

คู่มือ

# ภาษาอังกฤษเพื่อการสื่อสาร

สำหรับผู้นำชุมชนและคณะกรรมการชุมชน

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ENGLISH  
LESSONS

สุดารัตน์ เจตนปัญญาภัก และคณะผู้วิจัย

คณะมนุษยศาสตร์และสังคมศาสตร์

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## Preface

This training manual is a part of research tools created for the trainees who volunteer to be participants in the research project titled “Developing English Teachers’ CEFR Knowledge and Ability using “CEFR-Training for BMA English Primary School Teachers.” The manual content is based on CEFR Can-Do Statements and grammar points in B1 level. There are 5 units in this training manual. They are: Unit 1: Life Stories, Unit 2: Jobs and Employment, Unit 3: In the Office, Unit 4: Making Plans and Unit 5: That’s Entertainment. Each unit begins with warm-up activity, grammar points, various exercises including vocabulary and expressions which focus on communicative language. This training manual presents ideas and topics including examples that the authors write, collect, and reproduce from various sources as cited at the end of each unit. We are grateful to the original writers; without these sources, this training manual would not have been possible. We are particularly thankful to our colleagues who always encourage and support us to write this training manual. We are also grateful to our research adviser, Assistant Professor Dr. Kanjana Metatamrongsiri from Kasetsart University Kamphaeng Saen Campus, who has given advice and edited this book for us.

Sudarat Jatepanjapak  
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# Unit 1

## Life Stories

Unit one is an introduction unit telling about life stories. Life events begin from the moment of birth. Life is filled with experiences and each moment shaping an individual different person. Each moment, whether joyous or challenging, has contributed to the tapestry of life. In this unit, four topics are presented; that is life events, life story, job story and life changes as the following details.

### Learning objectives

By the end of this session, trainees will be able to:

1. Explain their life events, life story and job stories using appropriate vocabulary, expressions and sentences given.
2. Understand and answer questions about various types of work-related documents given that are articles and job advertisements.

### Content

1. Life events
2. Life story
3. Job story
4. Life changes

### Teaching materials

1. Training manual
2. PowerPoint slides
3. Visualizer
4. Real objects

### Teaching and learning activities

1. To build background about life stories, warm-up activity is presented.

2. The trainees are asked to do exercise 1; the purpose is to categorize stages of life events from given pictures and expressions.

3. Exercise 2 is given for the trainees to read the short article about life events, then discuss together in class, and the trainees are encouraged to summarize grammar used in the article. Then grammar of gerund is reviewed.

4. Individual work is used by asking the trainees to do Exercise 3 and give their answers to the class.

5. Pair-work is used for trainees to do Exercise 4, 5 and 6 by reading and discussing about the following questions.

6. Exercise 7 is given for trainees to review the frequency of adverbs and grammar of adverbs of frequency is reviewed.

7. The trainees are asked to do Exercise 8; to rewrite the sentences using adverbs of frequency.

8. Exercise 9 is given for the trainees to individually read and answer the following questions. Then grammar of conjunctions is reviewed and

9. The trainees are assigned to do Exercise 10; to combine the sentences using conjunctions according to the reading passage.

10. In the workshop session, the trainees are assigned to do a role play about planning leisure activities with peers and present it to the class.

11. The trainees are given 20 minutes to prepare a 5-minute oral presentation about their life events.

12. The trainees are required to use adverbs of frequency and conjunctions including vocabulary and expressions about life events in their script.

13. The trainees do individual oral presentations.

14. The trainer and the trainees get together and discuss about their presentations, get feedback from the trainer and peers and improvement that can be made to their presentation.

## **Evaluation**

1. Observing trainees' participation
2. Doing exercises
3. Asking and answering questions
4. Participating in the workshop: Life events presentation

## Warm-up activity: Information gap

Trainees pair up, then ask and answer the questions using Worksheet below:

### Examples:

1. Where were you born?
2. Tell me about your childhood, what was the best part? Worst?
3. What was the happiest time of your life?
4. What is your passion (or a favorite hobby?)
5. Who is the love of your life and how did you meet?
6. What do you value most and why?

### Life events

		
1. being born	2. growing up	3. moving (house)
		
4. taking an exam	5. graduating	6. getting a job
		
7. losing a job	8. meeting your future husband / wife	9. going out with someone

		
10. falling in love	11. getting married	12. having children
		
13. getting divorced	14. retiring	15. being dead

**Exercise 1: Individual work**

Put the expressions in the table below.

general events	
education	
relationships	
work	

**Exercise 2: Pair-work**

Read the article and underline Gerund (Ving) found in the text. Focus on the underlined topic sentence in each paragraph. They are main idea of the paragraph heading.

**What kinds of events can change your life for good?**

Life is full of surprises and changes, and some of these events can change your life for good, as they have such a profound impact on your life. Some of the most powerful events that can change your life for good include:

✓ **Meeting a significant other:** Falling in love can be one of the most transformative experiences we can have. A partner can change the way we see ourselves and the world and can provide a sense of companionship and support that can help us through even the toughest times.

✓ **Having a child:** Becoming a parent is a huge responsibility, and it can change the way we think about ourselves and our priorities. It can also be an incredibly rewarding experience, as we watch our children grow and develop into unique individuals.

✓ **Changing careers:** Deciding to pursue a different line of work can be daunting, but it can also be incredibly fulfilling. Changing careers can open up new opportunities and challenges and can help us find a new sense of purpose and meaning in our work.

✓ **Travelling:** Travelling to new places can be a powerful way to expand our horizons and gain a new perspective on the world. Exploring different cultures and ways of life can help us to appreciate the diversity of humanity and to become more open-minded and compassionate.

✓ **Overcoming a personal challenge:** Whether it's overcoming a physical or mental health issue, overcoming addiction, or overcoming a difficult period in our lives, overcoming a personal challenge can be incredibly empowering. It can help us to develop resilience and to gain a greater sense of self-worth and self-esteem.

✓ **Achieving a long-term goal:** Whether it's completing a degree, starting a business, or climbing a mountain, achieving a long-term goal can be incredibly satisfying. It can help us to develop a sense of purpose and to feel like we are making a difference in the world.

These are just a few examples of the kinds of events that can change our lives for good. Ultimately, the most important thing is to be open to new experiences and to take advantage of opportunities when they arise. With the right mindset and a willingness to take risks, we can all experience the kind of profound and positive change that can make our lives truly meaningful.

Source: Splento, 2023

## Grammar: Gerund

Gerund is a verb that's acting as a noun. By that, we mean that the verb – the word that describes the action that's happening, like “thinking,” “running,” or “speaking” becomes a thing, a concept that can now be the sentence's subject, direct object, indirect object, or the object of a preposition.

There are six types of gerunds:

1. Subject: **Biking** is my newest hobby.

2. Subject complement: My preferred commuting method is **biking**.
3. Direct object: I love **biking**.
4. Indirect object: My sister gave **biking** a try.
5. Object complement: I see myself **biking** everyday.
6. Object of a preposition: I blocked out a few hours this Sunday for **biking**.

Source: Grammarly, 2024

### How to use gerund

Usage	Examples
Gerund as subject of a sentence	<b>Being rude to customers</b> won't earn you many tips.
Gerund phrase as a subject of a sentence	His favorite activity is <b>reading</b> .
Gerund as subject complement	The thing she hated most about school was <b>getting up early</b> .
Gerund as a direct object	Helena has mastered <b>fencing</b> .
Gerund phrase as a direct object	They hate <b>mowing the lawn</b> .
Gerund as an object of a preposition	He quickly restored to <b>begging</b> .
Gerund phrase as an object of a preposition	Holidays are perfect for <b>visiting family</b> .

Source: Thesaurus, 2024

### Exercise 3: Individual work

Is the gerund in the following sentences/questions used as a subject, object or as a complement?

1. Dancing is great fun. \_\_\_\_\_
2. She hates going out at night. \_\_\_\_\_
3. Painting is my hobby. \_\_\_\_\_
4. Smoking is bad for your health. \_\_\_\_\_
5. Do you enjoy learning English? \_\_\_\_\_
6. Free solo climbing can be dangerous. \_\_\_\_\_
7. Doing house chores is boring. \_\_\_\_\_
8. My favorite activity is playing games. \_\_\_\_\_
9. Why don't you like reading novels? \_\_\_\_\_
10. What he really likes is going by train. \_\_\_\_\_

## Life story

### Exercise 4: Pair-work

Read the profile of Jamie Oliver. Match each heading: a), b), c) and d) to paragraphs 1 to 4.

a) An unusual restaurant

c) His early life

b) Family and free time

d) A famous chef

### Jamie Oliver

Paragraph#1 \_\_\_\_\_

Jamie Oliver is one of Britain's favorite chef – every week millions of people watch him on TV and use his recipes.

Paragraph#2 \_\_\_\_\_

Jamie was born in Essex, England, in 1975. When he was only eight he started helping his parents' restaurant. He **went** to catering college when he was sixteen and then worked at the famous River Café in London for three years. His first TV program was called *The Naked Chef* and it was an instant success. Jamie quickly became famous and in 1999 he **prepared** lunch for the British Prime Minister.

Paragraph#3 \_\_\_\_\_

Now Jamie has got his own restaurant in London called Fifteen. But it isn't a typical restaurant – every year Jamie **takes** fifteen young unemployed people and teaches them to become chefs. The program about the restaurant, also called *Fifteen*, is on TV every week. He is going to open Fifteen restaurants in Australia and the USA in the future and at the moment Jamie **is writing** a new book of recipes. He's already very rich, of course – 2003 he earned £3.8 million.

Paragraph#4 \_\_\_\_\_

Jamie got married in 2000 and he **lives** in London with his wife, Jools and their two daughters, Poppy Honey and Daisy Boo. He's so busy that he doesn't have much free time, but he loves riding around London on his cooter, and he plays the drums in a rock band. When he's at home he likes cooking pasta and making bread – his favorite ingredients are olive oil and lemons from Sicily.

Source: Redston & Cunningham, 2007, p. 4

### Exercise 5: Pair-work

Read Jamie's profile again and find the answers to the following questions.

1. How does he travel around London?
2. When did he get married?
3. Which instrument can he play?
4. What is he writing at the moment?
5. How often is *Fifteen* on TV?
6. How old was he when he started college?
7. How many children has he got?
8. Where is he going to open his new restaurant?
9. How much did he earn in 2003?
10. How long did he work at the River Café?
11. Who did he make lunch for in 1999?
12. Why is his restaurant called *Fifteen*?

### Grammar: Verb forms and questions

Match the words or phrases in bold in Jamie's profile to these verb forms.

