

## รายการอ้างอิง

### ภาษาไทย

- จรรยา มโนรส. สมรรถวิสัยในการใช้ภาษาอังกฤษด้านการฟัง เพื่อการสื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ห้องที่การศึกษา 3 กรุงเทพมหานคร. วิทยานิพนธ์ศิลปศาสตรมหาบัณฑิต บัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์, 2527.
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สภา, 2539.
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ภาคผนวก

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก  
รายนามผู้ทรงคุณวุฒิ

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย



**รายนามผู้ทรงคุณวุฒิตรวจเครื่องมือในการวิจัย (แผนการสอน)**

1. ดร. จันทร์ทรงกลด คชเสนีย์ ภาควิชาสารัตถศาสตร์ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์เดือนตา เลาสุขศรี ภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์  
มหาวิทยาลัยศรีนครินทรวิโรฒ (ประสานมิตร)
3. อาจารย์จุฑารัตน์ วิบูลผล ภาควิชามัธยมศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

**รายนามผู้ทรงคุณวุฒิตรวจเครื่องมือในการวิจัย**

(แบบสอบวัดความสามารถในการฟังเพื่อความเข้าใจภาษาอังกฤษ)

1. รองศาสตราจารย์ ดร. อัจฉรา วงศ์โสธร หัวหน้าภาควิชาสอนภาษาอังกฤษสำหรับสังคมศาสตร์  
และมนุษยศาสตร์ สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย
2. ดร. จันทร์ทรงกลด คชเสนีย์ ภาควิชาสารัตถศาสตร์ คณะครุศาสตร์  
จุฬาลงกรณ์มหาวิทยาลัย
3. ดร. จิตาภา ฉันทานนท์ ศึกษานิเทศก์วิชาภาษาอังกฤษ กรมสามัญศึกษา  
กระทรวงศึกษาธิการ

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข

หนังสือขอความร่วมมือในการวิจัย

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

ที่ ทม ๐๓๐๒(๒๗๐๐.๑๕๑)๑๐๑๓

บัณฑิตศึกษา คณะครุศาสตร์  
จุฬาลงกรณ์มหาวิทยาลัย  
ถนนพญาไท กรุงเทพฯ ๑๐๓๓๐

๑๖ ตุลาคม ๒๕๔๑

เรื่อง ขอความร่วมมือในการวิจัยและทดลองใช้เครื่องมือ

เรียน เลขาธิการคณะกรรมการการศึกษาเอกชน

สิ่งที่ส่งมาด้วย ๑. แผนการสอน  
๒. แบบทดสอบความสามารถในการฟังภาษาอังกฤษ

ด้วย นางสาวจิตตยา สุภาพ นิสิตมหาบัณฑิต ภาควิชามัธยมศึกษา สาขาการสอน  
ภาษาอังกฤษ กำลังดำเนินการวิจัยเพื่อเสนอวิทยานิพนธ์เรื่อง " ผลการสอนกลวิธีด้านความรู้ ความคิด  
ที่มีต่อความเข้าใจในการฟังภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ ๔ ในโรงเรียนสังกัด  
คณะกรรมการการศึกษาเอกชน กรุงเทพมหานคร" โดยมี รองศาสตราจารย์ สุภัทรา อักษรานุเคราะห์  
เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตจำเป็นต้องรวบรวมข้อมูลโดยใช้เครื่องมือวิจัยกับ นักเรียนชั้น  
มัธยมศึกษาปีที่ ๔ ซึ่งเป็นกลุ่มตัวอย่าง

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดอนุญาตให้ นางสาวจิตตยา สุภาพ ได้ทำ  
การเก็บรวบรวมข้อมูลดังกล่าว เพื่อประโยชน์ทางวิชาการต่อไปและขอขอบคุณมาในโอกาสนี้ด้วย

ขอแสดงความนับถือ

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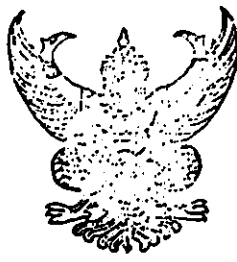
(รองศาสตราจารย์ ดร.เริงรัชนี นิมนนวล)

รองคณบดีฝ่ายจัดการศึกษา

ปฏิบัติราชการแทนคณบดีคณะครุศาสตร์

สำนักงานบัณฑิตศึกษา

โทร.๒๑๔๒๖๔๒



ที่ ศธ 1207/ 11819

สำนักงานคณะกรรมการการศึกษาเอกชน  
กระทรวงศึกษาธิการ กรุงเทพฯ 10300

## ๑ พฤศจิกายน 2541

เรื่อง ขอความร่วมมือในการวิจัย

เรียน ผู้รับใบอนุญาต ผู้จัดการ หรือครูใหญ่โรงเรียน

ด้วย นางสาวจิตตยา สุภาพ นิสิตชั้นปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา  
จุฬาลงกรณ์มหาวิทยาลัย กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์ เรื่อง "ผลการสอนกลวิธีด้านความรู้  
ความคิดที่มีต่อความเข้าใจในการฟังภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ในโรงเรียนสังกัด  
สำนักงานคณะกรรมการการศึกษาเอกชน กรุงเทพมหานคร" มีความประสงค์จะขอเก็บข้อมูลโดยใช้แผนการสอน  
และแบบทดสอบความสามารถในการฟังภาษาอังกฤษกับนักเรียนชั้นมัธยมศึกษาปีที่ 4 ในโรงเรียนของท่าน

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน ได้โปรดพิจารณาอนุญาตให้นิสิตดำเนินการ  
เก็บข้อมูลเพื่อประโยชน์ทางการศึกษาต่อไป ขอขอบคุณมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

7 —

(นางศิริลักษณ์ มโนรมย์)

เจ้าหน้าที่วิเคราะห์นโยบายและแผน 7 รักษาการแทน

ผู้อำนวยการกองนโยบายและแผน ปฏิบัติราชการแทน

เลขาธิการคณะกรรมการการศึกษาเอกชน

กองนโยบายและแผน

โทร. 02-2817112

โทรสาร 02-2828654



ภาคผนวก ค  
ตัวอย่างแผนการสอน

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

# Lesson Plan

## “Predicting Content I”

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(Direct Strategy Instruction)

Subject	:	English 017
Class	:	M 4
Time	:	50 minutes
Content	:	Listening passage “Boy Rescued from Drowning”
Strategy Training	:	Discussing and Predicting the story of ‘Boy Rescued from Drowning
Vocabulary	:	ride, climb, bridge, refuse, business, save
Structure	:	The Past Simple Tense : Subject+ verb2 ( regular past tense verbs: worked, died, married, played ) The Prefix ‘un-’ as in unhappy, unkind
Aids	:	Learning sheets Cassette tape Overhead Projector

