



บรรณานุกรม

ภาษาไทย

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ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิทยทรัพยากร
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รายนามผู้ทรงคุณวุฒิ

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ภาคผนวก ข

บทเรียนและแบบสอบความ เข้าใจในการอ่านภาษาอังกฤษ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

A Difficult Customer

George and Gloria are shopping ...

Assistant : Are you being served?

George : We're just looking round, thank you.

Gloria : What about this plain suit George? It'll go with everything.

George : Hmm! I like the style but not the colour. Excuse me! I'd like to try on a suit in the same style as this, please, but in a different colour.

Assistant : Certainly sir, we have both a striped and a checked suit in that style.

George : I'll try them both on.

Gloria : Try on the striped one, dear!

George : I can't get into the trousers, Gloria. They're too tight.

Gloria : What a pity. Even though the checked suit fits you like a glove, I think this one suits you better.

Assistant : You can enlarge this one, of course sir!

George : Umm...let me try on the checked one again. This checked suit fits round the waist but the jacket is loose.

Assistant : That's no problem sir. You can take the jacket in. But I agree with madam. If you don't mind my saying, if I think the striped suit suits you much better.

George : Umm...what about the plain suit we looked at first-it'll go with everything, you know Gloria. And that colour matches my new shoes.

Assistant : I'll just go and get it for you sir!

Gloria : I told you I liked the plain suit best in the beginning and you sometimes complain that I'm a difficult customer!

Summary

George and Gloria are shopping. George wants to buy a new suit. The assistant shows them the suits in different colours. Gloria likes the plain suit but George likes the striped and the checked suits. He tries on the striped and the checked suits but neither of them fits him. George finally decides to choose the plain suit.



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Reading Comprehension Test

Choose the best answer.

1. The word 'get into' (line 12) means _____.
 - a. receive
 - b. wear
 - c. remove
 - d. insert

2. The word 'take in' (line 18) means _____.
 - a. to expand
 - b. to put
 - c. to make smaller
 - d. to make larger

3. Gloria and George go to the shop in order to _____.
 - a. buy a new jacket
 - b. try on a striped suit
 - c. buy a new suit
 - d. try on a checked suit

4. The assistant tells George that _____ suits him better.
 - a. the striped suit
 - b. the checked suit
 - c. the plain suit
 - d. the green suit

5. George doesn't buy the striped suit because _____.
 - a. the trousers are too tight
 - b. the jacket is very loose
 - c. he doesn't like its colour

6. The phrase '...that I'm a difficult customer' (line 26) means that she is a customer who _____.
- doesn't buy things easily
 - doesn't like to buy things
 - doesn't want to buy things
 - is difficult to buy
7. The sentence 'It'll go with everything' (line 4) means _____.
- this suit fits George perfectly
 - George can wear this suit only at home
 - this suit is suitable for every occasion
 - George can wear this suit on Sundays only
8. 'This one' (line 14) refers to _____.
- the trousers
 - the striped suit
 - the plain suit
 - the checked suit
9. 'It' (line 24) refers to _____.
- the striped suit
 - the checked suit
 - the jacket
 - the plain suit
10. We can infer from the passage that _____.
- George will buy the striped suit
 - George will buy the plain suit
 - George will buy the checked suit
 - George will buy the striped suit
- _____

Enquiries and Reservations

A receptionist works in one of the 'front office' by the front hall or lobby of a hotel. All members of staff who work in these offices usually have direct telephone contact with the guests.

In a large hotel, the receptionist welcomes and registers the guests. But in a small hotel, the work of the receptionist may also include the job of enquiry clerk, advance reservations clerk, and book-keeper.

The advance reservations include reservation enquiries and the booking. A hotel receives reservation requests in different ways. For example, telephone bookings are the most common in many hotels. This is because these bookings are quick and it is possible to get full information from the customer. Hotels often ask people who make reservations by telephone to confirm their bookings in writing.

In many countries, reservations by telegram are less important than telex reservations. Why is this? Because the telex is fast and the confirmation is made immediately.

If a hotel is able to accept a booking, the reservations clerk must record it. The reservations clerk normally completes a reservation form and enters the information in a reservation diary.

Summary

A receptionist works in the lobby of a hotel. The work of a receptionist in a large hotel is different from that in a small hotel. The guests of the hotel can reserve rooms in three ways: by telephone booking, telegram booking and telex booking. The most common way is telephone booking and the fastest way is telex booking.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Reading Comprehension Test

Choose the best answer.

1. A book-keeper is a person who _____.
 - a. welcomes the guest
 - b. works on reading books
 - c. works in a lobby of a hotel
 - d. works on keeping records of business

2. The word 'record' (line 18) means _____.
 - a. get in
 - b. give out
 - c. put down
 - d. write down

3. This passage is about _____.
 - a. the reservations in a hotel
 - b. the job of enquiry clerk
 - c. the service in a hotel
 - d. the telephone booking

4. The phrase '...registers the guests...' (line 4-5) means _____.
 - a. records the information of the guests
 - b. answers the guests' questions
 - c. reserves the rooms for the guests
 - d. leads the guests to their rooms

5. The phrase '...enter the information..' (line 19) means that the clerk _____ the information of the guest.
 - a. records
 - b. gives
 - c. finds
 - d. requests

6. The main work of the receptionist in a large hotel is to _____.
- accept a booking from the guest
 - complete a reservation form
 - ask for information from the guests
 - welcome and register the guests
7. There are _____ ways of booking a room in a hotel.
- two
 - three
 - four
 - five
8. The most common booking in many hotels is _____ booking.
- telegram
 - telex
 - telephone
 - telegraph
9. 'Their bookings..' (line 13) means the bookings of _____.
- the guests who make reservations
 - the clerks who complete the reservation form
 - the receptionists who register the guest
 - the customers who stay at the hotel
10. We can infer from the passage that _____.
- a receptionist in a large hotel works harder than one in a small hotel
 - a receptionist's work in a large hotel differs from one in a small hotel
 - a receptionist in a small hotel works better than one in a large hotel
 - receptionists in both a large hotel and a small hotel have the same work

Reception

It is important that the hotel receptionist should make sure that guests are registered correctly. A registration card is used to record the full name, nationality, home address, and signature of each guest. Foreign visitors must give additional information such as passport number and its place of issue, and their next destination. Many hotels use the registration card to find out more about their customers and ask questions about occupation and method of payment.

The receptionist should always check that the registration cards are completed correctly and politely. If there is a question, the receptionist should politely ask the guest for clarification. It is also necessary to make sure that the reservation details have not changed. After this the receptionist can inform the guest of the room number and rate.

If the guest has a travel agency booking, the receptionist should get the original hotel voucher and check it. When large tour groups are checking in, it is useful for the tour leader to deal with the registration cards and hand them over to the reception desk himself.

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Summary

One of a receptionist's work is filling the guests' information in the registration cards. The receptionist must check that the registration cards are completed correctly. Then, the receptionist can tell the guests the room number and the rate.



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Reading Comprehension Test

Choose the best answer

1. To inform (line 12) means _____.
 - a. to lead
 - b. to guide
 - c. to tell
 - d. to ask

2. The word 'hand over' (line 17) means _____.
 - a. to give
 - b. to get
 - c. to gain
 - d. to guide

3. The main idea of this passage is _____.
 - a. how to fill in the registration card
 - b. how to book a room in a hotel
 - c. the work of hotel receptionists
 - d. the work of travel agents

4. The hotel receptionist can find the information of the guest from _____.
 - a. the passport
 - b. the hotel voucher
 - c. the reception desk
 - d. the registration card

5. The receptionist can inform the guest of the room number and rate after _____.
 - a. the guest gave him the passport
 - b. the tour leader gave him the voucher
 - c. he was sure that the guest would stay in the hotel
 - d. he already completed the registration card correctly

6. If the guest doesn't book the room himself, he can book the room from _____.
- the hotel
 - the receptionist
 - the travel agency
 - the tour leader
7. 'Its place of issue' (line 5) here means _____.
- the next destination of the guest
 - the home address of the guest
 - the place where the passport was issued
 - the place where the guest will visit
8. The phrase '...for clarification' (line 10) means to make sure that _____.
- the information is correct
 - the room number is correct
 - the rate is correct
 - the passport is correct
9. 'Them' (line 17) refers to _____.
- tour groups
 - the registration cards
 - the hotel vouchers
 - the reservation details
10. We can infer from the passage that the hotel receptionist must _____.
- have a good personality
 - like to talk with other people
 - be active and work hard
 - be able to speak foreign languages
-

Getting Down to Business

Bob O'Neil, a young American business lawyer, left the hotel in downtown Madrid at about 4:30 in the afternoon. He thought about his phone conversation that morning. He had spoken with Miguel Ahumada, the representative of an important Spanish firm. The Spaniard was polite and friendly. Surely their business meeting, at 5:00 in the afternoon, would be pleasant. He was sure his meeting would be a successful one. He noticed that few people were out. Shops were closed and cafes were empty. Bob was surprised to see the city so quiet and empty.

When Bob arrived at the office at 4:45, it was closed. The offices in Madrid opened at 5:00. "I'm glad I'm early. I'll be ready to go at 5:00 sharp," Bob thought as the receptionist opened the door for him.

Five o'clock came and went. Five-thirty, five-forty five. Bob was hot and restless in the reception room. Had he mistaken the appointment time? "No," the receptionist assured him. "Mr. Ahumada is here." Bob worried. He thought, "Mr. Ahumada isn't interested."

At almost six o'clock, Bob was led into the executive's office. Mr. Ahumada sat in a chair with cups of coffee beside him. "Ah, Mr. O'Neil, welcome to Spain. I hope you are having a pleasant stay in Madrid." They talked for an hour. Mr. Ahumada was an expert in many areas. But Bob was uneasy. He had not talked about his business yet. Each time he brought it up, the Spaniard waved his hand and said, "Later. We have time for everything."

The two spent the late afternoon and evening discussing travel, history, sports and food. They went out for drinks, then to dinner at a restaurant.

After dinner, at about 11:30 p.m., while having brandy and cigars, Ahumada smiled and said, "Now, Mr. O'Neil, let's get down to business." Surprised and confused for a moment, the sleepy American replied, "Business! What business?"

Summary

Bob O'Neil was a young American business lawyer who wanted to do business with a Spaniard named Miguel Ahumada. They had an appointment at 5:00 p.m. Bob went to Miguel's office at 4:45. He met Miguel at almost 6:00 p.m. Before doing business, they talked, had some drinks and dinner. At 11:30 p.m., Miguel began to talk about business, but Bob was too sleepy to talk with Miguel.



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Reading Comprehension Test

Choose the best answer.

1. The word 'firm' (line 4) has the same meaning as _____.
 - a. shop
 - b. store
 - c. company
 - d. supermarket
2. People who are friendly will always _____.
 - a. make other people suffer
 - b. be cruel and not like people
 - c. make other people hate them
 - d. be kind and ready to help others
3. This passage is about _____.
 - a. a Spanish businessman who is an expert in many areas
 - b. two businessmen who have an appointment
 - c. an American's life while staying in Spain
 - d. an American lawyer who wants to succeed in business
4. This story happened in _____.
 - a. Italy
 - b. Spain
 - c. America
 - d. New York
5. The offices in Spain open at _____.
 - a. 4:30 p.m.
 - b. 5:00 p.m.
 - c. 4:30 a.m.
 - d. 5:00 a.m.

6. The sentence "Bob was uneasy." (line 22) means Bob was _____.
- happy
 - worried
 - angry
 - excited
7. 'Let's get down to business' (line 29-30) means _____.
- let's do the business
 - let's continue the business
 - let's leave the business
 - let's begin talking about business
8. 'It' (line 10) refers to _____.
- the cafe
 - the hotel
 - the office
 - the restaurant
9. 'The Spaniard' (line 23) refers to _____.
- Miguel Ahumada
 - Bob O'Neil
 - the receptionist
 - the businessman
10. We can infer from the passage that _____.
- Ahumada will be angry about Bob
 - the Spaniards are entertaining
 - Bob's business must be successful
 - Bob's business may not be successful
-

The Functions of Money

We use money to exchange the goods or services which we provide for the goods or services which others provide. The purpose of money is to facilitate exchange. If there were no money, we would have to barter, that is, to exchange one good for another (eg. a chicken for ten leaves of bread). We exchange our labour for goods and services through the medium of money. One of the purposes of money is to act as a medium of exchange.

There have been various forms of money throughout the ages. (including cows and cigarettes), but the most common form of money has always been metals, especially in recent times. Metals have been used in order to ensure that the money is portable (unlike cows) and durable (unlike cigarettes). Money today must be portable and durable in order to be acceptable. Today the supply of money includes bank-notes, coins, cheques and various forms of credit (eg. credit cards).

We also use money to measure the value of goods. A price is given to goods in order to measure its value in money terms. We also use money as a unit of account in order to compare prices of various goods by giving them a common unit of measurement.

Summary

Money is used to exchange goods or services. In the past, money was in many forms, for example, cows and cigarettes, but the most common form was metals. Today the supply of money includes bank-notes, coins, cheques and other forms of credit. We also use money to measure the value of goods by giving a price to a good.



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Reading Comprehension Test

Choose the best answer.

1. The word 'barter' (line 4) means _____.
 - a. to exchange goods without using money
 - b. to buy goods by using money
 - c. to exchange a chicken for ten loaves of bread
 - d. to give goods to others

2. The word 'portable' (line 11) means _____.
 - a. can be located in
 - b. can be broken down
 - c. can be carried away
 - d. can be lifted off

3. The main function of money is _____.
 - a. to pay the debt
 - b. to facilitate payment
 - c. to measure the value of goods
 - d. to exchange goods or services

4. We have used metals as a form of money because _____.
 - a. they are universal
 - b. they look like gold
 - c. they are not so heavy
 - d. they are portable and durable

5. The purpose of money is _____.
 - a. to pay debts
 - b. to measure things
 - c. to make people comfortable
 - d. to facilitate exchange

6. We can measure the value of goods from _____.
- the weight of goods
 - the number of buyers
 - the price of goods
 - the shape of goods
7. The phrase '.....throughout the ages' (line 8) means _____.
- nowadays
 - last year
 - since the past
 - last ten years
8. The phrase '.....in order to be acceptable' (line 12-13) means _____.
- can be accepted
 - can be kept
 - can be held
 - can be used
9. The word 'them' in line 18) refers to _____.
- money
 - goods
 - money terms
 - prices
10. We can infer from the passage that _____.
- today cows are still used as a form of money
 - money is always important
 - we can use cigarettes to buy things
 - we can exchange a chicken for ten loaves of bread
-

Supermarket

Today, supermarkets are found in almost every large city in the world. But the first supermarket was opened only fifty years ago. It was opened in New York by a man named Michael Cullen.

A supermarket is different from other types of stores in several ways. In supermarkets, goods are placed on open shelves. The customers choose what they want and take them to the check-out counter.

Another difference between supermarkets and many other types of stores is the display of products. For example, in supermarkets, there is usually a display of small inexpensive items just in front of the check-out counter: candies, chocolate, magazines, cheap books and so on. Why are they there?

Most customers who go to a supermarket buy from a shopping list. They know exactly what they need to buy. They shop according to a plan. By the time he or she reaches the check-out counter, the customer is feeling pleased because his or her shopping is finished. In this happy mood, the customer sees an attractive display of cheap goods that were not on her shopping list. Now she feels like buying something just for her own enjoyment. Many customers buy from these displays of products near the check-out counter, and this is what the owner of the supermarket hopes they will do.

Summary

Supermarkets are found in many large cities. Supermarkets are different from other types of stores in two ways: goods are placed on open shelves and the display of products. In supermarkets, there is a display of small cheap goods in front of the check-out counter. This makes the customers see the goods easily and it makes them want to buy those goods.



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Reading Comprehension Test

Choose the best answer.

1. When we are pleased, we _____.
 - a. shout
 - b. cry
 - c. smile
 - d. frown

2. The word 'placed' (line 5) means _____.
 - a. took form
 - b. got through
 - c. handed on
 - d. put on

3. The main idea of this passage is _____.
 - a. how supermarket's owner makes the customers buy his goods
 - b. how supermarket's owner arranges the goods in a supermarket
 - c. how supermarkets differ from other types of stores
 - d. how to display the small cheap goods

4. The first supermarket was opened in _____.
 - a. England
 - b. America
 - c. Germany
 - d. Australia

5. The small cheap goods are placed in front of the check-out counter because _____.
 - a. the customers can see them and will buy them for their own enjoyment
 - b. it is convenient for the customers to buy them and pay at the check-out counter
 - c. the check-out counter is the most suitable place for laying small goods
 - d. the display of products should be near the check-out counter

6. The phrase '....feels like buying' (line 17) means _____.
- a. feels happy to buy
 - b. likes buying
 - c. wants to buy
 - d. enjoys buying
7. The owner of the supermarket hopes that the customers _____.
- a. will see an attractive display of cheap goods
 - b. will feel pleased to buy goods
 - c. will buy from the display of products
 - d. will shop according to a plan
8. 'It' (line 3) refers to _____.
- a. the first supermarket
 - b. every supermarket in New York
 - c. any supermarket in a large city
 - d. the first department store
9. 'Them' (line 6) refers to _____.
- a. cheap books
 - b. customers
 - c. goods
 - d. shelves
10. We can infer from the passage that _____.
- a. the supermarket's owner will be poorer from the display of products
 - b. there will be more supermarkets because this business brings a lot of money
 - c. the customers will buy goods from the display of products
 - d. the supermarket's owner will get more money from the display of products
-

Fast Foods

Today, you can find fast food restaurants in almost every big city. In some places, you stand in a line and get a hamburger or a hot dog in a paper bag; in others you can pick up a tray of fish, chicken, pizza or even Mexican and Chinese food; and in some fast food places you can even drive your car up to a window and you can drive away and eat it in your car.

In New York, Paris, Tokyo, Singapore and thousands of other cities around the world, new fast food restaurants open every day. But why do people prefer fast food restaurants to more comfortable restaurants where they can sit quietly at a table and watch the world go by?

Two things make fast food restaurants popular. Speed and price. People's time is valuable. They may have only thirty minutes for lunch. They don't want to waste a lot of time eating or preparing food. The service is fast, so they can order what they want, eat it, and be finished in less than fifteen minutes. And prices are cheap. Because of the large number of meals sold every day in fast food restaurants, costs are low. People everywhere like fast foods and they find it a convenient and economical way to eat.

Summary

Today, fast foods are very popular in almost every big city. People who don't have much time for lunch like fast foods because the service is fast and the cost is low. People everywhere find that fast foods are convenient to eat and the price is also cheap.



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Reading Comprehension Test

Choose the best answer.

1. 'Pick up' (line 3) means _____.
 - a. put
 - b. take
 - c. hold
 - d. touch
2. 'Costs' (line 18) means _____.
 - a. qualities
 - b. standard
 - c. prices
 - d. values
3. This passage is about _____.
 - a. Mexican food in big cities
 - b. fast food in New York
 - c. the convenience of fast food
 - d. two things that make fast food popular
4. The main reason fast food restaurants are popular is because of their _____.
 - a. location and taste
 - b. price and location
 - c. price and convenience
 - d. taste and delicious meals
5. _____ are kinds of fast food.
 - a. Salad and soup
 - b. Fried rice and soup
 - c. Noodles and boiled egg
 - d. Pizza and hamburger

6. The phrase '.....comfortable restaurants' (line 9-10) means restaurants that make you feel _____.
- funny
 - tired
 - good
 - nervous
7. The phrase '....economical way to eat' (line 19) means fast food is _____.
- cheap
 - expensive
 - tasty
 - popular
8. 'It' (line 6) refers to _____.
- fish
 - chicken
 - restaurant
 - fast food
9. 'Two things' (line 12) refers to _____.
- time and price
 - speed and price
 - time and service
 - cost and location
10. We can infer from the passage that _____.
- the fast food business is going to fail
 - people will not eat food in the restaurants
 - the business of fast food will be more popular
 - people like to eat fast food more than other foods
-

Fast Food The £ 2.2 Billion Bonanza

Most people in Britain find the prices of good restaurants too expensive. Ordinary people can't afford to pay £30, £40 or £50 for a meal for two. They don't want to cook for themselves all the time, however, and it is nice to eat something different for a change. Many people are so busy that they don't have time to cook for themselves. Others live alone, and feel it's not worth cooking just for one person.

This has led to a massive increase in the 'fast food' business. The latest statistics show that Britons spend £2.2 billion each year on fast food, and this amount is increasing by 15% every year. Most of this is 'takeaway'. Many people prefer to eat in the comfort of their homes, instead of in a public restaurant, because they can relax in front of the television.

The traditional British takeaway food is fish and chips and Britons spent over £619 million on fish and chips last year.

New types of food are taking over, however. Hamburger bars, Chinese restaurants, and Indian restaurants are becoming more and more popular. MacDonalds, the hamburger kings, have just increased the number of their restaurants in Britain from 133 to 166. They sold over £90 million worth of hamburgers last year. Most meals in Chinese restaurants and Indian restaurants are takeaways.

Summary

British people like to eat fast food because they don't have enough money to pay for the food in good restaurants. They don't want to cook for themselves either. So, the fast food business is increasing. This business brings a lot of money. But there are new types of food which are becoming more popular. People can buy takeaway meals from Chinese restaurants and Indian restaurants.



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Reading Comprehension Test

Choose the best answer.

1. The word 'massive' (line 7) has the same meaning as _____.
 - a. little
 - b. none
 - c. much
 - d. some
2. The word 'prefer' (line 10) means _____.
 - a. hate
 - b. like
 - c. begin
 - d. choose
3. This passage is about _____.
 - a. new types of food
 - b. fast food in Britain
 - c. fast food business
 - d. British people who like fast food
4. Ordinary people in Britain don't eat food in the good restaurants because _____.
 - a. they prefer to cook for themselves
 - b. the prices are too expensive
 - c. the restaurants are not comfortable
 - d. they prefer to eat fast food
5. People prefer to eat in their homes because _____.
 - a. they are too lazy to eat out
 - b. they don't have time to eat out
 - c. they don't like to eat in restaurants
 - d. they can relax in front of the television

6. The phrase '...can't afford to pay...' (line 2) means _____.
- a. don't have enough money to pay
 - b. don't want to pay money
 - c. don't like to pay money
 - d. don't pay money easily
7. The phrase 'New types of food are taking over.' (line 15) means there are new types of food _____.
- a. that people like
 - b. that replaces fast food
 - c. that can be taken away
 - d. that are more delicious
8. 'This amount' (line 9) refers to _____.
- a. £22 billion
 - b. £3.2 million
 - c. £1.2 billion
 - d. £2.2 billion
9. 'They' (line 18) refers to _____.
- a. McDonalds
 - b. Chinese restaurants
 - c. Indian restaurants
 - d. hamburger bars
10. We can infer from the passage that _____.
- a. British people like eating food in restaurants
 - b. fast food is different from other foods
 - c. one day fast food will be less popular
 - d. the food at Chinese restaurants are not tasty
-

The Smuggler

Sam Lewis was a customs officer. He used to work in a small border town. It wasn't a busy town and there wasn't much work. The road was usually very quiet and there weren't many travellers. It wasn't a very interesting job, but Sam liked an easy life. About once a week, he used to meet an old man. His name was Draper. He always used to arrive at the border early in the morning in a big truck. The truck was always empty. After a while Sam became suspicious. He often used to search the truck, but he never found anything. One day he asked Draper about his job. Draper laughed and said, 'I'm a smuggler.'