Present Simple \_\_\_\_\_

Present Continuous \_\_\_\_\_

Past simple \_\_\_\_\_

### Exercise 6: Pair-work

We usually use auxiliary verbs to make questions. Write questions 2 to 8 from exercise 5 in the table.

Question word	auxiliary	subject	verb	
How	does	he	travel	around London?

## Job story

Susan Yang lives in Miami, Florida. She's a nurse, but she doesn't work in a hospital. She works on a large cruise ship. The ship takes people for holidays to some of the islands in the Caribbean Sea.



Susan lives on the ship for seven days and then she has a week off. 'There are three nurses on the ship,' she says, but 'we *never* all work together. Two work from 8 a.m. to 8 p.m. and the other one does the night shift. I *always* work at night. I prefer it.' 'We *rarely* have a lot of problems. People *sometimes* fall over, or they eat too much. The biggest problem is when the weather's bad. Then a lot of people *usually* get seasick. Fortunately, the weather isn't *normally* bad in the Caribbean.'

The nurses also look after the workers on the ship. All sorts of people work there – chefs, waiters, electricians, nannies, dancers, cleaners, sports instructors. 'Yes,' says Susan. 'It's like a big hotel. I like the job, but it isn't a holiday for us, of course. When I'm not on duty, I sleep most of the time. I *usually* feel very tired after a 12-hour shift.' After a week the ship goes back to Miami and Susan goes home for seven days. She *always* helps her husband in his hairdressing salon, but they play tennis a lot, too.

Source: Hutchison, 2011, p. 7

### Exercise 7: Individual work

Put the adverbs of frequency in the correct order in the table.

Adverbs of frequency	_____	_____	_____	_____	_____	_____
0%						100%

### Grammar: Adverbs of frequency

We use some adverbs to describe how frequently we do an activity. These are called adverbs of frequency and include:

Frequency	Adverb of Frequency	Example Sentence
100%	always	I always go to bed before 10 p.m.

Frequency	Adverb of Frequency	Example Sentence
90%	usually	I usually have cereal for breakfast.
80%	normally	I normally go to the gym.
70%	often	I often surf the internet.
50%	sometimes	I sometimes forget my wife's birthday.
30%	occasionally	I occasionally eat junk food.
10%	seldom	I seldom read the newspaper.
5%	hardly	I hardly ever drink alcohol.
0%	never	I never swim in the sea.

- o An adverb of frequency goes **before** a main verb (except with To Be).

**Subject + adverb + main verb**

I **always** remember to do my homework.

He **normally** gets good marks in exams.

- o An adverb of frequency goes **after** the verb To Be.

**Subject + to be + adverb**

They are **never** pleased to see me.

She isn't **usually** bad tempered.

- o When we use an auxiliary verb (have, will, must, might, could, would, can, etc.), the adverb is placed between the auxiliary and the main verb. This is also true for to be.

**Subject + auxiliary + adverb + main verb**

She can **sometimes** beat me in a race.

I would **hardly ever** be unkind to someone.

They might **never** see each other again.

They could **occasionally** be heard laughing.

- o We can also use the following adverbs at the start of a sentence:

Usually, normally, often, frequently, sometimes, occasionally

Occasionally, I like to eat Thai food.

- o BUT we **cannot** use the following at the beginning of a sentence:

Always, seldom, rarely, hardly, ever, never.

- o We use **hardly ever** and **never** with positive, **not** negative verbs:

She **hardly ever** comes to my parties.

They **never** say 'thank you'.

o We use **ever** in questions and negative statements:

Have you **ever** been to New Zealand?

I haven't **ever** been to Switzerland. (The same as 'I have never been Switzerland').

Source: Woodward English, 2024

### Exercise 8: Individual work

Rewrite the sentences. Use words in brackets.

1. The weather is very bad. (sometimes) \_\_\_\_\_
2. I don't get seasick. (often) \_\_\_\_\_
3. She works on the day shift. (rarely) \_\_\_\_\_
4. There are hundreds of people on the ship. (always) \_\_\_\_\_
5. Her husband goes with her. (never) \_\_\_\_\_
6. The night shift is quieter. (usually) \_\_\_\_\_

### Life changes

Read the story below. Focus on the first paragraph. Who are the people mentioned in the picture?

My name's Winny. This is our story. At first life was great. I had a small restaurant and my husband, Brian, worked as a doctor. We had two children – a boy, Ken, and a girl, Lily. We live in a big house and we had a lot of money. We really had everything, but we weren't happy. We didn't spend much time together. Brian worked so hard. The children were at school all day and I was usually at the restaurant until midnight.



Then four years ago our son Ken had an accident. I was at the restaurant and Brian was in the operating room so a neighbor took Ken to the hospital. When I went to see him, he didn't say much, but I saw it in his eyes: 'Why weren't you and Dad there?' It was terrible.

That changed our lives. I sold the restaurant and Brian left his job. We sold our house, too, and we bought a big van. For the next two years, our family travelled round the world. We went to Europe, Asia, South America – lots of countries. It was great.

When we came back, we sold the van and we bought a house in a small town near the sea, and we live there now. We also bought a shop. We sell souvenirs, postcards, and things like that. We both work there now. Well, actually, Brian isn't working today. He's sailing.

Adapted from Hutchison, 2011, p. 11

### Exercise 9: Individual work

Are the statements true (T) or false (F)?

1. They weren't happy because they didn't have money.
2. Their lives changed because one of their children had an accident.
3. When their lives changed, they bought a van and travelled round the world.
4. When they came home, they bought a souvenir shop.
5. They sold the van because they wanted to buy a new house near the sea.

### Grammar: Conjunctions

A conjunction is a word used to connect other words, phrases and clauses together. Common conjunctions are and, but, or, because and so as the following details:

#### And

- We use *and* for adding similar information or ideas

*My brother is a plumber, and my sister is a teacher.*

*They have an apartment in the city and a little house in the countryside.*

#### But

- We use **but** for adding **contrasting information**, i.e. information that is different.

*I studied a lot, **but** I failed the exam.*

*He is good **but** not the best.*

#### Or

- We use *or* to connect different possibilities.

*Would you like to go to the swimming pool or to the beach?*

*He can go to a hotel or stay with us.*

#### So

- We use **so** to introduce **the consequence or the result of something**. The second part of the sentence is the result of the first part of the sentence.

*It was cold, **so** I turned on the heating.*

*I spent three hours at the gym, **so** I'm really tired now.*

## Because

- We use **because** to introduce the **reason** for something.

*I turned on the heating **because** it was cold.*

*I'm speaking quietly **because** I don't want to wake up the baby.*

Source: test-english, 2024

## Exercise 10: Combine the sentences about the text.

1. They weren't happy. They didn't spend much time together.

They weren't happy, \_\_\_\_\_

2. They had good jobs. They had a lot of money.

They had good jobs, \_\_\_\_\_

3. Winny was out till midnight. She was at the restaurant.

Winny was out till midnight, \_\_\_\_\_

4. Brain worked so hard. He was often busy at the weekend.

Brain worked so hard, \_\_\_\_\_

5. Brian isn't working today. He's sailing.

Brian isn't working today, \_\_\_\_\_

## Workshop: Life events presentation

You are given 20 minutes to prepare for an oral presentation. Make a 5-minute presentation about your life events. In your script, adverbs of frequency and conjunctions including vocabulary about life events must be used.

## Summary

In this unit, four topics are introduced which are life events, life story, job story and life changes. Vocabulary, expressions about life events and grammar points about gerund, verb from and questions, adverb of frequency and conjunctions are reviewed and summarized. Short passages about life events, life story and life changes are given for the trainees to practice. Exercises are given for the trainees to check their understanding about the content learned. Finally, the workshop is assigned for the trainees to present their life events using the content having learned and practiced.

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## Unit 2

### Jobs and Employment

A job is a lifelong journey of professional development and personal growth. Jobs and employment are considered as a part of career pathways. Developing essential skills for success in the workplace, especially communication skills, are important. In this unit, five topics are presented: talking about jobs, job description, job history, job advertisement and vocabulary about jobs and employment as the following details.

#### Learning objectives

**By the end of this session, trainees will be able to:**

1. Explain job details and description using appropriate vocabulary, expressions and sentences.
2. Read various types of job-related documents including job history, job advertisements, and answer questions correctly.

#### Content

1. Talking about jobs
2. Job description
3. Job history
4. Job advertisement
5. Vocabulary about jobs and employment

#### Teaching materials

1. Training manual
2. PowerPoint slides
3. Visualizer
4. Real objects

#### Teaching and learning activities

1. To build background and review about jobs, warm-up activity is presented.

2. The trainees are asked to do Exercise 1 ; the purpose is to identify professions from given descriptions and match them with their workplaces.

3. Grammar tense of Present Simple and Present Continuous is reviewed.

4. The trainees practice talking about their own jobs, using Present Simple and Present Continuous Tense, and then present it to their classmates.

5. Exercise 2 is given for the trainees to individually read the given short passages about a job description, then discuss together in class, and answer the following questions.

6. The trainer has the trainees read individually the passage in Exercise 3 and discuss the following questions. The trainees are encouraged to summarize grammar used in the reading passage given.

7. Pair-work is used for trainees to do Exercises 4, 5, 6, and 7 by reading and discussing about the following questions.

8. Individual work is used by asking the trainees to do Exercise 8 and give their answers to the class. At the end of class, the trainer asks the trainees to summarize using adjectives to describe qualifications of people in job advertisements and assigns trainees to find appropriate adjectives to fill in the blanks in job advertisements.

9. In the workshop session, the trainees are assigned to make an individual oral presentation.

10. The trainees are asked to do an oral presentation about their job as a teacher in primary school.

11. The trainees are required to use Present Simple, Past Simple and Present Continuous Tense including vocabulary about jobs and employment in their scripts.

12. The trainees make 5-minute individual oral presentations.

13. The trainer and the trainees get together and discuss about their oral presentations, get feedback from the trainer and peers and improvement that can be made to their presentation.

## **Evaluation**

1. Observing trainees' participation

2. Doing exercises

3. Asking and answering questions

4. Participating in the workshop: Oral presentation about jobs

## Warm-up activity

Do you think what kinds of job do these people do? Where do they work?



## Talking about jobs

### Exercise 1: Individual work

What's my job? Complete the sentences.

1. I work in a hospital and I do shift work. I give people medicine and I also make beds.

I'm \_\_\_\_\_.

2. I work in houses and factories. I repair things and put in light. I'm \_\_\_\_\_.

3. I work outdoors and wear a uniform. I get up early every morning and I take letters to people's houses. I'm \_\_\_\_\_.

