

Instructional Material  
English for Communication

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Udon Thani Rajabhat University  
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## Preface

According to a policy of education, Ministry of Education (2014) aimed to reform about teaching English in Thailand with an international methodology. Office of the Basic Education Commission (2015) proposed the Common European Framework of Reference for language (CEFR) for supporting the effectiveness of Thai students' English for communication (Office of the Basic Education Commission, 2015). Therefore, this instructional material has been designed and developed in the course of English for communication at Udon Thani Rajabhat University in order to support English teaching and learning in the international standard.

Besides, the main focus of this material aims to prepare the learners to be able to participate and learn English in communicative language teaching environment (based on CEFR). The communicative tasks and the activities are designed for enhancing the learners' learning. The tasks and the activities allow the learners to have opportunity to practice English listening, speaking, reading and writing skills for basic communication in and outside class. The material also provides the conversational dialogues, the useful expressions, vocabulary and language focuses.

The learners have opportunity to do the communicative tasks such as information-gap tasks, discussion tasks, and monolog tasks. They need to work in group, pair and individually. This course also promotes learners' learning in 21<sup>st</sup> century. Besides the knowledge that the learners will gain from the course contents, they need to work cooperatively and use interpersonal skills in and outside class.

The course contents contain six units. Each unit focuses on a different theme as follows: greetings and introductions, asking and giving directions, describing things, places and people, going shopping, telephoning, and expressing feeling and opinions.

I would be grateful for Prof. Nash Jeffry from Udon Thani Rajabhat University who proof-read this instructional material. I am grateful to Prof. John Draper from Khon Kaen University and Prof. Steve Graham from American University of Phnom Penh for your help. This instructional material will not be finished without their help for recording British accent. I have enjoyed working on this instructional material and I hope that it is helpful for improving communication in English.

Thiratchapon Kamsa-ard  
2017

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## Course Syllabus

<b>Course Code</b>	GE 10002
<b>Course Title</b>	English for communication
<b>Course Title (Thai)</b>	ภาษาอังกฤษเพื่อการสื่อสาร
<b>Credit</b>	3(3-0-6)
<b>Lecturer</b>	Thiratchapon Kamsa-ard

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### Course Description

Study and practice English listening, speaking, reading, and writing skills with a focus on listening and speaking for basic communication regarding everyday-life situations, feeling and opinion expressions, role play performance as well as basic grammatical structures and usages.

### Course Objectives

After completing through this course, students can be able to:

1. Greetings, introducing oneself and someone else in English.
2. Practice asking for and giving directions in English.
3. Describe people, things and places in English.
4. Practise and create buying-selling situational conversations.
5. Practise and make phone calls in English.
6. Express their feelings according to the given situations appropriately.

### Course contents

Week	Unit/ Course description	Hours	Activates	Aids
1-2	Unit 1: Greetings and Introductions - Greetings - Introducing oneself - Introducing someone else - Taking leave	6	- Ss listen to conversations and repeat. - T explains the use of language expressions for greeting, introducing oneself and others, and taking leave. - Ss practice the dialogues in pair and later in group.	- PowerPoint - Worksheet - Audio tape

Week	Unit/ Course description	Hours	Activates	Aids
			<ul style="list-style-type: none"> <li>- Ss complete the exercises.</li> <li>- Ss demonstrate the role-play.</li> </ul>	
3-4-5	Unit 2: Asking for and Giving Directions <ul style="list-style-type: none"> <li>- Asking for directions</li> <li>- Giving directions</li> <li>- Prepositions of place</li> <li>- Imperatives</li> </ul>	9	<ul style="list-style-type: none"> <li>- Ss listen to conversations and repeat.</li> <li>- T explains the use of language expressions for asking for and giving directions.</li> <li>- T explains the use of prepositions of place and imperative sentences.</li> <li>- Ss practise the dialogues in pair and later in group.</li> <li>- Ss complete the exercises.</li> <li>- Ss demonstrate the role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Worksheet</li> <li>- Audio tape</li> <li>- City map</li> <li>- Direction signs</li> </ul>
6-7-8	Unit 3: Describing Things, Places, and People <ul style="list-style-type: none"> <li>- Describing things</li> <li>- Describing houses</li> <li>- Describing people</li> <li>- Comparison degree of adjectives</li> <li>- Order of adjectives</li> </ul>	9	<ul style="list-style-type: none"> <li>- Ss listen to conversations and repeat.</li> <li>- T explains the use of language expressions for describing things, houses, and people.</li> <li>- T explains the comparison degree and order of adjectives.</li> <li>- Ss practise the dialogues in pair and later in group.</li> <li>- Ss complete the exercises.</li> <li>- Ss demonstrate the role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Worksheet</li> <li>- Audio tape</li> <li>- Pictures of things, houses, and people</li> <li>- Authentic objects.</li> <li>- Word cards</li> </ul>

Week	Unit/ Course description	Hours	Activates	Aids
9-10-11	Unit 4: Going Shopping - Locating a customer - Asking for details - Asking for trying on - Asking and bargaining the prices	9	- Ss listen to conversations and repeat. - T explains the use of language expressions for going shopping. - Ss practise the dialogues in pair and later in group. - Ss complete the exercises. - Ss demonstrate the role-play.	- PowerPoint - Worksheet - Audio tape - Pictures or/and authentic products
12-13-14	Unit 5: Telephoning - Receiving a call - Asking for someone else - Holding and transferring the line - Taking and leaving a message - Asking for qualifications - Ending a call	9	- Ss listen to conversations and repeat. - T explains the use of language expressions for telephoning. - Ss practise the dialogues in pair and later in group. - Ss complete the exercises. - Ss demonstrate the role-play.	- PowerPoint - Worksheet - Audio tape - Authentic telephone - Message notes
15-16	Unit 6: Expressing Feelings - Gratitude - Apology - Regret and sympathy - Praise and appreciation - Congratulations	9	- Ss listen to conversations and repeat. - T explains the use of language expressions for expressing gratitude, apology, regret and sympathy, praise and appreciation, and congratulations. - Ss practise the dialogues in pair and later in group.	- PowerPoint - Worksheet - Audio tape - Pictures of people in different moods and situations - Flash cards

Week	Unit/ Course description	Hours	Activates	Aids
			- Ss complete the exercises. - Ss demonstrate the role-play.	

\*\* T = Teacher , Ss = Students

### Teaching methods

1. Lecturer with virtue and ethics integration
2. Group/pair/individual tasks
3. Role-play
4. Parallel instruction

### Instructional Medias

1. Instructional Material
2. Power Point Presentation
3. Co-teaching
4. Flash cards

### Evaluation

- |                                 |      |
|---------------------------------|------|
| 1. Collective Marks             |      |
| 1.1 Affective score             | 5%   |
| 1.2 Listening and speaking test | 5%   |
| 1.3 Worksheets and assignments  | 20%  |
| 1.4 Role-play                   | 10%  |
| 1.5 Midterm test                | 20%  |
| 2. Final Examination            | 40%  |
| Total score                     | 100% |

### Measurement scores

Rank of Score	Grade
80-100	A
75-79	B+
70-74	B
65-69	C+
60-64	C

55-59	D+
50-54	D
0-49	F

### Suggested texts

Department of General Education, (2009). **English for communication**. Unpublished manuscript, Udon Thani Rajanhat University.

Klanrit, P., Phongsuwan, P., Kiawruenrom, P., & Sopha, N. (1999). **English for communication and information retrieval**. Bangkok: Third Wave Edition.

Baothongcha, W. (2013). **English for communication**. Office of General Education, Udon Thani Rajabhat University.

# Course Syllabus

## Unit 1: Greetings and Introductions

### Objectives

Greet people and introduce yourself in English

### Language learning aims

1. To listen to introducing oneself and someone's else situational conversations.
2. To practice speaking in "Greetings and Instructions formally and informally"
3. To practice reading about greeting and introductions.
4. To write your information and present to the class.
5. To practice the present simple tense.
6. To play a role according to the given situations.

### Contents

1. Greetings
2. Introductions

### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation of greetings and introductions and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

### Teaching Materials

1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

### Duration

6 hours

### Evaluation

1. Activity 1-2
2. Task 1-3
3. Present simple exercise
4. Listening activity
5. Listening Task
6. Role-play Task



# Unit 1

## Greetings and Introductions

This lesson focuses on conversations to talk about greetings and introductions. This lesson provides the communicative activities for the students in order to develop their reading, writing, listening, and speaking skills including vocabulary and grammar. The language focus is under the basic communication in greetings and introductions.

### Warm up activity 1

**Instruction:** Which picture is more formal? Choose the appropriate answer (F=Formal, INF = Informal)



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....

8. ....

**Direction:** Listen to the dialogues A and B. Then, repeat after the teacher.

### Dialogue A

Jane: Hi, Helen! How is it going?

Helen: Fine, thanks. And you?

Jane: Just fine. Where are you off to?

Helen: To the library. I've got a history exam next week and need to start studying. Ugh.

Jane: Oh no. Well, I'll see you later then. Good luck.

Helen: Thanks. See you later.



### Dialogue B

Margaret: Mr. Wilson, I'd like you to meet Dr. Edward Smith.

Mr. Wilson: It's nice to meet you, Dr. Smith.

Dr. Smith: Pleasure to meet you, too.

Margaret: Dr. Smith is an economist. He just finished writing a book on international trade.

Mr. Wilson: Oh! That's my field, too. I work for the United Nations.

Dr. Smith: In the Development program, by any chance.

Mr. Wilson: Yes. How did you guess?

Dr. Smith: I've read your articles on technical assistance. They're excellent.



- |   |
|---|
| <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- Which dialogue is more formal form?</li> <li>- What are the differences between dialogue A and B?</li> <li>- How do you feel when you meet a new friend?</li> </ul> |
|---|

**Warm up activity 2**

**Instruction:** Which expressions are used in formal or informal situations? Put a tick mark (/) in the right column.

Useful expressions	Formal	Informal
1. It's nice to meet you, Mr. Smith.		
2. I would like you to meet Mr. Kamsa-ard.		
3. Hi, bro!		
4. How do you do?		
5. Hey! Bob, how're you doing?		
6. John, this is Mark.		
7. How are you?		
8. Good, thanks.		
9. See you, bye!		
10. May I introduce myself? My name is David Donye.		

**Greetings**

The students will learn the basics in greeting someone in a formal and an informal situation in English.

**Instruction:** Listen to the CD, read out loud and answer the questions.

**Conversation**

James: How do you do? My name's James Smith.

Michael: How do you do? I'm Michael Thompson.

James: Where are you from?

Michael: I'm from Winchester. And you?

James: I'm from London.

Michael: What do you do? You are....

James: I'm a lawyer. [Michael: That's very nice] What's your profession?

Michael: I'm a professor from the University of Aberdeen.

James: Great! (Someone's calling Professor Thompson.)

Tom: Professor Thompson! I haven't seen you for a long time.

Michael: Hello, Tom. What brings you here?

Tom: Today, I'm attending an international conference. How are you?

Michael: I'm fine, Thank you. And you?

Tom: Great, thanks.

Michael: Tom, let me introduce you to Mr. Smith, he is a lawyer.

Tom: How do you do? Pleased to meet you.

James: How do you do? Pleased to meet you, too.

Michael: Tom Jackson is a professor. We are from the same university.

James: Well, I'm afraid I have to go now. See you next time, goodbye.

Michael: Goodbye.

Tom: Goodbye.

### Questions:

1) How did James and Michael greet each other? (formal or informal)

2) How did Tom and James greet each other? (formal or informal)

- Greeting someone and responses

The expressions for greetings

Informal greeting		Formal greeting	
Questions	Responses	Questions	Responses
Hello! Hi!	Hello! Hi!	Good Morning Good Afternoon Good Evening	Good Morning Good Afternoon Good Evening

- Questioning and answering in a small talk

Informal		Formal	
Questions	Responses	Questions	Responses
How are things? How are things going?	Great. It's going good.	How are you?	I'm fine. Very well. Fine. (Thank you)
What's new?	It's good.	How do you do?	How do you do?
How are you doing?	I'm doing good.		
How have you been? What's up?	I've been good. Good. Not much (There is nothing much).		

- Showing your good feeling to see him or her before ending the conversation.

Informal		Formal	
Nice to see you. today	Nice to see you.	It's nice to meet you.	It's nice to meet you, too.
Nice talking to you.	Nice to see you, too.	I'm pleased to meet you.	I'm please to meet you, too.
Talk to you later!	Bye!	Pleased to meet you.	Pleased to meet you, too.
Good to see you (again)!	(How/Very) nice to see you (again)!	It's a pleasure to meet you.	It's a pleasure to meet you, too.
I'm glad to see you.	I'm glad to see you.	It's been a pleasure meeting you.	It's been a pleasure meeting you, too.
Glad to meet you.	<b>Informal and Formal setting</b>		
It's lovely to meet you.	How wonderful to meet you.		
It was nice to have met you.	Great seeing you.		
It was lovely meeting you.	Great interacting with you.		
	I have a great time.		
	I have a great meeting.		

- Ending the conversation

How to end the conversation	How to response
I have to go.	Ok, no problem.
I'm afraid I must go now.	That's all right.
I must be on my way.	Don't let me keep you.
I'm afraid I'll have to be on my way.	Go ahead.
I'll have to say goodbye.	Oh really?
I'm going.	Oh, so soon.
I'm leaving.	Don't hurry off.
It's time to go.	Don't be in a hurry.
It's time to say goodbye.	Can't you stay a little longer?
I hope we will meet again sometime.	
See you later/ again	
I'll be seeing you.	
I'll see you sometime.	

□ Saying goodbye

Goodbye Have a nice day/night  
 See you later/again/next week/soon/then/tomorrow  
 Good luck/ Good night  
 Have a good time/a good trip/ a good journey  
 Bye-bye/Bye for now/Bye

**Instruction:** Repeat after the expressions.

Purposes	Expressions
Greeting	James: .....Good Morning... <i>(Example)</i>
	Michael: .....
Questioning in small talk	How are you?
Answering in small talk	Very well/ Quite well.
Returning the question	And you?
Showing your good feeling to see him or her	It's nice to meet you.
Returning your good feeling to see him or her	It's nice to meet you, too.
Ending a conversation	See you later. Good bye. Michael: Bye for now.

**Pronunciation Tips**

**Contraction:** Sometime the speaker would like to speak more quick, moreover; the meaning is still comprehensible.

Full sentences	Contractions
It is nice to meet you.	It's nice to meet you.
I am pleased to meet you.	I'm please to meet you.

**Assimilation:** Sometime the listener cannot comprehend some letters that doesn't have in the sentence, it may change the sound from what it should be. The new sound will appear when the first word connect with the next word. That next one is started with "Y" letter. The "D" or "T" would be changed into /f/ sound.

Full sentences	Assimilation
It's nice to meet <u>y</u> ou.	It's nice to mee f ou.
I'm pleased to meet <u>y</u> ou.	I'm please to mee f ou.

### Introductions

This lesson can be divided into introducing oneself or yourself and introducing someone else. Sometime we can meet and greet people in different situations.

- **Introducing oneself**

According to greeting lesson, this part focuses on introducing yourself and asking in general information between two people.

### Task 1

**Instruction:** Study the situation and fill in the blank with the given information.

**A and B don't know each other before at the park. A greets and asks B about hometown and work.**

**A:** .....

**B:** Good Morning!

**A:** .....

**B:** My name is James.

**A:** .....

**B:** I'm from Nottingham, England.

**A:** .....

**B:** I'm a chef in a Thai restaurant.

**A:** .....

**B:** I'm please to meet you, too.

**Task 2**

**Instruction:** 1) Study the situation and fill in the blank with the given information.

**A and B are close friends who haven't seen each other for a long time. A asks how well he is and how is his job.**

Tom: ....., ..... (I haven't seen you for a long time/long time no see)

Michael: Hello, Tom.

Tom: .....

Michael: All right, thank you. What about you?

Tom: I'm very well, thank you.

Michael: .....

Tom: I'm enjoy my job.

Michael: Ah, I've got to go now. Bye!

Tom: OK, see you then. Bye!

**Task 3**

1) Study the situation in task 1 and take the role as A and B.

2) Study the situation in task 2 and take the role as A and B.

• **Introducing someone else**

This part focuses on introducing someone else and asking in general information more than two people.

**Direction:** Read and answer the questions.

**Dialogue A**

Nick introduces James to Tim.

Nick: James, this is Tim. He is my colleague.

James: Glad to see you, Tim.

Tim: I'm glad to see you, James.

**Dialogue B**

Mr. Bloomington introduces Ms.Poonsawat to Mr. Wangsa.

Mr. Bloomington: Ms.Poonsawat, let me introduce Mr. Wangsa to you. He is a professor from Waseda University, Japan.

Ms. Poonsawat: How do you do? I'm please to meet you.

Mr. Wangsa: How do you do? I'm pleased to meet you, too.

Mr. Bloomington: Ms. Poonsawat is a professor from Udon Thani Rajabhat University, Thailand.

- Question:**
1. Which dialogue is more informal?
  2. Can you explain it to your friend how different between formal and informal forms in introducing someone else?

**Language focus (Introducing someone else)**

Formal form	Informal form
Let me introduce you to...	A, this is B.
Allow me to introduce you to ...	B, this is A.
I would like to introduce you to ...	A, come to meet, B.
I would like you to meet ....	

**Listening Activity**

**Direction:** Choose the best answer.

VDO no.1: Greetings and Introductions Basic

Use these answer in 1 to 3 a) Rashid b) James Evans c) Marie d) Paul e) Cheryl

1. Who is the president of Top North Travel? .....
2. Who is the tour guide? .....
3. Who is the office manager? .....
4. What is Bob's occupation?

a) Chef b) Doctor c) the architect d) the mailman e) Athlete f) actor

VDO no.2: Unit 6 Learn English 3 Introducing Oneself and Others**Situation 1**

5. Who is Catharina?  
 a) Rachel's husband    b) Chris's wife    c) Terry's wife    d) Kim's wife
6. What's the relationship between two men?  
 a) They are from the same university  
 b) They share the basketball in high school  
 c) They played the baseball game in high school  
 d) They played the basketball team in high school

**Situation 2**

7. Who is Don?  
 a) Tena's colleague    b) Mike's wife    c) Mike's colleague    d) Mike's friend
8. Who is Tena?  
 a) Don's friend    b) Mike's friend    c) Mike's colleague    d) Don's colleague

**Situation 3**

9. Who is Elroy Jetson?  
 a) English teacher    b) businessman    c) Game sales    d) Computer sales

**Listening Task**

**Instruction:** Listen and fill the missing words.

James: Good Morning, my name's James Brown.

Michael: Good Morning, James. I'm Michael Thomson, How are you?

James: (1)....., thank you. And you?

Michael: (2) ..... well, thank you.

James: Where are you from?

Michael: I'm (3)..... Southbury. And you?

James: I'm (4) ..... London.

Michael: (5) .....?

James: I'm a truck driver. And you?

Michael: I'm a sales clerk. (Someone's walking up and greeting James. )

- (1) a) Well b) Very well c) Very fine d) I'm fine  
 (2) a) Very b) Very well c) OK d) Quite  
 (3) a) on b) from c) born d) of / (4) a) on b) from c) born d) of  
 (5) a) What to do? b) What do you do?  
 c) What do you want to do? d) What's your occupation?

**Part 2: Listen and answer the questions.**

1. Who didn't see each other for a long time?  
 a) Jan and Tom b) Tom and Tim c) James and Tom d) Tom and Rod
2. What is Tom doing?  
 a) going to see his friend b) going to the market c) walking d) getting something to eat
3. What is the occupation of James?  
 a) Teacher b) Nurse c) Doctor d) Lawyer
4. What is the relationship between Tom and James?  
 a) Tom is brother b) They don't know each other before  
 c) They teach the same college d) They're from the same college
5. What dose Tom do?  
 a) Truck driver b) Teacher c) Lawyer d) Chef

**Reading and Writing**

There are two students which are from different places. Write down the questions that you think that they will be asked from the information.

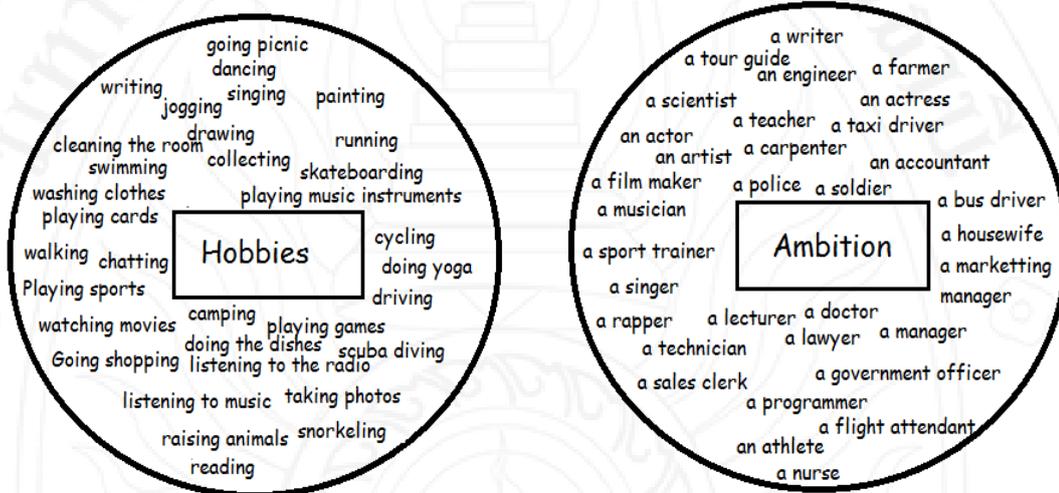
1). My name is Nattapon. I'm 18 years old. I was born in Kumpawapi district, Udon Thani province. I study at Udon Thani Rajabhat University. I am a student at the first year. My major is English. There are 4 people in my family. I have one younger brother. He is 13 years old. My hobby is listening to music. My favorite singer is Sam Smith. I like him because his voice is very amazing. I want to be an English teacher in the future.

2). My name is Pimrata. I'm 21 years old. I was born in Wang Sam Mor district, Udon Thani province. I study at Udon Thani Rajabhat University. I am a student at the third year. My major is Food Science and Technology. There are 3 people in my family. I have one elder sister and one older brother. She is 28 years old and he is 23 years old. My hobby is travelling. My favorite place is a food factory. I like that place because I can enjoy the experience. I want to be a food critic in the future.



- 14. Why do you like him/her/them?.....
- 15. What is your major?.....
- 16. What would you like to be in the future?.....

These are the examples of hobbies and ambition.



**Direction:** Write down your information in a paragraph and present it into the class.

*For example:* My name is Rattaporn Intasit. I'm 20 years old. I was born in Phen district, Udon Thani province. I study at Udon Thani Rajabhat University. I am a students at the second year. My major is English education. There are three people in my family. I don't have any brothers and sisters. My hobby is singing. My favorite food is spaghetti. My favorite place is Pai, Mae Hong Sorn province because there are many places about nature. I love it so much. In the future, I want to be a teacher.

My name is....

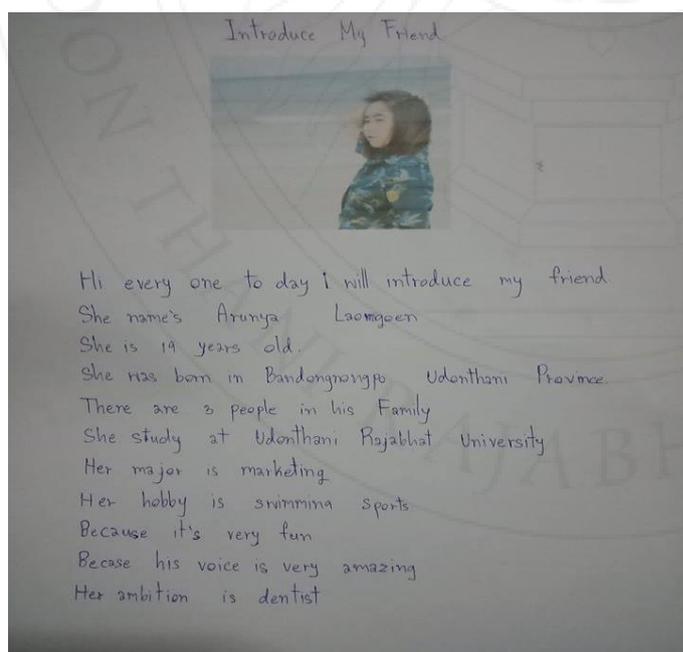
**Direction:** Make friends and fill in the information in the table by using the questions above (15 questions).

