



ภาษาไทย

- ฐิติวัฒน์ สงบกาช. ผลของการกำกับตนเองต่อความคาดหวังเกี่ยวกับความสามารถของตนเอง และผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ของนักเรียนชั้นประถมศึกษาปีที่ 5. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2533.
- นิตดา นาศรีเจริญสุข. การวิเคราะห์ห้วงค์ประกอบความเป็นนักอ่านที่ดีของนักเรียนชั้นมัธยมศึกษาปีที่ 1. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร, 2538. ประชากรศาสตร์, สถาบัน. จำนวนประชากรโลก ปีพุทธศักราช 2532. จุฬาลงกรณ์มหาวิทยาลัย, 2532.
- ประทีป จินใจ. การเปรียบเทียบผลของการเสริมแรงต่อพฤติกรรมตั้งใจเรียนและการเสริมแรงตนเองต่อผลการทดสอบย่อยที่มีต่อผลสัมฤทธิ์ในการเรียนวิชาภาษาไทยของนักเรียนชั้นมัธยมศึกษาปีที่ 2. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2531.
- ประกาศรี ตั้งบรรเจิดสุข. ความสามารถในการอ่านภาษาอังกฤษขั้นต้นของนักเรียนชั้นมัธยมศึกษาปีที่ 3. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์, 2526.
- ประพิมพ์พรณ สุธรรมวงศ์. ความสัมพันธ์ระหว่างความสามารถในการอ่านกับผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 1 ในโรงเรียนสาธิต. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2517.
- รัฐจวน คำวชิรพิทักษ์. ผลของการฝึกกลวิธีอ่านตามแนวทฤษฎีปัญญาธิสมที่มีต่อการอ่านเข้าใจความภาษาอังกฤษของนักศึกษาระดับปริญญาตรีมหาวิทยาลัยรามคำแหง. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2532.
- เรวดี นีรัญ. การเปรียบเทียบผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษ. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2532.
- วิไล อาษาอาภรณ์. การเปรียบเทียบผลของการฝึกการประเมินตนเองกับผลของการใช้การเสริมแรงทางบวกที่มีต่อการเพิ่มและการคงอยู่ของพฤติกรรมตั้งใจเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 2. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2531.

- วีณา สังข์ทองจีน. ระดับความสามารถด้านการอ่านภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนต้น. วิทยานิพนธ์ปริญพามหาบัณฑิต จุฬาลงกรณ์มหาวิทยาลัย, 2529.
- สุนทรณี ปาจริยหงษ์. การศึกษาการอ่านโดยการใช้เส้นใต้. วิทยานิพนธ์ปริญพามหาบัณฑิต จุฬาลงกรณ์มหาวิทยาลัย, 2519.
- สุภัทรา อักษรานุเคราะห์. การสอนทักษะภาษาอังกฤษ. กรุงเทพมหานคร จุฬาลงกรณ์มหาวิทยาลัย, 2532.
- สุมาลี ชูศรี. การพัฒนารูปแบบปฏิสัมพันธ์ของการสอนอ่านเข้าใจความ. วิทยานิพนธ์ปริญพามหาบัณฑิต จุฬาลงกรณ์มหาวิทยาลัย, 2535.
- สงยุทธ์ สินขงค์. ความสัมพันธ์ระหว่างประสิทธิภาพการอ่านกับผลสัมฤทธิ์ทางการเรียนภาษาไทยของนักเรียนสังกัดสำนักงานการประถมศึกษาจังหวัดจันทบุรี. วิทยานิพนธ์มหาบัณฑิตจุฬาลงกรณ์มหาวิทยาลัย, 2529.

#### ภาษาอังกฤษ

- Aaronson, D, Ferres, S. Reading strategies for children and adults : A qantitative Model. Psychology Review 93(1986) : 89-112.
- Anderson, J.R. Retrieval of propositional informaton from long - term memory. Cognitive psychology 6 (1974): 451-474.
- Andre, M.E., and Anderson, T.H. The development and evaluation of a self-questioning study technique. Reading Reasearch Quarterly 14 (1978-1979): 605-623.
- Ausubel, D.P. Educational psychology a cognitive view. New York : Holt, Rinehart and Winston, Inc., 1968.
- Ausubel, D.P. The Psychology of meaningful verbal learning. New York: Grune & Startton, Inc., 1968.
- Bandura, A. Social foundations of thought and action. Englewood Cliff, New Jersey: Prentice-Hall, 1986

- Baumann, J.E. The effectiveness of a direct instruction paradigm for teaching main idea comprehension. Reading Research Quarterly 20 (1984): 90-115.
- Blanchard, J.S. What to tell students about underlining and why. Journal of Reading 29 (1985): 199-203.
- Bretzing, B.B., and Kulhavy, R.W. Note taking and depth of processing. Contemporary Educational Psychology 4 (1979): 145-153.
- Biggs, J.B. and Moore, P.J. Process of learning. 3rd.ed. Australia : Macarthur Press Books, 1993.
- Brown, A., and Day, J. Macrorules for summarizing texts : The development of expertise. Journal of Verbal Learning and Verbal Behavior 22 (1983): 1-14.
- Brown, A.L., Day, J.D., and Jones, R.S. The Development of plans for summarizing texts. Child Development 54(1983) : 968-979.
- Collins, C., and Mangieri, J.N. Teaching thinking : An agenda for the 21st century. Lawrence Erlbaum Associates Publishers, 1992.
- Dallman, M., et al. Teaching of reading. New York: Holt, Rinehart and Winston, Inc., 1978.
- Eskey, D.E. The structure problem. English Teaching Forum 13 (March 1975): 2-10.
- Foos, P.W., Mora, J.J., and Tkacz, S. Student study techniques and the generation effect. Journal of Educational Psychology 86 (1994): 567-576.
- Fowler, R.L. and Anne, S.B. Effectiveness of highlighting for Retention of text material. Journal of Applied Psychology 59(1974) : 358-364.

- Frase, L.T., and Schwartz, B.J. Effect of question production on prose recall. Journal of Educational Psychology 67(October (1975): 628-635.
- Gillespie, C. Questions about student-generated questions. Journal of Reading 34 (1990): 250-257.
- Hidi, S., and Anderson, V. Producing written summaries : Task demands, cognitive operation and implications for instruction. Review of Educational Research 56 (1986) : 473-493.
- Idstein, P, and Jenkins, J.R. Underlining versus repetitive reading. Journal of Educational Research 65 (1972): 321-323.
- Johnson, D.D., and Barrett, T.C. Prose comprehension a descriptive analysis of instructional practices. in Carol M. Santa and Bernard L. Hayes(Eds.) Children prose comprehension. Delaware: Instructional Reading Association, Inc., 1981.
- Johnson, D., and Wen, S.S. Effects of correct and extraneous making under time limits on reading comprehension. Psychology in the Schools 13 (October 1986): 454-458.
- Kahle, A.L., and Kelly, M.L. Children's homework problems : A comparison of goal setting and parent training. Behavior Therapy 25 (1994): 275-290.
- Locke, E.A., Saari, L.M., Shaw, K.N., and Latham, G.P. Goal setting and task performance : 1969-1980. Psychological Bulletin 90 (1981) :125-152.
- Mayer, R.E. Aids to text comprehension. Educational Psychologist 19 (1984): 30-42.
- Mayer, R.E. Learning and study strategies. New York: Academic Press, Inc., 1988.

- McAndrew, D.A. Underlining and notetaking : Some suggestions from research. Journal of Reading 27 (1983): 103-108.
- McWhorter, K.T. Study and thinking skills. Glenview, IL : Scott, Foresman, 1988.
- Miller, G.A. The magical number seven, plus or minus two: Some limits on our capacity for processing information. Psychological Review 63 (1956): 81-96.
- O'Malley, J.M., et al. Learning strategies used by beginning and intermediate ESL students. Language Learning 35 (1985): 21-46.
- Oxford, R.L. Language learning strategies. New York : Newbury House Publishers, 1990.
- Peterson, L.R., and Peterson, M.J. Short-term retention of individual verbal items. Journal of Experimental Psychology 58 (1959): 193-198.
- Pintrich, P.R., Groot, E.V. Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology 82 (1990) : 33-40.
- Ortiz, R.K. Using questioning as a tool in reading. Journal of Reading 21 (1977): 109-114.
- Richards, J.P., and August, G.J. Generative underlining strategies in prose recall. Journal of Educational Psychology 67 (1975): 860-865.
- Rinehart, S.D., Stahl, S.A., and Erickson, L.G. Some effects of summarization training on reading. Reading Research Quarterly 21 (1986): 422-436.
- Schunk, D.H. Enhancing self-efficacy and achievement through rewards and goals: motivational and information effects. Journal of Educational Research 78 (1984a): 29-34.



