# ENGLISH FOR THAI STUDENTS

## BOOK III

## ชั้นมัธยมศึกษาปีที่ ๓

425
ว 546ค

ของ กระทรวงศึกษาธิการ

1166

หอสมุดแห่งชาติ
๒๖ ม.ค. ๒๕๓๘
กรมศิลปากร

# บบเรียนภาษาอังกฤษ

# ENGLNG FOR THAI STUDENTS

## BOOK III

**ฉบอง**

กรมวิชาการ เอทรวงศึกษาธิการ

พิมพ์ครั้งที่สอง ๔๐,๐ เล่ม

**พ.ศ. ๒๕๐๕**

ปกกระดาษราคาเล่มละ ๘.๕๐ ๘. ท

*(ห้ามขายเกินกว่าราคาที่กำหนดไว้นดด*

**พิมพ์ที่โรงพิมพ์คุรุสภา**

ปากคลองบางลำพูบน พระนคร

**มีลิขสิทธิ์ตามพระราชบัญญัติ**

เลขหัง 216
425
25460
เลขหมู่
รหัสทะเบียน

# ประกาศกระทรวงศึกษาธิการ

## เรื่อง อนุญาตให้ใช้หนังสือในโรงเรียน

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ด้วยกรมวิสามัญศึกษาได้จัดทำหนังสือ **English For Thai Students** เพื่อใช้เป็นแบบเรียนภาษาอังกฤษ สำหรับชั้นมัธยมศึกษาปีที่๓ขึ้น กระทรวงศึกษาธิการได้พิจารณาแล้ว อนุญาตให้ใช้หนังสือนี้ในโรงเรียนได้

ประกาศ ณ วันที่ ๒๓ ธันวาคม ๒๕๐๘

(นายอภัย จันทวิมล)
ปลัดกระทรวงศึกษาธิการ

# คำนำ

อนุสนธิจากการเปลี่ยนแผนการศึกษาแห่งชาติ และเปลี่ยนหลักสูตรมัธยมศึกษา พ.ศ. ๒๕๐๓ กรมวิสามัญศึกษาได้พิจารณาเห็นว่าแบบเรียนภาษาอังกฤษที่ใช้อยู่ในโรงเรียนมัธยมศึกษา ยังขาดความเหมาะสมสำหรับนักเรียนไทย จึงได้มอบให้หน่วยศึกษานิเทศก์กรมวิสามัญศึกษา จัดทำหนังสือชุด **English for Thai Students** ขึ้น โดยมีคณะกรรมการโครงการภาษาอังกฤษภาคเอเชียอาคเนย์ **(South East Asian Regional English Project)** เรียกชื่อย่อว่า คณะกรรมการ **SEAREP** ซึ่งมี **Dr. Bryce Van Syoc** เป็นผู้อำนวยการโครงการ ให้ความร่วมมืออย่างใกล้ชิด งานจัดทำหนังสือชุดนี้ได้เริ่มมาตั้งแต่ปี ๒๕๐๓ โดยคณะกรรมการ **SEAREP** ได้ยกร่างหนังสือขึ้น แล้วให้ศึกษานิเทศก์ฝ่ายภาษาอังกฤษช่วยพิจารณาเนื้อหาให้สอดคล้องกับหลักสูตรวิชาภาษาอังกฤษสำหรับชั้นมัธยมศึกษาตอนต้น หนังสือชุดนี้ได้จัดทำปีละ ๑ เล่ม จนครบ ๓ เล่มในปี ๒๕๐๖

เพื่อให้หนังสือชุดนี้ มีลักษณะเหมาะสม ที่จะใช้สำหรับ โรงเรียน มัธยมศึกษา ในประเทศไทยอย่างแท้จริง ได้มีการทดลองสอนบทเรียนแต่ละบทที่จัดทำขึ้น ณ โรงเรียนสตรีศรีสุริโยทัย เพื่อพิจารณาแก้ไขปัญหาที่อาจมีขึ้นได้ทั้งในด้านการเรียนของนักเรียนและด้านการสอนของครู เมื่อได้ทำหนังสือเล่มแรกสำเร็จแล้ว กรมวิสามัญศึกษาก็ได้อนุมัติให้คณะผู้จัดทำเริ่มโครงการทดลองใช้หนังสือชุดนี้ ในโรงเรียนทั้งส่วนกลางและส่วนภูมิภาค มีโรงเรียนในโครงการทดลองและปรับปรุงของกรมวิสามัญศึกษา ๔ โรงเรียน และโรงเรียนประเคราะห์ของโครงการพัฒนาการศึกษา ๖ โรงเรียน ระยะเวลาสำหรับทดลองใช้หนังสือชุดนี้มีกำหนด ๓ ปี คือตั้งแต่ปีการศึกษา ๒๕๐๔ ถึงปีการศึกษา ๒๕๐๖ และทดลองใช้ในชั้นมัธยมศึกษาปีที่ ๑ ถึงมัธยมศึกษาปีที่ ๓ ตามลำดับ ในการทดลองนี้คณะกรรมการ **SEAREP** ก็ได้ปฏิบัติงานร่วมกับศึกษานิเทศก์ฝ่ายภาษาอังกฤษอยู่ตลอดเวลา ได้มีการนิเทศและอบรมครูที่ทำการสอนหนังสือชุดนี้ และมีการประชุมสัมมนาผู้แทนครูภาษาอังกฤษ จากโรงเรียนทั้ง ๑๐ โรงเรียนด้วย เพื่อติดตามผลการทดลองของแต่ละปี ในต้นปีการศึกษา ๒๕๐๖ ศึกษานิเทศก์ฝ่ายภาษาอังกฤษร่วมกับผู้แทนคณะกรรมการ **SEAREP** และผู้แทนครูภาษาอังกฤษ จากโรงเรียนในโครงการทดลองและปรับปรุงของกรมวิสามัญศึกษา ได้นำผลของการทดลองที่รวบรวมได้ มาทำการปรับปรุงแก้ไขหนังสือชุดนี้จนสำเร็จ และได้เสนอให้กรมวิชาการจัดพิมพ์เพื่อใช้ในโรงเรียนทั่วไป

กรมวิสามัญศึกษาหวังว่าแบบเรียนชุดนี้ ซึ่งคณะผู้จัดทำได้ทำด้วยความอุตสาหะเป็นเวลาแรมปี คงจะเป็นแบบเรียนที่เหมาะสมกับนักเรียนไทย และคงจะช่วยปรับปรุงมาตรฐานการเรียนภาษาอังกฤษในระดับชั้นมัธยมศึกษาตอนต้นให้ดียิ่งขึ้น กรมวิสามัญศึกษาขอแสดงความขอบคุณคณะกรรมการ **SEAREP** และศึกษานิเทศก์ฝ่ายภาษาอังกฤษ ตลอดจนคณะครูของโรงเรียนต่าง ๆ ที่ได้มีส่วนร่วมในการจัดทำหนังสือชุดนี้ไว้ ณ ที่นี้ด้วยเป็นอันมาก หวังว่าหนังสือชุดนี้คงจะอำนวยประโยชน์แก่การศึกษาเป็นส่วนรวมสมตามเจตนารมณ์ของคณะผู้จัดทำ และสมตามความมุ่งหมายของหลักสูตรมัธยมศึกษา

กรมวิสามัญศึกษา

# คำชี้แจงในการจัดทำหนังสือ

หนังสือ **English for Thai Students, Book III** (เดิมคือ **English for Thai Students, Sixth Year of English**) เป็นเล่มที่สามของชุดหนังสือ **English for Thai Students** บทเรียนต่าง ๆ ในหนังสือเล่มนี้ ได้จัดทำโดยอาศัยบทเรียนในหนังสือสองเล่มแรกเป็นพื้นฐาน

วิธีสอนหนังสือเล่มนี้เหมือนกับหนังสือสองเล่มแรก ในหนังสือ **English for Thai Students, Book I** และ **Book II** ได้บรรจุคำแนะนำวิธีสอนซึ่งจะเป็นประโยชน์แก่ผู้ที่จะสอนหนังสือเล่มนี้ไว้ด้วย

ในการสอนศัพท์ในบทเรียนหนึ่ง ๆ ครูควรใช้เวลาสอนประมาณ ๑๕–๒๐ นาที ในการสอนควรมุ่งให้นักเรียนออกเสียงคำใหม่นั้นให้ถูกต้อง และเข้าใจความหมายของคำนั้น ๆ สำหรับศัพท์ใหม่แต่ละคำนั้นมีสัญญลักษณ์บอกให้รู้ว่าจะต้องออกเสียงอย่างไร ส่วนประโยคที่ให้ไว้เป็นตัวอย่างแสดงวิธีใช้ศัพท์แต่ละคำนั้น ครูจะใช้วิธีอ่านประโยคให้นักเรียนฟัง หรือจะให้นักเรียนอ่านในใจหรืออ่านออกเสียงก็ได้ ศัพท์เหล่านี้นักเรียนจะได้พบในข้อความที่ฝึกอ่านในบทเรียนเดียวกันนั้นและในบทเรียนอื่น ๆ ต่อไปด้วย เมื่อครูให้นักเรียนฝึกใช้ศัพท์เหล่านี้ในขณะฝึกอ่าน ควรกวดขันให้นักเรียนออกเสียงให้ถูกต้อง ศัพท์บางคำได้ให้วิธีออกเสียงไว้ ๒ แบบ เสียงทั้ง ๒ นี้เป็นที่นิยมใช้ในหมู่นักศึกษาทั่วโลก แต่เพื่อกันมิให้เข้าใจสับสน นักเรียนควรจะฝึกออกเสียงเพียงแบบเดียว

การสอนไวยากรณ์ ควรเริ่มด้วยการฝึกปากเปล่าเสียก่อน ต่อจากการฝึกปากเปล่าครูควรให้นักเรียนเขียนประโยคที่ได้ฝึกแล้วให้มากเท่าที่เวลาจะอำนวยให้ การเขียนในชั้นนี้ควรให้นักเรียนเขียนบนกระดานดำ ซึ่งจะเป็นประโยชน์แก่นักเรียนมากกว่าจะเขียนลงสมุด เมื่อเขียนแล้ว ให้นักเรียนอ่านประโยคเหล่านั้นอีกครั้งหนึ่ง อนึ่ง ในการฝึกปากเปล่า ครูควรให้นักเรียนฝึกตั้งแต่ต้นจนจบบทฝึกและถ้ามีบทฝึกยาก ควรฝึกซ้ำจนได้ผลดี แต่เมื่อถึงตอนให้เขียน ครูอาจให้เขียนเพียงตอนหนึ่งของบทฝึก หรือให้นักเรียนเขียนในชั้น ส่วนตอนที่ยังเหลืออยู่ก็ให้นักเรียนไปทำเป็นการบ้าน หรือถ้าในชั่วโมงสอนยังมีเวลาเหลือ ก็อาจให้นักเรียนนั่งเขียนในชั้นให้จบ และครูคอยช่วยเหลือตรวจตราแก้ไขให้นักเรียน

ในขณะฝึกไวยากรณ์ปากเปล่า ครูควรคอยตั้งใจฟังประโยคที่นักเรียนพูด อย่าให้นักเรียนพูดผิดแบบประโยคหรือพูดคำหนึ่งคำใดในประโยคตกไป หรือเว้นไม่ออกเสียงสำคัญเสียงหนึ่งเสียงใดไป เช่น เสียงข้างท้ายคำนามที่เป็นพหูพจน์ เสียงข้างท้ายคำกริยาเป็นเอกพจน์บุรุษที่ ๓ ถ้าครูไม่กวดขันให้นักเรียนออกเสียงให้ถูก หรือให้ใช้คำในแบบประโยคที่กำลังฝึกฝนอยู่ให้ถูกต้อง ก็จะเป็นปัญหาแก่การเรียนของนักเรียนในโอกาสต่อไป

ในการเรียนภาษาอังกฤษปีที่ ๖ นี้ ควรให้นักเรียนอ่านในใจให้มากขึ้น และให้ตอบคำถามเพื่อทดสอบความเข้าใจของนักเรียน แล้วจึงให้อ่านออกเสียง แต่ถ้าเวลาไม่อำนวยให้ ก็อาจงดการอ่านออกเสียงเสียได้ อย่างไรก็ตามสำหรับการฝึกอ่านออกเสียงในระดับชั้นนี้ ควรฝึกหลังจากให้นักเรียนอ่านในใจและได้ทดสอบความเข้าใจของนักเรียนแล้ว หรือบางครั้งถ้าครูจะให้นักเรียนอ่านออกเสียงเสียก่อนที่จะทดสอบความเข้าใจของนักเรียน ก็อาจทำได้ โดยให้นักเรียนอ่านประมาณ ๒–๓ อนุเฉทเท่านั้นในครั้งหนึ่ง ๆ แล้วถามสอบความเข้าใจ แล้วจึงให้อ่านข้อความตอนต่อไป ในการทดสอบความเข้าใจของนักเรียนนั้น เนื่องด้วยระดับความรู้ของนักเรียนอาจแตกต่างกัน ครูจึงควรเตรียมคำถามให้เหมาะกับความรู้และความสามารถของนักเรียนในชั้นที่ทำการสอนอยู่ โดยให้นักเรียนตอบคำถามปากเปล่าเสียก่อน แล้วจึงนำคำถามเหล่านั้นมาให้นักเรียนฝึกเขียนต่อไป

การเขียน แบบฝึกหัดสำหรับฝึกเขียนมีอยู่ในบทเรียนแต่ละบท ครูอาจให้นักเรียนทำในชั้นหรือจะให้นักเรียนทำเป็นการบ้านก็ได้

สิ่งที่ควรเน้นไว้ ณ ที่นี้คือ ในปีหนึ่งครูจะต้องสอนหนังสือให้จบเล่ม เมื่อคิดเฉลี่ยแล้วจะสอนหนังสือเล่มนี้ให้จบตามความมุ่งหมายได้นั้น ควรใช้ชั่วโมงสอนประมาณสัปดาห์ละ ๔ ชั่วโมง สำหรับชั้นที่นักเรียนมีพื้นความรู้ภาษาอังกฤษสูงอาจจะใช้เวลาน้อยกว่านี้ และชั้นที่นักเรียนมีพื้นความรู้ต่ำอาจจะใช้เวลามากกว่า ๔ ชั่วโมง

สิ่งที่ควรเน้นเพิ่มเติมคือ ในขณะสอนครูควรให้นักเรียนได้ฝึกให้มากที่สุด ครูควรให้โอกาสนักเรียนได้ฝึกประมาณ ๘๕% ของชั่วโมงที่สอน และครูใช้เวลาพูดหรืออธิบายประมาณ ๑๕%

คณะกรรมการโครงการภาษาอังกฤษภาคเอเชียอาคเนย์ (SEAREP) ได้นำหนังสือเล่มนี้ไปทดลองสอนในโรงเรียนสตรีศรีสุริโยทัย ในปีการศึกษา ๒๕๐๕ และได้รับความร่วมมือเป็นอย่างดีจากคณะครูอาจารย์ในโรงเรียน จึงใคร่ขอขอบคุณไว้ ณ ที่นี้

ผู้เขียนหนังสือเล่มนี้คือ **Mr. Lionel G. Thompson** และผู้ที่ทำการทดลองสอนหนังสือเล่มนี้และมีส่วนช่วยในการเตรียมต้นฉบับสำหรับการพิมพ์คือ **Miss Barbara Mckinley** นอกจากนี้คณะกรรมการโครงการภาษาอังกฤษ (SEAREP) ใคร่ขอขอบคุณคณะศึกษานิเทศก์ กรมวิสามัญศึกษาที่ให้ข้อเสนอแนะต่าง ๆ เกี่ยวกับการจัดทำหนังสือเล่มนี้ และในการจัดให้ได้ทดลองสอนหนังสือเล่มนี้ในโรงเรียน เพื่อการปรับปรุงแก้ไขหนังสือให้เหมาะสมยิ่งขึ้น

**W. Bryce Van Syoc**

ผู้อำนวยการโครงการภาษาอังกฤษภาคเอเชียอาคเนย์

และหัวหน้าฝ่ายจัดทำแบบเรียน

# แนะนำวิธีใช้หนังสือ

หนังสือ **"English for Thai Students, Book III"** ซึ่งเป็นเล่มที่สามและเล่มสุดท้ายของหนังสือชุดนี้ ได้จัดทำโดยอาศัยเนื้อหาทางภาษา คือศัพท์และกระสวนประโยคต่าง ๆ ในหนังสือสองเล่มแรกเป็นพื้นฐาน แต่ได้เปลี่ยนแปลงวิธีการและวางรูปต่างไปจากเดิมบ้าง กล่าวคือ ในบทเรียนแต่ละบท เว้นบทที่ ๒ และ ๑๕ เริ่มต้นด้วยตอนที่ว่าด้วยไวยากรณ์เป็นอันดับแรก อันดับต่อมาคือ ตอนที่ว่าด้วยศัพท์ ตอนที่ว่าด้วยการอ่าน การเขียน และอันดับสุดท้าย คือ บทฝึกพูดและสนทนา สำหรับหนังสือเล่มนี้มีบทเรียนทั้งสิ้น ๒๐ บท แต่ละบทจำเป็นจะต้องใช้เวลาให้เหมาะสม โดยมุ่งให้นักเรียนได้ฝึกจริง และฝึกด้วยความเข้าใจ จึงจะช่วยให้นักเรียนเรียนรู้ภาษาอังกฤษสมดังความมุ่งหมายที่ระบุไว้ในหลักสูตร

ต่อไปนี้จะได้กล่าวถึงวิธีสอนและการฝึกเนื้อหาต่าง ๆ ของบทเรียนแต่ละบทในหนังสือนี้ตามลำดับดังนี้

## การฝึกไวยากรณ์

ไวยากรณ์ จัดเป็นตอนสำคัญที่สุดซึ่งจะต้องทำการสอนอย่างระมัดระวังรอบคอบทุกบท วิธีการฝึกนั้นได้กล่าวไว้โดยสังเขปในหนังสือ **English for Thai Students, Book II** สิ่งที่ควรเน้นเกี่ยวกับการฝึกไวยากรณ์ก็คือ เมื่อนำบทฝึกแต่ละบทมาฝึกปากเปล่า ควรให้ตัวอย่างและอธิบายแต่ที่จำเป็น ควรใช้เวลาในการฝึกให้เพียงพอจนนักเรียนสามารถจดจำกระสวนประโยคนั้น ๆ ได้

### ข้อสังเกตในการฝึกไวยากรณ์

๑. ในการฝึกไวยากรณ์แต่ละบทฝึก ครูควรพิจารณาความยากง่ายของเนื้อหาไวยากรณ์ของบทนั้นโดยถือพื้นความรู้ของนักเรียนในชั้นเป็นสำคัญ ซึ่งจะเป็นหลักในการตัดสินว่าควรใช้เวลาสอนมากน้อยเพียงใด และควรนำมาสอนทบทวนในโอกาสใดบ้าง

๒. วัตถุประสงค์สำคัญในการสอนไวยากรณ์ที่ควรเน้น คือ นักเรียนจะต้องรู้ว่ากระสวนประโยคต่าง ๆ ที่ฝึกแล้วนั้นจะนำไปใช้ในโอกาสใด และใช้อย่างไร เรื่องนี้เป็นสิ่งที่ครูจะละเลยไม่ได้ และควรจะนำแบบฝึกหัดไวยากรณ์อื่นที่สอดคล้องกับหัวข้อไวยากรณ์ที่กำลังฝึก (นอกเหนือจากแบบฝึกหัดที่เตรียมไว้ให้ในตอนที่เกี่ยวกับการเขียน) มาให้นักเรียนทำ เพื่อเป็นการทดสอบความรู้ของนักเรียนในขั้นนี้ด้วย

๓. เนื้อหาไวยากรณ์อื่น ๆ ที่ครูเห็นว่าควรสอนในชั้นนี้ แต่มิได้ปรากฏในตอนที่ว่าด้วยไวยากรณ์ก็อาจนำมาฝึกหรือสอนเพิ่มเติมตามที่เห็นควร อย่างไรก็ตาม การที่นำสิ่งใดมาสอนเพิ่มเติม ควรแน่ใจว่านักเรียนได้เรียนรู้เนื้อหาไวยากรณ์แต่ละบทเรียนเป็นอย่างดีแล้ว

## การสอนศัพท์

ในตอนที่ว่าด้วยศัพท์นั้น ควรมีวัตถุประสงค์และแนวปฏิบัติเช่นเดียวกับหนังสือ **English for Thai Students, Book I** และ **Book II** ส่วนที่เพิ่มเติม คือ การบอกชนิดของคำศัพท์ เช่น เขียนว่า **copy (v.) (n.)** เพื่อแสดงว่าเป็นการสอนความหมายและวิธีใช้คำว่า **"copy"** ทั้งที่เป็นคำนามและคำกริยา พร้อมทั้งให้ตัวอย่างประกอบ การบอกชนิดของคำในระดับชั้นนี้ เพื่อช่วยให้นักเรียนเข้าใจและมีหลักในการใช้คำต่าง ๆ ดีขึ้นหลังจากที่เรียนรู้คำศัพท์มาพอสมควรแล้ว

### ข้อสังเกตในการสอนศัพท์

๑. ศัพท์ที่รวบรวมไว้ในบทหนึ่ง ๆ เป็นศัพท์ที่นักเรียนจะต้องเข้าใจความหมายก่อนที่จะลงมืออ่านข้อความในตอนที่ว่าด้วยการอ่าน สำหรับหนังสือนี้มีศัพท์ที่ยากขึ้น ศัพท์บางคำครูอาจสอนเพียงให้นักเรียนเข้าใจความหมาย ไม่จำเป็นต้องให้นักเรียนฝึกใช้ก็ได้ เช่น คำว่า **democratic** หรือ **democracy**

๒. การทบทวนคำศัพท์ที่ได้เรียนแล้ว จะด้วยการให้จำความหมายของศัพท์หรือการทำแบบฝึกหัดเพื่อทดสอบเกี่ยวกับศัพท์ (ทั้งความหมายและการใช้คำให้ถูกต้องตามชนิดหรือลักษณะของคำ) ควรจัดทำในโอกาสที่เห็นควรโดยสม่ำเสมอ ศัพท์ที่นำมาทบทวนควรเป็นศัพท์ที่นักเรียนได้พบเห็นเสมอ และควรรวมทั้งศัพท์ที่นักเรียนได้เรียนในชั้นมัธยมศึกษาปีที่ ๑ และปีที่ ๒ ด้วย

๓. ครูควรสนับสนุนให้นักเรียนศึกษาหาความรู้เกี่ยวกับศัพท์ด้วยตนเอง ด้วยการให้รู้จักใช้พจนานุกรม **(dictionaries)** และสารานุกรม **(encyclopedia)** ง่าย ๆ เพื่อเป็นการเพิ่มพูนความรู้ในเรื่องศัพท์ให้กว้างขวางและแม่นยำยิ่งขึ้น

## การฝึกอ่าน

บทความที่เตรียมไว้ในตอนที่เกี่ยวกับการอ่าน **(Reading)** มีลักษณะที่แตกต่างจากหนังสือ **English for Thai Students, Book I** และ **Book II** กล่าวคือ มิได้มีเส้นขีดใต้คำเพื่อแสดงเสียงไว้ทั้งนี้เพราะวัตถุประสงค์ในการฝึกอ่านสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ ๓ เน้นหนักในด้านการอ่านในใจ นอกจากนั้น ตอนท้ายของบทอ่านแต่ละบท ก็มีคำถามให้ตอบหรือแบบฝึกหัดให้ทำคู่ไปด้วย คำถามที่เตรียมไว้ให้ มี ๒ ลักษณะ คือ ๑. คำถามเกี่ยวกับเรื่องที่อ่าน และ ๒. คำถามเกี่ยวกับตัวนักเรียนและสิ่งที่นักเรียนควรทราบ คำถามและแบบฝึกหัดเหล่านี้อาจให้นักเรียนทำปากเปล่าหรือให้เขียน หรือให้ทำทั้ง ๒ วิธีก็ได้ ทั้งนี้ให้ขึ้นกับดุลพินิจของครูผู้สอนเป็นสำคัญ

## ข้อสังเกตในการฝึกอ่าน

๑. ครูควรแบ่งเวลาสำหรับการฝึกอ่านในใจให้มากขึ้น ส่วนการฝึกอ่านออกเสียงนั้นไม่จำเป็นต้องฝึกอ่านทุกตอนของบทอ่าน ในการอ่านคราวหนึ่ง ๆ ควรใช้เวลาประมาณ ๕–๑๐ นาที โดยครูอาจอ่านให้ฟังเป็นตัวอย่างแล้วให้นักเรียนอ่านตามหรือให้อ่านคนละ ๒–๓ ประโยค เพื่อให้โอกาสนักเรียนได้ฝึกอ่านโดยทั่วถึงกัน

๒. การที่จะให้นักเรียนลงมืออ่านข้อความในบทอ่านทุกครั้ง จะเต็มทั้งบทหรือแบ่งข้อความในบทออกเป็นตอน ๆ ให้นักเรียนอ่านก็ตาม ครูจะต้องสอนศัพท์และไวยากรณ์ที่มีปรากฏอยู่ในข้อความที่ให้อ่านเสียก่อน โดยเฉพาะสิ่งที่จะสอนนั้นเป็นสิ่งใหม่ที่นักเรียนยังมิได้เรียนรู้มาก่อน นอกจากนั้นก็ควรจะให้นักเรียนได้ทำแบบฝึกหัดเกี่ยวกับศัพท์ **(Vocabulary Work)** ที่จำเป็นจะต้องทราบหรือเข้าใจก่อนการอ่าน เช่น การหาความรู้เกี่ยวกับชื่อเฉพาะ หรือ การทบทวนศัพท์ก่อนการฝึกอ่าน เป็นต้น

๓. การทดสอบการอ่านในใจเป็นเรื่องสำคัญ ครูควรมีการฝึกและการควบคุมการอ่านในใจของนักเรียน เพื่อที่จะแน่ใจว่านักเรียนสามารถอ่านและเข้าใจข้อความที่อ่านจริง ครูอาจจะทดสอบด้วยการให้ตอบคำถามปากเปล่า โดยคิดคำถามง่าย ๆ ที่จะทดสอบความเข้าใจของนักเรียน ทั้งที่เกี่ยวกับ ศัพท์ รูปประโยค และเนื้อเรื่อง

๔. การใช้อุปกรณ์ช่วยในการสอนบทอ่าน หรือการให้ความรู้ประกอบเรื่องราวที่อ่านในบทอ่านบางบท จะช่วยให้นักเรียนเกิดความสนใจยิ่งขึ้น และประโยชน์ที่นักเรียนจะได้รับนั้นนอกจากในด้านฝึกภาษาแล้ว ก็อาจได้ความรู้ซึ่งจะเป็นประโยชน์แก่นักเรียนโดยตรง อย่างไรก็ตาม วัตถุประสงค์ในการฝึกอ่าน ก็เพื่อให้นักเรียนเรียนหนักในทางภาษา และมีทักษะในการอ่านดังกล่าวข้างต้น

## การฝึกเขียน

ตอนที่ว่าด้วยการเขียน **(Writing)** จัดเป็นตอนที่สำคัญที่สุดอีกตอนหนึ่ง เพราะการเสริมสร้างทักษะการเขียน เป็นสิ่งที่จำเป็นมากสำหรับนักเรียนชั้นมัธยมศึกษาตอนต้น โดยเฉพาะในชั้นมัธยมศึกษาปีที่ ๓ แบบฝึกหัดสำหรับเขียนนั้นมีทั้งแบบฝึกหัดไวยากรณ์ จดหมาย เรียงความ และการเขียนโน้ต การให้นักเรียนฝึกเขียนจดหมาย เรียงความ ฯลฯ ควรให้ทำในชั้นทุกโอกาสที่สามารถจะทำได้โดยครูคอยแนะนำและแก้ไขที่ผิดของนักเรียน งานที่จะให้นักเรียนไปทำเป็นการบ้านควรเป็นสิ่งที่นักเรียนได้ฝึกปากเปล่าในชั้นเรียนแล้ว

## ข้อสังเกตในการฝึกเขียน

๑. การวางพื้นฐานในการเขียนของนักเรียนในระดับชั้นนี้ ก็เช่นเดียวกับในชั้นมัธยมศึกษาปีที่ ๒ การฝึกพูดหรือการฝึกอ่านก็ตาม ก็เพื่อช่วยการเขียนของนักเรียน ครูจึงควรเน้นในเรื่องการฝึกเขียนของนักเรียนเป็นพิเศษ ในการเตรียมการสอนสำหรับชั่วโมงหนึ่ง ๆ ครูควรเตรียมให้นักเรียนฝึกเขียนในชั้น เช่น การเขียน **Dictation** การทำแบบฝึกหัดไวยากรณ์ และอื่น ๆ อย่างน้อยควรแบ่งเวลาให้นักเรียนได้เขียนประมาณ ๑๐–๑๕ นาที ถ้าเป็นแบบฝึกหัดที่ยากขึ้น เช่น การฝึกเขียนจดหมาย เรียงความ ควรจัดแบ่งเวลาให้เหมาะสม ทั้งนี้ เพื่อให้ครูมีโอกาสทราบว่านักเรียนเขียนได้คล่องและถูกต้องเพียงใด สิ่งใดที่เป็นข้อบกพร่องของนักเรียนส่วนมาก ควรอธิบายให้นักเรียนเข้าใจและหาทางแก้ไขทันที

๒. ในการเขียน นักเรียนบางคนอาจสะกดคำบางคำแตกต่างกับที่ปรากฏในหนังสือนี้ เช่น คำ **center** อาจเขียนเป็น **centre** เป็นต้น ในกรณีเช่นนี้ ครูไม่ควรถือเป็นผิด หรือถือเป็นข้อบกพร่องของนักเรียนแต่ประการใด การสะกดตัวควรถือความถนัดหรือความเคยชินของนักเรียน ถ้านักเรียนถนัดการเขียนแบบหนึ่งแบบใด จะเป็นแบบอังกฤษหรือแบบอเมริกันก็ตาม ก็ควรให้นักเรียนคงเขียนตามความถนัดของตน ที่สำคัญก็คือ ไม่ควรให้นักเรียนเขียนคำเป็นแบบอังกฤษบ้างหรือแบบอเมริกันบ้างปะปนกันไป ควรให้ยึดถือแบบใดแบบหนึ่งโดยตลอด สำหรับคำที่การสะกดตัวแตกต่างดังกล่าวมีเป็นจำนวนน้อยมากในหนังสือนี้ ครูควรจะรวบรวมไว้ให้นักเรียนได้ทราบเพื่อเป็นความรู้และข้อสังเกตต่อไป

๓. แบบฝึกหัดเขียนที่เตรียมไว้ในบทเรียนแต่ละบทนั้น เป็นแบบฝึกหัดเกี่ยวกับเนื้อหาที่ได้เรียนในบทนั้น ๆ หรือบางครั้งเป็นการทบทวนสิ่งที่เรียนแล้วในบทก่อน จึงควรให้นักเรียนฝึกเขียนโดยตลอด สำหรับชั้นเรียนที่นักเรียนมีพื้นความรู้ภาษาอังกฤษดี ควรให้นักเรียนได้ฝึกการเขียนเพิ่มขึ้น โดยพิจารณารายการสอนการเขียนที่ระบุไว้ในหลักสูตร ซึ่งจะสอดคล้องกับสิ่งที่นักเรียนได้เรียนหรือฝึกแล้ว

## การฝึกพูด

ตอนที่เกี่ยวกับการฝึกพูด **(Speaking practice)** มีเนื้อหาสำหรับฝึกแบ่งได้เป็น ๒ ลักษณะ คือ ๑. **dialogs** (บทฝึกพูด) สำหรับฝึกจนนักเรียนสามารถจดจำได้ และ ๒. **conversations** (บทสนทนา) สำหรับใช้ฝึกการอ่านออกเสียง ลักษณะที่แตกต่างคือ **dialog** เป็นเรื่องสนทนาสั้น ๆ ประกอบด้วยกระสวนประโยคที่พบเห็นบ่อย สั้นและง่ายแก่การที่จะให้นักเรียนฝึกและจำ ส่วน **conversation** แต่ละบทมีความยาวและยากกว่า **dialog** ในการฝึกให้นักเรียนอ่านควรฝึกให้เหมือนกับเป็นการสนทนากันจริง และจะให้นักเรียนเลือกจำแต่บางตอนที่เห็นเป็นประโยชน์ก็อาจทำได้

## ข้อสังเกตในการฝึกพูด

๑. dialogs ก็ตาม หรือ conversations ก็ตาม เป็นการทบทวนเนื้อหาไวยากรณ์ที่นักเรียนได้เรียนในบทเรียนนั้น ๆ ฉะนั้นการฝึก dialog จึงควรฝึกหลังจากฝึกบทฝึกไวยากรณ์แล้ว โดยอาจสอดแทรกในโอกาสที่เห็นสมควร หรือจะฝึกในตอนท้ายของบทเรียนก็ได้

๒. ในการฝึกตอนที่เกี่ยวกับการพูดนี้ ควรใช้เวลาฝึกในชั้นพอสมควร ไม่ควรแบ่งเวลาฝึกเป็นชั่วโมง ๆ และควรหาวิธีการที่แน่ใจว่านักเรียนจะได้ประโยชน์จากการฝึกนั้น ๆ ทั้งในด้านการทบทวนไวยากรณ์ศัพท์ และการออกเสียงที่ถูกต้อง สำหรับนักเรียนที่มีพื้นความรู้ภาษาอังกฤษยังไม่สู้ดี ไม่ควรทุ่มเทเวลาเพื่อการฝึกพูด แต่ควรใช้เวลาฝึกไวยากรณ์ ฝึกอ่าน และฝึกเขียนให้มากขึ้น

## สรุป

หนังสือชุด **English for Thai Students** มีรวมทั้งสิ้น ๓ เล่ม เป็นแบบเรียนภาษาอังกฤษสำหรับชั้นมัธยมศึกษาปีที่ ๑, ๒, และ ๓ ตามลำดับ สำหรับการเรียนหนังสือชุดนี้นั้นจำเป็นอย่างยิ่งที่นักเรียนจะต้องเรียนหนังสือแต่ละเล่มให้จบในปีหนึ่ง กล่าวอีกนัยหนึ่งก็คือนักเรียนจะต้องเรียนเล่มหนึ่ง ๆ ให้จบก่อนจะเริ่มเรียนหนังสือเล่มต่อไป ทั้งนี้เพราะเนื้อหาของหนังสือชุดนี้โดยเฉพาะที่เกี่ยวกับไวยากรณ์ ได้เรียงลำดับสิ่งที่เป็นปัญหาของนักเรียนไทยไว้จากง่ายไปหายาก ซึ่งครูควรจะฝึกเนื้อหาแต่ละเรื่องอย่างระมัดระวังให้ต่อเนื่องกันโดยมิให้ขาดตอน อนึ่ง ในการสอนนั้น ครูผู้สอนจำเป็นต้องรู้เนื้อหาที่มีอยู่ในชุดหนังสือนี้โดยตลอด ไม่ว่าจะสอนในชั้นใดก็ตาม โดยเฉพาะอย่างยิ่งผู้ที่ทำการสอนในชั้นมัธยมศึกษาปีที่ ๓ จำเป็นต้องทราบสิ่งที่นักเรียนได้เรียนมาตั้งแต่ต้น และนำมาใช้ประโยชน์ในการสอนเพื่อเสริมสร้างพื้นความรู้ของนักเรียนในระดับชั้นนี้ให้มั่นคง กล่าวคือ ก. เพื่อให้นักเรียนรอบรู้กระสวนประโยคเบื้องต้นและศัพท์ต่าง ๆ โดยสมบูรณ์ และ ข. เพื่อให้นักเรียนมีโอกาสใช้ความรู้ดังกล่าวข้างต้นในสถานการณ์ต่าง ๆ เช่น ในการอ่านภาษาอังกฤษง่ายๆ ได้ เขียนเรียงความหรือจดหมายสั้น ๆ ได้ถูกต้อง และเรียนรู้ภาษาพูดดีพอที่จะสนทนาได้ ถ้าการเรียนของนักเรียนบรรลุผลดังเช่นที่กล่าวมา ก็ย่อมเป็นเครื่องแสดงว่า การสอนของครูสัมฤทธิ์ผลสมดังวัตถุประสงค์ที่ระบุไว้ในหลักสูตรสำหรับชั้นมัธยมศึกษาตอนต้น

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# LESSON ONE

## A. ORAL GRAMMAR DRILLS

### 1. A review of OBJECT PRONOUNS.

Read the following sentences. Note the use of the object pronouns.

| | |
|---|---|
| I am waiting for Peter. | I am waiting for HIM. |
| Is Peter waiting for you? | Yes, he is waiting for ME. |
| Anong called on Narong and me. | She called on US. |
| Are you looking for your sister? | Yes, I'm looking for HER. |
| Did the teacher call me? | Yes, she called YOU. |
| The boys will eat the rice. | They will eat IT. |
| Somsak and I are playing with our friends. | We are playing with THEM. |

**Drill 1.1** Use object pronouns as in the examples.

1. Is John waiting for you? (yes) — YES, HE IS WAITING FOR ME.
2. Did Somsak and Tawee meet Anong?(yes) — YES, THEY MET HER.
3. Are you looking for Chalor? (yes)...? — YES, I'M LOOKING FOR HIM. IS HE LOOKING FOR ME?
4. Were John and Mary playing with you and Somsak? (no)...? — NO, THEY WEREN'T PLAYING WITH US. WERE THEY PLAYING WITH YOU?
5. Are Mary and Tawee going with you and John? (yes) — YES, THEY ARE GOING WITH US.
6. Is John writing to his uncle? (no)
7. Is Mary looking for you and Tawee? (yes)...?
8. Are you waiting for Dan and Bob? (yes)
9. Did the boys play with Boonsong? (no)
10. Is Dick studying with his sister? (no)
11. Is Mr. Brown waiting for the boys? (no)...?
12. Must Somsak and I do this drill? (yes)...?
13. Did the principal talk to you? (yes)...?
14. Is Jane afraid of you? (no)...?

15. Did Prasit and Siree meet you and Surai? (yes)...?
16. Were the girls playing with Chai? (no)
17. Were you talking to the principal? (no)
18. Is Tawee looking at the book? (yes)
19. Did you and Pranee wait for Bill? (no)...?
20. Are you waiting for Preeda? (yes)...?

Study the following sentences. Note the different word order in Patterns A and B and the use of the object pronouns.

| (A) | (B) |
|---|---|
| WHOM DOES SHE HELP? | WHO HELPS HER? |
| WHOM DOES SHE SEE? | WHO SEES HER? |
| WHOM IS SHE GOING WITH? | WHO IS GOING WITH HER? |

In Pattern A the subject pronoun is placed before the main verb. In Pattern B the object pronoun must be placed after the verb.

**Drill 1.2** Use object pronouns as in the examples.

| A | B |
|---|---|
| 1. Whom does he see? | WHO SEES HIM? |
| 2. Whom do we like? | WHO LIKES US? |
| 3. Whom did you tell? | WHO TOLD YOU? |
| 4. Whom are you afraid of? | WHO IS AFRAID OF YOU? |

5. Whom does she know?
6. Whom did you speak to ?
7. Whom is she playing with?
8. Whom are you talking to?
9. Whom did they come with?
10. Whom is she looking at?
11. Whom did he go with?
12. Whom are you waiting for?
13. Whom did she write to?
14. Whom does she study with?
15. Whom do they like?

## 2. Practice with INDIRECT QUESTIONS.

An " indirect question" is one which contains a subordinate clause beginning with a question word. Practice these sentences.

I don't know WHY HE IS LATE.
She told us WHERE SHE GOES TO SCHOOL.
I know HOW HE DREW THIS PICTURE.
I'm not sure WHEN HE IS GOING TO YALA.

**Drill 1.3** Continue the drill as in the examples.

1. Mali went to Bangkok. I asked when.
   I ASKED **WHEN** MALI WENT TO BANGKOK.
2. Who was there? I don't know.
   I DON'T KNOW **WHO** WAS THERE.
3. She went to Korat. She didn't tell me why.
   SHE DIDN'T TELL ME **WHY** SHE WENT TO KORAT.
4. They go to Bangkok. I know how often.
5. He didn't feel well. We asked him why.
6. Who washed the dishes? I'm not sure.
7. They went home. They told us why.
8. They're going to be ready. I don't know when.
9. Who was late? We don't know.
10. The train stopped. She didn't know why.
11. He plays football. He told me when.
12. Lop is happy. I know why.
13. She will come. We don't know when.
14. The rain stopped. I don't know when.
15. The boys practiced football. We don't know where.

**Drill 1.4** Do the drill as in the examples. Notice the position of the object in the new sentence. Be careful with "how much" and "how many".

1. Preecha gave you some money.
   I DON'T KNOW HOW MUCH MONEY PREECHA GAVE YOU.
2. He asked the teacher some questions.
   I DON'T KNOW HOW MANY QUESTIONS HE ASKED THE TEACHER.
3. There is some chalk on the table.
   I DON'T KNOW HOW MUCH CHALK THERE IS ON THE TABLE.

4. They want some books. I DON'T KNOW HOW MANY.....

5. We got some ideas from him.

6. The boys have to buy some paper.

7. There are some chairs in the room.

8. The girls need some ink.

9. He explained some news to us.

10. He gave Lop some money.

11. He invited some friends to his birthday party.

12. He plans to buy some new books.

13. There were some people at the meeting.

14. We need some bricks.

15. There was some rain yesterday.

## B. VOCABULARY

1. round (adj.) [rawnd] กลม

Something that is round has a shape in the form of a circle. Coins are usually round.

Round coins are better than square coins.

2. probably (adv.) [prabəbli] [prɔbəbli] อาจจะ บางที

He will probably go to Matayom Suksa 4 next year.

What are we going to do in our English class today? We will probably have an examination.

3. deed (n.) [did] การกระทำ

A "deed" is something that we do.

Boy scouts should do a good deed every day.

During a war men often do brave deeds.

4. risk one's life (v.) [risk wənz layf] เสี่ยงชีวิต

The boy risked his life to save his sister. When he saw his sister fall into the water, he jumped in to save her.

5. A. D. [ey di] = anno Domini (Latin, meaning "in the year of our Lord") คริสต์ศักราช

B. C. [bi si] = before Christ ก่อนคริสต์ศักราช

B. E. [bi i] = Buddhist Era พุทธศักราช

300 B. C. He was born in about 300 B. C.

1200 A. D. He was born in 1200 A. D.

B. E. 2496 He was born in B. E. 2496.

To change B. E. to A. D., subtract 543. B. E. 2510 - 543 = 1967 A. D.

B. E. 2510

1967 A. D.

543 years

1200 A. D. = B. E. 1743

300 B. C. = B. E. 243

Kublai Khan died in 1294 A.D. (B. E. 1837).

6. destroy (v.) [dɪstroy] ทำลาย

The soldiers destroyed many towns.

Fire destroys many houses and injures hundreds of people every year.

Did the Danes destroy England?

7. kingdom (n.) [kɪŋdəm] ราชอาณาจักร

A king or a queen rules a kingdom. Who is the ruler of the Kingdom of Thailand?

King Naresuan ruled the Kingdom of Ayudhya.

8. prove (v.) [pruv] พิสูจน์

If we want to prove that something is true, we should test it and ask many questions about it.

The policeman proved that the man did not steal the money.

9. remove (v.) [rimuv] เอาออก

If we remove something, we take it away.

They removed the furniture before the fire burned their house.

10. sport (n.) [spɔrt] กีฬา

The most important sports in Thailand are football, rugby, basketball, badminton, tennis and golf.

Most people enjoy watching or playing one or more kinds of sports. Which sport do you like best? I like tennis and takraw.

11. -est of all (adj.) [.....ist əv ɔl] ..... ที่สุดในบรรดา.....

Jim is a strong man. Tom is stronger than Jim. Jack is stronger than Jim and Tom. Jack is the strongest boy in the class. He is the strongest of all.

There are many famous temples in Bangkok. The most famous of all is the Temple of the Emerald Buddha.

12. thus (adv.) [ðes] ด้วยวิธีนี้

"Thus" means "in this way".

Some synonyms for "thus" are: so, therefore, consequently, hence.

Most of the students passed the exam. Thus, we can see that they all studied hard.

## C READING

I. Vocabulary Work.

a. Look up the meaning of these words in your dictionary before you begin to read the story. Write the meaning next to each word.

knight (n.)
legend (n.)
adventure (n.)
noble (adj.)
magician (n.)
castle (n.)
retold (v.)

b. Review the meaning and pronunciation of these words.

| | |
|---|---|
| real | King Arthur |
| sword | Sir Thomas Malory |
| immediately | King Uther |
| Sir (as a title for a knight) | Sir Hector |
| die, to be dead | Sir Kay |
| able to | Merlin |

II. Read the following story silently and then answer the questions which follow it.

### King Arthur and the Knights of the Round Table

Introduction:

The story of "King Arthur and the Knights of the Round Table" is a very famous story in English literature. The story is a legend; it tells about King Arthur and the Knights of the Round Table, who probably lived in England many hundreds of years ago. The legend tells about the adventures of King Arthur himself and his knights. It tells of the brave deeds of the noble men who risked their lives to help people who were in trouble or unhappy.

After hundreds of years, Sir Thomas Malory wrote the stories down in 1485 A. D.

You will read only one of the many stories in this lesson. The story you will read tells how Arthur became the King of Britain. Here are the people you will meet in the story:

King Uther, King of Britain, father of Arthur
Sir Hector, King Uther's friend, who looked after Arthur
Sir Kay, a knight, Sir Hector's son
Merlin the Wise, a magician

# HOW ARTHUR BECAME THE KING OF BRITAIN

(1)

King Uther, the ruler of Britain, had two daughters and one son. His son's name was Arthur. One day when Arthur was just a baby, Merlin the Magician came to King Uther and told him that the child was not safe. Merlin said: "You will die soon and many of your enemies will destroy your kingdom. They may injure or kill the child. I must take him away." King Uther believed him because Merlin was very wise and honest, so he gave his son to Merlin.

Merlin took the baby to the castle of Sir Hector. Arthur lived with Sir Hector for eighteen years. Sir Hector never knew that Arthur was the son of King Uther, and Arthur believed that Sir Hector was his real father.

Merlin was right, and a short time after he took the baby away, King Uther died and his enemies destroyed the kingdom. For eighteen years there was no King of Britain, there was no peace, and the people were unhappy.

One day the leader of the church called Merlin and said, "You are the wisest man in the world. Can you find a strong ruler for our country?"

Merlin replied, "Yes, I can. The time has come. We shall have a strong and brave king, and I promise that he will be the son of King Uther."

"How can you do this? How will you prove that it is the son of King Uther? If you cannot, we will have war."

Merlin said, "I promise that the real son of King Uther will prove that he is the ruler of Britain." Then Merlin went to the great church in London, and in front of it he placed a great piece of stone. In the stone he put a wonderful sword. Then he wrote these words on the stone:

"The man who pulls this sword from the stone shall be the King of Britain."

(2)

All the important men, good and bad, came to London to try to remove the sword from the stone. Sir Hector left his castle and came to London also, bringing Sir Kay and Arthur with him.

At that time men loved the sport of fighting with swords, and Sir Kay was a very famous fighter. So he fought with other brave men to see who the bravest was. Arthur, just a boy of eighteen, helped Sir Kay to dress and to prepare for this sport.

Then, while Sir Kay was fighting, he broke his sword, and Sir Kay called to Arthur and said, "Go to find another sword for me."

Arthur ran to Sir Hector, but Sir Hector did not have a sword. After a while, Arthur remembered the sword in the great piece of stone in front of the church. "Certainly," he thought, "if I can get that sword, my brother will become the strongest knight of all."

He ran to the church, went up to the great stone, put both hands on the sword, and pulled. It came out easily! Of course, Arthur

did not think about what he did; he ran to give the sword to Sir Kay.

When Sir Kay saw the sword, he knew immediately which sword it was, and he asked, "Where did you get this sword?"

"I pulled it from the great stone in front of the church."

Now Sir Kay knew how important this was, but he wanted to become the King of Britain, so he said, "Do not tell anyone about this." Arthur, who always loved Sir Kay, promised that he would not tell anyone.

Then Sir Kay went to his father and showed him the sword, and told him how he pulled the sword from the stone.

Sir Hector was very surprised and said, "If this is true, my son, you will become the King of Britain. But first we must prove that it is true. Let us go to the church. You must show me how you pulled the sword out of the stone."

So Sir Hector, with Sir Kay and Arthur, went to the church. But, of course, Sir Kay could not put the sword back into the stone. He tried and tried. Finally, he said, "There is no man alive who is able to do this."

Then Arthur, who was quiet all this time, said, "Father, may I speak?"

"Yes, my son, speak."

"Father, I wish to try to put the wonderful sword into the stone," he said.

Sir Hector was surprised and said, "Tell me why you think you can do it."

"Because it was I who took the sword out of the stone."

"You!" Sir Hector laughed. "If that is so, then you may try. Give him the sword, Sir Kay."

Arthur took the sword in his hand, stood upon the great stone, and pushed the sword down into the great stone. Then, to show his father again, he did it three more times.

Sir Hector was so surprised that he could not speak. Finally, he said, "My son! My son! You are the new King of Britain! You were brought to me as a baby. I am not your real father. Your real father was probably King Uther!"

Then Merlin appeared, with all the great men of Britain and the leader of the church. Merlin retold the story, and after that Arthur removed the sword from the stone again to show everyone how he did it.

Thus, Arthur showed how he was the son of King Uther, and this is why he was made the King of Britain.

III. Questions on the reading. Answer these questions.

Introduction:

What kind of stories can we find in the legend of King Arthur?

(1)
1. Why did Merlin take King Uther's son away?
2. How long did Arthur live with Sir Hector?
3. What happened to King Uther?
4. Why were the people of Britain unhappy?
5. Why did Merlin say "The time has come"?
6. What did Merlin do to prove that the new ruler would be the son of King Uther?

(2)
1. Who was Sir Kay? Why was he famous?
2. Why did Sir Kay tell Arthur to get another sword?
3. Where did Arthur go to get the sword? Why did he want the sword?
4. When Arthur pulled the sword from the stone, what did this show?
5. How old was Arthur?
6. Why did Sir Kay tell Arthur not to tell anyone about the sword?
7. How did Arthur prove that he was the person who pulled the sword from the stone?
8. Why was Arthur made the King of Britain ?

IV. Explain the meaning of the underlined words in the following sentences from the story.
1. How can you do this?
2. If you cannot... ("cannot" what?)
3. Do not tell anyone about this
4. There is no man alive who is able to do this
5. Tell me why you think you can do it
6. If that is so, then you may try

## D. WRITING

I. Write answers to these questions. Use pronouns in your answers.
1. Were you talking to the teacher?
2. Do you eat lunch with your friends?
3. Is Mary waiting for Chalor?
4. Whom does Chalor live with?
5. Did the boys meet you and Mr. Brown?
6. Whom did Mr. Brown go with?
7. May Somsak and I talk to Sunee?
8. Are the students going with you?

II. Complete each of the following to make a correct sentence.
1. The man proved that he was not the thief by.....
2. The boy retold the story about how .....
3. The boy couldn't find a pen, so .....
4. The students were unhappy because there .....
5. Thailand has had many great kings, but the ..... was King Chulalongkorn.
6. The story we read tells how .....
7. The boy was not able ..... the examination because he did not study.
8. Sir Kay asked Arthur where ..... the sword.
9. Arthur showed everyone how .....
10. The boy fell asleep while he .....

III. Write a paragraph to tell about a legend in Thai literature.

IV. Draw a picture showing Arthur putting the sword back into the stone. Then write a few sentences of your own to describe your picture.

## E. SPEAKING PRACTICE

I. Dialogue. Say this dialogue after your teacher. Memorize it and practice saying it with your friends.

CHAI: Hello, are you going to school?

to school
going to school
Are you going to school

LEK: Yes, I am. Are you going too?

going too
you going too
Are you going too

CHAI: Yes, I am.
LEK: Did you go away for the vacation?

vacation
for the vacation
go away for the vacation
Did you go away for the vacation

CHAI: No, we didn't. We stayed in Bangkok because I had to study a lot.

a lot
study a lot
had to study a lot
I had to study a lot
because I had to study a lot
in Bangkok because I had to study a lot
We stayed in Bangkok because I had to study a lot

LEK: What did you have to study?

study
have to study
you have to study
did you have to study
What did you have to study

CHAI: Everything. I didn't do very well at school last year.

last year
at school last year
well at school last year
do very well at school last year
I didn't do very well at school last year

II. For oral drill.

| QUESTION | RESPONSE |
|---|---|
| Are you going home now? | Yes, I am. Are you going home too? |
| Do you live in Bangkok? | Yes, I do. Do you live there too? |
| Can you swim? | Yes, I can. Can you swim too? |
| Did you play football? | Yes, I did. Did you play too? |
| Are you tired? | Yes, I am. Are you tired too? |
| Were you studying English? | Yes, I was. Were you studying too? |
| Have you eaten dinner? | Yes, I have. Have you eaten too? |
| Do you want to go to the movie? | Yes, I do. Do you want to go too? |

III. Conversation. Read this conversation aloud.

Chai: Hellǒ, are you going to schóol?
Lek : Yes, I ám. Are you going tóo?

Chai: Yes, I ám.

Lek: Did you go away for the vacátion?

Chai: No, we didn't. We stayed in Bángkok because I had to stúdy a lot.

Lek: What did you have to stúdy?

Chai: Éverything. I didn't do very wéll at school last yéar. In fact, I was almost at the bóttom of my class.

Lek: What's your best súbject?

Chai: Énglish. My teacher says I need to práctice a lot. But I don't like spéaking English.

Lek: You can't learn English wéll unless you try to spéak it.

Chai: Why nót?

Lek: If you want to learn to swim, or to drive a cár, or to play the "ranát", you have to práctice. You can't learn to swim if you don't go into the wáter and try to swim. You can't learn to drive a cár if you don't get into the car and try to drive it and you can't play the "ranát" if you don't práctice pláying it. And you can't learn Énglish unless you practice spéaking it.

Chai: Perhaps you're right. I'll try to practice my Énglish as much as I cán.

Lek: That's a good idéa. If you want to get top márks in English, you must be able to spéak it.

# LESSON TWO

## A. INTONATION

### I. Falling intonation patterns in statements.

The regular falling intonation pattern is used with statements.

The weather was/cold.

She's/ten years/old.

Yala is in/Thailand.

They are/students.

He likes/tea.

They went by/train.

Narong is from Korat.

### II. Rising intonation patterns in questions.

Notice that a rising intonation pattern is used for these questions.