Name	1)	2)	3)	4)
Age				
Birthplace				
School				
University				
Major				
Study year				
Hobby				
Goal				

### Task

1) Pick one of your new friend and introduce your new friend to the class and make a video.

*For example:*



Hi, Everyone! Today, I will introduce my friend. Her name is Arunee Loangam. She is 19 years old. She was born in Ban Dung district Udon Thani province. There are 5 people in her family. She studies at Udon Thani Rajabhat University. Her major is Marketing. Her hobby is singing. she likes singing because it's fun and her voice is very amazing. Her ambition is a dentist.

**\*Don't forget to write the paragraph by using present simple tense\***

### Language focus

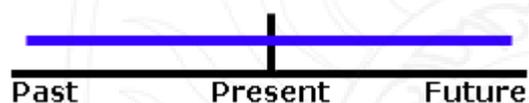
- **Present Simple tense**

Present Simple tense is used to state the action that occurs on regular basis in present. This action includes repeated actions, habits, schedule events in the near future, now and facts that stand true all the time.

**Schedule events: I get up at 6 O'clock every day.**



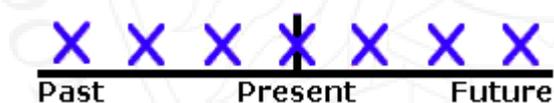
**Facts: The moon goes round the earth. Udon Thani is in Thailand.**



**Now: He has money in his hand.**



**Repeated action: I never forget her hair style. I play basketball.**



### Simple present form

- 1) Statement: James speaks English.
- 2) Question: Dose he speak English?
- 3) Negative sentence: He doesn't speak English.

### Adverb of frequency

Always 100%

Usually 80%

Often 60%

Sometimes 30%

Seldom 10%

Hardly 5%

Never 0%

**For example:**

She always goes to a bus station early.

John usually rides to school.

Beck often drinks green tea.

I never go to Italy.

Sometimes I have noodle in the morning.

**Exercise 1: Present Simple Tense**

**Incomplete Sentence**

**Direction:** Complete the sentence by choosing the best choice.

1. They ..... in Khno Kaen.

- a) lives                      b) live                      c) does not live                      d) not live

2. Montree .....working at eight O'clock and .....at four.

- a) start, finishes    b) starts, finish                      c) starts, finishes                      d) start, finish

3. Rossy usually .....at 6 O'clock.

- a) get up                      b) gets up                      c) getting                      d) got up

4. Job and Joy..... )not) like go shopping.

- a) are not                      b) doesn't                      c) don't                      d) does

5. Does ..... live in Pataya?

- a) You                      b) she                      c) I                      d) John and Tim

6. Will you .....me?

- a) loves                      b) marry                      c) marries                      d) loving

**Exercise 2: Present Simple Tense****Error Identification**

**Direction:** Choose the one underlined word or phrase that should be corrected.

1. She is 19 years old. She is born in Na Klang Dung district. She never visits Udon Thani.

- a)      b)                      c)                                      d)

2. A barista always cleans the coffee shop every morning. Coffee are smell good across Pohsri road.

- a)      b)                      c)                                      d)

3. She study at Thammasart University. Her major is Law. Her ambition is a judge.

- a)                                      b)                                      c)                                      d)

4. She like swimming because it's fun and challenging. Her hobby is swimming. She never

- a)                                      b)                                      c)

swims in the morning.

- d)

5. There is 5 people in my family. My ambition is a teacher. I love teaching children.

- a)      b)                                      c)                                      d)

**Review lessons**

**Direction:** Answer the questions that you have learned from this lesson.

- 1) How to say greeting to your boss.
- 2) How many people in the situation of "introducing someone else"?
- 3) How to reply "How do you do?".
- 4) Ask someone about their hobby.
- 5) Underline the adverb of frequency from this sentence. "I always get up at 6 O'clock."

**Situational Role-play**

**Situation 1) At the international Udon Thani airport**

Student A: You are a university student from Bangkok. You meet B by chance. You haven't seen B for a long time. You need to introduce B to C.

Student B: You are a university student from Udon Thani Rajabhat University. You need to make friend with C and make a short conversation to C(a small talk).

Student C: You are A's friend from Bangkok. You need to greet and introduce yourself to B.

**Situation 2)At Bangkok film company**

Student A: You are the director of the Bangkok film. Today, you will meet the present of Kantana group, a friend of you. You need to introduce the president of Canon company to your friend.

Student B: You are the president of Kantana group. You want to buy a camera for a new movie and make a short conversation to C (a small talk).

Student C: You are the president of Canon company. You don't recognize the president of Kantana group.

**Direction:** Write your summary what have you learned from this lesson.

What have I learned in this lesson?

*I have learned about*.....

.....

.....

.....

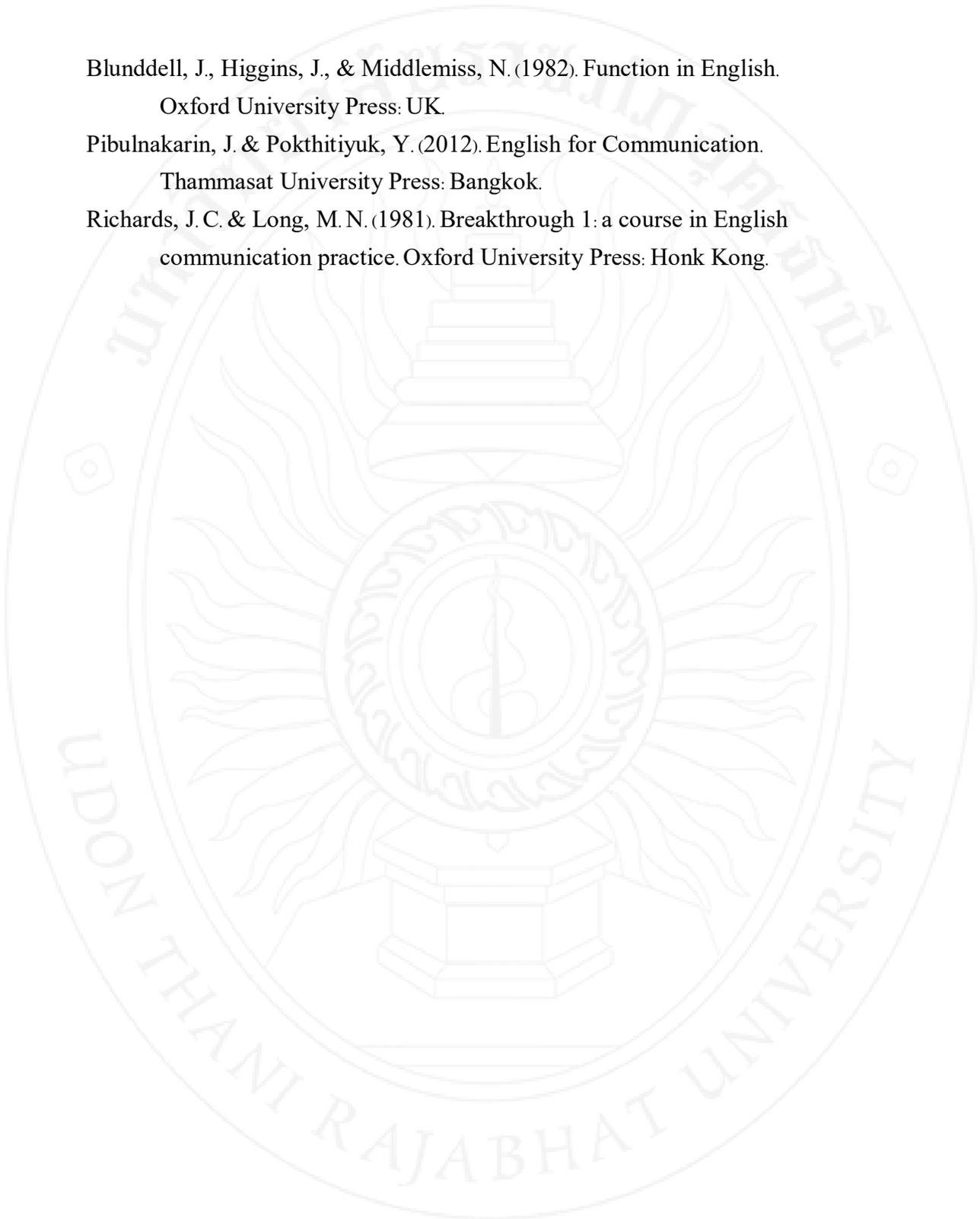
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# Course Syllabus

## Unit 2: Asking for and giving directions

### Objectives

To practice giving and asking for directions in English.

### Language learning aims

1. To listen to the situational conversation in asking for and giving directions.
2. To practice speaking in “asking for and giving directions” focusing on questions and answers.
3. To practice reading the statement about directions and answer the questions.
4. To write their own and their classmates' routine activities.
5. To practice the preposition of places.
6. To play a role according to the given situations.

### Contents

1. Asking for the Directions
2. Giving the Directions

### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation of asking and giving directions and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

### Teaching Materials

1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

### Duration

9 hours

### Evaluation

1. Activity 1-6
2. Listening Task
3. Role-play Task



## Unit 2

### Asking for and giving directions

This lesson focuses on conversations to talk about asking for and giving directions. This lesson provides the communicative activities for the students in order to develop their reading, writing, listening, and speaking skills including vocabulary and grammar. The language focus is under the basic communication in asking for and giving directions.

**Direction:** Read and repeat after the teacher.

#### 1. Situational Conversation

##### **Dialogue A**

Julia: Excuse me, can you tell me the way to the nearest hospital?

Bill: Yes, sure. Turn left at the end of this road here.

Julia: At the traffic lights?

Bill: Yes, that's right. You will see the roundabout.

Julia: and then?

Bill: Turn left at the roundabout. You will be on Smile road.

Julia: Go left at the roundabout.

Bill: Go along on Smile road. The hospital is on the left.

Julia: Thank you.

Bill: You are welcome.

Question: Where would she like to go?

##### **Dialogue B**

A: Where is your house?

B: It's really easy to get there. Just take the bus to the corner of Na Muang Road and Sri Chan Road. Then it's the second house from the corner.

A: The second house from the corner, ok. It's not the two-storey concrete house with two doors, is it?

B: No, you should walk across the street. Mine is small and has only one storey.

There's only one door. So knock or ring the bell if you arrive. I'll be waiting for you.

Question: How did he get to his friend's house?

**Dialogue C**

A: Excuse me, could you direct us to UD Town, please?

B: I'm sorry. I'm a new comer.

A: Can you give us the directions to Krung Thai Bank?

B: I'm a stranger here.

Question: Did he get to UD town?

**Asking for the directions**

Before you ask people or you want to start the conversation with someone. You will start with how to *interrupt* people when you get lost before asking the way. These useful expressions will help you to understand more:

<b>Formal form:</b>	Excuse me? Pardon? Pardon me? I beg your pardon?
<b>Informal form:</b>	Sorry?

**For example:**

- Excuse me?* Could you tell me how to get to Ton Tan market?

2. Ask the way where you want to get to.

**For examples:** Do you know how to get to ....., please?

Excuse me, can you tell me - how can I get to .....+ (Places)?

- how to get to..... + (Places)?

- the way to ..... + (Places)?

How do I get to the department store?

**For examples:**

- Could you tell me how to get to Central Plaza?
- Where is the nearest toilet?
- How do I find the library?
- Which way do I get to the hospital?
- Pardon me, I'm lost, how do I get to Nong Prajack park?
- Could you direct me to Big C please?

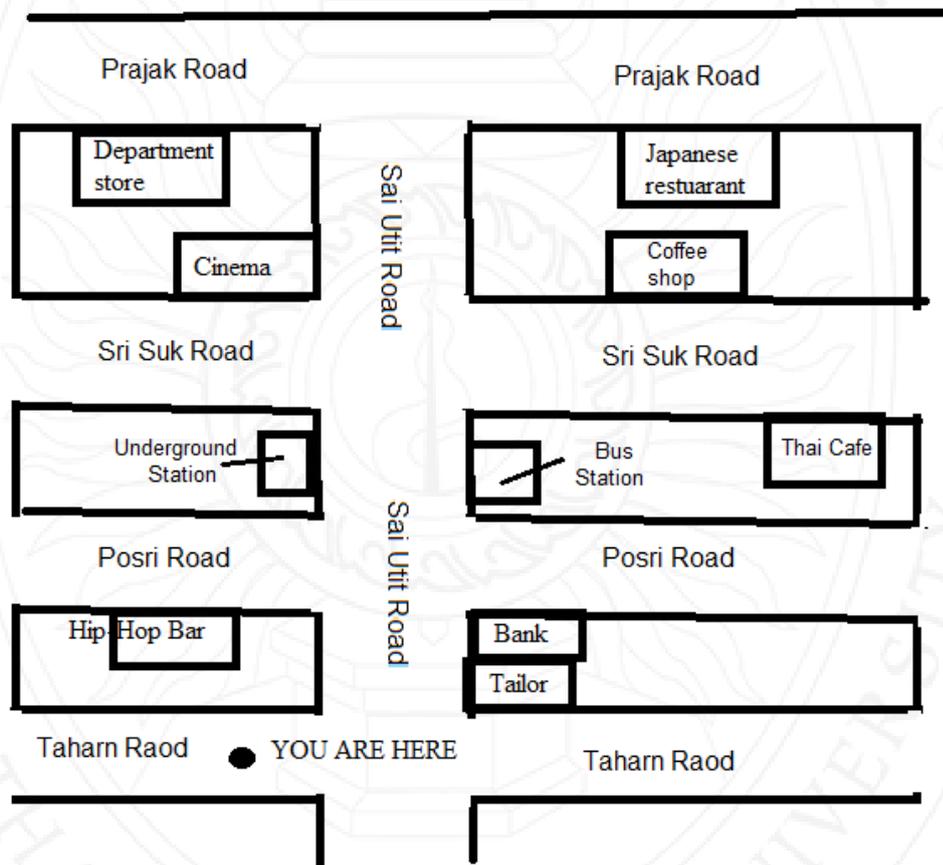
- Which is the best route to Nakhon Sawan province?
- Excuse me, can you tell me the way to UD town, please?
- Excuse me. How do I get to the museum?

### Activity 1

**Direction:** Act out by using the sentence as follows.

A: You will ask your friend by using one of the words in the table.

B: Tell your partner where the place is.



#### Useful information

- There is (the name of place) in (the name of the road).
- Turn left/right off (the name of the road).
- Can you tell me where the .....is?
- Can you tell me how to get to.....?
- Can you tell me the way to .....?

**Example:**

A: *Excuse me, please.*

B: *Can I help you?*

A: *Yes. Is there a bar near here?*

B: *Yes, there is the hip-hop bar on Posri road.*

A: *Could you tell me how to get there?*

B: *You should turn left off Sai Utit road. Turn the first left. There is a Hip-hop bar on your left.*

A: *Thank you.*

B: *You are welcome.*

**Giving directions****How to give the directions**

When you tell someone the direction, you need to give a short and clear answer. You can start with the easy step. Moreover, you should make suggestions by using the modal verbs for giving the directions according to the example below.

*For example:* You **should** go left on Pine street. After that, you **will** see the bus station. Turn right.

**Modal Verbs**

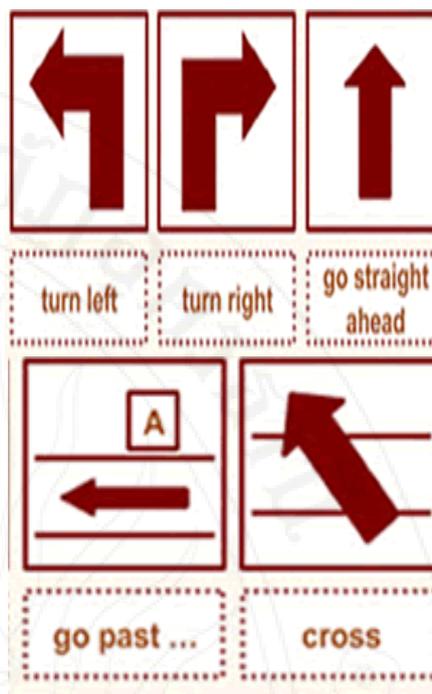
*Modal verbs* can be called *auxiliary verbs* or *helping verbs*. It gives more information about the function of the main verb that follows it such as *shall, should, will, would, may, might, can, could, must, ought to, dare* and *have to*. In this unit, modal verbs can *make suggestion* to give the instructions.

**Imperatives Verbs**

*Imperatives* are verbs used to give orders, commands and instructions, especially when you want to tell someone what to do such as “**Go** up” or “**Turn** left”. What's the Imperatives Verb in this sentence below?

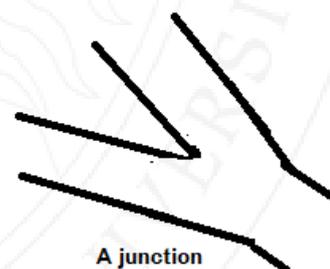
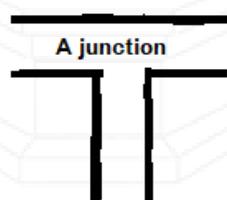
Look at the table. These are the imperative verbs that are often used when giving the directions.

Suggestion	Verbs/preposition	Where/ Time
You should	Go along Go Straight Go left/right Go straight ahead	on + the name of the road  for + the time
Then, After that,	Turn left/right Take the first turning	at the corner. at the traffic lights.
It is	opposite	the bank.

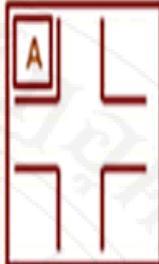


*For example:* Go straight **on** Thaharn Road until you reach the traffic lights on your left. You will see the post office. It is **diagonally opposite** the bar.

The words have been underlined are preposition. A preposition is a word that can specify the place, the time, the direction, and the procession. It can link another word such as nouns, pronouns or gerunds. In this unit, prepositions of location are commonly used when giving directions.



Here are prepositions of location that are typically used for giving directions.

Prepositions	
You should turn left <b>at</b> the corner.	
It is <b>in front of</b> my house.	
You should go <b>along</b> this street.	
UD town is <b>opposite</b> the bank.	
UD town is <b>diagonally opposite</b> Lumpinee Buliding.	
My place is <b>behind</b> the school.	
Her house is <b>beside</b> the church.	
He is sitting <b>between</b> Ann and Kathy	
Our house is <b>close to</b> the supermarket.	

### Activity 2

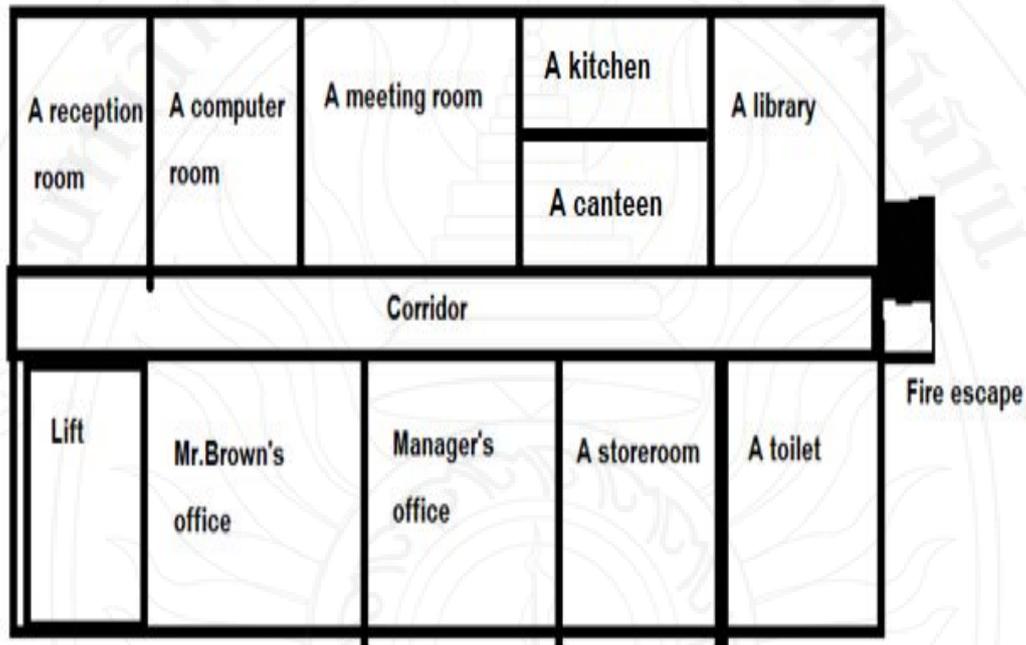
**Direction:** Put "T" in front of the statement that you think it is true. Put "F", if you think it is false.

- ..... My house diagonally opposite the 7/11 minimart.
- ..... We walk along this street.
- ..... He lives behind of the university.
- ..... Mike lives at Udon Thani.
- ..... James's house is between Sam and Dave's house.
- ..... Moo hardly goes outside of the room.
- ..... Mona likes being besides me.
- ..... John always go across this river.

### Activity 3

**Direction:** Fill in the blank with the given words.

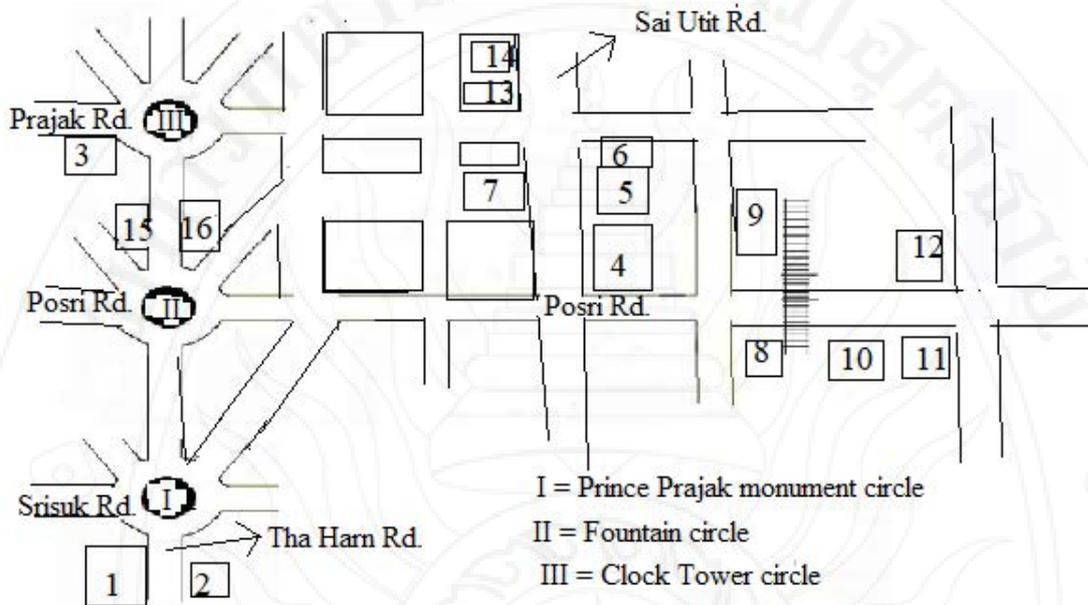
/across from /between/close to/ at the end of/behind/diagonally opposite/ on the left



- 1) The meeting room is .....the manager's office.
- 2) The fire escape is ..... the corridor.
- 3) The meeting room is .....the manager's office.
- 4) The storeroom is ..... the toilet.
- 5) Mr. Brown's office is .....the lift and the manager's office.
- 6) The kitchen is ..... the canteen.
- 7)The computer room is ..... the lift.