Objective	Procedure		Evaluation
	Teacher	Students	
<p><b>Terminal Objective</b> Students should be able to discuss and predict the content of the passage before listening.</p> <p><b>Enabling Objectives</b> 1. Students are able to pronounce, spell, and tell the meaning of these words : -rescue -drown -dive -mount -post</p> <p>2. Students are able to use the past simple tense structure with the past tense verbs in regular forms (ending with-ed) : S+V2+(Obj./Adv phrase)+Adv of the past time The man played chess when he was a child. He danced all night yesterday.</p>	<p><b>Presentation</b> -Hello class. How are you ?</p> <p>-Fine thanks. Please sit down. Today. We’ll talk about an important thing that helps you listen better. It is to predict the content of the passage before listening. Predicting the content before listening will help to focus your minds by narrowing down the things that you expect to hear and activating your prior knowledge. Moreover you can share your ideas or feelings with your friends before listening and make you become involved and active listeners. (The teacher writes the titles on the board.) Class, read the first title. From the topic, what do you think the passage should be about ? (The teacher writes their predictions on the board.) Good. And how about the other one ? Read it please.</p> <p>Tell me what you think about this title.</p>	<p>Fine thank you and how are you ?</p> <p>A Changing Role for Dad. Father has a new role. Dad’s role is changing.</p> <p>Alcohol : A cause of Traffic Accident.</p> <p>One cause of traffic accident is alcohol.</p>	<p>-Students discuss and predict the content of the passage before listening.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
4. Students are able to identify the persons in the story about their ages and relationship among them.	<p>Good. Your answer is possible. You can see what you've just told me is what you predict the content of the passage before listening. Then you can find out if your prediction is right while you are listening.</p> <p>-First of all , there are a few vocabulary that you should know. The first word is 'rescue'. Class repeat after me and spell it, please.</p> <p>-Now look at these sentences and try to guess the meaning of 'rescue' :</p> <p>A policeman <u>rescued</u> the man from a car accident.</p> <p>He <u>rescued</u> a cat from the high tree.</p> <p>He <u>rescued</u> his stamp collection from the burning house.</p> <p>Read these three sentences on the board now and guess the meaning.</p> <p>-Can you tell me the meaning of 'rescue'?</p> <p>-Yes, it means <b>ช่วยเหลื</b> or save or bring away from danger.</p> <p>-What part of speech is 'rescue'?</p> <p>-How do you know it's a-verb? And if you add -er after the word 'rescuer'. What does it mean ?</p> <p>-Good. The next word is 'drown'. Read the word and spell it.</p> <p>-Now look at these sentences then read them :</p> <p>Don't let the child go near the river because he can't swim.</p> <p>He may <u>drown</u>.</p> <p>The girl is calling for help because she is <u>drowning</u> into the river.</p> <p>She <u>drowned</u> in the river and died because of being under water and unable to breathe.</p>	<p>Traffic accident may occur because of alcohol.</p> <p>Don't drive while you are drinking.</p> <p>rescue;r-e-s-c-u-e</p> <p>Students read the sentences and guess the meaning..</p> <p>Yes, It means <b>ช่วยเหลื</b></p> <p>Verb.</p> <p>It's-an action of the subject.</p> <p><b>ผู้ช่วยเหลื</b></p> <p>drown;d-r-o-w-n.</p> <p>Students read the sentences and guess the meaning.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Tell me the meaning of 'drown'</p> <p>-Good. It means <b>จมน้ำ</b>. How do you know that?</p> <p>What part of speech is 'drown'?</p> <p>-The word on the board now is 'dive'. Repeat after me and spell it.</p> <p>-Can you tell me its meaning from these sentences?</p> <p>He <b>dived</b> from the bridge to rescue the drowning boy.</p> <p>The bird <b>dived</b> into the water to catch a fish.</p> <p>The girl <b>dived</b> into the swimming pool.</p> <p>-Study the sentences by your self and tell me the meaning of 'dive'.</p> <p>-Good. It means <b>ดำน้ำ</b> or go under water. And what part of speech is 'dive'?</p> <p>-The next word is 'post'. Read the word and spell it.</p> <p>Now look at these sentences and read them :</p> <p>The fence was made of wooden <b>post</b> and barbed wire.</p> <p>The lamp <b>posts</b> lie along the street to support a street light.</p> <p>The runner ran towards the winning <b>post</b>.</p> <p>-Can you tell me the meaning of 'post'?</p> <p>Good, it means <b>เสา</b> <b>หลัก</b> and what part of speech is it? How do you know it's a noun?</p> <p>Good. The next one is 'catch'. Read and spell it.</p> <p>And what is the past tense of catch?</p> <p>-Study these sentences carefully for the particular meaning of 'catch' or 'caught'.</p> <p>The girl cannot move because her skirt get <b>caught</b> in the door of a car.</p>	<p>It means <b>จมน้ำ</b>.</p> <p>Because they died in the water and they couldn't breathe.</p> <p>It's also a verb.</p> <p>dive; d-i-v-e</p> <p>It means <b>ดำน้ำ</b>.</p> <p>It's a verb.</p> <p>Post; p-o-s-t.</p> <p>Yes, I think it means <b>เสา</b> or <b>หลัก</b>.</p> <p>It's a noun.</p> <p>It's an object like the lamp posts which lie along the street.</p> <p>Catch ; c-a-t-c-h Caught.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>He <u>caught</u> his foot on a tree root and stumbled then fall. I <u>caught</u> my shirt on a nail.</p> <p>-Read them and try to guess its meaning .</p> <p>Good. It means <b>ติด ติดกับ</b> or become hooked or struck. Now do you remember the past simple tense?</p> <p>-Match these verbs with their present tense forms: work died marry played play married die worked start hate like started hated liked.</p> <p>-Now look at the paragraph on board and read it silently.</p> <p>Last night I had a lovely time with Judy at the party. We danced till half past eight, then went to her house . We said good night. Then I got home at 10 p.m. Daddy asked a lot of questions, as usual. Can you tell me the past tense verbs in this paragraph ?</p> <p>Good. Are they in the same form of past tense verbs?</p> <p>Good. That's right. (S's name). Tell me the verbs ending with -ed. ...(S's name)...How about past tense verbs that change ?</p> <p>That's right. So how many forms of past tense verbs? And what are they? (S's name)</p>	<p>Students read the sentences and guess the meaning. It means <b>ติด ติดกับ</b>.</p> <p>work worked , die died marry married , hate hated play played , like liked start started</p> <p>The students read the paragraph silently.</p> <p>Yes, there are danced, went, said, got, asked.</p> <p>No, some end with -ed and some change the form.</p> <p>(The student)The verbs ending with -ed are danced, asked, and asked. (The students)The past tense verbs that change are went and got.</p> <p>(The student) There are 2 forms of past tense verbs.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Yes, and both of them are V2. Look at these sentences then change the present verbs into regular past simple forms according to given adverbs of time :</p> <p>-The boy dives into the river everyday. Yesterday</p> <p>-He rides his bicycle very quickly everyday. when he was a boy</p> <p>-The young man refuses to go with them . last week</p> <p>-The man rescues the boy from drowning. yesterday.</p> <p>Yes. That's right. Now can you tell me the pattern of the sentences you study? That's very good.</p> <p>Now I'll give you to practise predicting the story by discussing with your friends. Remember that Predicting the content will make you pay more attention to the story you will listen to. It will keep reminding you what you've known about the story and make you predict what the story will be about. Then before you listen, what you've predicted before will make you listen with more attentions to check your predictions. Then you'll listen the story more faster and easier.</p>	<p>(The student) The verbs ending with -ed and the verbs that change.</p> <p>The boy dived into the river yesterday. He rode his bicycle very quickly when he was a boy.</p> <p>The young man refused to go with them last week.</p> <p>The man rescued the boy from drowning yesterday.</p> <p>Yes, It must be S+V2+ (Obj/Adv phrase)+Adv of past time.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><b><u>Practice</u></b></p> <p>Now Let's predict the story before listening. You can discuss with your friends and predict what should happen before the accident.</p> <p>Now tell me about your predictings.(The teacher writes their predictions on the board.)</p> <p>Your answer is possible. It may be about what you've told me. Let's see if they are true by listening to the first part of the story and comparing your predictions on the board now.</p> <p>What do you think now? Is it the same as what you predicted ?</p> <p>Anything else ?</p> <p>Yes. You can see that your predictions are pretty close. Now class tell me more about the story you hear.</p> <p>Do you know how the boy became trapped?</p> <p>How do you know? Which word or phrase told you ?</p> <p>Very good. The boy needed some help because he was going to drown into the river.</p>	<p>Students discuss and predict the story.</p> <p>The boy was swimming alone. He didn't die of drowning. Someone rescued him.</p> <p>Students listen to the first part of the story carefully.</p> <p>Yes, the boy was going to drown but someone helped him. The man rescued the boy by accident. The boy didn't know the man who help him. No.</p> <p>The boy was 12 years old. The man helped the boy by diving into the river. The boy was swimming alone under the bridge.</p> <p>Yes.</p> <p>He caught his foot between the posts under the bridge</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Now I'd like you to make groups of five to discuss and predict with your friends again about what will happen next. Then write your predictions on a piece of paper.</p> <p>Well, tell me what you think about then. (The teacher writes their predictions on the board.)</p> <p>Good. They are good predictions. Now listen to the next part of the story and see if you are correct. OK. Look at your predictions on the board and your piece of paper. Are your predictions right ?</p> <p>Do you listen better after predicting the content before listening ?</p> <p><b>Evaluation</b> The story hasn't finished yet. This time I'd like you to work in pairs to discuss and predict the rest of the story when the man had rescued the boy from drowning. I'd like you to write down your own predictions and find out if it is right or wrong after listening by yourselves.</p> <p>OK. Stop discussing please. Listen to the whole story from</p>	<p>The students break into groups of five to discuss and predict the story and write their predictions.</p> <p>The man must be near the river so he could hear the boy shout for help. The man could save the boy. The boy didn't die and thank the man for his help. Students listen to the story carefully.</p> <p>Yes, the man was near the river. He was riding on his bicycle. He saved the boy by jumping into the river and rescued the boy.</p> <p>I think it's easier. We know something before listening.</p> <p>Students work in pairs to discuss and predict the story .</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>beginning to the end of the story . I want you to exchange your predictions with another group to compare and to see if it is right.</p> <p>Tell me what you've got from the story, Do you know something about the man who rescued the boy?</p> <p>What did the boy do after he was rescued ?</p> <p>Did you learn anything about the boy and the man ?</p> <p>Why do you know that they didn't know the man ?</p> <p>Why did the man refuse to give his name to the crowd ?</p> <p>Tell me how old the boy and the man were?</p> <p>Did the man who rescued the boy tell the story ? Who told the story ?</p> <p>Do you think how old he was?</p> <p>How do you know that ?</p> <p>Good. How about your friend's predictions ? Are they right ?</p>	<p>Students exchange their predictions with another group and listen to the story carefully.</p> <p>He was a young man. He was 20 years old.</p> <p>He ran away.</p> <p>We knew that they didn't know each other. And the people around there didn't know either. He hadn't told his name before he left. (Possibly answers) He felt that it was his own business. Maybe he didn't want to see the boy punished. They're 8 years different in age between them. The boy was 12 years old. The man was 20 years old.</p> <p>No. I don't know. Maybe the man who saw the accident. He wasn't the boy's parent. He wasn't the man's friend, either.</p> <p>I think he was not a child. He may be a young or an old man . I don't know. He told the story to us. The boy couldn't tell the story like this.</p> <p>Yes. They do predict quite well. Some are not correct, but most of them are right.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><b><u>Transfer</u></b></p> <p>To confirm your understanding about predicting the story before listening.</p> <p>Works in pairs, one of you read the story silently and pause 3 places to ask what will happen next. Now One of you read the story silently.</p> <p>The student reads the story and pauses for your friend to ask and predict the story.</p>	<p>Students work in pairs.</p> <p>One of the students read the story silently.</p> <p>The student read and pause 3 places and ask some questions for his friends to do some predictions.</p>	

