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ENGLISH ESSENTIALS FOR THAI STUDENTS

รองศาสตราจารย์ กมลกาญจน์ เกษไสว
อ.บ., ป.ม., Ed. M., Ed. D.

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อนุกรมวิทยาศาสตร์

กลศาสตร์

ฉบับใหม่

ของ

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กระทรวงศึกษาธิการ



ราคาเล่มละ 26 บาท

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ENGLISH ESSENTIALS FOR THAI STUDENTS

รวบรวมและเรียบเรียงโดย

รองศาสตราจารย์ กมลกาญจน์ เกษไสว

อ.บ., ป.ม. (จุฬาลงกรณมหาวิทยาลัย)

ED. M. (Harward University), ED. D. (Columbia University)

เหมาะสำหรับชั้นมัธยมศึกษาปีที่ 4–5

หอสมุดแห่งชาติ
๕ ม.ค. ๒๕๐๗
กรมศิลปากร

พิมพ์ครั้งที่หนึ่ง

พ.ศ. 2506

ราคาเล่มละ 5.00 บาท

พิมพ์จำหน่ายที่ห้างหุ้นส่วนสามัญนิติบุคคล

ไทยวัฒนาพานิช

599 ถนนไมตรีจิต พระนคร

สงวนลิขสิทธิ์

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เลขห้อง 214
425
เลขหมู่ ก131
เลขทะเบียน

คำนำ

หนังสือ English Essentials for Thai Students นี้ รองศาสตราจารย์ กมลกาญจน์ เกษไสว อ.บ.,ป.ม. (จุฬาลงกรณ์มหาวิทยาลัย), Ed. M. (Harward University), Ed. D. (Columbia University) รวบรวมและเรียบเรียงขึ้นตามหลักสูตรประโยคมัธยมศึกษาตอนปลาย พุทธศักราช 2503 ของกระทรวงศึกษาธิการ เหมาะสำหรับนักเรียนในชั้นมัธยมศึกษา 4-5 หรือผู้ที่ต้องการสมัครสอบประโยคมัธยมศึกษาตอนปลาย และนักเรียนชั้นประกาศนียบัตรวิชาการศึกษา (ป.กศ.) ตลอดจนบุคคลทั่วไปที่สนใจศึกษาต่อในขั้นอุดมศึกษา เนื่องจากกระทรวงศึกษาธิการเปลี่ยนแปลงหลักสูตรการสอนภาษาอังกฤษใหม่ ตำราที่เหมาะกับนักเรียนไทยยังมีอยู่น้อย ผู้สอนจำต้องเสาะแสวงหาคู่มือช่วยสอนตามที่ต่าง ๆ เป็นการเสียเวลามาก ผู้เขียนจึงพยายามรวบรวมข้อปลีกย่อยต่าง ๆ ตรงตามหลักสูตรไว้ใหม่ครบบริบูรณ์ เพื่อช่วยประหยัดเวลาผู้สอน และช่วยผู้เรียนให้เกิดความรู้ความเข้าใจในไวยากรณ์อังกฤษ เข้าใจลักษณะของภาษาอังกฤษ ตลอดจนได้รับความรู้เกี่ยวกับวรรณคดีอังกฤษ และประวัติชีวิตบุคคลสำคัญบางคนพอเป็นพื้นฐานในทางภาษา สามารถติดต่อสนทนากับบุคคลที่พูดภาษาอังกฤษได้บ้าง

หลักสูตรภาษาอังกฤษ และความมุ่งหมายที่ยึดเป็นแนวในการเขียนหนังสือเล่มนี้ คือ

ความมุ่งหมายทั่วไป

1. เพื่อให้รู้ภาษาอังกฤษ จนนำมาใช้ประโยชน์ในชีวิตประจำวันตามควรแก่ชั้น

2. เพื่อให้มีพื้นฐานในการที่จะศึกษาในชั้นต่อไป

3. เพื่อเข้าใจวัฒนธรรมของชนชาติซึ่งเป็นเจ้าของภาษาตามสมควร

4. เพื่อความเจริญในทางความรู้และสติปัญญาของผู้เรียน

5. เพื่อบรรลุผลตามความมุ่งหมายดังกล่าว จึงส่งเสริมให้ผู้เรียนเกิดความรู้และทักษะดังต่อไปนี้

ทักษะในการฟังและพูด

ก. ควรฟังเข้าใจเรื่องราว พูดได้โดยออกเสียงที่ถูกต้อง อ่านออกเสียงได้ตรงตามเนื้อเรื่อง ควรเขียนจากการฟังได้ถูกต้องตามควรแก่ชั้น

ข. ให้มีความรู้ทางไวยากรณ์และกระสวนประโยคที่เป็นประโยชน์ในการใช้ภาษา และรู้ลักษณะของภาษาอังกฤษที่เป็นมูลสารตามสมควร

ค. ให้มีความรู้เกี่ยวกับวรรณคดี สำหรับเป็นพื้นฐานในการสนทนา และในการที่จะศึกษาต่อไป

ง. ให้เข้าใจถึงความสำคัญของภาษาอังกฤษ ในฐานะที่เป็นภาษาสำหรับติดต่อระหว่างชาติ

ทักษะในการอ่าน

ก. ตามหลักสูตรภาษาอังกฤษที่เปลี่ยนแปลงใหม่ ได้พยายามยึดแนวในการที่จะฝึกผู้เรียนให้สามารถอ่าน เก็บใจ

ความได้ดี และรวดเร็วพอควร อย่างน้อยก็คงจะช่วยให้อ่านหนังสือพิมพ์ภาษาอังกฤษพอเข้าใจได้บ้าง

ข. ฝึกให้เกิดความเข้าใจในลักษณะคำภาษาอังกฤษ และลักษณะประโยคภาษาอังกฤษ ให้รู้จัก prefixes, suffixes ให้รู้จักรูปประโยคทุกชนิด เช่น Simple, Compound, Complex. ข้อความบอกเล่า Statements, คำถาม Questions, การใช้ tag endings

ค. ฝึกให้สามารถค้นคว้าคำต่าง ๆ ใน Dictionaries for Foreign Students

ง. ส่งเสริมการอ่าน ด้วยการใช้ห้องสมุดโรงเรียน และห้องสมุดที่มีอยู่ในท้องถิ่นนั้น ๆ เช่นห้องสมุดของสำนักแถลงข่าวอเมริกันและอังกฤษเป็นต้น

จ. ฝึกให้สามารถอ่านเลขโรมัน และเลขอาหรับ ให้รู้จักอ่านเครื่องหมายและอักษรย่อที่พบบ่อยๆในภาษาอังกฤษเช่น $, £, ll, oz, ft., in, kg., km.

ทักษะในการเขียน

ก. มุ่งที่จะฝึกให้สามารถเขียนตามคำบอก เขียนตอบคำถามต่าง ๆ เขียนเรียงความตามหัวข้อที่กำหนดให้ โดยใช้ tenses ได้ถูกต้อง

ข. มุ่งที่จะฝึกให้เขียนจดหมายส่วนตัว และจดหมายธุรกิจอย่างง่าย ๆ เช่น จดหมายเชิญ จดหมายตอบรับ และปฏิเสธการเชิญ จดหมายสมัครงาน จดหมายสั่งของ หนังสือ

นี้รวบรวมแบบฟอร์ม และประโยคที่เหมาะแก่การเขียน จดหมายภาษาอังกฤษไว้พอสมควร

ค. มุ่งที่จะฝึกให้เขียนกรอกข้อความในแบบฟอร์มต่างๆ ที่จำเป็นในการสมัครงานและในการเดินทางเป็นต้น

ง. ฝึกให้เขียนเครื่องหมาย $ และ £ เป็นต้นเป็นตัวอักษร โดยใช้ตัวสะกดได้ถูกต้องตามความนิยมของเจ้าของภาษา

จ. ฝึกเขียนและใช้คำที่เจอบ่อย ๆ แต่มักเป็นปัญหาแก่นักเรียนไทย เช่น:—

to protect
to prevent
to defend
to apologize
to be pleased, to please
to be pleasing, to be pleasant
to interest
to be interested
to be interesting

ฝึกการใช้ phrases ที่พบบ่อย ๆ เช่น:—

to put on, to take off, to look after
to look on, to see some one off
to meet someone
to catch the train
to miss the bus

ฉ. มุ่งที่จะซ่อม และเสริมสร้างความรู้ และทักษะในการใช้คำต่อไปนี้ให้ได้ความแม่นยำ แคล่วคล่อง เช่น:—

There is, There are,

There was, There were

This, that, these, those, as determinatives and pronouns.

Singular and plural nouns.

Articles in relation to singular, plural, mass, abstract and proper nouns.

Accord of subjects and verbs.

Pronouns and their antecedents.

"Mine, his, hers, its, ours, yours, theirs" in relation to the pattern of

a friend of mine

a friend of his

a friend of hers

a bicycle of his

a car of yours

a house of mine

in contrast to "my, his, her, our, your, their" as determinatives.

ช. ฝึกการใช้ "It" as an impersonal pronoun เช่นในประโยคต่าง ๆ ดังต่อไปนี้

It is a fine day.

It is a beautiful morning.

It is a rainbow.

It rains.

และการใช้ none as pronouns เช่น

I have none.

ญ. ฝึกการใช้ Verbs ในรูปต่าง ๆ ให้ถูกต้อง เช่น :—

Finites and their subjects.

Non-finites and their relation to finites and other kinds of words in sentences.

Meanings and uses of "shall, will, can, may, must, ought, could" that are found in the textbooks.

ฝึกให้รู้จัก Active and Passive Voices of Verbs frequently used and of those generally found in the textbooks.

