

ภาคผนวก



ภาคผนวก 3.1

แบบประเมินคุณภาพของแบบทดสอบ

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โครงการวิจัยการพัฒนาแบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษออนไลน์
แบบประเมินคุณภาพของแบบทดสอบ

คำชี้แจง

ผู้วิจัยได้พัฒนาแบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษออนไลน์นี้ เพื่อวินิจฉัย
ความสามารถในการอ่านภาษาอังกฤษ ในขั้นตอนนี้เป็นการตรวจสอบความตรงเชิงเนื้อหา และ
ประเด็นต่าง ๆ ตามรายการตรวจสอบประโยชน์ของแบบทดสอบที่ผู้วิจัยได้พัฒนาขึ้น เพื่อไป
ปรับปรุงให้มีประสิทธิภาพก่อนนำไปใช้ต่อไป

- (1) โปรดกาเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่าน
- (2) โปรดระบุข้อเสนอนะลงในช่องหมายเหตุ

โปรดพิจารณา แบบทดสอบ Version 1, 2 และ 3 (เอกสารหมายเลข 1.1, 2.1 และ 3.1) และ
รายละเอียดการสร้างแบบทดสอบ (เอกสารหมายเลข 4) รายการตรวจสอบประโยชน์ของ
แบบทดสอบ (เอกสารหมายเลข 5)

	รายการตรวจสอบประโยชน์ของ แบบทดสอบ	ความคิดเห็น		หมายเหตุ
		มี	ไม่มี	
1	Construct Validity			
2	Reliability			
3	Authenticity			
4	Interactiveness			
5	Impact			
6	Practicality			

ข้อเสนอแนะ

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ขอขอบคุณ

รายละเอียดการสร้างแบบทดสอบ Diagnostic reading test

1. วัตถุประสงค์ เพื่อจำแนกความสามารถในการอ่านภาษาอังกฤษ
2. ความสามารถในการอ่านภาษาอังกฤษแบ่งเป็น 3 ระดับคือ

Overall Reading Comprehension

level	Overall Reading Comprehension
B1	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</i>
B2	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
C1	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>

(อิงตามเกณฑ์ของ Common European Framework of References for Languages (CEFR))

3. การสร้างข้อสอบอิงตามเกณฑ์ของ CEFR ตาม Test specifications
4. แบบทดสอบแบ่งเป็น Grammar/Vocabulary/Reading ระดับคำ ประโยค และข้อความต่อเนื่อง
5. การกำหนดคะแนนใน 3 ระดับมีดังนี้

Topic	คะแนนเต็ม			การจัดระดับคะแนน
	B1	B2	C1	
Grammar	10	10	10	Needs improvement = 0-25
Vocabulary	30 คำศัพท์จาก Academic Word List			B 1 = 26-50
Reading	10	20	10	B 2 = 51-75 C 1 = 76-100

4. แบบทดสอบ มี 3 version คู่ขนานกัน
5. ผู้เข้าสอบคือผู้สนใจวัดความสามารถในการอ่านภาษาอังกฤษทั่วไป โดยเฉพาะอย่างยิ่งนักศึกษา ระดับบัณฑิตศึกษา

รายการตรวจสอบประโยชน์ของแบบทดสอบ

Construct Validity

1. ความสามารถทางภาษาในแบบทดสอบกำหนดไว้อย่างชัดเจน (Test specifications)
2. เนื้อหาแบบทดสอบสอดคล้องกับวัตถุประสงค์ของข้อสอบที่มุ่งจำแนกความสามารถในการอ่านเป็น 3 ระดับ
3. การกำหนดคะแนนสอดคล้องกับการจัดระดับความสามารถเป็น 3 ระดับ
4. คะแนนที่กำหนดสามารถอธิบายระดับความสามารถของผู้ใช้แบบทดสอบได้
5. เนื้อหาข้อสอบเหมาะสมสำหรับผู้เข้าทดสอบทั่วไป
6. ลักษณะ text ที่ต้องการความรู้ทางเนื้อหาเฉพาะ (ระดับ C1) มิได้เจาะลึกจนเกินไป

Reliability

1. ความเที่ยงของแบบทดสอบ ออกแบบให้ใช้ ออนไลน์ จึงไม่มีความแตกต่างกัน ในด้าน เวลาสอบ สถานที่สอบ
2. แบบทดสอบ 3 version คู่ขนานกัน
3. ขั้นตอนการสร้างข้อสอบ มีการกำหนดวัตถุประสงค์ ใช้เบื้องต้น โดยกลุ่มที่ไม่ใช่กลุ่มตัวอย่าง 5 คน แล้วแก้ไข ให้ผู้ทรงคุณวุฒิประเมินความสอดคล้องของเนื้อหาข้อสอบกับวัตถุประสงค์ (test specifications) ให้ผู้ทรงคุณวุฒิปรับแก้เนื้อหาข้อสอบ

Authenticity

1. โครงสร้างทางภาษา (grammar) ใช้ในการอ่านงานทางวิชาการ
2. คำศัพท์จาก Academic Word List เพื่อวัดความสามารถในการใช้คำศัพท์วิชาการเหมาะสม
3. บทอ่าน หัวข้อ (topic) ของแบบทดสอบมีความสมจริง ใน academic domain

Interactiveness

1. ในการทำแบบทดสอบ ผู้ใช้แบบทดสอบไม่จำเป็นต้องมีความรู้เกี่ยวกับเนื้อหาเฉพาะ
2. ลักษณะเฉพาะของผู้ใช้แบบทดสอบคือผู้สนใจการอ่านภาษาอังกฤษทั่วไป นักศึกษาระดับปริญญาตรี บัณฑิตศึกษา
3. ความรู้ทางภาษาอังกฤษเป็นความรู้ที่เป็นโครงสร้างและผู้ใช้ภาษาอังกฤษจำเป็นต้องรู้ตามระดับความสามารถที่กำหนด

Impact

1. ผลกระทบต่อผู้ใช้แบบทดสอบ
การเข้าสอบจะทำให้ผู้ใช้แบบทดสอบสามารถประเมินความสามารถในการอ่านภาษาอังกฤษของตน
2. ผลกระทบต่อผู้ใช้แบบทดสอบ
ผลสอบและคำอธิบายข้อสอบแต่ละข้อทำให้ผู้ใช้แบบทดสอบสามารถนำไปปรับปรุงพัฒนาตนเองได้ ฝึกฝนประเด็นทางภาษาที่ยังไม่เชี่ยวชาญได้
3. ผลกระทบต่อสังคม
ผู้ใช้แบบทดสอบสามารถนำผลการสอบและคำอธิบายเตรียมตัวในการเรียนระดับบัณฑิตศึกษาได้

Practicality

1. การนำไปใช้มีประโยชน์คุ้มค่าการออกแบบข้อสอบ และคำจัดทำ
2. หน่วยงานเจ้าของแบบทดสอบ (มหาวิทยาลัยสุโขทัยธรรมมาธิราช) ได้แสดงบทบาททางวิชาการในวงวิชาการด้านการเรียนการสอนภาษาอังกฤษโดยใช้เทคโนโลยีออนไลน์

(ปรับจาก A checklist for evaluating usefulness. Bachman L & Palmer A. (1996) *Language Testing in Practice*.149-155)

ภาคผนวก 3.2

แบบตรวจสอบความสอดคล้องของข้อสอบกับ Test specifications



Version 1

แบบตรวจสอบความสอดคล้องของข้อสอบตาม Test specifications

คำชี้แจง

แบบประเมินนี้มีวัตถุประสงค์เพื่อตรวจสอบเนื้อหาข้อสอบกับ Test specifications ในส่วน grammar, vocabulary, และ reading

(1) โปรดกาเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่าน แต่ละข้อมีค่าระดับคะแนนดังนี้

เห็นด้วย เท่ากับ +1

ไม่แน่ใจ เท่ากับ 0

ไม่เห็นด้วย เท่ากับ -1

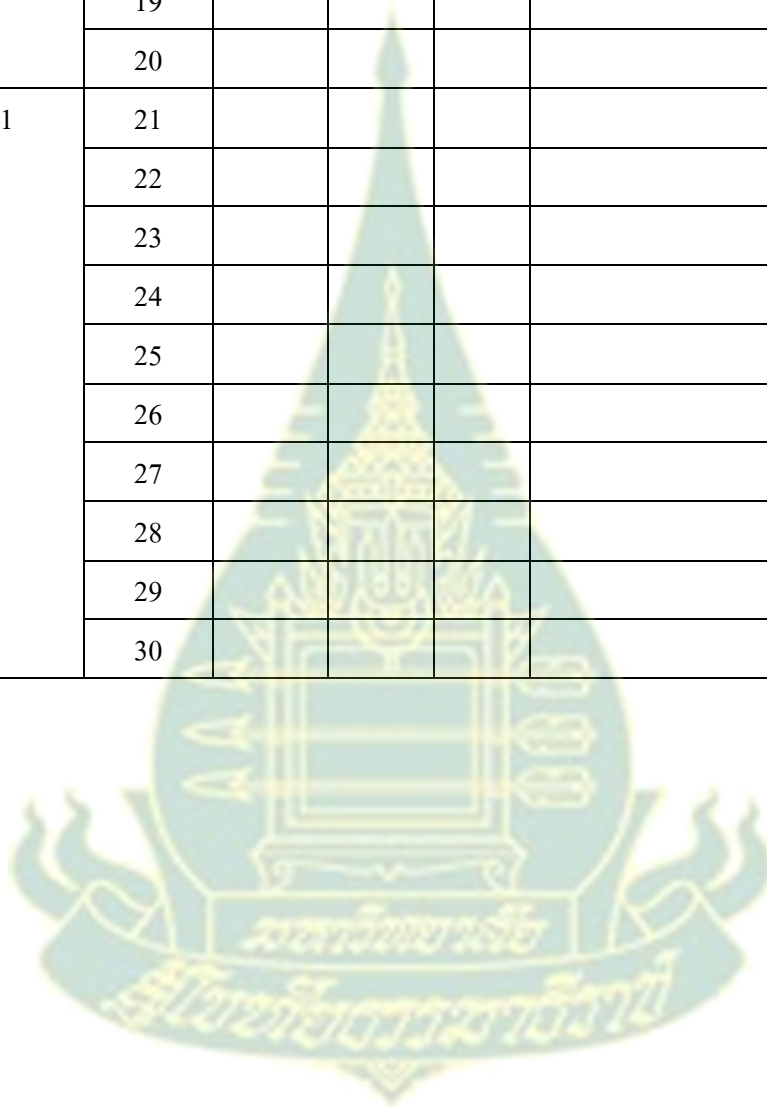
(2) หากมีข้อเสนอแนะโปรดระบุในช่องหมายเหตุ

Part I Grammar

โปรดพิจารณาแบบทดสอบ Version 1 (เอกสารหมายเลข 1.1) และ Test specifications for grammar version 1 (เอกสารหมายเลข 1.2)

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B1	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
ระดับ B 2	11				
	12				
	13				
	14				

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B 2	15				
	16				
	17				
	18				
	19				
	20				
ระดับ C1	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				



Part II Vocabulary

โปรดพิจารณาแบบทดสอบ Version 1 (เอกสารหมายเลข 1.1) และ Test specifications for vocabulary (เอกสารหมายเลข 1.3) ประกอบ

	หัวข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
1	วงคำศัพท์เหมาะสมกับระดับ บัณฑิตศึกษา				
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม				
3	ลักษณะกิจกรรม (test task) ครอบคลุม การใช้คำศัพท์ ระดับคำ				
4	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับประโยค				
5	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับย่อหน้า				
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จักศัพท์ ที่คำมีความเหมาะสม				
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่คำศัพท์ กับความหมายมีความเหมาะสม				
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์เดิม ในช่องว่างมีความเหมาะสม				
9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มีความ ความหมายคล้ายคลึงมีความเหมาะสม				
10	ลักษณะกิจกรรม ข้อ V ให้หาชนิดของคำ ที่เหมาะสมเติมลงในประโยคมีความ เหมาะสม				
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ที่ เหมาะสมเติมลงในย่อหน้ามีความ เหมาะสม				

Part III Reading Passage

โปรดพิจารณาเนื้อหาบทอ่านและคำถามในแต่ละ passage แบบทดสอบ Version 1 (เอกสารประกอบหมายเลข 1.1) ประกอบกับ Test specifications for reading texts (เอกสารประกอบหมายเลข (1.4)

Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
Passage 1 (ระดับ B1)	1-5	Multiple matching	Main idea				
Benefits of Glass Recycling: Why Recycle Glass?	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words from the context				
	7	MCQ	Details / pronoun referent				
	8	MCQ	Details/relevant information				
	9	MCQ	Details /relevant information				
	10	MCQ	Details /relevant information				
Passage 2 (ระดับ B2)	11-16	Multiple matching	Main idea				
Global Warming May Kill Billions This Century	17	MCQ	Details/relevant information				
	18	MCQ	Details/vocabulary				
	19	MCQ	Details/relevant information				
	20	MCQ	Details/relevant information				

Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
Passage 3 (ระดับ B2) Pandas	21-25	Multiple Matching	Main idea				
	26	MCQ	Details/Pronoun referent				
	27	MCQ	Details/Pronoun referent				
	28	MCQ	Details/relevant information				
	29	MCQ	Details/conjunction				
	30	MCQ	Details/relevant information				
Passage 4 (ระดับ C 1) A Purposeful Life May Stave Off Alzheimer's	31-35	Matching	Main idea/ summarising				
	36	MCQ	summarising				
	37	MCQ	Details/vocabulary				
	38	MCQ	Details/Pronoun referent				
	39	MCQ	How ideas in a text relate to each other				
	40	MCQ	Details/relevant information				

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ขอขอบคุณ

เอกสารประกอบ Test specifications Grammar Vocabulary และ Reading text คู่มือ

ภาคผนวก 3.7 Test specifications for reading (Unaldi 2009)

ภาคผนวก 3.8 Test specifications Reading texts 3 versions B1 B2 C1

ภาคผนวก 3.9 Test specifications City & Guilds

ภาคผนวก 3.10 Test specifications Grammar 3 versions B1 B2 C1

ภาคผนวก 3.11 Test specifications ของคำศัพท์/AWL word List/

เว็บไซต์และตัวอย่าง



Version 2

แบบตรวจสอบความสอดคล้องของข้อสอบตาม Test specifications
คำชี้แจง

แบบประเมินนี้มีวัตถุประสงค์เพื่อตรวจสอบเนื้อหาข้อสอบกับ Test specifications ในส่วน
grammar, vocabulary, และ reading

(1) โปรดกาเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่าน แต่ละข้อมีค่าระดับคะแนนดังนี้

เห็นด้วย	เท่ากับ +1
ไม่แน่ใจ	เท่ากับ 0
ไม่เห็นด้วย	เท่ากับ -1

(2) หากมีข้อเสนอแนะโปรดระบุในช่องหมายเหตุ

Part I Grammar

โปรดพิจารณาแบบทดสอบ Version 2 (เอกสารหมายเลข 2.1) และ Test specifications for
grammar version 2 (เอกสารหมายเลข 2.2)

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B1	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B 2	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
ระดับ C1	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				

Part II Vocabulary

โปรดพิจารณาแบบทดสอบ Version 2 (เอกสารหมายเลข 2.1) และ Test specifications for vocabulary (เอกสารหมายเลข 1.3) ประกอบ

	หัวข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
1	วงคำศัพท์เหมาะสมกับระดับ บัณฑิตศึกษา				
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม				
3	ลักษณะกิจกรรม (test task) ครอบคลุม การใช้คำศัพท์ ระดับคำ				
4	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับประโยค				
5	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับย่อหน้า				
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จัก ศัพท์ที่คำมีความเหมาะสม				
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่ คำศัพท์กับความหมายมีความ เหมาะสม				
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์ เติมในช่องว่างมีความเหมาะสม				
9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มีความ หมายคล้ายคลึงมีความเหมาะสม				
10	ลักษณะกิจกรรม ข้อ V ให้หาชนิด ของคำที่เหมาะสมเติมลงในประโยคมี ความเหมาะสม				
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ ที่เหมาะสมเติมลงในย่อหน้ามีความ เหมาะสม				

Part III Reading Passage

โปรดพิจารณาเนื้อหาบทอ่านและคำถามในแต่ละ passage แบบทดสอบ Version 2 (เอกสารประกอบหมายเลข 2.1) ประกอบกับ Test specifications for reading texts (เอกสารประกอบหมายเลข (1.4))

Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
Passage 1 (ระดับ B1) How to read a scientific article	1-5	matching	Main idea				
	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words/phrase from the context				
	7	MCQ	Details / pronoun referent				
	8	MCQ	Details/relevant information				
	9	MCQ	Details /relevant information				
	10	MCQ	Details /relevant information				
Passage 2 (ระดับ B2) Celebrate Earth Day: How One Person Can Change the World	11-14	Multiple matching	Main idea + search, read quickly to locate relevant information using textual references				
	15	MCQ	Details/vocabulary				
	16	MCQ	Details/pronoun referent				
	17	MCQ	Details/vocabulary				
	18	MCQ	Details/relevant information				
	19	MCQ	Details/relevant information				
	20	MCQ	Details/relevant information				
Passage 3 (ระดับ B2) Computer viruses	21-23	Multiple Matching	Main idea				
	24	MCQ	Details/relevant information				
	25	MCQ	Details/vocabulary				
	26	MCQ	Details/ vocabulary				

	27	MCQ	Details/pronoun referent				
	28	MCQ	Details/relevant information				
Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
	29	MCQ	Details/conjunction				
	30	MCQ	Details/relevant information				
Passage 4 (ระดับ C1) An excerpt from “Human- information interaction research and development”	31	MCQ	Main idea				
	32	MCQ	Details/relevant information				
	33	MCQ	Details/relevant information				
	34	MCQ	Details/relevant information Search quickly to locate relevant information				
	35	MCQ	summarising				
	36	MCQ	Understand how the different ideas in a text relate to each other				
	37	MCQ	Search quickly to locate relevant information				
	38	MCQ	Details/relevant information				
	39	MCQ	implications				
	40	MCQ	Summarise/main idea				

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ขอขอบคุณ

เอกสารประกอบ Test specifications Grammar Vocabulary และ Reading text คู่มือ

ภาคผนวก 3.7 Test specifications for reading (Unaldi 2009)

ภาคผนวก 3.8 Test specifications Reading texts 3 versions B1 B2 C1

ภาคผนวก 3.9 Test specifications City & Guilds

ภาคผนวก 3.10 Test specifications Grammar 3 versions B1 B2 C1

ภาคผนวก 3.11 Test specifications ของคำศัพท์/AWL word List/

เว็บไซต์และตัวอย่าง



Version 3

แบบตรวจสอบความสอดคล้องของข้อสอบตาม Test specifications

คำชี้แจง

แบบประเมินนี้มีวัตถุประสงค์เพื่อตรวจสอบเนื้อหาข้อสอบกับ Test specifications ในส่วน grammar, vocabulary, และ reading

(1) โปรดกาเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่าน แต่ละข้อมีค่าระดับคะแนนดังนี้

เห็นด้วย เท่ากับ +1

ไม่แน่ใจ เท่ากับ 0

ไม่เห็นด้วย เท่ากับ -1

(2) หากมีข้อเสนอแนะโปรดระบุในช่องหมายเหตุ

Part I Grammar

โปรดพิจารณาแบบทดสอบ Version 3 (เอกสารหมายเลข 3.1) และ Test specifications for grammar version 3 (เอกสารหมายเลข 3.2)

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B1	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

Grammar	ข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
ระดับ B 2	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
ระดับ C1	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				

Part II Vocabulary

โปรดพิจารณาแบบทดสอบ Version 3 (เอกสารหมายเลข 3.1) และ Test specifications for vocabulary (เอกสารหมายเลข 1.3) ประกอบ

	หัวข้อ	ความคิดเห็น			หมายเหตุ
		-1	0	+1	
1	วงคำศัพท์เหมาะสมกับระดับ บัณฑิตศึกษา				
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม				
3	ลักษณะกิจกรรม (test task) ครอบคลุม การใช้คำศัพท์ ระดับคำ				
4	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับประโยค				
5	ลักษณะกิจกรรมครอบคลุมการใช้ คำศัพท์ ระดับย่อหน้า				
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จัก ศัพท์ที่คำมีความเหมาะสม				
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่ คำศัพท์กับความหมายมีความ เหมาะสม				
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์ เติมในช่องว่างมีความเหมาะสม				
9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มี ความหมายคล้ายคลึงมีความเหมาะสม				
10	ลักษณะกิจกรรม ข้อ V ให้หาชนิด ของคำที่เหมาะสมเติมลงในประโยคมี ความเหมาะสม				
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ ที่เหมาะสมเติมลงในย่อหน้ามีความ เหมาะสม				

Part III Reading Passage

โปรดพิจารณาเนื้อหาบทอ่านและคำถามในแต่ละ passage แบบทดสอบ Version 3 (เอกสารประกอบหมายเลข 3.1) ประกอบกับ Test specifications for reading texts (เอกสารประกอบหมายเลข (1.4)

Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
Passage 1 (ระดับ B1) J.K.Rowling writes about her writing	1-5	Multiple matching	Main idea				
	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words from the context				
	7	MCQ	Details / pronoun referent				
	8	MCQ	Details/relevant information				
	9	MCQ	Details /relevant information				
	10	MCQ	Details /relevant information				
Passage 2 (ระดับ B2) Dolphins have diabetes off switch	11-15	Multiple matching	Main idea				
	16	MCQ	Details/pronoun referent				
	17	MCQ	Details/pronoun referent				
	18	MCQ	Details/relevant information				
	19	MCQ	Details/relevant information				
	20	MCQ	Details/relevant information				

Text	items	Response methods	Cognitive/ Type of reading	ความคิดเห็น			หมายเหตุ
				-1	0	+1	
Passage 3 (ระดับ B2) Anti-malaria plant genes mapped	21-25	Multiple Matching	Main idea				
	26	MCQ	Details/vocabulary				
	27	MCQ	Details/pronoun referent				
	28	MCQ	Details/vocabulary				
	29	MCQ	Details/relevant information				
	30	MCQ	Details/relevant information				
Passage 4 (ระดับ C1) An excerpt from “Epistemological Beliefs’ Contributions to Study Strategies of Asian American and European Americans”	31	MCQ	Main idea/				
	32	MCQ	Details/relevant information				
	33	MCQ	Details/vocabulary/ Understand the relation between the main ideas and the details				
	34	MCQ	Details/relevant information				
	35	MCQ	Details/relevant information				
	36	MCQ	Details/vocabulary				
	37	MCQ	Details/relevant information				
	38	MCQ	implications				
	39	MCQ	How ideas in a text relate to each other				
	40	MCQ	Details/relevant information				

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ขอขอบคุณ

เอกสารประกอบ Test specifications Grammar Vocabulary และ Reading text คู่มือ

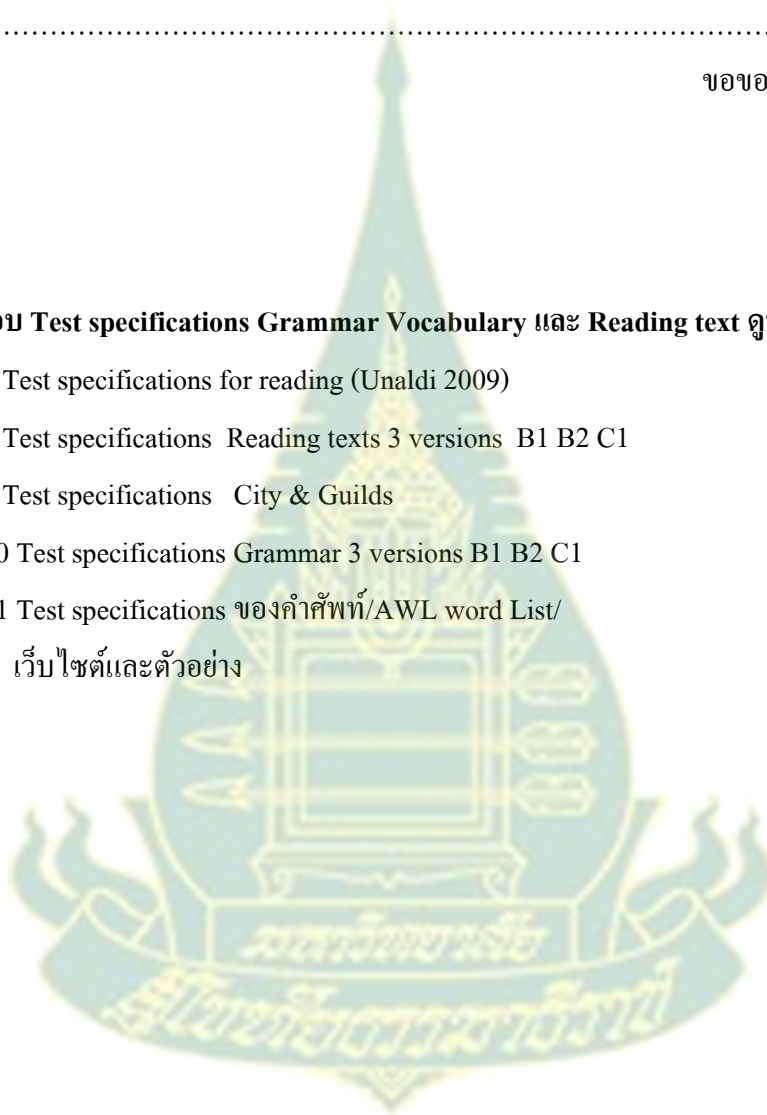
ภาคผนวก 3.7 Test specifications for reading (Unaldi 2009)

ภาคผนวก 3.8 Test specifications Reading texts 3 versions B1 B2 C1

ภาคผนวก 3.9 Test specifications City & Guilds

ภาคผนวก 3.10 Test specifications Grammar 3 versions B1 B2 C1

ภาคผนวก 3.11 Test specifications ของคำศัพท์/AWL word List/
เว็บไซต์และตัวอย่าง



ภาคผนวก 3.3

แบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษออนไลน์แบบทดลองใช้ ชุดที่ 1, 2, และ 3
และคู่มือการใช้



Diagnostic Reading Test Version 1

Part I Grammar (30 marks)

Choose the best answer.

ตอบถูก ✓ 😊

ตอบผิด ✗ 😞

มี Explanation หรือ feedback ทุกครั้ง

1. Which one of the following is the correct and meaningful sentence?

1. Without a break the lecture the professor gave for one hour.
2. The lecture the professor gave for one hour without a break.
3. The professor the lecture for one hour gave without a break.
4. **The professor gave the lecture for one hour without a break.**

Explanation

The professor gave the lecture for one hour without a break.

ประธาน กริยา กรรม ส่วนขยาย

โครงสร้างพื้นฐานของประโยคประกอบด้วยสองส่วน คือ Subject + Predicate

Subject อาจเป็น คำนาม กลุ่มคำนาม Predicate ประกอบด้วย คำกริยา กรรม หรือส่วนขยาย

ส่วนที่ขีดเส้นใต้คือ predicate

รูปแบบของประโยคพื้นฐานมีดังนี้

1. SV Subject + verb

ตัวอย่าง Some strategies occurred infrequently. (intransitive verb)

2. SVO Subject + verb + (direct) object

I searched many websites. (transitive verb)

3. SVC Subject + verb + (subject) complement

I am convinced. (linking verb)

He seems unhappy.

The main finding from this research is that the final 14-item version of the questionnaire is a reliable measure.

4. SVA Subject + verb + adverbial (complement)

Informants have been in the community for all their lives.

5. SVOO Subject + verb + (indirect object) + (direct object)

The researcher gave each participant a reading text and a tape recorder.

6. SVOC Subject + verb + (direct) object + (object) complement

Most researchers consider these methods reliable.

คำกริยาที่ใช้ ในโครงสร้างนี้ได้ เช่น appoint, call, chose, consider, declare, elect, find, make, select, and show

7. SVOA Subject + verb + (direct) object + adverbial (complement)

Each individual learner retells the content of the passage completely.

2. The research has only been carried out on mice, ____ human trials are planned.

1. and	2. but	3. or	4. so
--------	--------	-------	-------

Explanation

ประโยค compound ประกอบด้วย independent clause 2 clauses เชื่อมด้วย คำเชื่อม(coordinating conjunction) เช่น and, but, or, so, for, yet

ในการอ่านหากสังเกตคำเชื่อมก็จะสามารถบอกทิศทางของข้อความได้

and บอกข้อมูลเพิ่ม but, yet บอกความแย้ง or บอกทางเลือก so, for บอกเหตุผล

ในข้อนี้เป็นความแย้ง ใช้ but

3. He started writing the review right away, straight _____ he had finished the book.

1. so	2. while	3. after	4. whereas
-------	----------	-----------------	------------

Explanation

ประโยค complex ประกอบด้วยอย่างน้อย 2 clauses คือ independent clause และ dependent clause หรือ adverbial clause ในประโยคนี้ เป็นประโยคย่อยที่ขึ้นต้นประโยคด้วย subordinate conjunctions (หรือเรียกว่า clause marker: เช่น although, since, because, after) ในที่นี้ใช้ clause marker 'after' บอกเวลา หมายความว่าหลังจากที่เขียนหนังสือเสร็จก็เขียนบทวิจารณ์ทันที

4. There _____ many canals in Bangkok in the old days.

1. used to being	2. are used to be	3. is used to being	4. used to be
------------------	-------------------	---------------------	----------------------

Explanation

verb phrase used to ตามด้วยคำกริยาไม่ผัน (base form) หมายถึง เคย

to be used to + V-ing หมายถึงเคยชินกับ เช่น I am used to getting up early.

5. These days, everybody should _____ how to access the Internet.

1. learn	2. learns	3. learned	4. to learn
----------	-----------	------------	-------------

Explanation

should เป็นคำกริยาช่วย (modals) ตามด้วยคำกริยาไม่ผัน (base form)

คำกริยา modals มีดังนี้ can, could, may, might, shall, should, will, would, must, ought to

can, could หมายถึง สามารถ

may, might หมายถึงควรจะ may มีความเป็นไปได้มากกว่า

shall, should หมายถึง ควรจะ

will, would หมายถึง จะ

must หมายถึง ต้อง

ought to หมายถึง ควรจะ

6. Statistics, taught by Professor White, _____ very difficult.

1. is	2. are	3. being	4. be
-------	--------	----------	-------

Explanation

Statistics หากหมายถึงวิชาสถิติเป็นคำนาม ใช้คำกริยารูปเอกพจน์

คำอื่นๆ ที่หมายถึงวิชาต่างๆ ที่ลงท้าย ด้วย s เช่น economics, physics, mathematics มีรูปเป็นเอกพจน์ ใช้คำกริยารูปเอกพจน์

Statistics หากใช้เป็นพหูพจน์หมายถึงข้อมูลทางสถิติ เช่น Statistics show that ...

7. To display your photos _____ the computer screen is not difficult.

1. in	2. on	3. at	4. off
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Explanation

display ใช้กับคำบุพบท on

8. Nowadays, there are computers for _____ deaf.

1. a	2. this	3. the	4. no word is needed
------	---------	---------------	----------------------

Explanation

The deaf เป็นคำคุณศัพท์ที่มี the นำหน้าเสมอ ใช้เป็นคำนามหมายถึงกลุ่มคนที่มีปัญหาด้านการได้ยิน ใช้คำกริยารูปพหูพจน์

เป็นการใช้ the นำหน้าคำคุณศัพท์ หมายถึง กลุ่มคน เช่น The rich, the poor

9. His paper is very _____. There is no analysis at all.

1. describe	2. describing	3. description	4. descriptive
-------------	---------------	----------------	-----------------------

Explanation

คำคุณศัพท์ (adjective) ใช้ตามหลัง verb to be หรืออยู่หน้าคำนาม

descriptive เป็นคำคุณศัพท์ ใช้ตามหลัง verb to be

describe เป็น คำกริยา describing เป็นคำกริยาเติม ing description เป็นคำนาม

10. You can log into the Internet _____.

1. wherever you go	2. unless you go	3. now that you did	4. whereas you are doing
---------------------------	------------------	---------------------	--------------------------

Explanation

wherever เป็น clause marker บอกสถานที่ ใช้หน้า adverbial clause หมายถึงไม่ว่าจะที่ไหนก็ตาม

wherever you go เป็น adverbial clause ใน complex sentence

subordinate conjunction (clause marker) + dependent clause, + independent clause

adverbial clause

clause marker ที่ใช้หน้าประโยคย่อย ซึ่งเป็น adverbial clause หรือ dependent/subordinate clause มีดังนี้

Clause marker บอกเวลา

after, as, as long as, as soon as, before, by the time, now that, once, since, until, when, whenever, while

Clause marker บอกความแย้ง

although, despite the fact that, even if, even though, except that, in spite of the fact that, much as, not that, though, whereas, while

Clause marker บอกเหตุผล

as, because, in case, since, so

Clause marker บอกผล

so that, such ... that

Clause marker บอกวัตถุประสงค์

in order that, so, so that

Clause marker บอกกริยาอาการ
as, as if, as though, just as, like

Clause marker บอกสถานที่
where, wherever, everywhere

Clause marker บอกเงื่อนไข
even if, if, only if, provided, unless

11. Any researchers _____ progress reports are not submitted will not receive the second part of the grant.

1. who	2. whom	3. whose	4. which
--------	---------	-----------------	----------

Explanation

เป็นประโยค complex ที่มี relative clause ขยายความ

Independent clause: Any researchers will not receive the second part of the grant.

dependent/relative clause: whose progress report are not submitted ขยาย Any researchers ซึ่งในที่นี้เป็น defining clause จะละออกเสียมิได้ มีความสำคัญต่อความหมายของประโยค

relative pronoun ที่ใช้ขึ้นต้น relative clause เช่น whose ใช้แสดงความเป็นเจ้าของ who ใช้อ้างถึงบุคคล which ใช้อ้างถึงสิ่งของ

12. In the old days, the people _____ had to be self-sufficient.

1. which lived on the mountain	3. whose lives are on the mountain
2. who lived on the mountain	4. where the mountain they lived

Explanation

เป็นประโยค complex ที่มี relative clause ขยายความ

Independent clause: In the old days, the people had to be self-sufficient.

dependent/relative clause: who lived on the mountain ขยาย the people

ในที่นี้เป็น defining clause จะละออกเสียมิได้ มีความสำคัญต่อความหมายของประโยค

relative pronoun ที่ใช้ขึ้นต้น relative clause เช่น whose ใช้แสดงความเป็นเจ้าของ who ใช้อ้างถึงบุคคล which ใช้อ้างถึงสิ่งของ

13. Pichet _____ his book on his own if he _____ the money.

1. publishes ... has	2. publishes ... will have	3. will publish ... has	4. will publish ... will have
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Explanation

เป็นประโยค complex ที่มี adverbial clause แสดงเงื่อนไข

โครงสร้างประโยคแสดงเงื่อนไข

If + ประโยคย่อยแสดงเงื่อนไข (conditional clause/dependent clause), + ประโยคหลักแสดงผล (result clause/independent clause)

หรือ

ประโยคหลักแสดงผล (result clause/independent clause) + if + ประโยคย่อยแสดงเงื่อนไข (conditional clause/dependent clause)

Pichet will publish his book on his own if he has the money.

เป็นการแสดงเงื่อนไขที่เป็นไปได้ ใช้รูปคำกริยาดังนี้

Subject + will + verb base form + if + verb (present)

14. The firm _____ thousands of jobs and shut hundreds of under-performing stores over the past two years to trim costs.

1. cut	2. cuts	3. has cut	4. had cut
--------	---------	-------------------	------------

Explanation

คำกริยารูป present perfect ใช้กับเหตุการณ์ที่มีผลสืบเนื่องถึงปัจจุบัน หรือดำเนินต่อเนื่องมาถึงปัจจุบัน

ในประโยคนี้ over the past two years บอกความต่อเนื่อง

คำกริยารูป present perfect คือ has/have + past participle (V3)

15. In 2010, the CEO _____ that his campaign last year _____ devastating effects on the workforce.

1. had admitted ... had had	3. had admitted ... had
2. admitted ... had	4. admitted ... had had

Explanation

คำกริยารูป past perfect ใช้กับเหตุการณ์ที่เกิดขึ้นในอดีต (had had) เกิดขึ้นก่อนคำกริยารูป past simple (admitted)

คำกริยารูป past perfect คือ had + past participle

คำกริยารูป past simple รูปปกติ เติม ed ทำคำกริยา

คำกริยารูป past simple รูปไม่ปกติ (irregular verb) มีรูปเฉพาะ เช่น have had

รูปคำกริยา มีดังนี้

base form	past simple	past participle	present participle	to infinitive
have	had	had	having	to have
go	went	gone	going	to go
cut	cut	cut	cutting	to cut

16. Doctors used to rely on expensive MRI scans for this disease, but now they _____ because of the new technique.

1. have to	2. do not have to	3. must not have	4. ought to
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Explanation

เป็นรูปคำกริยา บอกความจำเป็น ปฏิเสธ

คำกริยา บอกความจำเป็นอื่น ๆ เช่น have to (จำเป็นต้อง), do not have to (ไม่จำเป็นต้อง) must not (ต้องไม่), ought to (ควรจะ) ตามด้วยคำกริยาไม่ผัน

Need บอกความจำเป็น ตามด้วยคำกริยาไม่ผัน เช่น She need only ask. ไม่จำเป็นต้องใช้ need not (ตัวอย่างจาก *Oxford Advanced Learner's Dictionary* 5th edition 1995, Jonathan Crowther ed. p.777)

17. Mr. Wichai set up the community watchdogs group in the neighborhood last month.

_____ a very respectful person.

1. It is	2. Its	3. He is	4. His
----------	--------	----------	--------

Explanation

Pronoun คำสรรพนามใช้แทนที่คำนาม He แทนที่ Mr. Wichai

คำสรรพนาม

Subject pronoun	Object pronoun	Possessive		Reflexive pronoun
		Adjective	Pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

18. Sign _____ if you want to join the digital camera club.

1. out	2. up	3. over	4. off
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Explanation

sign up เป็น phrasal verb คำกริยาใช้คู่กับคำบุพบท มีความหมายเฉพาะ หมายถึงลงทะเบียน ตกลงที่จะทำสิ่งใดสิ่งหนึ่ง

19. To finish a doctoral program, one must be _____.

1. determine	2. determining	3. determined	4. determination
--------------	----------------	----------------------	------------------

Explanation

must เป็น modal verb ตามด้วยคำกริยาที่ไม่ผัน (be)

ในที่นี้ be ตามด้วยคำคุณศัพท์ determined ที่มาจากคำกริยาเติม ed

20. You cannot get access to the full paper for this article _____ you pay.

1. if	2. unless	3. only if	4. as if
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Explanation

เป็นรูปประโยค complex

dependent clause หรือ adverbial clause ขึ้นต้นด้วย unless หมายถึงถ้าไม่ ...

ในประโยคนี้ความหมายของ unless ถูกต้องที่สุด

ถ้าเป็น if จะหมายถึงจะเข้าถึงบทความไม่ได้ ถ้าจ่ายเงิน

ถ้าเป็น only if จะหมายถึงจะเข้าถึงบทความไม่ได้ ถ้าจ่ายเงินเท่านั้น

ถ้าเป็น as if จะหมายถึงจะเข้าถึงบทความไม่ได้ ราวกับว่าจ่ายเงิน

21. The more advanced the technology is, _____.

1. more convenient learning can be	3. most convenient learning can be
2. the more convenient learning can be	4. the most convenient learning can be

Explanation

เป็นการเปรียบเทียบคำคุณศัพท์ขึ้นกว่า

มีความหมายว่า ถ้ามีหรือทำสิ่งหนึ่งมากขึ้น ก็จะมีหรือทำอีกสิ่งหนึ่งมากขึ้นตามไปด้วย

ใช้ โครงสร้าง The more + subject + verb, the more + subject + verb

ยิ่งเทคโนโลยีก้าวหน้ามากขึ้นเท่าไร การเรียนก็สะดวกมากขึ้นเท่านั้น

22. _____ with stress in taking care of autistic children, mothers need support from home and society.

1. Cope	2. Coped	3. Coping	4. Be coped
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Explanation

ประโยคย่อยแรกเป็น participial phrase (ลดรูปมาจาก Mother coped with....) ตามด้วย independent clause

Coping with ..., ประธาน (mothers) + กริยา ใช้คำกริยาเติม ing (present participle) ใน participial phrase

ประธานใน clause ที่ตามมาจะต้องเป็นผู้กระทำกริยาใน participial phrase นั้น

หากประธานเป็นผู้ถูกกระทำ ใช้กริยาเติม ed (past participle) ใน participial phrase เช่น

Bitten severely by a dog, **the boy** was hospitalized for a week.

23. _____ by his parents, Tony applied for the scholarship.

1. Convince	2. Convinced	3. Convincing	4. Be convinced
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Explanation

ประโยคย่อยแรกเป็น participial phrase (ลดรูปมาจาก When Tony was convinced by his parents)

ประธานใน clause ที่ตามมาเป็นผู้ถูกกระทำ ใช้คำกริยาเติม ed (past participle) ใน participial phrase

Convinced by his parents, **Tony** applied for the scholarship.

หากประธานใน clause ที่ตามมาเป็นผู้กระทำกริยา ใช้คำกริยาเติม *ing* (present participle) ใน participial phrase

Studying in this famous international institution for designers, Ann wishes to be a top-rank clothes designer.

24. Cancer experts said, “The findings in the *British Journal of Cancer* can help doctors find new treatments.”

Cancer experts said the findings in the *British Journal of Cancer* _____ doctors find new treatments.

1. can help	2. can be helped	3. could help	4. could be helped
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Explanation

Reported speech เป็นการนำคำพูดของผู้อื่นหรือข้อความมาถ่ายทอด

หากคำกริยาในประโยคนำ เป็นรูป past tense (said) คำกริยาในข้อความที่ยกมาต้องเปลี่ยนรูปให้สอดคล้อง

คำกริยาในข้อความที่ยกมาเป็น present simple เปลี่ยนเป็น past simple

past simple เปลี่ยนเป็น past perfect

can เปลี่ยนเป็น could

25. You would have been given the gifts if you _____ a two-year subscription.

1. sign	2. signed	3. had signed	4. will have signed
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Explanation

If clause แบบที่เป็นไปไม่ได้ (unreal past) ใช้รูปคำกริยาดังนี้

Result clause/independent clause + if + conditional clause/dependent clause

Subject + (would have + past participle)

+ subject + past perfect (had + past participle)

ในที่นี้ would have been given เป็น passive voice

26. Pim _____ for the patent for her talking doll model; now everybody is copying it.

1. should register	2. must have registered	3. need to be registered	4. should have registered
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Explanation

คำกริยา should have + past participle (V3) หมายถึง ควรทำแต่ไม่ได้ทำ

27. The _____ are first editions.

1. Mr. White's 19th-century poetry volumes in personal collection
2. Mr. White's in 19th-century poetry volumes personal collection
3. 19th-century poetry volumes personal collection in Mr. White's
4. **19th-century poetry volumes in Mr. White's personal collection**

Explanation

Noun phrase ที่มีคำขยายหน้าและหลัง คำนามหลักคือ volumes

pre-modifier = 19th-century poetry post-modifier = in Mr. White's personal collection

ใน pre-modifier มีคำนามหลักคือ poetry ใน post-modifier มีคำนามหลักคือ collection

การเรียงลำดับคำขยายในแต่ละส่วนให้ถูกต้อง ดูคำนามหลัก

28. _____ having presented some photos on global warming, Dr. Philips went on to discuss the issue in detail.

1. Before	2. After	3. On	4. At
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Explanation

การใช้ preposition of time นำหน้า adverb clause ที่ลดรูปเป็น adverb phrase

Clause: After he had presented ..., Dr. Philips ...

Phrase: After having presented..., Dr. Philips ...

หรือ After presenting..., Dr. Philips ...

29. The proposal _____ in the last meeting was accepted.

1. submit	2. submits	3. submitted	4. submitting
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Explanation

การลดรูป relative clause เพื่อให้ประโยคกระชับ

รูปเต็มของประโยคนี้คือ The proposal that was submitted in the last meeting was accepted.

that was submitted เป็น relative clause ขยาย proposal ลดรูปเหลือเพียง submitted

30. Of the many papers on drug addiction causes I have read, Dr. Smith's paper argues _____.

1. effectively	2. as effectively as	3. more effectively than	4. the most effectively
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Explanation

การเปรียบเทียบคำกริยาวิเศษณ์ขั้นสูงสุด ใช้ most นำหน้าคำกริยาวิเศษณ์ที่มีสามพยางค์ และใช้ the นำหน้า

Part II Vocabulary (30 marks)

I. Study the words from the Academic Word List in the table below.

Do you know their meanings?

The idea of this section is to identify your knowledge of English academic vocabulary at the start of the section. You should try to be honest with yourself to make the evaluation meaningful.

Click on each one that you feel confident about.

There is a maximum score of 6 marks for 6 words or more.

abstract	formula	paradigm	coherent	inhibit	scheme
accumulate	generate	phase	contradict	locate	sufficient
aspect	hierarchy	parallel	consent	manipulate	target
alternative	initial	protocol	data	modify	ultimate
bias	inherent	relevant	empirical	obvious	valid

II. Match the following word with its meaning. (6 marks)

There is one meaning option not needed.

	Words	Meanings
	1. access	a. happen
	2. convince	b. forecast
	3. differentiate	c. talk into
	4. implement	d. make a distinction

	5. occur	e. put into action
	6. predict	f. not openly stated
		g. right to use

Key: 1. g, 2. c, 3. d, 4. e, 5. a, 6. b

III. Fill in the gaps with the appropriate words. (3 marks)

1. This software for statistics is very ____; it is also very reliable.

a. accurate	b. accredited	c. accumulate
--------------------	---------------	---------------

2. The essay ____ to the development of the field of psycholinguistics.

a. categorizes	b. contributes	c. challenges
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3. People seek software that is ____ with every computer.

a. classic	b. compatible	c. crucial
------------	----------------------	------------

IV. Find the word that is similar in meaning to the following underlined words. (3 marks)

1. The results from this study are consistent with the previous ones.

a. coherent	b. regular	c. contradict
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2. The empirical data of this research prove that students prefer to learn online.

a. explicit	b. constant	c. observed
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3. The researcher should integrate her observation in the qualitative analysis.

a. encounter	b. incorporate	c. eliminate
--------------	-----------------------	--------------

V. Use the following words with the correct parts of speech. (6 marks)

Texts	Parts of speech
1. To _____ from the reading passages requires the ability to reason.	<p>a. infer</p> <p>b. inferring</p> <p>c. inference</p>
2. The audience can _____ the tickets for the lucky draw.	<p>a. retain</p> <p>b. retaining</p> <p>c. retainer</p>
3. This paper reports on a case study of a _____ learning environment initiative.	<p>a. support</p> <p>b. supportive</p> <p>c. supporter</p>
4. The fast _____ of computer data along telephone lines makes the Internet very useful.	<p>a. transmit</p> <p>b. transmission</p> <p>c. transmitter</p>
5. Learning _____ can be taught.	<p>a. strategy</p> <p>b. strategic</p> <p>c. strategist</p>
6. His theory is _____ sound, but he needs more data to support it.	<p>a. fundamental</p> <p>b. fundamentally</p> <p>c. fundamentalist</p>

VI. Word usage in context. (6 marks)

Put the appropriate words into the blanks to make a meaningful paragraph.

aspects, beliefs, context, exemplary, hierarchical, models

Text
<p>Using the _____ of market orientation, we examine how an _____ business's market orientation culture is reflected in managers' mental _____, evaluate how mental models and perceived behaviors differ across _____ levels and functions, and compare the cognitive values and _____ of the cognitive _____ of market orientation culture with behavioral aspects.</p> <p>REFERENCE: (Tyler, B.B., Gnyawali, D.R. (2009, January). Managerial collective cognitions: An examination of similarities and differences of cultural orientations. <i>Journal of Management Studies</i>, 46 (1), 94-126.)</p>

ANSWER:

Using the context of market orientation, we examine how an exemplary business's market orientation culture is reflected in managers' mental models, evaluate how mental models and perceived behaviors differ across hierarchical levels and functions, and compare the cognitive values and beliefs of the cognitive aspects of market orientation culture with behavioral aspects.

Part III Reading (40 marks)**Read the following passages and answer the questions. (Items 1-40)**

Passage I (Items 1-10)**Benefits of Glass Recycling: Why Recycle Glass?**

Glass recycling is both simple and **beneficial**. Let's start with the benefits of glass recycling:

- (1) _____. A glass bottle that is sent to a landfill can take up to a million years to break down. By contrast, it takes as little as 30 days for a recycled glass bottle to leave your kitchen recycling bin and appear on a store shelf as a new glass container.
- (2) _____. Glass containers are 100-percent recyclable, **which** means they can be recycled repeatedly, again and again, with no loss of purity or quality in the glass.
- (3) Glass recycling is efficient. Recovered glass from glass recycling is the primary ingredient in all new glass containers. A typical glass container is made of as much as 70 percent recycled glass. According to industry estimates, 80 percent of all recycled glass eventually ends up as new glass containers.
- (4) Glass recycling conserves natural resources. Every ton of glass that is recycled saves more than a ton of the raw materials needed to create new glass, including: 1,300 pounds of sand; 410 pounds of soda ash; and 380 pounds of limestone.
- (5) _____. Making new glass means heating sand and other substances to a temperature of 2,600 degrees Fahrenheit, which requires a lot of energy and creates a lot of industrial pollution. One of the first steps in glass recycling is to crush the glass and create a product called "cullet". Making recycled glass products from cullet consumes 40 percent less energy than making new glass from raw materials, because cullet melts at a much lower temperature.

- (6) _____. Because glass is made from natural materials such as sand and limestone, glass containers have a low rate of chemical interaction with their contents. As a result, glass can be safely reused. Besides serving as the primary ingredient in new glass containers, recycled glass also has many other commercial uses—from creating decorative tiles and landscaping material to rebuilding eroded beaches.
- (7) _____. I pointed out at the beginning of this article. It's simple because glass is one of the easiest materials to recycle. For one thing, glass is accepted by almost all curbside recycling programs and municipal recycling centers. About all most people have to do to recycle glass bottles and jars is to carry their recycling bin to the curb, or maybe drop off their empty glass containers at a nearby collection point.
- (8) If you need an extra incentive to recycle glass, how about this: Several U.S. states offer cash refunds for most glass bottles, so in some areas glass recycling can actually put a little extra money in your pocket.

(Adapted from “About.com: Environmental Issues” Retrieved March 16, 2010 from

http://environment.about.com/od/recycling/a/benefits_of_glass_recycling.htm)

Items 1-5 Match each of the statements (a-e) with the appropriate section (1, 2, 5, 6, 7).

Item	Type the section number in the box.		Statements
1.	C section 5	a.	Glass recycling saves energy.
2.	D section 6	b.	Recycling glass is useful.
3.	B section 2	c.	Glass recycling is sustainable.
4.	E section 7	d.	Glass recycling is simple.
5.	A section 1	e.	Glass recycling is good for the

		environment
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ANSWER: 1. a. section 5; 2. b. section 6; 3. c. section 2; 4. d. section 7; 5. e. section 1

Choose the best answer. (Items 6 – 10)

6. What does “beneficial” (line 2) mean?

1. little	3. recycled
2. useful	4. new

7. What does “which” (section 2) refer to?

1. that they lose no quality	3. that glass containers are 100 percent recyclable
2. that they are the primary ingredient	4. that they are reduced to 70 percent recycled glass

8. What percentage of recycled glass ends up as new glass containers?

1. 70	3. 100
2. 80	4. cannot be estimated

9. What do you call the crushed glass?

1. landscaping materials	3. decorative tiles
2. empty glass	4. cullet

10. Why glass can be safely reused?

1. It melts at a low temperature.	3. It contains sand, soda ash, and limestone.
2. Glass containers have a low rate of chemical interaction with their contents.	4. It is made of recycled glass.

