

# Speaking Activities for the Classroom

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Compiled by  
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## Contents

Preface :

To The Teacher

Chapter One : Warm-up Activities

Chapter Two : Words, Phrases and Sentences

Chapter Three : Grammar and Speaking

Chapter Four : Interactive Role-Play

Chapter Five : Traveling and Touring

Chapter Six : Finding the Right Words

Chapter Seven : Fables, Tales and Stories

Chapter Eight : Talking Tasks

Chapter Nine : A Bit of Business

Chapter Ten : Pronunciation

Chapter Eleven : How to Improve Your Diction

Chapter Twelve : Sound and Rhythm

Chapter Thirteen : More Pronunciation Practice

Chapter Fourteen : Curriculum Development

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## Preface

The materials in this text were compiled over a period of ten years, in Thailand from 1993 to 2003, while I was teaching at The Faculty of Arts at Chulalongkorn University and later at the Department of Language at KMUTT. I started a file of speaking activities because there were too many tasks and ideas to keep in my head, and I wanted to be able to access them when I needed them in the future. Eventually, the file grew thicker and thicker, until it was big enough to become a book.

The speaking activities in this text come from a variety of sources:

A lot of the tasks sprang from my own imagination, stimulating me to go into the classroom, feeling motivated by the freshness that accompanies a new inspiration and being eager to share it with my students. This could be compared to cooking on impulse rather than following a set recipe. I got many additional ideas from talking to fellow-teachers about what worked for them in their classes. I even picked up some good examples from the handouts of various courses that I was required to teach, all of which taught me a lot of time-proven tricks that almost always work.

Curiously, when I told my Chula students that I was compiling a collection of speaking tasks for publication, they responded by getting involved and suggesting ideas of their own. I would often divide the class into groups of five students and tell them to make up a dramatic scene or dialogue or game, or whatever else they wanted to try, and come back and perform it in the next class. Many of these activities were effective learning tools and have been included in the book.

For many years, I also facilitated English programs for Arthur Andersen, SGV Na Thalang, KPMG, Yontrakit Group, Amari Group, and Bank of Ayudhya, TOT, DEP and TAT, and other organizations, in Thailand, for which I had to keep creating new materials, so that it has become second nature for me develop speaking activities for the classroom.

One final thing that I would like to add is that, at KMUTT, I learned a great deal about student-centered, self-access, task-based learning, and curriculum development, working with Richard Watson Todd of the Faculty of Applied Linguistics, so it follows that much of what you see in this book also illustrates the Theory and Practice of Curriculum Development as it was being created at that time in the International Program at KMUTT.

David Holmes  
Bangkok, 2003

## To the Teacher

This is a book for teachers and students who wish to create a classroom environment enjoyable for both students and teachers. With this idea in mind, I am going to summarize some prefatory comments I made at the opening of a Task-Based Learning and Curriculum Conference held at KMUTT in the year 2000.

We began with the question, “Who is the most important person in the classroom?”, and answered, “The student is the most important person, because the university and the teacher are there to serve the student’s need to learn, just as the hospital is there to treat the patients, or the police to protect the security of the citizens.”

Ironically, however, institutions can end up serving the purposes of those who run them so an imbalance is created that downplays the rights of those to be served. Teachers should always remember this and try to look at their classes from the student’s point of view. In short, we need to do what the students need and not make them do what we need. Unfortunately, until the end of the twentieth century, classrooms in Thailand, and elsewhere throughout the world, were teacher- dominated and teacher-centered. This is changing now, which is why the title of my talk at the conference was, “Good Morning Class, Welcome to the Twenty-first Century.”

Let’s look at what students of English as a foreign language need. First of all, they need to develop the four basic skills of listening, speaking, reading and writing, but they also need to practice in such skills in a way that makes them :

- Think independently
- Be creative
- Follow their inspiration and interest
- Learn what they want to know
- Learn how to find information
- Learn to do their own research
- Learn to report their findings
- Learn to present their ideas to others
- Learn to communicate conclusions
- Learn to take pride in their achievements
- Learn to develop personal responsibility
- And how to continue to develop said skills,

in a way that will make them successful in their careers and lives. “Learn” is something the student does for him/herself, while “Teach” is something the teacher does to the students. Nowadays in this age of progress the teacher has to come down from his pedestal at the front of the room to interact with the individuals in the class, “on the level” to use an English idiom. What should happen, then, is that they become partners in progress, and the students should show greater willingness to participate if they feel it is their class rather than the teacher’s. The teacher should not have sole-ownership of the class. Instead, it should be a joint-venture in which the teacher helps the students in a constructive way to learn what they feel they need.

This is certainly better than the old way of :

- Memorizing lists of facts
- Making ticks on multiple Choice sheets
- Following orders like cadets
- Showing no independence and
- No ability to think for themselves
- No ability to share in decision-making and
- No experience in sharing responsibility

Instead of looking down on your students from a position of authority, you should look at your students as the hope of the future. The new generation does not want to become a bunch of little robots, that are trained to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way.

Before that can happen, teachers must change from being bureaucratic dictators to becoming benevolent helpers. The problem is that this will take courage. I don’t know how many times I have been told :

- Follow the course syllabus exactly.
- Do only exercises in the prescribed text.
- Follow orders with no exception.
- Don’t change anything.
- Don’t do anything different.
- Don’t try to be creative.
- Don’t think for yourself.
- Don’t do anything based on your own experience.
- Follow the department traditions.

- Follow bureaucratic procedures.
- Don't break the rules.
- Don't deviate from the norm.
- Do things the way that we've been doing them for the last forty years.
- Remember that we are a highly respected institution and that we are expected to adhere to traditional standards.

What are teachers to do against being ordered about, in this way, like a bunch of pre-programmed automatons, within an out-dated system? The answer is to create a Task-Based Curriculum. The answer is to throw out the rulebook and start over. We should sit down in our departments and hammer out a new, task-based curriculum more-suited to the needs of present day society, based on activities that encourage independent development.

The cornerstones of student-centered learning are as follows :

- Task-based learning means helping the students choose a job that they want to do and then let them go out and do it, individually, on their own or within peer-learning a group.
- Student-centered learning means allowing the students the freedom to work on topics of their own choosing, within reasonable guidelines, in accordance with the body of knowledge.
- Self-access learning means letting the students go out and find their own information on their topics from anywhere they can, such as the Internet, books, journals, magazines, newspapers, interviews, and etc.
- Group Activities means allowing the students to form groups of four or five in which they will share the responsibility of getting-the-job-done and of doing the planning, preparation and presentation of their accumulated information as a team, each with an assigned task to fulfill, so they can learn from working with others and from the constructive comments the teacher makes in helping them through the steps of the process.

In such a process, the teacher is seldom at the front of the room, but usually mingling with the students, going from group to group, answering questions and encouraging progress as he/she goes. This way, the teacher has a better opportunity of talking with each individual student about his/her part of the job/task and the student benefits from talking with a native speaker in an informal, up-close manner while getting guidance along the way.

The sad thing about our conference on curriculum development at KMUTT was that, although teacher-participants from all over the country were enthusiastic about having been shown new ways of helping students help themselves, they said they would be going back to their jobs in schools where the syllabus was still set in cement, and that they were helpless to do anything to change it. What are we to do about this? The answer is, “Don’t just survive. Dare to be alive!”

Teachers are often a very complicated lot to deal with because they can seldom agree on anything. There will always be those who resist any kind of change because they already feel comfortable with the way things are, and there will always be those who take a conservative stance and want to go back to the old way of doing things where they feel in control. What will probably have to happen is that as the old generation goes into retirement, the new generation of teachers will find it easier to catch up with educators in the rest of the world which, especially through the Internet, is becoming a global village.

A frequently asked question is, “Does curriculum reform mean that the teacher withdraws into the background and let’s the students do whatever they want? The answer is, “No, in both cases.” In the first instance, the teacher is approaching closer to the students rather than losing contact, and in the second instance, once the students have focused on a task to do, they will have a lot of questions about how to do it. This means that the students will have a motive to approach the teacher and ask for assistance. Self-access teaching is not a walk in the park. On the contrary it keeps everyone busy all of the time, especially the teacher who will find that, instead of giving the same old lecture over and over, he will be facing a new challenge every few minutes.

In conclusion, I would like to add three final points. One is that, far from becoming a silent partner, the teacher should always be speaking to someone, with others listening, and it is of the utmost importance that the students have a role model to follow to help them speak and pronounce words, phrases and sentences in English. The first place to start learning a language is to hear it spoken, preferably in an up-close context by a native speaker. The next thing I want to emphasize is that the task sheets in this book are designed as speaking activities for the classroom so somebody or everybody should be speaking at all times. The final point is that, especially in the pronunciation exercises at the end of the book, it is very important for the students to hear the teacher pronounce the examples in the text so that they can repeat what they hear, individually or in groups, in order to get the sounds right and develop a better accent and sound more like a native speaker.

## Chapter One : Warm-up Activities

This first chapter starts with some lower intermediate classroom activities that can help the teacher and the students to get to know one-another, in an easy and relaxed atmosphere.

There are two types of tasks proceeding in series. on alternate pages :

The first type is based on having the students interviewing one-another and asking questions, so that there is an independent dialogue between class members, with a minimum of interruption and supervision by the teacher.

The second type is based on easy games and speaking tasks that should not be seen as threatening to the students and that should help to ease them into talking in programmed, student-centered exercises.

In the first type of task, after some initial introductions, all the students will be asked to stand up and walk around the room, in an open, empty space, pushing their chairs to the side, where necessary, and speaking and getting information from as many different people in the room as possible. They may also ask the teacher to answer any of the questions that they find on their handout sheets. The main strategy of these interview tasks is to have the students find answers to the various questions, using the various verb tenses, without consciously realizing that they are also practicing grammar. The teacher should, however, not just give them the sheets and let stand up and start talking, because they would certainly use the wrong grammar and verb forms. Therefore, in the first stage of this exercise, the students should be asked to formulate and jot down each one of their questions, so they can read them out to the teacher who can check to see if the verb forms are correct. In other words, only after they have got the questions straight, is it time to have them stand up and walk and talk.

The second type of task consists of a series of tried, true and tested fun activities, playing easy games that will almost certainly work for both the teacher and the students on this level. There is enough variety so that the teacher can pick and choose which sheets he/she thinks are most appropriate for the group, depending on interest, skills and ability. The teacher may find that this chapter is too easy and search further into the book to find more appropriate materials. In general, the tasks gradually become more difficult, the text proceeds, chapter by chapter, from lower intermediate to intermediate and then to upper intermediate and, finally to advanced levels that will really help to improve students' comprehension and pronunciation skills.



## Introductions

Since this is a speaking class the teacher should begin by telling his students something about him or herself, for example, the teacher's name, his/her place of birth, qualifications and experience, what he/she as teacher expects students to do and to get from the class, followed by some guidelines on how student performance will be evaluated.

Often, classes may begin with everyone standing up and introducing him/herself. This is a bit abrupt, however, and the activity below works better :

### Getting to Know You Interview

Start with an activity to introduce the people in the class to each other as a warm-up task. Put the students in pairs, in two rows of chairs opposite one another, and have them interview each other in English, taking-down notes, following the guideline below. When the interviewing is finished, each student stands up and introduces his/her partner to the class in no more than two to three minutes. When the first pair have finished, go to the next pair and so on.

I would like to introduce you to my friend ..... whose nickname is ....."

Name

Nickname

Birth Date

Place of birth

Family members

Education

Skills

Hobbies

Other interests

Job experience

Sports

Prizes/Awards

Travel experience

What makes this person unique?

As SDS are speaking, the teacher should keep correcting their grammar. For example, "He *was* born *on* the *tenth* of April *in* Bangkok." Or "She graduated from Chula *with* a degree in English." The mistakes will be almost all the same, so by the time the students near the end of the activity, these mistakes will be repeated less frequently.

## Twenty Questions for the Teacher

If there are twenty students in the class, get them to put their chairs in a circle. Then, ask each student to take a sheet of A4 paper and write the numbers from 1-20 down the left-hand margin and write a list of 20 questions to ask the teacher. Next to the number one (1) each student must write one question as illustrated below. When the student has written the first question, he/she passes the sheet to the person on the right, who in turn writes a different question after the number (2) two, and so on all around the circle, until every student has written 20 different questions. For example,

1. What is your name?
2. Where do you come from?
3. Do you like football?
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

When the students are finished writing their questions, and their sheets have gone around the circle, and finally come back to their owners, then, the student may go around once more and ask the teacher any question that is listed on the sheet. Nobody should repeat a question that has already been used.

First, the students will ask a question, then, the teacher will answer it. If there is any grammar mistake in the question, the teacher can correct it, repeating the question correctly and answering in clear and simple language that everyone can understand.

## Remembering Introductions

Another way for a group to get acquainted and have a good laugh at the same time is to put about fourteen students in a circle and have them speak in the following pattern, each one remembering and repeating what was said before and then adding his/her own new information.

The first one says,  
“Hello, my name is Pom.  
My major is English and my minor is French.”

The second one says,  
“Hello, this is Pom.  
Her major is English and her minor is French.  
My name is Da.  
My major is Drama and my minor is English.”

The third one says,  
“Hello, this is Pom.  
Her major is English and her minor is French,  
and this is Da.  
Her major is Drama and her minor is English,  
and my name is Pen.  
My major is English and my minor is Spanish.”  
And so on and so on until they have gone around the full circle  
With no one forgetting and no one becoming confused.

Or if they do forget and get confused, just stop at that place in the circle and start over again, beginning with the next person and continuing in the same way until they have gone all the way around the group.

Then, when the above task has been completed successfully, you might mix up the seating plan by getting everyone to change chairs and then continue speaking the round of introductions until it is again fully completed.  
Another alternative to this game is to change the wording, as for example in

“Hello, my name is Archibald Mellors.  
I am the Trade Representative at the British Embassy.” Or “Hello, my name is Dale Wallace. I am an Accounting Manager at Price Waterhouse Coopers.”  
This looks a little hard but the students can do it.

## Find Someone Who...

Every student takes a copy of this sheet and stands up and walks around the room, asking the other students about the information below, asking and answering only in English and using only full sentences. For example,

*Find someone who has been to Chicago.*

Question: "Kai, have you been to Chicago?"

Answer: "Yes, I have been to Chicago."

Or "Nobody has been to Chicago."

Then, write down, "Kai has been to Chicago."

Find someone who  
Doesn't like rock music.  
Doesn't smoke.  
Never drinks alcohol.  
Never tells a lie.  
Doesn't eat beef.  
Has never been to Ranong.  
Doesn't have a TV.  
Can do Thai dancing.  
Cannot cook.  
Can drive a motorcycle.  
Can understand Chinese.  
Wants to learn Japanese.  
Can program a computer.  
Likes computer games.  
Can use Microsoft Word.  
Has a bank account.  
Never takes a taxi.  
Usually takes the bus.  
Doesn't live at home.  
Gets up at 4:30 a.m.

When everyone has finished asking questions and has written down the names of which students have done what, then, the teacher can put the students in a circle and ask them questions one-by-one and correct their grammar mistakes as they speak. *Sometimes, the teacher can help with the answers, for example: "Everyone can use Microsoft Word." "There is no one who can program a computer." "Nobody lives at home. They all live in the dormitory." Get SDS to write the questions and then check their grammar before they actually stand up to do the task.*

## Ball Game

This game came from the girls at Chula. It seems a bit simple at first, but it's not as easy as it appears. First, you need a ball that can be bounced off the floor from one student over to another. A big ball is better than a small one. Then, you need about twelve to fifteen students standing in a circle with enough space so one person can bounce the ball off the floor across to another student.

The first student holds the ball and asks a question like

“How old is your boyfriend?”

As the first girl is asking the question, she bounces the ball on the floor over to a friend who in turn must answer the question before touching the ball to catch it. Otherwise, if the friend hesitates for too long, or is too slow and hasn't finished answering before she touches/catches the ball, then she is disqualified and must leave the circle and sit down.

Then, next girl on her right takes the ball, and asks yet another question while bouncing it to yet another girl, who in turn must answer before her hands touch the ball, and so on and so on, until there is only one girl/person left standing.

Some sample questions might be

What's your mother's age?

How many children are there in your family?

What is your favorite sport?

What is your favorite color?

Movie?

Song ?

Actor?

What is your favorite gemstone?

What Sport do you play best?

How tall are you?

How much do you weigh?

What kind of movies do you like?

Music?

Car?

Fast food

What is the capitol of USA?

## Find Someone Who...

It's amazing how these "someone who" tasks make students feel so unselfconscious and spontaneous that, while they are interacting in the larger group, they almost forget that the teacher is in the room. Sooner or later, when things start to go quiet this means they are finished asking one another the questions. That's when the teacher says, "O.K. *let us put our chairs in a circle now and let me ask you what you have learned from your survey.*" Subsequent survey tasks will use the past or past perfect or the continuous tense, so there is some grammatical progression in this series of tasks. Teachers can make up forms that will be appropriate for their groups.

Here's another model to follow as an example by asking questions such as:

- Who was a beautiful baby? "Were you a beautiful baby?"
- Who was the oldest child? Were you the oldest child in your family?
- Was the youngest child?
- Was an only child?
- Was born in Bangkok?
- Was always in trouble?
- Was a very quiet child?
- Was a fat baby?
- Was a very thin girl?
- Was a very noisy boy?
- Was a very clever student?
- Was a slow learner?
- Was a generous sister?
- Was never scolded by her mother? Were you ever scolded by your mother?
- Was a naughty child? Were you a naughty child?
- Was an ugly child? Were you an ugly child?
- Was born into a large family?
- Was always a good singer?
- Was good at Thai dancing?
- Was a good football player in school?
- Was a poor swimmer in school?

Remember that asking the question using correct grammar is important when doing these exercises: Question : "Were you the oldest child?" Answer : "No, I was not the oldest child." "Who was the oldest child in the family?" "Nid was the oldest child in the family." The teacher should always allow students time to prepare the questions before everyone stands up to perform the group activity.

## Simon Says ...

This is a game that children like to play, but it's an effective language learning exercise because it is based on speaking and listening and carrying out actions based on simple sentences.

The rules are simple, all the students stand in a big circle, and there is a leader who gives commands like

Simon says, "Close your eyes."

Simon says, "Put your fingers in your ears."

Simon says, "Hold your nose."

If the command begins with the words, "Simon says," all persons in the class/group must follow the order. Anyone who does not follow the order is disqualified and must drop out of the game.

What makes the game more tricky and funny is that, if there is a command that does not begin with "Simon says," the listeners should not perform the action. Anyone who does perform the action is disqualified and must drop out of the circle.

The idea is to keep tricking a few, so they do the action without first hearing "Simon says," and, then, the circle keeps getting smaller and smaller until only one person is left, who will be declared and applauded as the winner.

If the leader orders, "Simon says, salute," every one must salute, but if the next command is "OK now sit down" without the words "Simon says," then anyone who sits down is out of the game, and so on. Everyone will have a good laugh and not have to take things too seriously.

While this is normally a game for 10 to 16 year-olds, it can be played in a more sophisticated way, even with adults, by making the commands more mature and demanding:

Simon says, "Tell me your mother's maiden name."

Simon says, "Tell us how many children you have."

Simon says, "Please tell us what kind of car you would like to own."

If the question is, "Would you like to win ten million in the lottery?" and the person answers, "Yes, Sure," then he/she is out of the game for answering a question that didn't begin with "Simon Says."

## Find Someone Who...

Has three sisters. How many sisters do you have?

Has been to Cambodia. Have you ever been to Cambodia?

Has visited the Zoo.

Has never fallen in love.

Has fallen in love.

Has not yet eaten today.

Has stayed in a boarding school.

Has never played volleyball.

Has learned to play the piano.

Has traveled to Hong Kong.

Has tried to learn Japanese.

Has lived in Switzerland.

Has a 4.0 GPA.

Has four brothers.

Has a BMW.

Has never had a passport.

Has taught young children.

Has worked as a babysitter.

Has stayed in the hospital.

Has a driver's license.



## I Spy with my Little Eye...

This is another one of those little children's games that can be used as a speaking activity. Here's how it goes. You get a group in a room or a lounge or a garden, etc. Then, the first speaker looks around and chooses any object or thing that he/she can see and notices the color, such as the garden *grass which is green* and then says the following :

"I spy with my little eye something that is green."

Then the others have to guess what the speaker has in his/her mind's eye, which has the color of green. For example, one speaker may ask,

"Is it a leaf?" but the answer will be, "No, it is not a leaf."

Then, the next participant may say, "Is it a tree?" and the answer will be, "No, it is not a tree." And so on, "Is it a snake?" "Is it a frog?" until finally someone says, "Is it the grass?" and the answer will be, "Yes, It is the grass." And, then, the round will be finished.

Next, someone else can take another turn, looking around and doing the same thing, and saying,

"I spy with my little eye something that is red," *like an apple*, for example.

And the others can keep guessing with questions like,

"Is it my dress?"

"Is it my shoes?"

"Is it a rose?"

"Is it my lips?"

"Is it my nail polish?"

until finally someone guesses right and says,

"Is it an apple?"

and the answer is

"Yes, it is an apple."

And the round is over, and the players can keep choosing new words and playing the game again and again to their heart's content for as long as they are not yet bored.

## Find Someone Who...

Is learning to drive. Are you learning to drive? etc.

Is saving money to buy a motorcycle.

Is learning to play an instrument.

Is taking tennis lessons.

Is wearing a Timex watch.

Is looking for a new girlfriend.

Is planning to study abroad.

Is never going to get married.

Is working at a part time job.

Is living in the dormitory.

Is living at home with the family.

Is renting his/her own apartment.

Is hoping to get married and have a family.

Is practicing meditation.

Is wearing a gold necklace.

Is planning to become a monk at age twenty-one.

Is planning to own his/her own business someday.

Is learning German as a second language.

Is planning to learn Mandarin Chinese.

Is playing in a rock band.

## Hangman

This is another children's game that can be adapted for speaking and vocabulary. Most kids know this game, which needs little introduction, but for those who may have forgotten their childhood pastimes, here's how it works :

Take a word that everyone knows like "airplane," and tell the SDS how many letters are in the word = seven letters. Then, you underline a space for each of the seven letters, as for example \_ \_ \_ \_ \_ \_ \_

Then you give them a hint like,

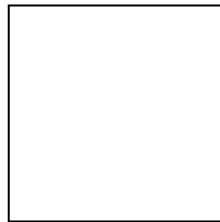
*"It's the name of a machine in which you can travel through the air."*

Then, they guess the first letter, which in this case would be A.

Then, they guess the second letter ... and so on...

With any luck, they will be able to fill in all the letters without making any error.

The *problem* is that if they guess a wrong letter, then they suffer a *penalty* using one stroke for each wrong answer to build their own hangman's gallows, adding one stroke, for every wrong letter, step-by-step, to look like this



There are lots of words you can use such as

Pigeon  
Subway  
Elephant  
Python  
Pencil  
Crocodile  
Telephone, etc.

The secret of success is choosing words everyone in the group should know and giving good hints so they can figure out the words. Since this is the age of student-centered learning, let the students make up their own list of words.

## Find Someone Who...

Has never had an operation. Have you ever had an operation?

Has never smoked a cigarette. Have you ever smoked a cigarette?

Has never been kissed.

Has never learned to dance.

Has never been to a nightclub.

Has never been in the hospital.

Has never had a boyfriend.

Has never won in the lottery.

Has never played badminton.

Has flown in an airplane.

Has never driven a car.

Has never learned to swim.

Has never felt jealous.

Has never borrowed money.

Has never had any money stolen.

Has never lied to the teacher.

Has never cheated on an exam.

Has never visited a doctor.

Has never failed a test.

Has never cheated on his girlfriend.

## It's in the Bag

Find a durable plastic shopping bag that's big enough to contain about twenty suitably-sized items. Then, using your imagination and creativity, put a selection of articles, suitable for your student group, into the bag :

like a rubber snake, a water pistol, a set of false teeth  
tube of lipstick, perfume bottle, powder compact, comb, hairbrush,  
hair clip, ear ring, wedding ring, armband, chain, headband,  
paper clip, ball point pen, eraser, flashlight, calculator, TV remote,  
door key, mobile phone, walkman, cassette tape, CD disc, light bulb,  
alarm clock, battery, small, hairy stuffed animal, small satin doll,  
wristwatch, eyeglasses, sea shell, chop sticks, spoon, fork knife,  
orange, apple, banana, peach, pear, guava, coconut,  
paper cup, coffee cup, paper punch, stapler,  
bottle opener, bottle cap, a stick of chewing gum, toffee,

or any other item they will recognize by feel, when they close their eyes and put one hand in the bag to choose the item and describe what they feel, for example, "*It's light in weight. It's round at the top,*" so that class members can get hints to guess what it is. People will feel a little afraid of putting their hand in the bag at first, but that is part of the fun. Don't put in anything dangerous or scary, and avoid leaving perishables in the bag if it's a prop you want to keep.

The point of the game is for the student with his/her hand in the bag to begin to describe the feeling, shape, weight, texture, material, size, or what it is used for, or when and why, etc. until the students can guess the name of the item. Do not take the item out of the bag until the students have guessed what it is. An example might be as follows:

*What is this?*

What I can feel in my hand is a round, soft object, about the size of an orange but the material is soft and a bit fluffy on the outside, although beneath that there is a harder inner layer that is flexible, like some kind of rubber. The object seems to be hollow on the inside so that when I press the surface in with my thumb, it flexes back into the original shape. It feels like a kind of ball that I could throw at the wall and it would bounce. In fact, I think it is a kind of ball that is used in a famous sport and is used to hit back and forth over a net with a racquet which is held in the hand of the players.

*It's a Tennis Ball!*

## Find Someone Who...

Speaks three languages. How many languages can you speak?

Was born in December.

Has three beautiful sisters.

Doesn't like dogs.

Loves cats.

Cannot cook.

Has been abroad.

Doesn't like disco's.

Dislikes the smell of cigarettes.

Watches foreign movies in English.

Eats too much chocolate.

Would like to try bungee-jumping.

Weights less than 40 kilos.

Is at least 180 cm. tall.

Has tried windsurfing.

Wants to get married soon.

Doesn't like boys.

Never eats fast food.

Has been to Chiang Mai?

Lives in Din Dang.

## Here's a Variation on the Getting to Know You Interview

Students can interview one another in pairs as follows :

- What's your name?
- When were you born?
- What's your place of birth?
- In what country were you born?
- What is your nationality?
- What is your gender?
- What street do you live on?
- What is your house number?
- What is your father's name?
- What is your mother's name?
- Do you have any sisters?
- Do you have any brothers?
- How old is your father?
- How old is your mother?
- Do your grand parents live with you?
- Do you have any pets in your house?
- When did you start to learn English?
- How many years of English have you learned?
- Have you ever had a part time job?
- What sports can you play?
- Have you won any prizes in school?
- Have you learned to play a musical instrument?
- What computer skills do you have?
- Do you surf the Internet?
- Do you ever visit a chat room?
- Have you ever downloaded music onto your computer?
- What kind of music do you like?
- What kind of movies do you like?
- What sports do you like to watch on TV?
- Do you want to get married one day?
- How many children do you want to have?
- What profession do you plan to enter?
- Do you think you will fulfill your greatest ambitions?
- What is your greatest dream in life?
- Would you like to be super-rich?
- What would you do if you won the lottery?
- If you could have anything you wanted, what would it be?

## Find Someone Who...

Was boy scout. Have you ever been a boy scout?

Was a girl guide. Were you ever a girl guide?

Has ridden in an ambulance. Have you ever ridden in an ambulance? etc.

Spent six weeks in hospital. Have you ever spent six weeks in the hospital?

Has broken an arm or a leg. Have you ever broken an arm or a leg?

Has never been in the mountains.

Has never flown in an airplane.

Often gives to beggars.

Never gives to beggars.

Hates to sing Karaoke.

Never goes to a nightclub.

Doesn't dance very often.

Drinks coke in the disco.

Hates action movies.

Loves horror movies.

Seldom goes to the cinema.

Likes to read books.

Doesn't like to study.

Doesn't watch much TV.

Has never had a dog.



## Twenty Questions

Think of a word that the other students should be able to guess, if you give them a couple of hints and then allow them to ask twenty questions. If they can guess the word in twenty questions, they win. If they cannot, they lose.

You can take words like

Lion  
Pineapple  
Gold

Or you can take a country like

Egypt  
China  
USA

Let's suppose you have chosen "Egypt" as the word they must guess.

First, you must give a couple of hints such as  
"It is a very old country. It has a lot of history."

The students can then ask questions to help them guess which country it is.

Only yes or no answers may be given

For example,

1. "Is this country in Asia?" "No."
2. "Is it in Europe?" "No."
3. "Is it in the Middle East?" "No."
4. "Is it in Africa?" "Yes."
5. "Is it in North Africa?" "Yes."
6. "Is there a lot of desert in this country?" "Yes."
7. "Do they have camels?" "Yes."
8. "Do they have many pyramids?" "Yes."
9. "Is this country Egypt?" "Yes."

And thus they have got the answer using only nine questions. The trick to finding out the word, based on the clues given, is to start asking questions that exclude other possibilities and then keep going in the direction that your intuition leads you. The clues also have to be fair to give the players a fair chance.

## Ask the Teacher Twenty Questions about His/Her Country

“Does it snow in your country?”

“Which months are the coldest months?”

“Which are the summer months?”

“Which is your favorite month and why?”

“What do people like to eat in your country?”

“What do people do at the weekend?”

“What time do people start work in the morning?”

“When do they finish work?”

“Is there much traffic?”

“What about pollution?”

“Are the big cities noisy?”

“Are politicians corrupt?”

“Are there prostitutes?”

“Can you trust the police?”

“Do people ask for bribes?”

“Do many people have a second house or cottage?”

“What sports are popular there?”

“Are there many mosquitoes?”

“Do people like to sunbathe?”

“Where do people go for entertainment?”

## The One-Minute Game

This game has two teams of individuals who try to compete against one-another by having one member from one side speak for one full minute (measured by a stopwatch) talking on an impromptu topic given by the other side, for which the speaker has had no chance to prepare beforehand. An example might be,

*“What do you think about sex before marriage?”*

The point of the task is to speak without any

grammar mistakes  
stopping or hesitation  
mispronunciation  
misuse of words  
being off topic  
or any mistake of any kind

The members of the opposing side must listen carefully and stop and disqualify the speaker the moment there is any fault or error or hesitation, etc. Then, the person who has caught the error stands up and is given a different topic that he/she has never heard before, upon which he/she then must speak for one minute absolutely free of any error. Any speaker who succeeds in talking fluently for one minute scores one point for his/her side. Some appropriate topics for your game might be.

How can we improve the quality of life in Bangkok?  
What would you do if the world would end tomorrow?  
What would you do if we gave you one million dollars?  
If I could change one thing about the world I would...  
Do you think Thailand needs Nuclear Power plants?  
Swimming in the canals around Bangkok is dangerous.  
Everybody in the world should speak only one language.  
The Environment in Bangkok actually makes people sick.

It would probably be more fun to create topics that are suitable to the particular groups. The team that listens the most carefully for mistakes has the best chance of winning, as it is a good strategy to disqualify the opposing challengers as quickly as possible in order to gain more time for the members of your group to get more points.

## Find Someone Who Is...

Learning three languages. Are you learning three languages?

Under eighteen years of age. Are you under eighteen years of age?

A member of a student club.

A member of a sports team.

A member of a band.

50% Chinese.

100% Thai

An English tutor.

Giving music lessons.

Planning to go abroad.

Working at a part-time job.

Hoping to be a manager one day.

Tying to lose weight.

Afraid of failing an exam.

Afraid of going to the dentist.

Happy to be a student.

Unhappy about the traffic problems.

Worried about the economic future.

Optimistic about his/her future.

Totally pessimistic about life.

## Drawing a Pie Chart to Tell About Yourself

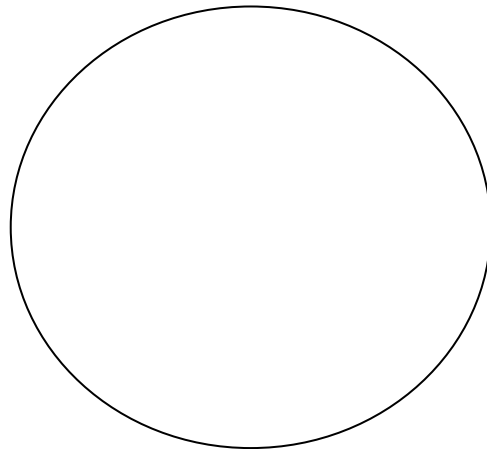
If you have a class of about 20 students, divide them into groups of 4-5 and let them choose a topic which each group would like to ask their fellow students about, so they can write a question and then stand up and go around and survey every other person in the room on that particular question. Keep it a really simple survey that can then be turned into a really simple presentation. Try to ask a question where there are several possible answers, so the results can be reported in percentages. Some questions would be

- What is your favorite football team?
- What's the name of your favorite band?
- What sport do you play most often?
- What kind of drugs do young people try most?
- What kind of movies do you like best?

What type of music ( rock, pop, western, etc.) do you listen to the most?

- Who is your favorite female superstar?
- Who is your favorite male superstar?
- What kind of fast food do you like best?
- What is your favorite subject in school?
- What activity do you do most on the internet?
- What is the most important quality in a marriage partner?
- What kind of fruit do you like best?
- What sort of food do you like the least?

Actually, it's better to get the students to think up their own question because the activity should be about something that they are interested in knowing.



In the circle above, make up a pie chart to display the information you have discovered in making your survey. When you give your report, each person in the group must speak and present a part of the information to the class.

## Find Someone Who...

Has studied in America. Have you studied in America?

Would like to be an air hostess. Would you like to be an air-hostess?

Would like to be a travel guide. Would you like to be a travel guide?

Would like to be a government official.

Would like to be a secretary.

Would like to be a business manager.

Would like to be a TV producer.

Will someday run the family business.

Will never marry.

Will marry his childhood sweetheart.

Wants to have many children.

Wants to have only one child.

Would like to do an MBA.

Will travel to Europe.

Will always live at home with his/her parents.

Would like to get a Ph.D.

Would never take a bribe.

Will always love her mother.

Would like to have plastic surgery.

Would never take advantage of a lady.

## Get the Class to Make-up a Story

Put a group of about twenty SDS with their chairs in a circle, and start with a sentence like: "Once there was a beautiful young girl of eighteen." Then, each successive student, going all the way around the circle to the right, must add a new sentence to keep the story going. Here is a model that may serve as an example :

1. Once there was a beautiful young girl of eighteen.
2. It had always been her dream to study at English at Chula.
3. She did everything she could to prepare herself.
4. She knew the entrance exam would be very important.
5. Her family sent her to the British Council for extra lessons.
6. They spared no expense when it came to her education.
7. She often told her friends that she had no time for fun.
8. The entrance exam was the only thing she thought of.
9. She never thought about boys or falling in love.
10. She never took time to listen to music or go dancing.
11. She never went to the movies or watched TV.
12. Half the time she even neglected to eat regular meals.
13. She studied so much that she neglected to exercise.
14. She was so stressed that she always had trouble sleeping at night.
15. In the weeks before the entrance exam she was very nervous.
16. She worried so much that her friends were concerned about her.
17. Some people even thought that she might go crazy.
18. Towards the end, she even began to lose weight and look a little strange.
19. Eventually, however, she did extremely well on the entrance exam.
20. She was filled with joy when she won a place in the Faculty of Arts at Chula.

This is such a typical story that it is a little bit too boring. It would be more fun to write unique tale that was more unusual and exciting and which did not have such a conventional ending. Try to create one that uses a little more imagination and in which the steps of the story are not quite so predictable :

1. There once was a pretty girl who came from a poor family.
2. One day she was shopping with her mother at the market.
3. She turned from her mom to look at some goldfish in a bowl.
4. When she looked back her mother was no longer there.
5. She looked everywhere but she couldn't find her mom.

See if you can finish this story and make her life unexpected and surprising.





### **Find Someone Who...**

Has never been abroad. Have you ever been abroad?

Has never drunk whiskey. Have you ever drunk whiskey?

Has never smoked a cigarette. Have you ever smoked a cigarette?

Has never been in trouble.

Has never kissed her boyfriend.

Has never driven a car.

Has ridden on an elephant.

Has never driven a motorbike.

Has been to a rock concert.

Has visited a disco.

Has never stayed out later than midnight.

Has traveled alone.

Has cooked for the whole family.

Has never learned to swim.

Has often got an "A" in school.

Has never failed a test.

Hasn't any brothers or sisters.

Has written an academic essay.

Has sung a song on stage.

Has taken tennis lessons.

## Can You Guess Who I Am?

This is a game where a person pretends to be someone or something that he/she is not, and the others have to guess who he/she is impersonating. First, the teacher gives one person a piece of paper with the name of a very famous personality (like Superman) on it and puts that person at the front of the room for questioning. The class members are given only one hint to guide their questioning, such as for example, "This is a famous Hollywood comic strip movie figure." Then, the other students have to start asking questions to find out who is being impersonated. Only yes/no answers may be given :

1. Do you travel in outer space?
2. Do you live in a big city?
3. Do you have a family?
4. Do you like to eat spinach?
5. Do you wear a mask?
6. Do you live in an ancient castle?
7. Do you like to suck people's blood?
8. Can you climb up the sides of buildings?
9. Are you human?
10. Do you sometimes talk to animals?
11. Can you blow fire out of your nostrils?
12. Have you lived for thousands of years?
13. Do you have horns?
14. Can you make yourself invisible?
15. Are you a child?
16. Are you the leader of a group of warriors?
17. Can you tell what other people are thinking?
18. Do you have X ray vision?
19. Can you fly?
20. Do you have a girlfriend?
21. Do you change identity?
22. Are you strong and muscular?
23. Are you very handsome?
24. Do you come from the planet Krypton?
25. Are you Superman?

Students enjoy this one, particularly if they are using personalities the group likes and admires. In a variation on this game, everyone in the room knows the name of the personality except the one person at the front who, then, must keep up the questioning until he/she has discovered who the mystery person is.

## Find Someone Who...

Ate steak last week. Did you eat a steak last week?

Bought a new watch recently. Did you buy a new watch recently?

Started working at a part-time job.

Drove a motorbike to school.

Won a scholarship in school.

Gave a speech to his graduation class.

Joined a club at school.

Ate a bowl of noodles this morning.

Went to the seaside last weekend.

Had his/her calculator stolen.

Has fallen asleep in class.

Has broken up with her boyfriend.

Has taken driving lessons.

Has won a prize for athletics.

Has never played in a band.

Has never played on a basketball team.

Has never cheated on a test.

Has never borrowed money from a friend.

Has walked to class every day this week.

Has played computer games every day this week.

## ELT Spelling Bee

There are three variations of this game, each a little more and complicated, confusing and harder to accomplish than the than the one before.

First, there is the conventional spelling bee in which everyone stands in a circle and everyone is given a word to spell by the teacher or class leader. Anyone who spells the word wrong has to sit down, and the next one tries, and the next one until there is only one person standing who is applauded as the winner.

Second, students are given words to by their leader, with everyone standing in a circle, with each student saying only one of the letters at a time, going around, one-by-one, letter-by-letter, until one student spells a wrong letter and has to sit down. Every time a word is finished, a new one is introduced into the round, going round, word-by-word, letter-by-letter, until only one person is left.

Third, put the students in two lines standing opposite one another, each with his/her own list of chosen words to spell out to the other. The first student spells a word quickly and the student opposite must listen, hear and pronounce that word without any hesitation in order to remain standing. The second student then in turn spells his/her word to the other who must say it perfectly and quickly to remain standing, and so on and so on, down the line and back again, until there is only one remaining in the upright position, who is the winner.

The words should be chosen appropriate to the level of the group, but if the group is higher intermediate, perhaps some of the following words may serve as models. If these words are too hard choose easier ones from the dictionary.

bureau, attorney, paralyzed, convalescent,  
sheriff, syringe, hallucinate, censor,  
mayhem, Wisconsin, Massachusetts,  
expectorate, apologize, acquittal, mayor,  
endearing, terrestrial, satellite, mural,  
curriculum, peculiar, chimney, separate,  
reprisals, inundate, prioritize, celluloid,  
bombastic, immemorial, predestination,  
ocular, juggler, residual, resin, pedantic,  
jurisprudence, marital, martial, anorexia,  
plethora, plebian, criticize, license,  
bigotry, vacillate, prestige, cosmic.

## Find Someone Who...

Is learning Japanese. Are you learning Japanese?

Is living in Klong Tan. Are you living in Klong Tan?

Is living on the University Campus.

Is living with a room mate.

Is planning to buy a used car.

Is planning to study English abroad.

Is planning to do graduate studies.

Is hoping to get a Master's degree.

Is hoping to win the lottery.

Is hoping to marry a rich man.

Is hoping to marry a beautiful girl.

Is studying hard every day.

Is taking night school classes.

Is having trouble learning English.

Is having difficulty finding time to study.

Is spending three hours a day in traffic.

Is suffering because of pollution.

Is disappointed about the environment.

Is hoping for a better future.

Is afraid to go to the dentist.

## Detective

This is a game where you put three people at the front of the room, who all claim to have had the same unusual experience. *Like a girl who once went into the men's restroom by mistake and felt quite embarrassed.* Only one of them has had the true experience and the other two are imposters. The true girl must report the truth. The other two must make up their answers based on their imaginations. This means they are lying. Your job is to question the girls, as though you were detectives, to find out which two are lying and which one is the true person.

Every class member asks one question, which all three girls must answer as though they had actually had the experience themselves and could tell the actual details the way they had experienced them. Detectives should be able to ask clever enough questions to catch the two imposters, because they should be able to hear when suspects don't know what to say because they were not actually at the scene to remember and report on what really happened.

Some questions might be as follow :

Did you forget to look at the sign before you went through the door?

Where did it happen? What time was it?

Were you alone or was someone with you?

Did someone dare you to go into the men's room?

Are you often a forgetful person?

Did you feel frightened? What was your first reaction?

What did you see after you entered the door?

Were there any men in there?

What were they doing?

What did they do when they saw you?

At the end of the questioning, the class must vote on who the real person is.

After the voting, the class leader says,

“Will the real person now step-forward.”

Often it is not the one you expect because the others are such good actors.

What are some other experiences that some of you have had that might make good topics for this game? *Falling off an express passenger boat into the canal would be an unusual experience.* What different sort of experience have you had that would help to make a good subject for this quiz game? Have you ever had your *gold chain stolen at the bus stop by a thief who then jumped on the back of a motorcycle and raced away?*

## More Detective Work

Another way to play detective is to have two groups of five or six, who at first confer in two private circles to see who in the group is different or has done something different from the other members of the class. Each student tells the others in his/her group something about him/herself that is unusual and which the others in the other group cannot know about. For example, if you ask an individual, maybe he/she will answer that he/she

ate ten plates of noodles at one sitting  
fell in the water and almost drowned  
was born in Boston in the US  
learned how to ice skate at the World Trade Center  
worked at Burger King  
studied a year in New Zealand

Pick one topic from the first group, *learning to ice skate*, for example, and, then pretend that everyone in the group has learned to ice skate. Sitting in rows of chairs, facing opposite one another, allow the second group to play detective and interrogate the individuals in the first group one by one as suspects, trying to catch each suspect in a lie, so the detectives can eliminate some suspects and come closer to finding the identity of the true ice skater:

How did you learn to skate?  
Where did you skate for the first time?  
What brand of ice skate do you have?  
Who sharpens your skates?  
What days and times is the WTC open for skating?  
How much do you pay to skate?  
How much did you pay for your skates?  
Do you often fall down?  
What happens if you injure yourself?  
What is the temperature in the ice-skating rink?  
What kind of clothing do you wear when you go ice-skating?

Someone who has never ice-skated will be unable to answer certain questions or will hesitate so long that the questioners will see he/she is lying. Whereas, if the detectives are observant, they will be able to see who answered most confidently so they can make a calculated guess about the identity of the real ice-skater. When this is finished, suspects switch roles with detectives and they become the interrogators to try to catch the other group in another set of lies.

## Find Someone Who...

Wants to study Arabic. Do you want to study Arabic?

Has learned English for fifteen years. Have you been learning English long?

Is going to have a birthday soon. Are you going to have a birthday soon?

Will soon move into a new house.

Is living in Bang Mod.

Is going to get married soon.

Will not go directly home after class.

Has always lived in Bangkok.

Can speak Chinese with his/her grandmother.

Doesn't like to play badminton.

Always goes directly home after school.

Would like to own a Mercedes Benz.

Would never go alone into a disco.

Will travel abroad during the holidays.

Still lives at home with his/her parents.

Has never been in a subway train.

Takes the Sky Train every day.

Does not own a computer.

Has never traveled outside of Thailand.

Would like to start his/her own business.



### Using Word Suggestion to Tell a Story

Put the students all in a big circle. The first student starts off a story by saying a sentence such as, “There once was a pretty young girl.” Then, the first student tells the next person to his/her right a word, like “castle” with which the second student must make up a new sentence to keep the story going. The following example will help to illustrate :

<i>sentence</i>	<i>word</i>
-----------------	-------------

Complete the story by saying a word we can use to complete the next sentence.

There once was a pretty young girl.	Castle
Who had always dreamed of living in a castle.	Poor
The problem was that her family was very poor.	Boring
Life in their town was very boring and uneventful.	Festival
Once a year however there was a summer festival.	Prince

It would be more fun for the students if they made up their own sheets and word-suggestions following the interests of that particular group of people.

## Can You Guess What Object I am Thinking About?

Everyone sits in a circle, and one person thinks of an object. It must be a concrete thing. He cannot tell anybody what he is thinking which might, for example, be an *air conditioner* but he can give one hint, like, "I wish I had one in my bedroom." SDS in the circle must ask questions, and the answers can only be yes or no.

Sample questions might be,  
"Is it round?"  
"Is it heavy?"  
"Is it made of metal?"  
"Can you carry it?"  
"Does it sit on the floor?"  
"Can you hear it?"  
"Can you see it in the dark?"  
"Can you hear it breathing?"  
"Does it hang on the wall?"  
"Does it run on electricity?"  
"Does it make the room cooler?"

You can have lots of variations on this game :

"I am thinking of something that smells good," (*like a jasmin flower.*)

Can you guess what it is?  
"Is it something we eat?"  
"Can we suck it?"  
"Can we cook it?"  
"Is something natural?"  
"Is it a manufactured product?"  
"Is it a flower?"  
"Is it white in color?"  
"Do we use it in religious ceremonies?"

"If we did not have it we would die quickly," (for example, light).

"Does it go into our stomach?"  
"Do we breathe it through our noses?"  
"Is it something that we drink?"  
"Does it come from the sun?"

**“I am thinking of something that women use,” (like lipstick).**

“Can you guess what it is?”  
“Is it something they wear?”  
“Is it something that smells good?”  
“Do they use it in the kitchen?”  
“Is it a hair product?”  
“Do they use it on their eyelids?”  
“Do they wear them on their feet?”  
“Is it something for their ears?”  
“Is it a cosmetic product?”  
“Is it a whitening product?”  
“Do they rub it into their skin?”  
“Is it something for the lips?”

**“I am thinking of something in this class room,” (like the whiteboard).**

“Can you guess what it is?”  
“Is it something everyone can see?”  
“Is it something everyone can touch?”  
“Can we see through it?”  
“Is it smooth?”  
“Is it hard?”  
“Does it rotate in circles?”  
“Is it on the ceiling?”  
“Is it on the floor?”  
“Can we project a picture onto it?”  
“Does the teacher write on it?”  
“Is it on the wall?”

**“I am thinking of something that we play,” (*like volleyball*).**

“Is it a card game?”  
“Is it a guessing game?”  
“Is it a children’s game?”  
“Is a sport?”  
“Is there a ball?”  
“Do they hit it over a net?”

## What Do You Play?

Normally, we say we *play* a sport, a game, an instrument, or play the lottery or play the fool, or play the stock market, but it is incorrect to say we play Internet or *play* computer, or *play* banana boat or *play* bowling. Look at the following chart to get an idea of when we use play and when we do not. This is one of those things that you have to learn by listening and repeating what you hear.

We say that we play :	But we go :
Football	Swimming
Basketball	Surfing
Baseball	Wind surfing
Volleyball	Water skiing
Cricket	Skiing
Rugby	Jet skiing
Soccer	Mountain climbing
Golf	Hiking
Tennis	Trekking
Badminton	Camping
Ping pong	Hunting
Ice hockey	Fishing
Field hockey	Bird watching
Marbles	Train spotting
Hide and seek	Running
Cops and robbers	Jogging
Chess	Walking
Checkers	Bob sledding
Dominoes	Tobogganing
Snooker	Hang gliding
Billiards	Bungee jumping
Pool	Traveling
Music	Hitch hiking
The saxophone	Backpacking
Video games	Sailing

We ride a banana boat, a bicycle, a motorbike, a pony, whereas, we practice archery, fencing, rowing, or the decathlon. We drive a racing car or speedboat. We dive from the board, we shoot a gun or rifle. We lift weights, and jump over the bar. We throw a ball, discus, javelin or shot-put. We fly a kite or an airplane. We can also say we do the high-jump or the long-jump.

### Find Someone Who...

Has three older brothers. Do you have three older brothers?

Has taken English classes at a language School.

Has never driven in an Audi car.

Lives in Chinatown.

Can read the menu in Italian.

Finds action movies too violent.

Doesn't eat spicy food.

Never eats meat.

Never drinks beer.

Wants to go to Tokyo.

Comes from Chang Mai.

Likes to live alone.

Doesn't like the smell of durian.

Has learned to play the violin.

Does not want to own a car.

Is not a good singer.

Has visited Ko Sichang.

Has never surfed the WWW.

Wants to be a playboy.

Wants to remain single.

## Black Magic Game

For this game, you need at least three people interacting, standing at the front of the room, but there can be any number of persons present in the audience who will be tricked by the three players. The first player whispers the name of an object or thing in the room into the ear of the second, so both the first and second players know what the thing is, for example, *clock*. The third person, however, does not yet know the name of the object that the first one has whispered and must guess, saying yes/no as the second person points to various objects and asks,

“Is it the door?” no  
pencil           no  
box               no  
ruler             no  
my ring          no  
the picture      no  
my hair          no  
the clock?       yes!

Now, go through the same sequence again, but this time blindfolding the third player and getting someone from the audience to silently point out another thing or object in the room, for example, *window* as the object to be guessed:

“Is it the chair?” no  
the desk         no  
the pen          no  
the letter       no  
the book         no  
the dustbin     no  
my glass         no  
my shirt         no  
the poster       no  
my eyes          no  
the window?     yes!

Now, as the audience may observe, the third player will always guess the unknown object correctly. This is because of *a secret signal between the second and third players*. Can you guess how they do it? Look at the page again for clues, particularly at the title. The clue is the color *black* because the correct answer is always the next object that comes after something *black* such as the *hair* or *eyes* of person number two. This is why it is called *black magic*.

### **Find Someone Who Would Like to...**

Be a tourist guide. Would you like to be a tourist guide?

Be an airline steward. Would you like to be an airline steward?

Be a bank manager.

Be a government official.

Be a politician.

Live in Chiang Mai.

Learn deep sea diving.

Learn hang gliding.

Ski in Switzerland.

Be a race car driver.

Buy a big motorcycle.

Drive a Mercedes Benz 450SL.

Be an astronaut.

Be a Hollywood star.

Meet the Prime Minister.

Become Thai Ambassador to the US.

Learn to ice skate.

Own a house near the sea.

Buy a motor yacht.

Sail around the world.

## Whisper in my Ear

There are several tasks that can use *whispering something in someone's ear* as a curious starting point. In the first one, for example, put about fifteen SDS in a circle, and whisper a full sentence into the ear of the first SD, who, will whisper it to the next SD and so on, all the way around the circle until we get to the last SD at the end of the round, who must repeat what he/she heard the second-to-last speaker whisper. A sample sentence might be,

*"When in Rome do as the Romans do."*

As often as not, what comes out at the other end bears little resemblance to the original sentence. Another example to try might be

*"He drank all night with another woman and didn't home until after dawn."*

Sometimes the story changes altogether. Yet another example might be,

*"He really, really loves her a lot but lately he has been writing to another girl."*

Another activity to do is let the SDS use their imagination to think up some short stories to repeat.

For example, a *nasty piece of untrue gossip* would often make the best sort of unique narrative to whisper from ear to ear so that the whisperers will get the words all mixed-up and change the plot of the story. Don't say anything that will cause harm.

### Whispering to the Mime

Or you can try this is simple task in which the TT whispers a sentence to one SD who must mime what he/she hears so the other SDS can guess the idea.

For example,

*"Get away from me. I'm afraid of you."*

*"Oh, yes. Thank you very much. I am hungry."*

*"Oh, I'm so sorry but I don't have any money."*

### Whisper and Draw a Picture

Another task that keeps SDS amused for a while is for the TT to whisper a word into the ear of one SD, who then, goes to the board and tries to draw a picture so the other SDS can guess the word. You might use words like

Flamingo

UFO

Angel

Mouse



## More Words to Whisper and Remember

Write the examples listed below on separate slips of paper. Put about ten SDS in a circle and hand each one a separate slip to read and commit to memory, and then whisper to the person next to him/her, going around the circle, one by one. The last person in the group before coming back to the original speaker must say what he has understood the original words to have been.

My telephone number is 02 4625389.

Accounts receivable documents

Alliance insurance investigations

Fill in the details of fixed costs

Corporate credit rating check

Pon's attitude is very admirable.

The class was very interesting, but Pan got bored and went to sleep.

I used to work for Arthur Andersen, but our firm has merged with KPMG.

An estimate of all assets both fixed and moveable

Two signed photo copies of your passport and work permit plus two photos

The bank requires additional documents as proof of continuing income.

You have no choice but to submit the required due diligence report.

Please submit an approximate estimation of all construction costs.

You should keep a file of all your ATM withdrawal slips.

Do not push this button or the whole building will explode.

You must wear a protective suit, so you are not exposed to nuclear waste.

You must wear a bullet-proof vest in case you are shot.

## Free Association with Colors

After each color, write at least five more words that express qualities or associations that come to mind as a result of the look, sound, or feel or any imaginary impulse that is connected to the word in your mind :

Red/rage/passion/lips/roses/nail polish

Orange/bitter

Yellow/lemon

Green/grass

Lime/soda

Blue/sky

Purple/robe

Black/evil

Grey/dull

White/pure

You can play the same sort of game with any sort of

Associations with Ideas/Words

*Write down the first thing that comes to your mind when you see the words below .:*

Gold

Capitalism

Freedom

Anxiety

Dream

Virginity

Bank

Police

Traffic

Transportation

## Draw an Object and Name the Parts

Divide the class into four groups and send one person from each group to the board with a piece of chalk. This person must draw a picture of an object, like *a house*, and then the members of his/her group must help to name and label as many parts of the house as they can; for example, door, window, roof, chimney, doorstep windowsill, window ox roof tiles, chimney pot, door handle, etc. Similarly, the other groups must name the parts of another object that has a lot of parts, so that they can think of the most names and win. If the word is a hard one, students should be permitted to use a dictionary. First, as a warm-up just for exercise, let's try doing it with *words* like the ones that follow :

Helicopter	Automobile	Airplane
Rocket ship	Motorcycle	Train locomotive

After doing the above exercise, go to the board and do it again in your groups.

## Pass the Box and Pick a Word-Slip

This is a word game for which you need twenty students, an empty box and twenty small slips of paper of about one inch (2.54cm) square. First, place the slips of paper in the box and pass the box around so each student can pick out one slip of paper.

Each one then writes down a vocabulary word, suitable for the level of learning. Fold the papers into four so no one can see or read the words. Then, put the papers back in the box and pass it around again, so everyone can pick out a word slip. It should not be the same word you have written.

If you get your own word back, put it back in the box and pick another one.

When you pick the paper out of the box, you open it and read the word and, then, you use that word to make up a sentence, which the teacher can correct if and where it is necessary.

Some vocabulary words might be

Perpetrate

Hunchback

Witch

Incredulous

Preposterous

Vegetarian

Pickled

Amputee

For example, “An amputee is a person missing one or more arms or legs.”

A variation on this game is for one student to pick a word slip from the box and then give the class a hint of what the word may be.

Such as, “This is a place where we go five days a week,” and the others have to keep asking yes/no questions, until they have figured-out that the word must be “University.”

## The Numbers Game

Everybody must think up a set of numbers that have a special meaning, and the other students have to guess what the meaning is by asking questions and suggesting answers. An example would be

9.11.01

What do you think that could signify?  
Is that somebody's birthday?  
Did something happen on that day?  
Was it the World Trade Center disaster?

9712

Is this a personal number for you? Yes?  
Is it some kind of identification number?  
Is it a password number?  
Is it you secret ATM pin number. Yes?  
Can I borrow your card?

8787

Do you have a car?  
Are these numbers in you license plate?  
Do you have a Mercedes Benz?

0457

Are these the last four digits of an ID number? Yes?  
Is this your student ID number?  
Is this your locker number?

12.8.87

Were you born on Mother's Day?  
How old are you?  
Is this your birthday?  
Is it the birthday of a family member?

## What Do You Do in Your Personal Weekly Schedule?

Ask the others what they are doing at certain times of the day. For example, “What are you usually doing on weekdays at six PM in the evening?”

<i>Time</i>	<i>Sun.</i>	<i>Mon.</i>	<i>Tues.</i>	<i>Wed.</i>	<i>Thurs.</i>	<i>Fri.</i>	<i>Sat.</i>
6 AM	Sleep	Awake	Awake	Awake	Awake	Awake	Sleep
7		Coffee					Sleep
8		Bus					Sleep
9		Work					Sleep
10	Awake						Awake
11	Brunch						Brunch
12 PM		Lunch	Lunch	Lunch	Lunch	Lunch	
1	Walk						Shop
2	Tennis						
3	Swim						
4	Relax						
5	Drinks						
6	Nap		Dentist				Dinner
7	Dinner	Dinner	Snack	Dinner	Dinner	Dinner	Dress
8	TV		TV				Date
9							Dine
10							Disco
11							Disco
12 AM							Disco
1							Disco
2							Disco
3							Home
4							Sleep
5							Dream

This is a sample of how a time sheet can be used as the basis of a speaking activity. The activities will naturally vary according to the nature of the group.

Get every person to make out his/her own individual time sheet, and then allow the others to ask questions like :

“What are you doing on Wednesday at one o’clock?” “What will you be doing on Saturday night at midnight?”

Note, as well, how this activity allows you to practice verb tenses.

## What Talents Do We Have in Our Group?

Sit in a circle and ask each student tell one talent that he/she has, for example :

Pon can sing very well.

Lek has studied Thai dancing.

Porn is an actor.

Da is good at Microsoft Excel.

Aye can play the guitar.

Kwan learned to play the piano.

Ann is a very fast typist.

Lynn can translate from Chinese into Thai.

Som can write songs.

Dang can cook Italian food.

Pen can sing Italian opera.

Stang can program computers.

Tan is good at creating web sites.

Pel can read French.

Tong knows how to cook Japanese food.

Ad can teach the violin to children.

Muay is able to prepare flower designs.

Tim can dance the Tango all night.

Tai is good at setting-up Power Point presentations.

## Guessing Your Friends' Thoughts

Wouldn't it be nice to be a mind-reader and be able to read other people's thoughts? Wouldn't it be curious, for example, if you knew in advance what your friend was going to answer before he/she was even asked a question? You can test yourself by putting one of your friends at the front of the classroom and guessing how he/she would answer questions like the ones below :

Here's an example of how to proceed: first, you ask your friend a question, such as, "*What is your favorite food?*" and the he/she must write the answer on a piece of paper so no one else can see it: for example, "*fried rice.*" Then all the people in the class begin to guess: "Is it fried fish?" "Is it chicken with noodles?" At the end of the questions, he/she shows what is written on the paper. With any luck, one of her close friends will already know the answer.

Question	Answer
Where would you like to go on your honeymoon?	
What Hollywood star would you like to date?	
Who is your role model?	
Who is your favorite female vocalist?	
What kind of person do you want to marry?	
What would your dream job be?	
What is your deepest secret wish?	
What words would you like to hear your lover say?	
Where would you like to live?	
What would you do if you couldn't get a job?	
With whom would you like to be lost on a desert island?	
Is there any kind of animal that you do not like?	
What is your favorite song?	

In the empty spaces, write a few more questions that you can ask your friend.



## **Alone on a Desert Island**

Imagine that you have to stay alone on a desert island for a whole year, and that you can only take twenty items with you. What items would they be? Get everyone in the class to use the form below and fill in the things they would most miss or need if they were in a situation like that. Then, after everyone is finished writing, get one student to read his/her list, while the others listen. Then, go around to the other students and ask each on to tell the two items that they would need or wish to have the most. Write down all the things they say in the blank spaces that are provided :


When you are finished, for conversation's sake, you can ask certain people why they think that certain items would be so important to them.

## Word Games

The teacher tells each participant an adjective, one-by-one, going around in a circle. Within one second, the student must say a noun to go with the adjective. Then, the student must think up and say a full sentence using both the adjective and noun together. This is an oral exercise and should go fast. See the following example :

Expensive / *expensive present* / *I bought my wife an expensive present.*

Easy	test	We are hoping for an easy test.
Difficult	questions	We don't want to have any difficult questions.
Interesting		
Boring		
Sweet		
Sour		
Bitter		
Angry		
Awful		
Wonderful		
Happy		
Lovely		
Slow		
Fast		
High		
Low		
Short		
Tall		
Hard		
Soft		
Yellow		
Bright		
Dull		
Painful		
Relaxing		
Stressful		
Heavy		
light		

If the students enjoy this activity, get them to make up their own list of new adjectives and do the whole thing together on their own.

## Thinking of Related-Words

Divide the class into four groups and give each group a word, for which they must write out a list of related-words. The group that can write-down and read-out the most words wins. An example might be :

Write a list below of things you can do with your hands, for example :

Hold  
Grasp  
Stir  
Stroke  
Clap, etc

Write a list below of things that you can do with your head, for example :

Butt  
Shake  
Nod  
Think  
Imagine, etc

Write a list below of things you can do with your eyes, for example :

Flutter  
Squint  
Wink  
Cross  
See, etc

Write a list below of things you can do with your feet, for example :

Shuffle  
Stamp  
Dance  
Hike  
Pirouette, etc

There are lots of ways you can vary such word games, depending upon the linguistic purpose. You could as well, for example, get the students to choose common nouns and see how many adjectives they can find as modifiers.

## Find Someone Who...

This game is so popular with the students that you can keep coming back to it, periodically, because you know it's going to succeed. You can also vary the formula in many ways. In the following, for example, students can interview classmates regarding their preferences and asking why they prefer one thing to another :

Going to the movies/watching videos at home

Jane prefers watching videos at home because it is more relaxing.

Driving a car/ going by taxi.

Tan prefers going by taxi because it not quite so stressful.

*The Bangkok Post/The Nation*

Lat prefers *The Bangkok Post* to *The Nation* because she finds the language easier.

It would be best if the students to made up their own survey questions, based on the interests of the group, but here are some examples to use as models:

Pizza Hut/'The pizza

Noodles /Rice

Coke/Pepsi

Thai pops/English hits

Action/romantic films

Taking a bus/motorcycle

Burger King/McDonalds

Japanese/Chinese food

KFC/Chester's Chicken

Mangoes/papaya

French Fries/baked potatoes

## Chapter Two : Words, Phrases and Sentences

In the tasks in this chapter, which are a little more difficult than the first chapter, students will be asked to search to find or remember and express or look up vocabulary and formulate concepts and ideas in words, phrases and sentences on their own or in groups, in a student-centered, non-teacher-controlled learning environment.

To avoid running the class in a totally-dictatorial-teacher-centered-manner, the teacher may give the students sheets and let them work independently on the assigned task, and only report to the teacher later, when they have finished or their time has run out.

The teacher should work as a helper rather than be the dictator of everything that happens in the classroom. It is better for the students to learn by doing rather than to learn by simply listening while the teacher drones on and on, while the class has trouble concentrating/paying attention.

If they are asked to do their own thinking and looking-up and researching and discussing and exchanging of ideas and helping of one another, they will be better-able to pay attention, because they will feel themselves to be at the center of the action.

While the students are working on their task, the teacher can get up from his/her desk leaving his/her position of authority at the front of the room and mingle within the class, approaching closer, moving from student-to-student or from group-to-group, whilst looking helpful and friendly, and giving assistance as required. After students, become accustomed to the teacher being nearby, they will feel less-afraid to ask questions and to request help and assistance.

Oftentimes, a student is too shy or too timid to ask a question in a totally teacher-centered situation, because, then everyone's attention would, then, be focused on that one student. Especially in a case where the student does not know something and finds it necessary to ask a question, it will be a lot more comfortable for the class participant, if the teacher is standing nearby. For this reason, the teacher should continually cultivate individual contact and rapport. The teacher should become more-and-more accustomed to mixing in with the class and actually sitting-down with the students, and interacting in a way that will gradually make the students less-afraid to speak up, because they are talking one-on-one or asking within a group of friends where they do not feel so threatened.

## Naming the Tasks

Get the group to sit in four groups of five and try to think of as many handyman jobs that a person can do around the house and see who can think of the most. For example, look at the first five and add another ten tasks.

Changing a light bulb  
Painting the wall  
Drilling a hole in the wall  
Hanging a picture  
Fixing a water faucet, etc.

Think of all the tasks that can be performed when cooking dinner.  
For example,

Washing the vegetables  
Chopping the onions  
Boiling the rice  
Crushing the garlic  
Slicing meat, etc.

Think of all the tasks that must be done in the garden.

For example,  
Cutting the grass  
Weeding the lawn  
Watering the flowers  
Cutting the bushes  
Spraying to prevent pests, etc.

Think of all the tasks that need to be done when building.

For example,  
Digging a hole  
Laying the bricks  
Sawing the boards  
Pouring cement  
Hammering a nail

This is the kind of game that can go on forever. For example,

Give a list of jobs a secretary can do.

What do soldiers do in the army?

Just keep changing the types or categories of tasks.

## Obeying the Law

Get the students to tell you a list of laws that everyone should follow in order to good citizens for the good of society and for the good of the nation. Put them standing-up in a circle, and anyone who fails to think of a new law must sit down and be disqualified. The last one standing wins.

Stop at red lights.

Don't jay-walk.

Use the footbridge.

Don't drive too fast on the highway.

Don't drive the wrong way on a one way street.

Keep your car in safe running order.

Make sure your brake lights are working.

Get you car inspected every year.

Don't drive without a license.

File your income tax form.

Pay your taxes.

Don't tell lies that can hurt another person's reputation.

Do not take things that are not yours.

Don't break into your neighbor's house.

Don't light your neighbor's house on fire.

Don't try to steal your neighbor's wife.

Don't try to seduce his underage daughter.

Do not abuse children in any way.

Don't beat your wife.

Don't start fights.

Do not pollute the water or the air.

Don't run a business without a VAT card.

Don't forget to submit the VAT to the revenue department on time.

Do not breach the terms of a contract.

Notify the government of your change of address.

Renew you ID card on time.

Don't deceive the customer about the quality of your goods.

Don't make false promises that you don't intend to fulfill.

Do not take or pay bribes and avoid being involved in corruption.

Don't sell your vote.

Don't litter or spit on the street.

Don't cause noise pollution.

Be sure your buildings follow safety and fire regulations, etc.

Give to others less-fortunate than yourself.

## Noises

Write some words to describe or modify the words in the boxes.

traffic	Animals	construction	machines	nature

Write some words used to describe

nurses	teachers	mothers	politicians	monks

lawyers	accountants	policemen	doctors	soldiers

Thailand	Europe	Africa	America	Asia



## More Noises

What noises do you associate with the following animals or insects? In certain cases, there are two or three ways that we can describe the noise made by an insect or animal. Add some other insect/ animal sounds to the list.

bird	tweet	chirp	sing
dog	bark	howl	growl
cat	meow	hiss	purr
donkey	hee-haw		
horse	whiney		
snake	hiss		
wolf	howl		
chicken	clucks		
turkey	gobbles		
ducks	quack		
rooster/cock	crow	Cock-a-doodle-do	
lion	roar		
tiger	growl	snarl	
cow	moo		
bull	bellow		
buffalo	bellow		
pig	oink		
lamb	bleat		
sheep	Bah-bah		
crow	caw		
elephant	trumpets		
fly	buzz		
bee	buzz		
crickets	chirp		
locusts	hum		
cicadas	sing		
mosquito	buzz	hum	
mouse	squeaks		

*In this task, the students will probably have to use a dictionary in order to look up words when necessary and insert them into the appropriate boxes.*

## More and More Noises

Fold the paper in two, and then try to think up words to describe the nouns that you see in the left hand margin.

Water	trickles
Water fall	roars
Water tap	drips
Window	rattles
Door	bangs, squeaks, creaks
Motor	hums
Brakes	squeak
Tires	squeal
Ice cubes	tinkle,
Leaves	rustle
Tree branches	groan
Beams	groan
Computer mouse	clicks
Mobile phone	Rings, beeps, hums
Pager	beeps
Microphone	screeches
Chalk	squeaks
Fingers	scratch
Feet	tap
Ears	ring
Lips	smack
Teeth	click, grind
Knees	knock
Nose	sniffs
Paper	Shuffles, rustles, rips, tears
Satin	rustles
Axe	hacks
Small scissors	snip
Nail Clippers	clip
Hair clippers	clip
Pen	scratches
Finger and thumb	snap
Fire	crackles
Clock	ticks
Stomach	grumbles

There are lots of noises that relate to things. Try to think of a few more.

