

# Let's speak English!!!



Prepared by....

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### Let's practise our English pronunciation!!!

Good pronunciation is very important for good spoken communication. However you do not have to speak like a native English speaker to have good pronunciation (http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/)

There are many different natural varieties of English pronunciation in Britain and around the world. The activities in this part of the material are designed to give an introduction to help you practise your pronunciation especially the sounds which are likely to be problematic for foreigners who study English as a foreign language. Hope the activities are of some help.

As we are well aware that speaking English is quite different to when we speak our language, i.e. Thai. Most of the time we have to make our pronunciation clear in order to make ourselves understood. We have to pronounce both vowel and consonantal sounds which do not appear in our language. One way to help us improve our pronunciation is to keep practising. Please always keep in mind that "Practice makes perfect". Don't you think so?

Practice I: Vowel sounds /-I-/ /-i:-/

| <b>/-I</b> -/ | /-i:-/    | /-1-/      | /-i:-/ |
|---------------|-----------|------------|--------|
| sick          | seek      | grin       | green  |
| bit           | beat aumn | ulaga, rid | read   |
| bin           | bean      | fit        | feet   |
| din           | dean      | tick       | teak   |
| kin           | keen      | pick       | peak   |
| dip           | deep      | lick       | leak   |
| sin           | seen      | hit        | heat   |
| ship          | sheep     | pitch      | peach  |
| sit           | seat      | strict     | street |
| did           | deed      | lip        | leap   |
| win           | wean      | whip       | weep   |
| will          | wheel     | pill       | peel   |
| hip           | heap      | it         | eat    |

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### Practice II: Vowel sounds /-e-/ and /-ei-/

In the previous practice, we practised two different vowels sounds /-I-/ /-i:-/ already. We know that the length of the vowel sound can make words different in meaning. In this practice, we are going to do /-e-/ and /-ei-/. Enjoy the lesson!

| /-e-/  | /-ei-/   | /-e-/    | /-ei-/   |
|--------|----------|----------|----------|
| bet    | bait     | get      | gate     |
| debt   | date     | wet      | wait     |
| shed   | shade    | fed      | fade     |
| jet    | jade 📗 💄 | lead(n)  | laid     |
| let    | late     | lens     | lanes    |
| men    | main     | met      | mate     |
| pen    | pain     | read(v2) | raid     |
| wed    | wade     | kept     | caped    |
| when   | wane     | spend    | sprained |
| rep    | rape     | wreck    | rake     |
| letter | later    | fend     | feigned  |

Any other pair of words you can think of???? Please share with the classmates 🙂

| Note: |  |      |
|-------|--|------|
|       |  |      |
|       |  |      |
|       |  |      |
|       |  |      |
|       |  |      |
|       |  |      |
|       |  | ga . |
|       |  |      |
|       |  |      |

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### Practice III: Consonantal sounds: /br-/ and /b-/

In practices I and II, we have practised 4 different vowel sounds. It is a good idea for us to practise consonantal sounds as our language does consist of consonants too, not only vowels. In English, it is very important to speak the cluster sounds, i.e. two sounds appear next to each other, clearly. If not, it may cause misunderstanding between the speaker and his/her interlocutor. It might be different when we speak English than when we speak Thai though cluster sounds in Thai are very common. We will start off with /br-/ and compare it with the single sound /b-/ in the initial position. Let's start!

| /br-/  | /b-/ | /br-/   | /b-/   |
|--------|------|---------|--------|
| break  | bake | brand   | band   |
| brief  | beef | brook   | book   |
| bright | bite | bread   | bed    |
| brag   | bag  | brought | bought |
| brat   | bat  | breed   | bead   |
| brew   | boo  |         |        |

Any other pair of words you can think of???? Please share with the classmates

Another cluster sound which we should practise is /bl-/ and compare with /b-/ or /br-/

| /bl-/  | /b-/ | /bl-/    | /br-/    |
|--------|------|----------|----------|
| bleed  | bead | bleed    | breed    |
| black  | back | blackish | brackish |
| bleak  | beak | bland    | brand    |
| blond  | bond | bloke    | broke    |
| blend  | bend | blue     | brew     |
| bland  | band | blew .   | brew     |
| blue   | boo  | blush    | brush    |
| blocks | box  | etc.     |          |

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Practice IV: Consonantal sounds: /str-/ and /tr-/

So far, we have done some practice on both vowel and consonantal sounds. In this practice, we will do another problematic cluster sound for Thai speakers. This is /str-/ and /tr-/ in the initial position. Please keep in mind that the /s-/ in the cluster is not pronounced as in 'satang' in Thai. Try the exercises below.

### /str-/ as in:

| strong   | strange   | stray    | street     | strain   |
|----------|-----------|----------|------------|----------|
| strength | stream    | strike   | stroke     | stress   |
| stratify | strategic | straw    | strawberry | stretch  |
| strew    | structure | strive   | strip      | stripe   |
| strict   | stroll    | stride   | string     | straight |
| strand   | struggle  | stranger | strap      | strategy |

### /tr-/ as in:

| tray          | tree her | treat 139 | trip      | track      |
|---------------|----------|-----------|-----------|------------|
| train         | truck    | traffic   | transport | trekking   |
| trick         | travel   | trumpet   | trail     | transfer   |
| trace         | tract    | tradition | tractor   | trade      |
| tragedy       | trait    | true      | tranquil  | transcribe |
| transcription | trash    | trawl     | treasure  | treble     |
| try           | tram     | tramp     | troop     | trust      |

| <br> |   |     |  |
|------|---|-----|--|
|      | e | ^ * |  |
|      |   |     |  |
|      |   |     |  |

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### Practice V: Consonantal sounds: /θ-/ and /s-/

The minimal pair I find useful for learners to practise is  $/\theta$ -/ always seen in th- (voiceless) and /s-/in the initial position of a word. The former does not appear in Thai but the latter does as in 'saksi' or in 'songsoem'.

#### Let's start (1):

| /θ-/    | /s-/   | /θ-/    | /s-/   |
|---------|--------|---------|--------|
| three   | see    | think   | sink   |
| thank   | sank   | thought | sought |
| thumb   | some   | thick   | sick   |
| threat  | set    | theme   | seem   |
| thrill  | seal   | thin    | sin    |
| thing   | sing   | throw   | SOW    |
| thieves | sieves | thigh   | sigh   |

Very often, a lot of non-native speakers of English tend to replace/ $\theta$ -/ with /t-/ or /s-/. As we have already seen previously, different sounds convey different meanings. At times, the word we pronounce wrongly has no meaning at all. So, again please bear in mind that we have to make our pronunciation as clear as possible in order not to cause any misunderstanding or confusion to our interlocutor. Let's practise this pair of consonantal sounds. A few pairs are not perfectly replaced but more or less.

#### Let's start (2):

| /0-/  | /t-/              | /θ-/   | /t-/              |
|-------|-------------------|--------|-------------------|
| thank | tank thin         |        | tin               |
| theme | team              | thick  | tick              |
| thigh | tie               | thrill | till              |
| throw | toe               | thorn  | torn              |
| thug  | tug               | threw  | true              |
| thing | ting (no meaning) | think  | tink (no meaning) |

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As seen above in this practice, the sound  $/\theta$ -/ appears in the initial position and what follows is where it appears in the final position. Let's practise again.

