

A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U



เอกสารประกอบการบรรยาย
EEI1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 16 กันยายน 2568

คำอธิบายรายวิชา

โครงสร้างประโยคและไวยากรณ์

ภาษาอังกฤษ เน้นการจัดกิจกรรมการ

เรียนรู้ในสถานการณ์จำลองต่าง ๆ ใน

บริบทการศึกษา

จุดมุ่งหมายของรายวิชา

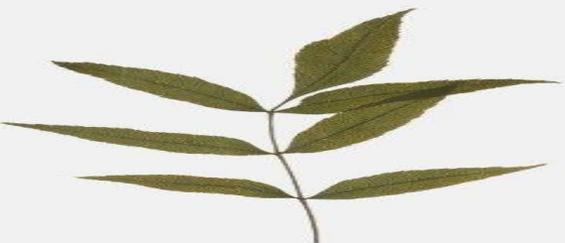
เพื่อให้นักศึกษา

1.1 เพื่อให้ศึกษามีมีความรอบรู้ในหลักการ แนวคิด ทฤษฎี เนื้อหาวิชาที่สอน สามารถวิเคราะห์ความรู้ และเนื้อหาวิชาที่สอนอย่างลึกซึ้ง สามารถติดตามความก้าวหน้าด้านวิทยาการและนำไปประยุกต์ใช้ในการพัฒนาผู้เรียน

1.2 เพื่อให้ศึกษามีความรู้และความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารตามมาตรฐาน มีผลลัพธ์การเรียนรู้และเนื้อหาสาระด้านมาตรฐานผลการเรียนรู้ด้านความรู้ตามที่สาขากำหนด

1.3 เพื่อให้ศึกษามีภาวะผู้นำทางวิชาการและวิชาชีพ มีความเข้มแข็งและกล้าหาญทางจริยธรรมสามารถชี้แนะและถ่ายทอดความรู้แก่ผู้เรียนในสถานศึกษาขั้นพื้นฐาน และสังคมได้อย่างสร้างสรรค์

1.4 เพื่อให้ศึกษาสามารถเป็นครูภาษาอังกฤษที่มีความสามารถในการประยุกต์แนวคิด หลักการและทฤษฎี ใฝ่รู้ ความรับผิดชอบ การตรงต่อเวลาความขยัน ตั้งใจทำงานด้วยความซื่อสัตย์สุจริตและมีเจตคติที่ดีต่อวิชาชีพ

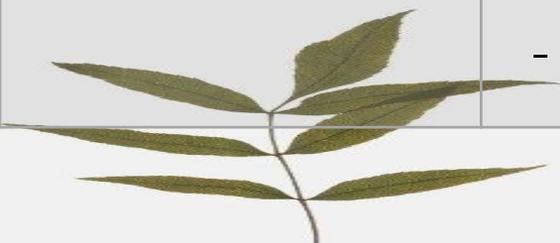


วันที่	หัวข้อ
กันยายน	Part 1 Writing sentences: <ul style="list-style-type: none"> - Introducing a sentence - Basic sentence structures - Sentence structure - Sentence types
ตุลาคม	Part 1 (Continued) <ul style="list-style-type: none"> - Sentence structure - Sentence types
สิงหาคม - กันยายน	Part 2 Introduction to a paragraph <ul style="list-style-type: none"> - Definition of a paragraph - Form and Length - Components of a paragraph

กิจกรรมฝึกปฏิบัติภาษา

กิจกรรมฝึกปฏิบัติภาษา
Quiz1

กิจกรรม Constructive
critique of classmates'
one-paragraph writing



วันที่	หัวข้อ
กันยายน	Reading to ... Write ทบทวน และฝึกปฏิบัติ วิพากษ์ชิ้นงานเขียน
อาทิตย์ที่ 2 ของ ตุลาคม	วิพากษ์ชิ้นงานเขียน Playscript และแสดงละคร (กลุ่ม)

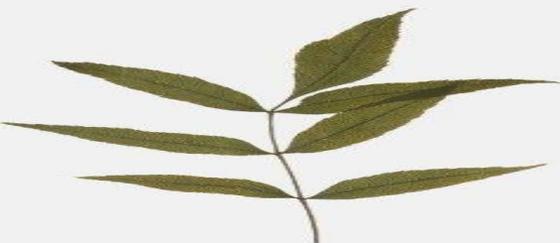
หมายเหตุ — เป็นกรอบกำหนดกิจกรรม อาจเปลี่ยนแปลงได้ 😊





Grading 50%

การเข้าเรียน	5%
ฝึกปฏิบัติ (เดี่ยว/คู่)	15%
Summary of the reading (กลุ่ม)	5%
Playscript และแสดงละคร (กลุ่ม)	10%
Quiz 1	15%



Note: ปรับได้ตามความเหมาะสม



SEPTEMBER



MON

TUE

WED

THU

FRI

SAT

SUN

1 LABOR DAY	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 บวชยาย	17	18	19	20	21
22	23 บวชยาย	24	25	26	27	28
29	30 Read to Write					



October

2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 Read to Write Playscript+แสดงละคร	7	8	9	10	11
12	13 Read to Write Playscript+แสดงละคร	14	15	16	17	18
19	20 Quiz 1	21	22	23	24	25
26	27	28	29	30	31	

วันสุดท้ายSem1-68

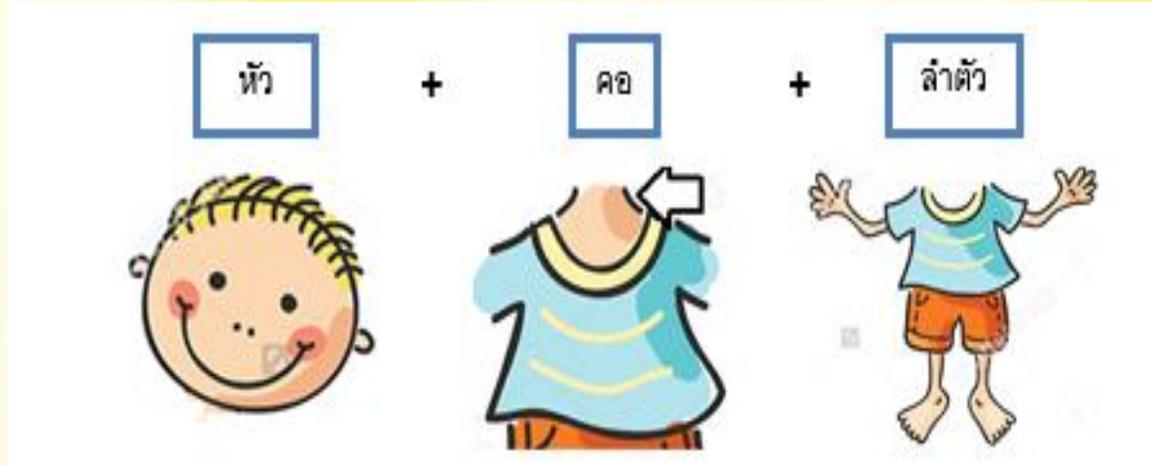


ต่อไปนี่ ... เราจะเรียนอะไรกัน ?



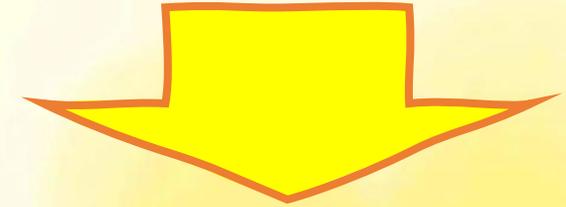
โครงสร้างพื้นฐานของประโยคมีมากมาย ทุก ๆ โครงสร้างจะประกอบด้วยส่วน
ผู้กระทำ (ประธาน – Subject) ส่วนการกระทำ (กริยา – Verb) และส่วนเติม
เต็มหรือกรรม (Complement หรือกรรม Object) มีหลักในการวิเคราะห์รูป
โครงสร้างประโยคเพื่อการอ่านง่าย ๆ

ต่อไปนี่ ... เราจะเรียนอะไรกัน ?



โครงสร้างพื้นฐานของประโยคมีมากมาย ทุก ๆ
โครงสร้างจะประกอบด้วยส่วนผู้กระทำ (ประธาน –
Subject) ส่วนการกระทำ (กริยา – Verb) และส่วน
เติมเต็มหรือกรรม (Complement หรือกรรม
Object) มีหลักในการวิเคราะห์รูปโครงสร้างประโยค
เพื่อการอ่านง่าย ๆ

Reading

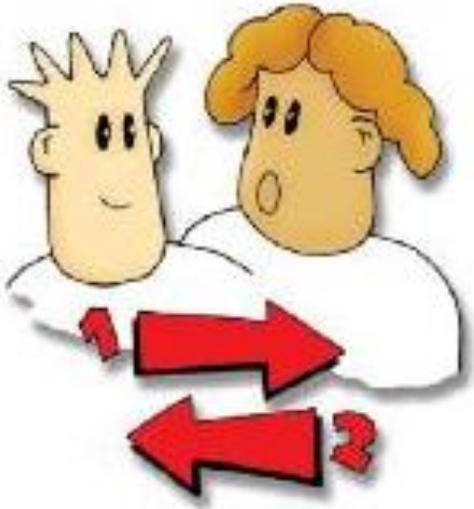


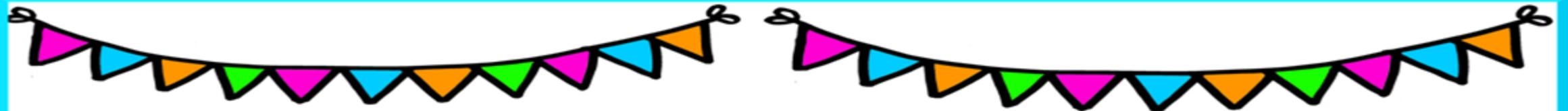
Paragraph writing



Getting To Know You

1. Pair up with you friends.
2. Each pair study the worksheet “Getting to Know You Questions”.
2. Interview your partner and jot down information in Record Sheet.
3. Report the information in front of the class.





Getting To Know You Questionnaire

1. What are you good at?
2. What aren't you good at?
3. What is your favorite number? Why?
4. What is your favorite color? Why?
5. What is love?
6. What do you love to do in your free time?
7. What are I'd buy anything in the world, what would it be?



Record Sheet

1. is good at
2. is not good at
3. His/her favorite number is
It is because
4. His/her favorite color(s) is/are
..... means
5. Love is
6. He/She loves to in his/her free time.
7. His/her difficulties in learning English are
8. If he/she could buy anything in the world,
would buy



Record Sheet

1. **Kit** is good at **singing karaoke**
2. **Kit** is not good at **internet searching.**
3. His/her favorite number is **5**
- It is because **its sound is like laughter.**
4. His/her favorite color(s) is/are **blue and yellow.**
- They** mean **grace and clarity**
5. Love is **patience / hopes/ not self-seeking**

SAMPLE



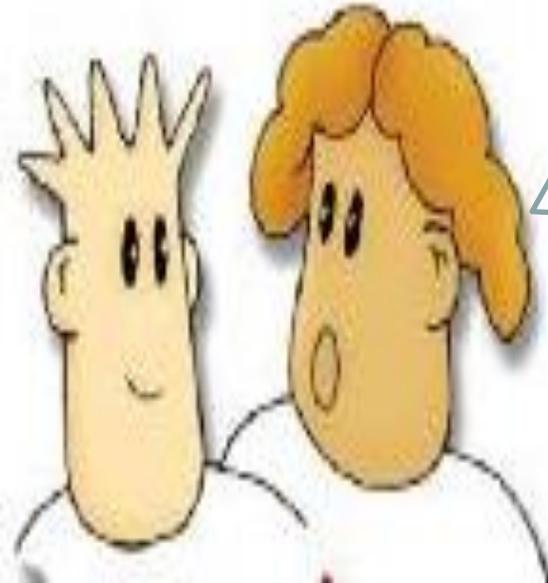
Record Sheet

6. He/She loves to do internet surfing in his/her free time.
7. His/her difficulties in learning English are limited vocabulary range
8. If he/she could buy anything in the world, he/she would buy Jaguar C-X75 Supercar/ Royal Penthouse Suite/ Two years of service for five domestic staff to assist my housework

SAMPLE

Kit is good at sports. She is not good at cooking. His favorite number is 9. It is because it is his lucky number. His favorite color is ...

Kong Kaew



Kaew is good at sports. She is not good at cooking. Her favorite number is 9. It is because it is her lucky number. Her favorite color is ...

1. **Kit** is good at **singing karaoke**

2. **Kit** is not good at **doing internet search**

3. His/her favorite number is **5**

It is because **the number is my birthday (February 5)**

4. His/her favorite color(s) is/are **yellow and red**

The color(s) mean(s) **friendliness and strength.**

5. Love is
not self-seeking and understanding the others.
.....
trust and obligation.
6. He/She loves to
do shopping online in his/her free time.
7. His/her difficulties in learning English are
poor spelling, and pronunciation difficulties
.....
หรือ limitation of vocabulary.
8. If he/she could buy anything in the world,
he/she
would buy
Jaguar C-X75 Supercar.

Getting To Know You

The Meaning behind Colors

Green	<ul style="list-style-type: none">• calm, soothing, reassurance, peaceful, health, growth, life, healing, money
Blue	<ul style="list-style-type: none">• credible, reliable, professional, trust, strength, peace, confidence, integrity
Purple	<ul style="list-style-type: none">• curative, protective, thoughtful, wise, imaginative, royal, luxury, dignity
Yellow	<ul style="list-style-type: none">• enlightening, abundance, caution, clarity, warmth, optimism, cheerful, friendly
Orange	<ul style="list-style-type: none">• energizing, desire, warmth, cheerful, confident
Red	<ul style="list-style-type: none">• demanding, passionate, exciting, youthful, danger, daring, urgency
Gray	<ul style="list-style-type: none">• balance, neutral, calm, stability, security, strong, character, authority, maturity
Black	<ul style="list-style-type: none">• sophistication, power, formality, mystery
White	<ul style="list-style-type: none">• freshness, hope, goodness, light, purity, cleanliness, simplicity, coolness
Pink	<ul style="list-style-type: none">• romance, compassion, faithfulness, beauty, love, sensitivity
Gold	<ul style="list-style-type: none">• wealth, success, status, generous, living, wisdom, charisma, optimistic
Brown	<ul style="list-style-type: none">• stable, reliable, approachable, genuine, organic



reading

bowling

painting, drawing pictures

playing cards

listening to music

reflecting what I have done



playing chess

playing guitars

woodworking

building models of (cars)



Unit 1: Writing Sentences



Introduction

Directions: Read the following text and answer the questions:

Silk is a long, continuous filament produced by worms that feed on mulberry leaves. The worms spin their cocoons with their saliva when they change from larvae to pupae in their life cycle. The fiber which they produce can be reeled off the cocoons and spun into a fine thread and then woven into silk cloth. The cultivation of silkworms and development of silk weaving techniques started in China around 2700 BC. Silk was a highly valued commodity then and a trade route from China to the Mediterranean was opened and named the Silk Road.



(1) How many sentences are found in the text?

Answer: _____

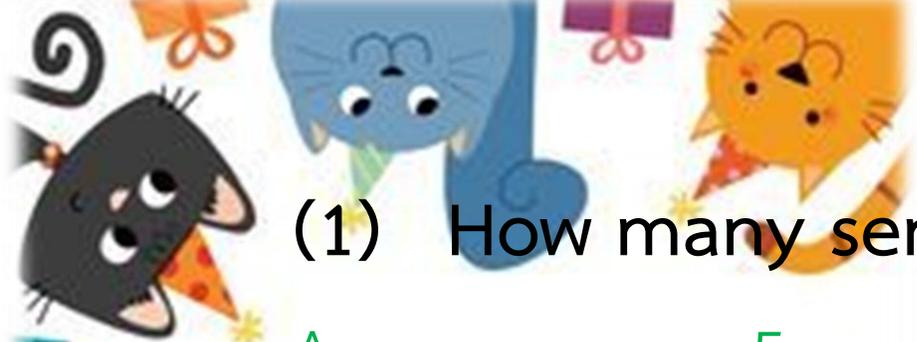


(2) Identify simple sentences, compound sentences, and complex sentences from the text. What are the differences among these sentences?

Answer: _____

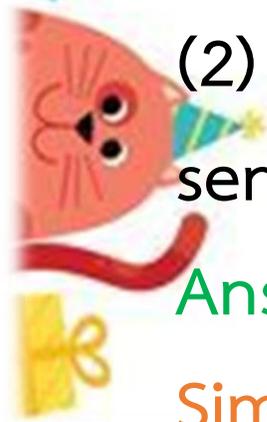
(3) Identify 'subject' and 'predicate' parts in each sentence.

Answer: _____



(1) How many sentences are found in the text?

Answer:5.....



(2) Identify simple sentences, compound sentences, and complex sentences from the text. What are differences among these sentences?

Answer:

Simple - ...Silk is a long, continuous filament produced by worms that feed on mulberry leaves.

- The fiber which they produce can be reeled off the cocoons and spun into a fine thread and then woven into silk cloth.

- The cultivation of silkworms and development of silk weaving techniques started in China around 2700 BC.



(2) Identify simple sentences, compound sentences, and complex sentences from the text. What are differences among these sentences?

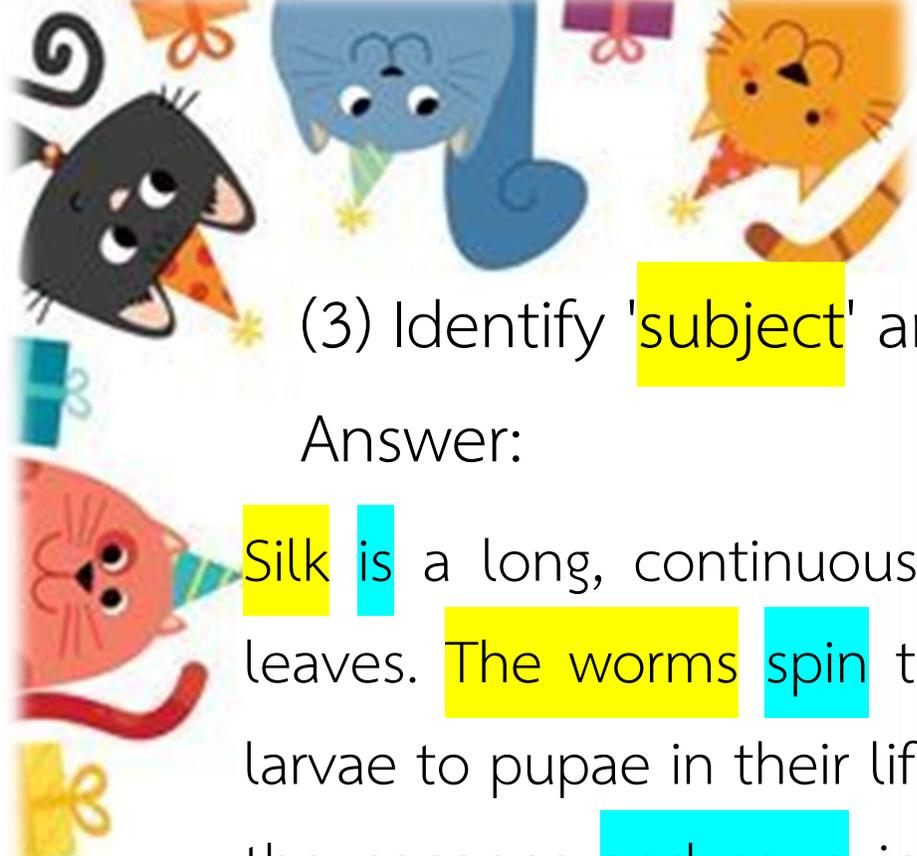
(con.)

Answer:

Compound - Silk was a highly valued commodity then and a trade route from China to the Mediterranean was opened and named the Silk Road.

Complex - The worms spin their cocoons with their saliva when they change from larvae to pupae in their life cycle.

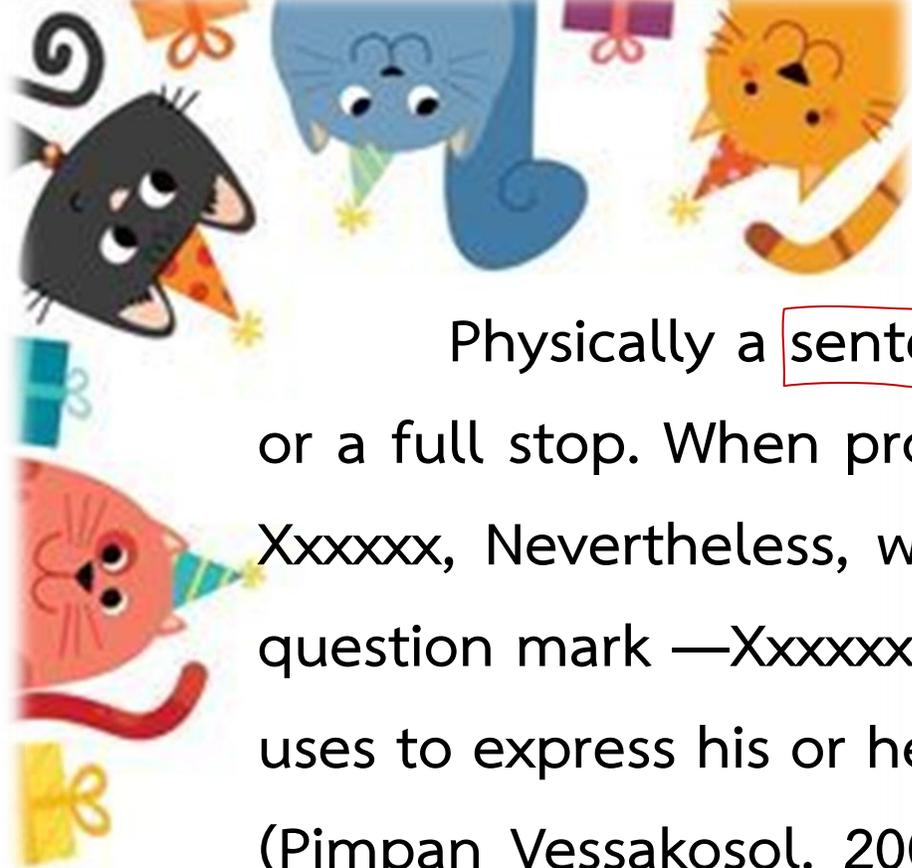




(3) Identify 'subject' and 'predicate' parts in each sentence.

Answer:

Silk is a long, continuous filament produced by worms that feed on mulberry leaves. The worms spin their cocoons with their saliva when they change from larvae to pupae in their life cycle. The fiber which they produce can be reeled off the cocoons and spun into a fine thread and then woven into silk cloth. The cultivation of silkworms and development of silk weaving techniques started in China around 2700 BC. Silk was a highly valued commodity then and a trade route from China to the Mediterranean was opened and named the Silk Road.



1. Introducing a Sentence

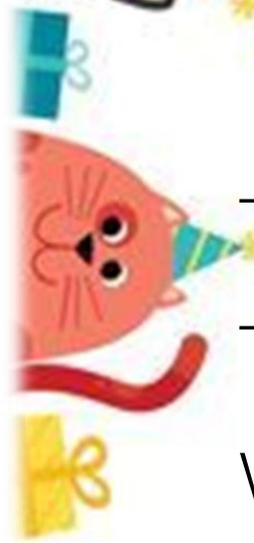
Upper case – Lower case

Physically a **sentence begins with** a **capital letter** and **ends with a period** or a full stop. When providing information, a sentence usually looks like this—Xxxxxx, Nevertheless, when it becomes a question, a period is replaced by a question mark —Xxxxxx? Linguistically a **sentence functions** as a means a writer uses to express his or her **thoughts** to readers; it conveys information to readers (Pimpan Vessakosol. 2003: 1). Furthermore, a sentence is **a group of different kinds of words** joined together. Such a group shares similar **features**; a sentence consists of two main parts: **subject and predicate** (Leo Network. 2008). The subject tells who or what the sentence is about. The predicate tells something regarding the subject such as the subject's actions, conditions, and characteristics. Look at the following examples:



Subject

Predicate



The Body Slam band

has many concerts this year.

That pretty girl

walks along Bangsaen Beach.

Where Nattawut wants to work

has never been known.

My old laptop

was very cheap.



Hence, the subject and predicate parts are illustrated below.

1.1 Components of Subjects and Predicates

1.1.1 The **subject** can be

A **noun:** **Lily** swims. / **Dogs** are naughty.

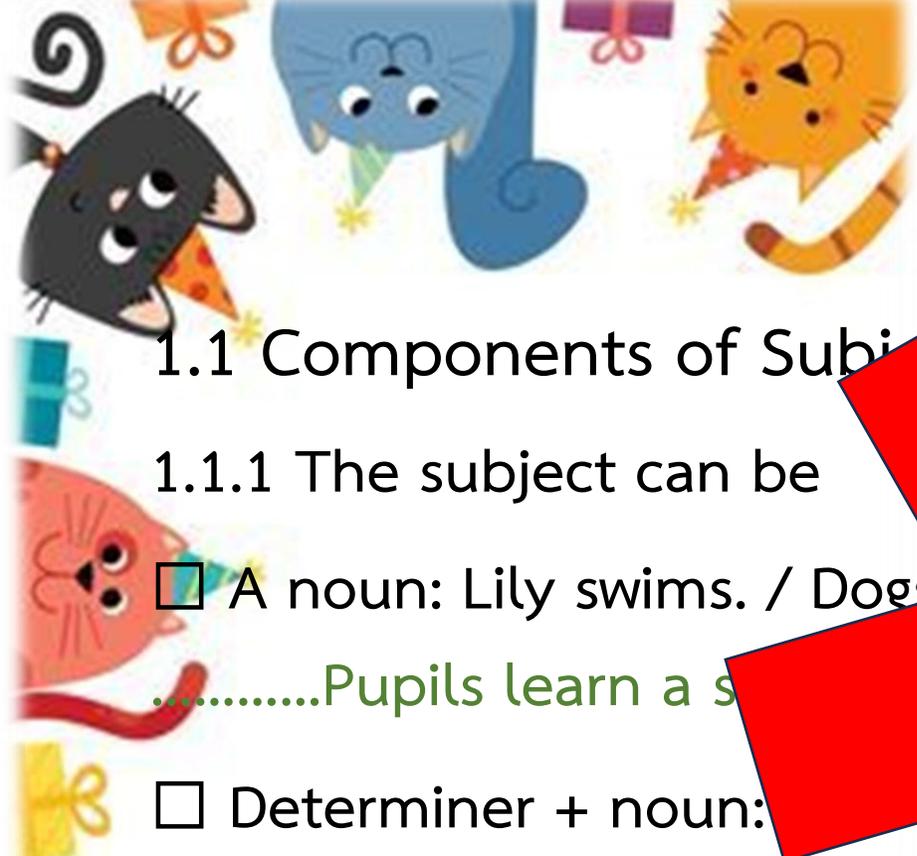
.....

Determiner + noun: **This motorcycle** is very expensive./**The sun** is hot.

.....

Determiner + modifier + noun: **These clever students** major in Chemistry.

.....



Hence, the subject and predicate parts are illustrated below.

1.1 Components of Subject and Predicates

1.1.1 The subject can be

A noun: Lily swims. / Dogs

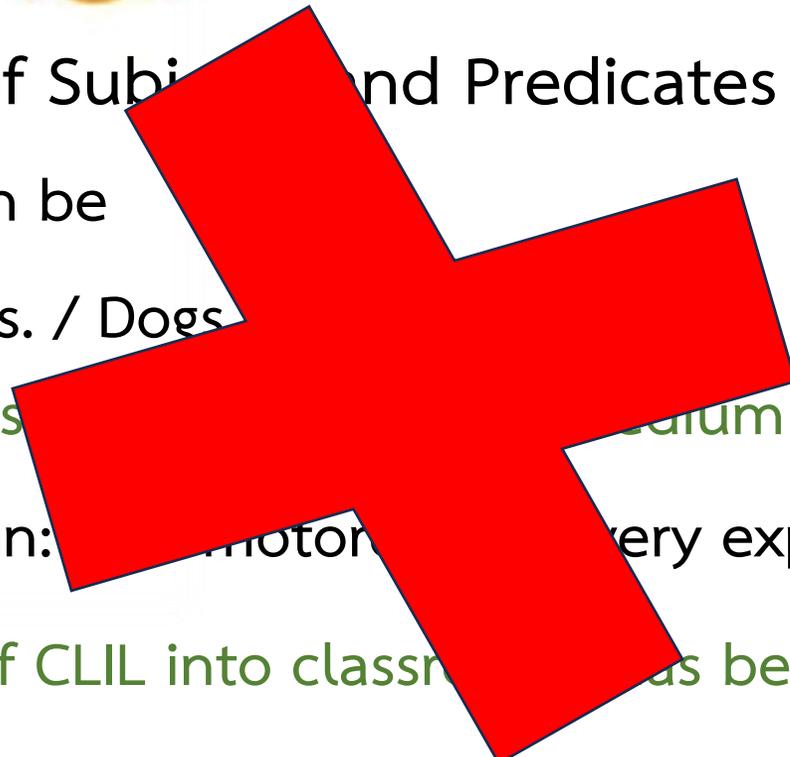
.....Pupils learn a second medium of a foreign language.....

Determiner + noun: Motor is very expensive./The sun is hot.

...The introduction of CLIL into classroom has been one of the priorities of EU.1 Act.

Determiner + modifier + noun: These clever students major in Chemistry.

..... The presence of trained teachers facilitated the introduction of CLIL.





□ A noun:

Mannequins stand.

Children smile.

□ Determiner + noun:

This boy is small.

These shirts are cheap.

□ Determiner + modifier + noun:

This little boy wears gray shorts.

These white sandals are comfortable.





A noun:

.....

Determiner + noun:

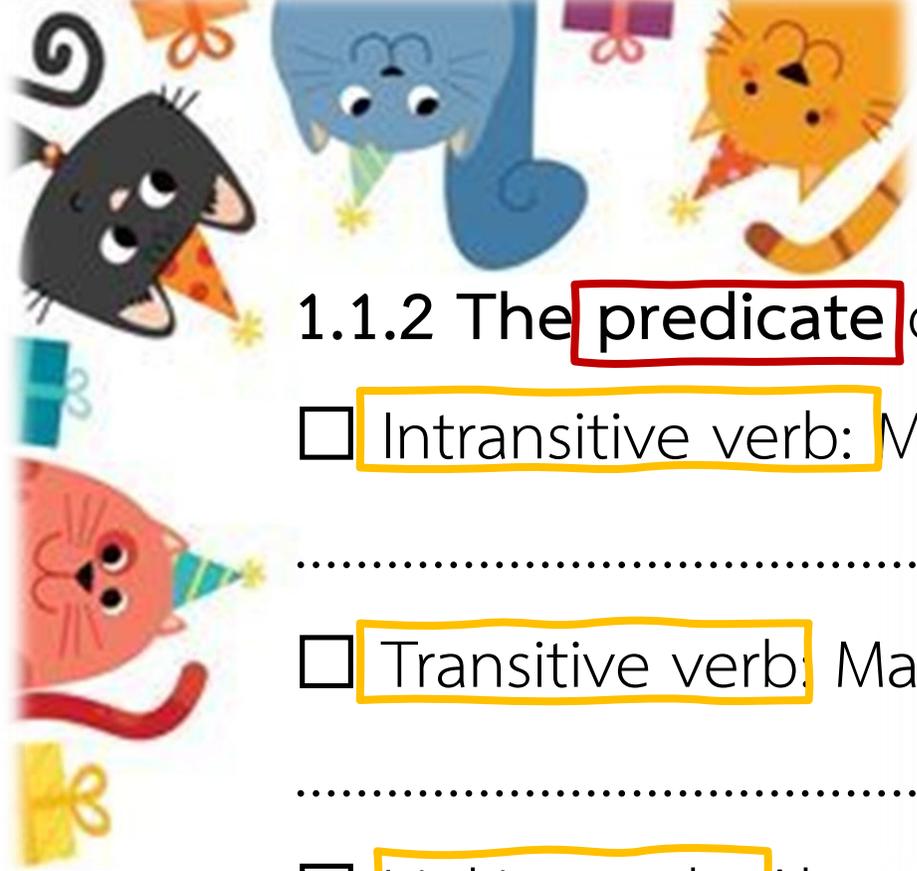
.....

Determiner + modifier + noun:

.....

PRACTICE





1.1.2 The **predicate** contains a least one verb. It can be

Intransitive verb: My niece **smiles**./Your boss **slept**.

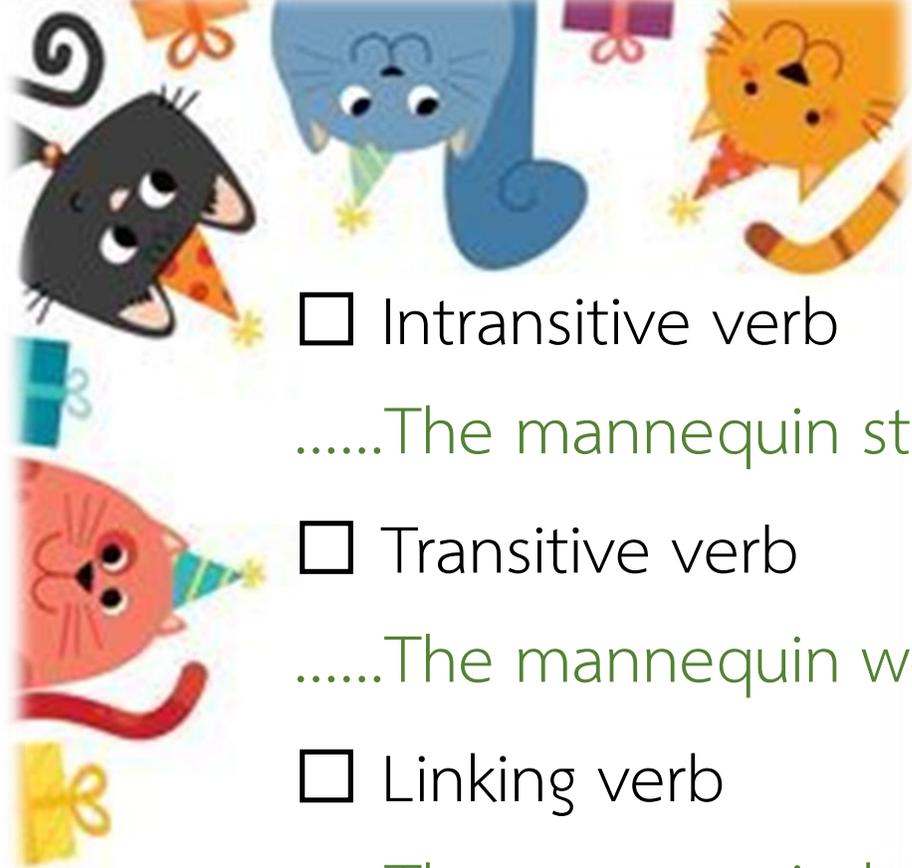
.....

Transitive verb: Mark **composes** a lyric./Bobby **bought** a book.

.....

Linking verb: Alexandra **got** sick./Narin **becomes** an actor.

.....



- Intransitive verb
.....The mannequin stays.....
- Transitive verb
.....The mannequin wears a shirt.
- Linking verb
.....The mannequin looks tall.....





Intransitive verb

.....

Transitive verb

.....

Linking verb

.....

PRACTICE



ขอให้นักศึกษาจับคู่
Identify the
'subject' and
'predicate' parts
in each sentence.



แปลความหมาย
จาก excerpt
ของเรื่อง
Paddington

MICHAEL BOND
A BEAR CALLED
PADDINGTON

Classic adventures of the bear from Darkest Peru.



Read by STEPHEN FRY

2 CDS UNABRIDGED

READ BY STEPHEN FRY

HARPER

Please Look After This Bear

1

Mr and Mrs Brown first met Paddington on a railway platform. In fact, that was how he came to have such an unusual name for a bear, for Paddington was the name of the station.

The Browns were there to meet their daughter Judy, who was coming home from school for the holidays. It was a warm summer day and the station was crowded with people on their way to the seaside.



Please Look After This Bear (con.)

Trains were humming, loudspeakers blaring, porters rushing about shouting at one another, and altogether there was so much noise that Mr Brown, who saw him first, had to tell his wife several times before she understood.



Please Look After This Bear (con.)

Without waiting for a reply he caught hold of his wife's arm and pushed her through the crowd, round a trolley laden with chocolate and cups of tea, past a bookstall, and through a gap in a pile of suitcases towards the Lost Property Office.

"There you are," he announced triumphantly, pointing towards a dark corner, "I told you so!"



Please Look After This Bear (con.)

Mrs Brown followed the direction of his arm and dimly made out a small, furry object in the shadows. It seemed to be sitting on some kind of suitcase and around its neck there was a label with some writing on it. The suitcase was old and battered and on the side, in large letters, were the words **WANTED ON VOYAGE**.



Please Look After This Bear (con.)

5

Mrs Brown clutched at her husband. "Why, Henry," she exclaimed. "I believe you were right after all. It is a bear!"

She peered at it more closely. It seemed a very unusual kind of bear. It was brown in color, a rather dirty brown, and it was wearing a most odd - looking hat, with a wide brim, just as Mr Brown had said. From beneath the brim two large eyes stared back at her. Seeing that something was expected of it the bear stood up and politely raised its hat, revealing two black ears. "Good afternoon," it said, in a small, clear voice.



Please Look After This Bear (con.)

"Er... good afternoon," replied Mr Brown, doubtfully. There was a moment of silence.

The bear looked at them inquiringly. "Can I help you?"

Mr Brown looked rather embarrassed. "Well... no. Er... as a matter of fact, we were wondering if we could help you.