### Similar and Related Words

Get four groups to write lists of words that are small, big or loud, etc. And see which group can read out the most related words to the class for each category. The group with the most words wins. If it's too difficult, let them use their dictionaries. Use vocabulary appropriate to class needs. For example, the teacher may use the following examples as a key or guideline :

<i>Small</i>	<i>Big</i>	<i>Loud</i>	<i>Kind</i>	<i>Unkind</i>
Minute	Large	Bang	Warm	Violent
Ant	Huge	Boom	Loving	Vicious
Speck	Gigantic	Crash	Generous	Cruelty
Germ	Vast	Bash	Giving	Heartless
Sperm	Infinite	clang	Helpful	Voracious
Atom	Cosmic	Blare	Thoughtful	Unfeeling
Molecule	Giant	Reverberation	Considerate	Thoughtless
Tiny	Colossal	Bellow	Sympathetic	Inconsiderate
Bit	Titanic	Bash	Empathetic	Hateful
Fleck	Humongous	Resound	Gracious	Aggressive
Microscopic	Massive	Echo	Tender	Dangerous
Little	Sweeping	Din	Understand	Selfish
Point	Looming	Drone	Goodness	Cold
Dot	Endless	Dun	Compassion	Cool
Spot	Boundless	Explosion	Feeling	Distant
Electron	Grand	Scream	Supportive	Destructive
Mite	Innumerable	Shatter	Charitable	Evil

Fill in the missing words above.

Now, write some words that have the same or a similar meaning:

<i>Boss</i>	<i>Helper</i>	<i>Opponent</i>	<i>Ambition</i>	<i>Fault</i>
Chief	Assistant	Adversary	Goal	Weakness
Chairman	Aide	Foe	Aim	Mistake
Head	Supporter	Opponent	Wish	Error
Leader	Follower	Competitor	Dream	Typo
Supervisor	Co-worker	Contestant	Hope	Oversight
Foreman	Subordinate	Rival	Achievement	Lack

The teacher can keep using this game by choosing new and different words that are appropriate to the students' level or to the field of study or endeavor.

## **Dangerous and Crazy Driving Habits**

We see bad driving habits on the city streets, on the highways and motorways.

Get the students to write a list on the board of such bad driving habits :

Speeding or driving beyond the speed limit

Cutting in front of other vehicles without looking

Selfishly switching from lane-to-lane to try to go faster

Tailgating (driving too close to the car in front)

Overloading pickups so they are not balanced

Packing the vehicle so full that the driver has no rear view

Making turns without looking both ways

Flashing headlights to get the car in front to move over

Driving too slow in the right hand lane so the car behind cannot pass

Passing other drivers on the left

Driving on the left meridian to try to get ahead of cars in the normal lanes

Stopping in restricted areas and blocking the traffic in the lane behind

Vans stopping to let out or pick up passengers and holding up traffic

Busses cutting across four lanes and blocking forward movement

Slow trucks passing slower trucks on two lane highways

Cars turning right not heeding the traffic in the lane behind them

Vehicles picking up children from school parked two and three lanes wide

People talking on mobile phones driving too slowly and not concentrating

## Are You a Fruit?

Everyone in the class is given the name of a fruit. For example, one student is called “apple” and another “orange” and so on all through the group. Here are some fruits to choose from :

apple	pineapple	mango	lychee	rambutan
orange	strawberry	papaya	guava	durian
peach	raspberry	watermelon	pamello	cherry
plum	blueberry	sugar melon	grapefruit	rose apple

Note that some kinds of fruit eaten in Thailand are unknown in English countries. In the bottom lines, you can write in some fruit names we may have forgotten. First, you go around and introduce yourselves, for example,

“My name is grape.”

“My name is peach.”

Then, when you have memorized everyone’s fruit/name, the first speaker in the circle calls out the fruit/name of a friend like *watermelon*, and then *watermelon* calls out the name of another classmate, immediately, in about a tenth of a second.

The second speaker must say, for example, *pamello*, and *pamello* does the same, calling out, for example, *strawberry*, without the least hesitation, and anyone who does hesitate is out of the game.

It gets more complicated, however, because *strawberry* and those who are still in the game can no longer use the fruit/name of anyone who has already been disqualified; otherwise, they will be disqualified in turn.

Those who are still in the game must remember the names of their competitors and try to knock them out of the circle by calling their fruit/names and hoping that they will hesitate too long, if they take too long thinking about what fruit/names are still in the game, and what fruit/names are already out of the round and, therefore, no longer able to participate. The last person wins.

You can vary this game using names of animals, flowers, vegetables, cars, etc.

## Miming the Words

When you make *an action before an audience, without speaking*, to make the group understand what you mean, this is called *miming* the word you want to say without speaking.

If I hold my hand and I pretend to drink out of something, and then I pretend to put it on the table when I am finished, the others will start guessing, *water, wine, cup, glass*.

I can shake my head or finger to mean yes or no. If I mean *glass*, I can nod my head and smile when someone says *glass* and everyone will know the answer.

A good way to make a game out of mime is to give each student in the class a word on a piece of paper, so only that one student knows each word. Then, each student must go before the class and mime that word, so that the others can guess.

Some examples of words to mime might be :

smoking	toothbrush	baby	vote
swimming	gun	bird	kiss
dancing	lipstick	frog	write
cooking	toothpick	monkey	read
jogging	ring	elephant	knit
boxing	egg	snake	hammer
meditating	tissue	fly	chop
cleaning	arrow	mosquito	sew
fishing	guitar	kangaroo	saw
doing yoga	drums	tiger	breathe
thinking	trombone	pussycat	paddle
washing	banana	doggy	drink
sweeping	helicopter	King Kong	count
driving	rocket	dragon	cook rice
tickling	dinosaur	catfish	make the bed

Another way is to put the students into groups and get them to think of their own list of words to mime and then have a competition to see which team can successfully mime the most words.

This is activity that can take on many variations depending on the creativity of the teacher and the students.

## Draw Pictures and Guess the Words

This is an easy game in which you divide the class into four to six groups. Each group leader is given a list of *five nouns or compound nouns*, which only he/she and the teacher know. The group leader/artist must then try, by drawing a picture on the board, to make the other members of his/her group guess each word quickly and to shout out the word or phrase as soon as they can guess. Wrong guesses do not disqualify the group, but each wrong guess takes time and there is a *time limit of two minutes for each word*. A group gets one point for each correct answer.

When the first group is finished, the leader of the next group goes to the board and goes through the same process of drawing and guessing, and so on, until all the groups have finished. The group with the most correct answers wins. You can make up the word lists according to the level and orientation of the group, but you might also want to use the following lists as examples :

<i>Group 1</i>	<i>Group 2.</i>	<i>Group 3.</i>
Gate	Spoon	Ear ring
Helicopter	Fork	Mobile phone
Elephant	Stereo	Balloon
Tiger	Refrigerator	Windmill
Alarm clock	Pillow	Rocket

<i>Group 4.</i>	<i>Group 5.</i>	<i>Group 6.</i>
Armchair	Teapot	Airplane
Couch	Water tap	Elbow
Pencil sharpener	Rice cooker	Cat
Ghost	Football	Banana
Crown	Buffalo	Ceiling fan

An alternative to the above is to get each group to write a list of six to ten words which are appropriate to the level and the field of study of the group members. Then, their leader, who is the best artist, will take the list to the board and start drawing each picture in outline so any member in the classroom can guess what it is. The team that elicits the most answers from the overall class is the winner. A good cartoonist should be able to make us guess by drawing only a few suggestive lines hint at the idea he/she wants to portray.

## Can You Guess What Word This Is?

Divide the class into four groups and see which group can fill in the form first.  
The first team finished stands up and shows the paper to the teacher.

A body of water	starting with	s	sea
Similar to tiny		s	small
The adjective of sin		s	
A person who herds sheep		s	
Similar to tired		s	
Given to the winner		p	
Object inside seashell		p	
Egyptian monuments		p	
Used for writing		p	
Extremely expensive		p	
Germans drink a lot of		b	
The place where you sleep		b	
Container for wine		b	
A kind of bug		b	
An unmarried man		b	
Someone from Germany		g	
A bird people eat		g	
Betting to win		g	
Very big or important		g	
Appear in horror films		g	
The largest animal		e	
Another word for energy		e	
Looking high-class		e	
Costs a lot		e	
King of kings		e	
All the world		u	
Mean		u	
Not grateful		u	
Not thankful		u	
Nosey		c	
Cautious		c	
Sofa		c	
Where we keep animals		z	
The study of animals		z	



### Write Sentences for These Words

Finish each question, using a short sentence, to make conversation, addressing a foreign visitor who has come to your country from abroad for the first time.

Did	Did you have a good flight?
Are	
Is	
Do	
Does	
Have	
Has	
Who	
When	
Where	
What kind of	
How many	
How much	
Why	
Can	
May	
Should	
Could	
Would	
What do you	
To whom	
How did you	
Was there a	
Might I	
Couldn't we	
Shouldn't we	
Mightn't we	
Why do you	
Will you	
Oughtn't we	
Shouldn't we	

This is an exercise for practicing tenses and thinking and speaking in English. When they have finished, put the students in pairs and have them go through the sheet word-by-word and alternately asking and answering the above-listed questions. The teacher should mix and listen and correct grammar.

## Write a List of Words According to Colors

What fashionable items would you be able to buy in the following colors?

Midnight blue	Jaguar
Burgundy	Handbag
Turquoise	Gemstone
Beige	Blouse
Tan	
Indigo	
Henna	
Chartreuse	
Mauve	
Silver gray	
Aquamarine	
Peach	
Ivory	
Lilac	
Tangerine	
Rose	
Platinum	
Blonde	
Brunette	
Opaque	
Lemon	
Mango	
Cherry	
Ruby	
Emerald	
Charcoal	
Purple	
Lime	
Apricot	
Cream	

You can also turn this game around and give a list of items and objects and ask the SDS what colors they would like to have for each one: for example, skirt, dressing gown, evening gown, panties and bra, curtains, sheets, bedspread, pillow, etc. Use your imagination to fit the fantasies of you group.

## Colors and Associations

In western culture, we often associate different colors with particular words.

Anger	red
Sad/ unhappy	blue
Depression	black
Envy	green
Cowardliness	yellow
Purity	white
money	green
Valuable	gold
Elderly	gray
Young	green
Royal	purple
Passion	red

You are designing the decor of a hospital and cannot paint all the rooms the same color because colors affect the feelings of the patients. What colors should you use for the following wards? It's been scientifically proven.

Heart disease	Blue
pregnancy	Orange
depression	Yellow
children	Pink

You are designing your own house and you have to pick the colors for painting the walls for the different rooms. What colors would you use?

Living room	
Dining room	
Master bedroom	
Children's room	
Kitchen	
Recreation room	
Bathroom	

Give the reason why you would choose these colors for these rooms. Suggest your own design project and tell about the color combinations.

### Write a List of Words to Match the Verbal Modifiers

Supply a noun from nature to go with each of the words in the boxes below :

Soothing	
Trickling	
Sighing	
Moaning	
Whistling	
Howling	
Whispering	
Hissing	
Slithering	
Hovering	
Screeching	
Rattling	
Shaking	
Thundering	
Trembling	
Quaking	
Shivering	
Squeaking	
Prickling	
Rustling	
Murmuring	
Twittering	
Screaming	
Bubbling	
Gurgling	
Roaring	
Rolling	
Shimmering	
Twinkling	
Gleaming	
Sparkling	

Now get them to go into pairs and make up complete sentences with the matching words. This exercise will be a bit difficult and metaphorical for some students, and so it would probably better to let them use a dictionary.

## Who Can Think of The Most Words with Similar Endings?

Divide the class into four groups and cut the boxes below into four strips. Then, let each team draw a slip from a container so each group has a class of words with the same endings. Then, see which team can think of the most words ending as indicated in the boxes. For example, words ending in “ology” or “tic” or “ize” or “ist.”

<i>Sociology</i>			
psychology			

<i>frantic</i>			
antic			

<i>apologize</i>			
mesmerize			

<i>specialist</i>			
existentialist			

<i>visionary</i>			
apothecary			

When finished, read the words to the class to be sure that they really exist. If they have the luck of the draw they'll get an easy class of words to work with.

### Can You Fill in the Boxes?

Write a list of grocery items that are not considered to be expensive :

rice			

Write a list food items that are considered to be very expensive :

lobster				

Write a list of words that are associated with pleasantness :

soothe			
comfortable			

Write a list of words that are considered unpleasant :

screech				
greedy				

Write a list of words that are considered good human characteristics :

honesty			
sincerity			

Write a list of words that indicate bad human qualities :

deceptiveness			
secrecy			

If there are not enough spaces, turn the page over and write on the other side.

## Hints for Guessing Words

Put the students in four groups and see which team is first to fill in this sheet. Sometimes there may be more than one word that can be a correct answer.

If we have the sun in the day what do we have at night?	Moon
What do you put under your head when you are sleeping?	Pillow
The name of an animal that is an emblem for Australia	
Aquatic fish with a long jaw and sharp teeth	
Where airplanes land	
Where you can borrow a book	
A sport for tall players	
The opposite of heaven	
The opposite of clever	
The opposite of kind	
The opposite of generous	
Aboriginal weapon that flies in a circle	
You hold over your head when it is raining	
Where you go to get a passport	
Amphibian animal that sleeps in the sun on shore	
The biggest mammal that swims in the sea	
A kind of public transportation that travels underground	
Where you go to get married officially	
What you must buy to ride the sky train	
In what does a gentleman normally carries his money?	
What does a mountain climber wear on his feet?	
What does a driver turn to steer the car?	
What does the doctor use to listen to your heart?	
What do you call people who do not eat meat?	
Who cannot hear?	
Who cannot speak?	
Who cannot walk?	
What do we call your mother's sister?	
Your uncle's son?	
Your wife's mother?	
All the people who are related to your family are called	
What do we call a site on the Internet where we can chat?	
What do we call animals that we keep in the house?	
What is your best friend's nickname?	

## More Related Words

Give the students a list of words that are somehow related to the one in the first box. Those requiring assistance may use a dictionary or thesaurus if they want. The group that is finished filling in all the boxes first stands up and shows the sheet to the teacher, who then gets them to read out their word lists, so the others can check for correctness. It's actually hard to have a wrong answer because you can say any related-word that comes into your head.

Pollution	smog	chemical	noise	environment
Illness	doctor	nurse	hospital	medicine
Housework	broom	mop	dishes	washing
Traffic	jam	congestion	loud	stressful
Politics	election	vote	campaign	delegate
Authority	official	government	federal	municipal
Military	general	colonel	major	captain
Education	teacher	examination	grades	classroom
Ministry	education	commerce	defense	transport
Nature	trees	fresh air	grass	stream
Cosmetics	mascara	eye-shadow	lipstick	powder
Poverty	poor	hopelessness	hunger	starvation
Society	structure	infrastructure	welfare	action
Love				
Employment				
Security				
Mechanical				
Electronic				
Humanitarian				
Global				
Local				
Contestant				
Musical				
Luxury				
Collection				
Dreams				
Desires				
Desserts				
Soul				
Royalty				
Luxury				



## Concordance

When we make a mistake, one way to avoid repeating it is to make a concordance, which means to fill out a sheet like the one that follows below :

<i>Mistake</i>	<i>Its depend</i> how much you earn how much you can afford.
<i>Correction</i>	It depends...
<i>Part of speech</i>	Subject + verb
<i>Pronunciation</i>	It deep ends
<i>Rules</i>	Subject and verb must agree in number
	Singular subject takes singular verb
	Don't put the "s" from the end of the verb after the subject

Some Correct Examples :

1.	It depends on your IQ how intelligent you are.
2.	It depends on you father's decision whether you can go or not.
3.	It depends on the number of applicants whether it will be profitable.
4.	It depends on how hard you study how high your grade will be.
5.	We all know that it depends on our luck whether we succeed or not.
6.	She said she depends on me to make the correct decision for her.
7.	It depends on the weather whether the ball game will be rained out or not.
8.	Whether it depends on money or on love is always an academic question.
9.	If it depends only on my loyalty and support, I know you will win.
10.	It depends on whether his fuel lasts out, whether he'll win the grand prix.

Try to make up concordances for the words you frequently misuse and the likelihood is that you won't continue making that same mistake any more.

## Concordance

Good language learners use the trick of making concordances or lists of words with information and examples to illustrate. Your teacher may correct you in a typical grammar mistake that you have often made. If you make a concordance, with the help of a good dictionary and perhaps an Internet word search, it is highly likely that you will never make the same mistake again.

<i>Mistake</i>	
<i>Correction</i>	
<i>Part of speech</i>	
<i>Pronunciation</i>	
<i>Some rules</i>	

Then, write ten examples of how to use the word(s) correctly in a sentence.

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

In fact, make yourself a whole little booklet of concordances for typical errors.

## Things That You're Required to Do and What You'd Rather Do

When you are a student and especially when you are young, people are always telling you what to do. One of the good things about getting older is that you will have more freedom to decide for yourself. Go into groups and complete the list below with everyone making contributions and suggestions. Don't worry if the teacher is listening. He/she was young once too.

<i>Required to do</i>	<i>Would rather do</i>
Get up early	Sleep late
Take the bus	Be driven in a limousine
Go to class	Skip and go to a movie
Do homework	Sleep
Write a paper	Get someone to do it for me
Obey my parents	Have total freedom
Live on a budget	Have loads of spending money
Stay single	Be happily married
I have to drive to work, <i>but</i>	I would rather be driven in a limo.
I have to work late every day,	I would rather go home early
I have to write a billing report,	I wish the billing office would do it.
I have to take the bus to work,	I would rather take a taxi.
I have to wear glasses,	I would rather have 20-20 vision.
I have to pay rent for my house,	I would rather own a palace.
I get 1.7% interest from the bank,	I would rather get 17%.
I have to obey the law,	I would sometimes rather break it.

## “If I had my ‘Druthers”

The above title is an idiom which means if I had a choice between two things, I'd rather ('druther) have one thing more than the other, for example :

I would rather eat apples than oranges because apples are easier to peel.  
I would rather drink wine than beer because beer makes me too fat.

I'd rather live at home than in the dormitory because home is cheaper.  
I'd rather have a Thai English teacher than a native speaking teacher because foreign teachers only speak English in class so I can't ask any questions in Thai.

I'd rather have a German than a Japanese car because German cars last longer.  
I'd rather marry a rich girl than a poor one because a rich girl's family should help out by giving us money to support our expenses, our home and family.

Using these models, get the students to make up and administer their own surveys by using preference questions suitable to the level and taste of the class.

For example,

Doing graduate studies in Thailand or going abroad  
Having sex before marriage or waiting until after the wedding  
Swimming in the sea or in a swimming pool

Going to EGV Grand or to a normal movie theatre  
Memorizing for an exam or doing problem-solving  
Listening to a lecture or participating in a discussion

Pay by credit card or with cash from the ATM machine  
Staying in a four star hotel or an inexpensive guesthouse  
Drive yourself or have a driver drive you

Be a leader or a follower  
Be very disciplined or relaxed and easy-going  
Try to follow a diet or eat whatever you want

Always tell the truth or sometimes don't tell everything that you know  
Thinking of others first or taking care of number one  
Having only one lover in your life or having more than one  
Saving money in the bank for the future or spending it now to enjoy life  
Think straight and talk straight or be careful what you say to avoid trouble

## Which Worse and Why?

Another variation on the above theme is to get people to consider choices and tell what would be worse, for example,

“What would be worse, too much rain or not enough?”

This is actually a hard one because too much rain would cause flooding and disease, whereas too little rain would cause drought, so everything would dry up and die. If you had to choose the better of two evils, you might perhaps say, “I think too little rain would be worse than too much rain, because if there were no rain at all and everything died, the world would not be able to continue. Whereas in the case of flooding, there is always the chance that the rain would stop and that eventually, everything could go back to being normal again and life could at least continue.”

Notice the wonderful long sentences you can use to give your answers. Students can learn a lot by expressing their opinions in this way and the teacher can help them out when they are having sentence structure problems.

Ideally students should make up their own hypothetical questions to suit their own interests, but the examples below can serve as models : What is worse?

Walking in the rain or through a flooded street?

Too much to eat or not enough?

Too much parental control or not enough?

Too much sex or not enough?

Too many rules or not enough?

Being too tall or too short?

Being too fat or too thin?

Too much ambition or too little?

Deny yourself everything or deny your self nothing?

Too much or too little self control?

Telling a secret or keeping a secret?

Eating beetles or snakes?

Getting too much physical exercise or not enough?

Controlling your temper too much or not enough?

Staying forever single or being divorced?

Not being able to have children or having too many?

Living within your income or beyond your means?

Living in the city center or far out in the suburbs?

## Comparison and Contrast

When students wear uniforms, they all appear to look the same, at first, but if you look closely, you will see that each person is somehow different and unique in his/her own person or style, in his/her own way. Try to find something different about each student in the classroom. Put them in a circle and let them speak about one another's differences. Say only nice things. We do not want to hurt anyone's feelings, by saying someone is fat or ugly. For example,

Vasithi has very long hair.

Panita has very short hair.

Supawadee has big ear rings.

Bundharika is the only one wearing a hair clip.

Supat is wearing a Rolex watch.

Sirima is wearing contact lenses.

Sukanya has the shortest shirt.

Wanida has the longest skirt.

Pornsri is wearing the highest, high-heeled shoes.

Sawitree has the whitest blouse.

Sidhanan is the smallest girl in the class.

Padee is the tallest.

Supin has the biggest handbag.

Pornsri is wearing a silver bracelet.

Nippawan is the only one using nail polish.

Yupayao has the longest fingernails.

Sumalee has the sweetest smile.

## Comparing People to Animals

In the English language we have the literary custom of comparing people to animals. Sometimes the comparison is complementary and sometimes not. Look at the following examples, and tell us what they mean.

As fat as a pig

As dumb as an ox

As inquisitive as a monkey

As tall as a giraffe

As tiny as a sparrow

As quiet as a mouse

As huge as an elephant

As sly as a fox

As slippery as a snake

As ugly as a toad

As clumsy as an ape

As swift as an antelope

As docile as a deer

Sometimes we use the comparison in another way.

He's a rat

He's a fat cat

She's a viper

She's a mother hen

They are a pack of dogs

He's as crazy as a loon

I want to be the big cheese around here

### Studying in Thailand or Studying Abroad

There are at least two ways to see most things. Take for example, the advantages and disadvantages of going abroad to study or staying in Thailand. In the following chart, think about the pro's and cons for each possibility. Do not stop thinking and writing until you have filled in every box in every line. Let's see who can be the first to finish.

<i>Advantages of Studying in Thailand</i>	<i>Advantages of Going Abroad</i>



## Talking About the Old and the Young

Get the students to go into two groups and get both groups to go to the board. Then, ask one group to write a list of words describing the behavior of children and the other group to list words telling characteristics of elderly people. What you see below is a key for the teacher.

<i>Young Children</i>	<i>Elderly Persons</i>
Inquisitive	Quiet
Cheerful	Modest
Loud	Dependent
Spoilt	Reliant
Energetic	Experienced
Stubborn	Thoughtful
Cheeky	Wise
Disobedient	Sedentary
Active	Inactive
Enthusiastic	Scrawny
Messy	Mature
Trusting	Ripe old age
Needy	Thin
Lovely	Selfless
Innocent	Humble
Shy	Moderate
Noisy	Retiring
Brash	Unpretentious
Naughty	Unassuming
Unmanageable	Passive
Mischievous	Inactive
Unruly	Peevish
Impish	Forgetful
Insubordinate	Subordinate
Pure	Irritable
Untainted	Considerate
Loving	Housebound
Wide-eyed	Gaunt

Allow students to use a dictionary to translate words they would use in Thai. Think about some of the words that you would use to describe each of these groups. Children are not just disobedient, and the elderly are not just ailing.

## Do You Know the Drill?

This gives exercise in listening and following directions. The class leader gets the students to stand up in rows, like in an aerobics class, and then gives spoken directions, telling them *some actions* that they must follow. It's easy to see when someone doesn't understand because he/she will not be performing in unison with the others. You can even play some music while you are doing it.

Look to the left	Look to the right
Look out the window	Point to the door
Raise your left hand	Raise your right hand
Touch your right knee	Bend your left elbow
Look at the ceiling	Look at the floor
Put your feet together	Spread your feet apart
Put your hands over your eyes	Put your hands over your ears
Hold your nose	Stick out your tongue
Put your fingers in your ears	Point to your right eye
Bite your lip	Hold your breath a moment
Nod your head from side to side	Nod your head up and down
Can you wiggle your ears?	Can you cross your eyes?
Stand up straight	Keep your back straight
Close your eyes	Open your mouth
Take a deep breath	Fill your lungs
Breathe out slowly	Breathe in again
Hold your breath for five seconds	Let out a long breath
Turn your head to the left	Stretch your neck to the left
Turn your head to the right	Stretch your neck to the right
Twist your body to the left	Twist your body to the right
Put your hands on your hips	Rotate your body in a circle
Relax your muscles	Let your arms hang at your sides
Bend your neck backwards	Rotate your neck in a circle
Stretch out your legs	Spread out both your arms
Bow your body forward	Push your chin into your chest
Stretch your body to the left	Stretch your body to the right
Then arch your shoulders back	Hold your head back as far as you can
Then lean forward again	Place your hands on the floor
Throw your legs up in the air	Do a handstand for a few seconds
Then jump up on your feet	Jog in that position for two minutes

This is not intended as a continuous exercise, so don't try to do it all at once.

## Sign Language Using Gestures

Learn to talk with your hands/body gestures/facial gestures. English speakers use body language when they say the expressions below. Say the words and show the appropriate signs or mimes. Your teacher may need to illustrate.

Bye, bye	Let me pay for everyone.
Come here	Welcome, with open arms.
I could cut your throat	I love you all.
Get out of here	Thank you everybody.
Sit down	Stay away from me.
Stop. Don't move!	Don't touch me.
Look over there!	Are you crazy?
Look out danger.	What? Is that right?
I surrender/ Don't shoot.	O. K. Stop.
I don't understand.	Go over there.
It's too difficult for me.	Come over here to me.
I don't know.	Stand up.
I'm confused.	No, not me.
It's beyond me.	No, I don't want to.
You are clever.	Look at me.
You are stupid.	Look me straight in the eye.
You are crazy.	Listen to me.
I don't care.	Do you like me?
Never mind.	Maybe, I'm not sure.
It's not my problem.	Is that true?
Behave yourself.	You aren't lying?
Don't do that!	Are you a good person?
I could kill you.	I'm shocked.
Watch out or else!	O.K. that's enough.
Slow down and take it easy.	I refuse to listen.
Please don't hurt me.	Oh, please. I beg you.
I'm afraid.	Put out your cigarette.
I'm shy.	Over there.
I'm ashamed.	Up here.
What can I say?	Down there.
Let's steal it.	I feel sick.
Give me the bill.	I've got a stomach ache.

Think of a couple more examples and write them in the last row.

## More Sign Language

Asians are taught to think it is impolite or rude and inappropriate to make sudden gestures or body movements or grimaces and facial gestures, when they are speaking, and this is a cultural trait that should, indeed, be respected. Thais are taught to speak without strong facial gestures and might feel that they were losing face, if they had to make the sort of gestures that are a common part of communication in languages like English, French or Italian. Actually, when you change languages, you change cultures, so if you want to learn to speak the language like a native, you have to use the cultural gestures that go along with the speech patterns. Pretending you are a Hollywood actor may help you feel relaxed when you say the following expressions :

I'll knock you out.	I can't hear you.
I'll slap your face.	Speak a little louder.
I'll punch you in the nose.	Huh?
I'm only joking.	What's that?
It's not true.	That stinks.
I'm surprised.	You smell bad.
I'll cry a tear	You smell good.
I feel so sad.	Ouch, That's hot.
I'm hurt.	She has a good figure/shape.
I feel so offended.	I like her/him.
I'm terrified.	He/she's not attractive.
I'm having a heart attack.	Hush. Hush. Be quiet.
Close the window.	Please, move over.
Open the door.	Turn around.
Wash the dishes.	I disagree/agree.
Vacuum the rug.	Turn to your left/right.
Chop the vegetables.	He talks too much.
Stir fry the vegetables.	I swear it's true.
Sharpen the knife.	Eat, eat.
Cut my hair.	Drink, drink.
Cut my fingernails.	Give me money.
File my fingernails.	Thumbs up/Thumbs down.
Smack your chops.	I don't like it very much.
Lick your lips.	I like the idea a lot!
Rub your tummy.	I've had just about enough. STOP!

Get used to making gestures when using English, so it looks more natural.

## Which Word Doesn't Fit In?

Below are lists of words where one of the words does not belong to the same class, category or group. Begin by crossing out the word that doesn't fit and then pronounce the rest of the words with the help of the 'TT', who may also want to make up short sentences to illustrate the unique and particular meanings of each word. For example,

<i>dark</i>	<i>light</i>	<i>difficult</i>	<i>easy</i>
night	bright	hard	simple
black	shiny	complex	facile
dusk	brilliant	laborious	elementary
fire	belligerent	arduous	apparent
bleak	gleaming	strenuous	obvious
somber	illuminating	perplexing	clear
cloudy	blanched	amorous	understandable
dreary	pale	confusing	justifiable

Look in the dictionary or thesaurus and find one more word to add to the list.

<i>precious</i>	<i>large</i>	<i>gracious</i>	<i>grateful</i>
expensive	enormous	mannerly	thankful
valuable	gigantic	polite	obliged
costly	huge	etiquette	appreciative
invaluable	pickled	protocol	beholden
exclusive	massive	sterilized	indebted
luxurious	titanic	well behaved	pleased
dear	vast	ingratiating	peculiar
high-priced	big	courteous	obligated
sedentary	great	courtly	owing
priceless	colossal	cultured	gratified

In the boxes below add synonyms/words that have the same meanings :

<i>pretty</i>	<i>ugly</i>	<i>foolish</i>	<i>clever</i>

## Words that Mean the Same and the Opposite

Words that mean the opposite are called antonyms. Some students may have to use a dictionary or thesaurus to help them out in the exercises in this lesson. In the empty boxes below, add words that have the opposite meaning.

selfish	lazy	shy	orderly	outgoing

In the empty boxes below write homonyms/words with the same meaning.

house	spouse	chum	enemy
home			
residence			
dwelling			
domicile			
habitat			

Fill in antonyms in the spaces below.

honest	dishonest	dangerous	safe

In the next task add homonyms to the list.

specific	vague	certain	tired

Don't be hesitant about looking things up when necessary. It's good discipline.

## Job Descriptions

Below are the names of some professions. Write out lists of some jobs they do and then tell the class. It's probably a good idea to use a dictionary as needed.

Doctors	teachers

policemen	accountants

lawyers	engineers

## Safety First

Get the classto write a list of safety factors to consider in each situation. Use the examples as guidelines and try to think of some new ones to add to the list :

### Driving Safely

Write a list of courteous driving habits to follow so as not to endanger others.

Don't cut in front of other cars in a reckless fashion.

Don't shine your high beams in another driver's eyes.

Don't change lanes without looking in the rear view mirror

Don't drive so fast you lose control of the car in a curve

Don't tailgate the car in front of you.

### Car Safety

Write some things that could be wrong with your car and cause accidents.

Bald tires

Rusty muffler

Broken signal lights

Old window wiper blades

Windshield washer out of order

### Safety in the Home

Write a list of safety habits to follow in the home to avoid accidents.

Keep medicines out of the reach of children.

Use a ladder instead of a chair when changing a light bulb.

Switch off the fuse before attempting an electrical repair.

Don't hold onto an electrical appliance when standing in a wet area.

Place a rubber bathmat in the tub so you don't slip when getting in and out.

### Water Safety

Write a list of things you should be careful of when swimming or boating.

Always wear a life jacket when the boat is underway.

Sit still in the middle of a small boat so it doesn't lose balance and tip over.

Don't go out sailing after there is a storm warning.

Don't swim in a river where there are dangerous underwater currents.

Don't dive in an area where there are dangerous rocks.

Don't windsurf alone far from shore.



### Write out Words Related to...

Divide the class into groups and see which one can be first to complete it.  
Follow the example for *finance* and write in words related to the initial word.

Finance	Accounting	Auditing	Economics	Commerce
Computer				
Management				
Construction				
Transport				
Hospital				
Police				
Banking				
Automobile				
Office				
Furniture				
Cleaning				
Gardening				
Camping				
Bathroom				
Kitchen				
Hobbies				
Handyman				
Tools				
Dishes				
Hotel				
Dentist				
School				
Airplane				
Tennis				
Football				
Bowing				
Movies				
Boss				
Golf				

When you are finished, read out the word lists aloud to check their correctness.  
If you hear anything wrong, stop the reader and correct him/her.

## Who's Got the Last Word?

Play in groups or sit in a circle. First, one student (or group) sings a line from a famous or popular song, and the next student (or group) must sing a new line from any song that *starts with the first letter of the last word* of the line that they have just heard. Everyone in the room must take a turn in the round. Students who can not think of a new line have to drop out of the game, which keeps going on 'til only the winner is left. below are some lines taken from golden oldies to illustrate how it works, but young people should use songs that they all know :

Because I love *you*  
Young love, true love  
Light my *fire*  
For always and *always*  
All I want from *you*  
You are my lucky *star*  
Such a strange *feeling*  
Forever and *ever*  
Day by *day*  
Do not deceive *me*  
More and *more*  
Marry me my *darling*  
Did it my *way*  
Where did you go  
Green fields of *home*  
Heaven and *earth*  
Each day I sing my *song*  
Such a *feeling*  
First love, true *love*  
Let me love *you*  
You make me feel so *good*  
Going to take a sentimental *journey*  
Just around the *corner*  
Come on baby, twist and *shout*  
September in the *rain*  
Rock and *roll*  
Remember *me*

If this task is too hard, *students need not necessarily have to use lines from songs*, but can make up any short sentence using the first letter of the last word of the sentence they have just heard. Or if that is too hard see the next sheet.

## The Last Letter of the Last Word

Similar to the previous task, students can use short sentences or phrases starting with *the last letter of the last word* they have heard the previous student say, as in the following example using song lines :

I will be your *man*  
Now and *forever*  
Reach out to *me*  
Each and every *girl*  
Love me or leave *me*  
Everything I *do*  
Only *you*  
Under the *stars*  
Somewhere over the *rainbow*  
Where and *when*  
No other love, etc.

Sometimes, using lines from songs will prove too troublesome, and then you can simplify the game by saying any sentence that starts with the first letter. There is a time limit, however, of five seconds, and if you cannot think of a sentence in that time you have to drop out of the game:

Why was I ever born?  
Nobody knows how I have suffered.  
Do something to help me.  
Even if I could, I wouldn't want to.  
Old friends should help one another.  
Really good friends always understand.  
Please, don't ever do that again.  
Never underestimate the power of a woman.  
Neither should you mistreat your wife.  
Everybody wants to be rich and famous.  
Some people are lucky in love.  
Even dogs deserve good treatment.  
To one another let us be true.  
Everyone has his fifteen minutes of fame.

You can also do a variation of this activity by starting the next sentence with the last word of the last sentence. For example, everyone has the right to a fair *trial*. *Trial* and error is one of the ways science learns through research, etc.

## Naming Some Famous Names

Going around in a group, the first person says the title of a well-known song in English, and the second person tells the name of the singer.

Song	Singer
I Did it My Way	Frank Sinatra

The first names the title of a a movie and the second tell one of the stars.

Movie	Star
Die Hard	Die Hard

First, name a band or vocal group and second, the name of one star member.

Group	Member

First, name a football club, and then, name one of its leading scorers.

Football club	Star player

Let the SDS choose the stars they know because it's a generation gap thing.

## Do You Have a Problem? What is Your Problem?

Yes, I have a problem. The teacher goes around class asking each student, “Do you have problem today?” and the student answers, “Yes, I have a problem,” and then goes on to tell what the problem is : I feel sick at my stomach.

I have got a bad cold.

I’ve got a backache.

toothache

earache

fever

sore throat

stiff neck

nosebleed

hangover

I’ve got ... the flu

I am... lovesick

homesick

insulted

angry

sad

disappointed

hurt

tired

sleepy

overworked

stressed

confused

hungry

I have lost face.

I couldn’t sleep last night.

I was late for work.

I was caught in traffic.

I’m worried about my family.

My baby is sick.

I had an argument at home.

My boss is angry with me.

I didn’t get a promotion.

I’m broke. I have no money.

I lost my wallet and have to have all my identification documents replaced.

## Are You Happy Today? Tell Me Why You Are Happy.

I am happy because...

I am in a good mood.

I feel good.

I feel healthy.

It's my birthday.

I'm going to get a lot of presents.

Everybody likes me.

I love my family.

I received many compliments.

My boss likes my work.

I have just finished a difficult job.

I received praise for my work.

I have got a promotion.

I have got a raise in salary.

I won some money in the lottery.

I got a check in the mail.

I've bought a new car.

I bought some new clothes.

I have a new boyfriend/girlfriend.

He/she gave me a gold ring.

I got a letter from my mother.

Somebody loves me.

I helped a friend.

My heart is full of love.

I feel good when I am able to help others.

My heart is full of love for all-the-world.

I feel that I am well-loved.

My sweetheart takes good care of me.

I enjoy learning English.

I am going home early today.

I'm going on holiday tomorrow.

I don't have to go to work for the next two weeks.

The weather is so pleasant today.

It has finally stopped raining.

I'm going to the movies with my friends.

We are going out to eat in a very nice restaurant.

Everything will be paid for by somebody else.

I'm always happy. I'm happy every day just to be alive.

## Tell Us Some Things That You Dislike

Everyone has things that they don't like to do or eat or drink or see. Even when we try to be tolerant, we find that there are still a lot of things that we dislike about other people's behavior that gets on our nerves. Tell us some of the things that you and your friends dislike, by filling in the blanks below.

Loud music	
Punk rock	
The smell of tobacco	
Smoke-filled rooms	
The smell of cheese	
Traffic noise	
Traffic jams	
Air pollution	
People who point their fingers	
Durian	
Hip hop	
Drinking alcohol	
Girls who smoke	
Men who drink and shout	
Impolite bus drivers	

Get all of the class members to tell you all the things they totally dislike.

## Things That We Like

Everybody has special things they like to do or eat or drink or see, etc. Call on all of the class members to tell you all the things that they like and enjoy and write them into the list below. This is a great way to practice vocabulary :

Ice cream	
Swimming	
Holidays	
Pop music	
Karaoke	
The sea	
Mountains	
Lobster	
Orange juice	
Durian	
Chocolate	
Japanese food	
Sushi	

Usually, we have a lot more things that we like than we dislike, so it should not be too hard to fill in all the blanks in the above list, if we call on everybody.



## What Do Teachers and Bosses Like?

<i>Teachers like students who are</i>	<i>Teachers don't like students who are</i>
Hardworking	Lazy
Polite	Impolite

<i>Bosses like employees who are</i>	<i>Bosses don't like employees who are</i>
Well-trained	Unreliable
punctual	dishonest

<i>Students like teachers who are</i>	<i>Employees like bosses who are</i>

## Show and Tell

Get the students to give a demonstration or explanation of the process of how to perform a task. It can be a task that is actually performed in the classroom or a presentation using diagrams or pictures on the board or using the OHP. Don't use dangerous chemicals or open flame or anything that could endanger the safety of others. Show and tell how to do things like the following :

- Make an omelet
- Brew a cup of tea
- Make a tuna sandwich
- Make a cheeseburger
- Make a grilled cheese sandwich
- Prepare instant mama noodles
- Cook Pat Thai
- Prepare Shrimp fried rice
- Make Tom Yam Kung
- Iron a shirt
- Wrap a birthday present
- Make a rag doll
- Fold an origami bird
- Make a paper airplane
- Make a paper doll
- Make a kite
- Fold drinking straws into imitation flowers
- Do a Japanese flower arrangement
- Give a facial massage
- Apply a face-cleansing masque
- Brush your teeth correctly
- Braid a lady's hair into a ponytail
- Tie a gentleman's necktie
- Perform a yoga exercise
- Do meditation breathing
- Do an aerobic dance
- Do a gymnastic exercise
- Hypnotize somebody
- Build an igloo
- Build an Indian Teepee

There are hundreds of ideas of how to demonstrate the procedure to make or do something. Instead of choosing from the list above, choose you own idea.

## Making Toys from Trash

In many areas around the world, in slums, in poor countries, children's parents cannot afford to buy them toys, so folks produce their homemade toys using materials that cost nothing and are normally thrown away, and can be found in the home, the rubbish bin or tip or dump like

old newspapers,  
different sorts of tin cans,  
discarded plastic bottles,  
rubber bands,  
metal wire  
cotton batting,  
packing straw,  
leather thongs,  
plastic twine  
string/rope,  
electric tape,  
bamboo strips,  
etc.

In fact, it's amazing what one may find in the garbage, especially for slum children rummaging in a town dump in India or Africa or even in your own country. The United Nations once even had a contest in which underprivileged children made toys from materials for which they had paid nothing. Some of the winning entries were a

Sailboat  
Tin car  
String football  
Plastic truck  
Rag doll  
Doll house  
Stuffed animals  
Miniature car  
Top  
Sling shot  
etc.

Get your group to come to class and show how to make a child's toy from rubbish they can pick up somehow for free. It should be a simple process that can be demonstrated from beginning to finished product in about five minutes.

## Teach Underprivileged Children How to Make Toys

This is an activity that can be used to follow up on the previous exercise. In this second follow-up activity,

1. the student group goes out into the community
2. and finds some underprivileged children that they can teach
3. and shows them the process of how to make the toy
4. just as they have already demonstrated it in class
5. take some photos of the students' teaching
6. and of the children learning the process
7. and of them playing with the final product at the end
8. and of the mother/parents/family, if possible
9. and a whole group photo, if possible
10. and finally of the SDS giving the toy(s) to the kids

When all this is over,

1. develop the film
2. and put the pictures on transparency film
3. so that they can be shown on the OHP
4. in a second student presentation on toys
5. give each student in the group one or two photos
6. which he/she must talk about
7. explaining to the class what is shown in the picture
8. telling about where you went
9. how you found the kids/family
10. something about the children
11. something about the family
12. how they took to learning the task
13. how they liked the toys and
14. how the students felt when teaching the kids,
15. and how they felt after the whole thing was finished.

This can then be followed by a question and discussion period.

Try to start a conversation about helping the poor people of the world.

The steps outlined above are just a suggestion, and students may be encouraged to try variations on the idea and change it in any way that they think may make it more interesting for themselves and their audience.

## How to Build an Igloo\*

Divide the class into groups, who must then read each of the steps below in order to understand the process. Then, each group draws a series of diagrams on the board to illustrate the individual steps taken in building an igloo, so they can conceptualize and, then, explain the process orally. The best group wins.

First, cut blocks of snow from the same snowfall.

Next shape the blocks into the form of an Igloo.

Then, light an oil lamp inside the igloo.

Next, close the door block tightly.

The heat from the lamp will cause the interior walls to begin to melt,

And this in turn will cause condensation on the outside of the igloo,

Which will ice over when it meets the cold air outside,

Which, then, provides an airtight seal on the outside walls of the igloo.

Next, bore a roof hole and open the door block

This will cause the warm air to rush out of the igloo,

And it will be replaced by cold air rushing in,

Which will cause the melting snow on the inside to freeze,

Which will provide an airtight seal on the inside walls.

Finally, enter the igloo, pulling the door block after you, so your body heat can begin to warm up the air temperature inside the igloo,

So that you then can sleep as tight as a bug in a bearskin rug ,  
without having to fear that you will freeze to death during the night.

\*Idea from *Bangkok Post*, "Nite Owl", (Bernard Trink quoting L.M. Boyd).

## Some Questions and Answers

Have students ask the teacher the first, ten questions, which the teacher answers, reading the replies below. Then, put the students in pairs to do the question and answer sequence twice themselves. Once asking the question and once answering it. the teacher should listen and correct any mispronunciations.

May I have permission to leave the room?

Do you mind if I borrow your pen?

May I take this seat?

Is it OK if I leave this here for a few minutes?

May I open the window?

Do you mind if we turn off the air conditioner?

Would it be all right to leave ten minutes early?

Could I come to class half an hour late tomorrow?

Could you let me make a copy of this and give it back tomorrow?

You don't happen to have a headache tablet, do you?

Can we get out of class half an hour early today?

Answer the above questions by reading the answers below.

Yes you may leave the room.

Yes, you may borrow that pen.

No, I'm sorry. That seat is already taken.

Yes, you can leave it here.

Please don't open the window.

Yes, you may turn off the air conditioner.

Yes, you can go home ten minutes early today.

No, you may not come to class half an hour late tomorrow.

Yes, you can borrow it if you don't forget to bring it back.

No, I'm sorry but I do not have a headache tablet on me.

No, I'm sorry but we cannot get out of class early today.

Then, cover over the replies and answer the questions without looking.

Now practice this last one, doing a teacher/student role-play.

*Teacher:* "What would you say if I were to suggest that we cancel all of our classes for the next week so that I can go on a short holiday?"

*Student:* "I would say that since we had to pay money when we registered for this course, we would be entitled to request a refund if the teacher could not meet his full contractual obligation."

### Chapter Three : Grammar Tasks and Speaking Activities

Write some words to describe and modify the verbs listed below. Do not use the same descriptive word (adverb) twice. Most of the words you think of will end in “ly.”

Shout	loudly	excitedly
Struggle		
Think		
Argue		
Sleep		
Eat		
Drive		
Fight		
Dream		
Look		
Write		
Breathe		
Disagree		
Protest		
Love		
Hate		
Desire		
Give		
Reply		
Verify		
Evaluate		
Promote		
Examine		
Exercise		
Dig		
Accelerate		
Exaggerate		
Praise		
Criticize		
Hope		
Despair		
Conclude		

You can keep up this activity as long as you can keep finding verbs to describe. Get the students to think of a sentence for each example and tell it to the class.

## Singular and Plural Nouns

Read out the singular and the plural forms of the words below, together with the tongue-twister at the end of the row.

<i>Singular</i>	<i>plural</i>	<i>Tongue-twister</i>
branch	branches	4 bamboo branches
squid	squid	77 succulent squid
country	countries	12 civilized countries
phenomenon	phenomena	4 fiery phenomena
tray	trays	10 trays of surgical tools
lash	lashes	2 lovely ladies' eyelashes
life	lives	11 lonely lives
hoof	Hooves	4 horse's hooves
secretary	secretaries	66 sexy secretaries
path	paths	One-way primrose path
church	churches	2 Christ Church converts
watch	watches	11 wound-up watches
octopus	octopi*	11 eight-legged octopi
hippopotamus	hippopotami*	2 huge hippopotami
class	classes	7 clever calculus classes
bench	benches	17 wooden-benches
winch	winches	11 electric winches
bush	bushes	8 burning bushes
story	stories	6 secular stories
bunch	bunches	7 bunches of bananas
wife	wives	5 wonderful wives
ash	ashes	100's of heaps of ashes
roof	roofs	22 hooves on the roofs
love	loves	3 lady loves
wench	wenches	2 clenching wenches
watch	watches	33 ticking-watches
trickster	tricksters	66 tricky tricksters
twister	twisters	6 twisting-twisters

\*It has also become acceptable to say "octopuses" and "hippopotamuses."

While we are practicing pronunciation, say these numbers :

Be sure to get the endings right. 1-20, 33, 44, 55, 66, 77, 88, 99, 101

Now, say, 1<sup>st</sup>- 10<sup>th</sup>. 33<sup>rd</sup>, 44<sup>th</sup>, 55<sup>th</sup>, 66<sup>th</sup>, 77<sup>th</sup>, 88<sup>th</sup> 99<sup>th</sup>, 101<sup>st</sup>, 102<sup>nd</sup>.



## Irregular Plural Nouns

Read out the singular and plural forms of these nouns, together with the tongue-twisters at the end.

thief	thieves	33 thieves
fish	fish (fishes)	46 fishy-smelling fishes
potato	potatoes	22 pounds of potatoes
glass	glasses	16 green glasses
box	boxes	6 big boxes
knife	knives	99 sharpened knives
baby	babies	6 bouncing babies
woman	women	4 women's rights
sheep	sheep	66 sleeping sheep
tooth	teeth	23 aching-teeth
foot	feet	44 feet of sleek satin
mouse	mice	5 nice brown mice
ox	oxen	1 yoke of oxen
fox	foxes	44 fiery red foxes
half	halves	12 large lemon halves
piano	pianos	80 grand pianos
child	children	14 screaming-children
virus	viruses	70 very virile viruses
boss	bosses	36 big bosses' wives
piece	pieces	80 pieces of shattered-pottery
loaf	loaves	11 loaves of leaven bread
leaf	leaves	24 falling autumn leaves
shelf	shelves	66 supermarket shelves
taxi	taxies	223 city taxies
city	cities	666 mega cities
fly	flies	373 filthy flies
wolf	wolves	44 werewolves
party	parties	2 patriotic political parties
niece	nieces	11 lovely nieces
calf	calves	12 cows' calves
lady	ladies	12 lovely ladies
hobby	hobbies	16 handy hobbies
wish	wishes	1000's of wonderful wishes
dish	dishes	100's of dirty dishes
sheaf	sheaves	66 sheaves of wheat

## Generally Speaking

Insert the correct verbs at the bottom into the sentences provided.

- I don't \_\_\_\_\_ in the evening.  
I \_\_\_\_\_ home on Saturday morning.  
I \_\_\_\_\_ TV every night.  
I \_\_\_\_\_ on Friday evenings.  
I \_\_\_\_\_ the car in front of the house.  
I \_\_\_\_\_ to listen to music.  
She \_\_\_\_\_ dancing.  
It \_\_\_\_\_ a long time to get to work.  
We \_\_\_\_\_ to learn to be patient.  
He \_\_\_\_\_ until seven o'clock.  
She \_\_\_\_\_ or a company in the city.  
We don't \_\_\_\_\_ home until 9:30 PM.  
He \_\_\_\_\_ the car very slowly.  
She \_\_\_\_\_ a book while she rides on the bus.  
There \_\_\_\_\_ too many cars on the road.  
There \_\_\_\_\_ a lot of traffic.  
The police \_\_\_\_\_ the traffic.  
He \_\_\_\_\_ while he is working.

go out  
stay  
go shopping  
drive  
read  
try  
take  
enjoy  
wait  
is  
are  
watch  
park  
like  
work  
get home  
direct  
sings

## Insert the Appropriate Verb Forms

Find a word on the right that fits into a sentence on the left.

The family _____ up early.	accompanies
They _____ out of bed.	prepare
They _____ off the alarm clock.	makes
Father _____ to the washroom.	listen
Mother _____ breakfast in the kitchen.	study
The children _____ dressed.	goes
The children _____ for school.	get
Father _____ the car.	is
The kids _____ in the back.	are
They _____ their seat belts.	turn
Dad _____ them to school.	works
They _____ at international school.	arrives
Father _____ in an office on Silom Road.	stays
Mom _____ at home all day.	get
They like to _____ to the radio.	sit
Everyone in the family _____ busy all day.	drives
They _____ very diligent.	sleep
They _____ home at about six o'clock.	fasten
Father _____ at 7:30.	gets
They all _____ TV until about ten.	stays
Everyone _____ to bed by ten-thirty.	watch
They _____ soundly in their beds	wake
Father _____ the alarm system at eleven.	arrive
The alarm system _____ security for the house.	call
Any robbers _____ would set it off.	lock
The security guards would _____ quickly.	wake
They would _____ the robbers.	catch
Then they would _____ the police.	turns on
The officers would come and _____ the robbers.	provides
The cops would _____ them in the back of a van.	be
The whole neighborhood would _____ up.	stolen
The children would _____ upset by the intrusion.	go
Nothing would have been _____.	arrest
The robbers would _____ to jail.	catch
After that everything would _____ peaceful.	entering

## What Are You Doing These Days?

We can also practice speaking by using verb forms and parts of speech, which are part of the popular mechanics of language. An example would be the present continuous tense, when we say, “*What are you doing these days?*” To answer correctly you must say something like :

At the moment, I am <i>trying</i> to finish my Master’s in Accounting.
Now, I am trying to quit smoking.
I am trying to lose weight by doing aerobic dancing.
These days, I am very busy making sales calls to our clients.
I am <i>learning</i> a new software program to help speed up the work process.
I am forming my own company so I can quit my job.
I am practicing meditation to try to reduce stress.
I’m looking for a new girlfriend because my last one left me.
At present, I’m looking for a new job so I can get a higher salary.
I am selling Amway products to try to earn some extra money.

So, now let’s go around and ask each class member what he is doing these days. Write the answers in the boxes provided :

I am taking an English class to try to improve my speaking skills.

Writing down the answers helps us to get the feel for the pattern.

## What Do You Think?

This is a question that we are often asked when we are part of a working team or when we are in a meeting with the client. If someone asks you what you think, don't just sit there silently without saying anything or you may give the impression that you are a bit slow-witted (which means a little stupid). If you need to gain time, there is a trick that you can use that will make you look more intelligent. All you have to do is respond without hesitation by saying the words: *"I think that ...* (then you can pause as though taking a moment to consider)...and then say what comes into your mind.

If someone asks, "What do you think about the state of the economy?"

You may say, *"I think that...corrupt politicians are ruining the country."*

Look at the following examples to get a feel for the pattern :

<i>I think</i>	<i>that</i>	
		Smoking is a dirty habit.
		The government should do more to stop child abuse.
		Not enough is being done to protect women's rights.
		Young people should be taught an ethics class in school.
		Drugs are the greatest danger to our country's future.
		Young people should be prohibited from visiting sex hotels.
		All corrupt officials should have to spend time in jail.
		The Constitution should not be altered by the government.
		VAT should not be raised to ten percent.
		The Corruption Commission should have more power.
		The prime minister should do more to help the rural poor.

In the empty spaces, get them to write some opinions of their own.

## Who's Who?

We are always talking about... “someone who...” “people who...” “a girl who...” “a man who”...” “a terrorist who...” “an American who...” “a Thai tennis player who”... etc.

*Get used to this pattern :*

An English teacher is someone who teaches English.

A thief is someone who steals things.

A politician is someone who...

A playboy is a man who...

I once had a girlfriend who...

The man who married my sister is a brain surgeon.

The people who work on my team are very professional.

OK, now that you have got the idea, finish the sentences below verbally.

I don't like people who ...

I'm looking for a husband who

The perfect boss is a manager who

The policeman who questioned me was

The doctor who treated me was

The man who taught me French

Our firm is looking for someone who

We are advertising for an accountant who

The police are searching for a woman who

I wish I had parents who

Today, I spoke with a taxi driver who

I want to know who is responsible for

Who here is interested in

Do you know who can help me with

Who on earth ever thought of

Who the hell do

Who's responsible for

Who is the crazy individual who

I would like to find out who

Who is the person whom you ask when

There is a guy in my class who

I used to have a teacher who

I wouldn't like to be the one who

Who are the people who decided

If I ever find out who did this I will

*Put them in pairs and get them to do other role plays using the word “who.”*

## How Long Have You Been A Student Here?

We often make mistakes when someone asks, “*How long have you been...?*” Let’s look at some examples, with *for*, *since* and *ago*, to get a feel for the pattern. :

I have been a teacher *for* thirty-six years  
I taught at the University of Maryland *for* twenty-five years.  
Then, I taught at Chula *for* nine years.  
Now, I have been teaching at KMUTT *for* three years.  
I have been teaching at KMUTT *since* the year 2000.  
I began teaching at KMUTT three years *ago*.  
I have been teaching there *for* three years.

OK, *let’s do a teacher-student dialogue. I will ask the questions and you will answer.*  
How long have you been a student in this school?  
*I have been a student here for three years*

When did you first register at the university?  
*I first registered here three years ago.*  
So how long have you been registered here?  
*I have been registered here for three years.*  
Since when have you been attending my class?  
*I have been attending your class since the beginning of June.*

Now, in pairs and ask one another questions that begin with the words, “How long have you been...?” For example, “How long have you been married?” “How long have you been living in Bangkok?” “How long have you been learning English?”

Jot down some of your answers in the spaces provided so you can read them out later to the class for the teacher to approve their grammatical correctness.

I have been married <i>for</i> three years.
I got married three years <i>ago</i> .
I have been married <i>since</i> I was eighteen years old

## Teacher-Student Dialogue

Answer the questions in the space that is provided so you can read them out to the class later to see if you have used the correct grammatical pattern.

How many years ago were you born?
Since when have you been living on this earth?
How many years ago did you come into this world?
How long have you known your best friend?
How many years ago did you meet your best friend?
Since when have you known your best friend?
How long have you been learning English?
For how many years have you been learning English?
Since when have you been learning English?
For how long have you been living in Bangkok?
How many years have you been living in Bangkok?
For how many years have you been working here?
How many years ago did you start working here?
Since when have you been working here?
How long have you been wearing those shoes?
How many hours ago did you put on those shoes?
Since when have you been wearing those shoes?



## Have You Ever...?

If someone asks you, “Have you ever been to Singapore?”, it would be a bad grammar mistake to answer, “Yes, I have *ever* been to Singapore.” The mistake would be to repeat *ever*. In this case, don’t *ever* repeat *ever*. That’s just the way it is. Look at the following examples to get a feel for the pattern :

Have you ever worked for IBM?  
Yes, I have worked for IBM.

You can say,  
Yes, I used to work for IBM.

But you cannot say,  
Yes, I *ever* worked for IBM.

Have you ever kissed your boyfriend?  
Yes, I have kissed my boyfriend.  
No, I have never kissed my boyfriend.

Have you ever been married?  
Yes, I have been married.  
No, I have never been married.

Have you ever flown to Hong Kong?  
Yes, I have flown to Hong Kong.  
No, I have never flown to Hong Kong.

Now, answer the following questions:

Have you ever studied abroad?  
Have you ever stayed at the Oriental Hotel?  
Have you ever driven a motorcycle?  
Have you ever won a gold medal?  
Have you ever won a scholarship?  
Have you ever been arrested?  
Have you ever been short of money?  
Have you ever been in love?  
Have you ever had a broken heart?  
Have you ever smoked a cigar?  
Have you ever bought a car?  
Have you ever eaten a sirloin steak?

## What Did You Used To Do?

This is another familiar pattern that you should get accustomed to, so look at the following sentences and get used to the form :

What did you used to do when you worked for Carling Consultants?

I used to be a senior tax consultant.

How much did you used to get paid when you worked there?

I used to get paid fifty-five thousand a month.

What did you used to do for the company?

I used to advise the clients about tax regulations.

Where did you used to live before you moved to Bangkok?

I used to live in Bang Mod.

What did you used to do at night for entertainment?

I used to go to the Internet cafe a lot.

Where did you used to study?

I used to study at Chula.

Now, answer the following questions about yourself:

How much did you used to weigh when you were sixteen?

How much did you used to earn when you got your first job?

Where did you used to eat lunch when you where a student?

Where did you used to go to get your hair cut?

Did you used to play an instrument when you were in school?

What kind of sports did you used to play?

Did you used to cut classes when you were a student?

Did you used to come to class late?

Did you used to cheat on tests if you had the chance?

When did you used to get up in the morning when you were a student?

Did you used to set the alarm clock so you'd wake up on time?

Did your mother used to wake you up in the morning?

Did your mother used to give you a packed lunch to take to school?

Did you used to have a best friend when you were in primary school?

Did the other children used to tease you?

Did you used to get in fistfights?

Did you get nosebleeds when you were a child?

What did you used to do at weekends before you got married?

## What Did You Used to Do When You Where Younger?

Fill in the empty boxes by supplying information from your imagination.

When I was a baby,	I used to	wet the bed.
		cry and scream a lot.
		wake up in the middle of the night.
After I turned six	I used to	go to school every day
When I was twelve	I used to	play football after school.
When I was sixteen	I used to	have a girlfriend.
When I was eighteen	I used to	have two girlfriends
When I was twenty	I used to	be a cheer leader.
When I was a student	I used to	study four hours every night.
When I had free time	I used to	Surf the world wide web.

Now, look at the following pattern and make up some sentences of your own :

I used to live in Bang Mod	but	now I live in Bangkok.
I used to have a girlfriend	but	now she has a new boyfriend.
I used to have free time	but	now

## What 're You Gonna Do...?

Sometimes, when we talk about what we might do at some point *in the future*, we say, “What ya gonna do?” An old song starts with, “What ya gonna do when the well runs dry?” An answer might be, “We’re gonna have to haul our water out of the river.” Following the first set of very formal business questions, complete a second set of informal sentences filling in the blanks indicated, using your creative imagination. (“*Gonna*” is very informal slang.)

What are you going to do	when	they freeze your assets?
	when	your girlfriend leaves you?
What are you going to do	if	your credit runs out?
	if	you lose all your hair?
What are you going to do	to	convince your creditors?
	to	
	while	waiting to be declared bankrupt?
	while	
	during	the court investigation period?
	during	
	after	the company is declared bankrupt?
	after	
	so that	no one informs the tax office?
	so that	
	to avoid	paying a late income tax penalty?
	to avoid	
	to insure	you don't have enough cash flow?
	to insure	
	to evade	an audit by the Revenue Department?
	to evade	
	to elude	detection by your internal auditors?
	to elude	
	to escape	paying a penalty for late payment?
	to escape	
	to hide	your profit to avoid income tax?
	to hide	
	to enable	your lawyers to get you off?
	to enable	
	so	your wife doesn't know you're broke?
	so	your wife doesn't divorce you?

## What Would You Do If...?

There are lots of question-and-answer tasks we can do while practicing verb forms at the same time. *Would and If* sound somewhat formal, so students often avoid using this form. Answer the questions below to get some practice and make yourself more-at-home and comfortable with this form. Don't be serious when you answer because its more fun when we can make a joke :

What would you	do	if I kissed your wife?
	say	if I stole your car?
	think	if I said your wife was my dream girl?
	order	if you went to a bar?
	give	if you were invited to a house warming?
	answer	f I asked to borrow one million Baht?
	pack	if you went to the seaside for the weekend?
	play	if I asked you to put on some music?
	sing	if we asked you to sing a song?
	request	if you were asking for a pay rise?
	read	if you had time to look at a newspaper?
	see	if you went to the movies?
	take	if you wanted a headache tablet?
	buy	if you gave yourself a birthday present?
	pay	if you bought a bottle of imported wine?
	ask for	if you could have only one wish?
	do	if you won ten million in the lottery?
	answer	if I asked you to invest in my company?
	say	if we asked you to give a speech?
How would you	react	if someone threw a cream pie in your face?
	behave	if you were at a very formal party?
	look	If you wore an Elvis impersonator costume?
Where would you	go	if you went on a short holiday?
	apply	If you wanted to get a new job?
	hide	your money if you didn't want it stolen?
	search	if you lost your car keys?
	eat	if you wanted some fast food?
When would you	leave	if you could go home early?
	retire	if you could get an early pension?
	get up	if you were allowed to come to work late?
What would you	like	to do on Saturday night?
	enjoy	doing if you didn't have to work?

## Hypothetical Conditions, Dreams and Hopes

Look at the patterns in the following examples and fill in the blanks where indicated in the empty spaces :

- If we were babies, we could play in the park  
 If you were my lover, I would gaze into your eyes.  
 If I were a flower, I would smell good. If I were a bird, I could fly.  
 If I were a bee, I could make honey. If I were a cloud, I could float in the sky.  
 If I were a fish I could swim. If I were a flying fish, I could swim and fly.  
 If I were a star, I could shine in your eyes.  
 If I were rich, I would buy you the sky.  
 If we were angels we would float on the clouds.  
 If we were stars, we would shine in the dark.  
 If I were your sweetheart, I would bring you a surprise.  
 If you were my wife, I would never tell lies.  
 If I were your baby, I could lie in your arms.  
 If you were my mother, I would be protected from harm.

If I were a butterfly, I	would	sit on your hand.
If I were your cat, I		lie in your lap.
If I were your dog, I		always obey you.
If I were your monkey, I		
If I were a balloon, I		
If I were the sun, I		
If I were the moon, I		
If I were a cloud, I		
If I were a tree, I		
If I were a star, I		
If I were a raindrop, I		
If I were a fairy, I		
If I were a prince, I		
If I were your husband, I	could	look after you.
If I were a millionaire, I		
If I were very strong, I		
If I were very wise, I		
If I were an angel, I		watch over you.
If I were a ghost		never scare you.
If I were the rain, I		never fall on you.
If I were a mosquito, I	could	never bite you.

## Using the Relative Pronouns: Who, That, Which and Whom

Complete the sentences that follow as models and then think up and write down a few of your own to show that you understand the pattern.

She is the girl	<i>who</i> broke my heart.
He's the teacher	who gave me my first "A."
I want a partner	who will understand me.

English is the class	<i>that</i> I like most.
This is the gun	that killed Abraham Lincoln
I had a sports car	that would go 200 km/hr.

I have a big job	<i>which</i> I have to finish before going home.
There is still one dream	which I have not fulfilled.
I own a gold watch	which is more than 100 years old.

My husband is the man	<i>whom</i> I most respect.
Mr. Max is the creditor	to whom I owe the most money.
He is the person	whom you must ask for a loan extension.
I am the teacher	to whom you must submit your report.

## Using Few, Many, Much and A Lot, A Little

Answer the following questions using the appropriate words :

Are there many people working in your office?

Yes, there are...

How many of your colleagues studied abroad?

Oh, not ....., only ... studied abroad.

How many of your clients are multinational companies?

Only...

How much do you bill the client per hour?

How many people work on your team?

Do you have to work a lot in peak season?

Do you drink much coffee in your office?

How many spoons of sugar do you take?

Do you learn a lot in your work?

Do you have many foreigners working in your company?

How much respect do you have for your boss?

How many secretaries do you have in your division?

Do they have a lot of work?

Do they get paid as much as you?

How many working days are there in one month?

How much time does it take you to travel to work?

How many minutes do you have for lunch break?

Do you eat a lot for lunch?

Do you take a lot or a little sugar in your coffee?



## Some and Any, Somebody, Anybody, Somewhere, Anywhere

A lot of students have trouble using some/any. Look at the following patterns and then answer the questions using the appropriate form.

Do you have any money? Yes, I have some. No, I don't have any.

Have you any friends in Jomtien? Yes I have some. No I don't have any.

Are there any people in the bedroom? Yes there are some. No there aren't any.

Would you like any wine? Yes, I would like some. No, I wouldn't like any.

Is there anybody in the bathroom?

Yes, there is somebody. No, there isn't anybody.

Do you know anybody who can translate from Japanese to English?

Yes, I know somebody. No, I don't know anybody.

Is there anywhere I can keep my money in a safe place?

Yes, there is somewhere. No, there isn't anywhere.

Do you know anywhere where I can exchange money?

Yes, I know somewhere. No, I don't know anywhere.

Is there any beer in the fridge?

Have you any Coke?

Are there any bottles of wine in your cellar?

Would you like any whiskey?

Is there anybody who can speak French?

Do you know anybody in Paris?

Is there anywhere that can hide the money?

Do you know anywhere I can get a new job?

Are there any foreigners in your office?

Is there any sugar in your coffee?

Have you any relatives in America?

Did you tell anyone about our secret?

Would you like any rum in your Coke?

Is there anybody who can drive me to the hospital?

Do you know anybody who can deliver a baby?

Would you like anybody to help you learn better English?

Is there anything that I can do for you? ?

Do you want me to get you anything at the supermarket?

Have you anything to suggest that to make this class more interesting?

Would you like to ask the teacher anything before this task is finished?

Would you like me to extend the deadline?

## Fill in the Blanks Using A Few, A Lot, Few, Little, Much, Many, etc.

I have got a ..... of knowledge from reading this book.  
..... people are ever totally happy.  
Drinking two bottles of wine is too .....  
It was not expensive. We paid very ..... for it.  
I didn't eat many cookies. Only very .....  
.... ..... of people have life insurance policies.  
I haven't got ..... money. My brother has .... ..... more than me.  
I don't have many shirts. My brother has ..... more than me.  
I have had .... ..... of experience in my life.  
My younger sister has not had so ..... experience as me.  
Hurry up! We don't have ..... time.  
There is very ..... time left before the train departs.  
There are ..... reasons for my success.  
Actually, I didn't have ..... education.  
I've only had a ..... training in this area.  
Very ..... companies would accept my credentials.  
Not ..... managers would be willing to hire me.  
It only takes a ..... imagination to realize I am the best man for the job.  
We did not receive ..... information about the place of work.  
When we got there, there was not ..... furniture in the room.  
The boss had very ..... confidence in Ted's ability.  
So he only gave him a ..... small, insignificant tasks to perform.  
He didn't have ..... work to do, only a ..... small easy jobs.  
Ted felt it was not much challenge, and he started acting a ..... peculiarly.  
His basic problem was that he demanded too ..... love.  
The truth is that in his childhood, he got too ..... affection.  
We showed him ..... understanding and gave him ..... encouragement.  
Finally, everything got to be here, and he wasn't earning ..... money.  
He could not deal with his ..... frustrations.  
So he packed a ..... things in a bag and left the city for good.  
He felt like telling everyone, "Thanks ..... but no thanks."  
He was feeling ..... deep emotions when he got on the bus.  
In the night, he traveled ..... miles across the countryside  
He wasn't able to sleep ..... and he saw ..... towns from the window.  
Finally, he got out in a little country village where not ..... was happening.  
There were only a ..... people living there.  
He sat in the diner and drank a ..... of coffee and sat and thought .. ..... .  
After a ..... hours, he realized there wasn't ..... point in running away.  
When he got home he was a ..... surprised to see no one had missed him.

## Practicing Question Tags

Look at the following model sentences, followed by question tags.

Get used to the pattern and follow it :

It's time to end the meeting, *isn't it?*

We didn't forget anything important, *did we?*

We have not come to an agreement, *have we?*

We aren't quite finished writing the contract, *are we?*

We may have time for a party at the end, *mayn't we?*

We might even invite the CEO, *mighn't we?*

We can have dinner at the Oriental, *can't we?*

The guests shouldn't have to pay, *should they?*

We ought to invite everyone involved in the project, *oughtn't we?*

We could even invite the executive secretary, *couldn't we?*

We wouldn't want to forget anybody, *would we?*

It's really a good idea, ..... ?

We didn't forget to invite anybody, ..... ?

