

# การสอบ MCU-GET

## ๑. Reading Skill

ลักษณะข้อสอบ เป็นแบบปรนัย เนื้อหาจะเป็นเรื่องเกี่ยวกับเศรษฐกิจ สังคม และเรื่องราวต่างๆ ในชีวิตประจำวัน เนื้อหาเกี่ยวกับพระพุทธศาสนา รูปแบบของข้อสอบจะมีเนื้อเรื่องให้อ่านและตอบคำถาม เป็นสัดส่วนย่อยๆ จำนวน ๕๐ ข้อ ใช้เวลา ๖๐ นาที

## ๒. Writing Skill

ลักษณะข้อสอบ เป็นแบบปรนัย และอัตนัย แบ่งออกเป็น ๓ ส่วน ประกอบด้วย

### ๑. Error Identification

### ๒. Sentence Completion

### ๓. Paragraph Writing

เนื้อหาจะเป็นเรื่องเกี่ยวกับเศรษฐกิจ สังคม และเรื่องราวต่างๆ ในชีวิตประจำวัน เนื้อหาเกี่ยวกับพระพุทธศาสนา โดยมีข้อสอบอัตนัย จำนวน ๔๕ ข้อ แบบอัตนัย จำนวน ๕ ข้อ โดยให้เลือกทำ ๑ ข้อ ใช้เวลาในการสอบ รวม ๖๐ นาที.

## ๓. Listening Skill

ลักษณะข้อสอบ เป็นแบบปรนัย เนื้อหาจะฟังจากคลิปเสียง

Part I: Questions and Answers จำนวน ๑๕ ข้อ เนื้อหาทั่วไป

Part II: Short Conversations จำนวน ๑๕ ข้อ เนื้อหาทั่วไปเกี่ยวกับเศรษฐกิจ  
สังคม และพระพุทธศาสนา

Part III: Talks จำนวน ๒๐ ข้อ เนื้อหาทั่วไปเกี่ยวกับเศรษฐกิจ

สังคม และพระพุทธศาสนา

ข้อสอบมีจำนวน ๕๐ ข้อ ใช้เวลา ๖๐ นาที ให้ฟัง ๑ รอบ

## ๔. Speaking Skill

ลักษณะข้อสอบ เป็นการสอบสัมภาษณ์ โดยจะมีภาพหรือเนื้อหาให้ผู้สอบได้ดูและอ่าน ซึ่งจะเป็นกรณี (ตัวเลือก) ดังนี้

๒. เป็นเนื้อเรื่อง ประเททนี้ ผู้สอบจะได้รับเนื้อเรื่องก่อนสอบ ๒๐ นาที ก่อนเข้าห้องสอบ เมื่อผู้สอบเข้าไปในห้องสอบ คณะกรรมการจะถามเกี่ยวกับเนื้อหาที่ได้ผู้สอบได้รับและถามทั่วไป ผู้สอบจะใช้เวลา ท่านละ ๗ - ๑๐ นาที

## การประเมินผลการสอบ จำนวน ๔๐๐ คะแนน ดังนี้

๑. Reading Skill จำนวน ๕๐ ข้อ ๆ ละ ๒ คะแนน รวม ๑๐๐ คะแนน
๒. Writing Skill จำนวน ๔๕ ข้อ ๆ ละ ๒ คะแนน รวม ๙๐ คะแนน
๓. Listening Skill จำนวน ๕๐ ข้อ ๆ ละ ๒ คะแนน รวม ๑๐๐ คะแนน
๔. Speaking Skill โดยคณะกรรมการจะเป็นผู้ประเมินและให้คะแนนตามเกณฑ์ที่กำหนด รวม ๑๐๐ คะแนน

## กำหนดการสอบ

|                           |                                       |
|---------------------------|---------------------------------------|
| <b>08.30 - 09.00 น.</b>   | <b>ลงทะเบียน</b>                      |
| <b>09.00 - 10.00 น.</b>   | <b>สอบทักษะด้านการอ่าน (Reading)</b>  |
| <b>10.00 - 11.00 น.</b>   | <b>สอบทักษะด้านการเขียน (Writing)</b> |
| <b>11.00 - 12.30 น.</b>   | <b>พัก</b>                            |
| <b>12.30 - 13.30 น.</b>   | <b>สอบทักษะด้านการฟัง (Listening)</b> |
| <b>13.30 น. เป็นต้นไป</b> | <b>สอบทักษะด้านการพูด (Speaking)</b>  |



ประกาศมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย  
เรื่อง เกณฑ์มาตรฐานภาษาอังกฤษสำหรับนิสิตหลักสูตรบัณฑิตศึกษา พ.ศ. ๒๕๖๐

เพื่อให้การสอบวัดความรู้ภาษาอังกฤษสำหรับนิสิตระดับบัณฑิตศึกษา เป็นไปด้วยความเรียบร้อย มีประสิทธิภาพ บรรลุวัตถุประสงค์ตามนโยบายของมหาวิทยาลัย และเพื่อนำวัตถุที่เป็นไปตามข้อ ๕ แห่งข้อบังคับมหาวิทยาลัย ว่าด้วย การสอบวัดความรู้ภาษาอังกฤษสำหรับนิสิตหลักสูตรระดับมหาบัณฑิต พ.ศ. ๒๕๕๗ ข้อ ๕ แห่งข้อบังคับมหาวิทยาลัย ว่าด้วย การสอบวัดความรู้ภาษาอังกฤษสำหรับนิสิตหลักสูตรพุทธศาสนาสตรดุษฎีบัณฑิต พ.ศ. ๒๕๕๔ และ ข้อ ๕ แห่งข้อบังคับมหาวิทยาลัย ว่าด้วย เกณฑ์วัดระดับความรู้ภาษาอังกฤษสำหรับผู้เข้าศึกษาหลักสูตรระดับดุษฎีบัณฑิต พ.ศ. ๒๕๕๙

อาศัยอำนาจตามความในมาตรา ๒๒ (๙) แห่งพระราชบัญญัติมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย พ.ศ. ๒๕๔๐ และมติสภावิชาการ ในคราวประชุมครั้งที่ ๖/๒๕๖๐ เมื่อวันที่ ๑๔ กรกฎาคม พ.ศ. ๒๕๖๐ จึงออกประกาศไว้ดังต่อไปนี้

ข้อ ๑ ประกาศนี้เรียกว่า “ประกาศมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย เรื่อง เกณฑ์มาตรฐานภาษาอังกฤษสำหรับนิสิตหลักสูตรบัณฑิตศึกษา พ.ศ. ๒๕๖๐”

ข้อ ๒ ให้ใช้ประกาศนี้ตั้งแต่วันถัดจากวันประกาศเป็นต้นไป

ข้อ ๓ บรรดาภูมิ ระบุบัญชี ข้อบังคับ ข้อกำหนด คำสั่ง หรือประกาศอื่นใดซึ่งขัดหรือแย้งกับประกาศนี้ให้ใช้ประกาศนี้แทน

ข้อ ๔ ในประกาศนี้

“นิสิตระดับบัณฑิตศึกษา” หมายถึง ผู้ที่กำลังศึกษาในหลักสูตรระดับมหาบัณฑิตและดุษฎีบัณฑิตของมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัยทุกสาขาวิชา

ข้อ ๕ นิสิตหลักสูตรระดับมหาบัณฑิต ต้องมีคะแนนทดสอบความสามารถภาษาอังกฤษซึ่งมีผลการทดสอบมีอายุไม่เกิน ๒ ปี นับตั้งแต่วันที่ได้รับผลการทดสอบ โดยมีผลการทดสอบตามเกณฑ์ได้แก่

หนึ่งดังนี้

|                                |            |     |       |
|--------------------------------|------------|-----|-------|
| (๑) ผลสอบ MCU-GET              | ไม่ต่ำกว่า | ๒๒๐ | คะแนน |
| (๒) ผลสอบ TOEFL Paper Based    | ไม่ต่ำกว่า | ๕๐๐ | คะแนน |
| (๓) ผลสอบ TOEFL Computer Based | ไม่ต่ำกว่า | ๑๗๓ | คะแนน |
| (๔) ผลสอบ TOEFL Internet Based | ไม่ต่ำกว่า | ๖๑  | คะแนน |
| (๕) ผลสอบ IELTS                | ไม่ต่ำกว่า | ๕.๐ | คะแนน |
| (๖) ผลสอบ CU-TEP               | ไม่ต่ำกว่า | ๖๖  | คะแนน |
| (๗) ผลสอบ TU-GET               | ไม่ต่ำกว่า | ๕๕๐ | คะแนน |

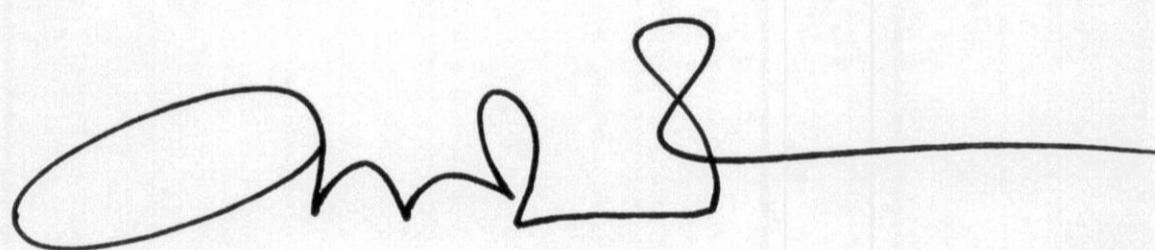
ข้อ ๕ นิสิตหลักสูตรระดับบัณฑิต ต้องมีคะแนนทดสอบความสามารถภาษาอังกฤษซึ่งมีผลการทดสอบมีอายุไม่เกิน ๒ ปี นับตั้งแต่วันที่ได้รับผลการทดสอบ โดยมีผลการทดสอบตามเกณฑ์ได้เกณฑ์หนึ่งดังนี้

|                                |            |     |       |
|--------------------------------|------------|-----|-------|
| (๑) ผลสอบ MCU-GET              | ไม่ต่ำกว่า | ๒๔๐ | คะแนน |
| (๒) ผลสอบ TOEFL Paper Based    | ไม่ต่ำกว่า | ๕๕๐ | คะแนน |
| (๓) ผลสอบ TOEFL Computer Based | ไม่ต่ำกว่า | ๒๑๓ | คะแนน |
| (๔) ผลสอบ TOEFL Internet Based | ไม่ต่ำกว่า | ๗๙  | คะแนน |
| (๕) ผลสอบ IELTS                | ไม่ต่ำกว่า | ๕.๕ | คะแนน |
| (๖) ผลสอบ CU-TEP               | ไม่ต่ำกว่า | ๗๐  | คะแนน |
| (๗) ผลสอบ TU-GT                | ไม่ต่ำกว่า | ๖๐๐ | คะแนน |

ข้อ ๖ กรณีมีปัญหาในการตีความ หรือการปฏิบัติตามประกาศนี้ ให้อธิการบดีเป็นผู้วินิจฉัย และการวินิจฉัยของอธิการบดีให้ถือเป็นที่สิ้นสุด

ข้อ ๗ ให้อธิการบดีรักษาการให้เป็นไปตามประกาศนี้

ประกาศ ณ วันที่ ๗ สิงหาคม พ.ศ. ๒๕๖๐



(พระพรหมบัณฑิต, ศ.ดร.)

อธิการบดีมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

## Reading Skills

*Prepared by: Pragasit Sitthitikul*

### Reading is a Dynamic Process

Reading is a dynamic process between the page, the eye, and the brain. Take an active role in your reading right from the start, and you will improve your understanding of everything you read. Ask yourself these questions:

#### ***What do I already know about the topic?***

When you read, your brain actively links what you already know and what is new to you. You understand and learn new material by associating it with information that you already know. Imagine that you are about to read the following articles. Take a few minutes right now to jot down what you know about these topics. Then take some notes about what you would like to learn from these articles. The whole process should not take you more than five minutes for each topic.

Articles topics:

**“Thai Economy in the Future”**

**“Gang Violence”**

**“Prisons and Punishment”**

What I know about the topic:

---

What I would like to learn:

---

#### ***Why am I reading this?***

Think about your purpose—your reason—for reading a specific book, report, article, or memo. Why have you picked this document to read? You may be reading to:

- get facts
- get opinions
- be entertained
- confirm a belief

- get an overview on an issue
- learn new information
- review notes
- support a position

Next, think about how much information you need to get from this particular document. If you need specific facts, you can skim the material until you come to the information. Then you will have to read that portion of the text in depth. If you need general opinions or an overview, you can read much more quickly. When you read about a subject that you know well, your brain is familiar with the facts. As a result, you can move quickly through most of the text and slow down only when you come to new information.

### **What information is important?**

***Skim and Scan.*** Start by skimming the book to identify the main ideas. Focus on the introduction, the table of contents, chapter headings, and opening paragraphs. Also glance at the author's biography. Build on prior knowledge by looking for facts you already know. Read this as quickly as you can. This way, you will be able to focus on the key ideas and critical details and skim over the material that does not pertain to your needs.

### **How is the material organized?**

After your preview, think about how the information is presented in the text. Authors arrange their facts, details, and examples to make their point in the most effective way. Here are some ways that information can be arranged in a document:

- most to least important
- least to most important
- cause and effect
- advantages and disadvantages
- chronological order
- spatial order
- steps in a process
- examples
- comparison and contrast
- reasons

### **What is coming next in the passage?**

A key activity in reading is making predictions. As you read, your brain is trying to figure out what is coming next in the text. Once you find out what is coming next, you either confirm or revise your prediction.

***Making predictions quickly.*** To be effective, you must make reading predictions quickly. By making predictions, you can narrow your focus.

If you are reading fiction, identify yourself with the main characters. Think about how the characters' experiences and attitudes are the same as and different from your own. Ask yourself these questions as you make predictions about stories and novels:

1. What has happened in the story thus far?
2. What important event in the story might cause something to happen?
3. What might happen next in the sequence of events?
4. How will the character act next?

### **What is the main idea of this reading?**

To answer this question, restate the information in your own words. Create brief summaries to make sure that you have understood the author's point either on index cards or mentally. It is vital that you create your summaries out of your own words. Copying the author's phrases shows that you really don't grasp what you have read.

***Organize the information.*** Devise different ways to organize the information that is useful to you. See what connection you can find among ideas. Use visual aids to help. The more you force your brain to organize the material, the better you will be able to understand and recall it.

### **The Topic Sentence**

#### **Definitions, descriptions, and examples:**

**A topic sentence** is a general statement that expresses the main idea of a paragraph.

A paragraph is a group of sentences that develop one main idea.

The main idea is the general statement that the other sentences support or explain.

The general statement of the main idea is also called the **topic sentence**.

The **topic sentence** has two main parts:

**subject:** what the paragraph is about

**focus:** what the paragraph is going to say about the subject.

Examples:

Most adults / find learning a foreign language difficult.

subject / focus

Telephones / intrude into the privacy of our daily lives.

subject / focus

Parents of teenagers / often feel unappreciated.

subject / focus

A **topic sentence** sets up one paragraph which is usually less than a page of text; therefore, the **topic sentence** should be general, but not too general.

Too general: Sports are exciting.

Much better: Watching the 1988 Super Bowl game between the Washington Redskins and the Denver Broncos kept me on the edge of my chair.

General guidelines for creating effective **topic sentences**:

1. A **topic sentence** should always be a complete sentence.
2. A **topic sentence** should not merely state a single fact.
3. A **topic sentence** should be a general statement but not too broad or too vague.

Location of the topic sentence in a paragraph

A **topic sentence** may come at the beginning, as the second sentence, at the end, or may be implied. In academic writing assignments, many instructors (but not all) seem to prefer that the topic sentence come at the beginning of the paragraph.

Here is an example of a proper paragraph with supporting sentences:

\*\*\*\*\*

I had a wonderful summer. First, I started sleeping in every day. I would then go swimming with my friends. I stayed up late watching TV a lot, and I went to camp for a week. I wished my summer would never end!

\*\*\*\*\*

**What is the topic sentence? (Ask yourself what the paragraph is about.)**

**"I had a wonderful summer"** is the **topic sentence**. Everything else supports that idea. The final sentence is the concluding sentence. It sums up what the author wants to communicate in the paragraph. "I wished my summer would never end!".

Here is an example of a paragraph that has a sentence that doesn't quite fit in. Try to find it!

\*\*\*\*\*

Regardless of what some people may think, the desert is a beautiful place. The blossoming wildflowers in the spring are a joy to see. Spectacular sunsets delight the eye. Sometimes I go swimming. The occasional quail or roadrunner dart across the sandy roads. It is a unique experience.

\*\*\*\*\*

What doesn't belong? **"Sometimes I go swimming" has nothing whatsoever to do with the topic sentence that states that the desert is a beautiful place.** Get rid of it!

**Time to Practice!!!**

**Topic and Main Idea**

**Practice 1:**

**Directions: Read each paragraph and determine its topic. Then select the answer choice that tells the main idea sentence.**

**Passage One**

Passing fears are common in early childhood. Many 2- to 4-year-olds are afraid of animals, especially dogs. By 6 years, children are more likely to be afraid of the dark. Other common fears are of thunderstorms, doctors, and imaginary creatures.

1. The topic of this paragraph is

- A) fear.
- B) passing fears.
- C) two-to-four year olds fear of animals.
- D) common fears

2. The main idea of this paragraph is

- A) Passing fears are common in early childhood.
- B) Many 2- to 4-year olds are afraid of animals, especially dogs.
- C) By 6 years, children are more likely to be afraid of the dark.
- D) Other common fears are of thunderstorms, doctors, and imaginary creatures.

Passage Two

Congratulations! You have been offered a job. The time has come to negotiate your salary. The question to ask yourself is: "How much am I worth?" Your answer will likely affect the outcome of your salary negotiation. The point is, in order to negotiate the best possible salary, you must convince both yourself and the employer of the value that you will bring to the job.

3. The topic of this paragraph is

- A) congratulations.
- B) being offered a job.
- C) asking yourself how much you are worth.
- D) negotiating the best possible salary.

4. The stated main idea of this paragraph is

- A) You have been offered a job.
- B) The time has come to negotiate your salary.
- C) The question to ask yourself is: "How much am I worth?"
- D) The point is, in order to negotiate the best possible salary, you must convince both yourself and the employer of the value that you will bring to the job.

Passage Three

There are gender differences in adolescents' satisfaction with their bodies. Compared with boys, girls are usually less happy with their bodies and have more negative body images. Also, as puberty proceeds, girls often become even more dissatisfied with their bodies. This is probably because their body fat increases. In contrast, boys become more satisfied as they move through puberty, probably because their muscle mass increases.

5. The topic of this paragraph is

- A) adolescents' satisfaction with their bodies.
- B) girls' negative body images.
- C) puberty.
- D) boys' muscle mass during puberty.

6. The stated main idea of this paragraph is

- A) There are gender differences in adolescents' satisfaction with their bodies.
- B) Compared with boys, girls are usually less happy with their bodies and have more negative body images.
- C) Also, as puberty proceeds, girls often become even more dissatisfied with their bodies.
- D) In contrast, boys become more satisfied as they move through puberty, probably because their muscle mass increases.

#### Passage Four

One of the big programming surprises of the 2002 summer TV series was a show on the Fox Network called American Idol, a talent search that highlighted several aspiring performers. The final episode of the show garnered the biggest audience share among 18- to 49-year olds that the network has ever had. Based on a British series called Pop Idol, American Idol is another in a long list of shows that the United States has imported. In fact, many popular U.S. TV shows originated overseas. These include the quiz shows Who Wants to Be A Millionaire and The Weakest Link, both also from Britain . Other examples include Survivor, imported from Sweden; Big Brother , based on a Dutch series of the same name; and TLC's Trading Spaces, based on the British series, Changing Rooms.

7. The topic of this paragraph is

- A) big programming surprises.
- B) American Idol.
- C) popular U.S. TV shows.
- D) British quiz shows.

8. The stated main idea of this paragraph is

- A) One of the big programming surprises of the 2002 summer TV series was a show on the Fox Network called American Idol, a talent search that highlighted several aspiring performers.
- B) Based on a British series called Pop Idol, American Idol is another in a long list of shows that the United States has imported.

- C) In fact, many U.S. TV shows have first originated overseas.
- D) These include the quiz shows Who Wants to Be A Millionaire and The Weakest Link, both also from Britain.

### Passage Five

Don't wait for your company to send you to school. Determine your needs and ask about the company's training program. If they don't have one, sign up for classes at a local college. When it comes to your profession, you should be a lifelong learner. Put a high priority on learning new skills and on personal growth and professional development. Learn new software technology and improve interpersonal and writing skills.

9. The topic of this paragraph is

- A) waiting for your company to send you to school.
- B) the company's training program.
- C) being a lifelong learner.
- D) new software technology.

10. The stated main idea of this paragraph is

- A) Don't wait for your company to send you to school.
- B) Determine your needs and ask about the company's training program.
- C) When it comes to your profession, you should be a lifelong learner.
- D) Learn new software technology and improve interpersonal and writing skills.

\*\*\*\*\*

### **Practice 2:**

#### **Identifying main ideas**

**Directions: Read the short paragraphs below and choose the main idea for each.**

1. Native people in early North America liked to play games. Their favorite games were played with a stick and a ball, like lacrosse. In lacrosse the rule is that you can't

touch the ball with your hands. You catch the ball in a net on the end of a stick and use the stick to throw the ball.

- A: Their favorite games were played with a stick and a ball, like lacrosse.
- B: Native people in early North America liked to play games.
- C: You catch the ball in a net on the end of a stick and use the stick to throw the ball.
- D: In lacrosse the rule is that you can't touch the ball with your hands.

2. Not all plants grow in the same way. Some plants grow and reproduce in one year and are called annuals. Some plants grow and reproduce in two years and are called biennials. Other plants grow and reproduce for many years and are called perennials.

- A: Other plants grow and reproduce for many years and are called perennials.
- B: Some plants grow and reproduce in two years and are called biennials.
- C: Not all plants grow in the same way.
- D: Some plants grow and reproduce in one year and are called annuals.

3. Teeth can tell you what kinds of food a mammal eats. Plant eaters (herbivores) like deer have large, flat molars for grinding plants. Animals that eat both plants and meat (omnivores) have strong canines and molars for tearing and grinding foods. Animals that are meat eaters (carnivores) have canine teeth for cutting and tearing.