The Browns trooped obediently into the back of the taxi. Mr and Mrs Brown and Judy sat in the back, while Paddington stood on a tip-up seat behind the driver so that he could see out of the window.



Please Look After This Bear (con.)

The sun was shining as they drove out of the station and after the gloom and the noise everything seemed bright and cheerful. They swept past around of people at a bus stop and Paddington waved. Several people stared and one man raised his hat in return. It was all very friendly. After weeks of sitting alone in a lifeboat there was so much to see. There were people and cars and big red buses everywhere - it wasn't a bit like Darkest Peru.



Please Look After This Bear (con.)

Paddington kept one eye out of the window in case he missed anything./ With his other eye he carefully examined Mr and Mrs Brown and Judy. Mr Brown was fat and jolly, with a big mustache and glasses, while Mrs Brown, who was also rather plump, looked like a larger edition of Judy.





Please Look After This Bear (con.)

actor

predicate

The sun was shining as they drove out of the station

and after the gloom and the noise everything seemed

bright and cheerful. They swept past around of people at

a bus stop and Paddington waved. / Several people stared

and one man raised his hat in return. / It was all very

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was so much to see. / There were people and cars and big

red buses everywhere - it wasn't a bit like Darkest Peru. /



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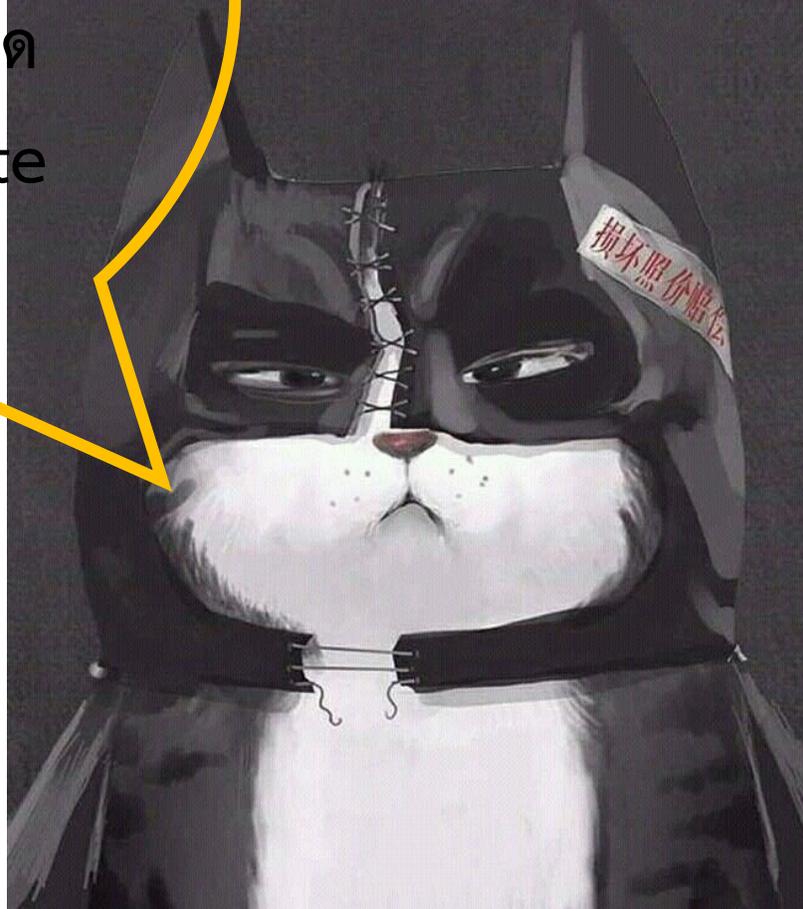


ขอให้นักศึกษา

- จับกลุ่ม

- ศึกษา excerpt ที่กำหนด

- ระบุ Subject/Predicate





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CLIL and the teaching of foreign languages

Blanka Frydrychova Klimova*

University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic

The introduction of CLIL into teaching at all educational levels has been also one of the priorities of EU. In its *Action Plan for Language Learning and Linguistic Diversity* (2003: 8), EU emphasizes that *CLIL, in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language.*



Identify 'subject' and 'predicate' parts in each sentence.



The introduction of CLIL into teaching at all educational levels has been also one of the priorities of EU.¹ *In its Action Plan for Language Learning and Linguistic Diversity* (2003: 8), EU emphasizes that CLIL, in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals.² It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later.³ (con.)



Identify 'subject' and 'predicate' parts in each sentence. (con.)

(con.) It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language.





2. Basic Sentence Patterns

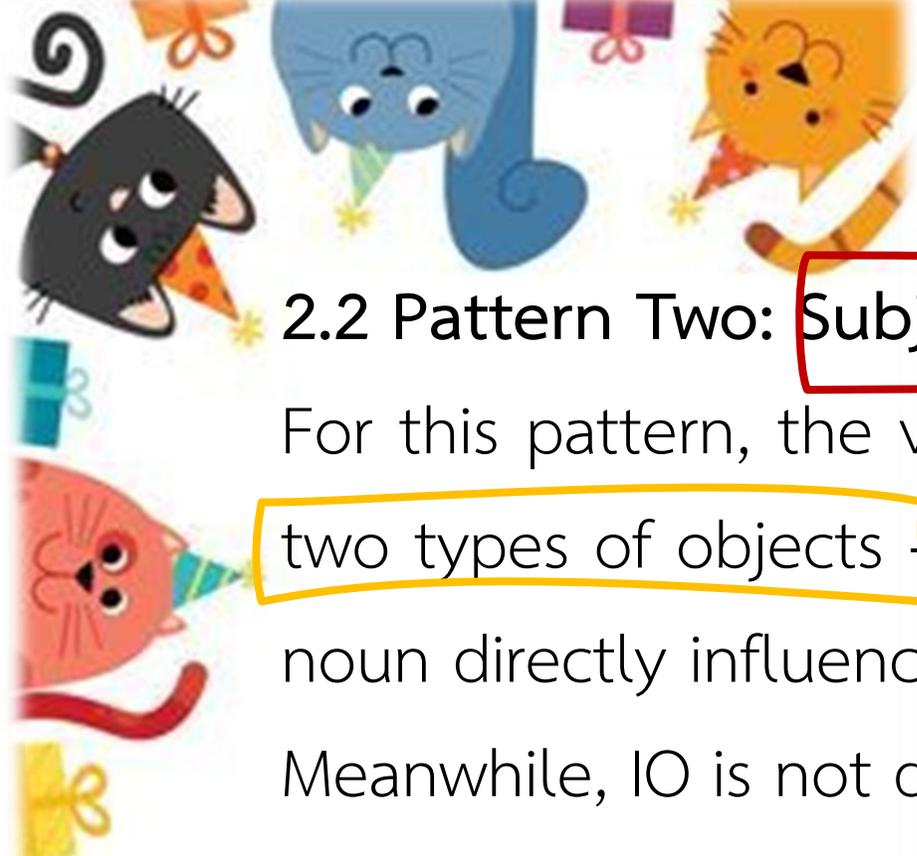
In English, there are mainly three main basic sentence patterns (Pimpan Vessakosol. 2003: 15-18).

2.1 Pattern One: **Subject + Verb (SV)**

In this pattern, the verb (in the predicate part) can stand alone, that is, intransitive verb. This is illustrated below.

- Nicole cries.
- Nobody came.
- The Prime Minister laughs.

Other sentences: _____



2.2 Pattern Two: Subject + Verb + Object Complement (SVOC)

For this pattern, the verb must have an object (**transitive verb**). There are

two types of objects — **direct object (DO)** and **indirect object (IO)**. DO is a

noun directly influenced by the action of the verb, e.g. 'I finish homework.'

Meanwhile, IO is not directly affected by the verb's action, e.g. 'Robert sent

me a bouquet of roses.' Other examples are given as follows:

- My sister is baking cake.
- Thai students have to follow the university's rules.
- The doctor vaccinates his patients.

Other sentences: _____

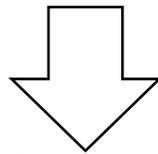
Meanwhile, IO is not directly affected by the verb's action

Embiid passed the ball.

direct obj.

Embiid passed the ball to Simmons.

indirect obj.



Embiid passed Simmons the ball.

indirect obj.

Indirect objects can only be placed directly after the verb and before the direct object.

I loaned him some money.

indirect obj.

direct obj.

I loaned my tall, bald friend of ten years some money.

Indirect obj.

direct obj.

“Anyone who ever gave you confidence, you owe them a lot.”

—Truman Capote, *Breakfast at Tiffany's*



“Ask me no questions, I’ll tell you no lies.”

—Oliver Goldsmith, *She Stoops to Conquer*

“She generally gave herself very good advice, (though she very seldom followed it).””

—Lewis Carroll, *Alice's Adventures in Wonderland*



จงระบุ
direct/indirect
object

“Anyone who ever gave you **confidence**, you owe **them** a lot.”

—Truman Capote, Breakfast at Tiffany’s

“Ask me **no questions**, I’ll tell you **no lies**.”

—Oliver Goldsmith, She Stoops to Conquer

“She generally gave herself **very good advice**, (though she very seldom followed **it**).”

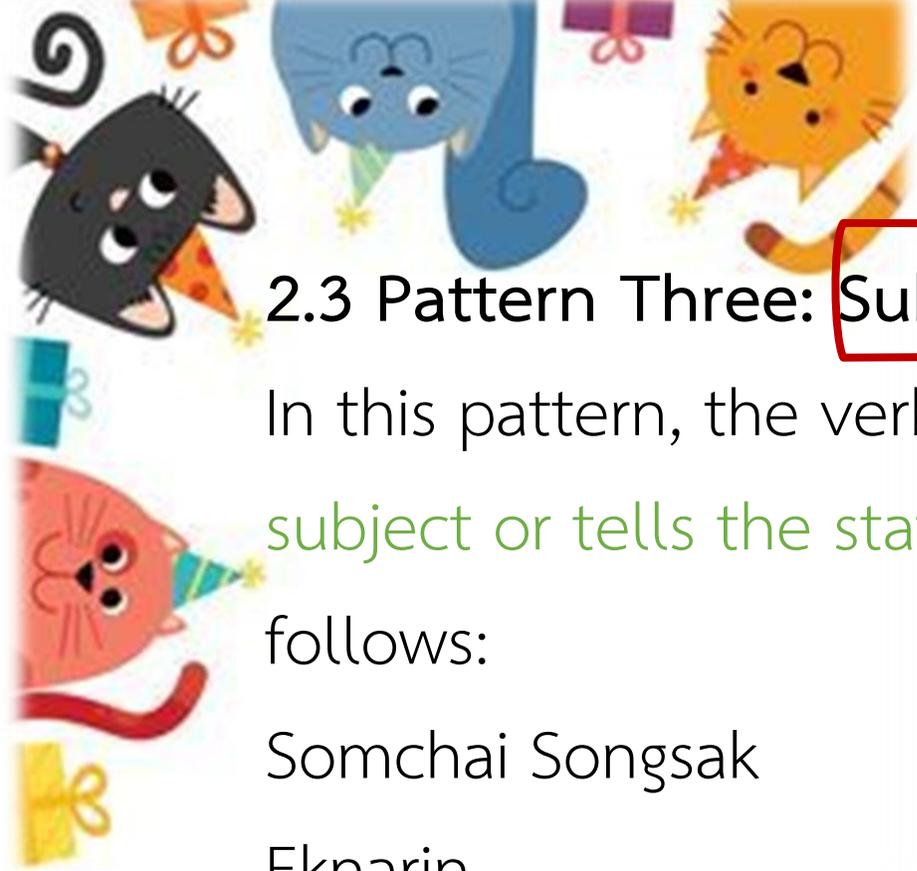
—Lewis Carroll, Alice’s Adventures in Wonderland

direct obj. = Bold

indirect obj. = Underlined



ຈິງຮະບຸ
direct/indirect
object



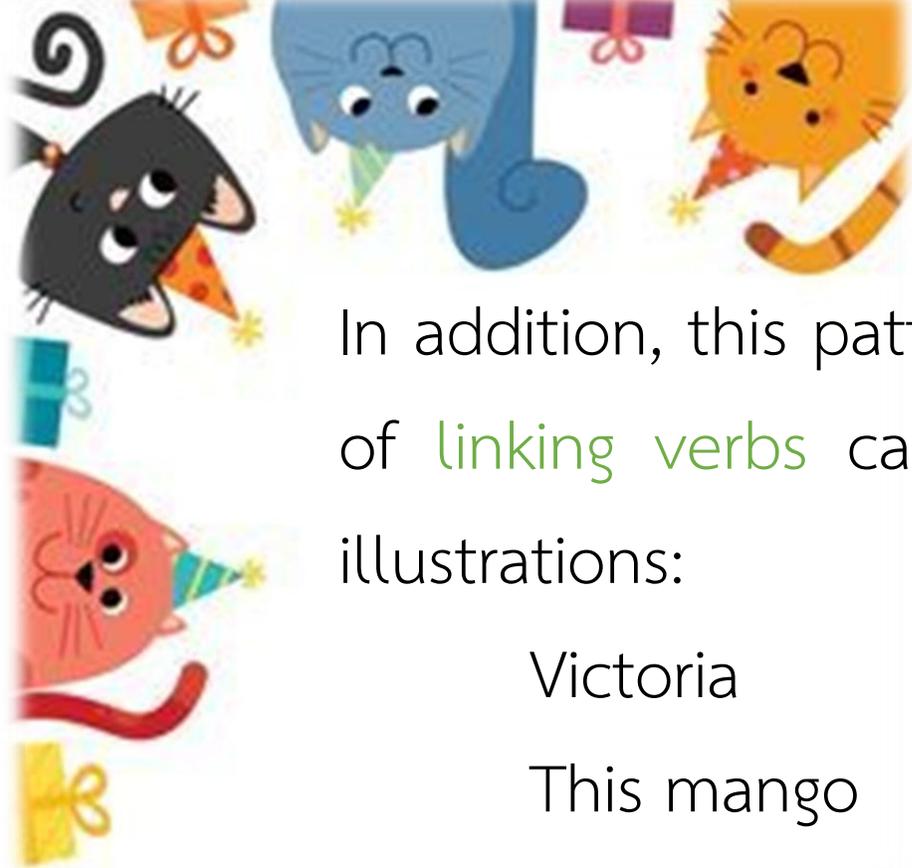
2.3 Pattern Three: Subject + Linking Verb + Subject Complement (SVSC)

In this pattern, the verb joins the subject to a noun that **renames the subject or tells the state** of the subject. Some examples are shown as follows:

Somchai Songsak	is	the chair of Yoga club.
Ekharin	becomes	a news reporter.
Winnie and Sue	were	nurses.

Other sentences: _____

The cultivation of silkworms and development of silk weaving techniques became one of the techniques known in China around 2700 BC.



In addition, this pattern includes another optional form, that is, the use of **linking verbs** can be followed by '**adjectives**' as in the following illustrations:

Victoria	feels	pleased.
This mango	tastes	sour.
My shirt	smells	fragrant.

Other sentences: _____



In addition, this pattern includes another optional form, that is, the use of linking verbs can be followed by 'adjectives' as in the following illustrations:

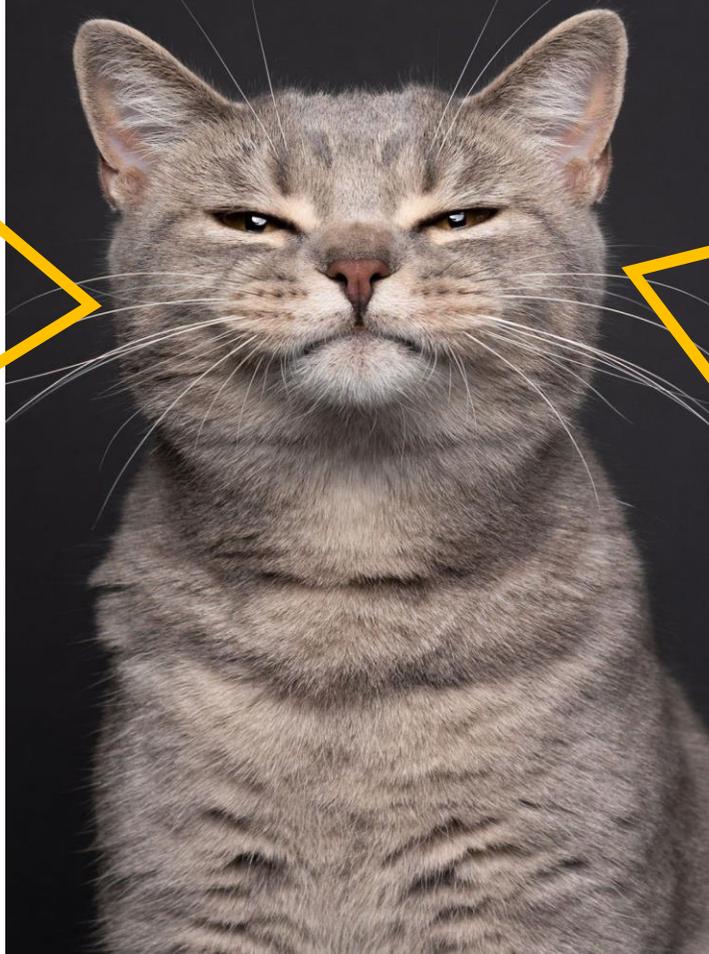
Victoria	feels	pleased.
This mango	tastes	sour.
My shirt	smells	fragrant.

Other sentences: - Action Plan for Language Learning and Linguistic Diversity seems supportive to the implementation of CLIL in language classrooms.

- The action sounds good to be implemented in language classrooms.
- The cultivation of silkworms and development of silk weaving techniques became

one of the techniques known in China around 2700 BC.

ขอให้นักศึกษาแต่ละ
คนอ่าน
Paddington.



- แต่ละคนเขียน
ประโยค Pattern
2.1-2.3

- ✓ Subject + Verb (SV)
- ✓ Subject + Linking Verb
+ Subject Complement
(SVSC)

2.1 Pattern One: Subject + Verb (SV)

practice

2.2 Pattern Two: Subject + Verb + Object Complement (SVOC)

2.3 Pattern Three: Subject + Linking Verb + Subject Complement (SVSC)



MICHAEL BOND
A BEAR CALLED
PADDINGTON

Classic adventures of the bear from Darkest Peru.



Read by STEPHEN FRY

2 CDS UNABRIDGED

READ BY STEPHEN FRY

HARPER

Please Look After This Bear

1

Mr and Mrs Brown first met Paddington on a railway platform. In fact, that was how he came to have such an unusual name for a bear, for Paddington was the name of the station.

The Browns were there to meet their daughter Judy, who was coming home from school for the holidays. It was a warm summer day and the station was crowded with people on their way to the seaside.



Please Look After This Bear (con.)

Trains were humming, loudspeakers blaring, porters rushing about shouting at one another, and altogether there was so much noise that Mr Brown, who saw him first, had to tell his wife several times before she understood.



Please Look After This Bear (con.)

Without waiting for a reply he caught hold of his wife's arm and pushed her through the crowd, round a trolley laden with chocolate and cups of tea, past a bookstall, and through a gap in a pile of suitcases towards the Lost Property Office.

"There you are," he announced triumphantly, pointing towards a dark corner, "I told you so!"



Please Look After This Bear (con.)

Mrs Brown followed the direction of his arm and dimly made out a small, furry object in the shadows. It seemed to be sitting on some kind of suitcase and around its neck there was a label with some writing on it. The suitcase was old and battered and on the side, in large letters, were the words **WANTED ON VOYAGE**.



Please Look After This Bear (con.)

5

Mrs Brown clutched at her husband. "Why, Henry," she exclaimed. "I believe you were right after all. It is a bear!"

She peered at it more closely. It seemed a very unusual kind of bear. It was brown in color, a rather dirty brown, and it was wearing a most odd - looking hat, with a wide brim, just as Mr Brown had said. From beneath the brim two large eyes stared back at her. Seeing that something was expected of it the bear stood up and politely raised its hat, revealing two black ears. "Good afternoon," it said, in a small, clear voice.



Please Look After This Bear (con.)

"Er... good afternoon," replied Mr Brown, doubtfully. There was a moment of silence.

The bear looked at them inquiringly. "Can I help you?"

Mr Brown looked rather embarrassed. "Well... no. Er... as a matter of fact, we were wondering if we could help you.

The Browns trooped obediently into the back of the taxi. Mr and Mrs Brown and Judy sat in the back, while Paddington stood on a tip-up seat behind the driver so that he could see out of the window.



Please Look After This Bear (con.)

The sun was shining as they drove out of the station and after the gloom and the noise everything seemed bright and cheerful. They swept past around of people at a bus stop and Paddington waved. Several people stared and one man raised his hat in return. It was all very friendly. After weeks of sitting alone in a lifeboat there was so much to see. There were people and cars and big red buses everywhere - it wasn't a bit like Darkest Peru.



Please Look After This Bear (con.)

Paddington kept one eye out of the window in case he missed anything. With his other eye he carefully examined Mr and Mrs Brown and Judy. Mr Brown was fat and jolly, with a big mustache and glasses, while Mrs Brown, who was also rather plump, looked like a larger edition of Judy.



2.1 Pattern One: Subject + Verb (SV)

practice

2.2 Pattern Two: Subject + Verb + Object Complement (SVOC)

2.3 Pattern Three: Subject + Linking Verb + Subject Complement (SVSC)



SAMPLE

2.1 Pattern One: Subject + Verb (SV)

[T]he station was crowded with people on their way to the seaside.

The Browns were there to meet their daughter, Judy...

Trains were humming ...

The suitcase was old and battered ...

2.2 Pattern Two: Subject + Verb + Object Complement (SVOC)

Mr and Mrs Brown first met Paddington on a railway platform.

Paddington kept one eye out of the window in case he missed anything.

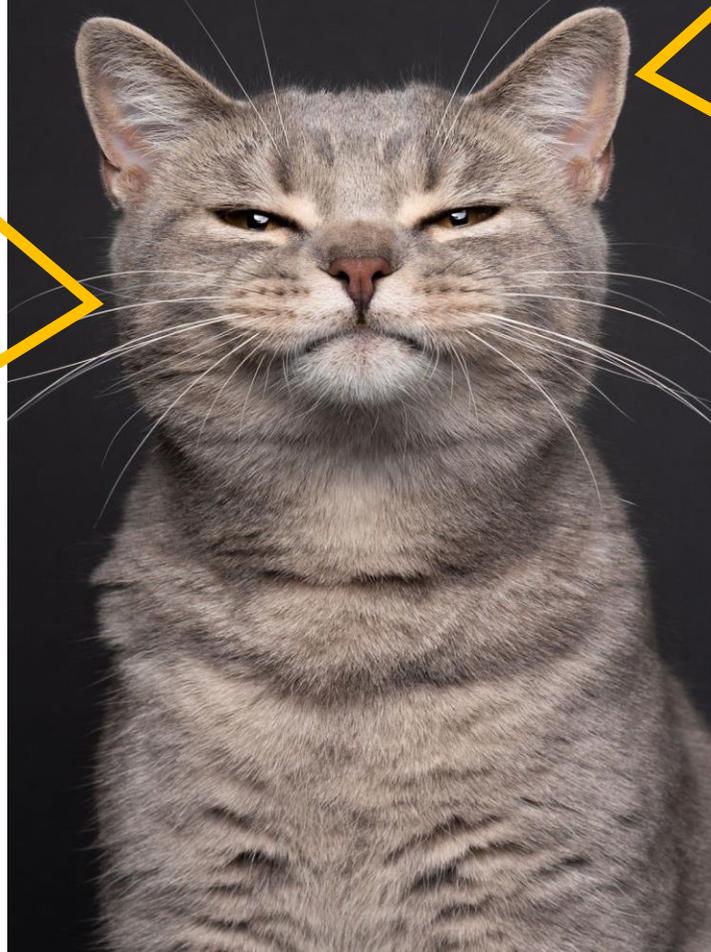
2.3 Pattern Three: Subject + Linking Verb + Subject Complement (SVSC)

Paddington was the name of the station. Mr and Mrs Brown were the first persons, who met Paddington.





ขอให้นักศึกษาในกลุ่ม
ละ 4 คนเลือกอ่าน 1
slide
“Paddington”



- เขียน one-line
summary using
presented
sentence
structures.

Please write a one-line summary.

- Mr. and Mrs. Brown met a bear, Paddington, on a railway.
- Mr. and Mrs. Brown gave a bear the same name as a railway platform, Paddington, where they met him.
- Mr. and Mrs. Brown met a bear and named him, Paddington, after the platform.
- While waiting for their daughter, Judy, at a railway platform, Mr. and Mrs. Brown met a bear and named the bear, Paddington after the platform.

Please write a one-line summary.

- As trains were noisy, Mr. Brown had to repeat himself several times before his wife understood.

- As trains were so noisy that Mr. Brown had to repeat himself several times before his wife understood.

Please write a one-line summary.

1

.....

.....

2

.....

.....



Please write a one-line summary.

3

.....

.....

4

.....

.....



Please write a one-line summary.

5

-

.....

6

-

.....



Please write a one-line summary.

7

.....

.....

8

.....

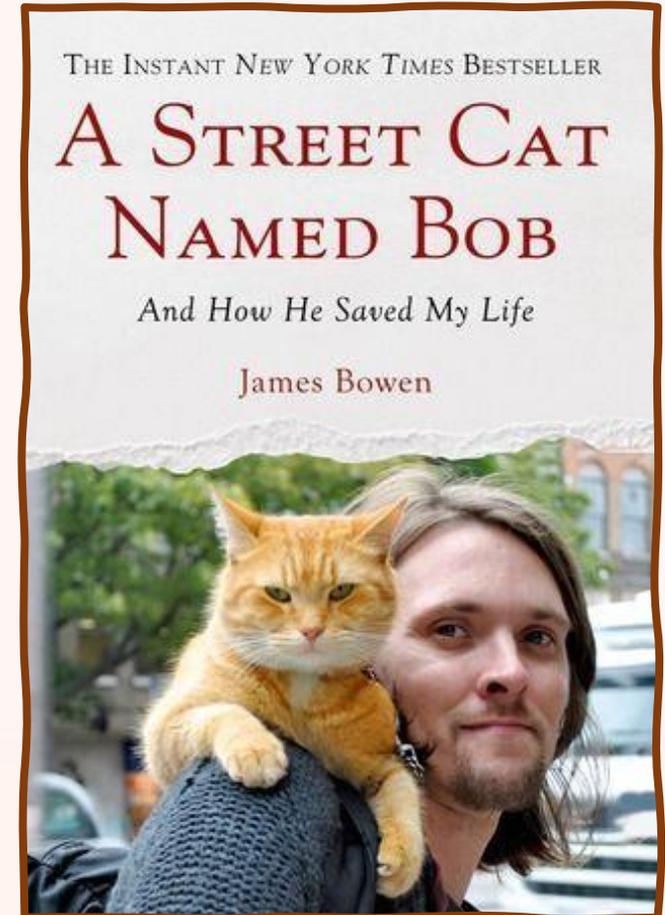
.....



Assignment สำหรับกิจกรรม 23 กันยายน 2568 : A Street Cat Name Bob

จุดประสงค์กิจกรรมนี้

- ฝึกอ่านเพื่อฝึกเขียน
- อ่าน => input “เขียน” => output
- แบ่งออกเป็น 6 กลุ่ม บท 1-17 (จำนวนจริง 21บท)
 - กลุ่ม 1 นำเสนอบท 1-3
 - กลุ่ม 2 นำเสนอบท 4-6
 - กลุ่ม 3 นำเสนอบท 6-8
 - กลุ่ม 4 นำเสนอบท 9-11
 - กลุ่ม 5 นำเสนอบท 12-14
 - กลุ่ม 6 นำเสนอบท 15-17
- 23 กันยายน 2568 ทุกกลุ่มทำกิจกรรม Jigsaw



Assignment สำหรับกิจกรรม 23 กันยายน 2568 : A Street Cat Name Bob

กิจกรรมวันนี้

ตอนที่1 : เตรียมความพร้อม Home

1. เข้ากลุ่มตามที่กำหนด สมาชิกในกลุ่มจับคู่แบ่ง parts อ่าน
(A, B) (C, D) (E, F) ...
2. A และ B เล่า/share กัน
3. ทั้งกลุ่มซ้อมเล่า จากนั้นอาจารย์จะสุ่มเลือก 2 คน (visitors)
ออกมาเล่า

ตอนที่2

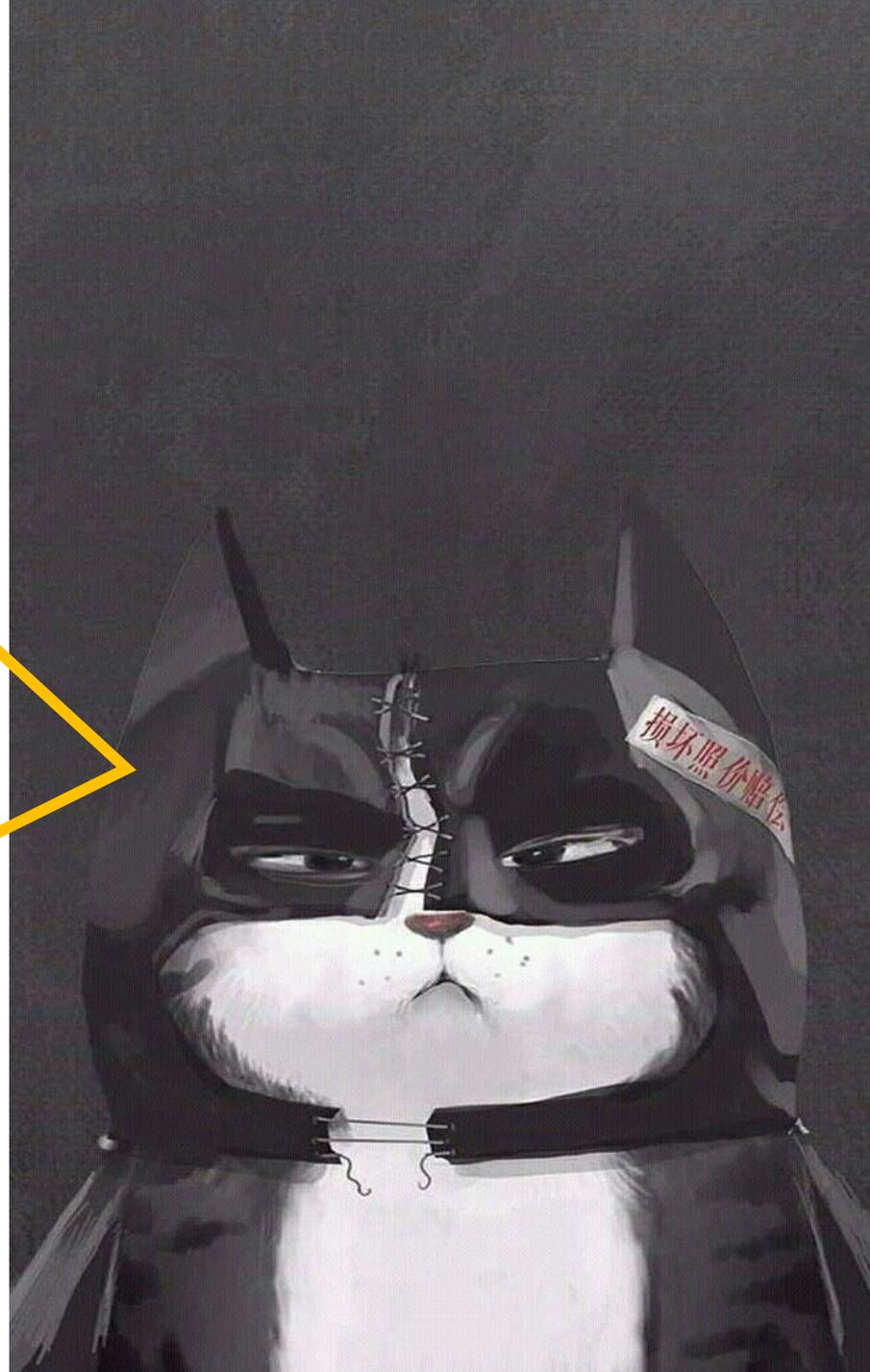
- ดำเนินกิจกรรม Jigsaw (60นาที)

A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U

ขอให้นักศึกษา

- จับกลุ่ม ๆ ละ 6 คน
- เข้า Breakout Rooms ศึกษา
ประโยคภาษาไทยที่กำหนด
- เขียนประโยคภาษาอังกฤษที่
ความหมายเดียวกัน หรือใกล้เคียง
กับประโยคภาษาไทย
- พิมพ์คำตอบลงใน Google Drive
พร้อมชื่อ+Idนศของสมาชิกกลุ่ม
ภายในเวลาเรียน
- ส่วนหนึ่งของคะแนนการเข้าเรียน



สวัสดีครับ



คุณพอจะส่งรายละเอียดหน้าจอรุ่นเอ 28 ให้หน่อยได้ไหมครับ ผมเห็นมันในแคตตาล็อก จึงอยากทราบ
ข้อมูลเพิ่มเติมเกี่ยวกับประสิทธิภาพของหน้าจอ และอยากดูตัวอย่างการจับภาพหน้าจอเพื่อดูความ
ละเอียดของภาพด้วยครับ

ขอบคุณครับ

.....

.....

.....

.....

.....

สวัสดีครับ

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ละเอียดของภาพด้วยครับ

ขอบคุณครับ

- the A-28 screen
- your A-28 screen

- in the catalog
- on the pamphlet
- in the book
- on menu

to get/ inquire/ ask/ make an inquiry for

Dear Sir or Madam,

I saw the A-28 screen in your catalog and would like to ask for more information regarding the screen performance and resolution. Could you kindly provide the aforementioned via email to this email address?

Regards.

Pi

- the information
- the previously mentioned (information)
- the detail(s)

สวัสดีครับ

คุณพอจะส่งรายละเอียดหน้าจอรุ่นเอ 28 ให้หน่อยได้ไหม
ครับ ผมเห็นมันในแคตตาล็อก จึงอยากทราบข้อมูล
เพิ่มเติมเกี่ยวกับประสิทธิภาพของหน้าจอ และอยากดู
ตัวอย่างการจับภาพหน้าจอเพื่อดูความละเอียดของภาพ
ด้วยครับ

ขอบคุณครับ

Dear Sir , Madam

original

I would appreciate it if you could send me the detail
about the A twenty-eighth screen version . I saw it in
the catalog therefore I would like to know more
information about the screen performance and I
would like to see the example of screen capture in
order to see image resolution.

Thank you for your help

สวัสดีครับ

คุณพอจะส่งรายละเอียดหน้าจอรุ่นเอ 28 ให้หน่อยได้ไหม
ครับ ผมเห็นมันในแคตตาล็อก จึงอยากทราบข้อมูล
เพิ่มเติมเกี่ยวกับประสิทธิภาพของหน้าจอ และอยากดู
ตัวอย่างการจับภาพหน้าจอเพื่อดูความละเอียดของภาพ
ด้วยครับ

ขอบคุณครับ

Dear Sir , Madam

original

I saw the A28 screen in the catalog and was
interested. I would like to know more details about
screen performance and resolution. Could you send
details to this email address, please?

Thank you .

สวัสดีครับ

คุณพอจะส่งรายละเอียดหน้าจอรุ่นเอ 28 ให้หน่อยได้ไหมครับ
ผมเห็นมันในแคตตาล็อก จึงอยากทราบข้อมูลเพิ่มเติมเกี่ยวกับ
ประสิทธิภาพของหน้าจอ และอยากดูตัวอย่างการจับภาพ
หน้าจอเพื่อดูความละเอียดของภาพด้วยครับ
ขอบคุณครับ

Dear Sir, Madam

original

Could you send me the details of the A28
screen please? I saw it in the catalog so I would like
to ask for more information about screen
performance and resolution. I look forward to
receiving your reply.

Deeply grateful

A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U



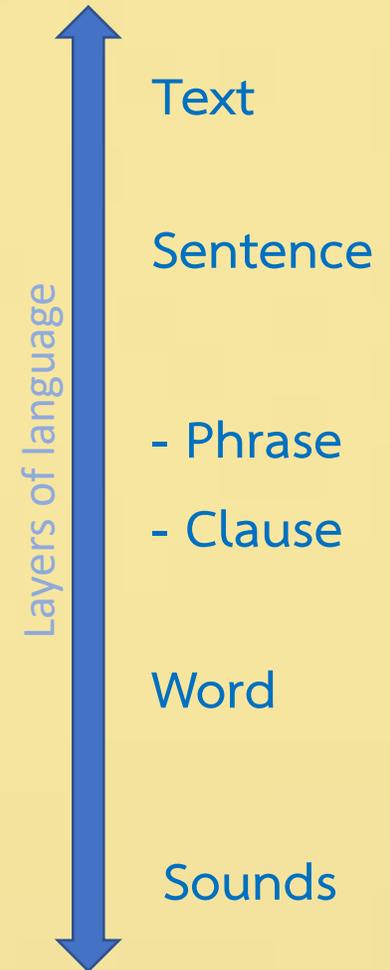
เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 15 สิงหาคม 2567



What we have learned

👉 Preview

- Sentences
- Sentence elements: subject and predicate
- Introducing a sentence
 - Components of subject and predicate



Conclusion of the Three Patterns

Pattern		Subject	Predictable	
			Verb	Complement
1	SV	The College	Commences.	
2	SVOC (DO)	The Ministry of Education	will design	the new English curriculums. (Do)
	SVOC (IO)	The TSU volunteer club's leader	should not give	every volunteer (IO) money. (DO)
3	SVSC	Erick	was	my previous colleague
	SVSC	Sarah and Lucy	become	very rich overnight.

