

(http://thegold3.ip.net/wordpress/wp-content/uploads/2014/02/lets\_speak.jpg)

# Language and Professional Development Workshop For Secondary School Teachers

May 8-12, 2014

Assoc. Prof. Dr George C. Intaraprasert
School of Foreign Languages
Institute of Social Technology
Suranaree University of Technology
Amphoe Muang
Nakhon Ratchasima 30000





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# Language and Professional Development Workshop For Secondary School Teachers, Saraburi By Assoc. Prof. Dr George C. Intaraprasert School of Foreign Languages, Suranaree University of Technology, May 8-12, 2014



# Day 1: May 8, 2014

08:15-08:50 09:00-09:30 09:30-10:00 10:00-10:20 10:20-11:05	Registration Opening ceremony Orientation and getting to know the trainers Morning break Ice-breaking activities plus what to do and say politely in English!!!
11:10-12:00 12:00-13:00	Is speaking English difficult?  Lunch break
13:00-13:45 13:50-14:30 14:30-14:50 14:50-16:00	Let's sing along! (If we hold on together) British VS American English Afternoon break Let's speak English!!!

# Day 2: May 9, 2014

09:00-10:00	English pronunciation in Britain accent plus exercises!!!
10:00-10:20	Morning break
10:20-11:00	Let's get to know Britain!!! (UK, GB and England, education,
	food and London!)
11:10-12:00	A closer look at AEC
	• 100
12:00-13:00	Lunch break
13:00-13:45	Let's sing along! (Wind of change)
13:50-14:30	Let's speak English!!
14:30-14:50	Afternoon break
14:50-16:00	

10:00-10:00 American Daily Life 10:00-10:20 Morning break Listen and Write (Dictation); Exclamations in English and Fix your bad English!!!! 11:10-12:00 A closer look at ASEAN countries  12:00-13:00 Lunch break 13:00-13:45 Let's sing along! (I'll stand by you) 13:50-14:30 Everyday idioms made easy and famous English proverbs! Phrasal verbs with multiple meanings/Words that look the same but pronounced differently! 14:30-14:50 Afternoon break 14:50-16:00 Language and Arts: 'Life after AEC'  10:00-10:00 Presentation: 'Life after AEC' 10:00-10:00 Morning break 10:20-11:00 A closer look at ASEAN countries 11:10-12:00 Roving reporter: "What should we do for AEC preparation?"  12:00-13:00 Lunch break 13:00-13:30 Let's improve our pronunciation! 13:30-14:30 Listening practice! 14:30-14:50 Afternoon break 14:50-16:00 Let's enjoy ASEAN cultures and cultural performances  10:00-10:00 Morning break 10:00-10:00 Let's enjoy ASEAN cultures and cultural performances  10:00-13:00 Let's enjoy ASEAN cultures and speaking! 10:00-10:00 Morning break 10:00-11:00 Teaching listening and speaking! 11:10-12:00 A closer look at ASEAN countries! 11:10-12:00 Lunch break 11:00-13:00 Lunch break 11:00-14:30 Let's explore websites for language learning!!! 11:00-14:00 Wrap-up activities and closing ceremony!	Day 3: May 10,	2014
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14:50-16:00 Wrap-up activities and closing ceremony!	14:30-14:50	
	14:50-16:00	Wrap-up activities and closing ceremony!

# Workshop objectives:

- To enable the participants to make use of the English language for communication
- To raise the participants' awareness about the importance of the English language
- To promote the participants' teamwork skills and spirit
- To encourage the participants to take part in the group activities
- To give the participants an opportunity to carry out the assigned tasks by using English
- To promote the participants' attitudes towards English
- To raise the participants' awareness of language learning strategies
- To help the participants with the teaching of language skills focusing on listening and speaking
- To provide the participants with cultures of the native speakers of English especially the British
- To raise the participants' awareness of language varieties





1) E\_E\_E\_R\_I\_C - EN-G L-I-S-H C-C C-A-M-P
ERIC ENGLISH CAMP X HURRAY!!!
Oh English camp! (Oh English camp)
At ERIC (At ERIC)
Oh English camp at ERIC always makes me and everyone happy.
Oh English camp at ERIC (Clap your hands xxx)
I love English!

\*

2) I love English and I enjoy it, (Yeah, I agree, agree)X So come with me and you will see (yeah) at the English camp We learn, we play, we sing hurray hurray....We learn We learn, we play, we sing hurray hurray....We play We learn, we play, we sing hurray hurray....We sing We learn, we play, we sing hurray hurray.... Hurray

\*

3) I've come to join the camp
You've come to join the camp
We've all come to join the English camp
I've come to join the camp
You've come to join the camp
We've all come to join the English camp
La la la la ......XX

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

4) Sit down, stand up and we clap clap clap. Sit down, stand up and we clap clap clap. We clap to the left and we clap to the right. We turn around and clap clap clap. (walk, jump, kick, shake, nod, chat)

5) Oh English camp at ERIC Always makes me really happy Oh when we come to ERIC We are always really happy You want to come and you will see And when you see, you want to come To English camp..... Oh English camp ..... Oh English camp at ERIC Is always great for you and me Food, fun, and friends no sun sand sea But we all sing so sounding songs 6) You kick to the left, Then you kick to the right Jump forward, jump backward Hop hop hop \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* 7) Father Abraham had seven children Seven children had Father Abraham One of them was tall, one of them was small But none of them was bright. Lift your left, lift your right... Kick your left, kick your right... Shake your hip, shake your head, turn around 8) Little Peter Rabbit Little Peter Rabbit had a fly upon his nose; Little Peter Rabbit had a fly upon his nose; Little Peter Rabbit had a fly upon his nose; Then he flipped and he flopped and it flew away.

9) Slide, slide, slide		
Slide, slide, slide		
Left hands clap, right hands clap, b	ooth hands clap	
Bang, bang, bang	State of the state	
**************	*************	
10) Elephants are big		
Birds and bees are small D	logs and cats are short	
But giraffes are tall	ather's old	
I am young V	Ve're strong and happy	
Everything is beau	tiful	
English camp is fu	ll of fun XX	
Full of full of fun.	Good fun!	
	1,	
	****************	
11) A side, a side, a front, a		
A side, a side, a front, a back		
A side, a side, a front, a back		
A side a front a side a front a side a	front a back	
****	**************	
	171 A	
12) One two three four XX quack	<b>quack quack</b>	
**********	*************	
13) This old man, he played one,	16	
He played knick-knack on my thur	nh	
With a knick-knack, paddy whack,		
Gave a dog a bone,		
This old man came rolling home.		
This old man came forming nome.		
************	***********	
14) We are all happy fellows		
Singing and always smiling X		
Do follow me, do follow me		
Do follow follow me X	*	
***********	************	

15) I am singing, you are singing, they are singing, we are singing now. Every day, we sing a song, sing a song sing a song. Every day, we sing a song, we sing every day. I am singing, you are singing, they are singing, we are singing now. Yesterday, we sang a song, sang a song, sang a song Yesterday, we sang a song, we sang yesterday.
**************************
16) The wheels on the bus go round and round, round and round, round and round The wheels on the bus go round and round, all day long
The fathers on the bus go nod, nod, nod, nod, nod, nod, nod, nod
nod, The fathers on the bus go nod, nod, all day long
The mothers on the bus go chatter, chatter, chatter
The children on the bus go wriggle, wriggle, wriggle
· ************************************
17) Oh the English camp at ERIC Don't you want to come or want to join with me? Come, everybody, come! Everybody come! And make friends with me.
Oh the English camp at ERIC
Oh no matter where or what you want to be! Come! Everybody come!
Everybody come and make friends with me!
************************
18) Oh we charge
Oh we charge to the left, and we charge to the right.
Then we walk and we walk all right
On the heel and the toe and a half way round
On the heel and the toe; then a new friend found
*************************

19) We have come to the camp
We have come to learn and play
Hey, all we sing hurray
We've come to play
We've come to learn
We have come to the camp
And the camp is full of fun
Hey, all we walk and run
We're having fun at the English camp, good fun!

\*

20) I see a little bird singing in the tree
When the sun is high, it flies away into the sky
Fly fly fly fly fly
Fly into the sky but still there's a song within her mind
Fly fly fly, fly fly
Fly away into the sky, fly away into the sky

21) I've got peace like a river XX

In my soul, in my soul

I've got peace like a river XX

In my soul

I've got joy overflowing XX

In my soul, in my soul I've got joy overflowing XX

In my soul

I've got friends from English camp X

I've got friends from the camp at ERIC, ERIC

I've got friends from English camp X

I've got friends from the camp at ERIC

\*

# About Myself

Name:	Family Name:	
Nickname:		
Date of Birth: (D/M/	YY)	
Place of Birth:		
Level of teaching:		
School:		
Favourite Sport:		
Favourite Colour:	//	
Opinion about teach	ing English:	
Mailing Address:	// 4. \	
Postcode	5,74	
E-mail Address:	1/ยาลยเทคโนโลยีดี	×
Telephone Number	(if any):	



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\*

# **Activity 1: Personal Information (Getting to know new friends)**

**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:

A: Hello. My name is	You can call me
	and you can call me
A: (Name), where are you teach	hing?
B: I'm teaching at	and what about you? Where are you teaching?
A: I'm teaching at	I've been teaching English for years.
B: I see. I've been teaching for	years. What is your favourite language skill?
A: I really enjoy	Yourself?
B: Me? My favourite skill is	By the way, what do you think about
teaching English?	
A: Teaching English?I think	it's (easy, difficult, boring, interesting, etc). Yourself?
What do you think about it	?
B: I find it (easy, difficult etc).	What you like doing in your free time? I mean your
hobby.	
A: Well, I quite like (listening t	to the music, playing computer games, reading, etc).
B: Oh really, I like(listening to	the music, playing computer games, reading, etc).
A: Do you play sports at all?	
	otball, volleyball, badminton, etc). or (No I don't.)
	able-tennis, badminton, etc). Well, (Name) I'm afraid I
have to go. It's been nice tal	king to you.
R. Reen nice talking to you too	

Personal Information	Friend 1	Friend 2	Friend 3	Friend 4	Friend 5
Name/nick name	٥				
Place of work					
Teaching Experience					
Favourite language skill					
Opinion about T/E				ž	
Hobby			24		
Sport			-		

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\*

# Activity 2: Introducing a new friend to the group

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

# **Model:**

Good morning everybody. First of all, please let me introduce myself. I'm (My name's)				
I'm tea	ching at			
and I've been teaching English for years	. My favourite language skill is			
I think teaching English is	In my free time, I like			
and my favourite sport is	By the way, I'm <u>pleased</u>			
(happy / glad / delighted) to introduce to you one of n	ny new friends today. I'm sure you			
must be happy to get to know <u>him</u> (her).				
Yes. My new friend is calledand you	ı can call <u>him</u> (her) <u>He</u>			
(She) is teaching at and s/he's been teaching English for years.				
His/Her favourite language skill is He (She) thinks that teaching				
English is very <u>useful</u> (interesting / difficult / easy / boring, etc). In <u>his</u> (her) free time,				
he (she) likesFinally, his/her favourite sport is				
Thank you very much for your attention.				
<b>N.B.</b> Substitute the underlined word or words with the one provided in the immediate				
brackets.	ne one produce in the immediate			
**************************************	*			
	•			



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\*

# Activity 3: 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*.

### Example:

- A: Hi, my name's George. What's your name?
- B: Hi, I'm Num.
- A: Num, are you good at English?
- B: Good at English? Yes, I am. Yourself, George? Are you good at English?
- A: Yeah, me too. I'm good at English. 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	5

a shy person Name:	a hard-working person Name:	a pet lover Name:
good at the computer Name:	a vegetarian Name: Jaumajulaga	good at English Name:
an outgoing person Name:	from a rich family Name:	interested in teaching speaking Name:
often late for class Name:	an early bird Name:	fond of speaking English Name:
a beefeater Name:	married with two children Name:	happy whenever teaching English Name:

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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.

#### **Ouestions:**

- 1. Do you think it is difficult for Thai students to speak English?
- 2. Do you agree that English is more difficult than Mathematics?
- 3. Do you believe that a lot of people from ASEAN countries will look for jobs in Thailand after 2015?
- 4. Do you think teaching English in the morning is better than in the afternoon?
- 5. If you have an opportunity to go abroad, will Vietnam be your first choice?
- 6. Do you prefer to speak Thai rather than English to teach?
- 7. Do you think Thai students should wear uniforms to class?
- 8. Do you believe that riding a stationary bicycle one hour a week can reduce your weight?
- 9. Do you believe that Thai teachers can teach Thai students to speak English?
- 10. Do you agree that Thai students should study English at least five hours a week?
- 11. Do you agree that every teacher is more clever than their students in every instance?
- 12. Are you angry when your students do not listen to you while you are teaching?
- 13. Do you believe that teachers are always correct?
- 14. Do you think English is more important than Science?
- 15. Do you agree that the students who are good at Mathematics are not good at English?

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



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#### Activity 5: Information Exchange

languages.

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

(A) What's his/her name? His/Her name's \_\_\_\_\_\_\_ How old is he/she? He/She's What's his/her age? He/She's years of age. · What's his/her marital status? He/She's married with two children/married with no children/single/divorced. What does he/she do? He/She/s a (an) His/Her hobby is collecting stamps/photography. Or What's his/her hobby? His/Her hobbies are collecting stamps and photography. What's his/her favourite colour? His/Her favourite colour is blue/green/purple. Or. His/Her favourite colours are blue and yellow. 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 No, he/she doesn't speak any foreign

Linda Williams	(Male)	Vince Lee	(Female)
	25	36	
single	้ <sup>อ</sup> กยาลัยเทร	divorced	married (2)
	news reporter		
gardening		reading	
70,000	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.

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

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

1	D	٦
l	D	,

•	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	married wit	th two children/married	d with
	no children/single/div	orced.			
•	What does he/she do?	He/She/s a (an)			
•	What's his/her hobby?	His/Her hob	by is collect	ing stamps/photograp	hy. Or
	His/Her hobbies are co	ollecting stamps ar	nd photograp	ohy.	
	What's his/her favourit	e colour? His/He	r favourite c	olour is blue/green/pur	ple. Or
	His/Her favourite colo	urs are blue and <mark>y</mark>	ellow.		
•	Where's he/she from?	He/She's from		·	
•	Does he/she speak an				
	French/English or Th	ai and German.	Or No, he/s	he doesn't speak any	foreign
	languages.				

(Female)	Hugh Russell	(Male)	Nancy Roberts
20	5, 44	12	35
	married UII	กโนโลยี <sup>สุร</sup>	
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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# 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?????	้ <sup>อก</sup> ยาลัยเทคโนโลยีส <sup>ุร</sup> ์		
-			
		-	

Good luck.

# Getting to know your new friends

**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:

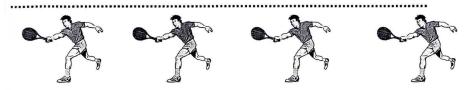
11	A:	Do v	7011 e	eniov	z lea	rnin	g Er	glis	h wi	th (	- <del>l</del> eor	ge?					-
II	B: `	Yes,	I do	/ No	), I d	on't	/ I'n	n no	t su	re. A	And	wha	it ab	out	you	?	11
	A: '	Yes,	I do	/ No	o, I d	lon't	/ I'r	n no	t su	re.					•		11
L	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_

Note: You can use these expressions whenever appropriate:

Yeah, me too; No, me neither; I'm not sure either.

Question: Do?	Me	My fr	iend	Result
Question. Do	// 17	Guess	Check	Result
you go shopping at a department store every week?				
2you have a pet dog at home?		η,	,	
3you like Japanese food?		R .		
4you enjoy speaking English?				
5you read English every day?		Z1 2		
6you and your family often visit your relatives?				
7you go on holiday every term break?		10		
8you live in a 2 storey-house?	<sup>ใย</sup> าลัยเทคโ	นโลยีสุร <sup>ม</sup> ์		
9you have a computer at home?				
10you think your school is a good place to work?		м		
11you enjoy talking with your colleagues?				
12you normally have breakfast at home?				
13you like your school director?		76 L		
14you have a friend teaching at your School?				

# **Daily Routine Checklist**



**Instructions:** Complete the following checklist and then talk to your group members. Use the given sample dialogue as the guideline:

Susan: Jack, do you smoke?

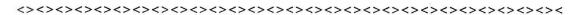
Jack: No, never. How about you? Do you smoke?

Susan: No, me neither.

Do youat all?	Always	Often	Sometimes	Never
take lunch to school		HH		
drink coca-cola				
eat grilled chicken				
take vitamins	A			
teach at a cram school	/'			
eat fresh vegetables	a fi		7	
go to temple	1/2			
play sports	5, 41		19	
sleep less than 6 hours a day	Jones	วันเกอโมโลยี	asu	
go to the movies		JOH FILLIO		
skip breakfast				
read an English newspaper				
watch TV programs in English				
walk to school				

**Note:** You can say: "Yeah me too" if you answer exactly the same as your friend in a positive way. "No me neither" if exactly the same in a negative way.