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## Lesson Plan

## "Predicting Content I"

(Embebbed Strategy Instruction)

Subject	:	English 017
Class	:	M 4
Time	:	50 minutes
Content	:	Listening passage "Boy Rescued from Drowning"
Training strategy	:	Discussing and Predicting the content of 'Boy Rescued from Drowning'
Vocabulary	:	ride, climb, bridge, refuse, business, save
Structure	:	The Past Simple Tense : Subject+ verb2 ( regular past tense verbs: worked, died,married,played ) The Prefix 'un-' as in unhappy, unkind
Aids	:	Learning sheets Cassette tape Overhead Projector

Objective	Procedure		Evaluation
	Teacher	Students	
<p><b>Terminal Objective</b> Students should be able to discuss and predict the content of the passage before listening.</p> <p><b>Enabling Objectives</b> 1. Students are able to pronounce, spell, and tell the meaning of these words : -rescue -drown -dive -mount -post</p> <p>2. Students are able to use the past simple tense structure (S+V2) with the past tense verbs in regular forms (ending with-ed) as in rescued, drowned, dived, mounted.</p> <p>4. Students are able to identify the persons in the story about their ages and relationship among them.</p>	<p><b>Presentation</b> -Hello class. How are you ? -Fine thanks. Please sit down. -OK. What do you like doing in your free time? Tell me what they are.</p> <p>-Good they are good for your health, too, but if you don't do it with care or you don't know how to play it, what will happen?</p> <p>-Yes, something bad may happen to you. So today we are going to listen to the passage about the accident that might occur while playing .</p> <p>-First of all , there are a few vocabulary that you should know. The first word is 'rescue'. Class repeat after me and spell it, please. -Now look at these sentences and try to guess the meaning of 'rescue' : A policeman <u>rescued</u> the man from a car accident. He <u>rescued</u> a cat from the high tree. He <u>rescued</u> his stamp collection from the burning house.</p>	<p>-Fine. Thank you and how are you ?</p> <p>Lots of things Playing tennis, playing football, playing basketball , swimming, reading , sleeping and so on.</p> <p>You will get hurt. We may have an accident.</p> <p>rescue;r-e-s-c-u-e</p>	<p>Students discuss and predict the content of the passage before listening.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Read these three sentences on the board now.</p> <p>-Can you tell me the meaning of 'rescue'?</p> <p>-Yes, it means <b>ช่วยชีวิต</b> or save or bring away from danger.</p> <p>-What part of speech is 'rescue'?</p> <p>-How do you know it's a verb? And if you add -er after the word 'rescuer'. What does it mean?</p> <p>-Good. The next word is 'drown'. Repeat the word and spell it.</p> <p>-Now look at these sentences then read them : Don't let the child go near the river because he can't swim. He may <u>drown</u>. The girl is calling for help because she is <u>drowning</u> into the river. She <u>drowned</u> in the river and died because of being under water and unable to breathe.</p> <p>-Tell me the meaning of 'drown'</p> <p>-Good. It means <b>จมน้ำ</b> .How do you know that ?</p> <p>What part of speech is 'drown'?</p> <p>-The word on the board now is 'dive'. Repeat after me and spell it.</p> <p>-Can you tell me its meaning from these sentences ? He <u>dived</u> from the bridge to rescue the drowning boy. The bird <u>dived</u> into the water to catch a fish. The girl <u>dived</u> into the swimming pool.</p> <p>-Study the sentences by your self and tell me the meaning of 'dive'.</p>	<p>Students read the sentences and guess the meaning.</p> <p>Yes, It means <b>ช่วยชีวิต</b></p> <p>Verb.</p> <p>It's an action of the subject.</p> <p><b>ผู้ช่วยชีวิต</b></p> <p>drown;d-r-o-w-n.</p> <p>Students read the sentences.</p> <p>It means <b>จมน้ำ</b>.</p> <p>Because they died in the water and they couldn't breathe.</p> <p>It's also a verb.</p> <p>dive;d-i-v-e</p> <p>It means <b>ดำน้ำ</b>.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Good. It means ดำน้ำ or go under water. And what part of speech is 'dive' ?</p> <p>-The next word is 'post'. Read the word and spell it.</p> <p>Now look at these sentences and read them :</p> <p>The fence was made of wooden <u>post</u> and barbed-wire.</p> <p>The lamp <u>posts</u> lie along the street to support a street light.</p> <p>The runner ran towards the winning <u>post</u>.</p> <p>-Can you tell me the meaning of 'post' ?</p> <p>Good , it means เสา ปัก . . . and what part of speech is it ?</p> <p>How do you know it's a noun ?</p> <p>Good. The next one is 'catch'. Read and spell it.</p> <p>And what is the past tense of catch ?</p> <p>-Study these sentences carefully for the particular meaning of 'catch' or 'caught'.</p> <p>The girl cannot move because her skirt get <u>caught</u> in the door of a car.</p> <p>He <u>caught</u> his foot on a tree root and stumbled then fall.</p> <p>I <u>caught</u> my shirt on a nail.</p> <p>-Read them and try to guess its meaning .</p> <p>Good. It means ติด ติดกับ or become hooked or struck.</p> <p>-Good. Now do you remember the past simple tense?</p> <p>-Match these verbs with their present tense forms:</p> <p>work died marry played play married die worked start hate like started hated liked.</p>	<p>It's a verb.</p> <p>Post; p-o-s-t.</p> <p>Yes, I think it means เสา or ปัก.</p> <p>It's a noun.</p> <p>It's an object like the lamp posts which lie along the street.</p> <p>Catch; c-a-t-c-h.</p> <p>Caught:</p> <p>Students read the sentences.</p> <p>And it means ติด ติดกับ</p> <p>work worked die died marry married play played like liked start started hate hated</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Now look at the paragraph on board and read it silently.</p> <p>Last night I had a lovely time with Judy at the party. We danced till half past eight, then went to her house . We said good night. Then I got home at 10 p.m. Daddy asked a lot of questions, as usual.</p> <p>Can you tell me the past tense verb in this paragraph ?</p> <p>Good. Are they in the same form of past tense verbs?</p> <p>Good. (S's name) Tell me the verbs ending with -ed (S's name) How about the past tense verbs that changed?</p> <p>That's right. So how many forms of the past tense verbs? And what are they ?(S's name)</p> <p>And they both are V2 or past tense verbs. The structure of the past simple tense is S+V2 and now look at these sentences then change the present verbs into regular past simple forms (V+ed) according to given adverbs of time :</p> <p>-The boy dives into the river everyday. Yesterday</p> <p>-He rides his bicycle very quickly everyday. when he was a boy</p> <p>-The young man refuses to go with them. last week</p> <p>-The man rescues the boy from drowning. yesterday.</p>	<p>The students read the paragraph silently.