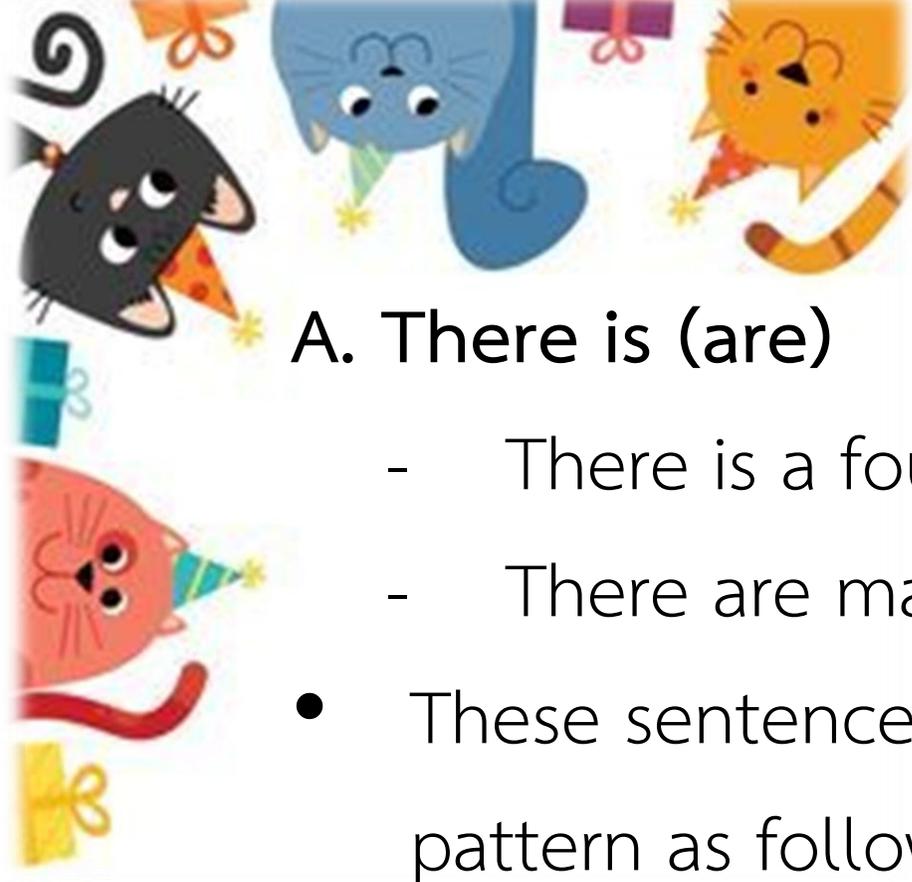


Other sentence patterns:

Most sentences are in the order of subject plus predicate. However, there are some patterns that do not follow this order. They are provided as follows:

What are those patterns?





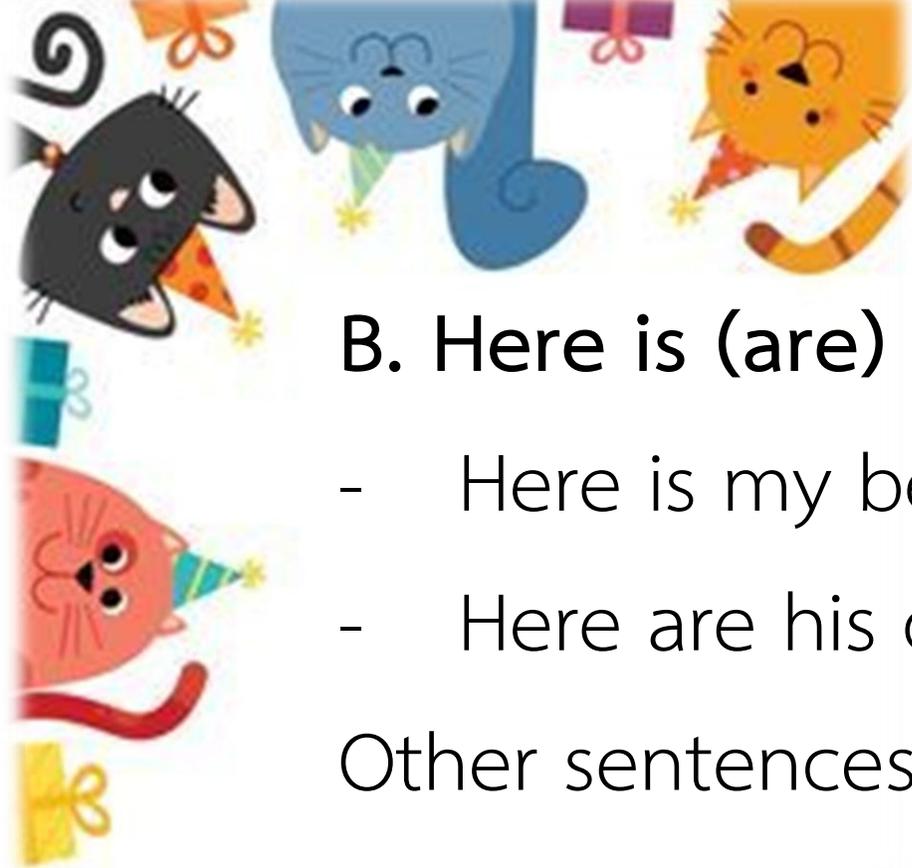
A. There is (are)

- There is a fountain roundabout in downtown Hat Yai.
- There are many foreign tourists at Pattaya Beach.
- These sentences can be described as in the SVSC sentence pattern as follows:

A fountain roundabout (subject) is in Hatyai. (predicate)

Many foreign tourists (subject) are at Pattaya Beach. (predicate)

Other sentences: There is a railway platform named "Paddington".



B. Here is (are)

- Here is my best friend.
- Here are his cars.

Other sentences: Here is my house.



ใช้ในการ “ยื่นสิ่งของให้แก่ผู้อื่น” แปลงง่ายๆว่า “นี่ครับ/ นี่ค่ะ”

Here we go. = Here you go. = Here there go.

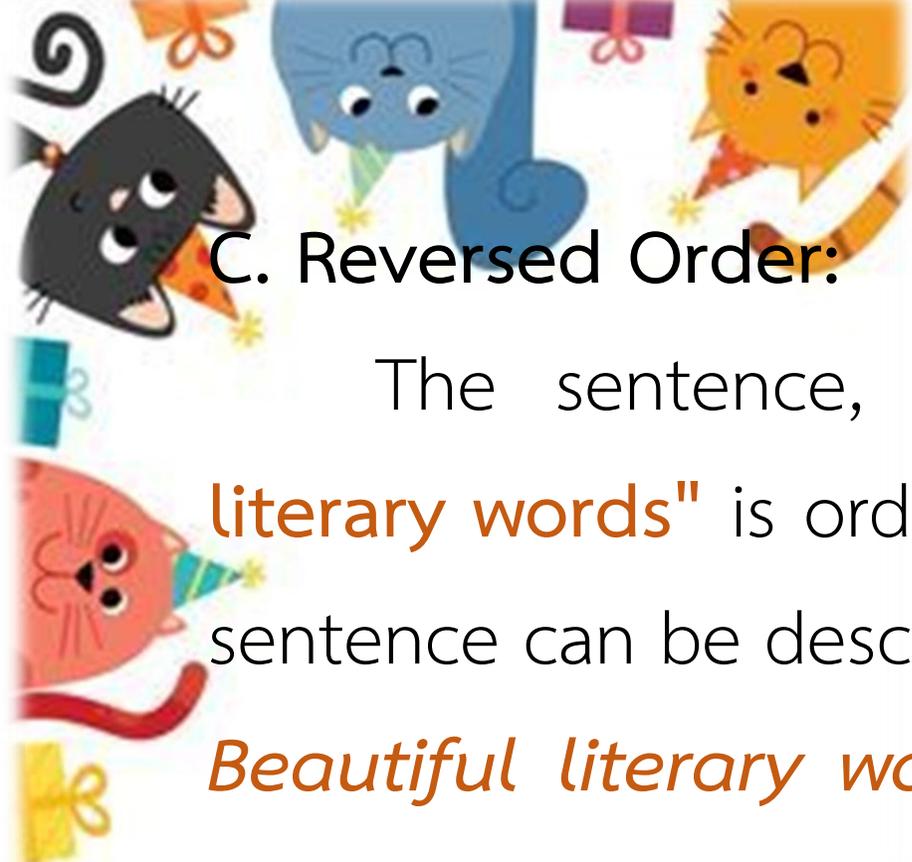
Here you go. Two hamburgers. = นี่ครับ แฮมเบอร์เกอร์สองอัน

Here we go. Your bill. = นี่ค่ะ ใบเสร็จของคุณ

There you go

1. ใช้ในความหมายว่า “นี่ครับ/นี่ค่ะ”
เหมือน Here we go.

There you go, kids. Your bag.
= นี่จะเด็กๆ กระเป๋าตุ๊กอยู่ที่นี่



C. Reversed Order:

The sentence, "From my deep thoughts flow beautiful literary words" is ordered through the reversed pattern. Indeed, this sentence can be described as follows:

Beautiful literary words (subject) + *flow from my deep thoughts* (predicate)

Another sentence of this pattern is, for example, "*Through their first language learn English many Asian students.*" This sentence thus can be restructured as follows:



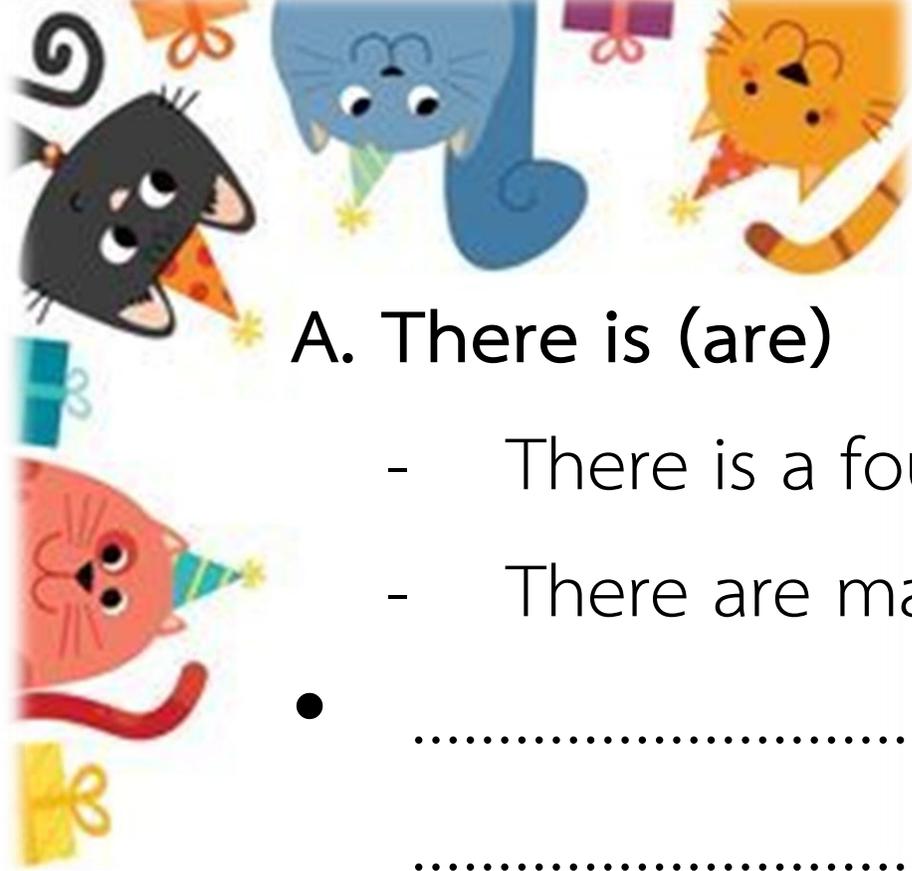
D. Sentence Fragments

Sentence fragments are a group of words created by a writer as a special effect in advertising or in sales letters.

Hence, sentence fragments or ‘such a group of words’ are structured as if they were sentences such as

- Congratulations!
- What a perfect lady!
- No interest., No Deposit. etc.





A. There is (are)

- There is a fountain roundabout in downtown Hat Yai.
- There are many foreign tourists at Pattaya Beach.

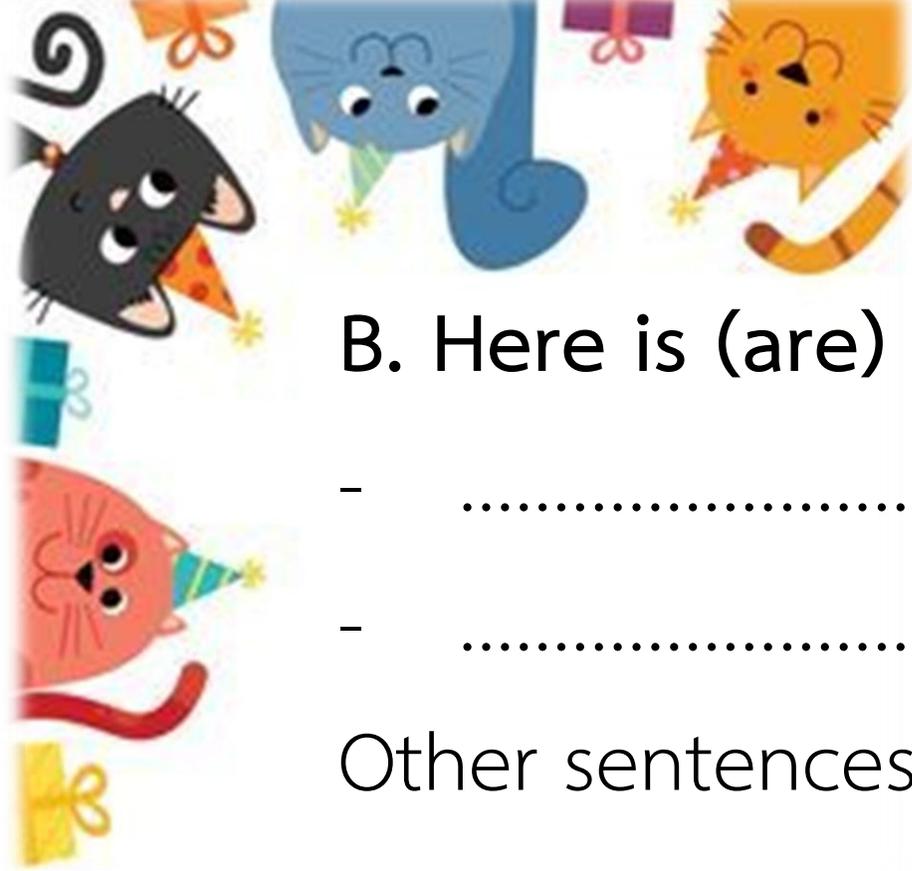
•

..... as follows:

A fountain roundabout (subject) is in Hatyai. (predicate)

Many foreign tourists (subject) are at Pattaya Beach. (predicate)

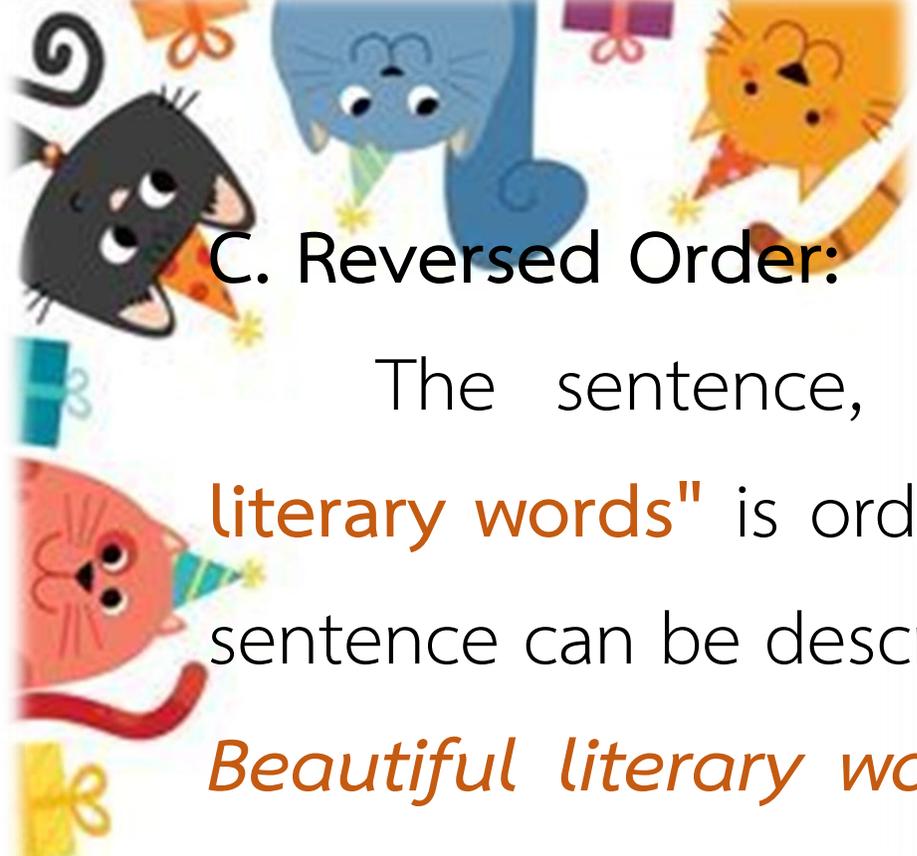
Other sentences: _____



B. Here is (are)

-
-

Other sentences: _____

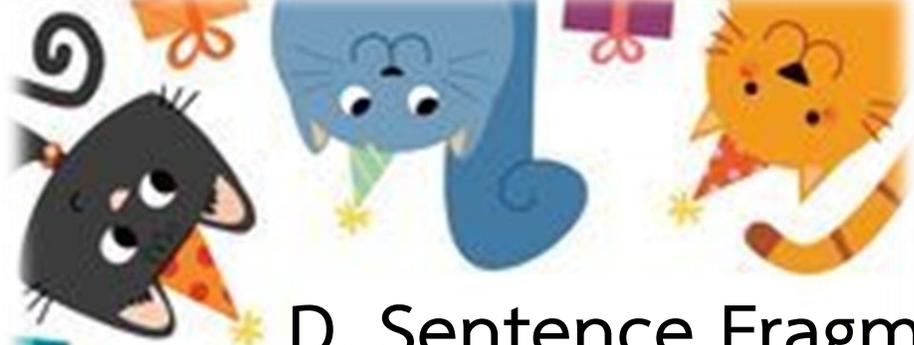


C. Reversed Order:

The sentence, "From my deep thoughts flow beautiful literary words" is ordered through..... . Indeed, this sentence can be described as follows:

Beautiful literary words (subject) + *flow from my deep thoughts*
(predicate)

Another sentence of this pattern is, for example,
"Through their first language learn English many Asian students."
This sentence thus can be restructured as follows:



D. Sentence Fragments



..... created by a writer as a special effect in advertising or in sales letters.

Hence, sentence fragments or ‘such a group of words’ are structured such as

- Congratulations!
- What a perfect lady!
- No interest., No Deposit. etc.



Determination
is an action.

Today
lesson

4 Main sentence types
according to 4 language
functions

☞ Declarative sentence =
statement

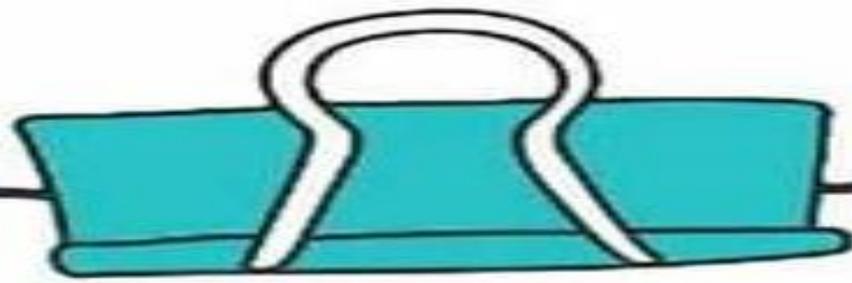
☞ Interrogative sentence

a) Yes-No Question

b) Wh-Question

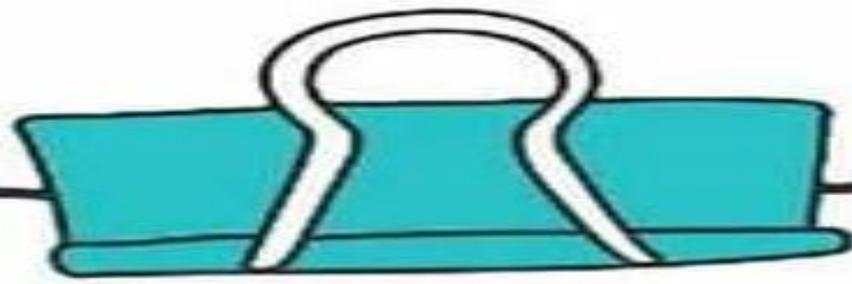
☞ Imperative sentence

☞ Exclamatory sentence



3. Sentence Types

According to Wipa Chanwangsa (2002: 70-84), English sentences are classified into four main types according to their function; sentences are used by speakers or writers to express their thoughts depending on what they want to say or write or how they want to say or write it. The four types of sentences are described as follows:

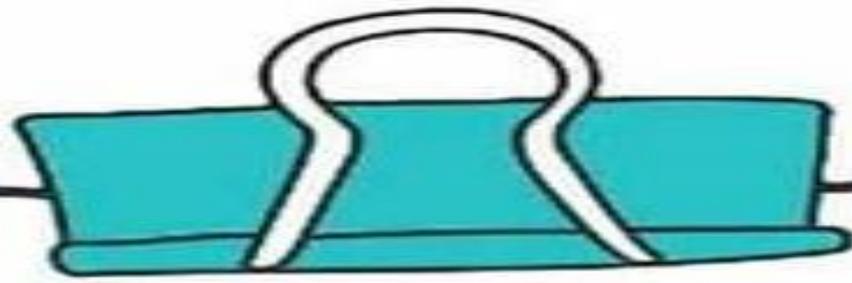


3.1 Declarative Sentences

Declarative sentences refer to 'statements'. They are used when a writer or a speaker wants to express 'factual information'. Some examples are displayed below.

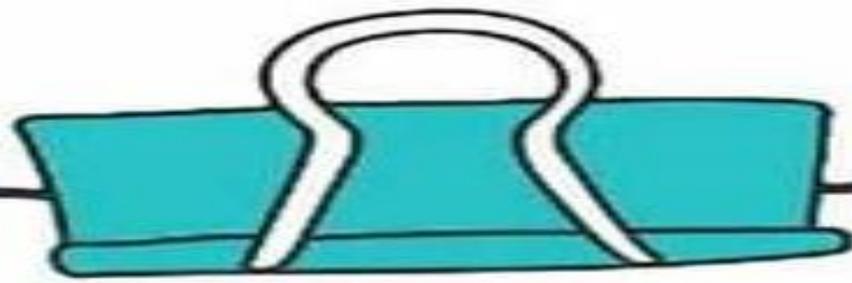
- Many foreigners are afraid of travelling to southern Thailand.
- A course in 'Syntax' was offered at this university many years ago.
- Tak Province is full of jungles.

Other sentences: ~~There are a lot of noises and activities at the train station, making it difficult for Mr. Brown's wife to understand him.~~



3.2 Interrogative Sentences

Interrogative sentences involve 'questions' asked by writers or speakers. In this sentence, the subject-verb order is reversed, and the sentence ends with question mark. There are two types of questions: yes-no and wh-questions. They are explained as follows:



3.2.1 Yes-No Question

Yes-No Question is a question a writer/speaker expects the answers to be 'yes' or 'no'. Several forms of this question are illustrated below.

A. Verb Do

- Do you have money?
- Does your girlfriend work here?
- Did Laura go back to Sydney last week?



B. Verb Be

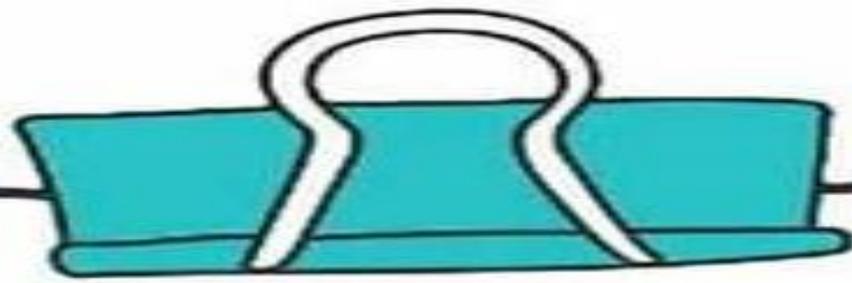
Verb Be

- Am I handsome today?
- Are you hungry?
- Is Mickey sick now?
- Was your niece sad last night?
- Were Mandy and Bam fun two weeks ago?

C. Verb Have

Verb Have

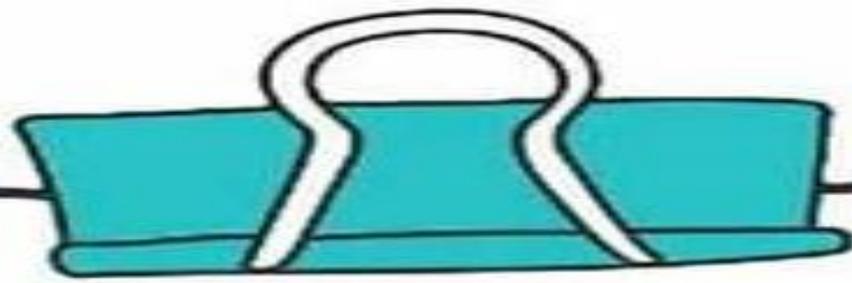
- Have you ever been to Russia?
- Has Sunny completed her project?
- Had Kendo finished his reports?



D. Modals

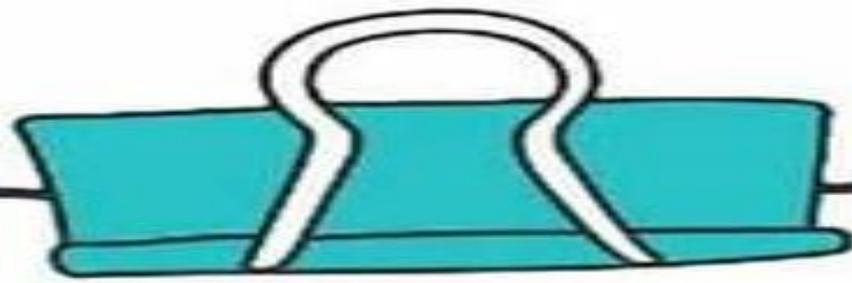
- Will you marry me?
- Would you like to visit Macau and Hong Kong with me?
- Can you speak Italian?
- Could you come to my room?
- May I call you 'Peter'?
- Might you have passed the exam?
- Shall we dance now?
- Should I give you a new idea?

Other sentences:



3.2.2 Wh-Question

Wh-Question is a question a writer/ speaker expects the answers to be 'something or someone' or other things beyond 'yes or no'. It starts with question words like "what, who, when, where, why, which, whom, and how." Many forms of this question are illustrated below.



A. What:

- What is your favorite movie?
- What kinds of food you do really like?
- What made you decide to leave him (her)?

B. Who:

- Who is your best friend?
- Who taught you Calculus?
- Who did you learn Ethics with?



C. When:

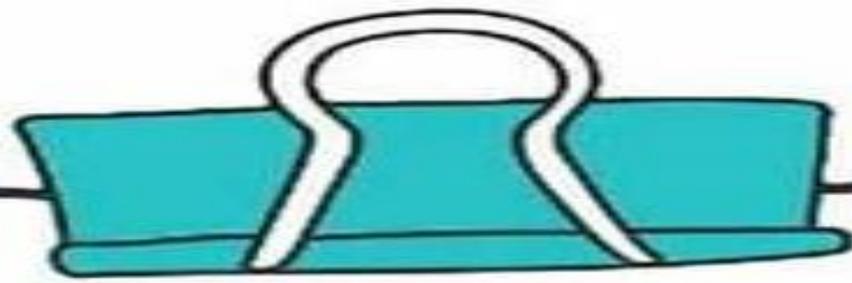
- When were you born?
- When did Sandra send an email to Lynda?

D. Where:

- Where is your hometown?
- Where does your father work for?

E. Why:

- Why does Jintara sing songs well?
- Why will the Tsunami happen in Thailand again?



F. Which:

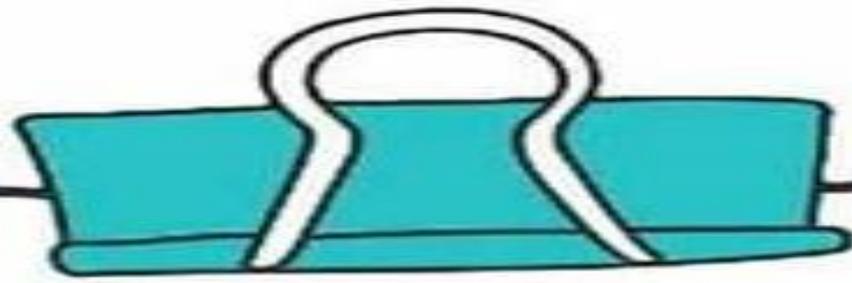
- Which colors do you want, red or yellow?
- Which one would you choose, calculator or computer?

G. Whom:

- Whom did you have lunch with?

H. How:

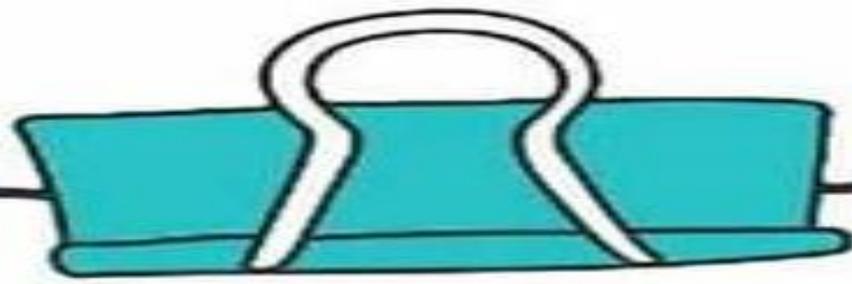
- How much do you love me?
- How bad did Nara treat you?



3.2.3 Imperative Sentences

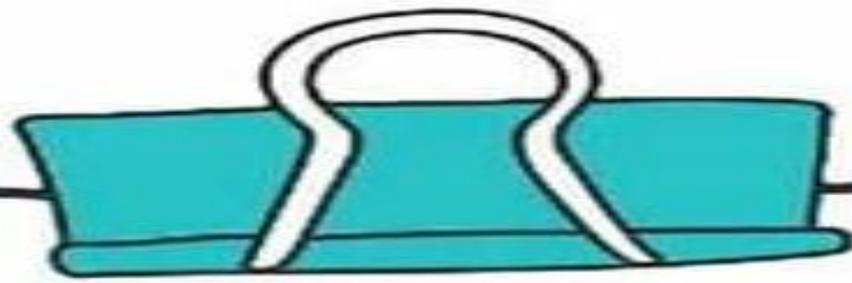
Imperative sentences make commands or requests. In this sentence, the subject does not exist, but the subject 'you' is understood and only the predicate is expressed. That is to say, the subject 'you' is omitted, and the sentence begins with '*Present Simple Verb*' (V1) for '*Do not (Don't) + V1*' or '*No + V-ing*, some instances are given.

- Do not litter here.
- Hand your assignment in on time.
- No parking in this area.
- Exercise everyday.



Other sentences: _____



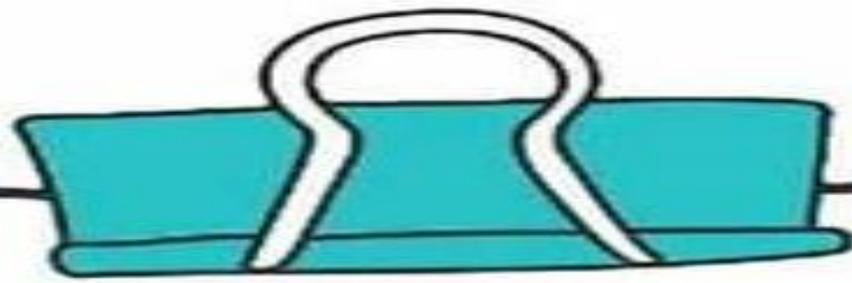


3.2.4 Exclamatory Sentences

Exclamatory sentences are used to express one's strong or sudden emotions. They usually start with 'What' or 'How' and end with a period or an exclamatory mark (!). The following illustrations are provided:

- What bad news it is!
- What an active worker you are!
- How elegant your sister is!
- How slowly Leon walks!

Based on the above examples, the structures of the exclamatory sentences can be described as in the following patterns:



(a) What + (determiner) + adjective + noun + subject + verb be
(do/have) + !; and

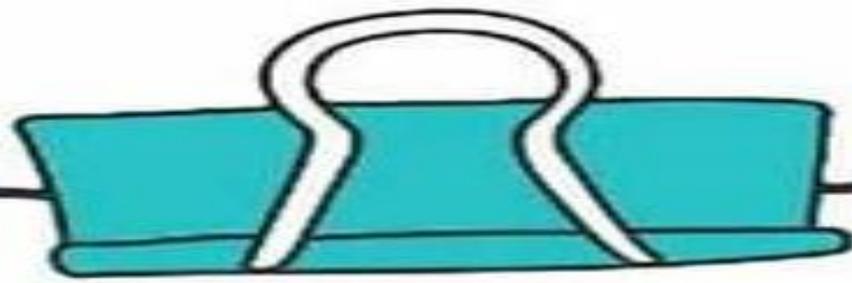
(b) How + adjective + subject + verb be (do/ have) +!

Note that the above sentences are in complete forms. Indeed, they can be used in a short form such as '**What bad news!**' and '**What an active worker!**'. However, the last two examples are actually used like this:

- Your sister is so elegant!

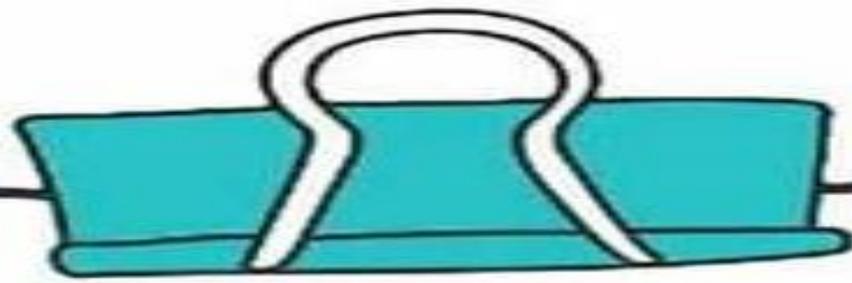
- Leon walks so slowly!

Other sentences: _____



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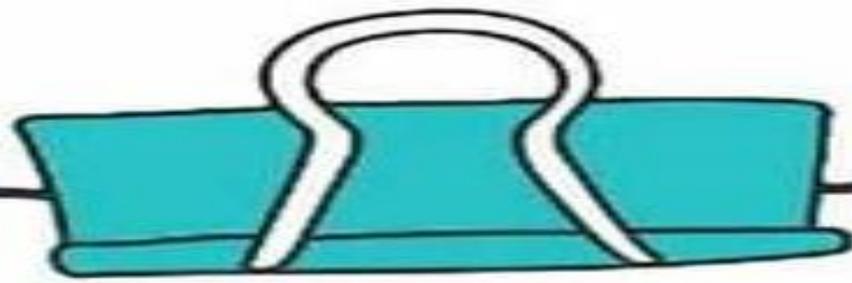


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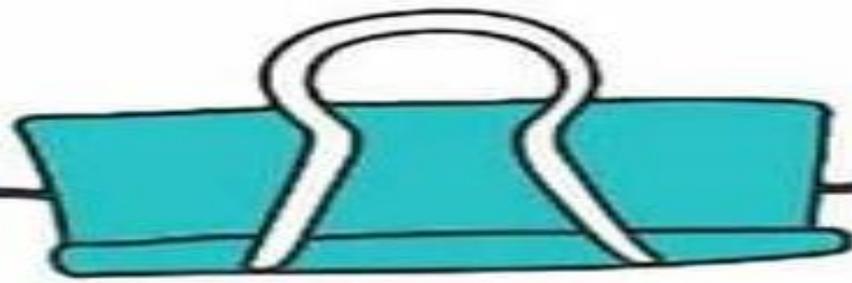
- Many foreigners are afraid of travelling to southern Thailand.
- A course in 'Syntax' was offered at this university many years ago.
- Tak Province is full of jungles.