- A: Animals that are meat eaters (carnivores) have canine teeth for cutting and tearing.
- B: Plant eaters (herbivores) like deer have large, flat molars for grinding plants.
- C: Animals that eat both plants and meat (omnivores) have strong canines and molars for tearing and grinding foods.
- D: Teeth can tell you what kinds of food a mammal eats.

4. Animals have defenses against being eaten, and so do plants. Plants like milkweed have strong chemicals that can make animals sick. Poison Ivy has oils in its leaves that will give animals an itchy rash. Blackberries have sharp thorns all over the plant.

- A: Animals have defenses against being eaten, and so do plants.
- B: Blackberries have sharp thorns all over the plant.

C: Poison ivy has oils in its leaves that will give animals an itchy rash.

D: Plants like hemlock have strong chemicals that can make animals sick.

5. Dogs are often called man's best friend, but they also help humans in many ways.

Some dogs hunt or retrieve. Some dogs guide the blind. Others guard animals and property.

A: Others guard animals and property.

B: Some dogs guide the blind.

C: Some dogs hunt or retrieve.

D: Dogs are often called man's best friend, but they also help humans in many ways.

6. Before the Europeans came, women in North America had more power and freedom than women in Europe or Asia. Women owned their own houses. They could get divorced if they wanted to. They didn't lose their children if they did get divorced.

A: Women owned their own houses.

B: They didn't lose their children if they did get divorced.

C: They could get divorced if they wanted to.

D: Before the Europeans came, women in North America had more power and freedom than women in Europe or Asia.

7. Martin Luther King Jr. was one of America's most important civil rights leaders. He inspired many with his famous, "I have a dream" speech. He believed in using non-violent methods to achieve his dream of racial integration. He was assassinated at age 39.

A: He was assassinated at age 39.

B: He believed in using non-violent methods to achieve his dream of racial integration.

C: He inspired many with his famous, "I have a dream" speech.

D: Martin Luther King Jr. was one of America's most important civil rights leaders.

**Directions: For Questions 8-10, underline the sentence that is the main idea of the paragraph.**

8. There are great numbers of deer around here. This whole area is great country for hunters and fishermen. There are bears, mountain lions, and coyotes. To the east there are streams full of trout, and there are ducks and geese

9. Advertising affects our lives everyday. Brand names are common household words. We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers. Ads have made the cars we drive signs of our success. Our choices of food, dress, and entertainment are swayed by ads. Not one aspect of American life is untouched by advertising.

10. Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. Unfortunately it has no effect at all on most of the ills of mankind. Penicillin is a very good drug, but it is certainly not a cure-all.

## Test Yourself!

**Directions: Read the following passages and choose the best answer for each question.**

### Interview with Beomasa Temple Buddhist Monk Chun Moon

Two months ago, I participated in a Temple Stay at Beomasa Temple in Busan, South Korea. The stay turned out to be a sort of meditation retreat. After arriving and getting comfortable in my monk-like robes, I was introduced to Polish monk Chun Moon.

After some small talk, he was thrilled to learn I was from Woonsocket, RI; a stones-throw from the Zen Center in Cumberland, RI where he once studied. It was a definite moment of synchronicity to be sure.

Chun Moon's Polish background, his time spent at the Zen Center in Cumberland and his presence at a mountain temple in Korea fascinated me and I wanted to learn a bit more about his story and some of his thoughts on Buddhism from a monastic point of view; particularly a monastic in Korea, one of the predominantly Buddhist regions of the world, as opposed to the Western lens of Buddhism that I was brought up with.

---

I: You are probably one of the few western born monks living in Korea and I for one was surprised when I met you.

Chun Moon: *There are actually quite a few western monks in Korea. There are American monks, Russian monks, some Argentineans; there are over fifty monks living in the Cho Gye Jong Order.*

I: Where did your path to being a monk begin? Was there an epiphany moment? Many Christians speak of hearing a call to priesthood or to be a monk, but was your calling more subtle?

Chun Moon: *It was not really a calling. I don't like those Christian terms. I started getting into yoga and Buddhism in my late teens/ early twenties. At twenty I met my teacher Soong Sang. He was a Korean and he started a Zen Center in Providence, Rhode Island. In 1986, I went to the United States to study at the Zen Center and after Soong Sang's death in 2004 I made the decision to become a monk. In 2007, I came to Korea and started living as a monk.*

I: What is the difference between a Zen Center, where you were, and a Temple?

Chun Moon: *Zen Centers are for lay people. It is where they go to practice meditation. It is concerned with the practice side of Buddhism, or meditation. It is where lay people go to practice living in the present. If you are doing something, just do it; nothing else. If you eat, just eat. If you drive, just drive. The Cultural Revolution in the 1970s brought a lot of eastern philosophy into the United States and the popularity of meditation came out of that. Zen Centers started to open up to give people a place to go.*

*There are no monastics in the west. Temples are only in Korea and in this part of the world. Korean Buddhism is engrained in the society and has been for thousands of years; much like Catholicism is engrained in parts of the western world. And much like old women and people in general find community in churches in the west, old women come to temples to pray, but also for social purposes.*

I: Buddhism is one of the major religions of the world; do you think that all religions attempt to answer the same fundamental BIG questions? Or were you drawn to Buddhism because it was different?

Chun Moon: *You have to answer it. The questions are there for your answers. Buddha teaches that anyone can be Buddha. The big question is simple, 'Who am I?' Everyone can answer it. My teacher, Soong Sang used to teach Trappist monks at the Abbey of Gethsemani ways to meditate and he used to say it was so simple because they were*

*doing the same thing. Do you know Thomas Merton? It was his abbey.*

*We are caught up in a realm of name and form. It's only transitory, this whole world and the names and forms we give things don't make a difference. Our language works in absolutes: light and dark, black and white, good and bad. We are too caught in the concepts and language, it is really very simple: 'Who am I?'*

I: Is meditation as simple as breathing or should it be done with more intent, like a prayer?

Chun Moon: *I don't like the term 'prayer.' It is loaded. Prayer immediately makes me think of asking for something. People pray with the wrong intent. They pray for something. They have a goal or a desire. A great mind once said, 'prayer is the petition considering himself or herself unworthy before a power.' Praying for something is not how it works, it is a good intention, but it ends there. It is just an intention.*

*Meditation is special attention. It is breathing and simply being. There is no focused thought or desire. It is being as one is.*

*'Outside people' meditation has often become to become better; to be more focused or to prepare for something. But in truth, meditation should have no goal, you already have everything; nothing else is needed. Meditation is just about clearing your mind. A good mantra is to simply inhale "clear mind" and exhale 'don't know.' It is all about keeping a moving mind on this moment. It is all there is, we should not be separate from it. And underlying all meditation is the question, 'who am I.'*

*A big obstacle is constantly checking yourself to see if you are doing it right. Meditation is an act of Great Faith, Great Courage and Great Question. Great Faith like a hen on eggs waiting patiently for the eggs to hatch, knowing they will hatch. Great Courage like a cat focusing on a hole a mouse just ran into, waiting ready to pounce when he comes out. Great Question, 'Who am I?'*

I: Let's talk about mindfulness. In this day and age we are completely hyper-connected. Everything is instantaneous and at our finger-tips. Define being mindful for the Millennial Generation.

Chun Moon: *When you do something, do it 100%. Only do what is present, completely. Information and minds work fast and our concentration is scattered. Mindfulness is being fully aware of what you are doing. Mindfulness also means not getting attached to words. Just do what you are doing, 100% and you will never be anywhere but the present.*

1) Where did the two men first meet?

|               |                   |
|---------------|-------------------|
| 1. In Poland  | 3. In South Korea |
| 2. In America | 4. In Russia      |

2) Why did "I" want to talk to Chun Moon?

1. Because he wanted to learn some of his thoughts on Buddhism.
2. Because he was excited to talk to someone from Woonsocket.
3. Because he wanted to learn how to meditate from him.
4. Because he was interested in the Western lens of Buddhism.

3) When did Chun Moon become interested in Buddhism?

|                          |             |
|--------------------------|-------------|
| 1. Since he was born.    | 3. In 2004. |
| 2. When he was about 20. | 4. In 2007. |

4) What was an important event in the 19070s?

1. Zen Centers were built for Buddhists to practice meditation.
2. Meditation was first introduced to the world.
3. There was the Cultural Revolution.
4. It was when Chun Moon met his teacher.

5) What is the Buddhism's fundamental big question?

|                      |                             |
|----------------------|-----------------------------|
| 1. Who am I?         | 3. Do you know Lord Buddha? |
| 2. How to be Buddha? | 4. How to attain salvation? |

6) According to Chun Moon, the main reason that most people pray is because \_\_\_\_\_.

|                               |                                     |
|-------------------------------|-------------------------------------|
| 1. they have a great mind     | 3. it is the first step to meditate |
| 2. it is what they have to do | 4. they have a goal or desire       |

7) The last issue or topic that these two men discussed was about \_\_\_\_\_.

|                |                          |
|----------------|--------------------------|
| 1. meditation  | 3. Millennial Generation |
| 2. mindfulness | 4. The Zen Center        |

8) “*My teacher, Soong Sang used to teach Trappist monks at the Abbey of Gethsemani ways to meditate and he used to say it was so simple because they were doing the same thing. Do you know Thomas Merton? It was his abbey.*”

What does “*his*” refer to?

|                 |                    |
|-----------------|--------------------|
| 1. Soong Sang’s | 3. Trappist monks’ |
| 2. Chun Moon’s  | 4. Thomas Merton’s |

9) “ ... I wanted to learn a bit more about his story and some of his thoughts on Buddhism from a monastic point of view ...”

The word ‘monastic’ in this context is closest in meaning to \_\_\_\_\_

|                           |                           |
|---------------------------|---------------------------|
| 1. relating to monks      | 3. relating to Christians |
| 2. relating to meditation | 4. relating to community  |

10) “Temples are only in Korea and in this part of the world. Korean Buddhism is engrained in the society and has been for thousands of years; much like Catholicism is engrained in parts of the western world.”

The word '**engrained**' in this context is closest in meaning to \_\_\_\_\_

|                         |                        |
|-------------------------|------------------------|
| 1. completely destroyed | 3. firmly fixed        |
| 2. just started         | 4. gradually developed |

\*\*\*\*\*

## **A Life-Changing Experience**

### **How do you transform your life to find greater meaning?**

What does it take to **transform** your life in a way that you find greater meaning and satisfaction in what you do on a daily basis? **Psychotherapy** is certainly one option but the effects aren't often as long-lasting as we prefer; it also often takes considerable time and resources. I teach and supervise therapists for a living so I'm a big fan of the power that such an experience can have. And yet. . . there are other ways to find meaning in our lives and produce life-altering transitions. For instance, **religious** or **spiritual** involvement is a path that is often chosen. Others seek salvation in their work or immerse themselves in social activities. Still others **pursue** greater satisfaction and meaning through creative outlets or through reading and studying subjects of interest. I would suggest, however, that it is through ***service to others*** that we can most easily produce transformative changes--not only in those we help, but also in ourselves.