### Activity 4

**Direction:** Write T (True) or F (False) in front of the following statements below.



1) Udon Thani Rajabhat University	5) Thai restaurant	9) UD town shopping center	13) Central plaza
2) Convenience store	6) Optical shop	10) Macro	14) Centrara hotel
3) The Siam commercial bank	7) Sport shop	11) BigC	15) Shoe shop
4) Bus station	8) Eak Udon international hospital	12) St. Marry's School	16) Electrical shop

1. .... Udon Thani Rajabhat University is beside the hotel.
2. .... Makro and Big C are on Posri Road.
3. .... Makro is behind Big C.
4. .... Bus station is between 7/11 minimart and Charoen hotel.
5. .... Charoen hotel is on the corner of Posri Road and Saiuthit Road.
6. .... Eak Udon Hospital is diagonally opposite UD Town.
7. .... Eak Udon Hospital is on the corner.
8. .... Centara Hotel & Convention Centre is next to Central Plaza.

**Activity 5**

**Direction:** Read and answer the following questions.

**At the department store**

Rosy: Excuse me, is this the way to Thai restaurant? I feel hungry.

Phil: No, not this way. Do you see the main entrance over there?

Rosy: Yes, of course.

Phil: Go to that entrance, turn left. Go straight for a few minutes until you find the 7/11 minimart. The restaurant is behind the 7/11 minimart.

Rosy: Thank you

Phil: You are welcome.

1. Where is Rosy going?

.....

2. How to get there?

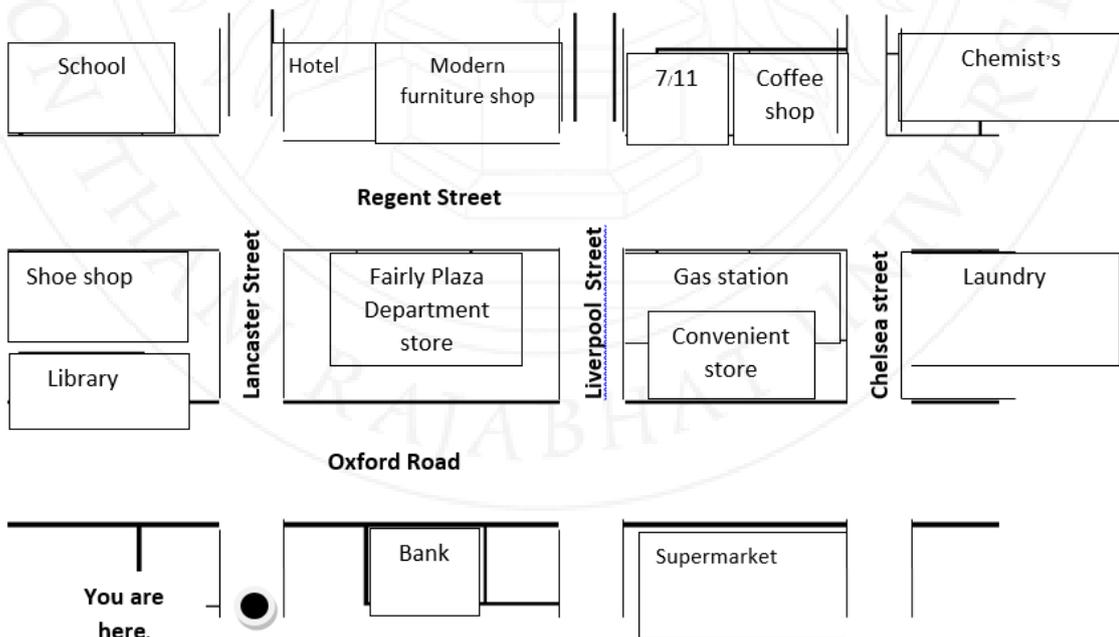
.....

3. Who dose Rosy want to find that place?

.....

**Activity 6**

**Direction:** Read and make up the dialogue by using this example.



A: Excuse me, can you help me? Where can I go to the laundry?

B: Sure. There is one opposite the chemist's.

A: Could you direct me the way to the laundry?

B: You should go straight and take the second turning on your right. You will be on Regent street. Go straight for a few minutes. You will pass the second intersection. The laundry is on your right and opposite the chemist's.

A: Thank you.

B: You are welcome.

## Listening Task

### Part 1

Direction: **Listen and fill the missing words.**

Next to/by/ across / diagonally / on foot / opposite / on / left / take / is / straight /  
for /

A: Excuse me, can you help me? Where can I get some food, a sandwich or a roll?

B: Sure, there ..... a supermarket .....opposite the national stadium.

A: Could you tell me how I can get there?

B: Go .....on Thaharn Road. Take the first turning on your left. You will be on Pho Sri Road. Go..... for a few minutes, then turn right. It's on the corner on your left.

The supermarket is diagonally opposite the national stadium.

A: All right, I want to check my understanding whether I am correct or not. Go left .....

Thaharn Road. .... the first turning on your left. You will be on Pho Sri Road. Go straight .....

a few minutes, then turn right. It's on the corner on your left. The supermarket is ..... the national stadium. The supermarket is diagonally ..... the national stadium.

B: Correct.

A: How far is it from here? And can I go .....

B: No, it's quite far from here. It takes 15 minutes .....a bus.

A: How can I get there?

B: Walk..... this street and go right. You will see the bus station. Take the bus no. 5.

A: I ought to take the bus. Thank you.

B: You're welcome.

## Part 2

**Direction:** Listen and use the information from the map to fill in A- D.



(Sources: <http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>)

A: .....

B: .....

C: .....

D: .....

### Part 3

**Direction:** Listen and answer the questions.

1. How does he go to his friend's house?

- a) by bus b) on foot c) by bus and by taxi d) by taxi and on foot

2. Where is his friend's house from the corner?

- a) It's on the second floor b) It's on the second house from the corner  
c) It's not the two-storey concrete house d) Walk across the street.

### Task Situational Role Play

**Directions:** Make up the dialogue and demonstrate the play from the map below.

Student A: You get lost. You need to ask someone to get to the place.

Student B: You are a person who lives in the area. Give him or her the direction

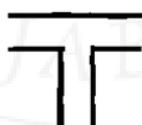
### Review lessons

**Direction:** Answer the questions that you have learned from this lesson.

- 1) How to ask the way to the nearest toilet formally?
- 2) Giving the direction for the tourist by using this sentence. Go left on this street and it's on the corner.
- 3) How to suggest the tourist to walk to the place that he or she wants to go?
- 4) If you don't know the place that the tourist ask you. How do you reply him or her?
- 5) What is the same meaning of the word "across from"?
- 6) What do they call? (picture a. and b.)



a.



b.

**Summary**

**Direction:** Write your summary what have you learned from this lesson.

What have I learned in this lesson?

*I have learned about*.....

.....

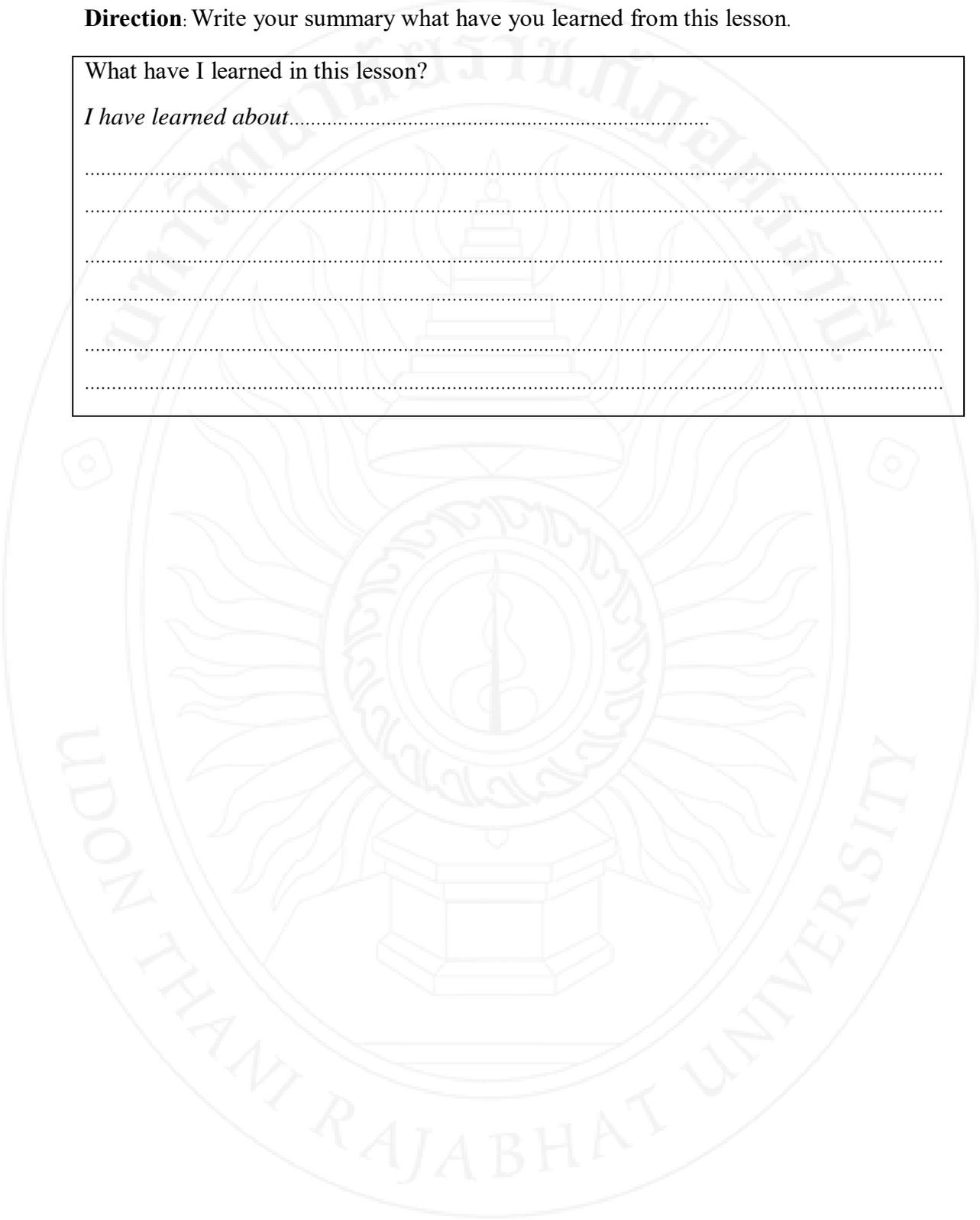
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# Course Syllabus

## Unit 3: Describing things, places, and people

### Objectives

Describe people, things, and places

### Language learning aims

1. To listen to the conversation about the descriptions of things, places and people.
2. To practice speaking in “describing things, places and people” focusing on communicative tasks.
3. To practice reading the passages and dialogues about describing things, places and people and answer the questions.
4. To write the favorite famous people’s information, the houses and the lost things.
5. To practice the adjectives for describing things, places and people.
6. To play a role according to the given situations.

### Contents

1. Describing Places
2. Describing Things
3. Describing People

### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation of describing people, things and places and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

### Teaching Materials

1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

### Duration

9 hours

## Evaluation

1. Activity 1-6
2. Listening Task
3. Role-play Task



## Unit 3

### Describing things, places, and people

This lesson focuses on conversations to describe things, places, and people. This lesson provides the communicative activities for the students in order to develop their reading, writing, listening, and speaking skills including vocabulary and grammar. The language focus is under the basic communication for describe things, places, and people in the given situations.

#### Describing Places

The students will learn about how to describe their residents. They also need to ask and response by using the related vocabulary and phrases.

**Direction:** Listen carefully to the given dialogue and answer the questions.

A: Excuse me, I think I'm lost.

B: May I help you?

A: I'm looking for my cousin's house. His name is Ali. Do you live here?

B: Yes, what's he like?

A: He has a beer belly. He has got brown eyes. He's an old man.

B: Is he tall? What else?

A: Not really. He is friendly and has a good sense of humor. He works for a bank.

B: Err..I'm not quite sure. Could you tell me what his house looks like?

A: He lives in a two-storey wooden house with a high brown wooden fence.

B: With a wooden fence? Oh, I think there is one but that house has only one storey.

How big is it?

A: It's quite big. There are 4 bed rooms, 2 bathrooms and a kitchen. I remember that there is a small garden in front of the house. It's next to an apartment.

B: Well, I think there is one near here. Walk along this street. Turn left at the corner.

Walk straight for a few minutes. It's opposite the drug store. (...sounds fx..walking...the thief is stealing his bag and runs away) Oh, my bag..

**At the police station**

A: I can't believe it.

B: Good evening, sir.

A: Good evening, my bag has been stolen.

C: What does it look like? Can you describe it?

A: Of course, it's a brown leather bag with a black handle. It's a rectangular in shape. It's made in Japan. It's also new.

C: How big is it?

A: It's not quite big.

C: Is this one yours?

A: Jesus! That's right. Thank you. How did you get this?

C: There is a fat boy leaving it at the moment. He's quite tall and has grey hair. That cute boys wearing a pink long-sleeved shirt and blue jeans. He seems to be a good boy.

A: I think that boy's wearing clothes like the thief. Police, catch him now.

**Questions:**

- 1) What does Ali's house look like?
- 2) How many room are there?

**Language Focus****Vocabulary**

\* modern

\* garage

\* old-fashioned

\* traditional

\* fully-furnished

\* luxurious

\* single-storey wooden

\*concrete

## Structures

Questions	Responses		
1) What is your house like? 2) What does your house look like?	It's a  I live in a	Single-storey modern concrete fully-furnished unfurnished traditional Thai Style two-storey wooden two-storey concrete	House. Flat. Apartment. Townhouse.
How many rooms are there?	There are	3	Rooms. It has a living room, a bath room and a kitchen.
Is there a garage?	Yes, there is. No, there isn't.	It's in front of my house. It's behind my house. It's beside my house.	
What do you think about your house?	It's	a good place to live. the loveliest place to live a peaceful house to live.	

### Language focus

#### How to use Adjectives

This unit focuses on describing places, things and people. We always use "adjectives" for describing how something is. For the reason, we often use the verb to be when using adjectives. Adjectives are used to describe nouns. There are two types of sentences we use with adjectives, which are detailed below.

**Structure 1:** Subject + V. to be + Adjective.

#### Example:

- My boss is nice.
- Tom is happy.

**Structure 2:** Subject + verb + Adjective + Noun**Example:**

That is a white castle.

He has a fair complexion.

The main objective of using adjective is modifying noun. It describes the aspects of nouns. It can describe feelings or qualities, give national or origin, tell about a thing's characteristics, tell about the age, tell about the size and measurement, tell about the color, tell what something made of, tell about the shape, and express a judge or a value.

**Language focus**

The table shows the usual order of adjectives.

Determiner	Quantity or number	Quality or option	Size	Age	Shape	Color	Proper adjective (nationality)	Purpose or qualifier	Noun
A		nice		new					house
A	two-storey							wooden	house
A	single-storey	Detached						concrete	house
A	two-storey	Semi-detached						concrete	house
A	two-storey							terraced	house
A	one-room								apartment
A		fully-						furnished	apartment

**Examples:**

- I love that really large old white antique house.
- My sister has a beautiful Thai traditional wooden house in Sukothai province.

**Direction:** Rearrange the following words to make it correctly and write it in the new sentence.

1. I live in a house big.

---

2. It is a single-house storey in Muang district.

---

3. It's a wooden small two-storey wooden house in Kalasin province..

---

4. What does your house look like?

---

5. What is your house like?

---

### Dialogue A

**Direction:** Study the dialogue A and answer the questions.

A : What is your house like?

B : Well, I live in a two-storey concrete house in Nam Som district.

A : How many rooms are there?

B : Three. A big bedroom, a living room and a bathroom.

A : Is there a kitchen?

B : No, there isn't. I always eat out.

A : Oh really? What do you think about your house?

B : It's the loveliest place to live.

### Questions:

- 1) How many rooms does she have?
- 2) What does she house look like?
- 3) How does she cook her meal?
- 4) Is she happy living there?

**Dialogue B**

**Direction:** Complete the dialogue B with your own words.

A : What's your new house like?

B : \_\_\_\_\_

A : How many rooms are there?

B : \_\_\_\_\_

A : \_\_\_\_\_

B : Yes, it has.

A : Are you happy living there?

B : \_\_\_\_\_

**Activity 1**

Talk to your partner about your accommodation.



### 3. Situational Role-Play (Pair work)

Make up a dialogue and demonstrate the play.

Student A : You are from up-country and look for uncle James, your relative. He's just given you an address and his house's like.

Student B : You are not sure about the address and you need to ask him/her to describe that house what's it look like, it may help you remember.

### Reading activity

**Direction:** Read the letter and answer the questions below.

<p>A 15/5 Charan Sanitwong Rd., Talingchan, Bangkok, Thailand, 10140 Tel (082)9208737</p>
<p>18 March, 2017</p>
<p>Dear Mr. Ratchapon,</p> <p>We have found a house that you may be interested in. It's a two-storey concrete house in Posri Road, near the train station as you requested. We think it's quite attractive with 2 bedrooms, a living room, a bathroom, and a kitchen. There is also a small garden to the rear back. Unfortunately, it hasn't got a garage as you want. The price is surely reasonable as it's under \$20,000.</p> <p>If you would like to see the house, please don't hesitate to make an appointment with us. We're looking forward to your reply.</p> <p style="text-align: right;">Yours sincerely, Ms. Khanikha Williams General Manager</p>

After reading the above letter, write T or F in front of the following statements.

- \_\_\_\_\_ 1. This letter from the customer.
- \_\_\_\_\_ 2. Ratchapon wants to buy a house and he requested the agent to find his one.
- \_\_\_\_\_ 3. It's a single concrete house on Posri Road.
- \_\_\_\_\_ 4. There are 5 rooms in the house described.

B: Look at the picture of the house and read the descriptions.



(Source: <https://www.pexels.com/photo/home-real-estate-106399/>)

I live in a two-storey concrete house in Udon Thani province. It has a medium size. There are 6 rooms. It has a living room, 2 bedrooms, 2 bathrooms and a big kitchen. There is a garage in front of my house. It's a good place to live I really love my house.

5. **Direction:** Describe your house.



### **Describing Things**

This part focuses on describing objects. The students will learn how to use the expressions and the structures that are regularly used to describe things.

**Direction:** Listen and answer the questions below.

At the police station

A: Oh, my bag. I can't believe it.

B: Good evening, sir.

A: Good evening, my bag has been stolen.

C: What does it look like? Can you describe it?

A: Of course, it's a brown leather bag with a black handle. It's rectangular in shape. It's made in Japan. It's also new.

C: How big is it?

A: It's not quite big.

C: Is this one yours?

A: Jesus! That's right. Thank you. How did you get this?

C: There is a fat boy leaving it at the moment. He's quite tall and has grey hair. That cute boy's wearing a pink long-sleeved shirt and blue jeans. He seems to be a good boy.

A: I think that boy's wearing clothes like the thief. Police, catch him now.

**Direction:** Listen to the above dialogue again and choose the picture of the thing the passenger describe.



### Language focus

The table shows the usual order of adjectives. You won't often find them all in one sentence.

Determiner	Quantity or number	Quality or option	Size	Age	Shape	Color	Proper adjective	Purpose or qualifier	Noun
A		luxury	small	new	rectangular	brown	Japanese	leather	briefcase
A							European-style	wooden	Wall clock
A		modern	big		U-shaped design		American style-stainless steel leg corner	fabric	sofa

### Activity 1

**Direction:** Match the shape with its name.

A.

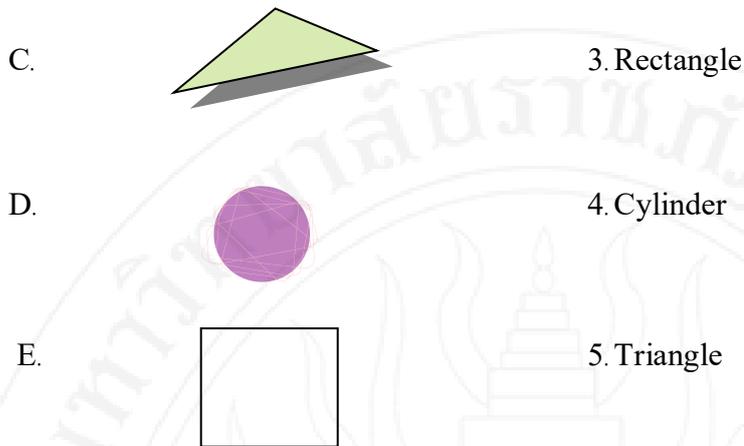


1. Circle

B.



2. Square



**Activity 2**

**Direction:** Group the following words in the suitable column. Three examples have been given.

round	loop	narrow	bent
long	metal	thin	circular
paper	hook	leather	rectangle
sharp	square	glass	thick
spiral	triangular	sphere	tube
pottery	plastic	wood	straight

Size	Shape	Material
Narrow	Square	Plastic
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Structure**

1. The volleyballs are spherical in shape.

Gas pipes are cylindrical in shape.

That square box is made of metal.

2. A triangle consists of three straight sides.

A rectangle has four 90 angles like a square, but two opposite sides are longer than the other two sides.

**Activity 4**

**Direction:** Complete the following table with the correct parts of speech of the words.

Noun	Adjective
circle	_____
triangle	_____
_____	square
sphere	_____
_____	cylindrical
_____	rectangular

**Activity 5**

**Direction:** Match the words in column A with the sentences in column B and answer the question below.

Column A	Column B
1.Color	a. It's light.
2.Size	b. It's made of plastic.
3.Material	c. It's blue.
4.Use-person	d. It is cylindrical in shape.
5.Use-action	e. It comes from India.
6.Appearance	f. It's used for writing and drawing.
7.Origin	g. It's used by teachers and students.
8.Weight	h. It's about 10 cm long.

What is it? .....

### Useful expressions

Questions	Structures	Example sentences
What does it look like?	S+ is + Adj. S +has + N	It is long and thin. It has a handle.
What is it made of?	S + is + made of +N	A chair is made of wood.
What is it made from?	S + is + made from +N	Bread is made from wheat.
What color is it?	S + is + Adj.	It is red.
What is it used for?	S + is used for N. (Ving)	It is used for holding food.
What shape is it?	S + is + adj.+ in shape	It is rectangular in shape.
What is it made in?	S + is made in + N.	It is made in China.

### Language focus

#### Forming the passive

<p><b>Active:</b> (1) John kicks the ball.</p> <p>(2) The ball is kicked by John.</p>	<p><b>Form of the passive:</b> be + past participle.</p> <p><b>(S + Verb to be + V3)</b></p>
	<p>In the passive, the object of an active verb becomes the subject of the passive verb: "the ball" in (1) becomes the subject of the passive verb in (2). (1) and (2) have the same meaning.</p>

### Activity 5

**Direction:** Use the information and write them in full sentences.

1) A leather bag (leather/brown/Italy/keep the document/rectangle)



It is made of leather. It is ...

(Source: <http://krutorba.com.ua/en/product/respektabelnyj-muzhskoj-portfel/>)

2) An oven (Silver/stainless/USA/grill the food/cubic)



(Source: <https://www.homepro.co.th/product/1037640?lang=en>)

3) A refrigerator (a double door/fiberglass/keep things fresh/black/Japan/cubic)



(Source: <https://www.target.com/p/whirlpool-4-6-cu-ft-compact-refrigerator-stainless-steel-bcd-133v62/-/A-50839430>)

4) A ball (Sphere/blue/England/leather/playing a soccer game)



(Source: <https://www.flipkart.com/adidas-chelsea-fc-football-size-5/p/itm3umvz6hc6faz>)

### Activity 6

**Direction:** Play “The Twenty-Questions” game. One person in the class thinks of an object. Using only yes/no questions, the other students try to find out what the object is. Remember that one person can ask only a question.

**Examples:**

- It is big or small?
- Is it made of wood, metal, concrete, stainless?
- Does it consist of three straight sides?
- Is it circular in shape?
- Is it used for cleaning, writing, painting?
- Has it got a green color?
- Is it heavy?

### Activity 7

**Direction:** Choose one object and construct the conversation and present to the class.

A: Hello! May I help you?

B: Certainly. I've lose my suitcase. Is it here?

A: What color is it?

B: It's black.

A: What shape is it?

B: It's square in shape.

A: What size is it?

B: It's quite large.

A: What's it made of?

B: It's made of plastic.

A: What brand is it?

B: It's Gucci.

### **Task Situational Role-Play**

**Direction:** Make up a dialogue and demonstrate the play.

Student A : You've lost your leather bag and what should you describe a thing to a police?