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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  $(\checkmark)$  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	х	71	
punctual			
friendly			•••••••
honest			
confident		•••••	
open-minded		······	
diligent			
considerate			
cheerful			
knowledgeable			
consistent	กยาวัง	แพดโมโลย์ไล้	
polite			***************************************
generous			
energetic			
sincere -			
straightforward			
prudent			·
patient			
determined			
others			
-			

# Guided monologue for sharing with the other groups:

Hi	everybody	7
	CVCIyDUUy	

Hi everybody.			
	you what our group thinks gree that being, all life. In addition, we should still.		
As we are just human be Therefore, our group agree to live happily in the soci you for your attention!	eings, we have to interact es that we should beety. And what about your	t with other people in tage, and group? What do you th	the society. _ if we want ink? Thank
How do you see yours	elf?		
describe you or not. Make answers.	he list above again and the a list in the table below. N		
Yes	Not sure	No	
			.
			•
••••••	·		•
		160	•
	<i>"เรา</i> ลัยเทคโนโลยี"		<u>"</u>
			g.
I generally see myself as	a(n),	and	person. I'm
not sure if I am	or _	However, I d	on't think I
am a(n),	or pe	rson.	
*********	*********	**********	*****

# 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.
- 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 passer-by 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 stranger

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:	IIIII		
A stranger:			
A passer-by:			
A stranger:			
A passer-by:			
A stranger:			
A passer-by:			
A stranger:			

# **Grammar in context**

# 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 George arrive at Suan Rim Khao?	About nine o'clock.
5 car is that?	It's Mr Smith's.
6 have you been?	Fine, thanks.
7 is SUT from the city centre?	About forty 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.
20did that accident happen? The or	ncoming 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

<b>Instructions:</b> 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
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 teachers long 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 teacher us 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 participantsthe famous Grand Canyon. (never, see)
17. A little while ago, we some very bad news about the disaster in the Egypt. (hear)
18. From the time of his arrival until now, hediscussing that topic with the other members at the meeting. (avoid)
19. Our guests
20. The secretary them a special delivery reply. (send)
********

**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 secondary school 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:
Wh-Q:
6. Some of the teachers will take up <u>Teaching English as a Foreign Language</u> for their master's degree.
Negative:
Negative:Y/N Q:
Wh-Q:
7. George has been <u>to Vietnam</u> 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:
Wh-Q:

# 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. My friend, Miss Smith, plays the piano \_\_\_\_\_(beautiful). 2. Edward and Bill write \_\_\_\_\_\_(good) compositions in class. 3. Mr Russell \_\_\_\_\_(usual) speaks German very \_\_\_\_\_ door \_\_\_\_\_ (quiet) Johnson closed the front (cautious). 5. The driver was injured \_\_\_\_\_ (bad) in the accident last night. (hard) and learns everything 6. Fred studies \_\_\_\_\_ \_\_\_\_(careful). 7. That lesson was \_\_\_\_\_(easy). Don't give me \_\_\_\_\_(easy) assignments. \_\_job \_\_\_\_\_(difficult, efficient). 8. Those two workers did a \_\_\_\_\_ 9. We began to get (hungry) (early) in the afternoon. (complete) satisfied with something 10. I will be \_\_\_\_\_ (inexpensive). \_\_\_\_\_(suspicious). 11. I consider his behaviour on that occasion very\_\_\_\_\_ 12. \_\_\_\_\_(Actual), Mrs Smith did not intend to tell me the \_\_\_\_(complete) story. 13. He made the \_\_\_\_\_ (angry) remark about the presentation. He made it \_\_\_\_\_(angry). 14. Many teachers students can work with computers very \_\_\_\_\_(good) because their computer skill is very \_\_\_\_\_(good). 15. English is not very \_\_\_\_\_\_(difficult) and most teachers are very \_\_\_\_\_(happy) when they teach it. 16. If you don't pay \_\_\_\_\_(close) attention to your pronunciation, you may not make yourself understood \_\_\_\_\_(clear). 17. A lot of teachers teach English \_\_\_\_\_ (happy) because they are \_\_\_\_\_ (confident) in their language skills.

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### Verb + V-ing and Verb + infinitive

In English, there are a few types of verbs which are also used differently. When there is another verb following these verbs, the verb which follows can be either a verb+ing or a verb + infinitive (to verb). Some verbs can be followed by only verb + ing; some can be followed by verb + infinitive; and some can be followed by both verb + ing and verb + infinitive. This practice will give you the list of verbs which can be used as mentioned above.

A: The following verbs must be followed by a verb with -ing only. These verbs include:

admit	avoid imagine	consider	delay	defe	r enjoy	fancy
finish	imagine	involve	keep	like	miss mi	ind
postpone	practise	regret *	risk	stop	suggest	try

#### **Examples:**

- Many students studying with George really *enjoy speaking* English with him.
- I always **fancy going out** for a drink on Friday evenings with a few of my good friends.
- Some students never *avoid speaking* English with a foreigner.

**B:** Besides the verbs given in the list above, the following expressions are also followed by a verb with –ing. They are:

```
give up (stop) put off (postpone) keep on (do something continuously)
go on (continue) carry on (continue)
```

**C:** If the verb following the verbs or expressions above is in the passive mood, it must be preceded by **being**.

#### e.g.

- I don't *mind being told* what to do by my colleagues.
- Many people don't *like being asked* their marital status.
- Some students don't mind being kept waiting.

D: A few of the verb in this section especially *admit*, *deny*, *suggest and regret* can also be used with a **that** ......structure.

#### **Examples:**

- He denied that he had broken into his neighbour's house. (He denied breaking into his neighbour's house.)
- Robert suggested that we had fish and chips at Nash's Tudor. (Robert suggested having fish and chips at Nash's Tudor.)

#### 2: Verb + infinitive (to verb)

The verbs in the list below are followed by an infinitive or to verb. These include:

#### **Examples:**

- Our group finally *agreed to* have another class on Friday.
- More and more young people want to study English nowadays.
- George always *offers to* help his colleagues whenever they need some help.

#### **Exercise:**

**Instructions:** Choose the appropriate verbs from both lists above and then change the verb given for each item to the correct form.

1.	A lot of studentsaway for a weekend. (come)	to class on Saturday as they want to go
2.	My parents alwaysscenery. (visit)	England because they love English
3.	Many foreigners who come to Thailand	Thai food. (eat)
4.	That police officer(intercept)	a speeding motorist before he escapes.
5.	The government hasprojects. (allocate)	more money to villagers for their new
6.	Ian and Mary a decoration. (have)	party after they have done with their new
7.	I don'tthe dish	es as I want to help with something. (do)
8.	A lot of new studentsfriends. (become)	excited when meeting their new

#### Subject - Verb Agreement

It is very important for you to use the correct verb-when writing an essay. In other words, not only the correct tense of the verb of which should you be aware, but also the correct form the verb consistent with the subject of the sentence. This exercise will provide some information as well as practice for you in this respect. This exercise has been adapted from Willis and Quinn (1983).

 Prepositional phrases coming between the subject and the verb do not affect the form of the verb.

#### Example:

- a) A list of new students has been posted in front of the registration office.
- b) Five books on that table belong to the University library.
- Two prepositions that often leads writers into using plural verbs improperly are:
   together with, and as well as. The objects of these prepositions do not affect the
   verb.

#### **Examples:**

- a) George, together with eight of his students, has been working on the new project for the School of Foreign Languages.
- b) Mother, as well as six children, is waiting for the bus out there.
- A number of + a plural noun takes the plural verb, while the number of + a plural noun takes the singular verb.

#### **Examples:**

- a) A number of students do not want to go to the event this afternoon.
- b) *The number of students* who are having a class with George at the moment *does not* want to see the match between SUT and RIT.
- When the subject is compound, joined by the word *and*, the verb is plural.

#### **Examples:**

- a) The Prime Minister and the mayor are going to have a meeting this evening at the Government House.
- b) The man and his family have to leave the country right after their visa has expired.
- When the subject is connected by the words or or nor, the noun or pronoun nearer the verb controls its form.

#### **Examples:**

- a) Either George or his brothers are to take blame for their mistakes.
- b) Neither Somsak's parents nor his sister approves of his decision to further his study in the UK.
- Collective nouns ---words like *team*, *group*, *committee*, and *audience* ---require a singular verb when the group is considered as a single unit. When the group is considered in terms of the individuals that compose it, their plural form is preferred.

#### **Examples:**

- a) The committee has already made its decision about setting up a new network.
- b) The committee are unable to agree on the decision made by the Chair.

• When the words *who*, *which*, *or that* serve as the subject of adjective clauses, the verb agrees with the noun or pronoun being referred to.

## **Examples:**

- a) He is the only one of your friends who continues to support your position.
- b) He is one of those detectives who suspect everyone.

**Exercise:** In the following sentences, underline the correct form of the verb that appears in the parentheses.

- 1. Each of the advertisements (is, are) in today's newspaper.
- 2. Neither of the jobs (is, are) filled.
- 3. Every one of my friends (is, are) in the choir class.
- 4. Good behaviour and silence (is, are) expected when going to the temple.
- 5. George, together with a few of his friends, (is, are) definitely hosting the party.
- 6. On the side of the house (is, are) three ladders.
- 7. Each of those men (has, have) been taking turns driving the lorry.
- 8. The twins, as well as Hugh, always (walks, walk) along the canal in the evening.
- 9. A pair of lions (has, have) been resting under the tree for quite a while already.
- 10. A photograph as well as two pieces of identification (is, are) required for admittance.
- 11. Margaret is one of the people who (comes, come) from the North of England.
- 12. Several drops of rain (is, are) falling on the window.
- 13. The number of people (is, are) gathering in front of the town hall at the moment.
- 14. A number of students (do not, does not) want to go away from SUT.

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#### **Instructions:** Transcribe the phonetic symbols into words

