

บรรณานุกรม



ภาษาไทย

- กองกาญจน์ นิธิพงศ์. "การศึกษาข้อบกพร่องในการเขียนภาษาอังกฤษ ของนิสิตวิทยาลัย
วิชาการศึกษา." ปริญาานิพนธ์การศึกษามหาบัณฑิต วิทยาลัยวิชาการศึกษา
ประสานมิตร, ๒๕๑๖ (อัครสำเนา)
- จินดา โพธิ์เมือง. "ข้อเสนอแนะบางประการเกี่ยวกับการสอนอ่าน" วิทยาสาร ม.ช.
๕ (๑) : ๑๗ - ๒๗ ม.ค. - มี.ย. ๒๕๒๐
- ขวาล แพร์ตกุล. เทคนิคการวัดผล พิมพ์ครั้งที่ ๕ ฉบับปรับปรุง พระนคร : โรงพิมพ์
วัฒนาพานิช, ๒๕๑๖
- ศิยู ปาลิตุณฑ์ "ความสามารถในการใช้สำนวนภาษาอังกฤษ ของนักศึกษามหาวิทยาลัยชั้นปีที่หนึ่ง"
วิทยานิพนธ์ปริญามหาบัณฑิต แผนกวิชามัธยมศึกษา บัณฑิตวิทยาลัย
จุฬาลงกรณ์มหาวิทยาลัย, ๒๕๒๐ (อัครสำเนา)
- นภาพร ทรัพย์ทวีผลบุญ "การศึกษาข้อบกพร่องในการเขียนภาษาอังกฤษ ของนักเรียนไทยใน
สถาบันฝึกหัดครู." ปริญาานิพนธ์การศึกษามหาบัณฑิต วิทยาลัยวิชาการศึกษา
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- บุญเลิศ ครูทเมือง. "ความเข้าใจความหมายของถ้อยคำ และสำนวนภาษาไทยของนักศึกษา."
วิทยานิพนธ์ปริญามหาบัณฑิต แผนกวิชามัธยมศึกษา บัณฑิตวิทยาลัย
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- ประคอง กรรณสูตร. สถิติศาสตร์ประยุกต์สำหรับครู. พิมพ์ครั้งที่ ๓ พระนคร :
ไทยวัฒนาพานิช, ๒๕๑๔
- ประทีป รุ่งทรานนท์. "การศึกษาข้อบกพร่องในการเขียนภาษาอังกฤษ ของนักศึกษามหาวิทยาลัยครู
ระดับประกาศนียบัตรวิชาการศึกษา." ปริญาานิพนธ์การศึกษามหาบัณฑิต
วิทยาลัยวิชาการศึกษา ประสานมิตร, ๒๕๑๗ (อัครสำเนา)
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ก.ค. ๒๕๒๐

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วิทยาลัยวิชาการศึกษา ประสานมิตร และ ปทุมวัน." ปรินญาณพนธ์การศึกษามหาบัณฑิต
วิทยาลัยวิชาการศึกษาประสานมิตร, ๒๕๑๕. (อักษรสำนวน)

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ภาคผนวก

- ผนวก ก. การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๑.
- ผนวก ข. การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๒.
- ผนวก ค. การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๓.
- ผนวก ง. คะแนนนักเรียนที่ได้ในการทดสอบจริง
- ผนวก จ. แบบทดสอบที่ใช้ในการทดสอบจริง



คุนยวิทย์ทรัพย์ากร
จุฬาลงกรณ์มหาวิทยาลัย

ผนวก ก.

การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๑.

ข้อที่	HIGH	LOW	PH	PL	P	γ	ข้อที่	HIGH	LOW	PH	PL	P	γ
1	25	13	.92	.48	.72	.53	24	12	8	.44	.98	.36	.17
2	23	13	.85	.48	.68	.41	25	27	11	.80	.40	.61	.42
3	24	13	.88	.48	.70	.46	26	17	13	.63	.49	.16	.44
4	24	13	.88	.48	.70	.46	27	22	6	.81	.22	.56	.38
5	22	14	.81	.51	.67	.33	28	20	10	.74	.37	.52	.58
6	21	15	.77	.55	.66	.25	29	21	10	.76	.38	.57	.39
7	21	16	.77	.22	.69	.19	30	22	11	.81	.40	.61	.43
8	15	10	.55	.38	.49	.62	31	22	12	.81	.44	.63	.40
9	22	5	.81	.18	.46	.17	32	23	7	.85	.25	.56	.60
10	20	19	.74	.33	.54	.41	33	17	11	.64	.39	.52	.25
11	20	12	.74	.44	.59	.31	34	19	8	.69	.30	.49	.39
12	15	7	.57	.25	.41	.33	35	15	11	.57	.41	.49	.16
13	23	9	.85	.33	.60	.53	36	20	10	.74	.37	.56	.38
14	23	11	.85	.40	.64	.48	37	21	9	.77	.33	.58	.18
15	19	12	.71	.46	.59	.26	38	21	9	.77	.33	.55	.45
16	22	8	.81	.29	.56	.52	39	22	5	.81	.18	.49	.62
17	23	7	.85	.25	.72	.23	40	22	4	.81	.14	.56	.38
18	22	17	.81	.62	.56	.60	41	21	3	.77	.11	.42	.66
19	12	8	.44	.31	.37	.14	42	22	7	.81	.25	.54	.56
20	18	13	.66	.49	.55	.45	43	19	6	.70	.22	.46	.48
21	20	14	.74	.51	.63	.25	44	20	4	.74	.14	.47	.66
22	16	11	.61	.42	.52	.19	45	20	6	.74	.22	.48	.52
23	21	9	.77	.33	.55	.45							

TEST NO. I

IDIOM TEST.

Directions :

- 1. This test has 4 pages altogether.
- 2. Do not mark anything on this test paper.
- 3. Answer all items on the answer sheet provided.
- 4. You have 50 minutes to complete the test.

CHOOSE THE ANSWERS WHICH ARE CLOSEST IN MEANING TO THE UNDERLINED WORDS. MARK YOUR ANSWER (X) ON THE ANSWER SHEET.

- | | | |
|-----|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P | γ | |
| .72 | .53 | 1. The immigrant could not speak English <u>at all</u> .
a. up to the present time b. in every place
c. in any manner d. at the beginning |
| .68 | .41 | 2. You must send this telegram <u>at once</u> .
a. immediately b. occasionally
c. eventually d. vigorously |
| .70 | .46 | 3. Henry, <u>go on</u> with that interesting story.
a. repeat b. continue
c. complete d. enjoy |
| .70 | .46 | 4. She became <u>used to</u> living alone after her husband's death.
a. acquainted with b. tired of
c. accustomed to d. relied on |
| .67 | .33 | 5. <u>At last</u> , Edward and Helen were together again.
a. immediately. b. occasionally
c. eventually d. vigorously |

P	Y	
.66	.25	6. She carefully <u>put on</u> her new scarf and left the room. a. placed on her self b. placed on the table c. hung on the hook d. hung on herself
.69	.19	7. <u>Find out</u> when the next train leaves London. a. calculate the exact time b. obtain information c. acquire information unintentionally d. take extra care for the time
.49	.62	8. The audience <u>got up</u> when they played the National Anthem. a. moved b. went up c. woke up d. stood up
.46	.17	9. We <u>gave up</u> all hope for her recovery. a. got b. increased c. abandoned d. sought
.54	.41	10. Who is going to look after your son while you are away? a. attend to b. search for c. visit d. follow
.59	.31	11. When do you generally <u>take off</u> your hat and coat? a. throw away b. wear c. change d. remove
.41	.33	12. <u>At first</u> I thought it was John who was telephoning me. a. incidentally b. originally c. inconveniently d. ornately
.60	.53	13. They are <u>looking for</u> the man who robbed the bank. a. seeking b. watching c. capturing d. guarding

P	γ	
.55	.45	38. She says that dinner will be ready <u>at once</u> . a. in the first instance b. right away c. finally d. in a hurry
.49	.62	39. He <u>gets up</u> at the same time every morning. a. reclines b. awakes c. starts d. arises
.56	.38	40. We waited and waited and <u>at last</u> John arrived. a. finally b. customarily c. suddenly d. exactly
.42	.66	41. I was unable to <u>find out</u> the name of the man who called. a. seek b. know c. discover d. search for
.54	.56	42. He said that he did not have any money <u>at all</u> . a. in the way b. in the least c. in any event d. in order
.46	.48	43. The meeting <u>took place</u> in Constitution Hall. a. participated b. decided c. arranged d. happened
.47	.66	44. John <u>went on</u> walking and paid no attention to any of us. a. enjoyed b. went away c. continued d. went for
.48	.52	45. He <u>used to</u> play the violin in a famous orchestra. a. nearly b. formerly c. lately d. incidentally;

ผนวก ข.

การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๒.

ข้อที่	HIGH	LOW	PH	PL	P	γ	ข้อที่	HIGH	LOW	PH	PL	P	γ
1	22	10	.81	.37	.60	.46	16	19	8	.70	.29	.49	.41
2	21	9	.77	.33	.55	.45	17	16	2	.62	.48	.55	.14
3	22	11	.81	.40	.61	.43	18	13	7	.48	.25	.36	.25
4	20	10	.40	.37	.38	.03	19	17	13	.59	.07	.30	.59
5	21	8	.77	.29	.53	.48	20	16	10	.59	.37	.46	.22
6	21	9	.77	.33	.55	.45	21	26	0	.98	.54	.51	.65
7	20	9	.74	.33	.53	.42	22	14	9	.52	.34	.43	.19
8	16	7	.59	.25	.42	.35	23	19	6	.70	.22	.46	.18
9	16	8	.59	.29	.44	.31	24	18	5	.66	.18	.41	.49
10	14	8	.51	.29	.23	.14	25	22	16	.83	.50	.72	.29
11	13	12	.48	.44	.46	.04	26	17	5	.62	.18	.39	.46
12	11	10	.74	.37	.36	.38	27	18	7	.66	.25	.45	.42
13	17	7	.62	.25	.43	.38	28	16	11	.59	.40	.51	.22
14	18	9	.66	.33	.49	.33	29	17	11	.62	.40	.49	.19
15	16	8	.59	.29	.44	.31	30	15	10	.55	.37	.46	.18

TEST NO. II

READING COMPREHENSION TEST WITH IDIOMS

Directions :

1. This test has 11 pages altogether.
2. Do not mark anything on this paper.
3. Read the stories carefully before answering the questions.
4. Answer all items on the answer sheet provided.
5. You have 50 minutes to complete the test.

IT'S ONLY ME.

After her husband had gone to work and her children had set out for school, Mrs. Richards went upstairs to her bedroom. She gave up all the house work that morning, for in the evening she would be going to a fancy dress party with her husband. She decided, at last, to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richards went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs. Richards was entering the dining room, there was a knock on the front door. She knew that it must be the baker who used to come in the morning. She had told him to come straight in if ever she couldn't come to open the door and to leave the bread on the kitchen table.