Student B : You are a police man and what should you ask him or her?

### **Describing People**

This part the students will learn about how to describe the outer appearances and the personality of the people in pictures.

**Direction:** Listen from the CD and answer the questions.

At the department store

A: May I help you?

B: Yes, I'm looking for a present for my husband. It's his sixtieth birthday anniversary. I am not sure maybe men's accessories.

A: I can help you choose something that would look nice on him. What does he look like?

B: Well, he's calm. He has a short curly black hair and he's very tall and thin. He usually wears sun glasses.

A: We have many nice sun glasses to choose. Or, what about something different?

Would he like a long-sleeved shirt?

B: Maybe a blue one in a medium size.

A: Here you are.

B: Well, I'd rather have it in white instead.

A: Here's a nice white one. (Her husband is coming.)

A: Would you like to try it on? The fitting room is over there.

----- (later) -----

B: How does it feel?

A: I'd love it. It fits me perfectly. I'll take it. How much is it?

B: It's 1000 baht.

A: Here you are.

B: Thank you.

A: You're welcome.

**Questions:**

- 1) What does her husband look like?
- 2) Can you describe the long-sleeved shirt in this situation? (color and size)

**Describing physical appearances**

This unit aims to practice how to order and use the adjective effectively. The table shows the usual order of adjectives. This table will help you to describe people in out- appearance and their personality.

Quantifier	Descriptive	Size	Shape	Length	Style	Color	Noun
	wonderful			short	straight	blonde	hair
	beautiful			long	curly	dark brown	hair
				Medium- length long	wavy	black	hair
a	beautiful		oval				face
a	friendly						man
a						tanned	complexion
a	pointed						Nose
		big				brown	eyes
	thin						lips
	bushy						eyebrows
a				medium- height			man
a	muscular						man
a	Middle- aged						man

### Activity 1

**Direction:** Match the pictures with the vocabulary.

1. What face shape does he have?

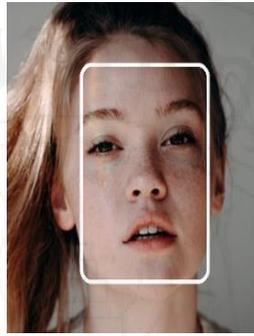
1) Heart face..... 2) Inverted triangle face..... 3) Round face.....

4) Oval face ...5) Rectangular face.... 6) Square face.... 7) Diamond face .....

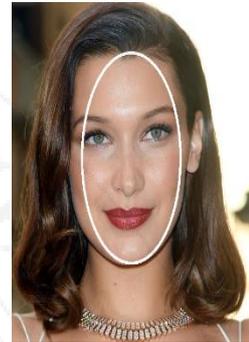
a.



b.



c.



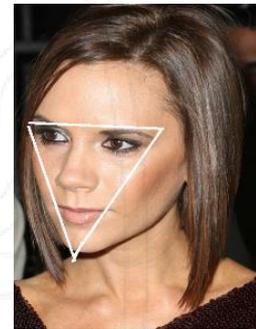
d.



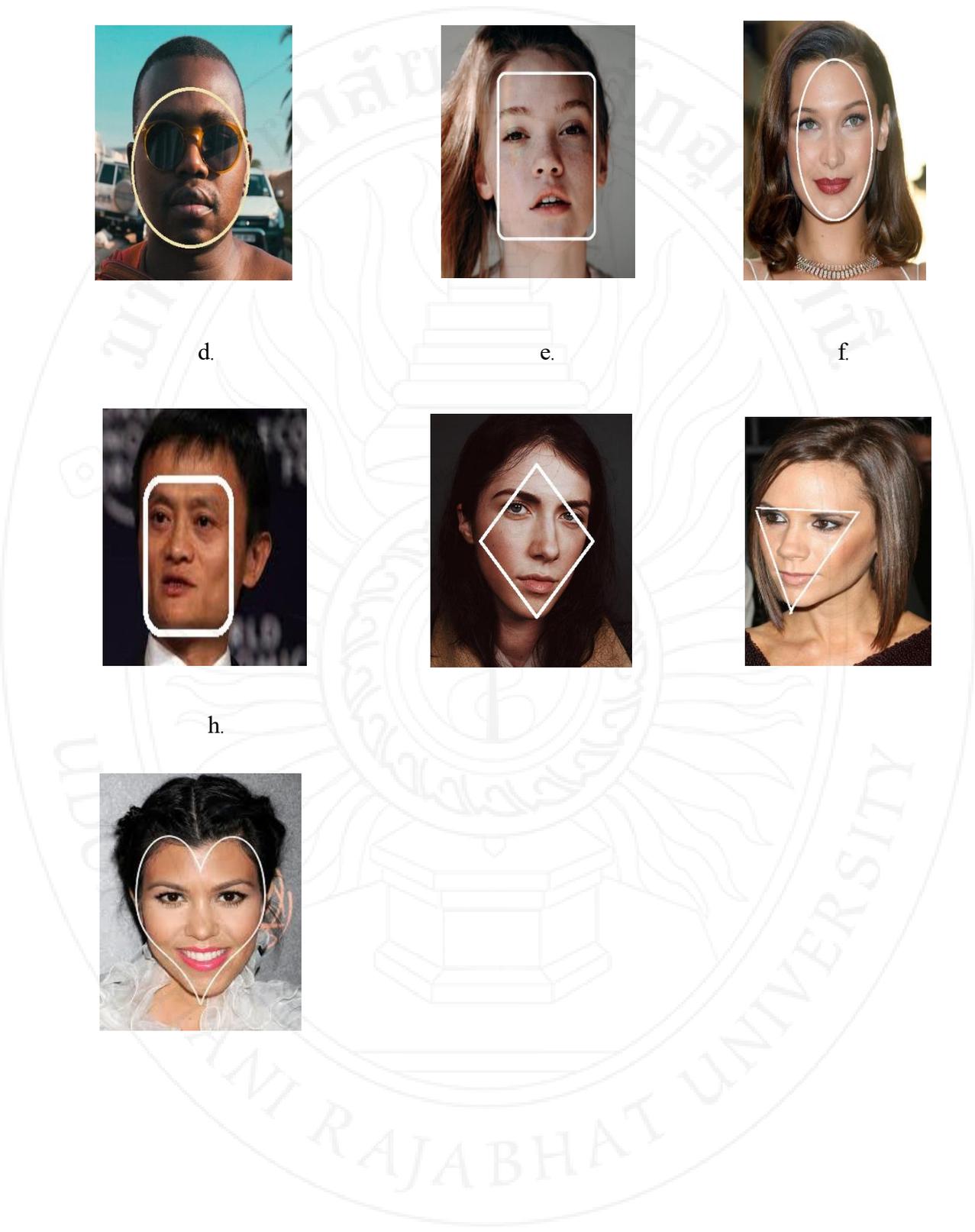
e.



f.



h.



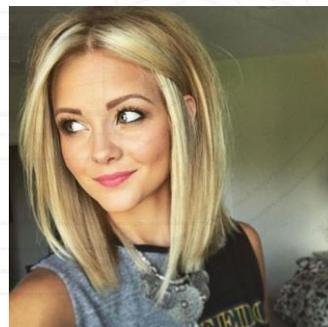
2. What skin color does he/she have? (fair/white/tanned/dark/pale/brown)



3. Match the words between the parentheses and the pictures of their builds (heavy/thin/well-build)



4. Match the words between the parentheses and the pictures of their hair styles  
(Curly/bunches/straight/pigtail, ponytail/bald/wavy/short/long)



5. Match the words between the parentheses and the pictures of their eye colors (brown/blue/black/orange)



6. Match the words between the parentheses and the pictures of their eyebrows.

1) Bushy eyebrows..... 2) Flat eyebrows..... 3) Thin eyebrows .....

4) Full eyebrows..... 5) Rounded eyebrows ..... 6) Arched eyebrows .....

7) Angle eyebrows .....

a.

b.



c.

d.



e.

f.



g.



7. Match the words between the parentheses and the pictures of their noses.  
(flat/pointed/bulbous)



### Structure

<p>1. He's got a fair complexion. She is quite plump. She is in her twenties. He is fairly short. He is bald and has mustache.</p>	<p>2. He is kind of short-tempered. You're a naturally cautious person. She is talkative and a bit nosy.</p>
--	--

### Describing clothes

This unit will describe about wearing clothes that people have on their bodies.

Direction: Listen to the dialogue and repeat after your teacher.

A: Would you prefer to buy a white shirt and a black one?

B: I'd like a white shirt.

A: What fabric type is used in this shirt?

B: It's cotton.

A: What's the shirt like?

B: It's a white cotton long sleeves shirt and a pocket on the left.

**Questions:**

What are you wearing?

What do you usually wear?

**Language focus**

1) We always use the present progressive tense to describe what clothing you have on at the moment.

**Example:** What are you wearing?

A: What are you wearing?

B: I'm wearing a green shirt, jeans and brown shoes.

A: What he is wearing?

B: He is wearing a shirt, pants, boots and a watch.

A: What is she wearing?

B: She is wearing a blouse, shirt, sandal, and a necklace.

A: What are they wearing?

B: They are wearing white T-shirts and black shorts.

2) Use the simple present tense to describe what clothing you usually or frequently have on.

**Example:** What do you usually wear?

- I wear a white shirt and blouse when I go to a temple.
- She wears a dress when she goes to Central Plaza.
- He wears jeans and a T-shirt to the market.

3) If you include an adjective to describe the clothing color, pattern, or style, put it before the clothing noun, not after it.

- My daughter is wearing a striped blouse and a long skirt.
- Jane is wearing a green blouse and dark blue jeans.
- Susan is wearing a silk dress with high-heeled shoes.
- Lee always wears a gold necklace.
- Mark is wearing a long-sleeved shirt and brown pants.

**Direction:** Look at the picture and match the number with the information in A-D.



A..... He is wearing a plain blue shirt and dark blue trousers. He is also wearing a leather black belt and polished black shoes.

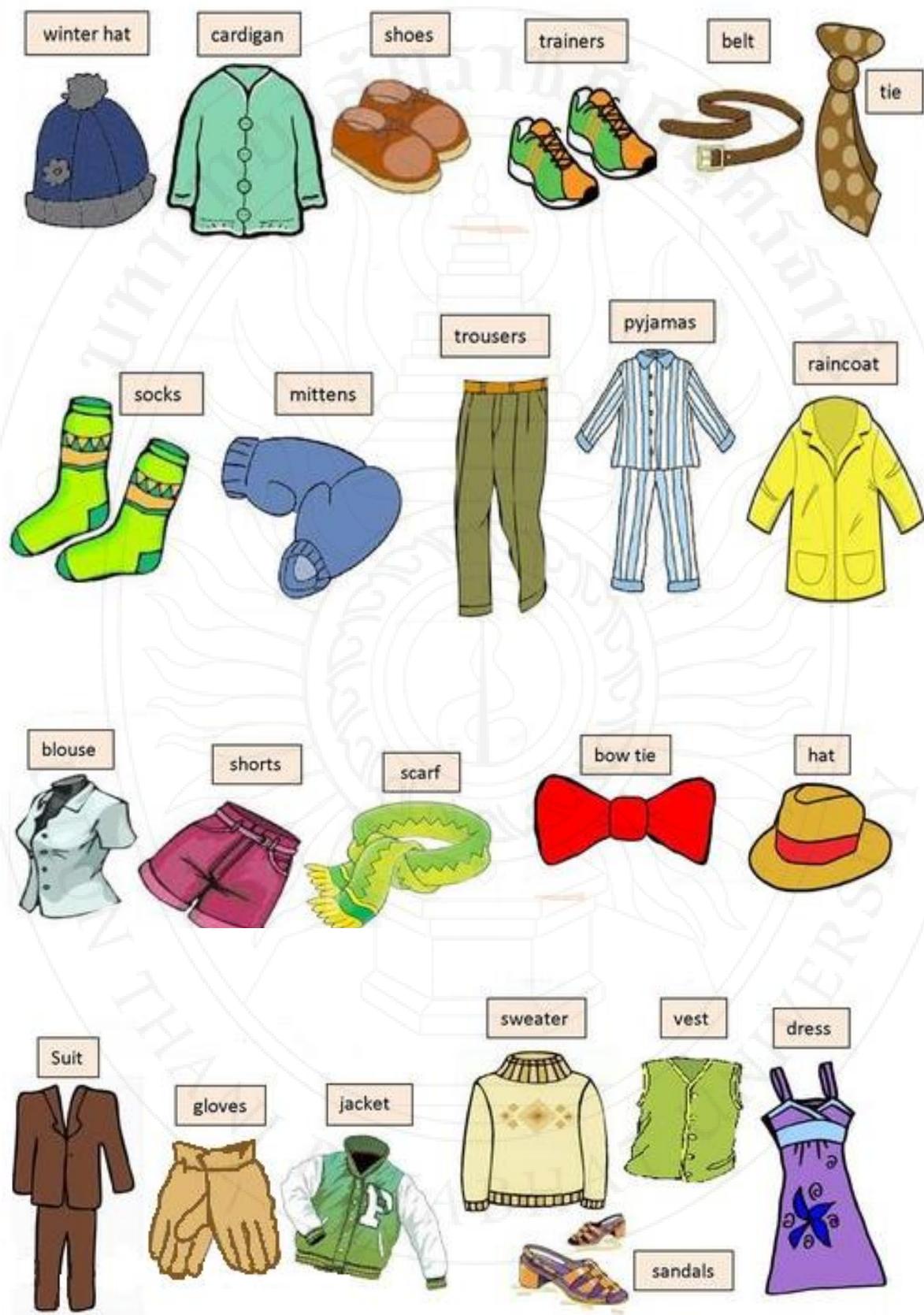
B..... She is wearing a black woolen dress and a black leather belt. She is also wearing high-heeled shoes.

D.....She is wearing a pink cotton pink dress. with black leather shoes.

C..... He is wearing an orange long-sleeve t-shirt with a white collar. and He is wearing blue jeans with brown leather shoes.

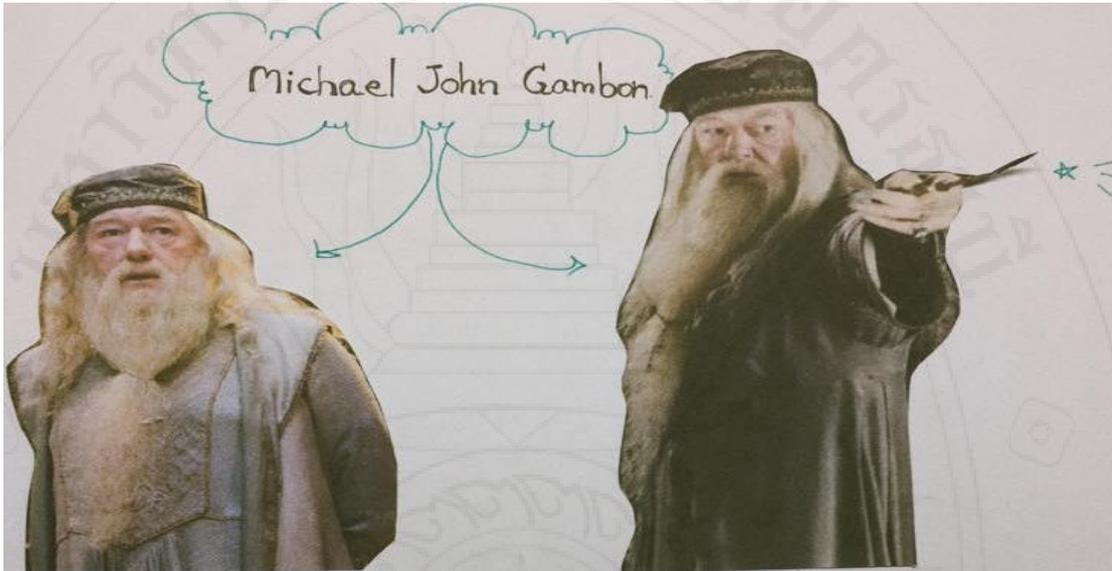
### Useful vocabulary





**Direction:** Read the passage and choose the appropriate word and fill in the blank.

77 /wavy/ medium-height/ over-weight/ oval / brown/ complexion/ broad / Michael John Gambon fun / reliable/ long/ white/



Hello! My name is ..... (1) I'm ..... (2) years old. I'm a ..... (3) and ..... (4) I have a ..... (5) ..... (6) ..... (7) hair. I have an ..... (8) face with ..... (9) eyes. I have a fair ..... (10) I'm ..... (11) minded and ..... (12)

Find your famous person and describe him or her.

## Language focus

### Degree of Adjectives

The degree of adjectives is known as the positive/regular adjectives, comparative adjectives, and the superlative adjectives.

#### Positive/Regular adjectives

Adjectives are words that describe the qualities or states of being of nouns.

Opposite meaning of adjectives
Heavy-thin
Easy-difficult
Good-bad
Hot-cold
Big-Small
Tall-short
Fast-slow
New-old

#### *Examples:*

- That house is quite small.
- Chinese is very difficult for me.
- This big dog is my daughter's.
- Comparative adjective**

Adjectives can compare. We use comparative adjectives to show change or make comparisons. When we make these comparisons, we use comparative forms of adjectives.

Adjective/regular	Comparative	Adjective/regular	Comparative
Cheap	Cheaper	Interesting	more interesting
Nice	Nicer	Beautiful	more beautiful
Big	Bigger	Honest	more honest
Friendly	Friendlier	Reliable	more reliable

**Examples:**

- This computer is certainly better but it's more expensive.
- Thai is a bigger country than Laos.
- She is taller than Tim.
- Messi is a better player than Ronaldo.
- I'm feeling happier now.
- I should buy a used car or a new car.
- Used cars are cheaper than new cars.
- New cars are more reliable than used cars.
- The superlative of adjectives**

We use the superlative adjectives to describe an object which is at the upper or lower limit of a quality. The inflected suffixes “est” suffice to form superlatives. We need “iest” when a two syllable adjective ends in “y”; otherwise we use most when an adjective has more than one syllable.

Adjective/regular	Comparative	Superlative
Good	Better	The best
Bad	Worse	The worst
Little	Less	The least
Much	More	The most
Far	Further/farther	Furthest/farthest
Warm	Warmer	The warmest
Friendly	Friendlier	The friendliest
Nice	Nicer	The nicest
Big	Bigger	The biggest
Interesting	More interesting	The most interesting
Comfortable	More comfortable	The most comfortable
Patient	More patient	The most patient
Beautiful	More beautiful	The most beautiful
Important	More important	The most important
expensive	More expensive	The most expensive

- Examples:**
- My house is the biggest house in this area.
  - It is the loveliest place I've ever had.
  - He is the most patient English teacher I have ever met.
  - This is a smallest house I have ever seen.

**Direction:** Practice using the degree of adjectives (comparative and superlative) to describe these pictures.

Student A: Do you think which picture is .....?/ Which picture do you think it is...?

Student B: I think picture ....is .....

**Example:**



a.



b.



c.

1) Student A: Do you think which picture is the most beautiful.

Student B: I think picture b is the most beautiful.

2) Student A: Which picture do you think it is uglier?

Student B: I think picture c is uglier than picture a.

1



a.



b.



c.

2.



a.



b.



c.

3.



a.



b.



c.

4.



a.



b.



c.

5.



a.



b.



c.

**Activity**

**Direction:** Complete the statement.

Beautiful/Difficult/boring/dirty/~~safe~~/diligent/ large/delicious/ expensive/ handsome/ short

**Example:** This bicycle is .....this motorcycle. (comparative)

This bicycle is safer than this motorcycle.

1. Pornthip Nakhirankanok was ..... in the world. She held the title Miss Universe 1998. (Superlative)

2. George is .....man in class. (superlative)

3. My menu is .....than your menu. (comparative)

4. This is ..... story that I've ever heard. (superlative)
5. My house is ..... house in our neighborhood. (superlative)
6. John is ..... than Ben. He always sleeps late at night for reading. (comparative)
7. This examination is ..... examination that I've ever seen. (superlative)
8. Mercedes Benz Maybach Exelero is ..... car in the world. (superlative)
9. This room is ..... the room no.309. (comparative)
10. Phil is ..... James. He won at the first place from Clio magazine. (comparative)

### **Describing Personalities**

This part aims to describe people's character and their personality.

Pleasant	Unpleasant
<input type="checkbox"/> talkative <input type="checkbox"/> placid <input type="checkbox"/> optimistic <input type="checkbox"/> sociable <input type="checkbox"/> talkative <input type="checkbox"/> easygoing <input type="checkbox"/> calm <input type="checkbox"/> Kind <input type="checkbox"/> shy <input type="checkbox"/> Hard-working <input type="checkbox"/> outgoing <input type="checkbox"/> Friendly <input type="checkbox"/> careful <input type="checkbox"/> generous <input type="checkbox"/> cheerful <input type="checkbox"/> light-hearted <input type="checkbox"/> creative <input type="checkbox"/> a good sense of humor	<input type="checkbox"/> mean <input type="checkbox"/> short-tempered <input type="checkbox"/> quiet <input type="checkbox"/> moody <input type="checkbox"/> selfish <input type="checkbox"/> lazy serious <input type="checkbox"/> Chatty <input type="checkbox"/> Pessimistic <input type="checkbox"/> Nosy <input type="checkbox"/> Fussy

**Direction:** Circle the correct words

1. Rika likes to help people. I think she is a (reliable/helpful) person.
2. Toby always is happy and relaxed. She is (easy-going/moody).
3. My cousin always happy and smiling. He is (short-tempered/cheerful).
4. Benjamin likes to talk and meet people. He is (outgoing/clam).
5. She doesn't help her mother to take care her sister. She is quite (envious/lazy).
6. He talks too much with their customers. I think he is (lazy/chatty).
7. Gorge often talks to friends in class. I think he is (talkative/quiet).
8. Joe has many plans that I can't imagine. He is so (attractive/creative).
9. Ben doesn't laugh very often. He's very (attractive/serious).
10. He always tell jokes stories. He has a (good sense of humor/generous).

**Direction:** Work with your partner to change the previous dialogue using the following information. Then act out your new dialogues.

1. Dan : taxi driver, 31 yrs., oval face, skinny, envious.
2. John : policeman, 45 yrs., tall, well-build, chatty, aggressive.
3. Sam : singer, 28 yrs., good-looking, smart, lazy, cheerful.
4. Lucy : actress, 25 yrs., medium height, attractive, easy going

**Listening Activity**

## Unit 3 Describing people, things and places

Part 1: Listen and choose the best answer.

/short/big /beautiful/ cute / girlfriend/father/sister/brother / pretty/ long/pretty/

/brown /light/ twins /sixteen/ fifteen/ tall/ thin / brown/ green/quite/

1. That? Er, that's my \_\_\_\_\_, Jem.
2. And that's his girlfriend, Lucy. The \_\_\_\_\_ girl with the \_\_\_\_\_ hair.
3. Alex and Jem are \_\_\_\_\_. They're both \_\_\_\_\_.
4. They're exactly the same! They're both \_\_\_\_\_ and \_\_\_\_\_.
5. They've both got \_\_\_\_\_, \_\_\_\_\_ hair, \_\_\_\_\_ eyes and \_\_\_\_\_ ears!
6. They're not big. I think they're \_\_\_\_\_!
7. And, has Alex got a \_\_\_\_\_?

Part2: Listen and answer the questions.

1. How many brothers does Hana have? .....
2. What are the names of the twins? .....
3. How old are they? .....

**Task Situational Role-Play**

Choosing the situation 1 or 2 to make up a dialogue and demonstrate the play.

Situation 1

Student A: You are going to join the live concert of your favorite singer or band. But you don't want to go lonely. So you need to invite your friend and tell his or her what do/dose he/she/they look (s) like?

Student B: You don't know his or her favorite singer or band for making decision.

Situation 2

Student A: You are robbed the golden necklet. However, you're so lucky, you can remember his character. You need to describe him to a police.

Student B: You are a police man. You need to ask his/her what's happening and what's the robber look like?

**Review the lesson**

**Direction:** Answer the questions that you have learned from this lesson.

- 1)What does your house look like?
- 2)Describe your best friend about her/his look and personality.
- 3)Can you describe your friend bag?

