

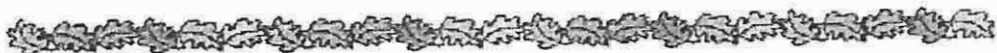
# Let's speak English!!!




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## English for You

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

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

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

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

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

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

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

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

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

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



**Note:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Let's practise our English pronunciation!!!****Practice III: Consonantal sounds: /br-/ and /b-/**

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

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

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

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

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



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**Let's practise our English pronunciation!!!****Practice IV: Consonantal sounds: /str-/ and /tr-/**

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

**/str-/ as in:**

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

**/tr-/ as in:**

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

**Note:**


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**Let's practise our English pronunciation!!!****Practice V: Consonantal sounds: /θ-/ and /s-/**

The minimal pair I find useful for learners to practise is /θ-/ 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 'saksī' or in 'songsoem'.

Let's start (1):

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

Very often, a lot of non-native speakers of English tend to replace /θ-/ 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)

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

**/-θ/ as in:**

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

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

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

/ð-/	/d-/	/ð-/	/d-/
they	day	thine	dine
those	dose	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, /ð/ can also appear in the final or mid-position of a word  
 /-ð-/ as in:

southern    northern    brother    father    bother    either  
 neither    leather    worthy etc.

**In the final position /-ð/ as in:**

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

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

/-st/ as in: best      beast      breast      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 VIII: Consonantal sounds /-n/ and /-l/**

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

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

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

**/-pt/ as in:**

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

**/-ks/ as in:**

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

**/-dz/ as in:**

adds	blades	buds	fluids	kids	speeds
lipids	heads	hoods	jades	lads	loads
toads	cards	aids etc.			

**/-mz/ as in:**

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

**/-nz/ as in:**

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

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

**p-/ and /sp-/**

/p-/	/sp-/	/p-/	/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.

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

**/-t/ and /-s/**

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

**/-t/ and /-d/**

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

**/-k/ and /-g/**

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



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**Let's practise our English pronunciation!!!****Practice XII: Which one do you mean?**

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

**Miscellany:**

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





































## Speed and Volume

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

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

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

I'm sorry I can't hear you,

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

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

A foreigner: Excuse me. Can you speak English?

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

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

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

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

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

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

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

Could you please speak a little louder?

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

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

A foreigner: Thank you very much for your help.

Somsak: You're very welcome.





## How to interrupt other people appropriately

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

- I'm sorry to interrupt you, but .....
- May interrupt you a minute, please?
- Sorry to interrupt you.
- 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.	Err...I'm really sorry. I'm quite new to this city, too.
Excuse me, please.	That's all right. Go ahead.

**A stranger:** \_\_\_\_\_

**A passer-by:** \_\_\_\_\_

**A stranger:** \_\_\_\_\_

**A passer-by:** \_\_\_\_\_

**A stranger:** \_\_\_\_\_

**A passer-by:** \_\_\_\_\_

**A stranger:** \_\_\_\_\_

**A passer-by:** \_\_\_\_\_

**A stranger:** \_\_\_\_\_



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

**Hi everybody.**

I'm happy to share with you what our group thinks will make us successful in our life. Well, as a student, we agree that being \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ is part of our success in our academic life. In addition, we should be \_\_\_\_\_ and \_\_\_\_\_ if we want to be academically successful.

As we are just human beings, we have to interact with other people in the society. Therefore, our group agrees that we should be \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ if we want to live happily in the society. And what about your group? What do you think? Thank you for your attention!

### How do you see yourself?

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

Yes	Not sure	No
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

I generally see myself as a(n) \_\_\_\_\_ and \_\_\_\_\_ person. I'm not sure if I am \_\_\_\_\_ or \_\_\_\_\_. However, I don't think I am a(n) \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ person.

### What are these people like?

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

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



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

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



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

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



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

What is the bald man like? I think he is \_\_\_\_\_

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

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

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



### Family members:

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

(grandparents      grandfather      grandmother      uncle      aunt  
 father      mother      step father/ mother      elder brother/sister      cousin  
 younger brother/sister      twin brother/sister      an only child of the family  
 the eldest son/daughter      the youngest son/daughter      a Wednesday child  
 husband      wife      son-in-law      daughter-in-law      grandchildren  
 grandson      granddaughter      father-in-law      mother-in-law      niece  
 nephew      foster father      foster mother      adopted son      adopted daughter)

:



Example  
They are brother and sister.

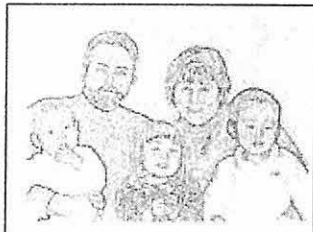


The boy is the couple's

.....  
The man is the boy's

.....  
The woman is the boy's

.....  
The woman is the man's



There are ..... people in the family:

..... and ..... children. They  
have two ..... and one .....

..... The boy on  
the right is the ..... of the family and the father is

holding the .....

..... The little girl sitting in the middle is the  
bigger boy's .....

..... And she is the younger boy's  
..... In other words, we can call her a .....