Last year Sam retired. He spent his savings on an expensive holiday. He flew to Bermuda, and stayed in a luxury hotel. One day, he was sitting by the pool and opposite him he saw Draper drinking champagne. Sam walked over to him.

Sam : Hello, there!

Draper : Hi!

Sam : Do you remember me?

Draper : Yes...of course I do. You're a customs officer.

Sam : I used to be, but I'm not any more, I retired last month. I often used to search your truck...

Draper : ...but you never found anything.

Sam : No, I didn't. Can I ask you something?

Draper : Of course you can.

Sam : Were you a smuggler?

Draper : Of course I was.

Sam : But...the truck was always empty. What were you smuggling?

Draper : Trucks!

Summary

Sam Lewis was a customs officer. He worked in a small border town. Every week he met Draper at the border. Draper always drove a big empty truck. Sam asked Draper what his job was. Draper told that he was a smuggler, but Sam never found anything in the truck. Later, Sam retired and he went to Bermuda. He met Draper there. Sam asked Draper what he smuggled. Draper told him that he smuggled trucks.



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Reading Comprehension Test

Choose the best answer.

1. 'He has a life of luxury' means his life is _____.
 - a. comfortable
 - b. terrible
 - c. happy
 - d. sad
2. The word 'empty' (line 7) means _____.
 - a. plenty
 - b. nothing
 - c. full
 - d. whole
3. This passage is about _____.
 - a. a smuggler in a small town
 - b. a customs officer who had retired
 - c. a customs officer and a smuggler
 - d. a border town
4. Sam worked as a customs officer because _____.
 - a. he liked an easy life
 - b. there wasn't much work
 - c. it was an interesting job
 - d. he could meet other people
5. A _____ is like a smuggler.
 - a. thief
 - b. police
 - c. lawyer
 - d. seller

6. After Sam had retired, he met Draper in _____.
- a truck
 - a train
 - the border town
 - Bermuda
7. The phrase '...an expensive holiday' (line 10-11) means a holiday that _____.
- is expensive
 - is enjoyable
 - lasts many days
 - costs a lot of money
8. 'It' (line 3) refers to being a _____.
- driver
 - smuggler
 - traveller
 - customs officer
9. 'An old man' (line 5) refers to _____.
- the customs officer
 - Sam Lewis
 - a traveller
 - the smuggler
10. The sentence "Draper laughed and said, 'I'm a smuggler.'" implies that Draper thought that _____.
- his job was funny
 - Sam was joking
 - Sam was silly
 - Sam liked his job
-

Gloria Vanderbilt Jeans

Murjani is a manufacturer of jeans. These are sold under the Gloria Vanderbilt label. The company's biggest market is the United States. There, Gloria Vanderbilt jeans are very famous. However, in 1977, Murjani was having little success selling jeans.

At that time, the American head of the company, Mr. Warren Hirsch, had a clever idea. He decided to change the image of the jeans, priced at \$10 a pair. He wanted to make jeans a symbol, so that people wearing them would look fashionable.

To change the jeans' image, Mr. Hirsch persuaded Gloria Vanderbilt a member of a rich and famous American family to write her name on the back pocket of the jeans. After that, she appeared on television.

In television commercials, Miss Vanderbilt seemed to be promoting the jeans. Actually, she was selling an image of wealth. In fact, young people in New York did not have a lot of money or style like her but they could look wealthy by buying her jeans.

This new idea to marketing the product was successful. After one year of television advertising, Murjani's sales increased to \$150 million. In the following year, they almost doubled.

Summary

Murjani is the manufacturer of Gloria Vanderbilt jeans. Gloria Vanderbilt is the name of a rich and famous American woman. Her name was written on the back pocket of the jeans. This idea made the sales of jeans higher.



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Reading Comprehension Test

Choose the best answer.

1. The word 'label' (line 2) has the same meaning as _____.
 - a. trade
 - b. brand
 - c. goods
 - d. service

2. The word 'wealth' (line 13) has the same meaning as _____.
 - a. beauty
 - b. success
 - c. richness
 - d. happiness

3. This passage is about _____.
 - a. the image of jeans
 - b. how to make jeans look fashionable
 - c. the success of Murjani Company
 - d. how to promote selling jeans

4. The sales of Gloria Vanderbilt jeans became higher _____.
 - a. before 1977
 - b. in 1977
 - c. after 1977
 - d. since 1977

5. Young people in New York thought they looked wealthy because _____.
 - a. they were fashionable
 - b. they had a lot of money
 - c. they liked Gloria Vanderbilt jeans
 - d. they put on Gloria Vanderbilt jeans

6. 'This new idea....' (line 16) means _____.
- promoting Gloria Vanderbilt jeans
 - advertising the product on television everyday
 - persuading a famous person to write his/her name on the product
 - selling an image of wealth by using a famous person
7. The sentence 'They almost doubled.' (line 18) means the sales of Gloria Vanderbilt jeans were almost _____.
- \$150 million
 - \$300 million
 - \$400 million
 - \$500 million
8. 'There' (line 3) refers to _____.
- England
 - New York
 - the U.S.A.
 - London
9. 'They' (line 18) refers to _____.
- young people
 - Murjani's sales
 - television commercials
 - Gloria Vanderbilt jeans
10. We can infer from the passage that _____.
- more people will buy jeans
 - the jeans business is competitive
 - one day the sales of jeans will be lower
 - Americans like expensive jeans
-

Traveller's Note

By Rena Calder

San Francisco is my favourite city in the United States. It is beautiful, clean, and not too big. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's exciting and the views you get from the cable car are wonderful.

And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean, and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city are the restaurants. The seafood restaurants are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

The transport system in San Francisco is excellent. Taxis are clean and the bus system is good. And a cable car is a convenient way to get to Chinatown.

San Francisco has lots of tourist attractions. You can climb up Coit Tower and see the view. You can walk along Union Street and look at the boutiques and shops. The Golden Gate Bridge is famous, and I love to drive across it. There are lovely parks, great museums and beautiful Japanese gardens.

So it's easy to see why San Francisco is everybody's favourite city, and mine too.

Summary

San Francisco is Rena's favourite city. It is beautiful and clean. There are cable cars which can take people to most parts of the city. The weather here is not too cold or too hot, and it rains a lot in winter. The transport system is also very good. There are a lot of places where tourists can visit.



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Reading Comprehension Test

Choose the best answer.

1. The word 'wonderful' (line 7) has the same meaning as _____.
 - a. common
 - b. simple
 - c. boring
 - d. special
2. The word "pleasant" (line 9) means _____.
 - a. hot
 - b. good
 - c. exciting
 - d. tiring
3. This passage is about _____.
 - a. San Francisco
 - b. a city in America
 - c. a traveller in America
 - d. a traveller's favourite city
4. In winter, it _____ in San Francisco.
 - a. is very cold
 - b. rains a lot
 - c. is rather hot
 - d. never rains
5. _____ is not mentioned in this article.
 - a. The weather
 - b. The transport system
 - c. The beautiful park
 - d. The cost of living

6. The phrase '...my favourite city' (line 1) means the city which _____.
- a. I often go to
 - b. I want to go to
 - c. I love the most
 - d. is very beautiful
7. The phrase 'it rains quite a lot....' (line 10) means _____.
- a. it sometimes rains
 - b. it seldom rains
 - c. it often rains
 - d. it rarely rains
8. 'It' (line 6) refers to _____.
- a. the bus
 - b. the taxi
 - c. the cable car
 - d. the subway train
9. 'It' (line 21) refers to _____.
- a. Coit Tower
 - b. Union Street
 - c. San Francisco
 - d. the Golden Gate Bridge
10. We can infer from the passage that _____.
- a. the cable car is popular in San Francisco
 - b. San Francisco is a very new city
 - c. everybody hates San Francisco
 - d. tourists never visit San Francisco
-

Tourism

Tourism in Britain is big business. During the last 10 years, the number of tourists coming to Britain has much more increased. This has created a large number of new jobs.

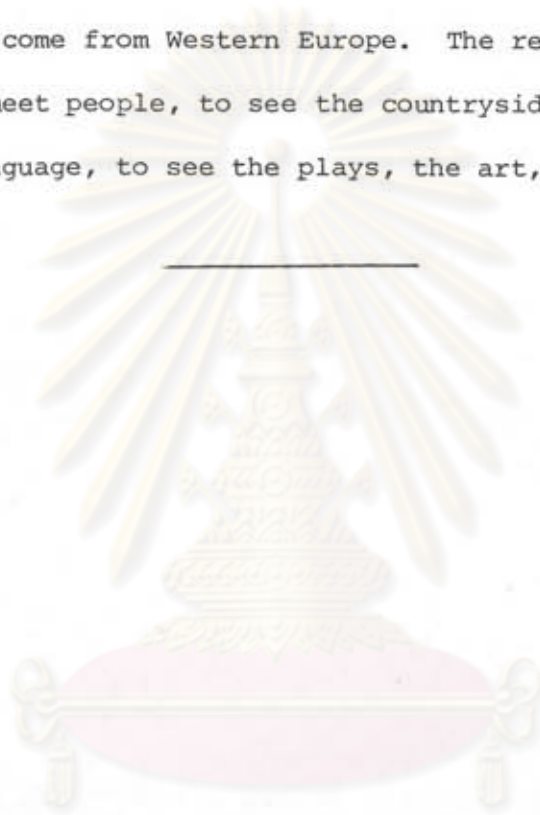
Nearly $1\frac{1}{2}$ million people throughout Britain depend upon tourism for their livelihoods. Britain's biggest single market for overseas visitors is Western Europe. Over seven million European visitors came here in 1982. They spent £1,158 million within the country. Most European visitors in 1982 came from France. There were 1,518,000 of them. They spent £176 million within the country. Beside Europeans, Americans also visit Britain each year. In 1982, 1,726,000 Americans spent £564 million within this country.

Visitors list these main reasons for coming to Britain : to meet the people... to see the countryside ... old buildings ... the English language ... the theatre ... the art ... sporting events ... shopping for world-famous British products.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Summary

Tourism in Britain is big business. There are a lot of tourists coming to Britain and it makes Britain have more jobs. Most of the tourists come from Western Europe. The reasons for coming to Britain are to meet people, to see the countryside and old buildings, to learn the language, to see the plays, the art, sports, and to shop.



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Reading Comprehension Test

Choose the best answer.

1. The word 'overseas' (line 5) has the same meaning as _____.
 - a. different
 - b. foreign
 - c. farther
 - d. further
2. The word 'spent' (line 7) means _____.
 - a. used
 - b. wasted
 - c. paid
 - d. took time
3. The main idea of this passage is _____.
 - a. reasons for visiting Britain
 - b. tourism in Britain
 - c. European visitors
 - d. American visitors
4. There are more new jobs in Britain because _____.
 - a. tourism in Britain is big business
 - b. tourism has increased in Britain
 - c. tourists spent more money in Britain
 - d. Britain has been growing
5. Most visitors who visit Britain are _____.
 - a. Americans
 - b. Australians
 - c. Asians
 - d. Western Europeans

6. _____ is not a main reason for visitors coming to Britains.
- Shopping for British products
 - Learning the English language
 - Finding jobs
 - Seeing old buildings
7. The phrase '...the number of tourists...' (line 2) means _____.
- the amount of tourists
 - some tourists
 - a lot of tourists
 - many tourists
8. 'They' (line 7) refers to _____.
- American visitors
 - European visitors
 - British visitors
 - Australian visitors
9. 'This country' (line 11) refers to _____.
- America
 - Britain
 - France
 - Spain
10. We can infer from the passage that _____.
- Australians like travelling
 - Americans like travelling
 - tourism can bring a lot of money
 - British products are the most famous
-

Shakespeare

William Shakespeare was born in Stratford on April 23rd, 1564. His father, John Shakespeare, was an important man in the town-William did not come from a poor family.

When he was eighteen, William married Anne Hathaway in Stratford. But he didn't want to stay there. He wanted to be an actor and the best theaters were in London. So, in 1587 William went to London where he worked as an actor in a theatre called 'The Rose'.

He began to write plays for the actors. He wrote Romeo and Juliet, Julius Caesar, Richard II, Antony and Cleopatra, and many more. Everyone liked his plays, and he became famous.

When James I became King in 1603, Shakespeare worked for him, and performed his plays for the King and his friends. He also worked at the famous Globe Theatre. This theatre presented his last play, Henry VIII. There was a gun in this play, and fire from the gun burned the theatre down.

In 1610 Shakespeare went back to Stratford. He wanted to live there with his family. But on April 23rd, 1610, William Shakespeare died. He was only forty-six years old.

Summary

William Shakespeare was an English writer. He was born in Stratford. He married Anne Hathaway. He wanted to be an actor, so he went to London because the best theatres were here. He wrote a lot of famous plays. He wrote plays for King James I. At the end of his life, he was in Stratford.



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Reading Comprehension Test

Choose the best answer.

1. The word 'performed' (line 12) means _____.
 - a. began
 - b. showed
 - c. acted
 - d. provided
2. The word 'presented' (line 13) means _____.
 - a. brought
 - b. offered
 - c. suggested
 - d. showed
3. This passage is about _____.
 - a. a famous play writer
 - b. the plays of Shakespeare
 - c. the famous theatres in London
 - d. the history and the work of Shakespeare
4. Shakespeare didn't want to stay in Stratford because _____.
 - a. he didn't like Stratford
 - b. his wife wanted him to work in London
 - c. he and his wife wanted to live in London
 - d. he wanted to be an actor in London
5. Shakespeare's last play at the Globe Theatre was _____.
 - a. Romeo and Juliet
 - b. Henry VIII
 - c. Richard II
 - d. Julius Caesar

6. At the end of Shakespeare's life, Shakespeare lived in _____.
- London
 - Stratford
 - Brighton
 - Victoria
7. The sentence 'He began to write plays for the actors' (line 8) means that Shakespeare began to write plays _____.
- for the actors to read
 - for acting himself
 - for the theatre
 - for the King and his friends
8. 'There' (line 5) refers to _____.
- London
 - Stratford
 - The Rose
 - the Globe Theatre
9. 'An important man' (line 2) refers to _____.
- William Shakespeare
 - James I
 - John Shakespeare
 - Henry VIII
10. The sentence 'Everyone liked his plays.' implies that _____.
- British liked reading plays
 - Shakespeare was a good actor
 - Shakespeare's plays were funny
 - Shakespeare succeeded in writing plays
-

At The Post Office

- Old lady : I want a 50p book of stamps, three airmail letters, a 25p postal order and five dog licences.
- Simon : Will you please take the forms at the table over there. You can't fill them here because a lot of people are waiting.
- Old lady : These nasty forms! What do I have to do?
- Simon : It's very easy. You just write your name and address here --
- Old lady : I've forgotten my glasses. Could you please do it for me?
- Simon : I'm sorry, Madam, but I'm very busy. We shut at six.
- Old lady : Oh dear! Do you really shut at six o'clock? What's the time now?
- Simon : It's five minutes to six. Please take the forms --
- Old lady : Do you mean the forms on the counter, or --
- Simon : Would you please hurry up. I've got a train to catch.
- Old lady : Have you? I'm so sorry. Then just give me my book of stamps and my postal order. I'll come back for the licences tomorrow.
- Simon : That'll be $57\frac{1}{2}$ p, please.
- Old lady : Oh dear! What shall I do? I've left all my money at home.
-

Summary

An old lady goes to the post office in order to buy a book of stamps, a postal order, airmail letters and dog licences. She asks Simon, who works at the post office, to fill in the form for a licence for her. But Simon is too busy to do it for her and the office is nearly closed. So, she decides to buy only the book of stamps and the postal order. But then she finds that she has left all her money at home.



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Reading Comprehension Test

Choose the best answer.

1. The word 'shut' (line 9) means _____.
 - a. open
 - b. admit
 - c. close
 - d. permit
2. The word 'glasses' (line 8) means _____.
 - a. mirror
 - b. glaze
 - c. spectacles
 - d. glassware
3. The old lady went to the post office in order to _____.
 - a. talk with Simon
 - b. buy things
 - c. find her friend
 - d. meet someone
4. Simon worked as _____.
 - a. a lawyer
 - b. a guard
 - c. a post officer
 - d. a manager
5. Simon couldn't help the old lady because _____.
 - a. he was lazy
 - b. he didn't like her
 - c. he was too busy
 - d. he couldn't write

6. The old lady forgot her money _____.
- in the garden
 - at home
 - in the restaurant
 - at the counter
7. The sentence 'That'll be $57\frac{1}{2}$.' (line 18) means _____.
- it costs $57\frac{1}{2}$ P
 - it weighs $57\frac{1}{2}$ P
 - it is $57\frac{1}{2}$ P high
 - it will be $57\frac{1}{2}$ P long
8. 'Them' (line 4) refers to _____.
- the forms
 - books of stamps
 - postal orders
 - airmail letters
9. 'Here' (line 7) refers to _____.
- at the table
 - on the form
 - at the counter
 - in the letter
10. We can infer from the passage that _____.
- the old lady could buy a book of stamps
 - the old lady could buy a postal order
 - the old lady could buy the licences
 - the old lady didn't buy anything
-

Travelling in Britain

Trains - there is a good service to London (Victoria), the best trains being the hourly non-stop ones, with a journey lasting 55 minutes. The last train leaves Brighton 23.12 on weekdays, 23.38 on Saturdays, 22.38 on Sundays. The last train to Brighton leaves Victoria 23.59.

Buses - A cheaper way of getting to London (if you don't mind a 2 - 2 $\frac{1}{2}$ hour journey) is by Southdown coach. Enquiries to 5 Staine St.

Taxis - Black and cream easily found in town centre even late at night or along Western Road, round Preston Circus, etc. or ring Streamline (27282) or Radio Cabs (25549) for a reliable 24-hour service.

Hitchhiking - it's best to ask the advice of a seasoned local hitchhiker. Hitchhiking is legal in Britain but tiring until you know what you're doing. Try not to look like a jailbreaker. Be lovable too : remember the driver is doing you a favour.

Travel - students can get cheap trains and flights to many parts of Europe and elsewhere.

Summary

There are many ways for travelling in Britain; train, bus, taxi and hitchhiking. The train leaves London to Brighton every hour. Travelling by bus takes 2 - 2 $\frac{1}{2}$ hours. Taxis are available 24 hours a day. Hitchhiking is one of the popular ways for travelling in Britain but it is a tiring way.



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Reading Comprehension Test

Choose the best answer.

1. The word 'journey' (line 7) has the same meaning as _____.
 - a. place
 - b. space
 - c. trip
 - d. distance
2. The word 'coach' (line 7) has the same meaning as _____.
 - a. car
 - b. bus
 - c. van
 - d. truck
3. This passage is about _____.
 - a. hitchhiking which is legal in Britain
 - b. the best way for travelling in Britain
 - c. travelling in Britain by the best train
 - d. travelling in Britain by different kinds of vehicles
4. If you are travelling to Brighton, the last train from Victoria is at _____.
 - a. 23.12
 - b. 23.38
 - c. 22.38
 - d. 23.59
5. It takes _____ to go from Brighton to London.
 - a. one hour
 - b. half an hour
 - c. two to two and a half hours
 - d. two to three hours

6. If you take the last train from Victoria and there aren't any taxis at the station, you can get one by ringing _____.
- a. Preston Circus
 - b. Streamline
 - c. Southdown Coach
 - d. Western Road
7. The phrase '...the hourly...' (line 2) means _____.
- a. a quarter
 - b. every 15 minutes
 - c. every hour
 - d. every 30 minutes
8. 'A cheaper way' (line 6) refers to travelling by _____.
- a. train
 - b. taxi
 - c. plane
 - d. bus
9. 'Black and Cream' (line 9) refers to _____.
- a. trains
 - b. taxis
 - c. planes
 - d. buses
10. We can infer from the passage that _____.
- a. travelling by train in Britain is best
 - b. hitchiking is a popular way to travel in Britain
 - c. travelling by bus in Britain is tiring
 - d. students in Britain like travelling by train
-

Magazines

In Britain there are thousands of different magazines on sale—some weekly, some monthly. Last year, people in Britain bought several hundred million magazines, from shops and street stalls. The local news agent brings them to people's doors. Beside many general magazines, there are also the specialist magazines about computers, babies, hair-styles, weddings, the home, motorcycles, music and so on; the list is endless. And magazine readers are both children and adults. Children buy comics and adults buy magazines which tell them how to improve their homes. Although a lot of people are short of money these days, magazine publishing is a growing business. People are spending more money on leisure because they have more free time than ever before.

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Summary

There are a lot of different magazines on sale in Britain. There are both general magazines and specialist magazines. Readers are children and adults. Children like to read comics. People nowadays pay more money for buying magazines because they have more free time.



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Reading Comprehension Test

Choose the best answer.

1. The word 'endless' (line 7) means _____.
 - a. small
 - b. little
 - c. limited
 - d. very long
2. The word 'improve' (line 8) means _____.
 - a. make larger
 - b. make better
 - c. make smaller
 - d. make bigger
3. The main idea of this passage is about _____.
 - a. specialist magazines
 - b. magazines on sale
 - c. magazines in Britain
 - d. why more British buy magazines
4. If you want to know about modern furniture, you should buy _____.
 - a. baby magazines
 - b. music magazines
 - c. wedding magazines
 - d. home magazines
5. More people buy magazines because _____.
 - a. they are richer
 - b. they don't know what to do
 - c. they want to be cleverer
 - d. they have more free time

6. Children buy comic magazines and adults buy _____ magazines.
- home
 - babies
 - hairstyles
 - motorcycles
7. The phrase '...a growing business' (line 10) means _____.
- a business which is developed
 - a business which is important
 - a business which is getting bigger
 - making a new business
8. 'Them' (line 4) refers to _____.
- people
 - magazines
 - shops
 - street stalls
9. 'Them' (line 8) refers to _____.
- adults
 - children
 - readers
 - babies
10. The sentence 'Magazine publishing is a growing business.' implies that _____.
- the magazine publishing companies are fewer
 - people spend a lot of money on magazines
 - more people like reading magazines
 - people have more free time to read magazines
-

Here is a description of a Spanish resort taken from a Letts Holiday Guide.

