

ข้อสอบวิชา A-level 69

ภาษาอังกฤษ

สงวนลิขสิทธิ์โดยที่ประชุมอธิการบดีแห่งประเทศไทย (ทปอ.) ห้ามทำซ้ำ คัดลอก ดัดแปลง
หรือเผยแพร่เอกสารนี้เพื่อวัตถุประสงค์ทางการค้า หรือเพื่อผลประโยชน์ส่วนบุคคล
โดยมิได้รับอนุญาตเป็นลายลักษณ์อักษร



คำอธิบายวิธีทำแบบทดสอบ

1. แบบทดสอบ รหัสวิชา 82 ภาษาอังกฤษ มี 38 หน้า มีทั้งหมด 3 ส่วน จำนวน 80 ข้อ โดยข้อสอบเป็นแบบปรนัย 4 ตัวเลือก

ให้ ทำข้อสอบทุกข้อ ทุกส่วน ภายในเวลา 90 นาที คะแนนรวม 100 คะแนน

Section I: Listening and Speaking Skills มีจำนวน 20 ข้อ (รวม 25 คะแนน)

Section II: Reading Skill มีจำนวน 40 ข้อ (รวม 50 คะแนน)

Section III: Writing Skill มีจำนวน 20 ข้อ (รวม 25 คะแนน)

โดยคำอธิบายรายละเอียดจะอยู่ที่หน้าแบบทดสอบของส่วนนั้น

2. เขียนชื่อ – นามสกุล เลขที่นั่งสอบ สถานที่สอบและห้องสอบด้วยดินสอ / ปากกา บนหน้าปกแบบทดสอบ
3. ตรวจสอบ ชื่อ – นามสกุล เลขที่นั่งสอบ รหัสวิชาสอบ เลขประจำตัวประชาชน 13 หลักบนกระดาษคำตอบว่าตรงกับตัวผู้เข้าสอบหรือไม่ กรณีที่ไม่ตรง ให้แจ้งผู้คุมสอบเพื่อขอแก้ไขบนกระดาษคำตอบ และใบลงนามเข้าสอบ
4. ตรวจสอบ รหัสวิชาสอบ และเลขที่นั่งสอบบนกระดาษคำตอบว่าถูกต้องหรือไม่ กรณีที่ไม่ถูกต้อง ให้แจ้งผู้คุมสอบเพื่อขอกระดาษคำตอบสำรอง แล้วกรอกข้อมูลด้วยปากกา และระบายด้วยดินสอดำเบอร์ 2B ให้ตรงกับตัวเลขที่เขียน
5. ใช้ดินสอดำเบอร์ 2B ระบายวงกลมตัวเลือกในกระดาษคำตอบให้เต็มวง (ห้ามระบายนอกวง) ถ้าต้องการเปลี่ยนตัวเลือกใหม่ ต้องลบให้สะอาดจนหมดรอยดำ แล้วจึงระบายวงกลมตัวเลือกใหม่
6. อ่านคำแนะนำวิธีการตอบแบบทดสอบให้เข้าใจ แล้วตอบแบบทดสอบด้วยตนเอง โดยไม่เอื้อให้ผู้อื่นคัดลอกคำตอบได้
7. สามารถใช้พื้นที่ว่างในแบบทดสอบเป็นกระดาษทดได้
8. ห้าม นึก / ตัด / พับ แบบทดสอบในขณะที่อยู่ในห้องสอบ โดยเด็ดขาด
9. รูปประกอบในข้อสอบ อาจไม่เป็นไปตามสัดส่วนจริง
10. ไม่อนุญาตให้ผู้เข้าสอบออกจากห้องสอบ ก่อนหมดเวลาสอบ
11. ผู้เข้าสอบต้องส่งกระดาษคำตอบให้กับผู้คุมสอบก่อนออกจากห้องสอบ และกระดาษคำตอบจะไม่ถูกตรวจ หากถูกนำออกจากห้องสอบโดยผู้ที่มีใช้ผู้คุมสอบ ทุกกรณี
12. ไม่อนุญาตให้ผู้คุมสอบเปิดอ่านแบบทดสอบ หรือเก็บแบบทดสอบที่ถูกทิ้งไว้ไปเป็นของตนเองโดยเด็ดขาด



รหัสวิชา 82 ภาษาอังกฤษ (คะแนนเต็ม 100 คะแนน)

แบบปรนัย 4 ตัวเลือก จำนวน 80 ข้อ แบ่งเป็น 3 sections

Section I : Listening and Speaking Skills (ข้อที่ 1-20) คิดเป็น 25 คะแนน

Section II: Reading Skill (ข้อที่ 21-60) คิดเป็น 50 คะแนน

Section III: Writing Skill (ข้อที่ 61-80) คิดเป็น 25 คะแนน

Opportunities for all



จงเลือก 1 คำตอบที่ถูกต้องที่สุด จำนวนรวม 80 ข้อ แบบปรนัย 4 ตัวเลือก

0. ข้อสอบที่ท่านกำลังทำอยู่นี้ เป็นข้อสอบชุดที่เท่าไร? (ฝนในกระดาษคำตอบ ข้อที่ 0)

1. ชุดที่ 1

2. ชุดที่ 2

Section I: Listening and Speaking Skills (Items 1 - 20)

Part I: Short Conversations (Items 1 - 12)

Directions: Choose the best answers to complete the following conversations.