</p> <p>Yes, there are danced, went, said, got, asked.</p> <p>No, some end with -ed and some change the form.</p> <p>(The student) The verbs ending with -ed are danced, and asked. (The student) The past tense verbs that change are went, and got .</p> <p>(The student) There are 2 forms of past tense verbs. (The student) The verbs ending with -ed and the verbs that change.</p> <p>The boy dived into the river yesterday.</p> <p>He rode his bicycle very quickly when he was a boy.</p> <p>The young man refused to go with them last week.</p> <p>The man rescued the boy from drowning yesterday.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The girl drowns in the river. last month</p> <p>Yes. That's right. Now can you tell me the pattern of the sentences you study?</p> <p>That's very good.</p> <p><b><u>Practice</u></b></p> <p>Today before listening to the story, look at the title on the board and read it. (The teacher writes the title on the board.)</p> <p>From the title, Do you think what the passage should be about?</p> <p>I'd like you to discuss and predict with your friends.</p> <p>Tell me what you think.</p> <p>Your answer is possible. It may be about what you've told me. Let's see if they are true by listening to the first part of the story.</p> <p>Now what do you think? Is it the same as the ones before listening?</p> <p>Anything else?</p> <p>Tell me more about the story you hear.</p>	<p>The girl drowned in the river last month.</p> <p>Yes, It must be S+V2+ (Obj/Adv phrase)+Adv of past time.</p> <p>Students read the title.</p> <p>Students discuss and predict with friends about what the passage should be.</p> <p>We think that the boy had an accident while swimming and somebody helped him. I think that the boy didn't die of drowning. The boy couldn't swim and he drowned. Somebody rescued the boy from drowning.</p> <p>Students listen to the first part of the story carefully.</p> <p>The boy was going to drown but somebody helped him. The man rescued the boy by accident. The boy didn't know the man who helped him. No. The boy was 12 years old. The man helped the boy by diving into the river.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Do you know how the boy became trapped ? How do you know ? which word or phrase tell you ?</p> <p>Very good. The boy needed some help because he was going to drown into the river. Can you imagine what will happen next ? Break into groups of five and discuss and predict with your friends again.</p> <p>Well, tell me what you think about then.</p> <p>Good. What you've thought can be true or not. Listen to the next part of the story and compare the prediction with others.</p> <p>OK. What was the story like ?</p> <p>Are your predictions the same as other group's predictions ? You can do it pretty well in your listening.</p> <p><b>Evaluation</b> The story hasn't finished yet. This time I'd like you to work in pairs to discuss and predict the rest of the story when the man had rescued the boy from drowning. I'd like you to write down your own predictions and prove them after listening by yourselves.</p> <p>OK: Stop discussing and predicting. Listen to the whole story from the beginning to the end of the story.</p> <p>Now I want you to exchange your predictions with another group to compare and check them.</p>	<p>The boy was swimming alone under the bridge.</p> <p>Yes</p> <p>He caught his foot between the posts under the bridge.</p> <p>Students break into a group of five to discuss and predict.</p> <p>The man must be near the river so he could hear the boy shout for help. The man could save the boy. The boy didn't die and thank the man for his help.</p> <p>Students listen to the next part of the story and compare their predictions.</p> <p>We're right that the man was near the river. He was riding on his bicycle. He saved the boy by jumping into the river.</p> <p>Yes, I think so.</p> <p>Students work in pairs to discuss and predict the story.</p> <p>Students listen to the story carefully.</p> <p>Students exchange their predictions and check.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Tell me what you've got from the story, Do you know something about the man who rescued the boy.</p> <p>What did the boy do after he was rescued ?</p> <p>Did you learn anything about the boy and the man ?</p> <p>Why do you know that they didn't know the man ?</p> <p>Why did the man refuse to give his name to the crowd ?</p> <p>Tell me how old the boy and the man were.</p> <p>Did the man who rescued the boy tell the story ?</p> <p>Who told the story ?</p> <p>Can you tell me how old this man was?</p> <p>How do you know about that ?</p> <p>Good. How about your predictions and your friend's ?</p> <p>Are they right ?</p>	<p>He was a young man. He was 20 yaers old.</p> <p>He ran away. (Possibly answers) We knew that they didn't know each other. And the people around there didn't know either.</p> <p>He hadn't told his name before he left.</p> <p>He felt that it was his own business. Maybe he didn't want to see the boy punish.</p> <p>They're 8 years different in age between them. The boy was 12 years old. The man was 20 years old.</p> <p>No. I don't know. Maybe the man who saw the accident. It wasn't the boy 's parents or the man 's friend.</p> <p>I think he wasn't a child. He might be be a man.</p> <p>He told the story to us. The boy couldn't tell the story like that.</p> <p>Yes, they predict quite well. Some are not correct but most of the are right.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><b><u>Transfer</u></b> To confirm your understanding about predicting the story before listening.</p> <p>Works in pairs, one of you read the story silently and pause 3 places to ask what will happen next. Now One of you read the story silently.</p> <p>The student reads the story and pauses for your friend to ask and predict the story.</p>	<p>Students work in pairs.</p> <p>One of the students read the story silently.</p> <p>The student read and pause 3 places and ask some questions for his friends to do some predictions.</p>	

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**Tapescript****A Boy Rescued From Drowning****(First part)**

A young man who refused to give his name dived into the river yesterday morning to save a 12 year-old boy. The boy, who ran away after being rescued, had been swimming in the river and had caught his foot between two concrete posts under the bridge. He shouted for help.

**(Second part)**

At that time, a young man was riding across the bridge on his bicycle. He quickly got off and dived fully clothed into the river. He then freed the boy's foot and helped him to the river bank where a small crowd had collected. The boy thanked his rescuer sincerely, then ran off down the road. He was last seen climbing over a gate before disappearing over the top of the hill.