Estartit

This popular summer resort has one of the finest sand beaches of the Costa Brava - the Playa de Pals. It was formerly a little fishing port, where the inhabitants fished for sardines and anchovies.

Just off the coast lie a group of four islands known as the Medas Isles and a little farther north is the Foadada Rock. You can take boat trips to these islands to swim, fish, or simply sunbathe.

There is a main street - Calle Sante Ana - which runs parallel to the sea and contains some good boutiques and small souvenir shops. If you want to shop, the best day to visit Estartit is on Thursday, which is market day.

For a small resort, Estartit has plenty of night life. For first-class evening entertainment, often with an international floor show. Young people usually go to the St.Tropez discotheque.

Anyone wishing to travel from Estartit to Torella de Montgri will be able to take the bus, which leaves at two-hourly intervals from Estartit.

Summary

Estartit is a summer resort in Spain. It has a fine sand beach called the Playa de Pals. There are four islands near the coast. There are good boutiques and souvenir shop. Estartit also has places for night life.



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Reading Comprehension Test

Choose the best answer.

1. 'The finest' (line 1) means _____.
 - a. the worst
 - b. the best
 - c. the biggest
 - d. the smallest

2. The word 'plenty of' (line 11) means _____.
 - a. little
 - b. many
 - c. few
 - d. some

3. This passage is about _____.
 - a. a Letts Holiday Guide
 - b. the location of a Spanish resort
 - c. different popular places in Spain
 - d. a popular resort in Spain named 'Estartit'

4. _____ is the name of a sand beach.
 - a. The Costa Brava
 - b. The Medas
 - c. The Foadada Rock
 - d. The Playa de Pals

5. There are good boutiques and small souvenir shops at _____.
 - a. St. Tropez
 - b. Calle Sante Ana
 - c. Costa Brava
 - d. Torella de Montgri

6. St. Tropez is _____
- a. a nightclub
 - b. a boutique
 - c. a discotheque
 - d. a souvenir shop
7. The phrase 'just off the coast...' (line 4) means _____.
- a. near the coast
 - b. on the coast
 - c. along the coast
 - d. at the coast
8. 'A main street' (line 7) refers to _____.
- a. St. Tropez
 - b. Costa Brava
 - c. Calle Sante Ana
 - d. Torella de Montgri
9. 'The best day' (line 9) refers to _____.
- a. Tuesday
 - b. Wednesday
 - c. Thursday
 - d. Saturday
10. The sentence 'It was formerly a little fishing port, where the inhabitants fished for sardines and anchovies.' implies that _____.
- a. the Spanish liked fishing for sardines and anchovies
 - b. people who lived here like eating fish
 - c. the inhabitants could do nothing better than fishing
 - d. in the past people who lived here were fishermen
-

Just in Time

Lydia packed a suitcase, and hurried out of the house to catch the bus to the station. As there was no one at the bus stop, a bus must have just gone by. Lydia looked at her watch, it was already two o'clock. Her train left at two-thirty, and because it would take at least twenty minutes to get to the station, she did not have much time.

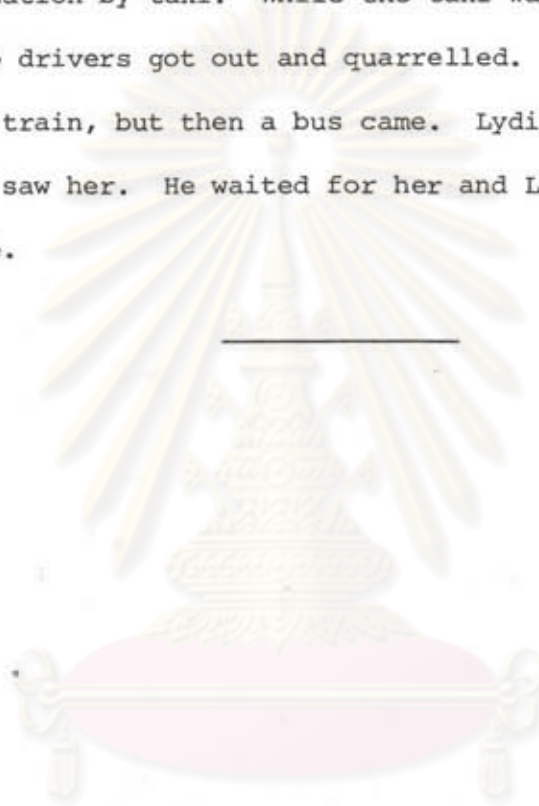
Just then a taxi came around the corner and moved slowly toward her. Lydia knew that the fare to the station was rather high, but in order to be sure of catching her train, she made up her mind to call the taxi and got in.

When they were coming out of the side street into the main avenue that led to the station, the taxi ran into a car. There was a loud crash and Lydia hit her head on the front seat. Both drivers got out and began shouting at each other. Lydia got out and asked them to stop arguing, but neither of them paid attention to her.

Lydia was now sure that she would miss her train, even though she was not very far from the station. Then, a bus came along, heading in the direction of the station. The bus stop was just at the next corner, so Lydia got her suitcase out of the taxi and ran towards the bus. The bus driver saw her running and waited for her. Lydia got to the station just in time.

Summary

Lydia had to catch the train at two-thirty. She hurried out of the house to the bus stop, but the bus had just gone by. She decided to go to the station by taxi. While the taxi was running, it ran into a car. The two drivers got out and quarrelled. Lydia thought that she would miss the train, but then a bus came. Lydia ran to the bus and the bus driver saw her. He waited for her and Lydia could reach the station in time.



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Reading Comprehension Test

Choose the best answer.

1. To make up her mind (line 8) means _____.
 - a. to signal
 - b. to manage
 - c. to settle
 - d. to decide
2. The word 'crash' (line 11) means _____.
 - a. bump
 - b. loud noise
 - c. injure
 - d. force
3. This passage is about _____.
 - a. a taxi ran into a car
 - b. Lydia who had a meeting
 - c. an accident on the road
 - d. Lydia who had to catch a train at 2:30
4. Lydia took a taxi because _____.
 - a. it was already two-thirty
 - b. she was tired of waiting for the bus
 - c. she was afraid of missing her train
 - d. she had a heavy suitcase to carry
5. After the taxi had hit the car, Lydia _____.
 - a. arrived at the station
 - b. did not reach the station
 - c. took the bus part of the way to the station
 - d. had to walk most of the way to the station

6. Lydia could reach the station in time _____.
- by car
 - by bus
 - by taxi
 - on foot
7. The phrase '....catching her train....' (line 8) means _____.
- touching the train
 - getting off the train
 - reaching for the train
 - getting on the train in time
8. 'They' (line 10) refers to _____.
- Lydia and other passengers
 - the bus driver and his passengers
 - the taxi driver and his passengers
 - Lydia and the taxi driver
9. 'Them' (line 13) refers to _____.
- the taxi driver and the bus driver
 - the taxi driver and the car driver
 - the bus driver and Lydia
 - the taxi driver and Lydia
10. The sentence 'Both drivers got out and began shouting at each other.' implies that _____.
- the taxi driver was wrong
 - the car driver was wrong
 - both drivers were right
 - both drivers thought that they were right
-

Visitor's London

At the London Transport Shops there are books to suit everyone who is interested in public transport and its history, as well as specialized guide books for the visitor on what to see in London and its countryside. All the books are paperbacks.

Visitor's London 1989 - 95 P

No visitor to London should be without London Transport's official guide book 'Visitor's London.' The 1989 edition includes sketch maps, details of over 300 sightseeing suggestions, a complete 'How to Get There' section, and colour maps of Central London and the Underground.

How to Get There - 25 P

Up-to-the-minute travel directions to over 500 of the most interesting places in London, together with times and admission charges.

Country Walks 1988/89 - 80 P

Country Walks 1987/88 - 65 P

These popular guide books to London's countryside give detailed instructions for walks easily reached by bus and Underground.

What's in a Name? - 95 P

This attractive little book gives the origin of station names on the Underground, together with full details of station opening dates.

Museums & Art Galleries - 5 P

The latest edition of this popular small guide to London's Museums and Art Galleries gives opening times and admission charges, full travel details and some brief descriptions.

Summary

There are guide books to London selling at the London Transport Shops. These guide books are 'Visitor's London,' 'How to Get There,' 'Country Walks,' 'What's in a Name,' and 'Museums & Art Galleries.' Each book contains different information.



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Reading Comprehension Test

Choose the best answer.

1. The word 'suit' (line 1) means _____.
 - a. to match
 - b. to clothe
 - c. just right for
 - d. to give plenty of room to
2. The word 'brief' (line 14) means _____.
 - a. flat
 - b. letter-like
 - c. short
 - d. temporary
3. This passage is about _____.
 - a. the London Transport
 - b. guide books to London
 - c. how to travel to London
 - d. the history of London Transport
4. Visitor's London is written and published by _____.
 - a. the officer
 - b. the London Transport
 - c. the shop's owner
 - d. the tour agency
5. If you want to go sightseeing in London, you should buy _____.
 - a. 'What's in a Name?'
 - b. 'Museums & Art Galleries'
 - c. 'Country Walks'
 - d. 'Visitor's London'

6. If you want to know how to go to different places in London, you should buy _____.
- 'Visitor's London'
 - 'How to Get There'
 - 'Country Walks'
 - 'Museums & Art Galleries'
7. The sentence "No visitor..... "Visitor's London" (line 6) means _____.
- no one visits London with the guide book 'Visitor's London'
 - visitors who visit London don't use 'Visitor's London' guide book
 - there are visitors who visit London without the 'Visitor's London' guide book
 - visitors who visit London should use 'Visitor's London' guide book
8. 'This attractive little book....' (line 19) refers to _____.
- 'How to Get There'
 - 'Museums & Art Galleries'
 - 'Country Walks'
 - 'What's in a Name?'
9. 'This popular small guide book...' (line 16) refers to _____.
- 'How to Get There'
 - 'Museums & Art Galleries'
 - 'Country Walks'
 - 'What's in a Name?'
10. We can infer from the passage that _____ is the cheapest of these guide books.
- 'How to Get There'
 - 'Country Walks'
 - 'What's in a Name?'

American Beer

Americans are good at many things, but making beer is not one of them, American beer is fizzy, weak and doesn't have much taste. But finally the British are helping out. For the past twelve months, Richard Wrigley, an English businessman, has been producing 'real ale' in the heart of New York. The New Yorkers love it and have been filling Richard Wrigley's bar ever since it opened.

The beer is made by a British brewer, using British ingredients and English equipment - only the water is American. Mark Witty, who comes from Yorkshire, studied brewing in Scotland and now produces 1,500 gallons of real ale every week.

The beer from the Manhattan Brewery doesn't have to travel very far. Customers at the bar downstairs in the Brewery drink all the beer produced.

Wrigley borrowed \$2 million to start the Brewery, which is an old power station in the middle of Manhattan. He has created an international atmosphere, a mixture of the old English pub - with English food, American drinking hours, and the feeling of a German bierkeller. Now he wants to expand. He is planning to produce more beer and sell it to other bars in New York and in the area.

Summary

Americans are good at many things, but they cannot make good beer. So, an English businessman helps them by making beer in New York. The beer is made by a British brewer. Americans like to drink this beer. This beer is very popular.



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Reading Comprehension Test

Choose the best answer.

1. The word 'weak' (line 2) is opposite to _____.
 - a. soft
 - b. heavy
 - c. light
 - d. strong

2. The word 'expand' (line 18) means _____.
 - a. make larger
 - b. make smaller
 - c. make fewer
 - d. make better

3. The main idea of this passage is about _____.
 - a. how to make beer
 - b. the beer in New York
 - c. American beer which a British man makes
 - d. the beer in Britain

4. One thing that Americans are not good at is _____.
 - a. making wine
 - b. making whisky
 - c. making beer
 - d. making juice

5. Americans like to drink beer brewed by _____.
 - a. Richard Wrigley
 - b. Mark witty
 - c. a New Yorker
 - d. a British girl

6. The phrase '... the heart of New York ...' (line 5) means _____.
- the city of New York
 - the center of New York
 - the streets of New York
 - the land of New York
7. The phrase '... the bar downstairs in the Brewery...' (line 12) means the bar which _____ of the Brewery.
- is at the lower floor
 - is at the higher floor
 - is at the highest floor
 - is at the upper floor
8. 'It' (line 5) refers to _____.
- American beer
 - Richard's bar
 - New York
 - real ale
9. 'A British brewer' (line 7) refers to _____.
- Mark Witty
 - Richard Wrigley
 - Mark Twain
 - Richard Jones
10. 'The New Yorkers have been filling Richard Wrigley's bar ever since it opened.' implies that _____.
- American like drinking beer
 - the beer at Wrigley's bar is great
 - more people will get drunk
 - no other beer is as good as British beer
-

If You're Eating out

Throughout the summer we want to help you find where you'll get good value when you're eating out. Every week we'll give an assessment of eating places 'Post' staff and readers have visited.

● King's Corner House, Edinburgh - Sirloin steak at dinner was £ 3.75. Beautifully cooked and served. Prawn cocktail was 80p and soup 50p - both top quality. Service and surroundings were excellent, with well-dressed, efficient, smiling waitresses.

● Motor Inn, Aboyne - There was a wait of over 45 minutes before meals arrived. They even got the order wrong and asked if the meal could be cancelled. When the bill arrived it was wrong, and had to be changed. When a complaint was made the staff said, "We don't care, we are too busy to worry."

● We took 42 senior citizens for afternoon tea (65p per head) to the Bell Hotel in Kelso. The meal was wonderful and the service was perfect from cheerful waiters and waitresses. Best outing we've had in 17 years.

● My husband and I took two friends to a small tearoom in Glen Clova. It's an old restaurant. We had a lovely afternoon tea for only 50p each.

● El Pote', Glasgow - The superb menu includes such traditional classic Spanish dishes as Paella de Mariscos (rice cooked with shellfish) and Zarzuela de Pescados (mixed fish cooked in white wine, with tomato and fine herbs). Prices are reasonable: for example, a main course with vegetables, sweets and coffee, also with a house wine, is £10 for two; while the same meal without wine, is only £5.70.

Summary

In order to help people find some good places when they are eating out, the 'Post' staff and some readers will give an assessment of different places every week. These places are King's Corner House, Motor Inn, a tearoom in Glen Clova and El Pote'. Some places are good for eating out and some are bad.



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Reading Comprehension Test

Choose the best answer.

1. The word 'dishes' (line 21) means _____.
 - a. porcelain
 - b. earthenwares
 - c. containers
 - d. food
2. The word 'wonderful' (line 14) means _____.
 - a. simple
 - b. good
 - c. poor
 - d. terrible
3. The main idea of this passage is to show the _____.
 - a. price of food in different restaurants
 - b. good places for eating out
 - c. kind of food served in restaurants
 - d. service of different restaurants
4. The cheapest meal is at _____.
 - a. the tearoom
 - b. the Bell Hotel
 - c. the Motor Inn
 - d. the King's Corner House
5. Which one of these reports is unfavourable?
The one on _____.
 - a. the tearoom
 - b. the Bell Hotel
 - c. the Motor Inn
 - d. the King's Corner House

6. If you compare the eating places described at Aboyne and Edinburgh, the biggest contrast is _____.
- the taste
 - the service
 - the price
 - the surroundings
7. The phrase '..... cheerful waiters and waitresses' (line 15) means waiters and waitresses who always _____.
- smile
 - frown
 - complain
 - look angry
8. 'Both' (line 6) refers to _____.
- steak and cocktail
 - service and surroundings
 - waiter and waitress
 - prawn cocktail and soup
9. 'Staff' (line 11) refers to _____.
- the senior citizen
 - the 'Post' reader
 - the staff of 'Post'
 - the waiters at Motor Inn
10. We can infer from the passage that customers think that _____ are most important.
- cheapness and nearness
 - exotic food and good wine
 - quality and service
 - prices and surroundings

It's Daylight Robbery

There's been a surprising increase in theft over the past four years, particularly in thefts from private homes. Insurance companies had to deal with accounts for almost 50 percent of the total £64.2 million pounds worth of stolen goods.

There are two reasons. First, burglars are taking more than they used to. Instead of grabbing the transistor and a bottle of whisky, they now take anything they can lay their hands on. Second, there are simply more burglaries.

The burglary doesn't come from professional criminals, just opportunists, mostly teenagers. Entry is usually through a window. They break the glass, reach up to undo the lock, and they're in. All windows should be locked, especially downstairs ones. And for your own sake lock every window every time you go out.

Burglaries take place while you're chatting to your next-door neighbour, or even while you're in the garden. Surprisingly, the most popular time for break-ins is the afternoon. That's because neighbours are careless.

The golden rule is that every front door should have a dead lock, and back doors should have secure bolts. Everybody thinks it won't happen to them. But more and more people are finding out that's just not true.

Summary

There has been an increase in burglaries, particularly in private homes. The burglaries come from teenagers who steal things when they have the chance. The burglaries always happen in the afternoon. To prevent burglary, everyone should lock all doors and windows with dead lock and secure bolts.



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Reading Comprehension Test

Choose the best answer.

1. The word 'take place' (line 14) means _____.
 - a. start
 - b. happen
 - c. continue
 - d. spread
2. The word 'chatting' (line 14) means _____.
 - a. quarrelling
 - b. playing
 - c. watching
 - d. talking
3. This passage is about _____.
 - a. burglars who are teenagers
 - b. burglary and how to prevent it
 - c. insurance companies and robberies
 - d. the reason why robberies are increasing
4. Most burglaries take place _____.
 - a. in the afternoon
 - b. every time you go out
 - c. when you're in the garden
 - d. when you're chatting to your neighbour
5. According to the writer, the way to stop opportunists burgling you is to _____.
 - a. lock the front door
 - b. make your neighbours more careful
 - c. put special locks on doors and windows
 - d. lock the windows every time you go out

6. The sentence 'Entry is usually through a window.' (line 10) means that _____.
- people usually enter the house through a window
 - opportunists usually enter other people's houses through a window
 - professional criminals usually enter the house through a window
 - teenagers usually enter other people's houses through a window
7. The phrase 'the golden rule...' (line 18) means _____.
- the rule that is valuable
 - the rule that is made of gold
 - the important thing you should do
 - the rule that everyone must practice
8. 'They' (line 7) refers to _____.
- neighbours
 - teenagers
 - house's owners
 - burglars
9. 'It' (line 19) refers to _____.
- a lock
 - burglary
 - the door
 - the golden rule
10. We can infer from the passage that _____.
- all teenagers are burglars
 - we can't trust anyone in the world
 - there are more burglaries because of the poor
 - burglaries can take place any time
-

Night Travellers

It was late when we started out for the next town, which was about fifteen miles away on the other side of the hills. We were sure that we would find a place to spend the night there. It became darker, there were no other cars on the road as we drove quickly along the narrow winding road that led to the hills. As we climbed higher, it became colder and heavy rain began to fall, making it difficult to see the road clearly. I asked John to slow down.

After travelling for twenty miles, there was still no sign of the town which was marked on the map. We began to get worried. Then, without warning, the car stopped. We had run out of gas. Although we had very little to eat with us, we decided to spend the night in the car.

Our meal was soon over. I began to sleep, but John was restless and got out of the car and went for a walk up the hill. Soon he came running back. From the top of the hill, he had seen the lights of the town we were looking for. We quickly took everything from the car, pushed the car to the top of the hill. Then we went back for our baggages, put them in the car again and started coasting down the hill. In fifteen minutes, we were in the town, where we found a hotel quite easily.

Summary

Two men were travelling by car. While they were driving from town to town, the car ran out of gas. It was darker and they had to sleep in the car. A man named John couldn't sleep, he walked up the hill and he saw the lights of the town. So they pushed the car to the top of the hill and let the car slide down the hill. That night they stayed at a hotel in the town.



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Reading Comprehension Test

Choose the best answer.

1. The word 'winding' (line5) means _____.
 - a. going uphill
 - b. dangerous
 - c. not straight
 - d. cold
2. The word 'restless' (line13) means _____.
 - a. worried
 - b. excited
 - c. annoyed
 - d. surprised
3. This passage is about _____.
 - a. travelling to town at night
 - b. driving the car along the hills
 - c. travelling by car from town to town
 - d. two travellers ran out of gas during their journey
4. The travellers had a map but _____.
 - a. they did not know how to use it
 - b. it gave them the wrong information
 - c. they could not see it very well in the dark
 - d. the town they were looking for was not clearly marked
5. Their car stopped because _____.
 - a. they had traveled more than twenty miles
 - b. they had run out of gas
 - c. they couldn't see the road
 - d. they were going uphill

6. The phrase '...without warning...' (line10) means _____.
- suddenly
 - nobody told them
 - before it got hot
 - without any explanation
7. The sentence 'Our meal was soon over.' (line13) means _____.
- our meal was on the car
 - we had plenty of food
 - we ran out of meals
 - there was a full meal
8. 'There' (line3) refers to _____.
- the hills
 - the road
 - the place
 - the next town
9. 'Them' (line18) refers to _____.
- food
 - baggages
 - maps
 - clothes
10. We can infer from the passage that _____.
- John is cleverer than the other person
 - the town is near the lake
 - the map is not clear
 - the weather is cold
-

Salaries for Wives

NEWS readers have expressed their desire that all American housewives should be paid a salary. Many letters from the readers were responding to an article in NEWS on a national group called Wages for Housework Campaign. One of its organizers, Angela Gose, called for a salary of \$13,000 for every housewife - "whether she's married or single, with or without children, working or not." Here are excerpts from some of the letters to NEWS:

"I'm satisfied with women's wages. If the young mothers could stay home and raise their children with wages, there would be less crime and less drugs, too." - Mrs. Susan Garner, Champaign, Ill.

"We're for it. It would build more jobs for men. And wives should be home, not working." - Mr. and Mrs. Chandler, Philadelphia, Pa.

"It is an honor to be a housewife. I'm really mad at anyone who thinks we should get paid for being housewives." - Mrs. Irma Hart, Fremont, Calif.

