

ผลการวิเคราะห์ข้อมูล

1. หลังจากทดสอบนักศึกษา จำนวน 300 คน ที่เป็นตัวอย่างประชากรด้วยแบบทดสอบความสามารถในการใช้โครงสร้างไวยากรอังกฤษที่ผู้วิจัยได้สร้างขึ้นใช้เป็นเครื่องมือในการวิจัยแล้ว ผู้วิจัยได้วิเคราะห์หข้อสอบแต่ละข้อเพื่อตรวจสอบคุณภาพของข้อสอบที่เป็นเครื่องมือในการวิจัยกับกลุ่มตัวอย่างจริงอีกครั้ง ข้อสอบแต่ละข้อมีความยากและอำนาจจำแนกดังแสดงไว้ในแผนภาพที่ 2 ซึ่งชี้ให้เห็นว่าข้อสอบส่วนใหญ่มีคุณสมบัติอยู่ในเกณฑ์ที่กำหนดไว้

2. ค่าเฉลี่ย<sup>1</sup> และส่วนเบี่ยงเบนมาตรฐาน<sup>2</sup> ของคะแนนความสามารถในการใช้โครงสร้างไวยากรอังกฤษของกลุ่มตัวอย่างที่แยกเป็นกลุ่มสูง และ กลุ่มต่ำ คือ

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของคะแนนของนักศึกษาที่เป็นกลุ่มตัวอย่าง

นักศึกษา	จำนวน	$\bar{x}$	S.D.
กลุ่มสูง	150	78.83	12.11
กลุ่มต่ำ	150	46.09	9.05

$$^1\bar{x} = \frac{\sum fx}{N}$$

$$^2S.D. = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

3. เพื่อทราบโครงสร้างไวยากรณ์อังกฤษที่เป็นปัญหา มากหรือน้อยต่อการใช้ของ นักศึกษาระดับ ป.กศ.ชั้นสูง ซึ่งได้รับการสอนโดยใช้นั่งสือแบบเรียน Practice and Progress ผู้วิจัยจึงคำนวณหาร้อยละของกลุ่มตัวอย่างที่ทำข้อสอบแต่ละข้อผิด และได้เรียง ลำดับจากข้อที่มีผู้ทำผิดมากที่สุดไปหาน้อยตั้งแต่อันดับที่ 1 ถึงอันดับที่ 50 ดังแสดงไว้ใน ตารางที่ 2

ตารางที่ 2 ร้อยละของนักศึกษาทั้งหมดที่ตอบข้อสอบแต่ละข้อผิดเรียงลำดับจาก อันดับที่ 1 ถึงอันดับที่ 50

อันดับ	ข้อ	โครงสร้างไวยากรณ์	นักศึกษาที่ตอบข้อสอบผิด จากจำนวนทั้งหมด 300 คน	
			จำนวน	ร้อยละ
1	57	needn't	262	87.33
2	64	leave <u>for</u>	234	78.00
3	85	preposition + V + (-ing)	230	76.67
4	81	As soon as + past simple tense, + past simple tense	223	74.33
5	91	agreement of subject and verb 'to be' in interrogative sentence	220	73.33
6	77	relative pronoun: whose	217	72.33
7	82	future perfect tense	214	71.33
8	84	adverb not ending with '-ly'	213	71.00
9	68	if clause: type 1	212	70.67
10	47	exclamative sentence: 'What a...!'	207	69.00
11	66	article + adjective beginning with a vowel sound + noun	207	69.00
12	80	indefinite pronoun: nothing	205	68.33
13	87	comparison of adjective: comparative degree	204	68.00
14	120	may (with the expression "at any moment")	200	66.67

## ตารางที่ 2 (ต่อ)

อันดับ	ข้อ	โครงสร้างไวยากรณ์	นักศึกษาที่ตอบข้อสอบนี้ จากจำนวนทั้งหมด 300 คน	
			จำนวน	ร้อยละ
15	118	should have + V + (-ed)	195	65.00
16	69	phrasal verb : put down	195	65.00
17	76	indirect speech: imperative sentence	194	64.67
18	67	expression: to pay no attention to	193	64.33
19	88	need + V + (-ing)	193	64.33
20	92	passive voice in present perfect tense	191	63.67
21	100	present simple tense	191	63.67
22	104	present simple tense	190	63.33
23	75	phrasal verb: look up	186	62.00
24	103	present simple tense	186	62.00
25	93	present perfect tense with the word 'yet'	183	61.00
26	83	be used to + V + (-ing)	182	60.67
27	20	phrasal verb: Look out !	180	60.00
28	42	to lend something <u>to</u> some one	180	60.00
29	119	comparison: as many ... as	180	60.00
30	53	to be interested in	179	59.67
31	60	present perfect tense with the phrase 'up till now'	178	59.33
32	71	indefinite pronoun: none of...	178	59.33
33	106	present continuous tense	176	58.67
34	56	indirect question: whether	175	58.33
35	105	present simple tense	175	58.33
36	101	present continuous tense	171	57.00
37	17	might have + V + (-ed)	169	56.33
38	86	asking a question by using 'How far...from...?'	168	56.00

## ตารางที่ 2 (ต่อ)

อันดับ	ข้อ	โครงสร้างไวยากรณ์	นักศึกษาที่ตอบข้อสอบผิด จากจำนวนทั้งหมด 300 คน	
			จำนวน	ร้อยละ
39	37	preposition + V + (-ing)	168	56.00
40	114	must (necessity)	168	56.00
41	73	if clause (type III)	166	55.33
42	43	expression: to find + noun + adj.	166	55.33
43	27	connective: not only...but also	165	55.00
44	9	mustn't (prohibition)	164	54.67
45	46	future simple tense	163	54.33
46	72	enjoy + V + (-ing)	160	53.33
47	33	article + specific noun	159	53.00
48	74	must have + been + V + (-ed)	159	53.00
49	115	may (probability)	158	52.67
50	107	present simple tense	158	52.67

จากการแจกแจงคำตอบเป็นรายข้อ ดังในตารางที่ 2 พอจะสรุปผลได้ดังนี้  
โครงสร้างไวยากรณ์อังกฤษที่สำคัญและเป็นปัญหาต่อการใช้ของนักศึกษามาก

ได้แก่

### 3.1 Auxiliary verbs

การใช้ needn't เป็นปัญหาของนักศึกษามากที่สุด จากตารางที่ 2 มีผู้ทำ  
ข้อสอบผิดถึงร้อยละ 87.33 สาเหตุประการแรกอาจเนื่องจากนักเรียนไม่เข้าใจความหมาย  
ของ 'needn't' ในฐานะเป็นกริยาช่วย มีความหมายเท่ากับ 'don't have to' และ  
ประการที่ 2 อาจเป็นเพราะคำ needn't ปรากฏอยู่ในประโยค if clause ประเภทที่ 1  
(future possible) ทำให้นักศึกษาเพ่งเล็งเรื่องการใช verb patterns ตามกฎเกณฑ์  
ที่เรียนมาอย่างเคร่งครัด โดยมีได้ดูความหมายของประโยคตามความเหมาะสม

การใช้ *mustn't* (prohibition) เป็นปัญหาร้อยละ 54.67 สาเหตุเป็น เพราะนักศึกษาเกิดความสับสนกับรูปปฏิเสธของ *must* คือ *don't have to* และอาจไม่ได้สังเกตข้อความ 'It is forbidden.' ซึ่งตามมาและบ่งให้เห็นชัดว่า ควรจะเลือกคำใด

การใช้ *may* แสดงความเป็นไปได้ (probability) เป็นปัญหาของนักศึกษาร้อยละ 66.67 และ 52.67

### 3.2 Verb patterns

จากตารางที่ 2 ปัญหาที่นักเรียนนึกมากคือ การใช้ *preposition + V + (-ing)* นึกมากเป็นอันดับที่ 3 คือร้อยละ 76.67 และอันดับที่ 39 ร้อยละ 56.00

ปัญหารองลงมาได้แก่การใช้ *need + V + (-ing)* นักศึกษาทำผิดร้อยละ 64.33 อาจเป็นเพราะนักศึกษาได้รับการฝึกและเคยชินกับลักษณะที่ verb 'need' ตามด้วยคำนาม เช่น 'I need a pen.' ไม่ค่อยได้รับการฝึกใช้คำนี้เมื่ออยู่ในลักษณะที่ต้องตามด้วย *V + (-ing)*

ปัญหา verb 'enjoy' + *V + (-ing)* เป็นปัญหาร้อยละ 53.33

### 3.3 Tenses and verb forms

Tenses ที่เป็นปัญหาต่อการใช้ของนักศึกษามากคือ

Past simple tense

Future perfect tense

Present perfect tense

Present simple tense

นอกจากนี้ความนึกเรื่อง verb forms อื่น ๆ ได้แก่

passive voice (in present perfect tense)

การใช้ *must, should, might + have + V + (-ed)*

นักศึกษามีปัญหาในการใช้ verb tenses มาก โดยเฉพาะ เมื่อไม่มีคำบอกเวลาอยู่ด้วย เนื่องจากนักศึกษามองไม่เห็นความสัมพันธ์ของข้อความของประโยคหน้า

และประโยคที่ตามมา นักศึกษาจึงเข้าใจดีมาก เป็นที่น่าสังเกตว่า การใช้รูปกริยาตามกาลนั้น นักศึกษามักได้รับการฝึกให้จำกฎเกณฑ์เท่านั้น แต่ไม่ได้รับการฝึกให้ใช้ในสถานการณ์ที่ขอความเกี่ยวข้องสัมพันธ์กัน และมีความยืดหยุ่นได้ โดยเฉพาะ การใช้ present simple tense.

