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| **Thai Health Professional Students Health Literacy Scales**  **Explanation** The purpose of this study was to assess and compare the health literacy ability of the Bachelor of Public Health Curriculum in the Sirindhorn Public Health College under the Praboromarajchanok Institute, Ministry of Public Health. Abilities and skills related to health by dividing the questions into 3 parts, totaling 144 items as follows  **Part 1:**General information (9 items)  **Part 2:**Health literacy consists of accessing information and health services, understanding communication skills, media literacy and decision-making skills (120 items)  **Part 3:** Critical thinking (15 items)  All study data will be presented as an overview without affecting any respondents at all. Therefore, the researchers will ask your cooperation to respond truthfully in order to use the information to develop guidelines for promoting health literacy of students of the Bachelor of Public Health Program in Community Health at the Sirindhorn College of Public Health under the Praboromarajchanok Institute, Ministry of Public Health.  This understanding is important to the meaning of words in the test.  **Annotation** To understand the same, therefore, the meaning of the key words in the test as follows:  **1) Health literacy** refers to a person's ability to filter information received from all channels and make decisions based on information that has been filtered and evaluated. For behavior modification Choose health services and products. Properly This is to promote and maintain your own health always.  **2) Access to information and health services means** the ability to select sources of information. Know how to find information about your conduct. And verify information from many sources until credible  **3) Understanding means correct knowledge and understanding of possible practices.**  **4) Communication skills** means the ability to communicate by speaking, reading, writing, including the ability to communicate and persuade others to understand and accept information about their conduct**.**  **5) Media literacy** means the ability to check the accuracy and reliability of information. Presented and able to compare media selection methods to avoid potential risks to one's own health and others, including evaluating media messages to guide community and society.  **6) Decision-making skills** are the ability to define alternatives and to reject or avoid or to choose practices based on reasoning, analysis of good results or disadvantages. For denial / avoidance and showing correct action options  **7) Self-health management** refers to the ability to set goals. Plan and implement the action plan as well as review the procedures for achieving the goals in order to adjust the practice correctly.  **8) Health services** means primarily helping health information providers or health-related services from health service recipients from government service sources.  **9) Health service center refer to** hospitals, clinics, libraries, nursing rooms in schools or educational institutions or organizations, health websites, health helpline, mobile application programmes, health learning center, radio-television programs, learning media and health services, etc.  **10) Health service providers** means doctors, dentists, pharmacists, nurses Public health personnel Nursing Assistant Professors or teachers in sanitation in schools or educational institutions, public health volunteers, etc.  **11) Critical thinking** refers to the thought process that occurs in terms of attitude. Knowledge and skills The attitude is the psychological expression that requires searching for information, finding evidence, finding facts to prove the incident. By using knowledge to accurately summarize events and understand abstract things Both attitudes and knowledge require skills to find the truth, as well as the skills to apply how to confront events or problems wisely.  **12) Inference or reference ability** is a measure of ability In deciding the probability of the conclusion that Which is true? Which is false?  **13) Recognition of assumption** is a measure of whether or not an agreement is a prerequisite for that situation.  **14) Deduction** is a measure of the ability to reasonably draw conclusions from a reference using logic.  **15) Interpretation** is a measure of the ability to comment and explain the possibility of a conclusion.  **16) Evaluation of Arguments** is a measure of the ability to respond to questions and reasonably reason.  Thank you for your kind to join in our research  **Mrs. SaowaluckSridaket**  Doctor of Public Health Graduate Student Program   Faculty of Public Health MahaSarakham University,   Thailand  **No.**  **Part 1: General information**  **Please mark √Into** or OFill in the blanks That matches your reality  **1. Which province do you currently study at the Sirindhorn College of Public Health?**  Phitsanulok UbonRatchathaniKhonKaen Chon BuriSuphanBuri Trang  **2. Gender**  male  female  **3.Age**................ year (Please enter the age as a year as an integer. Fraction of the year, if more than 6 months, rounded up to an integer)  **4.Marital status** single couple Widowed / Divorced / Separated  **5.Grade point average (GPA) from Year 1 to Year 3 or to the present ..............................**  **6.Income received as expenses for each month.**.................................... baht  **7.Income received as expenses for each month.**  sufficient insufficient  **8. Do you have any medical conditions?**   **without medical conditions**   **Have chronic diseases**(**non-communicable diseases: NCDs)** Such as obesity, diabetes, high blood pressure, high cholesterol, heart disease, kidney cancer, joint disease or other diseases in this group (please specify)…………………………………………………………………   **Have an infectious or contagious disease**Such as respiratory infections, lung diseases, tuberculosis, chronic fever, blood disease or other diseases in this group (please specify)…………………………………………………………………   **Other diseases such as colds, accidents  (please specify)**…………………………………………………………………  **9.Last week, how did you feel about your health?**   Very good Well  Quite good  Quite bad  unwholesome Not good at all  **Part 2 Health Literacy**  Health Literacy Scales includes access to information and health services. Understanding Communication skills Media literacy And decision-making skills In the field of health promotion Disease prevention Health care Regeneration and consumer protection  **Please mark √ Into**That matches you   | **Health literacy** | | **Reality level about you** | | | | | | | | | | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Maximum** | | | | **Much** | | **Moderate** | | **Little** | | **Least** | | **1. Access to health information and services** | |  | | | |  | |  | |  | |  | | **Health promotion** | |  | | | |  | |  | |  | |  | | 1. | You know how to search and use educational equipment or search for health promotion information. From publications, books, texts and published on television, radio, computer, mobile phone, internet, online media (Facebook, Line, You tube) mobile applications, library systems, etc. |  | | | |  | |  | |  | |  | | 2. | You can check health information from multiple sources until you are confident that you have reliable information for health promotion actions. |  | | | |  | |  | |  | |  | | 3. | You can search for information related to physical health promotion, such as eating healthy foods, exercise, etc. |  | | | |  | |  | |  | |  | | 4. | You can search for information related to mental health promotion, such as meditation, observance of religious teachings. And recreation etc. |  | | | |  | |  | |  | |  | | **Disease prevention** | |  | | | |  | |  | |  | |  | | 5 | You know how to search for and use educational devices or search for disease prevention information from publications, books, textbooks and those published on television, radio, computers, mobile phones, internet, online media (Facebook, Line, You tube) mobile applications, library systems, etc. |  | | | |  | |  | |  | |  | | 6. | You can check health information from many sources until you are confident that Credible information for implementation in disease prevention |  | | | |  | |  | |  | |  | | 7 | You can search for information related to physical disease prevention. Such as eating healthy foods, exercise, etc. |  | | | |  | |  | |  | |  | | 8 | You can search for information related to the prevention of mental health conditions. Such as meditation compliance with religious doctrine and recreation etc. |  | | | |  | |  | |  | |  | | **Health care** | |  | | | |  | |  | |  | |  | | 9 | You know how to search and use educational equipment or search for information in health care from publications, books, textbooks and published on television, radio, computers, mobile phones, internet, online media (Facebook, Line, You tube), programs used on mobile phones, library systems, etc. |  | | | |  | |  | |  | |  | | 10 | You can check health information from multiple sources until you are confident that the information is credible for health care implementation. |  | | | |  | |  | |  | |  | | 11 | You can search for information related to physical health care, such as eating healthy food, exercise, etc. |  | | | |  | |  | |  | |  | | 12. | You are able to search for information related to mental health, such as meditation, following religious doctrine. and recreation etc. |  | | | |  | |  | |  | |  | | **Rehabilitation** | |  | | | |  | |  | |  | |  | | 13 | You know how to search and use educational equipment or search for information in rehabilitation from publications, textbooks and television publications Computer radio Mobile phone, Internet, online media (Facebook, Line, You tube) mobile applications, library systems, etc. |  | | | |  | |  | |  | |  | | 14 | You are able to check health information from multiple sources until you are confident that the information is reliable for their rehabilitation. |  | | | |  | |  | |  | |  | | 15 | You can search for information related