"I'm a mother, a lover, I'm a teacher, a cook, and a nurse. Now just tell me where you can get all that for nothing?" - Mrs. Annie L. Wordlaw, Yardville, N.J.

"Paid for what? A housewife today has every convenience, and if she can't do her housework, she isn't doing her job." - Miss Norma Bondy, Johnstown, Pa.

"We have to pay too many taxes now. I think it's a great idea to get the government to pay some of it back to us women." - Eve Linville, Vancouver, Wash.

"It is really too bad for women to strike, but if that is the only way, that is what has to be done." - Mrs. Ruth Mason, Portland, Ind.

Summary

NEWS readers sent letters responding to the article on American housewives' salary. A group called Wages for Housework Campaign is responsible for this idea. The group wants every housewife to be paid for their housework. There are both readers who agree with this idea and readers who don't, but most of them agree with this idea.



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Reading Comprehension Test

Choose the best answer.

1. The word 'raise' (line9) means _____.
 - a. look after
 - b. move upwards
 - c. push high
 - d. make higher

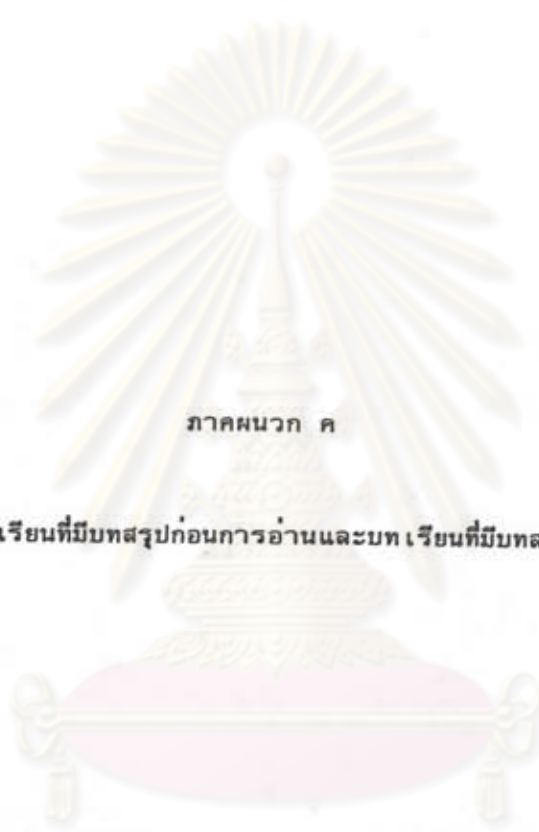
2. The word 'mad' (line13) means _____.
 - a. ill
 - b. angry
 - c. foolish
 - d. annoy

3. This passage is about _____.
 - a. the NEWS readers who want wages
 - b. Wages for Housework Campaign
 - c. some responses to housewives' salaries
 - d. Angela Gose, one of the Campaign's organizers

4. Angela Gose wanted _____.
 - a. a salary of \$13,000
 - b. housework to be organized
 - c. every housewife to be called for
 - d. every housewife to be paid \$13,000

5. Which of the following doesn't want to be paid for housework?
 - a. Mr. and Mrs. Chandler.
 - b. Mrs. Hart.
 - c. Mrs. Mason.
 - d. Mrs. Wardlaw.

6. Eve Linville thinks that _____ should pay wages to every housewife.
- Husbands.
 - The government.
 - 'Us women.'
 - Women on strike.
7. The sentence 'We're for it.' (line11) means we _____.
- agree with this idea
 - refuse this idea
 - suggest this idea
 - dislike this idea
8. 'Its' (line4) refers to _____.
- letter
 - NEWS
 - an article
 - Wages for Housework Campaign
9. 'It' (line23) refers to _____.
- idea
 - money
 - tax
 - government
10. We can infer from the passage that _____.
- everyone agrees that housewives should be paid for their work
 - most of the letters agree that housewives should be paid a salary
 - most of the readers hate the idea of housewives being paid for their work
 - there were a lot of letters about housewives being paid for their work
-



ภาคผนวก ค

แผนการสอนบท เรียนที่มีบทสรุปก่อนการอ่านและบท เรียนที่มีบทสรุปหลังการอ่าน

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Objective	Procedure		Evaluation
	Teacher	Students	
<u>Enabling Objectives</u>	shopping in a shop.		
1. Students will be able to pronounce and spell these words : striped, checked, plain, try on, complain, and they can tell the meaning of these words.	But let's review some words. -What will you wear in order to protect your hands from heat when you take a cake from the oven? -What do men usually wear when they go to a grand party? -Good. Now we are going to learn some new words.	-gloves -They usually wear suits.	
2. Students will be able to use these patterns : -Would you mind + Ving. Would you mind lending me a pen -I don't mind + Ving. I don't mind lending you a pen.	(stick the card) -Repeat after me "plain". -Spell this word. -Repeat after me "striped". -Spell it. -Repeat after me "checked". -Spell it. (show three pictures of a plain shirt, a striped shirt and a checked shirt)	(repeat after the teacher) p-l-a-i-n (repeat after the teacher) s-t-r-i-p-e-d (repeat after the teacher) c-h-e-c-k-e-d	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Look at these shirts. Can you tell me the difference of these three shirts?</p> <p>-Yes. (show the picture of a plain shirt)</p> <p>-This is a plain shirt. (show the picture of a striped shirt)</p> <p>-This is a striped shirt. (show the picture of a checked shirt)</p> <p>-This is a checked shirt.</p> <p>-What part of speech are they?</p> <p><u>try on</u> (stick the card)</p> <p>-Repeat after me "try on".</p> <p>-Spell this word.</p> <p>-When you buy a new swimming suit, you should <u>try it on</u> before buying it. If you don't <u>try it on</u>, it may be too loose or too tight for you.</p>	<p>- เสื้อเชิ้ตตัวแรกเป็นสีพื้น เรียบ ๆ เสื้อตัวที่สอง เป็นลายทาง เสื้อตัวที่สาม เป็นลายหมากรุก</p> <p>- They are adjectives.</p> <p>(repeat after the teacher)</p> <p>t-r-y o-n</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-When you buy a new dress, you should also <u>try it on</u> in order to be sure that it fits you.</p> <p>-People always <u>try on</u> the shoes before buying them.</p> <p>-Can you guess the meaning of "try on"?</p> <p>-What part of speech is it?</p> <p><u>Complain</u> (stick the card)</p> <p>-Repeat after me "complain".</p> <p>-Spell this word.</p> <p>-People always <u>complain</u> when they have to wait for someone for a long time.</p> <p>-If you do not study hard, you will get low grade, and your mother will <u>complain</u> that you are lazy.</p> <p>-Old people always <u>complain</u> if their grandchildren don't obey them.</p> <p>-What does "complain" mean?</p> <p>-What part of speech is it?</p>	<p>-ลองสวม</p> <p>-It's a two-word verb.</p> <p>(repeat after the teacher)</p> <p>c-o-m-p-l-a-i-n</p> <p>-มัน</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Would you mind...</u></p> <p>-You are having dinner at a party. You want some sauce to put in your food, but the sauce is far from you, you cannot reach it. You have to ask someone to pass it. What will you say?</p> <p>-Good. If you don't say, "Please pass me the sauce."; you can say, "<u>Would you mind passing me the sauce?</u>"</p> <p>(write the sentence on the board)</p> <p>-When we have to ask someone to do something for us, we will say, "Would you mind.....?"</p> <p>-What is the form of the verb following "Would you mind...?"</p> <p>-Yes. What is the form of verb+ing called?</p> <p>-(<u>student's name</u>), if you want to borrow a pen from your friend, what will you say?</p> <p>-Good.</p>	<p>-Please pass me the sauce.</p> <p>-Verb + ing</p> <p>-Gerund.</p> <p>-Would you mind lending me a pen?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-(<u>student's name</u>), if you want your friend to teach you how to operate a computer, what will you say?</p> <p>-O.K. What will you say if your friend asks, "Would you mind lending me a pen?"</p> <p>-Good.</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/ distribute the passage and the post-summary to the students in experimental group II) (tell the students in experi-</p>	<p>-Would you mind teaching me how to operate a computer?</p> <p>-I don't mind lending you a pen.</p> <p>(read the passage silently)</p>	
	<p>mental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post summary within 15 minutes)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(students do the test)</p>	
	<p><u>Transfer</u></p> <p>(choose as many pairs as possible to do a role play)</p> <p>-Look at the dialogue on the sheet again. Do the role play. But you buy a hat instead of a suit.</p>	<p>(role play)</p> <p>(pair work activity)</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>1. Students will be able to pronounce and spell these words : guest, contact, advance reservations, and they can tell the meaning of these words.</p> <p>2. Students are able to use the pattern of comparative sentence.</p>	<p>-What would you like to be? (call a student who would like to be a receptionist)</p> <p>-Do you know what a hotel receptionist must do?</p> <p>-Today we are going to read a passage about a work of a hotel receptionist. But first, let's review some words.</p> <p>-A teacher wants you to make a report. She wants you to work in groups of five. Those five students are <u>staff</u> of the group.</p> <p>-What does staff mean?</p> <p>-Pimjai works in an office. She is a <u>clerk</u>. Her work is typing, keeping record and copying letters.</p> <p>-What does "clerk" mean?</p> <p>-Somsri works in the same office as Pimjai. She is a book-keeper. Her work is keeping accounts.</p>	<p>-receptionist / maid etc.</p> <p>(answer the question)</p> <p>-เพื่อนร่วมงาน</p> <p>-เสมียน</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What does "<u>book-keeper</u>" mean?</p> <p>-O.K.Now we are going to learn some new words.</p> <p><u>quest</u> (stick the card)</p> <p>-Repeat after me "quest"</p> <p>-Spell this word.</p> <p>-Listen to the following sentences.</p> <p>-Your friend invites you to have dinner at his house. You are his <u>quest</u>.</p> <p>-Some friends of you from Khon Kaen will visit you at Prachuabkirikhan. They will stay with you for 2-3 days. They are your <u>quests</u>.</p> <p>-When foreigners come to Thailand, they will stay at hotels. They are the <u>quests</u> of the hotels.</p> <p>-What does "quest" mean?</p> <p>-What part of speech is it?</p>	<p>-พนักงานบัญชี</p> <p>(repeat after the teacher)</p> <p>g-u-e-s-t</p> <p>-แขก</p> <p>-It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>contact</u></p> <p>(stick the card)</p> <p>-Repeat after me "contact",</p> <p>-Spell this word.</p> <p>-When the guests will stay at a hotel, they have to <u>contact</u> with the hotel receptionist in order to get information of the rooms.</p> <p>-If you want to visit Phuket and you want to know places you can go, how to go there and the cost of journey, you should <u>contact</u> a travel agency.</p> <p>-You want to borrow a book from the library, but the book is not in the library now. You need to use that book, so you should <u>contact</u> with the librarian.</p> <p>-What does "contact" mean?</p> <p>-What part of speech is it?</p>	<p>(repeat after the teacher)</p> <p>c-o-n-t-a-c-t</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>advance reservations</u></p> <p>(stick the card)</p> <p>-Repeat after me "advance reservations".</p> <p>-Spell this word.</p> <p>-People always go to the sea in summer. There are a lot of people going there, and the hotels are always full. If you will also go to the sea in summer and you want to stay at the hotel, you should make <u>advance reservations</u>. If you don't make <u>advance reservations</u>, there may be not any rooms left and you can't stay at that hotel.</p> <p>-You want to see a movie. This movie is very good. Many people go to see this movie at the cinema. You have to buy the ticket ahead of time, that is you make <u>advance reservations</u>. If you don't make <u>advance reservations</u>, the tickets may be sold out.</p>	<p>(repeat after the teacher)</p> <p>a-d-v-a-n-c-e r-e-s-e-r-v-a-t-i-o-n-s</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Can you guess the meaning of "advance reservations?"</p> <p>-What part of speech is it?</p> <p><u>Comparison</u> (Comparative Degree) (show two pencils, one is short and the other is long)</p> <p>-Look at these pencils. What's the difference? (show the short one)</p> <p>-What about this pencil? (show the long one)</p> <p>-What about this (hold the short pencil in the left hand and the long one in the right hand)</p> <p>-Which one is longer?</p> <p>-Which one is shorter?</p> <p>(stick the card)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The pencil in the right hand is longer than the pencil in the left hand.</p> </div>	<p>-จองล่วงหน้า</p> <p>-It's a noun.</p> <p>-They are not equal.</p> <p>-It's short.</p> <p>-It's long.</p> <p>-The one in the right hand.</p> <p>-The one in the left hand.</p>	

Objective	Procedure		Evaluation				
	Teacher	Students					
	<p>-What does it mean?</p> <p>-Right.</p> <p>-When we compare two things, we use comparative comparison. (stick the chart)</p>	<p>-ดินสอในมือชวาวกว่า ดินสอในมือซ้าย</p>					
	<p style="text-align: center;"><u>Comparative Degree</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">long longer</td> <td style="width: 50%;">beautiful more beautiful</td> </tr> <tr> <td>short shorter</td> <td>expensive more expensive</td> </tr> </table>	long longer	beautiful more beautiful	short shorter	expensive more expensive		
long longer	beautiful more beautiful						
short shorter	expensive more expensive						
	<p>-What kind of word that can be comparative?</p> <p>-Good.</p> <p>-(<u>student's name</u>), when we change the adjective or the adverb into comparative degree, what must we do?</p> <p>-What else?</p> <p>-Good. But we don't add "er" after all adjectives or adverbs. We will add "er" after the adjective or the adverb that has only one or two syllables. For the adjective or the adverb that has more than two</p>	<p>-Adjective/Adverb</p> <p>-Add "er" after that adjective or that adverb.</p> <p>-There is the word "than" in the sentence.</p>					

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>syllables, we add "more" or "less" in front of that adjective or that adverb.</p> <p>(show two pictures of women, one is beautiful and the other is not so beautiful)</p> <p>Look at the pictures. The woman in the first picture is Susan and the one in the second picture is Doris.</p> <p>(<u>student's name</u>), compare these two women.</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p>	<p>(student makes a sentence)</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Do you think that the work of receptionist is interesting?</p> <p>-Why?</p> <p><u>Evaluation</u> (distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u> -Now work in groups of three and discuss what we should do when we stay at a hotel. (call two or three students to present in front of the class)</p>	<p>(answer the question)</p> <p>(students give their reasons)</p> <p>(students do the test)</p> <p>(group work activity)</p> <p>(students present in front of the class)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Class First year students at Vocational Education Certificate Level

No. of students 40

Date August 10, 1989 (Group I) / August 11, 1989 (Group II)

Time 11.20 - 12.10 10.30 - 11.20

Content "Reception" in Five Star English p.21

Aids Learning sheets, cards, realia

Assumption Vocabulary : guest, politely, nationality, tour leader

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Do you remember the passage we read last period? -What did it talk about? -Today we are going to read the passage on the same topic. First, let's review some words. -Your father told you that he will hold his birthday party next Sunday. There will be some <u>quests</u> at the party. -What does "guest" mean?	-Yes. -Enquiries and reservations. -แขก	Students do the test on the passage "Reception."
<u>Enabling Objective</u> Students	-When you are at the party, you should speak <u>politely</u> to those guests		