**Summary**

**Direction:** Write your summary what have you learned from this lesson.

What have I learned in this lesson? <i>I have learned about</i> ..... ..... ..... ..... ..... ..... .....
--

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# Course Syllabus

## Unit 4: Going shopping

### Objectives

To practice and create buying-selling situational conversations.

### Language learning aims

1. To listen to buying and selling conversations and answer the questions.
2. To practice speaking in “buying-selling things” focusing on asking and answering.
3. To practice reading the passage about “buying and selling things” and answer the questions.
4. To write the information of their friends about where to go shopping and what they want to buy.
5. To practice talking about complaints.
6. To play a role according to the given situations.

### Contents

1. Shopping at Different Shops
2. Complaints
3. Returning the Products
4. Negotiating the Price
5. Asking and Indicating the Price
6. Shopping Idioms

### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation buying things and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

### Teaching Materials

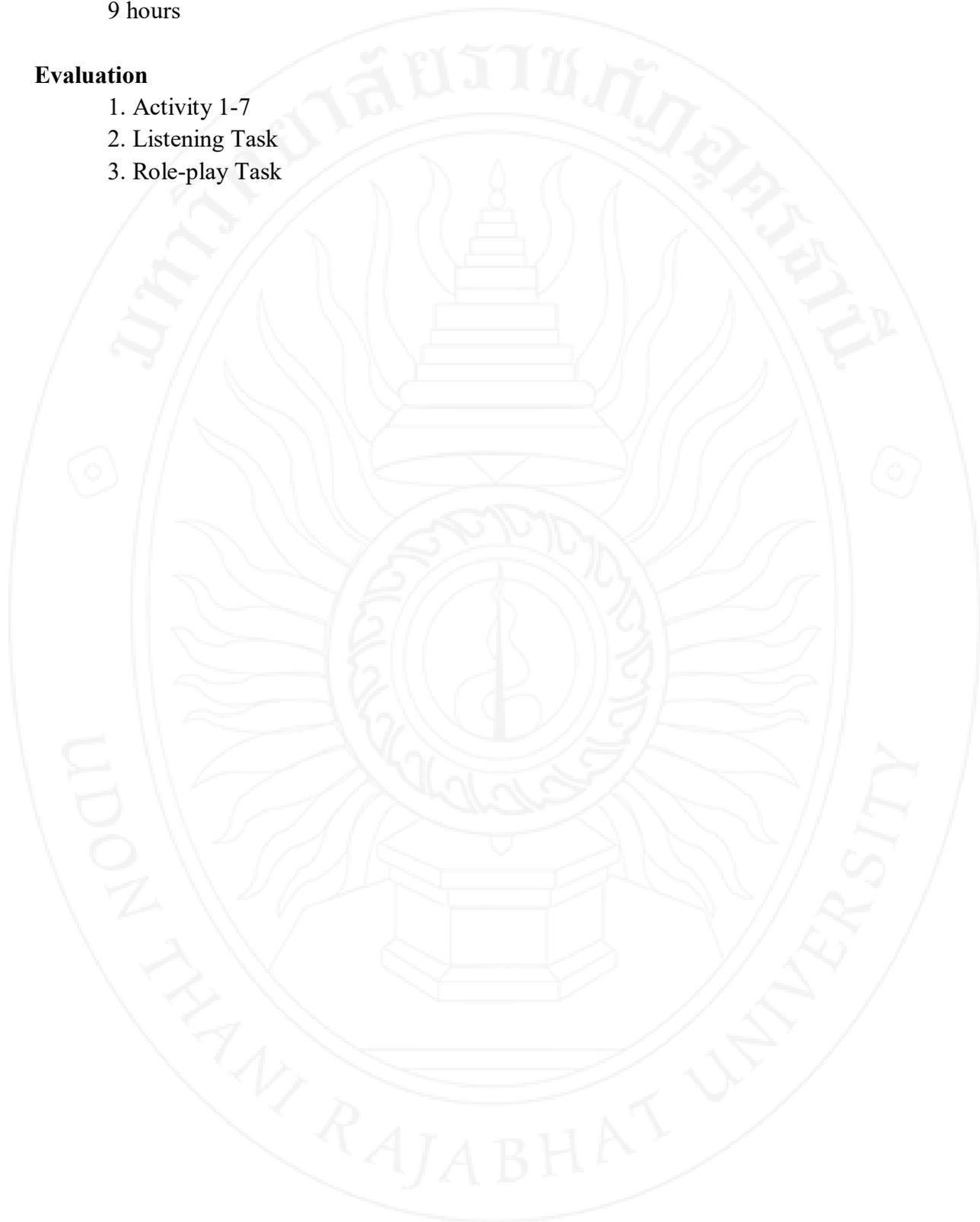
1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

**Duration**

9 hours

**Evaluation**

1. Activity 1-7
2. Listening Task
3. Role-play Task



## Unit 4

### Going shopping

Going shopping lesson contains the units of asking for the prices, negotiating the prices, asking for location, asking about payment, complaints, returning the products, asking and indicating the prices and shopping idioms.

#### □ Shopping at different shops

This unit describes about there are many places to buy things. Each place has different kind of products. The customer needs to understand where can they buy that item.

**Direction:** Listen carefully from the CD and answer the questions.

#### Dialogue A

##### At a cloths shop

A: Can I help you?

B: Yes, I'm looking for a pair of jeans, please.

A: Which brand would you like?

B: You have AG Classic in this shop, don't you? You know them?

A: Yes, the new style arrives today. Lots of them are imported from the US. I guarantee you won't be wasting your money. Let's check this out?

B: Wow! Have you got them in other colors?

A: We've got them in blue, black and light brown. What size do you want?

B: Can I have a blue pair in a large size, please?

A: Sure. (a moment) This is a blue one.

B: Can I try them on?

A: Of course, the fitting room is next to the CD shop.

B: Do they fit for you?

A: Yes, they're just right. I'll take them. Can I have a special discount for this?

B: I'm afraid the price is fixed. That's 1,500 baht, sir. Would you like to pay by credit card or in cash?

A: Cash, please. Here you are.

B: Ok, here is 500 baht change and the receipt. Thank you. Next, please.

A: Thanks, bye.

**Questions:**

- 1) What does he buy?
- 2) What size does he wear?
- 3) How much does it cost?
- 4) How does he pay for it?

**Dialogue B**

**At the department store**

A: May I help you?

B: Yes, I'm looking for a present for my husband. It's his sixtieth birthday anniversary. I am not sure maybe men's accessories.

A: I can help you choose something that would look nice on him. What does he look like?

B: Well, he's calm. He has a short curly black hair and he's very tall and thin. He usually wears sun glasses.

A: We have many nice sun glasses to choose. Or, what about something different? Would he like a long-sleeved shirt?

B: Maybe a blue one in a medium size.

A: Here you are.

B: Well, I'd rather have it in white instead.

A: Here's a nice white one. (Her husband is coming.)

A: Would you like to try it on? The fitting room is over there.

------(later)-----

B: How does it feel?

A: I'd love it. It fits me perfectly. I'll take it. How much is it?

B: It's 1000 baht.

A: Here you are.

B: Thank you.

A: You are welcome.

**Questions:**

- 1) What does he want to buy?
- 2) What size does he wear?
- 3) How much does it cost?
- 4) How does he pay for it?

**Activity 1**

**Direction:** Name the shops.

bakery	café	coffee shop
newsagent	market	department store



.....

.....



## Activity 2

### Shopping - Different Shops

**Direction:** Sort the words into the right boxes.

vegetables	clothes	magazine
A cup of coffee	newspaper	sandwiches
cigarettes	fruit	Antiseptic cream
Paracetamol	Cake	Cup of tea
Cough drops	Brown bread	Sandwich
Glass of coke	White bread	Chocolate



*For example: fruit*



**Activity 3**

**Shopping – Different Shops – writing sentences**

**Direction:** Complete the sentences with a shop.

1. I can buy magazines at the .....



2. I can buy fruit at the .....



3. I can buy a bag at the .....

4. I can buy stamps at the .....



5. I can buy bread at the .....

6. I can buy a newspaper at the .....

7. I can buy cake at the .....



8. I can buy paracetamol at the .....

**Activity 4**

**Direction:** Complete the sentences with different items.

1. I can buy ..... at the market.

2. I can buy ..... at the newsagents.

3. I can buy ..... at the chemist.

4. I can buy ..... at the Post Office.

5. I can buy ..... at the bakery.

6. I can buy ..... at the café.

### Activity 5

**Direction:** Match the words in column A (Common Noun) with column B (Material Noun) to make them completely.

A	B
A glass of	beer
A loaf of	tuna
A cup of	toothpaste
A kilo of	blue jeans / shoes
A piece of	sand
A bag of	cake
A pair of	tea / coffee
A can of	pork / meat
A bottle of	bread
A tube of	water

### Structure

- I need a loaf of bread.
- I'll have a cup of milk.
- I'd like two bottles of beer.
- Could I have a piece of cake?
- May I have a kilo of pork?
- How much does a piece of apple pie cost?

### Complaints

As being a customer, sometime we will have a problem from the products that we have bought. It is the way that we can do for preserving our rights.

**Direction:** Read and answer the questions.

Shop Assistant: Can I help you, Madam?

Lucy: I bought this bag here yesterday.

Shop Assistant: It is very small stain. You can hardly see it. Anyway, it is inside the bag.

Lucy: That's not the point. This is an expensive bag, and assumed when I bought it that it was in perfect condition.

Shop Assistant: You should have examined the bag before you bought it, Madam.

Lucy: I wish to exchange it for one in perfect condition.

Shop Assistant: Have you got the receipt.

Lucy: Yes, I have here.

Shop Assistant: I'm sorry but we haven't got any more bags like this. Yours was the last one.

Lucy: Then, I will exchange it for another type of bag.

Shop Assistant: I'm sorry Madam, but this's against company policy. I suppose we can try and clean it for you.

Lucy: I insist on exchanging it for the bag in perfect condition.

Shop Assistant: I'm sorry, Madam.

Lucy: Then I shall speak to the manager. Kindly get him for me.

Shop Assistant: All right. I'll see if he's free.

This conversation is adopted from Methold (1975)

Questions:

1. What is the problem of the customer?
2. Did she get her money back?
3. Can she exchange the product?

### Useful expression

You should have	<p>reported the error earlier.</p> <p>asked to see the manager.</p> <p>counted your change before you left.</p> <p>tried the shoes on before you bought them.</p>
-----------------	---

I suppose*	<p>we can repair the bag if you insist.</p> <p>we can allow you a small discount.</p> <p>the manager might be free.</p> <p>I could look in the stock room for another bag.</p>
------------	--

□ **Returning the products**

If the customer has a problem from buying things. It is the way that we can do for preserving our rights. They can have to exchange or refund.

**Direction:** Read and answer the questions below.

A: I'd like to return this shirt.

B: Why? It is too small?

A: No. It's fit me perfectly.

B: What's the problem with it?

A: It's too dark. It also doesn't match with my trousers. I'm not confident.

B: Would you rather exchange it for one that's lighter?

A: No. I don't think so. I'd like a refund.

B: I'm sorry, sir. We don't give a refund. We offer only an exchange of our merchandise.

A: Oh, well! I'll keep this shirt, then. Thank you, anyway.

**Questions:**

1. What is the problem of the customer?
2. Did he get her money back?
3. Can he exchange the product?

□ **Negotiating the price**

**In a department store**

A: Good morning. May I help you?

B: Yes. I'm looking for a jacket. How much is that black jacket?

A: It's 300 pounds. What is your size?

B: I'm not sure. Could you measure me?

A: Yes, certainly. Your size is an XL. We don't have a black jacket in XL size. Would you like a black and white one instead?

B: I'm sorry. I don't like white. Do you have brown one?

A: Yes, we do. Here you are. Would you like to try it on? The fitting room is over there.

B: No, I don't think it's necessary. Can I do the bargaining for this jacket?

A: I'm sorry. The price is fixed and it's on sale.

B: Ok. I'll take it. Can I pay for it with my credit card?

A: Yes, certainly.

B: Here is my card.

A: Please sign your name here. Here is your jacket and receipt. Thank you.

B: You welcome. Good-bye.

**Questions:**

1. How much does it cost?
2. How did he pay for the jacket?

**Language focus** (Negotiating the price)

- Can I bargain the price?
- Can I do the bargaining for this item?
- Is it on sale?
- Could you offer a cheaper price?
- Can I have a special discount for this?

□ **Asking and indicating for the price**

In buying things' conversation, the student needs to practice how to ask and indicate the price from the different situations.

**Direction:** Read and answer the questions below.

**At a McDonald's.**

A: Next please.

B: Could I have a hamburger, please?

A: Is it for here or to go?

B: To go, please. Any drinks?

A: And, I'll have a cup of ice Coca Cola, please.

B: What size would you like? We have M and L size.

A: L size, please.

B: Anything else?

A: Yes, I would like French fries.

B: Ok, that's 7.95 dollars.

A: Here you are.

B: Thank you, this is your change and receipt. Next please.

**Questions:**

1. What did he order?
2. How much does it cost?

**At the chemist's**

Shop Assistant: Good morning, Can I help you?

Bob: I'd like some toothpaste.

Shop Assistant: Would you like Twin Lotus or Colgate?

Bob: Colgate please.

Shop Assistant: A large tube or a small one?

Bob: How much is a small one?

Shop Assistant: A dollar fifty.

Bob: I'll have a small one, please.

**Questions:**

1. What did he buy?
2. How much is it?

**Language focus****Buying things**

- I'm looking for a pair of jeans.
- I'd like a cup of coffee.
- I'd like to have my hair washed.
- I'd like to have my watch fixed.
- I'd like to have my shoes repaired.
- I'll have a bar of chocolate.

**Asking for the price**

- How much is it?
- How much are they?
- How much does it cost?
- How much do they cost?

**Indicating the price for the products**

- It's 1,000 baht.
- It's 450 dollars.
- It's 20 pounds.
- It's 50 cents.
- It costs 200 dollars.
- It costs 20 bucks.

**Offering things**

- Here you are.
- There you go.

**Paying**

- Can I pay by credit card?
- Can I pay on cash?
- Can I pay for it with my credit card?
- Can I pay by debit card online?

## □ Shopping Idioms

We often talk about shopping expressions and phrases, but sometime the meaning may be different.

### 1) To shop until you drop

A: I won the lottery. Let's go to the mall and shop until we drop.

B: Why not? Let's buy everything.

### 2) To go window shopping

A: Sara, someone told me that there is a big sale at BigC supercenter.

B: I'm broke and I don't want to look around the shops but buy nothing.

A: Don't tell mom, I will go window shopping this evening.

### 3) To shop around

A: You should shop around before you buy something.

B: Thank you for your suggestion.

### 4) Go on shopping spree

A: Oh! No!

B: I think you are on shopping spree. You order so too many products and too much cost.

A: Don't buy things online because you will spend money very quickly.

### 5) To shop lift

A: What's happed here?

B: He was caught shoplifting because he steals goods from a shop.

### 6) On someone

A: The drinks are on you.

B: No, don't offer to pay the drinks for me. It is on me.

**Activity 6**

**Direction:** Read the passage and answer the questions.

Question: Do you like shopping on the internet?

Jane: Absolutely! I love to shop on the internet because online shopping offers many advantages over traditional shopping. First and foremost, some online stores have amazing collections for every age group. Secondly, we can buy anything through the net without going to crowded marketplaces and it's a hustle free process. Thirdly, return policies have made it more attractive. Last but not the least, these stores have competitive prices for leading brands.

Toby: Well, I am not very fond of online shopping. And the reason behind this is my poor experience. Most of the products which I bought through the internet were defective and duplicate. My credit card information was also misused. So, I always prefer traditional shopping over the internet.

**Direction:** Put T for a true statement and F for a false one in front of each item.

- ..... 1) The online store provides the products for every age group.
- ..... 2) Jane prefers buying things on the internet because it is the way to avoid crowded marketplaces.
- ..... 3) The price in the online store is more attractive because there are highly competitive.
- ..... 4) Toby doesn't like to buy things online because she is poor.
- ..... 5) Toby said that she was disappointed with online shopping experience that the products she bought were defective and duplicate.
- ..... 6) Toby thinks that online shopping is spending money extravagantly.

**Activity 7**

**Direction:** According to the information of the passage, answer the questions.

- 1) Which one would you prefer between online or traditional shopping?
- 2) Have you ever shopping online? (Yes/No)
- 3) If so (yes), what did you order?
- 4) What do you think about the online shopping?
- 5) What do you think about the traditional shopping?

**Listening**

**Direction:** Listen and fill the missing words.

credit card/on/of/off/take/get/buy/black/blue/green/white/red/  
/cash/receipt/receive/size/sight/can/may/could/long/10.95/10.99/10.05/play/pay/buy/ purple

**Shop assistant:** \_\_\_\_\_ I help you?

**Customer:** Yes, have you got this T-shirt in other colors?

**Shop assistant:** We've got it in white, black, red and purple. What \_\_\_\_\_ do you want?

**Customer:** Medium. **Shop assistant:** OK, in medium we've got black and red.

**Customer:** And in \_\_\_\_\_?

**Shop assistant:** No, just \_\_\_\_\_ and \_\_\_\_\_.

**Customer:** OK, red. Can I try it \_\_\_\_\_?

**Shop assistant:** Yes, of course. The changing rooms are over there.

**Shop assistant:** Is it OK?

**Customer:** Yes, I'll \_\_\_\_\_ it.

**Shop assistant:** That's £ \_\_\_\_\_. Would you like to \_\_\_\_\_ by \_\_\_\_\_ or with \_\_\_\_\_?

**Customer:** Cash please. Here's twenty.

**Shop assistant:** OK, thanks, that's nine pounds, 5p change and here's your \_\_\_\_\_.

**Customer:** Thanks. Bye.

### Part 2: Listen and answer the questions.

1. What does the customer want? \_\_\_\_\_ (T-shirt/polo shirt/jeans/shirt)
2. What try does the customer try on? \_\_\_\_\_ (S/M/L/XL)
3. How many colors dose the shop keeper have? \_\_\_\_\_ (1/2/3/4/5)
4. Does the customer take them or not? \_\_\_\_\_ (y/n)

### Task Situational Role-Play

**Direction:** Construct the dialogue and present to the class.

#### Situational conversation 1

**Student A:** You are a customer at a supermarket. You need something for a bread, milk, sugar and chocolate. That makes 4 dollars.

**Student B:** You are a clerk at a supermarket. A customer needs some things. You will give a change and a receipt. Construct the conversation between you and a customer.

#### Situational conversation 2

**Student A:** You are a customer at a cafeteria. You are having lunch. You want some a cup of coffee and a bar of vanilla chocolate. That makes 2.5 dollars.

**Student B:** You are a waiter at a cafeteria. A customer needs something, but you don't have a bar of chocolate. You only have a bar of green tea chocolate. You will give a change and a receipt. Construct the conversation between you and a customer.

### Situational conversation 3

Student A: You are a customer at Udon Thani Central Plaza. You bought two items from a shop. There is a problem with both of them. You make a complaint. The shirt was for your friend is too big for him. Another item is a pair of blue jeans. There is a little hole on the left knee. You want your money back.

Student B: You are a clerk. You need to check the receipt what items that the customers bought. You need to indicate the customer that the shirt was on sale. You cannot change this item because the price is fixed. However, you will give a new one for a pair of jeans.

### Review lessons

**Direction:** Answer the questions that you have learned from this lesson.

- 1) How often do you go shopping?
- 2) Ask the price of the shirt.
- 3) Can you negotiate the price?
- 4) Order a loaf of bread, a bar of chocolate, and a bag of sugar.
- 5) You bought a shirt and it had a problem. Can you just ask for exchanging or getting a refund?

### Summary

**Direction:** Write your summary what have you learned from this lesson.

What have I learned in this lesson?

*I have learned about*.....

.....

.....

.....

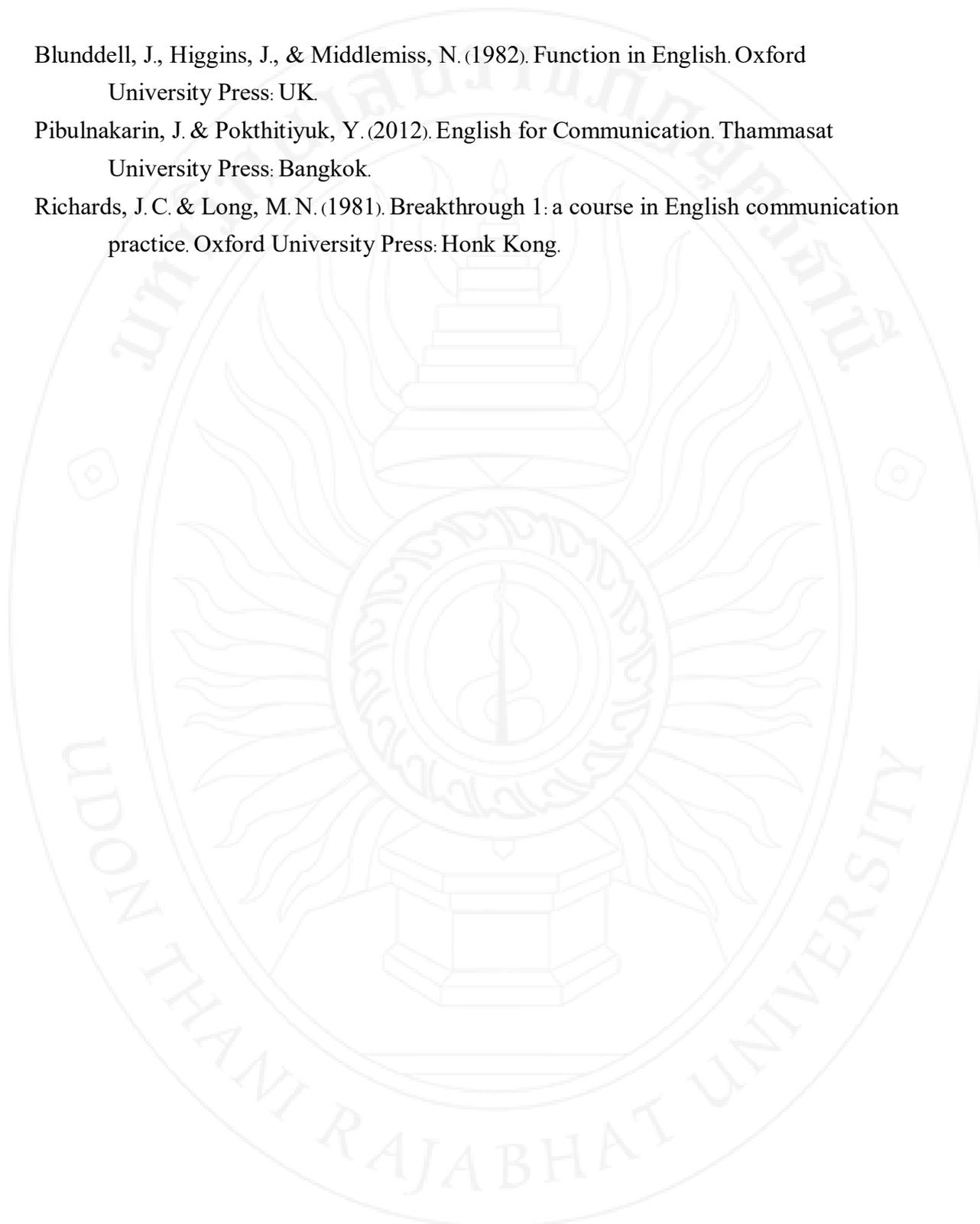
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# Course Syllabus

## Unit 5: Telephoning

### Objectives

To practice and make a phone call in English.

### Language learning aims

1. To listen to making a phone call in different situations.
2. To practice speaking in “making an appointment, taking and leaving messages, asking for clarifications, and clarifying inconvenience” focusing on asking and answering between a speaker and a receiver.
3. To practice reading the conversation of making an appointment and answer the questions.
4. To practice asking for clarifications.
5. To play a role according to the given situations.

### Contents

1. Asking and Responding on the Telephone
2. Making an Appointment
3. Taking and Learning a Message
4. Clarifying the Inconvenience
5. Asking for Clarifications
6. Responding to a Wrong Number Call

### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation of greetings and introductions and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

### Teaching Materials

1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

### Duration

6 hours

**Evaluation**

1. Activity A-C
2. Listening Task
3. Role-play Task



## Unit 5

### Telephoning

This unit aims to practicing speaking in pairs for the conversations on the phone. The students need to make a phone call in different situations. The contains consist of making appointment, taking and leaving a message, asking for clarifications. The vocabulary and grammatical structure and usage are included in this unit.