Part III Reading (40 marks)**Read the following passages and answer the questions. (Items 1-40)**

Passage II (Items 11-20)**Global Warming may Kill Billions this Century**

Monday January 16, 2006

- (1) In the 1970s, James Lovelock became one of the world's most celebrated environmental scientists after he proposed the Gaia theory. The theory is of Earth as a self-sustaining organism with a built-in control system that keeps the environment in balance and the planet fit for life. Writing in *The Independent* newspaper, Lovelock warns that the world has already passed the point of no return with global warming. He also warns that climate change will kill billions of people in this century as the Earth reaches a "coma" state from which it may not recover for 100,000 years.
- (2) If almost anyone other than James Lovelock issued such a warning about global warming, it would be labeled at best science fiction and at worst irresponsible and alarmist. But Lovelock has a formidable reputation as an environmental scientist and a stunning record of success. So when he says mankind has pushed the planet to the breaking point, it pays to listen.
- (3) **Beyond the Point of No Return**
Writing in *The Independent* and in his new book, "The Revenge of Gaia," to be published next month, Lovelock says that current efforts to reduce greenhouse-gas emissions and mitigate the greenhouse effect that leads to global warming—including the Kyoto Protocol and the alternative Sydney Summit—won't be enough to solve the problem. He says the only hope is for all nations to use their resources wisely to sustain civilization for as long as possible. "We have given Gaia a fever and soon her condition will worsen to a state like a coma," Lovelock writes. "She has been there before and recovered, but it took more than 100,000 years. We are responsible and will suffer the consequences."

(4) Lovelock predicts that by the end of the century the temperature will rise 8 degrees Celsius (14 degrees Fahrenheit) in temperate regions such as Europe and the U.S., and 5 degrees Celsius in the tropics. "Much of the tropical land mass will become scrub and desert, and will no longer serve for regulation. This adds to the 40 per cent of the Earth's surface we have depleted to feed ourselves," Lovelock explains. If Lovelock is correct, the outlook is grim for the human race, and for the planet. "Before this century is over, billions of us will die, and the few breeding pairs of people that survive will be in the Arctic where the climate remains tolerable," Lovelock writes.

(5) Nuclear Energy May Be Key to Survival

According to Lovelock, there is still time to prevent such a disaster—although not much time—but he says the nations with the most power to stop the approaching **devastation** are also the ones doing the most to bring it about. "Civilisation is energy-intensive and we cannot turn it off without crashing, so we need the security of a powered descent," Lovelock writes. "Sadly I cannot see the United States or the emerging economies of China and India cutting back in time, and they are the main source of emissions. The worst will happen and survivors will have to adapt to a hell of a climate."

(6) Lovelock is a leading thinker in environmental science whose holistic view of the planet sometimes puts him out of step with others in the environmental community. For example, Lovelock supports further development of nuclear energy as the only clean source of energy that can be developed in time to slow the effects of global warming and head off the disaster he believes is coming. According to Lovelock, who views the Earth as a living organism, human civilization is not only a large part of the problem but also a "precious resource" for the planet. "We should be the heart and mind of the Earth, not its malady," he says. "Most of all, we should remember that we are a part of it, and it is indeed our home."

(Sources: "About.com: Environmental Issues" Retrieved March 16, 2010 from

<http://environment.about.com/b/2006/01/16/global-warming-may-kill-billions-this-century.htm>)

Items 11-16 Match each main idea (a-g) with each paragraph (1-6). There is one main idea option that will not be used.

Item	Type the letter in the box	Paragraph		Main ideas
11.	c	1	a.	Lovelock's prediction is that the temperature rise will kill most people.
12.	g	2	a.	The most powerful countries must do something to prevent disaster.
13.	d	3	c.	James Lovelock proposed the Gaia theory.
14.	a	4	d.	All nations must use their resources wisely to sustain civilization.
15.	b	5	e.	Other scientists do not agree with Lovelock's support of nuclear energy as the only clean source to save the earth.
16.	e	6	f.	Planet Earth is our home.
			g.	Lovelock is a famous scientist so people listen to what he says.

ANSWER: 11. para 1 c. 12. para 2 g. 13. para 3 d. 14. para 4 a. 15. para 5 b. 16. para 6 e.

H.

Choose the best answer. (Items 17 – 20)

17. What will happen at the end of the century, according to Lovelock's prediction?

1. Civilisation is energy-intensive and we have to pay to get it back.
2. All nations will help each other to solve the global warming.
- 3. People will lack food because the land will become desert due to temperature rises.**
4. People will adapt to a different type of climate.

18. What does 'devastation' (paragraph 5) mean?

- | | |
|--------------------|------------|
| 1. intention | 3. power |
| 2. disaster | 4. descent |

19. According to paragraph 2, which one of the following is **NOT** the reason why people listen to Lovelock?

1. He has a great reputation as an environmental scientist.
2. He has a stunning record of achievement.
3. He is an environmental scientist who proposed the Gaia theory.
- 4. He is a well-known science reporter in *The Independent*.**

20. According to Lovelock, what can nuclear energy do?

- | | |
|--|---|
| 1. It helps the people in the Arctic to survive. | 3. It slows the effects of global warming. |
| 2. It is the main source of emissions. | 4. It pushes the planet to the breaking point. |

Part III Reading (40 marks)**Read the following passages and answer the questions. (Items 1-40)**

Passage III (Items 21-30)**Pandas**

- (1) Beijing, China (CNN)—Two of the world's most famous pandas received a celebrity's welcome in China Friday after being shipped from the U.S. aboard the aptly named FedEx Panda Express.
- (2) Amid tight security, throngs of photographers fixed their lenses on Tai Shan, 4, and Mei Lan, 3, as they arrived in Chengdu, China after a 15-hour journey. **They** were returned to China as part of a longstanding agreement between China and the U.S. Under the deal, China retains ownership of adult pandas and any offspring, **which** are to return to China when they reach two years old. While Tai Shan and Mei Lan were born in the U.S., their parents are Chinese.
- (3) After the welcoming ceremony in southwest China, Tai Shan and Mei Lan will part ways. They will both enter one month of quarantine to allow them time to adjust to their new home and bamboo diet. On clearing quarantine, Tai Shan will be taken two-and-a-half hours to Wolong's Bifengxia Panda Base, just outside the city of Ya'an. Mei Lan will be driven to the Chengdu Research Base of Giant Panda Breeding in Chengdu.
- (4) According to panda conservation expert Dr. Lu Zhi of Peking University, the timing of the intercontinental move comes at an appropriate time. "It's a change. Animals need to adapt, but this is the right age to change," Lu told CNN. Adapting to life in Sichuan will require some adjustment. Mei Lan will be assigned a Chinese tutor to teach her commands in Sichuan dialect, while Tai Shan will be immediately immersed in Mandarin. The pandas' new responsibilities will include breeding future generations of pandas as part of efforts to conserve the species.

- (5) The public is already voting online for a suitable partner for Mei Lan. As of Thursday afternoon, panda Yong Yong held a comfortable lead. Tai Shan and Mei Lan have already accomplished a lot for young pandas. During their time in the U.S. they won fans well beyond the borders of their respective zoos. A YouTube video of cub Tai Shan's sneeze got more than 51 million hits and counting.
- (6) Upon their arrival in Chengdu, U.S. Consul General David Brown praised the pandas diplomatic achievements. "Ever since Tai Shan was born in Washington, D.C. in 2005, and Mei Lan in Atlanta, Georgia in 2006, both pandas have become endearing goodwill ambassadors for China in the United States," Brown said. "They, along with their parents and the other pandas on loan from China occupy a special place in the U.S.-China relationship, which has matured and expanded over the past 30 years."
- (7) China's history of giving pandas as diplomatic gifts to other countries dates back more than a thousand years. During the Tang dynasty, the Chinese gave the first set of pandas to the Japanese emperor. In 1972, after President Nixon's historic visit to China, Mao Zedong sent the first set of pandas to the United States. In the mid-80s, China decided to stop giving pandas away, instead choosing to loan them in exchange for millions of dollars that would be used in panda conservation efforts.

(Sources: Retrieved March 11, 2010, from

<http://edition.cnn.com/2010/WORLD/asiapcf/02/05/china.us.pandas/index.html?iref=allsearch>)

Items 21-25 Match each of the main ideas (a-e) with the paragraphs (1-7).

There are 2 paragraph options that will not be used.

Item	Type the paragraph number in the box		Main ideas
21.	4	a.	The two pandas will have to adapt themselves to a new environment.

22.	7	b.	Giving pandas as diplomatic gifts
23.	5	c.	Tai Shan and Mei Lan winning fans in the U.S.
24.	6	d.	Pandas' role of diplomatic relationship.
25.	3	e.	Tai Shan and Mei Lan will go to different places in China.

ANSWER: 21. a. –para 4; 22. b. –para 7; 23. c. –para 5; 24. d. –para 6; 25. e. –para 3

Choose the best answer. (Items 26 – 30)

26. What does “they” (paragraph 2) refer to?

1. photographers	3. Tai Shan and Mei Lan
2. throngs	4. Chengdu

27. What does “which” (paragraph 2) refer to?

1. adult pandas	3. China
2. offspring	4. the U.S.

28. Why were the pandas kept in quarantine?

1. to show the public	3. to adjust to their new environment
2. to check their health	4. to be taught Chinese

29. Which of the following conjunctions can replace the underlined word?

Mei Lan will be assigned a Chinese tutor to teach her commands in Sichuan dialect, while Tai Shan will be immediately immersed in Mandarin.

1. whereas	3. so
2. although	4. despite

30. Which of the following is **NOT** true according to the passage?

1. The Chinese first gave pandas to the Japanese Emperor.	3. China's loan of pandas aimed at conservation efforts.
2. Pandas have helped diplomatic achievements.	4. Tai Shan will have to learn Sichuan dialect commands.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 31-40)

Passage IV (Items 31 – 40)

A Purposeful Life May Stave Off Alzheimer's

- (1) A **Purposeful** Life May Stave Off Alzheimer's
- (2) TUESDAY, March 2 (HealthDay News)—People who say their lives have a purpose are less likely to develop Alzheimer's disease or its precursor, mild cognitive impairment, a new study suggests.

- (3) As the population ages and dementia becomes a more frequent diagnosis, there's increasing force to determine the causes of **the disease**, associated risk factors and how to prevent it, explained study co-author Dr. Aron S. Buchman, an associate professor in the department of neurological sciences at Rush University Medical Center in Chicago. "There has been a lot of interest in psychosocial factors and their association with cognitive decline and dementia in later life," he said.
- (4) The study looked at the positive aspects of life and **their** possible effect on keeping dementia at bay, "looking at happiness, purposefulness in life, well-being and whether those kind of concepts are associated with a decreased risk of dementia," Buchman explained. For the study, published in the March issue of the Archives of General Psychiatry, Buchman and his colleagues collected data on 951 older people without dementia who participated in the Rush Memory and Aging Project. The participants were asked to respond to statements such as: "I feel good when I think of what I have done in the past and what I hope to do in the future," and "I have a sense of direction and purpose in life."
- (5) After an average four years of follow-up, 16.3 percent of the people in the study developed Alzheimer's disease. Taking into account other factors that could account for Alzheimer's, the researchers found that people who responded most positively to statements about their lives were the least likely to develop the condition. Also, people who said they had more purposeful lives were less likely to develop mild cognitive impairment and had a slower rate of cognitive decline.
- (6) People who scored 4.2 out of 5 on the purpose-in-life measure were about 2.4 times less likely to develop Alzheimer's disease, compared with people who scored 3.0, the study found. It's not known whether there is a biological reason for this finding, the researchers noted. "One possibility is that, truly, somebody with high purpose in life might have a lower risk of developing dementia because of what's involved in purpose in life," Buchman said. "The importance of the study," he added, "is this doesn't prove anything, but it points researchers in the direction of a link between purpose in life and cognition in late life. And now we have to find out what the biological basis is." (Question Item 39)
- _____ . "More social activity, more physical activity, higher cognitive activities, high purpose in life—all these psychosocial factors seem

to be linked with longer life, decreased mortality, decreased disability and provide important clues to a public health approach to try to increase independence in older people in later life," Buchman said.

- (7) Greg M. Cole, a neuroscientist at the Greater Los Angeles VA Healthcare System, wondered if the study is really measuring depression, not a purposeful life. "I am unclear about how low scores on the purpose-in-life measures can be separated from mild depression," Cole said. "Depression has been repeatedly associated with increased Alzheimer's disease risk. So psychiatrists can make a distinction, but they seem likely closely related." "One wonders whether this is a treatable psychiatric condition contributing to risk or an early symptom of decline," he added.
- (8) William H. Thies, chief medical and scientific officer at the Alzheimer's Association, said the new study "contributes to the literature that says there is a linkage between behavior and disease." The study begs the question whether there is more Alzheimer's disease because more people have a lower sense of purpose, or is a lower sense of purpose an early, subtle, sign of dementia, he said. "As we get better and better at having biological measures of the disease, we will shed a lot of light on these kinds of studies and whether these behaviors are simply a symptom or they are a place where you can intrude," Thies said.

(Adapted from "Yahoo news" Retrieved March 16, 2010, from http://news.yahoo.com/s/hsn/20100303/hl_hsn/apurposefullifemaystaveoffalzheimers)

Items 31-35 Match each of the main ideas (a-e) with each paragraph number (3, 4, 5, 6, 7).

Item	Type the paragraph number in the box		Main ideas
31.		a.	The study correlated the positive aspects of life and their effect on avoiding dementia.
32.		b.	A neuroscientist argued that the study might measure

			depression, not having a purpose in life.
33.		c.	16.3 percent of the population in the study developed Alzheimer's disease.
34.		d.	People who scored more on the purpose-in-life measure were less likely to develop Alzheimer's disease.
35.		e.	The researchers are more interested in doing the study of dementia because it is now more frequently diagnosed.

ANSWER: 31. a. –para 4; 32. b. –para 7; 33. c. –para 5; 34. d. –para 6; 35. e. –para 3

Choose the best answer. (Items 36 – 40)

36. Which paragraph best summarises the passage?

1. Paragraph 1 **2. Paragraph 2** 3. Paragraph 3 4. Paragraph 4

37. What does the word “purposeful” (paragraph 1) mean?

1. shortest	3. farthest
2. focused	4. strongest

38. What does “their” (paragraph 4) refer to?

1. positive aspects of life	3. concepts
2. researchers of Alzheimer’s disease	4. participants

39. Which of the following sentences can be best inserted in the space (paragraph 6)?

1. **Still, the researchers think these findings could have implications for public health.**

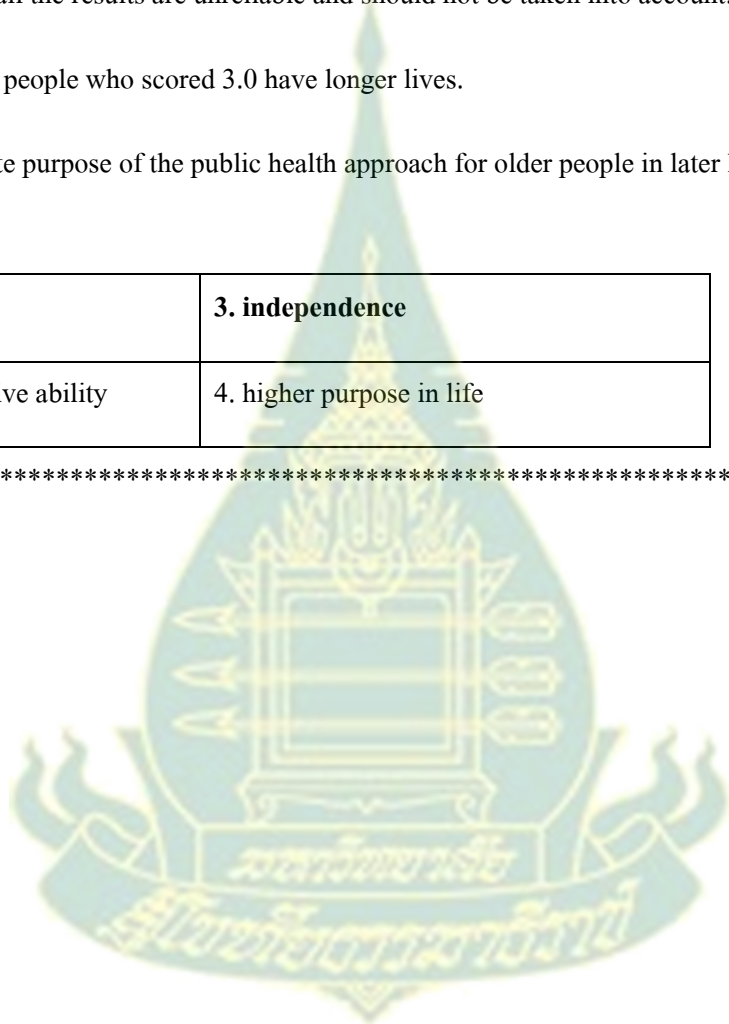
2. Thus, the researchers move to other directions of their research.

3. Therefore, all the results are unreliable and should not be taken into account.

4. Also, some people who scored 3.0 have longer lives.

40. What is the ultimate purpose of the public health approach for older people in later life, according to Dr. Buchman?

1. longer life	3. independence
2. higher cognitive ability	4. higher purpose in life



Diagnostic Reading Test Version 2

Part I Grammar (30 marks)

Choose the best answer.

ตอบถูก ✓ 😊

ตอบผิด ✗ 😞

มี Explanation หรือ feedback ทุกครั้ง

1. Which one of the following is the correct and meaningful sentence?

1. Extensive implications is with one their story.
2. Implications with extensive one is their story.
3. Their story implications is with extensive one.
4. **Their story is one with extensive implications.**

Explanation

Their story is one with extensive implications.

ประธาน กริยา ส่วนขยาย

โครงสร้างพื้นฐานของประโยคประกอบด้วยสองส่วน คือ Subject + Predicate

Subject อาจเป็น คำนาม กลุ่มคำนาม Predicate ประกอบด้วย คำกริยา กรรม หรือส่วนขยาย

ส่วนที่ขีดเส้นใต้คือ predicate

รูปแบบของประโยคพื้นฐานมีดังนี้

1. SV Subject + verb

ตัวอย่าง Some strategies occurred infrequently. (intransitive verb)

2. SVO Subject + verb + (direct) object

I searched many websites. (transitive verb)

3. SVC Subject + verb + (subject) complement

I am convinced. (linking verb)

He seems unhappy.

The main finding from this research is that the final 14 item version of the questionnaire is a reliable measure.

4. SVA Subject + verb + adverbial (complement)

Informants have been in the community for all their lives.

5. SVOO Subject + verb + (indirect object) + (direct object)

The researcher gave each participant a reading text and a tape recorder.

6. SVOC Subject + verb + (direct) object + (object) complement

Most researchers consider these methods reliable.

คำกริยาที่ใช้ ในโครงสร้างนี้ได้ เช่น appoint, call, chose, consider, declare, elect, find, make, select, and show

7. SVOA Subject + verb+ (direct) object + adverbial (complement)

Each individual learner retells the content of the passage completely.

2. My sister likes water color painting, ___ I prefer drawing.

1. since

3. or

2. but

4. so

Explanation

ประโยค compound ประกอบด้วย independent clause 2 clauses เชื่อมด้วย คำเชื่อม (coordinating conjunction)

เช่น and, but, or, so, yet, for

ในการอ่านหากสังเกตคำเชื่อมก็จะสามารถบอกทิศทางของข้อความได้

and บอกข้อมูลเพิ่ม but, yet บอกความแย้ง or บอกทางเลือก so, for บอกเหตุผล

ในข้อนี้เป็นความแย้ง ใช้ but

3. ____ Dr. White and his colleagues have not been able to find the funds to support their research, they have to cancel the experiment.

1. Since

3. Before

2. While

4. After

Explanation

ประโยค complex ประกอบด้วยอย่างน้อย 2 clauses คือ independent clause และ dependent clause

dependent clause เป็นประโยคย่อยที่ขึ้นต้นประโยคด้วย subordinate conjunctions (e.g. although, since, because, after)

4. A computer model was used _____ each participant's exposure to traffic air pollution particles.

1. to estimate	3. to be estimated
2. estimates	4. be estimated

Explanation

Infinitive with to (to estimate) ใช้เมื่อต้องการแสดงวัตถุประสงค์

5. Omega 3 fat _____ be obtained most easily by eating fish, fish oils and certain kinds of seed oils such as walnut.

- | | |
|---------|-----------|
| 1. can | 3. would |
| 2. must | 4. had to |

Explanation

can เป็นคำกริยาช่วย modals ตามด้วยคำกริยาไม่ผัน (base form)

ในที่นี้เป็น passive voice (Be + past participle) can be obtained

คำกริยา modals มีดังนี้ can, could, may, might, shall, should, will, would, must, ought to

can, could หมายถึง สามารถ

may, might หมายถึงควรจะ may มีความเป็นไปได้มากกว่า

shall, should หมายถึง ควรจะ

will, would หมายถึง จะ

must หมายถึง ต้อง

ought to หมายถึง ควรจะ

6. Physics _____ very important to understand the universe.

- | | |
|--------|--------------|
| 1. is | 3. be |
| 2. are | 4. have been |

Explanation

physics เป็นคำนามหมายถึงวิชาฟิสิกส์ ใช้คำกริยารูปเอกพจน์

คำนามอื่นๆ ที่หมายถึงวิชาต่าง ๆ ที่ใช้คำกริยารูปเอกพจน์เช่น economics, mathematics, politics

7. The networks are linked both the old-fashioned way, face-to-face, and by phone, and _____ email.

- | | |
|-------------------|---------|
| 1. in | 3. on |
| 2. through | 4. over |

Explanation

คำบุพบท through แสดงช่องทาง ใช้ กับ email หมายถึงส่งผ่าน

8. _____ series on animal life was awarded the best documentary of the year.

- | | |
|--------|----------------------|
| 1. A | 3. An |
| 2. Any | 4. No word is needed |

Explanation

series เป็นคำนามนับได้ รูปเอกพจน์และพหูพจน์ ใช้คำเดียวกัน
ในที่นี้ใช้คำกริยา was awarded ประธานจึงต้องเป็นเอกพจน์

9. The most _____ people in the office know how to manage time.

- | | |
|------------|---------------------|
| 1. effect | 3. effective |
| 2. effects | 4. effectiveness |

Explanation

คำคุณศัพท์ (adjective) ใช้ตามหลัง verb to be

คำคุณศัพท์มักลงท้ายด้วย ive เช่น effective หมายถึงมีประสิทธิภาพ

effect เป็น คำนามหมายถึง ผลกระทบ

effects คำนามพหูพจน์ effectiveness เป็นคำนาม

10. You will get a 10 % discount every time you buy a book in this store _____ you are a lifetime member of this book club.

- | | |
|-------------|--------------------|
| 1. wherever | 3. now that |
| 2. unless | 4. so that |

Explanation

now that เป็น clause marker ในที่นี้หมายถึง as a consequence of the fact that

now that you are a lifetime member of this book club เป็น adverbial clause ใน complex sentence

Clause marker ที่บอกว่าประโยคย่อยนั้นเป็น adverbial clause มีดังนี้

Clause marker บอกเวลา

after, as, as long as, as soon as, before, by the time, now that, once, since, until, when, whenever, while

Clause marker บอกความแย้ง

although, despite the fact that, even if, even though, except that, in spite of the fact that, much as, not that, though, whereas, while

Clause marker บอกเหตุผล

as, because, in case, since, so

Clause marker บอกผล

so that, such ... that

Clause marker บอกวัตถุประสงค์

in order that, so, so that

Clause marker บอกกริยาอาการ

as, as if, as though, just as, like

Clause marker บอกสถานที่

where, wherever, everywhere

Clause marker บอกเงื่อนไข

even if, if, only if, provided, unless

11. Take a manager _____, in times of pressure, slides back into dictatorial habits of leadership for example.

- | | |
|---------------|----------|
| 1. who | 3. whose |
| 2. where | 4. which |

Explanation

ประโยค complex ที่มี relative clause ขยายความ

ในประโยคนี้ who slides back into dictatorial habits of leadership เป็น relative clause ขยาย a manager

whose ใช้แสดงความเป็นเจ้าของ who ใช้อ้างถึงบุคคล which ใช้อ้างถึงสิ่งของ

12. _____ the mind is calm, working memory functions at its best.

- | | |
|----------------|---------|
| 1. Where | 3. How |
| 2. When | 4. That |

Explanation

ประโยค complex มี adverbial clause ขึ้นต้นด้วย when บอกเวลา

When the mind is calm, working memory functions at its best.

S V S V

13. Dan kept on doing his research _____ he failed many times in his experiments.

- | | |
|------------|--------------------|
| 1. since | 3. only if |
| 2. in case | 4. although |

Explanation

ประโยค complex มี adverbial clause ขึ้นต้นด้วย although บอกความแย้ง

independent clause: Dan kept on doing his research.

dependent/adverbial clause: although he failed many times in his experiments.

14. The financial crisis last year _____ by the dynamics of the interplay between big banks and the regulators.

- | | |
|---------------|----------------------|
| 1. is caused | 3. was caused |
| 2. are caused | 4. were caused |

Explanation

เป็นการใช้คำกริยาใน past simple tense ในรูป passive verb form คือ BE + past participle (V3)

ประธานเป็นรูปเอกพจน์ ถ้อยคำสำนวนบอกเวลา (time expression) last year บอกว่าเป็นอดีต

15. Barry _____ up through the ranks and _____ CEO in 2010.

- | | |
|-------------------------|--------------------------------|
| 1. moved ... had become | 3. had moved ... had become |
| 2. moves ... became | 4. had moved ... became |

Explanation

คำกริยารูป past perfect ใช้กับเหตุการณ์ที่เกิดขึ้นในอดีต (had moved) เกิดขึ้นก่อนคำกริยารูป past simple (became)

คำกริยารูป past perfect คือ had + past participle

คำกริยารูป past simple รูปปกติ เติม ed ทำคำกริยา

คำกริยารูป past simple รูปไม่ปกติ (irregular verb) มีรูปเฉพาะ เช่น have had
รูปคำกริยา มีดังนี้

base form	past simple	past participle	present participle	to infinitive
have	had	had	having	to have
go	went	gone	going	to go
cut	cut	cut	cutting	to cut

16. You _____ register for that seminar; I already did that for you.

- | | |
|--------------|--------------------------|
| 1. ought to | 3. have to |
| 2. must have | 4. do not have to |

Explanation

คำกริยา บอกความจำเป็น ought to (ควรจะ), have to (จำเป็นต้อง), must (ต้อง), ตามด้วยคำกริยาไม่
ต้น หากเป็นรูปปฏิเสธ เติม not

17. Many people choose to take fat supplements, if for any reason _____ are unable to get enough
in _____ regular diet.

- | | |
|---------------|--------------------------|
| 1. it ... its | 3. they ... their |
| 2. we ... our | 4. you ... your |

Explanation

Pronoun คำสรรพนามใช้แทนที่คำนาม

They แทนคำนามพหูพจน์ (many people) their เป็น possessive adjective แสดงความเป็นเจ้าของ

Subject pronoun	Object pronoun	Possessive		Reflexive pronoun
		Adjective	Pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

18. Many of the standard learning principles for training and development in organizations derive _____ trivial studies of college students practicing basic motor skills.

1. on
2. **from**
3. over
4. off

Explanation

derive เป็น คำกริยาใช้คู่กับคำบุพบท from บอกแหล่งที่มา หมายถึง ได้มาจาก/เกิดมาจาก

19. Students _____ by the dinosaurs' skeletons at the museum.

1. amaze
2. amazing
3. **are amazed**
4. be amazed

Explanation

คำคุณศัพท์ที่มาจาก คำกริยาที่เติม ed ใช้ตามหลัง verb to be

are amazed **at** หรือ **by/with** หมายถึง ings อย่างยิ่งกับ

คำกริยา are สอดคล้องกับประธานซึ่งเป็นพหูพจน์

20. _____ you install this program step by step, you will not be able to use it.

- | | |
|------------------|------------|
| 1. If | 3. Only if |
| 2. Unless | 4. As if |

Explanation

เป็นรูปประโยค complex

independent clause: you will not be able to use it

dependent/adverbial clause ขึ้นต้นด้วย unless หมายถึงถ้าไม่ ...: unless you install the program step by step

21. People should be _____ with their environment than they are now.

- | | |
|-----------------|--------------------------|
| 1. concerned | 3. more concerned |
| 2. as concerned | 4. the most concerned |

Explanation

be concerned with หมายถึงห่วงใยเป็นกังวลกับ

ในที่นี้ใช้เป็นคำคุณศัพท์ขึ้นกว่า more ... than

22. _____ on her survey questionnaire alone, Fumiyo is unable to interpret the data profoundly.

- | | |
|-----------|-------------------|
| 1. Rely | 3. Relying |
| 2. Relies | 4. Relied |

Explanation

เป็น participial phrase ตามด้วย independent clause

หากประธานใน clause ที่ตามมาเป็นผู้กระทำกริยา ใช้คำกริยาเติม *ing* (present participle) ใน participial phrase

Relying on ..., ประธาน (Fumiyo) + กริยา

หากประธานใน clause ที่ตามมาเป็นผู้ถูกกระทำ ใช้คำกริยาเติม *ed* (past participle) ใน participial phrase

เช่น

Bitten severely by a dog, **the boy** was hospitalized for a week.

23. Once _____ to compete in a chess game, Tony would read every new tip on chess strategies.

- | | |
|---------------|----------------------|
| 1. challenge | 3. challenged |
| 2. challenges | 4. challenging |

Explanation

Once เป็น clause marker บอกเวลา หมายถึงเมื่อ ครั้งหนึ่งเมื่อถูกท้าทาย

Once เป็น participial phrase ลดรูปมาจาก Once Tony was challenged ...

ให้สังเกตว่าในประโยคนี้ Tony คือผู้ถูกท้าทาย (challenged)

เมื่อประธานเป็นผู้ถูกกระทำ ใช้คำกริยาเติม ed (past participle) ใน participial phrase

หากประธานเป็นผู้กระทำกริยา ใช้คำกริยาเติม ing (present participle) ใน participial phrase เช่น

Studying in this famous international institution for designers, **Ann** wishes to be a top-rank clothes designer.

24. The governor pointed out, “My office provided a beautiful green park for people to exercise for better health.”

The governor pointed out that his office _____ a beautiful green park for people to exercise for better health.

- | | |
|------------------|------------------------|
| 1. has provided | 3. had provided |
| 2. have provided | 4. had been provided |

Explanation

Reported speech เป็นการนำคำพูดของผู้อื่นหรือข้อความมาถ่ายทอด

หากคำกริยาในประโยคนำ เป็นรูป past tense (pointed out) คำกริยาในข้อความที่ข้อมาต้องเปลี่ยนรูปให้สอดคล้อง

คำกริยาในข้อความที่ข้อมาเป็น present simple เปลี่ยนเป็น past simple

past simple (provided) เปลี่ยนเป็น past perfect (had provided)

can เปลี่ยนเป็น could

25. If Scott had had a computer when he was writing his thesis, he _____ it faster.

- | | |
|------------------|-------------------------------|
| 1. finished | 3. would finish |
| 2. have finished | 4. would have finished |

Explanation

If clause แบบที่เป็นไปไม่ได้ (unreal past) ใช้รูปคำกริยาดังนี้

If (on the condition that) + conditional clause/dependent clause, result clause/independent clause

subject + verb past perfect (had + past participle),

Subject + (would have + past participle)

had had

would have finished

26. Fay _____ better in the singing contest last month, but she did not practice enough.

1. can do

3. can be done

2. could do

4. **could have done**

Explanation

คำกริยา could have + past participle หมายถึง สามารถทำได้แต่ทำได้ไม่ดีเท่าที่ควรจะเป็น

27. The _____ in creative thinking is much more random.

1. way in which third incubation works

3. way third in which incubation works

2. incubation which works third way in

4. **third way in which incubation works**

Explanation

Noun phrase ที่มีคำขยายหน้าและหลัง

คำนามหลักคือ way

pre-modifier = third

post-modifier = in which incubation works

28. _____ posting his collection of photos on the web, Troy got a lot of emails from his fan club.

1. Off

3. **Since**

2. Over

4. At

Explanation

การใช้ preposition since (since เป็น conjunction ด้วย) ใน adverb clause ที่ลดรูปเป็น phrase

Clause: After he had posted, ...

Phrase: After posting, ...

หรือ After having posted, ...

29. Creative people gratefully adapt an idea _____ in one domain and use it in a different context.

1. finding
2. **found**
3. have found
4. they have been found

Explanation

การใช้ relative clause ลดรูปเพื่อให้ประโยคกระชับ

... an idea they have found

they have found เป็น relative clause ขยาย an idea ลดรูปเหลือเพียง found

30. The popularity of touch-screens on mobile phones means that a swipe, tap or a flick comes _____ the click of a mouse.

1. naturally these days
2. the more naturally these days
3. the most naturally these days
4. **as naturally these days as**

Explanation

การเปรียบเทียบคำกริยาวิเศษณ์ในระดับเท่ากัน ใช้ as + adv + as

comes as naturally these days as naturally ขยายคำกริยา comes these days เป็นส่วนขยายเพิ่มเติม

Part II Vocabulary (30 Marks)

I. Study the words from the Academic Word List in the table below.

Do you know their meanings?

The idea of this section is to identify your knowledge of English academic vocabulary at the start of the section.

You should try to be honest with yourself to make the evaluation meaningful.

Click on each one that you feel confident about.

There is a maximum score of 6 marks for 6 words or more.

access	guideline	predict	convince	maximise	transfer
--------	-----------	---------	----------	----------	----------

attitude	highlight	persist	comprise	minor	unique
assess	implement	phenomenon	differentiate	occur	vary
approach	identify	restrict	equivalent	participate	detect
benefit	insert	significant	framework	confirm	positive

II. Match the following word with its meaning. (6 marks)

There is one meaning option not needed.

	Words	Meanings
	1. attach	a. assumption
	2. criteria	b. give in
	3. function	c. standards by which something is judged
	4. hypothesis	d. role
	5. integrate	e. put together
	6. submit	f. give away
		g. incorporate

Key: 1. e, 2. c, 3. d, 4. a, 5. g, 6. b

III. Fill in the gaps with the appropriate words. (3 marks)

1. In this paper, we seek to _____ three gaps in the literature by designing and conducting a multi-method case study.

a. address	b. abandon	c. access
-------------------	------------	-----------

2. Our findings suggest the various _____ of market orientation.

a. draft	b. dimensions	c. domain
----------	----------------------	-----------

3. We encourage managerial cognition researchers to take a more _____ approach.

a. voluntary	b. comprehensive	c. exemplary
--------------	-------------------------	--------------

IV. Find the word that is similar in meaning to the following underlined words. (3 marks)

1. We find that differences across functional 'thought worlds' need not have detrimental effects on new product development.

a. practical	b. integral	c. minimal
---------------------	-------------	------------

2. The impact of the pressures of work-life balance on long-term commitment to IT (Information Technology) careers was felt differently between South Asian and American women.

a. effect	b. highlight	c. implication
------------------	--------------	----------------

3. Getting an organization to adapt to changes in the economic crisis environment is not easy.

a. adjust	b. assist	c. commit
------------------	-----------	-----------

V. Use the following words with the correct parts of speech. (6 marks)

Texts	Parts of speech
1. The results _____ no main effect of exposure to violent videos on mature adults.	a. indicate b. indication c. indicative
2. This study may encourage researchers to _____ whether organization learning mechanisms can serve as mediating variables between the system level and the classroom level.	a. explore b. exploration c. exploratory
3. The study aims to develop the mechanism to take into account the views of learners and _____ learners.	a. potential b. potentiality c. potentially
4. The _____ gave rich and authentic information on her stress problem.	a. respond b. responsive c. respondent
5. The _____ of the article was to determine the best predictors of L2 proficiency in high school.	a. purpose b. purposive c. purposively
6. The amount of data at each level varied _____ across studies.	a. extensive b. extension c. extensively

VI. Word usage in context. (6 marks)

Put the appropriate words into the blanks to make a meaningful paragraph.

agendas, approach, evidence, formulate, represent, synthesizing

Text

Systematic reviews _____ a rigorous and transparent _____ to _____ scientific _____ that minimizes bias. They evolved within the medical community to support development of clinical and public health practice guidelines, set research _____, and _____ scientific consensus statements.

REFERENCE: (Lichtenstein, A.H., Yetley, E.A., & Lau, J. (2008). Application of systematic review methodology of the field of nutrition. *The Journal of Nutrition*, 2297)

ANSWER:

Systematic reviews represent a rigorous and transparent approach to synthesizing scientific evidence that minimizes bias. They evolved within the medical community to support development of clinical and public health practice guidelines, set research agendas, and formulate scientific consensus statements.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage I (Items 1-10)

HOW TO READ A SCIENTIFIC ARTICLE

Here are the techniques used in reading a scientific article.

1. _____. Where and with whom are they working? What is their expertise? Names may mean little at first, but as you "**wade through**" a scientific subject or topic you will find familiar names cropping up, and you will develop **those** with whom you agree and those whom you question.

2. _____. It should summarize the work of the article well, help you to clarify your expectations of the paper.
3. Read the abstract carefully and try to understand it. Abstracts are as difficult to read as they are to write, because an entire publication must be summarized in an understandable way in only about 200 words. By now, you should have a good idea of what the paper is about and what you have gotten yourself into. At this point, it may be **obvious** that the paper does not answer your questions. If this is true, move on, but be conservative because the authors' interpretation of the research presented in the abstract may not be the same as yours after reading the full paper. **Never** cite an article after having read only the abstract!
4. Picture time-flip through the article and study the figures, illustrations, and tables, including the legends. If the article is closely related to your research, closely examine the techniques described in the Methods section. There may be problems there, but more likely there will be a new, perhaps better, approach to your own research. It should be clear to you by now whether this paper will be truly helpful.
5. _____. Be sure the author knows the field, has adequately researched past work, and understands where their work "fits into the puzzle". Generally, the Introduction and Literature Cited sections go hand-in-hand. Most importantly, within the first paragraph or 2 of the Introduction the authors should have made it very clear what their objectives for the research were, and what their paper will tell you.
6. _____. This is to see if the Results adequately and accurately describe the data presented in the paper. Are there additional points that should have been brought up? Is there something in the figures or tables that does not substantiate the authors' claims that was not mentioned? Do the figures and tables clearly, succinctly, and attractively present the results of the paper?
7. _____. This is perhaps the most important section, because it is here that the results (the "what" of the research) are explained. That is, here is where the authors should [at least try to] explain

"why" they saw what they saw. Beware of unsubstantiated speculation, though do not fault, off-hand, the presentation of hypotheses for future work or even expectations of findings from those future experiments.

(Adapted from "Reading rockets" Retrieved March 11, 2010 from

<http://www.readingrockets.org/article/19757>)

Items 1-5 Match each of the statements (a-e) with the appropriate section (1, 2, 5, 6, 7).

Item	Type the section number in the box		Statements
1.	C section 5	a.	Read the Introduction
2.	D section 6	b.	Check the results section
3.	B section 2	c.	Read and digest the title
4.	E section 7	d.	Read the Discussion
5.	A section 1	e.	Read the authors' names

ANSWER: a. section 5; b. section 6; c. section 2; d. section 7; e. section 1

Choose the best answer. (Items 6 – 10)

6. What does "wade through" (section 1) mean?

1. developing through	3. browse through
2. cropping up	4. agree with

7. What does "those" (section 1) refer to?

1. names	3. questions
2. expertise	4. topics

8. Why should we examine the techniques described in the Methods section?

1. to browse through styles	3. to investigate the results
2. to compare their approaches and ours	4. to check if the results are presented

9. What is the most important thing that the Introduction section should tell the reader?

1. the accurate and adequate results	3. the summary of the research
2. the detailed research design	4. the objectives of the research and the paper

10. According to the passage, what is **NOT TRUE** about the abstract section?

1. Abstracts contain very dense information.	3. In scientific papers, figures and tables are not important.
2. Abstracts tell you what the paper is about.	4. An article should never be cited after having read only the abstract.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage II (Items 11-20)

Celebrate Earth Day: How One Person Can Change the World

Your Daily Decisions Can Help to Solve Our Worst Environmental Problems

- (1) Earth Day is a time when millions of people worldwide celebrate and renew their personal **commitment** to environmental stewardship. And it has never been more important, or more urgent, for you and people everywhere to take personal action, to adopt a greener lifestyle, and to share your concerns about the environment.
- (2) How Can One Person Change the World?
Today, the environmental problems facing the world are enormous. Earth's finite resources are being stretched to the limit by rapid population growth, air, water and soil pollution, and much more. Global warming, spurred by our use of fossil fuels for energy and transportation as well as mass-scale agriculture and other human activities, threatens to push our planet beyond **its** ability to support human life unless we can meet the growing need for food, energy and economic opportunity within a sustainable environment.
- (3) In the face of such huge global problems, it is easy to feel overwhelmed and powerless. We can ask ourselves, "What difference can one person make?" The answer is that one person can make all the difference in the world:

Rachel Carson was just one person who wrote *Silent Spring*, a book credited with launching the environmental movement in the United States.

John Muir was one person who saved the Yosemite Valley, founded the Sierra Club, and inspired generations of conservationists who continue to do life-giving work.

Wangari Maathai is one person who started planting trees and empowering women in her native Kenya. She was awarded the Nobel Peace Prize for 2004 for her contribution to sustainable development, democracy and peace.

Al Gore is just one person who traveled for years to any conference room or auditorium where people would gather to hear his call to action and see his slide show, which became the Academy Award-winning film and best-selling book, *An Inconvenient Truth*

(4) The Power of Personal Commitment

Each of us has the power through our daily decisions and lifestyle choices to make our homes and communities more environmentally friendly, but our power doesn't end there. There is no question that solving many of the problems currently threatening our global environment will require the resources and enlightened action of government and industry. Yet, because government and industry exist to serve the needs of their citizens and customers, how you live your life, the demands you and your neighbors make for products and services that help to preserve rather than erode the environment, will influence those actions and, ultimately, help to determine the future of planet Earth and the fate of mankind.

- (5) Anthropologist Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." So make some changes in the way you live your life. Use less energy and fewer resources, create less waste, and join with others who share your beliefs to urge government representatives and business executives to follow your lead toward a more **sustainable** world.

(Adapted from "About.com: Environmental Issues" Retrieved March 16, 2010 from http://environment.about.com/od/environmentalevents/a/earth_day_commit.htm)

Items 11-14 Match the name of each person (a-e) with their main contributions for the environment.

There is one name option that will not be used.

Item	Type the letter in the box	Main contribution to the environment		Names
11.	Rachel Carson	<i>Silent Spring</i>	a.	Wangari Maathai
12.	John Muir	Save Yosemite Valley	b.	Al Gore
13.	Wangari Maathai	Won the Nobel Peace Prize for 2004	c.	Rachel Carson
14.	Al Gore	<i>An Inconvenient Truth</i>	d.	John Muir
			e.	Margaret Mead

ANSWER: 11. c.; 12. d.; 13. a.; 14. b.

Choose the best answer. (Items 15 – 20)

15. What does “commitment” (section 1) mean?

1. action	3. dedication
2. share	4. concerns

16. What does “its” (section 2) refer to?

1. energy	3. our planet
2. transportation	4. mass-scale agriculture

17. What does “sustainable” (section 5) mean?

1. that can be changed and developed	3. that can be used and created
2. that can be kept going or maintained	4. that can be committed and thought about

18. What does the writer suggest that we should do on Earth Day?

1. march to the government	3. take on a greener lifestyle
2. join public demonstration	4. read Al Gore’s book

19. Which of the following words can **NOT** be used to replace “Indeed” in the following sentence?

Indeed, it is the only thing that ever has. (paragraph 5)

1. Approximately	3. Really
2. Definitely	4. Certainly

20. Which of the following is **NOT TRUE** according to the passage?

1. Global warming is driven by the use of fossil fuels for energy.	3. The demands we make for green products and services will help preserve the environment.
2. Earth's limited resources are affected by growing populations.	4. To make changes in the way we live needs government support.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage III (Items 21-30)

Computer viruses

(1) Computer viruses are deadly. They often spread without any apparent contact and can be a nuisance, or even worse, **fatal** to your computer. Individuals who create these viruses, estimated at 10-15 new ones a day, are the electronic version of terrorists. Their goal is to cause disorder and destruction on as many people as possible by disabling, stealing, damaging, or destroying computer and information resources. Often, they have no specific target in mind, so no one is safe. If you access the internet, share files or your computer with others, or load anything from diskettes, CDs, or DVDs onto your computer, you are open to viruses. Fortunately, there are good guys working just as hard as the hackers to develop cures for viruses as quickly as they send **them** off into cyberspace. And there are many things you can do to keep your computer from catching viruses in the first place.

(2) Defining Viruses:

A virus is a small computer program that can copy and spread itself from one computer to another, with or without the help of the user. However, viruses typically do more than just be fruitful and multiply, which is bad enough in itself because it hogs system resources. Anything else viruses are programmed to do, from displaying annoying messages to destroying files, is called their payload. Often, they cannot deliver their payload until an unsuspecting user does something to make the virus

execute its programmed function. This could be as simple as clicking on an innocent looking file attachment with the .exe (executable) extension.

(3) Catching a Virus:

Most viruses are spread through e-mail attachments because it's the easiest way to do it. Although Macintosh, Unix, and Linux systems can catch viruses, hackers are particularly keen on exploiting the security weaknesses in anything Microsoft, particularly Microsoft Outlook and Outlook Express. Because of the popularity of this software, hackers get maximum bang for their buck, and **they probably get some satisfaction** from continually reminding Microsoft that being big doesn't mean you're perfect.

(4) Solution 1: Anti-virus Software

Your first line of defense is to install anti-virus software. To be extra safe, also install firewall software, which is now included in some anti-virus packages. This software can scan all of your drives for viruses and neutralize them.

(5) Here are some features to consider when evaluating anti-virus software.

- Compatibility with your operating system - Make sure the software works with your system, particularly if you are using an older operating system like Windows 98.
- Firewall software - If it's not included, find out if it's available. If you must, buy it from another vendor.
- Automatic background protection - This means your software will constantly scan behind the scenes for infections and neutralize them as they appear. This provides some peace of mind.
- Automatic, frequent updates - Because new viruses appear every day, you'll want regular updates. It's even better if they occur automatically when you connect to the internet. If automatic updating isn't included, you'll have to check the vendor's website and download updates yourself. This is vitally important, because you will not be protected from new viruses if your software is out of date.
- Disaster recovery - Software with a recovery utility to help you get your system back to normal after a virus attack is always good to have.
- ICSA certification - The International Computer Security Association has standards for the detection rates of anti-virus software. Make sure your software has the ICSA certification.

- Technical support - It's a good idea to select a package that offers free technical support, either online or through a toll-free number. If you're ever felled by a virus, you may need it. Some anti-virus software vendors are Symantec Corporation (Norton AntiVirus), McAfee Corporation (McAfee VirusScan), Trend Micro Inc. (PC-cillin), and Zone Labs Inc. (Zone Alarm Suite).

(Sources: "Network Liquidators" Retrieved March 11, 2010 from <http://www.networkliquidators.com/article-14-household-ways-to-protect-your-computer-from-viruses.asp>)

Choose the best answer. (Items 24 – 30)

24. When can the viruses deliver their payload?

1. when the users click on some file attachment with the .exe extension	3. when they display annoying messages
2. when the computers are programmed	4. when the files copy themselves

25. Which of the following words can replace 'satisfaction' in the following phrase (paragraph 3)?

they probably get some satisfaction

1. remuneration	3. strength
2. pleasure	4. fanatic

26. What does "fatal" (paragraph 1) mean?

1. creative	3. deadly
2. destructive	4. spread

27. What does "them" (paragraph 1) refer to?

1. good guys	3. hackers
2. viruses	4. cyberspace

28. What is a payload?

1. to be fruitful and multiply	3. the catching of the viruses
2. the hacker's messages	4. what viruses are programmed to do

29. Fill in the blank with the correct conjunction.

Most viruses are spread through e-mail attachments _____ it's the easiest way to do it.

1. since	3. so
2. although	4. despite

30. Which of the following is **NOT** included in the anti-virus software paragraph?

1. compatibility with the PC operating system	3. disaster recovery
2. automatic background protection	4. user friendly configuration

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage IV (Items 31-40)

An excerpt from “Human-information interaction research and development”

Gary Marchionini *Library & Information Science Research* 30 (2008), 165-174.

Abstract

The information field continues to evolve rapidly as digital technology changes the very nature of information and how people interact with each other and with information. This article argues that the past 30 years have seen a shift from distinct emphases on information, individual people, and specific technologies to emphases on the interactions among more diverse forms and amounts of information, people, and technologies. Human-information interaction shifts the foci of all aspects of information work; blurs boundaries between information objects, technology, and people; and creates new forms of information. This article discusses changes in each of these components of information and trends and challenges surrounding the study of their interaction are presented.

1. Introduction

The information field continues to grow in importance as more people work in the information and service industries and digital media assume greater roles in education and entertainment. The growth in practical impact has been reflected on how information research has shifted from emphases on discrete elements of information toward an ecological account of human-information interaction. The three classical elements of

the information field have been information objects (e.g. books, articles, and other physical records); humans who create, manage, and use the objects to form mental representations; and the technologies that capture, store, transmit, and manage information objects. In the second half of the twentieth century, researchers shifted away from studying the acquisition, organization, and management of collections of information objects. Instead, they began emphasizing human and technological elements independently, as well as considering their relationships to communication, and information transfer. In the late 1970s, scholars looking toward the last decades of the twentieth century posed research agendas that were more human-centered. The field **became more user-oriented**, albeit through the lens of technical changes in how people create and access information objects. For example, one report summarized the results from a set of meetings devoted to establishing a research agenda for the field (Caudra Associates, 1982). Nine (45%) of the twenty research projects organized into six categories fell in the information users and use category. The 1980s and 1990s saw these trends born out in the field's research journals and in the explosion of conferences devoted to information retrieval, human-computer interaction, and digital libraries.

Many researchers choose a scientific and reductionist approach to study the elements of the information field independently, with an eye toward creating better information systems and services. These efforts led to useful systems (e.g. search engines, online catalogs, citation indexes, virtual references services, and multimedia digital libraries) but no unified theory of information. The design community also influenced information science by aiming to create transparent systems that allowed people to focus on the problems at hand (e.g., Weiser's calm technology; Weiser & Brown, 1995). A primary approach to making transparent the technology that modern information depends upon is to couple people and information closely. A quarter-century ago, Shneiderman (1983) called this approach "direct manipulation." Due to the efforts to understand all aspects of information activity and design trends and more directly involve humans in controlling these activities, researchers are increasingly forced to take an ecological approach to information research. This approach helps researchers to understand phenomena involving interdependent elements that interact continuously to create new outputs and emergent events. Thus, a fundamental challenge of the information field today is explaining how people interact with the objects that they make. This article summarizes this state of research and development by considering the status of the three classical elements of the information field (objects, people, technology). It then examines their interactions and integration from a more ecological perspective.