### $/-\theta/$ as in:

| both   | south      | north      | tenth  | twelfth | worth       |
|--------|------------|------------|--------|---------|-------------|
| tooth  | teeth      | faith      | path   | wreath  | cloth       |
| breath | bath       | booth (US) | broth  | froth   | mouth (adj) |
| death  | stealth    | filth      | wealth | birth   | health      |
| depth  | width etc. |            |        |         |             |

### Practice VI: Consonantal sounds / ð-/ and /d-/

As in the previous practice, we have seen that a number of non-native speakers tend to replace  $/\theta$ -/ with /t-/. Another replacement often seen is to replace /  $\eth$ -/ with /t-/. The former always appears in th- but voiced. This makes the meaning of the word change or at times meaningless. Let's practise the word listed below.

| /ð-/  | /d-/             | /ð-/   | /d-/                |
|-------|------------------|--------|---------------------|
| they  | day              | thine  | dine                |
| those | dose U.M         | them   | dem (no<br>meaning) |
| there | dare             | their  | dare                |
| that  | dat (no meaning) | then   | den                 |
| thus  | dus (no meaning) | though | dough               |
| thou  | down             | this   | dis (no meaning)    |

Apart from the initial position,  $/\tilde{O}/$  can also appear in the final or mid-position of a word  $/-\tilde{O}-/$  as in:

southern northern brother father bother either neither leather worthy etc.

In the final position  $/-\check{O}/$  as in:

bathe breathe with wreaths booth (GB) mouth (v) etc.

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**Practice VII:** Final sounds in English are also important. The final sound of a word in English can be single, double or even triple which needs to be pronounced. There are a few double-final sounds we should pay close attention to so that we can make our pronunciation clear and easy for other people to understand us. These sounds include /-st/, /-pt/, /-ks/, /-dz/, /-mz/, /-nz/ etc. **Let's practise /-st/ as in:** 

/-st/ as in: best beast breast hoost blast Buddhist crest dust forest feast cost fist first nest honest gist forced ghost suggest haste mast forecast past list lust last least happiest request lost rest request frost post lest scientist florist opportunist telephonist boast iest zest vest faced forced broadcast etc.

### Practice VIII: Consonantal sounds /-n / and /-l/

So far we have practised some problematic sounds already both single and cluster in either the initial or final position of a word. Hope you have become more familiar with the unfamiliar sounds to you. In this practice, we are going to practise more of the single final sounds/-n/ and /-l/.

|       | 7                      |            |        |
|-------|------------------------|------------|--------|
| /-n/  | /-l/ <sup>ก</sup> ยาลั | unn[u]/-n/ | /-1/   |
| skin  | skill                  | pin        | pill   |
| bin   | bill                   | born       | ball   |
| bone  | bowl                   | corn       | call   |
| sane  | sell, sale             | den        | dale   |
| done  | dull                   | fin        | fill   |
| gin   | Jill                   | Jane       | jail   |
| seen  | seal                   | men        | male   |
| win   | will                   | retain     | retail |
| none  | null                   | tin        | till   |
| pain  | pale                   | spin       | spill  |
| Spain | spell                  | detain     | detail |

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**Practice IX:** As discussed earlier, there are a few double-final sounds. In this practice, we are going to practise /-pt/, /-ks/, /-dz/, /-mz/, and /-nz/

#### /-pt/ as in:

| kept    | leaped    | taped       | crept  | clapped   | mapped     |
|---------|-----------|-------------|--------|-----------|------------|
| slept   | slapped   | tapped      | apt    | sipped    | stripped   |
| striped | precept   | concept     | accept | conscript | transcript |
| cropped | interrupt | napped etc. |        |           |            |

### /-ks/ as in:

| box      | fox   | books    | six   | fix   | mix      |
|----------|-------|----------|-------|-------|----------|
| bullocks | OX    | smallpox | tax   | fax   | axe      |
| cakes    | ticks | flukes   | hoax  | kicks | lax      |
| licks    | locks | max      | packs | racks | wax etc. |

### /-dz/ as in:

| adds   | blades | buds     | fluids | kids | speeds |
|--------|--------|----------|--------|------|--------|
| lipids | heads  | hoods    | jades  | lads | loads  |
| toads  | cards  | aids etc |        | 15V  |        |

### /-mz/ as in:

| arms  | drums | films     | aims  | claims | dams  |
|-------|-------|-----------|-------|--------|-------|
| palms | plums | flames    | names | firms  | times |
| bombs | tombs | combs     | fumes | gums   | games |
| harms | gems  | creams    | lames | limes  | mimes |
| mums  | slams | storms et | c.    |        |       |

#### /-nz/ as in:

| plans  | fans   | cans  | pins  | bins   | cranes      |
|--------|--------|-------|-------|--------|-------------|
| prawns | spins  | spans | sins  | skins  | clans       |
| horns  | thorns | zones | tones | phones | clones etc. |

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**Practice X:** In English, the sound /p/ is pronounced differently when it is in the initial position and when it is preceded by /s-/. This is also the case of /k/and /t/. So in this practice, we are going to compare /p-/ and /sp-/, /k-/ and /sk-/, and /t-/ and /st-/.

### p-/ and /sp-/

| / <b>p</b> -/ | /sp-/ | / <b>p</b> -/ | /sp-/      |
|---------------|-------|---------------|------------|
| penned        | spend | pin           | spin       |
| pale          | spell | pill          | spill      |
| peak          | speak | pace          | space      |
| pit           | spit  | pan           | span       |
| pot           | spot  | poke          | spoke .    |
| pun           | spun  | pike          | spike etc. |

### k-/ and /sk-/

| /k-/  | /sk-/  | /k-/                  | /sk-/    |
|-------|--------|-----------------------|----------|
| kin   | skin   | Økill                 | skill    |
| can   | o scan | das <sup>V</sup> corn | scorn    |
| crew  | screw  | care                  | scare    |
| cope  | scope  | core                  | score    |
| cream | scream | car                   | scar     |
| cold  | scold  | key                   | ski etc. |

### t-/ and /st-/

| /t-/ | /st-/        | /t-/  | /st-/     |
|------|--------------|-------|-----------|
| till | still        | tale  | stale     |
| tar  | star         | top   | stop      |
| tone | stone        | talk  | stalk     |
| tore | store        | tick  | stick     |
| take | stake, steak | trait | strait    |
| tile | style        | tab   | stab etc. |

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**Practice XI:** So far we have practised both initials and finals of words as well as clusters. It would be useful if we practise the consonantal-final sounds which may cause confusion to the listener unless we pronounce them clearly because they sound very similar to each other. These sounds include /-t/ and /-s/; /-t/ and /-d/; and /-k/ and /-g/.

| 1 = 1 |     | 1 ~ 1 |
|-------|-----|-------|
| 1-1/  | and | /-S/  |

| /-t/ | /-s/  | /-t/   | /-s/      |
|------|-------|--------|-----------|
| meet | miss  | bought | boss      |
| kit  | kiss  | mate   | mess      |
| heat | hiss  | great  | grace     |
| let  | less  | dot    | doss      |
| gate | guess | loot   | loose     |
| yet  | yes   | mat    | mass etc. |

### /-t/ and /-d/

| /-t/ | /-d/ | /-t/     | /-d/     |
|------|------|----------|----------|
| mate | maid | met      | made     |
| rot  | rod  | hate     | head     |
| hoot | hood | said hat | had      |
| heat | heed | root     | rude     |
| mat  | mad  | beat     | bead     |
| lit  | lid  | bit      | bid etc. |

/-k/ and /-g/

| /- <b>k</b> / | /-g/ | /-k/ | /-g/     |
|---------------|------|------|----------|
| back          | bag  | lack | lag      |
| pick          | pig  | beak | big      |
| tack          | tag  | leak | league   |
| lake          | leg  | rack | rag      |
| jack          | jag  | peck | peg      |
| crack         | crag | dock | dog      |
| whack         | wag  | wick | wig etc. |

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### Practice XII: Which one do you mean?