We aren't going to serve whiskey, ..... ?

We haven't really shown enough gratitude, ..... ?

We may not drink alcoholic beverages, ..... ?

We might serve a fruit punch, ..... ?

We couldn't put wine in the punch, ..... ?

We shouldn't come to the hotel late, ..... ?

We ought to invite a guest of honor, ..... ?

We could Invite the prime minister, ..... ?

We wouldn't want to forget his wife, ..... ?

It's a shame there isn't more money to spend, ..... ?

We don't want to invite wives and children, ..... ?

We aren't going to hire a live band, ..... ?

We haven't got enough invitation cards, ..... ?

We may even send a e-mail as a reminder, ..... ?

We might find that a few guests fail to appear, ..... ?

We ought to ask all guests to confirm their reservations, ..... ?

We could ask the hotel to prepare an extra special desert, ..... ?

We wouldn't want anyone to be disappointed, ..... ?

We should always do our best to please, ..... ?

We could order a buffet if a sit down dinner is too expensive, ..... ?

We might ask the hotel for a corporate discount, ..... ?

## Little Words Say a Lot

Fill in the blanks with the missing words, then read the completed text aloud :

I used ..... keep a yacht in Monte Carlo, but ..... got to be expensive ..... I sailed ..... to Greece, ..... left it in a boatyard ..... the costs were not ..... high. The problem ..... , however, that a ..... of things kept disappearing ..... the boat when I was not there. A ..... of things were stolen ..... the boat because the security ..... that port was not ..... good.

For this reason I left my boat keys ..... a fellow ..... did yacht maintenance ..... sold second hand boat parts. He asked me ..... \$20 a month to look ..... the boat and to take ..... of the engine. I put my trust ..... him to ..... sure that nothing ..... happen to it ..... my absence. Then, I went home ..... the winter. The problem ..... him was when I returned, I found that he had cleared it ..... and ..... it empty. ....I came back .... Spring to check ..... boat, I found the fellow had stripped ..... everything ..... my boat ..... sold it ..... his second hand shop.

I felt ..... he had really taken me ..... a fool. The worst ..... was that I had also left him a deposit .... \$200 ..... cover expenses, .... case he had to .... any repairs. When I asked him .... the money ....., he said it was gone because ..... wife had left him ..... taken everything. She was supposed ..... be back in Athens somewhere, ..... nobody had been able ... contact her. We never did find ..... and nobody knew where she ..... .

Then, I went .... the local police and asked ..... to arrest this man ..... cheating me. It was not ..... simple, however, as they asked ..... see a receipt ..... the \$200 and a copy ..... the maintenance contract ..... taking ..... of the boat. When I said I didn't have ..... receipt ..... contract, the police said ..... they needed concrete proof .... guilt .... they could not arrest him.

They also wanted documentation to show what items ..... been contained ..... the boat, but all I could do was to write a list ..... memory. I had not insured the boat ..... theft, and as I had bought it second hand, I did not ..... bills to show proof ..... purchase for the lost items. I was perplexed to know ..... to do. I had expected the law to be ..... my side and to make the fellow pay ..... his illegal actions which ..... definitely ..... the law, but he was able to get away ..... it, and there was nothing I could do ..... it. In the end, after I had given ..... the idea ....revenge, I decided just to try to learn ..... my bad experience.

With time, I will have ... learn ... forgive and forget.

## Chapter Four : Interactive Role-Plays

Another way to teach speaking is through setting up interactive role play situations in pairs or groups.

This means putting two or more SDS together and giving them a handout sheet, which they can, first, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language.

When they have had enough time to develop some sense of self-confidence, but before they begin to get bored, ask them to read out their parts aloud (in pairs or groups) with the rest of the class listening.

They will be nervous and uncomfortable the first couple of times that they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become. In the end, they might actually get to like it, especially if they imagine themselves to be rehearsing for a role, just as they would if they were playing a small part in a movie or TV series. This is an attitude that the teacher should cultivate.

Instead of appearing to be a judge or someone who is putting them under pressure whilst testing and giving them a grade, the teacher should serve more in the role of a drama coach, encouraging and simulating the idea that they are real actors working in the studio with a director who is there to help them get it perfect.

Note also that the teacher should be careful not to make his/her students fearful by interrupting and stopping them too often, in order to correct their mistakes.

Students get very uncomfortable and anxious when this happens, and the way to avoid this problem, is for the teacher to let them finish completing their dialogues, and speaking their lines, while taking note of the speakers' mistakes in rhythm, diction and pronunciation. After they have finished, the teacher can then read the words or lines out correctly, without reproach, so everyone in the room can hear the correct sounds, hearing the language spoken correctly, and repeating after the teacher learning just as they would in elocution training.

## Speaking in Role Plays in Pairs in Chairs

First, the teacher should address individual students with the greetings below. Then, have the SDS read the back the replies. This is for pronunciation, so that they get the right sound and tone to the words. Then, put them *in pairs in two rows of chairs opposite one another* and have them read the greetings and replies in sequence aloud for speaking and pronunciation practice, with everyone talking at once. Give them a few minutes to practice, and then stop and get each pair to speak aloud, one pair at a time, one line at a time. Practice the rhythm and the music of the language with them as you go.

<i>Greeting</i>	<i>Reply</i>
Hi	Hello
Hello	Hello

How are you?	I'm fine thank you.
How are you doing?	I'm doing quite well, thank you.
How do you do?	Very well thanks. How are you?

Good morning.	Good morning. How are you?
Good afternoon.	Good afternoon. How are you?
Good evening.	Good evening. How are you?

How's it going?	It's going very well, thanks.
Are you OK?	Yes, I'm OK. Thanks.
Is everything all right?	Yes, OK. Everything's OK

Hey man! What's happening?	Everything is cool!
My name is Buster Cluster. Oh, how do you do?	
I'm very pleased to meet you.	I'm pleased to meet you too.

Are you well?	Yes, I'm very well, thank you.
I'm happy to meet you.	I'm happy to meet you too.
It's such a pleasure to meet you.	It's a pleasure to meet you too.

Are you sure you are OK?	Yes, don't worry. I am fine, really.
Is there anything I can do for you?	No, not at the moment, thanks.
I am so glad to have met you.	I'm happy to have met you too.

Haven't I seen you somewhere before?	Not to my knowledge.
Where you once in a television series?	

## Some Easy Chit-chat

If you could give one word answers to these questions, the exercise would be easy. The hard part is answering in full-sentences using the past tense.

- How was the traffic this morning?
- Did you take the bus?
- How long did you wait for the bus?
- What did you eat this morning?
- What did you drink?
- Did you come by car?
- Did you drive yourself?
- Did someone drive you?
- Who drove you?
- Who else was in the car?
- Did you see any policemen?
- What did you do last night?
- Did you watch TV?
- Did you do any homework?
- Did you surf the Internet?
- What did you do last Saturday?
- With whom did you do it?
- What did you do last Sunday?
- Whose idea was that?
- How many people were born into your family?
- How many boys and how many girls did your mother have?
- What kind of car did your father buy?
- When did he first buy that car?
- Has he been satisfied with this car so far?
- Where did your mother last shop for groceries?
- On what day did she go shopping?
- When did you last go to a movie?
- Did you enjoy the movie?
- When did you last eat in a restaurant?
- What did you eat?
- Was it delicious?
- Who paid the bill?
- Was it expensive?
- When did you last play a sport?
- What sport did you play?
- Where did you play?

## Giving and Accepting Invitations

*One person asks and the other answers.*

A. How would you like to go to a movie on Friday night?

B. I would love to. Thanks for inviting me.

Do you want to meet me on the sports field on Sunday and play football?

What a good idea. We haven't played together in a long time.

Would you like to go up country with me to visit grandmother on Saturday?

Yes. We really should go to see her. We haven't gone for a long while.

Should we try to get together with the old gang this weekend?

That's a great idea! It'll be good to see everyone again.

Let me know when you find time to visit us at home for dinner.

OK, I'll call you the first moment that I am free.

How about going to Siam Square to eat some fast food?

What a good idea! Let's go right now. I'm hungry.

We would like to invite you to come over and play some video games with us.

Sure. I'd enjoy that. I'll give you a call one night this week.

We're having a surprise party for Alec on Friday, can you come?

Sure. I wouldn't miss it for the world. Where? and what time?

I'd like to invite you out for dinner on your birthday. Do you have time?

Oh, that's very thoughtful of you. I'd love to go out to eat with you.

Can you come over and help me install new Windows program?

Yes, I can, but I'm not sure when I'll have the time. Let me call you to confirm.

Can you help with the cooking at Aunt Rose's party next Saturday morning?

Yes, I'm always happy to be able to do something for Auntie Rose.

Wouldn't it be a good idea to drop in on Air at home tonight and surprise him?

That's the best idea I've heard in a long time, but what if he is not alone?

I've been meaning for a long time to ask you to go out with me on a first date.

Well! It took you long enough. I thought you would never ask.



## Telephone Role Play

Telephone and discuss with a friend what you might do together tonight. Put students in pairs and get them to do a dialogue something like the one below :

Lek : “Hi, Pom this is Lek, are you free tonight? I would like to go out somewhere and have some fun. What do you think?”

Pom : “Actually, I’ve got some homework I have to do, but if I work hard, I think I can be free by about eight o’clock. How about that?”

Lek : “That’s great! OK, what do you want to do? Do you want to go to a movie together? There are a lot of good new films that I haven’t seen yet”

Pom : “ Yes, I think that’s a very good idea. Have you seen the new action movie *The Terminator Returns*? I hear it’s a pretty good one, better than the earlier ones.”

Lek : “Yes, as a matter of fact, I saw it last Saturday with my girlfriend. I thought it was good but she said that there was too much violence.”

Pom : “That sounds like what my mother would say. Well, what else is there? There must be some other film you’d like to see. What about a Thai movie?”

Lek : “No, I’d rather see some big Hollywood blockbuster. What’s the name of that new film with Mel Gibson where he plays a crazy cop who has gone out of his mind for a second time?”

Pom : “Oh, yea, I’ve heard about that one. It’s called *Yet Another Lethal Weapon*. My younger brother saw it just last night, and he said it was great. Some bank robber kills Gibson’s girlfriend in crossfire with the police, and he vows to catch them and make them pay for what they have done.”

Lek : “Fine, I have seen the preview of that one and that’s just the kind of movie I enjoy, to take my mind off things and relax. Let’s go to that one. Do you know where it is playing? It would be good if we could meet at Siam Square because that is convenient for both of us.”

Pom : “Wonderful, it’s playing at the Grand EGV in Discovery Center. I’ll meet you there in front of the ticket booth at eight-thirty. That will be perfect. I hope that it will be a good movie.”

## More Telephone Role Plays

Put the students in pairs and get them to write and perform the text for a dialogue in which the first student is reporting a crime or accident to the second student who is taking the call on 191 and asking a lot of appropriate questions. The incident might be any of the following :

“Hello, I am calling to report a...

Car accident  
Household injury  
Fire  
Bomb  
Bank robbery  
Marital quarrel  
Noise disturbance  
Trespassing  
Breaking and entering  
Illegal entry  
Murder  
Drug deal  
Rape attempt  
Sexual assault  
Bodily assault  
Fist fight  
Natural death  
Theft of a baby  
Fire  
Lightening striking  
Collapsed building  
Explosion  
Flood  
Gas leak  
Chemical pollution  
Cat up a tree  
Crocodile in the back yard, etc”

The 191 receptionist should begin by asking questions like, “Who are you? What is your name? Where are you? What is the address? What happened? How many? Why? What time? How long? Etc,” and then follow up from the initial query by asking for more details or even giving advice on the phone to a person in distress. Students can use their imaginations to make it more exciting.

## Making an Appointment with the Psychiatrist

*Use this sheet as a reading and pronunciation exercise :*

Ted has no one to talk to and no one who understands him. He feels like he's going crazy, so he decides to seek some help in counseling with a therapist that his family doctor has recommended. So he calls up to make an appointment.

The conversation goes like this :

Telephone receptionist : "Hello, Dr. Schweinskopf's office, Susan Sunday speaking, may I help you?"

Ted : "Yes, thank you. My name is Ted Tumbler, I'm calling to make an appointment. Do you think it would be possible to see the doctor this week?"

Susan : "Certainly, Sir. Let me check his appointment schedule. There is a slot free on Thursday afternoon. Would that be suitable for you, at three o'clock?"

Ted : "I'm afraid that won't do. I've got a meeting at that time. How about later in the day? Can I come in the early evening? What time does Dr. Schweinskopf go home? Would five in the afternoon be too late?"

Susan : "That would be fine. The doctor normally goes home at six, so he would have time to see you. Could you tell me your name once more, so I can write it in the book?"

Ted : "Yes, Ted Tumbler. Ted as in teddy bear and Tumbler as in glass tumbler. Have you got that?"

Susan : "Yes, thank you. Could you also give me your phone number in case we need to reach you?"

Ted : "Yes, it's 02/7999768, and my mobile number is 09-321 9999. Why? Is there a chance that the doctor might cancel the appointment? Does he do that often? I don't want to make an appointment for help and find that there is no one there to help me."

Susan : "No, Sir, Mr. Tumbler, that is just a routine question for our records. I'll get the rest of your personal data when you come into the office."

Ted : "Why, do you want personal data? On second thought, I've changed my mind. Cancel the appointment. You're making me feel anxiety already."

## Make up Your Own Telephone Conversation Dialogue

It can be about anything. Put the students in pairs and have them write and talk about something that the rest of the class will find funny and amusing. Usually, it should take them about twenty minutes to think of what to say and write it down. Then, give them another five minutes to practice reading it aloud to one another, informally, before performing their dialogue in front of the class.

An example might go like this :

Jean : “Hello Jane, this is Jean. I just thought I’d call you because we haven’t talked to one another in such a long time. How are you doing, anyway? What’s new? How long has it been? It must be more than two years.”

Jane : “ Oh, Jean, it’s so nice to hear from you. It’s been ages. So much has happened to me since I saw you last. After graduation, I went out to work and I got a job as an executive secretary and I fell in love with my boss, and I am feeling so happy, both in my work and in my personal life.”

Jean : “Wow, that’s great, I am so glad hear that. I have some news to tell you too! I got married about a year ago to a really nice guy from a good family with a good profession, and I’m three months pregnant. It’s going to be a boy.”

Jane : “Congratulations on both counts. I always thought you would find the perfect husband and lead a model life. I envy you. My boyfriend loves me a lot but he has never said anything about getting married.”

Jean : “ Yes, I guess I have been lucky, but that also means that I’ll have to stay home and be a housewife and take care of the baby. I won’t be able to go out to work and have a nice profession like you. Where are you working?”

Jane : “I am working for Morgan Steinfeld. It is a big international advertising firm, and most of the correspondence is in English. It was really going abroad to do my master’s in English that got me the job.”

Jean : “Well, what a coincidence, my husband works for the same company. His name is Supat, and he is an account manager. Have you ever met him?”

Jane : “Oh, my goodness gracious! I most certainly have! He’s my boss. He’s my boyfriend. What a terrible situation, you poor dear! How can I ever forgive myself? Whatever are we going to do?”

## Write the Dialogue for a Telephone Conversation

Imagine that you are calling up someone to have a phone conversation for a specific purpose, such as to make a business appointment or a personal date.

Sit together, in pairs, and write out the words of the conversation, allowing about ten to fifteen minutes to write what will become a three minute conversation dialogue, which you will then perform before the class. You may make up your own conversation topics or use one of the following :

Make a date to meet for a meal and then go to a movie or shopping.

Make arrangements to play a sport, such as football or badminton.

Let's have a party at my place on Saturday night.

Talk about what you did over the weekend, long weekend or holiday.

Propose marriage to the girl of your dreams.

Invite your old school friend to come to your wedding.

Catching up on the news with an old friend you haven't seen in a while.

Make a business appointment.

Make a telephone inquiry about prices and services.

Make a travel information inquiry.

Call up and ask for some legal information.

Call the Revenue Department and ask for some tax information.

Speak with a human resources department officer of a company to ask about the procedure of how you can apply for a job.

Do a preliminary job interview on the telephone.

Tell a lie to your girlfriend/boyfriend on the telephone.

## Asking and Giving Directions

If a tourist stops you in the street and asks you for directions, do not say, “Take a Taxi.” This is the last thing he wants to hear. Such an answer is not helpful, and this is not the information he wants. He wants to know where the place is, in relation to where he is located now. He wants to know the way to get there, how far it is and how long it will take to get to his destination. Practice some dialogues using expressions like this :

Go straight ahead  
until you get to the next intersection,  
then turn left and walk about ten meters  
until you get to the 711 store  
then go right and walk two blocks  
until you reach the “T” junction  
then turn left and walk to the first corner  
then cross the road and pass  
through the big gateway and.  
go left along the one-way street  
until you come to the first corner  
after that, turn right and walk  
around a big, long curve in the road  
until you come to the roundabout  
then you have to follow the sign  
that says Red Cross Hospital  
and turn right into a footpath  
that leads you to a footbridge.  
Go up over the footbridge.  
Then, you will see another sign  
that says Emergency Room.  
Then go in there and turn left and  
stagger towards the reception desk  
and tell the nurse that you are suffering  
from shortness of breath and heatstroke  
and you feel confused and disoriented and  
afraid that you are going to have a heart attack  
because of the exertion that you have been expending  
because of the all the stress of walking all around,  
out in the sun, trying  
to find your way to this hospital.

On second thought, next time, don't be so cheap and take a taxi.

## Vocabulary Related to Giving Directions

Write a sentence to illustrate how to use each one of the following words :

Stop light  
Traffic signal  
Crosswalk  
T – Junction  
Intersection  
Corner  
Curbside  
Left lane  
White line  
Yellow light  
Narrow lane  
Traffic circle  
Roundabout  
Overpass  
Flyover  
Footbridge  
Sidewalk  
Pavement  
Roadway  
Street  
Avenue  
Exit  
Entrance  
Ring road  
Main street  
Side street  
Alleyway  
Route  
Highway  
Motorway  
Free way  
Passing lane  
Meridian  
Fork in the road  
Pedestrian crossing  
Yield sign  
Stop sign

## Asking for Directions

Foreign visitors to Thailand may stop you on the street and ask for directions on how to go somewhere. There are many ways of asking, for example,

- Excuse me, can you tell me how to get to the Main Train Station?
- Could you please tell me how to get to Siam Square?
- How do I get from Pat Pong Bazaar to Sukhumvit Road?
- Could you please tell me how to go to Morchit Bus Station?
- Can you please tell me the way to Klong Toey?
- In which direction do I walk to get to Petburi/Asoke intersection?
- Can you explain to me how I can get from here to the Regent Hotel?
- How do I get from the Sheraton to the Oriental?
- May I ask you to tell me how to get to Silom Road?
- Would you be so kind as to tell me where to find the nearest ATM machine?
- Excuse me. I'm sorry to bother you, but can you direct me to the rest room?
- I'm lost. Can you help me to find my way back to the Landmark Hotel?
- I'm sorry. This is my first time in Bangkok. Is this the pier for the express boat?
- Where is a bus stop where I can catch the bus to Chinatown?
- Forgive me. Sorry to disturb you, but where is the nearest police station?
- I hate to bother you, but could you direct me to a currency exchange outlet?
- I want to go to The Botanical Gardens. Can you tell me how to get there?
- Can you tell me the way to the National Stadium?
- Do you know where I can go to buy a ticket for the Bad Boys' Band Concert?
- Can you help me find my way to take a boat to The Crocodile Farm?
- Is this the right way to walk to the Ambassador Hotel?
- Does this boat go to Prapadang? How do I get to Prapadang?
- Please tell me how to get from The Dusit Thani to New Road?
- Which way do I walk to get to the Chao Praya River?
- How would I get from Central Lat Prao to Rachadapisek ?
- How long would it take to get to Pattaya by bus?
- From which bus station can I take a bus to Siracha?
- How would I have to drive to get from Lan Luang to Wat Prakaew?
- Can you please give me directions from Rangsit to the Airport?
- What is the way to Queen Sirikit Convention center?
- How many blocks would I have to walk to get to the Royal Palace?
- Which way is it to Victory monument?
- Is this the right way to get to Fortune Town?
- Which bus would I have to take to get over the Rama IX Bridge?
- Where does the bus leave from to get to Kanchanaburi?
- How do I pay to take the sky train?



## Explaining How to Get There

Work in pairs in which one person asks for directions and the other one explains how to get there. Use the example questions on the preceding page and explain to the person how to get to his destination.

Explain how to get from

- Klong Toey to the Main Train Station
- Victory Monument to Siam Square
- Pat Pong to Sukhumvit Soi 101
- National Stadium to Mochit Bus Station
- Fortune Tower to Klong Toey
- The World Trade Center to Petburi/Asoke intersection
- The Indra Hotel to the Regent Hotel
- The Sheraton to the Oriental
- Siam Square to Silom Road
- The nearest rest room in the building
- The nearest ATM machine to where you are now
- Victory Monument to the Landmark Hotel
- The Royal Palace to the nearest express boat pier
- Sathorn Pier to Nontaburi Road
- The Erawan Hotel to Chinatown
- Lumpini Boxing Stadium to the nearest police station
- The Ambassador Hotel to the nearest currency exchange outlet
- Kausan Road to the Botanical Gardens
- Rama IV Road to the National Stadium
- An agent that sells tickets to concerts
- Sathorn Pier to the Crocodile Farm
- Sukhumvit/Asoke intersection to the Ambassador Hotel
- Rama IX Bridge to Prapadang
- The Dusit Thani Hotel to New Road
- From New Road at Sathorn intersection to the Chao Praya River
- Central Lat Prau to Rachadapisek Road
- From The Amari Atrium Hotel on Petburi Road to Ekkamai Bus Station
- Lan Luang to Wat Prakau
- Central Lat Prau to Victory Monument
- Ekkamai Bus Station to Queen Sirikit Center
- Sukumvit Soi 4 to Fortune Town
- Rangsit to the Airport
- Siam City Hotel to the Airport Departure Terminal

## Airport Departure and Related Vocabulary

Please drive me to the Airport. How much is the taxi?

I want to go to International Departures.

Don't forget to pay the airport tax.

Have the money ready in local currency.

First, go to the check-in counter.

You will probably have to stand in line, unless you arrive early.

Check-in time is normally two hours before the time of departure.

Allow ample time in traffic in order to get to the airport.

At the check-in counter, show the ground hostess your ticket and passport.

Have your ticket and passport in your hand to be ready to show to her.

Then, you must put your luggage on the scale to see how much it weighs.

Normally, you are allowed to take twenty kilos of baggage with you.

Anything over twenty kilos is excess baggage, for which you will be charged.

They always charge you extra for excess baggage.

The ground hostess will give you a baggage claim ticket and a boarding pass.

You use the baggage claim ticket to identify your luggage at the other end.

Then, you must sit down and wait until your flight number is called.

The voice from the loudspeaker will tell you what gate to go to.

When you get there, they will ask to see your boarding pass.

Then, you sit down again in a small lounge and wait for a bus to come.

Normally, you don't have to wait very long before departure is announced.

Then, you get in line to go out through the door to the waiting bus.

Once in the bus, try to find a seat and wait as they take you to the airplane.

Then, you climb up the ramp to the door of the plane where a stewardess is waiting to look at your ticket and tell you which way to go to find your seat

Then, you find your way down the aisle and check your seat number so you can put your hand baggage in the overhead compartment and sit down.

Once everyone is seated, the airhostess may come around to serve drinks.

It's a good idea to drink an orange juice to keep your blood sugar level up.

You don't normally have to pay for these drinks because they are free.

Then, as the other passengers are boarding, she may ask you if you would like a magazine or a newspaper to look at during the flight.

She might also ask you if you want a blanket or a pillow to make yourself more comfortable during the flight.

Suddenly, you hear a great roaring of the engines, and you feel the plane accelerating forward along the runway before it lifts off into the air.

Some passengers will have a funny feeling in their gut once the plane is airborne, but after a minute or two, this feeling goes away and everyone relaxes as they settle into their seats and get ready for a routine flight.

## **This is Your Captain Speaking...**

Ladies and gentlemen, can I have your attention, welcome aboard. We hope that you enjoy a good flight. We will be flying at 35,000 feet, and the flight time from Bangkok to Paris is approximately twelve hours. We will be landing in Paris at 8AM in the morning. The weather in Paris is clear and warm.

For your information, there is a life vest under your seat. There is also an oxygen mask that can drop down from above your seat. The airhostess will now show you how to put on the life vest and use the oxygen mask in case of emergency. Please observe carefully as she demonstrates the steps.

We are now preparing for take off, so please fasten your seatbelts, and please leave your seatbelts fastened until we are in the air and you see the red light go off. During the flight, for safety's sake, it is a good idea to keep your seatbelts fastened at all times, for example in case of air turbulence. Please do not get up or leave your seat while the red light is on. When the red light goes off, you may stand up and proceed to the exit.

If you wish to go to the toilet, please wait until the red light goes off. Toilets are located to the front and rear of the plane. Then, when you return to your seat, fasten your seatbelt again.

In about ten minutes, breakfast will be served. As soon as we are in the air, the hostess will come around to distribute magazines and newspapers. If you have any preferences, please indicate you wish to her. We hope that you will be pleased with our service and that you will have a comfortable flight.

Later, the steward will come around with duty free goods like cigarettes and perfume, spirits and other luxury goods. If you are interested, you may consult the booklet containing the list of duty free goods which you will find in the pocket on the back of the seat in front of you. Each passenger is allowed to take one bottle of whiskey, one bottle of wine and one carton of cigarettes through customs duty free.

Please notice also that there are headphones for every seat that you can use to listen to music if you wish. You can consult the card in the seat pocket to see the number of channels and the types of music available. Also, for those who wish the will be an in-flight movie in the course of the flight. Please consult the magazine in the seat pocket for information about the day by day movie schedule. There is no smoking permitted. Please also turn off all mobile phones. Once more, we wish you a pleasant flight.

## Arrival at the Airport

Ladies and gentlemen, we will be landing in Paris in fifteen minutes. If you are in the toilet compartment, please return to your seats as soon as you are able. Please fasten your seatbelts when the red light goes on and return your seats to an upright position. After landing, please remain in your seats and keep your seatbelts fastened until the red light goes off.  
Thank you and goodbye. We hope that you had a good flight.

### *Upon Entering the Airport :*

Please, keep walking straight ahead until you reach the baggage claim area and wait there until you see your luggage come down the ramp and circulate around to you on the baggage carousel. When you have claimed your luggage, please proceed to customs to have your bags controlled.

Do you have anything to declare?

Do you have any drugs or weapons?

Do you have any luxury items or goods?

How much money do you have? Is it in cash or traveler's checks?

What did you purchase abroad that you are bringing into the country?

What was the cost of this object of art? How much did that leather jacket cost?

Do you have an invoice to show proof of purchase?

Please proceed to passport control. Please have your passport ready.

If you are entering on a visa, please go through the gate on your far left.

If you have a French passport, go through the line on the far right.

All other passengers should proceed through the middle gates.

Why are you coming into this country?

Are you here on business or are you a tourist?

I am visiting friends and taking a language class.

I am here for a special training course sponsored by my company.

Who do you work for? I work for Peugeot.

How long will you be in the country? I shall be here for two weeks.

Where are you staying? What is the name of your hotel?

Do you have a letter of invitation? Can I see your visa please?

All right, that's fine. You may proceed to the arrival lounge.

Is someone going to pick you up and drive you into the city to your hotel?

## Being Picked-Up At the Airport

There will be someone there to meet you in the Airport lounge. Someone will be waiting for you, and he will be near the entrance wearing a drivers' uniform and wearing a white peaked cap, and holding up a sign with your name on it. Keep an-eye-out for such a person, and when you see your name, go to him and introduce yourself, and he will drive you to your hotel.

### *Having a Conversation With Your Driver :*

Hello, Sir, did you have a good flight? I will drive you to your hotel.  
Have you ever been to Paris before? We are on our way into the city now.  
How do you like France? How do you like Paris? How do you like the weather?  
It may be a little cold for you if you come from South East Asia.  
Is the weather in S E Asia warmer? I hear that it is often quite hot there.  
What country do you come from? Is it very hot in Thailand at the moment?  
Is it raining in Bangkok? Is it the rainy season at the moment?  
Does it rain a lot? How long does the rainy season last?  
How long will you be staying in Paris? Will you be here very long?  
When do you go home? Do you think you will miss your family?  
Can you eat French food? Do you think you will like French cooking?  
There are many Vietnamese and Chinese restaurants in Paris.  
Are you married? How many children do you have?  
How old are your children? How long have you been married?  
How old are you? How old is your wife?  
Do you think you wife will miss you while you are away?  
Do you have a photograph of your family?  
What kind of work do you do? Are you an engineer?  
How long have you been working for the company?  
Do you like your job? Is you company paying your expenses for this trip?  
Will you have any for time for sightseeing?  
Have you ever been to Paris before? You must take a tour of the city.  
There are also many excellent art museums to see.  
Tourists also enjoy walking through the parks and along the riverside.  
You don't have to spend a lot of money to enjoy Paris.  
Just take a walk around, especially in August when the French are on holidays.  
Go into a little bar or bistro or sit at a sidewalk cafe and drink a coffee. You can sit there and order a sandwich and watch all the people go walking by. You can go to an expensive restaurant, of course, but in a little bistro there is lot of atmosphere where you can see the Parisian people the way they are in their true way of life.

## Some Things You Can Say As a Visitor

Yes, I had a very good flight, thank you.  
I had a good trip. Thank you for meeting me here.  
Thank you for coming to pick me up.  
It's very kind of you to drive me to my hotel.  
What should I do about my luggage?  
Can you give me a hand with my bags?  
Should we put the baggage in the boot of the car?  
That's really very kind of you. Thank you once again.  
How far is it to the hotel? How long will it take us to get there?

Yes, this is, in fact, my first visit to France.  
This is the first time that I have traveled abroad.  
I am sure that I will enjoy seeing Paris very much.  
I feel that the weather is quite cold for me compared to Bangkok  
In Thailand the rainy season lasts from about June into September.

I am coming into this country on business.  
My company has sent me for management training.  
The course will last for about two weeks.  
Then, I will be flying back to Bangkok.  
I am staying at the Novotel, and that is also where the training takes place.  
I had to get a Visa to enter France for training purposes.  
The process is actually quite complicated and time-consuming.  
Actually, I work for a French company with a branch in Thailand.  
The name of my company is Peugeot. The car you are driving is a Peugeot 405.  
I am working in after sales service and I'm here to be brought up-to date.  
When I go home, I will be in charge of training our after sales service staff.  
Every one of our sales outlets in Thailand should have the same standards as those in France, so someone has to come over here every year for training.  
I won't have too much time for sight seeing, but I will try to see the city.  
As you say, I can probably see a lot from just sitting in a sidewalk cafe.  
Maybe I'll have time for a two day holiday at the end of my seminar.  
We will be taking most of our meals in the hotel where the food is most certainly going to be French and international, but I think that I shall take your advice and go out to eat Vietnamese food some evenings. In Bangkok, we also have a lot of Chinese restaurants, but usually Chinese food is not typically spicy and Thai people normally like to eat quite spicy food. Unfortunately, many young people in Thailand are starting to eat a lot of fast food from the same fast food chains and franchises that we see here in Paris.

## Traveling and Asking for Things

*Excuse me please, can you tell me...*

What time it is?

How to get to the train station?

How to get to the Metro?

How we can get to the Opera?

How I get to the Eifel Tower?

Where I can go shopping?

Where I can find an ATM machine?

Where the vegetable market is?

Where I can find the nearest department store?

Where is the post office?

Where we can eat some Chinese food?

If there is a Thai restaurant nearby?

Where is there a good nightclub?

How do we get to the Moulin Rouge?

Where is the Alcazar? Is that where the men dress and sing like women?

What's the best way to get to St. Denis?

*Excuse me please, can you give me*

A cup of tea?

Fried rice with pork?

Another glass of red wine?

A knife and fork?

A slice of lemon?

A bath towel?

Another pillow?

An extra blanket?

A telephone book?

A room service menu?

An English newspaper?

*Would you please bring me*

Bacon and fried eggs to room 265?

Another cup of coffee?

A whiskey and soda and a gin tonic?

A Club Sandwich?

Steak and Chips?

A Mixed-Green Salad?

*Please tell reception*

To give me a wake up call at 6:30 AM?  
To take my messages.  
That I'll be checking out about midday.  
That I want to send a fax.  
Not to disturb me after ten PM.  
To send me someone from the laundry service?

*Where can I buy*

A Paris guidebook? A city map? A toothbrush and toothpaste? A packet of Kleenex tissues? Pair of Socks? A safety razor? Some razor blades?

*Where is the*

Gentleman's rest room please? The swimming pool?  
The Business center? The breakfast room? The Billiard room?  
The registration table? The leader of the seminar? The meeting room for the training course? The form that I have to fill out to register?

*Regarding the seminar,*

What time does the seminar begin? What time does it end?  
What time do we break for lunch?  
Is the price of the meals included in the seminar fee?  
Do we have to pay extra for drinks?  
Can I sign the bill or do I have to pay cash?  
Where do we have to go for lunch?

*Please, can you help me?*

I don't have any soap in the bathroom.  
There is no shampoo provided in the bathroom.  
There is no hot water in my room.  
Can you send a maintenance man to fix the air conditioner?  
Our room has not been cleaned yet and the beds are not made.  
Can you send a maid to make up the room?  
Can you send someone to clear away the room service dishes?  
The telephone is dead. Can you ask someone to check it out?  
Can you send someone to pick up my laundry?  
How long does the laundry service take?  
Do you do dry cleaning? Do you have someone who can press my dress?  
I'm afraid I don't know how to turn on the TV set.  
The bath has overflowed, and there is a flood in my room.



## Nobody Likes to Have to Complain, But...

Sometimes you have to say things like the following :

*Excuse me but I'm afraid that...*

It's too cold in my room, and I can't adjust the temperature.

My room is too loud, and I am unable to sleep.

There is a party going on next door, and they're making an awful lot of noise.

I am going to have to ask you to change my room.

I am unable to close the window and the rain is coming in.

*I'm afraid that I must complain that*

The water in the swimming pool was not clean and the showers were filthy.

The service in the restaurant was much too slow not very gracious.

The waitress in the disco bar was very rude to me.

My bar bill was incorrect because I did not order a whiskey sour.

The lobby looks run-down and shabby and has not been properly vacuumed.

The lift service is too because you have only one lift out of three in service.

The hotel staff was unhelpful, and they are obviously poorly trained.

The breakfast buffet had no variety, and you ran out of jam and butter.

The menu was the same every day and the food was usually served cold.

The bartender ignored me and was always watching the football on TV.

When I finally paid my bill, he short-changed me.

*Normally, We Are Able to Say Good Things Such As :*

*I am very pleased to be able to say that*

The hotel reception is very efficient and helpful.

The French food is the best in Europe.

The guest relations representative was really, very helpful.

I love the decor in that hotel. It is very classy.

The doorman's uniform makes a very good impression on the guests.

The city of Paris is very beautiful in summer.

The parks are green, and the flowers are beautiful.

There are many attractions to see.

The view from the Eifel Tower is very impressive.

Traffic is not too bad during the day in August.

Public transportation is very efficient.

The city is not dangerous. You can even walk around at night and still feel safe.

There are a lot of beautiful old buildings.

## **A Management Training Course**

Good morning, ladies and gentlemen, welcome to our Peugeot After-Sales Service and Management course. This will be a special course in network management training for Peugeot Dealers worldwide. We do this every year to keep our dealers up-to-date on new technology and modifications, so that we can provide the best possible service to our customer base all around the world.

In this class, there are twenty participants from twelve different countries. The course will last two weeks. We shall be having an Opening Ceremony on the first day and a Farewell Banquet in the Grand Crystal Ballroom on the final day for a total of about one hundred trainees, divided into five equal-sized groups.

Otherwise, classes will take place in this meeting room, from 8:30 to 11:30 AM; and, then, from 1:00-4:00 PM from Monday to Saturday. Sundays, you will be free to rest or study or you may also choose to go on one of the trips and excursions we have arranged especially for our participants' enjoyment.

During the class, coffee breaks and lunch will be provided just outside on the mezzanine floor for all participants. You may take breakfast and dinner at your leisure in the main dining room, which you may find to the right of the Reception Desk on the ground floor.

Your instructor will be Francois Dubois of the Peugeot Head Office After-Sales Service Program located here in Paris. Now, before classes begin, in thirty minutes, would you please be kind enough to sign up at the registration table in front of the big window behind you, and be sure to pick up copies of the information booklets and teaching materials that are provided for you there.

Participants are expected to be punctual and attend all classes. If you are sick or have a family emergency, please be sure to inform your instructor. Students must attend eighty percent of the classes to get the certificate, which will be awarded at the final banquet. You will have a chance to ask your instructor questions before and after and during the training sessions. Participants are encouraged to interact and communicate and exchange information during the class activities, many of which will involve working in teams or groups and solving tasks. There will be a test at the end of the course that counts for eighty percent of the grade. Another twenty percent will be awarded for class participation and attendance. Students must achieve a score of at least eighty-percent and attend at least eighty-percent of the classes to receive their certificate at the end.

Remember that your instructor is there to help you if you have any problems. Do not be afraid to ask questions or request further explanation of anything that you do not understand. Remember, also, that the teacher cannot help you if he does not know your problem. If you have any such problem, let the instructor know. Although most of the information you need to know is contained in the instruction materials, you are expected to bring a pen and a notebook to class so you can take notes. Experience has also taught us that since our participants come from many countries, it is good to bring a dictionary to class so you can look up words in your own language when an English word or expression is confusing to you.

The reason you are in Paris is so that you will be able to teach others what we have taught you here, when you have returned to the Peugeot network in your own native country. So feel free to take a lot of notes and be sure not to lose any of the instruction materials. Take them home and be sure to refer to them when you are training the people in your own regional network.

The reason we use English as the language of instruction is that it is the language that most of our participants have in common as a first or second language. It would be a lot easier if we could teach everything in French, but most of the people who come to us have a basic knowledge of English and often little or even no French.

In fact, in countries where English is not the native or second language, you may have to rewrite and translate the materials into your own language so that local dealers and their technical personnel will be able to understand the directions, drawings and manuals that you give them. We'll talk more about that later.

Today, you will also be given an official invitation to the Final Banquet in the Grand Crystal Ballroom. Please do not lose this official invitation, and be sure to bring it with you when you arrive for the party. Those without an invitation will not be allowed admittance into the banquet room. Please notice also that we would like you to RSVP with the hotel to confirm you will be coming. This helps us to better arrange the seating and the type and number of meals in advance.

Please be sure to fill in your choice of menu items. You may choose the type of food that is appropriate to your taste and to your culture. Because we have participants from all over the world, we try to be sure that we have a broad choice of dishes to meet every need and eventuality. Dress will be semi-formal.

## Some Typical Traveler/Tourist Requests

I would like to rent a car. How much does it cost? Can I see your rates?  
What documents do you need? Do I need to buy insurance?  
Do I have to pay the cost of fuel? Do I have to pay for my own petrol?  
Is the gas tank full when I get the car?  
Do I have to refill the tank when I bring the car back?  
I would like to reschedule my flight to Bangkok.

I want to fly two days later at the same time.  
Is there any extra charge for changing my booking?  
I would like to confirm my return flight. It is on Air France AF 4321, in Business class, from Paris to Bangkok, departing on August 31<sup>st</sup>, at 2:40 PM.  
Please send a fax to my home office to tell them about my time of arrival and flight number. I assume that you will have the Business Center put the extra charges for their services on my bill.

I would like to take a short, two-day holiday before I return to my home country. Where can I go? What would you suggest? Can I take a tour to Disneyland? How much does that cost? What is included in the package? Does that include overnight accommodation? Does the price include hotel and airport transfer? Are all meals included? What other charges would there be?

Can I pay with my American Express Gold Card?  
Can you tell reception that I will be checking out at noon?  
Can you have the maid make bring a bottle of water to my room?  
Can you ask the cashier to make up my bill?

Can you ask the maid to check the mini-bar fridge?  
Can you send up a man to carry down my bags?  
Can I leave my luggage at the desk while I go out and just do a bit of shopping?  
Where should I leave the luggage? Can the porter put it in a check-room?

I'll be back within two hours, then, someone is picking me up at the hotel.  
If someone comes in and asks for me, I will be sitting in the hotel lobby.

Can I order coffee in the hotel lobby? Can I pay cash in the lobby?  
Do you think I could pay the waiter in US dollars or must I pay in Francs?

Where can I exchange these US Dollars, can you change money for me?  
That's very kind of you. Thank you so much for all you have done for me.

## International Departures : Taking A Cab to the Airport

Please, drive me to the airport. How long does it take to get to the airport?

How much is a taxi to the airport? Please, take me to International Departures.

*Did you have a good stay in Paris?*

Yes, I had a good stay in Paris, but I am not a tourist. I was here for a management-training course.

*How was the course?*

Yes, I had a good management class. I learned a lot about new technology in After-sales service in the automotive industry.

*Did you like the food at the hotel?*

Well, I ate the food in the hotel, but to tell the truth, I really prefer Thai food. As you may know, we cook our food a lot more spicy than European food.

*Did you go out to eat Asian food?*

Yes, as a matter of fact, we went out to eat Vietnamese food. There are a lot of Vietnamese restaurants in Paris.

*Was it expensive?* Yes, it was a lot more expensive. Paris is about ten times more expensive than Bangkok. Sometimes, it can even be in excess of fifteen percent, depending on whether you want simple goods and services or more expensive European items.

*Did you like the hotel?* Yes, I guess I can say that. I was satisfied with the hotel.

*Did you like the French people?* Yes, the French people are quite charming. They are much more demonstrative and out-going the Asian people.

*Had you ever been to Paris before this trip?* No, I had never been to Paris before.

*How did you like Paris?* Oh, I liked it very much, except that the weather was a little too cool for me. I did not even have a warm jacket or coat? I sometimes found myself shivering from the cold.

*What's the weather like in Bangkok at the moment?* It is hot in my country at the moment, except when it rains and the rain cools down the temperature somewhat. Sometimes, it rains a lot and that makes the weather pleasant, but too much rain always causes flooding. Sometimes it can be quite awkward to travel when the roads are flooded. Indeed, a lot of people who live in the lowlands even find the downstairs floors their houses flooded and have to secure their valuable items by putting them upstairs or even by moving them to higher ground.

*Do you miss your family?* Yes, I miss my family a lot. I am married with two children, a boy of seven and a girl of nine. My wife is thirty-three, and I am thirty-five. Here, you see a picture of me with my family.

*You must have missed them a lot.* Yes, I did. Two weeks can be a long time when you are away from people you love. In twelve hours, we will all be together again. I am sure that they miss me as much as I miss them.

## Peugeot Claims and Warranty

Mr. John Bull  
12/269 Soi Kasemsan 1  
Bangkok 10330

Peugeot After Sales Service  
Suriwong Road, Peugeot Headquarters

Subject : Customer Claims and Warranty

Dear Sirs,

I am writing to make a claim under warranty for a new automatic transmission for my 2004 Peugeot 405 SRI. I purchased this car second-hand from your Thonburi dealer, on June 4<sup>th</sup>, 2003, for the price of one point two million Baht (1,200,000 Baht) only six months ago, under a one year warranty.

Yesterday, when I got into my car and started it, I could not change gears, so I called in a mechanic from a nearby garage to evaluate the problem. His workshop report says that the gears are stripped and that there are loose pieces of metal in the oil in the bottom of the housing, which could be the result of mechanical failure. If this is the case, the car should be covered under my one-year warranty, and I would like to respectfully request that you pick up the car and tow it to your After-Sales Service Center Workshop for closer examination. I would further request that you make your own independent evaluation of whether the gears could have been stripped due to mechanical failure and then make the necessary repairs.

If the problem is covered under warranty, I shall be most grateful, if you could return the car to me in its original condition according to our guarantee under warranty. I trust that your team of experts will be able to determine the exact cause of the failure and to present the evidence to me.

Should it turn out that the gears have been stripped due to wear and tear as a result of my own negligence, I would still like you to make the necessary repairs and bill me accordingly. Thank you in advance for your kind assistance.

Yours truly,

John Bull

*This letter and all references to any Peugeot personnel, services or products are purely fictional.*

## Peugeot After-Sales Service

Telephone Operator : Good morning, Peugeot, may I help you?

Customer : Yes, I'm calling about an After Sales-Service Claim. Is there anybody there I can talk to?

Operator : Certainly. One moment, please.

(Someone else answers the phone.) : After-Sales Service.

Customer : Good morning, I am a Peugeot customer. Can I ask you a question about claims and warranty?

Claims and Warranty representative : Certainly, Sir.

Customer : I bought a new Peugeot 205 eight months ago, and now, I have a problem with my windshield wipers.

Rep. : What is the problem, Sir?

C : When I turn on the switch for the windshield wipers, nothing happens.

Rep. : Nothing at all?

C : Nothing

R : Is there a noise?

C : Nothing

R : When did you receive delivery of the car?

C : On January 28<sup>th</sup> of this year. Is it still covered under warranty?

R : Yes, you have a one-year warranty. Can you bring the car into the workshop for inspection, so we can have a look at it and try to rectify the problem?

C : Yes, when would you like me to come?

R : How about tomorrow at 8 AM?

C : That would be fine. When can I get the car back?

R : With any luck, we can diagnose the problem quickly and have the car back to you by noon. Would that be all right?

C : That sounds good. Can I wait while you make the diagnosis and then maybe go shopping while the car is being repaired?

R : Yes, you can wait in our customer reception room, have a coffee and eat a snack and maybe read a magazine or newspaper, and you might even be able to have the car back within an hour or so. We'll do our best to get the car back to you as soon as possible.

C : That sounds great. I won't have any breakfast and have a coffee and something to eat while I wait. Where do I take the car?

R : You turn right off Suriwong road and drive straight up our Customer Reception Ramp, where a waiting attendant will take your car and keys. Then come into the Service Office just on your left and speak to our customer service receptionist who will help you to fill out a work order.

C : Is this going to cost me anything?

R : No, it will not cost you a thing if it is covered under warranty.

## A Foreign Resident Takes a Taxi in Bangkok

Customer (to taxi driver) : Can you drive me to Siam Square?

Driver : One Hundred Baht

C : This is a meter taxi. Can't we go on the meter?

D : The meter is broken. One hundred Baht.

C : Never mind then, I'll take another taxi.

D : Eighty Baht

C : I take a taxi to Siam Square every day. I work there. I always pay sixty Baht.

D : Seventy

C : Sorry.

(Taxi drives off and the customer hails the next taxi to come by.)

C : Can you take me to, Siam Square Please?

Second Driver: Yes, Sir. Certainly, Sir. (Customer gets into taxi.)

C : Can you drive along Henri Dunant Rd? Don't drive on Piya Thai Rd.

2ndD : There's too much traffic on Piya Thai because of Maboonkrong center.

Henri Dunant is quicker. You are right. What country do you come from?

C : I am English. In fact, I'm an English teacher. I'm going to teach at Siam Square. I teach there every afternoon. You speak quite good English.

2ndD : Oh, no, only a little. I wish I could speak better.

C : You're better than most. Believe me. I should know. Where did you learn?

2ndD : First, I learned from tapes and a book, then I practiced by speaking with people like you who ride in my taxi.

C : How long have you been driving a taxi?

2ndD : For five years now. I used to be a salesman, but after the economic crisis, I was unable to make any money, so I had to look for another job.

Excuse me, Sir but where do you want to go in Siam Square?

C : Oh, I want to go to Siam Commercial bank. Do you know where that is?

2ndD : Yes, Sir. We can turn right here and go through the back way and then I can make a right turn at S&P, and we will come out just opposite the bank.

C : Right. You really know your way about. I wish all taxi drivers were like you.

2ndD : My pleasure, Sir. That's the bank across the road. Can we stop here?

C : Yes. That's perfect. How much do I owe you?

2ndD : Sixty Baht.

C : Can you change a hundred Baht?

2ndD : Certainly, Sir.

C : Wonderful. Please give me back twenty Baht and keep the change.

2ndD : That's very kind of you, Sir. Have a nice day.

C : The same to you, and I wish you good luck.

2ndD : Watch out for the motorcycles when you get out the door.

C : Oh, Yes. Thanks. I'll remember that. (Opens the door and gets out.)



## A Foreign Customer Goes to the Bank

Customer to Bank Clerk : Good afternoon. How are you?

Bank Clerk : I'm fine, Sir, How are you?

C : Very well thank you.

BC : What can I do for you? May I help you?

C : Yes, I'd like to deposit these two checks into my fixed account.

BC : Yes, Sir, First, we must fill out this form. May I see your account book?

C : Yes. Here it is. Can you also update it? I deposited another check yesterday.

BC : Certainly, Sir. Let me fill in the slip first.

C : Of course. You are very kind.

BC : You're welcome, Sir. Can you sign here please? Next to the "x?"

C : Right. There you are. Is that correct?

BC : Please, wait a moment. I'll be right back. (BC goes off and comes back with the customer's updated bank account book.) Here you are, Sir, everything is in order. Will there be anything else?

C : Yes, in fact there is something else I would like to ask you to do for me. Would you be kind enough to give me 10,000 Baht in cash out of my savings account?

BC : Yes. May I see your savings account book please?

C : Surely, here it is.

BC : Yes. I see that everything is in order. You have a balance of 12,983 Baht. Did you say that you wanted the money in cash? Can we give you ten 1000 Baht notes? Would that be all right?

C : Oh, Thanks, I almost forgot. Can you give me 9000 in five hundred baht notes and 1000 in small bills? I need some money for making change and tips.

BC : Do you want ten 100 Baht notes?

C : If you would be so kind, could you give me eight one hundred Baht notes and two fifties and the rest in twenties?

BC : Do you mean one hundred Baht in twenty Baht notes?

C : Yes, that's right. It's good to have small change for taxis and food stalls. Sometimes they cannot even change a one hundred Baht note.

BC : That's right, Sir. Here is your money. Let me count it out for you. First we have eighteen five hundred Baht notes which makes 9000, plus eight one hundred Baht notes, plus two fifties and ten twenties which should be 10,000. Is that right? Do you want to count it again?

C : That will do no harm. Let's see. First, we have 9000 plus eight hundred, plus the two fifties to make 9900 and the twenties bring it up t 10,000. Thanks a lot. I'll see you again next time.

BC : You are very welcome, Sir. We are always happy to be of assistance. We look forward to seeing you again soon.

## Trouble Communicating in the Bank

The same customer goes back to the same bank the next afternoon, but this time he gets a different bank clerk who is not so fluent in English:

C : Hello, good afternoon, could you please deposit these two checks in my fixed account and give me ten thousand Baht from my savings account in small bills and then update both my fixed and savings account books?

BC : Sorry, Sir, I did not understand you. Can you please repeat that slowly?

C : (Repeats above slowly.)

BC : Do you mean deposit the two checks in your fixed account, Is that right?

C : That's right.

BC : What was next? Ten thousand in cash, was that right?

C : That's right.

BC : Do you want the ten thousand from your savings or your fixed account?

C : Please withdraw the cash from the savings account.

BC : OK, I understand, but I forgot what you said after that.

C : I said that I wanted the cash in small bills.

BC : Now I've got it but wasn't there something else as well?

C : Yes, I'm sorry. Maybe I spoke too fast. When you have finished the other transactions, can you update both my fixed and account books?

BC : Yes, Sir, of course. Can I see your savings account book?

C : Here it is.

BC : Oh, I'm sorry Sir.

C : What's the problem?

BC : You have only 2983 Baht in your savings account, so you can't withdraw 10,000 because you don't have enough money in the account.

C : Oh, I forgot to say that I deposited two checks yesterday, which will have been cleared by 1 PM today. Let's update the savings account book first.

BC : Cannot

C : Why not?

BC : Look at your balance. You don't have enough to withdraw 10,000.

C : No, you misunderstand. Yesterday afternoon, I deposited two checks for a total of well over 20,000, which should have been cleared by 1 PM today.

BC : If you deposit these two checks today, they will not have cleared until tomorrow afternoon. Let's deposit the two checks, and then you can come back tomorrow and withdraw the 10,000.

C : What about if I take all of the money I have deposited in my fixed account, plus the money from my savings account, and, then, transfer it all into my savings account at the Bank of Asia?

BC : Yes, Sir, Thank you, Sir. Please come back tomorrow.

## How About Changing Some Traveler's Checks Then?

C : Oh, I just remembered! Can I cash some Traveler's Checks here?

BC : Yes, Sir, may I see the traveler's checks? May I see your passport?

C : Here. Do you want me to sign the checks?

BC : (After looking at the passport and the checks.) Yes, please, Sir, can you sign on the line in the upper left-hand corner?

C : I can. (He signs three checks for \$100 each.) Here you are.

BC : How do you want the money?

C : I would like to have \$300 in three one hundred US dollar notes, please.

BC : Oh, I'm sorry, Sir, we cannot give you the money directly in dollars. We have to change it into Thai Baht first.

C : But I don't want this money in Thai Baht. I need some cash in dollars to spend outside of Thailand. I'm flying to Cambodia tomorrow for a short holiday. It's always good to have some cash US dollars in your pocket when you enter a new country.

BC : Yes, I understand, Sir, but you would still have to cash the traveler's checks into Thai Baht, and then make another foreign Exchange Transaction in order to change them back into dollars.

C : Why can't I just have the US dollars? Why do we need to do all that unnecessary paperwork for nothing?

BC : I'm sorry, Sir, those are the bank regulations.

C : What kind of silly regulations are they?

BC : Excuse me, Sir, I don't know who makes the regulations. I just follow them. Those are the bank regulations.

C : Do you mean that we have to do three steps instead of one?

BC : I am afraid that is so, Sir.

C : Do I have to pay a percentage fee every time the currency is converted?

BC : Ah. Yes, Sir, I am afraid that that is the case.

C : This is the most absurd thing I have ever heard of.

BC : I understand what you are saying, Sir, and I am truly sorry, but there is really nothing that I can do.

C : Who on earth makes up such absurd regulations?

BC : You can be sure that it is not I, Sir.

C : Oh, I know that it's not you, and it's not your fault.

BC : I'm really very sorry, Sir. I really don't know what else to say.

C : Right. Let's just go ahead and do it then. I have already signed the checks, so I have to cash them here anyway. Please change the money into Thai Baht and then back into dollars. What can I do? I have no other choice now do I?

BC : Certainly, Sir. Thank you Sir. Will that be all, Sir?

C : Yes, thank you very much. That's quite enough for today thank you.

## A Standing Bank Order

Customer : I would like to make a standing order to have the bank pay the rent from my savings account for my condo every month. Can I ask you to do that? Can you transfer money from my account to my landlady's account every month?

Bank Clerk : Yes, Sir. We can write a Standing Order so that the sum of the rent is automatically transferred monthly to the account of the landlord, or as you say, in this case, to the account of the landlady.

C : Oh, great. I was hoping I could do that through your bank. Can we do it starting right now?

BC : Yes, Sir. Please wait while I get the correct form.

C : Certainly. (BC exits momentarily.)

BC returns : Sorry to keep you waiting, Sir. Now, we are ready to proceed with filling in the form. May I ask, what is your name and the number of your savings account?

C : Here's my savings account book. You can copy the information from there.

BC : Thanks. Let me see... ah... are you sure that there will always be enough money in your account to cover the payment for the rent?

C : Yes, as you can see my salary is always paid into my account automatically on the first of every month. My regular salary deposit is always 80,000 Baht per month. You can see here that the deposits come regularly.

BC : Yes, I can see. Fine, that will be all right, Sir. On what day of the month would you like us to make the automatic payment to your landlady? On what day do you want us to make the withdrawal and make the rental payment?

C : Can we make the rental payment on the 3<sup>rd</sup> of the month? Does that give you enough time to process the paperwork?

BC : That would be fine, Sir. How much is the rent? Do you happen to have a copy of the rental contract with you? What sum do you want us to transfer?

C : Yes, here's the contract, and you can see that the rental fee is 28.000 Baht per month..

BC : Fine, let's proceed. What is your landlady's name, and the name of her bank and what branch and what account number?. Do you have that information with you?

C : Yes, indeed. If you read down through the first half of the top page of the rental agreement, you will find all the information that you have just requested.

BC : Oh, wonderful. You have come very, well prepared.

C : Actually, I have done this before. This is more or less standard procedure in many countries where I have worked. Thank you for your kind assistance.

BC : You're welcome, Sir. The only thing that I still need from you is your signature. Can you please sign here on the dotted line? ... Thank you, Sir.

## Extending and Answering Invitations

Can we go swimming one evening this week?

Yes, let's do it on Wednesday at about seven.

Let me know when you can come over to Thonburi for a visit.

O K you'll be hearing from me soon.

Let's go camping at Kanchanaburi together with all the boys.

Wow, what a good idea. Let's do it soon.

How about a game of tennis very early on Sunday morning?

Oh, yes. I feel like I need the exercise.

Can we have a business lunch one day this week?

Yes, let me see. Oh, yes, Thursday at 1 PM would be good for me.

Can we meet to go over the details of the contract?

That would be good. Can I come to your office on Wednesday at 9 AM?

We will have to make an appointment to discuss this with our legal team.

Of course. Do you want me to bring some of my staff to the meeting?

Would you like to take an English course together with me at Siam Square?

Yes. My English is getting a bit rusty, and I need the practice.

I can never find anybody to go out and listen to jazz with me.

Oh, I'll be happy to join you. I really like live jazz music.

Let's have a *New Moon Party* on Ko Samui.

That's a cool idea. Let's do it man.

Can you go out with me to Siam Cinema tonight?

Yes, I'd love to. I can never get to see enough of you.

We'll have to make a decision about when to have the wedding ceremony.

It's about time you asked me about that. How about at the end of April?

Will you be able to come to our wedding party at the end of April?

Of course, I wouldn't miss it for the world.

Where is the party being held?

## Dealing with Dates, Appointments, Suggestions and Questions

*Put the class in pairs in chairs and let them exchange sentences as below :*

Darling, we have to get together soon and talk about the details of our divorce. How about, if I call you in a couple of days and we'll figure out a good time?

I've always wanted to talk to you about doing business together. I like that idea, why don't we set up a meeting and talk about it.

We're having a party at my place after eight on Saturday night. Can you come?  
OK I'll try to come. The only problem is that I have to visit my mother at six.

Let's go to the seaside, in Rayong, and have some fun in the sun.  
That sounds like a great idea. When were you thinking of going?

I meet you to play snooker after school tomorrow.  
OK fine. See you then at the snooker club.

Let's buy mother a really, nice, expensive birthday present from Gucci.  
Sure that would be very thoughtful. How much were you thinking of spending?

Can you meet me at Siam Square early tomorrow after work?  
Oh, dear, I'm afraid that I'll have to work overtime tomorrow.

Can we have a consultation on Thursday morning in the lobby of the Regent?  
Let me check my organizer. Oh, I'm afraid I'll be busy all through the morning.

Can you help me steal the big diamond on display at Queen Sirikit Center?  
Oh, I'm afraid I can't do that because my religious belief is against stealing.

May I borrow your diamond brooch to wear to the dance on Saturday night?  
I'm sorry, but the one you saw me wearing was actually only a copy.

What are you doing on Sunday afternoon? Can you go to Pattaya with me?  
Oh, I seem to remember that we have some family function on that day.

When can you give me notice how soon we will be able to start the project?  
I can let you know as soon as the bank tells me they have finally approved my loan.

## **Extending and Answering Invitations (Page One)**

*Look on the next page for an answers to the invitation questions below :*

Why not go to Royal City Avenue and have some fun?

We should do another Halloween party. The last one was so much fun.

Let's make an appointment to have dinner together some evening.

I'd love to take you out to a discotheque.

Let's meet for brunch on Sunday in some expensive hotel.

Why don't we study together one night next week for the math exam?

Can you go swimming with me one evening after work this week?

Let me know when you can come over to my house to visit.

Let's get all the gang together and go camping just like in the old days.

Let' have a New Moon party and stay up all night.

Can you go out with me tonight?

Let's decide when to set the invitation date to our wedding party.

Can you come to my wedding?

Let's go to the seaside for some rest and relaxation.

I'll meet you in front of school tomorrow at 4 PM.

Can we get together on Saturday night?

Can you leave work early tomorrow and meet me at 3:30 PM?

Can we go to the Internet café together after work?

Shall we go for a cocktail after the meeting?

## **Extending and Answering Invitations (Page Two)**

*This sheet is the companion piece to the page above that precedes it.*

That's a good idea. I've been waiting for us all to get together.

Yes we really should. That sounds like a very good idea.

OK I'll call you and let you know when it is convenient.

I'd love to but can't we go someplace quiet and romantic instead?

Good, let's think about which hotel serves the best brunch.

OK. Let's do that. I'm available any night next week.

Sure. Why don't we make it on Thursday evening?

Right. I'll call you and tell you the best time for me to come over.

Yes, what a good idea. Let's be sure and do it soon.

Yes. I've never stayed up all night or been to a New Moon party.

I think it would be nice to have the wedding in the first week of April.

It would be a great honor for me to be able to attend your wedding.

Oh, Yes! I haven't been to the seaside in years. What a great idea!

OK fine I'll be there waiting for you as agreed.

Oh, sorry. I'm afraid I have to work overtime tomorrow.

Let me check my organized and see if I have free time on Saturday.

I'm sorry, but I can't get off work early due to an urgent deadline.

Good idea. Then, I can check my e-mail.

I feel like I need a drink.



## Dining Out at the British Club

You are going to eat English food, following English customs, ordering your food in courses, instead of all at the same time. Divide the class into groups of four or five and imagine that each group is sitting at a table in the Bangkok British Club, looking at the menu and deciding what courses to order. The TT acts as the waiter, going around from table to table, asking people what they want for a starter, salad, main dish, desert and beverage. You must order all of the foregoing courses, so that everyone follows the same sequence. Otherwise, the waiter will become confused and annoyed.

### *Starters*

Cream of Pea Soup  
Soup of the Day  
Mushroom Soup  
Shrimp Salad  
Smoked Salmon  
Caviar on Toast

### *Salads*

Chef's Salad Bowl  
Greek Salad With Goat cheese  
Seafood Salad  
Mixed green salad  
Potato and Broccoli Salad

### *Main Course*

Fish and Chips  
Salmon Steak  
Roast leg of Lamb  
Roast Beef  
Pork Chop  
Sliced Ham with Asparagus  
Cordon Bleu  
Chicken in a Basket  
Steak and Kidney Pie  
Liver with Bacon

*Deserts*

Sherry Trifle  
Blueberry Crumble  
Sticky Toffee Pudding  
Cheesecake  
Lemon Meringue Pie  
Apple Pie  
Banana Split  
Cheese Platter  
Fruit Salad  
Mixed fruit in Season  
Ice Cream

*Beverages*

Coffee  
Tea  
Milk  
Iced Coffee  
Soda Water  
Soft Drinks  
Red wine  
White wine  
Champagne

Whisky  
Gin tonic  
Rum and coke  
Vodka tonic  
Choice of cocktails

Local beer  
Imported beer  
Draft beer

Brandy  
Cognac  
Port  
Sherry

## Chapter Five : Traveling and Touring

Another way to have a dialogue is by talking about travel and touring, talking in the way a traveler would have to speak with a native person, whether in Bangkok, Thailand, Asia, Europe, America, or all around the rest of the world.

It is also good, while we practice our English, to broaden our horizons regarding place-names, and departure-points and destinations, and, indeed, to learn more about the geography of the world, because this makes us more knowledgeable and cultivated.

If one is in business, for example, one will find that one has to talk with the foreign clients about their native countries and cultures, the places they have traveled to, or even all the places that you or your conversation partner might yet like to go.

Moreover, there is a marked-difference between Thai and English in the pronunciation of place names, like “Chicago,” for example. Every language pronounces place-names differently, so it’s probably a good idea to get used to understanding the English way of saying such place-names. English is the language of commerce in the world travel and trade sectors, and has become for many Thais a working language that they need to know in order to function in an age of globalization, where the world is becoming smaller and smaller.

One more thing that should be mentioned about this book is that students should use it in the classroom, as a learning tool, together with a native speaker or a Thai English teacher whose English pronunciation is very good. Students could learn from this book on their own, but they would learn a lot more by working with a good teacher as a role model in the classroom. These exercises are intended to be done together with such a teacher, so that the students can get used to hearing the English way of saying things and become accustomed to copying and trying to repeat exactly what they hear.

This chapter also contains a lot of words and references that the student will have to look up on his/her own or consult the teacher and ask for explanations about any things that may be unfamiliar.

Finally, while doing the lessons in this chapter, the students should talk more directly with their teacher than in the previous chapters, thereby enabling them to learn from the teacher’s explanations how to listen, understand and speak English better..

## Asking for Directions in and Around Bangkok

Another way to encourage interactive dialogue is to put students in pairs to ask one another for directions. Don't allow anybody to answer, "Take a Taxi." The student who answers has to say things like, *"turn left, turn right, go straight ahead, keep going for three blocks, turn right one block after the stoplight continue on until the next main road, turn right at the "T" junction, etc.* The teacher can play traveler and ask :

How do I get from the main train station to Silom Road?

How do I get from Sukhumvit Road to the Pat Pong Night Bazar?

Can you tell me the way from Ekamai to Morchit?

Can I walk fro Petburi/Asoke to Klong Toey?

Can you explain the way from the Oriental to the Sheraton hotel?

Can I take a boat from the end of Sathorn Road to the Temple of the Dawn?

Can you give me directions from the Dusit Thani Hotel to Chinatown?

Please, can you tell me the way from Central Lat Prau to Rachadapisek Road?

On Rachadapisek Road, how do I get from Fortune tower to Olympia tower?

How can I get from Rama IV to eat seafood at Ban Kuhn Tien?

Please explain the way from Rangsit to the Airport.

How do I drive if I want to go from Chonburi to Pathumwan?

Can you explain the way from Victory Monument to The World Trade Center?

How would I walk from Silom to Siam Square?

How would I drive from The Airport to Queen Sirikit Center?

Can you please explain the way from The Dusit Thani to RamaIII Road?

How do I get from Silom/Rama IV to the National Football Stadium?

## Thailand Quiz

Answer each question with a full sentence. If you are not sure make a guess.

- What is the highest mountain in Thailand?
- What is the longest river?
- Give the names of two other rivers.
- What is the northernmost city?
- What is the southernmost city?
- What is the population of Thailand?
- How many elephants are left in Thailand?
- What percentage of Thailand is still covered with forest?
- Give the names of five national parks.
- Give the name of one border pass into Burma.
- What is the largest agricultural crop?
- Name five more agricultural products.
- Tell three manufactured export products.
- Name one important industrial product.
- What are some of the service industries?
- What is the expected economic growth this year?
- How many provinces are there in Thailand?
- Name five hill tribe peoples.
- What percentage of Thais are Buddhists?
- What other religions are practiced in Thailand?
- How long does it take to take a train to Krabee?
- How long does it take to fly to Changmai?
- How long does it take to drive to Korat from Bangkok?
- Name five famous temples in Bangkok.
- What percentage of the population are rural farmers?
- Who is the prime minister?
- Who is the defense minister?
- Who is the finance minister?
- Who is the Speaker of the House?
- How many seats are there in parliament?
- What are the countries that border on Thailand?
- Which countries meet in the Golden Triangle?
- Where is the headquarters of the Thai Navy?
- Where is the ministry of University Affairs?
- Give the names of ten universities.
- Give the names of five hospitals.
- How far is it from Bangkok to Pattaya?

## Matching Geography Words and Descriptions

Draw lines to match the words to their descriptions and take up the exercise orally making sentences using both the word and the description.

A country in S. E. Asia	Kiwi
A German car	London
A gemstone	Pluto
Animal native to china	Ice hockey
Best selling book	Logic
Province in Thailand	Myanmar
British capitol	Panda
Lake between USA and Canada	Gone with the Wind
Coldest planet	Mascara
Symbolic Buddhist flower	Sherwood
A fruit from New Zealand	Erie
School subject in the arts	Scotland
Street in NYC	Emerald
A long wall	<i>The Bible</i>
Canadian national sport	Niagara falls
Furry kind of sea animal	Igloo
Old Movie	Porsche
Used as make-up	Oslo
Robin Hood's forest	Vienna
A country where men wear skirts/kilts	Ranong
A city for honeymooners	Lotus
An Eskimo house	Seal
Longest bone in the body	Cairo
A Scandinavian capitol	Wall Street
Austrian city	Brasilia
A South American capitol	Budapest
Where we see pyramids	The great wall of China
Where the Pope lives	Poppy
Country	Leg bone
Makes the heart beat regularly	Lemon grass
A plant used to make heroin	Index
A spice used in Thai cooking	Pacemaker
One of your fingers	Cambodia
Hungarian capitol	The Vatican

## A Bird's-Eye View of Bangkok from a Helicopter

Get the SDS to suppose they could fly over Bangkok in a helicopter and then to write a list on a blank page of all the things that they might see from the air. The list below is for comparison, once the SDS have written their own lists :

Skyscrapers	Office buildings
Bridges	Factories
The River	Airport
Canals	Military installations
The port	Construction sites
Ships	The Royal Palace and Grounds
Boats	The zoo
Docks	Government house
Piers	Electric power station
Cranes	Radio antenna towers
Slums	Bus stations
Railway tracks	Temples
Main train station	Expressways
Sky train	Markets
Oil tanks	Tennis courts
Water tanks	The Spots Club
Monuments	Billboards
Hospitals	The Main Post Office
Hotels	Condo-apartment buildings
Universities	The race track
Sports fields	Stadiums
Swimming pools	Traffic circles
Parks	Trees
Department stores	Streets
Hospitals	Schools
Gardens	Parking lots
Gas stations	Mosques
Intersections	Churches
Riverside restaurants	Toll way exits
Taxi stands	Satellite discs
Traffic signs	Traffic jams

These are only some of the big things to be seen from the air. If they went into greater detail with binoculars, they could add a lot of other things as well.

