

ภาคผนวก ก

ROOTS

Root	Meaning	Example
ag, act	to do, to move	agent
annu	year	annual
anthro	man, mankind	anthropology
aqu	water	aquarium
astro	star	astronomy
aud, audi	to hear, to listen	auditorium, auditor
auto	self	automatic, autobiography
bibl	book	bibliography
bio	life	biography, biology
ced, cess	to go, to move	proceed
chrome	color	chromatic
chron	time	chronology
cosm	order, world	cosmos
cyclo	wheel, circle	cyclone, motorcycle
demo	people	democratic
dic, dict	to say, to speak	dictation, predict
duc, duct	lead	produce, conduct
fac, fact, fect	to do, to make	factor
form	form, shape	format
fort	strong	fortify
geo	earth	geology, geography

Root	Meaning	Example
gram, graph	to write, writing	telegraph, telegram
hetero	other, different	heterogeneous
homo	same	homosexual, homonym
hydro	water	hydrophobia, hydroelectric
ject, jact	to throw	reject, eject
junct	join	adjunct

kine	move	kinetic
liqu	to be liquid	liquor
lith	stone	lithoid, neolithic
log, logy	speech, word, study	astrology
man, manu	hand	manufacture
mater, matri	mother	matriarch
medi	middle	medium
mega	great	megaphone
micro	small	microfilm, microbe
mini	small	miniature
mit, miss	send	missionary, transmit
mut	to change or alter	commute, mutation
nom, nym	name	nominate, synonym
ortho	correct, true, straight	orthography, orthodox
oscill	to swing	oscillate
pater, patri	father	patricide
pathy, patho	suffering, feel	sympathy
phil	loving	philosopher, philander
phon	sound	phonetics, phonograph
port	carry	portable, transport
press	to squeeze, press	compressor, pressure
pseudo	false	pseudoscience

Root

Meaning

Example

psych	mind, spirit	psychology, psychiatrist
pyr	fire	pyrotechnic, pyrex
rect	straight, upright	rectangle
scrib, script	to write	describe, scripture
spec, spic	to see, to look	inspect, spectator
therm	heat	thermos, thermometer
tempor	time	contemporary
tract	to drag, to draw	attract, extract

vene, vent	to come, to go	convention, intervene
vers, vert	to turn	converse, reverse
vid, vis	see	video, visible
voc, voke	to call	evocative
volve, volu	roll	revolution

PREFIXES

Prefix	Meaning	Example
a-, an-	not, without	amoral
ab-	away from	abnormal, absent
aero-	of aircraft	aeroplane
ante-	before	antecedent, antedate
anti-	against, opposed to	antibiotic, antibody
astro-	of the stars	astronaut
audio-	of hearing	audiovisual
auto	self	automatic, autobiography
be-	near, by	beside
bi-	two	bicycle, bilingual
bio-	life	biography
by-	close	byproduct
cent-	hundred	centigrade, century, centennial
circum-	around	circumference
co-, col-, com-	} together, with	co-operate, collaboral, combine
con-, cor-		concur, correlation
contra-, counter-	against, opposite	contradict, counteract
de-	down, rid of	degrade, decomposition
dec-	ten	decade, decimeter
di-	two, twice	dimeter, diphthong
dia-	through	diarrhea, diameter

dis-	badly, wrong	disability, discharge
du-	twice, two	dual, duo

Prefix	Meaning	Example
em-, en-	in, on, put, into	embed, enclose, encounter
ex-	out, out of, former	exclude, export, ex-wife
eu-	well, good	eulogy, euphemism
extra-	beyond, outside	extracurricular
for-	against, away	forbid, forget
fore-	before, previous	foretell, forecast
hemi-	half	hemisphere
homo-	same, similar	homonym
hyper-	above, over	hyperactive, hypersensitive
hypo-	under, below	hypotension, hypodermic
hydro-	water	hydrology, hydroelectric
in-, im-, il-, ir-	not	incorrect, impossible, illegal, irr
in-, im-	in, on	inject, import, imprint
inter-	between, among	international
intra-, intro-	inside, within	intrastate, introspection
kilo-	one thousand	kilogram, kilowatt
macro-	large	macroeconomics, macroscopic
mal-	bad	malnutrition
mega-	very large	megahertz
meta-	beyond	metabolism, metaphysics
micro-	small	microscope, microphone
mid-	middle	midnight, midday
mis-	wrong, improperly	misbehave, misunderstand
mono-	one, single	monotone, monorail
multi-	much, many	multiply, multitude,

		muti-purpose
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Prefix	Meaning	Example
neo-	new	neo-classical
non-	not	nonsense, nonprofit, nonessen
nona-	nine	nonagon, nonagenarian
ob-, oc-, of-, op-	against	obstruct, object, opposite
oct-	eight	octagon, octopus, October
omni-	all	omnipresent
over-	above, beyond	overestimate, overwork
para-	beside	parallel
per-	through	perform, permate
peri-	around	peripheral, periscope
phono-	sound	phonograph
photo-	light	photograph, photosynthesis
poly-	many	polysyllable, polytechnic
post-	after	post-test, postgraduate
pre-	before, preceding	pre-test, preschool, preset
pro-	1. forth, for, forward 2. in favor of	proceed, prologue pro-American
proto-	first, original	prototype, protohistory
pseudo-	false	pseudonym
psycho-	mind, soul	psychoanalysis
quart-, quad-	four	quarter, quadruplets
quasi-	seemingly	quasi-historical
re-	again, back	rejoin, react, reverse
retro	back, backward, behi	retrospective, retrograde

Prefix	Meaning	Example
semi- stereo- sub-, sup-	half more than one under, below	semi-final, semi-circle stereoscope subconscious, submarine,
super-, supra-	over, above, beyond	supersonic, suprasegmental,
sym-, syn-	with, together	symmetry, synchrony

tele-	far	telegraphy, telepathy
thermo-	heat	thermometer
tox-	poison	toxic
trans-	across, over	transplant, transfusion, transmi
tri-	three	tricolor, tricycle
ultra-	extremely, beyond	ultrasound, ultraviolet
un-	not	uncover
under-	below	underground
uni-	one	unicellular, unicorn
vice-	deputy	vice-president

SUFFIXES

1. Noun Suffixes

Suffix	Meaning	Example
-ant, -ent	someone who	parent
-ar, -eer, -er		liar, teacher, racketeer
-ee, -or		governor, employee, trainee
-arian		librarian, vegetarian
-ian, -ist		musician, nutritionist
-yer		lawyer
-ess		actress, authoress
-let	small	booklet, piglet, leaflet
-cy	state, quality	frequency, transparency
-acy	state of	intimacy, privacy
-age	action, condition	leakage, shortage, linkage
-ary	concerned with, of	commentary
-al	action, process	approval, proposal, survival
-ance	state, condition or quality	acceptance, performance
-ence		reference, excellence
-ancy		