This is the last practice and it is hoped that the previous exercises have given you some idea about how to make your pronunciation clearer in order that the interlocutor will have very little or no difficulty understanding when you speak English. What I have found very useful when speaking English is the similarity of sounds of a few words which mean differently. So, please do keep in mind that whatever you say, you should convey the meaning of what you mean or intend to. Don't let your pronunciation change your intention. What follow are some groups of words which you can practise as the examples.

#### Miscellany:

| bright<br>brine | buy   | blight   | bind   | blind  |
|-----------------|---|--|--|--|
| dice<br>dine    | dike<br>dried   | dry  | dial   | drive  |
| five<br>find    | fly<br>fight  | fry<br>far   | file   | fine   |
| hire            | hind  | high   | hive   | hike   |
| line<br>lice    | life<br>liar  | live   | like   | light  |
| mind<br>my      | mild neras  | mice lagas   | might  | mile   |
| knife           | nice  | night  | Nile   |  |
| pile<br>pride   | pine<br>prime   | ply  | price  | prize  |
| sight           | size  | sigh   | sign   |  |
| lice            | right   | light  | ripe   |  |
| tie<br>tried    | try<br>tile   | tyre<br>type   | tired  | tight  |
| wine<br>vice    | wife<br>vine  | white wide etc.  | why  | wire   |
|                 | dice dine five find hire line lice mind my knife pile pride sight lice tie tried wine | dice dike dried  five fly find fight  hire hind  line life lice liar  mind mild my  knife nice  pile pine prime  sight size  lice right  tie try tried tile  wine wife | dice dike dry dried  five fly fry far  hire hind high  line life live liar  mind mild mice night  pile pine pine ply prime  sight size sigh  lice right light  tie try tyre tried tile type  wine wife white | dice dine dried dry dial five fly fry file find fight far hire hind high hive line life live like lice liar mind mice might my knife nice night Nile pile pine prime ply price sight size sigh sign lice right light ripe tie try tyre tired tried tile type wine wife white why |

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|---|---|----|----|----|---|---|---|----|----|----|---|---|---|----|----|---|---|---|----|----|---|-----|---|---|---|---|---|-----|----|---|---|---|----|----|---|---|---|---|---|-----|----|----|----|----|----|---|---|---|---|---|

### Warm up 1: Find someone who is....

Instructions: Use the following guided questions to find out about your classmates. If he or she answers 'yes', ask him or her to write his/her name down in that particular box. Remember that you can get one name only *once*. You have 10 minutes for this activity.

#### Example:

- A: Hi, my name's George. What's your name?
- B: Hi, I'm Num.
- A: Num, are you from Bangkok?
- B: Yes, I am. Yourself, George? Where are you from?
- A: I'm from Udon Thani. Num, would you write your name here in English? ......Thank you. It's nice talking to you, Num.
- B: Nice talking to you too George.

Note: If your friend answers 'No, I'm not'. Don't ask him/her to write the name. Just move on to another question or another student. Don't forget to introduce yourself before asking the question.

| Start the question with: Are you | ? |
|----------------------------------|---|
|----------------------------------|---|

| Start the question with the          |                                      |   |
|--------------------------------------|--------------------------------------|---|
| a shy person<br>Name:                | a hard-working person<br>Name:       | from the North<br>Name:                     |
|                                      | ZMMNY 3                              | 16  |
| good at computer                     | happy working at RS                  | good at English                             |
| Name:                                | Name: Name:                          | Name:                                       |
| an outgoing person Name:             | from a rich family<br>Name:          | interested in<br>Chemistry<br>Name:         |
| always early for class<br>Name:      | the oldest child of the family Name: | fond of reading short<br>stories<br>Name:   |
| a mother/father of<br>three<br>Name: | an only child of the family Name:    | happy whenever<br>studying English<br>Name: |

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# Water up &

Instructions: Match the responses in (B) with an appropriate questions in (A) by putting the letters a, b, c,.... in (B) in the space provided in (A):

|     | A                               | В   |
|-----|---------------------------------|---|
|     |                                 |   |
| 1.  | What's your name?               | a) For about fifteen years.               |
| 2.  | Have you got a nickname?        | b) I quite like reading, drawing and      |
| 3.  | Where are you from?             | listening to the music.                   |
| 4.  | What subject are you teaching?  | c) I find it very useful and interesting. |
| 5.  | How long have you been          | d) I want him to become an industrial     |
|     | teaching?                       | engineer.                                 |
| 6.  | What do you think about         | e) I like reading before going to bed.    |
|     | English?                        | f) Of course, I do.                       |
| 7.  | What do you like doing in your  | g) Yes. You can call me 'Steve'.          |
|     | free time?                      | h) I enjoy playing badminton and          |
| 8.  | Do you play sports at all?      | table-tennis.                             |
| 9.  | What sport do you play?         | i) I teach Mathematics.                   |
| 10. | What do you want your son to be | j) I'm from Udon Thani.                   |
|     | after his graduation?           | k) My name's Suphachai.                   |
|     |                                 | l) Not really. I like listening to the    |
|     |                                 | music.                                    |
|     |                                 |   |
| No  | ote:                            |   |
|     |                                 |   |
|     | c                               |   |
|     | -                               |   |

B: Been nice talking to you too.

### English for You

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| <><><><><><><><                  | ><><><><><><><><><>                   |
|----------------------------------|---------------------------------------|
| Activity 1: Personal Information | (Getting to know your new colleagues) |

**Instructions:** Use the following guided questions to ask five of your classmates and then fill in the table provided. Start your conversation as suggested below:

| im in the table provided.       | . Deart your conversation as suggested below.                          |                   |
|---------------------------------|--|-------------------|
| A: Hello. My name is            | You can call me  |                   |
| B: Oh, hi. I'm                  | You can call me and you can call me                                    |                   |
| A: (Name), where are you f      | from?  |                   |
| B: I'm from                     | and what about you? Where are you from?                                |                   |
| A: I'm from                     |  |                   |
| B: I see. What subject do yo    | ou teach?  |                   |
| A: I teach                      | and I've been teaching for aboutyears.  be been teaching for about yea |                   |
| B: That's interesting. I've     | been teaching for about yea  | rs. What do you   |
| think about English?            |  |                   |
| A: I think it's (easy, difficul | lt, boring, interesting, etc). And what about you?                     |                   |
| B: I find it (easy, difficult   | etc). By the way, what you like doing in your free tir                 | ne? I mean your   |
| hobby.                          |  |                   |
| A: Well, I quite like (listeni  | ng to the music, playing computer games, reading, etc).                |                   |
| B: Oh really, I like(listening  | g to the music, playing computer games, reading, etc).                 |                   |
| A: That sounds interesting.     | . Do you enjoy teaching?   |                   |
| B: Of course I do. Yourself?    |  |                   |
| A: Yeah, me too. I love teac    | ching. Do you play sports at all?                                      |                   |
| B: Play sport? Yeah. I play     | (football, volleyball, badminton, etc). or (No I don't.)               |                   |
| A: I play (football, volleyba   | all, takraw, table-tennis, badminton, etc). Well, (Name)               | I'm afraid I have |
| to go. It's been nice talking   | to you.  |                   |

|                             |             |             | LICIY       |             |             |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| Personal<br>Information     | Colleague 1 | Colleague 2 | Colleague 3 | Colleague 4 | Colleague 5 |
| Name/nick<br>name           |             |             | ·           |             |             |
| Hometown                    |             |             |             |             |             |
| Opinion<br>about<br>English |             |             |             |             | \$          |
| Enjoy<br>teaching           |             |             |             |             |             |
| Hobby                       |             |             |             |             |             |
| Sport                       |             |             |             |             |             |