Conversation 1

Situation: At a restaurant

Customer: May I speak to you about an issue?

Waiter: Of course. Is there a problem?

Customer: Well, this is the third time my order has taken more than 30 minutes to arrive. (1) but the wait is becoming frustrating.

Waiter: I'm very sorry to hear that. I completely understand your frustration. (2) but there's no excuse.

Customer: I get that, but maybe you could let customers know if there's going to be a delay?

Waiter: You're absolutely right. I'll speak with the kitchen and make sure (3) And I'll bring you a free drink while you wait.

Customer: (4)

Waiter: Thank you for your feedback. We'll do better.

1.
 1. I ordered only a simple dish,
 2. I don't enjoy the service here,
 3. The place is very crowded,
 4. The food quality has declined,

2.
 1. Timely food service matters to us,
 2. We've been a bit short-staffed lately,
 3. Thanks for bearing with us during the delay,
 4. Preparing dishes at our restaurant takes short time,
3.
 1. they know you are satisfied.
 2. the chef will enhance the taste.
 3. your order is prioritized today.
 4. an extra serving will be removed.
4.
 1. I don't anticipate a long wait.
 2. Thank you for addressing my concerns.
 3. The complimentary drinks won't be enough.
 4. I am inclined to provide additional feedback.

Conversation 2

Situation: At a university

Leo: The graduation is so close now.

Maria: Exactly. Have you decided what you want to do after we graduate?

Leo: I think I want to travel for a few months. Maybe visit South America.

_____ (5) _____ Will you go back to your home country?

Maria: I am thinking of staying here for a while. I want to find a job first, perhaps in marketing. I need to earn some money before I travel.

Leo: That's a good idea. _____ (6) _____ Or will you move to a new city?

Maria: I like this city, so I will try to stay here. _____ (7) _____

Leo: Maybe I should start looking for temporary work after I come back from my trip. We should help each other with our CVs!

Maria: Yes! That sounds perfect. We can meet next week and look at them together. _____ (8) _____





5.
 1. What about you?
 2. Where did you travel?
 3. Do you know where it is?
 4. Have you ever been there?

6.
 1. Is it easy to apply for a job here?
 2. I used to work for some companies here.
 3. You might want to get a job after your travel.
 4. Do you already have some companies in mind?

7.
 1. I've started sending my CV to some big companies downtown.
 2. I'll let you know if I'll be able to go to South America with you.
 3. I've found the new job very exciting and useful for my experience.
 4. I'll take some courses in marketing and management next semester.

8.
 1. I will quit my job soon.
 2. Then our trip will start immediately.
 3. We must keep in touch, whatever we do.
 4. Some companies won't ask for a CV, as far as I know.

Opportunities for all



Conversation 3

Situation: Two friends meet

- Pam: Hey, Amy, I'm so stressed out today. I really need somebody to talk to.
- Amy: Sure, Pam, _____ (9) _____ What's up?
- Pam: Thanks. Well, it all started this morning. I overslept and ran out to catch the bus. When I got off, it started to rain, and I got all wet. I forgot to bring my umbrella.
- Amy: Oh yeah, a bad start to the day.
- Pam: Then, when I got to school, everything was closed up. There was no one there.
- Amy: Of course, Pam! _____ (10) _____
- Pam: But, _____ (11) _____ I then got an SMS from Kirk, my boyfriend. He wants to break up with me because he thinks I'm so birdbrained.
- Amy: Oh, no! A really bad day. It's like the saying: _____ (12) _____

9. 1. I'm all ears.
 2. lend me your ear.
 3. I'm up to my ears.
 4. my ears are ringing.

10. 1. We lost a day.
 2. We're off today.
 3. We have a full day.
 4. We're behind a day.

11. 1. to spell it out,
 2. to put it another way,
 3. to go off on a tangent,
 4. to make matters worse,

12. 1. Save for a rainy day.
 2. When it rains, it pours.
 3. It's raining cats and dogs.
 4. Every cloud has a silver lining.



Part II: Long Conversation (Items 13 - 20)**Directions: Choose the best answers to complete the following conversation.****Conversation 1****Situation: First day of class at a university**

- Professor: Good afternoon, class. I want to start the course and today's lecture with a little bit of background that will be essential in understanding the ideas we will encounter over the next four months. _____ (13) _____ Ludwig van Beethoven was the most consequential composer spanning the late Classical and early Romantic periods of Western classical music. (*The professor continues his lecture for 60 minutes.*) _____ (14) _____ you have a better understanding of Beethoven and his music, are there any questions?
- Student 1: Yes, professor. What's the connection between Beethoven and chemistry?
- Professor: I'm sorry? Is that some kind of trick joke? There is no connection. Please ask me questions about what you don't understand and don't waste our time.
- Student 2: Professor? May I ask what your name is?
- Professor: (*irritated*) My name is on the Course Outline. Haven't you read it? Now stop with these irrelevant questions! Either _____ (15) _____ or be quiet.
- Student 3: Course Outline? You haven't handed it out, Sir.
- Professor: Oh, I see. Well, _____ (16) _____
- Student 3: Um, there seems to be a misunderstanding, Sir.
- Professor: _____ (17) _____ You seem to think that learning is just politely listening without thinking!
- Student 3: What I mean, Sir, is...
- Professor: (*interrupting*) Learning is about questioning what you don't understand. _____ (18) _____ what good is listening without understanding? _____ (19) _____ it's like walking into a room without knowing where you are!
- Student 3: Professor, what I mean is that this is Chemistry 101 class...in Room 265. I think you're in the wrong room.
- Professor: Oh! This isn't Civilization 231, Room 365?
- Student 3: No, that's upstairs, Professor.
- Professor: Oh, uh...um..well, OK. I apologize, class. I'm in the wrong room.
- Student 3: That's OK, professor. Your lecture was really interesting. _____ (20) _____