-ency		emergency, dependency
-hood	status	brotherhood, widowhood
-ion	}	education
-sion		division, decision
-tion		nation
-ation		exploration, starvation, aviation
-ition		ignition
-ity	state or condition	hospitality, purity

Suffix	Meaning	Example
-ment	state, quality, process	retirement, accomplishment, agreement
-ness	}	selfishness, loneliness, darkness
-ship		friendship, dictatorship
-tude		attitude, multitude
-ure	action, process	departure, pressure

2. Adjective Suffixes

Suffix	Meaning	Example
-able	capable of	breakable, capable, liable
-ible	being	edible, sensible
-al	of or concerning	chemical, universal
-ant, -ent	of, related to, like	hesitant, resistant, dependent, content
-ary	concerned with; of	ordinary, stationary
-en	of or like, made of	wooden, golden
-ful	full of, having qualities	hopeful, successful, colourful
-ic	of or concerning	metallic, elastic
-ish	of the nature of, resembling	foolish, childish, selfish
-less	without	useless, hopeless, homeless, careless
-like	similar to	catlike, warlike
-ive	that which performs or causes	elective, alternative, destructive
-ous	having the quality or character of	dangerous, poisonous

Suffix	Meaning	Example
-ly, -y	full of, having the quality of	dusty, dirty

3. Adverb Suffixes

Suffix	Meaning	Example
-ly	in the specified manner	quietly, anxiously, regularly, drastically
-ward (wards)	in the direction of	backward, downward, homeward
-wise	in a certain manner, direction	otherwise, clockwise, counterclockwise

4. Verb Suffixes

Suffix	Meaning	Example
-ate	make, apply, do	designate, regulate, originate, fascinate
-en	to make, cause to be	brighten, shorten, tighten, sadden,
-fy	make or form into	typify, purify, justify, identify
-ize (-ise)	become or make like, affect	realize, legalize, equalize

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ภาคผนวก ข

Vocabulary

1. National Education Act
2. objectives and principles

3. higher education
4. educational rights and duties
5. educational system
6. guidelines
7. administration and management
8. educational psychology
9. educational personnel
10. educational administrators
11. educational institution administrators
12. learning process
13. academic progress
14. basic education
15. lifelong education
16. compulsory education
17. community school
18. community organization
19. local administration organizations
20. private organization
21. professional bodies
22. religious institutions
23. instructional media
24. formal education
25. non-formal education
26. informal education
27. ministerial regulations
28. Thai wisdom / local wisdom
29. curriculum
30. core curricula
31. assessment
32. evaluation
33. readiness
34. opportunities

35. integration
36. brainstorming
37. reinforcement
38. case study
39. child-centered education
40. co-curricular activity
41. co-education
42. extra-curricular activity
43. fee (tuition fee, laboratory fee)
44. field trip
45. full-time teacher
46. fundamental education / fundamental skills
47. general education
48. graduate school
49. guidance teacher
50. leadership dimensions
51. school charter
52. vocational education
53. vocational guidance
54. budget
55. evaluation of institution
56. responsibility
57. achievement
58. participation
59. ISBN = International Standard Book Number
60. utilization
61. individualized instruction
62. personnel motive
63. academic goal
64. recognition
65. exceptional children
66. gifted children

- 67. Student-Centered Instruction
- 68. teaching strategies
- 69. strands
- 70. pair and group work
- 71. framework
- 72. learning standards
- 73. benchmarks
- 74. remedial teaching
- 75. student affairs

Choose the correct answer

1. Working in the South is considered to be quite hazardous. Every officer therefore gets life insurance from the government.
1. risky 2. difficult 3. tired 4. modern
2. My son was very extravagant. He was completely different from his sister who was always careful about money.
1. careful about money 2. careful with other people
3. different from other people 4. careless about spending money
3. The king's scholarships are awarded to outstanding students in Thailand.
1. prolific 2. remarkable 3. promising 4. imaginative
4. There are numerous customs that dictate one's diet.
1. popular 2. many 3. religious 4. special
5. Fingerprinting has proved to be a trustworthy method of identification.
1. dependable 2. convenient 3. dispensable 4. laborious
6. Every U.S. President must take an oath to uphold the Constitution.
1. agreement 2. hunt 3. vow 4. declaration
7. Mrs. Robinson was born into a well-to-do Californian family in 1960.
1. privileged 2. wealthy 3. famous 4. respected
8. If Jack keeps on harassing us, we will call the police.
1. amusing 2. ignoring 3. hurrying 4. bothering

9. John has to read a newspaper for his father every day because he is an illiterate person.
1. unable to read smoothly
 2. unable to read or write
 3. blind
 4. having trouble with eyesight.
10. Her professor was pleased with the thoroughness of her thesis.
1. incomplete
 2. completeness
 3. sloppiness
 4. smooth writing
11. Updated postal rates seek to limit the frivolous mailing of brochures and advertising circulars.
1. tabloids
 2. merchandise
 3. price list
 4. small booklets
12. Writing the minutes of the meeting.
1. the official record
 2. the interval
 3. the ideas
 4. the intention
13. Somchai always treats his staff with kindness and sympathy.
1. conscientiously
 2. historically
 3. confidentially
 4. considerately
14. The soldiers bore many hardships during the war.
1. heavy guns
 2. defeats
 3. difficulties
 4. commands
15. My school director always makes a judicious decision.
1. hasty
 2. strange
 3. courageous
 4. wise
16. Are the documents on your table authentic or faked ?
1. new
 2. old
 3. real
 4. valuable
17. As photographic techniques have become more sophisticated, the scope of their application has expanded enormously.
1. diversely
 2. flagrantly
 3. appealingly
 4. tremendously
18. Because of religious taboos, he consumes almost no beef.
1. prohibitions
 2. beliefs
 3. inclinations
 4. preferences
19. The prestige of our school has grown because several students have won academic prizes.
1. reputation
 2. advertisement
 3. standard
 4. position
20. Mr. Smith is invited to speak on radio or television when he becomes prominent in Business.
1. subordinate
 2. famous
 3. rich
 4. involved
21. Few scientific breakthroughs are discovered merely by coincidence.