Having no time to take the costume off and not wanting to frighten the poor man, Mrs. Richards, at once, hid in the small store room under the stairs. She heard the front door open and heavy footsteps

in the hall. Suddenly the door of the store room was opened and a man entered. Mrs. Richards realized that it must be the man from the electricity Board who had come to read the meter. She tried to explain the situation, saying "It's only me," but it was in vain. The man let out a cry and jumped back several paces. When Mrs. Richards walked toward him, he fled, slamming the door behind him.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

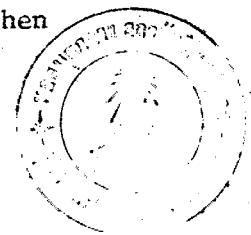
P Y

- .60 .46 46. Mrs. Richards went upstairs to her bedroom when
 - a. she was alone in the house.
 - b. her children left the school.
 - c. the baker came to knock at the door.
 - d. a ghost was dress up.

- .55 .45 47. Mrs. Richards' dress was made of
 - a. a square piece of canvas.
 - b. rags sewn together.
 - c. a flat piece of wall-paper.
 - d. a large piece of cloth.

- .61 .43 48. The dress was finished
 - a. after the ghost had gone.
 - b. since last night.
 - c. before the party would begin.
 - d. after giving up all the housework that morning.

- .38 .03 49. Mrs. Richards went downstairs
 - a. to try on her new dress.
 - b. to find comfort in the store room.
 - c. wearing the effective dress.
 - d. putting a sheet on the costume.

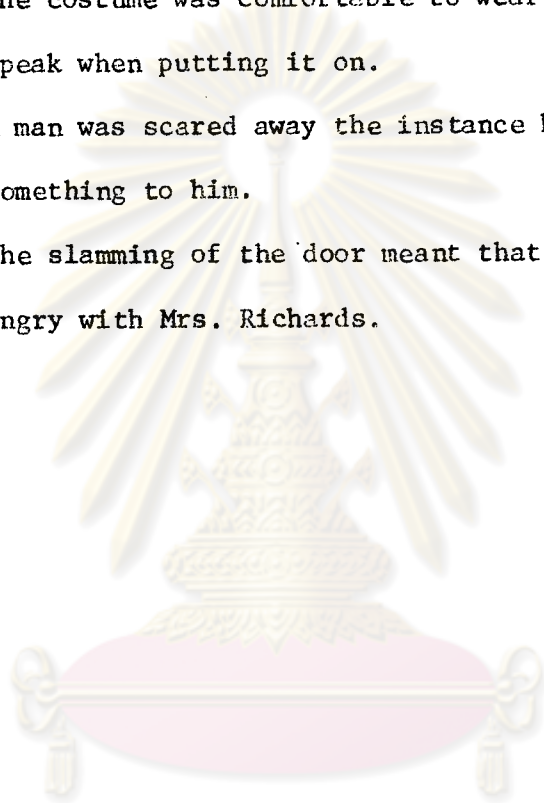


ศูนย์วิทยุทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

P	Y	
.53	.48	50. Mrs. Richards was dress a. as a dreadful creature. b. as a spirit of dead. c. as a frightful monster. d. as a wife of Frankenstein.
.55	.45	51. There was a knock on the front door a. when Mrs. Richards went into the dining room. b. after Mrs. Richards went into the dining room. c. before Mrs. Richards went into the dining room. d. when Mrs. Richards got entangled at the dining room's door.
.53	.42	52. Mrs. Richards thought at first that it was the baker who knocked at the front door because a. she had told him to come at that time. b. he used to come by the front door. c. a knock on the front door in the morning would be no one else. d. it was his usual time to come.
.42	.35	53. The baker had been told a. to leave with the kitchen table. b. to put the bread on the table. c. to read the meter in the store room. d. to come straight into the store room.
.44	.31	54. Why did Mrs. Richards say "It's only me"? a. She tried to tell the man who the ghost was. b. She tired to explain that she was also in the house. c. She tried to scare the man away from her house. d. She tried to speak with her dress on.

P	γ
.23	.14

55. How can you tell that Mrs. Richards' costume was effective?
- A loud cry and cheerful jumped of the man showed that the costume would fit for the fancy dress party.
 - The costume was comfortable to wear, she could even speak when putting it on.
 - A man was scared away the instance he heard she said something to him.
 - The slamming of the door meant that the man really got angry with Mrs. Richards.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

HOW APOLLO WAS TRICKED. (I)

Apollo, the God of the Sun, had a herd of snow-white cattle : cows and bulls, and playful calves. How pretty they looked in the blue meadow of the sky, and how proud he was of them.

But-- Apollo had a young half-brother to look after named Hermes whom he didn't get along quite well with at all. From the day Hermes was born he was strong and full of mischief. When he was a few days old, he got up and jumped out of his cradle and ran away. He wanted to look at the wonderful new world he lived in.

What a lot of things he found to have fun with. There were sand and mud to walk through with bare feet, water to splash, birds and butterflies to chase. There were wiggly snakes and toads and lizards, stick to dig with, stone to throw. A wonderful world!

Then Hermes saw a thing which at first he thought it was a stone lying on the ground. When he picked it up, he found that it was hollow like a bowl. And it shone like gold when he looked at the sunlight through it. It was a shell of a tortoise. What fun Hermes had with it! It was a hat; it was a boat. He stretched a piece of skin across it and it was a drum, rat-a-tat-tat!

Then he had another idea. He made two holes in one end of the shell and put sticks in the holes - a frame of sticks that looked like an H with long legs. He stretched strings from end to end of his toy, and plucked the strings, and found that it made pretty music. Hermes called the toy a lyre. Eventhough he was full of mischief he invented, at least, that lyre which was the grandfather of all the world's guitars.

But soon Hermes gave up playing a lyre, he hung it over his shoulder and went on. Late in the day, as the sun was going down, he came to a green meadow on a mountainside. There he found a herd of white cattle, the cattle of his half-brother Apollo. They had just come down from their meadow in the sky to rest for the night. Hermes scampered around among the animals, chasing the cows, racing with the calves, and teasing the bulls. These were playthings a boy would not grow tired of. How he wished that they were his, to play with every day.

No sooner wished, than planned; The robbery took place, the bad little boy decided to steal them! He would take them across the rocky ridge and hide them in a valley on the other side. But he must leave no telltale tracks in the meadow to show which way they had gone. So he picked up a stick and began to race from side to side, trying to make the animals turn around and back way to the rocky ridge. And what is more, he did it.

What a sight it was - a herd of fifty snow-white cattle, going backward across the meadow, mooing and bellowing, with the baby boy running around among them waving a little stick. And laughing with glee.

When they came to a sandy place, Hermes was stopped for a moment. He knew his own baby footprints would show in the sand, so he cut branches from a tree and tied them to his feet. Then, walking on leaves, he crossed the sand and left never a footprint.

Soon the cattle came to the rocky ridge. They crossed, and were gone, down the other side. And, wonder of wonder, they made it look as if they had come from the ridge instead of going to it.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, or d ON THE ANSWER SHEET PROVIDED.

P γ

- .46 .04 56. What did Hermes find lying on the ground?
- a. A shell of a turquoise.
 - b. A part of a turtle.
 - c. A golden bowl.
 - d. A hollow shell of a crab.
- .56 .38 57. How did Hermes make the thing he found as a drum?
- a. He made a piece of skin tighter across it.
 - b. He wore it on his head.
 - c. He scrambled into it.
 - d. He put a frame of sticks on it.
- .43 .38 58. What is a lyre?
- a. A stringed instrument.
 - b. A wind instrument.
 - c. A keyboard instrument.
 - d. A percussion.
- .49 .33 59. Why is a lyre considered to be the grandfather of the guitars?
- a. They both have exactly the same size.
 - b. They both produce sound by plucking the strings.
 - c. They are both made from a shell of tortoise.
 - d. They both stretched strings from end to end.
- .44 .31 60. What were the new toys Hermes teased?
- a. Apollo's cattle.
 - b. Apollo's cows.
 - c. Apollo's calves.
 - d. Apollo's bulls.

P	γ
.49	.41
.55	.14
.36	.25
.30	.59

- 61. When did the cattle robbery take place?
 - a. Few days after Hermes was born.
 - b. When Hermes wished to play with them in his own house.
 - c. Few moments after Hermes grew tired of playing with them.
 - d. When he realized that Apollo could not find them.

- 62. Hermes intended to hide the cattle
 - a. in the other meadow on the mountain.
 - b. in the valley on the other side of the rocky ridge.
 - c. in a meadow across the rocky ridge.
 - d. in a valley on the mountain range.

- 63. Why did Hermes walk on leaves when he cross the sand?
 - a. He wanted to impress his footprints on the leaves.
 - b. The tracks made by his own footprints would be easily followed by Apollo's cattle.
 - c. He wanted none of the impression made by his feet left on the sand.
 - d. A herd of the cattle would go forward if he left any footprint there.

- 64. What were the cattle forced to do?
 - a. Walking backward across the meadow.
 - b. Turning around and bellowing loudly.
 - c. Going backward to where the baby boy was running.
 - d. Running around among themselves.

P	γ
.46	.22

65. The herd had gone down the other side of the mountain leaving their tracks
- coming toward the ridge.
 - going backward to the meadow.
 - coming forward to the meadow.
 - going forward to the ridge.



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HOW APOLLO WAS TRICKED. (II)

When Apollo came for his cattle the next day, the meadow was empty, except for one lonely old bull with twisted horns that had somehow been left behind. Apollo saw lots of tracks coming to the meadow, but no tracks leading away from it. It was as if the cattle had simply disappeared from the middle of the meadow. He looked up everywhere on that mountainside, but nothing had been found. Apollo took up the case seriously and he had eyes that saw more than other eyes could see. As soon as he put his mind to it, he knew at once that his ~~had~~ baby brother had stolen the cattle. But where did he hide them? And how did he get them out of the meadow? Apollo knew there was a trick on it. But he did not know what the trick was. So he got on his flying little cloud and went to look for Hermes.

He found him lying in his little cradle, kicking his baby feet in the air. Hermes knew very well that Apollo would come. He knew also that trouble was coming. So he gurgled a baby song and made pretty plinking sound on his new toy. "Good morning," said Apollo. "Lyre!" gurgled the baby, and held out his toy in his fat little hand. Apollo was annoyed. "Liar?" he said. "Now listen to me, baby brother. I'm here to find out what you have done with my cattle." "Lyre," the baby gurgled again, and plucked the strings, pling-plang pling, "Don't make me angry," said the god already angry. "I know that you know where my cattle are hiding". "Lyre!" And this time the gurgle was almost a giggle, the baby was having fun. "Stop calling me a liar!" shouted Apollo. He took the baby up in both hands and stood him on his two baby feet. "Now, march!" he ordered. "Show me where my cattle are, or I will put you over my knees and spank

you!" Hermes gave in, he knew he had better do as his big brother told him. So off he scampered. At the meadow he turned to face Apollo. With a grin he began to run away toward the rocky ridge. Then Apollo saw what a trick was, and he laughed. His anger began to go. He would grow up to be a smart one, his little baby brother.

Soon they came to the valley. And there, under the trees, were the cattle, safe and sound. The last of Apollo's anger left him. "It seems you took good care of them," he said. "And a good thing, too. But why did you keep calling me a liar?" "I didn't call you a liar," said the boy, with mischief in his eyes. "I was showing you my toy." He held it up and ran his fingers across the strings. "See. This is a lyre. L-y-r-e." Apollo laughed again. "Well, baby brother, you have tricked me twice," he said. "But I like your toy. Give it to me and I will forgive you for stealing my cattle. I'll even let you take care of them for me, since you like them so much. But--- NO MORE TRICKS!" he said sternly.

