

**Proposed Activities for Teaching
Speaking, Listening, Reading and writing
to Young Learners**

At Matthayom Dan Khun Thod School
8-10 September 2005

By
Asst. Prof. Dr Channarong Intaraprasert

School of English
Institute of Social Technology
Suranaree University of Technology
Nakhon Ratchasima 30000



Foreword

Teaching English to young learners is not an easy task for most teachers at both primary and secondary schools. As a language teacher myself for over twenty years, I have always been thinking of how to help learners learn the language and ultimately become successful language learners. One thing I have found that works is learners' motivation. I believe that teachers are successful if they can motivate their students to like or enjoy coming to their English class. To motivate students who have different backgrounds is not an easy task either. No matter how difficult, we should never give up.

Using a variety of activities in language classes with our students can motivate our students to learn English to certain extent. What you will find in this handbook are some activities which I have used with my students at all levels and proved successful in creating a positive atmosphere in my classroom. They are only examples for you to make use of and you need to think further in order to make it suitable for your own students. Three days is too short for me to share with you what I really want to. Hope we can share our experiences after having tried what I have suggested here with your students on future occasions.

Last but not least, I'd like to express my sincere thanks to the members of staff at ERIC Matthayom Dan Khun Thod School for giving me an opportunity to meet all the trainees again. Wishing you all the best of luck.

Channarong I.

Channarong Intaraprasert, PhD
Assistant Professor

School of English
Suranaree University of Technology
Nakhon Ratchasima 30000

Email: chaint@sut.ac.th / georgeintara@yahoo.co.uk

Tentative Timetable

September 8, 2005

0830-1030	Let's explore our language classes
1031-1045	Morning break
1046-1200	What's the ultimate goal(s) of our teaching? How can we promote language learning both inside and outside class?
1201-1300	Lunch break
1301-1430	Teaching Speaking to young learners
1431-1445	Afternoon break
1446-1545	Designing speaking tasks for your students
1546-1630	Presenting your tasks to the groups

September 9, 2005

0830-1030	Teaching listening to young learners
1031-1045	Morning break
1046-1200	Designing listening tasks for your students
1200-1300	Lunch break
1301-1345	Presenting your tasks to the groups
1346-1500	Teaching reading to young learners
1501-1515	Afternoon break
1516-1630	Designing reading tasks for your students

September 10, 2005

0830-0945	Presenting your tasks to the groups
0946-1030	Teaching writing to young learners
1031-1045	Morning break
1046-1200	Designing writing tasks for your students
1200-1300	Lunch break
1301-1345	Presenting your tasks to the groups
1346-1500	Classroom language
1501-1515	Afternoon break
1516-1630	Questions and answers / Goodbye

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Day 1: 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)
- Motivation (low / high)
- 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
- Checking written work
- Finding suitable materials
- 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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Day 1: Let's discuss the following topics:

1. What is the ultimate goal(s) of our teaching?
2. How can we help promote language learning both inside and outside class?

Lined writing area for student responses.

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Day 1: 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.

1. Speaking

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

At this point, I'd like to discuss in detail if you think speaking English is difficult for Thai students or even for yourself as a non-native speaker and have very limited exposure to the target language, i.e. English. (Look at the accompanying handouts on teaching speaking).

Proposed activities for teaching speaking

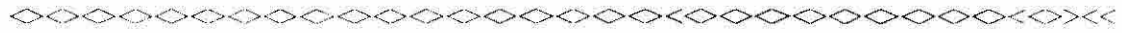
- **Why is speaking English difficult for Thai students?**

English and Thai

- Stress
- Intonation (word and sentence)
- Tenses (past, present, future)
- Verb conjugation according to tense and subject e.g. 3rd person singular
- Singular/plural nouns
- Sounds not appearing in Thai
- Final sound
- **How can we organise speaking activities for our students?**
 - INDIVIDUAL
 - PAIR
 - GROUP
- **What should we take into account when organising speaking activities?**
 - LEVEL OF STUDENTS (i.e. Primary, Secondary, Tertiary)
 - 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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Day 2: Let's look at how to teach reading

Like speaking and listening, teachers should take a few factors into consideration when teaching reading. These factors, for example, include:








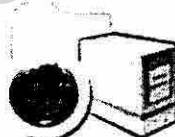
- Text-type (source of the reading text introduced to students)
- Length of texts
- Level of difficulty in terms of vocabulary and expressions found in the text
- Task-type

Again, work in groups of five or six, discussing how you teach reading to your students as well as activities you have made use of. Present them to the other groups later on. Look at the proposed reading activities and make sure you understand how to teach appropriately.

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Proposed Activities for Teaching Speaking

1. Same or Different

Student A	Student B
	
	
	
	

Note: _____

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Proposed Activities for Teaching Speaking

2. Ordering a dialogue (Jumbled dialogue)

- Jeff** : Well, I'm going to the city centre this morning. May I borrow your motorcycle?
George : Certainly but what is it?
Jeff : Not bad, thanks. Yourself?
George : What about a kilo of oranges?
Jeff : George, could you do me a favour?
George : Hello, Jeff. How're you doing?
Jeff : Thanks a lot. Would you like me to get anything for you?
George : Very well, thank you.
Jeff : All right but don't worry about giving me any money yet. I won't be long.
George : No problem.....Just a minute I'll get you the key.....here you go.
Jeff : Hi, George.
George : Right. Take care. See you in a bit. Bye.
Jeff : Bye.

