

TEACHING DOCUMENT
SUBJECT: BASIC ENGLISH



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DEPARTMENT OF CURRICULUM AND TEACHING
SURIN BUDDHIST COLLEGE
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY,
SURIN CAMPUS
C.E. 2013 [B.E. 2556]

TEACHING DOCUMENT

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Preface

This teaching document, course titled Basic English, code number 000 116, is one of the Language Subjects in the Group of General Subjects, Bachelor of Arts Curriculum 2012 [B.E. 2555], Mahachulalongkornrajavidyalaya University. It is written for the purpose of teaching the first year students of Mahachulalongkornrajavidyalaya University, Surin Campus.

The contents of learning contained in this teaching document consist of seven chapters, namely, chapter one Introduction, chapter two Article, chapter three Tense, chapter four Sentence, chapter five Preposition and Conjunction, chapter six Reading Comprehension in English language, chapter seven Practice in Four Basic Skills. The 'reading practice' was put at the end of the topic in every chapter due to that it is emphasized on reading skill prescribed in the course description.

This teaching document could not be completed without the valued academic products of different scholars of which I have quoted and the willpower inspired by the university administrators and the most beloved late parents of mine. I feel heartily grateful to those persons mentioned. May whatever merit which accrues from this teaching document be extended to them. I do hope that the students will get the English language improvement from this teaching document.

Thanoo Srithong
January, 2013 (2556 B.E.)

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Teaching Plan of the Subject

1. Course Title: Basic English

2. Course Number: 000 116

Department: Curriculum and Teaching

Group of Subject: General Subjects

Academic year: 2/2556 B.E.

3. Course Description:

A study of English grammar, English usage pertaining to article, tense, sentence, preposition, and conjunction, practice in four skills, emphasizing reading and comprehension of English sentences.

4. Academic Objectives:

4.1 To provide students with general knowledge of English sound and sentence systems

4.2 To develop students with English four skills and grammar

4.3 To enable students to use English in daily life

5. Ethical Objectives:

5.1 To make students realize the values and significance of English in communication with foreigners

5.2 To make students realize the significance and advantages of English in propagation of Buddhism

6. Course Outline:

6.1 Introduction

6.2 Article

6.3 Tense

6.4 Sentence

6.5 Preposition

6.6 Conjunction

6.7 Reading Comprehension

6.8 Practice in four Basic English skills

Weeks	Contents	Activities	Teaching Aids
1	Chapter 1 Introduction - Importance of Using Dictionary - Usage of English-English Dictionary - English Phonetic Symbols - English Consonant Clusters - Exercise of the Chapter	- Orientation of learning and teaching - Lecture with teaching aids - Doing exercises	- Teaching Document - Power point - Exercises
2	Chapter 2 Article - Definition of Article - Type of Article - Usage of Definite Article - Usage of Indefinite Article - Omission of Article - Reading Practice - Exercises of the Chapter	- Lecture with teaching aids - Practice in reading - Doing Exercises	- Teaching Document - Power point - Internet - Exercises
3-5	Chapter 3 Tense - Definition and Classification of Tense - Structure and Specimen of Tenses - Usage of Tenses - Reading Practice - Exercises of the Chapter	- Lecture with teaching aids - Practice in reading - Study the researches on tense - Doing exercises	- Teaching Document - Power point - Internet - Research works on tense - Exercises
6-8	Chapter 4 Sentence - Definition of Basic Sentence - Classification of Basic Sentence Structure - Definition of Sentence - Structure of a Sentence - Types and Usages of Sentences - Reading Practice	- Lecture with teaching aids - Practice in reading - Assignment - Doing exercises	- Teaching Document - Power point - Internet - Exercises

	- Exercises of the Chapter		
9	Mid-term Test		
10	Chapter 5 Preposition and Conjunction - Definition of Preposition - Classification and Usage of Preposition - Main Function of Preposition - Definition of Conjunction - Classification and Usage of Conjunction - Main Function of Conjunction - Reading Practice - Exercises of the Chapter	- Lecture with teaching aids - Practice in reading - Doing Exercises	- Teaching Document - Power point - Internet - Exercises
11-13	Chapter 6 Reading Comprehension in English Language - Definition of Reading Comprehension - Importance of Reading Comprehension - Main Types of Reading - Methods of Reading Comprehension - Reading Practice - Exercises of the Chapter	- Lecture with teaching aids - Practice in reading - Doing exercises	- Teaching Document - Power point - Internet - Exercises
14-15	Chapter 7 Practice in Four Basic English Skills - Need of Four Skills in English - Development of Four Basic English Skill - Practice of Four Skills in English	- Lecture with teaching aids - Practice in listening, speaking, reading, and writing - Assignment - Doing exercises	- Teaching Document - Power point - Internet - Exercises

16	Final Examination		
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7. Teaching and Learning Activities

- 7.1 Lectures
- 7.2 Practice in four skills
- 7.3 Assignments
- 7.4 Exercises

8. Measurement and Evaluation

10.1 Affective Domain	10	Marks
10.2 Psychomotor Domain	20	Marks
10.3 Cognitive Domain	10	Marks
10.4 Final Examination	60	Marks
Total	100	Marks

9. Criteria for Evaluation

Marks Criteria	Meaning	Grade	Grade Points
90-100	Excellent	A	4.00
85-89	Very Good	B+	3.50
80-84	Good	B	3.00
75-79	Very Fair	C+	2.50
70-74	Fair	C	2.00
65-69	Quite Fair	D+	1.50
60-64	Poor	D	1.00
Below 60	Failed	F	0.00

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Teaching Plan of Chapter 1

Introduction

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
1. Skillfully use the English-English dictionary	1. Importance of Using Dictionary 2. Usage of English-English Dictionary 3. English Phonetic Symbols 4. English Consonant Clusters	2 hours	<ul style="list-style-type: none"> - Orientation of learning and teaching - Lecture with teaching aids - Doing exercises 	<ul style="list-style-type: none"> - Teaching Document - Power point - Exercise 	<ul style="list-style-type: none"> - Classroom Activity Participation - Responsibility on Assignment - Examine the exercise

Teaching Plan of Chapter 2

Article

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
Having studied the chapter, the students are able to; 1. The use definite article 2. The use indefinite article 3. The omission of article	1. Definition of article 2. Type of article 3. Usage of definite article 4. Usage of indefinite article 5. Omission of article 6. Reading practice	2 hours	- Lecture with teaching aids - Practice in reading - Doing Exercises	- Teaching Document - Power point - Internet - Exercises	- Classroom Activity Participation - Responsibility on Assignment - Examine the exercises

Teaching Plan of Chapter 3

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Tense

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
<p>Having studied the chapter, the students are able to;</p> <ol style="list-style-type: none"> 1. Explain the definition and classification of tenses 2. Remember the structure and specimen of tenses 3. Use tenses correctly 	<ol style="list-style-type: none"> 1. Definition and Classification of Tenses 2. Structure and Specimen of Tenses 3. Usage of Tenses 4. Reading Practice 	<p>6 hours</p>	<ul style="list-style-type: none"> - Lecture with teaching aids - Practice in reading -Study the researches on tense - Doing exercises 	<ul style="list-style-type: none"> - Teaching Document - Power point - Internet -Research works on tense - Exercises 	<ul style="list-style-type: none"> - Classroom Activity Participation - Responsibility on Assignment - Examine the exercises

Teaching Plan of Chapter 4

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Sentence

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
Having studied the chapter, the students are able to; 1. tell the definition of sentence 2. analyze the structure of a sentence 3. tell the type of sentence 4. use of sentences	1. Definition of basic sentence 2. Classification of basic sentence structure 3. Definition of sentence 4. Structure of a sentence 5. Types and usages of sentences 6. Reading practice	6 hours	- Lecture with teaching aids - Practice in reading - Assignment - Doing exercises	- Teaching Document - Power point - Internet - Exercises	- Classroom Activity Participation - Responsibility on Assignment - Examine the exercises

Teaching Plan of Chapter 5
Preposition and Conjunction

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
Having studied the chapter, the students are able to; 1. Understand preposition and conjunction 2. Tell the different types of preposition and conjunction 3. Use preposition and conjunction correctly	1. Definition of preposition 2. Classification and usage of preposition 3. Main function of preposition 4. Definition of conjunction 5. Classification and usage of conjunction 6. Main function of conjunction 7. Reading practice	2 hours	- Lecture with teaching aids - Practice in reading - Doing Exercises	- Teaching Document - Power point - Internet - Exercises	- Classroom Activity Participation - Responsibility on Assignment - Examine the exercises

Teaching Plan of Chapter 6

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Reading Comprehension in English Language

Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
Having studied the chapter, the students are able to comprehend English passages.	1. Definition of Reading Comprehension 2. Importance of Reading Comprehension 3. Main Types of Reading 4. Methods of Reading Comprehension 5. Reading Practice	6 hours	- Lecture with teaching aids - Practice in reading - Doing exercises	- Teaching Document - Power point - Internet - Exercises	- Classroom Activity Participation - Responsibility on Assignment - Examine the exercises

Teaching Plan of Chapter 7
Practice in Four Basic English Skills

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Objectives	Topics and Contents	Time	Activities	Teaching Aids	Evaluation
Having studied the chapter, the students are able to; 1. Be skillful in listening skill 2. Be skillful in speaking 3. Be skillful in reading 4. Be skillful in writing	1. Need of Four Skills in English 2. Development of Four Basic English Skills 3. Practice of Four Skills in English	4 hours	- Lecture with teaching aids - Practice in listening, speaking, reading, and writing - Assignment - Doing exercises	- Teaching Document - Power point - Internet - VCD ออกเสียง อย่างไม่ให้ถูกต้องและ ฟังฟังรู้เรื่อง Part 1- 10. - VCD Dynamic English, Lesson 1-20. - Exercises	- Classroom Activity Participation - Responsibility on Assignment - Examine the ability in four basic skills - Examine the exercises

Chapter 1

Introduction

Objectives of the Chapter

Having studied the chapter, the students are able to;

1. Skillfully use the English-English dictionary

Topics of the Chapter

1. Importance of Using Dictionary
2. Usage of English-English Dictionary
3. English Phonetic Symbols
4. English Consonant Clusters

Exercises of the Chapter

Reference

Importance of Using Dictionary

A dictionary is a compilation of words ranging from letters A-Z. When reading or writing an article, deciphering profound words, phrases or sentences, using a dictionary could be great help. Primarily, its purpose is to give meanings to words. There are many advantages of using a dictionary. So, using a dictionary is important for students. The first advantage of using a dictionary is pronunciation. Furthermore, we can also listen to the pronunciation of the words. Through the aid of a dictionary, you can check out a word's right utterance. For that, it will help you get the right pronunciation of words. For example, the pronunciation of the word "cat" is /kæt/. The second advantage of using a dictionary is part of speech. It could inform you which part of speech does a certain word belong. Should "cat" be a verb, a noun, an adjective or a combination of these three? One more thing, it could also be a guide to choose a particular word use, for example, part of speech of the word "cat" in the sentence "I love cats." is noun. The third advantage of using a dictionary is spelling. Linguistically speaking, it is no doubt that a dictionary could help us know the proper spelling of words. In this connection, it will guide us in writing words, phrases, sentences and paragraphs. Lastly, examples sentences are also provided. When we want to use the word and do not know where to put the word, we can look example sentences. For example, we should put the word 'cat' after the adjective in 'the black cat is cute.'¹

Using a dictionary will help you in the following reasons; 1) Understand the learning material and your assignment questions. This is very important because if you misinterpret even one word in an assignment, you risk getting the answer wrong. 2) Choose the most appropriate words so that your writing is clear, interesting and reads well. 3) Use words correctly so that you say what you mean and your writing is easy to understand. 4) Spell words correctly – incorrect spelling may be penalized in assignments, and it certainly gives a bad impression. 5) Build your vocabulary - looking up a word not only helps you understand and use that word but the process of looking it up helps fix the word in your memory.²

¹ English Essay, **Importance of using dictionary**,

<<http://smartbom.blogspot.com/2012/02/importance-of-using-dictionary.html>>, 29 October 2013, p. 1.

² **Why use a dictionary?**, <<http://www.openpolytechnic.ac.nz/study-with-us/study-resources-for-students/writing-and-formatting/how-to-write-better/how-dictionaries-can-help-you/>>, 29 October 2013, p.

1.

There are a number of different kinds of dictionaries depending on the word you're looking up and what you want to know about it. Choose from:

1. Monolingual (one language), or explanatory dictionaries, e.g. English-English dictionaries.
2. Bilingual (two languages) dictionaries, e.g. English - Māori / Māori – English.
3. Specialized dictionaries, e.g. dictionaries for specific subjects (such as maths, biology, commerce, IT, etc.), technical terms, abbreviations, idioms, quotations, slang or jargon, etc.
4. Thesauruses, i.e. dictionaries of synonyms (words with the same meaning) and antonyms (words with the opposite meaning).¹

Usage of English-English Dictionary

Before using a dictionary, it is necessary to read the introduction part in any dictionaries because different dictionaries use slightly different systems for recording the information. Here, the writer will focus in the use of Oxford Advanced Learner's Dictionary, International Student's Edition, 7th Edition. The issues to be guided how to use the dictionary consist of abbreviations used in the dictionary, symbols used in the dictionary, labels used in the dictionary, Key to dictionary entries, numbers and symbols, and its example as follows:

¹ **Choose a dictionary that's fit to your purpose**, <<http://www.openpolytechnic.ac.nz/study-with-us/study-resources-for-students/writing-and-formatting/how-to-write-better/how-dictionaries-can-help-you/>>, 29 October 2013, p. 2.

● Abbreviations, symbols, and labels used in the dictionary¹

Abbreviations used in the dictionary

abbr.	abbreviation
adj.	adjective
adv.	adverb
C	countable noun
conj.	conjunction
det.	determiner
n.	noun
pl.	plural
pp	past participle
prep.	preposition
pron.	pronoun
pt	past tense
sb	somebody
sing.	singular
sth	something
ymb.	symbol
U	uncountable noun
v.	verb

AustralE	Australian English
BrE	British English
CanE	Canadian English
EAfrE	East African English
IndE	Indian English
IrishE	Irish English
NAME	North American English
NEngE	English from Northern England
NZE	New Zealand English
SAfrE	South African English
ScotE	Scottish English
SEAsianE	South-East Asian English
US	English from the United States
WAfrE	West African English
WelsE	Welsh English

→ To see how the abbreviations are used to show how different types of nouns are used, look at the Study pages R42–3.

Symbols used in the dictionary

~	replaces the headword of an entry	IDM	idiom(s) section of an entry
■	shows new part of speech in an entry	OPP	shows an opposite
▶	derivative(s) section of an entry	PHRV	phrasal verb(s) section of an entry
-	in headword (affect), shows where a word can be broken	SYN	shows a synonym
		○	shows a word from the <i>Oxford 3000</i> (see page R99)

Labels used in the dictionary

The following labels are used with words that express a particular attitude or are appropriate in a particular situation.

approving expressions show that you feel approval or admiration, for example *feisty*, *petite*.

disapproving expressions show that you feel disapproval or contempt, for example *blinkered*, *newfangled*.

figurative language is used in a non-literal or metaphorical way, as in *He didn't want to cast a shadow on (= spoil) their happiness*.

formal expressions are usually only used in serious or official language and would not be appropriate in normal everyday conversation. Examples are *admonish*, *besmirch*.

humorous expressions are intended to be funny, for example *ankle-biter*, *lurgy*.

informal expressions are used between friends or in a relaxed or unofficial situation. They are not appropriate for formal situations. Examples are *bonkers*, *dodgy*.

ironic language uses words to mean the opposite of the meaning that they seem to have, as in *You're a great help, I must say!* (= no help at all).

literary language is used mainly in literature and imaginative writing, for example *aflame*, *halcyon*.

offensive expressions are used by some people to address or refer to people in a way that is very insulting, especially in connection with their race, religion, sex or disabilities, for example *half-caste*, *slut*. You should not use these words.

¹ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (England: Oxford University Press, 2005, 7th Edition), p. inside front cover.

● Labels used in the dictionary and Key to verb patterns¹

slang is very informal language, sometimes restricted to a particular group of people, for example people of the same age or those who have the same interests or do the same job. Examples are *dingbat*, *dosh*.

taboo expressions are likely to be thought by many people to be obscene or shocking. You should not use them. Examples are *bloody*, *shit*.

technical language is used by people who specialize in particular subject areas, for example *accretion*, *adipose*.

The following labels show other restrictions on the use of words.

dialect describes expressions that mainly used in particular regions of the British Isles, not including Ireland, Scotland or Wales, for example *beck*, *nowt*.

old-fashioned expressions are passing out of current use, for example *balderdash*, *beanfeast*.

old use describes expressions that are no longer in current use, for example *ere*, *perchance*.

saying describes a well-known fixed or traditional phrase, such as a proverb, that is used to make a comment, give advice, etc., for example *actions speak louder than words*.

TM shows a trademark of a manufacturing company, for example *Band-Aid*, *Frisbee*.

Key to verb patterns

Intransitive verbs

[V] verb used alone

A large dog **appeared**.

[V+adv./prep.]

verb + adverb or prepositional phrase
A group of swans **floated by**.

Transitive verbs

[VN] verb + noun phrase

Jill's behaviour **annoyed me**.

[VN+adv./prep.]

verb + noun phrase + adverb or prepositional phrase
He **kicked the ball into the net**.

Transitive verbs with two objects

[VNN] verb + noun phrase + noun phrase

I **gave Sue the book**.

Linking verbs

[V-ADJ] verb + adjective

His voice **sounds hoarse**.

[V-N]

verb + noun phrase
Elena **became a doctor**.

[VN-ADJ] verb + noun phrase + adjective

She **considered herself lucky**.

[VN-N]

verb + noun phrase + noun phrase
They **elected him president**.

Verbs used with clauses or phrases

[V that] [V (that)]

verb + **that** clause

He **said that** he would walk.

[VN that] [VN (that)]

verb + noun phrase + **that** clause

Can you **remind me that** I need to buy some milk?

[V wh-]

verb + **wh-** clause

I **wonder what** the job will be like.

[VN wh-]

verb + noun phrase + **wh-** clause

I **asked him where** the hall was.

[V to]

verb + **to** infinitive

I **want to leave** now.

[VN to]

verb + noun phrase **to** infinitive

I **forced him to go** with me.

[VN inf]

verb + noun phrase + infinitive without 'to'

Did you **hear the phone ring**?

[V -ing]

verb + **-ing** phrase

She **never stops talking**.

[VN -ing]

verb + noun phrase + **-ing** phrase

His comments **set me thinking**.

Verbs + direct speech

[V speech]

verb + direct speech

'It's snowing,' she **said**.

[VN speech]

verb + noun phrase + direct speech

'Tom's coming too,' she **told him**.

→ For a more detailed explanation of these codes and the codes used with phrasal verbs, look at pages R36–41.

¹ Ibid.

● Key to dictionary entries¹

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Key to dictionary entries

Finding the word

Information in the dictionary is given in **entries**, arranged in alphabetical order of **headwords**. **Compound words** are in separate entries, also arranged alphabetically.

headwords

book-binder /'bʊkbændə(r)/ *noun* a person whose job is fastening the pages of books together and putting covers on them ▶ **book-binding** *noun* [U]

book-case /'bʊkkeɪs/ *noun* a piece of furniture with shelves for keeping books on

book club *noun* **1** an organization that sells books cheaply to its members **2** = BOOK GROUP

entry

Some headwords can have more than one part of speech.

blind-fold /'blaɪndfəʊld/; *NAmE* -foʊld/ *noun, verb, adj., adv.*

■ **noun** something that is put over sb's eyes so they cannot see

■ **verb** [VN] to cover sb's eyes with a piece of cloth or other covering so that they cannot see: *The hostages were tied up and blindfolded.*

■ **adj., adv.** (*BrE*) (also **blind-fold-ed** *BrE, NAmE*) with the eyes covered: *The reporter was taken blindfold to a secret location.*
 ◊ *I knew the way home blindfold* (= because it was so familiar). ◊ *I could do that blindfold* (= very easily, with no problems).

headword and all possible parts of speech

Squares show where the information on each part of speech begins.

There are some words in English that have the same spelling as each other but different pronunciations.

gill¹ /gɪl/ *noun* [usually pl.] one of the openings on the side of a fish's head that it breathes through—picture ⇒ PAGE R20 **DM to the gills** (*informal*) completely full: *I was stuffed to the gills with chocolate cake.*

gill² /dʒɪl/ *noun* a unit for measuring liquids. There are four gills in a pint.

Different pronunciation is given at each headword.

There are also some words in English that have more than one possible spelling, and both spellings are acceptable. Information about these words is given at the most frequent spelling.

ban-ister (also **ban-nister**) /'bænɪstə(r)/ *noun* (*BrE* also **ban-is-ters** [pl.]) the posts and rail which you can hold for support when going up or down stairs: *to hold on to the banister/banisters*—picture ⇒ STAIRCASE

The variant spelling is given in brackets.

At the entry for the less frequent spelling a cross-reference directs you to the main entry.

ban-nis-ter = BANISTER

American English forms and irregular forms of verbs are treated in the same way.

Some words that are **derivatives** of other words do not have their own entry in the dictionary because they can be easily understood from the meaning of the word from which they are derived (the root word). They are given in the same entry as the root word, in a specially marked section.

be-lated /bɪ'leɪtɪd/ *adj.* coming or happening late: *a belated birthday present* ▶ **be-lated-ly** *adv.*

The blue triangle shows where the derivative section starts.

¹ Ibid., p. ix.

● Key to dictionary entries¹

xiii

You can find **idioms** and **phrasal verbs** in separate sections, marked with special symbols.

fetch 0- /fetʃ/ verb


1 (especially BrE) to go to where sb/sth is and bring them/it back: [VN] to fetch help / a doctor ◊ The inhabitants have to walk a mile to fetch water. ◊ She's gone to fetch the kids from school. ◊ [VNN] Could you fetch me my bag? **2** [VN] to be sold for a particular price **SYN SELL FOR**: The painting is expected to fetch \$10 000 at auction. **IDM fetch and 'carry (for sb)** to do a lot of little jobs for sb as if you were their servant **PHRV fetch up** (informal, especially BrE) to arrive some

idioms section with symbol **IDM** (see page R49)

phrasal verbs section with symbol **PHRV** (see pages R40–1)

Finding the meaning

Some words have very long entries. It is not usually necessary to read the whole entry from the beginning, if you already know something about the general meaning that you are looking for.

spin 0- /spɪn/ verb, noun


■ **verb** (spin-ning, spun, spun /spʌn/)

► **TURN ROUND QUICKLY 1 ~ (sth) (round/around)** to turn round and round quickly; to make sth do this: [V] The plane was spinning out of control. ◊ a spinning ice skater ◊ My head is spinning (= I feel as if my head is going around and I can't balance). ◊ [VN] to spin a ball/coin/wheel **2 ~ (round/around)** to turn round quickly once; to make sb do this: [V] He spun around to face her. [also VN]
► **MAKE THREAD 3 ~ (A into B) | ~ (B from A)** to make thread from wool, cotton, silk, etc. by twisting it: [V] She sat by the window spinning. ◊ [VN] to spin and knit wool ◊ spinning silk into thread
► **OF SPIDER / SILKWORM 4** [VN] to produce thread from its body to make a web or COCOON: a spider spinning a web

Meanings that are closely related share the same short cut.

Short cuts show the context or general meaning.


Understanding and using the word

spin 0- /spɪn/ verb, noun

■ **verb** (spin-ning, spun, spun /spʌn/)

aardvark /'ɑːdvɑːk; NAmE 'ɑːdvɑːrk/ noun an animal from southern Africa that has a long nose and tongue and that eats insects

pronunciation, with American pronunciation where it is different (see pages R118–9).

Words printed in larger type and with a 0- symbol are part of the Oxford 3000 list of important words (see pages R99–113).

Stress marks show stress on compounds.

baby grand noun a small GRAND PIANO

Irregular forms of verbs, with their pronunciations. Irregular plurals of nouns are also shown.

cling /klɪŋ/ verb (clung, clung /klʌŋ/) [V] **1 ~ (on) to sb/sth | ~ on / together** to hold on tightly to sb/sth: survivors clinging to a raft ◊ She clung on to her baby. ◊ Cling on tight! ◊ They clung together, shivering with cold. ⇨ note at HOLD **2 ~ (to sth)** to stick to sth: a dress that clings (= fits closely and shows the shape of your body) ◊ The wet shirt clung to his chest. **3 ~ (to sb)** (usually disapproving) to stay close to sb, especially because you need them emotionally: After her

prepositions, adverbs and structures that can be used with this word

examples of use in italic type

label giving information about usage (see inside front cover)

comparatives and superlatives of adjectives

hearty /'hɑːti; NAmE 'hɑːrti/ adj., noun

■ **adj.** (heart-ier, heart-iest) **1** [usually before noun] showing friendly feelings for sb: a hearty welcome **2** (sometimes disapproving) loud, cheerful and full of energy: a hearty and boisterous fellow ◊ a hearty voice **3** [only before noun] (of a

information on use of adjectives (see page R47)

¹ Ibid., p. x.

● Key to dictionary entries¹

xi

dock /dɒk; NAmE da:k/ *noun, verb*

■ **noun** 1 [C] a part of a port where ships are repaired, or where goods are put onto or taken off them: *dock workers* ◦ *The ship was in dock.*—see also DRY DOCK 2 **docks** [pl.] a group of docks in a port and the buildings around them that are used for repairing ships, storing goods, etc. 3 [C] (NAmE) = JETTY 4 [C] (NAmE) a raised platform for loading vehicles or trains 5 [C] the part of a court where the person who has been accused of a crime stands or sits during a trial: *He's been in the dock* (= on trial for a crime) *several times already.* 6 [U] a wild plant of northern Europe with large thick leaves that can be rubbed on skin that has been stung by NETTLES to make it less painful: *dock leaves*

■ **verb** 1 if a ship docks or you dock a ship, it sails into a HARBOUR and stays there: [V] *The ferry is expected to dock at 6.* [also VN] 2 if two SPACECRAFT dock, or are docked, they are joined together in space: [VN] *Next year, a technology module will be docked on the space station.* [also V]

information on different types of noun (see pages R 42–3)

word used in definition that is not in the Oxford 3000

fixed form of noun

common phrase in bold type in example (see page R 48)

verb pattern codes (see pages R 36–9)

Build your vocabulary

The dictionary also contains a lot of information that will help you increase your vocabulary and use the language productively.

stable ɒn /'steɪbl/ *adj., noun, verb*

■ **adj.** 1 firmly fixed; not likely to move, change or fail **SYN** STEADY: *stable prices* ◦ *a stable relationship* ◦ *This ladder doesn't seem very stable.* ◦ *The patient's condition is stable* (= it is not getting worse). 2 (of a person) calm and reasonable; not easily upset **SYN** BALANCED: *Mentally, she is not very stable.* 3 (technical) (of a substance) staying in the same chemical or ATOMIC state: *chemically stable* **OPP** UNSTABLE ▶ **sta-bly** /'steɪbli/

Special symbols show synonyms and opposites.

WORD FAMILY
stable *adj* (≠ unstable)
stability *n.* (≠ instability)
stabilize *v.*

Word families show words related to the headword.

Notes help you choose the right word, and also help with difficult grammar points. They are all listed on pages R 93–6.

SYNONYMS

pay

foot the bill • **pick up the bill/tab**
These words all mean to give sb money for work they have done or goods they have supplied.

pay to give sb money for work, goods, services, etc.:
I'll pay for the tickets. ◦ *Her parents paid for her to go to Canada.* ◦ *She pays £200 a week for this apartment.* ◦ *I'm paid \$100 a day.*

foot the bill (rather informal) to pay the cost of sth:
Once again it will be the taxpayer who has to foot the bill.

pick up the bill/tab (rather informal) to pay the cost of sth:
The company will pick up the tab for your hotel room.

PATTERNS AND COLLOCATIONS

- to pay/foot the bill/pick up the bill/tab for sth
- to have to pay/foot the bill/pick up the bill/tab

words listed in order of how frequent they are

Cross-references refer you to information in other parts of the dictionary.

bear ɒn /beə(r); NAmE ber/ *verb, noun*

■ **noun** 1 a heavy wild animal with thick fur and sharp CLAWS (= pointed parts on the ends of its feet). There are many types of bear: *a black bear*—see also GRIZZLY BEAR, POLAR BEAR, TEDDY BEAR 2 (finance) a person who sells shares in a company, etc., hoping to buy them back later at a lower price—compare BULL—see also BEARISH **IDM** **like a bear with a sore head** (informal) bad-tempered or in a bad-tempered way

Compare refers you to a word with a contrasting meaning.

See also refers you to a word with a similar or related meaning.

¹ Ibid., p. xi.

