

INSTRUCTIONAL MATERIAL



**ENGLISH FOR
COMMUNICATION**

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UDON THANI RAJABHAT UNIVERSITY
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Instructional Material
English for Communication

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Preface

This instructional material, English for Communication, has been designed for the undergraduate students in Udonthani Rajabhat University.

The purposes of this book are to help the students understand the expression in their daily-life and to help the student improve their speaking skill.

Hopefully, this book will be helpful for students who are studied the English for Communication Course.

Wanwisa Khongtanakunbawon

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Course Syllabus

Unit 1

Greetings and Introductions

Objectives

After completing this unit, students are expected to be able to:

1. realize the differences between cultures in greetings.
2. make use of the formal and informal greeting in the appropriate situations.
3. analyze the formal and informal expressions.
4. say the valedictions timely and appropriately.
5. know, understand and use the present simple tense clearly.

Contents

1. Formal and informal greetings
2. Introducing oneself and others
3. Saying goodbye
4. Present simple tense

Instructional Activities

1. The lecturer assigns the students finding the picture of greetings gesture from internet. Talk and discuss with the students about the difference kinds of greeting gestures.
 2. The lecturer explains the formal and informal greetings, and clarify the expressions of taking leave.
 3. The students do a pair work, practice greeting people in the formal and informal situations, and saying goodbye.
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4. The lecturer indicates the expressions the introducing oneself and others.
5. The students write introducing themselves and present to the class.
6. The students practice introducing others in group.
7. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
8. The students perform the role-play.

Teaching Materials

1. Instructional Material
2. Worksheets

Evaluation

1. Observing students' behavior in practicum
 2. Checking the correction of exercise
 3. Assessing students' role-play performance
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UNIT 1

Greetings and Introductions

Wai is the way for Thai people to greet each other. Shaking hands is the way for most western people. Some countries, people greet each other by kissing, hugging, back slapping and bowing. How do you greet others?

Situations

Dialogue 1

Sean, an active director from America, attends the conference.

He is greeting the other audience, Pattra.

Pattra: Good morning. How do you do?

Sean: How do you do? My name is Sean.

Pattra: I'm Pattra, the secretary of Miracle Resident Hotel.

Sean: All right. I'm the director of Sonata Beach Hostel.

Pattra: I'm very pleased to meet you.

Sean: I'm very pleased to meet you too.

Dialogue 2

At the Beyond Café: Pattra and Hemm are close friends. They meet each other by chance.

Pattra: Hi, Hemm! How's everything going?

Hemm: Not so bad, thank you. And, how are you?

Pattra: Good, thanks. How's your mother?

Hemm: She's fine.

Pattra: Nice to see you.

Hemm: Good to see you.

Language Focus

Formal Greetings

Used to greet people who you are not close to, the strangers, and the person who you don't know well.

A:	B:
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
How do you do?	How do you do?
How are you?	I'm fine, thank you. And you? I'm very well, thank you. And you?
I'm fine, thank you. I'm very well, thank you.	
I'm very pleased to meet you.	I'm very pleased to meet you too.

Practice in pair: A student meets him/her teacher at the canteen on Monday morning. Greet each other.

Informal Greetings

Used to greet your friends, close friends, classmate, colleagues, family members or relatives.

A:	B:
Hello!	Hello!
Hi!	Hi!
How are you?	Fine, thanks. And you?
How have you been?	Ok, thanks. And you?
How are things?	Very well, thanks. And you?

How's everything going?	Not too bad/ Not so bad, thanks.
How's life?	And you?
What's up?	Pretty good, thanks. And you?
What's new?	Nothing much, thanks. And you?
Fine, thanks.	
Ok, thanks.	
Very well, thanks.	
Not too bad/ Not so bad, thanks.	
Pretty good, thanks.	
Nothing much, thanks.	
Nice/Good to see you	Nice/Good to see you too.

Practice in pair: Pattra meets her close friend, Maruj at the club. Greet him.

Dialogue 3

Wanida and Kris study in the same school, but they have not met before. They meet each other at the book store.

Wanida: Hello! I don't think we have met. Please call me Wann.

Kris: Hi! I'm Kris. Nice to meet you.

Wanida: Nice to meet you too.

Kris: Which book are you interested in?

Wanida: Oh! I really love a science fiction story book.

Kris: Wow! Awesome.

Dialogue 4

At the party, William and Amma work I the same place, but they have not met each other before.

William: Good evening. Let me introduce myself.
My name is William Smoke. I work at the marketing department.

Amma: Good evening, Mr. William. I'm Amma Linford. I work for sale department. I'm a secretary of Mr. Sean.

William: I see. How long do you work here?

Amma: I work here for 2 years. What about you?

William: Since 2010. Pleased to meet you.

Amma: Pleased to meet you, too.

Language Focus

Introducing oneself

When meeting someone at the first time. The personal information needed to share are as follows

Name	My name is I'm ...
Nickname	My nickname is Please call me ... Just call me ... You can call me
Age	I'm ... years old.
Hometown/School/ Workplace	I come from ... I am from ... I work for... I work at ...

Individual Practice: Write your personal information shortly and say with your classmate.

Dialogue 5

At the sales department: Martin Green introduces Mr. John Stone to Natalie Campbell.

Martin: Mr. John, Let me introduce you to Natalie Campbell, my secretary.

John: How do you do?

Natalie: How do you do? I'm very pleased to meet you.

Dialogue 6

At the swimming pool party: Lallana introduces Pete to Crist

Lallana: Hello, Pete. How are you?

Pete: Very good, thanks. And you?

Lallana: Fine. (Lallana turns to Crist)

Crist, this is my old friend from same school, Pete.

Crist: Hello, Pete. Nice to see you.

Pete: Nice to see you too.

Language Focus**Introducing Someone Else**

The expressions for introducing someone else are started with the introductory sentences. The first person may say:

Formal	Informal
This is ...	Let me introduce you to ...
I'd like you to meet ...	May I introduce you to ...
Have you ever met ...	Allow me to introduce you to ...

Group Practice:

1. Introducing your classmates, your close friend to others who have the next seat to you.

2. Introducing your classmates to your teacher.

Dialogue 7

At the bus stop: Anna meets Pong.

Anna: Hi! Pong. How's life?

Pong: Pretty good. And you?

Anna: Ok, thanks. Well, the bus is coming.
Give my best to your parents.

Pong: I will. Good bye.

Anna: Good bye.

Language Focus**Saying Goodbye**

When leaving and saying goodbye, use one of the following expressions:

A:	B:
Well, I must go now Well, I must be off now. Well, I have to go.	Goodbye. Bye bye. Bye
See you. See you then. See you soon. See you later. Goodbye. Bye bye. Take care, Bye.	

Practice in pair: Mike says good bye his friend, Martin at the fitness center.

Exercise

Exercise 1: Choose the best answer.

Jay: Hi, Ploy.

Ploy: _____ (1) _____. How's everything going?

Jay: _____ (2) _____. And you?

Ploy: Very well thanks. _____ (3) _____.

Jay: I've changed my work. Now I work for Microsoft Office.

Ploy: _____ (4) _____. I hope you enjoy it.

Jay: I think so. I'm afraid I have to go now. I've a meeting at noon. _____ (5) _____.

Ploy: See you later.

- | | | |
|----|-----------------------------|---------------------------------|
| 1. | a. Hi. | b. Hi. Jay. |
| | c. Good morning. | d. Good night, Jay. |
| 2. | a. I'm so proud of you. | b. Not bad, thank. |
| | c. Very well, thanks. | d. I'm a teacher, Ploy. |
| 3. | a. How does your work? | b. How about your work? |
| | c. How do you do your work? | d. How are you doing your work? |
| 4. | a. How nice! | b. How's life? |
| | c. What's that? | d. How are you? |
| 5. | a. Have fun! | b. See you. |
| | c. Good luck. | d. I'll be back. |

Exercise 2: Fill in the blank with correct expression.

1. Bella : Sam, this is David.

Sam : Nice to meet you.

David : _____

2. Tom : Tina, _____

Tina : Hello, Allis.

Allis : Hi, Tina.

3. Peter : Pam, this is Pom.

Pam : _____

Pom : Nice to meet you too.

4. Mr.Joe : Mr.John, _____

Mr.John : How do you do?

Mrs.Roger : How do you do?

5. Miss Ann : Mrs. Johnson, may I introduce you Mr. Anderson.

Mrs. Johnson : _____

Mr. Anderson : _____

Assignment

Directions: Making a role-play by using the following dialogue with your friend.

A: Hello. My name is _____. What is your name?

B: My name is _____.

A: What country are you from?

B: I'm from _____. What country are you from?

A: I'm from _____. What is your first language?

B: My first language is _____. What is your first language?

A: My first language is _____. Nice to meet you.

B: Nice to meet you, too.

Grammar Tips

Present Simple Tense

We use the present simple to talk about: something that is **true** in the present:

*My name **is** Juliet.*

*I **'m** sixteen years old.*

*I **'m** a nurse.*

*I **'m** from Thailand*

*He **lives** in Udon Thani.*

*We **are** happy to meet you.*

(Adapted from British Council, 2015)

References

British council. (2015). **Present Simple Tense**. Retrieved May 21, 2015, from <https://learnenglish.britishcouncil.org/en/english-grammar/present-simple>.