There is such a hunger that many of us feel to find greater meaning in our lives and work, to engage more meaningfully with those we love, to create deeper **intimacy** in all our relationships, to feel the incredible (and frightening) thrill of **encountering** new experiences that move us emotionally, intellectually, and also deep in our souls. **This search** for deeper engagement with life is what leads to travel, education, to devour stimulating readings (to read articles like this!), but also destructive forms of self-medication that are intended to stifle that inner voice that challenges our current life choices. So how can we most effectively (and swiftly) produce such life-changing experiences?

I would submit that one consistently powerful option that often has lasting effects involves reaching out to others who are neglected, ignored, oppressed, abused, or marginalized--those most in need. It seems to make little difference exactly what you do, whether it is in your local community or a remote village abroad, whether you work with one person or a large group, whether you teach, mentor, support, consult, or build something; the key is feeling like you are doing some good. Your own life feels redeemed by your effort to use what you know, what you may have suffered or endured, what you can do, to help others who would otherwise have been left to flounder.

To select one problem that I find especially heart-wrenching is the prevalence of sex trafficking around the world. In one small region of Nepal, a place I have been working for many years, there are over 12,000 girls each year who are kidnapped or sold into sex slavery, some as young as 8 years old. These are mostly lower caste girls whose families have experienced catastrophic illness, deprivation, or hardships. With little money or resources to support all the children in school, it is the young girls who are most at risk. Whatever assistance or interventions that are offered by volunteers, it has been fascinating for me to observe the ways that their own lives have been transformed in unexpected ways. It is not uncommon that people return from these service trips resolved to enrich their friendships, build greater intimacy with their families, make abrupt shifts in their careers, or initiate dramatic changes in their lifestyles. Many of these life-changing experiences result from the transcendent feeling of greater meaning and purpose that often accompanies altruistic efforts.

11) Based on the information from the first paragraph, psychotherapy \_\_\_\_\_

1. is the best way to find greater meaning in your life.
2. is the only option to make your life more happy.
3. can transform your life into a more meaningful one.
4. can cause long-lasting effects for a better life.

12) What is a common way that most people choose to find meaning in their lives?

|   |                              |
|---|------------------------------|
| 1. Getting involved with religious activities | 3. Joining social activities |
| 2. Reading interesting books and magazines    | 4. Furthering their study    |

13) Which of the following is believed to be the best way if you want to find greater meaning and satisfaction in what you do?

|   |                                      |
|---|--------------------------------------|
| 1. Through psychotherapy                      | 3. Through reading books of interest |
| 2. Through religious or spiritual involvement | 4. Through service to others         |

14) According to the author, \_\_\_\_\_ is a most powerful way that has long-lasting effects to help you find greater meaning and satisfaction in your life.

1. doing some good to those in great need
2. visiting a remote village abroad
3. developing your local community
4. creating deeper intimacy with others

15) What problem did the author mention in the last paragraph?

1. Financial support for children to go to school
2. Not enough learning resources
3. Health problem of the girls
4. Sex trafficking of young girls

16) How did the author feel when he talked about this problem?

|                              |                           |
|------------------------------|---------------------------|
| 1. He felt very cheerful.    | 3. He felt extremely sad. |
| 2. He felt totally peaceful. | 4. He felt much honored.  |

17) “**This search** for deeper engagement with life is what leads to travel, education, to devour stimulating readings (to read articles like this!), but also destructive forms of self-medication that are intended to stifle that inner voice that challenges our current life choices.”

‘**This search**’ refers to \_\_\_\_\_

1. To find greater meaning in our lives and work
2. To feel incredible emotional experiences
3. Destructive forms of self-medication
4. Travel, education, and readings

18) What does it take to **transform** your life in a way that you find greater meaning and satisfaction in what you do on a daily basis?

The word ‘**transform**’ in this context is closest in meaning to \_\_\_\_\_

|           |                 |
|-----------|-----------------|
| 1. inform | 3. make use of  |
| 2. change | 4. take care of |

19) “There is such a hunger that many of us feel to find greater meaning in our lives and work, to engage more meaningfully with those we love, to create deeper intimacy in all our relationships, to feel the incredible (and frightening) thrill of **encountering** new experiences that move us emotionally, intellectually, and also deep in our souls.”

The word ‘**encountering**’ in this context is closest in meaning to \_\_\_\_\_

|              |             |
|--------------|-------------|
| 1. producing | 3. changing |
| 2. providing | 4. facing   |

20) “I would submit that one consistently powerful option that often has lasting effects involves reaching out to others who are neglected, ignored, oppressed, abused, or **marginalized**--those most in need.”

The word ‘**marginalized**’ in this context is closest in meaning to \_\_\_\_\_

|                            |                          |
|----------------------------|--------------------------|
| 1. those who are neglected | 3. those who are ignored |
| 2. those who are abused    | 4. those who are in need |

\*\*\*\*\*

**MCU-GET : READING TEST****Passage 1**

Tens of millions of people, both old and young, practice Tai Chi in China and Chinatowns all around the globe. Researchers have found that long term practice of Tai Chi has favourable effects on balance control, flexibility, cardiovascular fitness and also a reduced risk of falls in the elderly. Tai Chi routines are slow and do not involve the use of weights. This makes it especially ideal for the elderly. Studies by the Oregon Research Institute have shown that Tai Chi offers the greatest benefit to older men and women who are healthy but relatively inactive.

Improved cardiovascular and respiratory functions have been found in healthy subjects as well as those who have undergone coronary artery bypass surgery. Those who suffer from heart failure, high blood pressure, heart attacks, arthritis and multiple sclerosis have all benefited from Tai Chi.

A surprising fact about the slow and gentle low impact movements of Tai Chi is that it has been proven to burn more calories than surfing and skiing.

There are a variety of types in Tai Chi. Most of them begin with a series of controlled movements or forms. Some of the types have fanciful names like Grasping the Sparrow's Tail or Repulse the Monkey. There are many books from which information may be sourced. There are also a growing number of recreational centres, health clubs and residential organizations which conduct Tai Chi sessions each day.

Tai Chi is flexible in allowing participants to practice at their own pace. An added benefit is the enlarging of one's social circle. The lack of urgency in the movements is of special appeal for the elderly. This also means that there is no risk of injuries to life, limb or creaky joints. Intense focus is combined with slow elegant movements that improve agility, strength and balance.

The actual benefit of following a routine of Tai Chi will only be evident after several months of continuous practice. But the enhanced health can translate into a whole new lifestyle. When people start to feel healthier and better, they naturally become more active in their daily life.

**1. What is the main objective of this passage?**

1. to introduce Tai Chi to Chinese people
2. to discuss why Tai Chi is so popular today
3. to introduce a variety of types in Tai Chi
4. to discuss benefits of Tai Chi for health

**2. According to the passage, how is Tai Chi perceived in China?**

1. It takes a long-term practice.
2. It is slow and suitable for inactive people.
3. It is practiced by those having risks of falls.
4. It is indeed quite popular.

**3. The underlined word 'ideal' in the passage is closest in meaning to \_\_\_\_\_.**

1. difficult
2. perfect
3. necessary
4. equivalent

**4. '...have been found in healthy subjects as well as those who have undergone coronary artery bypass surgery'. What does those most probably refer to in this sentence?**

1. patients
2. subjects
3. people
4. the Chinese

**5. Which of the following statements is TRUE?**

1. The low impact movements of Tai Chi are comparable to those of skiing.
2. Most types of Tai Chi commence with a sequence of forms.
3. Tai Chi is best learned with a Tai Chi master.
4. It only takes weeks to see the benefit of practicing Tai Chi in effect.

6. The underlined word '**agility**' in the passage is closest in meaning to \_\_\_\_.

1. charisma
2. idleness
3. liveliness
4. urgency

7. What is the tone of the passage?

1. emotional
2. persuasive
3. disapproving
4. advice-giving

## Passage 2

Cyber-bullying is a form of online harassment of a person. This problem was almost unheard of only 15 years ago. However, more and more people are now using the Internet. This is creating new problems for society. On the Internet, it is easier for people to hide their identity. This can encourage bullies to use the Internet to engage in this kind of harmful behavior. There are many ways that cyber-bullies use the Internet to **hurt** their victim.

Cyber-bullies might use social media sites like Facebook or Twitter to make hurtful comments about another person. They may spread rumors or lies about someone, which can damage the victim's **reputation**. Cyber-bullies often pose as another person in order to try and make their victim say something embarrassing. They might also try to trick their victim into believing they are in a romantic relationship or friendship that is not real. Another form of cyber-bullying is to post embarrassing photographs or videos of the victim without asking permission. **These** can remain on the Internet for years so they are very distressing for victims.

This type of bullying is becoming more common, especially among young people. A 2010 CBS News report showed that 42% of young Americans have been the victim of cyber-bullying. Some

victims of cyber-bullying have even committed suicide. Many governments are trying to make online harassment illegal. Forty-five states in America have passed laws to prevent online bullying. Canada is currently considering passing a strict law against cyber-bullying. It will take some time before society learns how to cope with the potential drawbacks of this new technology.

**8. According to the article, why was cyber-bullying almost unheard of 15 years ago?**

1. because recently most societies are worse than ever
2. because recently more people are now using the Internet
3. because recently more people are turning into bullies
4. because bullying someone online is easier than bullying someone physically

**9. According to the article, what is cyber-bullying?**

1. when someone hides their identity online
2. when someone encourages a person to post content online
3. when someone uses the internet to harm or frighten another person
4. when someone hurts or frightens someone who is smaller or less powerful

**10. The underlined word 'hurt' in paragraph 1 could be replaced with?**

|           |          |
|-----------|----------|
| 1. assist | 2. burn  |
| 3. abuse  | 4. smash |

**11. The underlined word 'reputation' in paragraph 2 could be replaced with?**

|               |               |
|---------------|---------------|
| 1. fame       | 2. rejection  |
| 3. appearance | 4. excellence |

**12. The underlined word 'these' in paragraph 2 refers to?**

|                           |                          |
|---------------------------|--------------------------|
| 1. victims                | 2. cyber-bullies         |
| 3. romantic relationships | 4. photographs or videos |

**13. According to the article, why are many governments are trying to make online harassment illegal?**

1. because society cannot cope with cyber-bullying
2. because 42% of young Americans want stricter laws
3. because of the tragedies which have been caused by online bullying
4. because Canada is currently considering passing a strict law against cyber-bullying

**14. According to the article, how many American states have passed legislation on cyber-bullying?**

|       |       |
|-------|-------|
| 1. 42 | 2. 43 |
| 3. 44 | 4. 45 |

**15. The underlined phrase 'to cope with' in paragraph 3 could be replaced with?**

|                   |                |
|-------------------|----------------|
| 1. to put up with | 2. to run with |
| 3. to deal with   | 4. to go with  |

**Passage 3**

The new economy has created great business opportunities as well as great **turmoil**. Not since the Industrial Revolution have the stakes of dealing with change been so high. Most traditional organizations have accepted, in theory at least, that they must make major changes. Even large new companies recognize that they need to manage the changes associated with rapid entrepreneurial growth. Despite some individual successes, however, this remains difficult, and few companies manage the process as well as they would like. Most companies have begun by installing new technology, downsizing, restructuring, or trying to change corporate culture, and most have had low success rates. About 70 percent of all change initiatives fail.