Objective	Procedure		Evaluation
	Teacher	Students	
are able to pronounce and spell these words: registration card, destination, occupation and voucher, and they can tell their meanings.	<p>-What does "politely" mean?</p> <p>-One of the guests is a foreigner. His name is Robert Welsh. His <u>nationality</u> is American.</p> <p>-What does "nationality" mean?</p> <p>-Robert works in a travel company in America. He is a <u>tour leader</u>.</p> <p>-What does "tour leader" mean?</p> <p>-Good. Now we are going to learn some new words.</p> <p><u>registration card</u> (stick the card)</p> <p>-Repeat after me "registration card".</p> <p>-Spell it.</p> <p>(show a sample of the registration card)</p> <p>-This is a <u>registration card</u>. When we stay at a hotel, we have to fill in this card. This card is used to record our full names, nationality, home addresses and our signatures.</p>	<p>-อย่างสุภาพ</p> <p>-สัญชาติ</p> <p>-มัคคุเทศก์</p> <p>(repeat after the teacher)</p> <p>r-e-g-i-s-t-r-a-t-i-o-n c-a-r-d</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What kind of word is it?</p> <p><u>destination</u> (stick the card)</p> <p>-Repeat after me "destination".</p> <p>-Spell it,</p> <p>-Whose house is in Hat Yai? (call a student)</p> <p>-How do you go to Hat Yai?</p> <p>-Where does the train leave?</p> <p>-Where does the train go to?</p> <p>-The <u>destination</u> of this train is Sungai Kolok. You will go to Hat Yai. Hat Yai is your <u>destination</u>.</p> <p>-Can you guess the meaning of this word?</p> <p>-Good.</p> <p>-What kind of word is it?</p> <p><u>occupation</u> (stick the card)</p>	<p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>d-e-s-t-i-n-a-t-i-o-n</p> <p>(some students raise their hands)</p> <p>-By train.</p> <p>-Hua Lamphong.</p> <p>-Sungai Kolok.</p> <p>-จุดหมายปลายทาง</p> <p>-It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Repeat after me "occupation".</p> <p>-Spell it.</p> <p>-(<u>student's name</u>), what does your father do?</p> <p>-Your father's <u>occupation</u> is merchant.</p> <p>-(<u>student's name</u>), what would you like to be when you finish school?</p> <p>-Your <u>occupation</u> is air-hostess.</p> <p>-I'm a teacher. My <u>occupation</u> is teacher.</p> <p>-What does "occupation" mean?</p> <p>-What kind of word is it?</p> <p><u>voucher</u> (stick the card)</p> <p>-Repeat after me "voucher".</p> <p>-Spell it.</p> <p>-When you pay money at the counter in the department store, what will the cashier give you?</p> <p>-Yes. When we buy things in the big</p>	<p>(repeat after the teacher)</p> <p>o-c-c-u-p-a-t-i-o-n</p> <p>-He is a merchant/ an officer etc.</p> <p>-I would like to be an air-hostess.</p> <p>-อาชีพ</p> <p>-a noun</p> <p>(repeat after the teacher)</p> <p>v-o-u-c-h-e-r</p> <p>-A receipt.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>store or in the company, we will get receipts.</p> <p>-But for a hotel, if we stay at a hotel and we pay money to the hotel, we will get a <u>voucher</u>.</p> <p>-A <u>voucher</u> is like a receipt. It is used as a proof of payment.</p> <p>-What does "voucher" mean?</p> <p>-What kind of word is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p>	<p>-ใบเสร็จ</p> <p>-a noun</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(students do the test)</p>	
	<p><u>Transfer</u></p> <p>-Work in groups of five and discuss what a receptionist must do.</p> <p>(call some students to present in front of the class)</p>	<p>(group work activity)</p> <p>(students present in front of the class)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
<p>able to pronounce and spell these words: downtown, representative, surprised, restless and appointment, and they can tell the meaning of these words.</p>	<p>-Sunan works as a <u>receptionist</u> at Sailom Hotel.</p> <p>-What does "receptionist" mean?</p> <p>-Chin Sophonphanit was a famous <u>executive</u>.</p> <p>-What does "executive" mean?</p> <p>-Princess Sirinthorn is an <u>expert</u> in Thai classical music.</p> <p>-What does "expert" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>downtown</u> (stick the card)</p> <p>-Repeat after me "downtown"</p> <p>-Spell this word. (show the picture of Silom Road)</p> <p>-There are a lot of companies on Silom Road. Silom is a <u>downtown</u> in Bangkok. (show the picture of Siam Square)</p> <p>-Siam Square is a business center. There are shopping centers, cinemas, restaurants,</p>	<p>-พนักงานต้อนรับ</p> <p>-นักบริหาร</p> <p>-ผู้เชี่ยวชาญ</p> <p>(repeat after the teacher) d-o-w-n-t-o-w-n</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>banks and a lot of companies at Siam Square. Siam Square is a <u>downtown</u> in Bangkok.</p> <p>-Ratchprasong, Sukhumwit and New Petchburi roads are <u>downtown</u>. There are a lot of business companies located there.</p> <p>-What does "downtown" mean?</p> <p>-What part of speech is it?</p> <p><u>representative</u> (stick the card)</p> <p>-Repeat after me "representative".</p> <p>-Spell this word.</p> <p>-Do you know the Asian Singing Contest?</p> <p>-It is a contest which is held in Asian countries, e.g. Thailand, Malaysia, and Singapore. Each country will send <u>representatives</u> to sing at the contest. Raviwan Jinda, Suchart Chawangkul and Maneenuj Samerasut used to be our representatives.</p>	<p>-ย่านธุรกิจ</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>r-e-p-r-e-s-e-n t-a-t-i-v-e</p> <p>-Yes. / No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Suppose you work in a business company. Your boss wants you to make business with other company. You are the <u>representative</u> of the company.</p> <p>-On Wai Kru Day, each class will send the <u>representative</u> to join the ceremony.</p> <p>-What does "representative" mean?</p> <p>-What part of speech is it?</p> <p><u>surprised</u> (stick the card)</p> <p>-Repeat after me "surprised".</p> <p>-Spell it.</p> <p>-Nantana is a good girl. She has a good temper and always smiles. She likes talking with other people. But today, everyone is <u>surprised</u> that she doesn't smile and doesn't talk with her friends.</p> <p>-Today is Surasak's birthday. He doesn't tell anyone about his birthday. When he arrives at his</p>	<p>-ตัวแทน</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>s-u-r-p-r-i-s-e-d</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>office, he is <u>surprised</u> to see some presents on his table.</p> <p>-Niwat can pass the examination and his grade is quite good. He tells his parents about his success and his parents make him <u>surprised</u> by giving him a new watch.</p> <p>-What does "surprised" mean?</p> <p>-What part of speech is it?</p> <p><u>restless</u> (stick the card)</p> <p>-Repeat after me "restless".</p> <p>-Spell it.</p> <p>-You have to wait for your friend for an hour, and you don't know why she comes late. While you are waiting, you feel <u>restless</u>.</p> <p>-You apply for a job and you have to be interviewed at the office. While you are waiting for the interview, you feel <u>restless</u>.</p> <p>-Daeng's mother told him that she</p>	<p>-ประหลาดใจ, แปลกใจ</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>r-e-s-t-l-e-s-s</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>will visit him on Saturday. When the day comes, she doesn't come. Daeng has waited for her since the morning. He is <u>restless</u> because something may happen to his mother.</p> <p>-What does "restless" mean?</p> <p>-What part of speech is it?</p> <p><u>appointment</u> (stick the card)</p> <p>-Repeat after me "appointment".</p> <p>-Spell it.</p> <p>-Your teacher wants to meet you at 11.00 a.m. But she is very busy, you should go to her office before the <u>appointment</u> time.</p> <p>-Somsak and Malee will see the movie at Lido. Somsak told Malee that he will wait for her at 1 p.m. in front of the theatre. They have the <u>appointment</u> at 1 p.m.</p>	<p>-กระวนกระวาย</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>a-p-p-o-i-n-t-m-e-n-t</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Peter has a business meeting with Mr.Brown at 9 a.m. He arrived at Mr.Brown's office at 8.45 a.m. But Mr.Brown is out. Until 9.30 a.m. Mr.Brown doesn't come yet. Peter thinks that Mr.Brown forgets the <u>appointment</u>.</p> <p>-What does this word mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p>	<p>-การนัดหมาย</p> <p>-It's a noun.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the reading comprehension test, choose the best answer and mark on your answer sheet.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss whether Bob's business will be successful and give your reason.</p> <p>(call students to present in front of the class)</p>	<p>(students do the test)</p> <p>(group work activity)</p> <p>(students present in front of the class)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>1. Students are able to pronounce and spell these words: ensure, portable, durable and credit card, and they can tell the meaning of these words.</p> <p>2. Students are able to use these patterns correctly :</p> <p><u>Active Voice</u> Sunee gave me a present. (Subj.+V.+IO.+ DO.)</p>	<p>the bank. What will you do at the bank?</p> <p>-Now we are going to learn some new words.</p> <p><u>ensure</u> (stick the card)</p> <p>-Repeat after me "ensure".</p> <p>-Spell this word.</p> <p>-Listen to the following sentences and tell me its meaning.</p> <p>-Before you leave your house, you must <u>ensure</u> that you have locked all windows and doors.</p> <p>-You should <u>ensure</u> that you turn off all the lights before going to bed.</p> <p>-You should <u>ensure</u> that you check all of your answers before handing in your answer sheet.</p> <p>-Can you tell me what it means?</p>	<p>-(repeat after the teacher)</p> <p>e-n-s-u-r-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Passive Voice</u> I was given a present (by Sunee), (Subj. (IO.)+V. to be+V ₍₃₎ + DO.)	-What kind of word is it? <u>portable</u> (stick the card) -Repeat after me "portable". -Spell this word. (show a picture of a portable radio) -What is this? -Yes. This is a <u>portable</u> radio. (show a picture of a big radio which is not portable) -What is this? -Yes, it's a radio. It's so heavy, we cannot take it. It is not a <u>portable</u> radio. -Can you tell me what this word means? -Is it a verb? <u>durable</u> (stick the card) -Repeat after me "durable". -Spell this word.	-It's a verb. (repeat after the teacher) p-o-r-t-a-b-l-e -It's a radio. -It's also a radio. -ทำได้ -No. It's an adjective. (repeat after the teacher) d-u-r-a-b-l-e	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Listen and tell me the meaning of this word.</p> <p>(show a handbag)</p> <p>-I've used this handbag for five years. It is not easily torn. It is <u>durable</u>.</p> <p>(show another handbag)</p> <p>-I bought this handbag last two months. I've used it sometimes because the leather is very thin. It is easily torn. It is not <u>durable</u>.</p> <p>(show a watch)</p> <p>-I've used this watch for many years. It still works well. It is very <u>durable</u>.</p> <p>-Can you tell me the meaning of "durable"?</p> <p>-What kind of word is it?</p> <p><u>credit card</u></p> <p>(show a credit card)</p> <p>-What is it?</p> <p>(stick the card)</p> <p>-Repeat after me "credit card".</p>	<p>-ทนทาน</p> <p>-an adjective</p> <p>-It's a credit card.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell this word.</p> <p>-<u>Credit card</u> is useful for travellers.</p> <p>-Travellers don't have to bring a lot of money. They can buy things without paying cash. They will use the <u>credit cards</u> for buying things.</p> <p>-What kind of word is it?</p> <p>-What does it mean?</p> <p><u>Active Voice</u> (stick the card)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Somchai gave me a pen.</p> </div> <p>-What is the subject of this sentence?</p> <p>-Right. How many objects are there in this sentence?</p> <p>-What are they?</p> <p>-Yes. "Me" is indirect object and "a pen" is direct object.</p> <p>-Who does the action?</p> <p>-Good.</p>	<p>c-r-e-d-i-t</p> <p>c-a-r-d</p> <p>-It's a noun.</p> <p>-บัตรเครดิต</p> <p>-Somchai</p> <p>-There are two objects.</p> <p>- "Me" and "a pen".</p> <p>-Somchai</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Passive Voice</u></p> <p>(stick the card)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I was given a pen (by Somchai).</p> </div> <p>-What is the subject of this sentence?</p> <p>-Does "I" do the action?</p> <p>-Who does the action?</p> <p>-Compare these two sentences. What are differences between the two sentences?</p> <p>-What else?</p> <p>-Good. There are two voices in English. They are active and passive voices. A verb is in active voice when its subject is</p>	<p>-I</p> <p>-No.</p> <p>-Somchai</p> <p>-The subject of the first sentence is the doer of the action but the subject of the second sentence is the indirect object.</p> <p>-There is "verb to be" in the second sentence and finite verb is in the form of past participle.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the doer of the action as in :</p> <p>(stick the card)</p> <div data-bbox="395 620 826 766" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Active Voice: Mary gives John a book.</p> </div> <p>-When we change active voice into passive voice, the indirect object in active voice becomes the subject in passive voice. So, what is the subject in passive voice.</p> <p>-Yes. Add "verb to be" in passive voice and change finite verb into past participle.</p> <p>(stick the card)</p> <div data-bbox="411 1450 906 1589" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Passive Voice : John is given a book (by Mary).</p> </div> <p>-Note that the tense of "verb to be" in passive voice must be the same tense as in active voice.</p> <p>(stick the chart on the board)</p>	<p>-John</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. Malee hits that dog. (Active) That dog is hit (by Malee) (Passive)</p> <p>2. He closed the window. (Active) The window was closed (by him). (Passive)</p>		
	<p>-(Call three students) Change the following sentences into passive voice.</p> <p>1. Somsri's sister cooked some food. 2. That boy kicks a ball in the field. 3. My mother bought me a skirt.</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes / tell the students in experimental</p>	<p>(students write the sentences on the board)</p> <p>(students read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>group II to read the passage and the post-summary within 15 minutes)</p> <p>-O.K. What does this passage talk about?</p> <p>-What is money used for?</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test, choose the best answer and mark on the answer sheet.</p> <p><u>Transfer</u></p> <p>-Work in pairs and discuss whether money is the most important thing in your life.</p> <p>(choose a pair of students to present in front of the class)</p>	<p>-money</p> <p>-It's used for exchanging things.</p> <p>(students do the test)</p> <p>(pair work activity)</p> <p>(students present in front of the class)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>these words: check-out counter, display, attractive, according to, and they can tell the meaning of these words.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Complete these sentences with the following words : mood, employee, enjoyment, inexpensive.</p> <p>1. Manee works in a company, she is an _____.</p> <p>2. This shirt is only 70 ฿, it is _____.</p> <p>3. She smiles because she is in a happy _____.</p> <p>4. Sombat works as a cartoon drawer. This job is _____ for him.</p> </div> <p>(check the answer)</p> <p>-O.K. Let's learn some new words.</p> <p><u>check-out counter</u> (stick the card)</p> <p>-Repeat after me "check-out counter".</p> <p>-Spell this word.</p> <p>-Who used to go to the supermarket in Bangkok?</p>	<p>(complete the sentences)</p> <p>(repeat after the teacher)</p> <p>c-h-e-c-k o-u-t c-o-u-n-t-e-r</p> <p>(some students raise their hands)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-When you buy things in a shop, you pay money to the shop's owner.</p> <p>But when you buy things in the supermarket, to whom do you pay money?</p> <p>-Yes. The cashier in the supermarket always sit at the <u>check-out counter</u>. There is a big calculator at the check-out counter. When you finish buying, you hold the things you bought to the check-out counter, and the cashier will calculate how much you must pay. Then, you pay money to the cashier at the <u>check-out counter</u>.</p> <p>-Do you know what check-out counter is?</p> <p>-What part of speech is it?</p> <p><u>display</u> (stick the card)</p> <p>-Spell it.</p> <p>-Who used to go to Central Department Store?</p>	<p>-Cashier.</p> <p>-Yes.</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>d-i-s-p-l-a-y</p> <p>(some students raise their hands)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Do you notice that there are some goods showing in front of the store; for example, cosmetics, swimming suits, toys etc.?</p> <p>-This way of showing goods is called <u>display</u>.</p> <p>(show a picture of display in a department store)</p> <p>-This is the picture of the <u>display</u> of the products in a department store.</p> <p>-Can you tell me what "display" means?</p> <p>-What part of speech is it?</p> <p><u>attractive</u></p> <p>(stick the card)</p> <p>-Repeat after me "attractive".</p> <p>-Spell this word.</p> <p>(show a picture of gems)</p> <p>-What are these?</p> <p>-Are they beautiful?</p> <p>-These gems are so <u>attractive</u> that women want to own them.</p>	<p>-Yes.</p> <p>-การจัดแสดงสินค้า</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>a-t-t-r-a-c-t-i-v-e</p> <p>-Gems.</p> <p>-Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(show a brochure of a travel agency)</p> <p>-This brochure is used to advertise the travel agency's service. There are many pictures of beautiful places. These places are very <u>attractive</u>, they make people who see them want to go there.</p> <p>-"<u>Attractive</u>" means "draw one's attention".</p> <p>-Can you guess the meaning of this word?</p> <p>-What part of speech is it?</p> <p><u>according to</u> (stick the card)</p> <p>-Repeat after me "according to".</p> <p>-Spell it.</p> <p>-Your mother tells you to wash the dishes. You wash the dishes <u>according to</u> your mother's telling.</p> <p>-I order you to write an essay. You write an essay <u>according to</u> my order.</p>	<p>- ดึงดูดใจ</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>a-c-c-o-r-d-i-n-g t-o</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-You want to make some cookies. You read how to make cookies in a book. You make cookies <u>according to</u> the book.</p> <p>-Can you tell me what this word means?</p> <p>-What part of speech is it?</p> <p><u>Practice</u> (distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the student in experimental group II) (tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p>-Do you think that supermarkets in our country are like supermarkets in this passage?</p> <p>-Give me some examples.</p>	<p>-คำบุ</p> <p>-It's a conjunction.</p> <p>(read the passage silently)</p> <p>(answer the question)</p> <p>(give examples)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in pairs and discuss whether you like to go shopping at the supermarket and what you will buy.</p> <p>(call students as much as possible to present in front of the class)</p>	<p>(students do the test)</p> <p>(pair work activity)</p> <p>(students present in front of the class)</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	
spell these words: pick up, prefer, prepare, order, and they can tell the meanings of these words.	<p>-Malee's <u>speed</u> of typing is 55 w.p.m.</p> <p>-What does "speed" mean?</p> <p>-Petrol is <u>valuable</u> for industry.</p> <p>-What does "valuable" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>pick up</u> (stick the card)</p> <p>-Repeat after me "pick up".</p> <p>-Spell it. (pick up a book)</p> <p>-I <u>pick up</u> a book. (pick up a pen)</p> <p>-I <u>pick up</u> a pen: (pick up some chalks)</p> <p>-I <u>pick up</u> some chalks.</p> <p>-From these examples, what does "pick up" mean?</p> <p>-What kind of word is it?</p> <p><u>prefer</u> (stick the card)</p> <p>-Repeat after me "prefer".</p>	<p>-ความเร็ว</p> <p>-มีคุณค่า</p> <p>(repeat after the teacher)</p> <p>p-i-c-k u-p</p> <p>-หยิบ</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell this word.</p> <p>-Listen and tell me the meaning of this word.</p> <p>-I like tea and coffee, but I like coffee more than tea. I <u>prefer</u> coffee to tea.</p> <p>-I like the cat and the dog, but I like the dog more than the cat. I <u>prefer</u> the dog to the cat.</p> <p>-In summer the weather in Bangkok is very hot. I <u>prefer</u> going to the beach because the wind always blows off the sea.</p> <p>-What does "prefer" mean?</p> <p>-What kind of word is it?</p> <p><u>prepare</u> (stick the card)</p> <p>-Repeat after me "prepare".</p> <p>-Spell this word.</p> <p>-Listen to the following sentences.</p> <p>-Suda will go camping with her friends next week. She must <u>prepare</u> some dried food, a tent and some medicines.</p>	<p>p-r-e-f-e-r</p> <p>-ชอบมากกว่า</p> <p>-a verb</p> <p>(repeat after the teacher)</p> <p>p-r-e-p-a-r-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-There will be a party at krisna's house tomorrow.</p> <p>She must <u>prepare</u> some food and some drinks for the party.</p> <p>-Your friends will visit you and stay with you. You have to <u>prepare</u> your house.</p> <p>-What does "prepare" mean?</p> <p>-What kind of word is it?</p> <p><u>order</u> (stick the card)</p> <p>-Repeat after me "order".</p> <p>-Spell it.</p> <p>-Listen.</p> <p>-When we enter the restaurant, the waiter will give us a menu. After we read the menu, we will <u>order</u> the food.</p> <p>-If you want to eat fried chicken in a restaurant, you will <u>order</u> fried chicken. Then, the waiter will bring you the fried chicken.</p> <p>-You want to drink Coke. You go to the shop and <u>order</u> Coke.</p>	<p>-จัดเตรียม</p> <p>-a verb</p> <p>(repeat after the teacher)</p> <p>o-r-d-e-r</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What does "order" mean?</p> <p>-What kind of word is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p>-Do you agree that fast food restaurants in Thailand is popular?</p> <p>-Have you ever eaten fast food?</p> <p>-Is it cheap or expensive?</p>	<p>-สั่ง</p> <p>-It's a verb.</p> <p>(students read the passage silently)</p> <p>(answer the question)</p> <p>(answer the question)</p> <p>(answer the question)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(students to the test)</p>	
	<p><u>Transfer</u></p> <p>-Work in groups of three and discuss whether fast food is popular in Thailand, whether its price is cheaper than other food.</p> <p>(call students as much as possible to present in front of the class)</p>	<p>(group work activity)</p> <p>(students present in front of the class)</p>	

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Class First year students at Vocational Education Certificate Level

No. of students 40

Date August 22, 1989 (Group I) / August 23, 1989 (Group II)

Time 14.40 - 15.30 12.10 - 13.00

Content "Fast Food the £ 2.2 Billion Bonanza" in Break into English p.84

Aids Learning sheets, cards

Assumption Vocabulary : public, prefer

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Do you remember the passage on "Fast Foods" we read last period? -Can you give me some examples of fast food? -Good. Today we will continue reading the passage on fast food. But let's review some words. -Lumpini Park is a <u>public</u> park. -What does "public" mean?	-Yes -Hamburger, hotdog etc. -สาธารณะ	Students do the test on the passage "Fast Food the £ 2.2 Billion Bonanza".
<u>Enabling Objective</u> Students are able to	-I prefer watching T.V. at home to going shopping. -What does "prefer" mean? -O.K. Now we are going to learn	-ชอบมากกว่า	

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: afford, relax, tradi- tional, take over, and they can tell the meaning of these words.	<p>some new words.</p> <p><u>afford</u> (stick the card)</p> <p>-Repeat after me "afford".</p> <p>-Spell this word.</p> <p>-I want to buy a house, but I don't have enough money. I can't <u>afford</u> to buy a house.</p> <p>-Teera is a poor man. He can't <u>afford</u> to buy good food or good clothes.</p> <p>-Somsri has 1,700 ฿. She wants to buy a new radio, but the radio costs 2,200 ฿. She can't <u>afford</u> to buy a new radio.</p> <p>-What does "afford" mean? -What part of speech is it?</p> <p><u>relax</u> (stick the card)</p> <p>-Repeat after me "relax".</p> <p>-Spell it.</p>	<p>(repeat after the teacher)</p> <p>a-f-f-o-r-d</p> <p>-สามารถหาเงินได้พอ</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>r-e-l-a-x</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-After working hard for 5 days, people always stay at home on weekend to <u>relax</u> themselves.</p> <p>-Piboon always <u>relaxes</u> himself by reading a pocket book after working hard all day.</p> <p>-When people work too hard, they should <u>relax</u> by doing something they like.</p> <p>-What does "relax" mean?</p> <p>-What part of speech is it?</p> <p><u>traditional</u> (stick the card)</p> <p>-Repeat after me "traditional".</p> <p>-Spell it.</p> <p>-It is <u>traditional</u> for young Thai people to pay respect to the elders.</p> <p>-It is <u>traditional</u> for foreigners to shake their hands when they meet each other.</p> <p>-It is <u>traditional</u> for Thai people to "Wai" when they meet each other.</p>	<p>-พักผ่อน, พักผ่อน</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>t-r-a-d-i-t-i-o-n-a-l</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What does "traditional" mean?</p> <p>-What part of speech is it?</p> <p><u>take over</u> (stick the card)</p> <p>-Repeat after me "take over".</p> <p>-Spell it.</p> <p>-General Prem Tinnasulanonta used to be our prime minister. Now General Chatichai Chuhavan <u>takes over</u> this position.</p> <p>-The former manager of Rex Company resigned from the company. Now Mr. Andrew <u>takes over</u> the duties of manager.</p> <p>-Rungtiwa is the adviser of a number of commercial students. Next month she will go abroad for 6 months. Another teacher must <u>take over</u> the duty of adviser.</p> <p>-Can you guess the meaning of "take over"?</p> <p>-What part of speech is it?</p>	<p>-เป็นประเพณี</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>t-a-k-e o-v-e-r</p> <p>-รับหน้าที่, ดูแลแทน</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>Now do the test.</p> <p><u>Transfer</u></p> <p>Work in pairs, a student asks three questions from the passage and the other answers the questions. Write them in a paper and hand it to me when you finish.</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(pair work activity)</p>	

Class First year students at Vocational Education Certificate Level

No. of students 40

Date August 17, 1989 (Group I) / August 18, 1989 (Group II)

Time 11.20 - 12.10 10.30 - 11.20

Content "The Smuggler" in Streamline English p.5

Aids Learning sheets, cards

Assumption Vocabulary : traveller, truck, retire

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Have you ever read the news about someone who was arrested because he took goods from one country to another and it broke the law? -Today we are going to read a passage about the smuggler. The smuggler is a person who takes goods from one country to another country and this action breaks the law. Now let's review some words.	-Yes./No.	Students do the test on the passage "The Smuggler".
<u>Enabling Objective</u> Students are able to pronounce	-People who travel to several places are called " <u>travellers</u> ". -What does "traveller" mean? -When you move in a new house,	-นักท่องเที่ยว	

Objective	Procedure		Evaluation
	Teacher	Students	
and spell these words: search, suspicious, savings, and they can tell the meaning of these words.	<p>you have to take everything from the old house to the new house.</p> <p>You must take those things by a <u>truck</u>.</p> <p>-What does "truck" mean?</p> <p>-Preecha is an officer. Now he is 59 years old. Next year he will be 60 years old and he will <u>retire</u>.</p> <p>-What does "retire" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>suspicious</u> (stick the card)</p> <p>-Repeat after me "suspicious".</p> <p>-Spell this word.</p> <p>-One day, while you are walking home, you see two men standing in front of a house. You know that house's owner. He is a businessman and he is rich. Those two men wear black glasses and hats. They also put on black jackets. Beside them, there is a</p>	<p>-รถบรรทุก</p> <p>-ปลดเกษียณอายุ</p> <p>(repeat after the teacher)</p> <p>s-u-s-p-i-c-i-o-u-s</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>motorcycle parking. You are <u>suspicious</u> that they may be thieves, because no one is in the house in the afternoon.</p> <p>-Ladda's watch was lost in the office yesterday. She put her watch on the table while she was entering the rest room. When she was back, her watch was lost. She was <u>suspicious</u> that someone in the office stole her watch.</p> <p>-The man who has strange behaviour makes the police <u>suspicious</u>.</p> <p>-What does "suspicious" mean?</p> <p>-What part of speech is it?</p> <p><u>search</u> (stick the card)</p> <p>-Repeat after me "search".</p> <p>-Spell this word.</p> <p>-You go to the beach with your friends. While you are walking along the beach with your friends, you feel that your</p>	<p>-สงสัย</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>s-e-a-r-c-h</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>necklace is lost. You and your friends have to walk back to <u>search</u> for the lost necklace.</p> <p>-Next week you will have a test. You must read the textbook. But your textbook is missing. You <u>rearch</u> for it, but you don't find them.</p> <p>-Your key is lost. You <u>search</u> all your drawers, but it is not there. You <u>rearch</u> through your pockets, it is not there, either. Finally, you find it laying on the refrigerator.</p> <p>-What does "rearch" mean?</p> <p>-What part of speech is it?</p> <p><u>savings</u> (stick the card)</p> <p>-Repeat after me "savings".</p> <p>-Spell this word.</p> <p>-You get fifteen bath a day when you go to school. You will save four bath each day. You can save twenty bath a week.</p>	<p>-ค้นหา</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>s-a-v-i-n-g-s</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The twenty bath are your <u>savings</u>.</p> <p>-If you want to buy something which its price is rather expensive, you have to save your money. The money that you save are your <u>savings</u>.</p> <p>-What does "savings" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p>-What do you think about Sam?</p> <p>-What do you think about Draper?</p>	<p>-เงินออม</p> <p>-It's a noun.</p> <p>(answer the question)</p> <p>(answer the question)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(students do the test)</p>	
	<p><u>Transfer</u></p> <p>(choose as many pairs as possible to do a role play)</p> <p>-Look at the dialogue on the sheet and do the role play.</p>	<p>(role play)</p> <p>(pair work activity)</p>	

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Class	First year students at Vocational Education Certificate Level
No. of students	40
Date	August 28, 1989 (Group I)/August 29, 1989 (Group II)
Time	14.40 - 15.30 16.20 - 17.10
Content	"Gloria Vanderbilt Jeans" in <u>World of Business</u> p.10
Aids	Learning sheets, cards, pictures
Assumption	Vocabulary : manufacturer, symbol, wealth, advertising Structure : passive voice

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students will be able to read, comprehend the story and answer the questions correctly.	<u>Presentation</u> -What will you wear if you go to Hua Hin? -Are jeans popular for teenagers? -Today we are going to read a passage about famous jeans in America. Let's review some words. (stick a chart on the board)	-trousers and shirt/jeans/shorts -Yes.	Students do the test on the passage "Gloria Vanderbilt Jeans".