There are six people in the photo. The oldest man is

the youngest boy's .....

..... and the  
oldest lady is the youngest boy's

..... The youngest boy is their

..... and the youngest girl is their .....

..... The old  
couple is the man's parents. The boy's mother is their .....



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### Using the question words

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

#### QUESTION

1. .... did you put your books?
- 2..... did you speak to George?
- 3..... do you need the money now?
- 4..... will they arrive at the airport?
- 5..... car is that?
- 6..... have you been?
- 7..... is your school from the city centre?
- 8.....have you been waiting for me?
- 9.....one do you prefer, black or green?
- 10..... is that diamond ring?
- 11..... does your mother cook for breakfast?
- 12..... is there a telephone in this building?
- 13..... books have you read so far?
- 14..... did you go to Bangkok last week?
- 15..... were you late for class today?
- 16..... can help me with that heavy box?
- 17..... did that accident happen?
- 18..... did that accident happen?
- 19..... did that accident happen?
- 20..... did that accident happen?
- 21..... does summer start in Thailand?
- 22..... did you go to the library?
- 23..... will you buy a new motorcycle?
- 24..... do you keep your car?
- 25..... does it take you to get home?

#### ANSWER

- On the desk.
- The other day.
- To buy a new jacket.
- About nine o'clock.
- It's Mr Smith's.
- Fine, thanks.
- About twenty minutes by bus.
- About half an hour.
- The green one, please.
- I have no idea.
- An omelette.
- Near the lift.
- About a dozen.
- I flew there.
- I missed my bus.
- I can.
- This morning.
- It was raining heavily.
- In front of the school.
- The oncoming vehicle turned abruptly.
- As early as March I think.
- To get a book.
- Next month probably.
- In our garage.
- About eight hours.

**PERFECT PRESENT vs SIMPLE PAST**

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

1. Mr and Mrs Smith ..... their house several years ago. (sell)
2. George is a language teacher. He ..... at Suranaree University of Technology since 1996. (teach)
3. Our instructor ..... that lesson to us last time. (explain)
4. The weather ..... terrible ever since last Monday and it is going to be like this for another few days. (be)
5. The postman ..... the letter just the other day. (deliver)
6. Many teachers ..... English for almost ten years now. (teach)
7. Many 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 students in this class ..... the famous Grand Canyon. (never, see)
17. A little while ago, we ..... some very bad news about the disaster in the Middle-east. (hear)
18. From the time of his arrival until now, he .....discussing that topic with the other members at the meeting. (avoid)
19. Our guests ..... a good time at the party last night. (have)
20. The secretary ..... them a special delivery reply. (send)
21. A lot of teachers ..... not to miss the training with George again next year because they thought that it was very useful for their work. (finally, decide)

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**Grammar in context**

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

1. A lot Thai students have to study English every term.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

2. Many teachers had to attend the training with George on Saturday.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

3. A lot of villagers love doing their shopping in the city centre.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

4. Thai university students should wear uniforms to class.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

5. Most of the teachers studied English more than eight years at school.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

6. Some of the teachers will take up Teaching English as a Foreign Language for their master's degree.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

7. George has been to Vietnam before.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

8. Peter and Mary always go to church on Sunday because they are very pious.

Negative: \_\_\_\_\_

Y/N Q: \_\_\_\_\_

Wh-Q: \_\_\_\_\_

**Expressions:**

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

A	B
<ul style="list-style-type: none"> <li>• Good morning, sir. Can I help you?</li> <li>• Excuse me, please. Could you help me? I'm looking for a silk tie for my father.</li> <li>• Do you have a smaller one?</li> <li>• How much is this pink T-shirt?</li> <li>• What sport do you play?</li> <li>• Who is your favourite tennis player?</li> <li>• Do you allow any discount?</li> <li>• What's going on at the stadium this weekend?</li> <li>• How many sizes do you have?</li> <li>• Where can I buy a cheap shirt?</li> <li>• Hello. Is there anything I can help you with?</li> <li>• Can I try it on please?</li> <li>• I don't think I like it because it's a bit too large for me.</li> <li>• What is your favourite football team?</li> <li>• Here you are. Is this what you are looking for?</li> </ul>	<ol style="list-style-type: none"> <li>1. Leeds United is.</li> <li>2. That's all right. Would you like to try another one?</li> <li>3. Of course. The fitting room is over there.</li> <li>4. No, thanks. I'm just looking.</li> <li>5. At the Night Bazaar.</li> <li>6. Only one. That's the free size.</li> <li>7. SUT is playing against KKU.</li> <li>8. I'm afraid not. It's already a good price for you.</li> <li>9. I'm not really into tennis.</li> <li>10. Table tennis and basketball.</li> <li>11. That's 340 baht.</li> <li>12. This is the only one we have in stock.</li> <li>13. Yes, please. I'm looking for a new model of an aircraft.</li> <li>14. Certainly sir. Please come this way.</li> <li>15. Exactly it is. How much is that?</li> </ol>



## English for You

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### Rearranging the sentences

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

#### *Paragraph 1:*

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

#### *Paragraph 2:*

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