1. talent 2. laymen 3. chance 4. imagination
22. Most supermarkets now provide parking for the handicapped.
1. the famous customers 2. the commuters
3. the drivers 4. the disabled
23. The animal and plant of North America are abundant and varied.
1. unusual 2. fascinating 3. hardy 4. plentiful
24. After being explained the way how to swim, my little niece's fear alleviated.
1. shortened 2. wipe out 3. faded away 4. lessened
25. On many college campuses, women who are walking alone at night can call a number to request someone to escort them.
1. protect 2. locate 3. accompany 4. direct
26. Hygiene plays a vital role in disease prevention.
1. Cleanliness 2. Education 3. Lifestyle 4. Nutrition
27. When writing your thesis, you should edit out all redundant information.
1. unsubstantiated 2. ambiguous 3. superfluous 4. accessory
28. Many children tend to be picky about food if given a choice.
1. discerning 2. indifferent 3. enthusiastic 4. fussy
29. Propagandists deliberately exaggerate the importance of some facts and twist the meaning of others.
1. overstate 2. conceal 3. imply 4. declare
30. About 15 percent of the people in Thailand are allergic to penicillin.
1. subject 2. addicted 3. oblivious 4. sensitive
31. Every student likes a compliment.
1. joy 2. praise 3. sweetness 4. greatness
32. Something ridiculous is
1. very entertaining 2. absurd or laughable
3. quite expensive 4. riddled with holes
33. She received a large legacy.
1. reward 2. package 3. inheritance 4. fortune
34. Mrs. Choices set up an academy to train women nurses in 1986.
1. a philosophy 2. a school 3. a clinic 4. a company

35. One of the most acute problems of the north-eastern part of Thailand is an inadequate water supply.

1. unusual 2. persistent 3. unexpected 4. critical

36. His frequent visits upset everyone here.

1. amaze 2. encourage 3. displease 4. flatter

37. The train, slowing down at the sharp curb, was in the utmost danger.

1. greatest 2. courageous 3. gross 4. sudden

38. The show is interesting enough to tempt the man to see it.

1. engage 2. attract 3. claim 4. presume

39. But the children at school, especially a boy name Jim Green, teased Kate about the ghost.

1. bothered 2. begged 3. relieved 4. rejected

40. He was horrified at her appearance, but he kept his promise.

1. very excited 2. very shocked 3. relieved 4. sophisticated

ภาคผนวก ค

Reading 1

There shall be three types of education: formal, non-formal, and informal.

- (1) Formal education shall specify the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion.
- (2) Non-formal education shall have flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal

education shall be appropriate, respond to the requirements, and meet the needs of individual groups of learners.

- (3) Informal education shall enable learners to learn by themselves according to their interests, potentialities, readiness and opportunities available from individuals, society, environment, media, or other sources of knowledge.

Reading 2

Education through formal, non-formal, and informal approaches shall give emphases on knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education:

- (1) Knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community; as well as knowledge about the historical development of the Thai society and matters relating to politics and democratic system of government under a constitutional monarchy;
- (2) Scientific and technological knowledge and skills, as well as knowledge, understanding and experience in management, conversation, and utilization of natural resources and the environment in a balanced and sustainable manner;
- (3) Knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom;
- (4) Knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language;
- (5) Knowledge and skills in pursuing one's career and capability of leading a happy life.

Reading 3

There is a strong relation between limited education and low income. Statistics show that unemployment rates are highest among those adults who attended school the fewest years. Most jobs in a modern industrial society require technical or advanced training. The best pay goes with jobs that demand thinking and decisions based on knowledge. A few people manage to overcome their

limited education by personality or a “lucky break”. However, studies of lifetime earnings show that the average high school graduate earns more than the average high school dropout, who in turn earns more than the average about who has not finished eighth grade.

1. What kind of job will get high income ?

.....

2. Which sentence is the topic sentence of this passage ?

.....

Reading 4

Albert Schweitzer was born in 1875. at the age of five he had already learned to play the *piano*. While he was at university, he made up his mind to spend the next ten years of his life studying music, because he was very *fond of* all kinds of musical activities. After that, for the rest of his life, he wanted to work for others less fortunate than he was. When he was twenty-nine he read a newspaper article about the sufferings of people in *equatorial* West Africa. Schweitzer decided to become a doctor and work in those regions. When he had *qualified* as a doctor five years later he collected money and *supplies* for a hospital, and in 1913 he set off for Africa with his wife, a *trained nurse*. Together they built a hospital at Lambaréné in Gabon, where they nursed the sick. He spent the rest of his life in this hospital. When he died, in 1965, the world lost a great *philanthropist*, a great lover of his fellow men.

1. Answer the questions

1. When Schweitzer was in the university, what field did he want to learn ?

.....

2. Where is Gabon ?

.....

3. What profession was Schweitzer’s wife ?

.....

2. Find expression in the passage similar in meaning to these:

- 1. decide =
- 2. like =
- 3. lucky =
- 4. depart =
- 5. a person who does good to others =

Reading 5

Outside of class, you will want to arrange your study time. Frequent, short, study times should be more effective for learning than long, tiresome hours all at once. You should devote a certain amount of time to organizing and making the material meaningful. This may best be done while a given lecture is still fresh in your mind. Making a list of questions for the next meeting may also increase your involvement.

When reading, you may want to adopt a method called “Survey Q 3R”. This abbreviation stands for Survey, Question, Read, Recite, and Review; and it is an active method of learning. The first step is to survey the entire until to be read and pick out salient topics, organization, and structure. Next, proceed to the first section and formulate a question to be answered by reading that section. Read the section and recite as best you can the contents of what you have read. Finally, review to be certain you have hit the major points and that your statements are correct.

- 1. What is “Survey Q 3 R”?
.....
- 2. What does the last “R” stand for?
.....

Reading 6

Bilingual Education Programs

English language learners find themselves in a wide variety of school programs, from those carefully tailored to meet their specific linguistic and cultural needs to programs in which very little is done differently to accommodate them.

Perhaps the simplest distinction among programs is whether two languages or one is used for instruction. Bilingual education programs are defined as educational programs that use two languages, one of which must be English, for teaching purposes. Bilingual education programs have taken many forms, but two goals are common to all: (1) to teach English and (2) to provide access to the core curriculum through the home language while students are gaining English language proficiency (Lessow-Hurley, 2000).