● Numbers and Symbols¹

xii

Numbers

- 1040 form** /,ten 'fɔ:ti fɔ:m; NAmE 'fɔ:rti fɔ:m/ *noun* (in the US) an official document in which you give details of the amount of money that you have earned so that the government can calculate how much tax you have to pay
- 12** /twelv/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least twelve years old; a film/movie that has this label: *I can take the kids too – it's a 12.*
- 1471** /'wʌn fɔ: sevn wʌn NAmE fɔ:r/ (in Britain) the telephone number you can use to find out the telephone number of the person who called you most recently, and the time the call was made
- 15** /,fɪf'ti:n/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least fifteen years old; a film/movie that has this label
- 18** /,eɪ'ti:n/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least eighteen years old; a film/movie that has this label
- 18-wheeler** /,eɪtɪn 'wi:lə(r)/ *noun* (NAme) a very large truck with nine wheels on each side
- 20/20 vision** /,twenti twenti 'vɪʒn/ *noun* the ability to see perfectly without using glasses or CONTACT LENSES
- 2.1** /,tu: 'wʌn/ *noun* the upper level of the second highest standard of degree given by a British or an Australian university: *I got a 2.1*
- 2.2** /,tu: 'tu:/ *noun* the lower level of the second highest standard of degree given by a British or an Australian university
- 24-hour clock** /,twenti fɔ:r əvə 'klɒk; NAmE əvə 'klɑ:k/ *noun* the system of using twenty four numbers to talk about the hours of the day, instead of dividing it into two units of twelve hours
- 24/7** /,twenti fɔ: 'sevn; NAmE fɔ:r/ *adv.* (informal) twenty-four hours a day, seven days a week (used to mean 'all the time'): *She's with me all the time—24/7.*
- 3-D** (also **three-D**) /,θri: 'di:/ *noun* [U] the quality of having, or appearing to have, length, width and depth: *These glasses allow you to see the film in 3-D.*
- 35mm** /,θɜ:tɪfəv 'mɪlɪmɪ:tə(r); NAmE /,θɜ:rti- / *noun* the size of film that is usually used in cameras for taking photographs and making films/movies
- 4×4** /,fɔ: baɪ 'fɔ:; NAmE /,fɔ:r baɪ 'fɔ:r/ *noun* a vehicle with a system in which power is applied to all four wheels, making it easier to control
- the \$64,000 question** /,sɪksti fɔ: θəʊznd dɒlə 'kwɛstʃən; NAmE fɔ:r, da:lər/ *noun* (informal) the thing that people most want to know, or that is most important: *It's a clever plan, but the sixty-four thousand dollar question is: will it work?*
- 911** /,naɪn wʌn 'wʌn/ the telephone number used in the US to call the police, fire or ambulance services in an emergency: (NAme) *Call 911.*
- 99** /,naɪnti'naɪn/ *noun* (BrE) an ice cream in a cone with a stick of chocolate in the top
- 999** /,naɪn naɪn 'naɪn/ the telephone number used in Britain to call the police, fire or ambulance services in an emergency: (BrE) *Dial 999.*

Symbols

- = equals; is the same as
- ≠ does not equal; is different from
- ≈ is approximately equal to
- > is more than
- < is less than
- ∴ because
- ∴ therefore
- ✓ correct
- ✗ incorrect
- * used to mark important points (called an **ASTERISK**)
- & and (called an **AMPERSAND**)
- # (BrE) **HASH** (NAme **POUND SIGN**) the symbol used for example on telephones, and in addresses in the US
- " DITTO; the same word as above
- @ at
- % (on an envelope) care of. You address a letter to a person 'care of' sb else when the place you are sending it to is not their permanent home.
- £ pound sterling
- \$ dollar
- € euro
- © copyright
- i information
- P parking
- ♂ male
- ♀ female
- ♻ used on the packaging of products to show that they are made from recycled materials (= that have been used once then treated so that they can be used again), or to show that they can be recycled after use

¹ Ibid., p. xii.

● Example ¹

A a

A /eɪ/ *noun, symbol, abbr.*

■ **noun** (also **a**) (pl. **As, A's, a's** /eɪz/) **1** [C,U] the first letter of the English alphabet: 'Apple' begins with (an) A/A'. **2 A** [C,U] (*music*) the 6th note in the SCALE of C MAJOR **3** [C,U] the highest mark/grade that a student can get for a piece of work or course of study: She got (an) A in/for Biology. ◊ He had **straight A's** (= nothing but A's) all through high school. **4 A** [U] used to represent the first of two or more possibilities: Shall we go for plan A or plan B? **5 A** [U] used to represent a person, for example in an imagined situation or to hide their identity: Assume A knows B is guilty.—see also A-FRAME, A LEVEL, A-ROAD **IDM** **from A to B** from one place to another: For me a car is just a means of getting from A to B. **from A to Z** including everything there is to know about sth: He knew his subject from A to Z.

■ **symbol** **1** used in Britain before a number to refer to a particular important road: the A34 to Newbury **2** used (but not in the US) before numbers which show standard METRIC sizes of paper: a sheet of A4 paper (= 297×210mm) ◊ A3 (= 420×297mm) ◊ A5 (= 210×148mm)

■ **abbr.** (in writing) AMP(s)

a 0-ɪ /ə; strong form eɪ/ (also **an** /ən; strong form æn/) *indefinite article*

HELP The form **a** is used before consonant sounds and the form **an** before vowel sounds. When saying abbreviations like 'FM' or 'UN', use **a** or **an** according to how the first letter is said. For example, F is a consonant, but begins with the sound/f/and so you say: an FM radio. U is a vowel but begins with/j/and so you say: a UN declaration. **1** used before countable or singular nouns referring to people or things that have not already been mentioned: a man/horse/unit ◊ an aunt/egg/hour/x-ray ◊ I can only carry two at a time. ◊ There's a visitor for you. ◊ She's a friend of my father's (= one of my father's friends). **2** used before uncountable nouns when these have an adjective in front of them, or phrase following them: a good knowledge of French ◊ a sadness that won't go away **3** any; every: A lion is a dangerous animal. **4** used to show that sb/sth is a member of a group or profession: Their new car's a BMW. ◊ She's a Buddhist. ◊ He's a teacher. ◊ Is that a Monet (= a painting by Monet)? **5** used in front of two nouns that are seen as a single unit: a knife and fork **6** used instead of one before some numbers: A thousand people were there. **7** used when talking about prices, quantities and rates **SYN** PER: They cost 50p a kilo. ◊ I can type 50 words a minute. ◊ He was driving at 50 miles an hour. **8** a person like sb: She's a little Hitler. **9** used before sb's name to show that the speaker does not know the person: There's a Mrs Green to see you. **10** used before the names of days of the week to talk about one particular day: She died on a Tuesday.

a- /eɪ/ *prefix* (in nouns, adjectives and adverbs) not; without: atheist ◊ atypical ◊ asexually

A1 *adj.* (*informal*) very good: The car was in A1 condition.

A2 (level) /eɪ 'tu: lev/ *noun* [C,U] a British exam usually taken in Year 13 of school or college (= the final year) when students are aged 18. Students must first have studied a subject at AS level before they can take an A2 exam. Together AS and A2 level exams form the A-level qualification, which is needed for entrance to universities: A2 exams ◊ Students will normally take three A2 subjects. ◊ He's doing an A2 (level) in History. ◊ More than 20 subjects are on offer at A2 level at our college.

AA /eɪ 'eɪ/ *abbr.* **1** (usually **the AA**) Automobile Association (a British organization which provides services for car owners) **2** ALCOHOLICS ANONYMOUS

AAA /eɪ eɪ 'eɪ/ *abbr.* **1** American Automobile Association (an American organization which provides services for car owners) **2** (in the UK) Amateur Athletic Association

A & E /eɪ ənd 'i:/ *abbr.* ACCIDENT AND EMERGENCY

A and P /eɪ ən 'pi:/ *abbr.* the Great Atlantic and Pacific Tea Company (a US company that has food shops/stores in all the states of the US)

A & R /eɪ ənd 'ɑ:(r)/ *abbr.* artists and repertoire (= the department in a record company that is responsible for finding new singers and bands and getting them to sign a contract with the company)

aardvark /'ɑ:dvɑ:k; NAmE 'ɑ:rdvɑ:rk/ *noun* an animal from southern Africa that has a long nose and tongue and that eats insects

aargh /ɑ:; NAmE ɑ:r/ *exclamation* used to express fear, anger, or some other strong emotion: Aargh—get that cat off the table!

aback /ə'bæk/ *adv.* **IDM** **be taken a back (by sb/sth)** to be shocked or surprised by sb/sth: She was completely taken aback by his anger.—see also TAKE SB ABACK ⇨ note at SURPRISE

aba-cus /'æbəkəs/ *noun* (pl. **aba-cuses** /-kəsɪz/) a frame with small balls which slide along wires. It is used as a tool or toy for counting.

abaft /ə'ba:ft; NAmE ə'bæft/ *adv.* (*technical*) in or behind the STERN (= back end) of a ship

aba-lone /æbə'ləʊni; NAmE -ləʊ-/ *noun* [C,U] a SHELL-FISH that can be eaten and whose shell contains MOTHER-OF-PEARL

aban-don 0-ɪ /ə'bændən/ *verb, noun*

■ **verb** [VN] **1 ~ sb (to sth)** to leave sb, especially sb you are responsible for, with no intention of returning: The baby had been abandoned by its mother. ◊ The study showed a deep fear among the elderly of being abandoned to the care of strangers. **2 ~ sth (to sb/sth)** to leave a thing or place, especially because it is impossible or dangerous to stay **SYN** LEAVE: Snow forced many drivers to abandon their vehicles. ◊ They had to abandon their lands to the invading forces. ◊ He gave the order to **abandon ship** (= to leave the ship because it was sinking). **3** to stop supporting or helping sb; to stop believing in sth: The country abandoned its political leaders after the war. ◊ By 1930 he had abandoned his Marxist principles. **4** to stop doing sth, especially before it is finished; to stop having sth: They abandoned the match because of rain. ◊ She abandoned hope of any reconciliation. **5 ~ yourself to sth** (*literary*) to feel an emotion so strongly that you can feel nothing else: He abandoned himself to despair.

■ **noun** [U] (*formal*) an uncontrolled way of behaving that shows that sb does not care what other people think: He signed cheques with careless abandon. **IDM** see GAY adj.

aban-doned 0-ɪ /ə'bændənd/ *adj.*

1 left and no longer wanted, used or needed: an abandoned car/house ◊ The child was found abandoned but unharmed. **2** (of people or their behaviour) wild; not following accepted standards

aban-don-ment /ə'bændənmənt/ *noun* [U] (*formal*) **1** the act of leaving a person, thing or place with no intention of returning **2** the act of giving up an idea or stopping an activity with no intention of returning to it: the government's abandonment of its new economic policy

abase /ə'beɪs/ *verb* [VN] **~ yourself** (*formal*) to act in a way that shows that you accept sb's power over you

► **abase-ment** *noun* [U]

abashed /ə'bæʃt/ *adj.* [not before noun] embarrassed and ashamed because of sth that you have done **OPP** UNABASHED

abate /ə'beɪt/ *verb* (*formal*) to become less strong; to make sth less strong; [V] The storm showed no signs of abating. ◊ [VN] Steps are to be taken to abate pollution.

► **abate-ment** *noun* [U]

ab-at-toir /'æbətwa:(r)/ *noun* (BrE) = SLAUGHTER-HOUSE

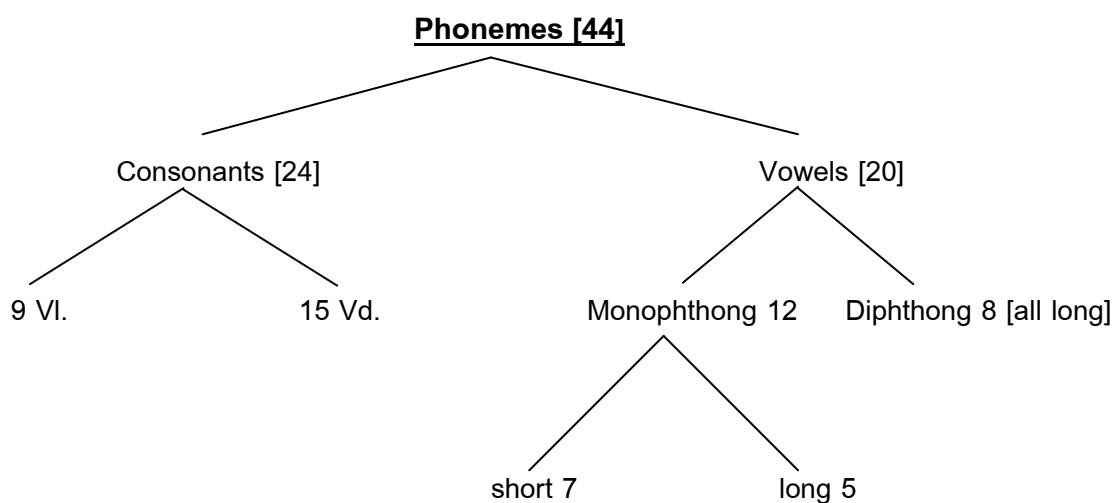
abaya /ə'beɪjə; NAmE ə'baɪjə/ *noun* a full-length piece of clothing worn over other clothes by Arab men or women

¹ Ibid., p. 2.

English Phonetic Symbols

In learning English, the students have to learn the phonetic symbols due to the three main purposes i.e. 1) to practice the right pronunciation 2) to contribute the efficient listening, speaking, and writing and 3) to practice using English-English Dictionary. Here, the writer focuses to present the students the Received Pronunciation (RP).

The forms of RP generally are distinguished into three different forms: Conservative, General, and Advanced. Conservative RP refers to a traditional accent associated with older speakers with certain social backgrounds; General RP is often considered neutral regarding age, occupation, or lifestyle of the speaker; and Advanced RP refers to speech of a younger generation of British speakers. However, the modern style of RP is an accent often taught to non-native speakers learning British English. The Received Pronunciation in English has divided into 44 phonemes as follows;



English Consonants¹

Manners	Symbols	Initial	Medial	Final
Voiceless	p	pin	spin	ship
Voiced	b	bit	clubs	hub
Voiceless	t	take	stone	lit

¹ Adapted from J. Sethi and P.V. Dhamija, A Course in Phonetics and Spoken English, Fourth Printing, (New Delhi: Prentice-Hall, 1994), p. 89-90.

Voiced	d	day	heads	lid
Voiceless	k	key	sky	talk
Voiced	g	go	eggs	bag
Voiceless	tʃ	chain	fetches	teach
Voiced	dʒ	jail	barge	large
Voiced	m	main	small	sum
Voiced	n	nail	snake	shine
Voiced	ŋ		things	sing
Voiced	l	late	slate	tell
Voiceless	f	fan	sphere	half
Voiced	v	view	thieves	live
Voiceless	θ	thin	months	bath
Voiced	ð	then	bathes	clothe
Voiceless	s	sit	taste	loss
Voiced	z	zoo	buzzed	lose
Voiceless	ʃ	ship	wished	fresh
Voiced	ʒ		division	rouge
Voiceless	h	hat	behave	-
Voiced	r	run	shrewd	-
Voiced	w	win	swim	-
Voiced	j	yes	tune	-

English Vowels¹

Manners	Symbols	Initial	Medial	Final
Monophthongs				
Long	i:	east	seen	key
Short	ɪ	it	hit	duty
Short	e	end	Lend	-
Short	æ	and	Land	-
Long	ɑ:	arm	harm	car
Short	ʌ	up	Cup	-
Long	ɔ:	all	caught	saw
Short	ɒ	on	Cot	-
Long	u:	ooze	choose	shoe
Short	ʊ		Put	-
Long	ɜ:	earn	turn	sir
Short	ə	ago	police	Tailor
Diphthongs				
Long	eɪ	eight	straight	stray
Long	əʊ	oak	joke	slow
Long	aɪ	ice	mice	my
Long	aʊ	out	shout	how
Long	ɔɪ	oil	boil	boy
Long	ɪə	ear	beard	clear
Long	eə	air	sheared	care
Long	ʊə	-	cured	poor

¹ Ibid., p. 64-65.”

English Consonant Clusters

In linguistics, a consonant cluster (or consonant blend) is a group of consonants which have no intervening vowel. In English, the longest possible initial cluster is three consonants, as in *split* and the longest possible final cluster is five consonants, as in *angsts*.¹ Therefore, in listening or reading, students must clearly pronounce every phoneme as seen in the diagram below;

Possible clusters	Examples
Two possible initial clusters CC-	plan, twice, flash, create, dwarf, sweep, thrice, etc.
Three possible initial clusters CCC-	screen, strike, spring, splash, street, spleen, etc.
Two possible final clusters -CC	first, August, stropped, wept, depth, caps, mats, etc.
Three possible final clusters -CCC	acts, tents, links, belts, lifts, toasts, asks, bulbs, etc.
Four possible final clusters -CCCC	texts, prompts, glimpsed, sculpts, sixths, etc.
Five possible final cluster -CCCCC	angsts
Verbs which end with -t , when added “-ed” at the end of the words, they are pronounced /-tɪd/	wanted, waited, started, etc.
Verbs which end with -d , when added “-ed” at the end of the words, they are pronounced /-dɪd/	ended, added, extended, etc.
Verbs which end with -f, -k, -p, -s, -sh, and -ch , when added “-ed” at the end of the words, they are pronounced /-ft/, /-kt/, /-pt/, /-st/, /-ft/, and /-tʃt/	rebuffed, looked, dropped, passed, washed, and reached, etc.
Verbs which end with other syllables apart from -f, -k, -p, -s, -sh, and -ch, when added “-ed” at the end of the words, they are pronounced /-d/	determined, disturbed, learned, etc.

¹ Wikipedia, “Consonant Cluster,” <http://en.wikipedia.org/wiki/consonat_cluster>, 7 January 2009.

Exercises of the Chapter

Exercise 1: Write the pronunciation of the given words by using RP phonetic symbols.

Words	RP phonetic symbols	Words	RP phonetic symbols
Pen		See	
Bad		Zoo	
Tea		Shoe	
Did		Vision	
Cat		Hat	
Get		Man	
Chain		Now	
Jam		Sing	
Fall		Leg	
Van		Red	
Thin		Yes	
this		wet	

Exercise 2: Tell a number of the consonant cluster and specify their positions.

Words	Number	position
Train		
split		
Bump		
Lamps		
Nymph		
Temptress		
Glimpse		
Temptress		
Depth		
Depths		
Drifts		
Amidst		
Thirsts		
Phrased		

Twelfths		
Angsts		

Exercise 3: Look up the given words and write down their phonetic transcriptions, parts of speech, meanings, and examples of using.

1. Advised

.....
.....
.....

2. Comprehend

.....
.....
.....

3. Darkly

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.....
.....

4. Fascinating

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.....
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5. Homeland

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6. Gastritis

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.....
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7. Literature

.....
.....
.....

8. Imprison

.....
.....
.....

9. Velar

.....
.....
.....

10. Knuckle

.....
.....

11. Offset

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.....
.....

12. Minute

.....
.....
.....

13. Joist

.....
.....
.....

14. Quadrangle

.....
.....
.....

15. Nappy

.....
.....
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16. Restaurant

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.....

17. Packetize

.....
.....
.....

18. Trawl

.....
.....
.....

19. Sacrifice

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.....
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20. Unemployment

.....
.....
.....

21. Episode

.....
.....
.....

22. Xerox

.....
.....
.....

23. Warped

.....
.....
.....

24. Yawn

.....
.....

25. Bugged

.....
.....

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Chapter 2

Article

Objectives of the Chapter

Having studied the chapter, the students are able to tell;

1. The use definite article
2. The use indefinite article
3. The omission of article

Topics of the Chapter

1. Definition of article
2. Type of article
3. Usage of definite article
4. Usage of indefinite article
5. Omission of article
6. Reading practice

Exercises of the Chapter

Reference

Article

Definition of Article

An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles specify the grammatical definiteness of the noun, in some languages extending to volume or numerical scope.¹

An article is an adjective. Like adjectives, articles modify nouns.²

Articles are considered adjectives. They are also included among determiners. There are three articles in English: a, an, the.³

Among the classical parts of speech, articles are considered a special category of adjectives. Some modern linguists prefer to classify them within a separate part of speech, determiners. In languages that employ articles, every common noun, with some exceptions, is expressed with a certain definiteness. Every noun must be accompanied by the article, if any, corresponding to its definiteness, and the lack of an article itself specifies a certain definiteness.

Type of Article

Article is usually classified into two main terms. They are *definite article* and *indefinite article*. Definite article consists of only one i.e. "the". Indefinite article consists of two i.e. "a" and "an". Though there are only 3 articles in English i.e. a, an and the, but they are very complicated in usage. The learner has to bare in mind which one of the articles must be used. In fact, there are 4 choices to make, because sometimes no article is necessary. Native-speakers, of course, are able to use the articles correctly without thinking. On the other hand, English learners who use English as the second language, need to have some guidelines for making the right choice.

¹ Wikipedia, "**Article**," <[http://en.wikipedia.org/wiki/Article_\(grammar\)](http://en.wikipedia.org/wiki/Article_(grammar))>, 16 August 2011, p. 1.

² Paul Lynch, Allen Brizee, Elizabeth Angeli, "**Using Articles**," <<http://owl.english.purdue.edu/owl/resource/540/01/>>, 16 Augst 2011.

³ Vikas Publishing House PVT LTD, **Modern English Grammar**, (Delhi, India: Gajendra Printing Press), p. 105.

Usage of Definite Article

In general usage, a definite article i.e. “*the*” is used to indicate a noun or pronoun which is a particular one or ones identifiable to the listener. It may be something that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English is used for both singular and plural nouns. On the other hand, it is used with countable and uncountable nouns. It can be also used with the word which begins with both consonant and vowel sounds, but the significant difference occurs only in terms of pronunciation. It is pronounced /ðə/ when placed in front of a word beginning with consonant sound, such as ‘the boy’ and pronounced /ði/ when placed in front of a word beginning with vowel sound such as ‘*the institution*’ or ‘*the honesty*’ etc..

The details of using definite article are as follows;

1. Use “the” before noun followed by adjective phrase.

-The man *in that car* is the Prime Minister.

-The woman with eye glasses is my girlfriend.

-The students in Mahachulalongkornrajavidyalaya University must be either monks or novice.

2. Use “the” before noun followed by adjective clause.

-The person *whom you are talking about* is my brother.

-The pen which I bought for you yesterday is red colour.

-The lake where we want to visit is near by my native town.

3. Use “the” before the persons or things that have already been mentioned.

-She owns a dog and a cat in her house. *The dog* is white and *the cat* is black.

-I have two closest friends in our class. The first one is Phramaha Thong and the second one is Novice Thai.

4. Use “the” before the significant positions which do not carry the names.

-*The Prime Minister* came to visit our university last week.

-The Manager is coming to inspect our company today.

-The President of the United States of America will visit Thailand next year.

5. Use “the” before names of some proper nouns such as rivers, island groups, seas, lakes, oceans, deserts, canals, and mountain ranges, etc.

-The *Chao Paya River* is very significant for Bangkokian.

-The Philippines Iceland is located in Philippines itself.

-The Himalayas is at India.

6. Use “the” before the names of particular countries which are united of smaller states.

-The *Philippines* is our neighbouring country.

-The United States of America is a powerful country.

-The United Kingdom of England has got the King and Queen.

7. Use “the” before names of a country’s parts.

-*The North* of Thailand is the cold area.

-One can see the beach only in the South.

-Bangkok is in the Centre of Thailand.

8. Use “the” before names of newspapers, scriptures, theatres, organizations, and institutes, etc.

-*The Nation* and *The Bangkok Post* are the English newspapers of Thailand.

-Monks and novices in Thailand have to study the Tipitaka.

-Have you ever visited the Siam Theatre?

9. Use “the” before the schools, colleges, and universities which carry preposition ‘of’ before their names.

-*The School of Suan Kularb* is very well known in Thailand.

-The college of Suan Sunantha has produced many qualified students.

-The University of Thammasat is located opposite Mahachulalongkorn University.

10. Use “the” before superlative pronouns.

-Somrak is *the best* boxer in Thailand.

-Human being can not live in the hottest area.

-Shakespeare was the greatest dramatist in the Age of sixteenth of England.

11. Use “the” before names of unique objects.

-We are trying to go to *the sun* as well.

-Nowadays human being can reach the moon.

-I think living on the earth is better than on the moon.

12. Use “the” before ordinal numbers.

-*The twelfth night* is the nightmare.

-Somsak stood the first in the examination.

- The third number is a lucky number in the Thai sense.
- 13. Use “the” before adjectives used as plural nouns.
 - The poor* have very hard lives.
 - Suwan is considered to be the brave among us.
 - The rich are considered to be in the high class in Thai society.
- 14. Use “the” before some adjectives and adverbs in the comparative degree.
 - The more* you learn, *the more* you know.
 - The more you write, the better you are expert.
 - The hotter it is, the better I like.
- 15. Use “the” before names of family.
 - The Browns* consists of five members.
 - The Clintons is coming to visit Thailand next year.
 - The Leekpais has gone to England since yesterday.
- 16. Use “the” before names of important places, dynasties, and periods.
 - I visited *the Taj Mahal* last year.
 - Shakespeare was in the Age of sixteenth.
 - King Phoomiphol Adulyadaj is in the Chakri Dynasty

Usage of Indefinite Article

An indefinite article indicates that its noun is not a particular one (or ones) identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing. English uses *a/an*, from the Old English forms of the number 'one', as its primary indefinite article. The form “*an*” is used before words that begin with a vowel sound (even if spelled with an initial consonant, as in *an hour*), and “*a*” before words that begin with a consonant sound (even if spelled with a vowel, as in *a European*).¹ Both “*an*” and “*a*” are used before singular countable nouns.

The details of using indefinite article (“*a*” and “*an*”) are as follows;

1. Use “*a*” before singular nouns or adjectives beginning with consonant sounds.
 - This is *a table*.
 - A table is made of wood.

¹ Wikipedia, “**Article**,” <[<http://en.wikipedia.org/wiki/Article_\(grammar\)>](http://en.wikipedia.org/wiki/Article_(grammar))>, 16 August 2011, p. 2.

- Do you have a book?
- I saw a boy playing football yesterday.
- There are seven days in a week.
- I want to sell a house.

2. Use “a” before singular nouns or adjectives beginning with vowel sounds such as Europe, eulogy, eunuch, euphemism, euphoria, eugenics, eucalyptus, euthanasia, university, uniform, union, unique, universal, unite, unite, unity, ubiquity, unison, ululate, etc.

- We have to form *a union*.
- She is flying to a European country.
- Pupils have to wear a uniform of the school.
- I am going to join a university after high school.

3. Use “an” before singular nouns or adjectives beginning with vowel sounds.

- I want to buy *an orange*.
- He is apt to be an heir.
- She is holding an umbrella.
- Our class takes only an hour.
- You should keep an eye on her.
- A dog with an ear is running away.
- A child is afraid when he sees an elephant.
- An honest person always conforms to the rules of society.

4. Use “a / an” before the person or thing referred as representative of a class.

- A man* has to die.
- An elephant* is a big animal.
- A dog is a faithful animal.
- A monkey is a naughty animal.

5. Use “a / an” before name of profession and nationality.

- Somsri is *a doctor*.
- She is an American.
- An actor is a well-known career.

6. Use “a / an” before noun or adjective expressed rate, speed, and measuring, etc.

- She can run sixty miles *an hour*.
- They come to a university twice a day.
- The cucumber is twenty Baht a kilogram.
- The train will halt here for half an hour.

7. Use "a / an" before noun or adjective in exclamatory sentence.

-What a *hot day* it is!

-What a pretty girl she is!

-How an honest man you are!

8. Use "a / an" before some phrases expressing number or quantity such as a dozen, a score, a hundred, a hundred thousand, a lot of, a great deal of, etc.

-Phramaha Daeng bought a *dozen* of soap yesterday.

-A hundred of students are taking examination.

-A thousand of people are protesting against the government.

9. Use "a / an" before proper noun describing another person or a thing.

-Somsak is a *Sunthornpoo* in our university.

-Saengsuk is a Piyapong in our football team.

-Every one said that Daeng is an Einstein.

10. Use "a / an" after quite, hardly, scarcely, rather, many, and such.

-Montree is *quite an* intelligent.

-She is rather a kind man.

-He is such an honest man.

-There is hardly a second to lose.

-She likes to behave such a habit.

-Many an animal can climb up a tree.

-Many a student could pass the examination.

-There are scarcely a hundred people present today.

11. Use "a / an" before names of the unfamiliar persons.

-A *Mr. John* wishes to speak to you.

-A *Ms. Susan* is waiting for you outside the office.

-A *Mr. Saengchai* wants to meet you.

12. Use "a / an" before general sickness.

-She has a *headache*, so she can not come to the office today.

-Miss Sunisa has an earache. Hence she is going to see a doctor.

-Phramaha Thongdaeng catches a cold. Therefore he will not come to university.

13. Use "a / an" between the adjective and the noun when the adjective is preceded by so, as, too, and how.

-It is not *so huge a* victory as you think.

- She has never seen as big a fish as this.
- It is too difficult a problem for me to solve.
- We came to know only late how significant a woman she was.

14. Use "a / an" before nouns or verbs used as the objectives or complements of some verbs such as give, take, make, have, do, become, be, get, etc.

- Please *take a seat*, Mr. Duck.
- Do you want to have a drink?
- Did you get a letter from your parents?
- Many people want to be a millionaire but few can be.
- Can you do a favour for me by telling my wife to bring a book?
- Prime Minister Chuan Leekpai will give a speech on television this morning.
- The administrative lecturer is going to make a plan for constructing the building.

Omission of Article (a, an, the)

It is natural that every rule has an exemption. The usage of articles (a, an, the) is also included in the mentioned statement. That is the following nouns or phrases need not to be preceded by articles "a", "an", or "the".

1. Nouns concerning with festivals

- Christmas* is a time for joy.
- Tomorrow will be Visakha Puja Day.
- What will you do on New Year Day?
- Where did you travel on Songkran Day?

2. Nouns used to call family members

- Father*, please come for breakfast.
- Mother, have you cooked rice?
- Dear son, fetch me the spoon.

3. Nouns regarding learning subject, language, and race, etc.

- English* is not too difficult to learn.
- Biology is an interesting to learn.
- I like to study History and Engineering.
- Someone says, "Mathematics is easier than Economics."

4. Nouns regarding the names of sports such as Football, Soccer, Tennis, Table tennis, Basketball, Badminton, Fencing, Racing, Golf, Wrest, Weightlifting, Javelin, Gymnastics, Rowing and Canoeing, Vaulting, etc.

-*Javelin* is an interesting.

-When I was a child, I liked to play football.

-She has been training gymnastics for three years.

5. Nouns regarding the names of person, animal, and street, etc.

-*Lucky* is a lively dog.

-Mr. Daeng wants to teach you English.