The reason for most of these failures is that in their rush to change their organizations, managers become mesmerized by all the different, and sometimes conflicting, advice they receive about why companies should change, what they should try to accomplish, and how they should do it. The result is that they lose focus and fail to consider what would work best for their own company. To improve the **odds** of success, it is imperative that executives understand the nature and process of corporate change much better.

Most companies use a mix of both hard and soft change strategies. Hard change results in drastic layoffs, downsizing, and restructuring. Soft change is based on internal organizational changes and the gradual development of a new corporate culture through individual and organization learning. Both strategies may be successful, but it is difficult to combine them effectively. Companies that are able to do this can reap significant payoffs in productivity and profitability.

**16. What is the article mainly about?**

1. Corporate marketing plans
2. New developments in technology
3. Ways for companies to increase profits
4. How companies try to adapt to new conditions

**17. The word “turmoil” in paragraph 1 is closest in meaning to \_\_\_\_\_.**

|               |               |
|---------------|---------------|
| 1. correction | 2. attraction |
| 3. disorder   | 4. regulation |

**18. According to the article, why do so many attempts to change fail?**

1. Soft change and hard change are different.
2. Executives are interested only in profits.
3. The best methods are often not clear.
4. Employees usually resist change.

## เทคนิคการทำ "ERROR IDENTIFICATION"

### 1. Verb form

ประเด็น ความผิดพลาดเรื่องรูปคำกริยา (**Verb form**) อาจเป็นเรื่องได้เรื่องหนึ่งดังต่อไปนี้

1. Subject - verb agreement
2. Tenses
3. Finite or non-finite verb
4. ใช้ Voice ผิด
5. ใช้คำกริยาผิดรูป เช่น ใช้รูป v.2 แทน v.3 หรือในทางกลับกัน

**Examples :**

1. Evidence of this may be saw in the terrifying figures of family decomposition.

a                    b                    c                    d

คำตอบที่ถูกคือ ข้อ **c** ต้องแก้เป็น *seen* เพราะ *v.be+v.3* หรือ *v.ing*

2. One Sunday morning, a minister was told congregation that their church

a                    b

was badly in need of repairs.

c                    d

คำตอบที่ถูกคือ ข้อ **a** ต้องแก้เป็น **Active verb** คือ *told*

### 2. Word form

รูปคำ (**Word form**) เป็นเรื่องที่ออกข้อสอบเป็นประจำอีกร่องหนึ่ง ความผิดพลาดทางไวยากรณ์ที่นำมาทดสอบ จะเป็นเรื่องการใช้ Part of speech ผิดที่หรือผิดชนิดกล่าวก็ใช้ **Adjective** แทนที่ **Adverb**, ใช้ **Noun** แทนที่ **Verb** เป็นต้น ซึ่งคำที่ถูกและคำที่ผิดนั้นจะมาจากการศัพท์คำเดียวกัน ตัวอย่างคำที่มาจากเดียวกันแต่ต่างกันที่ Word form คือ *beauty (n.)*, *beautiful (adj.)*, *beautifully (adv.)*. หรือ *long (adj.)*, *lengthen (v.)*, *length(n.)* หรือ *compare (v.)*, *comparable (adj.)*, *comparison (n.)* เป็นต้น

**Example :**

1. In **a record** dive in his bathysphere, William Beebe was the first person

a

**to explore** the ocean at **a deep** of 3,028 **feet.**

b

c

d

คำตอบคือ ข้อ **c** ต้องแก้ Word form จาก *a deep (adj.)* เป็น *a depth (n.)* เพราะคำที่ตามหลัง preposition (ในที่นี่คือ *at*) ต้องเป็นคำนาม

2. Psychologists generally **agreement** that a **certain** stimulus must **be present** each

a

b

c

time a habitual action is **carried out.**

d

คำตอบคือ ข้อ **a** เพราะใน clause แรกนี้ยังขาดกริยา ดังนั้นจึงต้องแก้เป็น *agree*

\*ตัวช่วยที่จะทำให้รู้ว่า **choice** แต่ละข้อเป็นคำชนิดใดให้ดูที่

1. คำแทนผู้หรือหน้าที่ของคำนั้นในประโยค

2. ส่วนลงท้ายของคำ (*Suffix*)

**3. Word choice**

การเลือกใช้คำ (Word choice) เป็นหัวข้อที่นิยมออกข้อสอบมากเรื่องหนึ่งประเด็นของความผิดพลาดเรื่องนี้มักจะเป็นการใช้คำๆ หนึ่งแทนที่จะใช้อีกคำหนึ่งซึ่งถูกไวยากรณ์

**Example :**

1. One of London's **most** beautiful **parks** **is** Hyde Park **nearly** the Thames River.

a

b

c

d

คำตอบที่ถูกต้องคือ ข้อ **d** ต้องแก้เป็น *near*

2. **Modern** people, **alike** their ancestors, are curious **about** the **nature** of the universe.

a

b

c

d

คำตอบที่ถูกต้องคือ ข้อ **b** ต้องแก้เป็น *like*

3. **In much** of Alaska, the **growing** season is **such** short that **crops** cannot be raised.

a b c d

คำตอบกือ ข้อ C ต้องแก้เป็น so (*so + adj. + that clause*)

4. Even during economic booms, there is a small number of unemployment.

a b c d

คำตอบคือ ข้อ **d** ต้องเปลี่ยน *number* เป็น *amount* เพราะใช้กับคำนามนับไม่ได้คือ *unemployment*

## 4. Parallelism

ประเด็นของความคิดพากทางไวยากรณ์ในเรื่อง **Parallelism** คือใช้คำพิเศษนิดหนึ่งๆ ในการสร้างจากสมาชิกอื่นๆ ในกลุ่มของมัน

## Example:

1. Lumber from redwoods is **in great demand because of its** straight

a b

grain, **attractive** color, and **durable**.

c d

คำตอบคือ ข้อ **d** ต้องแก้เป็น *durability* เนื่องจากคำในกลุ่มนี้เป็นคำนามทั้งหมด

2. The **best** work is not always **done by** those who work the **faster**.

a b c d

คำตอบที่ถูกต้องคือ ข้อ **d** ต้องแก้เป็น *fastest* สังเกตคำที่มาข้างหน้าคือ *the best* (*the* หน้าการเบริญบทีบขั้น)

3. Direct mail advertising serves to acquaint customers with product, alert them to new

a  b

opportunities, and **paving** the way for **other sales** activities.

c d

คำตอบคือ ข้อ C เพราะใช้คำผิดโครงสร้างจากสามาชิกในกลุ่มซึ่งเป็น *Infinite* ทั้งหมด (*to acquaint* และ *alert*) สังเกตคุณ *alert* เป็น *Simple form* ดังนั้นถ้าจะแก้ให้ถูกต้องต้องแก้ *paving* เป็น *pave* ซึ่งอยู่ในรูป *Simple form* เช่นเดียวกัน

## 5. Conjunction

ตัวเลือกที่ถูกต้องซึ่งแสดงความผิดพลาดในเรื่องของ **Conjunction** อาจมีลักษณะใดลักษณะหนึ่งดังนี้

- ใช้ Correlative ผิดคู่ เช่น *not only ..... But also, both .....and, neither.....nor, either .....or* เป็นต้น
- ใช้ Conjunction ผิดตัว เช่นใช้ *who* ในที่ที่ควรใช้ *which*, ใช้ *and* เชื่อมข้อความที่มีความหมายขัดแย้งกันใช้ *but* กับข้อความที่คล้อยตามกัน เป็นต้น
- ใช้ Preposition เช่น ใช้ *during* ในที่ที่ควรใช้ *when*, ใช้ *because of* แทน *because* เป็นต้น

### **Examples:**

1. In all this, both the United States, on one side, or Soviet Russia, on the

a

b

c

other are deeply involved.

d

คำตอบที่ถูกต้องคือ ข้อ C ต้องแก้เป็น *and* เพราะตัวข้างหน้าคือ *both*

2. Making sequences of symbols that are not significant

but rigolously logical is far

a

b

c

more difficult with it sounds.

d

คำตอบที่ถูกต้องคือ ข้อ D ต้องแก้ Preposition *with* เป็น Conjunction *than* ซึ่งแสดงการ

เปรียบเทียบขึ้นกว่า

## 6. Number

ในภาษาอังกฤษ พจน์ (**Number**) หมายถึง จำนวนนับซึ่งแสดงออกที่คำกริยาและคำนามในรูปของอักษรและพหูพจน์โดยทั่วไป ใช้การเติม S หรือไม่เติม S ท้าขำในที่นี้ก่อวิถีพจน์ของคำนามเท่านั้น

ในข้อสอบประเภท Error Identification ตัวเลือกที่ถูกต้องซึ่งมีความผิดพลาดทางไวยากรณ์อาจมีลักษณะใดลักษณะหนึ่งดังนี้

- ใช้นามรูปเอกสารน์หลังคำต่อไปนี้ คือ *a couple (of), (a) few, a number of, both, many, several, each of, one of, all* (กับนามนับได้), *some* (กับนามนับไม่ได้), *these, those, etc.* (นั่นแสดงว่าหลังคำที่ก่อความต้องใช้รูปพูพจน์จึงจะถูก)
- ใช้นามพูพจน์หลังคำต่อไปนี้ คือ *a, an, amount of, a single, each, every, much, one, this, that, etc.* (นั่นแสดงว่าหลังคำที่ก่อความต้องใช้รูปเอกสารน์จึงจะถูกต้อง)
- นามนับไม่ได้นามที่มีแต่รูปเอกสารน์หรือนามที่มีรูปพูพจน์พิเศษนำมาเติม S เพื่อแสดงพูพจน์ เช่น *informations, furnitures, golds, deers, teeths, childs, etc.* (ต้องแก้โดยการตัด S ทิ้งทุกคำและเปลี่ยน *childs* เป็น *children*)
- ใช้รูปพูพจน์ของนามประสม (Compound noun) แบบผิดๆ เช่น *detectives stories, toys stores, car races, three two- months courses, etc.* (แนวคิดที่ถูก คือคำนามตัวแรกทำหน้าที่ Adjective จึงไม่มีรูปพูพจน์อีกต่อไป เพราะไม่ใช่คำนาม ดังนั้นใน กรณีนี้เราต้องใช้รูปเอกสารน์กับนามตัวแรกทั้งหมด ดังนี้ *detective stories, toy stores, car races, three two-month courses*)
- ใช้คำบอกจำนวนที่ควรเป็นพูพจน์ในรูปเอกสารน์ เช่น *hundred of, thousand of, million of* (แนวคิดที่ถูกต้องในเรื่องนี้คือคำบอกจำนวนที่ตามด้วย Of จะเป็นคำนามพูพจน์เสมอ ดังนั้นต้องแก้คำบอกจำนวนที่ก่อความมาเป็น *hundreds of, thousands of, millions of* ส่วนคำบอกจำนวนที่ไม่ได้ตามด้วย Of จะเป็น Adjective จึงไม่มีรูปพูพจน์เด็ขาด เช่น *three thousand men* สังเกตให้ดูจะเห็นว่า thousand ไม่ตามด้วย Of จึงไม่มีการเติม S)

### Examples :

- At one time many person believed that some forked twigs had supernatural powers.
 