2. Terminological caveats

People may consider this journal's articles to be part of library science, information and library science, information studies, informatics, or any number of other variations on the information field. This study uses the term information as the name of the field (the phenomena of interest) and information science as the activity that researchers, developers, and information professionals undertake. Information has four distinct meanings. Three were articulated by Buckland (1991): information as act, information as knowledge in the head, and information as thing. The fourth, temporal states in cyberspace, is an emerging kind of information that results from human-information interaction. One particularly important part of the fourth sense of information is the proflection of self in cyberspace. Proflection consists of an individual's conscious and unconscious projections and the reflections that other people and machines create to those projections (e.g. links and annotations).

(Sources: An excerpt from Marchionini, G. Human-information interaction research and development *Library & Information Science Research* 30 (2008), 165-174.)

Choose the best answer. (Items 31 – 40)

31. What is the main idea of the text?

- | | |
|---|---|
| 1. to present the nature of information | 3. to discuss changes in the aspects of information work |
| 2. to see the specific technologies | 4. to interact among diverse forms of information |

32. What is the reason that the information field has grown more important?

1. The support from various institutions.
- 2. The assumption of greater roles in education and entertainment**
3. The new creation of information objects
4. The increased need for knowledge of human beings

33. What is the trend of the information research?

1. The reflection on the impact of information on people
2. The study of the acquisition, organization, and management of collections of information
- 3. Shifts toward an ecological account of human-information interaction**
4. More emphasis on development of new technologies

34. What are the three classical elements of the information field?

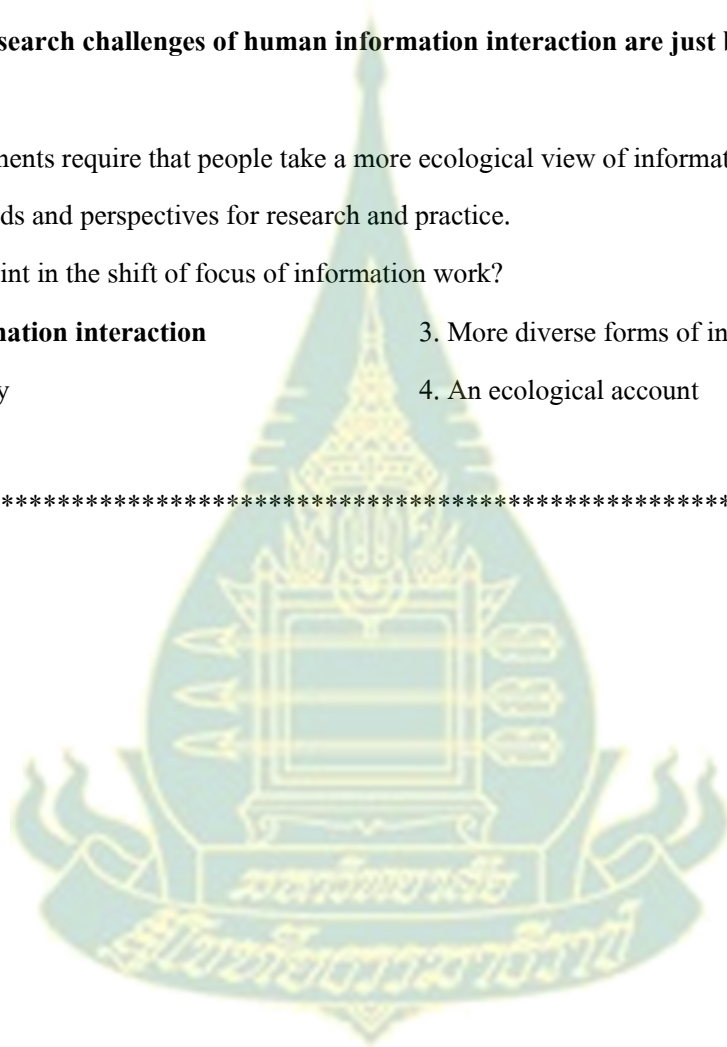
1. relationship, transfer, objects
 - 2. information objects, humans, and technologies**
 3. acquisition, organization, and management
 4. human-centered, research agendas, scholars
35. What is a fundamental challenge of the information field today, according to the introduction?
1. examining the interactions and integration from a more ecological perspective
 - 2. explaining how people interact with the objects that they make**
 3. considering the status of the three classical elements of the information field
 4. helping researchers to understand phenomena
36. Which of the following statements supports the idea that “the field became more user-oriented”?
- 1. Many researchers choose a scientific and reductionist approach to study the elements of the information field independently, with an eye toward creating better information systems and services.**
 2. Thus, a fundamental challenge of the information field today is explaining how people interact with the objects that they make.
 3. Nine (45%) of the twenty research projects organized into six categories fell in the information users and use category.
 4. It then examines their interactions and integration from a more ecological perspective.
37. What are the three meanings articulated by Buckland (1991)?
- 1. Information as act, as knowledge in the head, and as thing**
 2. Temporal states in cyberspace, human-information, and interaction
 3. Library science, information studies, informatics
 4. Journal articles, research agendas, library science
38. What is the term for individual conscious and unconscious projections and the reflection that other people and machines create to those projections?
- | | |
|-----------------------|----------------|
| 1. Cyberspace | 3. Interaction |
| 2. Proflection | 4. Phenomena |

39. Which of the following statements can **NOT** be implied from the human-information interaction excerpt?

- 1. In essence, people are changing what they do with information—they no longer only consume it (read/view/listen/ponder) but they annotate, link, and extend it as they consume.
- 2. Radical changes in the nature of information due to electronic technologies are enabling substantial human-information interactions.
- 3. Clearly, the research challenges of human information interaction are just beginning to be recognized.**
- 4. These developments require that people take a more ecological view of information and develop new kinds of methods and perspectives for research and practice.

40. What is the key point in the shift of focus of information work?

- 1. Human-information interaction**
- 2. New technology
- 3. More diverse forms of information
- 4. An ecological account



Diagnostic Reading Test Version 3

Part I Grammar (30 marks)

Choose the best answer.

ตอบถูก ✓ ☺

ตอบผิด X ☹

มี Explanation หรือ feedback ทุกครั้ง

1. Which one of the following is the correct and meaningful sentence?

1. M.J. Akbar is on India's political landscape a prolific author and has written extensively.
2. M.J. Akbar and has written extensively is a prolific author on India's political landscape.
3. India's political landscape, M.J. Akbar is a prolific author and has written extensively on.
4. **M.J. Akbar is a prolific author and has written extensively on India's political landscape.**

Explanation

M.J. Akbar is a prolific author and has written extensively on India's political landscape.

ประธาน กริยา ส่วนขยาย กริยา กรรม

โครงสร้างพื้นฐานของประโยคประกอบด้วยสองส่วน คือ Subject + Predicate

Subject อาจเป็น คำนาม กลุ่มคำนาม Predicate ประกอบด้วย คำกริยา กรรม หรือส่วนขยาย

ส่วนที่ขีดเส้นใต้คือ predicate โดยมีคำกริยา 2 ตัว

นักวิชาการบางกลุ่มเห็นว่าประโยคนี้เป็น compound sentence คือ

M.J. Akbar is a prolific author and (M.J. Akbar) has written extensively on India's political landscape.

รูปแบบของประโยคพื้นฐานมีดังนี้

1. SV Subject + verb

ตัวอย่าง Some strategies occurred infrequently. (intransitive verb)

2. SVO Subject + verb + (direct) object

I searched many websites. (transitive verb)

3. SVC Subject + verb + (subject) complement

I am convinced. (linking verb)

He seems unhappy.

The main finding from this research is that the final 14 item version of the questionnaire is a reliable measure.

4. SVA Subject + verb + adverbial (complement)

Informants have been in the community for all their lives.

5. SVOO Subject + verb + (indirect object) + (direct object)

The researcher gave each participant a reading text and a tape recorder.

6. SVOC Subject + verb + (direct) object + (object) complement

Most researchers consider these methods reliable.

คำกริยาที่ใช้ในโครงสร้างนี้ได้ เช่น appoint, call, chose, consider, declare, elect, find,

make, select, and show

7. SVOA Subject + verb + (direct) object + adverbial (complement)

Each individual learner retells the content of the passage completely.

2. Today the term *information* has ballooned to encompass many aspects of computing and technology, _____ the term has become very recognizable.

- | | |
|--------|--------|
| 1. and | 3. or |
| 2. but | 4. yet |

Explanation

ประโยค compound ประกอบด้วย independent clause 2 clause เชื่อมด้วย คำเชื่อม (coordinating conjunction) เช่น and, but, or, so, yet, for

ในการอ่านหากสังเกตคำเชื่อมก็จะสามารถบอกทิศทางของข้อความได้

and บอกข้อมูลเพิ่ม but, yet บอกความแย้ง or บอกทางเลือก so, for บอกเหตุผล

ในที่นี้เป็นการบอกข้อมูลเพิ่ม ใช้ and

3. _____ Nelson Mandela stepped out of South Africa's Victor Verster prison a free man 20 years ago, he was his country's most famous freedom fighter.

- | | |
|----------|----------------|
| 1. So | 3. Before |
| 2. While | 4. When |

Explanation

ประโยค complex ประกอบด้วยอย่างน้อย 2 clauses คือ independent clause และ dependent clause dependent clause เป็นประโยคย่อยที่ขึ้นต้นประโยคด้วย subordinate conjunctions (e.g. although, since, because, after) ในที่นี้ขึ้นต้นด้วย when บอกเวลา เมื่อ ...

4. The editor is considering _____ the article format for the second time.

- | | |
|------------|--------------------|
| 1. revise | 3. revising |
| 2. revised | 4. being revised |

Explanation

Gerund คือ คำกริยา + *ing* ใช้ทำหน้าที่เป็นคำนาม

คำกริยาที่ต้องตามด้วย gerund ในที่นี้คือ consider

ตัวอย่างคำกริยาที่ตามด้วย gerund เช่น admit, advise, anticipate, consider, deny, enjoy, mention, propose, regret, resist, risk, try, understand

5. Alzheimer's disease _____ erase a person's memory of once-familiar surroundings.

- | | |
|-----------|----------|
| 1. can | 3. would |
| 2. should | 4. must |

Explanation

can เป็นคำกริยา modals ตามด้วยคำกริยาไม่ผัน (base form)

คำกริยา modals มีดังนี้ can, could, may, might, shall, should, will, would, must, ought to

can could หมายถึง สามารถ

may might หมายถึงควรจะ may มีความเป็นไปได้มากกว่า

shall should หมายถึง ควรจะ

will would หมายถึง จะ

must หมายถึง ต้อง

ought to หมายถึง ควรจะ

6. Mathematics _____ a compulsory subject for this curriculum.

9. Tigers have been used in _____ Chinese medicine.

1. tradition

3. **traditional**

2. traditions

4. traditionally

Explanation

คำคุณศัพท์ (adjective) ใช้ตามหลัง Verb to be หรือไว้หน้าคำนาม

have been (เป็นคำกริยารูป present perfect ของ BE)

ในที่นี้เป็น passive voice (BE + past participle) คือ have been used

traditional เป็นคำคุณศัพท์ tradition เป็น คำนาม traditionally เป็นคำกริยาวิเศษณ์

10. You can get a double mileage number _____ you fly *Ainternational* airline.

1. wherever

3. now that

2. **whenever**

4. not that

Explanation

wherever เป็น clause marker บอกสถานที่

wherever you fly ... เป็น adverbial clause ใน complex sentence

Clause marker ที่บอกว่าประโยคก่อนนั้นเป็น adverbial clause มีดังนี้

Clause marker บอกเวลา

after, as, as long as, as soon as, before, by the time, now that, once, since, until, when, whenever, while

Clause marker บอกความแย้ง

although, despite the fact that, even if, even though, except that, in spite of the fact that, much as, not that, though, whereas, while

Clause marker บอกเหตุผล
as, because, in case, since, so

Clause marker บอกผล
so that, such ... that

Clause marker บอกวัตถุประสงค์
in order that, so, so that

Clause marker บอกกริยาอาการ
as, as if, as though, just as, like

Clause marker บอกสถานที่
where, wherever, everywhere

Clause marker บอกเงื่อนไข
even if, if, only if, provided, unless

11. Dr. Schwacke, _____ is studying the effect of pollution on dolphins along the coast of the US state of Georgia, is also interested in the links between dolphin and human health.

- | | |
|---------|----------|
| 1. who | 3. whose |
| 2. whom | 4. which |

Explanation

ประโยค complex ที่มี relative clause (dependent clause) ขยายความ

independent clause: Dr. Schwacke is also interested in the links between dolphin and human health.

dependent/relative clause: ,who is studying the effect of pollution on dolphins along the coast of the US state

of Georgia, ขยาย Dr. Schwacke

relative pronoun ที่ใช้ขึ้นต้น relative clause อื่น ๆ เช่น whose แสดงความเป็นเจ้าของ who อ้างถึงบุคคล
which อ้างถึงสิ่งของ

12. Academic or professional publications _____ are usually called professional magazines.

- | | |
|---------------------------|--------------------------------------|
| 1. how not peer-reviewed | 3. where no peer-review |
| 2. when not peer-reviewed | 4. that are not peer-reviewed |

Explanation

ประโยค complex ที่มี relative clause (dependent clause) ขยายความ

that are not peer-reviewed ขยายความ publications

13. _____ auroral activity is common over Scandinavia and Iceland today, it is possible that the Magnetic North Pole was considerably farther away from this region during the centuries before the documentation of Norse mythology.

- | | |
|------------|--------------------|
| 1. Since | 3. Although |
| 2. However | 4. As |

Explanation

ประโยค complex ประกอบด้วย independent clause + dependent clause (clause marker/adverbial clause)

มี adverbial clause ขึ้นต้นด้วย although บอกความแย้ง

14. In 1972, after President Nixon's historic visit to China, Mao Zedong _____ the first set of pandas to the United States.

1. send

3. **sent**

2. sending

4. have sent

Explanation

Past simple ใช้กับเหตุการณ์ที่เกิดขึ้นและจบสิ้นไปแล้ว

คำกริยารูป past simple ของ send คือ sent

คำกริยารูป past simple รูปปกติ เดิม *ed* ทำคำกริยา

คำกริยารูป past simple รูปไม่ปกติ (irregular verb) มีรูปเฉพาะ เช่น have had

รูปคำกริยา มีดังนี้

base form	past simple	past participle	present participle	to infinitive
have	had	had	having	to have
go	went	gone	going	to go
cut	cut	cut	cutting	to cut

15. Astrology _____ an important role in the shaping of culture, and various disciplines throughout history.

1. was played

3. **has played**

2. were played

4. have played

Explanation

คำกริยา रूप present perfect ใช้กับเหตุการณ์ที่มีผลสืบเนื่องถึงปัจจุบัน หรือดำเนินต่อเนื่องมาถึงปัจจุบัน

has/have + past participle

16. Nowadays, people _____ buy their groceries in the supermarket; they can order them online.

- | | |
|---------------------|------------------|
| 1. does not have to | 3. must not have |
| 2. do not have to | 4. ought not |

Explanation

คำกริยา have to บอกความจำเป็น, must (ต้อง), ตามด้วยคำกริยาไม่ผัน

รูปปฏิเสธใช้ do/does not have to, must not

17. India has vowed voluntarily to reduce _____ carbon emissions by up to 25 percent between 2005 and 2020.

- | | |
|--------|----------|
| 1. its | 3. their |
| 2. our | 4. your |

Explanation

possessive adjective แสดงความเป็นเจ้าของ ในที่นี้ its หมายถึงของ India

รูปของ pronoun มีดังนี้

Subject pronoun	Object pronoun	Possessive		Reflexive pronoun
		Adjective	Pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself

he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

18. In aviation safety, ground damage accounted _____ a tenth of accidents last year.

- 1. on
- 2. **for**
- 3. over
- 4. off

Explanation

accounted เป็น คำกริยาใช้คู่กับคำบุพบท for หมายถึงมีค่าถึง ...

19. The _____ pet dog of a German man on the run from the law led police to his master's hiding place in a cupboard, police in the west of the country say.

- 1. excite
- 2. to excite
- 3. **excited**
- 4. exciting

Explanation

คำคุณศัพท์ที่มาจาก คำกริยาที่เติม ed ใช้อย่างคำนามเมื่อบอกว่าคำนามนั้นมีความรู้สึก

ส่วน คำคุณศัพท์ที่มาจาก คำกริยาที่เติม *ing* ใช้ขยายคำนามเมื่อบอกว่่าคำนามนั้นมีลักษณะอย่างไร

an excited dog หมายถึง สุนัขที่รู้สึกตื่นเต้น

an exciting dog หมายถึง สุนัขที่น่าตื่นเต้น

20. _____ the waste is dealt with properly, it could cause environmental damage and threaten public health.

1. If

3. Only if

2. **Unless**

4. As if

Explanation

เป็นรูปประโยค complex

dependent clause หรือ adverbial clause ขึ้นต้นด้วย *unless* หมายถึงถ้าไม่ ...

21. A copy of *the Diamond Sutra*, found sealed in a cave in China in the early 20th century, is _____ known printed book, with a date of 868.

1. old

3. oldest

2. older

4. **the oldest**

Explanation

เป็นการเปรียบเทียบคำคุณศัพท์ขั้นสูงสุด คำคุณศัพท์ที่มีพยางค์เดียวเติม *est* ท้ายคำ และใช้ *the* นำหน้า

22. _____ Carl Jung, Joseph Campbell believed that insights about one's psychology, gained from reading myths, can be beneficially applied to one's own life.

1. Follow

3. **Following**

2. To follow

4. Being followed

Explanation

เป็น participial phrase (บางตำราเรียก verbless clause) ตามด้วย independent clause

Following Carl Jung..., **ประธาน (Joseph Campbell)** + กริยา

ประธานในประโยคที่ตามมา จะต้องเป็นผู้กระทำกริยาที่เติม *ing* (present participle) ใน participial phrase นั้น

หากประธานในประโยคที่ตามมา เป็นผู้ถูกกระทำ ใช้คำกริยาเติม *ed* (past participle) ใน participial phrase เช่น

Bitten severely by a dog, **the boy** was hospitalized for a week.

23. ____ by students in class about his research, Dr. White explained in enormous detail.

1. Ask

3. Asking

2. Asked

4. Be asked

Explanation

เป็น participial phrase (บางตำราเรียก verbless clause) ตามด้วย independent clause

ประธานในประโยคที่ตามมา เป็นผู้ถูกกระทำ ใช้กริยาเติม *ed* (past participle) ใน participial phrase เช่น

Asked by students in class about his research, **Dr. White** explained in enormous detail.

หากประธานในประโยคที่ตามมาเป็นผู้กระทำกริยาใน participial phrase ใช้กริยาเติม *ing* (present participle)

Studying in this famous international institution for designers, **Ann** wishes to be a top-rank clothes designer.

24. Urgent action _____ needed to tackle the "mountains" of e-waste building up in developing nations, says a UN report.

1. is

3. was

2. are

4. were

Explanation

Reported speech คือการนำคำพูดหรือข้อความมาถ่ายทอด

ถ้าคำกริยาในประโยคนำเป็น present (says) คำกริยาในข้อความที่ถอดมาไม่ต้องเปลี่ยน tense

25. If Ann _____ her bank account numbers through email, she _____ her money to the hackers.

1. gave ... loses

3. has not given ... will not have lost

2. gave ... lose

4. **had not given ... would not have lost**

Explanation

If clause แบบที่เป็นไปไม่ได้ (unreal past) ใช้รูปคำกริยาดังนี้

If (on the conditions that) + conditional clause/dependent clause, Result clause/independent clause

Subject + verb past perfect form (had + past participle), Subject + (would have + past participle)

had (not) given

would (not) have lost

ในที่นี้เป็นรูปปฏิเสธ

26. Pim _____ for the membership of this computer club a long time ago, in order to get half price for the notebook promotion today.

1. applied

3. should be applied

2. **should have applied**

4. should apply

Explanation

คำกริยา should have + past participle หมายถึง ควรทำแต่ไม่ได้ทำ

27. A car able to run solely on power generated from the material in its roof or door could offer a sustainable alternative to _____.

- | | |
|--|---|
| 1. eco-friendly other motoring solutions | 3. solutions other eco-friendly motoring |
| 2. other motoring eco-friendly solutions | 4. other eco-friendly motoring solutions |

Explanation

การเรียงลำดับคำคุณศัพท์

Noun phrase ที่มีคำคุณศัพท์ขยายหน้าคำนามหลักหลายคำ

คำนามหลักคือ solutions pre-modifier = other eco-friendly motoring

28. _____ having posted her article on the web, Dr. White got a lot of feedback and comments.

- | | |
|-----------------|----------|
| 1. Before | 3. While |
| 2. After | 4. When |

Explanation

การใช้ preposition ใน adverb clause ที่ลดรูปเป็น phrase

Clause: After she had posted her article on the web, ...

Phrase: After having posted her article on the web, ...

หรือ After posting her article on the web, ...

29. The prototype consists of some chemicals _____ the material to store and discharge large amounts of energy.

- | | |
|---------------|--------------------|
| 1. allow | 3. allowing |
| 2. be allowed | 4. was allowing |

Explanation

การใช้ relative clause ลดรูปเพื่อให้ประโยคกระชับ

Some chemicals that allowed the material ...

that allowed เป็น relative clause ขยาย chemical ลดรูปเหลือเพียง allowing เมื่อรูปประโยคเป็น active voice เนื่องจาก chemicals เป็นประธานของคำกริยา allow

30. *Euhemerus* was one of _____ pre-modern mythologists.

- | | |
|-------------------|------------------------------|
| 1. important | 3. most important |
| 2. more important | 4. the most important |

Explanation

การเปรียบเทียบคำคุณศัพท์ขั้นสูงสุด ใช้ most นำหน้าคำคุณศัพท์ที่มีสามพยางค์ และใช้ the นำหน้าในที่นี้มีคำว่า one of นำหน้า แสดงให้เห็นว่าเป็นหนึ่งใน ...



Part II Vocabulary (30 marks)**I.**

Study the words from the Academic Word List in the table below.

Do you know their meanings?

The idea of this section is to identify your knowledge of English academic vocabulary at the start of the section.

You should try to be honest with yourself to make the evaluation meaningful.

Click on each one that you feel confident about.

There is a maximum score of 6 marks for 6 words or more.

achieve	function	perspective	capacity	integrate	submit
available	goal	principal	criteria	label	substitute
attach	hypothesis	potential	colleague	modify	transmit
acquire	interval	panel	deviate	mutual	utilise
behalf	implicit	retain	error	odd	virtual

II. Match the following word with its meaning. (6 marks)

There is one meaning option not needed.

Type the letter in the box	Words	Meanings
	1. abstract	a. amend
	2. coherent	b. approval

	3. consent	c. conceptual
	4. modify	d. related
	5. inherent	e. logical
	6. relevant	f. suitable
		g. intrinsic

Key: 1. c. 2. e. 3. b. 4. a. 5. g. 6. d.

III. Fill in the gaps with the appropriate words. (3 marks)

1. For retired people, communication with close friends from earlier times had greatly _____, due to poor health or death.

a. diminished	b. developed	c. excluded
----------------------	--------------	-------------

2. Respondents who suffered from _____ vision became more selective about whom he/she emailed.

a. depressing	b. declining	c. intense
---------------	---------------------	------------

3. It can be _____ that the journals studied in this research have significant research impact in the scholarly communication process.

a. identical	b. modified	c. concluded
--------------	-------------	---------------------

IV. Find the word that is similar in meaning to the following underlined words. (3 marks)

1. These two methods assume that the independent and dependent variables have a linear relationship.

a. believe	b. confirm	c. exhibit
-------------------	------------	------------

2. The tables used to summarise study characteristics and findings stand alone as independent scientific

publications that serve as the foundation for later updates as new data emerge.

a. debate	b. appear	c. enforce
-----------	------------------	------------

3. This article reflects on how information research has shifted from emphases on discrete elements of information toward an ecological account of human-information interaction.

a. derive	b. distinct	c. flexible
-----------	--------------------	-------------

V. Use the following words with the correct parts of speech. (6 marks)

Texts	Parts of speech
1. The data were _____ with assumptions.	a. consistent b. consistence c. consistency
2. The findings _____ 10 factors that students see as being critical if the benefits of work-related learning are to be secured.	a. identify b. identification c. identifying
3. These researchers used an _____ design in which they compared the relative effectiveness of a tutorial and a modeling approach for enhancing self-efficacy with a software package for basic editing and data entry.	a. experiment b. experimental c. experimentation
4. The discussion draws on the _____ review to reflect critically on possible lessons for the promotion and management of localized change in higher education.	a. theory b. theorize c. theoretical
5. This _____ definition suggests that attitudes toward computers include four interpretable factors.	a. operational b. operation c. operative

6. The learning outcomes and learning processes (with computer-based learning environments) could only be _____ discussed.	a. tentatively b. tentative c. tentativeness
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VI. Word usage in context. (6 marks)

Put the appropriate words into the blanks to make a meaningful paragraph.

assume, digital, field, impact, information, reflected

Text
<p>The information _____ continues to grow in importance as more people work in the information and service industries and _____ media _____ greater roles in education and entertainment. The growth in practical _____ has been _____ in the growth of research devoted to _____.</p> <p>REFERENCE: (Marchionini, G. (2008). Human-information interaction research and development. <i>Library & Information Science Research</i>, 30, 165-174.)</p>

ANSWER:

The information field continues to grow in importance as more people work in the information and service industries and digital media assume greater roles in education and entertainment. The growth in practical impact has been reflected in the growth of research devoted to information.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage I (Items 1-10)**J.K. Rowling writes about her writing**

- (1) I had been writing almost continuously since the age of six but I had never been so excited about an idea before. To my immense frustration, I didn't have a functioning pen with me, and I was too shy to ask anybody if I could borrow one. I think, now, that this was probably a good thing, because I simply sat and thought, for four (delayed train) hours, and all the details bubbled up in my brain, and this scrawny, black-haired, bespectacled boy who didn't know he was a wizard became more and more real to me. I think that perhaps if I had had to slow down the ideas so that I could capture them on paper I might have stifled some of them (although sometimes I do wonder, idly, how much of what I imagined on that journey I had forgotten by the time I actually got my hands on a pen).
- (2) I began to write 'Philosopher's Stone' that very evening, although those first few pages bear no **resemblance** at all to anything in the finished book. I moved up to Manchester, taking the swelling manuscript with me, **which** was now growing in all sorts of strange directions, and including ideas for the rest of Harry's career at Hogwarts, not just his first year. Then, on December 30th 1990, something happened that changed both my world and Harry's forever: my mother died.
- (3) It was a terrible time. My father, Di and I were devastated; she was only forty five years old and we had never imagined—probably because we could not bear to contemplate the idea—that she could die so young. I remember feeling as though there was a paving slab pressing down upon my chest, a literal pain in my heart.
- (4) Nine months later, desperate to get away for a while, I left for Portugal, where I had got a job teaching English in a language institute. I took with me the still-growing manuscript of Harry Potter, hopeful that my new working hours (I taught in the afternoon and evening) would lend themselves to pressing on with my novel, which had changed a lot since my mother had died. Now, Harry's feelings

about his dead parents had become much deeper, much more real. In my first weeks in Portugal I wrote my favourite chapter in *Philosopher's Stone*, *The Mirror of Erised*.

- (5) I had hoped that when I returned from Portugal I would have a finished book under my arm. In fact, I had something even better: my daughter. I had met and married a Portuguese man, and although the marriage did not work out, it had given me the best thing in my life. Jessica and I arrived in Edinburgh, where my sister Di was living, just in time for Christmas 1993.
- (6) I intended to start teaching again and knew that unless I finished the book very soon, I might never finish it; I knew that full-time teaching, with all the marking and lesson planning, let alone with a small daughter to care for single-handedly, would leave me with absolutely no spare time at all. And so I set to work in a kind of frenzy, determined to finish the book and at least try and get it published. Whenever Jessica fell asleep in her pushchair I would dash to the nearest café and write like mad. I wrote nearly every evening. Then I had to type the whole thing out myself. Sometimes I actually hated the book, even while I loved it.
- (7) Finally it was done. I covered the first three chapters in a nice plastic folder and set them off to an agent, who returned them so fast they must have been sent back the same day they arrived. But the second agent I tried wrote back and asked to see the rest of the manuscript. It was far and away the best letter I had ever received in my life, and it was only two sentences long.
- (8) It took a year for my new agent, Christopher, to find a publisher. Lots of them turned it down. Then, finally, in August 1996, Christopher telephoned me and told me that Bloomsbury had 'made an offer.' I could not quite believe my ears. 'You mean it's going to be published?' I asked, rather stupidly. 'It's definitely going to be published?' After I had hung up, I screamed and jumped into the air; Jessica, who was sitting in her high-chair enjoying tea, looked thoroughly scared.

And you probably know what happened next.

(An excerpt from "JK Rowling Official Site" Retrieved March 11, 2010, from

<http://www.jkrowling.com/textonly/en/biography.cfm>)

Choose the best answer. (Items 6 – 10)

6. What does “resemblance” (paragraph 2) mean?

1. finish	3. book
2. similarity	4. manuscript

7. What does “which” (paragraph 2) refer to?

1. Manchester	3. manuscript
2. book	4. directions

8. When did Rowling’s ideas for Harry’s career at Hogwarts begin?

1. when she first started writing	3. when her mother died
2. when she moved to Manchester	4. when she left for Portugal

9. What did Rowling think had an effect on her writing about Harry’s feelings about his dead parents?

1. that her father and sister were devastated	3. that she taught in the afternoon and evening
2. that her mother had died	4. that she had a daughter

10. What is **NOT TRUE**, according to Rowling’s story?

1. She was determined to finish the book with Jessica to care for.	3. She was separated or divorced from her husband.
2. The second agent showed interest in her work in two sentences.	4. The first agent could find a publisher for her.

Part III Reading (40 marks)**Read the following passages and answer the questions. (Items 1-40)**

Passage II (Items 11-20)**Dolphins have diabetes off switch**

- (1) A study in dolphins has revealed genetic clues **that** could help medical researchers to treat Type 2 diabetes. Scientists from the US National Marine Mammal Foundation said that bottlenose dolphins are resistant to insulin—just like people with diabetes. But in dolphins, they say, this resistance is switched on and off.
- (2) The researchers presented the findings at the annual meeting of the American Association for the Advancement of Science (AAAS) in San Diego. They hope to collaborate with diabetes researchers to see if they can find and possibly even control an equivalent human "off switch". The team, based in San Diego, took blood samples from trained dolphins that "snack" continuously during the day and fast overnight. "The overnight changes in their blood chemistry match the changes in diabetic humans," explained Stephanie Venn-Watson, director of veterinary medicine at the foundation. **This** means that insulin—the hormone that reduces the level of glucose in the blood—has no effect on the dolphins when they fast.
- (3) Big brains
In the morning, when they have their breakfast, they simply switch back into a non-fasting state, said Dr. Venn-Watson. In diabetic people, chronic insulin resistance means having to carefully control blood glucose, usually with a diet low in sugar, to avoid a variety of medical complications. But in dolphins, the resistance appears to be advantageous. Dr. Venn-Watson explained that the mammals may have evolved this fasting-feeding switch to cope with a high-protein, low-carbohydrate diet of fish. "Bottlenose dolphins have large brains that need sugar," Dr. Venn-Watson explained. Since their diet is very low in sugar, "it works to their advantage to have a condition that keeps blood sugar in the body... to keep the brain well fed."

(4) But other marine mammals, such as seals, do not have this switch, and Dr. Venn-Watson thinks that the "big brain factor" could be what connects human and dolphin blood chemistry. "There are several interesting diseases that you only see in humans and dolphins." Lori Schwacke NOAA "We're really looking at two species that have big brains with high demands for blood glucose," she said. "And we have found changes in dolphins that suggest that [this insulin resistance] could get pushed into a disease state. If we started feeding dolphins Twinkies, they would have diabetes."

(5) Genetic link

Since both the human genome and the dolphin genome have been sequenced, Dr. Venn-Watson hopes to work with medical researchers to turn the discovery in dolphins into an eventual treatment for humans. "There is no desire to make a dolphin a lab animal," she said. "But the genome has been mapped, so we can compare those genes with human genes." Scientists at the Salk Institute in San Diego have already discovered a "fasting gene" that is abnormally turned on in people with diabetes, "so maybe this is a smoking gun for a key point to control human diabetes," Dr. Venn-Watson said.

(6) If scientists can find out what switches the fasting gene on and off in dolphins, they may be able to do the same thing in people. Lori Schwacke, a scientist from the National Oceanic and Atmospheric Administration (NOAA) in Charleston, South Carolina, said that the work demonstrated that there are interesting similarities between dolphins and humans. Dr. Schwacke, who is studying the effect of pollution on dolphins along the coast of the US state of Georgia, is also interested in the links between dolphin and human health. "There are several interesting diseases that you only see in humans and dolphins," she told BBC News. "In this case," Dr. Venn-Watson said, "the fundamental difference is that dolphins can switch it off and humans can't."

(Sources: Victoria Gill, Science reporter, BBC News, San Diego. Retrieved March 11, 2010 from <http://news.bbc.co.uk/go/pr/fr/-/2/hi/science/nature/8523412.stm>)

Passage II Version 3

Items 11-15 Match each of the main ideas (a-e) with one of the paragraphs (1-6).

There is one paragraph option that will not be used.

Item	Type the paragraph number in the box		Main ideas
11.	para 3	a.	The difference of insulin resistance control in humans and dolphins.
12.	para 5	b.	Dr. Venn-Watson hopes to turn the discovery in dolphins into an eventual treatment for humans.
13.	para 2	c.	The dolphin researchers hope to collaborate with diabetes researchers on control of insulin in humans.
14.	para 1	d.	The resistance to insulin in dolphins can be switched on and off.
15.	para 4	e.	Dr. Venn-Watson is looking for what connects human and dolphin blood chemistry.

ANSWER: 11. a. –para 3; 12. b. –para 5; 13. c. –para 2; 14. d. –para 1; 15. e. –para 4

Choose the best answer. (Items 16 – 20)

16. What does “that” (paragraph 1) mean?

1. a study	3. genetic clues
2. Type 2 diabetes	4. medical researchers

17. What does “this” (paragraph 2) refer to?

1. the dolphin’s fast overnight	3. the control
2. the overnight changes in dolphin’s blood chemistry	4. the “off switch”

18. What does chronic insulin resistance mean in diabetic people?

1. simply switching back into a non-fasting state	3. working to their advantage to have a condition that keeps blood sugar in the body
2. developing fast-feeding switch	4. having to carefully control blood glucose

19. What have scientists at the Salk Institute in San Diego already discovered?

1. changes in dolphins that have a different diet	3. several diseases that are in humans and dolphins
2. a smoking gun for a key point to control human diabetes	4. a fasting gene that is abnormally turned on in people with diabetes

20. Which of the following is **NOT TRUE** according to Dr. Schwacke?

1. there are interesting similarities between dolphins and humans	3. Dr. Schwacke is studying the effect of pollution on dolphins along the coast of the US state of Georgia.
2. Scientists want to be able to help diabetic people to be able to switch the fasting gene on and off.	4. Dr. Schwacke is not interested in the links between dolphin and human health.

Part III Reading (40 marks)

Read the following passages and answer the questions. (Items 1-40)

Passage III (Items 21-30)

Anti-malaria plant genes mapped

- (1) Global supply of a key, plant-based, anti-malaria drug is set to be boosted by a genetic study, scientists say. Researchers have mapped the genes of *Artemisia annua* to allow selection of high-yield varieties. The study, published in the journal *Science*, aims to make growing the plant more profitable for farmers. "It's a major milestone for the development of this crop," Professor Ian Graham from the University of York in the UK told BBC News.
- (2) The research has been welcomed by Dr. Chris Drakeley, director of the Malaria Centre at the London School of Hygiene and Tropical Medicine. "Anything that enables an increased yield of product from something like *Artemisia annua* is a major step." This is the first line anti-malarial in nearly all endemic countries at the moment and supplies can be limited." Artemisinin combination therapies, or ATCs, are used widely to treat malaria and are seen as the best solution to the parasite's increasing

resistance to anti-malarial drugs. “ All the information and tools we've developed in this work are free for people to use ”

- (3) Professor Graham, who led the study, hopes that new higher yielding and more healthy and strong varieties could increase global supply of the malaria treatment within three years. "Our aim is to have **hybrid** seeds that can be released to farmers in the developing world by 2011 or 2012. With a year delay for planting, **this** would have an impact on supply in 2012 or 2013." "We have to wait six to eight months from putting the seed in the ground to harvesting the crop and seeing how it has performed."
- (4) Dr. Drakeley hopes the new varieties will become available quickly. To identify the best plants for hybrid seed production, researchers measured characteristics of individual plants, for example, the number of artemisinin producing glands on the leaf. They also performed tests to find the plants with the best genetic make-up. The resulting seeds are being planted in field trials in China, East Africa, India and Madagascar. "Ideally we would like good hybrids for east Africa and good hybrids for India etc.," explained Professor Graham.
- (5) The study is the **culmination** of three years work funded by the Bill and Melinda Gates Foundation and the genetic maps and markers the researchers have identified will be made available for free all over the world. "All the information and tools we've developed in this work are free for people to use for the charitable purpose," Professor Graham told BBC News.
- (6) Scientists hope a better supply of the drug might also help with the problem of fake drugs being distributed. Some treatments being sold have been found to have no drug content or to be substandard in quality. This can make them fatal or they can be more likely to encourage resistance rather than fight the disease. "Hopefully, if the final product is easier and cheaper to get after this development, it might lessen the production of fake drugs," said Dr. Drakeley.

(Sources: Doreen Walton Science reporter, BBC News. Retrieved March 11, 2010 from

<http://news.bbc.co.uk/go/pr/fr/-/2/hi/science/nature/8454721.stm>)

Passage III version 3

Items 21-25 Match each of the main ideas (a-e) with one of the paragraphs (1-6).

There is one paragraph option that will not be used.

Item	Type the paragraph number in the box		Main ideas
21.	para 4	a.	Dr. Drakeley hopes the new varieties of anti-malaria plants will become available quickly.
22.	para 2	b.	The increase of product from <i>Artemisia annua</i> is a major step.
23.	para	c.	This study is the final product of three years' work.
24.	para 6	d.	Scientists hope to replace counterfeit drugs with real ones.
25.	para 3	e.	The new higher-yielding and more-healthy varieties could increase global supply of the malaria treatment within three years.

ANSWER: 21. a. –para 4; 22. b. –para 2; 23. c. –para 5; 24. d. –para 6; 25. e. –para 3

Choose the best answer. (Items 26 – 30)

26. What does “hybrid” (paragraph 3) mean?

1. higher yield	3. crossbreed
2. more supply	4. strong impact

27. What does “this” (paragraph 3) refer to?

1. the increase of global supply	3. the malaria treatment
2. that hybrid seeds can be given to farmers in the developing world	4. an impact on supply

28. What does “culmination” (paragraph 5) mean?

1. hardest	3. highest point
2. most expensive	4. charitable

29. Which of the following is **NOT** in the process of how the researchers identified the best plants for hybrid seed production?

1. They measured the number of artemisinin producing glands on the leaf.	3. They measured characteristics of individual plants.
2. They performed tests to find the best genetic make-up.	4. They waited six to eight months from putting the seed in the ground.

30. Which of the following is **NOT TRUE** according to the passage?

1. The information and tools developed for hybrid plants are free to use for helping people’s purpose.	3. A better supply of the drug will lessen fake drugs.
2. At present, some treatments do not have drug content or enough quality.	4. The resulting seeds are being planted only in East Africa.

Part III Reading (40 marks)**Read the following passages and answer the questions. (Items 1-40)**

Passage IV (Items 31-40)**Epistemological Beliefs' Contributions to Study Strategies of Asian American and European Americans.****Schommer-Aikins, Marlene & Easter, Marilyn.*****Journal of Educational Psychology* 2008, vol. 100 pp. 4, 920-929**

Abstract

(1) Given the increasingly culturally diverse composition of students in American classrooms, understanding the nature of cultural differences is necessary to generate effective instructional interventions. This study examines the individual differences in epistemological beliefs, ways of knowing, study strategies, and academic performance among different cultural groups. These cultural groups include European Americans (Americans of European ancestry) and first and successive generations of Asian Americans. College junior and senior business majors completed instruments assessing epistemological beliefs, ways of knowing, and study strategies. Multivariate analyses of variances revealed significant differences among cultural groups in 5 study strategies (low anxiety, selecting main ideas, testing strategies, high motivation, and information processing), course grades, and reading comprehension. Regression analyses revealed that beliefs about learning speed, knowledge construction, characteristics of successful students, and separate knowing contributed to cultural differences. This study highlights the need to avoid strong stereotyping and to consider individual differences in the classroom.

(2) Discussion

The most fundamental question addressed in these analyses is: Are there differences in epistemological beliefs and ways of knowing among cultural groups? There were two significant differences. Euro-American students, compared to both Asian American groups, had stronger beliefs that learning is a slow, gradual process and that knowledge is complex. This is consistent with Qian and Pan's (2002) results, in which U.S. high school students believed more strongly that knowledge is complex rather than did high school student in China.

(3) Additional analyses examined group differences in study strategies and academic performance. First, cultural differences in study strategies were revealed. Compared to first-generation Asian Americans, Euro-American students were better able to control their anxiety about school, select main ideas from texts, and prepare for tests. Compared to beyond-first-generation Asian Americans, European Americans were more able to select main ideas and use information processing strategies and were better academically motivated.

(4) Next, we tested the notion that students' epistemological beliefs, ways of knowing, and gender may account for cultural differences in study strategies. Results indicated that epistemological beliefs, ways of knowing, and gender contributed to cultural differences in study strategies.

(5) Belief in quick learning contributed to cultural differences in study strategies. Students who scored lower on selecting main ideas, testing strategies, low anxiety, and with motivation were more likely to agree that learning is quick. For example, students who scored lower on these study strategies agreed with study strategy items such as the following: "When I am studying, worrying about doing poorly in a course interferes with my concentration" (Weinstein & Palmer, 2002, p. 9) and "When studying I seem to get lost in the details and miss the important information" (Weinstein & Palmer, 2002, p. 11). These results suggest that if students believe learning is quick, they are likely to speed through homework and tests. Selecting main ideas would be difficult when rushing through a text. And it is easier to rush through easy parts of a task and skip the more difficult sections.

(6) Belief in separate knowing and belief that knowledge is a constructive process also contributed to cultural differences in study strategies. Students who scored low on selecting main ideas, testing strategies, and information processing were less likely to believe in separate knowing. To understand the implications of these results, consider the students' scores for information processing. These scores involve students' use of strategies that lead to elaboration, organization, and linking prior knowledge with new knowledge (Weinstein & Palmer, 2002). The more students believe that knowledge is constructed and believe in separate knowing, the more likely they are to use information processing strategies. Indeed, if one believes knowledge is an integrated creation of ideas knitted together, one is more likely to engage in strategies that show connections between new ideas and one's own prior knowledge. Furthermore, engaging in evaluative or critical thinking would also encourage students to check consistency in logic between prior knowledge and new knowledge as well as consistency among the ideas presented.

(7) For more convincing evidence of the role of epistemological beliefs in learning was found in the examination of students' actual classroom performance for a business communication class. European Americans outperformed both Asian American groups in the business communication class. When epistemological beliefs, study strategies, and English as a native language were allowed to enter the equation to predict class performance, speed of learning and ability to concentrate predicted the final course grade.

(8) Although Asian Americans are often perceived as outperforming Euro-American students, much of the past research that compared Asian American students to Euro-American students has focused on mathematics and science (Wang & Lin, 2005). When an overall math score was used as the dependent variable, Asian Americans typically outperformed Euro-American students. By contrast, when specific subtest scores were used, Asian Americans outperformed Euro-American students on calculation and routine problem solving. However, Euro-American students outperformed Asian American students on problems that were open-ended or required creativity.

(An excerpt from Schommer-Aikins, M. & Easter, M. Epistemological Beliefs' Contributions to Study Strategies of Asian American and European Americans. *Journal of Educational Psychology* (2008). 100 (4), 920-929.)

Choose the best answer. (Items 31 – 40)

31. What is the objective of this study?

1. to find the effective instructional interventions
- 2. to highlight the need to avoid strong stereotyping and to consider individual differences in the classroom**
3. to differentiate various types of students from cultural background
4. to explore into the nature of knowledge

32. What kinds of statistics used are mentioned in the abstract?

1. percentage and standard deviation
2. mean, median and mode
- 3. multivariate analyses of variances and regression analyses**
4. descriptive and content analysis

33. Which of the following phrases explain that the results agree with the previous study (paragraph 2)?

- | | |
|------------------------------|------------------|
| 1. is consistent with | 3. compared to |
| 2. addressed in | 4. contribute to |

34. What are the epistemological beliefs and ways of knowing of Euro-American students?

- 1. Learning is a slow, gradual process and that knowledge is complex.**
2. Learning is different among cultures.

3. Learning is effective if there are instructional interventions.
 4. Learning is a fundamental knowledge.
35. Which group of students was able to control their anxiety about school?
1. first-generation Asian Americans
 - 2. Euro-American students**
 3. beyond-first-generation Asian Americans
 4. not discussed in the passage
36. What brings about the elaboration, organization and linking prior knowledge with new knowledge?
1. the creation of information processing
 2. the beliefs about learning
 - 3. the student's use of strategies**
 4. the speed in learning
37. Why could the students who believe that learning is quick **NOT** score high in selecting main ideas?
1. Believing in separate knowing contributed to cultural differences.
 - 2. Selecting main ideas would be difficult when rushing through a text.**
 3. Speeding through homework and tests are effective strategies.
 4. Scoring high needs speed strategies.
38. What does the author imply in paragraph 8 of the discussion?
- 1. Teachers should avoid strong stereotyping and consider individual differences in the classroom.**
 2. Teachers should pay more attention to Asian Americans in open-ended activities.
 3. Teachers should support Euro-American students in mathematics.
 4. Teachers should take cultural differences into account in scoring students.

39. Which of the following statements can be the implications of the results described in paragraph 6?

1. Belief in separate knowing and belief that knowledge is a constructive process also contributed to cultural differences in study strategies.

2. The more students believe that knowledge is constructed and believe in separate knowing, the more likely they are to use information processing strategies.

3. Students who scored low on selecting main ideas, testing strategies, and information processing are less likely to believe in separate knowing.

4. These scores involve students' use of strategies that lead to elaboration, organization, and linking prior knowledge with new knowledge (Weinstein & Palmer, 2002).

40. Which of the following is the area in which Euro-American students outperformed Asian American students?

1. math score as the independent variable

2. specific subtest scores

3. calculation and routine problem solving

4. problems that were open-ended or required creativity

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พิมพ์รหัสผ่าน ②

เข้าสู่ระบบ ③

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Tuesday July 20, 2010 - 18:05

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Home

Saturday July 24, 2010 - 07:58

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Title	Status	Start Date	End Date	Attempts	Questions	Out of
Diagnostic Reading Test Version 1(New)	On Going!	2010-07-07 08:00	2011-07-07 23:00	0/Unlimited	72	100
Diagnostic Reading Test Version 2(New)	On Going!	2010-07-07 08:00	2011-07-07 23:00	0/Unlimited	76	100
Diagnostic Reading Test Version 3(New)	On Going!	2010-07-07 08:00	2011-07-08 23:00	0/Unlimited	73	100

Users Online

- eng001 (eng001 eng001)
- laasvalli (รศ. ดร.อติสา วานิชดี)

Guests are not listed

Your Submissions

Title	Date Taken	Mark	Submission
None Found.			

[Go to Top](#)

รูปแบบของแบบทดสอบมีจำนวน 2 รูปแบบ ดังภาพ

1. Multiple Choice แบบตัวเลือก

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แบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษ (Diagnostic Reading Test)

Home

Saturday July 24, 2010 - 07:59

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Diagnostic Reading Test Version 1(New)

Question 1: Multiple Choice 1 Points

1. Which one of the following is the correct and meaningful sentence?

- 1. Without a break the lecture the professor gave for one hour.
- 2. The lecture the professor gave for one hour without a break.
- 3. The professor the lecture for one hour gave without a break.
- 4. The professor gave the lecture for one hour without a break.
- Leave blank

Users Online

- eng001 (eng001 eng001)
- laasvalli (รศ. ดร.อติสา วานิชดี)

Guests are not listed

2. Matching แบบจับคู่

Question 32: Matching (Simple) 6 Points

II. Match the following word with its meaning. (6 marks)
37. There is one meaning option not needed.

<input type="text" value="access"/>	A. happen
<input type="text" value="convince"/>	B. forecast
<input type="text" value="differentiate"/>	C. talk into
<input type="text" value="implement"/>	D. make a distinction
<input type="text" value="occur"/>	E. put into action
<input type="text" value="predict"/>	F. not openly stated
	G. right to use

***** การจัดส่งแบบทดสอบเข้าสู่ระบบ (เป็นสิ่งสำคัญที่สุด) นักศึกษาทุกท่านจะคลิกที่ไอคอน Submit เพื่อส่งแบบทดสอบเข้าสู่ระบบ

Done!

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การดูผลคะแนน

หลังจากที่นักศึกษากดที่ไอคอน Submit แล้ว ระบบจะนำเข้าสู่หน้าที่นักศึกษสามารถจะคลิกดูผลคะแนนที่ตนเองได้ทำแบบทดสอบไปแล้ว ดังภาพ

Tests & Surveys

Action completed successfully.

Title	Status	Start Date	End Date	Attempts	Questions	Out of
Diagnostic Reading Test Version 1(NEW)	On Going!	2010-07-24 08:00	2012-07-24 23:00	1/Unlimited	77	100
Diagnostic Reading Test Version 2(NEW)	On Going!	2010-07-24 08:00	2012-07-24 23:00	1/Unlimited	81	100
Diagnostic Reading Test Version 3(NEW)	On Going!	2010-07-24 08:00	2012-07-24 23:00	1/Unlimited	78	100

Your Submissions

Title	Date Taken	Mark	Submission
Diagnostic Reading Test Version 3(NEW)	2010-09-08 15:49:50	22/100	View Results
Diagnostic Reading Test Version 2(NEW)	2010-09-07 17:47:06	21/100	View Results
Diagnostic Reading Test Version 1(NEW)	2010-09-07 11:44:28	3/100	View Results

ที่ไอคอน View Results เมื่อนำเมาส์คลิกระบบจะแสดงรายละเอียดของแบบทดสอบขึ้นมาให้นักศึกษาตรวจสอบว่าในแบบทดสอบนั้น ๆ มีข้อใดที่นักศึกษาทำไม่ถูกต้อง และโดยความเป็นจริงแล้วข้อที่ถูกคือข้อใด อีกทั้งยังมีคำแนะนำจากท่าน

อาจารย์เจ้าของเนื้อหาได้แนะนำรูปแบบการใช้อย่างถูกต้องของเรื่องต่าง ๆ ในแต่ละข้อของแบบทดสอบอีกด้วย ดังภาพ

View Results

Diagnostic Reading Test Version 3(NEW)

Question 1: Multiple Choice

0 / 1 Points

1. Which one of the following is the correct and meaningful sentence?

- a. M.J. Akbar is on India's political landscape a prolific author and has written extensively.
- b. M.J. Akbar and has written extensively is a prolific author on India's political landscape.
- c. India's political landscape, M.J. Akbar is a prolific author and has written extensively on.
- d. M.J. Akbar is a prolific author and has written extensively on India's political landscape.