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>1. Students will be able to pronounce and spell these words: persuade, and increase, and they can tell their meanings.</p> <p>2. Students can use this pattern: clause+so that+clause.</p>	<p>Complete these sentences with the following words: manufacturer, symbol, wealth, advertising.</p> <p>1. _____ makes people happy and comfortable.</p> <p>2. Red is a _____ of danger.</p> <p>3. Diethalm Company is a _____ of toothpaste, soap and detergent.</p> <p>4. _____ is important for success in business.</p> <p>(check the answer)</p> <p>-Now let's learn some new words.</p> <p><u>persuade</u></p> <p>(stick the card)</p> <p>-Repeat after me "persuade".</p> <p>-Spell this word.</p> <p>-Listen to these sentences.</p> <p>-Wimol is a shy girl. She likes</p>	<p>(complete the sentences)</p> <p>(repeat after the teacher)</p> <p>p-e-r-s-u-a-d-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>to be at home. She doesn't like to talk to any strangers. There will be a party at her friend's house next Saturday, Wimol's friend invites her to go to the party. Wimol refuses to go, but finally her friend can <u>persuade</u> Wimol to go to the party.</p> <p>-Sophon is being ill. The doctor told him to drink milk everyday, but he doesn't like milk. He refuses to drink it. His wife tries to make him drink milk, so she can <u>persuade</u> him to drink it.</p> <p>-Can you guess the meaning of "persuade"?</p> <p>-What part of speech is it?</p> <p><u>increase</u> (stick the card)</p> <p>-Repeat after me "increase".</p> <p>-Spell this word.</p>	<p>-พูดชักชวน</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>i-n-c-r-e-a-s-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(show a picture of a man in old clothes)</p> <p>-How do you think about this man?</p> <p>-How do you know?</p> <p>(show a picture of the same man but dressing in new and neat clothes)</p> <p>-This man is the same one as in the first picture. But something has changed. What's changed?</p> <p>-Is he still poor?</p> <p>-This man works in an office. Last two years, his salary was only 2,000 ฿ a month, but now he gets 5,000 ฿ a month. His salary <u>increases</u> 3,000 ฿.</p> <p>-Can you tell me what it means?</p> <p>-What part of speech is it?</p> <p><u>so that</u></p> <p>(stick the card)</p> <p>-(<u>student's name</u>), why do you study hard?</p> <p>-You study hard <u>so that</u> you can pass the examination.</p> <p>-(<u>student's name</u>), what time</p>	<p>-He's poor.</p> <p>-His clothes are old.</p> <p>-In this picture, the man dresses in neat clothes.</p> <p>-No. He is richer.</p> <p>-เพิ่มขึ้น</p> <p>-It's a verb.</p> <p>-I want to pass the examination.</p> <p>-At 6.30 a.m.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>do you usually leave your house?</p> <p>-Why do you leave early?</p> <p>-You leave your house early <u>so that</u> you can go to school on time.</p> <p>-Can anyone tell me the meaning of "so that"?</p> <p>-Good.</p> <p>-What part of speech is it? (stick the card)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Manee works hard <u>so that</u> she will get a lot of money.</p> </div> <p>-How many clauses are there in this sentence?</p> <p>-What are they?</p> <p>-Yes.</p> <p>-Which clause is the cause clause?</p> <p>-Which clause is the effect clause? (call a student)</p>	<p>-I have to go to school on time.</p> <p>-เพื่อที่ว่า</p> <p>-It's a conjunction.</p> <p>-There are two clauses.</p> <p>-"Manee works hard" and "she will get a lot of money".</p> <p>-"Manee works hard".</p> <p>-"She will get a lot of money".</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Combine these sentences.</p> <p>Pitoon exercises his body everyday.</p> <p>Pitoon wants to be in good health.</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(student writes the sentences on the board)</p> <p>(read the passage silently)</p> <p>(students do the test)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>-Work in groups of five and discuss whether you like to wear jeans or not. What brand do you like most? Give your reasons why you like that brand.</p> <p>(call each group to present in front of the class)</p>	<p>(group work activity)</p> <p>(students present in front of the class)</p>	

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Class First year students at Vocational Education Certificate Level

No. of students 40

Date August 29, 1989 (Group I) / August 30, 1989 (Group II)

Time 14.40 - 15.30 12.10 - 13.00

Content "Traveller's Note" in Breakthrough p.121

Aids Learning sheets, cards, picture

Assumption Vocabulary : exciting, fresh, boutique, famous

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Do you like travelling? -Where would you like to travel? -Why do you want to go there? -Today we are going to read a passage about traveller's note. First, review some words. -When people go abroad for the first time, they will be excited because everything they meet is new and <u>exciting</u> .	-Yes./No. (answer the question) (answer the question)	Students do the test on the passage "Traveller's Note".
<u>Enabling Objective</u> Students are able to pronounce and	-What does "exciting" mean? -Women in Bangkok always buy dresses in <u>boutiques</u> .	-น้ำดื่มเย็น	

Objective	Procedure		Evaluation
	Teacher	Students	
spell these words: pleasant, breeze, museum and they can tell the meaning of these words.	<p>-What does "boutique" mean?</p> <p>-Dresses in a <u>famous</u> boutique are expensive.</p> <p>-What does "famous" mean?</p> <p>-The weather in the country is <u>fresh</u> because there is no polluted air from cars and buses.</p> <p>-What does "fresh" mean?</p> <p>-Now let's learn some new words.</p> <p><u>pleasant</u></p> <p>(stick the card)</p> <p>-Repeat after me "pleasant".</p> <p>-Spell this word.</p> <p>-If you live in a house surrounded by a flower garden and a pool, you will feel <u>pleasant</u>.</p> <p>-When your friend tells that you are her best friend, you will feel <u>pleasant</u>.</p> <p>-In winter, the weather in Prachuabkirikhan is not too hot or too cold, it is <u>pleasant</u>.</p> <p>-What does "pleasant" mean?</p>	<p>-ร้านขายเสื้อผ้า</p> <p>-มีชื่อเสียง</p> <p>-สดชื่น</p> <p>(repeat after the teacher)</p> <p>p-l-e-a-s-a-n-t</p> <p>-น่าสบาย, น่าพอใจ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What part of speech is it?</p> <p><u>breeze</u></p> <p>(stick the card)</p> <p>-Repeat after me "breeze".</p> <p>-Spell it.</p> <p>-The <u>breeze</u> is the wind which blows softly.</p> <p>-In summer, the weather is very hot, people like to go to the beach. The weather at the beach is not hot because there is always the <u>breeze</u> blowing.</p> <p>-What does "breeze" mean?</p> <p>-What part of speech is it?</p> <p><u>museum</u></p> <p>(stick the card)</p> <p>-Repeat after me "museum".</p> <p>-Spell it.</p> <p>(show a picture of the national museum)</p>	<p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>b-r-e-e-z-e</p> <p>-ลมพัดอ่อน ๆ</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>m-u-s-e-u-m</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-This is the national <u>museum</u>. There are a lot of valuable things at this <u>museum</u>.</p> <p>-A <u>museum</u> is a place where valuable things and historical things are kept.</p> <p>-What does "museum" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u> (distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II) (tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p>-Would you like to go to San Francisco?</p>	<p>-พิพิธภัณฑ์</p> <p>-It's a noun.</p> <p>(read the passage silently)</p> <p>-Yes./No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Why?</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and write a short passage on Prachuabkirikhan.</p> <p>(call a group to read the passage in front of the class)</p>	<p>(answer the question)</p> <p>(students do the test)</p> <p>(group work activity)</p> <p>(student reads the passage in front of the class)</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	
and spell these words: nearly, depend upon, and they can tell the meaning of these words.	<p>Prachuabkirikhan.</p> <p>-What does "tourist" mean?</p> <p>-Now we are going to learn some new words.</p> <p><u>nearly</u> (stick the card)</p> <p>-Repeat after me "nearly".</p> <p>-Spell this word.</p> <p>-What does "near" mean?</p> <p>-Right. Listen to the following sentences and tell me the meaning of "nearly".</p> <p>-Piboon gets 5,800 ฿ for his salary every month. His salary is nearly 6,000 ฿.</p> <p>-Manee took the English exam last week. She got 25 marks from 50 marks. She <u>nearly</u> failed in this subject.</p> <p>-While Srirat was walking across the road in front of her office, there was a taxi running very fast towards her. Srirat was</p>	<p>-นักท่องเที่ยว</p> <p>(repeat after the teacher)</p> <p>n-e-a-r-l-y</p> <p>-ใกล้</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>nearly</u> hit by that taxi if her friend didn't pull her.</p> <p>-What does "nearly" mean?</p> <p>-What part of speech is it?</p> <p><u>depend upon</u> (stick the card)</p> <p>-Repeat after me "depend upon".</p> <p>-Spell this word.</p> <p>-Darin wants to get a new piano. But she will get it or not, it <u>depends upon</u> her parents because Darin doesn't have money.</p> <p>-Saithong doesn't have parents. She lives with her aunt. Saithong will further her study or not, it <u>depends upon</u> her aunt because her aunt supports her.</p> <p>-You will be good at English or not, it <u>depends upon</u> yourself. If you are more deligent, you will be good at it.</p> <p>-What does "depend upon" mean?</p> <p>-What part of speech is it?</p>	<p>-เกือบ</p> <p>-It's an adjective</p> <p>(repeat after the teacher)</p> <p>d-e-p-e-n-d u-p-o-n</p> <p>-ขึ้นอยู่กับ</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes / tell the students in experimental group II to read the passage and the post summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss why foreign visitors come to Thailand.</p> <p>(call some students to present in front of the class)</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p> <p>(students present in front of the class)</p>	

Class First year students at Vocational Education
Certificate Level

No. of students 40

Date September 4, 1989 (Group I) / September 5, 1989 (Group II)

Time 14.40 - 15.50 16.20 - 17.10

Content "Shakespeare" in Break into English p.87

Aids Learning sheets, cards, picture

Assumption Vocabulary : actor, theatre, burn

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Have you ever heard the name "Romeo and Juliet"? -"Romeo and Juliet" was written by William Shakespeare. Today we are going to read a passage about William Shakespeare. Before reading it, we should review some words. -Saranyoo Wongkrajang is an <u>actor</u> .	(answer the question)	Students do the test on the passage "Shakespeare".
<u>Enabling Objective</u> Students are able to pronounce	-What does "actor" mean? -Sala Chalerm Thai was the first <u>theatre</u> in Thailand. -What does "theatre" mean? -The fire always <u>burns</u> houses	-นักแสดง -โรงละคร	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>and buildings on Chinese Day because the Chinese will light some fire in front of their houses.</p> <p>-What does "burn" mean?</p> <p>-Now we are going to learn some new words.</p> <p><u>play</u> (stick the card)</p> <p>-Repeat after me "play"</p> <p>-Spell this word.</p> <p>-Phan Thay Norasingha is a <u>play</u> acted by Saranyoo Wongkrajang and Nathaya Daengbunga. (show a picture of the actors who acted in the play "Thanoo Thong")</p> <p>-Do you know these actors?</p> <p>-Who are they?</p> <p>-Yes. They acted in a <u>play</u> called "Thanoo Thong". This</p>	<p>-ไหม</p> <p>(repeat after the teacher)</p> <p>p-l-a-y</p> <p>-Yes.</p> <p>-Chatchai and Kanchana.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>play was showed at Thailand Cultural Center. It used to be broadcasted on T.V. Channel 7.</p> <p>-At the National Theatre, there are some <u>plays</u> showed on the important occasions.</p> <p>-From these examples, can you tell me what "play" mean?</p> <p>-What part of speech is it?</p> <p><u>perform</u> (stick the card)</p> <p>-Repeat after me "perform".</p> <p>-Spell this word.</p> <p>-The play "Thanoo Thong" was <u>performed</u> at Thailand Cultural Center.</p> <p>-The play "Phan Thay Norasingha" was <u>performed</u> at Sala Chalem Thai.</p> <p>-Nowadays, there are more plays <u>performed</u> at several hotels.</p> <p>-What does "perform" mean?</p> <p>-What part of speech is it?</p>	<p>-ละคร</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>p-e-r-f-o-r-m</p> <p>-จัดแสดง</p> <p>-It's a verb,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss about Sunthornpoo, and what he wrote. Then write a short passage and hand it to me.</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p>	

Class First year students at Vocational Education Certificate
Level

No. of students 40

Date September 5, 1989 (Group I) / September 6, 1989 (Group II)

Time 14.40 - 15.30 12.10 - 13.00

Content "At the Post Office" in Read All About it p.62

Aids Learning sheets, cards, realia

Assumption Vocabulary : glasses, shut

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -If you want to send a telegram or buy some stamps, where will you go? -Right. Today we are going to read a passage about an event at the post office. First, we should review some words. -People whose eyes are not usual will wear <u>glasses</u> . -What does "glasses" mean?	-The post office. -แว่นตา	Students do the test on the passage "At the Post Office".
<u>Enabling Objective</u> Students are able to pronounce and	-Every bank usually <u>shuts</u> at 3:30 p.m. -What does "shut" mean? -O.K. Let's learn some new words.	-ปิด	

Objective	Procedure		Evaluation
	Teacher	Students	
spell these words: postal order, licence and they can tell the meaning of these words.	<p><u>postal order</u> (stick the card)</p> <p>-Repeat after me "postal order".</p> <p>-Spell this word. (show a postal order)</p> <p>-Do you know what it is?</p> <p>-Right. This is a <u>postal order</u>. When we want to send some money to anyone who lives far away, we won't send cash but we will go to the post office and buy a postal order. If we want to send 500 ฿, we will buy a 500 ฿ postal order and send that postal order to the one we want to send.</p> <p>-What part of speech is it?</p> <p><u>licence</u> (stick the card)</p> <p>-Repeat after me "licence".</p> <p>-Spell this word.</p>	<p>(repeat after the teacher)</p> <p>p-o-s-t-a-l o-r-d-e-r</p> <p>-ตั๋วแลกเงินไปรษณีย์</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>l-i-c-e-n-c-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(show a car licence)</p> <p>-What is this?</p> <p>-Yes. This is my car <u>licence</u>.</p> <p>-When people drive their cars on the road, they must have the car <u>licences</u>.</p> <p>-The <u>licence</u> is a document showing that you get permission to do something, such as to drive a car.</p> <p>-What does "licence" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I / distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the passage and the post-summary within 15 minutes/tell the students in experimental</p>	<p>-ใบอนุญาตขับรถยนต์</p> <p>-ใบอนุญาต</p> <p>-It's a noun.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>group II to read the pre-summary and the passage within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in pairs and do the role play.</p> <p>(call a pair of students to do the role play in front of the class)</p>	<p>(students do the test)</p> <p>(role play)</p> <p>(students present in front of the class)</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	
spell these words:coach, hitchhiking, hitchhiker and jail-breaker, and they can tell the meaning of these words.	<p>-Police will not arrest persons whose work is <u>legal</u>.</p> <p>-What does "legal" mean?</p> <p>-Now let's learn some new words.</p> <p><u>coach</u> (stick the card)</p> <p>-Repeat after me "coach".</p> <p>-Spell this word. (show a picture of a coach)</p> <p>-What is this called in Thai?</p> <p>-Yes. This is a <u>coach</u>. The <u>coach</u> is like a bus, it is used for carrying passengers from place to place. The seats in the coach can be adjusted, and there is also air-conditioner in the coach.</p> <p>-What part of speech is it?</p> <p><u>hitchhiking, hitchhiker</u> (stick the card)</p> <p>-Repeat after me "hitchhiking".</p>	<p>-ถูกกฎหมาย</p> <p>(repeat after the teacher)</p> <p>c-o-a-c-h</p> <p>-รถทัวร์</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell this word.</p> <p>-Repeat after me "hitchhiker".</p> <p>-Spell it.</p> <p>-Have you ever seen foreign movies about passengers who travel by asking the passing motorist to give them free rides. They will lift their thumbs like this. (demonstrate)</p> <p>-We call it "hitchhiking".</p> <p>-What do we call in Thai?</p> <p>-Good</p> <p>-A person who travels by hitchhiking is called "hitchhiker".</p> <p>-What part of speech are they?</p> <p><u>jailbreaker</u> (stick the card)</p> <p>-Repeat after me "jailbreaker".</p> <p>-Spell this word.</p> <p>-When people do something which break the law, the police will</p>	<p>h-i-t-c-h-h-i-k-i-n-g (repeat after the teacher)</p> <p>h-i-t-c-h-h-i-k-e-r</p> <p>-การโบกรถ</p> <p>-They are noun.</p> <p>j-a-i-l-b-r-e-a-k-e-r</p> <p>-They will be sent to jail.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>arrest them. Where will they be sent to when they are arrested?</p> <p>-Right.</p> <p>-Some prisoners don't want to be in jail. They want to get away from the jail. People who get away from the jail are called "jailbreakers".</p> <p>-What does "jailbreaker" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p>	<p>-คนแหกคุก, นักโทษแหกคุก</p> <p>-It's a noun.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p>	<p>(students do the test)</p>	
	<p><u>Transfer</u></p> <p>-Work in groups of five and write about travelling to Prachuabkirikhan.</p> <p>(collect the passages when students finish writing)</p>	<p>(group work activity)</p>	

Class First year students at Vocational Education Certificate Level

No. of students 40

Date September 11, 1989 (Group I) / September 12, 1989 (Group II)

Time 14.40 - 15.30 16.20 - 17.10

Content "Magazines" in Break into English p.123

Aids Learning sheets, cards

Assumption Vocabulary : on sale, wedding, leisure

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Do you like to read Kwan Ruen, Kulasatree, Dichan or Satree Sarn? -What are they? -Right. Today we are going to read a passage about magazines in Britain. First, we should review some words. -In summer, there are a lot of swimming suits <u>on sale</u> in several department stores.	-Yes. -They are magazines.	Students do the test on the passage "Magazines".
<u>Enabling Objective</u> Students are able to	-What does "on sale" mean? -On <u>wedding</u> day, the bride always wears white dress.	-ลดราคา	

objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: stall, comic, improve, and they can tell the meaning of these words.	<p>-What does "wedding" mean?</p> <p>-Students have more <u>leisure</u> on vacation, because they don't go to school and don't have homeworks.</p> <p>-What does "leisure" mean?</p> <p>-Now we are going to learn some new words.</p> <p><u>stall</u> (stick the card)</p> <p>-Repeat after me "stall".</p> <p>-Spell this word. (show a picture of a stall)</p> <p>-This is a <u>stall</u>. It is a place for selling magazines, cigarettes or other goods.</p> <p>-There are a lot of <u>stalls</u> at Banglumpoo. The stalls are on footpath. Those stalls are places for selling clothes, magazines, food and so on.</p> <p>-Can you tell me the meaning of "stall"?</p> <p>-What part of speech is it?</p>	<p>-แต่งงาน</p> <p>-เวลาว่าง</p> <p>(repeat after the teacher)</p> <p>s-t-a-l-l</p> <p>-ร้านแผงลอย</p> <p>-It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>comic</u></p> <p>(stick the card)</p> <p>-Repeat after me "comic".</p> <p>-Spell this word.</p> <p>(show a picture of Law Tok)</p> <p>-Do you know this man?</p> <p>-Who is he?</p> <p>-What kind of movie did he usually play?</p> <p>-Yes. He usually acted in <u>comic</u> movies.</p> <p>-Who used to see the movie "Boonchoo Poo Na Rak"</p> <p>-Was it a sad movie?</p> <p>-Did you laugh while you were seeing it?</p> <p>-You laughed because the movie was <u>comic</u>.</p> <p>-Do you know Note Choenyim?</p> <p>-What kind of movie did he act?</p> <p>-Note Choenyim is an actor who acts in <u>comic</u> movies.</p> <p>-From these examples, what does "comic" mean?</p>	<p>(repeat after the teacher)</p> <p>c-o-m-i-c</p> <p>-Yes.</p> <p>-He is an actor.</p> <p>-ภาพยนตร์ตลก</p> <p>-(some students raise their hands)</p> <p>-No.</p> <p>-Yes.</p> <p>-Yes.</p> <p>-ภาพยนตร์ตลก</p> <p>-ตลก</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What part of speech is it?</p> <p><u>improve</u> (stick the card)</p> <p>-Repeat after me "improve".</p> <p>-Spell this word.</p> <p>-Students in Bangkok always study English language at the language centers on weekends. They study English more often because they want to <u>improve</u> their English.</p> <p>-Your house is rather old, so your parents decide to paint it in order to <u>improve</u> the house.</p> <p>-Last term you got C in English, but this term you get A. You get A because you have <u>improved</u> yourself by studying harder.</p> <p>-What does "improve" mean?</p> <p>-What part of speech is it?</p>	<p>-It's an adjective.</p> <p>(repeat after the teacher)</p> <p>i-m-p-r-o-v-e</p> <p>-ทำให้ดีขึ้น, ปรับปรุง</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/ distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss what kinds of magazines there are in Thailand. Then write in a paper and hand it to me.</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
spell these words: inhabitant, souvenir, parallel, and they can tell the meaning of these words.	<p>-Women always buy dresses from <u>boutiques</u>.</p> <p>-What does "boutique" mean?</p> <p>-Now we are going to learn some new words.</p> <p><u>inhabitant</u> (stick the card)</p> <p>-Repeat after me "inhabitant".</p> <p>-Spell this word.</p> <p>-Who has lived in Prachuab since you were born?</p> <p>-You have lived here for a long time, you are the <u>inhabitants</u> of Prachuab.</p> <p>-People who have lived in Bangkok since they were born and their houses are in Bangkok, they are the <u>inhabitants</u> of Bangkok.</p> <p>-I've lived in Nontaburi since I was born. When the vacation comes, I will go home in Nontaburi. I am the <u>inhabitant</u> of Nontaburi.</p>	<p>-ร้านขายเสื้อผ้า</p> <p>(repeat after the teacher)</p> <p>i-n-h-a-b-i-t-a-n-t</p> <p>(some students raise their hands)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What does "inhabitant" mean?</p> <p>-What part of speech is it?</p> <p><u>souvenir</u> (stick the card)</p> <p>-Repeat after me "souvenir".</p> <p>-Spell it.</p> <p>-Who used to go to Chiang Mai?</p> <p>-Did you buy things when you travelled to Chiang Mai?</p> <p>-What did you buy?</p> <p>-Did you buy a small painted umbrella?</p> <p>-You bought it because you wanted it to remind you of Chiang Mai or because you wanted to use it.</p> <p>-If you bought it because you wanted it to remind you of Chiang Mai, it is a <u>souvenir</u>.</p> <p>-At the tourist attractions, there are a lot of <u>souvenir</u> shops. In Prachuab, there is a <u>souvenir</u></p>	<p>-พลเมือง, ชาวเมือง</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>s-o-u-v-e-n-i-r</p> <p>(some students raise their hands)</p> <p>Yes./No.</p> <p>(answer the question)</p> <p>Yes./No.</p> <p>(answer the question)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>shop at the beach, there are shell products selling.</p> <p>-What does "souvenir" mean?</p> <p>-What part of speech is it?</p> <p><u>parallel</u> (stick the card)</p> <p>-Repeat after me "parallel".</p> <p>-Spell this word. (draw a line on the board)</p> <p>-What is this? (draw the second line parallel to the first line)</p> <p>-This line is <u>parallel</u> to the first line. (draw the third line which is not parallel to the first two lines)</p> <p>-This third line is not <u>parallel</u> to the first two lines.</p> <p>-Can you guess the meaning of "parallel"?</p> <p>-What part of speech is it?</p>	<p>-ของที่ระลึก</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>p-a-r-a-l-l-e-l</p> <p>-It's a line.</p> <p>-ขนาน</p> <p>-It's an adjective.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and write a short passage on a resort in Prachuabkirikhan and hand it to me.</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p>	

