

การประเมินผลหลังเรียน

Part II Passages

Read the following passages and then choose the best answer.

Passage 1

Planning the rotation of the crops to be grown is vital for Laura and Laurence. Every year in late January they sit down and decide what they will grow and on what area of their land they will grow it. They record **this** on large maps. It's quite complicated because they have to fit their rotation to **that** of the
5 other 17 growers. The cooperative will decide they need X amount of potatoes and X onions. **They** then decide how much of that they can grow. As each **participant** signs a five-year contract to the cooperative, there is a commitment to the group above personal interest.

1. According to the passage, is very important in growing crops.
- | | |
|---|-----------------------|
| 1. changing the land | 2. using chemicals |
| 3. planning rotation of the crops to be grown | 4. watering the crops |

2. What do Laura and Laurence have to do every year in late January?
1. Deciding what crops to be grown
 2. Deciding which areas to grow each crop
 3. Recording what they have decided
 4. All are correct.
3. According to the paragraph, we can conclude that Laura and Laurence are _____
1. plant researchers
 2. farmers
 3. growing controllers
 4. map makers
4. It can be inferred from the paragraph that there are members in the cooperative mentioned in the paragraph.
1. 17
 2. 18
 3. 19
 4. 20
5. will decide how much produce of each crop is needed.
1. The cooperative
 2. Laura
 3. Laurence
 4. The 17 growers
6. The word “this” (line 3) refers to _____.
1. planning the rotation of the crops
 2. what they will grow
 3. which **land** they will grow it
 4. Both 2 and 3.
7. The word “they” (line 6) refers to _____.
1. Laura and Laurence
 2. the cooperative
 3. 17 growers
 4. potatoes and onions
8. The word “participant” (line 7) refers to _____.
1. competitor
 2. member
 3. applicant
 4. athlete

Passage 2

In a typical year, approximately 20 percent of the prescriptions filled in the U.S. are of the psychoactive (mood-changing) variety: stimulants, including appetite suppressions, and depressants—ranging from sleep-inducing sedatives to minor tranquilizers—are counted in this category. Another class of drugs in common use which may cause addiction are the analgesics (pain-killers). All these drugs act on the central nervous system. **They** are often over-prescribed and misused and lead to **dependence**. Prescriptions for mood-altering drugs are disproportionately high among women because they constitute the largest group of patients seeking medical advice.

9. What percentage of prescriptions in the U.S. are **not** of the psychoactive variety?
1. 20%
 2. 40%
 3. 70%
 4. 80%
10. According to the passage, which of the following is a kind of stimulant?
1. sedatives
 2. tranquilizers
 3. pain-killers
 4. appetite suppressers
11. Which of the following may cause addiction in users?
1. stimulants
 2. depressants
 3. analgesics
 4. All are correct.
12. Prescriptions for mood-altering drugs are high among women because they like to _____.
1. change their mood
 2. take medicines
 3. look for medical advice
 4. go to hospital

13. The word “they” (line 7) refers to _____.

1. analgesics

2. prescriptions

3. patients

4. drugs

14. The word “dependence” (line 9) used in this passage is close in meaning to _____.

1. confidence

2. weakness

3. helplessness

4. addiction

Passage 3

Carl Rogers, Fritz Peris, Erich Fromm, and Abraham Maslow have contributed to an approach to personality that is quite different from the others we have been discussing. Although there are substantial differences among their individual approaches, they may all be considered *humanistic*. Instead of dealing
5 mainly with explanations of how personality develops, humanistic psychologists **concentrate** on how personality *should* develop; and instead of emphasizing similarities among people, they focus on the uniqueness of each individual. According to the humanistic view, all people have certain unique talents, abilities, feelings, and potentials to express. To the extent that individuals
10 manage to express **them** they are *self-actualized*, and in this sense their lives are successful and full.