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Proposed Activities for Teaching Speaking

3.1 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 _____.*
- 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 _____.*
- 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 languages.*

(Student A)

Name	Linda Williams	(Male)	Vince Lee	(Female)
Age		25	36	
Marital Status	single		divorced	married (2)
Job		news reporter		
Hobby	gardening		reading	
Favourite colour		blue and red		violet
Country of origin	Canada		Singapore	
Foreign language		Thai and 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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- 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 _____.*
- 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 languages.*

(Student B)

Name	(Female)	Hugh Russell	(Male)	Nancy Roberts
Age	20			35
Marital status		married		
Job	secretary		engineer	teacher
Hobby		drawing		fishing
Favourite colour	pink		green	
Country of origin		England		Scotland
Foreign language	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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Proposed Activities for Teaching Speaking

3.2 Exchanging Information

Student A

Instructions: Answer your partner's questions about the information in last March's calendar. Ask questions using 'When was.....?' To find out this information and complete your calendar:

- Patrick's birthday
- the school concert
- the school trip to Bangkok
- the last day of the final examination
- the school meeting
- the sports day
- the farewell party for the school director

JUNE 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Maggie's birthday	2	3	4	5 Trip to Phimai
6	7	8	9 Makha Puja Day	10	11	12
13	14	15	16	17	18	19 house-warming party
20	21	22	23	24	25	26
27	28 final examination	29	30 summer holiday / pay day			

Note: _____

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Proposed Activities for Teaching Speaking

3.2 Exchanging Information

Student B

Instructions: Answer your partner's questions about the information in last March's calendar. Ask questions using 'When was.....?' To find out this information and complete your calendar:

- Maggie's birthday
- the first day of the summer holiday
- the school trip to Prinnai
- the first day of the final examination
- the pay day
- Makhapucha Day
- the house-warming party for the new school director

JUNE 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9 Patrick's birthday	10	11	12 Sports Day
13	14 School meeting	15	16	17	18 School concert	19
20 Trip to BKK	21	22	23	24	25 farewell party	26
27	28 -Final examination	29	30			

Note: _____

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Proposed Activities for Teaching Speaking

4. 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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Proposed Activities for Teaching Speaking

5. 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 do you teach?
- B: I teach at _____ and what about you? Where do you teach?
- A: I teach at _____.
- 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 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	Trainee 1	Trainee 2	Trainee 3	Trainee 4	Trainee 5
Name					
Nickname					
Place of work					
Enjoy teaching English?					
Hobby					
Sport					

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Proposed Activities for Teaching Speaking

6. Guided monologue

Introducing a new friend to the group

Instructions: Choose one of the five trainees you have just talked with in (5) to introduce to the group by using the model provided. You have five minutes to rehearse.

Model:

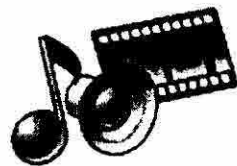
Good morning (afternoon / evening) everybody. First of all, please let me introduce myself (allow me to introduce myself). I'm (My name is) I'm pleased (happy / glad / delighted) to introduce to you one of my new friends today. I'm sure you must be happy to meet him (her).

Yes. My new friend is calledand his (her) nickname is He (She) teaches at He (She) enjoys teaching very much (does not really enjoy teaching English). In his (her) free time, he (she) likes..... Football (volleyball / badminton, etc) is his (her) favourite sport (or I'm surprised that he / she is not interested in any sports at all).

Thank you very much for your attention.

* * * * *

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



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Proposed Activities for Teaching Speaking

7. 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 programme.
- _____ 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.....*

• **Opening a Bank Account:**

• **Arriving After a Plane Journey:**

• **Travelling by Plane:**

• **Using a Washing Machine:**

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Proposed Activities for Teaching Speaking

8. Survey

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

Questions:

1. Do you think it is difficult for Thai students to speak English?
2. Do you agree that Thai teachers can teach their students to speak English?
3. Do you believe that the teachers at your school are generally hard working?
4. You are teaching tomorrow and tonight a good friend of yours asks you to go out for a drink with him/her, will you do that?
5. Do you think teaching English in the morning is better than in the afternoon?
6. Do you mind if your students chat with each other while you are teaching?
7. If you have an opportunity to go abroad, will England be your first choice?
8. Were you happy when you first started teaching English?
9. Do you usually prepare yourself before you go to teach?
10. Do you feel happy when you speak English to teach?
11. Do you think your students enjoy studying English with you?
12. Do you believe that your students will be able to speak English if they practise every day?
13. Do you believe that watching TV programmes in English can help you improve your English?
14. Do you agree that teachers who teach English are different from those teaching other subjects?
15. Do you think your school is the best place to work in Thailand?