ในการจัดทำหนังสือ English Essentials for Thai Students นี้ ผู้เขียนพยายามยึดหลักที่ว่า ควรจะจัดหาแบบประโยคที่ถูกต้องในภาษาอังกฤษไว้ให้เจนตาในระดับที่คนไทยพอเข้าใจและใช้ได้ถูกต้อง กล่าวย่อ ๆ เป็นภาษาอังกฤษก็คือ Make available and understandable for Thai Students correct patterns in English. เนื้อหาที่รวบรวมมาจึงมุ่งให้ผู้อ่านคุ้นเคยกับประโยค และถ้อยคำ ศัพท์สำนวนที่เหมาะสมแก่กาลเทศะต่าง ๆ

อย่างไรก็ดี หนังสือเล่มนี้คงจะมีข้อบกพร่องผิดพลาดอยู่อีกมิใช่น้อย ผู้เขียนจึงต้องขอประทานอภัย และขอขอบพระคุณผู้ที่กรุณาทักท้วงมาเพื่อประกอบการพิจารณาแก้ไขตามหลักวิชาในโอกาสต่อไป

1 สิงหาคม 2506

LESSON ONE (1)

THE FIRST (1ST) LESSON

GREETINGS

I Sample sentences and suggestions for Thai students on the greeting terms.

DIALOG NO. 1

A. Hello. Good morning, Mrs. Kennedy.
Mr. Johnson.
Miss Young.
How are you to-day?

B. Fine, thank you, and you?

A. Very well, thanks. And how are you to-day? I have not seen you for quite some time. Are you very busy?

B. No, not so busy. I am going to complete my last lesson next week.

A. I have some errands to do. I must be running along now. Good-bye.

B. Good-bye. I'll be seeing you.

DIALOG NO. 2

At eleven o'clock, Somsak meets a friend in front of his classroom. This is the first time today that they have met. They greet each other this way. Somsak says,

"Hi, good morning, how are you, Dhawee? Did you have lunch?"

His friend answers, "Good morning. No, I did not have any lunch. I am going to lunch now. Would you like to join me?"

They walk off together to lunch in the school cafeteria. At lunch; they see Nit sitting there, so they ask her:

"Hello, Nit. What are you doing?"

She replies, "I am eating my lunch."

Dhawee asks, "What are you eating?"

She says, "I am eating rice and curry and some vegetables."

After lunch, the bell rings, they go to class. When the teacher walks in, all students get up to greet him and say "Good afternoon, teacher."

When one class is over the teacher leaves the room, another comes in. High school students have different teachers for different subjects. They greet their teacher with formal patterns of greetings, something like the following:-

Good morning, Ma'am.

Good afternoon, Ma'am.

(To all female teachers.)

Good morning, Sir.

Good afternoon, Sir.

It should be remembered that the greeting words for male teachers should be coupled with **Sir.**

For friends, students may be less formal, they may say only "Hi."

"Good evening" is used when people meet from 6 p.m. up to midnight.

"Good night" is used only when people take leave before they go to bed.

II. Exercises

a. Practice saying the greeting words and phrases every day until they come out of your mouth smoothly, you do not have to stop and think whether you should say "Ma'am" or "Sir."

Thai students need to bear in mind all the time that **Sir** is a polite word when they talk to male listeners, and **Ma'am** is a polite word to use when they talk to female listeners.

b. Answer the following questions.

1. What is the correct form to say when you meet your female teacher in the morning?
2. What should be said when you see a male teacher before your morning classes?
3. Should boy students use the word **Sir** when they speak to a lady? Why, or why not?
4. Should we say "Good evening" when we want to go to bed?
5. What is appropriate for us to say when we want to go to bed?

c. Practice the following dialog in class.

Dialog No. 3

A. "Hello, Nit. How are you?"
B. "I'm fine, thanks. How are you?"
A. "I'm fine too, thanks."

Dialog No. 4

A. "Hello, Dhawee. How are you?"
B. "I'm not feeling well."

A. matter?"

A. "What's the matter?"

B. "I have a cold."

A. 'I just got over my sore throat too. What did you take for your cold?

B. "I took two tablets of coricidin this morning. I'm feeling a little sleepy now."

A. "I hope you will feel better soon."

B. "Thank you, Som. I have class now. Good-bye."

A. "Good-bye. Take care of yourself."

LESSON TWO (2)

THE SECOND (2ND) LESSON

INTRODUCTIONS

I. Practice the following dialog.

(Nit and her parents are having their lunch in a restaurant. She looks around and she sees her English teacher. Before she leaves the restaurant she walks over to her teacher.)

Nit: "Good afternoon, sir. I am glad to see you. Did you come alone?"

The English teacher: "Good afternoon, Nit. Did you have a nice lunch?"

Nit: "Yes, sir. Mr. Smith, I would like you to meet my parents, Khun Prasit and Khun Nipa."

The English teacher: "How do you do, Mr. Prasit. (To Nit's mother he says:) How do you do, Ma'am. I am delighted to meet you. Your child is one of my best students."

II. Points to remember when you want to introduce people.

One should always introduce a man to a woman, a younger person to an older person, either a man or woman to a distinguished person. In introducing, any one of the following is considered acceptable:

"Mrs. Kennedy, I would like you to meet Mr. Mason."
"Mrs. Smith, this is Mr. Mason."
"Mrs. Kennedy, may I present Mr. Mason."
"Mrs. Smith, I should like to present Mr. Mason."

The answer to all of these introductions is usually:
"How do you do, Mr. Mason."

One does not have to change the pattern. One would always say "How do you do, Mrs. Smith."

Handshaking is up to the female. She should extend her hand first if she thinks it is appropriate. Otherwise it is customary to shake hands among men only.

When taking leave, one should use any of the following expressions:

"Good-bye. It's nice having met you."
"Good-bye. I'm glad to meet you."
"Good-bye. It was nice having met you."
"Good-bye. It was nice talking to you."
"Good-bye. I hope to see you again."

In return, one should say:

"Thank you. Good bye."
or. "Nice having met you too. Good-bye."
or. "Nice knowing you. Good-bye."

III. Word Study. Practice using the following words in sentences of your own.

1. lunch
2. restaurant
3. to meet
4. to present
5. to be delighted
6. to delight
7. to introduce
8. distinguished
9. to distinguish
10. acceptable
11. to accept
12. pattern
13. to extend
14. appropriate
15. customary
16. nice
17. expression

IV. Oral and Written Practice.

Answer the following questions.

1. What should be said when people are introduced?
2. Should one introduce a woman to a man?
3. Should one introduce a girl to a boy?
4. Should we shake hands with every one we know?
5. Give two appropriate sentences to say when you are introduced,
6. Give two appropriate sentences to say when you want to take leave after the introductions.

V. Sentence Structure. Thai students should pay particular attention to the following sentence structures.

1. I am delighted to meet you.
2. You are delighted to get back home.
3. She is delighted to know you.
4. The dog is delighted when it sees its owner.
5. Children delight their parents when they pass their examinations.
6. Children present their friends to their parents.
7. Children are delighted when they get some presents from their parents.
8. We are delighted to accept friendly invitations from our classmates.
9. It is appropriate to welcome all visitors.
10. It is customary for Thai students to pay respect to their teachers.

VI. Dictation of an unseen passage containing the following phrases:

to be delighted
to present
to give presents

LESSON THREE (3)

THE THIRD (3RD) LESSON

MY SCHOOL

I. Selected Passage.

I go to a day school. Some of my friends go to boarding school. My school is very large. It is situated right in the center of the town. I usually take a bus to school. I leave home at seven o'clock in the morning. I get to school at half past seven. Sometimes when the traffic is unusually heavy I get there at a quarter to eight. If I miss the morning bus I shall be late. All my friends try to be early. My first class begins at 8.30 a.m. My friends and I get in line when the bell rings. We salute our national flag, sing our national anthem and say our morning prayers everyday before we have our morning class. We go to our class-rooms for lessons. We usually have a different teacher for each subject. A lesson usually lasts fifty five minutes. We are allowed five minutes to move from room to room. Classes are less than an hour to prevent us from getting bored. I like to move from room to room. I like the English and geography classes most of all. I learn about nations and places.

I have lunch at 11.30 a.m. After lunch I play games with my friends. I begin my afternoon class at 1.00 p.m. My school is over at 4.00 p.m. After school I usually stop in the library to borrow books. Sometimes I spend 45 minutes in the library. I then take a bus back home. I reach home at 5.00 p.m.

The teacher gives us homework to do in the evening for the next day. We cannot watch televition or listen to the radio unless we finish our homework. It usually takes me one hour to do my home work.

I go to school every day of the week except Saturday and Sunday.

II. Word Study. Consult a good dictionary, find out the meanings of the following words. Then use them in your original sentences.

1. a day school
2. a boarding school
3. to be situated
4. to take a bus
5. to leave home
6. traffic
7. usually
8. unusually
9. to begin
10. to get in line
11. to salute
12. a national anthem
13. morning prayers
14. different
15. differ
16. to change
17. to prevent
18. to get bored
19. to play games
20. to be over
21. to borrow
22. to spend
23. to reach
24. homework
25. to watch
26. to finish

III. Answer the following questions in complete sentences.

1. Do some of your friends go to boarding school?
2. Do you like your school?
3. What kind of school is it?
4. Is it a large school?
5. How do you go to school?
6. What time do you leave home?
7. How long does it usually take you go to school?
8. What time do you get there?
9. If you miss the morning bus what will happen?
10. What do you do before you begin your class in the morning.
11. Do you always have the same teacher for every subject?

12. How long does a lesson last?
13. What subjects do you like best?
14. Where do you usually stop before you go home?
15. What do you do in the evening?
16. How long does it take you to do your homework?
17. Do you go to school every day including Saturday and Sunday?

LESSON FOUR (4)

THE FOURTH (4TH) LESSON

MY BEDROOM

I. Listening Skill Practice. The instructor reads or dictates the following passage to the students. They should try to write every word correctly. Let them imitate the pronunciation and intonation of the instructor both in chorus and individually.

My bedroom is a small but comfortable room. It faces east. It has the advantage of the early morning sun. There is no wonder that I usually get up at 5.30 in the morning every day. I do not need any alarm clock. My room has large windows facing north. When the wind is in the north, my room is rather cold. The walls are painted pink. My parents do not like wallpaper. They think that it is both expensive and unhealthy. Apart from the bed, I have a wardrobe, a a small table, a chair, a book case and an easy chair.

This easy chair is very convenient in every way. It has a gently sloping back, four stumpy legs, not too long, so that the chair is not too high off the ground, and broad, flat arms so that I can put anything on them.

II. Word Study. Explain and use the following words and phrases in sentences. The instructor should help the students with the meanings and pronunciations.

