เอกสารคำสอน

บันทึกการบรรยายภาษาอังกฤษ MCU ๐๐๐๓

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ประจำปีการศึกษา ๒๕๖๙

โดย.... รศ.ดร. สุรพงษ์ คงสัตย์

ประธานหลักสูตร สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครราชสีมา

Hour 1 - MCU003

Time: 09.00-11.00 A.M. TO 13.00-15.00 P.M.

.1. Greeting-General Speaking

Hello there! 👋 It's great to connect with you. Whether you're just starting to learn English or looking to improve your fluency, I'm here to help you practice, learn new phrases, and have fun conversations. Here are a few friendly greetings you can use in English:

- **"Hi!"** – Very casual and common.
- **"Hello!"** – A bit more formal but still friendly.

- **"Good morning!"** – Use this before noon.
- **"Good afternoon!"** – Use this after noon until evening.
- **"Good evening!"** – Use this in the evening.
- **"How are you?"** – A polite way to ask how someone is doing.

Want to practice a short conversation or learn some useful phrases for travel, work, or daily life? Just let me know your goals and I'll tailor everything to your level and interests!

2. SWOT

How do you do about English Language before you learn English ?

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It's a strategic planning tool used to evaluate these four aspects of a business, project, or personal goal. Here's a breakdown of what each part means:

💪 Strengths (Internal)

- These are the positive attributes *within* your organization or yourself.
- Examples: strong brand reputation, skilled workforce, unique technology.

□ Weaknesses (Internal)

- These are areas that need improvement or pose challenges.
- Examples: limited resources, outdated systems, lack of expertise.

🌟 Opportunities (External)

- These are favorable external factors that could be leveraged.
- Examples: emerging markets, new technologies, changes in regulations.

⚠□ Threats (External)

- These are external risks or obstacles that could negatively impact success.
- Examples: economic downturns, increased competition, changing customer preferences.

📊 Why Use SWOT?

- Helps in **strategic decision-making**
- Identifies **competitive advantages**
- Reveals **areas for growth or caution**
- Useful for **business planning**, **marketing**, **personal development**, and more

***Would you like to try creating a SWOT analysis for a business idea or personal goal? I can guide you through it step by step!**

3. **Words and Sentences**

The Meaning and Importance of Words in Learning English

Words are the basic units of language that carry meaning. They are used to express ideas, thoughts, feelings, and information. In English, words are the foundation of communication because they help people understand and interact with one another.

The importance of words in learning English cannot be overstated.

First, vocabulary is essential for developing the four main language skills: listening, speaking, reading, and writing. The more words learners know, the better they can understand conversations, read texts, express their ideas, and write effectively.

Second, learning words helps improve communication. A strong vocabulary enables learners to speak more clearly, accurately, and confidently in different situations, such as at school, at work, or while traveling.

Finally, words are the building blocks of sentences. By understanding the meaning and proper use of words, learners can create correct sentences and communicate their messages more effectively.

In conclusion, words are the foundation of the English language. Expanding vocabulary is one of the most important steps toward improving English proficiency and becoming a confident communicator.

For-Example :

1. Form sentences with meanings by choosing the correct phrase for each word.

Rent __ a car __.

Change __ your mind __.

Apologize __ for being late __.

Take __ a picture __.

2. Choose the opposite for the following phrases.

To do it alone ☐ To put your heads together

To cry ☐ To laugh

To shout ☐ To whisper

To refuse ☐ To agree

3. Rewrite the following sentence as a question.

Example: You like cake.

Do you like cake?

-Steven tries very hard to please his wife.

Answer Does Steven try very hard to please his wife?

9. Complete the following sentence with the present continuous version of one of the verbs below. ask, babysit, drink, have, plan, talk

We __are having__ dinner at the restaurant.

Conclusion

WORDS ------- Noun

As Computer, Phone, Pin, Rat, Station, Mr. Tom, Student, Monk, Layman, Woman etc.

------- Pronoun

As I, We, You, He, She, It, They etc.

------- Verb

As sleep, Come, eat, Jump, see, look for, sit etc.

------- Adverb

As Fast, Slow, down, quickly etc.

------- Adjective

As Old, green, thin, fat, back etc.

------- Preposition

As of, in, at, to, for, on, with etc.

------- Conjunction

As and, but, so, or, until, because etc.

------- Interjection

As Oh..!, Wow..!, What is that?..! etc.

SENTENCES

BASIC PATTERN

1. S+V+…

-He sleeps.

-Somsri comes here.