Other sentences: _____



3.2 Interrogative Sentences

Interrogative sentences involve ‘.....’ asked by writers or speakers. In this sentence, the subject-verb order is reversed, and the sentence ends with There are two types of questions: They are explained as follows:

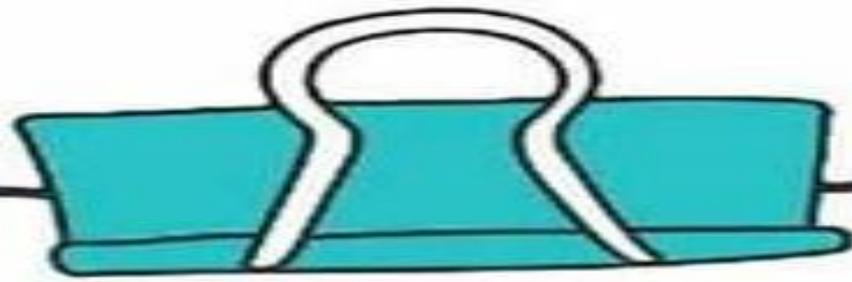


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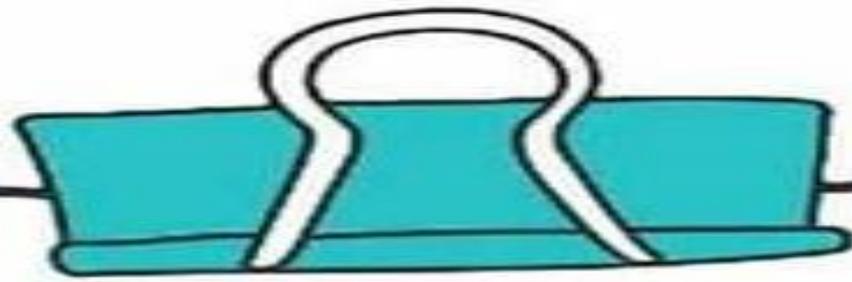
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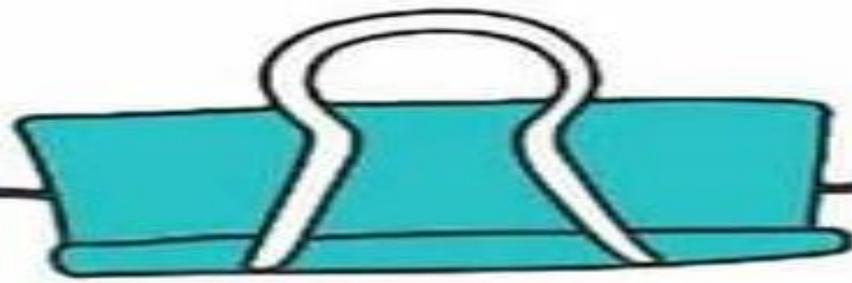
-?
- Has Sunny completed her project?
- Had Kendo finished his reports?



D. Modals

- Will you marry me?
- Would you like to visit Macau and Hong Kong with me?
-
- Could you come to my room?
- May I call you 'Peter'?
- Shall we dance now?
- Should I give you a new idea?

Other sentences:



3.2.2 Wh-Question

Wh-Question is a question a writer/ speaker expects
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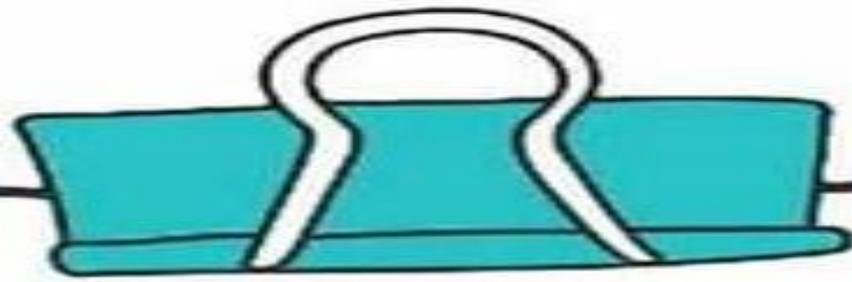


A. What:

-
- What kinds of food you do really like?
- What made you decide to leave him (her)?

B. Who:

-
- Who taught you Calculus?
- Who did you learn Ethics with?



C. When:

-
- When did Sandra send an email to Lynda?

D. Where:

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E. Why:

- Why does Jintara sing songs well?
- Why will the Tsunami happen in Thailand again?



F. Which:

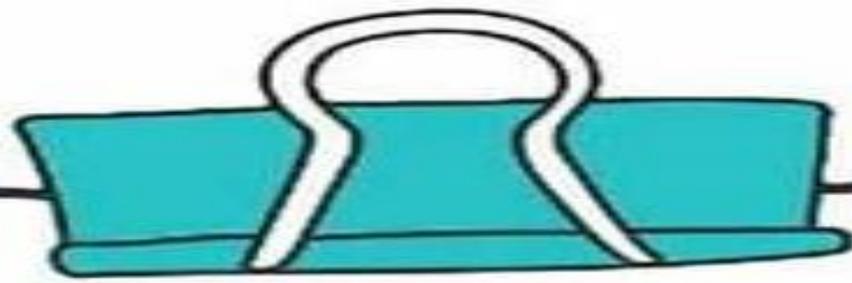
- Which colors do you want, red or yellow?
- Which one would you choose, calculator or computer?

G. Whom:

-

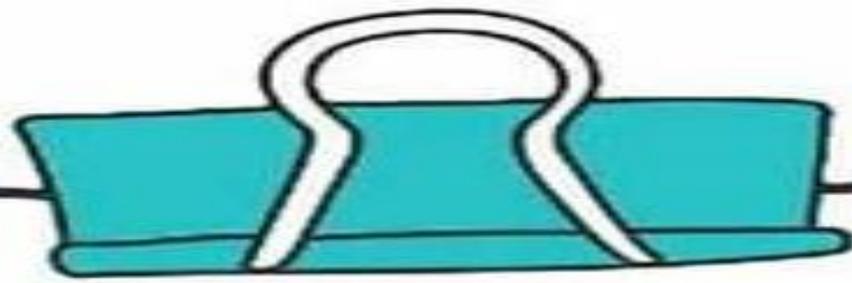
H. How:

- How much do you love me?
- How bad did Nara treat you?



Other sentences:

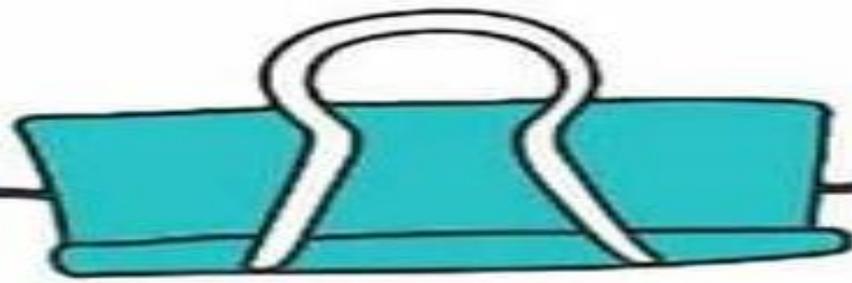




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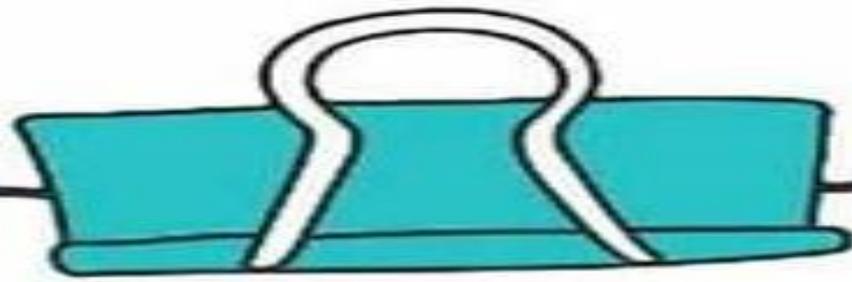
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Based on the above examples, the structures of the exclamatory sentences can be described in the following patterns:



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(do/have) + !; and

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Note that the above sentences are in complete forms. Indeed, they can be used in a short form such as '**What bad news!**' and '**What an active worker!**'. However, the last two examples are actually used like this:

- Your sister is so elegant!

- Leon walks so slowly!

Other sentences: _____



ขอให้ศึกษาระบุ
Sentence
Types
ในข้อความต่อไปนี้

- ☞ Declarative sentence
- ☞ Interrogative sentence
- ☞ Imperative sentence
- ☞ Exclamatory sentence

ให้นักศึกษาแบ่ง 4 กลุ่มๆ ละ 7 คน

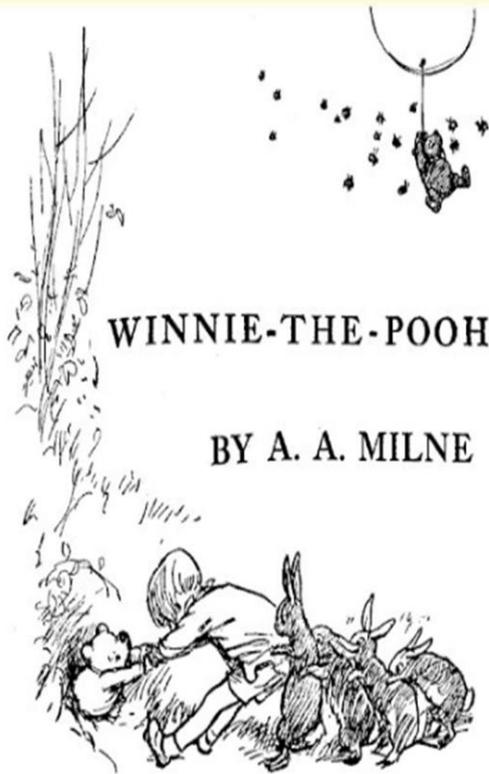
- ศึกษา Winnie The Pooh

- กลุ่ม1 Breakout#1 ศึกษา slide1 แพล+ระบุประเภทประโยค

- กลุ่ม2 Breakout#2 ศึกษา slide2 แพล+ระบุประเภทประโยค

- กลุ่ม3 Breakout#3 ศึกษา slide3 แพล+ระบุประเภทประโยค

- กลุ่ม4 Breakout#4 ศึกษา slide4 แพล+ระบุประเภทประโยค



WINNIE-THE-POOH

BY A. A. MILNE

WINNIE-THE-POOH

BY A. A. MILNE

One day when he was out walking, he came to an open place in the middle of the forest, and in the middle of this place was a large oak-tree, and, from the top of the tree, there came a loud buzzing-noise.

Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws and began to think.

First of all he said to himself: "That buzzing-noise means something. You don't get a buzzing-noise like that, just buzzing and buzzing, without its meaning something. If there's a buzzing-noise, somebody's making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you're a bee."

Then he thought another long time, and said: "And the only reason for being a bee that I know of is making honey."

And then he got up, and said: "And the only reason for making honey is so as I can eat it." So he began to climb the tree.



He climbed and he climbed and he climbed, and as he climbed he sang a little song to himself. It went like this:

Isn't it funny
How a bear likes honey?
Buzz! Buzz! Buzz!
I wonder why he does?

Then he climbed a little further ... and a little further ... and then just a little further. By that time he had thought of another song.

It's a very funny thought that, if Bears were Bees,
They'd build their nests at the *bottom* of trees.
And that being so (if the Bees were Bears),
We shouldn't have to climb up all these stairs.

He was getting rather tired by this time, so that is why he sang a Complaining Song. He was nearly there now, and if he just stood on that branch ...

Crack!

"Oh, help!" said Pooh, as he dropped ten feet on the branch below him.



Chapter Four

A Shopping Expédition

The man in the gentlemen's outfitting department at Barkridges held Paddington's hat at arm's length between thumb and forefinger. He looked at it distastefully.

"I take it the young . . . er, gentleman, will not be requiring this any more, Modom?" he said.

"Oh yes, I shall," said Paddington, firmly. "I've always had that hat—ever since I was small."

"But wouldn't you like a nice new one, Paddington?" said Mrs Brown, adding hastily, "for best?"



Chapter Four

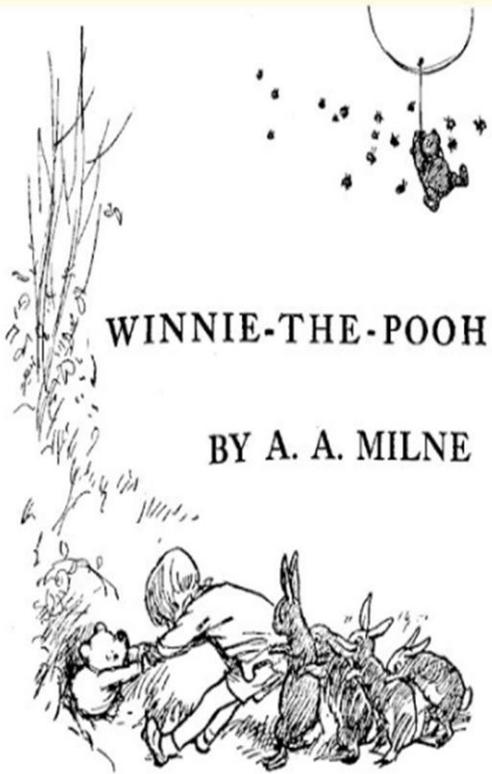
A Shopping Expédition

The salesman shuddered slightly and, averting his gaze, placed the offending article in the far end of the counter.

“Albert!” He beckoned to a youth who was hovering in the background. “See what we have in size 4.” Albert began to rummage under the counter.

....

“And now, while we’re about it,” said Mrs Brown, “we’d like a nice warm coat for the winter. Something like a duffle coat with toggles so that he can do it up easily, I thought.”



WINNIE-THE-POOH

BY A. A. MILNE

WINNIE-THE-POOH

BY A. A. MILNE

/One day when he was out walking, he came to an open place in the middle of the forest/₁, and in the middle of this place was a large oak-tree, and, from the top of the tree, there came a loud buzzing-noise.

/Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws and began to think/₂.

First of all he said to himself: "That buzzing-noise means something. /You don't get a buzzing-noise like that, just buzzing and buzzing, without its meaning something./₃ /If there's a buzzing-noise, somebody's making a buzzing-noise/₄, and the only reason for making a buzzing-noise that I know of is because you're a bee."

Then he thought another long time, and said: "And the only reason for being a bee that I know of is making honey."

And then he got up, and said: "And the only reason for making honey is so as I can eat it." So he began to climb the tree.

He climbed and he climbed and he climbed, and as he climbed he sang a little song to himself. It went like this:

/Isn't it funny

How a bear likes honey?/5

Buzz! Buzz! Buzz!

I wonder why he does?

Then he climbed a little further ... and a little further ... and then just a little further. By that time he had thought of another song.

It's a very funny thought that, if Bears were Bees,

They'd build their nests at the *bottom* of trees.

And that being so (if the Bees were Bears),

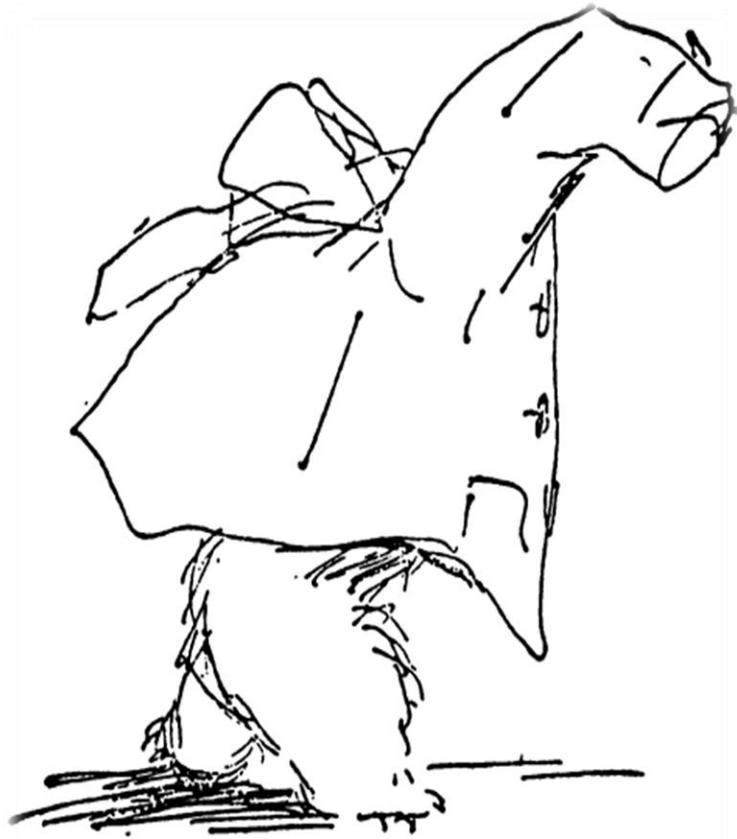
/We shouldn't have to climb up all these stairs/6.

He was getting rather tired by this time, so that is why he sang a Complaining Song. He was nearly there now, and if he just stood on that branch ...

Crack!

“/Oh, help!/7 ” said Pooh, as he dropped ten feet on the branch below him.





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"But /wouldn't you like a nice new one, Paddington?/10" said Mrs Brown, adding hastily, "/for best?/10"

Chapter 6

One Man and His **Cat**



The next morning I was woken by **a** sudden, loud, crashing sound. It took me **a** moment to get my bearings, but when I did so I immediately guessed what it was. The metallic, clanging noise had come from the kitchen. That probably meant that once again **Bob** was trying to open the cupboards where I kept his food and had knocked something over.

I squinted at the clock. It was mid-morning. After the excitement of the previous night I had given myself **a** lie in, but **Bob** had obviously decided he couldn't wait any longer. This was his way of saying: 'Get up, I want my breakfast.'

I hauled myself out of bed and stumbled into the kitchen. The small, tin saucepan I used to boil milk was lying on the floor.

#1 INTERNATIONAL BESTSELLER

A STREET CAT NAMED BOB

And How He Saved My Life

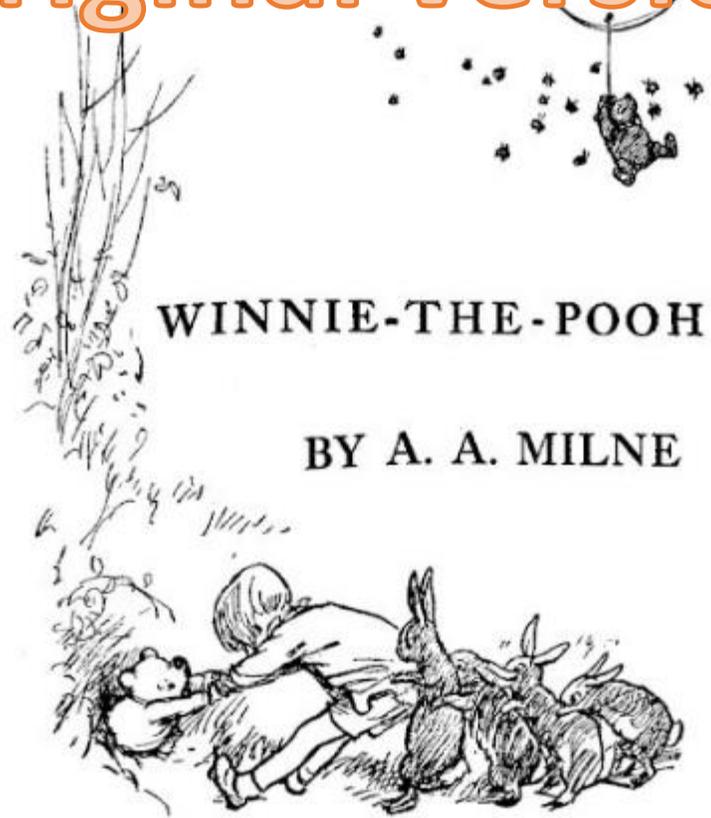
James Bowen



PRACTICE



Original version



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And then he got up, and said: "And the only reason for making honey is so as *I* can eat it." So he began to climb the tree.

Original version



He climbed and he climbed and he climbed, and as he climbed he sang a little song to himself. It went like this:

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And How He Saved My Life

James Bowen



A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U

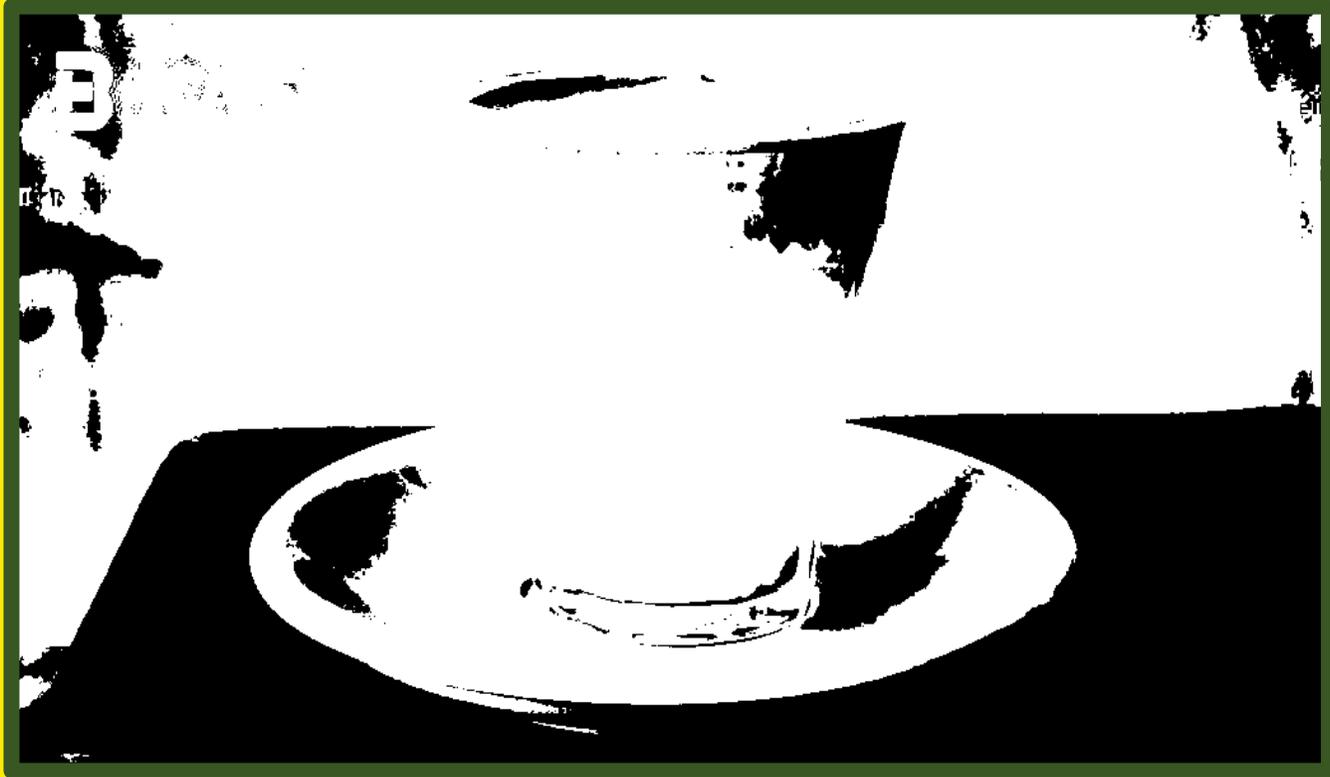
Let's play a 20-
question game





.....

in



D.....

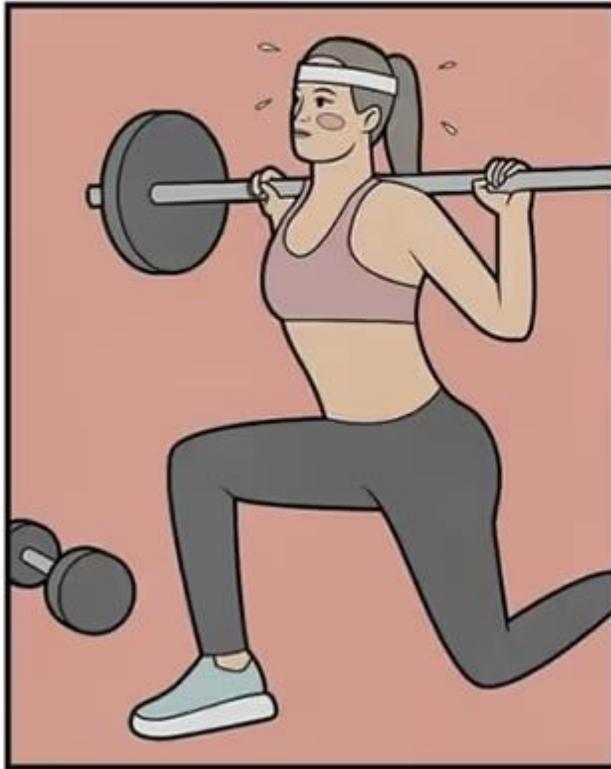


Lisa Blackpink in Japan

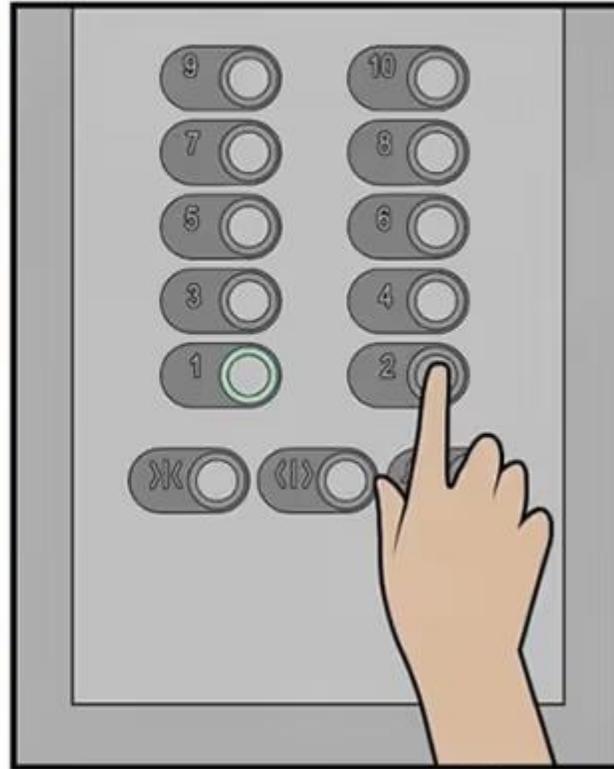


Dirty coffee

YES,



BUT



©_yes_but

That's Enough for Leg Day

Regular workouts are the key to a healthy life. When you hit the gym, it's an adrenaline-fueled adventure. But here's the funny part: the aftermath. Have you ever seen someone attempt to walk downstairs after a vigorous workout? They'll wobble into an elevator, trying not to grimace from pain making their legs feel like jelly. No pain, no gain! So, embrace the pain; it's a badge of honor in the fitness world. On the other hand, it's ironic that some people make all the effort at the gym yet take the elevator instead of walking one flight of stairs!

<https://investmentguru.com/koen/step-into-the-quirky-world-of-perspectives-candid-cartoons-revealing-lifes-realities>

YES,

BUT



 _yes_but

One's Joy Is Another's Sadness

Life is like a rollercoaster ride, filled with ups and downs that can leave us exhilarated or needing a motion sickness bag. Take this cartoon, for example. The guy is over the moon with his new furry friend, a kitten that's cuteness-overloaded. But while he's dancing with joy, the cat's parents are shedding tiny kitty tears, missing their little fur ball. It's a classic case of happiness for one and sadness for another. It's a gentle reminder that our actions have consequences. But on a lighter note, do cats have portraits of their kittens?

<https://investmentguru.com/koen/step-into-the-quirky-world-of-perspectives-candid-cartoons-revealing-lifes-realities>

YES,



BUT



© _yes_but

Luxury Over Logic

Some people are willing to spend much money on extravagant designer goods, even if they don't need them. They do it for the status symbol. They want people to see them carrying flashy stuff to feel part of the crowd. This cartoon shows a woman holding three bags. Two bags are practical, but the third is a designer bag—a tiny one at that. The designer bag seems out of place, but the woman doesn't care. She's just happy that people can see the expensive bag.





Today
lesson

4 Main sentence types
according to 4 language
functions

👉 Declarative sentence =
statement

👉 Interrogative sentence

a) Yes-No Question

b) Wh-Question

👉 Imperative sentence

👉 Exclamatory sentence

4 Main sentence types
according to 4
language functions

เราเรียนอะไร
ไปแล้วบ้าง ?



☞

☞

☞

☞

☞ a).....
b).....

4 Main sentence types
according to 4
language functions

☞ Declarative
sentence = statement

☞ Interrogative
sentence

☞ Imperative
sentence

☞ Exclamatory
sentence

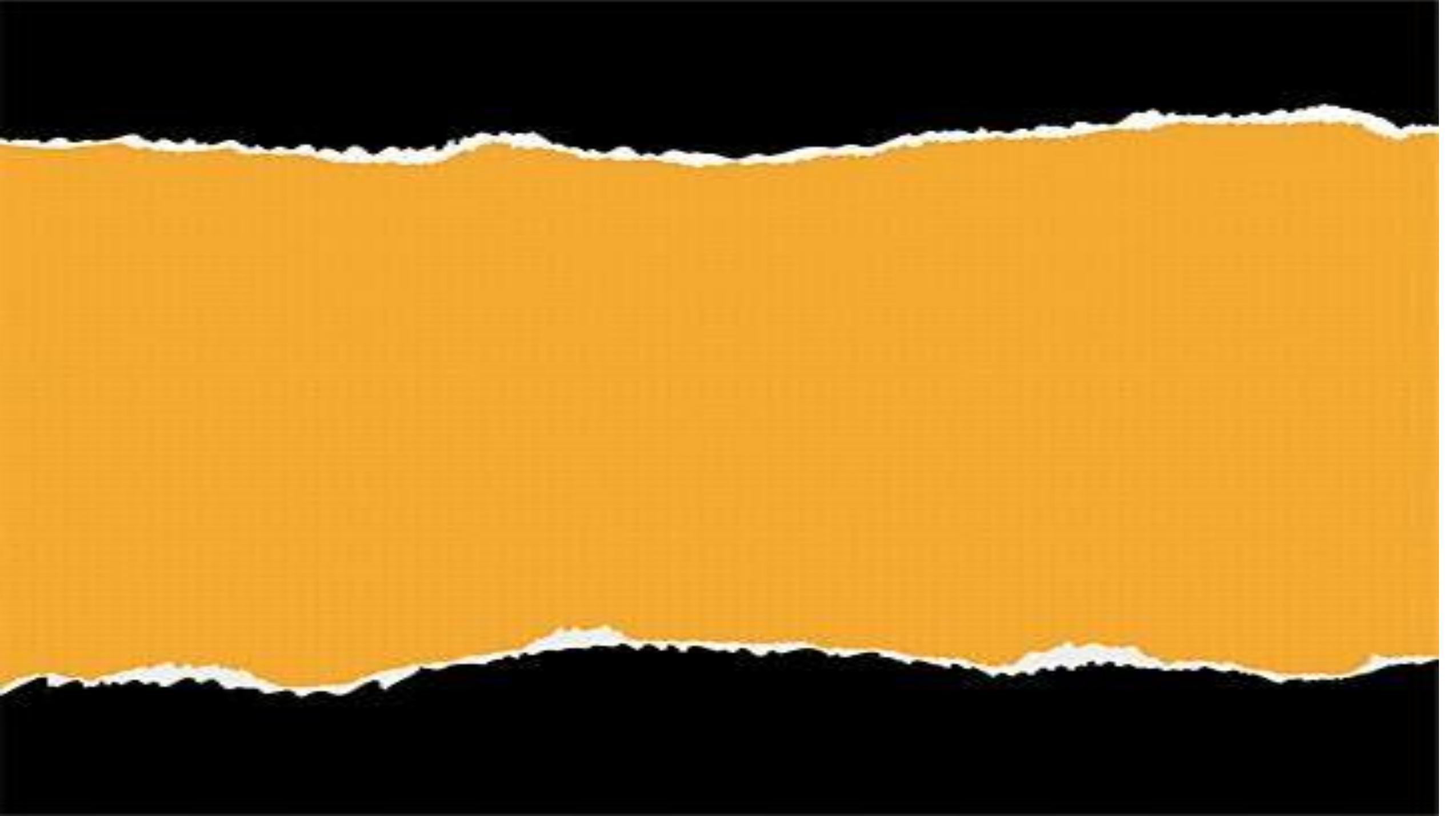


a) Yes-No Question

b) Wh-Question

A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U





Practice



Mandy Harvey- Deaf Singer Earns Simon's Golden Buzzer With Original Song - America's Got Talent 2017¹⁶⁷

ขอให้นักศึกษาตอบคำถามจาก clip ค่ะ

a) How old was she when she lost her hearing?

.....

b) How old is she?

c) What song did she sing?

d) Why did she took off her shoes?

e) How did she loose her hearing?

คำถามขึ้นต้น who

คำถามขึ้นต้น what

คำถามขึ้นต้น when

คำถามขึ้นต้น where

คำถามขึ้นต้น why

คำถามขึ้นต้น which

คำถามขึ้นต้น whom

คำถามขึ้นต้น how

ขอให้นักศึกษาตั้ง
คำถามเกี่ยวกับ
Mandy Harvey
ให้ได้มากที่สุด



ขอให้นักศึกษาเล่าเรื่อง
เกี่ยวกับ Mandy
Harvey โดยใช้ประโยค
ที่เรียนมาให้ได้มากที่สุด



Mandy Harvey was a deaf singer. She lost her hearing when she was 18 years old. It was because her hearing nerve got deteriorated. In the TV show “America's Got Talent 2017” she sang “TRY”. While she sang, she took off her shoes and felt vibration through the floor. All the judges loved her singing and let her pass to the final round.

เรื่องนี้ ... เกี่ยวกับ



ผลงานเขียนในชั้นเรียน และแนวทางการปรับปรุง

Mandy Harvery was a deaf singer. She was 29 back then. She lost all of her hearing when she was 18 years old. For almost 10 years of being deaf, Once she was already gave up but she said that "I want to do more with my life than just gave up". Then she wrote the song called "Try". Its first been publicized in the America's TV show "America's Got Talent 2017". While she sang, she took her shoes off to felt the beat vibration through the floor. All the judges loved her singing especially, Simon and let her passed to the final round.

Mandy Harvery was a 29-year-old deaf singer. She lost all of her hearing when she was 18 years old. For almost 10 years of being deaf, she was upset with her illness. She made decision "to do more with my life than just gave up [singing]". Thus, she wrote a song called "Try". Its first been publicized in the America's TV show "America's Got Talent 2017". While she sang, she took her shoes off to felt the beat vibration through the floor. All the judges loved her singing especially, Simon, and let her passed to the final round.

Mandy Harvey is a deaf singer. She came to the America's Got Talent. Her talents are singing and playing a guitar. On the stage, she told her story that she lost all her hearing when she was 18 years old and also got deteriorated nerves. She has been singing since she was 4, but after losing her hearing, she left music. And then, she figured out how to get back into singing with muscles memory, using visual tuners, and trusting her pitch. (continue next page.)

During the show, she took off her shoes because she could feel the vibration, the tempo, and the beat from the music through the floor. She came here because she wanted to sing her own song that she wrote called "Try". She wrote this song because she lost her hearing and gave up but wanted to do more with her life. She sang her song beautifully on the stage with her proud feelings. (continue next page.)

After singing, the judges and audience stood up to applaud her proudly.

Therefore, one of the judges, Simon, just gave her the Golden Buzzer. Then, Mandy Harvey cried and hugged with her father. It has already sent a huge message that is “No matter what you are, you can achieve in your life, too”.

Mandy Harvey is a deaf singer. She came to the America's Got Talent. Her talents were singing and playing ukulele. On the stage, she told judge her story that, when she was 18 years old, she lose all her hearing. She had been singing since she was 4. After losing her hearing, she left music. And then, she figured out how to get back into singing with muscles memory, using visual tuners, and trusting her pitch. (con.)

During the show, she took off her shoes so that she could felt the vibration, the tempo, and the beat from the music through the floor. She came to the stage because she wanted to sing her own song that she wrote called "Try". She wrote this song because she lost her hearing. She gave up but wanted to do more with her life. She sang her song beautifully on the stage with her proud feelings. All the judges and audience stood up to applaud her. (con.)

เรื่อง#2 - แก้วแก้ว

Edited

Simon, one of the judges, just gave her the Golden Buzzer. Mandy Harvey cried and gave her father and Simon a hug. It sent everyone a huge message that “No matter who you are, you can achieve your life goals”.

Original

Mandy Harvey sings since 4 years old until now. This looks like a normal story. But actually, her story is very touching. When she was 18 years old, she had lost her hearing because of a connective tissue disorder.

What do you think she will do next? If you lose your hearing will you give up or not? At first Mandy stops singing but she does not give up. She tries to figure out how she can get back to singing again. The ways she uses it is muscle memory and trusting her pitch.

She went to compete in America's Got Talent. She took off her shoes to feel the vibration of how she followed the music. The director asked her, "What are you gonna sing?" She said "I'm gonna sing a song that I wrote called Try" about after she was deaf "after I lost my hearing I gave up but I want to do with my life rather than just give up" she said. After she finished her song, everyone was in tears at the effort she made through the lyrics she composed. This song is an encouragement to the judges, people on the show and everyone who watches. Finally, she qualified for the finals with her talent.

Original

Do tell me about her? This deaf singer is called Mandy Harvey. When she was 18 years old she lost her hearing. What is her issue? She have a Connective Tissue Disorder so basically and her nerves deteriorated, she is not a deaf person who only tries. Why she continued to sing even though she lost her hearing ? She love singing , she started singing since she was born and she tried to figured ways out how to sing while she is deaf is that she sing with muscle memory using visual toner and trusting her pitch which is feel the beat through the floor. She went to America's got talent show because she wants to perform her singing ,music and can be an inspiration for everyone who will give up. She said “At first I gave up on everything in life, but now I want to try to do something with my life. Something more than giving up. When we see our lucid dreams we would have no reason not to try. And you, How will you continue with your life?”



เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 17 ตุลาคม 2566_1



Practice นี้ มีจุดประสงค์เพื่อแสดงว่า Writing เป็นกระบวนการถ่ายทอด “สาร” ผ่าน “ไวยากรณ์+คำศัพท์” ดังนี้

วันที่ 1ขอให้นักศึกษา

1. แบ่งกลุ่มศึกษา 1 บทจาก 8 บทในเรื่อง “Paddington”
2. สรุปความ (ภาษาไทย) ไม่เกิน 8 บรรทัด เขียนลงกระดาษรูป แปะบนผนังห้องเรียน



วันที่ 2 ขอให้นักศึกษา

1. เพื่อนต่างกลุ่มเวียนกันอ่านเรื่อง Paddington ทั้ง 8 บทที่แปะบนผนังห้องเรียน
2. เพื่อนต่างกลุ่มเลือกหนึ่งชิ้นงานเขียน (สรุป) มาเขียนเป็นภาษาอังกฤษ (ห้ามเลือกของกลุ่มตนเอง)
3. เขียนภาษาอังกฤษ ไม่เกิน 8 บรรทัดเขียนลงกระดาษรูป แปะบนผนังห้องเรียน

เกณฑ์การประเมิน

ก) เรื่องราว + ไวยากรณ์ถูกต้องตามหนังสือ Paddington จากอาจารย์

ข) ไวยากรณ์ = ศัพท์ + โครงสร้างประโยค



Chapter 1

Please Look After this Bear 036, 042, 047, 055/...