Feedback:

Explanation

M.J. Akbar is a prolific author and has written extensively on India's political landscape.

ประธาน กริยา ส่วนขยาย กริยา กรรม

โครงสร้างพื้นฐานของประโยคประกอบด้วยสองส่วน คือ Subject + Predicate

Subject อาจเป็น คำนาม กลุ่มคำนาม Predicate ประกอบด้วย คำกริยา กรรม หรือส่วนขยาย

ส่วนที่ขีดเส้นใต้คือ predicate โดยมีคำกริยา 2 ตัว

นักวิชาการบางกลุ่มเห็นว่าประโยคนี้เป็น compound sentence คือ

M.J. Akbar is a prolific author and (M.J. Akbar) has written extensively on India's political landscape.

รูปแบบของประโยคพื้นฐานมีดังนี้

1. SV Subject + verb

ตัวอย่าง Some strategies occurred infrequently. (intransitive verb)

2. SVO Subject + verb + (direct) object

I searched many websites. (transitive verb)

3. SVC Subject + verb + (subject) complement

I am convinced. (linking verb)

He seems unhappy.

The main finding from this research is that the final 14 item version of the questionnaire is a reliable measure.

4. SVA Subject + verb + adverbial (complement)

	<p>Informants <u>have been in the community for all their lives.</u></p> <p>5. SVOO Subject + <u>verb</u> + (indirect object) + (direct object)</p> <p>The researcher <u>gave each participant a reading text and a tape recorder.</u></p> <p>6. SVOC Subject + <u>verb</u> + (direct) object + (object) complement</p> <p>Most researchers <u>consider these methods reliable.</u></p> <p>คำกริยาที่ใช้ในโครงสร้างนี้ได้ เช่น appoint, call, chose, consider, declare, elect, find, make, select, and show</p> <p>7. SVOA Subject + <u>verb</u>+ (direct) object + adverbial (complement)</p> <p>Each individual learner <u>retells the content of the passage completely.</u></p>	
	<p>Question 2: Multiple Choice 0 / 1 Points</p> <p>2. Today the term <i>information</i> has ballooned to encompass many aspects of computing and technology. _____ the term has become very recognizable.</p> <p><input checked="" type="checkbox"/> a. and</p> <p><input checked="" type="checkbox"/> b. but</p> <p><input type="checkbox"/> c. or</p> <p><input type="checkbox"/> d. yet</p> <p>Feedback:</p> <p>Explanation</p> <p>ประโยค compound ประกอบด้วย independent clause 2 clause เชื่อมด้วย คำเชื่อม(coordinating conjunction) เช่น and, but, or, so, yet, for</p> <p>ในการอ่านหากสังเกตคำเชื่อมก็จะสามารถบอกทิศทางของข้อความได้</p> <p>and บอกข้อมูลเพิ่ม but, yet บอกความแย้ง or บอกทางเลือก so, for บอกเหตุผล</p> <p>ในที่นี้เป็นการบอกข้อมูลเพิ่ม ใช้ and</p>	
	<p>Question 3: Multiple Choice 0 / 1 Points</p> <p>3. _____ Nelson Mandela stepped out of South Africa's Victor Verster prison a free man 20 years ago, he was his country's most famous freedom fighter.</p> <p><input checked="" type="checkbox"/> a. Because</p> <p><input type="checkbox"/> b. While</p>	

- c. Before
 d. When

Feedback:**Explanation**

ประโยค complex ประกอบด้วยอย่างน้อย 2 clauses คือ independent clause และ dependent clause dependent clause เป็นประโยคย่อยที่ขึ้นต้นประโยคด้วย subordinate conjunctions (e.g. although, since, because, after) ในที่นี้ขึ้นต้นด้วย when บอกเวลา เมื่อ ...

Question 4: Multiple Choice

0 / 1 Points

4. The editor is considering _____ the article format for the second time.

- a. revise
 b. revised
 c. revising
 d. being revised

Feedback:**Explanation****Explanation**

Gerund คือ คำกริยา + *ing* ใช้ทำหน้าที่เป็นคำนาม

คำกริยาที่ต้องตามด้วย gerund ในที่นี้คือ consider

ตัวอย่างคำกริยาที่ตามด้วย gerund เช่น admit, advise, anticipate, consider, deny, enjoy, mention, propose, regret, resist, risk, try, understand

Question 5: Multiple Choice

0 / 1 Points

5. Alzheimer's disease _____ erase a person's memory of once-familiar surroundings.

- a. can
 b. should
 c. would
 d. must

Feedback:**Explanation**

can เป็นคำกริยา modals ตามด้วยคำกริยาไม่คืน (base form)

คำกริยา modals มีดังนี้ can, could, may, might, shall, should, will, would, must, ought to

can could หมายถึง สามารถ

may might หมายถึงควรจะ may มีความเป็นไปได้มากกว่า

shall should หมายถึง ควรจะ

will would หมายถึง จะ

must หมายถึง ต้อง

ought to หมายถึง ควรจะ

ภาคผนวก 3.4

แบบทดสอบวัดความสามารถในการอ่านภาษาอังกฤษออนไลน์ชุดที่ 1, 2 และ 3
ฉบับออนไลน์ให้บริการ



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Home Manage

Thursday September 2, 2010 - 19:55

Take Test

Diagnostic Reading Test Version 1 (ปรับปรุงหลังสอบ)

Question 1: Multiple Choice 1 Points

1. Which one of the following is the correct and meaningful sentence?

1. Without a break the lecture the professor gave for one hour.

2. The lecture the professor gave for one hour without a break.

3. The professor the lecture without a break for one hour gave.

4. The professor gave the lecture for one hour without a break.

Leave blank

Question 2: Multiple Choice 1 Points

Content Navigation

Home

Diagnostic Reading Test...

Diagnostic Reading Test...

Diagnostic Reading Test...

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10:55 2/9/2553

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http://course.stou.ac.th/atutor/tools/take_test.php?tid=4530

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STOU Course

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Home Manage

Thursday September 2, 2010 - 19:52

Take Test

Diagnostic Reading Test Version 2 (ปรับปรุงหลังสอบ)

Question 1: Multiple Choice 1 Points

1. Which one of the following is the correct and meaningful sentence?

a. Extensive implications is with one their story.

b. Implications with extensive one is their story.

c. Their story implications is with extensive one.

d. Their story is one with extensive implications.

Leave blank

Question 2: Multiple Choice 1 Points

Content Navigation

Home

Diagnostic Reading Test...

Diagnostic Reading Test...

Diagnostic Reading Test...

Users Online

laasvali (รศ.ดร.อลิสา วาณิช)

Guests are not listed

Internet | Protected Mode: Off

10:55 2/9/2553

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STOU Course : Take Test - Windows Internet Explorer

AT http://course.stou.ac.th/atutor/tools/take_test.php?tid=4531

File Edit View Favorites Tools Help

Convert Select

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Home Manage

Thursday September 2, 2010 - 19:58

Take Test

Diagnostic Reading Test Version 3 (ปรับปรุงหลังสอบ)

Question 1: Multiple Choice 1 Points

1. Which one of the following is the correct and meaningful sentence?

a. M.J. Akbar is on India's political landscape a prolific author and has written extensively.

b. M.J. Akbar and has written extensively is a prolific author on India's political landscape.

c. India's political landscape, M.J. Akbar is a prolific author and has written extensively on.

d. M.J. Akbar is a prolific author and has written extensively on India's political landscape.

Leave blank

Question 2: Multiple Choice 1 Points

Content Navigation

Home

Diagnostic Reading Test...

Diagnostic Reading Test...

Diagnostic Reading Test...

Users Online

laasvali (รศ.ดร.อภิสรา วานิชดี)

Guests are not listed

Done Internet | Protected Mode: Off 100%

EN 19:56 2/9/2553

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Take Test

Diagnostic Reading Test Version 1 (ปรับปรุงหลังสอบ)

1 Points

Question 1: Multiple Choice

1. Which one of the following is the correct and meaningful sentence?

- 1. Without a break the lecture the professor gave for one hour.
- 2. The lecture the professor gave for one hour without a break.
- 3. The professor the lecture without a break for one hour gave.
- 4. The professor gave the lecture for one hour without a break.
- Leave blank*

1 Points

Question 2: Multiple Choice

2. The research has only been carried out on mice, _____ human trials are planned.

- 1. and
- 2. but
- 3. or
- 4. so
- Leave blank*

1 Points

Question 3: Multiple Choice

3. He started writing the review right away, straight _____ he had finished the book.

- 1. because
- 2. while
- 3. after
- 4. whereas
- Leave blank*

1 Points

Question 4: Multiple Choice

4. There _____ many canals in Bangkok in the old days.

- 1. used to being
- 2. are used to be
- 3. is used to being
- 4. used to be
- Leave blank*

1 Points**Question 5: Multiple Choice**

5. These days, everybody should _____ how to access the Internet.

- 1. learn
- 2. learns
- 3. learned
- 4. to learn
- Leave blank*

1 Points**Question 6: Multiple Choice**

6. Statistics, taught by Professor White, _____ very difficult.

- 1. is
- 2. are
- 3. being
- 4. be
- Leave blank*

1 Points**Question 7: Multiple Choice**

7. To display your photos _____ the computer screen is not difficult.

- 1. in
- 2. on
- 3. at
- 4. off
- Leave blank*

1 Points**Question 8: Multiple Choice**

8. Nowadays, there are computers for _____ deaf.

- 1. a
- 2. this
- 3. the
- 4. no word is needed
- Leave blank*

1 Points

Question 9: Multiple Choice

9. His paper is very _____. There is no analysis at all.

- 1. describe
- 2. describing
- 3. description
- 4. descriptive
- Leave blank*

1 Points

Question 10: Multiple Choice

10. You can log into the Internet _____.

- 1. wherever you go
- 2. as long as you go
- 3. now that you did
- 4. whereas you are doing
- Leave blank*

1 Points

Question 11: Multiple Choice

11. Any researchers _____ progress reports are not submitted will not receive the second part of the grant.

- 1. who
- 2. whom
- 3. whose
- 4. which
- Leave blank*

1 Points

Question 12: Multiple Choice

12. In the old days, the people _____ had to be self-sufficient.

- 1. which lived on the mountain
- 2. who lived on the mountain
- 3. whose lives are on the mountain
- 4. where they lived the mountain
- Leave blank*

1 Points

Question 13: Multiple Choice

13. Pichet _____ his book on his own if he _____ the money.

- 1. publishes ... has
- 2. publishes ... will have
- 3. will publish ... has
- 4. will publish ... have
- Leave blank*

1 Points

Question 14: Multiple Choice

14. The firm _____ thousands of jobs and shut hundreds of under-performing stores over the past two years to trim costs.

- 1. cut
- 2. cuts
- 3. has cut
- 4. had cut
- Leave blank*

1 Points

Question 15: Multiple Choice

15. In 2010, the CEO _____ that his campaign last year _____ devastating effects on the workforce.

- 1. had admitted ... had had
- 2. admitted ... had
- 3. had admitted ... had

- 4. admitted ... had had
- Leave blank*

1 Points**Question 16: Multiple Choice**

16. Doctors used to rely on expensive MRI scans for this disease, but now they _____ because of the new technique.

- 1. have to
- 2. do not have to
- 3. must not have
- 4. ought to
- Leave blank*

1 Points**Question 17: Multiple Choice**

17. Mr. Wichai set up the community watchdogs group in the neighborhood last month.
_____ a very respectful person.

- 1. It is
- 2. Its
- 3. He is
- 4. His
- Leave blank*

1 Points**Question 18: Multiple Choice**

18. Sign _____ if you want to join the digital camera club.

- 1. out
- 2. up
- 3. over
- 4. off
- Leave blank*

1 Points**Question 19: Multiple Choice**

19. To finish a doctoral program, one must be _____.

- 1. determine
- 2. determining
- 3. determined
- 4. determination
- Leave blank*

1 Points**Question 20: Multiple Choice**

20. You cannot get access to the full paper for this article _____ you pay.

- 1. if
- 2. unless
- 3. only if
- 4. as if
- Leave blank*

1 Points**Question 21: Multiple Choice**

21. The more advanced the technology is, _____.

- 1. more convenient learning can be
- 2. the more convenient learning can be
- 3. most convenient learning can be
- 4. the most convenient learning can be
- Leave blank*

1 Points**Question 22: Multiple Choice**

22. _____ with stress in taking care of autistic children, mothers need support from home and society.

- 1. Cope
- 2. Coped
- 3. Coping
- 4. Be coped
- Leave blank*

1 Points

Question 23: Multiple Choice

23. _____ by his parents, Tony applied for the scholarship.

- 1. Convince
- 2. Convinced
- 3. Convincing
- 4. Be convinced
- Leave blank*

1 Points**Question 24: Multiple Choice**

24. Cancer experts said, "The findings in the *British Journal of Cancer* can help doctors find new treatments."

Cancer experts said the findings in the *British Journal of Cancer* _____ doctors find new treatments.

- 1. can help
- 2. can be helped
- 3. could help
- 4. could be helped
- Leave blank*

1 Points**Question 25: Multiple Choice**

25. You would have been given the gifts if you _____ a two-year subscription.

- 1. sign
- 2. signed
- 3. had signed
- 4. will have signed
- Leave blank*

1 Points**Question 26: Multiple Choice**

26. Pim _____ for the patent for her talking doll model but she did not; now everybody is copying it.

- 1. should register
- 2. must have registered
- 3. need to be registered

- 4. should have registered
- Leave blank*

1 Points**Question 27: Multiple Choice**

27. The _____ are first editions.

- 1. Mr. White's 19th-century in personal poetry volumes collection
- 2. Mr. White's in 19th-century poetry volumes personal collection
- 3. 19th-century poetry volumes personal collection in Mr. White's
- 4. 19th-century poetry volumes in Mr. White's personal collection
- Leave blank*

1 Points**Question 28: Multiple Choice**

28. _____ having presented some photos on global warming, Dr. Philips went on to discuss the issue in detail.

- 1. Before
- 2. After
- 3. On
- 4. At
- Leave blank*

1 Points**Question 29: Multiple Choice**

29. The proposal _____ in the last meeting was accepted.

- 1. submit
- 2. submits
- 3. submitted
- 4. submitting
- Leave blank*

1 Points**Question 30: Multiple Choice**

30. Of the many papers on drug addiction causes I have read, Dr. Smith's paper argues _____.

- 1. effectively

- 2. as effectively as
- 3. more effectively than
- 4. the most effectively
- Leave blank*

6 Points

Question 31: Matching (Simple)**Part II Vocabulary****I. Match the following word with its meaning.**

31. There is one meaning option not needed.

- | | | |
|---|---------------|-----------------------|
| <input type="text" value="-"/> <input type="text" value="v"/> | access | A. happen |
| <input type="text" value="-"/> <input type="text" value="v"/> | convince | B. forecast |
| <input type="text" value="-"/> <input type="text" value="v"/> | differentiate | C. talk into |
| <input type="text" value="-"/> <input type="text" value="v"/> | implement | D. make a distinction |
| <input type="text" value="-"/> <input type="text" value="v"/> | occur | E. put into action |
| <input type="text" value="-"/> <input type="text" value="v"/> | predict | F. not openly stated |
| | | G. right to use |

1 Points

Question 32: Multiple Choice**II. Fill in the gaps with the appropriate words.**

32. This software for statistics is very _____; it is also very reliable.

- a. accurate
- b. accredited
- c. accumulate
- Leave blank*

1 Points

Question 33: Multiple Choice

33. The essay _____ to the development of the field of psycholinguistics.

- a. categorizes
- b. contributes
- c. challenges
- Leave blank*

1 Points

Question 34: Multiple Choice

34. People seek software that is _____ with every computer.

- a. classic
- b. compatible
- c. crucial
- Leave blank*

1 Points

Question 35: Multiple Choice

35. _____ medicine is accepted by many doctors nowadays.

- a. Ultimate
- b. Alternative
- c. Empirical
- Leave blank*

1 Points

Question 36: Multiple Choice

36. The _____ analysis includes interpreting the percentage and frequency.

- a. ultimate
- b. hierarchical
- c. initial
- Leave blank*

1 Points

Question 37: Multiple Choice

37. This literature review is not _____ to the research question at all. The researcher discusses something else.

- a. sufficient
- b. parallel
- c. relevant
- Leave blank*

1 Points

Question 38: Multiple Choice

III. Find the word that is similar in meaning to the following underlined words.

38. The results from this study are consistent with the previous ones.

- a. coherent

- b. regular
- c. contradict
- Leave blank*

1 Points**Question 39: Multiple Choice**

39. The empirical data of this research prove that students prefer to learn online.

- a. explicit
- b. constant
- c. observed
- Leave blank*

1 Points**Question 40: Multiple Choice**

40. The researcher should integrate her observation in the qualitative analysis.

- a. encounter
- b. incorporate
- c. eliminate
- Leave blank*

1 Points**Question 41: Multiple Choice**

41. The first phase of this research is to come up with a theoretical concept of this subject.

- a. stage
- b. model
- c. formula
- Leave blank*

1 Points**Question 42: Multiple Choice**

42. It is evident that the earth is suffering from global warming.

- a. sufficient
- b. accumulate
- c. obvious

Leave blank

1 Points

Question 43: Multiple Choice

43. During the writing process, Pim has to modify some of her analysis so that it is appropriate for the reader.

- a. generate
- b. revise
- c. locate
- Leave blank*

1 Points

Question 44: Multiple Choice

IV. Use the following words with the correct parts of speech.

44. To _____ from the reading passages requires the ability to reason.

- a. infer
- b. inferring
- c. inference
- Leave blank*

1 Points

Question 45: Multiple Choice

45. The audience can _____ the tickets for the lucky draw.

- a. retain
- b. retaining
- c. retainer
- Leave blank*

1 Points

Question 46: Multiple Choice

46. This paper reports on a case study of a _____ learning environment.

- a. support
- b. supportive
- c. supporter
- Leave blank*

1 Points

Question 47: Multiple Choice

47. The fast _____ of computer data along telephone lines makes the Internet very useful.

- a. transmit
- b. transmission
- c. transmitter
- Leave blank*

1 Points

Question 48: Multiple Choice

48. Learning _____ can be taught.

- a. strategy
- b. strategic
- c. strategist
- Leave blank*

1 Points

Question 49: Multiple Choice

49. His theory is _____ sound, but he needs more data to support it.

- a. fundamental
- b. fundamentally
- c. fundamentalist
- Leave blank*

6 Points

Question 50: Matching (Simple)

50.

Put the appropriate words into the blanks to make a meaningful paragraph.

Text

Using the (1) _____ of market orientation, we examine how an (2) _____ business's market orientation culture is reflected in managers' mental (3) _____, evaluate how mental models and perceived behaviors differ across (4) _____ levels and functions, and compare the cognitive values and (5) _____ of the cognitive (6) _____ of market orientation culture

with behavioral aspects.

REFERENCE: (Tyler, B.B., Gnyawali, D.R. (2009, January). Managerial collective cognitions: An examination of similarities and differences of cultural orientations. *Journal of Management Studies*, 46 (1), 94-126.)

Using the (1)_____ of market orientation,
 we examine how an (2)_____
 business's market orientation culture is reflected in
 managers' mental (3)_____,
 evaluate how mental models and perceived
 behaviors differ across (4)_____
 levels and functions, and compare the cognitive
 values and (5) _____
 of the cognitive (6)_____ of market orientation
 culture with behavioral aspects.

A. models
 B. exemplary
 C. context
 D. beliefs
 E. hierarchical
 F. aspects

5 Points

Question 51: Matching (Simple)

51.Part III Reading

Read the following passages and answer the questions.

Passage I

Benefits of Glass Recycling: Why Recycle Glass?

Glass recycling is both simple and **beneficial**. Let's start with the benefits of glass recycling:

(1) _____. A glass bottle that is sent to a landfill can take up to a million years to break down. By contrast, it takes as little as 30 days for a recycled glass bottle to leave your kitchen recycling bin and appear on a store shelf as a new glass container.

(2) _____. Glass containers are 100-percent recyclable, **which** means they can be recycled repeatedly, again and again, with no loss of purity or quality in the glass.

(3) Glass recycling is efficient. Recovered glass from glass recycling is the primary ingredient in all new glass containers. A typical glass container is made of as much as 70 percent recycled glass. According to industry estimates, 80 percent of all recycled glass eventually ends up as new glass containers.

(4) Glass recycling conserves natural resources. Every ton of glass that is recycled saves more than a ton of the raw materials needed to create new glass, including: 1,300 pounds of sand; 410 pounds of soda ash; and 380 pounds of limestone.

(5) _____. Making new glass means heating sand and other substances to a temperature of 2,600 degrees Fahrenheit, which requires a lot of energy and creates a lot of industrial pollution. One of the first steps in glass recycling is to crush the glass and create a product called “cullet”. Making recycled glass products from cullet consumes 40 percent less energy than making new glass from raw materials, because cullet melts at a much lower temperature.

(6) _____. Because glass is made from natural materials such as sand and limestone, glass containers have a low rate of chemical interaction with their contents. As a result, glass can be safely reused. Besides serving as the primary ingredient in new glass containers, recycled glass also has many other commercial uses—from creating decorative tiles and landscaping material to rebuilding eroded beaches.

(7) _____. I pointed out at the beginning of this article. It’s simple because glass is one of the easiest materials to recycle. For one thing, glass is accepted by almost all curbside recycling programs and municipal recycling centers. About all most people have to do to recycle glass bottles and jars is to carry their recycling bin to the curb, or maybe drop off their empty glass containers at a nearby collection point.

(8) If you need an extra incentive to recycle glass, how about this: Several U.S. states offer cash refunds for most glass bottles, so in some areas glass recycling can actually put a little extra money in your pocket.

(Adapted from “About.com: Environmental Issues” Retrieved March 16, 2010 from environment.about.com/od/recycling/a/benefits_of_glass_recycling.htm)

51. Match each of the statements with the appropriate section (1, 2, 5, 6, 7).

<input type="text"/>	▼	Glass recycling saves energy.	1	A. section
<input type="text"/>	▼	Recycling glass is useful.	2	B. section
<input type="text"/>	▼	Glass recycling is sustainable.	5	C. section
<input type="text"/>	▼	Glass recycling is simple.	6	D. section
<input type="text"/>	▼	Glass recycling is good for the environment	7	E. section

1 Points

Question 52: Multiple Choice

Choose the best answer.

52. What does “beneficial” (line 2) mean?

- a. little
- b. useful
- c. recycled
- d. new
- Leave blank*

1 Points**Question 53: Multiple Choice**

53. What does "which" (section 2) refer to?

- a. that they lose no quality
- b. that they are the primary ingredient
- c. that glass containers are 100 percent recyclable
- d. that they are reduced to 70 percent recycled glass
- Leave blank*

1 Points**Question 54: Multiple Choice**

54. What percentage of recycled glass ends up as new glass containers?

- a. 70
- b. 80
- c. 100
- d. cannot be estimated
- Leave blank*

1 Points**Question 55: Multiple Choice**

55. What do you call the crushed glass?

- a. landscaping materials
- b. empty glass
- c. decorative tiles
- d. cullet
- Leave blank*

1 Points**Question 56: Multiple Choice**

56. Why glass can be safely reused?

- a. It melts at a low temperature.
- b. Glass containers have a low rate of chemical interaction with their contents.
- c. It contains sand, soda ash, and limestone.
- d. It is made of recycled glass.
- Leave blank*

6 Points

Question 57: Matching (Simple)

57. Passage II

Global Warming may Kill Billions this Century

Monday January 16, 2006

(1) In the 1970s, James Lovelock became one of the world's most celebrated environmental scientists after he proposed the Gaia theory. The theory is of Earth as a self-sustaining organism with a built-in control system that keeps the environment in balance and the planet fit for life. Writing in *The Independent* newspaper, Lovelock warns that the world has already passed the point of no return with global warming. He also warns that climate change will kill billions of people in this century as the Earth reaches a "coma" state from which it may not recover for 100,000 years.

(2) If almost anyone other than James Lovelock issued such a warning about global warming, it would be labeled at best science fiction and at worst irresponsible and alarmist. But Lovelock has a formidable reputation as an environmental scientist and a stunning record of success. So when he says mankind has pushed the planet to the breaking point, it pays to listen.

(3) Beyond the Point of No Return

Writing in *The Independent* and in his new book, "The Revenge of Gaia," to be published next month, Lovelock says that current efforts to reduce greenhouse-gas emissions and mitigate the greenhouse effect that leads to global warming—including the Kyoto Protocol and the alternative Sydney Summit—won't be enough to solve the problem. He says the only hope is for all nations to use their resources wisely to sustain civilization for as long as possible. "We have given Gaia a fever and soon her condition will worsen to a state like a coma," Lovelock writes. "She has been there before and recovered, but it took more than 100,000 years. We are responsible and will suffer the consequences."

(4) Lovelock predicts that by the end of the century the temperature will rise 8 degrees Celsius (14 degrees Fahrenheit) in temperate regions such as Europe and the U.S., and 5 degrees Celsius in the tropics. "Much of the tropical land mass

will become scrub and desert, and will no longer serve for regulation. This adds to the 40 per cent of the Earth's surface we have depleted to feed ourselves," Lovelock explains. If Lovelock is correct, the outlook is grim for the human race, and for the planet. "Before this century is over, billions of us will die, and the few breeding pairs of people that survive will be in the Arctic where the climate remains tolerable," Lovelock writes.

(5) Nuclear Energy May Be Key to Survival

According to Lovelock, there is still time to prevent such a disaster—although not much time—but he says the nations with the most power to stop the approaching **devastation** are also the ones doing the most to bring it about. "Civilisation is energy-intensive and we cannot turn it off without crashing, so we need the security of a powered descent," Lovelock writes. "Sadly I cannot see the United States or the emerging economies of China and India cutting back in time, and they are the main source of emissions. The worst will happen and survivors will have to adapt to a hell of a climate."

(6) Lovelock is a leading thinker in environmental science whose holistic view of the planet sometimes puts him out of step with others in the environmental community. For example, Lovelock supports further development of nuclear energy as the only clean source of energy that can be developed in time to slow the effects of global warming and head off the disaster he believes is coming. According to Lovelock, who views the Earth as a living organism, human civilization is not only a large part of the problem but also a "precious resource" for the planet. "We should be the heart and mind of the Earth, not its malady," he says. "Most of all, we should remember that we are a part of it, and it is indeed our home."

(Sources: "About.com: Environmental Issues" Retrieved March 16, 2010 from environment.about.com/b/2006/01/16/global-warming-may-kill-billions-this-century.htm)

57. Match each main idea with each paragraph (1-6). There is one main idea option that will not be used.

- | | | | |
|-------------|----------------------|-----------|--|
| Paragraph 1 | <input type="text"/> | Paragraph | A. Lovelock's prediction is that the temperature rise will kill most people. |
| Paragraph 2 | <input type="text"/> | Paragraph | B. The most powerful countries must do something to prevent disaster. |
| Paragraph 3 | <input type="text"/> | Paragraph | C. James Lovelock proposed the Gaia theory.
D. All nations must use their resources wisely to sustain civilization. |
| Paragraph 4 | <input type="text"/> | Paragraph | E. Other scientists do not agree with Lovelock's support of nuclear energy as the only clean source to save the earth. |
| Paragraph 5 | <input type="text"/> | Paragraph | F. Planet Earth is our home.
G. Lovelock is a famous scientist so people listen |

aph 6 Paragr to what he says.

1 Points

Question 58: Multiple Choice

Choose the best answer. ,

58. What will happen at the end of the century, according to Lovelock's prediction?

- a. Civilisation is energy-intensive and we have to pay to get it back.
- b. All nations will help each other to solve the global warming.
- c. People will lack food because the land will become desert due to temperature rises.
- d. People will adapt to a different type of climate.
- Leave blank*

1 Points

Question 59: Multiple Choice

59. What does 'devastation" (paragraph 5) mean?

- a. intention
- b. disaster
- c. power
- d. descent
- Leave blank*

1 Points

Question 60: Multiple Choice60. According to paragraph 2, which one of the following is **NOT** the reason why people listen to Lovelock?

- a. He has a great reputation as an environmental scientist.
- b. He has a stunning record of achievement.
- c. He is an environmental scientist who proposed the Gaia theory.
- d. He is a well-known science reporter in *The Independent*.
- Leave blank*

1 Points

Question 61: Multiple Choice

61. According to Lovelock, what can nuclear energy do?

- a. It helps the people in the Arctic to survive.
- b. It is the main source of emissions.
- c. It slows the effects of global warming.
- d. It pushes the planet to the breaking point.
- Leave blank*

5 Points

Question 62: Matching (Simple)**62.Part III Reading (40 marks)**

Read the following passages and answer the questions.

Passage III
Pandas

(1) Beijing, China (CNN)—Two of the world's most famous pandas received a celebrity's welcome in China Friday after being shipped from the U.S. aboard the aptly named FedEx Panda Express.

(2) Amid tight security, throngs of photographers fixed their lenses on Tai Shan, 4, and Mei Lan, 3, as they arrived in Chengdu, China after a 15-hour journey. **They** were returned to China as part of a longstanding agreement between China and the U.S. Under the deal, China retains ownership of adult pandas and any offspring, **which** are to return to China when they reach two years old. While Tai Shan and Mei Lan were born in the U.S., their parents are Chinese.

(3) After the welcoming ceremony in southwest China, Tai Shan and Mei Lan will part ways. They will both enter one month of quarantine to allow them time to adjust to their new home and bamboo diet. On clearing quarantine, Tai Shan will be taken two-and-a-half hours to Wolong's Bifengxia Panda Base, just outside the city of Ya'an. Mei Lan will be driven to the Chengdu Research Base of Giant Panda Breeding in Chengdu.

(4) According to panda conservation expert Dr. Lu Zhi of Peking University, the timing of the intercontinental move comes at an appropriate time. "It's a change. Animals need to adapt, but this is the right age to change," Lu told CNN. Adapting to life in Sichuan will require some adjustment. Mei Lan will be assigned a Chinese tutor to teach her commands in Sichuan dialect, while Tai Shan will be immediately immersed in Mandarin. The pandas' new responsibilities will include breeding future generations of pandas as part of efforts to conserve the species.

(5) The public is already voting online for a suitable partner for Mei Lan. As of Thursday afternoon, panda Yong Yong held a comfortable lead. Tai Shan and Mei Lan have already accomplished a lot for young pandas. During their time in the U.S. they won fans well beyond the borders of their respective zoos. A YouTube video of cub Tai Shan's sneeze got more than 51 million hits and counting.

(6) Upon their arrival in Chengdu, U.S. Consul General David Brown praised the pandas diplomatic achievements. "Ever since Tai Shan was born in Washington, D.C. in 2005, and Mei Lan in Atlanta, Georgia in 2006, both pandas have become endearing goodwill ambassadors for China in the United States," Brown said. "They, along with their parents and the other pandas on loan from China occupy a special place in the U.S.-China relationship, which has matured and expanded over the past 30 years."

(7) China's history of giving pandas as diplomatic gifts to other countries dates back more than a thousand years. During the Tang dynasty, the Chinese gave the first set of pandas to the Japanese emperor. In 1972, after President Nixon's historic visit to China, Mao Zedong sent the first set of pandas to the United States. In the mid-80s, China decided to stop giving pandas away, instead choosing to loan them in exchange for millions of dollars that would be used in panda conservation efforts.

(Sources: Retrieved March 11, 2010, from

edition.cnn.com/2010/WORLD/asiapcf/02/05/china.us.pandas/index.html?iref=allsearch)

62. Match each of the main ideas with the paragraphs (1-7).

There are 2 paragraph options that will not be used.

<input type="text"/>	The two pandas will have to adapt themselves to a new environment.	A. Paragraph 1
<input type="text"/>	Giving pandas as diplomatic gifts	B. Paragraph 2
<input type="text"/>	Tai Shan and Mei Lan winning fans in the U.S.	C. Paragraph 3
<input type="text"/>	Pandas' role of diplomatic relationship.	D. Paragraph 4
<input type="text"/>	Tai Shan and Mei Lan will go to different places in China.	E. Paragraph 5 F. Paragraph 6 G. Paragraph 7

1 Points

Question 63: Multiple Choice

Choose the best answer.

63. What does "they" (paragraph 2) refer to?

- a. photographers

- b. throngs
- c. Tai Shan and Mei Lan
- d. lenses
- Leave blank*

1 Points**Question 64: Multiple Choice**

64. What does "which" (paragraph 2) refer to?

- a. adult pandas
- b. offspring
- c. China
- d. the U.S.
- Leave blank*

1 Points**Question 65: Multiple Choice**

65. Why were the pandas kept in quarantine?

- a. to show the public
- b. to check their health
- c. to adjust to their new environment
- d. to be taught Chinese
- Leave blank*

1 Points**Question 66: Multiple Choice**

66. Which of the following conjunctions can replace 'while' in the following sentence?

Mei Lan will be assigned a Chinese tutor to teach her commands in Sichuan dialect, while Tai Shan will be immediately immersed in Mandarin.

- a. whereas
- b. although
- c. so
- d. despite
- Leave blank*

1 Points

Question 67: Multiple Choice

67. Which of the following is **NOT** true according to the passage?

- a. The Chinese first gave pandas to the Japanese Emperor.
- b. Pandas have helped diplomatic achievements.
- c. China's loan of pandas aimed at conservation efforts.
- d. Tai Shan will have to learn Sichuan dialect commands.
- Leave blank*

1 Points**Question 68: Multiple Choice**

68. **Part III Reading (40 marks)**

Read the following passages and answer the questions.

Passage IV**A Purposeful Life May Stave Off Alzheimer's**

(1) **A Purposeful** Life May Stave Off Alzheimer's

(2) TUESDAY, March 2 (HealthDay News)—People who say their lives have a purpose are less likely to develop Alzheimer's disease or its precursor, mild cognitive impairment, a new study suggests.

(3) As the population ages and dementia becomes a more frequent diagnosis, there's increasing force to determine the causes of **the disease**, associated risk factors and how to prevent it, explained study co-author Dr. Aron S. Buchman, an associate professor in the department of neurological sciences at Rush University Medical Center in Chicago. "There has been a lot of interest in psychosocial factors and their association with cognitive decline and dementia in later life," he said.

(4) The study looked at the positive aspects of life and **their** possible effect on keeping dementia at bay, "looking at happiness, purposefulness in life, well-being and whether those kind of concepts are associated with a decreased risk of dementia," Buchman explained. For the study, published in the March issue of the Archives of General Psychiatry, Buchman and his colleagues collected data on 951 older people without dementia who participated in the Rush Memory and Aging Project. The participants were asked to respond to statements such as: "I feel good when I think of what I have done in the past and what I hope to do in the future," and "I have a sense of direction and purpose in life."

(5) After an average four years of follow-up, 16.3 percent of the people in the study developed Alzheimer's disease. Taking into account other factors that could account for Alzheimer's, the researchers found that people who responded most

positively to statements about their lives were the least likely to develop the condition. Also, people who said they had more purposeful lives were less likely to develop mild cognitive impairment and had a slower rate of cognitive decline.

(6) People who scored 4.2 out of 5 on the purpose-in-life measure were about 2.4 times less likely to develop Alzheimer's disease, compared with people who scored 3.0, the study found. It's not known whether there is a biological reason for this finding, the researchers noted. "One possibility is that, truly, somebody with high purpose in life might have a lower risk of developing dementia because of what's involved in purpose in life," Buchman said. "The importance of the study," he added, "is this doesn't prove anything, but it points researchers in the direction of a link between purpose in life and cognition in late life. And now we have to find out what the biological basis is." (Question Item 76)

_____ . "More social activity, more physical activity, higher cognitive activities, high purpose in life—all these psychosocial factors seem to be linked with longer life, decreased mortality, decreased disability and provide important clues to a public health approach to try to increase independence in older people in later life," Buchman said.

(7) Greg M. Cole, a neuroscientist at the Greater Los Angeles VA Healthcare System, wondered if the study is really measuring depression, not a purposeful life. "I am unclear about how low scores on the purpose-in-life measures can be separated from mild depression," Cole said. "Depression has been repeatedly associated with increased Alzheimer's disease risk. So psychiatrists can make a distinction, but they seem likely closely related." "One wonders whether this is a treatable psychiatric condition contributing to risk or an early symptom of decline," he added.

(8) William H. Thies, chief medical and scientific officer at the Alzheimer's Association, said the new study "contributes to the literature that says there is a linkage between behavior and disease." The study begs the question whether there is more Alzheimer's disease because more people have a lower sense of purpose, or is a lower sense of purpose an early, subtle, sign of dementia, he said. "As we get better and better at having biological measures of the disease, we will shed a lot of light on these kinds of studies and whether these behaviors are simply a symptom or they are a place where you can intrude," Thies said.

(Adapted from "Yahoo news" Retrieved March 16, 2010, from

news.yahoo.com/s/hsn/20100303/hl_hsn/apurposefullifemaystaveoffalzheimers)

68. Match the main idea with the appropriate paragraph number (3, 4, 5, 6, 7).
The study correlated the positive aspects of life and their effect on avoiding dementia.

- Paragraph 3
- Paragraph 4

- Paragraph 5
- Paragraph 6
- Paragraph 7
- Leave blank*

1 Points

Question 69: Multiple Choice

69. Match the main idea with the appropriate paragraph number (3, 4, 5, 6, 7).

A neuroscientist argued that the study might measure depression, not having a purpose in life.

- Paragraph 3
- Paragraph 4
- Paragraph 5
- Paragraph 6
- Paragraph 7
- Leave blank*

1 Points

Question 70: Multiple Choice

70. Match the main idea with the appropriate paragraph number (3, 4, 5, 6, 7).

16.3 percent of the population in the study developed Alzheimer's disease.

- Paragraph 3
- Paragraph 4
- Paragraph 5
- Paragraph 6
- Paragraph 7
- Leave blank*

1 Points

Question 71: Multiple Choice

71. Match the main idea with the appropriate paragraph number (3, 4, 5, 6, 7).

People who scored more on the purpose-in-life measure were less likely to develop Alzheimer's disease.

- Paragraph 3
- Paragraph 4
- Paragraph 5

- Paragraph 6
- Paragraph 7
- Leave blank*

1 Points**Question 72: Multiple Choice****72. Match the main idea with the appropriate paragraph number (3, 4, 5, 6, 7).**

The researchers are more interested in doing the study of dementia because it is now more frequently diagnosed.

- Paragraph 3
- Paragraph 4
- Paragraph 5
- Paragraph 6
- Paragraph 7
- Leave blank*

1 Points**Question 73: Multiple Choice****73. Choose the best answer.**

Which paragraph best summarises the passage?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- Leave blank*

1 Points**Question 74: Multiple Choice****74. What does the word “purposeful” (paragraph 1) mean?**

- a. risk
- b. focused
- c. farthest
- d. strongest
- Leave blank*

1 Points

Question 75: Multiple Choice

75. What does “their” (paragraph 4) refer to?

- a. positive aspects of life
- b. researchers of Alzheimer’s disease
- c. concepts
- d. colleagues
- Leave blank*

1 Points**Question 76: Multiple Choice**

76. Which of the following sentences can be best inserted in the space (paragraph 6)?

- a. Still, the researchers think these findings could have implications for public health.
- b. Thus, the researchers move to other directions of their research.
- c. Therefore, all the results are unreliable and should not be taken into account.
- d. Also, some people who scored 3.0 have longer lives.
- Leave blank*

1 Points**Question 77: Multiple Choice**

77. What is the ultimate purpose of the public health approach for older people in later life, according to Dr. Buchman?

- a. longer life
- b. higher cognitive ability
- c. independence
- d. higher purpose in life
- Leave blank*

Done!

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Take Test

Diagnostic Reading Test Version 2(ปรับปรุงหลังสอบ)

1 Points**Question 1: Multiple Choice**

1. Which one of the following is the correct and meaningful sentence?

- a. Extensive implications is with one their story.
- b. Implications with extensive one is their story.
- c. Their story implications is with extensive one.
- d. Their story is one with extensive implications.
- Leave blank*

1 Points**Question 2: Multiple Choice**

2. My sister likes water color painting, ____ I prefer drawing.

- a. since
- b. but
- c. or
- d. so
- Leave blank*

1 Points**Question 3: Multiple Choice**

3. _____ Dr. White and his colleagues have not been able to find the funds to support their research, they have to cancel the experiment.

- a. Since
- b. While
- c. Before
- d. After
- Leave blank*

1 Points**Question 4: Multiple Choice**

4. A computer model was used _____ each participant's exposure to traffic air pollution particles.

- a. to estimate
- b. estimates
- c. to be estimated
- d. estimate
- Leave blank*

1 Points**Question 5: Multiple Choice**

5. Omega 3 fat _____ be obtained most easily by eating fish, fish oils and certain kinds of seed oils such as walnut.

- a. can
- b. must
- c. would
- d. had to
- Leave blank*

1 Points**Question 6: Multiple Choice**

6. Physics _____ very important to understand the universe.

- a. is
- b. are
- c. be
- d. have been
- Leave blank*

1 Points**Question 7: Multiple Choice**

7. The networks are linked both the old-fashioned way, face-to-face, and by phone, and _____ email.

- a. in
- b. through
- c. on
- d. among
- Leave blank*

1 Points

Question 8: Multiple Choice

8. _____ series on animal life was awarded the best documentary of the year.

- a. A
- b. Any
- c. An
- d. No word is needed
- Leave blank*

1 Points

Question 9: Multiple Choice

9. The most _____ people in the office know how to manage time.

- a. effect
- b. effects
- c. effective
- d. effectiveness
- Leave blank*

1 Points

Question 10: Multiple Choice

10. You will get a 10 % discount every time you buy a book in this store _____ you are a lifetime member of this book club.

- a. wherever
- b. unless
- c. now that
- d. so that
- Leave blank*

1 Points

Question 11: Multiple Choice

11. Take a manager _____, in times of pressure, slides back into dictatorial habits of leadership for example.

- a. who
- b. why
- c. whose

- d. which
- Leave blank

1 Points

Question 12: Multiple Choice

12. _____ the mind is calm, working memory functions at its best.

- a. Where
- b. When
- c. How
- d. That
- Leave blank

1 Points

Question 13: Multiple Choice

13. Dan kept on doing his research _____ he failed many times in his experiments.

- a. in order that
- b. in case
- c. so that
- d. although
- Leave blank

1 Points

Question 14: Multiple Choice

14. The financial crisis last year _____ by the dynamics of the interplay between big banks and the regulators.

- a. is caused
- b. are caused
- c. was caused
- d. were caused
- Leave blank

1 Points

Question 15: Multiple Choice

15. Barry _____ up through the ranks and later _____ CEO.

- a. moved ... had become

- b. moves ... became
- c. had moved ... had become
- d. had moved ... became
- Leave blank*

1 Points

Question 16: Multiple Choice

16. You _____ register for that seminar; I already did that for you.

- a. ought to
- b. must have
- c. have to
- d. do not have to
- Leave blank*

1 Points

Question 17: Multiple Choice

17. Many people choose to take fat supplements, if for any reason _____ are unable to get enough in _____ regular diet.

- a. they ... theirs
- b. we ... our
- c. they ... their
- d. you ... your
- Leave blank*

1 Points

Question 18: Multiple Choice

18. Many of the standard learning principles for training and development in organizations derive _____ trivial studies of college students practicing basic motor skills.

- a. on
- b. from
- c. over
- d. off
- Leave blank*

1 Points

Question 19: Multiple Choice

19. Students _____ by the dinosaurs' skeletons at the museum.

- a. amaze
- b. amazing
- c. are amazed
- d. be amazed
- Leave blank*

1 Points**Question 20: Multiple Choice**

20. _____ you install this program step by step, you will not be able to use it.

- a. If
- b. Unless
- c. Only if
- d. As if
- Leave blank*

1 Points**Question 21: Multiple Choice**

21. People should be _____ with their environment than they are now.

- a. concerned
- b. as concerned
- c. more concerned
- d. the most concerned
- Leave blank*

1 Points**Question 22: Multiple Choice**

22. _____ on her survey questionnaire alone, Fumiyo is unable to interpret the data profoundly.

- a. Rely
- b. Relies
- c. Relying
- d. Relied
- Leave blank*

1 Points

Question 23: Multiple Choice

23. Once _____ to compete in a chess game, Tony would read every new tip on chess strategies.

- a. challenge
- b. challenges
- c. challenged
- d. challenging
- Leave blank*

1 Points

Question 24: Multiple Choice

24. The governor pointed out, "My office provided a beautiful green park for people to exercise for better health."

The governor pointed out that his office _____ a beautiful green park for people to exercise for better health.

- a. has provided
- b. have provided
- c. had provided
- d. had been provided
- Leave blank*

1 Points

Question 25: Multiple Choice

25. If Scott had had a computer when he was writing his thesis, he _____ it faster.

- a. finished
- b. have finished
- c. would finish
- d. would have finished
- Leave blank*

1 Points

Question 26: Multiple Choice

26. Fay _____ better in the singing contest last month, but she did not practice enough.

- a. can do

- b. could be done
- c. may be done
- d. could have done
- Leave blank*

1 Points

Question 27: Multiple Choice

27. The _____ in creative thinking is much more random.

- a. way in which third incubation works
- b. incubation which works third way in
- c. way third in which incubation works
- d. third way in which incubation works
- Leave blank*

1 Points

Question 28: Multiple Choice

28. _____ posting his collection of photos on the web, Troy got a lot of emails from his fan club.

- a. Off
- b. Over
- c. Since
- d. At
- Leave blank*

1 Points

Question 29: Multiple Choice

29. Creative people gratefully adapt an idea _____ in one domain and use it in a different context.

- a. finding
- b. found
- c. have found
- d. they have been found
- Leave blank*

1 Points

Question 30: Multiple Choice

30. The popularity of touch-screens on mobile phones means that a swipe, tap or a flick comes _____ the click of a mouse.

- a. naturally these days
- b. the more naturally these days
- c. the most naturally these days
- d. as naturally these days as
- Leave blank*

6 Points

Question 31: Matching (Simple)

Part II Vocabulary

I. Match the following word with its meaning.

31. There is one meaning option not needed.

- | | | | |
|--------------------------------|---|---------------|---|
| <input type="text" value="-"/> | ▼ | 1. attach | A. assumption |
| <input type="text" value="-"/> | ▼ | 2. criteria | B. give in |
| <input type="text" value="-"/> | ▼ | 3. function | C. standards by which something is judged |
| <input type="text" value="-"/> | ▼ | 4. hypothesis | D. role |
| <input type="text" value="-"/> | ▼ | 5. integrate | E. put together |
| <input type="text" value="-"/> | ▼ | 6. submit | F. give away |
| | | | G. incorporate |

1 Points

Question 32: Multiple Choice

II. Fill in the gaps with the appropriate words.

32. In this paper, we seek to _____ three gaps in the literature by designing and conducting a multi-method case study.

- a. address
- b. abandon
- c. access
- Leave blank*

1 Points

Question 33: Multiple Choice

33. Our findings suggest the various _____ of market orientation.

- a. draft
- b. dimensions
- c. domain

Leave blank

1 Points

Question 34: Multiple Choice

34. We encourage managerial cognition researchers to take a more _____ approach.

- a. voluntary
- b. comprehensive
- c. exemplary
- Leave blank*

1 Points

Question 35: Multiple Choice

35. To _____ the performance of the test takers, background knowledge is taken into consideration.

- a. insert
- b. assess
- c. benefit
- Leave blank*

1 Points

Question 36: Multiple Choice

36. This project is very useful; the government should _____ it as soon as possible.

- a. detect
- b. restrict
- c. implement
- Leave blank*

1 Points

Question 37: Multiple Choice

37. The results are _____ at the level of .01.

- a. significant
- b. equivalent
- c. positive
- Leave blank*

1 Points

Question 38: Multiple Choice**III. Find the word that is similar in meaning to the following underlined words.**

38. We find that differences across functional 'thought worlds' need not have detrimental effects on new product development.

- a. practical
- b. integral
- c. minimal
- Leave blank*

1 Points

Question 39: Multiple Choice

39. The impact of the pressures of work-life balance on long-term commitment to IT (Information Technology) careers was felt differently between South Asian and American women.

- a. effect
- b. assist
- c. commit
- Leave blank*

1 Points

Question 40: Multiple Choice

40. Getting an organization to adapt to changes in the economic crisis environment is not easy.

- a. adjust
- b. assist
- c. commit
- Leave blank*

1 Points

Question 41: Multiple Choice

41. It is possible to differentiate the leader from the followers in the bee community.

- a. transfer
- b. separate
- c. vary
- Leave blank*

1 Points

Question 42: Multiple Choice

42. The research instruments comprise questionnaire and interview.

- a. include
- b. combine
- c. persist
- Leave blank*

1 Points

Question 43: Multiple Choice

43. The results confirm the study by White (2000) on learner autonomy.

- a. highlight
- b. detect
- c. validate
- Leave blank*

1 Points

Question 44: Multiple Choice

IV. Use the following words with the correct parts of speech.

44. The results _____ no main effect of exposure to violent videos on mature adults.

- a. indicate
- b. indication
- c. indicative
- Leave blank*

1 Points

Question 45: Multiple Choice

45. This study may encourage researchers to _____ whether organization learning mechanisms can serve as mediating variables between the system level and the classroom level.

- a. explore
- b. exploration
- c. exploratory
- Leave blank*

1 Points

Question 46: Multiple Choice

46. The study aims to develop the mechanism to take into account the views of learners and _____ learners.

- a. potential
- b. potentiality
- c. potentially
- Leave blank*

1 Points

Question 47: Multiple Choice

47. The _____ gave rich and authentic information on her stress problem when Suda interviewed her.

- a. respond
- b. responsive
- c. respondent
- Leave blank*

1 Points

Question 48: Multiple Choice

48. The _____ of the article was to determine the best predictors of L2 proficiency in high school.

- a. purpose
- b. purposive
- c. purposively
- Leave blank*

1 Points

Question 49: Multiple Choice

49. The amount of data at each level varied _____ across studies.

- a. extensive
- b. extension
- c. extensively
- Leave blank*

6 Points

Question 50: Matching (Simple)

50.

VI. Word usage in context.

Put the appropriate words into the blanks to make a meaningful paragraph.

Text
<p>Systematic reviews (1) _____ a rigorous and transparent (2) _____ to (3) _____ scientific (4) _____ that minimizes bias. They evolved within the medical community to support development of clinical and public health practice guidelines, set research (5)_____, and (6) _____ scientific consensus statements.</p> <p>REFERENCE: (Lichtenstein, A.H., Yetley, E.A., & Lau, J. (2008). Application of systematic review methodology of the field of nutrition. <i>The Journal of Nutrition</i>, 2297)</p>

<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> Systematic reviews (1) _____	A. evidence
<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> a rigorous and transparent (2) _____ to	B. represent
<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> (3) _____ scientific	C. synthesizing
<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> (4) _____ that minimizes bias.	D. agendas
<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> They evolved within the medical community to support development of clinical and public health practice guidelines, set research (5)_____,	E. formulate
<input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> and (6) _____ scientific consensus statements.	F. approach

5 Points

Question 51: Matching (Simple)

51.Part III Reading

Read the following passages and answer the questions.

Passage I

HOW TO READ A SCIENTIFIC ARTICLE

Here are the techniques used in reading a scientific article.

1. _____. Where and with whom are they working? What is their expertise? Names may mean little at first, but as you "**wade through**" a scientific subject or topic you will find familiar names cropping up, and you will develop **those** with whom you agree and those whom you question.