## Things to Do in Bangkok by Night

Put the students into groups and see which group can find the most things that people might do in Bangkok at night. The list below is for comparison once they have written out their own lists :

Go to Royal City Avenue	Visit a Night Bazaar
Visit a nightclub	Go on a boat cruise
Go to a movie	Have dinner by the riverside
Go out to eat Thai food	Go out to eat seafood
Go to a comedy show	Play snooker
Listen to live Thai singing	Go to a golf driving range
Sing Karaoke	Go to a boxing match
Go to a disco	Visit an Internet cafe
Go to a live theatre play	Visit a fast food outlet
Look at Thai dancing	Visit an art gallery
Have a Thai massage	Go up Baiyoke Tower
Go shopping in a department store	Visit the sauna
Visit Hollywood Street	Visit a public lecture
Go to a jazz pub	Go to night school
Go to a live concert	Take a stroll along Sukhumvit Rd.
Listen to live rock music	Go bowling
Go ice skating at WTC	Go drinking with your buddies
Go swimming	Visit a fortune teller

Now, have them write out the things they actually do in the evening :

Do homework	
Watch TV	
Talk on the phone	
Listen to music	
Chat on the Internet	
Help mother with the housework	
Cook and eat food	
Wash and iron laundry	
Read cartoons and magazines	

Fill in the blank spaces with individual activities that they might do at night.



## Talking About Thai Food

Here are some sentences that you may hear or say when you are talking about dining, if you go out to eat Thai food in Bangkok with an foreigner :

I suggest you try the spicy salad.

You should try the papaya salad.

You might like the broad noodles.

The shrimp balls look very good.

You may prefer to eat non-spicy food.

I would rather have the thin noodles.

Can I have papaya salad without chili?

Please let me have some crab salad.

I really enjoy the seafood soup with lemon grass.

That was a very good chicken noodle soup.

Let's order a plate of king prawns.

How about having a plate of fried rice with crab to finish off?

Do you like to eat freshly boiled lobster or crab?

Waiter, can I have the bill now please?

Oh, no, let me invite you. I insist.

Why don't you let me pay for this dinner and you can get the next one?

Please allow me to thank you very much for an excellent dinner.

I hope that we can meet again soon and do it again.

## Complain About Life in the Big City of Bangkok

Each student chooses a different topic to complain about. Give the class about ten or even fifteen minutes to think and to talk with their friends and to jot down some ideas. Then, have them stand up and speak spontaneously, for about two minutes each, without looking at any notes.

Bus drivers	Street vendors
Taxi drivers	Supermarkets
Truck drivers	711 stores
Tuk tuk drivers	Corruption
Motorcycle drivers	Center Point
Waitresses	Taxes
Security guards	Public toilets
Express boats on the Klong	Food stall operators
Traffic police	Road safety
Bank employees	Pat Pong
Banking service	RCA
Hospitals	Lumpini Park
Medical health plans	The Bangkok Metropolitan Authority
Construction sites	Silom Road
Rental contracts	Walking Streets
School rules	Parking problems
Examinations	Drugs
Boy/girl friends	Drinking under age
Cable TV	Street hustlers
Thai TV	Smoking in public places
TOT	Bar girls
CAT	Discotheques
Hotels	Beer bars
Pharmacies	Gambling
Pollution	Street dogs
Chemical pollution	Mini busses
Noise pollution	Mini vans
Bad drivers	Entrance examinations
Traffic	Language schools
Right of way	Suriwong Road
Mobile phones	Housemaids
Dormitories	Pickpockets

## Currency Exchange

When it comes to foreign exchange, there are so many countries and different currencies that it is sometimes hard to remember them all. Look at the following list and see how many of the types of currency you can fill in.

USA	dollars
Canada	
England	
France	
Spain	
Italy	
Turkey	
Portugal	
Greece	
Australia	
Hong Kong	
Mexico	
Switzerland	
Saudi Arabia	
Malaysia	
India	
Sri Lanka	
Japan	
Laos	
Cambodia	
Belgium	
Holland	
Vietnam	
China	
Austria	
Myanmar	
South Korea	
Phillipines	
Russia	
New Zealand	
Singapore	

Many countries now have Euros, but can you remember the old currencies?

## Currencies and their Corresponding Countries

Below is a list of different currencies used and/or formerly used in different countries. Match the currencies with the countries by filling in the blanks.

US dollars	
Canadian dollars	
Pound Sterling	
Fr. Francs	
Deutsche Marks	
Spanish Pesetas	
Lira	
Escudos	
Drachma	
Australian. Dollars	
HK dollars	
Mex. Pesetas	
Swiss francs	
Turkish lira	
Real	
Ringit	
Rupees	
Lankan rupees	
Yen	
Kip	
Rubles	
Belgian Francs	
Guilders	
Dong	
Yuan	
Schilling	
Euros	
Euros	
Euros	
Euros	
Euros	

Can you tell us at the end what are some countries that now use Euros?  
 If you don't know some currencies check the newspaper, bank, or Internet.  
 Remember this is a speaking task, so students should read out their answers.

## Continents, Nationalities and Languages

Get the class to tell you as many countries as they can think of for each of the following continents or sub-continents, as the case may be :

<i>North America</i>	<i>South America</i>	<i>Europe</i>	<i>Asia</i>
USA	Argentina	France	China
Canada	Brazil	Spain	Japan
Greenland	Columbia	Italy	Nepal
Labrador	Chile	Greece	Bangladesh
	Ecuador	Germany	Pakistan
	Paraguay	Holland	India
	Uruguay	Belgium	Afghanistan
	Bolivia	Denmark	The Koreas

<i>Africa</i>	<i>Central America</i>	<i>Eastern Europe</i>	<i>S. E. Asia</i>
Morocco	Mexico	Poland	Thailand
Egypt	Guatemala	Hungary	Cambodia
Sudan	Nicaragua	Bulgaria	Laos
Kenya	Panama	Romania	Myanmar
Somalia		Czechoslovakia	Malaysia
Ethiopia		Russia	Singapore
Zimbabwe		Georgia	Indonesia
Zaire		Ukraine	Brunei
South Africa		Uzbekistan	Vietnam
Mozambique		Chechnya	The Philippines

What are some countries in the following?

<i>Middle East</i>	<i>The Caribbean</i>	<i>The Pacific</i>	
Saudi Arabia	Jamaica	Fiji	
Israel	Cuba	Tahiti	
Jordan	Aruba	Solomon Islands	
Syria	Trinidad		
Iraq	Barbados		
Turkey	Bermuda		

Check for any missing items and add them to the lists.

## Local Tastes

Americans like to eat hamburgers. Englishmen like to drink tea, etc. Fill in the following chart to tell what various nationalities and peoples usually like :

Americans	would probably like	Hamburgers.
Frenchmen		Camembert.
Chinese		Rice.
Japanese		Sukiyaki.
Koreans		Pickled cabbage.
Austrians		Schnaps.
Australians		Kangaroo steaks.
Germans		Sausage.
Italians		Spaghetti.
Dutchmen		Gouda cheese.
Swedes		smorgasbord
Norwegians		Viking steaks
Greeks		Stuffed vine leaves
Saudi Arabians		Mutton.
Turks		Turkish coffee
Indians		Curry.
Mexicans		Chili.
Russians		Vodka.
Malaysians		Satay
Indonesians		Nasigoring
Mongolians		Mongolian barbecue
Vietnamese		Fresh vegetables.
The Swiss		Swiss cheese
Egyptians		Red beans
Moroccans		Couscous.
Hungarians		Goulash.
South Americans		Chick peas
The Danish		Pastry.
Englishmen		Fish and chips
Belgians		French fries
The Spanish		Red wine
The Portuguese		Tapas.

Can you think of any other meals or drinks that are typical of different regions?

## **If it's Tuesday, We Must Be in Belgium.**

Imagine that you are on a tour somewhere in the world and look at the details of the itinerary and tell us in which countries you are traveling :

### *Tour Number One :*

Monday : Arrive by boat at the Mediterranean port of Alexandria.

Disembark and spend two days on the beach and

Tuesday : Fly to Cairo, transfer to hotel and take city tour

Wednesday : Bus tour to the Pyramids at Giza during the day

Followed by visit to the night Bazar

Thursday : Air transfer to the Valley of the Kings, Temple Tour

Lunch on Nile River Boat with visit to Karnack

Friday : Flight to Aswan, transfer to hotel. Tour of Dam

Saturday : Special speedboat trip to Abu Simbul

Sunday : return flight

### *Tour Number Two :*

Sunday : Arrive at airport at 9 p.m., hotel transfer

Monday : Visit to Parthenon before Lunch in Pireaus and a tour of the harbor

Tuesday : visit original Olympic stadium, lunch and shopping in city center

Wednesday : Bus tour To Corinth, Mycenae and Overnight

Thursday : Sparta and the Peleponesus, typical dinner with folk dancing

Friday : Bus tour to Corinth and Ferryboat to Ithaca

Saturday : One day on luxury cruise ship to Corfu in the Ionean Sea

Sunday : return flight

### *Tour Number Three :*

Sunday : Arrival at Berlin International Airport, special at the Opera House

Monday : Morning visit to antiquities museum, afternoon in Gallery of Art

Tuesday : Flight to Munich, transfer to hotel, afternoon City Tour, shopping

Bavarian Lunch followed by ballet evening at National Theatre

Wednesday : Bus tour to Bad Toelz, Kochel and Garmisch/Partenkirchen

Thursday : bus tour King Ludwig's Castle at Hohenschwanstein with overnight

Friday : bus to Oberammergau, Morality Play, visit to wood carving exhibit

Saturday : Bus to Munich stops in Murnau for lunch, tour of the countryside

A night at Hofbrauhaus, with Bavarian food and Big Steins of beer.

Sunday : Return flight

Divide the class into three groups. Each group pretends that they have arrived back home from one of the holidays and are telling their friends about it.

## What We See When Driving Up Country

If you're looking through the car window, driving up country, what do you see? Break the class into groups and see which group can write down and read out the most items they might see. Give them a time-limit or it will take forever.

*The words below are intended as a key or model for teachers and students.*

Cars, busses, pickups, trucks, motorcycles, tractors, bicycles, taxis, tuk tuks

Vehicles carrying fruit, vegetables, clay pots, sugar cane, poultry, people

Construction equipment, gas bottles, window glass, gas stations, restrooms

Restaurants, tire shops, mechanic's shops, repair shops, tourist stalls, 711's

Fences, walls, flowers, grass, crops, small side roads, ditches, weeds, litter

Fields, trees, bushes, water lilies, ponds, lakes, rivers, water tanks, waterfalls

Roosters, Chickens, dogs, cats, ducks, cows, pigs, buffaloes, birds, insects

Temples, schools, police stations, city halls, army camps, airports, service areas

Traffic lights, traffic signs, stop signs, curves, no parking areas, parking areas

Roundabouts, road junctions, t-junctions, highways, motorways, toll booths

Bridges, telephone poles, water towers, electric lines, power stations, RR tracks

Factories, industrial estates, plantations, forests, mountains, hills, valleys

Houses, water pots, fruit trees, gardens, chicken coops, cow stalls, pigsties

Street vendors, soup kitchens, shopping malls, hotels, department stores

Hospitals, clinics, dentist's offices, banks, registration offices. etc.

These are only a few of the things that you see out the window of the car when you are traveling upcountry. Foreigners may ask you questions about what they see by the roadside. In the space between the lines, write a few more.



## Islands

Match the island with its description or write it into the empty space provided.

Hawaii		Off the SE tip of India
Bahamas		The southernmost island in the world
Newfoundland		Islands north of Scotland
Iceland		In Atlantic to the east of the USA
Crete		The home of the Italian Mafia
British Isles		One state of the American union
Cyprus		An island fortress North of Libya
Malta		Natural island habitat east of Ecuador
Catalina		An island country in the North Atlantic
Madagascar		Off the California coast
Ithaca		A big island belonging to Australia
Corsica		England, Wales, Scotland, N. Ireland
The Balearic Isles		Belongs to France in the Mediterranean
Ko Samet		Largest Greek Island In S. Aegean
Sri Lanka		The home of Ulysses
Sicily		In Mediterranean belonging to Spain
Camin Islands		A tax haven foe offshore banking
Australia		Located between England and Ireland
Staten Island		Resort to west of India almost at sea level
Manhattan Island		Off NE coast of Canada
Tahiti		Off the coast of Rayong
Indonesia		Polynesian island in the Pacific
Cuba		Part of New York City
Ko Samui		Off NE coast of S America
Bali		The fifth continent/down under
Trinidad		The US took it from Japan in the 2WW
The Maldives		Resort in Gulf of Thailand
Jamaica		Has largest Muslim population
Elba		Most popular Indonesian resort
The Isle of Mann		Famous for Castro cigars in Caribbean
The Galapagos		Famous for rum in Caribbean
Tasmania		Location of Statue of Liberty
Okinawa		South of Turkey and East of Israel/Palestine
Antarctica		Off the East coast of the Southern part of Africa
The Orkneys		Where Napoleon was imprisoned

## Geography Quiz

Draw an arrow matching the description on the left-hand side to the name on the right-hand side.

US island in pacific famous for pineapple		Singapore
An ocean between Europe and America		Switzerland
Small country between France and Germany		Luxembourg
Where does the Roman Catholic Pope live?		Mediterranean
Honeymoon resort between USA and Canada		Hong Kong
Country directly south of USA		Chang Rai
A country that Iraq invaded for oil		Kuwait
The capital city of Spain		Atlantic
The body of water between Europe and Africa		The Vatican
The British gave it back to the Chinese		Hawaii
The southernmost country in Africa		Madrid
Northern Hill tribe Thai city		Cape Horn
In which continent is Victoria Falls?		Niagara Falls
Rio de Janeiro is the capital city		Mexico
What country does champagne come from?		South Africa
Where is the Eiffel Tower located?		Manila
A volcano in the Philippines		Brazil
What is the capital of the Philippines?		Africa
The southernmost tip of South America		Paris
Island state South of Malaysia		Vesuvius
Mountainous country famous for cheese		France
The pyramids are located there		Etna
In what city is the coliseum situated?		Columbia
What's the name of an extinct Italian volcano?		South America
What's the westernmost province in Canada?		Penitubo
An Island off the west coast of Canada		Penang
The name of a city in Scotland		Monaco
Where the Acropolis is located		Monte Carlo
A South American country with drug lords		Egypt
In what continent is the Amazon River?		Athens, Greece
A little country on the South coast of France		British Columbia
The capital of Monaco		Glasgow
A big island off the western coast of Malaysia		Rome
What volcano is still erupting in Sicily?		Victoria

## Hello, I'd Like to Book a Flight...

Put SDS in pairs with their chairs sitting opposite one another. One student who wants to book a flight has the list of flight possible destinations and is telephoning the travel office for information. The other student works in the travel office and has a list of all the departure and arrival times, flight numbers, etc. The conversation should go something like this :

First speaker : “Hello, I’d like to fly to Athens next Saturday. Do you have a flight available? Can you give me the flight information?”

Second speaker : “Certainly Sir. We have flight number OA4527, departing London at 08:45 and arriving in Athens at 13:20. Would that be suitable?”

First : “Oh, yes thank you. That would be suitable. Can I book now? Is it possible to book over the phone?”

Second : “Certainly Sir. Could you give me your name and credit card information?”... and so on and so on. SDS should improvise their conversations.

When the first student has booked, he can change roles with the other one, who now becomes the tourist and inquires about a different destination and passports, visas, check in times and anything else that comes to mind.

See destinations as follows. Flight information is on the next page :

Antwerp	Geneva	Paris
Amsterdam	Glasgow	Rotterdam
Athens	Galloway	Shanghai
Brussels	Jersey	Singapore
Birmingham	Le Havre	Southampton
Chicago	Manchester	Toronto
Copenhagen	Munich	Telaviv
Dublin	Marseilles	Utrecht
Duesseldorf	Nice	Warsaw
Essen	New York	Zurich
Edinburgh	Newcastle	
Friedrichshafen	Ostende	

*Is there any place else you'd like to go? If so write it in the empty space.*

## Flight Plans

<i>Destination</i>	<i>Flight number</i>	<i>Departure</i>	<i>Arrival</i>
Antwerp	BRA639	11:10	12:50
Amsterdam	KL543	09: 00	11:15
Athens	OA4527	08:45	13:20
Brussels	SN880	07:30	09:40
Birmingham	BA 5432	07:35	08:15
Chicago	AA22	10:10	14:45
Copenhagen	BA333	10: 40	13:55
Dublin	IA 543	06:00	07:05
Dusseldorf	LH 8312	10: 10	12: 15
Essen	LH6675	13:40	15:55
Edinburgh	LC 123	16:20	17:50
Friedrichshafen	LH7878	19:50	21:40
Geneva	BA 8305	05:40	10:05
Glasgow	BA 5773	22:20	01:15
Galaway	AL 5531	11:40	14:10
Jersey	VE 6432	12:30	14:00
Le Havre	AA 8749	19: 25	21:45
Manchester	BA 6994	23:20	01:25
Munich	LH6190	20:20	23:50
Marsailles	AF5545	18:40	20:00
Nice	AF9687	21:15	24:00
New York	BA333	10:10	12:00
Newcastle	BA1326	05:45	06:40
Ostende	BA5183	07:20	09:30
Paris	AF3287	20:10	22:45
Rotterdam	BRA 4434	07:30	09:35
Shanghai	CA 6676	10:40	02:20
Singapore	SQ2859	24:10	15:40
Southampton	BA3362	14:20	1:406
Toronto	AC5773	12:00	14:15
Telaviv	IA5778	10:35	15:40
Utrecht	HA7777	11:30	13:40
Warsaw	PA6676	10: 45	14:50
Zurich	SR334	08:00	10:55

Take care to speak clearly, especially when you say numbers.

## Where in the World Are We?

Read the name of a city and draw an arrow to show/tell what country it is located in. Please note how to pronounce these names in English.

Perth	Australia
Jedda	Germany
Oslo	USA
Milan	Switzerland
Kyoto	Italy
Copenhagen	Germany
Dusseldorf	Denmark
Coventry	Saudi Arabia
Brussels	Japan
Adelaide	Turkey
Ankara	Australia
Frankfurt	Belgium
Geneva	England
Cork	Israel
Edinburgh	Canada
Istanbul	Scotland
Halifax	Lebanon
Montreal	France
Nice	Turkey
Osaka	Ireland
Quebec	Canada
Marseilles	USA
Beirut	Egypt
Jerusalem	China
Philadelphia	Japan
Durbin	Canada
Tangier	Russia
Acapulco	France
Jakarta	South Africa
Shanghai	Morocco
Cairo	Norway
St. Petersburg	Brazil
Boston	Indonesia
Brazilia	Mexico

### Where in the World Are We Now?

Some people really like these geography games, so here is yet another one. Match the places listed on the left with a location in the right hand margin.

Antwerp	New Zealand
Lima	Peru
Oxford	Finland
Warsaw	India
Vienna	Cyprus
Hamburg	South Korea
Auckland	Belgium
Lumbai	Austria
Rotterdam	England
Seoul	Sweden
Islamabad	Poland
Miami	USA
Glasgow	Holland
Detroit	Germany
Lima	Pakistan
Honolulu	Scotland
Colombo	Austria
Izmir	Michigan
Manchester	Holland
Innsbruck	Greece
Amsterdam	Columbia
Bogota	Turkey
Kabul	Sri Lanka
Mecca	Hawaii
Athens	England
Budapest	Romania
Casablanca	Morocco
Oman	Afghanistan
Birmingham	Saudi Arabia
Buffalo	England
Istanbul	Jordan
Bucharest	Hungary

Let's hope your teacher knows all the answers; otherwise look in an atlas.

## Chapter Six : Finding the Right Words

In this chapter, we will be trying to find the correct words or expressions to name or explain an idea, a feeling, a desire, a wish, a need, etc.

By and large, we should search, first, in our minds to find the required words and expressions. If we have tried our best and can't remember or think of the vocabulary that is needed, we can also discuss the problem with our friends, in pairs or groups, thereby learning-by-doing and by helping one-another.

When the above student interaction does not provide a wished for result, student can look up the word(s) in a Thai-English dictionary, an English dictionary, a thesaurus, or English dictionary website, or elsewhere. This means that, generally, a good part of class-time should be spent by students looking things up and talking about them.

After the students have finished or when the time is up, the teacher can ask the students to read out their answers aloud, correcting mistake and pronunciation where needed.

It is imperative to remember that all of these exercises are intended as the basis for speaking in the classroom, so the student' preparation time should only be a lead-up to the performance of the main task of getting the SDS to read and talk to communicate their results.

Teachers who just hand out the sheets and let the students work on their own without hearing them talk and without interacting with them should be seen as shirking their duty. Many teachers just like to give out an assignment to keep students busy while he/she does some marking or grading or daydreaming. Once again, it should be stressed that the teacher is there as a helper and should keep his/her mind on the speaking activity and the students.

Teachers will certainly not want to do all of the included tasks with their classes. There are many too many handout sheets in this book for any teacher to ever use then all in the classroom. Teachers should, rather, browse through each chapter to find a topic appropriate for the situation or, use them as models as a basis for thinking up new topics. Better yet, use the sheets to inspire your students to create their own vocabulary-learning-tasks, in a way that will help them follow their interests and practice in learning skills to better-prepare them for the days when they will enter their professional careers.

## Talking Based-on Vocabulary Words

Write twenty topic names on small scraps of paper and put them in a small box on the desk at the front of the room. Then, call the students to the front of the class one-by-one and get each one to pick a scrap with *a word/topic* on it. The first one has to stand up and speak freely on that topic for three minutes.

When the first one is finished, he/she chooses a second one who must go to the front and do the same thing, and so on. Here are some words to start with, but it may be better to let them choose topics that are more suitable.

Fast food		
Traffic jams		
Boyfriends		
Part-time jobs		
Bangkok		
Movies		
Magazines		
Holidays		
Family		
Lipstick		
Brand names		
Newspapers		
Internet		
Pets		



**“A” is for Abacus. “B” is for Botulism.**

Write out the twenty-six letters of the alphabet, on twenty-six scraps of paper with one letter on each slip, and let each student draw one slip out of a box. Once the student sees the letter, for example, “A” he/she must write down as many words starting with “A” as possible, with a ten-minute time limit :

A  
An  
Art  
After  
Apple  
Angry  
Apathy  
Anxious

If you get the letter “B,” try to write as many words as possible in ten minutes:

B  
Be  
Bee  
Been  
Brain  
Blonde  
Breezes  
Brunette

The purpose of the game is to see who can list and read out the most words.

If you get letter “H,” write as many “H” words as you can think of:

H  
Ha  
Had  
Hand  
Horror  
Handle  
Housing  
Handsome

If you pick a paper with “x,y,z, or q” put it back in the box and draw another. The words can have any number of letters. The words you see above were only chosen for layout purposes to make the page look interesting. Another fun task is to write a list that looks like a pyramid, beginning with “P” at the top and ending with the word perspective as the eleventh word in the list:

P  
Pa  
etc.

## Write a List of Words to Describe...

*Try to say only nice things.*

<i>boys</i>	<i>girls</i>	<i>mothers</i>	<i>fathers</i>
rough	pretty		
tough	nice		
dirty	fine		
loud	gentle		
playful	sweet		
active	cute		
devious	coy		
disobedient	soft		
rowdy	polite		

<i>soldiers</i>	<i>policemen</i>	<i>politicians</i>	<i>drivers</i>

<i>managers</i>	<i>employees</i>	<i>maids</i>	<i>security guards</i>

Or let each student choose a *word* for this task and then exchange his/her word with another student who must give a list of descriptive adjectives.

## Word-Hints and Gestures

Put the students in pairs and give the first person a list of words that the second person must guess, based on word-hints suggested by the first person's definitions or gestures. For example, the first student may say something like, "It is a big book in which we look up words." The second will say, "*dictionary*," Now try this one, "It is a scanty two piece ladies' swim suit named after a Pacific atoll." Can you guess? Bikini? Yes. Some appropriate words may be seen the list on the left margin but students may use the empty boxes to make up their own lists of words, appropriate to the level and interests of the class. You can even have the pairs compete against one another to see who guesses the most words. Use a pair of scissors to cut out the list you want to use.

Rouge				
Valentine				
Rose				
Bird				
Pig				
Tissue				
Temple				
Taxi				
Saxophone				
Perfume				
Coat hanger				
Wallet				
Wig				
Motorcycle				
Cup of tea				
Guitar				
Hairpin				
Kitten				
Pilot				
Mechanic				
Laptop				
Knife				
Hamburger				
Chicken				

Another thing to do is have each pair make up a word list and then exchange lists with another pair. Vocabulary should not, however, be too hard.

## Whispering Words Along-the-Line

Break the class into groups of five and have them stand in line, one behind the other, in a line facing the board. The teacher then whispers a word into the ear of the person at the back of the line, who in turn taps on the shoulder of the one in front of him/her and, then, whispers the word in his/her ear. Then, that person does it to the next, and so on and so on, all the way to the person at the front, who finally writes the word on the board. It's surprising how the words can change in the process. Some examples to use might be :

Fish			
Danger			
Lover			
Romance			
Tip			
Thief			
Sneeze			
Butterfly			
Boxer			
Chips			
Sheep			
Slips			
Bubble			
Dancer			
Boat			
Blind			
Deaf			
Scream			
Election			
Suspect			
Lion			
Gorilla			
Snake			
Lips			
Sleep			
Rover			
Lady			
Scrape			

Use the blank spaces to make lists of new words that are hard to pronounce.

## Preferences

Number your preferences concerning these modes of personal transportation.

<i>type</i>	<i>preference</i>	<i>advantages</i>	<i>disadvantages</i>
Car			
Pickup			
Bicycle			
Motorcycle			
Camel			
Horse			
Buffalo			

What kind of public transportation do you prefer?

<i>type</i>	<i>preference</i>	<i>advantages</i>	<i>disadvantages</i>
Sky train			
Underground			
Air bus			
Normal bus			
Express bus			
Express boat			
Longtail boat			
Taxi			
Tuk tuk			
Minibus			
Minivan			
Other?			

How would you like to tour around the world?

<i>type</i>	<i>preference</i>	<i>advantages</i>	<i>disadvantages</i>
Plane			
Train			
Bus			
Ship			
Automobile			
Balloon			

## Where Would You Rather Live?

Number your preferences in order, and indicate advantages and disadvantages.

<i>type</i>	<i>number</i>	<i>advantage</i>	<i>disadvantage</i>
Flat			
Condominium			
House			
Houseboat			
Tent			
Caravan			
Cave			
Under a bridge			
Tree house			
Palace			

## Which of These Jobs Might You Prefer and Why?

Number preferences in order and indicate the advantages and disadvantages.

<i>job</i>	<i>number</i>	<i>advantage</i>	<i>disadvantage</i>
Taxi driver			
Singer			
Policeman			
Air hostess			
Tour guide			
Lifeguard			
Disc jockey			
Model			
Dancer			
Social worker			
Salesman			
Dishwasher			
Teacher			
Secretary			
Driver			
Pilot			
Actor			
Soldier			
Accountant			

## What Would You Least Prefer?

What kind of car breakdown would you least prefer?

<i>type</i>	<i>Number your choices. Why?</i>
Flat tire	
Dead battery	
Run out of gas	
Overheated radiator	
Broken hose pipe	
Wet sparkplugs	
Faulty windshield wipers	
Stuck in the mud	

What kind of wife/husband would you least like to have?

Bitchy	
Stingy	
Nagging	
Hyper sensitive	
Jealous	
Bossy	
Lazy	
Crazy	
Alcoholic	
Unemployed	

What kind of boss would you least like to have?

Ungrateful	
Non-compromising	
Unapproachable	
Penny-pinching	
Deceitful	
Stubborn	
Two-faced	
Resentful	
Hateful	

Think up some other topics concerning things that you would prefer least.

## Stereotypes

List some typical characteristics for the following types of persons :

<i>hippie</i>	<i>teacher</i>	<i>film actor</i>	<i>rock star</i>
<i>secretary</i>	<i>drug addict</i>	<i>foreigner</i>	<i>athlete</i>
<i>American</i>	<i>Cambodian</i>	<i>Chinese</i>	<i>Japanese</i>
<i>lawyers</i>	<i>accountants</i>	<i>revenue officers</i>	<i>tax consultants</i>

*Actually, it is not nice to stereotype people, so don't do it, if it may cause harm.*



## Things You Love to Do and Things You Hate to Do

Everybody has things that they really like and things that they really dislike. Please give us a personal list of your pleasures and dislikes. Let's express ourselves in full sentences just for the sake of practicing some grammar.

Here is a list of the simple pleasures of life that make me feel happy :

I really enjoy sleeping late on Sunday mornings

Here's a list of things that I don't enjoy and really dislike doing :

One of the things that I dislike most is when I have to clean up my room.

## Tell Us Twenty Things that Doctors Do

You may be able to tell us a lot of things that doctors do in your own native language, but how do you say them in English? Send the students to the board in groups with a piece of chalk and get them to brainstorm. When they have finished, the team that has listed the most activities wins. Below is a key for to use as a guideline :

1. Take your temperature
2. Measure your blood pressure
3. Check your pulse.
4. Examine your throat
5. Clean a wound
6. Bandage an injury
7. Perform surgery
8. Set a broken arm or leg
9. Deliver a baby
10. Give a blood test
11. Give a urine test
12. Give an Aids Test
13. Listen to your heart
14. Pump out your stomach
15. Prescribe medicine
16. Write a prescription
17. Look into your ears
18. Look into your eyes
19. Give anesthetic
20. Press under your ribs to see if you have liver pain
21. Perform an ultra sound examination
22. Perform an electrocardiograph (EKG)
23. Give you a face lift
24. Give you a nose job
25. Take an X ray
26. Perform an operation
27. Give you chemotherapy
28. Perform a proctologic examination
29. Give you an injection
30. Sign a Death certificate

*Write down everything else you can think of.*

## Some Reasons Why People Go For Treatment in the Hospital or Clinic

Have a baby
Breast cancer
Heart attack
To have a cast put on a broken limb
Malaria
Aids
Respiratory disease
Breathing problems
Pneumonia
Multiple sclerosis
Legionnaire disease
Parkinson's disease
High fever
High blood pressure
Gout
Tonsillitis
Sore throat
Arthritis
Ear ache
Kidney stones
Migraine headaches
Bronchitis
Brain surgery
Osteoporosis
Meningitis
Skin transplants
Heart transplants
Liver transplants
Appendicitis
Varicose veins
Cardiac arrest
Heart failure
Sclerosis of the liver
First degree burns
Proctologic surgery
Gall bladder infection
Peritonitis

### Giving Examples of...

Another group activity that can spur a lot of competitive spirit is to divide the class into four teams. Then, the teacher names a type or category or genus, species, kind, etc., as below, and the students must try to see which team can be the first one to shout out an example, as in the following :

Animal	dog
Bird	canary
Juice	orange
Automobile	
Seafood	
Beer	
Muslim country	
Ocean	
Football club	
Sport	
Career	
Gemstone	
River	
Tree	
Sauce	
Wristwatch	
Weapon	
Electrical appliance	
Fashion designer	
University	
Disease	
Luxury item	
Currency	
software	
Web site	
Perfume	
Whiskey	
Hot drink	
Cold drink	
American president	
Terrorist	

The team that calls out the most examples first is the winner.

## Alphabet Word Game

The teacher calls out the letters of the alphabet, and the team that can call out the first example of a word beginning with that letter gets one point. The team with the most points wins. The teacher can call out the words in alphabetical order to give the students some thinking time, or the teacher can mix up the order of the letters to make it more suspenseful.

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
Y  
X  
Z

Students may have trouble with certain letters like X= xylophone or Z= zebra, but the teacher can try those hard letters anyway to give the quick-thinkers a better advantage.

Better yet, it is probably more interesting if the teacher gives two points for examples of difficult letters like “x” and “z,” because even in the dictionary there are fewer words with these letters to choose from.

## A Free Shopping Voucher

Suppose you won a free shopping voucher for 1000 Baht as a shopping promotion gimmick, and you had to spend the money within one hour. Write a list of some of the items you would buy if the voucher was for a

Supermarket

Department Store

Drugstore

Bookshop

Music Store

Video/DVD Shop

Bakery Shop

Green Grocers

Flower Shop

One good way to do this activity is to divide the class into groups of four or five and let each group choose a different shopping location and allow fifteen minutes for discussing and writing list(s). Then, have one spokesperson for each group stand up and read out the items that they have chosen. That way students get to hear and learn a lot of common vocabulary within one class period. They also have to help one another think in English, which is a beneficial way of practicing.

## Guessing With Your Back to the Wall

The teacher asks one person to sit facing the class, with his/her back to the board, and then the teacher writes a word on the board. Everyone in the room can see the word except the one facing his/her classmates with his/her back to the wall. Then, the class members have to give verbal hints to help their classmate guess. For example, if the teacher writes *Mexico*, someone might say *the country directly south of the American border*. Here are some other words to try :

Chimney = through what does smoke go up out of the house on the rooftop?

Face powder=

Sculptor

Antique

Marijuana

Cousin

Uncle

Profit

VAT

Lullaby

Baby bonnet

Mercedes Benz 500

Motorcycle

Ice cream cone

If the students enjoy this game, do it more often by just changing the words in the list. Choose words appropriate to the discipline and level of the class OR the students can suggest words that they think would be good to practice and test their skills. The person at the front should change as often as possible.

## Qualities and Characteristics

What qualities would you hope to expect, for example, in an ideal

Husband?

Wife?

Son?

Daughter?

Boss?

Servant?

What do you consider to be your best qualities?

What do you consider to be your weaknesses?

What are some of the qualities of a good leader?

What qualities would you expect to find in an evil/bad person?

What qualities does Buddhism teach us to develop?

Get the students to do this task and, then, ask a number of them to read their answers. These are typical interview questions, so the practice should be good for them. These are also the types of questions that can easily lead into discussion. For example, *Why is loyalty important in a husband?*



## Up and Down

The words in the list below have associations of going up and going down. For example, *float* has associations of going up and *sink* has associations of going down. Look at the words in the list below and indicate through the use of an arrow whether they are going up or going down.

Gas	Breeze	Crash
Heavy	Wisp	Raise
Land	Thud	Sweep
Sand	Hot	Cool
Lead	Escape	Settle
Descent	Ascent	Down
Level out	Upwards	Anchor
Aloft	Downwards	Ballast
Bang	Rock	Mooring
Plunk	Base	Lower
Plop	Heavenwards	Fall
Shoot	Drip	Drift

The words in the list below have a sense of going in or going out. Indicate the words that indicate *going in* by drawing an arrow towards the word and going out by an arrow away from the word.

Into	Bore	Puncture
Penetrate	Exude	Extrude
Within	Protrude	Perforate
Stick	Inwards	Punch
Extend	Ooze	Pierce
Peek	expel	Spurt
Peer	Drill	Out of
Stab	Impregnate	Without
Probe	Emboss	Outwards
Sink into	Engrave	Stuck
Press	Compress	Squirt
Expel	Prick	Mired

If you use a little imagination you can think up a lot of similar word exercises.

## Documents That We Require From Birth to Old Age

From the time we are born until the day we die, we need a long list of certificates, licenses, and other documents. Get the class to go into groups and try to think about as many such documents as they can. When they are finished, after fifteen minutes or so, ask the groups to count the number of documents they have listed. The group with the highest will win, but not until they have read out their list to the class to check its validity. The students should write on a separate piece of paper, and the list below should only be given to them after they have finished thinking and writing :

Of course, life begins with  
a birth certificate  
and it ends with  
a death certificate.

In between, we need a  
School leaving certificate  
Student ID card  
Military service number  
Diploma  
Driver's license  
Car registration  
Insurance policy  
House registration  
Identity card  
Passport  
Land title deed  
Hospital card  
Bank book  
Credit card  
ATM card  
Tax card  
VAT identity number  
Business license  
Membership cards  
Visas  
Permits

And this is not all. Everyone's situation is different. What else have we forgotten? Write anything else you can think of in the space on the right hand side of the page above.

## What is the Earliest Thing that You Remember?

Put about 15-20 students in a circle, and go around and have each relate the first thing he/she remembers from childhood. Everyone should write down the answers after the teacher has corrected the grammar. The teacher can give the first example: "When I was growing up in Canada, the first thing I can remember is rolling and making a big snowball with my brother until it got so big we couldn't push it anymore. I think I was about five years old then."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

This is a good way to get students to speak spontaneously. Give them some preparation time to think and try to remember and figure out how to explain what they want to say, and correct their answers before they have to write them down in their notebooks.

## Were You Ever A Bad Boy or Girl When You Were Young?

We all have memories of something bad we did when we were children. More often than not, we were not even caught or punished for doing it. In a group get everyone to admit something that he/she did that was “bad” as a child :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Write down the examples that the other students give as they speak, especially the good examples from which you can learn some grammar or vocabulary. If you don't happen to be in a class, with a teacher, just go around and ask your friends. Read out the sentences aloud at the end of the exercise for more speaking practice.





### Advantages and Disadvantages of Being a Child

<i>advantages</i>	<i>disadvantages</i>
You don't need to earn money	Everyone tells you what to do

### Advantages and Disadvantages of Being an Adult

<i>advantages</i>	<i>disadvantages</i>
You can earn your own money	Being responsible for your actions

### Would you Rather Be a Child Or an Adult? Why?

I would rather be a(n)	A child	An adult	because







## Household Chores

Below is a key for the teacher, especially if he/she never does any housework. Get the students to take a piece of paper and write out the first few *household chores* that that come to mind, and, then, they should stand up and go around and interview the other class members or use a dictionary to find some more. You can treat this as a contest to see who can fill in all the boxes first. Then, get the winner read them out to check for correctness. If no one completes the list within the time limit, ask for examples from members of the class.

Doing the laundry	Feeding the fish
Doing the Ironing	Bathing the dog
Sweeping the floor	Combing the cat
mopping the floor	Feeding the birds
Taking out the garbage	Painting the fence
Cleaning the windows	Repairing the toaster
Gardening	Replacing a light bulb
Weeding the lawn	Fixing a broken window
Cutting the grass	Adjusting the water pressure
Trimming the hedge	Clearing a blocked drainpipe
Washing the dishes	Spraying for insects
Clearing the table	Spraying with air cleaner
Cleaning out the drawers	Cleaning the air conditioner
Clearing up the kitchen	Fixing a leaky faucet
Cleaning the bathroom	Repairing a short circuit
Cleaning out the refrigerator	Replacing an air filter
Vacuuming the carpets	Cleaning out the oven
Polishing the silver	Cleaning the grill
Shining the mirrors	Varnishing the floors
Washing the vegetables	Cleaning the mirrors
Doing the cooking	Repairing the plumbing
Sharpening knives	Oiling squeaky hinges
Shining the water faucets	Raking the leaves
Cleaning the sink	Shoveling the snow
Cleaning the bathtub	Scraping the ice from the windows
Replacing a washer	Defrosting the freezer
Cleaning the window screens	Scrubbing the pots
Watering the plants	Scouring the frying pan

Who traditionally does more of the household chores, the man or the woman?

## Annoyances and Irritations

Write a list of things that you cannot tolerate, of things that you cannot stand :

Dripping water tap	
Grating gravel	
Squeaking chalk on the board	
Screaming motorcycles	
Barking dogs	
Screaming children	

## What Other Products Ought be Recycled?

Batteries	
Spray cans	
Silver paper	
Plastics	
Metal containers	
Aluminum foil	
Cardboard boxes	
Tin cans	

## Things That You Would Not Want to Touch

Snakes	
Frogs	
Toads	
Acids	
Radio active waste	

**Tell Some Things That People Collect.**

Stamps	
Match books	
Beer mats	

**Tell Some Things That People Throw Away Every Day.**


**Tell Some Things People Could Do to Save the Environment.**


## Things You Do in Order To Be Able To...

Write a list of things you could do *to lose weight*.

Go jogging every day and be sure that you work up a sweat.

Write a list of things you can do in order *to be more beautiful*.

Washing your hair in beer makes it shine.

Write a list of things to do in order *to become more popular*.

Learn to sing and play the guitar.

**Write a list of things you can do to live a long life.**

Never drink alcohol or smoke cigarettes.

Write a list of things to do in order to please your partner.

Be a good listener and try to understand what he/she wants to say.

Write a list of things you can do to save money.

Use a electric fan instead of an air conditioner.







## What Do You Do with Your Body Parts?

In the following, draw an arrow to the matching word.

Eyes	wriggle
Forehead	shut
Nose	stretch
Ankle	wrinkle
Toes	pucker
Shoulders	point
Legs	bend
Heels	turn
Eyebrow	dig in
Back	cross
elbow	listen
Lips	shrug
Finger	twist
Neck	sniff
Mouth	squint
Ear	raise

## What Sounds Do Your Body Parts Make?

Knuckles	wheeze
Throat	gasps
Lips	sneezes
Teeth	creak
Tongue	grind
Mouth	farts
Chest	croaked
Bones	grumbles
Nose	clicks
Arse	smack
Stomach	crack
lungs	wheeze

Think of all your body parts from head to toe and write a sentence for each part, containing at least a subject and a verb. Do this on a separate sheet, as this may not be information that you want to share with everyone.

## What Do You Think About Before You Go To Sleep?

Sometimes when we can't get to sleep, we lie awake, with our minds wandering all over the place. We should be able to control our thoughts through concentration and meditation, but we cannot. Does that happen to you? In the spaces provided, *first* sit and write down some things that you think about before you go to sleep, and *then*, when you've run out of your own ideas, stand up and interview the other standing class members and fill in the empty boxes.

I worry about my grades and my GPA And if I'll have to drop out of school	
Whether I can trust my boyfriend to be true to me forever	
Whether my best girlfriend is trying to steal my boyfriend for herself	

*When everyone is finished, the teacher can get some of the students to stand and read.*



**Write a List of The Things That You are Most Proud of.**


Write a list of the things that you fear the most.


Write a list of the ten things that you admire the most.


TT gets the SDS each to read out one of their sentences, correcting as they go.

## Write a List of Sins You Ought Not To Commit

Please express these ideas in full sentences.

You shouldn't kill any living thing or being.
You ought not to take things that do not belong to you.
You ought not to say anything that is not true.
The Christian <i>Bible</i> contains sentences like, "Thou shall not kill."
"Thou shall not steal."
"Thou shall not commit adultery."

Write a list of things that can make you lose your innocence. Use full sentences.


Write some bits of advice that grandmothers like to give to young girls.


## Old Traditions That We no Longer Follow

Thailand has some wonderful old traditions that make its culture well-respected. There are some traditions that people are starting to neglect and no longer so strictly follow. Can you give some examples?

Few women now bow three times at their husband' feet before going to sleep.

## Traditions Young People Still Choose to Follow

There are still many old traditions that young Thais still choose to follow.

Young people still respectfully “wai” persons who are older than themselves.

## Very, Very Old Customs

Can you think of some very old customs that people no longer follow?












## List of Wedding Presents

In the USA, marriages have become a commercial enterprise, in which couples actually circulate a gift-wish-list to tell the wedding guests what wedding presents to choose to buy. And more than that! The bride and groom often tell you from which department store you should order. Let's pretend that you are the bride and groom, and you are trying to write a list to let your family and friends know how to best help you get started in life.

House	Computer	Spoons	
Land	Printer	Forks	
Car	Scanner	Knives	
Money	Palm device	Corkscrew	
Stock	Software	Pepper grinder	
Money	Games	Cutting board	
TV	Sheets	Oven	
Stereo	Pillows	etc.	
Refrigerator	Towels		
Microwave	Blankets		
Toaster	Double bed		
Blender	Curtains		
Pots and pans	Vases		
Electric stove	Lamps		
Wok	Bedside tables		
Vacuum cleaner	Coffee table		
Washing machine	Sofa		
Dryer	Armchairs		
Rice cooker	Carpet		
Water heater	Kitchen table		
Coffee-maker	Chairs		
Silver Tea Service	Chinaware		
Silver cutlery	Dinner service		
Silver tray	Cut glass crystal		

Those who defend the gift list practice argue that such a method lets friends know what you actually need and what you do not want. Even more importantly, if everyone orders, consulting the same department store, it helps avoid repetition of gift items, so that you don't get ten toasters and five microwaves. At the end of the list, write in some more gifts that you wouldn't mind getting if you were soon to get married to your very special someone.



## Consumer Products

You are thinking of starting a business by opening a retail shop that sells small retail items that people consume or use up or finish and replace relatively quickly. You sit down with your friends to brainstorm and write out a long list so you can then narrow it down to choose a proper range of products that will make a profit for your business.

Matches			
	Hand cream		
			Cigarettes
			Soft drinks
toothpaste			
		Tissue	

## Taxable Items

Give the names of some retail items that the government charges taxes upon.

Cigarettes		
Perfume		
Whiskey		

Remember that this is a speaking class, so read out all your answers to the class.

## More Consumer Products

This is a student-centered task you can give the class if you have to be out of the room for a while and you want to keep the students busy working on a logically-structured, programmed task. Get them to write the following exposition based on the accumulation of details :

From the time we get up in the morning until we are fast asleep in our beds at night, we are all slaves to our consumer needs, using products like :

Toothpaste			
Toothbrush			
Mouthwash			
Towel			
Facecloth			
Facial cleanser			
Face cream			
Hand soap			
Shampoo			
Bubble bath			
Body lotion			
Hand cream			
Lipstick			
Face powder			
Eye shadow			
Hairspray			
Perfume			
Coffee			
Sugar			
Milk			
Orange juice			
Cereal			
Eggs			
Bacon			
Ham			
Bread			
butter			
Hair gel			

Write your list in pencil so you can erase items as you alter the logical order.

## Department Stores

Department stores are so-called because they are separated into different product lines in which a lot of items from one category can be found together in one area. Tell some items we might find in each of the divisions that follow :

<i>toiletries</i>				

<i>stationary</i>				

<i>beverages</i>				

<i>Bakery goods</i>				

<i>Cookware</i>				

<i>Appliances</i>				

What other divisions do you find in Department stores? What retail items?

## Import/Export

Go into groups and fill in a list of things that Thailand can export and send abroad. The group that finishes first stands and reads their list for correction.


Or if you have only two groups, one group fills in things that Thailand cannot produce or does not have in sufficient quantity and, therefore, must import.


If you were to start an import/export business what products would you sell?



### More Lists

You are going away for a few days to the seaside over the Songkran holiday. Write a list of the items you need to put in your suitcase so you don't forget.


### You are Going Shopping at the Supermarket

Write down a shopping list of the items that you don't want to forget to buy.


### A List of Household Chores for the Maid

You are going to Europe for a week's holiday. You want to write a list of jobs for the maid to do so that nothing gets forgotten and your gold fish don't die.




## Chapter Seven : Fables, Tales and Stories

This chapter contains a series of famous fables, twisted tales and scary stories meant for students to read aloud, sentence-by-sentence, student-by-student, following the teacher's directions and guidelines, for three main purposes which are as follow :

*The first* purpose is to give the students the chance to read aloud, one-by-one, going around the classroom, asking all the students to read in turn, with the teacher helping with pronunciation. Because they only have to read one sentence, the students will not feel threatened and will thereby gain confidence, especially if this kind of practice continues over a series of stories, over a longer period of time. Because there are not too many words in a sentence, the teacher can isolate the sounds and syllables and stresses that the students have pronounced incorrectly, and the teacher can focus on those sounds. Because most of students will have trouble with these same sounds, get the whole class repeating the correct pronunciation, thereby including everyone at the same time. Because students know that one of their most important weaknesses is in pronunciation, they will be more than willing to play along. This works better when there are a group of students rather than just one; otherwise, that single student will be likely to "burn out" his/her concentration reserves very fast. This task works better when the teacher, first, reads out the sentence, following the rhythm of the language and, then, lets the students repeat after him/her.

*The second* purpose of this task is for the teacher to help students with the difficult vocabulary words in order to enhance their reading comprehension. The TT should keep explaining and explicating the meaning of the words and phrases in the text as they move along, line-by-line, while being careful to keep a balance in teacher/student dialogue, rather than burden the student's by making them listen to a long, monotonous teacher's-monologue.

*The third*, and perhaps most interesting, part of this task should be a teacher-led discussion in which all class participants exchange ideas in trying to interpret the meaning of the story and any literary devices and hidden meanings on a second or even third level. Certainly an important aspect of understanding any language involves comprehending the significance of such literary devices as similes, metaphors, personification and symbols. Once the TT has explicated the text, he/she can also, finally, lead a discussion on how the story applies to real people in real life and what the story means to each individual person. If the discussion gets off-topic, never mind, just let them keep talking. If the he most important thing is talking, keep them talking and talking.

## The Scorpion and the Frog

The story you are about to read is a *fable*, which loosely defined, means an animal story that has an allegorical or symbolic meaning on another on a second level. *When we have finished reading the story, we can interpret and explain its meaning.*

The story goes like this, once, a long time ago, there was a little, lithe, green frog that lived happily in the middle of a lovely, large lily pond in a world that was entirely free of care and trouble.

One fine day, when the frog happened to be hopping along the shore, he met a scorpion who had stopped on his way at the edge of the lake.

As the frog was a talkative soul, with a friendly heart and an open nature, he began to engage the scorpion in conversation. Indeed, the two passed the whole afternoon in this fashion, each enjoying the attention and the company of the other, in accordance with his own nature.

When dusk was approaching, the scorpion asked the frog if he would take him on his back and swim across the pond so the scorpion could reach the other side.

The frog answered that he would be most happy to accommodate the wishes of his new friend, except for one thing.

The frog admitted candidly, that he was afraid the scorpion would bite him while he was riding on his back and that he could die in the course of doing a good deed.

The scorpion appeared to ponder this thought for a moment, and then he laughed. Why do you laugh,” asked the frog?

And the scorpion answered, “If I bit you while I was riding on your back in the middle of the pond, and I bit you so that you died, then I would sink into the water and I too would die. That wouldn’t make much sense would it?”

Then, it was the frog’s turn to ponder for a moment, and then he said:

“Well, all right, if you put it that way, I don’t suppose that I will have too much to worry about.” So he let the scorpion climb on his back, just as the sun was sinking, and the two set out to cross the pond.

The frog swam strongly, and the scorpion sat snugly on his back. Indeed, everything seemed to be going very well, when the scorpion suddenly stung the frog right in the middle of his back.

Screaming out in pain and surprise, the frog turned to the scorpion and said: “What did you do that for?”

And the scorpion looked him coldly in the eye and said:

“That’s just the way I am.”

*This makes us wonder why the people that we want to love and trust always stab us in the back even when it means they will also be hurting themselves.*

### **The First Flying Frog**

Once, there were two ducks and a frog who were very good friends. They had spent their time together all summer on the same pond, enjoying one another’s company. The frog used to like to sit on a stone and talk to them for hours and hours on end.

Actually, the frog liked to talk, and the ducks were good listeners, so they got along very well. One day at the end of the summer, however, the ducks told the frog that they would soon have to go away from the pond and fly south for the winter.

When the frog heard that, he was very sad and unhappy and said that he would miss his friends a lot. The frog was, in fact, so disappointed that he asked the ducks if they could think of any way that the frog could go with them, when it was time for them to fly south in the winter.

The ducks understood their friend’s disappointment, and they felt genuine pity for him, but they said that there was no way that a frog could fly. The frog was so distraught that he began to cry, and he cried and cried and cried.

Eventually, the ducks felt so sorry for their friend that they put their heads together to try to think of what to do.

As luck would have it, soon, they had an idea: they explained to their friend that maybe the two ducks could try to fly side-by-side, with a stick held between their beaks, and the frog could bite very hard on the stick and be able to fly along with the ducks, as long as he didn't open his mouth and lose his hold on the stick.

The frog was filled with joy that he would not be left behind and he agreed to follow the plan that the two ducks had suggested.

When the day came to leave, the ducks flew up together, with the stick between their beaks, and the frog bit into the stick and got a firm grip on it, and, then, they all flew up and up and up, high into the sky, until they were higher than any frog had ever been before.

The frog was amazed when he saw how small everything was, far, far below : the ponds, the rivers, the trees, the forest and even the hills and valleys.

In fact, he was so impressed that he began to also feel proud that he was the first flying frog that had ever had such an experience and he began to feel that the world should know about his achievement.

He was so proud that he felt like bragging, but as soon as he opened his mouth to speak, he lost his grip on the stick, and he fell down away from his friends, down and down and down, until he fell with a terrible shock right through the surface of another pond.

He was lucky he fell into water that was deep enough so that he was not injured and he was able to resurface again to live another day. Had he been splattered on land instead of water that would have been the end of him.

After he got used to his new surroundings, he began thinking about how he had suddenly risen so high up, and then, just as suddenly, dropped back down to where he had started.

This taught him a lesson, and he vowed that, in future, he would learn to keep his mouth shut at the appropriate moment and not be so quick to brag about his supposed achievements. We can all learn a lesson from this story and apply it in our own lives.

## A Japanese Zen Story

Once a very long time ago, there was a wise, old monk who was a famous teacher. He was the abbot of a temple secluded high in the isolated mountains, a long way from any town or populated area, yet novices came from far and wide to benefit from his teaching.

Every day, the monks in the monastery used to rise at four-thirty AM and meditate for one hour, before they prepared themselves to chant together in the assembly hall of the temple at six-thirty AM. At seven-thirty, they did walking meditation, and at eight the monks then took some light refreshment in the form of milk, sweetened with honey.

After that, it was the habit of the master to sit with his young novices and give them the benefit of his teaching. Normally, the young monks would sit in a small circle at the feet of the master, and he would smile kindly upon them and give them a sermon or tell them a story that illustrated the wisdom of the teaching of the Lord Buddha.

Then, he would ask them questions to encourage their development, and he would answer their questions to help them deepen their understanding. This was the part of the day the young novices looked forward to the most, because they could feel his loving kindness and they gained great benefit from his wisely-spoken words.

One morning, as the master was about to begin his sermon, he heard a bird start singing, just outside the open window, of the cell where they were seated. He half-turned his head to focus on the sound, concentrated a moment, and then raised a finger, as if to say, "Hearken and listen to the bird singing." As the student's sat and listened, the bird continued its beautiful, clear and melodious song and sang and sang and sang, as if to its heart's content. It was as if the novice monks had never focused their concentration and listened to the true sound of the song of a bird before, and certainly, never with the same sense of immediacy and reality.

When the bird's song had ended, the monk smiled gently, and with a kind look of amusement and compassion said: "That is the end of today's sermon."

*Zen is a special, ancient, shortcut teaching method, using an unexpected contrast of opposites that leads the novice into a sudden moment of startling, powerful realization.*

## A Shadow in the Dusk

Once, many years ago, in the Rocky Mountains, in Western Canada, a family was traveling by car on holiday, to view the spectacular beauty of the landscape, near Jasper National Park.

It was about 6:45 in the evening, and the father had already driven eight hundred miles that day, across the wide-open prairie, with the specter of the mountains, first appearing as a dot in the distance and slowly looming larger, the closer they approached. As the sun was just setting, the image of a young, fair-haired girl, of twelve or fourteen, appeared out of the dusk at the side of the road, apparently hitch-hiking.

The father, whose family name was Brown, was from Toronto, Canada, back East, where he was a successful real estate agent. He was a good family man, accompanied by his wife, Jean, and their two children, Bob and Barbara. This trip was intended to be a way of spending some quality time together and bonding as a family. They also had a little poodle dog called "Pookie."

When the father saw the girl by the side of the road, it touched his heart. He sensed it was a dangerous time for any young girl to be out there alone by the side of the road, so he stopped his car and asked her where she was going. She not only had long blonde loose hair, but also big, blue eyes, and an air of wide-eyed innocence that immediately made him feel protective. As she peered into the car, out of the dim, ghostly dusk, she told them she lived in the next house, about two miles down the road, and she was trying to hitch-hike a ride home from school.

So, Mr. Brown said to get in the car, and he would take her home to her family. She got in and sat very quietly, speaking only when spoken to, saying simply that her name was Sandy. As they drove along, the children were busy playing with their dog, Pookie, and they hardly gave the girl any notice.

The husband and wife were sitting in front. When they got to the house, Mr. Brown turned to ask Sandy if this was the right place, to his surprise, the girl had completely disappeared without a trace. She was gone!

Somewhat confused, he got out of the car and went up to the wooden-shingled house and knocked on the door. When a kindly-looking woman answered, he asked her if she was waiting for a daughter named Sandy who was about thirteen years old.

Somewhat wide-eyed herself, she exclaimed that she had had a daughter, called Sandy, who was killed in a car accident about five years before, as she was hitch-hiking home after school. It was just about sunset, and the driver had not been able to see the girl in the dusky light. Sandy was killed outright. People, thereabouts, said that they sometimes saw her appear just after sunset in the dusk. The figure they had seen had been Sandy's ghost!



## Two Old Ladies Go to London

This story is about two old Ladies who had been friends in Manchester, England, for more than forty years. Their names were Joan and Jean, and they were sixty-eight and sixty-five respectively. Both had long-since been widowed, and after the deaths of their husbands, they had both been forced to live on meager pensions. They received no help from their children who had meanwhile married and disappeared into independent existences.

Nevertheless, they always somehow managed to save a few pennies here and there, so that by the end of the year, each had saved enough for their annual August outing to London which took them about four hours by rail.

They always left on the early morning train, which got them to London before noon, and they always took the six o'clock train back to Manchester. This way, they could spend a pleasant afternoon on the town, walking in the spacious parks and taking tea and cakes at four in the same comfortable teahouse where the staff knew them well and still served them graciously.

On one of these trips to London, it was a little hot in their carriage, and they decided to order something to drink. As they were forced to pinch their pennies, they decided to share a bottle of a well-known soft drink that came in a well-designed green-tinted bottle. Joan, who was the more assertive of the two, poured out two glasses which they drank with some dignity, rather than just summarily gulp the contents down, the way that young people are won't do. When they had finished, they noticed that there was still something left to drink in the bottle. So, once again they had decided to share. Joan poured half the contents into Jean's glass and the other half into her own. As she was about to set the bottle down, she noticed that there was still something inside in the bottom of the bottle. To their horror, they saw that it was what was left of a dead mouse after it had partly decomposed in their drink.

Both of them fainted right on the spot, and there was a great commotion on the train, until they were taken off in Coventry and rushed to the hospital, in an ambulance, where after an appropriate time to recover from shock and stomach-poisoning, they were duly released and allowed to return home.

That would have been the end of the story, except that Joan in her indignation decided to sue the soft drink company, which shall remain nameless, because of the terms of the ensuing court case, in which the ladies were awarded damages of five-hundred thousand pounds each!

Every year, they take their annual August train trip to London, but, now, with a decided difference. Now, instead of taking a walk in the park and sitting in the teahouse waiting for the afternoon to end, they stay overnight in a different five star hotel every time and shop at Harrod's and reserve a box for a show or a concert in the evening, because they no longer have to pinch their pennies

## A Sexy Story With An Ironic End

Once in Tampa, Florida, there was a very rich, fifty-eight year-old man who had a beautiful young wife of twenty-eight. His name was Sam and he owned a number of cement factories and over a thousand cement trucks that serviced construction projects all throughout the region. Sam's major problem was that he did not have enough time to spend with his wife, Pam, who got very bored just sitting around the house all day with nothing to do but maliciously scold and mischievously torment the illegal alien house-maid, Maria.

Sam had to work long-and-hard every day, from eight in the morning to eight in the evening, just watch that his staff was not stealing from him. Despite his enormous wealth, his truest pleasure was to finally come home to his wife at night and watch a movie or a video together on TV, whilst eating matching TV dinners. He loved her so much that he would have been willing to do anything just to make her happy.

Eventually, he bought her a membership in a very exclusive country club where one had to be a multi-millionaire just to apply. Sam thought that if she was able to make friends with some of the other ladies and have lunch and swim and play tennis with them that that might make her happy. Unfortunately, the ladies were rather snobby and did not allow Pam into their circle. She did not feel comfortable at the club, and the only one who was nice to her was her tennis trainer. At sixty dollars an hour, h nice. His name should have been nice.His name was Tim, and he had won some major tournaments when he was younger, but now he was just a plain old Tennis Pro.

As luck would have it, Pam started to fall in love with her tennis teacher, who was about her own age and very handsome, especially as he dashed about the countryside in his classic 450SLC Mercedes Benz convertible. One day, Pam asked if Tim would take her for a ride in the countryside, and that was when the real trouble began. They both new better, but they couldn't resist one another. The only thing Tim loved more than Pam Was his classic convertible Mercedes Benz. Soon, Tim's car was seen parked outside Sam's house, with the top down, every evening until about seven-thirty. Pam coerced the maid, Maria, to keep her mouth shut by threatening to turn her over to the authorities.

Inevitably, Maria, who'd long had a secret liaison with Sam, told him about Tim's car being parked outside every evening, and Sam, being the resourceful operator that he was, hopped in the nearest cement truck and drove straight home, where he found Tim's car parked, with the top down, and he pulled alongside and, placing the cement chute in an appropriate position, filled Tim's car to the brim with cement.

"That will teach them both a lesson about what it means to mess with me," he thought, as he drove his cement truck back to the lot.

## The Old Sea Dog

Once in Barcelona, Spain, there was a semi-retired-architect, and seasoned yachtsman, called Manuel. He was fifty-eight years old and unmarried and alone in the world, except for his beloved Collie dog, Paco. Everywhere that Manuel went, the dog was sure to go, which explains why Paco was a seasoned old sea dog too. They were planning to take a cruise, in his ten meter sloop, out to the Balearic Islands, about a hundred nautical miles across open water, to the port of Palma de Mallorca and then sail to Ibiza, Formentera and Minorca.

After their departure from land, just after dawn had broken, the wind was steadily blowing at about force six from the southwest, and the sails were fully bellied-out. You could not have asked for more perfect sailing conditions, and the boat was plowing through the sea at a constant six knots. If the wind held, the crossing would take them just over twenty-four hours. Because Manuel was sailing solo, it was necessary for him to stay on watch, day-and-night, to keep an eye out for any big foreign-flagged freighters on auto-pilot, that might be steaming straight towards you, with no one on deck, and crash your boat to bits within seven minutes from the time of sighting to the moment of impact, so small boat skippers had learned to stay out of harm's way.

Manuel's boat, Calypso, also had an auto-pilot, which allowed him the luxury of leaving the cockpit for a few minutes at a time, to go below and plot his position at the chart table or make a quick cup of tea in the galley, as Paco remained at his station in the cockpit. Manuel was secretly secure in his belief that Paco would whelp to warn him, if there were any approaching problem, but he still spent as little time below as possible.

All went well until about ten in the evening, when the wind started shifting around from southwesterly to southeasterly to easterly, and gusting from two to three knots, so they soon found themselves floundering, heading directly into the wind in sloppy seas that made Manuel despair of making any headway until the wind had shifted again.

He decided to douse his sails and ride it out in the night. He might drift a few miles backwards, but his position would not change too drastically. As he had hoped, just before, midnight, the wind picked up again, shifting back to south southeast at three knots, so they were able to make a bit of headway into the wind, although the seas were still quite sloppy, and it was really a rough ride, with the odd maverick wave jumping over the forward rail and splashing over deck to drench them in the cockpit.

It was time for Manuel to go below and check his position. He was relieved to get out the weather, and, as the boat was holding course, he relaxed a moment, despite the rolling and pitching of the hull. He and Porco were accustomed to riding it out when the going got rough. While he was below, he felt what must

have been a five meter wave smash against the rolling side of the hull, but he thought nothing of it at the time.

Then, after about five minutes at the chart table, he climbed up the companionway-ladder back onto deck, where he was suddenly astonished beyond belief to note that Paco had disappeared from his place. He must have been washed overboard by that big wave!

Being a resourceful skipper, however, Manuel remained calm. He checked his watch. It was seven minutes after midnight. He turned on the engine, whilst shifting his course by one hundred and eighty degrees and hauling in the flapping sails, and started to motor back, in the exact direction from which he had come.

After seven minutes, he turned off the engine, allowing the boat roll heavily in the breaking seas. During half a second of silence between the sounds of rushing winds and frothing waves Manuel whistled into the darkness as loudly as he could. Two full minutes passed, during which Manuel peered out into the night over the leeward side of the hull, feeling his heart pounding within his breast, until, just as he had expected, Paco swam out of the darkness towards his now outreached hands, as Manuel, lunged and hung himself sprawled-out below the railing, almost upside-down over the skippers, secured only by the end of his safety-line, trying to get a grasp on his one-and-only friend in this whole hostile universe. With his adrenalin rushing, mustering almost superhuman strength, Manuel manipulated what had at first been a slippery clasp for Paco's two front paws into a firm, determined grip, ripped him from the clutching claws of the tenacious seas, and heaved Paco, up, in an arc, over the railing to land within the cockpit in the proximity of his accustomed station. After struggling back on board and into relative safety himself, Manuel swiftly looped a handy halyard twice around Paco's body and secured the makeshift safety-line tightly to the nearest winch, so his first-mate wouldn't be washed-overboard again. Manuel was still hyped on adrenalin, but, when there was again a momentary silence between the howls and gusts, and Manuel realized that they were out of danger, he felt himself relax, just for a moment, during which he was overcome by a wave of heartfelt feeling from within. As his uncontrolled emotions continued welling-up, he clasped Paco firmly in his arms, as a father would a beloved son, and wept in a way that only a man can weep after he has saved a son or a brother or a close comrade from danger and certain death on the open sea.. Manuel's unrestrained sobbing continued, but, it had turned into a soothing release of heartfelt gratitude and happiness that they would be both safe and free to brave the seas on other days. As the tears continued to run down Manuel's cheeks, Paco licked Manuel's face affectionately, as his way of expressing the lasting bond of loyalty and love between them.

## A Grotesque Tale of Aegean Greece

Once in Athens, Greece, many years ago, there was a loving and much-devoted mother, called Voula, who absolutely doted on her twelve-year old son, whose name was Dimitri. As fate would have it, her husband had died unexpectedly of cancer, leaving Voula a widow, sad and alone, except for her one and only son who, unfortunately, had been confined wholly to a wheelchair from the time of early childhood as result of polio. This boy, Dimitri was Voula's sole comfort in life.

She was an imaginative and impulsive woman, however, and during that particular summer, she had decided to accompany Dimitri, on a ferry boat trip, through the beautiful Aegean archipelago of Islands to the south of Athens, during his school holidays, in order to give him a sense of appreciation of Greek heritage, antiquity and mythology.

Their sea voyage took them, eventually, to the historic Island of Delos, where one can still view the remaining relics of sculptured, archaic Greek gods, set against an awesome backdrop of the crumbling ruins of divine, Delian, Cycladic Temples, considered, even to this day, to be sacred to the ancient, omniscient and all-powerful Olympian Greek gods. Indeed, Delos is still worshiped as a holy place, and it is thought to be so sacred that it is even now forbidden for anyone to stay and on the island overnight. Even the ubiquitous, old security guard has to leave the island of Delos with the last ferry, after he has checked to see that everyone is aboard.

At this particular solstice, the moon was bright and almost full, and after the sun had set, one could still view a vast surface of the silent, undulating and shimmering sea, as far as the eye could see.

An hour later, just as they were pulling into the port of Mykonos, where they would have to disembark, and Voula was still standing hand-in hand with Dimitri, on the forepeak of the deck, silhouetted against the shining sea, Voula in her quixotic imagination, was suddenly, grasped by the wild, romantic notion that it would be an unforgettable, binding memory, if she and Dimitri were to be able to go back to a small and uninhabited, nameless island which they had seen upon leaving Delos, as the ferry man was slowly pulling out of the port of Delos and spend the night together, there, alone out on the shore of a crooked, slanting rock, located only a few hundred meters away from the sacred Island itself She had been possessed by the inexplicable, overwhelming impulse to sneak back and take a surreptitious peek at the specter of the Delian

gods, moving in the moon, reflecting upon the distorted mirror that was the waving, weaving surface of the swelling, silent nocturnal Aegean sea.

In due course, after their small ferry boat had finally disembarked its last passengers at the officially-appointed pier, including the ubiquitous old guard, who had begun to wend his weary way along the road to home, Voula dared to be so bold and brazen as to approach and bribe their very own ferry boat man to take her back there with her son, in his open-decked, twelve meter, wooden, broad-planked Greek barque, so they could camp out on that small, barren, deserted island, intimately near and close to Delos. It was, indeed, another extruding, stone summit, of the same sunken ridge that connected Delos to a vast and gargantuan underwater range of mountains, submerged at the time of the submergence of Atlantis. Their destination was to be one of the rocky crags, emerging ominously up through the sullen surface of the silent, darkling sea, like sacrificial Aegean alter stones, reflecting in the shiny circle of the face of the moon upon the water, all but bare of vegetation and devoid of human habitation.

As there was not enough sand upon which to properly beach his craft, the ferry boat man moored precariously, against a rugged crag of rock extending out the tip of the island. First, he lifted the boy and left him in the captain's chair, aft of the steering column, the captain precariously hauled Dimitri's empty wheelchair over the rickety wooden gangplank and placed it firmly, a few meters back from the water in the only place where the land was level, upon the uneven, stony shore. Then, he returned and carried the invalid boy, gently in his arms, over the shaky gangway, with unsure footing, much as would have to carry a slaughtered sacrificial lamb to the altar, to where Dimitri's sedentary chair sat, glittering like some anachronistic, chrome and leather throne, glinting solitarily in the moonlight. When the boatman had finished setting the boy in place, Voula teetered across the gangplank and ordered the boatman to leave them there alone and to come back to pick them up at dawn, at six o'clock, the next morning.

Voula had intended to stay awake all night, viewing the tranquil beauty of those stars that were as yet visible in the sky surrounding what she imagined to be the pale, ghostly specters of the gods moving in the shadows in the craters of the mountains of the moon as it was reflected upon the waters. She desired to be able to share this sacrosanct moment with her son, and she had taken food and water and even materials to build a fire on the shore, that she might cook something for them to eat as they sat and enjoyed the vista of vast, nocturnal skies and open, endless seas. On a quick trip to the shop in the port, as her

boatman was waiting, she had procured fresh water, charcoal, some skewers and a small grill on which she intended to roast a kilo of freshly-butchered fleshy hunks of lamb over the red glowing coals of her own hand-made, circle of Olympian hearth stones.