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/'ner.tsər/<sub>us</sub>/-tsə/_____
/'næ\..on.ol/ /'næ\.nol/_____
/'gær.a:z/ /-idz/ <sub>US</sub> /gə'ra:z/_____
/'fs:.nr.tser/us/'fs:.nr.tse/_____
/'a:.ki.tek.tsər/<sub>us</sub>/'a:r.ki.tek.tsə/____
/'max.kit/us/'maxr-/____
/'kamp.fə.tə.bl/ us /-fə.ţə-/_____
/'vedg.tə.b]/____
/ˌvedʒ.ɪ'teə.ri.ən/ us/-'ter.i-/
/'tel.I.vI3.*n//,--'--/<sub>US</sub>/-ə-/___
/'dɪk.ʃ°n.°r.i/<sub>us</sub>/-er.i/____
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/'dez.ət/<sub>US</sub>/-ət/____
/dɪ'zɜːt/ <sub>us</sub> /-'zɜːrt/____
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/ə'pva/
/dav/
/sæm'pu:/
/əd'va:n.tidʒ/ us /-'væn. ţ idʒ/_____
/'bæl.onts/
```

# If we hold on together

*Instructions:* Listen to the song and detect the mistakes:

Don't lose your day with each passing way.

You've come so far,

Don't throw it away!

Live believing dreams are for weaving.

Wonders are waiting to depart.

Live your story,

Faith, hope and money!

Hold to the truth in your heart.

If we hold on together.

I know our dreams will never die.

Dreams see us through to forever,

As clouds roll by

For you and I.

Souls in the wind must learn how to blend.

Seek out a star,

Hold on to the end!

Valley, fountain, there is a mountain!

Washes our tears all away.

Waves are swaying.

Someone is praying, "Please let us come home to stay."

If we hold on together,

I know our dreams will never die.

Dreams see us through to forever,

as clouds roll by,

for you and I.

When we are out there in the park,

we reach up for the night!

In the dark, we'll find the light,

warm our hearts,

ev'ry one.

If we hold on together,

I know our dreams will never die.

Dreams see us through to forever!

As high as souls can fly!

The clouds roll by

for you and I!

# Wind of Change

I follow the Moskva Down to Gorky Park Listening to the wind of change

Soldiers passing by Listening to the wind of change The world is closing in

That we could be so close, like brothers
The future's in the air

Blowing with the wind of change
Take me to the magic of the moment
On a glory night
Where the children of tomorrow dream away
In the wind of change
Walking down the street

Are buried in the past forever
I follow the Moskva
Down to Gorky Park
Listening to the wind of change
Take me to the magic of the moment
On a glory night
Where the children of tomorrow share their dreams
With you and me
Take me to the magic of the moment
On a glory night
Where the children of tomorrow dream away
In the wind of change
The wind of change

Like a stormwind that will ring the freedom bell

Let your balalaika sing
What my guitar wants to say
Take me to the magic of the moment
On a glory night
Where the children of tomorrow share their dreams
With you and me
Take me to the magic of the moment
On a glory night
Where the children of tomorrow dream away
In the wind of change

# I'll Stand by You

Oh, why you ?
Tears are in your eyes
Come on and come to me now
Don't be
Let me see you through
'cause I've seen the dark side too
cause I ve seen the dark side too
When the
You don't know what to do
Nothing you confess
Could make me love you less
***I'll stand by you
I'll stand by you
Won't let nobody hurt you
I'll stand by you***
So if you're mad,
Don't hold it all inside
Come on and talk to me now
Come on and tank to me now
Hey, what you?
I get angry too
Well I'm a lot like you
When wayles standing
Vhen you're standing
Don't know which path to choose
Let me come along
'cause even if you're wrong
(***Repeat***)
Take me in into your darkest hour
And I'll
I'll stand by you
And when
When the night falls on you, baby
You're feeling all alone
You won't
(***Repeat***)

## Wise Sayings

Match the following sayings with their meanings.

Sayings	Meanings
1. Too many cooks spoil the broth.	A. Don't grieve about having done something that cannot be undone.
2. Two heads are better than one.	B. Children take after their parents.
3. When in Rome do as the Romans do.	C. Another place or situation always appears to be better than your own.
4. Don't cry over spilt milk.	D. A true friend will help you in a time of trouble.
5. He who laughs last, laugh best.	E. Don't form an opinion about something based on appearance alone.
6. Actions speak louder than words.	F. Take an advantage of an opportunity to do something.
7. Rome wasn't built in one day.	G. When travelling, follow the customs of the local people.
8. When the cat's away, the mice will play.	H. Doing something many times improves one's skill at it.
9. Don't judge a book by its cover.	I. A person can learn at any age.
10. Love is blind.	J. Some people will misbehave when they are not being watched.
11. No pain, no gain.	K. Too many people trying to take care of something can ruin it.
12. Practice makes perfect.	L. Important things do not happen overnight.
13. Don't put off for tomorrow what you can do today.	M. People's actions are more convincing than their words are.
14. The apple doesn't fall far from the tree.	N. The person who succeeds in making the last move has the most fun.
15. Make hay while the sun shines.	O. Don't assume more responsibility than you can handle; don't be overconfident.
16. The grass is always greener on the other side of the fence.	P. Two people working together can solve a problem quicker and better than a person working alone.
17. You're never too old to learn.	Q. One sees no faults in the person one loves.
18. Better late than never.	R. Nothing can be accomplished without effort.
19. Don't bite off more than you can chew.	S. Don't unnecessarily postpone doing something
20. A friend in need is a friend	T. It's better to do something late than not to do it at all

### Bingo:

**Instructions:** Look at the list of words in the box below and then choose 25 of them to put in the grids provided. One word can be chosen once only. Once you've finished, listen to George as he's going to read out phrases or sentences to you. Put a cross (X) in the grid of the word which matches with what you hear.

۲	tall	long	new	young	cold	bland
!	bitter	heavy	dark	soft	easy	open
	far	big	interesting	interested	annoying	annoyed
1	frightened	frightening	bored	boring	confused	confusing
	tiring	tired	expensive	air-condition	ier air-co	nditioning

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Good luck 🕲

**Instructions:** Match the word(s) in the list below with the statements given. Then compare your answers with your classmates:

tall		long	new	young	cold	bland !	
bitter		heavy	dark	soft	easy	open	
far		big	interesting	interested	annoying	annoyed	
frighte	ened	frightening	bored	boring	confused	confusing	
tiring			_	air-condition		70 <del>00</del> 50	
						: <sup>!</sup>	
1.	Many	students in t	his class are	not very		as they a	re about
	160 ce	ntimetres tal	l.				
2.				hours to get t	to SUT from	our town. It i	s a very
			_ journey.		ä		
3.	-				rs ago. That's	s why I want	to buy a
			one as I can	drive faster.			551
4.	My fa	ther is gettin	g old and he	loves telling	us about our	village when	he was
			_· . #	T A			
5.	It is v	ery hot in tl	ne summer a	t SUT and it	is very		in the
	winter	:					
6.	The so	oup is very ho	ot because the	re are a lot of	chillies in it.	To be honest,	I prefer
	the	v	soup.				
7.				out only few k	inds are	A-1-1-2-1-2-1-2-1-2-1-2-1-2-1-2-1-2-1-2-	
			Oh.		35	xilogrammes b	
0.				weighs over th			out mine
9.				on now as it is	s still light. W	Ve should wai	t until it
	gets _		•		-		
10.	Many	students thi	nk that Englis	sh is very hard	l. Actually it i	s	
	if they	pay more att	ention to it.				
11.	Oh no	! This seat is	too hard for n	ne. I want to s	it on a		seat.
12.	I thin	k the bank is	already close	but when I ca	an see some c	customers insi	de. That
	means	s the bank is s	still				

13. I used to live close to the university but now I have moved to a new house which
is quite from here.
14. Many students think that it is to come to the English camp
as they are in improving their English.
15. I do not like this kind of film as it is and whenever I feel
, I only want to go back home.
16. When I see a lot of new words and I do not know their meanings, I tend to get
Those new words are very
17. I do not like small children because they like making a lot of noise. I get
children as they are very when they are
noisy.
18. I do not like going into a dark place as I find it
19. I am always when I have to go into a dark place alone.
20. I feel very after twelve hours on the plane. It is a very
journey for me.
21. When I was young, a lot of things were very cheap but now they are
very For example, a bottle of drinking water costs me nearly
20 Baht!
22.It is very warm inside the classroom now as thesystem does
not work properly.
23. The at my house was made in Thailand and it works very well.
My bedroom is always cool.
+++++++++++++++++++++++++++++++++++++++

### Let's find out about ASEAN!

Instructions: Answer the following questions based on the websites. Work in groups of 5. You have about 35 minutes to finish the task.

ASEAN Country (Alphabetical order)	Capital City	Land Area (square km)	Official Language	Currency	Population (million)
			73.5		
		4.2	H		
		1/1	1.//	,	
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1. When was ASEAN founded?	
Answer:	
Website:	
2. What are the founding countries of ASEAN?	
Answer:	rai
Website:	
3. What is the official name of Vietnam?	
Answer:	
Website:	

4. What is the national symbol of Singapore?
Answer:
Website:
5. When did Brunei become the member of ASEAN?
Answer:
Website:s
6. Make a list of 5 World Heritage located in ASEAN?
Answer:
Website:
7. Which ASEAN country is the largest Muslim country in the world?
Answer:
Website:
8. What is the national symbolic animal of the Philippines?
Answer:
Answer:
9. How far is Angkor Wat (Siem Reap) from Phnom Penh?
Answer:
Answer:
10. Who is the present Prime Minister of Myanmar?
Answer:
Website:

#### **ASEAN Bingo**

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***************************************

#### Bingo:

**Instructions:** Look at the list of words in the box below and then choose 25 of them to put in the grids provided. One word can be chosen once only. Once you've finished, listen to George as he's going to read out phrases or sentences to you. Put a cross (X) in the grid of the word which matches with what you hear.

Malaysia	Thailand	Singapore	Vietnam	Laos
Myanmar	Cambodia	Indonesia	the Philippi	
Brunei	Thank you	Good morning	I love you	Peso
You're welcome	Buddhism	Muslims	Indo-china	G 1
Ho Chi Minh	Tagalog	Ringgit	Hanoi	Sultan
Hun Sen	Rangoon	Halong Bay	Jakarta	Manila
Kuala Lumpur	Phnom Penh			

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		Marin San	

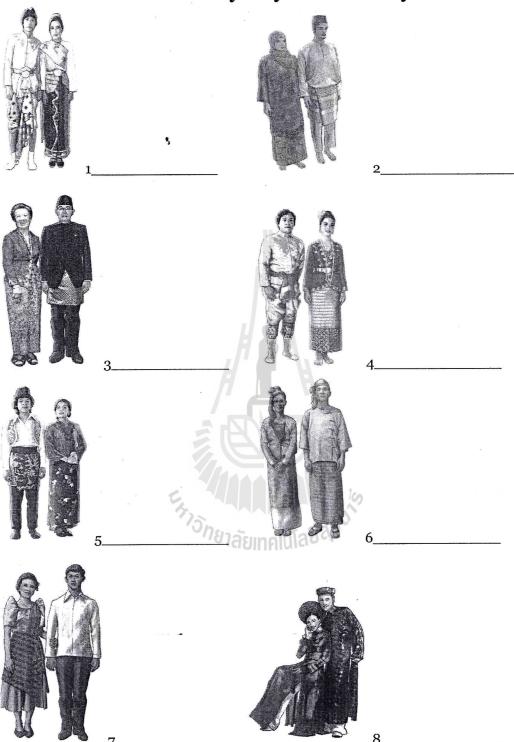
Good luck ©

## **Bingo Questions:**

1.	This country is smaller than any other ASEAN country but the most powerful in
2.	This country is a Muslim country and is also the largest Muslim country in the
3.	world
4.	This country has never been colonized by any western countries
5.	Sour Sdey! in Khmer means
6.	It is the money that is used in the Philippines
7.	This person has been regarded as Father of Vietnam
8.	The traffic congestion in this city is second to Bangkok
9.	It is the capital city of Cambodia
10.	It is the unit of currency of Malaysia
11.	It is the language spoken in the Philippines
12.	The head of the government of Brunei is
13.	This city used to be badly bombed by the American soldiers
14.	'Terima kasih' in Malay means
15.	It is one of the world heritages
16.	'Anh yêu em' in Vietnamese means
17.	The tallest building in ASEAN is in this city
18.	It is a small country but has a large oil field.
19.	This country is always hit with typhoons
20.	. A lot of Thais people use 'Never Mind' for
21.	This country has no seas
22.	These people cannot touch a dog
23.	The Presidential House of the Philippines is located in this city
24.	A large percentage of Laotians, Cambodians and Thais believe in
25.	Laos, Vietnam and Cambodia are in
26.	People in this country speak the language with their regional accents
27.	This country has the largest fresh water lake in Southeast Asia
28.	This person is the leader of our neighbouring country
29.	It is the former capital city of Myanmar
30.	This country is second to Singapore in terms of development

42

## Which ASEAN country do you think they are from?



Defens we sto			••
practice is/wi	rt our session toda <i>ll be/should be</i> dif	ny, let's discuss whether the ferent from the ELT practice	currer e for Al
_Yes.	No.	Not sure.	
		ld we prepare ourselves for a professional, social, cultura	
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		ay, let's discuss whether the current El ferent from the ELT practice for AEC.
Yes.	No.	Not sure.
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		ities and differences between the actice for AEC preparation.
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e all are wel	l aware that the ASEAN population will be able to n
ound freely t	to get a job in two years' time, i.e. 2015. The job ma
ll certainly b	be inevitably highly competitive. What do you think
her words,	aduates to compete with the other ASEAN graduates what do you think what qualifications Thai gradu
ould have?	
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• Apart from regular classroom teaching, I strongly believe that extracurricular activities are also very important to help widen worldviews of Thai students about the other ASEAN countries. Regarding this aspect, could you propose what sort of extra-curricular activities we can organize for Thai students? Work in group of 3-4. You have 20 minutes for the preparation and then another 5-7 minutes for the presentation to the whole class.

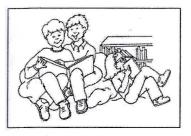
Objective(s) of the project:	
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Target Participants:	
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Type of activity:	
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Procedures:	
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Budget:	
Venue:	
Duration:	
Responsible person(s):	
// (5)	
Expected outcome(s):	
Remarks:	

## Treasure Hunt

Group:

	s to do the activ roup advisors.	villes.	once the	time is o	ver, give	the ns
gs to your g	roup advisors.					
Three thir	ngs begin with '	F'·				
2.						•
						•
Three thir	ngs begin with '	N':				•
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10.						_ 100
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	ngs begin with 'I	B´∙				



## Reading:

Instructions: Read about George's daily routines and then put a cross (X) under Always, Often, Sometimes, Never, or Not mentioned for each activity.

#### George's Daily routines

George is a teacher teaching English to university students at Suranaree University of Technology in Nakhon Ratchsima Province. He is normally a busy teacher because he has a lot to do every day even on the weekends. However, he has to keep himself healthy. If not, he won't be able to work or travel.

George is an early bird. He always gets up at 5 or earlier. He often goes to bed about 10 o'clock but he sometimes goes to bed just before midnight which is quite late for him. He never gets up late as he really hates sleeping late. He goes jogging at the park near the city from time to time. He wants to go swimming but he cannot swim, so swimming is something he has never done. Although George is busy at work, he sometimes gets together with his good friends just for a small party. It's a good way to relax!!!

Activity	Always	Often	Sometimes	Never	Not mentioned
Get up at 5:00	23		5		
Sleep late		วักยาลัยเทต	โนโลยีส์ <sup>5V</sup>		
Go jogging		0.01111	101.		
Swim		×			
Have a party					
Run					
Work on the weekends					
Go to the park		×			*
Relax					
Stay up late					

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	•	HIA		
	*		(X	





## Writing 1

Instructions: Work in groups of 4 (one is an interviewee and the other three are interviewers). Use the guided questions to ask for information about hometown and neighbourhood. You have 5 minutes to interview each group member.

Before starting the interview, don't forget to greet the interviewee and thank the interviewee when you've finished the interview.

## Guided questions:

- Where are you originally from?
- Do you live in a village or in a town?
- Do you like living there?
- Why do/don't you like it?
- Could you describe to us your neighbourhood? Anything else?
- Are there any interesting places near where you live?
- What about your neighbours? What are they like?
- Do you like your neighbours?
- What is your ideal neighbourhood like?
- What are your ideal neighbours like?
- Would you like anything to improve in your neighbourhood?
- Any comments or suggestions?



## ✓Note-taking form

Question/Name			Yourself
Originally from			
Living in town/village		×	
Like living there			
Why/why not			
Describing neighbourhood			
Interesting place(s) nearby			
Neighbours			
Ideal neighbourhood			
Ideal neighbours			
Anything to improve			
Comments/suggestions	Н	, , //	

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## Writing 2:

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

#### Paragraph I:

- and I'm doing/ Hope/ finds you/ this letter/ fine at Saraburi Language and Professional Development Workshop/ fit and well.
- tell you that / the workshop is/ and we are normally busy/ I would like to/ good fun/with different activities
- I/ having/ with new friends/ here/am/ a good time
- I/ from different/ have/ with a lot of teachers/ made friends/ schools.
- The/ and helpful/ are/ kind / trainers/ very/at our workshop
- The place/ is /very/ beautiful/ and fresh.

#### Paragraph II:

- 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 activities/much time /anything else/to think of.
- One more thing/activity every day / I'd like /is I have / to tell you/ an English speaking
- I enjoy it / most of us / because we did/ though it's a / speak English/ at school/ bit difficult for / not learn to
- However, / near future / best and perhaps/ I can speak/I'll do my / English better in the





## Writing:

Instructions: Start and end your letter with the suggested form below.

, 2014	\$
Dear,	
Greetings from our workshop at	Suan Rim Khao!