**(Third part)**

The young man, who was about 20 years of age, said, "I don't blame the boy for not giving his name. Why should he? If he wants to swim in the river, that's his business. And if I want to help him, that's mine. You can't have my name, either!" He then ran back to the bridge, got on his bicycle and rode away.

**Extension Activity**

Work in pairs. Read this story


Once there was a boy called Ali, a poor fisherman's son. As he was going home one evening, he saw an old man lying by the side of the road, seriously ill.

The boy was very kind, and he helped the old man to the nearest hospital. The old man thanked the boy and asked him for his name and address. The boy was ashamed to admit that his father was a poor fisherman, so he said, 'My name is Mutafa and my father is a teacher.'

A few days later, the old man died in hospital, and left all his money to 'Mutafa, a local teacher's son who helped me in my hour of need.' Of course because Ali had lied, he did not receive any of the old man's money.

Mark three places in the story where you could stop and ask your friend to predict what will happen next. Practise telling the story to your partner.

(From **Teach English**. Cambridge Teacher Training and Development. 1988.)



ภาคผนวก ง  
แบบสอบความสามารถในการฟังเพื่อความเข้าใจภาษาอังกฤษ

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**English Listening Ability Test  
Mattayom Suksa Four Level**

**TIME ALLOWED : 60 MINUTES**  
**NUMBER OF QUESTIONS : 80**

**INSTRUCTIONS**

You will hear a number of different recordings and you will have to choose the best answer or answer the questions on what you hear.

There will be time for you to read the instructions and questions , and you will have a chance to check your work.

All the recordings will be played once only.

**The test is in five sections**

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**NOW TURN TO SECTION 1**

**SECTION 1**  
**QUESTIONS 1-16**

There are four parts to this section. Do not take notes or write anything in your test book at any time.

**PART A** Questions 1 - 4

**DIRECTIONS** : Listen to the tape. You will hear one word for one answer.

A speaker will say a word twice. After that choose your answer that rhymes with the word you hear.

**Example** When you hear : say  
You choose the word (a) do (b) day (c) die

- |    |            |             |           |
|----|------------|-------------|-----------|
| 1. | (a) high   | (b) drive   | (c) with  |
| 2. | (a) bought | (b) loud    | (c) tour  |
| 3. | (a) steal  | (b) hair    | (c) rich  |
| 4. | (a) stay   | (b) strange | (c) spear |

**PART B** Questions 5 - 8

**DIRECTIONS** : Listen to the tape. Choose the syllable which is stressed in each word.

**Example** When you hear the word : com-pu-ter  
You choose (1) (2) (3) (4)

- |    |     |     |     |     |
|----|-----|-----|-----|-----|
| 5. | (1) | (2) | (3) | (4) |
| 6. | (1) | (2) | (3) | (4) |
| 7. | (1) | (2) | (3) | (4) |
| 8. | (1) | (2) | (3) | (4) |

**PART C** Questions 9 - 12

**DIRECTIONS** : Listen to the tape. You will hear short statements. Choose the correct statement which is the same as the one you hear.

**Example** When you hear : He's writing.  
You choose (a) He's writing.  
(b) He's right.  
(c) He's light.

9. (a) They are saying it.  
 (b) Their eyes say it.  
 (c) Dare I say it ?
10. (a) History is interesting.  
 (b) His story is interesting.  
 (c) His stories are interesting.
11. (a) We've lent them all.  
 (b) We've lent them more.  
 (c) We lent them all.
12. (a) You have to try.  
 (b) You had to try.  
 (c) You'll have to try.

**PART D****Questions 13 - 16**

**DIRECTIONS** : Listen to each sentence. If the sound of the last word rises up, choose A. If it falls down, choose B.

**Example** You hear : Shall we go now ?

You choose : (X) (B)

You hear : It is a nice day.

You choose : (A) (X)

13. (A) (B)  
 14. (A) (B)  
 15. (A) (B)  
 16. (A) (B)

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**SECTION II**  
**QUESTIONS 17 - 32**

There are three parts to the section. Do not take notes or write anything in your test paper at any time.

**PART A** Questions 17 - 22

**DIRECTIONS :** Look at the picture carefully. You will hear six short statements that describe the picture. If the statement is correct, choose (A) and if it is not choose (B).

**Example** You will hear : This is a picture of a school.  
 You choose : (A) (B)



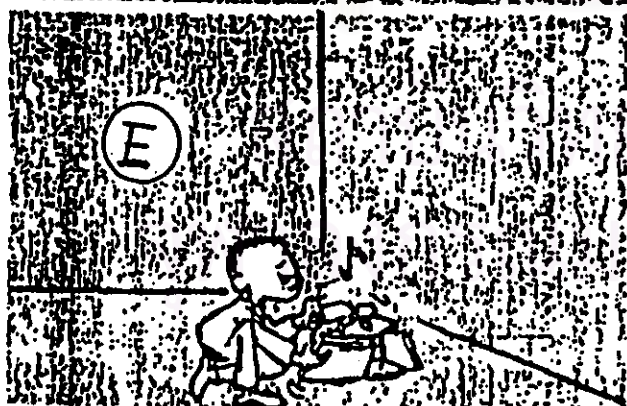
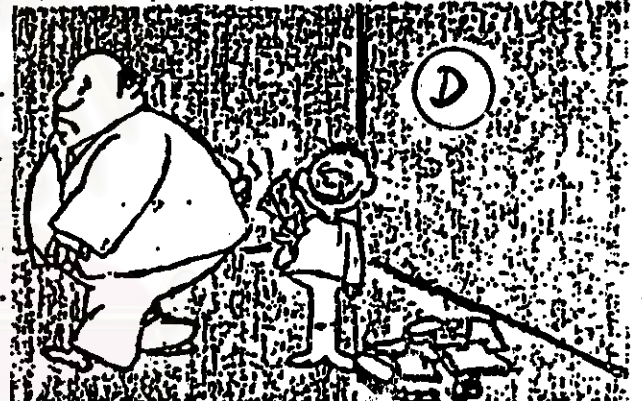
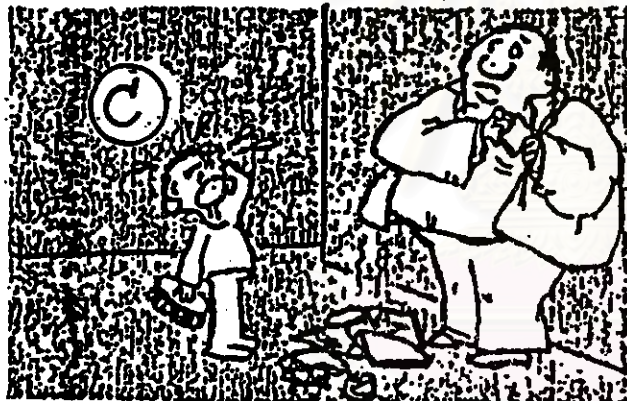
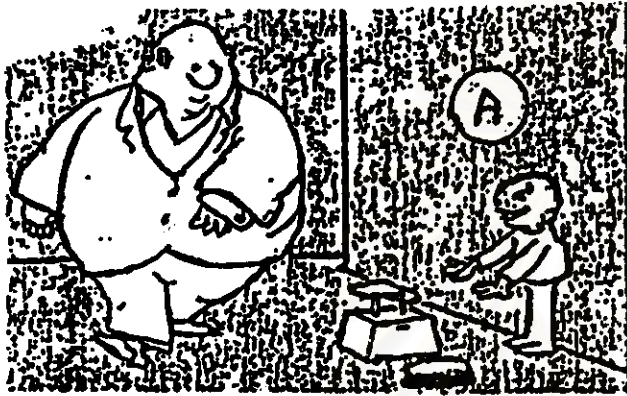
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|-----|-----|-----|----|-----|-----|
| 17. | (A) | (B) | 20 | (A) | (B) |
| 18. | (A) | (B) | 21 | (A) | (B) |
| 19. | (A) | (B) | 22 | (A) | (B) |

**PART B**

Questions 23- 27

**DIRECTIONS :** Look at the six pictures carefully. You will hear a description of each picture twice. Match the description with the picture and write only the letter a, b, c ... as your answers.