2. _____. It should summarize the work of the article well, help you to clarify your expectations of the paper.

3. Read the abstract carefully and try to understand it. Abstracts are as difficult to read as they are to write, because an entire publication must be summarized in an understandable way in only about 200 words. By now, you should have a good idea of what the paper is about and what you have gotten yourself into. At this point, it may be **obvious** that the paper does not answer your questions. If this is true, move on, but be conservative because the authors' interpretation of the research presented in the abstract may not be the same as yours after reading the full paper. **Never** cite an article after having read only the abstract!

4. Picture time-flip through the article and study the figures, illustrations, and tables, including the legends. If the article is closely related to your research, closely examine the techniques described in the Methods section. There may be problems there, but more likely there will be a new, perhaps better, approach to your own research. It should be clear to you by now whether this paper will be truly helpful.

5. _____. Be sure the author knows the field, has adequately researched past work, and understands where their work "fits into the puzzle". Generally, the Introduction and Literature Cited sections go hand-in-hand. Most importantly, within the first paragraph or 2 of the Introduction the authors should have made it very clear what their objectives for the research were, and what their paper will tell you.

6. _____. This is to see if the Results adequately and accurately describe the data presented in the paper. Are there additional points that should have been brought up? Is there something in the figures or tables that does not substantiate the authors' claims that was not mentioned? Do the figures and tables clearly, succinctly, and attractively present the results of the paper?

7. _____. This is perhaps the most important section, because it is here that the results (the "what" of the research) are explained. That is, here is where the authors should [at least try to] explain "why" they saw what they saw. Beware of unsubstantiated speculation, though do not fault, off-hand, the presentation of hypotheses for future work or even expectations of findings from those future experiments.

(Adapted from "Reading rockets" Retrieved March 11, 2010 from www.readingrockets.org/article/19757)

51. Match each of the statements with the appropriate section (1, 2, 5, 6, 7).

- | | | |
|---|---|---------------------------|
| - | ▼ | Read the Introduction |
| - | ▼ | Check the results section |
| - | ▼ | Read and digest the title |

- A. section 1
- B. section 2
- C. section 5
- D. section 6

Read the Discussion

E. section 7

Read the authors' names

1 Points

Question 52: Multiple Choice

52. Choose the best answer.

52. What does "wade through" (section 1) mean?

- a. developing through
- b. cropping up
- c. browse through
- d. agree with
- Leave blank*

1 Points

Question 53: Multiple Choice

53. What does "those" (section 1) refer to?

- a. names
- b. expertise
- c. questions
- d. topics
- Leave blank*

1 Points

Question 54: Multiple Choice

54. Why should we examine the techniques described in the Methods section?

- a. to browse through styles
- b. to compare their approaches and ours
- c. to investigate the results
- d. to check if the results are presented
- Leave blank*

1 Points

Question 55: Multiple Choice

55. What is the most important thing that the Introduction section should tell the reader?

- a. the accurate and adequate results
- b. the detailed research design
- c. the summary of the research
- d. the objectives of the research and the paper
- Leave blank*

1 Points

Question 56: Multiple Choice

56. According to the passage, what is **NOT TRUE** about the abstract section?

- a. Abstracts contain very dense information.
- b. Abstracts tell you what the paper is about.
- c. In scientific papers, figures and tables are not important.
- d. An article should never be cited after having read only the abstract.
- Leave blank*

4 Points

Question 57: Matching (Simple)**57. Part III Reading**

Read the following passages and answer the questions.

Passage II**Celebrate Earth Day: How One Person Can Change the World**

Your Daily Decisions Can Help to Solve Our Worst Environmental Problems

(1) Earth Day is a time when millions of people worldwide celebrate and renew their personal **commitment** to environmental stewardship. And it has never been more important, or more urgent, for you and people everywhere to take personal action, to adopt a greener lifestyle, and to share your concerns about the environment.

(2) How Can One Person Change the World?

Today, the environmental problems facing the world are enormous. Earth's finite resources are being stretched to the limit by rapid population growth, air, water and soil pollution, and much more. Global warming, spurred by our use of fossil fuels for energy and transportation as well as mass-scale agriculture and other human activities, threatens to push our planet beyond **its** ability to support human life unless we can meet the growing need for food, energy and economic opportunity within a sustainable environment.

(3) In the face of such huge global problems, it is easy to feel overwhelmed and

powerless. We can ask ourselves, "What difference can one person make?" The answer is that one person can make all the difference in the world:

Rachel Carson was just one person who wrote *Silent Spring*, a book credited with launching the environmental movement in the United States.

John Muir was one person who saved the Yosemite Valley, founded the Sierra Club, and inspired generations of conservationists who continue to do life-giving work.

Wangari Maathai is one person who started planting trees and empowering women in her native Kenya. She was awarded the Nobel Peace Prize for 2004 for her contribution to sustainable development, democracy and peace.

Al Gore is just one person who traveled for years to any conference room or auditorium where people would gather to hear his call to action and see his slide show, which became the Academy Award-winning film and best-selling book, *An Inconvenient Truth*

(4) The Power of Personal Commitment

Each of us has the power through our daily decisions and lifestyle choices to make our homes and communities more environmentally friendly, but our power doesn't end there. There is no question that solving many of the problems currently threatening our global environment will require the resources and enlightened action of government and industry. Yet, because government and industry exist to serve the needs of their citizens and customers, how you live your life, the demands you and your neighbors make for products and services that help to preserve rather than erode the environment, will influence those actions and, ultimately, help to determine the future of planet Earth and the fate of mankind.

(5) Anthropologist Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." So make some changes in the way you live your life. Use less energy and fewer resources, create less waste, and join with others who share your beliefs to urge government representatives and business executives to follow your lead toward a more **sustainable** world.

(Adapted from "About.com: Environmental Issues" Retrieved March 16, 2010 from environment.about.com/od/environmentalevents/a/earth_day_commit.htm)

Match the name of each person (A-E) with their main contributions for the environment.

There is one name option that will not be used.

Silent Spring

Save Yosemite Valley

A. Wangari Maathai
B. Al Gore

Won the Nobel Peace Prize for 2004
 An Inconvenient Truth

C. Rachel Carson
 D. John Muir
 E. Margaret Mead

1 Points

Question 58: Multiple Choice

Choose the best answer.

58. What does "commitment" (section 1) mean?

- a. action
- b. share
- c. dedication
- d. concerns
- Leave blank*

1 Points

Question 59: Multiple Choice

59. What does "its" (section 2) refer to?

- a. energy
- b. transportation
- c. our planet
- d. mass-scale agriculture
- Leave blank*

1 Points

Question 60: Multiple Choice

60. What does "sustainable" (section 5) mean?

- a. that can be changed and developed
- b. that can be kept going or maintained
- c. that can be used and created
- d. that can be committed and thought about
- Leave blank*

1 Points

Question 61: Multiple Choice

61. What does the writer suggest that we should do on Earth Day?

- a. march to the government

- b. join public demonstration
- c. take on a greener lifestyle
- d. read Al Gore's book
- Leave blank*

1 Points

Question 62: Multiple Choice

62. Which of the following words can **NOT** be used to replace "Indeed" in the following sentence? Indeed, it is the only thing that ever has. (paragraph 5)

- a. Approximately
- b. Definitely
- c. Really
- d. Certainly
- Leave blank*

1 Points

Question 63: Multiple Choice

63. Which of the following is **NOT TRUE** according to the passage?

- a. Global warming is driven by the use of fossil fuels for energy.
- b. Earth's limited resources are affected by growing populations.
- c. The demands we make for green products and services will help preserve the environment.
- d. To make changes in the way we live needs government support.
- Leave blank*

3 Points

Question 64: Matching (Simple)**64. Part III Reading**

Read the following passages and answer the questions.

Passage III**Computer viruses**

(1) Computer viruses are deadly. They often spread without any apparent contact and can be a nuisance, or even worse, **fatal** to your computer. Individuals who create these viruses, estimated at 10-15 new ones a day, are the electronic version of terrorists. Their goal is to cause disorder and destruction on as many people as possible by disabling, stealing, damaging, or destroying computer and information

resources. Often, they have no specific target in mind, so no one is safe. If you access the internet, share files or your computer with others, or load anything from diskettes, CDs, or DVDs onto your computer, you are open to viruses. Fortunately, there are good guys working just as hard as the hackers to develop cures for viruses as quickly as they send **them** off into cyberspace. And there are many things you can do to keep your computer from catching viruses in the first place.

(2) Defining Viruses:

A virus is a small computer program that can copy and spread itself from one computer to another, with or without the help of the user. However, viruses typically do more than just be fruitful and multiply, which is bad enough in itself because it hogs system resources. Anything else viruses are programmed to do, from displaying annoying messages to destroying files, is called their payload. Often, they cannot deliver their payload until an unsuspecting user does something to make the virus execute its programmed function. This could be as simple as clicking on an innocent looking file attachment with the .exe (executable) extension.

(3) Catching a Virus:

Most viruses are spread through e-mail attachments because it's the easiest way to do it. Although Macintosh, Unix, and Linux systems can catch viruses, hackers are particularly keen on exploiting the security weaknesses in anything Microsoft, particularly Microsoft Outlook and Outlook Express. Because of the popularity of this software, hackers get maximum bang for their buck, and they **probably get some satisfaction** from continually reminding Microsoft that being big doesn't mean you're perfect.

(4) Solution 1: Anti-virus Software

Your first line of defense is to install anti-virus software. To be extra safe, also install firewall software, which is now included in some anti-virus packages. This software can scan all of your drives for viruses and neutralize them.

(5) Here are some features to consider when evaluating anti-virus software.

- Compatibility with your operating system - Make sure the software works with your system, particularly if you are using an older operating system like Windows 98.
- Firewall software - If it's not included, find out if it's available. If you must, buy it from another vendor.
- Automatic background protection - This means your software will constantly scan behind the scenes for infections and neutralize them as they appear. This provides some peace of mind.
- Automatic, frequent updates - Because new viruses appear every day, you'll want regular updates. It's even better if they occur automatically when you connect to the internet. If automatic updating isn't included, you'll have to check the vendor's

website and download updates yourself. This is vitally important, because you will not be protected from new viruses if your software is out of date.

- Disaster recovery - Software with a recovery utility to help you get your system back to normal after a virus attack is always good to have.

- ICSA certification - The International Computer Security Association has standards for the detection rates of anti-virus software. Make sure your software has the ICSA certification.

- Technical support - It's a good idea to select a package that offers free technical support, either online or through a toll-free number. If you're ever felled by a virus, you may need it. Some anti-virus software vendors are Symantec Corporation (Norton AntiVirus), McAfee Corporation (McAfee VirusScan), Trend Micro Inc. (PC-cillin), and Zone Labs Inc. (Zone Alarm Suite).

(Sources: "Network Liquidators" Retrieved March 11, 2010 from www.networkliquidators.com/article-14-household-ways-to-protect-your-computer-from-viruses.asp)

64. Match each of the main ideas with three of the paragraphs (1-5). There are two paragraphs options that will not be used.

- | | |
|--|-------------------|
| <input type="text"/> A virus is a small computer program that can copy and spread itself without the help of the user. | A.
Paragraph 1 |
| <input type="text"/> Computer viruses can spread without apparent contact and can be fatal. | B.
Paragraph 2 |
| <input type="text"/> Most viruses are spread through e-mail attachments. | C.
Paragraph 3 |
| | D.
Paragraph 4 |
| | E.
Paragraph 5 |

1 Points

Question 65: Multiple Choice

65. Choose the best answer.

When can the viruses deliver their payload?

- a. when the users click on some file attachment with the .exe extension
- b. when the computers are programmed
- c. when they display annoying messages
- d. when the files copy themselves
- Leave blank*

1 Points

Question 66: Multiple Choice

66. Which of the following words can replace 'satisfaction' in the following phrase (paragraph 3)? they probably get some satisfaction

- a. remuneration
- b. pleasure
- c. strength
- d. weaknesses
- Leave blank*

1 Points**Question 67: Multiple Choice**

67. What does "fatal" (paragraph 1) mean?

- a. creative
- b. destructive
- c. deadly
- d. spread
- Leave blank*

1 Points**Question 68: Multiple Choice**

68. What does "them" (paragraph 1) refer to?

- a. good guys
- b. viruses
- c. hackers
- d. cyberspace
- Leave blank*

1 Points**Question 69: Multiple Choice**

69. What is a payload?

- a. to be fruitful and multiply
- b. the hacker's messages
- c. the catching of the viruses
- d. what viruses are programmed to do
- Leave blank*

1 Points

Question 70: Multiple Choice

70. Fill in the blank with the correct conjunction.

Most viruses are spread through e-mail attachments _____ it's the easiest way to do it.

- a. since
- b. although
- c. so
- d. despite
- Leave blank*

1 Points

Question 71: Multiple Choice71. Which of the following is **NOT** included in the anti-virus software paragraph?

- a. compatibility with the PC operating system
- b. automatic background protection
- c. disaster recovery
- d. user-friendly configuration
- Leave blank*

1 Points

Question 72: Multiple Choice**72. Part III Reading**

Read the following passages and answer the questions.

Passage IV**An excerpt from "Human-information interaction research and development"**

Gary Marchionini *Library & Information Science Research* 30 (2008), 165-174.

Abstract

The information field continues to evolve rapidly as digital technology changes the very nature of information and how people interact with each other and with information. This article argues that the past 30 years have seen a shift from distinct emphases on information, individual people, and specific technologies to emphases on the interactions among more diverse forms and amounts of information, people, and technologies. Human-information interaction shifts the foci of all aspects of information work; blurs boundaries between information objects, technology, and people; and creates new forms of information. This article discusses changes in

each of these components of information and trends and challenges surrounding the study of their interaction are presented.

1. Introduction

The information field continues to grow in importance as more people work in the information and service industries and digital media assume greater roles in education and entertainment. The growth in practical impact has been reflected on how information research has shifted from emphases on discrete elements of information toward an ecological account of human-information interaction. The three classical elements of the information field have been information objects (e.g. books, articles, and other physical records); humans who create, manage, and use the objects to form mental representations; and the technologies that capture, store, transmit, and manage information objects. In the second half of the twentieth century, researchers shifted away from studying the acquisition, organization, and management of collections of information objects. Instead, they began emphasizing human and technological elements independently, as well as considering their relationships to communication, and information transfer. In the late 1970s, scholars looking toward the last decades of the twentieth century posed research agendas that were more human-centered. The field **became more user-oriented**, albeit through the lens of technical changes in how people create and access information objects. For example, one report summarized the results from a set of meetings devoted to establishing a research agenda for the field (Caudra Associates, 1982). Nine (45%) of the twenty research projects organized into six categories fell in the information users and use category. The 1980s and 1990s saw these trends born out in the field's research journals and in the explosion of conferences devoted to information retrieval, human-computer interaction, and digital libraries.

Many researchers choose a scientific and reductionist approach to study the elements of the information field independently, with an eye toward creating better information systems and services. These efforts led to useful systems (e.g. search engines, online catalogs, citation indexes, virtual references services, and multimedia digital libraries) but no unified theory of information. The design community also influenced information science by aiming to create transparent systems that allowed people to focus on the problems at hand (e.g., Weiser's calm technology; Weiser & Brown, 1995). A primary approach to making transparent the technology that modern information depends upon is to couple people and information closely. A quarter-century ago, Shneiderman (1983) called this approach "direct manipulation." Due to the efforts to understand all aspects of information activity and design trends and more directly involve humans in controlling these activities, researchers are increasingly forced to take an ecological approach to information research. This approach helps researchers to understand phenomena involving interdependent elements that interact continuously to create new outputs and emergent events. Thus, a fundamental challenge of the information field today is explaining how people interact with the objects that they make. This article summarizes this state of research and development by considering the status of the three classical elements of the information field (objects, people, technology). It then examines their interactions and integration from a more ecological perspective.

2. Terminological caveats

People may consider this journal's articles to be part of library science, information and library science, information studies, informatics, or any number of other variations on the information field. This study uses the term information as the name of the field (the phenomena of interest) and information science as the activity that researchers, developers, and information professionals undertake. Information has four distinct meanings. Three were articulated by Buckland (1991): information as act, information as knowledge in the head, and information as thing. The fourth, temporal states in cyberspace, is an emerging kind of information that results from human-information interaction. One particularly important part of the fourth sense of information is the profection of self in cyberspace. Profection consists of an individual's conscious and unconscious projections and the reflections that other people and machines create to those projections (e.g. links and annotations).

(Sources: An excerpt from Marchionini, G. Human-information interaction research and development *Library & Information Science Research* 30(2008), 165-174.)

Choose the best answer.

What is the main idea of the text?

- a. to present the nature of information
- b. to see the specific technologies
- c. to discuss changes in the aspects of information work
- d. to interact among diverse forms of information
- Leave blank*

1 Points

Question 73: Multiple Choice

73. What is the reason that the information field has grown more important?

- a. The support from various institutions.
- b. The assumption of greater roles in education and entertainment
- c. The new creation of information objects
- d. The increased need for knowledge of human beings
- Leave blank*

1 Points

Question 74: Multiple Choice

74. What is the trend of the information research?

- a. The reflection on the impact of information on people
- b. The study of the acquisition, organization, and management of collections of information
- c. Shifts toward an ecological account of human-information interaction
- d. More emphasis on development of new technologies
- Leave blank*

1 Points**Question 75: Multiple Choice**

75. What are the three classical elements of the information field?

- a. relationship, transfer, objects
- b. information objects, humans, and technologies
- c. acquisition, organization, and management
- d. human-centered, research agendas, scholars
- Leave blank*

1 Points**Question 76: Multiple Choice**

76. What is a fundamental challenge of the information field today, according to the introduction?

- a. examining the interactions and integration from a more ecological perspective
- b. explaining how people interact with the objects that they make
- c. considering the status of the three classical elements of the information field
- d. helping researchers to understand phenomena
- Leave blank*

1 Points**Question 77: Multiple Choice**

77. Which of the following statements supports the idea that “the field became more user-oriented”?

- a. Many researchers choose a scientific and reductionist approach to study the elements of the information field independently, with an eye toward creating better information systems and services.
- b. Thus, a fundamental challenge of the information field today is explaining how people interact with the objects that they make.

- c. Nine (45%) of the twenty research projects organized into six categories fell in the information users and use category.
- d. It then examines their interactions and integration from a more ecological perspective.
- Leave blank*

1 Points**Question 78: Multiple Choice**

78. What are the three meanings articulated by Buckland (1991)?

- a. Information as act, as knowledge in the head, and as thing
- b. Temporal states in cyberspace, human-information, and interaction
- c. Library science, information studies, informatics
- d. Journal articles, research agendas, library science
- Leave blank*

1 Points**Question 79: Multiple Choice**

79. What is the term for individual conscious and unconscious projections and the reflection that other people and machines create to those projections?

- a. Cyberspace
- b. Proflection
- c. Interaction
- d. Phenomena
- Leave blank*

1 Points**Question 80: Multiple Choice**

80. Which of the following statements can NOT be implied from the human-information interaction excerpt?

- a. In essence, people are changing what they do with information—they no longer only consume it (read/view/listen/ponder) but they annotate, link, and extend it as they consume.
- b. Radical changes in the nature of information due to electronic technologies are enabling substantial human-information interactions.
- c. Clearly, the research challenges of human information interaction are just beginning to be recognized.
- d. These developments require that people take a more ecological view

of information and develop new kinds of methods and perspectives for research and practice.

- Leave blank*

1 Points**Question 81: Multiple Choice**

81. What is the key point in the shift of focus of information work?

- a. Human-information interaction
- b. New technology
- c. More diverse forms of information
- d. An ecological account
- Leave blank*

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Diagnostic Reading Test Version 3(ปรับปรุงหลังสอบ)

1 Points

Question 1: Multiple Choice

1. Which one of the following is the correct and meaningful sentence?

- a. M.J. Akbar is on India's political landscape a prolific author and has written extensively.
- b. M.J. Akbar and has written extensively is a prolific author on India's political landscape.
- c. India's political landscape, M.J. Akbar is a prolific author and has written extensively on.
- d. M.J. Akbar is a prolific author and has written extensively on India's political landscape.
- *Leave blank*

1 Points

Question 2: Multiple Choice

2. Today the term *information* has ballooned to encompass many aspects of computing and technology, _____ the term has become very recognizable.

- a. and
- b. but
- c. or
- d. yet
- *Leave blank*

1 Points

Question 3: Multiple Choice

3. _____ Nelson Mandela stepped out of South Africa's Victor Verster prison a free man 20 years ago, he was his country's most famous freedom fighter.

- a. Because
- b. While
- c. Before
- d. When
- *Leave blank*

1 Points

Question 4: Multiple Choice

4. The editor is considering _____ the article format for the second time.

- a. revise
- b. revised
- c. revising
- d. being revised
- *Leave blank*

1 Points**Question 5: Multiple Choice**

5. Alzheimer's disease _____ erase a person's memory of once-familiar surroundings.

- a. can
- b. should
- c. would
- d. must
- *Leave blank*

1 Points**Question 6: Multiple Choice**

6. Mathematics _____ a compulsory subject for this curriculum.

- a. is
- b. has
- c. have
- d. are
- *Leave blank*

1 Points**Question 7: Multiple Choice**

7. Most of the connections _____ brain areas that control movement and those that control hearing are on the left side of the brain.

- a. of
- b. on
- c. between
- d. over
- *Leave blank*

1 Points

Question 8: Multiple Choice

8. CEDIA is _____ successful Peruvian non-profit group that works to establish and support both protected and community areas for _____ indigenous peoples of Peru's Amazon.

- a. a ... the
- b. the ... an
- c. -- ... the
- d. a ... an
- Leave blank

1 Points

Question 9: Multiple Choice

9. Tigers have been used in _____ Chinese medicine.

- a. tradition
- b. traditions
- c. traditional
- d. traditionally
- Leave blank

1 Points

Question 10: Multiple Choice

10. You can get a double mileage number _____ you fly *Ainternational* airline.

- a. wherever
- b. whenever
- c. now that
- d. so that
- Leave blank

1 Points

Question 11: Multiple Choice

11. Dr. Schwacke, _____ is studying the effect of pollution on dolphins along the coast of the US state of Georgia, is also interested in the links between dolphin and human health.

- a. who
- b. whom
- c. whose
- d. which
- *Leave blank*

1 Points

Question 12: Multiple Choice

12. Academic or professional publications _____ are usually called professional magazines.

- a. how not peer-reviewed
- b. when not peer-reviewed
- c. where no peer-review
- d. that are not peer-reviewed
- *Leave blank*

1 Points

Question 13: Multiple Choice

13. _____ auroral activity is common over Scandinavia and Iceland today, it is possible that the Magnetic North Pole was considerably farther away from this region during the centuries before the documentation of Norse mythology.

- a. Once
- b. However
- c. Although
- d. As
- *Leave blank*

1 Points

Question 14: Multiple Choice

14. In 1972, after President Nixon's historic visit to China, Mao Zedong _____ the first set of pandas to the United States.

- a. send
- b. sending
- c. sent
- d. have sent
- *Leave blank*

1 Points**Question 15: Multiple Choice**

15. Astrology _____ an important role in the shaping of culture, and various disciplines throughout history.

- a. was played
- b. were played
- c. has played
- d. have played
- *Leave blank*

1 Points**Question 16: Multiple Choice**

16. Nowadays, people _____ buy their groceries in the supermarket; they can order them online.

- a. does not have to
- b. do not have to
- c. must not have
- d. cannot
- *Leave blank*

1 Points**Question 17: Multiple Choice**

17. India has vowed voluntarily to reduce _____ carbon emissions by up to 25 percent between 2005 and 2020.

- a. its
- b. our
- c. their
- d. theirs
- *Leave blank*

1 Points

Question 18: Multiple Choice

18. In aviation safety, ground damage accounted _____ a tenth of accidents last year.

- a. on
- b. for
- c. over
- d. off
- *Leave blank*

1 Points**Question 19: Multiple Choice**

19. The _____ pet dog of a German man on the run from the law led police to his master's hiding place in a cupboard, police in the west of the country say.

- a. excite
- b. to excite
- c. excited
- d. exciting
- *Leave blank*

1 Points**Question 20: Multiple Choice**

20. _____ the waste is dealt with properly, it could cause environmental damage and threaten public health.

- a. If
- b. Unless
- c. Only if
- d. As if
- *Leave blank*

1 Points**Question 21: Multiple Choice**

21. A copy of *The Diamond Sutra*, found sealed in a cave in China in the early 20th century, is _____ known printed book, with a date of 868.

- a. old
- b. older
- c. oldest
- d. the oldest

- *Leave blank*

1 Points

Question 22: Multiple Choice

22. _____ Carl Jung, Joseph Campbell believed that insights about one's psychology, gained from reading myths, can be beneficially applied to one's own life.

- a. Follow
- b. To follow
- c. Following
- d. Being followed
- *Leave blank*

1 Points

Question 23: Multiple Choice

23. _____ by students in class about his research, Dr. White explained in enormous detail.

- a. Ask
- b. Asked
- c. Asking
- d. Be asked
- *Leave blank*

1 Points

Question 24: Multiple Choice

24. Urgent action _____ needed to tackle the "mountains" of e-waste building up in developing nations, says a UN report.

- a. is
- b. are
- c. was
- d. were
- *Leave blank*

1 Points

Question 25: Multiple Choice

25. If Ann _____ her bank account numbers through email, she _____ her money to the hackers.

- a. gave ... loses

- b. gave ... lose
- c. has not given ... will not have lost
- d. had not given ... would not have lost
- *Leave blank*

1 Points**Question 26: Multiple Choice**

26. Pim _____ for the membership of this computer club a long time ago, in order to get half price for the notebook promotion today. But she did not.

- a. applied
- b. should have applied
- c. should be applied
- d. should apply
- *Leave blank*

1 Points**Question 27: Multiple Choice**

27. A car able to run solely on power generated from the material in its roof or door could offer a sustainable alternative to _____.

- a. eco-friendly other motoring solutions
- b. other motoring eco-friendly solutions
- c. solutions other eco-friendly motoring
- d. other eco-friendly motoring solutions
- *Leave blank*

1 Points**Question 28: Multiple Choice**

28. _____ having posted her article on the web, Dr. White got a lot of feedback and comments.

- a. Before
- b. After
- c. While
- d. When
- *Leave blank*

1 Points**Question 29: Multiple Choice**

29. The prototype consists of some chemicals _____ the material to store and discharge large amounts of energy.

- a. allow
- b. be allowed
- c. allowing
- d. was allowing
- *Leave blank*

1 Points

Question 30: Multiple Choice

30. Euhemerus was one of _____ pre-modern mythologists.

- a. important
- b. more important
- c. most important
- d. the most important
- *Leave blank*

6 Points

Question 31: Matching (Simple)

31. Part II Vocabulary

I. Match the following word with its meaning.

There is one meaning option not needed.

<input type="text" value="-"/> ▾	abstract	A. amend
<input type="text" value="-"/> ▾	coherent	B. approval
<input type="text" value="-"/> ▾	consent	C. conceptual
<input type="text" value="-"/> ▾	modify	D. related
<input type="text" value="-"/> ▾	inherent	E. logical
<input type="text" value="-"/> ▾	relevant	F. suitable
		G. intrinsic

1 Points

Question 32: Multiple Choice

32. II. Fill in the gaps with the appropriate words.

For retired people, communication with close friends from earlier times had greatly _____, due to poor health or death.

- a. diminished
- b. developed
- c. excluded

- *Leave blank*

1 Points**Question 33: Multiple Choice**

33. Respondents who suffered from _____ vision became more selective about whom he/she emailed.

- a. depressing
- b. declining
- c. intense
- *Leave blank*

1 Points**Question 34: Multiple Choice**

34. It can be _____ that the journals studied in this research have significant research impact in the scholarly communication process.

- a. identical
- b. modified
- c. concluded
- *Leave blank*

1 Points**Question 35: Multiple Choice**

35. This paper presents a different _____ on global warming.

- a. perspective
- b. error
- c. panel
- *Leave blank*

1 Points**Question 36: Multiple Choice**

36. We must _____ all the implicit knowledge and form a network in our office.

- a. deviate
- b. integrate
- c. attach
- *Leave blank*

1 Points**Question 37: Multiple Choice**

37. Pim wanted to _____ her paper to this conference.

- a. utilise
- b. transmit
- c. submit
- *Leave blank*

1 Points

Question 38: Multiple Choice

38. III. Find the word that is similar in meaning to the following underlined words.

These two methods assume that the independent and dependent variables have a linear relationship.

- a. believe
- b. confirm
- c. exhibit
- *Leave blank*

1 Points

Question 39: Multiple Choice

39. The tables used to summarise study characteristics and findings stand alone as independent scientific publications that serve as the foundation for later updates as new data emerge.

- a. debate
- b. appear
- c. enforce
- *Leave blank*

1 Points

Question 40: Multiple Choice

40. This article reflects on how information research has shifted from emphases on discrete elements of information toward an ecological account of human-information interaction.

- a. derive
- b. distinct
- c. flexible
- *Leave blank*

1 Points

Question 41: Multiple Choice

41. I have to attach these files with my emails.

- a. label
- b. add
- c. utilise
- *Leave blank*

1 Points**Question 42: Multiple Choice**

42. The implicit knowledge in the organization is very important in knowledge management.

- a. unspoken
- b. potential
- c. virtual
- *Leave blank*

1 Points**Question 43: Multiple Choice**

43. The criteria in marking this assignment are accessible by all students.

- a. available
- b. principal
- c. interval
- *Leave blank*

1 Points**Question 44: Multiple Choice**

IV. Use the following words with the correct parts of speech.

44. The data were _____ with assumptions.

- a. consistent
- b. consistence
- c. consistency
- *Leave blank*

1 Points**Question 45: Multiple Choice**

45. The findings _____ 10 factors that students see as being critical if the benefits of work-related learning are to be secured.

- a. identify
- b. identification
- c. identifying
- *Leave blank*

1 Points**Question 46: Multiple Choice**

46. These researchers used an _____ design in which they compared the relative effectiveness of a tutorial and a modeling approach for enhancing self-efficacy with a software package for basic editing and data entry.

- a. experiment
- b. experimental
- c. experimentation
- *Leave blank*

1 Points**Question 47: Multiple Choice**

47. The discussion draws on the _____ review to reflect critically on possible lessons for the promotion and management of localized change in higher education.

- a. theory
- b. theorize
- c. theoretical
- *Leave blank*

1 Points**Question 48: Multiple Choice**

48. The _____ definition in this research suggests that attitudes toward computers include four interpretable factors.

- a. operational
- b. operation
- c. operative
- *Leave blank*

1 Points**Question 49: Multiple Choice**

49. The learning outcomes and learning processes (with computer-based learning environments) could only be _____ discussed.

- a. tentatively

- b. tentative
- c. tentativeness
- Leave blank

6 Points

Question 50: Matching (Simple)

50.

VI. Word usage in context.

Put the appropriate words into the blanks to make a meaningful paragraph.

Text

The information (1) _____ continues to grow in importance as more people work in the information and service industries and (2) _____ media (3) _____ greater roles in education and entertainment. The growth in practical (4) _____ has been (5) _____ in the growth of research devoted to (6) _____.

REFERENCE: (Marchionini, G. (2008). Human-information interaction research and development. *Library & Information Science Research*, 30, 165-174.)

- The information (1) _____ continues to grow in importance as more people work in the information and service industries
- and (2) _____ media
- (3) _____ greater roles in education and entertainment.
- The growth in practical (4) _____ has been
- (5) _____ in the growth of research devoted to
- (6) _____.
- A. information
 - B. digital
 - C. reflected
 - D. field
 - E. assume
 - F. impact

5 Points

Question 51: Matching (Simple)

51. Part III Reading

Read the following passages and answer the questions.

Passage I

J.K. Rowling writes about her writing

(1) I had been writing almost continuously since the age of six but I had never been so excited about an idea before. To my immense frustration, I didn't have a functioning pen with me, and I was too shy to ask anybody if I could borrow one. I think, now, that this was probably a good thing, because I simply sat and thought, for four (delayed train) hours, and all the details bubbled up in my brain, and this scrawny, black-haired, bespectacled boy who didn't know he was a wizard became more and more real to me. I think that perhaps if I had had to slow down the ideas so that I could capture them on paper I might have stifled some of them (although sometimes I do wonder, idly, how much of what I imagined on that journey I had forgotten by the time I actually got my hands on a pen).

(2) I began to write 'Philosopher's Stone' that very evening, although those first few pages bear no **resemblance** at all to anything in the finished book. I moved up to Manchester, taking the swelling manuscript with me, **which** was now growing in all sorts of strange directions, and including ideas for the rest of Harry's career at Hogwarts, not just his first year. Then, on December 30th 1990, something happened that changed both my world and Harry's forever: my mother died.

(3) It was a terrible time. My father, Di and I were devastated; she was only forty five years old and we had never imagined—probably because we could not bear to contemplate the idea—that she could die so young. I remember feeling as though there was a paving slab pressing down upon my chest, a literal pain in my heart.

(4) Nine months later, desperate to get away for a while, I left for Portugal, where I had got a job teaching English in a language institute. I took with me the still-growing manuscript of Harry Potter, hopeful that my new working hours (I taught in the afternoon and evening) would lend themselves to pressing on with my novel, which had changed a lot since my mother had died. Now, Harry's feelings about his dead parents had become much deeper, much more real. In my first weeks in Portugal I wrote my favourite chapter in Philosopher's Stone, The Mirror of Erised.

(5) I had hoped that when I returned from Portugal I would have a finished book under my arm. In fact, I had something even better: my daughter. I had met and married a Portuguese man, and although the marriage did not work out, it had given me the best thing in my life. Jessica and I arrived in Edinburgh, where my sister Di was living, just in time for Christmas 1993.

(6) I intended to start teaching again and knew that unless I finished the book very soon, I might never finish it; I knew that full-time teaching, with all the marking and lesson planning, let alone with a small daughter to care for single-handedly, would leave me with absolutely no spare time at all. And so I set to work in a kind of frenzy, determined to finish the book and at least try and get it published. Whenever Jessica fell asleep in her pushchair I would dash to the nearest cafe and write like mad. I wrote nearly every evening. Then I had to type the whole thing out myself. Sometimes I actually hated the book, even while I loved it.

(7) Finally it was done. I covered the first three chapters in a nice plastic folder and set them off to an agent, who returned them so fast they must have been sent back the same day they arrived. But the second agent I tried wrote back and asked to see the rest of the manuscript. It was far and away the best letter I had ever received in my life,

and it was only two sentences long.

(8) It took a year for my new agent, Christopher, to find a publisher. Lots of them turned it down. Then, finally, in August 1996, Christopher telephoned me and told me that Bloomsbury had 'made an offer.' I could not quite believe my ears. 'You mean it's going to be published?' I asked, rather stupidly. 'It's definitely going to be published?' After I had hung up, I screamed and jumped into the air; Jessica, who was sitting in her high-chair enjoying tea, looked thoroughly scared.

And you probably know what happened next.

(An excerpt from "JK Rowling Official Site" Retrieved March 11, 2010, from <http://www.jkrowling.com/textonly/en/biography.cfm>)

Match each of the main ideas with one of the paragraphs (1-8). There are 3 paragraph options that will not be used.

<input type="text" value="-"/>	Rowling wrote nearly every evening in Edinburgh.	A.
<input type="text" value="-"/>	On December 30th, 1990, Rowling's mother died.	Paragraph 1
<input type="text" value="-"/>	The details of Harry Potter popped up in Rowling's train travels.	B.
<input type="text" value="-"/>	Rowling wrote her favourite chapter in Portugal.	Paragraph 2
<input type="text" value="-"/>	It took her agent a year to find a publisher.	C.
		Paragraph 3
		D.
		Paragraph 4
		E.
		Paragraph 5
		F.
		Paragraph 6
		G.
		Paragraph 7
		H.
		Paragraph 8

1 Points

Question 52: Multiple Choice

52. Choose the best answer.

What does "resemblance" (paragraph 2) mean?

- a. finish
- b. similarity
- c. book
- d. manuscript
- *Leave blank*

1 Points

Question 53: Multiple Choice

53. What does "which" (paragraph 2) refer to?

- a. Manchester
- b. book
- c. manuscript
- d. directions
- *Leave blank*

1 Points

Question 54: Multiple Choice

54. When did Rowling's ideas for Harry's career at Hogwarts begin?

- a. when she first started writing
- b. when she moved to Manchester
- c. when her mother died
- d. when she left for Portugal
- *Leave blank*

1 Points

Question 55: Multiple Choice

55. What did Rowling think had an effect on her writing about Harry's feelings about his dead parents?

- a. that her father and sister were devastated
- b. that her mother had died
- c. that she taught in the afternoon and evening
- d. that she had a daughter
- *Leave blank*

1 Points

Question 56: Multiple Choice

56. What is NOT TRUE, according to Rowling's story?

- a. She was determined to finish the book with Jessica to care for.
- b. The second agent showed interest in her work in two sentences.
- c. She was separated or divorced from her husband.
- d. The first agent could find a publisher for her.
- *Leave blank*

5 Points

Question 57: Matching (Simple)

57. Part III Reading

Read the following passages and answer the questions.

Passage II**Dolphins have diabetes off switch**

(1) A study in dolphins has revealed genetic clues that could help medical researchers to treat Type 2 diabetes. Scientists from the US National Marine Mammal Foundation said that bottlenose dolphins are resistant to insulin—just like people with diabetes. But in dolphins, they say, this resistance is switched on and off.

(2) The researchers presented the findings at the annual meeting of the American Association for the Advancement of Science (AAAS) in San Diego. They hope to collaborate with diabetes researchers to see if they can find and possibly even control an equivalent human "off switch". The team, based in San Diego, took blood samples from trained dolphins that "snack" continuously during the day and fast overnight. "The overnight changes in their blood chemistry match the changes in diabetic humans," explained Stephanie Venn-Watson, director of veterinary medicine at the foundation. This means that insulin—the hormone that reduces the level of glucose in the blood—has no effect on the dolphins when they fast.

(3) Big brains

In the morning, when they have their breakfast, they simply switch back into a non-fasting state, said Dr. Venn-Watson. In diabetic people, chronic insulin resistance means having to carefully control blood glucose, usually with a diet low in sugar, to avoid a variety of medical complications. But in dolphins, the resistance appears to be advantageous. Dr. Venn-Watson explained that the mammals may have evolved this fasting-feeding switch to cope with a high-protein, low-carbohydrate diet of fish. "Bottlenose dolphins have large brains that need sugar," Dr. Venn-Watson explained. Since their diet is very low in sugar, "it works to their advantage to have a condition that keeps blood sugar in the body... to keep the brain well fed."

(4) But other marine mammals, such as seals, do not have this switch, and Dr. Venn-Watson thinks that the "big brain factor" could be what connects human and dolphin blood chemistry. "There are several interesting diseases that you only see in humans and dolphins." Lori Schwacke NOAA "We're really looking at two species that have big brains with high demands for blood glucose," she said.

"And we have found changes in dolphins that suggest that [this insulin resistance] could get pushed into a disease state. If we started feeding dolphins Twinkies, they would have diabetes."

(5) Genetic link

Since both the human genome and the dolphin genome have been sequenced, Dr. Venn-Watson hopes to work with medical researchers to turn the discovery in dolphins into an eventual treatment for humans. "There is no desire to make a dolphin a lab animal," she said. "But the genome has been mapped, so we can compare those genes with human genes." Scientists at the Salk Institute in San Diego have already discovered a "fasting gene" that is abnormally turned on in people with diabetes, "so maybe this is a smoking gun for a key point to control human diabetes," Dr. Venn-Watson said.

(6) If scientists can find out what switches the fasting gene on and off in dolphins, they may be able to do the same thing in people. Lori Schwacke, a scientist from the National Oceanic and Atmospheric Administration (NOAA) in Charleston, South Carolina, said that the work demonstrated that there are interesting similarities between dolphins and humans. Dr. Schwacke, who is studying the effect of pollution on dolphins along the coast of the US state of Georgia, is also interested in the links between dolphin and human health. "There are several interesting diseases that you only see in humans and dolphins," she told BBC News. "In this case," Dr. Venn-Watson said, "the fundamental difference is that dolphins can switch it off and humans can't."

(Sources: Victoria Gill, Science reporter, BBC News, San Diego. Retrieved March 11, 2010 from <http://news.bbc.co.uk/go/pr/fr/-/2/hi/science/nature/8523412.stm>)

Match each of the main ideas with one of the paragraphs (1-6).

There is one paragraph option that will not be used.

<input type="text"/>	The difference of insulin resistance control in humans and dolphins.	A. Paragraph 1
<input type="text"/>	Dr. Venn-Watson hopes to turn the discovery in dolphins into an eventual treatment for humans.	B. Paragraph 2
<input type="text"/>	The dolphin researchers hope to collaborate with diabetes researchers on control of insulin in humans.	C. Paragraph 3
<input type="text"/>	The resistance to insulin in dolphins can be switched on and off.	D. Paragraph 4
<input type="text"/>	Dr. Venn-Watson is looking for what connects human and dolphin blood chemistry.	E. Paragraph 5
		F. Paragraph 6

1 Points

Question 58: Multiple Choice

58. Choose the best answer.

What does "that" (paragraph 1) mean?

- a. a study
- b. Type 2 diabetes

- c. genetic clues
- d. medical researchers
- *Leave blank*

1 Points

Question 59: Multiple Choice

59. What does "this" (paragraph 2) refer to?

- a. the dolphin's fast overnight
- b. the overnight changes in dolphin's blood chemistry
- c. the control
- d. the "off switch"
- *Leave blank*

1 Points

Question 60: Multiple Choice

60. What does chronic insulin resistance mean in diabetic people?

- a. simply switching back into a non-fasting state
- b. developing fast-feeding switch
- c. working to their advantage to have a condition that keeps blood sugar in the body
- d. having to carefully control blood glucose
- *Leave blank*

1 Points

Question 61: Multiple Choice

61. What have scientists at the Salk Institute in San Diego already discovered?

- a. changes in dolphins that have a different diet
- b. a smoking gun for a key point to control human diabetes
- c. several diseases that are in humans and dolphins
- d. a fasting gene that is abnormally turned on in people with diabetes
- *Leave blank*

1 Points

Question 62: Multiple Choice62. Which of the following is **NOT TRUE** according to Dr. Schwacke?

- a. there are interesting similarities between dolphins and humans

- b. Scientists want to be able to help diabetic people to be able to switch the fasting gene on and off.
- c. Dr. Schwacke is studying the effect of pollution on dolphins along the coast of the US state of Georgia.
- d. Dr. Schwacke is not interested in the links between dolphin and human health.
- *Leave blank*

5 Points

Question 63: Matching (Simple)**63.Part III Reading**

Read the following passages and answer the questions.

Passage III**Anti-malaria plant genes mapped**

(1) Global supply of a key, plant-based, anti-malaria drug is set to be boosted by a genetic study, scientists say. Researchers have mapped the genes of *Artemisia annua* to allow selection of high-yield varieties. The study, published in the journal *Science*, aims to make growing the plant more profitable for farmers. "It's a major milestone for the development of this crop," Professor Ian Graham from the University of York in the UK told BBC News.

(2) The research has been welcomed by Dr. Chris Drakeley, director of the Malaria Centre at the London School of Hygiene and Tropical Medicine. "Anything that enables an increased yield of product from something like *Artemisia annua* is a major step." This is the first line anti-malarial in nearly all endemic countries at the moment and supplies can be limited." Artemisinin combination therapies, or ATCs, are used widely to treat malaria and are seen as the best solution to the parasite's increasing resistance to anti-malarial drugs. "All the information and tools we've developed in this work are free for people to use"

(3) Professor Graham, who led the study, hopes that new higher yielding and more healthy and strong varieties could increase global supply of the malaria treatment within three years. "Our aim is to have **hybrid** seeds that can be released to farmers in the developing world by 2011 or 2012. With a year delay for planting, **this** would have an impact on supply in 2012 or 2013." "We have to wait six to eight months from putting the seed in the ground to harvesting the crop and seeing how it has performed."

(4) Dr. Drakeley hopes the new varieties will become available quickly. To identify the best plants for hybrid seed production, researchers measured characteristics of individual plants, for example, the number of artemisinin producing glands on the leaf. They also performed tests to find the plants with the best genetic make-up. The resulting seeds are being planted in field trials in China, East Africa, India and Madagascar. "Ideally we would like good hybrids for east Africa and good hybrids for

India etc.," explained Professor Graham.

(5) The study is the **culmination** of three years work funded by the Bill and Melinda Gates Foundation and the genetic maps and markers the researchers have identified will be made available for free all over the world. "All the information and tools we've developed in this work are free for people to use for the charitable purpose," Professor Graham told BBC News.

(6) Scientists hope a better supply of the drug might also help with the problem of fake drugs being distributed. Some treatments being sold have been found to have no drug content or to be substandard in quality. This can make them fatal or they can be more likely to encourage resistance rather than fight the disease. "Hopefully, if the final product is easier and cheaper to get after this development, it might lessen the production of fake drugs," said Dr. Drakeley.

(Sources: Doreen Walton Science reporter, BBC News. Retrieved March 11, 2010 from news.bbc.co.uk/go/pr/fr/-/2/hi/science/nature/8454721.stm)

Match each of the main ideas with one of the paragraphs (1-6).

There is one paragraph option that will not be used.

<input type="text" value="-"/>	Dr. Drakeley hopes the new varieties of anti-malaria plants will become available quickly.	A. Paragraph 1
<input type="text" value="-"/>	The increase of product from <i>Artemisia annua</i> is a major step.	B. Paragraph 2
<input type="text" value="-"/>	This study is the final product of three years' work.	C. Paragraph 3
<input type="text" value="-"/>	Scientists hope to replace counterfeit drugs with real ones.	D. Paragraph 4
<input type="text" value="-"/>	The new higher-yielding and more-healthy varieties could increase global supply of the malaria treatment within three years.	E. Paragraph 5
		F. Paragraph 6

1 Points

Question 64: Multiple Choice

64. Choose the best answer.

What does "hybrid" (paragraph 3) mean?

- a. higher yield
- b. more supply

- c. crossbreed
- d. strong impact
- *Leave blank*

1 Points

Question 65: Multiple Choice

65. What does “this” (paragraph 3) refer to?

- a. the increase of global supply
- b. that hybrid seeds can be given to farmers in the developing world
- c. the malaria treatment
- d. an impact on supply
- *Leave blank*

1 Points

Question 66: Multiple Choice

66. What does “culmination” (paragraph 5) mean?

- a. hardest
- b. most expensive
- c. highest point
- d. charitable
- *Leave blank*

1 Points

Question 67: Multiple Choice67. Which of the following is **NOT** in the process of how the researchers identified the best plants for hybrid seed production?

- a. They measured the number of artemisinin producing glands on the leaf.
- b. They performed tests to find the best genetic make-up.
- c. They measured characteristics of individual plants.
- d. They waited six to eight months from putting the seed in the ground.
- *Leave blank*

1 Points

Question 68: Multiple Choice68. Which of the following is **NOT TRUE** according to the passage?

- a. The information and tools developed for hybrid plants are free to use for helping people’s purpose.

- b. At present, some treatments do not have drug content or enough quality.
- c. A better supply of the drug will lessen fake drugs.
- d. The resulting seeds are being planted only in East Africa.
- *Leave blank*

1 Points

Question 69: Multiple Choice**69.Part III Reading****Read the following passages and answer the questions.****Passage IV****Epistemological Beliefs' Contributions to Study Strategies of Asian American and European Americans.****Schommer-Aikins, Marlene & Easter, Marilyn.*****Journal of Educational Psychology* (2008), 100 (4), 920-929.****Abstract**

(1) Given the increasingly culturally diverse composition of students in American classrooms, understanding the nature of cultural differences is necessary to generate effective instructional interventions. This study examines the individual differences in epistemological beliefs, ways of knowing, study strategies, and academic performance among different cultural groups. These cultural groups include European Americans (Americans of European ancestry) and first and successive generations of Asian Americans. College junior and senior business majors completed instruments assessing epistemological beliefs, ways of knowing, and study strategies. Multivariate analyses of variances revealed significant differences among cultural groups in 5 study strategies (low anxiety, selecting main ideas, testing strategies, high motivation, and information processing), course grades, and reading comprehension. Regression analyses revealed that beliefs about learning speed, knowledge construction, characteristics of successful students, and separate knowing contributed to cultural differences. This study highlights the need to avoid strong stereotyping and to consider individual differences in the classroom.

(2) Discussion

The most fundamental question addressed in these analyses is: Are there differences in epistemological beliefs and ways of knowing among cultural groups? There were two significant differences. Euro-American students, compared to both Asian American groups, had stronger beliefs that learning is a slow, gradual process and that knowledge is complex. This is consistent with Qian and Pan's (2002) results, in which U.S. high school students believed more strongly that knowledge is complex rather than did high school student in China.

(3) Additional analyses examined group differences in study strategies and academic performance. First, cultural differences in study strategies were revealed. Compared to first-generation Asian Americans, Euro-American students were better able to control their anxiety about school, select main ideas from texts, and prepare for tests. Compared to beyond-first-generation Asian Americans, European Americans were more able to select main ideas and use information processing strategies and were better academically motivated.

(4) Next, we tested the notion that students' epistemological beliefs, ways of knowing, and gender may account for cultural differences in study strategies. Results indicated that epistemological beliefs, ways of knowing, and gender contributed to cultural differences in study strategies.

(5) Belief in quick learning contributed to cultural differences in study strategies. Students who scored lower on selecting main ideas, testing strategies, low anxiety, and with motivation were more likely to agree that learning is quick. For example, students who scored lower on these study strategies agreed with study strategy items such as the following: "When I am studying, worrying about doing poorly in a course interferes with my concentration" (Weinstein & Palmer, 2002, p. 9) and "When studying I seem to get lost in the details and miss the important information" (Weinstein & Palmer, 2002, p. 11). These results suggest that if students believe learning is quick, they are likely to speed through homework and tests. Selecting main ideas would be difficult when rushing through a text. And it is easier to rush through easy parts of a task and skip the more difficult sections.

(6) Belief in separate knowing and belief that knowledge is a constructive process also contributed to cultural differences in study strategies. Students who scored low on selecting main ideas, testing strategies, and information processing were less likely to believe in separate knowing. To understand the implications of these results, consider the students' scores for information processing. These scores involve students' use of strategies that lead to elaboration, organization, and linking prior knowledge with new knowledge (Weinstein & Palmer, 2002). The more students believe that knowledge is constructed and believe in separate knowing, the more likely they are to use information processing strategies. Indeed, if one believes knowledge is an integrated creation of ideas knitted together, one is more likely to engage in strategies that show connections between new ideas and one's own prior knowledge. Furthermore, engaging in evaluative or critical thinking would also encourage students to check consistency in logic between prior knowledge and new knowledge as well as consistency among the ideas presented.

(7) For more convincing evidence of the role of epistemological beliefs in learning was found in the examination of students' actual classroom performance for a business communication class. European Americans outperformed both Asian American groups in the business communication class. When epistemological beliefs, study strategies, and English as a native language were allowed to enter the equation to predict class performance, speed of learning and ability to concentrate predicted the final course grade.

(8) Although Asian Americans are often perceived as outperforming Euro-American students, much of the past research that compared Asian American students to Euro-

American students has focused o mathematics and science (Wang & Lin, 2005). When an overall math score was used as the dependent variable, Asian Americans typically outperformed Euro-American students. By contrast, when specific subtest scores were used, Asian Americans outperformed Euro-American students on calculation and routine problem solving. However, Euro-American students outperformed Asian American students on problems that were open-ended or required creativity.

