

บรรณานุกรม



ภาษาไทย

กึ่งกาญจน์ นิลรัตน์. "ความสัมพันธ์ระหว่างความเข้าใจโครงสร้างภาษาอังกฤษกับความสามารถในการเรียนวรรณคดีอังกฤษ." วิทยานิพนธ์ปริญญาโทมหาบัณฑิต วิทยาลัยวิชาการศึกษา ประสานมิตร, 2516. (อัครสำเนา).

จริยา อ่อนประไพ. "ความสัมพันธ์ระหว่างความรู้เกี่ยวกับโครงสร้างทางไวยากรณ์และความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่สาม." วิทยานิพนธ์ปริญญาโทมหาบัณฑิต แผนกวิชามัธยมศึกษา จุฬาลงกรณ์มหาวิทยาลัย, 2518. (อัครสำเนา).

จอย นันทวิชรินทร์, ม.ล. แบบบรรณานุกรมและเชิงอรรถ. พระนคร: ไทยวัฒนาพานิช, 2514.

ชวาล แพร์ตกุล. เทคนิคการวัดผล. พิมพ์ครั้งที่ 4. พระนคร: วัฒนาพานิช, 2509.

ถาวร สุกงข. "ผลสัมฤทธิ์ในการเรียนภาษาอังกฤษของนักเรียนฝึกหัดครูประกาศนียบัตรวิชาการศึกษาตอนต้น ของวิทยาลัยครู 3 แห่งในภาคตะวันออกเฉียงเหนือ." วิทยานิพนธ์ปริญญาโทมหาบัณฑิต วิทยาลัยวิชาการศึกษา ประสานมิตร, 2510. (อัครสำเนา).

บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย. คู่มือการเขียนวิทยานิพนธ์. กรุงเทพมหานคร: โรงพิมพ์สมาคมสังคมนักข่าวแห่งประเทศไทย, 2517.

บุญเหลือ กุญชร, ม.ล. ข้อสังเกตเกี่ยวกับระเบียบวิธีสอนภาษาอังกฤษ. หนังสือนิเทศกรรมวิสามัญศึกษา, 2497.

- บุญเหลือ (บุญขร) เทพยสุวรรณ, ม.ล. "รายงานของคณะกรรมการประสานงานระดับชาติเกี่ยวกับการเรียนการสอนภาษาอังกฤษ 13 พฤษภาคม 2518," ภาษา สังสรรค์, 5 (พฤศจิกายน 2518), 95-108.
- ประคอง กรรณสุก. สถิติศาสตร์ประยุกต์สำหรับครู. พิมพ์ครั้งที่ 4. กรุงเทพมหานคร: ไทยวัฒนาพานิช, 2517.
- พิณทิพย์ ทวยเจริญ. "การศึกษาข้อผิดพลาดในการอ่านตำราเรียนภาษาอังกฤษของนิสิตปีที่สอง วิทยาลัยวิชาการศึกษา ประสานมิตรและปทุมวัน." วิทยานิพนธ์ปริญญาโทบัณฑิต วิทยาลัยวิชาการศึกษา ประสานมิตร, 2515. (อัครสำเนา).
- มงคล กุลประเสริฐ. An Applied English Grammar. กรุงเทพมหานคร: ไทยวัฒนาพานิช, 2518.
- ระรินทิพย์ เจริญสุข. "ความสัมพันธ์ระหว่างความเข้าใจโครงสร้างไวยากรณ์ - คำศัพท์ภาษาอังกฤษกับการอ่านเอาเรื่องของนักเรียนชั้นมัธยมศึกษาปีที่สี่." วิทยานิพนธ์ปริญญาโทบัณฑิต แผนกวิชามัธยมศึกษา จุฬาลงกรณ์มหาวิทยาลัย, 2518. (อัครสำเนา).
- วาริณี ศรีสัมพันธ์. "ความสัมพันธ์ระหว่างความรู้ความเข้าใจไวยากรณ์และคำศัพท์ กับความสามารถในการอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่สาม." วิทยานิพนธ์ปริญญาโทบัณฑิต แผนกวิชามัธยมศึกษา จุฬาลงกรณ์มหาวิทยาลัย, 2517. (อัครสำเนา).
- ศึกษาศึกษา, กระทรวง. ผลการสัมมนาครูสอนภาษาอังกฤษสังกัดกรมการฝึกหัดครู พ.ศ. 2502. พระนคร: โรงพิมพ์คุรุสภา, 2503.

สุชา น พัทลุง. "การศึกษามลการใช้วิธีการสอบอ่านแบบเติมคำ (Cloze Procedure) กับนิสิตและนักศึกษาวิชาเอกและโทภาษาอังกฤษ วิทยาลัยวิชาการศึกษาพระนคร." วิทยาลัยวิชาการศึกษาพระนคร กรุงเทพมหานคร, 2516. (อัครสำเนา).

สุธรรม ชาติะสิงห์. "ความสัมพันธ์ของความเข้าใจโครงสร้าง (Structures) และความหมายของศัพท์ (Vocabulary) ภาษาอังกฤษ กับความสามารถในการอ่านเอาความ (Reading Comprehension) ของนักเรียนชั้นประกาศนียบัตรวิชาการศึกษาชั้นปีที่ 2 ของวิทยาลัยครูพระนครศรีอยุธยา." วิทยานิพนธ์ปริญญาโทบัณฑิต วิทยาลัยวิชาการศึกษา ประสานมิตร, 2515. (อัครสำเนา).

สุไร พงษ์ทองเจริญ. วิธีสอนภาษาอังกฤษเป็นภาษาที่สอง. โครงการผลิตตำรา มหาวิทยาลัยศรีนครินทรวิโรฒ. กรุงเทพมหานคร: โรงพิมพ์มิตรสยาม, 2520.