Reading 7

Organizing Group Work

There are many ways to organize group work to suit the purpose at hand; some are informal and student centered, whereas others are more structured and require students to learn the cooperative processes before academic work can actually begin. For the purposes of language acquisition, the specific structure of collaborative groups is less important than the quality of the opportunities they provide for interaction. To organize informal group work, for example, you might provide activity centers as a free choice in the afternoon, with three to six students permitted at each center. By offering games, manipulatives, and problem-solving activities at each center, you encourage informal collaboration among students. In addition, you might create specific tasks for small groups to work on together. For example, to introduce a unit on animals, you might divide the class into groups of three or four students and provide each group with a set of photographs of different animals. One task would be to categorize the photos and then explain and justify the criteria for their groupings. The task is rich in natural opportunities for the use of academic language related to higher-level thinking such as comparing, contrasting, categorizing, explaining, and justifying. Furthermore, because students carry out the task in small groups, everyone gets a chance to contribute in a low-risk, low-anxiety atmosphere. The relaxed atmosphere, or low-anxiety environment, is considered conducive to language acquisition (Krashen, 1981 a; Dulay et al., 1982).

Reading 8

Leadership Behavior

An early attempt to classify and study the effects of different styles of leader behavior on the group was conducted at the university of Iowa. In a series of experiments, the Iowa researchers manipulated three leadership styles to determine their effects on the attitudes and productivity of subordinates. Leadership was classified into three different types according to the leader's style of handling several decision-making situations during the experiments:

1. Authoritarian leadership. Leaders were very directive and allowed no participation in decisions. They structured the complete work situation for their subordinates. Leaders took full authority and assumed full responsibility from initiation to task completion.
2. Democratic leadership. Leaders encouraged group discussion and decision-making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions.
3. Laissez-faire leadership. Leaders gave complete freedom to the group and left it up to subordinates to make individual decisions on their own. Essentially, leaders provided no leadership.

Vocabulary

classify

manipulated

productivity

participation

assume

encourage

(กริยาบางคำสามารถเปลี่ยนเป็นนามได้โดยการเติม -ion, -er, -or)

Give the correct form of noun from the given verb:

Verb	Noun
behave	-----
research	-----
decide	-----
participate	-----

complete

lead

Question

1. How many types of leadership did the researchers mention in this passage?

2. What kind of leadership didn't the leader let the members have decision-making?

Reading 9

Brainstorming

Brainstorming, developed by Alex Osborne over thirty years ago, is a technique for creatively generating alternative solutions to a problem. The unique feature of brainstorming is the separation of ideas from evaluation. Earlier, we noted the importance of generating a wide variety of new ideas during the generating alternatives step of the decision-making process. This increases the number of alternatives from which school administrators can choose when evaluating alternatives and making their decisions. People tend to evaluate solutions to problems when they are proposed, which often eliminates many creative and feasible ideas from further consideration. The following rules are central to the technique:

1. Do not evaluate or discuss alternatives. Evaluation comes later. Avoid criticism of one's own or others' ideas.
2. Encourage "Freewheeling." Do not consider any idea outlandish. An unusual idea may point the way to a truly creative decision.
3. Encourage and Welcome Quantities of Ideas. The greater the number of ideas generated, the greater the number of useful ideas will remain after evaluation.
4. Encourage "Piggybacking." Group members should try to combine, embellish, or improve on an idea. Consequently, most of the ideas produced will belong to the group and not to a single individual.

As an idea-generating technique, group brain-storming may not be any more effective than individual brainstorming. However, the technique is in widespread use today in all types of organizations, including schools.

Vocabulary

eliminate =

feasible =

evaluate =

criticism =

embellish =

Questions

1. Who was Alex Osborne ?

.....

2. What is a brainstorming ?

.....

3. What is the purpose of "Freewheeling" ?

4.

Reading 10

Course numbers are an indication of which courses are open to various categories of students at the University. Undergraduate courses with the numbers 100 or 200 are generally introductory courses appropriate for freshmen or sophomores, whereas courses with the numbers 400 often have prerequisites and are open to juniors and seniors only. Courses with the numbers 800 or above are open only to graduate students. Certain graduate courses, generally those devoted to introductory material, are numbered 400 for undergraduate students who qualify to take them and 600 for graduate students. Courses designed for students seeking a professional degree carry a 500 number for undergraduate students and a 700 number for graduate students. Courses numbered 99 or below are special interest courses that do not carry academic credit. If students elect to take a

special interest courses, it will not count toward the number of hours needed to complete graduation requirements.

A full-time undergraduate students is expected to take courses that total twelve to eighteen credit hours. A full-time graduate student is expected to take courses that total ten to sixteen credit hours. Students holding assistantships are expected to enroll for proportionately fewer hours. A part-time graduate student may register for a minimum of three credit hours. An overload, that is more than the maximum number of hours, may be taken with the approval of an academic advisor. To register for an overload, students must submit the appropriate approval form when registering. Overloads above 24 hours will not be approved under any circumstances.

Vocabulary

1. categories
2. appropriate
3. prerequisites
4. proportionately
5. register

Answer the questions.

1. What is the purpose of this passage ?
.....
2. Who should take a course number 512 ?
.....

Reading 11

Teachers' potential development

Educational institutions shall be responsible for refinement and development of professional instructors. This shall be executed by, at first, analyzing various systems of the institutions concerning their weakness and strength, learning teaching systems, measurement and evaluation, instructors' competency, aptitude, interest, and attitude about learning/teaching. Data and information derived shall form bases for continuous teachers' potential development, for stipulating criteria to develop teachers, in undertaking various

functions such as group learning teaching, tutorial activities, curriculum development, and guidance. These require systematic procedures, supported by effective factors and various innovations. There shall be systems of sharing experience for mutual benefits, between learners and instructors to accelerate effective learning system.

Teacher's potential development aims at creating academic leadership and competency in conducting research for learning development. Co-operation shall be sought from leading teachers, model teachers, higher educational institutions such as Faculty of Education of universities and Rajabhat Institutes and professional organizations. Teachers shall be trained on curriculum development, management of basic education learning procedures which apply effective learning standard for measurement and evaluation. Formulation of basic education curriculum needs decisions from educational institution administrators, teachers, parents, guardians, community and local wisdom leaders.

Reading 12

Learning management

National Education Act B.E. 2542 Section 22 stipulates guidelines for learning management that education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. Therefore, teachers, instructors and administrators must change their roles from guiding and knowledge from various media and learning centres, they provide correct information to learners for use in creating their own knowledge.

Basic education curriculum management emphasizes training for intelligence and thinking process development which shall result in learners' creative and critical thinking ability. moreover management shall also focus on emotion control development by instilling awareness on own self value,

understanding one self and others, building up capability to solve emotional conflicts appropriately and effectively.

Thailand and other countries around the world are confronting social crisis; in particular those related to conflicts in thought and deeds of individuals, organizations and whole society. Therefore, educational institutions must emphasize learning for realization of situations, of ways and means to redeem undesirable issues, in particular those pertaining to religion and culture.