15. Where is this passage probably found?

1. In a textbook

2. In a weekly magazine

2. In a newspaper

4. In a fiction book

16. What does the passage discuss?
1. Personality
 2. Humanistic views
 3. Four psychologists
 4. How personality develops
17. The paragraphs preceding the one above are about _____.
1. Personality
 2. Some psychologists
 3. Approaches to personality
 4. Humanistic psychologists
18. According to humanistic psychologists people _____.
1. are similar
 2. like to express their feelings
 3. are capable of doing everything
 4. are unique
19. According to the passage, psychologists of a humanists view are different from psychologists of other views in _____ way(s).
1. 1
 2. 2
 3. 3
 4. 4
20. Which it **not** correct according to the passage?
1. Carl Rogers, Fitz Peris, Erich Fromm, and Abraham Maslow do not differ in their approaches to personality.
 2. Carl Rogers, Fritz Peis, Erich Fromm, and Abraham Mashow are considered humanistic.
 3. Carl Rogers, Fritz Peris, Erich Fromm, and Abraham Maslow do agree that individuals are different.
 4. Carl Rogers, Fritz Peris, Erich Fromm, and Abraham Maslow focus on how to develop personality.

21. Carl Rogers thinks that _____.
1. people are happy with their potentialities
 2. people should be able to express their potentialities
 3. people have some weak points and should hide them
 4. people do not have a chance to express their potentialities
22. According to the humanistic view, people should be able to do according to _____.
1. their own needs
 2. society's needs
 3. parents' needs
 4. school's needs
23. People's lives are not successful and full because _____.
1. they cannot do what they want
 2. their true personality cannot emerge
 3. their abilities are interfered with by environment
 4. All of 1, 2, and 3
24. The word "them" (line 10) refers to _____.
1. certain unique talents, abilities, feelings, and potentials
 2. individuals
 3. their lives
 4. their true personality
25. The word "concentrate" (line 6) means _____.
1. thicken
 2. care
 3. carry
 4. emphasize

Part II: Unseen Passages

Read the following passages and then choose the best answer.

Passage 1

A woman standing knee-deep in Australia's Shark Bay groped at a dolphin. She shrieked, yanking her arm high in the air. A deep red scratch curved from her thumb to her forearm. "It hurts," she said to a group of about 30 startled fellow waders.

5 Welcome to Monkey Mia, the only spit in the world where wild dolphins train humans. **The first, and sometimes painful, lesson:** Forget the friendly **Flipper** myth. In the wild, dolphins are mean, moody and ornery. They can also be winsome, funny and gentle. In short, they're as complex and mysterious as any mammal with a big brain.

10 The lessons that **two-legged big-brained mammals** are learning from these wild aquatic big-brained mammals have attracted a small group of U.S. primate biologists to this remote spot on the Australian west coast to watch how dolphins interact among each other. After several years of observing the dolphins, the researchers are doing their part to shatter the image of **the happy-go-lucky**
15 **ocean-going mammal**. In addition, they have found striking similarities between the lives of dolphins and another species of big-brained mammal: chimpanzees.

Nearly every morning nine dolphins, part of a group estimated to number 200 in Shark Bay, swim to the beach at Monkey Mia to **beg** for fish from the
20 people gathered in knee-deep water. The dolphins rush to newcomers, brace their pectoral fins against the sand as they lift their heads and tails out of the

water, and open their mouths in a wide, endearing smile. If a person has no fish, some dolphins angrily shake their heads and swim away. **Others** linger to be stroked. As long as humans avoid the no-touch-zone—blowhole, dorsal fins, 25 head, tail or flippers—the dolphins may stay still for several moments.

26. How did the woman whom the dolphin scratched feel?

- | | |
|---------------|------------|
| 1. surprised | 2. angry |
| 3. frightened | 4. puzzled |

27. The waders were startled because of _____.

- | | |
|-----------------------|------------------------|
| 1. the dolphin's jump | 2. the dolphin's blood |
| 3. the woman's show | 4. the woman's shriek |

28. Monkey Mia is the place where dolphins _____.

- | | |
|--------------------|-------------------------|
| 1. can live freely | 2. are kept in activity |
| 3. are cured | 4. are trained |

29. "Flipper" (line 7) most probably refers to a _____.