So Hermes gave Apollo the lyre. When the golden god touched the strings, music came from them such as the world had never heard. It was as if the lyre had been waiting for just his touch.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

P	γ
.81	.65
.43	.19
.46	.48

66. When Apollo came to his cattle the next day, what was left in the meadow?
- Nothing.
 - An old bull with broken horns.
 - Lots of tracks coming toward the meadow.
 - A bull, one of the members in his herd.
67. Why did it seem to Apollo that the cattle had simply disappeared from the meadow?
- Because Hermes left no footprint of his own and the cattle's.
 - Because he could find no tracks of the cattle walking out of the meadow.
 - Because his cattle were stolen by Hermes who was full of mischief.
 - Because the meadow was empty, no cattle were in sight.
68. How did Apollo know it was Hermes who had stolen the cattle?
- He studied the occurrence of the robbery in a very thoughtful manner.
 - He closed his eyes tightly and then the picture of Hermes took shape in his mind.
 - He put his mind to the situation and then he saw with his eyes that it was Hermes who had stolen the cattle.
 - He looked for Hermes' footprints in the meadow and finally found one.

P Y

- .41 .49 69. After Apollo knew that he was tricked, what did he do?
- He longed for Hermes to come.
 - He went to look for the cattle.
 - He searched for Hermes at once.
 - He hid himself and waited for Hermes to come.
- .72 .29 70. "He knew that trouble was coming," means
- He knew that Apollo would come with trouble.
 - He knew Apollo would find out where he was.
 - He knew that difficulty was coming in his way.
 - He knew that Apollo was a trouble maker.
- .39 .46 71. Why did Apollo come to meet Hermes?
- He would like to know how he was tricked.
 - He brought trouble for Hermes to solve.
 - He went to look after him.
 - He came to trick Hermes in revenge.
- .45 .42 72. Why was Apollo annoyed when his baby brother gurgled "Lyre"?
- He assumed that Hermes thought he was a new toy.
 - He thought Hermes blamed him as a person who told lies.
 - He felt that Hermes tried to play a trick on him.
 - He knew that Hermes tried to make him angry.

P	γ	
.51	.22	73. Why did Hermes tell Apollo where the cattle were? a. Apollo promised to give him the cattle. b. Apollo would like him to sit on his knees. c. Apollo would be angry with him. d. Apollo would punish him.
.49	.19	74. How did Apollo feel when Hermes showed what the trick was? a. He felt ashamed, but he tried to laugh. b. He felt satisfied because it was really a good trick. c. He felt angry and laughed at himself. d. He felt glad that he was outsmarted by his own brother.
.46	.18	75. Why was Apollo no longer angry with Hermes? a. Hermes attended to the cattle very well. b. He admitted that he was tricked twice. c. He wanted to have his brother's toy. d. He knew that Hermes did not call him a 'liar'.

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ผนวก ค.

การวิเคราะห์ข้อทดสอบเป็นรายข้อ ในการทดลองใช้แบบทดสอบฉบับที่ ๓.

ข้อที่	HIGH	LOW	PH	PL	P	γ	ข้อที่	HIGH	LOW	PH	PL	P	γ
1	23	13	.85	.48	.68	.41	41	20	11	.75	.39	.57	.37
2	22	3	.81	.11	.45	.69	42	22	4	.81	.14	.47	.66
3	21	9	.77	.33	.55	.45	43	18	10	.66	.37	.52	.29
4	16	5	.59	.18	.38	.48	44	17	7	.62	.25	.43	.38
5	22	11	.81	.40	.43	.61	45	21	5	.77	.18	.47	.58
6	20	7	.74	.25	.49	.49	46	10	11	.37	.40	.38	.03
7	12	4	.44	.14	.28	.36	47	13	10	.48	.37	.42	.11
8	14	6	.51	.22	.36	.31	48	15	10	.55	.37	.46	.18
9	12	3	.44	.11	.26	.41	49	19	11	.70	.40	.55	.17
10	22	16	.81	.59	.71	.26	50	13	5	.48	.18	.32	.34
11	21	10	.77	.37	.58	.41	51	8	3	.30	.10	.19	.30
12	20	7	.74	.25	.49	.49	52	9	6	.34	.23	.28	.13
13	20	9	.74	.33	.54	.41	53	17	7	.62	.25	.43	.38
14	21	6	.77	.22	.49	.54	54	12	7	.43	.26	.34	.19
15	21	3	.77	.11	.42	.66	55	26	15	.98	.55	.81	.65
16	20	10	.74	.37	.56	.38	56	12	8	.45	.31	.38	.45
17	18	11	.66	.40	.53	.26	57	26	16	.96	.59	.81	.55
18	19	7	.70	.25	.47	.45	58	12	7	.44	.27	.35	.19
19	19	11	.70	.40	.55	.31	59	11	10	.40	.36	.38	.04
20	20	12	.74	.44	.59	.31	60	10	1	.37	.04	.17	.50
21	16	4	.59	.14	.35	.19	61	14	11	.51	.39	.45	.12
22	20	3	.74	.11	.41	.64	62	14	12	.51	.46	.49	.67
23	19	15	.70	.55	.63	.16	63	13	9	.48	.33	.40	.16
24	22	3	.81	.11	.45	.69	64	16	4	.60	.14	.35	.49
25	20	2	.74	.07	.37	.69	65	16	6	.60	.22	.40	.39
26	17	12	.62	.44	.53	.18	66	17	12	.62	.44	.53	.18
27	17	10	.62	.37	.49	.25	67	13	12	.49	.46	.47	.03
28	7	3	.26	.12	.19	.21	68	22	7	.81	.25	.54	.56
29	21	12	.77	.44	.61	.35	69	15	12	.57	.45	.51	.12
30	7	2	.26	.07	.16	.32	70	9	6	.35	.22	.28	.16
31	20	3	.74	.11	.41	.64	71	18	5	.66	.18	.41	.49
32	16	7	.59	.25	.42	.35	72	16	7	.59	.25	.42	.35
33	19	8	.70	.29	.49	.41	73	16	2	.59	.07	.30	.59
34	24	1	.89	.04	.43	.82	74	18	3	.66	.11	.36	.58
35	22	11	.81	.40	.43	.61	75	17	10	.62	.37	.49	.25
36	22	21	.81	.77	.79	.06	76	17	8	.62	.29	.45	.34
37	20	16	.74	.59	.67	.17	77	22	16	.81	.59	.71	.26
38	19	4	.70	.14	.41	.57	78	16	7	.59	.25	.42	.35
39	20	3	.74	.11	.41	.64	79	17	3	.62	.11	.34	.55
40	21	8	.79	.30	.55	.49	80	13	3	.48	.11	.28	.44

TEST NO. III

READING COMPREHENSION TEST

Directions:

1. This test has 19 pages altogether.
2. Do not mark anything on this test paper.
3. Read the stories carefully before answering the questions.
4. Answer all items on the answer sheet provided.
5. You have 100 minutes to complete the test.

Children often have far more sense than their elders. This simple truth was demonstrated rather dramatically during the civil defence exercises in a small town in Canada. Most of the inhabitants were asked to participate in the exercise during which they had to pretend that their city had been bombed. Air-raid warnings were sounded and thousands of people went into special air-raid shelters. Doctors and nurses remained above ground while police patrolled the streets if it should happen that anyone tried to leave the shelters too soon.

The police did not have much to do because the citizens took the exercises seriously. They stayed underground for twenty minutes and waited for the siren to sound again. On leaving the air-raid shelters, they saw that doctors and nurses were busy. A great many people had volunteered to act as casualties. Theatrical make-up and artificial blood had been used to make the injuries look realistic. A lot of people were lying 'dead' in the streets. The living helped to carry the dead and wounded to special stations. A child of six was brought in by two adults. The child was supposed to be dead. With theatrical make-up on his face, he looked as if he died of shock. Some people were so moved by the sight that they began

to cry. However, the child suddenly sat up and a doctor asked him to comment on his death. The child looked around for a moment and said, "I think they're all crazy!".

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICE. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, ON d ON THE ANSWER SHEET PROVIDED.

P	γ	
.68	.41	1. What had happened in a small town in Canada? a. The town had been bombed. b. The town had been attacked. c. The people had taken defending exercises. d. The children had demonstrated the simple truth there.
.45	.69	2. Where did the people go when the air-raid sounded? a. Into the streets. b. Into special stations. c. Into the shelters. d. Into the theaters.
.55	.45	3. Why did doctors and nurses remain above ground? a. To look at the airplane bombers. b. To help the wounded people. c. To exercise their muscles. d. To help the police patrol the streets.
.38	.43	4. The police went round the streets in order to see to it that a. all the inhabitants were well-hidden underground. b. doctors and nurses were in the shelters. c. the air-raid warnings were effective. d. the people would leave the shelter soon.

P γ

- .43 .61 5. The police had nothing much to do in the streets because
 - a. the inhabitants pretended that they were in real danger.
 - b. The citizen tried to leave the shelters as soon as the air-raid warning were sounded.
 - c. doctors and nurses helped them on the streets.
 - d. the danger was over when the siren were heard.

- .49 .49 6. The citizen stayed underground for twenty minutes,.....
 - a. being afraid of the police.
 - b. listening to the air-raid warnings.
 - c. wondering where the bomb would be dropped.
 - d. waiting for the safe signal.

- .28 .36 7. Why were doctors and nurses busy after the siren were sounded?
 - a. There were many casualties on the streets.
 - b. Many people were killed where the bomb dropped.
 - c. A lot of people were lying dead on the streets.
 - d. Many volunteered casualties were killed.

- .36 .31 8. The dead and wounded looked realistic because of
 - a. the real dangerous situation.
 - b. the theatrical make-up and artificial blood on the child's face.
 - c. the dreadful artificial injuries of the wounded and the dead.
 - d. the theatrical make-up on doctors' and nurses' faces.

F	γ
.26	.41
.71	.26

9. Who was brought in by two adults?
- a. a boy who had died of shock.
 - b. a dead girl with her little brother who had died of shock.
 - c. a child of six who had died with theatrical make-up on his face.
 - d. a six year-old boy supposed to be dead.
10. Why did some people begin to cry?
- a. They were afraid they would die too.
 - b. They were frightened by the sight of the dead.
 - c. They felt pity for the boy who was brought in.
 - d. They thought a child who was brought in was their relative.

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It has been said that everyone lives by selling something. In the light of this statement, teachers live by selling knowledge, philosophers by selling wisdom and priests by selling spiritual comfort. Though it may be possible to measure the value of material goods in terms of money, it is extremely difficult to estimate the value of services which people perform for us. There are times when we would willingly give everything we possess to save our lives, yet we might grudge a surgeon a high fee for offering us precisely this service. The conditions of society are such that skills have to be paid for in the same way that goods are paid for at a shop. Everyone has something to sell.

Tramps seem to be the only exception to this general rule. Beggars almost sell themselves as human being to arouse the pity of passers-by. But real tramps are not beggars. They have nothing to sell and require nothing from others. In seeking independence, they do not sacrifice their human dignity. A tramp may ask you for money, but he will never ask you to feel sorry for him. He has deliberately chosen to lead the life he leads and is fully aware of the consequences. He may never be sure where the next meal is coming from, but he is free from the thousands of anxieties which afflict other people. His few material possessions make it possible for him to move from place to place with ease. By having to sleep in the open, he gets far closer to the world of nature than most of us ever do. He may hunt, beg, or steal occasionally to keep himself alive ; he may even, in time of real need, do a little work; but he will never sacrifice his freedom. We often speak with contempt for tramps and put them in the same class as beggars, but how many of us can honestly say that we have not felt a little envious of their simple way of life and their freedom from care?