1. small
2. comfortable
3. east
4. north
5. to have the advantage of
6. the early morning sun
7. an alarm clock
8. walls
9. windows
10. cold
11. wallpaper

12. expensive
13. unhealthy
14. a wardrobe
15. a bookcase
16. an easy chair
17. convenient
18. a gently sloping back
19. stumpy legs
20. to rest
21. anything

III. Class Activities.

a. The students should try to ask one another questions based on the passage. Some simple questions as follows:

1. Can you describe your bedroom?
2. Do you have your own bedroom?
3. Does your bedroom face east?
4. What time do you usually get up? Why?
5. Is your room painted? If yes, go on with—
   Did you paint it yourself?
6. Did you paint it by yourself?
7. Are there many pieces of furniture in your bedroom?
8. What do you have in your bedroom?
9. Does your room have a bed?
10. What do you sleep on?
11. Have you an easy chair?
12. What do you use it for?

b. Drills. The students should try to say and use the words that are unfamiliar to them, e.g.

comfortable, advantage

IV. Sentence Study. Learn by heart the following sentence structures and try to use them very often in class and in your composition.

1. My room is small.
2. My bag is small.

3. My class-room is comfortable.
4. My classroom faces east.
5. It has the advantage of the morning sun light.
6. The early morning sun is good for our health.
7. We need an alarm clock.
8. We play within the school wall.
9. We have plenty of windows.
10. There is a large bookcase in front of the room.
11. It is convenient to have plenty of chairs in your room.
12. I need some rest.
13. She rests her feet on the lower chair.
14. He puts many things on his bed.

LESSON FIVE (5)

THE FIFTH (5TH) LESSON

DAYS OF THE WEEK

I. Selected Passage. Read the following in chorus then individually.

All over the world, a year is divided into 52 weeks or twelve months. A month consists of four weeks. A week consists of seven days. The days of the week are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

I usually go to school on Monday, Tuesday, Wednesday, Thursday and Friday. These are called weekdays. Amporn, my elder sister, does not go to school on weekdays. She has finished her schooling. She goes to work on weekdays. She usually works every day. We do not go to school nor work on Saturdays and Sundays. We spend our Saturdays and Sundays at home. Once in a while we go on a picnic on Saturday or Sunday.

II. Word Study. Use the following in sentences of your own.

1. all over the world
2. to divide
3. to be divided
4. to consist
5. a month
6. months
7. a week
8. weeks
9. weekdays
10. schooling
11. at home
12. once in a while
13. once
14. to go on a picnic

III. Answer the following in complete sentences.

1. What day is it today?
2. What month is it?

3. What date is it today?
4. How many {days / weeks / months} are there in a year?
5. How many weeks are there in a year?
6. How many days are there in a week?
7. What are the days of the week?
8. What are the months of the year?
9. What are weekdays?
10. What do you usually do on weekdays?
11. What does Amporn do on weekdays?
12. Does she go to work on Saturdays and Sundays?
13. What do you do on Saturdays and Sundays?
14. Where do you go once in a while on Saturdays and Sundays?

LESSON SIX (6)

THE SIXTH (6TH) LESSON

SEASONS OF THE YEAR

I. Selected topic for discussion. Read the following passage carefully.

There is a great variety of weather all through the year. In Thailand, a year is roughly divided into three seasons. Each season then consists of four months. They are:

1. The cool season during the months of October through January.
2. The dry or hot season during the months of February through May, and
3. The rainy season during the months of June through September.

But it is not so in the United States. There a year is divided into four seasons. They are spring, summer, fall, and winter.

Spring usually begins on March 21, and ends on June 21. It is a very happy time of the year. Everyone is happy to see the fresh young leaves on the trees and all kinds of flowers blooming in the gardens. Spring is also time for a spring fever.

After spring comes summer. It begins on June 21 and ends on September 21. Summer in the southern part of the United States begins earlier and ends later. It is usually a hot, dry season. Some people like to spend their summer at the seashore. Others make a trip to some famous points of interest all over the country. Married couples like to spend their honeymoon at the Niagara Falls. Those who have to work and attend summer session usually go on a picnic in

some park or go swimming. Summer sports very popular among active people are tennis, fishing, boating and water skiing. Sometimes there is a second summer which takes place late in September or October. The days are warm but shorter than those of the regular summer. It is called "Indian Summer".

Fall or autumn begins on September 21, and ends on December 21. It is especially beautiful in the northern part of the United States. There are many trees whose leaves turn golden and yellow. The air is clear and crisp in the day time. It is quite cold at night. It is the kind of weather that makes people active. It is the football season, and also the time for watching autumn leaves. Some people collect autumn leaves and put them in books.

Winter, especially in the northern part of the country, is a very cold season. The days are short. The nights are long. The ground, trees, and houses are covered with snow. People celebrate their Christmas in December. It is the time for family reunion. It is the time to stay indoors. It is a wonderful time to decorate houses. It is the time for parties and for presents. People hang holly and misletoe. They have parties on Christmas Eve. December 24 is called Christmas Eve since December 25 is Christmas Day. Grounds are covered with white snow, people celebrate their white Christmas. They usually have egg-nog and turkey. Winter begins on December 21, and ends on March 21. Many people who enjoy warm weather take their winter holidays in the southern part of the United States. In the south, the climate is more like that of Thailand. They consider January 1 as their official New Year's Day. Yet they feel that their new life begins with the first day of spring on March 21. New leaves come out in March. New life begins too.

II. Word Study. Consult your good dictionary and find out the meanings of the following words and expressions. Use them in sentences of your own.

1. a great variety
2. to be divided
3. to consist
4. to begin
5. to end
6. happy
7. blooming flowers
8. a spring fever
9. in the southern part
10. to make a trip
11. points of interest
12. married couples
13. to attend
14. summer session
15. summer sports
16. second
17. to take place
18. regular
19. clear
20. crisp
21. air
22. weather
23. climate
24. leaf
25. leaves
26. family
27. reunion
28. indoors
29. decorate
30. parties
31. presents
32. holly
33. misletoe
34. turkey
35. eggnog
36. celebrate

III. Notice.

a. The uses of there is, there are.

There is + singular noun.

For example: There is a second summer.

There are + plural nouns.

For example: There are many trees.

b. Accord between subjects and verbs all through the selected topic.

c. The uses of the words air, weather, climate.

d. The uses of active and passive voice.

Once in a while passive voice is used.

For example: Trees are covered with snow.

e. The uses and omission of articles.

For example: Winter, Summer, Spring, Fall and people are used without any articles.

a very cold season.
the days are short.
the nights are long.

IV. Answer the following questions in complete sentences.

1. How many seasons are there in Thailand? What are they?
2. Which one do you like best? Why?
3. How many seasons are there in the United States? What are they?
4. Which one is good for active people?
5. Which season is best for family reunion?
6. When does spring usually begin?
7. On what day and in what month does summer again?
8. What are summer sports in the United States?
9. What is "Indian Summer"?
10. Why is autumn beautiful in the northern part of the United States?
11. During autumn how is the air in the daytime?
12. What do people celebrate in winter in the United States?
13. What is it called ? Why?
14. What do some people do when they do not like cold weather?
15. What do people think about January 1?
16. Why do they feel their new life begins with the first day of spring?
17. Spell out in full
    January 1,
    June 21, and
    September 21.

LESSON SEVEN (7)

THE SEVENTH (7TH) LESSON

I. Sample Sentences containing adverbs of frequency. Thai students should notice carefully the agreements between subjects and verbs.

1. a. Does he often visit the zoo?
   b. He sometimes goes to the zoo on Saturday afternoons.
2. a. Does he usually go there alone?
   b. He usually goes there with his friends.
3. a. At what temperature does water generally freeze?
   b. Water generally freezes at zero degrees centigrade.
4. a. Does the bee always buzz busily around the flowers?
   b. The bee always buzzes busily around the flowers.
5. a. Does he often finish his work before he plays?
   b. He often finishes his work before he plays.
6. a. Does the sun usually rise in the east?
   b. The sun usually rises in the east.
7. a. Do you take tea every morning?
   b. I take tea every day.
8. a. Do you frequently go to the movies alone?
   b. I rarely go there alone.
9. a. How often does she shine her shoes?
   b. I think she does not shine them as often as she should.
10. a. Does she always go to school very early?
    b. She is always the first in class.
11. a. In which pocket do you always keep your money?
    b. I always keep my money in my vest pocket.
12. a. What do you usually do on Thursday afternoon?
    b. On Thursday afternoon, I usually have a visit with my grandparent.

13. a. What do Thai people usually do on New Year's Day?
    b. They usually present food to the priests.
14. a. How often do Christian people go to church?
    b. They go to church every Sunday.
15. a. Does your watch always keep good time?
    b. It always does.
16. a. How many chapters do you generally finish in a week?
    b. I generally finish three chapters in a week.
17. a. Where does her assistant always sit?
    b. She always sits beside her.
18. a. How many cups of tea does she always take at ten?
    b. She always takes three cups of tea at ten.
19. a. Why does she cut class everyday?
    b. She is ill.
20. a. Do green apples always make good pies?
    b. Yes, they always make good pies.
21. a. Does he usually judge people by their riches?
    b. Yes, he usually does
22. a. Do your read frequently?
    b. Yes, I frequently do.
       No, I rarely read.
23. a. How long does it usually take you to get to class?
    b. It usually takes me fifteen minutes.

II. Oral and Written Exercises.

Give all the answers in the past simple tense.

A. Change all the above questions into negative.

B. Change all the above answers into negative form.

C. Change all the questions into their corresponding Past Tense.

III. Notice.

a. The places of adverbs of frequency in the above sentences.
b. Present Indefinite tense is usually used with adverbs of frequency.
c. Present Indefinite tense shows regular habits.
d. Past Indefinite tense denotes the action in the past. Some of the actions might be regular habits in the past.

LESSON EIGHT (8)

THE EIGHTH (8TH) LESSON

AMPORN GOES TO SCHOOL

I. Read the following passage carefully. Study the uses of Present Simple Tense, Past Simple Tense and Present Continuous Tense.

Amporn lives in the suburbs. She is a high school senior. She goes to school every day. Her school is in the business part of Bangkok. She travels to her school by bus. Once in a while her father drives her in the family car. But he is usually late for her class. She has to leave home at 7.15 a.m. at the latest. Her classes are from 8.00 a.m. to 4.00 p.m. His office hours are from 9.00 a.m. to 5.00 p.m. He prefers to leave at 7.45 a.m. That would be too late for her class.

