. regulating the air temperature inside the balloon

C. adjusting the amount of air in the envelope

D. changing the amount of weight contained in the basket

15. As used in line 17, paragraph 3, which is the best synonym for **descend**?

A. move

B. fly

C. rise

D. drop

16. What is the main factor to control the up-and-down movement of the hot air balloon?

- A. The regulating of the wind.
- B. The regulating of the heat.
- C. The number of the passenger.
- D. The number of the pilot.

17. If the hot air balloon pilot wants to change directions during flight, what might she do to accomplish this?

- A. head toward a mountain peak
- B. wait for it to rain
- C. fly into a cloud
- D. fly higher

18. Why does the pilot sometimes control the direction of the balloon while in flight?

- A. Because of the direction of the different wind.
- B. Because of the decreasing of the heat in balloon.
- C. Because the heat does not work.
- D. Because the flight takes too long time.

19. Using the passage as a guide, it can be inferred that which of the following statements is **not** true?

- A. Air goes up and out the top of a chimney when you light a fire.
- B. Cool air collects about the ceiling when you open a refrigerator.
- C. Smoke from a candle rises after you blow out the flame.
- D. Cold air coming from an air conditioning vent settles about the floor.

20. What is the main idea of this passage?

- A. Pilot is the most important thing for hot air balloon flying.
- B. The basic principle of hot air balloon floating is when hot air for rising and cool air for falling.
- C. A hot air balloon has a three major parts; the basket, the burner, and the envelope.
- D. The main factors to keep hot air balloon flying are regulating the heat and controlling the direction

**Passage 3** (item 21-30)

For many people who live in cities, parks are an important part of the landscape. They provide a place for people to relax and play sports, as well as a refuge from the often harsh environment of a city. What people often overlook is that parks also provide considerable environmental benefits.

One benefit of parks is that plants absorb carbon dioxide—a **key pollutant**—and emit oxygen, which humans need to breathe. According to one study, an acre of trees can absorb the same amount of carbon dioxide that a typical car emits in 11,000 miles of driving. Parks also make cities cooler. Scientists have long noted what is called the Urban Heat Island Effect: building materials such as metal, concrete, and asphalt absorb much more of the sun's heat and release it much more quickly than **10** organic surfaces like trees and grass. Because city landscapes contain so much of these building materials, cities are usually warmer than surrounding rural areas. Parks and other green spaces help to mitigate the Urban Heat Island Effect.

Unfortunately, many cities cannot easily create more parks because most land is already being used for buildings, roads, parking lots, and other essential parts of **15** the urban environment. However, cities could benefit from many of the positive effects of parks by encouraging citizens to create another type of green space: rooftop gardens. While most people would not think of starting a garden on their roof, human beings have been planting gardens on rooftops for thousands of years. Some rooftop gardens are very complex and require complicated engineering, but others are **20** simple container gardens that anyone can create with the investment of a few hundred dollars and a few hours of work.

Rooftop gardens provide many of the same benefits as other urban park and garden spaces, but without taking up the much-needed land. Like parks, rooftop gardens help to replace carbon dioxide in the air with nourishing oxygen. They **25** also help to lessen the Urban Heat Island Effect, which can save people money. In the summer, rooftop gardens prevent buildings from absorbing heat from the sun, which can significantly reduce cooling bills. In the winter, gardens help hold in the heat that materials like brick and concrete radiate so quickly, leading to savings on heating bills. Rooftop vegetable and herb gardens can also provide fresh food for city **30** dwellers, saving them money and making their diets healthier. Rooftop gardens are

not only something everyone can enjoy, they are also a smart environmental investment.

*Source: Read Theory LLC, 2012.*

21. According to the passage, the Urban Heat Island Effect is caused by the fact(s) that ...

- I. cities are warmer than nearby rural areas
- II. building materials absorb more of the sun's heat than organic surfaces
- III. building materials release the sun's heat more quickly than organic surfaces

- A. I only
- B. I and II
- C. II and III
- D. I, II, and III

22. According to paragraph 2, which building materials are not included in Urban Heat Island Effect?

- A. metal
- B. wood
- C. concrete
- D. asphalt

23. "a key pollutant" in line 5, paragraph 2 refers to...