13. 1. Insofar as,
2. To say the most,
3. On the other hand,
4. Without further ado,
14. 1. Now that
2. Otherwise
3. In that case
4. As long as
15. 1. draw the line
2. stick to the point
3. go with the flow
4. mind your own business
16. 1. at any rate.
2. play it by ear.
3. all in due time.
4. look on the bright side.
17. 1. Bravo.
2. Indeed.
3. Splendid.
4. Extraordinary.
18. 1. At all events,
2. Out of the blue,
3. Take it or leave it,
4. At the end of the day,
19. 1. To make an analogy,
2. To make a distinction,
3. To compare and contrast,
4. To summarize my main point,
20. 1. We look forward to next week's class.
2. I hope to study with you next semester.
3. We're sorry we came to the wrong class.
4. I hope you'll give me an "A" in this course.



Section II: Reading Skill (Items 21 - 60)

Part I: Advertisements (Items 21 - 26)

Directions: Read the following advertisements and choose the best answer for each question.

Advertisement 1



The Daily Boost

**Escape the rush.
Find your focus.**

The Daily Boost isn't just coffee; it's your next study session, your creative corner, and your quiet moment. Recharge with our new "Brain-Fuel" blend, ethically sourced and roasted right here.

Free Wi-Fi
& Unlimited
Study Space

Now offering a student discount:
**15% off all hot drinks
with a valid ID.**

Source: AI generated picture



21. What is the main purpose of this advertisement?

1. To announce The Daily Boost cafe's new opening hours.
2. To persuade students that the brand matches their lifestyle.
3. To attract people looking for a comfortable place to work and study.
4. To advertise a job opportunity for students showing a current student ID card.

22. The sentence "**Escape the rush.**" is an example of which advertising technique?

1. Giving a logical reason to buy
2. Linking the product to positive feelings
3. Stressing the urgency of a quick purchase
4. Appealing to a desire for peace and relaxation

23. At "The Daily Boost," students can get a discount by _____.

1. buying the 'Brain-Fuel' blend
2. showing their student identification
3. visiting the cafe and using free Wi-Fi
4. using the study space for at least two hours



Advertisement 2

PEACE OF MIND AT YOUR FINGERTIPS



GUARDIAN SHIELD

Guardian Shield offers cutting-edge home security for total protection. Our smart system includes HD cameras, motion-activated sensors, and 24/7 professional monitoring. Receive instant alerts on your smartphone and control everything remotely. Customizable plans to fit every budget.

DON'T LEAVE YOUR HOME VULNERABLE.
Call us today for a free consultation and quote!

Source: AI generated picture

24. The primary benefit Guardian Shield aims to provide is to _____.

1. ensure the safety and security of your home
2. help you automate your home lighting system
3. provide complete guardian services to children at home
4. offer home insurance against theft, fire, and natural disasters

25. Users can receive information about their home's security _____.

1. through security alarms installed at home
2. by installing a new camera on their phone
3. through immediate notifications on their smartphone
4. by getting the updates from the company every hour

26. The advertisement encourages potential customers to _____.

1. watch a video demonstration online before deciding
2. book now and pay for the online consultation service
3. buy a new smartphone and install the system themselves
4. contact the company for a free assessment and price estimate



Part II: Product/Service Review (Items 27 - 32)

Directions: Read the following tablet review and choose the best answer for each question.

Review of a Food Delivery Service

- (1) I have used a food delivery service called **QuickBite Delivery** for several months and would like to share my experience. The service lets customers order food from local restaurants through a mobile app and have it delivered to their homes. Overall, it helps save time and offers convenience, but it also has some clear drawbacks.
- (2) One strong point of QuickBite Delivery is the wide variety of restaurants available, including Thai, Korean, Italian, and vegetarian food. The app provides clear photos and descriptions, which make choosing easier, and it also saves previous orders so that reordering is quick and simple. On one occasion, I ordered pasta from a restaurant that does not usually provide take-out, and it arrived well packed and still warm.
- (3) Delivery speed is another advantage during quiet hours. When ordering on weekday afternoons, the food often arrives within 20–30 minutes. The app also shows the rider's location in real time, helping customers know when to expect their order.
- (4) However, the service becomes much slower during peak hours, such as weekends or dinner time. I once waited over an hour for a simple meal, even though the estimated time was much shorter. Another issue is missing items. On two occasions, drinks I had paid for were not included in my order. Although refunds were provided, the experience was inconvenient.
- (5) Price is also a concern. Delivery fees and service charges can feel high, especially for small orders, sometimes making the total cost nearly equal to the food price. In conclusion, QuickBite Delivery is useful and convenient in many situations, but improvements in accuracy, delivery speed during busy hours, and pricing would make the service more reliable.