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

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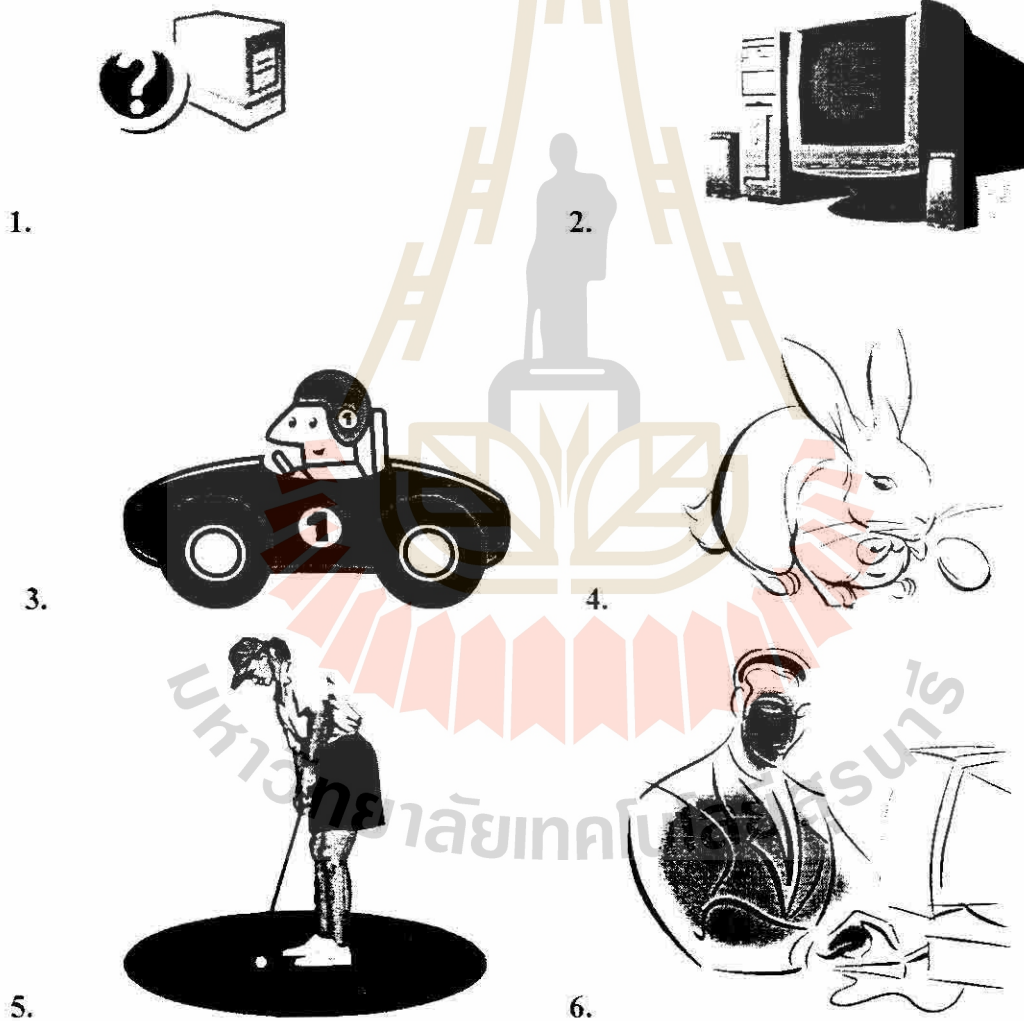
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Proposed Activities for Teaching Speaking

9. 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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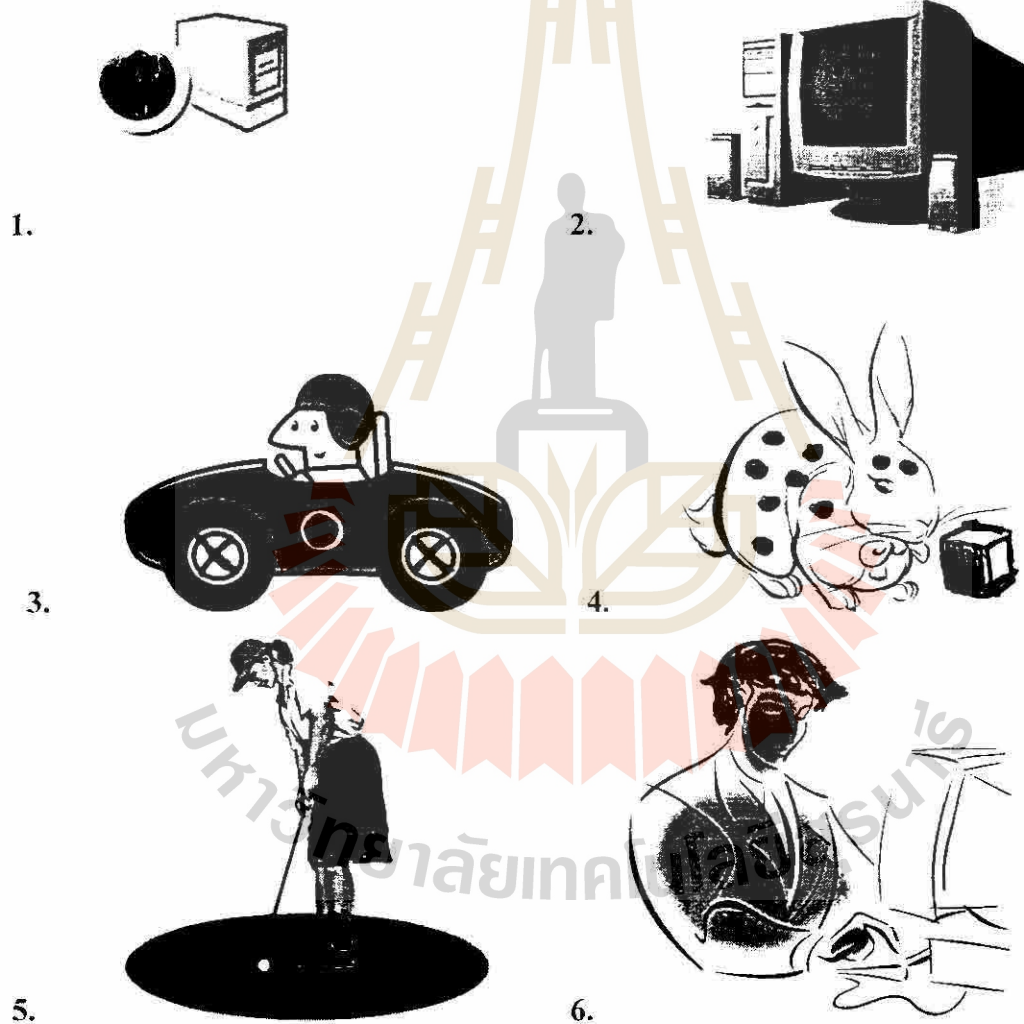
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Proposed Activities for Teaching Speaking