There are variety of substance procedures and methodologies. Instructors must, periodically and continuously, focus their attention on individual learners' total development:-i.e. body, intelligence, learning methodology, interest and ability. Therefore, different forms and methodologies shall be applied in each level ;earning management, emphasizing actual teaching-learning situation, self learning, group learning, and learning from nature, from actual practice, and integrated learning. Researches shall be integral parts of learning processes; similarly, learning academic subject shall be integrated with moral issue. Attempts shall be made to integrate the following procedures in teaching learning of all subjects:-i.e. management of environment preservation and development, thinking, and scientific analysis. Such integration of different subjects and learning procedures stipulate common goals, and learner centre focus. Integration may be within the same subject group or otherwise. There are different forms of integration.

Reading 13

Lifelong learning has always been one of the ultimate goals of the Thai educational system since it is believed that it will eventually lead to a knowledge-based society. In an endeavor to promote lifelong learning, the Thai educational system allows learners to transfer their learning outcomes in order to create linkage between all types of education. It is anticipated that a more flexible educational system will be able to draw future generations of Thai people towards lifelong learning.

Reading 14

The learning process shall aim at inculcating sound awareness of politics and democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom, respect of the rule of

law, equality, and human dignity; pride in Thai identity; ability to protect public and national interests; promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge; inculcating ability to preserve natural resources and the environment; ability to earn a living; self-learning on a continuous basis.

Reading 15

Only 2.2 percent of all commercials are for male personal-care products. And the image of the male is quite different from that of the female. He is rarely seen inside the home. In more than 70 percent of the ads, men are engaged in a wide range of activities from politics to fishing, and the advertisers' approach to them is both serious and informative—in a word: adult. Provocative poses are out. The man in the Proteen 29 commercial barely glances in the mirror as he takes, merely a quick check for neatness and grooming. There isn't a hint that he is prettying up for a woman or that he is in love with his own image. There's a brisk, snappy efficiency about him, in contrast to the helpless woman in the Twice As Nice Shampoo commercial who turns down her date because she can't do a thing with her hair. A magic man materializes to tell her what to do, but the Proteen 29 man already knows, and he's telling us. ("NOW Says: TV Commercials Insult Women," *The New York Times Magazine*, July 12, 1972.)

Reading 16

Long ago goods were manufactured by *craftsmen*, who were *skilled* workmen. A craftsman was proud of each article he made. He spent a long time in making it and took great care over its manufacture, and people paid a high price for it when it was finished. All the luxurious Persian carpets, the beautiful Chinese *pottery* and the hand-made *lace* of certain European countries were made in this way. But these articles were bought only by the rich. Poorer people had to be satisfied with goods that were roughly and cheaply made.

When the population of Europe increased, there was a demand for goods of better quality. These goods had to be produced in factories and workshops where hundreds of workers were employed. The *invention* of the *steam engine* helped

manufacturers by giving them cheaper power to work their machines. Machines took the place of men. *Production* was increased. People were able to buy articles of good quality at low prices. The age of *mass production* had arrived. A 'mass' is a large number of quantity. Mass production means the manufacture of a large number of *identical* articles by the use of machinery. Cars, radios and cameras are examples of the many types of article that are mass produced today.

A conveyor belt plays a large part in mass production. By means of the conveyor belt, which moves continuously, articles are conveyed from point to point during the various *stages* in their manufacture. A lot of time is saved in this way.

A visit to a factory is an interesting experience. Take, for example, a *biscuit* factory. The whole *process* of biscuit making is done by machinery. First of all the *ingredients* such as *flour*, *sugar*, *fat* and *water*, are put into a *mixing* machine. The mixture comes out of the mixing machine in the form of *dough* and is passed on to a machine that *presses* the dough into *moulds*. In these moulds the dough is given the shape of biscuits. Then the biscuits are taken on a conveyor belt to the oven. As they move through the oven they are slowly cooked. When they are cool, they are taken off the moving belt by workers and packed into boxes. The boxes are weighed, made air-tight and *wrapped*. Then they are ready to leave the factory.

Reading 17

Process writing is an approach to teaching writing that has been researched in depth over the past several years with both first language learners (Calkins, 1986; Emig, 1981; Graves, 1983) and English language learners (Kroll, 1990). As mentioned previously, in process writing, students experience five interrelated phases: prewriting, drafting, revising, editing, and publishing. During the prewriting phase, students choose a topic and generate ideas, often through brainstorming and oral discussion. Once they have chosen and explained their topic, they begin drafting. As they compose their first draft, they are encouraged to let their ideas flow onto the paper without concern for perfection in form or mechanics. After completing the first draft, students reread their papers and, with feedback from the teacher or their peers, get ready to revise. Revisions are aimed at conveying the writer's ideas as effectively as possible. Finally, the paper is edited for correct punctuation, spelling, and grammar in order to be presented for

publishing. Table 6.1 describes the purpose of each phase of the writing process and provides examples of strategies to use with each.

Reading 18

Schools for Gifted Students

Education for gifted and talented students is provided at various educational levels. The *OEC* has formulated a strategic plan for gifted and talented students as well as pilot studies and numerous research and development project on gifted education. Concerned agencies have explored children's hidden talents, through a series of tests, observations and evaluation conducted by psychologists and other experts, as well as providing expert advice on how to motivate gifted children to their parents. The "Gifted Education Curriculum", in which acceleration, enrichment, extension and monitoring programmes have been included as well as its supportive activities, the "Specialised Education", and the advanced placement programmes have also been provided in several educational institutions. Incentives for gifted and talented students, such as career path, as well as incentives for teachers, administrators and educational institutions, such as tax reduction for private schools for gifted students, have also been taken into account.

Currently, there are 75 schools wishing to provide education for gifted and talented students. Gifted education has also been provided by concerned agencies through several projects including Junior Science Talent Project, (J.S.T.P.) and the Development and Promotion of Science and Technology Talented Project. It is expected that the provision of gifted education will remarkably be improved by the *National Center for the Gifted and Talented* which has been established in response to the Prime Minister's policy.

Reading 19

Adults of different ages encounter different sets of life changes as they move through the normal role acquisitions and losses of adulthood. But at every age, high levels of life change, particularly those involving emotional losses, are linked to higher rates of physical illness and emotional disturbances such as depression. However, there are personal and social resources may be collectively

called resistance resources. Central among these is the availability of social support.

Social support can be defined as the receipt of affirmation and aid from others. In many early studies, it was measured only by such objective criteria as status and frequency of reported contact with friends and relatives. Recent studies suggest that subjective perception of the adequacy of social support is more strongly related to well-being than are most objective measures. It is not the objective amount of contact with others that is important, but how that contact is interpreted. The tendency to perceive support as being “out there” is related to the security of our attachment to another. The more secure the attachment, the greater our sense of social support is likely to be.

