ตอนที่ 2
ภาคปฏิบัติ

Passage 1

Pre-reading

Skim the passage and then find out and write down three reasons why human capacity to acquire language is remarkable.

1. _____
2. _____
3. _____

LANGUAGE ACQUISITION*

Children display an amazing ability to become fluent speakers of any language consistently spoken around them. Every normal human child who is not brought up in virtual isolation from language use soon comes to speak one or more languages natively.

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*Ronald W. Langacker, *Language and Its Structure: Some Fundamental Linguistic Concepts* (n.p.: Harcourt Brace Jovanovich, Inc., 1968), reprinted in Adina Levine, Brenda Oded and Stella Statman, *Clues to Meaning: Strategies for Better Reading* (New York: Collier Macmillan, 1988), pp. 121-124.

The child's acquisition of his native language is not dependent on any special tutoring. Parents may spend many hours "reinforcing" every recognizable bit of their child's verbal activity with a smile or some other reward. But there is no particular reason to believe that such activity affects the child's ultimate success in becoming a native speaker of his parents' language. Children can pick up a language by playing with other children who happen to speak it just as well as they can through the concentrated efforts of doting parents. All they seem to need is sufficient exposure to the language in question.

This capacity for acquiring language is remarkable for a number of reasons. It is remarkable first because of its uniformity throughout the human race. There simply are no cases of normal human children who, when they are given the chance, fail to acquire a native language. By way of comparison, it is not at all unusual for a child to fail to master arithmetic, reading, swimming, or gymnastics despite a considerable amount of instruction. Language acquisition, in other words, is species uniform.

It is also species specific. Every normal person learns a human language, but no other animal, not even the most intelligent ape, has been shown to be capable of making the slightest progress in this direction, although some animals can learn to solve problems, use tools, and so on. Language acquisition thus appears to be different in kind from acquisition of the other skills mentioned.

The progress is further remarkable for its comparative speed and perfection. When we actually attempt to take a language apart to see how it works, we find it extraordinary complex and that it involves highly abstract organizational principles. Yet, within the first few years of his life, every human child has succeeded in mastering at least one such system. Furthermore, the linguistic

system that the child masters is identical to the one employed by the people around him. If children are regularly exposed to two languages, they will very probably learn both; moreover, they will succeed in keeping the two linguistic systems separate, which is a considerable achievement in itself.

A: Write T if the sentence is true about the process of native language learning and write F if it is false.

_____ 1. Depends on sufficient exposure to the language.

_____ 2. Requires a lot of instruction.

_____ 3. Is uniform through the human race.

_____ 4. Is similar to the learning of arithmetic

_____ 5. May end in failure

_____ 6. Can be acquired only by human beings

_____ 7. Is a very slow process because of its complexity

_____ 8. Is mastered only by adults for practical purposes

_____ 9. Is learned by a child more quickly if the parents act as tutors

B. Choose the best answer.

1. The key word in native language learning is _____.
   a. tutoring
   b. reinforcement
   c. exposure
   d. concentration

2. The author compares learning a native language to learning arithmetic to show _____.

   a. that learning a language is a different kind of learning

   b. how unusual it is for the child to fail in either one

   c. how normal children master both

   d. that they both need a lot of instruction

3. When the author says that language is "species uniform," he means that _____.

   a. animals cannot learn a language

   b. all children learn the same linguistic system

   c. all human beings learn a language

   d. all the specie principles of different languages are the same

4. The fact that even the most intelligent ape cannot learn a language shows that language learning _____.

   a. is like solving problems

   b. requires training in skills

   c. is species uniform

   d. is species specific

5. Since language is complex, it is remarkable that children _____.

   a. compare their native language to other languages

   b. learn their native language so quickly and so well

   c. master only one such system

   d. learn the language for practical purposes

Passage 2

Pre-reading

Skim the passage and then answer the following question.

