- ตรี คณะนิติศาสตร์ มหาวิทยาลัยรามคำแหง

- Master degree, International and Commercial Law

  University of Hertfordshire, England (เกียรตินิยม อันดับ 2)

- นักบินพานิชย์ตรี สถาบันการบินพลเรือน

Introduction to TOEFL IBT

TOEFL IBT และ TOEFL ITP

– คะแนน TOEFL ใช้ทำอะไรได้บ้าง?

○ ยื่นคะแนนศึกษาต่อทั้งในและต่างประเทศ (ขั้นต่ำประมาณ 70 คะแนน ขึ้นอยู่กับมหาวิทยาลัย)

○ ยื่นสมัครวีซ่า

○ วัดระดับภาษาอังกฤษของตนเอง

- TOEFL IBT มีข้อสอบทั้งหมด 4 ส่วน คือ READING LISTENING SPEAKING และ WRITING. แต่ TOEFL ITP จะมีเฉพาะส่วนของ READING LISTENING และส่วนของ STRUCTURE แยกออกมา

- ค่าสมัครสอบของ   TOEFL IBT ประมาณ 6,000 บาท

                              TOEFL ITP ประมาณ 2,000 บาท

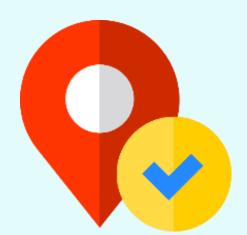- สมัครผ่านทาง WEBSITE www.ets.org/toefl (สมัครล่วงหน้าได้ 60 วัน)

- สถานที่สอบ
  - กรุงเทพ
  - เชียงใหม่
  - หาดใหญ่
  - สระบุรี
  - สมุย

- เอกสารที่ต้องนำไปในวันสอบ
  - ใบยืนยันการสมัครสอบ (Registration Confirmation)
  - บัตรประชาชน หรือหนังสือเดินทาง

- คะแนนของ TOEFL ทั้งสองแบบ มีอายุ 2 ปี

Preparation for the Test

- สมาธิ

- ฝึกจดย่อ (short note)
  - _____
  - _____

- ฝึกจับใจความสำคัญ (Main Idea)
  - ส่วนใหญ่จะอยู่ในย่อหน้าแรกของบทความ หรือการพูดใน 2-3 ประโยคแรก

- ฝึกแต่งประโยคหลายรูปแบบ (Paraphrasing)

  ○ Original: Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.

    Paraphrase: _____

    _____

  ○ Original: He has tons of stuff to throw away.

    Paraphrase: _____

    _____
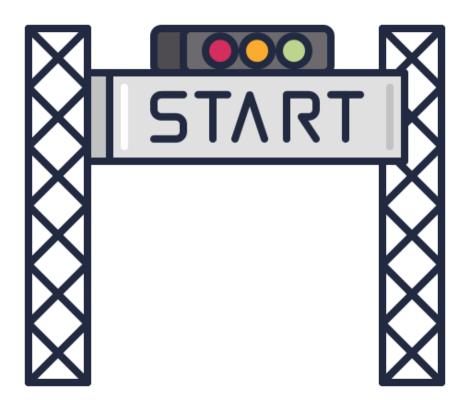
TOEFL IBT Format

Section	Questions format	Timing	Score
Reading	3-5 Passages • 12-14 questions each • 700 words per passage	60-100 Minutes	0-30
Listening	4- 6 lectures • 6 questions each • 500-800 words (3-5 min.) 2-3 conversations • 5 questions each • 400-500 words (2-3 min.)	60-90 Minutes	0-30

: 081 – 7979171   LINE : @Baankrujell   : บ้านครูเจล   บ้านครูเจล

Section	Questions format	Timing	Score

Speaking	6 tasks:
	
	2 independent tasks
	    • 1 personal experience
	    • 1 preference/choice
	2 integrated tasks (Read-Listen-Speak)
	    • Reading 100 words
	Conversation 200 words (1-2 min.)
	    • Lecture 200-300 words (1-2 min.)
	2 integrated tasks (Listen-Speak)
	    • Conversation 200 words (1-2 min.)
	    • Lecture 200-300 words (1-2 min.)
		20 Minutes	0-30