### 3.4 Pronouns

การใช้ pronoun ที่เป็นปัญหามากที่สุดคือ relative pronoun เป็นปัญหาถึง ร้อยละ 72.33

สิ่งที่ เป็นปัญหาอื่นเกี่ยวกับเรื่องนี้คือ การใช้ indefinite pronoun คำ 'nothing' เป็นปัญหาร้อยละ 68.00, 'none of...' เป็นปัญหาร้อยละ 59.33

### 3.5 Articles

นักศึกษาประสบปัญหาการเลือกใช้ a/an ซึ่งสืบเนื่องมาจากปัญหาเรื่อง การออกเสียง นักศึกษาไม่ทราบว่า คำบางคำ ต้นคำที่เป็นรูปพยางค์บางตัวออกเสียงเป็นเสียงสระ เช่น (an) honest man ในปัญหาดังกล่าวนั้น นักศึกษาทำผิดถึงร้อยละ 69.00 ส่วนการใช้ definite article สำหรับนามชี้เฉพาะ นักศึกษาทำผิด ร้อยละ 53.00

### 3.6 Sentence patterns

การใช้ 'if clause' ประเภทที่ 1 (future possible) และประเภทที่ 3 (past unreal) เป็นปัญหามากถึง ร้อยละ 70.00 และ 55.00 ตามลำดับ if clause ประเภทที่ 1 เป็นปัญหาเมื่อ मुख्यประโยค (main clause) เป็นประโยคคำสั่ง เช่น 'If you make a mistake, correct it.

การใช้ Question words 'How far... from...?' นักศึกษาประสบปัญหาร้อยละ 56.00 สาเหตุเนื่องจากนักศึกษาใช้สับสนกับ "How long"

Indirect Speech นักศึกษาทำผิดมากเมื่อประโยคนั้นแปลงมาจากประโยค direct speech ที่เป็นประโยคคำสั่งหรือขอร้อง และประโยคคำถาม คือ เป็นปัญหาร้อยละ 64.00 และ 58.00 ตามลำดับ

### 3.7 Adverbs

โครงสร้างไวยากรณ์ที่มีรูปผิดไปจากปกติทั่วไป มักจะสร้างปัญหาแก่ผู้เรียนมาก ตามโครงสร้างอันดับที่ 8 ซึ่งเป็นปัญหาการใช้ adverb 'fast' มีนักศึกษาทำผิดร้อยละ 71.00 สาเหตุเนื่องจากนักศึกษาใช้วิธีเทียบตามแบบ (analogy) ว่าคำที่ทำหน้าที่เป็น adverb จะลงท้ายด้วย '-ly'

### 3.8 Prepositions

ที่เป็นปัญหามากที่สุดคือ 'for' เมื่อตามหลัง 'leave' เป็นปัญหาที่นักศึกษาทำผิดมากเป็นอันดับที่ 2 คือ ร้อยละ 78.00 นักศึกษาเลือก 'leave to' และส่วนหนึ่งใช้ leave โดยไม่มี preposition ตามเพราะเกิดความสับสนระหว่างคำ 'leave' และ 'leave for' ไม่เข้าใจความหมายแจ่มแจ้ง

นอกจากนี้ การใช้ 'to' ในโครงสร้าง 'to lend something to some one' นักศึกษาใช้ผิดร้อยละ 60.00

### 3.9 Phrasal verbs

ที่เป็นปัญหามากคือ 'put down' นักศึกษาผิดมากเป็นอันดับที่ 16 คือ ร้อยละ 65.00 นอกจากนี้มีคำ 'look up' นักศึกษาทำผิดร้อยละ 62.00 และ 'look out' นักศึกษาทำผิดร้อยละ 60.00

### 3.10 Comparison of adjective

ในการเปรียบเทียบขั้นกว่า (Comparative degree) นักศึกษามักทำผิดในกรณีที่ประโยคนั้นไม่มีคำ 'than' ดังโครงสร้างอันดับที่ 13 เป็นปัญหาถึงร้อยละ 68.00 ซึ่งเมื่อเปรียบเทียบกับโครงสร้างเดียวกันในข้อ 35 และ 36 นักศึกษาทำผิดเพียงร้อยละ 37.00 และ 47.00 เท่านั้น

นอกจากนี้มีปัญหาการเปรียบเทียบโดยใช้ as many + plural noun + as นักศึกษาเรียงลำดับที่ของคำผิด เนื่องจากอาศัยการแปลจากภาษาไทยของนักศึกษาเป็นภาษาอังกฤษ นักศึกษาทำข้อสอบผิดร้อยละ 60.00

นอกจากปัญหาดังกล่าวแล้ว โครงสร้างไวยากรณ์ที่สำคัญและเป็นปัญหาสำหรับ  
นักศึกษาระดับนี้ ได้แก่

การใช้คำเชื่อม	not only ... but also	เป็นปัญหาร้อยละ 55.00
การใช้โครงสร้าง	to pay no attention to	เป็นปัญหาร้อยละ 64.00
	to be used to+V+(-ing)	เป็นปัญหาร้อยละ 60.00
	to be interested in	เป็นปัญหาร้อยละ 59.00
	to find+noun+adjective	นักศึกษาทำผิดร้อยละ 55.00

ฯลฯ

4. จากการสรุปผลการวิเคราะห์ปัญหาทางโครงสร้างไวยากรณ์อังกฤษของนักศึกษา  
ป.กศ.สูง ดังได้กล่าวแล้ว ผู้วิจัยได้นำปัญหามาเป็นพื้นฐานและแนวทางในการสร้างแบบฝึก  
หัดบทสนทนาภาษาอังกฤษประกอบหนังสือแบบเรียน Practice and Progress เพื่อให้ใน  
การฝึกทักษะการฟัง และการพูดของนักศึกษา โดยฝึกใช้โครงสร้างไวยากรณ์ที่เป็นปัญหาในข้อ  
ความที่มีความหมาย (meaningful context) และได้เสนอแบบฝึกหัดบทสนทนาไว้ดัง  
ต่อไปนี้

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



Dialogue 1

Grammatical Point : to pay attention to  
 to pay no attention to  
 not to pay any attention to



Supplement to : Lesson 1

Exercise A.

( i) Listen !

(ii) Listen and repeat !

Mrs. Smith : There's an interesting movie on at the Siam theatre tonight, John.

Mr. Smith : Yes, dear.

Mrs. Smith : I'd like to see it.

Mr. Smith : Yes, dear.

Mrs. Smith : We should get to the theatre a little early so that we can get good seats.

Mr. Smith : Yes, dear.

Mrs. Smith : You didn't pay any attention to what I said, eh?

Mr. Smith : What did you say ?

Mrs. Smith : And so-you didn't listen at all.

Mr. Smith : Of course, I did. You said I paid no attention to you. Why ?

Mrs. Smith : Well, sometimes I wonder why I married you.

Exercise B.

Complete the sentences:

Please pay attention to me.

\_\_\_\_\_ the teacher.  
 \_\_\_\_\_ the black board.  
 \_\_\_\_\_ the speaker.  
 \_\_\_\_\_ the lecturer.  
 \_\_\_\_\_ the first question.

-----  
 Would you please pay attention to my explanation ?

\_\_\_\_\_ my suggestions ?  
 \_\_\_\_\_ what I am teaching ?  
 \_\_\_\_\_ what I say ?

-----  
 They didn't pay any attention to you, did they ?

He \_\_\_\_\_ her, \_\_\_\_\_ ?  
 John \_\_\_\_\_ his wife, \_\_\_\_\_ ?  
 She \_\_\_\_\_ us, \_\_\_\_\_ ?

-----  
 I tried to say something, but he paid no attention to me.

She smiled at him, \_\_\_\_\_.  
 We'd like to speak to him, \_\_\_\_\_.  
 His wife was talking to him, \_\_\_\_\_.

Exercise C.

Respond as shown

Jack failed in the examination.

He should pay more attention to his studies.

They can't do their homework.

She didn't pass the test.

We don't understand the exercise.

-----  
John didn't listen to his wife.

He didn't pay any attention to her.

The man and the woman didn't look at him.

He didn't talk to them.

She didn't hear me.

-----  
Did he understand your explanation ?

He didn't pay any attention to me.

Did she accept your offer ?