It is clear that adults with adequate social support have a lower risk of disease, death, and depression than do adults with weaker social networks. The beneficial effect of social support is even clearer when an individual is under high stress. That is, the negative effect of stress on health and happiness is smaller for individuals with adequate social support than for those whose social support is weak. For example, one study showed that the link between severe life changes and depression in women was significantly weaker when the woman had a close, intimate relationship. The women who had no confidant were four times as likely to become severely depressed following a major life change than were those whose husband or boyfriend was an intimate confidant.

Reading 20

Happiness doesn't mean having a good time. Happiness is the most solemn thing, almost, that can happen to anybody. Very few people are happy. The best chance to be happy, I think, is to be educated. I mean by happiness what the philosophers have meant by it. The Greek philosophers regularly moved from virtue to happiness. Happiness was the highest good, and the good that was nearest to it was virtue, because it produces happiness. The happiness of a student consists in his achieving to whatever extent is possible the freedom to use mind. A practical result of becoming free to use one's mind is that one tends to find the world intelligible and interesting in many things. A good man also has the

faith that the world at any point might become intelligible to him if he had a little more time to stare at it, to study it. In college a student learns, I hope, to use his mind. His mind becomes free of the animal in which it is imbedded and now becomes, as it were, a free thing. Changing our mind is the noblest thing that any of us ever does. A good teacher thinks that all of his somehow to discover the mind in him and liberate it. And he has to do this by himself. Nobody can help, except insofar as education can help. And that is what education is for. The happiness of the individual cannot be separated from the happiness and the good of all.

ภาคผนวก ง

ABSTRACT

Thesis Title : A Comparative Study of the English Language
Achievement of Mathayom Suksa 6 Students in
Different Programs

Student's Name :

Degree Sought : Master of Education

Major : Educational Administration

Academic Year : 1998

Advisory Committee :

1. Assoc. Prof.

Chairperson

The purpose of this study was to compare the abilities in listening, speaking, reading and writing English of the Mathayom Suksa 6 students of different programs and sexes in the Demonstration School of Ramkhamhaeng University. The sample of this study consisted of 112 (63 females and 49 males) Mathayom Juksa 6 students in programs 1-6 of the Demonstration School of Ramkhamhaeng University. The experiment was conducted during the second semester of the 1997 academic year.

Four achievement tests – a listening test, a speaking test, a reading test and writing test – were conducted by the researcher to measure the abilities in these four skills. The tests, were administered to the Mathayom Suksa 6 students in program 6(2) of the Demonstration School of Ramkhamhaeng University and a group of Phracharaj School students. The data were computed by the statistical Package for the Social Science (SPSS) using percentage, means, standard deviation, T – test, one way analysis of variance (one way ANOVA) and Scheffé Procedure.

The results of this study revealed that

1. The students' achievement in different programs were significantly different. Students in Program 1 had the highest achievement in Listening, Speaking and Writing (of about 79.52, 77.02 and 76.53 respectively in percentages) and in reading skills, students in Program 4 had the highest achievement. The students in Program 5 had the lowest achievement in all 4 skills.

2. There was no significant relationship existing between sexes of students at the 0.5 level.

ABSTRACT

Thesis Title : Some Factors Governing Critical Reading Skills of Business English Program Students at Rattana Bundit University

Student's Name : Miss
Degree Sought : Master of Education
Major : Teaching English
Academic Year : 2006
Advisory Committee :

1. Assoc. Prof. Dr. Chairperson
2. Assoc. Prof.
3. Assist. Prof. Dr.

This thesis investigates some of the factors governing the development of critical reading skills in English on the part of students enrolled in the Business English Program at Rattana Bundit University. A sample population comprising ninety-seven students was selected by the technique of simple random sampling. The research instruments used in this study consisted of a questionnaire and an English critical reading abilities test constructed by the researcher. The reliability of the two instruments was couched at 0.79 and 0.82, respectively. The data obtained was analyzed in terms of frequencies, arithmetical mean scores, percentages of arithmetical mean scores, standard and Chi-square Correlation Coefficient. The data was analyzed by SPSS for Windows.

The results of the research were

(1) The business English program students at Rattana Bundit University who had critical reading abilities in English at a low level with the percentage of arithmetic mean of 53.40. The critical reading abilities that students processed the most was distinguishing fact and opinion (66.25%), the next was understanding the writer's purposes and attitude (45.33%) and the least was evaluating making inferences (40.20%)

(2) Gender was significantly correction with critical reading abilities in English at .05 level. No significantly correction between economic status of the family and critical reading abilities, and reading habits and critical reading abilities in English at .05 level

ABSTRACT

Thesis Title: Problem-Based Learning Versus Lecture: Effects on Multiple Choice Test Scores in Associate Degree Nursing Students.

The active, student-centered approach of problem-based learning (PBL) results in higher test scores than those from the passive, teacher-centered lecture approach. This assumption was tested among 73 associate degree nursing students. Development of the study began as a pilot. Case studies, literature portfolios, and a 10-item, researcher-developed, multiple choice test were piloted on a small group of nursing students. Evaluation of the session resulted in a faculty questionnaire addressing item-cognitive difficulty, clarity, and content. Responses indicated that items were phrased clearly. There was no solid consensus on the cognitive level of item difficulty. The main study involved second-year associate degree nursing students enrolled in the same program. The program had two campuses 100 miles apart, resulting in two nature clusters of student groups. One group received a lecture session, the other a PBL session. Both groups completed the 10-item pretest, which was also administered as the posttest. Both sessions included participant evaluations. Test items were subjected to statistical analysis utilizing covariance analysis (ANCOVA). Only one posttest item was statistical significant at the .05 level. The higher score noted in the PBL group on this item may have resulted from the student-led discussions during the PBL session. Participant session evaluations indicated satisfaction with both teaching methodologies, although the PBL group felt that the structure was more confusing. This could be attributed to the fact that this particular strategy had not been previously used in the program. While the conclusions did not support on learning may be strengthened through large group randomization, use of established multiple choice instruments or authentic measures of achievement, and delay in post testing to assess long-term knowledge gain. Lastly, faculty variance on cognitive item difficulty should be further explored to assess faculty understanding of multiple choice test item development and use.