It had been slowly getting dark, and as the light eventually disappeared behind the horizon, they were glad, even happy to be able to sit in near proximity to the protective warmth of the fire together. Voula had collected a pile of branches and logs of driftwood from along the shore with which to brighten the strengthen the fire's blaze. Then, as she was waiting until it burned down to a glowing ring of coals upon which to grill the freshly slaughtered lamb, she began to skewer the chunks of meat upon the spit to have it ready for the grill.

As they sat there, however, within their still warm, secure circle of dying embers, they began to hear vague, slight rustling noises, in the darkness, just outside their immediate circle of the light. Dimitri heard them first, and he made a sign in body language for her to hush, and with one hand cupped behind his ear and the other outstretched towards her, he beckoned her to be still and listen.

The hairs on Voula's whole body bristled immediately, up on their ends, as she realized the that sound that they were hearing from the dark was the muffled, rustling of rats, drawn to the fire, and the unprecedented presence of people, but as yet too timid to approach any nearer to the fire. At first, paralyzed, as if with a fear that seemed to know no end, Voula then just as suddenly arose, phoenix-like, into action, in order to protect her son, Dimitri. First, she threw all the extra driftwood she had collected onto the fire to get it burning and begin flaming again. Then, she rushed frantically about their make-shift campsite, collecting everything she could find, from the paper wrapping of the meat, to the cooking oil, to torn hunks of bread, to the juicy chunk-sized, bits of skewered lamb, and even every article of clothing from their bodies that she knew might burn, so she could keep the heat of the fire intense enough, to keep the fire blazing for as long as possible, to keep the rats away, as they cowered and crouched ready to pounce in the dark of night..

Then, almost as abruptly, in the midst of her head-long, irrational panic, she just as unexpectedly stopped, as if caught in a moment of eternity, as though she had become herself a sublime, statuesque image of immortal, earthly motherly grief, as her deep-seated fear inevitably flashed into overwhelming dread, as the realization hit her that there was no possible way that their fire could be made to keep on burning all the way until the light of dawn, and that





## Chapter Eight : Talking Tasks

In the present chapter, there are a lot of different tasks to choose from :

These sheets are intended as models for English teachers to follow, using their own ideas, to create yet further sheets that will perhaps be better-suited to their individual target audiences. For example, it would be lucky if the same task-sheet were to be interesting both to Chulalongkorn, Faculty of Arts, English Majors and KMUTT Mechanical Engineers.

Talking tasks for the classroom may involve role play situations using :

Dialogues  
Interviews  
Surveys  
Opinions  
Discussion  
Debates  
Presentations  
Interaction  
Problem-Solving

The section that follows appears to have a coherent development, but the tasks are not designed to be done in any particular order, unless that should suit the needs of the class. Instead, teachers, or students, are encouraged to leaf through the pages until they find a format or topic or task that would be interesting for them and, then, just go ahead and do it.

As was stressed in the introduction to teachers at the beginning of this book, these materials should be viewed as a kind of buffet, from which you can pick and choose what you want, leaving other items for other people who would want to choose something different. Considering the spectrum of people who might be using it, in varying pedagogical situations, there ought to be something for everybody. Moreover, this book was written with the hope that at least some teachers may continue to keep opening it, over the years, and still find a task or technique that they can apply to their immediate class curriculum situation. Even native speakers might find it useful.

More realistically, we have all been in the situation where we ask ourselves what we are going to teach today, because we don't have anything prepared. If this happens to you, you'll know what to do.

## Let's Do a Radio Talk Show

MC : Good morning ladies and gentlemen, this is your Radio Talk Show Host, Rodger Jolly, coming to you from FM 101, asking you to give us a to call at 02/ 222-222 and tell us your opinion on the social topic of the day. Today's topic is how you feel about the Bus Service in Bangkok. Our first caller is Jane who is a law student at Chula. Good morning Judy, what have you got to say today?

Jane : Hello Rodger. I want to say that I think it is unfair that we sometimes have to wait forty minutes for our bus to come, and then three of them arrive at the same time. Why does this have to happen? I think they should manage the time-schedule more effectively, so that one bus arrives every ten or fifteen minutes.

Rodger : that's a good point Jane. I'm sure there are a lot of people out there who agree with you. Our next caller is Kung, who is studying Interior Design at KMUTT. Good morning Kung, what opinion would you like to share with us today?

Kung : I think that it is a crying shame that even at six o'clock in the morning, every bus on the main roads going into the city center are packed-full, with people even hanging out the doors, so you cannot even get on a bus for the next two hours. I think that during rush hour, they should double the number of busses running so that they can service the all the people who need to get into the city.

Rodger : I think that everyone will agree with that. There's no doubt about that. Our next caller is Jack, a business major from Assumption University. What have you got to say today, Jack?

Jack : I always have to stand up in the bus because all of the seats are full. It seems that the only way to get a seat on the bus is to board it at the beginning of the bus route. Everybody complains about this, not only me. I think that with so many people willing to pay to ride on the bus that they could use that money to improve the service. I'd like to know where all that money goes.

Rodger : That's a good question. Thanks for bringing it to our attention. Our next caller is Ann, from Bangkok University, where she is majoring in English. Let's hear what you have to say, Ann.

Ann : I heard what Jack just said, and I would like to add another point. When we are all packed into the bus like sardines, every one is squashed together so they can hardly even move. This is a restriction of my freedom. Even worse if a man is standing next to you, with his body pressed against yours, this is a violation of women's rights, especially when you consider that it happens to thousands young girls every day.

## Let's Do a TV Talk Show

A well-known TV presenter or MC interviews a famous person, and they carry on a dialogue in which both persons do an equal amount of speaking.

Actor

Artist

Boy's band

Business tycoon

Cartoon writer

Dancer

Fashion designer

Former Prime Minister

Girl's group

Intellectual

Media mogul

Movie director

Musician

Political reformer

Politician

Professor

Senator

Singer

Social activist

Sportsman

Theatre director

Writer

Actually, students should be able to think up any dialogue they like, with anybody they want, and be able to ask anything and everything they wish.

## Beauty Contest Questions

You are a pretty girl in a beauty contest to see who will be chosen as Miss Universe. One of the categories you will be judged upon includes thinking, intelligence, speaking, and the ability to express yourself clearly and freely with charm, personality and grace in an understandable way. Here are some of the sorts of questions that you might be asked :

If you won a lot of money what would you like to do for your family?

What do you like better Superman or Star Wars?

If you were really, really rich, what would you do to help humanity?

Where would you like to travel and why?

They say that cars cause pollution.

Would the world be better off if there were no more cars?

If you were in a falling airplane, about to crash, what would you think about as you were going down?

Do you think it is OK to kill animals to make fur coats, , leather handbags?

Would you refuse to wear leather accessories and shoes?

What do you think about eating powdered tiger's tooth as a medicine?

If you could be born again what kind of life would you like to have?

What is the most important thing about an education?

Can you suggest some ways we could clean up the environment?

Some beauty products are said to contain poisonous ingredients. Do you think there should be banned from the market?

What do you think the ideal family life would be for you?

If you win the beauty contest, what is the first thing that you will do?

## Valentine's Day, February 14<sup>th</sup>

What did you do for Valentine's Day?  
How did you celebrate Valentine's Day?  
Did you send a Valentine?  
Did you get a Valentine?  
Do you have a secret love?  
Do you have a sweetheart?  
Is there someone whom you love?  
Does someone love you?  
Do you have more than one admirer?  
Do you like one admirer more than the others?  
Do you admire more the one girl/boy?  
Do most people celebrate Valentine's Day in Thailand?  
Do your parents celebrate Valentine's Day?  
Does your father give your mother a present?  
Does your mother give your father a Valentine card?  
What is traditionally given on Valentine's Day?  
What would you most like to receive on Valentine's Day?  
Would you be satisfied just to receive a card?  
Would you like red roses?  
Would you like a box of chocolates?  
Would you want to be given a very expensive gift?  
How about a gold chain?  
What about a diamond ring?  
Ho about something small and thoughtful?

If you like someone but that person doesn't know it, is it proper to send him/her a card or a small present? Would you have the courage to do it?

If you have a secret love, someone that you think about all the time, but he/she hardly even knows you and has no idea about your love, what can you do to bring yourself closer to that person?

Some people say that Valentine's Day is just a commercial marketing trick advertised by department stores so they can make a lot of money. Do you agree?

If a man doesn't have time to buy his wife a Valentine gift, do you think it would be acceptable for him to give her money and tell her to go out and buy herself something that she likes? How much should he give her?

## Why Don't More English Majors Take Literature Classes?

For some reason English majors seem to want to avoid taking literature classes. It would be interesting to hear some student opinions on this matter and ask some questions about why English literature classes are not more popular.

Is it because students fear that the class will be too difficult?

Do the students feel that a literature class requires too much work?

Is it because students don't like to read even in their own language?

Having to read whole books in a second language would be too hard?

Is it because the language is above their heads?

Is it because they are afraid their GPA will suffer if they get a low grade?

Is it because it is the literature of a different culture and hard to understand?

Are the ideas too deep and difficult?

Is it because the literary techniques and devices are difficult to figure out?

Is it because it is not about Thai culture and therefore not so interesting?

Is it because the culture of a second language is very strange uninteresting?

Our language ability is not strong enough for us to be able to understand.

We can only skim the surface and not get into the deeper meaning.

We are not mature enough for the themes because we are still quite young.

We do not wish to be seen as being bookworms.

Many English novels go against Thai morals and could corrupt our youth.

We don't take English lit because we take different classes with our friends.

We don't like to memorize a lot of names and narrative details for a test.

## Pair Work Dialogues

This is a task where you put people in pairs. Put two students together and get them to use their creative imaginations to write and play-out the following dialogues, as though they were acting on TV.

A man is talking to a woman and asking her to marry him.  
The woman is pleased and surprised, and she agrees, and then, they begin to discuss their wedding plans

A police woman is writing out a parking ticket on a gentleman's car when he returns and sees what is happening, and he tries to talk nicely to her to avoid paying the ticket so he can get off with a warning.

An employee is asking his/boss for a promotion and a raise in pay.  
The boss recognizes that the employee does his/her job well but goes on to explain that it is company, at the moment to freeze all promotions and pay increases. Nevertheless, the employee keeps on requesting and tries to find reasons why he deserves understanding and incentives.

A student has not got his paper finished on time and is asking the teacher to extend the deadline.  
The teacher does not wish to accept late papers and will, moreover give an "F" To anyone whose paper is late. They discuss the problem rationally and come to a compromise

A man calls a woman on the phone because he met her on the Internet.  
He wants to hear her voice and see her face and take her out to dinner expensive hotel restaurant. The girl is also interested in meeting, but she feels the situation might be dangerous for her so she asks for a lot of assurances.

Finally,

A female student wants to go camping for the weekend with her friends from class who are both male and female.  
At first, the mother refuses, because she thinks the idea is too dangerous, but, then, the daughter continues to convince her mother that they will be in an absolutely safe environment and that the boys are all her good friends and will not try any funny business. The girl assures her mother that they have all been taught how to behave properly by their parents.

## What's Hot and What's Not?

We are all influenced by fads and fashions. What's "in" today is "out" tomorrow. What's "cool" in this season will soon be out of fashion. In the chart below write the words "in" or "out" after each item in the list.

Disco dancing	
Rap music	
Short skirts	
Long hair	
e-mail	
Chat rooms	
Sex before marriage	
Birth control pills	
Madonna	
Prince Harry	
Ballroom dancing	
Herbal medicine	
Fortune tellers	
Air hostess	
Matchmakers	
Arranged marriages	
Studying abroad	
Dyed hair	
Contact lenses	
Motherhood	
Unisex fashions	
Boutique haircuts	

*Which of the above turns you on the most?*





## Teasing at School

Where you ever teased as a child at school? How did you feel?

What did you do? Can you remember a specific incident?

What happened? What were they teasing you about?

How did you react? What happens when you do not react?

What happens if you appear not to care or to react?

Will they continue to tease you if you show weakness or fear?

What about if you play along with their game and make it seem a joke?

What kind of person are you? Quiet? , Talkative? , Aggressive?

What about someone who fights back?

Is it a good thing to react violently or aggressively?

Were you ever violent when you were teased?

What was the reaction to your violence?

How did you feel afterwards? Better? , Worse? , Why?

Did you tell your parents? Why or why not?

How did your parents react? Where they angry? What did they advise?

How did your friends react when they saw that you were being teased?

Did you have a lot of friends in your class? Did your friends protect you?

Was it your friends who were teasing you? Was it friendly or hurtful teasing?

Were those who teased you bullying you?

Where they picking on someone weaker and smaller than themselves?

Did you feel outnumbered and all alone and unable to protect yourself?

What is the best way to solve the problem of teasing at school?

Do children have to learn to stick up for themselves?

Can parents and teachers help solve the problem?

Do you think teasing at school can cause permanent psychological damage?

Do you think teasing makes people more timid in later life?

## What Would You Do in These Dilemma Situations ?

The waitress forgets to charge you for one item on your bill.

You can kill people just by wishing their death.

You witnessed another student cheating on a test.

Would you play Russian roulette for one million dollars?

You scraped someone's car when parking, but nobody saw you do it.

Would you marry someone you loved who has suddenly become paralyzed?

You discover that they gave you the wrong baby in the delivery room.

You are happily-married but feel passion for another.

You could be a superstar like Madonna if you agreed to pose in the nude.

Would you get an abortion if you got pregnant before marriage?

The police are looking for your brother and you know where he is.

Some smart lawyer tells you how to avoid paying income tax.

You have to lie to get the job you want.

Someone asks to borrow your money and you know he won't pay it back.

Your husband can get money if he commits an act of corruption.

You are falling in love with someone who will die within one year.

You hate your husband and have heard someone wants to kill him.

You wish to your see your boyfriend but would have to lie to your mother.

Your father has a girlfriend. Should you tell your mother?

Your boss wants to beat you at golf. Would you let him win?

You have fallen in love with a girl, but she is a drug addict.

Your daughter wants to marry a boy that you do not like.

Your family tells you to marry someone of your own race.

Your boyfriend tells you to give him what he wants or he will leave you.

A cancer victim suffering terrible pain asks you to help them die now.

## Going To Nightclubs

There are many things you can express your opinion about, which make good speaking topics. Take the idea of young people going to night clubs, for example.

Some say they should be free to go out and enjoy themselves, while others say that young people in night clubs face many unseen dangers.

How about you?

What do you think? Look at the following student opinions :

“I can go there and only drink and spend a little and dance all night only with my friends and not come into contact with bad company. It’s up to me what I do and I know how to control myself.”

Do you agree? How do you feel about going to night clubs?

What are some of the dangers?

What are the pleasures?

Why do you need to go to a night club to dance and have fun?

How do you feel when you are around people who are drunk?

How do you feel when you are in a loud place full of smoke?

What about immodest men who want to find girls to have fun with?

What about the example of girls who exhibit immodest behavior?

Are you nervous that some of the people in the club are using drugs?

Do people try to sell you drugs when you go to the toilet?

What about if someone put drugs in your drink? What would happen, then?

Do you think that there is the danger of being raped if you frequent clubs?

Do you have the self-control to resist all temptations and remain pure?

Are expensive drinks a big waste of money?

## What About Sex Before Marriage?

Opinion is divided between young people whether they should or should not have sex before marriage. The traditional view is that pre-marital sex goes against Thai tradition and customs. Many girls and their families are certainly in favor of this point of view, but some young couples who are in love and plan to marry anyway would disagree. So would a lot of boys who just want to have sex without thinking too much about any sense of responsibility. What do you think? Look at the opinions below and express your feelings.

Thai culture is against it. The woman is disadvantaged.

There is no advantage for the woman if she is not ready for a family.

Young people are not ready and capable to deal with having a child.

Sex before marriage allows you to get to know if you belong together.

Sex is just another part of life, and you don't have to be married.

Living closely together helps you to mature more quickly.

It's alright for couples who are sincere in their commitment.

It's no good if the man is just playing around without sincerity.

It's up to the couple. Consenting adults can do what they want.

It's not fair to the girl if she is just "used" and then dropped.

Couples should try living together before they get married.

No one will want to marry a girl who is no longer a virgin.

Why have to wait so long and deny yourself the pleasure?

It's OK for consenting couples who use birth control.

Having one partner is OK if both have taken an Aids test.

The family will lose face if their children are having sex.

## Electoral Questions

Are frequent elections a waste of money?

What about vote-buying?

Why have election campaigns at all, if votes are already paid-for in advance?

Would you sell your vote? Why or why not?

Why would someone decide to sell his/her vote?

How can vote-buying be stopped?

Where does the money come from to buy the votes?

How do politicians who buy votes get their money back?

Does vote-buying defeat the purpose of democracy?

Can education stop people from selling their votes?

Do people lose more than they gain when they sell their votes? Why?

Do you think that a poll watch committee can have much effect?

Does a “donation” to the village count as corruption?

Do some people take money from one party and then vote for another?

Can anybody check to see how you voted?

Does a “donation” which is given in advance count as vote-buying?

Is it dangerous not to vote the way that you are told?

Why are so many canvassers killed or injured?

Can building a new road through the village count as corruption?

Should government be for the people and by the people?

Why is there so much political power in the hands of so few?

## Making a Statement and Getting a Reaction

*Students work in pairs, with one making the statement and the other giving the reaction.*

When I become the boss, I'll fire a few uncooperative and lazy people.  
That's a good idea, but please don't fire me.

I'd like to tell my boss about all the administrative problems I have to face.  
Why don't you tell him? He can't help you if he doesn't know the problem.

I think I'll start coming to work early and then I can also go home earlier.  
That's exactly what I do, and I miss the traffic both coming and going.

I'm going to quit my job and go to work for a big name company.  
Why don't you do that? It will also look a lot better on your resume.

I want to do my MA and my CPA in three years while working full-time.  
Well, lots of luck, but it won't be quite as easy as you may imagine.

I'm planning to leave my husband and going somewhere to live on my own.  
I can understand how you feel. Why don't you go ahead and do it?

One day, I'm going to tell my mother I want to live an apartment of my own.  
Good idea, but you may find it difficult to look after yourself all on your own.

Sometimes, I think I'd like to live a lot closer to the university where I study.  
Yes, a lot of people do that so they don't waste time in traffic.

Nothing can ever stop me from achieving the goals I have set for myself.  
I admire your determination because that it will take great discipline.

One day, I want to earn a lot of money and build my parents a new house.  
What a coincidence, that's exactly the same thing I've been thinking.

I have decided to loose fifteen kilos in the next three months.  
That will be good, but you'll have to eat little and exercise a lot.

I really want to do something to improve my English.  
Good, and the best way is to study everyday in short, frequent sequences.

I've made the resolution that I will never smoke another cigarette.  
Good for you. I quit three years ago and it made me feel proud of myself.

Let's take a short break now. What a good idea. It will help us clear our heads.

## Writing Survey Questionnaires

When you are making up a research survey questionnaire, don't ask questions demanding only "yes/no" answers, or your data will not show the subtle range of measurement(s) that you need to make statistically convincing conclusions in your report. You need to show rank and gradation of measurement, using a range of choices in your questions to allow better graphics. The examples below illustrate different ways of asking questions.

A. Yes/no --- output percentages  
Is Benz the best car? Yes or no?

B. Closed Set --- output percentages  
Which brand of car is the safest? One answer .....

C. Rating scale --- output frequency tables

*How often do you drive in the city?*

<i>frequently</i>	<i>seldom</i>	<i>rarely</i>	<i>never</i>
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D. Ranking ---output scale of rankings

<i>Audi</i>	<i>Volvo</i>	<i>BMW</i>	<i>Mercedes Benz</i>
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E. Open set question

What is the most important factor that influences what car consumers buy?

F. Multiple-choice

What car had the most distinctive design?

<i>Jaguar</i>	<i>Benz</i>	<i>Ferrari</i>	<i>Porsche</i>	<i>Maserati</i>	<i>Bentley</i>
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Make up a questionnaire that uses each and every type of questioning above.



## Student Survey About School, Teachers and Education

Do you agree/ disagree / or are you unsure about the statements below?

<i>Statement of Opinion</i>	<i>agree</i>	<i>disagree</i>	<i>unsure</i>
Final exams should be abolished.			
Students should choose their own teachers.			
Self access learning is very effective.			
Students should choose their own topics.			
Teachers should listen to student's ideas.			
Classes should begin at 8 AM not 8:30.			
Students don't learn from just memorizing.			
Teachers should stress thinking and creativity.			
Classroom activities should be interactive.			
The teacher should not have absolute control.			
The student is more important than the teacher.			
Students should be free to suggest ways to learn.			
Just listening to a lecture is quite boring.			
Teachers should use more graphics and technology.			
Many short tests are better than one final exam.			
We learn a lot from doing outside research.			
Independent study demands a lot of responsibility.			
Students should ask more questions during class.			
Teachers should not be too strict and demanding.			
What learn depends on how much we work.			
Teachers should try to make classes more fun.			
Student freedom and creativity should be stressed.			
Do you have any other ideas to suggest?			

## Teacher Evaluation

*This survey will ask you about your interaction with your teacher. On average, during each class, how often does your teacher do the following? Put a checkmark in the appropriate box.*

Question	Frequently	Often	Sometimes	Never
Ask you a question				
Correct your answers				
Correct your pronunciation				
Check your written work				
Correct your grammar				
Consult about your work				
Answer your questions				
Talk to you before class				
Talk to you after class				
Talk to you in his/her office				
Give you personal advice				
Inspire you to think				
Teach you new ideas				
Check your logic				
Teach you writing techniques				
Stress organization of ideas				
Check if you understand				
Help you understand				
Make you feel relaxed				
Make you more confident				
Ask you to speak in class				
Teach presentation techniques				
Critique your presentations				
Listen to your ideas				
Agree with your ideas				
Encourage further thought				
Get you to reconsider ideas				
Praise you performance				
Broaden your thinking				
Encourage further thought				
Get you to reconsider ideas				
Open your mind to new ideas				
Make you want to learn more				
Encourage creativity				

## Teacher Evaluation Form

Read the statements and, then, check the appropriate column, according to the following scale :  
 1=strongly agree, 2=agree, 3=not sure, 4=disagree. For example, 1 is best and 4 is worst.

<i>Question</i>	1	2	3	4
The teacher explained the goals and objectives in the beginning.				
The teacher explained how the grades would be calculated.				
I know where I can visit my teacher in his/her office.				
The teacher was well-prepared and organized.				
The teacher was open to questions and discussion.				
The teacher moves about the room when we work in groups.				
The teacher often asks us if we need any help.				
The teacher has a friendly and helpful attitude.				
The teacher seems enthusiastic and interested.				
The class makes me want to improve my English skills.				
I am not afraid to ask the teacher a question.				
The teacher speaks loudly and clearly.				
The teacher comes to class on time.				
I can understand the explanations about assignments.				
The teacher taught us how to give presentations.				
What I learned can help me later in life.				
The teacher gives us personal feedback and comments.				
We had a reasonable amount of time to complete assignments.				
The grading was fair				
The handout sheets were useful				
The level of reading was not too difficult.				
A class like this one would benefit other students.				
I would recommend this class to a friend.				
I would recommend this teacher.				
I feel the teacher cares about the students.				
The teacher sometimes gave me praise when I did well.				

The most important thing that I learned in this class was .....

.....

What I liked most about this class was .....

.....

The thing I liked least about this class was .....

.....

## What Do You Believe In?

Indicate what you believe in by putting an “x” in the appropriate box below :

<i>word</i>	<i>yes</i>	<i>possibly</i>	<i>maybe</i>	<i>not sure</i>	<i>not at all</i>
Ghosts					
God					
Angels					
Devils					
Rebirth					
Heaven					
Hell					
An afterlife					
Purgatory					
Witches					
Spells					
Charms					
6 <sup>th</sup> sense					
Magic					
Horoscopes					
Predictions					
Karma					
Curses					
Good luck					
Bad luck					
Prophecy					
Superstitions					
Fate					
Destiny					
Kismet					
Prayer					
Chanting					
Moderation					
Chastity					
Forgiveness					
Revenge					
Meditation					
Forgiveness					

What did we forget to put in the list? Write your new ideas in the margin.

## Good Personal Characteristics

What about your personal characteristics and qualities and social skills?

<i>characteristics</i>	1	2	3	4	5	6	7	8	9	10
Well-educated										
Well-mannered										
Well-behaved										
Well-balanced										
Open-minded										
Good-humored										
Forgiving										
Thoughtful										
Flexible										
Calm										
Patient										
Mature										
Religious										
Noble										
Honorable										
Virtuous										
Graceful										
Grateful										
Faithful										
Trustworthy										
Truthful										
Caring										
Careful										
Devoted										
Generous										
Stable										
Cheerful										
Generous										
Optimistic										
Friendly										
Warm										
Helpful										
Humble										

If you liked this task, you can do the one on the next page as well.

### Characteristics, Qualities and Social Skills

<i>characteristics</i>	1	2	3	4	5	6	7	8	9	10
Non-smoker										
Non-drinker										
Non- vindictive										
Good conversationalist										
Good-looking										
Well-dressed										
Bad-tempered										
Hospitable										
Witty										
Clever										
Quick-minded										
Beautiful										
Attractive										
Shapely										
Vivacious										
Tasteful										
Tender										
Gentle										
Moderate										
Quiet										
Diligent										
Reliable										
Disciplined										
Compromising										
Sweet										
Innocent										
Trusting										
Endearing										
Dependable										
Cooperative										
Modest										
Shy										
Unassuming										
Peaceful										
Free of vices										
Free-thinking										

## What Qualities Do You Seek in Marriage?

Put an “x” to indicate the degree of any quality you seek in a marriage partner. Then, go through the list again, and, using a red pen to indicate which qualities that you think your potential marriage partner would probably expect you to have.

Sexy	x				Undersexed
Hard-working				x	Lazy
Interesting					Boring
Gracious					Ungracious
Shapely					Overweight
Helpful					Unhelpful
Responsible					Irresponsible
Moral					Immoral
Honest					Dishonest
Disciplined					Undisciplined
Caring					Uncaring
Kind					Unkind
Intelligent					Unintelligent
Rich					Poor
Well-known					Unknown
Considerate					Inconsiderate
Thoughtful					Not thoughtful
Understanding					Unsympathetic
Faithful					Unfaithful
Loyal					Disloyal
Trustworthy					Untrustworthy
Cheerful					Morose
Sweet					Bitter
Clean					Dirty
Considerate					Indifferent
Lovely					Ugly
Clever					Stupid
Patient					Irritable
Possessive					Not possessive
Dependable					Undependable
Compromising					uncompromising
Prudish					Loose
Inquisitive					Complacent

## A Marriage Partner Made to Order?

Would you like to be able to predetermine the qualities of your spouse, stipulating what qualities you would desire? Don't laugh. There are already companies that are thinking of ways to make money with such schemes. Let's help them in their market research by filling-in the following research questionnaire. In order of preference, (from 1 being the most important to 30 the least, number the qualities you would like to have in a partner :

<i>number</i>	<i>quality</i>
	Attractive
	Sexy
	Faithful
	Understanding
	Caring
	Loving
	Talkative
	Inquisitive
	Quiet
	Rich
	Hard-working
	Disciplined
	Responsible
	Good listener
	Enjoys food
	Non-smoker
	Aggressive
	Enthusiastic
	Fashionable
	Charming
	Well-mannered
	Friendly
	Thoughtful
	Good dancer
	Generous
	Intelligent
	Compromising
	Obedient
	Dependable



## Computer-Dating Service

Please fill-in the blanks to provide data on what you want in a partner.

Gender desired	
Age range	
Height	
Weight	
Job level	
Salary	
Education	
Background	
Appearance	
Style of dress	
Musical preference	
Personal habits	
Intellectual interests	
Free-time activities	
Type of car	
Type of housing	
Hobbies	
Sports	
Personal qualities most desired	
Personal qualities least desired	

Add some other required qualities in the blank spaces, at no extra cost.

## Using Questionnaires for Student Interaction

Two teachers can mix two classes together. In both classes each individual student has written his/her own separate Survey Questionnaire in advance. For example, if the teachers are mixing two groups of 20 students each, there will be 40 different surveys being given and taking place all at the same time.

Each student should move around the room and ask a different person a different question each time he/she speaks. Let them wander around in an open space, with something like a clipboard in their hands, so they can record the answers easily.

Everyone will be talking at once and it can get loud, but it is a lot of fun. There should be a rule that only English is spoken. The students can choose their survey topic themselves on any subject that is not too broad. Some sample topics might be as follow :

Music videos	Cosmetics
Computer games	TV viewing
Football players	Sex education
• Football teams	Designer fashions
Chat rooms	Movies
Discussion groups	Movie stars
Cyber sex	Student's spending money
How students use the Internet	What sports students play
E-mail	What sports students watch
Mobile phones	Shampoo
Study habits	Brand name products
Discos	Favorite Thai foods
Restaurants	International cuisine
Fast food	Ice cream

## Are You Physically Fit?

At what age do you think that you are the most-fit? Fill in the boxes :

<i>Type of fitness</i>	<i>age</i>	<i>Why?</i>
Physically		
Psychologically		
Sexually		
Spiritually		
Athletically		
Intellectually		
Anatomically		
Other		

Are you Fit or Unfit? Are You Clever or Stupid?

Place an "X" in the box that you consider to be the most appropriate.

<i>most</i>	<i>quite</i>	<i>somewhat</i>	<i>unsure</i>	<i>a little</i>	<i>very</i>	<i>worst</i>
Fit				<b>X</b>		unfit
clever						stupid
energetic						lethargic
enthusiastic						apathetic
overweight						underweight
happy						unhappy
rich						poor
attractive						ugly
honest						dishonest
friendly						unfriendly
fast						slow
open						guarded
tall						short
meticulous						sloppy
Loud						quiet
active						passive
normal						abnormal
careful						careless
discreet						indiscreet
generous						Stingy

## What Kind of Person Are You?

Write an "X" in pencil on the appropriate space.

<i>degree</i>	<i>extremely</i>	<i>very</i>	<i>somewhat</i>	<i>a little</i>	<i>not-at-all</i>
Decisive					
Slow					
Modest					
Shy					
Careful					
Realistic					
Ambitious					
Curios					
Religious					
Cool					
Distant					
Unfeeling					
Unsatisfied					
Accepting					
Intellectual					
Patient					
Stable					
Orderly					
Ordinary					
Disciplined					
Dissipated					
Indecisive					
Aggressive					
Impressive					
Quick					
Proud					
Impulsive					
Romantic					
Lazy					
Dull					
Warm					
Tender					
Emotional					
Unstable					
Lethargic					

## Are you Physically and Mentally OK?

Put an “x” at the appropriate place in the line to show how sexy you are, etc.

sexy.....not very sexy  
slender.....overweight  
attractive.....unattractive  
young.....old  
active.....inactive  
enthusiastic.....unenthusiastic  
energetic.....lethargic  
quick-witted.....dull  
decisive.....indecisive  
self-confident.....passive  
docile.....aggressive  
friendly.....unfriendly  
athletic.....unathletic  
fit.....unfit  
competitive.....non-competitive  
muscular.....flabby  
warm.....cold  
firm-bodied.....flaccid  
giving.....selfish  
open-minded.....closed-minded  
strong.....weak  
Disciplined.....undisciplined  
compromising.....uncompromising  
trim.....plump  
clear-headed.....confused  
calm.....panicky  
comforting.....disturbing  
courageous.....cowardly  
complex.....simple  
serene.....worried  
confident.....unsure  
kind.....cruel  
merciful.....merciless  
humble.....proud  
unperturbed.....perturbed  
compassionate.....inconsiderate  
polite.....rude

## Have You Ever Considered Plastic Surgery?

Plastic surgery is becoming ever more popular, especially in Asia. Some people feel quite dissatisfied with how they look. If you could alter your appearance, which body parts would you most like to change?

<i>Which part?</i>	<i>Why?</i>	<i>How?</i>
--------------------	-------------	-------------

Hair		
Eyes		
Ears		
Nose		
Lips		
Chin		
Breasts		
Waistline		
Legs		
Feet		
Thighs		
Skin		
Cheeks		
Eyelids		
stomach		
Posterior		

## Discussion Topics

Consult the suggested list of topics below that can be used in the classroom for discussion or debate.

You can do unstructured, informal discussion, going around the class in a circle and asking each person to say what he/she thinks or structured debate, dividing the class in two groups and hearing arguments alternatively for or against, followed by a question session afterwards.

Should Police shoot drug dealers extra-judicially?

Do girls like talkative boys or clever boys?

Should school uniform regulations dictate what kind of shoes you wear?

Should teenagers be allowed to go to nightclubs after 10 PM?

Should men be required to do military service?

Should you have to pay a fine if you do not vote?

Should up-country folks be allowed to distill their own alcoholic drinks?

Should girls take diet pills to be thin?

Should unmarried women be allowed to take birth control pills?

Should we have all the street dogs in the city exterminated?

Students who are caught cheating should be expelled from school forever.

Should we legalize the sale of speed pills to help shut- down the drug trade.

Illegal lotteries should be shut down and the people who run them put in jail.

It is OK to avoid paying taxes to the government if you can get away with it.

The Revenue Department should imprison people who cheat on their taxes.

Should there be some kind of software provided that censors websites?

## TV Talk Show Debate on Plastic Surgery

Imagine that you are giving a talk show on plastic surgery on TV, and you have invited six guests, who will debate the “pros and cons” of plastic surgery.

Assign six individual students the roles of arguing different positions (whether they actually agree with them or not) and allow them time to do research and collect information, so that they will be able to argue their assigned attitudes convincingly in formal debate.

One has had a nose job and is totally satisfied with the result

One had facial plastic surgery and the operation went wrong

One had breast implants and suffered negative side effects

One had her eyes made bigger and looked more attractive

One is a doctor who favors plastic surgery

Another is a doctor who opposes plastic surgery

First, each speaker, going in turns, around in a circle, will have the chance to present his/her main point of view. Then, the debate will be open for the debaters to agree or disagree with statements already made. Following that, each speaker will have a second chance to present more-detailed information to back up his/her assigned point of view, after which they can attack or counter-attack their debate opponents' statements, with the teacher trying to maintain some sense of order and decorum in the discussion.

Finally, there should be a free-for-all, open debate in which anyone in the room can say anything he/she wants to anybody he/she wants anytime he/she wants. From this point onwards, the teacher should just let the discussion go, without trying to maintain a leadership role of classroom controller order, to see what happens in a free-for-all situation. If the students totally forget that the teacher is there, so much the better for the success of the activity, because there will be more spontaneity.



## **Giving Reasons Why**

Why does an object fall to the ground when we drop it?

Why do the oceans have a tide?

Why is it dangerous to get too much exposure to the sun?

Why is smoking dangerous for your health?

Why does drinking alcohol make you tipsy?

Why does drinking a lot give you a hang over the next day?

Why do students sometimes skip class?

Why do many students cheat when they get the chance?

Why do some students work harder than others?

Why does it rain?

Why does it snow in Switzerland but not in Thailand?

Why is it cold in Canada and hot in Thailand?

Why do poachers still kill protected species?

Why are many animal species becoming extinct?

Why are we experiencing global warming?

Why did Thailand have an economic crisis in 1977?

Why is the percentage of forested land decreasing in Thailand?

Why is it so hard for poor farmers to make a living?

Why don't kids go to schools in their own neighborhood like in the USA?

Why do so many foreign visitors come to Thailand?

## Student Debate

Divide the class into groups and get them to discuss one topic and give reasons to justify the assertion made in the list that you see below. One student should be appointed as discussion leader and another should be asked to act as secretary to write down the points as they come up. Later, the group can put the points in logical order and each individual group member can speak before the class and present some of the reasons.

The university should decrease the number of street dogs on campus.

Students should be allowed a study week with no classes before exams.

The economy will be less stable if corruption is allowed to survive.

The government could collect more taxes by stopping the flow of illegal funds.

There is too much government control already. We don't need any more.

If a government gets too powerful, this can negatively affect human rights.

We should not always say what we are thinking.

Every citizen should be allowed the right of free speech.

Freedom of the press is the basis of democracy.

Too much freedom of the press can damage human rights.

Women should have the same rights and wages as men.

There are some jobs that only men should perform.

It is better for the family if the wife can stay home and take care of the family.

Nowadays, it is necessary for the wife to work so the family has enough money.

It's better to always take a taxi than to own your own car.

Driving your own car gives you a lot more freedom than depending on public transportation such as taxis, busses, trains, and, etc.

## The Big Debate

Let the students form two teams to be prepared to debate their point of view against the opposing side in the next class. Put all the students from one side in a row of chairs along one wall and do the same with the other group along the opposite wall. Every one should present a reason orally to justify his argument, and every one should try to counter one statement of the opposing team. Interruptions are allowed, but the teacher will chair the discussion.

Women make better managers than men.  
Men make better managers than women.

The mother is even more important than the father.  
The father is even more important than the mother.

Students need to be strictly disciplined by their teachers.  
Students need not be strictly disciplined by their teachers.

There are advantages to wearing school uniforms.  
There are advantages in not having to wear school uniforms.

The government should deal very harshly with all known drug-users.  
The government should not crack down people who use but do not sell drugs

Young people should stay out of nightclubs altogether.  
It does no harm for young people to visit nightclubs.

A girl should not have a boyfriend until after she has graduated.  
It does no harm for a girl to have a boyfriend while she is a student.

Exposure to Western culture is ruining Thai values.  
It does no harm for Thais to be exposed to Western values.

Girls like men who talk nicely better than men who are handsome.  
Girls like handsome men better than those who just talk nicely.

You should marry for love and not for money.  
Never marry anyone who has less money than you.

You should marry someone from your own race and culture.  
Mixed-marriages often work out very successfully.

## Giving Presentations

When you have to give an oral presentation in front of an audience, there are a few tips you can remember which will help you feel more comfortable and make your speech sound and look more professional. Some of the obvious things to remember are :

When you first stand up and walk to the front of the room, try to look confident/ Try not to look nervous.

Instead, take a deep breath and pause for a moment, glancing all around the room, at every person, in the eye in a friendly and confident manner, so you can win their confidence and won't have to be afraid of them.

Stand facing the audience, with your shoulders parallel to the front row, with both feet solidly on the ground, and your hands at your sides, keeping your hands and fingers still, except when you sometimes raise a hand or finger or make a gesture for emphasis.

Keep looking around and maintaining eye contact at all times

Keep smiling and looking from person-to-person, So they won't stop giving you their attention.

Speak loudly and clearly so everyone can hear you. Use a commanding voice to maintain authority.

Watch your grammar and control your content So your material sounds well-organized.

Make it flow smoothly and naturally, like everyday common speech

Use an outline if you can, glancing only periodically down at the paper.

And then up at the members of the audience again Re-establish eye contact before looking down again to remind yourself of the next point.

## Some Mistakes to Avoid When Giving Presentations

Avoid looking at just only one person

Don't avoid eye contact by looking only at your paper

Don't look at the ceiling or the floor or the wall or out the window.

Don't make your speech sound memorized.

Don't just read out your text,

because just reading is deathly boring

And will immediately "turn off" the audience

And everyone will stop listening and go to sleep.

Don't hold your notes up in front of your face

or wave the paper around and up and down.

Avoid rolling and fingering the paper or fiddling with the pages.

Don't grasp the page too firmly and rigidly with both hands.

You can relax and loosen up and hold the page in one hand.

Don't hold onto your wrist or elbow or ankle when you are talking.

Don't make nervous, unconscious facial movements,

with your head, hands, arms, legs, or other body appendages.

Keep your fingers out of your hair, face and mouth.

If you feel an itch, try not to scratch yourself in front of the class.

If you feel you can't control your hands, hold them behind your back

Keep your upper body still and don't sway from side to side

Keep your feet still and don't move around

From side to side or back and forth

Do not perform an unconscious dance or wriggle about.

Never stand with you back to the audience under any circumstances.

Never let them see your backside

Never stand sideways with your body at an angle to the audience.

## Some More Tips on How to Give Good Presentations

- Don't wait until the last minute to prepare your materials.
- Make sure you have got your outline and graphics together early so that you have time to go over it and practice your lines for four or five days beforehand and have command of your materials.
- Hold your body erect, and don't slouch or stand too rigidly.
- Retain a relaxed posture so you don't get too stressed or tired.
- Hold your head high and speak in a dignified way.
- Make sure all the necessary equipment is in the room before class.
- Practice using overheads or VCR's if you are not used to them.
- Check early before class to see microphones and equipment are working
- Check to see that you have not forgotten anything like chalk or whiteboard markers or tape, poster paper, etc.
- Don't hold the microphone too close or too far from your mouth.
- Make sure the volume is set at an appropriate level.
- Before you go into the room look in the mirror to check your appearance.
- Make sure your hair will not flop in your face while you are speaking,
- If necessary use a hairclip or headband and do not neglect to see
- That all buttons and zippers and shirttails are in place
- Don't forget your eye glasses or contacts if you need them.
- If you use visual aids be sure the writing is large enough
- So that everyone in the room can see your graphics
- Turn off some lights if you are using overheads.
- If you are unsure of the pronunciation of some of the difficult words, find someone like your teacher, who can coach you to say the words correctly, so that you do not lose face before the audience.

## What Happens When Presenters Feel Too Nervous?

Here are some more tips on how to control the jitters. Use mind over matter to avoid allowing yourself get nervous before you have to stand up.

The only one you have to fear is yourself. Don't let yourself feel uncontrolled anxiety. Don't be a victim of fear of your peers. Don't be afraid of the teacher either. He is on your side and wants to see you do well. So does everyone else, for that matter.

If possible, sit in your chair before it is your turn to speak, with your back upright, and do some deep-breathing exercises to calm yourself.

To overcome your fear of the audience, imagine that they are all sitting there in scanty swimwear or something like that. This will make you smile and relax and overcome your initial dread.

While you smile, look around and you will probably see friendly faces smiling back. If you frown or scowl or look stiff and rigid, you will make your audience feel the same way and they will feel and look uncomfortable.

Continue to control your breathing. Take long and deep breaths rather than gasping and seeming to be out of breath. During each long breath, you will be able to say a sentence or a phrase, and this will get you going on the points of your outline and give you a natural rhythm.

Stage fright usually goes away the moment you start to talk. Concentrate on the steps of the talk, and you won't have time to be scared.

Speak slowly and clearly and loudly, instead of too rapidly and too indistinctly and quietly. Progress at a practiced pace, pausing between ideas, rather than rushing through the words so quickly that no one can catch your meaning.

Neither should you hesitate in the middle of a thought to break the rhythm. Don't stutter and stammer and mispronounce words because you are racing too quickly and/or have not taken the time to rehearse your speech before the mirror beforehand.

## Using Graphics on the Overhead Projector

When we give an oral presentation, we sometimes/often have to use an Overhead Projector (OHP) to present a part of our information visually, on plastic film transparencies, which make it easier for the audience/viewer to follow and understand. Here are some things to keep in mind when you have to use the OHP.

Arrive at the room early to check that the OHP is there and working.

Test the power source and also the microphone if any.

Project one of your transparencies onto the screen as a test.

Make sure the screen and projection table are in line.

Adjust the focus and angle of projection.

Check to see that your numbers and words are large enough to see.

Test to see you can dim the lighting at the front of the room.

When you go up to talk, place the transparency firmly in place.

The plastic film should not move when you are talking.

Do not touch the plastic and jiggle it about.

Use a pointer or a pencil to indicate where the audience should look.

Don't let anyone see the shadow of your hand in the light.

Don't project your body's shadow between the light and the screen.

Keep your transparencies in order to avoid any mix up in sequence.

Don't drop everything on the floor through carelessness.

Place and remove the films on/from the OHP in smooth sequence.

Practice the whole presentation beforehand in an unused classroom.



## More to Remember About Using OHP Graphics

It is natural to make mistakes the first time you give an OHP presentation. Below is a list of common errors speakers often make before they have received some professional guidance and training :

Never stand sideways to the audience looking at the transparency.

Maintain eye contact with the audience using a pointer on the OHP.

Keep you body and shoulders in line with the front row of the room.

Never stand with your back to the audience, reading from the OHP.

Glance down at the outline but then look back up when you speak.

Never face the screen and talk facing the front wall.

Don't let anyone see your backside.

If you want to point to the screen, stand with your back to the wall.

Never cross an arm across in front of your body to point to the screen.

Point to the graphic using the arm that is closest to the screen.

Pin-pointing what you are talking about helps the viewer to focus.

Don't forget to keep smiling, even if the room is half darkness.

Project your voice loudly so it reverberates off the back wall.

Don't try to let the graphics do your work for you.

Some presenters stand silently and just let the audience read the graphic.

You are still the main speaker and center of attraction.

Don't hide in the darkness and lose contact and control.

Don't forget to use transition words between pictures/diagrams

Build up to an ending with a sense of final climax and conclusion

Don't leave the audience hanging.

## Guided-Tours

A great way to practice speaking is to imagine you are preparing an official presentation, as though you were a qualifying to become a Tour Guide, and doing the oral part of the examination, to get a license from TOT to be able to take tours into government-sponsored tourist sights. You will need to have a lot of graphics and talk about the pictures and give a lot of information and background about the sights. Pictures and information should not be hard to come by in a kingdom like Thailand which derives a lot of its income from foreign visitors who come to see the cultural attractions. Some suggested sights may be as follows :

Bridge over the River Kwai	The Marble Temple
Buddha's footprint at Saraburi	The Temple of the Dawn
Sukhothai and Si Satchanalai	The Grand Palace
Bang Pa-in summer palace	The City Pillar of Bangkok
Ayutthaya	Lohaprasatt at Wat Rachanadda
Golden Buddha at Wat Traimitr	Anantasamakom Throne Hall
The Floating Market	The Umbrella Village Near Chaingmai
The Giant Swing	Lopburi Province
Prasat Phanom Rung, Buriram	The Stone Sanctuary Ruins at Pimai
The Golden Mount	The Royal Barges Museum
Nakon Phatom	Chiang Mai
Temple of The Emerald Buddha	Ko Samui
Wat Prakau	Phuket
Ban Chang	Doi Inthanon
Thai Temple Architecture	The Golden Triangle
The Kanchanaburi Region	Pra Pathom Chedi /Phuttamonthon
Petchaburi Region	Democracy Monument
Kampangrhet and Phitsonolok	The Ploughing Ceremony
The Summer Palace Hua Hin	Thai Temple Art

## Presentations on Thai Life, Customs, Culture and History

A tour guide should be a kind of cultural ambassador, who can explain aspects of the traditional Thai way of life to interested foreign guests and visitors in the Land of Smiles.

Some suggested topics might be :

Vissaka Bucha Day	King Mongkut
Makha Bucha Day	King Chulalongkorn
Loy Kratong	Khon Masked-Dance
Buddhist Lent	Thai Kick Boxing
Songkran festival	The Ratanakosin Period
Thai food	The Chakri Dynasty
Thai sweets	King Bhumibol Adulyadej
A Thai Spirit House	Thai Temple Art
A Thai Wedding	Traditional Thai massage
Thai Classical Dancing	The Chao Praya River in Thai life
Thai Classical Music	The Four Noble Truths
Mother-of-pearl inlay	Some Thai Buddhist Images
Thai Silk and Mudmee	Thai Porcelain and Pottery
Tao Suranari	Chinatown's History
Queen Srisuriyithai	Thai Democracy
King Taksin	King Bhumibol
King Naresuan	Early Khmer Influences
KuhnYing Chan and Khun Ying Muk	The Hill Tribe Region
King Narai	Becoming a Thai Monk

There are, of course, many other aspects of Thai life that you could choose.

## **Present the Design of Your Dream House**

In this task, the students will be asked to design their own dream house. The class should be divided into groups as appropriate, normally five per group. The budget is hypothetically unlimited, so they will have total freedom to build as big and expensively as they like.

First, each student will take about fifteen minutes, individually, to write down some of the features he/she would like to see included in the house, For example, swimming pool, pool table, sound studio, game room, etc.

Second, the members of the group can take about twenty minutes to compare one another's lists, and discuss and choose the features that everyone agrees to include. Then, they should create a general idea of the building's overall design. Should it look like an old castle, or a modern villa, or an outer space dwelling?

Third, once the larger concept is has been decided upon, the group should discuss the floor layout and the interior design for each room. At this stage, certain individual students may volunteer to do the interior design of certain rooms of their choice. This activity should take up the rest of the class-time, and, then, they should each complete their own part of the overall task for homework and bring the results to the next class

Fourth, in the next class, they should begin to make preliminary sketches of the outside and internal designs, and decide where each room should go, including all floor plans. After everybody has agreed on the larger plan, the group should assign individual students to produce poster-sized drawings for his/her part of the task.

Fifth, the artwork should be finalized individually at home or wherever the group decides to meet outside of class, and each student should, then, prepare him/herself to give an oral presentation in the next class on his/her contribution to the overall design.

Sixth, at the beginning of the next class, they should be given a few minutes to organize themselves, and, then, asked to give their presentations, group by group. This should take up most of the class time, during which the teacher can take some notes on individual presentations so the teacher can give that student some pointers, later, when they have time for consultation.

Last, but not least, the students, should vote, by a show of hands, indicating which house design they thought to be the best of all. The winning group should be asked to stand up to receive a round of applause. The winning group should also be given five bonus points towards their overall class grade to reward them for their ingenuity and effort.

## News Program Presentations

It's also fun for students to organize and present their class like a TV show, which is especially prepared for English language students. You can divide the class into pairs and groups and assign them jobs and let them choose the topics they will perform in the next class meeting, which may include some or all of the following tasks :

1. Choose a Master of Ceremonies, or Presenter, who will perform the introduction to the show and tell us what sequence of tasks will be performed by the other students. He/she should introduce the presenters as they take turns and then speak some final words at the conclusion of the show.
2. Explain Proverbs or Idioms : This is a good way to start off the show with one pair of SDS each introducing one proverb/idiom and giving examples of how it is used in daily speech.
3. Presenting General knowledge : Another group can speak on an informative topic to tell us about something that everyone should know, for example, about health or geography or computer technology.
4. A Word Game is another good activity: like an example from hangman or scrabble or a crossword puzzle.
5. A Role Play may follow with the SDS acting out a scene from a popular movie, soap opera, fairy tale or myth. SDS choose the scene and write and perform their own dialogue.
6. A Joke from the Internet or a joke book presented by one or two SDS can help to add humor to the sequence.
7. Singing a song using a VDO would be an interesting way to involve the SDS and work on pronunciation at the same time. See also the following suggestions:
8. A VDO Clip from a popular film followed by questions and discussion.
9. A Cooking Demonstration that can be performed easily in class without flame or fire, for example, how to make a certain kind of sandwich or salad or dessert.
10. A Debate : choose a topic on which the class is divided in opinion and put the SDS in two lines of chairs opposite one another and argue it out.
11. Eating Out : SDS can have a conversation about dining out at Siam Center, KFC, Mac Donald's, S and P, MK-Sukiyaki, etc. Students can tell about value-for-money and talk about some of the food items.

Plan out the format and timing of the show, so that each student speaks for an equal amount of time and everyone does an equal amount of work.

## News Desk

If the students reliable enough to do their homework, another effective way to hold a classroom activity is to give the students this handout sheet in advance of the up-coming class, and tell them to prepare themselves, by reading English newspapers and magazines, or watching the news on cable TV, or looking at Internet sites, to speak for two minutes *one topic of their choice* from of the following categories :

### World News Headlines

Bangkok News

Asian News

The Royal Family

World Sports

Computer News

New Technology

### Business and Finance

The Stock Market

Currency Exchange

World Weather

Medical Research

Health and Fitness

Fashion and Design

Home and Garden

Food and Dining

Weather Report

Super Stars

Believe it or not

Animal Planet

Music

Movies

When they know they will be graded for their performance, it encourages students to work outside class; otherwise, this class could fall flat-on-its-face.

## Table Talk

You may have heard about an international organization, called Toastmasters, which holds regular meetings in which like-minded people, mostly professionals, learn to practice the art of public speaking. One of the techniques they use is called “Table Talk” in which any member of the audience may be asked to stand up and come forward and speak, with no previous preparation, on a subject that is given by the Table Talk Chairman. Imagine, for example, if you were asked to stand up and say in English what you think of Thai TV Game Shows, could you do it? Of course you could! It just takes a bit of guts and a lot of practice. Some other impromptu table talk topics might be as follow. Tell us about :

Simple things in life that you enjoy

The duties of a good mother

Ways to gain merit by doing good

How to run a profitable business

The influence of American movies

Respect for your elders

The best teacher you ever had

Who your role model is and why

The entrance exam

Telling the truth

Your favorite family member

Your most memorable holiday

Puppy love versus enduring love

A scary experience

A piece of good luck

Mistakes that get teenagers into trouble

The earliest memory that you have from childhood

Something learned in school that helped in later life

The first time you try this before an audience, you may be dissatisfied with the result, but if you keep doing it, you’ll become more confident on your feet.

## **Tell Me a Story**

This is another activity in which you must think on your feet and talk off the cuff, without preparation. As in a Toastmaster's meeting, various members of the audience are asked to come forward and tell a story from their experience that illustrates, for example,

- A good deed
- Something to be proud of
- A childhood dream
- A childhood accident
- An unusual character
- Something grandmother taught
- Your father as a role model
- A moral lesson
- Learning from a mistake
- Letting down a friend
- An act of loyalty
- An act of courage
- An act of kindness
- Setting a good example
- An ungrateful friend
- A happy end
- Getting lost
- The importance of tolerance
- Something you learned from a monk
- Being cheated by someone you trusted
- A change in plans
- Achieving a goal
- Earning the respect of others
- Forgiveness

You'd better hope that if they call on you, you'll have something to talk about.



## Interactive Role Plays

Let the students choose a friend, so they can work together in pairs. Get them to choose one of the topics below, or think up a more creative one, and, then, write a dialogue, to perform in front of the class in the next period. Give them some time, in class, to read and discuss the handout and then some more time to think about what they will say, and, then, even more time to start writing down and practicing the actual words of their dialogue. While all this is going on the teacher should be circulating throughout the room, prepared to offer help and answer questions. Each student must talk about two minutes all together, so the sketch is finished in less than five minutes.

Two people disagree on a point and argue it out

- the old man next door tells you your party is too loud
- you try to explain that you are just young people having fun

or

- the neighbor complains about your barking dog
- you explain that it is in a dog's nature to bark

or

- your friend wants to buy your 1980 230 Benz for half a million Baht
- you argue it is well-kept and has classic value and ask for a million

or

- your wife is jealous because you came home with lipstick on your shirt
- you claim some strange girl on the bus accidentally rubbed against you

or

- the boyfriend wants to pay the bill in a restaurant
- the girl insists that she pays to illustrate sexual equality

or

- your wife is suspicious because you come home so late
- you try to console her by explaining you work overtime

In this kind of role play situation, it is better to let the students think up their own dialogues, because this is more fun for them and also funny and entertaining for the class. Freedom will relieve their sense of pressure.

## Asking Your Friends for Advice

In this task, one student goes to the front and pretends to have a problem and asks the others for advice. This is a kind of free-for-all activity that gives everyone a chance to speak if they wish. It also shows the teacher which students are ready to participate and which ones hang back and may need extra attention and encouragement. A student explains his/her problem thus :

- I want more than anything to major in drama and maybe one day be a star, but my parents are dead set against it because I would have to come home late from rehearsals, I wouldn't be wearing a school uniform, and this might not be safe, and, most of all, they feel that I would have no chance of a proper career if I follow this path, what should I do?

The other students can ask questions and talk with her about her problem.

- My family will not accept my boyfriend because they think he does not come from the right kind of background. They say he doesn't know how to behave or speak in the proper manner. They look down on his family because they have less money than us, and they want me to break off the relationship right away. What they don't know is that I have been seeing him for about three years, and we have become quite close. We really love one another and even plan to get married after we graduate. What can we do to resolve the situation?
- I saw my best girlfriend's boyfriend holding hands with another girl in a shopping mall. Then, they went into a movie and because of my curiosity, I followed them. I actually saw him stealing a kiss when he thought nobody would be looking. They seem very familiar with one another and I feel that he has been seeing this other girl all along, from even before he started going with my girlfriend, Ann, two months ago. I think that he has just been stringing Ann along and I feel it is my duty to tell her all I know. What should I do?
- My mother allowed me to get a driver's license and bought me a car to drive to school, but she made me promise never to drive outside the limits of the city. Last weekend, on Saturday, all my best girlfriends talked me into driving them to Pattaya for the day. I was home by seven-thirty, and my mom didn't even have the slightest suspicion because she has absolute confidence in me keeping my promise. .When I started thinking about it, I realized that for the sake of my friends, I had betrayed my mother's trust. Now, I feel so guilty because I love my mother even more than I love my friends. Should I go to my mother and tell her everything? What should I do?

## Problem-Solving

*Most of the tasks in this book are short and can be finished in one-sitting. In student-centered learning, however, some of the tasks that we do may be long tasks that can take six weeks or even all semester. First, we divide the students into groups of about 5 and let them choose a topic, with the help of the teacher, and then students go out and research the topic to collect all the information they need and then put it together in big report which can also be given as an oral presentation at the end. For example,*

Assign the students a *general problem*, like “How to Solve a Social Problem,” and then get them to *narrow the topic* so that each group has a different problem to research and explain and suggest a solution for.

Some sample ideas might be

Children who sniff glue

People who live under bridges

Students addicted to heroine

Each group can find its own special topic, different from the ones above, that is small enough to gather comprehensive information about, using any source that is helpful in collecting data, such as surveys, interviews, statistics, books, magazines, journals, the Internet, and so on. Don't choose subjects like

Traffic in Bangkok

Air Pollution

Political Corruption, etc.,

because they have often been done by other student groups in other classes.

The activities should proceed in steps or stages as follow :

Group discussion of general topic

Narrow the topic

Clear it with the teacher

Decide on how to best gather information

Give each student an individual search-task

Write and conduct a survey, where appropriate

Consult with the teacher on a weekly basis

Report on progress and discuss any problems.

## Problem-Solving Continued

In these group activities, the teacher should circulate from group to group to provide help wherever needed, giving constructive criticism and suggestions about how to make the report even better. If there are two classes a week, one class may be for group work and planning and the other for consultation. Students may also sometimes be allowed to leave the classroom and go to the Computer Lab or the Student Access Learning Center. In class, if the groups are sitting in small circles, they should leave one chair empty so the teacher to sit with them rather than standing looking over their shoulders and being an outsider. Students can show signs of their progress by

Bringing copies of their research articles to class

Explaining what role each student is playing

Deciding on the main idea to be stressed in the solution

Showing a draft outline of the project presentation

Discuss the logic leading to the conclusion

Providing proof to back up assertions

Bringing in graphics to illustrate ideas, and so on.

Students can be graded using a combinations of different criteria, such as giving an agreed number of for

teamwork

leadership

individual research

participation in consultation

speaking during the presentation

evaluating the quality of the final report

following accepted scholarly criteria in the research reports, etc.

It should depend on the judgment of the teacher(s) what criteria to use in what proportion depending on the class and the level. Actually, the social topics above sound a bit simple. Third-year structural engineers might want to choose topics more closely-related to their field of study. IT students might be encouraged to do a website and give their presentations in the computer lab using Power Point. Where technical support is not available, try an E-zine.

## Chapter Nine : A Bit Of Business

A lot of the training programs which I have been asked to teach in Thailand were intended to help business managers and government administrators to function in a more effective manner, when they were required to coordinate with native-speakers of English.

I am including a few of these tasks and activities that have worked-well for me in such classes. A lot of the others were too job-specific and are not included.

Students who wish to study on a more *elementary*, everyday, office work-level may consult another of my books called *Better Business English*, published by Chulalongkorn University Press and available at the Chula Book Center at Siam Square in Bangkok.

In this fast-changing world, where global companies and international business standards and practices, all have to comply with the standards and expectations of high-level corporate entities, Thai business professionals should attempt to develop their English skills to a level comparable with that of their professional counterparts in Hong Kong, Singapore, India, Holland, Sweden, France, Germany, Italy and other countries like Japan where the working-language of international commerce and communications will be English.

If you are a Thai trying to use English as a second language in order to do business, you don't have to be exactly perfect, but you will want to be as close-to-perfect as you can be.

This means that you will need constant practice in order to keep upgrading your competence and ability-level.

The hard truth is that, in the grueling world of international business, you must perform-up-to-expectation, or you will be left behind, while other colleagues get the promotions and salary raises, as they work their way, towards, the sources of big money.

To be able to do this, you will also have had to have spent considerable time polishing up your pronunciation skills.

There are a number of exercises included, later, further on in the text, under pronunciation, that can help you speak more clearly and understandably.

## Polite and Impolite Language

Avoid using informal language and slang when you are doing-business. There is a certain standard of formality that is expected in the business community. For example, when you talk on the phone, never say informal things like :

*Yah? Who are you? What do you want? Wait a minute, He's not here. Call back later.*

Instead, try to get in the habit of speaking more politely as follows :

“Hello. Good morning. Can I help you?”

Good morning. This is Simplex Limited, may I help you?

How may we be of service to you?

May I ask who is calling please?

Could you please repeat that? How do you spell your name please?

Thank you very much sir. One moment please.

Oh, I'm afraid he is not here at the moment. May I tell him you called?

May I take a message? Would you like him to call you back?

What is your number please? Let me repeat that to be sure I got it right.”

Often the person who is calling, forgets his manners and says things like :

*Give me Tony O'Neill. I want to speak to Tony. Is he there? Where is he then?*

Instead say things like,

“Hello. Good morning. May I please speak to Mr. Tony O'Neill?”

Good afternoon, Could you please connect me with Mr. O'Neill?

Would you please be kind enough to have him call me back?

Could you please ask him to return my call?

Would you please ask him to call Mr. John Dillon I'm staying at the Hilton.

Would please ask him to fax me the specifications for unit number 3323?”

## Mind Your Manners

Sometimes, a customer or client or sales representative will extend you an invitation. Be careful how you answer. Don't say the first thing that comes into your head without thinking. If you are invited out for dinner, don't say,

*"No. I can't I don't want to. I'm not hungry. I'm busy. I want to go home to my family."*

Instead, speak positively, and give a polite explanation why you cannot go, like :  
"Oh, that's very kind of you. Normally, I would love to, but my husband is picking me up to go to the doctor's. Perhaps we can make it another time."

Or, if it is strictly-business, you might say,

"I would like to, but my husband always picks me up at the office at six-thirty. Perhaps we could meet for lunch one day soon and talk over the details of your case." Or you can say,

"That sounds great, but I have to get out the monthly-report and I'll be working in the office until after midnight. Let me take a rain-check. Would that be all right?"

In fact, it is a "no-no" to say "no." Never say "no" to the client, customer, etc. Don't say, *"No, I can't. I'm still not ready. You'll have to wait. I'm not finished yet."*

Instead say, "I wish I could send the report to you right now, but I am waiting for some last minute documents, and I promise I will sent to you at the first possible opportunity. I'm doing my best." Start with something positive, and give a good reason. That's why you have to start on an encouraging note, like "We have put your project on high priority, and we can send you the tax report as soon as you provide us with the custom's invoice for item number seven."

## Rewrite the Following Sentences

You'd better pay up immediately.

Unfortunately, it is our duty to inform you that.....

You got your figures wrong.

We have examined your invoice, and .....

Where is the \$30,000 you owe us?

We wish to inform you that .....

No more delays of payment!

We regret to inform you that .....

We can't deliver your order in time.

We regret to inform you that due to .....

You are charging us too much.

We have looked at competitive pricing, and .....

Where are those specifications?

With reference to our e-mail of .....

Reply to my query immediately.

We would kindly request .....

I can't come to the meeting.

I regret to inform you that due to .....

You'll have to wait for the results.

Due to .....

You forgot to send proof of payment of VAT.

We would like to bring to your attention .....

If you don't like it, don't buy it.

We are sorry that you were not satisfied with ..... but .....

We want to buy cheap.

Our profit margin is so tight that .....



## Apologies in the Workplace

Nobody likes excuses, but, sometimes, in your workplace, you must to apologize to your client (or to your boss) because you do not yet have the required document(s) ready so you get your report completed or. This is an uncomfortable situation for everyone concerned, and you will want to get out of your situation in the smoothest, most polite and diplomatic manner possible.

Here is a formula you may follow :

1. Say that you are sorry (apologize).
2. Give a good reason (explanation).
3. Tell what you are doing to solve the problem (right now).
4. Make a promise to the client/boss (when the work will be completed).

The above formula will be easier to write if you follow this pattern :

1.	I am very sorry that.....	Apology
2.	The reason is because.....	Explanation
3.	However, I will complete this job when .....	Solution
4.	I can promise you that.....	Promise

Note : If you are in a position where you need an excuse, you are already in trouble. Nobody is ever satisfied with excuses, especially the client, so the best way to avoid finding yourself facing such a compromising predicament is to have your work finished in time to meet the deadline, whatever the obstacle.

## Apologize Using This Formula :

Imagine that you are speaking in the following business situation :

1.	I am sorry that we do not yet have your interim tax review report ready. I apologize. Please forgive me. We have really tried our best.
2.	The reason for our delay is that I am still awaiting receipt of your VAT invoices, numbers ..... and ..... dated ..... ..... and ..... ....., which we requested from your accounting office in our email dated Wednesday 22 August 200 ... for your payments made to EXG co. Ltd. on said dates.
3.	Just now, I double-checked with my staff and learned that we have no record of the receipt of such documents. Would you please be so kind as to check at your end if the documents are in process of being sent. This would help me to speed up the process and avoid further delay.
4.	I promise that as soon as I have been able to review the necessary documents, I will finish the report and send it to you immediately. I beg your pardon, and I shall do my best to try to be sure that this does not happen in the future

Note :

A good manager should always have the foresight to anticipate a problem arising and double-check and follow-up, in time to avoid any unnecessary delay.

Sometimes, it can save a lot of time and effort, if you talk directly over the telephone with the client about the problem.

He will probably be less-aggravated and more ready to assist you in finding a solution if he is kept fully up-to-date regarding the case. Diplomacy is the name of the game.

A direct approach will also save you the trouble of having to write out the necessary information and of sending it through an e-mail distribution chain, which would further slow the process.

Moreover, if the problem is not exactly your fault, you may not be the one who has to bear the burden of blame.

### **Apologize in the Following Situations :**

1. You do not have the client's work permit ready.
2. You lost the client's passport.
3. You can no longer find the client's tax slip.
4. You have not paid the withholding tax invoice on time.
5. The Bank has not released the money for you to pay the contractor.
6. The due diligence report is long overdue.
7. You are three days late in delivering your proposal.
8. You have a software problem and must delay service.
9. You have to change the payroll program after a company merger.
10. The client must go back to Japan and apply for a non-immigrant visa.
11. The company won't be able to pay a stock dividend this year because the stock price has plummeted rapidly downwards.
12. There will be no annual bonus paid this year because of low profits.
13. The company must cut down costs by thirty percent and has no choice but to lay off twenty percent of the staff.
14. A staff member must move to the head office, because the branch office where he works is going to be closed-down.
15. You cannot hire the applicant because of a recruitment freeze.
16. The client has been categorized as falling into a different tax category and must pay fifteen percent import tax from now on.
17. You cannot send the client the interim tax review report until his company can provide evidence that the withholding tax on the most recent telephone service has been duly paid.
18. You cannot send the client a memo about the most up-to-date tax amendments until you have more specific details about the case.

## **Familiar Apologies**

Make an apology in the following situations :

1. You have forgotten your wife's birthday.
2. You couldn't go to visit your Mom on Sunday.
3. You cannot attend your son's graduation ceremony.
4. Your wife has seen you in a restaurant with another woman.
5. You cannot drive your wife's parents to the doctor's on Thursday.
6. You are unable to attend your colleague's wedding.
7. You cannot attend your uncle's funeral ceremony.
8. You don't want to attend the office party.
9. You cannot lend your friend any more money.
10. You do not want to go out drinking with your old school pals.
11. You are too shy to sing a song in front of a full crowd of people.
12. You don't have room for your cousin to come and live in your house.
13. You don't want your brother-in-law to call New York on your phone.
14. You are short of money and you cannot pay your rent on time.
15. You cannot give your wife any extra money at the moment.
16. You are unable to buy your son a new car for him to drive to school.
17. You do not want to give your daughter permission to sleep overnight at her friend's house because you are worried about her safety.
18. You have to tell your wife that you cannot come on time for the dinner party dinner because you have to work overtime in order to meet an important deadline.
19. You do cannot let your assistant go home to her husband and family until after she has completed typing the memorandum.
20. You must admit to the client that you need more time to finish the job.

## Saying No Politely

1. A secretary wants to change her job within the company.
2. A senior manager is asking to be promoted immediately.
3. A staff member asks to be excused from learning English.
4. One of your staff members asks you not to give him/her urgent work every day because he/she gets too confused.
5. Please don't let anybody interrupt me when I am working.
6. Your assistant wants someone else to finish the task/job so he/she can go to Chula to study at 6 pm for his/her MBA.
7. Someone wants to leave at five pm so she can drive her son home.
8. A young, female staff member says she does not want to travel to meet with clients because she is shy and lacks confidence.
9. Your assistant asks you to correct his/her English correspondence.
10. Someone wants three weeks vacation leave in the peak period.

How would you politely refuse the following requests?

1. Can you give me three more days to finish the job?
2. I don't want to work on weekends.
3. Don't ask me to work overtime too often.
4. I don't want hand in my billable hours.
5. Please don't make me work towards achieving a budget limit.
6. Please don't criticize the quality of my work.
7. Don't ask me to get here early every day.
8. I should be able to leave the office after eight hours work.
9. Please pay me overtime when I have to stay to finish my work.
10. Please pay me time-and-a-half when I work on Saturdays.