Did John listen to his wife ?

Did they know that he was angry ?

-----  
She smiled at you, didn't she ?

No, she paid no attention to me.

John listened to his wife, didn't he ?

They enjoyed your talking, didn't they ?

The children liked the presents, didn't they ?

Dialogue 2

Grammatical Point : What a ... ! (Exclamation utterance)

Supplement to : Lesson 2, 19

---

Exercise A.

( i ) Listen !

(ii) Listen and repeat !

Jane : What a beautiful morning ! It's a nice day to go  
for a walk, isn't it ?

Mary : What a great idea ! Shall we go now ?

Jane : I'd love to. But how can I ? I have  
I lot of work to do.

Mary : Oh ! What a pity !

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Exercise B. : Respond as shown.

It's a terrible day.

What a terrible day !

It's a cool morning.

It's an ugly dog.

It's an awful smell.

-----  
It's a beautiful picture.

What a beautiful picture !

It's a lovely song.

He's a friendly man.

She's a nice girl.

-----  
The tickets were sold out. (pity)

Oh, what a pity !

It's raining outside. (day)

He lost the game. (pity)

The bus is broken. (bus)

-----  
That hat cost me a hundred baht. (expensive hat)

Oh, what an expensive hat !

That building is fifty stories high. (tall building)

Look at that doll. (lovely doll)

Let's go for a walk. (good idea)

Exercise C.

Complete the sentences as in the example.

Example

Student A : What a wonderful morning!

Student B : Let's go for a walk, shall we ?

- 1 A : \_\_\_\_\_ lovely flower !  
B : \_\_\_\_\_ buy it, \_\_\_\_\_ ?
- 2 A : \_\_\_\_\_ nice song !  
B : \_\_\_\_\_ dance, \_\_\_\_\_ ?
- 3 A : \_\_\_\_\_ excellent film !  
B : \_\_\_\_\_ see it again, \_\_\_\_\_ ?
- 4 A : \_\_\_\_\_ cool night !  
B : \_\_\_\_\_ go inside, \_\_\_\_\_ ?
- 5 A : \_\_\_\_\_ beautiful monument !  
B : \_\_\_\_\_ take a picture, \_\_\_\_\_ ?
- 6 A : \_\_\_\_\_ terrible noise !  
B : \_\_\_\_\_ leave, \_\_\_\_\_ ?

Dialogue 3

Grammatical Point : to lend something to someone.  
to lend someone something.

Supplement to : Lesson 3

---

Exercise A.

( i ) Listen !

(ii) Listen and repeat !

Bob : What are you looking for ?

Billy : I think I've lost my pen.

Bob : I have two. I can lend you one.

Billy : Thanks. Could you please lend me some writing paper ?

Bob : Yes, of course. You can take some.

Billy : What a nice friend ! - Do you need these envelopes ?

Bob : Not now. I can lend them to you.

Billy : How nice ! - Well, ...

Bob : What will you ask me to lend you next ? Stamps ?

Billy : If you please.

Bob : Don't you ever have anything of your own ?

Exercise B.

Respond as shown.

He's lent some money to me.

He's lent me some money.

I've lent my book to her.

They've lent their car to us.

Bob's lent some stamps to his friend.

-----  
He lends me some money.

He lends it to me.

He lends her some sugar.

I lend them my radio.

We lend him our book.

-----  
Jack lends his money to me.

He usually lends you his money, doesn't he ?

Jenny lends her pen to me.

They lend their dictionary to me.

We lend our car to him.

-----  
Lend me ten baht for once !

What do you mean ?  
I always lend it to you.

Lend me your note book for once !

Lend her your magazine for once !

Lend them your bicycle for once !



Exercise C.

Complete the sentences as in the example.

(i) Example :

Student A : Can you lend me some money ?

Student B : I'm sorry, I have only 5 baht.

- 1 A : \_\_\_\_\_ a pen ?  
B : \_\_\_\_\_, \_\_\_\_\_ have only one.
- 2 A : \_\_\_\_\_ your book ?  
B : \_\_\_\_\_, \_\_\_\_\_ am reading it.
- 3 A : \_\_\_\_\_ some stamps ?  
B : \_\_\_\_\_, \_\_\_\_\_ am using them.
- 

(ii) Example :

Student A : I think I forgot my pencil.

Student B : Here's one. I can lend it to you.

- 4 A : \_\_\_\_\_ I've lost my pencil.  
B : \_\_\_\_\_.
- 5 A : \_\_\_\_\_ I need a postcard.  
B : \_\_\_\_\_.
- 6 A : \_\_\_\_\_ I have to use a dictionary.  
B : \_\_\_\_\_.

Dialogue 4

Grammatical Point : Subject +  $\begin{cases} \text{have} + V.3 \\ \text{has} \end{cases}$   
 (Present Perfect Tense)

Supplement to : Lesson 4, 5

---

Exercise A.

( i) Listen !

(ii) Listen and repeat !

Mother : Have you finished your homework yet ?

Bob : Not yet, Mummy.

Mother : How much have you done so far ?

Bob : Well, up till now I have answered all  
 of the questions except the last one.

Mother : Good ! Now hurry up !

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Exercise B.

Respond as shown.

I can't come with you now.

Why not ? Haven't you finished your homework ?

I can't play with them now.

I can't go to the movie now.

I can't go shopping now.

-----  
Tell the boy to go to bed !

But he hasn't taken a bath yet.

Tell the children to go to bed !

Tell Lucy to get dressed !

Tell the girls to get dressed !

-----  
Do you have a lot of work to do ?

I did, but I've already done it.

Do you have a lot of exercises to finish ?

Do you have a lot of questions to answer ?

Do you have a lot of reports to write ?

-----  
Your sister had a dog when she was young, didn't she ?

No. She's never had one.

Your brother bought a car last year, didn't he ?

Your father built a large house last year, didn't he ?

You had a sailing boat last year, didn't you ?

Exercise C.

Complete the sentences as in the example.

(i) Example

Student A : How long have you lived in New York ?

Student B : I've lived there for five years.

1 A : \_\_\_\_\_ stayed in Chicago ?

B : \_\_\_\_\_ 6 months.

2 A : \_\_\_\_\_ been in London ?

B : \_\_\_\_\_ 2 years.

3 A : \_\_\_\_\_ studied in Europe ?

B : \_\_\_\_\_ 4 years.

(ii) Example

Student A : I haven't seen Peter for a long time.

How is he ?

Student B : As a matter of fact, he hasn't been very well just lately.

4 A : \_\_\_\_\_ your sister \_\_\_\_\_ ?

B : \_\_\_\_\_ , \_\_\_\_\_ .

5 A : \_\_\_\_\_ Mrs. Robinson \_\_\_\_\_ ?

B : \_\_\_\_\_ , \_\_\_\_\_ .

A : \_\_\_\_\_ you \_\_\_\_\_ ?

B : \_\_\_\_\_ , \_\_\_\_\_ .

Dialogue 5

Grammatical Point : A/An

(This grammatical point is not separately drilled in any particular lesson.)

---

Exercise A.

( i) Listen !

(ii) Listen and repeat !

Director : John's a university student, isn't he ?

Secretary : Yes, sir. And he's an honest fellow too.

Director : He seems to be an unhappy young man.

Secretary : But he's a healthy person and always an active young fellow as well.

Director : Do you think I should hire him to work for me.?

Secretary : I'm afraid it's too late, Sir. John's found another job now.

Exercise B.

(i) Complete the sentences.

John is an unhealthy man.

\_\_\_\_\_ impolite \_\_\_\_\_.

\_\_\_\_\_ unhappy \_\_\_\_\_.

\_\_\_\_\_ active \_\_\_\_\_.

-----

He's a university student, isn't he?

\_\_\_\_\_ healthy \_\_\_\_\_, \_\_\_\_\_?

\_\_\_\_\_ handsome \_\_\_\_\_, \_\_\_\_\_?

\_\_\_\_\_ happy \_\_\_\_\_, \_\_\_\_\_?

-----

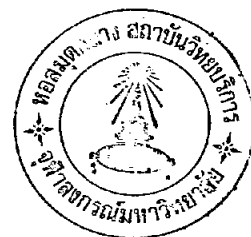
(ii) Respond as shown.

Student A : Is Peter an honest man?Student B : Yes, and he's handsome too.

1. A : \_\_\_\_\_ John \_\_\_\_\_ intelligent student?  
B : \_\_\_\_\_, \_\_\_\_\_ active \_\_\_\_\_.
2. A : \_\_\_\_\_ Tom \_\_\_\_\_ unhappy person?  
B : \_\_\_\_\_, \_\_\_\_\_ unhealthy \_\_\_\_\_.
3. A : \_\_\_\_\_ he \_\_\_\_\_ impolite fellow?  
B : \_\_\_\_\_, \_\_\_\_\_ ugly \_\_\_\_\_.

Exercise C.

Complete the sentences as in the example.

Example

Student A : What letters do you need ?