ภาษาอังกฤษ

Albanese, Dorothy M. "A Study of Complexity of Sentence Structure as a Factor in Reading Comprehension," Dissertation Abstracts International, 33 (January, 1973), 3248 A.

Arrowsmith, Gary. "Reading VS. Thinking," Bulletin of the English Language Center, 2 (October, 1972), 84-92.

Brooks, Grace M. "An Investigation of the Relationship of Syntactic Complexity to Reading Comprehension," Dissertation Abstracts International, 35 (May, 1975), 7163-4 A.

Dallmann, Martha, and others. The Teaching of Reading. 4th ed.

New York: Holt, Rinehart and Winston, Inc., 1974.

Dawson, Harriett E. "Logical Thinking Ability, Syntactic Comprehension, and Reading Achievement in Third and Fourth

Grade Children from 'Lower SES Backgrounds,'" Dissertation Abstracts International, 35 (December, 1974), 3510-11A.

Fan, Chung-Teh. Item Analysis Table (Reproduced in Thailand by permission of Educational Testing Service, Princeton, N.J., U.S.A.), Bangkok: Watanapanit.

Ferry, Clifford L. "Discourse Coherence and Readability : A Study of the Effects of Coherence Marker Density on Reading Comprehension," Dissertation Abstracts International, 36 (March, 1976), 5765 A.

Finocchiaro, Mary, and Lavenda, Violet H. Selections for Developing English Language Skills. Regents Publishing Company, Inc., 1973.

Foust, Charles D. "The Relationship between Understanding Prepositions and Reading Comprehension," Dissertation Abstracts International, 34 (February, 1974), 4983-4 A.

Frank, Marcella. Modern English Part II. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

- Gorrell, Robert M., and Laird, Charlton. Modern English Handbook. 5th ed. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1972.
- Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row Publishers, 1969.
- Guilford, J.P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill Book Co., Inc., 1950.
- Hafner, Lawrence E. and Jolly, Hayden B. Patterns of Teaching Reading in the Elementary School. New York: The Macmillan Company, 1972.
- Hansell, Thomas S.K. "The Effects of Manipulation on Syntax and Vocabulary on Reading Comprehension," Dissertation Abstracts International, 35 (February, 1975), 5215 A.
- Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.
- _____. Testing English as a Second Language. New York: McGraw-Hill Book Co., Inc., 1969.
- Heaton, J.B. Writing English Language Tests. London: Longman Group Limited, 1975.

- Heilman, Arthur W. Principles and Practices of Teaching Reading.
2d ed. Columbus, Ohio: Charles E. Merrill Publishing
Company, 1967.
- Hill, L.A. Intermediate Comprehension Pieces. 5th impression.
London: Oxford University Press, 1972.
- Horn, Vivian. "Advanced Reading : Teaching Logical Relationship,"
The Art of TESOL Selected Articles from the English
Teaching Forum Part Two. Washington, D.C. 20547 :
English Teaching Forum, 1975.
- Kuntz, Mildred H. "The Relationship between Written Syntactic
Attainment and Reading Ability in Seventh Grade,"
Dissertation Abstracts International, 36 (October, 1975),
2159 A.
- Lado, Robert. Language Testing : The Construction and Uses of
Foreign Language Tests. New York: McGraw-Hill Book
Co., Ltd., 1964.
- Leech, Geoffrey, and Svartvik, Jan. A Communicative Grammar of
English. London: Longman Group Limited, 1975.
- Lindquist, E.F. Design and Analysis of Experiments in Psychology
and Education. Boston: Houghton Mifflin Company, 1956.

O'Donnel, Roy C. "A Study of Correlation between Awareness of Structural Relationship in English and Ability in Reading Comprehension," The Journal of Experimental Education, 31 (March, 1963), 313-6.

O'Neill, Robert, Kingsbury, Roy, and Yeadon, Tony. Kernel Lessons Intermediate Students' Book. London: Longman Group Limited, 1971.

Owens, Jerry. "Scientific English : Some Factors in Materials Preparation," Pasaa, Special Issues, 5 (November, 1975), 18-38.

Praninskas, Jean. Rapid Review of English Grammar. Asian Students' Edition. Bangkok: Prae Pittaya Limited Partnership, 1963.

Quinn, E., and Nation, I.S.P. Speed Reading A Course for Learners of English. Kuala Lumpur: Oxford University Press, 1974.

Quirk, Randolph, and Greenbaum, Sidney. A University Grammar of English. new impression. London: Longman Group Limited, 1976.

Ruddell, Robert B. (ed.) Accountability and Reading Instruction: Critical Issues. The National Council of Teachers of English, Illinois, 1973.

- Russell, David H., and Fea, Henry R. "Research on Teaching Reading," Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1963.
- Schonell, Fred J. The Psychology and Teaching of Reading. Edinburgh: The English Language Book Society and Oliver and Boyd, 1965.
- Smith, B. Deane. "Testing Reading Skills," English Language Testing Report of the RELC Fifth Regional Seminar, Bangkok, 25-30 May, 1970. SEAMEO Regional English Language Center, Singapore, 1971.
- Stoodt, Babara L.D. "The Relationship between Understanding Grammatical Conjunctions and Reading Comprehension," Dissertation Abstracts International, 31 (March, 1971), 4635-6 A.
- Stevens, Peter. "Technical, Technological, and Scientific English (TTSE)," English Language Teaching Journal, 27 (June, 1973), 223-34.
- Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading?" The English Journal, 14 (March, 1956), 129-33.
- Taylor, M.-Frances. "An Analysis of the Assumptions Underlying the Testing of Reading Comprehension in the MLA Cooperative Foreign Language Test, Form LA, Spanish," Dissertation Abstracts International, 33 (May, 1973), 6376-7 A.