1. What services, mentions in the passage, do communications satellites provide?

   _____

   _____

2. What are the two satellite systems which communications engineers have had to choose between?

   _____

   _____

3. Which system has been the most widely used?

   _____

4. What organization operates over a dozen satellites with global coverage?

   _____

5. In what circumstances does the need for a regional satellite system arise?

   _____

SATELLITE COMMUNICATIONS*

A communications satellite receives the energy beamed up at it by an earth station and amplifies and returns it to earth at a frequency of about 2 gigahertz away; this prevents interference between the uplink and the downlink. Communications satellites appear to hover over given spots above the equator. This does not make them stationary, but rather *geostationary*. That is to say, they have the same angular velocity as the Earth (i.e. one complete cycle per 24 hours), and so they appear to be stationed over one spot on the glob. Celestial mechanics shows that a satellite orbiting the Earth will do so at a velocity that depends on its distance from the Earth, and on whether the satellite is in a circular or an elliptical orbit. For example, a satellite in a low circular orbit, as was *Sputnik I*, will orbit the Earth in 90 minutes. The moon, which is nearly 385,000 km away, orbits in 28 days. A satellite in circular orbit 35,800 km away from the earth will complete a revolution in 24 hours, as does the Earth below it, and this is why it *appears* stationary.

Whether to use a stationary satellite or a succession of satellites in low, elliptical orbits for global communications is a question that exercised the minds of communications engineers in the early 1960s. It was really a case of convenience versus distance, and convenience won. That is to say, satellites in

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*G. Kennedy, *Electronic Communication Systems*(n.p.: McGraw-Hill, 1985), reprinted in Vaughan James, ed., *General Engineering*(New York: Prentice Hall, 1992), pp. 124-127.

close elliptical orbits require relatively low transmitting powers and receiver sensitivities but must be tracked by the antennas of the ground stations. Stationary satellites present no tracking problems but are so far away that large antennas, high powers and high receiver sensitivities are essential. With the sole exception of the USSR's *Molniya* satellite system, all other communications satellites use the synchronous orbits which all but eliminate satellite tracking.

The major communications satellite systems include those operated by INTELSAT, whose satellites are used for global point-to-point communications, INMARSAT, which serves a similar role for ships at sea; and finally the various regional and domestic satellite systems being operated in a number of regions or by individual countries.

INTELSAT satellites COMSAT (Communications Satellite Corporation) of the United States, the Overseas Telecommunications Commission (Australia) and nine other world communications agencies met in Washington, D.C., in 1964, to sign a document that made them founder members of the International Telecommunications Satellite Consortium (i.e., INTELSAT). When *INTELSAT 1*, better known as *Early Bird*, was launched over the Atlantic in 1965, there were just five earth stations to make use of the 66 telephone circuits it offered. Today, there are over one dozen *INTELSAT IV*, *IV-A*, *V* and *VA* satellites in the Atlantic, India and Pacific Ocean regions, offering capacities up to 12,500 two-way telephone circuits and two-way TV channels per satellite. The *INTELSAT VI* satellites, expected to be launched in the late 1980s, will be capable of providing up to 20,000 telephone circuits each. Over 500 earth stations in nearly 150 countries make use of the *INTELSAT* satellites in the three ocean

regions to provide over 25,000 circuits and TV services for international and domestic use.

Regional and domestic satellites As the name suggests, a regional satellite system is a kind of mini-INTELSAT designed to serve a region with community interests, especially in communications. The world's first regional satellite system was the Indonesian *Palapa* network, inaugurated in the mid-1970s, initially for domestic services (Indonesia consists of over 3000 islands, with some 1800 of them inhabited), but by the late 1970s it had expanded to neighboring countries such as the Philippines. The Conference of European Post and Telegraph Administration (CEPT) was next on the scene, with EUTELSAT created in the early 1980s, under the auspices of the European Space Agency (ESA), whose other main function is the development and operation of the *Ariane* satellite launcher (used by a number of organizations, including INTELSAT). EUTELSAT provides and maintains the space segment for the European Communication Satellite (ECS), and individual countries provide their own earth stations, as with INTELSAT.