Writing	1 integrated task (Read-Listen-Write)
	    • Reading 250-300 words
	    • Lecture 250-300 words (2 min.)
	1 independent task
		20 Minutes
		
		30 Minutes
			0-30

TOTAL			**120**

READING

ข้อสอบ Reading ส่วนใหญ่มาจากหนังสือเรียนปริญญาตรี เพื่อทดสอบทักษะต่างๆ ของผู้เข้าทดสอบ

Science	History	Art	Social science	Biography
Astronomy	History	Literature	Anthropology	Biography
Geology	Government	Painting	Economics	Autobiography
Chemistry	Geography	Sculpture	Psychology	
Mathematics	Culture	Dance	Urban studies	
Physics		Drama	Sociology	
Biology		Architecture		
Medicine		Music and		
Engineering		Film		
		Entertainment		

Reading Test Format

Question Types		Number of Questions (per passage)
Basic Information and Inferencing Questions		11–13
1	Factual Information questions	3–6
2	Negative Factual Information questions	0–2
3	Inference questions	0–2
4	Rhetorical Purpose question	0–2
5	Vocabulary questions	3–5
6	Reference questions	0–2
7	Sentence Simplification questions	0–1
8	Insert Text questions	0–1
Reading to Learn questions		**1 per set**
9	Prose Summary	0–1
10	Fill in a Table	0–1

Passage 1

Most people can remember a phone number for up to thirty seconds. When this short amount of time <mark>elapses</mark>, however, the numbers are erased from the memory. How did the information get there in the first place? Information that makes its way to the short term memory (STM) does so via the sensory storage area. The brain has a filter which only allows stimuli that is of immediate interest to pass on to the STM, also known as the working memory.

There is much debate about the capacity and duration of the short term memory. The most accepted theory comes from George A. Miller, a cognitive psychologist who suggested that humans can remember approximately seven chunks of information. A chunk is defined as a meaningful unit of information, such as a word or name rather than just a letter or number. Modern theorists suggest that one can increase the capacity of the short term memory by chunking, or classifying similar information together. By organizing information, one can optimize the STM, and improve the chances of a memory being passed on to long term storage.

When making a conscious effort to memorize something, such as information for an exam, many people engage in "rote rehearsal". By repeating something over and over again, one is able to keep a memory alive. Unfortunately, this type of memory maintenance only succeeds if there are no interruptions. As soon as a person stops rehearsing the information, it has the tendency to disappear. When a pen and paper are not handy, people often attempt to remember a phone number by repeating it aloud. If the doorbell rings or the dog barks to come in before a person has the opportunity to make a phone call, he will likely forget the number instantly.[A] Therefore, rote rehearsal is not an efficient way to pass information from the short term to long term memory.[B] A better way is to practice "elaborate rehearsal".[C] This involves assigning semantic meaning to a piece of information so that it can be filed along with other pre-existing long term memories.[D]

Encoding information semantically also makes it more retrievable.

Retrieving information can be done by recognition or recall. **Humans can easily recall memories that are stored in the long term memory and used often; however, if a memory seems to be forgotten, it may eventually be retrieved by prompting**. The more cues a person is given (such as pictures), the more likely a memory can be retrieved. This is why multiple choice tests are often used for subjects that require a lot of memorization.

[1]semantic: relating to the meaning of something

Now, Answer these questions

1. According to the passage, how do memories get transferred to the STM?

A) They revert from the long term memory.

B) They are filtered from the sensory storage area.

C) They get chunked when they enter the brain.

D) They enter via the nervous system.

2. The word <mark>elapses</mark> in paragraph 1 is closest in meaning to:

A) passes

B) adds up

C) appears

D) continues

3. All of the following are mentioned as places in which memories are stored EXCEPT the:

A) STM

B) long term memory

C) sensory storage area

D) maintenance area

4. Why does the author mention a dog's bark?

A) To give an example of a type of memory

B) To provide a type of interruption

C) To prove that dogs have better memories than humans

D) To compare another sound that is loud like a doorbell

5. Look at the four stars that indicate where this sentence can be added to the passage. Where would the sentence fit best?