9. 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. (Student B)



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Proposed Activities for Teaching Speaking

10. 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 enjoy the training sessions organised by George? ||

B: Yes, I do. No, I don't. And what about you? Do you enjoy them? ||

A: Yes, I do. No, I don't. ||

=====

Question: Do you	Me	My friend		Result
		Guess	Check	
1. ...like teaching English?.....				
2. ...enjoy speaking English?.....				
3. ...often use an email?.....				
4. ...often listen to English songs ?				
5. ...speak English in class every day?				
6. ...use games and songs to teach?..				
7. ...have a foreign friend?.....				
8. ...often use the Internet?.....				
9. ...have an English-English dictionary?.....				
10. ...read English every day?.....				
11. ...want to go to England?.....				
12. ...play games in English?.....				
...want to come to the training again?				

Number of correct guesses: _____/12

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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. life	5. lie	6. line
7. right	8. liar	9. rice	10. ripe		

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		
2	Light		
3	Rice		
4	Like		
5	Lice		
6	Line		
7	Right		
8	Ripe		
9	Rice		
10	Lie		

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

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Proposed Activities for Teaching Listening

2. 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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Proposed Activities for Teaching Listening

3. 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.

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

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Proposed Activities for Teaching Listening

4. Stress (syllable, sentence)

Teacher's script:

1. international 2. **com**fortable 3. con**ver**sation 4. **te**levision 5. **ef**fect
 6. **con**venient 7. **vege**table 8. **com**munication 9. **ex**cellent

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	Syllable1	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	mu	ni	ca	tion
9	excellent	ex	cel	lent		

Check your score:

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

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Proposed Activities for Teaching Listening

5.1 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. . | ? | 5. . | ? |
| 2. . | ? | 6. . | ? |
| 3. . | ? | 7. . | ? |
| 4. . | ? | 8. . | ? |

5.2. 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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Proposed Activities for Teaching Listening

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.....

Student's Handout



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Proposed Activities for Teaching Listening

7. 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 quarreled 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 pictu

Note: _____

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Proposed Activities for Teaching Listening

7. Ordering pictures

Teacher's script

7.2 Mr Russell left school when he was eighteen years old. Two years later, he went into army. He was a soldier 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

Note:

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Proposed Activities for Teaching Listening

8. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleep late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go for a walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk the dog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: _____

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Proposed Activities for Teaching Listening

9. Choosing the appropriate response

Teacher's script

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

Student's handout

Instructions: Listen to the sentences and then put a cross (X) next to the appropriate response.

- | | |
|--|--|
| 1. <input type="checkbox"/> No, not really. | 5. <input type="checkbox"/> I love table-tennis. |
| <input type="checkbox"/> That's right. | <input type="checkbox"/> That's a pity. |
| 2. <input type="checkbox"/> Going out. | 6. <input type="checkbox"/> No, I get up early. |
| <input type="checkbox"/> So do I. | <input type="checkbox"/> What time did you get up? |
| 3. <input type="checkbox"/> Do you really? | 7. <input type="checkbox"/> I do too. |
| <input type="checkbox"/> Of course. | <input type="checkbox"/> Yes, it is. |
| 4. <input type="checkbox"/> No, I don't. | 8. <input type="checkbox"/> Not very much. |
| <input type="checkbox"/> What day do you go? | <input type="checkbox"/> That's right. |

Note:

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Proposed Activities for Teaching Reading

Task I: Lead-in

Instructions: Read the following questions carefully and then carry out the task as instructed.

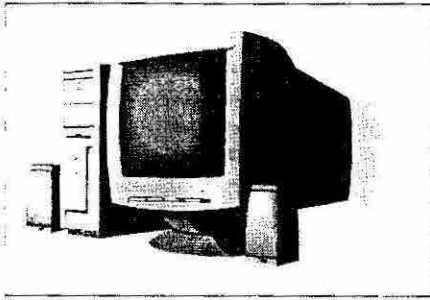
1. Do you know what 'multimedia' is? Yes / No
2. If no, ask your classmates if any of them do. If 'yes', look at number 4.
3. If no one in your class knows what 'multimedia' is, ask your teacher.
4. When most of you are ready, work in groups of 5-6 to discuss types of multimedia you have used in learning English. Then talk about their advantages and disadvantages of those multimedia. You have ten minutes for the discussion and your group has five minutes for the presentation.