Mr และ Mrs Brown ไปรับลูกที่สถานีรถไฟ Paddington Mrs Brown เหลือบไปเห็นหมิ่นตัวหนึ่ง เขาพยายามบอกภรรยาว่าเจอหมิ่นแต่ภรรยาไม่เชื่อ จนคุณนายบราวน์เห็นหมิ่นด้วยตัวเอง จึงเดินไปถามหมิ่นว่าเป็นใคร มาจากไหน หมิ่นตอบว่าฉันมาจากประตูไม่มีใครใคร และคุณนายบราวน์ เหลือบไปเห็นป้ายที่ห้อยของหมิ่น Please look after this bear (ไปรับดูแลหมิ่นตัวนี้ด้วย) คุณนายบราวน์บอกสามีให้หมิ่นพักกับเราหนึ่งคืน เขาเลยตั้งชื่อว่า Paddington ตามชื่อสถานีเพราะหมิ่นไม่มีชื่อ คุณนายบราวน์ให้ Mr Brown พา Paddington ไปร้านอาหาร ส่วนคุณนายบราวน์ไปรับลูก Paddington ก็หนักอึ้งอย่างมูมมามจนตัวหมิ่นสกริปก เขาเลยพาขึ้นแท็กซี่กลับบ้าน Judy ลูกสาวของเขายกให้ Paddington ไปอาบน้ำ และแนะนำป้ายหมาที่บ้านชื่อ คุณนายเบิร์ด ปกท้ายแต่ใจดี

2. A Bear in hot water

แพดดิงตันมาที่บ้านของครอบครัวบราวน์ เขาเจอคุณเบิร์ดและรู้สึกลึกลับ แพดดิงตันจึงที่ก่กหายด้วยการเอาหมิ่นตกลงที่ก่กหาย หลังจากนั้นจุดไฟที่ครัวบ้าน แล้วจุดก็พาไปคูน้องนอนเก่าจุดระหว่างทางแพดดิงตันระวังไม่ไปเหยียบบปธม แพดดิงตันบอกโธคดีเป็นหมิ่นตัวเล็ก หลังจากนั้นแพดดิงตันก็ไปอาบน้ำ แต่แพดดิงตันสกริปกอาบน้ำไม่ไปนอน จุดจึงบอกให้ทำความสะอาดน้ำ ๕ นาที หลังจากนั้นแพดดิงตันระหว่างอาบน้ำอย่างก็วาดแผนที่จะฆ่าสัตว์ประเทศเปรู พออาบน้ำก็ลงอ่างแต่ตัวเล็กจึงจม และตะโกนขอความช่วยเหลือ หลังจากนั้นทุกคนมาช่วย



Paddington goes underground 3

เช้าวันหนึ่งแพดดิงตันตื่นมาบนเตียงพร้อม
 กับอาหารเช้า นางเบิร์ดมาบอกว่าวันนี้บราวน์และจูดี้จะพาไป
 ซื้อปลิง มีอาหารเหลือแถมยังมีต้นจิงแอมกับหัวหิน
 กระเป๋า ระหว่างการเดินทางมีสุนัขได้กลิ่นอาหารจากกระเป๋า
 อยู่ด้านหลัง 6 ตัว หลังจากนั้นแพดดิงตันเดินไปตามสิ่งที่ตัว
 เองสนใจจนทำให้หลงทาง และไปพบกับชายอันเลวรูปร่างเล็ก
 และรูปร่างคนล้มลง พอเงยหน้าขึ้นก็รู้สึกสับสนเพราะคนเยอะราย
 ล้อมโดยไล่กันสิ่งเกตน้ำยเตื่อน จนจำหน้าที่มาเตือนและบอกบทกวีทาง
 ภาษชื่อของเต แต่เจ้าหน้าที่ไม่เชื่อ จนบราวน์และจูดี้มาพบและได้
 ขอดำเนินหน้าที่พร้อมบอกว่าแพดดิงตันยังเด็ก และไม่ชอบปลิงต่อศาลปกติ

Chapter 4 A Shopping Expedition ☺

ครอบครัวบราวน์ มี จูดี้ Mrs.บราวน์ และแพดดิงตันเดินทาง
 ไปห้าง เพื่อที่จะไปซื้อหมวกและเครื่องแต่งกายให้ แพดดิงตัน ไปที่ร้าน
 หมวกร้านหนึ่ง มีคนขาย 2 คน ชื่อ อัลเบิร์ต กับโมดอม จะขาย
 หมวกให้ แพดดิงตัน แต่เขาไม่สนใจ แต่กลับชอบหมวกที่มี
 ปอมปอมอยู่ด้านบน และเสื่อได้กัซพีในที่สุด เมื่อซื้อเสร็จ
 แพดดิงตัน แยกกับครอบครัว และคืนเงินบ้านไปได้อีกแต่
 เขากลับ มีผู้หญิงคนหนึ่งบนบ้านไปได้อีกแล้ววางตะกร้า
 ไว้บนหัวแพดดิงตัน ทำให้หมวกปิดตาเขา และมองไม่เห็น
 ทำให้เดินชนกับกองกระป๋องรูปพิระมิดจนล้มลงพร้อมกัน
 คนรอบๆ เขียวให้ แพดดิงตันลุกขึ้น ผู้จัดการร้านให้ เขมมาเปลี่ยน
 ล้อ แก่แพดดิงตัน

Draft แบบ1

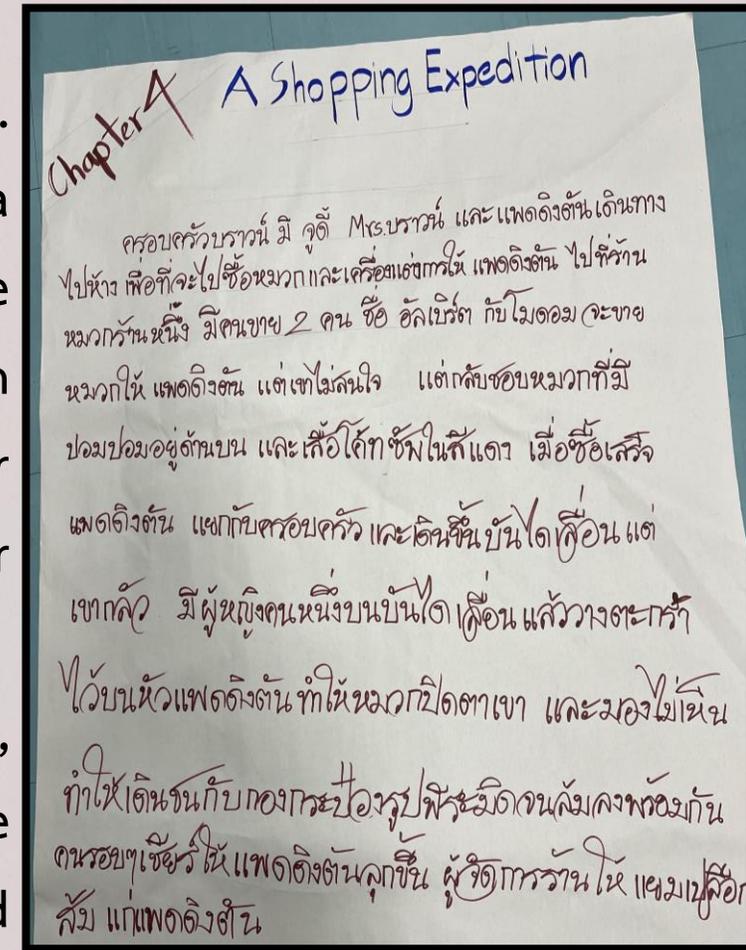
English version
(in 8 lines)



ได้แก้ไขให้ตรงกับเรื่องจริง

Paddington, Mrs. Brown, and Judy embarked on a shopping trip. In the outfitting department, a sales assistant named Albert suggested a hat to Paddington, but he declined and instead chose a blue duffle coat with a red lining and a wool beret hat with a pom-pom. They then headed to a crowded elevator, where a woman accidentally placed her shopping bag on Paddington's head. Mrs. Brown left Paddington near the shop's entrance to search for Judy.

As Paddington bent down, his hood covered his eyes, momentarily blinding him. He walked into a shop window, causing a pile of goods to tumble. The crowd misunderstood this as a show and cheered. The shop manager rewarded Paddington with bottles of marmalade, making him happy.



Draft แบบ 2

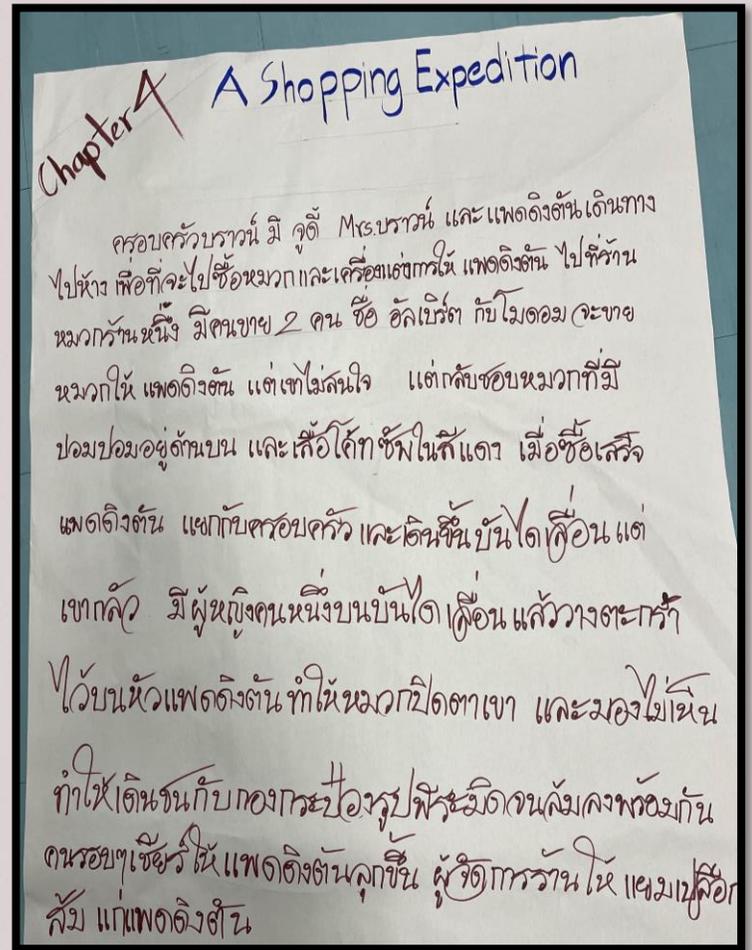
English version
in 8 lines



ได้แก้ไขให้ตรงกับเรื่องจริง

Paddington went on a shopping expedition with Mrs. Brown and Judy. In an outfitting department, a sales assistant named Albert suggested a hat to Paddington, but he wasn't interested. Instead, Paddington chose a blue duffle coat with a red lining and a wool beret hat with a pom-pom on top. Afterward, they headed toward an elevator. The elevator was crowded, and a woman accidentally rested her shopping bag on Paddington's head. Mrs. Brown left Paddington alone near the main entrance to the shop while she searched for Judy.

Paddington bent down, and his hood fell over his head, covering his eyes. He became temporarily blinded, walked into one of the shop windows, and knocked over a pile of goods. A crowd of people misunderstood the situation, thinking it was a performance, and they enjoyed it. The shop manager was pleased and rewarded Paddington with bottles of marmalade.

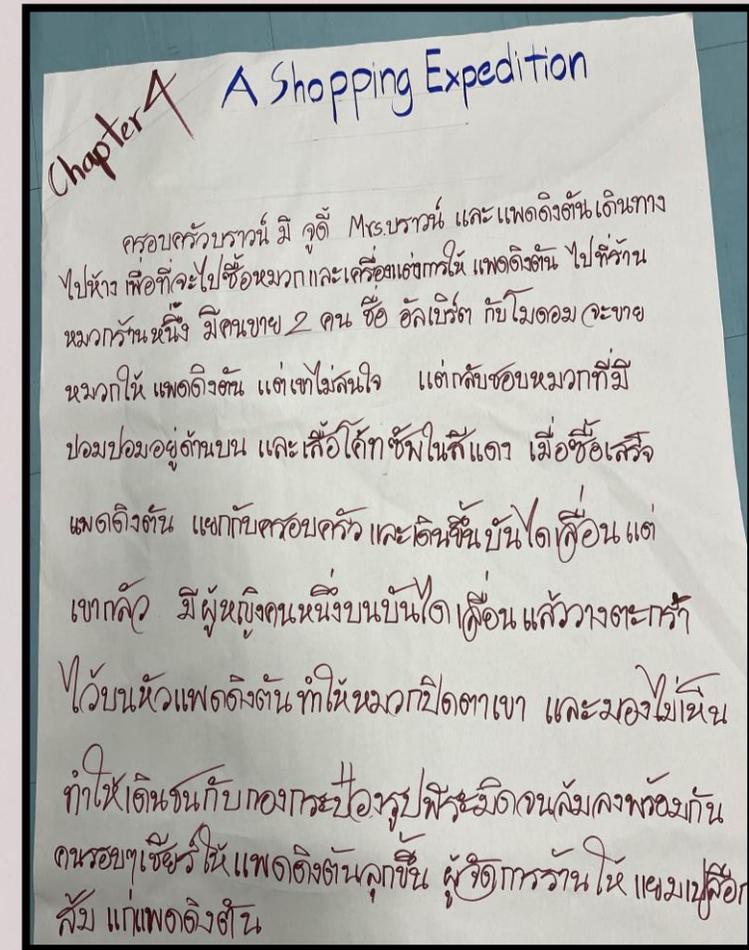


Draft2

English version
in 8 lines

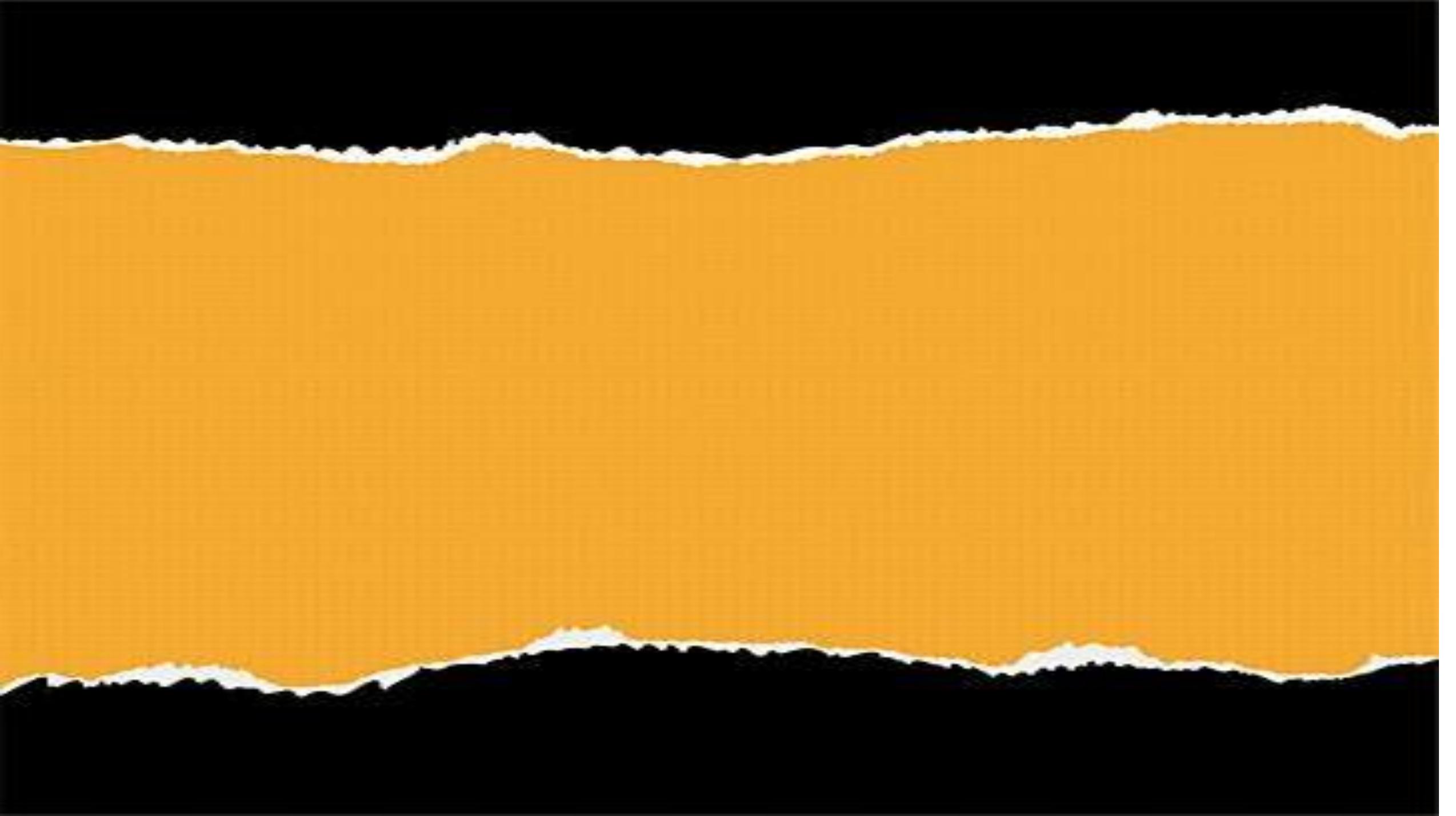


Paddington shopped with Mrs. Brown and Judy. In the store, Paddington preferred a blue duffle coat and a wool beret. They went to a crowded elevator, and a woman rested her bag on Paddington's head. Mrs. Brown left him to find Judy. His hood covered his eyes and made him temporarily blind. He did a display mishap, making the crowd think it was a performance. The happy shop manager rewarded him with marmalade.



A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

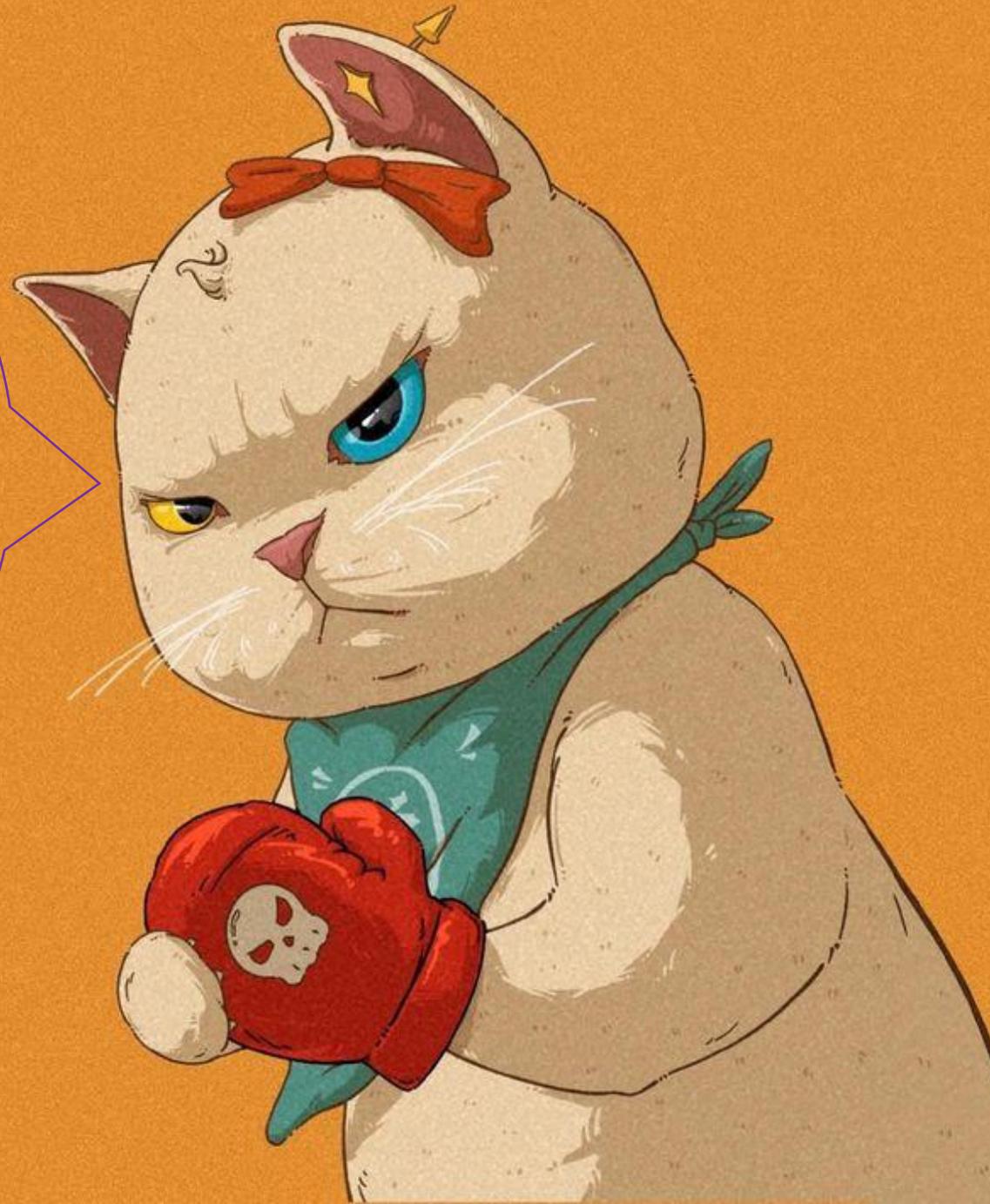
T H A N K Y O U





เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 27 สิงหาคม 2567

Success is
achieved by
ordinary people
with
extraordinary
determination.



Without commitment,
you'll never start.

Without consistency,
you'll never finish.

-Denzel Washington

- ต่อบทเรียนที่ค้าง
- กิจกรรม Breakout room: เขียนสรุปไทยใน Google Dive หมดเวลาเขียน 18.00น ปิด link (เราใช้สรุปในกิจกรรมหน้า 3กันยายน)
- วันสอบ
 - อ มลจะส่งกรอบ/แนวข้อสอบมาให้ก่อนล่วงหน้า
 - 3กันยายน Quiz: The Travelling Cat
 - แต่ละกลุ่มสรุป part ที่ตนรับผิดชอบ
 - เพื่อนกลุ่มอื่นตอบคำถาม กลุ่มใดคะแนนตามจำนวนข้อที่เพื่อนตอบได้
 - ทั้งสองSection เลือก10กันยายน

4. Sentence Structures Sentence และ Phrase = ใจความ

A sentence is structured as **a thought unit**. This means sentences with **simple structures represent one's simple thought patterns** while simple with **combined and complex structures present one's integrated or complicated ideas**. In English, sentences are constructed in three forms: **simple, compound,** and **complex**. Each are described as follows:

A. Simple Sentences ประโยคใจความเดียว

A simple sentence involves a sentence that is organized by at least **one subject** and **one predicate** or independent clause (Megginson. 2007). It looks like this:

- A boy is riding a bike.
- Why are you drinking wine?
- It's such a nice day!

Other sentences: Nana dragged his hind right leg with the bone jabbing out.

Furthermore, a simple sentence can refer to a **sentence with more than one subject** followed by at least one verb, and **that with one subject followed by more than one verb**. This is illustrated below.

- Nancy and Eddie work for this company.
- Lolita has written a love letter and read English stories.

Overall, simple sentences include all four sentence types described above: declarative, imperative, interrogative, and exclamatory sentences.

B. Compound Sentences

A compound sentence contains at least **two independent clauses** but without dependent clauses. The clauses are **linked by a comma and a coordinating conjunction** (e.g. and, but, or), a comma and a **correlative conjunction**, or a **semicolon with no conjunction** (Megginson. 2007). Examples of this sentence are provided below.

Ex (i):

Simple : Alicia is a very rich businesswoman.

Simple : Still, she has never been happy in her family life.

Compound : Alicia is a very rich businesswoman, but still she has never been happy with her family life.

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Ex (ii):

Yesterday morning the teacher talked about how to get good grades and suggested us many ways to help our parents; in addition, in the afternoon the principal advised us many strategies to reach our goal of life.

Ex (iii):

Learthai is an excellent Engineering student, so he gets a good job overseas.

Example: The cat in the photo looked just like me [Nana], and Kosuke had found the other cat in a box left under the bridge.

4. Sentence Structures

A sentence is structured as a thought unit. This means sentences with simple structures represent one's simple thought patterns while simple with combined and complex structures present one's integrated or complicated ideas. In English, sentences are constructed in three forms: Each are described as follows:

A. Simple Sentences

A simple sentence involves a sentence which is organized by at least one subject and one predicate or independent clause (Megginson. 2007). It looks like this:

- A boy is riding a bike.
- Why are you drinking wines?
- It's such a nice day!

Other sentences: _____

Furthermore, a simple sentence can refer to,
..... and that with one subject followed by more than one verb. This
is illustrated below.

- Nancy and Eddie work for this company.
- Lolita has written a love letter and read English stories.

Overall, simple sentences include all four sentence types described
above:.....



B. Compound Sentences

A compound sentence contains at least two independent clauses, but without dependent clauses. The clauses are linked by
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Kinds of Compound Sentences

In accordance with Natchaya Chaleoisab (2002: 150-160), there appears to be two major kinds of compound sentences: **coordination conjunctions** and **conjunctionive adverbs**. Each will be described below.

(1) **Coordination Conjunctions** are conjunctions used to link independent clauses in compound sentences. They are "and, but, or, nor, for, so, yet" (fanboys). Each conjunction will be explained and illustrated as follows:

(1.1) **And:** It is used to show the relationship of the information with addition (showing addition) if there are more than **two clauses joined with a 'comma'**. Only in front of the final clause, the conjunction "and" will be put.

Look at the following examples:

- My mother bought many kinds of vegetables at the KK market, and she went back home to cook for dinner.
- Danny finished his Mathematics homework at 7 p.m., and he called his classmates to discuss the Mathematics topics.

Other sentences: _____

(1.2) **But, Yet:** They are used to display the **contrastive information** of two clauses. The following examples are given:

- Kyoko has a lot of friends and relatives, but she always feels lonely.
- Lim and Li usually eat vegetarian food, yet they are not thin.

Other sentences: _____

(1.3) **Or:** It is intended to present **alternatives of the information** of two clauses. The examples are given below.

- You want to punish your son, or you let him make mistakes.
- Going to Bangkok from Chiangrai you can take a flight, or you may drive a car.

Other sentences: _____

(1.4) **Nor:** It is opposite the conjunction 'or'. It is used to show **'no' alternative**. The examples are provided as follows:

- After jogging Kevin did not feel tired, nor did he lose energy.
- Abdul cannot speak any foreign languages, nor can he have special abilities.

• If a sentence starts with 'nor' (a negative word), **the sentence and verb must be interchanged.**

Other sentences: _____



(1.5) **For:** It acts for **causes or reasons of two clauses**. Its illustrations are given below.

- Akiko has not completed her report, for she is very lazy.
- Kipsi is very pleased with getting an A from 'Introduction to Linguistics', for it is a very difficult course.

Other sentences: _____

(1.6) **So:** It intends to display the **results of two clauses**. This is evident in the following examples:

- Tina has been interested in human thoughts and mind, so she is majoring in Psychology.

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Other sentences: _____

Two men walk
into a bar.
One man orders
 H_2O . The other
says, "I'll have H_2O too."
The second man dies.
Why...



(2) Conjunctive adverbs (and semi-colon) are adverbs used to show the relation between the information joined by "semi-colon" between two clauses, and followed by 'conjunctive adverbs'. Many kinds of conjunctive adverbs are described below.



(2.1) **Addition** conveys particular continuous actions due to their additional information. It consists of the following adverbs: “**in addition, furthermore, also, on top of that, moreover, besides, above all**” Some examples of sentences using these adverbs are provided below

- In this summer my family will dive at Pipi Island, Krabi; *in addition*, we would like to sunbathe at Patong Beach, Phuket.

- Amitav wants to take an English course at a language institute in the UK; *furthermore*, he will apply for a Bachelor's degree program at the University of London.

Other sentences: _____

(2.2) **Concession or contrast** focuses on clauses with **different acts**. It contains particular conjunctive adverbs such as "*however, nonetheless, still, on the contrary, nevertheless, in contrast, on the other hand, etc.*" The following examples of sentences with these adverbs are given.

- Lilawadee is very busy with her work; however, she tries to give her family a few times to relax.
- Living in big cities leads to a modern way of life; nevertheless, one inevitably faces various problems.

(2.3) Alternatives are about certain effects that will happen if one chooses another choice of actions. They comprise the following conjunctive adverbs, for instance, "*otherwise, else, if not*". Certain examples are provided.

- I need to help with my mother's chores; otherwise, she will be tired.
- Jimmy must hand in his assignment today; if not, he may not pass this course.

Other sentences: _____

(2.4) **Cause-effect** emphasizes certain 'reasons' and 'results' of two clauses. It contains particular conjunctive adverbs, for example, "*therefore, accordingly, for this reason, then, thus.*" Its sentence examples are shown.

- Toshiko is very friendly; therefore, many people like her.
- Fernando would like to be a programmer; for this reason, he is studying at the Computing Faculty, National University of Singapore.

Other sentences: _____

(2.5) **Examples involve** regard clearer and detailed information of actions.

They are filled with the following adverbs: *for example*, *for instance*, *namely*, *in particular*, *etc.* Some examples of sentences with these adverbs are illustrated.

- Many tourist attractions in Eastern Thailand are very interesting; for example, Rayong and Trad have many evergreen islands and very beautiful beaches.

- Korat and Kon-Kaen are the education centers of north-eastern Thailand; in particular, there are public and private universities and colleges in the two provinces.

Other sentences: _____

(2.6) **Emphasis** is related to a factual elaboration of certain actions. It is made up of certain adverbs such as "*in fact, indeed, as a matter of fact.*" The following examples are given:

- Li Ming is very sporty, in fact, he is a university athlete.
- Laila and Nadia are very healthy; indeed, they exercise a lot.

Other sentences: _____

(2.7) **Restatement** intends to give more explanation of actions in simpler and clearer words. It comprises of the following relevant adverbs "*in other words, that is, that is to say*". Some of them are exemplified below.

- Namwan is punctual; that is, she always on time.
- Edwin is an excellent student; in other words, he got the first honors degree.

Other sentences: _____

(2.8) **Summary** is about a **concluding act** provided in the preceding clause. It is full of certain conjunctive adverbs, that is, "*in brief, in short, in a word*". The following examples of sentences with these adverbs are provided.

- Lukemee is a very energetic staff member; in short, she is very hard-working.
- Manop has many big houses and expensive cars; in brief, he is really wealthy.

Other sentences: _____

(2.9) **Comparison** provides an elaboration of actions in a parallel way

It contains the following adverbs: "*likewise, similarly, in the same manner, in the same vein, etc.*" Its examples are illustrated below.

- Prayoot plays a guitar; similarly, his sister can sing.
- Chulalongkorn University is the oldest Thai university; likewise, University of Sydney is the first and premier tertiary educational institute in Australia.

Other sentences: _____

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- Buapan has lost the way; meanwhile, her friends at the party are worried about her.

- Charles has finished his research proposal; then, he will read grammar books.

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A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U



เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 3 สิงหาคม 2567

3 กันยายน

- กิจกรรมถาม-ตอบ: The Travelling Cat Chronicles by Hiro Arikawa

□ แต่ละกลุ่มสรุป part ที่ตนรับผิดชอบ

□ อาจารย์ถาม 3 คำถามจาก The Travelling Cat Chronicles by Hiro Arikawa

□ คะแนนกลุ่มมาจากจำนวนคำถามที่เพื่อนตอบได้

- กิจกรรมถาม-ตอบเพื่อฝึกการเขียนระดับประโยค ใช้โครงสร้างที่ได้เรียนมา

10 กันยายน

Quiz1 - Sentence structures ทั้งหมด เลือกตอบ/ตอบสั้นๆ/เขียนประโยค

- ตอบคำถามเกี่ยวกับ The Travelling Cat Chronicles



- Due to the car accident, Satoru took Nana to a vet. How long did it take to get the Nana's stitches out and his bone to heal?

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- How did the injured cat get its name "Nana"?

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- How did the injured cat get its name "Nana"?

- How long did Satoru and Nana live together?

Satoru and Nana had been staying / stayed together for 5 years.

Who was “Mr Cat”?

What does “cat fanatics” mean to you?

“Cat fanatics” means a cat lover.

How long did the landlord allow Satoru to keep Nana in his apartment?

Landlord allowed Satoru to keep Nana until he got back on his paws.

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Landlord allowed Satoru to keep Nana until he got back on his paws.

The landlord allowed Satoru to keep Nana in his apartment for 2 months.

2 months was the period allowed by the landlord.

The Travelling Cat Chronicles: Questions from page 3-13

- Nana was badly hit by a car. From which ones of his legs did the bone jab out due to the accident? P.8

It was Nana's hind right leg, from which a bone jabbed out because of the accident.

- Due to the car accident, Satoru took Nana to a vet. How long did it take to get the Nana's stitches out and his bone to heal? P.8

It took two months to get the Nana's stitches out and the bone to heal.

- To whom did "Mr Cat" refer to? P.11

"Mr Cat" referred to Nana, a stray cat, who got injured in the car accident helped by Satoru.

- How did the injured cat get its name "Nana"? P.11

The cat got the name "Nana" because of the fact that the two spots on his forehead were angled downwards, and that the spots looked like a Chinese character "7", or Nana.

คำถาม-คำตอบ

The Travelling Cat Chronicles: Questions from page 3-13

- After the car accident, Satoru kept Nana as his pet in the apartment. He, however, decided to move out. Why did he move out? P.11

His landlord allowed Satoru to have Nana in his apartment until Nana got well. Once Nana was well, Satoru was not allowed to have pets in the apartment. He, thus, decided to move out.

- How long did Satoru and Nana live together? P.13

They both were together for 5 years.

- Was Kosuke Satoru's childhood friend in a high school?

- Was Kasuke Satoru's childhood friend in a high school?
- When Hachi was a kitten, where were he and the other kitten abandoned?

- Was Kasuke Satoru's childhood friend in a high school?
- When Hachi was a kitten, where were he and the other kitten abandoned?
- How did Satoru help Kosuke to keep the kitten at home?

คำถาม-คำตอบ

- What color was Satoru's car? P.13

It was green.

- Was Kosuke Satoru's childhood friend in a high school? p.17

No, it was not. Kosuke was Satoru's childhood friend in an elementary school.

- Did Kosuke's father love cats? P.18

No, he didn't not.

- How did Hachi die? P.22

He died because of a car accident.

- When Hachi was a kitten, where were he and the other kitten abandoned? P.24

When Hachi was a kitten, he and the other kitten were abandoned in a box left at the bottom of the slope below the housing complex on the way to the swimming club.

The Travelling Cat Chronicles: Questions from page 16-40

- What reason did Kosuke give Satoru so that Kosuke could keep the kitten (abandoned in a box at the bottom of the slope below the housing complex on the way to the swimming club)?

P. 24

The reason was that “I found him first.”

คำถาม-คำตอบ

- How did Satoru help Kosuke to keep the kitten at home? P. 28-34

Satoru followed a story in a book that he read at school. He planned to have Kosuke run away from home, and expected that Kosuke’s father came looking for him. Ultimately, his father would let him keep the cat.

- From the sentence p.32 “The two boys tried to calm the kitten, but cats don’t often listen.”, what does “cats” refer to? p.32

It refers to a) the kitten, ✓ b) cats in general

- According to “The Travelling Cat Chronicles”, was the “cat’s natural instinct” hunting down living creatures? P. 37 Yes, it was.

- Was Nana good at hunting (birds)? P. 37
Yes, he was.

คำถาม-คำตอบ

- In 6th grade, Satoru had a residential trip and returned home in the middle of the trip. Why?

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- What souvenirs did Satoru plan to buy for his parents?

The Travelling Cat Chronicles: Questions from page 40-60

- In 6th grade, Satoru had a residential trip and returned home in the middle of the trip. Why?
p.42?

The reason was that he joined his parents' funeral at the local community center. Both father and mother, died in a car accident.

- How did the accident, that killed Satoru's parents, happen? p.45?

Their car swerved to avoid a bicycle.

- What souvenirs did Satoru plan to buy for his parents? p.42?

He bought his father a keyring/keychain with the "Road Safety" banner and planned to get his mum a blotting paper later.

The Travelling Cat Chronicles: Questions from page 40-60

- Who was the woman, who stayed with Satoru after his parents got killed in the car accident?
p.47-48?

It was his mother's younger sister.

- What does the line in p.56 mean to you?

‘My Hachi died. Back when I was in high school. Your, Hachi, Kosuke, is still alive.’

(Possible answer) The line means that Kosuke could not let go the past of Hachi. The cat, Hachi, was metaphorically the only family member Satoru had. He failed to keep Hachi with him, and that caused Kosuke to give Hachi to his relatives, who did not take good care of the it. The cat, thus, got killed in a car accident.

- Did Nana like Yoshimine?

- Did Nana like Kosuke?