For example, a reader engages in elaborate rehearsal when he brings prior knowledge of a subject to a text.

A   B

C   D

6. How do theorists believe a person can remember more information in a short time?

A) By organizing it

B) By repeating it

C) By giving it a name

D) By drawing it

7. The author believes that rote rotation is:

A) the best way to remember something

B) more efficient than chunking

C) ineffective in the long run

D) an unnecessary interruption

8. The word it in the last paragraph refers to:

A) encoding

B) STM

C) semantics

D) information

9. The word elaborate in paragraph 3 is closest in meaning to:

A) complex

B) efficient

C) pretty

D) regular

10. Which of the following is NOT supported by the passage?

A) The working memory is the same as the short-term memory.

B) A memory is kept alive through constant repetition.

C) Cues help people to recognize information.

D) Multiple choice exams are the most difficult.

11. The word cues in the passage is closest in meaning to

A) questions

B) clues

C) images

D) tests

12. Which of the following best provides the important information in the underlined sentence from the passage. Incorrect answer choices leave out essential information or change its meaning.

A) Prompting is the easiest way to retrieve short term memory after an extended period of time.

B) A memory can be retrieved by prompting, in a case where it has been rarely used.

C) It's easier to remember short term memories than long term memories due to regular prompts.

D) Recalling a long-term memory that is often used is easy, while forgotten memories often require prompting.

13. An introductory sentence for a summary of the passage is found below. Complete the summary by choosing the THREE answer choices that contain the most important ideas in the passage. Some sentences do not fit in the summary because they provide ideas that are not mentioned in the passage or are only minor ideas from the passage. **This question is worth 2 points.**

The brain stores information that a person may need in the immediate future in a place called the short-term memory (STM).

1) Most people can only remember numbers for a short time.

2) Many psychologists agree that only a certain amount of information can be stored in the STM at once.

3) Some techniques for memorization don't work because of potential interruptions.

4) Elaborate rehearsal is generally considered less effective than rote rehearsal.

5) Assigning meaning to information makes it easier for the brain to retrieve.

ข้อสอบต้องการวัดอะไร?

- ความคล่องเคล่วและชัดเจนในการพูด

- การออกเสียง (Pronunciation)

- ไวยกรณ์ (Grammar)

- คำศัพท์ (Vocabulary)

ข้อสอบ Speaking แบ่งออกเป็น 2 ส่วน 6 ข้อ ดังนี้

No.	Question Types	Reading Time	Listening Time	Preparing Time	Speaking Time	Ways for Answering
1	Personal Experience	–	–	15 Sec	45 Sec	อธิบายประสบการณ์
2	Personal Experience	–	–	15 Sec	45 Sec	แสดงความคิดเห็นพร้อมคำอธิบาย
3	Reading and Conversation	45 Sec for 75–100 Words	Converastions 1-2 mins	30 Sec	60 Sec	สรุปความคิดเห็นจากการฟัง
4	Reading and Lecture	45 Sec for 75–100 Words	Lecture 1-2 mins	30 Sec	60 Sec	อธิบายความเชื่อมโยงของการอ่านและการฟัง
5	Conversation	–	Conversation 1-2 mins 300 words	20 Sec	60 Sec	พูดปัญหาในเนื้อเรื่องและเลือกวิธีแก้ปัญหา
6	Lecture	–	Lecture 1-2 mins 300 words	20 Sec	60 Sec	สรุปสิ่งที่ได้ฟัง

Scoring (0–4 Overall)

Delivery | ความชัดเจน วิธีการ ความลื่นไหลและคล่องแคล่ว การออกเสียง ของการพูด

- Don't have to be fast but be clear and fluid.

- Pronunciation and stressing

  I am interested in Computer Science.

Language Use   ไวยกรณ์และคำศัพท์

○   Grammar – Don't need to be very advanced but be correct

all the time

_____

○   Vocabulary – Try to use same level of vocabulary
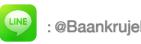
▪ Connecting words

_____

_____

Topic Development   การคิดและวิเคราะห์และตอบคำถามออกมาได้ตรง

ตามที่ต้องการ สามารถเชื่อมโยงเรื่องราวในการพูดได้

- ○ Fully answer

- ○ Clearly express idea

- ○ Well connected idea

Sample Question

> Some people think it is more fun to spend time with friends in restaurants or cafe. Others think it is more fun to spend time with friends at home. Which do you think is better? Explain why.