Task II: Vocabulary work

Instructions: Look at **Text I** below and then find the underlined word(s) which has the same meaning as each of the following:

1. _____: a combination of moving and still pictures, sound, music, and words especially in computers or entertainment
2. _____: the situation within which something exists or happens and that can help explain it
3. _____: following or belonging to the customs or ways of behaving that have continued in a group of people or the society for a long time without changing
4. _____: the instructions which control what a computer does; computer programs
5. _____: images and designs used in books, magazines, etc; computer graphics
6. _____: the act of sharing information with others by speaking, writing, moving your body or using other signals
7. _____: to join or unite to form a large group or organisation or to make separate organisations do this
8. _____: to arrange something carefully so as to achieve a desired result
9. _____: knowledge obtained from an ability to understand or know something immediately without needing to think about it, learn it or discover it by using reason
10. _____: to search and discover about something
11. _____: to look somewhere carefully in order to find something
12. _____: to think carefully about something especially for a noticeable length of time
13. _____: to find information about a place, or an object especially for the first time
14. _____: describes a system or computer which is designed to involve the user in the exchange of information

Text 1: What is multimedia?



Multimedia applications dedicated to language learning have been available since the early 1990's. The use of the computer with language learners is by no means new and has been creatively employed in the language learning context in a variety of ways e.g. multimedia software presents the latest advances by providing an environment in which the traditional language teaching media of text, pictures, graphics, tasks, sound and video can be amalgamated. This article aims at exploring some of the issues which surround the use of

multimedia for language learning, with a particular emphasis on the quest for evidence of its effectiveness.

Multimedia can be defined as the computer-delivered combination of a large range of communications elements - text, sound, graphics, pictures, photographs, animation and moving video. Language learning is concerned with the development of communication skills and has traditionally and creatively exploited all these communications elements in its classroom context. Each media element has its own particular advantages in conveying particular kinds of messages and evoking particular kinds of learner responses. Essentially however, the ability of the single source, the computer, to combine, link and orchestrate all these communications elements means we have a multimedia message which may well be much greater than the sum of its individual parts. Communication and language use however is not of course a one way process. Multimedia environments provide a further and more powerful dimension to communication when the control and manipulation of meaningful information is passed into the hands of the learner. The ability to interact with these communication elements via interactive multimedia allows language learners to explore, discover, ponder, search, question, answer and receive feedback.

(Adapted from: Brett, P. "Is multimedia effective for language learning? An intuitive, theoretical and empirical perspective". Retrieved August 3, 2003 from <http://home.wlv.ac.uk/~le1969/zr14.htm>)

Task III: Comprehension

Instructions: Read the text above again carefully and provide an appropriate response to each of the items below as instructed:

1. How is 'multimedia' defined in this text?

2. Multimedia applications have enhanced language learning for over two decades already. TRUE / FALSE

3. What can multimedia software do for traditional language teaching regarding the latest advances?

4. In line 17, "..... these communications elements.....", what do "these communications elements" include?

5. Based on the text above, what is the purpose of this paper?

6. The author of this paper has discussed the reasons why it is essential that we understand multimedia's potential impact on language learning.

TRUE / FALSE

7. If we read the complete paper, we would be able to

_____ know how to use a computer

_____ know how multimedia have been defined

- _____ know why language learners do not like multimedia
- _____ know when multimedia applications started to enhance language learning
- _____ know why language learners should use multimedia
- _____ understand the functions of classroom language
- _____ search the websites containing language learning

8. According to the text, the ability to interact with the communications elements via interactive multimedia allows language learners to.....

- _____ discover _____ evaluate _____ achieve _____ create _____ ponder
- _____ explore _____ search _____ criticize _____ receive feedback

9. "which" (line 8) refers to _____

10. "which" (line 10) refers to _____

11. "which" (line 21) refers to _____

12. A picture from a magazine may be regarded as one part of multimedia. TRUE / FALSE

13. From the text, we may conclude that the traditional language classroom does not have any instructional media at all. TRUE / FALSE

capacity	digital	pressure	vital	hardware	involve
estimate	prominent	potential	variety	considerable	
instant	applicable	engage			

Task I: Vocabulary work

Instructions: Use the words given in the box above to complete the following sentences. You may need to change a form of verb where necessary:

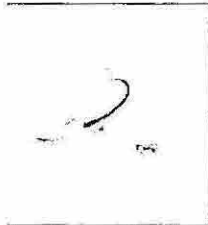
1. The _____ of a piece of equipment is its size, power or volume, often measured in particular units.
2. If you _____ in an activity, you do it or are actively involved with it.
3. _____ devices such as watches or clocks give information by displaying numbers.
4. Something that is _____ to a particular situation is relevant to it or can be applied to it.
5. If there is _____ on someone to do something, someone is trying to persuade or force them to do it.
6. If a situation or activity _____ something, that thing is a necessary part consequence of it.
7. You use " _____ " to describe something that happens immediately.
8. If you say that someone or something has _____ for doing something, you mean that it is possible that they may do it.
9. " _____ " means great in amount or degree.
10. Something that is _____ is very noticeable or is an important part of something else.
11. If something is _____, it is necessary or very important.