27. What is the reviewer's main attitude toward QuickBite Delivery?

1. The reviewer is unsure if the service is reliable based on personal use.
2. The reviewer believes the service is weak and should mostly be avoided.
3. The reviewer thinks the service works well overall but still clearly needs improvement.
4. The reviewer feels the service is completely unsatisfactory and fails to meet many expectations.

28. What benefit does the reviewer mention about using the app?

1. It limits orders only to restaurants that charge no delivery fee.
2. It lets customers track the rider's location without any reported delays.
3. It shows clear food photos and menus but does not save past orders.
4. It remembers customers' previous orders, making the process of reordering much easier.

29. Which statement best describes the delivery speed?

1. The delivery is always very fast and never seems to cause any delay.
2. The delivery is quick during quiet hours but becomes slower at busy times.
3. The delivery is generally slow because riders often cancel orders at busy periods.
4. The delivery speed mainly depends on how long restaurants take to prepare meals.



30. Which problem did the reviewer experience more than once?

1. The reviewer received orders with some items missing more than once.
2. The delivery rider took the food to the wrong address on several occasions.
3. The food often arrived cold, poorly packed, and in a clearly damaged condition.
4. The app repeatedly charged incorrect menu prices, causing confusion about the total bill.

31. Which reason does the reviewer give for price concerns?

1. The food quality is too poor for the price that customers are expected to pay.
2. Restaurants increase food prices for delivery orders compared with eating at the restaurant.
3. Delivery and service fees can make small orders unusually expensive compared with the food.
4. Customers must pay a regular monthly subscription fee before they can first place any order.

32. Which type of information is **NOT** included in the review?

1. Examples from the reviewer's own experience.
2. An overall evaluation of how well the service works.
3. Suggestions for how the company could improve the service.
4. Opinions or personal experiences from other users of the service.



Part III: News Report (Items 33 - 38)

Directions: Read the following news report and choose the best answer for each question.

(1) The Texas flood disaster 'nobody expected' sparks questions about what went wrong

By AP reporter Jade Macmillan

(2) Four days after flash flooding devastated central Texas, dozens of people remain missing.

(3) At least 100 people have been killed in the disaster, including schoolgirls who had been staying at a riverside summer camp.

(4) Their deaths have devastated the local community and reignited a political debate over US President Donald Trump's cuts to the public service.

(5) So, how did the flooding catch authorities so off guard? Here are some of the key questions being asked in the aftermath of the tragedy.

(6) The National Weather Service (NWS) issued a flood watch on Thursday afternoon local time, advising of potential rainfall of up to 7 inches (17 centimeters).

(7) But it was not until the early hours of the next morning, when many people were still asleep, that the warnings became more serious.

(8) Alerts were being sent out to enabled mobile phones from 1:14am, with an urgent warning issued at 4:03am.

(9) Phone reception in the affected areas can be patchy, and some residents say they did not receive the alerts.



(10) By at least 5:20 am, some in the Kerrville City area, north-west of San Antonio, say water levels were getting alarmingly high.

(11) Some are now calling for a siren system along the river, similar to what is used for tornadoes in other parts of the United States.

(12) The top elected official in Kerr County, Judge Rob Kelly, says that idea was examined several years ago but considered too expensive.

(13) "We've looked into it before ... the public reeled at the cost," he told AP.

(14) The NWS says it is "heartbroken" by the loss of life in Texas. It has released a timeline of its alerts in the lead-up to the floods and says it had conducted forecast briefings for emergency management the day before they struck.

(15) Some meteorologists have defended its work, arguing the forecasts were as accurate as they could have been. Ultimately, they say the NWS did its job in extremely challenging circumstances.

(16) "An overarching point that I think needs to be emphasized about this event is just what an absolute worst-case scenario it was," wrote Alan Gerard, who spent decades at the National Oceanic and Atmospheric Administration (NOAA).

(17) "The flash flood event occurred in the middle of the night when people are typically asleep ... [and] it occurred at the start of a long summer holiday weekend when campgrounds and resorts such as the ones that cluster along the Guadalupe River are most likely to be full."

Source: The Texas flood disaster 'nobody expected' sparks questions about what went wrong - ABC News



33. What is the main idea of the news article?

1. The president has already announced a full investigation into the disaster.
2. The Texas flash floods raised questions about how authorities responded.
3. Residents in Texas are preparing for another flood expected later in the week.
4. The government is planning to build a new warning system after recent tornadoes.

34. According to the article, what issue occurred with the warning alerts?

1. The alerts were sent too early.
2. Weather officials stopped sending alerts.
3. Some people did not receive the messages.
4. Some alerts were written in unclear language.

35. What can be inferred about the early morning timing of the flood?

1. It increased the danger because most people were unaware of the warnings.
2. It helped many residents prepare because most people were already awake.
3. It allowed authorities to respond faster because emergency teams were on duty.
4. It had little impact because the community had experienced similar events before.



36. Why was a public siren warning system not put in place earlier?

1. Federal agencies rejected the request.
2. Engineers believed it would not work well.
3. Many members of the public felt the cost was too high.
4. Officials disagreed which part of the region required new equipment first.