-My friends are staying on Sukhumwit Road.

6. Nouns regarding the names of diseases such as influenza, cancer, malaria, chicken flu., yellow fever, jaundice, pneumonia, tuberculosis, etc.

-Smoking cigarette can bring *cancer*.

-Somnuk went to check pneumonia yesterday.

-She has got influenza, therefore, she cannot go to school.

7. Some of phrases such as attend class, declare war, take revenge, take part in, take care of, take advantage of, shake hands, make friend, make fun of, at home, in time, on time, kind of, type of, sort of, on foot, by bus, by train, by air, by ship, by registered post, by money order, etc.

-I go to school on foot.

-What kind of man are you?

-He prefers this sort of company.

-All students are attending class.

-I do not like this type of business.

-Students come to university by bus.

-I will not tolerate this kind of discipline.

-Don't take advantage over your friends.

-Germany was the first country to declare war.

Reading Practice: Read the given passage and notice the usage of article.**Right way to resolve crisis**

No question about it, the "big bag" flood barrier has helped to slow down the floodwaters flowing into Bangkok. But the situation north of the barrier has also worsened. So the angry protest against the barrier from flooded communities in Lam Luk Ka district of Pathum Thani comes as no surprise.

The residents have been putting up with high levels of increasingly fetid floodwaters for more than a month, with little state assistance. Seeing residents of Bangkok's Don Muang district win the battle to turn part of the flood barrier into a weir to alleviate their suffering, the Lum Luk Ka residents now want to follow suit.

The first reaction from the Flood Relief Operations Command (Froc) has been to quickly dismiss the Lam Luk Ka demand, saying it would put inner Bangkok at risk. It had said the same thing to Don Muang's residents earlier, which was not true. Despite the weir, water levels on Vibhavadi-Rangsit Road and other streets downstream have continued to drop because of lesser upstream floodwaters and effective water pumping along major canals downstream.

But for Lam Luk Ka's residents, Froc's words no longer carry weight thereby reflecting the state's lack of credibility in flood crisis management. "Our houses and businesses have been ruined," said one angry resident, echoing widespread resentment of the communities that have been kept under water to allow central Bangkok to stay dry. "If the government wants to keep our areas under water, then it should meet with us to discuss how we are going to be compensated, and when this situation will end."

Much of the anger and resentment from flooded communities is a result of the inefficient top-down flood relief system, the lack of communications and lack of compensation for the areas "sacrificed".

As Thailand is likely to face more flood disasters due to climate change, there is not only the need to institutionalize rescue and flood relief efforts at the local level through more political decentralization and people empowerment, there is also a need to institutionalize a comprehensive compensation system beyond city dwellers' interests. Comprehensive flood prevention and compensation systems must start from the mountaintops down to the floodplains. The highlanders, to start with, must be systematically assisted in preserving rain-catchment forests instead of being punished by draconian forestry laws and ethnic

discrimination. Scratch the option of building large dams: it would be suicidal amid the global warming crisis. Local communities which must sacrifice their farmlands to serve as the "monkey's cheeks" swamps and wetlands must be fairly compensated. So must those communities which build eco-friendly dykes and keep their canals and wetlands in proper condition to absorb excess rainwater.

In the urban setting, residential and business areas marked for floodwater containment so as to keep the capital dry, or to serve as a floodway to carry the water to the river and sea, must also be entitled to compensation as a matter of legal right, not charity. The floodway zoning process must be participatory so as to prevent the zoning from being distorted to serve the more politically powerful at the expense of the less privileged.

Since one person's loss is another person's gain, there should also be a flood tax for city dwellers who are kept dry at the expense of outlying areas. Money is not the point here, justice is. And when justice is ignored, chaos ensues. That is the last thing this country needs, as it struggles to recover from last year's political violence and this year's inundation.¹

¹ Editorial, "**Right Way to Resolve Crisis**",

<<http://www.bangkokpost.com/opinion/opinion/266775/right-way-to-resolve-crisis>>,

Published: 18/11/2011 at 12:00 AM.

Exercises of the Chapter

Exercise 1: Fill up the blank with “the” if necessary.

1.youngest boy has just started going to.....school;eldest boy is at.....college.
2. She lives on.....top floor of an old house. When.....wind blows, all.....windows rattle.
3.darkness doesn't worry.....cats;cats can see in.....dark.
4. My little boys say that they want to be.....spacemen, but most of them will probably end up in.....less dramatic jobs.
5. Do you know.....time? Yes,clock in.....hall has just struck nine. Then it isn't.....time to go yet.
6. He was sent to.....prison for.....six months for.....shop-lifting. When.....six months are over he'll be released;difficulty then will be to find.....work. Do you go to.....prison to visit him?
7. I went to.....school to talk to.....headmistress. I persuaded her to let Ann give up.....gymnastics and take.....ballet lessons instead.
8.ballet isn't much use for.....girls; it is much better to be able to play.....piano.
9. I am on.....night duty. When you go to.....bed, I go to.....work.
10. Peter's at.....office but you could get him on.....phone. There's a telephone box just round.....corner.
11. He got.....bronchitis and was taken to.....hospital. I expect they'll send him home at.....end of.....week. Have you rung.....hospital to ask how he is?
12. Ann's habit of riding a motorcycle up and down.....road early in.....morning annoyed.....neighbours and in.....end they took her to.....court.
13. He first went to.....sea in a Swedish ship, so as well as learning.....navigation he had to learn.....Swedish.
14.family hotels are.....hotels which welcome.....parents and.....children.
15. On.....Sundays my father stays in.....bed till ten o'clock, reading.....Sunday papers.
16. Then he gets up, puts on.....old clothes, has.....breakfast and starts.....work in.....garden.

17. My mother goes to....church in....morning, and in...afternoon goes to visit....friends.
18. Like many women, she loves.....tea parties and.....gossip.
19. My parents have.....cold meat and....salad for.....supper, ...winter and.....summer.
20. During.....meal he talks about.....garden and she tells him.....village gossip.
21. We have a very good train service from here to.....city centre and most people go to.....work by train. You can go by....bus too, of course, but you can't get a season ticket on.....bus.
22.dead no longer need.....help. We must concern ourselves with.....living. We must build.....houses and.....schools and.....playgrounds.
23. I'd like to see.....Mr. Smith please. Do you mean.....Mr. Smith who works in.....box office or.....other Mr. Smith?
24. Did you come by.....air? No, I came by.....sea. I had a lovely voyage on.....Queen Elizabeth II.
25.most of.....stories that.....people tell about.....Irish aren't true.
26.married couples with.....children often rent.....cottages by.....seaside for.....summer holidays.men hire boats and go for.....trips along.....coast;children spend.....day on.....beach and.....poor mothers spend.....most oftime doing.....cooking and cleaning.
27. It's usually safe to walk on.....sand, but here, when.....tide is coming in,sand becomes dangerously soft.people have been swallowed up by it.
28. When.....Titanic was crossing.....Atlantic she struck and iceberg which tore a huge hole in her bow.....captain ordered.....crew to help.....passengers into.....boats.
29. Everywhere.....man has cut down.....forests in order to cultivate.....ground, or to use.....wood as.....fuel or as.....building material.
30. But.....interference with.....nature often brings.....disaster.....tree-felling sometimes turns.....fertile land into a dustbowl.
31.people think that.....lead is.....heaviest metal, but.....gold is heavier.
32. Our air hostess said, '.....rack is only for.....light articles.heavy things such as.....bottles must be put on.....floor.'
33.windows are supposed to let in.....light; but.....windows of this house are so small that we have to have.....electric light on all.....time.
34. There'll always be a conflict between.....old and.....young.young people want.....change but.....old people want.....things to stay.....same.
35.power tends to corrupt and.....absolute power corrupts absolutely.

36. You can fool some of.....people all.....time, and all.....people some of.....time; but you cannot fool all.....people all.....time.¹

Exercise 2: Fill up the blank with “a/an” if necessary.

1. My neighbour is.....photographer; let's ask him for.....advice about colour films.
2. We had.....fish and.....chips for.....lunch. That doesn't sound.....very interesting lunch.
3. I had.....very bad night; I didn't sleep.....wink.
4. He is.....vegetarian; you won't get.....meat at his house. He'll give you.....nut cutlet. Last time I had.....nut cutlet I had.....indigestion.
5.travel agent would give you.....information about.....hotels.
6. We'd better go by.....taxi – if we can get.....taxi at such.....hour as 2 a.m.
7.person who suffers from.....claustrophobia has.....dread of being confined in.....small space, and would always prefer.....stairs to.....lift.
8. Do you take.....sugar in.....coffee? I used to, but now I'm on.....diet. I'm trying to lose.....weight.
9.man suffering from.....shock should not be given anything to drink.
10. You'll get.....shock if you touch.....live wire with that screwdriver. Why don't you get.....screwdriver with.....insulated handle?
11. It costs fifty-five and.....half pence and I've only got.....fifty pence piece. You can pay by.....cheque here. But can I write.....cheque for.....fifty-five and.....half pence?
12.Mr. Smith is.....old customer and.....honest man. Why do you say that? Has he been accused of.....dishonesty?
13. I'm not.....wage-earner; I'm.....self-employed man. I have.....business of my own. Then you're not.....worker/ you're.....capitalist!
14. When he was charged with.....murder he said he had.....alibi.
15.friend of mine is expecting.....baby. If it's.....girl she's going to be called Etheldreda. What.....name to give.....girl!
16. I have.....hour and.....half for lunch. I only have.....half.....hour – barelytime for.....smoke and.....cup of coffee.

¹ A.J. Thomson & A.V. Martinet. *A Practical English Grammar Exercises 1*, Third edition, (Great Britain: Oxford University Press, 1986), p. 13-14.

17. I hope you have.....lovely time and.....good weather. But I'm not going for.....holiday; I'm going on.....business.
18. He looked at me with.....horror when I explained that I was.....double agent.
19. I wouldn't climb.....mountain for \$1,000! I have.....horror of.....heights.
20. I have.....headache and.....sore throat. I think I've got.....cold. I think you're getting.....flu.
21.Mr. Jones called while you were out (*neither of us knows this man*). He wants to make.....complaint about.....article in the paper. He was in.....very bad temper.
22. If you go by.....train you can have quite.....comfortable journey, but make sure you get.....express, not.....train that stops at all the stations.
23.few people know (*hardly anyone knows*) that there is.....secret passage from this house to.....old smugglers' cave in the cliffs.
24. I'm having.....few friends in to.....coffee tomorrow evening. Would you like to come? I'd love to, but I'm afraid I'm going to.....concert.
25. It's time you had.....holiday. You haven't had.....day off for.....month.
26. He broke.....leg in.....skiing accident. It's still in.....plaster.
27. I want.....assistant with.....knowledge of French and.....experience of.....office routine.
28. I see that your house is built o.....wood. Are you insured against.....fire?
29. The escaping prisoner camped in.....wood but he didn't light.....fire because.....smoke rising from the wood might attract.....attention.
30. I had.....amazing experience last night. I saw.....dinosaur eating.....meat pie in.....London park. You mean you had.....nightmare. Anyway, dinosaurs didn't eat.....meat.
31. I'll pay you.....hundred.....week. It's not.....enormous salary but after all you are.....completely unskilled man.
32. If you kept.....graph you could see at.....glance whether you were making.....profit or.....loss.
33.little (*hardly anything*) is known about the effect of this drug; yet.....chemist will sell it to you without.....prescription.
34. I have.....little money left; let's have dinner in.....restaurant.
35. Would it be.....trouble to you to buy me.....newspaper on your way home?

36.man is.....reasoning animal.¹

Exercise 3: Fill up the blank with “a/an, the” if necessary.

1. There was.....knock on.....door. I opened it and found.....small dark man in.....blue overcoat and.....woolen cap.
2. He said he was.....employee of.....gas company and had come to read.....meter.
3. But I had.....suspicion that he wasn't speaking.....truth because.....meter readers usually wear.....peaked caps.
4. However, I took him to.....meter, which is in.....dark corner under.....stairs.
5. I asked if he had.....torch; he said he disliked torches and always read.....meters by.....light of.....match.
6. I remarked that if there was.....leak in.....gas pipe there might beexplosion while he was reading.....meter.
7. He said, 'As.....matter of.....fact, there was.....explosion in.....last house I visited; and Mr. Smith,owner of.....house, was burnt in.....face.
8. 'Mr. Smith was holding.....lighted match at.....time of.....explosion.'
9. To prevent.....possible repetition of this accident, I lent him.....torch.
10. He switched on.....torch, read.....meter and wrote.....reading down on.....back of.....envelope.
11. I said in.....surprise that.....meter readers usually put.....readings down in.....book.
12. He said that he had had.....book but that it had been burnt in.....fire in.....Mr. Smith's house.
13. By this time I had come to.....conclusion that he wasn't.....genuine meter reader; and.....moment he left.....house I rang.....police.
14. Are John and Mary.....cousins? No, they aren't.....cousins; they are.....brother and.....sister.
15.fog was so thick that we couldn't see.....side of.....road. We followed.....car in front of us and hoped that we were going.....right way.

¹ Ibid., p. 11-12.

16. I can't remember.....exact date of.....storm, but I know it was.....Sunday because every body was at.....church. On.....Monday.....post didn't come because.....roads were blocked by.....fallen trees.
17. Peter thinks that this is quite.....cheap restaurant.
18. There's been.....murder here. Where's.....body? There isn't.....body. Then how do you know there's been.....murder?
19. Number.....hundred and two,house next door to us, is for sale. It's quite.....nice house with.....big rooms.....back windows look out on.....park.
20. I don't know what.....price.....owners are asking. But Dry and Rot are.....agents. You could give them.....ring and make them.....offer.
21.postman's little boy says that he'd rather be.....dentist than.....doctor, because.....dentists don't get called out at.....night.
22. Just as.....air hostess (*there was only one on the plane*) was handing me.....cup of.....coffee.....plane gave.....lunch and coffee went all over.....person on.....other side of.....gangway.
23. There was.....collision between.....car and.....cyclist at.....crossroads near.....my house early in.....morning.....cyclist was taken to.....hospital with.....concussion.....driver of.....car was treated for.....shock.....witnesses say that.....car was going at.....seventy miles.....hour.
24. Professor Jones,man who discovered.....new drug that everyone is talking about, refused to give.....press conference.
25. Peter Piper,student in.....professor's college, asked him why he refused to talk to.....press.
26. We're going to.....tea with.....Smiths today, aren't we? Shall we take.....car? We can go by.....car if you wash.....car first. We can't go to.....Mrs. Smith's in.....car all covered with.....mud.
27. He got.....job in.....south and spent.....next two years doing.....work he really enjoyed.
28. It is.....pleasure to do.....business with such.....efficient organization.
29.day after.....day passed without.....news, and we began to lose.....hope.
30. Would you like to hear.....story about.....Englishmen,Irishmen and.....Scotsmen before and they are all.....same.

31. But mine is not.....typical story. In my story.....Scotsman is generous,Irishman is logical and.....Englishman is romantic. Oh, if it's.....fantastic story I'll listen with.....pleasure.
32. My aunt lived on.....ground floor of.....old house on.....River Thames. She was very much afraid of.....burglars and always locked up.....house very carefully before she went to.....bed. She also took.....precaution of looking under.....bed to see if.....burglar was hiding there.
33. It was.....windy morning but they hired.....boat and went for.....sail along.....coast. In.....afternoon.....wind increased and they soon found themselves in.....difficulties.¹

¹ Ibid., p. 15-17.

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Chapter 3

Tense

Objectives of the Chapter

Having studied the chapter, the students are able to;

1. Explain the definition and classification of tenses
2. Remember the structure and specimen of tenses
3. Use tenses correctly

Topics of the Chapter

1. Definition and Classification of Tenses
2. Structure and Specimen of Tenses
3. Usage of Tenses
4. Reading Practice

Exercises of the Chapter

Reference

Tense

Definition and Classification of Tense

Tense means any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb.¹

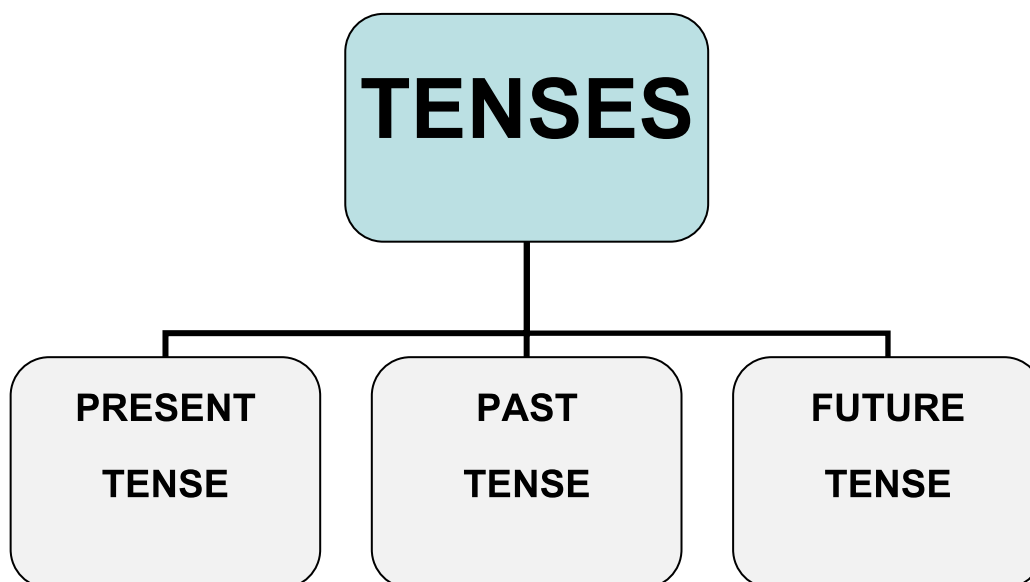
The word tense stands for a verb form or series of verb forms used to express a time relation.²

It indicates the time of action. To the method of studying tense, the learners have to learn three significant things. They are the name of major and minor tenses, their structures, and their usages.

Tense is divided into three major tenses and twelve minor tenses.

The three major tenses are as follows;

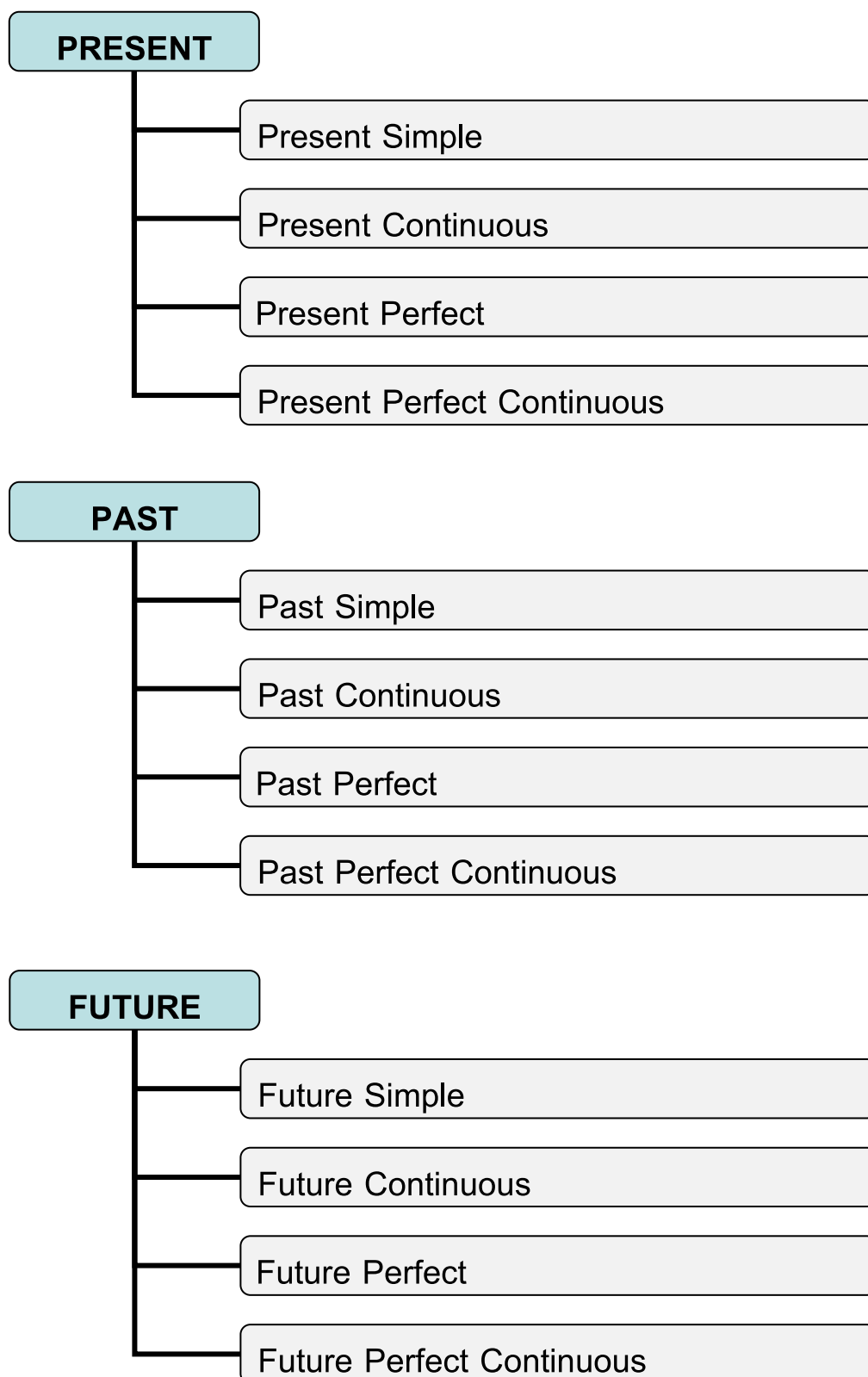
1. Present Tense It indicates the action or event in the present time.
2. Past Tense It indicates the action or event in the past time.
3. Future Tense It indicates the action or event in the future time.



¹ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press, 2010), p.1525.

² Ibid., p.78.

The twelve minor tenses are as follows;



Structure and Specimen of Tenses

The structure and specimen of tense is shown in the below table;

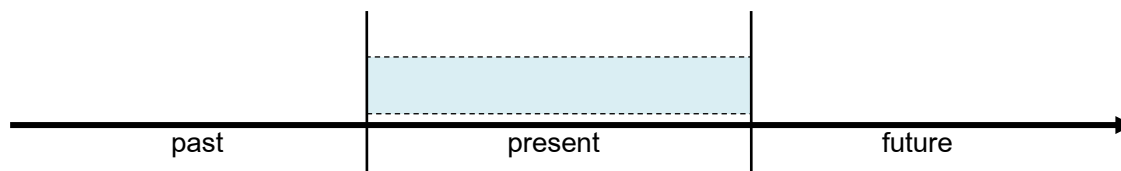
Name	Structure	Affirmative	Negative	Interrogative
Pre.S.	S+V1+...	He studies English.	He does not study English.	Does he study English?
Pre.C.	S+IS,AM,ARE+V-ing+...	He is studying English.	He is not studying English.	Is he studying English?
Pre.P.	S+HAS,HAVE+V3+...	He has studied English.	He has not studied English.	Has he studied English?
Pre.PC	S+HAS,HAVE+BEEN+V-ing+...	He has been studying English.	He has not been studying English.	Has he been studying English?
P.S.	S+V2+...	He studied English.	He did not study English.	Did he study English?
P.C.	S+WAS,WERE+V-ing+...	He was studying English.	He was not studying English.	Was he studying English?
P.P.	S+HAD+V3+...	He had studied English.	He had not studied English.	Had he studied English?
P.PC.	S+HAD+BEEN+V-ing+...	He had been studying English.	He had not been studying English.	Had he been studying English?
F.S.	S+W/S+V1+...	He will study English.	He will not study English.	Will he study English?
F.C.	S+W/S+BE+V-ing+...	He will be studying English.	He will not be studying English.	Will he not be studying English?
F.P.	S+W/S+HAVE+V3+...	He will have studied English.	He will not have studied English.	Will he not have studied English?
F.PC.	S+W/S+HAVE+BEEN+V-ing+...	He will have been studying English.	He will not have been studying English.	Will he not have been studying English?

Usage of Tenses

The Usage of Present Simple Tense

Structure: [S + V1 + ...]

Time Flame of using in broad view:



1. It is used to express what is always true.

- The fire is hot.
- The sun rises in the east.
- The earth rotates the sun.

2. It is used to describe the custom, habitual action, or proverbs.

- A rabbit lives in the jungle.
- Action speaks louder than words.
- The Buddhists take off their shoes when coming to temple.

3. It is used to express the actual event at present.

- He stands under the tree.
- Miss Suni is my girlfriend.
- I have two books in my suitcase.

4. It is used to describe the state or action regarding abstract verbs or verbs of perception, cognition, emotion, and possession like see, hear, smell, taste, feel, recognize, love, hate, like, dislike, desire, forgive, want, wish, agree, appear, believe, belong, consider, detest, doubt, forget, have, know, mean, notice, own, prefer, possess, notice, remember, recall, trust, etc.

- I love her.
- The Buddhists believe in the teachings of the Lord Buddha.
- Please do not trust the person whom you do not know him well.

5. It is used to express habitual action. Here there would be the presence of adverbs of frequency like always, often, every day, usually, every time, every morning, etc.

- He often comes home late.
- I wash my car every weekend.
- I usually relax after the school.

6. It is used in subordinate clauses of condition and time. Here there would be the presence of following adverbs like if, when, whenever, unless, until, while, before, after, as soon as, as long as, etc.

-We shall play football if the weather is fine tomorrow.

-When you see Daeng tomorrow, remember me to him.

-Unless you study hard, you will fail the examination.

Rules of putting **s** or **es** at the end of verbs

When the subjects of sentences are in the forms of singular nouns or pronouns, their finite verbs must be changed correctly.

1. Verbs ending with **s, ss, sh, ch, o, x,** and **z** must be added by **es** at the end of verbs. For example;

-gas	gases	-pass	passes
-box	boxes	-teach	teaches
-push	pushes	-go	goes
-whizz	whizzes	etc.	

2. Verbs ending with **y** must be changed to **ies** in the case that the preceding consonant is put before **y**. For example;

-try	tries	-imply	implies
-dry	dries	-cry	cries etc.

3. Verbs ending apart from the mentioned two rules can be put only **s** at the end of the verbs. For example;

-read	readss	-destroy	destroys
-write	writes	-speak	speaks etc.

Read the statement and notice the usage of Present Simple Tense.

To calm the mind means to find the right balance. If you try to force your mind too much it goes too far; if you don't try enough it doesn't get there, it misses the point of balance.

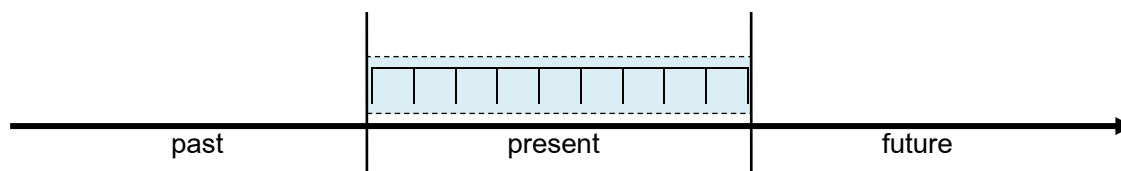
Normally the mind isn't still. It's moving all the time. It lacks strength. Making the mind strong and making the body strong are not the same. To make the body strong we have to exercise it, to push it, in order to make it strong, but to make the mind strong means to make it peaceful, not to go thinking of this and that. For most of us the mind has

never been peaceful, it has never had the energy of *Samādhi*, so we establish it within a boundary. We sit in meditation, staying with the *One who knows*.¹

The Usage of Present Continuous Tense

Structure: [S + IS/AM/ARE + V-ing + ...]

Time Flame of using in broad view:



1. It is used to express the state or action taking place at the moment time of speaking. Here there would be the presence of following adverbs like now, at the moment, at this moment, these days, right now, at present, etc.

- He is coming now.
- We are studying English these days.
- They are sitting at the office at this moment.

2. It is used to denote the state or action taking place over a longer period of time. Here there would be the presence of following adverbs like this week, next week, this month, this year, next two years, etc.

- I am going to England next week.
- They are visiting Nakhornsawan this week.
- The government is planning to construct the road from Bangkok to

Chiangmai next year.

3. It is used to refer to plans for near and immediate future. Here there would be the presence of adverbs like tomorrow, next Monday, on Tuesday, etc.

- I am going to Nakhonsawan tomorrow.
- Mr. Chuan is leaving for USA next week.
- The mob of agriculture are moving into Bangkok on Wednesday.

4. It is used to describe the two present states or actions taking place at the same time.

¹ Ven. Ajahn Chah, **A Taste of Freedom**, (Bangkok: Mahachulalongkornrajavidyalaya University Press, 1991), p. 3.

-He is playing football while I am reading a book.

-She is going to Chiangmai but I am coming home.

Note: Some stative verbs are not normally formed in continuous tense like see, hear, smell, feel, taste, agree, appear, believe, belong, consider, contain, dislike, detest, doubt, forget, have, know, love, like, mean, notice, own, prefer, possess, refuse, remember, recall, seem, suppose, trust, wish, etc.

Spelling rules for the present continuous tense

We make the present continuous tense by adding -ing to the base verb. Normally it's simple - we just add -ing. But sometimes we have to change the word a little. Perhaps we double the last letter, or we drop a letter. Here are the rules to help you know how to spell the present continuous tense as seen in the below table;¹

Basic rule	<i>Just add -ing to the base verb:</i>		
	work	>	working
	play	>	playing
	assist	>	assisting
	see	>	seeing
	be	>	being
Exception 1	<i>If the base verb ends in consonant + stressed vowel + consonant, double the last letter:</i>		
	stop	>	stopping
	run	>	running
	begin	>	beginning
	<i>Note that this exception does not apply when the last syllable of the base verb is not stressed:</i>		
	open	>	opening
Exception 2	<i>If the base verb ends in ie, change the ie to y:</i>		
	lie	>	lying
	die	>	dying
Exception 3	<i>If the base verb ends in vowel + consonant + e, omit the e:</i>		
	come	>	coming
	mistake	>	mistaking

¹ **How do we spell the present continuous tense?**, <http://www.englishclub.com/grammar/verb-tenses_present-continuous_sp.htm>, 9 ตุลาคม 2556. p. 1-2.