12. In computer systems, " _____ " refers to the machines themselves as opposed to the programs.

13. If you _____ a quantity or value, you make an approximate judgment or calculation of it.

14. A _____ of things is a number of different kinds or examples of the same thing.

Text II: Multimedia and its effectiveness for language learning



Why is it important to understand if multimedia is effective for language learning?

Electronic publishing either through the Internet or through CD-ROMs is now a feature of every day modern life. Personal computers currently on sale all have a CD-ROM drive as standard. English language course book publishers have been issuing products on CD-ROM since the early nineties. Language learning via multimedia is already with us. In the near future the successor to CD-ROM, Digital Video Disc (DVI) will be available, with between 8 to 18 times the storage potential of CD-ROMs. The expansion of the capacity and the speed of the World Wide Web is certain to continue. It will be able to deliver real-time audio and video, be accessible via Radio ?? and will no doubt supersede CD-ROM. Another means of interactive delivery of multimedia is due to hit the UK soon, with the arrival of digital TV and dedicated educational channels are one obvious use. The point is that the channels and means for the delivery of multimedia language learning are already with us and are set to expand. With this envisaged expansion it seems vital that language educators have some understanding of the power of multimedia so as to be able to design, select, write and exploit such material in the most productive fashion. And with the advent of virtual realities !

Multimedia provision is not cheap to provide in terms of software or hardware. The cost of an entry level MPC is at the time of writing £1,200 and software between £35 - £120 per CD-ROM. Nor is such software cheap to create. Brown (1991) has estimated to produce multimedia software takes anywhere between 50 to 217 man hours per hour of learning material.

There are societal pressures too, which may also lead to a greater reliance on multimedia materials in the future. The pressure to teach more learners, at a uniformly higher standard, more cheaply and with less staff, may lead some to turn to technology. A second is the rapid changes in the nature of the workplace to which individuals will be expected to adapt. Charles Handy (19XX) has estimated that people will be expected to engage in "lifelong learning" that may involve re-skilling themselves up to six times during their careers. Multimedia may be expected to figure prominently in such re-skilling.



Is it a technology with new language learning potential? Reasons to suspect that multimedia will enhance language learning.

I am quite certain that earlier champions of the introduction of two of the more recent language classroom technologies, language laboratories and video, may have championed those technologies in a similar way to that described here. Nonetheless, my intuitive feeling is that multimedia does and will provide a language learning environment with added learning potential. My intuition derives from the following four, general qualities of multimedia:

- i) its ability to combine and to deliver learners with integrated, different source media;
- ii) its interactivity and the links provided between the data,
- iii) the ease and instant accessibility of all the data and media,
- iv) the vast quantity of data that can be provided in the complete variety of media;

These intuitive and speculative ideas in support of the effectiveness of multimedia (see Text III), will be more or less true depending on the following factors. These being; the reasons for the use of the multimedia, the particular software that is being used, the learning situation in which it is deployed and the characteristics of the learners. There is also considerable overlap between many of the points. Many are not only applicable to multimedia-delivered language learning, but are applicable to all materials or to all computerised learning. The reasons outlined below, encapsulate what I believe be the likely significant advantages of multimedia for language learning. They are derived in the main from the potential of the technology

Task III: Detailed comprehension

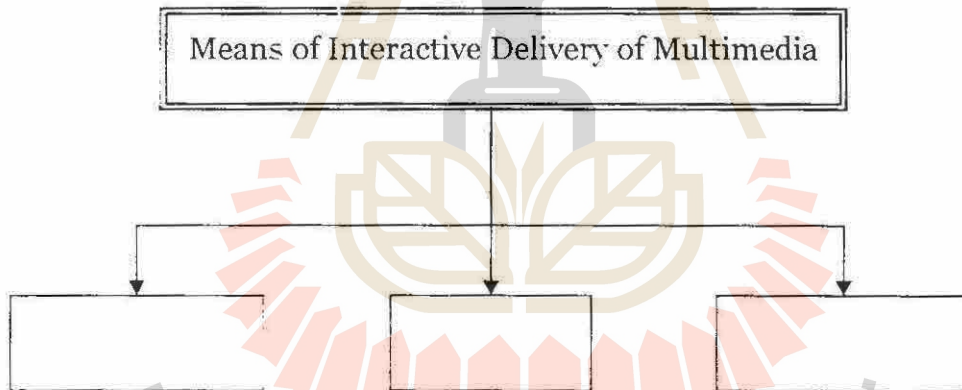
Instructions: Consider if each of the following statement is TRUE or FALSE based on Text II above:

- _____ 1. Electronic publishing has become very common nowadays.
- _____ 2. CD-ROM and DVD came into being simultaneously.
- _____ 3. CD-ROM is believed to be inferior to DVD in terms of quality.
- _____ 4. DVD is the only means of interactive delivery of multimedia available now.
- _____ 5. To produce multimedia software as the learning material takes more or less the same time as to learn from it.