4. I work in a bank. Ten people work in the bank and I am their boss.  
I'm \_\_\_\_\_.

5. I provide services related to the grooming and styling of hair such as cutting, coloring, and styling hair. I often work in salons. I'm \_\_\_\_\_.

6. I look after plants, flowers, shrubs, and sometimes vegetables in a garden or landscape. I usually do my job outdoors. I'm \_\_\_\_\_.

7. I work in an office. I answer the phone and type emails. I'm \_\_\_\_\_.

8. I educate and teach students in various subjects and skills to help them learn and develop intellectually, socially, and emotionally. I work in schools, colleges, universities, and other educational institutions. I'm \_\_\_\_\_.

9. I use my voice to produce musical sounds, typically accompanied by instruments or acapella. I perform songs in various genres such as pop, rock, classical, jazz, opera, folk, etc.  
I'm \_\_\_\_\_.

10. I ensure the safety and comfort of passengers aboard an aircraft during flights. My primary responsibility is to assist passengers with boarding, seating, and storing luggage.  
I'm \_\_\_\_\_.

#### Grammar: Present Simple and Present Continuous Tense

Samart is a tennis instructor. He **works** at a tennis academy in Hong Kong. He normally **gives** lessons in the evening. He **isn't teaching** this evening because it's raining. He's **reading** a magazine at the moment.

Pete and Pat are taxi drivers. They **drive** taxis in Bangkok. They **aren't driving** taxis at the moment because there aren't any customers. They're **watching** football on TV.

Adapted from Hutchison, T, 2011, p. 34

#### 1. We use the present simple for regular activities.

He normally gives lessons in the evening.

They drive taxi in Bangkok.

#### 2. We use the present continuous for what is happening now.

He's reading a magazine at the moment.

They're watching football on TV.



**Practice:** Speaking: Talking about jobs

Talk about your job briefly. Use Present Simple and Present Continuous in your script. Then tell your classmates about your job.

## A Job Description

### Exercise 2: Individual work

Read the text and answer the questions.

My name is Sumaree and I'm a flight attendant. Today, we're flying from Bangkok to London. Everyone is having dinner now and watching the movie. I'm making coffee for the pilot. I like my job because I travel around the world and meet different people. There are some things I don't like very much. Sometimes the flights are long and we don't have many breaks.

Adapted from Hutchison, T, 2011, p. 99

1. What does Sumaree do?
2. Where is she going today?
3. What is she doing now?
4. Why does she like her job?
5. What are the problems in her job?

## A Job History

### Exercise 3: individual work

Read Cathy Delon's job history and decide if the information is true or false.

Correct the false sentences.

'I went to university and studied languages – English and Spanish – and business administration. When I left, I had no idea what I wanted to do, but I knew the jobs I didn't want. You know I never wanted a boring job in an office. I wanted to meet people, travel, and use my languages. I took lots of temporary jobs, just to earn some money. I was a waitress, I served behind a bar, and I worked as a guide for a travel company. You know, showing tourists around Paris.

Then I got a job as a secretary with an advertising agency. I can't remember exactly how I got the job. I could type, but I think I knew someone who worked there, and she introduced me

to her boss – something like that. Anyway, one of the clients of the advertising agency was the film company, called Talking Pictures, and I started working for them. I stayed there for quite a long time – about 5 years – as the Personal Assistant to the Managing Director. I learned a lot about the film industry. I started to write about films for a magazine and now I work for the magazine full-time as a journalist.

It's strange really. I've worked for about twelve years now, since I left university, and have I ever had a real job interview? No, I haven't. In all that time I haven't had an interview! I've never sat down and decided I wanted to do a particular job. Life is not like that any more.'

Source: Hopkins, A & Potter, J., 1997, p. 112

1. Cathy always wanted to work in the tourism industry.
2. Her father introduces her to someone who ran an advertising agency.
3. Talking Pictures is a film company.
4. She met the people at Talking Pictures when she was at the advertising agency.
5. She worked as a translator at the film company.
6. She started in journalism by writing articles about business administration.
7. She started her present job twelve years ago.
8. She left university twelve years ago.
9. She had a lot of interviews before she got her present job.
10. She took many temporary jobs since she wanted to meet people, travel and use her languages.

### **Grammar: Past Simple Tense**

**1. We use the Simple Past to talk about something that happened once in the past.**

I met my wife in 1983.

I saw a movie last week.

**2. We use the Simple Past is used to talk about something that happened several times in the past.**

When I was a boy, I walked a mile to school every day.

We swam a lot while we were on holiday.

**3. We use the Simple Past is used to talk about something that was true for some time in the past.**

I lived abroad for ten years.

She played a lot of tennis when she was younger.

**4. We often use expressions with ago with the Simple Past.**

I met my husband a long time ago.

**Past Simple questions and negatives**

**5. We use *did* to make questions with the past simple.**

Did she play tennis when she was younger?

Did you live abroad?

When did you meet your wife?

Where did you go for your holidays?

**6. But questions with *who* often don't use *did*.**

*Who discovered penicillin?*

*Who wrote Don Quixote?*

**7. We use *didn't* (did not) to make negatives with the past simple.**

They didn't go to Spain this year.

We didn't get home until very late last night.

I didn't see you yesterday.

Source: [learningenglish.britishcouncil.org](http://learningenglish.britishcouncil.org), 2024

**Exercise 4: Pair-work**

**Complete the sentences with the simple past of the verbs in brackets.**

1. The young man \_\_\_\_\_ (take) out his wallet and \_\_\_\_\_ (pay) the bill.
2. When Lucky \_\_\_\_\_ (go) to the interview, she \_\_\_\_\_ (wear) her best suit.
3. Last year, the company \_\_\_\_\_ (build) a new factory, which \_\_\_\_\_ (cost) millions of dollars.
4. Tony \_\_\_\_\_ (write) some great novels, but he never \_\_\_\_\_ (win) a Nobel Prize.
6. When John \_\_\_\_\_ (break) his arm, the doctor \_\_\_\_\_ (give) him two weeks off work.
6. Dan called to the waiter, but the waiter \_\_\_\_\_ (not hear) him.
7. I saw Sunny in the supermarket but we \_\_\_\_\_ (not talk).
8. Christy went home because she \_\_\_\_\_ (not feel) well.
9. I'm sorry, \_\_\_\_\_ I \_\_\_\_\_ something wrong? (say)

10. When \_\_\_\_\_ you \_\_\_\_\_ learning English? (start)

## A Job Advertisement

### Exercise 5: Pair-work

Read this job advertisement and answer the following questions.

**Olives School**  
The Right Combination of Islamic & Contemporary Education

# TEACHER REQUIRED

**English Teacher**

Applicant must possess relevant qualification and must have minimum 3 years of teaching experience in a reputable school. Must be fluent in English with a good pronunciation. Comprehension, writing and verbal communication should be excellent. This job opening is only for **Female** applicants.

**APPLY NOW**

Send your resume at [jobs@olives.edu.pk](mailto:jobs@olives.edu.pk)

**Contact: +92-51-5954432**  
(Monday - Friday from 8:00am till 1:00pm)

**Commercial Area, Judicial Colony, Islamabad Highway, Rawalpindi**

Source: <https://twitter.com/OlivesSchool/status/1457620664127524869>

1. Who is the advertisement for? What position is wanted?
2. Who is the employer?
3. What are the requirements for this job?
4. How can applicants send their resumes?
5. What does 'verbal' in the advertisement mean?
6. Is it true that both male and female can apply for this job?

### Vocabulary: Jobs and Employment

### Exercise 6: Pair-work

Use words in the box to complete the sentences below.

Job	career	occupation	temporary	permanent
unemployed		unskilled	manual work	self-employed
	skilled	professional	full-time	part-time

- Jane has got a \_\_\_\_\_ job. She's working for two weeks while the receptionist is on holiday.
- Ron has been \_\_\_\_\_ since he lost his job last year. He just can't find any work.
- Jim's got a \_\_\_\_\_ job. He only works eight hours a week.
- I have plenty of work and I can do most of it at home. I'm \_\_\_\_\_, so I'm my own boss.
- Marsha decided that she couldn't work \_\_\_\_\_ after she had children. She decided to work two days a week.
- I'm hoping to have a \_\_\_\_\_ in medicine. I want to become a surgeon.
- What do you do?' means 'What's your \_\_\_\_\_?' or 'What's your \_\_\_\_\_?'
- You've had six employers in the last two years. It's time you found a \_\_\_\_\_ job!
- Software developers and graphic designers are regarded as \_\_\_\_\_ jobs because they have to do specific tasks or duties.
- Construction workers and carpenters are categorized as \_\_\_\_\_ since they use hands or simple tools to do their jobs.

**Exercise 7: Pair-work**

Put the jobs below into three categories:

carpenter	lawyer	labourer	teacher
accountant	plumber	telephone engineer	
cleaner	doctor	journalist	

- unskilled manual worker
- skilled manual worker

3. professional

**Exercise 8: Pair-work**

Use adjectives from this list to complete the job advertisements below.

Discreet      accurate      patient      communicative      keen  
dynamic      flexible      motivated      fluent      creative  
knowledgeable      polite      numerate      punctual

**WAITERS REQUIRED**

Successful applicants must be both \_\_\_\_\_, as they will be in direct contact with customers, and \_\_\_\_\_, as they will be responsible for making up the bills.

Apply to: restaurant.number1@outlook.com

**SALES STAFF NEEDED**

Shop Assistant required for local department store. Applicants should be \_\_\_\_\_ to learn new things as training courses are given every week. Candidates should also be highly \_\_\_\_\_ as commission is given on all sales targets that are reached.

Contact: hr.recruitment@spaniskcomrt.com

**SECRETARY WANTED**

Working for a leading film studio, the right candidate would need to be a \_\_\_\_\_ and lively individual as the office is often relocated at a moment's notice. The secretary's typing should be extremely \_\_\_\_\_ as we need our correspondence and scripts typed at speed to be distributed as and when required with little warning.

Apply: happvall.hr@BBO.com

### IT VACANCIES

We have vacancies for 2 IT technicians at our office. Applicants need to be \_\_\_\_\_ as they may be required to travel abroad at a moment's notice. They will also need to be \_\_\_\_\_ as they will be assisting on the company helpline.

Phone for an interview: 954236178

### COPY-WRITERS WANTED

at a leading advertising agency. Successful candidates will need to be \_\_\_\_\_ as they will be required to submit new work at least twice a week. Being \_\_\_\_\_ is distinct advantage as applicants will be expected to work to strict deadlines.