2. S+V+N+…

-I am a monk.

-We see polices.

3. S+V+Adv.+…

-The woman walks slow.

-A car runs very fast.

4. S+V+Adj.+…

-The dogs are so big.

-Boys were very fat.

5. S+V+O+…

-The men play the football.

-I hit my sister.

6. S+V+Predicate+…

-University was built in the city.

-Students stay in the university.

7. S+V+O+Predicate+…

-My farther kill that cat in house.

-Teachers must teach students at school.

TENSE 12

***Present Simple Tense**

1. S+V1+…

-He sleeps.

*Present Continuous Tense

2. S+is,am,are+V1-ing+…

-He is sleeping.

*Present Perfect Tense

3. S+has,have+V3+…

-He has slept.

*Present Perfect Continuous Tense

4. S+has,have+been+V1-ing+…

-He has been sleeping.

---

*Past Simple Tense

5. S+V2+…

-We looked for some pens in the class.

*Past Continuous Tense

6. S+was,were+V1-ing+…

-We were looking for some pens in the class.

*Past Perfect Tense

7. S+had+V3+…

-We had looked for some pens in the class.

*Past Perfect Continuous Tense

8. S+had+been+V1-ing+…

-We had been looking for some pens in the class.

---

*Future Simple Tense

9. S+will/shall+V1+…

-She and I will make that home next year.

*Future Continuous Tense

10. S+will/shall+be+V1-ing+…

-She and I will make that home next year.

*Future Perfect Tense

11. S+will/shall+have+V3+…

-She and I will make that home next year.

*Future Perfect Continuous Tense

12. S+will/shall+have+been+V1-ing+…

-She and I will make that home next year.

Hour 2 - MCU003

Time: 09.00-11.00 A.M. TO 13.00-15.00 P.M.

Read and Answer

1. Fill in the blank space in the sentence with the present perfect tense of the verb in parentheses.

-I've always __....__ he was a very touchy person. (think)

2. Complete the following sentences by choosing the correct verbs in the present continuous tense.

-Steven __....__ lobster and crab, and I am drinking white wine with my fish. (eat)

-We __....__ dinner at the restaurant. (have)

3. Complete the following sentences by choosing the correct verbs in the simple present tense.

-This water __....__ lots of minerals.

-What does this word __....__? I don't understand Spanish.

-I hope he won't take it badly. No, I don't __....__ so.

4. Choose the correct synonyms for the following words.

Outside ☐ Outdoors

Famous ☐ Known

Favorite ☐ Preferred

Positive ☐ Optimistic

Loyal ☐ True

5. Form new sentences in the passive voice based on the provided sentences.

The agent is unknown and can be dropped.

Somebody fired the captain.

The captain __ was fired __.

Somebody killed the owner of the boat.

The owner of the boat __ was killed __.

Somebody sold the boat.

The boat __ was sold __.

Overview: Reading Skill

Skimming and Scanning in Reading

Skimming and **scanning** are two important reading techniques that help readers understand texts more efficiently. They are especially useful for students learning English because they save time and improve reading comprehension.

1. Skimming

Skimming is the process of reading a text quickly to get the **main idea** or the general meaning without reading every word. Readers usually focus on the title, headings, introduction, topic sentences, and conclusion.

Purpose of Skimming:

- To understand the overall idea of a text.
- To decide whether the text is relevant.
- To prepare for more detailed reading.

Example:
A student skims a newspaper article by reading the headline and the first sentence of each paragraph to understand what the article is about.

2. Scanning

Scanning is the process of reading a text quickly to find **specific information** without reading the entire passage carefully. Readers look for keywords, numbers, names, dates, or other details.

Purpose of Scanning:

- To locate specific facts or information.
- To save time when searching for particular details.
- To answer questions quickly.

Example:
A student scans a train timetable to find the departure time of a specific train or scans a dictionary to find the meaning of a word.