Formerly, when Amporn was in her fifth grade, she used to go to school by tram. She had to transfer once. Nowadays the tram is fast disappearing from Bangkok. It is the slowest means of travelling in the city. People prefer to go by bus. It goes fast. It carries many passengers at a time.

Amporn prefers to leave early. She has her breakfast at 6.30 a.m. She brushes her teeth after every meal. She puts on her uniform of white blouse and blue skirt. She has her white socks and black shoes on too. Off she goes when the clock strikes 7.

She waits at the bus stop for a while. She pays her fare at the moment she gets on the bus. It is very difficult to find a seat, no matter how early she is. Sometimes an overloaded bus does not stop for her.

Buses and trams are marked with a name or number which indicates where they are going. Amporn remembers her bus by its color, its name and its number. She is charged fifty stangs for each ride to her school. She gets off the bus

right in front of her school. One of her cousins is studying in New York City. He writes her regularly. He says he pays fifteen cents for a bus ride. During the peak hours, he wrote that he could not use a ten-dollar ($ 10) bill or even a one dollar ($ 1) bill.

Other cousins of hers go to school in London. They wrote her that they like to go by bus. The City of London is divided into zones. They have to pay according to the number of zones they travel. They like to get a "season" ticket. They learn to use pounds and shillings, half crowns and pennies. They sometimes spend many shillings for their tickets.

II. In the United States people use dollars ($) pennies, cents, a nickel, a dime, and a quarter. In England people spend their guineas, pounds (£), shillings, half-crowns,and pennies.

III. Answer the following questions in complete sentences.

1. Where does Amporn live?
2. How does she go to school?
3. Where is her school?
4. What is the business part of Bangkok?
   Name one or two streets in the business part of Bangkok.
5. Why does she not use her family car?
6. At what time does she leave home for school?
7. At what time does her father prefer to leave home? Why?
8. Why is the tram fast disappearing from Bangkok?
9. Why do people prefer to go by bus?
10. Why does Amporn prefer to leave early?
11. What time does she have her breakfast?
12. What time do you usually have breakfast?
13. Where is Amporn waiting for her bus?
14. Is it easy for her to get a seat?
15. Why is it that sometimes a bus does not stop for her?

16. How does Amporn remember her bus?
17. How can you tell which bus you should take?
18. How much does she pay for a ride to her school?
19. Where does she get off her bus?
20. Where is one of her cousin studying?
21. How much does he pay for his bus ride?
22. Where are other cousins of hers studying?
23. Why is the City of London divided into zones?
24. What kind of ticket do her cousins get?
25. How much do they pay for their tickets?

IV. Study the uses of slow, slowest. Compare your close friends and yourself. Try to use the following properly in your compositions:

1. loud.
2. slow.
3. quick.
4. difficult.
5. late.

V. Write a short composition of not more than 15 sentences on one of the following topics:

1. I go to school.
2. My Father goes to work.
3. My Mother goes to town.
4. Shopping Centers in Bangkok.

LESSON NINE (9)

The Ninth (9th) Lesson

THE KENNEDY FAMILY

I. Selected Passage. Study the life of a distinguished family. Notice the uses of Tenses all through the story.

Joseph P. Kennedy Sr., is not an ordinary man. When he was just a little over forty years of age, he was already a self-made millionaire. As the years progress, he will become one of the very wealthiest men in the country. He is active in politics and will hold high governmental positions. He made his early fortune in Boston. As his business grew, he moved his large family to New York in 1926 when Jack, his second oldest son, was ten. He is extraordinarily proud of his growing children, he is interested in their welfare and anxious for their future.

The Kennedy family had fought vicious prejudice in Boston. Joseph Kennedy himself has faced the hardship of being Irish Catholic in Boston. This, in fact, was one reason he had moved his family to New York. One day he would be the United States Ambassador to England. But no matter where he moved he was determined to instil in his growing children the things that counted: courage, industry, ambition, family loyalty, patriotism, firm religious beliefs, and a love of competition.

The children's mother, Rose, is not an ordinary person, either. She is gracious, cultured, efficient and beautiful. She is the daughter of John "Honey Fitz" Fitzgerald, one-time Mayor of Boston. Jack's earliest momories are of his very young childhood in Brookline, Massachusetts. He toured the political groups with his grandfather, Fitzgerald.

The firm discipline and love of competition that Joseph P. Kennedy instilled in his nine children was strong stuff.

When the father was away from home for business or political reasons, the hand of authority was given to young Joe, Jr. who was as tough as his father.

So it came to be, in natural fashion, that Jack was the only real rival Joe had in the family, the other children close to them in age were girls; the younger boys were still small. And so the oldest sons, Joe and Jack, fought often and hard and long. Jack, being smaller, always seemed to come off second best.

The boys' father, of course, knew about this competition between his sons but he did little to stop it. For he knew that Joe, Jr. made up for his tough ways with unbounded generosity in helping his younger brothers and sisters. Today, Jack admits that despite his fights with his older brother their friendship and their love for each other was deep. Jack still thinks highly and lovingly of his older brother.

The family did everything to introduce the children to all forms of athletics. At home, they had a tennis court and facilities for sailing and swimming. Their father always had a professional trainer on hand to make sure that children stayed in top physical shape. The trainer would make sure that they swam so many laps in the pool, or did so many chin-ups, or brushed up on their boxing.

The nine children of the family are the most competitive and at the same time the most cohesive family in town. They fight each other, yet they feed on each other. They stimulate each other. Each of them has warm friends, but none they like and admire so much as they like and admire their own brothers and sisters.

While they enjoyed themselves athletically, their father kept working on improving their minds. He would take the boys into the library of the Bronxville home and discuss the latest problems in the news. As the younger children grew older, their father moved the talks from the library to the dinner table, and soon, dinnertime became the hour of thoughtful and sometimes argumentative discussions of current events.

The family was rich but both parents made a very great effort to keep the children from being spoiled by money. They made it a rule never to speak about money in their house

The father wanted his children to be thinkers and doers. He would get them to sit down and he would tell them, "I don't care what you do in life. But whatever you do, try to be the best person in the world when you do it. Even if you're going to be a ditch digger, be the best ditch digger in the world".

II. Word Study. Consult a reliable dictionary in your school library or at home, find out the meanings of the following and use them properly in sentences of your own.

1. ordinary, extraordinary
2. a little over
3. years of age
4. already
5. self-made
6. millionaire
7. progress
8. become
9. wealthy, wealthier, wealthiest
10. to be active in
11. to hold positions
12. business
13. to move
14. welfare
15. to be interested in
16. to be anxious for
17. vicious
18. prejudice
19. to face
20. to be determined
21. to instil
22. loyalty
23. patriotism
24. firm religious beliefs
25. a love of competition
26. to compete with
27. to be competitive
28. gracious
29. efficient
30. the hand of authority
31. in natural fashion
32. second best
33. despite
34. to think highly of
35. to think lovingly of
36. athletics
37. a professional trainer
38. to stay in top physical shape
39. cultured
40. culture

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III. Sentence Study.

1.Complex sentence. For example,

a. When he was just a little over forty years of age, he was already a self-made millionaire.

b. When I was just a little over sixteen years of age, I was still in school.

c. When she was just a little over thirty-five years of age, she was already a very well-known writer.

2. Simple Sentence. For example,

a. He made his early fortune in Boston.

b. I made my home in Bangkok.

c. She was interested in her work.

The usual word order in a simple sentence is the following: Subject → Verb → Object → Adv. of Place → Adv. of manner Adv. of Time.

3. Compound Sentence. For example,

a. His business grew, and he was busy all the time.

b. The boys' father knew about their competition, but he did little to stop it.

c. They fight each other, yet they feed on each other.

Find out the differences between various sentence structures above.

Build 10 complex sentences. Copy 10 simple sentences and 10 compound sentences from your textbooks.

For example:

Simple Sentence,

1. He is the only child of the family.
2. He is spoiled.

Complex Sentence.

1. He, who is the only child of the family, is spoiled.
2. Since he is the only child of the family he is spoiled.

Compound Sentence.

1. He is the only child of the family and he is spoiled.
2. Because he is the only child of the family he is spoiled.

IV. Oral and Written Exercises.

A. Answer the following questions in complete sentences.

1. Why is Joseph P. Kennedy not an ordinary man?
2. What will he become after his fortieth year of age?.
3. What is he active in?
4. Where did he make his early fortune?
5. When did he move to New York? Why?
6. How old was Jack at the time he moved?
7. Does he like his children?
8. How did he teach his children?
9. Describe Joseph P. Kennedy's wife.
10. What was her maiden name?
11. Describe the relationships between Joe and Jack in their childhood.
12. Who came out the best between the two?
13. Did the boys' father try to stop the competition between his sons?
14. Describe their home.
15. Why did they stay in top physical shape?
16. How did the father improve their minds.?
17. Was the family rich?
18. Did they talk about money in their house?
19. What did the father want all the children to be?
20. Did the father want any one of his children to become a ditch-digger? Why?

B. Fill in the blanks with appropriate connecting words.

1. He will become one of the very wealthiest men in the country ... time passes.
2. He is interested ... their welfare ... anxious ... their future.
3. The firm discipline ... love of competition ... Kennedy Sr. instilled in his nine children was strong stuff.
4. ... the father was away from home, the hand of authority was given to young Joe, Jr. ... was as tough as his father.
5. Their father kept improving their minds ... they enjoyed themselves athletically.
6. The family was rich ... both parents made it a rule never to speak ... money in their house.
7. "I don't care ... you do in life".
8. Try to be the best person in the world ... you do it.
9. ... you are going to be a ditch-digger, try to be the best ditch-digger in the world.
10. He moved to New York ... the hardship of being Irish Catholic in Boston.

LESSON TEN (10)

THE TENTH (10 TH) LESSON

PATRICK HENRY

I. Selected Topic. Read and study the life of an American in the olden days.

(a) Patrick Henry hated school. He attended a rather shabby one-room school. He was asked to copy and solve many problems unrelated to life in his days. Day after day he went there but he was not interested in it.

(b) He wished he could live outdoors all the time. He heard tales about boys captured by Indians. He would like very much to be one of them. He would go out camping and fishing and hunting with them.