- Schunk, D.H. Goal setting and self-efficacy during self-regulated learning. Educational Psychologist 25 (1990) : 71-86.
- Schunk, D.H. Self-efficacy and academic motivation. Educational Psychologist 26 (1991) : 207-227.
- Schunk, D.H. Learning theories : An educational perspective. New York : Macmillan Publishing Company , 1991.
- Schunk, D.H., and Rice, J.M. Learning goals and children's reading comprehension. Journal of Reading Behavior 21 (1989): 279-293.
- Schunk, D.H., and Zimmerman, B.J. Self-regulation of learning and performance : Issues and educational applications. New Jersey : Lawrence Erlbaum Associates, Inc., 1994.
- Singer, H., and Donlan, D. Active comprehension: Problem-solving schema with question of complex short stories. Reading Research Quarterly 27 (1982): 166-186.
- Slavin, R.E. Educational psychology theory into practice. 3rd.ed. New Jersey : Prentice - Hall International, Inc., 1991.
- Snowman, J. Educational psychology series : Cognitive classroom learning. New York : Academic Press, Inc., 1986.
- Strang, R., McCullough, C.M., and Traxler, A.E. The improvement of reading. New York: McGraw-Hill Book Company, Inc., 1961.
- Terborg, J.R. The motivational components of goal-setting. Journal of Applied Psychology 61 (1976): 613-621.
- Weinstein, C.E. and Mayer, R.E. Handbook of Research on Teaching. New York: Macmillan, 1986.
- Witte, P.L. A guidebook for teaching reading. Boston : Allyn and Bacon, Inc., 1985.

- Wittrock, M.C. Learning as a generative process. Educational Psychologist 11 (1974): 87-95.
- Wong, B.Y. Self-questioning instructional research: A review. Review of Educational Research 55 (1985): 227-268.
- Woolfolk, A.E. Readings and cases in educational psychology. Massachusetts : A Division of Simon & Schuster, Inc., 1993.
- Van Dijk, T.A., and Kintsch, W. Strategies of discover comprehension. New York: Academic Press, 1984.

ภาคผนวก



## ภาคผนวก ก

### แบบทดสอบความสามารถในการอ่านเข้าใจความภาษาอังกฤษ

#### คำชี้แจง

1. แบบทดสอบความสามารถในการอ่านเข้าใจความมี 3 เรื่อง จำนวน 21 ข้อ ใช้เวลา 50 นาที
2. อ่านเรื่องที่กำหนดไว้ และตอบคำถามโดยเลือกคำตอบที่ถูกต้องที่สุด คือ a, b, c หรือ d ของแต่ละข้อแล้วเขียนเครื่องหมายกากบาท ( X ) ลงบนกระดาษคำตอบ
3. ถ้าต้องการเปลี่ยนคำตอบที่เลือกไว้แล้ว ให้ขีดคร่อม (  ) คำตอบดังกล่าวแล้วเลือกคำตอบใหม่ที่ต้องการ
4. อย่าขีด ข่วน ขีด ลบ หรือทำเครื่องหมายใด ๆ ลงบนแบบทดสอบนี้
5. ตรวจสอบว่า ได้ทำแบบทดสอบครบและถูกต้องแล้ว

### Racing

It was early one morning. The park was crowded. Eddy stood at the starting line. He wanted to win the race, but he knew James could run fast too.

With a bang the race started. At first James was ahead. Eddy ran as hard as he could. He ran up to James. Then he ran past him! Eddy heard the shouts of his parents and friends.

Suddenly Eddy tripped on a rock. He fell to the ground. As he looked up, he saw James run by to win the race.

Eddy felt bad. He was not hurt. But he had wanted to win the race. He knew that he had done the best he could. He would try to win next time.

#### Choose the best answer

1. The race was .....

  - a. in the park in the afternoon.
  - b. in the field in the afternoon.
  - c. in the park in the morning.
  - d. in the field in the morning.

2. The word "race" in this passage means .....

  - a. walking
  - b. jumping
  - c. shouting
  - d. running

3. When the race began, .....
- a. James was the first runner.
  - b. Eddy was the first runner.
  - c. James was the last runner.
  - d. Eddy was the last runner.
4. "Then he ran past him!" The underlined word means .....
- a. Eddy, James
  - b. James, Eddy
  - c. Eddy, his friend
  - d. James, his friend
5. Finally, the winner was .....
- a. James
  - b. Eddy
  - c. Eddy's friend
  - d. James' friend
6. Eddy felt bad because .....
- a. he ran best he could.
  - b. he could not win the race.
  - c. he ran past the other racers.
  - d. his parents and friends didn't cheer him.
7. This passage tell us that .....
- a. if your work fail this time, you should stop doing it.
  - b. if your work fail this time, you should try again next time.
  - c. if you fall to the ground, you should be still there.
  - d. if you fall to the ground, you look up and see the other person.

### A Meal in Portsmouth

Mr. Reece was a farmer. He and his wife grew a lot of things and they had a few cows. They worked very hard. One day, Mr. Reece said to his wife, "Let's go to Portsmouth next Sunday. We can have a good lunch there, and then we can go to the cinema."

His wife was very happy when she heard this, because she and her husband always ate a lot, and she did not like cooking three times a day every day.

They went to Portsmouth by train and walked about for an hour. Then, when it was 12 o'clock, they wanted to have a meal. They looked at several restaurants. In one of them there was a notice outside: "Lunch: 12.30 to 02.30 : \$ 1.50."

" Well, that's good," Mrs. Reece said. " we can eat for two hours for \$ 1.50 here! This is the place for us."

#### Choose the best answer

8. How did Mr. Reece and his wife work?
- a. Very fast.
  - b. Very hard.
  - c. A lot.
  - d. Well.
9. At Portsmouth, they plan to .....
- a. have lunch and go to the cinema.
  - b. walk around the train station.
  - c. cook and listen to the music.
  - d. go shopping for two hours.

10. Mrs. Reece was very happy because .....
- a. she wanted to try some delicious food.
  - b. she has not seen the movies for a long time.
  - c. she and her husband were bored with eating in their house.
  - d. she would not cook three times a day if she and her husband went out eating.
11. ...., and she did not like cooking three times a day every day."
- The underlined words mean that she cooked .....
- a. a meal at three.
  - b. three times in a meal.
  - c. breakfast, lunch and dinner.
  - d. lunch, break and supper.
12. They looked at many restaurants because they wanted to .....
- a. have a cheap meal.
  - b. see the time for lunch.
  - c. find the nice restaurant.
  - d. wait for their friends there.
13. The phrase "12.30 to 02.30" means that .....
- a. it's cost for lunch.
  - b. the restaurant lunch time.
  - c. it's a number of customer to serve.
  - d. it's time for closing the restaurant.
14. Mr. Reece and his wife were .....
- a. greedy
  - b. joyful
  - c. saved
  - d. careful

### School on The Bus

Juan was the first to see the bus. He shouted and waved his hands. The other people in the village came running. Everyone shouted and waved. It was the school bus. This bus did not take children to school. In this village in Mexico, there were no schools. The bus was the school! The driver of the bus was the teacher. The bus would stay in village for three months.

In the morning, the teacher gave lessons to the small children. In the afternoon, the big children came. First they worked in the fields. Then they came to school. At night, the men and women went to the school. They wanted to learn, too.

Some day the village will have a real school. But now, the school on wheels is the only school the people have. Why do you think these people are so glad to see the school on wheels?

#### Choose the best answer

15. The place with houses in the country is .....
- |              |                  |
|--------------|------------------|
| a. a village | b. a wheel       |
| c. a field   | d. a real school |
16. When the people saw the bus, they felt .....
- |          |           |
|----------|-----------|
| a. sorry | b. angry  |
| c. glad  | d. afraid |



17. The bus in Mexico .....
- a. was for only teachers
  - b. took children with a cheap ticket
  - c. was for people in the village staying in.
  - d. did not take children but it was the school.
18. How long was the bus in the village?
- a. For many months.
  - b. For three months.
  - c. As long as the people wanted it to say.
  - d. Until nobody shouted and waved his hands anymore.
19. Men and women studied .....
- a. in the morning
  - b. in the afternoon
  - c. in the evening
  - d. at night
20. " ..... ' the school on wheels is the only school the people have."
- Wheels refer to .....
- a. field
  - b. waving hands
  - c. bus
  - d. village
21. Which does this passage lead to believe?
- a. In Mexico, bus driver are good teachers.
  - b. The school bus went from one village to another.
  - c. The people did not want to build a real school.
  - d. Children in Mexico learned lessons all day and all night.

ภาคผนวก ข

แบบฝึกการอ่านเข้าใจความภาษาอังกฤษ

## Passage 1

Venice is a strange and beautiful city in the north of Italy. It is not an island but a hundred and seventeen islands. These small islands are near one another. There are about four hundred old stone bridges joining the islands of Venice. In this city there are no motor-cars, no horses, and no buses. This is because Venice has no streets. Everyone must go by boat from one place to another. The boats sail on one hundred and fifty canals or 'waterways'. The water touches the walls and steps of the buildings.

The men of Venice are very good sailors. They have long boats with flat bottoms, called 'Gondolas'. But today you can also see plenty of motor-boats in Venice.

Choose the best answer

1. Where is Venice?
  - a. It is on a strange island.
  - b. It is in the north of Italy.
  - c. It is in a beautiful city.
  - d. It is on an island which is joined to one another island.
2. How many bridges are there in Venice?
  - a. There are many small wooden bridges.
  - b. There are only a few stone bridges.
  - c. There are about four hundred bridges.
  - d. There are one hundred and seventeen bridges.