**Direction:** Read and answer the questions.

**Mick:** Ellen's office!

**Rob:** Hello, can I speak to Ms. Barbara, please?

**Mick:** I'm afraid she's in a meeting until lunchtime. Can I take a message?

**Rob:** Well, I'd like to arrange an appointment to see her. It's Rob Thomas here.

**Mick:** Could you hold on for a minute, Mr. Thomas. I'll just look in the diary. So when's convenient for you?

**Rob:** Sometime next week if possible. I gather she's away the following week.

**Mick:** Yes, that's right, she's on holiday.

**Rob:** Well, I need to see her before she goes away. So would next Wednesday be okay?

**Mick:** Wednesday ...let me see ... She's out of the office all morning. But she's available in the afternoon, after about two.

**Rob:** Two o'clock is difficult. But I could make it after three.

**Mick:** So shall we say 3.15 next Friday, in Ellen's office?

**Rob:** Yes, that sounds fine. Thanks very much.

**Mick:** Okay, then. Bye.

#### Questions

- 1) What was Ms. Barbara doing?
- 2) Would Wednesday morning suit Ms. Barbara?
- 3) When will Mr. Rob meet Ms. Barbara?

## Telephoning

This unit describes how to start making a phone call conversation. Before the students make a phone call conversation, they need to understand about how to pick up and hang up the phone formally.

### Useful Phrases (Formal Forms)

Answering the phone

- Good morning. ABC company. May I help you?
- Good morning. James Brown speaking. How may I help you?
- ABC company, Good morning.

Introducing oneself

- James Brown speaking.
- This is James Brown from ABC company.
- This is James Brown speaking.
- My name is James Brown.

Asking for someone

- Could I speak to Mr. Brian Hibberd, please?
- I'd like to speak to Mr. James, please.
- I'm trying to contact Mr. James.
- Could you put me through to General manager?
- Could you transfer me to the director's office please?
- Could you tell me who is in charge of this department?

Starting the conversation

- I'd would like to inform that..
- I'm calling to let you know about..
- I'm phoning about...

Ending the conversation

- Thank you for calling Mr. James.
- I'll look forward to getting your confirmation soon.
- I'll look forward to hearing from you soon.
- I hope I'll be hearing from you soon.
- You'll be hearing from me soon. Thank you.
- I'll see you on ....
- It's nice talking to you

## Asking and responding on the telephone

Being able to make and cancel an appointment is an important skill in English. You need to be able to:

### 1) Making an appointment

The example of this conversation is about making an appointment on the telephone formally. Here are some expressions you can use to do this concisely and clearly.

Asking to meet:

#### Informal form

Are you available on...next...?
---------------------------------

Are you free on...next...?
----------------------------

Can we meet on...next...?
---------------------------

Would next ...be ok?
----------------------

What about next...?
---------------------

Is next...?
-------------

**Examples:**

- Are you available on the 17th?
- Can we meet on the 16th?
- How does the 3rd sound to you?
- Are you free next week?
- Would Friday suit you?
- Is next Tuesday convenient for you?
- What about sometime next week?

#### Formal form

I'd like to arrange an appointment.
-------------------------------------

Would tomorrow/Monday/next.....suit you?
--

When would it best suit you?
------------------------------

What time would it suit you?
------------------------------

Can you manage it on...?
--------------------------

Could we make it on...?
-------------------------

**Examples:**

- Would tomorrow suit you?
- When would it best suit you?
- What time would it suit you?
- Can you manage it on Friday?
- Could we make it on Saturday morning?

**2) Responding to an appointment**

There are two ways to respond to an appointment.

**1) Accepting an appointment**

Formal forms	Informal forms
Yes, that would be fine.	I'm free on/at...
That's fine.	Ok, where will we meet?
That would suit me Mr...perfectly.	That would be all right.
That would suit me Mr...fine.	Yes, Saturday would be continent.
Yes, that suits me fine.	

**Examples:**

- Yes, Monday is fine.
- Monday suits me.
- Thursday would be perfect.
- I'm afraid I can't on the 3rd. What about on the 6th?
- I'm sorry, I won't be able to make it on Monday. Could we meet on Tuesday instead?
- Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you.
- I really don't think I can make it on the 17th. Can we meet up on the 19th?

## Grammar Focus

Prepositions	Usages	Useful expressions
At	At five O'clock	<input type="checkbox"/> I will ask him to return your call at 6 p.m.
On	On Monday On 3 <sup>rd</sup> June, 1999. On Father's day On holiday On weekdays	<input type="checkbox"/> Could we meet on Tuesday instead?
In	In June In 1990 In the winter In the evening	<input type="checkbox"/> Could we make it in June?

(**Recourse:** Azar, B.S. (2000) Chartbook: a reference grammar, 3<sup>rd</sup> ed., New York: Prentice Hall.)

### \*\*Remark\*\*

We don't use in on after the words "next", "last", "every", and "this".

### Examples:

- See you next Friday.
- I went there last April.
- We will see her every Songkran's day.
- John hopes to see his daughter this evening.

## 2) Refusing an appointment

In making a phone call, the caller makes an appointment, but sometime the receiver may refuse an appointment by using these expressions as follows.

Formal forms	Informal forms
I'm sorry, I can't make it.	He's not available.
I'm afraid, I can't manage it.	I'm busy at that day.
I'm afraid/ sorry. I have another engagement (on/at...)	She's not free.
I'm afraid/ sorry. I'm quite tied up (on/at...)	She's not convenient.
I'm afraid/ sorry. He won't be in (on/at...)	

### 3) Cancelling an appointment

You can cancel an appointment as follows:

- Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.
- Would it be possible to arrange another time later in the week?
- I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up.
- You know we were going to meet next Friday? Well, I'm very sorry, but something urgent has come up.
- I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?

### 4) Requiring a new appointment

When people refuse and cancel an appointment, so they need to require a new appointment for making it again.

- Could we make it on/at...instead?
- I could make it on/at .....
- Why don't we meet on/at...?
- How about/what bout on/at.....?

### Exercise A (Making an appointment on the phone)

**Direction:** Rearrange the statement and write the number from 1-5.

- .....(a.)Hold on. I'll see if she is in.
- .....(b.)Hello, Amanda. It's Bill...
- .....(c.)Hello?
- .....(d.)Hello. Amanda Jones speaking.
- .....(e.)May I speak to Ms. Jones, please?

### □ Leaving and Taking a message

This unit will describe how to reply to the speaker by using the conversation on the telephone in leaving and taking a message. The responses in this unit will be a formal form.

#### □ Taking a message

**Direction:** read and answer the questions.

**Claire:** Hello, finance department.

**Jennifer:** Hello, can I speak to Adrian Hopwood, please?

**Claire:** I'm afraid he's in a meeting at the moment. Can I help?

**Jennifer:** No, I need to talk to Mr. Hopwood, I think. What time will he be out of the meeting?

**Claire:** In about an hour. Can you call back later?

**Jennifer:** Okay, I'll do that. **Claire:** Or can I take a message?

**Jennifer:** Actually, would you mind? Could you tell him that Jennifer McAndrews called and that I'm in the office all day if he could call me back.

**Claire:** Can I take your number, please?

**Jennifer:** Yes, it's 5556872 **Claire:** 5556872. Okay, I'll make sure he gets the message.

**Jennifer:** Thanks very much for your help, bye!

**Claire:** Goodbye!

### Useful Phrases

Can I speak to ..., please?

I'm afraid he's in a meeting Can I help?

Can you call back later?

Can I take a message?

Could you tell him that...

Can I take your number, please?

OK, I'll make sure he gets the message

□ Leaving a message

A: May I speak to Mr. Brass, please?

B: I'm sorry. He's out at the moment.

A: Could you give him a message please?

B: Yes, of course.

A: Please ask him to ring Jonathan James at 086-7111003.

B: Ok, Mr. James. 086-7111003.

A: Thank you very much. Goodbye.

**Exercise B (Taking and leaving a message)**

**Direction:** Rearrange the statement and write the number from 1-7.

..... (a.) Could you take a message for him?

..... (b.) Ok, I will give him a message.

..... (c.) Thank you.

..... (d.) May I speak to Mr. Ahmed?

..... (e.) Yes, of course.

..... (f.) I'm sorry. He is out at the moment.

..... (g.) I would like to inform him to call back about SCG group.

**Useful expressions**

Could you	give him a message tell him Mr. Narahara called ask her to phone me tell me when she will be in	Please?
-----------	--	---------

## How to take a message

Taking a message is very important for offering the message to someone. The receiver needs to transcribe someone's message to someone else who is currently unavailable. The messages can be the name of the caller, the company's name, the time, the telephone number or important information. Reading numbers and letters will be described in the next part.

### □ Reading the numbers in English

There are two types of numbers that can be read in a different way.

1) A cardinal Number is a number that says how many of something there are.

Cardinal Numbers					
0.	O or Zero	11.	Eleven	21.	Twenty-one
1.	One	12.	Twelve	22.	Twenty-two
2.	Two	13.	Thirteen	23.	Twenty-three
3.	Three	14.	Fourteen	24.	Twenty-four
4.	Four	15.	Fifteen	25.	Twenty-five
5.	Five	16.	Sixteen	26.	Twenty-six
6.	Six	17.	Seventeen	27.	Twenty-seven
7.	Seven	18.	Eighteen	28.	Twenty-eight
8.	Eight	19.	Nineteen	29.	Twenty-nine
9.	Nine	20.	Twenty	30.	Thirty
10.	Ten			31.	Thirty-one

### □ How to say telephone number in English

Giving the telephone number includes the office's number, house number and cell phone's number (cell phone is used in the U.S. and mobile phone is used in UK.). There are two main countries that use telephone number in this lesson. There are the United Kingdom, England and the United States of America.

In England, the people in England give the telephone number by saying each number individually. That means each number one-by-one.

**For example:** 0161-5467-8292 (First three or four numbers must be an area number)

“Zero-one-six-one-five-four-six-seven-eight-two-nine-two”

A phone number contains two or three of the same number together, we usually say double (number) for two and triple (number) for three.

**For example:** 322-4888

“Three-double two-four-triple eight”

In America, the people in America give the telephone number with the area code. The telephone number has seven digits, plus three an area code.

**Example:** 1)121-327-4055 (The area code identifies the town and the area)

We say “the area code is one-two-one and the telephone number is three-two-seven-four-oh-five-five”.

2) 455-4752

“four-five-five-four-seven-five-two”

### Tips

In the U.S., Zero or 0 is the number can be pronounced as “oh”.

#### Extension numbers

Extensions are part of office telephone numbers. The abbreviations of the extension number can be often used in Ex, Ext, X.

**Example:** 020-445-8772, Ext. 213. (Extension two-one-three)

2) An ordinal number is a number that tells the position of something in a list.

Cardinal Numbers					
1.	First	11.	Eleventh	21.	Twenty-first
2.	Second	12.	Twelfth	22.	Twenty-second
3.	Third	13.	Thirteenth	23.	Twenty-third
4.	Fourth	14.	Fourteenth	24.	Twenty-fourth
5.	Fifth	15.	Fifteenth	25.	Twenty-fifth
6.	Sixth	16.	Sixteenth	26.	Twenty-sixth
7.	Seventh	17.	Seventeenth	27.	Twenty-seventh
8.	Eighth	18.	Eighteenth	28.	Twenty-eighth
9.	Ninth	19.	Nineteenth	29.	Twenty-ninth
10.	Tenth	20.	Twentieth	30.	Thirtieth
				31.	Thirty-first

### Tips for ordinal numbers

- Add "th" to the cardinal number to form the ordinal number: six  sixth.
- Add the last two letters of the written word to the figure.  6<sup>th</sup>
- Numbers in words: the ordinal numbers 1<sup>st</sup>  first, 2<sup>nd</sup>  second, and 3<sup>rd</sup>  third are irregular. Be careful with the spelling of the words for 5<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup>, and the words ending in -y.

### Question:

1) When were you born?

- How to spell the caller's name**

Spelling can help the receiver give the message accurately. The receiver needs to transcribe the name of the caller, the name of the company or the important information.

There are many names the NATO (North Atlantic Treaty Organization) Phonetic Alphabet.

A	Alfa/Alpha	K	Kilo	U	Uniform
B	Bravo	L	Lima	V	Victor
C	Charlie	M	Mike	W	Whiskey
D	Delta	N	November	X	X-ray
E	Echo	O	Oscar	Y	Yankee
F	Foxtrot	P	Papa	Z	Zulu
G	Golf	Q	Quebec		
H	Hotel	R	Romeo		
I	India	S	Sierra		
J	Juliet	T	Tango		

(Source: [https://en.wikipedia.org/wiki/NATO\\_phonetic\\_alphabet](https://en.wikipedia.org/wiki/NATO_phonetic_alphabet))

\* IRSA (The International Radiotelephony Spelling Alphabet), the ICAO (International Civil Aviation Organization) Phonetic alphabet or ITU (International Telecommunication Union) Phonetic Alphabet use the same abbreviations.

**Clarifying the inconvenience**

In the situation that the caller cannot speak to the person that he or she want to speak to. The person who answers the phone (the receiver) needs to give reasons in order to clarify the inconvenience. This situation will show about how to clarify the inconvenience and ask for leaving a message.

**Direction:** Read and answer the questions.

A: I.T. company. George speaking. How can I help you?

B: Hello, this is Bill Banados. May I speak to Ms. Amanda James, please?

A: One moment, please. I'll put you through.

-----one minute later-----

A: Mr. Banados? I'm sorry. Ms. James is on sick-leave. Would you like to leave a message?

B: Yes. Could you ask her to call me at my office?

A: Of course. Does she have your office's number?

B: She has my office number, but let me give you my cell phone. It's 082-09208737.

A: Let me read that back to you. It's 082-09208737.

B: Yes, that's right.

A: Could you spell your last name please?

B: B-a-n-a-d-o-s

A: Ok, I will give her a message.

B: Thank you. Goodbye.

Question:

- 1) Did the caller talk to Ms. James? (Why?)
- 2) What did the receiver take the message for Ms. James?

### Useful Expressions

#### Clarifying inconvenient

- I'm sorry he doesn't work here anymore.
- I'm sorry we don't have anybody by that name.
- I'm afraid he is not at this number. His new number is..
- I'm sorry there is no one of that name working here.

#### Holding the line

- Could you please hold on a moment, please?
- Can you hold the line a moment, please?
- Please, hold on.
- Just a moment, please.
- Just a sec. (second)
- Just a minute.

#### Transferring the line

- I'll check if he is in (the office).
- Please, hold on the line.
- I'll put you through.
- I'll transfer your call to Mr,Smith.

### Useful expressions for being absence

- I'm afraid he has just left.
- I'm afraid she is on sick-leave.
- I'm sorry he is out for lunch.
- I'm afraid he is not available at the moment.

### Useful expressions on another phone

- I'm sorry the number is engaged.
- Would you like to hold the line?
- Could you call back later?
- Would you like to wait until she finished her call?
- I'm afraid he is on another line.

#### Asking for clarifications

Sometime the message on the phone is not clear, so it is the important for the receiver needs to clarify the message.

**Direction:** Read and answer the questions.

A: Good morning. ELT Company. This is Susan. May I help you?

B: Good morning. My name's Stevie Wonders. I'd like to speak to Mr. Nagahara, please.

A: Please, hold on the line. I'll put you through. Sorry, Mr. Nagahara is not in. Can I take a message?

B: Yes, please. I would like to inform him that I intend to go to Taiwan in June. Is he going to join the conference with me? And next week, I will come back to Bangkok again. Perhaps, we can see at my office. What day would it suit him?

A: Can I have your name and number, please? I'll ask him to call you back when he comes back.

B: Thank you. My name is Stevie Wonders. My number is 084-544-7891.

A: I'm sorry, I cannot hear what you said. Could you repeat your name please?

B: I am Stevie Wonders.

A: Steve!

B: No, Stevie S-T-E-V-I-E Wonders W-O-N-D-E-R-S.

A: With S, all right. I'll give him a message.

B: Thank you.

A: It's my pleasure, goodbye.

### Questions:

- 1) What is the number of the caller?
- 2) How do you spell the caller's name?

### Useful expressions

- Excuse me, could you repeat that please?
- I'm afraid, I can't hear what you have said.
- Sorry, we have a bad connection.
- Sorry, could you speak a bit more slowly, please?
- Would you mind repeating that?
- I'm afraid it's bad line. Could you speak up please?
- I can hardly hear you. Could you speak louder please?

### Wrong Number Situation

Sometime the caller would like to contact the person that he or she want to talk to, however the number is wrong or that person didn't use that number any longer.

**Direction:** Listen to the CD and answer the questions.

### Dialogue D

Male: Hello, this is the press office.

Michelle: Rachel Allsop please.

Male: I'm sorry, you must have the wrong number. There's no-one of that name here.

Michelle: Oh. Can I check the number I've got.... is that not 5568790?

Male: No, it's 5558790.

Michelle: Oh sorry about that. I must have dialled the wrong number.

Male: No problem! Bye!

Question: 1) Can Michelle talk to Mr. Allop? (Why?)

### Dialogue E

Male: Hello, press office, can I help you?

Ruth: Hello. Paul Richards, please.

Male: I'm sorry, you've got the wrong number, but he does work here. I'll try and put you through. In future his direct number is 5558770.

Ruth: Did I not dial that?

Male: No you rang 5558790.

Ruth: Oh, sorry to have troubled you.

Male: No problem. Hang on a moment and I'll put you through to Paul's extension.

Ruth: Thanks.

Question: 1) Can Ruth talk to Mr. Richards? (Why?)

### Useful Phrases

- |  |
|--|
| <input type="checkbox"/> You must have the wrong number<br><input type="checkbox"/> Is that not 556 8790?<br><input type="checkbox"/> No, it's 555 8790<br><input type="checkbox"/> Sorry about that<br><input type="checkbox"/> I must have dialed the wrong number<br><input type="checkbox"/> I'm sorry, you've got the wrong number<br><input type="checkbox"/> Sorry to have troubled you |
|--|

### Exercise c (Refusing an appointment on the phone)

**Direction:** Circle the correct answer.

Secretary: Good morning. Dr. Jennifer's office.

This is Julia (Call/Speaking/Holding the phone).

John: Good morning. (It's/He's/It) John Smith calling.

Secretary: How can I help you?

John: I (like/d-like/prefer) to make an appointment with Dr. Jennifer.

Secretary: Okay! Hold on for a moment... Let me see! (Would/Is/Will) next Wednesday convenient for you?

John: I'm (sorry/happy/sad), I am not free on Wednesday.

Secretary: (Is/Are you free/How about) Thursday?

John: Sorry, Thursday is going to be a little difficult for me to come.

I'd (want/prefer/take) Friday, if that's available.

Secretary: Is 9:00 pm (alright/bad/impossible) for you?

John: Yes, that would be (acceptable/perfect/suit).

Secretary: If you can't (come/arrive/go) for any reason, please contact me.

John: Sure! Thank you very much.

Secretary: You're welcome.

## Listening

### Part A

**Direction:** Listen carefully and complete the information from the given words.

Pleasure/Repeat/Back/Wrong/Take/number/Put message/through/inform/call/  
speaking/speak/hold/meeting

A: Good morning, ABC Company. Rob's ..... Can I help you?

B: I'd like to .....to Mr. Wong.

A: Please, .....the line at the moment. I'll .....your.....

------(later)-----

Sorry, Mr. Wong is in a ..... right now. Can I ..... a .....?

B: Yes, please. I'd like to ..... him that the address he has for a customer is .....

Could you ask him to ..... me back?

A: Can I have your name and ....., please? I'll ask him to call you when he comes .....

B: Thank you. My name is ..... My number is .....

A: Could you .....that, please?

B: My name is Sam Smith. .... and my number is .....

A: Ok, I'll give him a message.

B: Thank you.

A: My ....., goodbye.



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## Course Syllabus

### Unit 6: Expressing feelings, Opinions and Giving suggestions

#### Objectives

1. To express their feeling according to the given situations appropriately.
2. To express the opinions in spoken English.
3. To give suggestions for the various situational conversations.

#### Language learning aims

1. To practice listening about feelings, opinions and giving suggestions.
2. To practice speaking in “feelings, opinions, and giving suggestions” focusing on asking and answering.
3. To practice reading about people’s opinions.
4. To write and expressions of feelings, opinions and giving suggestions.
5. To play a role according to the given situations.

#### Contents

1. Congratulating
2. Thanking
3. Responding to Thank
4. Apologizing
5. Sympathy
6. Giving Suggestions
7. Expressing Opinions

#### Instructional Activities

1. The Students listen to the CD and repeat after the teacher.
2. The teacher explains more about the conversation of greetings and introductions and answer the questions.
3. The students practice the dialogue in pair.
4. The students make a play in a pair.

#### Teaching Materials

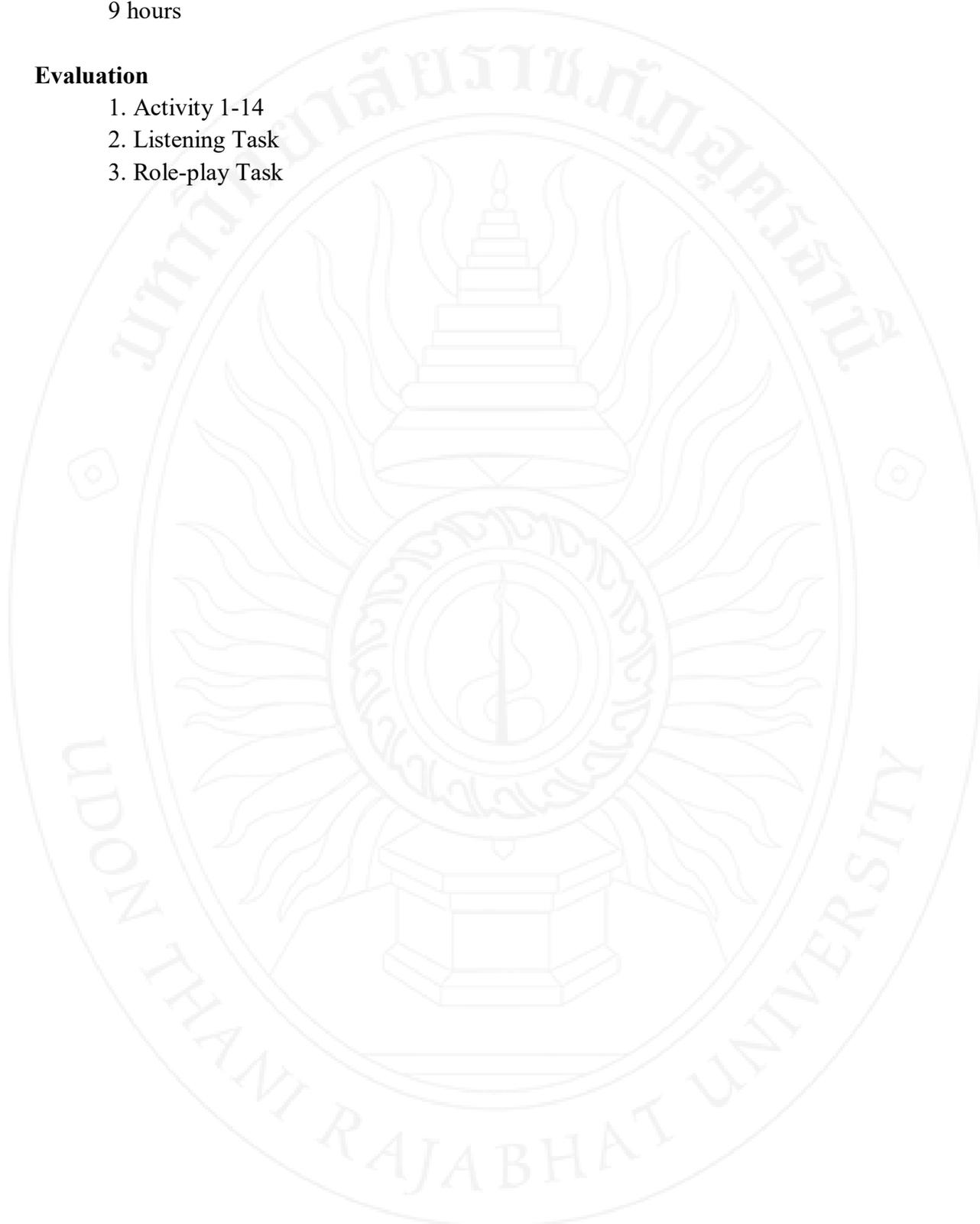
1. Instructional material
2. Power Point presentation
3. The CD player
4. Worksheets

**Duration**

9 hours

**Evaluation**

1. Activity 1-14
2. Listening Task
3. Role-play Task



## Unit 6

### Expressing feelings, Opinions and Giving suggestions

This lesson focuses on conversations to talk about expressing feeling, expressing opinions, and giving suggestion by using asking and response. This lesson provides the communicative activities for the students in order to develop their reading, writing, listening, and speaking skills including vocabulary and grammar. The language focus is under the basic communication about expressing feeling, expressing opinions, and giving suggestion.