Class First year students at Vocational Education Certificate Level

No. of students 40

Date September 14, 1989 (Group I) / September 15, 1989 (Group II)

Time 11.20 - 12.10 10.30 - 11.20

Content "Just in Time "in 30 Passages p.24

Aids Learning sheets, cards, realia

Assumption Vocabulary suitcase, hurried, miss

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>Students must be able to read and comprehend the story, and answer the questions correctly.</p> <p><u>Enabling Objective</u></p> <p>Students will be able to</p>	<p><u>Presentation</u></p> <p>-If you have to catch the train to Bangkok at 10.30 a.m., but at 10.10 a.m. you are still at your house, how do you feel?</p> <p>-Today we are going to read a passage about a woman who has to catch the train in time. First, let's review some words.</p> <p>-When you will go to other place for several days, you have to pack your clothes in a <u>suitcase</u>.</p> <p>-What does "suitcase" mean?</p> <p>-You have an important meeting</p>	<p>(answer the question)</p> <p>-กระเป๋าเสื้อผ้า</p>	<p>Students do the test on the passage "Just in Time"</p>

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: fare, avenue, direction, and they can tell the meaning of these words.	<p>at 9.00 a.m. but you woke up late this morning, you must be <u>hurried</u> to reach in time.</p> <p>-What does "hurried" mean?</p> <p>-You will catch the train to Hat Yai at 4.30 p.m. If you can't reach the station on time, you will <u>miss</u> that train.</p> <p>-What does "miss" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>fare</u> (stick the card)</p> <p>-Repeat after me "fare".</p> <p>-Spell this word.</p> <p>-When you get on a bus, do you pay money?</p> <p>-Right. When people get on the bus, they must pay the bus <u>fare</u>.</p> <p>-When you get in a taxi, you must also pay the <u>fare</u>.</p> <p>-Or you will travel by train, you must also pay the <u>fare</u>.</p> <p>-What does "fare" mean?</p>	<p>-รีบ</p> <p>-พลาด</p> <p>(repeat after the teacher)</p> <p>f-a-r-e</p> <p>-Yes.</p> <p>-ค่าโดยสาร</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What part of speech is it?</p> <p><u>avenue</u> (stick the card)</p> <p>-Repeat after me "avenue".</p> <p>-Spell this word.</p> <p>-Ratchadamnoen is an important <u>avenue</u>. It leads to Maha Theerarat-chao Statue.</p> <p>-In big cities, the <u>avenues</u> are very wide, because there are a lot of motors running.</p> <p>-There are a lot of important places on Ratchadamnoen <u>Avenue</u>.</p> <p>-What does "avenue" mean?</p> <p>-What part of speech is it?</p> <p><u>direction</u> (stick the card)</p> <p>-Repeat after me "direction".</p> <p>-Spell it. (show a map)</p>	<p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>a-v-e-n-u-e</p> <p>-ถนน</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>d-i-r-e-c-t-i-o-n</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-This map gives the details of the <u>directions</u> in Bangkok. Foreign visitors use this map for travelling in Bangkok. (draw the direction from the college to the town hall on the board)</p> <p>-You are at the college and you want to go to the townhall. You will walk in the <u>direction</u> of the town hall.</p> <p>-Suppose you are walking on the beach. A foreigner walks towards you and asks you where Saen Sanuk Hotel is. You will tell him the <u>direction</u> to the hotel.</p> <p>-Can you guess the meaning of "direction"?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/ distribute the passage and the</p>	<p>-ทิศทาง</p> <p>-It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and write a passage about a girl who has to get to the airport in time.</p> <p>(collect the passages when students finish writing)</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p>	

Class First year students at Vocational Education Certificate Level

No. of students 40

Date September 18, 1989 (Group I)/September 19, 1989 (Group II)

Time 14.40 - 15.30 16.20 - 17.10

Content "Visitor's London" in Read and Reply Book 2 p.17

Aids Learning sheets, cards, realia

Assumption Vocabulary : history, museum, art gallery

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Would you like to travel to London? -If you go there and you don't know which places you should go, and how to go there, what will you do? -Or you can buy a guide book. The guide book will give you the details of interesting places, maps, and the history.	-Yes./No. -I will ask from the tourist service center./etc.	Students do the test on the passage "Visitor's London".
<u>Enabling Objective</u> Students are able to	-Today we are going to read a passage about guide books to London. First, we should review some words.		

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: instruction, admission charge, and they can tell the meaning of these words.	<p>-The story of what has happened in the past is called <u>history</u>.</p> <p>-What does "history" mean?</p> <p>-Ban Chieng potteries are kept at the National <u>Museum</u>.</p> <p>-What does "museum" mean?</p> <p>-There are many paintings showed at the <u>art gallery</u>.</p> <p>-What does "art gallery" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>instruction</u> (stick the card)</p> <p>-Repeat after me "instruction".</p> <p>-Spell this word. (show a sample of calculator instruction)</p> <p>-This is calculator <u>instruction</u>. When I bought a calculator, I didn't know how to use it. I can use it now because I read how to use it from this <u>instruction</u>.</p> <p>-When travellers visit other</p>	<p>-ประวัติศาสตร์</p> <p>-พิพิธภัณฑ์</p> <p>-ห้องแสดงศิลปะ</p> <p>(repeat after the teacher)</p> <p>i-n-s-t-r-u-c-t-i-o-n</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>countries and they don't know where they can go or how to go to different places, they will buy guide books. The guide books will give the <u>instruction</u> of interesting places and how to go there.</p> <p>-When you don't understand what you have learned, you can ask your teacher. The teacher will give you the <u>instruction</u>.</p> <p>-What does "instruction" mean?</p> <p>-What part of speech is it?</p> <p><u>admission charge</u> (stick the card)</p> <p>-Repeat after me "admission charge".</p> <p>-Spell this word.</p> <p>-When you go to Dusit Zoo, you must pay the <u>admission charge</u>, 10 ฿ for adult and 5 ฿ for a child.</p> <p>-When people go to Suan Siam, they must pay the <u>admission charge</u>.</p>	<p>คำแนะนำ</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>a-d-m-i-s-s-i-o-n c-h-a-r-g-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-In France, when foreigners will enter Versailles Castle, they must pay the <u>admission charge</u>.</p> <p>-What does "admission charge" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p>	<p>-คำเข้าชม</p> <p>-It's a noun.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Now do the test</p> <p><u>Transfer</u></p> <p>-Work in groups of five and write a short passage about 6 - 7 sentences on "Interesting Places in Prachuabkirikhan". Then hand it to me.</p>	<p>(students do the test)</p> <p>(group-work activity)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Class First year students at Vocational Education Certificate
Level

No. of students 40

Date September 19, 1989 (Group I) / September 20, 1989
(Group II)

Time 14.40 - 15.30 12.10 - 13.00

Content "American Beer" in Break into English p.122

Aids Learning sheets, cards, pictures

Assumption Vocabulary : taste, produce, expand, equipment

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -In summer, the weather is very hot and we are always thirsty. What will you drink if you are thirsty? -Do men usually like drinking juice? -If they don't like juice, what do they like? -Today we are going to read a passage about American beer.	-Water/Coke/Juice etc. -Yes./No. -They like drinking beer/whisky/wine.	Students do the test on the passage "American Beer".
<u>Enabling Objective</u> Students are able to	From the passage you will know how tasty American beer is. First, let's review some words.		

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: good at, brew, brewery, brewer, ingredient and atmosphere, and they can tell the meaning of these words.	<p>-The <u>taste</u> of sugar is sweet. The <u>taste</u> of lemon is sour. The <u>taste</u> of chilli is hot.</p> <p>-What does "taste" mean?</p> <p>-Diethalm Company <u>produces</u> a lot of kinds of goods.</p> <p>-What does "produce" mean?</p> <p>-My friend owns a restaurant. It brings her a lot of money. So, she decides to <u>expand</u> her business.</p> <p>-What does "expand" mean?</p> <p>-We use a typewriter for typing and a calculator for calculating. The typewriter and the calculator are <u>equipments</u> which we use in the office.</p> <p>-What does "equipment" mean?</p> <p>-O.K. Now we are going to learn some new words.</p> <p><u>good at</u> (stick the card)</p> <p>-Repeat after me "good at"</p>	<p>-รสชาติ</p> <p>-ผลิต</p> <p>-ขยาย</p> <p>-อุปกรณ์</p>	
		(repeat after the teacher)	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell this word.</p> <p>-Pornsri is a student. She took the final examination last month. She got A in English and Thai, B in mathematics and C in science. From her grades, we will see that she is <u>good at</u> English and Thai.</p> <p>-Sunan can make a lot of things; for example, making dresses, cooking and singing. But the best she can do is cooking. She is <u>good at</u> cooking.</p> <p>-Boonsong is a sportsman. He can play tennis, football, takraw and valleyball. But he can play takraw better than other sports. He is <u>good at</u> playing takraw.</p> <p>-What does "good at" mean?</p> <p>-What part of speech is it?</p> <p><u>brew, brewery, brewer</u> (stick the card)</p> <p>-Repeat after me "brew".</p>	<p>g-o-o-d a-t</p> <p>-เก่ง</p> <p>-It's an adjective.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	-Spell this word.	b-r-e-w	
	-Repeat after me "brewery".	(repeat after the teacher)	
	-Spell this word.	b-r-e-w-e-r-y	
	-Repeat after me "brewer".	(repeat after the teacher)	
	-Spell it.	b-r-e-w-e-r	
	-Do you know Boon Rawd Brewery?	-Yes.	
	-What does it produce?	-It produces beer.	
	-What brand.	-Singha Beer.	
	-The word "brew" means "produce beer",		
	-What does it mean in Thai?	-ผลิตเบียร์	
	-Good.		
	-Brewery is the place where beer is produced.		
	-What does "brewery" mean?	-สถานที่ผลิตเบียร์	
	-The person who produces beer or makes beer is called <u>brewer</u> .		
	-What does "brewer" mean?	-ผู้ผลิตเบียร์/ผู้ทำเบียร์	
	-Good.		
	-What part of speech are they?	-They are nouns.	
	<u>ingredient</u>		
	(stick the card)		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Repeat after me "ingredient".</p> <p>-Spell this word.</p> <p>-Beer is made from malt and hops. Malt and hops are <u>ingredients</u> of beer.</p> <p>-Cake is made from flour, sugar, eggs and butter. Flour, sugar, eggs and butter are <u>ingredients</u> of cake.</p> <p>-What does "ingredient" mean?</p> <p>-What part of speech is it?</p> <p><u>atmosphere</u> (stick the card)</p> <p>-Repeat after me "atmosphere".</p> <p>-Spell this word. (show a picture of a beautiful garden)</p> <p>-Look at this picture. What do you think about this garden?</p> <p>-How do you feel if you walk in this garden?</p> <p>-The <u>atmosphere</u> of this garden</p>	<p>(repeat after the teacher)</p> <p>i-n-g-r-e-d-i-e-n-t</p> <p>-ส่วนผสม</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>a-t-m-o-s-p-h-e-r-e</p> <p>-It's beautiful.</p> <p>-I feel happy.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>is pleasant. It makes you feel happy.</p> <p>(show a picture of a dull forest)</p> <p>-How do you feel if you are in this place?</p> <p>-The <u>atmosphere</u> of this forest is dull. It makes you feel lonely.</p> <p>-Can you guess the meaning of this word?</p> <p>-What <u>part</u> of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the</p>	<p>-I feel lonely.</p> <p>-บรรยากาศ</p> <p>-It's a noun.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u> (distribute the reading comprehension test to the students) -Now do the test.</p> <p><u>Transfer</u> -Work in groups of five and discuss about brewery in our country. (call some students to present in front of the class)</p>	<p>(students do the test)</p> <p>(group work activity)</p> <p>(students present in front of the class)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
and spell these words: theft, grab, opportunist, and they can tell the meaning of these words.	<p>-People who live near your house are your <u>neighbours</u>.</p> <p>-What does "neighbour" mean?</p> <p>-Now let's learn some new words.</p> <p><u>theft</u> (stick the card)</p> <p>-Repeat after me "theft".</p> <p>-Spell this word.</p> <p>-What do we call a person who steals things?</p> <p>-Thief is a person who acts the action of stealing. The act of stealing is called "<u>theft</u>".</p> <p>-Can you tell me what "theft" means?</p> <p>-Good.</p> <p>-What part of speech is it?</p> <p><u>grab</u> (stick the card)</p> <p>-Repeat after me "grab".</p>	<p>-เพื่อนบ้าน</p> <p>(repeat after the teacher)</p> <p>t-h-e-f-t</p> <p>-Thief.</p> <p>-การขโมย, การลักทรัพย์</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell it.</p> <p>(walk to a student and grab her pencil)</p> <p>-While <u>(student's name)</u> is talking with her friend, I <u>grab</u> her pencil from the table.</p> <p>-Anong got on a crowded bus. She hold a lot of things. While she was standing on the bus, she didn't feel that someone <u>grabbed</u> her pocket.</p> <p>-In department stores, there are a lot of small goods placing on open shelves. People who don't have money to buy them can <u>grab</u> the goods from the shelves.</p> <p>-What does "grab" mean?</p> <p>-What part of speech is it?</p> <p><u>opportunist</u></p> <p>(stick the card)</p> <p>-Repeat after me "opportunist".</p>	<p>g-r-a-b</p> <p>-คว้า, ฉวย</p> <p>-It's a verb.</p> <p>(repeat after the teacher</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Spell it.</p> <p>-An opportunist is a person who takes every chance in doing something he wants to do.</p> <p>-Sumet was an office boy. He liked to grab other people's property when those people were not in the office. He was an <u>opportunist</u>.</p> <p>-Pirom is a merchant. He owns a grocery. When the price of grocer increases, he will take this chance in increasing the price of his goods. He is an <u>opportunist</u>.</p> <p>-What does "opportunist" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the</p>	<p>o-p-p-o-r-t-u-n-i-s-t</p> <p>-มักฉวยโอกาส</p> <p>-It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss what we should do to prevent the robbery.</p> <p>(call some students to present in front of the class)</p>	<p>(read the passage silently)</p> <p>(do the test)</p> <p>(group-work activity)</p> <p>(students present in front of the class)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: assess, assessment, surroundings, reasonable, and they can tell the meaning of these words.	<p>-You have booked a flight ticket to Chiang Mai. But you can't go there because you have an important thing to do. You have to <u>cancel</u> the ticket.</p> <p>-What does "cancel" mean?</p> <p>-It is <u>traditional</u> for Thai youth to pay respect to the elders.</p> <p>-What does "traditional" mean?</p> <p>-Now we are going to learn some new words.</p> <p><u>assess, assessment</u> (stick the card)</p> <p>-Repeat after me "assess"</p> <p>-Spell this word.</p> <p>-Repeat after me "assessment"</p> <p>-Spell it.</p> <p>-When you will buy an expensive thing, you must think how much it is useful if you buy it. You must <u>assess</u> the quality of that thing.</p> <p>-When there is a car collision, if the driver has made the car insurance; he won't have to pay the cost of damage. The insurance company will <u>assess</u></p>	<p>-ยกเลิก</p> <p>-เป็นประเพณี</p> <p>(repeat after the teacher)</p> <p>a-s-s-e-s-s</p> <p>(repeat after the teacher)</p> <p>a-s-s-e-s-s-m-e-n-t</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the cost of damage and pay it.</p> <p>-What does "assess" mean?</p> <p>-What part of speech is it?</p> <p>-When we add "ment" after "assess", it will become "assessment".</p> <p>-When we add the suffix "ment" after any verbs, what part of speech is the new word?</p> <p>-So, what part of speech is "assessment"?</p> <p>-What does it mean?</p> <p><u>Surroundings</u> (stick the card)</p> <p>-Repeat after me "surroundings".</p> <p>-Spell it.</p> <p>-Now we are in the classroom, the <u>surroundings</u> of this room are black-board, chairs and tables.</p> <p>-If we are walking in a garden,</p>	<p>-ประเมิน</p> <p>-It's a verb.</p> <p>-noun</p> <p>-It's a noun.</p> <p>-การประเมิน</p> <p>(repeat after the teacher)</p> <p>s-u-r-r-o-u-n-d-i-n-g-s</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the <u>surroundings</u> in the garden are trees, flowers, insects or birds.</p> <p>-If you live in a townhouse, the <u>surroundings</u> of your house are a lot of townhouses and shops.</p> <p>-What does this word mean?</p> <p>-What part of speech is it?</p> <p><u>reasonable</u> (stick the card)</p> <p>-Repeat after me "reasonable".</p> <p>-Spell it.</p> <p>(show a picture of fresh milk)</p> <p>-Milk is valuable for our health. The price of milk is <u>reasonable</u>, it is not too cheap or too expensive.</p> <p>(show a leather pocket)</p> <p>-This pocket is made of real leather. It is durable. The price is also <u>reasonable</u>, it is not too expensive.</p>	<p>-สิ่งแวดล้อม</p> <p>-It's a noun.</p> <p>(repeat after the teacher)</p> <p>r-e-a-s-o-n-a-b-l-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-People like to buy goods that the price is <u>reasonable</u> more than goods that are expensive.</p> <p>-What does "reasonable" mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the student in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p>	<p>-พอสมควร</p> <p>-It's an adjective.</p> <p>(read the passage silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in pairs and choose an eating place in Prachuabkirikhan where you like to go and write about 7 - 8 sentences on that place.</p> <p>(collect the passages when students finish writing)</p>	<p>(students do the test)</p> <p>(pair work activity)</p>	

ศูนย์วิทยทรัพยากร
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Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: warn, run out of, look for, and they can tell the meaning of these words.	<p>to go home alone at night.</p> <p>-What does "restless" mean?</p> <p>-O.K. Let's learn some new words.</p> <p><u>warn</u></p> <p>(stick the card)</p> <p>-Repeat after me "warn".</p> <p>-Spell this word.</p> <p>(show a picture of some traffic signs)</p> <p>-Have you ever seen these signs?</p> <p>-What are they ?</p> <p>(point to a traffic sign)</p> <p>-What does this traffic sign mean?</p> <p>-Yes. This traffic sign is used to <u>warn</u> the drivers not to park their cars.</p> <p>-If you wear a golden ring or a golden bracelet, the teacher will <u>warn</u> you not to wear it.</p> <p>-If you talk while you are learning in the class, the teacher will <u>warn</u> you that</p>	<p>-กระวนกระวาย</p> <p>(repeat after the teacher)</p> <p>w-a-r-n</p> <p>-Yes.</p> <p>-เครื่องหมายจราจร</p> <p>-ห้ามจอด</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>you should listen to the lecture; if you don't, you may not understand the lesson.</p> <p>-Can you guess the meaning of "warn"?</p> <p>-What part of speech is it?</p> <p><u>run out of</u> (stick the card)</p> <p>-Repeat after me "run out of".</p> <p>-Spell it.</p> <p>-While Sumalee was driving her car to the office, suddenly the car stopped because it <u>ran out of</u> petrol.</p> <p>-Wanida <u>ran out of</u> sauce, so she went to the market to buy it.</p> <p>-Teera didn't go to see the concert with his friends because he <u>ran out of</u> money.</p> <p>-What does "run out of" mean?</p> <p>-What part of speech is it?</p>	<p>-เตือน</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>r-u-n o-u-t o-f</p> <p>-หมด</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>look for</u></p> <p>(stick the card)</p> <p>-Repeat after me "look for".</p> <p>-Spell it.</p> <p>(write the word "bestow" on the board)</p> <p>-Do you know what this word mean?</p> <p>-When you don't know the meaning of any words, you should <u>look for</u> their meanings in the dictionary.</p> <p>-You don't know the meaning of "bestow", you should <u>look for</u> its meaning in the dictionary.</p> <p>When you open it, you will find the meaning of "bestow", it means "to give".</p> <p>-Your key is lost. You have to <u>look for</u> it everywhere in your house.</p> <p>-What does "look for" mean?</p> <p>-What part of speech is it?</p>	<p>(repeat after the teacher)</p> <p>l-o-o-k f-o-r</p> <p>-No.</p> <p>-ค้นหา</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Work in groups of five and discuss what you will do if this accident happens to you.</p> <p>(call some students to present in front of the class)</p>	<p>(read the passage silently)</p> <p>(students do the test)</p> <p>(group work activity)</p> <p>(students present in front of the class)</p>	

Class First year students at Vocational Education Certificate
Level

No. of students 40

Date September 28, 1989 (Group I)/September 29, 1989 (Group II)

Time 11.20 - 12.10 10.30 - 11.20

Content "Salaries for Wives" in Read and Reply Book 1 p.61

Aids Learning sheets, cards

Assumption Vocabulary : wage, tax, convenience

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> Students must be able to read and comprehend the story, and answer the questions correctly.	<u>Presentation</u> -Do you think that housewives should be paid salaries? -Why? -Today we are going to read a passage about salaries for housewives, First, we should review some words. -Paitoon is a laborer. He gets <u>wage</u> 85 ¢ a day. -What does "wage" mean?	-Yes./No. (answer the question) -ค่าแรง, ค่าจ้าง	Students do the test on the passage "Salaries for Wives".
<u>Enabling Objective</u> Students will be able to	-People who have jobs must pay <u>tax</u> to the government every year. -What does "tax" mean?	-ภาษี	