3. There are no motor-cars in Venice because .....
- a. there are no streets.
  - b. there are many bridges.
  - c. the streets are too narrow.
  - d. the people don't like motor-cars.
4. How can the people of Venice travel from one place to another?
- a. By boat.
  - b. By car or bus.
  - c. By walking on the bridges.
  - d. a and c are both correct.
5. Another word for 'waterways' is .....
- a. motor-boats
  - b. islands.
  - c. bridges
  - d. canals
6. Venice is a strange city because .....
- a. it is beautiful.
  - b. there are no streets.
  - c. it is in the north of Italy.
  - d. the islands are near one another.
7. What is a gondola?
- a. It is a boat.
  - b. It is a small island.
  - c. It is the name of the bridge.
  - d. It is the building near the city.,
8. " This is because Venice has no streets. " The underlined words mean .....
- a. there are about four hundred old stone bridges.
  - b. there are no motor-cars, no horses, and no buses.
  - c. the boats sail on one hundred and fifty canals.
  - d. everyone must travel by boat.
9. A motor-boat is ....
- a. a gondola.
  - b. a very good boat.
  - c. a boat with an engine.
  - d. a boat with a flat bottom.

10. In the past Venice had ....., today it has a lot of .....
- a. sailing boats, sailing boats.
  - b. motor-boats, motor-boats.
  - c. motor-boats, sailing boats.
  - d. sailing boats, motor-boats.

## Passage 2

## IS MRS. SMITH'S WORK HARD OR EASY?

New York, May 5 --- How far does a housewife travel as she cleans, washes and chases after the children?

Mrs. Peggy Smith tried to find out the answer. She wore a pedometer for a whole day during the test. A pedometer is something that measures how far a person walks.

Her day starts at 7:30 a.m., when she made breakfast for her husband and children. She washed the dishes, made the beds and drove the children to school.

During the morning she cleaned the bedrooms and bathroom and washed the clothes. She also went next door to water her neighbor's plants.

She drove her children back home at noon, and made lunch, cleaned the floors and windows. Then she cooked dinner for the family and last of all washed the dishes.

Mrs. Smith walked about 12 kilometres that day.

Choose the best answer

1. The best title for this story would be ....
  - a. Joyful Housework.
  - b. How to Do Housework.
  - c. How to be a Good Housewife.
  - d. The Work Day of a Housewife.





2. Mrs. Smith wore a pedometer .....
- a. to help her clean the house.
  - b. to find out how far she walked.
  - c. because she could work faster with it.
  - d. because she looked good when she wore it.
3. " ..... for a whole day during the test . " The underlined words refers to finding out .....
- a. how far she walked.
  - b. how much work she did.
  - c. how to stay home with the children.
  - d. how many kinds of work she could do.
4. Her children went to school .....
- a. by car.
  - b. by taxi.
  - c. by bus.
  - d. on foot.
5. Mrs. Smith cleaned the floors .....
- a. in the morning.
  - b. in the evening.
  - c. at noon.
  - d. in the afternoon.
6. Mrs. Smith watered her neighbor's plants .....
- a. after dinner.
  - b. in the evening.
  - c. before lunch.
  - d. when the children came home.
7. We use a pedometer to .....
- a. help do the housework.
  - b. find out the speed of a car.
  - c. find out the results of the test.
  - d. measure how far a person walks.

8. In the morning, Mrs. Smith did not do one of the following.
- a. Wash the clothes.
  - b. Make the beds.
  - c. Clean the windows.
  - d. Drive the children to school.
9. The first meal that she made for her family was .....
- a. supper.
  - b. breakfast.
  - c. lunch.
  - d. dinner.
10. From the story, we can best say that .....
- a. housework is not easy.
  - b. all women have to do housework.
  - c. a housewife doesn't have much work to do.
  - d. women may walk 12 kilometres as they do their housework.

## Passage 3

The camel is the only animal that does not look for water when he is thirsty. He carries his water with him. Inside the camel's stomach are twelve pockets, these are his water bags. Each of them holds four or five quarts of water.

Each pocket has a lid that closes tight, so that when the camel eats, his food does not get into the water bags. When the camel wants a drink, all he has to do is open a lid with his strong stomach muscles and take some water out of the pocket.

Read each of the following sentences and write T if it is true. If it is not, write F.

- [...] 1. A camel never gets thirsty.
- [...] 2. There are ten water bags inside the camel's stomach.
- [...] 3. A camel can carry about 50 or 60 quarts of water inside him.
- [...] 4. Each water bag has a lid that can open and close.
- [...] 5. The camel gets water out of a pocket with his legs.
- [...] 6. When the camel eats, some of food gets into the water bags.
- [...] 7. The camel is the only animal that carries his water with him.
- [...] 8. The camel drinks all the time.
- [...] 9. The camel does not drink water.
- [...] 10. The water bags are inside the camel's stomach.

Fill in the blanks with the best word from the list.

bag	pocket	thirsty
muscles	stomach	tight

11. Tim is .....; give him a glass of water.
12. I can't open the box. The lid is very .....
13. Smith put the card in his shirt .....
14. Susan has a .....-ache because she ate too much at lunch time.
15. John has strong ..... He can lift heavy things.

## Passage 4

George is a young man. He does not have a wife, but he has a very big dog and he has a very small car too. He likes playing tennis. Last Monday he played tennis for an hour at his club, and he ran out and jumped into a car. His dog came after him, but it didn't jump into the same car; it jumped into the next one:

"Come here, silly dog!" George shouted at it but the dog stayed in the other car.

George put his key into the lock of the car, but the key did not turn. Then he looked at the car again. It was not his! He was in the wrong car! , and the dog was in the right one! "He's sitting and laughing at me!" George said angrily. But then he smiled and got into his car with the dog.

Choose the best answer

1. Which sport does George like?
  - a. Tennis.
  - b. Jumping.
  - c. Shooting.
  - d. Car racing.
2. How long did he play tennis last Monday?
  - a. 30 minutes.
  - b. One hour.
  - c. 2 hours.
  - d. All day.
3. When he finished, .....
  - a. he went back to his car.
  - b. he ran on to the street.
  - c. he walked out of the club alone.
  - d. he had a meal with his dog.

4. " It jumped into the next one " The underlined word refers to .....
- a. the dog.
  - b. the car.
  - c. the lock.
  - d. the club.
5. " Come here, silly dog!" George shouted at it .....
- This sentence shows George felt .....
- a. glad.
  - b. sad.
  - c. pleased.
  - d. angry.
6. The key did not turn in the lock of the car because .....
- a. it was broken.
  - b. it was not George's car.
  - c. George got the wrong key.
  - d. something was inside the lock.
7. "He's sitting and laughing at me!" He refers to
- a. George.
  - b. the dog.
  - c. a young man.
  - d. the car.
8. Which word has the opposite to "wrong"?
- a. Young.
  - b. Incorrect.
  - c. Same.
  - d. Right.
9. From the passage, we can tell that George's dog .....
- a. was silly.
  - b. was honest.
  - c. remembered George's car.
  - d. could jump like his master.
10. In the end, George and his dog .....
- a. got into the right car.
  - b. could not find George's car.
  - c. sat on the ground and laughed.
  - d. got into the other person's car.



## Passage 5

Tim was a little city boy. He had no garden to play in, so he decided to make a play garden. The first thing he did was to draw a plan. He got a pencil and some paper.

He draw a large square for the garden. Around it, he drew another line for a high wall. In the middle of one side of the square, he drew a gate in the wall. Then he drew a path from the gate straight across the garden. He thought that an arbor with climbing roses should be at the end of the path, so he drew a small circle and wrote "Roses" inside it.

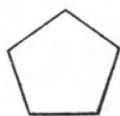
In the center of the garden he drew a small, round fish pond and in the four corners of the garden he drew mango trees.

Complete each of the sentences below with the best ending from the box:

- a. square
- b. a path
- c. an arbor
- d. for the garden
- e. in the middle of the garden
- f. so he made a play garden
- g. was high
- h. one side of the square

1. Tim had no garden to play in .....
2. He drew a large square .....
3. The garden was .....
4. The gate was in the middle of .....
5. Across the garden was .....
6. At the end of the path there was .....
7. The wall around the garden .....

Match the word or phrase with the picture.



a



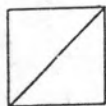
b



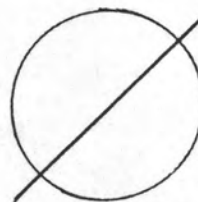
c



d



e



f



g

8. a square.
9. a small circle.
10. a big circle with a line through it.
11. a straight line.
12. a square with a line from one corner to another.

## Passage 6

One warm spring day, Mrs. Kulka went to the park near her house. She sat down on a park bench and started to read a letter from her daughter, Vivian. Vivian and her husband, John, and their two children, Alexander and Evic, were in Florida on vacation for two weeks. Vivian said that they were having a wonderful time, and she sent some postcards with the letter. The postcards showed pictures of Florida.

Mrs. Kulka smiled as she read her letter again. She was happy that they were having a good time. While she was reading, a man came and sat down at the other end of the bench. He opened his newspaper and began to read.