(c) Patrick's father could not understand why the son hated school. The father was a serious, scholarly man. He had graduated from the University of Aberdeen in Scotland. To him education was everything. He loved reading. He knew the Bible from cover to cover. He read Latin for pleasure. He worked hard and spoke little. It was too difficult for him to understand his son who worked little and loved to talk a great deal.

II. Word Study. Use the following in sentences of your own.

1. hate
2. attend
3. shabby
4. one-room
5. copy
6. solve
7. problem
8. unrelated
9. to be interested
10. to interest
11. to be interesting
12. wish
13. outdoors
14. all the time

15. tales
16. to capture
17. camping
18. fishing
19. hunting
20. serious
21. scholar
22. scholarly
23. serious
24. to graduate
25. a graduate
26. education
27. from cover to cover
28. pleasure
29. difficult
30. a great deal

III.

a. Study the use and form of Past Simple Tense in paragraph (a)

b. Notice that the whole story took place in the past.

c. Notice in paragraph (b) the uses of Conditional Sentences that are unlikely to be true.

d. Notice the uses of Simple, Compound and Complex Sentences.

1. Simple Sentence. For example,
   a. Patrick Henry hated school.
   b. He attended a one-room school.

Simple Sentences are easy to build. They are straight forward. They have only one main idea and they contain in each of them only one finite verb.

2. Compound Sentence. For example,
   a. He went there but he was not interested in it.
   b. He worked hard and spoke a little.

When Compound Sentences are built, Connecting words or Conjunctions (but, and, or etc.) are needed. They contain more than one main idea. The ideas are of equal importance.

3. Complex Sentence. For example.
   a. It was too difficult for him to understand his son who worked little.
   b. He wished he could live outdoors all the time.

Complex Sentences contain more than one idea. The ideas are not of equal importance. They are one main idea and one subordinate thought. Complex sentences contain at least two clauses: they are one main clause and one subordinate clause.

IV. Answer the following questions in complete sentences.

1. Did Patrick Henry hate school?
2. Did he go to a large school?
3. Why did he dislike his school?
4. Was he interested in his school? Why?
5. Did he wish he could stay home all the time?
6. What kind of tales about American boys and Indians did he hear?
7. What did he think about all those tales?
8. What did he want to do like Indians?
9. What kind of a man was his father?
10. What did his father think about him?
11. What did his father think about education?
12. Where did the father go to school?
13. Did he know the Bible?
14. Did he read Latin?
15. Did he work hard?
16. Did he like to talk?
17. Who liked to talk a great deal?
18. Did he understand his son?

V. Write a composition of not more than 15 good sentences on one of the following topics:

a. I wish I could live outdoors all the time.
b. Patrick Henry would like to become an Indian.
c. I wish I were a millionaire.

VI. Use the following words, build ten Compound or Complex sentences.

1. to be interested	to attend
2. to hate	to go hunting
3. to read from cover to cover	to talk a great deal
4. to work	to speak
5. to understand	to hate
6. to solve	to be interesting
7. to work a little	to talk all the time
8. to hear	to like
9. to ask	to go out camping
10. to wish	to learn all the time



LESSON ELEVEN (11)

THE ELEVENTH (11TH) LESSON

SOCIAL LETTERS

I. Selected Passage. Read the following passage carefully. Study the principles of social letter writing.

Amporn has many friends. She likes to write letters to them. She learns in class that letter writing is a social asset. It is like a "visit" on paper. Letters can enrich life. They create more enduring friendship. She likes to send personal or social letters to friends. She tries to use friendly letters instead of greeting cards alone whenever she can. She learns from her English instructors that she should keep her language simple. When writing social letters, short words and simple sentences are the best. She tries to write with great ease and clarity. She does not write anything she may later regret.

She remembers that a social letter should contain the following:

1. The heading, which is the address and date.
2. The salutation which is the complimentary or greeting.
3. The body of the letter. It is actually the message or the thing you want to relay to your friends.
4. The close. It is the complimentary "good bye". Whenever you finish telling your message, you say good bye in writing to your friend.
5. The signature. This should be in "pen and ink" and should be legible.
6. The envelope. When you finish the letter, you fold it and put it in an envelope. You should address the envelope properly.

Amporn learns that a private letter should look neat. Here is the way it should appear.

The address and the date

. . . . . .

. . . . . .

Salutation about half an inch below the heading:-

Sir, or Dear Mary:

Body of the letter.

The close,

The signature

Notice I. When you write your address and the date, there are no commas at the ends of the lines; and no period after the date.

Notice II. This is called Block Form, Open Punctuation. It is considered more modern and better form, especially in the United States.

Notice III. Every letter should look interesting and neat.

Notice IV. When you come to your signature, always sign by hand in ink.

II. Specimen Letters.

a. A letter to a friend.

156/1 Patipat Road
Samsen Nai, Dusit
Bangkok, Thailand
December 27, 1962

Dear Mary:

I was glad to hear from you. Did you really have a white Christmas in your home town? In Bangkok the weather was rather cold on Christmas Eve. But there was no snow. The television programs were full of Christmas Carols. Please remember me to all members of your family. Do write soon and tell me how you feel to be back home again.

Sincerely yours,

Kamolkan Kessawai

The envelope should look this way.

Kamolkan Kessawai 156/1 Patipat Road Samsen Nai, Dusit Bangkok, Thailand	Stamp
Miss Mary L. Orme 655 Boylton Street, Boston 16, Mass. U. S. A.	

Notice I. On the left hand corner is the return address. In case the letter cannot reach the addressee (receiver), the post office will see to it that the letter is mailed back to its sender.

Notice II. The address on the envelope takes Block Form, Open Punctuation too.

Notice III. The mailing officials prefer the Step Form on the envelope. It is easier for them to read. For example.

Miss Mary L. Orme,
655 Boylton Street,
Boston 16, Mass.
U. S. A.

This is called "Step" or "Indented" Form, because you indent every line. This form is more popular in the United Kingdom.

b. 1. An informal invitation.

50 Ledgeways
Wellesley Hills
Boston, Mass.

December 27, 1962

Dear Kamolkan:

Will you come to luncheon on Wednesday, January the second at twelve o'clock? It is my birthday. We'll have a small gathering. I do hope you will be able to come.

Affectionately,
Esther.

Mrs. Esther Erikson
50 Ledgeways
Wellesley, Mass.

Stamp.

Miss Kamolkan Kessawai
500 Riverside Drive
New York 27, N. Y.

b. 2. An acceptance of an informal invitation.

500 Riverside Drive
New York 27, N. Y.

December 29, 1962

Dear Mrs. Erikson:

I shall be delighted to come. I don't think I have class that day. You may expect me on January the second, nineteen-sixty three. Thank you very much for your kind invitation. Please remember me to your husband. Thanks again.

Sincerely,

Kamolkan

Kamolkan Kessawai
500 Riverside Drive
New york 27, N.Y.

Stamp

Mrs. Esther Erikson
50 Ledgeways
Wellesley, Mass.

II. c 1. A specimen letter of Formal Invitation.

Dr. and Mrs. David Matthew Kitchin
request the pleasure of your company
on the Twenty-fifth Anniversary of Their marriage
on Thursday, the tenth of June
from four until seven o'clock
The Erawan Hotel
Bangkok

Dr. and Mrs. David Matthew Kitchin
request the pleasure of
.....
company at dinner
on Friday, the fourth of January
at seven o'clock
The Erawan
Bangkok

Notice that the date, the time and the year are all spelled out instead of being written numerically. Telephone numbers are never used on engraved invitations.

Formal communications should not be printed; they should either be engraved in the traditional way or written carefully by hand. Either plain or paneled double sheets may be used.

When a reply is requested, one of the following forms should be used. Its proper position is in the lower left corner of the invitation, engraved in a smaller size lettering than the rest of the message-or written in by hand if it is a hand written communication:

Please reply
An answer is requested
The favor of a reply is requested
Please address to (address)
Please send response to (address)
Kindly reply to (address)
R. S. V. P.

The last form is the abbreviation for "Repondez, s'il vous plait" which is French for "Reply if you please."

c 2. The acceptance or regret of a formal invitation should be in your own handwriting. For example, the acknowledgement should look like this:

Mr. and Mrs. Frank Sinatra
accept with pleasure
Dr. and Mrs. David Matthew Kitchin's
invitation to the
Twenty-fifth anniversary of their marriage
on Thursday, the Tenth of June
from four until seven o'clock
The Erawan

c 3, Regrets.

Mr. and Mrs. Frank Sinatra
regret that a previous engagement
prevents their accepting
Dr. and Mrs. David Matthew Kitchin's
kind invitation for dinner
on Friday, January the fourth

1. Notice the use of the verb "prevent".

2. Notice that the regret usually includes the reason why, as shown above.

d. An Informal Dinner Invitation and How to Answer.

156/1 Patipat Road
Samsen Nai, Dusit
Bangkok

January 4, 1962

Dear Miss Kitchin:

Would you come and have dinner with us on Tuesday, the eighth of January, at seven o'clock?

It's a long time since we have had the pleasure of seeing you. We do hope you can come.

Sincerely yours,
Kamolkan Kessawai.

The person who receives such a note should answer it promptly. The reply should be made clear with a definite acceptance or regret. The feeling of thanks should be expressed,

102 Ranong Lane
Dusit, Bangkok

January 5, 1962

Dear Mrs. Kessawai:

Thank you for your kind invitation. I will be delighted to have dinner with you on Tuesday, the eighth of January, at seven o'clock. How very nice of you to ask me.

I am looking forward with great pleasure to seeing you again.

Very sincerely yours,
Susan Kitchin

When you have to decline any invitation, the note should be very carefully written. The reason for not being able to accept should be given. It is always polite to say how sorry you feel. The tone of the letter should be one of sincere regret. The regret should look this way:

Dear Mrs. Kessawai:

Thank you for your kind invitation but I am sorry to say that I cannot come to your dinner because I have to be on duty at school that very night.

It was very sweet of you to ask me. You know how much I want to come. It usually is delightful to spend evenings at your house.

Sincerely yours,
Susan Kitchin

III. Word Study. Consult a good dictionary in your school library and find out the meanings of the following words. Use each word in an original sentence.