Student B : Hand me an 'S', an 'M', an 'A' and two 'Ls'

Student A : That is for 'SMALL', isn't it ?

1 A : \_\_\_\_\_ ?

B : \_\_\_\_\_ 'H', \_\_\_\_\_ 'O', \_\_\_\_\_ 'U', and \_\_\_\_\_ 'R'.

A : \_\_\_\_\_ 'HOUR', \_\_\_\_\_ ?

2 A : \_\_\_\_\_ ?

B : \_\_\_\_\_ 'F', two 'Es', and \_\_\_\_\_ 'L'.

A : \_\_\_\_\_ 'FEEL', \_\_\_\_\_ ?

3 A : \_\_\_\_\_ ?

B : \_\_\_\_\_ 'S', \_\_\_\_\_ 'T', \_\_\_\_\_ 'O' and \_\_\_\_\_ 'P'.

A : \_\_\_\_\_ 'STOP', \_\_\_\_\_ ?

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Dialogue 6

Grammatical Point : to find + something + adj.

Supplement to : Lesson 4, 35, 41

---

Exercise A.

( i) Listen !

(ii) Listen and repeat !

Billy : Do you call that a hat ?

Jenny : Well, I find it attractive.

Billy : I don't think I'm going to walk along with you.

Jenny : Should I remind you of your terrible tie ?

Billy : Why ? I find it beautiful.

Jenny : But I find it the ugliest one I've ever seen.

Billy : It isn't too bad, though.

Jenny : It is.

Billy : It isn't.

Jenny : Let's not quarrel. You know I'm finding it far more exciting whenever I talk to you.



Exercise B.

Respond as shown.

Her hat looks attractive.

She finds it attractive.

His tie looks beautiful.

Their journey seems dangerous.

Our trip seems exciting.

-----  
You think this dress's pretty don't you ?

Yes, I find it pretty.

He thinks the hat's ugly, doesn't he ?

They think their trip's exciting, don't they ?

You think the film's interesting, don't you ?

-----  
Does she like that expensive hat ?

No. She finds it too expensive.

Does he like that old tie ?

Do they like that small car ?

Do you like that large hat ?

Exercise C.

Complete the sentences as in the example.

( i ) Example

Student A : How's your new work ?

Student B : Oh ! I find it far more exciting.

- 1 A : \_\_\_\_\_ coat ?  
 B : \_\_\_\_\_ attractive.
- 2 A : \_\_\_\_\_ home ?  
 B : \_\_\_\_\_ comfortable.
- 3 A : \_\_\_\_\_ car ?  
 B : \_\_\_\_\_ wonderful.
- 

(ii) Example

Student A : Have you thrown the book away ?

Student B : Well, I found it boring.

- 4 A : \_\_\_\_\_ cleaned the room ?  
 B : \_\_\_\_\_ dirty.
- 5 A : \_\_\_\_\_ burnt the letter ?  
 B : \_\_\_\_\_ terrible.
- 6 A : \_\_\_\_\_ thrown the old hat away ?  
 B : \_\_\_\_\_ too old.

Dialogue 7

Grammatical Point : Something/Anything/Nothing

Supplement to : Lesson 9, 20

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Daisy : Charles, I have something to tell you.

Guess what ?

Charles : Well, let's see. Anything important ?

Daisy : Something quite important. Can you guess ?

Charles : You won the dance marathon ?

Daisy : No, nothing of that kind.

Charles : O.K. I give up !

Daisy : You know I've met a tall, dark, handsome young man at the party.

Charles : And he asked you to dance ?

Daisy : Not at all. He's interested in nothing except food ! And that interests me.

Charles : I see. Something important !?!

Exercise B.

Complete the sentences.

He eats nothing except bread.

\_\_\_ drinks \_\_\_\_\_ milk.

\_\_\_ says \_\_\_\_\_ his name.

\_\_\_ smokes \_\_\_\_\_ cigars.

-----

You don't have anything to say, do you ?

She \_\_\_\_\_ , \_\_\_\_\_ ?

He \_\_\_\_\_ , \_\_\_\_\_ ?

They \_\_\_\_\_ , \_\_\_\_\_ ?

-----

I want to buy something in that shop.

\_\_\_\_\_ eat \_\_\_\_\_ .

He \_\_\_\_\_ .

\_\_\_\_\_ drink \_\_\_\_\_ .

They \_\_\_\_\_ .

\_\_\_\_\_ sell \_\_\_\_\_ .

The boy \_\_\_\_\_ .

Exercise C.

Respond as shown.

He has something to say.

Does he have anything to say ?

I have something to give you.

They have something to drink.

Daisy has something to tell Charles.

-----  
What did you say ?

Nothing.

What's the matter ?

What's wrong ?

What happened ?  
-----

Didn't you give him the money ?

No, I didn't give him anything.

Didn't you tell him the secret ?

Didn't you send him a postcard ?

Didn't you lend him your book ?

Dialogue 8

Grammatical Point : Passive Voice (Present Perfect)

Supplement to : Lesson 10, 34

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Jack : Can you lend me your guitar ?

Bob : Sorry. It has just been stolen.

Jack : Can I look at your records ?

Bob : Yes, but many of them have been borrowed ?

Jack : That's too bad. Can I listen to the tape recorder ?

Bob : I'm sorry. It has already been sold.

Jack : Oh, dear !- Well, is the piano in good condition ?

Bob : I'm afraid not. Two of the strings have been broken since last month.

Jack : Hasn't it been repaired ?

Bob : Not yet.

Jack : So, what can I play then ?

Bob : I'm afraid nothing.

Exercise B.

Respond as shown.

Someone has stolen our violin.

Our violin has been stolen.

Someone has borrowed our guitar.

Someone has returned our harmonica.

Someone has kept our piano well.

-----

She has punished him.

He has been punished.

They have kicked him.

He has told me to leave.

She has asked me to stay.

-----

Have you sent him the money ?

No, it hasn't been sent yet.

Have you cleaned the car ?

Have you read this book ?

Have you found your bicycle ?

Exercise C.

Respond as shown.

Tell Robert to return my guitar.

Hasn't it been returned already ?

Tell Richard to do his homework.

Tell Peter to write a report.

Tell Charles to clean the floor.

-----

Tell her to wash the dishes.

But they've already been washed, haven't they ?

Tell him to clean the windows.

Tell her to do the exercises.

Tell them to clean the cars.

-----

Let me see your dictionary. (borrow)

Sorry. It has just been borrowed.

Lend me your tape recorder. (sell)

Can I listen to your record ? (break)

Can I look at the picture ? (steal)



Dialogue 9

Grammatical Point : adverbs not ending with '-ly'  
late/hard/fast.

(This grammatical point is not separately drilled in any particular lesson.)

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Jenny : Oh, my goodness ! Do you always get up so late ?  
It's one o'clock !

Billy : Well, I went to bed late last night. And I've been  
working so hard that I had to reward myself  
occasionally.

Jenny : You always say you work very hard.

Billy : Yes, and I work fast too.

Jenny : You work fast or you eat fast ?

Billy : Just work fast.

Jenny : Ah, I see. So you did a lot of work last night,  
didn't you ?

Billy : No, I finished only half of it.

Exercise B.

Complete the sentences :

He usually comes late.

\_\_\_\_\_ gets up \_\_\_\_\_.

\_\_\_\_\_ leaves \_\_\_\_\_.

\_\_\_\_\_ goes to bed \_\_\_\_\_.

-----

We must run as fast as possible.

\_\_\_\_\_ work \_\_\_\_\_.

\_\_\_\_\_ walk \_\_\_\_\_.

\_\_\_\_\_ eat \_\_\_\_\_.

-----

He's a fast driver. He drives fast.

\_\_\_\_\_ runner. \_\_\_\_\_.

\_\_\_\_\_ writer. \_\_\_\_\_.

\_\_\_\_\_ speaker. \_\_\_\_\_.

-----

Bob is a hard worker. He works hard.

Mary \_\_\_\_\_.

Mr. Robinson \_\_\_\_\_.

They \_\_\_\_\_.

Exercise C.

Respond as shown :

You usually work hard, don't you ?

Yes, and I usually work fast too.

He sometimes works hard, doesn't he ?

She always works hard, doesn't she ?

We often work hard, don't we ?

-----

Do you always get up late ? (stay up)

Yes, but I stay up late too.

Do you always eat fast ? (work)

Do you always arrive late ? (leave)

Do you always play hard ? (study)

-----

John came late today.

He usually comes late, doesn't he ?

Susan got up late this morning.

Kathy studied hard last night.

Bill ate fast this evening.

Dialogue 10

Grammatical Point : As soon as + simple past, + simple past  
 (to cover sequence of actions in the past)  
 As soon as + present simple, + future simple  
 (to cover future ideas)

Supplement to : Lesson 14

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Tom : Tell me, Jimmy, when did you give the present to  
 my girl friend ?

Jimmy : As soon as I met her.

Tom : Does she like it ?

Jimmy : Well, as soon as she knew that it was from you,  
 she smiled.