UNDERDEVELOPED PEOPLE

The Indians living on the high plains of the Andes Mountains, in South America, have a background rich in history but rich in little else. These seven million people from the great old Indian nations live in a land of few trees, poor soil, cutting winds and biting cold. Their farms do not give enough food to support them, their children from the age of three or four must work in the fields. The death rate of their babies is among the highest in the world, their standards of education among the lowest. They live at height of ten or fifteen thousand feet, where even the air lacks the things necessary for life.

The needs of these Indians, scattered across three countries--- Ecuador, Peru and Bolivia---are great. Their problems are difficult and their diseases are deeply rooted in an old-fashioned way of life. Probably no single programme of help can greatly better their condition. Health programmes are no good without farm programmes, and farm programmes fail where there have been no programme of education.

Five international organizations have combined efforts to seek the answers to the problems of the unfortunate descendants of the Inca Indians. They are working with the government of Peru, Bolivia and Ecuador on what they call the Andean Mission. Six areas have been formed, one each in Ecuador and Peru, four in Bolivia. Here methods are tested to attack poor education, poor food, poor living conditions and disease immediately.

We passed fields of low corn and thin wheat. Whole villages were at work planting potatoes. The men formed a line and walked slowly backward, beating the soil with sticks. The women, on hands and knees, breaking the hard earth with their hands. Their red and orange skirts

flashed in the sun. The scene was beautiful, but the land, seed and crops were all poor. Upon arriving at the village we went to visit the school for carpenters. It was an old building where thirty boys were attending classes. There were two classrooms containing complete sets of tools. I saw more tools there than in any carpenter's shop in Latin America. Most of the boys were cutting boards for practice. They worked steadily and didn't even look up when we entered. The room was as clean as a hospital.

The teacher remarked that the greatest problem at the moment was finding wood, as almost no trees grow on a high plain. Someone remarked that it would not take long for the school to produce too many carpenters in an area without trees, where most of the buildings were of stone or mud. The wood from the jungle was too costly for most of the people. The answer was that the original purpose of the school was to train carpenters and mechanics to go to other parts of the country. They would be a great help where the government is developing many villages at the edge of the jungle.

Across from the carpentry-room there was a machine for producing electric power. With it the boys would be taught their first lessons in electricity. Other boys studied car repairing.

In the yard a group of boys surrounded a large tractor. The teacher was showing them how to operate it. No one was sure how many other tractors there were in the area. Guesses ranged from two to ten. If the school made more boys to handle them than the farms could use, the rest, it was hoped, would seek a living in the lower villages where more people lived. Against the cutting winds of the Bolivian Mountains, the car went slowly over the edge of the valley in which La Paz lies. We

were going to a village that is the oldest of the four Bolivian projects of the Andean Mission. Behind us, across the valley, rain fell from the black clouds beyond the snowy mountain-tops. The wind and rain beated against the car as we travelled across the open fields to come to the yard of an old farm.

My trip had been planned at the last minute. Since the village has no telegraph or telephone service, no one was expecting me. All the driver knew was that I was a visiting 'doctor'. (I had long since abandoned efforts to make people believe that I was not a doctor. When giving this title I contented myself with the explanation a man from El Salvador had given : 'Here anyone who wears a tie is called doctor'.) The driver showed me into a large room of the farm house where some twenty men were watching a film. It concerned the problem of a man who could neither read nor write. But in the face of difficulties he managed to start an adult education class in his village. He did this so that he could learn to read and win his girl friend's respect. Occasionally during the film there were breaks and during these breaks everyone introduced himself. They represented several countries : France, Holland, Peru. The others in the room were Bolivians, school teachers from the four Andean Mission districts. They had been brought together for a three-week course in how to teach, and how to add to their own education, which in several cases had not gone beyond the third grade. Though they had not had much training they had the help of great interest and, most important, they knew the native language. When the picture was over the Bolivian teachers pulled on their warm wool caps, wrapped their blankets around them and went off to their beds.

P y

- .63 .16 23. The Indians' health and other problems are deeply rooted but they can be solved by
 - a. better farming.
 - b. a combination of things.
 - c. mechanical training.
 - d. education.
- .45 .69 24. The Andean Indians are in many villages in
 - a. Bolivia.
 - b. all of South America.
 - c. three countries.
 - d. Peru.
- .37 .69 25. The soil is broken up by
 - a. men.
 - b. women.
 - c. children.
 - d. men and women.
- .53 .18 26. The Indians' farms did not give enough food to support the people who live there because of
 - a. the cutting winds.
 - b. the poor soil.
 - c. the very few trees.
 - d. the air lacking the things necessary for life.
- .49 .25 27. The Andean Mission formed the six areas for testing
 - a. methods to improve the Indians' condition.
 - b. the Indians' poor food.
 - c. methods to attack the Indians' enemy.
 - d. the unfortunate descendants of the Inca Indians.
- .19 .21 28. The scene of planting potatoes was considered to be beautiful because
 - a. the fields of low green corn and thin wheat looked fantastic.
 - b. men and women formed a long line across the vast fields.
 - c. the colors of women's skirts flashed brightly in the sun.
 - d. the land, seed and crop did not look very poor.

P	Y	
.61	.35	29. The problem of too many carpenters from the training school would be solved by a. growing more trees for wood. b. changing the economic situation of the Indians. c. moving some carpenters to other parts of the country. d. teaching carpenters to do many other things other than carpentry.
.16	.32	30. This story is about a. the co-operation between countries. b. each nation helping itself. c. villages helping themselves. d. people helping themselves.
.41	.64	31. The subjects being taught to the Indians were a. highly technical. b. practical. c. artistic. d. good only in the Andes.
.42	.35	32. The greatest problem of teaching carpentry for the Indian boys was a. producing too many carpenters in an area without trees. b. finding wood on a high plain. c. finding the jungle in other parts of the country. d. producing buildings with stone or mud.
.49	.41	33. If there were more boys who could manage the tractors than they were needed, the rest would have to a. find jobs in other areas. b. change their learning programme. c. learn new skills in the lower villages. d. go back to their village.

P	Y	
.47	.58	45. The important advantage that the Andean teachers had was that <ul style="list-style-type: none"> a. they were all excellent farmers. b. they could speak the native language. c. they had received extra training in health. d. they were well like by the people.
.38	.03	46. The teachers on the Andean Mission came from <ul style="list-style-type: none"> a. the Andes. b. Bolivia. c. several Latin American countries. d. many different nations.
.42	.11	47. In the first two years the Indians did not like the Mission because they felt that it was to help <ul style="list-style-type: none"> a. poor people only. b. the government. c. rich land owners. d. other people.
.46	.18	48. One thing the Indians really wanted was <ul style="list-style-type: none"> a. land improvement. b. better health. c. good schools. d. better clothes.
.55	.17	49. The Indians' feeling toward the Mission changed for the better when <ul style="list-style-type: none"> a. the officers of the Mission succeeded in dividing up the land. b. the government itself did the dividing up of the land c. the owner took possession of the farm. d. the government introduced the land-improvement law.

P	γ
.32	.34

50. When the Mission started it was on

- a. borrowed land. b. government land.
c. village land. d. small farmers' land.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Simple Example of Inertia.

If you left your book on the table overnight, you would find the following morning that it was still exactly where you had left it, provided nobody had touched it in your absence. If, on the other hand, a spherical object, a ball, having a smooth surface is made to roll on a very smooth surface it will roll along distance unless something stops it or changes its direction. This tendency of an object to remain at rest unless something stops it, is known as the Law of Inertia.

The following examples show the truth of the law.

(A) Put the table-cloth on a table and arrange a pile of books on it. Hold one edge of the table-cloth and pull it quickly. The table-cloth will come off, leaving the pile of books undisturbed. The pile of books tends to remain at rest even when the thing on which it is resting is moved.

(B) Place a three penny piece on a small piece of cardboard and place the cardboard on an open jar so that the coin is directly over the mouth of the jar. Use one finger to flick the piece of cardboard away. You will notice that the coin drops into the jar. This shows that the coin tends to remain in its position of rest.

(C) When you are sitting in a car or train which starts suddenly, you feel you are jerked backwards. In fact, you are not jerked backwards but your lower half, which is in contact with the cushion, is forced to move forwards with the car or train, and the upper part of your body, which tends to remain at rest is left behind.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

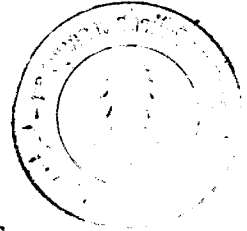
P Y

- .19 .30 51. "If you left your book on the table overnight" means if you left your book.
- on the night table.
 - on the table in the night.
 - on the table all night long.
 - on the table used only at night.
- .28 .13 52. "You would find it exactly where you had left it provided nobody had touched it in your absence". This means that you would therefore find it in the same position if no one had
- put their hands on it.
 - put their fingers on it.
 - felt it.
 - moved it.
- .43 .38 53. The words "a spherical object, a ball" mean
- a ball is round.
 - a spherical object is a ball.
 - a ball is the only spherical object.
 - a spherical object and a ball.
- .34 .19 54. The Law of Inertia is
- a government law.
 - a law concerning motion.
 - a law concerning direction.
 - a law concerning position.

P	γ
.81	.65
.38	.15
.81	.55
.35	.19
.38	.04

55. The table-cloth is

- a. at one edge of the table.
- b. arranged in a pile of books.
- c. held at one end by the books.
- d. removed by one edge.



56. When the table-cloth comes off, the books

- a. have not moved.
- b. may have moved a little.
- c. may have moved but not enough to upset the law.
- d. have moved but no one realizes this.

57. "You will notice that the coin drops into the jar. This shows that the coin tends to remain in its position of rest." This means that

- a. the coin stays on the cardboard.
- b. there's a slight pause before the coin drops.
- c. the coin doesn't move with the cardboard.
- d. the coin drops very slowly.

58. You 'use one finger ' to

- a. throw away the cardboard.
- b. hit the cardboard away.
- c. put the cardboard firmly.
- d. pull the cardboard out quickly.

59. "You feel you are jerked backwards." This means

- a. you feel yourself being jerked backwards.
- b. you think you are being jerked backwards.
- c. you know you are jerked backwards.
- d. you know you are partly jerked backwards.

26

Alfred Hitchcock on Film-making.

I'm afraid people become too serious about films. We must remember we're in the entertainment business, treat it with gusto and enjoyment, be good technicians.

I don't start with the idea of sending message. That's the job of the pulpit or the politician or the great playwright -- or a few directors. Don't misunderstand me or think I'm debasing my medium. But I'm just a maker of thrillers and melodramas. Messages do not come within my province. You don't expect Coco, the clown, to send a message from the middle of the circus.

There's been no technical change in the cinema since Griffiths invented the close-up. I've taken no notice of the big screen; I ignore it and treat it as an ordinary screen. There's no change technique. The technique of making a film is joining pieces of film together. The French call it 'montage' : the assembly of pieces into idea.

People talk about shooting a film in one room. If you treating it cinematically, I'm willing to do it in a telephone booth, provided that I'm able to cut up the film or to show emphasis with, for instance, the man scratching a pattern with his nails on the side of the booth. Most people think pure cinema is galloping horses or open countryside, or what have you. But it's the making of ideas by the cutting and joining of pieces of film. That's where the art lies; just as the painter or the photographer uses a still landscape, or the novelist uses words.