(An excerpt from Schommer-Aikins, M. & Easter, M. Epistemological Beliefs' Contributions to Study Strategies of Asian American and European Americans. *Journal of Educational Psychology* (2008). 100 (4), 920-929.)

Choose the best answer.

What is the objective of this study?

- a. to find the effective instructional interventions
- b. to highlight the need to avoid strong stereotyping and to consider individual differences in the classroom
- c. to differentiate various types of students from cultural background
- d. to explore into the nature of knowledge acquired in the classroom
- *Leave blank*

1 Points

Question 70: Multiple Choice

70. What kinds of statistics used are mentioned in the abstract?

- a. percentage and standard deviation
- b. mean, median and mode
- c. multivariate analyses of variances and regression analyses
- d. descriptive and content analysis
- *Leave blank*

1 Points

Question 71: Multiple Choice

71. Which of the following phrases explain that the results agree with the previous study (paragraph 2)?

- a. is consistent with
- b. addressed in
- c. compared to
- d. contribute to
- *Leave blank*

1 Points

Question 72: Multiple Choice

72. What are the epistemological beliefs and ways of knowing of Euro-American students?

- a. Learning is a slow, gradual process and that knowledge is complex.
- b. Learning is different among cultures.
- c. Learning is effective if there are instructional interventions.
- d. Learning is a fundamental knowledge.
- *Leave blank*

1 Points

Question 73: Multiple Choice

73. Which group of students was able to control their anxiety about school?

- a. first-generation Asian Americans
- b. Euro-American students
- c. beyond-first-generation Asian Americans
- d. not discussed in the passage
- *Leave blank*

1 Points

Question 74: Multiple Choice

74. What brings about the elaboration, organization and linking prior knowledge with new knowledge?

- a. the creation of information processing
- b. the beliefs about learning
- c. the student's use of strategies
- d. the speed in learning
- *Leave blank*

1 Points

Question 75: Multiple Choice

75. Why could the students who believe that learning is quick **NOT** score high in selecting main ideas?

- a. Believing in separate knowing contributed to cultural differences.
- b. Selecting main ideas would be difficult when rushing through a text.
- c. Speeding through homework and tests are effective strategies.
- d. Scoring high needs speed strategies.

- *Leave blank*

1 Points**Question 76: Multiple Choice**

76. What does the author imply in paragraph 8 of the discussion?

- a. Teachers should avoid strong stereotyping and consider individual differences in the classroom.
- b. Teachers should pay more attention to Asian Americans in open-ended activities.
- c. Teachers should support Euro-American students in mathematics.
- d. Teachers should take cultural differences into account in scoring students.
- *Leave blank*

1 Points**Question 77: Multiple Choice**

77. Which of the following statements can be the implications of the results described in paragraph 6?

- a. Belief in separate knowing and belief that knowledge is a constructive process also contributed to cultural differences in study strategies.
- b. The more students believe that knowledge is constructed and believe in separate knowing, the more likely they are to use information processing strategies.
- c. Students who scored low on selecting main ideas, testing strategies, and information processing are less likely to believe in separate knowing.
- d. These scores involve students' use of strategies that lead to elaboration, organization, and linking prior knowledge with new knowledge (Weinstein & Palmer, 2002).
- *Leave blank*

1 Points**Question 78: Multiple Choice**

78. Which of the following is the area in which Euro-American students outperformed Asian American students?

- a. math score as the independent variable
- b. specific subtest scores
- c. calculation and routine problem solving
- d. problems that were open-ended or required creativity
- *Leave blank*

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ภาคผนวก 3.5

คำอธิบายหน้าเว็บ คำศัพท์ และการอ่าน



คำแนะนำเกี่ยวกับแบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษ

1. แบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษ เป็นแบบทดสอบที่สร้างขึ้นเพื่อวินิจฉัย ความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจ ซึ่งในการอ่านภาษาอังกฤษให้เข้าใจนั้นผู้อ่านจำเป็นต้องมีความรู้เรื่องไวยากรณ์ คำศัพท์ ในระดับคำ ประโยค และข้อความต่อเนื่อง
2. แบบทดสอบวินิจฉัยฯ มี 3 ชุด หนึ่งชุด มี 100 คะแนน ประกอบด้วย ไวยากรณ์ 30 ข้อ 30 คะแนน คำศัพท์ 6 ข้อใหญ่ 30 คะแนน และบทอ่าน 4 บท 40 คะแนน
3. รูปแบบคำถามประกอบด้วยปรนัยเลือกตอบ (multiple choice questions) เติมคำ (gap filling) จับคู่ (multiple matching)
4. ระดับความสามารถแบ่งออกเป็น 3 ระดับ อิงตามเกณฑ์ของ CEFR (Common European Framework of References) ในส่วนของภาษาดังนี้คือ

A: Basic user A1 Breakthrough A2 Waystage

B: Independent User B1 Threshold B2 Vantage

C: Proficient User C1 Effective operational proficiency C2 Mastery

แบบทดสอบวินิจฉัยฯ กำหนดวัดความสามารถในการอ่านเป็นสามระดับ คือ

B: Independent User	B1 Threshold
	B2 Vantage
C: Proficient User	C1 Effective operational proficiency

5. รายละเอียดของระดับความสามารถในการอ่านตามเกณฑ์วัดความสามารถในการอ่านของ CEFR (Common European Framework of References) มีดังนี้

level	Overall Reading Comprehension
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

CEFR (Common European Framework of References: 69) Retrieved April, 19, 2010, from

www.uk.cambridge.org/elt)

6. การสร้างแบบทดสอบวินิจฉัยฯในส่วนของบทอ่าน (Reading) ได้กำหนด test specifications ตามระดับ B1 B2 C1 ในรายละเอียดประเด็นต่างๆ ดังนี้ contextual (response methods, text length), discourse mode (genre, rhetorical task, pattern of exposition, explicitness of text structure), structural resources (word/sentence average, Flesch-Kincaid Grade level average, the complexity of sentence structure, cohesion), lexical resources (K1,2,3, AWL), nature of information, content knowledge, cognitive (types of reading, text level)
7. การสร้างแบบทดสอบวินิจฉัยฯในส่วนของไวยากรณ์ (Grammar) ได้กำหนด test specifications โดยเลือกประเด็นทางไวยากรณ์ตามระดับ B1 B2 C1

โดยใช้ ตาราง ประเด็นทางไวยากรณ์ ได้เลือกจากเกณฑ์ของ Grammar City & Guilds ESOL 3 ระดับคือ B1 (Achiever) B2 (Communicator) C1 (Expert) (ระดับละ 10 ข้อ รวม 30 ข้อ)

(Sources: International ESOL (English for Speakers of Other Languages) (8984)

Qualification handbook All levels Version 3 Revised September 2005 Retrieved, March 1, 2010, from www.cityandguilds.com)

8. การสร้างแบบทดสอบวินิจฉัยฯในส่วนของคำศัพท์ (vocabulary)

คำศัพท์ที่เลือกมาทดสอบมาจากรายการคำศัพท์ทางวิชาการ (AWL) รวบรวมโดย Averil Coxhead at the Victoria University of Wellington, New Zealand ซึ่งเป็นที่ยอมรับในวงวิชาการ

AWL (Academic Word List) เป็นรายการคำศัพท์ที่มีความถี่สูงที่ปรากฏในบทอ่านทางวิชาการ Averil Coxhead ได้รวบรวมจาก วารสารทางวิชาการ ตำรา เอกสารประกอบการสอน คู่มือการปฏิบัติการวิจัย บันทึกย่อการสอน รวม 3,500,000 คำ เป็นคำศัพท์จาก เนื้อหาวิชาการด้านต่าง ๆ มนุษยศาสตร์ (ประวัติศาสตร์ จิตวิทยา สังคมวิทยา ฯลฯ) ธุรกิจการค้า (เศรษฐศาสตร์ การตลาด การจัดการ ฯลฯ) กฎหมายและวิทยาศาสตร์ (ชีววิทยา คอมพิวเตอร์ คณิตศาสตร์ ฯลฯ) แต่ไม่รวมศัพท์เทคนิคเฉพาะ หรือคำที่ใช้โดยทั่วไป

AWL ประกอบด้วย 570 คำที่เป็นรูปฐาน (word families) กล่าวคือยังไม่ได้ผัน และยังไม่ได้กระจายตามชนิดของคำ และแบ่งย่อยเป็น 10 รายการย่อย รายการย่อยที่ 1 มี 60 คำที่เป็นคำที่ใช้มากที่สุด ใน AWL. รายการย่อยที่ 2 มีคำที่มีความถี่สูงลำดับถัดไป แต่ละ รายการย่อย มี 60 คำที่เป็นรูปฐาน (word families) ยกเว้น รายการย่อยที่ 10 ซึ่งมี 30 คำ

(Sources: “What is the academic word list ” Retrieved January 28, 2010 from,

<http://www.academicvocabularyexercises.com/#what>)

9. ผลของแบบทดสอบวินิจฉัยฯ

ผลของแบบทดสอบวินิจฉัยฯ มี 3 ระดับดังนี้

คะแนนรวม	ระดับ
76-100	C 1
51-75	B 2
26-50	B 1
0-25	Needs improvement

10. คำอธิบาย

grammar	มีคำอธิบายรายข้อ
vocabulary	มีข้อมูลเว็บไซต์ Useful weblinks for vocabulary learning and practice สามารถลิงก์ไปศึกษาศัพท์และฝึกหัดการใช้คำศัพท์เพิ่มเติมได้ สามารถลิงก์ไปที่ AWL เพื่อศึกษาเพิ่มเติม
reading	มีข้อมูลเว็บไซต์ Useful weblinks for reading สามารถลิงก์ไปศึกษาหลักการอ่านและฝึกหัดเพิ่มเติมได้ มี file How to read อธิบายหลักการอ่านเพื่อตอบคำถามตามแนวทาง ของแบบทดสอบวินิจฉัยฯ

11. สอบถามเพิ่มเติม

If you have any comments or suggestions, please contact:

Associate professor Dr. Alisa Vanijdee

School of Liberal Arts

Sukhothai Thammathirat Open University.

Email: avanijdee@gmail.com



คำอธิบายสัญลักษณ์ในการเฉลยแบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษ

รองศาสตราจารย์ ดร. อลิสา วานิชดี

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ตัวเลือกนี้ถูกต้อง นักเรียนเลือกตัวเลือกนี้
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ตัวเลือกนี้ผิด นักเรียนเลือกตัวเลือกนี้
<input checked="" type="checkbox"/> <input type="checkbox"/> ตัวเลือกนี้ถูกต้อง นักเรียนไม่ได้เลือกตอบ <input type="checkbox"/> นักเรียนไม่ได้เลือก

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> This choice is correct. Student chose this one.
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> This choice is wrong. Student chose this one.
<input checked="" type="checkbox"/> <input type="checkbox"/> This choice is correct. Student did not choose this one. <input type="checkbox"/> Student did not choose.



Useful web links for vocabulary learning and practice

1. "Vocabulary Exercises for the Academic Word List"

<http://www.academicvocabularyexercises.com/> Retrieved March 24, 2010

AWL Exercises Homepage - Windows Internet Explorer

<http://www.academicvocabularyexercises.com/>

All exercises for this website were created using **Gerry's Vocabulary Teacher**

Vocabulary Exercises for the Academic Word List

Sublist 1 | Sublist 2 | Sublist 3 | Sublist 4 | Sublist 5 | Sublist 6 | Sublist 7 | Sublist 8 | Sublist 9 | Sublist 10

Online Exercises for the AWL	What is the AWL?	Why should I learn it?	About the Exercises
Note to Students & Teachers	Gerry's Vocabulary Teacher Software for vocabulary study	Contact / About the author	Useful Links

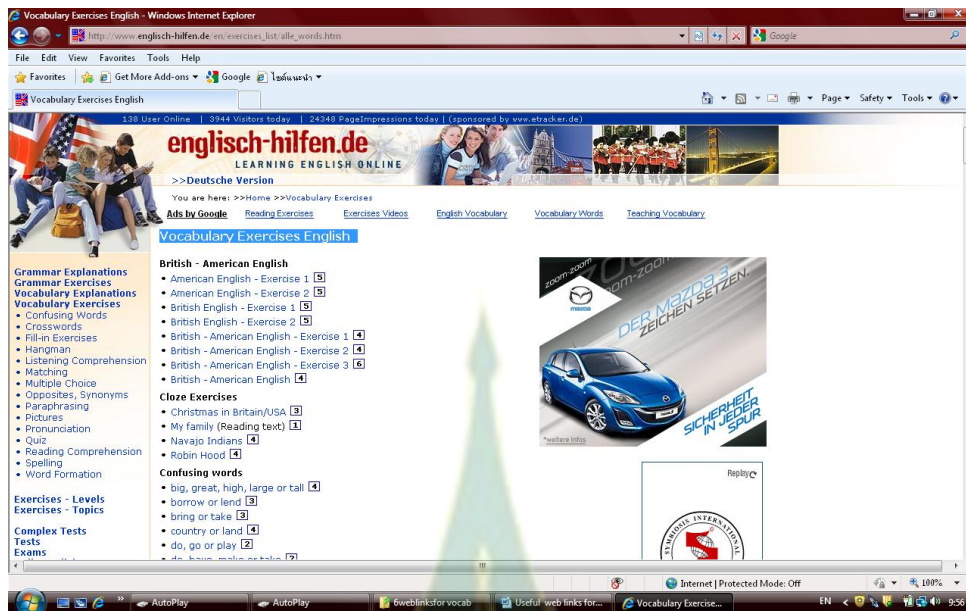
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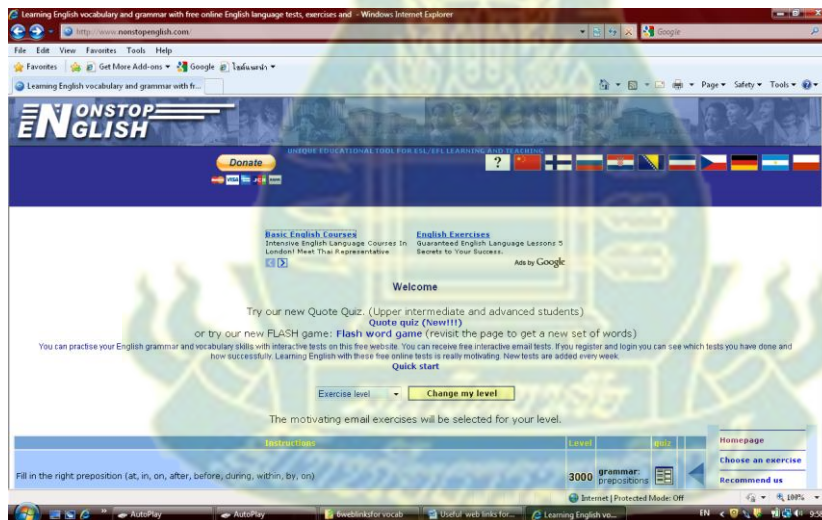
What is the Academic Word List?

2. "Vocabulary exercises English" http://www.english-hilfen.de/en/exercises_list/alle_words.htm

Retrieved March 24, 2010



3. "Non stop English Quiz" <http://www.nonstopenglish.com/> Retrieved March 24, 2010



The motivating email exercises will be selected for your level.

Instructions	Level	Topic
Fill in the right preposition (at, in, on, after, before, during, within, by, on)	3000	grammar: prepositions
Fill in the spaces with the right modal verbs.	800	grammar: modal verbs
Fill in the missing prepositions.	400	general vocabulary: undefined
Chose the best way to complete the sentences	800	grammar: tenses
Complete the blank spaces with Business English terms. There is a short explanation to help you.	4000	business vocabulary: undefined

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8 7 6 5 4 3 2 1

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4. “Diagnostic Grammar Test” http://www.world-english.org/diagnostic_grammar.htm

Retrieved March 24, 2010

world-english The one-stop resource for the English language and more ...

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Free English Lessons
Free English Course Online Practice with Native Speakers!
www.Liveinmocha.com

Speak English
Speak Excellent English & Secrets to English Success.
china-flowenglish.blogspot.com

Ads by Google

Diagnostic Grammar Test

[Click here to begin the test](#)

This three-part test is designed to give you an idea of the particular grammar areas you need to work on in your English study. The two books used as references are:

[Raymond Murphy: English Grammar in Use](#)

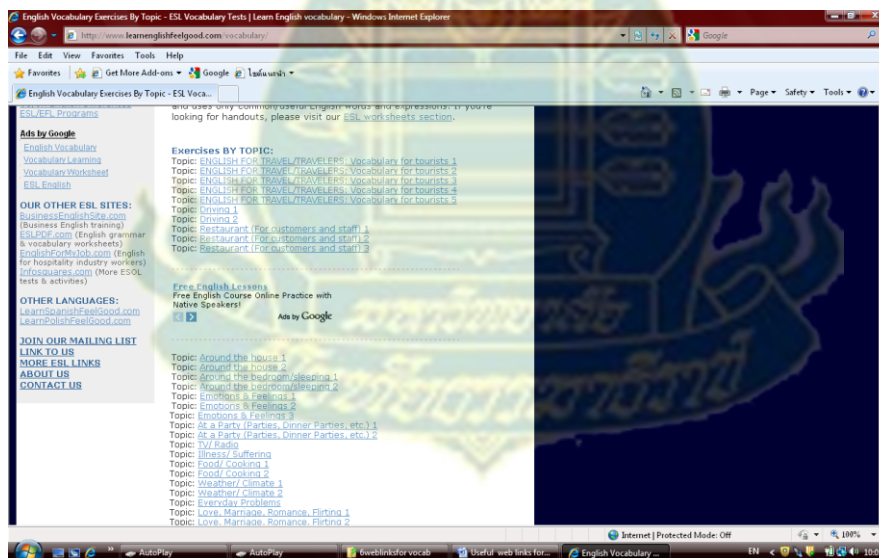
[Michael Swan: Practical English Usage](#)

If you don't already have them, we recommend you buy copies of both if you are serious about learning English. [Other](#)



5. “Vocabulary by topic” <http://www.learnenglishfeelgood.com/vocabulary/>

Retrieved March 24, 2010



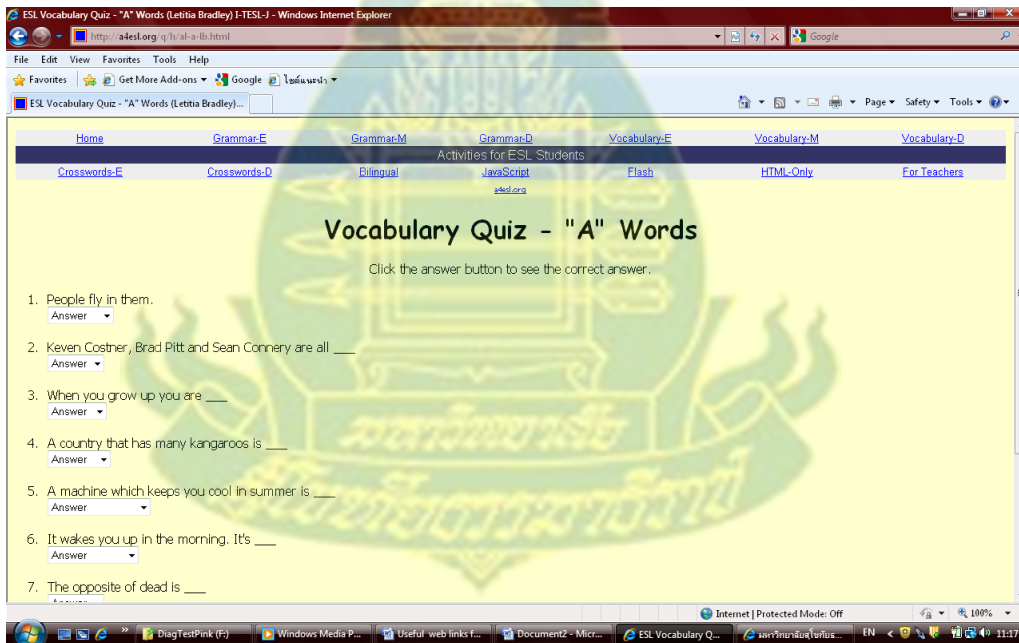
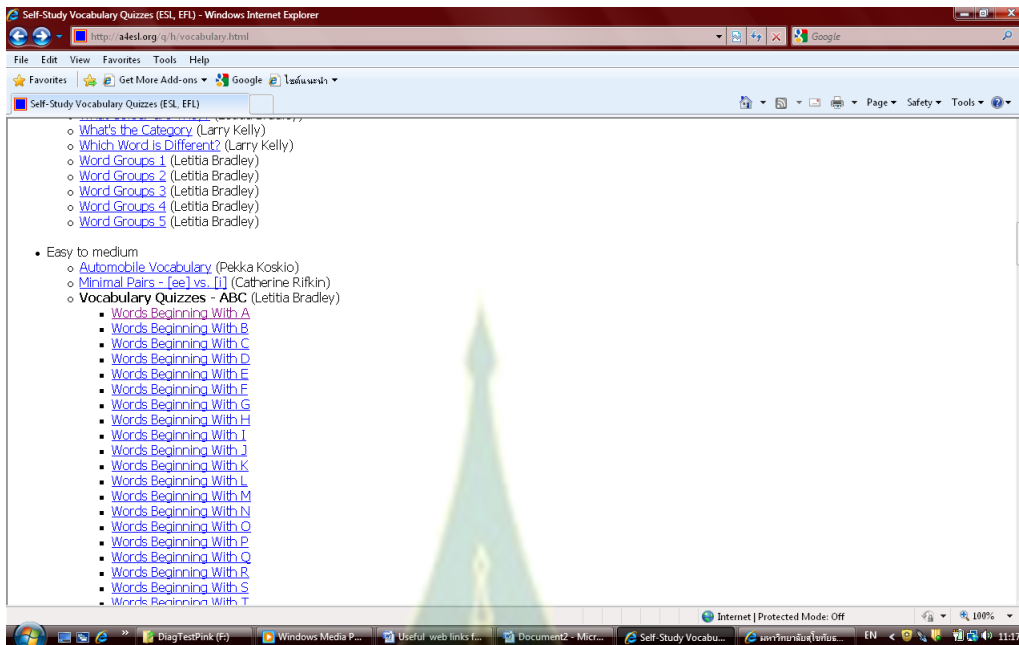
6. "Vocabulary training exercises" <http://www.vokabel.com/> Retrieved March 24, 2010

The screenshot shows a Windows Internet Explorer browser window displaying the website <http://www.vokabel.com/>. The page title is "Vocabulary Training Exercises" and it specifies "In English, German, French and Spanish". Below the title, there is a section "Create Your Own Test" followed by "Verbs 1, Verbs 2, Verbs 3". A list of verb tenses is provided: Present Tense 1, 2; Past (Sp. Preterite, Fr. Passe simple) Tense 1, 2; Imperfect Tense 1, 2; Present Perfect (Fr. Passe Compose); Future Tense; Conditional Tense; and Present Subjunctive. At the bottom, there are several category links: Animals, Adjectives 1, Adjectives 2, Business Vocabulary 1, The Human Body, The Human Spirit, Europe, Business Vocabulary 2, Food, Weather, The Home, General Vocabulary 1, Clothing, Canada, Useful Words, General Vocabulary 2, Basic Words, The Traveller, Automotive, and General Vocabulary 3.

7. "Self-study English Vocabulary Quizzes" <http://a4esl.org/q/h/vocabulary.html>

Retrieved March 26, 2010

The screenshot shows a Windows Internet Explorer browser window displaying the website <http://a4esl.org/q/h/vocabulary.html>. The page title is "Self-Study English Vocabulary Quizzes". Below the title, there is a navigation menu with links for Home, Grammar-E, Grammar-M, Grammar-D, Vocabulary-E, Vocabulary-M, and Vocabulary-D. A sub-menu for "Activities for ESL Students" includes links for Crosswords-E, Crosswords-D, Bilingual, JavaScript, Flash, HTML-Only, and For Teachers. The main content area is titled "Self-Study English Vocabulary Quizzes" and "HTML-Only Quizzes". It lists various quiz categories: Grammar, Places, Vocabulary, Idioms, Homonyms, Scrambled Words, and Misc. Below this, it states "Activities for ESL Students has over 1,000 activities to help you study English as a Second Language. This project of The Internet TESL Journal has contributions by many teachers." A list of "Easy" quizzes is provided, including: Analogies - Word Relationships (Charles Kelly), "A Pair of" Quiz (Letitia Bradley), Adjectives: Opposites - Matching Quiz (Kaye Mastin Mallory), Assorted Sentences (Vera Mello), Baseball Terms (Letitia Bradley), Body (Letitia Bradley), Brand Names (Letitia Bradley), Clothes (Letitia Bradley), Colours 1 (Letitia Bradley), Colours 2 (Letitia Bradley), Colors (Charles Kelly), Counting Non-Countables - Matching Quiz (Vera Mello), Country - Nationality - Language (Carlos Gontow), Days of the Week (Letitia Bradley), Family (Letitia Bradley), and Food (Letitia Bradley).



ระดับความสามารถในการอ่าน

ตามกรอบแนวคิดของ CEFR (Common European Framework of References for languages)

แบบทดสอบออนไลน์วินิจฉัยความสามารถในการอ่านสร้างขึ้นโดยอิงเกณฑ์วัดระดับความสามารถในการอ่าน ของ CEFR ดังนี้

Overall Reading Comprehension

level	Detail
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

CEFR (Common European Framework of References: 69) Retrieved April, 19, 2010, from

www.uk.cambridge.org/elt)

วิธีการอ่าน

ในแบบทดสอบวินิจฉัยความสามารถด้านการอ่านภาษาอังกฤษออนไลน์ นี้ เน้นที่
 ระดับคำ ความหมายของคำศัพท์ โดยอาจพิจารณาจากบริบท prefixes, suffixes, รากศัพท์
 ระดับประโยค ใช้ความรู้ทางไวยากรณ์ โครงสร้างของประโยคในการเข้าใจความหมาย
 ระดับย่อหน้า ใช้ความรู้เกี่ยวกับลักษณะของย่อหน้า การเชื่อมข้อความในระดับประโยค ย่อหน้า
 จาก Test specifications กำหนดให้ผู้ใช้แบบทดสอบสามารถอ่านเพื่อความเข้าใจได้ในระดับ B1 B2 C1
 (ดู test specifications ดังนี้ หากต้องการศึกษา test specifications โดยละเอียดทุกบทอ่าน email:
avanijdee@gmail.com)

Level	Cognitive	
	Type of reading	Text level
B1	<p>understand the main points and/or relevant points though not necessarily in detail (description of events, feelings and wishes, significant and clearly signaled reasoning, and argumentation)</p> <p>identify unfamiliar words from the context</p> <p>extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning</p>	word, sentence and across sentences
B2	<p>Search read quickly to locate relevant information using textual features</p> <p>Understand main ideas and details</p>	sentence, across sentence

C1	<p>Search read quickly to locate relevant information using textual features</p> <p>Understand main ideas and details</p> <p>Understand the relation between the main ideas and the details</p> <p>Infer meaning which is not explicit in the text (understand implied meaning)</p> <p>Understand how the different ideas in a text relate to each other (select, summarise and synthesise relevant information)</p>	across sentences, text level
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ลักษณะคำถามที่ใช้ในบทอ่านและหลักการอ่านเพื่อความเข้าใจ

1. การระบุ main idea (ใจความหลัก)

ลักษณะคำถาม	หลักการอ่าน
<p>ลักษณะคำถามเกี่ยวกับใจความหลักในแบบทดสอบวินิจฉัยฯ เป็นการให้จับใจความหลักของย่อหน้ากับย่อหน้าแต่ละย่อหน้า</p> <p>การจับคู่มีลักษณะ multiple matching กล่าวคือมีใจความหลักหรือย่อหน้าที่ไม่เกี่ยวข้องปรากฏเป็นตัวเลือกร่วมๆ ผู้ใช้แบบทดสอบฯ ต้องพิจารณาใจความหลักและย่อหน้าทุกย่อหน้า</p>	<p>understand the main points/main ideas</p> <p>1. การอ่านเพื่อหาใจความหลัก (main idea) อาจสังเกตได้จากหัวข้อเรื่อง หรือคำหรือ เนื้อหา ที่ปรากฏซ้ำ ๆ ในย่อหน้าหนึ่งจะมี ใจความหลักเพียงหนึ่ง</p> <p>2. สังเกตจาก topic sentence ซึ่งเป็นประโยคที่บอกใจความหลัก อาจอยู่ต้น กลางหรือท้ายประโยค หรืออาจไม่ปรากฏอย่างชัดเจน (เช่น ในย่อหน้าเล่าเรื่อง)</p>

2. การระบุ relevant details (ข้อมูลสนับสนุนหรือข้อมูลต่าง ๆ ที่เกี่ยวข้อง)

ลักษณะคำถาม	หลักการอ่าน
<p>-เป็นการถามรายละเอียด ใช้ Wh-questions what, when, where, why, how, who whom, whose, which</p> <p>-การถามรายละเอียดบางประการ เช่น คน ความคิด สิ่งของ ต้องใช้ความรู้เรื่อง pronoun มาตอบ เช่น</p> <p>38. What does "their" (paragraph 4) refer to?</p> <p>1. positive aspects of life 2. researchers of Alzheimer's disease</p> <p>3. concepts 4. participants</p> <p>-การถามรายละเอียดที่ไม่ใช่เนื้อหาของบทอ่าน เช่น</p> <p>Which of the following is NOT TRUE according to the passage? คำถามลักษณะนี้ตัวเลือกมักจะเป็นการเรียบเรียงข้อความในบทอ่านใหม่ (restatement หรือ paraphrase) ไม่ได้ยกข้อความมาโดยตรง</p>	<p>Relevant points/supporting ideas</p> <p>-การอ่านเพื่อหาข้อมูลสนับสนุนหรือข้อมูลต่าง ๆ ที่เกี่ยวข้อง สืบได้จากคำถาม Wh-questions ซึ่งผู้อ่านอาจจะถามตนเองในระหว่างอ่านไปด้วยเพื่อทดสอบความเข้าใจ เช่น ใคร ทำอะไร ที่ไหน เมื่อไร อย่างไร</p> <p>- สืบค้นคำอ้างอิง (Pronoun referents) คำอ้างอิงในบทอ่านเป็นเรื่องสำคัญที่ต้องทราบว่า อ้างอิงอะไร คำอ้างอิงอาจเป็น pronoun เช่น he, she, it</p> <p>Relative pronoun : who which that</p> <p>Demonstrative: this, that</p> <p>- สืบค้นคำเชื่อม (conjunction) คำเชื่อมช่วยบอกความหมายของประโยคว่าเป็นไปในทิศทางเดียวกันหรือแย้งกัน เช่น although บอกความแย้ง</p> <p>- สืบค้นโครงสร้างของประโยค (sentence structure) subject + predicate บอกว่าอะไรเป็นประธาน กริยา กรรม</p> <p>- สืบค้นประเภทของประโยค บอกความสัมพันธ์ของประโยค เช่น complex sentence บอกว่าข้อความใดเป็นความคิดหลัก ข้อความใดเป็นความคิดรอง</p>

	-การอ่านข้อความที่เป็น restatement หรือ paraphrase (ถอดความ) มา ผู้อ่านต้องเข้าใจเนื้อหาเดิม และการเรียบเรียงใหม่ โดยคงเนื้อหาเดิม
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3. ระบุความเกี่ยวพันของใจความหลักและข้อมูลสนับสนุน

ลักษณะคำถาม	หลักการอ่าน
<p>- เป็นการถามเนื้อหาและข้อมูลสนับสนุนว่า เกี่ยวข้องกันอย่างไร ใช้ Wh-questions</p> <p>ตัวอย่างคำถามเกี่ยวกับประเภท</p> <p>37. What are the three meanings articulated by Buckland (1991)?</p> <p>1. Information as act, as knowledge in the head, and as thing</p> <p>2. Temporal states in cyberspace, human-information, and interaction</p> <p>3. Library science, information studies, informatics</p> <p>4. Journal articles, research agendas, library science</p>	<p>-Understand the relation between the main ideas and the details</p> <p>สังเกตลักษณะ โครงสร้างของย่อหน้า เช่นเป็นย่อหน้า เปรียบเทียบ ให้คำจำกัดความ แบ่งประเภท แสดงเหตุ และผล</p> <p>พิจารณาใจความหลักและใจความสนับสนุน สังเกต คำเชื่อม</p> <p>เช่นใน text เขียนว่า</p> <p>Three were articulated by Buckland (1991): information as act, information as knowledge in the head, and information as thing.</p> <p>ผู้อ่านต้องใช้การ scan หา Buckland (1991) ใน text แล้ว จึงอ่านข้อความ</p>

4. ระบุความหมายของศัพท์โดยอาศัยข้อความแวดล้อม

ลักษณะคำถาม	หลักการอ่าน
<p>เป็นการถามความหมายของศัพท์ เช่น</p> <p>37. What does the word “purposeful” (paragraph 1) mean?</p> <p>1. shortest 2. focused 3. farthest 4. strongest</p>	<p>Identify unfamiliar word from context</p> <p>ใช้ข้อความแวดล้อม ประกอบกับความรู้เกี่ยวกับการใช้คำศัพท์ (คู่ส่วนของการศึกษาคำศัพท์) prefixes, suffixes, roots ประกอบ</p> <p>คำศัพท์บางคำอาจมีความหมายเฉพาะในบริบทนั้น ไม่ใช่ความหมายทั่วไป</p>

5. หาข้อมูลที่ต้องการอย่างรวดเร็วโดยพิจารณาจากโครงสร้างของบทอ่าน

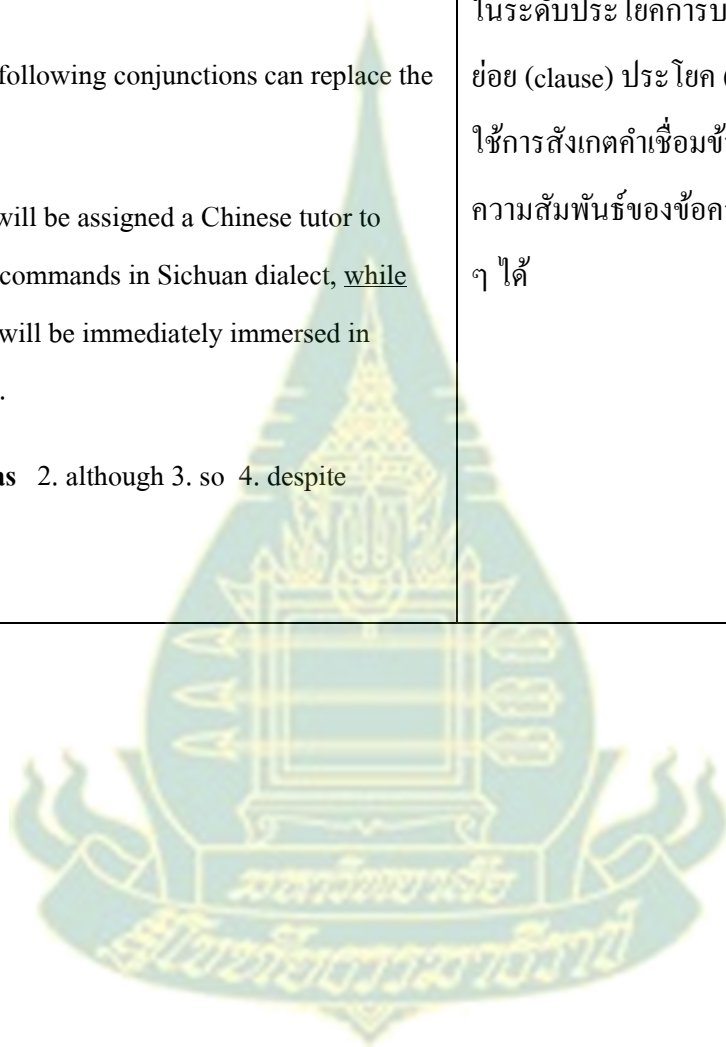
ลักษณะคำถาม	หลักการอ่าน
<p>-มักเป็นคำถามเกี่ยวกับจำนวน บุคคล ที่สามารถ scan หาใน text ได้อย่างรวดเร็ว แล้วนำมาตอบ</p> <p>34. What are the three classical elements of the information field?</p> <p>1. relationship, transfer, objects</p> <p>2. information objects, humans, and technologies</p> <p>3. acquisition, organization, and management</p> <p>4. human-centered, research agendas, scholars</p>	<p>Search read quickly to locate relevant information using textual features</p> <p>-การหาข้อมูลที่ต้องการ อาจสังเกตจากโครงสร้างของบทอ่าน และการ scan ดูข้อมูลที่ต้องการ เช่น หากต้องการตัวเลขก็ต้องมุ่งเน้นที่ตัวเลขเป็นต้น</p> <p>เช่น หากคำที่บอกว่า three classical elements ใน text แล้วจึงอ่านรายละเอียดเพิ่มเติม</p>

6. ใช้วิธีการ infer ความหมายของบทอ่านที่อาจไม่ได้ระบุชัดเจนในบทอ่านได้

ลักษณะคำถาม	หลักการอ่าน
<p>การสรุปความหมายของบทอ่านที่ผู้เขียนได้กล่าวไว้โดยตรง</p> <p>เช่น</p> <p>38. What does the author imply in paragraph 8 of the discussion?</p> <ol style="list-style-type: none"> 1. Teachers should avoid strong stereotyping and consider individual differences in the classroom. 2. Teachers should pay more attention to Asian Americans in open-ended activity. 3. Teachers should support Euro-American students in mathematics. 4. Teachers should take cultural differences into account in scoring students. 	<p>Infer meaning which is not explicit in the text (understand implied meaning)</p> <p>การเข้าใจความหมายตามนัยยะของบทอ่าน ใช้ข้อมูลที่มีในบทอ่านประกอบในการสัจใจความและพิจารณาความต่อเนื่อง ผลของใจความนั้น</p>

7 บอกได้ว่าความคิดต่าง ๆ ในบทอ่านเกี่ยวพันกันอย่างไร

ลักษณะคำถาม	หลักการอ่าน
<p>เป็นการถามความสัมพันธ์ของความคิด (ข้อความ) ในประโยค</p> <p>ตัวอย่างคำถาม</p> <p>29. Which of the following conjunctions can replace the underlined word?</p> <p>Mei Lan will be assigned a Chinese tutor to teach her commands in Sichuan dialect, <u>while</u> Tai Shan will be immediately immersed in Mandarin.</p> <p>1. whereas 2. although 3. so 4. despite</p>	<p>Understand how the different ideas in a text relate to each other (sentence level)</p> <p>ในระดับประโยคการบอกว่าความคิดต่าง ๆ ในประโยคย่อย (clause) ประโยค (sentence) สัมพันธ์กันอย่างไร ใช้การสังเกตคำเชื่อมข้อความ (conjunctions) เมื่อทราบความสัมพันธ์ของข้อความก็จะสามารถตอบคำถามอื่น ๆ ได้</p>



8.เลือก สรุป และสังเคราะห์ข้อมูลที่ต้องการได้

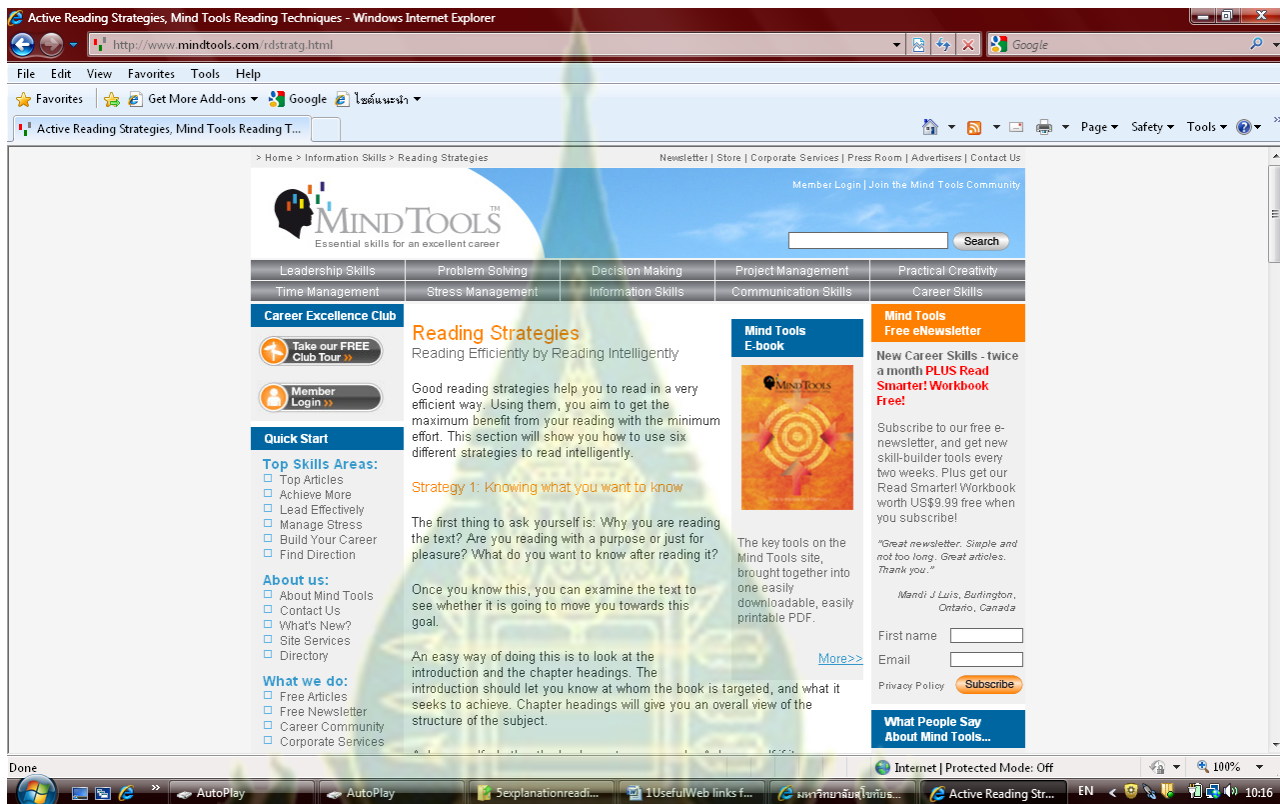
ลักษณะคำถาม	หลักการอ่าน
<p>ลักษณะคำถาม อาจให้สรุปข้อความในบทอ่าน เช่น</p> <p>36. Which paragraph best summarises the passage?</p> <p>1. Paragraph 1 3. Paragraph 3</p> <p>2. Paragraph 2 4. Paragraph 4</p>	<p>Understand how the different ideas in a text relate to each other (select, summarise and synthesise relevant information)</p> <p>การเข้าใจว่าความคิด (ข้อความ) ต่าง ๆ ที่ปรากฏในบทอ่านเกี่ยวพันกันอย่างไร ใช้ การเลือก สรุป และสังเคราะห์ข้อมูลที่เกี่ยวข้อง</p>



Useful websites for reading

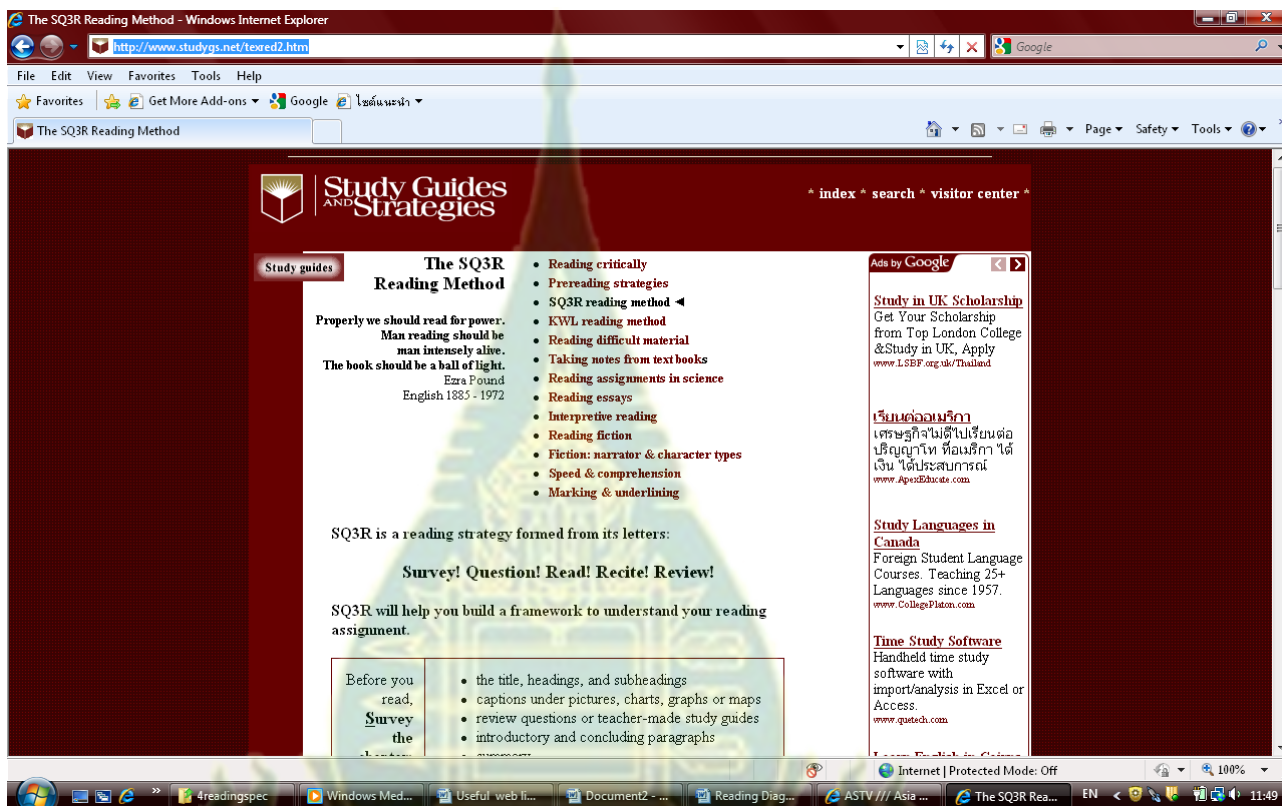
1. “Reading strategies”

<http://www.mindtools.com/rdstratg.html> Retrieved March 26, 2010



2. “Study guides and strategies” <http://www.studygs.net/texred2.htm>

Retrieved March 26, 2010



3. “Reading strategies” รวมขั้นตอนการอ่านต่าง ๆ

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15391 Retrieved March 24,

2010

The screenshot shows a Windows Internet Explorer browser window with the address bar displaying http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15391. The page title is "Reading Strategies". On the left side, there is a navigation menu with the following links: Welcome, Text Types, Pre-Reading, During Reading, Post-Reading, Conclusion, Images Index, Site Map, and Local Search. Below the menu are links for "Main Page" and "LEA". In the center, there is a circular logo with a blue and green design. The main text reads: "Some of you may already be good readers. If you aren't, can you become better? If you don't like to read, can you learn to enjoy it? The answer to both of these questions is OF COURSE! This tour will show you the three types of reading. It will then walk you through strategies you can use before, during, and after reading to become better in all three types. Reading is just like riding a bike; the more you do it, the better you get. And the better you get, the more you will enjoy the adventure of reading!". Below this text, it says: "This tour was created by Patti Hendricks, West Hills Middle School. Please e-mail any comments to pattia.hendricks@jordan.k12.ut.us". The browser's taskbar at the bottom shows several open applications, including "4readingspec", "Windows Med...", "Useful web li...", "Document2 - ...", "Reading Diag...", "ASTV /// Asia ...", and "Reading Strate...". The system tray shows the time as 11:53.

4. “Reading skills” มีแบบฝึกหัด speed reading

<http://eslus.com/LESSONS/READING/READ.HTM> Retrieved March 25, 2010

Reading Practice - Windows Internet Explorer

http://eslus.com/LESSONS/READING/READ.HTM

File Edit View Favorites Tools Help

Reading Practice

Free English Lessons from the ESL Resource Center

Google Search INTERLINK sites

INTERLINK Language Center

Google Search the Internet

Ads by Google

IELTS Writing
Aim for a high IELTS Score. Online study course and practice tests.
www.scottseenglish.com

English Listening
Speak, Excellent English. 8 Secrets to Listening Success.
chris-flowenglish.blogspot.com

Positive Thinking Course
Free E-Course and Mp3 creates positive thinking for success
creatingpower.com

Get Your Paper Critiqued

Reading Skills

Mini-stories with cloze exercises: [#1](#) [#2](#) [#3](#) [#4](#) [#5](#) [#6](#) [#7](#) [#8](#)

Speed reading exercises: [#1](#) [#2](#) [#3](#) [#4](#) [#5](#)

Extensive reading: [Fiction](#) [US newspapers](#) [International newspapers](#) [Science](#) [Law](#)

Science reading: [#1](#)

Read and listen: [#1](#)

Writing Skills

Internet | Protected Mode: Off

EN < > 100%

13:11

5. “Reading comprehension test” <http://www.readingsoft.com/quiz.html> Retrieved March 26, 2010

Reading Comprehension Test - Windows Internet Explorer

http://www.readingsoft.com/quiz.html

File Edit View Favorites Tools Help

Speed Reading Test FReader Testimonials Security Ordering FAQ

Reading Comprehension Test

Online Speed Reading Comprehension test

[ReadingSoft .com](#)

If You haven't done the speed reading test yet, please [click here](#) and don't start reading this quiz.

For a better score, answer in harmony with contents of the previous speed reading test article. Your own knowledge or opinion may somehow differ from the facts and numbers provided.

To answer, click the corresponding radio button.

Quiz

Q1. Compared to average reader, the accomplished reader reads with?

A higher speed and worse reading comprehension

B higher speed and better reading comprehension

C higher speed and same reading comprehension

FReader

A Gift to Make Gifted

Internet | Protected Mode: Off

EN 13:14

5. "Test your English" <http://www.testyourengish.net/english-online/examquestions/paragraf1.html> Retrieved March 26, 2010

Reading Comprehension Tests -1 - Windows Internet Explorer

http://www.testyourengish.net/english-online/examquestions/paragraf1.html

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Reading Comprehension Tests -1

Test Your English.NET

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Quote of the Week: "It is a rough road that leads to the heights of greatness." - Seneca March 26, 2010 Friday

Menu:

- English Grammar
 - Grammar Subjects
 - Grammar Quizzes
 - M-Choice Grammar Tests
 - Exam Questions Explained
- Vocabulary
 - Vocabulary Quizzes
 - Matching Quizzes
 - M-Choice Vocabulary Tests
 - Vocabulary Exam Questions
- Reading Comprehension
 - Comprehension Tests
 - Exam Questions Explained
- Cloze Test
 - Sample Cloze Tests
 - Exam Questions Explained
- Completion-Restatement
 - Sample Completion Tests
 - Exam Questions Explained
- Practice Tests
 - General Revision Tests
 - Complete Practice Tests

Reading Comprehension Exam Questions with Tips and Clues - 1

Find the correct answer. To see the explanations, click the "Comment" button below each question.

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Passage 1

Once the leaders of the rebellion were executed or dispersed, the British Government admitted its previous errors - tacitly, of course - and sought to rectify old wrongs. King George III, who had complained that he would go mad if his American colonies were lost, regained his spirits and proved surprisingly forgiving. No more than a third of the colonists had supported the insurrection, in any event, and six years of bloodshed and hardship that followed were quickly forgotten in the era of good feeling after the war. The colonies were placed under a unified government for the first time, and a new capital was established across the East River from Manhattan, in the fertile fields of the Brooklyn.

