

Its flower is as white as snow, but every herbal specialist knows well that it has the strongest effect to the heartbeats, which would prove to beat faster, and could cause one to be dead. White Oleander was always Laura's favorite!!



# ***Group member***

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[ English III Sec. 849 ]

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Thank you.

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# Picture Dictionary

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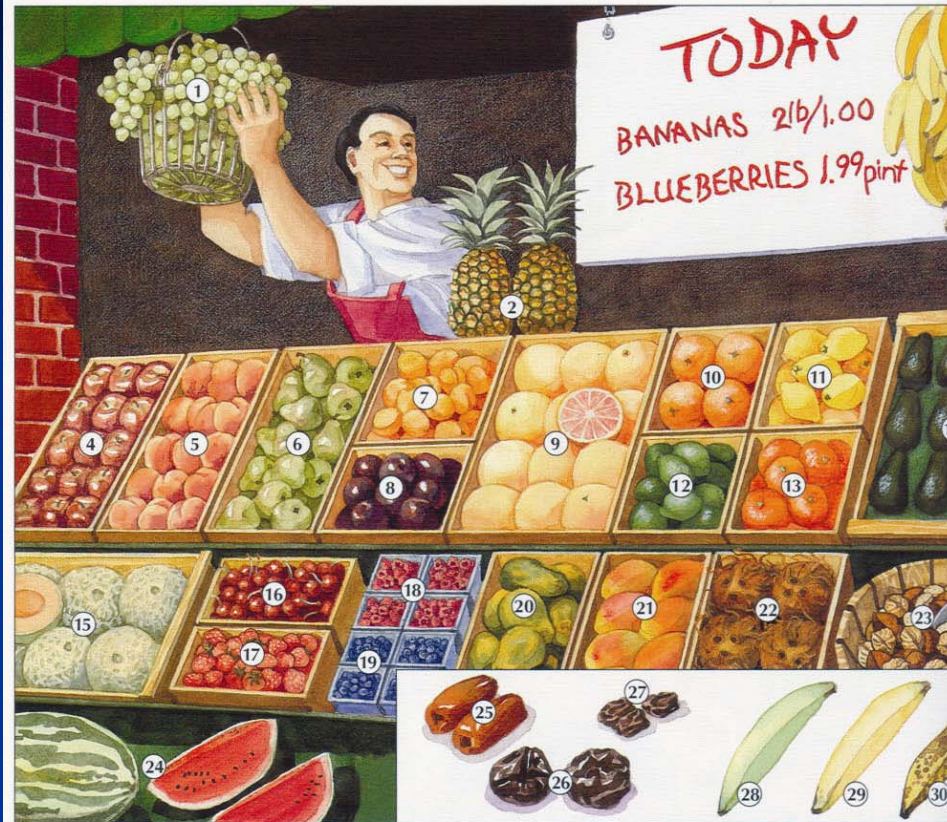
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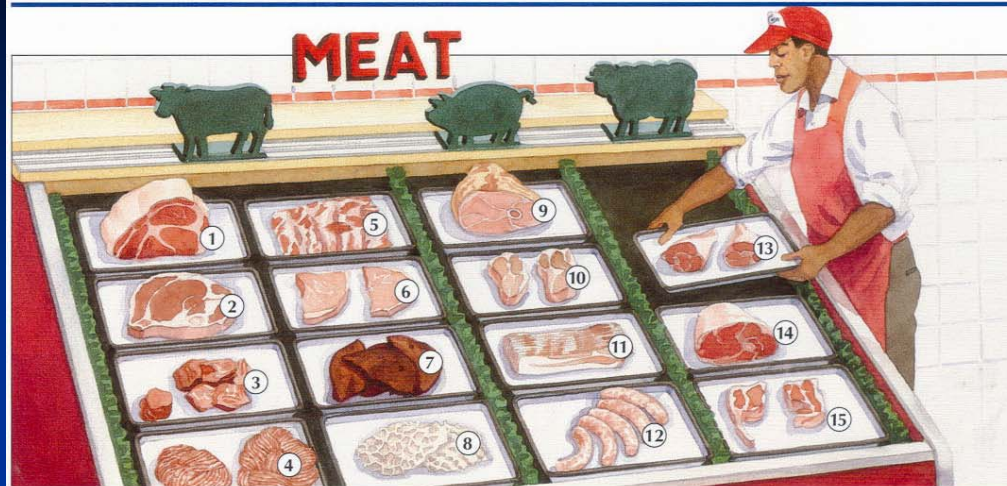
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## Fruit