I'm glad when a picture of mine makes money because then I can make another picture. There's a big argument : shall we make a picture for a small audience and lose a lot of money? Or shall we make a picture that

makes alot of money and keeps people in their jobs, including those who write for the film?

When I have an actor who's nervous making a scene, I say, "It's only a movie." And I usually add, "Aren't you grateful for getting all that money for putting paint and powder on your face?"

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

P γ

.17 .50 60. People in the entertainment business should not forget

- a. to be good technicians.
- b. to be real businessmen.
- c. to be serious about films.
- d. to be interested in the audience.

.45 .12 61. Hitchcock says he doesn't start by thinking he should

- a. ask the public what they want.
- b. write letters to people.
- c. influence people.
- d. ascertain what people want.

.49 .07 62. "Don't misunderstand me or think that I'm debasing my medium." 'Debasing my medium' means

- a. producing work of poor quality.
- b. not working very hard.
- c. using my work for unimportant thing.
- d. not finding a satisfied medium.

P Y

- .40 .16 63. "I'm just a maker of thrillers and melodramas." 'Thrillers and melodramas' are
- a. the same as each other.
 - b. quite different from each other.
 - c. similar to each other.
 - d. none of the above.
- .35 .49 64. The last technical discovery, according to Hitchcock, in the cinema was
- a. the big screen.
 - b. montage.
 - c. the close-up.
 - d. making a film in one room.
- .40 .39 65. Hitchcock said that the big screen
- a. is the same as an ordinary screen.
 - b. require a different technique.
 - c. doesn't affect film-making.
 - d. is never used by him.
- .58 .18 66. "Montage" is
- a. the putting together of ideas.
 - b. the joining together of scenes.
 - c. joining film together.
 - d. shooting a film piece by piece.
- .47 .63 67. Hitchcock is willing to shoot a film in a telephone booth
- a. if the story is about an artist.
 - b. provided the story is about a man who drawn on the side of the booth.
 - c. if he is able to edit the film.
 - d. if he is allowed to throw the film away, should he dislike it.

P	Y	
.54	.56	68. "Pure cinema", according to Hitchcock, is a. filming galloping horses. b. using a still landscape. c. making a film of ideas. d. using film to produce ideas.
.51	.12	69. Hitchcock is glad when a picture of his a. makes a big argument. b. pleases a small audience. c. keeps writers employed. d. includes writers in it.
.28	.16	70. Hitchcock says, "Aren't you grateful for getting all that money for putting paint and powder on your face?" a. when he thinks an actor's work is bad. b. to give an actor confidence. c. if he thinks an actor is overpaid. d. if he thinks an actor is ungrateful.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

INFLUENZA

In 1957 a doctor in Singapore noticed that hospitals were treating an unusual number of influenza-like cases. Influenza is sometimes called 'flu' or a 'bad cold'. He took samples from the throats of patients and in his hospital was able to find the virus of this influenza.

There are three main types of the influenza virus. The most important of these are type A and B, each of them having several sub-groups. With the instruments at the hospital the doctor recognized that the outbreak was due to a virus in group A, but he did not know the sub-group. Then he reported the outbreak to the World Health Organization in Geneva. W.H.O. published the important news alongside reports of a similar outbreak in Hong Kong, where about 15 - 20% of the population had become ill.

As soon as the London doctors received the package of throat samples, doctors began the standard tests. They found that by reproducing itself with very high speed, the virus had grown more than a million times within two days. Continuing their careful tests, the doctors checked the effect of drugs against all the known sub-groups of virus type A. None of them gave any protection. This, then, was something new, a new influenza virus, against which the people of the world had no help whatever.

Having found the virus they were working with, the two doctors now dropped it into noses of some selected animals, which get influenza much as human beings do. In a short time the usual signs of the disease appeared. These experiments proved that the new virus was easy to catch, but that it was not a killer. Scientists, like the general public, call it simply Asian flu.

The first discovery of the virus, however, was made in China before the disease had appeared in other countries. Various reports showed that the influenza outbreak started in China, probably in February of 1957. By the middle of March it had spread all over China. The virus was found by Chinese doctors early in March. But China is not a member of the World Health Organization and therefore does not report outbreaks of disease to it. Not until two months later, when travellers carried the virus into Hong Kong, from where it spread to Singapore, did the news of the outbreak reach the rest of the world. By this time it was well started on its way around the world.

Thereafter, W.H.O.'s Weekly Reports described the steady spread of this great virus outbreak, which within four months swept through every continent.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

P Y

.41 .49 71. The influenza outbreak in this story began in

- | | |
|---------------|-----------|
| a. Singapore. | b. China. |
| c. HongKong. | d. India. |

.42 .35 72. Not counting the sub-groups, there are

- a. one type of influenza.
- b. twotypes of influenza.
- c. three types of influenza.
- d. four types of influenza.

- P Y
- .30 .59 73. The doctor in Singapore performed a valuable service by
- a. finding the sub-group of the virus.
 - b. developing a cure.
 - c. keeping his patients apart from others.
 - d. reporting the outbreak to Geneva.
- .36 .58 74. One interesting thing about the virus in the story was that it
- a. was especially weak.
 - b. was similar to other viruses.
 - c. could reproduce with great speed.
 - d. had samples frozen and packed in dry ice.
- .49 .25 75. The type of influenza discussed in this story
- a. had been classified years before.
 - b. could not be cured by any known drug.
 - c. could be prevented from spreading.
 - d. could not affect adults.
- .45 .34 76. The experiments in giving the virus to animals proved that this type of influenza was easy to catch
- a. and could possibly cause death.
 - b. and had rather mild effects.
 - c. but was not deadly.
 - d. and did not have the usual signs.

P

- .71 .26 77. one reason why the outbreak of the disease was not discovered sooner was that
- a. China did not belong to W.H.O.
 - b. doctors in Asia did not recognize the disease.
 - c. reporting procedures were not good enough.
 - d. the people who caught it were travellers.
- .42 .35 78. Once an influenza outbreak was started, for it to spread around the world takes about
- a. a month.
 - b. several months.
 - c. a year.
 - d. several years.
- .34 .55 79. In order to keep track of the disease such as influenza, W.H.O. must have
- a. highly trained experts.
 - b. co-operation from every doctor.
 - c. good reporting service.
 - d. time to study the facts.
- .28 .44 80. One thing necessary for discovering influenza outbreak is
- a. doctors and hospital services.
 - b. drugs to fight the disease.
 - c. the United Nations.
 - d. sick Chinese.

ผนวก ง.

คะแนนนักเรียนที่ได้จากการทดสอบจริง

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X^2	Y^2	XY
1	11	5	121	25	55
2	11	5	121	25	55
3	11	6	121	36	36
4	11	6	121	36	66
5	11	7	121	49	77
6	12	7	144	49	84
7	12	7	144	49	84
8	12	7	144	49	84
9	13	7	169	49	91
10	14	7	196	49	98
11	14	8	196	64	112
12	14	8	196	64	112
13	14	8	196	64	112
14	15	8	225	64	120
15	15	8	225	64	120
16	15	8	225	64	120
17	16	8	256	64	128
18	16	8	256	64	128
19	16	8	256	64	128
20	16	9	256	81	144
21	17	9	289	81	153
22	17	9	289	81	153

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X ²	Y ²	XY
23	17	9	289	81	153
24	17	9	289	81	153
25	17	9	289	81	153
26	17	9	289	81	153
27	18	9	324	81	162
28	18	9	324	81	162
29	18	9	324	81	162
30	18	9	324	81	162
31	18	9	324	81	162
32	19	9	361	81	171
33	19	10	361	100	190
34	19	10	361	100	190
35	20	10	400	100	200
36	20	10	400	100	200
37	20	11	400	121	220
38	20	11	400	121	220
39	20	11	400	121	220
40	20	11	400	121	220
41	21	11	441	121	231
42	21	12	441	144	252
43	21	12	441	144	252
44	21	12	441	144	252
45	21	12	441	144	252
46	22	12	484	144	264

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X^2	Y^2	XY
47	22	13	484	169	286
48	23	13	529	169	299
49	23	13	529	169	299
50	23	13	529	169	299
51	23	13	529	169	299
52	23	13	529	169	299
53	23	13	529	169	299
54	23	13	529	169	299
55	23	13	529	169	299
56	23	13	529	169	299
57	23	13	529	169	299
58	23	14	529	196	322
59	23	14	529	196	322
60	23	14	529	196	322
61	24	14	529	196	336
62	24	14	529	196	336
63	24	14	529	196	336
64	25	14	625	196	350
65	25	14	625	196	350
66	25	14	625	196	350
67	25	14	625	196	350
68	25	14	625	196	350
69	25	14	625	196	350
70	25	14	625	196	350

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X ²	Y ²	XY
71	25	14	625	196	350
72	25	14	625	196	350
73	25	14	625	196	350
74	25	14	625	196	350
75	26	14	676	196	364
76	26	14	676	196	364
77	26	14	676	196	364
78	26	14	676	196	364
79	26	14	676	196	365
80	26	15	676	225	390
81	26	15	676	225	390
82	27	15	729	225	405
83	27	15	729	225	405
84	27	15	729	225	405
85	28	15	784	225	420
86	28	15	784	225	420
87	28	15	784	225	420
88	28	15	784	225	420
89	28	15	784	225	420
90	28	15	784	225	420
91	28	15	784	225	420
92	28	15	784	225	420
93	28	15	784	225	420
94	28	15	784	225	420

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X ²	Y ²	XY
95	28	15	784	225	420
96	28	15	784	225	420
97	28	15	784	225	420
98	29	15	841	225	435
99	29	15	841	225	435
100	29	15	841	225	435
101	29	16	841	256	464
102	29	16	841	256	464
103	29	16	841	256	464
104	29	16	841	256	464
105	29	16	841	256	464
106	29	16	841	256	464
107	29	16	841	256	464
108	29	16	841	256	464
109	29	17	841	289	493
110	29	17	841	289	493
111	29	18	841	324	522
112	30	18	900	324	540
113	30	18	900	324	540
114	30	18	900	324	540
115	30	19	900	361	570
116	30	19	900	361	570
117	30	19	900	361	570
118	30	19	900	361	570

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X ²	Y ²	XY
119	30	19	900	361	570
120	30	19	900	361	570
121	31	19	961	361	589
122	31	19	961	361	589
123	32	19	1024	361	608
124	32	19	1024	361	608
125	32	19	1024	361	608
126	32	19	1024	361	608
127	33	19	1089	361	627
128	33	19	1089	361	627
129	33	19	1089	361	627
130	33	19	1089	361	627
131	33	19	1089	361	627
132	34	19	1156	361	646
133	34	19	1156	361	646
134	34	19	1156	361	646
134	34	19	1156	361	646
134	34	19	1156	361	646
135	34	19	1156	361	646
136	34	19	1156	361	646
137	34	19	1156	361	646
138	34	19	1156	361	646
139	34	19	1156	361	646
140	34	19	1156	361	646

นักเรียน	คะแนนแบบทดสอบฉบับที่ ๑. X	คะแนนแบบทดสอบฉบับที่ ๒. Y	X ²	Y ²	XY
141	34	19	1156	361	646
142	34	19	1156	361	646
143	34	19	1156	361	646
144	34	19	1156	361	646
145	35	19	1225	361	665
146	35	20	1225	400	700
147	35	20	1225	400	700
148	35	20	1225	400	700
149	35	20	1225	400	700
150	35	20	1225	400	700
151	35	20	1225	400	700
152	35	20	1225	400	700
153	35	20	1225	400	700
154	35	20	1225	400	700
155	35	20	1225	400	700
156	35	20	1225	400	700
157	35	20	1225	400	700
158	36	20	1296	400	720
159	36	20	1296	400	720
160	36	20	1296	400	720
161	36	20	1296	400	720
	$\Sigma X = 4132$	$\Sigma Y = 2317$	$\Sigma X^2 =$ 113764	$\Sigma Y^2 =$ 36179	$\Sigma XY =$ 64074

พจนาน ๑.