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#### Activity 2: Introducing a new friend to the class

**Instructions:** Choose one of the five friends you have just talked with in **Activity 1** to introduce to the class by using the model provided. You have five minutes to rehearse.

#### Model:

| Good evening everybody. First of all, please let me introduce myself. I'm (My name's)       |
|---|
|   |
| . I have been teachingforyears. I think English is In my                                    |
| free time. I likeand my favourite sport is By the way. I'm pleased                          |
| (happy   glad   delighted) to introduce to you one of my new colleagues today. I'm sure you |
| must be happy to get to know him (her).   |
| Yes. My new colleague is calledand you can call him (her)                                   |
|   |
| teaching  |
| (interesting   difficult   easy   boring, etc). In his (her) free time, he (she)            |
| likes Finally, his/her favourite sport is   |
| Thank you very much for your attention.   |
|   |

**N.B.** Substitute the underlined word or words with the one provided in the immediate brackets.

\* \* \* \* \* \* \* \* \* \* \* \* \* \* \*

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### Activity 3: Introducing friends

<u>Instructions</u>: Rearrange the following sentences into a good conversation by numbering each bit of conversation from 1 to 22 (1 for the opening and 22 for the closing of the conversation)

Situation: Two friends, Stephen and Denis bumped into each other in a shopping centre. Stephanie and Denis have never met each other before.

| No. I don't think I have.  |
|--|
| Well, Denis. You both seem to enjoy having a chat, but I'm really sorry that we have to go. Catch you some other time.               |
| Very well, thanks. Yourself?   |
| No. I teach at Bunwatthana School.   |
| Fabulous! I went to Phimai Stone Castle with my family. And what about you? Did you have a good weekend?                             |
| Nice to meet you, Denis.   |
| English? I guess.  |
| Me? I can't complain. I had to prepare myself for the midterm examination. Oh, by the way, Denis, have you met my friend, Stephanie? |
| Nice to meet you, too. Sorry, what's your name again?  |
| That sounds interesting.   |
| All right then. Denis, this is a good friend of mine, Stephanie. Stephanie, this is Denis.   |
| Not bad, thanks. How was your weekend?   |
| Stephanie.   |
| Been nice meeting you too, Denis. Bye.   |
| Hi, Stephen.   |
| I think so. I'm really interested in cloning.  |
| Hi, Denis. How are you doing?  |
| Yeah, Stephanie. Are you a teacher at Ratchasima Witthayalai as well?  |
| No. I teach General Science and Biology.   |
| Right. Hope so. And it's been nice meeting you, Stephanie.   |
| Wow!!! That's great.   |
| Bye.   |

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#### **Activity 4: Survey**

**Instructions:** Use one of the following questions to ask everyone in your class and meanwhile complete the form below.

#### Questions:

- 1. Do you think it is difficult for Thai people to speak English?
- 2. Do you agree that Thailand is the land of 'smile'?
- 3. Do you believe that RS teachers are generally hard working?
- 4. You have to teach at eight tomorrow and tonight a good friend of yours asks you to go out for a drink with him/her, will you do that?
- 5. Do you think teaching in the morning is better than teaching in the afternoon?
- 6. Do you mind if your students do not bring their books to your class?
- 7. If you have an opportunity to go abroad, will Vietnam be your first choice?
- 8. Were you happy when you first started teaching at RS?
- 9. Do you usually go out with your family when you feel lonely?
- 10. Do you prefer speaking English rather than Thai to teach?
- 11. Do you think your students should wear uniforms to class?
- 12. Do you believe that you will be able to speak English more fluently after this short course with George?
- 13. Do you believe that Thai teachers can teach students to speak English?
- 14. Do you agree that secondary school students should study English five days a week?
- 15. Do you think Nakhon Ratchasima is a good place to work?
- 16. Are you angry when your students do not listen to you while you are teaching?
- 17. Did you cry when you knew that you would become a teacher?

| Question:                          |     | SURVEY |  |
|------------------------------------|-----|--------|--|
| Guess                              | Yes | No     |  |
| Tally                              | Yes | No     |  |
| Result : Number of correct guesses |     |        |  |



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|----------|--------------------------------------|--------|--------|------------|
|          | 시 마리 전 - 프랑스 - 얼마리 - 얼마리 - 얼마리 - 살레리 |        |        |            |

#### **Activity 5: Information Exchange**

Where's he/she from?

**Instructions:** Exchange the information of the following people with your partner. Use

| LA | Structions. Exchange      | the information of t | the following people with your partner. Ose |     |
|----|---------------------------|----------------------|---|-----|
| th | e structures given as the | guided questions.    |   |     |
|    |                           | (A)                  |   |     |
| 0  | What's his/her name?      | His/Her name's _     | ·   |     |
| 9  | How old is he/she?        | He/She's             | years old.                                  |     |
| Ð  | What's his/her age?       | He/She's             | years of age.                               |     |
| 9  | What's his/her marital    | status? He/She's n   | narried with two children/married with n    | 0   |
|    | children/single/divorc    | ed.                  |   |     |
| •  | What does he/she do?      | He/She/s a (an)_     | •   |     |
| Ð  | What's his/her hobby      | ? His/Her hol        | by is collecting stamps/photography. O      | 17. |
|    | His/Her hobbies are co    | llecting stamps and  | l photography.                              |     |
| •  | What's his/her favouri    | te colour? His/He    | r favourite colour is blue/green/purple. O  | 7   |
|    | His/Her favourite colo    | urs are blue and ye  | llow.                                       |     |

Yes, he/she does. He/She speaks Does he/she speak any foreign languages? French/English or Thai and German. Or No, he/she doesn't speak any foreign languages.

He/She's from

| Linda Williams | (Male)                                | Vince Lee             | (Female)     |
|----------------|---------------------------------------|-----------------------|--------------|
|                | ************************************* | นโลยีส์ <sub>36</sub> |              |
| single         |                                       | divorced              | married ( 2) |
| •              | news reporter                         |                       |              |
| gardening      |                                       | reading               |              |
|                | blue and red                          |                       | violet       |
| Canada         |                                       | Singapore             |              |
|                | Thai & Italian                        |                       | none         |

Useful Expressions: a) Sorry, could you repeat that, please? b) How do you spell that, please? c) Excuse me, I can't hear you. Would you speak a bit more loudly, please? d) Just a minute, please.

languages.