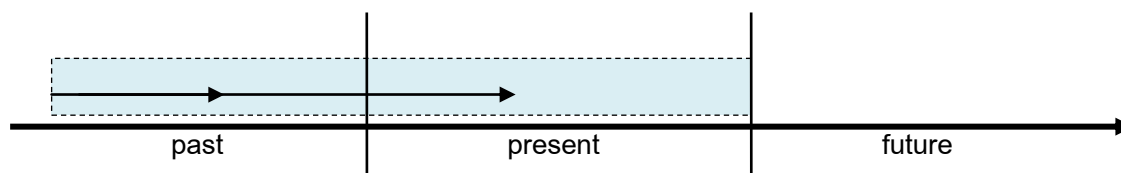
Read the statement and notice the usage of Present Continuous Tense.

This is the main library of Mahachulalongkornrajavidyalay University, Surin Campus. There are many books on the shelves. Many students are working at the tables. One student is looking up a word in the English dictionary on the corner of the reading room. A monk is looking for the Tipitaka on the referent book shelf. A tall boy is asking the reference librarian a question. Several people are reading. A novice is copying some information from an encyclopedia into his notebook.

The Usage of Present Perfect Tense

Structure: [S + HAS/HAVE + V3 + ...]

Time Flame of using in broad view:



1. It is used to express the action or event that has recently been completed. Here there would be the presence of adverbs like just, recently, etc.

- I have just had lunch.
- The meeting has been over recently.
- She has just finished washing her cloths.

2. It is used to describe the action or event that took place sometime in the past and continues up to the present moment. Here there would be the presence of adverbs like since, for, so far, up to now, up to the present time, etc.

- I have studied English for three years.
- She has stayed in Bangkok since 1990.
- They have run business for six years.

3. It is used to refer to the action or event of a person's entire life experience. Here there would be the presence of adverbs like ever, never, once, twice, etc.

- She has met me once.
- I have never drunk liquor.
- Have you ever written an essay?

Spelling Rules for Past and past participle forms of verbs

1. Add **-ed** to the base form of most verbs, for example;

-open	opened	-clean	cleaned
-move	moved	-walk	walked
-finish	finished	-play	played

etc.

2. Add only **-d** when the base form ends in an **-e**, for example;

-love	loved	-solve	solved
-move	moved		etc.

3. If the verb ends in a **consonant + y**, change the **-y** to **-i** and add **-ed**, for example;

-cry	cried	-try	tried
-marry	married		etc.

4. If the verb ends in a **vowel + y**, do not change **-y**, just add **-ed**

-play	played	-enjoy	enjoyed
-stay	stayed		etc.

5. If the verb has one syllable and ends in a consonant + vowel + consonant, double the final consonant and add **-ed** (except **W** and **X**), for example;

-hop	hopped	-plan	planned
-stop	stopped		etc.

6. If the verb has two syllables, and the final syllable is stressed, double the final consonant, for example;

-concur	concurr <u>ed</u>	-refer	refer <u>ed</u>
-permit	permi <u>tt</u> ed		etc.

7. If the verb has two syllables, and the final syllable is not stressed, do not double the final consonant, for example;

-cover	cover <u>e</u> d	-open	open <u>e</u> d
-gather	gather <u>e</u> d		etc. ¹

¹ **Spelling rules for regular past tense verbs**, <<http://www.scribd.com/doc/5810860/Spelling-Rules-for-Regular-Past-Tense-Verbs>>, 9 ตุลาคม 2556, p. 1.

Common English Irregular verb list

For the sake of being able to construct the present perfect tense and the past tense, it is necessary to learn the irregular verb list as shown below;¹

Base Form	Past Simple	Past Participle
Abide	Abode/Abided	Abode/Abided/Abidden
Alight	Alit/Alighted	Alit/Alighted
Arise	Arose	Arisen
Awake	Awoke	Awoken
Be	Was/Were	Been
Bear	Bore	Born/Borne
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Behold	Beheld	Beheld
Bend	Bent	Bent
Bet	Bet	Bet
Bid	Bade	Bidden
Bid	Bid	Bid
Bind	Bound	Bound
Bite	Bit	Bitten
Bleed	Bled	Bled
Blow	Blew	Blown
Break	Broke	Broken
Breed	Bred	Bred
Bring	Brought	Brought
Broadcast	Broadcast/Broadcasted	Broadcast/Broadcasted
Build	Built	Built
Burn	Burnt/Burned	Burnt/Burned
Burst	Burst	Burst
Bust	Bust	Bust
Buy	Bought	Bought
Cast	Cast	Cast

¹ Adapted from Common English Irregular Verb List,
 <<http://www.usingenglish.com/reference/irregular-verbs/>>, 9 ตุลาคม 2556, p. 1-4.

Catch	Caught	Caught
Choose	Chose	Chosen
Clap	Clapped/Clapt	Clapped/Clapt
Cling	Clung	Clung
Clothe	Clad/Clothed	Clad/Clothed
Come	Came	Come
Cost	Cost	Cost
Creep	Crept	Crept
Cut	Cut	Cut
Dare	Dared/Durst	Dared
Deal	Dealt	Dealt
Dig	Dug	Dug
Dive	Dived/Dove	Dived
Do	Did	Done
Draw	Drew	Drawn
Dream	Dreamt/Dreamed	Dreamt/Dreamed
Drink	Drank	Drunk
Drive	Drove	Driven
Dwell	Dwelt	Dwelt
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fit	Fit/Fitted	Fit/Fitted
Flee	Fled	Fled
Fling	Flung	Flung
Fly	Flew	Flown
Forbid	Forbade/Forbad	Forbidden
Forecast	Forecast/Forecasted	Forecast/Forecasted
Foresee	Foresaw	Foreseen
Foretell	Foretold	Foretold
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Forsake	Forsook	Forsaken
Freeze	Froze	Frozen

Frostbite	Frostbit	Frostbitten
Get	Got	Got/Gotten
Give	Gave	Given
Go	Went	Gone/Been
Grind	Ground	Ground
Grow	Grew	Grown
Handwrite	Handwrote	Handwritten
Hang	Hung/Hanged	Hung/Hanged
Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hit	Hit	Hit
Hold	Held	Held
Hurt	Hurt	Hurt
Inlay	Inlaid	Inlaid
Input	Input/Inputted	Input/Inputted
Interlay	Interlaid	Interlaid
Keep	Kept	Kept
Kneel	Knelt/Kneeled	Knelt/Kneeled
Knit	Knit/Knitted	Knit/Knitted
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Lean	Leant/Leaned	Leant/Leaned
Leap	Leapt/Leaped	Leapt/Leaped
Learn	Learnt/Learned	Learnt/Learned
Leave	Left	Left
Lend	Lent	Lent
Let	Let	Let
Lie	Lay	Lain
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Melt	Melted	Molten/Melted
Mislead	Misled	Misled

Mistake	Mistook	Mistaken
Misunderstand	Misunderstood	Misunderstood
Miswed	Miswed/Miswedded	Miswed/Miswedded
Mow	Mowed	Mown
Overdraw	Overdrew	Overdrawn
Overhear	Overheard	Overheard
Overtake	Overtook	Overtaken
Pay	Paid	Paid
Preset	Preset	Preset
Prove	Proved	Proven/Proved
Put	Put	Put
Quit	Quit	Quit
Re-prove	Re-proved	Re-proven/Re-proved
Read	Read	Read
Rid	Rid/Ridded	Rid/Ridded
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Rive	Rived	Riven/Rived
Run	Ran	Run
Saw	Sawed	Sawn/Sawed
Say	Said	Said
See	Saw	Seen
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Set	Set	Set
Sew	Sewed	Sewn/Sewed
Shake	Shook	Shaken
Shave	Shaved	Shaven/Shaved
Shear	Shore/Sheared	Shorn/Sheared
Shed	Shed	Shed
Shine	Shone	Shone
Shoe	Shod	Shod
Shoot	Shot	Shot
Show	Showed	Shown
Shrink	Shrank	Shrunk

Shut	Shut	Shut
Sing	Sang	Sung
Sink	Sank	Sunk
Sit	Sat	Sat
Slay	Slew	Slain
Sleep	Slept	Slept
Slide	Slid	Slid/Slidden
Sling	Slung	Slung
Slink	Slunk	Slunk
Slit	Slit	Slit
Smell	Smelt/Smelled	Smelt/Smelled
Sneak	Sneaked/Snuck	Sneaked/Snuck
Soothsay	Soothsaid	Soothsaid
Sow	Sowed	Sown
Speak	Spoke	Spoken
Speed	Sped/Speeded	Sped/Speeded
Spell	Spelt/Spelled	Spelt/Spelled
Spend	Spent	Spent
Spill	Spilt/Spilled	Spilt/Spilled
Spin	Span/Spun	Spun
Spit	Spat/Spit	Spat/Spit
Split	Split	Split
Spoil	Spoilt/Spoiled	Spoilt/Spoiled
Spread	Spread	Spread
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
Stick	Stuck	Stuck
Sting	Stung	Stung
Stink	Stank	Stunk
Stride	Strode/Strided	Stridden
Strike	Struck	Struck/Stricken
String	Strung	Strung
Strip	Stript/Stripped	Stript/Stripped
Strive	Strove	Striven
Sublet	Sublet	Sublet
Sunburn	Sunburned/Sunburnt	Sunburned/Sunburnt

Swear	Swore	Sworn
Sweat	Sweat/Sweated	Sweat/Sweated
Sweep	Swept/Sweaped	Swept/Sweaped
Swell	Swelled	Swollen
Swim	Swam	Swum
Swing	Swung	Swung
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Thrive	Throve/Thrived	Thriven/Thrived
Throw	Threw	Thrown
Thrust	Thrust	Thrust
Tread	Trod	Trodden
Undergo	Underwent	Undergone
Understand	Understood	Understood
Undertake	Undertook	Undertaken
Upset	Upset	Upset
Vex	Vext/Vexed	Vext/Vexed
Wake	Woke	Woken
Wear	Wore	Worn
Weave	Wove	Woven
Wed	Wed/Wedded	Wed/Wedded
Weep	Wept	Wept
Wend	Wended/Went	Wended/Went
Wet	Wet/Wetted	Wet/Wetted
Win	Won	Won
Wind	Wound	Wound
Withdraw	Withdrew	Withdrawn
Withhold	Withheld	Withheld
Withstand	Withstood	Withstood
Wring	Wrung	Wrung
Write	Wrote	Written
Zinc	Zinced/Zincked	Zinced/Zincked

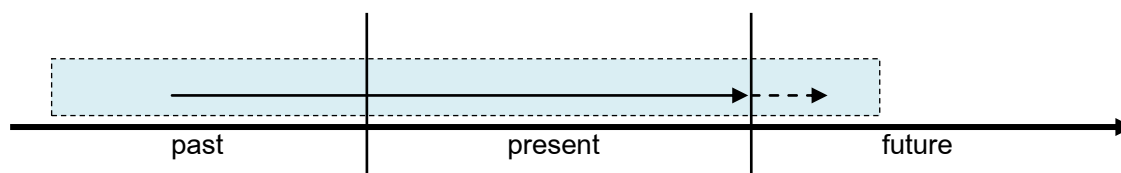
Read the statement and notice the usage of Present Perfect Tense.

Mr. Alfred Lomax has been teaching English at Mahachulalongkornrajavidyalaya University, Surin Campus for quite a long time. He has been working in this field for six years. He has tried several different methods of teaching the verb tenses but he has never found a way that is completely satisfactory. He has said to his students that his explanations are easy to understand but he is still trying to make them better.

The Usage of Present Perfect Continuous Tense

Structure: [S + HAS/HAVE + BEEN + V-ing + ...]

Time Flame of using in broad view:



1. It is used to express the action or event that took place in the past and continues up to the present moment and may continue to take place in the future time.

-I have been working for two hours.

-Supranee has been living in Surin province since 2005.

Note: The difference between present perfect continuous and present perfect tense lies in the emphasis of action or event. That is present perfect continuous tense emphasizes on the further continuity of action while present perfect tense does not.

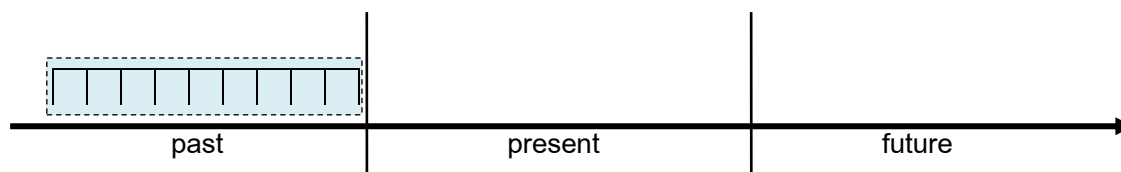
-I have been learning English for five years.

-I have learned English.

The Usage of Past Simple Tense

Structure: [S + V2 + ...]

Time Flame of using in broad view:



1. It is used to describe an action or event occurred and completed in the past. Here there would be the presence of adverbs like ago, yesterday, formerly, last night, last week, yesterday morning, etc.

- He met his friend two years ago.
- I studied English Grammar last year.
- Somsak and Somnuk visited me yesterday.

2. It is used to refer to the habitual action in the past. Here there would be the presence of adverbs like often, always, usually, very often, every morning, etc.

- I went for a walk every morning.
- She always cleaned her house in the evening.
- Students usually came to the teacher when they have got something.

3. It is used with the structure like “*It’s time...*” as follows;

3.1 It’s time + past simple

- It’s time the children went to bed.
- It’s time the meeting was over.

3.2 It’s high time + past simple

- It’s high time we ended the work.
- It’s high time we had dinner.

3.3 I would rather + past simple

- I would rather you did your homework.
- I would rather everyone was good at English.

Note: The difference between Past Simple Tense and Present Perfect Tense lies in the emphasis of action or event. That is Past Simple Tense refers to the action or event occurred and completed in the past while Present Perfect Tense refers to the action or event occurred in the past and its result continues up to the present time.

- I opened the door.
- I have opened the door.

Read the statement and notice the usage of Past Simple Tense.

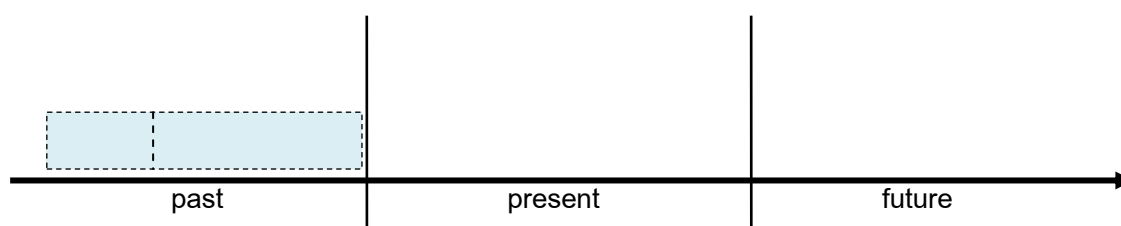
There is evidence that penguins enjoy some types of music. The polar explorer Robert Scott noted that penguins would always “come up at a trot” when his men were singing, and he said that several of his men could frequently be found on the deck of the ship singing before an “admiring group of penguins”. Sir Ernest Henry Shackelton observed

the same thing. But apparently penguins are somewhat particular about their music. A phonograph was put on the ice, and soon a crowd of penguins gathered around, and apparently listened with pleasure and interest. This continued for a time, but when the music, which had been calm, became frivolous, the birds began to be uneasy, and then went away.¹

The Usage of Past Continuous Tense

Structure: [S + WAS/WERE + V-ing + ...]

Time Flame of using in broad view:



1. It is used to express the state or action that was taking place at some time in the past. Here the adverb of time is usually present.

-He was cleaning his room at six o'clock yesterday.

-At nine o'clock last night we were watching television.

-I was staying at the Bangkok Hotel at this time yesterday.

2. It is used to describe two or more events that were taking place at the same time in the past. Both events are used by the structure of Past Continuous Tenses. Here the conjunctions like 'while' or 'but' are usually present.

-While you were reading, I was listening song.

-She was washing cloths while I was playing soccer.

3. It is used to describe two events that were taking place at the different time in the past. The first event that was taking place continuously in the past is used by the structure of 'Past Continuous Tense.' And the following event that took place to interrupt the first event in the later time is used by the structure of 'Past Simple Tense.' Here the conjunctions like 'while' or 'but' are usually present.

-He came to me when I was sleeping.

-My friend called me while I was sleeping.

¹ กุลยา คัมภีรานนท์ และ ดวงฤดี กาญจนพันธ์, **Advanced Reading Comprehension**, (กรุงเทพมหานคร: มปพ.), หน้า 17.

-While I was reading a book, he knocked the door.

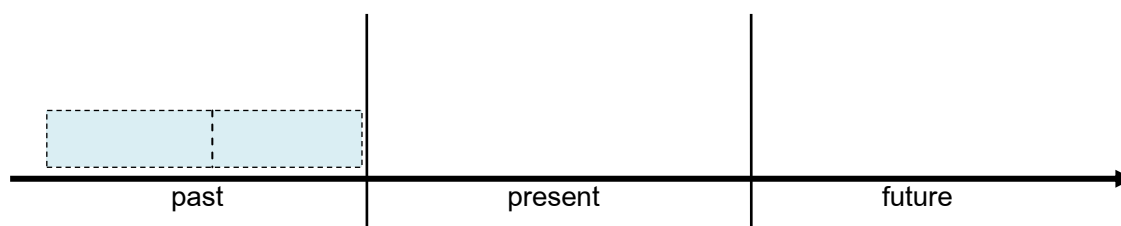
Read statement and notice the usage of Past Continuous Tense.

A bird in a cage at a window used to sing at nighttime. A bat which heard her came up and asked why she never sang by day, but only at night. She explained that there was a good reason: it was while she was singing once in the daytime that she was captured, and this had taught her a lesson. 'It's no good taking precautions now,' said the bat. 'You should have been careful before you were caught.' The moral is that it is too late to be sorry after you have let things go wrong.¹

The Usage of Past Perfect Tense

Structure: [S + HAD + V3 + ...]

Time Frame of using in broad view:



1. It is used to describe the sequence of two events in the past. 'Past Perfect Tense' is used for the event that completed earlier and 'Past Simple Tense' for the event that followed the first event. Here there usually be the presence of adverbs like when, after, before, that, etc.

-We went out for a walk after we had eaten dinner.

-She had prepared all the equipments before she went to the paddy field.

-When I called on Prime Minister Chuan Leekpai, the abbot told me that he had gone to market.

2. It is used to express the unfulfilled wishes in the past.

-I wish I had passed the exam.

-I wish I had been born in a rich family.

3. It is used to express the unfulfilled conditions in the past.

¹ วิโรจน์ พาณิชกิจ, **Lively Reading Book 1**, (กรุงเทพมหานคร: อักษรสยามการพิมพ์, 2543), หน้า

-She would have got the job if she had applied.

-If Phramaha Thong had studied hard, he would have passed the exam.

3. Use 'Past Perfect Tense' and 'Past Simple Tense' for the following phrases like no sooner...than..., hardly...when..., scarcely...when...

s + had +	no sooner		than	
	hardly	+ v3 +	when	+ s + v2
	scarcely		when	

-I had scarcely spoken when I was in the meeting.

-They had no sooner finished their work than they went out.

-Daeng had hardly gone anywhere when his mother was ill.

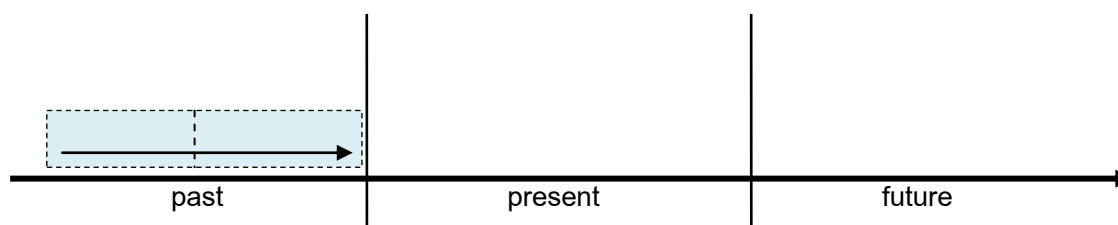
Read the statement and notice the usage of Past Perfect Tense.

Two friends were travelling together when a bear suddenly appeared. One of them climbed up a tree in time and remained there hidden. The other, seeing that he would be caught in another moment, lay down on the ground and pretended to be dead. When the bear put its muzzle to him and smelt him all over, held his breath – for it is said that a bear will not touch a corpse. After it had gone away, the other man came down from his tree and asked his friend what the bear had whispered in his ear. 'It told me,' he replied, 'not to travel in future with friends who do not stand by one in peril'. Genuine friends are proved by adversity.¹

The Usage of Past Perfect Continuous Tense

Structure: [S + HAD + BEEN + V-ing + ...]

Time Flame of using in broad view:



1. It is used to express the action or event that began in the past and was completed in the past. The emphasis lies in the continuity of the action or event.

-The patient had been crying before the doctor came.

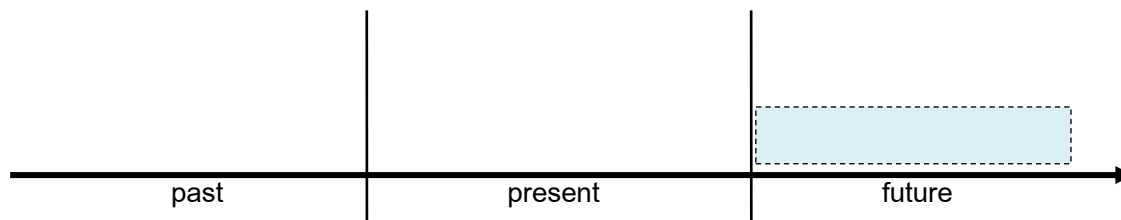
¹ เรื่องเดียวกัน, หน้า 40.

-Somsak had been reading all day and so he was tired in the evening.

The Usage of Future Simple Tense

Structure: [S + W/S + V1 + ...]

Time Flame of using in broad view:



1. It is used to denote the action or event that will take place in the future. Here there would be the presence of adverbs like soon, shortly, in a moment, in a while, in the future, in a few minutes, tonight, tomorrow, next week, etc.

-I shall leave Surin Province tomorrow.

-They will come to our university next year.

-She will study English next month.

2. It is used in the compound sentence denoting an action or event in the future time. Here there would be the presence of adverbs like if, unless, when, until, as soon as, before, after, etc.

Future Simple + Present Simple / Present Perfect

-You will fail the exam unless you study hard.

-I will start working after you have gone.

-I will leave after I have finished my duty.

3. Future simple tense can be used in the form of “(be) going to + v1” to express certainty or planned intention about an action in future.

-Sunee is going to sell her house.

-My wife is going to have a baby.

-I am going to come to the Birthday party.

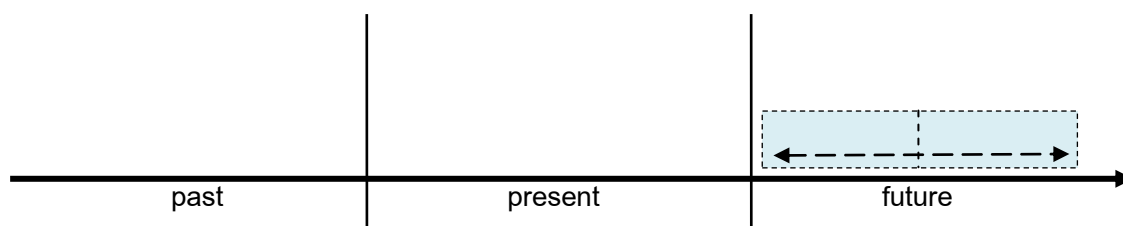
Read the statement and notice the usage of Future Simple Tense.

Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. But it has no effect whatever on the bulk of the ills of man and of beast. Good as it is, it is certainly not a cure all.¹

The Usage of Future Continuous Tense

Structure: [S + W/S + BE + V-ing + ...]

Time Flame of using in broad view:



1. It is used to denote the action or event that will be occurring at some future time.

-At this time tomorrow, I shall be sleeping.

-He will be flying to England by this time tomorrow.

-At two o'clock tomorrow, we shall be studying English.

2. It is used to describe two expected events that will take place at the different time in the future. The first event that will be taking place continuously in the future is used by the structure of 'Future Continuous Tense.' And the following event that will take place in the later time is used by the structure of 'Present Simple Tense.'

-They will be meeting when we reach there.

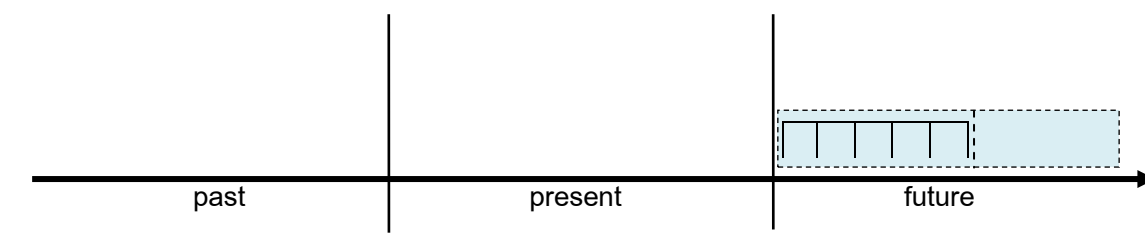
-He will be having his breakfast when we arrive at his house.

-When we call on him tomorrow morning, he will be watering in the garden.

The Usage of Future Perfect Tense

Structure: [S + W/S + HAVE + V3 + ...]

Time Flame of using in broad view:



¹ กุลยา คัมภีรานนท์ และ ดวงฤดี กาญจนพันธ์, **Advanced Reading Comprehension**, (กรุงเทพมหานคร: มปพ.), หน้า 4.

1. It is used to denote the action or event that is expected to be completed by a certain point of time in the future. Here there would be the presence of phrasal adverb of time.

- He will have come here by ten o'clock.
- She will have reached Surin by tomorrow.
- By dinner time, I shall have finished my work.

2. It is used to denote the sequence of two expected events which will be completed at different time in the future. The structure of 'Future Perfect Tense' is used with the former expected event and 'Future Simple Tense' is used with the latter expected event.

- She will have left home when we arrive tomorrow.
- When we reach her house, she will have had dinner.

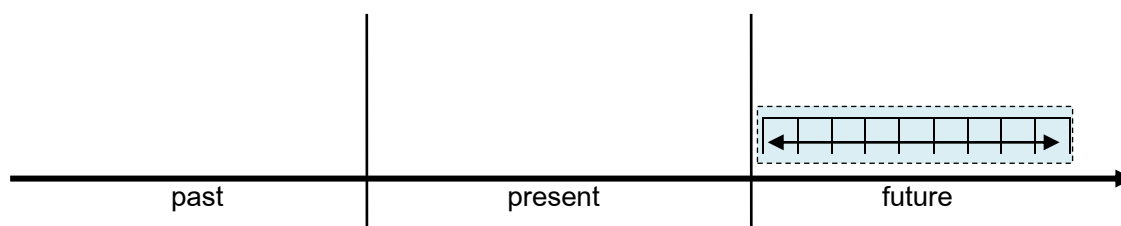
Read the statement and notice the usage of Future Continuous and Future Perfect Tenses.

Thong is a son of Kamdee family. As he is from poor family, he cannot further his studies in the secondary school after the primary school. He will receive an ordination as a novice by next year. When he goes to Bangkok, he will be wearing studying in the secondary school. He will have completed secondary school by 2018.

The Usage of Future Perfect Continuous Tense

Structure: [S + W/S + HAVE + BEEN + V-ing + ...]

Time Flame of using in broad view:



It is used to denote the action or event that is expected to be completed by a certain point of time in the future and it emphasizes on the further continuity of action.

- By lunch time, I shall have been working for four hours.
- By eleven o'clock, I shall have been working for three hours.
- The battalion will have been fighting for ninety-six hours at dawn.

Reading practice: Read the given passage and notice the usage of tenses.

The Philosophy of Sufficiency Economy

The economic crisis of 1997 affected everyone in Thailand, even His Majesty the King. Seeing many of his subjects suffering, he advised the Thai people to change their economic philosophy in order to cope with present economic adversity and withstand future economic insecurity. His Majesty's words have become known as the Philosophy of Sufficiency Economy and have been used as the guiding principle in drafting the current 9th National Economic and Social Development Plan.

The philosophy can be summed up in one paragraph, as translated from the Thai: "Sufficiency Economy is a philosophy that guides the livelihood and behavior of people at all levels, from the family to the community to the country, on matters concerning national development and administration. It calls for a 'middle way' to be observed, especially in pursuing economic development in keeping with the world of globalization. Sufficiency means moderation and reasonableness, including the need to build a reasonable immune system against shocks from the outside or from the inside. Intelligence, attentiveness, and extreme care should be used to ensure that all plans and every step of their implementation are based on knowledge. At the same time we must build up the spiritual foundation of all people in the nation, especially state officials, scholars, and business people at all levels, so they are conscious of moral integrity and honesty and they strive for the appropriate wisdom to live life with forbearance, diligence, self-awareness, intelligence, and attentiveness. In this way we can hope to maintain balance and be ready to cope with rapid physical, social, environmental, and cultural changes from the outside world."