37. What opinion do some meteorologists express about the National Weather Service?

1. They argue that the NWS performed its duties well under the circumstances.
2. They believe that the forecasts were incorrect and delayed emergency responses.
3. They think that the NWS should redesign its communication system immediately.
4. They claim that the NWS misunderstood weather patterns and failed to act responsibly.

38. Which detail best supports the idea that the situation was unusually severe?

1. The disaster happened when many people were at camps and resorts.
2. The floods occurred in early afternoon when families were preparing for lunch.
3. The water rose slowly over several days, giving officials time to plan and respond.
4. The community had already tested emergency equipment and evacuation routes recently.



Part IV: Visuals (Items 39 - 44)

Directions: Study the following visuals and choose the best answer for each question.

Visual 1**The Most Visited Destination
by Foreign Tourists in Thailand
(April 2025)**

Rank	Province	Persons
1	Bangkok	1,932,365
2	Chonburi	862,686
3	Phuket	785,584
4	Surat Thani	389,104
5	Songkhla	323,669
6	Krabi	297,256
7	Chiang Mai	270,813
8	Phang Nga	261,523
9	Ayutthaya	126,637
10	Nong Khai	113,959
11	Udon Thani	91,003
12	Samut Prakan	85,671

THE RANKINGS

Source: <https://www.emarketer.com/content/people-with-disabilities-underserved-community-with-money-spend>

39. Of the four provinces below, which one had the lowest number of foreign tourists?

1. Krabi
2. Chonburi
3. Nong Khai
4. Udon Thani



40. Which pair of provinces showed the closest figures for foreign tourist numbers?

- | | |
|---------------------------|------------------------------|
| 1. Surat Thani – Songkhla | 2. Krabi - Chiang Mai |
| 3. Ayutthaya - Nong Khai | 4. Udon Thani - Samut Prakan |

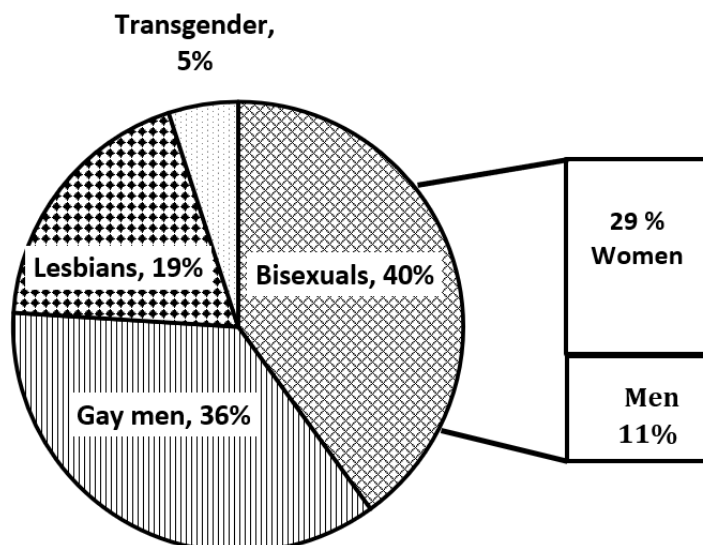
41. Bangkok has approximately six times as many foreign tourists as which province?

- | | |
|----------------|---------------|
| 1. Krabi | 2. Songkhla |
| 3. Surat Thani | 4. Chiang Mai |

Visual 2 mytcas.com

The LGBT Population

% of Pew Research sample of LGBT adults who describe themselves as



Notes: Based on all LGBT (N = 1,197). Some transgender adults also describe themselves as gay or lesbian. Those respondents were asked to choose which identity they preferred to use for the purposes of the survey.

Source: <https://www.pewresearch.org/social-trends/2013/06/13/a-survey-of-lgbt-americans/>



42. Which group has the third-highest frequency?

1. Lesbians
2. Gay men
3. Bisexuals
4. Transgenders

43. What is the combined percentage of respondents who describe themselves as bisexuals and transgender?

1. 24 %
2. 45 %
3. 51 %
4. 69 %

44. Among the total LGBT sample, what percentage difference exists between the women and men who are bisexuals?

1. 5 %
2. 11 %
3. 18 %
4. 29 %



Part V: General Articles (Items 45 - 60)

Directions: Read the following articles and choose the best answer for each question.

Article 1

Although studying nonverbal communication cannot ensure competence in interpersonal communication, more awareness of the dimensions of nonverbal behavior and the potential variations across and within cultures can help to enhance one's interaction with people who have been socialized in a different cultural environment. The following are some practical suggestions to optimize the nonverbal dimensions in intercultural interactions.

1. Understand your own nonverbal behavior and expectations in diverse settings, as well as your attitudes towards nonverbal behavior that differs from your own.
2. Recognize that people communicate on many levels (e.g. multiple nonverbal channels). Be attentive to voice qualities (e.g. volume, tone), eye contact, facial expressions, hand and feet movements, body movement and placement, gestures, posture, gait and appearance. In a new environment, carefully observe nonverbal communication in specific settings. Becoming more aware of the nonverbal communication of your hosts can help you determine what messages they are sending.
3. In intercultural interactions, note the nonverbal behaviors of your communication partners, and check to see if their nonverbal communication is telling you that they understand or misunderstand you. Your ability to read nonverbal communication can improve with practice.
4. If individuals say something verbally and their nonverbal communication conveys another message, seek verbal clarification.
5. Be aware that you are often being evaluated by your nonverbal communication. When people meet you for the first time, they are observing your nonverbal behavior (e.g. your appearance, gestures, voice qualities) and forming an impression of you. For example, in an interview (e.g. for scholarships, study abroad, a job), the interviewers are apt to assess your nonverbal behaviors as well as your verbal comments. Through nonverbal



channels you are sending signals about your degree of self-confidence, level of interest and motivation, attitude towards the interview, emotional state and many other personal attributes and characteristics. Think about what messages your posture, eye contact and other nonverbal behaviors are sending.