"Teaching Beginning Reading : An Interview with Virginia French Allen Part 2 : Beyond Sounds and Letters," English Teaching Forum, 15 (April, 1977), 24-8.

Tinker, Miles A., and McCullough, Constance M. Teaching Elementary Reading. 2d ed. New York: Appleton-Century-Crofts, Inc., 1962.

Walcutt, Charles C., and others. Teaching Reading. New York: Macmillan Publishing Co., Inc., 1974.

Walker, Paul R. "The Validity of Syntax as a Predictor of Reading Success," Dissertation Abstracts International, 32 (August, 1971), 682 A.

Winer, B.J. Statistical Principles in Experimental Design. New York: McGraw-Hill Book Company, 1962.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

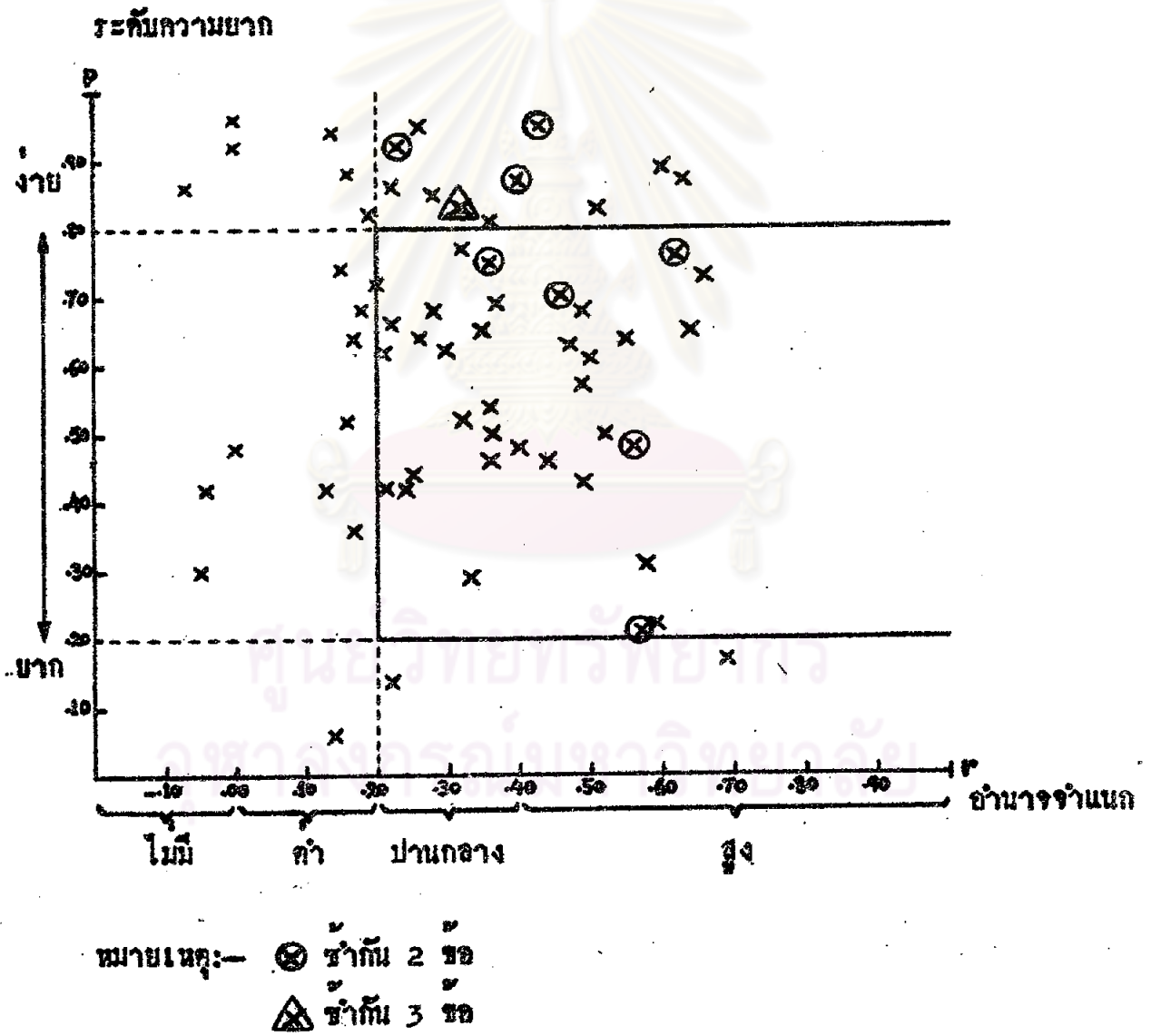
ผนวก ก.