This philosophical statement has lent itself to interpretation by diverse groups of people. First, we can dismiss outright the extreme interpretation that the Sufficiency Economy means complete self-reliance or autarky. In an autarchic system, a country or unit thereof relies upon itself and its people to produce all its needs with no dependence on others. It may do this voluntarily (cutting off contacts with the outside world) or by necessity

(because it is incapable of generating those contacts). But His Majesty the King explicitly rejected this interpretation: “This self-sufficiency does not mean that every family must grow food for themselves, to make clothes for themselves; that is too much. But in a village or sub-district there should be a reasonable amount of sufficiency. If they grow or produce something more than they need they can sell them. But they do not need to sell them very far; they can sell them in nearby places without having to pay high transport costs.”

Some people have attempted to link this economic philosophy with the so-called “Gandhian Economy.” Along the lines proposed by Mahatma Gandhi, this is an economy based on family-level or village-level small-scale enterprises and traditional methods. It may have been appropriate to India in the mid-twentieth century, when the people were poor and technology was limited. But in the present, it may be too restrictive to expect families to do everything by themselves using simple tools and machinery, such as traditional spinning wheels to make cloth. Perhaps the basic idea of Gandhian simplicity – a life less encumbered by modern needs and modern technology – could make people happier. But in the very open world of today, self-sufficiency of a late Gandhi is too extreme.

We also hear people relating the Sufficiency Economy to the knowledge and applicability of Buddhism. In Buddhism, life, especially spiritual life, is enhanced by cutting out excessive wants and greed. True happiness may be attained when a person is fully satisfied with what he or she has and is at peace with the self. To strive to consume more leads to unhappiness if (or when) consumption is not satisfied or falls short of expectations. A sufficiency economy in this context would be an economy fundamentally conditioned by basic need, not greed, and restrained by a conscious effort to cut consumption. This is probably acceptable insofar as it does not reject gains in welfare and well-being due to greater consumption.

Looking back, it can be seen that His Majesty has talked about the sufficiency idea since 1974. In his customary birthday speech of that year, he wished everyone in Thailand “sufficient to live and to eat” (Por You Por Kin). This was indeed a precursor to the sufficiency economy. His Majesty also said: “The development of a country must be by steps. It must start with basic sufficiency in food and adequate living, using techniques and instruments which are economical but technically sound. When this foundation is secured, then higher economic status and progress can be established.” (See Apichai Puntasen, “The King’s Sufficiency Economy and Its Interpretation by Economists,” prepared for the 1999 Year-End Conference of the Thailand Development Research Institute (TDRI), Pattaya, 18-19 December 1999.)

This is very clear: it shows that His Majesty did not deny economic progress and globalization, as some people have interpreted. Indeed the word “globalization” (โลกาภิวัตน์ , lokapiwat) is used in the statement on Sufficiency Economy that His Majesty has endorsed. The notion that Sufficiency Economy is anti-globalization should be put to rest forever.

Still, there are attempts by various segments of the Thai population to dissociate this new economy from the realm of mainstream economics that stresses economic rationality and efficiency in resource allocation. It is obvious that His Majesty’s Sufficiency Economy is not the type found in a mainstream economics textbook, but it would be inaccurate to interpret it as the antithesis of mainstream economics in every respect. On the contrary, I think we can understand Sufficiency Economy within the framework of economic rationality and efficiency in allocative choices. The difference is not in type, but in degree or magnitude of economic behavior. His Majesty used the phrase “middle path” or “middle way” to describe the pattern of life every Thai should lead – a life dictated by moderation, reasonableness, and the ability to withstand shock. Can we find something in mainstream economics that captures the spirit of this philosophy?

I propose to use my own understanding of economic optimization. It is possible to see the Sufficiency Economy as consisting of two frameworks. One is the inevitability of facing the globalized world in which economic efficiency and competition are the rules of the game; the other is the need for economic security and the capacity to protect oneself from external shock and instability. Thinking within the first framework – the basic tenet of mainstream economics – we must realize the opportunity costs involved in every decision we make. We gain from specialization and division of labor because the opportunity costs of doing everything by ourselves is much higher. The laws of comparative advantage and gains from trade are at work in today’s world. But it would be foolish to pursue all-out specialization without basic security, especially in food, shelter, and clothing. This is where the framework of the new Sufficiency Economy comes in. This concerns the basic capacity of the people of a country to look after them. The optimization principle applies when we seek to answer the question: How much of our time and energy should be devoted to the first and second frameworks, respectively? In other words, how much resources should be allocated to producing for trade based on comparative advantage principle, and how much

for basic security? The best mix between the two allocations would represent the optimal state of affairs, both in mainstream and Sufficiency Economics.¹

Exercises of the Chapter

Exercise 1: Use the given verbs to build the assigned sentences.

1. Realize (present simple)

.....

2. Advise (present continuous)

.....

3. Hear (present perfect)

.....

4. Interpret (present perfect continuous)

.....

5. Chant (past simple)

.....

6. Arrive (past continuous)

.....

7. Hurt (past perfect)

¹ Medhi Krongkaew, "FEATURE / OCTOBER 2003," <http://kyotoreview.cseas.kyoto-u.ac.jp/issue/issue3/article_292.html 9December 2011>, 9 December 2011.

.....

 8. Spread (past perfect continuous)

.....

 9. Refuse (future simple)

.....

 10. Leave (future continuous)

.....

 11. Present (future perfect)

.....

 12. Teach (future perfect continuous)

Exercise 2: Choose the best answer.

1. We have.....lessons enough of the futility of criticism.

- | | |
|---------|-----------------------|
| a. had | b. has |
| c. have | d. no correct answers |

2. He.....laid my book on the wrong shelf.

- | | |
|---------|--------|
| a. have | b. had |
| c. has | d. is |

3. Suni.....often.....that way on Sundays.

- | | |
|----------------|-----------------|
| a. have, walk | b. has, walk |
| c. has, walked | d. have, walked |

4. My sister.....the paper into pieces.

- | | |
|--------------|---------------|
| a. has cuted | b. has cutted |
| c. have cut | d. has cut |

5. A teacher.....just.....that problem to me.

- | | |
|------------------|--------------------|
| a. have, explain | b. have, explained |
| c. has, explain | d. has, explained |

6. Daeng.....sick for a month.
- a. has been b. has be
c. have been d. have be
7. I.....yet where I want to spend my summer vacation.
- a. has not decided b. have not decided
c. haven't decided d. b and c are correct.
8.you.....the lesson?
- a. Has, readed b. Has, read
c. Have, readed d. Have, read
9. He has.....many times to give up drinking.
- a. tried b. tryed
c. try d. tries
10. Suphaphorn.....to be a nurse.
- a. want b. wanting
c. wants d. wanted
11. He.....a letter to his parents yesterday.
- a. send b. sent
c. sende d. sents
12. I.....Tom on the last year Christmas Day.
- a. meet b. met
c. meets d. meete
13. I.....to write to you several times, but I couldn't.
- a. intended b. intends
c. intending d. has intended
14. It.....the first time I saw her.
- a. was b. is
c. am d. are
15. I.....not have breakfast yesterday.
- a. do b. did
c. does d. done
16. I went to see the concert last week and the singer.....melodiously.
- a. sing b. sings
c. sang d. sung
17. Suni often.....up late every day last year.

- a. had, finished b. has, finished
c. have, finished d. no correct answer
29. Mr. Suchart was born in a poor family but he wish he.....born in a rich family.
a. had been b. has been
c. have been d. was
30. I had scarcely spoken when I.....in the meeting.
a. am b. are
c. was d. were
31. I.....leave from Surin Province tomorrow.
a. will b. shall
c. am d. was
32. They.....visit our university next month.
a. will b. shall
c. would d. are
33. You.....able to drive after another five lessons.
a. shall be b. were
c. was d. will be
34. Unless he runs he.....the train.
a. shall not catch b. did not catch
c. will not catch d. does not catch
35. Do you think that he.....me?
a. will recognize b. shall recognize
c. recognizes d. recognized
36. He will believe whatever you.....him.
a. told b. tell
c. will tell d. would tell
37. I will leave after I.....my duty.
a. have finished b. has finished
c. had finished d. finishes
38. I.....work after you have gone out.
a. will b. shall
c. would d. should
39. I.....as soon as she.....
a. will go, comes b. go, shall come

- c. shall go, comes d. go, will come
40. You will fail the examination unless you.....hard.
- a. study b. studies
c. will study d. shall study
41. When you next see me I.....my new dress.
- a. will be wearing b. shall be wearing
c. will wearing d. shall wearing
42. When we.....on him tomorrow morning, he.....in the garden.
- a. call, will be watering b. will call, waters
c. call, shall be watering d. shall call, water
43. He.....when I.....him.
- a. will be sleeping, visit b. will be sleeping, visited
c. sleeps, will be visiting d. sleep, will be visiting
44. Don't ring her up at six o'clock because she.....the child to bed.
- a. was putting b. is putting
c. will be putting d. shall be putting
45. When she.....home, her dog will be sitting at the door waiting for her.
- a. get b. gets
c. got d. had got
46. By this time next year Suni.....10,000 Baht.
- a. shall have saved b. will have saved
c. saves d. saved
47. By the time we.....there the party.....
- a. get, will have finished b. get, will finish
c. got, will have finished d. got, would finish
48. The train.....before we reach the station.
- a. will have left b. shall have left
c. left d. has left
49. If I continue with my diet I.....10 kilos by the end of the month.
- a. lose b. has lost
c. will have lost d. shall have lost
50. When you.....back, I shall have finished all the housework.
- a. came b. come

c. will come

d. shall come

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Chapter 4

Sentence

Objectives of the Chapter

Having studied the chapter, the students are able to;

1. tell the definition of sentence
2. analyze the structure of a sentence
3. tell the type of sentence
4. use of sentences

Topics of the Chapter

1. Definition of basic sentence
2. Classification of basic sentence structure
3. Definition of sentence
4. Structure of a sentence
5. Types and usages of sentences
6. Reading practice

Exercises of the Chapter

Reference

Sentence

Definition of Basic Sentence

In linguistics, a sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion. The most natural sentence structure is the simple sentence. It is the first kind which children learn to speak, and it is the most common sentence in the spoken language of people of all ages.

Classification of Basic Sentence Structure

There are many different methods of organizing words into sentences. On the other hand, words can be organized into sentences in many different ways. Experienced writers understand that the basic parts of a sentence can be combined and arranged in countless ways. So to improve writing, it's significant to understand what these basic structures are and how to use them effectively.

Major constituents that follow the verb are called complements because they complete the sentence. A complement can be a subject complement or an object complement, or it can be a direct object or indirect object. In general, there are a number of common sentence structures used to write most sentences in English. To understand the basic sentence structure, one must learn three kinds of verb, i.e. transitive, intransitive, and linking. Generally speaking, many English grammarians have got different classifications of basic English sentence structures, but they have got the same end.

Sawas Phannana, has classified the basic sentence structures into fifteen structures as follows;¹

No.	structure	Example
1	s-v(intransitive)	- <u>The class finished.</u> -They are singing in the classroom. -She speaks as if she had seen it herself
2	s-v-o	- <u>They are speaking English.</u>

¹ Sawas Phannana, **English Sentences**, (Bangkok: Aksornpittaya, 2540), P. 173-186.

		<p>-She likes black coffee, not white coffee.</p> <p>-She is learning how to swim.</p> <p>-I know where she lives in Bangkok.</p>
3	s-v(linking)-c	<p><u>-They are my students.</u></p> <p>-She becomes my sister-in-law.</p> <p>-She looks young.</p> <p>-He seems much older.</p> <p>-His suggestion is that we study harder.</p>
4	s-v-o(indir.)-o(dir)	<p><u>-I'll give you a present.</u></p> <p>-Can you pass me the newspaper, please?</p> <p>-She told him where she had been at that time.</p>
5	s-v-inf.	<p><u>-He wants to go to the party.</u></p> <p>-I hope to be a teacher after graduation.</p> <p>-I'd like to ask you some questions.</p>
6	s-v-o-inf.	<p><u>-He wants me to stay with him.</u></p> <p>-I'd like you to help me with this exercise.</p> <p>-The police don't allow them to go into that place.</p>
7	s-v-o-c	<p><u>-We made him our leader.</u></p> <p>-He considers me his friend.</p> <p>-We should make our minds pure.</p>
8	s-v-o-pres.parti.	<p><u>-I saw a man entering the house.</u></p> <p>-We felt the building shaking last night.</p> <p>-He feels something creeping under his foot.</p>
9	s-v-o-p.parti.	<p><u>-She had her work checked.</u></p> <p>-He makes his parents disappointed.</p> <p>-They got the reports checked by the teacher.</p>
10	s-v-o-adv.	<p><u>-He puts two books into a bag.</u></p> <p>-She took her child for a walk.</p> <p>-I regard hi as a good friend.</p>
11	s-v(linking)-infi.	<p><u>-The house is to let.</u></p> <p>-She is to go right now.</p> <p>-My aim is to help you.</p>
12	s-v(linking)-adj-infi./prep.cl.	<p><u>-I'm very glad to meet you.</u></p>

		-They are ready to go now. -We are very happy that you can come.
13	There-v-s-adv.	- <u>There are many books on the table</u> -There were very few people at the party. -There lived a family on the river bank.
14	It-be-adj.-(for...)-infi.	- <u>It is very easy to get his address.</u> -It is difficult for me to correct his work. -It was wrong for him not to come last night.
15	It-be-compl.-cl.	- <u>It is very difficult that we will go there.</u> -It is obvious that they don't want to help you. -It's doubtful whether she will be able to come.

In conclusion, it can be summarized that the important English basic sentence structures are of five as follows;

1. [SUBJECT + VERB] = S-V
2. [SUBJECT + VERB + OBJECT] = S-V-O
3. [SUBJECT + VERB + COMPLEMENT] = S-V-C
4. [SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT] = S-V-IO-DO
5. [SUBJECT + VERB + OBJECT + COMPLEMENT] = S-V-O-C

Definition of Sentence

When we speak or write we use words. We usually use these words in groups. But any group of words will not necessarily express a complete thought; e.g. *"monks Montras chanting Buddhist the are ."* Does this group of words make sense? No, it does not. Now arrange these words in their proper order and write: *"The Buddhist monks are chanting Montras."* This makes complete sense.

Sentence is a group of words that is orally expressed with complete meaning by combining parts of speech.¹

Sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb. In written English sentences begin with a capital letter and

¹ Prapet Kraichan, **English Grammar is Simple**, Seventh Edition, (Bangkok: A. S. Press, 2550), p. 179.

end with a full stop / period (.), a question mark (?), or an exclamation mark / exclamation point (!).¹

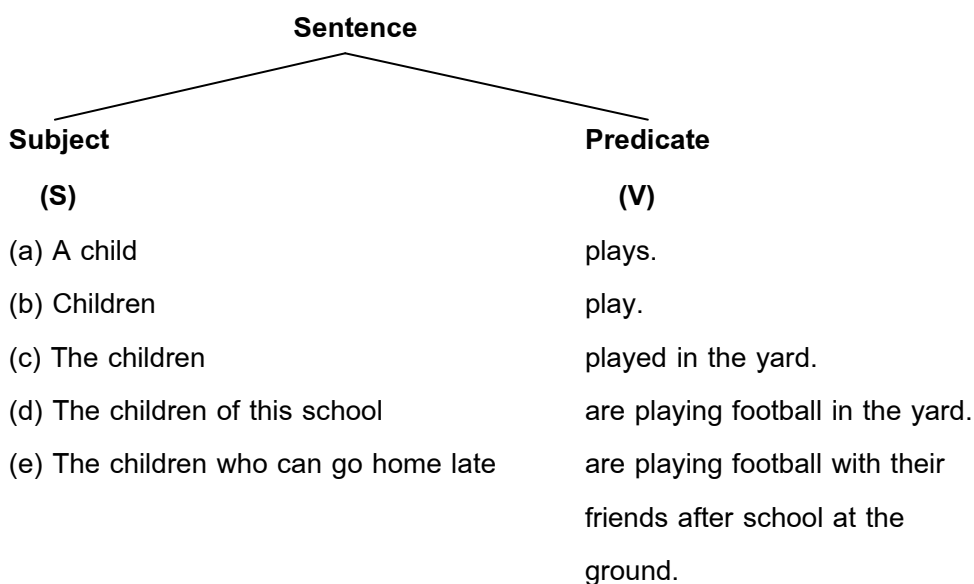
A sentence is a grammatical unit or a group of words that are arranged together to mean something. It is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax. A complete sentence has at least a subject and a main verb to state a complete thought. Look at the following sentences;

1. Novice Thong is speaking English.
2. The house is not clean.
3. How are you?
4. Stop.
5. Come in, please.

The above sentences tell us something about the subjects which may be persons, places or things. They make complete sense in themselves.

Structure of a Sentence

English sentence, basically, consists of two parts, a subject and a predicate. The subject is the part that refers to a person, place or thing about which something is said in the sentence. It may consist of one word or more other elements. The predicate is the part that says something about the subject. It may consist of one verb or more other elements. In short, the smallest sentence must have the structure as seen below;



¹ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, Seventh Edition, (England: Oxford University Press, 2006), p. 1331.

Types and usages of Sentences

Sentence can be classified according to the connector characteristic into four types as follows;

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound-complex Sentence



Simple sentence is a single independent clause and has complete sense. It contains one subject and one predicate i.e. one finite verb. The subject word may be qualified by its enlargement and the predicate may also be modified by its extension.

1. A boy wants the candy.
2. All the members of the team played well.
3. Will you write a letter to me?
4. They do not want to come.
5. Get away!
6. Please tell me the truth.

Simple sentence is divided into five kinds. They are Declarative Sentence, Interrogative Sentence, Negative Sentence, Imperative Sentence, and Exclamatory Sentence.

1. Declarative Sentence is the statement that gives facts or describes things or events in a positive way. The subject usually comes before the predicate excepting when a sentence is introduced by 'There', and 'It' as follows;

- He goes to university every day.
- We study English at our university.
- Clouds bring us rain.
- There are five members in my family.
- It is easy to find fault.

2. Negative Sentence is the statement that gives facts or describes things or events in a negative way. "Not" is usually presents in the negative sentence.

- I am not a monk.

- He is not a movie star.
- They have not written any letter.
- She will not go outside.
- I do not come to the party.

Constructing the negative sentence;

- (1) Put 'not' after the auxiliary verb.
- (2) If the auxiliary verb is not available in the sentence, put the appropriate verb-to-do and place 'not' after it in the sentence [do + not].
- (3) A contracted form of the 'auxiliary verb' and 'not' can be done as follows;

am not	=	-
is not	=	isn't
are not	=	aren't
was not	=	wasn't
were not	=	weren't
has not	=	hasn't
have not	=	haven't
had not	=	hadn't
do not	=	don't
does not	=	doesn't
did not	=	didn't
will not	=	won't
would not	=	won't
shall not	=	shan't
should not	=	shan't
can not	=	can't
could not	=	couldn't
may not	=	mayn't
might not	=	mightn't
must not	=	mustn't
need not	=	needn't
dare not	=	daren't
ought not	=	oughtn't

used not = usedn't

3. Interrogative Sentence is the sentence that a speaker wants to know things or events. In other words, interrogative sentence is the question sentence.

-Where can I get this book?

-What is your name?

-Is he going to the market?

-Have you done your homework?

-Do you study English?

Constructing the interrogative sentence;

(1) Put the auxiliary verb in front of the sentence.

(2) If the auxiliary verb is not available in the sentence, put the appropriate verb-to-do in front of the sentence.

(3) Put the question mark at the end of the sentence.

(4) Auxiliary Verb is consisted of (verb to be) is, am, are, was, were, (verb to have) have, has, had, (verb to do) do, does, did, will, would, shall, should, can, could, may, might, must, need, dare, ought to, and used to.

(5) A contracted form of the auxiliary verbs are as follows;

am	'm	=	I 'm
is, has	's	=	She's
are	're	=	They're
have	've	=	You've, We've, They've
had, would	'd	=	I'd, They'd, You'd
will, shall	'll	=	I'll, You'll, He'll

(6) The YES/NO answers can be done in two ways, full sentence answer and short sentence answer as seen the examples.

-Are you a monk?

=Yes, I am a monk. / Yes, I am.

=No, I am not a monk. / No, I am not.

-Have you done your work?

=Yes, I have done my work. / Yes, I have.

=No, I haven't done my work. / No, I haven't.

-Does she sleep?

=Yes, she sleeps. / Yes, she does.

=No, she doesn't sleep. / No, she doesn't.

-Do students like him?

=Yes, students like him. / Yes, they do.

=No, students don't like him. / No, they don't.

-Will you write to me?

=Yes, I will write to you. / Yes, I will.

=No, I won't write to you. / No, I won't.

-May I come in?

=Yes, you may come in. / Yes, you may.

=No, you may not come in. No, you may not.

-Must I come again?

=Yes, you must come again. / Yes, you must.

=No, you must not come again. / No, you must not.

4. Imperative sentence is to express request, command, suggestion, entreaty, etc.

-Lend me your pen, please.

-Open the window.

-Let's go out for a walk.

-Help me, O God.

Constructing the imperative sentence;

(1) Omit the subject 'You'.

(2) Place the predicate 'verb' in front of the sentence.

5. Exclamatory Sentence is a sentence that expresses some strong or sudden feeling like surprise, anger, regret, joy, etc.

-What a surprise!

-What a piece of work is man!

-Oh ! How tragic!

-Oh ! How lucky!

-What a beautiful girl she is!

Constructing the imperative sentence;

- (1) Place 'What' or 'How' or 'Oh!' at the beginning of the sentence.
- (2) Then put 'a + adj. + n + subj. + v' or 'a + ad' or 'adj.' at the following points.
- (3) Put 'exclamatory mark' [!] at the end of the sentence.

2. COMPOUND SENTENCE

independent cl. + connective + independent cl.

Compound Sentence is a sentence which contains two or more independent clauses. In other words, compound sentence consists of two or more simple sentences joined together by a connecting word

- Samson went out for a walk but George stayed at home.
- He reached the port and took a ship to India, but he lost the way.
- Daeng was sick : he didn't work.
- Sopha wrote a letter and sent to her parents.

What the learners have to learn more is the connectives which are used to connect the independent clauses. The connective can be co-ordinate conjunctions or punctuation marks or conjunctive adverbs.

1. Coordinate conjunction comprises four types i.e. cumulative type [and], alternative type [or], adversative type [but], and illative type [so].

- Sopha went to market and buy some fruits.
- You must go there or come here.
- Mr. Smith is sleeping but Mr. John reading.
- He was late, so he missed the bus.

2. Punctuation marks comprise comma [,], semi colon [;], colon [:], dash [--].

- Somboon is a genius student; he stands first in the English exam.
- Somboon is a genius, he stands first in English exam.
- Daeng was sick: he didn't work yesterday.
- Daeng was sick -- he didn't work yesterday.

3. Conjunctive adverbs comprise however, moreover, nevertheless, therefore, furthermore, consequently, otherwise, thus, still, hence, yet, etc.

- She disliked him; however, she had to associate with him.

- I was busy yesterday; therefore, I did not come to your party.
- He is handsome; furthermore, he is genius.
- Somsak is a handsome and a rich man; moreover, he is attractive.
- You must attend the class regularly; otherwise, your name will be struck off.



Complex Sentence is a sentence which contains one main clause and one or more subordinate clauses. In other words, complex sentence consists of only one main clause but may have more than one subordinate clause. Therefore, complex sentence has two parts i.e. the independent and dependent. The independent part is called the main clause. The dependent part is called the subordinate clause.

- This is the house that Jack bought last year.
- I know that you will succeed because you are working hard.
- The boy whom you saw yesterday is my son.
- The player who is playing football very well in Thai team is Keittisak

Senamuang.

Subordinate clause can be widely divided into three kinds as follows;

1. Noun clause works as a noun in a complex sentence. It may form the subject of a verb, the object of a verb, the object of a preposition, the complement of a verb, and a clause in apposition to a noun or pronoun.

- That we obey the teacher is good.
- Tell me how you came to know the truth.
- He laughed at what I said.
- My belief is that doing good will get good result.
- The rumour that he is dead is not true.

2. Adjective clause works as an adjective in a complex sentence. It qualifies a noun or pronoun in the main clause. The connective of the complex sentence may be *relative pronouns* such as who, whom, whose, what, of which, where, etc. or *relative adverbs* such as when, whenever, where, why, how, as if, that, because, whether, until, unless, although, provided, notwithstanding that, so that, in order that, etc. Sometimes, it may be introduced by 'but'. However, the relative pronoun or the relative adverb can be omitted when it is in the objective case.

- The woman who sits beside you is my elder sister.
- The reason why he failed in the exam is not known.
- He is the first man who has won this kind of prize.
- She is the girl whose father died in the war.
- The tree of which the leaves are yellow is dying.
- I don't understand how she did it.
- He will go wherever he wants.
- I still do not know why she has done like that.
- There are few of us but love and honour him.
- This is the man I know him.

3. Adverb clause works as an adverb in a complex sentence. The adverb clause in a complex sentence may be figured in the form of adverb clause of time, adverb clause of place, adverb clause of reason, adverb clause of purpose, adverb clause of consequence, adverb clause of concession, adverb clause of condition, or adverb clause of comparison.

- I haven't heard from him since he left this temple.
- You can travel wherever you like.
- He will pass the English exam because he works hard.
- She works hard that she might become rich.
- He walked so fast that he reached the temple in time.
- We came to the university although it rained yesterday.
- If you study hard, you will pass the final examination.
- She was walking as if she was in a hurry.

4. COMPOUND COMPLEX SENTENCE

two Indep.Cl. + one or more Dep.cl.

Compound complex sentence is the sentence which contains two principal clauses and one or more subordinate clauses.

- I can not remember what his name is, but I will ask him.
- I saw no one in the house which you had told me about, so I didn't go in.
- The man whom I met at the grocery store is really a butcher by trade, but he sells cars on the side.
- I'm not sure that I'm doing it right, so the college offered me a course where I can learn how I can study more efficiently.

Reading practice: Read the given passage and notice the basic sentence structures.

Buddhist texts go digital

One of Thailand's most respected monks is making his works accessible to all via e-book technology

Venerable Phra Brahmaganabhorn (P.A. Payutto) is one of Thailand's most highly respected monks and a leading scholar of Thai Theravada Buddhism. His profound knowledge of Buddhist scriptures is widely recognised and his moral conduct greatly admired. He is also well informed about current social issues, knowledgeable about modern fields of study and has been able to apply Buddhist teachings to analyse and solve problems facing society these days.

The Venerable Phra Brahmaganabhorn (P.A. Payutto) is noted as a prolific writer about Buddhism. The subjects of his many books range from moral conduct to Buddhism's relevance in modern society.

For the past several decades, he has penned more than 350 books on Buddhism and its relevance to society and its application to numerous areas of modern sciences and disciplines. His followers and students recently came up with a project to convert all of his literary output into e-book format so his works can reach a wider audience. He authored Buddha Dhamma, a large literary work on the Tripitaka (Buddhist scriptures), which received wide acclaim as a masterpiece of Buddhism. It has been revised and expanded since it was first published. The work attempts to link Buddhist teachings to human life and explain how people should follow the so-called Middle Path.

Unesco awarded him the Prize for Peace Education in 1994 in recognition of his contribution to education.

The monk stressed that education is the key to human development. By education, he means an approach based on the Buddhist philosophy of threefold training or "Tri Sikkha" - the focus on self-training through moral conduct and meditation practices to attain wisdom and understand the nature of all things, or dhamma.

P.A. Payutto, 74, always stresses that the aim of education in Buddhism is to achieve liberation from the binding and suffering of the cycle of life and death; in short, Nirvana. His other well-known works include Thammanoon Cheewit (Constitution of Living) and Ammaritta Pojjana (Words of Wisdom in Buddhism), which have been reprinted several

times. Suradej Porntavetat, a property businessman, was once ordained as a monk and served as P.A. Payutto's personal secretary for four years. He said P.A. Payutto has been ill as a result of his age-related ailments and has not given sermons in public or met his visitors for four years now.

However, the monk has taken advantage of the period of his illness and turned it into an opportunity to devote himself even more fully to producing his literary output. Almost 20 works have been penned during his illness. The total of 350 books he has written have been turned into e-books to give greater access to his work to the younger generation.

The senior monk has edited and revised many of his old published works, notably Buddha Dhamma, which has been expanded by another 300 pages so it now contains 1,500 pages. Information about the books is available for research at <http://www.payutto.org>.

In addition, his Chronology of Buddhism in World Civilisation has 100,000 printed copies in hardback and they are given out for free. The book describes the social and cultural milieu in India more than 2,000 years ago when Lord Buddha established Buddhism, as well as the repercussions and changes Buddhism had on Indian society and the course of civilisation. The author has also offered Buddhist teachings to educate readers on how to react and behave in the face of the ever-changing and impermanent nature of all things.

P.A. Payutto embraces modern technology and utilises it to spread Buddhist teachings. He was keen to learn to use a computer when computer technology was first introduced to the country and this enabled him to write and edit his literary works more efficiently. P.A. Payutto is the epitome of a person who has always trained himself using the Tri Sikkha principles. As a monk well trained and well versed in Buddhist teachings, he is willing to impart his knowledge to others with compassion. Even when he is not in the best of health, he is still determined to spend his time wisely and act as a model for others to follow. P.A. Payutto was born Prayuth Arayangkura in Suphan Buri's Si Prachan district on Jan 12, 1938. He studied at matthayom level at Pathum Khongkha School in Bangkok and was ordained as a Buddhist novice in Suphan Buri in 1951.

During his novicehood, he studied Buddhist teachings in Pali and graduated with a certificate in Pali studies at the ninth level, the highest. This outstanding achievement entitled him to ordination as a monk in the Temple of the Emerald Buddha on July 24, 1961. The ordination was under the patronage of His Majesty the King.

The monk went on to receive a bachelor's degree with first-class honours in Buddhism from Mahachulalongkornrajavidyalaya University.