to physical rehabilitation, such as physical therapy, eating healthy food, exercise, etc. |  | | | |  | |  | |  | |  | | 16 | You can search for information related to mental rehabilitation, such as meditation, observance of religious teachings. and recreation etc. |  | | | |  | |  | |  | |  | | **Consumer protection** | |  | | | |  | |  | |  | |  | | 17 | You know how to search for and use educational equipment or search for consumer protection information from publications, books, texts and published on television, radio, computer, mobile phone, internet, online media (Facebook, Line, You tube) mobile applications, library systems, etc. |  | | | |  | |  | |  | |  | | 18 | You can check health information from many sources until you are confident that credible information for implementation in consumer protection |  | | | |  | |  | |  | |  | | 19 | You can search for information related to physical consumer protection. such as eating or using products that are certified by a government or private organization that has been certified |  | | | |  | |  | |  | |  | | 20 | You can search for information related to the protection of consumers mentally such as the use of products, which affect the mental or nervous system following the government or private organization certificated etc. |  | | | |  | |  | |  | |  | | **2) Understanding** | | | | | | | | | | | | | | **Health promotion** | | | | | | | | | | | | | | 21 | You can read and understand health promotion information that is disseminated through various media such as textbooks, books, the internet, online media, brochures, sign of advertising, etc. | |  | |  | |  | |  | |  | | | 22 | You have the knowledge and understanding in the explanations of health personnel regarding health promotion information. | |  | |  | |  | |  | |  | | | 23 | You can validate the knowledge and understanding of guidelines for promoting their health. | |  | |  | |  | |  | |  | | | 24 | You can understand correctly about health promotion practices for other people. | |  | |  | |  | |  | |  | | | **Disease prevention** | | |  | |  | |  | |  | |  | | | 25 | You can read and understand information about disease prevention which is disseminated through various media such as textbooks, books, internet, online media, brochures, sign of advertising etc. | |  | |  | |  | |  | |  | | | 26 | You have the knowledge and understanding in the explanations of health personnel regarding disease prevention information. | |  | |  | |  | |  | |  | | | 27 | You can validate the knowledge and understanding of guidelines for promoting their health. | |  | |  | |  | |  | |  | | | 28 | You can understand the practices to prevent illnesses for others correctly. | |  | |  | |  | |  | |  | | | **Health care** | | |  | |  | |  | |  | |  | | | 29 | You can read and understand health care information that is disseminated through various media such as textbooks, books, the internet, online media, brochures, sign advertising, etc. | |  | |  | |  | |  | |  | | | 30 | You have the knowledge and understanding in the explanations of health personnel regarding health care information. | |  | |  | |  | |  | |  | | | 31. | You can validate the knowledge and understanding of health care guidelines. | |  | |  | |  | |  | |  | | | 32 | You can understand correctly about health care practices for other people. | |  | |  | |  | |  | |  | | | **Rehabilitation** | | |  | |  | |  | |  | |  | | | 33 | You can read and understand information about rehabilitation. Which can be disseminated through various media such as textbooks, books, the internet, online media, brochures, sign advertising, etc. | |  | |  | |  | |  | |  | | | 34 | You have the knowledge and understanding in the explanations of health personnel regarding rehabilitation information. (If there is an event) | |  | |  | |  | |  | |  | | | 35 | You can validate the knowledge and understanding about your own practice guidelines for rehabilitation. (If there is an event) | |  | |  | |  | |  | |  | | | 36 | You can understand the appropriate behavior in order to change behaviour to other people. (If there is an event) | |  | |  | |  | |  | |  | | | **Consumer protection** | | |  | |  | |  | |  | |  | | | 37 | You can read and understand consumer protection information. Which can be disseminated through various media such as textbooks, books, the internet, online media, brochures, sign advertise, etc. | |  | |  | |  | |  | |  | | | 38 | You have the knowledge and understanding in the explanations of health personnel regarding consumer protection information. | |  | |  | |  | |  | |  | | | 39 | You can validate the knowledge and understanding of guidelines for protecting their own consumers. | |  | |  | |  | |  | |  | | | 40 | You can validate and understand consumer protection practices for others. | |  | |  | |  | |  | |  | | | **3) Communication skills** | | | | | | | | | | | | | | **Health promotion** | | | | | | | | | | | | | | 41 | You can find the way to access or contact with people who had knowledge about Health promotion | | |  |  | |  | |  | |  | | | 42 | You have