6. Check your perceptions of others' nonverbal behavior to see if you are accurate or if you are misreading nonverbal cues.
7. Seek verbal clarification for unexpected nonverbal behavior instead of rushing to judgment.
8. Expand your nonverbal communication repertoire. In new cultural settings, for example, observe and practice new nonverbal behaviors and see what you are comfortable with.
9. Become more aware of your assumptions that are linked to nonverbal behavior. When you have an adverse reaction to someone from another cultural background, reflect on the basis for it. Is unfamiliar nonverbal behavior the source of your discomfort? For example, is the person standing very close to you and making you feel uneasy? Has he or she been socialized to be more familiar with less personal distance between people?
10. Never assume that individuals who have a different linguistic and cultural background understand your nonverbal messages. When in doubt, use verbal checks to ensure that your meaning has been interpreted as intended.
11. Be flexible and adaptable in your nonverbal communication in intercultural encounters. Try synchronizing your behavior to that of your communication partners as this may communicate respect and the desire to cultivate the relationship.
12. Be aware that your physical appearance and **attire** are continuously sending out messages about who you are and how you feel about the people around you.
13. Finally, remember that your cultural background plays a significant role in the nonverbal messages you send and how you interpret nonverbal messages.

Source: Jackson, J. (2019). *Introducing Language and Intercultural Communication* (2nd ed.). Routledge.



45. What is the primary purpose of the passage?

1. To explain why studying nonverbal communication alone is not enough for real life
2. To propose that nonverbal communication is most important in intercultural settings
3. To offer practical advice on how to improve one's nonverbal intercultural competence
4. To list the various types of nonverbal cues people should be aware of in communication

46. According to the passage, what is the recommended action if a person's verbal message conflicts with his or her nonverbal communication?

1. Seek verbal clarification from the individual.
2. Change your own nonverbal behavior to match his or hers.
3. Assume the nonverbal communication is the true message.
4. Immediately point out the contradiction in his or her behavior.

47. Which suggestion does the text offer to communicate respect and the desire to build a relationship with a communication partner?

1. Never assume that he or she understands your nonverbal messages.
2. Try synchronizing your behavior to that of your communication partners.
3. Be aware that your physical appearance is continuously sending out messages.
4. Recognize that people communicate with different volumes and tones in their speech.



48. What can be inferred from the text's overall message regarding nonverbal communication competence?

1. Learning the nonverbal rules of every culture can guarantee professional success.
2. It is an ability that is fixed by a person's cultural background and cannot be changed.
3. Nonverbal interaction skills can be enhanced by awareness, observation, and practice.
4. Complete competence is impossible to achieve because nonverbal behavior is too complex.

49. What is the organization of the paragraph that presents suggestion no. 5?

1. Cause and effect
2. Fact and opinion
3. General and specific
4. Problem and solution

50. Suggestion no. 9 reveals that people might _____.

1. behave differently when they deliver verbal messages
2. find intercultural nonverbal messages interesting to learn
3. react negatively to nonverbal behavior in another culture
4. interpret verbal messages based on their nonverbal behavior

51. Which of the following conclusions can be drawn from the entire passage regarding nonverbal messages?

1. They can be much easier to deliver than verbal messages.
2. They are usually shaped by people's cultural backgrounds.
3. They should always be verbally clarified in intercultural settings.
4. They are more important than verbal messages for intercultural communication.



52. The word “attire” (in suggestion no. 12) is closest in meaning to _____.

1. action
2. feeling
3. clothes
4. belongings

Article 2

Seeing isn’t believing

by Brian X. Chen

(1) Recently, OpenAI, the maker of the popular ChatGPT chatbot, amazed the internet with a technology that most of us probably weren’t ready for. The company released an app called Sora, which lets users instantly generate realistic-looking videos with artificial intelligence by typing a simple description such as “a fight between BTS and BlackPink in the style of the anime *Demon Slayer*”.

(2) **Sora**, a free app on iPhones, **has been as entertaining as it has been disturbing**. Since its release, lots of early adopters have posted videos for fun, like phony phone footage of a breakdancing baby singing rap or fingernail-sized kittens playing badminton.

(3) Yet others have used the tool for more **nefarious** purposes, like spreading disinformation, including fake security footage of crimes that never happened.

(4) The arrival of Sora, along with similar AI-powered video generators released by Meta and Google this year, may bring about a major negative result. The tech could represent the end of visual fact – the idea that video could serve as a true record of reality – as we know it. Society as a whole will have to treat videos with as much doubt as people already do words.



