



วิชาภาษาอังกฤษ

Reading Comprehension

โดย

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Reading Comprehension

An ecosystem exists in a state of *equilibrium*. It can support a certain number of plants and animals of different species. When the population of one animal increases, there will be a change in the ecosystem. There will not be enough food and water for all the animals. Consequently, some will die. The system will return to its state of equilibrium. The ecosystem regulates itself in the same way that a thermostat regulates the temperature in a heating system.

Ecosystems are *not static*. Plants and animals are able to adapt to changes in the physical environment. It is possible to predict changes. For example, when fire destroys the vegetation in a region, there will be certain changes. First, grass and some flowers will grow. Then insects will appear. The wind will blow the seeds of small trees. These trees will grow and birds will appear. As the trees grow, the grass will disappear and a dense forest will develop. Some trees cannot live in a dense forest and will *perish*. Other trees will develop and a community of birds and animals will live in the forest.

Over long periods of time, ecosystems evolve. The evolution of an ecosystem is caused by both internal and external factors. Consider the evolution of the atmosphere. When life began on earth, the atmosphere contained nitrogen and other gases, but no oxygen. There was no ozone in the atmosphere. Consequently, the sun's rays prevented life from developing on land. The first living organisms developed under the sea. After the evolution of photosynthesis, the oxygen in the atmosphere increased and *life* expanded. Complex living organisms developed. As the oxygen in the atmosphere increased, a layer of ozone was formed. Life was then possible on the surface of the earth. Life on earth depends on the equilibrium of the atmosphere.

1. The word “*equilibrium*” can be replaced by
 - a. balance
 - b. survival
 - c. fertility
 - d. adaptation

2. The phrase “*not static*” means
 - a. believable
 - b. predictable
 - c. changeable
 - d. controllable

3. The word “*perish*” can be replaced by
 - a. appear
 - b. die
 - c. increase
 - d. thrive

4. In paragraph 2, the writer aims to
 - a. define the meaning of ecosystems
 - b. describe how ecosystems are destroyed
 - c. explain how living things live together
 - d. give information about forest development

5. It can be assumed from the passage that after a community of animals develops extensively, the
 - a. ecosystems will improve
 - b. forest areas will gradually expand
 - c. state of equilibrium will become more stable
 - d. physical environments will adjust accordingly

6. According to the last paragraph,
 - a. photosynthesis first developed on land
 - b. the sun’s rays initially discouraged life on land
 - c. the ozone layer was formed before the first organisms developed
 - d. life expanded as a result of the establishment of the ozone layer

7. According to the last paragraph, the first event of the ecosystem evolution was the
- formation of an ozone layer
 - development of photosynthesis
 - increase in the amount of oxygen
 - development of life under the sea
8. The word "*life*" refers to
- living organisms on land
 - living organisms under the sea
 - complex living organisms on land
 - complex living organisms under the sea

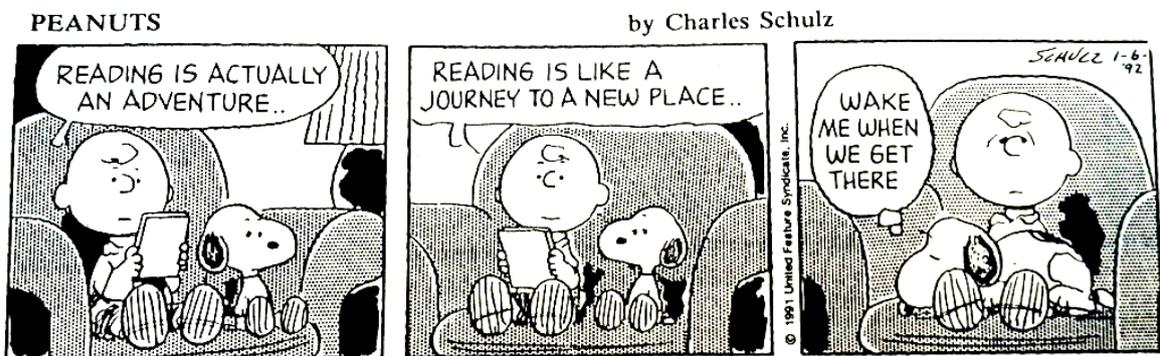
Reading Comic



1. The point in this cartoon is that
- everything tastes the same when it is put into soup
 - it does' t matter what kind of soup it is if you do not recognize the taste
 - whatever you think soup tastes like, that is what is in it
 - there is no need to ask about the taste of soup if you already know what it is



2. We can infer from this comic strip that
- children would rather go to school than get jobs
 - students learn many different things at school
 - parents do not understand children 's feelings about school
 - people cannot usually remember what they learn at school



3. "*There*" in this cartoon refers to
- something new
 - mystery stories
 - a travel book
 - real life

Reading Comprehension

If you were to ask a reasonably intelligent and well-informed person what caused forgetting, you might get the *offhand* reply, "Oh, just the passage of time, I guess." If pressed a little harder he might say, "Well, as time passes, the impressions of what we learn just get weaker and finally fade away."

If there is any truth at all in this notion, it cannot be the whole truth. Countless experiments have now demonstrated that it is not just the passage of time that determines how much we forget, but it is what happens during that time. What we do in between the time that we learn something and the time that we attempt to remember it influences how we will remember it. This can be demonstrated in experiments to be described in the following paragraph.

Retention after sleeping and waking

Perhaps the most striking demonstration comes from a famous experiment in which the ability to remember after a period of sleep was compared with the ability to remember after an equal period of waking. Two *subjects* were tested for retention of nonsense syllables after various periods of sleep and again after various periods of normal, wakeful activity. The results of this study show that sleep was followed by much higher retention than wakeful activity. This experiment has been repeated several times, and the results are always about the same. Activity produces much more forgetting than does sleep. Furthermore, after the second hour of sleep, retention hardly declines at all.

1. The word '*offhand*' means
- | | |
|----------------|---------------|
| a. intelligent | b. humorous |
| c. unexpected | d. unprepared |

2. The word '*Subjects*' can be replaced by
 - a. topics in a study
 - b. grammatical words
 - c. experimental demonstrations
 - d. persons undergoing an experiment

3. This passage is mainly about
 - a. the causes of forgetting
 - b. how to increase one's memory
 - c. an experiment of retention
 - d. the effect of sleep on intelligence

4. According to the passage, it is probably true that
 - a. being asleep causes more forgetting than being awake
 - b. retention reduces most during the first two hours of sleep
 - c. the longer you sleep, the more you forget
 - d. the best time to study is the period right before sleep

The Mediterranean climate is little suited to stock-breeding ; only sheep and goats can make use of the extensive feeding grounds with their *meager* rainfall.

1. The Mediterranean climate is described as
 - a. humid
 - b. cold
 - c. dry
 - d. wet

2. The Mediterranean area is
 - a. suitable for breeding any kinds of animal
 - b. poor for raising most animals
 - c. good for raising a variety of animals
 - d. unsuitable for only sheep and goats

3. The word "*meager*" means
 - a. to be empty of water
 - b. a great amount of
 - c. to be over sufficient
 - d. not much in quantity