### English for You

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| <> | <><> | <> | <> | <> | <> | <> | <> | < | >< | >< | >< | > | <> | < | > < | '> | <> | <> | . < | >< | > | <> | < | >< | > | < > |   | > . | <> | . < | > < | <> | 1 | > |
|----|------|----|----|----|----|----|----|---|----|----|----|---|----|---|-----|----|----|----|-----|----|---|----|---|----|---|-----|---|-----|----|-----|-----|----|---|---|
|    |      | _  |    |    | -  |    |    |   | -  |    |    |   |    | - | _   |    | -  | -  | -   | _  |   | -  | - |    |   | _   | - | -   | -  | -   | -   | -  | - | - |

#### **Activity 5: Information Exchange**

**Instructions:** Exchange the information of the following people with your partner. Use the structures given as the guided questions.

|    | (B)  |  |
|----|--|--|
| •  | What's his/her name? His/Her name's  |  |
| •  | How old is he/she? He/She's  | years old.   |
| •  | What's his/her age? He/She's   | years of age.  |
|    | What's his/her marital status? He/She's marri children/single/divorced.                        | ed with two children/married with no   |
|    | What does he/she do? He/She/s a (an)   |  |
| e. | What's his/her hobby? His/Her hobby i His/Her hobbies are collecting stamps and pho            |  |
|    | What's his/her favourite colour? His/Her fav<br>His/Her favourite colours are blue and yellow. | The same of the sa |
| •  | Where's he/she from? He/She's from   | ·  |
| •  | Does he/she speak any foreign languages?   | Yes, he/she does. He/She speaks  |
|    | French/English or Thai and German. Or N  | o, he/she doesn't speak any foreign  |

| (Female)  | Hugh Russell             | (Male)   | Nancy Roberts |
|-----------|--------------------------|----------|---------------|
| 20        | ้ <sup>กยา</sup> ลัยเทคโ | นโลยีส์ร | 35            |
|           | married                  |          |               |
| secretary |                          | engineer | teacher       |
|           | drawing                  |          | fishing       |
| pink      |                          | green    |               |
|           | England                  |          | Scotland      |
| French    |                          | German   |               |

Useful Expressions: a) Sorry, could you repeat that, please? b) How do you spell that, please? c) Excuse me, I can't hear you. Would you speak a bit more loudly, please? d) Just a minute, please.

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### **Activity 6: Expressing thanks**

### **Expressing Thanks**

Thank you.

Thank you very much.

Thanks a lot.

Thanks ever so much.

Thank you ever so much.

Thank you very much indeed (for your help).

How can I ever thank you enough (for your kindness to me).

Thank you very much for your.....kindness, hospitality, help, attention, etc.

### Responding to thanks

You're welcome.

You're quite welcome.

That's all right.

That's okay.

No problem.

No worry.

With pleasure.

That's quite all right.

It's my pleasure. Think nothing of it.

#### Model:

### I: Jeff is going to the city centre from SUT.

**Jeff**: Hi, George.

George: Hello, Jeff. How're you doing?

Jeff: Not so bad, thanks. Yourself?

George: Good, thank you. May I help you?

Jeff : Of course. George, I'm going to the city centre. May I borrow your motorcycle?

George: No problem......just a minute I'll get you the key.....here you go.

Jeff: Thanks a lot. By the way, do you want me to get anything for you?

George: Good idea. What about a kilo of oranges?

Jeff : Okay. I'll get it for you and don't worry about giving me money now.

I won't be long.

George: Right. Take care. See you in a bit. Bye.

Jeff : Bye.

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Put the following sentences into the appropriate order.

| Opening a Bank Account     You fill in the form.     You talk to the manager.     You choose the bank.     You put some money in your account                  | Arriving After a Plane     Journey     You go through the immigration control     You get off the plane     You go through the customs     You collect your luggage |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|
| Travelling by Plane     You go to the plane.     You go to the check-in counter.     You wait in the departure lounge     You go through the passport control. | Using a Washing-Machine  You check your programme.  You put the washing powder in.  You start the machine.  You put your washing in the machine.                    |  |  |  |  |  |  |  |  |
| connectors: First, Then After th   | after you have done the exercise above, put them into a short paragraph by using these onnectors: First, Then After that Finally                                    |  |  |  |  |  |  |  |  |
| Arriving After a Plane Journey:  |   |  |  |  |  |  |  |  |  |
| • Travelling by Plane:   | :0  |  |  |  |  |  |  |  |  |
| Using a Washing Machine:   |   |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |

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#### **Activity 8: Telephone Conversation**

**Instructions:** Rearrange the following statements into a good telephone conversation and then practise with your friends. The first sentence has been done for you already:

- · Certainly. Go ahead.
- Sorry. Do you know where she's gone?
- All right. Thanks.
- Hello. I'm afraid Christine is not in at the moment.
- Hello. May I speak to Christine, please?
- Yes. Tell her that Stephen rang. When she comes back, tell her to ring me.
- Five nine double oh two five
- I think so, yes. But I'll tell you in case she's lost it.
- · No. Double oh two five
- Five nine double oh five two
- Does she know your number?
- Well, then. May I leave a message to her, please?
- Just a moment.
- Okay, I'll repeat that. Five nine double oh two five
- Correct. Right. Thanks a lot for your help.
- Good. What's the number?
- No problem. I'll take care of it. Bye.
- I have no idea as she didn't say anything.

George: Hello. Two seven four four eight one oh. (A moment later) Stephen: George: Stephen: George: Stephen: George: Stephen: George: Stephen: George: Stephen: George: Stephen: George:

| / \ | / \ / \        | / \ | ///         | 1 | 150 | 1>/> | <><> | 151 | >1>  | 1313    |
|-----|----------------|-----|-------------|---|-----|------|------|-----|------|---------|
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|----|-------|--------|----------|----------|-----------|----------|
|    |       |        |          |          |           |          |

### Activity 9: Qualifications and Success in Three Aspects

**Instructions:** Work in groups of 4-5. Put each of the following proposed qualifications under one of the three aspects. One qualification may be used more than once. One of the group members will present your work to the class:

### List of the proposed qualifications:

| responsible<br>confident                                       |                                |                                      | diligent | initia                         |              | helpful |
|--|--------------------------------|--------------------------------------|----------|--------------------------------|--------------|---------|
| responsible<br>confident<br>cooperative<br>trustworthy<br>kind | humble<br>energetic<br>patient | knowledgeal<br>sincere<br>determined | str      | nsistent<br>aightforw<br>ident | polit<br>ard | e       |

| SOCIAL | ACADEMIC                | PROFESSIONAL |
|--------|-------------------------|--------------|
| ×      |                         |              |
|        | รักษาลัยเทคโนโลย์สุรูบั | 0            |
|        | - ขาลัยเทคโนโลยีสุ      |              |
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|----------------|----------|-----------|
|----------------|----------|-----------|

#### Activity 10: Knowing yourself:

**Instructions:** Choose one answer (Yes, Not Sure, or No) for each proposed qualification which appropriately applies to yourself. Please also note that there is no right or wrong answer.