1. a social asset.
2. enrich
3. ease
4. clarity.
5. sign by hand.
6. in ink.
7. legibly.
8. no doubt.
9. numerically.
10. engraved invitations.
11. Formal communications.
12. in the traditional way.
13. plain
14. paneled double sheets.
15. abbreviation.
16. acceptance.
17. regret.
18. decline.
19. accept.
20. to be delighted.
21. to be sorry.
22. to be on duty.
23. to be delightful,
24. personal / social / friendly } letter.

IV. Answer the following questions in complete sentences.

1. Why do you have to write letters to your friends?
2. What kinds of sentences are needed in a friendly letter?
3. Why should the letters be written clearly?

4. How many parts of a social letter do you have to remember?
5. What is the difference between Block Form and Step Form?
6. Should you sign your name in pencil? Why or Why not?
7. How should we address the envelope?
8. Why should the acceptance or regret of a formal invitation be in our own handwriting?
9. What should be the tone of a letter of regret? Why?
10. What should be the tone of a letter of acceptance?
11. Has Amporn many friends?
12. How does she make a "visit" to distant friends?
13. What does she learn in class about letter writing?
14. Do you agree or disagree that a letter is like a "visit" on paper? Why?
15. What can letters do? Give two answers.
16. What kind of language should be used in letters?

IV. a. Write a letter inviting your classmates to dinner or luncheon at home on your birthday.

b. Plan a letter of regret to the above invitation.

c. Write a letter of acceptance to the above invitation.

LESSON TWELVE (12)

THE TWELFTH (12TH) LESSON

THE PARTS OF A BUSINESS LETTER

I. Read the following passage carefully. Follow the form of a business letter in all respects. When you want to write business letters put every part in its proper place.

When Amporn goes to school, she is told that a business letter contains the following:

a. The letter heading
b. The inside address
c. The salutation
d. The body of the letter
e. The complimentary close
f. The signature
g. The envelope

Here are the notes she made to remind herself.

a. The letter head or the heading should contain the name of the firm, the address, and the nature of the business. Sometime the name of the firm gives the information of the nature of the business. The letter head may include telephone numbers, cable addresses, and branch addresses.
b. The inside address is the name and address of the person to whom the letter is written. This part is not included in a friendly letter.
c. The salutation immediately precedes the body of the letter. The salutation is sometimes called the greeting. It lines up evenly with the left hand margin. There should be two spaces between the inside address and the salutation;

and between the salutation and the body of the letter. The correct punctuation to use after the salutation is the colon: or the comma,.

The forms of salutation commonly used are:

Dear Sir:
Dear Madame:
My dear Sir:
My dear Madame:
Dear Mr. Brown:
My dear Mrs. Kitchin:
Gentlemen:
Dear Miss Johnson,

d. The body of the letter.

The letter should express a specific purpose. Plan your letter as a speaker plans his speech. Know what you want to say. Say what you have to say simply, clearly and to the point. Keep the sentences in your letter short and fast moving. Try to give a clear cut idea.

Do not write too much in the body of the letter.

e. The complimentary close.

The correct position for the complimentary close is two spaces below the body of the letter, to the right of the page, in line with the date block at the top. The form most frequently used in business is "Yours truly." Some others from which you may choose are:

Yours very truly,
Very truly yours,
Yours sincerely,
Sincerely yours,

Very sincerely yours,
Faithfully yours,
Cordially yours,
Very cordially yours,

f. The signature.

Every business letter should be signed by hand in ink, even when the whole letter is type-written. The name should be written out in full. The signature should always be written clearly and legibly. The writer's name should be typed several lines below the complimentary close. This prevents the possibility of mistake or confusion.

g. The envelope.

The envelope should be addressed in the same manner as the inside address. When you want to mail your letter, be sure to write the name and address of the receiver in full.

Amporn learns also that there are three forms or layouts of business letters.

They are:

1. Block Form Open Punctuation.
2. Modified Block Form Open Punctuation.
3. Indented Form Closed Punctuation.

The first form would look this way.

1. Block Form Open Punctuation.

Letter head

Date

8295
425
.5131

Inside address

Salutation:

Body of Letter (In Block Form, no indenting is needed)

Complimentary close,

Written signature in ink

(Name typed below signature)

2. Modified Block Form Open Punctuation.

This form requires an indentation when you want to begin the body of the letter. Every new paragraph needs to be indented. All the rest remain the same as the first layout.

The letter head

Date

Inside address

Salutation:

Body of the letter.....

.....

Complimentary close,

Signature

3. Indented Form Closed Puncluation.

This may also be called Step or Slant or Slope Form.

The letter head

Date

Inside address,

.....,

.....

Salutation,

Body of the letter.....

.....

Complimentary close,

Signature
(name typed)

Amporn remembers the following things, too, when she writes a business letter.

1. Write as she would talk.
2. Try to be courteous and friendly.
3. Try to be natural.
4. Try to be helpful.
5. Keep an open mind. She always remembers that the readers' wishes and needs are important.
6. Practice real diplomacy. Try to be very tactful. Always show in the letter that your customers are important.
7. Be willing to admit mistakes. Do not put the blame on your customers.

8. Write clearly and to the point.
9. Inform your readers clearly.
10. Give life to your letters. Try to make your letters interesting.

II. Specimen Letters of Application. The examples of business letters in various forms are given here.

1. Block Form. Open Punctuation.

156/1 Patipat Road
Samsen Nai, Dusit
Bangkok, Thailand

January 4, 1963

Mr. David Thomas Greene
Thoresens Motors Company
4 Surawongse Road, Bangkok

Dear Sir:

According to the morning Post, you want an efficient secretary. I would like very much to apply for that position.
I am 19 years of age, a high school graduate, unmarried. I live with my family. I am in good health. I am well-trained and experienced in all the many duties and responsibilities of a good secretary. I can type well and can take shorthand.
I used to work in my uncle's firm. He said I am courteous, loyal to the job and of pleasing personality. The self-addressed card is here enclosed for your convenience. Just write on it when you want me to come for an interview.

Sincerely yours,

Linda Kessawai
(Linda Kessawai)

2. Modified Block Form. Open Punctuation.

140 Patipat Road
Samsen Nai, Dusit
Bangkok, Thailand

January 27, 1963

Mr. David Thomas Greene
Thoresens Motors Company
205 Surawongse Road

Dear Mr. Greene,

I would like to apply for the position of a typist advertised in the local newspapers. I am nineteen years old, and a graduate of Bobhit Bhimuk Commercial High School. The commercial course I took included typing and secretarial correspondence. I can take dictation when required. I am willing to learn more about office work.

I have the Headmaster's permission to use his name as reference. During school year, I type regularly. Now I can type at the rate of fifty words a minute.

If you want further information I shall be delighted to give more details. My telephone number is 71719. I hope I shall hear from you soon.

Yours truly,

Linda Kessawai
(Linda Kessawai)

3. Indented Form. Closed Punctluation.

156/1 Patipat Road,
Samsen Nai, Dusit,
Bangkok, Thailand.

27th January, 1963.

Mr. David Thomas Greene,
Thoresens Motors Company,
2 Surawongse Road, Bangkok.

Dear Sir,

I understand that there is an opening for a typist. I like typing: I am 22 years of age, a graduate of Bangkok Commercial College. I am unmarried, living with my family. I can take dictation and can operate a typewriter very fast. I would like to start working at once. My teachers said that I get along well with everyone. I worked conscientiously in school.

My telephone number is 71719. You may call me for an interview. Thank you for any kind consideration you are going to give me.

Sincerely yours,

Linda Kessawai
(Linda Kessawai)

III. Word Study. Consult a reliable dictionary in your school. Find out the meanings of the following and use them in your original sentences.

1. a letter head
2. an inside address
3. a firm
4. a salutation
   a greeting term
5. a body
6. a close
7. signature
8. contain

9. cable
10. precede
11. margin
12. express
13. a specific purpose
14. plan
15. layout
16. to the point
17. frequently
18. a clear-cut idea
19. simply
20. clearly
21. fast
22. legibly
23. mistake
24. confusion
25. confusing
26. confuse
27. confused
28. courteous
39. friendly
30. help
31. helpful
32. diplomacy
33. tactful
34. willing

IV. Answer the following questions in complete sentences.

1. What is a business letter?
2. What is an inside address?
3. What is a salutation?
4. What is the body of the letter?
5. What is a complimentary close?
6. Where is the proper place for salutation?
7. Where should the complimentary close be placed?
8. What kind of punctuation mark should be used after the salutation?
9. Should the name be signed in ink? Why?
10. Why should the name be typed below the signature?
11. What is an application?
12. What should be included in the letter of application?
13. What kind of language should be used in the business letter?
14. What kind of picture of yourself should be given in such letter?
15. Should you use difficult words in your letter? State your reasons.

V. a. Write a letter of application seeking a teaching position in a private school.

b. You want to become a typist; write a letter of application applying for a typist position in the National Library, Bangkok, Thailand.

c. Arrange the following content of the letter of acknowledgement in Indented Form Closed Punctuation.

1. The letter head:- Thoresen Motors Company,
204 Surawongse Road,
Bangkok, Thailand

2. Date:- January 31, 1963

3. The inside address:- Mr. Serm Viriyachareon,
150 Patipat Road,
Bangkok, Thailand

4. The body of the letter:-

The position of a typist for which you have applied has just been filled. We shall be glad to keep your name on file. When there is an opening in our firm, we shall inform you immediately.

5. Give your name in full, and use your own signature.

LESSON THIRTEEN (13)

THE THIRTEENTH (13TH) LESSON

AN HOUR WITH THE DENTIST

I. Selected Passage. The instructor should dictate the following passage to the students. Correct their written work. Then have the students read in chorus as well as individually.

Mrs. Toothache was *one among the women* with a natural curiosity. She wanted to know everything about everything. One day she went to see her dentist. He told her to open her mouth all the time. He said: "Open your mouth wider, wider, wider". She asked him, "Do you want to get into my mouth yourself? Do you think you can get in? I think you are a little bit too big for my mouth. How much are you going to pay me if you hurt me and my mouth?

Next week she had to see the dentist again. She asked curiously:

"How is it that the little hole in my mouth feels so big to my tongue?

"Well," said the dentist, "You know how a woman's tongue exaggerates."

II. Word Study, Consult a reliable dictionary at home or at school. Find out the meanings of the following then use them in original sentences.