- |               |                 |                  |              |
|---------------|-----------------|------------------|--------------|
| 1. grapes     | 9. grapefruit   | 17. strawberries | 25. dates    |
| 2. pineapples | 10. oranges     | 18. raspberries  | 26. prunes   |
| 3. bananas    | 11. lemons      | 19. blueberries  | 27. raisins  |
| 4. apples     | 12. limes       | 20. papayas      | 28. not ripe |
| 5. peaches    | 13. tangerines  | 21. mangoes      | 29. ripe     |
| 6. pears      | 14. avocados    | 22. coconuts     | 30. rotten   |
| 7. apricots   | 15. cantaloupes | 23. nuts         |              |
| 8. plums      | 16. cherries    | 24. watermelons  |              |

## Meat and Poultry



### Beef

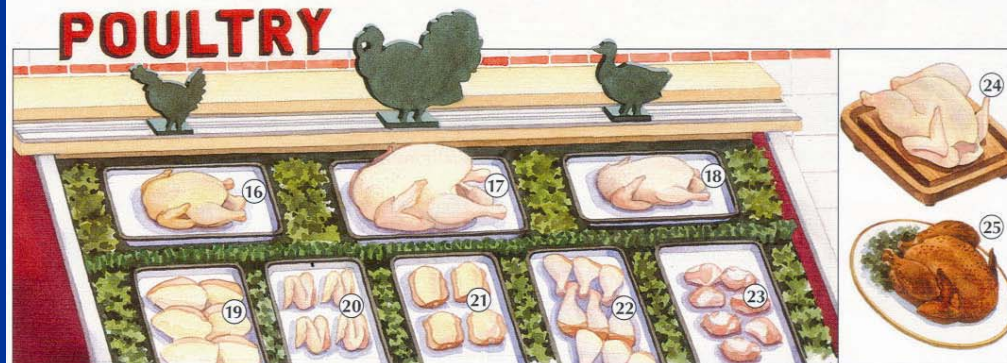
- |                 |                 |
|-----------------|-----------------|
| 1. roast beef   | 5. beef ribs    |
| 2. steak        | 6. veal cutlets |
| 3. stewing beef | 7. liver        |
| 4. ground beef  | 8. tripe        |

### Pork

- |                |
|----------------|
| 9. ham         |
| 10. pork chops |
| 11. bacon      |
| 12. sausage    |

### Lamb

- |                 |
|-----------------|
| 13. lamb shanks |
| 14. leg of lamb |
| 15. lamb chops  |



### 16. chicken

### 17. turkey

### 18. duck

### 19. breasts

### 20. wings

### 21. thighs

### 22. drumsticks

### 23. gizzards

### 24. raw chicken

### 25. cooked chicken





- |                  |                    |                  |
|------------------|--------------------|------------------|
| 1. white bread   | 6. pastrami        | 11. Swiss cheese |
| 2. wheat bread   | 7. roast beef      | 12. jack cheese  |
| 3. rye bread     | 8. corned beef     | 13. potato salad |
| 4. smoked turkey | 9. American cheese | 14. coleslaw     |
| 5. salami        | 10. cheddar cheese | 15. pasta salad  |

## SEAFOOD



### Fish

- |                  |                   |
|------------------|-------------------|
| 16. trout        | 20. halibut       |
| 17. catfish      | 21. filet of sole |
| 18. whole salmon |                   |
| 19. salmon steak |                   |

### Shellfish

- |              |                 |
|--------------|-----------------|
| 22. crab     | 26. mussels     |
| 23. lobster  | 27. oysters     |
| 24. shrimp   | 28. clams       |
| 25. scallops | 29. fresh fish  |
|              | 30. frozen fish |