Apply to: hr.nxis@oH.com

### TRANSLATORS NEEDED

The Diplomatic Service requires \_\_\_\_\_ Spanish and Italian speakers to work at our embassies in Rome and Madrid. Our translators need to be \_\_\_\_\_ to be able to get the message across to both parties.

Contact: 01954 7839405

### Legal Vacancies

Solicitors and lawyers required for litigation company opening new offices in the city. Successful applicants must be \_\_\_\_\_ and also highly \_\_\_\_\_ of family law as they will be working on sensitive family cases.

Send CV to: beagllegal.hr@jonesandjones.com

Source:

[https://www.eslprintables.com/vocabulary\\_worksheets/communication\\_worksheets/advertisements/Job\\_Description\\_Advert\\_Adjecti\\_880426/](https://www.eslprintables.com/vocabulary_worksheets/communication_worksheets/advertisements/Job_Description_Advert_Adjecti_880426/)

## **Workshop: Job presentation**

You are given 10 minutes to prepare for an oral presentation. Make a 5-minute presentation about your job. In your script, Present Simple, Past Simple and Present Continuous Tense including vocabulary about jobs and employment must be used.

## **Summary**

In this unit, five topics are introduced: talking about jobs, job description, job history, job advertisement and vocabulary about jobs and employment. Vocabulary, expressions about job descriptions and grammar tense about Present Simple, Past Simple and Present Continuous Tense are reviewed and summarized. Short passages about a job history and job advertisements are given for the trainees to practice. Finally, the trainees are assigned to present their own job as the primary school teachers using the content learned and practiced.

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## Unit 3

### In the Office

Communicating with colleagues at the workplace is very important to align the organization towards common goals and objectives. Particularly, effective communication in English with various skills is essential. In this unit, four topics are presented which are 1) making appointments, 2) technology at workplace, 3) reading emails, and 4) company rules. This includes using wh-questions, vocabulary and expressions used in the office as described below:

#### Learning objectives

**By the end of this session, trainees will be able to:**

1. Make appointments by using appropriate vocabulary and expressions including technical terms about technology and devices used in the workplace.
2. Understand and answer the following questions from given documents normally used in the workplace including emails, rules and regulations correctly.

#### Content

1. Making an appointment
2. Technology at workplaces
3. Reading an e-mail
4. Company rules

#### Teaching Materials

1. Training manual
2. PowerPoint slides
3. Visualizer
4. Real objects

#### Teaching and learning activities

1. Wh-questions are used in warm-up activity to review about using Wh-questions.

2. The trainees are asked to do Exercise 1; the purpose is to check understanding about the use of Wh-questions in the dialogue given and answer the questions.
3. Grammar Wh-questions are reviewed.
4. Individual work is used by asking the trainees to do Exercise 2 and 3 and give their answers to the class.
5. The trainees practice asking questions about his/her partner's workplace, using by using Wh-questions, and then presenting it to their classmates.
6. Exercise 4 is given to the trainees to individually identify verb form (Present Continuous) found in the short dialogue about technology at workplace.
7. Grammar tense Present Continuous is reviewed.
8. The trainees are assigned to do Exercise 5, to identify the purpose of using Present Continuous Tense if it is used as action in progress or future plans.
9. Trainees are asked to do Exercise 6; conjugate the verbs provided into tense of Present Continuous and use pictures of devices to fill in the blanks.
10. Exercise 7 is given for trainees to individually read a short email and answer true – false questions and then compose sentences using superlative adjectives.
11. Grammar of comparatives and superlatives are reviewed, then Exercise 8 is given to the trainees to write comparatives sentences to show their opinions from provided information.
12. Pair-work is used by asking the trainees to read the company rules and do Exercise 9; to underline all modal verbs used in the text.
13. Grammar of modal verbs (must, mustn't, should, shouldn't) are reviewed. Then Exercise 10 is given for trainees to fill in the blanks with appropriate modal verbs.
14. In the workshop session, the trainees are assigned to do pair-work; write 10 classroom rules using modal verbs and comparative and superlative adjectives.
15. The trainees are given 20 minutes to write 10 classroom rules.
16. The trainees are required to use modal verbs, comparative and superlative adjectives in their classroom rules.
17. The trainees are asked to present their writing to the class.
18. The trainer and the trainees get together and discuss about their writing, get feedback from the trainer and peers and improvement that can be made to their writing.

## Evaluation

1. Observing students' participation
2. Doing Exercises
3. Asking questions and answering questions
4. Participating in the workshop: Writing classroom rules

## Warm-up activity

Trainees pair up, then ask and answer the questions using Wh-questions.

Examples:

How are you?

What did you have for breakfast?

How do you come to class?

When did you get up this morning?

## Making an appointment

### Exercise 1: Individual work

Read the dialogue between a receptionist and a client below and answer the following questions.

**Receptionist:** Good morning, *how* may I help you?

**Client:** Hi there, I'd like to make an appointment with Dr. Smith, please.

**Receptionist:** Of course, *why* do you need to see the doctor?

**Client:** I've been experiencing some persistent headaches lately, and I want to get them checked out.

**Receptionist:** I see. *How many* appointments do you have in mind?

**Client:** Just one for now, preferably sometime this week if possible.

**Receptionist:** Alright. *When* would you like to schedule the appointment?

**Client:** Do you have any availability on Tuesday afternoon?

**Receptionist:** Let me check. Yes, we have a slot open at 2:30 PM on Tuesday. Would that work for you?

**Client:** Yes, that works fine. Thank you. By the way, *where* is the doctor's office located?

**Receptionist:** Our office is located at 146 Main Street, Suite 200.

**Client:** Great, I'll make a note of that. Thanks for your help.

**Receptionist:** You're welcome. We'll see you on Tuesday at 2:30 PM then.

Adapted from Hutchison, T, 2011, p. 115

1. Where does the appointment take place? \_\_\_\_\_
2. Who does the client want to see? \_\_\_\_\_
3. Why does the client need to have the appointment? \_\_\_\_\_
4. When does the client plan to have the appointment? \_\_\_\_\_
5. Where is the location for the appointment? \_\_\_\_\_

### Grammar: Using “Wh-Questions”

Wh- questions are questions that use specific words starting with the letters “wh,” like “who,” “when,” and “what.” In addition, “How” is also often included in this list. These questions words are often used when we want to request information from someone.

The most common Wh-question words in English are: “who,” “what,” “where,” “when,” “why,” “which,” “whose,” and “how,”

Question	Answer
<b>Who</b> – to ask about a <b>person</b>	
Who is that?	It’s our new teacher.
Who did you invite to your party.	I invited Noy, Lee and Jim.
<b>What</b> – to ask about a <b>thing</b>	
What is your favorite food?	I love pizza.
What did you do last weekend?	I went shopping at JJ market.
<b>Where</b> – to ask about a <b>place</b>	
Where do you live?	I live in Bangkok.
Where is your university?	It’s on Nakhon Ratchasima Street
<b>When</b> – to ask about <b>time</b> . When asking about clock time, it’s usually interchangeable with “what time”	
When do you start your new job?	I start next week.
When does the class start?	It starts at 9:00 am.
What time does the class start?	It starts at 9:00 am.
<b>Why</b> – to ask about a <b>reason</b>	
Why do like studying English?	I like it because it’s fun.

Question	Answer
Why did you call me last night?	I called to invite you to my birthday party.
<b>Which – to ask about a choice</b>	
Which do you prefer, chicken or fish?	I prefer fish.
Which shirt did you decide to wear?	I decided to wear the white one.
<b>Whose – to ask about possession</b>	
Whose car is this?	It's mine.
Whose book did you borrow?	I borrowed my friend's car.
<b>How – to ask about a method/way</b>	
How do you turn on this computer?	You have to hold down the power button.
How did your vacation?	It was great.
<b>How – often used to ask about the way someone is feeling</b>	
How are you?	I'm fine.
How do you feel?	I'm nervous.
<b>How is often used with another word such as "often" (to ask about frequency), "much" (to ask about cost), or "many" (to ask about an amount).</b>	
How often do you brush your teeth?	I brush my teeth twice a day.
How much does this jacket cost?	It costs \$65.00.
How many cats do you have?	We have two.

Source: ellii.com, 2024

### Exercise 2: Individual work

Complete the questions by using the appropriate Wh-questions.

- A \_\_\_\_\_ do you work?

B In a hospital.
- A \_\_\_\_\_ do you do in your free time?

B We go swimming.
- A \_\_\_\_\_ do you go to work?

B By BTS.
- A \_\_\_\_\_ do you play tennis?

B At the sport center.
- A \_\_\_\_\_ do you practice karate?

B Twice a week.

7. A \_\_\_\_\_ do you eat for lunch?  
B A sandwich.
8. A \_\_\_\_\_ do you go shopping?  
B JJ market.
9. A \_\_\_\_\_ is your favorite food?  
B Pizza.
10. A \_\_\_\_\_ is your best friend?  
B Annita.
11. A \_\_\_\_\_ car is this?  
B It belongs to my father.

### Exercise 3: Individual work

Choose the correct questions for the answers given.

1. a) Where do you go shopping? \_\_\_\_\_ At the weekend.  
b) When do you go shopping?
2. a) What time do you have lunch? \_\_\_\_\_ At one o'clock.  
b) What do you have for lunch?
3. a) What newspaper do you read? \_\_\_\_\_ I read *The Times*.  
b) When do you read a newspaper?
4. a) What time do you go to school? \_\_\_\_\_ I walk.  
b) How do you go to school?
5. a) When do you play tennis? \_\_\_\_\_ At the club.  
b) Where do you play tennis?
6. a) What do you watch on TV? \_\_\_\_\_ In the evenings.  
b) When do watch TV?



Practice: **Speaking: Asking questions using Wh-questions**

In pair, take turn asking and answering about your partner's workplaces by using Wh-questions and report the information you get to the class.

## Technology at workplaces

### Exercise 4: Individual work

Study this dialogue and underline all verbs that are in Present Continuous form.

Max: Hey, Rachel. What are you doing?

Rachel: I'm uploading a video.

Max: What kind of camcorder do you have?

Rachel: It's a Vista, but I need a new one.

Mine's obsolete! Any suggestions?

Max: What about the Alton? I hear the MX2 is great. And it's inexpensive.

Rachel: Really?

Max: You know, I'm going shopping at the mall after work. Would you like to come along?



### Grammar: The Present Continuous: Review

- o Use the present continuous for actions in progress now and for future plans.

#### Actions in progress

A: What **are you doing** right now?

B: I'm **downloading** a song.

#### Future plans

A: What **are you doing** tomorrow?