## Choose Your Words Carefully

A lot of communication in business is transacted via e-mail, which can be a convenient thing, because an e-mail is short and gets to the client quickly. Avoid the tendency, however, to be too short and curt in your language, so that it may offend the person who pays the money that you depend upon to earn your salary. For example,

Don't say, *"You have not paid your bill. Pay now or you'll pay the consequences later."*

Instead, say, "It has come to our attention that we have not yet received payment for our invoice number 987, dated November 7<sup>th</sup>, 2007. Please be kind enough to remit payment by December 31<sup>st</sup>, 2007. We very much enjoy being of service to you and hope to continue to do so in the future."

Don't say, *"We are still waiting for your overdue delivery. What's wrong?"*

Instead, say, "Our warehousing division is still awaiting delivery of the mobile crane that we ordered to be delivered by the deadline of April 1<sup>st</sup>. Would you please be kind enough to inform us of the reasons for this delay and when you can complete delivery. Your immediate response to this query would be much appreciated."

Don't say, *"Our annual audit report is way overdue and it's past the deadline already."*

Instead, say something like, "We are still waiting for the annual audit report that you have been compiling for us, and we would like to remind you that the tax deadline has already passed and that we will have to pay a fine for filing late. For this reason, we would appreciate your response informing us of the present status of the audit and when we can expect the report."

Don't answer, *"It's your fault because you have withheld important data."*

Instead say, "We have all the work completed except for the section pertaining to freight and shipment charges on the custom's invoice as detailed in our e-mail of August 4<sup>th</sup> 2007. As soon as we have obtained the pertinent customs documents from you, we will be able to proceed quickly and send the audit to you with no further delay."

Don't say, *"How long do we have to wait for you to reply to our question?"*

Instead, say, "We are still awaiting your reply to our query of September 2<sup>nd</sup>, 2007, and would appreciate your bringing us up-to-date regarding this matter."

## Try Pronouncing These Computer Terms

Microsoft Outlook

Blue Tooth Places

Document Scrap Bin

Adobe Acrobat

Corel City.com

New Network Connections

Microsoft Word

Windows Explorer

Norton Anti-virus Disk

Cyber Link Power Director Pro

Blank Document

Internet Mail

You've got Mail

Ariel Narrow Fonts

Times New Roman Fonts

Print Layout

Borders and Columns

Draw Table

Hyperlink

Track Changes

Language Thesaurus

Microsoft Word Help

Activate Product

Remote Assistance

Accessories

Set Program Access and Defaults

Hewlett Packard

Nero-Burning Rom

## Some Visa and Work Permit language

*Try to pronounce these words and phrases correctly after the teacher.*

These are the requirements regarding work permit renewals and visa extensions

Preparation of applications and all relevant documents

Requesting approval for work permit applications and visa extensions

From the Royal Thai Board of Investment

Filing of applications and doing liaison work

Until the applications have finally been approved

Preparation of all the relevant documents for renewals and extensions

Accompanying the client to the One Stop Service Center

Obtaining multiple entry permits for seventy-three Japanese nationals

Preparation of documents for all native Japanese and their families

Supporting documents for Japanese managers returning home

Arranging the return of work permits for departing managers

Within seven days of their date of resignation from a management position

Fees are payable upon presentation of an invoice

Three copies of their passports duly signed and certified

Record of a three monthly report on the manager's place of residence

Signed and certified copies of all tax receipts

Payment of the fee for approval of applications

Signed and certified documents pertinent to the arrival of any dependents

Originals must be kept by the individual managers, ready for presentation

Or originals may also be kept at the office in case of an official inspection

Receipts of residence and work permit slips retained by BOI officials

After going abroad on business and then returning to Thailand

It is required for said managers to present their re-entry permits upon arrival

Or all previous visas and work permit rights will be automatically

Revoked and cancelled and they will have to be applied for once again



## Some Contract and Agreement Language

Now, therefore, the parties agree as follows :

The borrower shall submit a receipt to the lender.

The amount shall be paid in lump sum by ...

The loan shall bear interest at the rate of ...

Pre-payment by the borrower is not allowed.

All payments should be made by the due date.

The borrower will provide guarantees and warranties.

The borrower is a registered company in good standing

And has the requisite corporate power to own property.

The loan has been authorized through the proper corporate proceedings

And will not contravene any provisions of the law.

This agreement is legal and binding under the law of Thailand

The borrower guarantees there are no litigation proceedings against him.

Default of any covenants will result in the loan being payable immediately.

The borrower shall pay any withholding tax due

Without offset or counterclaim against the lender

This agreement shall be governed under the law of Thailand

In witness thereof the parties have signed and set their seals

On the day and year above written

The guarantor hereby unconditionally and irrevocably guarantees ...

The guarantor's liability shall in no way be impaired by ...

Change in liability of the borrower or guarantor ...

The guarantor also hereby agrees as follows ...

Full and prompt payment of the due amount

The guarantor's liability shall in no way be impaired, affected

Or discharged by any of the following events ...

Insolvency or bankruptcy or liquidation

Merger, acquisition, consolidation, involving ...

## **.Robert's Rules of Order**

Many times, you will find yourself in a meeting which follows standard formal or informal rules of procedure. Familiarize yourself with this language so you will be ready to participate when the time comes.

*The Chairman begins :*

Ladies and gentlemen, may I have your attention please?

I would now like to call the meeting to order.

Please refer to your copy of the agenda.

Do we all approve of following the said agenda?

Are there any additions to the agenda?

Shall we proceed with the agenda as it stands? No?

*Someone says:* I move to add the topic of increasing annual bonuses.

*Chairman :* Does anyone wish to second that motion?

*Another :* I second that motion.

*Chairman :* There is a motion on the floor to add the topic of annual bonuses to the agenda. Shall we put it to a vote or is there any further discussion on this point? If there is no discussion, we may now proceed. All those in favor, please raise your right hand. All those who are against? All those who are abstaining? I see that the vote is passed. Would the secretary please make a note to that effect that the result of the vote was eleven in favor, four against and two abstentions? The motion is passed.

*The Chairman pauses and begins again :*

We may now proceed to the first item on the agenda, which was passed at the last general meeting. The first point concerns an increase in the registered capital of the company by two hundred million Baht. Does anyone want to comment on this issue? There is no discussion. I can then assume that all present understand the reasons for the increase in registered capital as outlined by the outgoing president at our last general meeting. If there are no further comments, may I then call to put the motion to a vote? No objections? Will all those in favor please raise your right hands? Against? Abstaining? I see that the vote is unanimous. Would the secretary please make a note to that effect?

Now, that leaves us free to go onto the second item on the agenda, which concerns the appointment of an auditor to review the annual accounts.....

## Saying Geographical Names the English Way

*Every culture has its own way of saying the names of countries and places. Englishmen, for example, call "Koln," in Germany, "Cologne." If you are speaking to a person from an English speaking culture, don't say the names the way you do in your own culture, because the names often change the sound so much that an Englishman would not recognize the way you say it here. Two examples are "Chicago" and "Korea." Repeat them after you teacher.*

Australia	Austria	Argentina	Angola
Brazil	Belgium	Brunei	Bangladesh
Canada	Cambodia	China	Chile
Denmark	Dominica	Djibouti	---
England	Egypt	Ecuador	Ethiopia
France	Fiji	Finland	---
Greece	Gibraltar	Guatemala	Ghana
Hong Kong	Holland	Hungary	Honduras
India	Indonesia	Iraq	Iran
Japan	Jordan	Jamaica	Java
Korea	Kuwait	Kenya	Kashmir
Laos	Libya	Luxembourg	Liberia
Myanmar	Malaysia	Morocco	Mexico
Norway	New Zealand	Namibia	Netherlands
The Philippines	Portugal	Poland	Pakistan
Russia	Romania	Rwanda	---
Singapore	Switzerland	South Africa	Spain
Turkey	Tahiti	Tibet	Tunesia
United States	Uruguay	Uganda	Uzbekistan
Venezuela	Viet Nam	---	---
Whales	West Indies	Western Samoa	
Yugoslavia	Yemen	---	---
Zambia	Zaire	Zimbabwe	---

*You also need to know what country a foreigner is talking about when he is speaking to you.*

## Job Interview Questions

Often, those who will interview you for a job have already read your resume, and they know about your academic background. The reason they want to see you, in a personal interview, is so they can evaluate what kind of person you are, whether you will fit into the professional environment, and whether the quality of your English is up-to-standard. They can ask you anything they want, but the usual sort of questions are as follow :

Why do you want to become an auditor (or whatever)?

What makes you think you will be a good auditor?

What personal qualities would make you an asset to the company?

What do you know about our company?

How did you find out about our company?

Have you had any previous experience in this field?

Do you like working on your own or in a team?

Are you a responsible person? Give an example.

Do you have a sense of discipline? Give an example.

What do you want from the company?

What sort of salary do you expect?

Where do you see yourself in five years?

Do you want to further your formal education?

Did you contribute to student life at university?

Tell us something about your family.

What do you do in your free time?

What kind of magazines do you like to read?

How do you normally spend your weekends?

What are your strong points?

What are your weak points?

Who is your role model and why?

Whatever they ask you, start speaking right away. Do not show any hesitation or confusion. Be yourself and speak freely and openly and maybe you will be exactly what they are looking for. They already have a certain profile in mind, and if you fit that profile, you will probably be accepted.

## Evaluating Your English

Often, when you have passed the first job interview, the company will ask you come back for further interviews, for example, with your potential boss or department head, or even those with whom you would work in a team. If you get through that, and are put on a short-list, you may have to do a final interview with an expert in English who will make an impartial evaluation and submit it to the Human Resources Department. If this is going to be the deciding factor, it would be helpful for you to know more about how such an interview might be conducted. In this interview, the evaluator is only testing your command of English, so there is no way of know in advance what you may be asked, but he/she may listen to your answers and fill in a form something like the one below. The candidate with the best score gets the job.

### English Evaluation Sheet

Name of candidate : .....

1	<i>Skills evaluated</i>	<i>excellent</i>	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>weak</i>
2	Loudness/clarity					
3	Grammar/vocabulary					
4	Accent/pronunciation					
5	Body language					
6	Confidence					
7	Logic/organization					
8	Content					

- a) What was good?
- b) What could be better?
- c) Other helpful comments :

Useful tip : If the examiner asks you to tell a narrative that happened in the past, he will be listening to hear if you can speak using the past tense correctly.

## Tasks for Business Personnel

Sometimes a teacher is asked to give a full-day intensive English seminar to the staff of a company or department, and it is always good for the teacher to have a couple of interaction tasks to lighten up the schedule and give them a change of pace. Here is an exercise for business people that follows the pattern used extensively in chapter one of this book :

Find Someone Who...

Has to entertain foreign visitors

Speaks English on the job

Works overtime every day

Works often on Saturdays

Plays golf regularly

Arranges meetings

Goes jogging frequently

Belongs to a Sports Club

Attends meetings abroad

Serves many Japanese clients

Can write Mandarin Chinese

Has lost money on the stock market

Has been with the company 20 years

Expects to retire within five years

Drives a BMW

Graduated from Chula

Studied abroad

Is always driven to work

Always spends Sunday with the Family

Let them all stand up and mix in the group asking as many people questions as possible and jotting down the answers. Let them go on for as long as there is interaction, and then ask them questions orally and listen to their answers.

## What Do You Say in These Situations?

Go around the classroom asking each one to speak individually in sequence, or put them in pairs and let them work their way through the sheet, with the teacher mingling and listening and correcting mistakes.

You ordered a gin and tonic and received a pink gin with lemonade.

You discover that the bread you are about to butter is stale

They charge you for two bottles of wine instead of one.

You want to bathe in your hotel room but there is no hot water.

You need to have your business suit pressed within one hour.

Someone is putting on your jacket mistaking it for his own.

You ordered chicken soup but the waiter brought beef stew.

The electrical socket doesn't work and you need to plug-in your laptop.

You gave the cashier 1000 Baht and she shortchanged you by 500 Baht.

The waiter has just spilled red wine on your best white dinner jacket.

Someone butts in front of you at the currency exchange desk.

You ordered lamb curry but got mushroom soup.

Your room has only one small towel and you want a big bath towel.

You ask for a 50 Baht underground ticket but receive a 40 baht ticket.

You have asked for a glass of red wine and got a glass of white wine.

You want the services staff to remove a red wine stain from your white shirt.

Someone pays your bill by mistake rather than his own bill.

Your hotel room is too hot because the air conditioner isn't working.

Your water glass is cracked and you want another one in its place.

When you pay your hotel bill, the cashier gives you back 500 Baht too much.

You ordered your steak well-done and it comes medium-rare.

Your hotel bill charges for two breakfasts, when you only had one.

You've lost your mobile phone and ask at reception if anyone has found it.

At a meeting, someone picked up your briefcase by mistake.

You suddenly realize that you have left your ATM card in the machine.

Someone telephones your room phone by mistake and asks for Ann.

The phone in the next room keeps ringing for two hours but no one answers.

The maids in the hallway are talking too loudly and you cannot sleep.

You know you left your passport in the limousine and ask for help to find it.

They have run out of smoked-salmon at the buffet and you want it replenished.

You are waiting in line to get your key and someone cuts in front of you.

You are ready to depart and want a man to come and carry your luggage.

The laundry service seems to have lost your favorite white silk shirt.

They gave you a room with a shower, but you wanted a bathtub.

You want to order a limousine to take you to the airport.

## Conflict Resolution

Divide the group(s) into two sides. One of which will be in favor of the company's proposal and the other side will be against. Pretend these are real life situations and argue and negotiate your way to a win-win solution. Before the formal negotiations begin, the opposing sides will need some preparation time to discuss the problems and arrange for who will say what.

1. A machine which is 25 years old and owned by the company has broken down twice in the last two weeks, and the maintenance firm has sent the company two very expensive bills for services rendered. The company argues that they don't want to pay the second bill because the maintenance firm should have fixed the problem properly the first time. The maintenance firm claim that the failure was caused by wear and tear over the years and that additional repairs were justified.
2. The company is introducing a stock-option-sharing scheme to members of the company who have put in at least five year's of service. The company is offering a sales price of five percent below market value, but the representatives of the employees argue that the offer is not attractive enough to make them want to invest in the company.
3. The company's head office wants all their sales personnel to attend a week-long meeting to learn about updated technical specifications. However, the regional sales managers are up-in-arms against the idea, because it will cause a drop in sales and make it harder for them to meet their sales quotas. The answer lies somewhere in the middle and they will have to resolve the problem.
4. The company head office is obligated to provide all staff in all regions with at least sixty hours of English instruction per year, and everyone agrees that this is necessary. The problem is that management and staff must negotiate a solution about who is going to pay for the courses and whether they can be offered during normal working hours. The staff are resolute that they shouldn't have to pay anything themselves and feel that management should find a way to distribute the costs proportionally, so they are shared between the head and regional offices.

Better yet, instead of using the examples provided above, each group should choose its own topic that is more oriented to their actual professional situation and about which they will be better-informed



## Chapter Ten : Pronunciation

There is no overestimating the importance of your pronunciation in English communication, especially face-to-face in a professional, business situation. It does little good if you have learned grammar in school for fifteen years, but you find that you are still unable to speak English so that a native speaker can understand you. Part of the problem may be your shyness, but this can be overcome with practice.

The real problem might lay elsewhere. You may have had a series of Thai school teachers with Thai-English accents, who may have placed the stresses on the wrong syllables, and who may have been repeating pronunciation mistakes that their teachers also made. As a result, they would not have had the opportunity to pronounce words in accordance the natural sound and rhythm patterns of the English language. Some of your teachers might have passed on to you the pronunciation problems that are commonly found in schools and teachers and, therefore, students have been making for generations.

It does no good to blame someone else, however. Your teachers surely did their best under the circumstances. They may not have had the opportunity to study abroad and the chance to listen to English spoken over an extended period of time, so they were not able to develop an ear for the way people actually speak and an ability to repeat what they were hearing over and over. Learning English necessitates taking what you hear in your ear and somehow getting it onto the tip of your tongue. One cannot learn good pronunciation just from attending class and reading books. Fortunately, in this present age of globalization, there are lots of opportunities for younger people to be exposed to English speaking culture and even to talk with foreigners. Movies, TV, entertainment and music and internet downloads are just some examples of where you can find exposure to English. If you really want to do it you can. The problem with most people is that they lack sufficient motivation to seek what they need.

The best way to improve your pronunciation is, first, to get the right sound into your head and, then, repeat it over and over, the way that children do when they are learning their own native tongue. There is no shortcut to learning a language. You must do it in small increments. You must practice, practice, with no letup. Therefore, in the pages that follow, your teacher will review a selection of the basic sounds in English in a way that allows you to hear and repeat these sounds so many times that it becomes natural for you.

## Some Basic Sounds

*Read out the examples on this page to illustrate some basic sounds.*

<i>sound</i>		<i>example</i>	<i>word</i>	<i>word</i>	<i>internal</i>	<i>final</i>	<i>final</i>
<i>ae</i>	<b>A</b>	<i>Ape</i>	<b>aye</b>	<b>A</b> -train	payday	gay	pray
<i>be</i>	<b>B</b>	<i>Because</i>	<b>beet</b>	bee	husband	maybe	Toby
<i>see</i>	<b>C</b>	<i>Big-C</i>	<b>cleat</b>	Sisi	faced	fancy	fantasy
<i>dee</i>	<b>D</b>	<i>Detail</i>	<b>divide</b>	daddy	buddy	freely	fancy
<i>eee</i>	<b>E</b>	<i>Evil</i>	<b>e-mail</b>	easy	been	maybe	sorry
<i>eff</i>	<b>F</b>	<i>Jeff</i>	<b>effort</b>	effect	effort	leaf	beef
<i>ghee</i>	<b>G</b>	<i>Jesus</i>	<b>G</b> -man	garbage	bungle	bungee	purgery
<i>aa ch</i>	<b>H</b>	<i>H-bomb</i>	<b>hate</b>	heat	hurt	pot	rot
<i>eye</i>	<b>I</b>	<i>Tie</i>	<b>Ibex</b>	index	high	sky	bonzai
<i>jay</i>	<b>J</b>	<i>Jail</i>	<b>Jay</b>	<i>James</i>	injure	storage	forge
<i>kay</i>	<b>K</b>	<i>Kay</i>	<b>K</b> -mart	kid	kitten	forgotten	forgiven
<i>ell</i>	<b>L</b>	<i>elbow</i>	<b>lot</b>	let	below	bell	tell
<i>em</i>	<b>M</b>	<i>Emmy</i>	<b>emblem</b>	meet	summer	problem	bathroom
<i>en</i>	<b>N</b>	<i>Enable</i>	<b>entry</b>	note	fender	fasten	seen
<i>oo</i>	<b>O</b>	<i>Oh</i>	<b>oh</b>	only	bone	cone	stone
<i>pee</i>	<b>P</b>	<i>Pea</i>	<b>peach</b>	please	applause	impression	imprint
<i>cue</i>	<b>Q</b>	<i>Queen</i>	<b>queen</b>	quack	baker	clique	boutique
<i>are</i>	<b>R</b>	<i>Are</i>	<b>rat</b>	rut	murder	rare	scare
<i>ess</i>	<b>S</b>	<i>Escape</i>	<b>stress</b>	space	best	express	depress
<i>tee</i>	<b>T</b>	<i>Tea</i>	<b>tee</b>	top	better	street	delete
<i>you</i>	<b>U</b>	<i>You</i>	<b>unity</b>	union	bluebell	review	due
<i>vee</i>	<b>V</b>	<i>Vee</i>	<b>Vera</b>	very	every	sleeve	eve
<i>double-U</i>	<b>W</b>	<i>we</i>	<b>were</b>	why	shower	Harvey	humvee
<i>ex</i>	<b>X</b>	<i>PX</i>	<b>extra</b>	express	Dexter	sex	apex
<i>nby</i>	<b>Y</b>	<i>While</i>	<b>YMCA</b>	where	Hawaiian	wai	Thai wai
<i>Zed(Br)</i>	<b>Z</b>	<i>Zee(Am)</i>	<b>zero</b>	zone	Disney	crazy	lazy

## Simple Vowel Sounds

*We can often, but not always, make basic vowel sounds using the letters of the alphabet.*

<b>A</b>	<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
<b>B</b>	bad	bed	bid	bog	bud
<b>C</b>	cad			cod	cud
<b>D</b>	dad	dead	did	Dodd	dud
<b>E</b>					
<b>F</b>	fad	fed	fit	fog	fu
<b>G</b>	gad	get	gin	got	gun
<b>H</b>	hat	her	hit	hot	hut
<b>I</b>					
<b>J</b>	jab	jet	jinn	jot	jut
<b>K</b>			kit		
<b>L</b>	lat	let	lit	lot	lug
<b>M</b>	mat	met	mutt	moss	mug
<b>N</b>	Nat	net	nut	not	not
<b>O</b>					
<b>P</b>	pat	pet	pin	pot	put
<b>Q</b>			quit	quote	
<b>R</b>	rat	red	rid	rot	rut
<b>S</b>	sat	set	sit	sot	sum
<b>T</b>	tab	Ted	tit	tot	tug
<b>U</b>					
<b>V</b>	vat	vet		von	
<b>W</b>	wan	wet	wit	woe	
<b>X</b>					
<b>Y</b>	yap	yet	yin	yon	you
<b>Z</b>	zap		zip		zoo

*Can you think of any we may have missed?*

## Alphabet Sounds

*Just repeat these words to get your tongue around the sounds.*

<b>A</b>	ate	await	afraid	age
<b>B</b>	be	bomb	because	better
<b>C</b>	cat	cot	can	comb
<b>D</b>	delight	debug	destroy	detonate
<b>E</b>	easy	eatery	beacon	devotee
<b>F</b>	fee	feel	fail	fair
<b>G</b>	get	got	gate	gun
<b>H</b>	Hit	hot	hat	hate
<b>I</b>	in	is	ink	injure
<b>J</b>	jail	James	Jeer	joke
<b>K</b>	kale	keel	kull	Ken
<b>L</b>	Live	love	let	lease
<b>M</b>	my	may	might	must
<b>N</b>	no	nay	never	now
<b>O</b>	open	order	oven	onto
<b>P</b>	pit	pot	page	pepper
<b>Q</b>	quick	quite	quiz	queen
<b>R</b>	rat	rot	race	rubber
<b>S</b>	see	saw	sun	sum
<b>T</b>	tree	tool	take	talk
<b>U</b>	us	unto	utter	urban
<b>V</b>	very	vast	veer	vest
<b>W</b>	where	why	west	waste
<b>X</b>	extra	exit	export	expo
<b>Y</b>	you	yours	Yankee	yahoo
<b>Z</b>	zone	zoom	zest	Zing

## Practice Saying These Vowel Sounds

*The best way to do these sentences is to repeat the sounds after your teacher reads them.*

The birds don't hurry too much. They just sit in the tree and take their time.

When children can't sleep, they should try counting sheep

Would you like me to read the tea leaves in your cup?

The American fleet was temporarily stationed in the South China Sea

I scream. You scream. We all scream for vanilla-flavored ice cream.

Those greedy mice have eaten my Stilton cheese three times already.

Now, I lay me down to sleep and pray the lord my soul to keep.

A horse is sometimes used as a convenient beast of burden.

I can now play thirty-three easy pieces of music on the electronic organ.

When the water begins to drip and seep-in, it's hard to keep the cellar dry.

We had been given thirty-three free country music concert tickets.

She gave me the chance to be her absolutely devoted loving husband.

We were eventually allowed to bring in three bottles of duty free whiskey.

There were many pools of little tiny fishes in the sparkling stream.

We were all able to see what they had seen reflecting in the shining sea.

We were all able to see Steve fleeing silently from the slippery, beastly snake.

I'm very handy at repairing all the electricity circuits within in my house.

My mother first told me about the birds and the bees when I was thirteen.

I always drink a cup of special herbal tea every evening before I go to sleep.

I would like a lovely pot of green tea without sugar and cream, please.

I always say a prayer of grace and thanks before my daily evening meals.

I see herds of sheep roaming freely and easily in the grassy, spring meadows.

I had really scary dreams after I fell asleep in the early hours of the evening.

We signed a condo rental agreement for a period of three consecutive years.

Can I please have Parmesan cheese from Italy with very green spaghetti?

We also have a very special smelly Italian cheese called Gorgonzola.

Pretty please, just give my hand one little, gentle squeeze before you leave.

## Correctly Pronouncing “R” and “L” Sounds

*Just repeat the following words and phrases slowly after your teacher.*

Oh, Darling, I love you.

Let me love you forever and ever.

I shall always be your dutiful lover.

I'll always be loyal to our love.

Love me tender. Love me long.

Love me all night through

I'll be yours eternally and forever more.

I promise you my everlasting eternal love.

Please, forget everybody else's judgment and dare to love me.

Now, let's drop all this love talk and find some other interesting topics

Please caress this muscle near my shoulder blade where it hurts the most

Let's all share our bar bill following the American custom.

There was a really alarming rise in American stock share prices

We'll all really, really admire you a lot when you have achieved your goal

Lots of hamburgers patties cooking slowly on the glowing charcoal grill

A complete computer breakdown in the overall electrical grid

Three lazy, languishing, lethargic linguistic analysts

Thirty-three sadistic linguists groveling in the dirt

The spirit of scientific inquiry and clinical research development

Early analysis of mathematically-diagramed problems

An acute mental problem arising very suddenly

Rapid involuntary movements of the right and left eye lids

Three lovely lasses from the Ladies Association of the Scottish Rite

This particular duty is an integral part of your overall responsibility

In the very high and uninhabitable regions of your country

Final testing of research data confirming our assumptions

## Difficult “S” Sounds and Syllables

Six

Sex

Sick

Stick

Sticks

Sixty-six sexy secretaries sitting silently moping in their older bosses' laps

Seventy-seven sitting ducks perched silently on sticks standing in the lake

Some simple secret in-house safety and security rules and regulations

Sixty- seven separate single houses for sale or lease in military security zones

She sells sea shells on the sea shore

Seascape sunsets on the Seychelles

Various and sundry ship captain's instruments

Some very silly sounding children's poems and verses

Several spoken assonant sonorous resounding sounds

Some school teachers' strange habits and silly instabilities

Causes of certain stressful situations unsuccessful businesses

Shorts and blouses, skirts and sweaters, and sox and stockings

Some secret sectarian racial sects still situated in the State of Mississippi

Special sales strategies for seducing Saturday supermarket shoppers

We saw a lot of lovely sailing yachts silhouetted on the sea.

We sometimes place the stress on the second syllable for emphasis.

She desires you to say the selfsame sounds after she reads them out..

She sometimes forgets to set out the salt and pepper shakers.

It's shocking to see such slander stories published in Sunday's newspaper.

## Practicing Your Pronunciation of Final “T” Sounds

Let’s practice these sounds to help you to improve your pronunciation :

The best thing you can do is just to repeat the words after your teacher.

Light

Tight

Might

Fight

Flight

Fright

Night

Height

Right

Sprite

Kite

Bite

Blight

Bright

Sight

Plight

Cite

Sight

Excite

Quite

Slight

*All these words contain short “i” and final “t” sounds.*



## Short and Long Vowels

*The teacher should read out the words, proceeding down each column to the bottom, with the students repeating after him/hre. This can be done,; first with a group and, then, individually, to spot-check for pronunciation. Note how repeated vowel-sounds can evoke a mood or feeling. Note also that there are many different spellings that will evoke the same sound. The only way you can learn this is by becoming accustomed to reading, hearing and repeating English.*

<i>Longer "oo"</i>	<i>Shorter "o"</i>	<i>Longer "ii"</i>	<i>Shorter "i"</i>
Balloon	A lot	Brink	Brick
Boon	Blot	Clink	Chick
Coon	Bought	Dink	Click
Dune	Brought	Drink	Crick
Goon	Cot	Fink	Dick
Hewn	Dot	Gink	Flick
Loon	Forgot	Ink	Hick
Octoroon	Fought	Jink	Lick
Moon	Fraught	Klink	Mick
Maroon	Got	Link	Pick
Noon	Jot	Mink	Prick
Prune	Lot	Pink	Quick
Platoon	Not	Prink	Sick
Quadroon	Pot	Rink	Slick
Rune	Plot	Shrink	Snick
Soon	Rot	Stink	Spick
Spoon	Shot	Slink	Tick
Swoon	Spot	Think	Trick
Tune	Squat	Wink	Vick
Rune	Tot	Zinc	Wick

## Words With Similar Sound Patterns

*You may have noticed that some words fall into “same-sound” patterns or groupings.*

Hips

Rips

Clips

Blips

Dips

Flips

Kips

Lips

Nips

Pips

Quips

Sips

Slips

Ships

Strips

Snips

Skips

Trips

Tips

Whips

Zips

*Did you also notice that these words all have something to do with being tiny or fast?*

*Such patterns of sound and meaning are however not always consistent.*

## Short and Long Vowel Sounds

<i>Short "i" + "ts"</i>	<i>Short "e" + "t"</i>	<i>Short "a" + "x/ck"</i>	<i>Short "a" + "ts/tʒ"</i>
Bits	Bet	Axe	Bats
Brits	Brett	Cracks	Brats
Fits	Beget	Backs	Cats
Gits	Brett	Blacks	<i>Drats</i>
Kits	Debt	Fax	Fats
Hits	Fret	Hacks	Frats
Jits	Get	Jacks	Flats
Mits	<i>Het</i>	Lax	<i>Gatʒ</i>
Pits	Jet	Max	Gnats
Quits	Let	Quacks	Hats
Ritz	met	<i>Pax</i>	<i>Hetʒ</i>
Sits	Net	Packs	Katz
Snits	Pet	Racks	<i>Lats</i>
Spits	Quintet	Sax	Mats
Splits	Quartet	Sacks	Pats
Slits	Regret	Snacks	<i>Prats</i>
Shits	Set	Tax	Rats
Tits	Scarlet	Tacks	Spats
Wits	Starlet	Yaks	Sprats
Zits	Vet	Zodiacs	Vats

*It is important to speak the final letter(s) at the end of every word. Thai students often forget or neglect to pronounce the final sound clearly and, for example, say, "How," instead of "house" or "Lie," instead of "light." No native speaker knows that "how" means "house." To avoid being misunderstood, imitate and say the self-same sounds that your Teacher makes as he/she is reading out the words. Some of these (italicized) sounds are not in the dictionary.*

## Don't Drop the Sound of the Final Letter(s) of a Word

If you do not pronounce the final sound at the end of a word, native speakers will have trouble understanding you, so you should keep practicing making the final sounds in the lists below, following the lead of your teacher.

*The Italicized examples are just sounds and not full words.*

Cocks	Stinks	Ticks	Apex
Sox	Thinks	Fix	Decks
Clocks	Drinks	Nix	Necks
Box	Brinks	Sticks	Pecks
Blocks	Links	Pricks	Wrecks
Ox	Kinks	Nicks	Hex
Rocks	Clinks	Bricks	Specks
Socks	Pinks	Clicks	Vex
Crocks	Ginks	Pix	Rex
Pox	Jinx	Dicks	Tex
Stocks	Minx	Picks	Execs
Cox	Rinks	Hicks	Ex
Locks	Sinks	Picks	Flex
Docks	Winks	Six	Sex
Hocks	Zincs	Kicks	Alex
Jocks	Dinks	Mix	Reflex
Knox	Prinks	Wicks	<i>Caltex</i>
Flocks	Blinks	Licks	<i>Durex</i>
Mocks	Finks	Tricks	Index
Frocks	Lynx	Chicks	Vortex
Talks	Sphinx	<i>Blix</i>	Spandex

*Note : Not all of these sounds are actual vocabulary words you can find in the dictionary.*

**Click Your Teeth To Say the Final Sounds :**

*Follow the teacher's example.*

Ate	Alright	Articulated	Astounded
Bait	Blight	Baited	Belittled
Date	Bite	Dated	Crouched
Estate	Cite	Couched	Dreaded
Fate	Dwight	Crowned	Expected
Gate	Daylight	Fated	Freighted
Great	Flight	Fetid	Grated
Hate	Fight	Elected	Granted
Hesitate	Height	Erected	Founded
Kate	Ignite	Grated	Grounded
Late	Kite	Hated	Imbedded
Mate	Light	Graduated	Jinxed
Nate	Might	Hesitated	Jumped
Ornate	Night	Lightened	Knuckled
Plate	Quite	Mated	Linked
Rate	Right	Orated	Mourned
Reprobate	Sight	Raided	Opened
Slate	Sprite	Rented	Rounded
Tate	Slight	Slated	Sounded
Testate	Twilight	Urinated	Wrecked
Urinate	Tight	Waited	Wounded
Weight	Unite	Vacated	Vaccinated
Wait	White	Vetted	Waited
Exacerbate	Excite	X-rated	Zonked

## Enunciate the Final Consonant Sounds

Abated	Alarmed	Asses	Aromas
Braved	Bombed	Access	Bases
Craved	Combed	Basses	Cases
Drowned	Clocked	Basis	Dances
Ejected	Couched	Cases	Entrances
Fenced	Drenched	Classes	Farces
Fingered	Enlightened	Erases	Flavors
Floundered	Forgotten	Faces	Ghosts
Hinged	Glowed	Forces	Grasses
Hounded	Hired	Graces	Harnesses
Impounded	Immersed	Glasses	Hostesses
Jumped	Knackered	Horses	Houses
Laundered	Locked	Lasses	Interests
Mumbled	Mocked	Masses	Leases
Mounted	Ordered	Nurses	Molasses
Numbered	Pounced	Passes	Noses
Numbed	Renounced	Purses	Proposes
Pounded	Naked	Rumors	Roses
Quartered	Quickened	Stresses	Roasts
Rendered	Respected	Traces	Socialists
Slandered	Sickened	Quizzes	Toastmasters
Standard	Stooped	Races	Vices
unfounded	Tried	Taxes	Wastrels
Wedded	Winged	Waxes	Zeros

*Again, listen to the teacher and repeat what you hear.*

### Hold the Sound of the Final Letters of These Words

*Read down the lists vertically and repeat the word lists after the teacher.*

Addressed	Adjust	Airs	Bower
Arrest	Anti-trust	Affairs	<i>Bauer</i>
Behest	August	Bears	<i>Brauer</i>
Bequest	Bussed	Blares	Cower
Best	Bust	Cares	<i>Dauer</i>
Breast	Crust	Dares	Dour
Crest	Cussed	Fairs	Empower
Confessed	De-rust	Flares	Flower
Dressed	Discussed	Hairs	Flour
Guest	Disgust	Hares	Glower
Guessed	Dust	Glares	Hour
Incest	Gust	Lairs	Manpower
Impressed	Just	Mares	<i>Maur</i>
Jest	Lust	Nightmares	Our
Lest	Must	Pears	Overpower
Messed	Mussed	Pairs	Power
Nest	<i>Pustule</i>	Plowshares	Plower
Oppressed	Readjust	Stock-shares	Rush-hour
Quest	Rust	Shares	Scour
Rest	Sawdust	Snares	Sour
Suppressed	Sussed	Stairs	Shower
Test	Thrust	Tears	Tower
West	Trust	Wears	Vower
Vest	Unjust	Wares	<i>Zour</i>

*Many students have a problem saying the final letters clearly.*

### Final Sounds Ending in “R”

Actor	Are	Acre	Acer
Adore	Afar	Baker	Barter
Abhor	Ajar	Barber	Carter
Boar	Bar	Butter	Cater
Bore	Bazaar	Butler	Father
Core	Car	Clover	Flutter
Door	Crowbar	Dover	Flatter
Floor	Debar	Ever	Gutter
Gore	Far	Faker	Herder
Lore	Jack-tar	Garter	Injure
More	Jar	Harbor	Juror
Poor	Mar	Never	Learner
Roar	Par	Over	Leader
Restore	Quasar	Potter	Murder
Score	Radar	Ranger	Picture
Soar	Rectangular	Rover	Poster
Sore	Regular	Rudder	Preacher
Snore	Spectacular	Splatter	Safer
Store	Scar	Starter	Speaker
Spore	Spar	Stutter	Stretcher
<i>Tor</i>	Star	Weaver	Teacher
Whore	Tar	Webber	Wayfarer
Wore	Unbar	Udder	Wafer
Your	Czar	Utter	Welfare

*Hold the sound of the “R” at the end of each word.*



## Hold the “L” Sound at the End of Each Word

*Read in horizontal lines.*

Angle	Awful	Appeal	Ale
Battle	Bottle	Betrayal	Bale
Bevel	Brittle	Deal	Dale
Cowl	Careful	Eel	Fail
Dangle	Diddle	Feel	Frail
Devil	Dawdle	Heel	Gale
Evil	Faithful	Keel	Kale
Foul	Frightful	Kneel	Grail
Gavel	Grateful	Meal	Hail
Hovel	Hateful	Ordeal	Jail
Howl	Initial	Peal	Mail
Level	Lawful	Peel	Nail
Lowell	Loyal	Real	Pail
Owl	Riddle	Reel	Pale
Prattle	Rifle	Repeal	Quail
Prowl	Royal	Seal	Rail
Quarrel	Shuffle	Squeal	Stale
Rattle	Spittle	Steal	Tale
Saddle	Stifle	Steel	Vale
Shovel	Swivel	Surreal	Veil
Tattle	Trifle	Teal	Whale
Trowel	Unfaithful	Wheel	Exhale
Vowel	Waffle	Zeal	Yale

*Some of the above sounds are a bit tricky so be careful to repeat and parrot the sounds that the teacher makes.*

## Read These Lines Horizontally Row by Row

*Enunciate the final letter(s) of each word.*

Hoover	Hover	Lever	Lover
Catalyst	Capitalist	Analyst	Pianist
Distressed	Behest	Bigamist	Polygamist
Text	Next	Hexed	Vexed
Test	Pressed	Blessed	Breast
Save	Shave	Slave	Stave
Analytic	Acoustic	Linguistic	Dyslectic
Abounds	Sounds	Rounds	Zounds
Lunge	Plunge	Leverage	Beverage
Midget	Digit	Budget	Brigit
George	Forge	Gorge	Storage
Ridge	Fridge	Ledge	Pledge
Ride	Fried	Dried	Died
Lazer	Blazer	Razor	Frazer
Soon	Spoon	Platoon	Lagoon
List	Gist	Twist	Tryst
Urn	Lectern	Stubborn	Taciturn
Remote	Smote	Gloat	Throat
Toast	Ghost	Roast	Ghost
Lost	Tossed	Frost	Bossed
Crazy	Lazy	Hazy	Daisy
Untrue	Value	True	Blue
Spaces	Races	Faces	Bases

If you see some words you don't know, you can look them up.

## Continue Reading Horizontally Row by Row

*Repeat the final “V” sounds after your teacher.*

Able	Stable	Fable	Label	Table
fertile	Hurtle	Hurdle	Myrtle	Turtle
carol	Carroll	Choral	Coral	Curl
Startle	Straddle	Saddle	Toddle	Waddle
Verbal	Herbal	Girdle	Myrtle	Gerbil
Girl	Furl	Hurl	Curl	Pearl
Bowel	Foul	Howl	Jowl	Towel
Bowl	Bestowal	Foal	Goal	Shoal
Grumble	Humble	Rumble	Stumble	Tumble
Bustle	Hustle	Gristle	Missile	Nestle
Bevel	Grovel	Hovel	Level	Revel
Drizzle	Guzzle	Puzzle	Muzzle	Nuzzle
	Dimple	Pimple		Simple
Arrival	Revival	Rival	Survival	
Evil	Devil	Drivel	Weevil	Upheaval
Ample	Example	Sample	Temple	Trample
Fool	Mule	Pool	School	Tool
Boggle	Frugal	Gobble	Mogul	Toggle
Convertible	Durable	Removable	Responsible	Reversible
Careful	Doubtful	Hurtful	Successful	Thoughtful
Eel	Deal	Feel	Peal	Steal
Doubtful	Frightful	Grateful	Hateful	Spiteful
Deniable	Liable	Reliable	Renewable	Viable

If you hear the sound first and then discover the meaning, this is a good way to improve your vocabulary. That’s how children normally learn a language.

## Repeat These Common “R” Endings

*Have you ever thought of taking a tape recorder to class? Why not a Video tape?.*

Flicker	Glitter	Flutter	Splatter	Splutter
Bitter	Butter	Gutter	Shutter	Utter
Daughter	hotter	Potter	Slaughter	Water
Dimmer	Glimmer	Hammer	Slimmer	Stammer
Blighter	Brighter	Fighter	Lighter	Tighter
Diver	Driver	Fiver	River	Sliver
Hitter	Quitter	Sitter	Whiter	Writer
Faker	Quaker	Maker	Rocker	Taker
Bugger	Jigger	Mugger	Slugger	Younger
Bombardier	Brigadier	Commandeer	Grenadier	Volunteer
Bolder	Colder	Folder	Molder	Shoulder
Baker	Bleacher	Butcher	Preacher	Teacher
Mere	Lear	Queer	Peer	Steer
Becker	Exchequer	Lacquer	Hacker	Woodpecker
Anger	Danger	Manager	Manger	Stranger
Dinner	Dimmer	Dumber	Lumber	Number
Are	Bar	Car	Far	Jar
Ginger	Injure	Manager	Soldier	Teenager
Burr	Her	Lure	Purr	Slur
Auger	Dagger	Geiger	Lager	Tiger
Codger	Dodger	Forger	Lodger	Roger
Eater	Heater	Meter	Peter	Teeter
Coffer	Offer	Pilfer	Pfeiffer	Proffer
Door	Before	Roar	Poor	Shore

*For homework, you can replay the tape and repeat the sounds of your native speaking teacher.*

## Let's Repeat Some More Final "S" "C" and "ST" Sounds

*Read these words y down the list vertically.*

Actress	Blameless	Boss	Base	Aghast
Bess	Boneless	Bliss	Bruce	Ballast
Bless	Boundless	Cross	Course	Behest
Congress	Careless	Dross	Curse	Blest
Compress	Clueless	Floss	Deduce	Breast
Cress	Countless	Joss	Grouse	Confessed
Depress	Groundless	Loss	Hearse	Cost
Dress	Endless	Moss	House	Crest
Duress	Fearless	Ross	Horse	Digest
Excess	Faultless	Toss	Juice	Guest
Express	Flawless	Bus	Loose	Harvest
Egress	Groundless	Cuss	Moose	Infest
Faultless	Hairless	Fuss	Mouse	Ingest
Guess	Harmless	Kiss	Noose	Invest
Impress	Helpless	Gus	Nurse	Jest
Ingress	Moonless	Miss	Purse	Lest
Less	Legless	Muss	Produce	Pest
Mess	Painless	Puss	Recluse	Oppressed
Noblesse	Pointless	Russ	Reduce	Regressed
Obsess	Powerless	Biz	Refuse	Stressed
Oppress	Restless	Fizz	Rehearse	Test
Redress	Skinless	Frizz	Spouse	Undressed
Stress	Spineless	Liz	Spruce	Vest
Transgress	Worthless	Quiz	Truce	West

*Hold the final sound so your listener can hear it.*

## Read Horizontally

*Enunciate the final sounds.*

ice	nice	mice	rice	spice
cries	dyes	lies	prize	spies
dams	grams	hams	jams	slams
Booze	excuse	ooze	screws	snooze
blues	clues	cruise	dues	Fuse
amuse	accuse	loose	refuse	ruse
Alice	chalice	Dallas	malice	palace
bounce	denounce	ounce	pounce	Trounce
bees	cheese	ease	fees	freeze
She's	seize	sleaze	squeeze	sneeze
breeze	fleas	knees	please	trees
ace	base	brace	case	embrace
face	grace	lace	space	race
chaste	haste	paste	taste	waste
disease	displease	fleas	flees	frees
delouse	espouse	grouse	espouse	warehouse
cidars	insiders	spiders	sliders	riders
binders	finders	grinders	hinders	reminders
bends	friends	lends	tends	trends
abides	brides	chides	tides	sides
axe	fax	lax	sax	sacks
back	hacks	quacks	packs	slacks
Books	crooks	hooks	looks	nooks
coax	blokes	hoax	folks	strokes

*You can never get enough practice in pronunciation, so keep on reading the following sheets.*

**Read the Following Examples Aloud.**

*Many words sound alike but have different meanings. Listen carefully to the sounds and try saying these sentences after your teacher.*

Chicken/kitchen	She has chopped-off the heads of each and every one of those old chickens in our kitchen.
Check-in	Let's just check-in at the Peking Corner Hotel.
Logger, locker lock	Each logger put a lock on his locker.
Pupil/ people	Good teachers never forget that pupils are people.
Contact/contract	We made a new contact and signed a contract.
Watching/washing	We watched the woman wash the washing.
Supplier/supplies	We are ordering our supplies from a new supplier.
Specialty shop	A specialty shop sells a specific type of goods.
Special tea shop	This is a special tea shop with many special teas.
Proposals/purposeless	These new proposals are purposeless.
Purchasing/processing	We are now processing our purchasing orders.
Desk/disk	Please put the computer disk on my desk.
Please/police	Please call the police for me.
Allow/around	We don't allow dogs around the house.
Fashion/ fasten	Fastening your bra in front is the latest new fashion.
Slight/fright	We had a slight fright in a lightening storm.
Fresh/flesh/fish	Don't fry fresh flesh or fish in old oil.
Breast/ best	White meat from the chicken's breast is the best.
Fur/four /floor	You can buy fur coats on the fourth floor.
Mouse/mouth	That black mouse has a piece of cheese in its mouth.
Crazy/lazy/busy	It's better to be busy than crazy and lazy.
Lost credit card	Oh, gosh, I've lost my credit card.
Fast food	We ate our lunch at a fast food restaurant.

**Repeat the Following Lines Aloud.**

House/south	We built a house in the south of France.
Cost/most	These vegetables cost the most.
Fruit/straight	This exotic fruit comes straight from the farm.
Shot/foot	He shot himself on the foot.
Conversation/ Conservation	We had an ecological conversation about energy conservation.
Ask/bored	He always asks a question when gets bored.
Return/run	In must return to work to run my company.
Necessary/experience	Am lacking the necessary experience.
Individual/career	I have followed a very individualistic career path.
Wrong/radio	I dialed in on the wrong radio station
Brochure/guarantee	The brochure guarantees prompt service.
Cruise ship service	Try our cruise ship service. You will love it!
Taxi service	The hotel provides special taxi service.
Comfortable/couch	Make yourself comfortable on the couch.
Indiscrete /details	Tell me all the indiscrete details of this case.
Deputy/industrial	I am a Deputy Industrial Development Manager.
Published/education	Show me a list of published education articles.
Beneficial/economic	A list of the beneficial economic efforts.
Delete/treatise	We'll delete this clause from the treatise.
Able/communicate	We have never been able to communicate.
Problems like these	Bitter rivals always have problems like these.
Filth/fifth	This is the fifth time I have cleaned up the filth.
Responsible officials	Responsible officials consult in such a case.
Difficulties/requirements	I have difficulties meeting the requirements.
Prejudiced opinions	I despise ignorant prejudiced opinions.
Interested/position	I am interested in taking that position.



## Read and Pronounce These Words and Lines

Reaches/outmost	These subway lines reach the outmost regions.
Especially/areas	Especially in the outskirts and suburbs
Politicians/reforms	Politicians are not especially interested in reforms.
Appointed/approved	Appointed and approved by the Assistant Deputy Minister of Commerce.
Fiction/literature	I prefer children's fiction to adult literature.
Interfere/affairs	Don't interfere in their love affairs.
Autocracy/disturbing	Their Government's autocracy is very disturbing.
Discouraging hurdle	Passing these tests is a discouraging hurdle.
Difficult obstacle	Their entrance exam is a difficult obstacle
Obsolete/defense	The army now has obsolete defense systems
Dedicated/efforts	Psychiatrists' dedicated efforts to solve problems.
Details/things	Give me all the details and things
Teenagers/maturity	Teenagers that have sex before gaining maturity
Background research	Some background research on this difficult subject
Furthermore/resignation	Furthermore, I am submitting my resignation
Exact wrong figure	Determining the exact wrong figures
Inexact calculations	The contract contains inexact calculations.
Years before	It was two years before the great flood.
Other countries	Mr. Brown has visited other countries.
Executive secretary	She will be an excellent executive secretary.
Experiences/situations	Weird experiences in different situations
Enjoy/challenging	She enjoys her challenging job.
Automatically cancelled	Your residence visa will be automatically cancelled.
Mistakes/restrictions	These mistakes caused serious export restrictions.
Annual/ and you are	And you are required to do an annual tax review.
Never ready	The tax reports are never ever ready in time.

## Chapter Eleven : How to Improve Your Diction

You have probably never noticed, but the word “dictionary” contains the root word “diction” which means how to speak and pronounce words correctly, which is what we shall concentrate upon in this next section. To be more specific, we are going to practice how to say words, phrases and sentences and read short selections from the text, following the lead of a native speaker ( as far as possible). The way to improve your diction is, first, to let the teacher read the word(s) aloud and then to repeat exactly the self same sounds that the teacher has made. You need not necessarily try every one of the sheets in this chapter, because that may prove to be too much and too boring. The point of these sheets is to pinpoint and to practice certain sounds that many non-native speakers will have problems pronouncing properly.

Teachers may find these sheets handy because, when they find that a certain student has a certain problem making a certain sound, that teacher can go to the text and make a copy of the particular page that illustrates said particular sound and use it for personal practice with that individual student concerned.

Even teachers who are non-native speakers may benefit from using these examples because often, if not always, the book provides lists of words that all repeat the same sound over and over, and this means that when you know how to say some of the words, the others will follow the same sound pattern. For example, “Bruce, goose, loose, moose, noose, juice, spruce.” Anyone who has always pronounced “juice” wrongly should be able to get it right in the future. Similarly, from looking at “boot, coot, fruit, hoot, loot, root, scoot, suit, toot” will realize that the words “fruit and suit” are pronounced like “boot and root.” Similarly, it may prove to be a revelation to some that “busy” is pronounced the same as “dizzy, fizzy, Lizzie, tizzy.”

Another advantage of the sheets that follow is that you will often see words in the lists that you know how to pronounce but you do not yet know the meanings of. This is a chance to do some self-access learning. If you are really interested in learning, you can look said words up in the dictionary and then make sentences using those words. Another way to use the sheets is, first, to practice the sound aloud with the whole class, and then put the participants in groups and let them discuss and look up the words they don’t know together.

## Some “A” Sounds

*An “a” sound can come at the beginning, or middle, or the end of the word.*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Able	Afraid	Africa	Area
Accord	Ashamed	Botswana	Bacteria
Addition	Awake	Bacteria	Cafeteria
Afraid	Bake	Canada	Drama
Again	Brat	Cuba	Extravaganza
Agent	Cake	Dracula	Fiesta
Ahead	Crawl	Extra	Gala
Ailment	Drake	Fibula	Hannah
Ajar	Fake	Granada	India
Alone	Fate	Hydrophobia	Java
Already	Famous	Indiana	Korea
Amend	Flame	Joanna	Lava
Angel	Great	Labia	Magma
Approve	Infamous	Linda	Niagara
Acquit	Mistake	Mama	Opera
Arrange	Opaque	Norma	Pasta
Arrest	Quarrel	Panda	Quay
Archer	Remake	Papa	Raw
Ashamed	Snack	Qualms	Susanna
Asunder	Snake	Rwanda	Trivia
Average	Sale	Saw	Uganda
Await	Snake	Veranda	Via
Awestruck	Steak	Wanda	Waialua
Axel	Take	Xenophobia	X-ray
Aye	Wake	Yale	Yugoslavia
Azure	Wave	Zaire	Zambia

### Some “E” Sounds

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Early	Been	Be	Barbie
Ebenezer	Between	Baby	Berry
Echo	Crease	Community	Clumsy
Edward	Disease	Curry	Dee
Effective	Easy	Destiny	Factory
Effigy	Federal	Easy	Frenzy
Egghead	Fred	Freebee	Gory
Eject	Heap	Greasy	Hairy
Elect	Indeed	Grimy	Hurry
Electric	Jet	Injury	Icy
Element	Leaning	Jimmy	Jury
Embrace	Led	Kenny	Lee
Emergency	Lender	Lonely	Me
Energy	Let	Maybe	Mealy
Engineering	Meandering	Oily	Only
Entrance	Meaning	Ollie	Pea
Erect	Net	Polly	Plea
Essence	nettles	Ready	Really
Essential	Peel	Saucy	Story
Eternity	Peer	See	Sorry
Evening	Queen	Sea	Tea
Event	Redman	Spicy	Testy
Exact	Steady	Tree	Variety
Excitement	Teddy	Totality	Wily
Exit	Tender	Westerly	Wary
Expensive	Wend	Zesty	Zany

## Open “EE” Sounds

*The open “ee” seems to be much used in English, as in “crazy, easy, or foxy or freezing.”*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>Final “ly”</i>
Ear	Deal	Brandy	Bailey
Ease	Feed	Candy	Carelessly
East	Feelings	Chastity	Curly
Easy	Field	Devotee	Daily
Eavesdrop	Freed	Dolly	Early
Eel	Freeze	Factory	Fairly
Egress	Greet	Fee	Greatly
Egypt	Kneel	Flea	Hardly
Elated	Meal	Flee	Highly
Elected	Need	Folly	Indignantly
Election	Peelings	Forcefully	Juristically
Elective	Really	Free	Lovely
Elope	Reeling	Ghastly	Namely
e-mail	Steal	Ghee	Openly
Emotion	Steele	Ghostly	Queenly
Enervate	Street	Glee	Rarely
Equality	Surreal	Grandee	Really
Equator	Tea	Handy	Roughly
Equestrian	Treat	Hastily	Scarcely
Erase	Tree	Jamboree	Singly
Erected	Tweet	Lee	Slowly
Erection	Veal	Property	Slowly
Eternity	Wheel	Referee	Surly
Evacuate	Wheeling	Trolley	Tenderly
Evening	Yield	University	Truly
Eventually	Zeal	Varsity	Weekly

## Some “I” Sounds

<i>initial</i>	<i>middle</i>	<i>middle</i>	<i>final</i>
Iambic	Alive	Bright	Ally
Ibex	Bit	Blight	By
Icon	Bride	Bite	Buy
Ideology	Clive	Fight	Cry
Idiot	tDive	Flight	Die
Ineffective	Fin	Fright	Eye
Ignore	Five	Hide	Fly
Ignorant	Gin	Lid	Guy
Inhibition	Irvine	Middle	High
Injurious	Jive	Kid	Lie
Illegible	Kin	Kite	My
Illegal	Line	Limber	Nigh
Immanent	Mind	Rim	Pie
Imbecile	Nine	Sin	Ply
Impeccable	Pile	Skin	Rye
Important	Pine	Smith	Sigh
Instrument	Quinine	Smitten	Sky
Into	Hint	Tight	Spy
Ionization	Sit	Tin	Spry
Irregular	Smile	Time	Sty
Island	Spine	Tim	Try
Italian	Society	Timber	Tie
Internal	Vine	Trim	Vie
Invitation	Win	Swinger	Why
Ivory	Wit	Tingle	Wry
Izzy	Zit	Zinger	Zefferelli

### Some “O” Sounds

<i>initial</i>	<i>middle</i>	<i>middle</i>	<i>final</i>
Oates	Aloof	Alone	arrow
Obliterate	Balloon	Bone	bow
Occult	Bloom	Cone	blow
Odd	Boom	Drone	Crow
Off	Cartoon	Flown	Doe
Official	Coon	Grown	Faroe
Ogle	Doom	Groan	Fargo
Ogre	Doubloon	Hope	Floe
Oil	Dragoon	Hone	Gigolo
OK	Exhume	Joke	Glow
Old	Fume	Joan	Grow
Omniscient	Goon	Loan	Hoe
Only	Gloom	Moan	Joe
Onto	Home	Noon	Low
Oops	Hone	Roanoke	No
Opera	Loom	Room	Mow
Open	Movie	Soak	Moe
Order	Maroon	Slowpoke	Mow
Organ	Octoroon	Smoke	Oh
Ossified	Plume	Spoke	Piano
Out	Platoon	Soon	Radio
Oven	Tune	Stone	Rodeo
Owen	Slow	Storm	Sparrow
Oxygen	Spoon	Tomb	Sorrow
Oxen	Womb	Toot	Studio
Ozone	Zoom	Vroom	Video

## Some “U” Sounds

*The letter “u. is often used in prefixes.*

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
Unable	Buddy	Allude	Adieu
Umbrella	Bus	Attitude	Blue
Ulcer	Blood	Bubonic	Brew
Understand	Cud	Bureau	Clue
Unexpected	Club	Burrow	Crew
Unfaithful	Crude	Cuticle	Cue
Ungrateful	Cuddle	Clueless	Due
Unharmed	Duck	Cutlass	Dew
Underinvestment	Fun	Duplex	Drew
Unjust	Gun	Duress	Few
UK	Huddle	Endurance	Fume
Ulcer	Luck	Flurry	Flu
Umbrage	Muck	Funeral	Flew
Uncle	New	Fuse	Glue
unopened	Pluck	Hurry	Grew
Unpopular	Prune	Jury	Hue
Uproar	Puck	Lure	Knew
Unquestionable	Run	Muir	Mew
Urinal	Ruin	Pure	New
Usual	Rude	Ruin	Pew
Utmost	Rule	Scubadive	Queue
Utter	Sue	Superman	Rue
Universal	Stew	Suppress	Spew
Unwed	Stuck	Superb	View
Uxorious	Suck	Tuber	You
Unzipped	Yuck	Viewfinder	Zoo



## Some “B” Sounds

*Just practice the sounds of the words.*

<i>initial</i>	<i>middle</i>	<i>final</i>	<i>final</i>
Bacon	Babble	Blab	Arab
Baby	Bobby	Beelzebub	Boob
Back	Bubble	Blob	Bob
Buddy	Blubber	Caleb	cub
Bead	Cobbler	Crab	Curb
Beef	Double	Club	Dab
Beg	Enable	Crib	Daub
Bah	Fable	Disturb	Drub
Big	Gobble	Drab	Dub
Bagger	Hobble	Flab	Fib
Back	Hubble	Flub	Fob
Black	Jobber	Grab	Gob
Blame	Knobby	Grub	Hob
Boon	Libby	Hobnob	Jab
Bloom	Lobby	Hubbub	Jib
Beep	Marble	Jacob	Job
Bequest	Nobody	Knob	Lob
Bread	Pebble	Perturb	Mob
Best	Robber	Scab	Pub
Better	Scrabble	Scarab	Rib
Butter	Scrubber	Scrub	Rob
Bovine	Squabble	Slab	Rub
Bow	Slobber	Slob	Sob
BX	Sober	Snob	Stub
Buy	Warble	Stab	Sub
Biz	Wobble	Snub	Tab

### Read These Explosive Word-Sounds Vertically

Bachelor	Castle	Dealers	Fanatic
Backer	Chicken-pox	Dearest	Fangs
Baker	Chili-pepper	Decisions	Fearful
Banker	Cholesterol	Delegations	Fervid
Barber	Clavichord	Delicious	Fever
Beacon	Clavicle	Delirious	Fist-fight
Beckon	Clawed	Delirium	Fistful
Beast/breast	Cleaner	Deliveries	Flagrant
Beggar	Collar	Delusions	Flaming
Blacker	Color	Denigrate	Flattery
Blaster	Conquer	Designation	Flight
Blotter	Conquest	Detention	Fluctuations
Boaster	Coward	Direction	Fluorescent
Bobbin	Crackers	Directory	Flux
Boiled	Crawl	Disappearance	Flyer
Bored	Crest	Disappointing	Follower
Bothered	Criminal	Disintegration	Fowler
Brother	Crisis	Dislodge	Frantic
Bracken	Criticism	Disposal	Frazer
Braver	Crowded	Disposition	French
breakfast	Crowned	Dispute	Frenzy
Breeder	Crows	Dodgy	Fright
Broader	Cruellest	Dracula	Frigid
Broadcast	Cruelty	Drastic	Frisky
Brooder	Crumbs	Dreadful	Frogs-legs
Broken	Crusaders	Drear	Frostbitten
Broker	Cyanide	Dredger	Frosty
Butcher	Czarina	Drinker	Frozen

## Hard and Soft “C” Sounds

*Say the “c” “ic” “s” sounds, clucking, clicking or hissing in the appropriate places.*

<i>initial</i>	<i>middle</i>	<i>final</i>	<i>final</i>
Camel	Ace	Acidic	Bossy
Catatonic	Access	Allergic	Casey
Cab	Bacteria	Botanic	Fancy
Cod	Broadcast	Bombastic	Fleecy
Cud	Dracula	Caustic	Flossy
Cedric	Face	Doric	Gracie
Cesspool	Facelift	Drastic	Grassy
Cigarette	Farcical	Electric	Glossy
Citadel	Graceland	Forensic	Icy
City	Gracious	Fantastic	Iffy
Church	Historical	Horrific	Juicy
Chicken	Judicial	Hypodermic	Lacy
Click	Juices	Ironic	Messy
Clique	Laces	Juristic	Nancy
Climate	License	Lyric	Prissy
Climb	Licentious	Lunatic	Queasy
Clock	Ludicrous	Music	Racy
Club	Palaces	Operatic	Rosy
Class	Places	Photographic	Sexy
Courage	Racial	Platonic	Stacey
Crater	Radical	Plastic	Spacey
Crazy	Salacious	Rhetoric	Spicy
Cuba	Spacious	Seismic	Tracy
Cuddle	Traces	Stoic	Vice
Czar	Vicious	Tragic	Waxy

*There are a lot more “c” sounds than you can see here.*

## Some “ic” and “ch” Endings

*Say these words out loud and be sure to sound the endings.*

<i>“ic” ending</i>	<i>“ic” ending</i>	<i>“ch” endings</i>	<i>“ch” ending</i>	
Allergic	Antagonistic	Belch	Beach	
Atmospheric	Antic	Bench	Birch	
Catastrophic	Arctic	Blanch	Bitch	
Classic	Artistic	Church	Bunch	
Claustrophobic	Attic	Clinch	Coach	
Doric	Balearic	Clench	Crunch	
Dyslectic	Ballistic	Latch	Crutch	
Electronic	Baltic	Leech	Drench	
Epidemic	Bombastic	Lurch	Dutch	
Euphoric	Celtic	Patch	Etch	
Exotic	Critic	Peach	Fetch	
Graphic	Drastic	Perch	Filch	
Historic	Erotic	Porch	Finch	
Horrific	Erratic	Punch	Hatch	
Hypnotic	Esoteric	Quench	Hunch	
Hysterical	Exotic	Scratch	Inch	
Jurassic	Frantic	Screech	Lunch	
Lymphatic	Gastric	Search	Much	
Moronic	Gigantic	Squelch	Munch	
Panic	Mantic	Stench	Ouch!	
Photographic	Mystic	Stitch	Rich	
Platonic	Pedantic	Stretch	Touch	
Quick	Plastic	Such	Which	
Symphonic	Romantic	Vouch	Witch	
Terrific	Rustic	Welch	Wretch	
Voltaic	Spastic	Witch	Zilch	

### Some Dreadful “D” Sounds

<i>initial</i>	<i>Internal</i>	<i>final</i>	<i>final</i>
Damned	Addition	Aged	Named
Dangerous	Additive	Attracted	Alarmed
Dazed	Bedside	Bed	Bonked
Deadly	Bundle	Bled	Conked
Dejection	Cuddle	Bread	Decided
Deliberate	Dreaded	Dead	Ended
Delicatessen	Ending	Dreaded	Fated
Delicious	Frederick	Elected	Fired
Delightful	Goddamned	Fed	Fried
Delirious	Handle	Fred	Grated
Demon	Indeed	Instead	Hated
Denigrating	Indication	Jed	Jailed
Desperation	Leader	Lead	Knocked
Destiny	Liquidity	Ned	Lamed
Destitution	Modern	Needed	Maimed
Destruction	Noodle	Paired	Opened
Devastating	Oddity	Red	Posted
Dexedrine	Puddle	Rested	Quartered
Dictator	Quid pro quo	Said	Started
Disgusting	Rider	Shed	Uninvited
Downgrade	Rudder	Sled	Used
Dracula	Saddle	Sped	Vouched
Drake	Toddle	Thread	Watched
Drastic	Understood	Tread	Wedded
Drink	Waddle	Tread	Yanked
Duck	Yodel	Wed	Zonked

## Try Saying These Sounds

<i>g</i>	<i>j</i>	<i>k</i>	<i>l</i>
Galapagos	Jacket	Kangaroo	Lacquer
Gardening	Jagged	Karate	Lane
Garters	Jailbird	Kate	Larder
Gas	Jailbird	Kayo	Large
Gauche	Jam	Keeper	Latch
Gemstones	Japanese	Keepsake	Laugh
Gently	Jargon	Kennedy	Laxative
George	Jason	Kerchief	Layaway
Ghostly	Jawbone	Kernel	Lazy
Gibe	Jazz	Ketchup	Legitimate
Girdle	Jefferson	Kettle	Lighten
Glibly	Jeffrey	Kicker	Light
Global	Jettison	Kidney	Likely
Glorious	Jettison	Killer	Likeness
Gorge	Jigger	Kilohertz	Limit
Gorgeous	Jitters	Kilometer	Loaded
Gosh	Jitters	Kindness	Lobby
Grateful	Jobseeker	King Kong	Login
Gratitude	Johnny	Kissing	Lollypop
Greetings	Josh	Knight	Lonely
Gregarious	Judge	Knockout	Lopsided
Grief	Jumper	Know how	Lover
Gringo	Junction	Knuckle	Lowest
Grouch	Junction	Kodak	Lumber
Guaranteed	Juncture	Korea	Lurch
Guys	Juxtapose	Kramer	Luxury

## Frightful “F” Sounds

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Fabulous	Baffle	Beef	Aloof
Fanatical	Buffalo	Bluff	Barf
Fantastic	Carefree	Cuff	Beef
Fantastic	Chiffon	Enough	Calf
Farthest	Coffee	Fluff	Deaf
Fatal	Drifters	Gaff	Graf
Favorite	Duffel bag	Grief	Graph
Fifth	Eifel tower	Gruff	Half
Fifty	Frightful	Huff	Hoof
Fight	Rafters	Jeff	Laugh
Finest	Reefers	Muff	Leaf
Five	Rightful	Off	Molotov
Flamingo	Roofers	Puff	Poof
Flare	Shuffle	Quaff	Proof
Flat	Sniffle	Rebuff	Ralph
Flicker	Soften	Rough	Reef
Flight	Stiffen	Scoff	Reproof
Ford	Surfers	Scruff	Roof
Formal	Taffy	Sniff	Scarf
Forty	Toffee	Snuff	Shelf
Frantic	Toffee	Spiff	Spoof
Freight	traffic	Staff	Tough
Frilly	Truthful	Stiff	Trough
Frustrated	Wafers	Stuff	Warf
Fungal	Waffles	Tiff	Wolf
Furious	Wonderful	Whiff	Woof

## Gruesome “G” Sounds

*Not all “g” sounds are grotesque, as we can see, for example in “gorgeous’ or “golden girls.”*

<i>Initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Gag	Aggravate	Bag	Alarming
Gaggle	Aggression	Beg	Amazing
Gangster	Angry	Beg	Astonishing
Gastric	Beggar	Bug	Astounding
Getaway	Biggest	Cog	Brutalizing
Ghostly	Cigar	Fig	Demonizing
Ghoulish	Dagger	Fog	Descending
Gigantic	Danger	Gag	Fantasizing
Gloat	Faggot	Gig	Heartrending
Gloomy	Foggy	Grog	Horrifying
Glutton	Gaggle	Hag	Mind bending
Gnarled	Giggle	Hog	Money lending
Gobble	Gregory	Keg	Murdering
Gory	Haggard	Lag	Pining
Gothic	Haggle	Log	Rebounding
Graffiti	Jagged	Lug	Resounding
Grandiose	Laggard	Mug	Scalding
Greatest	Mugger	Nag	Scolding
Greedy	Ragged	Plug	Slandering
Gregarious	Ranger	Rag	Slaughtering
Grief	Rugged	Rig	Slithering
Grimm	Sluggard	Rug	Spellbinding
Grimy	Smugly	Sag	Surprising
Grotesque	Tangier	Slug	Tantalizing
Gruff	Target	Smog	Terrifying
Gunman	Ziggurat	Smug	Torturing



## Jarring “J” Sounds

*Not all “j” sounds have jarring connotations. For example, “jasmine, jam or jelly.”*

<i>initial</i>	<i>initial</i>	<i>initial</i>	<i>internal</i>	
Jacob	Jabber	Jive	Abject	
Jade	Jack	Jason	Adjunct	
Jagged	Jacket	Jackpot	Adjustment	
Jail	Jackknife	Joker	Conjecture	
Jam	Jacuzzi	Jaguar	Conjugal	
Jarring	Jamb	Jeep	Conjugate	
Jazz	Janitor	Jigsaw	Conjunction	
Jealous	January	Jolly	Dejected	
Jerusalem	Jefferson	Jockey	Dejection	
Jester	Jehovah	Jersey	Ejection seat	
Jesus	Jeopardy	jealously	Injection	
Jinx	Jerk	Jove	Injunction	
Jittery	Jest	Jensen	Injury	
Judgment	Jester	Jobless	Injustice	
Juggle	Jettison	Jury	Object	
Juice	Jewelry	Jangle	Objection	
Jumpy	Jews	Jewish	Prejudicial	
Jungle	Jiggle	Jansen	Project	
Junk	Jolt	Journalism	Projection	
Juristic	Journal	Jingoistic	Raja	
Just	Journey	Joyful	Reject	
Justice	Joyous	Junior	Rejection	
Justice	Jubilant	Judgment	Subject	
Justify	Judicial	Judge	Subjection	
Juxtapose	Jupiter	Judiciary	Trajectory	