Course Syllabus

Unit 2

Asking for and Giving Directions

Objectives

After completing this unit, students are expected to be able to:

1. ask for directions when getting to the strange places.
2. give directions to the strangers.
3. know, understand and use the prepositions of place clearly.

Contents

1. Asking for directions
2. Giving directions
3. Prepositions of place

Instructional Activities

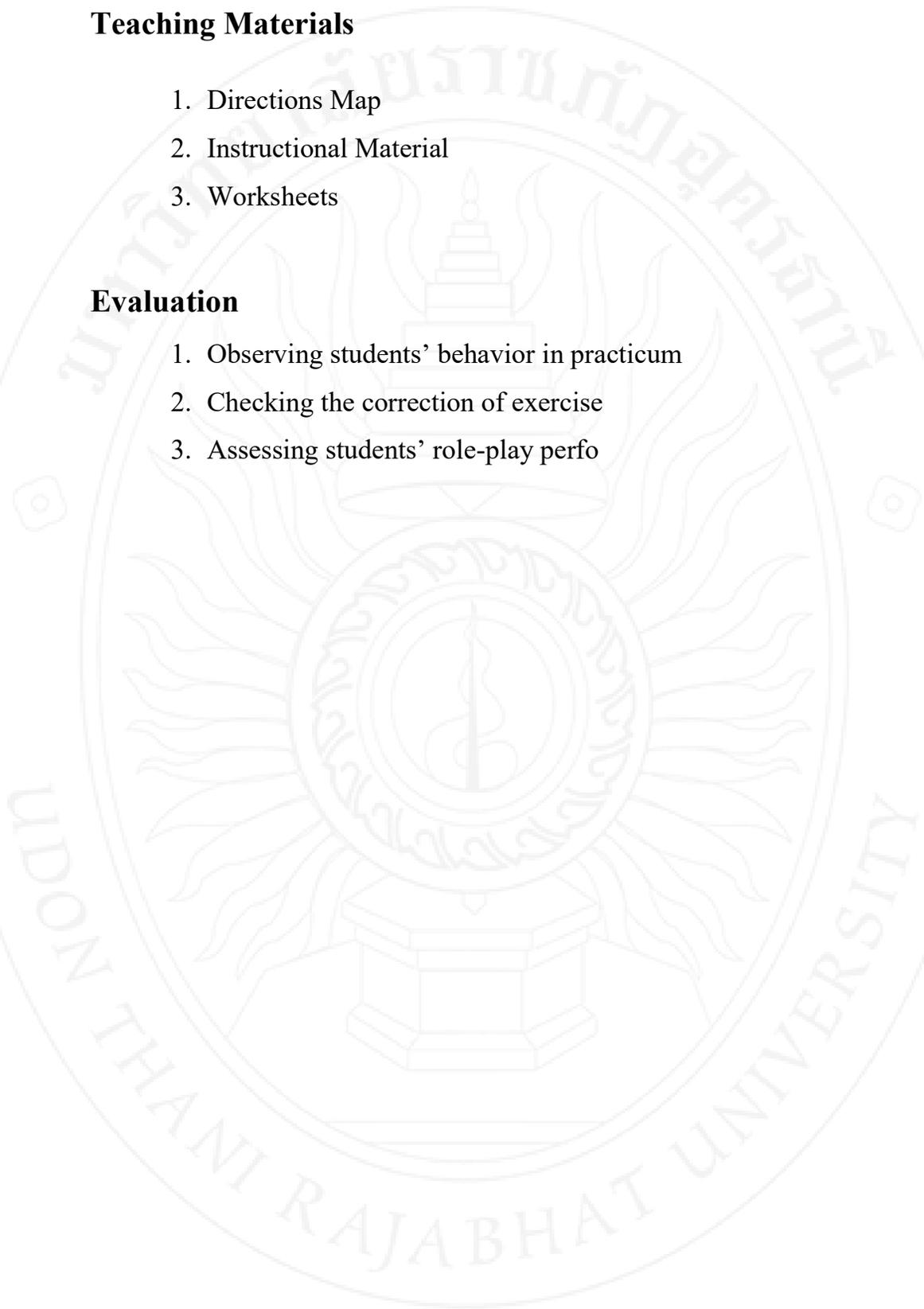
1. The lecturer assigns the students finding the picture of directions map from internet. Talk and discuss with the students about the directions map.
 2. The lecturer explains the new words and clarify the expressions of asking for direction.
 3. The students do a pair work, practice asking for directions.
 4. The lecturer indicates the expressions of giving directions.
 5. The students draw a directions map and write giving directions.
 6. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
 7. The students perform the role-play.
-

Teaching Materials

1. Directions Map
2. Instructional Material
3. Worksheets

Evaluation

1. Observing students' behavior in practicum
2. Checking the correction of exercise
3. Assessing students' role-play perfo



UNIT 2

Asking for and Giving Directions

How often do you travel in a stranger place? Did you get lost? Truly in the digital world, it is very easy to travel in a stranger place. The traveler could reach the destination by using digital map on mobile phone or GPS (Global Positioning System). Sometimes, they could not use those facilitators. Asking for help with someone is the best choice

Situations

Dialogue 1

Man: **Excuse me sir.** Is there a SCB bank around here?

Fruit Seller: Yes, there is one in Ville Street. Ville Street is the first road on your left.

Dialogue 2

Pimpaka: **Sorry, I am not from around here.** Could you please tell me where I can find the nearest chemist?

Peter: I am sorry. I am not from around here too.

Language Focus

Before Asking for Directions:

Starting to conversation gently is very good way. You can use the following forms:

- Excuse me / Excuse me sir or madam.
- I am new here.
- I'm lost.
- I am sorry to interrupt you, but...
- Excuse me, could you help me, please?
- I am sorry.
- Sorry, I am not from around here.
- Excuse me sir, I seemed to be lost.
- Hello / Hello sir or madam.

(Adapted from English Study Page, 2016)

Class Practice: Grasp your friend's attention with the following expressing

- Pardon
- Pardon Me
- I beg your pardon.
- Sorry.
- I'm sorry.
- I'm sorry to trouble you.

Dialogue 3

The tourist asks the way to the City Hall.

Tourist: Where is the City Hall, please?

Merchant: It is in Sri-Suk Street, near the Park.

Tourist: How do I get there?

Merchant: Well, you could walk. But it's better to take a bus number 9.
It will take you straight there.

Tourist: Thanks for your help.

Dialogue 4

The man is looking for the way to see a movie. He is asking the tourist police.

Man: Excuse me, could you tell me where the SF Cinema City is, please?

Police: Yes, of course. It's in Landmark Shopping Center, opposite the Siam Commercial Bank.

Man: Is that near here?

Police: Oh yes, it's just a five minutes' walk. Turn right at the intersection and you'll see it.

Mam: Thank you very much.

Dialogue 5

The girl could not help the foreign woman to get the way to her friend office.

Woman: Excuse me, please. Could you tell me where the Speedy Cash office is?

Girl: I'm sorry. I have no idea

Woman: I think it's somewhere off Beloved Avenue. Do you know where that is?

Girl: I'm afraid I don't know. I'd never been here before.

Woman: Never Mind, Thank you.

Language Focus

Expression and sentences in giving direction

Asking the way	Giving direction
• Excuse me, where's the coffee shop?	• Turn right / left at the T-junction.

• Excuse me, can you tell me the way to the zoo?	• Turn right / left into Bangrak Road.
• Excuse me. How do I get to the hotel from here?	• Take the second turning right / left.
• Which way is the restaurant?	• Go down this street and turn right / left.
• Do you know where the police station is?	• Drive down/ Go east / Go west / Go north / Go south on Highway.

Asking for clarification and useful expression

Asking for clarification	Useful expression
• Up this street one blocks and turn light?	• It's not very far.
• Do I go up the intersection and turn left?	• It's about ten minutes' walk.
• Do I take the first or the second street on the right?	• It's about two blocks.
• Is the car park on the right or on the left?	• You can't miss it

Accepting and Refusing

Asking	Accepting and Refusing
• How do you get to (the) ... ?	• Yes, there's one on.....
• How do I get to (the) ... ?	• Certainly, it's not far.
• Can you tell me how to get to (the) ... ?	• I'm sorry. I don't know.