Sample Draft

Independent Speaking Test (Personal Preference)

Question Structure – ทำความเข้าใจโจทย์ที่กำหนดให้

– มีเวลา 15 วินาทีในการคิด และ 45 วินาทีในการตอบ

Tips – ใช้เวลา 15 วินาทีให้คุ้ม (จดส่วนสำคัญ)

– ไม่มีเวลาเขียนคำตอบทั้งหมด

– อย่าอ่านหรือจำจากอินเตอร์เน็ตมาตอบ

– พูดให้ชัดเจนว่าต้องการเลือกสิ่งใด ใช้คำเชื่อมให้เหมาะสม แล้วให้เหตุผลสนับสนุนที่สอดคล้องกับความคิดเห็นนั้น ไม่ต้องกังวลกับคำตอบ เพราะไม่มีคำตอบที่ผิด
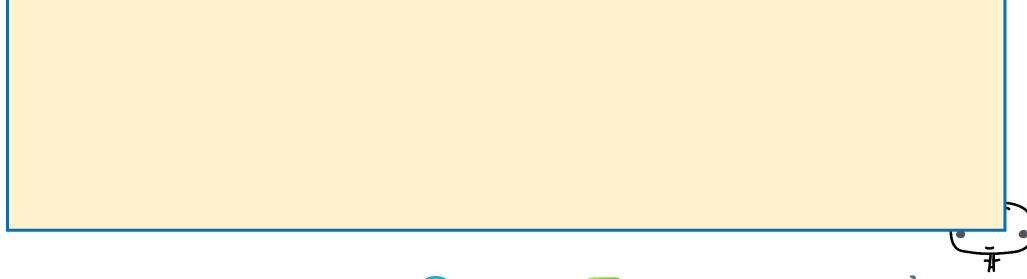
Some people think they can achieve more when they are with other people. Others think they are more productive when they are alone. What is your opinion? Explain why.

Preparation Time: 15 seconds

Response Time: 45 seconds

Speaking Outline

Sample Response.

I'm in two minds about this. In some cases, it can be really beneficial to be with other

people when you're trying to achieve something. For example, when I was trying to lose

weight, I formed a group with some friends. We got together to weigh ourselves once a

week. We went swimming and running together too. Being with other people motivated

and encouraged me to eat less fatty food and do more exercise, so I think that was really

beneficial. On the other hand, I once got together with my friends to form a study group before an exam, and to my mind, that was a waste of time. We spent too long chatting about our teachers, rather than focusing on the work. Then my friends spent ages discussing a topic I knew a lot about already. I'd have accomplished a lot more if I'd spent the afternoon reading on my own. So all in all, I think it depends on the activity whether I'd feel more productive doing something alone or with others.

Integrated Speaking Test (Reading and Conversation)

Question Struction– อ่านบทความ

– ฟังบาทความ

– มีเวลา 30 วินาทีในการเตรียมตัว และ 60 วินาทีในการตอบ

Tips

– อย่าพูดเร็ว พูดปกติ

– ฟังดีๆว่าผู้พูด AGREE หรือ DISAGREE กับบทความที่อ่านไป

– อย่าลืมสรุปความคิดของผู้พูดด้วย

In this question, you will read a short passage about a campus situation and then listen to a talk on the same topic. You will then answer a question using information from both of reading passage and the talk. After you hear a question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Course: GL202

Assessment Procedure Cont.

Part 3.6 – Group Work

The geology department is aware of the problems surrounding of group work, and its unpopularity among students. We realize that in some cases students do not contribute and thus gain marks they do not deserve, while stronger students are frustrated at being held back by weaker students. Similarly, it is very difficult for tutors to award marks for group projects, as it is unclear who is responsible for each part.

However, the department feels that there is a great deal to be gained from group work, in terms of self-organization and communication skills. To this end, we plan to introduce a system whereby the group work itself is not formally assessed, but each student will undertake an individual piece of work based on the group project, which will be designed to ensure participation in the project.