แผนภาพแสดงอำนาจจำแนกและระดับความยากของแบบข้อบ

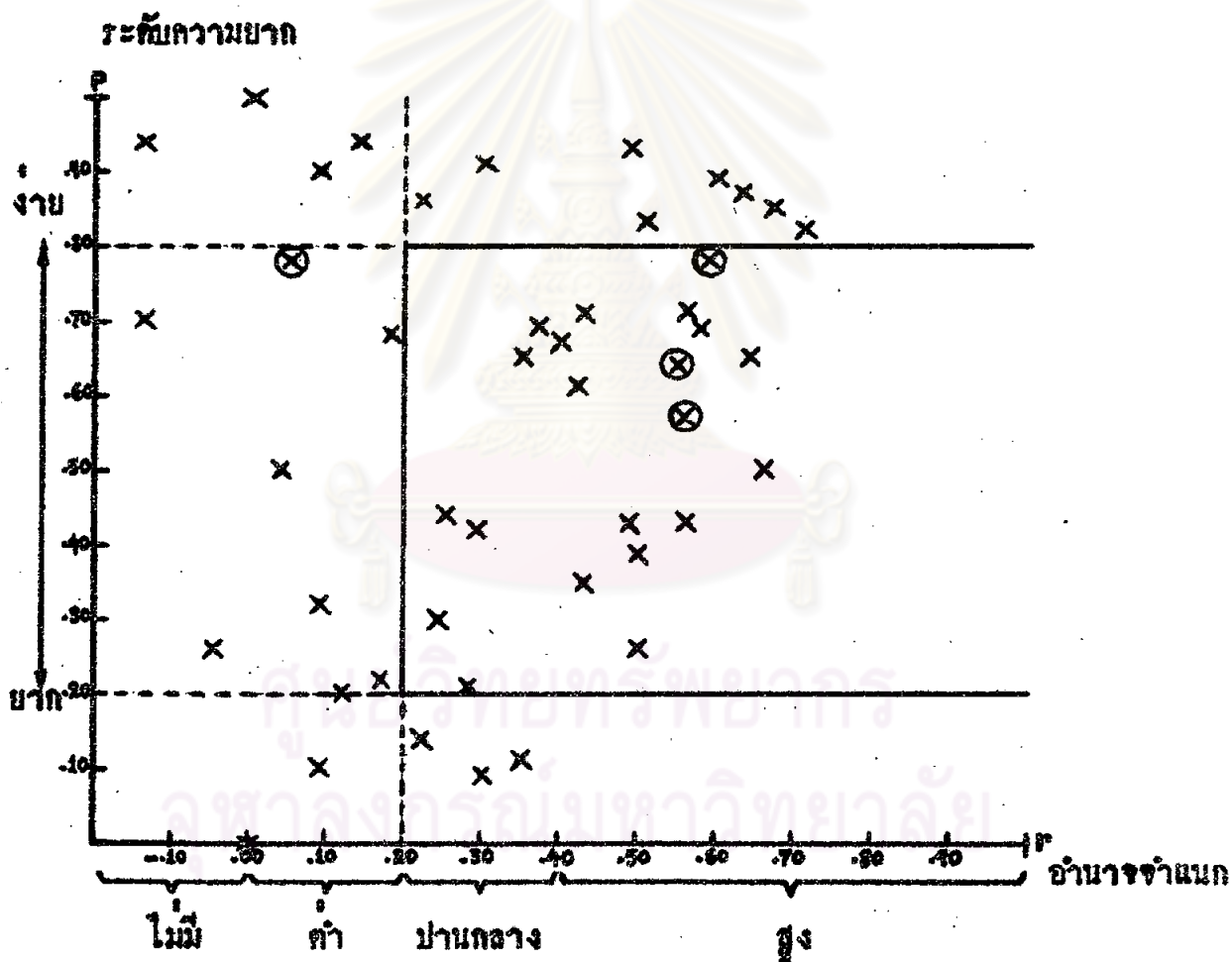


ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แผนภาพที่ 1 จำนวนจำแนกและระดับความยาก
แบบสอบวัดความเข้าใจการไร้อำนาจ