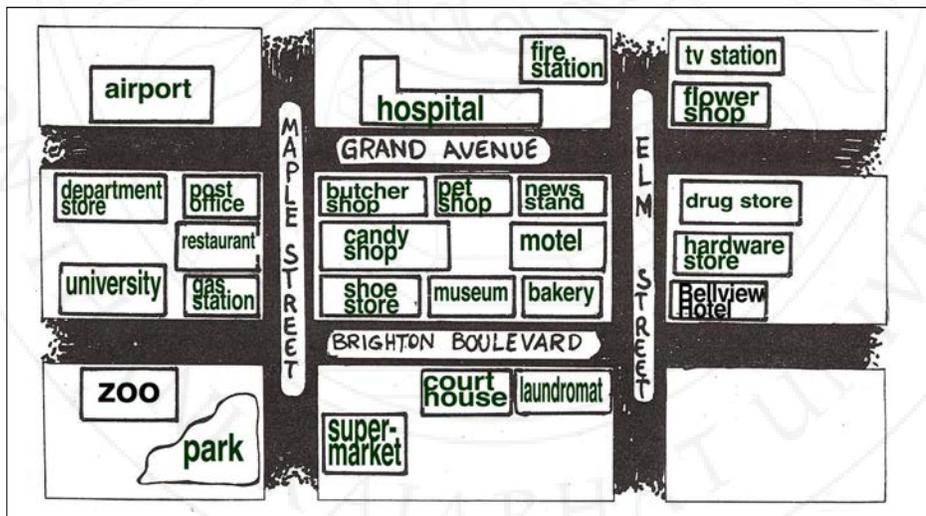
Imperatives verb

Structures: Imperatives

<ul style="list-style-type: none"> • Catch • Take 	<p>the train</p> <p>the mini bus no. 9</p> <p>the taxi</p> <p>the bus</p>	<p>from here.</p> <p>from the bus station.</p> <p>from the department store.</p> <p>from the bus stop.</p> <p>From.....</p>
<ul style="list-style-type: none"> • Keep straight • Walk along • Go down ahead 	<p>this road</p> <p>Mittrapab road</p> <p>The street</p> <p>Soi Payathai</p>	<p>until you see the intersection.</p> <p>Until you see the</p> <p>For 5 minutes' walk until you reach the end of Soi.</p> <p>Until you reach.....</p>

(Adapted from Mahesol. P, 2002)

Practice in pair: Look at the map and ask for the directions of the following places.



(Source: <http://basicesl.blogspot.com/2010/11/reading-map-giving-directions.html>)

1. Gas Stations
2. Drug Store
3. Fire Stations
4. Pet Shop
5. Hardware Store

Language Focus

Finishing Conversation:

Thanks for help. Bye.

Thank you for help. Good bye.

Thank you for spending your time with me. Have a nice day!

That's very kind of you. Thank you very much.

Practice in pair: saying thank you with your couple and taking turn.



Exercise

Exercise 1: Complete the conversation with the appropriate expressions.

Panu: Hello,

Laura: Certainly.

Panu: I am Panu and this is my classmate Yarinda.

Laura: Okay, I am Laura,

Panu: We want to go to Teddy Bear's house,

Laura: Well okay, Teddy Bear's house is 10 minutes from this junction, go and you'll see a house painted blue and white gate.

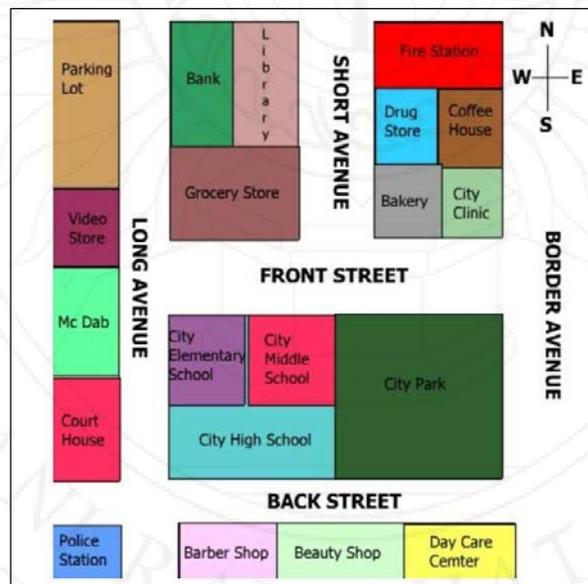
Panu: On which side?

Laura: On the left side of

Panu:

Laura: You're welcome.

Exercise 2: Look at the map and complete the dialogue.



(Source: <http://www.web-esl.com/map/map4.htm>)

1. A: Can you help me? I am looking for the?
B: Sure. You can find the on Back Street, between the Barber Shop and The Day Care Center.
2. A: Excuse me, I need a prescription filled. Can you tell me where the..... is?
B: Yes. The is on Short Avenue across the street from the Library, between the Fire Station and the Bakery.
3. A: Hello. Could you tell me where the is?
B: Yes, the is across the street from the City Park and next to the City Clinic.
4. A: Hi. I have a bad cough. Could you please tell me where the..... is?
B: I'm sorry to hear that. You will find the on the northwest corner of Border Avenue and Front Street.
5. A: Can you please help me? I am looking for the Do you know where it is?
B: Why, sure. The is on Back Street, just south of the Elementary and Middle Schools.
-

Assignment

Directions: Drawing your hometown's map and giving directions from your friend's questions.

Grammar Tips

Prepositions of place

Giving locations: used prepositions for giving locations.

It is

on the left.

on the right.

opposite the post office.

across the road.

near my office.

next to Shopping Mall.

behind the hospital.

in front of the bus station.

between the office and the supermarket.

at the end of Lemon Street.

on/at the corner of Eastern Road.

in the center of the university.

the first turning *on* the left after the bank.

References

Mahevol, P. (2002). **English for communications 2**. Retrieved March 21, 2015, from <http://www.ethai.com/e4e>.

Map Reading and Giving Directions. Retrieved January 10, 2015, <http://www.web-esl.com/map/map4.htm>

Reading a map, giving directions. Retrieved June 12, 2015, <http://basicesl.blogspot.com/2010/11/reading-map-giving-directions>.



Course Syllabus

Unit 3

Describing People, Objects and Places

Objectives

After completing this unit, students are expected to be able to:

1. describe themselves and other people.
2. describe ordinary objects
3. describe many kinds of accommodations.
4. describe people, objects and places with adjective.

Contents

1. describing people
2. describing objects
3. describing places
4. Adjectives

Instructional Activities

1. The lecturer assigns the students finding the picture of their favorite person, object and accommodation on the internet and print it out. Talk and discuss with the students about the people, object and accommodation appearances.
 2. The lecturer explains the adjectives typically used for describing people, objects and places.
-

3. The students practise describing the given people, objects and places.
4. The students practise the dialogues in pairs.
5. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
6. The students perform the role-play.

Teaching Materials

1. Instructional Material
2. Worksheets
3. Picture of people, objects and places.

Evaluation

1. Observing students' behavior in practicum
 2. Checking the correction of exercise
 3. Assessing students' role-play performance
-

UNIT 3

Describing People, Objects and Places

Everyone has own characteristic. Any objects have different kinds of pattern. Some places have the distinctive style. Check it out. Present the appearances of them with the descriptive adjectives. Just do it.

Describing people

Situations

Dialogue 1

Two boys are talking about a new girl.

- Tommy: Have you seen the new girl in school?
Boss: No, I haven't.
Tommy: She's pretty nice.
Boss: Describe her to me.
Tommy: She's very tall.
Boss: Well, how tall is she?
Tommy: She's about six feet even.
Boss: What does she look like?
Tommy: She has dark brown eyes.
Boss: I may know which girl you're talking about.
-

Tommy: So you have seen her around?

Boss: Yes, I have.

Dialogue 2

Ed is talking about his favorite football player with his friend, Johnny.

Ed: I love football season! My favorite player is Sean Culver this season.

Johnny: Who is that? He plays for England?

Ed: Yea. He is the running back. He is average height and has brown skin.

Johnny: I still don't know who he is. What else does he look like?

Ed: He is very muscular, has long hair and wears glasses to press conferences.

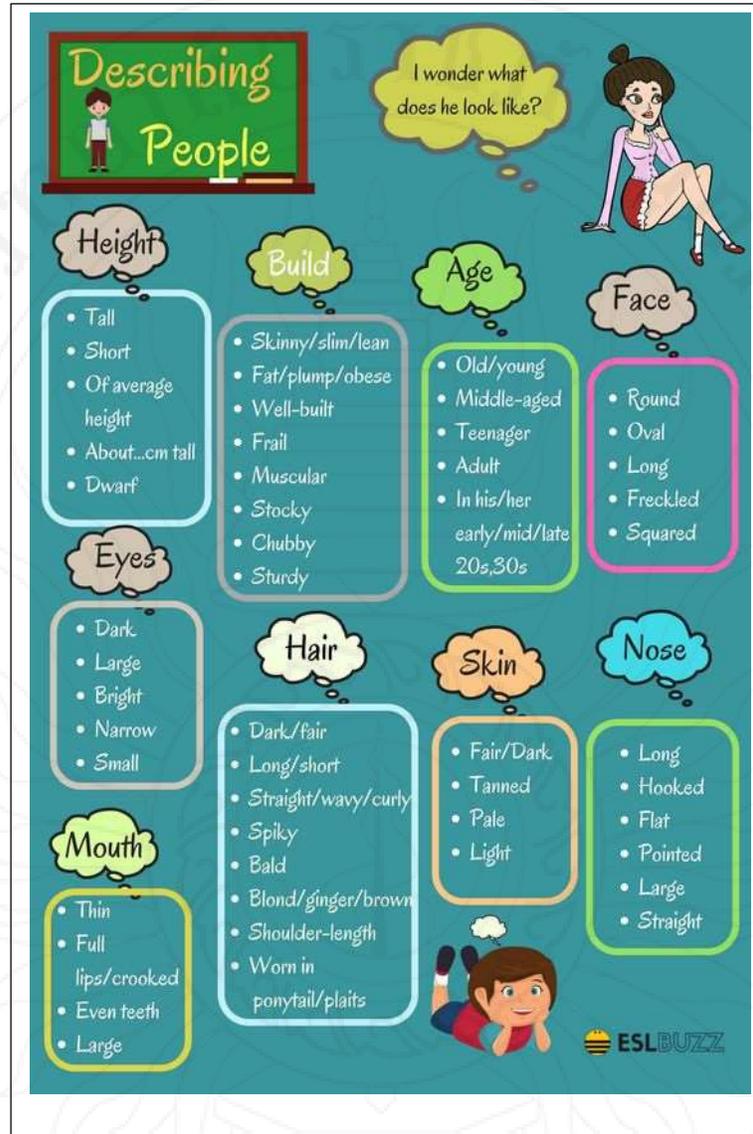
Johnny: Oh! I know who he is.