B: I'm **buying** a new camera.

Questions: Study the following questions and answers.

- o **Are you looking** for a new printer? (Yes, I am. / No, I'm not.)
- o **Are they buying** a GPS? (Yes, they are. / No, they're not.)
- o **Is he using** his tablet? (Yes, He is. / No, he isn't.)
- o Where **are you going**? (To Technoland.)
- o When **is she getting** a new laptop? (Next week.)
- o Who's **buying** a new keyboard? (My wife.)

Source: Saslow & Ascher, 2015, p. 52

### Exercise 5: Individual work

Read the following sentences. Write "*now*" in the blank in front of the sentence that describes an action in progress, and write "*future*" instead if it describes a future plan.

- \_\_\_\_\_ 1. What are you doing this weekend?
- \_\_\_\_\_ 2. I'm busy this morning. I'm answering e-mails.
- \_\_\_\_\_ 3. He's leaving in ten minutes. Hurry!
- \_\_\_\_\_ 4. John isn't home. He's shopping for a laptop.

\_\_\_\_\_ 5. They're eating with us on Saturday.

\_\_\_\_\_ 6. The printer's not working again.

### Exercise 6: Individual work

Look at the pictures and read the conversations below. Complete the blanks, using the present continuous and the names of electronic devices from the pictures provided.



1. A: What \_\_\_\_\_ (you / scan)?  
B: The pictures for our presentation.  
A: Great! Tell me when you finish. I need the \_\_\_\_\_, too
2. A: Hi, Tom. \_\_\_\_\_ (you / take) lots of pictures of Paris?  
B: Oh, hi, Dan. Yes, I am. I'm using my new \_\_\_\_\_.  
A: E-mail me one of the Eiffle Tower, OK?
3. A: Hey, Manee! What \_\_\_\_\_ (you / do) here?  
B: I'm shopping for a new \_\_\_\_\_.  
A: Me, too! Our old one is broken, and \_\_\_\_\_ (I / make) a video of my daughter's Birthday party next week.
5. A: Wow! My sister \_\_\_\_\_ (upload) some great pictures onto FaceSpace. Look! Here come some new ones.  
B: Pass me your \_\_\_\_\_ so I can see.
5. A: Oh, no! I need 100 copies of the meeting agenda right away, and there's no time.  
B: What's the problem?  
A: Marie is at the \_\_\_\_\_. She \_\_\_\_\_ (make) copies of the sales results.

## Reading an e-mail

### Exercise 7: Pair-work

Read the email given below and answer the questions if the statements are true (T) or false (F)?

Hi Peter

We were in Tokyo last week and now we're in Seoul. The weather's good. It's cooler than Tokyo, but it's drier. Our hotel is very nice. Our hotel in Tokyo was bigger, but it was more expensive, too. We visited the National Museum and today. We liked Figure Museum W, but the National Museum was more interesting. The weather's going to be better tomorrow, so we're going to have a picnic at Han River.

Sandee & Somsuk

Adapted from Hutchison, T, 2011, p. 99

1. Tokyo was hotter. \_\_\_\_\_
2. The weather in Seoul is wetter. \_\_\_\_\_
3. The hotel in Seoul is smaller. \_\_\_\_\_
4. The hotel in Tokyo is cheaper. \_\_\_\_\_
5. Figure Museum W was more interesting. \_\_\_\_\_
6. The weather's going to be nicer tomorrow. \_\_\_\_\_

Look at the following words below. Make five sentences with superlative forms about your city, or your country.

1. tall building                      The tallest building in my city is \_\_\_\_\_.
2. nice restaurant
3. expensive hotel
4. good shop
5. beautiful part

## Grammar: Comparatives and Superlatives Adjectives

	Adjectives	Comparatives	Superlatives
1. one syllable	small	smaller	the smallest
2. -e	large	larger	the largest
3. -y	easy	easier	the easiest
4. short vowel + consonant	big	bigger	the biggest
5. two or more syllables	popular	more popular	the most popular
6. irregular	good bad far	better worse further	the best the worst the furthest
Brown's restaurant is <b>smaller than</b> The Red Dragon. Mount Etna is <b>the smallest</b> restaurant <b>in</b> the town.			

Source: Hutchison. T, 2011, p. 111

### Exercise 8: Individual work

Read the following words below. Give your opinions about them using comparative forms. Use the adjectives in the brackets in your sentences.

1. cats and dogs (friendly)
2. tea and coffee (good)
3. letters and emails (nice)
4. TV and the radio (interesting)
5. English and Thai (easy)
6. men and women (tidy)
7. cars and motorcycle (safe)
8. a headache and toothpaste (bad)
9. football and volleyball (popular)
10. China and the USA (big)

## Company rules

### Exercise 9: Pair-work

Read the company works rules given below. Underline the modal verbs that appeared in each item.

### Company Works Rules

Welcome to Golden Leaf Company. To ensure a harmonious and efficient workplace, please take note of the following rules:

1. Employees must maintain a professional appearance at all times while on duty and must wear clothing appropriate to their duties.
2. Employees must be at the workplace, ready to work at the regular starting time. Working hours for all employees are Monday to Saturday, 8:00 am. – 4:00 pm. And every Sunday and holidays, the office will remain closed.
3. Employees must comply with time limitations on rest and meal periods.
4. Employees should not use company equipment, materials or facilities for personal purposes. Use of e-mail, phones and internet if for work purposes only.
5. Employees must not reveal information in company records to unauthorized people.
6. Employees should not refuse or fail to perform work assigned to them.
7. Employees should maintain current and accurate personal data with their supervisor and the Human Resource Office.
8. Employees must not conduct any personal business during working hours nor use state or work site telephone or cell phones to place or receive personal calls except in emergencies or with supervisory approval.
9. Employees must immediately report alleged violations of existing work rules, policies, procedures or regulations to a supervisor.

Adapted from slideshare.net, 2024

### Grammar: Using Modal Verbs

We use must and mustn't to talk about rules and obligations while should is used to give advice about things that are good ideas to do. On the other hand, shouldn't is used for advice not to do something that is not a good idea.

MUST / MUSTN'T / SHOULD / SHOULDN'T	
	Obligation and Recommendation
Must	<ul style="list-style-type: none"> <li>- <b>Official, written rule</b> You must be 18 or older to vote in the U.S.</li> <li>- <b>Duty / strong obligation</b> You must respect your parents.</li> <li>- <b>Very strong recommendation</b> You must visit DC when you're in the U.S.</li> </ul>
Mustn't	<ul style="list-style-type: none"> <li>- <b>Prohibition</b> You mustn't drink beer.</li> </ul>
Should	<ul style="list-style-type: none"> <li>- <b>Personal obligation / moral obligation</b> (weaker than "must") I should save more money each month.</li> <li>- <b>Advice</b> She should wear a suit for the interview.</li> </ul>
Shouldn't	<ul style="list-style-type: none"> <li>- <b>Advice (not to do)</b> You shouldn't drink too much coffee.</li> </ul>

Source: Hutchison. T, 2011, p. 112

### Exercise 10: Individual work

Complete the sentences with **must**, **mustn't**, **should**, **shouldn't**.

1. You \_\_\_\_\_ in restaurants.
2. If you want to pass the exam, you \_\_\_\_\_ start studying.
3. You \_\_\_\_\_ be 18 if you want to drive a car.
4. You \_\_\_\_\_ smoke so much, it is bad for health.
5. All the staff \_\_\_\_\_ show their identity cards when they enter the building.
6. My mum \_\_\_\_\_ work so hard, she looks tired.
7. All visitors \_\_\_\_\_ go to the reception when they arrive.
8. What do you think I \_\_\_\_\_ give dad for birthday.
9. If Mary wants to get the job, she \_\_\_\_\_ pass the difficult language test.
10. You \_\_\_\_\_ bring food and drink to the library.

## **Workshop: Writing classroom rules**

This workshop is a practice of writing skills. Pair up with your partner and write 10 classroom rules. You are given 20 minutes to write classroom rules at your school. In your rules, modal verbs, comparative and superlative adjectives must be used. Then present it to the class.

## **Summary**

In Unit 3, four main topics are presented: making appointments, technology at workplaces, reading emails and company rules. Vocabulary, expressions used at workplace and grammar of Wh-questions, comparative and superlative adjectives, modal verbs as well as Present Continuous Tense are reviewed and summarized. Short passages about company rules, short dialogues and e-mail are given for you to practice. Finally, the workshop is assigned for you to write out 10 classroom rules using the content you have practiced.

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## Unit 4

### Making Plans

In this unit, we are going to talk about making plans. Making plans is essential for individuals to set goals in life. Talking about future plans and expressing opinions is considered a necessary skill in communication, enabling conversation partners to understand commitments and opinions regarding various topics. Four topics are presented in this unit; they are 1) making plans, 2) writing future plans, 3) giving opinions, and 4) reporting messages as discussed in the following details.

#### Learning objectives

**By the end of this session, trainees will be able to:**

1. Make plans for the future using appropriate vocabulary and expressions and sentence structures.
2. Express opinions on various narratives as well as report the messages given by using appropriate vocabulary and expressions, and sentence structures.

#### Content

1. Making plans
2. Writing future plans
3. Giving opinions
4. Reporting messages

#### Teaching Materials

1. Training manual
2. PowerPoint slides
3. Visualizer
4. Real objects

#### Teaching and learning activities

1. To build background and review about making plans, warm-up activity is presented.

2. The trainees are asked to do Exercise 1: to read texts about activities and future plans of three individuals and to match the names of people with the activities or plans and answer questions based on the text.

3. Grammar of going to is reviewed.

4. The trainees practice asking and answering questions using sentences with the structure "going to" to explain plans or activities.

5. Exercise 2 is given for the trainees to talk about their plans according to the questions provided. Then, the trainees are assigned to ask two partners about their future plans.

6. Individual work is used by asking the trainees to do Exercise 3: to complete the blanks with verb form of going to.

7. Pair-work is used by asking the trainees to do Exercise 4 and 5 by reading and writing sentences by using "going to" structure.

8. Exercise 6 is assigned to the trainees to read a short dialogue about giving opinion and identifying the expressions used to express opinion.

9. Various expressions used to give opinions are presented and the trainees are asked to practice expressing opinions from provided statements.

10. Pair-work is used by asking the trainees to do Exercise 7; to read the conversation and reported speech, then summarize what factors have to be changed in reported speech.

11. Grammar of using reported speech is summarized and the trainees are asked to do Exercise 8 and 9; to write reported speech from the pictures and statements given.