|   |   |   |   |
|---|---|---|---|
| a | b | c | d |
|---|---|---|---|

 คำตอบที่ถูกต้อง คือ ข้อ b หลังคำ *many* ตามด้วยนามพูพจน์ จึงต้องแก้เป็น *persons*
- Hundred of antibiotics have been developed, but only about 30 are in common use today.
 

|   |   |   |   |
|---|---|---|---|
| a | b | c | d |
|---|---|---|---|

 คำตอบที่ถูกคือ ข้อ a ต้องแก้เป็น *Hundreds*

3. **Doctor** are discovering that there is a **strong psychological** component to **chronic** pain.

a

b

c

d

คำตอบที่ถูกคือ ข้อ a ต้องแก้เป็น *Doctors* สังเกตกริยาเป็นพหูพจน์ คือ *are*

## 7. Pronoun

ประเด็นเรื่อง ความผิดพลาดในการใช้ **Pronoun** อาจมีลักษณะใดลักษณะหนึ่ง ดังนี้

1. ความไม่สอดคล้องกันของคำนามและสรรพนาม (จากทฤษฎี Pronoun จะต้องมีคุณสมบัติเหมือน Noun ที่อ้างถึงทุกประการ ถ้า Noun เป็นเพศหญิง Pronoun หรือ Possessive adjective ที่แทนก็ต้องแสดงเพศหญิง ถ้า Noun เป็นเพศชาย Pronoun หรือ Possessive adjective ที่แทนก็ต้องเป็นเพศชาย เป็นต้น)

The girl has lost his keys in the pub. (*แก้ his เป็น her*)

Those men planned to start his project on Monday. (*แก้ his เป็น their*)

2. ใช้รูป **Pronoun** ผิดหน้าที่ กล่าวคือ ใช้รูปประธานแทนรูปกรรม เช่นใช้ *she* แทน *her, whom* แทน *who* หรือใช้ Possessive pronoun *theirs* แทนที่จะใช้ Possessive adjective *their* หรือในทางกลับกัน

3. ใช้ **Pronoun** โดยไม่จำเป็น กล่าวคือ มีประธานอยู่แล้วยังใช้ **Pronoun** เป็นประธานซ้ำซ้อนอีก

**Examples :**

1. Charlie, whom went out with Mr. Lee's daughter last night, was the only heir of the

a      b

c      d

millionaire.

คำตอบที่ถูก คือ ข้อ **a** ต้องเปลี่ยน *whom* เป็น *who* เพราะสิ่งที่ตามมา คือ กริยา *went* คั่งนั้น จึงต้องใช้

Relative pronoun รูปประธาน

2. Almost all the reserved water which was used during the summer.

a      b      c      d

คำตอบที่ถูก คือ ข้อ **c** ต้องตัด Relative pronoun *which* ทิ้งไป เพราะประโยคนี้มีประธานอยู่แล้ว คือ *the reserved water*

3. The teacher was justly annoyed by him walking in late and disturbing the class.

a      b      c      d

คำตอบที่ถูก คือ ข้อ **b** ต้องแก้เป็น *his (adj.)* เพื่อขยายคำนาม *walking*

## **8. Comparison**

ตัวเลือกที่ถูกต้องชี้แจงความผิดพลาดในเรื่องของ **Comparison** อาจมีลักษณะได้ลักษณะหนึ่ง ดังนี้

1. ใช้รูปเปรียบเทียบขึ้นกว่า (Comparative) แทนขึ้นที่สุด (Superlative) หรือในทางกลับกัน

2. ใช้รูปเปรียบเทียบที่ผิดกฎหมาย

**Examples :**

1. When salmon in Washington State's Puget Sound region swim upriver to spawn,

a      b

the Skagit River hosts the bigger of all the runs.

c      d

คำตอบที่ถูกต้อง คือ ข้อ **d** ต้องแก้เป็น *biggest* เพราะมี *the* นำหน้า และ *of all the runs*

แสดงการเปรียบเทียบที่เกินจำนวนสอง นั่นคือการเปรียบเทียบขึ้นที่สุด

2. Hydrocarbon, too well as many other organic compounds, frequently form polymers.

a b c d

คำตอบที่ถูกต้อง คือ ข้อ a ต้องแก้เป็น as ตามกฎการเปรียบเทียบที่เท่ากัน ใช้รูป *as + adjective* หรือ

*adverb + as*

3. Natural mica of a superior quality is cheapest to obtain than synthetic mica.

a b c d

จะเห็นคำว่า *than* อยู่ในประโยคนี้ ดังนั้นต้องมีการเปรียบเทียบขึ้นกว่าแน่นอน ะนั้น ข้อ C จึงใช่

ไวยากรณ์พิเศษความแก่เป็น *cheaper*

## 9. Article

สำหรับข้อสอบ Error Identification ที่ตรวจสอบไวยากรณ์เรื่อง Article นั้น ตัวเลือกที่มีความผิดพลาด

1. ใช้ Article *a* หน้าคำที่เขียนต้นด้วยเสียงสระ เช่น *a hour, a heir, a aunt, etc.* (ต้องแก้เป็น *an* ทั้งหมด)

2. ใช้ Article *an* นำหน้าคำที่ขึ้นต้นด้วยเดิมพัญชนะ เช่น *an university, an unanimous decision, an human, etc.* (ต้องยกเว้น *a* ที่มี *nn* อยู่)

3. ใช้ Article ผิดชนิด ก็ตัวก็อใช้ *Indefinite article (a ,an)* uan *Definite article (the)* หรือในทางกลับกัน

4. ใช้ Article ในประโยคที่ไม่ควรใช้หรือในที่ที่ควรใช้แต่ไม่ใช่ เช่น  
Humans need the water. (ตัว *the* ที่มีเพราะกกล่าวถึงน้ำนั้นไม่ได้ที่ไม่ใช่เพราะไม่ต้องมี Article  
นำหน้า)

She likes to play violin. (ต้องใส่ the หน้าที่อกร้องคนครึ่งต้องแก้เป็น the violin)

## Examples :

1. Longevity refers **to the span** of **life** of **a** organism.

a b c d

คำตอบที่ถูกต้อง คือ ข้อ **d** ถ้าจะให้ถูก ไวยากรณ์ต้องแก้เป็น *an* เพื่อนำหน้าคำนามเสียงสระ กือ organism

2. At end of the Civil War, the United State was ready to resume with a

a

b

roaring surge the westward expansion which had been interrupted for four years.

c

d

คำตอบที่ถูกต้อง ก็อ ข้อ a ต้องแก้เป็น *At the end* เพราะเป็นการชี้เฉพาะ

## 10. Verbal

ประเดิมของ ความผิดพลาดเรื่องกริยาไม่แท้ (Verbal or non-finite verb) อาจเป็นร่องได้เรื่องหนึ่ง ดังต่อไปนี้

- ใช้ Infinite แทนที่จะใช้ Gerund หรือในทางกลับกัน
- ใช้ Present participle (v.-ing) แทนที่จะใช้ Past participle (v.3) หรือในทางกลับกัน
- ใช้รูป Verbal แบบผิดๆ เช่น to introducing, to walking
- ใช้ Infinite หรือ Gerund หลังคำกริยา (can, may, must, will, etc.) เช่น can to go

### Examples :

1. People complain that the costs of campaigning are so high that only the rich can

a

b

c

afford running for office.

d

หลัง v. afford ต้องตามด้วย Infinite ดังนั้น คำตอบ ก็อ ข้อ d ซึ่งต้องแก้เป็น *to run*

2. The Bachelor Club, establishing in 1950, was the first sports center for

a

b

c

French bachelors in Florida.

d

คำตอบก็อ ข้อ a ต้องแก้เป็น *established* (v.3)

**NOTE :**

1. Verbal ที่ตามหลัง Preposition ต้องเป็น Gerund (v-ing) เช่น without *smiling*
2. กรณีกริยาต้องการกรรม (Transitive verb) มีรูป Participle ให้เลือก 2 รูปะใช้รูป Present participle (v-ing) หรือ Past participle (v.3) ให้คุณทำตามมา
  - ถ้าตามด้วย by หรือ Prepositional phrase จะใช้ v.3 เช่น the bridge built by ..... established in 1950, etc.
  - ถ้าตามด้วย Noun จะใช้ v-ing เช่น **building the house**

**11. Preposition**

ประเด็นของความผิดพลาดที่ใช้กดสอน เรื่อง **Preposition** อาจมีลักษณะใดลักษณะหนึ่ง ดังนี้

1. ใช้ Preposition เข้าไปในคำแห่งที่ไม่ควรจะมีหรือตัด Preposition ทิ้งในคำแห่งที่ควรจะมี
2. ใช้ Preposition ผิดตัว

**Examples :**

1. Einstein **provides** us, according to experts in **physics**, with **insights about** the universe.

a

b

c

d

คำตอบที่ถูก คือ **d** ต้องแก้เป็น *into* (*insight + into*)

2. Candles were **mankind's** chief **source of** illumination **since** at **least** 2,000 years.

a

b

c

d

ข้อนี้ใช้ *Preposition* ผิดตัว เราเห็นคำว่า 2,000 years แสดงระยะเวลา (Period of time) ฉะนั้นต้องใช้ for แทน since ใน choice **c**

3. **Some** of the **most of** spectacular waterfalls **in the** eastern United States **are found in** the

a

b

c

d

Pocono Mountains of Pennsylvania.

ข้อนี้ใช้ Preposition ในที่ที่ไม่ควรใช้ คือ ข้อ **b** ต้องตัด *of* ทิ้งไป เพราะในที่นี้ต้องการแสดงการเปรียบเทียบขึ้นสูงสุด the most spectacular

## 12. Word order

ลักษณะความผิดพลาดทางไวยากรณ์เรื่อง **Word order** คือ มีคำตั้งแต่ 2 คำขึ้นไปเรียงลำดับแบบสลับที่ผิดๆ ที่พบบ่อยๆ ใน ข้อสอบมี ดังนี้

### Examples:

1. It estimated is that only about thirty percent of our planet's surface consists of land.

a

b

c

d

คำตอบที่ถูกต้อง คือ ข้อ **a** ซึ่งมีการเรียงลำดับคำผิดต้องแก้เป็น *is estimated*

2. About two thousand years ago, Arabians in Persia began to craft clay pots,

a

an innovation that accompanied the appearance of agriculture in the

b

c

area central of the continent.

d

คำตอบที่ถูกต้อง คือ ข้อ **d** ซึ่งมีการเรียงลำดับคำผิดต้องแก้เป็น *central area* (Adjective ต้องอยู่หน้า Noun)

3. Plutonium is a rare extremely and precious element.

a

b

c

d

คำตอบที่ถูกต้อง คือ ข้อ **b** ซึ่งมีการเรียงลำดับผิดต้องแก้เป็น *extremely rare* (Adverb ต้องอยู่หน้า Adjective)

.....

## **MCU-GET :WRITING TEST**

\*\*\*\*\*

### **A. Error Identification (20 items)**

Directions: Choose one underlined part that must be changed to make the sentence correct.

1. Buddhism is a religion which teaches that the way to end suffering is by  
1 2  
overcome your desires.

3 4

2. Thai students have been urged to improve his English so they can compete with  
1 2  
people from other Southeast Asian nations.  
3 4

3. The activity was a success because children enjoyed to do it.  
1 2 3 4

4. He works on his research project now in his senior year.  
1 2 3 4

5. Play sports at an early age offers many physical and psychological benefits.  
1 2 3 4

6. The official religion in Thailand is Theravada Buddhism, practiced by  
1 2  
more than 95% of the population and by many reside in Laos, Myanmar,  
3 4  
and Cambodia.