Language Focus

Asking about the people appearances

Questions	Responses
What does he/she look like?	She has small blue eye.
What does her/his hair look like?	He has got short wavy black hair.
What are the twin like?	They are very tall and smart.
What is Peter face like?	He has round face.

The appearances of people could be described as follows



(Source: <https://www.pinterest.com/pin/547680004676556661/>)

Individual Practice: Describe your favorite person from the picture on the internet and present to the class.

Describing Objects

Situation

Dialogue 3

The tourist is finding his suitcase.

- Maid: Hello. May I help you?
- Tourist: Certainly. I've lost my suitcase. Is it here?
- Maid: What color is it?
- Tourist: It's black.
- Maid: What shape is it?
- Tourist: It's square.
- Maid: What size is it?
- Tourist: It's quite small.
- Maid: What's it made of?
- Tourist: It's made of plastic.
- Maid: What make is it?
- Tourist: It's made by Dior.
- Maid: You're lucky. We have one just like that.

Language Focus

Asking about the object's appearances

Questions	Responses
What does it look like?	That is big leather bag.
What size are they?	They are 38.

Questions	Responses
<p>How + adjective</p> <p>How high is it?</p> <p>How wide is it?</p> <p>How long is it?</p> <p>How deep is it?</p>	<p>It's 25 meters high.</p> <p>It's 1.25 meters wide.</p> <p>It's 10 meters long.</p> <p>It's 10 meters deep.</p>
<p>what + noun</p> <p>What age is it?</p> <p>What's its weight?</p> <p>What size is it?</p> <p>What's its height?</p>	<p>It's 5 years old. It's modern.</p> <p>It's 10 grams.</p> <p>It's a large size.</p> <p>It's 25 meters high.</p>

The appearances of objects could be described as follows

Adjectives - Word Order
English Grammar

Woodward
ENGLISH

The general order of adjectives before a noun is the following:

Opinion	Size	Shape	Condition	Age	Colour	Pattern	Origin	Material	Purpose	Noun
ugly	small	thin	dirty	old	red	striped	Italian	cotton	sleeping	bag
beautiful	--	long	--	--	white	--	French	silk	wedding	dress
--	large	--	broken	ancient	--	--	Greek	clay	flower	vase

<p>OPINION Attitude / Observations delicious, lovely, nice, cool</p> <p>SIZE Size / Height big, small, tall, huge, tiny</p> <p>SHAPE Shape / Weight / Length round, square, long, fat</p> <p>CONDITION Condition / State clean, wet, rich, hungry</p> <p>AGE How old is it? old, young, new, antique</p>	<p>COLOUR Colour / Approximate Colour green, blue, reddish, purple</p> <p>PATTERN Pattern / Design spotted, checked, flowery, zigzag</p> <p>ORIGIN Where is it from? American, British, Arabic, Turkish</p> <p>MATERIAL What is it made of? gold, wooden, plastic, synthetic</p> <p>PURPOSE What is it used for? gardening, shopping, riding</p>
---	---

Before adjectives + noun we normally have a *determiner*:
- a, an, the, my, your, her, four, this, those, some etc.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

(Source: <http://www.grammar.cl/english/adjectives-word-order.htm>)

Group Practice: Try to describe the lost objects that you see in the picture to your group. One of group draw a picture and show it to the class.

Describing Places

Situations

Dialogue 4

Jane is talking about her new apartment with her classmate, Ferris.

Ferris: What's your new apartment like?

Jane: Well, I live in a nine-storey block of apartments in Bangkok.

Ferris: How many rooms are there?

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

Ferris: There isn't any kitchen, is there?

Jane: No, there isn't.

Ferris: Where do you cook then?

Jane: I don't cook myself. I always eat out.

Language Focus

Asking about the place

Questions	Responses
What is your new house like?	It's a single – storey house.
What is the living room like?	It's a modern concrete room.
What is the apartment like?	It's a fully – furnished apartment.

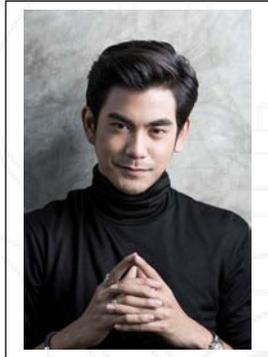
Questions	Responses
How far is your house to downtown?	It's about five kilometers away. It's ten minutes' walk.
How far is your flat to the airport?	
How far is your place to the bus terminal?	
How far is your apartment to the railway station?	
How far is the stadium to the golf course?	

Practice in pair: Design your house and tell your friend to draw a picture

Exercise

Exercise: Look at the following picture and describe them.

1.



(Source: <https://pantip.com/topic/35591685>)

2.



(Source: <http://www.bagindeed.com/products/gaga-brown-1253.html>)

3.



(Source: <https://www.livehappy.com/blogs/happiness-motion/simple-pleasures-Downsizing>)

Grammar Tips

Adjectives: Adjectives are words that describe or modify a person/thing/place/concept (i.e. a noun or a noun phrase) in a sentence. Adjectives are placed before the noun or noun phrase that they modify. If two adjectives describe a noun, use *and* to link the adjectives. If there are more than two adjectives, use commas at first, then use *and* before the last adjective (it is rare to have more than three adjectives in a row):

Examples:

- He owns a **yellow** car.
- **Black** and **white** televisions are **very rare**.
- The company seeks **intelligent, motivated, and energetic** people.

(Source: https://www.voanews.com/MediaAssets2/classroom/article_media/efl2_teacher.)

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Course Syllabus

Unit 4

Going Shopping

Objectives

After completing this unit, students are expected to be able to:

1. tell what they want to buy.
2. ask for details about the item they want to buy.
3. ask about and bargain the price.
4. classify countable and uncountable noun correctly.

Contents

1. Purchasing and selling things
 - 1.1 Welcoming the customers
 - 1.2 Asking for the details
 - 1.3 Asking and bargaining price
 - 1.4 Paying for the items
2. Countable and Uncountable nouns

Instructional Activities

1. The lecturer discusses with the students about what they talk to the salesperson when they want to buy somethings.
 2. The lecturer introduces the expressions used by the salesperson and by the customer for dealing with the situations.
 3. The students practise the dialogues in pair between the salesperson and customer.
-

4. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
5. The students perform the role-play.

Teaching Materials

1. Instructional Material
2. Worksheets
3. Authentic materials (e.g. shirts, bags, shoes etc.)

Evaluation

1. Observing students' behavior in practicum
 2. Checking the correction of exercise
 3. Assessing students' role-play performance
-

UNIT 4

Going Shopping

Buying things or going shopping is an everyday life activity. At present, some people change their life style. Shopping online is trending. Salespersons sell their items to the customer by using online messengers such as Line, Facebook messenger and Instagram. Customers enjoy shopping online. They are happy to ask and bargain the prices in anytime.

Situations

Dialogue 1: The customer is looking for a new mobile phone.

Shopkeeper: Good morning, Madam. May I help you?

Customer: I am looking for a phone which fulfills all my requirements.

Shopkeeper: What are your basic needs?

Customer: My first requirement is that I need a phone which has an excellent camera.

Shopkeeper: Nowadays Huawei is one of the best options for all those people who would have a very good camera and especially for clicking selfies.

Customer: How much storage does it offer?

Shopkeeper: It has an internal storage of 64 GB & 4 GB RAM

Customer: And how about the Camera?

- Shopkeeper: The rear one is 20 MP while the front one is 25 MP.
- Customer: Oh, that's great. How much is the price?
- Shopkeeper: The price is 16,500 Baht.
- Customer: What other phones do you have if I want more storage?
- Shopkeeper: You can have Samsung Galaxy S8 then.
- Customer: How much storage does it offer?
- Shopkeeper: It has got the storage of 128 GB.
- Customer: How much is it for?
- Shopkeeper: It's for 25,000 Baht.
- Customer: Oh no, that's very expensive, help me with a cost-effective phone which has got both good camera and good storage.
- Shopkeeper: Then you can buy Huawei Mate, the one which I told earlier because it also has an expandable storage of 128 GB.
- Customer: Does it also have Dual SIM option?
- Shopkeeper: Yes, it also has Dual SIM slot along with the Expandable memory slot.
- Customer: How much discount will you offer?
- Shopkeeper: Sir, this is the last price as it's already a discounted one.
- Customer: Okay, can you pack this phone?
- Shopkeeper: Sure sir, how will you pay?
- Customer: I will pay by card.
- Shopkeeper: Okay sir, thanks.