**Example** You will hear : The fat man saw the boy at the street corner and decided to have his shoes shine.  
You choose : A



- 23. ....
- 24. ....
- 25. ....

- 26. ....
- 27. ....

**DIRECTION :** Choose the sentence which means nearly the same as the sentence you hear.

**Example** You will hear : They are brothers but they don't look alike.  
 You choose : a) The brothers look alike.  
 b) The boys look alike but they are not brothers.  
 c) They do not look alike even though they are brothers.  
 d) They do not look alike because they are brothers.

28. a) I am doing the lesson.                      b) I like the easy lesson.  
 c) I have to do the lesson.                      d) I can do the lesson easily.
29. a) Bob's mother was here every day.  
 b) Bob and his mother always argued.  
 c) Bob glued the end every day.  
 d) Bob spent the day with his mother.
30. a) He is tired after having a vacation  
 b) He did not go on vacation.  
 c) He will take his vacation now.  
 d) He did not want to go on vacation because he is tired.
31. a) She's homesick.                                  b) She's working.  
 c) She's in love.                                      d) She's annoyed.
32. a) John is at home.                                  b) John is at school.  
 c) It's twelve o'clock.                              d) John goes home at 12 o'clock.

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**SECTION III**  
**QUESTIONS 33 - 48**

There are three parts to the section. Do not take notes or write anything in your test paper at any time.

**PART A** Questions 33 - 37

**DIRECTIONS** : Listen to each statement and choose the correct answer to each question.

33. a)



b)



c)



34. a)



b)



c)



35. a)



b)



c)



36. a)



b)



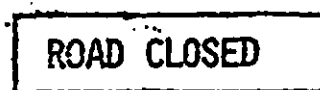
c)



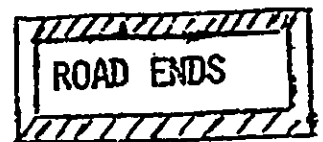
37. a)



b)



c)



**PART B** Questions 38 - 43

**DIRECTIONS** : You will hear people talking about the things they did. Listen and choose the best answer which tell you how much they enjoyed them.

**Example** You will hear : What do you think about the film ?  
Well, the music was good and the colour was beautiful, but the story was pretty boring. I fell asleep twice!

You choose : a) liked everything  
 b) liked something  
 c) didn't like anything

- |     |                     |                    |                         |
|-----|---------------------|--------------------|-------------------------|
| 38. | a) liked everything | b) liked something | c) didn't like anything |
| 39. | a) liked everything | b) liked something | c) didn't like anything |
| 40. | a) liked everything | b) liked something | c) didn't like anything |
| 41. | a) liked everything | b) liked something | c) didn't like anything |
| 42. | a) liked everything | b) liked something | c) didn't like anything |
| 43. | a) liked everything | b) liked something | c) didn't like anything |

**PART C** Questions 44 - 48

**DIRECTIONS** : You will hear three short conversations and a short talk. After each conversation and talk, you will be asked some questions. The talk and the questions will be spoken just one time.

Choose the best answer for each question you hear.

- |     |                                   |  |
|-----|-----------------------------------|--|
| 44. | a) Yes, it is too far to walk.    | b) No, it is within walking distance.  |
|     | c) No, but it is too far to walk. | d) Yes, you must take a bus or a taxi. |
| 45. | a) At the hardware store          | b) At the restaurant                   |
|     | c) At the music shop              | d) At the grocery                      |
| 46. | a) 9.00 AM.                       | b) 9.10 AM.                            |
|     | c) 10.00 AM.                      | d) 10.20 AM.                           |
| 47. | a) Everybody                      | b) All children                        |
|     | c) Adults                         | d) Children under 16                   |
| 48. | a) Three times a day              | b) Four times a day                    |
|     | c) Five times a day               | d) Six times a day                     |



**SECTION IV**  
**QUESTIONS 49 - 64**

There are three parts to the section. Do not take notes or write anything in your test paper at any time.

**PART A** Questions 49 - 51

**DIRECTIONS :** You will hear people talking about their families. Listen and choose correct names under each member of the family.



- |     |                                 |                                 |
|-----|---------------------------------|---------------------------------|
| 49. | a) Tracy, Jenny, Paul, Kevin    | b) Jenny, Tracy, Paul, Kevin    |
|     | c) Paul, Tracy, Jenny, Kevin    | d) Paul, Jenny, Kevin, Tracy    |
| 50. | a) Karen, Dad, Ellen, me, David | b) Dad, Ellen, Karen, me, David |
|     | c) Dad, me, Ellen, David, Karen | d) Ellen, Dad, me, David, Karen |
| 51. | a) Fred, Dick, Susan, Margaret  | b) Dick, Susan, Margaret, Fred  |
|     | c) Susan, Dick, Margaret, Fred  | d) Dick, Fred, Susan, Margaret  |

**PART B****Questions 52 - 58**

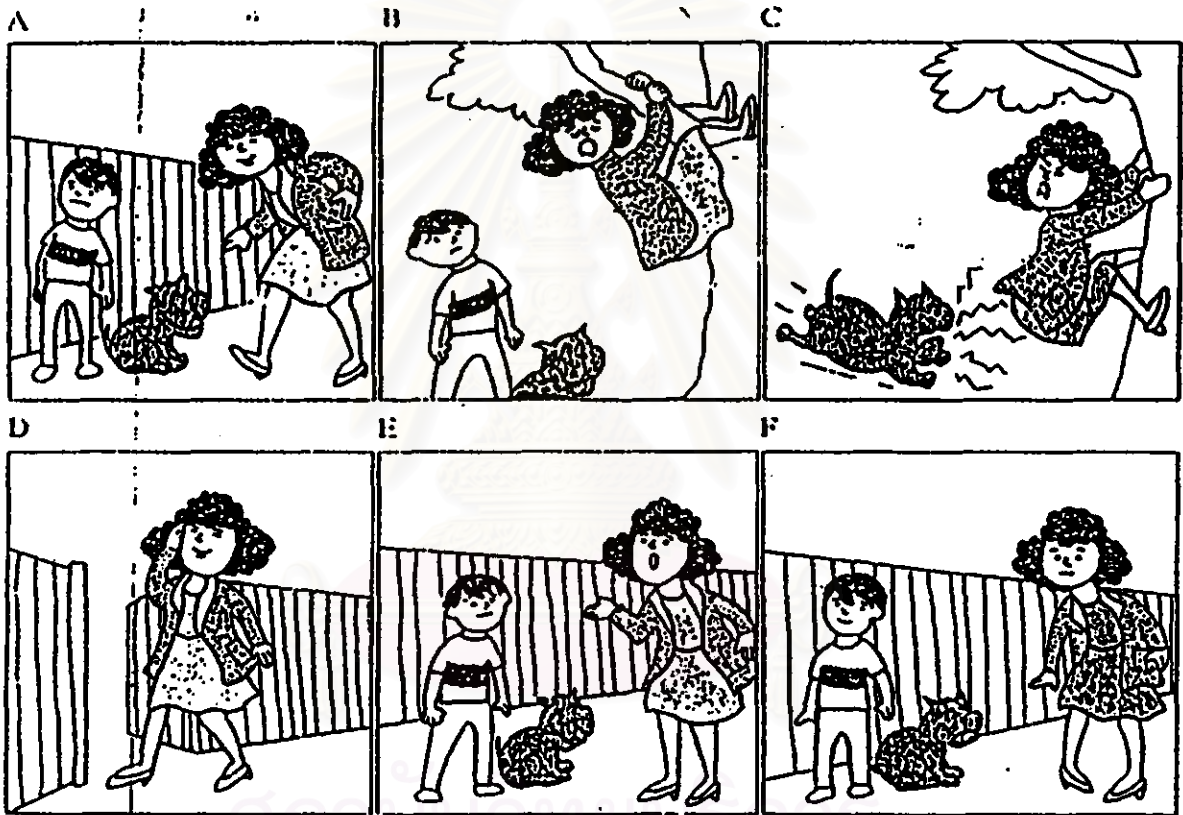
**DIRECTIONS** : Listen to seven short dialogues. Each will be spoken just one time. Then choose the best answer for each question.