12. In the workshop session, the trainees are assigned to do microteaching about grammar of going to – plan.

13. The trainees are divided into 2 groups and given 40 minutes to prepare a 10-minute microteaching about grammar of going to – plan.

14. The trainees are required to use 4 steps of microteaching: planning, execution, self-reflection and feedback.

15. The trainees are asked to do a 10-minute microteaching.

16. The trainer and the trainees get together and discuss about their teaching, get feedback from the trainer and peers and improvement that can be made to their teaching techniques.

## Evaluation

1. Observing students' participation.
2. Discussing about the topics given.
3. Asking questions and answering questions from the exercises given.
4. Demonstrating a microteaching from the given content.

## Warm-up activity: Small talk

The trainees discuss about making future plans from the following questions.

What are you going to do after class?

Where are you going to go this weekend?

Who are you going to go with?

## Making plans

### Exercise 1: Individual work

Read the texts. Match the names with the correct activities.

Sandee Meesuk

Tom Smith

Sunny Wang

is going to

work on a farm.

travel round the world.

go back to university.

teaches English.

work in a hotel

## Plans for the future

These people are going to finish university soon. What are they going to do then?



### Sandee Meesuk (Thai)

What am I going to do when I finish university? Well, first I'm going to have a long rest, so I'm going to go on holiday with my family. Then, in August, I'm going to travel to Vietnam. I'm going to teach English in a school there for two years. It's going to be very different from life in Thailand.

### Tom Smith (Britain)

After university, I'm going to travel around the world with my two close friends. First, I'm going to work in a bottle factory near my home to earn some money. Then, on 29 October, we're going to fly to Bangkok. We're going to go backpacking in Thailand, Indonesia, and some other countries. After that, we're going to fly to Australia and look for jobs there. It's going to be great.



### Sunny Wang (Taiwan)



When I finish the university, I will go to visit Canada for a year. I want to improve my English. I'm going to work in a hotel in a ski resort at Lake Louise. That's going to be great because I love skiing. I'm not going to leave Taiwan until September since I'm going to work in my parents' bookshop first.

**Answer these questions about the three students mentioned above.**

1. What are they going to do before they travel?
2. Which countries are they going to visit?
3. Are they going to go with friends?
4. When are they going to start their trip?

Questions	Sandee Meesuk	Tom Smith	Sunny Wang
Question no.1			
Question no.2			
Question no.3			
Question no.4			

**Grammar: How to use future forms “be going to” and “will”**

**Going to:** statements, negatives and questions

o **Use be + going to + verb to talk about intentions or plans for the future:**

I'm going to have a long rest, so I'm going to go on holiday with my family.

In August, I'm going to travel to Vietnam.

After university, I'm going to travel around the world with two friends.

First, I'm going to work in a bottle factory near my home to earn some money.

We're going to go backpacking in Thailand, Indonesia, and some other countries.

o Use **be + going to + verb** for things you know will happen:

I'm going to meet her tomorrow.

You can also use **be + verb + ing**:

I'm meeting her tomorrow.

o Use **will + verb** if you are saying what you think or hope will happen:

I'll be a manager someday.

o Also use **will + verb** at the time you decide or when you promise to do something:

Boss: Have you sent the fax yet?

You: I'll send it right now.

o Add **not** to make a negative form:

I'm not going to leave Taiwan until September, so I'm going to work in my parents' bookshop first.

<i>going to</i> : questions and short answers	
Are you going to study?	Yes, I am./ Yes, of course. No, I'm not. /No, of course not.
Is she going to study?	Yes, she is. No, she isn't.
What are you going to study?	

Source: Hutchison, T., 2011, p. 108

Practice:  Whole-class discussion

**Are you going to do these things next weekend? Why or why not?**

- |                     |                      |
|---------------------|----------------------|
| 1. go shopping      | 5. meet your friends |
| 2. relax            | 6. study for an exam |
| 3. watch TV         | 7. cook dinner       |
| 4. do some exercise | 8. get up late       |

**Example:**

**A:** Are you going to go shopping at the weekend?

**B:** Yes, of course. / Yes, I am.

**A:** What are you going to buy?

Where are you going to go?

Who are you going to go with?

**Exercise 2: Pair-work**

What are you going to do next week? Fill in the boxes given below using 'going to'.

Something you're going to eat.	Someone you're going to call.	Somewhere you're going to go.	Something you're going to do.	Something you're going to watch.
				

Information gap:

Now, ask two of your classmates what they are going to do...

	Name:	Name:
Tonight		
Tomorrow		
This weekend		
Next week		
Next year		

**Exercise 3: Individual work**

A friend, Jenny, is visiting Jane at work. It is her first visit to the company. Complete the questions for her with "going to" and the verbs given in the brackets.

Jenny: So, this is your office. It's quite small, isn't it?

Jane: Yes, it is. In fact, we've decided to move. The company is too big for these offices now.

Jenny: I agree. When *are you going to move?* (move)

Jane: In the summer, when most of our clients are on holiday.

Jenny: \_\_\_\_\_ in this area? (stay)

Jane: Yes, I like being in the town center.

Jenny: \_\_\_\_\_ new furniture? (buy)

Jane: No, I don't think so. These desks are fine.

Jenny: How \_\_\_\_\_ your clients \_\_\_\_\_ you? (find)

Jane: We're going to put advertisements in the newspapers.

Jenny: \_\_\_\_\_ a party? (have)

Jane: I'm not sure, but we'll invite you if we do!

## Writing future plans

### Exercise 4: Pair-work

Complete the memo. Use the future forms given in the table:

going to	-ing	will
are going to	are coming	will check in
are going to have	are bringing	will be time
is going to meet	are leaving	will finish
	is taking	will probably be busy

### MEMO

TO: Ray Park

FROM: Dan Barnes

DATE: 21 April, 2024

SUB: Sales Meeting in Hong Kong

We are leaving the office by car on Friday, April 19<sup>th</sup>, at 9:00.

The roads \_\_\_\_\_. If we arrive before 11 a.m., we \_\_\_\_\_  
\_\_\_\_\_ at the hotel first. Ms. Ranu \_\_\_\_\_ us at the Head Office at noon.

We \_\_\_\_\_ a working lunch in the office. Ms. Ranu \_\_\_\_\_  
care of everything. The meeting begins at 2:00, so I think there \_\_\_\_\_  
to relax after lunch.

The new sales reps. \_\_\_\_\_ to the meeting, so we \_\_\_\_\_  
The new brochures. We \_\_\_\_\_ them out in the afternoon.

I hope the meeting \_\_\_\_\_ by 6:00.

Exercise 5: Pair-work

Read the fax extracts given below. What are you going to do if you are a course secretary? Write six sentences telling about managing the course. The first sentence is done for you.

With reference to your fax of May 5th, please register Ms. Scott on the July course and invoice us for the cost. Would you also arrange hotel accommodation for five nights.

Thank you.

Re: Course TEC4

I regret that Mr. Carpenter cannot now attend the course as his wife is very ill. Please return his deposit and cancel his hotel booking.

Thank you for your assistance.

Yours sincerely,

Sophie Smith

Subject: Spanish course (SC27)

We have arranged payment for Mrs. Bell's classes by bank transfer to your account. Please let us know when it arrives.

Sincerely,

Jim Notts

Adapted from: Hopkins & Potter, 1997, p. 95

1. I am going to register with Ms. Scott on the July course.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Giving opinions

### Exercise 6: Individual work

Read the short dialogue among three friends expressing their opinions about a movie. Then underline the expressions used about giving opinions in the dialogue.

**Ann:** Hi guys, did any of you see the new movie that came out last weekend?

**Brian:** Yeah, I saw it. Personally, I thought it was fantastic!

**Cathy:** Really? I heard some mixed reviews about it. What did you like about it, Brian?

**Brian:** Well, in my view, the actors did a great job portraying their characters.

**Ann:** Hmm, interesting. What about you, Cathy? What's your take on the movie?

**Cathy:** To me honestly, I wasn't too impressed. I found the storyline to be a bit cliché, and some of the dialogue felt forced.

**Brian:** How about you, Jake?

**Jake:** I love this movie. I see this movie twice because the plot was really intriguing.

**Ann:** Ah, I see. So, it seems like opinions are divided. I guess I'll have to watch it myself to make up my mind!

### Study the expressions normally used to express opinion:

To me,	From my perspective,
Personally,	From my point of view,
In my opinion,	As far as I'm concerned,
In my view,	It seems to me that,
I believe that,	According to me,

Source: [expressopinion.peda.net](http://expressopinion.peda.net), 2024



**Practice:** In pairs, express your opinions on the following statements.

1. People eat too much fast food.
2. Bangkok is a wonderful city.
3. Travelling by plane is safer than by train.
4. We should look after old people.
5. School exams should be banned.

## Reporting messages

### Exercise 7: Pair-work

Study the following conversations and their reported speech forms. Then summarize what has to be changed in reported speech.

**Mek:** "What are you doing here, Lisa? I haven't seen you since June."

Mek asked Lisa **what she was doing there**. And he said **he hadn't seen her** since June.

**Liz:** "I've just come back from my holiday in Japan."

Lisa explained that **she had just come** back from **her** holiday in Japan.

**Mek:** "Did you enjoy it?"

Mek wondered **if she had enjoyed** it.

**Lisa:** "I love Japan. And the Japanese people were so friendly."

Lisa told him that **she loved** Japan and that the Japanese people **had been** so friendly.

**Mek:** "Did you go to the Fuji Mountains?"

Mek wanted to know **if she had gone** to the Fuji Mountains.

**Lisa:** "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Lisa said that it **had been her** first trip and that she **could show him** some pictures. And then she asked him **if/whether he was doing something the next day/the following day**.

**Mek:** "I must arrange a couple of things. But I am free tonight."

Mek explained that **he must/had to arrange** a couple of things. But he added that he **was** free at night.

**Lisa:** "You might come to my place. What time shall we meet?"

Lisa suggested that **he might come to her** place and asked him what time **they would meet**.

**Mek:** "I'll be there at eight. Is it all right?"

Mek said **he would be** there at eight. And then he asked **if/whether it was** all right.

Adapted from e-grammar.org, 2024

### Grammar: Reported speech

Reported speech is when we tell someone what another person said. To do this, we can use direct speech or indirect speech. In reported speech, reporting verbs such as say, tell,

claim, admit, explain are used. Moreover, there are four major factors that have to be changed as the following details:

o **Tenses**

"I am hungry," I said. - I said I was hungry.

"Sarah went to hospital," Terry said. - Terry said that Sarah had gone to hospital.

"Jim has gone away," Betty told me. - Betty told me that Jim had gone away.