Suddenly the postcards blew out of Mrs. Kulka's hand and fell on the ground. They started to blow away. Mr. Marks, the man sitting at the other end of the bench, quickly reached down and helped Mrs. Kulka pick them up.

Mrs. Kukla thanked him and showed him the postcards. Then they introduced themselves. It was the beginning of a very pleasant friendship.

Choose the best answer

1. The name of the woman in the park is .....
- a. Evic.
- b. Vivian.
- c. Mrs. Kukla.
- d. Mr. Marks.

2. Mrs. Kukla was .....
  - a. at home reading her letter.
  - b. at home reading her newspaper.
  - c. in the park reading her letter.
  - d. in the park reading her newspaper.
3. The letter was from .....
  - a. her daughter, Evic.
  - b. her daughhter, Vivian.
  - c. her husband, John.
  - d. a man named Mr. Marks.
4. Vivian and her family were on vacation in .....
  - a. The United states of America.
  - b. Europe.
  - c. Mexico.
  - d. Vianna.
5. What did Vivian send with her letter?
  - a. Some pictures of her family.
  - b. Some postcards of California.
  - c. Some pictures of her children.
  - d. Some postcards of Florida.
6. Mrs. Kukla was happy because .....
  - a. it was a warm spring day.
  - b. the postcards were beautiful.
  - c. her family was gone and she was alone.
  - d. Vivian and her family were having a good time.
7. Who came and sat down at the other end of the bench?
  - a. A man named Mr. Marks.
  - b. Mrs. Kukla's daughter.
  - c. Another woman.
  - d. A postman.

8. What happened when the wind blew?
- a. Mrs. Kukla fell onto the ground.
  - b. The letter blew onto the ground.
  - c. The newspaper blew onto the ground.
  - d. The postcards blew onto the ground.
9. " ..... helped Mrs. Kukla pick them up. The underlined word means .....
- a. the newspaper.
  - b. the postcards.
  - c. the postcards and the letter.
  - d. the postcards and the newspaper.
10. After Mr. Marks helped Mrs. Kukla pick up the postcards,
- a. she thanked him.
  - b. they introduced themselves.
  - c. she showed him the postcards.
  - d. a, b and c are all correct.

## Passage 7

A bottle can hold lots of things. It can hold juice or water. It can hold a candle. Some people build ships in bottles. You can also put a message in a bottle. A message is a short note to someone.

This is a story about a bottle with a message in it.

Long, long ago, a man from Japan went out to sea. His name was Matsuyama. Matsuyama went out on a boat. He sailed far from Japan. Then something bad happened. Matsuyama's boat began to sink.

Matsuyama swam to a tiny island. He wrote his story on a piece of wood. He put his message in a bottle. Then he sealed the bottle. The seal would keep the water out. Matsuyama threw the bottle into the sea.

The bottle floated for 150 years. It floated all the way back to Japan. It washed up in the same town where Matsuyama had been born! At last, people knew what had happened to Matsuyama.

Choose the best answer

1. A bottle can hold .....

a. juice.	b. water.
c. a candle.	d. lots of things.

2. Matsuyama traveled from Japan by .....

a. swimming.	b. motor boat.
c. sail boat.	d. a piece of wood.



3. " Then something bad happened. " The underlined word probably means ....
- a. the flood.
  - b. the lava.
  - c. the lava.
  - d. the wind blowing strongly.
4. The word 'sink' means .....
- a. going down.
  - b. havinbg a hole.
  - c. water flowing out.
  - d. to be still over the sea.
5. When the boat sank, Matsuyama .....
- a. sank too.
  - b. swam to an island.
  - c. sailed on another boat to an island.
  - d. held on to a piece of wood and floated to an island.
6. Matsuyama wrote his message on .....
- a. a piece of paper.
  - b. a candle.
  - c. a small ship.
  - d. a piece of wood.
7. He sealed the bottle to .....
- a. keep a ship in.
  - b. keep the message secret.
  - c. keep thhe water out.
  - d. keep the water in.
8. How long did the bottle float in the sea?
- a. A long time.
  - b. 150 years.
  - c. Long ago.
  - d. Since Matsuyama was born.
9. The bottle floated back to .....
- a. a tiny island in Japan.
  - b. the place where Matsuyama's boat sunk.
  - c. the same town where Matsuyama was born.
  - d. the same place where Matsuyama threw it from.

10. What does this story lead you to believe?
- a. Matsuyama wrote a date on his message.
  - b. Matsuyama wrote his story with a pen.
  - c. Matsuyama could have been alive for 150 years.
  - d. Matsuyama could not swim so he sailed a boat.

## Passage 8

Two soldiers were in camp. The first one's name was George, and the second one's name was Bill. George said, "Have you got a piece of paper and an envelope, Bill?"

Bill said, "Yes, I have," and he gave them to him.

Then George said, "Now I haven't got a pen." Bill gave him his, and George wrote his letter. Then he put it in the envelope and said, "Have you got a stamp, Bill?" Bill gave him one.

Then Bill got up and went to the door, so George said to him, "Are you going out?"

Bill said, "Yes, I am." and he opened the door.

George said, "Please put my letter in the box in the office, and ....." He stopped.

"What do you want now?" Bill said to him.

George looked at the envelope of his letter and answered, "What's your girl-friend's address? "

Write T if the sentences are true and F if they are false.

- [...] 1. George wanted Bill to write a letter for him.
- [...] 2. George gave Bill a piece of paper and an envelope.
- [...] 3. George got a stamp from Bill.
- [...] 4. George wanted Bill to take his letter to the office.
- [...] 5. Bill has a girl-friend.
- [...] 6. George wanted to write to Bill's girl-friend.

Choose the best answer

7. George and Bill talked together .....
- a. in the office.
  - b. at the post office.
  - c. in the soldier's camp.
  - d. at his girl-friend's house.
8. The first one's name was George, and the second one's name was Bill.  
This sentence means .....
- a. The first soldier was George and the second one was Bill.
  - b. The soldier had two names which were George and Bill.
  - c. The soldier's name was George and his nickname was Bill.
  - d. The soldier's first name was George and his second name was Bill.
9. " ..... he gave them to him. " The underlined word refers to .....
- a. a pen and an envelope.
  - b. a pen and a stamp.
  - c. a letter and a stamp.
  - d. a piece of paper and an envelope.
10. "Bill gave him his." The underlined word refers to .....
- a. Bill's stamp.
  - b. Bill's pen.
  - c. George's stamp.
  - d. George's pen.
11. How many things did George get from his friend to write his letter?
- a. Two things.
  - b. Three things.
  - c. Four things.
  - d. Five things.

## Passage 9

One hundred years from now, there will be about ten billion people in the world. Cities will be very big. People will live in tall buildings in the center of these cities. They will not work hard because machines will do the work for them. They will play games or stay at home and watch television. Life for these people will be easy. But will they happy?

Some people will live in space or on the moon. Life will not be easy for them, but it will be interesting.

In some countries there will be too many people. There will probably not be enough food for them. There will still be a lot of poor people in the world.

Scientists are looking for answers to these problems. Maybe they will make food from grass. In the future we will get a lot of food plants and animals in the ocean- but will there be enough food for ten billion people?

Choose the best answer

1. There will be about ..... people in the world in one hundred years from now.
  - a. 1,000,000
  - b. 10,000,000
  - c. 1000,000,000
  - d. 10,000,000,000
2. Where will they be?
  - a. In tall buildings.
  - b. On the moon.
  - c. In the ocean.
  - d. In tall buildings and in space.

3. " People will live in tall buildings " The underlined words mean .....
- a. houses.
  - b. apartmenats.
  - c. cottages.
  - d. stores.
4. Life will be .....
- a. easy for people on the moon.
  - b. difficult for people in the ocean.
  - c. easy for people in tall buildings.
  - d. interesting for people in the cities.
5. Work will not be hard for these people because .....
- a. machines will help them.
  - b. there will be no problems.
  - c. there will be little work to do.
  - d. there will be many people to do the work.
6. What will they do in their free time?
- a. Travel to the moon.
  - b. Look for new sources of food.
  - c. Play with animals in the ocean.
  - d. Play games and watch television.
7. When there are a lot of people, there will be .....
- a. no-one who exercises.
  - b. not enough food to eat.
  - c. no place to live.
  - d. no rich men.
8. " Scientists are looking for answers to these problems." The underlined words refers to .....
- a. not enough food for all the people.
  - b. a lot of poor people.
  - c. too many people.
  - d. a, b and c

9. Which is correct?
- a. Grass may be made into food by scientists.
  - b. Scientists may make food from the ocean.
  - c. In the future we will not get food from plants and animals.
  - d. Food from the ocean will be enough for all the people in the world.
10. This passage tells us that .....
- a. people must keep food for the future .
  - b. plants and animals are found easily in the ocean.
  - c. there will be too many people so problems will arise.
  - d. life will be easy because there will be machines to help people.



## Passage 10

Do you know that you can blow out a lighted candle and then light it again without touching the match to the candle?

Put a candle on the table. Before lighting it, close all doors and windows or the wind may blow it out.