The ECS system came into service in 1983, operating in the 14/12-GHz band, with ground antennas very mush like the INTELSAT standard C antennas, but with lower ground and satellite transmit powers. The system is used for intra-European telephone, data and telex/telegraph services, and also by the European Broadcasting Union, for the distribution of its *EUROVISION* programs.

Another regional satellite system to go into service has been ARABSAT, which is used by countries in the Middle East.

There is conceptually not a great deal of difference between a regional satellite system used by a group of neighboring countries and a domestic system used by a large or dispersed country. Indeed, they share a common characteristic which makes them quite different from the global INTELSAT system, in requiring a much smaller coverage area. Each INTELSAT satellite must have a beam accessible to roughly one-third of the globe, resulting in a coverage of almost exactly 170 million km^2. On the other hand, a circular beam could cover the whole of India, for example, if it had a radius on the ground of 1450 km. The resulting 6.6-million-km^2-coverage area represents a 26-fold reduction when compared to the global beam. All else being equal, it means that the satellite antenna gain can, in this case, be increased by a factor of 26. The result is a very significant gain increase compared with the global system, and consequently much smaller receiving antennas and simpler receivers on the ground.

Although the conceptual difference between a regional and a domestic satellite system is not great, the *political* difference is enormous! No international conferences are needed; there are no language barriers, no requirements to correlate different national technical standards (making the usual compromises), no necessity to make allowances for the least developed entity in the group, and so on (students will gather from all this that the author speaks from long personal experience!). Moreover, in all the world's countries except one (the United States) there is just one satellite organization, normally government-owned, so that even domestic friction is avoided. It should come as no surprise, therefore, that domestic satellite systems preceded regional ones by several years and, as might be expected, North American led the field.

A. Choose the best answer.

1. A geostationary satellite _____.
   a. is motionless in space (except for its spin)
   b. is not really stationary at all, but orbits the Earth within a 24-hour period
   c. appears stationary over the Earth's magnetic pole
   d. is located at a height of 35,800 km to ensure global coverage
2. A satellite in synchronous orbit _____.
   a. must be tracked by the antennas of ground stations
   b. requires relatively low transmitting powers
   c. presents no tracking problems
   d. has a low circular orbit
3. INTELSAT _____.
   a. provides both two-way phone circuits and one-way TV channels
   b. provides point-to-point communication for ship
   c. was formed when nine world communications agencies signed an agreement in 1964
   d. is an international telecommunication satellite system
4. Regional satellites _____.
   a. require a smaller coverage area than INTELSAT satellites
   b. can only be utilised by nations that have a common language
   c. , so far, have only been developed for use by the European Community
   d. operate on an entirely different system from domestic satellite

5. Domestic satellites _____.

a. require careful correlation of difference national technical standards

b. came into use before regional satellites

c. without exception are government-owned

d. require the same ground equipment as INTELSAT satellites

B. Tick all the statements from the list below which are true.

_____ 1. The velocity with which a satellite orbits the earth depends on its distance from the earth.

_____ 2. Sputnik 1 had an elliptical orbit.

_____ 3. Satellites in low elliptical orbits do not require high receiver sensitivities.

_____ 4. Early Bird was the name of the first communications satellite to be launched.

_____ 5. INTELSAT V offers a capacity of 12,500 two-way phone circuits

_____ 6. INTELSAT VI was launched in the early 1980s.

_____ 7. More than 500 countries make use of INTELSAT satellite communications.

_____ 8. The Indonesian satellite system was originally developed to serve domestic purposes.

_____ 9. A beam which has a coverage of about 6.5 million square kilometres is adequate for regional or domestic purposes.

_____ 10. The satellite antenna for a regional satellite system has to be 26 times biggest than that of an INTELSAT satellite.

Passage 3

THE FEMININE PHYSIQUE*

Feminine strength and endurance have always been economic assets for men—a source of cheap labor for business and industry, of unpaid labor in the home. For centuries women have toiled on farms and in factories. Crawling on their hands and knees, stripped to the waist, they have pulled loads through coal mine tunnels too narrow to accommodate a horse. In Russia today, women build roads, lay bricks, and operate heavy equipment. Back in our own frontier days, every pioneer woman had to be able to do "a man's work."