	767
	,// <b>P</b> K
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- Cy.	
ري 	ทยาลัยเทคโนโลยีสร <sup>ร</sup> ั
	·
That's all for now. Take care ar	nd see you soon <u>.</u>
With much love,	

*ૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡૡ*ૡૡૡૡ

#### 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?

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

#### Practice I: Consonantal sounds: $\theta$ -/ 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):

/0-/	/s-/	/4-/θ-/	/s-/
three	see	think	sink
thank	sank	thought	sought
thumb	some	thick	sick
threat	set	theme	seem
thrill	seal	Alula 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):

/θ-/	/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)

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.		$H \cdot L \setminus A$		

## Practice II: 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  $/\delta$ -/ with /t-/. The former always appears in th- but voiced. Thismakes the meaning of the word change or at times meaningless. Let's practise the word listed below.

/ð-/	/d-/	/ð-/9	/ <b>d</b> -/
they	day	thine	dine
those	dose	them	dem (no 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, /  $\eth$ / can also appear in the final or mid-position of a word /-  $\eth$ -/ as in:

southern northern brother father bother either neither

leather worthy etc.

**Practice III:** 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/, and /-ks/. Let's practise /-st/ as in:

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

#### Practice IV: 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/.

/-n/	/-1/	/-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 Ons	men 135	male
win	will	retain	retail
none	null	tin	till
pain	pale	spin	spill
Spain	spell	detain	detail

Note:				
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**Practice V:** 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-/

/p-/	/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	kill	skill
can	scan	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.


#### Practice VI: Which one au you

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.

examples.  Miscellan	y:					
bite bride	bright brine	buy	blight	bind	blind	\$
die dive	dice dine	dike dried	dry	dial	drive	
fire flight	five find	fly fight	fry far	file	fine	
hi	hire	hind	high	hive	hike	
lie lime	line lice	life liar	live	like	light	
mine Mike	mind my	mild	mice	might	mile	
nine	knife	nice	night	Nile		
pie plight	pile pride	pine prime	ply	price	prize	
side	sight	size	sigh	sign		
rice	lice	right 708	light light	ripe		
tide Thai	tie tried	try tile	tyre type	tired	tight	
wise while	wine vice	wife vine	white wide etc.	why	wire	
Note:						
					,	

## Fact-Finding

**Instructions:** Spend your free time finding the appropriate answers for these questions. You can check your answers against the solutions toward the end of the camp:

1. How many teachers have taken part in the Language and Professional Development

Workshop for Saraburi Secondary School Teachers 2014?	
2. Who is the workshop manager?	
3. What does 'ERIC' stand for?	
4. How far is our workshop site from the town centre?	
5. What is the nearest place where we can do our shopping for local products?	
6. What is Ajarn Ratree's hobby?	
7. What is Ajarn Buppha's favourite animal?	
8. Where is Ajarn George staying during the workshop?	
9. What is the place where we organise the activities?	
10. Name five countries where English is used as the first language.	
11. Ask three participants who were born on Sunday to write their names below	<b>7:</b>
2	
3  12. Ask three participants who were born in June to write their names below:  1	
2	

13. Ask somebody who has been to Phuket to write his or her name below:

14. Find out the information about your new friends:

Name	Hometown	Birthday	Favourite	Address
		(day/month)	food	
		- / 1	¥.	
		# & A		
		/ - \		
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	Tions	าลัยเทคโนโลยีฮ์	91/	
		CONTINUE.		
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#### Proposed Tasks for Teaching Speaking and Listening

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#### Let's explore our language classes.

Are most, if not all, of our language classes homogeneous or heterogeneous?

When we talk about homogeneous classes or heterogeneous classes, we tend to take the following into consideration:

- Learner ability (poor / mediocre / high)
- Personality (introvert / extrovert)
- (low / high) Motivation
- Discipline (well-behaved / mischievous)
- Learning habits (hard-working / lazy)
- Interests
- Learning strategies
- Gender of students
- Age

Etc.

We, as language teachers, can see some problems when teaching regarding different aspects. These include:

- Providing individual attention
- Discipline
- Preparation
- Assessment

- Finding suitable materials
  Providing learning Providing learning opportunities for all

What else can you think of?

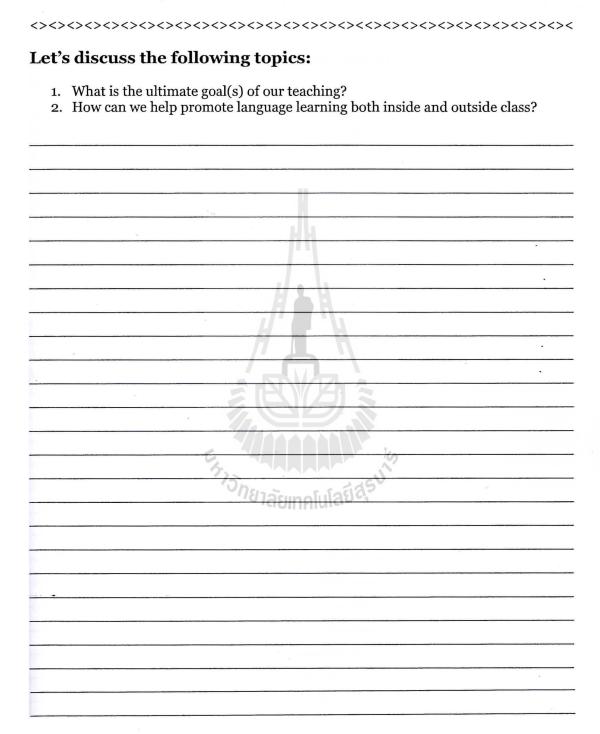
However, there are some advantages including:

- More learners get to learn English
- Educational aspects: learning tolerance, mutual help, cooperation, preparation for life
- Challenge for teacher development, e.g. peer-teaching

What else can you think of?

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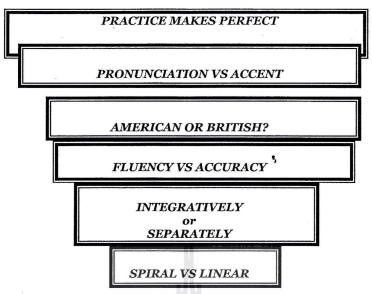
# Things to be taken into consideration when teaching the language skills:

As language teachers, we should always take different factors into consideration when teaching or organising activities for students either inside or outside class. What follow are some suggestions which I suppose are worth taking into account. Let's look at the skills separately. In doing this, I believe that our teaching will be suitable for our students and eventually make our teaching interesting for our students.

#### **Teaching Speaking**

- Pronunciation
- Stress (word / phrase / sentence)
- Intonation (falling / rising : statement / Wh-question vs Yes/No question)
- Accuracy / fluency / appropriacy

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- Why do we have to teach speaking?
- *Is speaking English difficult for Thai students?*
- How do we organise activities for our students?
- What should we take into account when organising speaking activities?
- Proposed activities
- Why is speaking English difficult for Thai students?

English and Thai

- Intonation (word and sentence)
- Tenses (past, present, future)
- Verb conjugation according to tense and subject e.g. 3<sup>rd</sup> person singular
- Singular/plural nouns
- ั<sup>ก</sup>ยาลัยเทคโนโลย Sounds not appearing in Thai
- Final sound
- How can we organise speaking activities for our students?
  - INDIVIDUAL; PAIR; GROUP; WHOLE-CLASS
- What should we take into account when organising speaking activities?
  - LEVEL OF STUDENTS (i.e. beginners, intermediate, advanced)
  - TIME OF THE TERM (i.e. beginning, mid, end)
  - CLASS SIZE (small, optimum, large)
  - CULTURAL BACKGROUND
  - TIME AVAILABLE FOR EACH ACTIVITY
  - TIME NEEDED FOR EACH ACTIVITY
  - PURPOSE OF USE i.e. warm-up, lead-in, focus, revision

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#### **Teaching Listening**

Listening needs to be taught systematically. Many teachers may understand that teaching listening is a matter of playing a cassette or a piece of recording to their students. In fact, there are a few things which teachers should consider prior to their listening lessons. These may include:

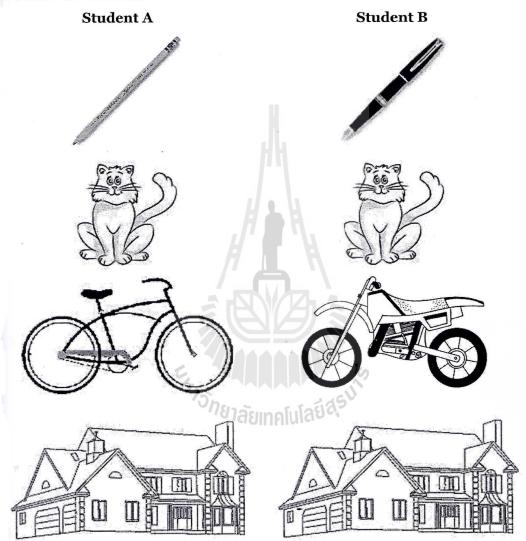
- Authenticity of the listening (recording, context, etc.)
- Level of students
- Task-type
- Audio-visual

At this stage, I'd like you to work in groups of five or six sharing your experiences in teaching listening and then present your experiences to the whole group. Once you finish, we will discuss what we should or should not do when teaching listening. Finally, let's look at the proposed listening activities and then think of some activities for your own use with your students. You are suggested to work with teachers teaching at the					
same level as yourself.	/ <b>I</b> \				
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### **Proposed Activities for Teaching Speaking**

#### 1. Same or Different



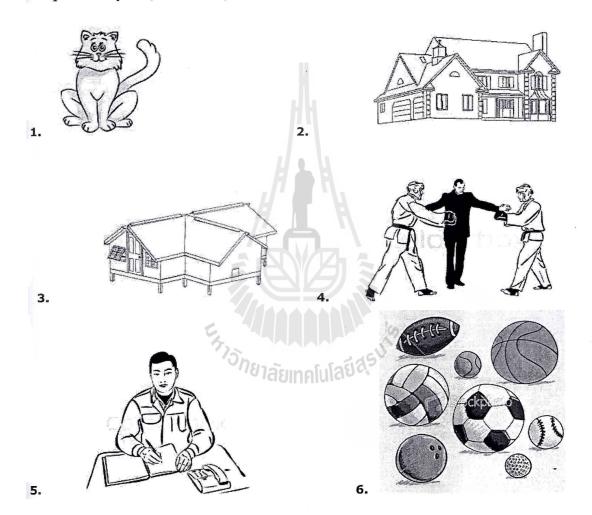
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#### **Compare and Contrast**

Look at the picture and describe to your partner and then listen to your partner's response if the response is 'same' or 'different'. If different, ask your partner to explain the picture to you. (Student A)



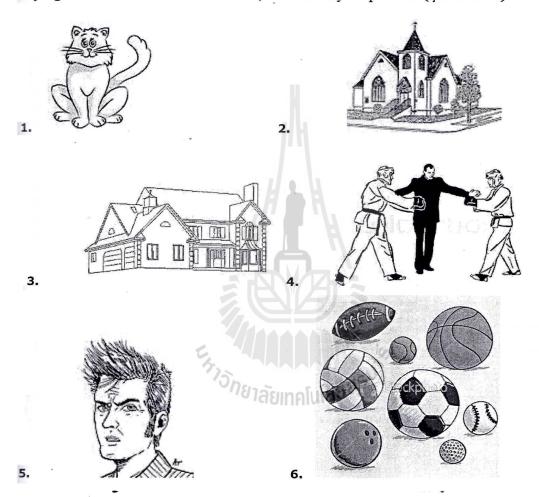
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#### **Compare and Contrast**

Look at the picture and listen to your partner and then respond to your partner by saying 'same' or 'different'. If different, describe to your partner. (**§tudent B**)



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# **Proposed Activities for Teaching Speaking**

2. Ord	ering a dialogue (Jumbled dialogue)
Huy	: Well, I'm going to the city centre this morning. May I borrow your
	motorcycle?
Trang	: Certainly but what is it?
Huy	: Not bad, thanks. Yourself?
Trang	: What about a kilo of oranges?
	:Trang, could you do me a favour?
	: Hello, Huy. How're you doing?
	: Thanks a lot. Would you like me to get anything for you?
	: Very well, thank you.
Huy	:All right but don't worry about giving me any money yet.
iiuy	I won't be long.
Trong	: No problemjust a minute I'll get you the keyhere you go.
	: No problemjust a minute i ii get you the keyhere you go. : Hi, Trang.
	: Right. Take care. See you in a bit. Bye.
Huy	: Right. Take care. See you in a bit. Bye. : Bye.
пиу	: bye.
	/ A \\
	FIEW/EI S
	3. "AAAAA
	One = = sid5
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	*

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		_/			-		_	/		\/	_	_	-	\	_	-		_	<b>\</b> /	\	_	-	-	-	\	_	-	<b>\</b> /	-	/	<b>\</b> /	1	_	-	\	_	-		-

#### 3A. Exchanging Information

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

0	What's his/her name?	His/Her name's	
	TT13 !- 1 /-12	TT - /01 - 2-	

- 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 married with two children/married with no children/single/divorced.*
- What does he/she do? He/She/s a (an)
- What's his/her hobby? His/Her hobby is collecting stamps/photography. Or His/Her hobbies are collecting stamps and photography.
- What's his/her favourite colour? *His/Her favourite colour is blue/green/purple. Or His/Her favourite colours are blue and yellow.*
- Where's he/she from? He/She's from









		The state of the s		The same of the sa
Name	Linda Williams	(Male)	Vince Lee	(Female)
Age	7750	25	36	
Marital Status	single	ภลยเทคโนโลย	divorced	married (2)
Job		news reporter		
Hobby	gardening		reading	
Favourite colour		blue and red		violet
Country of origin	Canada		Singapore	

**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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#### **3B Exchanging Information**

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

	What's his/her name?	His/Her name's	•
D	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 married with	two children/married with
	no children/single/div	orced.	
•	What does he/she do?	He/She/s a (an)	······································
	TAThat'a hia/han habber	O Tria/II on habber in allertin	

• What's his/her hobby? His/Her hobby is collecting stamps/photography. Or His/Her hobbies are collecting stamps and photography.

• What's his/her favourite colour? *His/Her favourite colour is blue/green/purple. Or His/Her favourite colours are blue and yellow.* 

• Where's he/she from? He/She's from





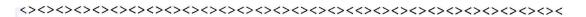




Name	(Female)	Hugh Russell	(Male)	Nancy Roberts
Age	20 187	ารแกดโมโลยีส <sup>ุร</sup> ์	3	35
Marital status		married		
Job	secretary		engineer	teacher
Hobby		drawing		fishing
Favourite colour	pink		green	
Country of origin		England		Scotland

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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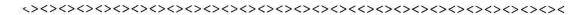


# **Exchanging Dialogue**

# Student A (George)

George: Hello. Two seven four four eight one oh.
Stephen:
George: Just a moment.
Stephen:
(A moment later)
George: Hello. I'm afraid Christine is not in at the moment.
Stephen:
George: I have no idea as she didn't say anything.
Stephen:
George: Certainly. Go ahead.
Stephen:
George: Does she know your number?
Stephen:
George: Good. What's the number?
Stephen:
George: Five nine double oh five two
Stephen:
George: Okay, I'll repeat that. Five nine double oh two five
Stephen:
George: No problem. I'll take care of it. Bye.

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# **Exchanging Information**

# Student B (Stephen)

George:
Stephen: Hello. May I speak to Christine, please?
George:
Stephen: All right. Thanks.
(A moment later)
George:
Stephen: Sorry. Do you know where she's gone?
George:
Stephen: Well, then. May I leave a message to her, please?
George:
Stephen: Tell her that Stephen rang. When she comes back, tell her to ring me.
George:
Stephen: I think so, yes. But I'll tell you in case she's lost it.
George:
Stephen: Five nine double oh two five
George:
Stephen: No. Double oh two five
George:
Stephen: Correct. Right. Thanks a lot for your help.
George:

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# Asking for Specific Information using a guided conversation Personal Information (Getting to know your classmates)

**Instructions:** Find the information about five of the trainees using the guided conversation. When you've finished, fill in the table provided. You have about fifteen minutes to carry out this activity.

A: Hello. My name is You can call me
B: Oh, hi. I'm and you can call me
A: All right. (Name), where are you originally from?
B: I'm from and what about you? Where are you from?
A: I'm from
B: I see. Do you enjoy teaching English?
A: Yes, I do. And what about you? Do you enjoy teaching it?
B: Yes, I do, too./ No, I don't. What do you like doing in your free time?
A: I like (listening to the music, gardening, drawing, etc).
B: Oh, really. I like (listening to the music, gardening, drawing, etc).
A: That sounds interesting. Do you play sports at all?
B: Yes, of course. I play (football, volleyball, badminton, etc). or No, I don't. Yourself?
A: I play (football, volleyball, badminton, etc). Well, (name) I'm afraid I have to go now.
It's been nice talking to you.
B: Been nice talking to you, too.

Personal Information	student 1	student 2	student 3	student 4	student 5
Name	ทยาล	รัยเทคโนโลยี	S'S		
Nickname			1		
Hometown		X		5	
Enjoy teaching English?					
Hobby					
Sport					

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#### Guided monologue

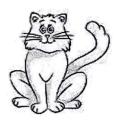
### Introducing a new friend to the group

**Instructions:** Choose one of the five trainees you have just talked with in the previous activity to introduce to the group by using the model provided. You have five minutes to rehearse.

#### Model:

Thank you very much for your attention.

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



# Semi-controlled dialogue

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 program.     You put the washing powder in.     You start the machine.     You put your washing in the machine.					
After you have done the exercise above, put them into a short paragraph by using these connectors:  First, Then After that Finally						
Arriving After a Plane Journey:	สินกลโนโลยีสุรินา					
Travelling by Plane:						
Using a Washing Machine:						

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# Information gap

**Instructions:** Read the following questions carefully and answer those questions by writing 'Yes' or 'No' in the '**Me**' column first. Then guess the answers for the same questions about your friend. Once you finish the '**Guess**" column, ask your friend by using this model and write the responses in the '**Check**' column:

_		_	=			_	=		_					=				
	A:	Do	you	enjo	y the	e wo	rksl	nop	orga	nise	ed by	y Ge	orge	?				l
				o/ No				nd v	vhat	abo	ut y	ou?	Do y	ou e	enjo	y the	em?	
	A:	Yes,	, I do	o/ No	0, 1 (	ion'	t.											II
	=		_	=	_	=	_	_	_	_	_	_	_	_				"

Question: Do youat all?	Me	My fr	iend	Result
· Question: Do youat an:		Guess	Check	Result
1like teaching English	, / 1	η,		,
2enjoy speaking English	H T	H		
3use an email		./		
4listen to English songs	-2//	Zha		
5speak English with your colleagues				
6play games in order to improve your English		19		
7have a foreign friend	2012 - 6	s-sigsV		
8surf the Internet	ื่อ เลยเทคโ	นโลยัง,		
9use an English-English dictionary	G.			
10read an English novel				
11prepare yourself before going to class		-		
12want to participate in the				
workshop again				

Number of correct guesses: _	/12
. 0	

# **Teaching Listening Comprehension**

Compiled by Assoc. Prof. Dr Channarong Intaraprasert School of Foreign Languages Suranaree University of Technology Muang, Nakhon Ratchasima 30000 THAILAND

#### **Outline:**

- 1. Listening situations and purposes
- 2. Potential problems in learning to listen to English
- 3. General planning considerations
  - Steps to take when planning the listening work for your class (before the lesson):
  - What the teacher should do during the lesson:
  - What a good pattern for a listening session should include:
  - **Teaching listening stages:** pre-listening, while-listening, and post-listening
  - Endnotes: How to succeed with listening work

# **Teaching Listening Comprehension**

# 1. Listening situations and purposes

- a. To engage in social interactions
- **b.** To exchange information
- c. To share feelings
- d. To enjoy oneself

The main aim of oral language teaching is generally to enable our students to participate fully and comfortably in conversations, both as speakers and as listeners (Underwood, 1993).

There are many situations that students should be able to listen to effectively. These, for example, include:

- Listening to live conversations in which one takes no part (eavesdropping)
- Listening to announcements (at airports, railway stations, etc)
- Listening to the news, the weather forecast, etc. on the radio