Light the candle and let it burn for a few minutes. Then blow it out quickly and watch the white smoke curl upward. Quickly strike another match and hold it in the white smoke about two inches above the candle. Your friends will be surprised to see flame run down the smoke and light the candle again.

Rearrange the sentences below in the order that you have to follow when you light a candle again without touching a match to it.

- [...] a. Light the candle.
- [...] b. Put a candle on the table.
- 1...] c. Let the candle burn for a few minutes.
- [...] d. Close all the doors and windows.
- [...] e. Watch the flame light the candle again.
- [...] f. Quickly blow out the candle.
- [...] g. Hold the match in the white smoke a few inches above the candle.
- [...] h. Watch the flame run down the smoke.
- [...] i. Strike another match.
- [...] j. Watch the white smoke curl upward.

Complete each of the following sentences with the best word from the list.

blew out

match

smoke

candle

put

touching

1. To light a candle we need a .....
- 2 The house is burning ; we see ..... coming out of the windows.
3. The girl ..... all the candles in one breath.
4. He ..... the pot on the table.
5. Walk carefully through the room without ..... anything.



## Passage 11

Museums are often full of interesting and beautiful things but in most museums you can only look, you must not touch things there. This is not very interesting for most of us. People want to touch things. They want to use them and play with them. This is how we learn about things. If we are interested in something, we learn about it easily. If we are bored, we do not learn very much.

Some museums, however, are different. At the Boston Children's Museum in the U.S.A., for example, young people can use computers and other modern machines. They can also make films and play games. They can have fun, and they learn a lot at the same time.

Match column A with column B which has same meaning.

A	B
[...] 1. museum	a. such as
[...] 2. Different	b. not the same
[...] 3. Modern	c. motion picture
[...] 4. Interest	d. in present time
[...] 5. Computer	e. pay attention.
[...] 6. Film	f. place for shopping
[...] 7. For example	g. machine which can remember a lot of things.
	h. machine which was used a long time ago
	i. place keeps things and show them to the public.

Choose the best answer

8. In the past museums were places .....
- a. people did not go to.
  - b. which keep interesting things.
  - c. where you can touch things.
  - d. full of pictures.
9. " ..... you must not touch the things there " the underlined word refers to .....
- a. museums
  - b. things
  - c. machines
  - d. Boston
10. The museums which people like .....
- a. are filled with toys.
  - b. are different from other museums.
  - c. have things which people able to touch.
  - d. are places where people can look at a lot of things.
11. We learn things when .....
- a. we are bored.
  - b. teachers make us do so.
  - c. playing with our friends.
  - d. we are interested in something.
12. The Boston Children's Museum .....
- a. is famous for the Americans.
  - b. has modern machines for children to look at.
  - c. is a large computer center for young children.
  - d. is a place where young people can use and learn about different things.
13. People who visit the children's Museum in Boston .....
- a. will be bored.
  - b. learn a lot while they are having fun.
  - c. must make a film of themselves playing game.
  - d. have a good time if they can watch films.

## Passage 12

It is true that without the sun, there can be no life on this earth. Our world will be dark, cold and lifeless because living things need the warmth of the sun.

The sun is about 93,000,000 miles away from the earth. It is a large ball of fire. It looks very small because it is so far away from the earth. Scientists think that it would take one million globes, each about the size of the earth to make up a ball as huge as the sun. This will give you an idea of how big the sun is.

If the sun was not so far away, it would be impossible for the living things to be alive. The earth would be much too hot to live on.

Choose the best answer

1. The sun is .....

a. a big ball of fire.	b. a small ball of fire.
c. as big as the earth.	d. a little ball of fire.

2. What would happen if the sun was too near the earth?
  - a. Water would begin to boil.
  - b. People would feel very warm.
  - c. No thing would be able to live.
  - d. The earth would be very hot and dry.

3. Why does the sun look very small?
- a. Because it is very hot.
  - b. Because it is a ball of fire.
  - c. Because it is so far away from the earth.
  - d. Because it is ninety-three miles from the earth.
4. What are living things?
- a. They are men, animals and buildings.
  - b. They are animals, plants and water.
  - c. They are everything in the world.
  - d. They are men, animals and plants.
5. Which group of words all mean the same thing?
- a. The globe, the earth , the world.
  - b. The sun, the globe, the earth.
  - c. The world, the globe, the sun.
  - d. The sun, the earth, the world.
6. The word "huge" means .....
- a. hot
  - b. big
  - c. far
  - d. small
7. It looks very small ..... . The underlined word refers to .....
- a. the sun
  - b. the globe
  - c. the world
  - d. the earth
8. What would happen if there was no sun?
- a. We would feel very warm.
  - b. We could not see anything.
  - c. There would be no warmth for us.
  - d. There would be no-one alive on earth.

9. What is this story about?

- a. The sun.
- b. Our world.
- c. The size of the sun.
- d. Living things on the earth.

10. The sentence "The earth would be much too hot to live on." means

.....

- a. we could not live on the earth.
- b. we could live happily on the earth.
- c. the earth would be a good place to live on.
- d. the earth would be hot, but we could live on it.



## Passage 13

A greedy dog came to a butcher's shop. He saw that the butcher was sleeping. So he went into the shop and stole a big piece of meat. He ran across the fields with his meat. He wanted to eat it all by himself at home.

On his way he came to a stream. There was a narrow bridge across it. While he was walking across the bridge, he saw his own shadow in the water. He thought it was another dog with a bigger piece of meat in his mouth.

The greedy dog dropped the meat from his mouth, and jumped into the water to snatch the bigger piece of meat from the other dog. But his piece of meat fell into the water and was lost.

The greedy dog could not find the bigger piece of meat. He went home hungry because he had been too greedy.

Choose the best answer

1. The butcher was .....

a. sleeping.	b. selling meat.
c. looking at the greedy dog.	d. running across the fields.

2. When the greedy dog stole the meat, he crossed the .....

a. bridge	b. fields
c. stream	d. shop

3. "He wanted to eat it all by himself at home." This sentence means .....
- a. he wanted to eat his home.
  - b. he wanted to eat it at home.
  - c. he wanted to eat it alone at home.
  - d. he wanted to eat himself at home.
4. The stream was .....
- a. in the field.
  - b. near the dog's home.
  - c. at the Butcher's shop
  - d. between the Butcher's shop and the dog's home.
5. The greedy dog saw ..... in the water.
- a. nothing
  - b. himself
  - c. another dog
  - d. a piece of meat
6. Why did the greedy dog drop his meat?
- a. To get into the water.
  - b. To walk on the bridge.
  - c. To look at his own shadow.
  - d. To try to get a bigger piece of meat.
7. He dropped his meat .....
- a. at home
  - b. on the bridge
  - c. in the water
  - d. on the other dog
8. If you look in the water you will see your .....
- a. shadow
  - b. stream
  - c. hunger
  - d. greed

9. "He went home hungry." This sentence means .....
- a. He returned home sad.
  - b. He was hungry at home.
  - c. He went home without the meat.
  - d. He went home without eating anything.
10. This story tells us to .....
- a. be greedy but be wise.
  - b. be pleased with what we have.
  - c. eat the meat before we go home.
  - d. know it is ourselves, we see in the water.

## Passage 14

All around the world, when friends meet, they greet each other. Different people greet friends in different ways. In our country, friends shake hands always using the right hand. Or friends wave at each other, using either hand. A man tips his hat. A woman smiles.

It is different in other lands. In Greenland, when Eskimo children greet each other, they rub noses. In Japan, a child bows his head. In other lands, friends hug each other. Some kiss each other on both cheeks.

In some countries, to greet a king, boys must bow low. Girls must curtsy. In other countries, people bend very low. They touch or kiss the foot of a king.

Words are used as greetings, too. The ancient Greeks said, "Be joyful!" when they met. The ancient Romans said, "Hail". We say "Hello" or "How are you?". In another part of the world, people say "Shalom (sha lom)". The word "shalom" means peace.

Choose the best answer

1. Which of the following is not a way of greeting friends?
- |                   |                          |
|-------------------|--------------------------|
| a. Shaking hands. | b. Touching cheeks.      |
| c. Bowing heads.  | d. Waving to each other. |

2. Which sentence is correct?
- Eskimos live in Greenland.
  - People always rub noses in Greenland.
  - Children always rub noses when they meet their friends.
  - All around the world, people shake hands when they meet their friends.
3. From the passage, we can tell that .....
- people like to meet their friends.
  - people like to greet each other.
  - the ancient Romans rub noses.
  - some people like to show off.
4. Which of the following words is not used as a greeting?
- Hail!
  - Be joyful.
  - Peace.
  - How are you?
5. The main ideas of this story is that .....
- different people greet each other in different ways.
  - in other lands, people never greet each other.
  - Eskimos rub noses when they greet one another.
  - We say "Shalom" in every part of the world.
6. What is the opposite of "Good-bye"?
- Hug
  - Shalom
  - Hello!
  - How are you?
7. The story says, "A man tips his hat. A woman smiles. The underlined word refers to the hat belonging to .....
- the man
  - the woman
  - the man's friend
  - the man's girl friend

8. What is the word that means " a woman's bow with bent knees"?
- a. Hug
  - b. Bend
  - c. Kiss
  - d. Curtsy
9. Which hand do we use when we shake hands?
- a. The left hand.
  - b. The right hand.
  - c. Either hand.
  - d. Both a and b.
10. Thai people say ..... when they greet each other.
- a. Hello
  - b. How are you?
  - c. Good morning.
  - d. Sawasdi.