#### Expressing feelings

The feelings in this unit consist of congratulations, thanking, apologizing, and sympathy.

##### □ Congratulating

In English, congratulating is a form of praise when someone achieves the goal that he or she wants to be and do. It can be seen in the events such as getting married, getting a job, getting a job promotion, having a new baby, graduating from school or winning an election.

**Direction:** Listen carefully to the CD and read out loud from the given dialogue.

#### Dialogue A

A: Hello, James. I've heard that you passed the admission and will be a student at Udon Thani Rajabhat University. Congratulations.

B: Thank you so much. I really appreciate it.

#### Dialogue B

A: Hi, Mike. Congratulations on your graduation.

B: Thank you so much.

**Direction:** Listen carefully from your teacher and repeat after the given dialogue.

#### Dialogue C

A: Hey, Don. I have just got a new job at a Thai restaurant.

B: Congratulate you on your success. That's great!

A: Thank you. I'm so happy about it. I don't have to worry about finding a job and interviewing anymore.

B: When do you start your new job?

A: It's on Monday.

### Useful expressions

Formal form	Informal form
<input type="checkbox"/> Congratulations!	<input type="checkbox"/> Well done!
<input type="checkbox"/> Congratulations on ....	<input type="checkbox"/> Nice one, Marry!
<input type="checkbox"/> Congratulations to you on ....	<input type="checkbox"/> Good old, Marry!
<input type="checkbox"/> Congratulate you on .....	<input type="checkbox"/> Fantastic! Terrific!
<input type="checkbox"/> I must congratulations to you on ....	<input type="checkbox"/> It was great to hear that ..
<input type="checkbox"/> Let me/May I ...	<input type="checkbox"/> It was great to hear about ..
<input type="checkbox"/> Please accept my warmest/heartiest congratulations.	
<input type="checkbox"/> I'd like to congratulate you.	
<input type="checkbox"/> I'd like to congratulate to you on ...	
<input type="checkbox"/> Allow me to offer my warmest/	
<input type="checkbox"/> heartiest congratulations on ....	
<input type="checkbox"/> I'd like to be the first to congratulate you on ....	

**Direction:** Use the given words for expressing your feeling.

- 1) Your friend have a new born baby. Say something to him and his family.
- 2) Your friend gets a new job. Say something to him.
- 3) Your friend passes the exam. Say something to him.
- 4) Your friends are going to marry. Say something to them.
- 5) It's your friend birthday. Say something to him/her.
- 6) Your friend got a promotion. He will be a new manager.

### Expressing your gratitude and thanking

This unit will show the students how to say thanking and express the gratitude. It includes how to respond to thank in formal forms and informal forms.

#### **Dialogue D**

A: Can I help you, sir?

B: Oh, I want to get a plane ticket for Pattaya.

A: First class or Economy class?

B: First class.

A: Your seat is by the window, sir.

B: I'm very grateful for your help.

A: With my pleasure, sir.

#### **Useful expressions**

##### **Thanking**

<b>Formal form</b>	<b>Examples</b>
<input type="checkbox"/> Thank you. <input type="checkbox"/> Thank you very much. <input type="checkbox"/> Thank you for ..... <input type="checkbox"/> Many thanks. <input type="checkbox"/> Many thanks for....	<input type="checkbox"/> Thank you for your assistance / consideration / encouragement / guidance / support / thoughtfulness / time. <input type="checkbox"/> I appreciate your help. <input type="checkbox"/> Thank you for taking the time. <input type="checkbox"/> Thank you for celebrating our retirement with us. <input type="checkbox"/> Thank you for inviting us
<input type="checkbox"/> I'm so grateful for... <input type="checkbox"/> I'm so thankful for... <input type="checkbox"/> Many thanks for... <input type="checkbox"/> I'm very grateful for...	<input type="checkbox"/> I'm so grateful for your help. It was a challenging time but you made it easier. Thank you. <input type="checkbox"/> I'm so thankful friends like you.

Formal form	Examples
<ul style="list-style-type: none"> <li><input type="checkbox"/> I truly appreciate...</li> <li><input type="checkbox"/> Thank you ever so much for...</li> <li><input type="checkbox"/> How kind of you to...</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I truly appreciate everyone's efforts and commitments to our success. Thank you for taking time out of your personal time to meet our deadline.</li> <li><input type="checkbox"/> It was kind of each of you - and your families - to give up a Saturday to help our company volunteer at the 10km race to benefit cancer research.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I'm eternally grateful for...</li> <li><input type="checkbox"/> I cannot thank you enough for...</li> <li><input type="checkbox"/> I want you to know how much I value...</li> <li><input type="checkbox"/> Words cannot describe how grateful we are for...</li> <li><input type="checkbox"/> Please accept my deepest thanks for...</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I'm eternally grateful to you for providing dinners to my family and I during our difficult time. Thank you.</li> <li><input type="checkbox"/> Words cannot express/describe how grateful we are for your help during our difficult time.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I'm (really) very grateful (to you).</li> <li><input type="checkbox"/> I'm (really) very grateful (to you) for .....</li> <li><input type="checkbox"/> I really appreciate ...(very much).</li> <li><input type="checkbox"/> I'm extremely/immensely/ most grateful to you (for ...)</li> <li><input type="checkbox"/> I'm (very) much /extremely obliged (to you)....</li> <li><input type="checkbox"/> I should like to say how (deeply) grateful I am. (Very formal)</li> <li><input type="checkbox"/> I should like to express my gratitude/appreciation. (for...)</li> <li><input type="checkbox"/> It is/was very extremely good of you to ...</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thank you so much for everything you have done. I really appreciate it.</li> </ul>

Informal forms	Examples
<input type="checkbox"/> Thanks. <input type="checkbox"/> Thanks very much. <input type="checkbox"/> Thanks very much for .... <input type="checkbox"/> Thanks a lot. <input type="checkbox"/> Thanks a lot for.... <input type="checkbox"/> Cheers. (Very informal) <input type="checkbox"/> Great. (very informal) <input type="checkbox"/> That is/was very nice of you ... <input type="checkbox"/> Thanks a million. <input type="checkbox"/> Thanks a million for ...	<input type="checkbox"/> Thanks, Julia.

### Responding to thanks

Formal forms	Informal forms
<input type="checkbox"/> It's a pleasure. <input type="checkbox"/> My pleasure. <input type="checkbox"/> (Please)Don't mention it. <input type="checkbox"/> (It's)no trouble at all. <input type="checkbox"/> I was glad to be of (some) service. <input type="checkbox"/> I'm glad to have seen of (some) service. <input type="checkbox"/> Delighted I was able to help. <input type="checkbox"/> Delighted to have been of assistance. <input type="checkbox"/> It was the least I could do. <input type="checkbox"/> You would have done the same in my place/position, I'm sure.	<input type="checkbox"/> Not at all. <input type="checkbox"/> That's all right. <input type="checkbox"/> That's ok. <input type="checkbox"/> Any time.

### Activity 1

**Direction:** Develop conversation with your partner and present them in front of the class.

- 1) You leave your bag in a convenience store. The shop keeper runs after you and gives it to you.
- 2) You help the old man from the accident. What does the old man say to you?
- 3) You have asked someone for information. What do you say to the one who took the time to send it to you?

- 4) You express thankfulness or gratitude in a speech for a formal reception for the cooperation of your company.
- 5) Someone was mending your computer.

### □ Apologizing

To apologies is to tell someone that you are sorry for having done something that has caused him unhappiness or inconvenience. There are two parts for apologizing as follows: Saying sorry and Accepting an apology.

### Saying sorry

This lesson will show you what you should say when and how you say sorry to someone and someone says sorry to you. Sorry is the word for how you feel when you feel worry or unhappy.

**Direction:** Read the dialogue and answer the questions below.

### Dialogue E

Sara: Hi, Chris. Come in.

Chris: Thank you, Sara. I have brought your book back.

Sara: Oh, Chris, please don't worry about that.

Chris: I'm sorry but I had an accident with your book. I split some coffee on it. I am awfully sorry. It was terribly careless of me.

Sara: It doesn't matter, Chris. Forget it!

### Questions:

- 1) What's happen?
- 2) How did he treat to the apologize?

## Useful expressions

Formal forms	Informal forms
<ul style="list-style-type: none"> <li><input type="checkbox"/> I'm sorry.</li> <li><input type="checkbox"/> I'm very sorry.</li> <li><input type="checkbox"/> I'm / I really am so/very/terribly/awfully sorry ...</li> <li><input type="checkbox"/> I'm so/very/terribly/awfully sorry for...</li> <li><input type="checkbox"/> I'm / so/very/terribly/awfully sorry about ...</li> <li><input type="checkbox"/> I'm sorry, it(that) was (entirely) my fault.</li> <li><input type="checkbox"/> I really do apologies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sorry!</li> <li><input type="checkbox"/> Sorry for...</li> <li><input type="checkbox"/> Sorry about...</li> <li><input type="checkbox"/> (Oh,) my fault.</li> <li><input type="checkbox"/> (Oh,) my fault for...</li> <li><input type="checkbox"/> How stupid/silly/clumsy of me.....</li> <li><input type="checkbox"/> I feel bad about ....</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Excuse me.</li> <li><input type="checkbox"/> Excuse me for...</li> <li><input type="checkbox"/> Pardon me.</li> <li><input type="checkbox"/> Pardon me for...</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Please accept my apologies for what I said just now.</li> <li><input type="checkbox"/> Please accept my apologies.</li> <li><input type="checkbox"/> It/That was very hasty/foolish/careless of me, I'm afraid.</li> <li><input type="checkbox"/> (Please) forgive me.</li> <li><input type="checkbox"/> (Please) forgive me for...</li> <li><input type="checkbox"/> I'm extremely/terribly sorry...</li> <li><input type="checkbox"/> I can't tell you how sorry I am.</li> <li><input type="checkbox"/> I (really) do/must apologize. (for...)</li> <li><input type="checkbox"/> May I offer you my profoundest/sincerest apologies. (for...)</li> </ul>	

**For example:** I'm afraid I had an accident with your bike.

I'm sorry I broke your glass.

I'm afraid I left your book on the bus.

## Accepting an apology

This part describes how someone says sorry to you and how to reply or accept an apology.

Formal forms	Informal forms
<input type="checkbox"/> That's quite all right. <input type="checkbox"/> Not at all. <input type="checkbox"/> Please don't be. <input type="checkbox"/> Please don't worry. <input type="checkbox"/> It (really) doesn't matter at all. <input type="checkbox"/> (Please) think nothing of it. <input type="checkbox"/> (Please) don't give it another thought.	<input type="checkbox"/> That's ok. <input type="checkbox"/> Forget it. <input type="checkbox"/> Not to worry. <input type="checkbox"/> That's all right. <input type="checkbox"/> What for? (very informal) <input type="checkbox"/> Whatever for? (very informal) <input type="checkbox"/> Please don't feel bad about it. <input type="checkbox"/> Let's forget it.
<input type="checkbox"/> There is no reason to apologize.(for...) <input type="checkbox"/> That's /it's perfectly all right. <input type="checkbox"/> That's/it's really not necessary. <input type="checkbox"/> Apologies are really unnecessary. <input type="checkbox"/> It's really of no importance. <input type="checkbox"/> Of course/Certainly.	

### Activity 2

**Direction:** Develop conversation with your partner and present them in front of the class.

- 1) You are talking on the phone about the secret of your company information in the toilet, but your boss is in the toilet, too.
- 2) You forgot to ring your girlfriend last night because you were watching the soup opera on Saturday night.

### □ Sympathy

The sympathy is the feelings of sorrow for someone's else misfortune. For example: They had sympathy for the Tsunami victims in Phuket.

**Direction:** Read and answer the questions.

#### Dialogue F

B: What's wrong with you? You look so bad today.

A: My niece has been seriously ill. She's going to have an operation this Friday. She is a good girl. We're going to join a good concert tomorrow.

B: Oh, that's too bad. I'm sorry to hear that. I hope she will get better soon.

#### Questions:

- 1) What's happened to her niece?
- 2) How did she say when hearing some bad news?

#### Dialogue G

Bill: I've lost my wallet somewhere. It's got over 50 pounds in it.

Steve: Oh, I'm very sorry to hear that. That's what bad luck.

Do you remember when you had it last?

#### Questions:

- 1) What's happened to Bill?
- 2) How did Steve response when hearing some bad news?

**Activity 3**

**Direction:** Read and put T for a true statement and out F for a false one in front of each item.

January 14<sup>th</sup>, 2015

Dear Chris:

I am very sorry to hear of your failure in the entrance examination to Udon Thani Rajabhat University.

Please accept my sincere sympathy.

I have heard that being a teacher is your dream, however; there are too many the applicants. The English teacher position is limited. Please do not worry about it. You had better try your best again next year.

If you decide to work hard from now on I am quite sure that you will have better luck.

Best regards,

Boonchai

.....1) Boonchai didn't pass the exam.

.....2) Chris missed being a teacher.

.....3) Chris wants Boonchai to help him passing the exam in the future.

.....4) Boonchai has a dream for being a teacher.

.....5) Boonchai aims to cheer Chris up.

### Showing sympathy

It aims to offer your compassion and concern for the bereaved. You can use expressing sympathy when you want to say how much you will miss someone who died.

Formal forms	Informal forms
<input type="checkbox"/> I'm (very) sorry to hear... <input type="checkbox"/> (Oh dear,) I am sorry (to hear that). <input type="checkbox"/> (Oh dear,) I'm (most) awfully/dreadfully sorry... <input type="checkbox"/> (Oh dear,) I'm (most) awfully/dreadfully sorry about... <input type="checkbox"/> (Oh,) That's what bad luck. <input type="checkbox"/> That's a pity/Shame. <input type="checkbox"/> How upsetting/annoying. <input type="checkbox"/> How upsetting/annoying. <input type="checkbox"/> How terrible/awful. <input type="checkbox"/> You must be very upset/annoyed about... <input type="checkbox"/> I'm very much regret to know of ... <input type="checkbox"/> Please, accept my sincere sympathy.	<input type="checkbox"/> Oh, that's awful. <input type="checkbox"/> (Oh,) how that's dreadful/rotten/awful/ghastly (I'm ever so sorry.) <input type="checkbox"/> Oh no! (I'm ever so sorry.) <input type="checkbox"/> Oh dear. (I'm ever so sorry.) <input type="checkbox"/> Poor old you/John. <input type="checkbox"/> (Oh,) hard luck. <input type="checkbox"/> (Oh,) what a shame... <input type="checkbox"/> ...is crying shame, (it really is). <input type="checkbox"/> I know how it feels. <input type="checkbox"/> Bless you!
<input type="checkbox"/> I'm extremely sorry to hear that. <input type="checkbox"/> I am/was deeply sorry to hear/learn <input type="checkbox"/> I am/was most upset/deeply sorry to hear/learn about/of.. <input type="checkbox"/> What a terrible situation for you. <input type="checkbox"/> I do sympathize, (I assure you).	

#### Activity 4

**Direction:** Develop conversation with your partner.

- 1) Your friend has lent you the t-shirt, which you have lost. You apologize and give her another t-shirt, which is more expensive than the one you lost.
- 2) You visit your friend's house. You drop a cup of coffee of your friend. You apologize and offer cleaning up the mess, but your friend insists on doing it alone.

3) Your pet has done a lot of damage to your neighbor's house. You go to her to apologies. He refused to let you pay for the damage, but in the future, you need to control your pet carefully.

□ **Giving suggestions**

**Indicating your symptom or feeling bad health**

This lesson aims to help the students to learn how to describe the symptoms clearly and effectively. They need to explain and talk about their health to the doctor. The suggestion will be advised from the doctor or their friends.

**Dialogue B**

B: Thank you so much. Ann, what's wrong with you? You look so bad today.

A: My niece has been seriously ill. She's going to have an operation this Friday. She is a good girl. We're going to join a good concert tomorrow.

B: Oh, that's too bad. I'm sorry to hear that. I hope she will get better soon.

A: I hope so. (Cough! Cough!)

B: What's wrong with you? Are you ok, Ann?

A: I think I have a bad cough and sore throat. What's the weather like today?

B: I think it's terrible. Yesterday was very hot. The weather suddenly changed. You'd better take a rest and take some cough drops.

A: Thank you, Mike.

**Activity 5**

**Direction:** Match the two parts of the phrases of asking about the symptom.

- |                    |              |
|--------------------|--------------|
| 1. What's wrong    | a. matter?   |
| 2. What's the      | b. for you?  |
| 3. What's going    | c. to you?   |
| 4. What's the      | d. problem?  |
| 5. What can I do   | e. on        |
| 6. What's happened | f. with you? |

**Activity 6**

**Direction:** match the pictures with the correct statements.



- .....1 I have a bad cough.
- .....2 I have a stomachache.
- .....3 I have a bad cold.
- .....4 I have a toothache.
- .....5 I have a sore throat.
- .....6 I have a broken leg.
- .....7 I have a sprained ankle.
- .....8 I have a headache.

**Language Focus**

**Structures**

**Indicating your symptom or feeling bad health**

- I have + symptom (headache/toothache/backache/stomachache/sore throat/ a bad cough )

**Activity 7**

**Direction:** match the questions with the correct answers. Use the ideas in the box to help you.

cold/sprained ankle/toothache/backache/stomachache/sore throat/ a bad cough

1. Did you eat too much food at lunch?

.....

2. I don't want to eat this. It hurts my teeth.

.....

3. I'm sorry, I cannot help you to move these boxes.

.....

4. I cannot sing.

.....

5. I twisted my foot.

.....

6. I felt hot and cold now.

.....

7. The doctor suggested me that "you don't drink ice coffee".

.....

**Activity 8**

**Direction:** Write the advice by using should/ shouldn't.

a) I have a bad cough. (cough drops/water with ice)

....You should drink some cough drops. You shouldn't drink water with ice.

b) I have a sore throat. (drink warm water/ drink alcoholic drinks)

.....

c) I have a headache. (take a tablet ever four hours/go to the party tonight)

.....

d) I have a bad cold. (take some medicine and take a rest/ work too hard)

.....

e) I have a sprained ankle. (rest your ankle by walking slowly/ go shopping)

.....

f) I have a toothache. (eat some ice cream/see the dentist)

.....

f) I have a backache. (lift heavy things/ use the balm)

.....

g) I have a stomachache. (drink hot ginger tea/eat spicy food)

.....

### Activity 9

**Direction:** Match the good suggestions in column B with the health problems in column A. Then practice speaking with your partner.

Column A	Column B
_____ 1. Ben has a sore throat.	A. He'd better not lift anything heavy.
_____ 2. Phil was sick and had a backache.	B. She should take a rest.
_____ 3. Jack has got insomnia.	C. You'd better go to the dentist.
_____ 4. My sister has got a toothache.	D. You ought to take some cough drops.
_____ 5. Yaya has got a bad flu.	E. He needs to use a balm.

### Activity 10

**Direction:** Make a group of three to four and construct the conversation according to the given situations.

Situational conversation 1

A: You indicate your symptom that you have a headache, a sore throat, and a bad cough.

B: You are a doctor. Give her/him some advice.

Situational conversation 2

A: You indicate your symptom that you have a broken leg and a bad cold.

B: You are a doctor. Give her/him some advice.

Situational conversation 3

A: You indicate your symptom that you have an insomnia and a bad headache.

B: You are a doctor. Give her/him some advice.

Situational conversation 4

A: You indicate your symptom that you have a toothache, a broken arm and a sprained ankle.

B: You are a doctor. Give her/him some advice.

**Giving advice**

The students can learn how to ask for advice and giving the advice formally.

**Dialogue A**

A: Hi, Bob. What's wrong with you?

B: I crashed my friend's new car.

A: Did you drive your own car?

B: Yes, I did.

A: Oh, that's too bad but please don't worry. It's just an accident.

B: What should I do now? I have a terrible headache.

A: I think you should take some medicine.

B: I think you're right. Thank you.

### Asking for advice

Formal forms	Examples
<p>I would appreciate your advice on ...            I would appreciate your advice.            I would appreciate some advice about...            Could I ask for advice on ...?            I should like to ask...?            What course of action would you recommend?            Would you recommend ...?            I was wondering/ I would like to know what your reaction (s) would be?</p>	<p>Well, I would appreciate your advice on how to deal with the hip hop project.</p>
Informal forms	Examples
<p>Do you think I should ...?            Do you think I ought to ...?            Ought I to ...?            Should I...?            What should I /ought to I ...?            What would you advice?            What would your advice be?            Would you advise me to ...?            I'd like your advice on ...(about)...            What would you do (in my opinion)?            What/Where/When/How/Who would you...?            Which one would you...?</p>	<p>Do you think I should try a larger size?            Do you think I ought to sell it?</p>
<p>What'd you reckon I should do?            What would you do if you were me?            How do you see...?            What do you make of ...?            Can you sort me out on...?</p>	

**Advising someone to do something**

Formal forms	Examples
My advice would be... If you follow my advice, you will... I would advise... I would recommend... If I were you in your position, I would... You should be well advised/be wise to... My reaction would be...	My advice would be to say nothing. I would advise/advice against studying all night before the test.
Informal forms	Examples
I think you should... If I were you, I'd... I'd ...if I were you. It might be an idea to... I think you ought to... I would... You'd better... If I were you in your shoes, I'd... I reckon you should ... Why don't you ....? It mightn't be a bad idea .... Take my advice and .... The way I see, you should ... Just...	A: Oh! My head. B: I think you should see a doctor.  It's not very far. If I were you, I'd walk.  You really should take some medicine. You'd better take a rest. Perhaps you ought to give up smoking.

**Advising someone to do something**

Formal forms	Examples
I wouldn't recommend... I wouldn't advice... You would be well advice to/not to ... If you follow my advice, you will... My advice would be... I would advise against... If I were you in your position, I wouldn't... My reaction would be ...	I wouldn't recommend voting for this party. I wouldn't advice anyone to visit this place.

Informal forms	Examples
I don't think you should... If I were you, I wouldn't... I don't think you ought to .... You'd better not.... Don't go that way. I don't reckon you should.... Take my advice and.... Just... Don't just.... If I were you, I'd think twice about... It's up to you, but I wouldn't.... I wouldn't.... if I were you in your shoes. The way I see it, you should/shouldn't.... Don't you... Why don't you...	I don't think you should drink from that water fountain. You'd better not, it looks really dangerous!  You shouldn't lift heavy things. You oughtn't to drink too much. You had better not go to work today.

### Modal Auxiliaries

The way of giving advice is by using the modal verb. The modal auxiliaries in English are: *will, would, Shall, should, must, ought to, may, might, can, and could*. We can use this type of verb in different situations as the followings:

Situations	Affirmative sentences	Negative sentences	Interrogative sentences
Polite requests			<input type="checkbox"/> May I borrow your pencil, please? <input type="checkbox"/> Can I borrow your book? <input type="checkbox"/> Could I borrow your pen?