1. The passage states that the British government

a) was punished by the leaders of the rebellion

b) in a way, apologised for its former mistakes after the rebellion was over

c) agreed to release the rebels from the prison

d) was supported by the majority of the colonies

e) threatened the people in the colonies and this led to the rebellion

Comment

Türkiye Özel

Siteyi Türkçe Görüntüle!

Done

Internet | Protected Mode: Off

10:22

6. “My own resources” Text สำหรับฝึกอ่าน หลากหลายหัวข้อ

<http://www.miguellmlop.com/practice/intermediate/readingcomprehension/readingcompindex.htm>

Retrieved March 26, 2010

Reading Comprehension Exercises. My Own Resources. ESL/EFL - Windows Internet Explorer

<http://www.miguellmlop.com/practice/intermediate/readingcomprehension/readingcompindex.htm>

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www.miguellmlop.com

Practice
Intermediate
Reading Comprehension Texts

Notice: You may need Acrobat Reader to view some of the following documents. To get Acrobat Reader, click on the logo.



Amish History	Amish Education	Amish Youth
Amish Lifestyle	Superman	Batman
Spider-man	Wonder Woman	A Letter
Tobacco Adverts	Night Clubs	A Letter 1
Mother	Cakes and Ale	A dangerous game to play
Lied to-be	High-fliers	Peace in Ireland
Mothering Mocked	Ulster's Opportunity	Death Penalty
Canada	Black English	Australia and New Zealand
South Africa	Health in America	Yosemite National Park
American Customs	Personal Safety	The Titanic

Internet | Protected Mode: Off 100%

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ภาคผนวก 3.6

เกณฑ์การประเมินแบบทดสอบทางคอมพิวเตอร์ ของ Fulcher



Designing prototypes	Hardware/software considerations	computer specification, screen resolution, download time, browser compatibility
Good interface design	Navigation	Navigation buttons and icons Operating system button and instructions Ease and speed of navigation Clarity of titles
	Terminology	Establish reserved words for interface flow
	Page layout	Avoid overcrowding with text Minimize scrolling, avoid uppercase
	Text	Avoid complex, distracting animation Use a font size larger than 10 points
	Text color	Maximizing contrast among colors if colors is significant
	Tool bars and control	Present a few options as possible and place the most important information first
	Icons and graphics	Maximize the number of icons used Optimize size for visual appearance and download time Avoid animated and blinking image Display icons to update test taker during the delays
	Help facilities	Availability of help
	Item types	Optimize the number of types needed in view of the construct and the test taker's capacity to change types
	multimedia	Ensure consistent presentation and efficient download time
	Forms for writing and short answer tasks	Leave enough space for the response
	Feedback	Type, time and location of feedback should be planned

Designing prototypes	Hardware/software considerations	computer specification, screen resolution, download time, browser compatibility
Concurrent Phase I activity	Development of delivering systems Investigation of score retrieval and database storage Distribution and retrieval for section scored by human raters Scoring algorithms and rubrics Familiarity studies Technology studies Construct validity studies Small scale trial	

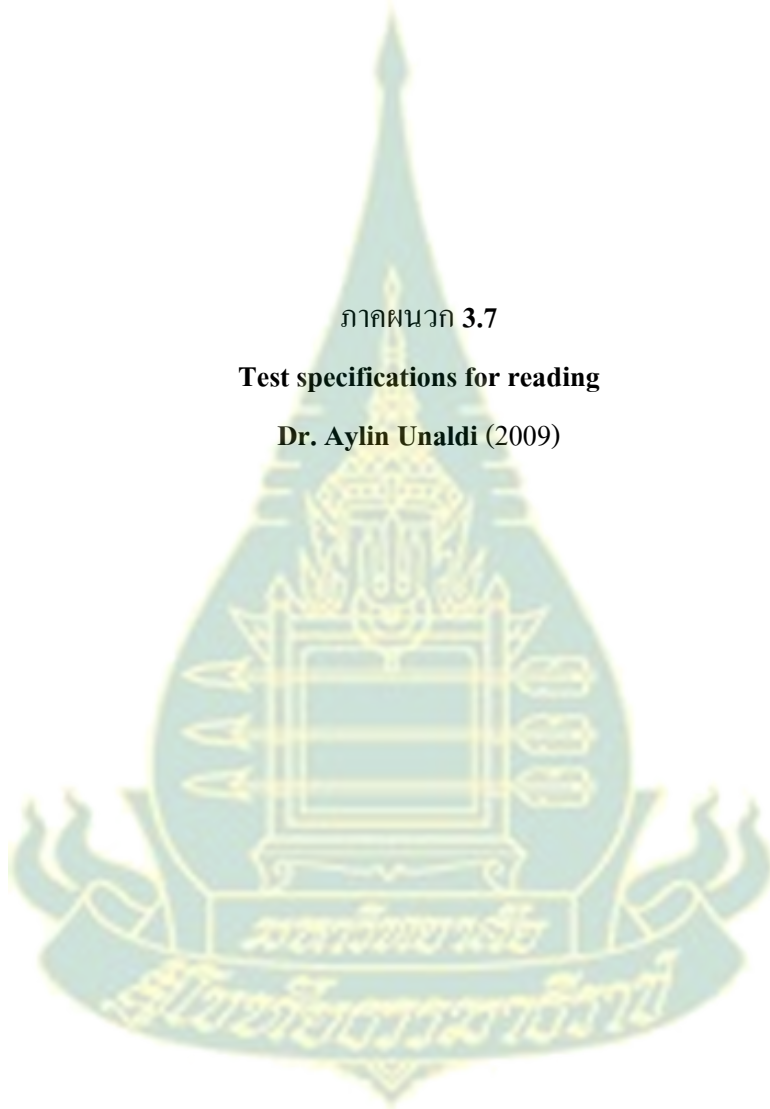
(Sources: Fulcher, G. (2003: 384-408) in Chapelle and Douglas (2006: 84-85) *Assessing Language through Computer Technology*. Cambridge: Cambridge University Press



ภาคผนวก 3.7

Test specifications for reading

Dr. Aylin Unaldi (2009)



B1 PRELIMINARY TEST SPECIFICATIONS

CONTEXTUAL

Response Method: Gap filling

Text length: up to 500 words

Discourse mode

Genre:

everyday materials such as letters and emails (e.g., enquiries, orders, letters of confirmation etc.), **public information leaflets brochures, short official documents**

straightforward instructions for equipment

expository and informative newspaper/magazine articles on familiar subjects

personal letters with description of events, feelings and wishes

simple informational sources (e.g., junior encyclopaedias, leaflets and brochures)

Rhetorical task: narrative, descriptive, instructive, expository

Pattern of exposition: define, describe, elaborate, illustrate, compare and contrast, classify

Explicitness of text structure: explicit

Structural resources

Words/sentence: Ave

Flesch-Kincaid Grade Level: Ave: 8

The complexity of sentence structure: mostly simple sentences (but some use of subordinate clauses in PET)

Cohesion: explicit

Lexical resources

95% K1-20 words = K1 84.7 % K2 8.7% K3 2.3%

AWL words: 2.5%

Nature of information (abstract/concrete): concrete

Content knowledge: not required: everyday situations encountered in work, school, leisure etc., (personal feelings, opinions and experiences, hobbies and leisure... familiar topics in expository texts)

COGNITIVE

Type of reading:

understand the main points and/or relevant points though not necessarily in detail (description of events, feelings and wishes, significant and clearly signalled reasoning, and argumentation)

identify unfamiliar words from the context

extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning

Text level: word, sentence and across sentences

B2 PRELIMINARY TEST SPECIFICATIONS

CONTEXTUAL

Response Method: Multiple matching/Information transfer

Text length: Up to 750 words

Discourse mode

Genre:

newspaper/magazine articles, reports (on professional topics)

specialised articles (in related fields), books

fiction book extracts/contemporary literary prose

informational sources (e.g., brochures, guides, manuals)

lengthy personal or professional correspondence

Rhetorical task: historical biographical narrative, descriptive, instructive, expository, persuasive, argumentative

Pattern of exposition: define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify

Explicitness of text structure: less explicit structure

Structural resources

Words/sentence: 18

Flesch-Kincaid Grade Level: 12

The complexity of sentence structure: a range of sentence patterns, frequent compound sentences

Cohesion: the relations between the parts of the text may not be signalled explicitly

Lexical resources 95% K1-20 words K1 84.2% K2 7.8% K3 2.6% K4 1.3%

AWL words: 3.3%

Nature of information (abstract/concrete): both concrete and abstract

Content knowledge: content can be slightly specialised yet accessible to common reader: technical and professional discussions and correspondence, contemporary problems, lengthy, complex instructions, contemporary literary prose, continuous narrative and descriptive prose

COGNITIVE

Type of reading:

Search read quickly to locate relevant information using textual features

Understand main ideas and details

Text level: sentence, across sentence

C1 PRELIMINARY TEST SPECIFICATIONS

CONTEXTUAL

Response Method: Multiple matching/Summary/Information Transfer

Text length: up to 750

Discourse mode

Genre: textbook, magazine/newspaper article, research/academic non-specialist journal article, report, fiction and non-fiction book, promotional and informational sources (e.g., guides, manuals, leaflets, brochures)

lengthy personal or professional correspondence

Rhetorical task: descriptive, narrative, expository, argumentative, instructive

Pattern of exposition: define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify

Explicitness of text structure: the reader should be able to cope with less explicitly organised texts (as in literary texts)

Structural resources

Words/sentence: 19

Flesch-Kincaid Grade Level: Ave 12.5 (based on IELTS average)

The complexity of sentence structure: mainly complex sentences, frequent use of modals, some use of ellipsis, range of pronouns and adverbials

Cohesion: the relations between the parts of the text may be implicit

Lexical resources 95% K1-20 words = K1 78.75% K2 8.5% K3 3.3% K4 2.3% K5 1.3% K6 0.9% K7 0.7%

AWL words: 4.6 %

Nature of information (abstract/concrete): may involve abstract content

Content knowledge: may require the understanding of specialised content

knowledge: professional, academic, social, literary

COGNITIVE

Type of reading:

Search read quickly to locate relevant information using textual features

Understand main ideas and details

Understand the relation between the main ideas and the details

Infer meaning which is not explicit in the text (understand implied meaning)

Understand how the different ideas in a text relate to each other (select, summarise and synthesise relevant information)

Text level: across sentences, text level

ภาคผนวก 3.8

Test specifications: Reading texts

3 versions

(B1 B2 C1)



ตารางที่ 4.5 รายละเอียด (Test specifications) ของบทอ่านระดับ B1

Level	Contextual		Discourse mode			
	Response methods	Text length /up to	Genre	Rhetorical tasks	Pattern of exposition	Explicitness of text structure
B1	Gap filling/multiple choice/multiple matching	500 words	everyday materials such as letters and emails(e.g., enquiries, orders, letters of confirmation etc.), public information leaflets brochures, short official documents straightforward instructions for equipment expository and informative newspaper/magazine articles on familiar subjects personal letters with description of events, feelings and wishes simple informational sources (e.g., junior encyclopaedias, leaflets and brochures)	narrative, descriptive, instructive, expository	define, describe, elaborate, illustrate, compare and contrast, classify	explicit

ตารางที่ 4.5 รายละเอียด (Test specifications) ของบทอ่านระดับ B1 (ต่อ)

Level	Structural resources				Lexical resources	Nature of information	Content knowledge
	Words /sentence/ average	Flesch-Kincaid Grade level average	The complexity of sentence structure	Cohesion			
B1	15	8	mostly simple sentences (but some use of subordinate clauses in PET)	explicit	95% K1-20 words = K1 84.7 % K2 8.7% K3 2.3% AWL words: 2.5%	concrete	not required: everyday situations encountered in work, school, leisure etc., (personal feelings, opinions and experiences, hobbies and leisure... familiar topics in expository texts

ตารางที่ 4.5 รายละเอียด (Test specifications) ของบทอ่านระดับ B1 (ต่อ)

Level	Cognitive	
	Type of reading	Text level
B1	<p>understand the main points and/or relevant points though not necessarily in detail (description of events, feelings and wishes, significant and clearly signalled reasoning, and argumentation) identify unfamiliar words from the context</p> <p>extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning</p>	word, sentence and across sentences

ตารางที่ 4.6 รายละเอียด (Test specifications) ของบทอ่านระดับ B2

Level	Contextual		Discourse mode			
	Response methods	Text length /up to	Genre	Rhetorical tasks	Pattern of exposition	Explicitness of text structure
B2	Multiple matching/Information transfer	750 words	newspaper/magazine articles, reports (on professional topics) specialised articles (in related fields), books fiction book extracts/contemporary literary prose informational sources (e.g.,	historical biographical narrative, descriptive, instructive, expository,	define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify	less explicit structure

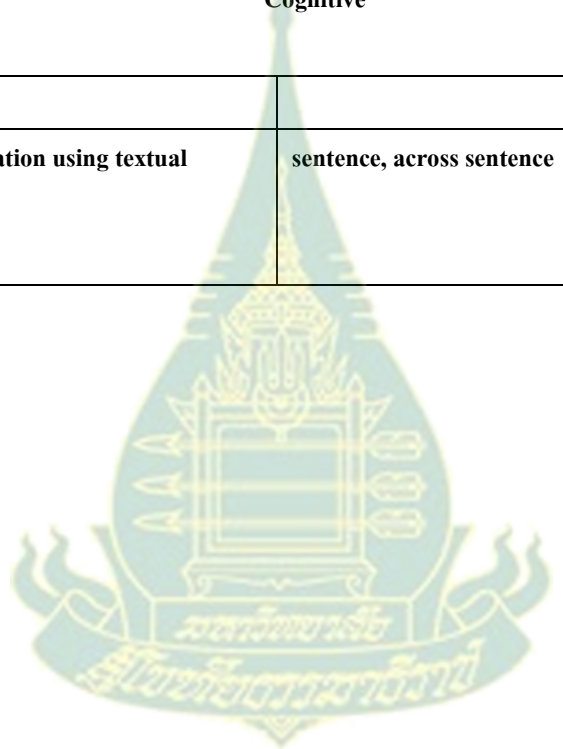
			brochures, guides, manuals) lengthy personal or professional correspondence	persuasive, argumentative		
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ตารางที่ 4.6 รายละเอียด (Test specifications) ของบทอ่านระดับ B2 (ต่อ)

Level	Structural resources				Lexical resources	Nature of information	Content knowledge
	Words/sentence/average	Flesch-Kincaid Grade level average	The complexity of sentence structure	Cohesion			
B2	18	12	a range of sentence patterns, frequent compound sentences	the relations between the parts of the text may not be signalled explicitly	95% K1-20 words K1 84.2% K2 7.8% K3 2.6% K4 1.3% AWL words: 3.3%	both concrete and abstract	content can be slightly specialised yet accessible to common reader: technical and professional discussions and correspondence, contemporary problems, lengthy, complex instructions, contemporary literary prose, continuous narrative and descriptive prose

ตารางที่ 4.6 รายละเอียด (Test specifications) ของบทอ่านระดับ B2 (ต่อ)

Level	Cognitive	
	Type of reading	Text level
B2	<p>Search read quickly to locate relevant information using textual features</p> <p>Understand main ideas and details</p>	<p>sentence, across sentence</p>



ตารางที่ 4.7 รายละเอียด (Test specifications) ของบทอ่านระดับ C1

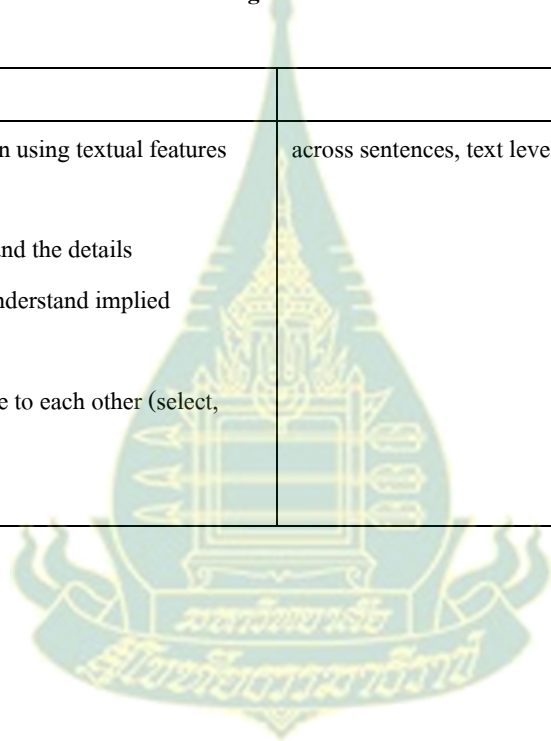
Level	Contextual		Discourse mode			
	Response methods	Text length /up to	Genre	Rhetorical tasks	Pattern of exposition	Explicitness of text structure
C1	Multiple matching/Summary/	750	textbook, magazine/newspaper article, research/academic non-specialist journal article, report, fiction and non-fiction book, promotional and informational sources (e.g., guides, manuals, leaflets, brochures) lengthy personal or professional correspondence	descriptive, narrative, expository, argumentative, instructive	define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify	: the reader should be able to cope with less explicitly organised texts (as in literary texts)

ตารางที่ 4.7 รายละเอียด (Test specifications) ของบทอ่านระดับ C1 (ต่อ)

	Structural resources				Lexical resources	Nature of information	Content knowledge
Level	Words/sentence/average	Flesch-Kincaid Grade level average	The complexity of sentence structure	Cohesion			
C1	19	Ave 12.5 (based on IELTS average)	mainly complex sentences, frequent use of modals, some use of ellipsis, range of pronouns and adverbials	the relations between the parts of the text may be implicit	95% K1-20 words = K1 78.75% K2 8.5% K3 3.3% K4 2.3% K5 1.3% K6 0.9% K7 0.7% AWL words: 4.6 %	may involve abstract content	may require the understanding of specialised content knowledge: professional, academic, social, literary

ตารางที่ 4.7 รายละเอียด (Test specifications) ของบทอ่านระดับ C1 (ต่อ)

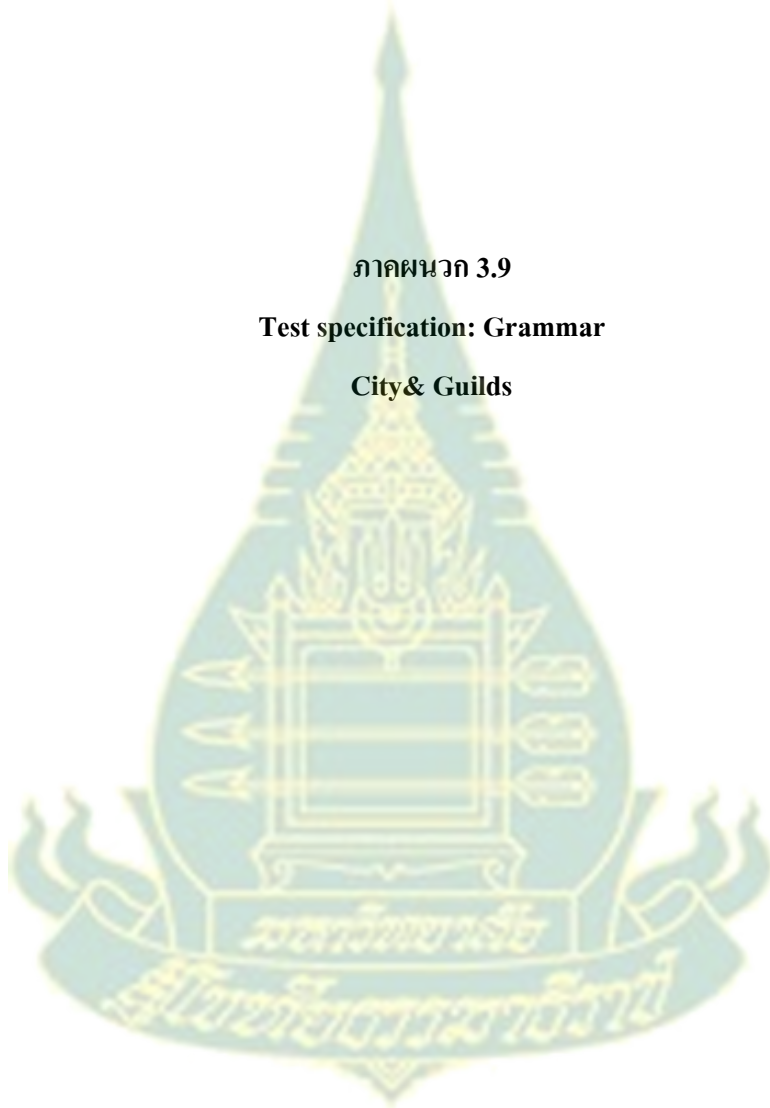
Level	Cognitive	
	Type of reading	Text level
C1	<p>Search read quickly to locate relevant information using textual features</p> <p>Understand main ideas and details</p> <p>Understand the relation between the main ideas and the details</p> <p>Infer meaning which is not explicit in the text (understand implied meaning)</p> <p>Understand how the different ideas in a text relate to each other (select, summarise and synthesise relevant information)</p>	<p>across sentences, text level</p>



ภาคผนวก 3.9

Test specification: Grammar

City& Guilds



Grammar City & Guilds ESOL

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Simple sentences	<ul style="list-style-type: none"> word order in simple statements: subject-verb object/ adverb/ adjective/ prepositional phrase word order in instructions word order in questions <i>There is/are</i> + noun 	<ul style="list-style-type: none"> <i>There was/were</i> 	<ul style="list-style-type: none"> <i>There has/have been</i> <i>There will be/there is going to be</i> 	Simple, compound and complex sentences with subordinate clauses		
Compound sentences		<ul style="list-style-type: none"> use of conjunctions <i>and/but/or</i> word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object) 		<ul style="list-style-type: none"> word order in sentences with more than one subordinate clause <i>there had been</i> use of common conjunctions expressing contrast, purpose, consequence, condition, concession non-defining relative clauses defining relative clauses with <i>where, whose, when</i> defining relative clauses without relative pronouns participial clauses describing action with <i>-ing</i> 	<ul style="list-style-type: none"> word order in complex sentences, including order selected for emphasis <i>there could be/would be/should be</i> <i>could have/would have/should have</i> wider range of conjunctions including <i>on condition that, provided that</i> comparative clauses more complex participial clauses describing action with <i>-ed</i> 	<ul style="list-style-type: none"> full range of conjunctions
Complex sentences		<ul style="list-style-type: none"> clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i> noun clause with <i>that</i> 	<ul style="list-style-type: none"> word order in complex sentences complex sentences with on subordinate clause defining relative clauses with <i>who, which, that</i> clause as subject/object 			

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Verb forms						
Verb forms	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>lets</i> + infinitive for suggestion 	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers <p>Future reference:</p> <ul style="list-style-type: none"> • NP + <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i> • verb + <i>to</i> + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, switch on</i> • questions such as <i>what time, how often, why, how which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for/ever/never, yet/already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • <i>used to</i> for regular actions in the past • past continuous <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + <i>will</i> <p>Other:</p> <ul style="list-style-type: none"> • Zero and 1st conditional • Range of verbs + <i>-ing</i> forms • <i>to</i> + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs • appropriate at the level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • present perfect continuous <p>Past reference:</p> <ul style="list-style-type: none"> • past perfect <p>Other:</p> <ul style="list-style-type: none"> • simple passive • use of 2nd and 3rd conditional • verbs + (object) _ gerund or infinitive such as <i>would like someone to do something, + suggest doing something</i> • causative use of <i>have</i> and <i>get</i> • reported speech with a range of tenses • wider range of phrasal verbs such as <i>give up, hold out</i> • reported requests and instructions • question tags using tenses appropriate to this level 	<ul style="list-style-type: none"> • all verb forms active and passive <p>Other:</p> <ul style="list-style-type: none"> • <i>would</i> expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as <i>get round to, carry on with</i> • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level 	<ul style="list-style-type: none"> • as Expert

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Modals, nouns, pronouns, possessives, prepositions						
Modals	Present reference: <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request) • not negative questions 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, had got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i> 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>should</i> (obligation, advice) • <i>might, may, will, probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainly in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference) 	<ul style="list-style-type: none"> • <i>ought to</i> (obligation) • negative of <i>need</i> and <i>have to</i> to express absence of obligation • <i>must/can't</i> (deduction) 	<ul style="list-style-type: none"> • <i>should have/might have/may have/could have/must have</i> and negative forms of these • <i>can't have, needn't have</i> 	<ul style="list-style-type: none"> • as Expert
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31 	<ul style="list-style-type: none"> • countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100+ multiples of 100 	<ul style="list-style-type: none"> • noun phrases with pre- and postmodification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers 	<ul style="list-style-type: none"> • wider range of noun phrases with pre and post-modification • word order of determiners, eg <i>all my books</i> 	<ul style="list-style-type: none"> • extended range of complex noun phrases 	<ul style="list-style-type: none"> • as Expert
Pronouns	<ul style="list-style-type: none"> • personal - subject 	<ul style="list-style-type: none"> • object, reflexive 				
Possessives	<ul style="list-style-type: none"> • possessive adjectives such as <i>my, your, his, her, its, our, their</i> • use of 's, s' 	<ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i> 	<ul style="list-style-type: none"> • As Access 			

Prepositions and prepositional phrases	<ul style="list-style-type: none"> • common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> • prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> 	<ul style="list-style-type: none"> • prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> • prepositional phrases of place and time, such as <i>after dinner, before tea</i> 	<ul style="list-style-type: none"> • wide range of prepositions, such as <i>beyond, above, beneath, below</i> • prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i> 	<ul style="list-style-type: none"> • wider range of prepositions including <i>despite, in spite of</i> • collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> • preposition + <i>-ing</i> form such as <i>after leaving</i> 	<ul style="list-style-type: none"> • preposition + having + past participle such as <i>having eaten</i> 	<ul style="list-style-type: none"> • as Expert
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	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none"> • Definite, indefinite 	<ul style="list-style-type: none"> • definite article • zero article with uncountable nouns • definite article with superlatives 	<ul style="list-style-type: none"> • definite article with post-modification, such as <i>the present you gave me</i> • use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i> 	<ul style="list-style-type: none"> • definite, indefinite and zero article with both countable and uncountable nouns in a range of uses 	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert
Determiners	<ul style="list-style-type: none"> • <i>any, some, a lot of</i> 	<ul style="list-style-type: none"> • <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i> 	<ul style="list-style-type: none"> • a range of determiners, eg <i>all the, most, both</i> 			
Adjectives	<ul style="list-style-type: none"> • common adjectives in front of a noun • demonstrative adjectives <i>this, that, these, those</i> • ordinal numbers 1-31 	<ul style="list-style-type: none"> • order of adjectives • comparative, superlative, regular and common irregular forms • use of <i>than</i> • ordinal numbers up to 100 + multiples of 100 	<ul style="list-style-type: none"> • adjectives ending <i>-ed + -ing</i> such as <i>tired and tiring</i> • comparative structures, such as <i>as.....as, is the same as, not so.....as...., looks like/is like</i> • all ordinal numbers 	<ul style="list-style-type: none"> • comparisons with <i>fewer</i> and <i>less</i> • collocation of adjective + preposition such as <i>responsible for</i> 	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert
Adverbs	<ul style="list-style-type: none"> • simple adverbs of place, manner and time, such as <i>here, slowly, now</i> 	<ul style="list-style-type: none"> • simple adverbs and adverbial phrases: sequencing, time and place, frequency, 	<ul style="list-style-type: none"> • more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as</i> 	<ul style="list-style-type: none"> • adverbial phrases of degree, extent, probability • comparative and 	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert

		manner • position of adverbs and word order of adverbial phrases	<i>possible</i>	superlative of adverbs		
Intensifiers	• <i>very, really</i>	• <i>quite, so, a bit</i>	• a range of intensifiers such as <i>too, enough</i>	• wide range such as <i>extremely, much too</i>	• collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous, very pretty</i>	• as Expert

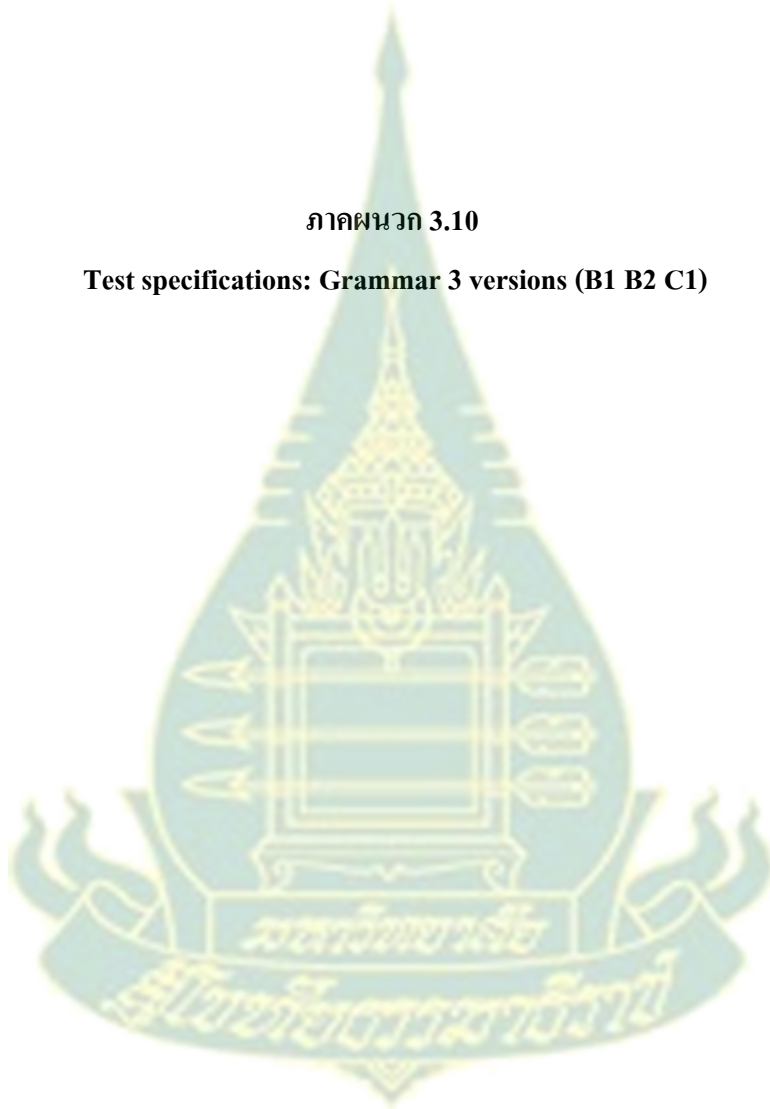
	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Punctuation and spelling						
Punctuation	• use of capital letters and full stops	• use of question marks, exclamation marks, use of comma in lists	• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks	• multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning	• accurate use of all punctuation	• as Expert
Spelling	• the correct spelling of personal keywords and familiar words	• the correct spelling of most personal details and familiar common words	• the correct spelling of common words and key words relating to own work, leisure and study interests	• the correct spelling of words used in work, studies and daily life	• the correct spelling of words used in work, studies and daily life including familiar technical words	• the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Discourse	<p>Discourse</p> <ul style="list-style-type: none"> • sentence connectives: <i>then, next</i> 	<ul style="list-style-type: none"> • adverbs to indicate sequence (<i>first, finally</i>) • use of substitution (<i>I think so, I hope so</i>) • markers to structure spoken discourse (<i>Right, well, OK</i>) 	<ul style="list-style-type: none"> • markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) • markers to structure spoken discourse, (<i>anyway, by the way</i>) • use of ellipsis in informal situations (<i>got to go</i>) • use of vague language (<i>I think, you know</i>) 	<ul style="list-style-type: none"> • a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>) • markers to structure spoken discourse (<i>as I was saying</i>) • use of ellipsis in informal speech and writing (<i>sounds good</i>) 	<ul style="list-style-type: none"> • a range of logical markers (<i>in this respect, accordingly</i>) • sequence markers (<i>subsequently</i>) • a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>) 	<ul style="list-style-type: none"> • a full range of discourse markers adapted to context and register



ภาคผนวก 3.10

Test specifications: Grammar 3 versions (B1 B2 C1)



Diagnostic Reading Test: Grammar

Test specifications

1. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL จัดกลุ่มประเด็นเป็น 10 กลุ่ม
2. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL 3 ระดับคือ B1 (Achiever) B2 (Communicator) C1 (Expert)
3. ระดับละ 10 ข้อ รวม 30 ข้อ
4. รูปแบบ Multiple Choice Questions ตัวเลือก 4 ตัว

Grammar topic	Level		
	B1 (Achiever) PET/ IELTS 4-5	B2 (Communicator) FCE/IELTS 5-6	C1 (Expert) CAE/ IELTS 6-7
Simple sentence	Word order 1. Which one of the following is grammatically correct? 1. Without a break the lecture the professor gave.	--	--

	<p>2. The lecture the professor gave for one hour without a break.</p> <p>3. The professor the lecture one hour gave the lecture without a break.</p> <p>4. The professor gave the lecture for one hour without a break.</p>		
<p>Compound sentence</p> <p>Punctuation</p>	<p>Conjunction and/but/or</p> <p>2.Pim wanted to buy the latest notebook ___ she doesn't have enough money.</p> <ol style="list-style-type: none"> 1. and 2. but 3. or 4. so 	<p>Compound /Non defining relative clause</p> <p>whose</p> <p>11.Any researchers ____ progress reports are not submitted will not receive the second part of the grant.</p> <ol style="list-style-type: none"> 1. who 2. whom 3. whose 4. which 	---

<p>Complex sentence</p>	<p>Clauses of time after</p> <p>3. He started writing the review right away ____ he had finished the book.</p> <ol style="list-style-type: none"> 1. so 2. while 3. after 4. before 	<p>Complex 2</p> <p>Relative clause who/</p> <p>12. In the old days, the people _____ had to be self-sufficient.</p> <ol style="list-style-type: none"> 1. which on the mountain lived 2. who lived on the mountain 3. whose lives are on the mountain 4. where the mountain they lived <p>13. Pichet _____ his book on his own if he _____ the money.</p> <ol style="list-style-type: none"> 1. publish ... has 2. publish ... will have 3. will publish ... has 4. will publish ... will have 	<p>complex (3)</p> <p>Comparative clause</p> <p>21.The more advanced the technology is, _____ learning can be.</p> <ol style="list-style-type: none"> 1. more convenient 2. the more convenient 3. most convenient 4. the most convenient <p>Participial clause</p> <p>22. _____ with stress to take care of autistic children, mothers need support from home and society.</p> <ol style="list-style-type: none"> 1. Cope 2. Be coped 3. Coping 4. Coped
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			<p>Describing action with ed</p> <p>23. The tourists _____ the magnificent structure of Angkor Wat.</p> <p>1. fascinated</p> <p>2. fascinated by</p> <p>3. were fascinated by</p> <p>4. was fascinated by</p>
Verb forms	<p>Used to</p> <p>4. There used to _____ many canals in Bangkok.</p> <p>1. is</p> <p>2. are</p> <p>3. was</p> <p>4. be</p>	<p>Present perfect</p> <p>14. The firm _____ thousands of jobs and shut hundreds of under-performing stores over the past two years to trim costs.</p> <p>1. cut</p> <p>2. cuts</p> <p>3. has cut</p> <p>4. had cut</p>	<p>Reported speech</p> <p>24. Cancer experts said the findings in the British Journal of Cancer _____ doctors find new treatments.</p> <p>1. can help</p> <p>2. can be helped</p> <p>3. could help</p> <p>4. could be helped</p>

		<p>Verb tense (instead of articles) past perfect/past simple</p> <p>15. In 2010, the CEO ____ that his campaign last year ____ devastating effects on the workforce.</p> <ol style="list-style-type: none"> 1. had admitted .. had had 2. admitted ... had 3. had admitted ... had 4. admitted ... had had 	<p>If (instead of articles)</p> <p>25. The readers will be given the gifts on the conditions that they ____ 2-year subscription.</p> <ol style="list-style-type: none"> 1. sign 2. signed 3. had signed 4. will have signed
Modals	<p>should</p> <p>5. These days, everybody should ____ how to access the Internet.</p> <ol style="list-style-type: none"> 1. learn 2. learns 3. learned 	<p>Don't have to</p> <p>16. We still have a lot of paper left, you ____ order so soon.</p> <ol style="list-style-type: none"> 1. have to 	<p>Should have /could have</p> <p>26. Pim _____ for the patent for her talking doll model; now everybody is copying it.</p> <ol style="list-style-type: none"> 1. should register

	4. to learn	2. don't have to 3. must have 4. ought to	2. must have registered 3. need to be registered 4. should have registered
Nouns Pronouns Possessives	Countable nouns/plural/singular 6. Statistics taught by Professor White _____ very difficult. 1. is 2. are 3. am 4. be	Pronoun 17.The community watchdogs group was set up by Colonel Wichai in the neighbourhood last month. ___ a very respectful person. 1. It is 2. They are 3. He is 4. She is	Complex noun phrases Noun phrases+ order of pre-and post modification 27.The _____ are first editions. 1. Mr. White's 19 th -century poetry volumes in personal collection 2. Mr. White's in 19 th -century poetry volumes personal collection 3. 19 th -century poetry volumes personal collection in Mr. White's 4. 19th -century poetry volumes in Mr. White's personal collection
Prepositions and prepositional	Preposition 7. To display your photos ___ the computer screen is not difficult.	Verb/noun/prep collocation/phrasal verb 18.Sign ___ if you want to join the digital camera club.	Past participle 28.____ having presented some photos on global warming, Dr. Phil went on to

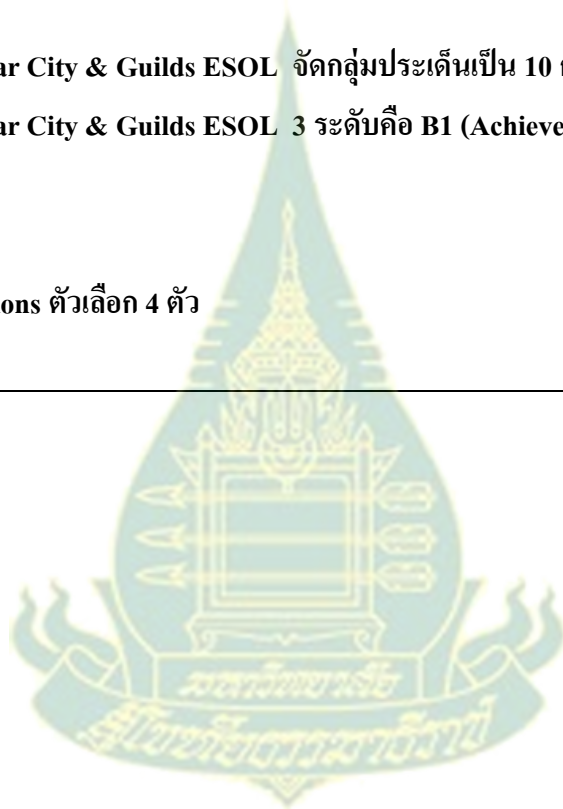
phrases	<ol style="list-style-type: none"> 1. in 2. on 3. at 4. over 	<ol style="list-style-type: none"> 1. on 2. up 3. over 4. off 	<p>discuss the issue in detail.</p> <ol style="list-style-type: none"> 1. Before 2. After 3. On 4. At
Articles Determiners	<p>Articles: a, an, the</p> <p>8. Nowadays, there are computers for ___ deaf.</p> <ol style="list-style-type: none"> 1. a 2. an 3. the 4. no word is needed 	---	---
Adjectives	<p>Adjective after BE</p> <p>9. His paper is very _____.</p> <p>There is no analysis at all.</p> <ol style="list-style-type: none"> 1. describe 2. describing 3. description 	<p>Ed/ing</p> <p>19. To finish a doctoral program, one must _____.</p> <ol style="list-style-type: none"> 1. determine 2. determined 3. be determined 	<p>Reduced adjective</p> <p>29. The proposal _____ in the last meeting was accepted.</p> <ol style="list-style-type: none"> 1. submit 2. submits

	4. descriptive	4. is determined	3. submitted 4. submitting
Adverbs /discourses	Adverbial phrases of time/place 10. You can log into the Internet _____ you go. 1. wherever 2. whatever 3. now that 4. whereas	adverbial phrases of degree, extent, probability (unless) 20. You cannot get access to the full paper for this article____ you pay. 1.if 2. unless 3. only if 4. provided	Comparative/superlative degree of adverbs 30. Dr. Smith’s paper provides _____ argument for drug addiction causes I have ever read. 1. convincing 2. as convincing as 3. more convincing than 4. the most convincing

Version 2 Grammar

Test specifications

1. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL จัดกลุ่มประเด็นเป็น 10 กลุ่ม
2. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL 3 ระดับคือ B1 (Achiever) B2 (Communicator) C1 (Expert)
3. ระดับละ 10 ข้อ รวม 30 ข้อ
4. รูปแบบ Multiple Choice Questions ตัวเลือก 4 ตัว



Grammar topic	Level		
	B1 (Achiever) PET/ IELTS 4-5	B2 (Communicator) FCE/IELTS 5-6	C1 (Expert) CAE/ IELTS 6-7
Simple sentence	<p>Word order</p> <p>1. Which one of the following is grammatically correct?</p> <p>1. Extensive implications is with one their story.</p> <p>2. Implications with extensive one is their story.</p> <p>3. Their story implications is with extensive one.</p> <p>4. Their story is one with extensive implications.</p>	--	--
Compound sentence Punctuation	<p>Conjunction and/but/or</p> <p>2. Ann was late with her report, ___ she spent all night working to finish it in time.</p>	<p>Compound /Non defining relative clause</p> <p>who</p> <p>11. Take a manager ____, under times of pressure, slides back into dictatorial habits of</p>	---

	<ol style="list-style-type: none"> 1. and 2. but 3. or 4. so 	<p>leadership for example.</p> <ol style="list-style-type: none"> 1. who 2. whom 3. whose 4. which 	
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Complex sentence	<p>Clauses of /reason</p> <p>3. Dr White and his colleagues have not been able to find the funds to support their research, _____ they have to cancel the experiment.</p> <ol style="list-style-type: none"> 1. so 2. while 3. before 4. after 	<p>Complex 2</p> <p>adverbial clause when/</p> <p>12. _____, working memory functions at its best.</p> <ol style="list-style-type: none"> 1. Where the mind is calm 2. When the mind is calm 3. How the mind is calm 4. That the mind is calm 	<p>complex (3)</p> <p>Comparative clause</p> <p>21. People should be _____ with their environment than they are now.</p> <ol style="list-style-type: none"> 1. concerned 2. more concerned 3. the most concerned 4. as concerned
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		<p>13. adverbial clause/concession</p> <p>Dan kept on doing his research _____ he failed many times in his experiments.</p> <p>1. since</p> <p>2. in case</p> <p>3. only if</p> <p>4. although</p>	<p>Participial clause</p> <p>22. _____ on her survey questionnaire alone, Fumiyo is unable to interpret the data profoundly.</p> <p>1. Rely</p> <p>2. Relies</p> <p>3. Relying</p> <p>4. Relied</p> <p>Describing action with ed</p> <p>23. Once _____ to compete in the chess game, Tony would read every book on chess.</p> <p>1. challenge</p> <p>2. challenges</p> <p>3. challenged</p>
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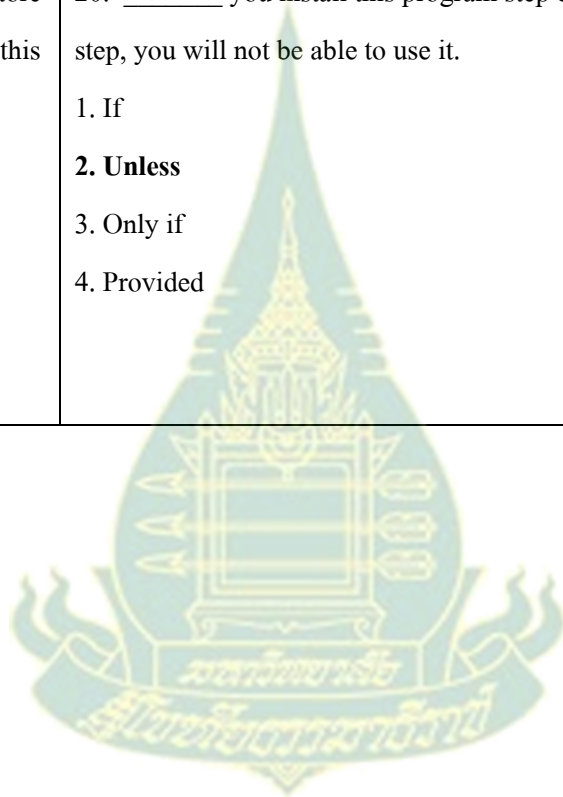
			4. challenging
Verb forms	Used to 4. The chairperson used to _____ in a temple when he was young. 1. live 2. lives 3. living 4. be lived	Past simple/passive verb forms 14. The financial crisis last year _____ by the dynamics of the interplay between big banks and the regulators. 1. is caused 2. be caused 3. was caused 4. were caused	Reported speech 24. The governor pointed out that his office _____ beautiful green park for people to exercise for better health. 1. has provided 2. had provided 3. have provided 4. had been provided
		Verb tense (instead of articles) past perfect/past simple 15. Barry _____ up through the ranks and _____ CEO in 2010. 1. moved ... had become 2. moves ... became	If 3 (instead of articles) 25. If Scott had had a computer when he was writing his thesis, he _____ it faster. 1. would have finished 2. have finished 3. finished 4. would finish

		<p>3. had moved ... had become</p> <p>4. had moved ... became</p>	
Modals	<p>can</p> <p>5. Omega 3 fat can _____ most easily by eating fish, fish oils and certain kinds of seed oils such as walnut.</p> <p>1. obtain</p> <p>2. to obtain</p> <p>3. obtained</p> <p>4. be obtained</p>	<p>Don't have to</p> <p>16. You _____ register for that seminar; I already did that for you.</p> <p>1. have to</p> <p>2. do not have to</p> <p>3. must have</p> <p>4. ought to</p>	<p>Should have/could have</p> <p>26 Fay _____ better in the singing contest last month but she did not practice enough.</p> <p>1. could do</p> <p>2. could have done</p> <p>3. can do</p> <p>4. can be done</p>
Nouns Pronouns Possessives	<p>Countable nouns/plural/singular</p> <p>6. Physics _____ very important to understand the universe.</p> <p>1. is</p> <p>2. as</p> <p>3. are</p> <p>4. be</p>	<p>Pronoun</p> <p>17. Many people choose to take fat supplements if for any reason ____ are unable to get enough in _____ regular diet for any reason.</p> <p>1. it ... its</p> <p>2. we ... our</p>	<p>Complex noun phrases</p> <p>Noun phrases + order of pre-and post modification</p> <p>27. The _____ in creative thinking is much more random.</p> <p>1. way in which third incubation</p>

		<p>3. they ... their</p> <p>4. you ... your</p>	<p>works</p> <p>2. incubation which works third way in</p> <p>3. way third in which incubation works</p> <p>4. third way in which incubation works</p>
Prepositions and prepositional phrases	<p>Preposition</p> <p>7. The networks are linked both the old-fashioned way, face-to-face, and by phone, and _____ email.</p> <p>1. in</p> <p>2. through</p> <p>3. on</p> <p>4. over</p>	<p>Verb/noun/prep collocation</p> <p>18. Many of the standard learning principles for training and development in organizations derive _____ trivial studies of college students practicing basic motor skills.</p> <p>1. on</p> <p>2. from</p> <p>3. over</p> <p>4. off</p>	<p>Past participle/present participle</p> <p>28. _____ leaving school, he has never read any book.</p> <p>1. Before</p> <p>2. After</p> <p>3. Since</p> <p>4. At</p>
Articles Determiners	<p>Articles: a, an, the</p> <p>8. ___ series on animal live show was</p>	---	---

	<p>awarded the best documentary of the year.</p> <p>1. A</p> <p>2. An</p> <p>3. Much</p> <p>4. No word is needed</p>		
Adjectives	<p>Adjective after BE/before noun</p> <p>9. The most _____ people in the office know how to manage time.</p> <p>1. effect</p> <p>2. effects</p> <p>3. affection</p> <p>4. effective</p>	<p>Ed/ing</p> <p>19. Students _____ with the dinosaurs' skeletons at the museum .</p> <p>1. amaze</p> <p>2. amazing</p> <p>3. are amazed</p> <p>4. be amazed</p>	<p>Reduced adjective</p> <p>29. Creative people gratefully adapt an idea _____ in one domain and use it in a different context.</p> <p>1. finding</p> <p>2. have found</p> <p>3. found</p> <p>4. they have been found</p>

<p>Adverbs /discourses</p>	<p>Adverbial phrases of time/place</p> <p>10. You will get a 10 % discount every time you buy a book in this store _____ you are a lifetime member of this book club.</p> <ol style="list-style-type: none"> 1. wherever 2. whatever 3. now that 4. so that 	<p>adverbial phrases of degree, extent, probability (unless)</p> <p>20. _____ you install this program step by step, you will not be able to use it.</p> <ol style="list-style-type: none"> 1. If 2. Unless 3. Only if 4. Provided 	<p>Comparative/superlative degree of adverbs</p> <p>30. The popularity of touch-screens on mobile phones means that a swipe, tap or a flick comes _____ the click of a mouse.</p> <ol style="list-style-type: none"> 1. naturally these days 2. the more naturally these days 3. the most naturally these days 4. as naturally these days as
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Version 3 Grammar

Test specifications

1. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL จัดกลุ่มประเด็นเป็น 10 กลุ่ม
2. ประเด็นไวยากรณ์ จาก Grammar City & Guilds ESOL 3 ระดับคือ B1 (Achiever) B2 (Communicator) C1 (Expert)
3. ระดับละ 10 ข้อ รวม 30 ข้อ
4. รูปแบบ Multiple Choice Questions ตัวเลือก 4 ตัว



Grammar topic	Level		
	B1 (Achiever) PET/ IELTS 4-5	B2 (Communicator) FCE/IELTS 5-6	C1 (Expert) CAE/ IELTS 6-7
Simple sentence	<p>Word order</p> <p>1. Which one of the following is grammatically correct?</p> <p>1. M.J. Akbar is on India's political landscape a prolific author and has written extensively.</p> <p>2. M.J. Akbar and has written extensively is a prolific author on India's political landscape.</p> <p>3. India's political landscape, M.J. Akbar is a prolific author and has written extensively on.</p> <p>4. M.J. Akbar is a prolific author and has written extensively on India's political landscape.</p>	--	--

Compound sentence	Conjunction and/but/or	Compound /Non defining relative clause who	---
Punctuation	<p>Today the term <i>information</i> has ballooned to encompass many aspects of computing and technology, ___ the term has become very recognizable.</p> <ol style="list-style-type: none"> 1. and 2. but 3. or 4. yet 	<p>11. Dr Schwacke, ___ is studying the effect of pollution on dolphins along the coast of the US state of Georgia, is also interested in the links between dolphin and human health.</p> <ol style="list-style-type: none"> 1. who 2. whom 3. whose 4. which 	