Objective	Procedure		Evaluation
	Teacher	Students	
pronounce and spell these words: express, desire, respond, organizer, and they can also tell the meaning of these words.	<p>-People get every <u>convenience</u> nowadays because of new technology.</p> <p>-What does "convenience" mean?</p> <p>-Now let's learn some words.</p> <p><u>express</u> (stick the card)</p> <p>-Repeat after me "express".</p> <p>-Spell this word.</p> <p>-Listen to these sentences.</p> <p>-When people are happy or glad, they will <u>express</u> their feeling by smiling.</p> <p>-Krisna is sad because she can't get a job. We know that she is sad because her face <u>expresses</u> the feeling of sadness.</p> <p>-We can know other people's feeling by noticing their faces. People's faces always <u>express</u> their feeling.</p> <p>-What does "express" mean?</p> <p>-What part of speech is it?</p>	<p>-ความสะดวกสบาย</p> <p>(repeat after the teacher)</p> <p>e-x-p-r-e-s-s</p> <p>-แสดง</p> <p>-It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>desire</u> (stick the card)</p> <p>-Repeat after me "desire".</p> <p>-Spell it.</p> <p>-(<u>student's name</u>), what do you want most in your life?</p> <p>-Your <u>desire</u> is _____.</p> <p>-I want to own a bookstore. When I have enough money, I will set up a bookstore. My <u>desire</u> is owning a bookstore.</p> <p>-Pichet are saving his money. He wants to buy a car when he has enough money. His <u>desire</u> is buying a car.</p> <p>-What does "desire" mean?</p> <p>-What part of speech is it?</p>	<p>(repeat after the teacher)</p> <p>d-e-s-i-r-e</p> <p>-I want _____</p>	
	<p><u>respond</u> (stick the card)</p> <p>-Repeat after me "respond".</p> <p>-Spell it.</p> <p>-When my friend asked me what</p>	<p>(repeat after the teacher)</p> <p>r-e-s-p-o-n-d</p>	<p>-ความต้องการ, ความปรารถนา</p> <p>-It's a noun.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>my desire was, I <u>responded</u> her that I wanted to be a millionaire.</p> <p>-When people get the letters from their friend, they will <u>respond</u> those letters.</p> <p>-In many magazines, there are readers writing the letters to the editor and the editor will <u>respond</u> those letters in the magazine.</p> <p>-From these examples, what does "respond" mean?</p> <p>-What part of speech is it?</p> <p><u>organizer</u> (stick the card)</p> <p>-Repeat after me "organizer".</p> <p>-Spell it.</p> <p>-Do you know Sai Jai Thai Foundation?</p> <p>-Princess Sirinthorn is one of Sai Jai Thai Foundation's <u>organizers</u>.</p> <p>-Do you know Chulaporn Foundation?</p>	<p>-ตอบ</p> <p>-It's a verb.</p> <p>(repeat after the teacher)</p> <p>o-r-g-a-n-i-z-e-r</p> <p>-Yes.</p> <p>-Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-The <u>organizer</u> of Chulaporn Foundation is Princess Chulaporn.</p> <p>-Sir Robert Baden Powel was the <u>organizer</u> of boyscout.</p> <p>-What does this word mean?</p> <p>-What part of speech is it?</p> <p><u>Practice</u></p> <p>(distribute the pre-summary and the passage to the students in experimental group I/distribute the passage and the post-summary to the students in experimental group II)</p> <p>(tell the students in experimental group I to read the pre-summary and the passage within 15 minutes/ tell the students in experimental group II to read the passage and the post-summary within 15 minutes)</p> <p>-Do you agree that housewives should be paid salaries?</p> <p>-Why?</p>	<p>-ผู้ก่อตั้ง</p> <p>-It's a noun.</p> <p>(read the passage silently)</p> <p>-Yes./No.</p> <p>(answer the question)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>(distribute the reading comprehension test to the students)</p> <p>-Now do the test.</p> <p><u>Transfer</u></p> <p>-Suppose you are NEWS readers. Write a short letter on whether you agree with this idea or not. (collect the letters after students finish writing)</p>	<p>(students do the test)</p> <p>(write the letters)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ง

รายละเอียดวิธีคำนวณ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิธีคำนวณตารางที่ 2. การสุ่มตัวอย่างประชากร ค่ามัธยฐานเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน ค่าความแปรปรวน และอัตราส่วนวิกฤติ

กลุ่ม 1			กลุ่ม 2		
คนที่	คะแนนดิบ (X_i)	$(X-\bar{X})^2$	คนที่	คะแนนดิบ (X_i)	$(X-\bar{X})^2$
1	71	157	1	70	145.93
2	70	132.94	2	67	82.45
3	70	132.94	3	65	50.13
4	66	56.7	4	65	50.13
5	65	42.64	5	64	36.97
6	65	42.64	6	64	36.97
7	64	30.58	7	63	25.81
8	64	30.58	8	63	25.81
9	63	20.52	9	63	25.81
10	62	12.46	10	62	16.65
11	62	12.46	11	62	16.65
12	62	12.46	12	62	16.65
13	60	2.34	13	61	9.49
14	60	2.34	14	61	9.49
15	60	2.34	15	60	4.33
16	60	2.34	16	60	4.33
17	60	2.34	17	59	1.17
18	59	0.28	18	58	0.006
19	59	0.28	19	57	0.85
20	58	0.22	20	57	0.85
21	58	0.22	21	57	0.85
22	57	2.16	22	56	3.69

วิธีคำนวณตารางที่ 2 (ต่อ)

กลุ่ม 1			กลุ่ม 2		
คนที่	คะแนนดิบ (X_i)	$(X-\bar{X})^2$	คนที่	คะแนนดิบ (X_i)	$(X-\bar{X})^2$
23	57	2.16	23	56	3.69
24	57	2.16	24	56	3.69
25	57	2.16	25	55	8.53
26	56	6.1	26	55	8.53
27	55	12.04	27	55	8.53
28	55	12.04	28	54	15.37
29	55	12.04	29	54	15.37
30	54	19.98	30	54	15.37
31	53	29.92	31	53	24.21
32	53	29.92	32	53	24.21
33	53	29.92	33	53	24.21
34	52	41.86	34	53	24.21
35	52	41.86	35	53	24.21
36	52	41.86	36	53	24.21
37	51	55.8	37	52	35.05
38	51	55.8	38	51	47.89
39	51	55.8	39	51	47.89
40	50	71.74	40	50	62.73
รวม	2339	1221.94	รวม	2317	982.916

<u>กลุ่ม 1</u>		<u>กลุ่ม 2</u>			
\bar{X}_1	=	$\frac{\sum X}{N}$	\bar{X}_2	=	$\frac{\sum X}{N}$
	=	$\frac{2339}{40}$		=	$\frac{2317}{40}$
	=	58.47		=	57.92
S_1	=	$\sqrt{\frac{\sum (X-\bar{X})^2}{N}}$	S_2	=	$\sqrt{\frac{\sum (X-\bar{X})^2}{N}}$
	=	$\sqrt{\frac{1221.94}{40}}$		=	$\sqrt{\frac{982.916}{40}}$
	=	5.53		=	4.96

ทดสอบความแปรปรวน

$$F = \frac{S_{x_1}^2}{S_{x_2}^2} ; S_{x_1}^2 > S_{x_2}^2$$

$$S_{x_1}^2 = 30.55 \quad S_{x_2}^2 = 24.57$$

สมมติฐาน $H_0 : \sigma_1^2 = \sigma_2^2$

$$F = \frac{30.55}{24.57} = 1.24$$

หาค่า F จากตารางที่นัยสำคัญ 0.05 ได้ค่า $F = 1.79$

เปรียบเทียบค่า F ที่คำนวณได้กับค่า F จากตาราง พบว่า

$$F \text{ คำนวณได้} < F \text{ ตาราง}$$

∴ ยอมรับ H_0 แสดงว่า ความแปรปรวนของคะแนนวิชาภาษาอังกฤษธุรกิจ (ชพ.1701) ของประชากรทั้งสองกลุ่ม เท่ากัน คือ $\sigma_1^2 = \sigma_2^2$

เปรียบเทียบมัชฌิม เลขคณิตของคะแนนวิชาภาษาอังกฤษธุรกิจ

$$\text{ตั้งสมมติฐาน } H_0 : \mu_1 = \mu_2$$

$$\begin{array}{lcl} \bar{X}_1 & = & 58.47 \\ S_1 & = & 5.53 \\ S_1^2 & = & 30.55 \end{array} \qquad \begin{array}{lcl} \bar{X}_2 & = & 57.92 \\ S_2 & = & 4.96 \\ S_2^2 & = & 24.57 \end{array}$$

หาค่าที (t-test) ใช้สูตร

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{58.47 - 57.92}{\sqrt{\frac{(40-1)30.55 + (40-1)24.57}{40+40-2} \left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= \frac{0.55}{\sqrt{\frac{1191.45 + 958.23}{78} \left(\frac{2}{40}\right)}} \\ &= \frac{0.55}{1.17} \\ &= 0.47 \end{aligned}$$

หาค่า t จากตารางที่ $\alpha = 0.05$; $df = 78$; $t = 1.96$

$\therefore t$ คำนวณได้ $<$ t จากตาราง

ยอมรับ H_0 แสดงว่าค่ามัชฌิม เลขคณิตของคะแนนวิชาภาษาอังกฤษธุรกิจ (ชพพ - ๓ ๗๐๑)

ของตัวอย่างประชากรทั้งสองกลุ่มไม่แตกต่างกัน

วิธีคำนวณตารางที่ 3 คะแนนความเข้าใจในการอ่านภาษาอังกฤษของตัวอย่างประชากรสองกลุ่ม

กลุ่ม 1			กลุ่ม 2		
คนที่	คะแนน (X_1)	$(X-\bar{X})^2$	คนที่	คะแนน (X_2)	$(X-\bar{X})^2$
1	210	877.34	1	173	414.94
2	206	656.38	2	171	337.46
3	199	346.7	3	169	267.98
4	197	276.22	4	168	236.24
5	196	243.98	5	167	206.5
6	196	243.98	6	166	178.76
7	192	135.02	7	164	129.28
8	192	135.02	8	163	107.54
9	191	112.78	9	162	87.8
10	190	92.54	10	161	70.06
11	190	92.54	11	161	70.06
12	189	74.3	12	161	70.06
13	188	58.06	13	161	70.06
14	186	31.58	14	160	54.32
15	185	21.34	15	159	40.58
16	184	13.1	16	157	19.1
17	183	6.86	17	156	11.36
18	183	6.86	18	154	1.88
19	183	6.86	19	154	1.88
20	182	2.62	20	153	0.14
21	182	2.62	21	153	0.14
22	181	0.38	22	151	2.66
23	179	1.9	23	151	2.66
24	179	1.9	24	151	2.66

วิธีคำนวณตารางที่ 3 (ต่อ)

กลุ่ม 1			กลุ่ม 2		
คนที่	คะแนน (X_1)	$(X-\bar{X})^2$	คนที่	คะแนน (X_2)	$(X-\bar{X})^2$
25	178	5.66	25	151	2.66
26	177	11.42	26	149	13.18
27	177	11.42	27	149	13.18
28	173	54.46	28	147	31.7
29	173	54.46	29	145	58.22
30	172	70.22	30	145	58.22
31	171	87.98	31	144	74.48
32	168	153.26	32	142	113
33	166	206.78	33	141	135.26
34	164	218.3	34	137	244.3
35	163	302.06	35	137	244.3
36	161	375.58	36	136	276.57
37	160	415.34	37	136	276.57
38	157	546.62	38	135	310.82
39	156	594.38	39	134	347.08
40	156	594.38	40	131	467.86
รวม	7215	7193.2	รวม	6105	5051.52

กลุ่ม 1		กลุ่ม 2			
\bar{X}_1	=	$\frac{\sum X}{N_1}$	\bar{X}_2	=	$\frac{\sum X}{N_2}$
	=	$\frac{7215}{40}$		=	$\frac{6105}{40}$
	=	180.38		=	152.63

$$\begin{aligned}
 s_1 &= \sqrt{\frac{\sum (x - \bar{x})^2}{N}} & s_2 &= \sqrt{\frac{\sum (x - \bar{x})^2}{N}} \\
 &= \sqrt{\frac{7193.2}{40}} & &= \sqrt{\frac{5051.52}{40}} \\
 &= 13.41 & &= 11.24
 \end{aligned}$$

เปรียบเทียบมัชฌิม เลขคณิตของคะแนนความเข้าใจในการอ่านภาษาอังกฤษของตัวอย่างประชากรทั้งสองกลุ่ม

ตั้งสมมติฐาน $H_0 : \mu_1 = \mu_2$

$$\begin{array}{ll}
 \bar{x}_1 = 180.38 & \bar{x}_2 = 152.63 \\
 s_1 = 13.41 & s_2 = 11.24 \\
 s_1^2 = 179.83 & s_2^2 = 126.29
 \end{array}$$

ทดสอบค่าที (t-test)

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{189.38 - 152.63}{\sqrt{\frac{(40 - 1)179.83 + (40 - 1)126.29}{40 + 40 - 2} \left(\frac{1}{40} + \frac{1}{40} \right)}} \\
 &= \frac{27.75}{\sqrt{\frac{7013.37 + 4925.31}{78} \left(\frac{2}{40} \right)}} \\
 &= \frac{27.75}{2.77} \\
 &= 10.02
 \end{aligned}$$

หาค่า t ในตารางที่ $\alpha = 0.05$, $df = 78$ ซึ่ง $t = 1.96$

$\therefore t$ คำนวณได้ $> t$ ในตาราง

\therefore ปฏิเสธ H_0 แสดงว่า ความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนกลุ่มทดลองที่ 1 ที่เรียนบทเรียนที่มีบทสรุปก่อนการอ่านสูงกว่าความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนกลุ่มทดลองที่ 2 ที่เรียนบทเรียนที่มีบทสรุปหลังการอ่านอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

การวิเคราะห์คุณภาพของแบบสอบถาม

สถิติที่ใช้วิเคราะห์แบบสอบถาม

1. ระดับความยาก

ใช้สูตร

$$P = \frac{R_u + R_l}{2f}$$

P แทน ระดับความยาก

R_u แทน จำนวนคนในกลุ่มสูงที่ตอบข้อสอบแต่ละข้อถูก

R_l แทน จำนวนคนในกลุ่มต่ำที่ตอบข้อสอบแต่ละข้อถูก

f แทน จำนวนนักเรียนในแต่ละกลุ่ม

ตัวอย่างการคำนวณ จำนวนนักเรียนทั้งหมด 45 คน

$$R_u = 11$$

$$R_l = 4$$

$$f = 13$$

แทนค่า

$$P = \frac{11+4}{26}$$

$$= \frac{15}{26}$$

$$= 0.58$$

2. ค่าอำนาจจำแนก

ใช้สูตร

$$D = \frac{R_u - R_l}{f}$$

ตัวอย่างการคำนวณ จำนวนนักเรียนทั้งหมด 45 คน

แทนค่า

$$D = \frac{11-4}{13}$$

$$= \frac{7}{13}$$

$$= 0.54$$

ตารางแสดงค่าความยากง่าย (P) ค่าอำนาจจำแนก (D) ของแบบสอบถาม เข้าใจในการอ่าน
ภาษาอังกฤษในการทดลองใช้ครั้งที่ 2

เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D
1	1	.54	.46	4	1	.58	.54	7	1	.54	.62
	2	.58	.54		2	.46	.62		2	.65	.39
	3	.5	.54		3	.46	.46		3	.5	.39
	4	.46	.46		4	.54	.46		4	.58	.39
	5	.5	.54		5	.54	.31		5	.5	.39
	6	.5	.39		6	.5	.54		6	.58	.39
	7	.54	.46		7	.46	.62		7	.46	.62
	8	.54	.46		8	.62	.46		8	.5	.54
	9	.5	.54		9	.54	.62		9	.62	.62
	10	.65	.54		10	.58	.39		10	.54	.46
2	1	.54	.46	5	1	.58	.54	8	1	.54	.46
	2	.46	.62		2	.54	.62		2	.73	.23
	3	.54	.46		3	.46	.46		3	.35	.54
	4	.5	.39		4	.54	.46		4	.27	.54
	5	.54	.46		5	.46	.46		5	.46	.62
	6	.54	.46		6	.58	.69		6	.31	.46
	7	.5	.39		7	.5	.69		7	.42	.54
	8	.5	.69		8	.58	.54		8	.39	.46
	9	.58	.54		9	.58	.54		9	.35	.54
	10	.58	.54		10	.5	.39		10	.42	.69
3	1	.62	.46	6	1	.5	.54	9	1	.5	.54
	2	.54	.46		2	.54	.46		2	.5	.54
	3	.5	.54		3	.62	.54		3	.42	.39
	4	.5	.54		4	.54	.58		4	.46	.62
	5	.54	.46		5	.46	.46		5	.42	.54
	6	.54	.46		6	.54	.42		6	.5	.39
	7	.54	.46		7	.46	.46		7	.58	.39
	8	.46	.62		8	.54	.5		8	.54	.54
	9	.58	.54		9	.46	.62		9	.46	.31
	10	.5	.69		10	.54	.5		10	.54	.62

เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D
10	1	.54	.46	13	1	.42	.54	16	1	.54	.54
	2	.62	.46		2	.54	.62		2	.62	.62
	3	.5	.54		3	.46	.46		3	.54	.54
	4	.5	.39		4	.54	.62		4	.5	.5
	5	.58	.54		5	.5	.39		5	.46	.46
	6	.5	.54		6	.5	.69		6	.46	.46
	7	.5	.54		7	.38	.46		7	.5	.5
	8	.42	.54		8	.69	.31		8	.65	.65
	9	.54	.62		9	.69	.31		9	.5	.5
	10	.54	.62		10	.5	.54		10	.58	.58
11	1	.58	.54	14	1	.54	.46	17	1	.54	.46
	2	.62	.62		2	.39	.46		2	.58	.39
	3	.62	.46		3	.46	.31		3	.54	.46
	4	.54	.77		4	.69	.31		4	.54	.31
	5	.5	.39		5	.42	.54		5	.62	.46
	6	.46	.46		6	.5	.54		6	.58	.39
	7	.46	.46		7	.35	.39		7	.58	.54
	8	.54	.46		8	.62	.46		8	.5	.54
	9	.39	.46		9	.42	.69		9	.58	.39
	10	.46	.46		10	.46	.77		10	.42	.69
12	1	.54	.46	15	1	.58	.39	18	1	.5	.39
	2	.5	.39		2	.54	.46		2	.5	.54
	3	.58	.39		3	.58	.54		3	.54	.46
	4	.54	.46		4	.5	.39		4	.54	.62
	5	.58	.54		5	.54	.46		5	.54	.46
	6	.62	.46		6	.54	.46		6	.54	.46
	7	.58	.46		7	.58	.54		7	.58	.69
	8	.46	.62		8	.58	.54		8	.58	.54
	9	.54	.62		9	.5	.54		9	.58	.54
	10	.46	.62		10	.5	.54		10	.5	.54

เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D	เรื่องที่	ข้อที่	P	D
19	1	.58	.54	21	1	.54	.46	23	1	.5	.54
	2	.5	.54		2	.58	.46		2	.54	.31
	3	.62	.31		3	.42	.39		3	.5	.69
	4	.5	.54		4	.54	.46		4	.5	.39
	5	.62	.31		5	.5	.54		5	.5	.54
	6	.58	.39		6	.54	.46		6	.42	.39
	7	.5	.54		7	.5	.54		7	.35	.54
	8	.58	.54		8	.58	.46		8	.35	.54
	9	.62	.46		9	.54	.46		9	.58	.54
	10	.5	.54		10	.58	.46		10	.46	.46
20	1	.54	.46	22	1	.5	.54	24	1	.58	.54
	2	.58	.39		2	.46	.46		2	.54	.46
	3	.62	.46		3	.46	.46		3	.46	.46
	4	.42	.54		4	.58	.54		4	.5	.54
	5	.58	.39		5	.54	.62		5	.5	.39
	6	.54	.62		6	.58	.54		6	.58	.69
	7	.62	.46		7	.39	.46		7	.5	.69
	8	.58	.54		8	.58	.54		8	.5	.39
	9	.58	.69		9	.5	.54		9	.65	.39
	10	.58	.54		10	.54	.46		10	.58	.54

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

3. การคำนวณหาความเที่ยงของแบบสอบ

$$\text{ใช้สูตร K-R 20 : } r_{xx} = \frac{n}{n-1} \left[1 - \frac{\sum pq}{S_x^2} \right]$$

r_{xx}	แทน	สัมประสิทธิ์แห่งความเที่ยง
n	แทน	จำนวนข้อสอบในแบบทดสอบ
p	แทน	สัดส่วนของคนที่ตอบข้อสอบได้ถูกต้อง
q	แทน	สัดส่วนของคนที่ตอบแต่ละข้อผิด
pq	แทน	ความแปรปรวนของคะแนนแต่ละข้อ
S_x^2	แทน	ความแปรปรวนของคะแนนผู้ถูกทดสอบทั้งหมด

ตัวอย่างการคำนวณค่าความเที่ยงของแบบสอบความเข้าใจในการอ่านภาษาอังกฤษ

แทนค่า

$$n = 10$$

$$\sum pq = 2.47$$

$$S_x^2 = \frac{\sum X^2}{N} - \left(\frac{\sum X}{N} \right)^2$$

$$= 6.6$$

$$r_{xx} = \frac{10}{10-1} \left[1 - \frac{2.47}{6.6} \right]$$

$$= \frac{10}{9} \times 0.63$$

$$= 0.7$$

ตารางแสดงค่าความเที่ยงของแบบสอบความเข้าใจในการอ่านภาษาอังกฤษ

เรื่องที่	ค่าความเที่ยง	เรื่องที่	ค่าความเที่ยง
1	0.70	13	0.72
2	0.70	14	0.71
3	0.74	15	0.72
4	0.71	16	0.74
5	0.75	17	0.67
6	0.74	18	0.74
7	0.67	19	0.68
8	0.76	20	0.73
9	0.72	21	0.72
10	0.74	22	0.76
11	0.73	23	0.71
12	0.79	24	0.72

ศูนย์วิทยทรัพยากร
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ประวัติผู้เขียน

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รับราชการอยู่ในตำแหน่งอาจารย์ 1 ระดับ 3 วิทยาลัยเทคนิคประจวบคีรีขันธ์



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จุฬาลงกรณ์มหาวิทยาลัย