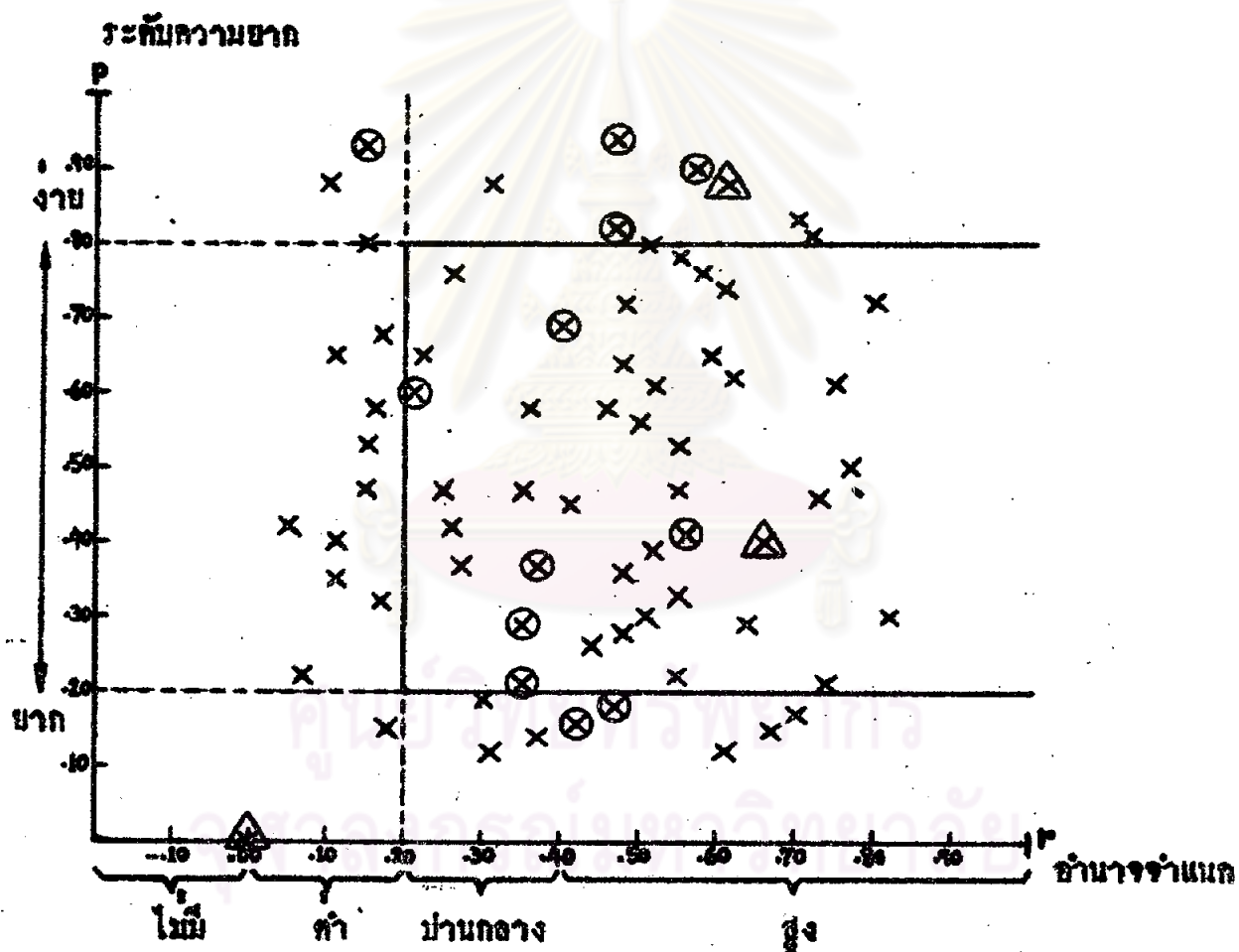


แผนภาพที่ 2 จำนวนจำแนกและระดับความยาก
แบบสอยวัดความเข้าใจในการอ่าน



หมายเหตุ:— ⊗ จำนวน 2 ข้อ

แผนภาพที่ 3 จำนวนจำแนกและระดับความยาก
แบบสมรรถวัดความเข้าใจคำสั่งงานแบบโคลง



หมวด ข.

แบบสอนที่ใช้เป็นเครื่องมือในการวิจัย



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

TEST I : COMPREHENSION OF CONJUNCTIONS

50 Items

Time : 20 Minutes

Please do all your work on the ANSWER SHEET

Directions : Read each short conversation carefully and then choose the conjunction that will correctly complete it.

Mark your answer on the answer sheet by making an "X" in the square under the letter (a, b, c, or d) you choose.

1. "It rained a lot this morning."

"We went out _____ the rain stopped, so we didn't get wet."

- a) as b) before c) while d) after

2. "How is your father?"

"He is well _____ he doesn't feel very strong."

- a) and b) or c) but d) as

3. "Has his mother heard about this?"

"Yes. _____ she heard the news, she was shocked."

- a) If b) Till c) When d) Although

4. "We're going to Hua-Hin during our vacation."

"I still can't decide _____ to go to Chiangmai or Puket."

- a) where b) either c) whether d) neither

5. "I didn't see Prapan last night."

"We saw him because we had waited _____ he returned."

- a) for b) as c) till d) when

6. "Is it easy to get straight A's at this school?"

"No, one would never get even one A here _____ he regularly studied hard."

- a) whether b) unless c) when d) if

7. "I saw a policeman with you in a taxi."

"I was taking him to the spot _____ I had had the accident."

- a) which b) where c) when d) who

8. "Is he careful about his money?"

"He usually spends his money _____ his father were a millionaire."

- a) as b) like c) as if d) even though

9. "Will we meet next month at Somsong's house?"

"No one can tell when _____ where we can meet again."

- a) or b) but c) nor d) how

10. "What did you do when you found your house on fire?"

"I jumped out of the car _____ immediately ran toward the house."

- a) which b) then c) when d) and

11. "Don't you like her?"

"No. She usually acts _____ she were my mother."

- a) the same as b) as if c) like d) as

19. "I don't want to take all these pills."

"You must obey the doctor, _____ you will never get better."

- a) so b) or c) but d) and

20. "Why didn't you say anything?"

"_____ I didn't know the answer, I kept quiet."

- a) If b) Since c) Even d) While

21. "Why don't you read in bed?"

"_____ I read in bed, I go to sleep."

- a) While b) However c) Because d) Whenever

22. "Michai has studied hard."

"He studies hard _____ he can pass the Entrance Examination."

- a) for b) because c) such that d) in order that

23. "Will your mother go to Bangsaen with you?"

"_____ I go, she always goes with me."

- a) Whatever b) Whoever c) Wherever d) However

24. "Narong may not give it back to you."

"I believe him _____ he has always been truthful."

- a) that b) if c) though d) because

25. "Why does he work very hard?"

"He works hard _____ he can have enough money to buy a new car."

- a) then b) so c) till d) because

26. "When can I see your sister?"

"She'll be home _____ the semester finishes."

- a) as b) unless c) as long as d) as soon as

27. "Has any student here ever got straight A's?"

"No matter _____ intelligent one is, he will never get straight A's."

- a) what b) whether c) how d) neither

28. "Would you like to go to Panya's house with us?"

"_____ it's getting late, I'd better go home."

- a) If b) When c) Since d) While

29. "Prawat has saved a lot of money."

"I've heard that he is saving his money _____ he can go abroad to study."

- a) then b) because c) so that d) in order to

30. "Does Suchai work hard?"

"Yes, everyone here agrees that he works _____ a beaver."

- a) as b) like c) as though d) the same as

31. "Didn't she go out with Suwan?"

"She went out with him _____ she didn't want to."

- a) but b) and c) even though d) in spite of

32. "When will you go back home?"

"I will go back home in two years _____ I get a degree or not."

- a) if b) either c) though d) whether

40. "How tall is your little daughter?"

"She is _____ tall _____ your son," I think."

- a) as...as b) so...like c) such...as d) much...like

41. "Can Suda speak any other foreign language?"

"Of course, she can _____ speak _____ write Chinese."

- a) either...or b) both...and c) neither...nor d) better...than

42. "Is her brother a lawyer or a salesman?"

"He is _____ a lawyer _____ a salesman. He is a detective."

- a) both...and b) either...or c) whether...or d) neither...nor

43. "How was the mathematics test?"