- | | |
|------------|---------------|
| 1. human | 2. chimpanzee |
| 3. dolphin | 4. whale |

30. What is the "Flipper" mentioned in line 7 like?

- | | |
|----------|--------------|
| 1. Moody | 2. Dangerous |
| 3. Large | 4. Friendly |

31. Which is correct?

1. Scientists want to play with dolphins at Monkey Mia.
2. Dolphins really are friendly and happy-go-lucky.
3. People enjoy studying dolphins.
4. Dolphins are like chimpanzees.

32. What does “the first, and sometimes painful, lesson” (line 6) refer to?
1. The dolphin hurt a woman at Monkey Mia.
 2. The dolphin performed a show at Monkey Mia.
 3. The dolphin was trained how to fight at Monkey Mia.
 4. The dolphin played with the watchers at Monkey Mia.
33. “two-legged big-brained mammals?” (line 10) refers to _____.
1. dolphins
 2. chimpanzees
 3. humans
 4. 1 and 2
34. “the happy-go-lucky ocean-going mammals” (lines 14-15) refers to _____.
1. dolphins
 2. whales
 3. chimpanzees
 4. humans
35. Dolphins have been considered as _____ mammals.
1. complicated
 2. friendly
 3. dangerous
 4. greedy
36. According to the passage dolphins can be _____.
1. difficult to deal with
 2. smiling if they get food
 3. shaking their heads to reject food
 4. happy all the time
37. We can infer from the passage that the dolphins at Monkey Mia _____ scientists.
1. please
 2. anger
 3. astonish
 4. excite

- 3 8. How many dolphins can there be around Monkey Mia?
1. 100
 2. **200**
 3. **300**
 4. Not mentioned in the passage
39. _____ parts of the dolphins' body should not be touched.
1. Four
 2. Five
 3. Six
 4. Two
40. The word "beg" (line 19) means _____.
1. receive
 2. question
 3. ask
 4. wonder
41. "Others" (line 23) refers to _____.
1. dolphins
 2. people
 3. heads
 4. food

Passage 2

Next to hugging your child, reading aloud is probably the longest-lasting experience that you can put into your child's life. You will **savor** it long after they have grown up.

Reading aloud is important for all the reasons that talking to children is
5 important-to inspire them, to guide them, to educate them, to bond with them and to communicate your feelings, hopes and fears. You are giving children a piece of your mind and a piece of your time.

They are more interested, really, in you than they are in the story-at least in the beginning. But it is not just you who are communicating but the author
10 and illustrator. These are people **who**, in some cases, lived hundreds of years ago. So reading aloud becomes a way to eavesdrop on history.

Reading aloud to children on a routine basis improves their reading, writing, speaking, listening and imagining skills. And it improves their attitudes toward learning.

15 Today attitude is the major stumbling block to literacy achievement. But what we do in this culture is teach children how to read first; then we try and get them interested in it. That's putting the cart before the horse.

42. What should be the main idea of the whole passage?

1. Reading aloud to children is probably the most important and longest-lasting experience that a parent can give them.
2. Children fail in reading because their parents do not have time to read to them.
3. Reading aloud becomes a way to eavesdrop on history.
4. Reading to children is as important as talking to them.

43. Besides reading aloud to children, _____ is the most important experience that a parent can put in their life.

1. giving them much time
2. listening to them carefully
3. showing them physical affection
4. taking them out

44. One reason children cannot read well is that _____.

1. their parents do not have time for them
2. they are forced to read and write too early
3. the way schools teach them is not practical
4. they do not enjoy reading before they are taught to read

45. Paragraphs 2-4 discuss _____.
1. the way schools should teach reading
 2. advantages of reading aloud
 3. why children become poor readers
 4. how to read aloud
46. How many reasons for talking to children are listed in the passage?
1. 5
 2. 6
 3. 7
 4. 8
47. What is the topic of the passage?
1. How to bring up children
 2. The importance of reading
 3. Improving your child's reading
 4. Reading aloud
48. A parent should read aloud to children so that they _____.
1. value learning
 2. enjoy reading
 3. develop language skill
 4. All of 1, 2, and 3
49. The word "savor" (line 2) means _____.
1. enjoy
 2. miss
 3. smell
 4. get
50. The word "who" (line 10) refers to _____.
1. you
 2. the author
 3. the author and illustrator
 4. children