(Source: <https://peptalkindia.com/english-conversation-how-to-buy-a-mobile-phone/>)

Dialogue 2: Maria is going to buy a new shirt for her husband.

Salesperson: Can I help you?

Maria: Yes, I'm looking for a shirt — in a size medium.

Salesperson: Let's see...here's a nice black one. What do you think?

Maria: I think I'd rather have it in white.

Salesperson: OK...here's white, in a medium. Would you like to try it on?

Maria: No, thank you. It is for my husband. How much is it?

Salesperson: It's 899 baht.

Maria: Perfect! I'll take it.

Language Focus

Asking where to buy things

Questions	Response
Can you help me?	Yes, of course.
Can you tell me where the grocery is?	Certainly. Sure.
Where can I buy/get a television? Where is the kids' zone, please?	In the Electronics section. It's on the second floor.

Asking for things in a shop

Questions	Response
I'd like a kilo of pork, please.	Yes, of course.
Can I have a bar of soap?	Certainly.
I need a melon, please.	Sure.

Asking for more things in a shop

Questions	Response
Can you show me that T-shirt, please?	Yes, of course. Certainly.
Could I see these earrings, please?	Sure.
Could I have a look at that sofa, please?	Here you are. There you go.

Asking about prices and bargaining

Questions	Response
How much is this mobile phone?	It's 5,000 baht.
How much are those gloves?	They are 199 baht.
How much does it cost?	
How much do they cost?	
How much does this blanket cost?	
How much do these chopsticks?	
That's rather/too/very expensive.	I'm sorry. That's the fixed price.
Can you lower the price, please?	I'm sorry. That's the best/cheapest price.
Could you reduce the price, please?	That's too low. How about 180 baht.
Can you make it lower, please?	My last price is 175 baht.
Can you discount?	Ok. You can have it for 170 baht.
Will you take 170 baht?	
I'll offer you 160 baht?	

Asking to pay

Questions	Response
How would you like to pay?	I'll pay in cash, please. Can I pay by credit card? Could I pay by cheque?
Yes, of course. Certainly. Sure.	

Practice in pairs: Create the dialogue and talk with your friend.

Exercise

Exercise 1: Complete the conversation with the sentences marked A - F

below. June: Hi, can I help you?

Sally: 1

June: 2

Sally: 36 and a half or 37. It depends on the fit.

June: Do you like these ones?

Sally: I really like the style. But I don't like this brand.

3

June: One moment... 4

Sally: Thanks.

June: 5

Sally: They are cool! How much are they?

June: 1,299 baht.

Sally: 6

Jason: What about these white ones? They're in the sale.

Sara: Cool!

- A. OK, what size are you?
- B. How do they feel?
- C. Here you are. These are Bata. Would you like to try them on?
- D. That's too expensive. Have you got a cheaper pair?
- E. Do you have them in others brand?
- F. Yes, I'm looking for a pair of high heel shoes.

Exercise 2: Fill in the gaps to complete this conversation with a store clerk.

Store clerk: Hello, _____ I help you find anything?

Customer: Yes, I'm looking _____ a blouse and some matching trousers.

Store clerk: Great. What _____ would you like?

Customer: I'm _____ for a white blouse and black trousers. They're for an important job interview.

Store clerk: Okay. Please follow me to the business apparel section.

Customer: Thanks for your help.

Store clerk: It's my pleasure. Do you see anything you like?

Customer: Yes, that blouse looks nice.

Store clerk: What _____ are you?

Customer: I'm a small. Now, let's take a look at the pants.

Store clerk: These are nice. Would you like to _____ them on?

Customer: Do you have anything else?

Store clerk: Yes, we also have these trousers.

Customer: I like those, I'll try those _____ .

Store clerk: What are your _____ ?

Customer: I have a 26" waist and 32" inseam.

Store clerk: Here's a pair. Would you like to try them on?

Customer: Yes, where's the _____ ?

Store clerk: You can try them on over there.

Customer: Thank you. (tries the clothing on, walks out of the changing room to show the store clerk) What do you think?

Store clerk: You look fantastic! I'm sure you'll get that job!

Customer: Thanks! I'll take them.

Store clerk: Would you like to _____ in cash or by credit card?

Customer: _____, please. Here's my visa card.

Store clerk: Thank you. That will be \$145.

(Source: <https://www.thoughtco.com/beginner-dialogues-in-a-shop-1210040>)



Grammar Tips

Countable noun and Uncountable noun

Countable nouns are nouns that can be counted. Most nouns in English are countable.

I have *two* **cats**.

Jessie has *ten* **dollars**.

Uncountable nouns are not counted in English. This usually has to do with the way English speakers think of these nouns. We often picture these nouns as a single concept or one big thing which is hard to divide. Many of these words are countable in other languages, but they ARE NOT countable in English. Generally, we do not use plural forms of these words; however, some of these words do end in "s", so don't get confused.

Examples:

- Mack drinks a lot of **water**.
- Cindy gives great **advice**.
- Paul enjoys **politics**. *Ends with "s" but uncountable*

(Source: <https://www.englishpage.com/minitutorials/countable-uncountable-nouns.htm>)

ENGLISH GRAMMAR **COUNTABLE AND UNCOUNTABLE NOUNS** *Woodward ENGLISH*

COUNTABLE NOUNS		We can count	
Have a singular and plural form	→	a tree	two trees
Can use a <i>singular</i> verb or a <i>plural</i> verb	→	The book is old.	The books are old.
UNCOUNTABLE NOUNS		We cannot count	
Have only one form (no plural)	→	butter	butters
Always use a singular verb	→	Sugar is sweet.	
Cannot use <i>a, an</i> or <i>a number</i> before them	→	a rice	two rice
	→	a bread	two bread
UNCOUNTABLE NOUNS ARE OFTEN...			
ABSTRACT IDEAS (cannot touch)		LIQUIDS & GASES	
love, freedom, education, luck, help, beauty, music, thunder		water, milk, wine, oil, coffee, rain, soup, air, smoke, blood, juice, fog	
MADE OF SMALLER PARTS		MATERIALS	
sugar, rice, salt, sand, flour, dirt, dust, traffic, grass, spaghetti		wood, glass, paper, gold, silver, ice, iron, cotton, wool, steel	
SOME FOOD (cut into small parts)		BE CAREFUL! (uncountable in English)	
bread, fish, cheese, chocolate, meat, bacon, food, ham		furniture, advice, work, news, information, luggage, money	
www.grammar.cl		www.woodwardenglish.com	
		www.vocabulary.cl	

(Source:http://www.grammar.cl/Notes/Countable_Uncountable_Nouns.htm)

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Course Syllabus

Unit 5

Telephoning

Objectives

After completing this unit, students are expected to be able to:

1. understand the expressions used for talking on the phone.
2. deal with the telephone conversation appropriately.
3. use future simple tense to talk about future plans or events.

Contents

1. Telephoning
 - 1.1 Answering the phone
 - 1.2 Introducing oneself
 - 1.3 Asking for someone
 - 1.4 Clarifying inconvenience
 - 1.5 Transferring a call
 - 1.6 Explaining reasons for absence
 - 1.7 Providing date and time
 - 1.8 Asking for clarifications
 - 1.9 Locating a caller
 - 1.10 Asking a person to spell his or her name
 - 1.11 Taking on another phone
 - 1.12 Leaving and taking a message
 2. Future Simple tense
-

Instructional Activities

1. The students watch the sample of Telephone dialogues online.
The lecturer discusses with the students.
2. The lecturer introduces the expressions to deal with the telephone talk. The students practise the dialogues in pair between the caller and receiver.
3. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
4. The students perform the role-play.

Teaching Materials

1. Instructional Material
2. Worksheets
3. Mobile phone/ Telephone model

Evaluation

1. Observing students' behavior in practicum
 2. Checking the correction of exercise
 3. Assessing students' role-play performance
-

UNIT 5

Telephoning

Telephoning is one of the activities that people do every day. Cell phone or Mobile phone is the important device for communication. People can communicate with other easily in anywhere. Person who lives far away from home can talk with the family member by using facetime video call. The world is narrow.

Situations

Dialogue 1

Christy: My name is Christy. Is Ms Suthasinee in?

Secretary: May I ask the reason of your call?

Christy: Ms. Suthasinee asked me to check the status of her order with us.

Secretary: Ms. Suthasinee is not in at the moment if you give me your name and number. I'll ask her to call you back.

Christy: Yes, I'm Christy Graham.

Secretary: I'll give her the message.

Christy: Thank you, Goodbye.

Dialogue 2

Carl is calling to inform an appointment with Khun Weera. Khun Weera is not in the office. Carl leaves him a message.

Operator: Good evening, Agent Service Company. Can I help you?

Carl: I'd like to speak with Khun Weera, please.

Operator: Please hold. I'll put you through.

Sorry, Khun Weera is not in. Can I take a message?

Carl: I want to inform him that there will be an urgent meeting this evening.

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

Carl: Thank you. My name is Carl and my number is
0 – 544 – 521 – 448.

Operator: Could you repeat that please?

Carl: My name is Carl, C-A-R-L and my number is
0 – 544 – 521 – 448.

Operator: Ok, I will give him a message.

Carl: Thanks, goodbye.

Operator: My pleasure, goodbye.

Dialogue 3

Operator: Hello, Frank and Brothers, how can I help you?