## Passage 15

Young people in Mexico play a game called "Break the Pinata". Perhaps you and your friends would enjoy playing this game too.

Pinatas are easy and fun to make. You need a big balloon, some newspaper, a pair of scissors and some paste. Mix some flour and water together to make the paste.

First, blow up the balloon. Cut the newspaper into strips about one inch wide. Paste the strips onto the balloon. Cover the balloon with the paper strips five or six times. Let the strips dry. Put the balloon in the sun so that the strips will dry quickly. Then stick a pin into the pinata so that the balloon will break. Now you have an empty round ball. Make a small hole in the pinata so that you can put toffee and small sweets into it. Then hang the pinata from a tree.

Now you and your friends are ready to play "Break the pinata". Put a cloth over a friend's eyes so that he cannot see. Give him a stick and let him try to hit and break the pinata. When the pinata breaks, the toffee and sweets will fall out.



Find the word in column B that goes with each sentence or phrase in column A.

A	B
[...] 1. We can make it from flour and water.	a. Strips.
[...] 2. Put things together.	b. Game
[...] 3. A long, thin piece of wood or bamboo.	c. Flour
[...] 4. Something that we play.	d. Toffee
[...] 5. Long, thin pieces of paper.	e. Mix
[...] 6. We use it to make bread or cake .	f. Stick
[...] 7. A sweet thing to eat.	g. Paste
	h. Break
	i. Scissors
	j. Cloth

Rearrange the sentences below in the order of the Mexican's game.

- [...] a. Dry the pinata.
- [...] b. Blow up the balloon.
- [...] c. Hang the pinata on a tree.
- [...] d. Put toffee and sweets into the pinata.
- [...] e. Put a cloth over the player's eyes.
- [...] f. Paste strips of paper onto the balloon.
- [...] g. Let the player use a stick to hit and break the pinata.

## Passage 16

Harry and Bob were neighbours, and they worked in the same bank. They were young and they often went out together. Then the bank sent both of them to a new town. They did not know any other people there, so on the first Saturday, Bob said to Harry, "There's a dance at the Bridge Hotel this evening. Let's go there. Perhaps we'll meet some nice girls."

Bob answered, "All right," and they went to the dance together. They danced many times with the girls there, and then Harry went to Bob and pointed to one girl.

"She's a nasty one," he said angrily. "Don't talk to her."

Bob was surprised. "Why? what happened?" he asked his friend.

Harry answered, "She said to me, 'Do you dance?'"

Bob laughed and said, "But that isn't a nasty thing to say!"

"She said it while I was dancing with her!" Harry answered angrily.

Write T if the sentences are true and F if they are false.

[...] 1. Harry lived near Bob.

[...] 2. Harry and Bob worked together till the bank sent them to a new town.

[...] 3. They worked together before and after the bank sent them to a new town.

[...] 4. They went to dance in the new town.

[...] 5. Bob was angry with one of the girls at the dance because she did not dance with him.

[...] 6. Bob was angry with a girl because she said, "Do you dance?" while they were dancing together.

Write the story. Put oone word in each empty place. You will find all the words in the given story.

Harry and Bob went to a ..... at the Bridge Hotel. Harry saw a ..... and thought, "She looks .....". He went to her and said, "Will you ..... with me?" She smiled and said, "Yes". They danced for a minute. Then the girl said to Harry, "Do you dance?" Harry was angry. He stopped dancing and went to Bob He ..... to the girl and said we were dancing together.

## Passage 17

Whales are the largest animals on the earth. Whales can be bigger than elephants. Whales can be bigger than some houses. Even a baby whale can be huge. A baby whale weigh as much as a ton when it is born. That's an enormous baby!

How can whales be so big when they are born? Why are they able to grow so much larger than any other animal? The answer is really very simple. Whales can be big because they live in the water. The water helps to hold them up.

Land animals never grow as big as the biggest whales. If a land animal got too big, its legs wouldn't be able to hold it up. If a bird got too big, it wouldn't be able to fly. There's no such thing as a whale that's too big. No matter how big a whale might become, it would still be able to float.

Choose the best answer

1. The main idea of this story is .....

  - a. life in the ocean.
  - b. very large problems.
  - c. whales and their sizes.
  - d. birds not being able to fly.

2. Both of huge and enormous mean .....

  - a. like a baby.
  - b. very big.
  - c. small in size.
  - d. tall and thin.

3. A baby whale .....
- b. is unable to swim.
  - a. looks like a house.
  - c. is not very smart.
  - d. can grow larger than any other animal.
4. The biggest animal is .....
- a. the whale
  - b. the elephant
  - c. an animal
  - d. a baby
5. A baby whale weighs ..... when it is born.
- a. a ton
  - b. about a ton
  - c. more than a ton
  - d. less than a ton.
6. "The water helps to hold them up". This sentence means.....
- a. whales can breathe in water.
  - b. the water keeps whales a float.
  - c. the water going up will hold the whales.
  - d. whales can hold water inside themselves.
7. If a bird was too big it .....
- a. would eat a lot.
  - b. might sing badly.
  - c. could not fly.
  - d. would need two nests.
8. Large land animals need .....
- a. legs to hold them up.
  - b. salty water to drink.
  - c. whales for friends.
  - d. extra wings.
9. "..... a whale still be able to float" The underlined word means .....
- a. move quickly.
  - b. grow
  - c. live with water animals.
  - d. stay up in the water.

10. Which is correct?

- a. Whales are big but they don't weigh much.
- b. Whales are the biggest animal in the world.
- c. Whales weigh as much as elephants and houses.
- d. Whales are the biggest animal in the ocean but not on the land.

## Passage 18

There are all kinds of machines. They are used in many different ways. One kind of machine is called a computer. A computer can do many things. A computer can do arithmetic. People can do arithmetic. But they cannot do it as fast as a computer.

Computer remember things. Computers remember everything people tell them. People cannot remember as many things as computers. Computers help tell what the weather will be. Computers help fly rockets and spaceships.

These are only some of the ways computers are used. They are used in thousand of places. But they are not always used the same way. Some computers do just a few things. Some computers can do many things. There are small computers. There are big computers.

There may be computers in your school. Can you find out what they do?

Choose the best answer

1. A computer is a kind of .....

a. toy	b. animal
c. machine	d. person

2. A machine that can remember things is called a .....

a. spaceship	b. computer
c. rocket	d. way





3. "But they cannot do it as fast as a computer." The underlined words mean .....
- a. people and arithmetic                      b. people and machine  
c. things and arithmetic                      d. things and machine
4. The sentence "Computers are used in thousands of places." means that .....
- a. computers are popular  
b. there are not many computers.  
c. many places want to use computers.  
d. a number of places and computers are the same.
5. What is the useful of computer?
- a. To tell everything to people.  
b. To be used in the same ways.  
c. To remember many things for big computers.  
d. To help telling what the weather will be.
6. Whic is true about computers?
- a. All computers are big.  
b. Computers have large memory units.  
c. All computers can only do a few things.  
d. Computers are only for doing arithmetic.
7. One place mentioned in the passage that may use a computer is .....
- a. a way    b. a school  
c. space    d. a factory.
8. Computers can help students .....
- a. do arithmetic                                      b. do a few things.  
c. fly rockets and spaceships.                  d. tell the weather will be.

9. We can infer from the passage that .....
- a. computers can help people do everything.
  - b. computers make people do their own arithmetic.
  - c. people can work better and faster with computers.
  - d. all computers are very big and very , very , noisy.
10. The main idea of the whole story is that .....
- a. computers make us wise.
  - b. your school is a spaceship.
  - c. computers can do many things.
  - d. everybody likes to do arithmetic.

## Passage 19

Have you ever heard of Archimedes? He was a Greek who made many important discoveries. He was so clever that many people asked him to help solve their problems. He solved one problem while he was taking a bath. The king of the city where Archimedes lived wanted a crown of pure gold. He asked Archimedes to check the crown to make sure that it was made of pure gold.

Archimedes thought and thought, but he could not solve this problem. One day he went to a public bath, still thinking about the problem. When he stepped into the bath, he noticed how he could solve the problems. He was so excited that he forgot to put on his clothes. He ran into the street shouting "Eureka!" (I've found it!)

Do you know what Archimedes did?

He asked for a gold bar. The bar and the crown were the same weight. He put the bar into a dish of water. He marked the level that water rose to. Then he put the crown into the dish of water and watched the mark that he had made. If the crown was pure gold, the level would be the same. But the water rose above the mark that he had made.

Archimedes could now tell the king that his crown was not pure gold.

Choose the best answer

1. The crown is .....

  - a. the king' clothes
  - b. used for fighting
  - d. a bar for taking a bath
  - c. for putting on the king's head

2. Many people asked Archimedes to help solve problems because he was .....

  - a. kind
  - b. very bright
  - c. important
  - d. their friend.