All of these questions must be answered "Yes" or "No".

| | |
|---|---|
| Was it/cold in Chiengmai? | Yes, it/was. |
| Is she ten years/old? | Yes, she/is. |
| Is/Yala in/Thailand? | Yes, it/is. |
| Are they/students? | No, they/aren't. |
| Does he like/tea? | No, he/doesn't. |
| Did they go by/train? | Yes, they/did. |
| Is Narong from Korat? | No, he/isn't. |

### III. Falling intonation patterns in questions.

Notice that a falling intonation pattern is used for the following questions. None of these questions can be answered "Yes" or "No".

| | |
|---|---|
| Where does he/live? | He lives in/Bangkok. |
| Who are those/boys? | They are my/friends. |
| What/time is it? | It's/ten. |
| What is her/name? | Her name is/Jane. |
| When did they/go? | They went/yesterday. |
| Why are you/busy? | Because I have a lot of/work to do. |
| When does the/train leave? | It leaves at/two. |

Notice that the following questions with OR also have a falling intonation pattern. We cannot answer "Yes" or "No" to these questions.

| | |
|---|---|
| Was it hot or cold in Chiengmai? | It was cold. |
| Is she ten or eleven years old? | She's ten. |
| Is Yala in Thailand or Laos? | It's in Thailand. |
| Are they students or teachers? | They're students. |
| Does he like tea or coffee? | He likes tea. |
| Did they go by bus or train? | They went by train. |
| Is Narong from Korat or Lopburi? | He's from Lopburi. |

## B. ORAL GRAMMAR DRILLS

### I. Answering questions with OR.

Notice that these questions with "or" cannot be answered with "Yes" or "No".

| | |
|---|---|
| Is she ten or eleven years old? | SHE'S TEN. |
| Does he like tea or coffee? | HE LIKES COFFEE. |
| Is Narong from Korat or Lopburi? | HE'S FROM LOPBURI. |
| Was it hot or cold in Bangkok? | IT WAS HOT. |

**Drill 2.1** Answer the questions as in the examples.

| | |
|---|---|
| 1. Is Rangoon in Burma or Thailand? | (Burma) IT'S IN BURMA. |
| 2. Do they want tea or coffee? | (tea) THEY WANT TEA. |
| 3. Did she go to Lampang or Korat? | (Korat) SHE WENT TO KORAT. |

4. Is Chiengmai in the north or the northeast? (north)
5. Does he want lime juice or water? (water)
6. Do they speak English or French? (English)
7. Did they go to school or to work? (school)
8. Is she from Lampang or Lampoon? (Lampoon)
9. Are they Thai or Chinese? (Thai)
10. Is today Monday or Tuesday? (Tuesday)
11. Is Mali going to arrive at eight o' clock or nine? (nine)
12. Have they opened the door or the window? (door)
13. Did he drink tea or coffee? (coffee)
14. Has she practiced English or Thai? (English)
15. Is it big or small? (big)

16. Were they happy or sad? (happy)
17. Did she laugh or cry? (laugh)
18. Does he study English or French? (French)

It is possible to answer these questions in other ways. Study the following sentences.

| | |
|---|---|
| Is she ten or eleven years old? | NEITHER. SHE'S TWELVE YEARS OLD. |
| Does he like tea or coffee? | HE LIKES BOTH. |
| Is Narong from Korat or Lopburi? | NEITHER. HE'S FROM SARABURI. |
| Was it hot or cold in Bangkok? | BOTH. IT WAS HOT IN THE DAYTIME AND COLD AT NIGHT. |
| Can they speak English or French? | THEY CAN SPEAK BOTH. |
| Do you want tea or coffee? | NEITHER, THANK YOU. MAY I HAVE SOME WATER? |
| Did he drink tea or coffee? | NEITHER. HE DRANK WATER. |

It is also possible to answer these questions with "or" with "I don't know". When we do this we must use a question word in our answer, such as where, what, how old, when, who, whose, etc. Look at the following examples of answers with these question words.

| | |
|---|---|
| Is John sixteen or seventeen years old? | I DON'T KNOW HOW OLD HE IS. |
| Are those pupils from Bangkok or Trad? | I DON'T KNOW WHERE THEY ARE FROM. |
| Is it two o'clock or three o' clock? | I DON'T KNOW WHAT TIME IT IS. |
| Did he take your pen or mine? | I DON'T KNOW WHOSE PEN HE TOOK. |
| Was Peter there, or was Paul there? | I DON'T KNOW WHO WAS THERE. |

**Drill 2.2** Do the drill as in the examples.

1. Is she ten or twelve years old? (how old)
   I DON'T KNOW HOW OLD SHE IS.
2. Is this Mali's book or Anong's? (whose)
   I DON'T KNOW WHOSE BOOK IT IS.
3. Did they go home or did they go to school? (where)
   I DON'T KNOW WHERE THEY WENT.

4. Were they here yesterday or last week? (when)
5. Did ten men come here, or did twelve men come? (how many)
6. Is Lop from Lampang or Chiengmai? (where)
7. Did she come by bus or by taxi? (how)
8. Does he live in Ubol or Udorn? (where)
9. Is that Peter's car, or is it Paul's? (whose)
10. Did they arrive on Thursday or Friday? (when)
11. Is he eight or nine years old? (how old)
12. Did she eat rice or fish? (what)
13. Are they going to arrive at eight o' clock or nine o'clock? (when)

II. Practice with INDIRECT QUESTIONS.

You have already learned how to ask direct questions with what, where, when, etc., and how to use the kind of indirect question which begins with "I don't know", "I know", "I'm not sure", etc. Here are some of these questions for review.

| (A) | (B) |
|---|---|
| What time is it? | I don't know what time it is. |
| Why is he late? | I'm not sure why he is late. |
| Where did she go? | I don't know where she went. |
| Why is Lop happy? | I know why he's happy. |
| Where did the boys practice football? | They didn't tell us where they practiced football. |
| Where is Roi-et? | I don't know where Roi-et is. |
| Where does he live? | She doesn't know where he lives. |
| What did I say? | He doesn't know what I said. |

Now, let's change the indirect question (Pattern B) so that it begins with "Do you know", "Does she know", etc. Notice that in the second part of Pattern B the subject comes before the verb, the same as in statements.

| (A) | (B) |
|---|---|
| What time is it? | Do you know what time it is? |
| Why is he late? | Are you sure why he is late? |
| Where did she go? | Do you know where she went? |
| Why is Lop happy? | Do you know why Lop's happy? |

Where did the boys practice football? Did they tell you where the boys practiced football?

Where is Roi-et? Do you know where Roi-et is?
Where does he live? Does she know where he lives?
What did I say? Does he know what I said?

**Drill 2.3.** Change from direct to indirect questions as in the examples.

1. What is her name? DO YOU KNOW WHAT HER NAME IS?
2. Where are they from? DO YOU KNOW WHERE THEY ARE FROM?
3. What time is it? DO YOU KNOW WHAT TIME IT IS?
4. Where is their home?
5. Who is that person?
6. Where is Chalor?
7. What is that noise?
8. Where is the station?
9. Who is that boy?
10. What is his name?
11. Where is he from?
12. Why are they late?
13. What time is it?

**Drill 2.4** Change from direct to indirect questions as in the examples.

1. Where does he live? DO YOU KNOW WHERE HE LIVES?
2. Where did they go? DO YOU KNOW WHERE THEY WENT?
3. When will it leave? DO YOU KNOW WHEN IT WILL LEAVE?
4. What did he say?
5. What are they doing?
6. Where does she work?
7. When did they come?
8. How did they come?
9. Where do they live?
10. What are they eating?
11. When will the train leave?
12. Why is she waiting?
13. How long did they wait?

## C. VOCABULARY

1. classical (adj.) [klæsikəl] [klasikəl] เป็นศิลปชั้นสูง, เป็นของดั้งเดิม

When something is the best of its kind we sometimes say that it is classical, such as classical music and classical art.

Thai classical dancing is famous all over the world.

2. way (n.) [wey] วิธี

way of life [wey əv laif] ชีวิตการเป็นอยู่

We call the way people live their "way of life".

The Thai people have a pleasant way of life.

3. model (n.) [madəl] [mɔdəl] แบบ

A model is usually an example of something bigger, such as a model airplane. Before building a building or a bridge, an engineer first has to make a model of the building or bridge.

The Thai people have used the story of the Ramayana as the model for the Ramakhien.

4. a play (n.) [pley] ละคร

put on (a play) เล่นละคร

In a play, different persons speak aloud to tell a story.
The students of Matayom Suksa 3 put on a play for their parents.
Shakespeare was an English writer who wrote many plays.

5. nature (n.) [neyčə] ธรรมชาติ

When we think of nature, we often think of things not made by man, such as trees, flowers, rocks, mountains, hills, wild animals and weather.
We enjoy nature when we take a trip in the country.

6. natural (adj.) [næčərəl] ตามธรรมชาติ

to look natural เหมือนธรรมชาติ

If something is not made by man, we say it is natural.
Most people enjoy natural things.
It is natural for boys and girls to go to school.
Somchai painted a picture that looked very natural.

7. think (v.) [θɪŋk] คิด When you take an examination, you must think carefully.

thinking (n.) [θɪŋkɪŋ] การคิด Good thinking is important when you take an examination.

thinker (n.) [θɪŋkə˞] นักคิด A person who thinks a lot is called a "thinker".

thought (n.) [θɔt] ความคิด Dr. Jenner was the first man to have the thought that vaccination would prevent smallpox.

way of thought [wey əv θɔt] แนวความคิด The way people think about life and death, art, religion, education, government and other things can be called their "way of thought".

8. experiment (v.) (n.) [ikspɛrəmənt] ทดลอง, การทดลอง

Dr. Jenner experimented with cowpox until he found a vaccine for smallpox.
A scientist must make many experiments in his work.
When we study science in school, our teacher shows us many experiments.

9. copy (v.) (n.) [kapɪ] [kɔpɪ] ลอก, สำเนา

When you copy something, you should try to make it the same as the real thing.
The teacher asked us to copy some sentences from the board.
Please make a copy of this letter for me.

10. believe in (v.) [bəliv ɪn] เชื่อถือ

If you believe in something, you think that it is good or true.
Most people believe in hard work.
Florence Nightingale went to the Crimea because she believed in helping wounded men.

11. freedom (n.) [fridəm] เสรีภาพ

If people are free, we say that they have freedom.
There are many kinds of freedom: freedom to speak, freedom to work, freedom to travel freedom to study, etc.

12. democracy (n.) (dəmakrəsɪ) [dɪmɔkrəsɪ] ระบอบประชาธิปไตย

democratic (adj.) [dɛməkrætik] ที่เป็นประชาธิปไตย

In a democracy, the people are free to make their own government and laws.
The Greeks had a democratic government.

13. measure (v.) [mɛžə˙] วัด, ตวง

We have measured our classroom already. It is 8 meters long and 7 meters wide.
What is the easiest way to measure the height of a building?
It is impossible to measure how people think.

14. debt (n.) (dɛt) หนี้

to be in debt
to owe a debt

John borrowed some money from his brother so he owes a small debt to his brother.
He is in debt because he had to borrow money after the fire destroyed his house.
Thailand owes a great debt to King Chulalongkorn.

## D. READING

I. Vocabulary Work.

a. Look up the meaning of these words in your dictionary before you begin to read the story.

Greece (the country)
Greek (adj.)
Greeks (the people)
Rome (the city)
Roman (adj.)
Romans (the people)
Homer (the writer)
the Iliad (the poem)
the Odyssey (the poem)
Euclid (the mathematician)
earth, the (n.)

b. Review the meaning and pronunciation of these words.

describe
really
poem
literature
scientist
geometry
mathematics
discover
the West, the Western world

II. Read the following story silently and then answer the questions which follow it.

## The Story of the Greeks

(1)

We use the word "classical" in English when we want to say that something old is very good. We also use this word to describe new things that are the same as very old, very good things, such as beautiful paintings and very good music. When something is very beautiful or the best of all, we call it "classical". Many things come from classical things.

The Greeks and the Romans made many classical things. They were the first people to make classical things in the Western world. Thus, the history of the West begins with the Greeks and the Romans. Therefore, if you want to understand the Western way of life really well, you must know something about the lives of the Greeks and the Romans.

The Greeks came before the Romans. The early Greeks learned many things from the people who lived near Greece. In about 1200 B. C. they destroyed these people. At about this same time a group of people entered Greece. These people were not very intelligent but they were strong. They attacked the people who were already in Greece, and they destroyed their beautiful houses and buildings, and they destroyed the temples and the gardens which the early Greeks had. But they also learned many things from the people who were in Greece already. They learned to read and

write and to build stone buildings. It took them hundreds of years to build up a new nation.

About the year 800 B.C. these Greeks wrote down two long poems. These poems are "The Iliad" and "The Odyssey". The stories in these poems were not new stories. They were already very old, but before that time people did not write them. They spoke the poems, but they did not write them. The man who wrote down these poems is called "Homer". He is very famous. We do not know what kind of person he was, but we know that he wrote very beautiful poetry. Some day, perhaps, you will try to read these famous poems by Homer.

From about 700 B. C. to about 480 B.C. the Greeks had beautiful art and some laws and education, but the "classical" Greek way of life did not begin until about 480 B. C. After that time, the Greeks built beautiful stone temples which nowadays are models for buildings in many countries. These classical stone temples were bigger than the temples that the earlier Greeks built before 480 B.C., and many of them are still standing.

(2)

After 480 B. C. the Greeks wrote a lot of beautiful poetry. They also wrote many plays. They wrote about how men think and other subjects. Western people have used Greek poems and plays as models. They have got many important ideas from Greek literature. In fact, we can say that Greek literature is the most important literature in the Western world.

The Greeks loved beautiful things. They loved art, and they thought that art should copy nature. Greek art is called "natural" art because it copies nature.

The Greeks loved art and were great artists, but they were also clever people. They knew that the earth is round. They knew how big the earth is and they knew how heavy it is. They loved mathematics, and they discovered the science of geometry. Euclid was a famous Greek who wrote about geometry.

But the most important thing about the Greeks is that they liked to think. Everyone thinks, but the Greeks thought very carefully. They thought of many, many things. They asked the question "Why?" all the time. They asked "Why is it cold in winter and warm in summer?", "Why do trees have leaves?", "Why do living things grow?".

The Greeks also asked the question "How?" all the time. They asked, "How does the sun stay in the sky?", "How do fish swim?", "How do birds fly?".

The Greeks believed in experiments, and they experimented with many things to discover the answers to the questions "Why?" and "How?".

(3)

The Greeks were great thinkers. Thinking is very important. It gives answers

to difficult questions. Most people want to know the answers to questions like these: "What is 'good'?", "What is 'bad'?", "Why are we born?", "Why must we die?" and thinking gives answers to them. The people of Western countries got their ways of thought from the Greeks.

The Greeks loved freedom. They were the first people to have democratic government. The word "democracy" is a Greek word and it means, "The people rule".

The Greeks gave many things to the West. They gave to the modern West its art, science, ways of thought and many other things. The West cannot measure its debt to classical Greece because the debt is too big to measure.

III. Questions on the reading. Answer these questions.

(1)
1. What are "classical" things?
2. Who were the first people in the Western world to make classical things?
3. Why are the Greeks and Romans so important to the Western world?
4. Did the Greeks come before or after the Romans?
5. When did a group of people come into Greece?
6. What did these people do?
7. How long did it take to build a new nation?
8. What two famous poems did Homer write down?
9. When did the classical Greek way of life begin?
10. Did the Greeks build any stone buildings before 480 B.C.?
11. Did the Greeks build the classical stone temples before or after 480 B.C.?
12. Can we see any of these buildings nowadays?
13. What are the classical countries of the East?
14. What's the name of a Thai writer of classical Thai poetry?
    What did he write?
15. If you want to see examples of classical art, classical dancing and classical plays in Thailand, where should you go?

(2)
1. What kind of things did the Greeks write? What did they write about?
2. How has Greek literature been important to the Western world?
3. Why did Greek art copy nature?
4. Were the Greeks interested in mathematics?
5. What was the most important thing about the Greeks?
6. What two questions did the Greeks always ask?
7. Why did the Greeks do a lot of experiments?

8. Think of some " How" and "Why" questions that you want to ask your teacher or friends.

(3) 1. Where did Western countries get their ways of thought?
2. What kind of questions do thinkers try to answer?
3. What kind of government did the Greeks have?
4. What things did the Greeks give to the modern Western world?
5. Where did Thailand get its ways of thought?

## E. WRITING

I. Write answers to these questions:

1. What are you going to do when you finish Matayom Suksa 3 ?
2. Are you going to Matayom Suksa 4 or are you going to stop learning?
3. Do you know how far it is to Rangoon?
4. When is the best time to do your homework?
5. Where do you live?
6. Do you know where your teacher lives?

II. Complete this sentence and write 2 or 3 more sentences to explain.

One of the most important things about the Thais is that they like to .....

III. Complete this short dialogue.

A. Good morning .....?
B. Fine, thanks .....?
A. ..... been to see Mr. Smith, but he.....in this office.
Do you know .....?
B. No, I don't. .....leave a note for him?
A. Yes,.....

IV. Write a short letter to Mr. Smith, telling him that you want to study English with him. Suggest the time, place, etc. in your letter. Here is a sample letter for you to study and practice.

(Your address),
(The date)

Dear Mr. Smith,

I am a Thai student in Matayom Suksa.....in..... School.

I am very interested in studying English, and I want to study with you. Can you take me as a student?

I am free to study between.....and.....on .....and..... . I can come to study at your house.

Please write to me at the address above.

Thank you.

.....yours,

.....

## F. SPEAKING PRACTICE

I. Dialogue. Say this dialogue after your teacher. Memorize it and practice saying it with your friends.

**MALI:** Hello, Siree. It's nice to see you.

SIREE: Hello, Mali. It's nice to see you too.
Have you seen Anong?

MALI: Yes. I saw her last week.

SIREE: Good. Can you tell me where she is now?

MALI: Yes. She's in Chiengmai.

SIREE: Do you know when she went?

MALI: I can't remember what day it was.

to see you
nice to see you
It's nice to see you
Anong ↗
seen Anong
Have you seen Anong
last week ↘
saw her last week
I saw her last week
now ↗
is now
where she is now
Can you tell me where she is now
Chiengmai ↘
in Chiengmai
She's in Chiengmai
went ↗
she went
when she went
Do you know when she went
it was ↘
day it was
what day it was
I can't remember what day it was

## II. For oral drill

| GREETING | RESPONSE |
|---|---|
| It's nice to see you. | It's nice to see you too. |
| How have you been? | Fine, thank you. |
| How are you? | Fine, thank you. |
| I'm glad to see you again. | Thank you. I'm glad to see you again too. |
| Hello. | Hello. It's nice to see you. |
| Good morning. | Good morning. How are you? |

III. Conversation. Read this conversation aloud.

Mali: Helló, Siree. It's nice to sée you.

Siree: Helló, Mali. It's nice to see you tóo. Have you seen Anóng?

Mali: Yés. I saw her last wéek.

Siree: Góod. Can you tell me where she is nów?

Mali: Yés. She's in Chiengmái.

Siree: Do you know when she wént?

Mali: Nó. I can't remember whát day it was.

Siree: Did she go by pláne or tráin?

Mali: She went by tráin.

Siree: Who did she gó with?

Mali: I don't know whó she went with. I didn't go to the státion.

Siree: Will she stay in Chiengmai for a wéek or a mónth?

Mali: I don't know hów long she'll stay there. Perhaps a mónth or two.

Siree: Is she going to stay with her fámily or with fríends?

Mali: She's going to stay with her áunt.

Siree: Does her aunt live in the tówn or the cóuntry?

Mali: I don't know whére she lives.

Siree: Oh, dear. I want to send a létter to Anong, and I don't know her addréss in Chiengmai.

Mali: Do you know her address in Bángkok?

Siree: Yés, I dó.

Mali: You should send the letter to her hóme here in Bangkok.

Siree: Why?

Mali: Because I'm sure her móther will send the letter to Chiengmái.

Siree: Perhaps you're right. I'll go home now and wríte my letter. Good-býe.

Mali: Good-býe.

# LESSON THREE

## I A. ORAL GRAMMAR DRILLS

### I. Some uses of WHICH and WHOSE.

A. "Whose" and "which" are used in questions. Here are some sample questions and responses with " whose" and " which " for you to practice.

| | |
|---|---|
| WHOSE book is that? | It's mine. |
| WHOSE pens are those? | They're mine. |
| WHOSE picture is this? | It's his. |
| WHOSE book did you borrow? | I borrowed his book. |
| WHOSE pen are you using? | I'm using the teacher's pen. |
| WHICH pencil is yours? | This one is mine. |
| WHICH books are his? | The ones on the table are his. |
| WHICH is older – Lopburi or Sukothai? | Sukothai is older. |
| WHICH house do you like? | I like that one. |
| WHICH paintings does she like? | She likes the ones on the wall. |
| WHICH is the most interesting– English, biology or geometry? | English is. |
| WHICH house does he live in? | He lives in the house on the corner. |

B. "Whose" and "which" are also used in statements. Here are some sample sentences for you to study and practice. Notice that "whose" is used to refer to persons and that "which" is used to refer to things.

This is the boy WHOSE book I borrowed.
There's the man WHOSE house burned.
This is the girl WHOSE brother was hurt.
Sawat is a boy WHOSE marks are always good.

That is the house WHICH I like.
Chiengmai is a province WHICH is in the North of Thailand.
Football is a sport WHICH boys like to play.
English is a language WHICH is very important.

C. "Whose" and "which" may also be used in indirect questions. Here are some examples. Note that the stress is on "whose" and " which" in the indirect questions.

I don't know WHOSE book that is.
He doesn't know WHOSE pens those are.

I don't know WHOSE picture this is.
They don't know WHOSE book you borrowed.
We don't know WHOSE pen you're using.

She doesn t know WHICH pencil is yours.
I don't know WHICH is older.
He doesn't know WHICH house you like.
I don't know WHICH is the most interesting.
We don't know WHICH house he lives in.

**Drill 3.1** Continue this drill with WHOSE as in the examples.

1. Whose house is that? I DON'T KNOW WHOSE HOUSE THAT IS.
2. Whose shoes are these? I DON'T KNOW WHOSE SHOES THESE ARE.
3. Whose brother is he? I DON'T KNOW WHOSE BROTHER HE IS.
4. Whose bicycle did you use? I DON'T KNOW WHOSE BICYCLE I USED.
5. Whose money is this?
6. Whose coat is that?
7. Whose football did you play with?
8. Whose shirts are those?
9. Whose hat is this?
10. Whose toothbrush is that?
11. Whose socks are those?
12. Whose book are you reading?
13. Whose teaspoon is this?
14. Whose glass is that?
15. Whose car did you go in?
16. Whose cups are those?
17. Whose shoebrush is that?
18. Whose chair is he sitting on?

**Drill 3.2** Do this drill with WHICH as in the examples.

1. Which subjects does he like? I DON'T KNOW WHICH SUBJECTS HE LIKES.
2. Which door did she open? I DON'T KNOW WHICH DOOR SHE OPENED.
3. Which language does he speak? I DON'T KNOW WHICH LANGUAGE HE SPEAKS.
4. Which is better—tea or coffee? I DON'T KNOW WHICH IS BETTER.
5. Which sport does he play?
6. Which street did he live on?
7. Which pupil does he know?
8. Which color does he like?
9. Which book is he reading?
10. Which language did he study?
11. Which house does she live in?
12. Which is faster—a bird or a chicken?
13. Which train does he take?
14. Which game did he play?
15. Which office does she work in?
16. Which subjects does he like?
17. Which person does he know?
18. Which bus is he going on?

**Drill 3.3** Continue the drill as in the examples.

1. book — I DON'T KNOW WHOSE BOOK THAT IS.
2. which — I DON'T KNOW WHICH BOOK THAT IS.
3. pencil — I DON'T KNOW WHICH PENCIL THAT IS.

4. whose
5. cup
6. hat
7. shoe
8. chair
9. which
10. house
11. street
12. pen
13. whose
14. coat
15. room
16. which
17. classroom
18. book
19. whose

## II. The PRESENT PERFECT TENSE.

Here are some verbs which have irregular verb forms. We will use the " third form" with the present perfect tense.

| PRESENT TIME | PAST TIME | THIRD FORM | |
|---|---|---|---|
| go | went | gone | Siree has gone to bed. |
| read | read | read | We have read our books. |
| write | wrote | written | I have written a letter home. |
| eat | ate | eaten | They have eaten their food already. |
| drink | drank | drunk | He has drunk his tea already. |
| be | was/were | been | I have been here before. |

**Drill 3.4** Make sentences in the present perfect tense as in the examples.

1. Go to Bangkok. — I HAVE GONE TO BANGKOK THREE TIMES ALREADY.
2. Read that letter. — I HAVE READ THAT LETTER THREE TIMES ALREADY.
3. Write your name. — I HAVE WRITTEN MY NAME THREE TIMES ALREADY.
4. Eat some rice.
5. Drink some tea.
6. Go home.
7. Read that book.
8. Write a letter.
9. Go to Korat.
10. Read the news.
11. Eat some fish.
12. Be early.
13. Write your address.
14. Drink some coffee.
15. Read that letter
16. Drink some water.
17. Be on time.
18. Go to school.
19. Eat some food.
20. Write a composition.

## B. VOCABULARY

1. province (n) (pravins) [prɔvins] จังหวัด

There are many provinces in Thailand. Which province do you live in?

Each province or changwat has a governor. Do you know who the governor of your province is?

2. whole (adj.) [howl] ทั้งหมด

We read the whole story. We read all of it.

The fire destroyed the whole building.

Somsak and Aree bought a mango but Somsak ate the whole mango so Aree didn't get any at all.

3. to grow up (v.) [tə grow əp] เติบโต, เจริญ

When he grows up, he's going to be an engineer.

The Kingdom of Ayudhya grew up after the Kingdom of Sukothai.

4. base (n) [beys] ฐาน

to be based on (v) to have.....as a base (n) ใช้เป็นฐาน

A road must have a strong base.

Many modern languages are based on other languages.

Many modern roads in Europe have old Roman roads as their base.

Success is based on hard work. Good health is based on cleanliness.

5. several (adj.) [sɛvrəl] หลาย

Several of the students in my class failed their examinations.

I wanted to buy several books but could find only one good one.

I have been to Ayudhya several times.

I don't have many books. I have several books, and a few of these are very old.

## C. READING

### I. Vocabulary Work.

a. Look up the meaning of these words in your dictionary before you begin to read the story.

| | |
|---|---|
| empire (n.) | Italy (n.) Italian (adj.) |
| lawmaker (n.) | Southeast Asia (n). |
| emperor (n.) | Sanskrit ( the language) |
| republic (n.) | Pali (the language) |
| France (n.) | Trajan (the emperor) |
| Spain (n.) | |
| French (adj.) | |
| Spanish (adj.) | |

| | |
|---|---|
| Hadrian (the emperor) | Julius Caesar (the emperor of Rome) |
| Arabia (the country) | Goths (the people) |
| North Africa (n.) | Latin (the language) |
| Caesar (n.) | Latium (the kingdom) |

b. Review the meaning and pronunciation of the following before reading the story.

| | |
|---|---|
| modern | in the beginning |
| abolish | literature |
| ruler | after a while (adv.) |
| people | |

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The Thai people are free.

There are many different peoples living in Asia.

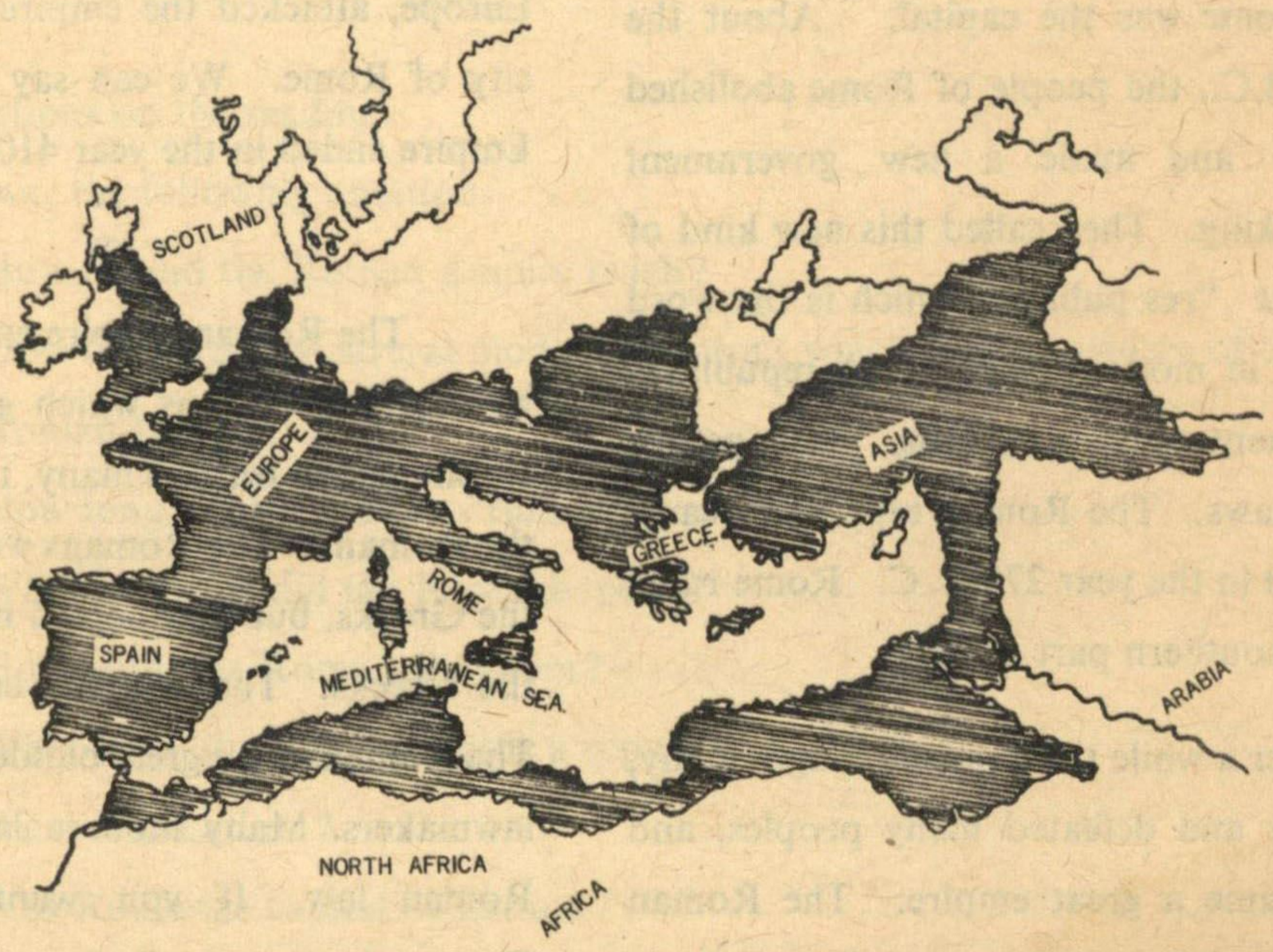
reach from ..... to .....

Thailand reaches from Malaysia to Laos and from Cambodia to Burma.

The United States reaches from the Atlantic Ocean to the Pacific Ocean.

The British Empire reached from Canada to New Zealand and from England to China

II. Read the following story silently and then answer the questions which follow it.



# The Roman Empire

(1)

Everyone knows about the Roman Empire. The Roman Empire reached from Spain to Arabia and from North Africa to Scotland. Many modern countries in Europe were provinces of the Roman Empire, such as France, England, Italy and Spain. The Roman Empire was big and strong, and the Romans ruled it for four hundred years. But the Roman Empire was very small in the beginning.

About the year 800 B. C. Rome was a small town in a small kingdom. Most of the people in the kingdom were farmers, and they were poor. The name of the kingdom was Latium, and the language which they spoke was Latin. Rome was the most important town in the kingdom.

From about 800 B. C. to about 500 B.C., the rulers of Rome and Latium were called kings. Rome was the capital. About the year 500 B.C., the people of Rome abolished the kings and made a new government without a king. They called this new kind of government "res publica" which is the word "republic" in modern English. A republic is a government without a king. The people made the laws. The Roman republic became strong, and in the year 275 B. C. Rome ruled the whole southern part of Italy.

After a while the Romans fought many, many wars and defeated many peoples, and Rome became a great empire. The Roman army became very strong, and abolished the government of the republic. The army abolished the republic and made a new government with an emperor. The emperor ruled the Roman Empire. The Latin word for emperor is "caesar", and all the emperors were called "caesars". The first emperor was Julius, and so the Romans called him Julius Caesar, and they gave his name to the month of July.

The Roman Empire was the strongest and the biggest of all when the emperors Trajan and Hadrian ruled the empire. After these two emperors died, the Roman empire became weak. The Roman army became lazy. The poor Romans did not like the wars which the emperors started, and the rich Romans became too lazy to fight in the army. The Roman Empire slowly became weaker and weaker, and the peoples outside the empire became stronger and stronger. In the year 410 A. D. the Goths, who lived in northern Europe, attacked the empire and burned the city of Rome. We can say that the Roman Empire ended in the year 410 A. D.

(2)

The Roman Empire ended in 410 A.D., but the new nations which grew up after the empire ended learned many, many things from the Romans. The Romans were different from the Greeks, but they copied many things from the Greeks. The Greeks were great thinkers. The Romans were great builders, engineers and lawmakers. Many modern laws are based on Roman law. If you want to understand Western law very well, you must study Roman law.

The Romans were great builders. They built many beautiful temples and houses, and they built very strong roads. These Roman roads are very well known because many of the modern roads in Europe have Roman roads as their base.

We may say that the Western way of life began with the Greeks, but that the Romans carricd this way of life to a large part of Europe.

The language of the Romans was Latin. It is a dead language now. Nobody speaks Latin, and so we call it a dead language. But many of the modern European languages have Latin as their base. For example, Italian, French, Spanish and several other modern European languages are based on Latin. English does not have Latin as its base, but there are many thousands of Latin words in the English language, and there are many Greek words too. Latin literature is very beautiful. The Romans wrote many beautiful poems. Many girls and boys in Europe and America study the Latin language and Latin literature. Latin and Greek in Europe are like Sanskrit and Pali in Thailand and in a large part of Southeast Asia.

Roman law and Roman government reached a large part of Europe. For four hundred years Europe had a good government and good laws. If you go to Europe you will see many Roman buildings, and you will travel on many Roman roads. The debt of the Western world to the Romans is like the debt of the West to the Greeks; it is too big for us to measure.

In the next lesson, you will read about the debt of the English language to the classical languages, Greek and Latin.

III. Questions on the reading.

Answer the following questions.

(1) 1. How far did the Roman Empire reach?

2. Give the names of several modern countries which were provinces of the Roman Empire.

3. How long did the Romans rule the Roman Empire?

4. What language did the Romans speak?

5. How long was Rome a kingdom?

6. What kind of a government is a republic?

7. What was Latium?

8. Was Rome the capital of Latium?

9. Who abolished the Roman republic?

10. Who was the first emperor of the Roman Empire?

11. What does the word "caesar" mean?
12. When was the Roman Empire strongest and biggest?
13. Why did the Roman Empire become weak?
14. Who were the Goths? What did they do?
15. When did the Roman Empire end?
16. Is Thailand a kingdom?
17. What is the most important city in the Kingdom of Thailand?
18. What did the Thai call their kings?

(2)

1. What things did the Romans build?
2. Why is Roman law important?
3. Why is Latin called a "dead" language?
4. Why is Latin important?
5. How are Latin and Greek like Sanskrit and Pali?
6. Name several things that the Romans gave to the Western world.
7. Where does the Thai language get many of its words?

## D. WRITING

I. Rewrite the following sentences, as in the examples.

I borrowed this boy's book.

THIS IS THE BOY WHOSE BOOK I BORROWED.

The province of Nan is in the North of Thailand.

NAN IS A PROVINCE WHICH IS IN THE NORTH OF THAILAND.

1. I found this money under your desk.
2. The province of Yala is in the South of Thailand.
3. That girl's brother won a prize.
4. Petburi is a very important town.
5. I like this kind of food.
6. That woman's son is a policeman.
7. I want you to study this book.
8. The city of Bangkok is well known all over the world.
9. The teacher told me to memorize this dialog.
10. King Phumiphol's name is well known all over the world.

II. Answer these questions.

1. Which is bigger—the Temple of Dawn or the Marble Temple?
2. Which is Thailand's most important export—rubber, tin or rice?
3. Which part of the world is Thailand in?

4. Which province in Thailand is the largest? Which province has the most people?
5. Which city in Thailand has the most people?
6. Which part of Thailand do you come from?
7. Which kind of government does Thailand have—a republic or a constitutional monarchy?
8. Which river is Bangkok on—the Chao Phraya or the Mekong?

III. Give suitable questions for each of the following. Each question should begin with WHOSE or WHICH.

1. Korat is further from Bangkok.
2. I'm using my friend's book.
3. I'm in Matayom Suksa 3 B.
4. I don't know which bus we'll take.
5. I don't know whose money it is.
6. That one is mine.
7. I like English best.
8. I go to Somboon Suksa School.
9. I went to Somboon's house.
10. It's his book.

IV. Write a short response to this note.

Dear .....,

I'm sorry that I haven't returned the book which I borrowed. Can I come to your house some time on Saturday? I need some help with my algebra.

Please let me know which time will be best.

Thanks.

John

Here is a sample response for you to study and practice.

Dear John,

I'm sorry, but I won't be at home on Saturday. Can you come on Sunday? I'll be at home all day.

Don't worry about the book which you borrowed from me. I don't need to use it now.

Please let me know if you can come on Sunday.

Your friend,

.....

## E. SPEAKING PRACTICE

I. Dialogue. Memorize this dialogue.

CHAI: Hello, Somsak.

SOMSAK: Hello, Chai. Whose books are those?

are those ↘
books are those
Whose books are those

CHAI: I don't know whose books they are.

they are ↘
books they are
whose books they are
I don't know whose books they are

SOMSAK: Where did you get them?

get them ↘
did you get them
Where did you get them

**CHAI:** I found them under the big mango tree.

mango tree
the big mango tree
under the big mango tree
I found them under the big mango tree

**SOMSAK:** What are you going to do with them?

with them
do with them
do with them
going to do with them
What are you going to do with them

**CHAI:** I'm going to take them to the principal's office.

office
principal's office
to the principal's office
take them to the principal's office
going to take them to the principal's office
I'm going to take them to the principal's office

II. Dialogue building.

| | | | |
|---|---|---|---|
| **A.** Whose ____(a)____ | | is that? / are those? | |
| **B.** I don't know whose ____(a)____ | it is. / they are. | I found | it / them ____(b)____ |
| **A.** What are you going to do with | it? / them? | | |
| **B.** I'm going to take | it / them | to the principal's office. | |

For substitution:

(a) money, things, pen, ring, pens, paper, jewelry, Red Cross pin, letters, stuff

(b) playground - on the playground
field - in the field
desk - under the desk, on the desk, in the desk
floor - on the floor
hall - in the hall
ground - on the ground

room - in the room

table - on the table

road - along the road

III. Read this conversation aloud.

Chai : Hellǒ, Somsak.

Somsak : Hellǒ, Chai. Whose bóoks are those?

Chai : I don't know whóse books they are.

Somsak : Where did you gét them?

Chai : I found them under the big mángo tree.

Somsak : What are you going to dǒ with them?

Chai : I'm going to take them to the príncipal's office.

Somsak : What kind of books áre they?

Chai : They' re mathemátics books.

Somsak : Which cláss are they for?

Chai : I'm not sure which class they're for, but I thínk they're for Matayom Suksa 2.

Somsak : Whó téaches máth in M.S. 2?

Chai : Mr. Manát, I think. Do you think hé'll know whóse books they are?

Somsak : Yes, I thínk so. We'll give him the books, and he'll find out whóse they are.

Chai : Góod. Let's go and give them to him nów.

Somsak : Let's wáit and go to see him áfter our class. It's getting láte now.

Chai : All rí́ght.

# LESSON FOUR

## A. ORAL GRAMMAR DRILLS

I. A review of the past participle of irregular verbs.

Review the formation of the past participle of the following verbs.

| **Present time** | **Past time** | **Past Participle** (Present perfect) |
|---|---|---|
| Somchai sees his friend. | Somchai saw his friend. | Somchai has seen his friend. |
| She goes to Bangkok every week. | She went to Bangkok every week. | She has gone to Bangkok every week. |
| They write their names in English. | They wrote their names in English. | They have written their names in English. |
| He always eats rice. | He always ate rice. | He has always eaten rice. |
| We drink coffee for breakfast. | We drank coffee for breakfast. | We have drunk coffee for breakfast. |
| She comes to school early. | She came to school early. | She has come to school early. |
| She teaches English. | She taught English. | She has taught English. |
| We meet him quite often. | We met him quite often. | We have met him quite often. |

II. THE PASSIVE VOICE.

The following sentences have been put into two groups... Those in Group A are in the form which we have used before. They are all in the Active Voice. But those in GroupB are in a different form. They are all in the Passive Voice. The meaning of the sentences in the two groups is the same but the form is different.

| **Group A ACTIVE VOICE** | | **Group B PASSIVE VOICE** |
|---|---|---|
| Sally **cleans** the house every day.<br>He often **paints** picture. | Simple Present | The house **is cleaned** every day.<br>Pictures **are** often **painted.** |
| Anong **cooked** some rice.<br>They **ate** some mangoes. | Simple Past | Some rice **was cooked.**<br>Some mangoes **were eaten.** |
| She **is reading** a book.<br>I **am drinking** some tea. | Present Continuous | A book **is being read.**<br>Some tea **is being drunk.** |
| He **will see** the cars.<br>He **is going to write** letters | Future | The cars **will be seen.**<br>Letters **are going to be written.** |
| He **has finished** his homework.<br>We **have** always **worn** uniforms in Thai schools. | Present Perfect | His homework **has been finished.**<br>Uniforms **have** always **been worn** in Thai schools. |

What makes the forms different? Look at these two sentences more closely.

**Active Voice**

Sally cleans the house every day.

subject (does) action

In the active voice, then, the subject performs (does) the action.

**Passive Voice**

The house is cleaned every day (by Sally).

subject (receives) action

In the passive voice, then, the subject receives the action. Look at the sample sentences again. You will see that the passive voice is always found in the following way:

| The correct tense of the verb "to be" | + | The third form of another verb | + (BY) |
|---|---|---|---|
| is | | cleaned | |
| are | | painted | |
| was | | cooked | |
| were | | eaten | |
| is being | | read | |
| will be | | seen | |
| are going to be | | written | |

If we wish to show who has done the action we must add BY, and then use the name of a person or a pronoun.

**Drill 4.1** Now do this drill, following the examples.

1. Mary cleaned the windows this morning. THE WINDOWS WERE CLEANED THIS MORNING.
2. She prepares the food in the morning. THE FOOD IS PREPARED IN THE MORNING.
3. John put up a sign. A SIGN WAS PUT UP.
4. They opened the door. THE DOOR WAS OPENED.
5. She closed the windows last night.
6. John writes some letters in English.
7. She washes the children in the morning.
8. We painted the house last year.
9. The Goths destroyed Rome.
10. She cooked rice.
11. He ate all the mangoes.
12. The Thais loved King Narai.
13. The policeman stopped the bus.
14. Paul described the men.

15. Sally cleans the house in the morning.
16. The government cleaned up Bangkok.
17. The farmer planted the rice in July.
18. They study Thai history.
19. The government rebuilt the school.
20. The students read a lot of books.

**Drill 4.2 Do the drill as in the examples.**

1. They are going to examine the students.

THE STUDENTS ARE GOING TO BE EXAMINED.

2. They are opening the doors.

THE DOORS ARE BEING OPENED.

3. The teacher will explain the problem.

THE PROBLEM WILL BE EXPLAINED.

4. We have studied English in Thailand for a long time.

ENGLISH HAS BEEN STUDIED IN THAILAND FOR A LONG TIME.

5. She is reading the letter.
6. The students are doing the exercises.
7. The policeman will stop the bus.
8. They are going to describe the house.
9. He drinks tea after eating.
10. She studied European history last year.
11. You are going to cook dinner.
12. We study the English language in Thai schools.
13. The soldiers attacked the city.
14. He is building a new house on this land.
15. The King will give a prize to the best students in M.S.3.
16. They have eaten all the mangoes.
17. My sister is preparing some food for our picnic.
18. They have drunk the water.
19. The boys are cleaning the room.
20. I will repeat the words only once.
21. He wrote these books before he was 20.
22. We have closed the window.
23. They are washing the car.
24. The government is going to dig some wells.
25. The teacher is going to give an examination tomorrow.

Look at the following groups of sentences:

Sally cleans the house. — THE HOUSE IS CLEANED BY SALLY.

He paints pictures. — PICTURES ARE PAINTED BY HIM.

Anong cooked some rice. — SOME RICE WAS COOKED BY ANONG.

| | |
|---|---|
| They ate some mangoes. | SOME MANGOES WERE EATEN BY THEM. |
| She drank some tea. | SOME TEA WAS DRUNK BY HER. |
| He is reading a book. | A BOOK IS BEING READ BY HIM. |
| She will write letters. | LETTERS WILL BE WRITTEN BY HER |

This pattern is the same as the previous one except that **here we tell who performs the action**. Notice that we may use the forms me, him, her, us, them after BY.

**Drill 4.3**

| | |
|---|---|
| 1. Mary cleaned the windows this morning. | THE WINDOWS WERE CLEANED BY MARY THIS MORNING. |
| 2. She prepares the food in the morning. | THE FOOD IS PREPARED BY HER IN THE MORNING. |
| 3. John put up a sign. | A SIGN WAS PUT UP BY JOHN. |

(Continue the drill by using sentences 5 to 20 of Drill 4.1.)

**Drill 4.4** Continue the drill as in the examples.

| | |
|---|---|
| 1. They are going to examine the students. | THE STUDENTS ARE GOING TO BE EXAMINED BY THEM. |
| 2. They are opening the doors. | THE DOORS ARE BEING OPENED BY THEM |
| 3. The teacher will explain the problem. | THE PROBLEM WILL BE EXPLAINED BY THE TEACHER. |
| 4. We have studied English in Thailand for a long time. | ENGLISH HAS BEEN STUDIED BY US IN THAILAND FOR A LONG TIME. |

(Continue the drill by using sentences 5 to 25 of Drill 4.2.)

Now look at these sentences.

| | |
|---|---|
| The teacher asked me a questson. | I WAS ASKED A QUESTION (BY THE TEACHER). |
| The governor gave him a prize. | HE WAS GIVEN A PRIZE (BY THE GOVERNOR). |
| The Prime Minister told them what to do. | THEY WERE TOLD WHAT TO DO (BY THE PRIME MINISTER). |

In this pattern we use the person receiving the action as the subject of the new sentence.

**Drill 4.5** Change these sentences to the passive voice, following the examples given above.

1. We asked the principal for some money.
2. My friend brought me some food.

3. The policeman gave us directions.
4. The teacher told us how to do our homework.
5. During the flood, the government gave the people some food.
6. Foreigners call King Chulalongkorn Rama V.
7. The teacher will give us an examination next week.
8. My father promised me a new bicycle.

## B. VOCABULARY

1. ordinary (adj.) [ɔrdɪnəri] [ɔrdɪnri] ธรรมดา

Rice is ordinary food in Thailand.

The children are wearing ordinary clothes today because it's a holiday.

The word "borrow" is not new or strange to Sally. It is an ordinary word which she often uses.

2. per cent, percent, %, (n.) [pəˈsɛnt] เปอร์เซ็นต์

percentage (n.) [pəˈsɛntɪǰ] จำนวนเปอร์เซ็นต์

About seven per cent of the Thai people live in Bangkok.

85% (per cent) of the pupils in that school are boys, and 15% are girls.

The percentage of girls is very low.

A high percentage of the children in Thailand go to school.

The English language has borrowed a very high percentage of its words from other languages.

3. scientific (adj.) [sayəntɪfɪk] เกี่ยวกับวิทยาศาสตร์

Scientific words are used in science classes.

Louis Pasteur was a scientific man.

Chemistry is a scientific subject.

4. church (n.) [čəˈč] โบสถ์, สวดมนต์พึงเทศน์ในโบสถ์

Christians usually go to church on Sundays.

Some people go to church every day.

A church may be very large or it may be small.

Let's take a walk after church.

5. priest (n.) [prist]; minister (n.) [ministəˈ] พระผู้ปฏิบัติและสอนศาสนา

Note: "priest" is used in reference to Catholics,

"minister" is used in reference to Protestants

Priests and ministers teach the people about religion.

Buddhist monks and Christian monks live in monasteries, but Christian priests and ministers do not.

6. Sanskrit (n.) [sænskrɪt] ภาษาสันสกฤต

A long time ago there were people in India who spoke Sanskrit.
Buddhist monks study Sanskrit, but ordinary people do not speak it nowadays.
The Thai language has borrowed many words from Sanskrit.

7. for example e.g. = exempli gratia (L.) [fɔr ɛgzæmpəl] ตัวอย่างเช่น

Many subjects are taught in our school, for example, art, arithmetic and biology.
Mary does many kinds of work, for example, she cooks, sews and gardens.
We enjoy many kinds of sports, e.g. basketball, running, jumping and swimming.

8. malaria (n.) [məlɛria] ไข้จับสั่น

Malaria is a disease. It is carried by mosquitoes.
Tawin was sick. He had malaria.
Aree had malaria last year.

9. earth (n.) [ɚθ] โลก, ดิน

The earth is smaller than the sun.
We live on the earth.
Plants grow well in good earth.

10. etc., &c . ., et cetera (L.) ฯลฯ

and others, and so forth

There were many students at the meeting, e.g. Sombat, John, Tawee, Aree, etc.

11. century (n.) [sɛnčəri] ศตวรรษ

We live in the twentieth (20th) century. (1901 - 2000)
A century is one hundred years.
King Arthur of England lived many centuries ago.
Bangkok has been the capital for more than a century and a half.

12. vitamin (n.) [vaytəmɪn] [vɪtəmɪn] วิตามิน

There are many vitamins in fresh vegetables.
Our food should have vitamins.
We cannot see vitamins, but they help us to be well and strong.

13. politics (n.) [palətiks] [pɔlɪtɪks] การเมือง political (adj.) [pəlɪtɨkəl] เกี่ยวกับการเมือง

politician (n). [palətɪšən] [pɔlɪtɪšən] นักการเมือง

Politics is the science of government. Some university students study political science.
Most people are interested in politics.
Men who take an active interest in politics are called politicians.

15. form, forms (n.) [fɔrm] รูป, แบบ

Please tell us the correct form for a business letter.

The letters of the Thai and English alphabets are not the same. They have different forms.

## C. READING

English uses the Roman (Latin) alphabet:

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

I. Vocabulary Work. You have already learned these English words. They have all been borrowed from the Latin and Greek languages. Practice saying them once again.

| | |
|---|---|
| arithmetic | language |
| bicycle | mathematics |
| calendar | natural |
| difficult | observe |
| elephant | philosophy |
| family | question |
| geography | religion |
| honest | telephone |
| idea | university |
| July | vaccine |
| kilometer | zoo |
| October | August |
| November | September |

II. Read this story silently and then answer the questions which follow it.

### The English Language

(1)

In the Thai language there are many, many words which have been borrowed from Sanskrit and Pali. In English there are many, many words which have been borrowed from Latin and Greek. But perhaps the most important thing which Western countries have borrowed from the classical languages is the Roman alphabet, the "A B C's". The English language is written in the Roman alphabet. When you write English, you use the same alphabet that the Romans used more than two thousand years ago. Of course, the sounds of the letters are not all the same. For example,

the Romans pronounced "v" like "w", and they pronounced "i" like "v". But the forms of the letters are the same. They have not changed.

English is written in the Roman alphabet, and it has also borrowed many words from Latin and Greek. In modern English about forty per cent of the words come from Latin and Greek. In ordinary conversation the percentage of classical words is smaller, but in scientific subjects the percentage of Latin and Greek words is very high. If we try to talk or write about scientific things in English, we must use a lot of words from these classical languages. For example, the word "science" comes from the Latin word "scientia" which means "knowledge"; "art" comes from the Latin word "artis"; and "language" is taken from the Latin word "lingua", which means "tongue". "Arithmetic" comes from the Greek word "arithmos", which means "number". The word "number" comes from the Latin word "numerus".

There are also many parts of words which have been borrowed from Latin and Greek. For example, in Latin "-ion" is used to show that a word is a noun; and "-ion" (or "-tion" or "-sion") is often used in English to show that a word is a noun. For example, "celebrate" is a verb, and "celebration" is a noun; "decide" is a verb, and "decision" is a noun; "translate" is a verb, and "translation" is a noun. "Dis-" and "in-" at the beginning of many English words are taken from Latin, and they have the meaning "don't" or "not". For example, the word "dislike" means "don't like", and "inexpensive" means "not expensive".

The Greek word "anti-", which means "against", has been borrowed to make many words in English. "Anti-malaria medicine" means "medicine against malaria". The names of subjects that we study end in "-ology" in English because the Greek word "logos" or "logy" means "study" or "science". The Greek word "ge", which means "earth" or "ground", has been joined to the word "ology" to make the English word "geology", which means "the science of the ground"; and the word "zoo", which means "animal" has been joined to "ology" to make the word "zoology", "the science of animals".

(2)

The first words borrowed from Latin and Greek were words about religion. The English people became Christians in the seventh century A.D. Before this time there were no Latin or Greek words in English, but during this time many words like "priest", "monk", "church", etc. were borrowed from Latin.

In 1066 A.D. the people of England were defeated by the Norman people from France. The Normans spoke French, and for about two hundred years the language of the king and the important people of England was French. After about two hundred years the king and the important people began to speak English again, but they used many, many Latin words when they spoke, and many French words which were Latin before they were French.

In the sixteenth and seventeenth centuries people began to study science and the history of Greece and Rome. Thousands of new words were taken from Latin and Greek at this time.

Nowadays words are borrowed from Latin and Greek to give names to new things. For example, "telephone", "telegraph", and "telegram" are borrowed from Greek. "Television" has been made from Greek "telos" (end, far), and Latin "video" (see). The Latin word "vita" which means "life" was used to make the word "vitamin". This word has been borrowed by the Thai language from English. The Latin word "penicillium" has also been borrowed by the English and Thai languages to be the name of the modern medicine "penicillin".

So you can see that we may call Latin and Greek "dead" languages, but Latin and Greek words are very important in the English language. We cannot talk about science in English without Latin and Greek words, and it is also very difficult to talk about ideas, religion and politics without using words from those languages. Sometimes the classical words are long, but if you practice them and use them a lot you will remember them without difficulty.

III. Questions on the reading.

Answer the following questions.

(1) 1. Where did the English language get many of its words?

2. Where did the English alphabet come from?

3. Are the sounds of the English alphabet the same as the sounds of the Roman alphabet? What about the forms of the letters?