ภาคผนวก จ

Proverb

1. A barking dog never bites.
2. An apple a day keeps the doctor away.
3. Blood is thicker than water.
4. Health is better than wealth.
5. Love is blind.
6. Money talks.
7. Out of sight, out of mind.
8. Speech is silver, silence is golden.
9. Walls have ears.
10. When in Rome, do as the Romans do.
11. All work and no play makes Jack a dull boy.
12. Still water runs deep.
13. Good to forgive; best to forget.
14. A fallen tree can be stepped over, but a fallen man cannot.
15. Spare the rod and spoil the child.
16. Speech show one's language, manners show one's breeding.
17. Make hay while the sun shines.
18. Actions speak louder than words.
19. Time and tide wait for no man.
20. Eat to live, but do not live to eat.
21. No one is too old to learn.
22. Better late than never.
23. A friend in need is a friend indeed.
24. He who laughs last laughs longest.
25. When poverty comes in at the door, love flies out at the windows.
26. There's no smoke without fire.

27. Prevention is better than cure.
28. When the cat is away, the mice will play.
29. Two heads are better than one.
30. Let bygones be bygones.

Dialog 1 In Class

- Teacher: What's your name?
Mary: My name is Mary.
Teacher: What's your name?
John: My name is John.
Teacher: And what's your name?
Bill: My name is Bill.
Teacher: Mary, what's your last name?
Mary: My last name is Smith.
Teacher: And what's your last name, John?
John: My last name is Jones.
Teacher: And your last name?
Mary: White. My last name is White.

Dialog 2 Telephone Conversation

- Mrs. White: Hello.
Jim: Hello. Is this 2-6-2-6?
Mrs. White: No. This is 2-6-3-6. You have the wrong number.
Jim: Oh, I'm sorry. (dials again)
Jim: Hello Tom?
Tom: Yes, Jim?
Jim: Yes, How are you?
Tom: Fine, thanks. Where are you?
Jim: At home. Can you go downtown with me?
Tom: What for?
Jim: I have to get some clothes. And I thought we might see a movie.

Tom: Well. I'm not doing anything. That might be fun.
Jim: I'll pick you up in about fifteen minutes.
Tom: I can't be ready that quick. Give me half an hour.
Jim: O.K. See you then.
Tom: O.K. Good-bye.

Dialog 3 At the clothing Store

Salesman: May I help you?
Jim: Yes, please. I'd like to look at some shirts.
Salesman: Right over here, sir. Did you want to see some white shirts?
Jim: No, I have plenty of those. I think I'd like a blue shirt this time.
Salesman: What size do you take?
Jim: Fifteen.
Salesman: Here you are, sir. These are our best shirts.
Jim: Fine, I'll take two of these.
Salesman: Will there be anything else? Socks or ties or handkerchief?
Jim: No. That will be all, thank you. How much is that?
Salesman: That comes to ten dollars and ninety cents.
Jim: All right. Let's see. Here's five, six, seven, eight, nine, ten. And here's ninety cents.
Salesman: Thank you. I'll wrap these up for you right away.

Dialog 4 Talking about Things to Wear (Man)

Bill: I don't know what to wear today. Is it going to be cold or warm?
Jim: It looks like it's going to rain today. You'd better take your raincoat.
Bill: I can't decide whether to wear my gray suit or the brown one.
Jim: Why don't you wear the gray one? It's not as heavy as the brown one. It may rain today, but it won't be very cold.
Bill: All right. What are you going to wear?
Jim: I think I'll wear my new jacket and dark blue trousers. And if I can borrow your blue tie. I'll wear that. I don't have a blue tie.

Bill: Of course, you can have it. All of my shirts are at the laundry, so I borrowed one of yours. I was sure you wouldn't mind.

Dialog 5 Talking about Things to Wear (Woman)

Alice: What kind of dress are you looking for?

Mary: Since it's getting warmer this time of year, I want something light weight. What material do you think would be best?

Alice: Let's see what there is. We can go to several stores. Personally, I like a cotton dress for Spring.

Mary: So do I. And I could wear it all summer too. I want something I can use for a long time.

Alice: What color would you like? Yellow or green would be good colors for you.

Mary: Oh! I want a white dress.

Alice: Are you sure? It's not a very practical color. It gets dirty so fast.

Mary: I know. But I'm getting married on Saturday, and white is the traditional color for a wedding dress

Dialog 6 At the Theater

Stella: Don't worry about it, Stanley. There's nothing we can do now.

Stanley: I can't help it Stella. If I'd been thinking, this wouldn't have happened.

Stella: We all make mistakes. I see no point in standing here talking about it.

Stanley: If I hadn't gone on that trip, I wouldn't have forgotten about it.

Stella: It's not really your fault. I didn't remember, either.

Stanley: There's no excuse for it, Stella. I had known about it for several weeks.

Stella: Well, it's too late to do anything now.

Stanley: If we had written it down on the calendar, we wouldn't have made this mistake.

Stella: We can do that next time, but it won't help us now. Let's go home.

Stanley: I guess you're right. Next time I buy tickets for the theater, I'll be sure to look at the date. Then we'll go on right day, instead of a day late

Dialog 7 Making Preparations to Travel.

Mrs. Jones: I'm sure I'm forgetting something, Steward, but I don't know what it is.

Steward: Do you have your passport, Mrs. Jones?

Mrs. Jones: Yes, I have it right here. And I have the boat tickets. What else could it be?

Steward: You have all your suitcases, don't you?

Mrs. Jones: I believe so. Let's see. One ..two..three..four..five.. Yes, they're all here.

Steward: Well, it seems to me you have everything you'll need, Mrs. Jones.

Mrs. Jones: No, I don't. Something is missing, but I can't think what it could be.

Steward: Don't worry about it now. The ship is about to leave. By the way, where is Mr. Jones?

Mrs. Jones: Mr. Jones? Oh, now I know what it is. I forgot my husband.

Dialog 8 Making a Model Airplane

Tom: When can you come over to help me with my model airplane?

Fred: I can come some day next week.

Tom: Couldn't you make it some day this week?

Fred: No, I'm afraid not.

Tom: Will it be next Monday?

Fred: No. Some other day.

Tom: Do you know what other day?

Fred: No. Some other day, but I'm not sure which.

Dialog 9 Roommates

Jim: Can you lend me five dollars?

Fred: I just lent you five dollars. What did you do with that?
Jim: I lost it.
Fred: You lost it?
Jim: Yes, playing cards.
Fred: In a card game? I can't lend you money to play cards with.
Jim: No. This is for a birthday present.
Fred: Whose? Yours?
Jim: No. It's your birthday. Did you forget?
Fred: You want my money to buy me a birthday present with?
Jim: Yes.
Fred: O.K. I guess that's a pretty good

ภาคผนวก ข

Two-Word Verbs/Phrasal Verbs

Two-Word Verbs หรือ กริยาผสม ได้แก่ การเอาคำกริยาตัวหนึ่งผสมกับคำกริยาวิเศษณ์ (adverb) อีกตัวหนึ่ง(adverb เหล่านี้ส่วนมาก เราเอามาใช้เป็น preposition) ทำให้เกิดความหมายต่างไปจากเดิม เช่น

go on = continue (ทำต่อไป)

bring up = educate, train (ให้การศึกษ อบรม)

Verbs ในภาษาอังกฤษมีมากมาย ต้องใช้วิธีท่องจำ และใช้บ่อยๆ จึงจะได้ผล

หลักสำคัญในการใช้ Two-word verbs

1. วางคำกริยาวิเศษณ์ไว้ติดกับคำกริยา เมื่อไม่มีกรรมตรง (direct object)

Please come in.