TEST NO. I

IDIOM TEST.

Directions :

- 1. This test has 3 pages altogether.
- 2. Do not mark anything on this test paper.
- 3. Answer all items on the answer sheet provided.
- 4. You have 50 minutes to complete the test.

CHOOSE THE ANSWERS WHICH ARE CLOSEST IN MEANING TO THE UNDERLINED WORDS.

MARK YOUR ANSWER (X) ON THE ANSWER SHEET.

- 1. The immigrant could not speak English at all.
 - a. up to the present time
 - b. in every place
 - c. in any manner
 - d. at the beginning
- 2. You must send this telegram at once.
 - a. immediately
 - b. occasionally
 - c. eventually
 - d. vigorously
- 3. Henry, go on with that interesting story.
 - a. repeat
 - b. continue
 - c. complete
 - d. enjoy
- 4. She became used to living alone after her husband's death.
 - a. acquainted with
 - b. tired of
 - c. accustomed to
 - d. relied on
- 5. At last, Edward and Helen were together again.
 - a. immediately
 - b. occasionally
 - c. eventually
 - d. vigorously

6. She carefully put on her new scarf and left the room.
- a. placed on herself b. placed on the table
c. hung on the hook d. hung on herself
7. The audience got up when they played the National Anthem.
- a. moved b. went up
c. woke up d. stood up
8. Who is going to look after your son while you are away?
- a. attend to b. search for
c. visit d. follow
9. When do you generally take off your hat and coat?
- a. throw away b. wear
c. change d. remove
10. At first I thought it was John who was telephoning me.
- a. incidentally b. originally
c. inconveniently d. ornately
11. They are looking for the man who robbed the bank.
- a. seeking b. watching
c. capturing d. guarding
12. The nurse took care of the children in the park.
- a. walked with b. watched
c. played with d. fed.
13. Those soldiers set out at dawn in accordance with their commander's orders.
- a. started b. arrived
c. woke up d. left

TEST NO. II

READING COMPREHENSION TEST WITH IDIOMS

Directions :

1. This test has 3 pages altogether.
2. Do not mark anything on this paper.
3. Read the stories carefully before answering the questions.
4. Answer all items on the answer sheet provided.
5. You have 50 minutes to complete the test.

IT'S ONLY ME.

After her husband had gone to work and her children had set out for school, Mrs. Richards went upstairs to her bedroom. She gave up all the house work that morning, for in the evening she would be going to a fancy dress party with her husband. She decided, at last, to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richards went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs. Richards was entering the dining room, there was a knock on the front door. She knew that it must be the baker who used to come in the morning. She had told him to come straight in if ever she couldn't come to open the door and to leave the bread on the kitchen table.

Having no time to take the costume off and not wanting to frighten the poor man, Mrs. Richards, at once, hid in the small store room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store room was opened and a man entered. Mrs. Richards realized that it must be the man from the electricity Board who had come to read the meter. She tried to explain the situation, saying "It's only me," but it was in vain. The man let out a cry and jumped back several paces. When Mrs. Richards walked toward him, he fled, slamming the door behind him.

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

1. Mrs. Richards went upstairs to her bedroom when
 - a. she was alone in the house.
 - b. her children left the school.
 - c. the baker came to knock at the door.
 - d. a ghost was dress up.
2. Mrs. Richards' dress was made of
 - a. a square piece of canvas.
 - b. rags sewn together.
 - c. a flat piece of wall-paper.
 - d. a large piece of cloth.

3. The dress was finished
 - a. after the ghost had gone.
 - b. since last night.
 - c. before the party would begin.
 - d. after giving up all the housework that morning.
4. Mrs. Richards was dress
 - a. as a dreadful creature.
 - b. as a spirit of dead.
 - c. as a frightful monster.
 - d. as a wife of Frankenstein.
5. There was a knock on the front door
 - a. when Mrs. Richards went into the dining room.
 - b. after Mrs. Richards went into the dining room.
 - c. before Mrs. Richards went into the dining room.
 - d. when Mrs. Richards got entangled at the dining room's door.
6. Mrs. Richards thought at first that it was the baker who knocked at the front door because
 - a. she had told him to come at that time.
 - b. he used to come by the front door.
 - c. a knock on the front door in the morning would be no one else.
 - d. it was his usual time to come.
7. The baker had been told
 - a. to leave with the kitchen table
 - b. to put the bread on the table
 - c. to read the meter in the store room.
 - d. to come straight into the store room.
8. Why did Mrs. Richards say, "It's only me"?
 - a. She tried to tell the man who the ghost was.
 - b. She tried to explain that she was also in the house.
 - c. She tried to scare the man away from her house.
 - d. She tried to speak with her dress on.

HOW APOLLO WAS TRICKED. (I)

Apollo, the God of the Sun, had a herd of skow-white cattle : cows and bulls, and playful calves. How pretty they looked in the blue meadow of the sky, and how proud he was of them.

But-- Apollo had a young half-brother to look after named Hermes whom he didn't get along quite well with at all. From the day Hermes was born he was strong and full of mischief. When he was a few days old, he got up and jumped out of his cradle and ran away. He wanted to look at the wonderful new world he lived in.

What a lot of things he found to have fun with. There were sand and mud to walk through with bare feet, water to splash, birds and butterflies to chase. There were wiggly snakes and toads and lizards, stick to dig with, stone to throw. A wonderful world!

Then Hermes saw a thing which at first he thought it was a stone lying on the ground. When he picked it up, he found that it was hollow like a bowl. And it shone like gold when he looked at the sunlight through it. It was a shell of a tortoise. What fun Hermes had with it! It was a hat; it was a boat. He stretched a piece of skin across it and it was a drum, rat-a-tat-tat!

Then he had another idea. He made two holes in one end of the shell and put sticks in the holes - a frame of sticks that looked like an H with long legs. He stretched strings from end to end of his toy, and plucked the strings, and found that it made pretty music. Hermes called the toy a lyre. Eventhough he was full of mischief he invented, at least, that lyre which was the grandfather of all the world's guitars.

But soon Hermes gave up playing a lyre, he hung it over his shoulder and went on. Late in the day, as the sun was going down, he came to a green meadow on a mountainside. There he found a herd of white cattle, the cattle of his half-brother Apollo. They had just come down from their meadow in the sky to rest for the night. Hermes scampered around among the animals, chasing the cows, racing with the calves, and teasing the bulls. These were playthings a boy would not grow tired of. How he wished that they were his, to play with every day.

No sooner wished, than planned. The robbery took place, the bad little boy decided to steal them! He would take them across the rocky ridge and hide them in a valley on the other side. But he must leave no telltale tracks in the meadow to show which way they had gone. So he picked up a stick and began to race from side to side, trying to make the animals turn around and back way to the rocky ridge. And what is more, he did it.

What a sight it was - a herd of fifty snow-white cattle, going backward across the meadow, mooing and bellowing, with the baby boy running around among them waving a little stick. And laughing with glee.

When they came to a sandy place, Hermes was stopped for a moment. He knew his own baby footprints would show in the sand, so he cut branches from a tree and tied them to his feet. Then, walking on leaves, he crossed the sand and left never a footprint.

Soon the cattle came to the rocky ridge. They crossed, and were gone, down the other side. And, wonder of wonder, they made it look as if they had come from the ridge instead of going to it.

9. How did Hermes make the thing he found as a drum?
- He made a piece of skin tighter across it.
 - He wore it on his head.
 - He scrambled into it.
 - He put a frame of sticks on it.
10. What is a lyre?
- A stringed instrument.
 - A wind instrument.
 - A keyboard instrument.
 - A percussion.
11. Why is a lyre considered to be the grandfather of the guitar?
- They both have exactly the same size.
 - They both produce sound by plucking the strings.
 - They are both made from a shell of tortoise.
 - They both stretched strings from end to end.
12. What were the new toys Hermes teased?
- Apollo's cattle.
 - Apollo's cows.
 - Apollo's calves.
 - Apollo's bulis.
13. When did the cattle robbery take place?
- Few days after Hermes was born.
 - When Hermes wished to play with them in his own house.
 - Few moments after Hermes grew tried of playing with them.
 - When he realized that Apollo could not find them.

14. Why did Hermes walk on leaves when he cross the land?
- a. He wanted to impress his footprints on the leaves.
 - b. The tracks made by his own footprints would be easily followed by Apollo's cattle.
 - c. He wanted none of the impression made by his feet left on the sand.
 - d. A herd of the cattle would go forward if he left any footprint there.
15. What were the cattle forced to do?
- a. Walking backward across the meadow.
 - b. Turning around and bellowing loudly.
 - c. Going backward to where the baby boy was running.
 - d. Running around among themselves.
16. The herd had gone down the other side of the mountain leaving their tracks
- a. coming toward the ridge.
 - b. going backward to the meadow.
 - c. coming forward to the meadow.
 - d. going forward to the ridge.

HOW APOLLO WAS TRICKED. (II)

When Apollo came for his cattle the next day, the meadow was empty, except for one lonely old bull with twisted horns that had somehow been left behind. Apollo saw lots of tracks coming to the meadow, but no tracks leading away from it. It was as if the cattle had simply disappeared from the middle of the meadow. He looked up everywhere on that mountainside, but nothing had been found. Apollo took up the case seriously and he had eyes that saw more than other eyes could see. As soon as he put his mind to it, he knew at once that his bad baby brother had stolen the cattle. But where did he hide them? And how did he get them out of the meadow? Apollo knew there was a trick on it. But he did not know what the trick was. So he got on his flying little cloud and went to look for Hermes.

He found him lying in his little cradle, kicking his baby feet in the air. Hermes knew very well that Apollo would come. He knew also that trouble was coming. So he gurgled a baby song and made pretty plinking sound on his new toy. "Good morning," said Apollo. "Lyre!" gurgled the baby, and held out his toy in his fat little hand. Apollo was annoyed. "Liar?" he said. "Now listen to me, baby brother. I'm here to find out what you have done with my cattle." "Lyre," the baby gurgled again, and plucked the strings, pling-plang pling. "Don't make me angry," said the god already angry. "I know that you know where my cattle are hiding". "Lyre!" And this time the gurgle was almost a giggle, the baby was having fun. "Stop calling me a liar!" shouted Apollo. He took the baby up in both hands and stood him on his two baby feet. "Now, march!" he ordered. "Show me where my cattle are, or I will

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put you over my knees and spank you!" Hermes gave in, he knew he had better do as his big brother told him. So off he scampered. At the meadow he turned to face Apollo. With a grin he began to run away toward the rocky ridge. Then Apollo saw what a trick was, and he laughed. His anger began to go. He would grow up to be a smart one, his little baby brother.