4. What percentage of the words in English comes from Latin and Greek? What are these words called?

5. Do we use many classical words in ordinary conversation?

6. When do we use a lot of classical words?

7. Does the word "arithmetic" come from the Greek or the Latin?
8. List the parts of words given as examples in the story which have been borrowed from the Latin and the Greek.
9. Is "celebration" a noun or a verb?
10. What does "anti-" mean?
11. Why do some subjects that we study end in "-ology"?
12. What two words have been joined to make the word "zoology"? What about "geology"?
13. Where did the Thai alphabet come from?
14. Give some examples of words in Thai which were borrowed from Sanskrit and Pali. Are these words used in ordinary conversations?
15. How do you write your name in the Roman alphabet? What about the name of your school?
16. What is the meaning of this sentence:
    Thailand is an anti-communist country.
17. Give the names of some subjects that end in "-ology".

(2)
1. When did Latin and Greek words first come into the English language? Why?
2. How long was French spoken in England?
3. Do many French words have Latin as their base?
4. What happened when people began to study science?
5. How are new things usually named in English?
6. Where did the word"vitamin" come from?
7. What subjects use a lot of Latin and Greek words?
8. List the four reasons mentioned in the story which show why English borrowed from Latin and Greek.

## IV. Vocabulary Building.

**a. Make nouns of these verbs by adding "-ion".**

1. add
2. celebrate
3. destroy
4. educate
5. examine
6. explain
7. introduce
8. invent
9. invite
10. memorize
11. prepare
12. vaccinate
13. object
14. separate
15. pronounce

b. Change the meaning of these words by adding "dis-" or "in-".

1. agree
2. believe
3. continue
4. honest
5. famous
6. honor
7. pleasure
8. please
9. loyal
10. like

## D. WRITING

I. Write these Thai words in the Roman (English) alphabet.

For example: บาท baht

1. อำเภอ
2. ตำบล
3. อยุธยา
4. กำนัน
5. อุบลราชธานี
6. สามล้อ
7. ศาลา
8. จังหวัด
9. คลอง
10. มัธยมศึกษา

II. Change these passages into the passive voice.

1. The government has cleaned up Bangkok. It has built new roads and has widened old roads. The Ministry of Interior has built apartments at Din Daeng. The municipality has improved the water supply. The Police Department controls cars, buses and taxis. The government is helping the people of Bangkok to live better.

2. The farmers plant rice in June and July. They plow the fields in May and the rains flood the fields. The farmers usually use water buffaloes to plow the fields but nowadays more and more farmers are using tractors to plow their fields. The farmers and their families plant the rice and then take care of the fields until November or December. They harvest the rice during the dry season.

III. Write a short composition about the Thai language.

You can write about these things in your composition:

1. where the Thai language came from;
2. what King Ram Khamhaeng did;

3. how many letters there are in the Thai language, how they are divided and how the tones are made;
4. some examples of Thai spelling, Thai poetry,etc.

## E. SPEAKING PRACTICE

I. Read this conversation aloud.

Narong : Somsak, are you going to the Boy Scouts Fáir?
Somsak : Yes, I ám. Are you going there tóo?
Narong : Yes, I ám.
Somsak : I'm going to help at the fair tóo. I'm going to séll things.
Narong : What kinds of things are you going to séll?
Somsak : I'm not súre. All kínds of things are sold at the fair.
Narong : When is the fair begínning?
Somsak : It's going to be ópened next Friday mórning, and it will be clósed on Saturday évening.
Narong : I hope the fair will be a succéss. Was it successful last yéar?
Somsak : Yes, it wás. A lot of things were sold and the money was given to our Boy Scóut group.

II. Sentences for practice.

1. What does this word mean?
   What is the meaning of this word?
2. What does the word "mathematics" mean?
   What is the meaning of the word "mathematics"?
3. What does this word mean in Thai?
   What is the meaning of this word in Thai?
4. What does the word "mathematics" mean in Thai?
   What is the meaning of the word "mathematics" in Thai?
5. How do you say this in Thai? in English?
6. What do you call this in Thai? in English?

III. Reading aloud. Practice reading the passages in the writing exercise (II), both in the active voice and in the passive voice.

# LESSON FIVE

## A. ORAL GRAMMAR DRILLS

### I. Further practice with the PASSIVE VOICE.

**Drill 5.1** The negative of the passive voice. Continue the drill as in the examples.

1. They didn't eat the rice. THE RICE WASN'T EATEN BY THEM.
2. She isn't preparing the food. THE FOOD ISN'T BEING PREPARED BY HER.
3. We don't like the man. THE MAN ISN'T LIKED BY US.
4. The governor didn't read the letter.
5. She doesn't clean the house.
6. He didn't write the letter
7. She isn't washing the children.
8. The policeman didn't stop the bus.
9. I didn't take the money.
10. The doctor didn't examine the pupils.
11. He isn't painting the house.
12. She doesn't need the money.
13. We didn't record the song.

**Drill 5.2** The interrogative of the passive voice. Continue the drill as in the examples.

1. He opened the window. WAS THE WINDOW OPENED BY HIM?
2. They're preparing the lesson. IS THE LESSON BEING PREPARED BY THEM
3. She will start the lesson. WILL THE LESSON BE STARTED BY HER?
4. We read the book.
5. They will write a letter in English.
6. I will close the door.
7. He delayed the airplane.
8. They need the money.
9. The teacher explained the problem.
10. The class will repeat the words.
11. They cashed the check.
12. He is preparing the lesson.
13. We closed the door.

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**Drill 5.3** Questions and answers in the passive voice. Continue the drill as in the examples.

| | (A) | (B) |
|---|---|---|
| 1. door. | WHO WAS THE DOOR OPENED BY? | IT WAS OPENED BY US. |
| 2. window | WHO WAS THE WINDOW OPENED BY? | IT WAS OPENED BY US. |
| 3. him | WHO WAS THE WINDOW OPENED BY? | IT WAS OPENED BY HIM. |
| 4. closed | WHO WAS THE WINDOW CLOSED BY? | IT WAS CLOSED BY HIM. |

5. her
6. them
7. us
8. cleaned
9. house
10. painted
11. them
12. bought
13. book
14. me
15. you
16. him
17. read
18. letter
19. written
20. us
21. me
22. them
23. her
24. liked
25. food
26. prepared
27. eaten
28. us

Look at these sentences.

| | |
|---|---|
| Everyone studies English. | ENGLISH IS STUDIED BY EVERYONE. |
| Someone took the money. | THE MONEY WAS TAKEN BY SOMEONE. |
| Everybody likes her. | SHE IS LIKED BY EVERYBODY. |
| Somebody forgot the date. | THE DATE WAS FORGOTTEN BY SOMEBODY. |
| Some of the students saw the movie. | THE MOVIE WAS SEEN BY SOME OF THE STUDENTS. |
| All of the boys play football. | FOOTBALL IS PLAYED BY ALL OF THE BOYS. |
| Most of the people in Thailand practice Buddhism. | BUDDHISM IS PRACTICED BY MOST OF THE PEOPLE IN THAILAND. |
| No one needs the money. | THE MONEY ISN'T NEEDED BY ANYONE. |
| Nobody did the homework. | THE HOMEWORK WASN'T DONE BY ANYBODY. |
| None of the students finished the exercise in the book. | THE EXERCISE IN THE BOOK WASN'T FINISHED BY ANY OF THE STUDENTS. |

**Drill 5.4** Change these sentences to the passive voice, following the examples given above.

1. Somebody ate all the mangoes.
2. None of the boys ate the food.

3. Everyone looked for the money.
4. No one saw the man.
5. Most of the farmers plant rice in July.
6. No one answered the question.
7. Everybody knows him.
8. Nobody understands the teacher.
9. None of you can answer the question.
10. All of the girls like sewing.
11. Most of the students liked the story of King Arthur.
12. Someone drew a picture on the blackboard.
13. None of the men ate lunch.
14. Some of the people need the help of the government.
15. Everybody calls King Narai "Narai the Great"

II. The past participle of some more irregular verbs.

| Present Time | Past Time | Third Form | Past Time to Present Time |
|---|---|---|---|
| know | knew | **known** | I have known John for a long time. |
| give | gave | **given** | We have given her ten baht to buy food. |
| take | took | **taken** | They have taken their books to school. |
| speak | spoke | **spoken** | We have spoken English for a long time. |
| teach | taught | **taught** | He has taught English for ten years. |
| build | built | **built** | He has built a new house. |

**Drill 5.5** Do the drill as in the examples.

1. Build a house.....last year.

I BUILT A HOUSE LAST YEAR, BUT I HAVEN'T BUILT ONE SINCE.

2. Give him a book.....yesterday.

I GAVE HIM A BOOK YESTERDAY, BUT I HAVEN'T GIVEN HIM ONE SINCE.

3. Speak to him...when he was a child.

I SPOKE TO HIM WHEN HE WAS A CHILD, BUT I HAVEN'T SPOKEN TO HIM SINCE.

4. Take a walk ..... last year.
5. Teach a lesson ..... yesterday.
6. Build a fence ..... last month.
7. Give him a pen ..... this morning.
8. Teach him ..... when he was at school.
9. Speak to her ..... yesterday.
10. Wrote to John ..... when he was in America.

## B. VOCABULARY

1. form (v.) [fɔrm] ก่อตั้ง

The students in Matayom Suksa 3 have formed an English Club.

Thailand was formed by the Thai people who came from the north.

2. later (adv.) [leytəɹ] ต่อมา,ภายหลัง

The Thais first lived in Sukhothai, and then in Ayudhya; later they moved to what is now called Bangkok.

I'm going shopping, then to lunch and later to a movie.

3. however (adv.) [hawɛvəɹ] อย่างไรก็ตาม

He wanted to go to the university; however, he failed the entrance examination, and couldn't go.

Thailand is famous for its temples. The most famous thing about Thailand, however, is its friendly people.

4. translate (v.) [trænsleyt] แปล

Please translate this sentence into Thai.

His book has been translated into English. It was translated by someone in my school.

## C. READING

I. Vocabulary Work. Study these words. Look up their meaning in the dictionary before you begin to read the story.

cruel (adj.)

to be converted (v.) He has been converted to Buddhism.

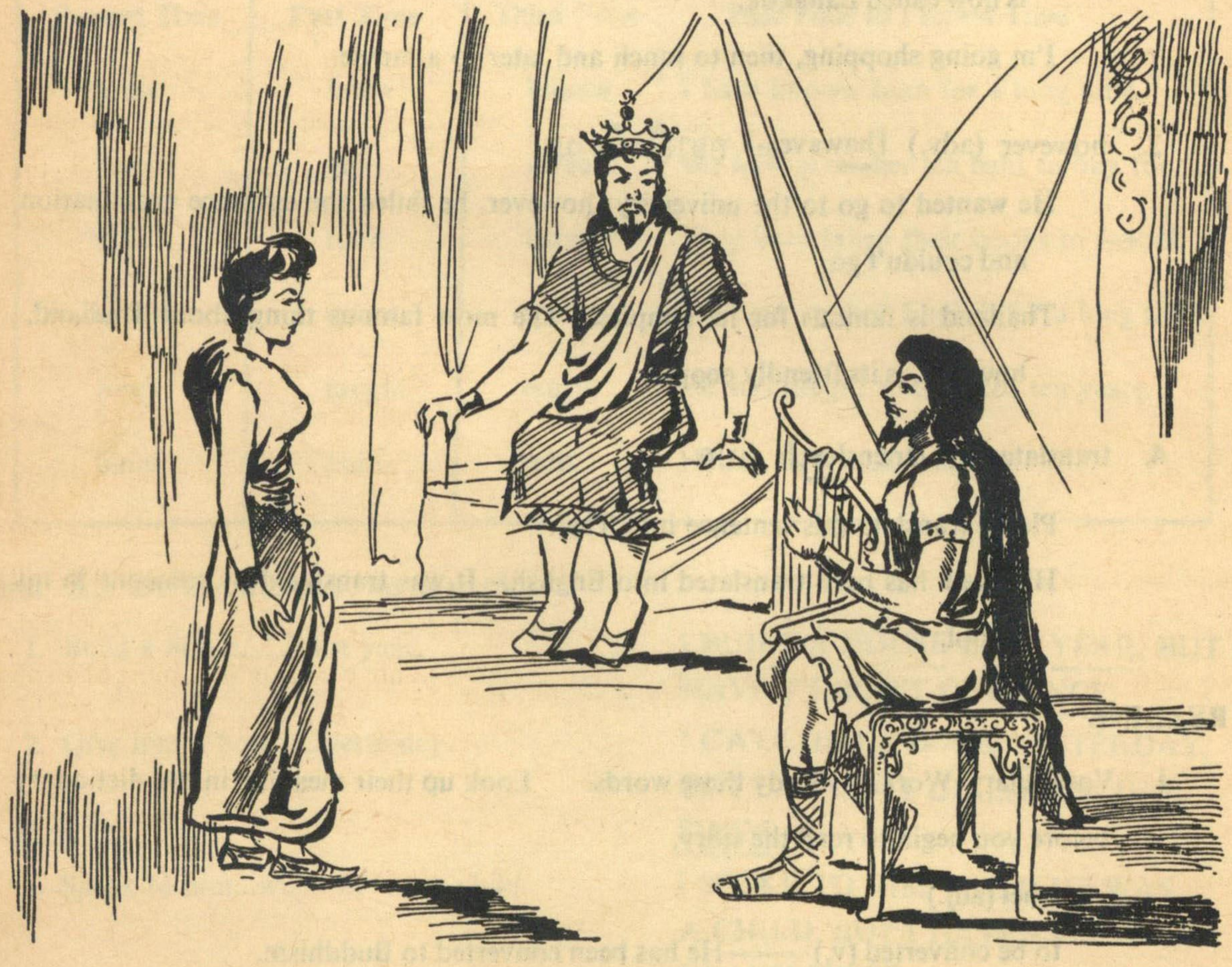
carve (v.) Wooden elephants are carved in Chiengmai.

rich (adj.) Thailand is a rich country. It has rich forests, good land and plenty of water.

Britain (Great Britain)
Wales
England
Celts (n.) Celtic (adj.)
Angles and Saxons, the Anglo-Saxons
Old English
Beowulf

| (n.) (the country) | (adj.) | (n) (the people) |
|---|---|---|
| America | American | Americans |
| Canada | Canadian | Canadians |
| Australia | Australian | Australians |
| New Zealand | New Zealand | New Zealanders |
| England | English | Englishmen |

II. Read the following story silently and then answer the questions which follow it.



## Early English Language and Literature

English has borrowed many, many words from the classical languages, but it does not have Latin or Greek as its base. What is the base of English? What is the history of the English language? The history of the English language is not the same as the history of England. The people who first lived in England did not speak English, and nowadays many, many millions of people—Americans, Canadians, Australians, New Zealanders, for example—speak English in their homes, but they are not English, and they do not live in England. The history of the English language is too long to tell in one lesson, but you can learn about the early history of the English language in this lesson.

The people who first lived in England were called Celts. They loved jewels and gold and silver things. They came to England many, many thousands of years ago. Then these Celts were defeated by the Romans. Britain was ruled by the Romans (43 A.D.-400 A.D.). When the Romans left Britain, the Celts were not very strong. They were weak. Then Britain was attacked by people from northern Europe. These people were very cruel and fierce, and the Celts were often defeated by them. The two most well-known peoples who fought the Celts in Britain were the Angles and the Saxons. The Angles and the Saxons defeated the Celts and pushed them into the West of Britain. In the West of Britain the Celtic people formed a new country which the Angles and Saxons called "Wales". In Wales many people still speak the old Celtic language, but nowadays they speak English also. The Angles and Saxons ruled the East of Britain. The part of Britain they ruled was called "Angleland" or "The Land of the Angles"; later this part of Britain was called "Engleland" and then it was called "England".

The language of the Angles and Saxons is called "Anglo-Saxon" or "Old English", and the Angles and Saxons are called "Anglo-Saxons". What kind of people were the Anglo-Saxons? What was their language like? What was their way of life like?

We know a lot about the Anglo-Saxons from about the year 600 A.D. Before this date the Anglo-Saxons were not Christians. They were converted to Christianity in the seventh century by monks from Italy. After the Anglo-Saxons were converted to Christianity, they began to write with the Roman alphabet. They wrote in Latin, and they also wrote in Old English.

We know that the Anglo-Saxons were not very good builders. Many Anglo-Saxon buildings were built of wood. There are still a few Anglo-Saxon churches in England. These churches are beautiful, but most of them are small. The Anglo-Saxons were very clever in carving stone. There are very beautiful stone carvings made by the Anglo-Saxons. The Anglo-Saxons also had very beautiful jewels and very beautiful books.

They had a strong government and good kings. King Alfred the Great was the most

well-known king of this time. The most famous part of Anglo-Saxon life, however, is its literature. Old English poetry is very famous. The Anglo-Saxons were not great builders, but they were great poets. The most famous poem of Old English times is called "Beowulf". This is a long and very beautiful poem.

Many Latin books were translated into English. These books were often about science, and many scientific books were translated by King Alfred the Great.

Anglo-Saxon, or Old English, is a very rich and beautiful language. In fact, we can say that Old English literature is one of the world's richest and most beautiful treasures.

III. Questions on the reading. Answer the following questions. Give short answers.

1. Does English have Latin as its base? NO, IT DOESN'T.
2. Did the people who first lived in England speak English?
   NO, THEY DIDN'T.
3. What were the people who first lived in England called?
   THEY WERE CALLED CELTS.
4. When did the Celts come to Britain?
5. What were the names of the two most well-known peoples who fought the Celts?
6. In which part of Britain did the Celts go to live? What is this part called now?
7. What part of Britain did the Angles and Saxons rule?
8. What was the part of Britain the Angles and Saxons ruled called?
9. What is it called now?
10. When were the Anglo-Saxons converted to Christianity?
11. Were the Anglo-Saxons very good builders?
12. Who was the most well-known king of the Anglo-Saxons?
13. Is Old English poetry very famous?
14. Who translated many scientific books?
15. Can we say that Old English literature is very rich and beautiful?
16. In which part of Thailand did the Thais first go to live?
17. Can we say that Thai literature is very rich and beautiful?
18. Who translated many English plays and stories into Thai?
19. Who was the most well-known king of Ayudhya?
20. Did the people who first lived in Thailand speak Thai?
21. Does Thai have Sanskrit as its base?

## D. WRITING

I. Complete the sentences below, using one of the expressions from the following list in each sentence. The expressions can all be found in the story.

| | |
|---|---|
| **not the same** as | in fact |
| too ..... to | write with |
| were called | built of |
| to be like | write..... in |
| made by | clever in |

1. Monks sometimes ..... the Pali alphabet.
2. John is very ..... making model airplanes.
3. This coffee is ..... sweet ..... drink.
4. Many temples in Thailand are ..... cement.
5. The Thai language is ..... the Burmese language.
6. The people who first lived in America ..... Indians.
7. We should try to learn how to ..... a letter ..... English.
8. He passed his examinations; ....., he got the highest marks.
9. These dresses were ..... my sister.
10. What..... Thailand.....? Is it hot or cold? What..... the Thai language .....?

II. There are many sentences in the passive voice in the story. Here are some of them. Change them to the active voice.

1. Britain was ruled by the Romans.
2. The Celts were often defeated by them.
3. They were converted to Christianity in the seventh century by monks from Italy.
4. Many scientific books were translated by King Alfred the Great.
5. Britain was attacked by people from northern Europe.

III. Answer these questions. Write your answers in the passive voice.

1. Who discovered a vaccine against rabies? (Louis Pasteur)
2. Who rebuilt the big chedi at Nakorn Pathom? (King Mongkut)
3. When did King Chulalongkorn build the first railroad in Thailand? (1893)
4. Who moved the capital of Thailand from Thonburi to Bangkok? (King Rama I)
   When was it moved? (1782)
5. Who discovered how to prevent smallpox? (Edward Jenner)
6. Who built a new capital at Thonburi? (King Taksin)
7. Who invented the steam engine? (James Watt)

8. Who made Thailand into a modern nation? (King Chulalongkorn)
9. Who ruled Thailand from 1824 to 1851? (King Rama III)

## E. SPEAKING PRACTICE

I. Practice the stréss in these words. Notice how the primary stress changes.

| | |
|---|---|
| sćience | scientífic |
| pólitics | politićian |
| álphabet | alphabétical |
| biólogy | biológical |
| hístory | histórical |
| phótograph | photógraphy |
| próvince | províncial |
| Cánada | Canádian |

II. Conversation for practice in reading aloud.

Anong, Siree, and Mali are preparing for a history examination.

Siree : The examinátion tomorrow won't be eásy.
Anong : We won't páss it unless we stúdy.
Mali : All ríght. Let me ask the fírst question: Who invented the Thai álphabet?
Anong : That's éasy. The Thai alphabet was invented by King Ram Khamháeng.
Siree : When was Aýudhya destroyed?
Mali : Ayúdhya was destroyed in 1767.
Anong : When was América discóvered?
Siree : America was discovered in 1492.
Anong : Who discovered América?
Mali : America was discovered by Christopher Colúmbus.
Siree : Who reformed núrsing?
Anong : Nursing was reformed by Florence Nightingale.
Mali : Who abolished slávery in America?
Siree : Slávery in America was abolished by Abraham Líncoln.
Anong : Who abolished slávery in Tháiland?
Mali : Slavery in Tháiland was abolished by King Chulalóngkorn.
Siree : Thóse questions are éasy.
Anong : I hope there won't be many difficult questions in the exám.
Mali : Well, the exam's going to be given by Mrs. Payóm.
Siree : Oh, dear, she always asks difficult questions.
Anong : Never mind. Let's not wáste time. If we study hárd, we won't fáil.

Mali : We can study for another twénty minutes, and then we should go hóme.

Siree and Anong : All right.

III. Practice with the responses "That's all right" and "Never mind".

(1) What is John's address? (surname, telephone number)

I can't remember what it is.

That's all right. I can ask someone else.

(2) May I borrow your book? (pen, ruler, pencil)

I'm sorry, but I have to use it myself.

Never mind. I can borrow one from the teacher.

(3) I'm afraid it's going to rain. (snow)

Never mind. We can take an umbrella. (a coat)

(4) Why don't you try to speak English? (write a letter, read your composition)

I'm afraid that I'll make too many mistakes.

That's all right. Don't be afraid to try.

(5) When does class start? (the lesson, the examination, school, the meeting, the game)

At nine. It's 8:55 now . We're going to be late.

Never mind. The teacher won't say anything.

# LESSON SIX

## A. ORAL GRAMMAR DRILLS

I. The use of the "-ed" and "-ing" forms of certain words.

Notice the following groups of sentences.

| (A) | (B) | (C) |
|---|---|---|
| English interests him. | He is interested in English. | English is interesting. |
| The movie bored Anong. | Anong was bored with the movie. | The movie was boring. |
| The lessons tired them. | They were tired of doing the lessons. | The lessons were tiring. |
| The clumsy man amused the children. | The children were amused by the clumsy man. | The clumsy man was amusing. |
| The snake frightened the dog. | The dog was frightened by the snake. | The snake was frightening. |
| Their marks disappointed them. | They were disappointed with their marks. | Their marks were disappointing. |
| My marks pleased my father. | My father was pleased with my marks. | My marks were pleasing. |
| Their good marks surprised their teacher. | Their teacher was surprised at their good marks. | Their good marks were surprising. |
| The football game excited her. | She was excited by the football game. | The football game was exciting. |

Notes: 1. Review the meaning of all the verbs in Group A.

2. Notice that the words in Group B end in "-ed" and that they are used to describe a feeling of the subject, e.g. Anong, the children, etc.

3. Notice that the words in Group C end in "-ing" and that they are used to describe a feeling that the new subject gives to other persons, e.g. The movie bored Anong. The movie was boring.

4. The prepositions which are given with the words in Group B should be remembered also ,e.g.

interested in

tired of

frightened by

excited by

surprised at [something]

surprised by [someone]

**Drill 6.1** After doing the examples, continue the drill.

1. Siree saw a big tiger. She was frightened.
   SIREE WAS FRIGHTENED BY A BIG TIGER.
2. Chalor saw a big tiger. It frightened him.
   THE TIGER WAS FRIGHTENING.
3. Mali studied the lesson hard. She was tired of it.
   MALI WAS TIRED OF THE LESSON.
4. Somsak studied the lesson hard. It tired him.
   THE LESSON WAS TIRING.
5. Anong went to the movie. She was interested.
6. Preecha went to a movie. It interested him.
7. The students got their marks. They were disappointed.
8. The students got their marks. They disappointed them.
9. Chai read the book. He was bored.
10. Siree read a book. It bored her.
11. Tawin saw the movie. He was frightened.
12. Lek saw a movie. It frightened him.
13. Mali observed the monkeys. She was amused.
14. Dang observed the monkeys. They amused him.
15. Lop watched television. He was excited.
16. Siree watched television. It excited her.

**Drill 6.2** Do the drill as in the examples.

1. Somchai is tired after he plays tennis. (Describe tennis.)
   TENNIS IS TIRING. IT'S A TIRING GAME.
2. Somsak was pleased after he passed the examination. (Describe Somsak.)
   SOMSAK WAS PLEASED. HE WAS A PLEASED BOY.

3. The movie frightened Anong. (Describe Anong.)
   ANONG WAS FRIGHTENED. SHE WAS A FRIGHTENED GIRL.
4. The movie frightened Siree. (Describe the movie.)
   THE MOVIE WAS FRIGHTENING. IT WAS A FRIGHTENING MOVIE.
5. Dang bores his fiends. (Describe Dang.)
6. Mali bores her friends. (Describe Mali's friends.)
7. John is laughing. The monkeys amuse him. (Describe the monkeys.)
8. Mary is laughing. The monkeys amuse her. (Describe Mary.)
9. Peter interests his friends. (Describe Peter's friends.)
10. Betty interests her friends. (Describe Betty.)
11. The noise frightened Anong. (Describe Anong.)
12. The noise frightened Mali. (Describe the noise.)
13. Lop bores Suchat. (Describe Suchat.)
14. Siree bores Chalao. (Describe Siree.)
15. The low marks disappointed him. (Describe the marks.)
16. The low marks disappointed John. (Describe John.)
17. The boys were tired after they played football. (Describe the boys.)
18. The boys were tired after they played football. (Describe the football game.)

**Drill 6.3** Describe both the subject and the object in the following sentences. Follow the examples.

1. The book disappointed her. THE BOOK WAS DISAPPOINTING.
   SHE WAS DISAPPOINTED WITH THE BOOK.
2. The present excited her. THE PRESENT WAS EXCITING.
   SHE WAS EXCITED BY THE PRESENT.
3. Boy Scouting interests him. BOY SCOUTING IS INTERESTING.
   HE IS INTERESTED IN BOY SCOUTING.
4. The movie disappointed the children.
5. The monkey amused the children.
6. The exercise tired the girls.
7. The ugly man frightened them.
8. The book bored him.
9. John's marks surprised his parents.
10. Junior Red Cross interests her.
11. The game amused the boys and girls.
12. My friends surprised me. (use "surprised by")
13. Bangkok interests many tourists.
14. The man's story amused us.

II. The past participle of some other irregular verbs.

| | | | |
|---|---|---|---|
| do | did | **done** | I have done my homework. |
| begin | began | **begun** | They have begun the lesson. |
| see | saw | **seen** | We have seen the king three times. |
| hear | heard | **heard** | I have heard the train pass many times. |
| break | broke | **broken** | You have broken my pen. |

**Drill 6.4** Give a response to each of the following, as in the examples.

1. Are you going to see the movie? — I'VE SEEN IT ALREADY.
2. Are you going to begin the book? — I'VE BEGUN IT ALREADY.
3. Did you hear the bell ring? — I'VE HEARD IT ALREADY.
4. Are you going to do your homework?
5. Are you going to break the egg?
6. Did you hear the news?
7. Are you going to see "Dracula"?
8. Are you going to begin the lesson?
9. Are you going to break the lock?
10. Did you take your pen?
11. Are you going to see the movie?
12. Are you going to begin the work?
13. Did you do your homework?
14. Are you going to take your paper?
15. Did you see the examination?

## B. VOCABULARY

1. hall (n.) [hɔl] ห้องโถง

A hall is a big high building. Halls are often used for meetings.

We have a meeting hall in our school.

In former times a hall was used for eating and sleeping.

Nowadays a place where students live when they are at a university is often called a hall.

2. monster (n.) [manstə-] สิ่งที่น่าเกลียดน่ากลัว ครึ่งสัตว์ครึ่งคน

A monster is a fierce, dangerous animal or person.

Monsters are very ugly.

There are no real monsters. They are found only in stories and movies.

ครึ่งสัตว์ครึ่งคน

Can you give the names of any monsters from Thai literature?

3. hate (v.) [heyt] เกลียด

When we hate something we dislike it very much.

We should not hate other people.

"Why don't you drink your medicine?" said Siree's mother. "I don't like it," said Siree. "I hate it."

4. roar (n.) (v.) [rɔr] คำราม แผดเสียง ส่งเสียงดัง

Dogs bark but lions and tigers roar.

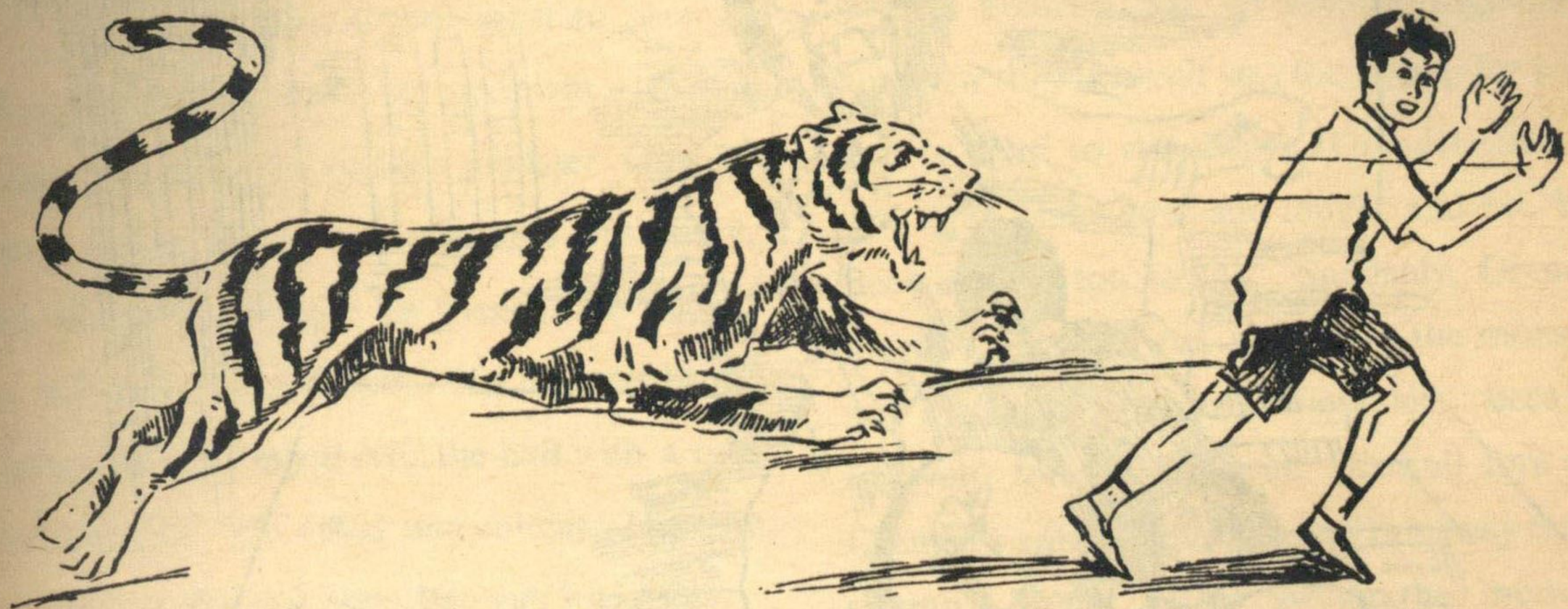
The lion was angry—he gave a frightening roar.

Sometimes, when we want to describe a loud noise, we say that something or someone roars, e.g. The train roared through the station. The man roared with anger.

The people roared when the fight began.

คำราม

5. run away (v.) วิ่งหนี



When the tiger roared, Somsak was frightened and he ran away.

When the burglar saw the policeman, he ran away.

Don't run away when a dog barks, or perhaps it will bite you.

6. tear off (v.) [tɛr of] ฉีกออก ดึงออก (tear, tore, torn)

Chai asked for two stamps. Lek had many stamps, so he tore off two stamps and gave them to Chai.

The hungry dog tore off a piece of meat and ran away.

"How can I get this paper off the wall?" asked Tawin.

"Tear it off," answered Narong.

## C. READING

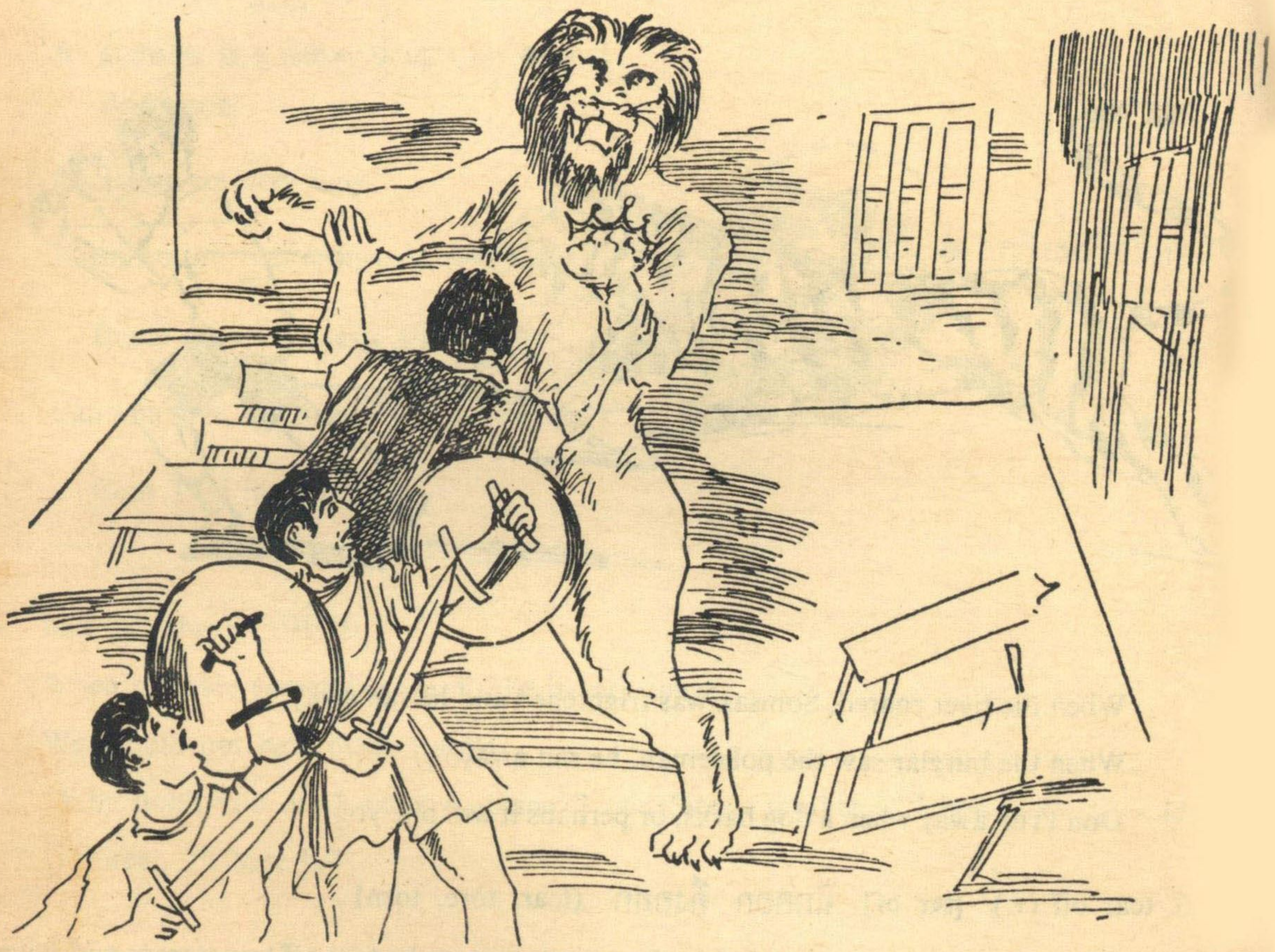
I. Read the following story and then answer the questions which follow it.

You will find these names in the story: Beowulf (beyəwulf),

Grendel (grɛndəl) and King Hrothgar (roθgar).

Introduction:

The most well-known poem in Old English is called "Beowulf". This poem was written down about one thousand three hundred years ago. The poem tells about a man called Beowulf. It is very long, but you can read here the story of what happened in one part of the poem--"Beowulf's Fight with Grendel".



King Hrothgar was King of the Danes. He was an old man, but he was strong. He said to his soldiers, "We will build a strong hall together. In this hall, we will laugh and sing. We will drink, and we will be happy." King Hrothgar and his men built the strong hall, and everybody was happy. But far from the hall, in a frightening swamp, lived a terrible monster, Grendel. Grendel hated King Hrothgar and his men. One night, when the hall was finished, Grendel came from the swamp, broke the door of the hall with his monster's hand, and killed thirty soldiers and ate them. Afterwards, Grendel came many times to attack King Hrothgar's men in the hall. Nobody could kill Grendel because the monster was very strong. Ordinary swords broke when they were used against Grendel.

After many, many years King Hrothgar wrote to Beowulf: "The terrible monster Grendel frightens us. We cannot kill Grendel. Come and help us." Beowulf and his friends came quickly to help the old king. They went

to the strong hall, and they said,"We will sleep here in this hall, and when Grendel comes, we will kill him."

Beowulf and his friends went to sleep in King Hrothgar's hall. At midnight, when it was very dark, the terrible monster Grendel came out of the swamp. Grendel was angry. He hated Beowulf and his friends. He wanted to kill them and eat them. The monster broke the door and jumped into the hall with a roar like thunder. He killed one soldier. Then he jumped at Beowulf, but Beowulf was ready.

Grendel was frightening, but Beowulf was not frightened. Beowulf and Grendel fought fiercely. It was very dark in the hall. Beowulf and Grendel broke tables and chairs and many other things while they fought in the dark. Beowulf's friends tried to help him as he fought with Grendel. They hit Grendel with their swords, but the monster was too strong, and their swords broke in their hands. Beowulf did not try to kill Grendel with his sword. He took the monster's arm, and he tried to break it. When Grendel felt how strong Beowulf was he became frightened. He knew that Beowulf was too strong for him, and he tried to run away. Grendel tried to run away—he roared and fought and bit, but Beowulf was too strong. Suddenly, Grendel roared loudly and ran away, but the monster was wounded—terribly wounded, because Beowulf tore off his arm. Beowulf tore off Grendel's arm and the monster ran away to his swamp. There, in his swamp,the monster Grendel died.

When Beowulf's friends saw Beowulf with Grendel's arm, they shouted loudly because they were happy. They went to old King Hrothgar, and they said, "Beowulf has killed Grendel. Now you can really sing and laugh and live in your big hall." Everybody was happy, and there was a great celebration because the terrible monster Grendel was dead.

II. Questions on the reading. Answer the following questions.

1. Who was King Hrothgar?
2. What was the name of the monster?
3. Why could nobody kill the monster?
4. Where did Beowulf and his friends go to sleep?
5. When did Grendel come to attack Beowulf?
6. What did Grendel want to do with Beowulf and his friends?
7. What happened when Beowulf's friends hit Grendel with their swords?
8. How did Beowulf kill Grendel?
9. Where did Grendel die?
10. Why was everybody happy at the end of the story?

## D. WRITING

I. Compose sentences using the words given. Don't change the order of the words, e.g.

surprise ..... prize

I was surprised at getting the prize.

I was not surprised when I was given the prize.

1. move ..... disappoint
2. interest ..... French
3. disappoint ..... movie
4. game ..... bore
5. surprise ..... my friends
6. play ..... excite
7. tire .....ping-pong
8. story ..... amuse
9. interest .....university
10. frighten .....loud noise

II. Write a 3 or 4 sentence summary of the story about Grendel and Beowulf.

III. Complete this dialogue.

A. Did you ..... your homework?

B. Yes, I've ..... already. Have you ..... yours?

A. Yes, I have.

B. Did you think ..... difficult?

A. No. I ..... easy.

## E. SPEAKING PRACTICE

I. Dialogue. Say this dialogue after your teacher. Memorize it and practice saying it with your friends.

LEK : Did you go to the movie last night?

night
last night
the movie last night
go to the movie last night
Did you go to the movie last night

CHAI : No. I wasn't interested in going. Did you go?

go
you go
Did you go

LEK : Yes, I did. I thought it was very interesting. interesting ↘

very interesting

it was very interesting

I thought it was very interesting

CHAI : My brother went to see it. He said it was boring. boring ↘

was boring

it was boring

He said it was boring

II. A review of some conversational expressions.

1. Good morning.
2. Good afternoon.
3. Good evening.
4. How are you? How are you?
5. How have you been?
6. Fine, thank you.
7. How do you do?

Practice this dialogue.

A. Good morning.

B. Good morning. How are you?

A. Fine, thank you. How are you?

B. Fine, thank you. This is my friend Mr. Brown.

C. How do you do?

A. How do you do? My name is Somsak.

III. Conversation. Read this conversation aloud.

LEK : Did you go to the móvie last night?

CHAI : Nó, I wasn't ínterested in going. Did yóu go?

LEK : Yes, I díd. Í thought it was véry interesting.

CHAI : My bróther went to see it. Hé said it was bóring.

LEK : Well, it wasn't very amúsing, but it was ínteresting.

CHAI : How can a movie be ínteresting if it's not amúsing?

LEK : Well, this film was a movie about a mónster. It was fríghtening, but it wasn't amúsing.

CHAI : My bróther wasn't fríghtened. He said the movie wásn't frightening.

LEK : If you go to sée this movie, you'll be fríghtened.

CHAI : No, I wón't.

LEK : Don't be too súre. It's a véry fríghtening móvie.

# LESSON SEVEN

## A. ORAL GRAMMAR DRILLS

I. The use of WISH.

Study these sentences.

I WISH I were rich. (I am NOT rich but I want to be rich.)

I WISH I weren't rich. (I am rich, but I don't want to be rich.)

John WISHES he knew
how to speak Thai. (He does NOT know how to speak Thai.)

John WISHES he didn't know
how to speak Thai. (He knows how to speak Thai.)

Notice that the verbs after "wish" (were, knew, did know), are in the PAST form, but the meaning is present time.

Here are some other examples for study and practice.

| | |
|---|---|
| I wish I were in M.S. 4. | I wish I weren't in M.S. 3. |
| I wish you studied French. | I wish you didn't study French. |
| We wish we knew Mr. Brown. | We wish we didn't know Mr. Brown. |
| I wish she were here. | I wish she weren't here. |
| I wish she could come. | I wish she couldn't come. |
| I wish I had a car. | I wish I hadn't a car. |
| | (I wish I didn't have a car.) |

**Drill 7.1** Make affirmative sentences with "wish", as in the examples.

1. John isn't well today. — I WISH JOHN WERE WELL TODAY
2. Mary doesn't speak Thai. — I WISH MARY SPOKE THAI.
3. She can't drive a car. — I WISH SHE COULD DRIVE A CAR.
4. They don't work hard.
5. He isn't rich.
6. She doesn't drink coffee.
7. Mary doesn't learn French.
8. John can't speak Thai.
9. They don't play football.
10. They aren't happy.
11. She isn't clever.
12. You aren't well.
13. He doesn't know you.

14. She isn't famous.
15. They don't go to school.
16. You can't speak English.
17. She doesn't study hard.
18. They can't swim.

**Drill 7.2** Make negative sentences with "wish", as in the examples.

1. She's tired. — I WISH SHE WEREN'T TIRED.
2. John works slowly. — I WISH JOHN DIDN'T WORK SLOWLY.
3. Paul works hard. — I WISH PAUL DIDN'T WORK HARD.
4. They're lazy.
5. She drives fast.
6. John is careless.
7. Mary is stupid.
8. We walk to school.
9. He sleeps a lot.
10. They speak badly.
11. The children are noisy.
12. She is angry.
13. We get up early.

**Drill 7.3** Make sentences with "wish", as in the examples.

1. They're not clever. — I WISH THEY WERE CLEVER.
2. He talks loudly. — I WISH HE DIDN'T TALK LOUDLY.
3. Paul's lazy. — I WISH PAUL WEREN'T LAZY.
4. She doesn't speak English. — I WISH SHE SPOKE ENGLISH.
5. I don't live in Bangkok.
6. She walks to school.
7. They're stupid.
8. He's clumsy.
9. We're not rich.
10. They don't study English.
11. They talk foolishly.
12. She doesn't understand mathematics.
13. He doesn't speak English.
14. He works slowly.
15. John's careless.
16. They drive fast.
17. Anong can't drive.
18. They don't eat rice.
19. He doesn't like geometry.
20. They're not happy.

II. The past participle of some other irregular verbs.

| Present | Past | Past to Present |
|---|---|---|
| tell | told | **told** I've told you already. |
| sell | sold | **sold** He has sold his watch. |
| buy | bought | **bought** She has bought a pen. |
| lose | lost | **lost** I've lost my book. |
| meet | met | **met** We have met Mr. Brown. |
| dig | dug | **dug** I've dug the garden. |

**Drill 7.4** Do the drill as in the examples.

1. Don't tell him your name. — I'VE TOLD HIM ALREADY.
2. Don't buy that watch. — I'VE BOUGHT IT ALREADY.
3. Don't lose his book. — I'VE LOST IT ALREADY.
4. Don't buy his pen.
5. Don't sell your watch.
6. Don't lose her bag.
7. Don't tell your brother.
8. Don't dig the lawn.
9. Don't meet that man.
10. Don't buy this coat.
11. Don't dig the field.
12. Don't sell your car.

III. The use of As ... As.

Practice the use of "as ... as" in the following sentences.

Our homework was AS difficult AS theirs was.

Our homework wasn't AS easy AS theirs was.

This painting is AS beautiful AS that one.

They study AS much AS we do.

They don't study AS much AS we do.

We worked AS hard AS you did.

He knows AS many words AS I do.

He doesn't know AS many people AS you do.

Note: Be careful not to stress the word AS in these sentences.

**Drill 7.5** Do the drill as in the examples.

1. This problem is easy. That problem is easy too.
   (This is an easy problem. That is an easy problem too.)
   THIS PROBLEM IS AS EASY AS THAT ONE.
2. He ate a lot of rice. I ate a lot of rice too.
   HE ATE AS MUCH RICE AS I DID.
3. I am tall. He's tall too.
   I AM AS TALL AS HE IS.
4. My bicycle is big. His bicycle is big too.
5. I bought a lot of flowers. He bought a lot of flowers too.
6. This is a good book. That is a good book too.
7. This book is interesting. That book is interesting too.
8. This is an expensive car. That's an expensive car too.
9. I have ten baht. He has ten baht too. (money)
10. This question is difficult. That question is difficult too.

**Drill 7.6** Do the drill as in the examples.

1. This problem is difficult. That problem is easy.
   THIS PROBLEM ISN'T AS EASY AS THAT ONE.
2. He didn't eat a lot of rice. I ate a lot of rice.
   HE DIDN'T EAT AS MUCH RICE AS I DID.
3. I am short. He is tall.
   I AM NOT AS TALL AS HE IS.
4. My bicycle is small. His bicycle is big.
5. I didn't buy many flowers. He bought a lot of flowers.
6. This is not a good book. That is a good book.
7. This book is boring. That book is interesting.
8. This is a cheap car. That is an expensive car.
9. I have 10 baht. He has 20 baht. (money)
10. This question is difficult. That question is easy.

## B. VOCABULARY

1. dig, dug, dug (v.) [dɪg] [dəg] ขุด

   Farmers dig their fields.

   We sometimes dig in our gardens.

   John dug a big hole yesterday.

2. cousin (n.) [kəzən] ลูกพี่ลูกน้อง

   Your cousins are the children of your uncles and aunts.

   Cousins can be older or younger than you.

   Cousins can be boys or girls.

3. to have a good time (v.) [tə hæv ə gʊd taym] สนุก

   When we go to a fair, we laugh and smile. We have a good time.

   When we are on holiday, we have a good time.

Chalor went to Songkhla to visit his cousins. When he returned home his mother said, "Did you have a good time in Songkhla?"

4. first of all (adv.) [fə·st əv ɔl] ก่อนอื่น

"First of all" means "the first thing" or "before any other thing".

You should learn English but first of all you should learn Thai.

"You can go to the movies," said Tawin's father, "but first of all, you must do your homework."

5. a little (adj.) [ə lɪtəl] นิดหน่อย

"A little" means "some, but not much".

I only have a little money. I wish I had a lot of money.

We studied a little French yesterday.

6. finally (adv.) [faynəli] ในที่สุด

"Finally" comes from the word "final", which means "last" or "end".

I worked on my homework for a long time. It was very difficult.

I finally finished it at midnight.

I want to do these things today. First of all, I want to wash my clothes, then I want to clean the house and finally, I want to plant some flowers.

## C. READING

I. Vocabulary Work. Review the meaning and pronunciation of these words.

Oxford, Oxford University

succeed, succeed in (v.)

mathematics (n.)

religion (n.)

science (n.)

II. Read the following story aloud and then answer the questions which follow it.

The time is seven hundred years ago. The place is a small village in England. Two boys, Peter and John, are talking while they work in the fields.

**Studying at Oxford University**

"I wish I were rich," said Peter, as he dug the earth in a field.

"Why?" asked John. "Why do you want to be rich?"

"Because I'm tired of digging in the fields. I wish I weren't a farmer's son. I wish I were a rich man's son."

"Well, rich people have more trouble than poor people," said John. "Why do you want to be rich?"

"I want to go to the university," said Peter.

"What's a university?" asked John.

"It's a place where you learn a lot of things," said Peter. "It's more difficult than a school, and the people who go there are older."

"Where is this university?" asked John.

"There's one near here," said Peter. "It's in Oxford."

"Oh, I know that place," said John. "You won't be able to go there."

"Why not?" asked Peter.

"Because you must read and write and know Latin," said John. "My cousin goes to Oxford, and he told me about the university."

"I wish I wrote and spoke Latin," said Peter. "I wish I knew mathematics and science."

"I wish you worked harder," said John. "You haven't dug a lot, but you've talked all morning."

"I want to go to the university," said Peter. "I don't want to dig in the fields. I want to study science."

"Well, they don't study science very much at Oxford," said John. "They study Latin and religion and a little mathematics, but they don't study science."

"That doesn't matter," said Peter. "The students have a good time. They don't work hard."

"You're wrong," said John. "They work very hard. They get up before dawn, and they clean their rooms. Then they go to church. After church they study Latin until about nine o'clock. Then they have a small breakfast. They study the whole day and part of the night. When they go to bed, it's very late, and they have to get up very early the next morning."

"You talk too much," said Peter. "You've never gone to a university. How do you know about it?"

"I've told you already," said John. "My cousin went to Oxford. He didn't like it. He said it was a very hard life. Most of the students are poor, and they have to study very hard."

"Well, I wish I were there," said Peter. "I'm sure they don't work as hard as we do. I want to enter the university. Did your cousin tell you how he entered the university?"

"Yes, he did," said John. "First of all he was examined about religion by a monk. Then he was examined for Latin by some other monks. Finally, he was asked a lot of difficult questions by other people. He succeeded well enough. He answered all the questions, but it was difficult."

"Well, I'm going to learn to read and write," said Peter. "And I'm going to learn Latin too."

"If you learn to read and write, and if you learn Latin, and if you succeed in entering the university, you'll find that it's not an easy life," said John. "You'll work as hard as you do now. In fact, you'll work harder because you're lazy and don't work well. You'll wish you were back in the fields."

"No, I won't," said Peter. "I wish I could go to Oxford tomorrow."

"You can go, if you want," said John. "No one will stop you. You'll have to pass the examinations and work very hard and eat very little food, but you won't worry about that."

"Perhaps I'll go next year," said Peter, because he really didn't like the idea of working hard at the university.

"That's right," said John. "You can go to the university next year; but now you can help me to dig this field. We must finish it before we go home, or we won't get any dinner."

III. Questions on the reading. Answer the following questions.

1. Why did Peter want to be rich?
2. What language must you know how to read and write at Oxford University?

3. What did Peter want to study?
4. About what time do the students at Oxford get up?
5. What do they do before they have breakfast?
6. Whose cousin went to Oxford?
7. What three things must be done to enter the university?
8. What did John mean when he said, "You'll wish you were back in the fields"?
9. When did Peter say he would go to the university?
10. What were John and Peter doing?
11. What things must you do if you want to enter a university in Thailand?
12. What language must you know how to read and write if you go to a university in Thailand?

## D. WRITING

I. Complete the following sentences.

1. I'm tired of ..... books.
2. A university is a place ..... .
3. If you succeed ..... the examinations, ..... .
4. He doesn't like the idea of ..... a lot of homework.
5. We ..... at the party last night.
6. I didn't eat ..... as he ..... .
7. We study ..... noon and then we ..... lunch.
8. I wish I ..... have to .....every day.
9. If you want to enter the university, what .....?
10. If you want to enter the university, you .....

II. Write out the following exercise with WISH, as in the examples.

| | |
|---|---|
| 1. I - be rich | I wish I were rich. |
| 2. He - know Mr. Brown. | He wishes he knew Mr. Brown. |
| 3. They - know French | |
| 4. I - go - university | |
| 5. They - be rich | |
| 6. They - live near the sea | |

7. We - know the answer
8. She - speak French
9. He - be clever
10. I - have some mangoes
11. We - be older
12. She - study Latin
13. He - write well
14. The boys - know how to play football
15. Most of the students - speak English better

III. Here is a short summary of the story. Fill in the correct forms of the given verbs.

After Peter [say] that he [wish] he [be] rich, John [ask] him why. Peter [say] that he [want] to be rich because he [want] to go to the university. Then John and Peter [talk] about Oxford University. John [say] that his cousin [go] to Oxford University and that his cousin [tell] him that life in the university [be] very hard. John [tell] Peter about the examinations which his cousin [be] given. Finally, he [tell] Peter to help him to dig the field.

Note: Begin like this:

After Peter said that he wished he.....

## E. SPEAKING PRACTICE

I. Practice reading the completed summary of the story aloud.

II. Dialogue. Say this dialogue after your teacher. Memorize it and practice saying it with your friends.

Sompong : What's the day tomorrow?
Narong : Friday.
Sompong : I wish it were Saturday.
Narong : Why?
Sompong : Because we don't go to school on Saturday.
Narong : I like school.
Sompong : I do too, but I wish we didn't have to go every day.
Narong : Well, I wish I could stay at home some days too. But we must study hard.

III. A review of some conversational expressions.

1. THANK YOU. YES, THANK YOU. NO, THANK YOU.
2. NOT AT ALL.
3. MAY I HELP YOU?
4. PLEASE COME IN.
5. PLEASE SIT DOWN.
6. WHAT'S THE MATTER? I'VE GOT A HEADACHE.
   COLD.
   STOMACH ACHE.

   NOTHING.
   NOTHING, THANK YOU.

Dialogue for study and practice.