Don't give up, whatever happens.

2. เมื่อมีสรรพนามเช่น me, him, her, it, us, them ซึ่งเป็นกรรมตรงต้องวางสรรพนามไว้หน้าคำกริยาวิเศษณ์ (adverb)

They put it off.

3. แต่เมื่อมีคำนาม เช่น car, light etc. เป็นกรรมตรง จะวางคำนามไว้หน้าหรือหลังคำกริยาวิเศษณ์ (adverb) ก็ได้

Turn on the light.

Turn the light on.

4. แต่ถ้ากรรมตรงเป็นคำนามยาวๆให้วางไว้หลังกริยาวิเศษณ์ (adverb) เท่านั้น

The girl gave away every doll that she liked.

จะไม่ใช่ The girl gave every doll that she liked away.

5. ในประโยคอุทาน ให้วางกริยาวิเศษณ์ (adverb) ไว้หน้าประโยค เช่น ถ้าประธานเป็นคำนาม เอกกริยามาด้วย

Off went Robert ! = Robert went off.

ถ้าประธานเป็นคำสรรพนาม เอกกริยาวิเศษณ์ขึ้นมาเท่านั้น

Away they went ! = They went away.

Phrasal Verbs

- | | |
|-----------------|--|
| 1. bring up | = educate, train |
| 2. break into | = come in without permission |
| 3. call at | = visit + place |
| 4. call on | = visit + person |
| 5. call up | = telephone |
| 6. call back | = return a telephone call |
| 7. call off | = cancel |
| 8. do over | = do again |
| 9. drop in (on) | = visit without telling before |
| 10. fill in | = complete a sentence by writing in a blank |
| 11. fill out | = write information in a form |
| 12. fill up | = fill completely with gas, water, coffee etc. |
| 13. find out | = discover information |
| 14. go over | = examine |

15. get along with	= have a good relationship with
16. get in	= enter a car, a taxi
17. get off	= leave a bus, a plane, a train etc.
18. get on	= enter a bus, a plane, a train etc.
19. get out (of)	= leave a car, a taxi
20. get over	= recover from an illness
21. get through with	= finish
22. give up	= stop, cease, surrender
23. give in	= yield, surrender
24. hand in	= give homework, report etc. to a teacher
25. keep on	= continue
26. look up	= look for information in a reference book
27. pick out	= select
28. pick up	= lift
29. put on	= put clothes on one's body
30. put off	= postpone
31. put out	= extinguish
32. run into	= meet by chance
33. take off	= remove clothes from one's body
34. try on	= put on clothing to see if it fits
35. turn on	= start a machine or a light
36. turn off	= stop a machine or a light
37. throw away	= discard
38. tear down	= destroy a building
39. watch out	= be careful
40. wake up	= stop sleeping

Exercises

1. Complete the sentences with the following particles: away, down, in, off, on, out, up, into

1. You have to hand your reportby noon.
2. Amy looked a wordin her dictionary.

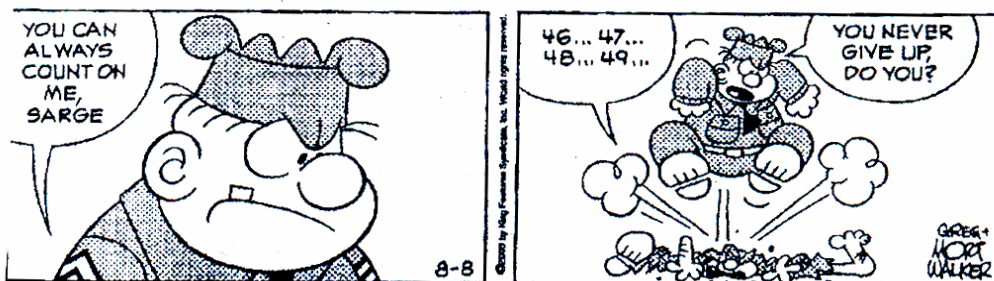
3. My mother threwthe old magazines in the wastebasket.
4. It is very cold outside. Mary puther coat before going out.
5. I ranmy old friend at the meeting.
6. Please turn the air-conditioner It is so hot in this room.
7. Fred feels O.K. today. He gothis cold.
8. He takes the bus to school every day. He getsthe bus at the corner of the street.
9. You should wakeyour sister. She has a class at 9.
10. It rains hard, so they put the meeting
11. My boss called mevery late last year.
12. When my husband got home, he took his coat
13. Watch! The car is coming so fast.
14. When you finish using the oven, you should always be careful to turn it
15. Why don't you try this dressbefore you are going to buy it ?
16. The football match will be calledif it rains.
17. The plane to New York will takeat ten o'clock.
18. My son always gets along wellall his classmates.
19. The thief broketheir house last night.
20. Her aunt brought Annewhen her parents went to Europe.

2. Choose the correct answer

1. I calledJohn last night but he was not in.
 1. on
 2. off
 3. in
 4. up
2. That poor boy kepttelling lies.
 1. by
 2. off
 3. in
 4. on
3. Here is an application form for you. Fill itcarefully.
 1. down
 2. with
 3. out
 4. on
4. Don't putuntil tomorrow what you can do today.
 1. off
 2. on
 3. up
 4. of
5. The Smiths are probably home tonight. Let's dropon them.
 1. at
 2. in
 3. out
 4. over

6. The teacher will goyour report tomorrow.
 1. into 2. over 3. on 4. in
7. Pickthe pencil from the floor.
 1. on 2. out 3. in 4. up
8. Jack called up his boss last week.
 1. visited 2. warned 3. telephoned 4. shouted
9. Her husband gave up smoking last year.
 1. started 2. reduced 3. stopped 4. received
10. These socks are nice. Why don't you pick out one or two ?
 1. select 2. buy 3. make 4. give
11. That lady wants to try on the evening dress before buying it.
 1. use 2. repair 3. test 4. wear
12. My niece will soon get over her cold.
 1. forget 2. understand 3. recover from 4. suffer from

Two meanings



(Bangkok Post Jan. 2008)