Peter: This is Peter Jackson. Can I have extension 3421?

Operator: Certainly, hold on a minute, I'll put you through...

Frank: Bob Peterson's office, Frank speaking.

Peter: This is Peter Jackson calling, is Bob in?

Frank: I'm afraid he's out at the moment. Can I take a message?

Peter: Yes, could you ask him to call me back. I need to talk to him about the Nuovo line. It's urgent.

Frank: Thank you Mr. Jackson, I'll make sure Bob gets this as soon as possible.

Peter: Thanks, bye.

Frank: Bye.

Language focus**Using Telephone**

Answering the phone

Company, good morning.

Company, how may I help you?

Company, Janet Jones speaking.

This is Janet Jones of company, good morning.

Introducing oneself

Good morning, Kevin Black speaking.

Hello. This is Kevin Black here.

Good morning. My name is Kevin Black.

This is Kevin Black speaking.

Asking for someone

Could I speak to Mr. Smith, please?

I'd like to speak to Mr. Smith, please?

I'm trying to contact Mr. Smith.

Is Mr. Smith available?

Could you put me through to the HR department?

Could you tell me what time the Managing Director will be available?

Could you tell me who is in charge of invoicing?

Could you transfer me to extension 34, please?

Could you put me through to sales, please?

Clarifying inconvenience

I'm sorry, but he doesn't work here anymore.

I'm sorry, he has retired.

I'm afraid we don't have anybody here by that name.

Sorry, there's no one of that name working here.

He's not at this number any longer. His new number is 122 078.

I'm sorry but this is extension 232 not 323.

Sorry, I think you've got the wrong number.

Would you like to speak to somebody else?

Transferring a call

I'll check if he's in.

Just a moment please, I'll put you through to Mr. Smith.

One moment please, I'll transfer you...

Just connecting you now.

Explaining reasons for absence

I'm afraid Mr. Smith is not available right now.

I'm afraid Mr. Smith is unavailable at the moment.

I'm afraid Mr. Smith is not in today.

I'm afraid Mr. Smith is in a meeting.

I'm afraid Mr. Smith is on holiday.

I'm afraid Mr. Smith is out for lunch.

I'm afraid Mr. Smith is on sick-leave.

I'm afraid Mr. Smith is on paternity leave.

I'm afraid Mr. Smith has just left for the day.

I am sorry, but he is out of town.

I'm sorry, there's no reply.

He's not available this morning but if you could phone again this afternoon, he should be in the office by then.

I'm afraid Mr. Smith is abroad/away for a couple of days/away on business.

Providing date and time

He'll be back tomorrow morning.

He'll be back the day after tomorrow.

He'll be back next week.

He'll be back in the afternoon.

He'll be back later this afternoon.

He'll be back by noon on Wednesday.

He should be available after two o'clock.

He should be available before the meeting.

He should be available at half past one.

He should be available in an hour.

He is on leave of absence until May 7th.

He won't be back until Friday.

He'll be at the office on the 23rd.

He'll be free at two thirty.

Asking for clarifications

Sorry, I couldn't hear what you said.

Sorry, I can't hear you. We have a bad connection.

I'm afraid it's a bad line. Could you speak up, please?

Could you speak a bit more slowly, please?

Would you mind repeating that?

Would you repeat your company's name, please?

Could you repeat that, please?

Could you read that back to me, please?

Locating a caller

May I ask who's calling?

Who's speaking, please?

Who shall I say is calling?

May I have your name, please?

From whom can I leave a message?

Asking a person to spell his or her name

Could you spell your name, please?

How do you spell your name, please?

Would you mind spelling that, please?

Taking on another phone

I'm sorry, but the number's engaged.

I'm sorry, but the line is busy.

Would you like to hold?

Could you call back later?

Would you like to wait until he has finished his call?

I'm sorry, but Mr. Smith is on another line.

Shall I ask him to phone you back?

Leaving and taking a message

Would you like to leave a message?

Could I take a message for Mr. Smith?

Can I give him a message?

Shall I ask Mr. Smith to call you back?

I'll pass on the message as soon as he gets in.

I could give you his mobile number if you need to contact him right away.

Could you please ask Mr. Smith to call me?

Could you take a message for him?

Could you tell Mr. Smith I rang?

(Source: UDRU English for Communication teachers, 2010)

Practice in pair: Find some telephoning dialogue from the online video.

Talk and act following the video.

Exercise

Exercise 1: Rearrange the following sentences. Write down in the conversation form.

..... 1. That’s right. Please tell her our meeting will be on Monday at 2:30.

..... 2. Hello. May I speak to Ms. Maria, please?

..... 3. Yes, please. This is Mrs. Anna.

..... 4. 0-2359-6871. Yes, Mrs. Anna I’ll give Ms. Maria the message.

..... 5. I’m sorry. She’s not in. Can I take a message?

..... 6. Good morning. A&E Industries?

..... 7. Monday at 2:30.

..... 8. Thank you. Goodbye.

..... 9. And would you ask her to call me this afternoon?

My number is 0-2539-6871.

..... 10. Goodbye.

A:
.....

B:
.....

A:
.....

B:
.....

A:
.....

B:
.....

A:

.....

B:

.....

A:

.....

B:

.....

Exercise 2: Fill in the blank with the given word.

hold on

go ahead

I've got

as soon as

could

Linda: Jack is not here right now. Would you like to leave the message?

Helen: This is his wife. (1)..... you ask him to call me back at my office.

Linda: I'll take that down (2)..... a moment, please OK. (3).....

Helen: My office number is 0-245-784-631 extension 115.

Linda: Yes, (4)that. 0-245-784-631 extension 115. Right?

Helen: That's right.

Linda: I'll tell him to call you (5) he gets back.

Helen: Thank you very much.

Exercise 3: Complete the conversation.

Sam:

Ray: Yes, Ray speaking

Sam:

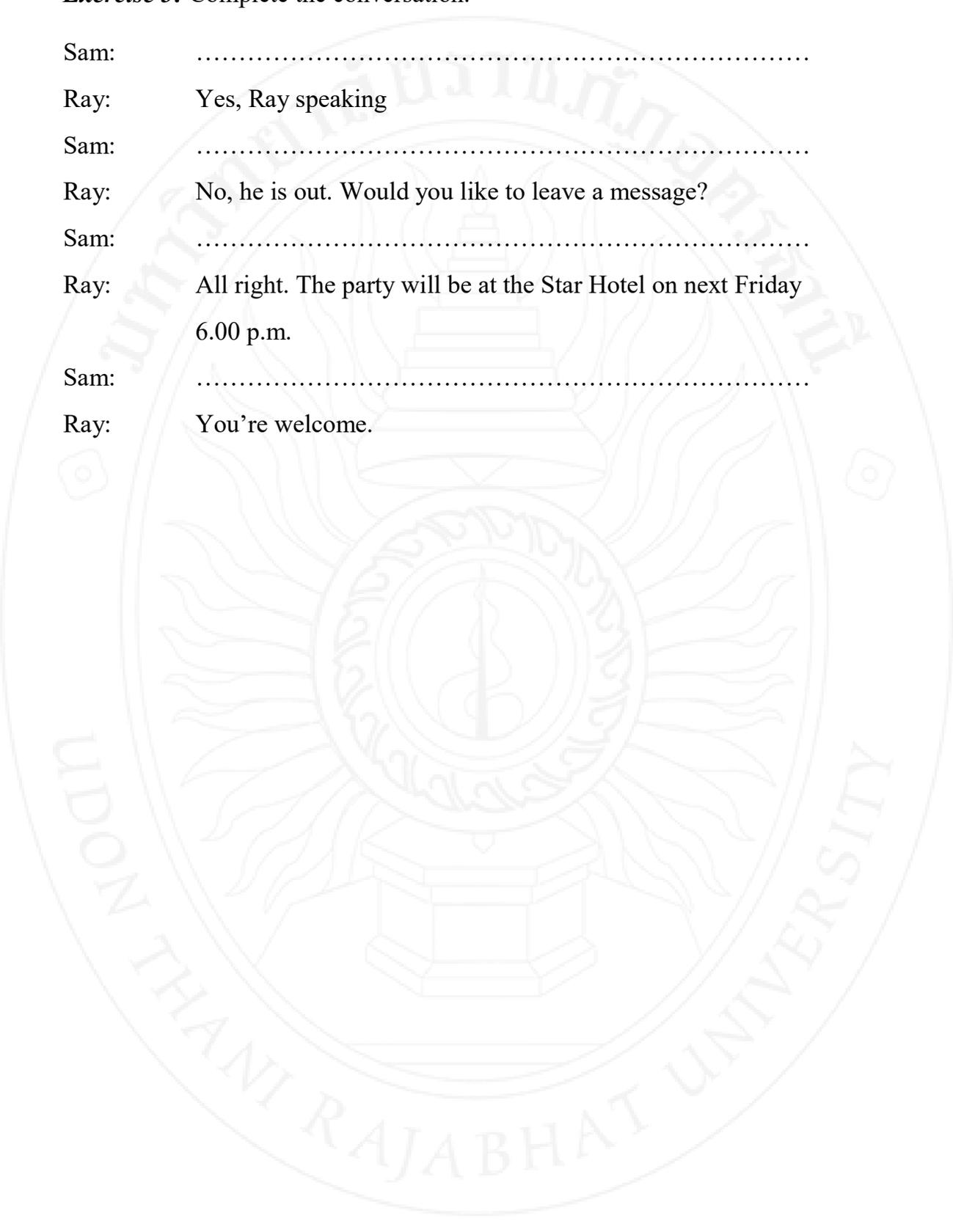
Ray: No, he is out. Would you like to leave a message?