A. Hello. May I help you?
B. Yes, thank you. May I have a glass of water?
A. Why? What's the matter?
B. I don't feel well. I've got a headache.
A. Please sit down here.
B. Thank you.
A. Not at all. I'll get you a glass of water.

IV. Conversation. Read this conversation aloud.

Check the meaning of these words before you read the conversation.

1. film-star
2. silly (foolish)
3. keep on (continue)
4. suppose

Sompong : What's the dáy tomorrow?
Narong : Fríday.
Sompong : I wish it were Sáturday.
Narong : Why
Sompong : Because we don't go to schóol on Saturday.
Narong : I líke school.

Sompong : I do tóo, but I wish we didn't have to go every dáy.

Narong : Well, I wish I could stay at home some days tóo. But we must stúdy hard.

Sompong : I like geógraphy and hístory but I don't like mathemátics and Énglish.

Narong : I wish I spóke English wéll.

Sompong : Why do you wish you spóke English?

Narong : Because if I spóke English wéll, I could réad and wríte it well tóo.

Sompong : I wish we didn't have to study English or máth.

Narong : You sáy that because you don't líke those subjects.

Sompong : I wish I could learn English and mathematics wéll.

Narong : You have to trý. All subjects are impórtant.

Sompong : I wish I were cléver.

Narong : Everybody can't be clever. If you're not clever, you have to wórk hard.

Sompong : I wish I were rích.

Narong : Why?

Sompong : Because I wouldn't have to wórk.

Narong : Don't be sílly. Everybody has to wórk. Rích people work hard tóo.

Sompong : Then I wish I were a famous fílm-star.

Narong : I wish you weren't so sílly, and I wish you didn't tálk so much. Comeón! Do some wórk. We'll néver finish our homework if you keep on tálking.

Sompong : I suppóse you're right. Let's finish it quíckly, and then we can go to a móvie.

# LESSON EIGHT

## A. ORAL GRAMMAR DRILLS

I. A special use of expressions with WISH.

In the last lesson you learned to use past verb-forms after "wish". In this lesson you will learn that it is not always necessary to repeat the whole sentence after "wish". Here's an example for you to study and practice.

Mr. A : It's hot today, isn't it?

Mr. B : Yes, it is, but I WISH IT WEREN'T.

Mr. B did not need to say, "Yes, it is, but I wish it weren't hot today."

Now practice saying these sample sentences with "wish".

| | |
|---|---|
| They're not happy, | BUT I WISH THEY WERE. |
| We don't speak English, | WE DID. |
| She doesn't study hard, | SHE DID. |
| It's not hot today, | IT WERE. |
| He can't drive a car, | HE COULD. |
| They're happy, | BUT I WISH THEY WEREN'T. |
| We speak English, | WE DIDN'T. |
| She studies hard, | SHE DIDN'T. |
| It's hot today, | IT WEREN'T. |
| He can drive a car, | HE COULDN'T. |

**Drill 8.1** Do the drill with "wish" as in the examples.

1. The pupils are noisy. — YES, BUT I WISH THEY WEREN'T.
2. Mary can sing loudly. — YES, BUT I WISH SHE COULDN'T.
3. Mr. Smith speaks quickly. — YES, BUT I WISH HE DIDN'T.
4. The children are noisy.
5. Mary knows you.
6. John can drive a car.
7. The nurse is bad-tempered.
8. The thunder is frightening.
9. Anong works too hard.

10. Mr. Sawat lives far away.
11. The monkeys are very amusing.
12. That scout can speak English.
13. It rains a lot in September.
14. The pupils are lazy.
15. This soldier can drive a car.

Drill 8.2 Answer each of the following sentences with "No, but I wish...", as in the examples.

1. Mary can't swim. — NO, BUT I WISH SHE COULD.
2. John isn't clever. — NO, BUT I WISH HE WERE.
3. The pupils don't speak English. — NO, BUT I WISH THEY DID.
4. That girl isn't good-tempered.
5. The driver isn't careful.
6. Mali can't speak English.
7. John doesn't speak Thai.
8. The pupils don't learn French.
9. Mr. Brown doesn't know us.
10. Somchai doesn't speak very clearly.
11. This soldier can't drive a car.
12. Those children aren't very quiet.
13. The baby doesn't feel very sleepy.
14. The sailor isn't happy.
15. His grandfather can't read.

II. The past time with WISH.

We have already learned how to use "wish" in the present time, e.g.

I wish I spoke English well.
I wish I went to a university.
I wish I had some mangoes.
I wish I were rich.

Now, look at these sentences, which show how past time is expressed with "wish".

I wish I HAD SPOKEN English well.
I wish I HAD GONE to a university.
I wish I HAD HAD some mangoes.
I wish I HAD BEEN rich.

To express the past time with "wish", then, we use the word "had" with the past participle of the verb. Here are some more examples:

Present : I wish I spoke English (now).
Past : I WISH I HAD SPOKEN English (when I was young).
Present : Chai wishes he learned French (now).
Past : Chai WISHES he HAD LEARNED French (when he was at school).
Present : They wish they were rich (now).
Past : They WISH they HAD BEEN rich (when they were young).
Present : Anong wishes she lived in Bangkok (now).

Past : Anong WISHES she HAD LIVED in Bangkok (ten years ago).

It is also possible to put the verb "wish" in the past form, e.g.

They wish they had been rich.

They WISHED they had been rich.

In this case, the whole sentence is expressed in the past.

**Drill 8.3** Use the past of "wish" as in the examples.

1. They learn English now. — THEY WISH THEY HAD LEARNED ENGLISH LAST YEAR.
2. John is good-tempered now. — JOHN WISHES HE HAD BEEN GOOD-TEMPERED LAST YEAR.
3. We study science now. — WE WISH WE HAD STUDIED SCIENCE LAST YEAR.
4. They live in Bangkok now.
5. He is calm now.
6. They are careful now.
7. We write well now.
8. She works in Chiengmai now.
9. Mary plays netball now.
10. We know Mr. Smith now.
11. They read English now.
12. He speaks English now.
13. I drink coffee now.

**Drill 8.4** Do the drill as in the examples.

1. learn English. — WE WISH WE LEARNED ENGLISH NOW.
2. study English. — WE WISH WE STUDIED ENGLISH NOW.
3. last year. — WE WISH WE HAD STUDIED ENGLISH LAST YEAR.
4. speak English
5. live in Bangkok
6. work in Chiengmai
7. now
8. go to school
9. last year
10. read English
11. play tennis
12. study science
13. now
14. know Mrs. Brown
15. last year
16. go to the university
17. now
18. work in the country
19. last year
20. pass the examination

**Drill 8.5** Give a shortened answer to the following questions, as in the examples.

1. Did they go to Chiengmai? (yes) YES, BUT I WISH THEY HADN'T.
2. Were they at home? (no) NO, BUT I WISH THEY HAD BEEN.

3. Did you fail the exam? (yes) YES, BUT I WISH I HADN'T.
4. Did she cry? (yes)
5. Was she sick? (yes)
6. Did you see him? (no)
7. Did she lose her book? (no)
8. Were the students sleepy? (yes)
9. Did you buy a book? (no)
10. Did it rain very hard? (yes)

## B. VOCABULARY

1. die (v.), [day], ตาย, สวรรคต
dead (adj.) [dɛd], to be dead
King Chulalongkorn died in 1910. He is dead.
If you take a fish out of water, it will die.

2. funeral (n.) [fyunərəl] งานศพ
After somebody dies, there is a funeral.
In Thailand, women usually dress in black at a funeral. Men usually wear white suits with black arm-bands, a black tie, and black shoes and socks.

3. thief, thieves (n.) [θif] [θivz] ขโมย
burglar (n.) [bə-qlə-] นักย่องเบา, ขโมย
A person who steals something is called a thief.
A burglar is a thief who breaks into a house or building and steals something.
In Thai, thieves and burglars are called "kamoy".

4. youth (n.) (yuθ) วัยหนุ่มสาว age (n.) (eyǰ) อายุ, วัย
"Youth" is the noun from "young".
"Age" is the noun from "old".
"Youth" is the opposite of "age".

5. poison (n.) poisonous (adj.) [pɔyzən] ยาพิษ, ที่มีพิษ
Poison is dangerous. If we eat poison we will die.
Some medicines have poison in them.
Some snakes and insects have poison. They are called poisonous snakes and poisonous insects.

6. wine (n.) [wayn] เหล้าองุ่น
Wine is made in Europe. It is made from grapes.
Many people drink wine in Europe.
The people in France and Italy drink a lot of wine.

7. foot of a tree, mountain, hill [fʊt ɔv....] โคนต้นไม้, เชิงเขา
He found his book at the foot of the mango tree.
He built his home at the foot of a mountain.

## C. READING

I. Vocabulary Work.

Look up the meaning and pronunciation of these words in your dictionary before you begin to read the story.

death (n.)
Geoffrey Chaucer (the writer)
tale (n.)
Canterbury (a town in England)
The Canterbury Tales
pardon (v.)
pardoner (n.)
rude=impolite (adj.)
wisdom (n.)

II. Read the following story silently and then answer the questions which follow it.

Introduction:

## Geoffrey Chaucer (1343-1400)

Geoffrey Chaucer is often called "the Father of English Poetry". He lived six hundred years ago, but many thousands of people read his poetry today. The most well-known poem of Chaucer is "The Canterbury Tales". "Tale" is the same as "story", and the Canterbury Tales are a group of stories which were told by people as they went on a journey from London to Canterbury, many hundreds of years ago. The story you are going to read is called "The Pardoner's Tale". Chaucer wrote this story (and the whole of the Canterbury Tales), as poetry, but you will read it as an ordinary story, not as a poem.

## The Pardoner's Tale

In former times there were three young men who lived very foolishly. They drank a lot, and they talked a lot. They were noisy and lazy. They wasted their time and their money because they never worked.

One day they saw a funeral pass by. "Who is dead?" they asked their servant. "A friend of yours," said the servant. "A terrible thief called Death came and killed him last night. Death has killed a thousand people here in this town. He is a terrible enemy. My mother told me always to be ready to meet Death."

"We will kill this thief who is called Death," said the foolish young men. "Yes, we will find Death, and we will kill him." The three men then went out to look for Death and to kill him. They went about a mile when they met a very old man in the road who was very poor and who spoke to them very politely.

The three young men were very rude, and they said to him: "Who are you? Why have you lived to be so old? Why don't you die?"

The old man said: "I wish I were dead. But I cannot die until I find a young man who will take my wisdom and knowledge. I am tired and sad because I have not been able to find anyone to help me. You have spoken rudely to an old man. That is wrong, and you will be sorry, but now I must go."

"Wait a minute!" said one of the three men. "We want to find Death and kill him. Do you know where Death is ? You must tell us because we will kill him when we find him."

"Are you looking for Death?" said the old man. "Well, he is never far away. I saw him over there in that field about five minutes ago. He is sitting under a tree. Go there, and you will find him very easily."

The three young men ran into the field, and after a while they came to a big tree. At the foot of the tree, they found seven bags full of gold. They forgot Death very quickly, because they were excited about the gold.

"How can we take this gold home?" they said. "We can't take it now, or people will see us and say that we are thieves. We must wait until nightfall and then we can take the gold home secretly."

They agreed to do this, and then they told the youngest of the three to go into the town to buy some food, because they were hungry. When the youngest one was gone, the two other men decided to kill him when he came back.

"We can kill him easily," they said. "And we will keep his gold. When he comes back, we will kill him."

The youngest of the men went into the town, and he thought, "Why should I give the gold to the other two? I will buy poison and put it in their wine." He bought some poison and put it in the bottles of wine for his friends.

There is little more to say. When he returned to the field, the other two men killed him, and afterwards they drank the wine, which had been poisoned, and they died too.

III. Questions on the reading. Answer the following questions.

Introduction:

1. Who was Chaucer?
2. What is Chaucer's most well-known poem called?
3. Why are these stories called "The Canterbury Tales"?

The Pardoner's Tale

1. What were the three men in the story trying to do? Why?
2. What was Death? What did he do?
3. What did the young men say to the old man? Were they polite or impolite?
4. What did the three men find under the tree?
5. How did the three men die?
6. What did the old man wish? Why did he want someone to help him? Do you think he knew that the gold was under the tree?
7. Do you think that the three foolish men found Death? What happened to them?
8. What lesson can be learned from this story?

## D. VOCABULARY REVIEW

I. Here are some verbs which you have learned in Lessons 1-7. Fill in the blanks in the sentences with one of the verbs. You may have to change the form of the verbs.

| | | |
|---|---|---|
| run away | to be able to | have a good time |
| believe in | copy | destroy |
| to be surprised | put on | die |
| measure | to be based on | |

Example: He .....the room before buying paint for it.

He measured the room before buying paint for it.

1. Do you .....ghosts?
2. I would like .....speak English better.
3. Please .....this letter if you have time.
4. .....Thai .....any other language?
5. The thief .....from the policeman.
6. Did you .....at the party?
7. We .....a play in our school every year.
8. Chaucer ..... in 1400 A.D. .
9. When was Ayudhya.....?
10. He ..... at receiving the present from the students.

II. Make a new word from each of the following words by adding a suffix, such as —al, —dom, etc.

For example: poison poisonous (-ous)

| | |
|---|---|
| 1. classic | 7. nature |
| 2. free | 8. science |
| 3. wise | 9. democracy |
| 4. politics | 10. per cent |
| 5. fame | 11. danger |
| 6. king | 12. mountain |

## E. WRITING

I. Write a short composition of 5 or 6 sentences. Begin like this:

I wish I were a teacher. A teacher.....

II. Change the following sentences, using the third form of the verbs.

Example: (a) I know John very well.

I HAVE KNOWN JOHN FOR A LONG TIME.

(b) I see him now.

I HAVE SEEN HIM ALREADY.

1. I do my homework at home.
2. Let's begin our lesson.
3. He speaks English quite well.
4. My father is building a new house.
5. She gives me a present every year.
6. The farmer sells his rice in January.
7. I know where he lives.
8. Don't lose your money!
9. My mother goes to the market every day.
10. She's teaching English now.
11. He writes a letter every week.
12. Let's read the newspaper.
13. He is taking his examinations now.
14. He eats a lot of rice.
15. Don't tell Mary the secret!

## F. SPEAKING PRACTICE

I. Dialogue. Memorize this dialogue.

Anong : Hello, Mali. Did you pass your examinations?

Mali : No, not all of them.

Anong : What subjects did you fail?

Mali : I failed mathematics, English and history.

Anong : I failed in mathematics and history too, but I passed the English exam.

Mali : I wish the exams hadn't been so difficult.

II. A review of some conversational expressions.

1. HOW DO YOU SPELL YOUR NAME?
(a) (b)

For substitution:

(a) SAY, PRONOUNCE

(b) FIRST NAME, SURNAME, GIVEN NAME, MIDDLE NAME, LAST NAME

2. WHAT DO YOU CALL THIS IN ENGLISH?
WHAT IS THIS CALLED IN ENGLISH?

3. I'M SORRY.

I'm sorry I'm late.
I'm sorry I can't go.
I'm sorry I did that.

4. PARDON ME. PARDON ME ?

5. WHAT DID YOU SAY?

Dialogue for study and practice.

A. What do you call this in English?
B. Pardon me? What did you say?
A. What is this called in English?
B. It's called "fish sauce" in English. What is it called in Thai?
A. It's called "น้ำปลา" in Thai.

II. Conversation. Read this conversation aloud.

Anong : Hellǒ, Mali, Did you pass your examinátions?
Mali : Nó, not ắll of them.
Anong : What súbjects did you fail?
Mali : I failed mathematics, English and hístory.
Anong : I failed in mathematics and history tóo, but I pássed the Énglish exam.
Mali : I wish the exams hadn't been so difficult.
Anong : I wish I had studied hárder and hadn't wásted my time.
Mali : Is your sister good at mathematics?
Anong : Yes, but I wish she wéren't.
Mali : Whý?

Anong : Because she says that mathematics is éasy and that I'm stúpid.

Mali : Mý sister's not good at it, but I wish she wére.

Anong : Whý?

Mali : Because she might help me with my hómework.

Anong : My sister helps mé with my homework, but I wish she dídn't.

Mali : Whý?

Anong : Because she always says that my homework is éasy.

Mali : Is your sister very cléver?

Anong : No, but she stúdies very hard.

Mali : Perhaps wé should study harder.

Anong : Yes, perhaps we shóuld.

Mali : I'm going to study móre next yéar.

Anong : I'm going to study more tóo.

Mali : If we study móre, I'm suré we'll pass our exáms.

Anong : Yes, I'm sure we will tóo.

# LESSON NINE

## A. ORAL GRAMMAR DRILLS

The use of SO.....THAT, SUCH A .....THAT, and SUCH.....THAT.

Look at the following sentences with "so ..... that ". In English " so ..... that" is used to join sentences of the kind shown below.

Chalor is **so** clever **that** he passes all his examinations.

Anong was **so** tired **that** she couldn't work.

Mary speaks **so** quickly **that** we can't understand her.

Songkhla is **so** beautiful **that** we want to live there.

The coffee was **so** hot **that** I couldn't drink it.

In this pattern, we use "so" with words like "clever, beautiful, hot" (adjectives), and with words like "quickly, quietly, loudly, well" (adverbs).

**Drill 9.1** Continue the drill as in the examples.

1. Mali is very lazy. She sleeps the whole day.
   MALI IS SO LAZY THAT SHE SLEEPS THE WHOLE DAY.
2. Chalor worked very hard. He passed all his exams.
   CHALOR WORKED SO HARD THAT HE PASSED ALL HIS EXAMS.
3. He speaks very quickly. We can't understand him.
   HE SPEAKS SO QUICKLY THAT WE CAN'T UNDERSTAND HIM.
4. We were very tired. We slept the whole morning.
5. I was very angry. I couldn't speak.
6. Chalor speaks very slowly. He bores us.
7. John has learned Thai very well. He can understand everything we say.
8. The tea was very hot. I couldn't drink it.
9. The dog ran very quickly. We couldn't catch it.
10. The children were very quiet. We didn't hear them.
11. The weather was very cold. They wanted a fire.
12. Mali sings very beautifully. Everyone listens to her.
13. It was very hot last night. The children couldn't sleep.

14. The teacher spoke very quietly. We didn't hear him.
15. The noise was very loud. It woke everyone up.
16. Siree has studied very well. She has passed all her exams.

Look at the following sentences with "such a ... that". In English "such a ..... that" and "such ..... that" are used to join sentences of the kind shown below.

Chalor is **such a** clever pupil **that** he passes all his examinations.
Anong was **such a** tired girl **that** she couldn't work.
Songkhla is **such a** nice place **that** we want to live there.
It was **such** hot coffee **that** we couldn't drink it.

In this pattern we use "**such a**" with words like "pupil, girl, place, book, shoe" etc.; that is, **with nouns we can count.**
We use "**such**" with words like "coffee, tea, water, ink, soap, sand", etc.; that is, **with nouns we cannot count.**

**Drill 9.2** Use "such a ..... that" or "such ..... that" as in the examples.

1. Chiengmai is a very nice town. We want to go there.
   CHIENGMAI IS SUCH A NICE TOWN THAT WE WANT TO GO THERE.
2. This is very sweet tea. We can't drink it.
   THIS IS SUCH SWEET TEA THAT WE CAN'T DRINK IT.
3. Siree is a very silly girl. She wastes her time in class.
   SIREE IS SUCH A SILLY GIRL THAT SHE WASTES HER TIME IN CLASS.

4. It was a very hot night. We couldn't sleep.
5. It was a very loud noise. It woke us up.
6. Chalor is a clever pupil. Everyone likes him.
7. It was very hot coffee. We couldn't drink it.
8. It was very nice food. They ate all of it.
9. Anong is a funny girl. She amuses everyone.
10. It was very bad rice. We couldn't eat it.
11. Lop was a very tired boy. He slept the whole day.
12. It was a very difficult lesson. We couldn't finish it.
13. It was very dirty water. They didn't wash in it.
14. It was a very noisy place. We couldn't sleep there.
15. John is a very bad-tempered person. Nobody likes him.

**We use "so" with words like "much, many , little, few" and we use "such" with "a lot of".**

Look at the following examples:

Somsak has **so much** money that he doesn't need to work.

Mali has **so many** friends that she is never bored.

They had **so little** time to study that they failed their exams.

Anong has **so few** friends that she is often bored.

Chalor has **such a lot of** money that he doesn't need to work.

Siree has **such a lot of** friends that she is never bored.

We use **"many"** and **"few"** with nouns we can count. We use **"much"** and **"little"** with nouns we **cannot count.** We use **"a lot of"** with both kinds of nouns.

**9.3** Continue the drill as in the examples.

1. They have very little money. They can't buy books.
   THEY HAVE SO LITTLE MONEY THAT THEY CAN'T BUY BOOKS.
2. He has very much rice. He wastes it.
   HE HAS SO MUCH RICE THAT HE WASTES IT.
3. Anong has very many books. She can't read them all.
   ANONG HAS SO MANY BOOKS THAT SHE CAN'T READ THEM ALL.
4. Somsak has a lot of mangoes. He's going to sell some.
   SOMSAK HAS SUCH A LOT OF MANGOES THAT HE'S GOING TO SELL SOME.
5. Chalor has very many mangoes. He can't eat them all.
6. Mali has very much money. She can't spend it all.
7. Lek has very little food. He is often hungry.
8. Somchai has a lot of food. He can't eat it all.
9. The pupils have read very many words. They can't remember them all.
10. Anong has wasted very much time. She won't pass her exams.
11. Siree has wasted very little time. She will pass her exams.
12. We know a lot of people. We are never bored.
13. They have very much work to do. They are always busy.
14. Narong reads very few books. He doesn't know much.

## B. VOCABULARY

1. merchant (n.) [mə·čənt] พ่อค้า

A merchant is a person who buys and sells things.

Merchants are usually rich.

The word "merchant" is a little old-fashioned nowadays, but it was used a lot in Shakespeare's time.

2. marry, to get married (v.) [mærɪ], [tə gɛt mærɪd] แต่งงาน

In Europe and America people go to a church to marry.

Most people get married when they are between twenty and thirty years old.

Monks and nuns do not marry.

3. pound, lb., lbs. (n.) [pawnd] ปอนด์

A pound weighs about 450 grams (grammes).

In Britain and America "pounds" are used, but in Thailand, "kilograms" are used.

1 kilogram = 2.2 pounds (1 kg. = 2.2 lbs.)

4. flesh (n.) [flɛš] เนื้อ

We usually say that animals have "meat" but that people have "flesh".

Tawin burned his hand. Both his skin and flesh were burned.

5. court (n.) [kɔrt] ศาล,

judge (n.) [ǰəǰ] ผู้พิพากษา

A "court" is a place of law.

There are "law-courts" in every modern country.

A judge rules a court.

A judge is the most important person in a court.

6. lawyer (n.) [lɔyə·] นักกฎหมาย

A lawyer is a person who knows the law very well.

Nowadays many students study law at universities. When these students pass all their exams, they will be lawyers.

7. disguise (v.) [dɪsgayz] ปลอมตัว

When we disguise something, we try to make it look different.

Sompong put on a big hat and old clothes; he put on glasses and covered his face. He was disguised.

8. spill [v.] [spil] หก, ทำหก

The cat spilled the ink.

The ink has been spilt? Who spilled it?

"Don't spill your tea," said Anong's mother.

9. blood [n.] [bləd] เลือด

bleed [v.] [blid] เลือดไหล

Everybody has blood. Blood is one of the most important parts of our body.

All animals have blood.

"Bleed" is the verb from "blood".

When we bleed, we "lose blood".

When we bleed, blood comes out of our bodies.

10. drop [n.] [drap] [drɔp] หยดน้ำ

A drop is a little amount of water or any liquid.

In dry countries, the people have to use every drop of water carefully.

11. poet [n.] [powət] กวี

A person who writes poetry is called a poet.

Was Chaucer a poet?

Sunthorn Phu was a famous Thai poet.

## C. READING

I. Vocabulary Work. Learn the meaning and pronounciation of these words before reading the story.

William Shakespeare [the English poet]

Venice [a city in Italy]

"The Merchant of Venice" [a play written by Shakespeare]

The names of the important people in " The Merchant of Venice":

Bassanio

Antonio

Shylock

Portia

moneylender [a person who lends money to other people].

II. Read the following story silently and then answer the questions which follow it.

Introduction :

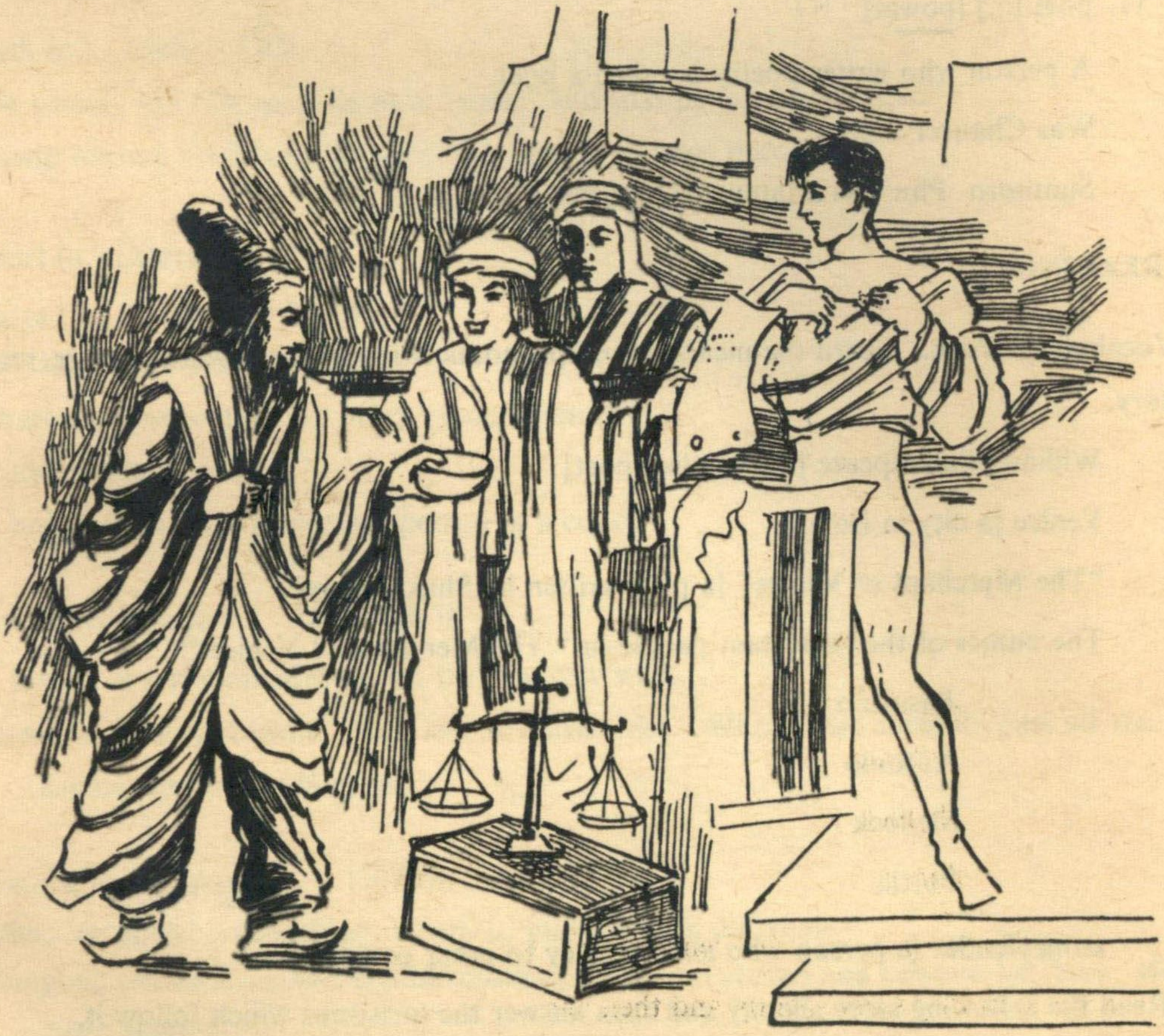
William Shakespeare (1564—1616)

William Shakespeare was born about four hundred years ago. He is England's most famous poet. People everywhere read Shakespeare's plays and poetry. Shakespeare wrote many plays which thousands of people go to see in many countries in the world. Shakespeare also wrote a lot of poems.

In this lesson you will read the story of the play "The Merchant of Venice". This play is well known in Thailand because it was beautifully translated into Thai by King Vajiravudh (Rama VI).

The Merchant of Venice.

In former times, a terrible, bad-tempered moneylender called Shylock lived in Venice. He was hated by everyone because he was such a bad person.



One day, a young man called Bassanio asked his friend to lend him some money because he wanted to get married. Bassanio's friend was called Antonio and Antonio was a merchant. When Bassanio asked him to lend him the money, Antonio said, "Yes, I will lend you the money, but now I do not have any. Never mind, I will borrow the money from Shylock."

Antonio went to Shylock and asked him for the money. At first Shylock did not want to lend the money to Antonio, but after a while he said, "I will lend you the money, but if you do not give it back on the day we agree, then you must give me one pound of your flesh."

Antonio said, "Don't worry. I have three ships full of gold which will arrive soon. When these ships arrive, I will give you back your money." But Antonio promised to give Shylock one pound of his flesh if he did not have the money to give back on the day they agreed.

After Antonio received the money from Shylock, he gave the money to Bassanio, and he told Bassanio that he had promised to give Shylock one pound of his flesh if he did not have the money to give back. Bassanio was very worried and told Antonio not to do this, but Antonio laughed, and said, "I have done it already, but don't worry. When my ships return to Venice, I will have plenty of money. I won't have to give my flesh to Shylock."

Bassanio took the money, and he married a very beautiful and rich girl called Portia. After they were married, Bassanio received the bad news that Antonio's ships were lost.

"Why are you so sad?" asked Portia.

"I have received terrible news," said Bassanio. "My good friend Antonio has lost his ships at sea. Now he must give one pound of his flesh to Shylock."

"Don't worry,"said Portia. "I have so much money that I can give back the money to Shylock more than a hundred times."

Bassanio and Portia went to Shylock and said, "Don't take the pound of flesh from Antonio. Here is the money that you lent him. Take it!"

"I don't want your money," said Shylock. "I hate Antonio, and I want the pound of flesh which he promised me. Tomorrow we will go to court, and the judge will decide that Antonio must give me a pound of his flesh."

Bassanio went to visit Antonio, and Portia returned home.

The next day, Antonio and Bassanio came to the court together with Shylock. Portia also came to the court but she was disguised as a young lawyer. "I will help Antonio against Shylock," said Portia to the judge. Nobody in the court knew that she was Portia, because she was disguised. Everybody thought she was a young lawyer.

"Antonio must give me a pound of flesh," said Shylock. "He has no money. His ships are lost. I want one pound of his flesh."

"You are right," said Portia. "He must give you a pound of his flesh. But be kind, be good. Take this money and do not cut a pound of flesh from Antonio." And Portia tried to give Shylock the money that Antonio owed.

"No!" said Shylock. "I don't want money. I want my pound of flesh."

"All right," said Portia. "If you do not want money, take your pound of flesh."

Shylock took out a big knife and walked to Antonio.

"Wait a minute, " said Portia. "Before you cut Antonio, remember that you cannot spill one drop of blood or take more than one pound of his flesh."

Shylock was very angry. He was furious. "I cannot cut Antonio," he said. "If I try to cut a pound of flesh, he will bleed, and I cannot know if I will cut more or less than one pound."

"You cannot cut Antonio," said Portia.

"That is right," said the judge, "and because you tried to kill him by your bad wish to cut off a pound of his flesh, you must give him all of your money."

Shylock was very angry. He could not hurt Antonio, and he had to give him all his money.

Antonio, Bassanio and Portia left the court, and they lived happily for many years afterwards.

III. Questions on the reading. Answer the following questions.

Introduction:

1. When was Shakespeare born?
2. Why is "The Merchant of Venice" well known in Thailand?
3. Give the names of some other well-known plays written by Shakespeare.

The Merchant of Venice:

1. Who was the merchant of Venice?
2. Where did Shylock, Antonio, Bassanio and Portia live?
3. Why did Bassanio want to borrow some money?

4. Why did Antonio have to borrow money from Shylock?
5. What was the agreement between Shylock and Antonio?
6. What happened to Antonio's ships?
7. What did Shylock say when Portia tried to give him some money?
8. How was Portia disguised?
9. What did Portia say to the judge?
10. Why couldn't Shylock take the pound of flesh?
11. What happened to Shylock?
12. What happened to Antonio, Bassanio and Portia?

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## D. WRITING

I. Write a short summary of "The Merchant of Venice".

Begin like this:

Antonio had to borrow some money from ..... because.....

or, like this:

Bassanio asked Antonio for some money. Antonio didn't have enough money so.....

II. Complete these sentences with "so.....that", "such a.....that", or "such.....that".

1. The weather was (hot) (for a swim)
2. John is (stupid boy) (fail examinations)
3. The story (interesting) (read until midnight)
4. This is (expensive book) (can't buy)
5. It was (hot day) (for a swim)
6. This book is (expensive) (can't buy)
7. John is (stupid) (fail examinations)
8. It was (interesting story) (read until midnight)
9. It was (hot weather) (for a swim)
10. There were (many people) (find a seat)
11. These are (expensive books ) (can't buy)
12. They have (little work to do) (never busy)
13. I am (tired) (feel sleepy)
14. I worked (hard) (got rich)
15. We have holidays in April because (hot month) (go to school)

## E. SPEAKING PRACTICE

I. Act out the parts that are spoken by Shylock, Antonio, Bassanio, Portia, and the judge in "The Merchant of Venice".

First, however, you must change these sentences to regular speech:

1. Bassanio asked his friend to lend him some money.
   ANTONIO, CAN YOU LEND ME SOME MONEY? I WANT TO GET MARRIED.
2. Antonio went to Shylock and asked him for the money.
   I WANT TO BORROW SOME MONEY.
3. At first, Shylock did not want to lend the money.
   I WON'T LEND YOU ANY MONEY.
4. Antonio promised to give Shylock one pound of his flesh if he did not have the money to give back on the day they agreed.
   I PROMISE TO GIVE YOU ONE POUND OF MY FLESH IF ..... .
5. He told Bassanio that he had promised to give Shylock one pound of his flesh if he did not have the money to give back.
   I HAVE PROMISED TO GIVE SHYLOCK ..... .
6. Bassanio ..... told Antonio not to do this.
   YOU SHOULDN'T DO THIS, ANTONIO.

Now, act out the play, putting the above sentences in the right places. Don't forget that there are six scenes in the play.

Scene 1: Bassanio asks Antonio for some money.
Scene 2: Antonio goes to borrow money from Shylock.
Scene 3: Antonio tells Bassanio about the agreement.
Scene 4: Bassanio tells Portia about the loss of Antonio's ships.
Scene 5: Bassanio and Portia visit Shylock.
Scene 6: In the court.

II. Conversation. Read this conversation aloud.

Somsak : Hellǒ, Daeng. Where have you bēen for the last wēek?
Daeng : I went to Chiengmái.
Somsak : How did you lík̄e Chiengmai?
Daeng : Vér̄y much. It was so nic̄e that I didn't want to lēave.
Somsak : What did you sēe there?
Daeng : I saw súch a lót of things that I can't remémber them all.
Somsak : Did you climb up Doi Suthép?

Daeng : Yes, I did. It was so hígh that I felt like a bírd.

Somsak : I didn't know that Doi Suthep was such a hígh mountain.

Daeng : Well, it's not as high as Doi Ínthanon, but it séems hígher.

Somsak : Í went to Chiengmai once, but I was so yoúng that I can't remémber it. How did you gó to Chiengmai?

Daeng : By traín.

Somsak : Was the journey ínteresting?

Daeng : Yes, but it was so lóng that I slépt a lot.

Somsak : Where did you sléep?

Daeng : I was so tíred that I slept in my séat.

Somsak : I wish I could go to Chiengmai by pláne.

Daeng : Yes, airplanes go very rápidly, but they fly so hígh that you can't sée much.

Somsak : Have you ever flówn in an airplane?

Daeng : No, but my bróther has. He says that he líkes to travel by plane because it takes so little tíme.

Somsak : I wish it weren't such a long wáy to Chiengmai.

Daeng : Why?

Somsak : Because if it weren't such a long wáy, I could gó there.

Daeng : If you save some móney, you can go there with mé next time.

Somsak : All right. I'll save all my móney, and we'll go there togéther.

## III. A review of some conversational expressions.

1. HOW MUCH IS THIS?

2. WHAT KIND DO YOU WANT?

| | | |
|---|---|---|
| What | kind | do you want? |
| | color | |
| | size | |

3. WHERE'S A GOOD PLACE TO BUY A PENCIL?

Where's a good place to eat?

get a haircut?

buy Thai silk?

get something to drink?

shop?

Dialogues for study and practice.

(1) A. Where's a good place to buy a pencil?

B. What color do you want?

A. Red.

B. The best place is the shop near the market.

(2) A. Good morning. May I help you?

B. Yes, thank you. I want to buy a book.

A. What kind do you want?

B. I want one about English conversation.

A. Here is a good one.

B. How much is this?

A. It's eight baht.

# LESSON TEN

## A. ORAL GRAMMAR DRILLS

The use of TAG QUESTIONS (Tail Questions).

Review the following statements and questions.

| Statement | Question |
|---|---|
| It's hot today. | Is it hot today? |
| Bangkok's the capital of Thailand. | Is Bangkok the capital of Thailand? |
| You're from Yala. | Are you from Yala? |
| You're a student. | Are you a student? |
| Siree was very tired. | Was Siree very tired? |
| The boys were late to school. | Were the boys late to school? |
| He likes mangoes. | Does he like mangoes? |
| They want to go with us. | Do they want to go with us? |
| You understood what I said. | Did you understand what I said? |
| They finished their homework. | Did they finish their homework? |
| He's written the letter. | Has he written the letter? |
| You've begun the lesson. | Have you begun the lesson? |

Now, look at the following questions. Notice how the questions are formed, adding such words as "isn't it", "aren't you", "didn't they", "hasn't she", etc. to the statement.

It's hot today, ISN'T IT?
Bangkok's the capital of Thailand, ISN'T IT?
You're from Yala, AREN'T YOU?
You're a student, AREN'T YOU?
He likes mangoes, DOESN'T HE?
They want to go with us, DON'T THEY?
Siree was very tired, WASN'T SHE?
The boys were late to school, WEREN'T THEY?
You understood what I said, DIDN'T YOU?
They finished their homework, DIDN'T THEY?

He's written the letter, HASN'T HE?
You've begun the lesson, HAVEN'T YOU?

Notice that these questions, called "tag questions" are affirmative in the first part but that the tag is negative.

These questions can be answered with "Yes" or "No", but usually a "Yes" answer is expected.

For example:

| | |
|---|---|
| It's hot to day, isn't it? | YES, IT IS. |
| Bangkok's the capital of Thailand, isn't it? | YES, IT IS. |
| Ayudhya's the capital of Thailand, isn't it? | NO, IT ISN'T. |
| You're from Yala, aren't you? | YES, I AM. |
| You're from Chiengmai, aren't you? | NO, I'M NOT. |
| They want to go with us, don't they? | YES, THEY DO. |
| He likes mangoes, doesn't he? | NO, HE DOESN'T. |

**Drill 10.1** Answer the questions as in the examples.

| | |
|---|---|
| 1. You're a pupil, aren't you? | YES, I AM. |
| 2. He's a teacher, isn't he? | YES, HE IS. |
| 3. They're playing tennis, aren't they? | YES, THEY ARE. |

4. She's studying English, isn't she?
5. We're practicing grammar, aren't we?
6. He's a soldier, isn't he?
7. She's a nurse, isn't she?
8. They're pupils, aren't they?
9. You're a pupil, aren't you?
10. It's hot today, isn't it?
11. He's your brother, isn't he?
12. They're tired, aren't they?
13. You're clever, aren't you?

**Drill 10.2** Answer the questions as in the examples.

1. They understood what I said, didn't they? YES, THEY DID.
2. You know where he lives, don't you? YES, I DO.
3. The weather was cold last night, wasn't it? YES, IT WAS.
4. They live in Korat, don't they? NO, THEY DON'T.
5. We've run out of rice, haven't we? YES, WE HAVE.
6. You work in Bangkok, don't you?
7. He heard what they said, didn't he?
8. You're feeling ill, aren't you?
9. They've gone to Ubol, haven't they?
10. It's time to go home, isn't it?
11. They're waiting for the bus, aren't they?
12. It was a very nice party, wasn't it?
13. He liked the film, didn't he?
14. The monkeys were amusing, weren't they?
15. John was tired last night, wasn't he?
16. The train arrived late, didn't it?
17. You study English at school, don't you?
18. She's finished her homework, hasn't she?

**Drill 10.3** Complete the following to form tag questions, as in the examples.

1. Those pupils are clever..... THOSE PUPILS ARE CLEVER, AREN'T THEY?
2. It's very hot today..... IT'S VERY HOT TODAY, ISN'T IT?
3. You live in Chiengmai..... YOU LIVE IN CHIENGMAI, DON'T YOU?
4. Anong speaks English..... ANONG SPEAKS ENGLISH, DOESN'T SHE?
5. Anong's very clever.....
6. Mali lives in Yala.....
7. He's from Roi-Et.....
8. He speaks very rapidly.....
9. It's Monday today.....
10. She's studying mathematics.....
11. Chai travels a lot.....
12. She's very intelligent.....
13. You work in Bangkok.....
14. They're from Yala.....
15. Chalor's speaking English.....
16. You're Suchat Bunnag.....
17. These books are very expensive.....
18. It's a long journey from Bangkok to Chiengmai.....

**Drill 10.4** Complete the following to form tag questions, as in the examples.

1. You've finished this book..... YOU'VE FINISHED THIS BOOK, HAVEN'T YOU?
2. He's lived in Trad for two years.... HE'S LIVED IN TRAD FOR TWO YEARS, HASN'T HE?
3. Chai passed his exam..... CHAI PASSED HIS EXAM, DIDN'T HE?
4. The movie was very exciting..... THE MOVIE WAS VERY EXCITING, WASN'T IT?
5. It was cold last night.....
6. Chalor's cleaned his room.....
7. The children were very noisy.....
8. The pupils have gone home.....
9. He went home very early.....
10. They weren't very well.....
11. They've passed their exams.....
12. He's come from Roi-Et.....
13. John looked tired.....
14. The pupils were very interested.....
15. It was Sunday yesterday.....
16. They went to the movi-s.....
17. You've met my brother.....
18. Queen Sri Suriyothai was very brave.....
19. It was very cold last night.....
20. The stories were very interesting.....
21. The thunder frightened him.....
22. She's finished.....

## B. VOCABULARY

1. scholarship (n.) [Skaləʃɪp] [skɔləʃɪp] ทุนการศึกษา

   If you win a scholarship, you can study at a university without paying a lot.

   The Thai government gives people scholarships so that they can study in foreign countries such as England and America.

   It is difficult to win a scholarship. You must study very hard.

2. technology (n.) [tɛknaləǰɪ] [tɛknɔləǰɪ] วิชาช่างเกี่ยวกับอุตสาหกรรม

   Technology is the use of science in building and making things.

   Science is the base of technology.

3. especially (adv.) [əspɛʃəlɪ] โดยเฉพาะอย่างยิ่ง

   We like Thai food, especially curry and soup.

   It rains a lot in Thailand, especially during August and September.

4. highway (n.) [haywey] ทางหลวง

Sukhumwit Highway runs from Bangkok to Trad.

There are many good highways in Thailand.

5. highway technology (adj. + noun) [haywey tɛ̆knalǝji] วิชาการช่างเกี่ยวกับทางหลวง

The science of building and improving roads and highways is called highway technology.

6. engineer (n.) [ɛ̆nǰǝnɪr] วิศวกร

engineering (n.) (ɛ̆nǰǝnɪrɪŋ) วิศวกรรม

Engineering is the science of building and using machines, roads, ships, etc.

Engineering is an important branch of science.

Many students in Thai universities study engineering. They will become engineers when they complete their studies.

7. mine (n.) [mayn] เหมืองแร่

A mine is a big deep hole in the earth from which we get minerals and jewels.

There are a lot of coal mines in Europe and America.

There are some mines in Thailand, e.g. the tin mines in the South.

8. mine (v.) [mayn] ทำเหมือง, ขุดเหมือง

If you want to mine tin, you must know something about engineering and technology.

Tin is mined in the southern part of Thailand.

mining (n.) [maynɪŋ] การทำเหมืองแร่

The mining of tin is very important in the provinces of Phuket, Pang-nga and Ranong.

9. mining engineering (adj. + noun) [maynɪŋ ɛ̆nǰǝnɪrɪŋ] วิศวกรรมเหมืองแร่

The science of making and improving mines is called mining engineering.

10. minerals (n.) [minərəlz] แร่

Minerals are in the earth. We find minerals by digging mines.

Coal, iron, tin and copper, for example, are important minerals. Silver is a mineral.

There are a lot of minerals in Thailand.

11. civil engineering (adj. + noun) [sɪvəl ɛ̆nǰǝnɪrɪŋ] วิศวกรรมโยธา

The science of building and using bridges, water-tanks, etc. is called civil engineering.

12. in fact (adv.) [ɪn fækt] ที่จริง

I am very tired today. In fact, I didn't get any sleep last night.

13. population (n.) [papyuleyšən] [pɔpyuleyšən] จำนวนพลเมือง

The number of people who live in a place is its population.

The population of Thailand is about 30,000,000 people.

The population of Bangkok and Thonburi is about 2,000,000.

14. desert (n.) [dɛzə·t] ทะเลทราย

A desert is a place which gets little or no rain. A desert is usually sandy.

The most well-known desert in the world is the Sahara Desert in Africa.

15. state (n.) [steyt] รัฐ

Thailand is divided into provinces, but some other countries, such as Australia, America, etc. are divided into states.

There are 50 states in the United States of America.

16. climate (n.) [klaymət] อากาศ

The climate of a country is the usual weather there.

We use the word "weather" for short periods of time, but we use the word "climate" for long periods of time.

We cannot say, "How's the climate today?" This is a mistake. We must say, "How's the weather today?" We can say,

"How is the climate of Italy?"

17. close to (prep.) [klows tu] ใกล้

"Close to" means the same as "near".

I live near the school. I live close to the school.

Thonburi is close to Bangkok.

18. swimming pool (adj. + noun) [swɪmɪŋ pul] สระว่ายน้ำ

If you want to swim in a clean place, you should swim in a swimming pool.

There is a very nice swimming pool at Triam Udom School in Bangkok.

19. opposite (adj.) (prep.) [apəzit] [ɔpəzɪt] ตรงกันข้าม

I live opposite the school.

Thonburi and Bangkok are on opposite sides of the Chao Phraya River.

20. equator [n.] [ikweytə˙] เส้นศูนย์สูตร

The equator is a line around the
center of the earth.
Near the equator, the climate is very hot.
Singapore is very close to the equator,
but Britain is not.
Thailand is north of the equator;
Australia is south of it.

21. export (v.) [iksɒrt] ส่งสินค้าออก

Thailand exports a lot of rice.

export (n.) [ɛksɒrt] สินค้าออก

Thailand's most important exports are rice, tin and rubber.

## C. READING

I. Vocabulary Work.

a. Study these words before you read the story. You can look up their meanings in the dictionary or discuss them with your teacher.

metallurgy (the science of metals)
cattle (n.)
sheep (n.)
wool (n.)
harbor (n.)
World War II
Olympic Games
succeed with (v.)

b. Review the meaning and pronunciation of these words before you begin to read the story.

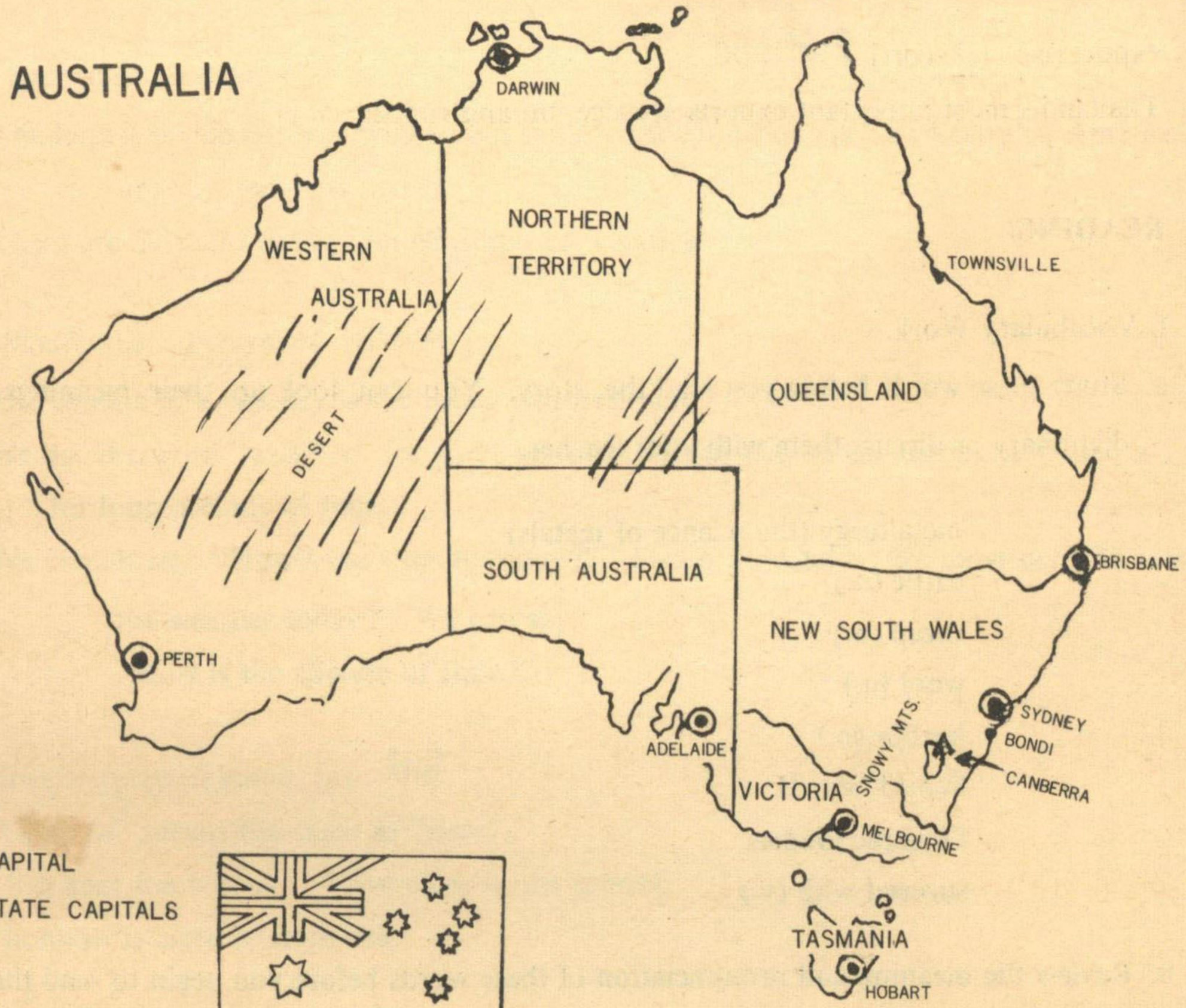
Australia (the country)
Australians (the people of Australia)
continent
industry, industries
beach, beaches
each

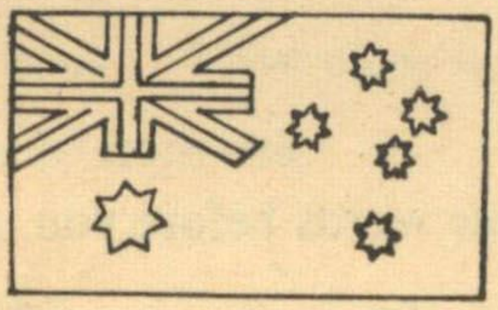
The Matayom Suksa 3A and 3B classes have about 45 students each.

There are about 45 students in each class.

Each class has about 45 students.

II Map Work. The story you are going to read below is about Australia. Here is a map of Australia. Study it, learn the names and places on the map, and practice the sentences under it.



Australia is a continent as well as a country.

The capital of Australia is Canberra.

Australia is divided into seven states. They are: Victoria, New South Wales, Queensland, the Northern Territory, Western Australia, South Australia and Tasmania.

Tasmania is actually an island. Its capital and largest city is Hobart.

Each state also has a capital city. These cities are marked like this on the map:⊙

The climate of Australia is hot in the north and cool in the south.

There are many deserts in Western Australia and the Northern Territory.

Queensland, New South Wales and South Australia have many mountains.

III. Read the following story silently and then answer the questions which follow it.

Introduction:

Wichai and Chalor have won scholarships to Australia, and they are talking with an Australian friend, Michael.

(1)

"Hello, Wichai. Hello, Chalor," said Michael. "I'm very happy to hear the news that you've won scholarships to go to Australia."

"Thank you," said Chalor. "We're very happy too."

"Where will you go to study?" asked Michael.

"We're not sure," said Wichai, "but I think we'll go to the University of New South Wales."

"Oh, that's a very good university," said Michael. "It's very new, and it's very good if you want to study science and technology. My cousin went there. He studied metallurgy."

"I'm going to study civil engineering, especially highway technology," said Wichai.

"And I'm going to study mining engineering," said Chalor.

"We've tried to study about Australia," said Wichai, "because we want to know a lot about it before we go there."

"Can you tell us about Australia?" asked Chalor. "I'm sure we'll learn more from you than from a book."

"Well, I'm not sure that I can tell you much," said Michael, "but I'll try."

"I'm sure you'll tell us more than our books," said Chalor, "because you're an Australian."

"The first thing you should know about Australia," said Michael, "is that it is very big. In fact, it's a continent. Australia is the only country in the world which is a continent too."

"The second thing you should know is that it is very empty. The population is about ten million people. The population of Thailand is about thirty million."

"The population of Thailand is almost three times bigger than the population of Australia," said Chalor.

"Why does Australia have so few people?" asked Wichai.

"Australia is empty because there is not enough rain," said Michael. "Near the sea, there is enough rain, but the center of Australia is very dry. People cannot live in the center because there is not enough rain there. It is a desert."

"A lot of people live in the cities, don't they?" said Wichai.

"Yes," said Michael. "Most of the people live in the east and south of Australia in big cities. About 2,000,000 people live in Sydney, and 1,500,000 people live in Melbourne."

"Sydney and Melbourne are the biggest cities in Australia, aren't they?" said Chalor.

"Yes, they are," said Michael. "Sydney is in New South Wales, and Melbourne is in Victoria."

"New South Wales and Victoria are the names of states, aren't they?" said Wichai.

"That's right," said Michael.

"The names of the other states are: Queensland, Tasmania, South Australia, Western Australia, and The Northern Territory. Brisbane is the capital of Queensland, Hobart is the capital of Tasmania, Adelaide is the capital of South Australia, and Perth is the capital of Western Australia."