Tom : Good ! Did she tell you anything before you left ?

Jimmy : Yes. She asked me to give you her thank you note  
as soon as I reached you.

Tom : But where is it ?

Jimmy : You will get it as soon as you stop asking  
 questions.

Exercise B.

(i) Complete the sentences.

As soon as he heard the noise, he stood up.

\_\_\_\_\_ (get home) , \_\_\_\_\_ (take a bath).

\_\_\_\_\_ (meet her) , \_\_\_\_\_ (smile).

\_\_\_\_\_ (see me) , \_\_\_\_\_ (leave).

-----

He'll come back as soon as he gets the telegram.

\_\_\_\_\_ (see you) \_\_\_\_\_ (arrive here).

\_\_\_\_\_ (sleep) \_\_\_\_\_ (feel sleepy).

\_\_\_\_\_ (run) \_\_\_\_\_ (get out).

-----

(ii) Respond a shown.

He went to bed right after he got home.

He went to bed as soon as he got home.

He laughed right after he heard the story.

She cried right after he left.

They returned home right after the sun set.

-----

He'll go to the movied right after he gets back.

He'll-go to the movie as soon as he gets back.

I'll get up right after I hear the alarm clock.

They'll go for a walk right after they get up.

We'll leave right after you come.

Exercise C.

Complete the sentences as in the example.

(i) Example

Student A : You gave her the money, didn't you ?

Student B : Yes, as soon as I got the money order.

1 A : He went out, didn't he ?

B : \_\_\_\_\_, \_\_\_\_\_ (He-see me) \_\_\_\_\_.

2 A : They told you the news, didn't they ?

B : \_\_\_\_\_, \_\_\_\_\_ (They-reach home) \_\_\_\_\_.

3 A : She had a cup of coffee, didn't she ?

B : \_\_\_\_\_, \_\_\_\_\_ (She-get up) \_\_\_\_\_.

(ii) Example

Student A : When did you begin teaching ?

Student B : As soon as I heard the bell.

4 A : \_\_\_\_\_ write this report ?

B : \_\_\_\_\_ I (get) the assignment.

5 A : \_\_\_\_\_ return home ?

B : \_\_\_\_\_ the sun (set).

6 A : \_\_\_\_\_ ask for a glass of water ?

B : \_\_\_\_\_ I (feel) thirsty.

Exercise C. (cont.)(iii) Example

Student A : Remember me to your parents, won't you ?

Student B : Of course, I'll give them your best regards  
as soon as I get back.

7 A : \_\_\_\_\_ roommate, \_\_\_\_\_ ?

B : \_\_\_\_\_, \_\_\_\_\_ (I-see her.)

8 A : \_\_\_\_\_ sister, \_\_\_\_\_ ?

B : \_\_\_\_\_, \_\_\_\_\_ (I-reach her).

9 A : \_\_\_\_\_ father, \_\_\_\_\_ ?

B : \_\_\_\_\_, \_\_\_\_\_ (I-arrive home).

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Dialogue 11Grammatical Point : Conditional Sentence('If' clause : - present simple, + future  
simple.- present simple, + present  
simple.Supplement to : Lesson 16Exercise A.

(i) Listen !

(ii) Listen and repeat !

Mrs. Smith : You can't park the car here ! Don't you see  
that sign ?

Mr. Smith : Never mind, dear ! We'll be back in a minute.

Mrs. Smith : No, John. The traffic policeman will soon  
find it if you park it here.Mr. Smith : Oh ! Come on ! If you don't want to meet the  
policeman, come along with me now.Policeman : Good morning, Sir. I'm afraid you haven't seen  
that sign. This is a 'No Parking' area, Sir.

Mr. Smith : Oh ! I'm sorry. I didn't see it indeed.

Policeman : O.K. If you see the street signs, pay  
attention to them, if you please.



Exercise B.

Complete the sentences.

If you park the car here, the policeman will soon find it.

\_\_\_\_\_ stop at the corner, \_\_\_\_\_ come to talk to you.

\_\_\_\_\_ turn left \_\_\_\_\_ take your license.

\_\_\_\_\_ do not obey the rules, \_\_\_\_\_ fine you.

-----

If you see the street signs, pay attention to them.

\_\_\_\_\_ (make a mistake/correct it) \_\_\_\_\_.

\_\_\_\_\_ (get the notebook back/recheck it) \_\_\_\_\_.

\_\_\_\_\_ (finish the report/hand it in) \_\_\_\_\_.

-----

Don't disturb him if he is busy.

\_\_\_\_\_ (go out) \_\_\_\_\_ (it - rain) \_\_\_\_\_.

\_\_\_\_\_ (run) \_\_\_\_\_ (you - be tired) \_\_\_\_\_.

\_\_\_\_\_ (use the word) \_\_\_\_\_ (you - not be sure) \_\_\_\_\_.

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Exercise C.

Respond as shown.

I'm not a good driver.

You'll soon drive well if you try.

She's not a good swimmer.

We're not good dancers.

They're not good singers.

-----  
Will you help me ?

I'll help you if I can.

Will you come early ?

Will you stay with him ?

Will you lend me the money ?

-----  
She looks unhappy.

Cheer her up if she looks unhappy.

She looks worried.

She looks tired.

She looks bored.

-----  
He is working, isn't he ?

Don't disturb him if he is working.

He's reading, isn't he ?

He's sleeping, isn't he ?

He's studying, isn't he ?

Dialogue 12

Grammatical Point : must/have to (obligation)  
don't have to (absence of obligation)  
 contrasting with  
mustn't (negative obligation)

Supplement to : Lesson 17, 41

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Bob : Should I do exercise 1 first, Miss ?

Teacher: Of course, Bob. You must finish it before you  
 move to exercise 2 O.K. ?

Bill : Must we finish it today ?

Teacher: No, you don't have to. But you mustn't leave it  
 for many days because I'll give you another  
 assignment the day after tomorrow.

Bob and

Bill : Oh, please, don't give us too much homework, Miss.

Teacher: Don't complain, my dear students. You have to  
 work hard if you want to learn more.

Exercise B.

Complete the sentences:

I have to see a doctor.

They \_\_\_\_\_ .

We \_\_\_\_\_ .

The children \_\_\_\_\_ .

He has to leave now.

She \_\_\_\_\_ .

Bob \_\_\_\_\_ .

Mary \_\_\_\_\_ .

A student must work hard if he wants to learn more.

\_\_\_\_\_ study hard \_\_\_\_\_ .

\_\_\_\_\_ be diligent \_\_\_\_\_ .

\_\_\_\_\_ read a lot \_\_\_\_\_ .

The students don't have to finish the assignment now.

The children \_\_\_\_\_ .

Bob \_\_\_\_\_ .

Bill \_\_\_\_\_ .

Exercise C.

Respond as shown:

It's necessary for you to work hard.

You must work hard.

It's necessary for him to see a doctor.

It's necessary for her to leave now.

It's necessary for us to get up early.

-----  
It's not necessary for you to go.

You don't have to go.

It's not necessary for him to wait longer.

It's not necessary for me to go out tonight.

It's not necessary for them to finish work today.

-----  
This is a 'No Smoking' area.

You mustn't smoke here.

This is a 'No Parking' area.

This is a 'No Talking' area.

This is a 'No Passing' area.

-----  
Is the baby sleeping ? (Don't make a loud noise.)

Yes, and you mustn't make a loud noise.

Is father working ? (Don't disturb him.)

Is the teacher coming ? (Don't play now.)

Is the boss speaking ? (Don't interrupt him.)

Dialogue 13

Grammatical Point : may/might (possibility)  
 may + have + V. + (ed) (possibility in the past)  
 might

Supplement to : Lesson 19

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Jane : Will Bob come to meet us here ?

Mary : He might. I'm not sure.

Dianne : He may have arrived before us and may have gone  
 inside already.

Jane : What time will the play begin ?

Dianne : It may begin at any moment.

Mary : It might have begun already.

Jane : Let's buy the tickets now. We may not get  
 them if we wait longer.

Mary : That's a good idea. Let's go.

Exercise B.

Complete the sentences:

Bob may come to meet us today.

Jim \_\_\_\_\_ tomorrow.

Jack \_\_\_\_\_ tonight.

Mary \_\_\_\_\_ ~~this~~ afternoon.

-----  
It might rain tomorrow.

\_\_\_\_\_ be cold \_\_\_\_\_.

\_\_\_\_\_ be windy \_\_\_\_\_.

\_\_\_\_\_ be fine \_\_\_\_\_.

-----  
He may have been to the party last night.

\_\_\_\_\_ sold the book last week.

\_\_\_\_\_ passed the test yesterday.

\_\_\_\_\_ telephoned last night.

-----  
They might have lent him the money already.

\_\_\_\_\_ (see) you before.

\_\_\_\_\_ (tell) him the truth lately.

\_\_\_\_\_ (be) sick yesterday.

Exercise C.

Respond as shown :

Jenny may eat in the cafeteria.