"It was _____ difficult _____ nobody could do it."

- a) so...that b) so...as c) such...that d) as...as

44. "The price of this book is twenty baht."

"It is _____ expensive _____ cheap."

- a) either...or b) neither...nor c) both...and d) whether...or

45. "Have you read her new book?"

"Yes. It was _____ an interesting book _____ I could not put it down."

- a) so...that b) so...as c) such...that d) as...as

46. "Who are you going to marry?"

"I'm not able to decide. _____ Sapon _____ Wanchai are good men."

- a) Either...or b) Neither...nor c) Both...and d) Whether...or

47. "Does Preecha run very fast now?"

"No. He doesn't run _____ fast _____ he used to."

- a) so...as b) such...as c) so...like d) very...as

48. "What are your puppies like?"

"They are _____ ugly dogs _____ nobody wants them."

- a) so...that b) as...as c) such...that d) so...as

49. "Where is your uncle now?"

"He is _____ at his country home _____ at the beach. He hardly ever stays in Bangkok during summer."

- a) both...and b) either...or c) whether...or d) neither...nor

50. "Don't you agree that Sawang has more work to do than Charin?"

"Yes. Charin is _____ busy _____ Sawang."

- a) so...as b) more...than c) as...as d) less...than.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Test No. _____

TEST II : READING COMPREHENSION

30 Items

Time : 40 Minutes

Please do all your work on the ANSWER SHEET

Directions : There are four passages on this test. Read each passage carefully and then choose the letter of the choice which best answers or completes each item.

Mark your answer on the answer sheet by making an "X" in the square under the letter (a, b, c, or d) you choose.

- 1 -

A famous doctor had cured a child of a very serious illness. The mother was grateful and went to the doctor's office to thank him.

"Doctor," she said, "there are some things we can't pay for. I thought that you would want to accept this wallet which I made for you with my own hands."

"Madam," answered the doctor rudely. "I don't practice medicine for sentimental reasons. You must pay me with money. Your bill is two thousand dollars."

The lady opened the wallet, took out the five thousand dollars she had put in it, and gave the doctor two thousand.

1. Before the cure, the child had been ---

- a) slightly ill.
- b) seriously injured.
- c) very sick.
- d) quite serious.

2. At first, the child's mother ---

- a) appreciated the doctor's help.
- b) was disappointed in the doctor.
- c) didn't want to thank the doctor.
- d) was ungrateful to the doctor.



3. The doctor was not ---

- a) rude.
- b) famous.
- c) kind.
- d) selfish.

4. The child's mother ---

- a) could not pay her bill.
- b) made a wallet herself.
- c) did not want to pay her bill.
- d) earned her living by making wallets.

5. She was going to give the doctor a wallet ---
- a) with nothing in it.
 - b) with two thousand dollars in it.
 - c) with three thousand dollars in it.
 - d) with five thousand dollars in it.
6. How much money did the doctor lose ?
- a) Five thousand dollars.
 - b) Three thousand dollars.
 - c) Two thousand dollars.
 - d) Nothing at all.
7. The main idea of the passage is ---
- a) "The child had a serious illness."
 - b) "The lady could make wallets."
 - c) "The doctor's rudeness cost him money."
 - d) "The child's mother was grateful."

- 2 -

Many years ago there lived an Emperor who liked new clothes so much that he spent all his money on them. He didn't care about his soldiers, about going to the theater, or about driving in the park. All he really cared about was showing off his new clothes. He wore a new coat every hour of the day, from breakfast at seven to dinner at eight.

The great city where he lived was a very pleasant place. Many strangers visited it every day. One day two dishonest men arrived. They had heard about the Emperor's love for new clothes. They said they were weavers and pretended that they know how to weave the most beautiful cloth. Not only were the colors and patterns unusually fine, they said, but the cloth was so delicate that nobody who was either unfit for his office or stupid could see it.

They would indeed be valuable clothes, thought the Emperor. "By wearing them I could find out which of my ministers are unfit for their positions, and I could tell the wise from the stupid. Yes, some of that cloth, must be woven for me at once." So he gave the two men a lot of money in advance in order that they might begin their work.

8. The Emperor's chief interest was ---

- a) his soldiers.
- b) going to a show.
- c) his clothes.
- d) eating and dressing.

9. He spent his money ---

- a) carefully on clothes.
- b) intelligently on everything.
- c) luxuriously on clothes.
- d) appropriately on his soldiers.

10. A person who makes cloth is called a ---
- a) "tailor."
 - b) "weaver."
 - c) "dress-maker."
 - d) "dishonest man."
11. The Emperor changed his clothes at least --- times a day.
- a) three
 - b) eight
 - c) twelve
 - d) twenty-four
12. One day --- came to the great city where the Emperor lived.
- a) artists
 - b) thieves
 - c) weavers
 - d) tailors
13. The Emperor paid for the cloth ---
- a) before it was made.
 - b) after it was made.
 - c) when he saw the patterns.
 - d) right after they began their work.

14. The Emperor wanted the cloth because ---

- a) it was delicate.
- b) he believed what the two men said.
- c) the colors and patterns were beautiful.
- d) many of his ministers were unfit for their positions.

- 3 -

It has been estimated that only about twenty thousand words are in full use in English today, and if this estimate is correct, it brings us up to Shakespeare's total. Of these, one-fifth, or about four thousand, are said to be of Anglo-Saxon origin, and three-fifths, or about twelve thousand, are of Latin, Greek, and French origin. This, of course, does not mean that our everyday conversation consists chiefly of foreign words. According to one estimate, one-fourth of all our spoken language consists of repetitions of the words and, be, have, it, of, the, to, will, you, I, a, on, that, and is. Another analysis of five million words written by adults reveals that our ten most frequently used words are I, the, and, to, of, in, we, for, you, and a. Both lists consist, without exception, of native words. If we go into literary usage, we find that words of the Bible are ninety-four per cent native, Shakespeare's ninety per cent, Tennyson's eighty-eight per cent, Milton's eighty-one per cent, and Samuel Johnson's seventy-two per cent. Only in present-day technical writings do we find the foreign element climbing to forty per cent.