- Watching the news, the weather forecast, etc. on television
- Listening to the radio for entertainment
- Watching television for entertainment
- Attending a lecture
- Listening on the telephone (to take a message, or simply to hold a conversation)
- Following instructions

It is worth establishing which of these listening situations are likely to feature largely in our students' lives and to bear in mind when planning listening work.

### 2. Potential problems in learning to listen to English

- a. Lack of control over the speech at which speakers speak
- b. Not being able to get things repeated
- c. The listener's limited vocabulary
- d. Failure to recognize the 'signals'
- e. Problems of interpretation
- f. Inability to concentrate
- g. Established learning habits (past language learning habits)

#### 3. General planning considerations

- **a.** A separate lesson, or part of a general lesson?
- **b.** In the classroom or language lab?
- c. Equipment
- d. Preparing recordings
- e. The amount of time to be allocated to listening

# Steps to take when planning the listening work for your class (before the lesson):

- Choose the listening text
- Check that the activities are suitable
- Adjust the level of difficulty of the activities if you need to
- Consider whether the listening work you are planning will fill the time available
- Think about visual aids
- Decide whether any special equipment will be needed Etc.

# What the teacher should do during the lesson:

The teacher can create and maintain an encouraging class atmosphere by:

- being available to give help whenever it is needed, but not inflicting help to those who don't need it. This may be at any stage during the lesson.
- encouraging the students to help each other, so that the emphasis is on the successful completion of the task(s) rather than on who got it 'right' or 'wrong'.
- not treating the activities as tests to be marked or scored.
- encouraging the students to alter their answers if they wish to, perhaps after listening for a second time.
- encouraging students to jot down odd words, ideas and thoughts as they are doing their listening work
- suggesting that the students use dictionaries when it would prove helpful.
- including lots of pair- and group work.
- making listening work enjoyable.
- leaving part of the work rather than rushing.
- giving immediate feedback.

#### A good pattern for a listening session should include:

- The pre-listening stage, when the context of the listening text is established, the task(s) explained and assistance given/offered as necessary;
- The while listening stage, when the students listen to the passage and attempt the while-listening activities;
- A period when students discuss their responses, in pairs/groups, and help each other with the task;

- If necessary, a repeat listening, for students to continue/complete the activity to check/clarify information they may have missed or think they may have got wrong;
- Perhaps some further discussion between students, some assistance from the teacher, leading if necessary to listening again to all or part(s) of the text;
- Post-listening production of the 'acceptable' answers, either by the teacher or the class in general;
- Consideration of the areas where students failed to understand or missed something and discussion of why this happened, playing through the text again, in whole or in part, if necessary;
- Perhaps a post-listening extension activity.

# Teaching listening stages: pre-listening, while-listening, and post-listening

• The pre-listening stage

Purpose: To prepare the students to understand the texts they are going to listen to

#### Types of pre-listening activity:

Pre-listening work can consist of a whole range of activities, including:

- the teacher giving background information;
- the students reading something relevant;
- the students looking at pictures;
- discussion of the topic/situation;
- a question and answer session;
- consideration of how the while-listening activity will be done etc.

# Factors affecting the choice of pre-listening activities:

- the time available;
- the ability of the class;
- the material available;
- the interests of the class;
- the interests of the teachers;
- the nature and content of the listening text itself.

### Limiting pre-listening work:

The level of difficulty of listening work can be adjusted by

- a) the selection of less/more difficult texts or
- b) the setting of less/more difficult tasks or
- c) giving less/more support to the students

#### Suggested pre-listening activities:

- looking at pictures and talk about them
- looking at a list of items/thoughts/etc.
- making lists of possibilities/ideas/suggestions/etc.

- reading a text
- reading through questions (to be answered while listening)
- completing part of a chart
- predicting/speculating
- informal teacher talk and class discussion

#### The while-listening stage

**Purpose:** To help learners develop the skill of eliciting messages from the spoken language The nature of the while-listening activities

- interesting
- not too difficult or too easy (while-listening activities should be things which most people can do)

# Factors affecting the choice of while-listening activities:

- Points need to be considered when selecting the while-listening activities. They include:
  - The possibilities for varying the level of difficulty if required;
  - The convenience of carrying out activities which require individuals to give their responses orally in the classroom;
  - Whether the work is to be done by the students with the teacher present or whether it is to be done as private study.

# Suggested while-listening activities

- Marking/checking items in pictures
- Matching pictures with what is heard
- Putting pictures in order (re-arranging pictures)
- Carrying out actions
- Following a route
- Completing grids ngrasmalula 325 Form/chart completion
- Labelling
- True/false
- Multiple-choice questions
- Text completion (gap-filling)
- Detecting mistakes
- Seeking for specific items of information etc.

### • The post-listening stage

# Purpose of post-listening activities:

- a) to check whether the students have understood and whether they have completed whatever while-listening task has been set successfully;
- b) to reflect on why some students have failed to understand or missed parts of the message;

c) to give students the opportunity to consider the attitude and manner of the speakers of the listening text.

#### Factors affecting the choice of post-listening activities

- a) how much language work you wish to do in relation to the particular listening text;
- b) whether there will be time to do much post-listening work at the end of the listening lesson:
- c) whether the post-listening work should consist of speaking, reading or writing;
- d) whether the post-listening stage is seen as an opportunity for pair/group work or whether it is intended that students should work alone:
- e) whether it is necessary to provide post-listening activities which can be done outside the classroom, etc.

# The nature of post-listening work

Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write. Below are some suggested nature of the post-listening work:

- 1) Problem-solving and decision making
- · 2) Interpreting
- 3) Role-play
- 4) Written work

# Suggested post-listening activities

- Form/chart completion
- Sequencing/grading
- Matching with a reading text
- Extending notes into written responses
- Summarizing
- Identifying relationships between speakers
- Establishing the mood/attitude/behaviour of the speaker
- Role-play/simulation
- Dictation etc.

#### **Endnotes:**

### How to succeed with listening work

According to Underwood (1993: 111), it is important that students should not be daunted or discouraged by the difficulties they, and sometimes their teachers, perceive in learning to listen to English. Whilst motivation is important in all language learning, it is doubly important in learning to listen, and needs to be coupled with a high level of success from the very beginning.

To help students develop their confidence and skills, teachers are urged, when doing the listening work:

-to make sure that, before they begin to listen to the speakers, the students understand very clearly what they are expected to do, so that they can carry out the planned activities confidently that they are doing the right thing;

-to make sure that each time a listening text is heard, even for the second, third or fourth time, the students have a specific purpose for listening;

-to do plenty of pre-listening work, of an appropriate kind for students, so that they will succeed with whatever listening tasks they are asked to do;

-to encourage all attempts at carrying out the listening tasks, without putting too much emphasis on the quality of the presentation of the response;

-to encourage students not to worry if they do not understand every word as it is very important that they learn to accept that a listening task can often be completed even when they miss some of the words and thus begin to appreciate that comprehension can occur with less than complete understanding of all that is said;

-never to use a recorded listening text in class without having listened to it, not just looked through the transcript in advance;

Above all, teachers are urged to treat the listening session as an opportunity for themselves and their students to enjoy doing things in English. The teacher's enthusiasm will certainly enhance their motivation, increase their confidence and help them become successful listeners.



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#### **Proposed Activities for Teaching Listening**

Some of us may not feel happy teaching listening separately. Yes, we can certainly provide an opportunity for our students with some listening activities providing that the activities or teaching processes are systematic. Look back at the earlier discussion part what teachers should take into consideration when teaching listening. Keep those in mind. What follow are some suggested activities which you may try with your own students. You need to adapt in order to suit your context.

### 1. Same / Different (sound discrimination)

Teacher's script

1. light	2. like	3. lice	4. li	fe	5. lie
6. line	7. right	8. liar	9. ri	ce :	10. ripe
L					

#### Student's handout

**Instructions:** Listen to your teacher carefully and then decide if the word you hear if the same as you see in your list. Put a tick in the 'same' or 'different' box. The teacher will say each word twice.

Item	List of word	Same	Different
1	Life		545V
2	Light	าลยเทคโนโล	Oci'
3	Rice		
4	Like		
5	Lice		
6	Line		
7	Right		
8	Ripe		
9	Rice	¥	(x)
10	Lie		

Please circle your score: 1 2 3 4 5 6 7 8 9 10

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### Yes or No (Pictures)

**Teacher's script:** 1. It's a taxi. 2. It's a volleyball. 3. It's a tiger. 4. A man is playing golf. 5. A boy is working with a computer. 6. It's a racing car. **Student's handout:** 

**Instructions:** Listen to your teacher carefully and then decide whether the teacher is describing the picture in your handout. Indicate by choosing 'Yes' or 'No' by putting a cross (X) in the box next to each picture. You will hear your teacher twice.

Item	Picture	Yes	No
1			
2			
3			
4			
5			
6			

Please blacken the box of your score:

1 2 3 4 5 6

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### Same or Different (Interpretation)

### Teacher's script:

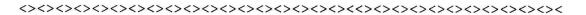
- 1. The class starts at eight today and the teacher arrives at the class at five past eight.
- 2. It's Sunday today, so a lot of people go out to the park.
- 3. A carton of orange juice cost me 80 baht at George Square Supermarket and it cost me 80 baht at Russell Square Supermarket.
- 4. A lot of students do not really like English because they think it's too difficult for them.
- 5. George prefers traveling by train rather than by bus because it's safer.
- 6. It is not easy to be a good language teacher.
- 7. Some Thai teenagers have already cut their Mum's apron strings.
- 8. Deforestation has caused drought in many areas of the country.
- 9. A lot of people in some countries are generally very reserved.
- 10. Many teachers think that teaching listening means giving a listening test to their students.

#### Student's handout

**Instructions:** Read the statements in your handout and then listen to your teacher carefully. Decide whether what you hear has the same meaning as stated in your handout. You will hear each item twice. Choose 'Same' or 'Different' by putting a cross (X) in the box next to each statement.

Diaconn			
Item	Statement	Same	Different
1	The teacher is not late for the class today.		1
2	A lot of people are free from work on Sunday.		1
3	Orange juice at George Square Supermarket is cheaper than at Russell Square Supermarket.		, i
4	English is difficult, so a lot of students dislike it.		į
5	George thinks that travelling by bus is more dangerous than travelling by train.		
6	It is difficult to be a good language teacher.		; !
7	A lot of Thai teenagers are not financially independent.		1
8	Many parts of the country has very little rain as many trees have been cut down.		. <u>I</u> I
9	A lot of people in many countries are unfriendly.		<u>!</u> !
10	Many teachers tend to test rather than teach listening.		ı I

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#### 4. Stress (syllable, sentence)

### Teacher's script:

- 1. international
- 2. comfortable
- 3. conversation
- 4. **te**levision 5. effect

- 6. convenient
- 7. **veg**etable
- 8. communication 9. excellent

#### Student's handout

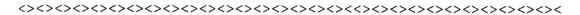
**Instructions:** Look at the list of words below and then choose the syllable which is stressed strongest. Put a cross (X) in the box next to each word. Compare the answers with your friends and then listen to your teacher to check. You will hear each word twice.

Item	Word	Syllable <sub>1</sub>	Syllable2	Syllable3	Syllable4	Syllable5
1	international	in	ter	na	tion	al
2	comfortable	comfor	ta	ble		
3	conversation	con	ver	sa	tion	
4	television	te	le	vi	sion	
5	effect	ef	fect			
6	convenient	con	ve	nient		
7	vegetable	vege	ta	ble		
8	communication	com	าลยูกการในโ	ni	ca	tion
9	excellent	ex	cel	lent		

Check your score:

1 6 8 3 5 9

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#### Sentence discrimination (Statement or Question)

#### Teacher's script

- 1. The book's in the box.
- 2. The book's in the box?
- 3. The first training session always starts at half past eight.
- 4. The first training session always starts at half past eight?
- 5. Many teachers want to practice speaking English.
- 6. Many teachers want to practice speaking English?
- 7. A lot of students are afraid of speaking English.
- 8. A lot of students are afraid of speaking English?

#### Student's handout

**Instructions:** You will hear a sentence. It will be either a statement or a question. Circle the full-stop (.) if you hear a statement and the question mark (?) if you hear a question.

1.	•	3	5.	• 1/	7
2.	•	?	6.	41 %	?
2		2	7		2

4. . ? 8. . ?

#### **Sentence Discrimination**

**Instructions:** Read the sentences below and then you will hear your teacher saying one of them for each item. Underline the sentence you hear.

1. What are you doing on Monday? What'd you do on Monday?

2. Where are you going on Tuesday? Where'd you go on Tuesday?

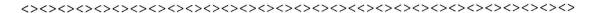
3. Why didn't you go to the party last night? Why did you go to the party last night?

4. When did you wash it? When did you watch it?

5. Who are you looking for? Who are you waiting for?6. Do you like when I scream? Do you like an ice cream?

7. What do you like eating? What don't you like eating?

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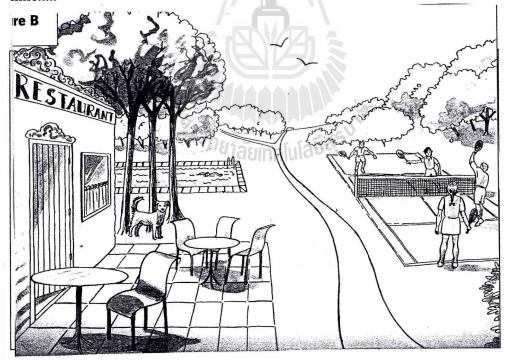


#### 6. Detecting mistakes

#### Teacher's script

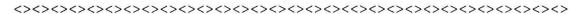
Look at the picture in your handout. Listen carefully to the description. From time to time I will ask you a question and you try to detect whether the description is right or wrong. If it's wrong, please correct it. Are you ready? Let's start now.

Right, it's a beautiful day today and it's very quiet in the park. You can see a lot of people walking in the park.....is it right or wrong?......Yes, we can see a dog in the park as well. It is lying under the tree.....is it right or wrong?......That's good. The dog is not lying, it's standing under the tree. What else can you see? Can you see any birds in the picture?....... The birds are flying.....is it right or wrong?......Look at the tennis court. Are there any people playing tennis now?.....Yes, all of them are boys.....is it right or wrong?.....Now then, shall we look at a place to eat. Can you see a restaurant in the park? Yes, there it is. The restaurant is close today......is it right or wrong?.....Yes it is close today. How do you know that the restaurant is close today?......That's it and we can talk more about it next time.....



(The picture has been taken from **Opportunities Beginners Teacher's Book** by Mugglestone (2002) p. 157)

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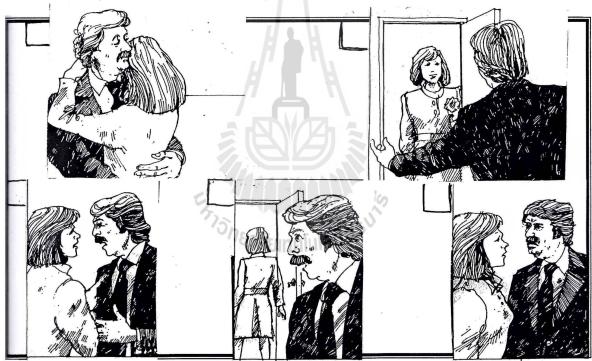
#### **Ordering pictures**

### Teacher's script

7.1. The man and woman in the picture used to be an affectionate couple. One day, they started quarrelling and the woman walked out. The man, the woman's husband, begged her to come back. She came back and this time they quarrelled again and it was even worse than the first time.

#### Student's handout

**Instructions:** Look at the pictures of the couple below. Listen to your teacher and then number the pictures 1 to 5 in the order you hear them.



(The pictures have been taken from Teaching Listening Comprehension by Ur (1984))

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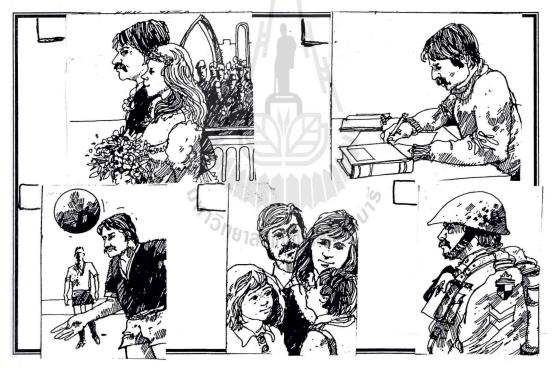
#### **Ordering pictures**

#### Teacher's script

Mr Russell left school when he was eighteen years old. Two years later, he went into army. He was a soldiers for two years. After that he went to a university. While studying there, he played football for the university team. As soon as he graduated, he married a beautiful lady and had two children.