## Introduction

It is excessively honorable for me to have the opportunity to get to know these groups of unusual girls—students from Class A and C' 02, Applied English Department at Hwa Nan Women's College. Their greatest enthusiasm and tremendous creativity has inspired me to deal with the publication of this magazine—a collection of their excellently initiative, creative and imaginary writing work. I am extremely glad to know that they have taken an initiation on the way of learning how to write freely and creatively. It is hoped that their great achievement and innovation in English writing (i.e. creative writing) will alert both the teachers and the other students at Hwanan in the process of English teaching and learning. Also, it is hoped that this magazine will give the readers much fun and a lot of benefits in the way of learning to write with pleasure, instead of pressure.

This magazine is the collection of the students' (Class A&C' 02, Applied English Department) best creative writing work which is accumulated from their in-class and out-of-class practice and the monthly writing competition. So, there are three chapters in this volume: Chapter One—their best work from in-class task-based writing practice; Chapter Two—best work from their own out-of-class free writing practice and Chapter Three is the collection of the winners' work from the monthly creative writing competition.

**Lin Lihua**

*MA-ELT, IELE of Assumption University*

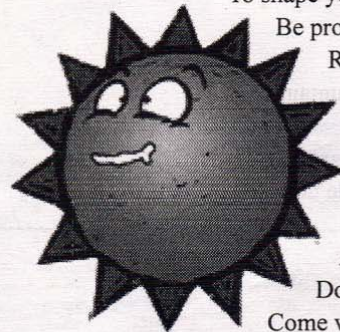
*Applied English Department of Fujian Hwa Nan Women's College*

# Things Can Only Get Better

By He Xiuqun, Class A'02

Make up your mind and do not believe  
It is bad news everywhere  
Take your time and look around  
Because there is something in the air  
There is a feeling that is gaining ground  
And everyone can have a share  
Do not miss your chance

Take up your stance  
And just be sure that you are there  
It is in your hands now  
To change your fortune  
To shape your fortune  
Be proud of yourself  
Remember, things can only get better



If you believe inside your heart  
Nobody is second class  
Every day is a brand new start  
What is past is past  
And if your dreams go nowhere  
Do not give up the fight.  
Come with me and you will see  
It all looks different in the morning light  
  
If you are feeling you can not go on and you are  
Lost and lonely and feel so afraid  
Remember, things can only get better

Thank you.



# **Understanding Language Learning and Learning Process**

Zhou Yan

National Research Centre for Foreign  
Language Education, BFSU

2005-10-24

# **Language Learning Is Different from Learning Other Subjects**

- Language has a systematic structure of its own
  - Learning a language by dismantling its structures and understanding its rules
  - Knowledge in Linguistics and Applied Linguistics is considered to be the foundation for a good command of the language

# ELT Experiences Show

- An expert in Linguistics and Applied Linguistics may not be necessarily a good ELT teacher
- A smart student with a good memory may not necessarily turn out to be a good language learner



# Why?

- Learning about a language is different from learning the language
- Understanding the language does not mean a good command of the language
- There is a gap between being able to understand the language and use the language

# The Nature of Language Learning

- Interdisciplinary
- Social

# Interdisciplinary

- Applied Linguistics
- Education
- Psychology
- Sociology
- Cross-cultural communication
- .....



# Social

- A major means of communication
- Language is best learned through interactions with others

# William and Burden (1997)

- Four important conditions for LL
  - Teachers
  - Learners
  - Tasks
  - Context

# **EFL Learning Strategies**

Active engagement in communication

Perceptive and reflective

Perseverance

Confidence

Good understanding of language learning

Interest in the target culture



# Effective Teaching

- Effective learning:
  - Positive attitude towards LL
  - Motivation
  - Confidence
  - Proper learning strategies

# H.H. Stern(1997)

- Good learners' LL strategies

Active planning strategies  
goals

sub-goals

stages to reach the sub-goals  
and the goals

# Academic(explicit) Learning Strategies

- Recognize language learning is at once cognitive and practical – study and practice
- Understand language learning at two levels
  - forms and meaning
- Compare and contrast between the first and the target language
  - revise their understanding
  - acquire the knowledge and skill
  - gain independence from the first language