She may not eat in the cafeteria.

Jack may play in the field.

Tom may study in his room.

They may watch T.V. in the living room.

-----

The postman might come tomorrow.

The postman might not come tomorrow.

The train might arrive soon.

The play might begin at any moment.

The weather might be fine next week.

-----

Perhaps he'll come tonight.

He may come tonight.

Perhaps she'll sing tonight.

Perhaps they'll telephone tonight.

Perhaps we'll leave tonight.



Exercise C. (cont.)

Perhaps he telephoned last night, but I'm not sure.

He might have telephoned last night.

Perhaps he came here last night, but I'm not sure.

Perhaps he was sick last night, but I'm not sure.

Perhaps he was absent last night, but I'm not sure.

-----

Will he come again ?

I'm not sure. He might.

Will she stay longer ?

Will Bob meet us first ?

Will they see us here ?

-----

Did he pass the exam ?

I'm not sure. He might have.

Did he call last night ?

Did they know about it ?

Did she go to the movie last Sunday ?

Dialogue 14

Grammatical Point : preposition + V + (-ing)

Supplement to : Lesson 20.

Exercise A.

(i) Listen ?

(ii) Listen and repeat !

Daisy : Say, Charles, what's your favorite sport ?

Charles : ~~Human~~ ... It's hard to say. I like fishing but I often fish for hours without catching anything.

Daisy : Aren't you tired of sitting in a boat and catching nothing.

Charles : Well, sometimes I got a big fish after spending a whole Sunday morning on the river.

Daisy : And you took it home to cook, didn't you ?

Charles : No, I threw it back to the water before going home.

Exercise B.

Complete the sentences:

He often fishes for hours without catching anything.

\_\_\_\_\_ (stay) \_\_\_\_\_ (say) \_\_\_\_\_.

\_\_\_\_\_ (study) \_\_\_\_\_ (drink) \_\_\_\_\_.

\_\_\_\_\_ (sit) \_\_\_\_\_ (do) \_\_\_\_\_.

-----

She said goodbye before leaving.

\_\_\_\_\_ (go shopping) \_\_\_\_\_ (go home).

\_\_\_\_\_ (finish her work) \_\_\_\_\_ (go to bed).

\_\_\_\_\_ (take a bath) \_\_\_\_\_ (eat breakfast).

-----

After hearing the news, she fainted.

\_\_\_\_\_ (walk) for hours, \_\_\_\_\_.

\_\_\_\_\_ (see) the accident, \_\_\_\_\_.

\_\_\_\_\_ (do) a lot of work, \_\_\_\_\_.

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Exercise C.

(i) Respond as shown:

Did he pay the money ?

No, he left without paying anything.

Did she say goodbye ?

Did they buy the food ?

Did you borrow the book ?

-----

Is she thinking of anything ? (go abroad)

Yes, she's thinking of going abroad.

Is he interested in anything ? (read)

Are they looking forward to anything ? (see a movie)

Are you tired of anything ? (listen to you)

-----

(ii) Complete the sentences:

Example:

Student A : When will you begin the work ?

Student B : After arriving home.

1 A : \_\_\_\_\_ study for the exam ?

B : \_\_\_\_\_ (finish) the reports.

2 A : \_\_\_\_\_ leave Thailand ?

B : \_\_\_\_\_ (receive) a passport.

3 A : \_\_\_\_\_ return home ?

B : \_\_\_\_\_ (meet) a friend.

Dialogue 15

Grammatical Point : interested/interesting  
excited/exciting

Supplement to : Lesson 20

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Daisy : Cooking is interesting, wouldn't you say ?

Kathy : Yes, and it's exciting too.

Daisy : Is it ?

Kathy : Well, I'm interested in cooking, but I guess  
I prefer to watch people cook.

Daisy : Haven't you ever cooked for once.?

Kathy : I used to. But you know many times I cooked,  
my neighbours got very excited, and so did I.

Daisy : Why ? Anything wrong ?

Kathy : Not really. They often thought I was going to  
burn the apartment down.

Daisy : I see. That must be exciting indeed !

Exercise B.

Complete the sentences:

Cooking is interesting, isn't it ?

Fishing \_\_\_\_\_, \_\_\_\_\_ ?

Shopping \_\_\_\_\_, \_\_\_\_\_ ?

Hiking \_\_\_\_\_, \_\_\_\_\_ ?

-----  
 Watching a football game is exciting.

Seeing a detective movie \_\_\_\_\_.

Travelling in a raft \_\_\_\_\_.

Reading crime stories \_\_\_\_\_.

-----  
 Kathy is interested in cooking Thai food.

\_\_\_\_\_ painting pictures.

\_\_\_\_\_ music.

\_\_\_\_\_ science.

-----  
 People often get excited when they see an accident.

\_\_\_\_\_ watch her cook.

\_\_\_\_\_ go hunting.

\_\_\_\_\_ watch horse racing.

Exercise C.

Respond as shown:

How's the movie ?

Oh, it's very exciting.

How's the trip ?

How's the party ?

How's the rugby match ?

-----

Do they like their new job ?

Well, they are very excited at it.

Do you enjoy talking with her ?

Does she like her new position ?

Does he enjoy working as a spy ?

-----

Have you seen "Jesus Christ Superstar" ?

Yes, it's quite interesting, isn't it ?

Have you read this book ?

Have you been to the fair ?

Have you listened to the tape ?

-----

What's your favorite pastime ? (cooking/reading)

I'm interested in cooking, but I guess I like reading better.

What's your favorite sport ? (tennis/golf).

What's your favorite subject ? (French/Science).

What's your favorite colour ? (scarlet/navy blue)

Dialogue 16

Grammatical Point : Present Simple Tense (without adverbs of time)  
(be/know/believe).

Supplement to : Lesson 26.

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Dianne : Hello.

Jane : Hello. May I speak to Ann, Please ?

Dianne : Just a moment, please. ... Ann, it's s for you.

Anne : Hello.,

Jane : Is that you, Anne? This is Jane. Do you know  
who's s the top student in English ?

Anne : Oh, I don't know.

Jane : It's s you.

Anne : Oh, no ! You're joking.

Jane : I'm s serious. Don't you believe me ?

Anne : I can't believe it. I'll go and see the  
announcement myself.



Exercise B.

(i) Complete the sentences.

Student A : May I speak to Don, please ?

Can \_\_\_\_\_ Sam, \_\_\_\_\_ ?

Could \_\_\_\_\_ Mike, \_\_\_\_\_ ?

Student B : Just a minute, please. ... Don, it's for you

Just a moment, please. .... Sam, \_\_\_\_\_.

Wait a minute, please. ... Mike, \_\_\_\_\_.

Student C : Hello, Don is speaking.

\_\_\_\_\_, Sam \_\_\_\_\_.

\_\_\_\_\_, Mike \_\_\_\_\_.

Student A : Is that you, Don ? This is Tom.

\_\_\_\_\_, Sam ? \_\_\_\_\_.

\_\_\_\_\_, Mike ? \_\_\_\_\_.

(ii) Respond as shown:

You're joking !

No. I'm serious. Don't you believe me ?

You're kidding !

You're teasing !

You're lying !

You know Jim won the scholarship !

Oh, I can't believe it.

You know Sam passed the exam !

You win the game !

They've become great singers now !

Exercise C.

(i) Ask and answer as in the example.

Example :

Student A : You aren't a teacher, are you ?

Student B : No, I'm not. I'm a student.

1. (I - doctor - nurse)
  2. (He - engineer - architect)
  3. (She - librarian - teacher)
  4. (They - Buddhists - Christians)
  5. (Jim - postman - policeman)
- 

(ii) Ask and answer.

A : Hi, Jane, how are you ?

\_\_\_, Bob, \_\_\_\_\_ ?

Good morning, teacher, \_\_\_\_\_ ?

B : Fine, thanks, and how are you ?

Just fine, thank you, and you ?

I'm fine, thank you. And how are you ?

A : Quite well, thank you.

Quite fine, thanks.

I'm not feeling well, thank you.

Dialogue 17

Grammatical Point : Relative pronoun (who/whose/which)

Supplement to : Lesson 28, 29.

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Mr. Smith : Do you know that woman ?

Mrs. Smith : Which one ?

Mr. Smith : The woman whose hair is long.

Mrs. Smith : Is she the one who's just moved to a new house ?

Mr. Smith : Yes, and she's one of those who believes in ancient myths.

Mrs. Smith : Why do you say that ?

Mr. Smith : Well, she's put an ugly stone head which looks like Medusa, the Gorgon over the gate.

Mrs. Smith : And how many people have been turned to stone, so far ?

Mr. Smith : None.

Exercise B.

Complete the sentences:

The girl who came late is my friend.

\_\_\_\_\_ man \_\_\_\_\_.

\_\_\_\_\_ student \_\_\_\_\_.

\_\_\_\_\_ woman \_\_\_\_\_.

He is one of those few people who believes in ancient myths.

\_\_\_\_\_ always gets up early.