*It is uncommon to find words ending in “j” in English.*

## Kinky “K” Sounds

<i>initial</i>	<i>internal</i>	<i>“ck” ending</i>	<i>Final “k”</i>
Kangaroo	Acre	Beck	Bake
Karate	Backer	Brick	Beck
Karl	Baker	Check	Balk
Kayo	Biker	Chick	Burke
Kebab	Bucking bronco	Clerk	Cake
Keel	Cornhusker	Dick	Caulk
Keen	Cracker	Hick	Flask
Keeper	Faker	Jerk	Gawk
Keg	Hiker	Kick	Hake
Kennel	Kicker	Knack	Husk
Kerchief	Knuckles	Lack	Jake
Kerosene	Lacking	Lick	Knack
Ketchup	Licking	Lock	Lake
Kettle	Liking	Mick	Lark
Keyboard	Linebacker	Neck	Mistake
Keychain	Liquor	Nick	Musk
Kicker	Mistaken	Pack	Opaque
Kicks	Quaker	Pick	Quack
Kidney	Speaker	Prick	Rake
Killer	Squawker	Prick	Risk
Kilogram	Stalker	Quack	Steak
Kilt	Sticker	Rack	Talk
Kitchen	Stoker	snack	Talk
Kite	Talker	Tack	Task
Knocker	Tusker	Tick	Tusk
Kris Kringle	Walker	Zack	Wreck

## Lovely “L” Sounds

<i>initial</i>	<i>internal</i>	<i>Final “le”</i>	<i>final</i>
Laboratory	Allergic	Cripple	Able
Lacquer	Balloon	Cuddle	Affable
Ladies	Bellicose	Dabble	Available
Lamentable	Callous	Diddle	Believable
Landlubber	Celebrate	Doodle	Capable
Lapper	Deletion	Giggle	Conceivable
Lasting	Deliberate	Haggle	Durable
Laughable	Delirious	Hobble	Erasable
Laundry	Failure	Huddle	Intractable
Lawful	Failure	Mollycoddle	Knowledgeable
Lazy	Fully	Nibble	Liable
Leader	Hilarious	Noodle	Lovable
Learner	Hollyhocks	Paddle	Passable
Learner	Hollywood	Piddle	Pliable
Lecturer	Jealous	Poodle	Possible
Leslie	Melody	Puddle	Reasonable
Level	Nullification	Quarrel	Recoverable
Liability	Polymer	Rabble	Refundable
Liar	Quality	Rubble	Reliable
Likelihood	Reality	Snuggle	Reversible
Likely	Telling	Struggle	Saleable
Longitude	Vainglorious	Stubble	Tenable
Lovely	Wallace	Toggle	Tolerable
Lunge	Wholly	Waddle	Traceable
Lungs	Yellow	Wiggle	Washable
Luxurious	Zealous	Wriggle	Viable

## Final “L” Sounds

*Say these words, holding the sounds of the endings.*

Abysmal	Angle	Anthropological	Astronomical
Alphabetical	Bangle	Archeological	Biblical
Critical	Bridle	Astrological	Bibliographical
Diurnal	Bristle	Bacteriological	Botanical
Effectual	Dangle	Biological	Classical
Ethereal	Dawdle	Cardio logical	Clinical
Eventual	Dingle	Chronological	Cynical
Eventual	Doodle	Criminological	Economical
Fanatical	Gristle	Dermatological	Empirical
Fanatical	Handle	Ethnological	Historical
Focal	Hustle	Gynecological	Hypothetical
Frugal	Label	Hematological	Impractical
Imperial	Mangle	Logical	Judicial
Legal	marble	Methodological	Lineal
Liberal	Muscle	Microbiological	Lyrical
Literal	Needle	Musicological	Magical
Lyrical	Pringle	Mythological	Mathematical
Material	Quadrangle	Neurological	Metaphysical
Mystical	Rustle	Ontological	Metrical
Orbital	Stable	Pathological	Musical
Physical	Single	Pharmacological	Mythical
Practical	Stable	Physiological	Philosophical
Rehearsal	Table	Scatological	Photographical
Reversal	Thistle	Sociological	Practical
Social	Triangle	Theological	Skeptical
Spiritual	Warble	Urological	Symmetrical
Vocal	Wrangle	Zoological	Vertical

## More Final “L” Sounds

*Just repeat these sounds after your teacher, trying to enunciate the final “l” sound.*

<i>“ell” sound</i>	<i>“ill” sound</i>	<i>“il/el” sound</i>	<i>“ful” sound</i>
Bell	Bill	Anvil	Awful
Cell	Brazil	Apple	Baleful
Dell	Council	Babble	Bellyful
Dumbbell	Dill	Barrel	Careful
Farewell	Drill	Bauble	Dreadful
Fell	Fill	Bevel	Dutiful
Gel	Frill	Burble	Eyeful
Hell	Hill	Coral	Faithful
Howell	Hornbill	Devil	Fruitful
Jell	Ill	Gavel	Gainful
Knell	Jill	Grapple	Grateful
Nell	Kill	Grovel	Handful
Powell	Krill	Hovel	Harmful
Quell	Mill	Level	Hopeful
Schell	Nil	Marvel	Hurtful
Sell	Pill	People	Lawful
Smell	Playbill	Pupil	Meaningful
Smell	Quill	Quarrel	Mournful
Spell	Rill	Reel	Painful
Stairwell	Shrill	Shovel	Playful
Swell	Sill	Shrivel	Powerful
Tell	Spill	Snivel	Revengeful
Tidwell	Still	Topple	Sorrowful
Unwell	Till	Travel	Tearful
Well	Until	Weevil	Thankful
Yell	Will	Weevil	Wonderful

## Say These Sounds

<i>m</i>	<i>n</i>	<i>p</i>	<i>q</i>
Madness	Namibia	Palaces	Quack
Maimed	Naval	Particular	Quadrangle
Malevolent	Navel	Peaceful	Quadrillion
Malicious	Nefarious	Pestle	Quadruple
Malingering	Nepotism	Placid	Quail
Mallard	Nettles	Playfulness	Quaint
Marvelous	Neurological	Pleasure	Qualifications
Master	Neurotic	Politeness	Quarrelsome
Matrix	Nevermore	Politesse	Quart
Maximum	Niggardly	Ponderous	Quarterly
Melodious	Nimble	Populist	Quarters
Meritorious	Nominal	Powerlessness	Quartet
Mexican	Nonentity	Prayer	Quartz
Mindfulness	Nonsense	Preacher	Quaver
Minimal	Normalcy	Preempt	Queen
Minister	Norwegian	Prepare	Queer
Minstrel	Nosey	Preposterous	Quell
Miserable	Notable	Prestige	Query
Mister	Novel	Presumptuous	Quest
Mistress	Novelty	Pretender	Question
Moodiness	Nowhere	Pretentious	Quickly
Moonshine	Nullity	Pretzel	Quinine
Mousy	Numerology	Profound	Quintuplets
Murderous	Numerous	Prompt	Quip
Mustard	Nutrients	Proposal	Quite
Muster	Nutshell	Puzzling	Quizzical

## Magic “M” Sounds

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Mailman	Communism	Assume	Am
Mysteries	Democracy	Bomb	Bam
Mammal	Emergency	Boom	Cam
Mannerism	Feminine	Broom	Consume
Mannerly	Grammar	Bum	Consume
Marbles	Hammer	Comb	Damn
Marvelous	Humanism	Come	Flam
Mastermind	Humming	Crumb	Gram
Materials	illuminate	Doom	Groom
Meandering	Imaginary	Drum	Ham
Measurements	Immaterial	Dumb	Jam
Mechanism	Immeasurable	Exhume	Lamb
Meditation	Immemorial	Fume	Maim
Melodious	Immense	Gloom	Numb
Memories	Immobile	Home	Plume
Meritorious	Immune	Loom	Presume
Middleman	Lumber	Mom	Qualm
Mind-boggling	Luminary	Perfume	Ram
Mingle	Mumble	Plum	Resume
Modernistic	Number	Prom	Slam
Mumbling	Omniscient	Room	Slim
Murmur	Prominent	Scum	Slum
Murmuring	Romanesque	Strum	Tram
Musical	Romantic	Thumb	Vroom
Muttering	Summer	Tomb	Wham
Mythological	Tumbler	Womb	Yam

## Nice “N” Sounds

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Nailed	Announce	Bean	Ablution
Namely	Bundle	Been	Abrasion
Nasty	Connie	Between	Abrasion
Nathaniel	Danny	Careen	Adhesion
Nature	Fantastic	Clean	Asian
Naughty	Fender	Dean	Attention
Naysayer	Grandiose	Eileen	Confusion
Neatly	Honor	Gene	Contusion
Neck	Inner	Glean	Dereliction
Nectar	Jenny	Green	Detection
Neighbor	Kensington	Irene	Devolution
Nelly	Lengthy	Jean	Direction
Nevertheless	Mangle	Keen	Election
Newspaper	Nonsense	Lean	Erection
Next	Only	Machine	Inspection
Nexus	Pond	Maureen	Lesion
Nibble	Quandary	McQueen	Lesson
Ninja	Randall	Mean	Nation
Nobody	Sandy	Preen	Notion
Normal	Tundra	Queen	Parisian
Noteworthy	Unusual	Screen	Passion
Notwithstanding	Vandalism	Seen	Pension
Nowhere	Wander	Sheen	Permission
Number	Xantippe	Spleen	Portion
Nutty	Zany	Unseen	Protection
Numismatic	Youngest	Teen	Revolution



## More Final “N” Endings

Batten	Addiction	Align	Alone
Bitten	Affliction	Brine	Blown
Britain	Commission	Decline	Bone
Cotton	Concession	Decline	Brown
Driven	Confession	Define	Clone
Eleven	Confusion	Define	Cone
Forgiven	Conscription	Design	Flown
Forgotten	Decision	Dine	Frown
Frighten	Delusion	Divine	Grown
Garden	Dereliction	Entwine	Hewn
Given	Description	Fine	Hone
Gotten	Emission	Incline	Joan
Harden	Encryption	Klein	Known
Haven	Expression	Line	Loan
Heaven	Impression	Mine	Moan
Kitten	Incision	Nine	Mown
Linen	Inclusion	Opine	Noun
Mitten	Inscription	Pine	Owen
Open	Invasion	Recline	Phone
Oven	Persuasion	Recline	Own
Proven	Precision	Repine	Prone
Rotten	Predilection	Resign	Roan
Seven	Recession	Sign	Sewn
Smitten	Reflection	Swine	Stone
Stolen	Regression	Twine	Strewn
Taken	Seduction	Vine	Town
Written	Selection	Wine	Zone

## Proper “P” Sounds

<i>initial</i>	<i>Internal</i>	<i>final</i>	<i>final</i>
Paper	Aperture	Bop	Bump
Popular	Bopper	Cap	Camp
Packer	Clipper	Cop	Chimp
Pudding	Copper	Cup	Chump
Padding	Dapper	Dip	Clamp
Pepper	Dipper	Flip	Clump
Puffing	Flapper	Gap	Dump
Practice	Flipper	Hap	Frump
Panic	Grouper	Hop	Gimp
Presentation	Happy	Lap	Grump
Pandemonium	Jogger	Sap	Gump
Project	Jumper	Map	Hump
Palace	Laptop	Mop	Imp
Pamela	Mopped	Lap	Jump
Panhandle	Nipple	Nap	Limp
Pope	Operation	Pap	Lump
Positive	Paper	Pep	Mump
Panic	Puppy	Pip	Pimp
Party	Ripper	Pop	Plump
Proposal	Stopper	Pup	Pump
Personal	Tipper	Rap	Rump
People	Trapper	Sap	Shrimp
Puzzle	Upper	Sip	Slump
Power	Whopper	Sop	Stump
Professional	Yuppie	Yap	Trump
Purpose	Zipper	Zap	Wimp

### Practice Particular “P” Sounds

*Read these lines horizontally. Don't forget to articulate the final “p” sound.*

Cap	Clap	Tap	Snap	
Gap	Lap	Slap	Trap	
Cramp	Damp	Lamp	Stamp	
Ape	Cape	Drape	Gape	
Escape	Nape	Rape	Tape	
Camp	Clamp	Ramp	Tramp	
Asleep	Beep	Bleep	Cheap	
Creep	Deep	Heap	Jeep	
Keep	Sheep	Sleep	Steep	
Leap	Peep	Seep	Reap	
Nip	Trip	Slip	Strip	
Clip	Dip	Flip	Hip	
Rip	Sip	Yap	Zip	
Clip	Drip	Quip	Trip	
Crimp	Blimp	Scrimp	Shrimp	
Gripe	Hype	Tripe	Stripe	
Fop	Drop	Sop	Slop	
Crop	Flop	Plop	Shop	
Cope	Dope	Hope	Pope	
Elope	Rope	Scope	Soap	
Antelope	Horoscope	Periscope	Telescope	
Hump	Lump	Pump	Slump	Plop
Frump	Gump	Grump	Lump	Hope
Fuel	Mule	Rule	Tool	Scope
Dump	Jump	Rump	Stump	Periscope
Scoop	Sloop	Snoop	Stoop	
Droop	Poop	Hoop	Loop	

## Unique “Q” Sounds

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
Quarrel	Inquiry	Squash	Antique
Quarters	Lacquer	Squeezer	Arabesque
Quick	Liquor	Squeaky	Banquet
Query	Equerry	Squire	Baroque
Quiz	Acquit	Loquacious	Basque
Queen	Inquest	Squirt	Bouquet
Queer	Equal	Unquestionable	Boutique
Quadrant	Antiquity	Plaque	Burlesque
Quarry	Equip	Requite	Clique
Quintuplets	Bequeath	Requiem	Critique
Quirk	Equipment	Sequel	Critique
Quasi	Equine	Squirt	Discothèque
Quickly	Equate	Requite	Dominique
Questing	Esquire	Squirm	Grotesque
Quip	Bequest	Requirement	Jacques
Quintet	Bouquet	Request	Masque
Quarterly	Enquiry	Squeak	Monique
Quadruplets	Inquest	Squeamish	Mosque
Quip	Earthquake	Requisite	Mystique
Queasy	Equitable	Squeal	Opaque
Quartz	Equity	Squeamish	Queue
Quilt	Equator	Sequestered	Racquet
Quadruped	Headquarters	Squirrel	Romanesque
Questioning	Equestrian	Request	Statuesque
Quintessence	Acquittal	Masquerade	Torque
Quince	Equality	Parquet	Unique

## Say These Sounds

<i>r</i>	<i>s</i>	<i>t</i>	<i>v</i>
Racist	Stationary	Tailor	Vascular
Radishes	Singular	Tangent	Vast
Rally race	Satisfaction	Tangled	Vatican
Ramble	Servitude	Tattle	Vegetable
Rarely	Sandwich	Teller	Vehement
Rattling	Solder	Temple	Venture
Recess	Solder	Temporary	Veracity
Recital	Sergeant	Test tube	Verbal
Recitation	Stipulations	Timber	Verboisity
Recreation	Sedentary	Timeless	Veritable
Rectangle	Specialist	Tinker	Vernacular
Rectitude	Sanctions	Towel	Vertical
Redneck	Sanctuary	Traditional	Vessel
Regulations	Sacred	Traveler	Vested
Reliable	Secular	Trends	Victorious
Remember	Section	Triads	View
Rendering	Secondary	Trials	Viewfinder
Reputation	Sediment	Triangle	Viking
Residential	Seminary	Trimmer	Villain
Respect	Sadistic	Trouble	Virgin islands
Respiration	Salutation	Trowel	Virility
Restroom	Similarity	Tweed	Virtual reality
Revolver	Sounding	Twiddle	Virtuous
Rheumatism	Secretary	Twaddle	Vitality
Rumbling	Senate	Twin-towers	Voucher
Rural	Security	Two-timer	Vowel

## Rudimentary “R” Sounds

*Read vertically.*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Rabid	Arrow	Archer	Angler
Racing	Barrel	Barber	Butcher
Ragged	Barrister	Carver	Chandler
Raiders	Borrow	Draper	Dealer
Rainbow	Burrow	Engineer	Endear
rapacious	Caring	Fisher	Fowler
Rapacious	Carousel	Gardner	Glover
Rapid	During	Healer	Header
Rapist	Earring	Horner	Hammer
Raunchy	Fairness	Jasper	Junior
Rear	Garrulous	Kneeler	Keeler
Rectangular	Harrowing	Learner	Lecturer
Reform	Jarring	Mailer	Meaner
Regenerate	Jeering	Nimrod	Nestor
Regressive	Leering	Sailor	Senior
Regulations	Marrow	Parker	Pester
Rent	Narrow	Packer	Porter
Restive	Pairing	Sunday	Sander
Retention	Quarrelling	Singer	Sewer
Retrace	Rarely	Teacher	Tracer
Reverse	Sparrow	Tailor	Tucker
Root	Turning	Topper	Trimmer
Rules	Urinary	Wheeler	Weaver
Rural	Veterinary	Winger	Wrangler
Rustle	Wary	Younger	Yammer
Rusty	Zero	Zoster	Zipper

## Random Internal “R” Sounds

*Getting those internal “r” sound right is quite difficult.*

Furry	Garden	Juristic	Surly
Barrier	Gerry	Larder	Surveillance
Barber	Garret	Laurence	Truth
Farther	Garish	Learner	Prudent
Carver	Garner	Leary	Provident
Fairy	Garnish	Lordly	Proven
Drown	Grammar	Lorry	Rural
Artisan	Girder	Lure	Treason
Christ	Hurdle	Maryland	Rarely
Dreadful	Garter	Meritorious	Terrier
Birth	Hearty	Merlin	Serious
Fire	Hearken	Mermaid	Servant
Arbor	German	Merry	Queerly
Father	Gather	Murder	Terrorist
First	Harrier	Norway	Trust
Careful	Irrational	Operate	Weird
Further	Horrible	Ordained	Partner
Burrow	Grocer	Orders	Treacherous
Borrow	Injury	Ordinance	Voracious
Career	Gargle	Ordinary	Shirley
Error	Jurisprudence	Pairs	Warily
Bearer	Hurry	Pertaining	Warring
Carefree	Hurtful	Perturbed	Yearly
Crier	Hurtle	Pretence	Rarely
Cheerful	Irritable	Prudence	Very
Furious	Gurgle	Puritan	Tearful
Flurries	Harriet	Treadmill	Tarmac

## Final “ER” Sounds

*Read horizontally or vertically. Hold the “r” sound at the ends of the words.*

Arbor	Amber	Anger	Anchor
Baker	Binder	Blinder	Blunder
Baxter	Butler	Blaster	Bluster
Cutter	Chopper	Cooker	Cracker
Chrysler	Clipper	Chipper	Cheaper
Driver	Drover	Dipper	Dapper
Freezer	Foster	Faster	Fluster
Gazer	Glazer	Gizzard	Guzzler
Harper	Handler	Hanger	Homer
Immature	Inner	Inure	Injure
Joker	Jester	Juror	Jailer
Lester	Learner	Leaner	Larder
Leader	Lander	Launder	Luster
Master	Mister	Muster	Meister
Norman	Nelson	Nielson	Norwegian
Peter	Pepper	Potter	Putter
Peeler	Pecker	Porker	Popper
Quigley	Quaker	Quicker	Quizzer
Racer	Reaper	Ripper	Rapier
Rodger	Rambler	Ranger	Rancher
Sparker	Supper	Sucker	Soccer
Squeezer	Scraper	Speaker	Scooper
Tracer	Tender	Tinder	Timber
Taper	Trapper	Tamper	Tumbler
Umber	Under	Ulcer	Unger
Writer	Whaler	Wisher	Washer
Winter	Warder	Water	Warder



## Random “R” Endings

*Read horizontally. Just keep repeating these final “r” sounds until they come naturally.*

Car	Bar	Far	Guitar
Alcazar	Bazaar	Bizarre	Czar
Advertiser	Budweiser	Fertilizer	Subsidizer
Beggar	Bother	Blighter	Brother
Bleeder	Blazer	Buzzer	Boozer
Affair	Care	Dare	Flair
Ever	Never	Clever	Cleaver
Barley	Charlie	Harley	Hurley
Glare	Hair	Hare	Scare
Bear	Chair	Flair	Lair
Bartender	Fender	Lender	Pretender
Super	Duper	Pooper	Scooper
Dealer	Feeler	Healer	Squealer
Arbor	Harbor	Labor	Neighbor
Chopper	clapper	Clipper	Chipper
Binder	binder	Finder	Minder
Spear	Steer	Queer	Tangier
Power	Tower	Slower	Shower
Tear	Tore	Swore	Wore
Clover	Dover	Over	Rover
Abhor	score	Snore	Store
Adore	bore	Explore	Eyesore
Carver	Cover	Hover	Lover
Lore	door	Poor	Floor
Beeper	Keeper	Sleeper	Sweeper
Singer	Swinger	Stinger	Zinger
Freezer	Geezer	Sneezer	Squeezer

## Satisfactory “S” Sounds

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Saturday	Assessor	Ass	Ash
Subordination	Basement	Bass	Bash
Sanction	Access	Cuss	Bush
Softly	Festive	Fess	Cash
Suggestion	Hissing	Guess	Cash
Saddest	Dressing	Dress	Clash
Sedentary	Estate	Confess	Crash
Sarah	Guessing	Hiss	Dash
Single	Impressive	Impress	Gash
Surgery	Jurassic	Jess	Hash
Sandy	Nasty	Ness	Lash
Socket	Jester	Joss	Leash
Slowly	Lassitude	Lass	Lush
Sooner	Osmosis	Mess	Mash
Separate	Passage	Moss	Mush
Samuelson	Messy	Mass	Nash
Sequestered	Question	Pass	Push
Sorrow	Recession	Redress	Rash
Sassy	Session	Regress	Rush
Steven	Terrestrial	Success	Shush
Savior	Vestige	US	Slash
Sawyer	Westerly	Unless	Slush
Summer	Universal	Swiss	Swish
Sexist	Excessive	Useless	Swoosh
Saying	Yes Sir	Waitress	Wash
Suzy	Zesty	Wireless	Wish

## More Random “S” Sounds

*Read horizontally.*

Chess	Jess	Mess	Less
Boats	Coats	Gloats	Floats
Brass	Class	Glass	Grass
Confess	Impress	Redress	Regress
Clowns	Drowns	Frowns	Gowns
Address	Confess	Depress	Repress
Bides	Brides	Chides	Derides
Harmless	Helpless	Homeless	Hopeless
Abides	Collides	Glides	Prides
Classes	Glasses	Molasses	Moustaches
Abounds	Astounds	Grounds	Hounds
Crowns	Drowns	Nouns	Towns
Hawkers	Hookers	Puckers	Suckers
Meaningless	Passionless	Powerless	Purposeless
Passiveness	Pettiness	Permissiveness	Possessiveness
Callous	Serious	Serious	Zealous
Famous	Laborious	Uproarious	Vainglorious
Formless	Seamless	Soundless	Timeless
Furious	Imperious	Mysterious	Serious
Collides	Besides	Decides	Derides
Hides	Rides	Slides	Tides
Blenders	Fenders	Grinders	Senders
Chinese	Burmese	Siamese	Vietnamese
Embarrass	Cutlass	Harass	Morass
Glorious	Hilarious	Notorious	Victorious
Dangerous	Glamorous	Humorous	Numerous
Baseless	Clueless	Groundless	Pointless

## Troublesome “T” Sounds

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
Tabulate	Abetting	Attack	
Tabulate	Acting	Batter	At
Tackle	Attention	Cattle	Bat
Tagged	Attractive	Dutchman	Brat
Takeover	Begotten	Election	Cat
Tale	Betrayal	Freighter	chat
Tamarind	Better	Ghost buster	Drat
Tangent	Clatter	Hotel	Fat
Tangle	Clatter	Interaction	Flat
Taskforce	Entrance	Internet	Frat
Technique	Factitious	Jetlag	Gat
Teddy	Latter	Kettle	Gnat
Telltale	Matter	Little	Hat
Temple	Nutrition	Metal	Lat
Tenth	Option	Nettles	Mat
Tingle	Patter	Option	Nat
Tooth	Quitter	Portion	Pat
Topple	Rotten	Question	Plat
Torque	Shuttle	Rattle	Prat
Tremble	Tassel	Sitter	Rat
Tremendous	Tattletale	Titular	Sat
Trough	Untouchable	Until	Scat
Trucker	Untrue	Vestment	Slat
Truth	Vested	Watson	Spat
Tubular	Veteran	Whittle	Splat
Tucker	Western	Yesterday	Vat

## Repeat These Final “T” Sounds Horizontally

*Repeat after the teacher, four words at a time. Be sure to articulate the final “t” sounds.*

Art	Bart	Cart	Dart
Heart	Mart	Part	Tart
Ate	Bate	Bait	Crate
Date	Eight	Equate	Elate
Fate	Freight	Gate	Great
Baker	Faker	Quaker	Taker
Kate	Late	Mate	Plate
Sate	Skate	Slate	State
Accelerate	Rate	Operate	Irritate
Abate	Await	Overstate	Wait
Create	Elate	Exacerbate	Grate
Axe	Fax	Lax	Tax
Tacks	Tracks	Sax	Stacks
Attest	Breast	Crest	Rest
Closet	Dorset	Hamlet	Tablet
Blessed	Guest	Quest	Request
Lest	Pest	Rest	Test
Pet	Set	Vet	Yet
Attest	Best	Jest	Lest
Arrest	Nest	Pressed	Quest
Invest	Test	Vest	West
Best	Blessed	Dressed	Invest
Beast	East	Least	Increased
Acquit	Brit	Fit	Flit
Bit	Grit	Hit	It
Kit	Lit	Mitt	Nit
Knit	Lit	Quit	Rabbit

Vomit	Wit	Writ	Zit
Alight	Excite	Fight	Light
Night	Quite	Right	Sight
Site	Slight	Sprite	Write
Got	Hot	Lot	Not
Ought	Pot	Rot	Sought
Snot	Taught	Wrought	Yacht
Afloat	Boat	Bloat	Coat
Dote	Float	Goat	Moat
Quote	Remote	Smote	Tote
Export	Retort	Short	Sport
Date	Eight	Equate	Elate
Fate	Freight	Gate	Great
Baker	Faker	Quaker	Taker
Kate	Late	Mate	Plate
Sate	Skate	Slate	State
Accelerate	Rate	Operate	Irritate
Abate	Await	Overstate	Wait
Create	Elate	Exacerbate	Grate
Germinate	Illuminate	Prostate	Terminate
Attest	Breast	Crest	Rest
Closet	Dorset	Hamlet	Tablet
Blessed	Guest	Quest	Request
Lest	Pest	Rest	Test
Pet	Set	Vet	Yet
Attest	Best	Jest	Lest
Fest	Nest	Pest	Quest
Invest	Test	Vest	West
Best	Depressed	Invest	Impressed

Beast	East	Least	Increased
Detect	Inject	Project	Reflect
Acquit	Brit	Fit	Flit
Bit	Grit	Hit	It
Kit	Lit	Mitt	Nit
Knit	Lit	Quit	Rabbit
Vomit	Wit	Writ	Zit
Alight	Excite	Fight	Light
Night	Quite	Right	Sight
Site	Slight	Sprite	Write
Got	Hot	Lot	Not
Cost	Frost	Lost	Tossed
Ought	Pot	Rot	Sought
Snot	Taught	Wrought	Yacht
Afloat	Boat	Bloat	Coat
Dote	Float	Goat	Moat
Boast	Coast	Ghost	Host
Most	Post	Roast	Toast
Quote	Remote	smote	Tote
About	Doubt	Pout	Scout
Booth	Tooth	Truth	Ruth
Crumb	Plumb	Rum	Scum
Bum	Dumb	Mum	Numb
Boot	Coot	Fruit	Hoot
Loot	Moot	Root	Suit
Bout	Gout	Without	Stout
Flute	Scoot	Route	Toot
Bought	Cot	Dot	Fought
Duck	Luck	Puck	Yuck

## Breathy, Toothy “TH” Sounds

*Hold your tongue between your teeth and expel air over your tongue as you open your teeth.*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
This	Although	Booth	Bath
The	Another	Birth	Both
That	Bathing	Breadth	Cloth
These	Bathtub	Corinth	Dearth
Those	Birthday	Death	Earth
They	Bother	Eighth	Edith
They'll	Brother	Eleventh	Fifth
They've	Clothing	Fifth	Fourth
They're	Farter	Filth	Girth
Their	Father	Growth	Hearth
Them	Feather	Health	Keith
Themselves	Further	Labyrinth	Length
Thus	Heather	Lathe	Month
Therefore	Lather	Math	Myth
Thence	Leather	Mirth	Ninth
Thenceforwards	Mother	Moth	Oath
There	Nether	Mouth	Path
Thereabouts	Other	Perth	Roth
Thereby	Panther	Seventh	Ruth
Thereafter	Pathway	Sixth	South
Thereon	Rather	Strength	Strength
Therewith	Southerly	Tooth	Truth
Thereupon	Weather	Uncouth	Unearth
Though	Withdraw	wealth	Width
Through	Wither	Worth	Youth
Throughout	Withhold	Wreath	Zenith



## Write Sentences for These Words and Read Them Aloud

*Use the initial “th” words in the first column and write a sentence for each of these words. The teacher can correct your pronunciation or your grammar, if you’ve made a mistake.*

<i>word</i>	<i>sentence</i>
That	<i>He is the man that stole my money.</i>
The	<i>The cost of living is rising.</i>
Their	<i>The students were given their grades by the teacher.</i>
Them	
Themselves	
Then	
Thence	
There	
There	
Thereafter	
Therefore	
Thereupon	
These	
They	
They’ll	
They’re	
They’ve	
Thing	
This	
Those	
Though	
Through	
Throughout	
Thus	

## Pronouncing Final Sounds in Dates and Numbers

*Many students have a problem being understood when they are saying numbers and dates. This will cause a definite problem in business if your listener cannot figure out what you are trying to say. Repeat the following numbers the way a native speaker would. Then write an appointment date as though you were saying it on the telephone while you wrote it down in your calendar.*

<i>1<sup>st</sup></i>	<i>First</i>	<i>The first of January, two thousand and seven. .</i>	<i>note</i>
<i>2<sup>nd</sup></i>	<i>second</i>		
<i>3<sup>rd</sup></i>	<i>third</i>		
<i>4<sup>th</sup></i>	<i>Fourth</i>		
<i>5<sup>th</sup></i>	<i>Fifth</i>		
<i>6<sup>th</sup></i>	<i>Sixth</i>		
<i>7<sup>th</sup></i>	<i>Seventh</i>		
<i>8<sup>th</sup></i>	<i>eighth</i>		
<i>9<sup>th</sup></i>	<i>Ninth</i>		
<i>10<sup>th</sup></i>	<i>Tenth</i>		
<i>11<sup>th</sup></i>	<i>Eleventh</i>		
<i>12<sup>th</sup></i>	<i>Twelfth</i>		
<i>13<sup>th</sup></i>	<i>Thirteenth</i>		
<i>14<sup>th</sup></i>	<i>Fourteenth</i>		
<i>15<sup>th</sup></i>	<i>Fifteenth</i>		
<i>16<sup>th</sup></i>	<i>Sixteenth</i>		
<i>17<sup>th</sup></i>	<i>Seventeenth</i>		
<i>18<sup>th</sup></i>	<i>Eighteenth</i>		
<i>19<sup>th</sup></i>	<i>Nineteenth</i>		
<i>20<sup>th</sup></i>	<i>Twentieth</i>		
<i>30<sup>th</sup></i>	<i>Thirtieth</i>		
<i>40<sup>th</sup></i>	<i>Fortieth</i>	<i>Our company just celebrated its fortieth anniversary.</i>	
<i>50<sup>th</sup></i>	<i>Fiftieth</i>		

## Vital “V” Sounds

*Read vertically down each column.*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Vacuum	Alive	Attractive	Arrive
Vagrant	Converge	Behoove	Beehive
Vague	Conveyance	Clive	Behave
Valerie	Cover	Derive	Brave
Valid	Coverage	Drive	Cave
Valley	Dive	Expensive	Cove
Valuable	Dover	Five	Crave
Valve	Eleven	Groove	Deprive
Vampire	Five	Hove	Destructive
Vapor	Giver	Improve	Effective
Variety	Heaven	Interactive	Forgave
Various	Private	Jive	Gave
Varnish	Hoover	Jove	Gave
Vast	Hover	Move	Grave
Venerable	Levin	Nave	Grove
venture	Live	Operative	Instructive
Verge	Liven	Passive	Knave
Vertical	Liver	Permissive	Mauve
Vexatious	Lover	Protective	Octave
Viable	Movers	Restive	Productive
Victorious	Oven	Restrictive	Prove
Virginia	Over	Seductive	Rave
Virtue	Saliva	Stave	Revive
Vital	Seven	Stove	Rove
Vowel	Seventy	Strive	Save
Vulnerable	Silver	Wave	Slave

## Wide and Willowy “W” Sounds

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
Wade	Always	Away	Allow
Wagon	Brewery	Blown	Anyhow
Waiter	Coward	Brawl	Avow
Waiver	Cowboy	Brewed	Bough
Wakeup	Dawson	Brood	Bow
Witch	Edward	Crewed	Bow wow
Whenever	Flower	Crown	Brow
Wallow	Grower	Dawn	Clough
Warlike	However	Down	Cow-tow
Water	Howl	Fewer	Dow
Wiggle	Inwards	Glowworm	Endow
Wave	Jewish	Fowler	How
Wayward	Lower	Glowing	Know-how
Weave	Mower	Growling	Lao
Webber	Nowhere	Jewel	Meow
Wedge	Power	Jowl	Moscow
Wham bam	Powwow	Lewd	Now
Whistle	Rowan	Hewn	Plough
Whopper	Rower	Nowadays	Plow
Widow	Sewer	Owl	Prow
Windblown	Snowfall	Prowl	Row
Window	Swallow	Screwed	Scow
Weird	Towards	Skewed	Sow
Winner	Tower	Stewed	Vow
Wolf	Vowel	Stowaway	Wow
Wow	Yellow-bellied	Windward	Yow

## Exiting “X” Sounds

*Note that many “eck” or “cks” sounds are pronounced as “x” as you may see below :*

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
X	Baxter	Alexander	Alex
Xanadu	Dexter	Ambidextrous	Axe
Xanthippe	Ecstatic	Anxiety	Checks
Xavier	Exact	Anxious	Cox
X-axis	Excitable	Baxter	Deluxe
X-chromosome	Excite	Buxom	Ex
X-disease	Exempt	Effects	Fax
Xenogenesis	Exit	Exacerbation	Fizz
Xenon	Exxon	Exaggerate	Flecks
Xenophobe	Fax machine	Exasperation	Flux
Xenophobic	Flexible	Excellence	Hex
Xeric	Foxy	Excess	Ibex
Xeric	Hexed	Execution	Index
Xerography	Laxative	Exempt	Jinx
Xerxes	Maximum	Exotic	Lax
Xi	Mexico	Export	Lynx
Xian	Mixer	Extra	Pecks
Xian Jang	Noxious	Juxtaposition	Perplex
Xmas	Obnoxious	Lexington	Reflex
X-radiation	Plexiglas	Luxurious	Rex
X-rated	Quixotic	Oxen	Sax
X-ray	Sixteen	Oxidize	Sex
<i>Xth</i>	Taxable	Oxygen	Shucks
XXL	Uxorious	Proxy	Tax
Xylem	Vexatious	Quixotic	Xerox
Xylophone	Waxing	Uxorious	Zack’s

## Those Yucky “Y” Sounds

*Note that the final “y” sound is actually pronounced as an “a” or “e” vowel sound.*

<i>initial</i>	<i>internal</i>	<i>final</i>	<i>final</i>
Yacht	Anyone	Allay	Birthday
Yahoo	Bayside	Aye	Breezy
Yam	Clay court	Bay	Celebrity
Yang	Daylight	Bray	Closely
Yankee	Daylight	Cay	Daily
Yard	Early night	Clay	Dally
Yardley	Ferryboat	Day	Dilly
Yarn	Gerrymander	Faye	Dolly
Yawn	Haystack	Fray	Easy
Yearly	Jailbird	Gary	Folly
Yearn	Jaybird	Gay	Gallery
Yeast	Jaywalker	Hay	Gravy
Yellow	Layaway	Inlay	Hefty
Yen	Mayday	Jay	Holy
Yesterday	Naylor	Kaye	Knavery
Yet	Naysayer	Lay	Lefty
Yeti	Odyssey	May	Lilly
Yield	Payday	Nay	Navy
Ying	Payee	OK	Palsy
Yoga	Quayside	Pay	Pantry
Yogurt	Ray	Quay	Party
Young	Seymour	Ray	Poetry
Yours	Stay	Stay	Poultry
Youth	Styx	Tray	Silly
Yup	Taylor	Way	Slavery
Yuppie	Wayside	X-ray	Sunday

## Zesty “Z” Sounds

*A lot of word-endings with “s” “sy” or “se” sounds can be pronounced as a “Z” sound*

<i>initial</i>	<i>internal</i>	<i>internal</i>	<i>final</i>
Zap	Amazed	Amuse	Breezy
Zeal	Brazen	Bamboozle	Busy
Zealot	Brazier	Blazer	Buzz
Zealous	Buzzard	Blazing	Cheese
Zebra	Buzzer	Blazon	Crazy
Zen	Cheesecake	Booze	Dizzy
Zenith	Cozy	Confuse	Ease
Zephyr	Craziness	Ezra	Freeze
Zeppelin	Dazzle	Fuzzy	Frenzy
Zero	Dozen	Gaze	Fuzz
Zest	Fazed	Glazed	Graze
Zigzag	Gauze	Glazer	Hazy
Zillions	Gizzard	Guzzling	Is
Zinc	Hazard	Haze	Jazz
Zing	Hazel	Kamikaze	Lazy
Zip-code	Lazy	Laser	Liz
Zipper	Lizard	Loose	Oz
Zircon	Muzzle	Nuzzle	Ozzie
Zodiac	Nozzle	Ooze	Patsy
Zombie	Prisoner	Phased	Please
Zone	Puzzle	Prized	Prize
Zonked	Queezy	Raze	Quiz
Zoology	Quizzical	Refuse	Squeeze
Zoom	Showbiz	Sizzled	Tizzy
Zorro	ZZZ’s	Use	Whiz

*Note that “Zed” endings can have an open “:Zee” sound and the “ee” is then a vowel sound.*

## Repeat These Sounds Horizontally

*Listen to the teacher and repeat the words, four at a time, to practice saying the sounds.*

Cool	Drool	Fool	Pool
Rule	School	Stool	Tool
Fowl	Foul	Owl	Towel
Beer	Fear	Rear	Tear
Squeal	Meal	Veal	Zeal
Bear	Fair	Glare	Pair
Noon	Moon	Spoon	Soon
Boom	Groom	Loom	Room
Doubloon	Platoon	Maroon	Raccoon
Dragoon	Quadroon	Lagoon	Octoroon
Brown	Clown	Frown	Gown
Legion	Region	Prison	Vision
Lair	Pair	Rare	Scare
Burn	Learn	Spurn	Yearn
Born	Corn	Torn	Scorn
Bidden	Burden	Hidden	Ridden
Power	Shower	Slower	Tower
Locket	Pocket	Rocket	Socket
Coop	Dupe	Scoop	Loop
Cope	Dope	Hope	Slope
Dress	Guess	Mess	Stress
Arabesque	Burlesque	Picturesque	Romanesque
Duress	Impress	Impress	Impress
Feet	Deplete	Great	Greet
Bait	Gate	Hate	Late
Beast	Boast	Boost	Blast
Cheese	Breeze	Please	Sneeze



## Four Word Combinations

*Pronounce these words, four at a time, horizontally.*

Able	Fable	Table	Stable
Adventure	Aperture	Debenture	Overture
Antelope	Cantaloupe	Elope	Envelope
Beam	Cream	Dream	Team
Beer	Cheer	Queer	Steer
Bream	Gleam	Scream	Steam
Bubble	Double	Hubble	trouble
Cape	Drape	Nape	Tape
Celebrate	Depreciate	Decapitate	Elevate
Celibate	Cultivate	Exaggerate	Exacerbate
Chap	Clap	Snap	Strap
Clip	Drip	Slip	Trip
Codicil	Council	Pencil	Stencil
Cool	Fool	School	Tool
Deepest	Cheapest	Honest	Steepest
Dipper	Clipper	Copper	Dipper
Dupe	Droop	Coop	Sloop
Fiddle	Diddle	Huddle	Fuddle
Flap	Flip	Flop	Fop
Gaggle	Goggle	Haggle	Waggle
Group	Hoop	Loop	Stoop
Harpy	Hippie	Yippee	Yuppie
Paddle	Puddle	Piddle	Waddle
Rap	Rep	Rip	Reap
Squiggle	Snuggle	Waggle	Wriggle
Supple	Tipple	Topple	Triple

*Prepare yourself to be able to explain the meanings of each of these words to the teacher.*

## Chapter Twelve : Sound and Rhythm

Spoken language is much like music in that you have a certain pattern of sounds, set in a rhythmical pattern, in a structurally related coherent whole, with the purpose of creating a pre-conceived unity of effect.

In this section, we are going to try to explain how this works by, first, taking small units of language with only two or three or four words and, then, go on to show how language uses phrases and sentences to create the kind of language that is used in song lyrics and verse and even poetry and literature.

We shall begin with units using two words beginning with the same letter, such as in “due date” or “tax tariff” which we can then expand by adding one or two more words to the pattern “tax tariff terms”. This technique of repeating the initial sound is called “alliteration” and is widely used in family or product or company or stage or pop culture names so they sound good and are easy to remember.

Similarly, the repetition of internal sounds can be used to achieve the same effect, often using open vowel sounds to make the idea, concept or name sound more melodious and have a pleasant special effect, such as in “new moon” or “home grown” or “slow boat.” This technique is called “assonance.”

It will seem logical that the final letters in words can be used in the same way, such as in “great treat” or “ship shape” or “hanky panky.” This technique is called “consonance.” There are a lot of other sound and rhythm techniques used in language but they are too numerous to discuss here. Instead, let’s start small with alliteration assonance and consonance to get a “first feel” for how it works. We can look at larger units later.

Many people use alliteration when naming their children such as in “Ann Archer” or Bob Burger” or “Diana Drew.” Some popular product designations use the same trick so you will remember the name, such as in “baked beans” or “bubble bath” or “French fries.” The next step is to add a company name to the alliteration, and you are already creating a market, such as in Boston Baked Beans” or “Frisco Fried Fish” or “Helen’s Hamburger Heaven.”

Super Stars of the Stage and Screen have often used the same gimmick, such as “Mitch Miller” or “Backstreet Boys.” Hollywood has always used this device since the initial inception of making movies, in names such as “Greta Garbo” or “Diana Durbin” or “Roslynd Russell” or “Carol Channing.”

## Repeating Sounds to Create a Desired Effect

*You may have noticed that market and advertising copy writers use the repetition of sounds in certain patterns to make an idea or concept or event or character or product or company name stand out and become more memorable, as the examples that follow will illustrate :*

Academy Awards	<i>Amos and Andy</i>
Brooks Brothers	Anglo American
Brown Boggs	Arthur Andersen
Brown Bovary	Barkley's Bank
Coca Cola	Bear Brand
Everest Expedition	Black and Decker
Film Festival	Canon Camera
Golden Globe	Carlton Communications
Hilton Hotel	Coors Company
Izuzu	Cultural Center
Johnson & Johnson	Fanny Farmer
King Koil	Fashion Fair
King's Crown	Howdy Doody
Mercury Motors	Hyatt Hotels
Mitsubishi Motors	Kimberly Clark
Power Pro	Range Rover
Rolls Royce	Shanghai Sheraton
Siam Steaks	Siam Cement
Siam Steel	Siam Center
Siamese Sushi	United Utilities
Silver Screen	Water World
Tip Top	William Wrigly

*Notice how the names normally have an easily recognizable rhythm or pattern. If you have not grown-up exposed to popular American and English speaking culture, you may not recognize some names, especially old Hollywood film or TV stars, but this is not necessarily a real handicap, as some would say that all this media language is just a lot of "cultural claptrap."*

## Celebrity Names

*Below,, there are many names that are familiar to you. Tell us why they are famous for.*

Aimee Anouk	Farah Fawcett
Alan Alden	Greer Garson
Andre Agassi	Greta Garbo
Ashley Allen	Helen Hayes
Barbara Bach	Janis Joplin
Barbara Bush	Jennifer Jones
Beau Bridges	Kevin Kline
Beau Brummel	Kris Kristofferson
Bill Blass	Loretta Lyn
Billy Bragg	Malcolm McDowell
Brigitte Bardot	Marilyn Monroe
Burt Bacharach	Nick Nolte
Calvin Klein	Ozzie Osbourne
Carol Channing	Patti Page
Charlie Chaplin	Robert Redford
Chevy Chase	Ronald Reagan
Chick Corea	Rosalind Russell
Claudette Colbert	Sam Shepard
Connie Chung	Sharon Stone
Cyd Charisse	Tina Turner
Danny De Vito	Walter Winchell
Deborah Durst	Sissy Spacek
Dennis Day	Steven Segal
Diana Dors	Steven Spielberg
Diana Durbin	Susan Sarandon
Doris Day	Sylvester Stallone
Emilio Estevez	Ted Turner

### Choose Yourself an Anglo-Saxon Stage Name

*Suppose they want to make you a star in Hollywood and they want you to choose a name that repeats the first letter of each name. Look at the list below and choose yourself a name.*

Albert Arden	Ann Archer
Bill Barber	Bonny Baker
Carl Carver	Carol Cummings
Danny Davidson	Doris Drew
Edward Edwards	Eve Eastman
Freddy Fowler	Fanny Fleming
Gerry Greer	Gertrude Graham
Harry Holmes	Helen Hurley
Irwin Inglewood	Isabel Ingram
Jim James	Jenny Jackson
Kevin Kramer	Kelly Kingston
Larry Lambert	Lena Lewis
Michael Mitchell	Mona Morris
Norman Naylor	Norma Nelson
Oscar Oswald	Olive Olivier
Peter Palmer	Pat Patterson
Quickie Quigley	Quirky Quaker
Rick Reed	Rita Reynolds
Sam Sawyer	Sally Smith
Sue Stewart	Sheila Silversmith
Terry Thomas	Tammy Turner
Ulrich Umbrage	Ursula Underwood
Vick Vincent	Vera Vance
Wally Wallace	Wilma Weaver
Xavier Xerxes	Yankee Yardley
Yul Young	Zelda Zimmer

## You Are to Become an Undercover Agent

*Suppose you are working for the CIA, and you have to be given a false identity so they can give you a false passport and identity papers. Pick a first name and then a last name, but do not use alliteration because that might arouse suspicion. Instead choose a name you feel comfortable with and learn to say it just like a native speaker.*

<i>First name</i>	<i>First name</i>	<i>Choose any name</i>	<i>Choose any name</i>
<i>Boys</i>	<i>Girls</i>	<i>Family name</i>	<i>Family name</i>
Ace	Alice	Amherst	Arthur
Adam	Anita	Anderson	Ayer
Andrew	Arlene	Aldrich	Allison
Barry	Barbara	Brady	Bradley
Bert	Becky	Brandon	Brewer
Bartholomew	Beth	Beardsley	Booth
Craig	Cathy	Carlton	Chesterfield
Christopher	Charlotte	Cutler	Chandler
Colin	Cynthia	Carter	Cox
Dale	Dawn	Drake	Donaldson
David	Donna	Dewey	Dawson
Dean	Doris	Dudley	Denver
Drew	Dolly	Dearborn	Duke
Edward	Elizabeth	Engel	Eaton
Edwin	Evelyn	Eccles	Edwards
Floyd	Fay	Ferguson	Flanders
Frank	Florence	Fairbanks	Ferris
Fritz	Francine	Fowler	Finch
Gordon	Grace	Gordon	Gardner
Gary	Gloria	Gates	Gingrich
Hal	Hannah	Harris	Houston
Howard	Heather	Hughes	Howell
Hugh	Helen	Henderson	Hurst

James	Janice	Johnson	James
Jerry	Jennifer	Jones	Jackson
Joseph	Jessica	Jamison	Jenkins
Josh	Judy	Jensen	Jacobs
Keith	Katherine	Kent	Kemp
Lance	Linda	Kenilworth	Kensington
Larry	Lily	Lawrence	Loughton
Lucky	Louise	Lane	Lambert
Michael	Marilyn	Monroe	Manson
Morris	Michelle	Mitchell	Mitchell
Many	Monica	Mayer	Montgomery
Neal	Nancy	Nielson	Norman
Owen	Olivia	Olivier	Owens
Patrick	Phyllis	Packer	Pendleton
Peter	Rachael	Roanoke	Richmond
Quentin	Rose	Redman	Russell
Ralph	Ruth	Rawlings	Rodgers
Scott	Sally	Stanton	Sanders
Stanley	Sandra	Simpson	Samson
Terrence	Tina	Sanders	Southern
Thomas	Tracy	Thompson	Tucker
Tony	Ursula	Unilever	Ulrich
Vincent	Veronica	Vane	Vickers
Victor	Violet	Vickers	Verger
Walter	Virginia	Vary	Vincent
Wayne	Wendy	Webster	Wilson
Winston	Yvonne	Yates	York
Zero	Zelda	Zane	Zoroaster

*Keep repeating the sounds in these pages and to get a feel for the natural sound and rhythm.*

## Alliteration Also Appears in Popular Culture

*Incidentally, practicing a lot of names will help you to be able to communicate much better.*

Annie Oakley	Beach Boys
Backstreet Boys	Beverly Hillbillies
Bill Bailey	Bill Bailey
Billy Bob	Bjorn Borg
Black Beauty	Black Beard
Blue Beard	Boris Becker
Buffalo Bill	Candy Cane
Donald Duck	Clark Kent
Fearless Fosdick	Credence Clearwater
Golden Girls	Daffy Duck
Jungle Jim	Dizzy Dean
Kristine Keeler	Doctor Doolittle
Lois Lane	Hugh Hefner
Lyle Lovet	Jesse James
Mickey Mantle	King Kong
Mickey Mouse	Kitty Kelly
Molly Malone	Lenox Lewis
Peter Piper	Linda Lovelace
Pink Panther	Minnie Mouse
Rin Tin Tin	Olive Oil
Sammy Sneed	Peter Pan
Sammy Sosa	Roy Rogers
Sweet Pea	Sam Spade
Tiny Tim	Simple Simon
Ugly Duckling	Sinbad the Sailor
Uncle Wiggly	Willie Wells

*Many of these names come from cartoons, songs, stories and sports and TV and movies.*



## Allusions

*An “allusion” is a reference to someone or something well-informed people would know about. Don’t worry if you don’t get all the allusions. Nobody knows everything. This list contains a lot of celebrated names from various fields. Can you tell what some of them were famous for?*

Ambrose Bierce	Alfred Adler
Bela Bartok	Chubby Checker
Benjamin Britain	Countee Cullen
Bertolt Brecht	Daniel Defoe
Brendan Behan	Denis Diderot
Calvin Coolidge	George Gershwin
Captain Cook	Lerner and Lowe
Cassius Clay	Marcel Marceau
Christopher Columbus	Marco Polo
Galileo Galilei	Margaret Mead
Glen Gould	Mary Martin
Graham Greene	Mary Shelly
Guenther Grass	Pietro Pomponazzi
Harry Houdini	Richard Leaky
Hedda Hopper	Richard Rogers
Henry Hudson	Rob Roy McGregor
Herbert Hoover	Sidney Sheldon
Herman Hesse	Steven Spender
Howard Hughes	Tina Turner
Hubert Humphrey	Vincent Van Gough
James Jones	Walt Whitman
James Joyce	Walter Winchell
Jesse Jackson	William Wallace
Ken Keasy	William Wordsworth
Lucky Luciano	Woodrow Wilson

## Well-Known Word Pairs

*If you don't know the meaning of some of these expressions, your teacher can explain.*

All Alone	Adam's Apple
Bad Boys	Best Behavior
Child Care	Blue-Blooded
Common Courtesy	Cool Customer
Corn Cob	Death's Door
Creepy Crawlies	Designer Dresses
Dead Duck	Double-Dealing
Ding Dong	Fast Food
Dog's Days	Fish Fry
Extra Edition	Golden Gate
Funny Face	Happy Home
Ham Hock	Haunted House
Heavy Heart	Insider Information
Magic Marker	Lady Luck
Man-Made	Lover's Lane
No Name	Mealy-Mouthed
One-Owner	Money Maker
Peer Pressure	Picture perfect
Poor People	Pre-Paid
Queen's Consort	Private Parts
Quick Conquest	Quick Quiz
Rocky Road	Road Rage
Sin City	Tattle Tale
Sun Shade	Tick Tock
Tell Tale	Wanton Woman
Time Table	Weeping Willow
Wing Ding	Wild West

## Using Initial, Internal and Final Sounds for Special Effects

*It doesn't matter if the words are made to rhyme by initial, internal or final sounds.*

Ann Landers	Abracadabra
Bad Dad	Annual Election
Boxing Ring	Atomic Pact
Charcoal Gray	Brush with Death
Chinese Dynasties	Crispy Crunchy
Come Quickly	Decisions and Revisions
Dancing Sippers	Earned-Respect
Double Bubble	Easy Money
Eveready	Eleventh Hour
Fatal Attraction	Eva Gardner
Glitter and Flitter	Free and Easy
Groan and Moan	Golden sands
Hand Gun Control	Gretna Green
Hustle-Bustle	Jail Bait
Jingle Jangle	Keystone Cops
Margery Morningstar	Kissing Cousins
Nest of Nettles	Kitty Litter
Orphan Annie	Lost Control
Peter Pan	Madam I'm Adam
Quick Click	Oxygen Bottle
Quirky Character	Peter Pumpkin-Eater
Razzle-Dazzle	Real Deal
Seven Eleven	Remote Control
Seventh Heaven	Rush and Flush
Sleek Duck's Back	Short Stop
Woolen Sweater	Teetotaler

*Just for fun, why don't you underline the selfsame sounds that hold the words together.*

## Sales Promotion and Business Language

*If you work in business, it won't do you any harm to practice saying the terms below :*

Added-Attraction	Customer Service
Best Beauty Buy	Delicatessen Delights
Better Business Bureau	Do You Yahoo?
Cheap Charlie Special	Drastic Discount Day
Customer Credit	Extreme Lowest Limit
Customer's Claims	Final Focus
Double Discount	Finest Quality
Easter Extravaganza	Freight Forwarder
Extra-Exiting Open Offer	Fresh Frozen Fancy Foods
Fantastic Flavors	Inexpensive Import Items
Fat Free Foods	Introductory Offer on New Item
Fine French Wine	Kiddy Corner
Fresh Frozen Fish	Limited Offer
Honest Ed's Super Sale	Low Cost Creature Comfort
Just-Arrived	Marketing Manager
Lend Lease	Pre-Sale Promotion
Low Budget Discount	Returns and Refunds
Lowest Prices Possible	Satisfaction Guaranteed
Family Fun Fair	Service with a Smile
More Value for Less Money	Signed and Sealed
New Idea/ New Item	Special Customer Cost Cuts
Power Performance	Special Saturday Sunday Sale
Sales Strategy	Special Services Center
Sensational Summer Sale	State-of-the-Art Technology
Spring Sensations	Super Savings Special
Standard of Excellence	Superior Quality Control
Super Deluxe Sales Sensation	Swift Customer Service

## Alliterations

*Reading and talking about all these sheets is a great way to increase your vocabulary.*

Arrogant Attitude	African Ape
Breast Bone	Beer Bottle
Brown Bread	Completed Corrections
Canadian Consulate	Crash Course
Dare Devil	Darling Daughter
Dreaded Disease	Dingle-Dangle
Elementary Education	Early Edition
Free Food	Early Evening
Friendly Fire	Extreme Excitement
Gobbledygook	Feeding Frenzy
Heavenly Horizon	Glamour Girl
Morally-Minded	Greenhouse Gases
Official Orders	Holding Hands
Personal Property	Household Hints
Pizza Parlor	Meat Market
Platinum-Plated	Military Might
Political Patronage	Official Opinion
Proud Parents	Physical Fitness
Quick Question	Potted-Plant
Rest and Recreation	Private Papers
Safe and Sound	Same Sex
Sling Shot	Short Speech
Snap Shots	Tame Tiger
Teeter Totter	Tongue-Tied
Terrycloth Towel	Whispering Winds
World Wide	Wide-eyed Wonder
Westerly Winds	Wild Woman

## Familiar Alliterations

*Teachers who find it helpful to use alliteration sheets may want to have more examples, so they are not doing the same sheets over and over. Some extra lists will allow a wider choice.*

Arresting Agent	Beer Bar
Bird Brain	Dead Dog
Brown Bear	Dirty Deal
Cool Car	Eagle-Eyed
Drunk Driver	Evil Eye
Financial Figures	Free Fall
Fist Fight	Gray Goose
Golden Gloves	Ground Glass
Good Girl	Jumbo Jet
Hip Hop	Latin Lover
Jam Jar	Lemon Lime
Low Life	More Money
Mild Mannered	Much Milder
Old Order	Pool Parlor
Paper Plates	Powdered Potatoes
People Person	Power Pack
Poor Performance	Power Plant
Red Rose	Ruby Red
Rest Room	Rusty Razor
Service Station	Simple Solution
Small Space	Super Sonic
Soap Suds	Tea Time
Tip Toe	Treason Trial
Uncontrollable Urge	Very Valuable
White Wash	Zealous Zealot

*The thing to do if you want to be innovative is to make up a list of your own.*

## Two Words Joined by Conjunctions

*There are a lot of little word groups in the language that work like this. Practice a few*

Bag and baggage	Beans and bacon
Bed and board	Bed and board
Big and bony	Bed and breakfast
Black and blue	Cash on delivery
Bread and butter	Casual and carefree
Cash and carry	Cool and clear
Coffee with cream	Fat and flabby
Dead as a doornail	Flame and flicker
Fair or foul	Flat to let
Fast and furious	Gold and glitter
Green as grass	His and hers
Hale and hearty	Home and hearth
Hot and humid	Homeless and hungry
Jam and jelly	Judge and jury
Kit and caboodle	Lean and lank
Life and liberty	Lost and lonely
Love and war	Power and prestige
Mean and miserly	Right and wrong
Money and might	Room for rent
Nice and naughty	Rough and ready
Rant and rave	Short but sweet
Right of rule	Snow and sleet
Sin and squalor	Stop and stare
Tried and true	Tropical and torrid
Wear and tear	Where and when
Whiskey and water	Why and wherefore
Wild and woolly	Worn and wrinkled

## More Musical Devices

*Read out the words together in one rhythmical unit to create a musical effect.*

Basket case	Annie get your gun
Believe it or not	Aquamarine
Burning rubber	Archbishop
Children's rights	Blast them to smithereens
Dictate your destiny	Boiled in oil
Free speech	Cosmic actions
Judicial regulations	Foreign correspondent
Learn to love your life	Foreign entity
Love and longing	Glow and glimmer
Might is right	Have a happy holiday
Official ministerial appointment	Heard-hearted Hannah
Post mortem autopsy	Just a Gigolo
Preconceived conception	King and country
Prenuptial agreement	Lemon yellow
Questionable lineage	Live and learn
Quiet acquiescence	Long arm of the law
Ready on arrival	Manifest destiny
Rock concert queen	Pistol packing mama
Rule of law	Purple people eater
Special citation	Really rummy room
Stress of materials	Seamy side of life
Tea for two and two for tea	She gets my goat
Terrorist attack	Siam center
Unwilling witness	Stare and glare and gloat
Wise-cracker	Whet your whistle
Your immoral outlook	White- whiskered whisky drinkers

*Underline or highlight the special and repetitive sounds that hold the word-grouping together.*



## Addictive Alliterations

*Some people really get hooked on alliterations. This extra page is dedicated to them.*

Ann Arbor	Arch Angel
Blue Bonnet	Barn-Burning
Boys in Blue	Big Bust
Commerce Commission	Birch Bark
Do or Die	Blue Bell
Electrical Energy	Body-Building
Fear of Flying	Bongo Beat
Green Grocer	Burning Bush
Honey Harbor	Crispy Crunch
Irrational Impulses	Curious Case
Jersey Jumper	Extreme Emergency
Lake Louise	Financial Federation
Lewd Literature	Fit as a Fiddle
Luggage Locker	Flying Fortress
Manly Moves	Heavenly Hope
Modern Marvels	High Hopes
Now or Never	Local Legislators
OPEC Oil	Materials Management
Presidential Pardon	Mind over Matter
Race Riot	Modern Medicine
Silk and Satin	National Newsletter
Silver Star	Oval Office
Terrible Tragedy	Sailing Ship
Terrorist Tactics	Secret Surveillance
Tourist Trade	Spy Story
Toy Boy	Train Tracks

*It would be a great idea for the teacher to get you to explain what each of these terms means.*

### More Word Pairs

*Assign each student to make up a sentence using one of the following word pairs :*

Automobile Accessories	Bullied-Beef
Close Quarters	Bootleg Booze
Cat's Cradle	Crazy Katz
Cuban Cigars	Claims Check
Tourist Trade	Dowager Duchess
Fiddle Fuddle	Blue Bird
Bowling Ball	Garden Gate
Corporate Clients	Hawaiian Hula
Broken Bottle	Christ Church
Single Soul	Service Station
Silk Scarf	Easter Egg
Diplomatic Defection	Clam Chowder
Boiled Broccoli	Modern Music
Honeymoon Hotel	Nepalese Nation
First Flight	Raging River
Moldering Monument	Plum Pudding
Tall Tale	Shimmering Shadows
Brooklyn Bridge	Russian Roulette
Good Grief	Silk Screen
Silvery Sands	Tram Ticket
Red Ribbon	Unfathomable Universe
Stormy Seas	Temper Tantrum
Tangy Taste	Same Side
Wanton Waste	Yester Year
Miserable Mood	Tough Task
Political Plot	Ground Gas
Simple shame	Tell-Tale

## Word Sequences

*You should always learn language in little bits, such as in the word groupings below :*

American Automobile Association	American Academy Awards
Big Bunch of Bananas	Arthur Andersen Auditors
Blues Brother's Band	Bali Bomb Blast
Bond and Banking Business	Better Business Bureau
Cancer Care Clinic	Broad Band Broadcasting
Cold Case Clue	Child Care Center
Delivery Due Date	Classic Case of Corruption
Ding Dong of Doom	Congressional Committee on Crime
God-Given Grace	Financial Filing-Folder
International Investment Initiative	Just a Gigolo
Israeli Intelligence Information	Low-Learning Level
Jungle Joy Juice	Luxury-Living Lifestyle
Ku Klux Klan	Money-Making Motivation
Live and Let Live	Never, Never say Never
Long Lost love	Pacific Petroleum Platforms
Mass Media Manipulation	Palestinian Past-President
Popular Political Platform	Really Rock and Roll
Really Rant and Rave	Rhine River Region
Ring a Ding-Ding	Shareholder's Stock-option Signatures
Rising Rupee Rate	Siamese Serendipity Special
Ron Rico Rum	Social Security System
Scary Roller Coaster	Tax Tariff Terms
Star of Stage and Screen	Tokyo Rose Shows
Thai Tennis Tournament	Whole, Hale and Healthy
Western White Women	Family Fun Fair
World Wide weather	Warm, Westerly Winds

*Notice how in some combinations the repeated, sounds or rhymes are internal.*

## Pronounce and Explain and Use These Terms

*It would be good experience for you to use one term the teacher assigns to you in a sentence.*

Catch as catch can	Big brother
Champagne cocktail	Bread basket
Cold cream	Catch a cold
Crispy crackers	Close call
Devil's door	Congressional campaign
Diamond diadem	Criminal Charges
Diet drink	Dubious dealings
Double trouble	Extra effort
Electric eel	Go-go girls
Flash flood	Green glass
Gaggle of geese	India ink
Head over heels	Internal injuries
Late lunch	Jade jewelry
Marriage arrangements	Kitchen cabinet
Nebulous notions	Litigation lawyer
On the open ocean	Live and learn
Overly Inquisitive	Man in the moon
Roam and ramble	Movie mogul
Slight snow showers	Ordinary operations
Soft as a baby's bottom	Pinto pony
Some big bloopers	Room rate
Under pounding pressure	Singapore Sling
Undercover unit	Sweet pea
Very vexatious	Undercover unit
Vicious and violent	Utmost best
Weapons of war	Whine and whimper
Words of wisdom	Various versions

## Cultural Allusions

*Practice pronunciation and be prepared to explain to your teacher what the following terms/names signify. If you must do an Internet, search, it will allow you to read in English.*

Achilles' Heel	<i>Alice in Wonderland</i>
Aegean Artifacts	Anthony and Cleopatra
Athena	Carlos Castaneda
Chester Cathedral	Chakrit Dynasty
Corinthian Columns	Charles Darwin
Dionysian Cult	Dali Lama
Druid Rituals	Fritz Lang
<i>East of Eden</i>	Heart of Darkness
Face that sank a thousand ships	Henry the Eighth
Founding Fathers	Karl Jung
Gateless Gate	King Solomon's Temple
Hanoi Hilton	Merlin the Magician
Homeric Heroes	Moby Dick
Horatio Hornblower	Noah's Ark
King Taksin	Pompey
Mary Queen of Scots	<i>Roderick Random</i>
Minoan Crete	Sigmund Freud
Mycenaean Culture	Sixty Seconds
Old Roman Ruins	The Pyramids at Giza
Siege of Troy	The Colossus of Rhodes
Sound and Sense	The Lost Continent of Atlantis
Stonehenge	Timothy Leary
Towering Tibetan Temples	Tutankhamen's Tomb
Trojan Horse	Ulysses' Curse
Venus	Vishnu
Vesuvius	Zeus

*What are these names or places or titles or allusions so famous for? Tell a story to explain.*

## Using Some Accents and Stresses Inside of Words

Every word has at least one accented syllable and usually one or more unaccented syllables. The simple way to say this is that there is at least one strong beat and one or more weak beats in every word. Below, the letters in **BOLD** type are stressed beats and the letters in normal are **weak** beats. A better way to understand this is to see a table of words which put the stress or accent on the **STRONG** syllables and put the **weak** beats in lower case fonts. We shall help you with some words but leave you on your own to figure it out.