Soon they came to the valley. And there, under the trees, were the cattle, safe and sound. The last of Apollo's anger left him. "It seems you took good care of them," he said. "And a good thing, too. But why did you keep calling me a liar?" "I didn't call you a liar," said the boy, with mischief in his eyes. "I was showing you my toy." He held it up and ran his fingers across the strings. "See. This is a lyre. L-y-r-e, lyre." Apollo laughed again. "Well, baby brother, you have tricked me twice," he said. "But I like your toy. Give it to me and I will forgive you for stealing my cattle. I'll even let you take care of them for me, since you like them so much. But-- NO MORE TRICKS!" he said sternly.

So Hermes gave Apollo the lyre. When the golden god touched the strings, music came from them such as the world had never heard. It was as if the lyre had been waiting for just his touch.

17. How did Apollo know it was Hermes who had stolen the cattle?
- a. He studied the occurrence of the robbery in a very thoughtful manner.
 - b. He closed his eyes tightly and then the picture of Hermes took shape in his mind.
 - c. He put his mind to the situation and then he saw with his eyes that it was Hermes who had stolen the cattle.
 - d. He looked for Hermes' footprints in the meadow and finally found one.

18. After Apollo knew that he was tricked, what did he do?
- He longed for Hermes to come.
 - He went to look for the cattle.
 - He searched for Hermes at once.
 - He hid himself and waited for Hermes to come.
19. "He knew that trouble was coming," means
- he knew that Apollo would come with trouble.
 - He knew Apollo would find out where he was.
 - He knew that difficulty was coming in his way.
 - He knew that Apollo was a trouble maker.
20. Why did Apollo come to meet Hermes?
- He would like to know how he was tricked.
 - He brought trouble for Hermes to solve.
 - He went to look after him.
 - He came to trick Hermes in revenge.
21. Why was Apollo annoyed when his baby brother gurgled "Lyre"?
- He assumed that Hermes thought he was a new toy.
 - He thought Hermes blamed him as a person who told lies.
 - He felt that Hermes tried to play a trick on him.
 - He knew that Hermes tried to make him angry.
22. Why did Hermes tell Apollo where the cattle were?
- Apollo promised to give him the cattle.
 - Apollo would like him to sit on his knees.
 - Apollo would be angry with him.
 - Apollo would punish him.
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TEST NO. III

READING COMPREHENSION TEST

Directions :

1. This test has 12 pages altogether.
2. Do not mark anything on this test paper.
3. Read the stories carefully before answering the questions.
4. Answer all items on the answer sheet provided.
5. You have 100 minutes to complete the test.

Children often have far more sense than their elders. This simple truth was demonstrated rather dramatically during the civil defence exercises in a small town in Canada. Most of the inhabitants were asked to participate in the exercise during which they had to pretend that their city had been bombed. Air-raid warnings were sounded and thousands of people went into special air-raid shelters. Doctors and nurses remained above ground while police patrolled the streets if it should happen that anyone tried to leave the shelters too soon.

The police did not have much to do because the citizens took the exercises seriously. They stayed underground for twenty minutes and waited for the siren to sound again. On leaving the air-raid shelters, they saw that doctors and nurses were busy. A great many people had volunteered to act as casualties. Theatrical make-up and artificial blood had been used to make the injuries look realistic. A lot of people were lying 'dead' in the streets. The living helped to carry the dead and wounded to special stations. A child of six was brought in by two adults. The child was supposed to be dead. With theatrical make-up on his face, he looked as if he died of shock. Some people were so moved

by the sight that they began to cry. However, the child suddenly sat up and a doctor asked him to comment on his death. The child looked around for a moment and said, "I think they're all crazy!".

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICE. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

1. What had happened in a small town in Canada?
 - a. The town had been bombed.
 - b. The town had been attacked.
 - c. The people had taken defending exercises.
 - d. The children had demonstrated the simple truth there.
2. Where did the people go when the air-raid sounded?
 - a. Into the streets.
 - b. Into special stations.
 - c. Into the shelters.
 - d. Into the theaters.
3. Why did doctors and nurses remain above ground?
 - a. To look at the airplane bombers.
 - b. To help the wounded people.
 - c. To exercise their muscles.
 - d. To help the police patrol the streets.
4. The police went round the streets in order to see to it that
 - a. all the inhabitants were well-hidden underground.
 - b. doctors and nurses were in the shelters.
 - c. the air-raid warnings were effective.
 - d. the people would leave the shelter soon.

5. The police had nothing much to do in the streets because
 - a. the inhabitants pretended that they were in real danger.
 - b. the citizen tried to leave the shelters as soon as the air-raid warning were sounded.
 - c. doctors and nurses helped them on the streets.
 - d. the danger was over when the siren were heard.
6. The citizen stayed underground for twenty minutes,.....
 - a. being afraid of the police.
 - b. listening to the air-raid warnings.
 - c. wondering where the bomb would be dropped.
 - d. waiting for the safe signal.
7. Why were doctors and nurses busy after the siren were sounded?
 - a. There were many casualties on the streets.
 - b. Many people were killed where the bomb dropped.
 - c. A lot of people were lying dead on the streets.
 - d. Many volunteered casualties were killed.
8. The dead and wounded looked realistic because of
 - a. the real dangerous situation.
 - b. the theatrical make-up and artificial blood on the child's face.
 - c. the dreadful artificial injuries of the wounded and the dead.
 - d. the theatrical make-up on doctors' and nurses' faces.
9. Who was brought in by two adults?
 - a. a boy who had died of shock.
 - b. a dead girl with her little brother who had died of shock.
 - c. a child of six who had died with theatrical make-up on his face.
 - d. a six year-old boy supposed to be dead.

10. Why did some people begin to cry?
- a. They were afraid they would die too.
 - b. They were frightened by the sight of the dead.
 - c. They felt pity for the boy who was brought in.
 - d. They thought a child who was brought in was their relative.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

It has been said that everyone lives by selling something. In the light of this statement, teachers live by selling knowledge, philosophers by selling wisdom and priests by selling spiritual comfort. Though it may be possible to measure the value of material goods in terms of money, it is extremely difficult to estimate the value of services which people perform for us. There are times when we would willingly give everything we possess to save our lives, yet we might grudge a surgeon a high fee for offering us precisely this service. The conditions of society are such that skills have to be paid for in the same way that goods are paid for at a shop. Everyone has something to sell.

Tramps seem to be the only exception to this general rule. Beggars almost sell themselves as human being to arouse the pity of passers-by. But real tramps are not beggars. They have nothing to sell and require nothing from others. In seeking independence, they do not sacrifice their human dignity. A tramp may ask you for money, but he will never ask you to feel sorry for him. He has deliberately chosen to lead the life he leads and is fully aware of the consequences. He may never be sure where the next meal is coming from, but he is free from the thousands of anxieties which afflict other people. His few material possessions make it possible for him to move from place to place with ease. By having to sleep in the open, he gets far closer to the world of nature than most of us ever do. He may hunt, beg, or steal occasionally to keep himself alive ; he may even, in time of real need, do a little work; but he will never sacrifice his freedom. We often speak with contempt for tramps and put them in the same class as beggars, but how many of us can honestly say that we have not felt a little envious of their simple way of life and their freedom from care ?

ANSWER THE FOLLOWING QUESTIONS. IN EACH CASE SELECT THE BEST OF THE FOUR CHOICES. SHOW WHICH YOU HAVE CHOSEN BY MARKING (X) UNDER THE LETTERS a, b, c, OR d ON THE ANSWER SHEET PROVIDED.

11. What makes it possible for a tramp to move easily from one place to another?
- a. The fact that he doesn't have to work.
 - b. The fact that he doesn't own very many things.
 - c. The fact that he can always get a lift in a car.
 - d. The fact that he hasn't fixed address.
12. According to the passage, what is the general rule?
- a. Everyone lives by selling something.
 - b. It may be possible to measure the value of material goods in terms of money.
 - c. The true of the services is difficult to estimate.
 - d. We would willingly give everything we possess to save our lives
13. Beggars sell
- a. passer-by.
 - b. themselves.
 - c. tramps.
 - d. human being
14. Why are tramps considered to be closer to nature than other people?
- a. They can move to any place they like.
 - b. They never sacrifice their freedom.
 - c. They do a little work so they have enough time to enjoy open air.
 - d. They always live out of door.

15. What will beggars receive if they succeed in arousing the pity of passers-by?
- a. Their pities and respect.
 - b. The true of services.
 - c. A little money.
 - d. Their independence.
16. "He may even, in time of real need, do a little work," means
- a. He always does a little work.
 - b. He needs to do a little work.
 - c. He occasionally does a little work if needed.
 - d. In order to sacrifice his freedom, he does a little work.
17. "Their freedom from care," means
- a. they are free from any anxiety.
 - b. they never be sure where the next meal is coming from.
 - c. they will never ask you to feel sorry for them.
 - d. they are fully aware of the consequences.
18. Which is the most difficult value to estimate?
- a. The value of material goods.
 - b. The value of services.
 - c. The value of one's own life.
 - d. The value of freedom from care.
19. One thing a tramp will never require from other people is
- a. an anxiety.
 - b. a pity.
 - c. freedom.
 - d. possession.
20. Tramps seem to be the only exception to this general rule because
- a. they choose the way they live.
 - b. they sell nothing.
 - c. they seek independence.
 - d. they are free from anxiety.

UNDERDEVELOPED PEOPLE

The Indians living on the high plains of the Andes Mountains, in South America, have a background rich in History but rich in little else. These seven million people from the great old Indian nations live in a land of few trees, poor soil, cutting winds and biting cold. Their farms do not give enough food to support them, their children from the age of three or four must work in the fields. The death rate of their babies is among the highest in the world, their standards of education among the lowest. They live at height of ten or fifteen thousand feet, where even the air lacks the things necessary for life.

The needs of these Indians, scattered across three countries--Ecuador, Peru and Bolivia--are great. Their problems are difficult and their diseases are deeply rooted in an old-fashioned way of life. Probably no single programme of help can greatly better their condition. Health programmes are no good without farm programmes, and farm programmes fail where there have been no programme of education.

Five international organizations have combined efforts to seek the answers to the problems of the unfortunate descendants of the Inca Indians. They are working with the government of Peru, Bolivia and Ecuador on what they call the Andean Mission. Six areas have been formed, one each in Ecuador and Peru, four in Bolivia. Here methods are tested to attack poor education, poor food, poor living conditions and disease immediately.

We passed fields of low corn and thin wheat. Whole villages were at work planting potatoes. The men formed a line and walked slowly backward, beating the soil with sticks. The women, on hands and knees,

breaking the hard earth with their hands. Their red and orange skirts flashed in the sun. The scene was beautiful, but the land, seed and crops were all poor. Upon arriving at the village we went to visit the school for carpenters. It was an old building where thirty boys were attending classes. There were two classrooms containing complete sets of tools. I saw more tools there than in any carpenter's shop in Latin America. Most of the boys were cutting boards for practice. They worked steadily and didn't even look up when we entered. The room was as clean as a hospital.

The teacher remarked that the greatest problem at the moment was finding wood, as almost no trees grow on a high plain. Someone remarked that it would not take long for the school to produce too many carpenters in an area without trees, where most of the buildings were of stone or mud. The wood from the jungle was too costly for most of the people. The answer was that the original purpose of the school was to train carpenters and mechanics to go to other parts of the country. They would be a great help where the government is developing many villages at the edge of the jungle.

Across from the carpentry-room there was a machine for producing electric power. With it the boys would be taught their first lessons in electricity. Other boys studied car repairing.