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3. Differences Between Skimming and Scanning

Skimming	Scanning
Reads for the main idea	Reads for specific information
Focuses on the overall meaning	Focuses on particular details
Does not read every word	Looks for keywords, names, dates, or numbers
Used before detailed reading	Used when answering specific questions

4. Importance in Reading

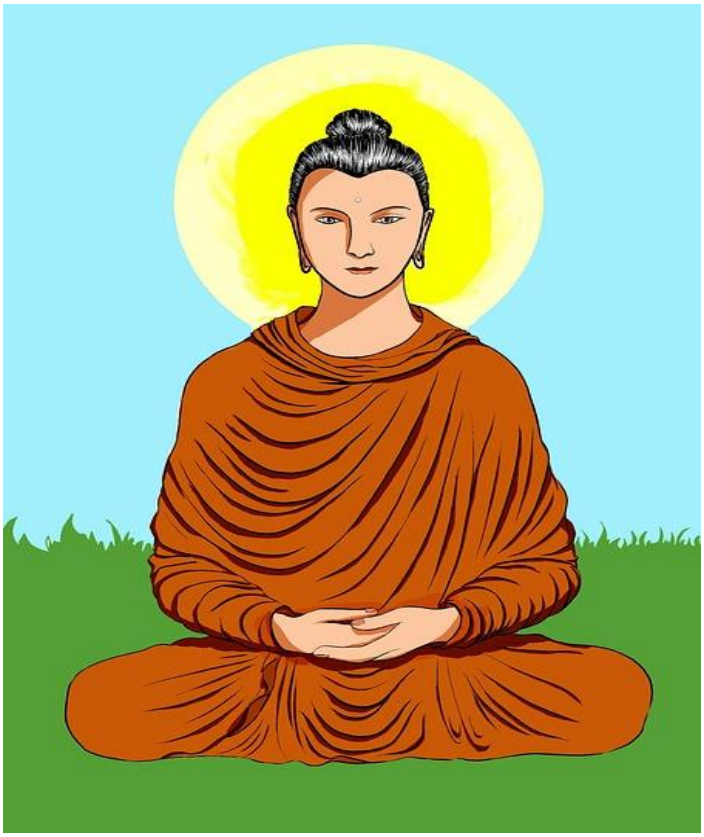
Skimming and scanning are valuable reading strategies because they help learners:

- Read more efficiently.
- Improve reading comprehension.
- Find information quickly.
- Save time during exams and academic reading.
- Become more confident and independent readers.

5. Conclusion

Skimming and scanning are essential reading skills in English. **Skimming** helps readers understand the main idea of a text, while **scanning** helps them locate specific information quickly. Mastering both techniques enables learners to read more effectively and successfully in academic, professional, and everyday situations.

Practice - 1



Monk

A **monk** is a person who dedicates his life to religion, peace, and spiritual practice. Monks often spend their time meditating, studying, and helping others. They teach people about kindness, compassion, and living a simple and meaningful life.

Practice – 2

The Five Precepts

The Five Precepts are the basic moral guidelines in Buddhism. They teach people to live with kindness, honesty, and self-control. By following the Five Precepts, we can create peace for ourselves and others.

1. **Do not kill living beings.**
2. **Do not steal.**
3. **Do not commit sexual misconduct.**
4. **Do not tell lies.**
5. **Do not use alcohol or drugs that cloud the mind.**

"The Five Precepts guide us to live a peaceful, honest, and compassionate life."

Practice – 3

1. Choose the correct verb in the negated future tense for each sentence.

And I will marry you.

And I __ won't marry __ you. (marry)

I will take good care of you.

I __ won't take __ good care of you. (take)

2. Study the provided sentences and choose phrases to form questions or answers that are in the correct context.

Is Billy writing a letter?

Yes, __ Billy is writing a letter __.

Are we taking the car?

No, __ we're not taking the car __.

Randy, are you doing your English exercises?

Yes, __ I'm doing my English exercises __.

Is Laura coming?

No, __ Laura is not coming __.

3. Choose the correct sentence that contrasts to each of the following statements.

-She didn't use to do any sports. ☐ She goes to the gym regularly.

-She used to have a lot of boyfriends. ☐ She's married.

4. Complete the following sentences by choosing the correct continuous verbs.

-She has been __ drinking __ enough water.

-Holly has been __ running __ daily for weeks.

5. Read and listen to the passage to answer the following questions.

Click on the play button below to start listening.

Good morning. How are you today?

I'm all right, but my foot hurts.

What happened?

I hurt it while doing aerobics.

Was that yesterday?

No, the day before. I tried jogging yesterday, but my foot hurt too much. I'm worried that the injury is serious.

It looks okay to me. I don't think it's serious.

Good.

But you have to stay off your foot for the next two weeks. That means no sports: no aerobics, no jogging.

Anything else?

No, that's all. You can do sports again in two weeks. But be careful!

-Where did he hurt?

☐ His foot.

-When did it happen?

☐ Two days ago.

-What should he do?

☐ No sports for two weeks.

Hour 3 - MCU003

Time: 09.00-11.00 A.M. TO 13.00-15.00 P.M.

Read and answer

*Choose the correct endings for each of the sentences.