"Are Brisbane, Adelaide and Perth very big?" asked Wichai.

"Brisbane and Adelaide have about 600,000 people each," said Michael. "And about 400,000 people live in Perth."

"Then more than half the people in Australia live in big cities, don't they?" said Chalor.

"Yes," said Michael. "Most Australians live in cities and towns. Not many live in the country."

(2)

"What's the climate like?" asked Wichai.

"Well, Australia's very big," said Michael. "There are many different climates."

"In the South, the weather is quite cool, and Melbourne and Tasmania have climates like western Europe. Adelaide and Perth are hotter, and they don't have a lot of rain so their climates are like Greece or Italy. Sydney is warm and Brisbane has a climate that is warmer. In fact, the north of Australia and northern Queensland have a very hot climate like Thailand."

"I hope we'll see snow in Sydney," said Chalor.

"Oh, it never snows in Sydney," said Michael. "It's often cold in the winter, but it never snows. You must go to the Snowy Mountains near Canberra, if you want to see snow."

"Canberra's the capital of Australia, isn't it?" asked Wichai.

"Is it very big?" asked Chalor.

"No, it's not very big," said Michael. "Its population is about 60,000. It's small but it's very important because it's the capital of the whole country."

"The King and Queen of Thailand went there, didn't they?" said Chalor.

"Yes, they did," said Michael. "They visited Canberra, and afterwards they visited the other Australian cities. They also visited factories, sheep farms and many other places."

"There are a lot of sheep in Australia, aren't there?" said Wichai.

"Yes, there are," said Michael. "There are many more sheep than people in Australia. Sheep and cattle are very important in Australia. Wool is Australia's biggest export."

"Australia exports a lot of food too. Food is an important export from Australia, but wool is the most important of all."

"They export a lot of minerals too, don't they?" said Chalor.

"Yes, they do," said Michael. "There are a lot of mines in Australia, and they mine a lot of minerals from them. The Australians also have a lot of industries now. More than a million Australians work in different industries now."

"What is Sydney like?" asked Wichai. "We hope to go there to study, and we want to know what it's like."

"Well, my home's not in Sydney," said Michael. "But I've often visited it and I lived there for about two years. It's very big, and the harbor is very, very beautiful. I hope you like to swim."

"Oh, yes, we like to swim a lot," said Wichai and Chalor.

"Well, if you like to swim, you'll like Sydney. The beaches there are the best in the world. Bondi beach is very famous, and it's very close to the center of Sydney. In fact, everyone swims in Sydney because the beaches are very near. You don't need to take a train or go by car. If you live in Bondi you can walk to the beaches."

"You said your home wasn't in Sydney, didn't you?" asked Chalor.

"Yes, I did," said Michael. "My home isn't in Sydney. It's in Townsville."

(3)

"Where's Townsville?" asked Wichai.

"Townsville's in the north of Queensland," said Michael. "Its population is about 50,000 and the climate there is very hot. It's very like Bangkok. We have bananas, mangoes, and all kinds of fruit and flowers. We also have a very good swimming pool where our swimmers practice for the Olympic Games during the winter. They don't practice swimming in the south of Australia during the winter because the weather's too cold, but in Queensland, especially in the north, the weather is warm in winter, and people swim the whole year."

"The weather's cold in Melbourne in the winter, isn't it?" asked Chalor.

"Yes, Melbourne is often cold in the winter-colder than Sydney, but not as cold as Tasmania. They often have snow in Tasmania in the winter."

"We'll arrive in Sydney in November," said Wichai. "It'll be winter then, won't it?"

"No, it won't," said Michael. "The seasons are opposite in Australia because it's south of the equator. North of the equator, winter is December, January and February, but south of the equator, December, January and February are the summer months. Winter in Australia is June, July and August."

"Everyone speaks English in Australia, don't they?" asked Wichai.

"Yes, they do," answered Michael. "The first people to come out to live in Australia were British. They came out in 1788 and lived in Sydney. Before 1945, 99 per cent of the people living in Australia were British, but after World War II the government began to help people from Europe to go to Australia. There are about half a million of these people living in Australia now. They are called 'New Australians', and they have helped Australia in many ways. Of course, there are many people from Britain who come to live in Australia too."

"Well, I hope that my English will be good enough," said Chalor.

"English is very important," said Michael. "Especially if you want to study at a university, but I don't think you need to worry, Wichai. You speak very good English."

" Thank you," said Wichai. "You've told us a lot about Australia. You've helped us a lot. Can we do something for you?"

"Yes, you can," said Michael. "If you go to Queensland, try to visit my father and mother in Townsville. They'll be very happy to see you, and I'm sure you'll like them too."

"All right," said Chalor. "We'll try to visit them, but we're going to study very hard, and perhaps we won't have time."

"Well, I hope you succeed with your studies," said Michael. "And I hope to see you again before you go. Goodbye."

"Goodbye," said Wichai and Chalor.

IV. Questions on the reading. Answer these questions.

(1)
1. Why were Wichai and Chalor going to Australia?
2. Who was Michael?
3. What subjects were Wichai and Chalor going to study in Australia?
4. About how many people live in Australia?
5. Are there any deserts in Australia? Where?
6. Which city has the larger population – Sydney or Melbourne?
7. How many states are there in Australia? Name them.
8. Where do most of the Australian people live?

(2)
1. Describe the climate of Australia.
2. Where can you find a climate like Thailand's in Australia?
3. What is the capital of Australia?

4. What is Australia's biggest export?
5. Are mining and industry important in Australia?
6. Tell two things you read about Sydney.
7. Why is it easy to go swimming if you live in Sydney?

(3) 1. Why can people swim the whole year in the north of Queensland?
2. Where is the coldest part of Australia?
3. What are the winter months in Australia? the summer months?
4. Where did the first people who came to live in Australia come from?
5. Who are the "New Australians"?

V. Questions for discussion.

1. Is Thailand north or south of the equator?
2. What's the population of Thailand?
3. Is Thailand divided into states?
4. What is the capital of Thailand?
5. Where did the first people who came to live in Thailand come from?
6. Where is the coldest part of Thailand? Does it ever snow in Thailand?
7. Name some well-known beaches in Thailand.
8. What are the biggest cities in Thailand?
9. What are Thailand's most important exports?
10. What kind of minerals are mined in Thailand?

## D. WRITING

I. Write about 10 sentences telling something about how Australia and Thailand are alike or how they are different.

II. Write out the answers to the following questions.

1. Where is Thailand?
2. What are the people in Thailand called?
3. How many people live in Thailand? (The population of ..... .)
4. What is the capital of Thailand? What is the population of the capital? Is the capital the biggest city?
5. What geographical areas can Thailand be divided into?
6. How many provinces are there?
7. What do the people in Thailand do for a living?
8. What are some of the most important exports?
9. What is the religion of the Thai people?
10. Does Thailand have a king?

11. What kind of government does Thailand have?
12. Who is the leader of the Thai government?
13. Is education in Thailand important? Tell something about education in Thailand.
14. Name some of the important cities and places in Thailand.

Now, put some of your answers together to form a short composition on Thailand.

III. Complete the following sentences, using the words given in brackets.

Make sure that the sentences you write are true to fact.

1. The population (Bangkok) (2 million).
2. There (people) (200,000) (live) in Chiengmai.
3. The population (Bangkok) (10 times bigger) the population (Chiengmai).
4. More (half) (people ) in Thailand live on farms, (they)?
5. (most) (Thais) are Buddhists.
6. There (more people) in Thailand (Australia).
7. There (more rice) in Ayudhya (Ubol).
8. Bangkok (capital) of Thailand.

IV. Write out Grammar Drill 10.2, giving "No" answers and additional information, as in the following examples.

1. They understood what I said, didn't they?
   No, they didn't BECAUSE YOU SPOKE TOO FAST.
2. You know where he lives, don't you?
   No, I don't. BUT JOHN DOES.
3. The weather was cold last night, wasn't it?
   No, it wasn't BECAUSE IT'S APRIL NOW.
4. They live in Korat, don't they?
   No, they don't. THEY LIVE IN PETBURI.

etc.

## E. SPEAKING PRACTICE

I. Practice saying the following sentences.

| Student A | Student B |
|---|---|
| 1. I've passed my exams. | I'm happy to hear that. |
| 2. I found some money. | I'm glad to hear that. |
| 3. I won a scholarship. | I'm pleased to hear that. |
| 4. I lost some money. | I'm sorry to hear that. |
| 5. My brother is sick. | I'm sorry to hear that. |
| 6. I don't feel well. | |
| 7. I won a prize. | |
| 8. My brother got married. | |
| 9. My sister is in the hospital. | |
| 10. I don't like English. | |

11. He broke his arm.
12. The police captured the thief.
13. Somebody stole my mother's ring.
14. I got a letter from my pen-friend.
15. I'm going to visit my grandfather.

II. Practice reading the parts of Michael, Wichai and Chalor in the story on Australia.

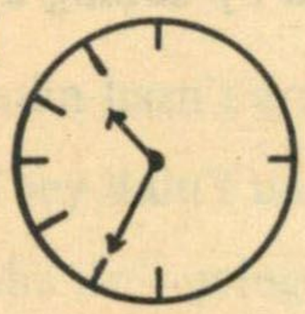
III. A review of telling the time.

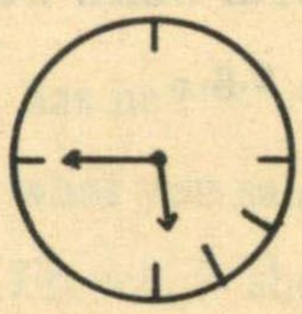
WHAT TIME IS IT?

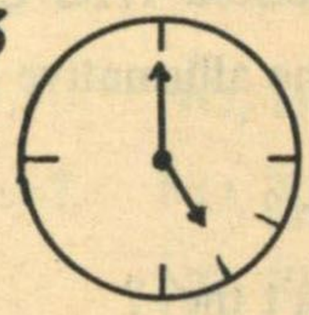
IT'S.....

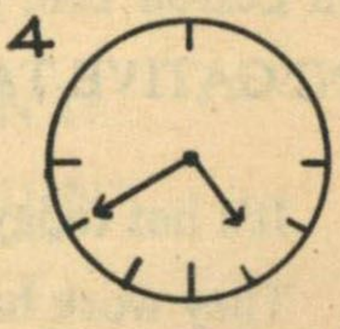
It's one o'clock.
It's a little after one.
It's five after one.
It's ten after one.
It's a quarter after one.
It's twenty after one.
It's one-thirty. (It's half-past one.)
It's twenty-five to two. (It's one thirty-five.)
It's twenty to two. (It's one forty.)
It's a quarter to two. (It's one forty-five.)
It's ten to two.
It's five to two.
It's almost two.
It's two o' clock.

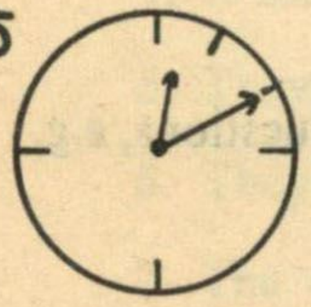
Tell the time:

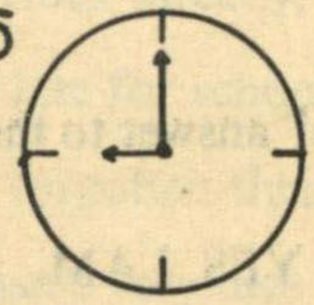
1 

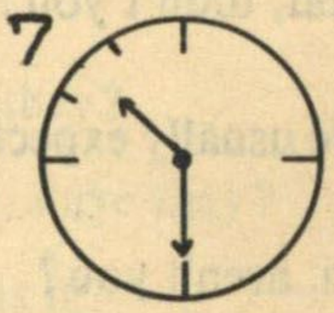
2 

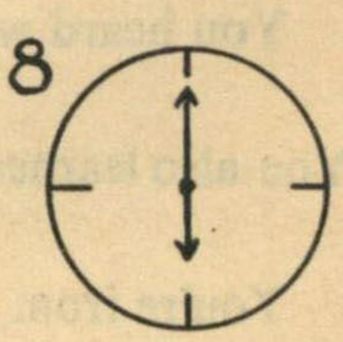
3 

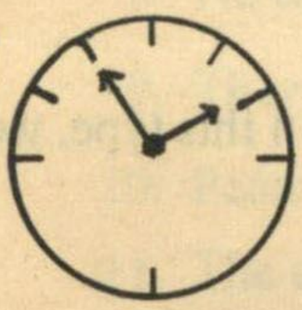
4 

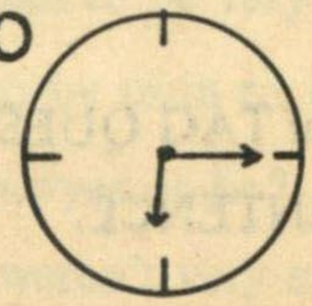
5 

6 

7 

8 

9 

10 

# LESSON ELEVEN

## A. ORAL GRAMMAR DRILLS

The use of TAG QUESTIONS.

Review the following sentences.

| Affirmative | Negative |
|---|---|
| It's hot today. | It isn't hot today. |
| Thonburi's the capital of Thailand. | Thonburi's not the capital of Thailand. |
| You're from Lopburi. | You're not from Lopburi. |
| He's a student. | He's not a student. |
| She wants to buy a book. | She doesn't want to buy a book. |
| They work hard. | They don't work hard. |
| She was hungry. | She wasn't hungry. |
| The girls were studying. | The girls weren't studying. |
| You heard what I said. | You didn't hear what I said. |
| They started to work. | They didn't start to work. |
| She's finished her homework. | She hasn't finished her homework . |
| They've won the game. | They haven't won the game. |

In Lesson Ten, you practiced TAG QUESTIONS which were formed by adding a NEGATIVE TAG to the affirmative sentence, e.g.

It's hot today, isn't it?

They work hard, don't they?

You heard what I said, didn't you?

You also learned that we usually expect a "Yes" answer to these tag questions, e.g.

| | |
|---|---|
| You're from Lopburi, aren't you? | YES, I AM. |
| She's finished her homework, hasn't she? | YES, SHE HAS. |

Now, we are going to practice a different type of TAG QUESTION. In this type, we add an AFFIRMATIVE TAG to the NEGATIVE SENTENCE.

Practice these sentences:

It isn't hot today, IS IT?
Thonburi's not the capital of Thailand, IS IT?
You're not from Lopburi, ARE YOU?
He's not a student, IS HE?
She doesn't want to buy a book, DOES SHE?
They don't work hard, DO THEY?
She wasn't hungry, WAS SHE?
The girls weren't studying, WERE THEY?
You didn't hear what I said, DID YOU?
They didn't start to work, DID THEY?
She hasn't finished her homework, HAS SHE?
They haven't won the game, HAVE THEY?

We usually expect a "No" answer to these questions, although it is possible to answer "Yes" if necessary.

For example:

| | |
|---|---|
| You're not from Lopburi, are you? | NO, I'M NOT. (I'm from Yala). |
| The girls weren't studying, were they? | NO, THEY WEREN'T. |
| Mae Sod isn't in Thailand, is it? | YES, IT IS. |

**Drill 11.1** Answer these questions, as in the examples.

1. John hasn't arrived yet, has he? — NO, HE HASN'T.
2. They didn't understand what you said, did they? — NO, THEY DIDN'T.
3. She isn't going to learn French, is she? — NO, SHE ISN'T.
4. It isn't ten o'clock already, is it?
5. They weren't late for school, were they?
6. They haven't forgotten their books, have they?
7. The weather isn't very nice today, is it?
8. He doesn't seem to be very well, does he?
9. They didn't go by train to Ubol, did they?
10. Peter isn't a lawyer, is he?
11. The children weren't very excited, were they?

12. The experiment wasn't very successful, was it?
13. He doesn't study engineering, does he?
14. The climate in England isn't very hot, is it?
15. You didn't hear what I said, did you?

**Drill 11.2** Complete the following by adding the correct tag, as in the examples.

1. Paul's not very clever ..... . PAUL'S NOT VERY CLEVER, IS HE?
2. They didn't understand you ..... . THEY DIDN'T UNDERSTAND YOU, DID THEY?
3. The pupils haven't finished the lesson ... . THE PUPILS HAVEN'T FINISHED THE LESSON, HAVE THEY?
4. That man isn't a judge.....
5. Those students don't study engineering.....
6. John didn't come late.....
7. The children haven't finished dinner.....
8. Chalor doesn't study highway technology.....
9. Those pupils aren't very polite.....
10. That boy isn't very intelligent.....
11. The movie last night wasn't very interesting.....
12. Mary wasn't annoyed.....
13. The students don't have classes on Sunday.....
14. John hasn't forgotten to come.....
15. The children weren't very interested in the movie.....

**Drill 11.3** Answer these questions, as in the examples. Notice that a "Yes" answer is expected for a negative tag and a "No" answer for an affirmative tag.

1. They haven't finished the lesson, have they? NO, THEY HAVEN'T.
2. Mary's waiting for the bus, isn't she? YES, SHE IS.
3. Anong lives in Mahasarakam, doesn't she? YES, SHE DOES.
4. It didn't rain last night, did it? NO, IT DIDN'T.
5. The children weren't late for school, were they?
6. Chalor passed his exam, didn't he?

7. You don't know whose shoes these are, do you?
8. They haven't opened the windows, have they?
9. Columbus discovered America, didn't he?
10. The population of Thailand is thirty-million people, isn't it?
11. The climate in Tasmania isn't very hot, is it?
12. Students in technical schools don't study Pali, do they?
13. Those children aren't swimming in the river, are they?
14. Those pupils are learning English, aren't they?
15. Mali works in Thonburi, doesn't she?

**Drill 11.4** Complete the following by adding a correct negative or affirmative tag. Follow the examples.

1. Dr. Jenner discovered vaccination...
   DR. JENNER DISCOVERED VACCINATION, DIDN'T HE?
2. Chiengmai isn't the capital of Thailand...
   CHIENGMAI ISN'T THE CAPITAL OF THAILAND, IS IT ?
3. The pupils have finished the lesson...
   THE PUPILS HAVE FINISHED THE LESSON, HAVEN'T THEY?
4. You don't know Mr. Brown...
   YOU DON'T KNOW MR. BROWN, DO YOU?

5. They haven't broken the window.....
6. John isn't very intelligent.....
7. Lop and Chalor are very clever.....
8. Mali rides a bicycle.....
9. The children didn't eat all the rice.....
10. You haven't hurt your hand.....
11. It's Tuesday today.....
12. The students didn't understand what he said.....
13. The men weren't very amused.....
14. The thunder was very frightening.....
15. You haven't run out of rice.....
16. He hasn't translated this letter very well.....
17. He works in the Bank of Thailand.....
18. It's very hot in April.....
19. You didn't forget to telephone Mary.....
20. The movie wasn't very interesting.....

## B. VOCABULARY

1. narrow (adj.) [nærow] แคบ

   "Narrow" is the opposite of "wide".

   Small klongs are narrow, but big rivers are wide.

2. healthy (adj.) [hɛlθi] มีอนามัยดี

When a place is clean with plenty of air, we say that it is healthy.

Daeng is strong. He is never sick. He is healthy.

Dirty places are unhealthy, but clean places are healthy.

3. plain (n.) [pleyn] ที่ราบ

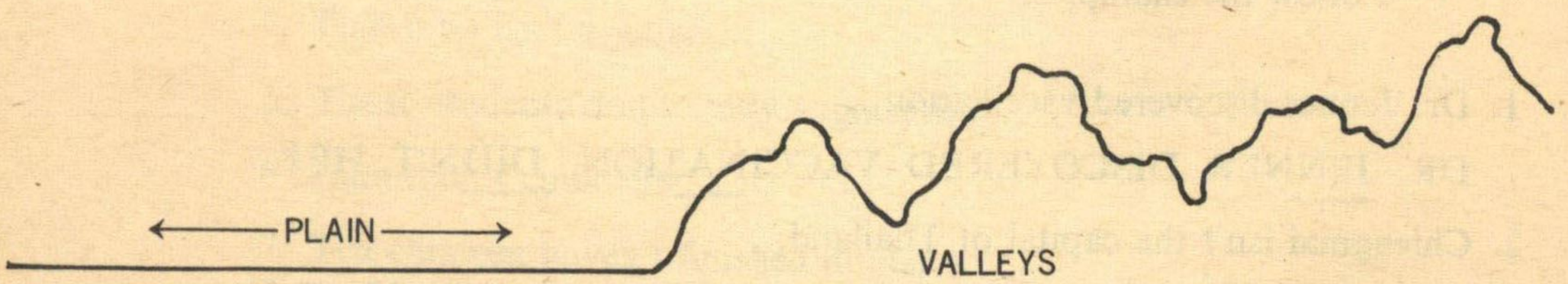
valley (n.) [vælɪ] หุบเขา

A plain is a large flat place without any hills or mountains.

Bangkok is built on a plain.

In the North of Thailand, there are many mountains and valleys;

there are very few plains. However, the Northeast is on a high plain.




4. smoke (n.) [smowk] ควัน

When we burn something, we get fire and smoke.

Fire makes smoke.

5. a spring, hot spring (n.) [sprɪŋ] น้ำพุ, บ่อน้ำร้อน

When water comes up out of the ground, we call it a "spring".

Springs are very important where people have no water.

When the water from a spring is hot, we call the spring a "hot spring".

Hot springs are usually found in volcanic places. There is a hot spring between Cholburi and Sriracha.

6. national (adj.) [næšənəl] แห่งชาติ

"National" is from the word "nation", and it means "belonging to the whole nation".

The Thai national flag is red, white and blue.

Bangkok is the national capital of Thailand.

7. welcome (v.) [wɛlkəm] ต้อนรับ

If someone comes to visit you, you should welcome the visitor.

You can say, "Welcome. Please come in." or "Welcome to my school".

## C. READING

I. Vocabulary Work.

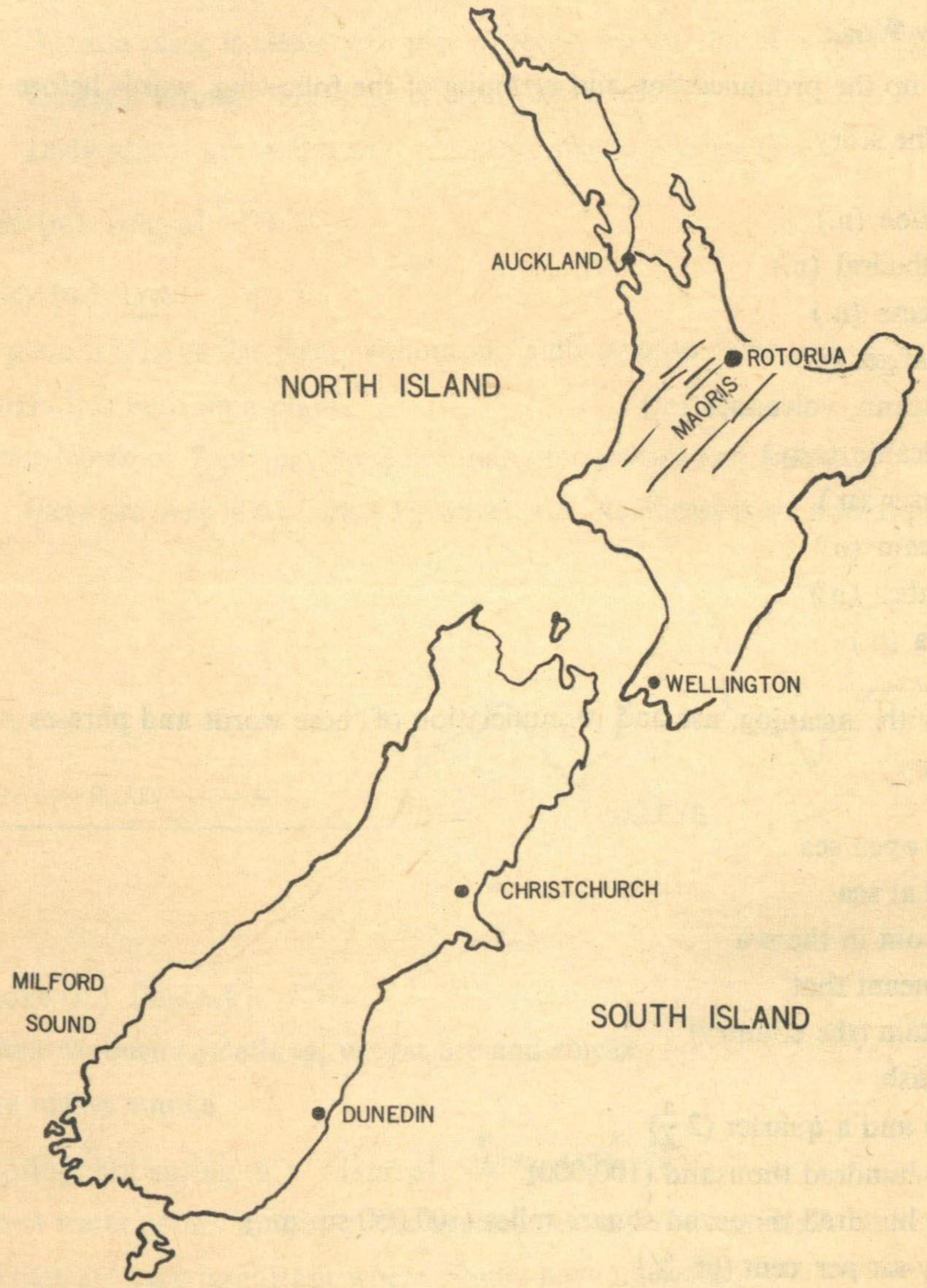
a. Look up the pronunciation and meaning of the following words before beginning to read the story.

canoe (n.)
cathedral (n.)
cheese (n.)
stranger (n.)
volcano, volcanoes (n.)
volcanic (adj.)
geyser (n.)
stream (n.)
feather (n.)
area (n.)

b. Review the meaning, use and pronunciation of these words and phrases before reading the story.

the open sea
lost at sea
far out in the sea
it meant that
Britain (the country)
British
two and a quarter ($2\frac{1}{4}$)
one hundred thousand (100,000)
one hundred thousand square miles (100,000 sq. mi.)
sixty-six per cent (66 %)
seem to
agriculture
factory, factories
the Pacific Ocean
the South Pacific
Dutch
Scotland, Scottish
Edinburgh (the capital of Scotland)
Kiwi (the bird)
Maori (the people)

II. Map work. The story you are going to read below is about the country of New Zealand. Before you begin to read, learn the names and places on the following map of New Zealand.




New Zealand is a country in the South Pacific.

The country is divided into two big islands: North Island and South Island.

The population of New Zealand is about 2,500,000.

Wellington is the capital of New Zealand.

The largest city is Auckland. Two other important cities are

Dunedin and Christchurch.

**Maori Carving in Rotorua**

III. Read the following story silently and then answer the questions which follow it.

(1)

Many, many hundreds of years ago, the Maoris went south in their small boats from their island home of "Hawa-iki". The Maoris sailed thousands and thousands of miles in their canoes. They were very brave people because they sailed the open sea in their small boats. Some of their boats were lost at sea, but some of the Maoris arrived at two beautiful green islands far out in the South Pacific. These islands were difficult to find, and the Maoris often looked a long time before they found them. The first thing that the Maoris used to see when they were near these islands was a long white cloud, and after they saw the cloud, the Maoris then saw the beautiful green land of the islands. The Maoris were always very happy when they saw the cloud because it meant that they were close to the islands, and so they called the islands "The Land of the Long White Cloud".

The Dutch knew these islands, and they called them "New Zealand"; but they did not go to live in them. In the year 1840 Britain agreed with the Maoris to rule New Zealand. From 1840, New Zealand was ruled by the British government. But nowadays, New Zealand has a different government from

Britain. It is a separate nation. There were some fierce wars with the Maoris but afterwards the Maoris and the British lived in peace.

There are about two and a quarter million (2,250,000) Europeans—about 98 per cent British—in New Zealand now, and there are about 170,000 Maoris.

New Zealand is not a big country. Its area is about one hundred thousand (100,000) square miles. It is a little bigger than Britain but much smaller than Thailand. There are two big islands which are called North Island and South Island. About sixty-six per cent (66%) of the people live in the North Island, and about thirty-three per cent (33%) live in the South Island. More than ninety-five per cent (95%) of the Maoris live in the North Island. The capital of New Zealand is Wellington, and it has a population of about two hundred and fifty thousand (250,000) people. But it is not the biggest city in New Zealand. The biggest city in New Zealand is Auckland. Auckland has a population of about four hundred and twenty-five thousand (425,000) people, but it is not the capital. Other important cities in New Zealand are: Christchurch (215,000 people) and Dunedin (105,000 people). Auckland and Wellington are in the North Island and Christchurch and Dunedin are in the South Island.

Auckland is a very beautiful city and it seems to have the sea around it because it is built on a narrow piece of land. Auckland is very big because everyone there likes to have a house with a garden around it. Because the climate is good with a lot of sunshine and rain the whole year, the gardens in Auckland are very beautiful.

Wellington is in the South of the North Island. It is a beautiful city with wide streets and is the center of the government of New Zealand.

Christchurch is very like an English town. A lot of English people went there about a hundred years ago, and they tried to make their new town like their old homes in England. Christchurch has a very famous cathedral and it is a very fine city.

In the South of the South Island, there is the city of Dunedin. A lot of Scottish people went to live in Dunedin and they called their new town "Dun Edin" which is the same as "Edinburgh", the capital of Scotland. Dunedin is a very Scottish city with a lot of people with Scottish names who live there.

(2)

The climate of New Zealand is very good. It is not too hot, and it is not too cold. There is a lot of rain and a lot of sunshine. The people of New Zealand are very healthy because their climate is so healthy. New Zealand is south of the equator so that it is warmer in the North than in the South. In Auckland, the climate is warm and there is

no snow. In the South Island and on high ground in North Island, there is snow in the winter. In the mountains of the South Island, there is a lot of snow and ice. New Zealand is about one thousand miles long, so that the climate changes a lot from North to South, In the North there are many kinds of fruits and flowers which like warm weather, for example, oranges and lemons. But in the South, there are many kinds of fruits and flowers which like cold weather, for example, apples and cherries.

The most important export from New Zealand is food, especially butter, cheese, milk and meat. Wool and fruit are important exports too. A lot of people work in agriculture in New Zealand, but a lot of people work in factories too. About sixty per cent of the people in New Zealand live in towns and cities, and about forty per cent live in the country.

The New Zealanders are very friendly people. They welcome strangers and try to make them comfortable. There are a lot of students from Thailand in New Zealand. Some of these students have scholarships.

New Zealand is a very beautiful country. It has high mountains and green valleys and plains. It has beautiful forests and blue seas. The air is clean and full of sunshine; there is very little smoke, and the country is always beautiful and green. The cities are modern and clean, and they are not too big. New Zealand is a volcanic country, but there are not many real volcanoes. There are a lot of hot springs and geysers, especially in Rotorua. A lot of Maoris live in Rotorua, and they cook their food and heat their houses from the hot spring. You can take a hot bath in some of the streams in Rotorua. Some of the streams and lakes are different colors because the ground is volcanic, but usually the lakes and streams in New Zealand are very clear and there are a lot of fish in them.

The most beautiful part of New Zealand is in the South Island around Milford Sound. This part of New Zealand has high mountains which come right down to the sea. It is like Norway, but many people say that it is more beautiful. It is rather cold in this part of New Zealand, and not many people live there. The government is trying to build roads so that people can go and visit this most beautiful part of a beautiful country.

New Zealanders are sometimes called "Kiwis" because the national bird of New Zealand is the "kiwi". The "kiwi" is a beautiful black bird with long feathers. It has long legs, but its wings are so small that it cannot fly.

New Zealand is a happy country. Its people are healthy, and they live a long time. They work hard, and they have a good life. New Zealanders like to play sports, especially rugby football.

Perhaps if you study hard, you can win a scholarship and go to study in New Zealand, the Land of the Long White Cloud.

IV. Answer these questions.

(1) 1. Who were the first people to come to live in New Zealand?
2. Where did they come from? How did they travel?
3. Why did the Maoris call New Zealand "The Land of the Long White Cloud"?
4. Where did the name "New Zealand" come from?
5. Who ruled New Zealand before it became a separate nation?
6. What's the population of New Zealand?
7. Is New Zealand as big as Thailand?
8. Where do most of the people live?
9. What's the capital of New Zealand? the largest city?
10. Tell something about each of these cities: Auckland, Wellington, Christchurch and Dunedin.

(2) 1. Describe the climate of New Zealand.
2. What are some of New Zealand's exports?
3. What is the geography of New Zealand like?
4. Where can you go to find Maoris living?
5. Where is the most beautiful part of New Zealand?
6. What is the "kiwi"?

## D. WRITING

I. Do two of the following:

1. Write 8 or 10 sentences telling the most important things that you learned about New Zealand from the story above. Do not copy from the story.

OR

2. Write 8 or 10 sentences telling how New Zealand and Thailand are alike and different.

OR

3. Go to the library and look up New Zealand in the dictionary or encyclopedia. Write down 8 or 10 things that you find out about New Zealand, things that are not in the story above.

OR

4. Draw a map of New Zealand and put the names of some more cities and places on it.

II. Writing a friendly letter. Suppose that you have a pen-friend in New Zealand. Write the first letter to the pen-friend. In the letter, tell about yourself, something about your school, your studies, your teachers, hobbies, etc. Don't forget to end your letter with this sentence: "Please write to me soon. Your pen-friend," and sign your name carefully.

III. Rewrite the following paragraph, changing all numbers and abbreviations so that they are written out in full.

Thailand

Thailand is in SEA. Its population is about 30,000,000 and its area is about 200,394 sq.mi. The capital is BKK. It has about $1\frac{1}{2}$ million people. There are many nationalities living in Thailand, e.g. Chinese, American, Indian, etc., but most of the people are Thai. Thailand is divided into 71 provinces. About 70% of the people live on farms and 30% live in cities.

## E. SPEAKING PRACTICE

I. A review of some conversational expressions.

1. LET'S GO.

Let's eat.
sit down.
stop.
read.
stand up.
stop here.
eat here.
get something to eat.
go to the library.
do our homework.

Let's go, shall we?

2. WOULD LIKE YOU TO GO WITH US?

Would you like to
- sit down?
- have something to drink?
- visit my class?
- meet my teacher?
- see my school?

3. CAN YOU SPEAK THAI?

Can you speak English? Yes, a little.

A dialogue for study and practice.

A Good morning. How are you?

B. Fine, thank you.
What's that you're eating?
A. Peanuts. Would you like to have some?
B. Yes, thank you. Have you finished your homework?
A. No. Let's go to the library and study, shall we?
B. All right.

II. Conversation. Read the following conversation aloud.

Udom, Sompong and Narong are talking about the geography of Australia and New Zealand. They are studying for a geography test.

Udom : The test's going to be given in the mórning, ísn't it?
Sompong : Yes, it ís. Let's study the geography of Austrália and New Zéaland.
Narong : New Zéaland's near Austrália, ísn't it?
Udom : Nó, it ísn't. New Zéaland's about one thóusand five hundred míles from Austrália.
Narong : But it seems quite néar on the máp.
Udom : The Pacific Ocean is só bíg that New Zéaland and Austrália seém close on a máp, but it takes a ship thrée dáys to go from Austrália to New Zéaland.
Sompong : What's the biggest cíty in Austrália?
Narong : Sýdney, ísn't it?
Sompong : That's ríght. Sýdney's the biggest cíty in Austrália.
Udom : Cánberra's the cápital of Austrália, ísn't it?
Narong : Yes, it ís, but it's not very bíg.
Sompong : The climate of nórthern Australia is very wárm, ísn't it?
Udom : Yes, it ís, because south of the eqúator, the climate is wárm in the nórth and cóld in the sóuth.
Narong : The climate in New Zéaland's very héalthy, ísn't it?
Udom : Yes, it ís.
Sompong : The Máoris went to live in New Zéaland fírst, dídn't they?
Narong : Yes, they díd, but the Brítish went to live there about a húndred and twenty yéars ago.
Udom : Aúckland isn't the cápital of New Zealand, ís it?
Narong : No, it ísn't, but it's the biggest cíty in New Zéaland.

Sompong : Wéllington's the cápital of New Zéaland, ísn't it?

Narong : Yes, it ís.

Udom : What are the most impórtant éxports from Austrália and New Zéaland?

Sompong : Well, wóol's the most important export from Austrália, ísn't it?

Udom : Yes, it ís, but what about éxports from New Zéaland?

Narong : Fóod's the most impórtant New Zéaland export, especially bútter, cheése and méat.

Sompong : Austrália's very bíg, ísn't it?

Narong : Yes, it ís. It's a cóntinent.

Udom : But New Zéaland's not very bíg, ís it?

Narong : No, it ísn't. It's bigger than Brítain, but it's smáller than Tháiland.

Udom : Well, I think that we've studied enóugh nów. Let's go and watch télevision, and then we can study some móre áfterwards.

Narong and Sompong : Áll right.

# LESSON TWELVE

## A. ORAL GRAMMAR DRILLS

### I. The use of WHETHER, ALTHOUGH, THOUGH and EVEN THOUGH.

Notice the use of "whether.....or not" in the following sentences.

A.

| |
|---|
| I'll go to school whether it rains or not. |
| They like to go to the sea whether they can swim or not. |
| He's going to visit his friend whether he feels well or not. |
| They always have money whether they work or not. |

You will see that "whether" has the same meaning as "if" in these sentences.

Notice the use of "although", "though" and "even though" in the following sentences.

B.

| |
|---|
| I'll go to school even though it rains. |
| They didn't go to the beach although they wanted to. |
| He's going to visit his friend even though he feels ill. |
| They always have money though they never work. |

In these sentences, "although", "though" and "even though" have the same meaning and it is correct to use them in any of the sentences.

**Drill 12.1** Change the following sentences to a pattern using "whether.....or not", as in the examples.

1. Do you like to go to the sea if it rains?
   YES, I LIKE TO GO TO THE SEA WHETHER IT RAINS OR NOT.
2. Can you do your homework if people are talking?
   YES, I CAN DO MY HOMEWORK WHETHER PEOPLE ARE TALKING OR NOT.
3. Do you like to study if you aren't well?
   YES, I LIKE TO STUDY WHETHER I'M WELL OR NOT.

4. Do you go to school if you feel tired?
5. Can you listen to the radio if people are talking?
6. Do you want to go for a walk if it rains?
7. Can you understand English if you don't have a book?
8. Do you like to swim in the sea if the weather is cold?
9. Can you understand English if the teacher speaks quickly?
10. Do you go to school if it rains?
11. Do you want to see the movie if it is frightening?
12. Do you study if you are tired?
13. Do you like to play games if you don't win?

**Drill 12.2** Change the following sentences, using "whether.....or not" or "even though" and "although", as in the examples.

1. Chalor learned English. It was difficult.
   CHALOR LEARNED ENGLISH EVEN THOUGH IT WAS DIFFICULT.
2. Siree goes to school if it rains or if it doesn't rain.
   SIREE GOES TO SCHOOL WHETHER IT RAINS OR NOT.
3. Mary didn't eat any food. She was hungry.
   MARY DIDN'T EAT ANY FOOD ALTHOUGH SHE WAS HUNGRY.
4. Narong likes to swim if it is warm or if it isn't warm.
5. John can't speak Thai. He has tried very hard.
6. That boy often goes to the movies. He hasn't finished his homework.
7. Mali can understand English if the teacher speaks fast or if the teacher doesn't speak fast.
8. The children didn't wake up. The noise was very loud.
9. Anong walks to school if she is tired or if she isn't tired.
10. Urai failed the exam. She worked very hard.
11. The pupils can't understand what he says. He speaks very clearly.
12. That girl understands what he says if he speaks fast or if he doesn't speak fast.
13. Chai goes to work if he feels well or if he doesn't feel well.
14. Somsak passed the exam. He didn't answer all the questions.
15. Noree smiles if she is happy or if she is not happy.

Notice the use of "whether" in the following sentences. In these sentences, either "whether" or "if" can be used.

Ask him whether he wants tea or coffee.

We don't know whether he bought a book or a pen.

I don't know whether she studies French or English.

**Drill 12.3** Use "whether", as in the examples.

1. Does she want rice or bread?

   I DON'T KNOW WHETHER SHE WANTS RICE OR BREAD.

2. Did the teacher speak quickly or slowly?

   I DON'T KNOW WHETHER THE TEACHER SPOKE QUICKLY OR SLOWLY.

3. Does he want to be a teacher or a lawyer?
4. Did she speak English or Thai?
5. Is he asleep or awake?
6. Are they going to Ayudhya or Lopburi?
7. Is he in Matayom Suksa 3A or Matayom Suksa 3B?
8. Did they go by plane or by train?
9. Does Mr. White want to see the library or the meeting hall?
10. Does the bus leave at 6 or 7?

II. Word order of adjectives.

Study the following sentences. Notice the word order in the parts underlined.

John's house is three hundred years old.

My bedroom is about ten feet wide.

Doi Inthanon is 8452 feet high.

The beach at Pattaya is about two kilometers long.

The pond near Daeng's house is six feet deep.

If you translate any of these sentences into Thai, you will see that the word order of English and Thai is quite different. That is the reason you must remember these sentences.

**Drill 12.4** Continue the drill, as in the examples.

1. The road is wide. It is twenty meters.

   THE ROAD IS TWENTY METERS WIDE.

2. My house is old. It is eighty years.

   MY HOUSE IS EIGHTY YEARS OLD.

3. That wall is high. It's ten feet.

   THAT WALL IS TEN FEET HIGH.

4. My grandfather is old. He's sixty.
5. This river is deep. It's twenty feet.
6. Mali's garden is long. It's forty meters.
7. Our school is old. It's twenty years.
8. Rajadamnoen Avenue is wide. It's about a hundred feet.
9. Urai's pencil is long. It's about ten centimeters.
10. The pond in my garden is deep. It's six feet.
11. The tree near your house is high. It's about forty feet.
12. My desk is wide. It's four feet.
13. That house is old. It's about a hundred years.

III. The past participle of some more irregular verbs.

Learn the forms of these verbs.

| | | | |
|---|---|---|---|
| win | won | won | Daeng has won a scholarship to go to America. |
| ring | rang | rung | We've rung the bell three times but no one has answered. |
| sing | sang | sung | Mali has often sung on the radio. |
| freeze | froze | frozen | The water in the refrigerator has frozen. |
| choose | chose | chosen | We have chosen the name "Lassie" for our dog. |

**Drill 12.5** Do the drill as in the examples. Make sure that your pronunciation of the /v/ in "I've" and the /z/ in "He's " is clear.

1. Win the race. — I'VE WON IT ALREADY.
2. Ring the bell. — HE'S RUNG IT ALREADY.
3. Freeze that water. — I'VE FROZEN IT ALREADY.
4. Choose that number.
5. Sing that song.
6. Win the game.
7. Freeze the water.
8. Ring the bell.
9. Choose that name.
10. Sing this song.
11. Ring the bell.
12. Win the race.
13. Freeze the water.

## B. VOCABULARY

1. evergreen (adj.) [ɛvə-grin] เขียวชอุ่มอยู่ตลอด

The leaves of evergreen trees are usually called "needles".

Evergreen trees never lose their leaves.

In countries where it is cold, the leaves of evergreen trees do not fall from the trees during winter.

Most evergreen trees look like the Australian pine tree, which grows in Thailand. (ต้นสน)

2. coast (n.) [kowst] ฝั่งทะเล

The coast is the land by the edge of the sea.

The province of Pitsanuloke has no coast. The province of Rayong has a long coast.

A "beach" is a sandy place on the coast.

3. origin (n.) [ɔrəǰɪn] แหล่งกำเนิด

Mr. Wong and Mr. Lee are Americans but they are of Chinese origin.

There are many people of Malay origin in Thailand.

The Thai word มัธยม is of Sanskrit origin.

4. permit, permitted to (v.) [pɤmɪt] [pɤmɪtɪd tə] อนุญาต

Do you remember the word "permission"? What does it mean?

I don't know whether my father will permit me to go to the movie or not.

I am permitted to go to the movie twice a month.

5. independent (adj.) [ɪndɪpɛndənt] เป็นอิสระ, เป็นเอกราช

An "independent" country is not ruled or governed by other people or nations.

6. wooden (adj.) [wʊdən] ทำด้วยไม้

A box which is made of wood is called a "wooden box".

The boys in my school made a lot of wooden things, such as small boxes, animals, lamps, etc.

7. covered with (v.) [kavəd wɪθ] ปกคลุมไปด้วย

In Canada the ground is covered with snow in winter.

Our football field was covered with water after the rain.

8. central (adj.) (sɛntrəl) ตอนกลาง, ใจกลาง

Ayudhya is in the central part of Thailand.

There are a lot of big buildings in the central part of Bangkok.

9. territory (n.) [tɛrətɔri] แคว้น, แว่นแคว้น

A territory is an area of land which belongs to a country.

Before Hawaii became a state, it was called the Territory of Hawaii.

## C. READING

### I. Vocabulary Work.

a. Learn the meaning and pronunciation of these words.

plastic (n.)

grapes (n.)

tobacco (n.)

wheat (n.)

aluminum (aluminium) (n.)

St. Lawrence (St.=Saint)

b. Review the meaning and pronunciation of these words.

dangerous

oil

colony, colonist

European (people from Europe)

Catholic (the religion)

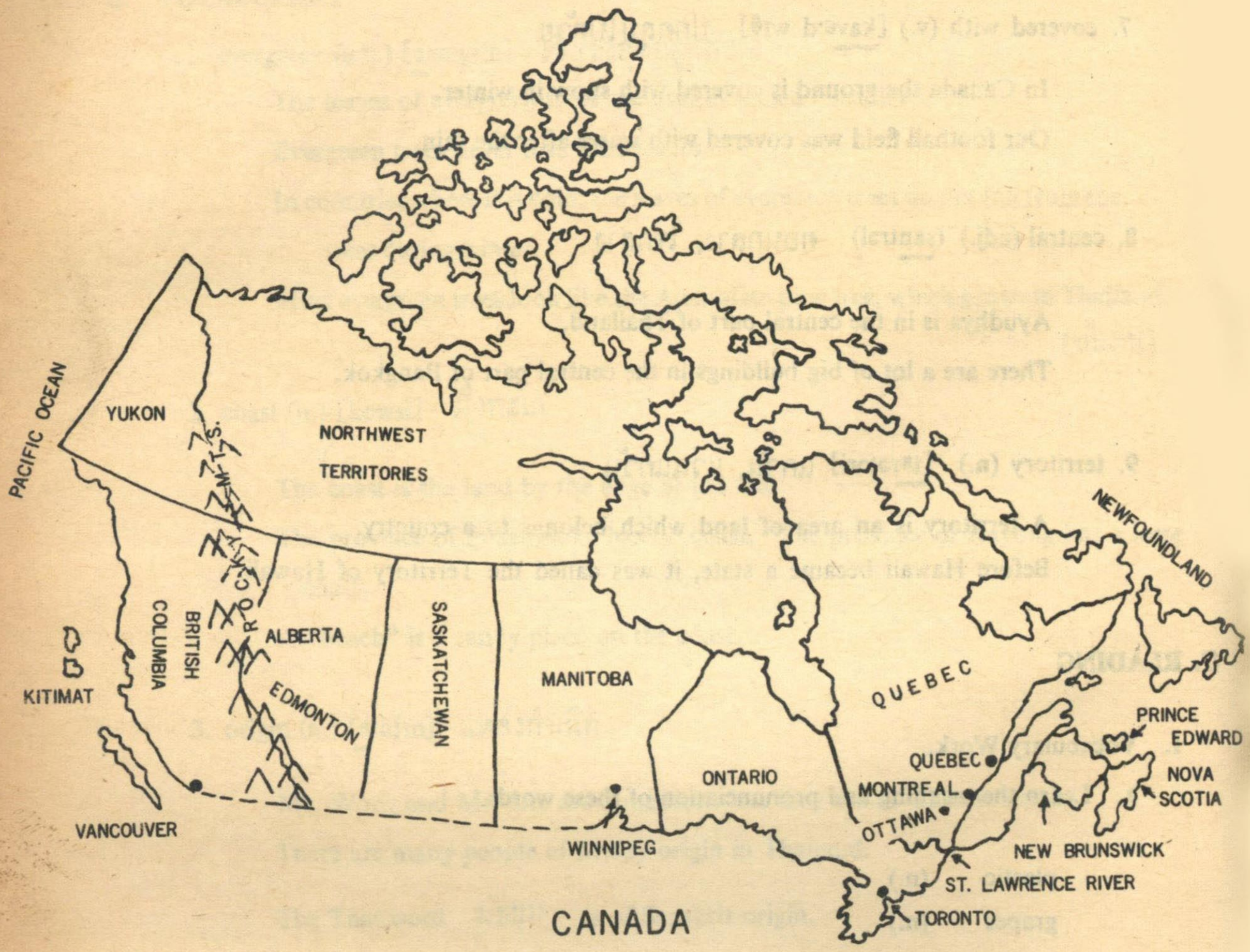
Indian (in the United States and Canada)

Canada (the country)

Canadian (adj.)

Canadian (the people)

II. Map Work. The story you are going to read below is about Canada. Before you begin to read, learn the names and places on the following map of Canada.




CANADA

III. Read the following story and then do the exercises which follow it.

(1)

The St. Lawrence River is almost two thousand (2,000) miles long, and it is one of the biggest and widest rivers in the world. In the year 1608 some French people came to live on the St. Lawrence River at a place where it is narrow. The French people built a small town which they called "Quebec". This town of Quebec was the first place where Europeans came to live in Canada. The early French colonists had a lot of trouble. The climate in Quebec was very cold in the winter and they were often attacked by the Indians. But the colonists worked very hard and after a while they were successful in their new home. More dangerous than the Indians were the British colonists in America. These colonists were from Britain. They spoke English and they did not like the French colonists in Canada. The British and French colonists often fought, and in 1763 the French colonists were defeated. The British government ruled French Canada but the

French Canadians were permitted to use the French language and to practice the Catholic religion.

In 1784, about 2,500 people came to live in Canada. These people came from the United States of America. They wanted to live under the British government and so they left the United States and went to live in Canada. They did not go to live in Quebec. They went to Toronto about five hundred miles west of Quebec. These people were British and they spoke English. After a while many other British people went to live in Toronto and Western Canada. When Canada became independent, there were two groups of people; one group which spoke English and one group which spoke French. Today about 33 per cent of the people in Canada speak French and 66 per cent speak English. Most of the people who speak French live in the province of Quebec.

Canada is a very big country; its area is about 3,850,000 square miles. It is bigger than the United States and much bigger than Thailand or Britain. About 18,000,000 people live in Canada. The population is very small because the climate in the North of Canada is very cold. In the South of Canada the climate is warm in the summer and sometimes it is very hot. A lot of people live in the South of Canada. The land in the South is usually flat without many trees and the people who live there are farmers. In the North the land is covered with big forests. These forests are not like the forests in Thailand. The trees in the Canadian forests are very tall with small green leaves which are called needles. These leaves do not fall from the trees in winter and so these trees are called "evergreen" trees because they are always green. These evergreen trees are very useful because people can make many things from them. They can make paper, for example, and they can make plastic things. They can also use the wood to build houses and to make wooden things.

(2)

In the West of Canada there are very high mountains which are called the Rocky Mountains, and on the West of these mountains there is the Pacific Coast. The climate in Canada is very cold in the winter except on the Pacific Coast. The winter is especially cold in central and northern Canada. In the East the winter is cold but not as cold as in the center. In Quebec there is a lot of snow in the winter. In Bangkok, if the temperature is 60°F people think that it is a very cold day, but in Montreal the temperature is sometimes -30°F - that is, 90°F colder than in Bangkok. Of course, the temperature is not often -30°F in Montreal, and in summer the weather is often very hot. But if you go to Montreal you will see plenty of snow and ice in the winter.

There are ten provinces in Canada: Newfoundland, Nova Scotia, New Brunswick and Prince Edward Island are the East coast provinces. Quebec and Ontario are the

central provinces. Manitoba, Saskatchewan, Alberta and British Columbia are the western provinces. British Columbia is on the Pacific Ocean. There are also two territories in the North of Canada: the Yukon Territory and the Northwest Territories.

The people in New Brunswick, Nova Scotia, Newfoundland and Prince Edward Island are farmers and fishermen. They grow a lot of potatoes and other vegetables and they also catch a lot of fish, especially in Newfoundland. They cut down the evergreen trees and make things from the wood. There are also some coal mines in these provinces. The climate is cool. It is not very hot in summer and it is not very cold in winter. Most of the people are of British origin and they speak English. In the province of Nova Scotia there are a lot of Scottish people and the name of this province means "New Scotland".

The people of Quebec work in agriculture, mining and industry. There are a lot of minerals in Quebec, especially iron. About 80 per cent of the people in Quebec are of French origin. They speak French but some of them speak English too.

In Ontario most of the people work in factories. There are a lot of industries in Ontario, but there is also a lot of agriculture. Southern Ontario has a warm climate in the summer and the people there grow a lot of grapes and tobacco. Most of the people in Ontario live in the southern part of the province. The northern part of Ontario is covered with forests and not many people live there.

The three provinces of Manitoba, Saskatchewan and Alberta are agricultural. A lot of wheat is grown in these provinces and there is also a lot of cattle. In Alberta there is a lot of oil, and the oil industry is very important in this province. The climate in Manitoba, Saskatchewan and Alberta is very hot in summer and very cold in winter.

The province of British Columbia is on the Pacific coast. It is a very beautiful province with high mountains covered with forests. The people of British Columbia work in agriculture and industry. There are a lot of fishermen on the coast and there is a very big factory for aluminum at Kitimat.

There are very few people in the Yukon Territory and the Northwest Territories, because much of the land is covered with forests or ice and snow, and in winter it is very cold. There are many minerals in this part of Canada, and these territories may become the richest parts of Canada in the future.

(3)

The capital of Canada is Ottawa. Ottawa has a population of about 225,000 people. It is not the biggest city in Canada but it is the center of the Canadian government. The biggest city in Canada is Montreal. Montreal is in the province of Quebec. Montreal has a population of about 2,000,000 people. About 75 percent of the people in Montreal speak French. The city of Quebec is the capital of the province of Quebec. Quebec is an old city with narrow streets and old buildings. It is very beautiful and interesting. About 200,000 people live in the city of Quebec. They all speak French.

The capital of Ontario is Toronto. Toronto has a population of about 1,500,000 people. It is a very busy city with lots of industry. Everyone in Toronto speaks English. Other important cities in Canada are: Vancouver, Winnipeg and Edmonton. These cities are all in the West, and Vancouver is on the Pacific Coast.

Canada is a very beautiful country with wide plains, great rivers and big forests. It is a rich country and its people are rich because they work hard. The winter is very cold and everyone works hard during the summer to have enough money and food during the winter. In winter the lakes, ponds and rivers are all frozen. The St. Lawrence River is frozen and people can walk and play on the ice.

So you can see that Canada is a very large and interesting country and, like Australia, has a very rich future.