Today, most people—certainly most men—quote physical differences between the sexes as evidence of barriers to athletic equality. Because of these differences. women are said to be more suited to some sports than others—and unfit to compete directly with men in *any* contact sport.

As for muscle mass, women do indeed, according to some studies, have roughly half the muscle mass of men. And men are, on the average, a third

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*Joan Kimmelman, Harriet Krantz, Charles Martin and Sandra Seltzer, *Reading and Study Skills: A Rhetorical Approach* (New York: Macmillan Publishing Company, n.d.), pp. 102-

stronger than women. Most women are in poor physical condition, sedentary, and often overweight. Were they given the opportunities men have to keep fit, the strength gap would narrow considerably. The petite build of many top women gymnasts belies their extraordinary strength. Muriel Davis Grossfeld, the 1960 U.S. Olympic gymnast, is just over live feet tall. Yet fitness tests at the University of Illinois revealedthat she was as strong as the average male college athlete.

So strength is relative, often misleading and frequently irrelevant in comparison to kill. But what about bones? It's true that women's bones ossify sooner than men's. That's because girls reach puberty earlier. But this is a plus, not a minus. Adolescent boys take a greater chance of injury because their bones aren't fully ossified until their late teens. At the 1972 conference on women in sport at Penn State University, it was reported that girls and women have fewer orthopedic injuries than men-partly because of earlier ossification, partly because, at maturity, women's bones are harder than men's.

Other so-called disadvantages women have to put up with are smaller hearts, higher pulse rates, smaller lung capacity, lower aggressive instincts, bad spatial orientation, and more body fit-all of which supposedly combine to give them less endurance.

First of all, taking on this impressive list in order, women's smaller hearts can work relatively harder than men's without any ill effects. At the Penn Sate conference, medical researchers reported that a pulse of 200 could be attained without risk in a fifteen-year-old girl, while adult women athletes can reach 180 easily during exertion-about 20 beats faster than a man.

Going on to the lungs, we find that the average adult male has a 30 per cent greater "aerobic capacity" or "vital capacity" (the volume of air that can be exhaled from the lungs after breathing in deeply) than the average woman. This is partly because men, being bigger, have bigger lungs; partly because the statistics are arranged to favor men. There have been no large-scale studies done on female respiration.

As for aggression, men apparently do have a natural edge here. Studies of infant male primates and little boys indicate that males play rougher and show a greater preference for bruising physical contact than do female apes and little girls. On the other hand, little boys are encouraged from infancy to be aggressive and little girls are punished for displays of aggressiveness; so it's hard to know where to draw the line.

Our current feminine body ideal is the thin, delicate build characteristic of most fashion models. In the past, the feminine body ideal was often pear-shaped—certainly heavier and more rounded than the ultra-thinness for which many women now starve. The muscular build typical of most men has never been the Western world's ideal; for women. Muscular women have, in fact, been consistently discriminated against as unfeminine.

The burly woman athlete image has persuaded a lot of women that strenuous athletic activity leads to unattractive muscles. It isn't so. "Proper training is the answer," says Walter Kostric, trainer of Canadian track and field star Debbie Van Kiekebelt. "Some exercises can develop large muscles, but others don't. A good coach knows the difference."

Most women have more body fat than men. And where fat exists, muscle obviously doesn't. Conditioning has a lot to do with this, of course, but even

physically active women do have more fat than men. In some areas of athletics—endurance swimming, for instance—a little extra fat can be an advantage, providing warmth and buoyancy. But when a woman is in top form, the extra fat doesn't affect her performance at all, in *any* sport.

Another difference between the sexes is spatial orientation. Men are supposedly better at orienting themselves in space—at "keeping their eye on the ball," using their own physical positions as a reference point to activity around them.