First syllable	Second syllable	Third syllable	Fourth Syllable
<b>AL</b> .ways	Ad. <b>J</b> UST	A.ra. <b>BESQUE</b>	Al.lit.er. <b>A</b> .tion
<b>BE</b> .cause	Be. <b>CAUSE</b>	Bes/ti. <b>IAL</b> .ity	Bal.ler. <b>INA</b>
<b>COM</b> .for.ta.ble	Con. <b>VEN</b> .tion	Con.vo. <b>CA</b> .tion	Con.viv. <b>ial</b> .ity
<b>DO</b> .nut	Di. <b>MEN</b> .tion	Dep.riv. <b>a</b> .tion	De.ter.min. <b>a</b> .tion
<b>ENG</b> .land	E. <b>vent</b> .u.ally	E.vol. <b>u</b> .tion	E.val.u. <b>a</b> .tion
<b>FRE</b> .quen.cy	Far. <b>rea</b> .ching	Fre.quen. <b>ta</b> .tion	For.ma.liz. <b>a</b> .tion
<b>GAR</b> .net	Gra. <b>da</b> .tion	Gra.vi. <b>ta</b> .tion	Ges.tic.u. <b>la</b> .tion
<b>HO</b> .mer	Hos. <b>til</b> .it.y	Ho.mo.gen. <b>ious</b>	Hos.tel.er. <b>ia</b>
<b>IN</b> .side	In. <b>ten</b> .tion	In.for. <b>ma</b> .tion	Il.lum.in. <b>a</b> .tion
<b>JUS</b> .tice	Ju. <b>dic</b> .ious	Jur.is. <b>pru</b> .dence	Ju.di.ci. <b>ary</b>
<b>KE</b> .ttle	Ka. <b>lei</b> .do.scope	Kan.ga. <b>roo</b>	Ki.lo.wat. <b>hour</b>
<b>LI</b> .tter	Lo. <b>qua</b> .tious	Leg.ion. <b>aire</b>	Lit.i.ga. <b>tion</b>
<b>MIS</b> .ter	Ma. <b>tic</b> .u.ous	Moun.tain. <b>eer</b>	Ma.tric.u. <b>la</b> .tion
<b>NOR</b> .mal	Nu. <b>mer</b> .ic.al	Nu.mer. <b>a</b> .tion	Nor.mal.iz. <b>a</b> .tion
<b>ON</b> .ly	O. <b>pres</b> .sion	On.to. <b>log</b> .ic.al	Or.gan.iz. <b>a</b> .tion
<b>PA</b> .ss.ive	Pre. <b>ven</b> .tion	Psy.cho. <b>lo</b> .gi.cal	Par.cel.iz. <b>a</b> .tion
<b>RU</b> .pt.ure	Re. <b>ten</b> .tion	Reg.u. <b>la</b> .tion	Reg.u.la. <b>tory</b>
<b>SI</b> .lent	Se. <b>mes</b> .ter	Sed.im. <b>ent</b>	Sed.im.en. <b>ta</b> .tion
<b>TER</b> .ri.ble	Tre. <b>men</b> .dous	Ter.min. <b>a</b> .tion	So.lil.o. <b>quy</b>
<b>UN</b> .der.stand	Un. <b>ready</b>	Un.der. <b>ta</b> .king	Un.ion.i. <b>zation</b>
<b>YES</b> .ter.day	Ya. <b>mo</b> .to	Var.i. <b>a</b> .tion	Val.i.dic. <b>tor</b> .ian

*The only way that you can learn this is by listening and then repeating what you hear.*

## Accented Syllables

*Read the columns, descending vertically, and pronounce the strongly accented syllables in the right place. This time, there will be no markings to guide you, but you can figure it out yourself, if you work your way down the lists, column by column.*

<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>
Allergy	Advancement	Ammunition	Accentuation
Basket	Biology	Biological	Bureaucratize
Comfort	Container	Criminology	Communication
Database	Detective	Deposition	Determination
Express	Election	Elevation	Elaboration
Factual	Fantastic	Fermentation	Fraternization
Ghostly	Gestation	Gravitational	Gesticulation
Hateful	Horrendous	Homosexual	Heterosexual
Image	Important	Inquisition	Immunization
Jungle	Judicial	Jurisdiction	Jehoshaphat
Kerosene	Kentucky	Kleptomania	Kentuckian
Laptop	Lament	Lamentation	Legalization
Merger	Memorial	Monumental	Memorization
Notary	Numerical	Numerology	Questionability
Operate	Ordeal	Ordination	Ozonosphere
Princess	Pollution	Pioneer	Polarization
Question	Quotation	Questionnaire	Quantification
Reserved	Respectable	Registration	Regimentation
Sensuous	Sensation	Sociology	Sterilization
Tumbler	Traditional	Territorial	Tantalization
Unity	Unless	Understatement	Underestimate
Vowel	Volition	Ventilation	Versification
Waxworks	Well-being	Westernize	Westernization

*The only way to learn this is by listening and repeating what you hear. Please note that many words have more than one accent but one is stronger than the other, as in “regimentation.”*

## If You Don't Get the Beat Right, You'll Get the Rhythm Wrong

*One of the most difficult problems in speaking English as a foreign language is to get the rhythm right. If you put the accents in the wrong place and you have a Thai accent, even if your grammar is almost perfect, native speakers will have trouble understanding you.*

Actor	Nameless	Gargantuan	Advancement
Anvil	Notion	Gregarious	Articulation
Busy	Optical	Hospitable	Bartholomew
Business	Orphan	Hostility	Communicate
Careful	Parcel	Imagine	Depraved
Congress	Practical	Inopportune	Explosive
Destitute	Racial	Laboratory	Fertility
Driver	Radical	Laborious	Gemology
Energy	Sameness	Momentous	Hospitable
Ever	Sender	Mentality	Intestinal
Factory	Tease	Notorious	Judgmental
Frequency	Tower	Nutritional	Kaminski
Gustatory	Underwood	Occult	Lament
Gravel	Uncle	Occupation	Malicious
Harmless	Arrange	Position	Namibia
Hopeless	Advance	Psychology	Oppressor
Inform	Befitting	Rangoon	Pretentious
Injury	Between	Relations	Quarrelsome
Keeper	Compartment	Salacious	Rapacious
Kibbutz	Comportment	Society	Superb
Lament	Depression	Tenacity	Terrific
Lender	Delirium	Temerity	Umbrella
Mentor	Emergency	Vexation	Vanessa
Muzzle	Eventual	Unrest	Warwick

*Notice that this time the columns are not numbered to let you know where the accent goes. If you break the word down into syllables you will improve your spoken rhythm.*



## Read out these Words Stressing the Correct Accent

*Don't worry about getting it wrong, the teacher will help you if you do.*

Anthropology	Anticipation
Bestiality	Brutalization
Calculation	Civilization
Declination	Defoliation
Eventual	Deforestation
Fulmination	Determination
Globalize	Evaluation
Humanize	Fertilization
Infestation	Globalization
Kleptomania	Humanization
Legalization	Investigation
Misadventure	Microbiology
Methodology	Memorization
Nomenclature	Normalization
Normalize	Purification
Omnipresence	Questionability
Publication	Realization
Referendum	Rectangularity
Requisition	Sterilization
Salutation	Triangulation
Transformation	Tranquilization
Utilization	Undervaluation
Vulnerability	Vaporization
Womanize	Verbalization
Underestimate	Vulgarization

## One Last Chance

*In this exercise, we will use words that have a lot of syllables. The problem for you is that they do not always fall on the same syllable. Sometimes it can fall on the first syllable, sometimes on the final syllable, and sometimes in between.*

actualization

brutalization

capitalization

devaluation

evaluation

fertilization

globalization

hallucination

improvisation

jurisdiction

kleptomania

liquefaction

miscalculation

naturalization

optimization

predestination

popularization

quantification

regularization

sterilization

tantalization

utilization

verbalization

vexatious

*Please note that often there are two string syllables in a word but usually the second one is stresses a little more than the first one, such as in “tantalization.”*

## Chapter Thirteen : More Pronunciation Practice

In this chapter which is a development of a systematic and preconceived plan, the teacher should do four things :

- The first is to practice pronunciation, as in the above exercises.
- The second is for the teacher to explain and discuss new vocabulary.
- The third is for the teacher to give sample sentences to illustrate how to use the words and idioms, etc.
- The last, and the most difficult, is for the students think in English and make up their own sentences using the words in the lists.

Said tasks allow students to listen, repeat and learn new vocabulary, and to create complete sentences in English, whilst practicing speaking.

The teacher can also stop, at any given point in the lists, and tell a story or an anecdote or start a discussion and answer session regarding the new vocabulary terms. If the teacher is relaxed and creative, he/she can take a lot of freedom in utilizing the teaching materials. It goes without saying that the students should be allowed the same freedom and should even be encouraged to lead the direction of the discussion to make it more interesting for them selves. They should be asking questions about the things they want to know rather than answer questions that the teacher expects them to answer. It goes without saying that letting the students take the lead is the less threatening of the two above alternatives, and doing it in this way will also be more comfortable for the teacher, who should find that making up examples and explanations as he/she goes is also creative and challenging.

It is possible that some teachers may have to look up a few expressions and write down some examples in preparation for class, but there is nothing wrong with that. The best way to learn something is by teaching yourself.

Two final things that should be stressed are that there is a vast selection of sheets from which to choose, and no teacher should try to go through the whole sequence in order. Instead, pick and choose the items that are most appropriate for the level and interest of the class.

Under no circumstances should the students be given advanced, vocabulary exercises that are too difficult for them, because this would only confuse and frustrate the students and make the job of the teacher more difficult. The last thing a teacher wants to do is create a problem for him/herself.

## A

*In these exercises, just keep repeating after your teacher. If you get enough practice, you will begin to lose your Thai accent and sound more like a native speaker. The best compliment you can get is the statement, “You must have studied abroad because your accent is so good.”*

Able and ready	Able and ready
Accept and agree	Acceleration pedal
Acidic reaction	Acceptable explanation
Act of god	Accruing interest on their loans
After the armistice	Accurate accounts
Aftermath of the war	Action Plan
Aimed at attaining approval	Activist activity
Air of pretension	Against my better judgment
Airport tax	Against my principles
Always interested	Against my religion
Angel-faced	Against the current
Anger and frustration	Against the law
Anonymous tip	Air head
Anti-war demonstrators	Air hostess
Any answer will do	Always agreeable
Appallingly low wages	Always right
Arabic numerals	Answer the phone
Ardent advocate	Arbitrary opinion
Arrival area	Ardent advocate of...
Arsonist's motive	Arduous ordeal
At the taxpayer's expense	As we speak
Avenge an offence	Assembly line
Average income	Attend to business
Aware of the danger	Augment your income
Awfully sorry	A whale of a time

*Repeating all the sounds in the alphabet is good pronunciation practice.*

**B**

Back into action	Back-breaking labor
Back to the future	Barbequed ribs of beef
Bad behavior	Baseball league
Bad breath	Baseless rumors
Bad experience	Basketball players
Bad memories	Bay of Bengal
Based on a true story	Beast of burden
Bearer of good tidings	Beefeater's gin
Beauty and the beast	Beleaguered
Begging for mercy	Bent cop
Bestowal of knighthood	Best actor's award
Better days	Best of three series
Beyond the border	Betrayal of trust
Biblical reference	Better left alone
Blazing inferno	Bibliographical references
Blood donor	Big belly
Blubbering baby	Big bully
Bored to tears	Boggle your mind
Borrower or lender	Boiled broccoli
Bottle of beer	Braided hair
Bought and paid for	Bread and butter
Breakdown in negotiations	Bread basket
Breaking news	Brick layer
Bring them to justice	Broiled beefsteak
Brings back old memories	Bucket of worms
Burden of guilt	Bumbling, bumbling fool
Burning Bush	Burden of care and worry
Business affairs	Burnout case

## C

Cabin crew	Caged-in
Call the cops	Call for peace
Captain's cabin	Call room service
Car bomb	Can't cover my costs
Careful craftsmanship	Canned-corn
Case of concern	Case history
Cat and mouse game	Casual acquaintance
Catholic cathedral	Casual and carefree
Caught by surprise	Casual sex
Challenge the status quo	Challenge the system
Charcoal grill	Charity appeal
Chest pains	Civil service
Chocolate chips	Clash of cultures
Civil action	Comfortable couch
Civil aviation	Competent appraisal
Clogged drainpipe	Complete confidence
Close the door on the past	Complete the transaction
Collision course	Confidential clause
Concede defeat	Confidential report
Confirmation of flight	Confirmation of confidence
Consecration of cardinals	Conflicting desires
Continuing showers	Contrary opinion
Criminal court	Conventional behavior
Crowning achievement	Convey condolences
Cut a path	Corn on the cob
Cut a swath	Cultural conflict
Cutting a caper	Cultural revolution
Cutting up	Cut the cable

**D**

Dawn of civilization	Dastardly behavior
Death before dishonor	Dead on arrival
December weather	Dead on target
Delinquent behavior	Dead to the world
Delirium tremors	Dead-tired
Democratic process	Debatable point
Deputy defense secretary	Deep, dark secret
Derogative comments	Designated driver
Destabilization of prices	Direct dialogue
Destitute scholar	Disgusting sight
Detention center	Disrupt the meeting
Determined effort	Distinct disadvantages
Detrimental remarks	Distinguished guests
Dictatorial regime	District office
Disclosure of secret	Don't drink and drive
Discrimination against Jews	Don't monkey with me
Disease and starvation	Don't squeal on me
Disguise yourself	Double cross
Disillusioned youth	Double pay on holidays
Disregard my last order	Double play
Dissemination of information	Double-dealing
Dissolute drunkard	Dreadful dreams
Distemper	Dreaming of success
Dousing the flamed	Dredger
Dramatic drop in price	Drenched by rain
Driven to distraction	Drowsy
Drowning your sorrows	Dubious alibi
Drunken driving	Dumbbell

## E

Emergency room	Evidential death
Emerging image	Embarrassing moment
Eminent scholar	Elementary education
Empirical evidence	Election campaign
Encouraging agreement	Electric chair
End of my rope	Eventual achievement
End of the road	Electronic devices
End of the world	Ear ache
Enduring friendship	Eagle-eyed
Ephemeral shadows	Evil eye
Eradicate ignorance	Eager to please
Ever present danger	Early riser
Everything's all right	Earmark of achievement
Evil influences	Easy-going
Exact information	Easy boy lounge chair
Example of courage	Eclipse of the moon
Excellent work	Efficiency measures
Exception to the rule	Effective engineering
Exempt from taxation	Electrocardiograph
Existential anxiety	Empty illusions
Experiential level	Empty promised
Extinction of the species	Endless space
Extra added value	Eternal damnation
Extra careful	Encourage education
Extra important	Encyclopedia of knowledge
Extract information	Environmental disaster
Extra-judicial killings	Equal opportunity
Extravagant life style	Everest Expedition



## F

Face the challenge	Fabricated excuse
Faced with famine	Fact or fiction
Face-to-face	False hopes
Facial features	False pride
Facing death	Fame and fortune
Fair weather friends	Fatal attraction
Familiar landmarks	Federal spending
Far cry from freedom	Fictitious name
Fatal accident	Fiery temper
Fatal disease	Fight back
Fatally injured	Fight to the finish
Feast or famine	Final act
Film feature	Final flight of the Concorde
Financial Institution	Fire fighters
Finish him off	First choice
Fishing for compliments	First encounter
Flourishing economy	Fishy story
Flowering of knowledge	Fist fight
Fly-by-night	Flight of fancy
Food shortage	Fly in the face of authority
Force of evil	Focusing on the future
Forgive and forget	Follow your calling
Formal education	Forest fires
Formal introduction	Freddy the freeloader
Free the air	Fresh fruit
Free trade zone	Friendly fire
Frequent sightings	Friendly greetings
Fuel the flames	Full appreciation

## G

Gallivanting about town	Gadgets and devices
Get a breath of fresh air	Gallon of gas
Get even	Gentleman's honor
Get out of here!	Gesture of friendship
Get well quickly	Get ready to go
Getting better	Ghost of a chance
Getting bored	Ghost writer
Getting the job done	Gin and tonic
Go away and stay away!	Gingerbread
Go fly a kite!	Give me my money!
Go to the gent's	Go for broke
Go to the lady's room	Go straight ahead
Going nowhere fast	Go straight to hell!
Golden Gate Bridge	Going concern
Golden Girls	Good governance
Golf course green	Gradual improvement
Gorgeous blonde	Granite rock
Gothic architecture	Grateful survivor
Grant a wish	Grease monkey
Grease job	Great Scott!
Great guns!	Greedy as a pig
Greet a guest	Greedy gremlins
Grievous error	Grimace
Gripe and grumble	Growing need
Grotesque tale of horror	Growling lion
Grueling ordeal	Guesswork
Guest appearance	Gust of wind
Gulf of Thailand	Gutless wonder

## H

Ham and eggs	Hamburger Heaven
Hanky panky	Hammer out a solution
Hard-hearted	Hangdog look
Hate crime	Happy holidays
Hateful intentions	Hardening of the arteries
Have a drink on me.	Harmless as a fly
Heat of passion	Haunted house
Heavenly host	He's a has-been
Heavy-handed	Head and shoulders above
Held for questioning	Head of steam
Hell and damnation	Head-over-heels-in love
High alert	Heart-breaker
Hold on	Hearty laugh
Holistic evaluation	Held for questioning
Holy land	Hen-pecked husband
Hone your axe	Hold your horses
Horrendous pressure	Holdup
Horrible headaches	Honest to god
Hose-job	Honeymoon hotel
Hostile act	Hope for the homeless
Hot-headed	Horrible hangover
Hot shot	House of horrors
Hotel elevator	Human error
Hot-tempered	Human rights
Hunger for knowledge	Humanitarian cause
Hungry for love	Humble beginnings
Hunky dory	Humorous story
Hurly burly	Hunger strike

I

Ignorance and oppression	I don't give a damn!
Ignorance is no excuse	I got burned on that deal
Illusions of grandeur	I'll be down in a minute.
Imperceptible change	I'll be right there.
Impish delight	I'll be seeing you.
Impossible dreams	I'll kick your butt.
Impulsive desire	I'll pinch you in the nose.
In depth investigation	I'll really appreciate it.
In the wake of the war	I'll squeal on you.
Indelible ink	I'll tear your head off.
India Ink	I'll tell all I know.
Indigestion	I'll tell your mother on you.
Indiscrete disclosure	I'll try my best.
Inept attempt	I'm afraid of enclosed-spaces.
Inexcusable absence	I'm afraid of the dark.
Inexpensive item	I'm going to get you.
Information center	I'm really disillusioned.
Informed sources	I'm scared of that bully at school.
Initial attempt	I've got a bone to pick with you.
Insider trading	I've got a lot of work to do.
Interactive enjoyment	In your next life
Internal injuries	Is anybody home?
Internal intrigue	Is that alright with you?
Intestinal flu	Isn't that a shame?
Investigating officials	Isn't that awful?
Investment game	Isn't that right?
Irrelevant evidence	Isn't that true?

## J and K

*There are not so many “J and K” sounds in the present English alphabet because, today, we have got into the habit of using use the letters “G and C” in our spelling system.*

Jack knife	Juice-squeezer
Jailbird’s life	Juicy fruit
Jargon	Junior partner
Jealousy fir	Juxtaposition of ideas
Jeopardy	Kaiser Dome
Jesus Christ	Kaleidoscope of colors
Jogging suit	Kamikaze pilot
Judgment	Keepsake
Just a minute	Ketchup sauce
Just about finished	Keyboard
Just about ready	Kiddy corner
Just an idea	Kidnap victim
Just between you and me	Kidney stones
Just born	Killing fields
Just for fun	Kindhearted soul
Just had a thought	King and court
Just in time	Kith and kin
Just joking	Kitty-cornered
Just killing time	Klansman from Kentucky
Just let go	Knack and know-how
Just on the brink of death	Knick knack
Just right	Knickerbockers
Justice comes at last	Knitting needles
Justification	Knock-kneed
Justify your actions	Know-nothing
Juvenile delinquency	Krishna

## L

Labor of love	Lack of agreement
Lack of ambition	Lack of focus
Lack of intent	Lack of understanding
Lack of responsibility	Lady luck
Lackluster performance	Last minute solution
Ladies' lingerie	Last words
Ladies' room	Leaky faucet
Ladies' wear	Leaning tower
Lamentable tale	Learned my lesson
Languid mood	Learned scholar
Last laugh	Left turn
Last vestige	Left-handed batter
Laudable virtues	Leftover food
Laugh yourself silly	Lengthy story
Laundry room	Let's get to the point
Lavish affair	Lethargic student
Lawyer's fees	Letter of credit
Legendary life	Loaded pistol
Lending library	Loaned my money
Length of service	Long and laborious lecture
Lengthy stay	Long lasting memories
Limp limbs	Long since gone
Living legends	Look after yourself
Looking good	Lookout post
Loss-of-life	Loss of face
Loyal, trusted-friend	Loss of faith
Loyal to the last	Lumber yard
Lunge and thrust	Luxury goods

## M

Maddening crowd	Maid of honor
Made to measure	Make a mess of things
Make sure	Make a motion to adjourn
Make yourself at home	Make no mention of it
Man or mouse	Make no mistake
Manipulative mother	Make yourself at home
Man-made monuments	Make yourself comfortable
Manual drive	Management methodology
Manure spreader	March down memory lane
Marble Arch	March of Dimes
Master of Martial Arts	Marching music
Material matters	Marginal profits
Measure of doubt	Medieval mystery
Melodic tones	Meeting place
Memorization of facts	Mental illness
Mesmerized	Meritorious deed
Metrical scale	Mind-boggling
Modern miracles	Ministerial post
Monkey business	Miserable cuss
Monks in monasteries	Mobile home
Monotonous monotone	Molotov cocktail
Moose on the loose	Monumental task
Morbid curiosity	Moved to tears
Multilateral negotiations	Muffled sound
Multimedia music	Murder most foul
Multimillion dollar deal	Mute silence
Mysterious stranger	Muted-music
Mystery man	Mythical figures

N

Not enough evidence	Natural disaster
Naked ape	Names of the missing
Nasturtiums	Nest-egg
Natural wonder	Nagging-wife
Natures way of saying no	Nagging-conscience
Nebulous notions	Nodding-off
Neck-breaking speed	Nothing special
Necromancy	Nothing to say
Needless to say	Nothing doing
Need-to-basis	Notable feat
Neither/nor	Nutty professor
Nether world	Negligible gain
Never to be seen again	Never talk to strangers
Never-ending saga	Nobody knows everything
Nevermore	Nobody is perfect
Never-never land	Now or never
Night of terror	Never-dying legends
Nightmare	No place to go
Nimble and quick	Nowhere special
Ninja swordsmanship	Next to nothing
No news is good news	Neighborhood gathering
Noise pollution	Next of kin
Nothing against you	Nutritional additive
Nothing has been heard	Numerical computations
Notorious nobleman	Numerous rumors
Nubile nymphets	Nasty comments
Number of wounded	Nantucket Sound
Numerologist	Name your price



**O**

On the level	Off on your own
On the odd occasion	Off road vehicle
On my own initiative	Off the beaten track
On the spur of the moment	Off the record
On good footing	Off your rocker
On good terms	Out and about
On high alert	Out of context
On the prowl	Out of control
On the air	Out of harm's way
On television	Out of mind
On the scene	Out of order
On your guard	Out of sight
On your honor	Out of the country
On your word	Out of the office
One and only love	Out of the picture
One to nothing score	Out of this world
Overkill	Out of touch
Over exaggeration	Out of town
Over the border	Out of your mind
Over the hill	Out to lunch
Over the rainbow	Outback Australia
Overhead	Outdistance others
Overindulgent parents	Outlandish costume
Overpopulation	Outrageous act
Overproduction	Outside in the open
Overstatement	Outward appearance
Overwhelmed	Outward-bound
Overzealous	Outward-going

**P**

Particular excerpts	Paint the town red
Past participle	Pardon the intrusion
Peculiar tastes	Parking prohibited
Peer pressure	Part-time job
Personal preferences	Peace and harmony
Personal presentation	Peace initiative
Pester your parents	Permissive parents
Pick up the phone	Perplexing problem
Playboy's penthouse parties	Personal perspective
Pleasant dreams	Personal question
Plenty of potholes in the road	Pickled Olives
Plenty of problems	Planned-attack
Plum pudding	Plumbing problem
Political pressure	Political progress
Power Politics	Pool your resources
Predictable trends	Positive percentage
Preferential treatment	Paint a Positive picture
Presence of mind	Potential problem
Present circumstances	Precious stones
Present continuous	Presentable appearance
Presentiment of evil	Preventable action
Press release	Previous approval
Pressing circumstances	Prior application
Prime mover	Proclaimed purpose
Prime purpose	Prolonged pain
Private thoughts	Public approval
Privy council	Public house
Project planning	Punch in the face

**Q**

Inquisitive squirrels	Quack doctor
Queen's courtiers	Quacking duck
Queer-looking	Quadraphonic sound system
Quentin Quinn	Quadruped animal
Quick action	Quaff a Quart of milk
Quick consequences	Quail eggs
Quick fix	Quail with fear
Quick lunch	Quaking with fear
Quick quiz	Quantitative analysis
Quick reaction	Quantum theory
Quick return	Quarantined patients
Quick snack	Quarterly report
Quick time out	Quartermaster's store
Quid pro quo	Quartet of musicians
Quintessential truth	Quartz
Quirky mannerisms	Quasar radio waves
Quit biting your nails	Quasi-metaphysical
Quit bothering me	Queen mother
Quit smoking	Queen's consort
Quit your job	Questionable motives
Quite comfortable	Quibble and haggle
Quite common	Quiescent volcano
Quite good	Quiet time
Quite nice	Quiver with fright
Quite reliable	Quixotic situation
Quite remarkable	Quizzical look
Quitter	Quote the Koran
Quiz show	Quoted out-of-context

## R

Railway robbers	Racial unrest
Railway tracks	Raging bull
Rambunctious redhead	Railroad station
Ransom request	Railway conductor
Ready cash	Rambling hills
Really rock and roll	Realizable goals
Rebel attack	Regulations and requirements
Rebel forces	Religious principles
Rebellious youth	Remnant of my fortune
Recreational activities	Renegade band
Red River Valley	Required aids test
Referendum on reform	Requisite forms
Regretful apologies	Resentful spouse
Remaining time left	Respectable family
Retirement plan	Responsible attitude
Revolutionary war	Restful sanctuary
Rice bowl of the world	Reverent prayer
Rising sun	Right of free speech
Rising temperature	Rights of man
Robber band	Rigorous training
Rocket-propelled	Risk management
Roguish rascal	Risqué literature
Roll of the dice	Rooftop garden
Rough and ready	Root of the problem
Roundup of cattle	Rose-colored-glasses
Rubber band	Rude manners
Rudimental exercise	Rumbling thunder
Rust-proof steel supports	Running-scared

**S**

Safe landing	Satisfied customer
Scared-silly	Scheduled-service
Scary scene	Screaming-mad
Search and destroy	Sea sick
Second choice	Secret desires
Second-hand shop	See you later
Second-guessing	Sensation of speed
Seek my fortune	Seriously considering
Settle the issue	Shoot and score
Settle-for-less	Shrinking world
Shooting photographs	Social security check
Shot dead in an instant	Solitary confinement
Skull fracture	Soul-searching
Slavish desire	Speeding train
Slight of hand	Spending spree
Sound and sense	Spice of life
Special attention	Squandered my fortune
Sports stadium	Standing-tall
Stalk his prey	Star struck
Stand and deliver	Startling sensation
Starving thousands	Stick your neck out
Staunch supporter	Striking to see
Stickler for detail	Substantial support
Stopped searching	Super spy
Strike a chord	Super-sensitive
Strike back	Supersonic flight
Strikebreaker	Supreme Council
Summer hire	Supreme Court

## T

Table the motion	Table of contents
Tactical strategy	Taken-in by someone
Take a beating	Takeover bid
Take a gamble	Tangled in knots
Take care of yourself	Taskmaster
Tangible evidence	Tattletale
Technical know-how	Tea and crumpets
Tenable argument	Teacher's pet
Tender touch	Teamster's union
Terrible tragedy	Temper tantrum
Test of time	Terrestrial creatures
Thai-dyed	Testicular cancer
Third generation	The kiss of death
This and that	These and those
Tied-score	Thirsty drinkers
Tight clinch	Tight spot
Time is running-out	Timber trail
Tiny enclave	Time to attack
To-the-point	Toastmaster
Toast-of-the-town	Toddle along
Tongue twister	Tomboy look
Tongue-tied	Tools of the trade
Top ten stories in the news	Tough luck
Touches my heart	Trash-can
Trade talks	Tricky customer
Trench warfare	Troublesome child
Trigger a reaction	Trusted-ally
Turn against your best friend	Turn down an offer

U/V

Ultimate question	“V” for victory
Unable to articulate	Vacuum cleaner
Unable to urinate	Valedictory address
Uncertain conclusions	Value-added tax
Uncouth expression	Valued-friend
Under certain circumstances	Vantage point
Under the weather	Vast majority
Underestimation of value	Vast open-spaces
Under-fire	Vegetable market
Understandable anger	Vehement argument
Understandable hesitation	Venereal disease
Underwater currents	Ventilation duct
Undulating hills	Verbal agreement
Unemployed engineers	Very agreeable
Unexpected avalanche	Very important person
Unidentified flying object	Very valuable information
Uniformed guards	Very vivacious
Unjustifiable action	Vice squad
Unknown origin	Victorian values
Unrefined uranium	Victorious troops
Unregistered voters	Villainous deed
Unwanted children	Violent reaction
Unwelcome guests	VIP treatment
Upheaval of emotion	Virgin territory
Upper-class	Voices of moderation
Uppercut to the jaw	Voluminous amount
Upset about nothing	Voter registration
Urban legend	Vulnerable position

**W**

Wage war on the enemy	What's his name?
War of the worlds	What on earth!
War on terror	What do you call it?
Warm welcome	What's the problem?
Wasteland	What's the big deal?
Wastewater treatment plant	What's the score?
Watchtower	What's going on?
Water damage	What's wrong with you?
Water leakage	What's happening?
Water under the bridge	What's the occasion?
Wedding invitation	What's going on with you?
Weekly weather forecast	What's the holdup?
Welfare fund	What's the time?
Well, I'll be damned!	What's the matter?
Well-mannered young man	Whatever is the matter?
Well-timed move	Where is the person in charge?
What's your beef?	Where is the ladies' room?
Whereabouts unknown	Where is the toilet, please?
Wild imaginings	Where are you going?
Wise guys	Where did you put the key?
Wishful thinking	Where's Wally Wallace?
Witness protection program	Why all the commotion?
Women's liberation	Why are you so late?
Wonderful evening	Why didn't you tell me?
Words of wisdom	Watch out!
World Series Championship	Watch where you are going!
Worthwhile endeavor	Watch what you say.
Wrestling match	Watch your tongue young man!



## XYZ

Xenophobic fever	Yacht harbor
Xerox machine	Yahoo to you too!
Xmas cheer!	Yangtze River
Xylophone player	Yard Bird Suite
Yes sir!	Yearly-outing
You are a genius.	Yearning desire
You are a kind-hearted soul.	Yeast and malt make good beer.
You are so beautiful.	Yelling like a madman
You are somebody very special.	Yellow-bellied, lily-livered coward
You are the one I want to marry.	Yes, man!
You broke it. You pay for it.	Yesterday's hero
You dirty no good liar!	Yeti tracks showing in the snow.
You irascible, little scoundrel!	YMCA
You really think you're something.	Yoga instructor
You said it!	Yom Kippur
You, yourself, ate to blame.	Yonder Yodeler
You'd better be good.	York Rite
You'd better not pout.	Young blood
You'd better watch out!	Youthful exuberance
You'll be sorry!	Zambezi river
You'll get what is coming to you.	Zebra stripes
You'll pay for that one day.	Zen Buddhism
You'll regret those words.	Zero growth
You're a low-down lying scoundrel.	Zigzag course
You're drinking will kill your liver.	Zillions of good wishes to you.
You're going to be sorry for that.	Zookeeper
You're lazy and good for nothing.	Zoroastrian beliefs
You're the meanest man I've seen.	Zorro lives!

## Finally Saying Full Sentences

In this chapter of the book, we started with small word units and gradually increased the number of words or the length of the phrases. Thus far, students should have had no trouble getting the sound and rhythm right by simply repeating what they hear. Now, comes the tricky part, because the students are going to repeat full sentences, and they have to be sure they follow the same rhythm as the teacher does. To make it easier, the sentences have been written in little rhythmical patterns with pauses in-between. It is, therefore, very important that the students listen carefully to the teacher reading the examples aloud, to be able to hear and repeat not only the sounds but also the rhythms. If students don't get the rhythms right, they cannot be said to be speaking fluent English. Below are a few examples to illustrate. You can stop to discuss the ideas and idioms too :

Don't do anything I wouldn't do.

Ignorance of the law is no excuse.

Don't let your troubles get you down.

Nobody knows the trouble I've been to.

When the going gets tough, the tough get going.

A true gentleman would prefer death to dishonor.

Love me or leave me, but please don't deceive me.

I feel better after I've had my morning cup of coffee.

Children should be taught that curiosity killed the cat.

You have to learn to deal with stress in the workplace

Don't worry, because everything is going to be alright.

It's up to you whether you want to accept my offer or not.

Whenever I'm feeling lonely and blue, I always think of you

I've never worked so hard in my life as I have in the past two days.

If you don't learn to love yourself, you, will never learn to love others.

*Note that many of the sentences in normal English textbooks are often boring to read, but this is because many academic writers have not had the opportunity and training to develop a feeling for sound and sense and rhythm in language. If you don't understand some of the expressions in the sentences, be sure to ask the teacher to explain their meanings and give some examples of how they are used in different situations in our lives.*

## Read these Sentences Aloud After Your Teacher

Those big bruisers have more balls than brains.  
He says he likes big blondes with long, lanky legs.  
I'll pledge you the promise of my everlasting love.  
News of the president's death spread like wild fire.  
Under these circumstances, I cannot approve your loan.  
There used to be a series on TV called "Sex in the City."  
There's no love lost between those two low-life characters.  
If you think someone wants to kill you, you may be right.  
I'll be gone for a while because I'm going to get my hair cut.  
Let's leave the leftovers in the fridge and eat them tomorrow.  
I'm longing for a life of solitude somewhere in the Southern Seas.  
I need a grease job on my car and I'm going to go and get it now.  
You'd best be very careful, or you'll get yourself in big trouble again.  
First, we'll fire the boss, and then we'll buy the company for ourselves.  
I'm afraid you'll have to be punished for your irresponsible actions.  
We don't stand a ghost of a chance of getting our money back.  
I want to be kept in the manner that I am accustomed to..  
We have no other choice but to strike you from the list.  
We're going to try to get the jump on the competition.  
It's time for our company to make some big changes.  
I wouldn't want him to ever get me in his clutches.  
For me, it's either feast of famine or boom or bust.  
Please help me because I'm in a very tight clinch.  
We'll forget risk management and go for broke.  
I can hear a slight improvement in your accent.  
I feel that your English is getting better.  
Let's go on and do another page.

*Before you say these sentences, try feel where the stresses should go.*

## Sentences for Vocabulary and Pronunciation Practice

*If you were a creative person you would be able to think up a story for every sentence*

Curiosity is the mother of invention.

I'm a jack of all trades and a master of none.

We have just enough time to make one more call.

I must be cruel to be kind and tell you what I think.

I want to lock myself far away from the maddening crowd.

Nothing has been heard about the man who blew up the building.

There's wisdom in the words, "Neither a borrower or a lender be."

He disappeared during the May disaster, never to be heard of again.

They've just informed us they want to charge us a 3.8% royalty rate.

I can't let you out of my sight because I know you'll get lost in the crowd.

This attack shows the very depth of depravity that these men have reached.

The outbreak of flash fires on the West Coast damaged dozens of homes.

A powerful bomb blast has exploded in a van in front of the UN building..

Forest fires raged for fifty hours before they finally burned themselves out.

A tropical storm is approaching the Hong Kong area from the Northwest.

Pakistani troops are on high alert after the recent bomb blast in Kashmir.

The Israelis have just declared a sudden suspension of those peace talks.

So sorry to disturb you, would you please be so kind as to pass the salt?

These terrorist bombs have killed a lot of totally innocent bystanders.

Sit tight for a second and I'll see if I can get us some theatre tickets.

It's a crying shame that people allow themselves to be driven by hate.

There have been a lot of sexual scandals in the popular press lately.

I'm going to have to catch a flight to Seattle to visit my sick sister.

Fire fighters have reported dozens dead and hundreds homeless.

There was a sharp drop in prices after the outbreak of the war.

No one is sure who is behind this series of senseless attacks.

Some soothsayers are predicting the end of the world.

## Read These Sentences Aloud and Get the Rhythm Right

Charges have been laid against a suspect in the Sacramento serial-killings..

Rescue workers are trying frantically to rescue the ten trapped miners.

Unprecedented monsoon rains have even washed out whole highways.

Thirty Swiss skiers have been declared lost after an unexpected avalanche.

Violent fires raging out of control are threatening to destroy the whole city.

Poisonous gasses escaping from the sewer system have killed two people.

I'm going to have my child by Caesarian section to avoid risk to the baby.

After the curfew, there was finally some semblance of order in the streets.

That deal I had been hoping for has now been signed sealed and delivered.

After sailing solo around the world, he was happy to set foot on dry land.

That mass murderer is finally serving several consecutive life sentences.

The US Secretary of State has declared his full-dedication to world peace.

Well, hello, my old, long-lost friend, you're really a sight for sore eyes.

I see what you mean when you say it's not so easy as one might think.

They did a space walk to make a slight adjustment to the solar module.

I don't see why I should be silly enough to stick my neck out for you again.

Whenever I see a scary scene in a movie, it makes my hair stand on end.

Don't believe a single thing he says, because he is a well-known scam artist.

You should purchase CD movies with the original soundtrack in English.

There has been a striking lack of cooperation between trade talk delegates.

The sniper was a sharpshooter who had been trained by the US marines.

I'll pay you all the money I owe you after I get my social security check.

He squandered his fortune on drinking, gambling and wild, wild women.

All of our embassies worldwide are now enhancing their security systems.

He killed the deputy Sheriff with a sawed-off shotgun just for the fun of it..

Excavating for antique artifacts is a very tedious and time-consuming task.

There is not a single, solitary soul to be seen on the streets, after midnight

I felt a shocking sense of horror when I saw the starving babies in Ethiopia.

## Can you Find the Rhythm in These Phrases and Clauses?

Sally got all dolled-up to go down town to dance at the disco.

Finally meeting you was a dream come true at the end of my life.

I hope and pray that he will have the good sense to go to the police.

She likes to watch kick-boxing matches on the Channel of Champions.

Can I have a word with you regarding your claim for monthly expenses?

Always be sure that you know the exact location of the emergency exit.

A Greenpeace activist was arrested by the local law enforcement agency.

Hit the road, Jack, before the cops come and put you under lock and key.

The Federal Bureau of Investigation is keeping track of your movements.

It is beyond belief that people can massacre others in the name of religion.

Independent analysis has shown that the findings of the CIA were correct.

Mitch was able to turn off the switch just in time to avert an emergency.

Barbara's fatherless baby was kept out of sight by her family for years.

Tommy Tucker likes to ride in a luxury limousine with his lovely wife.

This is a once in a lifetime opportunity, to finally appear in a feature film.

If his jailors hadn't had to practice restraint, they'd have killed him by now.

Quentin Quinn stopped to have a quick snack before the Federal Inquest.

Dupont spends millions on product research and development annually.

When Dale was a young struggling writer, he had to live on almost nothing.

This super crane can scoop up and load around two thousand tons a day.

You won't have much fun in life if you're always afraid to take a risk.

After six weeks in boot camp, he found himself in Iraq and under fire.

Don't be surprised if you find yourself in the valley of the shadow of death.

Would you mind terribly if I were to ask you to drop me off at home?

Whatever may happen in our lives, we will always have one another.

You have had me under your spell since the first time I that we met.

There have been a lot of very violent crimes in Los Angeles lately.

After studying zoology, Jenny learned about Zen Buddhism in Japan.

## Speaking Activities for the Classroom

*Repeat these sentences aloud, one after another, so you can practice basic sounds.*

Management is aware of the problem and trying to do something to fix it.

If we manage to find a solution, we will be able to stay ahead of the game

I am afraid that buying a Jaguar like this one is beyond your means.

Do you think you are capable of having contact with the dead?

Our due diligence report shows a distortion in your disclosure of profits.

I know that we do not see eye-to-eye on this matter so let's talk about it.

Fellow-feeling is an important factor in keeping up an employee's morale.

We're going to get to the bottom of things by doing an internal audit.

On Wednesday, we will have a high profile headquarters officer visiting us.

My son died in the line of duty protecting our safety on the city the streets

Just because I like you, I am going to tell you a secret nobody else knows.

Living in Kensington in London affords one a good, respectable address..

Little Lord Fauntleroy did not behave in the same manner as Ritchie Rich.

Mother Theresa has been beatified and may be soon proclaimed a saint.

When your computer skills are inadequate, remember nobody is perfect.

We locked our drunken father in his room to keep him out of harm's way.

Mother enjoys the peace and quiet after everyone has gone out for the day.

Nothing would please me more than to see you achieve success in life.

There's nothing better than being out on the open road riding my Harley.

Pulling off that heist with you will be a piece of cake or a walk in the park.

The quest for truth should be within ourselves and not out in the world.

Thais may study and live abroad, but they usually return to their roots..

Sergeant Smith is Special Agent in Charge of Safety and Security Systems.

The things a secret agent sometimes has to do would tear my heart to pieces

The suspect we have under surveillance has not yet committed any crime.

In the face of very vexatious women, I try to keep calm and not be angry.

We are waiting in wide-eyed wonder for a miracle to happen any minute.

## Another Elocution Lesson

*Just keep repeating the words and trying to catch the natural rhythm.*

In some countries, you can be married by a justice of the peace.

The suspect is armed and dangerous, so exercise extreme caution.

I was frightened out of my wits when you jumped out of the closet.

The International Monetary Fund has given India a grant of ten billion.

Marilyn Monroe died, when she was at the height of her fame and glory.

One should try to protect one's self from the ultra-violet rays of the sun.

I thought I had cause for worry, but my father said not to worry about it.

I work in an office where there is a lot of backbiting and internal intrigue.

The hostage situation came to a dramatic conclusion, but no one was killed.

The ambulance reached the emergency room earlier than we had expected.

In the middle of the night, in the middle of his dreams, he just up and died.

I stopped in my tracks, when I realized that someone was just behind me.

The trouble with you is you think you stronger just because you're younger.

We got into a vehement argument which was really a test of my patience.

It grabs me in my guts when I see a butcher chop off the head a chicken.

You should always remember it is a sin to hide your light under a bushel.

Keep me posted concerning this case if you discover any solid evidence.

I'd like to be able to zoom about the universe on a special space scooter.

The midwife arrived just in time to deliver an eight pound baby boy.

Every one of my nine wives has run away and left me on my own.

I have a score to settle with you, and I really want to tell you off.

From my point of view, everything in the universe is relative.

I need to allow myself a lot more time for rest and recreation.

Xerxes was a powerful Persian King rode an elephant into battle.

One day, my husband took off and never showed hid face again.

At forty, Winston finally got wise to the dangers of drugs and alcohol.

You think you're a whiz-kid, just because you are a little smarter than me.



## Chapter Fourteen : Curriculum Development

When I joined the Faculty of the Department of Language at KMUTT, it said in my work permit, that as a so-called “expert,” one of my duties would be to assist in faculty development, and I, therefore, tried to help develop a new curriculum for students who were entering an International Program for the first time.

In line with the growing demand for students to be required to use English as a “working” language after graduation, the university was planning to eventually have all classes in all faculties follow a curriculum in English and this was to become mandatory.

The Department of English had already worked out a lesson plan for The Faculty of Liberal Arts students, under the guidance of Richard Watson Todd, and they had been using and revising it semester-by-semester to make it more streamlined and efficient.

When the word came from the President’s Office that we needed to plan such a program for university-wide use, at first there was some hesitation in our department about what to do and how to do it and who should do it.

Having come in fresh, just at the end of the initial curriculum development stage, upon which the faculty had worked long and hard, and having taught some classes following the new syllabi for a couple of semesters, I said to Richard that I would volunteer to have a go at it on my own, using a lot of the already existing class materials that had worked well for us and adding some new materials in line and in accordance with the needs of the students.

Such plan was just to be a draft for discussion within the department, and it never got beyond that stage. I am including it in this book for one reason only, which is to let other interested teachers browse through it in case they may find an idea or two that they might want to try in their own classes.

There is certainly a lot of choice and variety of ideas in the draft proposal of classes to follow that will offer a broad spectrum of choices. I sincerely hope that teachers will find some ideas they can use that will maybe save them some time in lesson planning and provide them with at least some activities that even the teacher will enjoy doing.

The one reservation I have about the proposal is that while the tasks may be easy for me because I have often tried them, it might prove difficult for others to follow because it contains so much new material and demands so much more work from teachers that implementation might prove to be impractical.

## **Proposal for Department of Language International English Program**

The goal of the projected program of classes is to train incoming Thai, technical university students to become better accustomed to hearing and speaking English, so they will be better able to understand and to communicate with foreign-speaking lecturers, while building and developing a foundation on which to base the reading and writing skills they will be required to have in order to succeed in an International Program and perform successfully in their post-graduate studies and careers.

### **LNG 191 Intensive Integrated Skills I**

The first class is based on four modules in the following order:

Listening  
Speaking  
Reading  
Writing

The four Modules are based on combined skills with each module emphasizing one skill. See suggested activities indicated with an asterisk, (\*) each for a grade out of ten. Overall accumulated grades will be averaged for a percentage out of 100. No mid-term / no final / continuing holistic grading in almost every class period.

#### **Module One: Listening**

##### **Week 1**

Class 1. SDS do Pre-test based on TOEIC models/ format.\*  
Afterwards, review more pre-test, listening activities on OHP.  
Discuss preparation for a Final TOEIC type test at end of term.  
Class 2. Teacher introduces self/ gives short resume. SDS write informal notes and/ or fill-in the missing details in an outline, which has been prepared by each teacher beforehand for this purpose.  
Students Interview and Introduce each other in pairs.\*  
Talking about family, education, hobbies, interests, likes and dislikes\*  
Plus what makes this student special and unique, etc.

##### **Week 2**

Class 3. VDO clip 3 minutes/ play 3 x & listen.  
SDS fill-in the missing words in tape-script.\*  
Give them the full tape-script after handing in test.

Play the VDO clip again for SDS to listen once more.  
Class 4. Teach formal note-taking/ outlining using OHP example.  
Stress Main headings and (indented) Subordinate material.  
Give short informal lecture on goals of course/ grading/ assignments/ etc.  
The SDS practice taking notes using outlining-techniques.  
Group Consultation, between teacher and SDS, for evaluating their outlines.  
Give out a reading handout to keep groups busy while teacher circulates

### Week 3

Class 5. Show VDO clip on Thinking by Aj. Richard.  
The SDS should listen and take notes to hand-in as an outline.\*  
Do a handout-exercise on different kinds of thinking. (see 103)\*  
Think up and discuss a group activity using Creative Thinking.  
This will become a presentation project later on.  
Think of a group topic and do some home-preparation.  
Consultation with teacher.  
Class 6. Come to class prepared with an outline for the Creative Thinking Project,  
for example, how to design your own dream house or other topic.  
Give a mini-presentation to the class.\*  
Consult with the teacher afterwards about your topic.  
Be ready to give the presentation in two weeks.

### Week 4

Class 7. Listen to a 3 min. X3 VDO clip (i.e. from a lecture by a professor).  
Practice note-taking by filling in the blanks in an outline.\*  
Play the tape again, so SDS can listen for what they did not hear.  
Discuss the problem (s). Do some more TOEIC type listening exercises.

## **Module Two : Speaking**

Class 8. The SDS give their Creative thinking Project presentation.\* Each student must speak an average of three to four minutes. Teacher gives tips on grammar, pronunciation and presentation skills.

### Week 5

Class 9. Teach survey techniques on  
ways to make up a survey form/ questionnaire and  
some different ways to format questions.  
How to conduct an interview.  
Interpretation of data.

Graphics presentation, etc.

Put SDS into groups to choose a survey topic on a social issue.

To be approved by the teacher.

SDS work outside class to prepare for consultation.

Class 10. Consultation with teacher on survey topic and question formats.

Work in groups, giving every student a task

So that group workload is equally-shared by all.

Presentation due in one week.

All students in group must speak for a grade.

Week 6

Class 11. Give each student a different newspaper clipping (collected by teacher.)

Allow the twenty minutes to read and prepare it.

Then call them up, one by one, to explain what they have read, without looking at the newspaper article.\*

Teacher gives tips on grammar, pronunciation and presentation techniques

Class 12. Presentation of Survey results.\*

Everyone in the group is given a speaking grade.

Teacher gives tips on grammar, pronunciation and speaking.

Week 7

Class 13. SDS visit an Internet chat room site or discussion group outside of class.

Write your own opinion (your/ you're hereinafter refers to the students) on a discussion topic of your choice.

Class 14. Come back next time and read it aloud to the class.

Followed by questions and discussion as time allows.\*

Read a chat room type handout in class on a topical subject, (twenty minutes).

Then, write your own opinion on the same topic and be prepared (fifteen minutes)

To read what you wrote to the rest of the class.\*

Teacher corrects grammar, pronunciation and speaking.

### **Module Three : Reading**

Week 8

Class 15. SDS read a newspaper or magazine report in class.

Each student gets a different article (collected and distributed by teacher).

The SDS write an outline of the article on a separate sheet.

Then stand and deliver a report on what the clipping said,

without looking at the clipping but using only the outline.\*

Hand in the outline to the teacher at the end.

Class 16. SDS go out and search for a magazine or newspaper article that interests them, and make a copy to bring to class next time.

Then, in the next class, stand and deliver a report on what their article said.\*

#### Week 9

Class 17. The SDS study some TOEIC Type Reading Comprehension texts.

And answer the questions for a grade.\*

This is in preparation for the Final TOEIC type test at the end.

Which will have the same format as the pre-test.

Give SDS some tips on how to prepare for the Final TOEIC type test.

For example, buy a practice book with CD Rom in a downtown bookstore.

Class 18. More TOEIC Type Reading Preparation for test questions.

The SDS do the test, to be corrected for a grade.\*

#### Week 10

Class 19. The SDS read a formal essay and answer quiz questions on the content

without looking back at the original essay.

Forty minutes for reading and preparation

Followed by forty minutes to do the test.\*

Followed by time to look at the essay again

To see what you missed and

Discuss it in your group.

Class 20. SDS read and correct a prepared text with grammar mistakes in it.

They have to circle the mistakes and correct them.\*

After which they get a correct copy of the text

So they can see for themselves what they missed.

#### Week 11

Class 21. Do another TOEIC Type Test to find the errors.

Circle the example that contains an error.\*

And/ or do another optional reading task.

Assigned by the teacher as being appropriate to the group.

Class 22. Play a 3 min. X3 VDO for the SDS and let them Listen and Take Notes. Then, based on the notes write a paragraph or short essay report

Telling what you heard in the VDO. Then stand and present what you wrote.\*

Teacher corrects grammar, pronunciation and speaking and coaches them on their presentation skills.

## Week 12

### Class 23. Role-play:

Allow the SDS to prepare and write a group interview:

As for example, on a TV round table talk show, with invited guests.

A presenter leads the discussion and asks the individual members questions.

Go into groups and choose a topic.

Write the questions and answers beforehand.

Be ready to perform in the next class. Consult with teacher to clear topic.

### Class 24. Groups give Talk Show Interview Group Presentations.

Teacher assigns grades as each student talks\*

Giving tips as usual.

## Week 13

### Class 25. Big Debate:

SDS must choose a debate question and divide the class into two sides:

for example, on a social or political problem. What do you want to debate?

Sit in a big circle and choose a hot topic, with the teacher as your helper.

Choose sides in the debate. Go into two groups of equal number

Discuss your opinions. What do you want to say?

Decide who is going to say what and in what order.

Each Student writes what he/ she wants to say and prepares outside of class.

Class 26. Then, in the next class, put your chairs in two lines facing one another.

Individuals from each side take alternate turns speaking.

Anybody can interrupt at any time. Asking questions and trying to discredit the arguments of the speaker.

The teacher will give a grade to each speaker.

Teacher also decides which side wins and then

Give one extra bonus point to each of those on the winning side.\*

## Week 14

### Class 27. Final Group Presentation in Essay Form :

Choice of topic up to the teacher's discretion and the needs of the class.

Go into groups of five. Choose a different topic from the debate above.

Brainstorm, write an outline, including an introduction, a thesis statement, and five paragraphs in the body, plus a conclusion. Due next class period.

Group leader assigns who will write and speak what part.

Workload should be distributed evenly between SDS.

Class 28. Oral Presentation is given by students during the next class for a speaking grade.\*

SDS should also hand in a written copy of the essay for a written grade.\*

**Note:** This final assignment counts two times ten (2x10) to equal twenty points

Week 15

Class 29. The first class period can be spent on review of main ideas of TOEIC type testing

Or to catch up in case the class is behind-schedule on the above assignment(s).

Class 30. The final period should be devoted to giving the Final TOEIC type test in class.

The goal is that students get a higher score than on the Pre-test.\*

**Note :** The teacher can decide which of the above-suggested activities will count and will be included in the calculations for making up the final grade. Each suggested activity/ quiz counts for a grade on a scale of ten points. The obvious way to make up the final grade is to give twenty assignments each out of ten, which would total 200 points, which could then be divided in half to give a percentage out of 100.

To ensure uniform standards, to be fair to all students taking this class with different instructors, all teachers need to agree that they will not drop the lowest grade(s), and that they will calculate a zero (0) for each one of the assignments that a student does not perform. No make-ups will be allowed as a standard policy. SDS should be reminded that each zero (0) will be included in the averaged final grade. This encourages SDS to come to class and to keep working. It also eliminates the need for attendance and class participation grades.

It should also be noted that teachers will need to make an attempt to vary the content and course materials and handout sheets of the individual class assignments, according to the needs and interests of the students registered in various International Program Faculties, such as, for example, Mathematics, Physics, Computer Science, Engineering, Architecture, etc. This means the teacher should be doing as much or more reading and research than the students, especially in this age of fast developing high technology.

**Grading Scale for Activities:**

10 = Excellent	5 = Poor
9 = Very good	4 = Weak
8 = Good	3 = Unsatisfactory
7 = Satisfactory	2 = Bad
6 = Fair	1 = Very Bad

## Proposed Department of Language International English Program

(Designed for all the In-coming-Freshman students of all Faculties)

### LNG 192 Listening and Speaking

**LNG 192** is a three unit class, meeting weekly for two times two hours, for 4 hours in total, stressing **Listening and Speaking Tasks**, interspersed with reading and writing, with ten main tasks, each assigned a score out of ten (see\*). The accumulated total becomes a percentage out of 100.

#### Week 1

1. **Introduction: Goals, Aims Grades, Assignments, etc.**

Warmer: Quick Graph Task use a circle to make a pie chart showing student habits or preferences: Such as mobile phone or Internet use, chat rooms, music, alcohol, smoking, visiting nightclubs, etc. SDS go into groups of 5, discuss and choose topic, make up one question, do a quick informal survey of classmates, draw pie chart and, give an **Informal Group Presentation** (3 to 4 min) in front of the class. Every student speaks.\*

2. **Computer Lab : TOEIC/ TOEFL** Type Listening Skills Practice  
Using provided materials as backup to what SDS did in LNG 191.\*

#### Week 2

3. **Introduction to SALC/ Portfolio Task**

Teach handouts, then accompany SDS to SALC and let them work on first portfolio task report during class time. T circulated and tries to be helpful.

4. **Introduction to Library**

Take SDS to LYBRY and assign them to fill in handout sheets, to learn to use the library. SDS also one portfolio task from LYBRY. All sheets/ assignments to be kept in a folder. T must accompany SDS to be sure tat they do their own work and do not copy.

#### Week 3

5. **Computer Lab : E Mail Tasks**

Assign 1 discussion group and 1 chat room printout also to be kept in folder.



6. **Reading Opinions Aloud to the Class:** Each student comes back and reads discussion group opinion to class. T asks for peer comment and corrects (P) Pronunciation and (G) grammar. Start intro. To Learning Strategies

Week 4

7. More on **Learning Strategies:** See sheets provided.

Teacher gives a lecture on **Study Habits** and SDS take notes in point-form outline. Then, one of the SDS goes before class and re-presents the information using the outline of the teacher's lecture. **Reading Tips and Strategies:** See sheets provided and Richard Watson Todd's book on strategies in the SALC.

8. **Teacher visits groups** and reads individual portfolio sheets, making comments and giving Grammar Feedback, circling errors for the concordance assignment.

Week 5

9. **Computer Lab: Listening Practice\***

Followed by visit to Richard's Website for concordance.

SDS look up the words they got wrong on portfolio and E Mail tasks.

10. **Consultation on Portfolio Tasks:** each SD talks with T about a task sheet\*

SDS who are not talking to T, do in-class reading assignment chosen by T.

Week 6

11. **Reading:** Each of the SDS reads a newspaper selection given out by T, SDS make a point-form outline. Then, each SDS stands and delivers, **short oral report\*** on what he/ she read. T corrects (G) grammar and (P) pronunciation.

12. **VDO Cassette: Listening Activity**

SDS view/ listen to a short VDO clip three or four times,

Then fill in the blanks in a transcript of the tape\*

Teacher collects sheets to record grades and, then,

gives them a full transcript of the clip to read.

Finally SDS hear the VDO clip one last time for listening comprehension.

Week 7

13. **Computer Lab: Listening Activity**

Prepare Power Point Survey Presentation

SDS groups of 5 choose topic on secret student behavior (see unit 1) that nobody knows about, and write ten questions in class, consulting with T for approval and guidance. Then, survey class-members on the spot.

14. Be ready to present in 1 week.

Week 8

**15. Listening and Singing**

SDS View and Listen to a VDO Karaoke cassette x3 and try to **Sing Along\*** to get the rhythm and pronunciation right, each SD has to take a turn singing for **a grade.**

Using a microphone would help make it more real.

**16. Give Power Point Presentation**

After collecting the survey data and interpreting results, make up visual display charts and tell the audience what you learned about your classmates. Speakers are graded.\*

Week 9

**17. Explaining Graphs** from IELTS

Give SDS groups sample graphs, let them prepare information and then stand and deliver a short presentation.

**18. Giving Directions**

SDS do exercises in the handout sheets and discuss the answers in class. T then goes on to ask individual SDS for directions on how to get to...followed by SDS asking one-another for directions to different places of interest.

Week 10

**19. Morphology**

T explains what morphology means, then sends SDS to do prefix, suffix vocabulary handout sheet in SALC, using various dictionaries, and preparing to be ready for T to question them in the next class.

20. Tasks for answers to above question sheets, teaching and explaining as class proceeds. Then, T asks SDS to make up example sentences for given words and read them aloud to the class.

Week 11

**21. Reading Links and Listening Links** with note-taking and question sheets. Teach how to use transitions and transitional word signals to indicate logical sequence.

**22. Problem-Solving**



## Proposal for Department of Language International English Program

### LNG 193 Intensive Integrated Skills II :

#### Continuing Practice in Reading, Writing, Speaking, and Listening

**Credits:** 3 (2-2=4), two meetings a week, two hours each, totaling four hours

**Pre-requisites:** LNG 191 Intensive Integrated Skill I and

LNG 192 Listening and Speaking

#### Course Description :

The purpose of **LNG 193** is continuing practice of the **Four Basic Skills**, as listed above, to improve student performance and ability in the following areas:

reading comprehension,  
vocabulary, writing, grammar,  
planning and organization,  
expressing opinions and ideas,  
conversing, explaining,  
speaking, pronouncing, presenting,  
listening comprehension,  
thinking,  
debating and discussing,

in order to make SDS stronger for continuing studies using the English language. In LNG 193, there will be more **emphasis on reading and writing** than in 191 and in 192. SDS will practice the four skills of Reading, Writing, Speaking, Listening, in consecutive cycles of four classes, then keep repeating the cycle/ sequence over and over, all throughout the semester. In addition, the course will also **include a semester-long E-Zine task/ research project**.

**Grades** will be assigned as follows: 20 points for each of the above basic skills (see\*) making at total of 80 points; plus 20 points for the Final Term E-Zine Project for final a grade out of 100. For example,

Reading: 2 quizzes x 10 points each = 20 points

Writing: 2 quizzes x 10 points each = 20 points

Speaking: 2 quizzes x 10 points each = 20 points

Listening: 2 quizzes x 10 points each = 20 points

E-Zine: Speaking for 10 points = 10 points

E-Zine: Writing for 10 points = 10 points

**Total = 100 points**

### Week 1

Introduction: goals, aims, grades, assignments,

T explains Semester-Long **E-Zine Task**

Followed by Reading Comprehension/ Quiz

SDS read TOEIC/ TOEFL type reading materials

SDS writing quiz, exchange papers and mark quiz in class

T discusses mistakes and learning strategies for this type of testing

Planning to Write a Semester-long E-Zine Project

On a pre-determined subject related to the SDS' academic discipline

SDS brainstorm and discuss ideas in groups

Make list of proposed topics,

Then, by process of elimination

Focus down on One Topic only,

Being sure it is narrow, limited and academic

Begin to organize and write an outline

T goes around to consult about research/ resources

### Week 2

SDS give a Mini-presentation on Proposed E-Zine Topic in groups\*

Discussion and approval by teacher

Followed by informal fun activity conversation/ speaking task

Listening Comprehension/ VDO Clip

T play VDO x 3 for understanding

SDS then fill in the blanks in a prepared Typescript Handout with words missing\* Exchange papers and grade, discuss mistakes and vocabulary

T then hands out Full Typescript with no words missing for SS to read

Finally, T plays VDO one more time for listening comprehension

### Week 3

Reading Comprehension/ Quiz\*

SDS read an article chosen by teacher

from English Language Newspaper

Allowing time for preparation

Using vocabulary list and dictionary

Followed by comprehension quiz

Exchange papers and correct quiz in class

T discusses errors and vocabulary

SDS converse about topic

**Writing a Critical Opinion** on a Topical Subject\*

T hands out sheet on **ICQ Discussion**

on a controversial topic from newspaper

SDS read the sheet including the opinions of others  
Then, they write their own opinion on the same topic  
T gets SDS to read their opinions individually  
Correcting P (punctuation) and G (grammar) as they go  
Followed by questions and discussion

#### Week 4

Explaining a Picture/ Photo  
T hands out a picture, photo, graphic or visual display, cartoon, etc.  
SDS have to study the graphic in group  
Describe and write down what they see in detail  
Prepare a short oral presentation to talk about graphic  
Every student must take his/ her turn talking  
T corrects P and G as they go  
Listening Comprehension/ Pronunciation  
SDS listen to Karaoke Tape  
First, Learn to Sing a Song Together  
T coaches rhythm and pronunciation  
Then, each SS has to take his/ her turn singing  
Two or three lines alone in front of the group

#### Week 5

Reading Comprehension/ Quiz  
SDS receive TOEIC/ TOEFL handouts  
Do reading preparation in class  
Do test, correct test in class,  
Discuss answers  
Go over vocabulary  
Writing an Opinion  
SDS go to Internet to find a Discussion Group Topic  
Read what others say then write their own opinions  
Read opinions aloud before class for a grade  
Class discussion of topics  
T corrects P and G

#### Week 6

Individual Consultation  
with Teacher about the E-Zine Project/ Task  
Teacher calls up groups to talk about project.  
Each SS must explain what role he/ she will play  
T can ask questions and make suggestions

SS not consulting can be doing Agony Aunt reading assignment  
And prepare to write a letter suggesting a solution to the problem.  
(as an introduction / preparation for Week 7)

Listening to a VDO  
(See format week 4)

#### Week 7

Reading Comprehension

T hands out a newspaper editorial or **Agony Aunt Letter**

If possible give each SS a different sheet/ story (from files)

SDS have to read the item, make some notes in outline form

Then, each stands and tells the facts/ story

Looking only at the outline, without looking at the original

Followed by what he/ she thinks concerning the subject

Followed by questions and discussion

Writing Opinions

T hands out ICQ sheet from newspaper on a controversial topic

SDS read and write own opinions individually

Then, T asks several SS to read what they wrote

Conversation and discussion

Then, time allowing, T introduces a new controversial topic

And goes around in a circle asking each person for an opinion

Correcting P an G as he/ she goes

#### Week 8

Explaining an Idea Concept or Document

Up to T's discretion/ depending on discipline

Listening/ VDO appropriate to Discipline

(See format week 4)

#### Week 9

Reading Comprehension/ Quiz

TOEIC/ TOEFL type reading exercises

SDS do reading and answer Q's

Correct and take up test in class

T explains grammar and vocabulary

Writing and Research on the Internet

SDS go into groups of 5 and decide on a topic they would like to know more about

Then, they write 10 questions that they would like to know about this subject

Go to the **computer lab** and search the Internet for information

## Week 10

### Speaking about a Document

T hands out an article from a magazine, newspaper, journal, Internet, etc.

SDS read the document in class,

making a point form outline as they go

Then, without looking at the original but only at the outline,

SDS stand up and tell the information in their outlines to the class

T correct p and G and

Asks questions for discussion

Listening / VDO appropriate to Discipline \*

(see format Week 2 lesson 4)

## Week 11

### Reading for Discussion and Debate

SDS read a clipping on a controversial topic

i.e. human cloning, etc.

from a newspaper, magazine or journal, Internet, etc.

SDS choose sides, divide into two groups

Debate and argue it out

Writing and Opinion on a Chat Room Topic\*

SDS go individually to Internet and find a discussion site

Choose a topic and write an opinion

Then, read it aloud to the class for a grade

T correct P and G

T introduces guidelines for Lesson 23 below

## Week 12

### Speaking About a Chat Room Topic

SDS speak (2 min. each) about a predetermined topic in groups of 5 for 10 minutes using

Comparisons

Opinions

Reasons

Examples

Experience

Sourcing backup material wherever possible

Listening/ VDO appropriate to Discipline

## Week 13

### Reading

Allow SDS research time outside of class to prepare E-Zine



## Writing for The E-Zine

Allow SDS computer time outside class to Prepare Hard copy of E-Zine project

### Week 14

Final Group Presentations for E-Zine\*

SDS give oral report on what they discovered from their research

Each student must talk

SDS hand in **Hard copy of E-Zine** at end of class\*

1. Listening to a VDO

Practice listening comprehension

### Week 15

2. **Review** of TOEIC/ TOEFL Models

30. **Practice Reading Skills Quiz\***

**Note :** The above suggested courses are of a general nature and the content and reading materials must necessarily be adapted to the specific needs and interests of the students who are taking them. It stands to reason that it would be impossible to create an International English Language Program in which civil and mechanical and electrical engineering students would all benefit from reading and discussing and researching exactly the same topics. Similarly, math or physics or IT or chemical engineering students are not going to be interested in doing and talking about the same assigned topics, so the curriculum should be varied according to the academic focus of each faculty.

I would venture to say that individual courses should be tailor-made to make it possible for the students to be able to choose and research topics that are near to their own area of interest. This means teachers need to be creative and flexible in conjunction with their students, in the way they put their individual classes together.

*Another way to approach the problem is to be open-minded and throw out the idea of any standard, generalized program for all faculties and, instead, develop special programs peculiar to each faculty as may be suggested by the proposed outlines of the (SoA) School of Architecture Classes that follow :*

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## First Semester International Program LNG XXA Core Course

### School of Architecture (SoA)

This class is taught in the morning, parallel and back-to-back to LNG XXB, which takes place in the afternoon, to give the incoming students an intensive crash course, to help to better prepare them to be able to understand and talk with the English speaking lecturers who will become their instructors in the International Program.

<b>Class</b>	<b>Course Content</b>	<b>Daily Topic</b>	<b>Aids</b>	<b>Room</b>
1	Goals, Aims, Guidelines	Arch Angel Web Site	OHP/VDO	504
2	Research Task Sheet 1	Babylonian	Computer Lab	301
3	Documenting Sources	Citing References	OHP/VDO	504
4	Research Task Sheet 2	Egyptian	Internet	301
5	Note-taking and Outlining	Search Engines	OHP/VDO	504
6	Research Task 3	Greek	WWW	301
7	Main/ Subordinate Ideas	Learning Strategies	OHP/VDO	504
8	Research Task 4	Roman	WWW	301
9	Thesis and Topic sentence	Learning Strategies	OHP/VDO	504
10	Research Task 5	Byzantine	WWW	301
11	Reading Comprehension	Handouts	OHP/VDO	504
12	Research Task 6	Renaissance	WWW	301
13	Task Sheet Packet Due	New Research Project	OHP/VDO	504
14	Begin Research Paper	Narrow/ Focus Topic	WWW	301
15	Discuss Research	Consultation	OHP/VDO	504

	Topics			
16	Research	Teamwork	WWW	301
17	Clear Research Topics	Consultation	OHP/VDO	504
18	Research	Teamwork	WWW	301
19	Research methodology	Consultation	OHP/VDO	504
20	Research	Teamwork	WWW	301
21	Formatting Essays	Consultation	OHP/VDO	504
22	Research	Teamwork	WWW	301
23	Essay Outlining/ Structure	Graphics	OHP/VDO	504
24	Research	Teamwork	WWW	301
25	Presentation Techniques	Evaluation Criteria	OHP/VDO	504
26	Writing the Paper	Teamwork	WWW	301
27	Group Presentation	Team Research Topic	Power point	504
28	Revision of Research Paper	Teamwork	WWW	301
29	Group Presentation	Research Topic	OHP/VDO	504
30	Research Paper Due	Hand in Project	In Class!	301

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## First Semester SoA International Program LNG XXB

This afternoon course is taken parallel to LNG XXA which is taught in the morning. The rationale is that XXA and XXB enhance and support one another, to give the incoming students more intensive practice in using the English language as a second language working tool.

<b>Clas s</b>	<b>Course Content</b>	<b>Daily Topic</b>	<b>Aids</b>	<b>Ro om</b>
1.	Goals, Aims, Guidelines	Creative Thinking	VDO/Sheets	504
2.	Intro to Internet	Arch Angel Web Site	Computer lab	301
3.	Survey on Group- Interests	Mini-Presentation	OHP/Sheets	504
4.	Computer Skills	Surfing the web	Internet	301
5.	Survey Architecture topic	Brainstorming topic	OHP/Sheets	504
6.	Research/Surf-the web	On survey topics	WWW	301
7.	Discussion and decision	Clear topic w TT	Graphics	504
8.	Research	On survey topic	WWW	301
9.	Types of survey Questions	Presentation skills	OHP/Graph ic	504
10.	Type up Final Survey	Administer on campus	WWW	301
11.	Rehearse presentations	Peer work	Consultation	504
12.	Prepare Power Point	Graphics	Power Point	301
13.	Finalizing Presentations	Consultation	Consultation	504
14.	Survey Presentation	Written reports due	Power Point	301
15.	Research on favorite Artist	Sculptor, Designer	Consultation	504
16.	Research	Works of Art	WWW	301
17.	Brainstorm/Plan/Orga nize	Clear Topic with TT	Consultation	504
18.	Research	Narrow and focus	WWW	301
19.	Group work in class	Assign speaking roles	Consultation	504



## SoA International Program LNG XXC

### Third Course, Second Semester

LNG XXC should be taken in the second semester, following LNG XXA and XXB, so that the added and continuing practice may serve as a back-up to the learning techniques developed in LNG XXA and LNG XXB. This class is based on one large task rather than a sequence of shorter ones.

<b>Class</b>	<b>Course Content</b>	<b>Daily Topic</b>	<b>Aids</b>	<b>Room</b>
1	Goals, Aims, Guidelines	Intro. Large Project	Peer work	
2	Art History/Design Topic	E-Magazine/ Web Site	Internet	Lab
3	Finding Resources	Citing Sources	Consult with teacher	In class
4	Research/Data Collection	Writing a Proposal	WWW	Lab
5	Research Methodology	Library /SALCS	Consult	In class
6	Present Mini-Presentation	Topic Presentation	Power Point	Lab
7	Final Clearance of Topic	Tighten Focus	Consult	In class
8	Research	Collection of Materials	WWW	Lab
9	Show Printouts to TT	Copy Editing	Consult	In class
10	Selection of Materials	Individual Tasks	WWW	Lab
11	Intro/Outline/Layout	TT interviews each SS	Consult	In class
12	Research	Teamwork	WWW	Lab
13	Related Survey Topic	TT approval of Survey	Consult	In class
14	Write up Survey Questions	Peer work	WORD	Lab
15	Check Survey for Focus	Edit for Grammar	Consult	In class
16	Students give Survey	Collate/Analyze data	Power Point	Outside

17	Rehearse for presentation	Individual tasks	Consult	In class
18	Give Survey Presentation	Teamwork	Power point	Lab
19	Final outline of Project	Show work in progress	Consult	In class
20	Fine-tune Layout/Graphics	Document all Sources		Outside
21	Bring all materials to class	Show work in progress	Consultation	In class
22	Putting the project together	Based on consultation		Outside
23	Writing Research Papers	Discuss Individual task	Consultation	
23	Designing and Writing	Layout and Graphics		Outside
25			Consult	Office
26	Designing and Writing	Editing		Outside
27			Consult	Office
28	Final Group Presentation	of Large Scale Project	Power point	Lab
29	Final Commentary by TT	Individual by individual	Consult	In class
30	Hard/Soft Copies Due		Arch-Angel	In class

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