The Canadians are a happy and friendly people and they are happy when people come to visit them.

IV. Do the following things.

a. Find a sentence in the story or make up your own sentence to tell something about each of the following things or places in Canada.

(1) 1. the St. Lawrence River
2. Quebec
3. 1763
4. the Catholic religion
5. the French colonists
6. 66 %
7. area
8. population
9. climate
10. evergreen

(2) 1. the Rocky Mts.
2. provinces
3. Nova Scotia
4. Newfoundland
5. Quebec province
6. Ontario
7. wheat
8. British Columbia
9. aluminum
10. Yukon Territory

(3) 1. Ottawa
2. Montreal
3. Toronto
4. frozen

b. Answer these questions.

1. Do all of the people in Canada speak English? Why not?
2. Why are the evergreen trees important to Canada?
3. What are some of the crops that are grown in Canada?
4. Why do very few people live in the northern part of Canada?
5. In which part of Canada can each of the following products, minerals,etc. be found?
   a. oil
   b. iron
   c. fish
   d. tobacco
   e. aluminum
6. Can ships travel on the St. Lawrence River during the winter? Why not?
7. What's the area of Canada?
8. What is its population?

## D. WRITING

I. Put in the correct information about Thailand in the following sentences.

The Chao Phraya River is almost ..... long, and it is one of the ..... rivers in Southeast Asia. In the year ..... some Thais came to live on the Chao Phraya River at a place called ..... They built ..... This city became the capital of the Kingdom of Ayudhya. This city was the first place where Europeans ..... in Thailand.

Thailand is .....country; its area is about .....kilometers. It is ..... than New Zealand and ..... Cambodia. About ..... people live in Thailand.

The land in the central area is ..... and much ..... is grown. In the North the land ..... with forests and there ..... mountains. In the South of Thailand the climate is ..... In the Northeast the land is high and ..... dry.

II. Write a description of each of the following things, telling how old, how big, etc. they are.
For example:

| | |
|---|---|
| my house (old) | My house is about fifteen years old. |
| my desk (long) | My desk is about 27 inches long. |

1. my chair (high)
2. the blackboard (long)
3. my school (old)
4. my book (thick)
5. my classroom (wide)
6. pond near my school (deep)
7. a football (long)
8. Doi Suthep (high)
9. flagpole (high)
10. teacher (old)

## E. SPEAKING PRACTICE

I. A review of some conversational expressions.

1. MAY I BORROW YOUR PEN?

Can I borrow your pen?

Can I borrow your pen, please?

| | |
|---|---|
| Yes, of course. | I'm sorry, but I'm using it. |

2. DO YOU MIND IF I SIT DOWN?

Do you mind if I sit here?

take this seat?

look at your paper?

borrow your pen?

open the door?

close the window?

smoke?

| | |
|---|---|
| No, of course not. | I'm sorry, but ..... |

A dialogue for study and practice.

A. What's the matter?

B. I can't do this exercise.

A. Do you mind if I help you?

B. No, of course not. Please sit down.

A. May I borrow your pencil? I forgot mine at home.

B. Yes, of course. Here you are.

A. Thank you.

Note that "No, of course not" in responding to "Do you mind...?" means "No, of course I don't mind". It is very impolite to answer "Yes" when someone asks you "Do you mind if....?".

II. Conversation. Read this conversation aloud.

Somchai and Lek are at Don Muang airport. They are meeting their brother Surin, who is returning from Canada.

Somchai : There's Surin over thére! Hello, Surin. How áre you?

Surin : I'm fíne. I'm very glad to see bóth of you.

Lek : How was Cánada?

Surin : It was very, very pléasant. I liked it very múch although it was cold in the wínter.

Somchai : Was there a lot of snów?

Surin : Yes, there wás, espécially in Montréal.

Lek : Did you stay in Montréal very lóng?

Surin : No, not very lóng. I only vísited Montréal and Quebéc.

Lek : Did you líke them?

Surin : Yes, I díd. They were very ínteresting, espécially Quebéc.

Somchai : Did the people speak Énglish in Montréal and Quebéc?

Surin : Móst of the people could speak English in Montréal, but not many spoke English in Quebéc.

Lek : How was Toróonto?

Surin : It was very ínteresting. It was very warm there during the súmmer and I úsed to go swimming with my friends in the láke.

Somchai : Did you visit the Wést of Cánada?

Surin : Yes, I drove a car with some Canádian friends of mine. We vísited the whole of wéstern Cánada.

Lek : I'm sure that was very ínteresting, wásn't it?

Surin : Yes, it wás. I liked the journey although it was tíring because we trávelled a lot.

Somchai : Did you see any cáttle?

Surin : Yes, I saw a lót of cáttle on the pláins.

Lek : Did you go to Vancóuver?

Surin : Yes, I díd. We went through the móuntains and came to the Pacific Ócean and Vancóuver.

Somchai : Did you go to the Nórth?

Surin : No, because it's difficult to travel there, although you can go by aírplane to sóme places.

Somchai : Is it easy to travel in the North in the súmmer?

Surin : In the fár North, it's álways difficult to travel, whether it's súmmer or nót.

Lek : Did you see any Red Índians?

Somchai : No, I dídn't. There aren't many Índians in the places I vísited.

Lek : I wish I could go to Cánada.

Surin : Perhaps you can go if you wórk hard.

# LESSON THIRTEEN

## A. ORAL GRAMMAR DRILLS

### The use of REFLEXIVE PRONOUNS.

Narong cut his hand.
Narong cut himself.

She hurt her foot.
She hurt herself.

The dog is scratching itself.
It's scratching itself.

What is the subject of the sentence "Narong cut himself"? What did Narong do? Did he cut himself? Yes, he did. So, we can say that Narong did the cutting and also received it, or that the subject performs and receives the action. This type of action is called a "reflexive" action because the person performing the action receives the results. The word "himself" is called a reflexive pronoun.

Here are some sample sentences, showing the various forms of the reflexive pronouns.

I cut my hand..... I CUT MYSELF.
You took a bath..... YOU WASHED YOURSELF.
Somsak hurt his foot ..... HE HURT HIMSELF.
Anong looked in the mirror..... SHE LOOKED AT HERSELF.
The dog scratched its ear..... IT SCRATCHED ITSELF.
Lop and I took a bath..... WE WASHED OURSELVES.
You looked in the mirror..... YOU SAW YOURSELVES.
Peter and Paul cut their hands..... THEY CUT THEMSELVES.

Note that "-self" is singular and that "-selves" is plural.

**Drill 13.1** Continue the drill, as in the examples.

| | |
|---|---|
| 1. he | HE CUT HIMSELF. |
| 2. she | SHE CUT HERSELF. |
| 3. we | WE CUT OURSELVES. |
| 4. dressed | WE DRESSED OURSELVES. |

| | | | |
|---|---|---|---|
| 5. they | 11. she | 17. they | 23. we |
| 6. he | 12. we | 18. we | 24. they |
| 7. she | 13. hurt | 19. you | 25. Chai |
| 8. I | 14. you | 20. the pupils | 26. washed |
| 9. John | 15. it | 21. I | 27. you |
| 10. Mary | 16. he | 22. she | 28. he |

**Drill 13.2** Use the given verbs with reflexive pronouns, as in the examples.

1. The boys took a bath. (washed)

THEY WASHED THEMSELVES.

2. Sompong and I hurt our hands. (hurt)

WE HURT OURSELVES.

3. You and John looked in the mirror. (saw)

YOU SAW YOURSELVES.

4. The children cut their feet. (cut)
5. Chalor and I hurt our hands. (hurt)
6. Peter and I took a bath. (washed)
7. The animals scratched their ears. (scratched)
8. The children burned their hands. (burned)
9. The boys dressed in the bedroom. (dressed)
10. The pupils took a bath. (washed)
11. You and Mali hurt your hands. (hurt)
12. The girls cut their feet. (cut)
13. You and Chai dressed in the bedroom. (dressed)
14. The boys looked in the mirror. (saw)

Here are some more sentences with reflexive pronouns. Note the difference in the way they are used.

| | |
|---|---|
| I bought a coat FOR MYSELF. | I bought MYSELF a coat. |
| Mary's going to buy a hat FOR HERSELF. | Mary's going to buy HERSELF a hat. |
| John cut a piece of cake FOR HIMSELF. | John cut HIMSELF a piece of cake. |
| The girls prepared a meal FOR THEMSELVES. | The girls prepared THEMSELVES a meal. |
| Surin found a job FOR HIMSELF. | Surin found HIMSELF a job. |
| We bought some food FOR OURSELVES. | We bought OURSELVES some food. |

**Drill 13.3** Do this drill as in the examples.

| | |
|---|---|
| 1. We bought some books. | WE BOUGHT OURSELVES SOME BOOKS. |
| 2. He found a job. | HE FOUND HIMSELF A JOB. |
| 3. She got a glass of water. | SHE GOT HERSELF A GLASS OF WATER. |
| 4. I bought a mango. | |
| 5. We prepared some food. | |
| 6. They built a house. | |
| 7. You made a cake. | |
| 8. She cooked some rice. | |
| 9. He cut a piece of bread. | |
| 10. They got some water. | |
| 11. You bought some fruit. | |
| 12. She found a job. | |
| 13. They prepared a meal. | |
| 14. She cut a piece of cake. | |
| 15. We built a house. | |

**Drill 13.4** Repeat drill 13.3, using the response with "for", e.g.

1. We bought some books for ourselves.
2. He found a job for himself.

etc.

## B. VOCABULARY

1. home town (n.) [howm tawn] บ้านเกิด

Your home town is the town in which you were born.

Sunee's home town is Petburi.

Mr. Brown's home town is Sydney.

2. to take part in (v.) [tə teyk part ɪn] มีส่วน, เข้าร่วม

Most of the students take part in the English Club or in sports.

I like to take part in the school play.

3. elect (v.) [əlɛkt] เลือก, เลือกตั้ง

"Elect" is like "choose".

When we elect someone, we choose them to do something.

Narong was elected the captain of the basketball team.

President Johnson was elected in 1964.

4. represent (v.) [rɛprəzɛnt] แทน representation (n.) (rɛprəzɛntey šən) การแทน

representative (n.) [rɛprəzɛntətɪv] ผู้แทน

"To represent" is to speak or do things for someone.

Not everyone can take part in the government in America, and so a few people are chosen to represent everyone.

A representative is someone who is elected by other people to speak for them.

5. tax (n.) (v.) [tæks] ภาษี เก็บภาษี taxation (n.) [tækseyšən] การเก็บภาษี

A tax is money we must pay to the government.

The government taxes us in order to collect money.

We do not like taxation but it is important to pay our taxes if we want our government to be strong.

6. various (adj.) [vɛrɪəs] ต่างๆ

There are various kinds of sports in our school, e.g. football, basketball, netball, etc.

Various people live in Thailand, e.g. Chinese, Vietnamese, Lao,American,British,etc.

7. solve (v.) [solv] แก้ to solve a problem [tə sɔlv ə prabləm] แก้ปัญหา

If we have a problem, we don't know what to do.

"To solve" is to explain or find an answer to something.

Anong cried because she couldn't solve an algebra problem.

Life has many problems which are difficult to solve.

8. region (n.) [riǰən] ภาค

A region is a geographical part of a country. What are the regions of Thailand?

Which region do you live in?

## C. READING

### I. Vocabulary Work.

a. Learn the meaning and pronunciation of these words.

motto (n.)

allowed (see "permitted to")

cotton (n.)

republic, e.g. the Republic of Germany

b. Review the meaning and pronunciation of these words.

abolish

state

in former times

Christians: Protestants and Catholics

Jews

Ireland (the country)

Irish (the people)

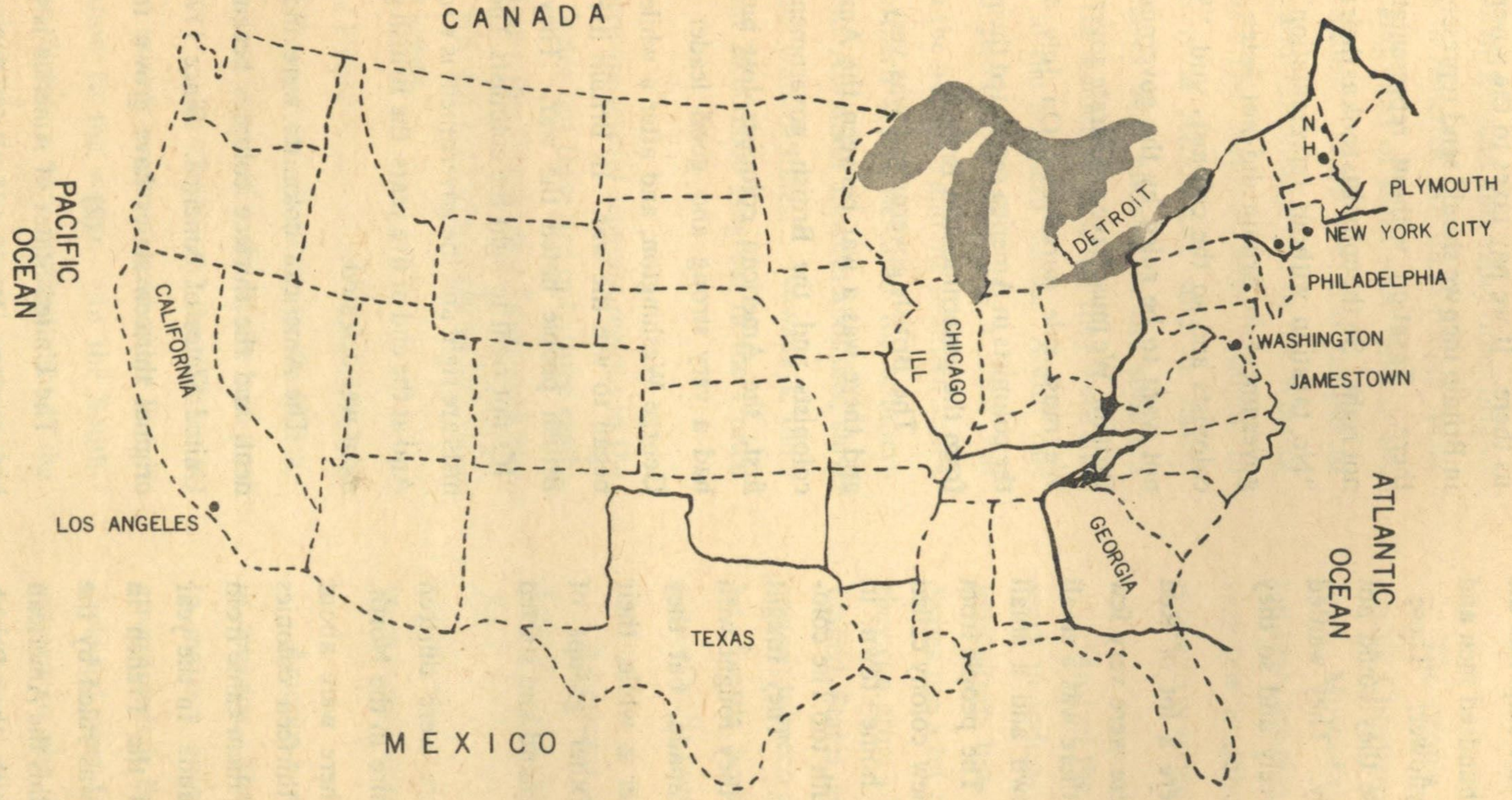
Negroes

Mayflower (the ship)

Indians (Red Indians)

### II. Map Work.

In this lesson you are going to read about how the United States of America began. Study this map of the United States before you begin to read the story below. Learn the names and places on the map.




## THE UNITED STATES OF AMERICA

Original Thirteen Colonies (Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Virginia)

Great Lakes

State Boundaries

III. Read the following and then do the exercises which follow it.

(1)

In 1620, a small ship sailed from England to America. The name of this ship was the "Mayflower". About one hundred men and women were on the Mayflower. These people left England because they could not practice their religion freely. They wanted to practice their religion freely and so they went to live in America.

At that time, there were a lot of Red Indians in America and there were very few Europeans there, although there was a small English colony at Jamestown and a small French colony at Quebec. The people from the Mayflower started a new colony called Plymouth, because their home town in England was called Plymouth too.The colonists had a lot of trouble. They fought with the Red Indians and they fought with the French colonists in Canada, but they worked very hard and after a while, their colony was successful. Other groups of colonists came out from England and started other colonies.

In the year 1763, there were thirteen colonies from New Hampshire in the North, to Georgia in the South. There were about 2,000,000 people in these thirteen colonies and about ninety percent of them came from England, Scotland and Ireland. In the year 1763, the British defeated the French in Canada and then Canada was ruled by the British government. After this the American colonists were unhappy with the British government. The colonists wanted to send people to take part in the government in Britain. They said, "We have to pay a lot of taxes to the government in Britain. We want to send representatives to Britain to represent us there. If we pay taxes to the government in Britain then we should send representatives there. Taxation without representation is not right." So the colonists took as their motto, "No taxation without representation". The government in Britain did not listen to the colonists and so the colonists said, "We do not want to be ruled by the government of Britain. We must have a separate government. We must rule ourselves." On July 4,1776, the colonists in America separated themselves from the government in Britain.

The British government was very angry and there was a war between the American colonists and the British government. At first, the American colonists lost but they had a very strong and good leader called George Washington, and after a while, they began to win the war. In Britain itself, the British people hated the war. They said, "It's not right to fight the colonists. The colonists are right and the government is wrong." And at the end of five years, the British government was defeated.

The American colonists were independent, and the thirteen colonies became the United States of America. Since 1776, the original thirteen states have grown to fifty.

(2)

The United States of America is a very big country. Its area is 3,600,000 square miles. The population is about 190,000,000. In former times, most of the people were of British origin, but about a hundred years

ago, large groups of people came to live in America from all the countries of Europe, so that nowadays there are people of German, Irish, Italian, Russian and many other origins who live in America. All these people speak English and most of them were born in the United States. There are also people of Chinese and Japanese origin in the West of America. The Negroes were brought to America from Africa and sold as slaves. These slaves were allowed in the southern part of the United States, but they were not allowed in the northern states. About one hundred years ago, there was a great war between the northern and the southern states. The northern states defeated the southern states and Abraham Lincoln abolished slavery in the United States. Nowadays, there are about 20,000,000 Negroes in the United States.

There are several separate regions in the United States but there are only three really big regions: the North, the South and the West. We will read about these regions in another lesson.

The United States is so big that there are many different climates there. In the North, the climate is very cold in the winter with lots of snow. In the South, the climate is very hot in the summer and there is not much snow in the winter. In the Southwest, the climate is very dry and a lot of the land is desert. In the central part of the United States, the climate is very hot in the summer and very cold in the winter. In the Northwest, on the Pacific Coast, the climate is cool with a lot of rain, but the southern part of the Pacific Coast is warm and dry with a lot of sunshine.

The people of the United States are mostly Christians, but there are also a lot of Jews. Most of the Christians are Protestants but there are also many Catholics. There are very few Buddhists or Moslems. Everyone is free to practice his religion.

Most of the people in the United States work in industry but some people work in agriculture too. Farmers in the United States use a lot of machines to help them so they can grow a lot of food. Farmers in the United States grow a lot of wheat, corn, cotton, tobacco and fruit. They also have a lot of cattle, horses and sheep and they make a lot of milk, butter and cheese.

Americans who work in industries in America manufacture motor cars, machines, ships, trains and many other things. There is a lot of industry in the United States and most people there work in various industries.

America is a republic. There is no king in America. The people elect representatives to make a government. The head of the government is the President. The President is elected every four years by all the men and women in the United States. The central government with the President is in Washington, and this central government looks after the important things, but in every state there is also a state government which looks

after each state. Education, for example, is looked after by the fifty governments of the fifty states.

The capital of the United States is Washington. Washington is a beautiful city in the eastern part of the United States. The President and the central government are in Washington. Washington is the capital of the United States but it is not the biggest city. New York is the biggest city. The population of New York is about 7,750,000. Other big cities are: Chicago (population 3,500,000); Los Angeles (2,500,000); Philadelphia (2,000,000); and Detroit (1,600,000). New York and Philadelphia are in the East of the United States, Chicago and Detroit are in the center and Los Angeles is in the West.

The people of America are of many different origins. There are Americans of English origin, Scottish origin, Irish origin Italian origin, German origin and many other origins. There are many Negroes and there are also people of Chinese and Japanese origins. All these people of different origins live and work together. They work hard and they are happy. Sometimes there are problems, but people in America do not try to hide these problems. They talk about them and they try to solve them.

In the next lesson, you can read some more about the different regions of the United States and the people who live and work in them.

**IV.** Exercises in comprehension.

For each of the following,choose the answer (a,b,or c) which best completes each sentence.

Example:

The people on the "Mayflower" went to America
- a. so that they could live with the Red Indians.
- b. because they wanted to practice their religion freely.
- c. to practice their religion freely in English.

1. When the colonists went to America, there were
   - a. no Europeans there.
   - b. a lot of Europeans there.
   - c. a few Europeans there.

2. The colonists fought with
   - a. the Red Indians but not the French colonists.
   - b. the French but not the Indians.
   - c. the Red Indians and the French too.

3. The colonists wanted
   - a. to send representatives to Britain.
   - b. taxation without representation.
   - c. to send representatives on the "Mayflower".

4. Most of the people in the United States are
   a. Protestants.
   b. Catholics.
   c. Jews.

5. The people of America come from
   a. Africa.
   b. England.
   c. many different countries.

6. The President of the United States is the
   a. head of the government.
   b. King of America.
   c. government of America.

7. The central government looks after
   a. everything in America.
   b. the important things in America.
   c. education in the states.

8. There was a great war between the northern and southern states because
   a. some of the people came from England.
   b. the colonies wanted to be independent.
   c. slaves were allowed in one part but not in the other part.

9. There are three important regions in America. They are
   a. the North, the South and the West.
   b. Washington, Los Angeles and Chicago.
   c. the Pacific Coast, the Northwest and the West.

10.
   a. New York
   b. The biggest city is the capital of the United States..
   c. Washington

**D. WRITING**

I. Change these sentences so that the information is about Thailand.

Be sure that your sentences are true to fact.

Example:

Most of the people in the United States work in industry but some work in agriculture too.

Most of the people in Thailand work in agriculture but some work in industry too.

1. There are several regions in the United States but there are only three really big regions: the North, the South and the West.

2. The people of the United States are mostly Christians. There are very few Buddhists.
3. Abraham Lincoln abolished slavery in the United States.
4. Farmers in the United States grow a lot of wheat, corn, cotton, tobacco and fruit.
5. The capital of the United States is Washington.
6. The population of New York is about 7,750,000.
7. Since 1776, the original thirteen states have grown to fifty states.

(.....1932,.....monton (มณฑล) ..... provinces.)

8. America is a republic. There is no king in America.

(.....constitutional monarchy.....)

9. The central government with the President is in Washington.
10. The central government looks after the important things, but in every state there is also a state government which looks after each state.

II. Fill in the forms of the following business letter. Suppose that you are writing to the manager of the Marygold Publishing Co.,14 "E" 16 th St., N.Y. 17, N.Y., U.S.A.

.....(your address)

.....

..... (the date)

..... (the name and address
..... of the person, company, etc.
..... you are writing to).
..... (the salutation)

I have seen your advertisement for the textbook"English Can Be Easy", and I want to know something about the book.

How much is it in American currency? Do you have anyone in Thailand who takes care of your publications?

If the cost is not more than $ 4.00, including postage, please send me a copy. I shall send the money to you as soon as I receive the book.

I am looking forward to your reply. Thank you.

..... (Complimentary close)
..... (Signature)

## E. SPEAKING PRACTICE

I. A dialogue between Amnat and Prasert.

Amnat : Hello, Prasert. What're you doing?
Prasert : I'm reading a book.

Amnat : What's it about?

Prasert : It's about the United States of America.

Amnat : Why are you reading about America?

Prasert : Because I'm interested in America.

Amnat : What does the book say?

Prasert : Well, it tells all about the United States.

## II. A review of some conversational expressions.

### 1. DON'T FORGET.

| | |
|---|---|
| Don't | forget. |
| | forget to buy some rice. |
| | forget the game at three. |
| | forget what I told you. |

| | |
|---|---|
| Don't | drop that glass. |
| | touch that flower. |
| | lose that letter. |
| | break that plate. |
| | tear that paper. |

### 2. DON'T WORRY. I WON'T.

| | |
|---|---|
| Don't worry. I won't | forget. |
| | forget to buy some rice. |
| | forget the game at three. |
| | forget what you told me. |

| | |
|---|---|
| Don't worry. I won't | drop it. |
| | touch it. |
| | lose it. |
| | break it. |
| | tear it. |

III. Conversation. Read the following conversation aloud.

Amnat : Hello, Prasert. What're you doing?

Prasert : I'm reading a book.

Amnat : What's it about?

Prasert : It's about the United States of America.

Amnat : Why are you reading about America?

Prasert : Because I'm interested in America.

Amnat : What does the book say?

Prasert : Well, it tells all about the United States. It tells about the climate and the history of America, and it tells about the American people too.

Amnat : That's interesting.

Prasert : Yes, I'm teaching myself about America. I can't go there myself and so I'm reading a book about America.

Amnat : Is the climate very cold in America?

Prasert : Well, this book says that there are several climates in America. In the United States the climate is usually cold in the North, warm in the South, rainy in the East and dry in the West.

Amnat : I don't like cold weather, although I wish I could see some snow.

Prasert : You don't like cold weather because you're not used to it. People in the United States are used to the cold weather and it doesn't matter to them.

Amnat : The United States is very big, isn't it?

Prasert : Yes, it is, and it has a very big population, about 190,000,000 people.

Amnat : There's a lot of industry in the United States, isn't there?

Prasert : Yes, there is. There's a lot of industry there, but there's a lot of agriculture too.

Amnat : Not many people work in agriculture, do they?

Prasert : No, but they use a lot of machines and they grow a lot of food.

Amnat : What's the capital of the United States?

Prasert : Washington's the capital, but New York's the biggest city.

Amnat : My friend's brother's in New York. He's studying engineering there.

Prasert : New York's a very big city and Chicago and Los Angeles are very big too.

Amnat : Is America a very beautiful country?

Prasert : Yés, I thínk it is. In this bóok, there are pictures of very beautiful ríver, móuntains and plaíns. I think America is very beautiful espécially in the mountains.

Amnat : Your book seems very ínteresting. Can you lénd it to me?

Prasert : I haven't fínished it yet. When I fínish it, I'll lend it to you.

Amnat : Góod. I'll take good cáre of it and I'll lend you some of mý books tóo.

Prasert : All ríght.

# LESSON FOURTEEN

## A. ORAL GRAMMAR DRILLS

### I. EMPHATIC PRONOUNS

Study and practice the following groups of sentences.

| (A) | (B) |
|---|---|
| I bought myself a coat. | I bought a coat myself. |
| He found himself a job. | He found a job himself. |
| We prepared ourselves some food. | We prepared some food ourselves. |
| They made themselves a cake. | They made a cake themselves. |

You have already studied the sentences in (A). You remember that sentences in this group have the meaning "for myself", "for himself", "for ourselves", etc. In these sentences the words "myself", "himself", etc. are called reflexive pronouns. However, the sentences in (B) have a different meaning. They mean that the subject did the action without any help. For example, "John found a job himself" means that no one helped him to find a job. He found a job "by himself". In these sentences the words "myself", "himself", etc. are called EMPHATIC PRONOUNS.

**Drill 14.1** Change the following sentences, using emphatic pronouns to show that the subject does the action without help.

1. We bought some books. — WE BOUGHT SOME BOOKS OURSELVES.
2. He found a job. — HE FOUND A JOB HIMSELF.
3. She got a glass of water. — SHE GOT A GLASS OF WATER HERSELF.
4. I bought a mango.
5. We prepared some food.
6. They built a house.
7. You made a cake.
8. She cooked some rice.
9. He cut a piece of bread.
10. They got some water.
11. You bought some fruit.
12. I taught English.
13. She found a job.
14. They prepared a meal.
15. She cut a piece of cake.
16. We built a house.

Now study and practice these sentences.

I live BY MYSELF.
Siree went to school BY HERSELF.
Chalor did his homework BY HIMSELF.
The girls learned to sew BY THEMSELVES.

What do "by myself", "by herself", "by himself", "by themselves" mean? They all mean "alone".

**Drill 14.2** Now do this drill, following the examples.

1. I went home alone. — I WENT HOME BY MYSELF.
2. We live alone. — WE LIVE BY OURSELVES.
3. Mali likes to be alone. — MALI LIKES TO BE BY HERSELF.
4. I don't like to go to the movies alone.
5. He likes to work alone.
6. The students are reading alone.
7. Anong likes to study alone.
8. Chalor went to Songkhla alone.
9. Siree is going to fly to Chiengmai alone.
10. Peter and Paul were alone.
11. We want to eat alone.

II. The use of BECAUSE OF + a noun.

Notice the difference in the use of "because" in the following sentences.

(A) Chalor didn't come to school because he was ill.
We can't play football because the weather is so hot.
They want to study English because it is useful.
The children were afraid because the thunder frightened them.

(B) Chalor didn't come to school because of his illness.
We can't play football because of the heat.
They want to study English because of its usefulness.
The children were afraid because of the thunder.

What comes after "because" in the sentences in (A)? A subject and a verb.

But look at the sentences in (B) and you will see that a noun must follow "because of".

Review: Study the way that the following nouns are formed from adjectives.

| Adjective | Noun |
|---|---|
| ill | illness |
| quiet | quietness |
| expensive | expense |
| useful | usefulness |
| noisy | noise |
| hot | heat |
| stormy | storm |

**Drill 14.3** Change the following sentences, as in the examples.

1. Chalor didn't go to school because he was ill.
   CHALOR DIDN'T GO TO SCHOOL BECAUSE OF HIS ILLNESS.
2. The airplane was late because it was raining.
   THE AIRPLANE WAS LATE BECAUSE OF THE RAIN.
3. Somsak can't pass the exam because his English is bad.
   SOMSAK CAN'T PASS THE EXAM BECAUSE OF HIS BAD ENGLISH.
4. John liked Chiengmai because the weather was cold. (the cold weather)
5. We don't like the city because it's so noisy.
6. I like the country because it's so quiet.
7. Anong didn't go for a walk because the weather was bad. (the bad weather)
8. We can't play basketball because it's so hot.
9. Wichai didn't buy a new bicycle because it was so expensive.
10. The pupils passed the exam because their English was good.
11. We like to study English because it is useful.
12. The bus was late because it was raining.
13. The telephone doesn't work because there was a storm.
14. Surin didn't go to work because he felt ill.
15. We went to the beach because the weather was good.

III. The use of IN SPITE OF + a noun.

"In spite of " has the same meaning as " even though" or "although" but it is used with a different pattern. Notice the difference in the usage in the following sentences.

(A) Anong went to school even though she was ill.
The students studied even though the weather was hot.
We walked home even though it was raining.
Those boys often swim in the river even though it is dangerous.

(B) Anong went to school in spite of her illness.
The students studied in spite of the hot weather.
We walked home in spite of the rain.
Those boys often swim in the river in spite of the danger.

Note that "in spite of" is followed by a noun.

**14.4** Now do this drill, using "in spite of", as in the examples.

1. Mary worked even though she was ill.

   MARY WORKED IN SPITE OF HER ILLNESS.

2. We went to Udorn even though it was raining.

   WE WENT TO UDORN IN SPITE OF THE RAIN.

3. ɛɛchreecha bought a book even though it was expensive.

   ɪaɛEECHA BOUGHT A BOOK IN SPITE OF THE EXPENSE.

4. 5. tɪt to sleep even though there was a lot of noise.

5. Ƭ. Wsws swam in the river even though it was dangerous.

6. We sws ss ht a house even though it cost a lot.

7. We llon ɪongkok even though it is hot.

8. Anongnono ed very hard even though she had a headache.

9. The pupɪngs we to school even though they were ill.

10. John contiɾ con to work even though he had a cold.

11. I like to travɑ to tous even though it is noisy.

12. The children wasɹe thome even though it was raining.

13. We liked Chiengɪ Cleɛven though it was cold.

## B. VOCABULARY

I. Study these words.

1. soil (n.) [sɔyl] ดิน

   Land is covered with soil. Wil. ɒpɪt crops, grass, trees, flowers, etc. in the soil.

   The soil in the central part of Tฅl ɪ, pɬ is good.

2. rich soil (adj. + n.) [rɪč sɔyl] ดินดี, ดิɪมคมสมบูรณ์

   The soil is rich in the central part of Tɨ.นɾs ɒd. It is good for crops. It is rich soil.

   Thailand is rich in minerals. It has rich rio ts too.

3. manufacture (v.) [mænyufækčə·] ผลิต

   To "manufacture" is to make things in indusɛ.

   The United States manufactures a lot of cars.

   Thailand manufactures a lot of silk.

4. steel (n.) (stɪl) เหล็กกล้า

Steel is a very hard metal made from iron.
Iron is mined in the ground but steel is manufactured.
Steel is very important for modern industry.

5. mill (n.) [mɪl] โรงสี, โรงงาน

A mill is a place where wheat or rice are prepared.
Nowadays, a mill is also a place where steel or cloth are manufactured.
There are a lot of steel mills in America. There are a lot of rice mills in Thailand.

6. irrigation (n.) [ɪrɪgeyšən] การชลประทาน irrigate (v.) [ɪrɪgeyt] ทดน้ำ

Bringing water to land is called irrigation.
Irrigation is very useful and makes it possible to grow many crops in dry areas.
The water which is kept at the Phumiphol Dam in Tak is used for irrigation. The water is used to irrigate the fields.

II. Vocabulary Review.

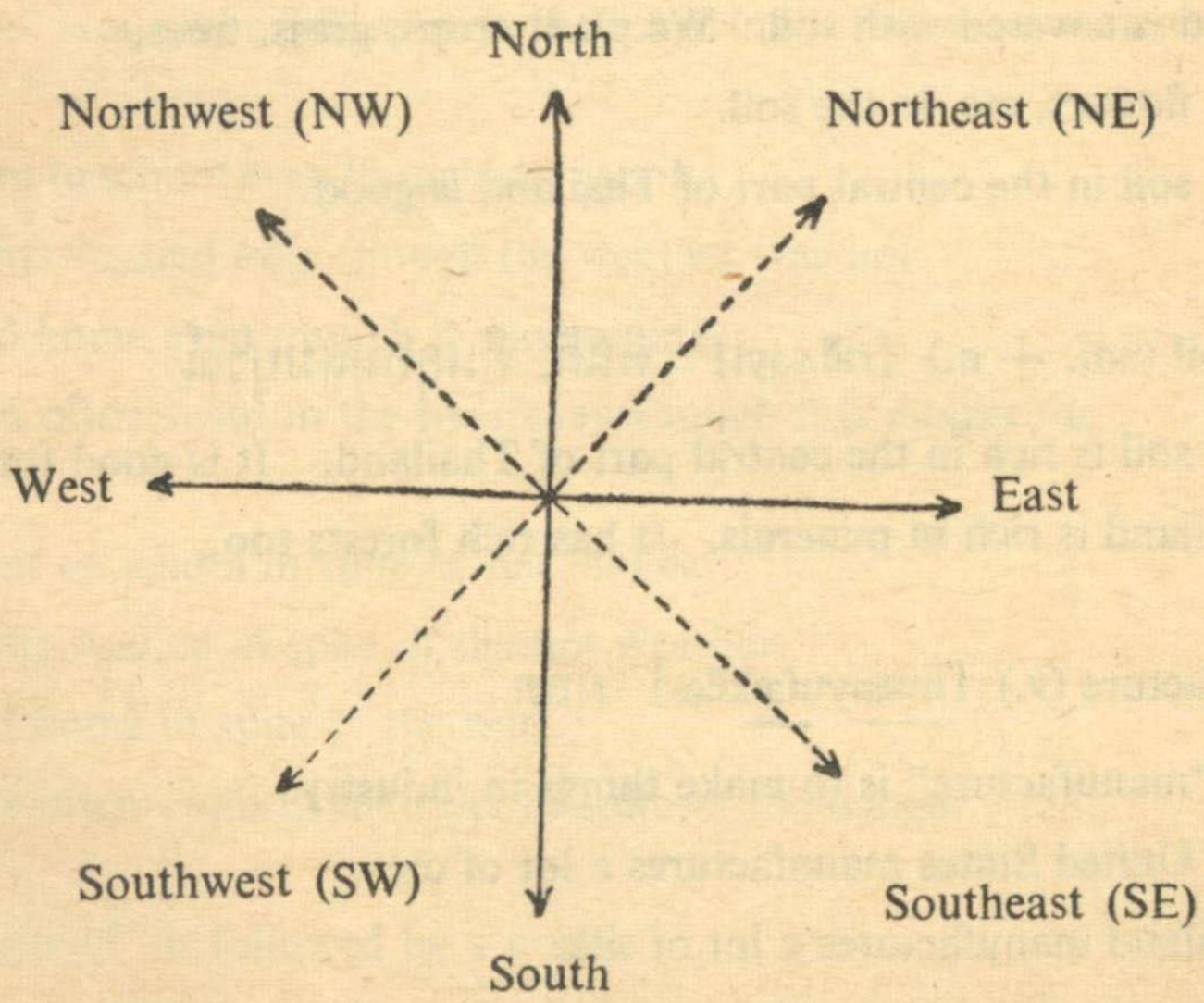
1. The seasons of the year.

North of the equator
spring - March to May
summer - June to August
fall (autumn) - September and October
winter - November to February

South of the equator
spring - October and November
summer - December to February
autumn - March to May
winter - June to September

Thailand
cool season - November to February
dry season - March and April
rainy season - May to October

2. Directions.



III. Word Formation.

You already know that there are families of words, e.g.

irrigate - irrigation
rain - rainy - raining
excite - exciting - excitement - excited - unexcited

We form many English words from other words. Here are some other examples for you to study.

a. n. - adj. sun - sunny The sun is bright. It's sunny today.
wind - windy The wind is strong. It's windy today.
storm - stormy The storm was bad. It was stormy last night.
cloud - cloudy The clouds are thick. It's cloudy today.
ice - icy There is a lot of ice in northern Canada.
It's icy in northern Canada.

b. v. - adj. shine - shiny He shined his shoes. His shoes are shiny.
smoke - smoky Many people smoke during the movie.
It's smoky in the theater.

c. n. - adj. industry - industrial There is a lot of industry in America.
America is an industrial country.
colony - colonial There were 13 colonies in America.
America was a colonial region.
nation - national Thailand is a nation. April 6 is a national holiday.

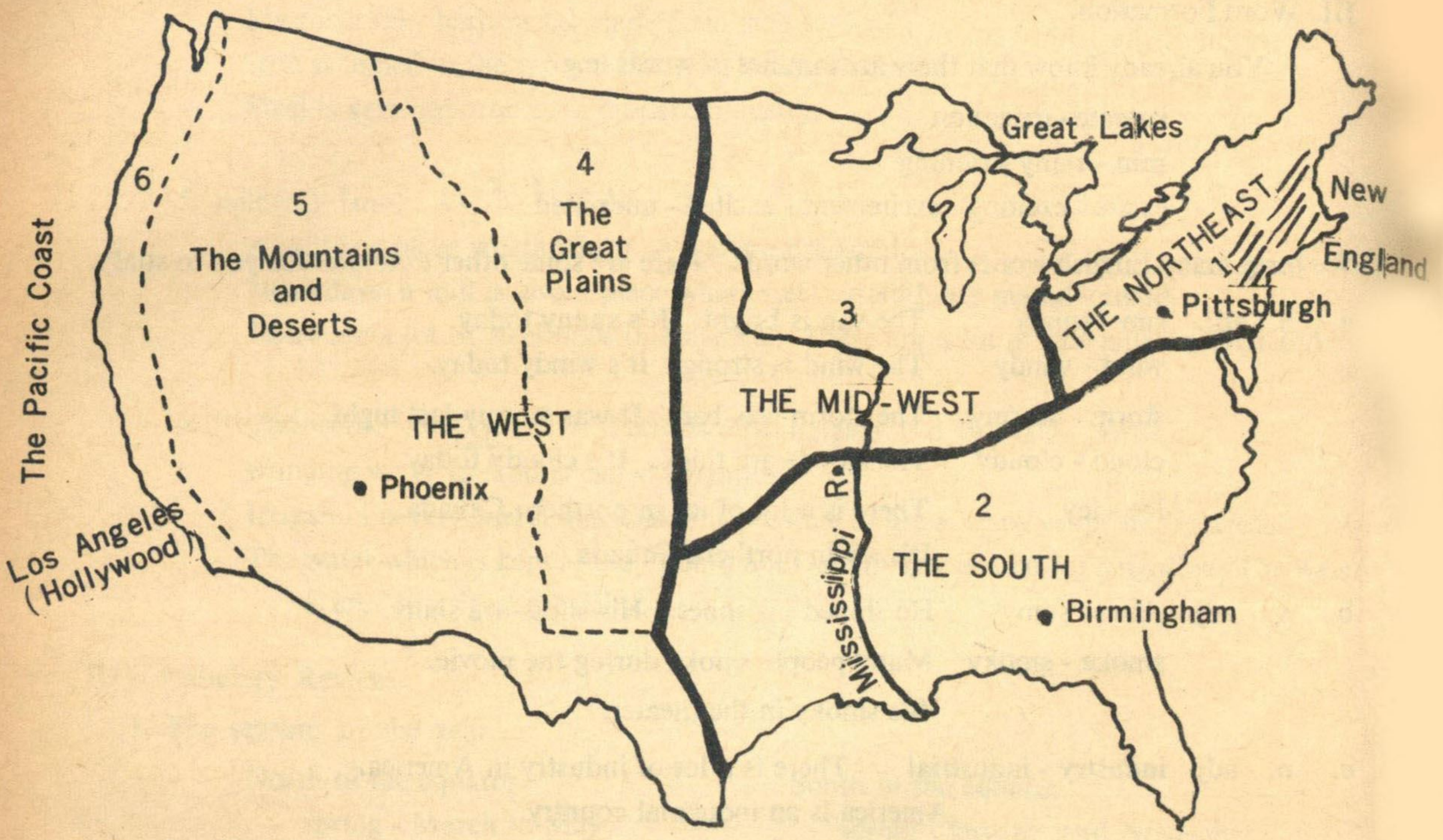
d. n. - n. tour - tourism Many people take tours in Thailand.
Tourism is important in Thailand.
Buddha - Buddhism Most people in Thailand believe in Buddha.
They are Buddhists. Buddhism is the religion of Thailand.

e. People who work hard are hardworking people.
People who think slowly are slow - thinking people.
People who speak fast are fast - speaking people.
look good good - looking
look silly silly - looking.

## C. READING

I. Learn the meaning and pronunciation of these words.
colonized by
heavy industry

II. Study the following map of the United States. Learn the names and places given on the map.




III. Read the following story and then do the exercises which follow it.

Introduction:

We read in the last lesson that the United States was a very big country. In this lesson, we will read about the regions of the United States. In every country there are regions and because the United States is very big, the regions there are very big too. The first region of the United States we will read about is the "Northeast".

## THE NORTHEAST

This part of the United States was colonized first of all by people from England and Scotland, and one part of it is called "New England". This part of the United States is quite like Europe. There are many old houses and churches and the climate is like the climate in the north of Europe. The soil is not very rich in this part of America. The winter is cold, but the summer is warm and sunny. Many people in this part of the United States say that the fall or autumn is the best season of the year. In the fall, the leaves of the trees are red, brown, gold and yellow. These colors are very beautiful and the fall is the most beautiful season in this region of the United States. The Northeast is a very important industrial region. There are a lot of cloth factories and in Pennsylvania there are very important steel factories. There are a lot of steel factories in Pittsburgh, Pennsylvania, and Pittsburgh is often called "The Steel City". There are also many coal mines in this region. Because of the iron and coal mines, this part of the United States had a lot of industries more than one hundred years ago. Now there are many big industries in other regions of the

United States but the Northeast was the first region of the United States where there was a lot of heavy industry. Because of the coal and iron which was very plentiful in the Northeast, many people came from all parts of Europe to work in the industries of the Northeast. People of many different origins came to live in the Northeast, and because of this it was called the "Melting-pot" of America. New York especially was known as the "Melting-pot" because of the millions of people who came from Europe to live there.

## THE SOUTH

While the Northeast was very important for industry, the South of the United States was very important for agriculture. The most important agricultural product of the South in former times was cotton. Cotton is still the most important product of the South, but nowadays it is not so important as it was a hundred years ago. A hundred years ago cotton was so important in the South that people called it "King Cotton". Cotton is still the most important agricultural product in the South, but there are many other important products too. Nowadays peanuts, corn, fruit, rice and tobacco are important agricultural products of the South.

Fifty years ago there were very few factories in the South of the United States. There was very little industry and very little manufacturing. Nowadays there is a lot of industry in the South. There are steel factories and airplane factories, cloth-mills and many other places where people work in industry. Nowadays, the South has industry as well as agriculture and there are a lot of factories there. Birmingham, Alabama, is the center of the steel industry and is sometimes called "The Pittsburgh of the South".

In Florida, the climate is very warm and this state is well known because of its fruit, especially oranges. Through the middle of the South flows the Mississippi River. The name "Mississippi" is an Indian word which means "Father of the Waters", and this river is one of the biggest rivers in the world. About a hundred years ago, big boats sailed on the Mississippi, and the river was more important than the roads or railroads. Nowadays, very few people travel on the Mississippi but many industrial products are carried on it in flat boats.

## THE MID-WEST

The name "Mid-West" means "Middle West", and this region of the United States is sometimes called "The Heart of America", because it is in the center of the country and because a lot of people live there. In the northeast of this region, especially around the southern shores of the Great Lakes, there are a lot of heavy industries. Detroit, for example, is the center of the automobile industry, and Chicago is the second biggest city in the United States with a population of 3,500,000. Industry is very important in the

Mid-West but agriculture is more important. The soil in the Mid-West is very rich and many farmers work in different kinds of agriculture in this region. Cattle are very important in the Mid-West, and so are pigs. Fruit, butter and cheese are all important agricultural products from this region, but the most important agricultural product of the Mid-West is corn. The climate and soil of the Mid-West are very good for corn, and this region of the United States is often called "The Corn Belt". The "corn belt" is a region of rich agriculture, small towns and hardworking people.

## THE WEST

The western part of the United States can be divided into three big regions: The Great Plains, the Mountains and Deserts and the Pacific Coast. The Great Plains is a region of wide, flat spaces. The climate here is much drier than the eastern regions of the United States and trees do not grow easily. The climate on the Great Plains is difficult. It is very hot and dry in the summer and very cold in the winter. The soil of the plains is not as rich as the soil in the east of the United States. In former times, farmers had a lot of trouble when they tried to farm this region, but nowadays the new scientific discoveries in agriculture help the farmers to farm the Great Plains more easily. Irrigation brings water to the fields, and with this irrigation water the farmers grow a lot of wheat. Cattle are also very important in this region. Oil was discovered some years ago in the Great Plains and is now an important product of the region. Cattle, wheat and oil are the most important products of the Great Plains.

## THE MOUNTAINS AND THE DESERTS

To the west of the Great Plains are the Rocky Mountains. These mountains are like a high, wide wall going from the north to the south of the United States. The first colonists were not very interested in the mountains. They wanted to reach the Pacific Coast, and they went as quickly as they could through the mountains. At the foot of the mountains were great deserts. These parts of the United States seemed too difficult for people to live and so there was a very small population there for a long time. Nowadays this has changed, because irrigation has brought water to the deserts. Because of irrigation, large parts of the desert produce big crops. Population has grown very rapidly. The city of Phoenix, Arizona, for example, had a population of 29,000 in 1920, but a population of 440,000 in 1960. The water for the irrigation comes from the snow, high on the mountains. This water is brought down from the mountains and is used to irrigate the fields in the desert. Because of the sunshine, warm climate and beautiful country, this region of the United States is liked by tourists who come in great numbers, especially in the winter. Tourism is an important industry in the mountains and deserts.

## THE PACIFIC COAST

This part of the United States is divided into two different regions. In the North, the climate is wet and the weather is usually cool. In the South, the climate is dry and the weather is usually warm. On the northern Pacific Coast, there are great forests, and those forests are the base of many industries. The northern part of this region is also very good for those kinds of fruit which like a lot of rain; apples, for example. Fishing is very important here and many fish are caught and sent to the big cities. On the southern Pacific Coast there are no forests. The climate here is dry. In some parts, it is almost like a desert, and there is plenty of sunshine the whole year. In former times, there were not many people in this region because the climate was too dry. There wasn't enough rain, but nowadays many millions of people live in this region and the population is getting bigger very quickly. It is because of irrigation that people came to live in this part of the United States. Because of irrigation, the dry land has become very good for agriculture, especially with the bright sunshine the whole year. Oil was discovered in this part of the country about thirty years ago, and this has given a base for the industries which have grown up there. The biggest industry is making airplanes, and around Los Angeles there are a lot of big airplane factories. Another important industry is making movies. The center of the movie industry is in Hollywood, and this little town in Los Angeles is very well known everywhere in the world.

IV. Answer these questions.

1. How many regions are there in the United States? Name them.
2. In which region is New England?
3. Which places or regions do these words describe:
   a. the Heart of America
   b. King Cotton
   c. Father of the Waters
   d. the Pittsburgh of the South
   e. the Steel City
   f. the Melting - pot
   g. the Corn Belt
4. Tell something about the climate, industry, agriculture, products, etc. of each of the regions in the United States.

## D. WRITING

I. Compose sentence, using the words given in brackets. Follow the examples.

(not so important as) corn - rice

CORN IS NOT SO IMPORTANT AS RICE IN THAILAND.

(as well as) chicken - pork

WE HAD CHICKEN AS WELL AS PORK FOR DINNER.

1. (more important than) rice - corn
2. (as well as) soup - curry
3. (as — as they could) students - finished the examination
4. (much drier than) Northeast - central area
5. (not so important as) industry - agriculture
6. (as well as) gold - silver
7. (as — as they could) boys - went to school
8. (much nicer than) Hua Hin - Bangsaen
9. (not so important as) French - English
10. (much bigger than) Bangkok - Petburi

II. Practice with the forms of a business letter.

Study these sample ways of writing the parts of a business letter.

a. Your address (Placed in the upper right-hand corner of the letter).

| | |
|---|---|
| 143 Sukhumvit Road | 143, Sukhumvit Road, |
| Prakanong District | Prakanong District, |
| Bangkok, Thailand | Bangkok, Thailand |

b. The date (Placed under the address).

January 16, 1967 16 January 1967 16th January, 1967

c. The address of the person, company, etc. to whom you are writing (Placed on the left-hand margin of the letter).

| | |
|---|---|
| The Manager, | The Manager |
| Brown-Bigelow Company, | Brown-Bigelow Company |
| 1193 East 16th Street. | 1193 East 16th Street |
| Chicago 13, Illinois. | Chicago 13, Illinois |

Mr. John Brown,

Manager,

Brown-Bigelow Co., Inc.

1193 South Main Street

Los Angeles 16, California

d. The salutation (Placed under the address of the company, person, etc.).

| | |
|---|---|
| Dear Sir, | Dear Sir: |
| Dear Sirs, | Dear Sirs: |
| Dear Madame, | Dear Madame: |
| Dear Mr. Brown, | Dear Mr. Brown: |

e. The ending or complimentary close.

| | |
|---|---|
| Respectfully yours, | Sincerely yours, |
| Yours respectfully, | Yours sincerely, |

f. The signature.

Write your full name, with your given name first and then your surname.

Make sure that you write carefully so that your name can be read easily.

Exercises. Write out the following in the same form as in the examples above.

1. Your address.
2. Your address with the date under it.
3. This address: The Manager, Johnson Paper Co., 119 W 4th St., Birmingham 5, Alabama

   (Note : Do not use any abbreviations).
4. Some sample salutations and complimentary closes.
5. Your signature in English. Practice writing and printing your name.

III. Tell something about the climate, industry, agriculture, products, people, etc. of each of the regions in Thailand.

a. the Central Area
b. the Northeast
c. the North
d. the South

## E. SPEAKING PRACTICE

I. A review of the months of the year and the days of the week.

JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY

Answer these questions:

What month is this?
What month was last month?
What month will next month be?
What was the month before last?
What will the month after next be?

What day is today?
What is today?
What was yesterday?
What will tomorrow be?
What was the day before yesterday?
What will the day after tomorrow be?

When do you study English?
When is the rainy season?
When does the school year begin?
When do you have your summer holidays?

II. A dialogue for study and practice.

Sanit : What're you doing?

Wanee : I'm writing a letter.

Sanit : To whom?

Wanee : To a company in the United States. I want to get some information.

Sanit : There's a mistake in your address.

Wanee : Where?

Sanit : You forgot to put the number of the street.

Wanee : Oh yes, I did, didn't I? Thank you.

Sanit : And you shouldn't write the date that way.

Wanee : Which way should I write it, then?

Sanit : Put the month first, then the date, then a comma and then the year. And you shouldn't write 2509; you should write 1966.

Wanee : Oh yes. I forgot about that.

Sanit : The company would think that you were living in the future if you wrote 2509.

III. Conversation. Read this conversation aloud.

Chamnong and Supon are talking with their friends,
Pat, Tom and Bill. Pat comes from New York State,
Tom comes from Georgia and Bill comes from California.
Chamnong and Supon are asking Pat, Tom and Bill about the different regions of the United States.

Chamnong: Pát, you live in New Yórk, dón't you?

Pat : Yes, I dó.

Supon : New Yórk's the biggest city in the United Státes, ísn't it?

Pat : Yes, it ís. But I don't live in the cíty of New York, I live in New York Státe. My home is in the coúntry, near Binghamton.

Tom : I went to Binghamton last wínter. It was very cóld there.

Pat : Yes, it's sometimes cóld there but I líke it in spíte of the cold weáther. I don't like hót weather because I'm not úsed to it.

Tom: Well, we're used to hot weather in the Sóuth, although it can be quite cold in Geórgia in the wínter.

Supon: Does it snów in the winter, in the Sóuth?

Tom: Not múch, but sometimes we do have quite a lót of snow.

Bill: We never get snow in mý part of Califórnia, but we can often sée snow in the mountains.

Pat: It doesn't rain much in your part of Califórnia either.

Bill: Nó, it doesn't rain very much in southern Califórnia, and because of the dry clímate, people went to Hóllywood about fifty yéars ago to make móvies.

Chamnong: Making móvies is a big índustry in Califórnia, ísn't it?

Bill: Yes, it ís, but we have a lót of industries in Califórnia.

Pat: Well, mý part of the country is the héart of American índustry.

Tom: That's trúe, but there's a lot of industry in the Sóuth tóo nowadays.

Pat: Yes, but cótton is still very impórtant in spite of the néw industries.

Supon: Don't you have a lot of ágriculture in the United Státes?

Bill: Yes, we dó. Ágriculture is very important in the United Státes, but mó́st people work in índustries nowadays.

Chamnong: Pát, can you tell me why New Yórk is called the "melting-pót"?