- Is it correct that, when he was in high school, Yoshimine left in the middle of the class to open a vent in the greenhouse? Why?

- Did Nana like Kosuke?

- Is it correct that, when he was in high school, Yoshimine left in the middle of the class to open a vent in the greenhouse? Why?

- According to The Travelling Cat Chronicles, is it correct that, on holidays, students were not allowed at the school unless they wore school uniforms?

Yes, it is correct. They must wear school uniform.

The Travelling Cat Chronicles: Questions from page 60-89

- Why did Kosuke's wife leave her husband and stay with her parents? p.53-5?

It was because a) she was upset with his father's words/comments on her conceiving problem/difficulties with being pregnant, b) her husband could not stand up to his father/ to argue with his father.

- Did Nana like Yoshimine? p.70, 71

No, he didn't.

- Why did Satoru not give Kosuke his Nana? p. 55-56?

The reason was that Satoru preferred Kosuke not to take Nana as "ghost of the past" (Hachi). He, then, asked Kosuke and his wife to look for a cat on their own.

คำถาม-คำตอบ

The Travelling Cat Chronicles: Questions from page 60-89

- Who was Yohimine? p.71, 74-75

He was Satoru's junior high school friend and worked as a farmer (when growing up). He looked for a cat to hunt mice on his farm.

- Is it correct that, when he was in high school, Yoshimine left in the middle of the class to open a vent in the greenhouse? Why? p. 82

ตอบ Yes, it is correct. It was because the day temperature was high and possibly killed his plants.

คำถาม-คำตอบ

The Travelling Cat Chronicles: Questions from page 60-89

- According to The Travelling Cat Chronicles, is it correct that, on holidays, students were not allowed at the school unless they wore school uniforms? P.86

Yes, it is.

- Did Yoshimine know that his parents had been planning to get divorced? p.87

Yes, he did. He just ignored the fact and got under their feet. (He well behaved and required not much of their effort to take care of him.)

- What does the phrase “get under their feet” mean to you? P.88

The phrase means that someone well behaves to lessen the possibility that causes problems.

Based on the story, the phrase refers to Yoshimine’s well behave and causing no problem to his parents.

คำถาม-คำตอบ

- During the high school trip to Fukuoka, Satoru and Yoshimine escaped from the hotel to catch a train to Kokura. How long did it take from Fukuoka to Kokura by train? P. 93

- During the high school trip to Fukuoka, Satoru and Yoshimine escaped from the hotel to catch a train to Kokura. How long did it take from Fukuoka to Kokura by train?
- Satoru and Yoshimine failed to escape from the hotel and got caught by a teacher right at the train station. What punishment did the two get for their running out?

The Travelling Cat Chronicles: Questions from page 89-107

- During the high school trip to Fukuoka, Satoru and Yoshimine escaped from the hotel to catch a train to Kokura. How long did it take from Fukuoka to Kokura by train?
- Satoru and Yoshimine failed to escape from the hotel and got caught by a teacher right at the train station. What punishment did the two get for their running out?
- Why did Satoru misunderstand that two cats, Nana and the kitten, did not get along and fought each other?

Satoru เห็นพฤติกรรมบางอย่าง เข้าใจผิด Nana + kitten กำลังเล่น ปรืบตัว

Satoru saw some strange behavior he misunderstood Nana and the kitten fighting.

p.102-103

Satoru misunderstood that the two cats did not get along because they fought each other.

However, Nana actually gave the kitten a fighting lesson. That was why the two fought.

The Travelling Cat Chronicles: Questions from page 89-107

- During the high school trip to Fukuoka, Satoru and Yoshimine escaped from the hotel to catch a train to Kokura. How long did it take from Fukuoka to Kokura by train? P.93

It took 20 minutes.

- How did Satoru and Yoshimine unsuccessfully escaped from the hotel? P.96

They ran out of the hotel during the time to go down for bath.

a) They wore jerseys over their clothes, and pretended to need more time to get ready for the bath.

b) They left their room and headed straight to the emergency exit on the 8th floor where only regular guests stayed. (SS stayed on 5th, 6th, and 7th floor.

c) They ran to the train station and got caught by a PE. teacher.

The Travelling Cat Chronicles: Questions from page 89-107

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The two were required to sit in an uncomfortable formal *zeiza* style, legs tugged under them until late in the evening.

- What excuse did Satoru give his aunt for running away from the school trip? P.100

The running out was Satoru's idea, and he dragged/forced Yoshimine to join him. (Yoshimine did not do it voluntarily.)

คำถาม-คำตอบ

- Why did Satoru misunderstand that two cats, Nana and the kitten, did not get along and fought each other? p.102-103

Satoru misunderstand that the two cats did not get along because they fought each other.

However, Nana actually gave the kitten a fighting lesson. That was why the two fought.

The Travelling Cat Chronicles: Questions from page 89-107

- After leaving Yoshimane's place, where did Satoru and Nana go? P.105-107

They went to the sea.

- Was Nana happy to see the sea up close? P.105-107

No, he was not happy. He was scared, ran away and climbed up a tree to stay away from the sea. He finally leaped up on top of Satoru's head. That hurt Satoru.



Let's
continue
the lesson.

C. Complex Sentences

A Complex sentence encompasses **one independent clause and** at least one **dependent clause**. Unlike a compound sentence, however, a complex sentence embodies **clauses which are not equal** (Megginson. 2007). The following examples are given:

Simple sentences: Chiang Mai is surrounded by evergreen environment.
 Many people want to live there.

Compound sentence: Chiang Mai is surrounded by evergreen environment,
 so many people want to live there.

Complex sentence: Because Chiang Mai is surrounded by evergreen
 environment, many people want to live there.



Kinds of Complex Sentences

According to Natchaya Chaleoisab (2002: 150-160), complex sentences can be divided into three main types as follows:

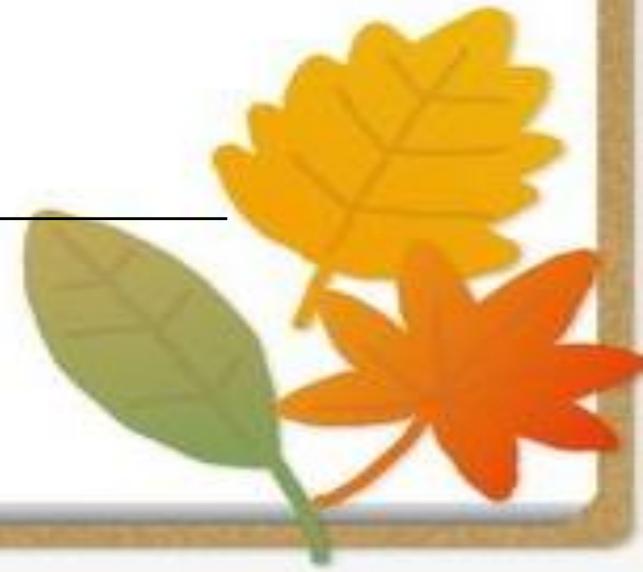
(1) **Adjective Clauses** (Relative Clauses) function as adjectives (modifying nouns) that are put behind nouns and have a linker between a main clause and an adjective clause.



(1.1) **Relative pronouns** consist of the following adjectives: *who*, *whom*, *whose*, *which*, and *that*. Examples of sentences using these pronouns are illustrated below.

- Any student who did not hand in the report will fail this course.
- Mod-daeng is an instructor (whom/who) I respect.
- Praew whose boyfriend is a technical student is my friend
- I want to have a cat which is very lovely and clean.

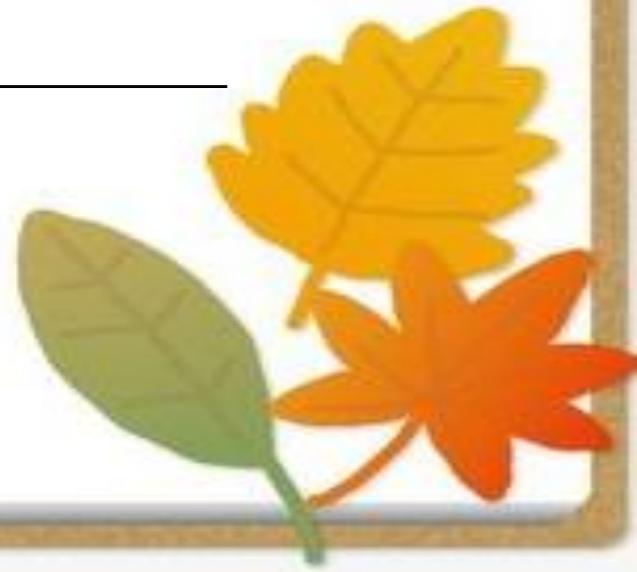
Other sentences: _____



(1.2) **Relative adverbs** contain the relevant adjectives such as "*where, when, and why*". Some of these adjectives are exemplified in the following sentences:

- This is the province, where I lived for 15 years.
- It was 6 o'clock when I got up.
- Nam wants to know the reason why Jenny loves him.

Other sentences: _____



(2) **Noun Clauses** act as a noun and subordinate clause. They link main clauses by linkers. Sometimes, linkers can be omitted. The following examples show sentences with each adjective.

(2.1) That: *That Sunny has failed in life* surprises me.

(subject)

I know *(that) he will not be here today*.

(direct object of verb)

I am sure *(that) Tom will return the money soon*.

(subject complement)



(2.2) What/whatever:

Tell me *what has happened*.

(2.3) Who/whoever:

She told me *who she was*.

(2.4) Whom/whomever:

He told me *whom he disliked*.

(2.5) Whose:

I asked *whose money was stolen*.

(2.6) Which/whichever:

You can choose *whichever you like*.

(2.7) Whether/ if:
matter.

Whether he will come (or not) does not

Other sentences:



(3) **Adverb Clauses** function as an adverb. This clause contains subject (explicit or implied) and predicate, and it modifies a verb (Wikipedia. 2010).

(3.1) **Adverbs of Manners** encompass the relevant adverbs, **that is, as, like, in a way that, as if.**" Some of them are illustrated below.

- Apichai acts as if he were my boss.
- I think your face is like a blossoming flower.

(3.2) **Adverbs of Places** comprise the following adverbs: **'where** and **wherever'** Examples of the sentences using this adverb are given.

- You can find roast chicken stalls wherever you go to Thailand.
- Ploy wants to take a trip to Bali Island, where is the paradise for foreign tourists.



(3.3) **Adverbs of Time** are filled with certain adverbs, for example,

"**while**, **as soon as**, **before**, **since**, **until**, **after**, and **whenever**". Some examples are provided.

- When Pakorn arrived, the bus had already left.
- Thai students have learnt English since they were in the kindergarten.

(3.4) **Adverbs of Reasons** are made up of the adverbs such as '**because** and **since**'. The following examples are given:

- Sonya did not join the competition because she was too young.
- Since it was raining, I got sick.



(3.5) **Adverbs of Purposes** have their relevant adverbs- '*in order that*' and '*so that*'. Some examples of this adverb clause in sentences are illustrated below.

- Siriam took a taxi so that she could get there in time.
- Pete practices Spanish a lot in order that he can travel to Spain.

(3.6) **Adverbs of Results** contain the following two adverb forms: '*so (adj/adv) that*' and '*such + a + noun + that*'. They are exemplified as follows:

- University of California is such a good educational institute that many students want to study at
- Samui Island has so many coconut trees that it has several coconut industrial factories.



(3.7) **Adverbs of Contrast** encompass their related adverbs such as '*although* (*even though, though*) and *while*'. The following examples are given:

- Although it is raining, Sayan goes out.
- Manas is hired by a hotel in Phang-nga while his sister is unemployed.

(3.8) **Adverbs of Comparison** contains their relevant adjective forms such as '*short syllable adjective + er + than*' and '*more/ less + long adjective+ than*', etc. These are exemplified below.

- Televisions are cheaper than cars.
- Stuffs in a shopping mall are more expensive than those in a grocery.



(3.9) **Adverbs of Condition** have their basic three forms:

(i) If subject + simple verb (v1) + object, subject + will (can/may) + simple verb (v 1) + object

(ii) If subject + past simple verb (v 2) + object, subject + would + simple verb (v 1) + object



C. Complex Sentences

A Complex sentence encompasses

..... Unlike a compound sentence, however, a complex sentence embodies clauses which are not equal (Megginson. 2007). The following examples are given:

.....: Chiang Mai is surrounded by evergreen environment.
Many people want to live there.

.....: Chiang Mai is surrounded by evergreen environment,
so many people want to live there.

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According to Natchaya Chaleoisab (2002: 150-160), complex sentences can be divided into three main types as follows:

(1) (Relative Clauses) function as adjectives (modifying nouns) that are put behind nouns and have.....
.....



(1.1) consist of the following adjectives:.....
..... Examples of sentences using these pronouns
are illustrated below.

- Any student who did not hand in the report will fail this course.
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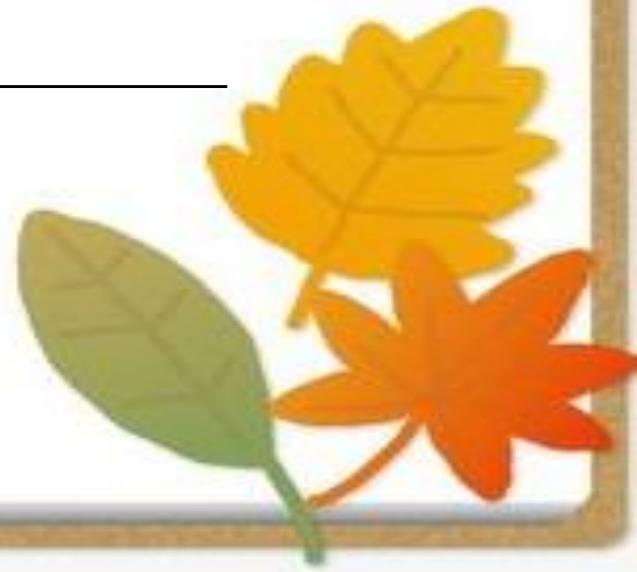
Other sentences: _____



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- (2.2) : Tell me what has happened.
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- (2.6) Which/whichever: You can choose whichever you like.
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Other sentences: _____



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- Siriam took a taxi so that she could get there in time.
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- Televisions are cheaper than cars.
- Stuffs in a shopping mall are more expensive than those in a
grocery.



(3.9) have their basic three forms:

(i) If subject + simple verb (v1) + object,

.....

(ii) If subject + past simple verb (v 2) + object,

.....



(iii) If subject + had + past participle (v 3) + object, subject + would have + past participle (v 3) + object

An example of each pattern is given.

- If you mix blue and yellow, you will get green.
- If Dr. Tanya worked very hard, she would become a professor.
- If I had gone to Cambodia, I would have seen the Angkor Wat.

Other sentences: _____



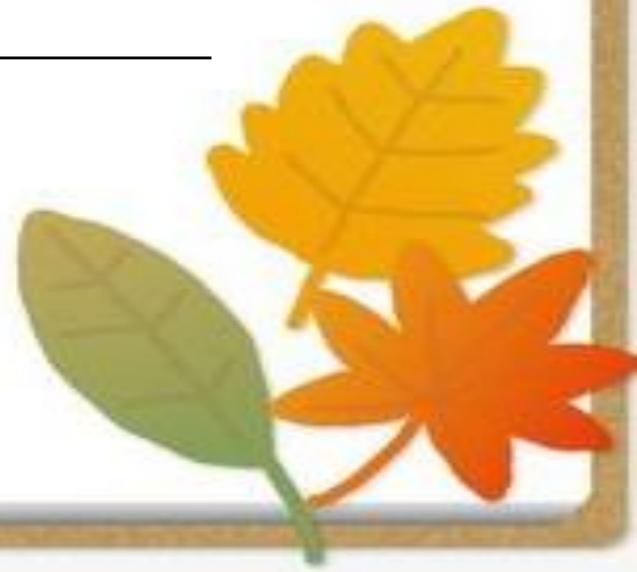
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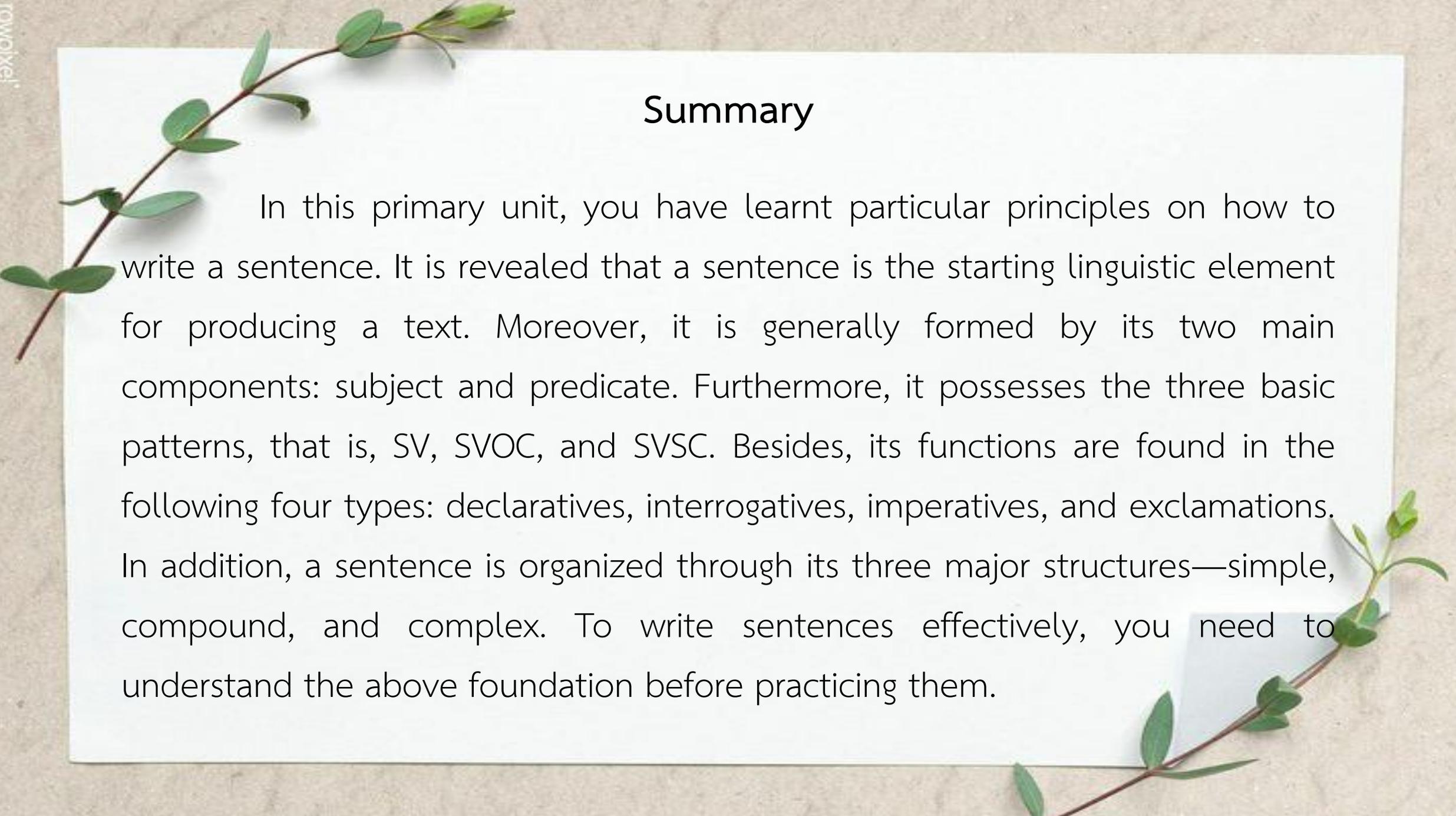
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Other sentences: _____





Summary

In this primary unit, you have learnt particular principles on how to write a sentence. It is revealed that a sentence is the starting linguistic element for producing a text. Moreover, it is generally formed by its two main components: subject and predicate. Furthermore, it possesses the three basic patterns, that is, *SV*, *SVOC*, and *SVSC*. Besides, its functions are found in the following four types: declaratives, interrogatives, imperatives, and exclamations. In addition, a sentence is organized through its three major structures—simple, compound, and complex. To write sentences effectively, you need to understand the above foundation before practicing them.

○ วันนี้เราเรียนอะไรกันไปแล้ว ...

○ Sentence structure

○ A. Simple sentence

B. Compound sentence

○ Kinds of compound sentences

○ 1) Coordinating conjunction: and,
but/yet, or, nor, for

○ 2) Conjunctive adverbs = Adverbial
conjunctions

2.1 Addition 2.2 Concession/contrast

2.3 Alteration 2.4 Cause-effect

2.5 Example 2.6 Emphasis

2.7 Restatement 2.8 Summary 2.9 Comparison

C. Complex sentence (dependent clause ทำหน้าที่...)

1) Adjective clause ใช้ markers ต่อไปนี้

1.1 Relative pronoun

1.2 Relative adverbs

2) Noun clause

2.1 Noun

2.2 What/whatever

2.3 Who/whoever

2.4 Whom/whomever

2.5 Whose

2.6 Which/whichever

2.7 Whether/if

3) Adverb clause

3.1 Adverb of manners

3.2 Adverb of places

3.3 Adverb of time

3.4 Adverb of Reason

3.5 Adverb of Purposes

3.6 Adverb of results

3.7 Adverb of contrast

- ขอให้นักศึกษา อ่านเรื่อง The Lucky One จาก slide ต่อไปนี้

- ระบุ Simple sentence, Compound sentence, Complex sentence

The Lucky One, Nicholas Sparks, page 7

7
Beth

Sunday

After church, it was supposed to be a day of rest, when she could recover and recharge for the coming week. The day she was supposed to spend with her family, cooking stew in the kitchen and taking relaxing walks along the river. Maybe even cuddle up with a good book while she sipped a glass of wine, or soak in a warm bubble bath. What she didn't want to do was spend the day scooping dog poop off the grassy area where the dogs trained, or clean the kennels, or train twelve dogs one right after the next, or sit in a sweltering office waiting for people to pick up the family pets that were relaxing in cool conditioned kennels. Which, of course, was exactly what she'd been doing since she'd gotten back from church earlier that morning. Two dogs had already been picked up, but four more were scheduled for pickup sometime today.



The Lucky One, Nicholas Sparks, page 80

While Nana considered it imperative to keep the dogs cool, she'd never bothered to add cooling ducts that led to the office. "If you're hot, just prop the door to the kennels open," she'd always said, ignoring the fact that while she didn't mind the endless barking, most normal people did. And today there were a couple of little yappers in there: a pair of Jack Russell terriers that hadn't stopped barking since Beth had arrived. Beth assumed they'd barked nearly all night, since most of the other dogs seemed grumpy as well. Every minute or so, other dogs joined in an angry chorus, the sounds rising in pitch and intensity, as if every dog's sole desire was to voice its displeasure more loudly than the next.



The Lucky One, Nicholas Sparks, page 80

Nana had been kind enough to lay out the files for her before she retreated to the house to watch the game. The Atlanta Braves were playing the Mets, and not only did Nana love the Atlanta Braves with a feverish passion that struck Beth as ridiculous, but she loved any and all memorabilia associated with the team. Which explained, of course, the Atlanta Braves coffee cups stacked near the snack counter, the Atlanta Braves pennants on the walls, the Atlanta Braves desk calendar, and the Atlanta Braves lamp near the window. Even with the door open, the air in the office was stifling. It was one of those hot, humid summer days great for swimming in the river but unfit for anything else. Her shirt was soaked with perspiration, and because she was wearing shorts, her legs kept sticking to the vinyl chair she sat in. Every time she moved her legs, she was rewarded with a sort of sticky sound, like peeling tape from a cardboard box, which was just plain gross.



The Lucky One, Nicholas Sparks, page 80

Which meant there wasn't a chance on she was going to open the door to cool off the office.

She toyed with the idea of going up to the house to fetch another glass of ice water, but she had the funny feeling that as soon as she left the office, the owners who'd dropped off their cocker spaniel for obedience training would show up. They'd called half an hour ago, telling her that they were on their way --"We'll be there in ten minutes!"-- and they were the kind of people who would be upset if their cocker spaniel had to sit in a kennel for a minute longer than she had to, especially after spending two weeks away from home.

But were they here yet? Of course not.

It would have been so much easier if Ben were around. She'd seen him in church that morning with his father, and he'd looked as glum as she'd expected.



The Lucky One, Nicholas Sparks, page 81

She really wished she were inside the house doing something. Anything. Even doing laundry was more exciting than sitting out here. Out here, she had way too much time to think. Not only about Ben, but about Nana too. And about whether she would teach this year. And even the sad state of her love life, which never failed to depress her. It would be wonderful, she thought, to meet someone special, someone to laugh with, someone who would love Ben as much as she did. Or even to meet a man with whom she could go to dinner and a movie. A normal man, like someone who remembered to put his napkin in his lap in a restaurant and opened a door for her now and then. That wasn't so unreasonable, was it?



The Lucky One, Nicholas Sparks, page 81

As always, it hadn't been a lot of fun for him. He'd called before going to bed last night and told her that Keith had spent a good chunk of the evening sitting alone on the porch outside while Ben cleaned the kitchen. What, she wondered, was that about? Why couldn't he just enjoy the fact that his son was there? Or simply sit and talk with him? Ben was just about the easiest kid to get along with, and she wasn't saying that because she was biased. Well, okay, she admitted, maybe she was a little biased, but as a teacher, she'd spent time with lots of different kids and she knew what she was talking about. Ben was smart. Ben had a zany sense of humor. Ben was naturally kind. Ben was polite. Ben was great, and it made her crazy to realize that Keith was too dumb to see it.



The Lucky One, Nicholas Sparks, page 81

She hadn't been lying to Melody when she'd said her choices in town were slim, and she'd be the first to admit that she was picky, but aside from the short time with Adam, she'd spent every other weekend at home this past year. Forty-nine out of fifty-two weekends. She wasn't that picky, that's for sure. The simple fact was that Adam had been the only one who'd asked her out, and for a reason she still didn't understand, he'd suddenly stopped calling. Which pretty much summed up the story of her dating life the last few years.



SAMPLE

○ /She remembered wondering aloud about it to Nana a few years back,
○ and Nana had said, "They don't want you alone with the hubbies
○ because you re as pretty as a tickled pumpkin." // /Nana always had a
○ unique way of putting things. /

○ /"You forget where we live," Beth offered. / "There aren't a lot of
○ single men my age. // / And if they are single, there's a reason." /

○ "That's not true."

○ "Maybe in a city. But around here? In this town? Trust me. I've lived here
○ all my life, and even when I was in college, I commuted from home. On
○ the rare occasions that I have been asked out, we'll go on two or three
○ dates and then they stop calling. Don't ask me why." She waved a hand
○ philosophically.



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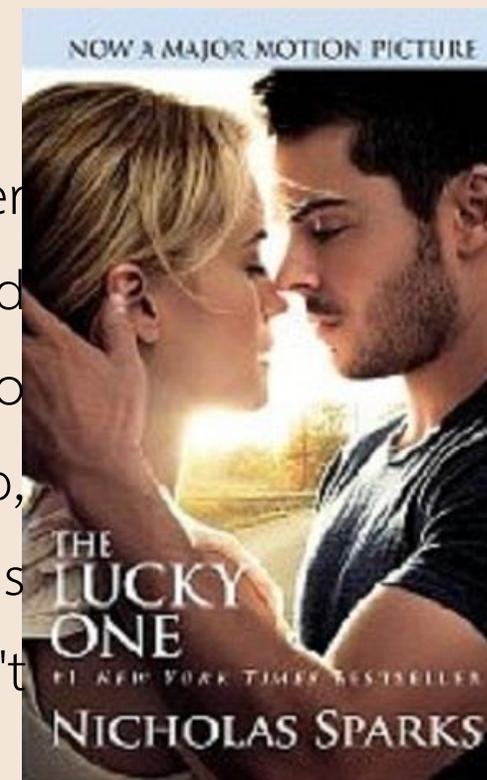
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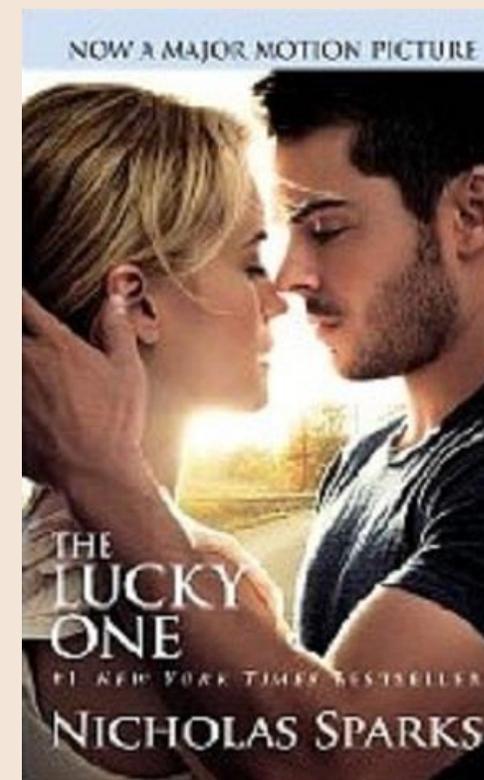
○ She waved a hand philosophically.



- “But it's no big deal. I've got Ben and Nana. It's not like I'm living
- alone, surrounded by dozens of cats.”
- “No. You've got dogs.”
- “Not my dogs. Other people's dogs. There’s a difference.”
- “Oh yeah,” Melody snorted. “Big difference.”
- Across the yard, Ben was trailing behind the group with his Super
- Soaker, doing his best to keep up, when he suddenly slipped and
- fell. His glasses tumbled off into the grass. Beth knew enough not to
- get up and see if he was okay: The last time she'd tried to help,
- he'd been visibly embarrassed. He felt around until he found his
- glasses and was up and running again. “They grow up so fast, don't
- they?” said Melody, interrupting Beth's thoughts.



- It was supposed to be a day of rest when she could recover
- and recharge for the coming week. The day she was supposed to spend
- with her family, cooking stew in the kitchen and taking relaxing walks
- along the river. Maybe even cuddle up with a good book while she
- sipped a glass of wine, or soak in a warm bubble bath. What she didn't
- want to do was spend the day scooping dog poop off the grassy area
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Satoru found a stray cat. He wanted to play with the cat, but it didn't want to play with him. Then, the cat had an accident so Satoru took it to the pet hospital. First he wanted to keep it for 2 months to take care of it. But he has love and affection so he lived with it for 5 years but there was a reason that made him need to separate with the cat. Satoru thought about old friend. They used to take care of the cat together. His name's Kosuke. Satoru wanted to take his cat with Kosuke, but his parents didn't like the cat. So, they didn't take it and he took it with another friend. Another friend lived his and the cat in a farmhouse. Nana found another cat but it didn't like those cats. Nana didn't like sea. Satoru tried to take care of it. For Nana didn't fear. (150 words)



Satoru found a stray injured cat and took him to a vet. His landlord allowed him to keep the cat for 2 months until it recovered. The more he spent time with the cat, the more he enjoyed living with him. Satoru, thus, decided to look for a new place and had been together for 5 years. However, it was not mentioned in the story what caused him to give his cat away. He visited Kosuke, an elementary school friend, and decided not to give him the cat. It was because Kosuke could not let go of his guilt about Hachi being killed in a car accident when the two were in elementary school. Satoru also refused to let Yoshimine, a high school friend, keep his cat. He misunderstood that his cat did not get along with his friend's. At the end, the two dropped by the sea. That terrified the cat pretty much. (155 words)



音楽:コトリンゴ

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A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U

- ขอให้นักศึกษา นำเสนองานของวันที่ 26Sep โดยใช้ประโยคเรื่อง The Lucky One จาก slide ต่อไปนี้

- ส่งใน Google Classroom

The Lucky One, Nicholas Sparks, page 7

Beth

Sunday.

After church, it was supposed to be a day of rest, when she could recover and recharge for the coming week. The day she was supposed to spend with her family, cooking stew in the kitchen and taking relaxing walks along the river. Maybe even cuddle up with a good book while she sipped a glass of wine, or soak in a warm bubble bath. What she didn't want to do was spend the day scooping dog poop off the grassy area where the dogs trained, or clean the kennels, or train twelve dogs one right after the next, or sit in a sweltering office waiting for people to pick up the family pets that were relaxing in cool conditioned kennels. Which, of course, was exactly what she'd been doing since she'd gotten back from church earlier that morning. Two dogs had already been picked up, but four more were scheduled for pickup sometime today.



The Lucky One, Nicholas Sparks, page 80

While Nana considered it imperative to keep the dogs cool, she'd never bothered to add cooling ducts that led to the office. "If you're hot, just prop the door to the kennels open," she'd always said, ignoring the fact that while she didn't mind the endless barking, most normal people did. And today there were a couple of little yappers in there: a pair of Jack Russell terriers that hadn't stopped barking since Beth had arrived. Beth assumed they'd barked nearly all night, since most of the other dogs seemed grumpy as well. Every minute or so, other dogs joined in an angry chorus, the sounds rising in pitch and intensity, as if every dog's sole desire was to voice its displeasure more loudly than the next.



The Lucky One, Nicholas Sparks, page 80

Which meant there wasn't a chance on she was going to open the door to cool off the office.

She toyed with the idea of going up to the house to fetch another glass of ice water, but she had the funny feeling that as soon as she left the office, the owners who'd dropped off their cocker spaniel for obedience training would show up. They'd called half an hour ago, telling her that they were on their way—"We'll be there in ten minutes!"—and they were the kind of people who would be upset if their cocker spaniel had to sit in a kennel for a minute longer than she had to, especially after spending two weeks away from home.

But were they here yet? Of course not.

It would have been so much easier if Ben were around. She'd seen him in church that morning with his father, and he'd looked as glum as she'd expected.



The Lucky One, Nicholas Sparks, page 81

She really wished she were inside the house doing...something. Anything. Even doing laundry was more exciting than sitting out here. Out here, she had way too much time to think. Not only about Ben, but about Nana too. And about whether she would teach this year. And even the sad state of her love life, which never failed to depress her. It would be wonderful, she thought, to meet someone special, someone to laugh with, someone who would love Ben as much as she did. Or even to meet a man with whom she could go to dinner and a movie. A normal man, like someone who remembered to put his napkin in his lap in a restaurant and opened a door for her now and then. That wasn't so unreasonable, was it?



The Lucky One, Nicholas Sparks, page 80

Nana had been kind enough to lay out the files for her before she retreated to the house to watch the game. The Atlanta Braves were playing the Mets, and not only did Nana love the Atlanta Braves with a feverish passion that struck Beth as ridiculous, but she loved any and all memorabilia associated with the team. Which explained, of course, the Atlanta Braves coffee cups stacked near the snack counter, the Atlanta Braves pennants on the walls, the Atlanta Braves desk calendar, and the Atlanta Braves lamp near the window. Even with the door open, the air in the office was stifling. It was one of those hot, humid summer days great for swimming in the river but unfit for anything else. Her shirt was soaked with perspiration, and because she was wearing shorts, her legs kept sticking to the vinyl chair she sat in. Every time she moved her legs, she was rewarded with a sort of sticky sound, like peeling tape from a cardboard box, which was just plain gross.



The Lucky One, Nicholas Sparks, page 81

As always, it hadn't been a lot of fun for him. He'd called before going to bed last night and told her that Keith had spent a good chunk of the evening sitting alone on the porch outside while Ben cleaned the kitchen. What she wondered, was that about? Why couldn't he just enjoy the fact that his son was there? Or simply sit and talk with him? Ben was just about the easiest kid to get along with, and she wasn't saying that because she was biased. Well, okay, she admitted, maybe she was a little biased, but as a teacher, she'd spent time with lots of different kids and she knew what she was talking about. Ben was smart. Ben had a zany sense of humor. Ben was naturally kind. Ben was polite. Ben was great, and it made her crazy to realize that Keith was too dumb to see it.



The Lucky One, Nicholas Sparks, page 81

She hadn't been lying to Melody when she'd said her choices in town were slim, and she'd be the first to admit that she was picky, but aside from the short time with Adam, she'd spent every other weekend at home this past year. Forty-nine out of fifty-two weekends. She wasn't that picky, that's for sure. The simple fact was that Adam had been the only one who'd asked her out, and for a reason she still didn't understand, he'd suddenly stopped calling. Which pretty much summed up the story of her dating life the last few years.



7

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After church, it was supposed to be a day of rest, when she could recover and recharge for the coming week. The day she was supposed to spend with her family, cooking stew in the kitchen and taking relaxing walks along the river. Maybe even cuddle up with a good book while she sipped a glass of wine, or soak in a warm bubble bath. What she didn't want to do was spend the day scooping dog poop off the grassy area where the dogs trained, or clean the kennels, or train twelve dogs one right after the next, or sit in a sweltering office waiting for people to pick up the family pets that were relaxing in cool conditioned kennels. Which, of course, was exactly what she'd been doing since she'd gotten back from church earlier that morning. 'Two dogs had already been picked up, but four more were scheduled for pickup sometime today.