\_\_\_\_\_ works ten hours a day.

\_\_\_\_\_ speaks Chinese.

Do you know the doctor whose house is at the corner. ?

\_\_\_\_\_ car is red ?

\_\_\_\_\_ wife is a teacher ?

\_\_\_\_\_ dog is fierce ?

The woman whose hair is bronze wanted to see you.

\_\_\_\_\_ dress is pink \_\_\_\_\_.

\_\_\_\_\_ money was lost \_\_\_\_\_.

\_\_\_\_\_ child was killed \_\_\_\_\_.

This is the hotel which was built last year.

\_\_\_\_\_ island \_\_\_\_\_ bought \_\_\_\_\_.

\_\_\_\_\_ house \_\_\_\_\_ repaired \_\_\_\_\_.

\_\_\_\_\_ school \_\_\_\_\_ established \_\_\_\_\_.

Exercise C.

Respond as shown:

That pretty girl is my sister.

The girl who is pretty is my sister.

That handsome man is my teacher.

That tall girl is my friend.

That dark fellow is my brother.

-----  
The girl with short hair came first.

The girl whose hair is short came first.

The girl with a black skirt came first.

The girl with a big hand bag came first.

The girl with a red shirt came first.

-----  
His house looks like a palace.

The house which looks like a palace is his.

Our house looks like a dormitory.

Their house looks like a prison.

Her house looks like a tower.

Dialogue 18

Grammatical Point : used to + V<sub>1</sub>  
                          be used to + V + (-ing)

Supplement to : Lesson 31, 35.

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Ted : Do you get up late in the morning ?

Tom : No, I'm used to getting up early.

What about you ?

Ted : Well, I used to get up early but I don't anymore.

Tom : Do you stay up late at night ?

Ted : Yes, I usually go to bed about one or two o'clock.

That's why I can't get up early in the morning.

Tom : Don't you feel sleepy.

Ted : No, I'm used to it.

Tom : What ?

Ted : Staying up late at night.

Exercise B.

Complete the sentences:

Ted used to get up early, but he doesn't anymore.

\_\_\_\_\_ smoke heavily, \_\_\_\_\_.

\_\_\_\_\_ drive a taxi, \_\_\_\_\_.

\_\_\_\_\_ work ten hours a day, \_\_\_\_\_.

-----  
Charles used to smoke heavily, but he gave it up last year.

He \_\_\_\_\_, \_\_\_\_\_.

Sally \_\_\_\_\_, \_\_\_\_\_.

She \_\_\_\_\_, \_\_\_\_\_.

-----  
Mr. Smith is used to getting up early.

\_\_\_\_\_ (smoke) cigars.

\_\_\_\_\_ (drive) on the left.

\_\_\_\_\_ (work) ten hours a day.

-----  
John is happy now. He is used to eating alone.

Sam \_\_\_\_\_ (work) in that factory.

Mike \_\_\_\_\_ (live) in Thailand.

Susan \_\_\_\_\_ (teach) Thai students.

Exercise C.

Respond as shown:

Ted doesn't live in Bangkok anymore.

He used to live near you, didn't he ?

The director doesn't live in Chiangmai anymore.

Mr. and Mrs. Hope don't live in California anymore.

The Robinsons don't live in Los Angeles anymore.

-----  
Are you used to getting up early now ?

Yes, but I used to dislike it.

Is she used to eating with chopsticks now ?

Is he used to going to school now ?

Are you used to studying in the library now ?

-----  
I've given up smoking since last year.

I'm used to being a non-smoker now.

He's given up smoking since last year.

She's given up smoking since last year.

They've given up smoking since last year.



Dialogue 19

Grammatical Point : as ... as  
 as many ... as  
 as much ... as

Supplement to : Lesson 32

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Young man : I can speak many languages. What about you ?

Old man : I can speak as many languages as you can.

Young man : How well can you speak them ?

Old man : As well as you can.

Young man : I have a lot of books in French and German.

Old man : But you haven't as many as me.

Young man : Of course not - I haven't as much money as you.

Old man : And not as many experiences as I have.

Young man : Ah, but you haven't as much hair as I do.

Old man : Hmm...!?!

Exercise B.

Complete the sentences:

John isn't as tall as his brother.

\_\_\_\_\_ clever \_\_\_\_\_.

\_\_\_\_\_ old \_\_\_\_\_.

\_\_\_\_\_ busy \_\_\_\_\_.

David doesn't run as fast as his friend.

\_\_\_\_\_ work \_\_\_\_\_ hard \_\_\_\_\_.

\_\_\_\_\_ study \_\_\_\_\_ well \_\_\_\_\_.

\_\_\_\_\_ get up \_\_\_\_\_ late \_\_\_\_\_.

He has as much money as me.

\_\_\_\_\_ eats \_\_\_\_\_ food \_\_\_\_\_.

\_\_\_\_\_ buys \_\_\_\_\_ rice \_\_\_\_\_.

\_\_\_\_\_ drinks \_\_\_\_\_ coffee. \_\_\_\_\_.

The youngman speaks as many languages as the old man does.

\_\_\_\_\_ has \_\_\_\_\_ books \_\_\_\_\_.

\_\_\_\_\_ buys \_\_\_\_\_ suits \_\_\_\_\_.

\_\_\_\_\_ sees \_\_\_\_\_ films \_\_\_\_\_.

Exercise C.

Respond as shown:

How clever are you ?

I'm as clever as you are.

How tall is Bob ?

How strong is he ?

How old are they ?

-----  
How well can you speak English ?

As well as you can.

How much can you read ?

How far can you run ?

How quickly can you draw ?

-----  
I have ten books. He has five.

He hasn't as many books as me.

I have five pens. She has four.

We have two cars. They have one.

Bob has a dozen of envelopes. Bill has only half a dozen.

-----  
I've got a lot of pictures.

But you haven't got as many as me.

Billy's got a lot of toys.

He's got a lot of shirts.

She's got a lot of flowers.

Exercise C. (Cont.)

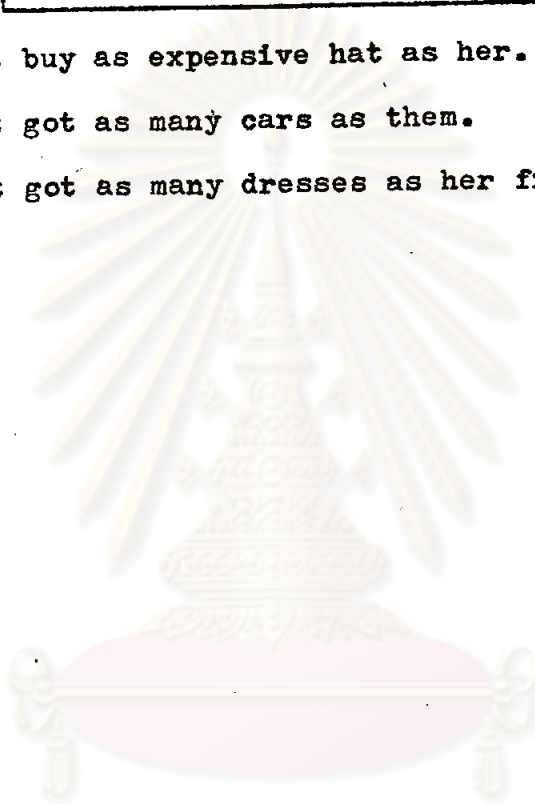
You aren't as rich as him.

Well, I haven't as much money as him.

You didn't buy as expensive hat as her.

We haven't got as many cars as them.

She hasn't got as many dresses as her friend.



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Dialogue 20

Grammatical Point : leave/leave for.

Supplement to : Lesson 33

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Wichai : Can you come again next week, John ?

John : Sorry, I'm leaving Thailand tomorrow.

Wichai : You're leaving ?

John : Yes, I'm going back to America.

Wichai : What about your girl friend ?

John : Oh ! She's already left for England.

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Exercise B.

Complete the sentences.

The plane will leave the airport at noon.

\_\_\_ train \_\_\_\_\_ station \_\_\_\_\_.

\_\_\_ bus \_\_\_\_\_ station \_\_\_\_\_.

\_\_\_ ship \_\_\_\_\_ harbour \_\_\_\_\_.

Supoj left Thailand yesterday. He'll work in Australia.

Manop \_\_\_\_\_ . \_\_\_\_\_ .

Suda \_\_\_\_\_ . \_\_\_\_\_ .

The Smiths \_\_\_\_\_ . \_\_\_\_\_ .

My uncle is in America now. He's leaving for Scotland next-  
-week.

John \_\_\_\_\_ Thailand \_\_\_\_\_ England \_\_\_\_\_ .

Jenny \_\_\_\_\_ London \_\_\_\_\_ Paris \_\_\_\_\_ .

Charles \_\_\_\_\_ Bangkok \_\_\_\_\_ Malaysia \_\_\_\_\_ .

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Exercise C.

Respond as shown:

Tell Jane to join our party.

Sorry. She's already left Thailand.