Sam:

Ray: All right. The party will be at the Star Hotel on next Friday
6.00 p.m.

Sam:

Ray: You're welcome.



Grammar Tips

Future Simple Tense

The future simple tense is used to make simple predictions about the future.

Form: **Subject + will + base form of the verb.**

I will be back to my office next Monday.

She will turn after lunch.

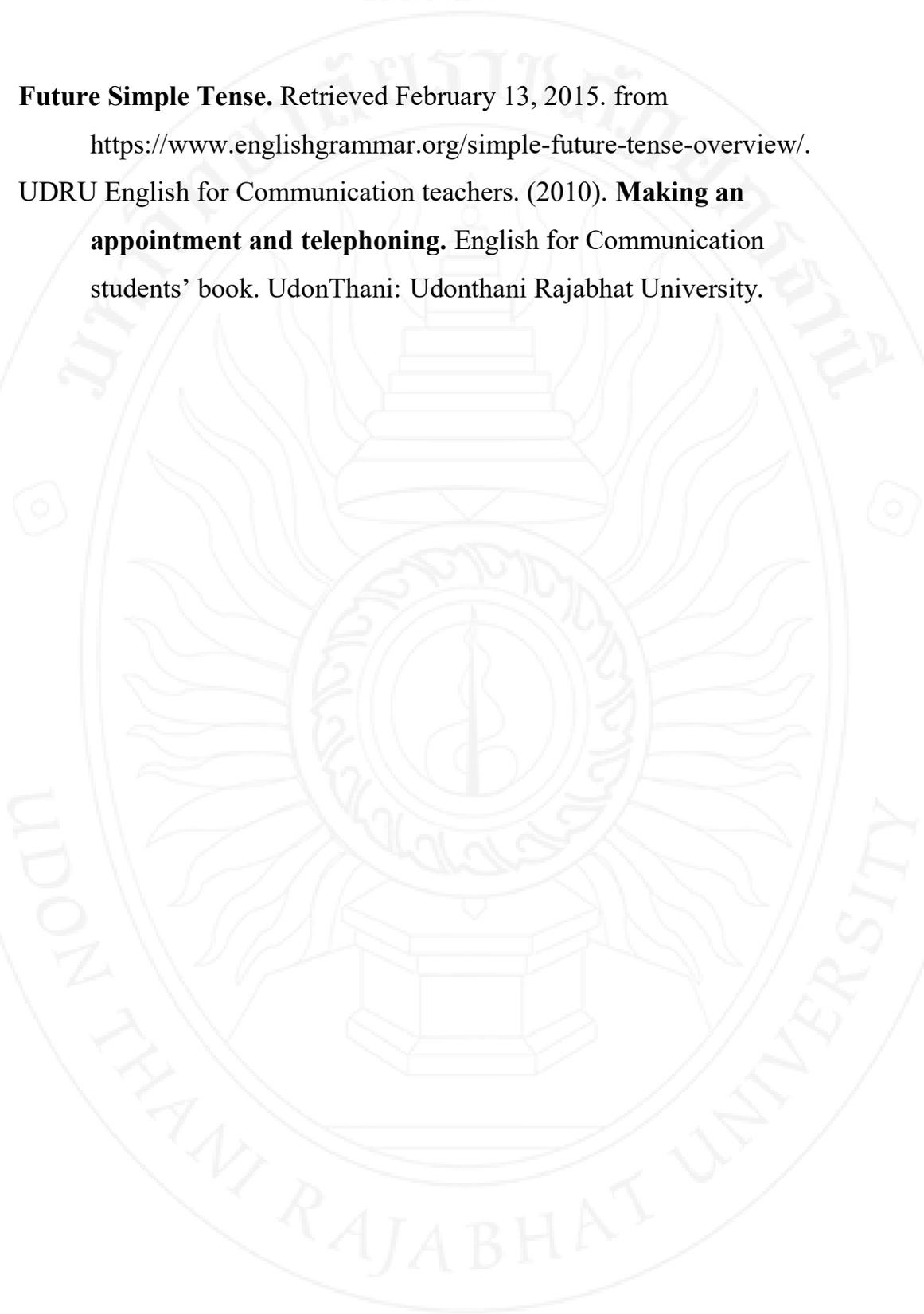
We will leave in the evening.

The meeting will start at 4.00 pm.

(Source: <https://www.englishgrammar.org/simple-future-tense-overview/>)

Reference

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Course Syllabus

Unit 6

Expressing Feelings

Objectives

After completing this unit, students are expected to be able to:

1. express gratitude appropriately.
2. express apology when they make some mistakes.
3. ask for permission when they want to do something.
4. make and accept a request appropriately.
5. say congratulations in the appropriate occasions.

Contents

1. Expressing gratitude
2. Expressing apology
3. Asking for permission
4. Making and accepting a request
5. Congratulating

Instructional Activities

1. The lecturer discusses with the students about how to express their feeling in any situations.
 2. The lecturer presents the feelings expressions used in daily life situations.
 3. The students practise the dialogues in pair
 4. The lecturer leads the students to achieve the exercises, exchange the idea and suggest them to create the role-play.
-

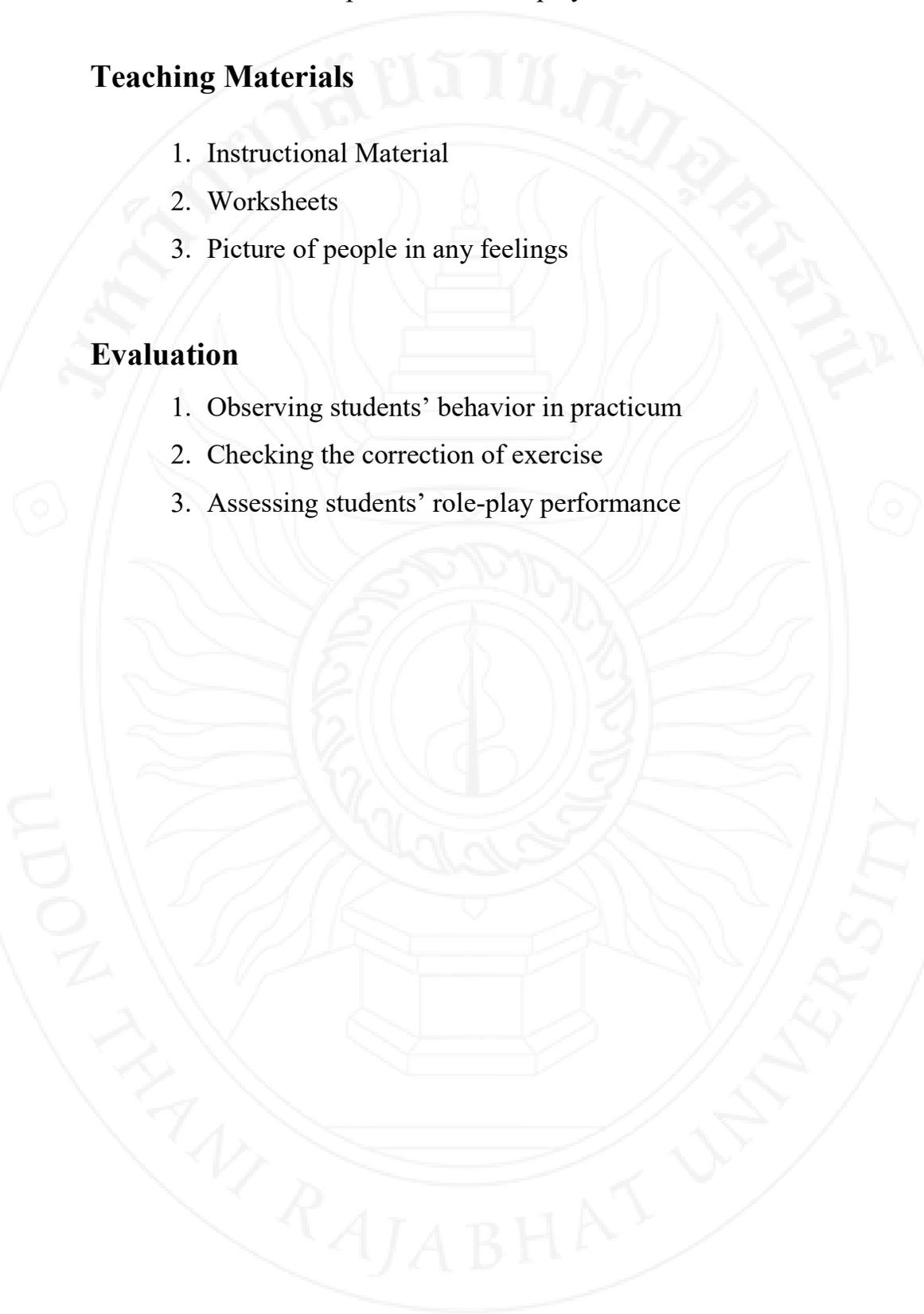
5. The students perform the role-play.