the courage to speak or express yourself by asking questions to get accurate information on health promotion from health personnel. | | |  |  | |  | |  | |  | | | 43 | You can validate to communicate health-promoting information to other people by speaking, reading and writing. | | |  |  | |  | |  | |  | | | 44 | You can persuade others to understand and accept information about health promotion practices. | | |  |  | |  | |  | |  | | | **Disease prevention** | | | |  |  | |  | |  | |  | | | 45 | You can search for channels in accessing or communicating with people who have knowledge and understanding about disease prevention information | | |  |  | |  | |  | |  | | | 46 | You have the courage to speak or express yourself by asking in order to get the right information about disease prevention from health personnel. | | |  |  | |  | |  | |  | | | 47 | You can communicate the information that you receive about disease prevention to others correctly by speaking, reading and writing. | | |  |  | |  | |  | |  | | | 48 | You can convince other people to understand and accept information about their practice for disease prevention. | | |  |  | |  | |  | |  | | | **Health care** | | | |  |  | |  | |  | |  | | | 49 | You can find the ways or contact people who are concerned about healthcare information. | | |  |  | |  | |  | |  | | | 50 | You have the courage to speak or express yourself by questioning in order to receive accurate healthcare information from health personnel. | | |  |  | |  | |  | |  | | | 51 | You can communicate or validate for health care information for others by speaking, reading and writing. | | |  |  | |  | |  | |  | | | 52 | You can convince others to understand and accept information about their health care practices. | | |  |  | |  | |  | |  | | | **Rehabilitation** | | | |  |  | |  | |  | |  | | | 53 | You can find ways to access or contact people who have knowledge about rehabilitation information. (If there is an event) | | |  |  | |  | |  | |  | | | 54 | You have the courage to speak or express yourself by questioning in order to receive correct information about rehabilitation from health personnel. (If there is an event) | | |  |  | |  | |  | |  | | | 55 | You can communicate the information and validating to other person by speaking, reading and writing. (If there is an event) | | |  |  | |  | |  | |  | | | 56 | You can persuade others to understand and accept information about their rehabilitation practices. (If there is an event) | | |  |  | |  | |  | |  | | | **Consumer protection** | | | |  |  | |  | |  | |  | | | 57 | You can search for channels in accessing or contacting people who have knowledge and understanding about consumer protection information. | | |  |  | |  | |  | |  | | | 58 | You have the courage to speak or express yourself by asking questions to get accurate information on consumer protection from health personnel | | |  |  | |  | |  | |  | | | 59 | You can validate to communicate consumer protection information to others by speaking, reading and writing. | | |  |  | |  | |  | |  | | | 60 | You can persuade others to understand and accept information about conduct for consumer protection. | | |  |  | |  | |  | |  | | | **4) Media literacy** | | | | | | | | | | | | | | **Health promotion** | | | | | | | | | | | | | | 61 | You can compare methods of choosing to receive media in order to avoid the risks that may occur to the health promotion of oneself and others. | |  | |  | |  | |  | |  | | | 62 | You can check the accuracy and modernity of the information that is related to conduct for promoting the health of oneself and others. | |  | |  | |  | |  | |  | | | 63 | You can give advice or give correct information about their conduct for health promotion to others. | |  | |  | |  | |  | |  | | | 64 | You can evaluate messages from various media to help guide health promotion practices for people in the community or society. | |  | |  | |  | |  | |  | | | **Disease prevention** | | |  | |  | |  | |  | |  | | | 65 | You can compare methods whether media to avoid the risks that may occur with the prevention of diseases that may occur to yourself and others. | |  | |  | |  | |  | |  | | | 66 | You can check the accuracy and modernity of the information related to the practice of preventing diseases that may occur to the others. | |  | |  | |  | |  | |  | | | 67 | You can give advice or give validate information about the practice for disease prevention to other people. | |  | |  | |  | |  | |  | | | 68 | You can evaluate messages from various media to help guide the way to prevent disease to people in the community or society. | |  | |  | |  | |  | |  | | | **Health care** | | |  | |  | |  | |  | |  | | | 69 | You can compare methods whether media to avoid the risk that may occur to the health care of yourself and others. | |  | |  | |  | |  | |  | | | 70 | You can check the accuracy and modernity of the information that are related to personal health care practices and others. | |  | |  | |  | |  | |  | | | 71 | You can give advice or give correct information about