52. What is this man planning to do ?  
 a) Go to the theatre.                      b) Take a plane trip.  
 c) Go to a restaurant.                    d) Hold a meeting.
53. Why was the man late ?  
 a) He was in the meeting.                b) He was on the phone.  
 c) He was looking for a report.        d) He did not pay attention to the time.
54. What is the woman going to do ?  
 a) Telephone a doctor.                    b) Get something to eat.  
 c) Take a nap.                                d) Give the man some water.
55. What is the woman doing ?  
 a) Applying for a job.                      b) Showing family photographs.  
 c) Talking to her father.                d) Explaining a problem.
56. Why can't the man speak with Mary ?  
 a) Mary is busy.  
 b) Mary is not at home right now.  
 c) Mary didn't live in that house.  
 d) The man called the wrong number.
57. What is the man worried about ?  
 a) The weather.                              b) A phone call.  
 c) A picnic.                                    d) The time.
58. Where does this conversation take place ?  
 a) At an airport.                              b) In a train station.  
 c) At the post office.                        d) In a travel office.

**PART C**

Questions 59 - 64

**DIRECTIONS :** You will hear the short passage twice. Arrange the pictures in the correct order according to the passage you hear.



- 59. ....
- 60. ....
- 61. ....

- 62. ....
- 63. ....
- 64. ....

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**SECTION V****QUESTIONS 65 - 80**

There are two parts to the section. Do not take notes or write anything in your test paper at any time.

**PART A. Questions 65 - 72**

**DIRECTIONS :** Listen to the way the following statements are spoken. You will hear each statement two times. Then choose the appropriate description.

65. a) This is an expression of surprise.  
b) This is a question.
66. a) This is a straight forward statement.  
b) This is a expression of surprise.
67. a) She isn't dating anyone.  
b) She's choosy about who she dates.
68. a) The speaker is asking you to leave Henry alone.  
b) The speaker is asking Henry not to stop.
69. a) If you offered him money he wouldn't do the job.  
b) Even if you offered him money he still wouldn't do the job.
70. a) I haven't been outside the house today. All because of you .  
b) You're asking why I didn't go out ? Well, it's because I was expecting you to come to the house.
71. a) The speaker is offering biscuits or cake.  
b) The speaker is offering or cake or something else.
72. a) The speaker is sure my name is John.  
b) The speaker is not sure quite sure of my name.

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**English Listening Ability Test**  
**Mattayom Suksa four level**

**Tapescript****Section I : Questions 1 - 16**

There are four parts to this section. Do not take notes or write anything in your test book at any time.

**Part A Questions 1 - 4**

**Directions** : Listen to the tape. The speaker will say the word twice. After that choose your correct answer that rhymes with the words you hear.

**Example** : When you hear the word : say  
You choose (a) do (b) say (c) die

1. cry                      2. how                      3. hill                      4. clear

**Part B Questions 5 - 8**

**Directions** : Listen to the tape. Choose the syllable which is stressed in each word.

**Example** : When you hear the word : computer  
You choose (1) (2) (3) (4)

5. beautiful      6. satisfaction      7. he's amazing      8. You're joking

**Part C Questions 9 - 12**

**Directions** : Listen to the tape. You will hear short statements which is the same as the one you hear.

**Example** : When you hear : He's writing.  
You choose (a) He's writing.  
(b) He's right.  
(c) He's light.

9. Their eyes say it.                      10. His story is interesting  
11. We've lent them all.                      12. You have to try.

**Part D Questions 13 - 16**

**Directions** : Listen to each sentence. If the sound of the last word rises up, Choose A. If it falls down, choose B.

**Example** : When you hear : Shall we go now ?  
You choose : (a) (B)

13. Where is basketball popular ?                      14) Can I pay by credit card?  
15. I was doing my home work.                      16) Doing anything this weekend ?

**Section II Questions 17 - 32**

There are three parts to this section. Do not take notes or write anything in your test at any time.

**Part A Questions 17 - 22**

**Directions** : Look at the picture carefully. You will hear six short statements that describe the picture. If the statement is correct, choose (A) and if it is not, choose (B)

**Example** You will hear : This is a picture of a school.  
You choose (A) (B)

17. A man with a beard is playing a musical instrument.
18. A boy is playing some bang drums while he's listening to the record.
19. A girl wants another record to be played.
20. Three people are playing the guitar.
21. One girl is sitting on the sofa and singing.
22. One couple is dancing to the music.

**Part B Questions 23 - 27**

**Directions** : Look at the six pictures carefully. You will hear a description of each picture twice. Match the description with the picture and choose the letter which corresponds to the picture as your answer.

**Example** You will hear : The fat man saw the boy at the street corner and decided to have his shoes shine.  
You choose : A

23. The man felt so bad that he gave the boy some money.
24. The boy began crying because he said the man had broken his stand.
25. When the man had left the boy put the stand together again.
26. Then the boy began to wait for another fat man to come by.
27. When the man put his feet on the stand , he broke it.

**Part C Questions 28 - 32**

**Directions** : Choose the statement which means nearly the same as the sentence you hear.

- Example : You will hear : They are brothers but they don't look alike.  
 You choose : (a) The brothers look alike.  
 (b) They boys look alike but they are not brothers  
 (c) They don't look alike even though they are brothers.  
 (d) They don't look alike because they are brothers

28. The lesson is easy for me to do.  
 29. Bob argued with his mother every day.  
 30. I enjoyed our vacation, but now that we are home, I feel tired.  
 31. The girl is very sad because she is away from home.  
 32. John goes home from school at noon.

**Section III Questions 33 - 48**

There are three parts to this section. Do not take notes or write anything in your test book at any time.

**Part A Questions 33 - 37**

**Directions** : Listen to each statement and choose the correct answer to each question.

33. Mr. Williams knew that the policemen at the corner were on to lookout for cars and trucks that went over speed limit.  
 Which sign did Mr. Willaims see ?
34. John Smith slowed down as he went through the small town . At the edge of the town he saw a sign and realized he could now go a little faster.  
 Which sign did he see ?
35. As soon as Mr. John saw a sign he began to drive slower. He know that the road would turn sharply up ahead.  
 Which sign did he see ?
36. Vincent was taking his cousin to the airport. His cousin was returning to Cincinnati, Ohio.  
 Which sign should Vincent look for ?
37. Thonglio is a short cut into town, but Mr Levin didn't take it. She knew the road is not owned by the town, the state or the government.  
 Which sign did she see ?



**Part B** Questions 38 - 43

**Directions** : You will hear people talking about the things they did. Listen and choose the best answer which tells you how much they enjoyed them.

**Example** : You will hear : What did you think about the film ?  
Well, the music was good and the colour was beautiful, but the story was pretty boring. I felt asleep twice !

You choose (A) liked everything  
(B) liked some things  
(C) didn't like anything

38. A: How was the party ?  
B: Huh. Do you like loud music, lots of cigarette smoke, a small crowded room, and not enough food ?
39. A: Did you enjoy the concert ?  
B: It was the best concert I've been to in years. It was great music and it was beautifully played.
40. A: What did you think of the lecture ?  
B: She had some interesting things to say at first, then it was very difficult to understand.
41. A: How was the restaurant ?  
B: Well, my steak was overcooked, and the waiter was quite rude. I don't think I'll go there again.
42. A: What was Bill and Vicki's party like ?  
B: So many interesting people and wonderful food.
43. A: Thanks for returning the book. How did you like it ?  
B: I couldn't put it down. She wrote so well and the story is very exciting.