(5) In the past, consumers had more confidence that pictures were real (“Show me the pics, or it didn’t happen!”), and when photos became easy to fake, video, which required much more skill to change, became a standard tool for proving actual events. **Now that’s out the door.**

(6) “Our brains are powerfully wired to believe what we see, but we can and must learn to pause and think now about whether a video, and really any media, is something that happened in the real world,” said Ren Ng, a computational photography professor at the University of California, Berkeley.

(7) Users can also upload a real photo and generate a video with it. After the video generates in about a minute, they can post it to a feed inside the app, or they can download the video and share it with friends or post it on other apps such as TikTok and Instagram.

(8) The **upshot** is that any video you see on an app that involves scrolling through short videos, such as TikTok, Instagram Reels, YouTube Shorts and Snapchat, now has a high likelihood of being fake.

(9) Sora represents a turning point in the era of AI fakery. Consumers can expect copycats to emerge in the coming months, including from bad actors offering AI video generators with no restrictions.

(10) Even now, there are problematic AI-generated videos circulating on the web about celebrities, politicians, crime and accidents – none of which are true.

(11) Any video resembling the quality of a Hollywood production could be fake because AI models have largely been trained with footage from TV shows and movies posted on the web.



(12) But any advice on how to spot an AI-generated video is destined to be short-lived because the technology is rapidly improving. Henry Farid, a professor of computer science at the University of California, Berkeley, and a founder of GetReal Security, a company that verifies the authenticity of digital content, said that “social media is a real garbage can. The only way to avoid fake videos is to stop using apps like TikTok, Instagram and Snapchat.”

Source: *Adapted from the Bangkok Post, 15 October 2025, page 11*

53. What is the main idea of the article?

1. AI fakes will soon replace Hollywood and social media apps like TikTok.
2. AI apps are improving the ability of the human brain to understand reality.
3. AI video generators are now so good that you can no longer trust your eyes.
4. AI-generated videos will not last long because technology is changing quickly.

54. In paragraph 2, the sentence “Sora has been as entertaining as it has been disturbing” means _____.

1. Sora can be both amusing and worrying
2. Sora is enjoyable because it is trouble-free to use
3. Sora has been interesting without bothering others
4. Sora used to be fun to use, but it has become dangerous

55. The word “nefarious” in paragraph 3 can be best replaced by _____.

1. fun
2. evil
3. legal
4. future



56. In paragraph 5, what does the expression “Now that’s out the door” mean?

1. That’s coming next.
2. That’s no longer true.
3. That’s the current situation.
4. That’s waiting for a solution.

57. The word “upshot” in paragraph 7 is closest in meaning to _____.

1. result
2. target
3. design
4. method

58. What makes Sora different from earlier types of video editing?

1. It needs expensive cameras and equipment.
2. It only works with professional video makers.
3. It requires users to upload a finished video first.
4. It can make videos instantly from written descriptions.

59. In the last paragraph, why does the author mention that “any advice on how to spot an AI-generated video is destined to be short-lived”?

1. Because fake videos are easy to remove from social media.
2. Because AI companies plan to stop improving their video models.
3. Because technology is improving faster than methods to detect fakes.
4. Because most people are no longer interested in watching online videos.

60. What is the author’s attitude toward Sora?

1. Fearful
2. Balanced
3. Positive
4. Negative



Section III: Writing (Items 61 - 80)**Part I: Text Completion (Items 61 - 75)****Direction: Choose the best answers to complete the following passages.****Passage 1**

Bilingualism is far more than a cognitive advantage; it is deeply tied to people, relationships, and the cultural threads ____ (61) ____ generations. In many families, language is what keeps traditions alive. When a child greets elders at a cultural festival in her heritage language, he or she ____ (62) ____ practicing speech but expressing respect, belonging, and pride in her origins.

____ (63) ____ this pride often comes with pressure. Many children act as language brokers—making calls for their parents, translating documents at clinics, or explaining conversations at school. For some, this responsibility builds confidence as they bridge two worlds. For others, it becomes overwhelming, placing adult burdens on a childhood that should remain their own.

A study of Mexican-origin adolescents illustrates these contrasting experiences: some youth thrived in their brokering roles, ____ (64) ____ others struggled with stress. This shows that bilingualism cannot be reduced to mental benefits alone. For children, language is ____ (65) ____ — empowering, yet sometimes demanding.

Source: Adapted from <https://suyeongkim.com/bilingual-brains-better-outcomes-the-benefits-of-multilingual-upbringing/> Kim, S. Y. (2025, September 9). Bilingual brains, better outcomes?: The benefits of multilingual upbringing. Psychology Today.





61. 1. connect
2. that connect
3. are connected
4. that are connected

62. 1. is simply not
2. is not simply
3. simply is not
4. not simply is

63. 1. So
2. Or
3. Yet
4. For



64. 1. while
2. unlike
3. however
4. although



65. 1. identity
2. identical
3. identically
4. identification



Passage 2

Recent studies show that human IQ levels are declining, and scientists believe environmental factors—not genetics—are to blame. For much of the 20th century, IQ scores rose steadily, ____ (66) ____ as the “Flynn Effect,” discovered by researcher James Flynn. But research on 750,000 Norwegian men from 1962 to 1991 found that IQs began to drop after 1975, decreasing by about seven points per generation. Since intelligence also declined within families, the cause was ____ (67) ____ environmental. Similar results have been found in Britain, France, and the Netherlands.