Women tend to use peripheral objects as points of reference and are easily distracted by visual stimuli. Men, for instance, can pick a figure out of a complex pattern more readily than women. Perhaps, it has been suggested, this is like prehistoric times when life depended on a man's ability to keep his eye on a deer running in the bushes. More likely, it's a psychological difference, resulting from greater self-confidence on the part of men.

When it comes to endurance, men, because of their greater strength and lung capacity, supposedly become exhausted less quickly than women. "Look at all the male long-distance runners that women haven't begun to catch up to," we're often told. But there are many more men than women running marathons, and in the Olympics women aren't allowed to run more than 1500 meters, so this evidence is only relative. Furthermore, women have greater *tolerance* for fatigue, which tends to even things out.

It seems clear from these examples that differences in reaction time, muscle

mass, bones, hearts, lungs, endurance, strength, spatial orientation, and body fat—when they exist—don't necessarily make much of a difference where relative performance is concerned.

A. Write T if the statement is correct according to the passage and F if it is incorrect.

_____ 1. A little extra body fat can be advantage to endurance swimmers.

_____ 2. Historically, women were considered too weak to do heavy lobar.

_____ 3. All exercises develop large muscles.

_____ 4. In the Olympics, women are not allowed to run more than 1500 meters.

_____ 5. Many people discriminate against muscular women.

_____ 6. If women and men had the same opportunities to keep fit, they would have the same strength capabilities.

_____ 7. Generally, women have more body fat than men.

_____ 8. Male athletes have fewer orthopedic injuries than women athletes.

_____ 9. Men have larger hearts than women do.

_____ 10. After breathing deeply, men can exhale a greater volume of air than women can.

_____ 11. Little boys and girls have the same preferences for rough physical contact.

_____ 12. A good coach knows which exercises develop large muscles.

_____ 13. Women have a greater tolerance for fatigue than men do.

_____ 14. Generally, men are less distracted than women by peripheral objects.

_____ 15. Boys' and girls' bones harden at the same age.

B. Based on your understanding of the comparisons and contrasts made in the passage, check those statements that are <u>likely</u> to be correct and mark an X for those statements that are <u>unlikely</u> to be correct.

_____ 1. Male athletes have less self-confidence than female athletes.

_____ 2. Male athletes have been the subjects of more research than female athletes.

_____ 3. Professional male athletes have earned more money than professional female athletes.

_____ 4. In the future, scientists will make every effort to create drugs that will ossify boy's bones at an earlier age.

_____ 5. The burly female athlete image will become the model for women in the Western world.

Passage 4

Pre-reading

Answer the following questions.

1. When did Vietnam War happen?

_____

2. What was the cause of Vietnam War?

_____

3. Was Thailand involved in Vietnam War? How?

_____

4. How was America involved in Vietnam War?

_____

5. If you remember the war, describe it.

_____

THE EFFECT OF THE U.S. FOREIGN POLICY IN VIETNAM*

(by Van Tran)

For Americans, April 30, 1975 was probably a breath of relief after carrying such a burden. Many Americans had awaited the collapse of South Vietnam for a long time, especially since the birth of the Paris Accords in January, 1973. In the eyes of these people who had stood against the draft or joined the antiwar movement, the unconditional surrender message of South Vietnam to the Communists was not only their own victory but also the victory of democracy: the Americans had used their supreme right to force their government to yield before their will. They considered the decision of abandoning South Vietnam as the **courageous** achievement of a civilized people. However, it is indisputable that the fall of South Vietnam was the direct and unavoidable result of the American withdrawal of support.

Many Vietnamese, of course, would not understand the courage and morality in the American "withdrawal with honor." The day the Vietnamese ambassador left Washington, D. C., he bitterly lamented: "You Americans are too cruel." On the evening of April 4, 1975, in his last speech to the Southern Vietnamese people, Nguyen Van Thiu also accused the Americans of betraying one of their allies and selling out South Vietnam to the Communists. This opinion was repeated by many Vietnamese. Yet, people who deservedly spilled out their bitterness were not heard, perhaps because nobody wanted to pay attention to them. Those dead could not be

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'Reid, Joy M., *The Process of Composition* (New Jersey: Prentice-Hall, Inc., 1982), pp. 108-110.

revived from their graves, and within the re-education camps scattered in Vietnam, those former "anti-Communists" could only blame themselves for their naive faith in the "good will" of the American people and its government in helping Vietnam to repel Communist aggression and defend freedom and democracy.