- A. oxygen
- B. carbon dioxide
- C. parks
- D. green spaces

24. What will happen if there are not parks in big cities?

- A. The problem of air pollution decreases.
- B. People who live in cities are healthy.
- C. The cities are hotter.
- D. The cities are covered by green spaces.

25. Which of the following statement is **not** true about rooftop gardens' benefits?

- A. It helps to decrease the Urban Heat Island Effect.
- B. It helps to replace carbon dioxide in the air with oxygen.
- C. It prevents buildings from absorbing heat from the sun.
- D. It reduces the oxygen in the air.

26. What is the main idea of this passage?

- A. Rooftop plants can remove air pollution.
- B. Rooftop gardens are considered as another beneficial green zone that can replace the city parks.
- C. Parks are more important than rooftop gardens.
- D. Parks have many benefits that rooftop gardens do not share.

27. The author claims all of the following to be benefits of rooftop gardens, **except**:

- A. increased space for private relaxation
- B. savings on heating and cooling costs
- C. better food for city dwellers
- D. improved air quality

28. Which of the following is a correct example of a rooftop garden?

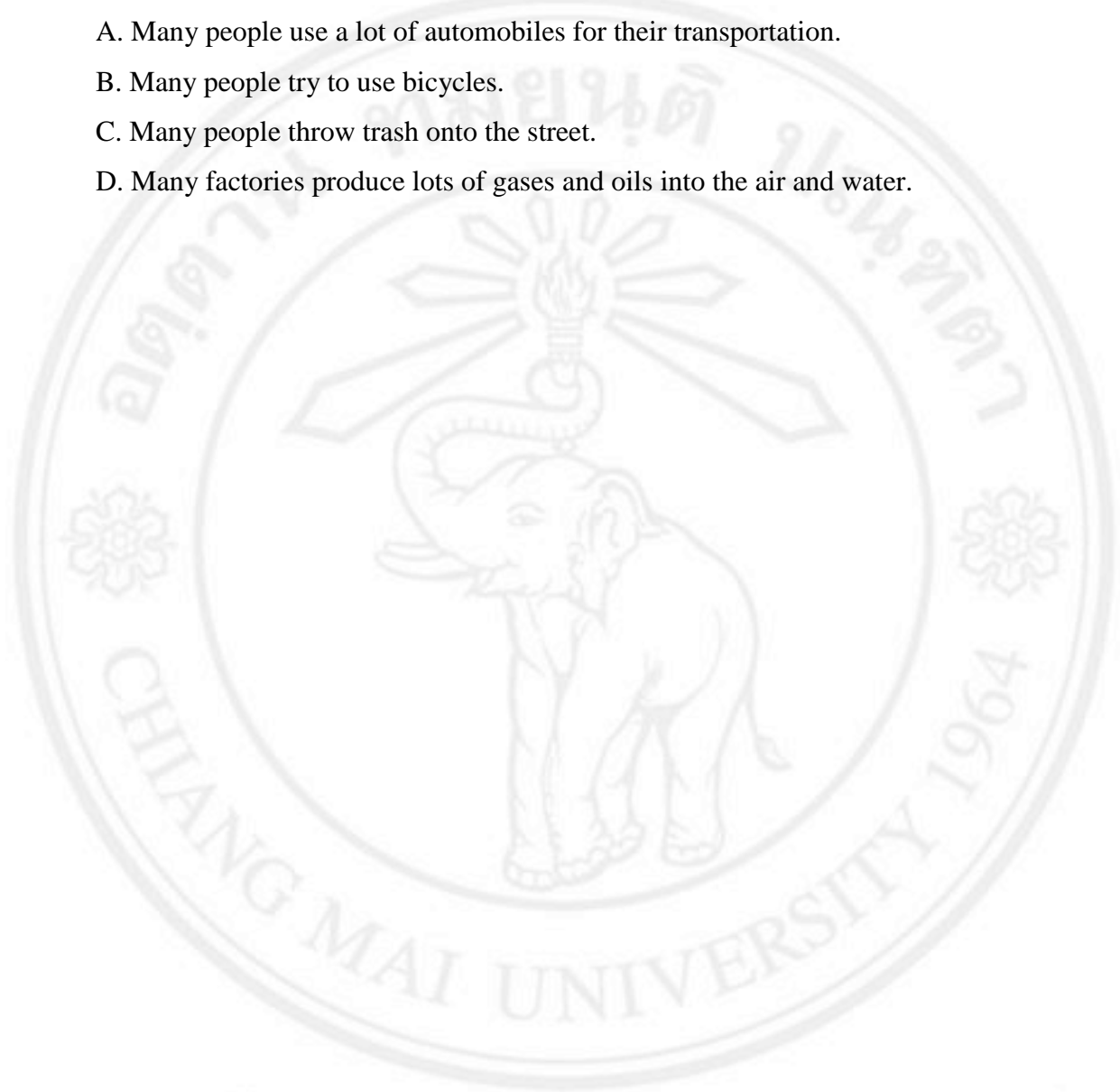
- A. Jessica creates a secret garden at the backyard of her house.
- B. Tiffany grows her own herbs and vegetables at home.
- C. Nickhun plants many kinds of flower on the roof of his company building.
- D. Robert turns his entire backyard into a flower garden.