After graduation, he was appointed deputy secretary-general of the Buddhist University and made substantial contributions to it in terms of management and academic excellence. He was abbot of Wat Phra Piren in Bangkok between 1972 and 1976. At present, he is the abbot of Wat Nyanavesakavan in Nakhon Pathom's Sam Phran district.

P.A. Payutto has dedicated his entire life to spreading Buddhist teachings through literary works, giving sermons and lectures at several universities at home and abroad. He has been a special lecturer teaching Buddhism at the University of Pennsylvania, Swarthmore College and at Harvard University in the US. He has also been invited to give addresses at international meetings. His literary works have been translated into several foreign languages and he has received honorary doctorate degrees from a number of universities along with many awards.

P.A. Payutto gave his blessings to the general public in a New Year's address in 2009 and his words of wisdom then continue to be relevant today.

"We live in a society crippled by dangers," he said.

"If we remain complacent, this could be a path of carelessness.

"In this state, we need strong mental power and to turn crises into tests and use wisdom to develop our life and to find solutions to Thai society."

He continued: "This New Year is therefore a new opportunity in relation to the existing crisis."

"That is an opportunity for us to step out of the crisis and steadily move towards prosperity and development."¹

¹ Nattaya Chetchotiros, "Buddhist Text Go Digital,"

<<http://www.bangkokpost.com/feature/people/275073/buddhist-texts-go-digital> >, 19 January 2012.

Exercises of the Chapter

Exercise 1: Identify the type of basic sentence structure of the following sentences.

No.	sentence	Type of basic sentence
1	His name is Phramaha Thong Sirithammo.	
2	Problems happened in our classroom at school.	
3	A memo does not require a salutation.	
4	Students are swimming.	
5	Somsee gave me a present.	
6	The King appointed Yingrak a Prime Minister.	
7	A policeman can stop a car by raising his hand.	
8	The crown gave him a big hand.	
9	I may visit the victory next week.	
10	The highest goal of Buddhism is to end suffering, greed, hatred and delusion.	

Exercise 2: Use the given basic sentence structure to write sentences.

No.	basic sentence structure	sentences
1	S-V	
2	S-V-O	
3	S-V-C	
4	S-V-IO-DO	
5	S-V-O-C	

Exercise 3: Analyze the smallest structure of following sentences.

1. Come here.
2. The children are swimming.

3. What the teacher said is true.
4. Suwat is handsome and also good.
5. I know what he is going to do.
6. Open the window, please.
7. Thong is a manager of Srithong Company.
8. He is the monk who can preach very well.
9. While I was walking along the street, I saw an accident.
10. The beautiful woman with eyes glasses from Surin speaks English very well.

Exercise 4: Specify the type of following sentences.

1. Man is a social animal.
2. I am studying English.
3. She can read English fast and write quickly too.
4. He lost the way, so they came back home.
5. God helps the persons who help themselves.
6. She told me that he was going abroad for a holiday.
7. How did you enter the room if the door was locked?
8. Reach the cinema hall in time or you will miss the newsreel.
9. All the passengers on the boat jumped into the water.
10. I could not hear what you have said, so please say loudly.
11. I don't know anyone in the village, so I can't stay here.
12. My sister is singing a song but I am reading a novel.
13. They can not return me money in time, so I fine him ten Baht.
14. He told them that they could all get into the bus if they formed a queue.
15. I was born in Kenya but I have spent most of my childhood in Thailand.

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Chapter 5

Preposition and Conjunction

Objectives of the Chapter

Having studied the chapter, the students are able to;

1. Understand preposition and conjunction
2. Tell the different types of preposition and conjunction
3. Use preposition and conjunction correctly

Topics of the Chapter

1. Definition of preposition
2. Classification and usage of preposition
3. Main function of preposition
4. Definition of conjunction
5. Classification and usage of conjunction
6. Main function of conjunction
7. Reading practice

Exercises of the Chapter

Reference

Preposition

Definition of Preposition

Preposition is a word or group of words used before a noun or pronoun to relate it grammatically or semantically to some other constituent of a sentence.¹

Prepositions are relationship or directional words. They link the nouns, pronouns, verbs and phrases together in a sentence. Without prepositions, it would be impossible to understand communication.²

Prepositions are words responsible for linking nouns, pronouns and phrases in a sentence so that the relationship between the words is clear.³

Classification and Usage of Preposition

There may be two ways of classifications.

6.1 To divide according to its characteristics

Preposition can be divided according to its characteristics. They are simple preposition, compound preposition, participial preposition, and phrasal preposition as follows;

6.1.1 Simple preposition usually has one syllable. It consists of in, on, at, by, with, of, like, down, per, from, off, till, out, through, near, since, over, for, etc.

-A book is on a table.

-Please wait me here till I come.

-The ship is sinking down in the ocean.

6.1.2 Compound preposition has at least two syllables. It is comprised of about, above, across, along, amidst, against, among, around, before, behind, except, between, beyond, despite, inside, into, under, etc.

-I do not know about that matter.

¹ Free Dictionary, "**Preposition**," <<http://www.thefreedictionary.com/prepositioning>>, August 2011.

² **Preposition**, <<http://grammar.yourdictionary.com/parts-of-speech/prepositions/list-of-common-prepositions.html>>, 10 October 2013. p. 1.

³ **Preposition**, <<http://grammar.yourdictionary.com/parts-of-speech/prepositions/>>, 10 October 2013. p. 1.

-A cat is sitting among students.

-There must be something wrong between you and I.

6.1.3 Participial preposition is the preposition which ends with “-ing” such as barring, during, concerning, regarding, etc.

-Barring accident, she will arrive Surin Province tomorrow.

-Concerning electricity, everyone should be careful in using.

-A rumor regarding the Prime Minister’s resignation was distributed to the newsmen.

6.1.4 Phrasal preposition is the preposition which is in phrasal form such as because of, by means of, by way of, for fear of, for the purpose of, on behalf of, in case of, in spite of, etc.

-I could not leave the house because of the rainstorm.

-They came to university by means of walking.

-Monks and novices have come here for the purpose of study.

6.2 To divide according to its usages

Preposition can be divided according to its usages as follows;

6.2.1 Usage for times

“**in**” is used to mention time in months, seasons, and years such as in March, in 1999, in winter, in ten minutes, etc.

“**on**” is used with dates, weeks, religious days, and national holidays such as on 11th March 1999, on Monday, on Buddhist Holiday, on New Year Day, etc.

“**at**” is used to specify a particular point of time such as at six o’clock, at noon, at sunset, at this moment, at that time, etc.

“**since**” is used to point out the starting time of actions or situations such as since 1996, since August, since yesterday, etc.

“**for**” is used to tell the whole time of actions or situations such as for a week, for two months, for many years, etc.

“**during**” is used to point out a particular range of time such as during day time, during vacation, etc.

“**until**” is used to tell the end of actions or situations such as until ten o’clock, until tomorrow, until March, etc.

“**by**” is used to tell the approximated time such as by ten o’clock, by evening, by next week, etc.

“before” is use to denote a point of future time of actions or situations such as before eleven o'clock, before noon, before the match, etc.

“after” is used to tell a period of past time of actions or situations such as after seven o'clock, after the meeting, after meal, etc.

“from.....till.....” is used to denote a starting point of time to another point of time in any actions or situations such as from morning till evening, from 9 a.m. till 5 p.m., etc.

“between.....to.....” is used to tell any range of time to another range of time such as between 1 a.m. to 4 p.m., between March to May, etc.

6.2.2 Usage for places

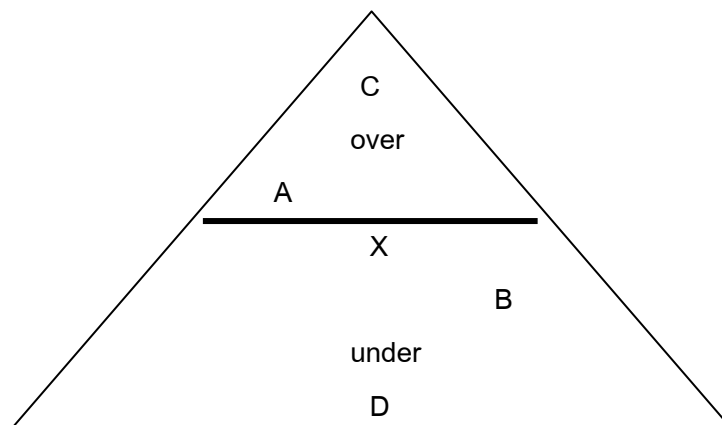
“above” denotes any point of higher place or position.

“over” denotes downwards and away from a vertical position.

“below” denotes any point of lower level or position.

“under” denotes a vertical below position.

This can be seen at the below chart and the summary sentences.



Conclusion:

A	is	above	x	but not over	x
B	is	below	x	but not under	x
C	is	over	x	and also above	x
D	is	under	x	and also below	x ¹

“toward” denotes the direction to somewhere but not arrived yet.

“to” denotes the direction to somewhere whether arrived or not.

¹ Adapted from สำราญ คำยั้ง, **Advanced English Grammar for High Learner**, (กรุงเทพมหานคร: บริษัท สำนักพิมพ์ประสานมิตร (ปสม.) จำกัด), p. 198.

“into” denotes a movement from outside to inside which ends in a particular place such as ‘He came into the room laughing, but he went out crying.’

“in” denotes position without movement such as ‘My mother is in the living room.’

“out of” denotes a movement from inside to outside of a particular place such as ‘She ran out of the room.’

“through” denotes from one end to the other end such as ‘The bullet went straight through him.’

“from” denotes the starting movement point of places such as ‘She travelled from Japan to Thailand.’

“across” denotes on the other side of a high barrier such as ‘He jumped across the fence.’

“past” denotes passing a particular place such as ‘We live in the house just past the temple.’

“in / at” concerning places

“in” is used with large places like continent, countries, provinces, etc. such as ‘Most of the students of Mahachulalongkorn University, Surin Campus, live in Surin Province.’ **But “at”** is used with small places like town, village, office, etc. such as ‘Suwanni is at the office.’

“on / at” concerning roads

“on” is used to mention the road which does not carry number such as ‘She lives on Sukumwit Road.’ But **“at”** is used to mention the road which carries number such as ‘You can meet me at 489 Phrannok Road.’

“between / among” concerning persons or things

“between” is used with two persons or things such as ‘A cat is sitting between Phramaha Daeng and Phramaha Dam.’ But **“among”** is used with more than two persons or things such as ‘I am standing among students.’

“beside / near” concerning ranges

“beside” is used to denote a closer distance such as ‘The dog sits beside me.’ But **“near”** is used to denote a longer distance such as ‘The dog sits near me.’

6.2.3 Usage for human bodies

“with” denotes having or carrying something such as ‘An old man with eyeglasses wishes to travel to Italy.’

“without” denotes not having, experiencing, or showing something such as ‘A man without legs came here by wheel-chair.’

“in” is used to show wearing something such as ‘That boy is dressed in rages.’

6.2.4 Words preceded by some prepositions

Beginning with **“at”** i.e. at dinner, at home, at the office, at breakfast, at last, at first, at least, at once, at first sight, etc.

-Somsri is at home.

-She is at the office.

-They fell in love at first sight.

Beginning with **“by”** i.e. by air, by train, by letter, by heart, by means of, by sight, by chance, by hand, etc.

-You have to study by heart.

-Foreigners visited Thailand by air.

-Phra Maha Thong came to Surin province by train.

Beginning with **“on”** i.e. on the other hand, on the contrary, on behalf of, on foot, on sale, on leave, on time, etc.

-To go anywhere on foot is one way of the exercise.

-You must arrive there on time.

-He is on leave.

Beginning with **“out of”** i.e. out of order, out of sight, out of date, out of control, out of sight, out of stock, etc.

-Shirts were out of stock.

-The bus is out of control.

-My wristwatch was out of order.

6.2.5 Nouns followed by prepositions

They are acquaintance with, affection for, apology for, aptitude for, assurance for, blame for, candidate for, capacity for, care of, cause for, cause of, claim on, claim to, complaint against, confidence in, control over, disgrace to, duty to, excuse for, fondness for, freedom from, grief at, hatred for, heir to, influence with, interest in, invitation to, leisure for, limit to, longing for, match for, need of, neglect of, objection to, obedience to, pity for, peace with, prejudice against, pride in, progress in, quarrel with, regard for, remedy

for, reputation for, respect for, a slave to, the slave of, subscription to, sympathy for, sympathy with, taste for, traitor to, a victim to, a victim of.¹

-I have no acquaintance with her.

-The government will have to take the blame for the riots.

-Aphisit is a candidate for the Prime Minister of Thailand.

6.2.6 Adjectives and participles followed by prepositions

They are accused of, acquainted with, acquitted of, addicted to, adjacent to, afflicted with, afraid of, amazed of, angry with, annoyed at, anxious for, appropriate to, ashamed of, astonished at, averse to, backward in, beneficial to, bent on, beset with, blessed with, blind to, born of, bound for, busy with, capable of, careful about, charged with, confident of, conscious of, contented with, contrary to, deaf to, deficient in, dependent on, desirous of, different from, diffident of, disgusted with, engaged to, engaged in, equal to, essential to, faithful to, false to, familiar to, famous for, fit for, fond of, free from, full of, glad at, glad of, good for, greedy of, guilty of, honest in, hopeful of, horrified at, ignorant of, ill with, indebted to, indifferent to, indulgent to, infested with, injurious to, intent on, interested in, introduced to, jealous of, lame of, lost to, loyal to, married to, negligent in, obedient to, obliged to, occupied by, occupied with, occupied in, offended with, open to, overcome with, overwhelmed with, partial to, peculiar to, popular with, preferable to, prepared for, proficient in, proud of, quick of, quick at, reconciled with, reduced to, related to, repentant of, respectful to, satisfied with, sensitive to, serviceable to, shocked at, short of, sick of, slow of, sorry for, steeped in, suited to, sure of, suspicious of, sympathetic with, thankful for, tired of, true to, useful for, vain of, vexed with.²

-I am sorry for coming late.

-She has been married to Somchai.

-Somsak was accused of stealing Pranee's mobile phone.

6.2.7 Verbs followed by prepositions

They are abide by, abound with, abound in, abstain from, accede to, acquit of, act from, admit of, agree with, agree to, aim at, apologize to, appeal to, appoint to, arrive at, arrive in, attend to, attend upon, avail of, avenge on, bear with, beat against, beg of, beg for, believe in, bestow on, beware of, blame for, boast of, borrow from, break into, brood

¹ Arnold-Heinemann, **Better English Grammar and Composition**, (India: Harayana), p. 136-137.

² Ibid., p. 137-140.

over, buy of, buy from, call on, call to, call for, care for, charge with, come across, compare with, compare to, compete with, complain of, complain against, comply with, confer on, confide in, confide to, congratulate on, convict of, cure of, deal in, deal with, defend from, despair of, die of, die by, differ from, disagree with, dispose of, dissuade from, distinguish from, dream of, enlist in, enter upon, exchange for, explain to, fall under, fall upon, feed on, feel for, fight with/against, fly at, fly into, furnish with, get at, get over, get out of, get to, grieve at, grieve for, grumble at, guard against, hear of, hide from, hinder from, hope for, import into, impress on, impute to, inform of, inquire into, interfere with, introduce to, jeer at, jest at, join to, jump at, jump to, keep from, keep to, kick against, kick at, knock at, labour for, lament for, laugh at, lay before, lay to, lay under, lead to, lean to, level with, listen to, live by, live within, look at, look after, meddle with, meet with, mourn for, mix with, murmur at, object to, occur to, originate in, part with, partake of, pass for, perish by, perish with, persist in, pine for, play with, play on, prefer to, present with, preserve from, preside over, prevail on, prevent from, profit by, prohibit from, protect against, provide for, provide with, provide against, quarrel with, reconcile to, reconcile with, recover from, refrain from, rejoice at, relieve of, relieve from, rely on, remind of, repent of, resolve on, rest with, revenge on, reward with, rule over, save from, search for, show over, shudder at, side with, smile at, smile on, stick to, struggle against, submit to, subscribe to, succeed to, supply to, supply with, sympathize with, talk of/about, throw at, treat of, triumph over, trust in, wait on, wait for, warn of, wonder at, wrestle with, yield to.¹

-They do not agree with us.

-Can I trust in your close friend?

-I undertake to observe the precept to abstain from killing.

Main Function of Preposition

Preposition does two main functions as follows;

1. To connect a word to the sentence preceding

- She will come on Monday.

- He was born in October.

- The students go to school.

- We sleep at night.

- They came by train.

¹ Ibid., p. 140-145.

- We learn English from him.
 - I stay with them.
 - You come with me.
 - What do you want from me?
 - She never talks to us.
 - They talked about you.
 - The teacher talks to us in English.
2. To connect a group of words to the sentence preceding
- We go home at four o'clock in the evening.
 - We learn in our classroom.
 - I live with my parents.
 - We learn English from our good English teacher.
 - The books are on the table.
 - They will come back on Monday morning.
 - He was born in a small town in the South.
 - We are much interested in going abroad.
 - The teacher told us about visiting his family in the North.
 - The lady left him without saying anything.
 - Please forgive us for making a loud noise.
 - He was sad for being impolite.¹

¹ สุนทร โคตรบรรเทา, **Basic English**, (กรุงเทพมหานคร: สุวีริยาสาส์น, 2545), หน้า 298-302.

Conjunction

Definition of Conjunction

In grammar, a conjunction is a part of speech that connects two words, sentences, phrases or clauses. A discourse connective is a conjunction joining sentences. This definition may overlap with that of other parts of speech, so what constitutes a "conjunction" must be defined for each language. In general, a conjunction is an invariable grammatical particle, and it may or may not stand between the items it conjoins. The definition may also be extended to idiomatic phrases that behave as a unit with the same function, for example as well as, provided that.¹

A conjunction is a joiner, a word that connects (conjoins) parts of a sentence.²

A conjunction is a word which connects two words or clauses or sentences and shows the relation between them.³

Classification and Usage of Conjunction

Conjunction is a word that connects words, phrases, and clauses together. Notice the following sentences;

S1. Somsri **and** Thong are friends of one another.

S2. You must choose a wrist watch **or** a wall clock.

S3. You will pass the exam **if** you works hard.

S4. Choochart spoke English **but** I spoke Thai.

From the above sentences, it can be assumed from the above example sentences that conjunctions join together the words, phrases, and clauses which are equal and similar in their functions. Conjunction is mainly classified into two main types i.e. coordinating conjunction and subordinating conjunction.

7.1 Coordinating conjunction

Coordinating conjunction joins together the equal independent nouns, verbs, and clauses, etc. Coordinating conjunction is of four kinds as follows;¹

¹ Wikipedia, the free encyclopedia, **Conjunction**, <[http://en.wikipedia.org/wiki/Conjunction_\(grammar\)](http://en.wikipedia.org/wiki/Conjunction_(grammar))>, 10 October 2013. p. 1.

² **Conjunctions**, <<http://grammar.ccc.commnet.edu/grammar/conjunctions.htm>>, 10 October 2013. p. 1.

³ **Conjunctions**, <<http://www.englishleap.com/grammar/conjunctions>>, 10 October 2013. p. 1.

7.1.1 Cumulative coordinating conjunction

It connects the added statements. It is comprised of and, both...and, as well as, no less than, not only...but also, etc.

- Daeng was tired and hungry.
- Daeng was tired as well as hungry.
- Daeng was both tired and hungry.
- Daeng was not only tired but also hungry.

7.1.2 Alternative coordinating conjunction

It connects the choice statements. It is comprised of or, either...or, neither...nor, otherwise, etc.

- Must he or she do this work?
- Either you or she must ho now.
- Neither he nor I am invited to the party.

7.1.3 Adversative coordinating conjunction

It connects the contrastive statements. It is comprised of but, yet, still, however, nevertheless, whereas, while, etc.

- He has plenty of money, but he is unhappy.
- He has plenty of money, yet he is unhappy.
- Suwanni is sick, still she will come to school.

7.1.4 Illative coordinating conjunction

It connects the proved statements. It is comprised of so, for, therefore, consequently, accordingly, etc.

- I was very busy; so, I didn't come to the office yesterday.
- Our house is near the airport; consequently, we are annoyed by noise.
- Our business becomes worse during the last three years; accordingly, we cannot ho on running the business.

7.2 Subordinating conjunction

Subordinating conjunction joins together the unequal clauses i.e. the dependent and independent clauses. It brings about the complex sentences. It is comprised of that, when, as, since, as soon as, how, while, where, until, as...as, if, after, before, because, whether, unless, who, whom, whose, which, of which, etc.

¹ Arnold-Heinemann, **Better English Grammar and Composition**, (India: Harayana), p. 147.

- He is so tired that he could not stand.
- You will pass the examination if you study hard.
- Before you fill up the form, you must read it.
- She will come here as soon as she finished her work.
- Unless you come here, you will not be able to know the truths.

Main Function of Conjunction

Conjunction does two main functions as follows;

1. To connect word and word

- You and I must die someday.
- He or she must go now.
- You can teach him and me.
- No one but you can do it.
- I can drink coffee or tea.
- She bought books, notebooks, and pens.
- Her husband and she teach in the same school.
- Somsak and Preecha are good students.
- We learn and play in school.
- Will you go home or stay here tonight?

2. To connect sentence and sentence

- I study English, and my friends do too.
- You can stay home, or you can go to work.
- He came here, for he wanted some money.
- They drink coffee, but I drink milk.
- I've lived here since I was born.
- I will wait for you until you come back.
- I finished it before you came.

- We will go home after the bell rings.
- We must continue learning till we die.
- We cannot see him today because he has already gone home.¹

¹ อังแล้ว., หน้า 323-326.

Reading practice: Read the given passage and notice the usage of preposition and conjunction.

Thai and ASEAN Community

Thai & ASEAN Community

The 10-member Association of South East Asian Nations (ASEAN) aims to create an ASEAN Economic Community (AEC) by 2020. The AEC would have a combined population of over 575 million and total trade exceeding US\$ 1,400 billion.

ASEAN Economic Community

The ASEAN Vision 2020 aims to create a stable, prosperous and highly competitive ASEAN economic region, in which there is a free flow of goods, services, investment and capital, equitable economic development and reduced poverty and socio-economic disparities by 2020.

Free Trade Area

Underpinning the AEC is the ASEAN Free Trade Area (AFTA), a preferential tariff scheme to promote the free flow of goods within ASEAN that are manufactured locally within any ASEAN country.

Comprehensive Investment Area

The ASEAN Comprehensive Investment Area (ACIA) will encourage the free flow of investment within ASEAN. Its main principles are:

- All industries are to be opened up for investment, with exclusions to be phased out according to schedules
- National treatment is granted immediately to ASEAN investors with few exclusions
- Elimination of investment impediments
- Streamlining of investment process and procedures
- Enhancing transparency
- Undertaking investment facilitation measures

Full realization of the ACIA with the removal of temporary exclusion lists in manufacturing, agriculture, fisheries, forestry and mining is scheduled by 2010 for most ASEAN members and by 2015 for Cambodia, Lao PDR, Myanmar and Vietnam.

Trade in Services

ASEAN members are negotiating intra-regional services liberalization in several sectors, including air transport, business services, construction, financial services, maritime transport, telecommunications and tourism.

Single Aviation Market

The ASEAN Single Aviation Market (SAM) will introduce an open-sky arrangement to the region by 2015. The ASEAN SAM will be expected to fully liberalize air travel between its member states, allowing ASEAN to benefit from the growth in air travel around the world, and encouraging tourism, trade, investment and services flows between member states.

Free Trade Agreements with Other Countries

ASEAN has concluded free trade agreements with China, Korea, and Japan, and is negotiating FTAs with India, Australia/New Zealand, and the European Union. Taiwan has also expressed interest in an agreement with ASEAN but needs to overcome diplomatic objections from China.

ASEAN Socio-cultural Community

The ASEAN Socio-Cultural Community envisages Southeast Asia bonded together in partnership as a strong community of caring societies and aimed at the vigorous development of regional identity and the preservation of the region's cultural heritage. Current cultural activities include S.E.A. Write Award, Association of Southeast Asian Institutions of Higher Learning, Heritage Parks, Scholarship and University Network. To prepare each country's work force for economic integration, ASEAN will encourage investment in education, training, science and technology development, job creation, and social protection. ASEAN will also seek increased cooperation in public health, especially the prevention and control of infectious and communicable diseases.¹

¹ Business Opportunities, <<http://www.tceb.or.th/exhibition/why-thailand/business-opportunities.html>>, 18 ตุลาคม 2556. p. 1.

Exercises of the Chapter

Exercise 1: Underline the prepositions in the following sentences.

1. The mouse ran across the room.
2. The chair is beside the table.
3. I am at the University of North Carolina.
4. The crocodile is under the water.
5. We are in English class.
6. The stoplight hangs above the street.
7. The children are running around the room as fast as they can.
8. My cat jumped onto the table.
9. When you sing, sound comes out of your mouth.
10. The river runs over the rocks.¹

Exercise 2: Underline the conjunctions in the following sentences.

1. Jones made a cake before the dinner party.
2. He is a good basketball player because he is very tall.
3. We will go only if our friend can come too.
4. I am very athletic, but I cannot play soccer or tennis very well.
5. Even if it is raining, I will not take my umbrella.
6. I need milk, eggs, towels, and oranges from the grocery store.
7. After we are finished with the test, can we go outside?
8. Your friends can come over whenever they want to.
9. Although we played hard, we still lost the game.
10. I practice English often, for that is the best way to learn.
11. We need to make a reservation in order to eat at the new restaurant.
12. I know my mission is almost impossible; nevertheless I will try my best to accomplish it.
13. I am ready to go whenever you are.
14. Both me and my brother are going to the soccer game.

¹ English for everyone, “**Prepositions**”,

15. Either John or I will help you study for the test.
16. I will come even if I am late.
17. I have loved playing piano since I was a little girl.
18. The race will start once the whistle blows.
19. I still have no idea how to get to Mulberry St.
20. Rather than wait outside in the rain, we should wait inside their house.¹

¹ English for everyone, "**Conjunctions**",
<<http://englishforeveryone.org/Topics/Parts%20of%20Speech.htm>>, 8 December 2011.

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Chapter 6

Reading Comprehension in English Language

Objectives of the Chapter

Having studied the chapter, the students are able to comprehend English passages.

Topics of the Chapter

1. Definition of Reading Comprehension
2. Importance of Reading Comprehension
3. Main Types of Reading
4. Methods of Reading Comprehension
5. Reading Practice

Exercises of the Chapter

Reference

Reading Comprehension in English Language

Definition of reading comprehension

Establishing a clear definition of reading provides an important perspective for evaluating approaches to teaching word-identification skills. Most educators would agree that the major purpose of reading should be the construction of meaning -- comprehending and actively responding to what is read. Two of the most widely cited and agreed-upon definitions of reading are the following: Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan).¹

Reading comprehension is defined as the level of understanding of a text or a message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or the message.²

Among the many definitions of reading that have arisen in recent decades, three prominent ideas emerge as most critical for understanding what "learning to read" means: Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The process results from a negotiation of meaning between the text and its reader. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome—most texts are understood in different ways by different readers.³

From the cited definitions, it can be summarized that reading comprehension is the ability to understand what a writer has decoded the message.

¹ **Definitions of reading and word identification,**

<<http://www.eduplace.com/rdg/res/teach/def.html>>, 15 ตุลาคม 2556. p. 1.

² **Reading comprehension,** <http://en.wikipedia.org/wiki/Reading_comprehension>, 15 ตุลาคม 2556. p. 1.

³ **Definition of reading,** <<http://coerll.utexas.edu/methods/modules/reading/01/>>, 15 ตุลาคม 2556. p. 1.

Importance of reading comprehension

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information. Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually¹

Through reading and comprehending, humans acquire knowledge and understanding of the world around them. This allows us to cooperate and accomplish tasks that we would not be able to do without instructions and/or examples. We are able to apply knowledge gained from past experiences and progress further than those who have gone before because we can read about, and thereby avoid repeating, mistakes made in the past. Reading allows humans to gain understanding of different experiences and viewpoints from other cultures and times in history, creating appreciation for the variety of possibilities in life and opening opportunities for new adventures and creations. Reading allows for sharing of data that can further research and support development of technology and/or practices that may preserve or improve life for future generations. On a purely individual level, reading allows each of us to expand our personal horizons of awareness through

¹ **Why is reading comprehension so important?**, <<http://www.k12reader.com/what-is-reading-comprehension/>>, 15 ตุลาคม 2556. p. 3.

vicarious experiences and through encountering knowledge and situations we would not otherwise have.¹

Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That’s why reading comprehension skills are so important. Without them the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.²

Main types of reading

Reading can be roughly divided into two main types as follows;

1. Scanning Reading : It means reading thoroughly and aims at finding out the main idea and its supporting ideas. This type of reading mainly concerns for example with reading texts and articles for the purpose of examination, interpretation, analysis, etc. It is a formal reading.

2. Skimming Reading : It means reading roughly and quickly to find a particular point for example reading a play and novel. It is an informal reading.

Apart from the two main types of reading, it can be further subdivided into several types of reading such as selective reading, critical reading, comprehensive reading, and so on.