-I'm going to go to the doctor

☐ because my arm hurts.

-These tablets can make you tired

☐ so you shouldn't drive too far.

1. Simple Sentence

Simple Sentence

A **simple sentence** is a sentence that contains **one independent clause**. It has **one subject** and **one verb**, and it expresses a complete thought. A simple sentence may include an object, adjectives, or adverbs, but it does not contain another independent clause.

Structure

Subject + Verb (+ Object/Complement)

Examples

1. **I study English.**
    - Subject: *I*
    - Verb: *study*
    - Object: *English*
2. **She is a teacher.**
    - Subject: *She*
    - Verb: *is*
    - Complement: *a teacher*
3. **They play football every weekend.**
    - Subject: *They*
    - Verb: *play*
    - Object: *football*
4. **The cat sleeps on the sofa.**
    - Subject: *The cat*
    - Verb: *sleeps*
5. **We enjoy reading books.**
    - Subject: *We*
    - Verb: *enjoy*
    - Object: *reading books*

Key Features of a Simple Sentence

- Contains **one subject** and **one main verb**.
- Expresses **one complete idea**.
- Is easy to understand and commonly used in everyday communication.
- Can be short or long, but it still has only **one independent clause**.

Conclusion

Simple sentences are the foundation of English grammar. Learning how to write simple sentences helps students communicate clearly and correctly before moving on to more complex sentence structures.

2. Compound Sentence

Compound Sentence

A **compound sentence** is a sentence that contains **two or more independent clauses** (complete thoughts). These clauses are joined by a **coordinating conjunction** (for, and, nor, but, or, yet, so) or by a **semicolon (;)**.

Each independent clause can stand alone as a complete sentence, but they are connected because the ideas are related.

Structure

Independent Clause + Coordinating Conjunction + Independent Clause

or

Independent Clause ; Independent Clause

Common Coordinating Conjunctions (FANBOYS)

- **F**or – gives a reason
- **A**nd – adds information
- **N**or – presents a negative choice
- **B**ut – shows contrast
- **O**r – gives a choice
- **Y**et – shows an unexpected contrast
- **S**o – shows a result

Examples

1. **I studied hard, and I passed the exam.**
    - Clause 1: *I studied hard.*
    - Clause 2: *I passed the exam.*
2. **She was tired, but she finished her homework.**

    - Contrast between two ideas.
3. **We can stay at home, or we can go to the park.**
    - Offers a choice.
4. **It was raining, so we stayed inside.**
    - Shows a cause and result.
5. **Tom likes coffee; Mary prefers tea.**
    - Two related ideas joined with a semicolon.

Key Features of a Compound Sentence

- Contains **two or more independent clauses**.
- Each clause has its own **subject** and **verb**.
- The clauses are connected by a **coordinating conjunction** or a **semicolon**.
- Expresses two or more closely related ideas in one sentence.

Simple Sentence vs. Compound Sentence

Simple Sentence	Compound Sentence
One independent clause	Two or more independent clauses
One complete idea	Two or more related complete ideas
She reads books.	*She reads books, and she writes stories.*

Conclusion

Compound sentences help writers connect related ideas and make their writing more interesting and fluent. Learning to use coordinating conjunctions correctly allows students to express relationships such as addition, contrast, choice, reason, and result more effectively.

3. Complex Sentence

Complex Sentence

A **complex sentence** is a sentence that contains **one independent clause** (a complete thought) and **one or more dependent clauses** (incomplete thoughts). A dependent clause cannot stand alone because it does not express a complete idea. It depends on the independent clause to make complete sense.

Structure

Independent Clause + Dependent Clause

or

Dependent Clause + Independent Clause

Common Subordinating Conjunctions

Dependent clauses usually begin with a **subordinating conjunction**, such as:

- **because** – gives a reason
- **although** – shows contrast
- **if** – expresses a condition
- **when** – indicates time
- **while** – shows simultaneous actions
- **before** – indicates an earlier time
- **after** – indicates a later time
- **since** – gives a reason or time
- **unless** – means "if not"
- **until** – indicates the ending point of an action

Examples

1. **Because I studied hard, I passed the exam.**
    - Dependent Clause: *Because I studied hard*
    - Independent Clause: *I passed the exam.*
2. **She stayed at home because she was sick.**
    - Independent Clause: *She stayed at home.*
    - Dependent Clause: *because she was sick.*
3. **Although it was raining, we played football.**
    - Shows contrast between two ideas.
4. **If you practice every day, you will improve your English.**
    - Expresses a condition.
5. **When the teacher arrived, the students became quiet.**
    - Indicates the time of the action.