29. According to the passage, which is the correct statement if compared to Bangkok city?

- A. Creating parks is better because there are enough trees in Bangkok.
- B. Creating rooftop gardens is better because it is more attractive for bird's eye view.
- C. Creating parks is better because there are enough spaces in Bangkok.
- D. Creating rooftop gardens is better because there are many buildings in Bangkok.

30. Which of the following evidence is **not** the main cause of air pollution in cities?

- A. Many people use a lot of automobiles for their transportation.
- B. Many people try to use bicycles.
- C. Many people throw trash onto the street.
- D. Many factories produce lots of gases and oils into the air and water.



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ภาคผนวก จ

ตารางแสดงการวิเคราะห์เป็นรายชื่อของแบบทดสอบความสามารถในการอ่าน

ผลคะแนนความสามารถในการอ่านภาษาอังกฤษ

ผลคะแนนความสามารถในการเขียนสรุปความและ

ผลคะแนนทักษะทางสังคม

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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ตารางที่ 8 การแสดงผลการวิเคราะห์ความยากง่าย (p) และค่าอำนาจแจกแจง (r) เป็นรายข้อของแบบทดสอบความสามารถในการอ่าน ฉบับทดลองใช้

ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)	ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)
1	.76	.77	16	.57	.13
2	.82	.20	17	.36	.53
3	.95	.43	18	.76	.33
4	.69	.14	19	.63	.00
5	.71	.44	20	.50	.50
6	.76	.77	21	.71	.44
7	.90	.57	22	.76	.33
8	.44	.12	23	.65	.54
9	.37	.27	24	.37	.27
10	.58	.63	25	.50	.00
11	.86	.66	26	.76	.77
12	.76	.77	27	.57	.38
13	.82	.20	28	.71	.44
14	.44	.39	29	.50	.50
15	.51	.25	30	.44	.12

ตารางที่ 9 แสดงผลความสามารถในการอ่านทั้งก่อนและหลังเรียน โดยใช้การอ่านแบบจิ๊กซอว์