7. Most communities welcome people who are interesting in religious life.  
1 2 3 4

8. Yesterday, a group of 23 senators send a letter to President Obama regarding the negotiations between the P5+1 and Iran.

4

1

2 3

4

1

2

3

4

4

4

14. Thai people are among the most religious people in the world; they take all  
Buddha

1

2

3

days very serious.

4

15. EU plans to help developing countries better address the impact of

1

2

climate change, like the affect of droughts and floods on agriculture.

3

4

16. His Majesty the King has come up with creative and practical ideas

1

2

to tackle his subject's problems.

3

4

17. Buddhism has a strong individualistic component: everyone has

1

2

responsibility at their own happiness in life.

3

4

18. In Visakha Bucha Day, Buddhists all over the world commemorate events of

1

2

significance of Buddhists of all traditions: the birth, enlightenment and the

3

passing away of Guatama Buddha.

4

19. Nimmanhaemin is now home to numerous hip establishments catering to online

1

2

workers and collect the rewards of the work-from-your-laptop phenomenon.

3

4

20. Buddhism is a religion who encompasses a variety of traditions, beliefs,

1

2

and spiritual practices largely based on teachings attributed to the Buddha.

3

4

## เทคนิคการทำข้อสอบ Sentence Completion

รูปแบบของข้อสอบเป็นอย่างไร ?

— ข้อสอบในส่วนนี้เป็นประโยคที่มีบางส่วนขาดหายไป

ทดสอบอะไร — เป็นการทดสอบความรู้เรื่องความหมายของคำศัพท์ (Vocabulary) และหลักไวยากรณ์ต่างๆ

(Grammar)

หากถามเรื่องของคำศัพท์ (Vocabulary) ต้องอ่านทั้งประโยค เพื่อทำความเข้าใจและสามารถเลือกตัวเลือกได้อย่าง

ถูกต้องและสอดคล้องกันทั้งประโยค

หากถามเรื่องโครงสร้างไวยากรณ์ (Grammar) วิเคราะห์ว่าส่วนใดที่ขาดหายไปและทำให้เป็นประโยคสมบูรณ์ หรือ  
มองหาคำใหม่ในประโยคว่าต้องการทดสอบหลักไวยากรณ์เรื่องอะไร แล้วหาคำตอบ..

### 1. ความหมายของคำศัพท์ (Vocabulary)

ในการทำข้อสอบจะต้องมีสมาร์ทในการอ่าน, เพราะประโยคที่ให้มานี้ ศัพท์บางตัวเราเกือบ บางตัวเก็บไว้, เราเก็บต้องเอาตัวที่รู้ไปปั่นๆ เค้าตัวที่ไม่รู้, และต้องรู้จักตีความเนื้อหา โดยอาศัยตระรากของภาษา ยกตัวอย่างประโยคข้างล่างนี้ ประโยคด้านซ้ายจึงเป็น  
...and I love... และประโยคด้านขวาจึงเป็น ..but I hate...

1) I love dogs **and** I \_\_\_\_\_ cats.

- A)** love
- B)** play
- C)** hate
- D)** see
- E)** sleep

1) I love dogs **but** I \_\_\_\_\_ cats.

- A)** love
- B)** play
- C)** hate
- D)** see
- E)** sleep

1. No one can go home \_\_\_\_\_ the work is finished.

1: because                    2: because of

3: until                        4: if

ข้อสอบข้อนี้เป็นข้อสอบที่วัดความรู้ เรื่อง Preposition (ตัวอกรเวลา) ของเรานะคะ สำหรับข้อนี้ต้องแปล “ไม่มี  
ใครกลับบ้านได้ ..... งานเสร็จ” เมื่อแปลออกมานี้แล้ว สมองเราจะสั่งการทันทีว่า ช่องที่ว่างควรจะตอบว่าอะไร ซึ่งเราจะเดา  
ได้เลยว่าตัวที่หายไปน่าจะมีความหมายว่า “จนกว่า, จนกระทั่ง”

(A) because เพราะว่า (ต้องตามด้วย ประโยค) (B) because of เพราะ, เนื่องจาก (คำนี้ต้องตามด้วย N. หรือ  
phrase เท่านั้น) (C) until จนกว่า (D) if ถ้า  
ดังนั้นข้อนี้จึงตอบ (C) until นั่นเอง

## 2. โครงสร้างไวยากรณ์ (Grammar)

1) The sales report \_\_\_\_\_ at the moment. I'll have it ready for you by the end of the week.

|                       |                      |
|-----------------------|----------------------|
| 1) is prepared        | 2) prepares          |
| 3 ) is being prepared | 4) has been prepared |

ตอบข้อ 3 ) is being prepared ประธานคือ sales report 'ไม่สามารถกระทำการ prepare' ได้เอง  
แน่นอน ดังนั้นข้อ 2) prepares จึงถูกตัดทิ้งเป็นตัวแรก และเมื่อพิจารณาจาก Tenses ซึ่งเราเจอกำกว่า at the moment ที่บ่งบอกเวลาว่า ณ ขณะนั้น เราจะสามารถเลือกคำตอบข้อ 3 ) is being prepared ที่เป็น Passive voice ในรูป Present Continuous Tense ได้เลย

## วิเคราะห์โจทย์

ตัวเลือกทั้ง 4 ข้อ เป็นรูปกริยาทั้งหมดซึ่งจะตามเราถึงการใช้ Active-Passive Voice เพราะจะนั้นหลักไวยากรณ์ (Grammar) ถูกนำมาทดสอบในส่วนนี้ การทดสอบหลักการใช้ไวยากรณ์จะแบ่งออกเป็นเรื่องต่างๆ เช่น Tenses, Passive voice, Subjunctive, Conditional Sentences, Comparisons, Subject-Verb agreement, Preposition และ Conjunction เป็นต้น

2) The president got his assistant \_\_\_\_\_ the meeting when he was busy.

|               |               |
|---------------|---------------|
| 1. to conduct | 2. Conduct    |
| 3. Conducted  | 4. Conducting |

\* ข้อสังเกต คำว่า got หรือ get มีการใช้ได้ 2 แบบ

1. Get someone to do something
2. Get something done

วิเคราะห์โจทย์ 

ตามความหมายของโจทย์ คือประธานบริษัทจะให้ผู้ช่วยเป็นคนดำเนินการประชุมต่อ ถ้าหากเขายุ่ง ดังนั้นความหมายจะใช้รูปแบบที่ 1 ดังนั้นคำตอบคือ 1 to conduct

## Part 5 : Incomplete Sentences

**Directions:** You will see a sentence with a missing word. Four possible answers follow the sentence. Choose the best answer to the question.

**101.** The two companies are \_\_\_\_\_ the same business.

(A) in (B) on  
(C) from (D) during

**102.** \_\_\_\_\_ a lot of profit were made last year, everyone was really delighted.

(A) If (B) Why  
(C) Because (D) When

**103.** If they \_\_\_\_\_ aware of the economic situation, they could have avoided losing their savings.

(A) were (B) are  
(C) have been (D) had been

**104.** Make checks \_\_\_\_\_ to the supplier.

(A) paid (B) payable  
(C) paying (D) pay

**105.** Ms. Delaware is both a talented manager \_\_\_\_\_ a very good cook.

(A) nor (B) and  
(C) though (D) but

**106.** \_\_\_\_\_ his advisor said that the outcome looked really hopeful, Mr. Allen refused to invest more money.

(A) Since (B) Although  
(C) In conclusion (D) As well as

## วิเคราะห์คำตอบ

101. (A) in

ตัวเลือกข้อ (A) เป็นคำตอบที่ถูกต้อง เพราะทำให้ประโยชน์ความหมายสมบูรณ์ คือ “ทั้งสองบริษัท ต่างทำงานในช่วงกิจแบบเดียวกัน” ส่วนข้ออื่นๆ มีความหมายไม่เข้ากับบริบทดังนี้

(B) on (บน) (C) from (จาก) (D) during (ระหว่าง)

102. (C) Because

ข้อนี้ทดสอบเรื่อง conjunction สังเกตได้จากตัวเลือกว่าเป็น conjunction ทั้งหมด

คำทบทวนที่ถูกต้องคือข้อ (C) Because ที่ใช้เข้มเหตุและผลของประโยชน์โดยเช้าด้วยกัน โดยเหตุของประโยชน์นี้คือ “ปีที่แล้วทำกำไรได้มาก” ผลคือ “ทุกๆ คนเลยมีความสุข” ส่วนตัวเลือกอื่นๆ ไม่ได้ใช้เข้มเพื่อแสดงเหตุและผล ดังนี้

(A) If (ถ้า) (B) Why (ทำไม) (C) Because (เพราะว่า) (D) When (เมื่อ)

103. (D) had been

ข้อนี้ทดสอบเรื่องของคู่ if-clause ทั้งเกตว่าประโยคขึ้นต้นด้วย if และวิเคราะห์ว่าตรงคำไหนงของ verb

เมื่อคุณของ if-clause ที่โจทย์ให้มา จะเห็นว่ากริยาของ main clause คือ could have avoided ซึ่งจัดอยู่ในโครงสร้าง would + have + past participle (V.3) และโครงสร้างที่ใช้คู่กันก็คือ if + past perfect ตามโครงสร้างของ if-clause type 3 (if + past perfect + subject + would + have + past participle)

ดังนั้นข้อ (D) had been ที่เป็น past perfect จึงเป็นคำตอบที่ถูกต้อง

104. (B) payable

ข้อนี้อาจจะยากสักหน่อย เพราะเรามักเข้าใจว่า adjective ต้องอยู่หน้า noun เท่านั้น แต่ในบางโครงสร้าง โดยเฉพาะการลดรูป adjective สามารถหลัง noun ได้ อย่างเช่นโจทย์ข้อนี้

ความจริงแล้วโจทย์ต้องการจะเขียนว่า “Make checks able to be paid to the supplier.” (ช่วยเขียนเช็คออกเงินให้ผู้ส่งสินค้าด้วย) แต่เมื่อมีการลดรูป able to be paid ก็จะกลายเป็น adjective เพราะต้องขยายคำว่า checks ตามโครงสร้าง make someone something ซึ่งต่างจาก make someone + do something เพราะคำว่า make ในโครงสร้าง make someone something มีความหมายในเชิง “ทำให้เป็น” แต่ make someone + do something ที่ make มีความหมายในเชิง “ร่างด้วย ให้ทำ”

ເຊັ່ນ

She made me do it. (ເຮືອບັນດັບໃຫ້ຈັນທຳ-make ໃນທີ່ນີ້ໜາຍເຖິງ ບັນດັບ)

You make me happy. (คุณทำให้ฉันมีความสุข-make ในที่นี่หมายถึง ทำให้เป็น)

และในโครงสร้าง make someone something นี้ something สามารถเป็นได้ทั้ง adjective และ noun ขึ้นอยู่กับบริบท เช่น

You make me happy. (คุณทำให้ฉันมีความสุข-ตามด้วย adjective)