Experts suggest several possible reasons for this decline, including changes in education, nutrition, and the media, ____ (68) ____ reduced reading and increased online activity. ____ (69) ____ argue that IQ tests now favor learned knowledge over problem-solving ability, which may distort results. Technology may also contribute. A University of Texas study found that people think and remember ____ (70) ____ when their smartphones are nearby—even if they’re turned off or hidden.

Source: Adapted from <https://science.howstuffworks.com/life/inside-the-mind/human-brain/research-confirms-it-really-are-getting-dumber.htm> McManus, M. R. (2024, March 7), Research Confirms It: We Really Are Getting Dumber.

- | | | |
|-----|---------------------|-----------------------|
| 66. | 1. a trend known | 2. a trend, known |
| | 3. a trend is known | 4. a trend, is known |
| 67. | 1. like | 2. alike |
| | 3. likely | 4. likeliness |
| 68. | 1. and | 2. also |
| | 3. in addition | 4. as well as |
| 69. | 1. Any | 2. Some |
| | 3. Another | 4. Other |
| 70. | 1. less effect | 2. less effective |
| | 3. less effectively | 4. less effectiveness |



Part II: Paragraph Organization (Items 76 - 80)

Direction: Choose the best answer to rearrange the following statements into a logical paragraph.

76. A. The most critical and regulated category is toxic or chemical waste, including batteries, industrial chemicals, expired medication, and electronic components, and this type must be disposed of through specialized collection centers to minimize environmental and health risks.
- B. The waste produced through everyday human activity generally falls into three major classifications, each requiring a distinct method of responsible disposal.
- C. A more resource-focused category is recyclable waste, such as paper, glass, metal, and specific forms of plastic, which should be carefully sorted, cleaned, and transported to appropriate recycling facilities so the materials can be repurposed.
- D. The most basic category is organic food waste, which includes leftovers, fruit peels, and spoiled produce, and is often composted or processed through biodegradable waste systems.

Opportunities for all

1. A-B-C-D
2. A-C-D-B
3. B-A-C-D
4. B-D-C-A



77. A. Online and classroom-based learning each provide distinct advantages for students.
- B. Online learning offers greater flexibility, allowing learners to study remotely and manage their schedules independently, which appeals particularly to those who value autonomy.
- C. Ultimately, both approaches can be highly effective, and the preferred mode often depends on individual learning styles, personal circumstances, and educational goals.
- D. Classroom learning fosters face-to-face interaction with teachers and peers, and many students feel more supported and connected in this environment.

1. A-B-D-C

2. B-C-D-A

3. C-D-A-B

4. D-A-B-C

78. A. Employees who possess this ability can generate fresh concepts, propose creative solutions, and adapt quickly when facing new challenges.
- B. For example, a marketing team member with strong ideation skills might design a unique campaign that attracts new customers, strengthens the brand's identity, and enables the company to stand out in a crowded market where rivals struggle to capture the same level of attention and engagement.
- C. Having this ability, they can help their companies stay innovative and maintain an advantage over their competitors.
- D. Ideation has become a highly sought-after skill among employers in today's competitive job market.

1. D-B-A-C

2. D-C-A-B

3. D-B-C-A

4. D-A-C-B



79. A. Ultimately, the fast fashion cycle encourages a disposable consumer culture while exploiting garment workers with poor wages and unsafe working conditions.
- B. However, this approach has severe negative consequences, including massive textile waste that piles up in landfills and significant water pollution from the dyeing process.
- C. This speed is achieved by using low-quality materials and manufacturing in countries with cheap labor, allowing companies to drop new collections weekly.
- D. Fast fashion is a business model characterized by the rapid production of inexpensive clothing that moves quickly from the runway to the retail floor to meet the latest trends.

1. A-B-C-D

2. A-C-D-B

3. D-C-B-A

4. D-B-C-A

80. A. This anxiety causes an increase in the stress hormones, which subsequently leads to a temporary and significant elevation in the patient's blood pressure.
- B. Consequently, this phenomenon might result in unnecessary prescription of anti-hypertensive medication or heightened patient concern about their cardiovascular health.
- C. Because the blood pressure reading is artificially high due to this temporary stress response, it can lead to an inaccurate diagnosis of actual hypertension in the patient.
- D. White coat syndrome is often triggered by the anxiety a patient experiences in a clinical setting, such as a doctor's office.

1. C-A-B-D

2. C-D-A-B

3. D-B-C-A

4. D-A-C-B





Problem	Set 1	Problem	Set 1	Problem	Set 1
1	1	29	2	57	1
2	2	30	1	58	4
3	3	31	3	59	3
4	2	32	4	60	2
5	1	33	2	61	2
6	4	34	3	62	2
7	1	35	1	63	3
8	3	36	3	64	1
9	1	37	1	65	1
10	2	38	1	66	1
11	4	39	4	67	3
12	2	40	4	68	4
13	4	41	2	69	2
14	1	42	1	70	3
15	2	43	2	71	2
16	3	44	3	72	3
17	2	45	3	73	3
18	4	46	1	74	4
19	1	47	2	75	4
20	2	48	3	76	4
21	3	49	3	77	1
22	4	50	3	78	4
23	2	51	2	79	3
24	1	52	3	80	4
26	4	54	1		
27	3	55	2		
28	4	56	2		