America, because of its wrong policy and its numerous mistakes, contributed much to the fall of Vietnam. The U.S. was right when it wanted to become involved in the Vietnam issue after the Geneva agreements to prevent Vietnam from sliding under Communist control. However, American policy-makers made many mistakes in their methods of intervention in Vietnam. For example, after the fall of the Ngo Dinh Diem regime, the U.S. government supported only the obedient generals whom they called "strong men." The Nguyen Van Thieu regime, which was rejected by the Vietnamese people, survived for several years under U.S. support. This support caused the Southern Vietnamese to become dissatisfied and thus weakened the war against the Communists. People didn't trust their own government; several meetings were held by the students who represented the people in request the resignation of the President. Unfortunately, he did resign, but not because of the request from his people; rather, he resigned because of the U.S. withdrawal of support. Later in the war, Americans made another big mistake. First, they mobilized all of their forces to destroy the Communist group attacking South Vietnam, yet later they negotiated with the Communists. Finally, Americans committed themselves to the "limited war" concept. Their troops in Vietnam did not seek victory on the battle field. This encouraged the stubborn Communists to continue the war because in a game, if a player knows that he will win or at least tie, he is not so stupid as to give up.

From the point of view of the South Vietnamese, the U.S. policies during the war contradicted previous U.S. actions during previous world conflicts. During

World War I, for example, the U.S. persevered until the enemy was vanquished. The same was true during the second world war when the U.S. stopped the spread of Communism in Europe. And just thirty years before the fall of Vietnam, the U.S. had fought hard on an international level for the creation of Israel, then had brought millions of Israeli citizens from all over the world to their new country in the Middle East to become a strong and prosperous non-Communist nation. As a result of these conflicts, the worldwide reputation of being an adversary of Communism and a protector of small countries had come with the U.S. into Vietnam. The betrayal of the trust of the Vietnamese people was symbolized by one man: Henry Kissinger, a man whose name still arouses anger and frustration among the South Vietnamese. Initially Mr.Kissinger's attitude toward the war was hawkish. However, in league with Le Duc Tho, Mr. Kissinger created the Paris Agreement that favored the unconditional withdrawal of the American troops from Vietnam and precipitated the tearful collapse of Saigon. His negotiations were directly responsible in creating a sea of tears for 17 million Vietnamese. He cut the anchor and let the Vietnamese boat sink into the hands of the Communists.

Of course, the Vietnamese people understand that the business of politics is pragmatic and not always moral. Sometimes promises cannot be kept. However, the fact is that a small boy being undressed and thrown to an ant's nest would not be seen as a humanitarian action. We Vietnamese still remember that one day in the recent past, before Vietnam fell, some U.S. officials were quoted as saying: "South Vietnam is the outpost of the Free World; it should be protected at any costs." Then South Vietnam was suddenly tipped to the Communists. I wondered then why that "front line fortress" became unworthy. Where is the new outpost of the Free World now? And if an outpost is unworthy, will other areas be safe forever from the enemy?

A. Answer the following questions.

1. The main idea of the passage is

_____

2. How did Vietnamese feel after America's "withdrawal with honor"?

_____

3. Why did America contribute much to the fall of Vietnam?

_____

4. What mistake, besides supporting the wrong persons, America make?

_____

5. In view of Vietnamese why wasn't America a protector of Freedom anymore?

_____

B. Complete the following.

1. The first paragraph is the _____ of the essay.

2. There are _____ arguments in the essay.

3. Complete the following outline.

The effect of the U.S. Foreign policy in Vietnam

I. Introduction

II. Body -1. first argument

-2. second argument

-3. third argument

III. _____

4. The word "courageous" is repeated in paragraph 2 line _____ .

5. According to the argumentative essay the writer tries to _____ readers.