their health care practices to others. | |  | |  | |  | |  | |  | | | 72 | You can evaluate messages from various media to guide health care guidelines for people in the community or society. | |  | |  | |  | |  | |  | | | **Rehabilitation** | | |  | |  | |  | |  | |  | | | 73 | You can compare methods whether media to avoid the risk that may occur to the rehabilitation of oneself and others. (If there is an event) | |  | |  | |  | |  | |  | | | 74. | You can check the accuracy and modernity of the information that is related to the practice of rehabilitation for oneself and others. (If there is an event) | |  | |  | |  | |  | |  | | | 75 | You can give advice or give correct information about the rehabilitation practices to other people. (If there is an event) | |  | |  | |  | |  | |  | | | 76 | You can evaluate messages from various media in order to guide the approach to rehabilitation to people in the community or society. (If there is an event) | |  | |  | |  | |  | |  | | | **Consumer protection** | | |  | |  | |  | |  | |  | | | 77 | You can compare methods of choosing to receive media in order to avoid the risks that may occur to the protection of consumers of yourself and others. | |  | |  | |  | |  | |  | | | 78 | You can check the accuracy and modernity of the information that is related to conduct for the protection of consumers of yourself and others. | |  | |  | |  | |  | |  | | | 79 | You can give advice or give correct information about their conduct in order to protect consumers for others. | |  | |  | |  | |  | |  | | | 80 | You can evaluate messages from various media in order to provide guidance on consumer protection for people in the community or society. | |  | |  | |  | |  | |  | | | **5) Decision-making skills** | | | | | | | | | | | | | | **Health promotion** | | | | | | | | | | | | | | 81 | You can consider to receive the information about health promotion by yourself | |  | |  | |  | |  | |  | | | 82 | You can set for guidelines correction or practices after considering health promotion information by yourself | |  | |  | |  | |  | |  | | | 83 | You often compare data before making a decision to believe or follow by choosing the right guidelines or practices for personal health promotion. | |  | |  | |  | |  | |  | | | 84 | You can reject or avoid using incorrect information about health promotion and is ready to make the right choice. | |  | |  | |  | |  | |  | | | **Disease prevention** | | |  | |  | |  | |  | |  | | | 85 | You can consider the information you receive about disease prevention by yourself. | |  | |  | |  | |  | |  | | | 86 | You can specify guidelines or practices that are correct after considering the disease prevention information by oneself. | |  | |  | |  | |  | |  | | | 87 | You often compare data before making a decision to believe or follow by choosing the right guidelines or practices for the prevention of diseases by oneself. | |  | |  | |  | |  | |  | | | 88 | You can reject or avoid using incorrect information about disease prevention and ready to show alternatives That is correct. | |  | |  | |  | |  | |  | | | **Health care** | | |  | |  | |  | |  | |  | | | 89 | You can consider the information you receive about health care by yourself. | |  | |  | |  | |  | |  | | | 90 | You can set correct guidelines or practices after considering health care information by yourself. | |  | |  | |  | |  | |  | | | 91 | You often compare data before making a decision to believe or follow by choosing the right guidelines or practices for personal health care. | |  | |  | |  | |  | |  | | | 92 | You can reject or avoid using incorrect information about health care and ready to show the right choice. | |  | |  | |  | |  | |  | | | **Rehabilitation** | | |  | |  | |  | |  | |  | | | 93 | You can consider the information you have received about rehabilitation. | |  | |  | |  | |  | |  | | | 94 | You can specify correct guidelines or practices after considering rehabilitation information on their own. | |  | |  | |  | |  | |  | | | 95 | You often compare data before making a decision to believe or follow by choosing the right guidelines or practices for personal recovery. | |  | |  | |  | |  | |  | | | 96 | You can reject or avoid using incorrect information about rehabilitation and ready to show the right choice. | |  | |  | |  | |  | |  | | | **Consumer protection** | | |  | |  | |  | |  | |  | | | 97 | You can consider the information you receive about consumer protection yourself. | |  | |  | |  | |  | |  | | | 98 | You can set correct guidelines or practices after considering consumer protection information by yourself. | |  | |  | |  | |  | |  | | | 99 | You often compare data before making a decision to believe or follow by choosing the right guidelines or practices for consumer protection by yourself. | |  | |  | |  | |  | |  | | | 100 | You can reject or avoid using incorrect information about consumer protection and ready to show alternatives that is correct. | |  | |  | |  | |  | |  | | | **6) Self health management** | | | | | | | | | | | | | | **Health