In the yard a group of boys surrounded a large tractor. The teacher was showing them how to operate it. No one was sure how many other tractors there were in the area. Guesses ranged from two to ten. If the school made more boys to handle them than the farms could use, the rest, it was hoped, would seek a living in the lower villages where more people lived. Against the cutting winds of the Bolivian Mountains,

the car went slowly over the edge of the valley in which La Paz lies. We were going to a village that is the oldest of the four Bolivian projects of the Andean Mission. Behind us, across the valley, rain fell from the black clouds beyond the snowy mountain-tops. The wind and rain beated against the car as we travelled across the open fields to come to the yard of an old farm.

My trip had been planned at the last minute. Since the village has no telegraph or telephone service, no one was expecting me. All the driver knew was that I was a visiting 'doctor'. (I had long since abandoned efforts to make people believe that I was not a doctor. When giving this title I contented myself with the explanation a man from El Salvador had given : 'Here anyone who wears a tie is called doctor'.) The driver showed me into a large room of the farm house where some twenty men were watching a film. It concerned the problem of a man who could neither read nor write. But in the face of difficulties he managed to start an adult education class in his village. He did this so that he could learn to read and win his girl friend's respect. Occasionally during the film there were breaks and during these breaks everyone introduced himself. They represented several countries : France, Holland, Peru. The others in the room were Bolivians, school teachers from the four Andean Mission districts. They had been brought together for a three week course in how to teach, and how to add to their own education, which in several cases had not gone beyond the third grade. Though they had not had much training they had the help of great interest and, most important, they knew the native language. When the picture was over the Bolivian teachers pulled on their warm wool caps, wrapped their blankets around them and went off to their beds.

Some of the international teachers went with me to the kitchen, where the cook had heated some food. We talked of the troubles and the progress of the school, until the lights were extinguished several times. This was a warning that the electric power was about to be stopped for the night.

During the first two years the village project had a difficult time. The Mission had accepted the use of a farm from a large landowner, and the native believed the story that the land would be returned to the owner after ten years. The Mission began at a time when the Bolivian Government was introducing land-improvement Laws. Most of the people believed that the officers of the Mission were working for the owner, who was against the dividing up of the land. They had little to do with the owner as possible. Not until the government took possession of the farm and divided the land did the feeling of the Indians toward the Mission change for the better.

21. The Andean Indians are generally considered poor but they rich in
- | | |
|--------------|-------------|
| a. soil. | b. rain. |
| c. language. | d. history. |
22. Their children start to work in the fields at the age of
- | | |
|--------------------|-----------------|
| a. three or four. | b. five or six. |
| c. seven or eight. | d. nine or ten. |
23. The Andean Indians are in many villages in
- | | |
|---------------------|--------------------------|
| a. Bolivia. | b. all of South America. |
| c. three countries. | d. Peru. |
24. The soil is broken up by
- | | |
|--------------|-------------------|
| a. men. | b. women. |
| c. children. | d. men and women. |

25. The Andean Mission formed the six areas for testing
- methods to improve the Indians' condition.
 - the Indians' poor food.
 - methods to attack the Indians' enemy.
 - the unfortunate descendants of the Inca Indians.
26. The problem of too many carpenters from the training school would be solved by
- growing more trees for wood.
 - changing the economic situation of the Indians.
 - moving some carpenters to other parts of the country.
 - teaching carpenters to do many other things other than carpentry.
27. The subjects being taught to the Indians were
- highly technical.
 - practical.
 - artistic.
 - good only in the Andes.
28. The greatest problem of teaching carpentry for the Indian boys was
- producing too many carpenters in an area without trees.
 - finding wood on a high plain.
 - finding the jungle in other parts of the country.
 - producing buildings with stone or mud.
29. If there were more boys who could manage the tractors than they were needed, the rest would have to
- find jobs in other areas,
 - change their learning programme.
 - learn new skills in the lower villages.
 - go back to their village.

30. The education programme was attempting to teach
- just one trade well.
 - two badly needed trades.
 - a number of trades.
 - one trade people choose to learn.
31. The purpose of the whole plan was to
- help a few people get richer if they work hard.
 - set an example for the world's undeveloped areas.
 - uplift the entire Andean community.
 - show the benefit of education to the Indians.
32. La Paz is
- on the high plains of the Andes Mountains.
 - on the high plains of ten or fifteen thousand feet in Peru.
 - at the valley of the Bolivian mountains.
 - beyond the snowy mountain-tops.
33. The writer was called 'doctor' because he
- had studied medicine.
 - was a teacher from the university.
 - looked like a doctor.
 - wore a tie.
34. The film that the writer saw was about
- | | |
|----------------|-----------------|
| a. reading. | b. health. |
| c. carpenters. | d. agriculture. |
35. The school teachers at the farmhouse came to
- | | |
|----------------------------|------------------------------------|
| a. get more knowledge. | b. take course of the third grade. |
| c. watch the special film. | d. teach the native language. |

36. Some of the Andean teachers had been educated up to only the
- a. second grade.
 - b. third grade.
 - c. seventh grade.
 - d. ninth grade.
37. How many nations have combined efforts to help the Indians?
- a. five.
 - b. six.
 - c. seven.
 - d. eight.
38. After the film some of the international teachers
- a. heated some food.
 - b. went off to their beds.
 - c. talked to the writer.
 - d. warned that the electric power was about to stop.
39. The important advantage that the Andean teachers had was that
- a. they were all excellent farmers.
 - b. they could speak the native language.
 - c. they had received extra training in health.
 - d. they were well liked by the people.
40. When the Mission started it was on
- a. borrowed land.
 - b. government land.
 - c. village land.
 - d. small farmers' land.

INFLUENZA

In 1957 a doctor in Singapore noticed that hospitals were treating an unusual number of influenza-like cases. Influenza is sometimes called 'flu' or a 'bad cold'. He took samples from the throats of patients and in his hospital was able to find the virus of this influenza.

There are three main types of the influenza virus. The most important of these are type A and B, each of them having several sub-groups. With the instruments at the hospital the doctor recognized that the outbreak was due to a virus in group A, but he did not know the sub-group. Then he reported the outbreak to the World Health Organization in Geneva. W.H.O. published the important news alongside reports of a similar outbreak in Hong Kong, where about 15 - 20% of the population had become ill.

As soon as the London doctors received the package of throat samples, doctors began the standard tests. They found that by reproducing itself with very high speed, the virus had grown more than a million times within two days. Continuing their careful tests, the doctors checked the effect of drugs against all the known sub-groups of virus type A. None of them gave any protection. This, then, was something new, a new influenza virus, against which the people of the world had no help whatever.

Having found the virus they were working with, the two doctors now dropped it into noses of some selected animals, which get influenza much as human beings do. In a short time the usual signs of the disease appeared. These experiments proved that the new virus was easy to catch, but that it was not a killer. Scientists, like the general public, call it simply Asian flu.

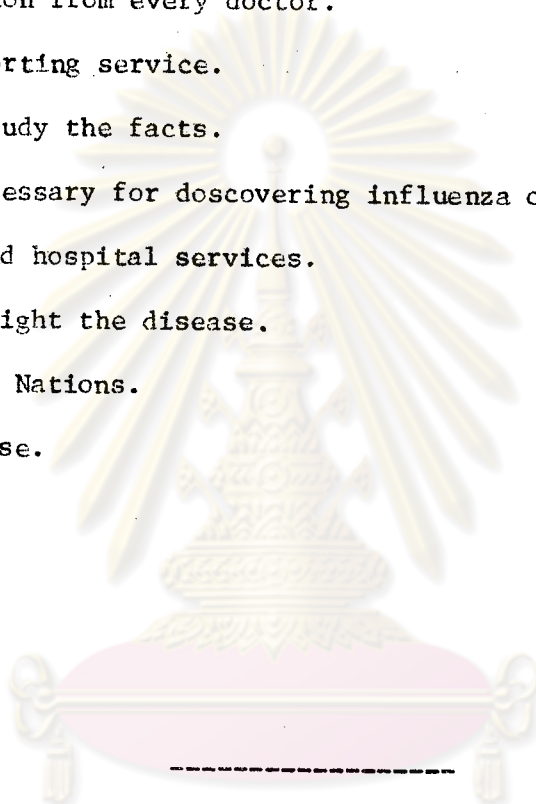
The first discovery of the virus, however, was made in China before the disease had appeared in other countries. Various reports showed that the influenza outbreak started in China, probably in February of 1957. By the middle of March it had spread all over China. The virus was found by Chinese doctors early in March. But China is not a member of the World Health Organization and therefore does not report outbreaks of disease to it. Not until two months later, when travellers carried the virus into Hong Kong, from where it spread to Singapore, did the news of the outbreak reach the rest of the world. By this time it was well started on its way around the world.

Thereafter, W.H.O.'s Weekly Reports described the steady spread of of this great virus outbreak, which within four months swept through every continent.

41. The influenza outbreak in this story began in
- | | |
|---------------|-----------|
| a. Singapore. | b. China. |
| c. Hong Kong. | d. India. |
42. Not counting the sub-groups, there are
- | | |
|------------------------------|-----------------------------|
| a. one type of influenza. | b. two types of influenza. |
| c. three types of influenza. | d. four types of influenza. |
43. The doctor in Singapore performed a valuable service by
- | |
|--------------------------------------------|
| a. finding the sub-group of the virus. |
| b. developing a cure. |
| c. keeping his patients apart from others. |
| d. reporting the outbreak to Geneva. |

44. One interesting thing about the virus in the story was that it
- was especially weak.
 - was similar to other viruses.
 - could reproduce with great speed.
 - had samples frozen and packed in dry ice.
45. The type of influenza in this story
- had been classified years before.
 - could not be cured by any known drug.
 - could be prevented from spreading.
 - could not effect adults.
46. The experiments in giving the virus to animals proved that this type of influenza was easy to catch
- and could possibly cause death.
 - and had rather mild effects.
 - but was not deadly.
 - and did not have the usual signs.
47. One reason why the outbreak of the disease was not discovered sooner was that
- China did not belong to W.H.O.
 - doctors in Asia did not recognize the disease.
 - reporting procedures were not good enough.
 - the people who caught it were travellers.
48. Once an influenza outbreak was started, for it to spread around the world takes about
- | | |
|-------------|--------------------|
| a. a month. | b. several months. |
| c. a year. | d. several years. |

49. In order to keep track of the disease such as influenza, W.H.O. must have
- a. highly trained experts.
 - b. co-operation from every doctor.
 - c. good reporting service.
 - d. time to study the facts.
50. One thing necessary for discovering influenza outbreak is
- a. doctors and hospital services.
 - b. drugs to fight the disease.
 - c. the United Nations.
 - d. sick Chinese.



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ประวัติผู้เขียน

นางสาว เพชรา สังขะวร เกิดวันที่ ๑๘ กันยายน พ.ศ. ๒๕๔๘ ที่จังหวัดลพบุรี สำเร็จการศึกษาระดับปริญญาตรี จากคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ปี พ.ศ. ๒๕๖๐ เคยทำงานเป็นอาจารย์สอนภาษาอังกฤษที่ศูนย์ฝึกการบินพลเรือน แห่งประเทศไทย ปัจจุบัน รับราชการ ตำแหน่งพนักงานแปล งานพัฒนาการศึกษา สำนักงานการศึกษาท้องถิ่น กรมการปกครอง กระทรวงมหาดไทย.



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