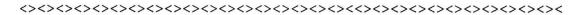
#### Student's handout

**Instructions:** Look at the pictures of the couple below. Listen to your teacher and then number the pictures 1 to 5 in the order you hear them.



(The pictures have been taken from Teaching Listening Comprehension by Ur (1984))

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#### Listen for specific information

#### Teacher's script

Hi everybody. I'm very happy to be here today and I'd like to tell you about my lifestyle. Well, I always get up at 5.30 and it's quite early for many people. I never sleep late even on the weekend. I sometimes go swimming at the swimming pool near my house. I quite enjoy jogging as well and I often go jogging. I never go for a walk as I don't think I can get anything out of it. However, I sometimes go to the park just to walk my dog. I often work on the weekends. You may wonder if I relax at all. Yes I do and always feel relaxed whenever I work.

#### Student's handout

Instructions: Listen to the talk by George. What kind of lifestyle does he have? Put a cross (X) under Always, Often, Sometimes, or Never for each activity.				
	Always	Often	Sometimes	Never
Get up at 5.30				
Sleep late			130	
Swim				
Jog	O'A		TO.	
Go for a walk	- Oha	าลัยเเตโนโ	ลีย์สุร 🗖	
Walk the dog				
Work on the weekend				
Relax			· 🗆	

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# Choosing the appropriate response

# Teacher's script

- 1. Are you good at basketball?
- 2. I really like speaking English.
- 3. You must be a very good teacher.
- 4. Don't you like to sing now?
- 5. what sport do you play?
- 6. I feel very sleepy.
- 7. A beautiful day, isn't it.
- 8. You go jogging every day, don't you.

#### Student's handout

	ructions: Listen to the sente onse.	ences and then put a cross (X) next to the appropriate
1.	☐ No, not really.	5.   I love table-tennis.
	☐ That's right.	☐ That's a pity.
2.	☐ Going out.	6. ☐ No, I get up early.
	☐ So do I.	☐ What time did you get up?
3.	☐ Do you really?	7. 🗆 I do too.
	☐ Of course.	☐ Yes, it is.
4.	□ No, I don't.	8.   Not very much.
	☐ What day do you go?	ายาลัยเทคโนโล That's right.
Note	:	-

#### PLANNING A LESSON

From The Essentials of Language Teaching www.nclrc.org/essentials A project of the National Capital Language Resource Center ©2003-2007

A key aspect of effective teaching is having a plan for what will happen in the classroom each day. Creating such a plan involves setting realistic goals, deciding how to incorporate required materials (course textbooks) and other materials, and developing activities that will promote learning.

An example lesson plan and lesson planning worksheet, attached at the end of this document, provide step-by-step guidance for lesson development. A supervisor observation worksheet allows supervisors to give specific feedback on a written lesson plan or an observed lesson.

Before working through this section, beginning instructors may want to check *Be Prepared: Survival Tips for New Teachers* in the What Teaching Is section.

#### **Section Contents**

Set Lesson Goals

- Topic
- Linguistic content
- Communication tasks
- Learning strategies

#### Structure the Lesson

- Preparation
- Presentation
- Practice
- Evaluation
- Expansion

Identify Materials and Activities

#### Resources

#### Worksheets

Example lesson plan Instructor lesson planning worksheet Supervisor observation worksheet

Material in this section was developed by Dr. Anna Uhl Chamot (George Washington University) and Dr. Catherine Keatley and Deborah Kennedy (National Capital Language Resource Center).

#### Set Lesson Goals

Lesson goals are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating goals in this way allows both teacher and learners to know when the goals have been reached.

#### To set lesson goals:

- 1. Identify a *topic* for the lesson. The topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook, and may be part of a larger thematic unit such as Travel or Leisure Activities. If you have some flexibility in choice of topic, consider your students' interests and the availability of authentic materials at the appropriate level.
- 2. Identify specific *linguistic content*, such as vocabulary and points of grammar or language use, to be introduced or reviewed. These are usually prescribed by the course textbook or course curriculum. If they are not, select points that are connected in some significant way with the topic of the lesson.
- 3. Identify specific *communication tasks* to be completed by students. To be authentic, the tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson. The focus of the tasks should be topical, not grammatical. This means that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson.
- 4. Identify specific *learning strategies* to be introduced or reviewed in connection with the lesson. See Motivating Learners for more on learning strategies.
- 5. Create goal statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

#### Structure the Lesson

A language lesson should include a variety of activities that combine different types of language input and output. Learners at all proficiency levels benefit from such variety; research has shown that it is more motivating and is more likely to result in effective language learning.

An effective lesson has five parts:

Preparation
Presentation/Modeling
Practice
Evaluation
Expansion

The five parts of a lesson may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities.

The lesson plan should outline who will do what in each part of the lesson. The time allotted for preparation, presentation, and evaluation activities should be no more than 8-10 minutes each. Communication practice activities may run a little longer.

#### 1. Preparation

As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.

 Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered

Use comparison with the native language to elicit strategies that students may already be using

 Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities

#### 2. Presentation/Modeling

Move from preparation into presentation of the linguistic and topical content of the lesson and relevant learning strategies. Present the strategy first if it will help students absorb the lesson content.

Presentation provides the language *input* that gives students the foundation for their knowledge of the language. Input comes from the instructor and from course textbooks. Language textbooks designed for students in U.S. universities usually provide input only in the form of examples; explanations and instructions are written in English. To increase the amount of input that students receive in the target language, instructors should use it as much as possible for all classroom communication purposes. (See Teaching Goals and Methods for more on input.)

An important part of the presentation is *practice output*, in which students practice the form that the instructor has presented. In practice output, accuracy of performance is important. Practice output is designed to make learners comfortable producing specific language items recently introduced.

Practice output is a type of communication that is found only in language classrooms. Because production is limited to preselected items, practice output is not truly communicative.

#### 3. Practice

In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. Completion of the task may require the bridging of an information gap (see Teaching Goals & Methods for more on information gap). The instructor observes the groups an acts as a resource when students have questions that they cannot resolve themselves.

In their work together, students move from practice output to *communicative output*, in which the main purpose is to complete the communication task. Language becomes a tool, rather than an end in itself. Learners have to use any or all of the language that they know along with varied communication strategies. The criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

#### 4. Evaluation

When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task.

Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson
- It provides an opportunity for students to raise questions of usage and style
- It enables the instructor to monitor individual student comprehension and learning
- It provides closure to the lesson

See Assessing Learning for more information on evaluation and assessment.

#### 5. Expansion

Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it. Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back.

#### **Identify Materials and Activities**

The materials for a specific lesson will fall into two categories: those that are required, such as course textbooks and lab materials, and authentic materials that the teacher incorporates into classroom activities.

For required materials, determine what information must be presented in class and decide which exercise(s) to use in class and which for out-of-class work.

For teacher-provided materials, use materials that are genuinely related to realistic communication activities. Don't be tempted to try to create a communication situation around something just because it's a really cool video or beautiful brochure.

Truly authentic communication tasks have several features:

• They involve solving a true problem or discussing a topic of interest

 They require using language to accomplish a goal, not using language merely to use language

 They allow students to use all of the language skills they have, rather than specific forms or vocabulary, and to self-correct when they realize they need to

The criterion of success is clear: completion of a defined task



#### Resources

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#### Example Lesson Plan (from English as a second language)

**Lesson Topic** The topic of the lesson is *Planning Weekend Activities* 

#### Lesson Goals Linguistic content:

Using "going to | not going to" to describe future activities

I will present the grammatical form and the pronunciation issues Students will do structured practice with workbook exercises Students will use the forms in communication tasks

#### Communication tasks:

Reading event listings in newspapers and magazines Providing information about weekend events to others Completing individual weekend activity plan

Students will work in groups to share information Students will develop individual plans I will observe and act as resource

#### Learning strategies:

Cooperate
Selective Attention

I will model Selective Attention Students will do structured practice with event listings Students will use the strategy in the communication task

#### Structure

Preparation (8-10 minutes)

- As students are arriving, chat with them about whether they like to go to movies, concerts, restaurants
- · Ask how they find out what's going on around town
- Review homework sheet on simple future; ask for examples of other ways to talk about the future
- Outline goals for today's class

#### Grammar Presentation and Practice (8-10 minutes)

- Move from preparation into presentation of "going to/not going to."
- Discuss native speaker pronunciation ("gonna"). Stress that they
  don't have to do it, but they need to be able to understand it.
- Use selected items from textbook exercises for student practice and to identify and clear up any confusion.

#### Strategy Presentation and Practice: (5-6 minutes)

- Hand out photocopied page with sample event listings.
- Read first one aloud, describing strategy for identifying key information (Selective Attention). Connect to discussion during preparation stage if possible.
- Have class as a group read the others, modifying strategy to fit.

Communication Practice, Part 1 (12-15 minutes)

- Students divide themselves into groups of four.
- In each group, give movie listings to one student, TV listings to another, theatre and concert listings to another, and restaurant guide to another.
- Give each student an entertainment budget for the weekend.
- Students work together to develop weekend plans. Plans can include joint activities (2, 3, or all 4) as well as individual ones. Plans can include activities not listed on the distributed materials.
- Tell students that the product of the activity will be a written weekend activity plan.

Communication Practice, Part 2 (5 minutes)

Each student writes an outline of planned weekend activities. The outline should include costs for each activity to be sure the student is staying within budget.

Evaluation (5-6 minutes)

Bring students back together as a class. Ask members of each group to give examples of ways they used "going to" in making their plans. Ask members of each group to describe how reading strategies helped them find the information they needed to make their plans.

Expansion (homework for next class) Have students bring in 3 examples of oral or written use of "going to" that they find.

#### Materials

Required Materials:

- Homework exercise on the simple future
- Textbook section on "going to"

# Authentic Materials:

- Weekend TV listings
- Newspaper movie listings
- Newspaper theatre and concert listings
- City magazine restaurant guide

# Instructor Lesson Planning Worksheet

Use this worksheet to plan a lesson on a specific topic. Remember that a lesson may extend over more than one class session.

Lesson Topic The topic of the lesson is
Lesson Goals Linguistic content:
Eliguistic Collecti.
Communication tasks:
Learning strategies:
H L
Structure
Preparation Time: What teacher will do:
What students will do:  Presentation Time: What teacher will do:
Presentation
Time: What teacher will do:
What students will do:
Practice Time: What teacher will do:

What students will do:	
Evaluation Time: What teacher will do:	
What stude <b>n</b> ts will do:	
Expansion Time: What teacher will do:	
What students will do:	
	424
Materials	
Required Materials:	A T K
Authentic Materials:	

Quiz I

Level: Easy



1. Write the correct transcriptions under each image. There is one you don't need.

- a) /fɪʃ/
- b) /fist/
- c) /sixp/
- d) /fiz/
- e) //ip/









2. Which word is this? /æd'vaxtisment/

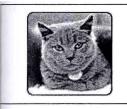
3. Listen to the recording. Which word do you hear?

- a) work
- b) walk
- c) woke

Pronunciation quiz

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- 4. Listen to the recording. How many words are in the phrase that you hear?
- a) 3
- b) 4
- c) 5
- 5. Which word is different?
- a) worked
- b) watched
- c) wanted
- d) walked
- 6. Write the correct transcriptions under each image. There is one you don't need.
- a) /kæp/
- b) /kæt/
- c) /knp/
- d) /kæb/
- e) /kpp/









- 7. Which word is this? /'nɒlɪdʒ/
  8. Listen to the recording. Which word do you hear?
  a) hit s
  b) heat
  c) hate
  9. Listen to the recording. How many words are in the sentence that you hear?
  a) 3
  b) 4
  c) 5
- **10.** Which word is different?
- a) wished
- b) jumped
- c) kissed
- d) waited

Quiz 2

Level: Easy



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- 1. Write the correct transcriptions under each image. There is one you don't need.
- a) /bnd/
- b) /bel/
- c) /boil/
- d) /bʊl/
- e) /bs:d/









- 2. Which word is this? /'dɔxtə/
- 3. Listen to the recording. Which word do you hear?
- a) jeep
- b) cheap
- c) sheep

Pronunciation quiz

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- 4. Listen to the recording. How many words are in the phrase that you hear?
- a) 3
- b) 4
- c) 5
- **5.** Which word is different?
- a) times
- b) roses
- c) wishes
- d) sizes
- 6. Write the correct transcriptions under each image. There is one you don't need.
- a) /kɔːk/
- b) /keik/
- c) /keis/
- d) /kvk/
- e) /kis/









- 7. Which word is this? /mægəˈziːn/
- 8. Listen to the recording. Which word do you hear?
- a) recipe
- b) receipt
- c) recent
- 9. Listen to the recording. How many words are in the sentence that you hear?
- a) 3
- b) 4
- c) 5
- 10. Which word is different?
- a) church
- b) child
- c) channel
- d) chemist

Quiz 3

Level: Easy



- 1. Write the correct transcriptions under each image. There is one you don't need.
- a) /beə/
- b) /biː/
- c) /bɔɪ/
- d) /ba:/
- e) /beɪ/







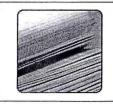


- 2. Which word is this? /'mɔ:nɪŋ/
- 3. Listen to the recording. Which word do you hear?
- a) where
- b) were
- c) wore

Pronunciation quiz

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- 4. Listen to the recording. How many words are in the phrase that you hear?
- a) 4
- b) 5
- c) 6
- 5. Which word is different?
- a) good
- b) would
- c) look
- d) food
- 6. Write the correct transcriptions under each image. There is one you don't need.
- a)/bæk/
- b) /bʊk/
- c) /ba:k/
- d) /baik/
- e) /biːk/









7.	Which word is this? /kə'nekʃənz/
¥	
8.	Listen to the recording. Which word do you hear?
a) tre	
b) th c) fre	
9.	Listen to the recording. How many words are in the sentence that you hear?
a) 4	
b) 5	# & H
c) 6	
10.	Which word is different?
b) un c) un	icle
d) ur	niversity วายาลัยเทอโนโลยีสรี

Quiz 4

Level: Easy / medium



1.	Use the followi word: Chocolar		to write o	ut the pron	unciation of the	following
/t/	/1/	/ <b>'t</b> ʃ/	/k/	/ <sub>0</sub> /	\ <b>6</b> \	
/			_ //\		/	
2.	Which phrase i	s this? /ɪts/	^ptəˈjuː/			
3.  a) sar  b) diff	different?	ecording. Yo	ou will hear	two words	s. Are they the sa	ame or

Pronunciation quiz

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<ul><li>4. Listen to the recording. How many words are in th</li><li>a) 5</li><li>b) 6</li><li>c) 7</li></ul>	e phrase th	nat you hear?
5. Which word is different?		
<ul> <li>a) how</li> <li>b) cow</li> <li>c) low</li> <li>d) now</li> </ul> 6. Use the following symbols to write out the pronun word: Aircraft	ciation of t	he following
/t/ /'eə/ /f/ /r/ /aː/ /	/k/ /	
Pronunciation quiz	© BBC Learn	ning English 2008

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- 8. Listen to the recording. Which word do you hear?
- a) van
- b) ban
- c) fan
- 9. Listen to the recording. How many words are in the sentence that you hear?
- a) 5
- b) 6
- c) 7
- 10. Which word is different?