promotion** | | | | | | | | | | | | | | 101 | You can set the goals and action plan to promote own health by considering the advice of experts or health personnel or health information obtained from various media. | |  | |  | |  | |  | |  | | | 102 | You can act according to the instructions that are related to promoting one's own health Which will lead to changes in health habits. | |  | |  | |  | |  | |  | | | 103 | You can evaluate your own health promotion practices at any level. | |  | |  | |  | |  | |  | | | 104 | You can review how to behave to achieve health promotion goals Their own, which will lead to a change in sustainable health habits. | |  | |  | |  | |  | |  | | | **Disease prevention** | | | | | | | | | | | | | | 105 | You can set goals and plan action for disease prevention by considering the advice of experts or health personnel or health information obtained from various media. | |  | |  | |  | |  | |  | | | 106 | You can act according to the instructions that are related to disease prevention, which will lead to changes in health habits. | |  | |  | |  | |  | |  | | | 107 | You can evaluate their own performance for the prevention of diseases at any level. | |  | |  | |  | |  | |  | | | 108 | You can review how to behave in order to achieve disease prevention goals which will lead to health behavior change sustainable. | |  | |  | |  | |  | |  | | | **Health care** | | |  | |  | |  | |  | |  | | | 109 | You can set the goals of action plan for taking care of your own health by considering the advice of experts or health personnel or health information obtained from various media. | |  | |  | |  | |  | |  | | | 110 | You can act according to the instructions that are about taking care of one's own health which will lead to changes in health habits. | |  | |  | |  | |  | |  | | | 111 | You can evaluate your health care practices at any level. | |  | |  | |  | |  | |  | | | 112 | You can review how to behave to achieve health care goals of your own, which will lead to a change in sustainable health habits. | |  | |  | |  | |  | |  | | | **Rehabilitation** | | |  | |  | |  | |  | |  | | | 113 | You can set goals and plan actions to restore your condition by considering the advice of experts or health personnel or health information obtained from various media. | |  | |  | |  | |  | |  | | | 114 | You can act according to the instructions that are related to  self-rehabilitation which will lead to changes in health habits. | |  | |  | |  | |  | |  | | | 115 | You can evaluate the performance of your rehabilitation. | |  | |  | |  | |  | |  | | | 116 | You can review how to behave to achieve rehabilitation goals, which will lead to a change in sustainable health habits. | |  | |  | |  | |  | |  | | | **Consumer protection** | | |  | |  | |  | |  | |  | | | 117 | You can set goals plan actions to protect your own consumers by considering the advice of experts or health personnel or health information obtained from various media. | |  | |  | |  | |  | |  | | | 118 | You can act according to the instructions relating to the protection of consumers, which will lead to changes in health habits | |  | |  | |  | |  | |  | | | 119 | You can evaluate the performance of your own consumer protection levels. | |  | |  | |  | |  | |  | | | 120. | You can review how to behave to achieve the goal of protecting your consumers which will lead to further changes in sustainable health behavior. | |  | |  | |  | |  | |  | |   **Part 3 Critical thinking**  Critical thinking consists of 1) Inference 2) Recognition of Assumptions 3) Deduction 4) Interpretation and 5) Assessment Evaluation of Arguments. Critical thinking has the following characteristics:   1. **1) Inference or inference** mean considering the possibility of data**.**   Summary from evidence obtained from observation or general knowledge.  **Select A** shows the true, meaning that when you read the summary of the text you , then conclusion the verses of the true according to data that appears in the specified message.  **Selecting B** indicates that it is likely to be true, meaning that when you read the summary you think that the conclusion in that verse should be true according to the data that appears in the specified message.  **Selecting C** means that the information is not enough, meaning that when you read the summarized text you think that the conclusion in that verse cannot say so because the information shown in the given message is not enough.  **Choosing D** shows that it is not true means that when you read the summary you think that the conclusion in that verse cannot say so because the information that appears in the given message undetermined.  **Select E** means that is not true, meaning that when you read the summarized text you think that the conclusion in that regard neither is it not true. Because this information does not appear in the message given at all.  **Situation (inference) to answer 1-3**  “In our body, there are around 3-4 billion fat cells. It is a large thin wall bag which can collapse. Foods that are excess energy. Which we eat each day will be stored in the form of fat. When excess fat accumulates, the first symptom that a person will experience is tiredness. The accumulated fat will squeeze and vie for various organs until some people sit unhappy. Because the fat accumulates in the belly causing difficulty in breathing in the sitting position because the lungs have spaces to expand in and out less. "   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 1. | Exercise helps to prevent excessive fat accumulation. (Solution C.) | O  A | O  B | O  C | O  D | O  E | | 2. | People who have a lot of fat will have a fat shape. (Answer B.) | O  A | O  B | O  C | O  D | O  E | | 3. | People who have a lot of fat are strong and can work hard. (Answer E.) | O  A | O  B | O  C | O  D | O  E |  1. **Recognition of Assumptions** means the assumptions in advance or what is reasonably acceptable in the circumstances?   **Select A** indicates that the message is accepted justified from the given situation or a pre-determined assumption to lead to a conclusion according to the given situation.  **Select B** indicates that the message is not acceptable justified from the given situation or not is a pre-determined assumption to lead to a conclusion according to the given situation.  The situation (acceptance of the basic agreement) is used to answer 4-6.  *"We must save traveling time. Therefore it would be good if we choose to travel by plane."*   |  |  |  |  | | --- | --- | --- | --- | | 4. | Travel by plane will take less time than other transportation.  (Answer A.) | O  A | O  B | | 5. | Service by plane helping us to spend the least amount of time on our journey to reach our destination. (Answer A.) | O  A | O  B | | 6. | Traveling by plane is more convenient than traveling by train. (Answer B.) | O  A | O  B |  1. **Deduction** mean removing the necessary and fixed conclusions from the accepted evidence in that situation and assuming that the conclusions are true without exception even if you believe that it conflicts with reality based on general knowledge.   **Select A** indicates that the message is accepted justified from a given situation or a  pre-determined assumption to lead to a conclusion according to the given situation.  **Select B** indicates that the message is not acceptable justified from the given situation or not is a pre-determined assumption to lead to a conclusion according to the given situation.  Situation (deduction) used to answer item 7-9.  *"Some chocolate-eating people are overweight. Every fat person likes sweets."*   |  |  |  |  | | --- | --- | --- | --- | | 7. | Every type of chocolate has a sweet taste. (Answer B.) | O  A | O  B | | 8. | No fat people like chocolate. (Answer B) | O  A | O  B | | 9. | Some people who like sweets like chocolate. (Answer A.) | O  A | O  B |  1. **Interpretation** mean the ability of a person to draw conclusions from the information or evidence provided, without the need to remove the necessary or fixed evidence but a summary of the general reasoning according to the information given by believing that the facts given are real articles.   **Select A** shows the summarization of the statement is reasonable based on the article provided. Even if it is not completely true.  **Select B** indicates that the conclusion in the text does not make sense from the provided article.  Situation (interpretation) used to answer 10-12.  **“***Good relationships between family members arise from good communication with each other. Which can be done by using spoken language that is full of love understanding and physical language that express love. Bonding and caring for one another make family well-being and family members healthy. "*   |  |  |  |  | | --- | --- | --- | --- | | 10. | Families whose family members are in good mental health there will be coziness. (Answer A.) | O  A | O  B | | 11. | Families in which members have good interactions with each other, good mental health will have family well-being. (Answers A.) | O  A | O  B | | 12. | Families that have constant quarrels will lack well-being. (Answers B.) | O  A | O  B | |
|  |
|  |

1. Evaluation of Arguments mean judging the validity of important reasoning or directly related to the situation given try not to have personal attitudes to influence decisions.

Select A is a strong argument important and relevant to the question

Select B shows that the argument is not firm. Not important and not related to the question. Although it is extremely important generally.

**Situation (evaluating arguments) used to answer item 13-15**

“Do all children in Thailand really have to go to school? "

|  |  |  |  |
| --- | --- | --- | --- |
| 13. | True, because the school will prepare opportunities for them In learning the school songs and cheering songs. (Answer B) | O  A | O  B |
| 14. | True, because the school will give children the opportunity to learn more socially. (Answer A.) | O  A | O  B |
| 15. | It's not true because too much learning is a permanent warp of human behavior. (Answer B) | O  A | O  B |

**Thank you for your cooperation.**