Pat: New York Cíty is called the melting-pot because of all the people from Eúrope who went there to líve.

Bill: Yes, but the whole United States itsélf is often called the "melting-pot".

Supon: Are there any Thaís in the United Státes?

Tom: There are a lot of stúdents there, but very few who líve there.

Supon: I wish I could go to the United Státes, but my mother and father say that I'm too yoúng to go there by mysélf.

Bill: Never mind, perhaps we can áll go there togéther next year.

# LESSON FIFTEEN

## A. PRONUNCIATION

Practice with unstressed HAVE.

In the following groups of words, "have" is not stressed. Practice saying the groups of words, saying them at a normal speed.

1. /həv/ not stressed

should have done
must have done
could have done
might have done
may have done

2. /əv/ not stressed

should've done
must've done
could've done
might've done
may've done

Say these sentences. Do not stress "have".

He should've done his homework.
He must've done his homework.
He could've done his homework.
He might've done his homework.
He may've done his homework.

## B. ORAL GRAMMAR DRILLS

The past time of words such as SHOULD, MUST, CAN, MIGHT, MAY.

Study and practice the two groups of sentences below. Note that in the past time it is necessary to use "have" and the past participle of the verb.

| Present Time | Past Time |
|---|---|
| You should speak English. | You should have spoken English. |
| He must go home. | He must have gone home. |
| They can learn easily. | They could have learned easily. |
| She might see a movie. | She might have seen a movie. |
| They may speak Thai. | They may have spoken Thai. |

**Drill 15.1** Continue the drill, as in the examples.

1. today — THEY SHOULD DO THEIR HOMEWORK TODAY.
2. yesterday — THEY SHOULD HAVE DONE THEIR HOMEWORK YESTERDAY.
3. every day — THEY SHOULD DO THEIR HOMEWORK EVERY DAY.
4. must — THEY MUST DO THEIR HOMEWORK EVERY DAY.

5. now
6. last night
7. every evening
8. can
9. every day
10. prepare
11. yesterday
12. might
13. may
14. should
15. finish
16. every day
17. must
18. last night
19. may
20. should
21. today
22. must
23. should
24. yesterday

**Drill 15.2** Continue the drill as in the examples.

1. now — SHOULD WE SPEAK ENGLISH NOW?
2. he — SHOULD HE SPEAK ENGLISH NOW?
3. last week — SHOULD HE HAVE SPOKEN ENGLISH LAST WEEK?
4. might — MIGHT HE HAVE SPOKEN ENGLISH LAST WEEK?

5. could
6. may
7. must
8. she
9. they
10. we
11. should
12. now
13. he
14. I
15. last night
16. they
17. might
18. must
19. now
20. may
21. should
22. yesterday
23. could
24. might

**Drill 15.3** Make sentences in the past time, as in the examples.

1. Why didn't Mali go to the movies last night? (be.....tired.....must)
   SHE MUST HAVE BEEN TIRED.
2. Why did the children go home early? (feel.....might.....ill)
   THEY MIGHT HAVE FELT ILL.
3. Chalor came to school late. (come.....early.....should)
   HE SHOULD HAVE COME EARLY.

4. Why didn't Anong watch the television program? (be.....frightened.....might)
5. Why did the pupils look unhappy? (failed the exam.....may)
6. Chalor spoke loudly. (quietly.....speak.....should)
7. Mali ran slowly. (run.....quickly.....should)
8. Why did Somchai go to the doctor yesterday? (be.....sick.....must)
9. Why didn't the boys play football yesterday? (feel.....tired.....might)
10. Somsak drove carelessly. (drive.....carefully.....should)
11. Why did Siree cry last night? (be.....must.....unhappy)
12. Mali danced clumsily. (dance.....should.....gracefully)

## C. VOCABULARY

1. hunt (v.) [hənt] ล่าสัตว์

   hunter (n.) [həntəˑ] นักล่าสัตว์

   John likes to hunt. He hunts deer with a bow and arrow.

   A hunter is a person who hunts animals.

   Sometimes people from the town go into the jungle to hunt animals. The best jungles for hunting are in Kanchanaburi.

2. remain (v.) [rɪmeyn] ยังคงอยู่

   Even though Manat was rich, he remained in school.

   Many old temples and buildings remain at Sukhothai and Ayudhya.

3. equal (v.) (adj.) [ɪkwəl] เท่ากัน เท่ากับ

   These two books are the same size. They are of equal size.

   $9 = \frac{81}{9}$ Nine is equal to eighty-one over nine.

   $x = 6$ "x" equals six.

4. under the law [əndəˑ ðə lɔ] ภายใต้กฎหมาย

   All of the people are equal under the law.

5. obey (v.) [owbey] เชื่อฟัง

   If you "obey" someone, you listen to them and do as they ask.

   You should obey your parents.

6. official (n.) [əfɪʃəl] government official เจ้าหน้าที่, ข้าราชการ

My uncle works for the Government. He's a government official.

There are many officials in my uncle's bank.

The police officials are looking for the thief.

7. police (n.) [pəlɪs] ตำรวจ

The police are looking for the thieves.

The police are necessary because some people do not like to live under the law.

Sompong plans to be a policeman like his father.

8. majority (n.) (məjɔrɪtɪ) ส่วนมาก

"Majority" means "more than half" or "more than 50 per cent".

85 per cent of the Thai people work in agriculture. The majority of Thai people work in agriculture.

The majority of people in Thailand can read and write.

9. job (n.) [ǰab] [ǰɔb] งาน

When Sompong finishes Matayom Suksa 3, he is going to look for a job.

He hopes to find a job as a clerk in an office.

Sanit has a job to do when he gets home today. His mother asked him to paint the fence around the garden.

10. inmigrate (v.) [ɪmɪgreyt] อพยพเข้ามาตั้งบ้านเรือนอยู่

immigrant (n.) [ɪmɪgrənt] ผู้อพยพเข้ามาตั้งบ้านเรือนอยู่

When people leave their home country and enter a new country to live, we say that they immigrate to the new country. They are called immigrants.

11. progress (n.) [pragrɛs] [prowgrɛs] เจริญ, ก้าวหน้า

When something grows and improves, we say that it makes progress.

There has been a lot of progress in Thailand during the past ten years.

John is not making any progress in his studies.

## D. READING

I. Vocabulary Work.

a. Learn the pronunciation and meaning of these words before you begin to read the story below.

forefathers (ancestors) (n.)

beer (n.)

b. Review the meaning of these words before you begin to read the story.

origin

pronounce, pronunciation

idea

share (v.)

rule of law

II. Read the following story and then answer the questions and do the exercises which follow it.

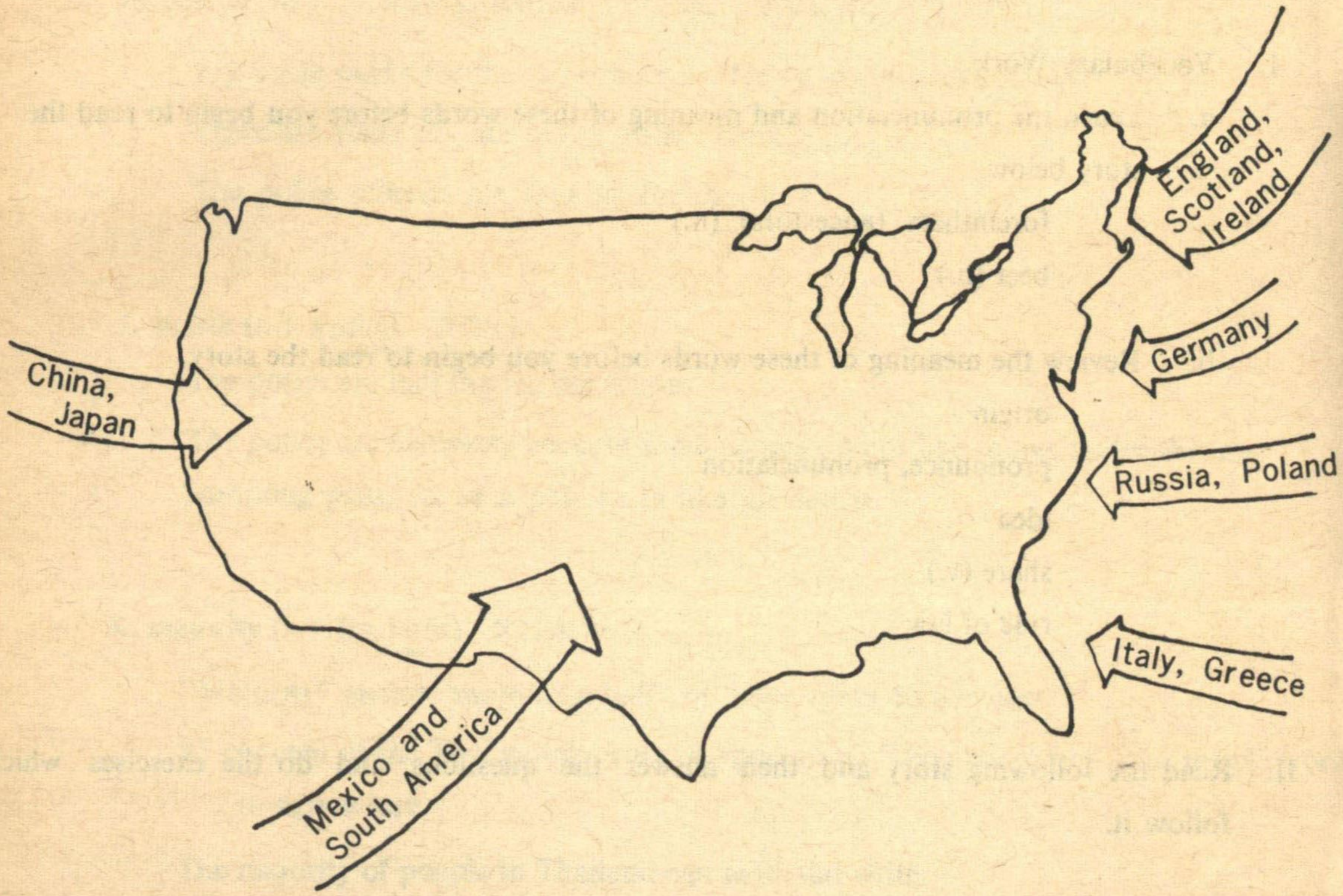
### THE PEOPLE OF THE UNITED STATES

(1)

The people who live in the United States come from every continent in the world. In the United States there are people from Europe, Asia, Africa, South America and Australia. Most of the people are of European origins. The forefathers of the Americans went to live in America from every country in Europe; from Norway and Sweden in the North of Europe; from Italy and Greece in the South; from Ireland and Portugal in the West and from Russia and Poland in the East. The first people from Europe who went to live in the United States were from England and Scotland and a high percentage of the population of the United States is of British origin.

The first people to go from Europe to live in the United States were British. But they were not the first people to go to America. The first people who lived in America were the American Indians. The American Indians, who are often called the Red Indians by Thais, were the first people to live in America. We do not know when the American Indians arrived in America but we know that it was many, many thousands of years ago.

The Indians of the United States were great hunters, and they were also very good farmers. Many different kinds of food and fruit which we eat nowadays were grown in America by the Indians before the Europeans came. Corn, potatoes, tomatoes and tobacco




are some of the things which the Indians grew. When the Europeans went to live in the United States, there were perhaps 800,000 Indians there. Nowadays there are about 500,000 Indians; some of them live like their forefathers but many of them live on farms and in cities like the other Americans.

After the Indians, the next people to go to live in the United States were English. We have read a little about these first colonists. They came from England and Scotland and also from Ireland. These colonists went to America because they wanted to practice their religion freely. They worked hard and made their colonies successful. These colonists went to war with the British government in 1776 and they defeated the British government. After this, the Americans were independent. They did not have the same government as the people in Britain. They ruled themselves, and they called their country "The United States of America".

Although the Americans were independent after 1776, they still kept many of the same things as the people in Britain. Americans still speak the English language. They have a different pronunciation from British people and some words are different, but usually British and American people can talk together without any trouble.

The American people also believe in democracy and the rule of law. These ideas were very strong in Britain and they remained in the United States after they became independent. Nowadays, democracy is the base of the government in both Britain and the United States. The rule of law is also very

There are also a lot of Japanese people in California; most of them live near Los Angeles.

All the different people who went to live in America came from different lands and continents but today all their children and grandchildren are Americans.

People of many different origins live together in America and they all share several things together. They all speak English, they are all equal under the law, they are all free to practice their religion and they all are ruled by a democratic government. The motto of the United States is in Latin and it means "From Many Comes One". We can see that from the many people who went to live in the United States there has come one nation and one people.

III. Questions on the reading.

Answer these questions.

(1) 1. Who were the first people to immigrate to America?

2. Where did most Americans come from?

3. What are some of the things which were grown by the Indians?

4. Are there as many Indians living in the United States now as there were three hundred years ago?

5. Who were the first colonists?

6. What are two important things that the Americans brought from Britain and kept in American life?

7. What does "the rule of law" mean?

(2) 1. Why did the Irish immigrate to the United States? Where did most of them go to live? What kind of jobs did they take?

2. Why did the German immigrants come to America?

3. Where did most of the immigrants who came to the United States between 1820 and 1910 come from?

4. About how many immigrants have entered the United States since 1820?

5. Where do most of the people of Chinese and Japanese origin live?

6. What are some of the things that all of the American people share?

7. Have any people immigrated to Thailand? Where did they come from?

important. The rule of law means that everyone is equal under the law. A rich man and a poor man are equal under the law. Everyone must obey the law; the President, the government officials, the police and the army are all under the law.

(2)

The next large group of people to go to live in America were the Irish. In the years 1846 to 1850 there was very little food in Ireland. More than a million people died because they had no food to eat, and more than a million people went to live in the United States. The majority of the Irish went to live in Boston and New York, but others went to other parts of the United States. The Irish people worked very hard to build the railroads of America, and a lot of them also became policemen. At first, the Irish people in the United States were very poor, but they worked hard and became successful. Nowadays, there are people of Irish origin in many important jobs and in 1960, John F. Kennedy (of Irish origin) was elected President of the United States. It is difficult to say how many people there are of Irish origin in the United States but there are many millions. In fact, there are more people of Irish origin in the United States than there are in Ireland!

There were some German immigrants in America before the United States became independent. Most of these immigrants lived in Pennsylvania. From 1860 to 1880, large numbers of Germans immigrated to the United States. These German immigrants came to the United States to work in the factories. A lot of them went to live in Milwaukee and this city became very well known for its good German beer. From 1880 to 1910, many millions of people went from Europe to live in the United States. Most of these people were from the South and East of Europe. They came from countries like Austria-Hungary, Russia, Poland, Italy and Greece. Many of the people from Russia and Poland were of Jewish origin. Many of these new immigrants went to live in New York and today there are millions of people of Irish, Italian and Jewish origin living in New York. Since 1820 about 40,000,000 immigrants have entered the United States, and in the years 1900-1910, about 9,000,000 immigrants entered. The Negroes did not immigrate; they were sent as slaves to work in the southern states of the United States. Slaves were not allowed in the northern states, but in the southern states the slaves worked in the fields to grow cotton. Abraham Lincoln abolished slavery in 1863, and since then the Negroes in the United States have made great progress. Nowadays, there are American Negroes in many important jobs and many famous Negroes like George Washington Carver have made the Negroes of America well known in the world.

Many Chinese people went to work in America about one hundred years ago. They worked in the gold mines in California and there are a lot of people of Chinese origin in California, especially in San Francisco.

## E. WRITING

I. Rewrite the following sentences, as in the sample sentence.

Many people immigrated to the United States from Germany.

MANY GERMAN IMMIGRANTS CAME TO THE UNITED STATES.

(people)

1. Many people came from Britain to Australia.
2. Many people immigrated to Thailand from China.
3. Many goods are sent to Southeast Asia from Japan.
4. A lot of teak is sent from Thailand to Norway.
5. There are not many people who came from Portugal to Thailand.
6. A lot of people moved from Scotland to America.
7. Some very good products are sent from Sweden to Thailand.
8. Many people immigrated to America from Italy.
9. A lot of people immigrated to the United States from Russia and Poland.
10. A lot of people moved from Greece to the United States.

II. Fill in the parts in the following business letter. In the body of the letter thank the company for the catalogue they have already sent you and order the following things: one table lamp, green, 220-volt, at $ 1.95 and two plastic chairs, blue and white, at $ 4.95 each. Ask about the postage.

.....

..... (your address)

....., .....

....., ..... (the date)

Mail Order Department
The Sears Roebuck Co.
Chicago 33, Illinois

....., (salutation)

.....(complimentary close)

..... (signature)

## F. SPEAKING PRACTICE

I. Study and memorize the parts in the following dialogue.

Aree : Hello. Are you from the United States?

Carl : Yes, we are.

Preecha : We're from Thailand. My name's Preecha and this is my friend Aree.

Carl : We're very glad to meet you. These are my friends Albert Lombardi, Stan Novac, Paul Smith and Lee Wong. My name's Carl Schilling.

Aree : How do you do? I don't know whether I'll be able to remember all those names or not.

Carl : Don't worry. We'll soon get to know each other.

II. A review of numbers. Review the pronunciation and spelling of the following numbers. You should be able to use them without any mistakes.

| | | | |
|---|---|---|---|
| 1 one | 1st first | 17 seventeen | 17th seventeenth |
| 2 two | 2nd second | 18 eighteen | 18th eighteenth |
| 3 three | 3rd third | 19 nineteen | 19th nineteenth |
| 4 four | 4th fourth | 20 twenty | 20th twentieth |
| 5 five | 5th fifth | 21 twenty-one | 21st twenty-first |
| 6 six | 6th sixth | 22 twenty-two | 22nd twenty-second |
| 7 seven | 7th seventh | 23 twenty-three | 23rd twenty-third |
| 8 eight | 8th eighth | 24 twenty-four | 24th twenty-fourth |
| 9 nine | 9th ninth | 25 twenty-five | 25th twenty-fifth |
| 10 ten | 10th tenth | 26 twenty-six | 26th twenty-sixth |
| 11 eleven | 11th eleventh | 27 twenty-seven | 27th twenty-seventh |
| 12 twelve | 12th twelfth | 28 twenty-eight | 28th twenty-eighth |
| 13 thirteen | 13th thirteenth | 29 twenty-nine | 29th twenty-ninth |
| 14 fourteen | 14th fourteenth | 30 thirty | 30th thirtieth |
| 15 fifteen | 15th fifteenth | 31 thirty-one | 31st thirty-first |
| 16 sixteen | 16th sixteenth | | |

Read the following numbers aloud.

a. Dates

December 25, 1965 ..... the twenty-fifth, nineteen sixty-five

25 December 1965 twenty fifth of.....

August 13 ..... the thirteenth

b. Addresses

| | |
|---|---|
| 417 Main Street | (four seventeen) |
| Chicago 31, Illinois | (thirty-one) |
| 467/3 Rajakru Lane | (four sixty-seven slash three) |
| 29 Lane 16 | (twenty-nine.....sixteen) |

c. Telephone numbers

| | |
|---|---|
| 916384 | nine-one-six-three-eight-four |
| 47081, Ext. 10 | four-seven-o-eight-one, Extension ten |

d. Mathematics

| | |
|---|---|
| $4 \times 9 = 36$ | four times nine equals/is thirty-six |
| $\frac{9}{10} = \frac{x}{40}$ | nine is to ten as x is to forty |
| | (nine over ten equals x over forty) |

The Roman numerals. Read and learn these numbers.

| | | | |
|---|---|---|---|
| I | 1 | LX | 60 |
| II | 2 | LXX | 70 |
| III | 3 | LXXX | 80 |
| IV | 4 | XC | 90 |
| V | 5 | XCIX | 99 |
| VI | 6 | C | 100 |
| VII | 7 | CC | 200 |
| VIII | 8 | CCLXVIII | 268 |
| IX | 9 | CD | 400 |
| X | 10 | CDXLV | 445 |
| XI | 11 | D | 500 |
| XII | 12 | DC | 600 |
| XIII | 13 | DCC | 700 |
| XIV | 14 | DCCC | 800 |
| XV | 15 | CM | 900 |
| XVI | 16 | M | 1000 |
| XIX | 19 | MMDVIII | 2508 |
| XX | 20 | MCMLXVI | 1966 |
| XXIX | 29 | | |
| XXX | 30 | | |
| XL | 40 | | |
| XLIX | 49 | | |
| L | 50 | | |

**III. Read this conversation aloud.**

**Aree:** Hellǒ. Are you from the United Státes?

**Carl:** Yes, we áre.

**Preecha:** We're from Tháiland. My name's Preechá and this is my fríend Arée.

**Carl:** We're very glad to méet you. These are my fríends Albert Lombárdi, Stan Nóvac, Paul Smíth and Lee Wóng. My name's Carl Schílling.

**Aree:** How do you dǒ? I don't know whether I'll be able to remémber all those Stan names or nót.

**Carl:** Don't wórry. We'll soon get to knów each other.

**Preecha:** Can you tell Arée and myself about yourselves, and your fámilies? We want to wríte about you in our Scóut Book.

**Albert:** Well, I come from New Yórk. I'm at hígh school now and I hope to be an engineér when I leave cóllege.

**Preecha:** Do your father and mother live in New Yórk?

**Albert:** Yes,they dǒ. My grándfather came from Italy to America about fifty yéars ago, but my parents were born in New Yórk, like myséIf. (speaking to Paul) Where're yóu from?

**Paul:** I'm from New Éngland. My family are of Énglish and Scóttish origin, but they went to live in America about two hundred yéars ago.

**Preecha:** Have you ever been to Éngland?

**Paul:** No, but I wish I could gǒ there. It must be a very ínteresting country.

**Lee:** I went there about two yéars ago. I liked it very múch.

**Aree:** What région of Américа are you from?

**Lee:** I'm from San Francísco. I was born there and my párents were tóo, but my grándparents came from Chína.

**Preecha:** What région of China did they cóme from?

**Lee:** I think they came from Cánton, but I'm not súre.

**Aree:** Do you speak Chinése?

**Lee:** No, I tried to learn it at schóol once, but it was too difficult for me.

**Stan:** I can speak some Pólish. I'm from Detróit. My párents were born in the United States but my grándparents came from Póland. My grandmother sometimes talks to me in Pólish, but I don't spéak it very well.

Aree: What about your family, Carl?

Carl: My family is very mixed. My mother's family has lived in America for a long time, more than two hundred years. My mother's family are of Scottish origin. My father's ancestors went to live in America about a hundred years ago from Germany.

Preecha: It's very interesting to hear about your families and their different origins.

Carl: Yes, we all have different origins but we are all Americans.

Preecha: If all those people of different origins were able to work together and make America strong, then all nations of the free world should work together to make the free world strong.

Carl: I hope that they will work together and be good friends.

Aree: I'm sure we all hope that too.

# LESSON SIXTEEN

## A. ORAL GRAMMAR DRILLS

### I. The use of the CONDITIONAL.

a. Study and practice these sentences.

**Group 1**

If you work hard, you will pass your exams.

If it rains, I will put on my raincoat.

If you know Mr. Jones already, I won't introduce him to you.

If the weather's fine tomorrow, we'll go to Bangsaen.

If you don't speak English well, you won't read or write it well either.

IF + simple present tense + future tense

In these sentences, we feel that what is said is <u>likely</u> to happen, i.e. if something happens, then something else will follow.

b. Now look at these sentences.

**Group 2**

If you worked hard, you would pass your exams.

If it rained, I would put on my raincoat.

If she knew Mr. Jones already, I wouldn't introduce him to her.

If the weather were fine tomorrow, we would go to Bangsaen.

If you didn't speak English well, you wouldn't read or write it well either.

IF + simple past tense + WOULD and infinitive

In these sentences, we feel that what is said is <u>unlikely</u> to happen.

**Drill 16.1** Make sentences in the conditional, as in the examples.

1. You understand the teacher. Listen carefully.
   YOU'LL UNDERSTAND THE TEACHER IF YOU LISTEN CAREFULLY.

2. He tells you the time. You ask him.
   HE'LL TELL YOU THE TIME IF YOU ASK HIM.

3. She is frightened. Go by airplane.
   SHE'LL BE FRIGHTENED IF SHE GOES BY AIRPLANE.

4. He is sorry. He doesn't work hard.
   HE'LL BE SORRY IF HE DOESN'T WORK HARD.

5. The pupils pass their exam. They study hard.

6. The boy rests. He's tired.

7. I write a letter. You give me your address.

8. We visit you. You tell us where you live.

9. You're sick. You don't take your medicine.

10. You're hungry. You don't eat your dinner.

11. I'm very pleased. I pass the exam.

12. We speak English well. We practice it.

13. The teacher is angry. You make a noise.

14. I'm unhappy. You leave.

15. I go to work. I feel well.

16. You learn English. Practice a lot.

**Drill 16.2** Make sentences in the conditional, as in the examples.

1. Listen carefully. You understand the teacher.
   IF YOU LISTEN CAREFULLY, YOU'LL UNDERSTAND THE TEACHER.

2. You ask him. He tells you the time.
   IF YOU ASK HIM, HE'LL TELL YOU THE TIME.

3. Go by airplane. She is frightened.
   IF SHE GOES BY AIRPLANE, SHE'LL BE FRIGHTENED.

4. He doesn't work hard. He is sorry.
   IF HE DOESN'T WORK HARD, HE'LL BE SORRY.

5. They study hard. The pupils pass their exam.
6. He's tired. The boy rests.
7. You give me your address. I write you a letter.
8. You tell us where you live. We visit you.
9. You don't eat your dinner. You're hungry.
10. You don't take your medicine. You're sick.
11. I pass the exam. I'm very pleased.
12. We practice it. We speak English very well.
13. You make a noise. The teacher is angry.
14. You leave. I'm unhappy.
15. I feel well. I go to work.
16. Practice a lot. You learn English.

II. The past of OUGHT TO, COULD, MUST, MIGHT, MAY and SHOULD. Study the use of the words "ought", "must", "should", etc. in the following groups of sentences.

**Present Tense**

**Group 1**

You ought to speak English every day.
I could start to work today.
They must study hard to pass the exam.
He might finish his homework tonight.
The boys may sleep late this morning.
Suree should learn to speak English.

**Past Tense**

**Group 2**

You ought to have spoken English every day.
I could have started to work yesterday.
They must have studied hard to pass the exam.
He might have finished his homework last night.
The boys may have slept late yesterday morning.
Suree should have learned to speak English.

**Notes:** 1. The past tense of these kinds of verbs is formed by using "have" and the past participle.
For example, compare:

| Present | Past |
|---|---|
| ought to speak | ought to HAVE SPOKEN |
| might finish | might HAVE FINISHED |
| should go | should HAVE GONE |

2. Do not use "has" with he, she or it. Use "have".
For example:

He may HAVE gone.
She should HAVE run.
It ought to HAVE rained.

3. Could is used in these sentences to show possibility; it is not used as the past of can.

**Drill 16.3** Do the drill as in the examples.

1. now
THEY COULD START TO WORK NOW.
2. yesterday
THEY COULD HAVE STARTED TO WORK YESTERDAY.
3. might
THEY MIGHT HAVE STARTED TO WORK YESTERDAY.

| | | | | |
|---|---|---|---|---|
| 4. may | 8. last night | 12. must | 16. might | 20. now |
| 5. should | 9. now | 13. could | 17. must | 21. must |
| 6. ought | 10. should | 14. last week | 18. may | 22. should |
| 7. must | 11. may | 15. should | 19. ought | 23. yesterday |

**Drill 16.4** Continue the drill as in the examples.

1. now
HE COULD BEGIN TO STUDY NOW.
2. last week
HE COULD HAVE BEGUN TO STUDY LAST WEEK.
3. we
WE COULD HAVE BEGUN TO STUDY LAST WEEK.

| | | | | |
|---|---|---|---|---|
| 4. you | 9. he | 14. could | 19. they | 24. should |
| 5. they | 10. must | 15. we | 20. yesterday | 25. he |
| 6. she | 11. may | 16. now | 21. might | 26. she |
| 7. I | 12. might | 17. ought | 22. may | 27. now |
| 8. should | 13. she | 18. must | 23. ought | 28. last night |

For study of meaning.

Have you noticed the meanings of the various sentences in these drills? Study these sample sentences to find out something about when and how these sentences should be used.

| Sentence | Meaning |
|---|---|
| He ought to have spoken English every day. | He didn't speak English every day. |
| We could have begun to study English last week. | We didn't begin to study last week. |
| They must have studied hard to pass the exam. | They studied hard. |
| They must have gone home. | We think they have gone home but we are not sure. |
| He might have finished his homework. | We are not sure whether he has finished his homework or not. |
| The boys may have slept late. | We are not sure whether they slept late or not. |
| She should have learned to speak English. | She didn't learn to speak English. |

Notice that "ought to", "could" and "should" mean that the person did not do something, and that "must", "might" and "may" usually mean that we are not sure.

## B. VOCABULARY

1. crowded (adj.) [krawdɪd] แน่น, แออัด

The buses in Bangkok are always crowded, especially in the mornings and in the afternoons.

Japan is a very crowded country. There is so little land and so many people. Thailand, on the other hand, is not so crowded.

2. parliament (n.) [parləmənt] สภา

A parliament is made up of a group of representatives who make laws and govern the people.

The Pra Ti Nang Ananta Samakhom Building in Bangkok is often called the Parliament Building.

The British Parliament is the oldest parliament in the world.

3. vote (v.) [vowt] ออกเสียงลงคะแนน

When people vote, they choose other people to represent them in the government.

In colleges and universities, the students vote for a student leader.

In 1964 the majority of the American people voted for President Johnson.

4. divided into (v.) [dəvaydɪd ɪntə] แบ่ง

Thailand is divided into 4 geographical regions and 71 provinces.

The students of Matayom Suksa 3 are divided into three classes: Matayom Suksa 3A, 3B and 3C.

5. annoy (v.) [ənoy] annoying (adj.) [ənoyɪŋ] กวนใจ, รำคาญใจ, น่ารำคาญ

When something troubles us and makes us bad-tempered, we say that we are "annoyed".

When the pupils talk in class, the teacher is annoyed.

Pupils who are lazy and careless are very annoying.

6. in one way [ɪn wən wey] ในแง่หนึ่ง
in some ways [ɪn səm weyz] ในหลายแง่

Australia and New Zealand are the same in one way: the people who settled in the two countries came from Britain.

In some ways, Thai people are very much like the American people. They both live in free countries, can practice their religions freely, most children get an education, they are free to live and work where they choose, etc.

## C. READING

### I. Vocabulary Work.

a. Look up the meaning and pronunciation of these words in your dictionary before you begin to read the story.

unite (v.), unity (n.)
civilized (adj.)
arch (n.)
fairly (adv.)
invade (v.)
fog (n.)
electrical (adj.)
equipment (n.), electrical equipment
machinery (n.)
well-kept (adj.)
Middle East (proper noun)
decay (v.)
material (n.)
raw (adj.)
raw materials
commerce (n.)
heavy industry
light industry
exchange for (v.)

b. Review the meaning and pronunciation of the following before reading the story.

| | |
|---|---|
| correct (v.) (adj.) | savage |
| reform (v.) | wild |
| separate (adj.) | continent |
| island, isle | modern |
| look after | meaning |
| edge | mistake |

| | |
|---|---|
| made by.....ing | A cigarette is made by placing some tobacco in some paper. |
| on top of each other | The student's notebooks were put on top of each other on the teacher's desk. |

II. Map Work. Learn the names and places on this map of the British Isles.

III. Read the following story silently and then answer the questions which follow it.

## Britain and Her People

(1)

If you look at a map of Europe, you will see some islands near the north east edge of the continent. There are two big islands and many small ones. These islands are called the British Isles. The name of one of the big islands is Britain, the name of the other is Ireland. In Britain there are three countries: England, Wales and Scotland. People from England are called Englishmen (and English-women); people from Scotland are called Scots or Scotsmen (and Scots-women) and people from Wales are called Welsh. These three different peoples live under one government and they have one ruler, Queen Elizabeth. They are three separate nations but they are united under one government and one ruler. Many Thais often call Scots and Welsh people "English"; this is a mistake and Scots and Welsh people do not like to be called "English". It is correct to call them "British" (or Scots or Welsh) but it is not correct to call them "English".

Ireland is divided into two parts: Northern Ireland and the Republic of Ireland. Northern Ireland has the same government as Britain, and Queen Elizabeth is Queen of Northern Ireland. The Republic of Ireland has a different **government from Northern Ireland and** Britain. It is an independent nation.

Britain is not a big country. It is much smaller than Thailand, but about the same size as Laos. Britain has a population of 52,000,000 people so it is very crowded. Thailand is much bigger than Britain but it has a population of about 30,000,000 so it is not crowded.

The first people came to live in Britain many thousands of years ago. They were not very civilized in the modern meaning, but they were not savages. They made beautiful objects from gold, silver and other metals and they were good at agriculture. About the year 1500 B.C. they built Stone-henge. They made big arches by placing heavy stones on top of each other. Stonehenge is sometimes called "the most surprising engineering work in Britain". Certainly the people who

built Stonehenge were already a fairly civilized people.

About two thousand years ago the Romans invaded Britain. They ruled Britain for about four hundred years. They left Britain in the year 410 and the English people (the Anglo-Saxons) came from Germany, invaded Britain and defeated the Celts who were living there. The Celts were defeated and were pushed to the West of Britain by the English. In the West of Britain they made a new country which the English called "Wales". This was the origin of **modern** Wales. We have read about the Anglo-Saxons already. They were very great poets and writers, and they wrote a lot of beautiful literature, especially poetry.

England was invaded by the Normans from France in 1066. The Normans ruled England well and after a while became English themselves. 1066 was the last time England was invaded. The Anglo-Saxons loved freedom, and England was the first modern country to try a democratic government.

In the 16th century the kings of England were very strong, although they were under the law; in the 17th century the kings were less strong, and 18th century England was ruled by **Parliament although the king was still** quite strong. In the nineteenth century Parliament became really democratic. The Government was reformed three times: in 1832, 1867 and 1884. In 1884, all men who were more than twenty-one years old were permitted to vote. They could choose representatives to represent them in Parliament. Britain was a democracy. In 1919 and 1929, all women more than twenty-one years old were permitted to vote. Britain was a democracy for women too.

(2)

The climate of Britain is rainy and quite cold. It often rains in all four seasons, but usually the weather is better in the summer. In the winter there is sometimes snow and fog. The weather is cooler and there is more rain in the North of England than in the South. Usually the weather in Britain is not very hot and not very cold either. The spring is the most beautiful season in Britain. At this time of the year the leaves come out on the trees, the flowers come out of the ground, birds sing happily, the sun shines warmly and everyone feels glad because the long, cold winter is finished.

Britain is not a rich country. The climate is too cold for many crops which grow in the South of Europe, and the soil is often very poor, especially in the North and in Scotland. But there are a lot of minerals in the ground, especially coal, and with these minerals the British have made themselves a great industrial nation. Nowadays only about 10 per cent of the people in Britain work in agriculture. 90 per cent of the British people work in industry, in the government or in commerce. The majority of British heavy industries are in the North of Britain, but there are also many light industries in the South of Britain, especially in London. The majority of British people who work in industries work in manufacturing industries, that is, they make things. They produce manufactured goods. Machinery, electrical equipment, airplanes, cars, trains and ships are the **kinds of goods manufactured in Britain.** These goods are exported to other countries and are exchanged for food and raw materials. Nowadays Britain must import about half of its food and the majority of its raw materials. The raw materials come from the whole world. Minerals from America, oil from the Middle East, rubber from Malaysia, and with these raw materials, Britain manufactures many different kinds of goods and exports them to the whole world.

Everyone in England speaks English, of course, but there are many different pronunciations in the different regions of England. Most people in England can understand people from different parts of the country, but sometimes it is a little difficult, especially with people from the North of Britain and Scotland. In Wales the majority of Welsh people speak English but they also speak their own language which is called Welsh. If you go to the North of Wales you will hear people speak Welsh quite a lot, especially in the country, but the majority of them can speak English too.

In Scotland, the Scots people have their own pronunciation. This pronunciation is very clear and often beautiful, and some people say it is easier to understand than ordinary English. Nowadays many of the young Scots write poems and plays in the Scottish kind of English because they like it better than the English of England.

(3)

Most of the people in Britain are Christians, and about 95 per cent of them are Protestants. There are also some Jews in Britain and a few Moslems, but there are very few Buddhists. The people in Britain can practice their religion freely. If you were a bird and could fly, you would be able to fly over Britain very quickly because it is a small country, but you would see that it was a very beautiful country. Britain is an island and so it gets a lot of rain. This rain is often annoying but it makes the fields very green and beautiful.

The country in Britain is very well known for its beauty. Britain is like Japan in one way because a lot of the beauty of Britain has been made by the people themselves. The old cathedrals and churches, the beautiful old towns and villages, the houses and fields were all made by the people themselves.

For thousands of years the people of Britain have built roads, temples, churches, cathedrals and houses, and they have made fields and forests and ponds, so that most of the country has been changed by men's hands. In some ways, Britain is like a garden because it is well looked after and well-kept. But there are still many parts of Britain which are wild. In the mountains of England, Wales, and especially in Scotland, the land is very poor and very wild and very few people live there.

The old towns of Britain such as Oxford, Cambridge, York, Chester, Canterbury and many others are very beautiful, but many of the new towns which were built about a hundred years ago are not beautiful. In fact, they are very ugly. The majority of these towns are in the North of England. They are not very beautiful because they are big industrial towns with mines and factories and cotton mills, but they are very useful and very important. Without these big northern industrial towns, the beautiful old towns in the other regions of Britain would decay and die.

The people of Britain are hardworking and friendly. For hundreds of years, Britain has fought for freedom and people from the whole world have come to live and work for freedom in Britain. Nowadays there are many thousands of students from the whole world who study in Britain There are also a lot of Thais who study in

Britain. King Vajiravudh was once a student in England, and since his time many thousands of Thais have studied in England. A few Thais live there, but not many because they like Thailand too much. In the next lesson, we will read some more about the different regions of Britain.

IV. Questions on the reading. Answer the following questions.

(1) 1. What are the parts of the British Isles?

2. How big is Britain? What is its population?

3. Where do the "English" people live? What do we call the people who live in Scotland and Wales?

4. Did the Romans build Stonehenge? Who did?

5. Who were the first people to invade Britain? Who were the last?

6. When did women begin to vote in Britain?

7. Were the kings of England strong from 1520 — 1590?

8. How old must a person be before he or she can vote in Britain?

(2) 1. Describe the climate in northern and southern Britain.

2. Is there much agriculture in Britain? How does Britain get its food?

3. Why is industry so important?

4. What are some of the raw materials that are imported into Britain? What are the exports?

5. What is the language of Britain? Do all of the people have the same pronunciation?

(3) 1. If you could fly over Britain, what are some of the things you would see?

2. Why are the big industrial towns ugly? But why are they so important?

3. Have any Thai students studied in British universities?

## D. WRITING

I. Complete the following sentences, as in the examples.

**Examples:**

a. If I pass my exams, (Matayom Suksa 4)

IF I PASS MY EXAMS, I'LL STUDY IN MATAYOM SUKSA 4.

b. If the weather's bad tomorrow, (picnic)

IF THE WEATHER'S BAD TOMORROW, WE WON'T GO FOR A PICNIC.

1. If you study hard, (pass exams)
2. If you come to school late, (teacher gets angry)
3. If you want to buy a bicycle, (save money)
4. If she tells me where she lives, (visit)
5. If it rains, (play tennis)
6. If you don't eat enough, (hungry)
7. If he is not careful, (get hurt)
8. If he feels sick, (go to school)
9. If it doesn't rain, (play tennis)
10. If you go to bed late, (sleepy)

For further written drill, change the order of the above exercise,e.g.

a. I'll study in Matayom Suksa 4 if I pass my exams.
b. We won't go for a picnic if the weather's bad tomorrow.

II. Change these sentences, as in the examples.

**Examples:**

| | |
|---|---|
| a. I'm from Thailand. | I'M A THAI. |
| b. He's from England. | HE'S AN ENGLISHMAN. |
| c. Is he from Canada? | IS HE A CANADIAN? |

1. He's from Wales.
2. Are you from America?
3. Is he from Ireland?
4. My friend is from Australia.
5. Are you from New Zealand?
6. He's from Europe.
7. Is he from Scotland?
8. Are you from Britain?
9. He's from Italy.
10. Is she from England?

III. Do ONE of the following things.

a. Write down ten things you learned about Britain from the story above. Do not copy sentences from the story.

OR

b. Tell how you think Britain and Thailand are alike and different.

OR

c. Use a dictionary or encyclopedia and find out 8 or 10 additional things about Britain. Write them down.

## E. SPEAKING PRACTICE

A conversation for practice in reading aloud.

Robert and Anne are British. They are visiting Ayudhya with some Thai friends, Surin and Lek.

Robert: Ayudhya is a véry interesting pláce.

Anne: It was the old cápital of Thailand, wásn't it?

Surin; Yes, it wás. But it was destroyed by the Burmése in 1767.

Lek: Lóndon is the capital of Énglend, ísn't it?

Anne: Yes, it ís.

Surin: Is it very bíg?

Anne: Yes, it ís. It has a population of about seven míllion people.

Lek: Do you live in Lóndon?

Anne: Yes, I dó. I was bórn there.

Robert: I live in Édinburgh - that's the cápital of Scótland.

Surin: Scótland is a different cóuntry from Énglend, ísn't it?

Robert: Yés, but we all have the same góvernment now. Scótland, Énglend and Wáles are different cóuntries, but they all have the same Párliament in Lóndon.

Lek: Are there many fármers in Brítain?

Anne: No, not mány. The majórity of the people work in índustry.

Surin: England's very béautiful, ísn't it?

Anne: Well, mó́st of it is beautiful, but a lot of the indú́strial regions are not beautiful - they're very úgly, but the có́untry is very beautiful.

Robert: I think Scó́tland's more beáutiful. There are fewer péople in Scotland, and the country is very wíld. In England everything looks like a gárden.

Lek: Britain's bígger than Thá́iland, ísn't it?

Robert: No, it ísn't. It's much smáller than Thailand but the populátion is bígger.

Surin: I've heard that it rains every dáy in England.

Anne: No, that's not trúe, but it rains a lot in England especially in the Nórth.

Robert: In Scó́tland, the weather's usually có́ol. It's never very hót in Scotland, but you can play a lot of sports and gámes because the weather is có́ol.

Anne: I went to Scotland ónce. I thought it was very beáutiful but it was có́ld.

Surin: Is there a lot of industry in Scótland?

Robert: In the céntral plain and on the éast coast, there is quite a lót of índustry, especially in the central plain around Glásgow and Édinburgh, but a lot of Scotland is very móuntainous with very poor soil and very few people líve there.

Lek: There are a lot of mountains in Wales tóo, áren't there?

Anne: Yes, there áre, but there is a big indústrial region in the Sóuth of Wales with big có́al mines and heavy índustry.

Lek: Have you ever been to Wáles?

Anne: Yes, I háve. It is very beautiful country in the Nórth. The Wélsh people like músic very múch, especially sínging. The Welsh love to síng, and I heard some very níce Welsh songs when I visited Wáles.

Surin: It's láte. We must get the train to go back to Bángkok.

Robert: Yés, and I hope we can get some fóod on the train, because I'm hungry after all this wálking and tálking.

# LESSON SEVENTEEN

## A. ORAL GRAMMAR DRILLS

### I. The CONDITIONAL with IF.

Review these sentences.

I WILL GO to the seaside if the weather IS fine.
Somsak WILL LEARN English if he DOES the drills well.
Mali WILL PASS the exam if she STUDIES hard.
Anong WILL GET a good job if she SPEAKS English well.

We studied this kind of sentence in our last lesson. We use the simple future tense in the main clause and the simple present tense in the IF clause to indicate likely conditional in the present time.

Now look at these two groups of sentences. All of the sentences are "conditional", that is, one part of the sentence is conditional upon the other (if one happens then the other will happen). The sentences in Group 1 are also in present time, even though the form of the verb in the IF clause is in the past. The sentences in Group 2 are in past time.

**Group 1**

I would go to the seaside if the weather were fine.
Somsak would learn English if he did the drills well.
Mali would pass the exam if she studied hard.
Anong would get a good job if she spoke English well.

**Note:** We use "would" + the infinitive of the verb in the main clause; in the "if" clause we use the past tense of the verb. Note, however, the use of "were" in ".....if the weather were fine".

**Group 2**

I would have gone to the seaside (yesterday) if the weather had been fine.
Somsak would have learned English if he had done the drills well (last year).
Mali would have passed the exam if she had studied hard (last term).
Anong would have gotten a good job if she had spoken English well (when she was at school).

**Drill 17.1** Change these sentences to the past conditional. Follow the examples.

1. I would go to the seaside if the weather were fine.

   I WOULD HAVE GONE TO THE SEASIDE IF THE WEATHER HAD BEEN FINE.

2. Suree would win a scholarship if she worked hard.

   SUREE WOULD HAVE WON A SCHOLARSHIP IF SHE HAD WORKED HARD.

3. The pupils would understand John if he spoke more loudly.

   THE PUPILS WOULD HAVE UNDERSTOOD JOHN IF HE HAD SPOKEN MORE LOUDLY.

4. Chalor would be rich if he saved his money.
5. Aree would pass the exam if he studied hard.
6. Somsak would win the race if he ran faster.
7. Noree would leave school if she failed her exam.
8. I would go to the movies if I finished my homework.
9. We would learn English well if we practiced it.
10. Peter would go to the Marble Temple if he knew the way.
11. I would buy a radio if I needed one.
12. The boys would swim if they knew where to go.
13. Somchai would go home if he felt tired.
14. Amnat would win a scholarship if he studied harder.

A note on meaning: Have you been paying attention to the meaning in the sentences in the drill? You should, because understanding the meaning will help you to know when to use the conditional correctly. Study these sample sentences again.

1. Somchai will go home if he feels tired.

   Somchai does not feel tired now but if he does feel tired, he will go home.

2. Somchai would go home if he felt tired.

   Same meaning as (1).

3. Somchai would have gone home if he had felt tired.

   Somchai did not feel tired so he did not go home.

4. The pupils would understand John if he spoke more loudly.

John usually speaks softly and the students cannot understand him.

He may be speaking to them now but they will not understand if he does not speak more loudly.

5. The pupils would have understood John if he had spoken more loudly.

John has already spoken to the pupils; he has finished speaking to the pupils and they did not understand him.

## II. The use of MAY, MUST, COULD, etc. to show possibility.

You have already studied the use of "may", "must", "could", etc. to show possibility in the past. Now, do these drills. Notice that in drill 17.3 we use only part of the past form in our answer.

**Drill 17.2** Answer these questions as in the examples.

1. Why did Preecha go home? (may.....be.....tired)

   HE MAY HAVE BEEN TIRED.

2. Why did Anong go out? (must.....finish.....her homework)

   SHE MUST HAVE FINISHED HER HOMEWORK.

3. Why did Siree cry? (might.....feel.....unhappy)

   SHE MIGHT HAVE FELT UNHAPPY.

4. Why did Somsak go to the doctor's? (may.....be.....ill)
5. Why did the pupils smile? (might.....feel.....happy)
6. Why did the students look sad? (must.....fail.....their exam)
7. Why did Amnat walk home? (could.....miss.....the last bus)
8. Why did the nurse call an ambulance? (may.....see .....an accident)
9. Why did the dog run away? (must.....be.....frightened)
10. Why did the girls take their raincoats? (must.....rain.....last night)
11. Why did the pupil fall asleep? (may.....be.....lazy)
12. Why did the tree fall down? (must.....decay)
13. Why did Anong leave so early? (could.....be.....bored)

**Drill 17.3** Answer these questions, as in the examples.

1. Did Supon go to school yesterday? (should)
   I DON'T KNOW BUT HE SHOULD HAVE.
2. Did the children see a movie last night? (may)
   I DON'T KNOW BUT THEY MAY HAVE.
3. Did Noree finish her homework yesterday? (ought to)
   I DON'T KNOW BUT SHE OUGHT TO HAVE.
4. Did Chai visit his friend last week? (might)
5. Did the girls clean their bedrooms yesterday? (should)
6. Did the river destroy the rice-fields? (could)
7. Did Chamnong lose his way last night? (may)
8. Did the boy pass his exam last term? (ought to)
9. Did the thunder frighten the children last night? (might)
10. Did Chalor go home early? (should)
11. Did Mali win a scholarship? (could)
12. Did the farmer get a good price for his rice? (ought to)
13. Did Somchai go to the village this morning? (might)

## B. VOCABULARY

I. Study these words.

1. lonely (adj.) [lownlɪ] เปลี่ยว, ว้าเหว่

   The jungle is a lonely place.
   After her parents left, she was very lonely.

2. scenery (n.) [sinərɪ] ทิวทัศน์

   What you can see around you is called the "scenery".
   The scenery around Chiengmai is very beautiful.
   I like the scenery along the coast.

3. border (n.) [bɔrdɚ] ชายแดน

   The edge of a country or a province is called the border of the country or province.
   Laos, Burma, Malaysia and Cambodia are countries on the border of Thailand.

4. the heart of something (n.) [ðə hart əv səmθɪŋ] หัวใจ

   Bangkok is the heart of Thailand.
   Ayudhya is in the heart of the rice-growing land of Thailand.
   The heart of our school is the friendliness of the students.

## II. Vocabulary **Development.**

a. Study the following group of words to see how two or more words can be put together to make a new word. Notice the spelling too.

1. ship-building (the building of ships)
   Japan is very famous for its ship-building.
2. woolmaking (the making of wool)
   Woolmaking is a very important industry in Australia.
3. highland (land that is high)
   The northeastern part of Thailand is made up of highlands.
4. lowland (land that is low)
   Bangkok is on the central lowlands of Thailand.
5. steelmaking (the making of steel)
   Steelmaking is a very important industry in the United States.
6. iron mining (the mining of iron)
   There is a lot of iron mining in Canada.
7. coal mining (the mining of coal)
   Coal mining is important to British industry.
8. countryman (a man from the country, i.e. from outside the city; also used to tell of the people of a certain country)
   He's a countryman.
   "My fellow countrymen. I am happy to be able to speak to you today."
9. westcountryman (a man from the western part of a country)
   Not, however, a man from a country in the West.
10. English-speaking countries (countries where the people speak English as their native language)
    The United States, Britain, Canada, Australia and New Zealand are the most important English-speaking countries.
11. countryside (the side or part of the country which is usually agricultural or farmland)
    The Thai countryside between Bangkok and Hua Hin is quite interesting.

b. Study and practice the development of these words by adding the suffix "—en".

blacken (to make black)
whiten (to make white)
lengthen (to make longer)
darken (to make darker)

**Drill.** Say the following sets of sentences.

| a | b | c |
|---|---|---|
| 1. These shoes are not black enough. | Please blacken them. | I have already blackened them. |
| 2. This letter is not long enough. | Please lengthen it. | I have already lengthened it. |
| 3. This word is not straight enough. | Please straighten it. | I have already straightened it. |
| 4. This paint is not dark enough. | Please darken it. | I have already darkened it. |
| 5. This paint is not light enough. | Please lighten it. | I have already lightened it. |
| 6. This road is not wide enough. | Please widen it. | I have already widened it. |
| 7. This pond is not deep enough. | Please deepen it. | I have already deepened it. |
| 8. This house is not strong enough. | Please strengthen it. | I have already strengthened it. |

## C. READING

I. Vocabulary Work.

a. Learn the meaning and pronunciation of these words before you begin to read the story.

valley (n.)
steep (adj.)
cider (n.)
castle (n.)
county (n.)
surround, surrounded by (v.)
industrialized (adj.)
moor (n.)
off the coast
Samui Island lies off the coast of Thailand.

b. Review the meaning of these words.

converted to
bath
Sir Francis Drake

c. Learn the pronunciation of these places. Look at the map on page 195 to find out where they are.

| | | |
|---|---|---|
| Scotland | Bath | Cornwall |
| Edinburgh | Dover | Kent |
| Glasgow | the Lake District | East Anglia |
| Cymry | Manchester | Oxford |
| Stonehenge | Yorkshire | Cambridge |
| Scilly Islands (Isles) | Lancashire | Chester |
| Midlands | Birmingham | York |
| Stratford-on-Avon | Warwickshire | Canterbury |
| Bristol | Devon | |

II. Read the following story about the Regions of Britain and then answer the questions about each region which follow the story.

## The Regions of Britain

### 1. Scotland

Scotland is divided into two separate parts called the "highlands" and the "lowlands". The highlands of Scotland are in the Northeast of the country and the lowlands are in the Southeast. The land in the highlands is mountainous and so it is called the "highlands". The highlands are a very beautiful part of Britain. The soil in the mountains is very poor and it is not good for agriculture but the mountains themselves are very beautiful. Because of the poor soil and difficult climate, very few people live in the highlands. This part of Britain is very empty and it is very wild. Around the highland coasts and on the islands off the coasts, people live and practice a little agriculture. A lot of the people are fishermen. This part of Scotland is beautiful and wild and a lot of tourists come to visit it in the summer. Tourism is not enough, however, and the government is trying to start new industries in this beautiful but lonely part of Britain.

The lowlands of Scotland are where the majority of the Scottish people live. The ground is quite flat and so this part of Scotland is called the "lowlands". In the lowlands there is agriculture and industry too. A lot of fruit is grown in the lowlands of Scotland and also a lot of other crops.

All the big towns and cities are in the lowlands, and so are all the industries. Edinburgh is the capital of Scotland. It is a beautiful old city and it is sometimes called "The Athens of the North", because of its fine buildings and its good schools and university. Glasgow is the biggest city in Scotland, although it is not the capital. Glasgow has a population of about one million people. It is the center of Scotland's heavy industry, especially for shipbuilding.

## 2. The North of England.

This region of England had a small population until about one hundred and fifty years ago. Although there were several very old towns and although there was always a small population, the majority of English people lived in the South. This has changed since about 1813. Nowadays the majority of people in England do not live in the South—they live in the North and the Midlands. The North of England is quite mountainous with high flat areas of ground which are called "moors". In the valleys and plains there are very old houses and cities, but most of the northern cities are quite new. In this part of England, there is a lot of heavy industry: coal mining, steelmaking, iron mining, and there are also a lot of factories and cotton mills. The climate in the North is usually cool and cloudy with quite a lot of rain. Manchester, for example, is well known because of its rainy climate. But there is also some very beautiful scenery in the North of England. The moors of Yorkshire and Lancashire are very beautiful and the Lake District is very well known for its beauty. In the Lake District, there are a lot of steep mountains and because of the heavy rain, the valleys between the mountains have filled with water and become beautiful lakes. The Lake District is so beautiful that many people who were born there became poets and they are known as "The Lake District Poets".