1. wide, wider, widest
2. curious
3. curiously
4. curiosity
5. a natural curiosity
6. a dentist
7. tooth
8. teeth
9. mouth
10. to get in
11. to hurt
12. a little hole
13. to know
14. to exaggerate
15. exaggeration

III. Sentence Patterns to Remember.

1. Open wider
   a. Open your mouth wider.
   b. Open the door wider.

2. With a natural curiosity
   a. She was one *among all women* with a natural curiosity.
   b. Children are among creatures with a natural curiosity.

3. Want to know everything about everything
   a. She wanted to know everything about everything.
   b. Children want to know everything about everything.

Note. Be careful with the pronunciation of the *th sound* in *everything*.

4. to get in, to get into
   a. Do you want to get into my mouth yourself?
   b. Do you want to get into your house?

5. to be going to, denotes the near future
   a. How much are you going to pay me?
   b. When are you going to finish the book?

6. to feel
   a. How is it that the little hole in my mouth feels so big to my tongue?
   b. I feel fine today.

7. to exaggerate
   a. You know how a woman's tongue exaggerates.
   b. Children always exaggerate when they talk about their *pains*.

IV. Comparisons.

1. Open your mouth wide.
2. Open your mouth wider.

Adjectives are divided into two main groups: regular and irregular. The regular adjectives can be subdivided according to the number of syllables, into three groups:

1.a. Regular adjectives of One Syllable.

Positive	*Comparative*	*Superlative*
wide	wider	widest

To form the comparative and superlative, we generally add *er* and *est* to the positive form. Sometimes we have to change the endings and then add *er* and *est*. For example.

safe	safer	safest
dry	drier	driest
hot	hotter	hottest

1.b. Regular Adjectives of Two Syllables

Positive	*Comparative*	*Superlative*
curious	more curious	most curious
happy	happier	happiest

Regular adjectives of two syllables take two forms of comparisons. You may put *more most* or *less*, and *least* in front of the adjectives of two syllables. Or you may simply add *er* or *est* to the positive. Thai students should notice and follow the native speakers.

1.c. Regular Adjectives with *three* or more syllables and those ending in *ed* and in *ing*.

Positive		*Comparative*		*Superlative*
beautiful	more / less	beautiful	most / least	beautiful
complicated				
interesting				

2. Irregular adjectives. For example.

Positive	*Comparative*	*Superlative*
good	better	best
bad	worse	worst

V. Oral and Written Practice.

A. When you read your English books, make a list of irregular adjectives and their comparisons.

B. Answer the following in complete sentences.

1. Describe Mrs. Toothache.
2. What did she want to know.
3. What did she do one day?
4. What did her dentist say?
5. What did she say?
6. When she went to see her dentist again, what did she ask him?
7. What did the dentist reply?

C. Use the following adjectives, build sentences.

1. wide	wider		widest
2. narrow	narrower		narrowest
3. pretty	prettier		prettiest
4. interested	more interested		most interested
5. interesting,	less interesting		least interesting
6. pleasing	more pleasing		most pleasing
7. attractive	more / less } attractive		most / least } attractive
8. big	bigger		biggest
9. hot	hotter		hottest
10. curious	more curious		most curious

LESSON FOURTEEN (14)

THE FOURTEENTH (14TH) LESSON

THE HAPPY PRINCE

I. Selected Passage. Read the following carefully. Pay particular attention to the uses of the infinitive forms and prepositions after verbs. Notice also the Active and Passive Voices.

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

"Who are you?" he said.

"I am the Happy Prince."

"Why are you weeping then?" asked the Swallow. "You have quite drenched me."

"When I was alive and had a human heart," answered the statue, "I didn't know what tears were. I lived in the Palace Sans-Souci where sorrow is not allowed to enter. I played with my companions in the garden and danced in the Great Hall. Everything about me was so beautiful! My courtiers called me the Happy Prince. I lived and died happily. And now that I am dead they have set me up here so high that I can see all the misery of my city, and though my heart is made of lead, I cannot choose but weep.

"Far away," continued the statue in a low musical voice, "Far away in a little street there is a poor house. One of the windows is open. Through it I can see a woman seated at a table. Her face is thin and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion-flowers on a satin gown for the loveliest of the Queen's maid-of-honour to wear at the next Court-Ball. In a bed in the corner of the room, her little boy is lying ill.

He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not take her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move."

"I am waited for in Egypt," said the Swallow, "My friends are flying up and down the Nile, and talking to the large lotus-flowers. Soon they will go to sleep in the tomb of the great King. The King is there himself in his painted coffin. He is wrapped in yellow linen, and embalmed with spices. Round his neck is a chain of pale jade, and his hands are like withered leaves."

quoted from **The Happy Prince**
by Oscar Wilde

II. Word Study. Consult a reliable dictionary, find out the meanings of the following. Use them in your original sentences.

1. The eyes
2. to be filled with
3. so ... that
4. to weep
5. to drench
6. to be alive
7. to be dead
8. to die
9. The Palace Sans-Souci
10. companions
11. friends
12. to set
13. to be made of lead
14. to live
15. to know
16. sorrow
17. sorry
18. beautiful
19. beautifully
20. musical
21. voice
22. to be seated
23. to sit
24. coarse
25. to be pricked
26. a seamstress
27. to embroider
28. to lie, to be lying
29. to have a fever
30. river water
31. ruby
32. sword

33. sword-hilt
34. The Nile
35. to wait for
36. to be waited for
37. to wrap
38. to be wrapped
39. to embalm
40. to be embalmed with
41. withered leaves
42. faded leaves

(Notice the use of the definite article in front of the of the rivers. For example: The Chao Phya River, The Seine, The Thames.)

III. Sentence Study.

a. Locate the sentences in Active Voice in the Selected Passage. Build 15 sentences in active voice using the following words.

1. to fill
2. to run
3. to be
4. to know
5. to play
6. to dance
7. to choose
8. to continue
9. to see
10. to embroider

b. Locate the sentences in Passive Voice. Build sentences in Passive Voice using the following verbs

1. to be filled (with)
2. to be seen (by)
3. to be drenched
4. to be known
5. to be called
6. to be embroidered
7. to be asked
8. to be brought
9. to be waited (for)
10. to be wrapped

c. Ask the students to find out the differences between Active and Passive Voices. With the help of the instructor they should learn all the rules governing Active and Passive Voices.

d. Change the following sentences into their opposite voices.

1. She eats her meals heartily.
2. We saw many mountains on our way to Chiengmai.
3. He saw many interesting scenes.
4. She was waiting for her son.
5. She wraps many presents.
6. The gifts were beautifully wrapped.
7. I bought this ticket for you.
8. He read the letter to us.
9. They took the flowers to their friends.
10. I sent a book to her for her birthday.
11. He lent a dollar to his sister.
12. They sang some American songs.
13. Children sing Christmas carols.
14. He is called Robert.

IV. Answer the following in complete sentences.

1. Describe the eyes of the Happy Prince.
2. Where were his tears?
3. Was his face beautiful in the moonlight?
4. Who felt pity for him?
5. What was the Prince asked?
6. What was the Prince's answer?
7. What did the Prince do when he was alive?
8. Where did he live when he was alive?
9. What can he see when he is dead?
10. How does he feel?
11. What is he looking at in the distance?
12. What is a woman doing? Why?
13. What is the matter with her boy?
14. What is he asking for?
15. What has his mother to give him?

16. What has the Happy Prince asked the little bird to do for him? Why?
17. What does the bird reply?
18. Whose hands are like withered leaves? Why?
19. Who is wrapped in yellow linen and embalmed with spices?
20. What has he round his neck?

LESSON FIFTEEN (15)

THE FIFTEENTH (15TH) LESSON

THE WAY TO RAISE A BRIGHT CHILD

I. Selected Passage. Read the following passage carefully. Notice the agreement between subjects and verbs all through the passage. Notice also the uses of punctuation marks in various sentences.

Dave was only four; he was so bright that everybody was convinced that he would be something important in the future. But in the fourth grade he began to lose interest in school. His grades dropped lower and lower until they were just average. No one seemed to care about what was happening to him. He is working now as a clerk in a large business organization, purposeless and low spirited.

Today's bright children are our greatest natural resource. They are tomorrow's leaders, creators, inventors, scientists, and engineers. The kind of world we will have tomorrow will depend upon what we do to give all our bright children a chance to develop their wonderful powers and abilities.

Here are the characteristics of bright children. No one bright child will have all these characteristics. But if your child has a lot of them, the chances are that he is bright.

He is an early starter. He begins to walk early. He talks early, well, and much, and in fairly complete sentences. He becomes interested in reading very early, often teaches himself to read.

He is very curious. He asks many questions and more cleverly than other children do. He has many interests. He collects many things. He has many hobbies.

The powers of his mind are unusual and they develop early. He seems to remember everything he hears, sees, or learns. He understands things very fast.

He is generally younger than fellow-students in his grade. His vocabulary is large and very often unusual. He is sensitive to words and ideas, and quite naturally mixes them togetter.

He does not care much for rough group games like football and soccer. He prefers sports like tennis and swimming. He is not much interested in activities requiring great physical or manual skill.

You can help your bright child by accepting him naturally. Don't let him think that he is extraordinary, something out of this world. Do everything you can to let him try his wings. Watch him grow.

You should love him for what he is — even he is not what you want him to be. Let him develop naturally. He is happy when he is allowed to develop his natural abilities. You can prevent him from becoming a failure or from doing something he does not care about. (or "to do".)

You should teach him to enjoy simple things and people. He should be allowed to play with children of his own age group. You should answer all his questions. Be frank. Keep his curiosity alive.

You should give him regular duties and responsibilities. He should be prevented from developing a superior attitude toward homely and necessary work. He should help with the work at home, in the kitchen and around the garden. For instance he may be asked to water flowers every day.

He should be allowed to follow all the hobbies he wants. Sometimes lifelong careers develop out of these early hobbies. Try to keep him to one hobby at a time.

You should give him plenty of books to read. If he is interested in comics and cartoons, it is fine, it does not take long to get rid of them. His interest in reading should remain.

You should teach him lovingly and understandingly. He is most happy when he senses your love and understanding.