"We will try it again," we promised. - We promised we would try it again.

o **Pronouns**

They called us," said Tom. - Tom said they had called them.

"I like this," Sarah told me. - Sarah told me she liked that.

o **Time and place**

Harry: "She will come tomorrow." - Harry said she would come the next day.

My brother: "I arrived in Warsaw yesterday." - My brother told me that he had arrived in Warsaw the day before. "I'll be here on time," he said. - He said he would be there on time.

o **Word order in reported questions**

"How old are you?" asked Peter. - Peter wanted to know how old I was.

"What did you do?" asked my mum. - My mum asked what I had done.

"Will you catch a bus?" I asked my sister. - I asked my sister if she would catch a bus.

Source: e-grammar.org, 2024

In indirect speech, we often use a tense which is 'further back' in the past (e.g. worked) than the tense originally used (e.g. work). This is called 'backshift'. We also may need to change other words that were used, for example pronouns. For more understanding, look at the table below.

Source: learnenglish, 2024

Tense	Direct Speech	Reported Speech
present simple	I like ice cream.	She said (that) she liked ice cream.
present continuous	I am living in London.	She said (that) she was living in London.

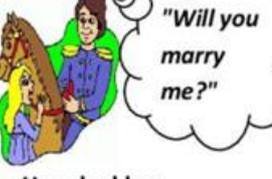
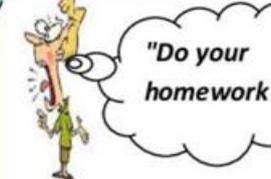
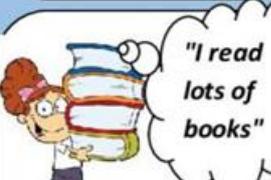
Tense	Direct Speech	Reported Speech
past simple	I bought a car.	She said (that) she had bought a car. OR She said (that) she bought a car.
past continuous	I was walking along the street.	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie.	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before.	She said (that) she had taken English lessons before.
will	I will see you later.	She said (that) she would see you later.
would*	I would help, but...	She said (that) she would help, but...
can	I can speak perfect English.	She said (that) she could speak perfect English.
could*	I could swim when I was four.	She said (that) she could swim when she was four.
shall	I shall come later.	She said (that) she would come later.
should*	I should call my mother.	She said (that) she should call her mother.
might*	I might be late.	She said (that) she might be late.
must	I must study at the weekend.	She said (that) she must study at the weekend OR She said she had to study at the weekend.

\*doesn't change.

Source: Perfect English Grammar, 2024

Exercise 8: pair-work

Look at the pictures below. Put the following sentences to the reported speech.

 <p>"I'm lost"</p> <p>He said that _____</p> <p>_____</p>	 <p>"I love cats"</p> <p>She said that _____</p> <p>_____</p>	 <p>"I know the place"</p> <p>He said that _____</p> <p>_____</p>	 <p>"We like school!"</p> <p>They yelled that _____</p> <p>_____</p>
 <p>"Don't eat me"</p> <p>The sheep moaned _____</p> <p>_____</p>	 <p>"I can't sleep"</p> <p>He muttered that _____</p> <p>_____</p>	 <p>"I want mom"</p> <p>She shouted that _____</p> <p>_____</p>	 <p>"I will quit today"</p> <p>He whispered that _____</p> <p>_____</p>
 <p>"I got a raise"</p> <p>He said that _____</p> <p>_____</p>	 <p>"Will you marry me?"</p> <p>He asked her _____</p> <p>_____</p>	 <p>"I write poems"</p> <p>She said that _____</p> <p>_____</p>	 <p>"Do your homework"</p> <p>She told me _____</p> <p>_____</p>
 <p>"I'm having a party"</p> <p>She told me _____</p> <p>_____</p>	 <p>"I bought new jacket"</p> <p>He said that _____</p> <p>_____</p>	 <p>"Can you come today?"</p> <p>She asked her _____</p> <p>_____</p>	 <p>"I'm going shopping"</p> <p>She said that _____</p> <p>_____</p>
 <p>"I read lots of books"</p> <p>She told me _____</p> <p>_____</p>	 <p>"I helped My dad"</p> <p>He bragged _____</p> <p>_____</p>	 <p>"I went fishing yesterday"</p> <p>_____</p> <p>_____</p>	 <p>"I saw that on TV"</p> <p>_____</p> <p>_____</p>

Source: islcollective.com

Exercise 9: Pair-work

This is Somsak, your friend. And these are the statements that he talks to you.

1. I'm living in Bangkok now.

2. My father isn't very well.

3. Mary has had a baby.

4. I will tell Ann I saw you.

5. Shanon and Pat are getting married next month.



6. I don't know what Fred is doing.

7. I am enjoying my job very much.

8. I haven't seen Dao recently.

9. I saw Helen at the party in June.

10. I want to go on holiday, but I can't afford it.

Two days later, you told another friend of yours about what Somsak said by using reported speech. After reading Somsak's statements, change them into the reported speech.

1. Somsak said he was living in Bangkok now.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## **Workshop: Microteaching (Going to – Plan)**

Divide into 2 groups of 4-5 people. You are given 40 minutes to prepare microteaching on the topic given. Demonstrate a 10-minute microteaching about grammar of going to – plan. Remember 4 steps of microteaching need to be in your lesson plan. They are: 1) planning, 2) implementation (steps of teaching), 3) self-reflection, and 4) feedback.

## **Summary**

In Unit 4, four topics are discussed which are 1) making plans, 2) writing future plans, 3) giving opinions, and 4) reporting messages. Vocabulary, expressions about expressing opinions and grammar points about going to and reported speech are taught, reviewed and summarized. Short dialogues about expressing opinions and reported speech are given for the trainees to practice. Finally, you are asked to do the workshop about microteaching. The content of grammar of going to – plan is given for teaching.

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## Unit 5

### That's Entertainment

In Unit 5, we will talk about leisure time activities. Activities done in leisure time are activities that provide enjoyment, fun, and relaxation, such as watching various TV programs, reading books, or listening to music. These are popular leisure activities. In this unit, there are six topics presented relating to activities we usually do in leisure time. These are 1) vocabulary about free time activities, 2) reading a short story, 3) reading news headlines, 4) reading an article, and 5) a restaurant review as discussed below.

#### Learning objectives

**By the end of this session, trainees will be able to:**

1. Tell about their leisure time activities using appropriate vocabulary and expressions and sentences.
2. Discuss about the given reading passages relating to different types of leisure activities and documents including a frightening story, a famous event, a restaurant review and answer the following questions correctly.

#### Content

1. Leisure activities
2. Vocabulary about free time activities
3. Reading a short story
4. Reading news headlines
5. Reading an article
6. A restaurant review

#### Teaching Materials

1. Training manual
2. PowerPoint slides
3. Visualizer
4. Real objects

## Teaching and learning activities

1. Warm-up activity is used to build background of review about TV programs.
2. The trainees are asked to do Exercise 1; the purpose is to list TV programs from the categories given.
3. Vocabulary about free-time activities is reviewed and Exercise 2 is given for the trainees to read short passages about activities and match them with the person.
4. Trainees are assigned to do Exercise 3; to add words about free time activities into each category provided.
5. Exercise 4 is given for trainees to individually read the short story about frightening experience, then discuss together in class, and answer the following questions.
6. Grammar tense of Past Progressive and Past Simple is reviewed. Then Exercise 5 is given for the trainees to fill in the blanks with the correct verb forms.
7. The trainees are asked to do Exercise 6; to read news headlines and underline the text that follows the passive voice structure.
8. Grammar of passive voice is reviewed.
9. Pair-work is used for trainees to do Exercise 7 and 8 by writing sentences using the present passive voice structure from the provided text and conjugating the verbs in parentheses into the past passive voice structure.
10. Exercise 9 is given for the trainees to individually read a restaurant review, then discuss together in class and answer the questions. The trainees are encouraged to summarize grammar used in the reading passage given.
11. Grammar of relative clauses is reviewed, and individual work is used by asking the trainees to do Exercise 10 and give their answers to the class.
12. In the workshop session, the trainees are assigned to do a role play about planning leisure activities to do with friends next weekend.
13. The trainees are asked to do the role play in a group of four and given 30 minutes for preparing stage.
14. The trainees are required to use Past Progressive, Past Tense, passive voice and relative clauses including vocabulary about free time activities in their scripts.
15. The trainees do the role play for 10-15 minutes.
16. The trainer and the trainees get together and discuss about their role plays.

## Evaluation

1. Observing students' participation
2. Doing Exercises
3. Asking questions and answering questions
4. Role play

## Warm-up activity: Whole-class discussion

Do you know what kind of categories these following TV programs are in?



## Leisure activities

### Exercise 1: Pair-work

Look at TV programs below, and give examples of TV programs in Thailand.



sports program



the news



a documentary



a cartoon



a film/movie



a sitcom



a hospital drama



the weather forecast



a soap (opera)



a chat show

Sport programs \_\_\_\_\_

Documentary \_\_\_\_\_

Film / movie \_\_\_\_\_

Hospital drama \_\_\_\_\_

Soap opera \_\_\_\_\_

News \_\_\_\_\_

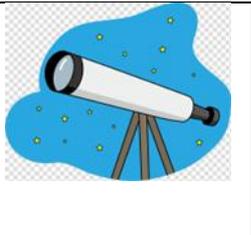
Cartoon \_\_\_\_\_

Sitcom \_\_\_\_\_

Weather forecast \_\_\_\_\_

Chat show \_\_\_\_\_

Study vocabulary about free time activities below:

				
visiting friends	sightseeing	scuba diving	walking	flying
				
sailing	going to the cinema	swimming	clubbing	astronomy

Exercise 2: individual work

Read the passage about activities that four people do below. Match the names of the people to the activities. You can match more than one activity to a person.

Sally:

In the summer I usually like to go sailing on the north Norfolk coast, if the wind is good. We try to go every weekend, if possible, but it depends on the weather, obviously. If I don't go sailing, then I go walking or maybe stay at home.

Sally	Activities
	

**Hinawi**

Cambridge is so beautiful, you can do lots of things here. There are lots of places you can go sightseeing, for example. But I often go to the swimming pool, I like swimming. Sometimes I go to the local sauna. London is quite close as well and we take the trains sometimes.

Hinawi	Activities
	

**Martina**

I usually work during the weekends, because I need extra money, but if I've got some free time I go out, visit my friends, go to the cinema, clubbing, cycling, walking, around Cambridge, swimming.

Martina	Activities
	

**Jochen**

One of my hobbies is astronomy. I've got a telescope and I look at stars and planets and things like that. I usually watch from home but sometimes I put the telescopes in the car and go somewhere where you have a really, really dark sky.