3. The king want to know whether his new crown was .....

  - a. made of pure gold
  - b. made for him
  - c. put in water
  - d. found out

4. Archimedes work out how to solve the king's problem when he was .....

  - a. sitting in the bath at home
  - b. marking the water level
  - c. running in the street.
  - d. at a public bath.

5. The word "Eureka" is .....

  - a. English
  - b. Spanish
  - c. Greek
  - d. French

6. When Archimedes stepped into the bath, .....

  - d. other people left
  - b. the water level didn't rise
  - c. he found the answer to his problem
  - a. the water was so hot that he jumped out

7. " ..... he forgot to put on his clothes" This sentence means .....
- a. he put his clothes on.
  - b. he didn't wear any clothes
  - c. he had already put on his clothes
  - d. he's excited to put on his clothes
8. "He ran into the street shouting Eureka!" This shows that he felt .....
- a. sad
  - b. delighted
  - c. serious
  - d. excited
9. He would know that the bar and the crown were the same weight if .....
- a. the water level was marked
  - b. the water level were the same
  - c. the water level of the crown was higher than that of the bar
  - d. the water level of the crown was lower than that of the bar
10. We can infer from the passage that Archimedes made an important discovery about .....
- a. the volume
  - b. notice
  - c. solving problems
  - d. the level of water

## Passage 20

Do you know how to play a game called 'Musical Chairs'? It is easy to play and most people enjoy it. All you need are some chairs, one fewer than the number of people playing and some way of making music. You may use a piano or any musical instrument, if someone can play it. You may use a tape-recorder or record-player. You can even use a radio if there is a programme of music which does not stop.

Place the chairs in a row. The chairs may be placed in twos, back to back. A better way is to have the chairs in one row with each chair facing in the opposite direction to the chair next to it.

The rules are easy. When the music starts, the players walk around the chairs, all going in the same direction, of course. They should walk in time to the music. If the music is fast they should walk quickly. If the music is slow, they should walk slowly.

The person in charge of the music should have his or her back to the players so that they cannot be seen. When the music stops, the players try to sit on the chairs. The person who cannot find a chair to sit on drops out. Then, before the music starts again, one chair must be taken away. When the music stops again, one more player will be out.

In the end, there will be two players and one chair! The one who sits on that chair when the music stops is the winner.

Choose the best answer

1. If the people are playing musical chairs, you must begin with .....

a. one chair	b. nine chairs
c. ten chairs	d. eleven chairs

2. Which of these is not suitable for playing musical chairs?

a. A bell.	b. A piano.
c. A guitar.	d. A cassette-player.

3. The chairs should be placed .....

a. in a circle.	b. in a square.
c. in a line.	d. all over the room.

4. How should the chairs be placed?

a. Face to face.
b. Back to back.
c. Each chair facing in the opposite direction to the chair next to it.
d. Back to back or each chair facing in the opposite direction to the chair next to it.

5. When the music starts, the players must .....

a. sit down	b. sit on the chairs
c. walk about the room	d. walk around the chairs.

6. Which is the quickest music?

a. Rock and Roll	b. Blues
c. Jazz	d. Classical

7. It's fair for the players if the person in charge of the music .....

a. sees them	b. does not see them
c. chooses slow music	d. chooses fast music



8. The players are out of this game when they .....
- a. sit on the chairs
  - b. can't walk in time
  - c. cannot find chairs to sit on
  - d. are seen by the person in charge of the music.
9. One chair is taken away before the game starts again so that .....
- a. the amount of chairs is the same as the amount of players.
  - b. there is one fewer chair than there are players.
  - c. there will be a lot of people out.
  - d. there isn't a player out.
10. The winner is the player who .....
- a. enjoys the game.
  - b. drops out of the game.
  - c. sits on the last chair.
  - d. tries to sit on the chair.

## ภาคผนวก ค

## แบบสำรวจตัวเสริมแรง (ครั้งที่ 1)

คำชี้แจง ให้นักเรียนตอบคำถามต่อไปนี้ตามความเป็นจริง โดยเรียงลำดับสิ่งของที่นักเรียนชอบมากที่สุดจนถึงน้อยที่สุด 4 อันดับ

1. ชนมนักเรียนชอบมากที่สุด .....
- .....
2. อุปกรณ์การเรียนที่นักเรียนต้องการมากที่สุด .....
- .....
3. หนังสือที่นักเรียนชอบอ่านมากที่สุด .....
- .....
4. ทัศนที่นักเรียนชอบดูมากที่สุด .....
- .....
5. เกมที่นักเรียนชอบเล่นมากที่สุด .....
- .....
6. ของใช้ประจำวันที่นักเรียนชอบมากที่สุด .....
- .....
7. สิ่งของอื่นๆที่นักเรียนต้องการมากที่สุด .....
- .....

## แบบสำรวจตัวเสริมแรง (ครั้งที่ 2)

ให้นักเรียนจัดอันดับสิ่งของที่กำหนดให้ตามรายการข้างล่างนี้ โดยเรียงลำดับจากสิ่งที่นักเรียนต้องการมากที่สุดเป็นอันดับ 1 รองลงมาเป็นอันดับ 2, 3 และ 21

1. ปากกา	ต้องการเป็นอันดับที่	.....
2. วิดีโอเกมส์	ต้องการเป็นอันดับที่	.....
3. สมุด	ต้องการเป็นอันดับที่	.....
4. ช่างลบ	ต้องการเป็นอันดับที่	.....
5. ปาปี้ก้า	ต้องการเป็นอันดับที่	.....
6. ไม้บรรทัด	ต้องการเป็นอันดับที่	.....
7. เกมสีกด	ต้องการเป็นอันดับที่	.....
8. วิกิทัศน์การต่อสู้	ต้องการเป็นอันดับที่	.....
9. วิกิทัศน์การคูณ	ต้องการเป็นอันดับที่	.....
10. เกมสืมหากฮอท	ต้องการเป็นอันดับที่	.....
11. ซ็อคโกลแลต	ต้องการเป็นอันดับที่	.....
12. กระเป๋าใส่ตังค์	ต้องการเป็นอันดับที่	.....
13. ผ้าเช็ดหน้า	ต้องการเป็นอันดับที่	.....
14. หวี	ต้องการเป็นอันดับที่	.....
15. เกมสืต่อภาพ	ต้องการเป็นอันดับที่	.....
16. คูกัก	ต้องการเป็นอันดับที่	.....
17. ขนมโคนัท	ต้องการเป็นอันดับที่	.....
18. หนังสือการ์ตูน	ต้องการเป็นอันดับที่	.....
19. กระจก	ต้องการเป็นอันดับที่	.....
20. ภาพ	ต้องการเป็นอันดับที่	.....
21. หนังสือข้ามัน	ต้องการเป็นอันดับที่	.....

