

## (6) การพัฒนาข้อสอบไวยากรณ์

ผู้รับทุนได้ศึกษาเกณฑ์ การกำหนดระดับของข้อสอบเทียบกับระดับ A 1 ถึง C2 ดังนี้

### Grammar City & Guilds ESOL

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
<b>Simple sentences</b>	<ul style="list-style-type: none"> <li>word order in simple statements: subject-verb object/ adverb/ adjective/ prepositional phrase</li> <li>word order in instructions</li> <li>word order in questions</li> <li><i>There is/are</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li><i>There was/were</i></li> </ul>	<ul style="list-style-type: none"> <li><i>There has/have been</i></li> <li><i>There will be/there is going to be</i></li> </ul>	<b>Simple, compound and complex sentences with subordinate clauses</b> <ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause</li> <li><i>there had been</i></li> <li>use of common conjunctions expressing contrast, purpose, consequence, condition, concession</li> <li>non-defining relative clauses</li> <li>defining relative clauses with <i>where, whose, when</i></li> <li>defining relative clauses without relative pronouns</li> <li>participial clauses describing action with <i>-ing</i></li> </ul>		
<b>Compound sentences</b>		<ul style="list-style-type: none"> <li>use of conjunctions <i>and/but/or</i></li> <li>word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object)</li> </ul>			<ul style="list-style-type: none"> <li>word order in complex sentences, including order selected for emphasis</li> <li><i>there could be/would be/should be</i></li> <li><i>could have/would have/should have</i></li> <li>wider range of conjunctions including <i>on condition that, provided that</i></li> <li>comparative clauses</li> <li>more complex participial clauses</li> <li>describing action with <i>-ed</i></li> </ul>	<ul style="list-style-type: none"> <li>full range of conjunctions</li> </ul>
<b>Complex sentences</b>		<ul style="list-style-type: none"> <li>clauses of: time with <i>when, before, after</i> reason <i>because, result so</i></li> <li>noun clause with <i>that</i></li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences</li> <li>complex sentences with on subordinate clause</li> <li>defining relative clauses with <i>who, which, that</i></li> <li>clause as subject/object</li> </ul>			

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Verb forms						
<b>Verb forms</b>	<b>Present reference:</b> <ul style="list-style-type: none"> <li>• simple present tense of <i>be/have/do</i> and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• <i>Have got</i></li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Question words: <i>who/what/where/when/how much/how many/how old</i></li> <li>• Auxiliary 'do' for questions and negatives (positive questions only)</li> <li>• Short answers such as <i>yes he does, no I haven't</i></li> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level</li> <li>• <i>lets</i> + infinitive for suggestion</li> </ul>	<b>Present reference:</b> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <b>Past reference:</b> <ul style="list-style-type: none"> <li>• past tense of regular and common irregular verbs with time markers</li> </ul> <b>Future reference:</b> <ul style="list-style-type: none"> <li>• NP + <i>be going to</i>, present continuous and time markers</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i></li> <li>• verb + <i>to</i> + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, switch on</i></li> <li>• questions such as <i>what time, how often, why, how which</i></li> <li>• simple question tags using all the verb forms at this level</li> <li>• contracted forms appropriate to this level</li> </ul>	<b>Present/Past reference:</b> <ul style="list-style-type: none"> <li>• Present perfect with <i>since/for/ever/never, yet/already, just</i></li> </ul> <b>Past reference:</b> <ul style="list-style-type: none"> <li>• <i>used to</i> for regular actions in the past</li> <li>• past continuous</li> </ul> <b>Future reference:</b> <ul style="list-style-type: none"> <li>• Future simple verb forms, NP + <i>will</i></li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Zero and 1st conditional</li> <li>• Range of verbs + <i>-ing</i> forms</li> <li>• <i>to</i> + infinitive to express purpose</li> <li>• common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li> <li>• simple reported/embedded statements and questions</li> <li>• question tags using all verbs</li> <li>• appropriate at the level</li> <li>• contracted forms appropriate to this level</li> </ul>	<b>Present/Past reference:</b> <ul style="list-style-type: none"> <li>• present perfect continuous</li> </ul> <b>Past reference:</b> <ul style="list-style-type: none"> <li>• past perfect</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• simple passive</li> <li>• use of 2nd and 3rd conditional</li> <li>• verbs + (object) _ gerund or infinitive such as <i>would like someone to do something, + suggest doing something</i></li> <li>• causative use of <i>have</i> and <i>get</i></li> <li>• reported speech with a range of tenses</li> <li>• wider range of phrasal verbs such as <i>give up, hold out</i></li> <li>• reported requests and instructions</li> <li>• question tags using tenses appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>• all verb forms active and passive</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• <i>would</i> expressing habit in the past</li> <li>• mixed conditionals</li> <li>• reported speech with full range of tenses and introductory verbs</li> <li>• extended phrasal verbs such as <i>get round to, carry on with</i></li> <li>• question tags using all tenses</li> <li>• imperative + question tag</li> <li>• contracted forms appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Modals, nouns, pronouns, possessives, prepositions						
<b>Modals</b>	<b>Present reference:</b> <ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request)</li> <li>• not negative questions</li> </ul>	<b>Modals and forms with similar meaning:</b> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• <i>have to, had got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<b>Modals and forms with similar meaning:</b> <ul style="list-style-type: none"> <li>• <i>should</i> (obligation, advice)</li> <li>• <i>might, may, will, probably</i> (possibility and probability in the future)</li> <li>• <i>would/should</i> (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn't</i> (lack of obligation)</li> <li>• <i>will definitely</i> (certainly in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I'd rather</i> (stating preference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ought to</i> (obligation)</li> <li>• negative of <i>need</i> and <i>have to</i> to express absence of obligation</li> <li>• <i>must/can't</i> (deduction)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can't have, needn't have</i></li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• regular and common irregular plural forms</li> <li>• very common uncountable nouns</li> <li>• cardinal numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple nouns phrases</li> <li>• cardinal numbers up to 100+ multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases with pre- and postmodification such as <i>fair-haired people with sensitive skin</i></li> <li>• all cardinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• wider range of noun phrases with pre and post-modification</li> <li>• word order of determiners, eg <i>all my books</i></li> </ul>	<ul style="list-style-type: none"> <li>• extended range of complex noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• personal - subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>				