| answer. <b>Exampl</b> I see my |                 | od/very good/eff | ficient/perfect person because I am |
|--------------------------------|-----------------|------------------|-------------------------------------|
| ,                              | ,               | and              | However, I am not very              |
| ,                              | or              |                  |                                     |
| Ask your                       | self if you are | e generally      |                                     |

| Qualification                     | Yes             | Not sure | No                |
|-----------------------------------|-----------------|----------|-------------------|
|                                   | ///             |          |                   |
| responsible                       |                 |          |                   |
| punctual                          |                 |          |                   |
| understanding                     |                 |          |                   |
| honest                            |                 |          |                   |
| confident                         |                 |          |                   |
| open-minded                       | ้ากยาลัยเกอโนโร | ย์สรั้ง  |                   |
| diligent                          | - TOTALINI      |          |                   |
| knowledgeable                     |                 |          |                   |
| consistent                        |                 |          |                   |
| polite                            |                 |          |                   |
| trustworthy                       |                 |          |                   |
| energetic                         |                 |          | V 20 170 USB 2000 |
| sincere                           |                 |          |                   |
| Macropharacter and assessment All |                 |          |                   |
| straightforward                   |                 |          |                   |
| patient                           |                 | h        | 5                 |
| determined                        |                 |          |                   |
|                                   |                 |          |                   |

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### Learning a Foreign Language

# Ask yourself if you want to be good at a foreign language, especially English. If so, here are some suggestions?????

Knowing how to go about learning a language can make all the difference to how successful you are. There is, however, no single 'correct' way of learning; everyone is different and you will soon find that some strategies work better for you than others. Trust your instincts.....but in the meantime, don't close your mind to new ideas and tactics. Here are some suggestions:

- Please always note that learning a foreign language is not something you can do overnight. Be realistic as it takes time to learn a foreign language.
- Seek an opportunity to use the language whenever possible.
- Practice makes perfect.

Talk to yourself.

- Do not worry too much about making mistakes. No one is perfect.
- Remember that 'pronunciation' is more important than 'accent'.
- Be patient whenever there is an ambiguity in a foreign language.
- Make your learning an active part of your life.
- Put your heart and soul into what you do.

| What's more????? |          | , |
|------------------|----------|---|
|                  |          |   |
|                  |          |   |
|                  |          |   |
|                  |          |   |
|                  | <u> </u> |   |
|                  |          |   |

Good luck.

# Getting to know your new friend

**Instructions:** Read the following questions carefully and answer those questions by writing **'Yes'**, **'Not sure'** or **'No'** in the '**Me'** column first. Then guess the answers for the same questions about your friend. Once you've finished the '**Guess**" column, ask your friend by using this model and write the responses in the **'Check'** column:

| A: Do you enjoy learning English with George?                |     |
|--|-----|
| B: Yes, I do/ No, I don't/ I'm not sure. And what about you? | 1   |
| A: Yes, I do/ No, I don't/ I'm not sure.                     | 11  |
|  | = " |

| Ma                     | My fr                                    | iend  | Result      |
|------------------------|--|-------|-------------|
| Me                     | Guess                                    | Check | Result      |
|                        | -  |       |             |
| /2\a                   |  |       |             |
| , // // \              | \  |       |             |
| H                      | H ·                                      |       |             |
|                        |  |       |             |
| <b>B</b> E             |  |       |             |
| 41111                  | 19                                       |       |             |
| <sup>ยา</sup> ลัยเทคโน | ลยีสุรบั                                 |       |             |
|                        |  |       |             |
|                        |  |       |             |
|                        |  |       |             |
|                        |  |       |             |
|                        |  |       |             |
|                        |  |       |             |
|                        | Me H H H H H H H H H H H H H H H H H H H | Guess | Guess Check |

### Speed and Volume

When you talk to somebody, he or she may speak so fast that you are not able to catch up with him or her. Here's how you can ask him or her to speak more slowly or slow down.

- Please speak a little more slowly
- Could you please speak more slowly?
- · Would you mind not speaking quite so fast?
- Will you slow down a little, please?

When somebody speaks so softly that you cannot hear him or her clearly, you can appropriately interrupt by using the following samples:

I'm sorry I can't hear you,

- please speak a little louder.
- · could you please speak a little louder?
- would you mind speaking a little more loudly?
- do you mind speaking a little more loudly?

**Situation:** At a busy shopping centre: A foreigner wants to know where he can cash a traveller's cheque. He is asking Somsak, a teacher at RS. Practise the dialogue with your classmates.

A foreigner: Excuse me. Can you speak English?

Somsak: Yes, I can but not very well. May I help you?

A foreigner: Certainly. Do you know where I can cash a traveller's cheque?

Somsak: I'm sorry. Could you please speak more slowly?

A foreigner: All right. Do-you-know-where-I-can-cash-a-traveller's-cheque?

Somsak: I see. There is a bank over there.

A forienger: A bank? Is it open at this time?

Somsak: I beg your pardon? It's very noisy here and I cannot hear you clearly.

Could you please speak a little louder?

A foreigner: Sure. IS THE BANK STILL OPEN NOW?

Somsak: I think so yes. It opens until 8 p.m.

A foreigner: Thank you very much for your help.

Somsak: You're very welcome.



### How to interrupt other people appropriately

In our daily life, when we have an interaction with other people, especially the strangers, we sometimes have to interrupt them. We should know how to interrupt them appropriately. What follow are some expressions that you may find very helpful:

- I'm sorry to interrupt you, but ......
- May interrupt you a minute, please?
- Sorry to interrupt you.

A stranger

- Do you mind if I interrupt you a second?
- . Excuse me. May I interrupt you?

Instructions: Rearrange the bits of conversation below between a stranger and a passerby into a good conversation by writing in the spaces provided. When you've finished, listen to check your answers. Then practice with your classmates:

Situation: A stranger interrupts a passer-by in a city centre. A passer-by

| That's right.   | Yes?  |  |
|---|---|--|
| Well, I'm a stranger here. Do you know where the nearest post- office is, please?   | The post-office?                                      |  |
| May I interrupt you a minute, please?   | All right.  |  |
| Oh really. Thanks just the same.  | ErrI'm really sorry. I'm quite new to this city, too. |  |
| Excuse me, please.  | That's all right. Go ahead.                           |  |
| A stranger:A passer-by:A stranger:A stranger:A stranger:A passer-by:A stranger:A stranger: |   |  |

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### What do you think makes us successful?

**Instructions:** Discuss in group of 4 or 5 the proposed qualifications below which you believe will bring success in each life aspect, i.e. social, academic, and professional. Then put a tick  $(\sqrt{})$  for each of the following proposed qualifications under one of the three aspects. One qualification may be used more than once. When you've finished, prepare to share with your classmates from the other groups by using the guided monologue given below. You have 10 minutes for the discussion:

| Qualification   | Social .                                | Academic    | Professional                            |
|-----------------|---|-------------|---|
| responsible     |   |             |   |
| F95.1           |   |             | <u> </u>                                |
| punctual        |   |             | *************************************** |
| friendly        |   |             |   |
| honest          |   |             |   |
| confident       |   |             |   |
| open-minded     |   |             | *************************************** |
| diligent        |   |             |   |
| considerate     |   | .,.,        | >                                       |
| cheerful        | กยาลัย                                  | เทคโนโลยีล์ | a                                       |
| knowledgeable   |   |             | *************************************** |
| consistent      |   |             |   |
| polite          |   |             | *************************************** |
| generous        |   |             |   |
| energetic       |   |             |   |
| sincere         | *************************************** |             |   |
| straightforward |   |             |   |
| prudent         |   |             | *************************************** |
| patient         |   |             |   |
| determined      |   |             |   |