II. Word Study. Consult good dictionaries and find out the meanings of the following. Use them in original sentences.

1. to be convinced
2. to be something important
3. to lose interest
4. The fourth grade
5. His grades
6. average
7. purposeless
8. low-spirited
9. a business organization
10. to-day's
11. to-morrow's
12. leaders
13. creators
14. inventors
15. scientists
16. engineers
17. characteristics
18. chances
19. early
20. starter
21. curious
22. hobbies
23. vocabulary
24. to be sensitive to
25. rough group games
26. to prefer
27. sports
28. to accept
29. to develop
30. to develop his natural abilities
31. to prevent
32. to enjoy
33. children of his own age group
34. to keep alive
35. hobbies
36. careers
37. plenty of books
38. comics
39. cartoons
40. lovingly
41. understanding
42. love
43. understand

III. Sentence Study.

To-day's children are to-morrow's adults.

The kind of world we will have to-morrow will depend upon what we do to give all our children a chance to develop their natural abilities.

Study carefully the above sentences.

Try to build 10 simple sentences and 10 complex sentences using Future and Present Tenses wherever possible.

Your sentences should contain the words and phrases in II word study.

Try to build original sentences.

IV. Answer the following in complete, long sentences.

1. When was Dave very bright?
2. When did he lose interest in school?
3. What happened when he was no longer interested in school?
4. What is he doing now?
5. How does he feel now?
6. Why are bright children very important?
7. What kind of world will we have?
8. What are some characteristics of bright children? Name three.
9. Are you an early starter?
10. Are you very curious?
11. What hobbies do you have?
12. Do you like tennis?
13. Do you like to swim?
14. How can you help bright children?
15. What kind of feeling should you show your bright children?
16. What should you teach your children?
17. What should you do when your bright children ask you questions?
18. Should you ask your children to help at home? Why?
19. What should be expected of your bright children when they are home?
20. How should you help them with their hobbies?
21. What should you do to develop the children's reading interest?
22. In what way should you teach your bright children?

V. Adverbs and their comparison.

A. Some adverbs, especially adverbs of manner, are formed by adding the suffix *ly* to an adjective. There are many adverbs that end in *ly*. It is usually easy to form adverbs. When the adjectives end in *y*, the *y* is changed to *i* before *ly* is added. If the adjectives end in *ble* or *ple*, the *e* is omitted and only *y* is added.

For example,

Adjectives	Adverbs
usual	usually
general	generally
frequent	frequently
rare	rarely
actual	actually
careful	carefully
correct	correctly
slow	slowly
quick	quickly
sure	surely
easy	easily
busy	busily
simple	simply
possible	possibly

B. Adverbs can be divided into two main groups They are:

1. Regular
2. Irregular

I. The Regular Adverbs can be subdivided into

a. Adverbs of one syllable

fast	faster	fastest
hard	harder	hardest
loud	louder	loudest

b. Adverbs of two syllables

slowly	slowlier	slowliest
thinly	more thinly	most thinly

c. Adverbs of three syllables and more than three syllables

beautifully	more beautifully	most beautifully

II. Irregular adverbs. They do not follow any rules. You have to remember them.

well	better	best

C. Adverbs usually follow the verbs and the direct object. But the adverbs of frequency (for examples, frequently, often) usually come before the verb.

The adverbs of time are usually placed at the end of the sentence. But for more emphasis they, too, are placed first in the sentence.

I read two books yesterday.
Usually I go to the movies twice a week.

for emphasis

Yesterday I finished two books.
Usually I go to the movies twice a week.

EXERCISES

A. Build original sentences using the following adverbs.

1. usually
2. generally
3. frequently
4. actually
5. rarely
6. more carefully
7. more easily
8. faster
9. fast
10. more
11. most
12. longest

B. Use the following adverbs of time in your original sentences. Be careful of the Tenses.

1. yesterday
2. every day
3. last month
4. last week
5. last night
6. a week ago
7. a month ago
8. two years ago
9. last year
10. six months ago

ชอสพูดแหลงชาติ
ชม.ก.๒๕๐๓
กรมศิลปากร

แบบเรียนชั้นมัธยมศึกษาตอนปลาย (ม.ศ. 4, 5)

เรขาคณิต	พระสันธิวิทยาพัฒน์	20.00
ตรีโกณมิติ	คณิต มีสมมนต์, บุญพฤกษ์ จาฏามระ	25.00
เรขาคณิต	ลัยอาจ ภมะราภา	7.50
หน้าที่พลเมือง (กระทรวงอนุญาต)	ศุภกิจ แก้วผสม	3.70
ประวัติศาสตร์ไทย (กระทรวงอนุญาต)	แสงโสม เกษมศรี	10.00
ประวัติศาสตร์ทั่วไป (กระทรวงอนุญาต)	แสงโสม เกษมศรี	25.00
ประวัติศาสตร์ทั่วไป (ฉบับละเอียด)	แสงโสม เกษมศรี	24.00
ภูมิศาสตร์ภูมิภาค (กระทรวงอนุญาต)	ไพฑูรย์ พงศะบุตร	18.50
ภูมิศาสตร์ภูมิภาค (ฉบับละเอียด)	ไพฑูรย์ พงศะบุตร	25.00
ภูมิศาสตร์กายภาพ	ไพฑูรย์ พงศะบุตร, รัชนีกร บุญ–หลง	
ประวัติศาสตร์ไทย (กระทรวงอนุญาต)	เจริญ ไชยชนะ	10.00
ประวัติศาสตร์ทั่วไป (กระทรวงอนุญาต)	เจริญ ไชยชนะ	17.00
ภูมิศาสตร์ภูมิภาค (กระทรวงอนุญาต)	เจริญ ไชยชนะ	6.80
สมุดแผนที่	พูนพล อาสนจินดา	19.50
แผนที่ภูมิศาสตร์	ทองใบ แตงน้อย	20.00
สมุดหัดเขียนแผนที่	ทองใบ แตงน้อย	2.50
กลศาสตร์	บุญถิ่น อัตถากร	26.00
แม่เหล็ก–ไฟฟ้า (กระทรวงอนุญาต)	บุญถิ่น อัตถากร	30.00
ชีววิทยา	ดร. คลุ้ม วัชโรบล	32.00
เคมี	ทองศุข บัวเรศ, คณิต	23.00
วิทยาศาสตร์ทั่วไป	ทองศุข, บัวเรศ, คลุ้ม	35.00
Expression 1	ม.ร.ว. สุรชา เทวกุล	15.00
Expression 2	ม.ร.ว. สุรชา เทวกุล	17.00
140 English Essays & Letters	ม.ร.ว. สุรชา เทวกุล	20.00
เรียงความ	เปลื้อง ณ นคร	10.00
ประวัติวรรณคดีไทย	เปลื้อง ณ นคร	50.00
หลักภาษาไทย	พระยาอุปกิตศิลปสาร	35.00

มีจำหน่ายที่

ไทยวัฒนาพานิช 599 ถนนไมตรีจิต พระนคร

และตามร้านจำหน่ายแบบเรียนทั่วไป

หอสมุดแห่งชาติ
๕ ม.ค. ๒๕๕๐
กรมศิลปากร

ปทานุกรมนักเรียน

1. รวมคำเฉพาะที่นักเรียนจำเป็นต้องใช้
2. รวบรวมคำ ที่นักเรียนมักเขียนสะกดการันต์ผิด
3. รวบรวมคำที่มีเสียงเหมือนกัน เขียนผิดกัน มีความหมายต่างกัน
4. มีความรู้พิเศษสำหรับนักเรียน
   - ก. พระมหากษัตริย์ตั้งแต่โบราณจนบัจจุบัน
   - ข. จังหวัด – เมือง – พลเมืองครบทุกจังหวัด
   - ค. ความรู้ทางมาตรา ชั่ง, ตวง, วัด
   - ง. อักษรย่อ เครื่องราชอิสริยาภรณ์
   - จ. พระปรมาภิไธยพระเจ้าอยู่หัวกรุงรัตนโกสินทร์ พร้อมอักษรย่อ

ฯลฯ ฯลฯ

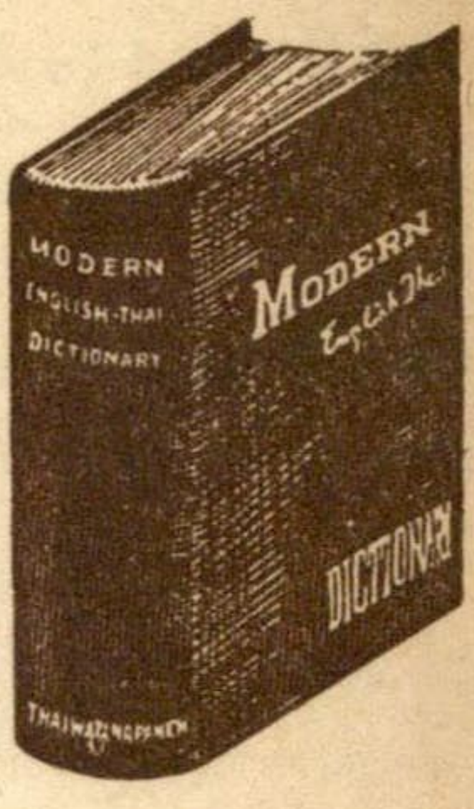
ทำตามแบบ Student Dictionary ของต่างประเทศ เล่มขนาดกระเป๋า เป็นประโยชน์ยิ่งสำหรับนักเรียน มีปทานุกรมนักเรียนเล่มจะอุ่นใจในการเรียนภาษาไทย

ราคาเล่มละ 6.50 บาท

อาจารย์เปลื้อง ณ นคร

ผู้จัดทำ

พจนา นุ กรม ของ



ดร. กมล เภา พิจิตร

English-Thai	(20,000 คำ)	7.00 บาท
Thai-English	(20,000 คำ)	6.50 บาท
English-Thai & Thai-English	(40,000 คำ)	12.00 บาท

พิมพ์ที่ห้างหุ้นส่วนสามัญนิติบุคคล ไทยวัฒนาพานิช(แผนกการพิมพ์)

เลขที่ ๘๙๑ ถนนพระราม ๑ ปทุมวัน พระนคร นางบุญพริ้ง ต. สุวรรณ ผู้พิมพ์ผู้โฆษณา พ.ศ.๒๕๐๖