Teaching Materials

1. Instructional Material
2. Worksheets
3. Picture of people in any feelings

Evaluation

1. Observing students' behavior in practicum
2. Checking the correction of exercise
3. Assessing students' role-play performance



UNIT 6

Expressing Feelings

In daily, we find different kinds of people. We must meet and communicate with other in many styles. To Concern other feeling is very important. Express feeling in suitable events makes people feel good easily.

Situations

Dialogue1: Tiny is offering to get something to wash the dishes for his mother.

Mother: I'm very tired. My legs are hurt.

Tiny: I can help you to wash the dishes.

Mother: Thanks a lot.

Tidy: It's my pleasure

Language focus

Expressing gratitude

Expressions	Responses
Thank you/ Thanks.	Oh, that's OK.
Thank you very/ so much.	That's all right.
Thanks very much.	Not at all.
Thanks awfully.	You're welcome.

Expressions	Responses
Many thanks.	It's my pleasure.
I don't know how to thanks.	Think nothing of it.
That's very kind of you.	No problem.
How kind you are.	Don't mention it.

Dialogue 2: Nicole is talking to her grandmother, Mrs. Lane.

Nicole: I'm really sorry. I've just broken a tea pot.

Mrs. Lane: Oh, dear!

Nicole: It's my fault. I'm so sorry.

Mrs. Lane: Oh, well, not to worry.

Language focus

Expressing apologies

Expressions	Responses
I'm so sorry + explanation.	Oh, that's OK.
I'm very sorry + explanation.	That's all right.
I'm terribly sorry + explanation.	Never mind.
I'm awfully sorry + explanation.	Well, not to worry.
It's my fault. I'm very sorry.	It doesn't matter.
Please accept my apologize.	
Please forgive me	

Dialogue 3: Anna wants to borrow a mobile charging from Susan.

Anna: Excuse me, Susan. Can I borrow your mobile charging for a while?

Susan: That's ok.

Anna: Thanks so much.

Language focus

Making a permission

Expressions	Responses
May I sit here?	Oh, that's OK.
Can I smoke?	That's all right.
Could I use your mobile phone?	Of course.
Is it all right if I move the chair?	I suppose so.
Do you mind if I turn off the fan?	I guess so.

Dialogues 4: Jimmy and Julia are close friend. Jimmy borrow some money from Julia.

Jimmy: Could you do me a favour?

Julia: Sure, what is that?

Jimmy: I lose my wallet. I'm short of money. Could you lend me 500 baht?

Julia: Yes, that's ok.

Jimmy: That's very kind of you. Julia Thanks a lot.

Language focus

Making a request

Expressions	Responses
Can you lend me 100 baht?	Oh, that's OK.
Could you do me a favour?	That's all right.
Would you be so kind as to help me to write this resume?	Of course.
Would you mind cleaning a table?	Sure.
Do you mind washing some coffee cups?	Certainly.

Dialogues 5: Stephen congratulates his niece, Nanny on her graduation.

Stephen: Congratulations on your graduation!

Nanny: Thank you.

Stephen: What company will you plan to work for?

Nanny: I plan to work as engineer in Mitsubishi Motor.

Stephen: Sound great! I wish you success in your job.

Language focus

Congratulating

Expressions	Responses
Congratulations!	Thank you/ Thanks.
Congratulations on your success!	Thank you very/ so much.
Congratulations to Samantha!	Thanks very much.

Practice in pair: Expressing gratitude, apologize, asking permission, making request and congratulating with your couple.

Exercise

Exercise 1:

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Feelings/Emotions Matching

Match the sentences on the left with their corresponding responses on the right, then find the right image for each feeling or emotion :

1. I'm angry
2. I'm bored
3. I'm sick
4. I'm worried
5. I'm hungry
6. I'm exhausted
7. I'm happy
8. I'm ashamed
9. I'm thirsty
10. I'm sleepy
11. I'm horrified
12. I'm cold
13. I'm confused
14. I'm disappointed
15. I'm hot

1. Let's have some delicious steak!
2. Put some clothes on!
3. Take your coat off!
4. Have a break!
5. Calm down!
6. There's nothing to worry about!
7. Go to bed!
8. Let me clarify things for you.
9. There's nothing to fear about!
10. That's very good!
11. Don't lose hope!
12. Let's go out and have fun!
13. You'll do better next time!
14. Drink some water!
15. Go to the doctor!



(Source: www.kids-page.com)

Exercise 2: Response the feeling expression in appropriately.

1. A: Thank you so much for your directions. You've been a tremendous help.
B:
 2. A: Thank you for taking the time to explain it to me. I hope it wasn't too much of a bother.
B:
 3. A: Thanks for all your help. I really appreciate it.
B:
 4. A: Thanks a million!
B:
 5. A: Please accept my apologies for the mistakes in the report. I forgot to check it.
B:
 6. A: I'm sorry. I didn't mean to keep your book so long.
B:
-

Grammar Tips

Modal verbs are a part of the larger category called *auxiliary verbs* which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called *modal auxiliaries*.

The following words are modal verbs: **Can, Could, May, Might, Must, Shall, Should, Will, Would.**

Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question).

- You **can** go now. (= permission)
- I **can** play the guitar. (= ability)
- Can I borrow your pen?
- You **should** take a rest.

(Source: <http://www.grammar.cl/english/modal-verbs.htm>)

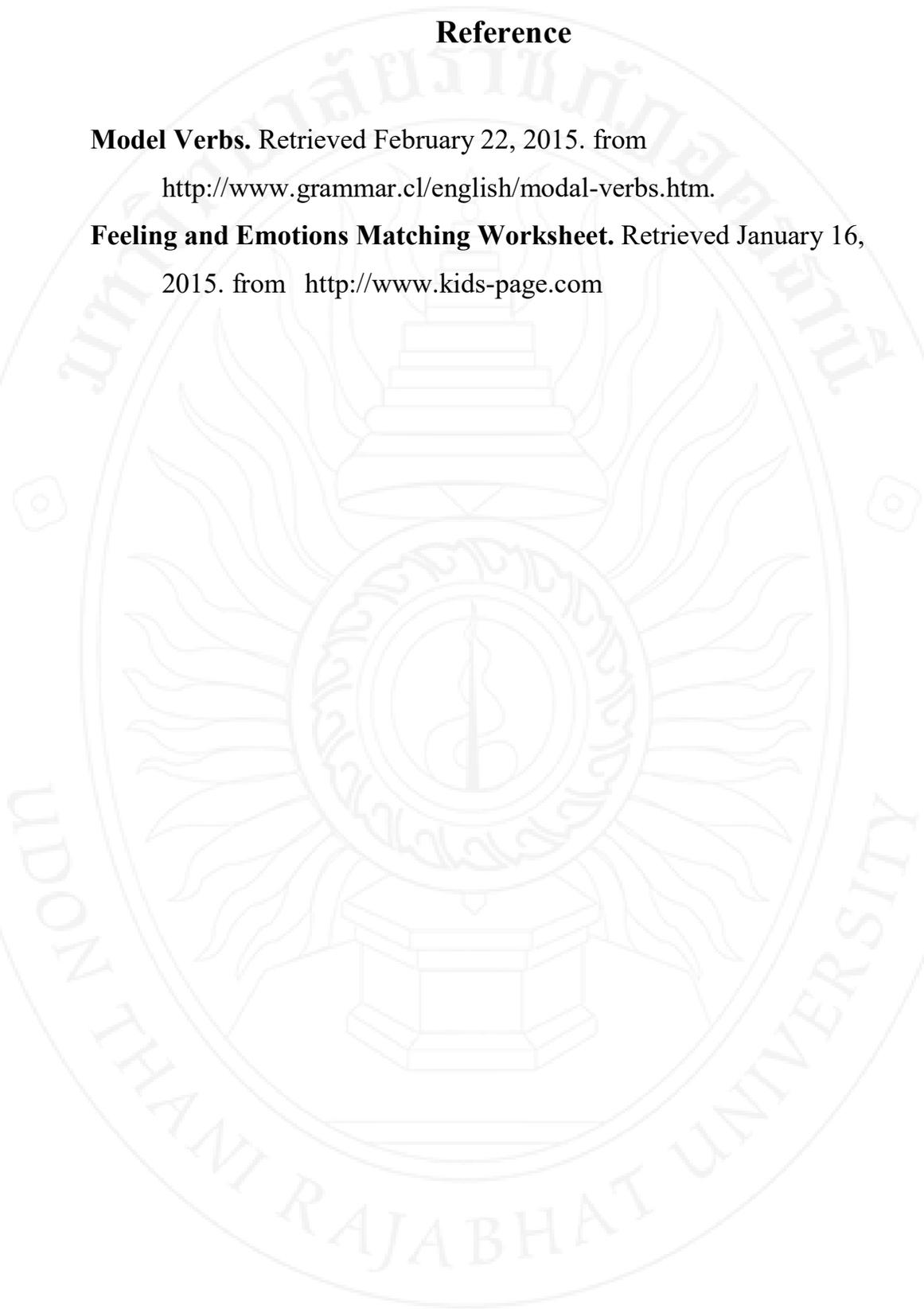
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