<p>Complex sentence</p>	<p>Clauses of time when</p> <p>3. ___ Nelson Mandela stepped out of South Africa's Victor Verster prison a free man 20 years ago, he was his country's most famous freedom fighter.</p> <ol style="list-style-type: none"> 1. So 2. While 3. Before 4. When 	<p>Complex 2</p> <p>Relative clause when/</p> <p>12. Academic or professional publications _____ are usually called professional magazines.</p> <ol style="list-style-type: none"> 1. how not peer-reviewed 2. when not peer-reviewed 3. where no peer-review 4. that are not peer-reviewed <p>13. concession/contrast</p> <p>_____ auroral activity is common over Scandinavia and Iceland today, it is possible that the Magnetic North Pole was considerably further away from this region during the centuries before the documentation of Norse mythology, thus explaining the lack</p>	<p>complex (3)</p> <p>Comparative clause</p> <p>21. A copy of the Diamond Sutra, found sealed in a cave in China in the early 20th century, is _____ known printed book, with a date of 868.</p> <ol style="list-style-type: none"> 1. old 2. older 3. oldest 4. the oldest <p>Participial clause</p> <p>22. _____ Carl Jung, Joseph Campbell believed that insights about one's psychology, gained from reading myths, can be beneficially applied to one's own life.</p>
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		<p>of references.</p> <ol style="list-style-type: none"> 1 So 2. That 3. Although 4. Once 	<p>1. Following</p> <ol style="list-style-type: none"> 2. Follow 3. To follow 4. Being followed <p>Describing action with ed</p> <p>23. Closely ____ to myth are legend and folktale.</p> <ol style="list-style-type: none"> 1. relate 2. relates 3. related 4. relating
Verb forms	Used to	<p>Past simple</p> <p>14. In 1972, after President Nixon's historic visit to China, Mao Zedong ____ the first set of pandas to the United States.</p> <ol style="list-style-type: none"> 1. send 	<p>Reported speech</p> <p>24. Urgent action ____ needed to tackle the "mountains" of e-waste building up in developing nations, says a UN report.</p>

	<ol style="list-style-type: none"> 1. export 2. exports 3. exported 4. to export 	<ol style="list-style-type: none"> 2. sending 3. sent 4. have sent 	<ol style="list-style-type: none"> 1. is 2. are 3. was 4. were
		<p>Verb tense (instead of articles) past perfect/past simple</p> <p>15. Astrology _____ an important role in the shaping of culture, and various disciplines throughout history.</p> <ol style="list-style-type: none"> 1. played 2. was played 3. has played 4. have played 	<p>If 3 (instead of articles)</p> <p>25. If the wandering of Alzheimer's patients ____ at the same time every day, it may be linked to a lifelong routine.</p> <ol style="list-style-type: none"> 1. occurs 2. occurred 3. had occurred 4. would occurred

Modals	<p>can</p> <p>5. Alzheimer's disease can ____ a person's memory of once-familiar surroundings.</p> <ol style="list-style-type: none"> 1. erases 2. erased 3. to erase 4. erase 	<p>Don't have to</p> <p>16. Nowadays people ____ buy their groceries in the supermarket; they can order them online.</p> <ol style="list-style-type: none"> 1. have to 2. do not have to 3. must have 4. ought to 	<p>Should have/could have</p> <p>26. Pim ____ for the membership of this computer club long time ago, so that she can get half price for the notebook promotion today.</p> <ol style="list-style-type: none"> 1. should apply 2. should have applied 3. should be applied 4. applied
<p>Nouns</p> <p>Pronouns</p> <p>Possessives</p>	<p>Countable nouns/plural/singular</p> <p>6. "Bottlenose dolphins ____ large brains that need sugar," Dr Venn-Watson explained.</p> <ol style="list-style-type: none"> 1. have 2. has 3. are 4. be 	<p>Pronoun</p> <p>17. India has voluntarily vowed to reduce ____ carbon emissions by up to 25 percent between 2005 and 2020.</p> <ol style="list-style-type: none"> 1. its 2. our 3. their 4. your 	<p>Complex noun phrases</p> <p>Noun phrases + order of pre-and post modification</p> <p>27. A car able to run solely on power generated from the material in its roof or door could offer a sustainable alternative to _____.</p> <ol style="list-style-type: none"> 1. eco-friendly other motoring

			<p>solutions</p> <p>2. other motoring eco-friendly solutions</p> <p>3. solutions other eco-friendly motoring</p> <p>4. other eco-friendly motoring solutions</p>
Prepositions and prepositional phrases	<p>Preposition</p> <p>7. Most of the connections _____ brain areas that control movement and those that control hearing are on the left side of the brain.</p> <p>1. in</p> <p>2. between</p> <p>3. on</p> <p>4. over</p>	<p>Verb/noun/prep collocation</p> <p>18. In aviation safety, ground damage accounted _____ a tenth of accidents last year.</p> <p>1. on</p> <p>2. for</p> <p>3. over</p> <p>4. off</p>	<p>Prep before Present participle</p> <p>28. _____ having posted her article on the web, Dr. White got a lot of feedback and comments.</p> <p>1. Before</p> <p>2. After</p> <p>3. While</p> <p>4. When</p>
Articles	Articles: a, an, the		

Determiners	<p>8. CEDIA is ___successful Peruvian non-profit group that works to establish and support both protected and community areas for ___ indigenous peoples of Peru's Amazon.</p> <p>1. a ... the</p> <p>2. an .. the</p> <p>3. the ...a</p> <p>4. no article is needed</p>	---	---
Adjectives	<p>Adjective after BE</p> <p>9. Tigers have been used in _____Chinese medicine.</p> <p>1. tradition</p> <p>2. traditions</p> <p>3. traditionally</p> <p>4. traditional</p>	<p>Ed/ing</p> <p>19.The _____ pet dog of a German man on the run from the law led police to his master's hiding place in a cupboard, police in the west of the country say.</p> <p>1. excite</p> <p>2. to excite</p> <p>3. excited</p> <p>4. exciting</p>	<p>Reduced adjective</p> <p>29. The prototype consists of some chemicals _____ the material to store and discharge large amounts of energy.</p> <p>1. to allow</p> <p>2. was allowing</p> <p>3. allowing</p> <p>4. be allowed</p>

<p>Adverbs /discourses</p>	<p>Adverbial phrases of time/place</p> <p>10. You can get in touch with your family and friends _____ you go with this telephone network.</p> <ol style="list-style-type: none"> 1. wherever 2. whatever 3. now that 4. not that 	<p>adverbial phrases of degree, extent, probability (unless)</p> <p>20. _____ the waste was dealt with properly, it could cause environmental damage and threaten public health.</p> <ol style="list-style-type: none"> 1. If 2. Unless 3. Only if 4. Provided 	<p>Comparative/superlative degree of adverbs</p> <p>30. <i>Euhemerus</i> was one of _____ pre-modern mythologists.</p> <ol style="list-style-type: none"> 1. important 2. more important 3. most important 4. the most important
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ภาคผนวก 3.11

Test specifications ของคำศัพท์

AWL word List

เว็บไซต์และตัวอย่าง



Part II ศัพท์ (Grammar)

1. กำหนดคำศัพท์ 30 ข้อ โดยศึกษาจาก
 - 2000 frequent words + university word list (academic word list)
 - <http://elc.polyu.edu.hk/cill/EAP/wordlists.htm>
 - <http://www.uefap.com/vocab/select/awl.htm> EAP vocabulary
 - <http://www.insightin.com/test/test.phtml> vocabulary size

2. กำหนดรูปแบบดังนี้ คือ
 1. ระบุคำที่รู้จักจากรายการคำศัพท์ AWL
 2. จับคู่คำศัพท์กับความหมายที่มีตัวเลือกเกิน (multiple matching)
 3. เลือกคำศัพท์ที่เหมาะสมเติมลงในช่องว่างในประโยค
 4. บอกความหมายของคำศัพท์ที่ขีดเส้นใต้ในประโยค
 5. เลือกชนิดของคำที่ถูกต้องลงในช่องว่างในประโยค
 6. เลือกคำที่มีความหมายถูกต้องเติมในช่องว่าง ในย่อหน้า

3. กำหนด recommended websites สำหรับการเรียนรู้คำศัพท์และฝึกฝนเพิ่มเติม ในผลย้อนกลับ

AWL Exercises Homepage - Windows Internet Explorer
 http://www.academicvocabularyexercises.com/

All exercises for this website were created using **Gerry's Vocabulary Teacher**

Vocabulary Exercises for the Academic Word List

[Sublist 1](#) | [Sublist 2](#) | [Sublist 3](#) | [Sublist 4](#) | [Sublist 5](#) | [Sublist 6](#) | [Sublist 7](#) | [Sublist 8](#) | [Sublist 9](#) | [Sublist 10](#)

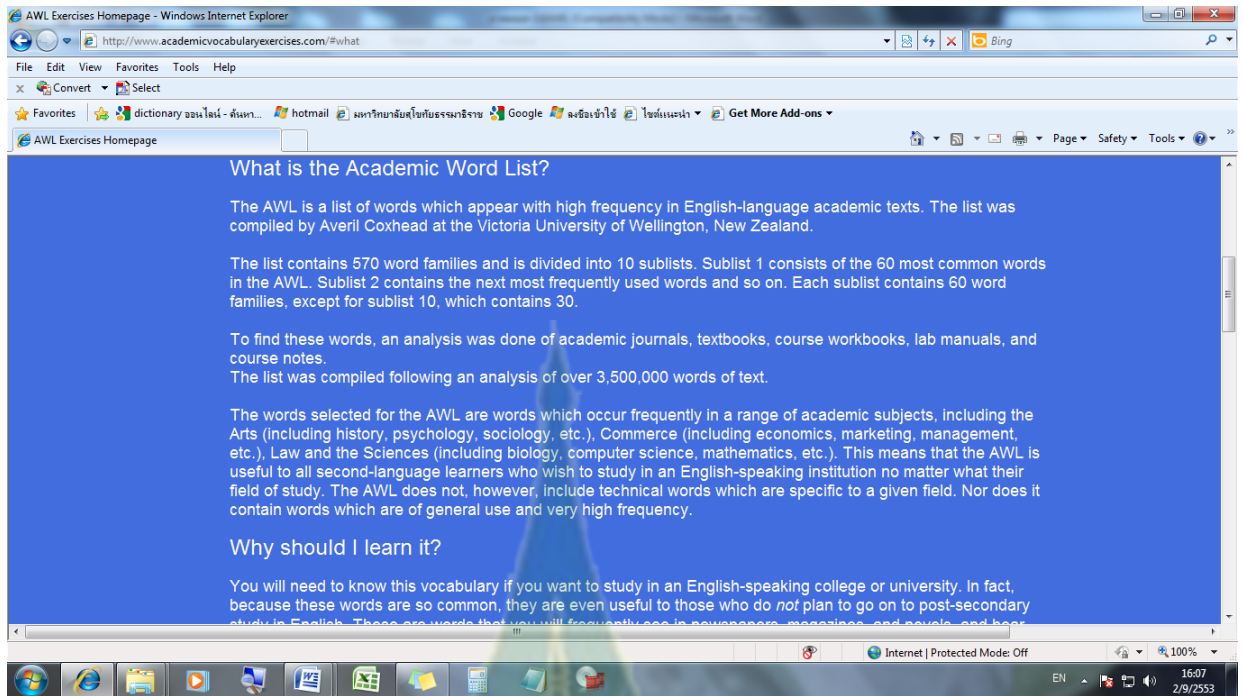
Online Exercises for the AWL	What is the AWL?	Why should I learn it?	About the Exercises
Note to Students & Teachers	Gerry's Vocabulary Teacher Software for vocabulary study	Contact / About the author	Useful Links

This website is offered free of charge to teachers & students of English and English as a second language.

Auckland (New Zealand) - 0 sec
 2 September 2010 16:06:24
 No new messages
 Visitors: 22 433
 Cities: 4 165
 Countries: 145
 United States: 5 877
 United Kingdom: 2 488
 Canada: 2 394
 NeoBar
 NEOWORX.NET

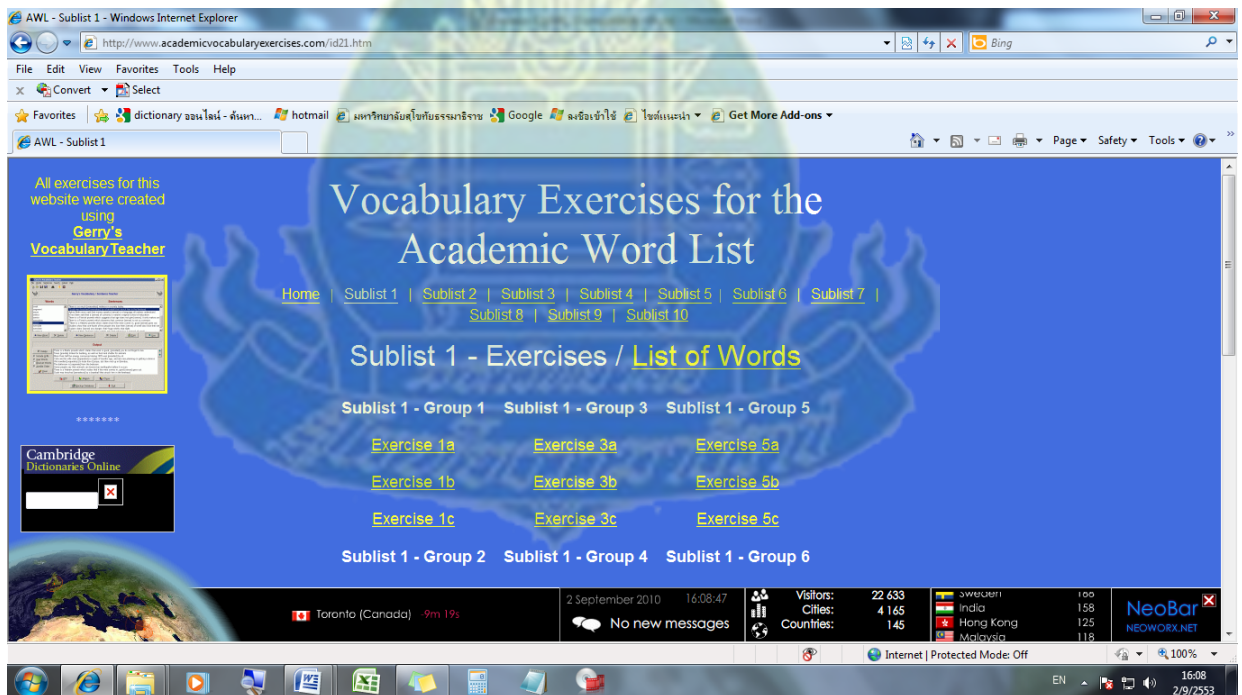
(Sources: “Vocabulary Exercises for the Academic Word” Retrieved from

<http://www.academicvocabularyexercises.com/> on September 2, 2010)



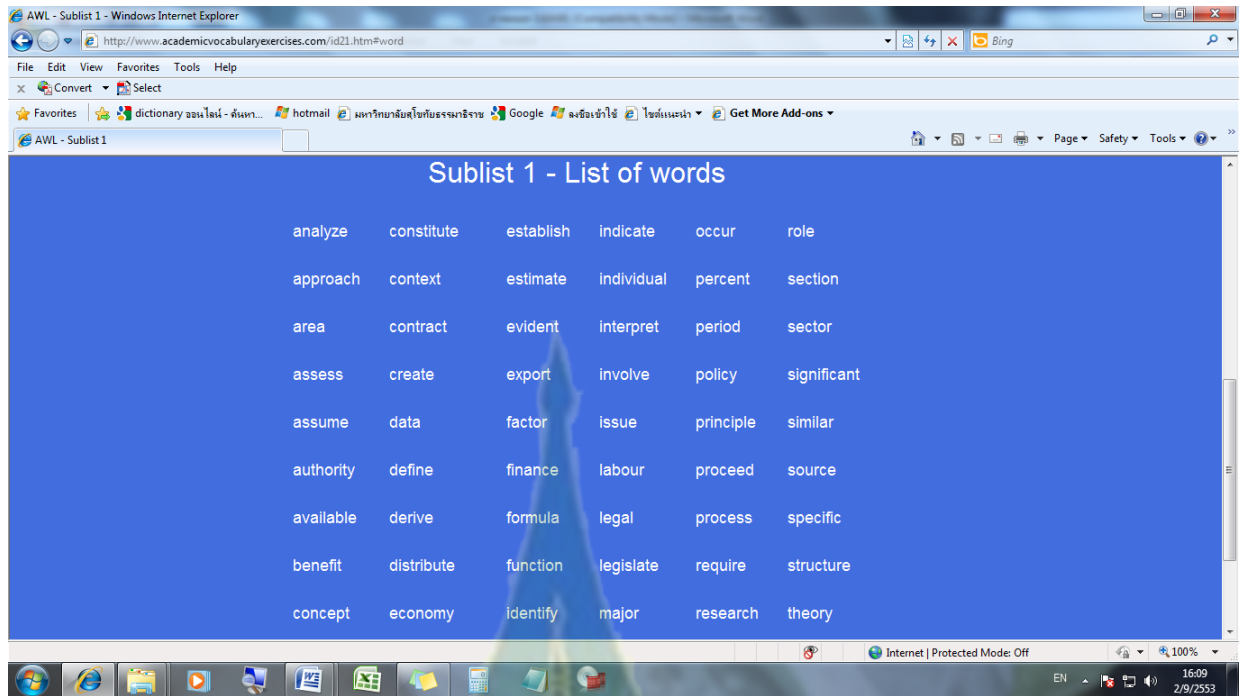
(Sources: “What is the Academic Word List?” Retrieved from

<http://www.academicvocabularyexercises.com/#what> on September 2, 2010)



(Sources: “Vocabulary Exercises for the Academic Word List Retrieved from

<http://www.academicvocabularyexercises.com/id21.htm> on September 2, 2010)



(Sources: Sublist 1 – List of words” Retrieved from

<http://www.academicvocabularyexercises.com/id21.htm#word> on September 2, 2010)



ภาคผนวก 3.12

บันทึกขอความอนุเคราะห์ผู้ทรงคุณวุฒิประเมินแบบทดสอบ

และ

รายนามผู้ทรงคุณวุฒิ





บันทึกข้อความ

ส่วนราชการ สาขาวิชาศิลปศาสตร์ โทร. 8636

ที่ ศธ 0522.15/ วันที่ 30 มีนาคม 2553

เรื่อง ขอความอนุเคราะห์พิจารณาเนื้อหาแบบทดสอบ

เรียน

ตามที่ดิฉันได้รับทุนจากสถาบันวิจัยและพัฒนา มหาวิทยาลัยสุโขทัยธรรมาธิราช ดำเนินการวิจัยเรื่อง การพัฒนาแบบทดสอบวินิจฉัยความสามารถการอ่านภาษาอังกฤษออนไลน์ ซึ่งมีวัตถุประสงค์เพื่อให้บริการแก่ผู้สนใจวัดระดับความสามารถการอ่านภาษาอังกฤษโดยทั่วไป โดยเฉพาะอย่างยิ่งนักศึกษาระดับบัณฑิตศึกษาและวิเคราะห์ปัญหาหรือจุดอ่อนในการอ่านภาษาอังกฤษ รวมทั้งเสนอแนวทางการพัฒนาการอ่านภาษาอังกฤษของตนเองของผู้เข้าใช้บริการแบบทดสอบ ซึ่งดิฉันได้จัดทำร่างเนื้อหาข้อสอบสำหรับแบบทดสอบดังกล่าวจำนวน 3 version เสร็จเรียบร้อยแล้ว

ในการนี้จำเป็นต้องมีผู้ทรงคุณวุฒิด้านภาษาและด้านการวัดและประเมินผลตรวจสอบแบบทดสอบดังกล่าว จึงใคร่ขอความอนุเคราะห์ท่านประเมินคุณภาพข้อสอบในภาพรวม และตรวจสอบความสอดคล้องของข้อสอบตาม Test specifications และเอกสารข้อมูลประกอบการประเมินและตรวจสอบ และให้ข้อเสนอแนะต่าง ๆ ตามที่เห็นสมควร ดังเอกสารแนบ

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ด้วย โดยขอรับแบบประเมินฯและแบบตรวจสอบฯ ภายในวันที่ 19 เมษายน 2553 จักขอบคุณยิ่ง

(รองศาสตราจารย์ ดร. อลิสา วานิชดี)

หัวหน้าโครงการวิจัย

โทรศัพท์มือถือ 089 7450320

สาขาวิชาศิลปศาสตร์ มหาวิทยาลัยสุโขทัยธรรมาธิราช 0-2504-8636, 0-2504-8511-4

รายนามผู้ทรงคุณวุฒิประเมินแบบทดสอบ

รองศาสตราจารย์ นิชาภา จิงหะรานนท์	ภาควิชาภาษาต่างประเทศ คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล
รองศาสตราจารย์ พิฑูล บุญยรัตพันธุ์	ข้าราชการบำนาญ มหาวิทยาลัยเกษตรศาสตร์
รองศาสตราจารย์ ดร. สิริรัตน์ วิภาสศิลป์	สำนักทะเบียนและวัดผล มหาวิทยาลัยสุโขทัยธรรมมาธิราช
รองศาสตราจารย์ สุจิตรา หังสพฤกษ์	สำนักทะเบียนและวัดผล มหาวิทยาลัยสุโขทัยธรรมมาธิราช
อาจารย์ ดร. คिता เข็มมจันติถาวร	สาขาวิชาศึกษาศาสตร์ มหาวิทยาลัยสุโขทัยธรรมมาธิราช



ภาคผนวก 3.13

รายนามผู้ทดลองใช้แบบทดสอบวินิจฉัยฯครั้งที่ 1



รายนามผู้ทดลองใช้ครั้งที่ 1

อาจารย์เมธีพัชญ์ จงวโรทัย	อาจารย์ประจำสาขาวิชาศิลปศาสตร์ มหาวิทยาลัยสุโขทัยธรรมมาธิราช
อาจารย์วสันต์ รัตนโกคา	อาจารย์ประจำสาขาวิชาศิลปศาสตร์ มหาวิทยาลัยสุโขทัยธรรมมาธิราช
นายณัฐพล โหตระกิตย์	บรรณารักษ์ สำนักบรรณสารสนเทศ มหาวิทยาลัยสุโขทัยธรรมมาธิราช
นางสาวกัลยาณี มนัสทวี	เจ้าหน้าที่สาขาวิชาศิลปศาสตร์ มหาวิทยาลัยสุโขทัยธรรมมาธิราช
นางสุมิตรา นาวิวิตรผดุง	เจ้าหน้าที่สำนักวิชาการ มหาวิทยาลัยสุโขทัยธรรมมาธิราช



ภาคผนวก 3.14

รายนามผู้ทดลองใช้แบบทดสอบวินิจฉัยฯ ครั้งที่ 2

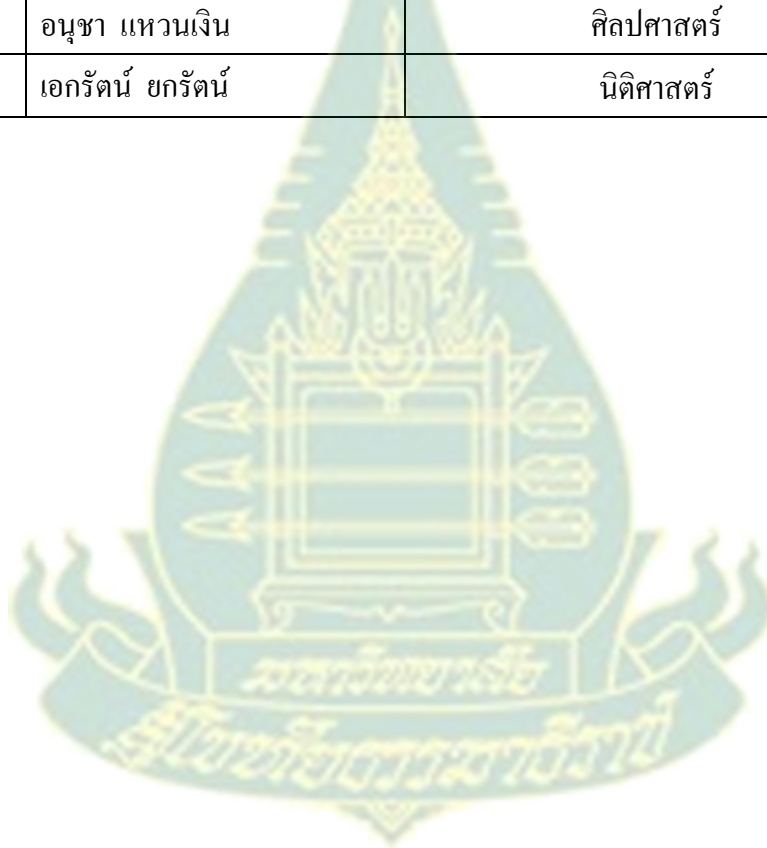


รายนามผู้เข้าทดลองใช้แบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษออนไลน์

24 กรกฎาคม 2553

ที่		รายนาม	สาขาวิชา/สำนัก
1	นาย	กฤษเพชร เพยกกลิ่น	คณะศิลปศาสตร์ ม. เทคโนโลยีราชมงคล ธัญบุรี
2	น.ส.	เจนจิรา เฉลียวฉลาด	ศึกษาศาสตร์
3	น.ส.	ชลธิชา ศรีสุข	ศึกษาศาสตร์
4	นาย	ฐิติพงษ์ ไพรรชรฤทธิ์	ศึกษาศาสตร์
5	ร.ต.	ณัฐรัชย์ ไพบุลย์สุข	วิทยาการจัดการ
6	นาย	ณัฐพล กังสกุล	ศึกษาศาสตร์
7	น.ส.	ณิชากมล เอียนแสง	วิทยาการจัดการ
8	น.ส.	นवलพร อาทิตย์	พยาบาลศาสตร์
9	น.ส.	นิตยา คุณพาที	ศึกษาศาสตร์
10	นาย	นุชา ปั่นแดง	ศึกษาศาสตร์
11	น.ส.	บุญนิตา มากง	ส่งเสริมการเกษตรและสหกรณ์
12	น.ส.	เบญจรักษ์ บุญอาทิตย์เจริญ	นิติศาสตร์
13	น.ส.	ผดุงขวัญ แลสุภา	สำนักทะเบียนและวัดผล
14	น.ส.	พิชพันธ์ุ์ สาริยันต์	สำนักทะเบียนและวัดผล
15	นาย	พุทธา เหลลาเคน	วิทยาการจัดการ
16	นาง	มัญจวรรณ ลียุทธานนท์	ศึกษาศาสตร์
17	น.ส.	วรรรัตน์ ฉายสินสอน	ศิลปศาสตร์
18	น.ส.	วรางคณา พวงแก้ว	กระทรวงพลังงาน
19	นาย	วันชัย เวชพานิช	ส่งเสริมการเกษตรและสหกรณ์
20	น.ส.	ศศิธร จิระพัชรชัยศิริ	ศึกษาศาสตร์
21	น.ส.	ศิวพร นุชพันธ์ุ์	คณะศึกษาศาสตร์ ม. เทคโนโลยีราชมงคล ธัญบุรี
22	นาย	สมบูรณ์ แซ่อึ้ง	วิทยาการจัดการ

ที่		รายนาม	สาขาวิชา/สำนัก
23	น.ส.	สุทธธิดา ชนก	ศิลปศาสตร์
24	ร.ต.อ.	สิทธิพงษ์ ศรีเลอจันทร์	นิติศาสตร์
25	นาย	สุรินทร์ พิมพ์ทอง	วิทยาการจัดการ
26	นาง	สุริสา ไกรวิชา	นิติศาสตร์
27	น.ส.	หนึ่งฤทัย แจ่มทิม	วิทยาการจัดการ
28	น.ส.	อรอนงค์ คำแหง	มนุษยนิเวศศาสตร์
29	น.ส.	อัญชนา แก้วกาหลง	ศิลปศาสตร์
30	นาย	อนุชา แหวนเงิน	ศิลปศาสตร์
31	น.ส.	เอกรัตน์ ขกรัตน์	นิติศาสตร์



ภาคผนวก 3.15
แบบสอบถามสถานภาพผู้ทดลองใช้แบบทดสอบวินิจฉัยฯครั้งที่ 2



แบบสอบถาม
แบบทดสอบวัดความสามารถในการอ่านภาษาอังกฤษ

โปรดกาเครื่องหมาย ✓ ในช่องที่ท่านเห็นด้วย และกรอกข้อความในช่องข้อเสนอแนะ

ตอนที่ 1 สถานภาพผู้ทดลองใช้แบบทดสอบฯ

1. เพศ ชาย หญิง

2. อายุ
 ต่ำกว่า 35 ปี 35 – 40 ปี 41 – 45 ปี 46 – 50 ปี 51 ขึ้นไป

3. วุฒิการศึกษา
 ปริญญาตรี ปริญญาโท
 ปริญญาเอก อื่น ๆ (โปรดระบุ) _____

4. การศึกษาในปัจจุบัน
 กำลังศึกษาระดับ _____ สาขาวิชา/คณะ _____
มหาวิทยาลัย _____
 ไม่ได้ศึกษา/อาชีพ _____ สถานที่ทำงาน _____

5. ความสามารถในการอ่านภาษาอังกฤษจากการประเมินตนเอง
 ดีมาก ดี พอใช้ ยังต้องปรับปรุง
 อื่น ๆ (โปรดระบุ) _____

6. ประสบการณ์ในศึกษาและทดสอบภาษาอังกฤษทางออนไลน์
 ไม่มี
 มี

7. เหตุผลในการเข้าทดลองสอบแบบทดสอบวินิจฉัยฯ ออนไลน์ (ตอบได้มากกว่า 1 ข้อ)
 ต้องการวัดความสามารถในการอ่านภาษาอังกฤษของตนเอง
 สนใจเพิ่มพูนความรู้

ตอนที่ 2 ความคิดเห็นต่อแบบทดสอบฯ

8. ความพึงพอใจต่อแบบทดสอบในภาพรวม

มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

9. รูปแบบของข้อสอบ

10. วิธีการทำ

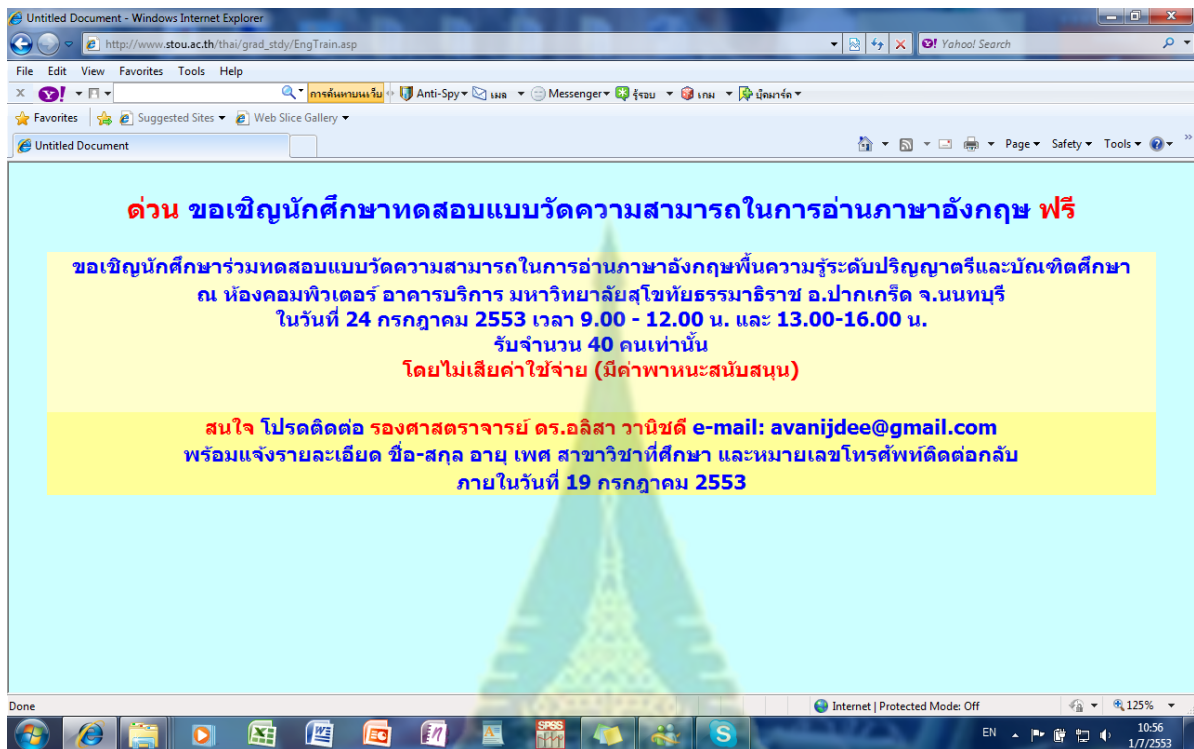
11. ปัญหาที่พบ

12. ข้อเสนอแนะ

ขอขอบคุณในความร่วมมือ

ภาคผนวก 3.16
ประชาสัมพันธ์ทางเว็บไซต์





ด่วน ขอเชิญนักศึกษาทดสอบแนววัดความสามารถในการอ่านภาษาอังกฤษ ฟรี

ขอเชิญนักศึกษาร่วมทดสอบแนววัดความสามารถในการอ่านภาษาอังกฤษพื้นความรู้ระดับปริญญาตรีและบัณฑิตศึกษา
ณ ห้องคอมพิวเตอร์ อาคารบริการ มหาวิทยาลัยสุโขทัยธรรมาธิราช อ.ปากเกร็ด จ.นนทบุรี
ในวันที่ 24 กรกฎาคม 2553 เวลา 9.00 - 12.00 น. และ 13.00-16.00 น.
รับจำนวน 40 คนเท่านั้น
โดยไม่เสียค่าใช้จ่าย (มีค่าพาหนะสนับสนุน)

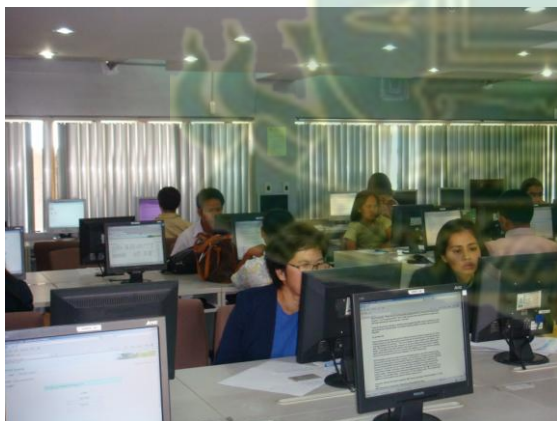
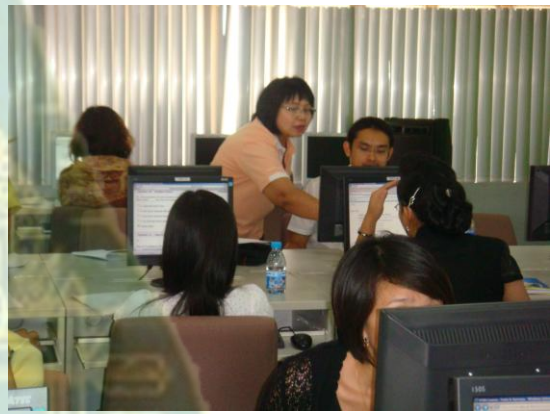
สนใจ โปรดติดต่อ รองศาสตราจารย์ ดร.อลิสวา วานิชดี e-mail: avanijdee@gmail.com
พร้อมแจ้งรายละเอียด ชื่อ-สกุล อายุ เพศ สาขาวิชาที่ศึกษา และหมายเลขโทรศัพท์ติดต่อกลับ
ภายในวันที่ 19 กรกฎาคม 2553

ภาคผนวก 3. 17

ภาพนักศึกษาและผู้สนใจเข้าทดสอบ

แบบทดสอบวินิจฉัยความสามารถการอ่านภาษาอังกฤษออนไลน์





ภาคผนวก 4.1

ผลการวิเคราะห์ค่า IOC ผู้ทรงคุณวุฒิ



ค่า IOC แบบทดสอบฉบับวินิจฉัยฯ ชุดที่ 1

IOC แบบทดสอบ Version 1 Part I						
Grammar	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
ระดับ B1						
1	1	1	1	1	1	1.00
2	0	1	1	1	1	0.80
3	1	1	1	1	1	1.00
4	1	1	1	0	1	0.80
5	1	1	1	-1	1	0.60
6	1	0	1	-1	1	0.40
7	1	1	1	1	1	1.00
8	1	1	1	1	1	1.00
9	1	1	1	0	1	0.80
10	1	0	1	1	1	0.80
ระดับ B2						
11	1	0	1	-1	1	0.40
12	1	1	1	1	1	1.00
13	1	1	1	0	1	0.80
14	1	1	1	1	1	1.00
15	1	1	1	0	1	0.80
16	-1	1	1	0	1	0.40
17	-1	1	1	0	1	0.40
18	1	1	1	1	1	1.00
19	1	0	1	1	1	0.80
20	1	1	1	1	1	1.00

ระดับ C1				1		
21	1	1	1	1	1	1.00
22	1	1	1	1	1	1.00
23	1	0	1	-1	1	0.40
24	1	1	1	1	1	1.00
25	-1	0	1	0	1	0.20
26	1	1	1	1	1	1.00
27	1	1	1	1	1	1.00
28	1	1	1	-1	1	0.60
29	1	1	1	0	0	0.60
30	1	1	1	-1	1	0.60

IOC แบบทดสอบ Version 1 Part II

	หัวข้อ	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
1	วงคำศัพท์เหมาะสมกับระดับบัณฑิตศึกษา	1	1	1	1	1	1
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม	0	1	1	0	1	0.6
3	ลักษณะกิจกรรม (test task) ครอบคลุมการใช้คำศัพท์ ระดับคำ	1	0	0	1	1	0.6
4	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับประโยค	1	1	1	1	1	1
5	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับย่อหน้า	1	1	1	1	1	1
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จักศัพท์ที่คำมีความเหมาะสม	-1	0	0	0	0	-0.2
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่คำศัพท์กับความหมายมีความเหมาะสม	1	1	1	0	1	0.8
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์เติมในช่องว่างมีความเหมาะสม	1	1	1	1	1	1

9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มีความหมายคล้ายคลึงมีความเหมาะสม	1	1	1	1	1	1
10	ลักษณะกิจกรรม ข้อ V ให้หาชนิดของคำที่เหมาะสมเติมลงในประโยคมีความเหมาะสม	1	0	1	1	1	0.8
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ที่เหมาะสมเติมลงในย่อหน้ามีความเหมาะสม	1	0	1	1	1	0.8

IOC แบบทดสอบ Version 1 Part III

			หัวข้อ	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
Passage 1 (ระดับ B1)	1-5	Multiple matching	Main idea	1	1	1	1	1	1.00
Benefits of Glass Recycling: Why Recycle Glass?	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words from the context	1	1	1	1	1	1.00
	7	MCQ	Details / pronoun referent	1	1	1	1	1	1.00
	8	MCQ	Details/relevant information	1	1	1	1	1	1.00
	9	MCQ	Details /relevant information	1	1	1	1	1	1.00
	10	MCQ	Details /relevant information	1	1	1	1	1	1.00
Passage 2 (ระดับ B2)	11 - 16	Multiple matching	Main idea	1	1	1	1	1	1.00
Global Warming May Kill Billions This Century	17	MCQ	Details/relevant information	1	1	1	1	1	1.00
	18	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	19	MCQ	Details/relevant information	1	1	1	1	1	1.00

	20	MCQ	Details/relevant information	1	1	1	1	1	1.00
Passage 3 (ระดับ B2) Pandas	21-25	Multiple Matching	Main idea	1	1	1	1	1	1.00
	26	MCQ	Details/Pronoun referent	1	1	1	1	1	1.00
	27	MCQ	Details/Pronoun referent	1	1	1	1	1	1.00
	28	MCQ	Details/relevant information	1	1	1	1	1	1.00
	29	MCQ	Details/conjunction	1	0	1	1	1	0.80
	30	MCQ	Details/relevant information	1	1	1	1	1	1.00
Passage 4 (ระดับ C 1) A Purposeful Life May Stave Off Alzheimer's	31-35	Matching	Main idea/	1	1	1	1	1	1.00
	36	MCQ	summarising	1	1	1	1	1	1.00
	37	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	38	MCQ	Details/Pronoun referent	1	1	1	1	1	1.00
	39	MCQ	How ideas in a text relate to each other	1	1	1	1	1	1.00
	40	MCQ	Details/relevant information	1	1	1	1	1	1.00

ค่า IOC แบบทดสอบฉบับวินิจฉัยฯ ชุดที่ 2

IOC แบบทดสอบ Version 2 Part I						
Grammar	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
ระดับ B1						
1	1	1	1	1	1	1.00
2	1	1	1	0	1	0.80
3	1	-1	1	-1	1	0.20
4	1	1	1	0	1	0.80
5	1	1	1	-1	1	0.60
6	1	1	1	-1	1	0.60
7	1	1	1	1	1	1.00
8	1	1	1	1	1	1.00
9	1	1	1	-1	0	0.40
10	1	1	1	1	1	1.00
ระดับ B2						
11	1	1	1	-1	1	0.60
12	1	1	1	1	1	1.00
13	1	1	1	1	1	1.00
14	1	1	1	1	1	1.00
15	1	1	1	1	1	1.00
16	-1	1	1	1	0	0.40
17	-1	1	1	0	1	0.40
18	1	1	1	1	1	1.00
19	1	1	1	1	1	1.00
20	1	1	1	1	1	1.00
ระดับ C1						
21	1	1	1	-1	1	0.60
22	1	1	1	0	1	0.80
23	1	1	1	0	1	0.80

24	1	1	1	0	1	0.80
25	-1	1	1	1	1	0.60
26	1	1	1	1	1	1.00
27	1	1	1	1	1	1.00
28	1	1	1	-1	1	0.60
29	1	1	1	0	1	0.80
30	1	1	1	1	1	1.00

IOC แบบทดสอบ Version 2 Part II

	หัวข้อ	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
1	วงคำศัพท์ที่เหมาะสมกับระดับ บัณฑิตศึกษา	1	1	1	1	1	1.00
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม	0	1	1	0	1	0.60
3	ลักษณะกิจกรรม (test task)ครอบคลุมการ ใช้คำศัพท์ ระดับคำ	1	0	1	1	1	0.80
4	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับประโยค	1	1	1	1	1	1.00
5	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับย่อหน้า	0	1	1	1	1	0.80
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จักศัพท์ ที่คำมีความเหมาะสม	-1	0	0	0	0	-0.20
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่คำศัพท์ กับความหมายมีความเหมาะสม	1	1	1	0	1	0.80
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์เติม ในช่องว่างมีความเหมาะสม	1	1	1	1	1	1.00
9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มีความ หมายคล้ายคลึงมีความเหมาะสม	1	1	1	1	1	1.00
10	ลักษณะกิจกรรม ข้อ V ให้หาชนิดของคำ ที่เหมาะสมเติมลงในประโยคมีความ เหมาะสม	1	0	1	1	1	0.80
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ที่ เหมาะสมเติมลงในย่อหน้ามีความ เหมาะสม	1	0	1	1	1	0.80

IOC แบบทดสอบ Version 2 Part III

			หัวข้อ	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
Passage 1 (ระดับ B1) How to read a scientific article	1- 5	matching	Main idea	1	1	1	1	1	1.00
	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words/phrase from the context	1	1	1	1	1	1.00
	7	MCQ	Details / pronoun referent	1	1	1	1	1	1.00
	8	MCQ	Details/relevant information	1	1	1	1	1	1.00
	9	MCQ	Details /relevant information	1	1	1	1	1	1.00
	10	MCQ	Details /relevant information	1	1	1	1	1	1.00
Passage 2 (ระดับ B2) Celebrate Earth Day: How One Person Can Change the World	11- 14	Multiple matching	Main idea + search, read quickly to locate relevant information using textual references	1	1	1	1	1	1.00
	15	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	16	MCQ	Details/pronoun referent	1	1	1	1	1	1.00
	17	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	18	MCQ	Details/relevant information	1	1	1	1	1	1.00
	19	MCQ	Details/relevant information	1	1	1	1	1	1.00
20	MCQ	Details/relevant information	1	1	1	1	1	1.00	

Passage 3 (ระดับ B2) Computer viruses	21- 23	Multiple Matching	Main idea	1	1	1	1	1	1.00
	24	MCQ	Details/relevant information	1	1	1	1	1	1.00
	25	MCQ	Details/vocabulary	1	0	1	1	1	0.80
	26	MCQ	Details/ vocabulary	1	1	1	1	1	1.00
	27	MCQ	Details/pronoun referent	1	1	1	1	1	1.00
	28	MCQ	Details/relevant information	1	1	1	1	1	1.00
	29	MCQ	Details/conjunction	1	0	1	1	0	0.60
	30	MCQ	Details/relevant information	1	1	1	1	1	1.00
Passage 4 (ระดับ C1) An excerpt from “Human- information interaction research and development”	31	MCQ	Main idea	1	1	1	1	1	1.00
	32	MCQ	Details/relevant information	1	1	1	1	1	1.00
	33	MCQ	Details/relevant information	1	1	1	1	1	1.00
	34	MCQ	Details/relevant information	1	1	1	1	1	1.00
			Search quickly to locate relevant information	1	1	1	1	1	1.00
	35	MCQ	summarising	1	1	1	1	1	1.00
	36	MCQ	Understand how the different ideas in a text relate to each other	1	1	1	1	1	1.00
	37	MCQ	Search quickly to locate relevant information	1	1	1	1	1	1.00
	38	MCQ	Details/relevant information	1	1	1	1	1	1.00
	39	MCQ	implications	1	1	1	1	1	1.00
	40	MCQ	Summarise/main idea	1	0	1	1	1	0.80

ค่า IOC แบบทดสอบฉบับวินิจฉัยฯ ชุดที่ 3

IOC แบบทดสอบ Version 3 Part I						
Grammar	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
ระดับ B1						
1	1	1	1	0	1	0.80
2	1	1	1	0	1	0.80
3	1	1	1	-1	1	0.60
4	1	1	1	0	1	0.80
5	1	1	1	0	1	0.80
6	1	1	1	1	1	1.00
7	1	1	1	1	1	1.00
8	1	1	1	1	1	1.00
9	1	1	1	1	1	1.00
10	1	1	1	1	1	1.00
ระดับ B2						
11	1	1	1	-1	1	0.60
12	1	1	1	1	1	1.00
13	1	1	1	-1	1	0.60
14	1	1	1	1	1	1.00
15	1	1	1	-1	1	0.60
16	1	1	1	1	1	1.00
17	1	1	1	1	1	1.00
18	1	1	1	1	1	1.00
19	1	1	1	1	1	1.00
20	1	1	1	1	1	1.00

ระดับ C1						
21	1	1	1	0	1	0.80
22	1	1	1	1	1	1.00
23	1	-1	1	0	1	0.40
24	1	1	1	1	1	1.00
25	1	0	1	1	1	0.80
26	1	1	1	1	1	1.00
27	1	0	1	1	1	0.80
28	1	1	1	1	1	1.00
29	1	1	1	1	1	1.00
30	1	1	1	-1	1	0.60

IOC แบบทดสอบ Version 3 Part II

	หัวข้อ	อ.1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
1	วงคำศัพท์ที่เหมาะสมกับระดับบัณฑิตศึกษา	1	1	1	1	1	1.00
2	จำนวนคำศัพท์ในแบบทดสอบ ในแต่ละ version เหมาะสม	0	1	1	0	1	0.60
3	ลักษณะกิจกรรม (test task) ครอบคลุมการใช้คำศัพท์ ระดับคำ	1	0	1	1	1	0.80
4	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับประโยค	1	1	1	1	1	1.00
5	ลักษณะกิจกรรมครอบคลุมการใช้คำศัพท์ ระดับย่อหน้า	0	1	1	1	1	0.80
6	ลักษณะกิจกรรม ข้อ I ให้ระบุว่ารู้จักศัพท์ที่คำมีความเหมาะสม	-1	0	0	0	0	-0.20
7	ลักษณะกิจกรรม ข้อ II ให้จับคู่คำศัพท์กับความหมายมีความเหมาะสม	1	1	1	0	1	0.80
8	ลักษณะกิจกรรม ข้อ III ให้หาคำศัพท์เติมในช่องว่างมีความเหมาะสม	1	1	1	1	1	1.00
9	ลักษณะกิจกรรม ข้อ IV ให้หาคำที่มีความหมายคล้ายคลึงมีความเหมาะสม	1	1	1	1	1	1.00

10	ลักษณะกิจกรรม ข้อ V ให้หาชนิดของคำที่เหมาะสมเติมลงในประโยคมีความเหมาะสม	1	0	1	1	1	0.80
11	ลักษณะกิจกรรม ข้อ VI ให้หาคำศัพท์ที่เหมาะสมเติมลงในย่อหน้ามีความเหมาะสม	1	0	1	1	1	0.80

IOC แบบทดสอบ Version 3 Part III

			หัวข้อ	อ1	อ.2	อ.3	อ.4	อ.5	ค่า IOC
Passage 1(ระดับ B1) J.K.Rowling writes about her writing	1-5	Multiple matching	Main idea	1	1	1	1	1	1.00
	6	Multiple choices questions (MCQ)	Details/vocabulary Identify unfamiliar words from the context	1	0	1	1	1	0.80
				1	1	1	1	1	1.00
	7	MCQ	Details / pronoun referent	1	1	1	1	1	1.00
	8	MCQ	Details/relevant information	1	1	1	1	1	1.00
	9	MCQ	Details /relevant information	1	1	1	1	1	1.00
	10	MCQ	Details /relevant information	1	1	1	1	1	1.00

Passage 2 (ระดับ B2))Dolphins have diabetes off switch	11-15	Multiple matching	Main idea	1	1	1	1	1	1.00
	16	MCQ	Details/pronoun referent	1	1	1	1	1	1.00
	17	MCQ	Details/pronoun referent	1	1	1	1	1	1.00
	18	MCQ	Details/relevant information	1	1	1	1	1	1.00
	19	MCQ	Details/relevant information	1	1	1	1	1	1.00
	20	MCQ	Details/relevant information	1	1	1	1	1	1.00
Passage 3 (ระดับ B2) Anti-malaria plant genes mapped	21-25	Multiple Matching	Main idea	1	1	1	1	1	1.00
	26	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	27	MCQ	Details/pronoun referent	1	1	1	1	1	1.00
	28	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	29	MCQ	Details/relevant information	1	1	1	1	1	1.00
	30	MCQ	Details/relevant information	1	1	1	1	1	1.00



Passage 4 (ระดับ C1) An excerpt from “Epistemological Beliefs’ Contributions to Study Strategies of Asian American and European Americans”	31	MCQ	Main idea/	1	0	1	1	1	0.80
	32	MCQ	Details/relevant information	1	1	1	1	1	1.00
	33	MCQ	Details/vocabulary/ Understand the relation between the main ideas and the details	1	1	1	1	1	1.00
	34	MCQ	Details/relevant information	1	1	1	1	1	1.00
	35	MCQ	Details/relevant information	1	1	1	1	1	1.00
	36	MCQ	Details/vocabulary	1	1	1	1	1	1.00
	37	MCQ	Details/relevant information	1	1	1	1	1	1.00
	38	MCQ	implications	1	1	1	1	1	1.00
	39	MCQ	How ideas in a text relate to each other	1	1	1	1	1	1.00
	40	MCQ	Details/relevant information	1	1	1	1	1	1.00