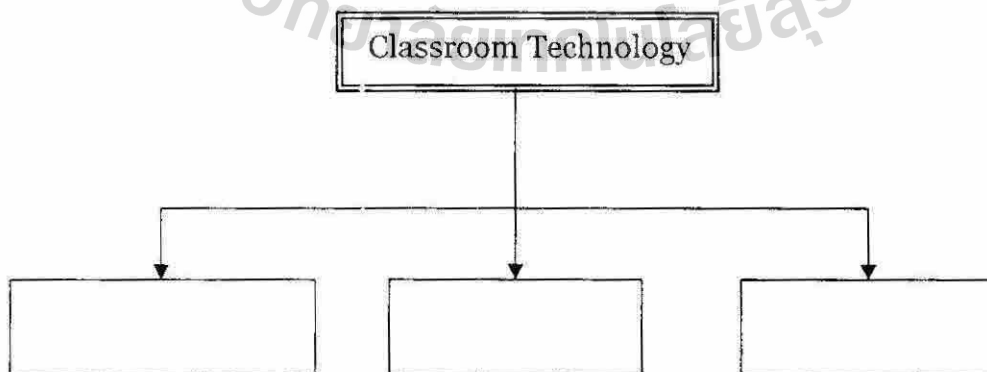
Task IV: Reading for specific information

Instructions: Read the text again and then complete the task below as instructed.

1. Complete the following chart:



2. Complete the following chart:



3. General quality of multimedia include:

- _____
- _____
- _____
- _____

4. The effectiveness of the multimedia depends very much upon the following EXCEPT:

- the reasons for use of the multimedia
- how skillful the teacher is
- the particular software that is being used
- the price of the software
- the characteristics of the teacher
- the characteristics of the learners
- the learning situation in which it is deployed

Note

Surveying the texts

Instructions: Go through each of the texts below quickly and then match each text with an appropriate heading given below:

Heading:

Interactivity

Individual Learner Differences

Autonomy / Learner Control

Non-threatening / non-judgmental

Motivation and interest

Text 1

A strength of computer-delivered materials is their ability to create a situation in which learners working alone or in groups can interact with the learning materials and reference materials. This interactivity puts the learning elements under learner control. This control allows learners as individuals to approach the material with their own agendas, and their own actions. Learners using interactive multimedia materials are not or should not be passive, they should need to think about the language, engage with it and to respond to it. The active and involved learner is thought to be a better learner. Interactivity within a multimedia environment can take a variety of forms, choosing the learning materials, using the references sources, checking comprehension of language input and reacting to feedback of one's productive efforts. The interactivity of multimedia should provide learners with such opportunities to check, clarify, and confirm their understanding.

Text 2

All language learners are very different in terms of their needs, interests, strengths and weaknesses, motivations, learning styles etc. The ability of multimedia to be used as a flexible self-study resource may be useful in accommodating these learner differences. Learners can focus on language areas in which they decide they need help in and ignore others. They can take as much time as they like and exploit which ever of the variety of media on offer they prefer to learn from. They can work at whatever pace they choose and use or not use any off-line media that they so wish. The vast repositories of multimedia, make it more likely that material of topic interest to different learners will be available.

Text 3

As with all self-study resources, the responsibility for many of the learning decisions during the use of multimedia can be passed over to the learner. The decisions about what to study, when to study, how to study, how long to study for are all passed over to the person who ideally should control them, the learner. Multimedia with its wealth of material in different media and its in-built feedback makes it suitable for autonomous learning. Likewise, the almost instant ability (at least on CD-ROM) to access learning sequences or information should free up time for learning, rather than it being spent on finding the learning material. Good autonomous learners are thought to be among the better language learners and the development of autonomy in the learning process should benefit learners.

Text 4

Work completed individually in the computer environment is essentially a private affair. Any errors are usually known only to the learner. There is no public loss of face at errors on what teachers and classmates may presume to be elementary language or skills and assumed to be already mastered. The non-public domain of this form of learning may free learners to explore areas that they may not like to admit not having understood. Such alleviation of pressure may well serve to "lower affective filters" (Krashen, 1985) Skills and language work can be repeated endlessly until the person who matters - the learner - is satisfied with their own performance or degree of understanding.

Text 5

My experience is that learners use do like using multimedia. In my case I have used CD-ROMs and the World Wide Web, for class and self access work. It is almost uniformly and universally welcomed into the language learning enthusiastically by all nationalities, levels and ages. It is also seen as more attractive than the traditional books and tapes or videos. This may be due to the novelty factor or to the very appealing features of multimedia or indeed both. For example, the ability to cue up video or audio with related tasks is so much quicker than on audio cassettes accompanied, synchronised subtitles are instantly available, as is feedback to the tasks - no checking answers in the back of the course book.

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School of English

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Proposed Activities for Teaching Writing

I. Matching the letters (Capital vs Small)

Instructions: Draw a line to link a capital letter with a small letter of the same alphabet. Then copy in your notebook.

A	m	a	B
L	d	b	G
N	D	f	F
M	R	n	T
t	H	h	Q
q	g	r	l

Note:

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Proposed Activities for Teaching Writing

2. Jumbled sentence

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 postcard/ fine at SUT/ fit and well.
- tell you that / University "SUT"/ we normally call our/ Suranaree University of Technology/ I would like to/ which stands for
- I/ studying/ very/ here/am/ happy
- I/ from different/ have/ with a lot of students/ made friends/ provinces.
- The/ and helpful/ are/ kind / lecturers/ very/at our University
- The campus/ is /very/ beautiful/ and fresh.
- I/ I have/ to get / good grades/ know/ hard/ in order /to work.