Methods of reading comprehension

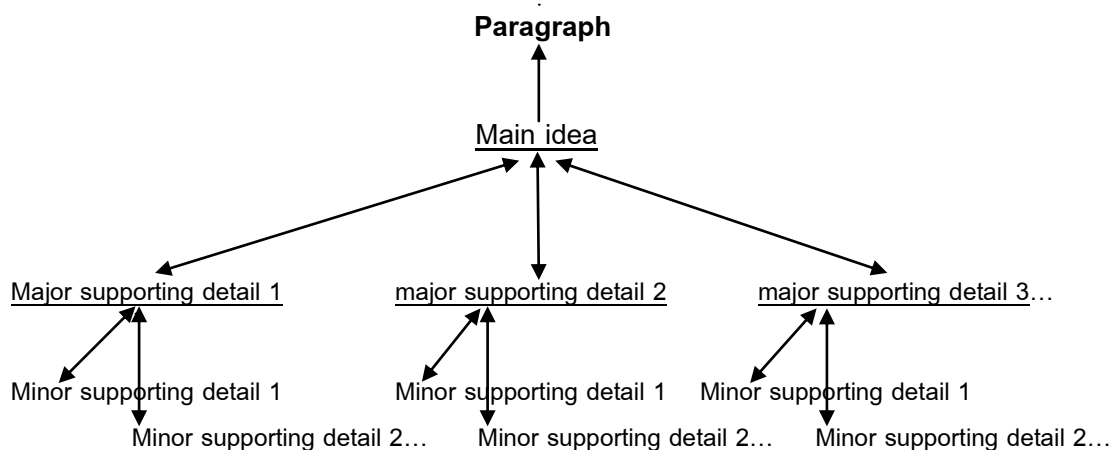
1. Finding the main idea

To determine the main idea, one must find out the topic sentence. The topic sentence can be anywhere in a writing work. Therefore, the reader should know the component parts of a paragraph; they are main idea and supporting details. Supporting details may be divided into major supporting detail and minor supporting detail. One paragraph must have only one main idea. The main idea may carry one or more than one

¹ What is the significance of reading?, <<http://www.enotes.com/homework-help/what-significance-reading-401678>>, 18 ตุลาคม 2556.

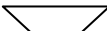
² The importance of reading comprehension, <<http://www.k12reader.com/the-importance-of-reading-comprehension/>>, 18 ตุลาคม 2556. p. 1.

major supporting details and one major supporting detail may carry one or more than one minor supporting details as shown in the given chart below.



The main idea can be found in different places in a paragraph as follows:

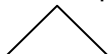
1. At the beginning of a paragraph

In most paragraphs, the main idea exists at the beginning i.e. the first sentence. Its diagram is.. 

Example;

A baby elephant is the biggest of all land babies. A new born baby weighs more than two hundred pounds. It is about three feet high. The new baby is strong, too. Almost as soon as it is born, it can walk about.¹

2. At the end of a paragraph

In some paragraphs, the main idea appear at the end i.e. the last sentence. Its diagram is.. 


Example;

Most people are free to enjoy themselves in the evenings and on weekends. Some spend their time watching television, listening to the radio, or going to movies; others participate in sports. It depends on their interests. There are various ways to spend one's free time.²

¹ พิกุล บุญยรัตพันธุ์, **Readings in English for General Purposes**, (กรุงเทพมหานคร: มปป.), หน้า 32.

² เรื่องเดียวกัน, หน้า 33.


3. In the middle of a paragraph

In some paragraphs, the main idea comes in the middle of the paragraph. Its diagram is.. 

Example;

Keep your tree outdoors until the day before Christmas. Never use lighted candles. There are also other suggestions for avoiding a Christmas tree fire. Turn off the lights before you leave the house and throw away the tree by New Year's Day.¹

4. Implied in a paragraph

In some paragraphs, the main idea does not appear in any particular sentence. The reader must grasp its main idea by reading the whole paragraph. Its diagram is.. 

Example;

The mule deer lives in the east of the Sierra Nevadas. It is the largest of the North American deer, sometimes weighing almost 400 pounds. The name has been given to the species because of the long ears and the mule-like tail. Owing to its rather large antlers, it is a valuable game animal.²

2. Analyzing words

The meaning of some words can be discovered by means of analysis. That is looking at the parts of the words. Some words are formed by adding affixes (prefix and suffix) such as 'unbelievable' and 'distastefulness'.³

Example;

-Most Americans were stunned and disbelieving when they heard the news of President Kennedy's assassination.

Analyzing word = (assassinate + -ation = assassination)



¹ เรื่องเดียวกัน, หน้า 33.

² กุลยา คัมภีรานนท์, ดวงฤดี กาญจนพันธ์, **Advanced Reading Comprehension**, (สำนักพิมพ์ภูมิบัณฑิต: มปป.), หน้า 5.

³ พิกุล บุญยรัตพันธุ์, **Readings in English for General Purposes**, (กรุงเทพมหานคร: มปป.), หน้า 19.

-These two pieces of cloth are dissimilar. They don't look alike at all.

Analyzing word = (dis- + similar = dissimilar)



Here are some common prefixes and suffixes.¹

prefix	meaning	example
un-	1. not 2. opposite of	-unhappy -unlock
dis-	-not, opposite of	-dishonest
mis-	-wrong, wrongly	-misspell
in-(any other words) im-(p/b/m) ir-(r) il-(l)	-not	-informal -impure -irregular -illegal
re-	1. again 2. back	-rewrite -repay
pre-	-before, earlier	-prepay
fore-	1. before 2. front	-forenoon -foreleg

suffix	type	meaning	example
-ly	adv.	in a..way	happily
-ful	adj.	full of	joyful
-ous	adj.	full of	dangerous
-ness	n.	state or quality of being	kindness
-ish	adj.	1. like 2. somewhat	-childish -greenish
-less	adj.	without	-colorless
-able -ible	adj.	can be	-believable

¹ เรื่องเดียวกัน, หน้า 20-22.

-er	n.	a person or thing that...	opener
-or	n.	one who	Visitor
-ist	n.	one who	typist

3. Guessing word meaning by context clues¹

Context helps the reader to get the meaning of the unknown word. Readers often come across some unfamiliar words when they are reading, but sometimes they don't have to look up the meaning of the words in a dictionary. The meaning can be guessed through context clues. There are several types of context clues as follows:

1. Definition

Ex. A person who repairs shoes is a cobbler.

2. Restatement

Ex. The rich old man endowed or gave some money to the school every year.

3. Cause and Effect

Ex. The ship hit a big rock and began to sink, so the sailors got out the boats and abandoned the ship.

4. Contrast

Ex. Larry thought that the lecture was very boring; however, half of his classmates felt that it was very stimulating.

5. Examples

Ex. Some boys are trained to help their mother with chores, such as, washing dishes, cleaning, ironing, etc.

6. Modifiers

Ex. Buffaloes, cows and horses are herbivorous animals that feed only on plants.

7. Sentence or paragraph

Ex. Most girls are more studious than boys. They always study hard for their exams.

¹ เรื่องเดียวกัน, หน้า 10-15.

4. Grasping textual relation¹

There are 3 types of textual cohesion as follows:

1. Lexical cohesion

In this type the sentences are related through vocabulary by;

a. Repeating the words or phrases

Ex. Birds are also animals that have backbones. Birds are of many different kinds, sizes, colors, yet they are all alike in certain ways that help us to identify them as birds. All birds have feathers.

b. Using synonyms or near synonyms

Ex. Reading is a primary avenue to knowledge. For some the path is wide, paved straight with all road signs where they should be.

c. Using a more general term to refer to the thing, action, etc., that has already been mentioned earlier, and vice versa.

Ex. Nancy, who is in the fourth grade, does not feel good today. The poor girl has a sore throat. Since it is a rainy day, the child probably caught cold on her way to school.

2. Grammatical cohesion

a. Pronouns: he, his, him they, their, them, etc.

Ex. A baby elephant is the biggest of all land babies. A new born baby weighs more than two hundred pounds. It is about three feet high. The new baby is strong, too. Almost as soon as it is born, it can walk about.

b. Demonstratives: this, these, that, those, here and there.

Ex. He broke his left leg a week ago. This kept him from joining the camping trip.

c. Comparatives: Expression of similarity or difference; same, similar, different, equal, more, less, similarly, as, etc.

Ex. Tom weighed 60 kilos. His brother weighed on kilo less, but his sister weighed more.

¹ เรื่องเดียวกัน, หน้า 39-45.

- d. Summary words: process, procedure, measure, problem, idea, definition, quality, etc.

Ex. She is clever, gentle and kind-hearted. These are the qualities which attracted everyone around her.

- e. Noun/Verb Substitutes: so, one, not, do, etc.

Ex. I enjoy playing badminton. My husband does, too.

3. Logical cohesion

Connectors are used to hold sentences or paragraphs of a text together.

They are;

- a. Firstly, secondly, lastly, finally, one, two,...etc.
- b. Again, then, also, moreover, etc.
- c. So, therefore, as a result, etc.
- d. Namely, in other words, that is to say, etc.
- e. For example, for instance, etc.
- f. On the other hand, however, still, yet, etc.

Ex. I made myself a peanut butter sandwich. First I took two slices of buttered bread. Then I spread peanut butter on one of the slices, and on the other, some jelly. After I spread the bread with peanut butter and jelly I put the two slices together to make the sandwich.

Reading practice: Use the methods of reading comprehension to read the given passage for comprehension.

**The Story of Tongdaeng By His Majesty King Bhumibol Adulyadej
(Cartoon Version) First edition: November 2004¹**

The Medical Development Center Alley: Tongdaeng's Birthplace

On September 29, 1998 (2541), His Majesty the King went to anoint the foundation stone of the Medical Development Center Clinic and visited the vegetable plot below the Ram-Indra Expressway, which is, at present, the location of Rama Ninth "golden Place" convenient store, in the Wang Tonglarng District.

In preparation for the Royal Visit, officials from the Bangkok Municipality came to make sure that the place would look spick and span.

In the neighborhood of the Medical Development Center and the nearby housing estate, there were many stray dogs, four of them were regularly fed and looked after by the local community. They were called according to their colors or characteristics, such as "Dam Yai" (Big Black), the leader of the group, a sort of Casanova, who later was taken to be neutered; "Dam Lek" (Little black), who soon disappeared because Dam Yai bullied him; (The Lame One), a crippled dog, and "Darnng" (Patchy, white with brown patches). When the officials from the Municipality came to prepare for the visit, they also took away the four dogs. The local people who used to feed the dogs regularly, protested because they had become attached to these dogs. When their complaints came to the attention of the King, a royal order was given to a doctor of the Clinic to get in touch with the Bangkok Municipality to ask for the return of the dogs, for the fact that one order had been issued to take the dogs away, while a counter-order was given to bring them back, even though they had nearly reached Tungsikan (the dog pound). Anyhow, when they received the radio message to bring them back, they brought them back, with an addition of two more dogs. Nobody knew where these two dogs came from. Thus, all the dogs had safely returned "home" where they used to live. The day the King came to anoint the foundation stone of the Medical Center, the King saw "Dam Yai" (Big Black) had to eventually be neutered because

¹ His Majesty King Bhumibol Adulyadej. The Story of Tongdaeng (Cartoon Version). Bangkok: Amarin Printing and Publishing Public Company Limited, 2545.

he dared to woo two golden retrievers in the community, resulting in having 15 (9 + 6) all-black golden retrievers puppies, or “Dam Yai Labradors”. The result produced a great displeasure to the owner.

“Daeng” Tongdaeng’s mother

One of the additional dogs was called “Daeng” (Red) because she had reddish-brown coat. When she was released, she immediately ran into the alley adjoining the Medical Development Center to take refuge and never left it again. As for the other dog, he remained in the Medical Development Center neighborhood for a few days and disappeared. Probably because he was chased away by the other dogs. When “Daeng” came, she was fed the same way as the other stray dogs. When she first came, “Daeng” was a timid and nervous dog. She was a skinny and mangy dog. Not long afterwards, those who gave her food noticed that she was getting unusually heavy, and saw that she was pregnant. Eventually, on the evening of November 7, 1998 (2541), before midnight, “Daeng” gave birth to seven puppies – one male and six females. These received the names of Tongdaeng, Kalua, Noon, Tongleung (the lone male), Lamoon, Koro and Koso. Workers who were building the houses in the alley brought a big cardboard box to make a home for them. The householders took care of the puppies; old newspapers and towels were brought as bedding; they also brought milk for them because “Daeng” could not produce enough milk to feed her puppies.

“Tongdaeng” : From Wang Tognlarng to Wang Suan Chitrada

Tongdaeng had some characteristics which made her different from her siblings. The special features that afforded her the chance to be presented to His Majesty were the half necklace on her neck, four white socks, the curled tail, and most important, the white spot on the nose and the tail tip, the same as “Tongdam”, a royal dog that was born on November 8, 1998 (2541). For these reasons, His Majesty the King accepted the little puppy with the intent that they would become a couple. She received the name “Tongdaeng” (copper) because of her reddish-brown coat to correspond with “Tongdam” (black gold) who was Tongdaeng was presented to the King on Sunday, December 13, 1998 (2541), at the age of only five weeks and became Khun Tong daeng. Nevertheless, though Tongdaeng had been intended for Tongdam, before coming to the palace, the real destined one for Tongdaeng was “Tongtae”, the young “Basenji”. Tongdaeng was mated with Tongtae because she had some characteristics similar to the Basenji. Their offsprings

consisting of three females and six males were born on Tuesday, September 26, 2000 (2543).

Tongdaeng came to Chitralada at a very tender age, so she needed to have mother's milk. She was lucky to have the milk of "Mother Mali", the stray dog (the mate of Sud-Lo, the Dalmatian dog), the mother of Tongdam and the other eight puppies who were born on November 8, 1998 (2541) a day after Tongdaeng. Tongdaeng's siblings were taken care of by the neighbors. "Daeng" eventually came to live in a house with two puppies; another puppy was taken into the home the other side of the alley; two other sisters were taken elsewhere; the only male puppy which the King named "Tongleung", had the chance to be taken into the home of a royal attendant. Thus, "Daeng" and all her children changed their status from being stray dogs to house dogs.

The day Tongdaeng came to be presented to the King, Tongdaeng cried all the way from Wang Tonglarng. Perhaps it was because she missed her mother and was lonely because she was so very young. Although the one who brought her gave her some milk and cakes, she did not stop crying. Even when she was put on the lap or carried around to pacify her, Tongdaeng did not stop crying. Stragnely enough, once she had been presented to His Majesty, she stopped crying and crawled to nestle on his lap, as if entrusting her life to his care, and fell fast asleep, free from all worries, loneliness and fear.

Characteristics of Tongdaeng

Tongdaeng's characteristics – a tail, one and a half turn curl with white dot at the end, and a streamlined, handsome figure – resembled a type of dogs that His Majesty the King recollected having seen in a book about different breeds of dogs. When he looked in that book, it appeared that Tongdaeng had some characteristics akin to the "Basenji". This intrigued him still more, and he studied further about the Basenji, because they were dogs that were not yet well-known in Thailand. He searched many books about the Basenji, including information on the internet to study about the history of the Basenji. He found that, at present, the Basenji was considered an ancient race of dog, originating from the Congo in Central Africa. They were used in hunting to locate game, to retrieve those that had been killed, and to chase the game to the nets. There are engravings in the Saggara Pyramid, in Egypt, depicting dogs biting a sizeable antelope dating about four thousand years ago. There is also an engraving of Pharaoh Renu and Queen Dedet showing a Basenji crouching under the Pharaoh's throne. It is strange that, when Tongdaeng was small, when she was with the King, she would crouch under his chair in that same manner.

The King thoroughly studied the character, the behaviour and disposition of the Basenji. In fact, the King could be considered the foremost expert concerning the Basenji in Thailand. He understands the psychology of the dog, and how to deal with them. If one does not understand them, the Basenji seem to be a very stubborn dog. They must be treated with gentleness. The King taught and showed the attendants how to handle and take care of dogs which have Basenji blood in them. One example is, when they first began to train her, Tongdaeng was so afraid of the chain-leash used for training that the teachers thought that Tongdaeng could not be trained. Nevertheless, with gentle persuasion, Tongdaeng was easily trained and learned very readily. She did very well and was very disciplined, and could do better than some other dogs that had previously been trained. When the trainers line-up the dogs, usually numbering five or more, to greet the King's arrival, Tongdaeng would sit at attention, looking straight in the direction from where the King would arrive, without flinching, whereas some other dogs would either lie down, or look left and right.

It is known that outstanding characteristics of the Basenji are that it "doesn't bark" and "has no body odor". Another distinguishing feature is its proud bearing like a purebred horse. Tongdaeng has a handsome gait, with a straight back, be it a trot or a gallop. When she stands, Tongdaeng also magnificent proud bearing. At the seaside in front of the villa of the Klaikangvol Palace, when His Majesty wishes to take a photograph of Tongdaeng, he would say, "Tongdaeng, get up on the sea-wall and strike a handsome pose; I want to take a picture." Tongdaeng would immediately get up on the sea-wall and stand still for the photograph. In Bangkok, when the King takes a walk for his exercise around the lake in front of the Chitralada Villa, Tongdaeng has the duty to escort the King. After the walk, the King would take a rest on the lawn, and that would be an opportunity to take more pictures of Tongdaeng in different postures; thus, there are many pictures of Tongdaeng in handsome poses. One may thus see that Tongdaeng has many characteristics of the Basenji dogs, of which have been mentioned -- "barkless", "odorless", and "dignified bearing." Anyhow, when compared with the Basenji, Tongdaeng is larger than the Basenji, so the King called her a "Thai Super-Basenji". Tongdaeng is a dog that has undergone many changes as she grew up. At first, Tongdaeng had a short face, drooping ears, big round eyes, not unlike a South American monkey (sapajou), but as she grew up, she got a longer face and pointed ears, which made her resemble somewhat a police dog (Alsatian). It means that Tongdaeng is a mixture of many breeds of dogs, a truly "thousand ways mixed mid-road dog."

Tongdaeng's intelligence

Tongdaeng is an intelligent dog and quick to understand. Whatever the King tells Tongdaeng, even very softly, she would understand and do accordingly. Once, Tongdaeng found a chicken bone, left by the crows, in a bush in Chitralada Villa and was chewing on it: the King saw this and said, "Tongdaeng, that's not good". Tongdaeng immediately spat out the bone and ran to join the King.

Interest in fisheries

Another show of Tongdaeng's cleverness and understanding is when she accompanied the King to the "Thale Noi" (The Minor Sea at the Klaikangvol Palace), where there were schools of many fishes, but the greatest number was the Russian catfish. When bread was thrown in, they would jump up to eat, splashing noisily, which Tongdaeng watched with great interest and would stand there watching for a long time, with half-fascination and half-awe, signified by her half-unfurled tail and occasional startle when the fish jumped. Whenever the King went in the direction of the "Minor Sea", he would say, "Tongdaeng, we are going to see the catfish", Tongdaeng would run and lead the way with joy. Once, when Tongdaeng saw the King coming down from the villa, she started to run in the direction of the catfish, but the King said, "Tongdaeng, today, we are not going to see the catfish." Tongdaeng, who had already led the way to the catfish, turned back, gave a sigh, and ran back to the King.

Checking her weight

When the King wants to check Tongdaeng's weight, he would say, "Tongdaeng, go and weigh yourself, and stand still." Tongdaeng would get on the weighing scale, then, turned around, look at the King, sit down, and remain very still until the King would read out the weight: only then would she step down from the scales. Lately, Tongdaeng would crouch comfortably on the scale, looking very smart.

Using telepathy to call her children

Apart from being clever and quick to understand, it seems that Tongdaeng has the gift of telepathy, and can use it effectively. On many occasions, Tongdaeng's children would run off to play far from His Majesty. As for Tongdaeng, she would scout about in front of the King, then come back to him. On one occasion, when the King thought that Tongdaeng's children had strayed too far away, he said "Tongdaeng, go and fetch Tongmuan." (Tongdaeng's number three offspring) Tongdaeng stood up and gazed out in that direction; in an instant, Tongmuan came running back. If that had happened only once

or twice, it could have been construed as a coincidence but it happened many times, not only with Tongdaeng's children, but also with other dogs. Tongdaeng can use the power of telepathy to call them back to His Majesty. If the distance is not too great, Tongdaeng would walk to the spot to fetch them. For example, when Tongtae is with the King, he would usually sit in a hidden corner, while Tongdaeng would always stay near the King. When it is time to go home, sometimes the King would say, "Tongdaeng, go and fetch Tongtae; it's time to go home." Tongdaeng would go and nudge Tongtae to get up. Sometimes, Tongdaeng would be sent to remind the King of the time. Usually, after completing his exercise walk, the King would stop to chat with those who come to meet him and sometimes he stays longer than he should; Tongdaeng who stands a distance away from the King would approach him and begin to lick his hand repeatedly. The King sees that and gets the message, so he would tell the people, "Tongdaeng comes to remind me to go."

Lying on her back to receive baby powder

Tongdaeng is clever and quick at learning. When His Majesty wants Tongdaeng to lie on her back, he says, "Tongdaeng, belly-up." Tongdaeng would lie down on her back, as ordered. One day, His Majesty noticed that Tongdaeng was scratching, so he took a can of baby powder and showed it to Tongdaeng, saying, "Tongdaeng, belly-up, I'll powder you." Tongdaeng lay down on her back as she was ordered and let the King sprinkle her with a soothing dose of baby powder, which she really appreciated. After a short while, she got up, walked a couple of steps and scratched once again; His Majesty said, "Tongdaeng, I already gave you baby powder; it should not itch any more." Tongdaeng understood and stopped scratching. After that, whenever His Majesty picks up the powder can, Tongdaeng would immediately lie down belly-up, for a soothing dose of baby powder. So, sometimes, after Tongdaeng came back from a visit with the King, she would be teased by the royal nurses, "Oh, Tongdaeng, how white your belly is!"

Lying on her back for an X-ray

On January 31, 2002 (2545) His Majesty had a radiologist take a chest X-ray before entering Siriraj Hospital. A portable X-ray was brought to Chitralada Villa. That day, Tongdaeng accompanied the King. After the X-ray had been taken, the King asked if a dog could be X-rayed, the doctor said it could be done. Therefore, the King said, "Tongdaeng, lie down." Tongdaeng immediately complied. The radiologist brought an X-ray plate and inserted it under Tongdaeng and rolled the machine to take an aim. The King told

Tongdaeng to stay still, caressing her head; the radiologist pressed the switch. When the plate was processed, it produced a very clear picture.

Royalty

Tongdaeng has a great loyalty for the King. When she is with the King, she would crouch in her usual position, crossing her front paws. If His Majesty makes a slight movement, or even clears his throat, she would lift her eyes to see what is the matter. Whenever there are visitors, Tongdaeng would remain at the feet of the King, without going anywhere, and would stay between the King and his guest. If the guest stays a long time, she would look at His Majesty and then at the guest, and let out a long sigh, but never leave his side. Usually, His Majesty would take an exercise walk, or visit the “children” -- as he calls his dogs -- with two or three dogs on duty. Some dogs, for example, Tongdaeng would run ahead scouting around. Should she meet any stray dogs in the compound, she would chase them away. Tongdaeng would run in front, then retrace her steps to go around the King. Some dogs would walk alongside the King. When the King stops for a rest, Tongdaeng would also stop and remains nearby, but facing outwards. She does not stay close to the King to play, but strictly performs the duty of a security guard. Some other dogs would jump up to sit alongside the King or even on his lap, but Tongdaeng never sits shoulder to shoulder with the King, except when she accompanies him in the royal car, which is considered as fulfilling another duty. When the King stops to rest, the other dogs would go and run off further away. When the King starts to move on, he would speak softly, “Get in line!” He does not give the order loudly enough for all the dogs to hear, but very swiftly, all the dogs would come to their stations; the attendants who accompanied the King said that it was Tongdaeng who gave the order to “get in line.” On some occasions, His Majesty would drive his car himself, and Tongdaeng would accompany him. When he opens the car’s door, and says, “Tongdaeng, up you go”, Tongdaeng would jump in onto the seat beside the driver. The King would say, “Tongdaeng, sit down.” And Tongdaeng would sit down, striking a smart pose, looking straight ahead. Sometimes Tongdaeng would wait patiently by the car while the King was still engaging in a conversation with others. When the door was opened, Tongdaeng would immediately would jump in. On one instance, His Majesty on an official function; as soon as the door opened, Tongdaeng jumped in and sat down. The King had to say, “Tongdaeng, get down; this time I’m going on an official function; I’ll come back soon.” Tongdaeng hesitated for a moment and came down from the car. One day, His Majesty the King had an appointment

with the dentist at the mobile dental unit. Tongdaeng waited patiently outside the dental unit, watching intently, not going anywhere, keeping guard. On another occasion, when the King went to the dentist once again, Tongdaeng was allowed to go up to inspect the mobile unit (up to the door of the dentist's room). When the King said "Tongdaeng, now, get down." Tongdaeng obediently got down from the unit and waited outside. This amazed the dentists about the intelligence and the loyalty of Tongdaeng. Tongdaeng is very loyal and attached to His Majesty. Normally, when the King returns from Huahin to stay at Chitralada Villa, or from Chitralada to Huahin, for various functions, there would be rotating shift of dogs on duty. On one occasion, His Majesty came to Chitralada for functions that kept him away longer than usual, and Tongdaeng was not included in the trip. During that period, Tongdaeng got sick; she lost so much weight that she had to be hospitalized. After a thorough examination, the veterinarian did not find anything wrong, and concluded that Tongdaeng was suffering from stress because she missed the King. The doctor said that Tongdaeng was a quiet, introvert dog, and therefore, stress would have an effect on the physical health. From that time on, Tongdaeng always accompanied the King on every trip.

Gratefulness

Tongdaeng is a grateful dog. She was only five weeks old when she first came, so she had to benefit from the milk of "Mae Mali," who was a stray dog. Tongdaeng never forgot this kindness. At first, Tongdaeng never stayed away from "Mae Mali", always followed her wet-nurse, even after she stopped needing mother's milk. Eventhough other puppies went out running and playing, Tongdaeng would stay close to "Mae Mali", licking her all over lovingly. Sometimes, "Mae Mali" would teach Tongdaeng to retrieve a stick (at the age of about three months). Later on, they were separated, but whenever they met, Tongdaeng would still show respect to "Mae Mali", a thing that is different from many others who, after having become an important personality, might treat with contempt someone of lower status who, in fact, should be the object of gratitude. Tongdaeng's respect toward the elders and her good manners must have also been inherited from her mother "Mae Daeng". When Daeng had the chance to be taken into the house, she was humble and showed respect to all the dogs, especially the old dog, who was formally a stray dog, and eventually became the most senior member of the house dogs, The dog often bullied other dogs, especially Daeng, but Daeng never fought back and let the old dog have her way. Later on, the younger dogs took over the leadership, and the old dog became the target of attacks

instead. Daeng never took part in the attacks. On the contrary, whenever she saw the old dog, she still ran to greet her with respect.

Teaching her puppies

Apart from being grateful to her benefactors, Tongdaeng teaches discipline to her children. For example, when Tong-at, (her daughter) meets the King, she would be overenthusiastic and playfully bites the King's arm. The King would say, "Tongdaeng, come and settle things." Tongdaeng would come and grab her puppy's leg pulling her away, growling, and biting her muzzle to teach her, until she would give up by crying out. Tongdaeng would do the same thing to any of her children who get out of line. On one occasion, when His Majesty went to watch a dog training session in which the nine children of Tongdaeng took part: Tongchompunut, Tong-ek, Tongmuan, Tongtat, Tongplu, Tong-yip, Tong-yod, Tong-at, Tongnopkun. Tongdaeng did not take part in that session because she was on duty. At one point, the trainers let go the leashes and had the dogs wait in the middle of the circle, then ordered them to run back to them. But, instead of running to the trainers, the dogs all ran to the King. Tongdaeng had to do her duty in restoring order. She growled and bit them to make them go back to their stations so that the trainers could resume the training. When it is bedtime for Tongdaeng's children, the King would say, "Tongdaeng, take your children to sleep." Tongdaeng would lead her children to their quarters. Even for the young cousins like Ptoemy, Cleopatra and Julius Caesar, if the King tells her, "Tongdaeng, lead your young cousins to bed." Tongdaeng would run in front leading them to their house, and even get inside to inspect their quarters. Tongdaeng teaches her children when they misbehave by making a snarl. Those who don't understand, thinking that Tongdaeng is really going to bite her children, would interfere and chide Tongdaeng, but His Majesty knows that is the way that Tongdaeng uses to teach her children, and he forbids those who would interfere by saying, "Tongdaeng is teaching her children." His Majesty understands that Tongdaeng might feel hurt if she is reprimanded when she is doing her duty.

Good manners

Tongdaeng is a dog with good manners; she is respectful, and not presumptuous at all. Other dogs, even Tongdaeng's own children, would show their delight when they meet the King, by jumping onto his lap and lick his face. Tongdaeng would never do that. When she is with the King, she would always stay lower than him. Even if he pulls her up to

embrace her, Tongdaeng would quickly crouch on the floor, her ears down in a respectful manner, as if saying, “I dare not; it’s not proper.” To show respect and loyalty, Tongdaeng would lick the King’s hands heartily and continuously, the way His Majesty calls, “licking in a business-like manner,” meaning very earnestly. The crouching posture of Tongdaeng, crossing her front paws, is well-known to frequent visitors. One royal attendant mentioned that if one wanted to know how to sit properly when one had an audience with the King, one should look at Tongdaeng. The fact that Tongdaeng is the King’s favorite dog has not made her haughty or puffed up. On the contrary, she is respectful of everybody and is not aggressive. Anyone who have seen Tongdaeng with the King, at first, would be afraid because she has a severe look, but in reality, Tongdaeng is not aggressive at all. She is good-natured, and shows her friendliness by licking the hands. Tongdaeng is well-beloved by the people in the palace as well as those who meet her.