Key Features of a Complex Sentence

- Contains **one independent clause** and **at least one dependent clause**.
- Uses **subordinating conjunctions** to connect ideas.
- Shows relationships such as **time, reason, condition, contrast,** or **purpose**.
- Makes writing more detailed and meaningful.

Simple, Compound, and Complex Sentences

Sentence Type	Structure	Example
Simple	One independent clause	*She reads books.*
Compound	Two independent clauses	*She reads books, and she writes stories.*
Complex	One independent clause + one or more dependent clauses	*Because she loves reading, she reads books every day.*

Conclusion

Complex sentences help writers explain ideas more clearly by showing relationships between different parts of a sentence. By using dependent clauses and subordinating conjunctions correctly, students can make their English writing more natural, fluent, and effective.

4. Compound and Complex Sentence

Compound–Complex Sentence

A **compound–complex sentence** is a sentence that contains **at least two independent clauses** and **at least one dependent clause**. It combines the features of both **compound sentences** and **complex sentences**, allowing writers to express multiple related ideas in one sentence.

Structure

Independent Clause + Coordinating Conjunction + Independent Clause + Dependent Clause

or

Dependent Clause + Independent Clause + Coordinating Conjunction + Independent Clause

Key Components

- **Independent Clause** = A complete thought that can stand alone.
- **Dependent Clause** = An incomplete thought that depends on an independent clause.
- **Coordinating Conjunction** = *for, and, nor, but, or, yet, so (FANBOYS)*

- **Subordinating Conjunction** = *because, although, if, when, while, since, before, after, unless*, etc.

Examples

1. **Although it was raining, we went to the park, and we enjoyed the fresh air.**
   - Dependent Clause: *Although it was raining*
   - Independent Clause 1: *We went to the park.*
   - Independent Clause 2: *We enjoyed the fresh air.*
2. **I wanted to go shopping, but I stayed home because I had homework.**
   - Independent Clause 1: *I wanted to go shopping.*
   - Independent Clause 2: *I stayed home.*
   - Dependent Clause: *because I had homework.*
3. **When the teacher entered the classroom, the students became quiet, and the lesson began.**
   - Dependent Clause: *When the teacher entered the classroom*
   - Independent Clause 1: *The students became quiet.*
   - Independent Clause 2: *The lesson began.*
4. **She studies hard because she wants to succeed, and her parents are very proud of her.**
   - Independent Clause 1: *She studies hard.*
   - Dependent Clause: *because she wants to succeed*
   - Independent Clause 2: *Her parents are very proud of her.*
5. **If you practice English every day, your speaking will improve, and you will become more confident.**
   - Dependent Clause: *If you practice English every day*
   - Independent Clause 1: *Your speaking will improve.*
   - Independent Clause 2: *You will become more confident.*

Comparison of Sentence Types

Sentence Type	Structure	Example
Simple	One independent clause	*She reads books.*
Compound	Two or more independent clauses	*She reads books, and she writes stories.*
Complex	One independent clause + one or more dependent clauses	*Because she loves reading, she reads books every day.*
Compound–Complex	Two or more independent clauses + one or more dependent clauses	*Because she loves reading, she reads books every day, and she writes stories on weekends.*

Key Features of a Compound–Complex Sentence

- Contains **at least two independent clauses**.
- Contains **at least one dependent clause**.
- Uses both **coordinating conjunctions** and **subordinating conjunctions**.
- Expresses multiple related ideas with clear relationships such as **time, reason, condition, contrast,** or **result**.

Conclusion

Compound–complex sentences are the most advanced of the four basic sentence types. They help writers connect several ideas in a logical and fluent way, making writing more detailed, varied, and sophisticated. Mastering this sentence structure enables learners to produce more effective academic and professional English writing.

Practice-1

Make and Talk the English Sentences from these words.

-Computer : .....

(There are computers in the class.)

-University : .....

(This university is very good.)

-Picture : .....

(Monk's picture is used for praying of life.)

-Book : .....

(Those books are Math and Science.)

-Country : .....

(It is a good country.)

-Thailand : .....

(You and I live in Thailand.)

-Elephant : .....

(The big mountain has elephants.)

-Bus and Van : .....

(Bus and Van can run in this road.)

-Tree : .....

(In the farm has the trees.)

-Water : .....

(Human and animals must have water.)

Practice-2

English Exercise: Fill in the Blanks with *and, but, so,* or *or*

-Instructions: Choose the correct conjunction (**and, but, so, or**) to complete each sentence.

1. I like coffee, _____ I don't like tea.
2. She studied hard, _____ she passed the exam.
3. Tom is kind _____ helpful.
4. Would you like juice _____ milk?
5. It was raining, _____ we stayed at home.
6. My brother can swim, _____ he can't dive.
7. I finished my homework _____ cleaned my room.
8. Hurry up, _____ you will miss the bus.
9. We can watch a movie _____ play a game.
10. Anna was tired, _____ she continued working.
11. My father cooks _____ my mother washes the dishes.
12. The weather was cold, _____ we wore jackets.
13. Do you want to read a book _____ listen to music?
14. Jack is young, _____ he is very responsible.
15. Sarah bought apples _____ bananas at the market.
16. I wanted to go outside, _____ it was too hot.
17. You should study hard, _____ you can get good grades.
18. We arrived early, _____ we found good seats.
19. He doesn't like cats, _____ he loves dogs.
20. Take an umbrella, _____ it might rain later.

Answer Key

1. **but**
2. **so**
3. **and**
4. **or**
5. **so**
6. **but**
7. **and**
8. **or**
9. **or**
10. **but**
11. **and**
12. **so**
13. **or**
14. **but**

15.**and**
16.**but**
17.**so**
18.**so**
19.**but**
20.**or**

Practice-3

English Exercise: Prepositions (30 Questions)

Instructions: Choose the correct preposition (**in, on, at, by, with, for, from, to, under, above, behind, between, near, next to, during**) to complete each sentence.

Part 1: Fill in the blanks

1. My birthday is _____ May.
2. The book is _____ the table.
3. She arrives at school _____ 7:30 a.m.
4. We usually travel _____ car.
5. He lives _____ Thailand.
6. I go _____ school every day.
7. This gift is _____ my best friend.

8. The cat is hiding _____ the chair.
9. The picture is _____ the wall.
10. The teacher is standing _____ the students.
11. My house is _____ the supermarket.
12. The bank is _____ the post office and the hospital.
13. I talked to my friend _____ the phone.
14. She comes _____ Japan.
15. We study English _____ two hours every day.
16. The dog is sleeping _____ the bed.
17. There is a lamp _____ the sofa.
18. He works _____ a computer company.
19. The students are sitting _____ the classroom.
20. I will meet you _____ the bus stop.

Part 2: Choose the correct preposition

21. The meeting starts (in / at / on) 9 o'clock.
22. My family goes on vacation (in / during / at) summer.
23. The keys are (under / from / by) the book.
24. She is sitting (next to / from / during) her sister.
25. We have English class (on / at / by) Monday.
26. The bird is flying (above / between / from) the trees.
27. He wrote the letter (with / in / on) a pen.
28. The train comes (from / under / between) Bangkok.
29. They stayed home (during / to / at) the storm.
30. The school is (near / for / with) my house.

Answer Key

1. **in**
2. **on**
3. **at**
4. **by**
5. **in**
6. **to**
7. **for**
8. **under**
9. **on**
10. **in front of / among**
11. **near**
12. **between**

13.**on**
14.**from**
15.**for**
16.**under**
17.**above**
18.**for**
19.**in**
20.**at**
21.**at**
22.**in**
23.**under**
24.**next to**
25.**on**
26.**above**
27.**with**
28.**from**
29.**during**
30.**near**

Note: Prepositions are words that show the relationship between nouns/pronouns and other words in a sentence. They often describe **time, place, direction, position, and relationship**. Learning prepositions helps learners create accurate and natural English sentences.

Hour 4 - MCU003

Time: 09.00-11.00 A.M. TO 13.00-15.00 P.M.

English Listening Skills

English Listening Skills Lessons (Basic Level)

Lesson 1: Listening to Greetings and Introductions

Topic: Hello and Introducing Yourself

Learning Objectives:

Students will be able to:

- Understand basic greetings in English.
- Listen and identify personal information.
- Respond to simple introductions.

Vocabulary

- Hello = สวัสดี
- Good morning = สวัสดีตอนเช้า
- Name = ชื่อ
- Age = อายุ
- Student = นักเรียน
- Teacher = ครู

Listening Text

A: Good morning. My name is Anna. What is your name?
B: Good morning. My name is Tom. Nice to meet you.
A: Nice to meet you, too. Are you a student?
B: Yes, I am. I am a student.

Listening Questions

1. What is the girl's name?
2. What is the boy's name?
3. Is Tom a student?

Answer Key

1. Anna
2. Tom
3. Yes, he is.

Lesson 2: Listening to Daily Activities

Topic: My Daily Routine

Learning Objectives:

Students will be able to:

- Understand simple sentences about daily activities.
- Identify time and activities from listening.

Vocabulary

- Wake up = ตื่นนอน
- Eat breakfast = กินอาหารเช้า
- Go to school = ไปโรงเรียน
- Study = เรียน
- Go home = กลับบ้าน
- Sleep = นอน

Listening Text

My name is Mike. I wake up at 6 o'clock every morning. I eat breakfast and go to school at 7 o'clock. I study English in the afternoon. I go home at 4 p.m. and sleep at 10 p.m.

Listening Questions

1. What time does Mike wake up?
2. What subject does Mike study?
3. What time does Mike sleep?

Answer Key

1. At 6 o'clock.
2. English.
3. At 10 p.m.

Lesson 3: Listening to Shopping Conversations

Topic: Buying Things

Learning Objectives:

Students will be able to:

- Understand simple shopping conversations.
- Listen for prices and items.

Vocabulary

- Buy = ซื้อ
- Price = ราคา
- How much = เท่าไหร่
- Apple = แอปเปิล
- Water = น้ำ
- Dollar = ดอลลาร์

Listening Text

Customer: How much is this apple?
Seller: It is one dollar.
Customer: I would like two apples, please.
Seller: Here you are. Thank you.

Listening Questions

1. What does the customer want to buy?
2. How much is one apple?
3. How many apples does the customer buy?

Answer Key

1. Apples.
2. One dollar.
3. Two apples.

Summary of the 3 Listening Lessons

Lesson	Topic	Main Skill
Lesson 1	Greetings and Introductions	Listening for personal information
Lesson 2	Daily Activities	Listening for time and actions
Lesson 3	Shopping Conversations	Listening for items and prices

Teaching Tip:
Students should listen 2–3 times:
1st time: Listen for the main idea.
2nd time: Listen for details.
3rd time: Check answers and practice speaking.

Lesson 4: Listening to Family Information

Topic: My Family

Learning Objectives:

Students will be able to:

- Understand simple information about family members.
- Identify names and relationships from listening.

Vocabulary

- Family = ครอบครัว
- Father = พ่อ
- Mother = แม่
- Brother = พี่ชาย/น้องชาย
- Sister = พี่สาว/น้องสาว
- Live = อาศัยอยู่

Listening Text

My name is Lisa. I live with my family. There are four people in my family. My father is a doctor, and my mother is a teacher. I have one brother. He is a student. We love our family very much.

Listening Questions

1. What is the girl's name?
2. How many people are there in Lisa’s family?
3. What is Lisa’s father’s job?
4. What does Lisa’s brother do?

Answer Key

1. Lisa.
2. Four people.
3. He is a doctor.
4. He is a student.

Lesson 5: Listening to Places and Directions

Topic: Asking for Directions

Learning Objectives:

Students will be able to:

- Understand simple directions.
- Identify places and locations.

Vocabulary

- Where = ที่ไหน

- Bank = ธนาคาร
- Hospital = โรงพยาบาล
- Turn left = เลี้ยวซ้าย
- Turn right = เลี้ยวขวา
- Next to = ถัดจาก/อยู่ข้าง ๆ

Listening Text

A: Excuse me. Where is the bank?
B: The bank is next to the hospital. Go straight and turn left at the corner.
A: Thank you very much.
B: You're welcome.

Listening Questions

1. What place does the person want to find?
2. Where is the bank?
3. What direction should the person go?

Answer Key

1. The bank.
2. It is next to the hospital.
3. Go straight and turn left.

Summary of Additional Listening Lessons

Lesson	Topic	Main Skill
Lesson 4	My Family	Listening for names, relationships, and jobs
Lesson 5	Places and Directions	Listening for locations and instructions

Practice Activity:
Students can listen and repeat each conversation to improve:

- Pronunciation
- Vocabulary recognition
- Speaking confidence
- Everyday communication skills

Hour 5 - MCU003

Time: 09.00-11.00 A.M. TO 13.00-15.00 P.M.

English Speaking skills

English Speaking Practice Lessons (Basic Level) – 10 Lessons

Lesson 1: Greetings and Introductions

Topic: Saying Hello and Introducing Yourself

Learning Objectives:
Students will be able to:

- Greet others in English.
- Introduce their name and basic information.

Useful Expressions

- Hello. / Hi.
- Good morning.
- My name is _____.
- Nice to meet you.
- How are you?

Speaking Practice

A: Hello. My name is Anna. What is your name?
B: My name is Tom. Nice to meet you.
A: Nice to meet you, too.

Activity:
Students practice introducing themselves to classmates.

Lesson 2: Talking About Yourself

Topic: Personal Information

Learning Objectives:
Students will be able to talk about themselves.

Useful Expressions

- I am _____ years old.
- I am from _____.
- I am a student.
- I like _____.

Speaking Practice

A: How old are you?
B: I am 15 years old.
A: Where are you from?
B: I am from Thailand.

Activity:
Students introduce themselves in front of the class.

Lesson 3: Talking About Family

Topic: My Family

Learning Objectives:
Students will be able to describe family members.

Vocabulary

- Father
- Mother
- Brother
- Sister

Useful Expressions

- This is my father.
- I have one brother.
- My mother is a teacher.

Speaking Practice

A: How many people are in your family?
B: There are four people in my family.

Activity:
Students talk about their own family.

Lesson 4: Talking About Daily Activities

Topic: My Daily Routine

Learning Objectives:
Students will be able to describe daily activities.

Vocabulary

- Wake up
- Eat breakfast
- Go to school
- Study
- Sleep

Useful Expressions

- I wake up at 6 o'clock.
- I go to school every day.

Speaking Practice

A: What time do you get up?
B: I get up at 6 a.m.

Activity:
Students describe their daily schedule.

Lesson 5: Talking About Hobbies

Topic: Free Time Activities

Learning Objectives:
Students will be able to talk about their interests.

Vocabulary

- Read books
- Play games
- Listen to music
- Watch movies

Useful Expressions

- I like _____.
- My hobby is _____.
- I enjoy _____.

Speaking Practice

A: What is your hobby?
B: My hobby is reading books.

Activity:
Students interview classmates about hobbies.

Lesson 6: Talking About Food

Topic: Favorite Food and Drinks

Learning Objectives:
Students will be able to order and talk about food.

Vocabulary

- Rice
- Noodles
- Fruit
- Water
- Juice

Useful Expressions

- I like _____.
- My favorite food is _____.
- I would like _____, please.

Speaking Practice

A: What food do you like?
B: I like noodles.

Activity:
Students discuss their favorite food.

Lesson 7: Shopping Conversation

Topic: Buying Things

Learning Objectives:
Students will be able to communicate in a simple shopping situation.

Useful Expressions

- How much is it?
- I want to buy this.
- It is expensive.
- Thank you.

Speaking Practice

A: How much is this shirt?
B: It is 200 baht.
A: I will take it.

Activity:
Role-play as a customer and a seller.

Lesson 8: Asking for Directions

Topic: Finding Places

Learning Objectives:
Students will be able to ask and give directions.

Vocabulary

- Bank
- School
- Hospital
- Market

Useful Expressions

- Where is the _____?
- Go straight.
- Turn left.
- Turn right.

Speaking Practice

A: Excuse me. Where is the bank?
B: Go straight and turn left.

Activity:
Students practice giving directions using a map.

Lesson 9: Talking About Weather

Topic: Weather Conditions

Learning Objectives:
Students will be able to describe the weather.

Vocabulary

- Sunny
- Rainy
- Cloudy
- Hot
- Cold

Useful Expressions

- How is the weather today?
- It is sunny.
- It is very hot.

Speaking Practice

A: How is the weather today?
B: It is sunny and hot.

Activity:
Students describe today's weather.

Lesson 10: Making Plans

Topic: Future Activities

Learning Objectives:
Students will be able to talk about simple plans.

Useful Expressions

- What are you going to do?
- I am going to _____.
- Let's _____.
- See you tomorrow.

Speaking Practice

A: What are you going to do this weekend?
B: I am going to visit my friend.

Activity:
Students practice making weekend plans.

Summary of 10 Speaking Lessons

Lesson	Topic	Speaking Skill
1	Greetings	Introducing yourself
2	Personal Information	Talking about yourself
3	Family	Describing people
4	Daily Routine	Talking about activities
5	Hobbies	Expressing interests
6	Food	Talking about preferences
7	Shopping	Everyday conversation
8	Directions	Asking for information
9	Weather	Describing situations
10	Making Plans	Future communication

Teaching Suggestion:
Each lesson can follow this pattern:

1. Learn vocabulary (10 minutes)
2. Practice useful expressions (15 minutes)
3. Pair speaking practice (15 minutes)
4. Present in front of class (10 minutes)

******* Thank you very much. *******