Bring your girl friend with you next time.

Tell them to come again.

Ask Tom to visit us sometime.

-----  
Kathy's leaving, isn't she ?

Yes, she's leaving for Singapore tomorrow.

Barney's leaving, isn't he ?

They're leaving, aren't they ?

You're leaving, aren't you ?

-----  
Sally's taught in Thailand for two years,...

... and she's leaving for Canada next Sunday.

Mary's lived in Chiangmai for three years,...

David's worked here for four years, ...

Beth's stayed in Bangkok for one year,...

Dialogue 21

Grammatical Point : Indirect speech  
(Imperative statements, requests)

Supplement to : Lesson 34, 39.

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Bob : Keep quiet, please. I'm using my head.

Billy : Pardon ?

Bob : I asked you to keep quiet.

Billy : I'm sorry.

Bob : I've told you so many times not to disturb me when  
I'm busy.

Billy : Don't worry. I'm going out now.

Bob : What did you say ?

Billy : I told you not to worry because I'm leaving.

Bob : Good.



Exercise B.

Respond as shown.

Wait for me !

Tell him to wait for me.

Be quiet !

Do homework carefully !

Come with me !

-----

Don't make so much noise.

Tell them not to make so much noise.

Don't worry about it.

Don't disturb me.

Don't be careless.

-----

Can you open the window, please ?

She asked me to open the window.

Can you help me, please ?

Can you hand the book to me, please ?

Can you lend me a pen, please ?

Exercise C.

He's doing his homework, isn't he ?

Yes, I told him to do it.

She's finishing breakfast, isn't she ?

They're cleaning the floor, aren't they ?

He's watering the garden, isn't he ?

-----  
Don't eat !

She ordered me not to eat.

Don't go !

Don't help him !

Don't wait for me !

-----  
Stand up !

Do you tell me to stand up ?

Be careful !

Be patient !

Speak more loudly !

-----  
Don't be careless !

Do you tell me not to be careless ?

Don't be impolite !

Don't drink much !

Don't drive so fast !

Dialogue 22

Grammatical Point : Phrasal verb : look up.

Supplement to : Lesson 37.

---

Exercise A.

- (i) Listen !
- (ii) Listen and repeat !

Joe : Please, father, what does this word mean ?

Father : Why don't you look it up in a dictionary, Joe ?

Joe : I've already looked up the word, but the dictionary doesn't give enough information.

Father : Let me see. Ah, if you want more detail, you should look it up in an encyclopaedia.

Joe : Oh, yes. I completely forgot about that.  
Thank you, father.

Exercise B.

Respond as shown:

Please, Sir, what does this word mean ?

Look it up in your dictionary, Beth.

Please, father, how is this word pronounced ?

Please, mother, do I spell the word correctly ?

Please, sister, is this word a noun or an adjective ?

-----

You know the meaning of 'coy', don't you ?

Yes, I've already looked it up in a dictionary.

He knows the meaning of 'nag', doesn't he ?

Beth gets the meaning of 'coquette', doesn't she ?

They understand the meaning of 'petite', don't they ?

-----

Can you tell me the meaning of 'demure'?

Sorry. Let's look it up.

Can you tell me how to spell this word ?

Can you tell me how to pronounce this word ?

Can you tell me how 'archbishop' is stressed ?

Exercise C.

Ask and answer by completing the sentences:

Student A: Please, Tom, what does this word mean ?

\_\_\_\_\_ 'genial' \_\_\_\_\_ ?

\_\_\_\_\_ 'defect' \_\_\_\_\_ ?

\_\_\_\_\_ 'digest' \_\_\_\_\_ ?

Student B: Sorry, I don't know. Why don't you look it up ?

\_\_\_\_\_, I'm not sure. \_\_\_\_\_ ?

\_\_\_\_\_, I forgot it. \_\_\_\_\_ ?

\_\_\_\_\_, I've never seen it. \_\_\_\_\_ ?

-----

Student A: Where did you get the information of 'Abyssinia' ?

\_\_\_\_\_ 'April Fool's  
Day' ?

\_\_\_\_\_ 'Mount Ida' ?

\_\_\_\_\_ 'ermine' ?

Student B: Oh, I look it up in an encyclopedia.

\_\_\_\_\_ reference book.

\_\_\_\_\_ World Almanac.

\_\_\_\_\_ dictionary.

Dialogue 23

Grammatical Point : need + V. + (-ing)  
needn't + V<sub>1</sub>

Supplement to : Lesson 41

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Jenny : Your shirt loses a button, doesn't it ?

Billy : Yes. It needs mending.

Jenny : And it needs washing too.

Billy : You needn't criticize. Mind your own business !

Jenny : You needn't shout ! I was only telling.

Billy : You're always telling I must do this and I must do that.

Jenny : But you needn't do it if you don't feel so.

Billy : Of course not. And you needn't tell me my business.

Exercise B.

Complete the sentences:

My shirt needs mending.

\_\_\_\_\_ washing.

\_\_\_\_\_ drying.

\_\_\_\_\_ ironing.

-----

The house needs cleaning.

\_\_\_ table \_\_\_ dusting.

\_\_\_ window \_\_\_ washing.

\_\_\_ room \_\_\_ painting.

-----

You needn't work so hard, need you ?

We \_\_\_\_\_ do this again, \_\_\_\_\_ ?

He \_\_\_\_\_ buy the book, \_\_\_\_\_ ?

They \_\_\_\_\_ finish the work today, \_\_\_\_\_ ?

-----

You needn't come with us if you don't want to.

\_\_\_\_\_ finish the soup \_\_\_\_\_ like it.

\_\_\_\_\_ do this exercise \_\_\_\_\_ have problems.

\_\_\_\_\_ work so hard \_\_\_\_\_ hurry.

Exercise C.

(i) Respond as shown :

This dress is torn.

Yes. It needs mending.

That chair is broken.

That skirt has a hole in it.

This shirt loses a button.

-----  
Her blouse is dirty, isn't it ? (wash)

Yes, it needs washing.

The window is dusty, isn't it ? (clean)

Our house is old, isn't it ? (paint)

Your hair is wet, isn't it ? (dry)

-----  
Do you have to do your homework ?

Yes, but I needn't do it now.

Do you have to finish the exercise ?

Do you have to write a report ?

Do you have to read the book ?



Exercise C. (Cont.)

I needn't repeat the sentence, need I ?

No, you needn't.

He needn't worry, need he ?

We needn't hand in our work, need we ?

You needn't work so hard, need you ?

-----

(ii) Complete the sentences as in the example.

Example.

Student A : Keep quiet !

Student B : You needn't shout.

1. A : Do your homework.

B : \_\_\_\_\_ tell me.

2. A : Don't be late.

B : \_\_\_\_\_ remind me.

3. A : Take care of yourself.

B : \_\_\_\_\_ worry.

Dialogue 24

Grammatical Point : Indirect questions (yes/no questions only)  
if/whether

Supplement to : Lesson 39, 40, 48.

---

Exercise A.

(i) Listen !

(ii) Listen and repeat !

Doctor : Hello, Robinson's speaking.

A man : Hello, doctor. May I inquire about a certain patient, Mr. Steve Hope ?

Doctor : Certainly, what would you like to know ?

A man : Was his operation successful ?

Doctor : Pardon ?

A man : I'd like to know whether Steve's operation had been successful.

Doctor : Oh, yes. It was.

A man : Can he come back home next week ?

Doctor : I'm sorry, I can't hear you very well.  
Speak more loudly, please.

A man : Well, I asked whether he could come back home by next week.

Doctor : Oh, no. Not yet. By the way, are you his father ?

A man : No, I am John Smith, his creditor.

Exercise B.

Respond as shown :

Will she come again ?

He asked if she would come again.  
whether

Can she drive ?

Have they much money ?

Are the Children happy ?

-----

Do you speak English ?

He asked me if I spoke English.  
whether

Do you enjoy your dinner ?

Do you like swimming ?

Do you play chess?

-----

Does she sing beautifully ?

He wants to know if she sings beautifully.  
whether

Does she dress prettily ?

Does she behave charmingly ?

Does she talk attractively ?

-----

Have you ever been abroad ?

I asked you if you had been abroad.  
whether

Has his operation been successful ?

Has he finished his painting yet ?

Have you done your homework ?

Exercise C.

Complete the sentences as in the example.

(i) Example:

Student A : Do you feel tired ?

Student B : What did he ask ?

Student C : He asked if (or whether) I felt tired.

1. A : Does your family stay in Lopburi ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

2. A : Are you Steve's father ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

3. A : Can he return home next week ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

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(ii) Example:

Student A : Did you take my money ?

Student B : What did she ask ?

Student C : She asked if (or whether) I had taken her money.

4. A : \_\_\_\_\_ see my purse ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

5. A : \_\_\_\_\_ call me last night ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

6. A : \_\_\_\_\_ have the flu last week ?

B : \_\_\_\_\_ ?

C : \_\_\_\_\_ ?

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