Situations	Affirmative sentences	Negative sentences	Interrogative sentences
			<input type="checkbox"/> Would you pass the pepper, please? <input type="checkbox"/> Will you pass the salt? <input type="checkbox"/> Could you pass the glass of water please? <input type="checkbox"/> Would you mind if I used the phone? <input type="checkbox"/> Would you mind if I closed the door?
Expressing necessity	<input type="checkbox"/> I have to be home by five. <input type="checkbox"/> I must study hard.	<input type="checkbox"/> You don't have to write it on the wall. <input type="checkbox"/> You must not look in the house.	
Advisability and prohibition	<input type="checkbox"/> You should study hard. <input type="checkbox"/> You ought to study hard. <input type="checkbox"/> You had better take care of him.	<input type="checkbox"/> You shouldn't leave your children in a car. <input type="checkbox"/> We had better not be late.	
Making suggestions (Let's/ why don't/ Shall we..)	<input type="checkbox"/> Let's go to a movie. <input type="checkbox"/> Why don't we go to a movie? <input type="checkbox"/> Shall we leave at three?	<input type="checkbox"/> Let's not go to the party tonight.	

Situations	Affirmative sentences	Negative sentences	Interrogative sentences
(Could...)	<input type="checkbox"/> A: I have a problem in English class. <input type="checkbox"/> B: You should talk to your English teacher.  <input type="checkbox"/> We could go on picnic. <input type="checkbox"/> I could try to help you. <input type="checkbox"/> You should have talked to your teacher.		
Expectations	<input type="checkbox"/> The volleyball game is supposed to begin at 10:30. <input type="checkbox"/> The president is to meet tomorrow. <input type="checkbox"/> Yes, I think so. <input type="checkbox"/> Maybe I should. <input type="checkbox"/> Yes, I suppose I ought to. <input type="checkbox"/> I think you're right	<input type="checkbox"/> No, I suppose not. <input type="checkbox"/> I guess not.. <input type="checkbox"/> Oh, I don't think it's necessary.	
Expressing degree of certainty	<input type="checkbox"/> He is sick. (100%) <input type="checkbox"/> He must be sick. (95%) <input type="checkbox"/> He might be sick. (50%) <input type="checkbox"/> He may be sick. (50%) <input type="checkbox"/> He could be sick. (50%)		

**Direction:** Read about the following problems and giving the advice you're your

**Situational conversation A**

A: What should I do now? My shoes are very dirty

B: They need to be polished.

**Situational conversation B**

A: What's wrong with you? You look so terrible.

B: My battery is dying.

A: It needs to be charged.

**Situational conversation C**

A: What's the problem?

B: The door is broken.

A: You need to buy a new one.

**Situational conversation D**

A: What's happened to you?

B: My glasses was broken.

A: You need to buy a new one.

**Situational conversation E**

A: What's the problem?

B: My computer doesn't work.

A: It needs to be fixed.

**Situational conversation F**

A: What's going on, Kitty?

B: My I-phone sounds so bad.

A: I think you should buy a new one.

### Activity 11

**Direction:** Match the good suggestions in column B with the health problems in column A. Then practice speaking with your partner.

Column A	Column B
_____ 1. Your oven doesn't work.	A. It needs repairing.
_____ 2. My camera can't see clearly.	B. It needs to be cleaned.
_____ 3. My tires are flat.	C. You mustn't use it. It needs to be fixed.
_____ 4. My washing machine sounds like a helicopter.	D. You ought to check the tires before leaving.
_____ 5 My ice-cream is melting.	E. It should be kept in a fridge.

### Activity 12

**Task situational role-play** (Pair work)

**Direction:** Make up a dialogue and demonstrate the play.

Student A: You are a patient who has a bad health. You need to tell him / her about your symptom.

Student B: You are a doctor. You should suggest him / her how to be well.

### Expressing opinions

Expressing opinion is important for participating the conversation, debating and discussion. There are various types of phrases and expressions to express your views. This unit will describe about how to ask for opinions and express opinions as follows:

Asking for opinions	Expressing opinions
<input type="checkbox"/> What do you think about...? <input type="checkbox"/> How do you feel about....? <input type="checkbox"/> Do you have any strong feelings on this? <input type="checkbox"/> What are your views on....?	<b>When you are expressing your opinion:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> In my opinion, ...</li> <li><input type="checkbox"/> As far as I am concerned,</li> <li><input type="checkbox"/> Speaking personally, ...</li> <li><input type="checkbox"/> I think (that).../ In my opinion, ...</li> <li><input type="checkbox"/> I feel (that) .....</li> </ul>

Asking for opinions	Expressing opinions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Any comments about ....?</li> <li><input type="checkbox"/> What are you feeling about....?</li> <li><input type="checkbox"/> What's our opinion of ....?</li> <li><input type="checkbox"/> Do you agree with my view that ....?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> From my point of view, ...</li> <li><input type="checkbox"/> As for me / As to me, ...</li> <li><input type="checkbox"/> My view / opinion / belief /</li> <li><input type="checkbox"/> I would say that ...</li> <li><input type="checkbox"/> It seems to me that ...</li> <li><input type="checkbox"/> I have the feeling that ...</li> <li><input type="checkbox"/> My own feeling on the subject is that ...</li> <li><input type="checkbox"/> I have no doubt that ... I am sure</li> <li><input type="checkbox"/> I am certain that ...</li> <li><input type="checkbox"/> I think / consider / find / feel/ believe</li> <li><input type="checkbox"/> I suppose / presume / assume that ...</li> <li><input type="checkbox"/> I think.... I believe.... I feel....</li> <li><input type="checkbox"/> I suppose.... I guess....</li> <li><input type="checkbox"/> According to me....</li> <li><input type="checkbox"/> In my view.... In my opinion....</li> <li><input type="checkbox"/> In my eyes.... It seems to me that....</li> <li><input type="checkbox"/> From my perspective....</li> <li><input type="checkbox"/> From my point of view....</li> <li><input type="checkbox"/> From my view point....</li> <li><input type="checkbox"/> Personally, I think....</li> <li><input type="checkbox"/> I'd like to point out that....</li> <li><input type="checkbox"/> What I mean is....</li> <li><input type="checkbox"/> Generally, it is thought that....</li> <li><input type="checkbox"/> Some people say that....</li> <li><input type="checkbox"/> Well, it is considered that....</li> <li><input type="checkbox"/> It is generally accepted that....</li> <li><input type="checkbox"/> My impression is that....</li> <li><input type="checkbox"/> It goes without saying that....</li> <li><input type="checkbox"/> I hold the view that....</li> <li><input type="checkbox"/> I'm of the opinion that....</li> </ul> <p><b>When you are not sure about something:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I guess that ... / I bet that ...</li> <li><input type="checkbox"/> I gather that ...</li> </ul>

**Examples:**

- What do you think about Thai food?  
In my opinion, it's too spicy but, Thai food is my favorite menu.
- What do you think of jogging?  
Personally, I think that it makes us healthier.
- What do you feel about traveling in Thailand?

From my viewpoint is that travelling in Thailand is very difficult because it's very hard to find the signs and explanations in English.

- How do you feel about the traffic in Udon Thani?

From my perspective, it's very awful. Last week, I took more than an hour from Central Plaza to my house.

- What's your opinion of wearing uniforms to class?

In my view, wearing University Uniforms is a good idea. It may help the students be responsible and follow a basic rule.

- Do you think cheating in an exam is a good idea?

I believe that cheating in an exam is terrible. The person copies in an exam, so they can learn nothing.

**Activity 13**

**Direction:** Give the reason and compose one question about giving opinion.

- What do you think about football?
- What do you think about Thai soap opera?
- What do you think about .....

## Agreement Vs. Disagreement

There are two ways to express the opinions in order to give the reasons for supporting the ideas of the person who reply that question. The answer will be agreeing and disagreeing depending on the perspectives of that person.

### When you agree someone:

I agree..../ I totally agree..../ Definitely..../ I agree with you / him ... / I think so. / I really think so.

He is right. / He is quite right / He is absolutely right. / He may be right.

I have no objection. / I approve of it. / I have come to the same conclusion. / I hold the same opinion. / I am at one with him on that point. / It is true. / That is right. / I suppose so.... / I think so / I'd go along with that.... / That's a good point.... / I see exactly what you mean.... / You're right, that's a good point.... / Actually, I think you're right.... / That's true.... / Well, I agree with you here.... / Ok, that's convincing....

### Examples:

Do you think smoking is a bad habit?

- Well, I agree that smoking is a bad habit because it harms your lungs.

I think the students should be taught to be responsible.

- It's true because they are going to be an adult in a future. They may

At the present people are getting married too late. Do you agree that getting married late is a good idea?

- Actually, I think you're right. People Getting married late because there is a lot of pressure on children.

**When you don't agree someone:**

I don't agree. / I disagree. / I don't think so./ I'm afraid, I disagree.... We don't seem to be in complete agreement..../ No, I'm not sure about that because..../ That's not always true....

You are / he is wrong. / I think otherwise. / I don't think that's quite right.  
I don't agree with you/him. / I don't agree with what you say./ I am afraid that is not quite true.

I take a different view. / I don't share his/her/your view. / This argument does not hold water.

I see your point, but ..../ I see what you are getting at, but ..../ That's one way of looking at it, however..../ I completely disagree.... / Well, I see things rather differently.... Umm, I'm not sure about that..../ I'm not sure I go along with that view..../ I don't really agree with that idea....

/ I agree up to a point, but..../ You could say that, however..../ I still have my doubts..../ I can't/ couldn't go along with that..../ You've got to be kidding..../ I find that very difficult to accept..../ We don't seem to agree here..../ There is no way I could agree with that....

**Examples:**

Do you think I should get married?

- I don't think so. I think you should wait until you graduate.

Do you think I should travel alone?

- I don't agree. I think you should travel with your friend when you have a problem, so you can help each other.

Did you know that kids spent on average more than 30 hours a week online? What do you think about that?

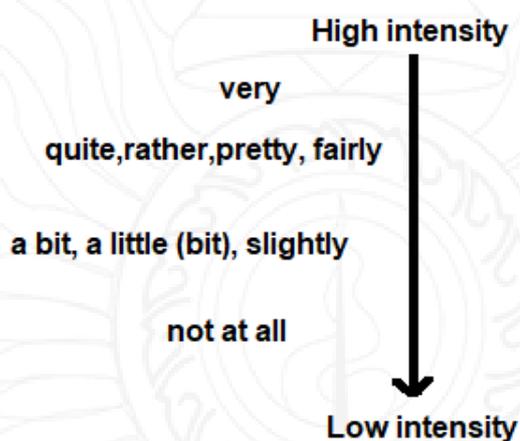
- I don't think using the Internet is a bad thing. But it seems to me that 30 hours a week. It's too long.
- I completely disagree. The parents should set the limitation on their kids' internet use

## Language focus

When people respond or give the opinions, there are several ways to respond to the opinion questions which show the intensity and the positive and negative responses. They are two ways in this unit that explain about how to reply to the opinion questions with the adverbs of degree and emphatic adjectives.

### 1. The adverbs of degree

This diagram shows about the most common adverbs of degree which are used to qualify adjectives.



#### 1.1) Very

##### *Examples:*

- He's very handsome.
- She's very lovely.

#### 1.2) quite/rather/pretty/fairly

##### *Examples:*

- It's quite interesting.
- My house is fairly big.
- It's pretty small.
- It's rather cold today.

### 1.3) A bit, a little (bit)/slightly

**Examples:**

- Here is a bit cold.
- They're a little angry.
- She's slightly upset because he forgot her birthday.

### 1.4) Not at all

**Example:**

- She's not at all happy about this party.

## 2) Emphatic adjectives

The emphatic adjectives are used to describe the effect of what is being said in positive and negative answers.

### 2.1) Positive answers.

- That was great.
- It's fantastic.
- It's unbelievable.
- What a marvelous idea!
- That's very good.
- It's very nice.

### 2.2) Negative answers

- It's awful.
- This class is terrible.
- It's very bad.
- It's very unpleasant.

### 3. Avoiding giving opinions

Sometime you don't want to give opinion because you may offend somebody. It's a personal issue. You may answer or here are the way you could say:

**Examples:**

- I'd prefer not to say anything about it.
- Well, I don't know.
- Maybe.
- Do you think so?

### 4. Giving no opinions

When you don't have any idea to response, you may answer or here are the way you could say:

**Examples:**

- I don't know.
- I have no idea.
- I haven't thought about that.
- I don't have any opinion about that.

### Activity 14

**Direction:** Read the statements and answer the questions below.

What do you think about learning English?



Vahtang (31, Russian)

English is very important. Because English is the global language in the world of work is needed at all in English language to interact every day. But I think that I don't have the time to practice.



Yuka (24, Japan)

If I can speak English well, it is easier to get a job.

A good method in my opinion is listening to the news with the English language. I want to understand the terms that are often found.



Yuan (42, Chinese)

I don't think English is necessary for me.

I love to learn Chinese. Chinese is the global language in the future. I have many problems to communicate in English.



Nathapon (19, Thailand)

I am afraid I don't agree that English is important for my life. I hate English grammar.



Manashi (42, Indian)

English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favorite books, songs, films and TV shows.



Tuyen (49, Vietnam)

I find that learning English, you will also learn about other cultures.

### Questions

- 1) How many people think English is important?
- 2) How many people disagree English is important?
- 3) Who do you think talking about the culture?
- 4) Who do you think other languages are more important?
- 5) Who do you think talking about the job?
- 6) Who do you think talking about English is important for reading or watching movies?

**Listening task****Part1:** Listen and choose the best answer.

thanks/thank you/sorry/so good/so/worry/don't worry/wrong /graduation/  
back/congratulations/bad/seriously/ better/long/ gas station/was/what/ serious/ well/

1). A: Hello! James. I've heard that you passed the admission exam. You  
will be a student at Udon Thani Rajabhat University.

B: .....

2). A: Hi, Bob. What's .....with you?

B: I crashed my friend's new car.

3) A: Ah, that's too ..... But, please don't ..... It's  
just an accident.

A: Hi, Mike Congratulations on your .....

B: .....so much

4). A: Andy, what's wrong with you? You look ..... bad today.

B: My niece has been ..... ill. She's going to have an  
operation this

Friday. She is a nice girl. We're gonna go to a concert tomorrow.

A: That's too bad. I'm .....to hear that. I hope she gets

..... soon.

B: I hope so.

**Part 2:** Listen and choose the best answer.

**Conversation 1**

1) What's wrong with him?

a) a sore throat b) a bad cough c) a diarrhea d) a headache

2) What's the suggestion?

a) take some cough drops b) take some medicine c) take a rest d) to give an injection

**Conversation 2**

1) What's wrong with Andy?

a) a headache and a backache b) a bad cough and a sore throat c) a diarrhea and a bad cough d) a headache and a stomachache

2) What's the suggestion?

a) take a rest and some aspirin b) take some medicine and need a sick note c) take a rest and take some cough drops d) get a vaccine and take a rest

**Part 3:** Put the / in the table of **True** if the statement is true and put the / in the table of **False** if you think the statement is false.

Asking for opinions	True	False
<i>Ex1. He thinks it's good.</i>	/	
1. He thinks it's in a nice neighborhood and it's not expensive.		
2. He thinks, his house is a good place to live.		
3. He thinks that his neighbors are quiet.		
4. He thinks some people drives slowly.		
5. He thinks it's a safe place.		
6. He thinks it's very boring.		
7. He thinks it's very interesting.		

### Interviewing Foreigner project

**Instruction:** Interview a foreigner and write down the information.

Excuse me! Can I ask you a few questions?

We are from Udon Thani Rajabhat University. This is a part of English for communication course.

Let me introduce myself. My name is ..... My name is....

We are first year students. Our major is .....

1. What's your name?
2. Where're you from?
3. Have you ever been here before?
4. How long will you stay here?
5. Are you enjoy living here?
6. Where are you living at the moment?
7. What do you think about Udon Thani? Is It beautiful, isn't it? (Example)
8. What do you think about the people in Udon Thani? (Example)

\*\*\* Add (at least) 3 opinion questions!

### Task Situational Role-play

**Direction:** Make a group of three to four. Choose one topic for presenting into the class. Make the list of the advantages and disadvantages. Then, give the reasons to support your opinions.

- 1) Learning in class and out of class.
- 2) Living in the modern city and in the countryside.
- 3) Travelling in Thailand and overseas.
- 4) Cooking Thai food and International food

**Review lessons**

**Direction:** Answer the questions that you have learned from this lesson.

- 1) Your best friend will have a baby. What are you going to say to him or her?
- 2) Your friend's laptop was stolen. How do you say to your friend?
- 3) If someone had a bad cough, what do you suggest him or her to do?
- 4) Ask the opinion of travelling alone in European countries.
- 5) Give the opinion about travelling alone in European countries.

**Summary**

**Direction:** Write your summary what have you learned from this lesson.

<p>What have I learned in this lesson?</p> <p><i>I have learned about</i>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Appendices**





**Appendices A**

## Speaking rubrics in English for Communication Course

### Speaking rubric for monologue (introducing oneself)

<b>Accuracy</b> (5)	<b>Fluency</b> (5)	<b>Pronunciation</b> (5)	<b>Completing the given items</b> (5)	<b>The submission with the correction of Script, uploading on time</b> (5)

### Speaking rubric for Role play (Introducing someone else, Asking for and giving directions, describing houses, telephoning, Going shopping)

<b>Accuracy</b> (5)	<b>Fluency</b> (5)	<b>Pronunciation</b> (5)	<b>Turn taking</b> (5)	<b>The submission with the correction of Script, uploading on time</b> (5)

### Speaking rubric for interviewing foreigners (Expressing opinion)

<b>Accuracy</b> (5)	<b>Fluency</b> (5)	<b>Interaction</b>		<b>Pronunciation</b> (5)	<b>The submission with the correction of Script, on time</b> (5)
		<b>Asking</b> (5)	<b>Responding</b> (5)		

## Writing rubrics in English for Communication Course

### Written rubric (Describing people, houses, and things)

<b>Accuracy</b>				<b>Organization and Completing the given items</b> (5)	<b>Capitalization</b> (5)
<b>Grammar</b> (S/V agreement, structures, tenses) (5)	<b>Use wrong words</b> (5)	<b>Spelling</b> (5)	<b>Punctuation</b> (Ex. full stop) (5)		

(Source: Adapted from Brown, H.D. & Abeywickrama, P. (2010). Language assessment: principle and classroom practice. Pearson Education, USA.)

## Audio Script

### Unit 1

Greeting, Introducing oneself and someone else

James: How do you do? My name's James Smith.

Michael: How do you do? I'm Michael Thompson.

James: Where are you from?

Michael: I'm from Seattle. And you?

James: I'm from London.

Michael: What do you do? You are....

James: I'm a lawyer. [Michael: It's very nice] What's your profession?

Michael: I'm a professor from the University of Aberdeen.

James: Great! (Someone's calling Professor Thompson.)

Tom: Professor Thompson! I haven't seen you for a long time.

Michael: Hello, Tom. What brings you here?

Tom: Today, I have to join an international conference. How are you?

Michael: I'm fine, Thank you. And you?

Tom: Great, thank you.

Michael: Tom, let me introduce you to Mr. Smith, he is a lawyer.

Tom: How do you do? I'm pleased to meet you.

James: How do you do? I'm please to meet you, too.

Michael: Tom Pragram is a professor. We are from the same university.

James: Well, I'm afraid I have to go now. See you next time, goodbye.

Michael: Goodbye.

Tom: Goodbye:

**Unit 2**

Asking for and giving directions

A: Excuse me, can you help me? Where can I get some food, a sandwich or tomato?

B: Sure, there is a supermarket diagonally opposite the national stadium.

A: Could you tell me how I can get there?

B: Go left on Thaharn Road. Take the first turning on your left. You will be on Pho Sri Road. Go straight for a few minutes, then turn right. It's on the corner on your left. The supermarket is diagonally opposite the national stadium.

A: All right, I want to check my understanding whether I am correct or not. Go left on Thaharn Road. Take the first turning on your left. You will be on Pho Sri Road. Go straight for a few minutes, then turn right. It's on the corner on your left. The supermarket is next to the national stadium. The supermarket is diagonally opposite the national stadium.

B: Correct.

A: How far is it from here? And can I go on foot?

B: No, it's quite far from here. It takes 15 minutes by a bus.

A: How can I get there?

B: Walk across this street and go right. You will see the bus station. Take the bus no. 5.

A: I ought to take the bus. Thank you.

B: You're welcome.

### Unit 3

A: Excuse me, I think I'm lost.

B: May I help you?

A: I'm looking for my cousin's house. His name is Ali. Do you live here?

B: Yes, what's he like?

A: He has a beer belly. He has got brown eyes. He's an old man.

B: Is he tall? What else?

A: Not really. He is friendly and has a good sense of humor. He works for a bank.

B: Err..I'm not quite sure. Could you tell me what his house looks like?

A: He lives in a two-storey wooden house with a high brown wooden fence.

B: With a wooden fence? Oh, I think there is one but that house has only one storey.

How big is it?

A: It's quite big. There are 4 bed rooms, 2 bathrooms and a kitchen. I remember that there is a small garden in front of the house. It's next to an apartment.

B: Well, I think there is one near here. Walk along this street. Turn left at the corner.

Walk straight for a few minutes. It's opposite the drug store. (...sounds fx..walking...the thief is stealing his bag and runs away) Oh, my bag..

At the police station

A: I can't believe it.

B: Good evening, sir.

A: Good evening, my bag has been stolen.

C: What does it look like? Can you describe it?

A: Of course, it's a brown leather bag with a black handle. It's a rectangular in shape. It's made in Japan. It's also new.

C: How big is it?

A: It's not quite big.

C: Is this one yours?

A: Jesus! That's right. Thank you. How did you get this?

C: There is a fat boy leaving it at the moment. He's quite tall and has grey hair. That cute boy's wearing a pink long-sleeved shirt and blue jeans. He seems to be a good boy.

A: I think that boy's wearing clothes like the thief. Police, catch him now.



**Unit 4**

## Going Shopping

A: Can I help you?

B: Yes, I'm looking for jeans, please.

A: Which brand would you like?

B: AG Classic is in this shop, isn't it? You know it?

A: Yes, we just have new brand models today. Lots of them are imported from the USA. I guarantee you won't be a waste of money. Let's check this out?

B: Umm Wow! Have you got them in other colors?

A: We've got them in blue, black and light brown. What size do you want?

B: Can I have a blue one with a large size, please?

A: Sure. (a moment) This is a blue one.

B: Can I try them on?

A: Of course, the fitting room is next to the CD shop.

B: Do they fit for you?

A: Yes, they're just right. I'll take them. Can I have a special discount for this?

B: I'm afraid the price is fixed. That's 1,500 baht, sir. Would you like to pay by credit card or in cash?

A: Cash, please. Here you are.

B: Ok, here is 500 baht change and the receipt. Thank you. Next, please.

A: Thanks, bye.

**Unit 5**

## Making Appointments

A: Good morning. ELT Company. This is Susan. May I help you?

B: Good morning. My name's Stevie Wonders. I'd like to speak to Mr. Nagahara, please.

A: Please, hold on the line. I'll put you through. (...sounds fx...) Sorry, Mr. Nagahara is not in. Can I take a message?

B: Yes, please. I would like to inform him that I intend to go to Taiwan in June. Is he going to join the conference with me? And next week, I will come back to Bangkok again. Perhaps, we can see at my office. What day would it suit him?

A: Can I have your name and number, please? I'll ask him to call you back when he comes back.

B: Thank you. My name is Stevie Wonders. My number is 084-544-7891.

A: Could you repeat your name please?

B: I am Stevie Wonders.

A: Steve!

B: No, Stevie S-T-E-V-I-E Wonders W-O-N-D-E-R-S.

A: With S, all right. I'll give him a message.

B: Thank you.

A: It's my pleasure, goodbye.

**Unit 6**

Expressing Feelings, Opinions and Giving Suggestions

A: Hi, Mike. Congratulations on your graduation.

B: Thank you so much. Ann, what's wrong with you? You look so bad today.

A: My niece has been seriously ill. She's going to have an operation this Friday. She is a good girl. We're going to join a good concert tomorrow.

B: Oh, that's too bad. I'm sorry to hear that. I hope she will get better soon.

A: I hope so. (Cough! Cough!)

B: What's wrong with you? Are you ok, Ann?

A: I think I have a bad cough and sore throat. What's the weather like today?

B: I think it's terrible. Yesterday was very hot. The weather suddenly changed. You'd better take a rest and take some cough drops.

A: Thank you, Mike.