Write down what you get from the reading.

Reading

Listening

Compare

Conversation Script

(Male student) Thank goodness the department has made changes to the way they assess group work! I had a nightmare last term with our geology project. I couldn't bear going through that again!

(Female student) Why, what happened?

(Male student) Well, there were three of us in the group. One guy worked really hard, but he didn't trust anyone else to do anything. He just wanted to do it all himself.

(Female student) It sounds like you were freeloading.

(Male student) Well, I wasn't. I offered up plenty of ideas, but he kept saying they were no good. In the end, I stopped trying and left it to him. The other guy was a waste of space. He didn't pull his weight at all. We barely saw him.

(Female student) Did you get a good grade?

(Male student) A reasonable one, considering how little work I did. But I'm sure I'd have done better if I'd been given the chance to say what I wanted.

(Female student) Well, the new system should give you that opportunity.

(Male student) Yeah, I hope so, though I wish they'd abolish group work altogether. All this organization and communication is just a waste of time. It's got nothing to do with geology.

Sample Response

The man is not keen on group work. In his experience, group work was frustrating because another group member wasn't interested in his ideas and so did the work himself. He denies being a freeloader because he did try, unlike the other team member, but he admits that he did not deserve the marks he was awarded, because so little of the group work was his own.

So, it sounds as if the faculty is right in identifying that group marks don't correctly reflect the amount of work students have done. Another problem is that the man wishes he'd had the opportunity to approach the task in an individual way. The faculty seems to recognize this. That is why they have decided to implement a system whereby students do an individual piece of work based on a group project.

The man and the faculty don't agree on everything, though. The man doesn't think that the skills required in group work; that is, group organization and communication, are useful for a student of geology. However, the faculty thinks they are, and that's why they aren't abolishing group work altogether.

Writing Test Format

Question Types	Question's Characteristics	Time	Length
Integrated Writing	อ่านบทความ ฟัง Lecture ตอบคำถาม	Passage reading 3 mins Lecture listening 2 mins Answer 20 mins	200 Words
Independent Writing	ตอบคำถามจาก ประสบการณ์ของตนเอง	Answer 30 mins	300 Words

Scoring

Integrated Writing	
Score	**Details**
5	- คำตอบครอบคลุมเนื้อหาในส่วนของการอ่านและคำบรรยาย - นำใจความสำคัญของเนื้อหามาอธิบาย - ใช้ไวยกรณ์และคำศัพท์ถูกต้อง ไม่เกิดการสับสน
4	- ส่วนใหญ่ตอบคำถามโดยการยกใจความสำคัญของเนื้อหาและคำบรรยาย - มีการเชื่อมโยงเนื้อหาของการอ่านและคำบรรยาย - อธิบายใจความสำคัญเพียงบางส่วน

Independent Writing	
Score	**Details**
5	- ตอบตรงและครอบคลุมคำถาม เข้าใจง่าย ชัดเจน - มีรายละเอียดย่อยและการยกตัวอย่าง - วางโครงเรื่องดี - ใช้ไวยกรณ์และคำศัพท์เหมาะสม
4	- ตอบตรงและครอบคลุมใจความสำคัญ อ่านเข้าใจได้ - อธิบายใจความสำคัญเพียงบางส่วน - ใช้ไวยกรณ์และคำศัพท์เหมาะสม แต่มีข้อผิดพลาดเล็กน้อย

Integrated Writing

Question structure– อ่านบทความ

    – ฟังบทความที่เกี่ยวข้อกับบทความที่อ่าน (บทความจะหายไปจากหน้าจอ)

    – บทความจะกลับมาพร้อมคำถาม มีเวลา 20 นาทีในการ "พิมพ์" คำตอบ

    – เขียนตอบประมาณ 150 – 225 คำ (No maximum)

    – คะแนน 0-5

        – accurate development

        – organization

        – language use

เทคนิคในการทำข้อสอบ Integrated Writing

1. จดย่อ

2. หา Main idea ให้เจอ (ปกติจะอยู่ใน Paragraph ที่ 1 และ ประโยคแรกๆใน Listening Part)

3. อ่านคำถามให้เข้าใจ

4. มองความเชื่อมโยงระหว่างบทความและคำบรรยาย (ส่วนใหญ่จะมีความขัดแย้งกันอยู่)

5. วางโครงร่าง

	ข้อมูลจากบทความ	ข้อมูลจากการบรรยาย
หัวข้อ		
ประเด็นหลัก		
ประเด็นสนับสนุน	1. 2.	1. 2.