Jochen	Activities
	

Source: Dignen, Flinders & Sweeney, 2005, p. 122

### Exercise 3: Individual work

Look at the different activities in the box. Choose the words given and write them in the gaps.

draughts      surfing the net      French      ballet      ironing  
 skiing      non-fiction      classical music      the guitar  
 going on holiday with friends

Sports	football, swimming, _____
Card and board games	chess, poker, _____
Reading	novels, poetry, _____
Music – listening	jazz, pop, country, _____
Music – playing	the piano, the saxophone, _____
Culture	opera, theatre, _____
Couch potato	playing computer games, watching videos, _____
Food	Chinese, Italian, Thai, _____
Socializing	inviting friends to dinner, going to restaurants, _____
Housework	cleaning, Hoovering, washing dishes, _____



Adapted from Dignen, Flinders & Sweeney, 2005, p. 16

### Reading a short story

#### Exercise 4: Pair-work

Read the short story and answer the following questions.

## THE GARDENER

My name is Beatrix and I'm from the USA. Four years ago, we were on holiday in Ireland. We were staying at a beautiful old hotel.

Our first afternoon, my husband and our two children were playing tennis, but I was having a rest in our room. I ordered some tea from the restaurant. While I was waiting for the tea, I looked out of the window. I saw an old man in the middle of the garden. He was wearing a jacket and a black hat and he was digging.

While I was watching the man, someone knocked at the door. I opened it and Daniel, a young waiter, came in with my tea. I looked out of the window again, but the old man wasn't there.

'The garden's beautiful,' I said. How many gardeners have you got here?

'Just one,' said Daniel, 'But she isn't here today.'

'She?' I said. But I was watching your gardener when you knocked at the door. He was an old man.'

'No,' he said. 'Our gardener's a young woman. Her name's Fiona.'

Later, we were going to the restaurant for dinner. We were walking along the corridor. There were some old photographs on the walls. When I saw one of the photographs, I stopped. It was the old man in the garden.

Just then Daniel came out of the restaurant. While he was walking past us, I pointed to the photograph and I said, 'That's the old man in the garden. He was wearing that jacket and hat.'

'That's impossible!' said Daniel. 'That's Michael. He was the gardener here, but he died fifty years ago.'



Source: Hutchison, T., 2011, p. 23

### Questions:

1. Where is Beatrix from?
2. Where is the hotel?
3. Who was Beatrix on holiday with?
4. Where was her husband that afternoon?

5. Where was the old man?
6. What was he doing?
7. Why did Daniel go to the hotel room?
8. What did they see later?

### Grammar: Past Progressive Tense

How to use past progressive tense

1. The past progressive tense can be used to describe an activity in the past that was interrupted.

He was painting the door when a bird struck the window.

They were sleeping when the alarm went off.

2. The past progressive tense can be used to describe an action taking place when another occurred.

While they were painting the door, I painted the windows.

3. The past progressive tense can be used to describe an action that was taking place at the same time as another.

While they were painting the door, I was painting the windows.

Source: Grammar monster, 2024

### Read and notice the differences between Past Progressive and Past Simple

1. The past progressive describes an event in progress in the past.

I **was having** a bath.

2. The past simple shows a completed action or event in the past.

The doorbell **rang**.

3. We often use the past progressive and the past simple together. The past progressive sets the scene.

The past simple tense indicates what happened, we usually connect the two clauses with *while*, *as*, or *when*.

While I **was having** a bath, the doorbell **rang**.

4. We use two past simple verbs when two things happen, one after the other.

When the doorbell **rang**, I **got out** of the bath.

Source: Hutchison, T., 2011, p. 107

### Exercise 5: Individual work

Put the verbs into the correct tense.

1. While Beatrix was having a rest, she decided to order some tea. (have / decide)
2. She \_\_\_\_\_ the tea and then she \_\_\_\_\_ the phone down. (order / put)
3. While she \_\_\_\_\_ the tea, she \_\_\_\_\_ someone in the garden. (wait for / see)
4. While she \_\_\_\_\_ the old man, Daniel \_\_\_\_\_ with the tea. (watch / arrive)
5. While Beatrix and her family \_\_\_\_\_ to dinner, they \_\_\_\_\_ some old photographs. (go / see)
6. When Beatrix \_\_\_\_\_ the photo of the old man, she \_\_\_\_\_. (see / stop)

### Reading news headlines

#### Exercise 6: Individual work

Read the news story below. Underline the passive structure forms in each news headline.

#### TODAY'S HEADLINES

1. The heads of the government of the EU countries have arrived in Thailand for their latest meeting which will be held in Bangkok this week.
2. Money and a large number of diamonds were stolen from a jewelry shop in Hong Kong.
3. The coast of North America was hit by a tropical storm and several buildings were destroyed. More than a hundred people have lost their houses.
4. Four people were killed in a fire at a house in Vietnam.
5. There was a serious accident on Rama V bridge. A bridge was crashed by a lorry. The bridge was closed in both directions between 8:30 – 10:30 a.m.
6. The Box was chosen to be the best TV comedy program of the year.

#### Grammar: Passive Voice

How to use passive voice:

1. These two sentences have the same meaning:

**Active voice:** People **take** things to the recycling center.

**Passive voice:** Things **are taken** to the recycling center.

*People* is the subject of the active verb.

*Things* is the subject of the passive verb.

2. We use the passive voice when the action is more important than who or what did it.

Things are taken to the recycling center.

We don't know (or need to know) who takes them.

3. We make the passive voice with the verb to be and a past participle. With a singular subject we use *is*. With a plural subject we use *are*.

The model **is** painted.

The materials **are** recycled.

4. We can use the passive voice in any tense. To make different tenses we change the verb *to be*.

Past simple:

The model **was** painted last week.

The materials **were** recycled.

Source: Hutchison, T., 2011, p. 113

### Exercise 7: Individual work

Make sentences with the present simple passive form. Use the cues given.

1. Newspapers and magazines / sell in this bookstore.

---

2. Green bins / deliver to people's houses.

---

3. Used paper / recycle.

---

4. The program / see on TV

---

5. The fence / paint.

---

## Reading an article

### Exercise 8: Pair-work

Complete the article using the correct form of the present simple or past simple passive.

### The biggest street event in Europe

The Notting Hill Carnival is the biggest street event in Europe and has roots going back hundreds of years. Historically, the Carnival \_\_\_\_\_ (establish) by black slaves. Song, dance and costume \_\_\_\_\_ (use) by the slaves to protest about social conditions and celebrate black culture. The modern London Carnival \_\_\_\_\_ (start) over 30 years ago by the Trinidadian community newly arrived in London. At the beginning it \_\_\_\_\_ also \_\_\_\_\_ (see) as a form of social protest by black people living locally who were facing racism and social inequality. Now it is a fully multicultural event attracting over one million visitors every year. It \_\_\_\_\_ normally \_\_\_\_\_ (hold) on the last weekend of August with Sunday and Monday as the main days. The Carnival is a festival of music and dance. Music systems \_\_\_\_\_ (turn up) so that dancing can go on all night. The event \_\_\_\_\_ now \_\_\_\_\_ (manage) by London Notting Hill Carnival Ltd. Last year 200 personnel \_\_\_\_\_ (train) in health and safety because of the large crowds. Hundreds of police \_\_\_\_\_ also \_\_\_\_\_ (use) to guarantee the event went smoothly. This year organizers are hoping to build on the success of last year and it \_\_\_\_\_ (expect) that visitor figures will reach 1.5 million.



Source: Dignen, Flinders & Sweeney, 2005, p. 93

## A restaurant review

### Exercise 9: Pair-work

You are looking for a restaurant with good food and good prices, you find this restaurant review in a magazine. Reading the review and underline all relative clauses in this passage.

The restaurant which I dined with my friends last weekend exceeded my expectations in every way. The atmosphere is cozy and inviting. Surprisingly, the owner is a Thai whose wife is



my high school friend. The waiters who are friendly and attentive make sure that every guest feels comfortable and well taken care of. The menu which offers a variety of dishes to suit different tastes includes both local specialties and international cuisine. One of my favorite dishes was the pasta carbonara which was perfectly cooked with creamy

sauce and crispy bacon. The portion sizes were generous, and the prices were reasonable considering the quality of food. Overall, I highly recommend this restaurant to anyone who is looking for a delicious meal in a warm and welcoming environment.

Jimmy

### Grammar: Relative clauses

What and how to use them:

**1. A relative clause gives more information about an item in a sentence.**

I saw the woman.

I saw the woman **who works in the Finance Department.**

**2. A relative clause starts with a relative pronoun. We use:**

- who with people
- which with things, and animals
- that with people, things, and animals

There's the man **who** lives at number 22.

OR There's the man **that** lives at number 22.

Is this the computer **which** isn't working?

OR Is this the computer **that** isn't working?

**3. A relative pronoun can be the subject or the object of a relative clause.**

Is this the program? **The program** isn't working properly.

Is this program **which** isn't working properly?

Quit the program. You're using **the program.**

Quit the program **which** you're using.

**Relative pronouns are the same whether they are the subject or the object.**

Source: Hutchison, T., 2011, p. 113

### Exercise 10: Individual work

Combine the sentences in each item to be relative clauses by using who/that/which.

1. A girl was injured in the accident. She is now in hospital.

---

2. A man answered the phone. He told me you were away.

---

3. You should read this article. It is in the newspaper.

---

4. A waitress served us. She was very impolite and impatient.

---

5. A building was destroyed in the fire. It has now been rebuilt.

---

6. Some people were arrested. They have now been released.

---

7. A bus goes to the airport. It runs every half hour.

---

8. This is the icon. You click on the icon.

---

9. Where is the letter? The letter arrives this morning.

---

10. John is the mechanic. The mechanic repaired my car.

---

### Workshop: Role play

Pair up with your peers. You are given 30 minutes to prepare for a role play. The role-play is about planning leisure activities to do with friends next weekend. In your role-play script, Past Progressive, Past Tense, passive voice and relative clauses including vocabulary about free time activities must be used.

## Summary

In this last unit, six topics about spending leisure time are presented. They are 1) leisure activities, 2) vocabulary about free time activities, 3) reading a short story, 4) reading news headlines, 5) reading an article, and 6) a restaurant review. Grammar tense about Past Progressive, Past Simple Tense, passive voice and relative clauses are taught, reviewed, and summarized. Also, short passages about a big event and a restaurant review are given for you to practice. Finally, the workshop on a role play is assigned. The role-play focuses on spending leisure time using the content and grammar learned and practiced.

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# English lessons



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