You make me a better man. (คุณทำให้ผมเป็นผู้ชายที่ดีขึ้น-ตามด้วย noun)

ย้อนกลับมาที่โจทย์ข้อนี้ ถ้าอยากจำง่ายๆ เมื่อเห็น make + noun ให้คิดว่ามันมีความเป็นไปได้  
ยัง คือ

1. make someone + do something (บังคับให้ทำ)
2. make someone something (adjective)
3. make someone something (noun)

ดูจากความหมายแล้ว เช็คไม่มีชีวิต ไม่สามารถบังคับให้มันทำอะไรได้ จึงมีความเป็นไปได้เพียงข้อ 2 หรือ 3

ใน-project “Make checks able to be paid to the supplier.” คำว่า able (สามารถ) ใช้ขยายคำนามคำว่า checks ตั้งนั้นข้อนี้จึงตอบข้อ (B) payable ที่เป็น adjective

ข้อ (A) paid เป็น past participle ไม่สามารถใช้ตามหลัง causative verb คำว่า make ได้

ข้อ (C) paying เป็น present participle ไม่สามารถใช้ตามหลัง causative verb คำว่า make ได้ เช่นเดียวกัน

ส่วนข้อ (D) pay เป็น present simple ไม่สามารถใช้ในบริบทนี้ได้

105. (B) and

ข้อนี้วัดความรู้เรื่อง correlative conjunction หรือคำสันธานคู่ ได้แก่

คำสันฐานคู่เหล่านี้ต้องใช้คู่กันเสมอ ไม่สามารถสลับคู่ได้ เช่น either ต้องคู่กับ or จะคู่กับ nor ไม่ได้, both ต้องคู่กับ and จะคู่กับอย่างอื่นไม่ได้ ดังนั้นข้อนี้จึงต้องตอบข้อ (B) and เพราะเข้าคู่กับคำว่า both

106. (B) Although

โจทย์ข้อนี้มีความหมายว่า “.....ที่ปรึกษาของเขาบอกว่าผลลัพธ์ดูมีความหวังมาก แต่คุณอัลเลนก็ยังคงปฏิเสธที่จะลงทุนเพิ่ม”

**MCU-GET : WRITING TEST**

\*\*\*\*\*

**B. Sentence Completion (20 items)**

Directions: Choose the best answer to complete each question.

1. Since walking into the gallery on a whim recently, I \_\_\_\_\_ several return trips.
  1. already have make
  2. already made have
  3. have already made
  4. have already make
2. \_\_\_\_\_ Statistic Korea, in South Korea, independent bookstores are on the decline.
  1. In addition
  2. Although
  3. Therefore
  4. According to
3. This alternative approach made Buddhism \_\_\_\_\_ for a greater number of people.
  1. more acceptable
  2. most acceptably
  3. more acceptability
  4. Acceptably
4. Women \_\_\_\_\_ to touch monks and should not stay alone in the same room as a monk.
  1. forbid
  2. forbidding
  3. are forbidden
  4. are forbidding
5. At around 6 p.m., \_\_\_\_\_ of meditation and prayer begins in temples.
  1. a two-hours session
  2. two-hours sessions
  3. a two-hours sessions
  4. a two-hour session
6. It is worth \_\_\_\_\_ that although charisma can be learned, it can't be faked.
  1. note
  2. noting
  3. to note
  4. noted

7. Buddhism gave them an option for work outside the traditional \_\_\_\_\_ of family and home.

- 1. spawn
- 2. Sphere
- 3. spree
- 4. spring

8. After \_\_\_\_\_ extreme dedication to both social work and spiritual study, a monk can

be promoted gradually until he reaches the Sangha Supreme Council.

- 1. demonstrating
- 2. demonstrated
- 3. demonstrates
- 4. have demonstrated

9. Buddhists believe that nothing is fixed or permanent and that change is \_ \_\_\_\_ possible.

- 1. never
- 2. hardly
- 3. always
- 4. somewhat

10. When an immediate threat appears, our mind focuses \_\_\_\_\_ the things that are

really important.

- 1. at
- 2. with
- 3. in
- 4. On

11. Jade was once considered \_\_\_\_\_ than gold by the Chinese who refined the carving of it into a major art form during the Ming dynasty.

- 1. valuable
- 2. as valuable
- 3. more valuable
- 4. most valuable

12. Most religions \_\_\_\_\_ by their beliefs.

- 1. are given
- 2. are provided
- 3. are demanded
- 4. are defined

13. If there \_\_\_\_\_ no rules, the majority of people would probably continue to interact positively.

- 1. was
- 2. were
- 3. is
- 4. are

14. All evening classes were cancelled \_\_\_\_\_ heavy rain.

|                  |                   |
|------------------|-------------------|
| 1. regardless of | 2. in spite of    |
| 3. due to        | 4. as a matter of |

15 \_\_\_\_\_ John has been obese for as long as he can remember, he is determined to lose weight with a special low calorie diet.

|             |                    |
|-------------|--------------------|
| 1. However  | 3. On the contrary |
| 2. Although | 4. In spite of     |

16. Chiang Mai has seen a huge boom in tourism from middle-class China \_\_\_\_\_

|                    |                    |
|--------------------|--------------------|
| 1. sooner or later | 2. in recent years |
| 3. many years ago  | 4. once in a while |

17. It is apparent that the number of expats coming to Thailand \_\_\_\_\_ every year.

- 1. increased
- 2. is increased
- 3. is increasing
- 4. had increased

18. The other guests were already there \_\_\_\_\_ we arrived.

- 1. by the time
- 2. prior to
- 3. during
- 4. yet

19. The Sangha World in Thailand \_\_\_\_\_ about 200,000 monks and 85,000 novices at most times of the year.

|                |                     |
|----------------|---------------------|
| 1. consist of  | 2. is consisting of |
| 3. consists of | 4. is consisted of  |

20. All monks must follow 227 strict precepts or rules of conduct, \_\_\_\_\_ concern

their relations with members of the opposite sex.

|                  |                 |
|------------------|-----------------|
| 1. many of which | 2. many of whom |
| 3. many of whose | 4. many of who  |

## PARAGRAPH WRITING

- A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject. In formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence.
- A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. It is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.
- For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:
- *My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.*
- (Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an indentation. All paragraphs in English MUST begin with an indentation.)
- (Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an indentation.)
- All paragraphs in English MUST begin with an indentation.)
- Note how the first sentence, *My hometown, Wheaton, is famous for several amazing geographical features*, is the most general statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town's geography, and are not general statements.
- Here are some examples of sentences that cannot be used as topic sentences. Can you figure out why they are inappropriate?

- 1. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
- 
- 2. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
- 
- 3. Clouds are white.
- The problem with sentence #1 is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, *My hometown is famous for several amazing geographical features*.
- Sentence #2 is not appropriate as a topic sentence because it mentions two topics, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.
- The problem with sentence #3 is that it is *too* general. It is also very boring! Would you like to read a paragraph with this topic sentence? Most people would not.
- We can rewrite sentences #2 and #3 in the following ways to make it better:  
There are two reasons why some people like to buy cars with automatic transmission.
- *OR (in a different paragraph):*
- There are two reasons why some people like cars with manual transmission.
- 

The shapes of clouds are determined by various factors.

## Supporting Sentences

Consider again the above-mentioned, short paragraph:

- My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

- When a reader reads a topic sentence, such as *My hometown, Wheaton, is famous for several amazing natural features*, a question should usually appear in the reader's mind.
- In this case, the question should be like, "What are the natural features that make Wheaton famous?"
- The reader should then expect that the rest of the paragraph will give an answer to this question.
- Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for the Wheaton River, which is very wide and beautiful*, indeed gives an answer to this question.
- That is, the second sentence gives some explanation for the fact that Wheaton is a famous town.
- Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous by giving another example of an "amazing natural feature," in this case, Wheaton Hill.
- The second and third sentences are called supporting sentences.
- They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence.
- Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. At minimum, you should have at least five to seven sentences in your paragraph.
- Here we can see our paragraph about Wheaton with a few more supporting sentences:
  - My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old.
  - In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence.
  - You can think of a concluding sentence as a sort of topic sentence.

- My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.
- Notice how the concluding sentence, *These three landmarks are truly amazing and make my hometown a famous place*, summarizes the information in the paragraph.
- Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

## Details in Paragraphs

- The short paragraph in this lesson is a fairly complete paragraph, but it lacks details. Whenever possible, you should include enough details in your paragraphs to help your reader understand exactly what you are writing about. In the paragraph about Wheaton, three natural landmarks are mentioned, but we do not know very much about them. For example, we could add a sentence or two about Wheaton river concerning **HOW** wide it is or **WHY** it is beautiful. Consider this revision (and note the additional details in bold):
- My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many palm trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

## Topic Sentences in Paragraphs

- A topic sentence gives the main idea of a paragraph. It usually occurs as the first or last sentence of the paragraph. Some paragraphs will not have a topic sentence, if the main point is obvious. Others might place the topic sentence slightly differently. Occasionally, as in this paragraph, the topic sentence might begin the paragraph but be restated in a different way at the end. That is to say, most writers put the topic sentence of a paragraph at the beginning or the end or both.
- Every sentence in a paragraph must be grammatically correct, in so much as that grammar aids in understanding the ideas that the writer would like to

convey. The topic sentence, in particular, must be very well written and very clear to readers.

- Most writing has an introductory paragraph or an introduction of a paragraph, and a conclusion of a paragraph or concluding paragraph. The introduction and conclusion are, of course, supported by body paragraphs. The typical body paragraph develops, supports, or elaborates a given topic sentence.
  - Expository paragraphs
  - Descriptive paragraphs
  - Narrative paragraphs
  - Persuasive paragraphs

## Topic : Paragraph Writing

Directions: Write a paragraph of about 200 words. Choose only one topic from the list below. Your paragraph must be well-organized with relevant explanation and support.

- The Value of Education
- Overcoming a Health Problem
- The Next Wave of Social Media
- Good Reasons Why Everyone Should Meditate
- My Life Goals
- How to Deal with Health Problems
- Good Reasons to Learn English
- My Best Experience in Life
- The Importance of Family
- Benefits of Meditation
- The Effect of Social Media on Education
- The Importance of Reading More Books
- Faith as an Important Part of Life
- Popular Culture
- Your Major Achievement
- The Importance of Lifelong Learning
- How to Keep Fit
- The Most Interesting Job in the World
- Benefits of Meditation
- The Hardest Thing I Have Ever Done
- What Animals Can Teach People
- The Importance of Lifelong Learning
- The Most Interesting Job in the World
- The Internet has made the greatest impacts on students' lives.
- A celebrity should set a good example for young people.
- Students should not bring their cellphones to school.

- Studying with a teacher is better than studying alone.
- It is never too late to get a university degree.

## **MCU-GET Preparation**

### **Speaking Skills**

#### **Sample interview questions:**

- Tell us about yourself.
- How do you feel now?
- How many brothers and sisters do you have?
- Have you been a monk?
- When did you start to work at this university?
- What do you like about this university?
- What do you like to do in your free time?
- Where were you born?
- Which country do you want to visit the most? Why?
- If I visit your hometown, where should I visit?
- Why do you want to do this degree? Why this university?
- Why should we offer you a place?
- What do you know about this course?
- What in particular attracts you to this course?
- What makes you want to study/work at this university?