In a vote that took place at the International Astronomical Union Conference on August 24th, 2006, Pluto lost its status as a planet in our solar system. Pluto was originally discovered in 1930 when scientists were searching for something that was interfering with Uranus's orbit. Though Pluto was estimated to be similar in size to Earth, it was later discovered that it was even smaller than our own moon, as well as many other moons. It is now known that there are

thousands of planetary objects similar to Pluto, including Eris which is slightly larger than Pluto. Choosing to reclassify Pluto to a dwarf planet honors the fact that science is about making new discoveries. While it was a sad day for Pluto lovers, people in general have accepted the idea, and the next generation of children will grow up knowing only eight planets and thinking nothing of it. As Mike Brown, the astronomer who discovered Eris, noted following the IUC's decision, "science is self-correcting."

Lecture Transcript

As you all likely know by now, Pluto has been officially demoted to a dwarf planet. What this means is that we will no longer include it as part of our solar system. The debate about whether or not Pluto should hold its status as a planet created such a conflict within the community of world astronomers that it has been called the Great Pluto War. The decision on whether or not to demote Pluto was put to a final vote by astronomers from around the world at the International Astronomical Union Conference. However, when I say from around the world, I don't

mean worldwide. In fact, less than 10% of the world's astronomers voted, and most of those who were at the conference had already gone home by the last day when the vote took place. Of more than 10 000 potential voters, less than 500 took part, mainly because there was no way for them to cast their vote without actually being at the conference. Many astronomers believe that if electronic voting had been an option, Pluto along with two other celestial objects, would now be considered planets. Furthermore, the definition that was decided upon for a planet – that it must clear the neighborhood around

its orbit – doesn't technically hold up, since Earth, Mars, Neptune, and Jupiter all have asteroids as neighbors.

The IUC decision disappointed many people outside the astronomy community too. You see, there are more than a few Pluto lovers out there. Some were so angry at the resolution that they began putting petitions together to have the ruling overturned. In New Mexico, where Pluto's discoverer was a resident, state officials have declared March 13th, Pluto Planet Day. Children in particular have a thing with Pluto and are perhaps the least willing to part with it. The name for the now

dwarf planet was put to a vote in 1930. And incidentally, Pluto, which was chosen unanimously by a group at the observatory where it was discovered, had been submitted by a young schoolgirl.

DON'T DO THIS WHEN YOU ANSWER.

- Don't copy from the question prompt when you write your **INTRODUCTION**.

- Don't waste time stating the **opposite of your thesis** ("Some people might think…")

- Don't copy anything **word for word** from the prompt.

Sample Answer

Pluto lost its status as a planet in our solar system at the International Astronomical Union Conference in 2006. The decision has been wrapped in controversy ever since.

The reading suggests that the decision was generally accepted and was based on the new scientific information that has been learned since Pluto's original discovery. However, the lecture refutes this idea, suggesting that the astronomy community was not fairly represented

in the vote to demote Pluto to dwarf status, and that many people disagree with the decision.

According to the reading, Pluto was demoted due to its size. However, the professor points out that the reason Pluto was demoted was because it doesn't fit the new definition of a planet. According to the new definition, a planet must clear the neighborhood around its orbit. While Pluto does not, neither do other planets including Earth. Technically speaking, many planets have asteroids as neighbors, therefore, they do not clear their orbit.

Finally, the reading implies that people will soon forget that Pluto was ever a planet. In contrast, the professor talks of petitions and special ways that citizens are honoring the beloved planet Pluto. While the reading notes that children will not know any differently when they grow up without Pluto in their solar system, the professor claims that the lost planet will always have a place in children's hearts as it did from the very beginning.