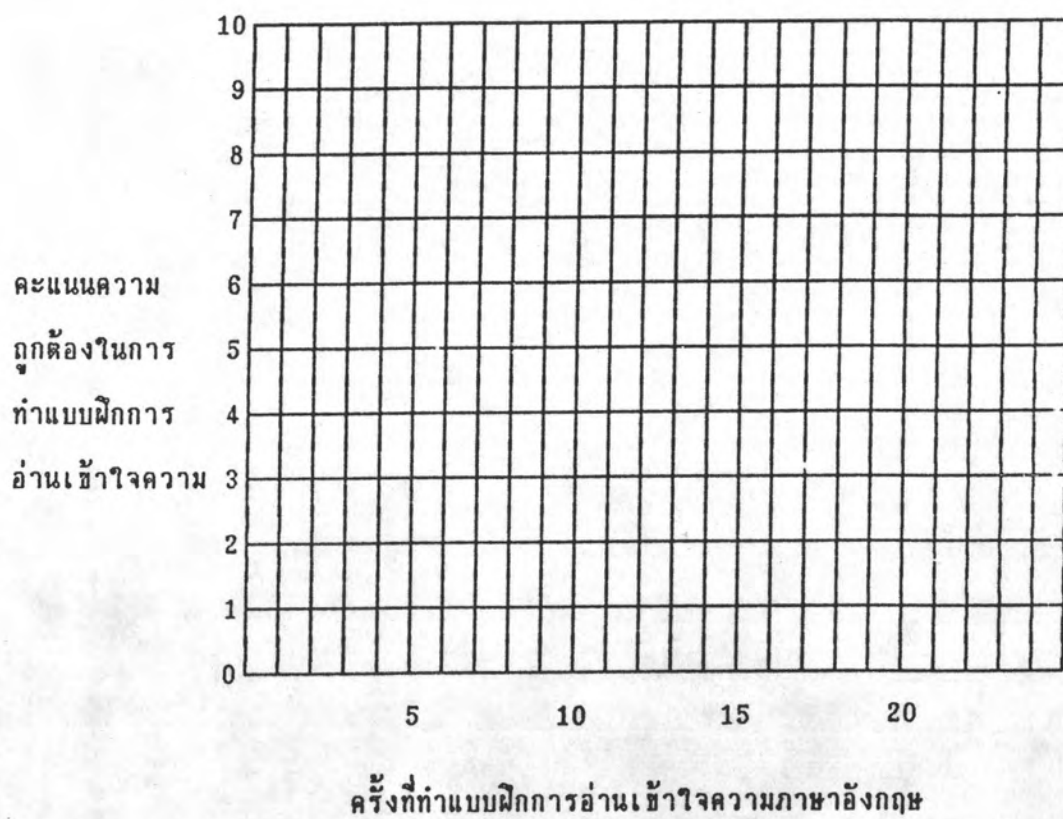
ตารางแลกเปลี่ยนสิ่งของ

คะแนน	สิ่งของที่แลกเปลี่ยนได้
1	ไม้บรรทัด 1 อัน หรือหวี 1 อัน
2	เกมหมากฮอส (ให้ขี้มเล่น)
3	ยางลบ 1 อัน หรือปากก้า 1 ถู หรือกระจก 1 บาน
4	คุกกี้ 1 ถู หรือขนมโคนัท 1 ถู
5	ปากกา 1 ด้าม หรือผ้าเช็ดหน้า 1 ผืน
6	สมุด 1 เล่ม หรือช็อคโกแลต 1 กล่อง
7	เกมส์ต่อภาพ 1 ชุด หรือภาพ 1 ภาพ
8	หนังสือขำขัน 1 เล่ม หรือวิดีโอทัศน์การ์ตูน 1 เรื่อง หรือวิดีโอทัศน์การ์ตูนต่อสู้ 1 เรื่อง
9	เกมส์กด (ให้ขี้มเล่น) หรือกระเป๋าสตางค์ 1 ใบ
10	วิดีโอเกมส์ (ให้ขี้มเล่น) หรือหนังสือการ์ตูน 1 เล่ม



กราฟบันทึกคะแนนความถูกต้องของการทำแบบฝึกการอ่านเข้าใจความ

ชื่อ \_\_\_\_\_ นามสกุล \_\_\_\_\_ ชั้น \_\_\_\_\_ เลขที่ \_\_\_\_\_



**แบบบันทึกการเปรียบเทียบสมาชิกภายในกลุ่ม**

ครั้งที่	วันที่	ลำดับที่	คะแนน



## ภาคผนวก จ

ตารางแสดงค่าระดับความยาก ค่าอำนาจจำแนกของแบบทดสอบความสามารถในการอ่านเข้าใจความภาษาอังกฤษ

ข้อ เนื้อเรื่อง	ข้อ	ความยาก	อำนาจจำแนก
Racing	1	0.64	0.29
	2	0.75	0.50
	3	0.43	0.43
	4	0.39	0.50
	5	0.46	0.50
	6	0.46	0.21
	7	0.57	0.29
A Meal in Portsmouth	8	0.79	0.29
	9	0.75	0.50
	10	0.43	0.29
	11	0.46	0.36
	12	0.46	0.50
	13	0.79	0.29
School on The Bus	14	0.39	0.50
	15	0.46	0.64
	16	0.43	0.29
	17	0.61	0.50
	18	0.43	0.57
	19	0.36	0.43
	20	0.32	0.21
	21	0.25	0.21

## ภาคผนวก ฉ

## สถิติที่ใช้ในการวิเคราะห์

1. คะแนนเฉลี่ย หรือ ค่ามัธยิมเลขคณิต (Mean)

$$\text{สูตรที่ใช้ } \bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = คะแนนเฉลี่ย หรือ ค่ามัธยิมเลขคณิต

$\sum X$  = ผลรวมของคะแนนทุกคน

$N$  = จำนวนคนทั้งหมด

2. ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

$$\text{สูตรที่ใช้ } S.D. = \sqrt{\frac{\sum X^2 - N\bar{X}^2}{N - 1}}$$

S.D. = ส่วนเบี่ยงเบนมาตรฐาน

$\bar{X}$  = ค่าเฉลี่ยหรือมัธยิมเลขคณิตของคะแนน

$\sum X^2$  = ผลรวมกำลังสองของคะแนนของแต่ละคน

$N$  = จำนวนคนทั้งหมด

3. การวิเคราะห์ความแปรปรวนทางเดียว (One Way Analysis of Variance)

$$\text{สูตรที่ใช้ } F = \frac{MS_b}{MS_w}$$

คำนวณค่าต่างๆดังนี้

$$MS_b = SS_b / K - 1$$

$$MS_w = SS_w / N - K$$

$$SS_b = \frac{a^2}{n_a} + \frac{b^2}{n_b} + \frac{c^2}{n_c} + \dots - \frac{T^2}{N}$$

$$SS_w = SS_t - SS_b$$

$$SS_t = \sum X^2_{A1} + \sum X^2_{B1} + \sum X^2_{C1} + \dots - \frac{T^2}{N}$$

แหล่งความแปรปรวน (source)	ขั้นของความเป็นอิสระ (df)	ผลบวกของ $(X-X)^2$ (SS)	ความแปรปรวน (MS=SS/df)	F
ระหว่างกลุ่ม (between groups)	K-1	$SS_b$	$MS_b$	$F=MS_b / MS_w$
ภายในกลุ่ม (within groups)	N-K	$SS_w$	$MS_w$	
ทั้งหมด (total)	N-1	$SS_t$		

โดยที่

- $F$  = อัตราส่วนความแปรปรวนของฟิชเชอร์  
 $MS_b$  = ค่าเฉลี่ยของผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างกลุ่ม  
 $MS_w$  = ค่าเฉลี่ยของผลบวกของกำลังสองของส่วนเบี่ยงเบนภายในกลุ่ม  
 $SS_b$  = ผลบวกของกำลังสองของส่วนเบี่ยงเบนของคะแนนเฉลี่ยระหว่างกลุ่มจากค่ามัธยฐานเลขคณิต  
 $SS_w$  = ผลบวกกำลังสองของส่วนเบี่ยงเบนภายในกลุ่มเป็นส่วนที่เหลือหรือค่าความคลาดเคลื่อน  
 $SS_t$  = ผลบวกกำลังสองของส่วนเบี่ยงเบนของคะแนนแต่ละคนจากมัธยฐานเลขคณิต  
 $T$  = คะแนนรวมของทุกกลุ่มที่นำมาเปรียบเทียบได้จาก  
 $a+b+c+\dots = T$   
 $K$  = จำนวนกลุ่มที่เปรียบเทียบกัน  
 $N$  = จำนวนคนที่เป็นกลุ่มตัวอย่าง  
 $N_A, N_B, N_C$  แทนจำนวนตัวอย่างประชากรในกลุ่ม A, B, C

## 4. การทดสอบความแตกต่างเป็นรายคู่แบบตู่กี (Tukey)

$$\text{สูตรที่ใช้ } HSD = q \frac{MS_w}{n}$$

เมื่อ  $q$  = ค่าตาราง Studentized range ที่  $f = n - k$   
และ  $r = k$  = จำนวนกลุ่มทั้งหมด

## 5. การคำนวณค่าระดับความยาก (Difficult Level)

$$\text{สูตรที่ใช้ } P = \frac{R}{N} \times 100$$

$P$  = ค่าระดับความยาก

$R$  = จำนวนนักเรียนที่ตอบถูกในข้อนั้น

$N$  = จำนวนคนทั้งหมด

## 6. การวิเคราะห์ค่าอำนาจจำแนก (Item Discrimination Power)

$$\text{สูตรที่ใช้ } D = \frac{R_H - R_L}{N/2}$$

$D$  = ดัชนีอำนาจจำแนก

$R_H$  = จำนวนคนที่ตอบถูกในกลุ่มคะแนนสูง

$R_L$  = จำนวนคนที่ตอบถูกในกลุ่มคะแนนต่ำ

$N$  = จำนวนคนทั้งหมด

## 7. การคำนวณค่าความเที่ยง (Reliability) แบบความสอดคล้องภายใน (Internal Consistency)

จากสูตรของ Kuder Richardson 20 (K.R.20)

$$r_{kk} = \frac{K}{K-1} \left( 1 - \frac{\sum PQ}{S_x^2} \right)$$

$r_{kk}$  = สัมประสิทธิ์ความเที่ยงของคูเดอร์ - ริชาร์ดสัน

$K$  = จำนวนข้อของแบบสอบ

$P$  = สัดส่วนของคำตอบที่ถูกต้องในแต่ละข้อ

$Q$  =  $1 - P$

$S_x^2$  = ความแปรปรวนของคะแนนของผู้ถูกทดสอบทั้งหมด



## ประวัติผู้เขียน

นางสาวสุรีย์พร วิษัย เกิดวันที่ 10 ธันวาคม พ.ศ. 2505 ที่อำเภอเมือง จังหวัดสมุทรสาคร สำเร็จการศึกษาปริญญาตรีครุศาสตรบัณฑิตจากวิทยาลัยครูบ้านสมเด็จเจ้าพระยา ในปีการศึกษา 2531 และเข้าศึกษาต่อในหลักสูตรครุศาสตรมหาบัณฑิต ที่จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2536 ปัจจุบันรับราชการที่โรงเรียนวัดธรรมจริยาภิรมย์ อำเภอบ้านแพ้ว จังหวัดสมุทรสาคร