15. --- of the English words are said to be of foreign origin.
- a) One-fifth
 - b) Three-fifths
 - c) One-fourth
 - d) Four-fifths
16. According to one estimate, one-fourth of everyday English conversation consists of repetitions of the fourteen words which are of ---
- a) Anglo-Saxon origin.
 - b) native origin.
 - c) foreign origin.
 - d) both native and foreign origin.
17. Another analysis shows that the ten most frequently used words are of ---
- a) Anglo-Saxon origin.
 - b) native origin.
 - c) foreign origin.
 - d) both native and foreign origin.
18. It's evident that in the literary works mentioned in the passage, --- of the words used are native.
- a) at least seventy-two per cent.
 - b) an average of ninety-four per cent
 - c) only forty per cent
 - d) about sixty per cent.

19. There are --- of non-native words in today's technical writings.
- a) about forty per cent
 - b) more than forty per cent
 - c) about sixty per cent
 - d) more than sixty per cent
20. The central idea of the paragraph is ---
- a) "The words most frequently used in English conversation and literature are native."
 - b) "English literature makes greater use of foreign words than does ordinary conversation."
 - c) "Scientific writing in English contains a very high percentage of foreign words."
 - d) "Some of the commonest words in English have been borrowed from Latin, Greek, and French."

- 4 -

When a person dies in Bali, his family and friends are not usually sad. For them death is the beginning of another life. The dead person will come back in the world in another shape. Before this happens, his old body must go. In some countries the dead body is put in the ground. In other countries, the body is put on top of the ground or in a tree. The body is then often eaten by animals. But usually in Bali the dead body is burned. After it is burned, the dead person can easily

come back to live in this world. Because of this the burning of the body is a happy time. When a bad person comes back to earth, he is a dog or a snake. A good person will have a better life than his first life.

The burning of the body is very expensive. Some people save money for this when they are still living. When a man dies, his family comes to his house. They bring presents of food. They cannot burn the body on any day. They wait for the correct day. Sometimes the body is put in the ground before it is burned. Before this the family washes the body. Some flowers are put in the nose, some iron is put on the teeth and arms, and some glass is put on the eyes. When the dead man comes back to earth for his next life, he will have strong arms and teeth, good eyes, and will smell of nice things. Usually the body is in the ground for forty-two days.

21. In Bali, death doesn't often mean ---
- sadness for the person who dies.
 - happiness for the person who dies.
 - sadness for the people who are relatives.
 - happiness for the people who are relatives.
22. People in Bali believe that the dead person ---
- will be alive again in his old body.
 - will be alive again after forty-two days.
 - will either come back or go to another world.
 - will come back but not in his old body.

23. In Bali, when a person died, his body ---
- a) is destroyed.
 - b) is put in a tree.
 - c) is left on the ground.
 - d) is often eaten by animals.
24. In Bali, the dead body is burned so that ---
- a) no one can see it.
 - b) it won't be eaten by animals.
 - c) the dead person can come back to earth.
 - d) the dead person can travel to another place easily.
25. The burning of the dead body is a happy time because ---
- a) it helps the dead person go to another world.
 - b) the dead person will have a better life than before.
 - c) it helps the dead person begin another life.
 - d) the dead person won't have to become a dog or a snake.
26. Since the burning of a dead body costs a lot of money, some people ---
- a) are put in a tree when they die.
 - b) save money for their burning.
 - c) are put in the ground when they die.
 - d) bring presents of food to the dead person's house.

27. In Bali, they burn the dead body ---
- a) only on a certain day.
 - b) on the forty-second day.
 - c) when all his relatives have come.
 - d) on the day that he will come back to earth.
28. The dead body will be washed---
- a) before it is burned.
 - b) before it is put in the ground.
 - c) everyday for forty-two days.
 - d) on the day that the dead person will come back.
29. Some flowers, iron, and glass are put on the dead body so that---
- a) it will smell good.
 - b) it will look nice at the burning.
 - c) it will have some useful things with it.
 - d) it will be better-prepared for the next life.
30. When a dead person comes back to earth again, ---
- a) he becomes either a dog or a snake.
 - b) he has a better life than before.
 - c) his new life is determined by his relatives.
 - d) his new life depends on his old deeds.

ANSWER SHEET FOR TESTS I & II

Name: _____ College: _____ Test No. _____

Test I: Comprehension of Conjunctions									
	a	b	c	d		a	b	c	d
1					26				
2					27				
3					28				
4					29				
5					30				
6					31				
7					32				
8					33				
9					34				
10					35				
11					36				
12					37				
13					38				
14					39				
15					40				
16					41				
17					42				
18					43				
19					44				
20					45				
21					46				
22					47				
23					48				
24					49				
25					50				

Test II: Reading Comprehension									
	a	b	c	d		a	b	c	d
1					16				
2					17				
3					18				
4					19				
5					20				
6					21				
7					22				
8					23				
9					24				
10					25				
11					26				
12					27				
13					28				
14					29				
15					30				

Test No. _____

TEST III : CLOZE COMPREHENSION OF CONJUNCTIONS

75 Items

Time : 60 Minutes

Please do all your work on the ANSWER SHEET

Directions : There are three passages on this test. In each passage there are 25 blanks for you to fill in.

You should :

- 1) read the whole passage rapidly to get the general idea;
- 2) read again and find one word which will logically fit in each blank, then write the word on the answer sheet (Any word which fits the context and is grammatically correct will be accepted.);
- 3) fill in every blank.