- a) post
- b) lost
- c) crossed
- d) tossed



Quiz 5

Level: Easy / medium



- 1. Write the correct transcriptions under each image. There is one you don't need.
- a) /tʃɪəz/
- b) /tʃeə/
- c) /tfixz/
- d) /tʃɪn/
- e) /tfeɪn/









- 2. Which phrase is this? /hav'mʌtʃɪzɪt/
- 3. Listen to the recording. You will hear two words. Are they the same or different?
- a) same
- b) different

Pronunciation quiz

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4.	Listen to the	recording. How many	words are in the ph	rase that you hear?
a) 4				
b) 5				
c) 6				
5.	Which word is	s different?		
٥.				
a) thin				
b) oth				
c) brot				
d) the	se			
		1/0		
6.	Write the corr	ect transcriptions un	der each image. The	re is one you don't
	need.		H.	
		. //		
a) /hʌɪ				
b) /hiː				
c) /hɪt				
d) /he		7/1111		
e) /hæ	et/	4,5		
		E III	Alu	

7. Which word is this? /'ɪntəvjuː/	
8. Listen to the recording. Which word do you hear?	
a) fast s b) first c) feast	
9. Listen to the recording. How many words are in the sentence that yo hear?	ou
a) 5 b) 6 c) 7	
a) laugh b) cough c) enough d) although	

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topic: Separable and Inseparable Phrasal Verbs 1 | level: Intermediate

Choose whether or not each phrasal verb is separable or not separable (in the context of each sentence). If both responses are acceptable, choose "BOTH ARE CORRECT":

<ol> <li>Which is correct?</li> <li>a) I made up that story.</li> <li>b) BOTH ARE CORRECT</li> <li>c) I made that story up.</li> </ol>
2. Which is correct? a) I drove to his house up. b) BOTH ARE CORRECT c) I drove up to his house.
3. Which is correct? a) The police blew up the car. b) BOTH ARE CORRECT c) The police blew the car up.
<ul> <li>4. Which is correct?</li> <li>a) The thieves broke in at around midnight.</li> <li>b) The thieves broke at around midnight in.</li> <li>c) BOTH ARE CORRECT</li> </ul>
5. Which is correct? a) Are you going to come back later? b) Are you going to come later back? c) BOTH ARE CORRECT
<ul><li>6. Which is correct?</li><li>a) I was trying to speak, but he cut off me.</li><li>b) BOTH ARE CORRECT</li><li>c) I was trying to speak, but he cut me off.</li></ul>
7. Which is correct?  a) BOTH ARE CORRECT  b) I mix up those words all the time.  c) I mix those words up all the time.
<ul><li>8. Which is correct?</li><li>a) Thomas' grandfather passed away last month.</li><li>b) Thomas' grandfather passed last month away.</li><li>c) BOTH ARE CORRECT</li></ul>
<ul><li>9. Which is correct?</li><li>a) Pass out ( = distribute) these forms!</li><li>b) BOTH ARE CORRECT c) Pass these forms out!</li></ul>
10. Which is correct?  a) We took after breakfast off. b) BOTH ARE CORRECT c) We took off after breakfast.
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1. Which is correct?

away.

10. Which is correct?

#### topic: Separable and Inseparable Phrasal Verbs 2 | level: Intermediate

Choose whether or not each phrasal verb is separable or not separable (in the context of each sentence). If both responses are acceptable, choose "BOTH ARE CORRECT":

a) The effects wore off in three hours. b) BOTH ARE CORRECT c) The effects wore in three hours off.
Which is correct?     a) Don't pass up that opportunity!     b) BOTH ARE CORRECT    c) Don't pass that opportunity up!
3. Which is correct?  a) BOTH ARE CORRECT  b) You have to pay back me tomorrow.  c) You have to pay me back tomorrow.
4. Which is correct?  a) BOTH ARE CORRECT  b) Did you pay back the money?  c) Did you pay the money back?
5. Which is correct? a) I can't figure out this. b) BOTH ARE CORRECT c) I can't figure this out.
6. Which is correct? a) I can't figure out this question. b) BOTH ARE CORRECT c) I can't figure this question out.
7. Which is correct? a) We get along very well. b) BOTH ARE CORRECT c) We get very well along.
8. Which is correct? a) Did you find where she is out? b) Did you find out where she is? c) BOTH ARE CORRECT
9. Which is correct?  a) She gave away all her books.  b) BOTH ARE CORRECT  c) She gave all her books

a) Take off your jacket. b) Take your jacket off. c) BOTH ARE CORRECT

topic: Separable and Inseparable Phrasal Verbs 3 | level: Intermediate

Choose whether or not each phrasal verb is separable or not separable (in the context of each sentence). If both responses are acceptable, choose "BOTH ARE CORRECT":

each sentence). If both responses are acceptable, choose "BOTH ARE CORRECT":
<ul><li>1. Which is correct?</li><li>a) BOTH ARE CORRECT</li><li>b) Did you turn the radio off?</li><li>c) Did you turn off the radio?</li></ul>
<ul><li>2. Which is correct?</li><li>a) I thought he was mean, but he turned out to be quite nice.</li><li>b) BOTH ARE CORRECT</li><li>c) I thought he was mean, but he turned to be quite nice out.</li></ul>
3. Which is correct?  a) BOTH ARE CORRECT  b) I ran her into last night.  c) I ran into her last night.
4. Which is correct?  a) BOTH ARE CORRECT b) Let's talk this over. c) Let's talk over this.
<ul><li>5. Which is correct?</li><li>a) BOTH ARE CORRECT</li><li>b) He backed at the last moment out.</li><li>c) He backed out at the last moment.</li></ul>
<ul><li>6. Which is correct?</li><li>a) BOTH ARE CORRECT</li><li>b) James threw out his old clothes.</li><li>c) James threw his old clothes out.</li></ul>
7. Which is correct? a) He threw them out. b) BOTH ARE CORRECT c) He threw out them.
8. Which is correct? a) He put down the pencil. b) He put the pencil down. c) BOTH ARE CORRECT
<ul><li>9. Which is correct?</li><li>a) The security guards broke the fight up.</li><li>b) BOTH ARE CORRECT</li><li>c) The security guards broke up the fight.</li></ul>
<ul><li>10. Which is correct?</li><li>a) Tom and Mary broke last week up.</li><li>b) Tom and Mary broke up last week.</li><li>c) BOTH ARE CORRECT</li></ul>

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topic: Which verb: DO or MAKE?

Choose the correct verb for each sentence:

<ol> <li>He always his homework on time.</li> <li>a) does b) makes</li> </ol>
<ul><li>2. It's pretty hard to breakfast for 10 people.</li><li>a) do b) make</li></ul>
3. My husband is a lawyer and he a lot of money a) does b) makes
4. I have to my taxes soon. a) do b) make
<ul><li>5. It was pretty easy for me to a decision about where to go to university.</li><li>a) do b) make</li></ul>
6. You should always try to your job well. a) do b) make
7. You three mistakes on your test. a) did b) made
a) did b) made  8. The hurricane a lot of damage. a) did b) made
<ul><li>9. Octavio has a lot of progress at school.</li><li>a) did b) made</li></ul>
<ul><li>10. I need to go out and some shopping.</li><li>a) do b) make</li></ul>

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topic: WHO, WHICH, or WHOSE 1 | level: Intermediate

Fill in each blank space with **who**, **which**, or **whose**. REMEMBER: **Who** is generally used for people, **which** is used for things, and **whose** indicates possession (ex: "the man whose wallet I found").

1. The man	house we stayed in is my uncle.
2. At first, I couldn't tell _	he was, but then I recognized him.
3. The guy	sold me my car is a crook.
4. P1:	pen did he give you? P2: The blue one.
5. I couldn't decide	camera was right for me.
6	turn is it to wash the dishes?
7. I can't decide	the best candidate is.
8. His last book,	I didn't read, was very successful.
9. I don't know	song that is, but it's not theirs.
10. My friend John,	doesn't speak French, had trouble communicating

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Topic: CAPITALIZATION IN ENGLISH 1 | Level: ADVANCED

Rewrite each of the following sentences using correct capitalization:

- 1. we saw the brooklyn bridge.
- 2. we're going to germany in june.
- 3. we spent our holidays in the dominican republic.
- 4. i'm starting my job in may.
- 5. we often go to the beach in the summer.
- 6. i love learning french.
- 7. the jamaican man was cooking dinner.
- 8. i'm pretty bad at math.
- 9. one of the courses that i have to take this year is "math 3".
- 10. i saw senator brown in the lobby.

#### topic: ARTICLE or NO ARTICLE?

For each of the following sentences, fill in the blank with either "a" "an", "the", or "no article".

1 Chinese is a difficult language to learn.
2 general's army attacked the city at night.
3. I like to play basketball.
4. My parents gave me basketball for my birthday.
5. She is prettiest girl in the school.
6. I have idea! Let's go bowling.
7. I have borrowed money from her before.
8. My first apartment was on Orange Street.
9 dress she is wearing is blue.
10. He is real gentleman.

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#### topic: ARTICLE or NO ARTICLE? (part 2)

For each of the following sentences, fill in the blank with either "a", "an", "the", or "no article".

1 Seoul is the capital of South Korea.
2. Most people who live in small town are happy.
3. I have been playing tennis for three years.
4. We had really good time at the park.
5. I am only person here who speaks German.
6. Look at time! We're going to be late!
7. I have borrowed money from her before.
8. Most people who live in Italy are Catholic.
9. I have horse.
10. I've never been to mountains.

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#### topic: ARTICLES: Mixed Articles Exercise #5

For each blank space, choose the proper article (a, an, the, or no article):

1. I moved to \_\_\_\_\_ USA when I was 15 years old. a) a b) the c) no article 2. I can spell as well as most students. a) a b) the c) no article \_\_\_\_\_ most famous actor I know. a) a b) the c) no article 4. Hurry up. We don't have \_\_ a) a b) the c) no article 5. I live around here = I live in neighborhood. a) a b) the c) no article 6. I don't know at all = I don't have a) a b) the c) no article 7. I have \_\_\_\_\_ idea! a) an b) the c) no article tea in my cup is too hot to drink. a) A b) The c) no article Terasinaliae The US President lives in \_\_\_\_\_ White House. a) a b) the c) no article 10. My parents live in \_\_\_\_\_ white house. a) a b) the c) no article

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#### TOPIC: MIXED ARTICLES 6 | LEVEL: Intermediate

Fill in the blanks below with either a, an, the, or no article:

1. Q: Is dad picking us up today?		
: Nope, mom's picking us up.		
2. Q: Who's that? A: That's guy I	told you about last week.	
Q: Why are you so upset?     A: I'm not upset. You're	one who's upset.	
4. Q: Is this back. A: Yes, please call me in 30 minutes.		
5. Q: How do you like my dress? A: Wow! That's	one beautiful dress!	
6. Q: Why won't your brother talk to r A: Because you told him he was stup		
<ul><li>7. Q: Do you like cats or dogs?</li><li>A: I like them both, but I think I likedogs.</li></ul>	วิกุยาลัยเทคโนโลยีสุรุง cats more than	
8. Q: Is this roa A: Yes, it is.	ad to San Francisco?	
9. Q: Do you know the name of  A: Yes, it's Henri	artist who painted this portrait?	
10. Q: We'll never make it on time! A: Sure we will! I know	shortcut.	
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topic: PHRASAL VERBS (Mixed - Part 1)		
For each sentence, choose which phrasal verb fits best.		
My car on the freeway.     a) broke through b) broke up c) broke down		
2. The thief managed to the police barricade.  a) break through b) break in c) break on		
3. My girlfriend and I last month.  a) broke through b) broke in c) broke up		
4. Hey, the girl with the red hair. She's very pretty.  a) check out b) check in c) check at		
5! Things will get better. a) Cheer on b) Cheer at c) Cheer up		
6. The police are trying to on drunk drivers. a) crack up b) crack down c) crack through		
7. He is so funny! He really cracks me a) up b) around c) on		
3. I though the movie was going to end, but it just  a) dragged in b) dragged on c) dragged into		
9. I'm really tired because I at 5 AM this morning. a) got up b) got around c) got on		
10. Friends can help you to a difficult time in your life.  a) get around b) get by c) get through		

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copic: PHRASAL VERBS (Mixed - Part 2)
For each sentence, choose which phrasal verb fits best.
How do you the rise in crime this year?     a) account for b) account in c) account to
2. Do you feel like playing soccer? = Are you some soccer?  a) up for b) up to c) up with
3. My girlfriend and I last month.  a) broke through b) broke in c) broke up
4. If you're telling someone to, you're telling them to relax a) calm out b) calm down c) calm in
5. This is the time of year when stores their prices, so you can get good deals.  a) mark on b) mark through c) mark down
6. My girlfriend and I had a big fight yesterday, but we almost immediately. a) made up b) made in c) made on
7. When I on my life, I don't regret a single thing. a) look back b) look down c) look through  8 the grass! Can't you see the sign? a) Keep out b) Keep on c) Keep off
9. The other runners had a hard time with him during the race. a) keeping out b) keeping on c) keeping up
10. He will doing it until you tell him to stop.  a) keep on b) keep in c) keep to

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topic: PHRASAL VERBS (Mixed - Part 3)
For each sentence, fill in the blank with the correct preposition.
1. You gained some weight = You put a few pounds.
2. Don't tell anyone about it = Keep it yourself.
3. Have you been in contact with Sarah? = Have you heard Sarah?
4. I've been spending time with her = I've been hanging with her.
5. Please take care of my little sister = Please look my little sister.
6. He disappointed me = He let me
7. You can trust me = You can count me.
8. We often eat in restaurants = We often eat
9. I can't understand why you would say that = I can't figure why you would say that.
10. He is planning something = He is up something.
*
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#### Topic: COMMONLY CONFUSED WORDS 1 | Level: ADVANCED

Below you'll find pairs of words that are commonly confused in writing.

Choose the correct response to complete each of the sentences:		
1. They are not going to this game. a) loose b) lose		
2. I think my pants are a little too a) lose b) loose		
3. This is one of the side of this medication. a) effects b) affects		
4. Taking this medication might your sleep. a) affect b) effect		
5. Make sure that they get money. a) there b) their		
6. Put the money a) there b) there		
7. This is really! a) exiting b) exciting		
8. The band will be the stadium in about half an hour.  a) exciting b) exiting		
9. He is better at grammar I am. a) then b) than		
10. I didn't know him		

Topic: COMMONLY CONFUSED WORDS 2 | Level: ADVANCED

Below you'll find pairs of words that are commonly confused (or misspelled) in writing. Choose the correct response to complete each of the sentences:

a) their b) they're	?	
She likes to go shopping with both my brother and     a) me    b) I		
3. Is that his bag or		
4. That isn't your car, it's a) our's b) ours		
5. I known you were here. a) should've b) should of		
6. Make sure you your teacher on how nice she loo a) complement b) compliment	oks.	
7. Those earrings really your dress. a) complement b) compliment		
8. This is an ( = important) event! a) historic b) historical		
9. The accuracy of this book is doubtful. a) historic b) historical		
10 German, aren't you? a) Your b) You're		

Topic: RUN ON SENTENCES 1 | Level: ADVANCED

Choose whether or not each of the following sentences is a run on sentence. Fill in the blanks with either YES or NO:

1. The girl wanted to go and she told her brother but he didn't want to go. RUN ON?
2. Everything he told you was from a movie he had seen. RUN ON?
3. I don't want to talk about it this is the third time I've told you. RUN ON?
4. I'm tired and I'd like to rest for a while. RUN ON?
5. He never really admitted to anything; I had to find out from his brother. RUN ON?
6. He is about to start singing and if you don't stop talking on your mobile you'll miss it.  RUN ON?
7. He loved to fly, so he hardly ever took the train.  RUN ON?
8. His mother tried to get him to quit smoking, but he didn't listen. RUN ON?
9. He's a good student he always gets good grades. RUN ON?
10. He is going to the mall to buy some socks. RUN ON?

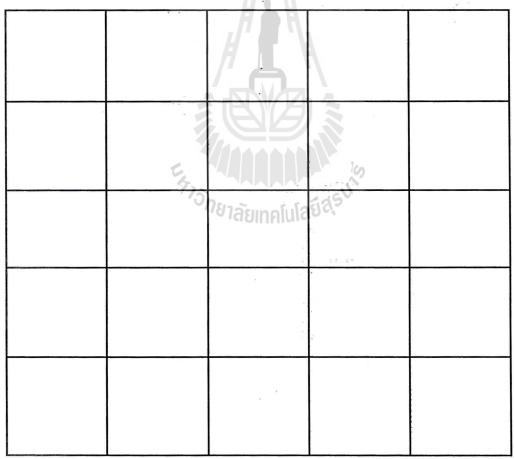
#### Topic: RUN ON SENTENCES/ FRAGMENTS 1 | Level: ADVANCED

Choose whether or not each of the following sentences is a run on sentence, a fragment, or a complete sentence. Fill in the blanks with either FRAGMENT, RUN ON, or COMPLETE.  EX: Bill is a good man we all know this.  RUN ON
1. Having seen the movie three times.
2. We didn't know he was waiting we're sorry.
3. We're sorry that we didn't call you earlier.
4. Where did you grow up?
5. As he started to tell us about his travels.
6. I realized that he was drunk I could tell from the way he was speaking.
7. This hotel is very comfortable we recommend it.
8. Yes, I do know what you mean.
9. In light of the information that I've obtained.
10. Ever since I fell in love with her.

**Supplement for English for Communication One** Prepared by Assoc. Prof. Dr George C. Intaraprasert **School of Foreign Languages Suranaree University of Technology Nakhon Ratchasima** 

Bingo: Instructions: Look at the list of words/expressions in the box below and then choose 25 of them to put in the grids provided. One word/expression can be chosen once only. When you've finished, listen to Aj George as he's going to read out phrases or sentences to you. Put a cross (X) in the grid of the word which matches with what you hear.

Do you mind if I sit here?/No. You cannot eat or drink in class I'm afraid./ Thank you./ Dress code?/ Are you George?/ Sorry to bother you./ You have to put more paper in the machine./ It's Monica./ I'm really sorry./ How do you feel when you speak English in class?/Really. I'm sorry to hear that./ What's new?/ Did you hear what happened?/That's fantastic!/ She's going to be in a school play./ He didn't know I was at home./interesting/interested/annoying /annoyed/ frightened/ frightening/ bored/boring/confused/confusing/tiring/tired/air-conditioned/ air-conditioning/air-conditioner



Good luck <sup>©</sup>