เลขที่	คะแนนก่อนเรียน (ร้อยละ)	ระดับความสามารถ	คะแนนหลังเรียน (ร้อยละ)	ระดับ ความสามารถ
1	63.33	ปานกลาง	73.33	ดี
2	70	ดี	76.67	ดี
3	36.67	ควรปรับปรุง	56.67	อ่อน
4	46.67	ควรปรับปรุง	73.33	ดี
5	50	อ่อน	56.67	อ่อน
6	56.67	อ่อน	83.33	ดีมาก
7	53.33	อ่อน	73.33	ดี
8	46.67	ควรปรับปรุง	60	ปานกลาง
9	43.33	ควรปรับปรุง	46.67	ควรปรับปรุง
10	46.67	ควรปรับปรุง	73.33	ดี
11	53.33	อ่อน	66.67	ปานกลาง
12	50	อ่อน	56.67	อ่อน
13	50	อ่อน	63.33	ปานกลาง
14	30	ควรปรับปรุง	63.33	ปานกลาง
15	36.67	ควรปรับปรุง	40	ควรปรับปรุง
16	50	อ่อน	56.67	อ่อน
17	33.33	ควรปรับปรุง	60	ปานกลาง
18	50	อ่อน	63.33	ปานกลาง
19	70	ดี	86.67	ดีมาก
20	40	ควรปรับปรุง	63.33	ปานกลาง
21	70	ดี	86.67	ดีมาก
22	70	ดี	73.33	ดี
23	60	ปานกลาง	63.33	ปานกลาง
24	53.33	อ่อน	66.67	ปานกลาง
25	53.33	อ่อน	56.67	อ่อน
26	36.67	ควรปรับปรุง	60	ปานกลาง

ตารางที่ 9 (ต่อ) แสดงผลความสามารถในการอ่านทั้งก่อนและหลังเรียนโดยใช้การอ่าน  
แบบจิ๊กซอว์

เลขที่	คะแนนก่อนเรียน (ร้อยละ)	ระดับความสามารถ	คะแนนหลังเรียน (ร้อยละ)	ระดับ ความสามารถ
27	26.67	ควรปรับปรุง	53.33	อ่อน
28	50	อ่อน	66.67	ปานกลาง
29	63.33	ปานกลาง	66.67	ปานกลาง
30	46.67	ควรปรับปรุง	63.33	ปานกลาง
31	40	ควรปรับปรุง	60	ปานกลาง
32	63.33	ปานกลาง	76.67	ดี
33	56.67	อ่อน	60	ปานกลาง

ตารางที่ 10 แสดงผลความสามารถในการเขียนสรุปความของนักเรียนทั้งหมด 5 แผน

เลขที่	คะแนนเฉลี่ย (20)	ค่าร้อยละ	ส่วนเบี่ยงเบน มาตรฐาน	ระดับคุณภาพ
1	13.53	67.65	1.90	ปานกลาง
2	12.5	62.5	1.17	ปานกลาง
3	10.1	50.5	2.48	อ่อน
4	11.8	59	3.09	อ่อน
5	10.7	53.5	1.75	อ่อน
6	14.1	70.5	2.16	ดี
7	16.1	80.5	2.22	ดีมาก
8	11	55	2.18	อ่อน
9	12.1	60.5	1.78	ปานกลาง
10	10.9	54.5	1.75	อ่อน
11	11.1	55.5	1.39	อ่อน
12	11.1	55.5	0.96	อ่อน
13	13.1	65.5	3.25	ปานกลาง
14	12.5	62.5	1.22	ปานกลาง
15	11.8	59	1.64	อ่อน
16	12.3	61.5	2.46	ปานกลาง
17	12.9	64.5	1.64	ปานกลาง
18	15.1	75.5	2.16	ดี
19	17.5	87.5	1.06	ดีมาก
20	11.7	58.5	1.35	อ่อน
21	17.8	89	0.45	ดีมาก
22	15.4	77	0.82	ดี
23	15.4	77	1.34	ดี
24	14	70	2.18	ดี
25	12.7	63.5	2.11	ปานกลาง
26	13.6	68	2.53	ปานกลาง

ตารางที่ 10 (ต่อ) แสดงผลความสามารถในการเขียนสรุปความของนักเรียนทั้งหมด 5 แผน

เลขที่	คะแนนเฉลี่ย (20)	ค่าร้อยละ	ส่วนเบี่ยงเบน มาตรฐาน	ระดับคุณภาพ
27	15.7	78.5	1.30	ดี
28	15.8	79	1.96	ดี
29	11	55	1.41	อ่อน
30	13.2	66	2.59	ปานกลาง
31	13.6	68	1.08	ปานกลาง
32	14.7	73.5	1.92	ดี
33	12.9	64.5	1.64	ปานกลาง

ตารางที่ 11 แสดงผลทักษะทางสังคมของนักเรียนทั้งหมด 5 แผน

เลขที่	ค่าเฉลี่ย (3)	ส่วนเบี่ยงเบนมาตรฐาน	การแปลความค่าเฉลี่ย
1	2.98	0.04	ดีมาก
2	2.12	0.50	ดี
3	2.2	0.45	ดี
4	2.32	0.41	ดี
5	2.24	0.64	ดี
6	2.14	0.59	ดี
7	2.98	0.04	ดีมาก
8	2.3	0.45	ดี
9	2.6	0.50	ดีมาก
10	2.28	0.44	ดี
11	2.7	0.25	ดีมาก
12	2.62	0.52	ดีมาก
13	2.6	0.47	ดีมาก
14	2.64	0.46	ดีมาก
15	1.88	0.36	ดี
16	2.8	0.45	ดีมาก
17	2.98	0.04	ดีมาก
18	2.86	0.19	ดีมาก
19	3	0.00	ดีมาก
20	2.14	0.69	ดี
21	2.96	0.09	ดีมาก
22	3	0.00	ดีมาก
23	2.9	0.22	ดีมาก
24	3	0.00	ดีมาก
25	3	0.00	ดีมาก
26	2.76	0.39	ดีมาก

ตารางที่ 11 (ต่อ) แสดงผลทักษะทางสังคมของนักเรียนทั้งหมด 5 แผน

เลขที่	ค่าเฉลี่ย (3)	ส่วนเบี่ยงเบนมาตรฐาน	การแปลความค่าเฉลี่ย
27	2.86	0.19	ดีมาก
28	2.8	0.39	ดีมาก
29	2.92	0.08	ดีมาก
30	2.7	0.67	ดีมาก
31	2.96	0.05	ดีมาก
32	2.94	0.13	ดีมาก
33	2.5	0.47	ดี





ภาคผนวก จ  
แบบสังเกตการณ์ทักษะทางสังคม

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## แบบสังเกตทักษะสังคม

แบบสังเกตทักษะสังคม แผนการสอนที่ 1

เลขที่	ทักษะสังคม ชื่อ	สามารถทำงานร่วมกับผู้อื่น				สามารถวางแผนการปฏิบัติงานให้บรรลุเป้าหมาย				สามารถสื่อสาร/แลกเปลี่ยนความคิดเห็น				สามารถแก้ปัญหา				สามารถควบคุมตนเอง				คะแนนเฉลี่ย	การสังเกตพบค่าเฉลี่ย
		3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0		
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							



ภาคผนวก ข

ตัวอย่างผลงานการเขียนสรุปความภาษาอังกฤษ

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Writing a summary sheet**(Home Group)**

1. Skim the entire passage. Plan your topic sentence using the three part topic sentence graphic organizer called: "NAME IT – VERB IT – FINISH IT".

**Topic Sentence: Blank graphic organizer.**

NAME IT Identify the item (genre/title/author)	VERB IT Select a verb.	FINISH IT Finish your thought.
The article, "Ice Skating",	explains	story of ice skating.

2. Write the **complete topic sentence** from the graphic organizer to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

The article, "Ice Skating", explains about story of ice skating.

**(Expert group & Re-Home group)**

3. Read the paragraph. As you read, note one **main paragraph word** and **five key words** in each paragraph. When done reading / note, complete your paragraph graphic organizers as shown below.

(Paragraph 1) Popular hobby. | popular, pastime, cooler, sport, frozen

(Paragraph 2) History of ice skates. | began, Archaeologists, Evidence, bone, steel

(Paragraph 3) <sup>technique</sup> How can skates glide on ice. | metal, blades, glide, moving, technique

(Paragraph 4) Denger | precautions, fall, outdoor, death, shock

(Paragraph 5) International sports. | ice, Olympic, winter, installed, rinks

4. Now, using your topic sentence and paragraph graphic organizers, write your final summary.

### Ice Skating

The article, "Ice Skating," explains story of ice skating from past to present. <sup>N</sup> nowadays, skates are manufactured by consisting of blades mounted on special boots, <sup>in</sup> in past, skates were attached to regular footwear. It's done for recreation and also <sup>for</sup> in winter sports. Evidence of early skates made from bone. The first written record of ice skating as a sport was made in London by William Fitzstephen in 1180. The first modern skates with sharpened steel edges are invented by Dutch in 13<sup>th</sup> or 14<sup>th</sup> century. The blade of ice skates are <sup>digged</sup> dig the blade in the ice to increase friction and control the motion on ice but it can be dangerous if you falling on the ice, <sup>and also, if</sup> and will more danger if falling through the ice into the freezing water beneath. <sup>you</sup> you can get injury and death from shock, hypothermia, or drowning. <sup>there are</sup> So many international sports that involve with ice skating. Winter Olympic Games feature these sports every 4 years. Ice skating became popular for sports and recreation in many place that <sup>do</sup> not <sup>experience</sup> cold enough winter for ice skating outdoor, <sup>So they</sup> have installed indoor rinks, instead.

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Writing a summary sheet**(Home Group)**

1. Skim the entire passage. Plan your topic sentence using the three part topic sentence graphic organizer called: "NAME IT – VERB IT – FINISH IT".

**Topic Sentence: Blank graphic organizer.**

<b>NAME IT</b> Identify the item (genre/title/author)	<b>VERB IT</b> Select a verb.	<b>FINISH IT</b> Finish your thought.
The article "Kilimanjaro"	gives an information about	Mount Kilimanjaro is the important mountain in Africa

2. Write the **complete topic sentence** from the graphic organizer to look like a real sentence. Fix spelling and capitalization errors. Remember to indent.

The article "Kilimanjaro" give an information about Mount Kilimanjaro is the important mountain in Africa

**(Expert group & Re-Home group)**

3. Read the paragraph. As you read, note one **main paragraph word** and **five key words** in each paragraph. When done reading / note, complete your paragraph graphic organizers as shown below.

(Paragraph 1) ancient snow | ancient, snow, formed, rising temperatures

(Paragraph 2) science magazine | study, published, scientists, shunk

(Paragraph 3) The facts of Mount Kilimanjaro | highest, covered, flat, savannah

(Paragraph 4) The holy place | holy place, beliefs, stories, famous mountain

(Paragraph 5) The effect of melting ice | affect, tourism, government, rivers.

(Paragraph 6) The world's climate | frozen, climate, Experts, glaciers.

4. Now, using your topic sentence and paragraph graphic organizers, write your final summary.

The article "Kilimanjaro" gives information about Mount Kilimanjaro <sup>which</sup> is the important mountain in Africa.

The ancient snow on top of Kilimanjaro in Tanzania could be gone because the ice on top of the mountain begin to melt in recent year.

The scientists found the ice on top mount has shrunk about twelve square kilometers but today it has about two square kilometers. In Africa, the highest mountain is Mount Kilimanjaro. It rises above the savannah and the top part of the mountain is covered with snow. Some people beliefs this mountain be holy place. There are about twenty-thousand people visit here every year<sup>s</sup> because they want to see the famous snow-topped mountain. The goverment of Tanzania worry <sup>worries</sup> about with the melting ice will be affect<sup>ed</sup> tourism and weaken the economy. The scientists want to save pieces of the shrinking ice. The ice gives information about the world's climate. Experts say natural climate change is the Mount Kilimanjaro's problems.



ภาคผนวก ข

ผลการหาค่าสัมประสิทธิ์ความสอดคล้องของ Kendall

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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ผลการหาค่าสัมประสิทธิ์ความสอดคล้องของ Kendall ระหว่างคะแนนความสามารถในการเขียนสรุปความภาษาอังกฤษที่ประเมินโดยผู้วิจัยและผู้ช่วยวิจัย

ตาราง 12 จำนวนผู้เรียน สัมประสิทธิ์ความสอดคล้องของ Kendall คำนวณสำคัญทางสถิติ และระดับความสัมพันธ์ระหว่างผู้ร่วมประเมินการเขียนสรุปความภาษาอังกฤษหลังการเรียนแต่ละแผน

การเขียนสรุปความ แผนการสอนที่	N	R	Sig. (2-tailed)	ระดับ ความสัมพันธ์
1	33	.836**	.000	ระดับสูง
2	33	.809**	.000	ระดับสูง
3	33	.850**	.000	ระดับสูง
4	33	.906**	.000	ระดับสูง
5	33	.796**	.000	ระดับสูง
เฉลี่ย	33	.839**	.000	ระดับสูง

\*\*มีค่าความสัมพันธ์ที่ระดับนัยสำคัญทางสถิติ 0.01

r มีค่าเท่ากับ 0 แสดงว่า ไม่มีความสัมพันธ์กัน

r มีค่าระหว่าง 0.01-0.30 มีความสัมพันธ์ในระดับต่ำ

r มีค่าระหว่าง 0.31-0.70 มีความสัมพันธ์ในระดับปานกลาง

r มีค่าระหว่าง 0.71-1.00 มีความสัมพันธ์ในระดับสูง

จากตาราง 12 แสดงให้เห็นว่า คะแนนความสามารถในการเขียนสรุปความภาษาอังกฤษที่ประเมินโดยผู้วิจัยและผู้ช่วยวิจัย ได้ค่าสัมประสิทธิ์ความสอดคล้องของ Kendall เท่ากับ 0.839 มี

ความสัมพันธ์ในระดับสูง และมีค่านัยสำคัญทางสถิติของการประเมินทุกแผนเท่ากับ .000 ซึ่งได้น้อยกว่า 0.01 แสดงว่าผู้ประเมินทั้งสองคนมีความสัมพันธ์ในการประเมินไปในทิศทางเดียวกัน

ผลการหาค่าสัมประสิทธิ์ความสอดคล้องของ Kendall ระหว่างคะแนนทักษะทางสังคมที่ประเมินโดยผู้วิจัยและผู้ช่วยวิจัย

ตาราง 13 จำนวนผู้เรียน สัมประสิทธิ์ความสอดคล้องของ Kendall ค่านัยสำคัญทางสถิติ และระดับความสัมพันธ์ระหว่างผู้ร่วมประเมินทักษะทางสังคมหลังการเรียนแต่ละแผน

ทักษะทางสังคม แผนการสอนที่	N	R	Sig. (2-tailed)	ระดับ ความสัมพันธ์
1	33	.734**	.000	ระดับสูง
2	33	.822**	.000	ระดับสูง
3	33	.870**	.000	ระดับสูง
4	33	.741**	.000	ระดับสูง
5	33	.934**	.000	ระดับสูง
เฉลี่ย	33	.820**	.000	ระดับสูง

จากตาราง 13 แสดงให้เห็นว่า คะแนนทางสังคมที่ประเมินโดยผู้วิจัยและผู้ช่วยวิจัย ได้ค่าสัมประสิทธิ์ความสอดคล้องของ Kendall เท่ากับ 0.82 มีความสัมพันธ์ในระดับสูง และมีค่านัยสำคัญทางสถิติของการประเมินทุกแผนเท่ากับ .000 ซึ่งได้น้อยกว่า 0.01 แสดงว่าผู้ประเมินทั้งสองคนมีความสัมพันธ์ในการประเมินไปในทิศทางเดียวกัน

## ประวัติผู้เขียน

ชื่อ-สกุล

นางสาวพิมพ์พร พยุหะ

วันเดือนปีเกิด

8 มกราคม 2530

ประวัติการศึกษา

พ.ศ. 2553

สำเร็จการศึกษาระดับปริญญาตรีศิลปศาสตรบัณฑิต  
สาขาวิชาภาษาอังกฤษ สำนักวิชาศิลปศาสตร์  
มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย

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