ศูนย์วิทยุทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Passage A

There was once an officer who had plenty of money and always bought beautiful clothes, but he was prouder of his boots than of anything else that he wore.

This officer had a very good (1), who always kept his clothes very (2) and tidy and made his boots shine more brightly than those of any (3) the other officers, but this servant (4) old, and one day he had to retire and let another soldier take (5) place.

The officer's new servant was (6) and clever, but lazy. One morning, when it had rained a lot during (7) night before, and the roads were (8) muddy, the officer saw that his (9) had not been cleaned, so he (10) his new servant and said to (11), "I am going to go for (12) ride this morning, and my boots have not been cleaned.

"Sir," answered the (13) servant very politely, "it rained a (14) last night, and there is a (15) of mud on the roads this (16)."

"Yes," answered the officer, "I agree, (17) what has that got to do (18) my boots?"

"Well, sir," explained the (19), "if I clean your boots now, (20) will soon get dirty again, so (21) is a waste of time to (22) them."

The officer said nothing, but (23) he had returned from his ride and had eaten his lunch, he did (24) leave any food for his servant (25) he usually did.

When the servant asked why he was not given any food for lunch, the officer calmly said, "It would be a waste of time to give you any food now, because you would only be hungry again in a few hours' time."

Passage B

Once four young men bought a big farm. They became very successful farmers, but they had a lot of trouble with rats, so they bought a cat.

After some time, one of them (1), "Perhaps we will want to divide our land into four parts soon, so (2) each of us can farm his (3) land separately, but how will we (4) able to divide the cat?"

They (5) that each man would have one (6), so they tied a white ribbon (7) one of the cat's legs, a (8) one to another, a blue one (9) the third, and a yellow one (10) the fourth.

One day the cat (11) chasing a rat round the fire when the white ribbon caught in a (12) of burning charcoal. The cat was (13) and ran out into the fields. (14) burning charcoal started a fire in (15) corn, and all of it was (16).

The other young men blamed the (17). "The fire was started by a (18) charcoal which the leg with the (19) ribbon took to the field, so (20) must pay for the damage," they (21).

The first young man did not (22) enough money to pay, so he (23) to work for the other three men without a salary, to pay for the damage. After eight years he married (24) soon his wife had a daughter. She was a very intelligent girl, and (25) she was ten. She said to her father, "You do not have to work for them without a salary. The other three legs took the cat to the fields too."

Finally, the other three men were ordered by the judge to pay the first man eighteen years' salary.

Passage C

Chai liked being comfortable. He often traveled by train. On a train, he always used to put his suitcase on the seat beside him. He pretended that it belonged to (1) passenger who had gone to buy (2) in the station.

One day he (3) this. The train was very crowded. (4) passengers came. They sat in all (5) other seats except the one his (6) was lying on. Then an old (7) arrived. He looked at Chai's case." (8) this somebody's seat?" he asked.

"Yes," (9) Chai," a friend of mine is (10) with me. He has gone to (11) some cigarettes. He will return soon." (12) opened the window. He looked out (13) make the old gentleman think that he was anxious about his friend.

"All (14)," said the old gentleman, "I'll sit (15) for a while. On his return (16) stand somewhere." Putting the suitcase up above him, he sat down. Chai did (17) feel happy about this. He was (18) able to do anything. All the (19) passengers were watching.

Several minutes passed. The whistle blew; the train began to move. The old gentleman jumped up suddenly. He said, "I am very sorry. Your (20) seems to have missed the train. (21) don't want him to be separated (22) his suitcase, do we? I don't (23) he would like that at all." (24) did not have time to do (25) to prevent him. The old gentleman took the suitcase down. He threw it out of the window which Chai opened. Chai lost his suitcase; he learned a lesson.

ANSWER SHEET FOR TEST III

Name: _____ College: _____ Test No. _____

Test III : Cloze Comprehension of Conjunctions

<u>Passage A</u>	<u>Passage B</u>	<u>Passage C</u>
(1) _____	(1) _____	(1) _____
(2) _____	(2) _____	(2) _____
(3) _____	(3) _____	(3) _____
(4) _____	(4) _____	(4) _____
(5) _____	(5) _____	(5) _____
(6) _____	(6) _____	(6) _____
(7) _____	(7) _____	(7) _____
(8) _____	(8) _____	(8) _____
(9) _____	(9) _____	(9) _____
(10) _____	(10) _____	(10) _____
(11) _____	(11) _____	(11) _____
(12) _____	(12) _____	(12) _____
(13) _____	(13) _____	(13) _____
(14) _____	(14) _____	(14) _____
(15) _____	(15) _____	(15) _____
(16) _____	(16) _____	(16) _____
(17) _____	(17) _____	(17) _____
(18) _____	(18) _____	(18) _____
(19) _____	(19) _____	(19) _____
(20) _____	(20) _____	(20) _____
(21) _____	(21) _____	(21) _____
(22) _____	(22) _____	(22) _____
(23) _____	(23) _____	(23) _____
(24) _____	(24) _____	(24) _____
(25) _____	(25) _____	(25) _____

ประวัติการศึกษา

ชื่อ นายสมศักดิ์ บุญสาทร

วุฒิการศึกษา การศึกษามัธยมศึกษา
 วิทยาลัยวิชาการศึกษา ประสานมิตร พ.ศ. 2512
 ประกาศนียบัตรชั้นสูงวิชาเฉพาะภาษาอังกฤษ
 วิทยาลัยวิชาการศึกษา ประสานมิตร พ.ศ. 2513

สถานที่ทำงาน วิทยาลัยครูนครสวรรค์ จังหวัดนครสวรรค์



ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย