

# ENGLISH

*for*

**Media**

*and*

**Communication**



Student Book  
Second Edition

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## Introduction and Overview

### of the Second Edition

This *English for Media and Communication* is a language course intended for intermediate to advanced students who wish to enhance their English language skills utilizing Digital Media in communication. The main goal of the course is to reinforce the Basic English language communication skills learned by students from the general English courses.

This learning material consists of Teacher's Manual, Student book and video clips. There are 5 Units of discussion and 5 task or presentation to accomplish in order to complete this course. In addition, each of the 5 units presents 100 vocabulary, language focus and practices, writing tasks, speaking exercises and supplemental self-study activities. Tasks and homework are designed to address the development of all English language skills primarily in speaking, and subsequently in writing, listening, pronunciation, grammar and reading comprehension.

### General Weekly Schedule

Week 1	Orientation about the course and Introduction of the course material
Week 2	Unit 1 – My Life's Story – Discussion
Week 3	Skills presentation – My Story
Week 3	Unit 2 – Let's make Ads
Week 4	Skills presentation – Advertisement
Week 5	Unit 3 – Let's do Interview
Week 6	Skills presentation – Interview
Week 7	Unit 4 – Latest News
Week 8	Skills presentation – News Reporting
Week 9	Unit 5 – Let's have a Meeting
Week 10	Skills presentation – Online Mock meeting
Week 11	Skills evaluation – Grammar, Listening, Interview
Week 12	Skills evaluation/Exam review
Week 13	Final Test

### Unit Overview and Time Allocation

Contents	Time Allotted (110 minutes)
<b>A.</b> Warm-up/ Test	15 minutes
<b>B.</b> Vocabulary and pronunciation	10 minutes
<b>C.</b> Reading comprehension	10 minutes
<b>D.</b> Listening Exercise	10 minutes
<b>E.</b> Language Focus and practice	35 minutes
<b>F.</b> Writing exercise	10 minutes
<b>G.</b> Speaking exercise	15 minutes
<b>H.</b> Homework writing	} 5 minutes (Announcement)
<b>I.</b> Homework speaking	
<b>J.</b> Vocabulary assignment	
<b>K.</b> Supplemental activity Student's notes	Self-study (Student pace)

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# Unit One

## MY LIFE'S STORY

### OBJECTIVES:

At the end of this unit, students will be able to:

- ◆ Write a personal narrative using narrative tenses and sequencing words in a weblog.
- ◆ Pronounce the vocabulary words correctly and know their meaning.
- ◆ Improve their speaking in using sequencing words through individual presentation.
- ◆ Practice reading comprehension skills through reading passages.
- ◆ Improve their listening skills from watching video and note taking.
- ◆ Tell their story with the aid of multi-media technology.

### A. WARMING UP



Can you identify what memorable moments in the photos all about?

Do you recall some memorable highlights in your life? Can you share it to the class?

### B. VOCABULARY and PRONUNCIATION

Match the word with the correct definition. Write the letter from column B in the blank before each word in column A .

**A**

- \_\_\_\_\_ 1. Stance (n)
- \_\_\_\_\_ 2. Gallery (n)
- \_\_\_\_\_ 3. Blog (n)
- \_\_\_\_\_ 4. Unique (adj)
- \_\_\_\_\_ 5. Trait (n)
- \_\_\_\_\_ 6. Notion (n)
- \_\_\_\_\_ 7. Kin (n)
- \_\_\_\_\_ 8. Highlight (n)
- \_\_\_\_\_ 9. Profile (n)
- \_\_\_\_\_ 10. Narrative (n)

**B**

- a. Member of the family
- b. Special in some way
- c. Story or a description of a series of events
- d. A short description of someone's life
- e. Emphasize something important
- f. A belief or idea
- g. An exposition of images attached to a post in a blog
- h. A way of thinking about something
- i. An online journal, diary, or serial published by a person or group of people.
- j. A particular characteristic that can produce a particular type of behavior

**C. READ and UNDERSTAND** Read the passage and answer the questions below.

Who are you? Is a typical question and so easy to answer. You may say your name, nickname, where you come from, what school you went to, and the hobbies you like. However, making a story about your life is another thing. In the field of the study of human behavior, there is a term "Narrative Psychology". Read the article below to understand the meaning of this term.



"**Narrative psychology**" refers to a viewpoint or a stance within psychology which is interested in the "storied nature of human conduct", how human beings deal with experience by constructing stories and listening to the stories of others. Those studying narrative psychology are challenged by the notion that human activity and experience are filled with "meaning" and that stories, rather than logical arguments or lawful formulations, are the vehicle by which that meaning is communicated. (Hevern, 2004)

Researchers in the field of narrative psychology found that people have a natural affinity for stories. We learn facts better if they are part of a story rather than in a list, and we find legal arguments more convincing if they are in narrative form rather than based on legal precedent. Interestingly, however, people generally do not see themselves as part of an overall story until they are in their late teens -- younger children tend to see themselves in terms of a collection of stable traits, states author Benedict Carey in the article, "This is Your Life (and How You Tell It)," published on the "The New York Times" website. (Jefferys, 2017)

**Answer the following questions based on the readings.**

1. Study in narrative psychology is interested in \_\_\_\_\_.
2. According to psychologist, people have natural attraction for \_\_\_\_\_.
3. How do we learn facts better? \_\_\_\_\_.
4. Psychologists suggest that human activity and experience are filled with \_\_\_\_\_.

**D. WATCH and LISTEN**

Watch and listen to the video on how to write a personal narrative. Take note of the important things to include in writing your story.

Source: [www.youtube.com/watch?v=5Y\\_fxQ\\_52pk](http://www.youtube.com/watch?v=5Y_fxQ_52pk)

**What are the important things to include in writing a draft?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## E.1 LANGUAGE FOCUS

## a. Sequencing words

A group of words that can help us show array in our language are “**sequencing words.**” They are very useful in writing, speaking or giving presentations in meetings or other situations. *Sequence words* help organize stories or narratives. They tell you what comes next. They help identify when an event or story starts (*beginning*), when a new event is taking place (*middle*), and when a story or narrative ends (*closing*).

See examples of words and phrases in the table below:

Beginning	Middle	Closing
First	Second, Third, etc	Finally
Today	Next	To close
Initially	Then	Last, lastly
To start with	Soon	Eventually
Long time ago	After, afterwards	In the end
In the beginning	Right after	Ultimately
Once upon a time	Meanwhile	Last of all
Many years ago	Suddenly	In closing
Nowadays	Later (on)	
Let me start with	Subsequently	
	Currently	
	During this time	

\*For additional information and help in using the sequencing words, click this link of the website or copy and paste the link in your browser: <https://www.engvid.com/english-writing-sequencing-first-next-finally/>

Example of a personal narrative using sequencing words:

### A CONFERENCE IN CHICAGO

“Last week I visited Chicago to attend a business conference. While I was there, I decided to visit the Art Institute of Chicago. To start off with, my flight was delayed. Next, the airline lost my luggage, so I had to wait for two hours at the airport while they tracked it down. Unexpectedly, the luggage had been set aside and forgotten. As soon as they found my luggage, I found a taxi and rode into town. During the ride into town, the driver told me about his last visit to the Art Institute. After I had arrived safely, everything began to go smoothly. The business conference was very interesting, and I enjoyed my visit to the Art Institute a lot. Finally, I caught my flight back to Seattle.” (Beare, 2017)



## E.2 LANGUAGE PRACTICE

Choose the best sequencing word to fill the blanks in the passage. Select your answers from the choices below.



In constructing a dog house, 1. \_\_\_\_\_, you should design the dog house before you begin to build. 2. \_\_\_\_\_, procure the materials to be used. 3. \_\_\_\_\_ you should start with the floor. 4. \_\_\_\_\_, you build the walls. 5. \_\_\_\_\_, you can build a roof.

Choices:

- |               |               |            |             |
|---------------|---------------|------------|-------------|
| 1. a. first   | b. next       | c. then    | d. last     |
| 2. a. Last    | b. First      | c. Thirdly | d. Next     |
| 3. a. Second  | b. Last       | c. Then    | d. Finally  |
| 4. a. Finally | b. After that | c. Today   | d. To end   |
| 5. a. Later   | b. Finally    | c. Next    | d. Suddenly |

## E.3 GRAMMAR FOCUS

## Narrative Tenses

## a. Simple Past tense

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. (*Education First, 2018*)

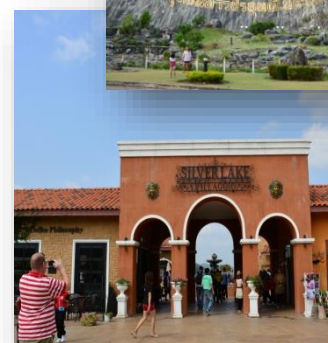
Examples:

- Amerigo Vespucci explored South America in 1499.
- We went to Silver Lake last year.

## Usage in the sentences:

1. Something that happened once in the past:
  - I **met** my girlfriend in 1983.
  - They **got** home very late last night.
2. Something that happened again and again in the past:
  - When I was a boy I **walked** a mile to school every day.
  - We **swam** a lot while we were on summer holiday.
  - They always **enjoyed** visiting their grandparents' farm.
3. Something that was true for some time in the past:
  - I **lived** abroad for ten years.
  - He **enjoyed** being a student.
  - She **played** a lot of dolls when she was younger.
4. We often use phrases with ago with the past tense:
  - I **met** my former professor three days ago. (*Adopted from British Council, 2018*)

Note: To use **ago** in a sentence it should be placed after the given period of time: *a week ago, five years ago, a minute ago.* (*Adapted from British Council, 2017*)





**b. Past Continuous (Progressive) tense**

The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past. (*Education First, 2018*)

The sentences are formed using the past tense of verb “to be” (was, were) adding the “-ing” to the base verb. (was/were + verb + ing)

Examples:

- I was walking home when the rain started to fall. (was + walk + ing)
- We were talking on the phone while I was driving last night. (were + talk + ing)

**Usage in the sentences:**

1. Something that was happening repeatedly
  - They *were arguing* after every game.
  - I *was studying* English every day during the whole summer.
2. Something that happened before and after a particular time.
  - It was midnight and I *was still writing* my homework.
  - On holiday they *were shopping* at the mall.
3. Something continued for sometime.
  - The dog *was barking*.
  - Everyone *was screaming*.
4. The verb which show changes
  - Your English *was improving*.
  - Walailak *was changing* quickly.



Photo Challenge! Create a sentence using any of the narrative tenses learned in this unit.

**c. Past Perfect tense**

This form of the verb refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first. (*Education First, 2018*)

The sentences are formed using the past tense of verb “had” adding the past simple form of the base verb. (had + simple past)

Examples:

- Fortunately, I had saved my work before the laptop broke.
- We had started the meeting when they arrived.

**d. Past Perfect Continuous tense**

Refers to a time earlier than 'before now'. This tense corresponds to the present perfect continuous tense. The sentences are formed by using “*had been*” and adding “*ing*” to the base verb. (had been + verb + ing)

Examples:

- Messi is a famous football player. He had been playing football since he was young. (had been + play + ing)
- He had been composing songs even until he died. (had been + compose + ing)

(adapted from British Council, 2018)

**Practice time:** Take a look back at the narrative above, “A Conference in Chicago”. Underline or mark all the narrative verbs you can find.

**F. WRITING EXERCISE**

Write at least 5 highlights of your life as far as you can remember, since you were born up to the present. You can include some stories and testimonies about you as related by your parents, uncles and aunties or any relative. Organize your sentences in a sequence in the space provided below. Use the sequencing terms and the narrative tenses learned in this unit.

*Example:*

To start with, I was born on 17<sup>th</sup> of September 1995, at ThaSala Hospital, Nakhon Si Thammarat, Thailand. Then, when I was 5 years old we transferred to the Philippines...Finally, I am now working back here in Thailand.



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**G. LET'S TALK**

With your classmate or seatmate, share the story of your life from the sentences you wrote in Section F of this unit. Take turns in telling the story. Prepare to share to the class when requested.

**H. WRITING HOMEWORK**

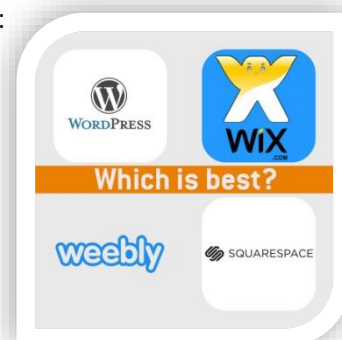
Create a weblog site and write about your personal narrative or experience in a paragraph form of not less than 150 words. Submit the task by sending the link of your weblog to your teacher before the next class session. Basically, it is expected that you will use sequencing and some transition words, and narrative verbs in your story.

Here are some of the lists of free online platforms to create your blogsite:

1. WordPress.org - <https://wordpress.org/>
2. Weebly - <https://www.weebly.com/>
3. Wix - <https://www.wix.com/>
4. Blogger - [https://www.blogger.com/about/?r=1-null\\_user](https://www.blogger.com/about/?r=1-null_user)
5. Tumblr - <https://www.tumblr.com/>

Here are the links to see good examples of weblogs and designs:

1. <https://firstsiteguide.com/examples-of-blogs/>
2. <https://speckyboy.com/20-creative-personal-blog-web-designs/>



**I. PRESENTATION TASK 1 (Individual Task)**

Prepare to give a 3-4 minutes presentation explaining the content of your blog site and your story to the class next meeting.

**J. VOCABULARY PRACTICE/HOMEWORK**

Study and complete and the Vocabulary Unit 1 Set A and Set B in your book. Then, take the weekly vocabulary test assigned online.

**K. SUPPLEMENTAL SELF- LEARNING ACTIVITY**

Make your own story by re-arranging the group of sentences below. Insert sequencing words as part of your story.

**Big Bad Wolf Exaggerated Story (Jumbled)**

(Adapted from the original story of the "The Three Little Pigs")

He went to borrow sugar from a neighbor. He went to the pig with the straw house, sneezed, the house fell, and the pig died. He ate the pig.

Wolf went to the house made of bricks. The pig did not share his sugar, and he insulted the Wolf's granny.

Alexander T. Wolf was making a birthday cake for his granny, but he ran out of sugar.

Alexander T. Wolf introduces himself, and he explains that the real story is all about a sneeze and a cup of sugar. He had a cold, and he could not help it.

The story teller 'jazz up' a story by creating the story of the 'Big Bad Wolf'.

Alexander T. Wolf claims that he was framed. He will go to jail for his crimes, but he still needs to borrow some sugar.

He went to the house made of sticks to borrow sugar. He sneezed, the house fell, and the pig died. He ate the pig.



**My Big Bad Wolf Exaggerated Story**  
(Re-write the above sentences in sequence here)

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## VOCABULARY UNIT 1 Set-A

Terms (POS)		Meaning/Sentence
1	Affinity (n)	
	Sentence:	
2	Array (n)	
	Sentence:	
3	Ashamed (adj)	
	Sentence:	
4	Astonish (v)	
	Sentence:	
5	Awesome (adj)	
	Sentence:	
6	Backtrack (v)	
	Sentence:	
7	Backyard (n)	
	Sentence:	
8	Cranky (adj)	
	Sentence:	
9	Behaviour (n)	
	Sentence:	
10	Black sheep (n)	
	Sentence:	
11	Blogger (n)	
	Sentence:	
12	Blogosphere (n)	
	Sentence:	
13	Celebrate (v)	
	Sentence:	
14	Complication (n)	
	Sentence:	
15	Compliment (n)	
	Sentence:	
16	Creature (n)	
	Sentence:	

17	Curious (adj)	
	Sentence:	
18	Decisive (adj)	
	Sentence:	
19	Descriptive (adj)	
	Sentence:	
20	Diversify (v)	
	Sentence:	
21	Everybody (pro)	
	Sentence:	
22	Exaggerate (v)	
	Sentence:	
23	Formulation (n)	
	Sentence:	
24	Unforgettable (adj)	
	Sentence:	
25	Graduation (n)	
	Sentence:	
26	Granny (n)	
	Sentence:	
27	Structure (n)	
	Sentence:	
28	Appearance (n)	
	Sentence:	
29	Kin (n)	
	Sentence:	
30	Lawful (adj)	
	Sentence:	
31	Climax (n)	
	Sentence:	
32	Meanwhile (adv)	
	Sentence:	
33	Moment (n)	
	Sentence:	

34	Narration (n)	
	Sentence:	
35	Neighbor (n)	
	Sentence:	
36	Organizer (n)	
	Sentence:	
37	Passion (n)	
	Sentence:	
38	Domain Name (n)	
	Sentence:	
39	Personal (adj)	
	Sentence:	
40	Pleased (v)	
	Sentence:	
41	Precedent (n)	
	Sentence:	
42	Prestigious (adj)	
	Sentence:	
43	Moreover (adv)	
	Sentence:	
44	Romantic (adj)	
	Sentence:	
45	Sequencing (n)	
	Sentence:	
46	Subsequently (adv)	
	Sentence:	
47	Typical (adj)	
	Sentence:	
48	Weblog (n)	
	Sentence:	
49	Widgets (n)	
	Sentence:	
50	Youngest (adj)	
	Sentence:	



## VOCABULARY UNIT 1 Set-B

	Terms/POS	Meaning/Sentence
1	Adulthood (n)	
	Sentence:	
2	Ambition (n)	
	Sentence:	
3	Annoy (v)	
	Sentence:	
4	Avatar (n)	
	Sentence:	
5	Bachelor (n)	
	Sentence:	
6	Dashboard (n)	
	Sentence:	
7	Diversion (n)	
	Sentence:	
8	Duration (n)	
	Sentence:	
9	Eldest (adj)	
	Sentence:	
10	Embarrass (v)	
	Sentence:	
11	Enthusiast (n)	
	Sentence:	
12	Eventually (adv)	
	Sentence:	
13	Exasperate (v)	
	Sentence:	
14	Excited (adj)	
	Sentence:	
15	Extrovert (adj)	
	Sentence:	
16	Finish (v)	
	Sentence:	

17	Flowery (adj)	
	Sentence:	
18	Frolic (v)	
	Sentence:	
19	Heartbreak (n)	
	Sentence:	
20	Only Child (n)	
	Sentence:	
21	Hyperlink (n)	
	Sentence:	
22	Identify (v)	
	Sentence:	
23	Inspiring (adj)	
	Sentence:	
24	Introvert (adj)	
	Sentence:	
25	Jealous (adj)	
	Sentence:	
26	Knowledgeable (adj)	
	Sentence:	
27	Look after (v phr)	
	Sentence:	
28	Lovely (adj)	
	Sentence:	
29	Memory (n)	
	Sentence:	
30	Middle (adj)	
	Sentence:	
31	Nephew (n)	
	Sentence:	
32	Niece (n)	
	Sentence:	
33	Plugins (n)	
	Sentence:	

34	Quit (v)	
	Sentence:	
35	Setting (n)	
	Sentence:	
36	Stranger (n)	
	Sentence:	
37	Sturdy (adj)	
	Sentence:	
38	Suspense (n)	
	Sentence:	
39	Thick (adj)	
	Sentence:	
40	Timid (adj)	
	Sentence:	
41	Transfer (v)	
	Sentence:	
42	Treat (v)	
	Sentence:	
43	Uncertainty (n)	
	Sentence:	
44	Undertaking (n)	
	Sentence:	
45	Uniqueness (n)	
	Sentence:	
46	Unlucky (adj)	
	Sentence:	
47	Values (n)	
	Sentence:	
48	Vicinity (n)	
	Sentence:	
49	Widower (n)	
	Sentence:	
50	Youthful (adj)	
	Sentence:	



## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# UNIT 2

## LET'S MAKE ADS

### OBJECTIVES:

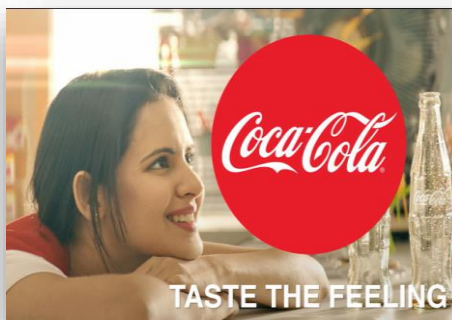
At the end of this unit, students will be able to:

- ♦ Creatively use English catch-phrase in making advertisements.
- ♦ Recognize idioms and understand their meaning.
- ♦ Use idiomatic expressions in speaking and writing.
- ♦ Listen and take down notes while watching the video.
- ♦ Practice their reading comprehension skills.
- ♦ Develop their speaking skills through class presentation.

### A. WARM-UP ACTIVITY

Can you think of any famous advertisement, either local or international? Where do you usually see most of these advertisements?

Look at the following ads below. Read and analyze the displayed catchphrase or tag line. Can you tell why advertisers used such kind of phrases?



### B. VOCABULARY and PRONUNCIATION

Find the synonym of these terms from the words in the box. Write your answer in the spaces after each term:

1. Appealing (adj)	
2. Circulation (n)	
3. Ad (n)	
4. Leaflet (n)	
5. Marketing (n)	
6. Brand (n)	
7. Target (n)	
8. Intrusive (adj)	
9. Endorsement (n)	
10. Rebate (n)	
11. Spread (v)	
12. Catchphrase (n)	

retailing
refund
annoying
type
BROCHURE
Slogan
Advertisement
recommendation
GOAL
Scatter
attractive
distribution

**C. READ and UNDERSTAND**

**ADVERTISING**



“An advertisement is a message—designed by the manufacturer—to persuade consumers to buy his products/services. There are different types of advertising, channelized through different means of mass media. At the end of the day, these messages are meant to give suggestions to consumers, and therefore, they have to be appealing. So manufacturers spend millions of dollars on advertising agencies, which promote their products and services.

The objective of advertising is to help the manufacturer to spread awareness about his products in the market and to educate the consumer about the options available. Today, the advertising industry has become a multi-billion dollar industry, and going by the recent trends, it doesn't seem like its growth is going to cease anywhere in the near future. One of the most important tools of marketing, advertising is the driving factor when it comes to buying and selling of goods and services.

Advertising is important for the consumer as it makes him aware of the various choices that are available. Though we get irritated every time the commercial break starts or every time an Ad pops up while we are surfing, we do go through them religiously when we intend to buy these products. In fact, we would be lying if we say advertisements do not influence our decision. While there is no denying the fact that Ads can be intrusive at times, that should be fine as long as the consumer gets the best options to choose from”. (Adapted from *Marketing Wit*, 2017)

**Answer the following questions from the reading passage above:**

1. How is the advertisement designed for by manufacturers? \_\_\_\_\_.
2. In designing an advertisement, what is an important feature in the message that will encourage the consumer to buy the product? \_\_\_\_\_.
3. What are the two objectives of advertising?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. Is advertising industry a losing business according to the article? \_\_\_\_\_
  - a. Yes
  - b. No
  - c. Not sure
5. Why advertising is important to the consumers?
   
\_\_\_\_\_
   
\_\_\_\_\_
6. Why do you think the article mentioned that advertisements “can be intrusive” sometimes? Can you give an example?



**D. WATCH and LISTEN**

Watch this short video clip. Take note of the product being advertised and the catchphrase used. Then, fill in the table below:

Source:  
<https://www.youtube.com/watch?v=qj4Z-dhZ2Z4>



Tell the name of the product or brand, and write the catchphrase or punch line.

Product/Brand	Catchphrase or punch line
1.	
2.	
3.	

**E. 1 LANGUAGE FOCUS**

**a. English Idioms**

- a group of words that has a special meaning that is different from the ordinary meaning of each separate word. (*Longman Dictionary, 2019*)

So, Idioms are words, phrases, or expressions that are either *grammatically unusual*, or their meaning *cannot be taken literally* or may be just a *metaphorical expression*. Like for example, "*It's raining cats and dogs*". This expression does not mean that cats and dogs are falling from the sky, rather "*it's raining too hard*". The meaning is not obvious from the individual words within the phrase. Learning to use English idioms in everyday conversation is valuable, because the more idioms you know the more you will sound like a native English speaker.

Examples of Idioms and their meaning:

1. ***Hit two birds with one stone***: To produce two useful results by just doing one action
2. ***A piece of cake***: A task that can be accomplished very easily.
3. ***A taste of your own medicine***: When you are mistreated the same way you mistreat others.
4. ***Against the clock***: Rushed and short on time
5. ***In the same boat***: Everyone is facing the same challenges.
6. ***Apple of my eye***: Someone who is cherished above all others.
7. ***Back to square one***: Having to start all over again.
8. ***Beating around the bush***: Avoiding the main topic. Not speaking directly about the issue.
9. ***Don't count your chickens before they hatch***: Don't rely on it until you're sure of it.
10. ***Every cloud has a silver lining***: Be optimistic, even difficult times will lead to better days.

11. **From rags to riches:** To go from being very poor to being very wealthy.
  12. **Hit the hay:** Go to bed or go to sleep
  13. **Face the music:** To accept the unpleasant consequences of one's actions
  14. **In blink of an eye:** Extremely quick
  15. **It takes two to tango:** A two person conflict where both people are at fault.
- (English First, 2018)

## E. 2 LANGUAGE PRACTICE

Find the correct answer in the following Idiomatic expressions:

1. When I told my dad I would be home around 3 am, **"he had a cow"**!
  - a. My dad was really upset.
  - b. My dad is really happy.
  - c. My dad got a baby cow.
2. I never learned how to use a computer, so I lost my job. It's a **"dog-eat-dog world"**.
  - a. Dogs are not allowed in the office.
  - b. Dogs are everywhere in the world.
  - c. Only the strong or the best survive.
3. They are the **"cream of the crop"** in our class. It means \_\_\_\_\_.
  - a. the worst
  - b. the best
  - c. the last
4. Pat: How did you know it's my birthday today?  
 Jerry: Oh, **"a little birdie"** told me!
  - a. Pat told Jerry it is her birthday.
  - b. Jerry told Pat it is her birthday.
  - c. Someone told Jerry about Pat's birthday.
5. If you are **"cool as a cucumber"**, you are \_\_\_\_\_.
  - a. calm
  - b. sleepy
  - c. handsome



## F. WRITING EXERCISE

From the examples of Idioms in E.1, write at least five sentences using any of the listed idioms.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## G. LET'S TALK

Choose a classmate you can work with and create a brief dialogue using any of the idiomatic expressions. You can use also some expressions from the supplemental section at the end of this unit. Present to the class.

Example:

Peter: Why you look so gloomy today?

Johnny: Oh, I'm under the weather since yesterday.

#### H. WRITING HOMEWORK

Write a short promotional essay about Walailak University of not less than 15 sentences. Include an idiom, a catchphrase or punch line in your write-up. You have one week to accomplish this task. Submit your work by creating another page in your blogsite.

#### I. PRESENTATION TASK 2 (Group-Role play)

Form a group of 4-5 members. Prepare a 3-5 minutes advertisement or promotional video on any product or services of your preference. Each member should speak for at least 30 seconds in your role-play. Create your own catchphrase, punchline or tag line in your ads. Be ready to present to the class next session either live or in a video. (Alternative: You can create a promotional video about your university/school)

#### J. VOCABULARY PRACTICE/ HOMEWORK

Complete the vocabulary section Unit 2 Set A and Set B in your book. Take the weekly vocabulary homework test in the online classroom.



**K. SUPPLEMENTAL SELF- LEARNING ACTIVITY**

Match the Idiom to their meaning. Put the letter of the correct meaning in the space (Ans.) which correspond to the Idiomatic expression.

IDIOMS	Ans.	MEANING
Blessing in disguise		a. A way of asking what someone is thinking
Costs an Arm And A Leg		b. Something that ends at the last minute or last few seconds
A penny for your thoughts		c. Very excited and/or joyful, especially when in love
Gut feeling		d. An aggressive attack on someone by a group
Rule of thumb		e. Getting a bad start on a relationship or task
Feeding frenzy		f. To avoid talking
Dry run		g. A rough estimate.
Off on the wrong foot		h. A very tasty food or meal.
Head over heels		i. Something good that isn't recognized at first.
On the same page		j. To remain joyful in a tough situation.
Down to the wire		k. Someone who is having a horrible day.
Hit The Nail on the Head		l. Going above and beyond whatever is required for the task at hand
Let the cat out of the bag		m. To have a dispute with someone.
Finger lickin' good		n. A personal intuition you get, especially when feel something may not be right
Keep your chin up		o. When you complain about a loss from the past
Go the extra mile		p. When multiple people all agree on the same thing
Have an Axe to Grind		q. To share a secret that wasn't supposed to be shared.
Bite your tongue		r. Very expensive. A large amount of money.
Get up on the wrong side of the bed		s. Do something exactly right or say something exactly right.
Cry over spilt milk		t. Rehearsal

(English First, 2018)

## VOCABULARY UNIT 2 Set-A

	Terms/POS	Meaning/Sentence
1	Advertiser (n)	
	Sentence:	
2	Advocacy (n)	
	Sentence:	
3	Affordable (adj)	
	Sentence:	
4	Approbation (n)	
	Sentence:	
5	Attract (v)	
	Sentence:	
6	Bent (adj)	
	Sentence:	
7	Bestseller (n)	
	Sentence:	
8	Blink (v)	
	Sentence:	
9	Brainwashing (n)	
	Sentence:	
10	Brochure (n)	
	Sentence:	
11	Buyer (n)	
	Sentence:	
12	Buzz (n)	
	Sentence:	
13	Cease (v)	
	Sentence:	
14	Celebrity (n)	
	Sentence:	
15	Channeling (v)	
	Sentence:	
16	Charade (n)	
	Sentence:	

17	Cherish (v)	
	Sentence:	
18	Circulation (n)	
	Sentence:	
19	Classified ad (n)	
	Sentence:	
20	Client base (n)	
	Sentence:	
21	Cognizance (n)	
	Sentence:	
22	Conceivable (adj)	
	Sentence:	
23	Cosmetic (n)	
	Sentence:	
24	Coupon (n)	
	Sentence:	
25	Dealer (n)	
	Sentence:	
26	Distasteful (adj)	
	Sentence:	
27	End user (n)	
	Sentence:	
28	Endorsement (n)	
	Sentence:	
29	Endorser (n)	
	Sentence:	
30	Ennoble (v)	
	Sentence:	
31	Enterprise (n)	
	Sentence:	
32	Exhort (v)	
	Sentence:	
33	Earnings (n)	
	Sentence:	



34	Eye-catcher (n)	
	Sentence:	
35	Façade (n)	
	Sentence:	
36	Fad (n)	
	Sentence:	
37	Flyer/flier (n)	
	Sentence:	
38	Franchise (n)	
	Sentence:	
39	Gadget (n)	
	Sentence:	
40	Gag (v)	
	Sentence:	
41	Gloss over (phr v.)	
	Sentence:	
42	Goods (n)	
	Sentence:	
43	Graphics (n)	
	Sentence:	
44	Hoax (n)	
	Sentence:	
45	Hurry (v)	
	Sentence:	
46	Hype (v)	
	Sentence:	
47	Immensely (adv)	
	Sentence:	
48	Influencer (n)	
	Sentence:	
49	Intrusive (adj)	
	Sentence:	
50	Write copy (n)	
	Sentence:	

## VOCABULARY UNIT 2 Set-B

	Terms/POS	Meaning/Sentence
1	Advertising agency (n)	
	Sentence:	
2	Brand loyalty (n)	
	Sentence:	
3	Catalogue (n)	
	Sentence:	
4	Cold-calling (n)	
	Sentence:	
5	Drum up (v)	
	Sentence:	
6	Jingle (n)	
	Sentence:	
7	Logo (n)	
	Sentence:	
8	Metaphorical (adj)	
	Sentence:	
9	Modernistic (adj)	
	Sentence:	
10	Niche Market (n)	
	Sentence:	
11	On sale (n)	
	Sentence:	
12	Panic (n)	
	Sentence:	
13	Patrons (n)	
	Sentence:	
14	Placard (n)	
	Sentence:	
15	Plugging (v)	
	Sentence:	
16	Pop-up (adj)	
	Sentence:	

17	Press kit (n)	
	Sentence:	
18	Prime time (n)	
	Sentence:	
19	Product placement (n)	
	Sentence:	
20	Product Review (n)	
	Sentence:	
21	Promotion (n)	
	Sentence:	
22	Prosumer (n)	
	Sentence:	
23	Proven (adj)	
	Sentence:	
24	Prudence (n)	
	Sentence:	
25	Publishing (n)	
	Sentence:	
26	Rating (n)	
	Sentence:	
27	Ready-to-wear (adj)	
	Sentence:	
28	Refundable (adj)	
	Sentence:	
29	Religiously (adv)	
	Sentence:	
30	Sale (n)	
	Sentence:	
31	Sales promotion (n)	
	Sentence:	
32	Reviewer (n)	
	Sentence:	
33	SEO (abbr)	
	Sentence:	

34	Signage (n)	
	Sentence:	
35	Single out (phr v)	
	Sentence:	
36	Slot (n)	
	Sentence:	
37	Sponsors (n)	
	Sentence:	
38	Spot announcement (n)	
	Sentence:	
39	Spread (v)	
	Sentence:	
40	Subscribers (n)	
	Sentence:	
41	Tag line (n)	
	Sentence:	
42	Target (n)	
	Sentence:	
43	Teaser (n)	
	Sentence:	
44	Telemarketing (n)	
	Sentence:	
45	Tested (v)	
	Sentence:	
46	Unconventional (adj)	
	Sentence:	
47	USP (Unique Sales Point)	
	Sentence:	
48	Watchword (n)	
	Sentence:	
49	Word-of-mouth (adj)	
	Sentence:	
50	Worthwhile (adj)	
	Sentence:	

## Student's Note

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# UNIT 3

## LET'S DO INTERVIEW

### A. WARM-UP

Watch this interview from the famous American talk show "Ellen" with Noah Ritter.

Video Source:

<https://www.youtube.com/watch?v=xQ06G6Epyo4>



What can you comment about the video? Have you ever been interviewed before? School interview, applying for work, class interview, immigration, etc. How do you feel before and during the interview? How about doing an interview?

### B. VOCABULARY and PRONUNCIATION

Find the meaning of these terms in the box below. Write the letters of the correct meaning on the space provided after each term :

- |                            |                         |
|----------------------------|-------------------------|
| 1. Variety (n) _____       | 6. Hallmark (n) _____   |
| 2. Structured (adj) _____  | 7. Conduct (v) _____    |
| 3. Qualitative (adj) _____ | 8. Respondent (n) _____ |
| 4. Suitable (adj) _____    | 9. Demeanor (n) _____   |
| 5. Infinite (adj) _____    | 10. Strange (adj) _____ |

- |                                       |  |
|---------------------------------------|--|
| A. unusual or surprising              | F. a typical characteristic of a person or a thing       |
| B. appropriate or proper              | G. someone who answers questions                         |
| C. without limits in space            | H. organized so that the parts relate well to each other |
| D. to carry out a particular activity | I. the differences within a group                        |
| E. the way someone behaves            | J. relating to how good or bad something is              |



## C. READ and UNDERSTAND

**What is an Interview?**

The word **interview** originated from the French word *entrevue* or “*entrevoir*” which means to “see each other, meet”. It is a formal meeting at which someone is asked questions in order to find out whether they are suitable for a job, course of study, etc. It could be also an occasion when a famous person is asked questions about their life, experiences, or opinions for a newspaper, magazine, television programme. (*Longman Online Dictionary of Contemporary English, 2018*)

**Types of Interview**

**Structured Interview** – or commonly called a panel, is a typically formal and organized interview which include several interviewers. It usually starts with ice-breaker questions and progresses to a more serious questions.

**Unstructured Interview** – basically the interviewer is just interested in hearing something from the interviewee. So there is no structured order of the questions, rather it consists of variety of casual questions making the interviewee more at ease. This type of interview is more conversational and less formal in tone.

**Stress Interview** – the term itself defines this type of interview. The same questions used in structured or unstructured interview, however, in there is a change in the behaviour and demeanor of the interviewer. The interviewer may appear indifferent, distracted or maybe mean in asking the questions. The over-all idea in this kind of interview is to measure how the interviewee can handle stressful job situations. Another trademark of stress interview is the “strange questions”. Like “*how many 1-inch nail are needed to makes a weight of one kilogram*”, the purpose is not really to get the right answer but to know how the interviewee give a logical solution to the problem.

**Behavioral interview** – this type is widely used in job interview. This kind of interview adheres on the idea that past performance is a predictor of future behaviour in your work. The very famous STAR (Situation, Task, Action, and Result) method in answering the question is basically used in this type of interview.

**Problem Solving or Case Interview** – the style of questioning in this type of interview is to test the interviewee of his/her analytical ability and communication skills. It is expected that the respondent shows a thought process in solving the problem presented.

(*Adapted from Drexel University, Steinbright Career Development Center, 2018*)

**Answer the following questions from the passages above:**

1. What is the other term for structured interview? \_\_\_\_\_.
2. What is the hallmark question used in a stress interview? \_\_\_\_\_.
3. Which kind of interview is the most relaxed? \_\_\_\_\_.
4. Two goals of Case interview: \_\_\_\_\_.
5. Can you give your own version or an example of a “strange question”?  
\_\_\_\_\_

### D. WATCH and LISTEN

Watch this short clip on how to make an interview in front of a camera. Write down the tips as outlined in the video.

Source:  
[www.youtube.com/watch?v=TqKG8SnqTKs](http://www.youtube.com/watch?v=TqKG8SnqTKs)



#### Tips in Making an Interview on Video

1.

2.

3.

4.

5.

6.

### E.1 LANGUAGE FOCUS

#### Open-ended and Closed-ended Questions

It should be noted that in doing the interview, we have to be aware on how we ask proper questions in order to get the most of what we want to know. This is the reason why we need to study how to create open-ended and closed-ended questions.

- a. **Open-ended questions** – “are those questions that will solicit additional information from the inquirer. Sometimes called infinite response or unsaturated type questions. Neutral questions are merely a subset of open questions”. These are questions that require more than just a word answer. In doing a research, open-ended questions can provide a good source of qualitative data. (Richardson, 2002)

Examples:

How do you typically deal with stress and pressure in your study?  
 What do you plan to do immediately following graduation from college?  
 What are the things you did that improve your English skills?  
 What are the things you do to prepare for the final test?  
 Could you tell us how you and your girlfriend met?

- b. **Closed ended questions** - are those questions, which can be answered by either “yes” or “no”, or a one word answer. (Richardson, 2002)

Examples:

May I help you?  
 Would you like ice cream from Swensens?  
 Are you happy?  
 Do you like working with me?  
 Do you love me?  
 Will you marry me?

Changing closed-ended question to open-ended questions:

Closed-ended	Open-ended
Is the test easy?	What makes you think that the test is easy?
Did you see that?	Can you tell me what did you see?
Do you like me?	Could you tell me why you like me?
Do you like chocolate ice-cream?	What is your favorite flavor of ice cream and why?
Do you like studying here?	Could you tell us about your experience with this school so far?

## E. 2 LANGUAGE PRACTICE

Complete the table by changing the questions from closed-ended to open-ended and vice-versa.

Closed-ended	Open-ended
Are you angry?	
	How did you meet your best friend Nat?
Are you afraid of snakes?	
	Could you tell me about your experience with this smartphone?
Can you submit your homework on time?	
	What are the features of Samsung S9 that you find interesting?

## E.3 GRAMMAR FOCUS

**Modals - “Can, Could, Will and Would” in a question**

Modal verbs are also called modal auxiliary verbs, modal auxiliaries, or simply modals. These verbs are a subcategory of auxiliary verbs, which means they cannot be used without a main verb. (Modals + subject + main verb + the rest of the sentence)

**a. Usage of can/could = can/could + subject + main verb**

E.g. *Could + you + explain + this report?*

**Permission:**

*Can* to ask for permission to do something:

1. *Can I submit my report online?*
2. *Can I use your computer?*

*Could* is more formal and polite

1. *Could I see what is inside the box?*
2. *Could we go home now?*

**Instructions and requests:**

*Could* as a polite way of telling or asking someone to do something:

1. *Could you take this message to our teacher?*
2. *Could I have my bill please?*

*Can* in making request:

1. *Can I you give me the remote control?*

**Offers:**

We use *can* to make offers:

1. *Can I help you?*
2. *Can I carry it for you?*

(adapted from British Council, *Can or could* (2018))

**b. Usage of will/would = will/would + subject + main verb**

E.g. *Will + they + join + the excursion this weekend?*

**Will** – is to talk about what is coming, about what people want or willing to do and to make promises or offer.

**Would** – talk about the past, things that are imagined to happened and a bit polite way of talking. (adapted from British Council, *Will and would*, (2018))

**Examples:**

Will you marry me?

Would you mind telling me where you come from?

## F. WRITING EXERCISE

Write at least three open-ended questions you want to ask the President of Walailak University. Include modals learned in this unit in your questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**G. LET'S TALK** (Pair/group)

Please read the following questions. Select a partner and randomly select at least 3 questions to ask each other. Look for another person in your class to ask as time allows.

1. Which brand of smartphone do you prefer to use? iPhone, Samsung, Vivo, Wiko, Huawei, etc? Can you tell me why?
2. Could you tell me a movie that you like most? Which part of the movie you find so interesting?
3. If you will be given a chance to manage a school, what are the things would you like to do differently?
4. What is your best skills that you think will make you successful in your future job?
5. Could you tell me about your dream vacation?
6. Which part of Thailand you haven't visited yet, and that would you like to see? What is your reason of choosing that place?
7. Using and proper disposal of plastic material is causing problem in our environment, could you suggest any solution to address this problem?
8. Could you tell the difference between Korean series and Thai drama series?
9. Why do you think most of the students today are hooked in playing online games?
10. Could you tell me what makes learning English language so important today?

**H. WRITING HOMEWORK**

This writing homework is connected with your speaking presentation. Write a reflection of at least 75 words of your interview (include your own question and the answer of the interviewee) and submit your work after the presentation week in another page of your blogsite.

**I. PRESENTATION TASK 3** (Group)

Form a group of 4-5 members only. Conduct a face-to-face interview with the head of any department in Walailak University or any leader of your community. The interview is 8-10 minutes only and must be done in English. The style will be in a structured/panel interview with all the members asking the interviewee. Take a video of your interview as part of your class presentation. Put a subtitle of your questions on your video. In class, each member will explain his/her role and make a comment about the interview.

**J. VOCABULARY PRACTICE/ HOMEWORK**

Complete the vocabulary section of Unit 3 Set A and Set B in your book. For your vocabulary homework, go to the online classroom and perform the weekly test.



**K. SELF-STUDY SUPPLEMENTAL ACTIVITY**

Watch this video and fill-in the table below.

Source:

<https://www.youtube.com/watch?v=1mHjMNZZvFo>



Write the down the eight common interview questions. Give the possible answer in your own way of understanding from the video. Take note how open-ended questions were used.

Questions	Your answers
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

### VOCABULARY UNIT 3 Set-A

Terms (POS)		Meaning/Sentence
1	Analysis (n)	
	Sentence:	
2	Apprentice (n)	
	Sentence:	
3	Approve (v)	
	Sentence:	
4	Aspire (v)	
	Sentence:	
5	Assertive (adj)	
	Sentence:	
6	Attain (v)	
	Sentence:	
7	Auxiliary (adj)	
	Sentence:	
8	Boldness (n)	
	Sentence:	
9	Campaign (n)	
	Sentence:	
10	Collaborate (v)	
	Sentence:	
11	Confound (v)	
	Sentence:	
12	Conscientious (adj)	
	Sentence:	
13	Cooperation (n)	
	Sentence:	
14	Cue (v)	
	Sentence:	
15	Declare (v)	
	Sentence:	
16	Disrupt (v)	
	Sentence:	



17	Distraction (n)	
	Sentence:	
18	Domicile (n)	
	Sentence:	
19	Downbeat (adj)	
	Sentence:	
20	Elaborate (adj)	
	Sentence:	
21	Episode (n)	
	Sentence:	
22	Exhausted (adj)	
	Sentence:	
23	Eye contact (n)	
	Sentence:	
24	Fabricate (v)	
	Sentence:	
25	Facilitate (v)	
	Sentence:	
26	Foremost (adj)	
	Sentence:	
27	Formidable (adj)	
	Sentence:	
28	Forte (n)	
	Sentence:	
29	Frank (adj)	
	Sentence:	
30	Guide (v)	
	Sentence:	
31	Hilarious (adj)	
	Sentence:	
32	Homogeneous (adj)	
	Sentence:	
33	Ice-breaker (n)	
	Sentence:	

34	Impression (n)	
	Sentence:	
35	Indifferent (adj)	
	Sentence:	
36	Inherit (v)	
	Sentence:	
37	Jargon (n)	
	Sentence:	
38	Leading question (n)	
	Sentence:	
39	Moderate (v)	
	Sentence:	
40	Monotonous (adj)	
	Sentence:	
41	Opinion (n)	
	Sentence:	
42	Pioneer (n)	
	Sentence:	
43	Point of view (n)	
	Sentence:	
44	Recruit (n)	
	Sentence:	
45	Rephrase (v)	
	Sentence:	
46	Responsible (adj)	
	Sentence:	
47	Scope (n)	
	Sentence:	
48	Structured (adj)	
	Sentence:	
49	Summarize (v)	
	Sentence:	
50	Team player (n)	
	Sentence:	

### VOCABULARY UNIT 3 Set-B

Terms (POS)		Meaning/Sentence
1	Accomplish (v)	
	Sentence:	
2	Adhere (v)	
	Sentence:	
3	Biography (n)	
	Sentence:	
4	Catalyst (n)	
	Sentence:	
5	Conceptualize (v)	
	Sentence:	
6	Consult (v)	
	Sentence:	
7	Document (v)	
	Sentence:	
8	Enough (adj)	
	Sentence:	
9	Equipment (n)	
	Sentence:	
10	Evidence (n)	
	Sentence:	
11	Experienced (adj)	
	Sentence:	
12	Implement (v)	
	Sentence:	
13	Intellectual (adj)	
	Sentence:	
14	Interrupt (v)	
	Sentence:	
15	Interviewee (n)	
	Sentence:	
16	Interviewer (n)	
	Sentence:	

17	Juncture (n)	
	Sentence:	
18	Legacy (n)	
	Sentence:	
19	Legitimate (adj)	
	Sentence:	
20	Major (n)	
	Sentence:	
21	Masterpiece (n)	
	Sentence:	
22	Obviously (adv)	
	Sentence:	
23	Operating (adj)	
	Sentence:	
24	Oversee (v)	
	Sentence:	
25	Phenomenal (adj)	
	Sentence:	
26	Postulate (v)	
	Sentence:	
27	Proactive (adj)	
	Sentence:	
28	Proficiency (n)	
	Sentence:	
29	Proprietor (n)	
	Sentence:	
30	Reaffirm (v)	
	Sentence:	
31	Restore (v)	
	Sentence:	
32	Riddance (n)	
	Sentence:	
33	Splendid (adj)	
	Sentence:	

34	Striking (adj)	
	Sentence:	
35	Supervise (v)	
	Sentence:	
36	Surpassing (adj)	
	Sentence:	
37	Thoughtful (adj)	
	Sentence:	
38	Tonguetied (adj)	
	Sentence:	
39	Train (v)	
	Sentence:	
40	Transit (n)	
	Sentence:	
41	Upgrade (v)	
	Sentence:	
42	Vague (adj)	
	Sentence:	
43	Valuable (adj)	
	Sentence:	
44	Virtuous (adj)	
	Sentence:	
45	Vulgar (adj)	
	Sentence:	
46	Whereabouts (adv)	
	Sentence:	
47	Wheresoever (conj)	
	Sentence:	
48	Whether (conj)	
	Sentence:	
49	Whichever (pro)	
	Sentence:	
50	Workable (adj)	
	Sentence:	



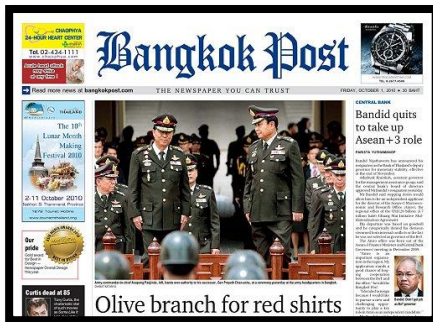
# 4

## UNIT Four

### Let me tell you what's the LATEST EVENTS

#### A. WARM-UP ACTIVITY

Have you read, watched or listened to any news recently? Can you share to the class any interesting news? Which form of media do you commonly use to get the latest updates? Look at the following photos and identify the media source of the news.



#### B. VOCABULARY and PRONUNCIATION

Match the following definitions to the correct terms in the shout box.

- \_\_\_\_\_ 1. To move or develop in a particular direction
- \_\_\_\_\_ 2. Opinions of people recorded talking informally in public places
- \_\_\_\_\_ 3. Becoming old
- \_\_\_\_\_ 4. A place where a large number of historical records are stored
- \_\_\_\_\_ 5. The job or activity of writing news reports
- \_\_\_\_\_ 6. Complete, correct, or true in every way
- \_\_\_\_\_ 7. Someone who reads the news on radio or television
- \_\_\_\_\_ 8. Connected with a particular generation
- \_\_\_\_\_ 9. The title of a newspaper report
- \_\_\_\_\_ 10. Following ideas and methods that have existed for a long time.

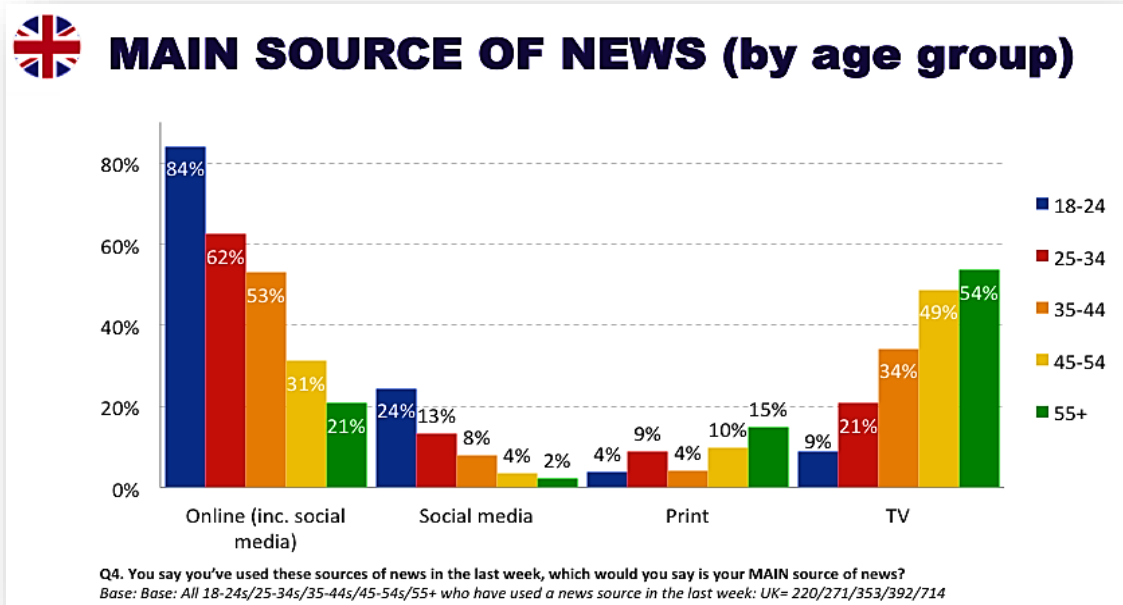
- A. Traditional (adj)  
B. Vox pop (n)  
C. Generational (n)  
D. Exact (n)  
E. Tend (v)  
F. Newscaster (n)  
G. Journalism (n)  
H. Headline (n)  
I. Archive (n)  
J. Aging (n)

**C. READ and UNDERSTAND**

Look at the graph and read the passage below.

**Main Source of News in UK**

The table below shows the main source of news in UK according to their age group.



“The move from traditional sources of news like television and printed newspapers is particularly clear if we look at differences between age groups. There are very clear generational divides. Those asked to identify their main source of news, online comes out number one in every age group under 45 — and for those under 25, social media are by now more popular than television.

The television news audience is still large, but it is also old — and aging — and younger people increasingly find their news from websites and apps, and via search engines and social media. By now, the BBC is the only news media organisation in the UK that reaches more people with online news than Facebook. In 2016, 51% of our respondents said they used the BBC online as a source of news, whereas 28% said they used Facebook for news — more than even the Mail Online (17%) or the Guardian (14%).”  
(Oxford University, 2017)

**Answer the following questions from the table and passages above:**

- Based on the table above, what age group tends to get news online? \_\_\_\_\_.
- What age group is the lowest in using social media to access news? \_\_\_\_\_.
- What news media source in UK reached more people than Facebook? \_\_\_\_\_.
- What is the difference in percentage between people who watched news on television with the people who acquired news from social media in the age group of 25-34? \_\_\_\_\_.
- Where does younger generation mostly access news?  
\_\_\_\_\_.



**D. WATCH and LISTEN**

Watch this newscast from VOA special English technology report.

Source:

<https://www.youtube.com/watch?v=fKQ-hRvYPdM>



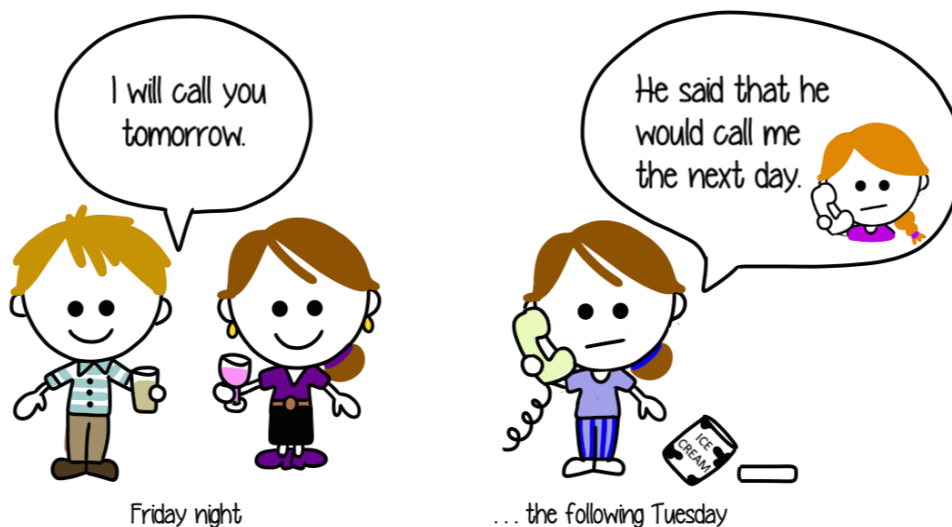
**Answer the following questions based on the report:**

1. What is the name of the news reporter? \_\_\_\_\_
2. Give two examples of web archiving machines mentioned in the report:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. What is the profession of Ben Welsh according to the news? \_\_\_\_\_
4. What is the name of the company Ben Welsh is working? \_\_\_\_\_
5. What is the meaning of the term “harvesting” as used by Ben Welsh in the report? \_\_\_\_\_
6. How much does Ben spend for his archiving website? \_\_\_\_\_
7. Who is Stephanie Bluestein? \_\_\_\_\_



## E. LANGUAGE FOCUS

## Direct and Indirect speeches, Reported clauses



**Direct speech**— simply means the reporter repeats, or quotes, the exact words spoken by the source speaker. When we use direct speech in writing, we place the words spoken between quotation marks ( " ") and there is no change in these words.

**Indirect speech or reported speech** - is usually but not limited to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words.

In a nutshell, Direct speech is repeating the words spoken, while Indirect or reported speech is reporting the word spoken. As a rule in general, the tense in reported speech is one tense back in time from the tense in direct speech.

*(adapted from Education First, 2018)*

*Examples:*

1. Justin said, "I am not feeling well now". – Direct speech
2. Justin said that he was not feeling well then. – Indirect speech

Take note of the first sentence, the words are quoted exactly as spoken and in between quotation marks. However, The second sentence showed some significant changes; the addition of the word "that" (*that-clause*), the first person pronoun "I" was changed to third person pronoun "he", the present tense verb "am" was changed to past tense "was", and the adverb "now" to "then". In summary, we change the pronoun, verb and adverb in an indirect speech.

Here is a table showing the relationship of indirect speech and the structure of reported clause in a way the speaker is reporting:

Speech	Direct	Indirect	Reported clause
Statement	He said, "I'm tired"	He said that he was tired.	<i>That-clause</i>
Question	"Are you ready?" the doctor asked Emmanuella	The doctor asked Emmauella if/whether she was ready.	<i>If-clause/Whether clause</i>
	"Who are you?" he asked.	He asked me who I was.	<i>Wh-clause</i>
Command	"Report in the camp immediately!" they ordered.	They ordered to report in the camp immediately	<i>To-infinitive clause</i>

(adapted from Cambridge Dictionary, 2018)

**Note:** See additional practice at the end of this unit.

More examples of changing to indirect speech by using reported clauses:

Statement:

The captain said, "the waves were extremely huge as the boat left the port".

\*The captain said/commented (that) the waves had been extremely huge as the boat had left the port.

Here, did you notice how the simple past change to past perfect? – "were" to "had been", and "left" to "had left" and using the *that-clause*

Question:

"Do you want a seat near the window?" the airline receptionist asked me.

\*The airline receptionist asked me (whether/if) I wanted a seat near the window.

In question form, the same rule applies, one tense back in time – present simple "want" to simple past "wanted". However, *whether or if-clause* is being used.

Command:

"Stay and stop complaining, or leave", the president declared.

\*The president declared to stay and stop complaining or leave.

Reporting a command or request usually uses a to-infinitive. We also use a to-infinitive clause with other verbs that mean wanting or getting people to do something. Just for example; advise, encourage, warn, order, tell, propose, beg, ask, forbid or threaten.

(adapted from English Grammar, 2019)

**F. WRITING EXERCISE**

Complete the sentences in reported speech.

1. "I like the food here."

He said \_\_\_\_\_

2. "I don't speak Thai," she said.

She said \_\_\_\_\_

3. "Go and wash your hands," he commanded me.

He had commanded me \_\_\_\_\_

4. The doctor said to the patient, 'Do not consume too much sugar.'

The doctor advised \_\_\_\_\_

5. "Where have you spend your money?" she asked him.

She asked him \_\_\_\_\_

6. "Are you a vegetarian?" He asked me.

He asked \_\_\_\_\_

7. "Don't try this at home," the stuntman tells the audience.

The stuntman advised the audience \_\_\_\_\_

**G. LET'S TALK**

Choose a classmate for speaking practice and follow the instructions below:

1. One of you will give 3 direct sentences while the other one will convert the sentences into a reported speech. Change role after completing the 3 sentences.
2. Vary the tenses of your direct speech.
3. You can find another partner to continue the activity as time allows.

**H. WRITING HOMEWORK**

Ask 10 people on what they think or how they feel about Walailak University. Write their direct statement and change it to reported or indirect speech. Date due is after the presentation week during Unit 5 discussion. Create another page in your blogsite.

**I. SPEAKING PRESENTATION TASK 4 (Group-Role play)**

Form a group of 4 members only. Prepare a 8-10 minutes news report with the following roles and descriptions. You can get your report from any source. Include a vox pop in your news.

- a. 2 Students –News anchors reporting in the studio.
- b. 1 student – Sports reporter
- c. 1 student – Weather reporter or any special report

Present the role-play

**J. VOCABULARY PRACTICE/ HOMEWORK**

Complete the vocabulary section Unit 4 Set A and Set B in your book. For your vocabulary homework, go to the online classroom and do the weekly test.



**K. SUPPLEMENTAL SELF-STUDY ACTIVITY**

Change these direct questions into reported speech:

1. "Where is he?"

She asked me \_\_\_\_\_

2. "What are you doing?"

She asked me \_\_\_\_\_

3. "Why did you go out last night?"

She asked me \_\_\_\_\_

4. "Who was that beautiful woman?"

She asked me \_\_\_\_\_

5. "How is your mother?"

She asked me \_\_\_\_\_

6. "What are you going to do at the weekend?"

She asked me \_\_\_\_\_

7. "Where will you live after graduation?"

She asked me \_\_\_\_\_

8. "What were you doing when I saw you?"

She asked me \_\_\_\_\_

9. "How was the journey?"

She asked me \_\_\_\_\_

10. "How often do you go to the cinema?"

She asked me \_\_\_\_\_

11. "Do you live in London?"

She asked me \_\_\_\_\_

12. "Did he arrive on time?"

She asked me \_\_\_\_\_

13. "Have you been to Paris?"

She asked me \_\_\_\_\_

14. "Can you help me?"

She asked me \_\_\_\_\_

15. "Are you working tonight?"

She asked me \_\_\_\_\_

**Note:** To work on this activity online you can go to: <https://www.perfect-english-grammar.com/reported-speech-exercise-2.html>

For additional practice online. Just go to: <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>. Type in your sentences in the blank provided and when you're done just click "check answer" button at the end of the test questions.

## VOCABULARY UNIT 4 Set-A

Terms (POS)		Meaning/Sentence
1	Appear (v)	
	Sentence:	
2	Attest (v)	
	Sentence:	
3	Breakdown (n)	
	Sentence:	
4	Broadcaster (n)	
	Sentence:	
5	Cameraman (n)	
	Sentence:	
6	Candid (adj)	
	Sentence:	
7	Circumspection (n)	
	Sentence:	
8	Coincident (adj)	
	Sentence:	
9	Commentator (n)	
	Sentence:	
10	Correspondent (n)	
	Sentence:	
11	Coverage (n)	
	Sentence:	
12	Crackdown (n)	
	Sentence:	
13	Credentials (n)	
	Sentence:	
14	Credits (n)	
	Sentence:	
15	Crew (n)	
	Sentence:	
16	Crime (n)	
	Sentence:	

17	Current Affairs (n)	
	Sentence:	
18	Demarcation (n)	
	Sentence:	
19	Demographics (n)	
	Sentence:	
20	Disaster (n)	
	Sentence:	
21	Domestic (adj)	
	Sentence:	
22	Dubious (adj)	
	Sentence:	
23	Eavesdrop (v)	
	Sentence:	
24	Feature story (n)	
	Sentence:	
25	Filler (n)	
	Sentence:	
26	Flipside (adj)	
	Sentence:	
27	Follow-up (n)	
	Sentence:	
28	Forecast (v)	
	Sentence:	
29	Generational (n)	
	Sentence:	
30	Good vibes (n)	
	Sentence:	
31	Guest (n)	
	Sentence:	
32	Hard news (n)	
	Sentence:	
33	Hazard (n)	
	Sentence:	

34	Headline (n)	
	Sentence:	
35	Herald (n)	
	Sentence:	
36	Horrible (adj)	
	Sentence:	
37	Human interest (n)	
	Sentence:	
38	International (adj)	
	Sentence:	
39	Intrigue (v)	
	Sentence:	
40	Journalism (n)	
	Sentence:	
41	Libel (n)	
	Sentence:	
42	Loathsome (adj)	
	Sentence:	
43	Moniker (n)	
	Sentence:	
44	Monitor (n)	
	Sentence:	
45	Multi-culture (n)	
	Sentence:	
46	Onlooker (n)	
	Sentence:	
47	Public service (n)	
	Sentence:	
48	Recording (n)	
	Sentence:	
49	Sound bite (n)	
	Sentence:	
50	Unambiguous (adj)	
	Sentence:	



## VOCABULARY UNIT 4 Set-B

Terms (POS)		Meaning/Sentence
1	Backdrop (n)	
	Sentence:	
2	Bias (n)	
	Sentence:	
3	B-roll (n)	
	Sentence:	
4	By line (n)	
	Sentence:	
5	Hacked (v)	
	Sentence:	
6	Newsbreak (n)	
	Sentence:	
7	Newscast (n)	
	Sentence:	
8	On/off air (n)	
	Sentence:	
9	Paparazzo (n)	
	Sentence:	
10	Politics (n)	
	Sentence:	
11	Poll (n)	
	Sentence:	
12	Privacy (n)	
	Sentence:	
13	Prominence (n)	
	Sentence:	
14	Prompter (n)	
	Sentence:	
15	Promulgation (n)	
	Sentence:	
16	Protest (n)	
	Sentence:	

17	Proximity (n)	
	Sentence:	
18	Radio (n)	
	Sentence:	
19	Rage (n)	
	Sentence:	
20	Reconnaissance (n)	
	Sentence:	
21	Repeal (v)	
	Sentence:	
22	Rerun (v)	
	Sentence:	
23	Restriction (n)	
	Sentence:	
24	Rumour (n)	
	Sentence:	
25	Sanction (n)	
	Sentence:	
26	Scandalous (adj)	
	Sentence:	
27	Scoop (n)	
	Sentence:	
28	Sensationalize (v)	
	Sentence:	
29	Showbiz (n)	
	Sentence:	
30	Skillful (adj)	
	Sentence:	
31	Soft news (n)	
	Sentence:	
32	Spectacular (adj)	
	Sentence:	
33	Speculation (n)	
	Sentence:	

34	Spot news (n)	
	Sentence:	
35	Staff (n)	
	Sentence:	
36	Station (n)	
	Sentence:	
37	Subtitle (n)	
	Sentence:	
38	Tabloids (n)	
	Sentence:	
39	Tangible (adj)	
	Sentence:	
40	Telecast (v)	
	Sentence:	
41	Television (n)	
	Sentence:	
42	Testimonial (n)	
	Sentence:	
43	Thrilling (adj)	
	Sentence:	
44	Timeliness (adj)	
	Sentence:	
45	Turbulent (adj)	
	Sentence:	
46	Upholding (v)	
	Sentence:	
47	Veritable (adj)	
	Sentence:	
48	Views (n)	
	Sentence:	
49	Voice-over (n)	
	Sentence:	
50	Vox pop (n)	
	Sentence:	



# 5

## UNIT Five

### LET'S HAVE A MEETING

#### OBJECTIVES:

At the end of this unit, students will be able to:

- ◆ Learn and conduct a formal meeting using video chat application.
- ◆ Familiarize and use basic formal language in a meeting.
- ◆ Improve their listening skills by taking down notes from video clips.
- ◆ Properly use preposition of time in speaking and writing.
- ◆ Create and record agenda of the meeting.

#### A. WARM-UP ACTIVITY

What video chat application do you prefer to use? What do you think are the advantages in using this modern way of communication?

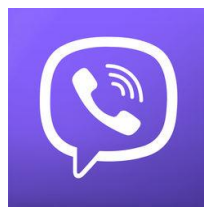
Can you identify the kind of video chat apps these logos represent?



(1)



(2)



(3)



(4)



(5)

#### B. VOCABULARY and PRONUNCIATION

Find the correct term to use in the following sentences. Get your answers from the arrow box on the right.

1. They're using technology to \_\_\_\_\_ the levels of service.
2. The \_\_\_\_\_ to this is that they lose large amount for ads.
3. Jerry and Greg stayed until the early hours \_\_\_\_\_.
4. Lighting is now more energy \_\_\_\_\_.
5. It is important to \_\_\_\_\_ potential in your students.
6. Our country have been \_\_\_\_\_ by politicians and newspapers.
7. A \_\_\_\_\_ person is clever and likely to deceive you.
8. Distribute a copy of the \_\_\_\_\_ for tomorrow's meeting.
9. I got no \_\_\_\_\_ from the customer service department.
10. You have to wear clothes \_\_\_\_\_ for a job interview.

agenda (n)  
nurture (v)  
enhance (v)  
maligned (v)  
downside (n)  
appropriate (adj)  
chatting (v)  
tricky (adj)  
efficient (adj)  
satisfaction (n)

## C. READ and UNDERSTAND

Read this article and answer the questions below.



### Online versus Face-to-Face Catch-Ups: The Good, the Bad and the Ugly

The ease of online communication nowadays means that more of our social interactions are moving online. But are we missing out on important face-to-face interactions? We summarise the research comparing online to face-to-face communication.

#### Easiness vs. Happiness

Online communication is quick and easy. It's particularly important for people who live away from family and friends. However, research suggests that people tend to be happier after face-to-face compared to online interactions <sup>[1]</sup>. Researchers in China found that face-to-face time with friends and family was associated with better quality of life but this was not true for time spent interacting with others online <sup>[2]</sup>. While social media helps us to stay in touch it needs to be supplemented with face-to-face time to really improve mood.

#### Efficiency vs. Impressions

When it comes to problem-solving in work, online communication through email or message boards is particularly useful. Indeed, research on college students found that problem-solving online was more efficient than face-to-face <sup>[3]</sup>. Yet online communication, particularly in a work context, can sound cold and lead to misunderstandings. Researchers comparing interactions between the same people online and face-to-face found that people meeting face-to-face formed more positive impressions of their conversational partner <sup>[4]</sup>. If you need a quick solution online discussion may suit but if it's a tricky interaction or a sensitive business partnership a coffee may be better.

#### Satisfaction vs. Closeness.

Online interaction, for example through Facebook, helps to nurture relationships leaving people feeling more socially connected <sup>[5]</sup>. That said, face-to-face communication leads to an additional feeling of closeness that online interaction does not have. If you're already close with somebody online communication may not affect the quality of your interaction but a new relationship probably needs to be nurtured with face-to-face time.

Online communication is often maligned as a poor replacement of face-to-face time. For most people, however, online communication is on top of, not instead of, face-to-face time. In fact, research finds that social network quality is more important and social network quantity. Nurturing those relationships that make you feel happy, supported and satisfied is important whether it's online, offline or, even better, a combination of both. (*Pip, 2016*)

Answer the following questions from the readings above:

1. What are the three main contributions of online interaction to our way of life?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. According to the research, which way of communication brings more happiness?  
\_\_\_\_\_
3. Which way of communication is more efficient in problem-solving according to the passage?  
\_\_\_\_\_
4. In problem-solving, what is the downside of online communication?  
\_\_\_\_\_
5. In your personal opinion, which way of communication is better? Why?  
\_\_\_\_\_

**D. WATCH and LISTEN**

Read the questions below before watching this sample online video conferencing. Take note of what they are talking about and the process of the meeting.

Source: condensed from  
<https://www.youtube.com/watch?v=261OCjeg9GI>



Answer these questions based on the video clip.

1. What is the main agenda of the meeting?  
\_\_\_\_\_
2. What are the two teams involved in the meeting?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Who were the leaders of the two teams?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. What did both parties agree in the memorandum of understanding?  
\_\_\_\_\_  
\_\_\_\_\_
5. Who is the chairman and where is he located?  
\_\_\_\_\_

**E.1 LANGUAGE FOCUS**

## Basic Parliamentary Terms in formal meetings

Parliamentary Procedure is a set of rules for conduct at meetings. It allows everyone to be heard and to make decisions without confusion. Parliamentary Procedure has a long history. It originated in the early English Parliaments (discussions of public affairs). It came to America with the first settlers and became uniform in 1876, when Henry M. Robert published his manual on Parliamentary Law (*Robert's Rules of Order*, 2013).



Any meeting follows a parliamentary procedure with a fixed order of business. Here are typical example of sentences to use when conducting a formal meeting:

**Call to Order** – call the meeting to start

1. The Chairperson says, "The meeting will start please come to order."
2. " We are now in quorum, so I call this meeting to order"
3. " We are all here, I call this meeting to come to order"

**Roll Call** – Checking of attendance

1. To all members, please say "present" if you are here.
2. As your name is called please say "here".

**Minutes** - The secretary reads a record of the last meeting or provides copies for members to read.

1. " Here is the minutes of the previous meeting"
2. " I will read to you what we had approved during our last meeting."

**Giving the floor** - Allowing someone to talk

1. "May we give the floor to Stephen"
2. "Let us hear from Mary about her opinion"
3. "Lukas, do you have something in mind?"

**Making a motion** – putting the suggestion into something to decide on

1. "I move that..."
2. "I put into motion the suggestion of..."

**Second the motion** – agree or support to a proposed motion/item

1. "I second the motion"

**Dividing the house** – closing the discussion and ready to vote

1. "Now let's come to vote. Who is in favor.... please raise you hand."
2. "Now let's divide the house, favor please say I."
3. "We now close the deliberation, let's come now to vote"

**Announcements** - Informing the assembly of other subjects and events

1. "Please take note of our next meeting..."
2. "Our next meeting will be..."

**Adjournment** –To end the meeting (no need of second motion)

1. "I move to adjourn the meeting"
2. "Move to adjourn the meeting"



### Additional Language functions:

(adapted from Lecture Ready 2, 2016)

#### Entering a discussion:

- "Can I say something here?"
- "I would like to comment on the..."
- "Can I add something to that?"
- "I'd like to add my two cents"



#### Contributing to the discussion:

- "I think..."
- "In my opinion..."
- "I noticed that..."
- "To me..."
- "I was wondering if..."

#### Phrases for Interrupting in the discussion:

- "Excuse me..."
- "I'm sorry..."
- "Before we go on/continue..."
- "May I interrupt the discussion..."

#### Agreeing and disagreeing:

- "I agree with..."
- "That's a good point..."
- "I think Joe has a point..."
- "I'm afraid I don't agree"
- "I'm sorry, but I have to disagree..."
- "I disagree with Rey..."
- "I see you point, but..."



#### Asking for clarification/ more information:

- "Please, could you repeat what you say?"
- "Could you say that again please"
- "Could you explain...?"
- "What do you mean...?"
- "Could you explain that in more detail?"
- "Could you tell us more about...?"

#### Expression to explain:

- "Let me explain..."
- "What I mean is..."
- "Let me clarify..."
- "I want to show you how..."
- "Let me show you what I mean..."



## E.2 LANGUAGE PRACTICE

Identify what part of the meeting are the following. Choose your answer from the box.

**Announcements      Roll call      Dividing the house      Adjournment      Minutes**

- \_\_\_\_\_ 1. "That's all for today, see you next meeting"
- \_\_\_\_\_ 2. The next meeting will be at Central Festival Convention Center on December 25, 2018.
- \_\_\_\_\_ 3. "Please acknowledge if you are here." Peter? Paul? Mary?
- \_\_\_\_\_ 4. "Are you in favor of the idea, please say yes".
- \_\_\_\_\_ 5. "Here are the things we approved in the previous meeting".

## E.3 GRAMMAR FOCUS

**Preposition of time: (At, In, On)**

The table below shows the example of the correct usage of the preposition of time.

"at" Exact time	"in" Months, years, or undetermined period	"on" Dates and days
at 5 o'clock	in June	on Saturday
at 12.20 am	in autumn	on 25 <sup>th</sup> December 2018
at night	in the springtime	on 8 <sup>th</sup> of May
at breakfast	in 1960	on Wednesday
at bedtime	in the 1800s	on Valentine's Day
at dawn	in the next decade	on the weekend
at sunset	in the Stone Age	on New Year's Eve
at the moment	in the future	on Christmas Day

*(Adapted from Preposition of Time, 2018)*

## F. WRITING EXERCISE

Write at least two sentences in each preposition of time (In, On, At) on the spaces provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**G. LET'S TALK**

Select a partner and complete the dialogue by using the examples of preposition of time shown in the table above. Take turn in asking each other. You may prefer to find another partner for more practice.

1. What are you doing \_\_\_\_\_?  
Answer: On \_\_\_\_\_, I'm going to see my friends at \_\_\_\_\_, and in the \_\_\_\_\_ I'm playing football.
2. What makes you busy today?  
Answer: I get up at 6:00 in \_\_\_\_\_, and I finish studying at \_\_\_\_\_ in the evening. It's a really long day. My teacher wants our homework finished in \_\_\_\_\_, so I have to use my time wisely.
3. Student 1: Hello, how can I help you?  
Student 2: Hello, this is \_\_\_\_\_. I'd like to make an appointment with \_\_\_\_\_.  
Student 1: Okay Mr/Ms \_\_\_\_\_, \_\_\_\_\_ is available on \_\_\_\_\_ at \_\_\_\_\_.  
Student 2: Oh, I'm sorry, I have a meeting on \_\_\_\_\_, Is \_\_\_\_\_ okay?  
Student 1: Well, \_\_\_\_\_ can see you in the morning at \_\_\_\_\_.  
Student 2: Good then, thank you very much.  
Student 1: We look forward to seeing you, goodbye!

**H. WRITING HOMEWORK**

For the final task, write your reflection about this course in a minimum of 150 words. You can include the things you learned, you would want to learn more, the area you find it difficult, about intergration of ICT, role-play, class activity, etc. Submit this task after the presentation week through another page in your blogsite.

**I. SPEAKING PRESENTATION**

Create a group of 4-5 members only. Perform a 10-minute video conferencing in any video chat platform or any video conferencing apps of your choice. Choose any topic you want to discuss. Record the video your meeting and present to the class. Submit the report with the minutes of the meeting.

**J. VOCABULARY PRACTICE HOMEWORK**

Complete the vocabulary section Unit 5A and 5B in your book. Go to online classroom and do the weekly online test.

**K. SUPPLEMENTAL SELF- LEARNING ACTIVITY**

Read and study the sample minutes of the meeting below. Fill in the missing parts according to what is required in the information.

### Sample Minutes

Administrative Committee Meeting (AdCom)

(1) \_\_\_\_\_

A regular meeting of the Board of Directors of (2) \_\_\_\_\_ was called to order at (3) \_\_\_\_\_ at 10 a.m. pursuant to the notice sent to all Heads of the department in accordance with the standing policy of the company.

The following committee members were present:

(4) \_\_\_\_\_  
\_\_\_\_\_

(5) \_\_\_\_\_, Chairman, presided and (6) \_\_\_\_\_ Secretary, recorded the proceedings of the meeting.

The minutes of the last meeting were approved.

(7) \_\_\_\_\_ Vice President introduced the plan of the building renovation, and the proposed budget. The recommendation of (8) \_\_\_\_\_ to procure additional equipment to enhance the operation of the facility was also considered and voted by the majority.

The next committee meeting will be held on (9) \_\_\_\_\_, at 10:00 am.

The meeting was adjourned at (10) \_\_\_\_\_

\_\_\_\_\_  
Secretary

Things to provide to complete the information in this sample minutes: (You can create your own names and dates)

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1. Date                 | 6. Name of secretary              |
| 2. Name of company      | 7. Name (presenter of the agenda) |
| 3. Place                | 8. Name (presenter of the agenda) |
| 4. Names of the members | 9. Date                           |
| 5. Name of the chair    | 10. Time                          |

**Note:** Here is an additional sample of minutes format:

[http://web.csulb.edu/divisions/students/sld/student\\_organizations/officer\\_dev/documents/SampleMinutes.pdf](http://web.csulb.edu/divisions/students/sld/student_organizations/officer_dev/documents/SampleMinutes.pdf)

## VOCABULARY UNIT 5 Set-A

Terms (POS)		Meaning/Sentence
1	Abstain (v)	
	Sentence:	
2	Adjourn (v)	
	Sentence:	
3	Advise (v)	
	Sentence:	
4	Affiliate (n)	
	Sentence:	
5	Ahead of time (n)	
	Sentence:	
6	Allocate (v)	
	Sentence:	
7	Amend (v)	
	Sentence:	
8	Ancillary (adj)	
	Sentence:	
9	Argument (n)	
	Sentence:	
10	Assembly (n)	
	Sentence:	
11	Bewilderment (n)	
	Sentence:	
12	Brainstorm (v)	
	Sentence:	
13	Butt in (phr v)	
	Sentence:	
14	Cancel (v)	
	Sentence:	
15	Chairman (n)	
	Sentence:	
16	Commence (v)	
	Sentence:	

17	Comprise (v)	
	Sentence:	
18	Concisely (adv)	
	Sentence:	
19	Confidential (adj)	
	Sentence:	
20	Confront (v)	
	Sentence:	
21	Consensus (n)	
	Sentence:	
22	Consent (n)	
	Sentence:	
23	Consolidate (v)	
	Sentence:	
24	Cooperate (v)	
	Sentence:	
25	Culmination (n)	
	Sentence:	
26	Date (n)	
	Sentence:	
27	Deadline (n)	
	Sentence:	
28	Decision-making (n)	
	Sentence:	
29	Depend (v)	
	Sentence:	
30	Deviate (v)	
	Sentence:	
31	Dissent (v)	
	Sentence:	
32	Dynamic (adj)	
	Sentence:	
33	Encourage (v)	
	Sentence:	

34	Enforce (v)	
	Sentence:	
35	Exhortation (n)	
	Sentence:	
36	Forethought (n)	
	Sentence:	
37	Formality (n)	
	Sentence:	
38	Incidental (adj)	
	Sentence:	
39	Initiator (n)	
	Sentence:	
40	Input (n)	
	Sentence:	
41	Interactive (adj)	
	Sentence:	
42	Make a motion (n)	
	Sentence:	
43	Malign (adj)	
	Sentence:	
44	Mandatory (adj)	
	Sentence:	
45	Manual (adj)	
	Sentence:	
46	Meant (v)	
	Sentence:	
47	Mediation (n)	
	Sentence:	
48	Member (n)	
	Sentence:	
49	Minority (n)	
	Sentence:	
50	Pragmatic (adj)	
	Sentence:	

## VOCABULARY UNIT 5 Set-B

Terms (POS)		Meaning/Sentence
1	Agreement (n)	
	Sentence:	
2	Appointee (an)	
	Sentence:	
3	Boardroom (n)	
	Sentence:	
4	Clarification (n)	
	Sentence:	
5	Designate (v)	
	Sentence:	
6	Grievance (n)	
	Sentence:	
7	Minutes (n)	
	Sentence:	
8	Misunderstanding (n)	
	Sentence:	
9	Moderator (n)	
	Sentence:	
10	Momentum (n)	
	Sentence:	
11	Nurture (v)	
	Sentence:	
12	Obligatory (adj)	
	Sentence:	
13	Obvious (adj)	
	Sentence:	
14	Overrule (v)	
	Sentence:	
15	Overwhelm (v)	
	Sentence:	
16	Parliamentary (adj)	
	Sentence:	



17	Permanent (adj)	
	Sentence:	
18	Platform (n)	
	Sentence:	
19	Plurality (n)	
	Sentence:	
20	Point of order (n)	
	Sentence:	
21	Presider (n)	
	Sentence:	
22	Privilege (n)	
	Sentence:	
23	Procure (v)	
	Sentence:	
24	Proxy vote (n)	
	Sentence:	
25	Punctual (adj)	
	Sentence:	
26	Quorum (n)	
	Sentence:	
27	Recapitulate (v)	
	Sentence:	
28	Recognize (v)	
	Sentence:	
29	Rectify (v)	
	Sentence:	
30	Rightful (adj)	
	Sentence:	
31	Roll call (n)	
	Sentence:	
32	Ruling (n)	
	Sentence:	
33	Sensitive (adj)	
	Sentence:	

34	Sentiment (n)	
	Sentence:	
35	Settler (n)	
	Sentence:	
36	Show of hands (n)	
	Sentence:	
37	Sidetrack (v)	
	Sentence:	
38	Solution (n)	
	Sentence:	
39	Squabble (v)	
	Sentence:	
40	Strategy (n)	
	Sentence:	
41	Strongly (adv)	
	Sentence:	
42	Sustain (v)	
	Sentence:	
43	Teleconference (n)	
	Sentence:	
44	Treatise (n)	
	Sentence:	
45	Tricky (adj)	
	Sentence:	
46	Turndown (n)	
	Sentence:	
47	Unanimous (adj)	
	Sentence:	
48	Viva voce (adv)	
	Sentence:	
49	Vote (n)	
	Sentence:	
50	Wrap-up (n)	
	Sentence:	

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## Acknowledgement

This learning material is dedicated to all students of Walailak University taking general and supplementary English courses through Walailak University Language Institute (WULI). I would like to acknowledge the support and trust extended by our Director, Dr. Pongsathorn Dechatiwongse Na Ayuthaya, and the Department deputies to make this learning material possible. My gratitude also to Dr. Surin Maisrikrod, the Vice-president for Global Engagement and Faculty Development who gave the final consent in producing this lesson materials.

To the reviewers, for taking time checking the course materials and making comments, as well as to those who helped in one way or another in the design and formatting. And of course, to all WULI staff who are the constant inspiration and motivation in developing learning materials for our students, my heartfelt gratitude to all.

Praise God! the last but not the least to give glory to!



## Walailak University Language Institute

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Walailak University Language Institute was established as a language department, designed to deliver General English and supplementary English courses to all students of Walailak University. Its multi-national teaching staff from varied regions of the globe have the common goal of enhancing students' English communication skills in terms of listening, reading, writing and speaking.