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
<b>Posses sives</b>	<ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></li> <li>• use of 's, s'</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>	<ul style="list-style-type: none"> <li>• As Access</li> </ul>			
<b>Preposi tions and preposi tional phrase s</b>	<ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li> <li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• prepositional phrases of place and time, such as <i>after dinner, before tea</i></li> </ul>	<ul style="list-style-type: none"> <li>• wide range of prepositions, such as <i>beyond, above, beneath, below</i></li> <li>• prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i></li> </ul>	<ul style="list-style-type: none"> <li>• wider range of prepositions including <i>despite, in spite of</i></li> <li>• collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i></li> <li>• preposition + -ing form such as <i>after leaving</i></li> </ul>	<ul style="list-style-type: none"> <li>• preposition + having + past participle such as <i>having eaten</i></li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Articles, determiners, adjectives, adverbs, intensifiers						
<b>Articles</b>	• Definite, indefinite	• definite article • zero article with uncountable nouns • definite article with superlatives	• definite article with post-modification, such as the <i>present you gave me</i> • use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>	• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses	• as Communicator	• as Expert
<b>Determiners</b>	• <i>any, some, a lot of</i>	• <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i>	• a range of determiners, eg <i>all the, most, both</i>			
<b>Adjectives</b>	• common adjectives in front of a noun • demonstrative adjectives <i>this, that, these, those</i> • ordinal numbers 1-31	• order of adjectives • comparative, superlative, regular and common irregular forms • use of <i>than</i> • ordinal numbers up to 100 + multiples of 100	• adjectives ending <i>-ed + -ing</i> such as <i>tired</i> and <i>tiring</i> • comparative structures, such as <i>as.....as, is the same as, not so.....as...., looks like/is like</i> • all ordinal numbers	• comparisons with <i>fewer</i> and <i>less</i> • collocation of adjective + preposition such as <i>responsible for</i>	• as Communicator	• as Expert
<b>Adverbs</b>	• simple adverbs of place, manner and time, such as <i>here, slowly, now</i>	• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner • position of adverbs and word order of adverbial phrases	• more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i>	• adverbial phrases of degree, extent, probability • comparative and superlative of adverbs	• as Communicator	• as Expert
<b>Intensifiers</b>	• <i>very, really</i>	• <i>quite, so, a bit</i>	• a range of intensifiers such as <i>too, enough</i>	• wide range such as <i>extremely, much too</i>	• collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous, very pretty</i>	• as Expert

	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
	<b>Preliminary</b>	<b>Access</b>	<b>Achiever</b>	<b>Communicator</b>	<b>Expert</b>	<b>Mastery</b>
		as Preliminary and <b>in addition</b>	as Access and <b>in addition</b>	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
<b>Punctuation and spelling</b>						
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• use of capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• use of question marks, exclamation marks, use of comma in lists</li> </ul>	<ul style="list-style-type: none"> <li>• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</li> </ul>	<ul style="list-style-type: none"> <li>• multiple uses of commas</li> <li>• use of apostrophes for possession and omission</li> <li>• use of other punctuation to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• accurate use of all punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• the correct spelling of personal keywords and familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of most personal details and familiar common words</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of common words and key words relating to own work, leisure and study interests</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of words used in work, studies and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of words used in work, studies and daily life including familiar technical words</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)</li> </ul>

	A1	A2	B1	B2	C1	C2
	Preliminary	Access	Achiever	Communicator	Expert	Mastery
		as Preliminary and in addition	as Access and in addition	as Achiever and in addition	as Communicator and in addition	as Expert and in addition
Discourse						
<b>Discourse</b>	<ul style="list-style-type: none"> <li>• sentence connectives: <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>• adverbs to indicate sequence (<i>first, finally</i>)</li> <li>• use of substitution (<i>I think so, I hope so</i>)</li> <li>• markers to structure spoken discourse (<i>Right, well, OK</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>)</li> <li>• markers to structure spoken discourse, (<i>anyway, by the way</i>)</li> <li>• use of ellipsis in informal situations (<i>got to go</i>)</li> <li>• use of vague language (<i>I think, you know</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>• markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>• use of ellipsis in informal speech and writing (<i>sounds good</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• a range of logical markers (<i>in this respect, accordingly</i>)</li> <li>• sequence markers (<i>subsequently</i>)</li> <li>• a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• a full range of discourse markers adapted to context and register</li> </ul>