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**Part C****Questions 44 - 48**

**Directions** : You will hear three short conversations and a short talk. After each conversation and talk, you will be asked some questions. The talk and the questions will be spoken just one time.

Choose the best answer to each question you hear.

44. A: How can I get to the shopping center from here ?  
 B: You can take a bus or a taxi , but it isn't too far. Maybe you'd like to walk.  
 Question : Is the shopping center far away ?
45. A: Would you care to order now sir ?  
 B: Yes, please. I'll have broiled fish.  
 A: Very good. And what vegetables would you like with it ?  
 Question : Where does this conversation take place ?
46. A: Can I have an appointment with Dr Lawson tomorrow ?  
 B: Let me see. He actually gets here at nine in the morning and he is free from ten minutes then. Otherwise it'll have to be ten twenty.  
 A: In that case. I'll be waiting for him as soon as he arrives.  
 Question : At What time does the man want to see Dr Lawson ?

**Minitalk**

This is a recording. The theatre is closed. Today's movie is TITANIC, winner of eleven Academy awards. There will be continuous showings at two thirty, five o'clock, seven thirty and ten o'clock. The movie is rated PG tickets are two fifty for adults and half prices for children under sixteen. If you need more information, the theatre will be open at two o'clock. Please call back at that time.

Question 47. Who would pay the half price for a ticket ?

48. How many continuous showings of TITANIC are there in a day ?

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**SECTION IV** Questions 49 - 64

There are three parts to this section. Do not take notes or write anything in your test book at any time.

**Part A** Question 49 - 51

**Directions** : You will hear people talking about their families. Listen and choose the correct names under each member of the family.

49. Well, that's my older sister Tracy, the one in glasses. And this is Jenny in dark sweater on her left. That's my brother Paul in the striped shirt, and the one next to Jenny is my brother Kevin.
50. This is my father in the checked shirt on the left. And that's my brother David on the right in the T-shirt. The one with the striped blouse is my sister Ellen. Oh, this is Karen in the jacket. And the other one is me.
51. That tall girl is my sister Susan. The short boy is my brother Dick, Fred in the sweater, and the other one is my sister Margaret.

**Part B** Questions 52 - 58

**Directions** : Listen to seven short dialogues Each will be spoken just one time.. Then choose the best answer for each question.

52. A: I'd like to make a reservation for 7 PM. Saturday the twentieth.  
B: How many people will dine , sir ?  
A: There'll be only two of us. It's our anniversary.
53. A: Sorry to have kept you waiting.  
B: Where have you been ?  
A: In my office I was working on my report and just forget what time it was.
54. A: It's freezing in here. Can't we turn up the heat ?  
B: I don't think it'll go up any higher. These old windows let in a lot of cold air.  
A: I knew there had to be something wrong, or the rent here wouldn't have been so inexpensive.

55. A: This is the picture of my sister, Kate.  
 B: Are you twins ? You look a lot alike.  
 A: Do you really think so ? Everybody says that, but I'm three years older than her.
56. A: When do you think we can take my mother home from the hospital ?  
 B: She may be well enough in three or four weeks, but certainly not before.  
 A: That seems like an awfully long time.
57. A: What is the weather going to be like tomorrow ?  
 B: They say it's going to rain in the morning , and clear up by noon.  
 A: Do you think we ought to call off the picnic or will we be OK ?
58. A: Who's next please ? You, Madam ?  
 B: Yes. I'd like to send this package surface mail and buy ten international airmail stamps, please.  
 A: This package is too large to mail, but there are delivery services that'll take it. Here are your stamps.

### Part C Questions 59 - 64

**Directions** : You will hear a short passage twice. Arrange the pictures in the correct order according to the passage you hear.

Jenny was out for a walk one day when she came to a gate in a fence. 'I wonder,' she said to herself, 'Where this street leads to ?' She went through it and immediately came to face to face with a very fierce-looking dog. It made her nervous.

'Does your dog bite ?' she asked the boy who was standing beside the dog. 'No, it doesn't.' he answered. Jenny leaned forward to pat the dog on the head. 'Nice doggie.' she said. But the dog immediately jumped at her and as she ran for safety towards a tree, it ran after her, growling, and tore a piece of cloth from her coat. 'I thought you said your dog didn't bite.' she said to the boy as she hung from a branch of the tree. 'That's right.' he replied. 'It doesn't. But this isn't my dog.'

**SECTION V** Questions 65 - 80

There are two parts to this section. Do not take notes or write anything in your test book at any time.

**Part A** Questions 65 - 72

**Directions** : Listen to the way the following statements are spoken. You will hear each statement twice. Then choose the appropriate description.

65. Mr and Mrs Shaw have just arrived.
66. This is the end of the book
67. She doesn't go out with any boys.
68. Don't stop Henry.
69. I only work here.
70. I didn't go out because I thought you'd come round.
71. Would you like biscuits or cake ?
72. She says that one's sold.

**Part B** Questions 73 - 80

**Directions** : You will hear conversations only once. Then choose the correct answer about location, speakers, mood of speakers and the purpose of the speaking.

## Questions 73-74

OK,..... stand still a minute. Now .... Stand up straight with your arms over your head.... That's right.... stand with your arms over your head, like this ..... Now you are going to bend forward and touch your toes, then return to the upright position. Remember ! Knees straight. Touch your toes with your fingers like this..... if it doesn't hurt, it's not doing you any good. OK., now you do it.

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## Questions 75 - 76

Ladies and Gentlemen May I have your attention, please ? I have just been given the result of the Mr and Miss Everything contest, the male and female who are the most beautiful, most intelligent, most accomplished , and most personable among the nominees sent to us from our child -care centers all over the country. Of course, ladies and gentlemen, to qualify for their prizes our contestants must meet some very strict requirements, not the least of which is that they cannot be more than 12 months old as of today.

## Questions 77 - 78

It's my pleasure to introduce to you this evening our guest speaker, Dr. Raj Suwantra. Dr. Suwantra is a longtime activist in the worldwide cause for human rights and has receives many internation awards in recognition of his distinguished record of public service. He has been a close friend of many of us here this evening, as well as our inspiration to work on behalf of our fellow man. Please welcome ... Dr. Raj Suwantra.

## Question 79

Boy : Mom can I watch TV ? Superfriends is on now.

Mom : Have you finished your home work yet?

Boy : No, but I will finish it after. I don't have much.

Mom : Do you promise to start it as soon as the program is over ?

Boy : Yes, I promise.

Mom : What do you promise ?

Boy : I promise I'll do my homework as soon as the programe is over.

Mom : OK. Go ahead. You can watch it.

## Question 80

This is an emergency ! There is no immediate danger. Do not panic. Please look for the nearest exit, stand up, and move in an orderly fashion toward it and the street. Do not push. Parents, please carry small children, if you need help. There is no immediate danger. Please move slowly, but deliberately. Thank you.

**END OF THE TEST**

### ประวัติผู้เขียน

นางสาวจิตตยา สุวภาพ เกิดวันที่ 3 มีนาคม พ.ศ. 2500 จังหวัดกรุงเทพมหานคร สำเร็จการศึกษาในระดับปริญญาการศึกษา จากมหาวิทยาลัยศรีนครินทรวิโรฒ (ประสานมิตร) พุทธศักราช 2528 และเข้าศึกษาต่อในหลักสูตรครุศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ที่จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2538 ปัจจุบันเป็นครูสอนภาษาอังกฤษ โรงเรียนศรีวิกรม์ กรุงเทพมหานคร



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