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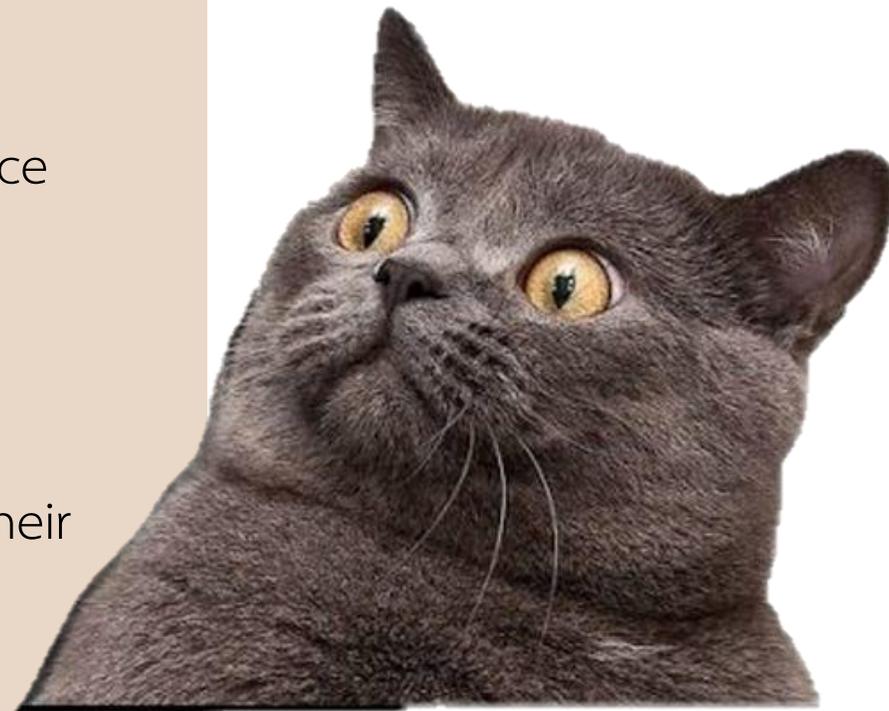


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Assignment การอ่านเพื่อ(ฝึก)เขียน (ออนไลน์17กันยายน มหา'ลัยติดซ่อมปริญญา

- กลุ่มเต็ม
- อ่าน What You are Looking for Is In the Library
 - กลุ่ม1 + 2 อ่าน p.2-43 แบ่งกันอ่านจะได้ p.2-25 p.26-43
 - กลุ่ม3+4 อ่าน p.46-93 แบ่งกันอ่านจะได้ p.2-25 p.26-43
 - กลุ่ม5+6 อ่าน p.152-195 แบ่งกันอ่านจะได้ p.153-175 p.176-195
- ทำ CL: Number Headed Together
 - Students number off (in this case from 1 to 5).
 - Put their heads together reading the given part and practice taking turns to re-tell the part.
 - The teacher ensures the whole group completes the task.
 - Announce the time limit.
 - Calls a number. Then, a person from each group shares their answer with the class.



ข้อสอบชุด 1

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ **A**
ยังไม่เฉลย โชคดี นะคะ)

a) “One day I was laying curled up, having a snooze, when I was suddenly sensed a warm, intense gaze upon me.₁ I unglued my eyelids a touch and saw a tall, lanky young man, staring down at me as I lay prone.₂” (p.3)

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)

B

“Satoru always used to stop me at the front door with a worried look, but now I stood there, meawing to be let out.₁” (p.9)

“Despite appearance, I’m a pretty intelligent, well-mannered cat, and I worked out how to use the toilet right away and never once soiled the floor.₂” (p.8)

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ 
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(p.3)

คำถาม: 2ข้อความนี้เป็นประโยคประเภท? เพราะอะไร?

ตอบ: ข้อความ#1+#2 เป็น Complex sentence

#1 มี embedded clause ทำหน้าที่ Adverbs of time

#2มี embedded clause ทำหน้าที่ Adverbs of reason

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)

B

ANSWER

“Satoru always used to stop me at the front door with a worried look, but now I stood there, meawing to be let out.” (p.9)₁

“Despite appearance, I’m a pretty intelligent, well-mannered cat, and I worked out how to use the toilet right away and never once soiled the floor.” (p.8)₂

คำถาม: มีข้อความที่เป็น Simple sentence หรือไม่? ตอบไม่มี....

คำถาม: ข้อความ#2 เป็นข้อความประเภทใด? ตอบ ...Compound sentence มี
coordinating conjunction คือ and (ตัวที่1 ไม่ใช่ตัวที่2)...

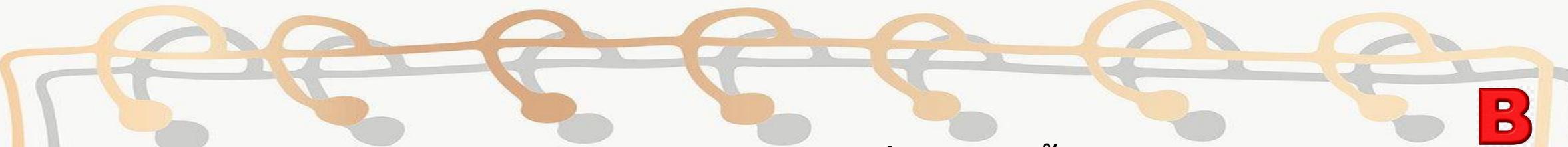
ข้อสอบชุด 2

A

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)

“The cat in the photo did indeed resemble me. Both of us had an almost all-white-body, the only spots of color being on our face and tail.₁” (p.11)

“He seemed to be talking about my tail now.₁” (p.11)



B

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)

“The two spots on its forehead were angled downwards, like the Chinese character Hachi – eight – so I named him Hachi.₁” (p.11)

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)

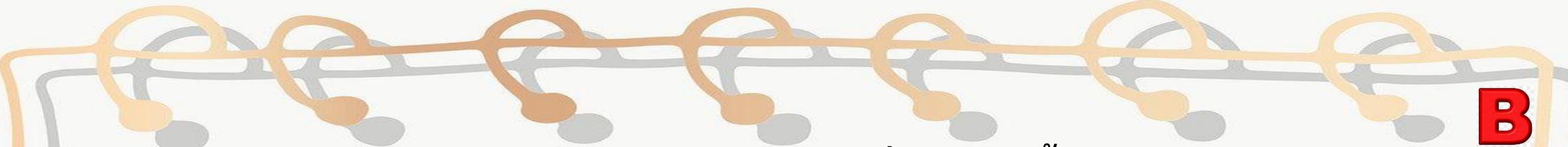


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“He seemed to be talking about my tail now.₁” (p.11)

คำถาม: ประโยคใดต่อไปนี้มี Compound sentence หรือไม่? เพราะเหตุใด?

ตอบไม่มี....เพราะมี Subject-Predicate ในแต่ละประโยค ไม่มี conjunctions



B

Quiz1 (ส่วนsentence dissection 5points เมื่อตอบถูกทั้งหมด ขอ
ยังไม่เฉลย โชคดี นะคะ)



“The two spots on its forehead were angled downwards, like the Chinese character Hachi – eight – so I named him Hachi.₁” (p.11)

คำถาม: ประโยค#1 เป็นประโยคโครงสร้างประเภทใด? เพราะเหตุใด?

ตอบCompound sentence....เพราะ มี so ทำหน้าที่ Adverb of reasons



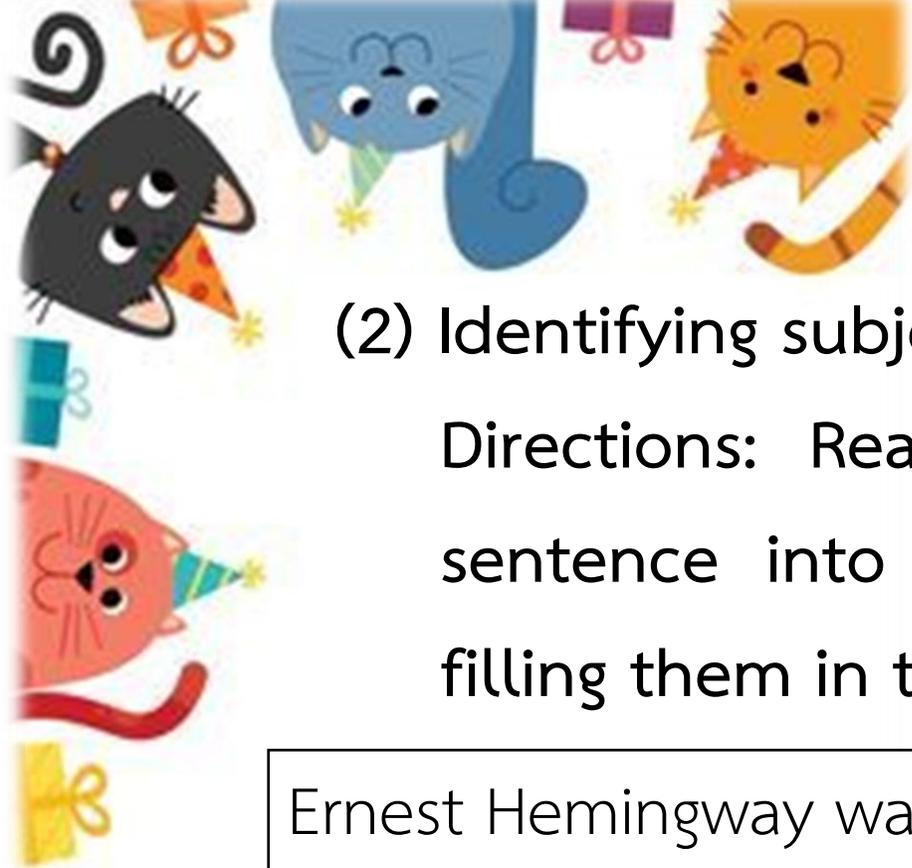


Exercises

(1) Recognising subject-predicate sentences

Directions: Put a tick in front of a subject-predicate sentence with a subject predicate structure or its short form.

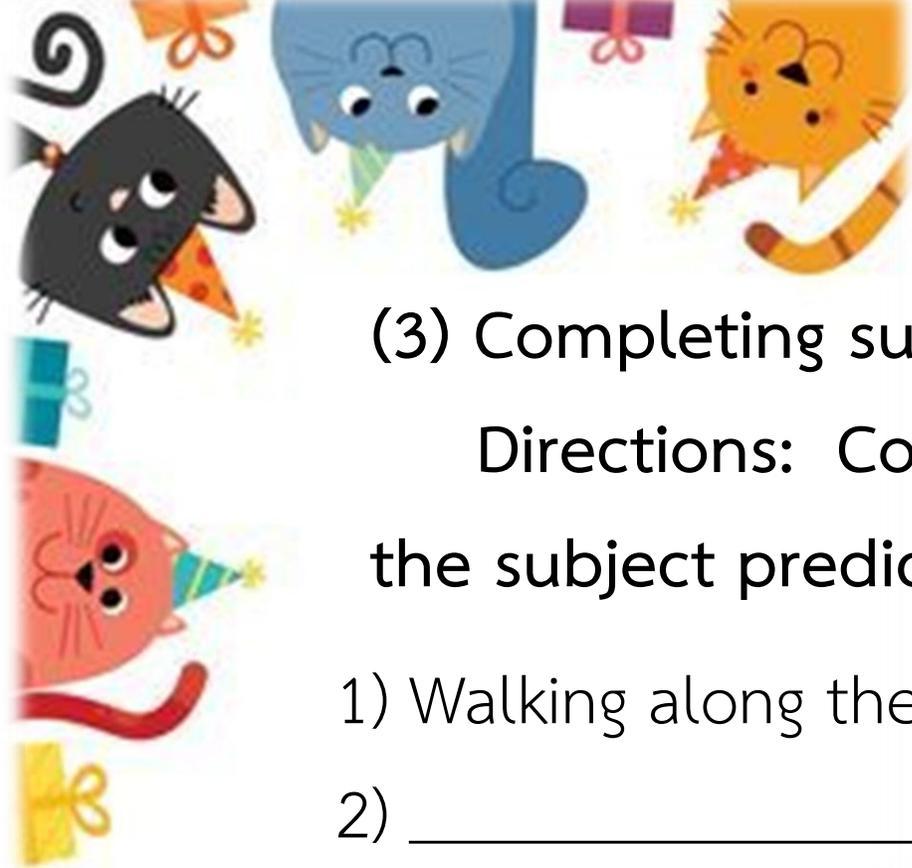
- Messages in a bottle.
- Leonardo Dicaprio and Kate Winslet starred the movie titled "Titanic".
- Look at your book on page 48 now!
- Being a good student for your teacher.
- What dreams may come. What a sensitive person!
- Flying with Air Asia from Bangkok to Europe today.



(2) Identifying subject-predicate parts of sentences

Directions: Read the following passage and extract each sentence into the subject and predicate components by filling them in the chart given.

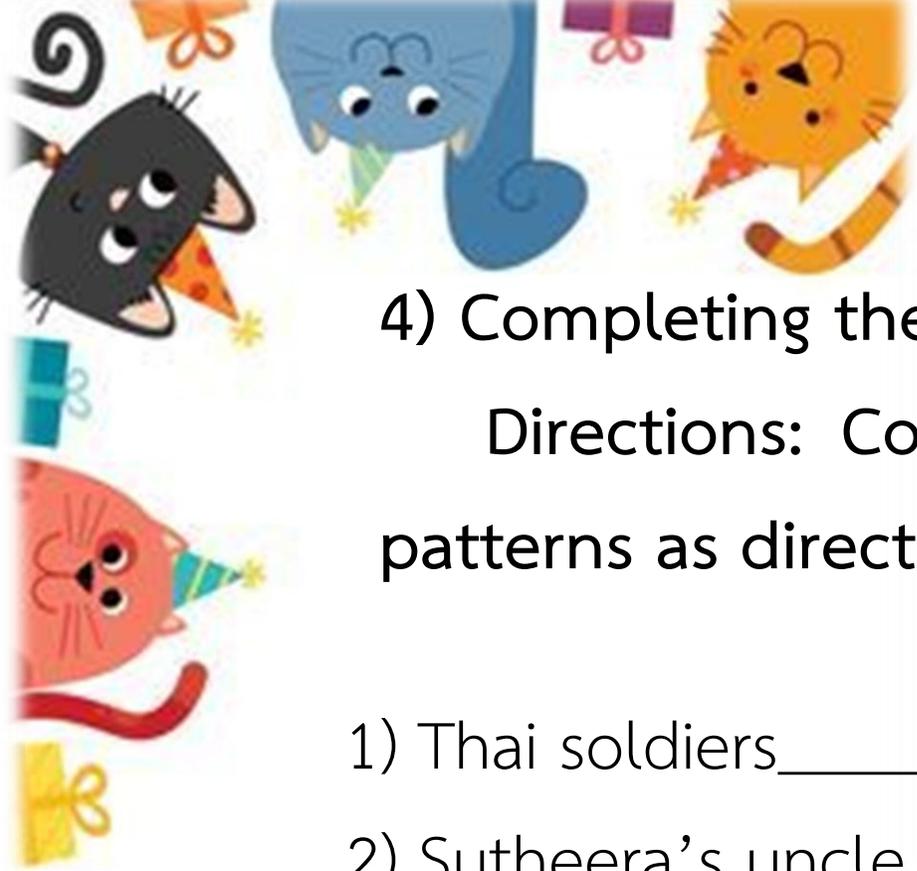
Ernest Hemingway was born in 1899. His father was a doctor. He was the second of six children. Their home was at Oak Park, a Chicago suburb. In 1917, Hemingway joined the Kansas City Star as a cub reporter. In the following year he volunteered to work as an ambulance driver on the Italian front. (Hemingway. 1995: 1)



(3) Completing subject-predicate parts of sentences

Directions: Complete the following sentences according to the subject predicate parts.

- 1) Walking along the seashore _____
- 2) _____ is what nobody wants.
- 3) That old car under the tree _____
- 4) To study abroad needs efforts. _____
- 5) _____ needs efforts.



4) Completing the three sentence patterns

Directions: Complete the sentences according to the three patterns as directed.

1) Thai soldiers_____ (SV)

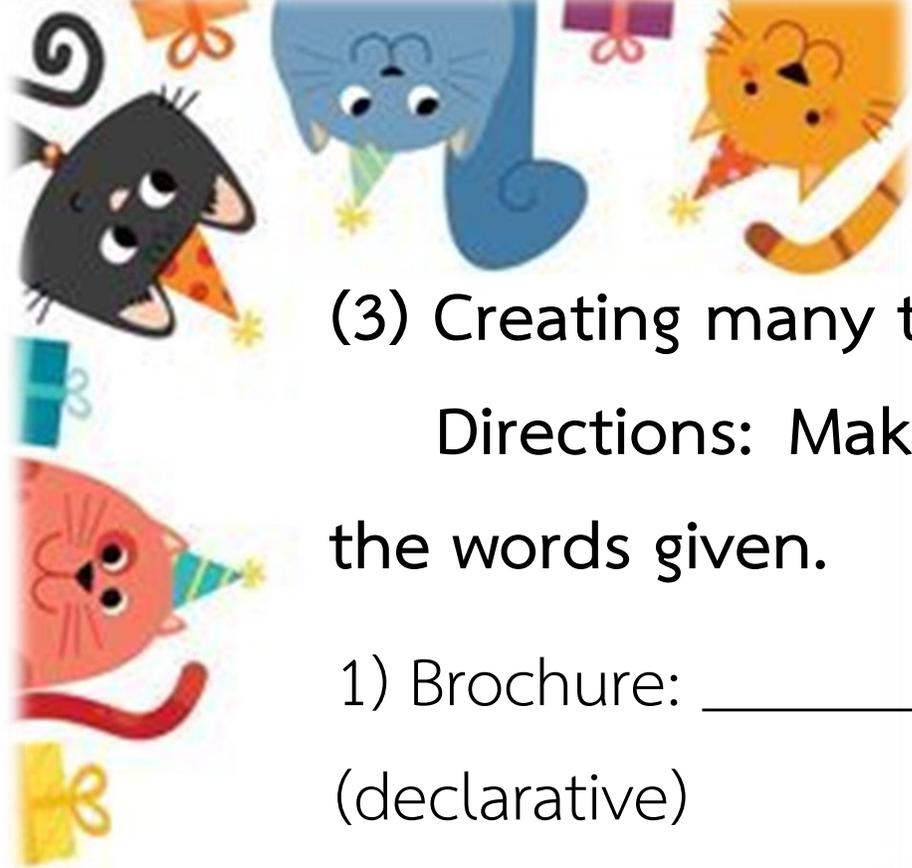
2) Sutheera's uncle and aunt_____ (SVOC-DO)

3) The king_____ (SVOC-IO)



4) Students at the Nursing Faculty_____ (SVSC)

5) Those air-hostesses of the Thai Air Asia _____
_____ (SVOC-DO)



(3) Creating many types of sentences

Directions: Make sentences according to their types by using the words given.

1) Brochure: _____

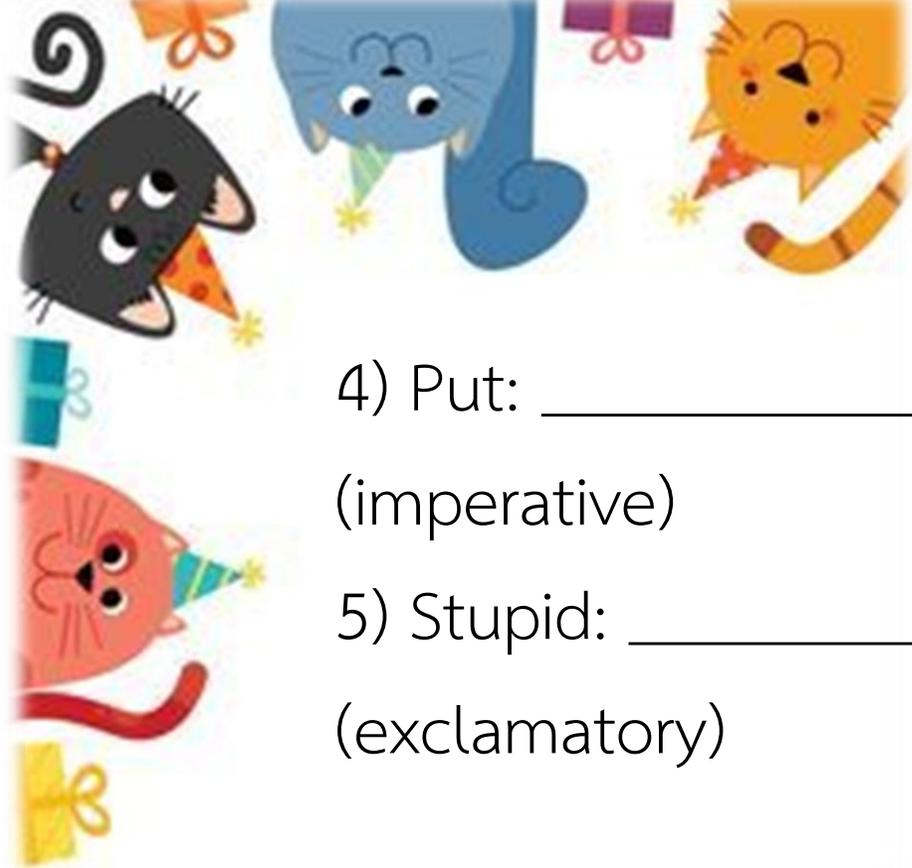
(declarative)

2) Computer: _____

(wh-question)

3) Speak: _____

(yes-no question)

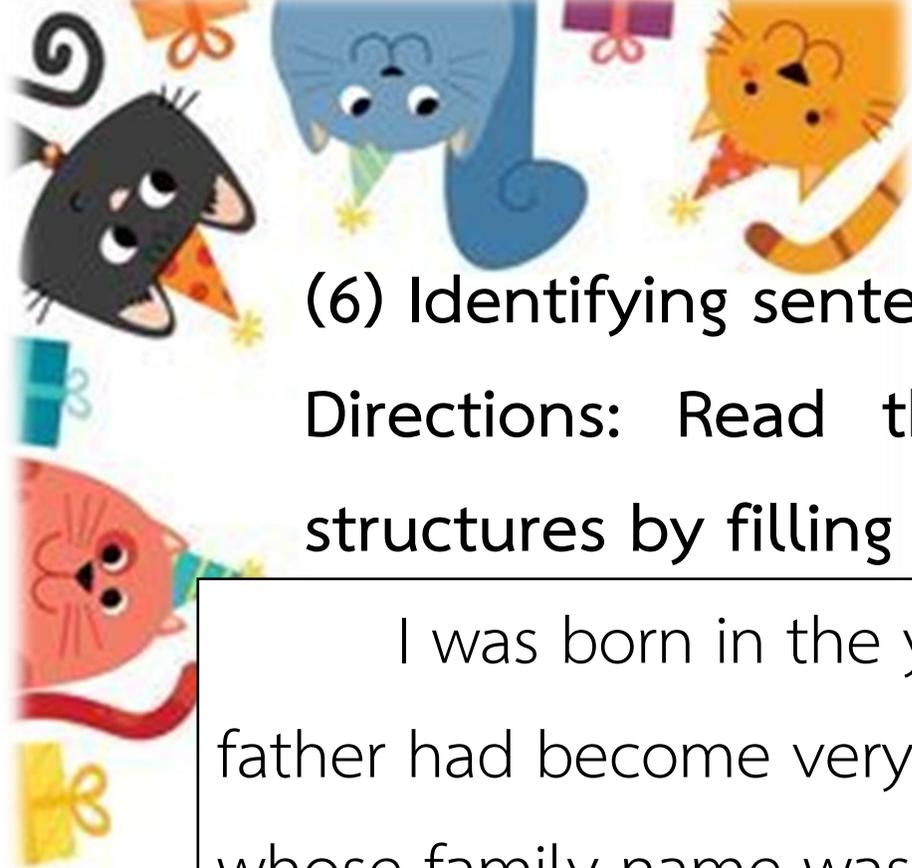


4) Put: _____

(imperative)

5) Stupid: _____

(exclamatory)



(6) Identifying sentence structures

Directions: Read the following passages and group sentence structures by filling in the chart.

I was born in the year 1632 in the city of York, of a good family. My father had become very wealthy as a merchant and married my mother whose family name was Robinson. My father's name was Kreutznauer, but we always call ourselves Crusoe. So my name became Robinson Crusoe. My father gave me a good education and wanted me to become a lawyer. One morning my father told me that if I stayed at home I would have all that I could want. (Calvert. 1976: 7)



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Simple sentence	Compound sentence	Complex sentence

เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 17 กันยายน 2567 (ให้เอกสารครั้งที่2)



challenging to find hap
uation that you don't
ause we're compar
er people rather than
it's really going on i
ocus on the nearthir

Unit 2: Introduction to a Paragraph



ursue them because
ough money
ack motiva
ink we ha
perience. BUT MOTIV
SOMETHING YOU FIND:

the Great Diasku
y and fell
most of your time. Tal
e a blog post. Make a

Introduction

Directions: Read the following text and answer the questions:

One Friday evening my friend and I spent an enjoyable hour playing badminton. After class, my friend picked me up in his Toyota Corona, and we zoomed over to the badminton court. After a quick change of clothing in the locker room, we played an exciting but exhausting hour of badminton. Then we went into the sauna for ten minutes before taking a shower. On the way home, we stopped for ice-cream. When I got home, I was ready for a good night's sleep. I would like to have this experience again.

1. How is this paragraph organized?

The paragraph is organized by the order of the event -- playing badminton. It starts with general sentence; followed by details of the event, and the impression the writer had.

2. Identify the topic sentence, supporting sentences, and concluding sentence.

Line 1 - topic sentence
Line 2-9 supporting details
Line 10 - conclusion

1. Definition of a Paragraph

The definition of a paragraph is varied. According to Pensri Rangsiyakool 2006: 76), a paragraph is a group of related statements a writer develops ^{1ย่อหน้า 1 ใจความ} about a subject. The first sentence states the specific point, or idea of the topic. The rest of the sentences in the paragraph support that point, or idea. Moreover, Dewhurst (n.d.) states that a paragraph is a basic unit of organization in writing in which group of relevant sentences develops one main idea. It can be as short as one sentence but it is normally longer than or as long as ten sentences but it is usually shorter.

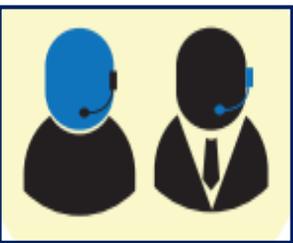
(con.) However, it should be long enough to develop the main idea clearly, but not so long that the paragraph loses its focus. Hence, a paragraph is a primary unit of composition writing that is formed by many sentences to convey the writer's ideas. In addition, a paragraph encompasses three rhetorical patterns: topic sentence, supporting sentences, and conclusion.

^{เช่น ใช้ conjunction, pronoun, การละคำ, การใช้ adverbial conjunctions}

The form of a paragraph should start with 'indentation' or 'paragraphing' before writing the first sentence. This indentation should be estimated by the writer him/herself. The indentation of a paragraph indicates whether the paragraph begins. In a composition that contains many paragraphs, there will be several indentations to make it easy for the reader to see where each new paragraph or idea in the composition commences.

One paragraph, however, consists of only one indentation because there is only one beginning point (Thanpong Mulsuwan. 2003:3). Nowadays, according to modern approaches to teaching composition, writing without paragraphing is also accepted but between each paragraph must be one-spaced.

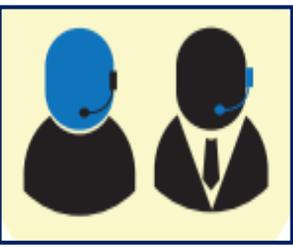
Look at the following examples:



การสอนภาษาอังกฤษเพื่อการสื่อสาร (Communicative Language Teaching (CLT)

จงเปรียบเทียบการลำดับเนื้อเรื่อง
(การใช้โครงสร้างภาษา) ของ
ตัวอย่างที่ 1 และ 2.





การสอนภาษาอังกฤษเพื่อการสื่อสาร (Communicative Language Teaching (CLT)

ตัวอย่างที่ 1

Tobogganing can be a very hazardous sport if you don't pay attention to what's going on around you. I had my back turned to the top of the hill and when I turned around it was too late to get out of the way of a toboggan with two people on it flying down on the ice. It hit me and flipped me over onto my head.

The next morning I woke up with a terrible headache, felt sick to my stomach, and very dizzy and drowsy.

The symptoms remained the same for two days before I went to the hospital with a very bad bloody nose.

I had skull x-rays and they were negative.



If you don't watch the action that's going on around you, tobogganing can be a hazardous situation. It was a cold, stormy night and my visibility was limited. I had my back toward the top of the hill as I sped down the first slope on my toboggan. Hearing voices from another toboggan all too close, I turned around to see just how close they were. It was too late. The oncoming vehicle, flying down the ice with two people aboard, made hard contact and flipped me over onto my head.

Somehow, I got home. The next morning I awakened with a terrible headache and an upset stomach. I thought I'd feel better if I got up. Not so. I was too dizzy and drowsy to move. After two days of these continuous symptoms, complicated by a bad bloody nose, I finally went to the hospital.



In the hospital I had a skull x-ray taken, which turned out negative. I felt lucky to get away with just a mild concussion. I rested for a week after the accident, which was the only thing I could do. I'll know better next time and watch the action around me when I go tobogganing.

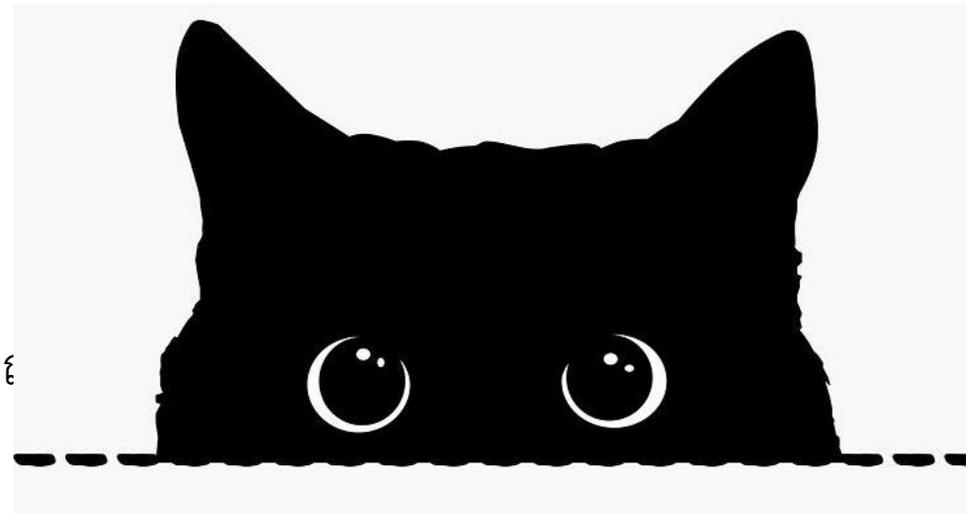
แบบฝึกการอ่าน

ขอให้นักศึกษา

- แบ่งกลุ่ม เข้า Breakout room 6ห้องๆละ4-5 คน
- ห้อง 1, 3, 5 อ่าน Example A
- ห้อง 2, 4, 6 อ่าน Example B
- อาจารย์สุ่มเรียกสมาชิก 1 คนเป็นตัวแทนกลุ่มตอบคำ
(ดังนั้น makes sure ว่าเพื่อนเข้าใจเรื่องที่อ่าน)

คำถาม คือ What is it about?

How is it structured? (Identify details)



My Classmate Maria Espionza

I met and interviewed Maria Espinoza in my ESL writing class in Spring, 2004. She came from Cuba nine years ago to join us his only son and her two grandchildren. Maybe some day she will return to Cuba to visit her relatives, but she wants to make the United States her new home.

Maria enjoys living in this country because she likes the political system and other things about this country. Also, she has more freedom to go anywhere here than in her hometown such as to the beach, the malls, or the movies. (con.)

It is about clause/noun phrase.

It is about Maria. หรือ It is about 1) what Maria, a woman immigrating to The States, plans to do and her ideas toward the country, and 2) what she is not happy with.



My Classmate Maria Espionza (con.)

In her free time Maria likes to visit the Hawthorne Plaza with friends as she can do some window shopping, try clothes on, eat fries at Burger King, and laugh and talk with her friends. However, **one thing she does not like about this country** is the attitude of the teenagers. She says that teenagers do not respect their parents enough

I really enjoy interviewing Maria; she is a very friendly and outgoing person. She smiles and laughs a lot. Her friendliness puts me at ease at right away. **We had a lot of fun together. I hope we will become good friends.**



(Adapted from Pensri Rangsiyakool. 2006: 45)

Example B

It is about clause/noun phrase.

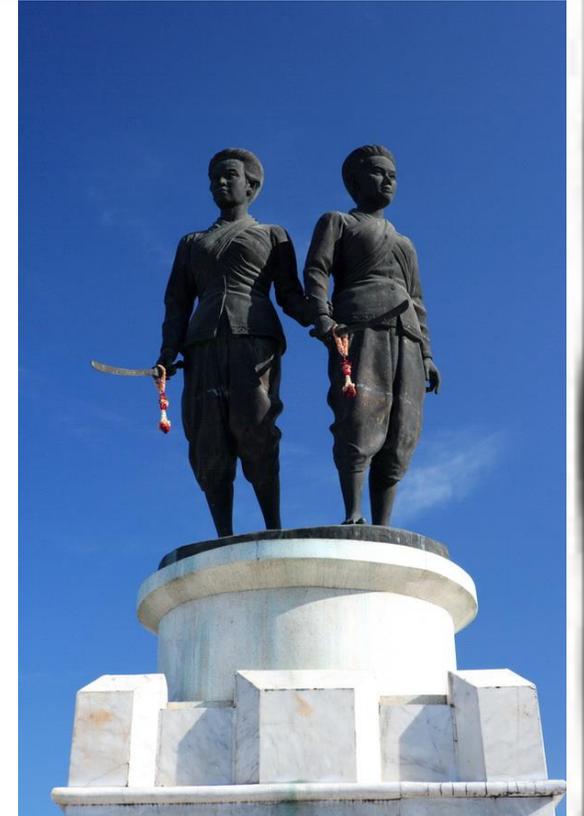
It is about Thao Thep Kasatri and Thao Sri Sunthorn.

หรือ It is about how the two brave ladies, as leaders, took command and protected their land.

Thao Thep Kasatri and Thao Sri Sunthorn

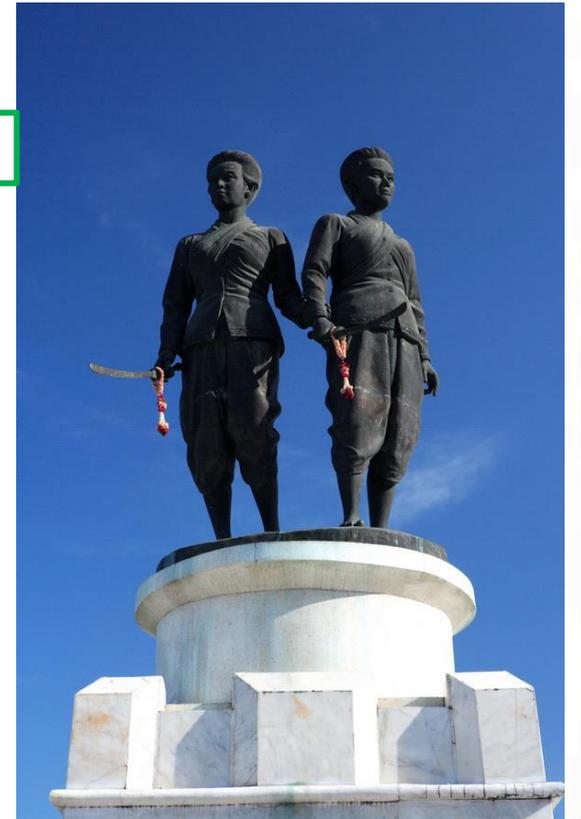
Shortly after Bangkok was established as the capital of Thailand, the Burmese took advantages of this change and sent more than 100,000 troops in five armies to invade Thailand. One of these was sent against southern Thailand. In February and March 1785, this Burmese army took Takua Thung and Takua Pa with little resistance until they were halted by a strong defence at Thailand, now Phuket Province.

At that time, the governor of Thalang had just died. Initially, the people almost gave into the Burmese invaders who outnumbered the local defenders.



Thao Thep Kasatri and Thao Sri Sunthorn (con.)

However, the governor's wife, **Chan and her sister, Muk,** did not lose courage; they **took command and persuaded** the people to defend the city tooth and nail. To deceive the Burmese of their real numbers, all girls and women were ordered to dress as men and made a constant noise as if there was a marching troop. The Burmese army stormed it hard, but to no avail, they withdrew and finally were crushed by a naval force from Bangkok led by Krom Phra Rajawong Bovorn



Example B

In recognition of their bravery, King Rama I bestowed them the royal titles of "Thao Thep Kasatri" and "Thao Sri Sunthorn" respectively. To this day, they are honoured as the guardian spirits of Phuket and their statues are a landmark in the province. (Thanaphol Chadchaidee. 2003: 127)





2.2 Length

Many students have questions about the paragraph length; how long a paragraph is and how many sentences a paragraph contains are wondering. According to Thanpong Mulsuwan (2003: 4), there are no appropriate answers for those questions. However, we should bear in mind that a paragraph should be neither so short that the main idea of the paragraph cannot be developed and sufficiently expanded, nor so long that it tends to break down into many sub-ideas that it would be better to organize them into separate paragraphs.



(con.) In other words, the paragraph length will depend on how clearly a topic is discussed or explained. Indeed, this book attempts to follow the standard system of IELTS test, which has a written part of 150 words. Hence, this word count is adapted as a criterion for a paragraph, between 120-150 words, in this book, especially via many exercises.





3. Components of a paragraph



Three basic components of a paragraph - topic sentence, supporting sentences, and concluding sentence - are described with various illustrations below.

3.1 Topic sentences

3.1.1 What is a topic?

A topic is a subject matter of what we are going to write about. It must be a word or phrase, for example, 'My family', 'How to cook Tom Yam Kung' and 'Thai government'.

Moreover, topics or titles are only the names of something such as (i) Single life/married life; (ii) Thai custom; and (iii) Adjusting to a new culture.