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 study / much time / anything else/to think of.
- One more thing/ test every / I'd like /is I have /week on Tuesday afternoon/ to tell you/ an English speaking
- I enjoy it / 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

Note: _____

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

September 10th, 2005

Dear Mum and Dad,

Greetings from Nakhon Ratchasima!

That's all for now. Look after yourselves and I'll write again soon.

With much love,

.....
PS: Please send me 2,500 baht for a pen, a rubber, and a ruler. Thank you.



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School of English

Soranaree University of Technology

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Proposed Activities for Teaching Writing

3. Guided writing

Put the following sentences into the appropriate order.

- **Opening a Bank Account**
_____ You fill in the form.
_____ You talk to the manager.
_____ You choose the bank.
_____ You put some money in your account

- **Arriving After a Plane Journey**
_____ You go through the immigration control
_____ You get off the plane
_____ You go through the customs
_____ You collect your luggage

- **Travelling by Plane**
_____ You go to the plane.
_____ You go to the check-in counter.
_____ You wait in the departure lounge
_____ You go through the passport control.

- **Using a Washing-Machine**
_____ You check your programme.
_____ You put the washing powder in.
_____ You start the machine.
_____ You put your washing in the machine.

After you have done the exercise above, put them into a short paragraph by using these connectors: *First,..... Then..... After that..... Finally.....*

- **Opening a Bank Account:**

- **Arriving After a Plane Journey:**

- **Travelling by Plane:**

- **Using a Washing Machine:**

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Proposed Activities for Teaching Writing

4. Describing a picture

Instructions: Look at the picture below and then describe it in a short paragraph. Remember to include the words or phrases given.

flying a kite / ice-cream / bench / beautiful / a dog / a young girl / fresh / a car

Picture A



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Proposed Activities for Teaching Writing

5. Detecting mistakes

Instructions: Identify the mistakes at the underlined spots in the selection below. From the box below, choose the letter(a,b,c,etc.) that describes each mistake and write it in the space provided. Then rewrite the whole passage in a separate piece of paper.

- | | |
|--------------------------------------|---------------------------|
| a. incomplete sentence | b. missing capital letter |
| c. dropped verb ending | d. irregular verb mistake |
| e. incorrect singular/plural noun | f. missing comma |
| g. incorrect end mark | h. missing apostrophe |
| i. mistake in subject-verb agreement | j. no mistake |
| k. adverb mistake | |

Stating opposing Positions Accurately

Once you have identified the other position in an argument, you will need to state it as thoroughly and (1)accurate as you can. Giving complete and accurate summaries of positions that are not (2)your own and that you may disagree with, can actually help your own argument. (3)remember that you are attempting to influence your readers to agree with you as you present your own reasons for (4)choose between available positions. (5)Because of this, your readers will expect you to give them an accurate and complete account of the positions that (6)is available. If you (7)dont do this, your readers will have incomplete (8)informations and may also come to distrust you if they discover that you are presenting incomplete or (9)inaccurate information? On the other hand, they will respect you for accuracy and thoroughness when they see that you represent other positions accurately and completely. This (10)should encourage them to listen sympathetically to your own position and the support you offer for it.

(Adapted from: Batteiger, R. (1994) *Writing and Reading Arguments: a rhetoric and reader*. Boston: Allyn and Bacon, pp 50-51)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____ ☺

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Proposed Activities for Teaching Writing

6. Dictation

Instructions: Listen to your partner and write down what you hear. You can ask your partner to repeat or to spell out the words for you and you take turns telling your partner.

Meeting a new friend

Student A

A: Good party, isn't it?

B: _____

A: Haven't we met somewhere before?

B: _____

A: But your face is familiar. By the way, let me introduce myself.

I'm Somsak.

B: _____

A: Nice to meet you, too, Khun Sudsua.

B: _____

A: All right. Call me Sam.

B: _____

A: I'm a language teacher at Ban Yong Yaeng School, Nakhon Ratchasima. And what about you? What do you do?

B: _____

A: Oh. Well, Susanna, if you excuse me, I have to meet a friend of mine over there. It's been nice talking to you.

B: _____

A: Thanks. You, too.



English for Young Learners

Prepared by Asst. Prof. Dr. C. Intaraprasert

School of English

Suranaree University of Technology

Nakhon Ratchasima 30000

Proposed Activities for Teaching Writing

6. Dictation

Instructions: Listen to your partner and write down what you hear. You can ask your partner to repeat or to spell out the words for you and you take turns telling your partner.

Meeting a new friend

Student B

A: _____

B: Yeah, it is.

A: _____

B: No. I don't think we have.

A: _____

B: Nice to meet you Khun Somsak.

I'm Sudsuai.

A: _____

B: Just call me Susanna.

A: _____

B: Sam, what do you do?

A: _____

B: I'm a computer programmer working for a small company in Saraburi. I hope to change the job in a few months' time.

A: _____

B: It's been nice talking to you, too. Enjoy yourself.

A: _____