Tongdaeng’s special talents

Lining the seashore road in front of residence at Klaikangvol Palace in Huahin, there are two rows of coconut trees. One row has tall trees, the other has shorter trees. When the trees bear fruit, the gardeners would take them down from the taller trees, lest they fall on passers-by. However, the fruits that are hanging quite low from the shorter trees, are not taken down. These are at a height that Tongdaeng would be able to reach. Tongdaeng likes to pick the coconuts. She would stand on her hind legs and use her front paws to twist the fruit, the same way a monkey picking coconuts does. When the coconut falls from the tree, she would use one front paw to secure coconut and use her teeth to peel its skin, beginning at the stem, layer by layer until she reaches the shell. Then she would make a hole at the eyes of the coconut, so she can lick the juice inside. To peel a coconut requires a lot of patience and perseverance, because it takes a long time to achieve the goal; sometimes there is blood on the coconut from the cuts on her gums. Tongdaeng does not reserve exclusivity the art of peeling coconuts; she even teaches her children or her younger companions to do it. One could see a number of dogs at different stages of coconut peeling, with more or less success, but none with Tongdaeng’s patience or determination; they stop before attaining success. Another anecdote about the coconut tree is when the King would say, “Tongdaeng, go and run, and don’t forget to go around the coconut tree.” Tongdaeng would run and lead the other dogs around the coconut tree. They have to go around the tree counterclockwise, something Tongdaeng never fails to do.

Some dogs would go further past the tree or go around the wrong way. Tongdaeng would have to remind them. Now, Tongdaeng has succeeded in making them go the right way.

Tongdaeng and Tonglarng

Before relating this part of Tongdaeng's story, "Tonglarng", the King's number 18 dog, must be mentioned first. Tonglarng was born in a hole under the Medical Development Center Clinic on Sunday, January 17, 1999 (2542), just before midnight. She was presented to His Majesty on Saturday, February 13, 1999 (2542). She was the offspring of "Darng", one of the regular members of the stray dogs who were fed by the community. Darng had 6 puppies – 3 males and 3 females; of these five were brown, but Tonglarng was white, with brown and black spots on the head. Tonglarng has a cute face and big round eyes. Her coat is white with specks of brown, and is relatively long. Everyone is struck by her cute looks, while Tongdaeng has plain looks, but she has a slim figure and dignified bearings. The King calls Tongdaeng, "a handsome girl," while Tonglarng is a pretty chubby. Tongdaeng and Tonglarng are a sort of a rival pair due to the fact that they were both stray dogs and were presented to the King nearly at the same time. Tongdaeng had been presented about two months before Tonglarng. Both are equally loved by the King. If they are in the presence of the King together, even with other dogs, Tonglarng would bark and make a big fuss if the King notices Tongdaeng. As for Tongdaeng, she has never made any vocal protest because she seems to be akin to the Basenji, which is known as the "barkless dog." The way to show her displeasure at an offensive sight is to look away, and remain aloof. On one occasion, Tongdaeng was upset. Usually, Tongdaeng relishes persimmons; any time she sees, or only smells its fragrance, she would sit up, begging for the fruit. Whenever Tongdaeng is with the King and there is persimmon, Tongdaeng would beg for it. One day, Tongdaeng and Tonglarng were together, and the King gave a slice of persimmon to Tonglarng, who did not especially appreciate it. Tongdaeng saw this, and was disgruntled. She turned her head away and remained silent and aloof. Even though the King called her name many times, Tongdaeng kept looking away. Those present all saw that scene. His Majesty said, "I guess I have to humor Tongdaeng." When the King approached Tongdaeng, and called her name many times, Tongdaeng ceased to be offended. She stood on her hind legs, embraced the King and licked his hands repeatedly. The spectators were amused as well as charmed by Tongdaeng's reaction to the situation.

Exercises of the Chapter

Exercise 1: Underline the topic sentence in the given passages.

Passage 1

Susan was homesick. She thought of her mother and father and wished she was able to be with them. She missed all the familiar activities, places and people she had known at home.¹

Passage 2

John often forgot what he had to buy when he went shopping. In the same way he rarely remembered his appointments. When he wrote a letter, he often put it in his briefcase and found it there a week later. He was very forgetful.²

Passage 3

Tom knelt down to tie his shoes, and then went toward the barn. There, he filled a bucket with oats and water to make breakfast for his pigs in the orchard. To get to the hogs he went over the bridge above the swirling stream. As he passed over the water, he saw his father's boat pounding itself against the rocks.³

Exercise 2 Fill in the blank in each sentence with the appropriate word from the list below.

-ambidexter	-benefactor
-contradict	-deported
-dissimilar	-endanger
-illegible	-misconduct
-monogamy	-overcharged

1. I can't rely on him. His words and his action always.....
2. That foreigner smuggled gold into Thailand, so he was
3. is one marriage during a lifetime.
4. Tom is an..... He can use both hands equally well.

¹ กุลยา คัมภีรานนท์, ดวงฤดี กาญจนพันธ์, **Advanced Reading Comprehension**, (สำนักพิมพ์ภูมิบัณฑิต: มปพ.), หน้า 6.

² เรื่องเดียวกัน, หน้า 6.

³ เรื่องเดียวกัน, หน้า 6

5. These two pieces of cloth are..... They don't look alike at all.
6. Mrs. Johnson is a great..... She always gives large sums of money to charities.
7. The boy was punished because of his.....
8. He often writes so badly that his handwriting is.....
9. The waiter.....me by 50 Baht so I complained to the manager.
10. Off-shore oil spills.....plants and animals in the sea.¹

Exercise 3 Fill in the blank in each sentence with the appropriate word from the list below.

- | | | | |
|------------|--------------|-----------|-----------|
| -criticize | -destructive | -droplets | -friendly |
| -ignorance | -manual | -misty | -nominate |
| -poisonous | -portable | | |

1. I don't like an electric typewriter; I prefer a one.
2. Today microcomputers are small and
3. He wants to me for president but I'd prefer to run for vice-president.
4. Fog consists of tiny of water
5. I don't like Sue at all. She always my clothes.
6. When you say something about their work, don't make any comments.
7. Scorpions are insects. You should try to stay away from them.
8. Everybody likes Jim because he is and sociable.
9. It's today. We can't see distant objects clearly.
10. He has become a drug addict because of his²

Exercise 4: Choose the correct meaning of each underlined word or phrase.

1. What happens when pain refuses to go away? This kind of chronic pain was seen in former times as the work of evil spirits, or as a punishment from heaven for sins committed, or perhaps as a test set by some divine being, or courage in the face of adversity.
 - a. severe
 - b. lasting
 - c. sudden
 - d. frightening

¹ เรื่องเดียวกัน, หน้า 58.

² เรื่องเดียวกัน, หน้า 65.

2. Our government has made it clear that it will not follow the lead of many overseas countries in banning cigarette advertising, nor will it make mandatory for cigarette packets to carry a health warning notice.
a. Illegal b. normal c. unusual d. compulsory
3. Bamboo is prolific. Plant one stick of living bamboo in the poorest soil, and in time a whole grove will stand where before there was only a single cutting.
a. producing much b. durable c. beautiful d. beneficial
4. Many pure metals have little use because they are too soft, rust too easily, or have some other drawbacks.
a. differences b. benefits c. disadvantages d. dangers
5. In the United States educational system, intermediate school is the transitional stage between the primary grades and high school.
a. alternative b. role c. duration d. stage
6. From an airplane, the grasslands of the western prairie appear almost as uniform as a placid sea.
a. wavy b. calm c. deep d. stormy
7. In a desert an oasis is a welcome relief to weary travelers.
a. hungry b. exhausted c. cold d. thirsty
8. When forced by their parents to eat spinach and other green vegetables, many children only do so reluctantly.
a. unwillingly b. willingly c. angrily d. enthusiastically
9. Although research has shown that asparagus does contain many important nutrients, it is not, as it was once regarded, a panacea.
a. a delicacy b. a drug c. a cure-all d. a vitamin
10. Communication is one of the most important bonds that hold cultural systems together.
a. qualities b. needs c. obligations d. links¹

¹ เรื่องเดียวกัน, หน้า 43-44.

Exercise 5: Find the meaning of each underlined word or phrase in the following passages.

1. The chemist transforms the materials that he finds in nature; from them he fashions explosives and medicines and fabrics and other new materials almost without number.
 - a. produces something modern
 - b. gives form or shape to something
 - c. makes and advertises something
 - d. sets a fashion for something
2. To be truly happy is a question of how we begin and not of how we end, of what we want and not of what we have. An inspiration is a joy forever, a possession as solid as an estate, a fortune which we can never exhaust and which gives us, year by year, an income of pleasurable activity.
 - a. luck that can never be taken away
 - b. property that is never used up
 - c. fortune that we never tire of
 - d. money that we will never throw away
3. While Dr. Wildman asserts that protein from tobacco could potentially feed much of the world's malnourished population, other researchers are less optimistic. The amount of protein available from tobacco will be minute in terms of the world's needs.
 - a. Very carefully
 - b. very short space of time
 - c. very small
 - d. a sixtieth part of an hour
4. Abolish all tests and grades. This would destroy the professor's chief weapons of coercion, and would eliminate two obstacles to the student's learning.
 - a. Forcing someone to do something by superior power
 - b. Something designed for fighting or struggling
 - c. Causing someone to know or to be able to do something
 - d. Getting rid of something unnecessary or unwanted
5. With all the traffic busily travelling back and forth, I looked for a more secluded road.

- a. one far away
- b. one free from danger
- c. one filled with traffic
- d. one not travelled by many people¹

Exercise 6: What is the reference of the underlined word in each of the following passages?

1. One of the dangers cited is that television appears to give the advantage to the candidate who can project the most favourable image to the voters rather than to the one who may have the best qualifications for the office.
 - a. Image b. voter c. advantage d. candidate
2. O'Neill proposes two 1,000-yard-long minicylinders for only 10,000 people, which would require the transport and assembly in space of some 10,000 tons of material from earth.
 - a. people b. stations c. proposals d. minicylinders
3. If one company had opened the door to television, others might as well do the same; and by 1957 it could be estimated that more than 10,000 cinema films had become available to TV.
 - a. doors b. companies c. cinema films d. television
4. But science is not always content merely to learn about the world; through its application to industry (technology), it is also concerned with modifying it as far as possible.
 - a. science b. industry c. the world d. the application of science
5. The Singapore Science Centre, the first science centre in Southeast Asia, is one of the top science centres in the world. This treasure house of scientific knowledge presents complex scientific ideas and concepts in a simple and interesting way by means of graphic panels.
 - a. the Singapore Science Centre
 - b. Southeast Asia
 - c. Scientific knowledge
 - d. the world²

¹ เฟลินพิศ ฉายจรรยา, ทิววรรณ พฤฒิกาวาร, อัญชลี เสริมส่งศักดิ์, Ready to Read, (มปท.,มปพ.), หน้า 14-15.

² เรื่องเดียวกัน, หน้า 22-23.

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Chapter 7

Practice in Four Basic English Skills

Objectives of the Chapter

Having studied the chapter, the students are able to;

1. Be skillful in listening skill
2. Be skillful in speaking
3. Be skillful in reading
4. Be skillful in writing

Topics of the Chapter

1. Need of Four Skills in English
2. Development of Four Basic English Skills
3. Practice of Four Skills in English

Exercises of the Chapter

Reference

Practice in Four Basic Skills

Need of four skills in English

English language is considered to be the universal tool for communication all over the world. In the Asean world, ten nations including Thailand are playing the significant role to build an Asean Community within 2015 C.E.

The status of the English language in Thailand is a foreign language. To learn English successfully, one must believe in the well known statement that 'Language is the matter of skill.' Because learning a language means performing activities in order to achieve the expected change. Therefore, to study English means to develop the fourfold skills, that is, listening skill, speaking skill, reading skill, and writing skill.

Development of four Basic English skills

Listening Skill Development

Listening is one of the important skills of language learning. One must be habituated to the sound system. This particular skill can be developed by giving ear-training because it paves the way to acquire the habits in speech organs. It should be kept in mind that listening must come along with understanding. Listening habit will not be achieved without receiving the meaning. Therefore, a various activities and programmes should be provided in practice drill, for example, the knowledge of sound system, the use of tape-recorder, radio, and multimedia materials, etc.

Speaking Skill Development

The two skill of listening and speaking are often yoked together under the heading of 'aural-oral skills' because they usually function together and constitute the basic skills. Therefore, development of the aural-oral skills has a crucial role to play in learning a language. It can be said that listening and speaking is the real starting point of learning languages. Speaking skill can be developed through various types of drills, for example, using the direct method in teaching, asking questions and answers, conversation dialogues, debates, games, role playing, using multimedia materials, and so on.

Reading Skill Development

Reading is an essential aspect of language study. The ability to understand the written language plays the pivotal role in the present age i.e. the age of information. Reading can be roughly divided into four types. They are loud reading, silent reading, intensive reading, and extensive reading. Reading is not only the matter of the ability to pronounce correctly the words, phrases, sentences, and the fast speed of reading, but it includes the essential understanding the contents being read. The purposes of reading may be for surveying, skimming, scanning, comprehending, or analyzing. The process of developing reading can be done through various stages like the recognition stage, the structural stage, and the interpretation stage.

Writing Skill Development

Development of writing comes along with reading skill as it is said “The more you read, the more you can write”. Writing activities should be integrated with reading activities. As learners gain experience reading books and other printed matters, they increasingly try to spell words by using patterns they have seen in print. Various stages of writing development concern with word spelling, sentence writing, and paragraph writing. Then the learners come to the stage of controlled, guided, and free composition. In fact, the learners who will be skillful in writing, they should have plenty of experiences the former three skills particularly the reading skill. Apart from the former three skills i.e. listening, speaking, and reading, the learners must have a good command of vocabulary and grammars.

Practice of Four Basic skills in English

Practice 1 on Listening and Speaking:

Listen Carefully the Difficult English Consonant Sounds and repeat.

Part 1 Rolling with R

Part 2 Laughing with L

Part 3 Thanks TH

Part 4 The SH Show

Part 5 "CH" Cha Cha Cha

Part 6 Visiting V

Part 7 Amazing Z

Part 8 Excellent X

Part 9 Happy Ending

Part 10 The End¹

Practice 2 on Listening and Speaking:

Watch the dialogues, then do the conversation.

Lesson 01 Greeting

Lesson 02 Name and Places

Lesson 03 Jobs and Family 1

Lesson 04 Jobs and Family 2

Lesson 05 Review 1

Lesson 06 Numbers and Time 1

Lesson 07 Numbers and Time 2

Lesson 08 Map of the World

Lesson 09 Language and People

Lesson 10 Review 2

Lesson 11 Family Schedules 1

Lesson 12 Family Schedules 2

Lesson 13 Seasons in Thailand

Lesson 14 Seasons

Lesson 15 Review 3

¹ บริษัท ไลบรารี จำกัด, VCD ออกเสียงอย่างไรให้ถูกต้องและฝรั่งฟังรู้เรื่อง, Home College, Part

- Lesson 16 Weather
- Lesson 17 Times of Day
- Lesson 18 Times of Life
- Lesson 19 Directions and Sports
- Lesson 20 Reviews 4¹

Practice 3 on Reading:

Read the given article and answer the questions.

Tipping: A National Racker ?

We Americans, hand out approximately \$ 750,000,000 annually in tips, or three quarters of a billion dollars, according to the United States Department of commerce. Of this amount about \$450,000 goes to restaurant employees. The rest grease the open palms of hotel “gimme” boys, taxi drivers, beauticians, barbers, parking-lot attendants, bartenders, and a host of others who expect gratuities from the public for their services.

In spite of these magnanimous figures, however, tipping is generally an unpopular and disliked custom in the United States, and it always has been. As far back as 1896, the secretary of the journeyman Barbers International Union of America condemned tipping as “humiliating and degrading”. In 1905 the Anti-Tipping Society of America had 100,000 members, the majority o them salesmen. Within the next few years anti-tipping laws were passed in Arkansas, Iowa, Mississippi, South Carolina, Tennessee, and Washington. This legislation was short-lived, however, for in 1919 the Iowa law was repealed as unconstitutional and the other states soon followed suit.

Today, of course, we’re all aware of how widespread the practice of tipping is, and how many categories of workers it covers. It has become mainly a “pressure” custom. And while we go along with it outwardly, the majority o us actually feel that it is wrong in principle. According to a recent survey on the subject, 65.1% of the persons queried definitely disapprove of tipping, only 22.2% approve, 12% are undecided.

A laborer should be worthy of his hire, no matter what his field. He shouldn’t have to depend on the gratuities of the public. Yet, the United States Chamber of Commerce reports that there are 1,800,000 persons who depend on tips fro the major part of their income.

¹ Exim Thailand Export-Import Bank, **VCD Dynamic English**, Lesson 1-20.

Tipping itself has a servile aspect. One does not tip an equal. Even the way tipping is usually handled is undignified payment. Either the coin is slipped under the edge of the plate, out of sight, or into the servitor's hand quickly, almost stealthily, as if the transaction weren't quite above board. In the words of Edward Corsi, Industrial Commissioner of New York, who conducted hearings several months ago on proposed minimum wage laws that would affect his state's 250,000 restaurant workers : "Tipping is unworthy of labor in the twentieth century. It makes a servant out of the worker. It is a disgraceful thing that the worker has to depend on tips for a living."

This dependency on tips puts the worker in an unfair position. He has grown to expect them as his earnings, and not as a token of appreciation for extra service he has given. He is often filled with resentment when he isn't tipped, or not tipped highly enough because, to him, those gratuities are important as bread-and-butter money. Of course, there are a few servitors who, after the essentials are paid for, can well afford a shiny new Cadillac! Some headwaiters, for instance, who work in expensive nightclubs which dot the country from east to west, have reported yearly incomes of \$ 35,000. At least six in New York earn \$ 50,000. These naturally are the exception.

The customer, on the other hand, is place in an uncomfortable position, as well as what he thinks is an unfair one. The uncomfortable feeling comes usually from not knowing exactly how much he should tip. Practically everyone above the age of fifteen has read the "etiquette rules" of how much to tip and when. But if these rules were printed in books or magazines four or five years ago, he can be sure that they're substandard for today's tipping. Prices have gone up, and if the customer doesn't know it, or acts as if he doesn't, he'll receive bullet glances which denounce him as subhuman. For instance, ten or fifteen cents to a train porter for carrying one bag used to be acceptable. The present price is twenty-five. Ten per cent of the restaurant check was a standard rule a few years back. Today, it is fifteen, and in the so-called better places, more. As one waiter put it: "When I work in a swanky hotel I count on at least twenty per cent."

Because there are so many variations to the rules, a customer is often in a quandary as to whether the "rule" holds good in his particular situation. Take the case of a woman going into a beauty shop. She is armed with the "social knowledge" that she'll be expected to tip the operator fifteen per cent of her total bill. However, by the time she's had a haircut, shampoo, set, and manicure, not one operator but four have waited on her. If, for instance, her bill is \$ 6.00 won't the required 90 cents tip, divided four ways, look stingy, and not be what each expected?

The term “tip” originated in a London coffee house in Fleet Street where Samuel Johnson and his cronies frequently visited during the eighteenth century. On the table was a bowl with the words, “To Insure Promptitude,” printed around it. The phrase was later shorted to “Tip” taking the first letter of each of the three words.

Today, a person is expected to leave a tip even though the service has been slow and indifferent. The unfairness of the tipping racket, as far as the customer is concerned, hinges on the feeling that he is being pressured into carrying part of the employer’s burden. If he pays a good price for his haircut, why should he tip the barber? Isn’t it up to the employer to provide a decent wage for him? Or, when he stays in a hotel and pays that bill, why should he give the maid extra money for coming in to clean his room? Isn’t her salary a definite duty of hotel management?

It seems to him that tipping is the employers’ way out of responsibility. They pass the buck of their workers’ salaries on to the customer.

Most of us continue to tip, even though we dislike the practice, for one or all three of the following reasons: (1) Conscience. We recognize the injustice of the worker’s meager wage and feel that we must add to his take-home pay. (2) Social pressure. We don’t wish to look like cheapskates to our associates or to the workers themselves. (3) Moral weakness. We lack the courage of our convictions that the principle of tipping, as it is being used today, is inherently wrong for our democratic way of life.

It is with a kind of mental relief that passengers ride the airlines, where no tipping is allowed. Many supermarkets which hire boys to carry bags or boxes of purchased groceries out to the car for the customer have signs requesting no tipping. A few (too few!) restaurants in various parts of the country have similar signs. To the customer, such signs are like a beautiful oasis in a “gimme” desert.

In some foreign countries such as Finland, a service charge is added to restaurant and hotel bills. I believe most of us would prefer this system to our present one.

The tipping racket can be stopped only when three groups-employers, workers and customers-decide that it is an archaic and unfair practice and proceed to do something about it. (Wakeford, 1954: 127-129)

1. The United States hands out in tips each year_____.
- | | |
|-------------------------|------------------------|
| a. millions of dollars | b. hundreds of dollars |
| c. thousands of dollars | d. a very small amount |

2. In the United States tipping_____.
- a. is generally approved
 - b. is generally disliked
 - c. attracts indifference
 - d. is regarded as unconstitutional
3. Anti-tipping laws in the United States have been_____.
- a. short-lived
 - b. suggested but never passed
 - c. a success where they have been tried out
 - d. successful in only a few cases
4. Tipping places the worker in the class of_____.
- a. a laborer
 - b. a servant
 - c. one's equal
 - d. one who deserves recognition
5. In following the rules for tipping, a customer may_____.
- a. acquaint the person who serves him with the rules
 - b. always tip exactly the right amount
 - c. disregard the rules entirely
 - d. be in a quandary because of variations in rules
6. As the years go by the amount given for tips_____.
- a. has become standardized
 - b. is generally less than previously
 - c. is generally higher than previously
 - d. is higher for some services and less for others
7. The word "tip" originated in_____.
- a. a French restaurant
 - b. a Norwegian Smorgasbord
 - c. a London coffee house
 - d. an American hotel
8. Nowadays you are supposed to leave a tip_____.
- a. only when the service is as good as usual
 - b. only when you ask for something special
 - c. only when the person serving you is unusually attentive
 - d. even though the service has been slow and indifferent
9. It seems that tipping is a good way for an employer to_____.
- a. recognize his help
 - b. avoid his responsibility
 - c. aid his help in avoiding income tax
 - d. find out which one of his employees have special abilities

10. In Finland tipping is_____.
- a. regulated
 - b. not emphasized
 - c. added to the bill
 - d. paid by the employer¹

Practice 4 on Writing:

Prepare for a dictation on the article “Tipping: A National Racker?” in the classroom

Practice 5 on Writing:

Write a self-introduction and present to friends in the classroom.

Name:

Birth and Place of Birth:

Family member:

Primary Education:

.....

Secondary Education:

.....

Present Education:.....

.....

.....

Ambition:.....

.....

.....

Present Status:.....

Present Address:.....

.....

.....

..... Etc.

¹ สมุทรร เซ็นเซวานิช, **Techniques for English Reading Skill and Comprehension Development for Thai Students**, (กรุงเทพมหานคร: โรงพิมพ์มหาวิทยาลัยธรรมศาสตร์, 2542), หน้า 90-92.

Exercises of the Chapter

Exercise 1: Practice in conversation after watching the assigned dialogues.

Exercise 2: Read the cloze passage and complete the blank.

As part of a psychological experiment at the University of Wisconsin, young monkeys were removed from their mothers at birth and were brought up in complete___1___ for periods of up to two years. When these young monkeys were placed together in pairs for the first time, they showed no___2___to play as monkeys usually do, but only fought each other. Even after repeated attempts had been made to get the monkeys used to each other's company, they failed to show any___3___for each other and never learned to live together. The experiments showed that if newborn monkeys were kept without companionship for more than three months, they would not grow up___4___. Six months or more of isolation produced severely disturbed monkeys, incapable of forming normal social or family___5___.

- | | | | |
|-------------------|----------------|------------------|------------------------------|
| 1. a. separation | b. division | c. distribution | d. isolation |
| 2. a. inclination | b. declaration | c. intention | d. attention |
| 3. a. perfection | b. defection | c. affection | d. temptation |
| 4. a. formally | b. normally | c. finally | d. eventually |
| 5. a. attachment | b. connection | c. companionship | d. relationship ¹ |

Exercise 3: Do the following assigned works.

Assigned work 1: In each group below, there is a definition followed by four words or phrases. Circle the letter before the word that fits the definition most closely. Work rapidly.

1. ask too much money for something

a. bargain	b. cheap	c. overcharge	d. price
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2. connected with the manufacture of goods

a. building	b. mechanical	c. industrial	d. product
-------------	---------------	---------------	------------
3. feeling inside you which tells you what is right and what is wrong

a. virtue	b. conscience	c. consciousness	d. cleverness
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¹ ที่มงานแพทย วิชาะ, **English Reading Comprehension**, (Bangkok: PBC Publishing Co.,LTD.), หน้า 6-7.

4. person who is accused of something before a judge.
 a. defendant b. criminal c. accuser d. lawyer
5. talk about
 a. argue b. inform c. discuss d. speak¹

Assigned work 2: Read each sentence carefully and decide whether it is *logically true* or *logically false*. If it is true, write T. in the answer space on the right. If it is false, write F. Work as rapidly as possible, and if you don't understand a sentence, do not waste time thinking and re-reading it.

1. A premonition follows rather than precedes an event.
2. The seventh letter of the word *maintenance* is a.
3. A man's clothes do not invariably indicate his economic status.
4. The circumference of a circle never passes through its center.
5. Our rivers and canals are contaminated solely by industries.²

Assigned work 3: Read each paragraph below carefully. You are to identify the topic sentence of the paragraph by underlining it. Remember sometimes the topic sentence may be split. If a paragraph has no topic sentence, write "none" to the left of that paragraph.

1. Many of the strange plants came in by accident. They were in bags of seeds brought in by the Mission fathers and the merchants. They were picked up along the way by wagon wheels of the pioneers and hooves of their animals. They clung to the hides of the cattle. And seeds were brought in by travelers on the mud of their boots and in their clothes.
2. But what is a world affair? It is well to recognize that many news topics are primarily national, or local. For example, crimes, state elections, accidents, and odd but interesting events of other countries. The test of whether or not a topic is a "world fair" is its direct significance for people of other countries.
3. The life of a mountaineer who never saw the sea is different from the life of a sailor who never saw a mountain. People of the Sahara desert, which has an annual rainfall of less than 10 inches, act and think differently from people of Malaya, which has an annual rainfall of more than 10 inches. Men who raise corn on the plains of Illinois differ in

¹ สมุทร เชื้อนเชาวนิช, **Techniques for English Reading Skill and Comprehension**

Development for Thai Students, หน้า 25.

² เรื่องเดียวกัน, หน้า 37.

many ways from men who dig copper in the mines of Arizona. Physical environment means more to the lives of men than a mere stage on which to play the drama of life.¹

Assigned work 4: Read each paragraph below carefully. Decide on the main idea. On the blank before the paragraph write the letter of the sentence stating the main idea. If the main idea is split, list the letters of both sentences. If the main idea is not stated, leave the blank unmarked.

Paragraph 1

----- (a) It is often said that lightning never strikes twice in the same place, but this is not true. (b) Go ask the forest rangers. (c) Rangers who spend their summers as fire-fighters will tell you that every thunder-shower brings several bolts of lightning to their craggy lookout stations.

Paragraph 2

----- (a) If an insect were to irritate a hair of the Venus Fly-Trap just once, no change would take place. (b) But if within sixty seconds another shock were applied, a rapid snapping would occur. (c) For here we have a remarkable example of a plant requiring more than one shock to cause the tightening of the leaves. (d) If a fair-sized insect has been closed in upon, the outline of the body can be traced from without.

Paragraph 3

----- (a) At the age of thirteen Alexander Hamilton was an orphan because of the death of his mother and the desertion of his father. (b) He had no inheritance. (c) His older brother, a carpenter, could afford no help, and his mother's family, once rich, was breaking up. (d) During the period of his boyhood, therefore, Hamilton was more in need of assistance than most.²

Assigned work 5: Use a single underline to identify the main idea; two underlines to indicate the major details, and three underlines to show the minor details.

1. Gardeners who have been waging losing fights against birds may find an electric snake just the thing to scare away the feathered seed-eaters. The imitation snake has a 12-foot cross-striped bamboo pole for a body and heart-shaped aluminum head painted

¹ เรื่องเดียวกัน, หน้า 48.

² เรื่องเดียวกัน, หน้า 57.

white with glaring black eyes. Balanced on the top of an upright, it rotates continuously driven by electric motor.

2. In the Hudson opposite West Point, is a famous little island that recalls heroic days of the Revolutionary War. From one end of the island a great chain was stretched across the river to the cliffs below West Point, to keep back the British fleet. The links of the chain were forged in a blacksmith shop at New Windsor, New York, and were carried down the river on a log boom. A part of the chain is today on view at Washington's Headquarters, Newburgh, New York. Another section of the chain is to be seen at West Point.
3. Plastics are substances that can be molded, bent, or carved into various forms. Rubber and resins are plastics formed in nature, but synthetic plastics are of recent development. Carboic acid entered the picture in 1872 when Professor Bayer discovered that carboic acid and formaldehyde could be united to form a strong, hard, resinous material. This was merely a curiosity until 1909, when Dr. Leo H. Baekeland developed a commercial process for producing this resin and fashioning it into various forms. His product is called Bakelite, after its inventor, or, chemically, "polymerized oxybenzyl-menthylene-glycol-anhydride," Bakelite and closely-related plastics are products of the union of phenols and aldehydes.¹

Assigned work 6: Read and answer the questions.

Lincoln's Death

On good Friday, April 14, 1865, President Abraham Lincoln, dressed for the theater in his top hat and dark suit, attended a performance of a play at Ford's Theater in Washington, D.C. A few minutes after ten o'clock, a shot echoed through the crowded theater. John Wilkes Booth, one of the best known actors of the day, had stealthily crept into the President's box and, using a small gun, shot the President through the head. Leaving to the stage, Booth caught his spur in flag draped in front of the box. He fell and broke his leg, but limped across the stage shouting and brandishing a dagger. The tall, lanky President was carried unconscious to a neighboring house. His family and high government officials surrounded him anxiously awaiting news of his condition. Lincoln did not regain consciousness. The soft-spoken President died at twenty-two minutes past seven on the morning of the following day, April 15, 1865.

¹ เรื่องเดียวกัน, หน้า 67.

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Appendix