### Guided monologue for sharing with the other groups:

| w  |       |        |
|----|-------|--------|
| HI | every | body   |
|    | CICLY | DUCEY. |

| I'm happy to share with you what our group thinks will make as a student, we agree that being,, and  | te us successful in our life. Well,<br>is part of our success in our |
|--|--|
|  | if we want to be academically  |
| As we are just human beings, we have to interact with Therefore, our group agrees that we should be, live happily in the society. And what about your group? Whyour attention! | and if we want to  |

#### How do you see yourself?

**Instructions:** Look at the list above again and then decide whether each word can describe you or not. Make a list in the table below. Note that there are no right or wrong answers.

| Yes | · Not sure | No |  |
|-----|------------|----|--|
|     |            |    |  |
|     |            |    |  |
|     |            |    |  |
|     |            |    |  |
|     |            |    |  |
|     |            | 19 |  |

| I generally see mysel | f as a(n) | Unnula o 1 | _ and | person. I'm not        |
|-----------------------|-----------|------------|-------|------------------------|
| sure if I am          | *         | or         | Howev | er, I don't think I am |
| a(n),_                | or        | person.    |       | *:                     |

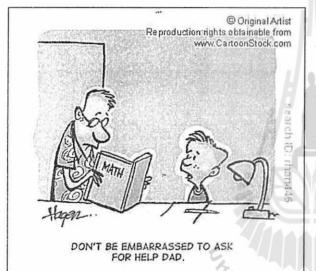
#### What are these people like?

**Instructions:** Look at the sketches of people below and use the words given to describe each of them. You may use as many words as possible to describe each person. Remember you may not be able to use every word from the list. You can also use the word(s) which is/are not included in the list:

Wordlist: He's/she's generally generous / kind / caring / hard-working / clever / not very smart / boring / sincere / humourous / friendly / unfriendly / open-minded / narrow-minded / strict / tidy / fussy / easy-going / hard-to-please / selfish / messy / protective etc.

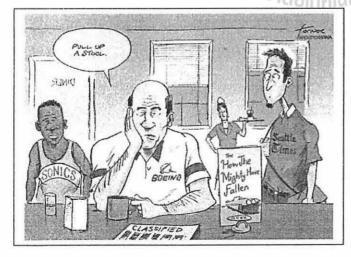


What is the gentleman like? I think he is \_\_\_\_\_\_
What is the lady like? I think she is \_\_\_\_\_\_



What is the old man with glasses like? I think \_\_\_\_\_

What about the boy? I think he is \_\_\_\_\_



What is the man on the left like? He is \_\_\_\_\_

What is the bald man like? I think he

What about the man standing on the right?\_\_\_\_\_

Job: Instructions: Write one the jobs given below under each picture. Not every word is needed:

(a teacher, a nurse, a doctor, a farmer, a mechanic, a banker, a shopkeeper, a construction worker, a security guard, a bus-driver, a businessman, a pharmacist, a dentist, a government official, a factory worker, a soldier, a police officer, a carpenter, a tailor, a hairdresser, a dressmaker, a beautician, an engineer. etc.)



Family members:

Instructions: Write the words given below to describe the relationship of the family members. Only some words are needed.

| (grandpare    | nts          | grandfath   | er gr      | randmother    | uncle        | aunt      |
|---------------|--------------|-------------|------------|---------------|--------------|-----------|
| father        | mother       | step father | /mother    | elder brother | /síster      | cousin    |
| younger br    | other/sister | twin broth  | er/sister  | an only o     | child of the | family    |
| the eldest so | on/daughter  | the young   | est son/da | ughter a v    | vednesday    | child     |
| husband       | wife         | son-in-lav  | / daughte  | r-in-law gro  | ındchildren  | L.        |
| grandson      | granddaug    | hter fath   | er-in-law  | mo            | ther-in-law  | níece     |
| nephew        | foster fathe | r fost      | er mother  | adopted son   | adopted i    | daughter) |



Example
They are brother and sister.

|   | The boy is the couple's  The man is the boy's  The woman is the boy's   |
|---|---|
| The woman is the  | man's   |
| 350   | There are people in the family: and children. They have two and one The boy on the right is the of the family and the father is |
| holding the   |   |
| hiaaer hou's  | And she is the younger boy's  |
|   | V/1012 = 6 6-6120   |
|   | In other words, we can call her a   |
| 30  |   |
| 200 - 100 - | There are six people in the photo. The oldest man is the youngest boy's   |
|   | and the youngest girl is their  |
| couple is the man   | 's parents. The boy's mother is their   |

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### Using the question words

**Instructions:** Choose *where*, *when*, *what*, *which*, *whose*, *who*, *how*, *how much*, *how many*, *how far*, *how long*, *or why* for each question. Read the short answer at the right. Then choose the appropriate question word.

| QUESTION                                  | ANSWER                      |
|---|-----------------------------|
| 1 did you put your books?                 | On the desk.                |
| 2 did you speak to George?                | The other day.              |
| 3 do you need the money now?              | To buy a new jacket.        |
| 4 will they arrive at the airport?        | About nine o'clock.         |
| 5 car is that?                            | It's Mr Smith's.            |
| 6 have you been?                          | Fine, thanks.               |
| 7 is your school from the city centre? Al | oout twenty minutes by bus. |
| 8have you been waiting for me?            | About half an hour.         |
| 9one do you prefer, black or green?       | The green one, please.      |
| 10 is that diamond ring?                  | I have no idea.             |
| 11 does your mother cook for breakfast?   | An omelette.                |
| 12 is there a telephone in this building? | Near the lift.              |
| 13 books have you read so far?            | About a dozen.              |
| 14 did you go to Bangkok last week?       | I flew there.               |
| 15 were you late for class today?         | I missed my bus.            |
| 16 can help me with that heavy box?       | I can.                      |
| 17 did that accident happen?              | This morning.               |
| 18 did that accident happen?              | It was raining heavily.     |
| 19 did that accident happen?              | In front of the school.     |
| 20 did that accident happen? The oncomir  | ng vehicle turned abruptly. |
| 21 does summer start in Thailand?         | As early as March I think.  |
| 22 did you go to the library?             | To get a book.              |
| 23 will you buy a new motorcycle?         | Next month probably.        |
| 24 do you keep your car?                  | In our garage.              |
| 25 does it take you to get home?          | About eight hours.          |

#### PERFECT PRESENT vs SIMPLE PAST

**Instructions:** Write the correct form of the verb in parentheses in each sentence. Choose only the simple past tense (V2) or the perfect simple tense (have/has+ v3).