# Social Learning Strategy

- Seek communicative contacts with the target language users or communities through writings, media, role play or immersion.....
- Use “communicative strategies” to interact with native language users and strive for communication with them in its imperfect second language
- Actively involved as participants in language use



# Affective Strategy

- Cope effectively with the emotional and motivational problems
  - language shock and stress
  - Cultural shock and stress
- Take a positive attitude and frame of mind in dealing with frustrations and difficulties
- Persistence in their efforts

# Findings

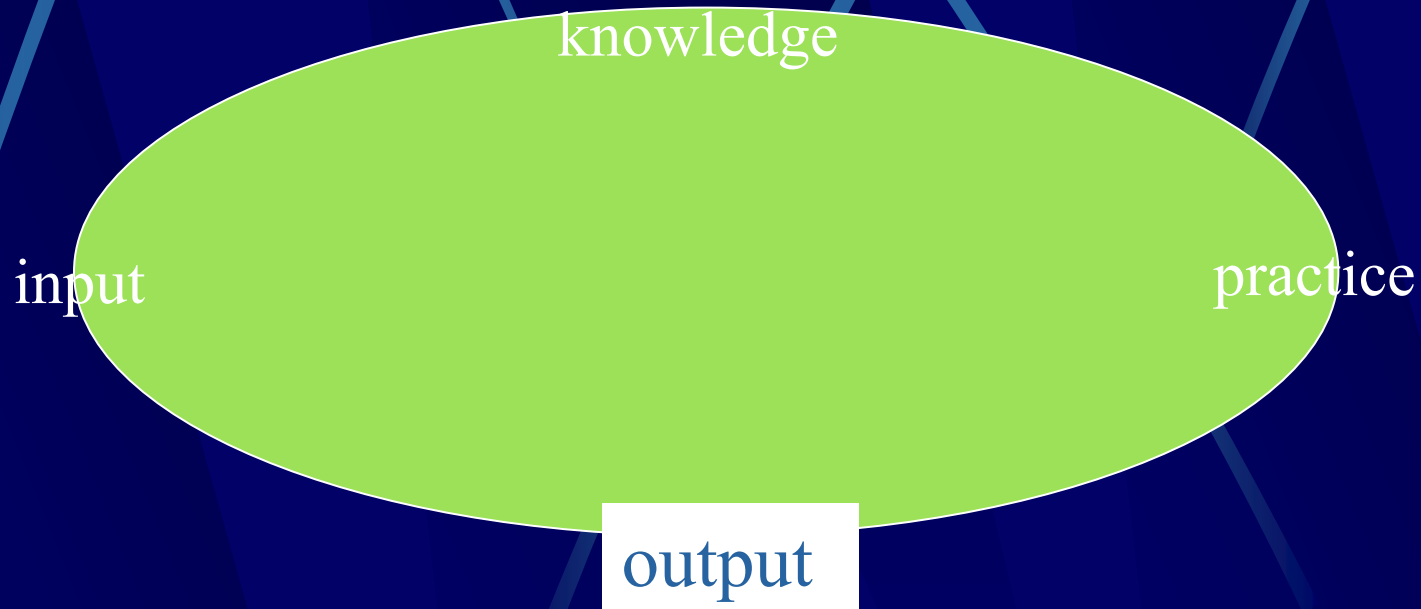
- Language learning is a developmental process which cannot be fully controlled by feeding the language to the learner in slow incremental steps...(410)

H.H.Stern

- In successful learners the different components of proficiency, formal and semantic knowledge, communicative capacity, and creativity, develop concurrently (410) .

H.H.Stern

# The Learning Process



Input —→ knowledge —→ practice —→ skills —→ input



# A Question to Ask Ourselves:

- How can we help the students achieve a complete learning process?

# The Teacher's Role

## ● CBDC

Create positive learning environment

Built up confidence

Develop their interest in the language and culture

Cultivate proper learning strategies