## 3. The Midlands.

This is the heart of England—here are found great cities, old towns,

beautiful cathedrals, and ugly industrial regions. The biggest city in this area is Birmingham, which has a population of more than a million. To the north of Birmingham is a region of heavy industry. There are so many factories and mines in this part of England that it is known as "The Black Country" because the smoke from the factories blackens the whole region. But there are very beautiful regions of the Midlands too. The country along the border with Wales is very beautiful with old castles, towns and cathedrals. This part of England is very lonely and has not changed much for hundreds of years. There is also the town of Chester, often called the gate to Wales. Chester is a lovely old town, with old stone walls around it and it is full of shops and houses which are hundreds of years old. The county of Warwickshire is in the Midlands and Shakespeare was born there in Stratford-on-Avon. Stratford-on-Avon is a really beautiful old town, and if you go there you will see the house where Shakespeare's wife lived.

## 4. The West Country.

This part of England is famous for its beautiful scenery, especially in the counties of Devon and Cornwall. The West of England is almost surrounded by the sea and the people of the West are famous fishermen and sailors. Sir Francis Drake was a westcountryman and he sailed around the world about four hundred years ago. The West of England is also famous for its rich agricultural land. The best butter, cream and cheese in England come from the West, and Devon is famous for its cider—a drink made from the juice of apples.

The climate of the West is warmer than the other parts of England, and Cornwall and Scilly Islands have a climate which is almost sub-tropical. In the Scilly Isles, for example, there are beautiful flowers in the fields in February while other parts of England are very cold, often with snow and ice.

Bristol and Bath are famous old western cities. The origin of the name "Bath" comes from the fact that there were very well-known Roman baths at this place. These baths are still there. If you go to Bath you can visit the Roman baths and drink the water from the springs which is very good for you. Oxford is on the border of the West country, and Oxford University with its old buildings is famous in every

country in the world. It is the oldest university in the English-speaking countries and is the third oldest university in the world. Stonehenge is also in the West country, and King Alfred was born in the West of England. In fact, we can say that this part of England is very beautiful and interesting with a very long history.

## 5. East Anglia.

The North of England and Scotland are mountainous, but the East of England is very flat—it is like the countryside around Bangkok. In former times, this part of England was the center of the woolmaking industry, and there are many old towns and villages which are hundreds of years old. There are also a lot of old churches in this part of England. East Anglia is called after the "Angles" who came to live there about 1,500 years ago. It has a dry climate and a lot of wheat is grown in East Anglia. East Anglia has very rich agricultural land and is also famous for its fishermen. A lot of the people on the east coast are fishermen, and this part of England is well known for its good fish. The University of Cambridge is also in East Anglia. This university is almost as old as Oxford University, and like Oxford, it is famous because of the beauty of its old buildings.

## 6. The South East.

London is the heart of the South East; in fact, it is the heart of Britain. It is the center of government and it is the biggest city in Britain with a population of about 8,000,000 people. But London is so big and has so many interesting things that it is really a separate region itself.

Kent is the most well-known county in this part of England. It is very lovely with beautiful scenery and old towns and villages. In fact, Kent is so lovely that it is often called "The Garden of England". The South East is very rich agricultural country and many crops are grown there, especially fruit. Canterbury is in Kent, and you have read about "The Canterbury Tales" by Geoffrey Chaucer (1340—1400). Kent was the first part of England to be converted to Christianity by monks from Rome who went to convert the English in 597, and Canterbury was, and still is, the center of the English Church. Kent is very close to the continent of Europe and on a clear day, people can see the

coast of France from Dover. On the Southeast coast of England there are a lot of nice towns where people go in the summer to spend their holidays. Looking after tourists is an important industry in this part of England.

**7. Wales.**

Wales is a very beautiful country, although it also has some ugly industrial regions too. It is a mountainous country with small valleys between the mountains. In South Wales there are the biggest coal-mines in Britain, and coal mining is a very important industry here. There are also a lot of other factories and some very big steel mills. This part of Wales is very heavily industrialized and many of the towns are not very beautiful. But the North and West of Wales are very beautiful. In the North and West of Wales the population is smaller than in the industrial South. The people in this part of Wales nearly all speak Welsh, although the majority of them speak English too. They call themselves "Cymry" which means "friends", and they are a happy, friendly people. The Welsh people love music, and they love to sing, so that Wales is often called "The land of song", and there are many festivals of music with a lot of songs in Welsh and English.

III. Questions on the reading. Answer these questions about the regions of Britain.

1. Scotland

1. Do very many people live in the highlands? Why not?
2. Where do most of the people live?
3. What is the capital of Scotland?
4. What is Glasgow famous for?

2. The North

1. Where do the majority of English people live—in the North or in the South?
2. Why is a part of the North of England called the Lake District?
3. Why is Manchester well known?

3. The Midlands

1. Why are the Midlands called the heart of England?
2. Are there many factories in this region?
3. Why is Stratford-on-Avon famous?

4. The West Country

1. What is this region famous for?
2. How is the climate in this region different from the climate in other regions?
3. Why is the city of Bath famous?

5. East Anglia

1. How is this region like Thailand?
2. Is this an old part of England?
3. Where did East Anglia get its name?
4. Which is more important in this region—agriculture or industry?

6. The South East

1. Why is London so important?
2. How much bigger than Bangkok is London?
3. Where is the center of the Church of England?

7. Wales

1. Which part of Wales is industrialized—the North or the South?
2. Do all of the Welsh people speak English?
3. Which parts of Wales are the most beautiful?

## D. WRITING

I. Write one or two sentences to describe each of the following places or persons. You can find all of them in the story you have read above.

1. the Roman baths
2. Chaucer
3. the land of song
4. the heart of Britain
5. the English Church

6. Cymry
7. Oxford University
8. Sir Francis Drake
9. the Black Country
10. the Lake District
11. the Lake District Poets
12. the Athens of the North
13. the highlands of Scotland
14. the moors
15. the garden of England

II. Look at Drill 17.3. Write out the responses to the drill, adding "because" and a clause. Make sure that the sentences you write make good sense.

**For example:**

1. Did Supon go to school yesterday?
   I don't know but he should have BECAUSE yesterday wasn't a holiday.
2. Did the children see a movie last night?
   I don't know but they may have BECAUSE I heard them talking about it.
3. Did Noree finish her homework yesterday?
   I don't know but she ought to have BECAUSE she had plenty of time.

(continue from Drill 17.3)

III. Complete the following sentences, as in the examples.

**Examples:**

1. I would have gone to school.....(sick)
   I would have gone to school IF I HAD NOT BEEN SICK.
2. She would have passed the examination.....(study)
   She would have passed the examination IF SHE HAD STUDIED (HARDER).

1. We would have gone to the seashore (rain)
2. I would have spoken English (know how)
3. The boys would have taken the bus (have money)
4. I would have studied in Bangkok (parents permit)
5. I would have answered (know the answer)
6. I would have played with you (finish homework)
7. We would have been sick (eat that food)
8. I would have finished my homework (have time)
9. I would have failed (study)
10. I would have drowned (he helped)

IV. Write about 8 or 10 sentences to complete one of the following stories.

1. It was dark when I heard a strange noise. If I had had a flashlight, I would have.....
2. I was sitting in the front of the bus when it hit the car. If I had had time, I would have.....

## E. SPEAKING PRACTICE

I. After you have finished completing the stories in the writing exercise above (IV), practice reading some of them aloud to the class.

II. Conversation. Read the following conversation aloud.

Three Thai boys (Somchai, Amnat and Daeng) are planning a tour of Britain. They are talking to two English friends, John and David.

Somchai: We want to see all the interesting places in Brítain when we go on this tóur.
John : Well, there are so mány interesting pláces that you won't have enough time to visit áll of them.
Somchai: I would like to go to the Wést of England, especially Dévon and Córnwall.
John : You should visit the Mídlands first, and then go to the Nórth, and to Scótland.
Amnat : I want to visit Stratford-on-Ávon, because Shákespeare was bórn there.
David : Strátford is interesting, but you won't like the Bláck Country.
Daeng : We know the Bláck Country is not very beáutiful, but we're interested in índustry, and we ought to visit some indústrial regions.

John : If you go to the Mídlands you'll see lots of índustries, but you'll see lots of béautiful things tóo.

Somchai: I hope it won't ráin a lot.

David : It's often rainy in the Nórth, especially the Northwést, and if I were you, I would take some good raíncoats with me.

John : And if you go to the highlands of Scótland, take woolen clóthes because the weather's often cóol there especially at níght.

Amnat : The highlands of Scotland are very lónely, aren't they?

David : Yes, they áre, because the population there is very smáll.

John : But the scenery in the highlands is very beáutiful.

Daeng : Well, we want to see éverything.

John : But you won't be able to see éverything.

Somchai: Yes, but we'll tŕy.

David : That's very góod--I hope you'll see all that you wánt to.

John : I hope so tóo. Goodbye and good lúck!

## III. Practice with I'M SORRY

Say the following sentences for practice with the expression "I'm sorry".

| A | B |
|---|---|
| 1. Did you bring my book? | I'm sorry. I forgot it. |
| 2. Can you come to our party? | I'm sorry. I'm busy. |
| 3. Why are you late? | I'm sorry. I was talking to my friend. |
| 4. Who broke this cup? | I'm sorry. I did. |
| 5. May I borrow ten baht? | I'm sorry. I don't have any money. |
| 6. May I sit here? | I'm sorry. This seat is taken. |
| 7. May I have some more rice? | I'm sorry. There isn't any more. |
| 8. Do you know where my book is? | I'm sorry. I don't know. |
| 9. Who spilt this water on the floor? | I'm sorry. I did. I'll clean it up. |
| 10. Where is your homework paper? | I'm sorry. I left it at home. |

Dialogues for practice.

1. A. Can you help me?
   B. I'm sorry. What did you say?
   A. Can you help me?
   B. Yes, of course.

2. A. Where is your book?
   B. I'm sorry. I left it at home.
   A. Can you borrow one from someone?
   B. Yes, I'll try to.

# LESSON EIGHTEEN

## A. ORAL GRAMMAR DRILLS

### I. A review of TENSES.

You already know that the English language makes changes in the forms of verbs to tell when an action takes place. You have studied some tenses already. You have studied the most important tenses. They are: the simple present, the simple future and the future substitutes, the present continuous, the simple past, and the present perfect. You have used the form of the past perfect tense also, but only in conditional sentences.

Review the tenses in the following sentences.

Simple present

1. I go to school every day.
2. She speaks English well.
3. The rainy season begins in June.
4. Do you believe in ghosts?
5. She's a student.

Simple future

1. I'll see him tomorrow.
2. We'll take the bus.
3. She'll fail the examination if she doesn't study.
4. He'll be in Matayom Suksa 4 next year.

Future substitute

1. We're going to have an examination tomorrow.
2. He's going to study French in Matayom Suksa 4.
3. Our school's going to have a play.
4. He's going to be in Matayom Suksa 4 next year.

Present continuous

1. She's talking to her friend.
2. Who's teaching in that room now?
3. They're doing their homework.

Simple past

1. We had an examination yesterday.
2. He was in Matayom Suksa 2 last year.
3. They took the bus.

Present perfect

1. He has been in Matayom Suksa 3 for almost a year.
2. We have written our exercise already.
3. I have finished my homework.

Past perfect (in conditional sentences)

1. She would have won a scholarship if she had studied.
2. I would have bought a radio if I had had some money.

## II. The PAST CONTINUOUS TENSE

In this lesson, we will study the last important tense in English. Look at these sentences:

I was waiting for a bus yesterday when it began to rain.
The boys were doing their homework when they heard a noise.
I often went to the beach when I was living in Sydney.
What was Chai doing during the exam? I don't know, but I think he was studying.
While Anong was coming home from school, she saw an accident.

You can see that two actions happened at the same time. They both happened at the same time in the PAST. We use the simple past tense for one of the actions. For the other we use "was" or "were" and the "—ing" form of the verb. In this way, we show that they both happened at the same time. Notice also the use of the words "when" and "while".

**Drill 18.1** Change these sentences to the past continuous as in the examples. Use "when".

1. I waited for the bus yesterday. It began to rain.
   I WAS WAITING FOR THE BUS YESTERDAY WHEN IT BEGAN TO RAIN.
2. The pupils did their homework. There was a loud noise.
   THE PUPILS WERE DOING THEIR HOMEWORK WHEN THERE WAS A LOUD NOISE.
3. Anong came home from school. She saw an accident.
   ANONG WAS COMING HOME FROM SCHOOL WHEN SHE SAW AN ACCIDENT.
4. Mali cleaned the house. Someone telephoned her.
5. The pupils went to school. The storm began.
6. I read a book. The light went out.
7. The children slept. The dog barked.
8. Chalor swam in the sea. He saw a shark.
9. The pupils studied hard. The rain fell.
10. We talked. The teacher came in.
11. Peter and Paul waited for the train. They saw Chai.
12. I listened to the radio. The telephone rang.
13. Preecha rested in bed. He heard a noise.
14. Noree ate her dinner. She felt ill.
15. The boys played tennis. The thunderstorm started.

**Drill 18.2** Change these sentences to the past continuous, using "while", as in the examples.

1. I waited for the bus yesterday. It began to rain.
   WHILE I WAS WAITING FOR THE BUS YESTERDAY, IT BEGAN TO RAIN.
2. The pupils did their homework. There was a loud noise.
   WHILE THE PUPILS WERE DOING THEIR HOMEWORK, THERE WAS A LOUD NOISE.
3. Anong came home from school. She saw an accident.
   WHILE ANONG WAS COMING HOME FROM SCHOOL, SHE SAW AN ACCIDENT.

(Repeat nos. 4-15 of Drill 18.1)

**Drill 18.3** Continue the drill as in the examples.

1. listen — DID THE CHILDREN LISTEN?
2. waiting — WERE THE CHILDREN WAITING?
3. sleep — DID THE CHILDREN SLEEP?
4. sleeping — WERE THE CHILDREN SLEEPING?

| | | | |
|---|---|---|---|
| 5. study | 10. write | 15. sleep | 20. listening |
| 6. play | 11. laugh | 16. waiting | 21. study |
| 7. rest | 12. crying | 17. walk | 22. studying |
| 8. reading | 13. sitting | 18. sleeping | 23. eat |
| 9. writing | 14. standing | 19. run | 24. smiling |

**Drill 18.4** Continue the drill as in the examples.

1. walk — I DIDN'T WALK.
2. waiting — I WASN'T WAITING.
3. you — YOU WEREN'T WAITING.
4. listening — YOU WEREN'T LISTENING.
5. listen — YOU DIDN'T LISTEN.

| | | | |
|---|---|---|---|
| 6. hear | 12. I | 18. sleeping | 24. working |
| 7. laugh | 13. eat | 19. they | 25. rest |
| 8. they | 14. write | 20. smile | 26. wait |
| 9. we | 15. he | 21. smiling | 27. we |
| 10. studying | 16. reading | 22. study | 28. playing |
| 11. standing | 17. you | 23. she | 29. go |

## B. VOCABULARY

I. Study these words.

1. theory, theories (n.) [θiəri] [θiəriz] ทฤษฎี

A theory is an idea which explains something in science or nature.

Many scientific theories were discovered in the last four hundred years.

2. speed (n.) [spid] ความเร็ว

The "speed" of a thing tells how fast it goes.
Some automobiles can reach a speed of 100 miles an hour.

3. medical (adj.) [mɛdɪkəl] การแพทย์

The word "medical" comes from the word "medicine".
Modern medical science is working very hard to try to discover a cure for cancer.

4. human body (n.) [hyumən badi] ร่างกายมนุษย์

The human body is a very strange and wonderful thing.
Doctors still do not understand everything about the human body and how it works.

II. Vocabulary Development.

Notice how these families of words are made.

1. poem, poet, poetry
2. art, artist
3. science, scientist, scientific, scientifically
4. politics, politician, political, politically
5. explore, explorer, exploration
6. discover, discoverer, discovery (-ies)

## C. READING

I. Vocabulary Work.

a. Learn the meaning and pronunciation of these words before you begin to read the story below.

scholar (n.)
gunpowder (n.)
circulation (n.)
gravity (n.), the law of gravity
carriage (n.), railway carriage
atom (n.)
jet (n.), jet engine
antibiotic (n.)

antiseptic (n.)

weave (v.)

power (n.)

loom (n.)

weaving loom

power loom

mechanical loom

revolution (n.)

Industrial Revolution

b. Review the meaning of these words.

ground

travelling

c. Here are some words and names which are the same in English and Thai. Notice, however, that the pronunciation and stress are different.

| | | |
|---|---|---|
| dynamo | Bede | Michael Faraday |
| penicillin | Roger Bacon | George Stephenson |
| chemistry | William Harvey | Joseph Lister |
| physics | Isaac Newton | Charles Darwin |
| radar | Robert Boyle | John Dalton |
| atom | James Watt | Humphry Davy |
| germ | Richard Arkwright | Alexander Fleming |
| engineer | Edmund Cartwright | |
| mile | | |

II. Read the following story silently and then do the exercises which follow it.

## British Scientists and Inventors

We have read about the different regions of Britain and about the old houses, towns and villages of Britain. We have also read about British history and about English literature. We have read that Britain is a very old country and that although it is very small, it has given the world many poets, artists, explorers and discoverers. In this lesson we are going to read about some famous British scientists and inventors.

In Anglo-Saxon days, the English were already very interested in science and philosophy, and we have read that King Alfred translated many scientific and philosophical books from Latin into English. But long before King Alfred was born, an English monk called Bede wrote the first scientifically based history book since the Roman Empire was destroyed. There were no important scientists or scholars after Bede for about five hundred years, but in 1214, Roger Bacon was born. Roger Bacon was a monk like Bede, but he did not write books—he liked scientific experiments. Roger Bacon made a lot of experiments and in the year 1242 he discovered gunpowder. His discovery of gunpowder, however, was forgotten and it was not until hundreds of years afterwards that gunpowder was used in Europe. The next important scientific discovery in Britain was the circulation of the blood by William Harvey. Before Harvey's discovery, doctors thought that blood did not move in the body, but in 1628 William Harvey showed that blood moved through the body—this important discovery destroyed a lot of the old theories about illness and helped the beginnings of modern medical science.

We all know that when a mango falls from a tree it falls to the ground. Why does it fall to the ground? Why doesn't it fly up into the sky? The answer is that the law of gravity makes it fall to the ground. A famous British scientist, Isaac Newton, discovered the "Law of Gravity" and many other important laws of physics. Isaac Newton was a very great scientist and his discoveries are the base of modern physics. Isaac Newton discovered the Law of Gravity in 1687. Another famous British scientist who lived at the same time as Newton was Robert Boyle. Robert Boyle made many important discoveries in physics, and "Boyle's law" is his most famous discovery.

You have already read about James Watt, the Scotsman who invented the steam-engine. The invention of the steam-engine by James Watt was the beginning of the Industrial Revolution. Another important industrial invention was the mechanical loom. Before the mechanical loom was invented, people could weave cloth well and very beautifully but very slowly —and because of this, cloth was very expensive. In 1769, however, Richard Arkwright invented a mechanical loom which could weave cloth faster and cheaper than twenty weavers on the

old looms, and in 1785 Edmund Cartwright invented a weaving loom which was worked by steam. The power loom was one of the most important inventions of the Industrial Revolution.

But more important than the invention of the mechanical loom was the invention of the dynamo. The dynamo is the base of modern electrical machinery, and nowadays electric power is more important than steam power. Michael Faraday invented the dynamo in 1831, and all the heavy dynamos of modern electrical engineering are based on Faraday's invention.

Another very important invention of the Industrial Revolution was the train. Before the train was invented, travelling was very slow and uncomfortable, and it was very difficult to move heavy things quickly. In 1825, a young Englishman called George Stephenson invented a machine which could pull heavy carriages for several miles and which reached a speed of sixteen miles an hour. This first railway was opened between two towns in the North of England and it was the first railway in the world. In 1829, Stephenson built a stronger and faster engine and soon there were railways between all the important cities and towns in England.

In medical science, Joseph Lister discovered it was very important to keep everything in hospitals very clean. He discovered that ordinary soap and water did not kill all the germs around a sick person, and so he discovered that "antiseptics" were necessary to make hospitals really clean. The use of antiseptics is one of the most important discoveries of modern medical science.

Other important inventors and scientists of the nineteenth century were: Charles Darwin, who discovered that the world was millions of years old and that men, monkeys and all living things have the same origin; John Dalton, who discovered the atom; and Humphry Davy who made many discoveries in both chemistry and physics.

In modern times, British scientists have discovered television and radar. Britain was the first country to have television and there were thousands of people who had television in their homes before World War II began in 1939.

The newest British invention is the jet engine and the newest British discovery is penicillin. The jet engine is used in airplanes, and jet planes can fly faster and more comfortably

than other planes, and they can carry more people too.

The discovery of penicillin has caused a revolution in modern medical science. Penicillin is known as an "antibiotic"—a very special kind of medicine which is very strong and which can cure many, many diseases very quickly. Before the discovery of penicillin, many people died because the medicines they used were not good enough—the medicines were weaker than the germs. But antibiotics are very, very good—they can destroy germs very easily. The first antibiotic was discovered by Alexander Fleming and he called it "penicillin". Since Fleming discovered penicillin, many other antibiotics have been discovered, but penicillin was the first and most famous antibiotic.

All these inventions and discoveries have helped people all over the world. Of course, every country has its scientists and inventors, and in every country in the world, people have worked and are still working to discover new ideas and inventions which will help all people in the whole world.

It is not important which country makes a discovery but it is very important for the discoveries to be used to help people in every country in the world.

## III. Exercises

a. Fill in the following table with the information requested for EACH person (scientist, inventor, etc.) in the story, and add your own sentences in column E. Follow the example given.

| (A) Name of scientist, inventor | (B) Important invention or discovery | (C) Field | (D) Date | (E) Usefulness of invention or discovery |
|---|---|---|---|---|
| 1. Isaac Newton | Law of Gravity | Physics | 1687 | Used as the base of modern physics and engineering. |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| etc. | | | | |

b. Choose one of the scientists or inventors mentioned in the story and go to the library to get more information about him. Write a short outline or report of the things you find out.

## D. WRITING

I. Write about 8 or 10 sentences to complete one of the following stories.

1. A funny thing happened to me yesterday. While I was walking to school,.....
2. I don't know what I want to be or what I want to do. When I was in Matayom Suksa 1, I thought.....
3. There was a fire near my house yesterday. It began while I.....

II. Compose a sentence for each of the following.

1. almost as old as
2. it is easier
3. more important
4. since then
5. and so are
6. so rich
7. other parts of
8. most of them
9. much smaller
10. still is
11. the same time as
12. because of
13. if I were
14. different from
15. not so important as
16. famous for
17. is like the
18. without these
19. 60 kilometers an hour
20. although there were

## E. SPEAKING PRACTICE

I. Practice reading some of the reports on the scientists and inventors which you have prepared. After each report, other students may have questions to ask about the reports or the information in them.

II. Conversation. Read the following conversation aloud.

Siree, Anong and Mali are preparing for an examination.

Siree: We must learn all about famous scientific discoveries and inventions for our exam tomorrow.

Mali: Yes, but it's difficult to remember all the names of the inventors and discoverers.

Anong: It's not difficult if you práctice them. For example, who invented the stéam engine?

Siree : George Stéphenson.

Anong: No, he díd'n't. Stéphenson invented the ráilway engine, but the first stéam engine was invented by James Wátt.

Mali : Who discovered the Law of Grávity?

Anong: The Law of Grávity was discovered by Isaac Néwton, wásn't it?

Mali : That's ríght—in 1687.

Siree : Who invented rádio?

Anong: I think Marcóni did.

Siree : Was he Brítish?

Anong: No, he wásn't. He was Itálian.

Mali : Who discovered vaccinátion?

Siree : Edward Jénner.

Anong: Who discovered the circulation of the blóod?

Siree : I don't know what 'circulation of the blóod' means.

Anong: The blood in your body moves róund because the heart is like a machíne which moves the blóod—this is called the 'circulation of the blóod'. William Hárvey discovered the circulation of the blóod.

Mali : What are antibiótics?

Siree : Antibiótics are special, very stróng medicines which kill germs and diseáses.

Anong: Who discovered the fírst antibiótic?

Siree : Sir Alexander Fléming—he discovered penicíllin.

# LESSON NINETEEN

## A. ORAL GRAMMAR DRILLS

### I. The use of HAVE TO and ABLE TO.

Study the following groups of sentences. Notice in particular the way that "have to" and "able to" are used. "Have to" has the same meaning as "must" and "able to" means "can".

| | PRESENT TIME | FUTURE TIME | PAST TIME |
|---|---|---|---|
| MUST<br>HAVE TO | I must leave early.<br>I have to leave early. | I must leave tomorrow.<br>I'll have to leave tomorrow. | .....<br>I had to leave yesterday. |
| CAN<br>ABLE TO | He can dance well.<br>He's able to dance well. | .....<br>He'll be able to dance well. | He could dance well.<br>He was able to dance well. |

"Must" cannot be used in the past time and "can" cannot be used in the future time, so we must use "had to" to express the past of "must", and "will be able to" to express the future of "can". For present time and future time, either "must" or "will have to" is correct; for present time and past time either "can" and "could" or "is able to" and "was able to" is correct.

**Drill 19.1** Do the drill as in the examples.

1. must - now — I MUST GO NOW.
2. have to - yesterday — I HAD TO GO YESTERDAY.
3. able to - yesterday — I WAS ABLE TO GO YESTERDAY.
4. able to - tomorrow — I'LL BE ABLE TO GO TOMORROW.
5. able to - yesterday
6. have to - yesterday
7. able to - now
8. able to - tomorrow
9. have to - tomorrow
10. have to - yesterday
11. must - now
12. have to - tomorrow
13. able to - yesterday
14. must - now
15. have to - yesterday
16. can - now
17. able to - tomorrow
18. able to - yesterday

**Drill 19.2** Change the following sentences to the future or past, as in the examples.

1. John must leave early every day.....yesterday.

   HE HAD TO LEAVE EARLY YESTERDAY.

2. We can swim every morning ..... tomorrow morning.

   WE'LL BE ABLE TO SWIM TOMORROW MORNING.

3. The pupils can study every night ..... last night.

   THEY WERE ABLE TO STUDY LAST NIGHT.

4. The children must wash themselves every day ..... yesterday.
5. The boys can ride in the bus every day ..... tomorrow.
6. Mali must go home early every evening .....yesterday evening.
7. Amnat must pass his exams every month ..... next month.
8. We can listen to the radio every night ..... last night.
9. The students can play tennis every day ..... tomorrow.
10. The teacher must prepare the lesson every day ..... yesterday.
11. We can learn English every week ..... next week.
12. The pupils must work hard every year ..... last year.
13. Prasert can read a new book every week ..... next week.
14. Anong must take her medicine every morning ..... yesterday morning.
15. We must study hard every week ..... last week.

The use of "have to" and "able to" in responses to questions.

Study the use and meaning of "have to" and "able to" in responses to the following questions with "want to".

a. Do you want to talk to Mr. Brown?

   Yes, I want to talk to Mr. Brown, but I won't be able to talk to him because I have to go home.

   YES, BUT I WON'T BE ABLE TO.

   No, I don't want to talk to Mr. Brown, but I'll have to because my teacher told me to talk to him.

   NO, BUT I' LL HAVE TO.

b. Did you want to talk to Mr. Brown?

Yes, I wanted to talk to him, but I wasn't able to talk to him because I had to go home.

YES, BUT I WASN'T ABLE TO.

No, I didn't want to talk to him, but I had to talk to him because my teacher told me to talk to him.

NO, BUT I HAD TO.

**Drill 19.3** Answer these questions, using "have to" and "able to" as in the examples.

1. Did you want to work yesterday? (no)

   NO, BUT I HAD TO.

2. Did Narong want to go to the movies? (yes)

   YES, BUT HE WASN'T ABLE TO.

3. Does Anong want to work next Saturday? (no)

   NO, BUT SHE'LL HAVE TO.

4. Does Preecha want to go to the country next week? (yes)

   YES, BUT HE WON'T BE ABLE TO.

5. Do the pupils want to listen to the radio? (yes)

6. Did Somsak want to go to see the doctor yesterday? (no)

7. Does Siree want to go to Bangsaen next week? (yes)

8. Did the boys want to finish their homework last night? (no)

9. Do Lop and Chalor want to go for a swim? (yes)

10. Does Noree want to fly to Chiengmai tomorrow? (yes)

11. Does Somchai want to go to Bangkok tomorrow? (no)

12. Did the boys want to take the exam last week? (no)

13. Does Amnat want to take the exam next week? (no)

14. Does Narong want to take a holiday tomorrow? (yes)

15. Did Prasert want to walk to school yesterday? (no)

For further drill. Repeat Drill 19.3, changing the answers from "Yes" to "No" and "No" to "Yes", e.g.

1. Did you want to work yesterday? (yes)
   YES, BUT I WASN'T ABLE TO.

2. Did Narong want to go to the movies? (no)
   NO, BUT HE HAD TO.

3. Does Anong want to work next Saturday? (yes)
   YES, BUT SHE WON'T BE ABLE TO.

   etc.

## B. VOCABULARY

1. rare (adj.) [rɛr] หายาก

   Something that is very difficult to find is said to be "rare".
   Gold is a very rare metal.
   Television was very rare thirty years ago.

2. better off (adj.) [bɛtɚ ɔf] ฐานะดี, สภาพที่ดีขึ้น

   Siree used to live in a nice house in the country, but now she lives in a small room in Bangkok–she was better off when she was in the country.
   Rich people should try to help poor people because they are better off than poor people.
   In medical science we are much better off than our forefathers.

   worse off (adj.) [wɝs ɔf]

3. pain (n.) [peyn], painful (adj.) [peynfəl] เจ็บ, ปวด

   If something hurts us, we have a pain.
   John has a pain in his back. His back is very painful.
   It is very painful to have a tooth taken out.

4. selfish (adj.) [sɛlfis] เห็นแก่ตัว

If we do not think about other people, if we think only about ourselves, then we are selfish.

When Anong has some chocolate she eats it all herself, she does not give any of it to her friends because she is selfish.

Sompong did not help the old lady to cross the street because he is an impolite and selfish boy.

5. among, amongst (prep.) [əmə$\eta$] [əmə$\eta$st] ท่ามกลาง

Radio, television, antibiotics and jet planes are amongst the most important modern scientific discoveries.

Amnat lived in the country when he was a child and he grew up amongst the animals and flowers of the forest.

Chalor is amongst the most intelligent students of his school.

6. blame (v.) (n.)

If we "blame" someone, we say that that person did something bad or wrong.

Many people say that movies are not good for children.

They blame movies for all the problems that children have.

Other people say that the blame should not be on movies, but that society should be blamed.

## C. READING

I. Vocabulary Work.

Learn the meaning and pronunciation of these words before you begin to read the story.

anesthetics (n.)

operation (n.)

dentist (n.)

ancestors (n.)

nuclear (adj.)

nuclear bomb

II. Read the following story about "Science in the World Today" and then answer the questions which follow it.

Fifty years ago, our parents lived in a different world from the world we live in nowadays. Fifty or sixty years ago there were no airplanes, there were very few automobiles, there was very little use of electricity, there were very few telephones, there was no radio, there was no television and there were no movies. Many of the inventions which we use every day were either very rare or they had not been invented. A hundred years ago, our grandparents and forefathers lived in a world where machines were not important — a world which was very, very different from our scientific world of today. The world of our forefathers was different from our modern world — but was it better? It is difficult to decide this. In some ways, our forefathers lived in a better world than we do, but in other ways, their world was far worse. In medical science, for example, we are far better off. A hundred years ago there were no anesthetics. If a person who was sick needed an operation, then the doctors had to cut him without any anesthetics — this was often so painful that many people died because they did not want to have an operation. Have you ever been to a dentist? When you go to a dentist to have a tooth taken out, the dentist gives you an anesthetic, and you don't feel any pain, but a hundred years ago, if you had gone to the dentist he would have pulled out your tooth without any anesthetics and this would have been very painful. A hundred years ago, there were very few hospitals and very few nurses. In fact, we can say that it was better not to become ill at all.

A hundred years ago, people had to work very hard for very little money — in America and Thailand, there were many people who were slaves. The laws were very cruel and prisons were very dirty, dangerous places where many people died.

Travel was very slow and uncomfortable and also very expensive. There was very little education and many people could not read or write. All this has changed, and changed for the better, and everyone is glad that modern science has made life easier and more comfortable in many ways. Still, we must ask ourselves, are we happier than our forefathers? It is true that we have anesthetics and modern medical science,

it is true that people are better educated, it is true that travel is quicker and more comfortable, but are people happier than they were a hundred or two hundred years ago?

People nowadays have many great inventions and discoveries to make life easier and better, but they also have many problems. For example, war is a very great modern problem. Wars are nothing new, people have often fought amongst themselves, but nowadays nuclear weapons make war much, much more dangerous than it was for our forefathers. One nuclear bomb can destroy a whole city and kill millions of people — this is the kind of problem which our ancestors did not have to solve.

Also, it seems nowadays that although people have more money and more free time, they seem more unhappy. Our forefathers were poor but they were not unhappy. Nowadays, people are becoming richer but they are often not happy. Perhaps the reason for this is that people have become very selfish — they have money but they want more and they do not think about other people. Some people blame modern science for all the problems of the modern world; they say that all the new inventions have destroyed the good old-fashioned things and have only made people unhappy. This is not true. Science is nothing new — we have seen that the Greeks and the Romans many thousands of years ago were great scientists and that many of the "modern" scientific discoveries were made a long time ago.

We cannot blame science for the problems of the modern world. If all science were bad, then we would have to stop using anesthetics and modern medicine, and we would have to go back to the uncomfortable ways of our ancestors. There is nothing bad about modern science — like so many things, it is not good or bad in itself, but it can be used for good and bad reasons. If science is used to help people, then it is good, and if it is used to hurt people, then it is bad. But science itself is not good or bad — it is the people who use it who are either good or bad people.

If we are selfish and think only about ourselves, then we will always be unhappy. It does not matter if we are very, very rich or very poor, because a selfish person is always an

unhappy person. That is why many people are unhappy, not because they are rich or poor but because they are selfish — they think only about themselves.

If we try to use our knowledge to help other people, then we will be happy. We should use our knowledge of modern science to help our country, our families and friends and other people in the world. If we do this, then we will be happy, much happier than our forefathers, because we will have all the inventions and discoveries of modern science to help us. But if we use our knowledge of modern science selfishly, then we will always be unhappy, although we may become very rich. We should try then to use modern science to help others. If we do this, then we will be as happy as our forefathers were fifty, a hundred, or hundreds of years ago.

III. Questions on the reading.

Answer these questions.

1. What are some of the things that we have today that our forefathers did not have? Name both good and bad things.
2. In what ways are we better off than our forefathers?
   In what ways are we worse off?
3. What will happen if we are selfish?
4. How should we use modern science in order to make ourselves happy?

## D. WRITING

I. Write out the responses in Drill 19.3, adding a clause beginning with "because". Follow these examples:

1. Did you want to work yesterday?

   No, but I had to <u>because my father told me to</u>.

   Yes, but I wasn't able to <u>because I was sick</u>.

2. Did Narong want to go to the movies?

Yes, but he wasn't able to because he had to finish his homework.

No, but he had to because his brother had already bought the tickets.

3. Does Anong want to work next Saturday?

No, but she'll have to because she needs the money.

Yes, but she won't be able to because her grandmother's coming to visit her.

etc.

II. Write a composition of 8 or 10 sentences on one of the following topics. Answer the given questions in your composition.

a. My Invention

Have you invented anything or can you think of anything which should be invented?

What is it used for? How could it be used? Who could use it?

How much would it cost? Would it be expensive?

What materials would be needed?

Describe how it was made (could be made).

b. Man's Greatest Invention

What do you think man's greatest invention has been?

Why do you think it was the greatest?

How has it helped people?

How is it used? Who uses it?

How was it invented? By whom?

How is/was it made? What materials are used?

## E. SPEAKING PRACTICE

I. Conversation. Read the following conversation aloud.

Today is the last day at school and Chalor, Somchai, Lek, Surin and Suchart are talking about what they would like to do when they leave school.

Chalor : What would you like to do when you leave schóol, Lek?
Lek : I think I would like to be a teácher.
Chalor : If you want to be a teácher, you'll have to stúdy more. You'll have to go to a Univérsity or a Teáchers' College.
Somchai: I'd like to be a dóctor.
Chalor : You'll have to study for a long tíme to become a dóctor.
Somchai: Yés, I want to study in Siriraj Hóspital. If I become a dóctor, I'll go into the cóuntry and try to help the sick people who live there.
Chalor : My sister's a núrse in the country. She likes to hélp people and she says her work is very ínteresting.
Somchai: What would you like to bé, Chalor?
Chalor : I'm not súre, but I think I'd like to study at Kasétsart, because I'm very interested in ágriculture.
Somchai: Is your father a fármer?
Chalor : Nó, but my úncle is. He lives near Udórn and he has a very big fárm, but he doesn't know anything about modern agricultural scíence. But he's not stúpid, and he wants me to help him with his fárm after I have studied about modern ágriculture.
Suchart : I don't want to be a fármer. I would like to work in an óffice.
Chalor : Well, you'll have to speak Énglish if you want a good jób.
Suchart : I knów that. I'm going to study English very hárd and practice it with my friénds. I'm going to stay with my cóusin in Songkhla, and we can go to Penáng to practice English there.
Surin : I don't know whát I want to do. I think I will stay at schóol for another two yéars. If I study hárd, I will be able to go to the Univérsity or perhaps win a schólarship, but I don't know what I want to dó.
Teacher : Wéll, boys, you have all talked about what you would like to dó when you leave schóol. Lek would like to be a teácher, Somchai

would like to be a dóctor, Chalor would like to be a fármer, Suchart would like to be an óffice-worker and Surin would like to continue stúdying. This is very góod, but what you must understánd is this: if you want to be successful in life, you must not be sélfish and you must tráin yourselves to do something úseful. Nowadays, it is not enough to be able to read and wríte; éveryone must be well-traíned and well-éducated. Remember thís: train yourselves wéll, work hárd, help your coúntry, and try to hélp others as well as yoursélves. If you do this, you will be successful and háppy and wíse. Goodbye now, and good lúck to you all!

II. Answering the questions "What would you like to do" and "What would you like to be".

In the above conversation these two questions were asked:

What would you like to do when you leave school?

What would you like to be when you leave school?

We can also ask:

What do you want to do/be when you leave school?

These are some of the responses which can be given:

I think I would like to be a..... teacher
lawyer
doctor
farmer
(an) accountant

I think I would like to study at..... Chulalongkorn University
Thammasat University
Kasetsart University
the University of Fine Arts
Chiengmai University
the University of Medical Sciences

| | | |
|---|---|---|
| because I'm very interested in ..... | | accounting |
| | | law |
| | | agriculture |
| | | painting |
| | | commerce |
| | | medicine. |
| I would like to work | in ..... | an office |
| | | a school |
| | | a factory |
| | on a farm. | |
| I think I will | continue my studies in Matayom Suksa 4. | |
| | stay at school for another two years. | |

Now, go round the class, asking each other the questions and giving the responses.

III. A Debate

1. Choose two teams of 3 or 4 each. These are the debating teams.
2. Choose one student to act as the "moderator".
3. Choose to debate on one of the following topics:
   a. Science -- Good or Bad?
   b. Why it is a good idea to continue studying in Matayom Suksa 4.
   c. Should we help our parents or not?
4. Have one team take the affirmative side and the other team the negative side.

| Topic | Affirmative | Negative |
|---|---|---|
| a | Science is Good. | Science is Bad. |
| b | It is a good idea to continue in M.S. 4. | It's <u>not</u> a good idea to continue in M.S. 4. |
| c | Yes, we should help our parents. | No, we should not help our parents. |

5. Give the teams a few days to prepare their reports.
6. Hold the debate. The moderator introduces each panelist in turn and each panelist speaks for 1 – 3 minutes, first one from the affirmative and then one from the negative. The last person to speak on each team must summarize and give what is called "the rebuttal", i.e. he must answer the other team.
7. Decide which team gave the best report. This team, then, has won the debate.

# LESSON TWENTY

## A. ORAL GRAMMAR DRILLS

### I. Short responses with SO.

Very often in spoken English we make use of short responses with "so", usually with such words as "think" and "hope" and sometimes with the words "expect", "suppose" and "afraid". We use these kinds of answers to show that we are not sure.

Study and practice these questions and responses. Note especially how the response with "so" is made.

| | |
|---|---|
| 1. Did you close the door before we left? | I'm not sure, but I think I closed it.<br>I'm not sure, but I think I did.<br>I'M NOT SURE, BUT I THINK SO. |
| 2. Is the train going to leave soon? | I think it's going to.<br>I think it is.<br>I THINK SO. |
| 3. Do those pupils study English? | I think they do.<br>I THINK SO.<br>I suppose they do.<br>I SUPPOSE SO. |
| 4. Is it going to rain? | I don't think it's going to.<br>I don't think it is.<br>I DON'T THINK SO. |
| 5. Did Siree pass her exams? | I don't know, but I don't think she did.<br>I don't know, BUT I DON'T THINK SO. |
| 6. Will the train leave soon? | I hope it will.<br>I HOPE SO. |

7. Is it going to rain soon?

I expect it is.
I EXPECT SO.
I'm afraid it is.
I'M AFRAID SO.
I don't think it is.
I DON'T THINK SO.

**Drill 20.1** Give responses with "I think so" and "I don't think so" to the following questions, as in the examples.

1. Is Siree going to go to the movies tonight?....(no) I DON'T THINK SO.
2. Did Amnat remember to close the window?....(yes) I THINK SO.
3. Do the pupils learn English at school?....(yes) I THINK SO.
4. Is it going to rain tomorrow?.....(no)
5. Does Siree live in Korat?.....(yes)
6. Is Suporn feeling ill today?.....(no)
7. Did Preecha and Aree pass the exam?.....(yes)
8. Are the students going to go home tomorrow?.....(yes)
9. Was Ayudhya destroyed by the Burmese in 1767?.....(yes)
10. Were the pupils frightened by the movie last night?.....(no)
11. Is the rice harvested by the farmers every year?.....(yes)
12. Was Amnat late for school this morning?.....(no)
13. Did Somnuk finish his homework last night?.....(yes)

## II. The use of THINK, HOPE, KNOW, IMAGINE, FEEL and BELIEVE

Study the following sentences.

I think (that) Preecha likes to play football.
We hope (that) you will pass your exam.
I know (that) you're not feeling very well.
I imagine (that) you're feeling better now.
I believe (that) Lek went to Chiengmai last week.
I feel(that)you should go.

In all of these sentences, we are expressing ideas which we are not sure of or we are expressing opinion. If we wish, we can say these sentences without the word "that".

**Drill 20.2** Do the drill, following the examples.

1. hope WE HOPE YOU'LL PASS YOUR EXAMINATIONS.
2. imagine WE IMAGINE YOU'LL PASS YOUR EXAMINATIONS.
3. believe WE BELIEVE YOU'LL PASS YOUR EXAMINATIONS.

4. expect
5. think
6. know
7. feel
8. hope
9. know
10. imagine
11. believe
12. expect
13. hope
14. think
15. feel
16. believe
17. think
18. know
19. hope

III. A review of verb usage.

Notice the different usage of verbs in the following sentences.

| | |
|---|---|
| can | I CAN write a good composition. |
| need | I need TO write a good composition. |
| think | I think I CAN write a good composition. |
| want | I want TO write a good composition. |
| like | I like TO write a good composition. |
| suppose | I suppose I CAN write a good composition. |
| should | I SHOULD write a good composition. |
| believe | I believe I CAN write a good composition. |
| hope | I hope I CAN write a good composition. |
| hope | I hope TO write a good composition. |
| must | I MUST write a good composition. |

| word + "write" | word + "to write" | word + "I CAN write" |
|---|---|---|
| CAN | NEED | THINK |
| SHOULD | WANT | SUPPOSE |
| MUST | LIKE | BELIEVE |
| COULD | HOPE | HOPE |
| WOULD | | FEEL |
| SHALL | | IMAGINE |
| WILL | | |
| MAY | | |
| MIGHT | | |

Note: Any other verb may be used in place of "write".

**Drill 20.3** Continue the drill, as in the examples.

1. can — PETER CAN SPEAK THAI.
2. think — PETER THINKS HE CAN SPEAK THAI.
3. want — PETER WANTS TO SPEAK THAI.
4. should — PETER SHOULD SPEAK THAI.

| | | |
|---|---|---|
| 5. need | 10. must | 15. need |
| 6. can | 11. need | 16. must |
| 7. think | 12. can | 17. should |
| 8. hope | 13. think | 18. can |
| 9. should | 14. like | 19. think |

## B. VOCABULARY

1. native language (adj. + n.) [neytɪv læŋgwɪǰ] ภาษาพื้นเมือง

Our native language is our first language. It is the language of our family which we use in our home.

The native language of the Thai people is Thai.

The native language of Americans, Australians and British people, for example, is English.

2. continental Europe (adj. + n.) [kantɪnɛntəl yurəp] ภาคพื้นยุโรป

"Continental" is the adjective formed from the noun "continent".

In the expression "continental Europe", the word "continental" means **the mainland of Europe without the British Isles.** Continental Europe includes such countries as France, Belgium, Germany, Spain, Italy, etc.

3. international (adj.) [ɪntɚnæšənəl] ระหว่างชาติ, นานาชาติ

"International" refers to more than one nation.

When many nations meet together, the meeting is called an international meeting.

The Olympic Games is the most famous international sports contest.

international language

international meeting

4. communicate (v.) [kəmyunɪkeyt] ติดต่อ
   communication (n.) [kemyunɪkeyšən] การติดต่อ

To "communicate" is to talk and exchange ideas with people.
To "communicate" is also to write, telegraph or telephone people.
If people don't speak a language they both understand, they find it difficult to communicate.

5. control (v.) [kəntrowl] ควบคุม

A teacher should control his class. The headmaster controls the school.
It is very difficult to control a mad dog.

6. control tower (adj.+n.) [kəntrowl tawr] หอบังคับการ
   airport (n.) [ɛrpɔrt] ท่าอากาศยาน

The control tower is the special building from which airplanes are controlled when landing and taking off at an airport.

7. pilot (n.) [paylət] นักบิน, คนนำร่อง

An airplane is under the control of the pilot.
Somchai wants to be a pilot in the Royal Thai Air Force when he finishes school.

8. dialect (n.) [dayəlɛkt] ภาษาถิ่น

A dialect is the way people talk in a certain region of a country.
In Thailand, there are many dialects in different regions.
In Britain and America, there are also many different dialects.

9. slang (n.) (adj.) [slæŋ] ภาษาสแลง

"O.K." is slang for "Yes" or "All right".
We should not use slang in the class or with people older than ourselves.
All languages have a certain amount of slang. What are some slang words in Thai?

## C. READING

I. Read the following story and then do the exercises which follow it.

### The English-Speaking World

The English language is one of the great languages of the world. Today, it is spoken by hundreds of millions of people as their native language. But four hundred years ago, English was spoken by very few people, all of them living on a small island (Britain) near the coast of continental Europe. The English language was already an old language with a rich literature in the time of Queen Elizabeth I (1558—1603) but it was not spoken outside of Britain. In those days French, Italian and Spanish were much more important than English, and the international language of Europe was Latin. Even today, there are languages which have greater numbers of speakers than English. In China and in India, for example, there are languages with greater numbers of speakers than English. English, however, is a really international language because it is spoken by so many people in different parts of the world. If we look at a map of the world, we will see that English is spoken by a majority of people as their native language in the following countries: Britain, Ireland, Canada, the United States of America, Australia and New Zealand. It is also spoken by a large number of people of British origin in South Africa. Nowadays, about 300,000,000 people speak English as their native language. The largest group of English speakers is in the United States of America where almost the whole population of about 190,000,000 speak English. In Britain there are about 53,000,000 speakers of English. But it is not the numbers of speakers which makes English so important, it is the fact that English speakers are found in almost every part of the world.

There are about three hundred million people who speak English as their native language, but there are also many, many millions of people who use English to communicate with each other although their native language is not English. In large parts of Africa and Asia (especially India) many, many people use English to communicate with other people whose language they do not speak.

In the last lesson, we read about some of the inventions which have changed our lives so much. The jet-engine is one of these inventions, and nowadays, jet-planes travel so fast that people from different parts of the world are able to travel thousands of miles in a few hours. This fast travel has made it necessary for people in different parts of the world to communicate with one another, and English is the language which more and more people use to communicate.

For example, if you go to the big international airport at Don Muang in Bangkok, you will see hundreds of airplanes coming and going every day. All the pilots in all these planes from every part of the world speak to the men in the airport control tower in English. Airplanes come to Bangkok from India, Japan, America, Europe, Australia, Malaysia and many other parts of the world and the one language they all communicate in is English. This is a clear example of how English is being used more and more in the modern world as the most important international language.

Of course, English is used for more than communication. English literature from all the English-speaking countries is one of the world's greatest artistic treasures, and English is also used in the world of learning and science more than any other language. But first of all, the English language is used by people to communicate. This means that when we learn English we should try first of all to learn it as a means of communication. We should try to speak English as much as we can. We should try to use English as a living thing in which we can communicate with other people. We should try to practice English as much as we can so that we are able to use it without too much trouble.

We should not worry too much about which kind of English to learn or which is "better"—American English, or British English. Both kinds are used by millions of educated people and it is foolish to try and decide which is "better". Have you ever watched English and American people talking to one another? If you have you will see that they have very little trouble understanding each other, and they do not worry about who speaks "better" English.

Dialects are always a problem

in every language and they are a problem in English (and Thai too), but educated people have little or no trouble in speaking English to each other and it does not matter if they come from Chicago, Toronto, Sydney, Auckland, Cape Town, Dublin or Oxford. Of course, if they start to speak slang and dialect, then it is difficult, but usually educated people do not talk in slang or in dialect.

When we learn English, then we should try to practice it as much as we can, we should try to speak it often, we should use it as much as we can. If we do this, then we shall be able to join the hundreds of millions of people who use English as the language of international communication.

II. Do the following things.

a. Answer these questions.

1. How is English used as a means of international communication?
2. Why is it that English is so important, even though it is not the language which is spoken by the greatest number of people?
3. How has jet travel made it more necessary to know English?
4. When would you find it necessary to use English in Thailand?

b. Give the complete meaning of each of the following expressions from the passage.

1. "all of them" in "all of them living on a small island....."
2. "it" in "but it was not spoken outside of Britain".
3. "In those days" in "In those days French, Italian and Spanish were....."
4. "especially India" in "parts of Africa and Asia (especially India), many....."
5. "Both kinds" in "Both kinds are used by millions....."
6. "If you have" in "If you have, you will see that....."
7. "they" in "You will see that they have very little trouble....."
8. "they" in "and they are a problem in English....."
9. "and Thai too" in "a problem in English (and Thai too), but educated....."
10. "If we do this" in "If we do this, then we shall be able to join....."

## D. WRITING

I. Fill out the information asked for in the following.

(1) Full Name.....
(Surname) (First name) (Middle initial)

(2) Address.....
(Street and no.) (City and province)

(3) Age.....

(4) Date of Birth.....

(5) Place of Birth.....

(6) Nationality.....

(7) Sex.....
(male; female)

(8) Marital Status.....
(single; married; divorced; widowed)

(9) Father's Name.....

Address.....

Place of Employment.....

(10) Mother's Name.....

Address.....

Place of Employment.....

(11) Educational Background.....

(a) Highest grade completed.....

(b) Place.....

(c) Date completed.....

(d) Special activities in school (clubs, sports, etc.).....

.....

(12) Experience.....

(a) Employment.....

(b) Dates.....

(c) Other experience (please list).....

.....

.....

.....

(13) Special Interests, Skills or Training (hobbies, typing, languages, etc.) (Please list).

.....

.....

.....

.....

(14) References. Give names and addresses of two persons who are not relatives.

1.....

2.....

II. Imagine that you are applying for a job when you leave school. Here is the sort of letter you might write. You should copy out the following letter and fill in the blank spaces yourself.

Dear Sir,

I would like to apply for the position of.....with your company, and in support of my application, I would like to submit the following information regarding myself and my qualifications.

My name is (first name)....(family name)...., and I was born on (day).... (month)....(year).....at..... I am of Thai nationality. I was educated at..... .....School where I finished my primary education. After I completed my primary education I went to.....School where I completed.....years of secondary education. I passed the Matayom.....examination in....(month).... (year)....taking the following subjects:....., ....., ....., ....., ....., ..... and .....

I have very good handwriting and have always been able to spell correctly. I can read, write and speak English, although I have not had much opportunity to practice my English with English-speaking persons. However, I have always been very interested in speaking English as much as I can and hope to be able to speak English in any job in which I am employed. I enjoy working in an office and sometimes I have helped my uncle in his office when I had some free time.

I am anxious to secure a good job and will make full use of any opportunity which may be given to me.

I am not very experienced but I have a good education and I am not afraid of hard work.

Hoping that this application meets with your favorable consideration and hoping to hear from you soon.

Yours faithfully,

(.....)

## E. SPEAKING PRACTICE

Here are some questions which you might be asked in an interview. Answer them.

1. What is your surname?
   family name?
   last name?
   first name?
   given name?
   full name?
2. Where do you live?
   What is your address?
3. How old are you?
4. When were you born?
   What is your date of birth?
5. Where were you born?
6. Are you single or married?
7. Are your parents still living?
   Do you live with your parents?
   What is your father's name?
   What is your mother's name?
8. Have you completed your secondary education?
   Matayom Suksa 3 education?
   Matayom Suksa 5 education?
   Do you have a school-leaving certificate?
9. Have you ever been employed?
   What kind of work have you done?
10. What special skills do you have?
11. What languages do you know?
12. What interests or hobbies do you have?

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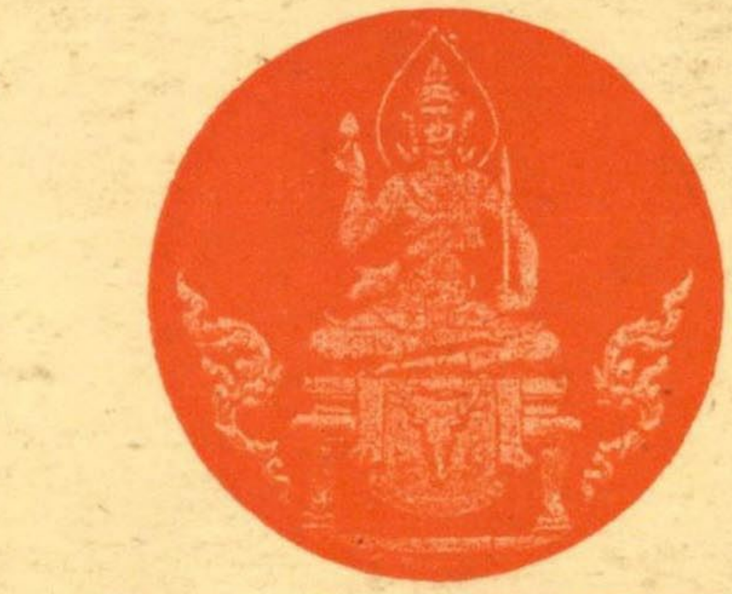

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