| 1. Mr and Mrs Smith their house several years ago. (sell)   |
|---|
| 2. George is a language teacher. He at Suranaree University of Technology since 1996. (teach)   |
| 3. Our instructor that lesson to us last time. (explain)  |
| 4. The weather terrible ever since last Monday and it is going to be like this for another few days. (be)   |
| 5. The postman the letter just the other day. (deliver)   |
| 6. Many teachers English for almost ten years now. (teach)  |
| 7. Many teacherslong hours preparing themselves for the training course last night. (spend)   |
| 8. Supha and Sophi their homework yet because they are very lazy. (do, not)   |
| 9. I to your parents several times about your plan to visit Hanoi next summer. (already, speak)   |
| 10. Our teacherus more than five assignments so far this term. (give)   |
| 11. Mr Russell to Leeds last autumn. He there several times already. (fly)  |
| 12. We more than the normal amount of rain so far this year. (have)   |
| 13. Formerly, George for the ABC Supply Company in London. (work)   |
| 14. Patrick nearly every page of his new textbook already. (read)   |
| 15. Before coming to the training course, a few teachers very anxious because they the training would be very tedious. (feel, think)                      |
| 16. Many students in this class the famous Grand Canyon. (never, see)   |
| 17. A little while ago, we some very bad news about the disaster in the Middle-east. (hear)   |
| 18. From the time of his arrival until now, hediscussing that topic with the other members at the meeting. (avoid)  |
| 19. Our guests a good time at the party last night. (have)  |
| 20. The secretary them a special delivery reply. (send)   |
| 21. A lot of teachers not to miss the training with George again next year because they thought that it was very useful for their work. (finally, decide) |
|   |

#### Grammar in context

**Instructions:** Make the following statements into negative, Yes/No question (Y/N Q) and the Wh-question (Wh-Q) for the underlined word(s):

| 1. A lot Thai students have to study English every term.  |           |
|---|-----------|
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 2. Many teachers had to attend the training with George on Saturday.  |           |
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 3. A lot of villagers love doing their shopping in the city centre.   |           |
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 4. Thai university students should wear uniforms to class.  |           |
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 5. Most of the teachers studied English more than eight years at school.  |           |
| Negative:   |           |
| Y/N Q:  |           |
| Y/N Q:  |           |
| 6. Some of the teachers will take up $\underline{\text{Teaching English as a Foreign Language}}$ master's degree. | for their |
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 7. George has been to Vietnam before.   |           |
| Negative:   |           |
| Y/N Q:  |           |
| Wh-Q:   |           |
| 8. Peter and Mary always go to church on Sunday because they are very pious.                                      |           |
| Negative:   |           |
| Y/N Q:  |           |
|   |           |

### **Expressions:**

**Instructions:** Match the following bits of dialogues in A with those in B by drawing a line:

|   | $\mathbf{A}$                         | В  |
|---|--------------------------------------|--|
| ٠ | Good morning, sir. Can I help        | 1. Leeds United is.                        |
|   | you?                                 | 2. That's all right. Would you like to try |
| • | Excuse me, please. Could you         | another one?                               |
|   | help me? I'm looking for a silk tie  | 3. Of course. The fitting room is over     |
|   | for my father.                       | there.                                     |
| • | Do you have a smaller one?           | 4. No, thanks. I'm just looking.           |
| • | How much is this pink T-shirt?       | 5. At the Night Bazaar.                    |
| • | What sport do you play?              | 6. Only one. That's the free size.         |
| • | Who is your favourite tennis         | 7. SUT is playing against KKU.             |
|   | player?                              | 8. I'm afraid not. It's already a good     |
| • | Do you allow any discount?           | price for you.                             |
| • | What's going on at the stadium       | 9. I'm not really into tennis.             |
|   | this weekend?                        | 10. Table tennis and basketball.           |
| • | How many sizes do you have?          | 11. That's 340 baht.                       |
| • | Where can I buy a cheap shirt?       | 12. This is the only one we have in        |
|   | Hello. Is there anything I can       | stock.                                     |
|   | help you with?                       | 13. Yes, please. I'm looking for a new     |
|   | Can I try it on please?              | model of an aircraft.                      |
|   | I don't think I like it because it's | 14. Certainly sir. Please come this way.   |
|   | a bit too large for me.              | 15. Exactly it is. How much is that?       |
|   | What is your favourite football      |  |
|   | team?                                |  |
|   | Here you are. Is this what you       |  |
|   | are looking for?                     |  |
|   | J                                    |  |

### Adjective or Adverb:

**Instructions:** Write the correct form (adjective or adverb) of the word in parentheses in each sentence. Do not change the position of the word.

| 1.  | <ol> <li>My friend, Miss Smith, plays the piano</li> </ol> | (beautiful).                           |
|-----|--|--|
| 2.  | 2. Edward and Bill write                                   | (good) compositions in class.          |
|     | 3. Mr Russell(usual) speaks Ge                             |  |
|     | 4. Mr Johnson closed the front door                        |  |
| 5.  | 5. The driver was injured(ba                               | ad) in the accident last night.        |
| 6.  | 6. Fred studies  | _(hard) and learns everything          |
|     | (careful).   |  |
| 7.  | 7. That lesson was(easy).                                  | Don't give me(easy)                    |
|     | assignments.   |  |
| 8.  | 8. Those two workers did ajob                              | (difficult, efficient).                |
| 9.  | 9. We began to get(hungry                                  | y)(early) in the                       |
|     | afternoon.   |  |
| 10. | io. I will be(cor  | nplete) satisfied with something       |
|     | (inexpensive).   |  |
| 11. | 11. I consider his behaviour on that occasion very         | (suspicious).                          |
|     | 12(Actual), Mrs Smith                                      |  |
|     | (complete) story.  |  |
| 13. | 13. He made the(angry). (angry) rema                       | ark about the presentation. He made it |
|     | (angry).   | 193                                    |
|     | 14. Many teachers students can work with comput            |  |
|     | their computer skill is very                               | _(good).                               |
| 15. | 15. English is not very(d                                  | ifficult) and most teachers are very   |
|     | (happy) when they teach it                                 | t.                                     |
| 16. | 16. If you don't pay(close) attenti                        | ion to your pronunciation, you may not |
|     | make yourself understood(cl                                | ear).                                  |
| 17. | 17. A lot of teachers teach English                        | (happy) because they are               |
|     | (confident) in their language                              | skills.                                |
|     |  |  |

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### Rearranging the sentences

**Instructions:** Re-arrange the following words or phrases into good sentences and put these sentences into a good paragraph.

### Paragraph 1:

- and I'm doing | Hope | finds you | this postcard | fine at the Golden fand Resort | fit and well.
- 9/ having the training/very/here/am/happy
- 9/ from different/ have/ with a lot of teachers/ made friends/
   Departments.
- The and helpful is kind trainer very at our training
- · The hotel is |very | beautiful | and fresh | where we are staying.
- Q / Q have / to get / more knowledge about teaching / know / hard / in order /to work.

### Paragraph 2:

- · By the way, | at | how's | home | everything?
- Please | my/forget to/ dog and | feed my/ don't /chickens.
- I sometimes / start to/ but it's not / because I/ get homesick/ really too bad / get busy.
- I have not/but my training / much time / anything else/to think of.
- One more thing/activities / Q'd like /is Q have / every day/ to tell you/ a
  lot of finglish speaking
- I enjoy them / most of us / because we did/ though it's a / speak
  fnglish/ at high school/ bit difficult for / not learn to
- However, / near future / best and perhaps/ ? can speak? Il do my /
  finglish better in the

Prepared by Assoc. Prof. Dr George C. Intaraprasert School of English Suranaree University of Technology Nakhon Ratchasima 30000 \* Writing: Instructions: Start and end your letter with the suggested form below. Date: dd/mm/year Dear \_\_\_\_\_, Greetings from the Golden Land Resort, Nakhon Ratchasima! That's all for now. Look after yourselves and I'll write again soon. With much love,

PS: Please give my love to everybody. Thank you.