**Instructions**: Choose the most appropriate alternatives: 1, 2, 3, or 4. A: Excuse me. B: Of course not. Help yourself. A: Thanks. 2. A: Today is my first class here. Can we drink in class? B: \_\_\_\_\_\_. It's one of the rules. 3. A: Good morning Mr White. B: Welcome, Steve. I hope you enjoy your first day. If there is anything I can do to help, please let me know. 4. A: I see you have your name tag. Did anyone mention the dress code to you? A: That's right. 5. A: Hi! B: Yes. A: I'm Mary. Welcome. It must be your first day here? 6. A: I'm your new boss. \_ B: No problem. I'm just having lunch. 7. A: Excuse me. B: Yes? . It's one of the rules here. A: 8. A: Hello? B: Hi Walter. Are you busy? A: Not really. I'm just having a break. 9. A: Isn't there any paper in the machine? B: No I'm afraid. A: Oh, I didn't know that. B: That's all right. B: Well, I'm quite excited at the very beginning. 11. A: Michael, do you remember Wirat from our English One class? B: Oh yeah. Is he OK? A: Yes, he's fine. He's just got a scholarship from SUT. 12. A: Hey, Winai. Long time no see. How are you? B: Hi Somsak. It's good to see you again. A: Oh, not much. I just bought a gift for my sister, Nong Ying . She could pass the exam to SUT. B: Congratulations! 13. A: Do you know Stephen? B: Sure. He's my neighbour. A: B: No. What?

A: He won a lottery!

A: That's right.

14. A: Aj George, our English teacher, is going to leave SUT. B: Leave SUT? So, he's not going to teach here anymore.

\_\_\_ He's very popular.

Supplement for English V English for Future Career Prepared by Assoc. Prof. Dr George C. Intaraprasert School of Foreign Languages Suranaree University of Technology Muang, Nakhon Ratchasima 30000

#### **Conversation Quiz:**

**Instructions:** Read each conversation carefully and then choose the alternative which **is not appropriate** for the question: a ,b, c, or d.

<ol> <li>A: Hi my name's Channarong.</li> <li>B: Hello. I'm Watchara.</li> <li>A:</li></ol>	_•
B: Watchara.	
A: I see. Nice to meet you, Watchara.	
a. Again?	c. Sorry? I can't hear you clearly.
b. Can you just spell it?	d. I beg your pardon?
2. A: Hi my name's Channarong. B: Hello. I'm Watchara. A:	Ħ,
B: W-A-T-C-H-A-R-A.	H
A: I see. Nice to meet you, Watchara.	1/
a. How do you spell that?	c. Is it w-a-t or v-a-t?
b. Can you just spell it?	d. I beg your pardon?
3. A. Where are you from? B:	
A: Yes, that's right.	ica
B: I'm originally from Udon Thani.	7.7
a. Where am I staying?	c. Where am I from?
b. You mean my hometown?	d. Where do I come from?
4. A: Excuse me. I'd like to exchange some B: All right. Into what currency? A: Pardon?	money.
B: Currency? What kind of money would	you like?
A: Oh, I see.	
a. What does that mean?	c. What do you mean? -
b. May I know currency?	d. What does 'currency' mean?
5. A: I want to change 450 pounds into Thai B: Did you say 415 or A: 450. Four-five-oh.	: 450?
a. I'm sorry?	c. Pardon?
b. I don't really know what to say.	d. Excuse me?

<ul> <li>6. A: I'm starting to look for a new jo</li> <li>B: What kind?</li> <li>A: I'm not sure. I can speak French</li> <li>B: Do you enjoy meeting people?</li> <li>A:</li> <li>B: I know! You should be a</li> </ul>	
a Of course I do. b. Not really.	c. It's OK. d. Yeah. Thank you very much
7. A: What do you think about English B: Yourself? A: Yeah me too.	sh?
<ul><li>a. It's too difficult.</li><li>b. I find it very interesting</li></ul>	c. That's a pity d. Good fun!
8. A: Do you play sport at all? B: Play sport? No, I don't. And wh	nat about you?
<ul><li>a. Do you really want to know?</li><li>b. I do. I quite like table-tennis.</li></ul>	c. No, me neither. I'm too busy d. Well, it depends.
<ul><li>9. A: We're really busy today.</li><li>B: Yes, almost always.</li><li>A: What about our morning break</li><li>B: We're too busy to get one.</li></ul>	(?) Z) ()
<ul><li>a. Is it usually like this?</li><li>b. Is it always like this?</li></ul>	<ul><li>c. Why is it busy like this?</li><li>d. Are we always busy like this?</li></ul>
B: Well, we only get a short one m A: And we don't usually have an a B: Sure, we do. At 5 o'clockwho	nost of the time. Ifternoon break, right?
<ul><li>a. the office closes</li><li>b. we finish work</li></ul>	c. we go home d. we play computer games
<ul><li>11. A: ABC Company. Sally speaking</li><li>B: Good morning. This is Mary S</li><li>A: How can I help you Ms Smith</li><li>B: I'll be in Korat next week and</li></ul>	mith from HiTech Company.
<ul><li>a. arrange a meeting</li><li>b. set up a meeting</li></ul>	c. make an appointment d. make a meeting

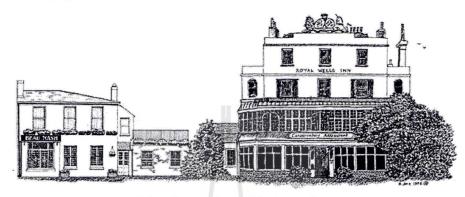
<ul><li>12. A: Well, can I come to see you on M</li><li>B: Sorry I'm not free at that time</li><li>A: That's fine.</li></ul>		
<ul><li>a. Can you come on Wednesday morning</li><li>b. Can you make it Wednesday morning</li><li>c. What about Wednesday morning sand</li><li>d. Can you not come on Wednesday morning</li></ul>	g same time? ne time?	
13. A: Good morning. B: Good morning. A: I'd like a bank draft in US dollars	i.	
<ul><li>a. May I help you?</li><li>b. What can I do for you?</li></ul>	<ul><li>c. Do you need help?</li><li>d. What are you doing here?</li></ul>	
<ul><li>14. A: Well, first fill out the form.</li><li>B: What's next?</li><li>A: Then pay for the draft.</li><li>B:</li></ul>		
A: Just wait a few minutes, please. I	'll make out the draft.	
<ul><li>a. Is that all?</li><li>b. Is there anything else?</li></ul>	<ul><li>c. Am I finished?</li><li>d. Do I have to wait long?</li></ul>	
<ul><li>15. A: First National Bank. May I help y</li><li>B: This is George from Southern Sta</li><li>A: I'm sorry. She's in the meeting ri</li></ul>	ar Services	
a. Is Ms Martin in? b. Is Ms Martin there?	c. Can I speak to Ms Martin? d. Can I have a word with Ms Martin?	
<ul><li>16. A: Front desk. How can I help you?</li><li>B: I'm not satisfied with my room.</li><li>A: I'm very sorry.</li><li>B: Well, it hasn't been cleaned.</li></ul>	mคโนโลยีส <sup>ุรูน</sup> ์	
<ul><li>a. What's the matter?</li><li>b. Why is that?</li></ul>	c. What's the problem? d. What's your complaint?	
Your Score:/16		

### Supplement for English for Communication One

Prepared by Assoc. Prof. Dr George C. Intaraprasert School of English Suranaree University of Technology Muang, Nakhon Ratchasima 30000

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### Unit 2: Hotel



### Finding a hotel in London

You can find a hotel in London very easily through dedicated shops at railway stations and airports, or through listings in various free magazines. Short hotel adverts often provide information on the hotel's location and facilities.

# Instructions: Read the details of these fictional hotels and then answer the questions



### The Dove Hotel, Paddington W2

Today's traveller quite rightly expects the highest standards of quality, comfort and value. At the Dove you are unlikely to be disappointed. Our hotel is located a few minutes walk from 5 underground lines as well as from local bus stops. The Heathrow Express provides direct access to Heathrow in 15

minutes from Paddington Station.



#### Sunset Hotel, Bayswater W2

Located in a very popular location for shopping and entertainment. The hotel is open 24 hours a day and all rooms have en suite facilities together with colour TV and direct dial telephone. The hotel is opposite "Whitley's indoor shopping centre in Queensway, and only a few minutes walk from Kensington gardens – the former home of Princess Diana.



### The Park Hotel, Bayswater W2

The Park Hotel is the perfect location for groups and individuals travelling to London on a budget, and is so sensibly priced you'll want to tell everyone about it!



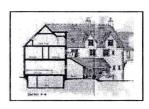
#### Queen's Hotel, Earls Court, SW5

Queen's Hotel is a small friendly hotel in the Kensington area. The hotel is located close to the Earl's Court Exhibition Halls 1 and 2 and the Olympia Exhibition Halls with their many shows ranging from business to boats! We are easy to reach from Heathrow Airport and only a few stops on the underground to central London attractions.



## The George Hotel, Kings Cross, N1

The George Hotel has 35 rooms all with central heating, colour TV, and tea and coffee making facilities. En suite or sharing facilities are available. The family run hotel has a 'home from home' atmosphere, clean comfortable rooms and many satisfied customers. The enormous English breakfast will keep you going until dinnertime!



### Townhouse Hotel, Marylebone, W1

A small friendly Bed and Breakfast Hotel situated in the heart of London. Close to Baker Street, Madame Tussaud's, Regents Park and other attractions. A high standard of personalised service is maintained to ensure that the atmosphere is cheerful and friendly. There's a choice between rooms with

private bathroom and basic rooms with shared bathroom

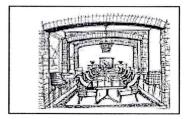
- 1. Which hotel serves large portions of food?
  - a) The George Hotel
- b) The Townhouse Hotel c)
- The Park Hotel
- 2. Which hotel says it's in the centre of London?
- a) The George Hotel b) The Queen's Hotel c) The Townhouse Hotel
- 3. Which hotel is good for shopping on a rainy day?
- a) The Park Hotel b) The Dove Hotel c) The Sunset Hotel
- 4. Which hotel is well located for someone attending an exhibition?

  - a) The Queen's Hotel b) The Townhouse Hotel
- c) The Park Hotel

- 5. Which hotel says it's good value?

  - a) The Dove Hotel b) The Sunset Hotel
- c) The Park Hotel
- 6. Which hotel is in a good position if you are a fan of the British Royal family?
- a) The George Hotel b) The Sunset Hotel c) The Townhouse Hotel

## Listen 1: At the hotel reception (part 1)



After a long journey from Heathrow, John finally arrives at his hotel in King's Cross. He goes to the reception area to check in

### Language tips - vocabulary

a shared room - a room with other people let us know - tell us reservation - the room is booked in advance

**Instructions:** Listen to the conversation between John and the receptionist and then consider each statement if it is *TRUE or FALSE*.

1 John did not have a reservation for his hotel room.
2John will definitely stay for one week.
3John will not stay alone.
4The room costs him £ 18.50 in total.
5John has to show his passport at the reception.
Listen 2: At the hotel reception (part 2)
John is checking in at his hotel in King's Cross. He asks the receptionist some questions about the hotel.
Language tips – vocabulary
the first floor - in Britain, you enter on the ground floor and go up to the first floor unlike the US where you enter on the first floor case - suitcase valuables - things which are expensive or important locker - a place you can lock things away - like you have at school or the gym
6The hotel is open around the clock.
7John wants to walk to his room.
8His room number is 30.
9He is staying on the second floor by the American standard.

10. \_\_\_\_\_He can leave his valuables in the locker for free.

Supplement for English for Communication One
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********************************
Describing People
<b>Instructions:</b> Read each of the following passages carefully and then complete each passage by the given word(s):
Age
OAP teenagers a young adult toddler middle-aged a baby
My grandfather is quite old. In fact, as he has a pension, he is an old age pensioner
(), or a senior citizen.
His daughter, my aunt, is 55, and She has three sons. One is
, at 24 years of age, and the other two are both
They are 16 and 17. My sister also has two children – one
who is a two-year old, and who is 6 months old.
Build
overweight muscular obese curvaceous flabby slim skinny stocky lean wiry
"เขาลัยเทคโนโลยีส์"
People are built in all shapes and sizes. There are those who are fat and
Some people are extremely overweight and are
Other people are naturally, but others look have absolutely no
fat on them and are thin, or
Personally, I am small, but well-built. My father is tall and
– with very little fat. My sister is short, but –
she is quite thin, but Both my brothers are athletic and well-
proportioned. My mother looks like a 1940's film star. She is,
with an hour-glass figure. My grandfather is fit for his age and takes plenty of

exercise. He doesn't want all his muscles to get \_\_\_\_\_

## Colouring

a red-head a pale complexion freckles dark-brown hair
black or Asian mixed-race Mediterranean
My sister is an English rose – she has and fair skin. She doesn't
easily and has to be careful in the sun. My mother is,
also with I am – with red hair. Like many other
people with, I get from the sun – small brown
dots on my face and arms. In contrast, my father has and he is
quite dark-skinned. You are born with a colour – white or Caucasian,
People whose parents are of different ethnic origin are
Southern Europeans are sometimes described as
·
The state of the s
Face
oval faces heart-shaped bushy eyebrows nose
eyes a broad nose even or regular crooked teeth a snub nose curly short thick and heavy wavy
a short fringe going bald it is receding
Faces, like build, vary a lot. Some people have their foreheads are
much wider than their chins. Other people have, square or round faces.
Features also vary. My grandfather has (he has lots of hair!), a
hooked and high cheekbones. His are large and set quite far
apart. My mother has, which she hates, as she prefers narrow
noses. But she is lucky to have teeth. My sister corrected her
by wearing a brace which straightened them. She has rosy
cheeks, small ears and, which goes up at the end.
I have long, hair, though my sister is the opposite, with,
straight hair. Her hair is fine and doesn't weigh very much, but mine is
My mother's hair is – in between straight and
curly. It's cut in a bob and she also has, where it is cut horizontally
across her forehead. My father is losing his hair – in fact he is, which makes him very sad. My brother looks like he is going to lose his hair too –
• (Adapted from: http://www.english-at-home.com/vocabulary/describing-people-in-english/)

## istening practice:



**Instructions:** James Pond, agent 006, the famous British spy is in Rome. He has to make contact with certain people. He's listening to the description of the people he has to meet. Complete his note about each person.

	<b>」</b>
	Agent X
	Age:
WAS	Hair:
似多別	Height:
	Other:
	Place to meet:
*	***************************************
	Agent Y
JOEN .	Age:
	Hair:
	Height:
Vale .	Other:
	Place to meet:
***********	***************************************
2 V 3 V	Agent Y
	Age: อกุยาลัยเทคโนโลยีสรัง
June 1500 C	Hair:
16 S	Height:
	Other:
	Place to meet:
	*******************
	The Boss
	Age:
ANA A	Hair:
	Height:
WE TON	Other:
	Place to meet:



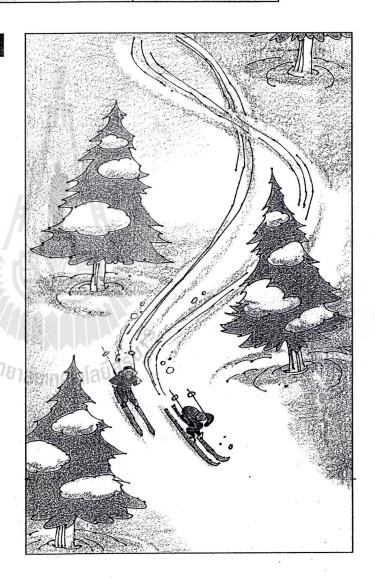
## **HOW ABOUT A MOVIE?**

Topic .	Functions	Tactics
• Entertainment	Inviting     Accepting and refusing invitations     Making plans	<ul> <li>Distinguishing invitations from conversational closings</li> <li>Distinguishing Yes/No and Choice questions</li> </ul>

## STARTING OUT

Do you sometimes invite a friend to do things or go somewhere with you? What do you usually do? Put a check ( / ) next to things you do, then compare with others. What's your favorite thing to do?

play computer games	
go dancing	
go out for dinner	
see a movie	
go to a party	
go to a concert	
other	. 77



## LISTENING FOR IT

You will hear someone inviting the people below to go somewhere. Circle the correct diary entry for each person.



Secretary and a second	().G.().
01	UNIT 5
26	CINID

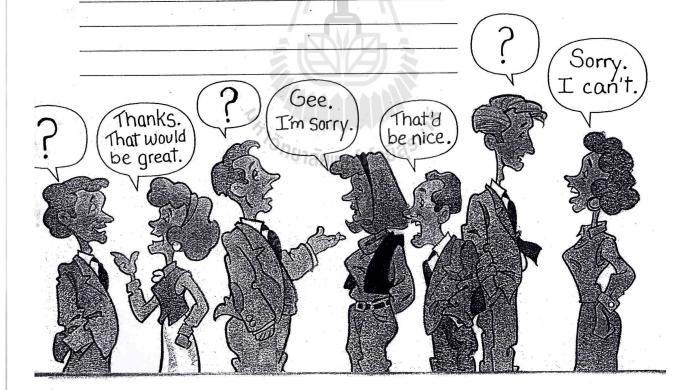
26. Listen to these people accepting and refusing invitations.

Decide whether they are accepting or refusing.

Check the column under the correct response.

Yes	s, thank you. No	, thanks. I can't.
1.		
2.		
3.		
4.		
5.		
6.		
7.		

2b. Now listen again. Why did some of the people refuse? Write down the numbers of the dialogues where someone refused and their reason.



# LISTENING TACTICS

**1.** Sometimes people end a conversation like this:

We should have lunch together sometime. Let's get together again soon.

This is often just a way of saying good-bye. It means both people hope to get together again, but it is not really a definite invitation. Listen to these sentences and decide whether the person is really making an invitation or just ending the conversation.

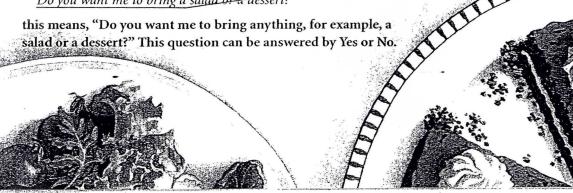
Invitation Ending the conversation				
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2.				
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4.				1/2/4
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**2.** We can say the following question in two different ways. If we say it like this:

Do you want me to bring a solad or a dessert?

the listener knows we want to bring something. We are asking if it is the salad or the dessert that we should bring. If we say it like this:

Do you want me to bring a salad or a dessert?



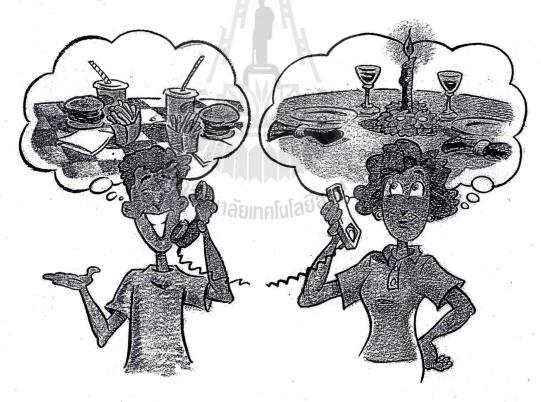
28	UNIT	5

You will hear sentences like these. Check whether each sentence is the first type (Choose one) or the second type (Yes or No).

i C	hoose one	Yes or No	Cł	noose on	e Yes or No
1.			5.		
2.			6.		
3.			7.		
4.			8.		

## TRYING IT OUT

The people below are inviting someone to do something. Match each of the invitations on the next page with a good response and write the letter of the response next to the invitation. Then practice the conversations with a partner.



### Invitations

How about going dancing this weekend?
I was wondering if you might like to come over for dinner on Friday?
What are you doing this weekend?
Do you want to go get a drink after work?
Would you like to go out to dinner on Saturday?
We're having a party on Sunday; we'd love to have you join us.
We should get together for lunch.
Why don't we go to a disco tonight?

### Accepting

- a. I'd love to.
- b. Great idea, let's go,
- c. OK. Sounds good.
- d. Oh, thank you, that'd be nice.
- e. Thank you, I'd like that.
- f. Oh, thank you. How nice of you to ask me.

### Refusing

- g. Sorry, but I've got other plans.
- h. No, I can't tonight. Thanks, anyway.
- i. Gee, I really can't dance.
- j. I wish I could, but I'm really kind of busy right now.
- k. Thanks, but I have a terrible headache.
- 1. I'm terribly sorry, but I've made other plans. Thanks, anyway.



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