Other topics: _____



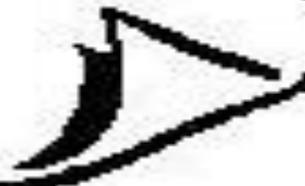


3.1.2 What is a topic sentence?

A topic sentence is the sentence which gives the main idea about the topic. The topic sentence usually contains a controlling idea about the topic which the writer can develop in a paragraph. See the following examples:

- My family is a happy family.
- How to cook Tom Yam Kung deliciously depends on three techniques.
- The present Thai government has many policies for helping poor people.
- A married life is more complicated than a single life.
- Adjusting to a new culture is very hard.
- Foreigners have found that Thai customs are fascinating.

Other topic sentences: _____



Topic sentences : Climate change, Sleeping beauty, Thai Government

~~Climate change solutions in your community~~

Climate change is affecting every country in these days.

Climate Change has been around for so long since Global Warming occurred and it's been affecting us in many ways.

Nowadays we are all face to climate change.

Climate change can make the bad things to our world.

Climate change is a serious problem.

Climate change can affect our health.

Management of Thai government

Sleeping beauty is more than a fairy tale.

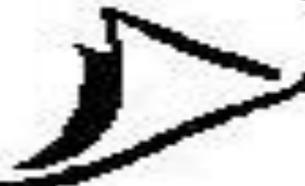
Princess Aurora is cursed by Maleficent and this curse will last till the end of time

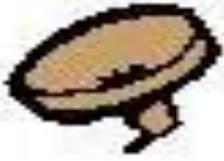


Moo Deng Thailand's Beloved Pygmy Hippo and National Icon



Moo Deng, the pygmy hippo, has become a beloved member of a famous animal in Thailand. Known for her playful and charming personality, Moo Deng captivates both children and adults alike, making Moo Deng a national sensation. This young hippo's unique name and small size have endeared her to fans, who celebrate her as more than just an animal, but a symbol of joy and unity in the community.

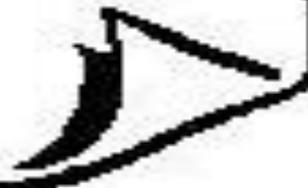


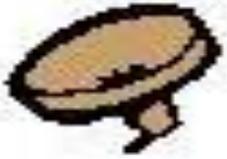


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3.1.3 Where is a topic sentence located in a paragraph?
(The position of a topic sentence): First? Middle? or Final?

Where is the
position of the
topic sentence?





3.1.3 Where is a topic sentence located in a paragraph?

(The position of a topic sentence): First? Middle? or Final?

Practice: Please underline the topic sentences in the following paragraphs:

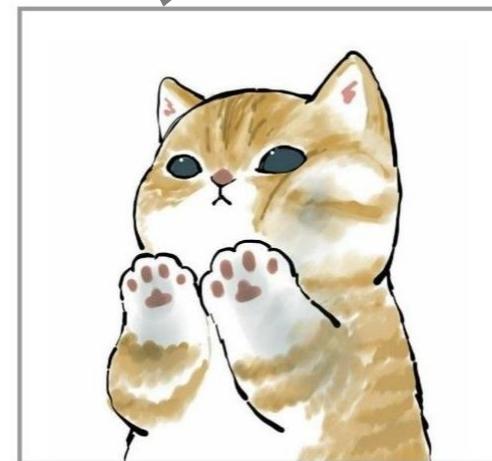
1 As pets, cats have some advantages and some disadvantages. One advantage is that they are cute and playful, and sometimes do amusing things. Another is that their food does not cost as much as that most dogs. And, most important, they do not have to be walked in all kinds of weather. On the other hand, cats are seldom appreciative: they often scratch expensive furniture, and they sometimes scratch people. On the whole, the advantages outweigh the disadvantages (Em-orm Dispanya and Wiriya Wattanawarangkool. 2003: 36)



2

Three high school students were seriously injured in football games last Saturday. A week before, two players were hospitalized. Football has become a dangerous game. It is dangerous because many players ignored the rules. This is also because they were not well-trained, and perhaps, they were told to play only to win, never to lose. (Lun. n.d: 2)

Where is the position of the topic sentence?

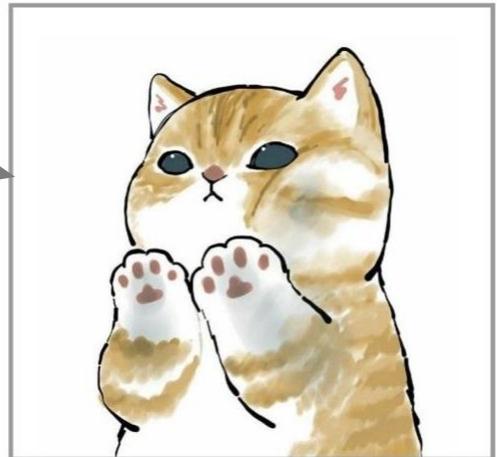




3

Some fish can fly in the air for short distances. Other climb trees. Another kind can blow itself up to three or four times its normal size. Many strange fish inhabit the seas. (Lun. n.d: 2)

Where is the position of the topic sentence?



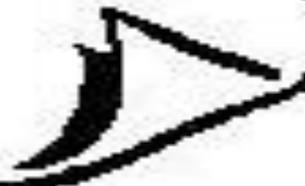


3.1.4 What are the characteristics of a good topic sentence?

Three Characteristics of a Good Topic Sentence

1. Being a complete sentence
2. Being specific
3. Containing its controlling idea(s)

(Adapted from Thanpong Mulsuwan. 2003: 5-8)





(1) Being a complete sentence: Fragment or Complete Sentence?

A Complete Sentence: Subject + Predicate

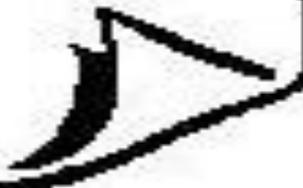
Example 1 Fragment: How to change a tire

Complete: Changing a tire is not simple

Example 2

Fragment: Sunday cartoons for children

Complete: Sunday cartoons are popular among Thai children.





Example 2

Fragment: Sunday cartoons for children

Complete: Sunday cartoons are popular among Thai children.

Example 3

Fragment: Living in Bangkok and living in Narathiwat

Complete: Living in Narathiwat is more dangerous than living in Bangkok.

Example 4

Fragment: Learning foreign languages

Complete: Learning foreign languages leads to chances for good jobs.



Example 3

Fragment: Living in Bangkok and living in Narathiwat

Complete: Living in Narathiwat is more dangerous than living in Bangkok.

Example 4

Fragment: Learning foreign languages

Complete: Learning foreign languages leads to chances for good jobs.





Practice 1



Directions: Rewrite the following fragments into complete sentences.

1. Fragment: Studying English

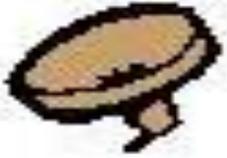
Complete sentence: _____

2. Fragment: How to save money

Complete sentence: _____

3. Fragment: To stop smoking

Complete sentence: _____



Practice 1

EXAMPLE

Directions: Rewrite the following fragments into complete sentences.

1. Fragment: Studying English

Complete sentence: Studying English in Australia provides you opportunity to study how the language is used in real life.

The website has attracted learners from different countries that studying English as a second language is a must for living and working abroad.



Practice 1

EXAMPLE

Directions: Rewrite the following fragments into complete sentences.

2. Fragment: How to save money

Complete sentence: Here are some tips for how to save money next time you are at supermarkets.

3. Fragment: To stop smoking

Complete sentence: These 25 ways to stop smoking and start your path towards a healthier, smoke-free life.



(2) Being Specific



The topic sentence contains - specific word, not general word.
- precise word relevant to the topic.

Example 1

Non-specific: Following the university rules is difficult.

➔ Specific: Many Thai students feel that the university uniform shows the old fashion.

Example 2

Non-specific: A book is a good friend.

➔ Specific: I realize that fiction books my most precious friends when I am lonely.

Example 3

Non-specific: Eating fast food is good and bad.

➔ Specific: Eating fast food gives some advantages and disadvantages.





Practice 2



Directions: Decide which one of the three suggested sentences in each item would be more specific. State your reasons.

1. A. Swimming is low-cost exercise.
B. It is easy to learn to swim.
2. A. Pattaya is a great place.
B. Pattaya is a famous seaside city.
3. A. Everyone needs money.
B. Money is the most necessary factor for everyone.





(3) Containing its controlling ideas



Containing ideas: A word or phrase or clause
that can identify the specific
area of the paragraph



A reader can ask particular questions:
How? Why? In what way? What does it mean?, etc.
to get this specific





Example 1: It is *very difficult* to write a good short story.

Why? In what way?

Example 2: Hanging around Singapore by buses and guidebooks is *a very challenging experience* for foreign tourists.

What is it? How?

Example 3: Songkhla is usually flooded because of *three major causes*.

What are they?

Example 4: When Yot feels depressed, *four persons can help* him.

Who? How can they help?

Example 5: In my opinion, *five tourist places in Chiengrai are very impressive*.

Where? Which? How impressive?





Practice 3



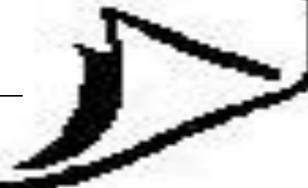
Directions: (1) Underline the controlling idea(s) in the following topic sentences.

(2) Write specific questions that the paragraph of each topic sentence might develop.

1) Many Hong Kong movie stars are famous in Hollywood films
How many? Which films? Example of the movie stars/movies.

2) Spanish is widely spoken in Florida, the United States of America.

3) Electronic dictionaries are a popular tool for language learners.





Practice 3

EXAMPLE

Directions: (1) Underline the controlling idea(s) in the following topic sentences.

(2) Write specific questions that the paragraph of each topic sentence might develop.

- 1) Many Hong Kong movie stars are famous in Hollywood films
How many? Which films? Example of the movie stars/movies.
- 2) Spanish is widely spoken in Florida, the United States of America.
Why is it widely spoken (in a specific area)?
- 3) Electronic dictionaries are a popular tool for language learners.
Why are they popular? State reasons/ advantages.



3.2 Supporting Sentences



Supporting sentences are particular sentences used to give more details, to explain, or to develop the main idea given in the topic sentence coherently. They are usually located in the middle of the paragraph. Some strategies for writing supporting sentences are shown below (Somsak Kaewnuch. 2000: 44-45).

- State the details in complete sentences. (A complete sentence is a group of words that have at least one subject and one predicate and that express a complete thought). A paragraph is not a list of ideas but it is a series of complete sentences.





Not everybody knows this, but trees do talk. Some tree talk almost all the time, and others talk only once in a while. Some are loud and clatters, others are quiet and whispery. When the air is still, hardly say anything at all, but when the wind blows hard, they sigh and shout. Some trees even sing. If you want to hear tree talks, all you have to do is to listen.



3.2.1 Major and minor supporting sentences

According to Wipa Chanwangsa (2004: 207-216), supporting sentences can be divided into major and minor sentences. They are explained below.

(A) Major supporting sentences function as a direct support to the topic sentence.

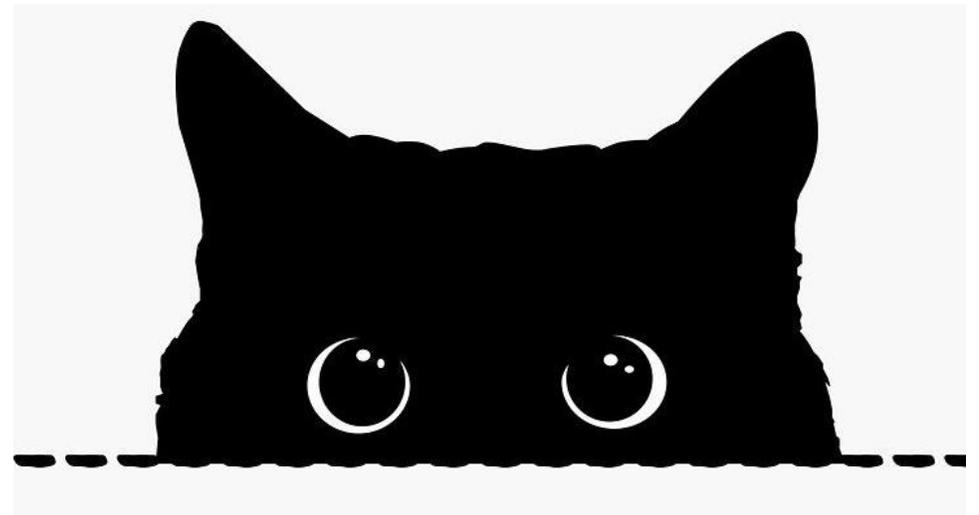
(B) Minor supporting sentences function as an indirect support to the topic sentence; they act as a direct support to the 'major supporting sentences'. The examples of these sentences are described as follows:



แบบฝึกการอ่าน

ขอให้นักศึกษา

- นับ 1, 2, 3 จนถึง 14
- นักศึกษาศึกษา slide ถัดไปและแปลประโยคตามหมายเลขที่ตนนับได้
- นักศึกษาแปลตามลำดับ



Being a university student gives me new experiences. Firstly, I experience learning many courses I have never studied at the secondary level. In my first year, I look many new courses like Philosophy, Civilisation, Psychology, and Library and Study Skills. These courses taught me how to understand humanities. Secondly, welcoming activities for new students provide another challenging experience for freshmen. Many people are afraid of this activity, but it builds up a good relation between freshmen and seniors.



(con.) I have to respect my seniors because I need their help while living in the campus. Thirdly, I feel very independent with my life style. Though I still have to wear the uniform, sometimes I can wear jeans or T-shirt in some classrooms. I am allowed to have various hair styles. Finally, joining clubs is also great. Participating in the environment club of the university, as the secretary, makes me learn many modes of working before graduation. I can deal with many emerging situations and problems when working with other club members. I can say that the campus life enhances my knowledge inside and outside the classroom.

Being a university student gives me new experiences. Firstly, I experience learning many courses I have never studied at the secondary level. In my first year, I look many new courses like Philosophy, Civilisation, Psychology, and Library and Study Skills. These courses taught me how to understand humanities. Secondly, welcoming activities for new students provide another challenging experience for freshmen. Many people are afraid of this activity, but it builds up a good relation between freshmen and seniors.



(con.) I have to respect my seniors because I need their help while living in the campus. Thirdly, I feel very independent with my life style. Though I still have to wear the uniform, sometimes I can wear jeans or T-shirt in some classrooms. I am allowed to have various hair styles. Finally, joining clubs is also great. Participating in the environment club of the university, as the secretary, makes me learn many modes of working before graduation. I can deal with many emerging situations and problems when working with other club members. I can say that the campus life enhances my knowledge inside and outside the classroom.

From the modelled paragraph above, the topic sentence and major-minor supporting sentences could be analyzed as follows:

(i) Topic sentence: Being a university student gives my new experiences.

(ii) Supporting sentences:

Major supporting sentence 1: I experience learning many courses I have never studied at the secondary level.

- Minor supporting sentence 1.1: In my first year, I took new courses like Philosophy, Civilization, Psychology, as well as Library and Study Skills.

- Minor supporting sentence 1.2: These courses taught me how to understand humanities.



Major supporting sentence 2: Welcoming activities for new students provide another challenging experience for freshmen.

- Minor supporting sentence 2.1: Many students are afraid of this activity, but it builds up a good relation between freshmen and seniors.

- Minor supporting sentence 2.2: I have to respect my seniors because I need their help while living in the campus.

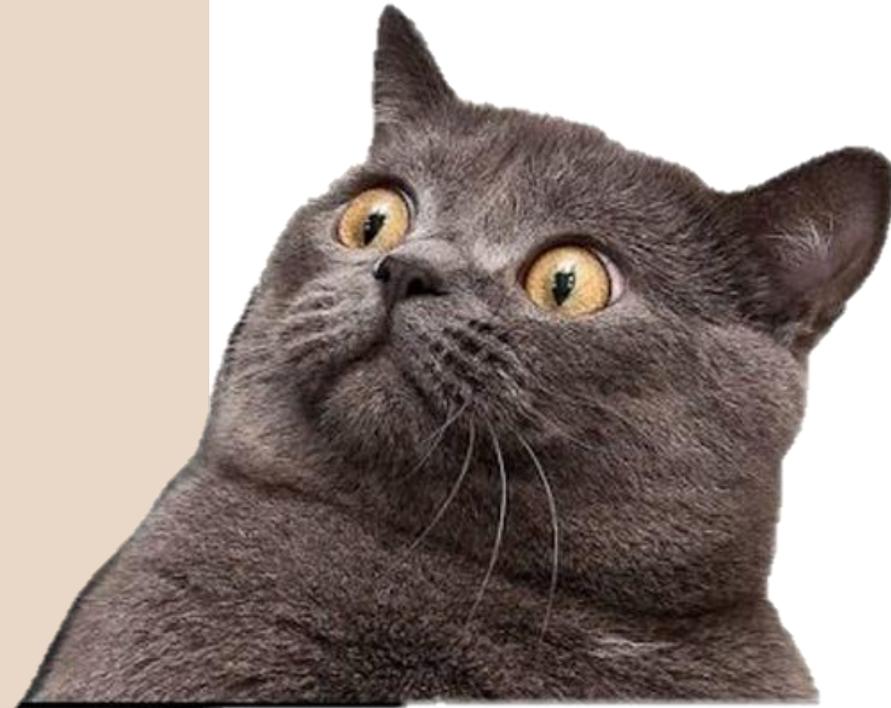
Major supporting sentence 3: I feel very independent with my life style.



- Minor supporting sentence 3.1: Though I still have to wear the uniform, sometimes I can wear jeans or T-shirts in classrooms.
- Minor supporting sentence 3.2: I can also have various hair styles. Major supporting sentence 4: Joining clubs is also great.
- Minor supporting sentence 4.1: Participating in the environment club of the university, as the secretary, makes me learn many modes of working before graduation.
- Minor supporting sentence 4.2: I can deal with many emergent situations and problems when working with other club members.



- แต่ละกลุ่มพูดสรุปโดยละเอียด parts จาก What You Are Looking for is in The Library
ที่กลุ่มตนเองได้รับมอบหมาย -



A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U

We began the first day of a unit on erosion by posing this authentic problem and question to a mixed fourth and fifth grade English language learner (ELL) class to engage students in thinking about erosion. We knew the students had prior knowledge of rain, sandy soil, and model-making. After posing the initial problem and question, we used questioning to scaffold the conversation toward a class decision. After much debate, the students determined that constructing a model of the yard would be the best way to explore ideas about how rain would affect the yard. What followed was a 12-day study of erosion in which the students used stream tables (Figure 1) from the Landforms FOSS kit as they explored ideas, developed explanations about the concept of erosion, and expanded their current understanding.

A Science Lesson or Language Lesson?

Using the 5R Instructional Model during a unit on a soil erosion

By Molly H. Weinburgh, Cecilia Silva, Robert Malloy, Jenesta Marshall, and Kathy Smith

I have a question that I think you can help me answer. I live on a hill. My yard looked terrible, so yesterday we removed all the grass and prepared the sandy soil for planting. But this morning I heard the weather forecaster say that we might get a light rain for most of today and maybe even into tomorrow. Is there a way to find out how this will affect my yard?

We began the first day of a unit on erosion by posing this authentic problem and question to a mixed fourth and fifth grade English language learner (ELL) class to engage students in thinking about erosion. We knew the students had prior knowledge of rain, sandy soil, and model-making. After posing the initial problem and question, we used questioning to scaffold the conversation toward a class decision. After much debate, the students determined that constructing a model of the yard would be the best way to explore ideas about how rain would affect the yard. What followed was a 12-day study of erosion in which the students used stream tables (Figure 1) from the Landforms FOSS kit as they explored ideas, developed explanations about the concept of erosion, and expanded their current



Students learn about soil erosion while expanding their science vocabularies.

unit unusual was the intentional integration of science and language instruction. The students were recent immigrants to the United States and were learning English and science content. The instructional model blended selected strategies proposed by the science education community with selected strategies from the language education community. Through this careful integration, the science class became a safe and sheltered place to use language and to demonstrate scientific

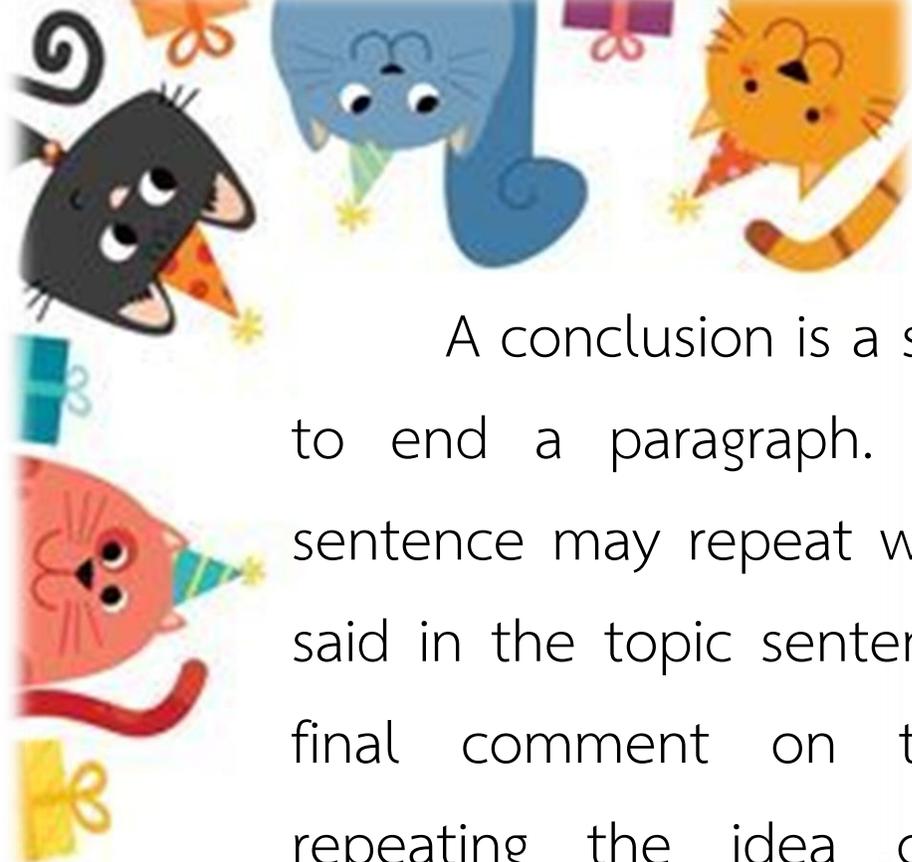
General Unit Strategies

Throughout the unit, we entered our lessons “with questions about how things happen in the world” (Lemke 2004, p. 33) and engaged the students with ideas as well as with actual phenomena. The shared hands-on experience helped provide the children with a context to build meaning and new language. We planned for and built into the lessons essential features of inquiry (posing a question, developing a plan, making evi-



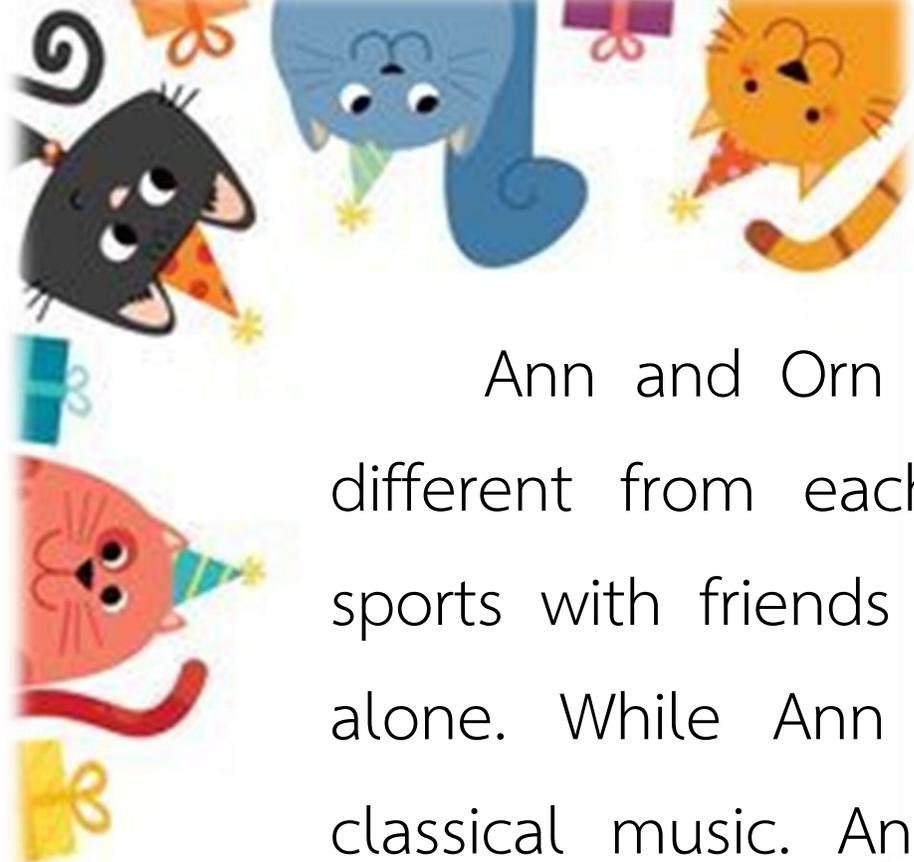
Richard and Rodgers's terminology

“The first level, *approach*, defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms. The second level in the system, *design*, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings. The third level, *procedure*, comprises the classroom techniques and practices which are consequences of particular approaches and designs”. (Richards & Rodgers, 1986, p. 154 apud Kumaravadivelu, 2006, p. 86)



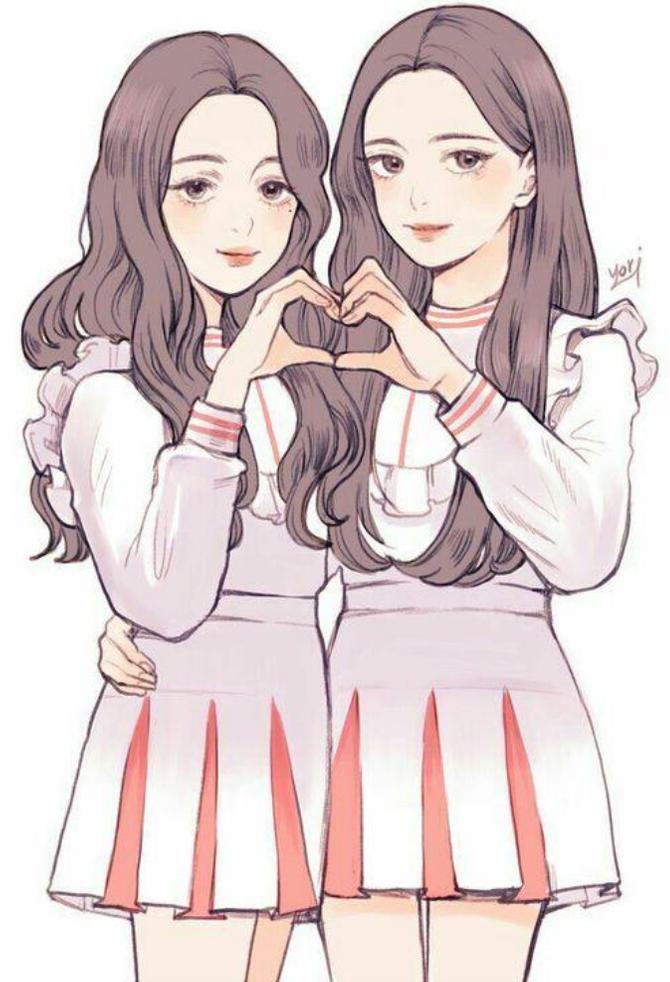
A conclusion is a sentence used to end a paragraph. A concluding sentence may repeat what you have said in the topic sentence or offer a final comment on the topic. If repeating the idea of the topic sentence, you should use the words differently from those used in the topic sentence. Here are the ways to conclude a paragraph (Somsak Keawnuch. 2000: 47).

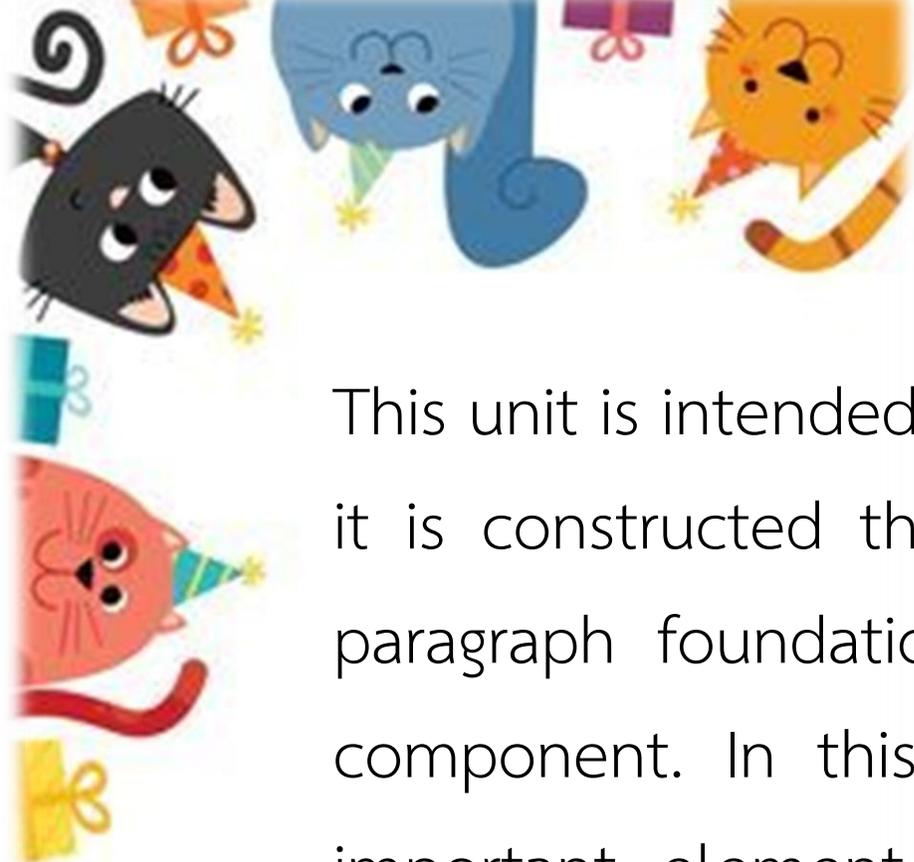
- (i) Leave the reader with a final impression;
- (ii) Draw a conclusion from the supporting details;
- (iii) Restate the topic sentence in a new way;
- (iv) Restate the main points of the supporting details in a new way;
- (v) Ask a question; and
- (vi) Express your own reaction.



Look at an example.

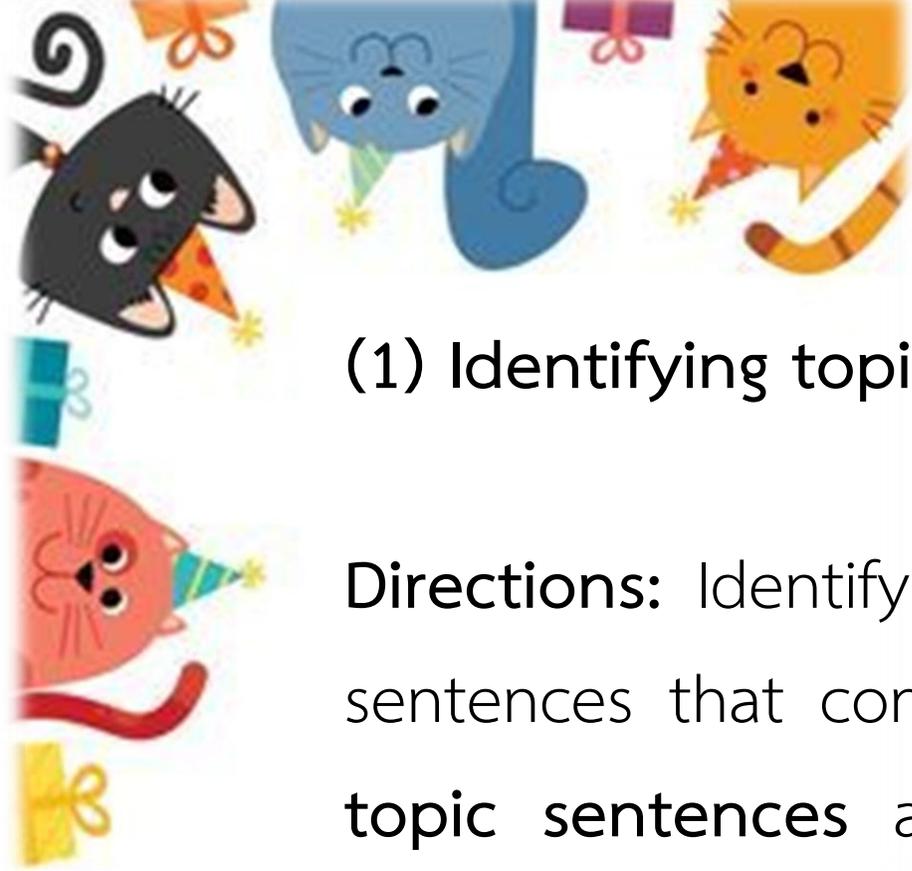
Ann and Orn are twins. But they are very different from each other. Ann enjoys playing sports with friends but Orn likes to read books alone. While Ann likes rock music, Orn likes classical music. Ann wants to study computer science whereas Orn wants to study English literature. Perhaps they are the most different twins in the world! They are really different although they are twins.





Summary

This unit is intended to introduce what a paragraph looks like and how it is constructed through its salient components. Awareness of the paragraph foundation requires the student writer to analyse each component. In this way, ‘topic sentence’ seems to be the most important element that leads to the development of supporting details and conclusion. This will also bring the complete and effective paragraph.



Exercises

(1) Identifying topic sentences and non-topic sentences

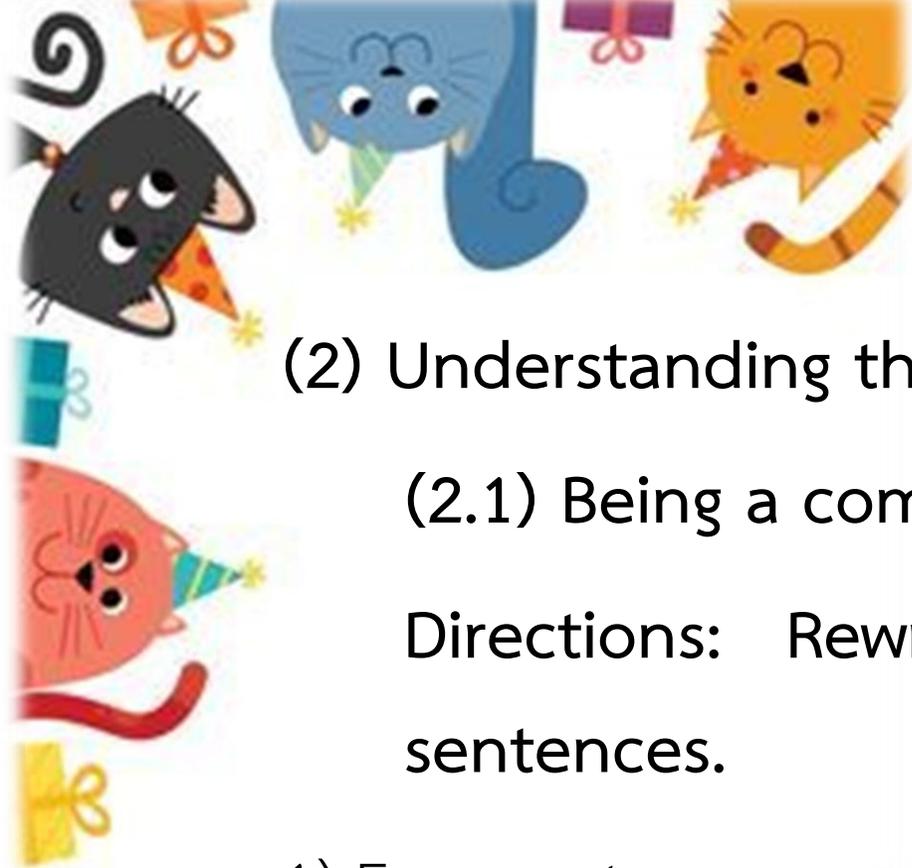
Directions: Identify which of the following sentences are the topic sentences that contain their controlling ideas by putting **T** for the **topic sentences** and **F** for non-topic sentences, and discuss all sentences you chose.



- _____1) There are three reasons for my decision to study Archaeology.
- _____2) Frank was born in Manila.
- _____3) Japanese cartoon books influence Thai teenagers.
- _____4) Nampan has thin and white face.
- _____5) English is the most important foreign language in Thailand



- _____6) I love Ranong Province very much because of many factors.
- _____7) Nit and Nut are from Sri Saket.
- _____8) Sorapong goes to bed at 10.00 p.m.
- _____9) Many Indian universities are new and interesting alternatives for
Thai students.
- _____10) The Siam Paragon Complex is near my house.



(2) Understanding the characteristics of a good topic sentence

(2.1) Being a complete sentence

Directions: Rewrite the following fragments into complete sentences.

1) Fragment: Eating Vegetarian Food

Complete sentence: _____

2) Fragment: Democrat Party and Republican Party

Complete sentence: _____



3) Fragment:

A journey by river

Complete sentence: _____

4) Fragment:

Going to a night market alone

Complete sentence: _____

5) Fragment:

To prepare for an exam

Complete sentence: _____





(2.2) Being specific

Directions: The following sentences are ‘general topic sentences’, so make them more specific.

1) General: Cats are better than dogs.

Specific: _____

2) General: I really like summer.

Specific: _____





3) General: Everyone wants a computer.

Specific: _____

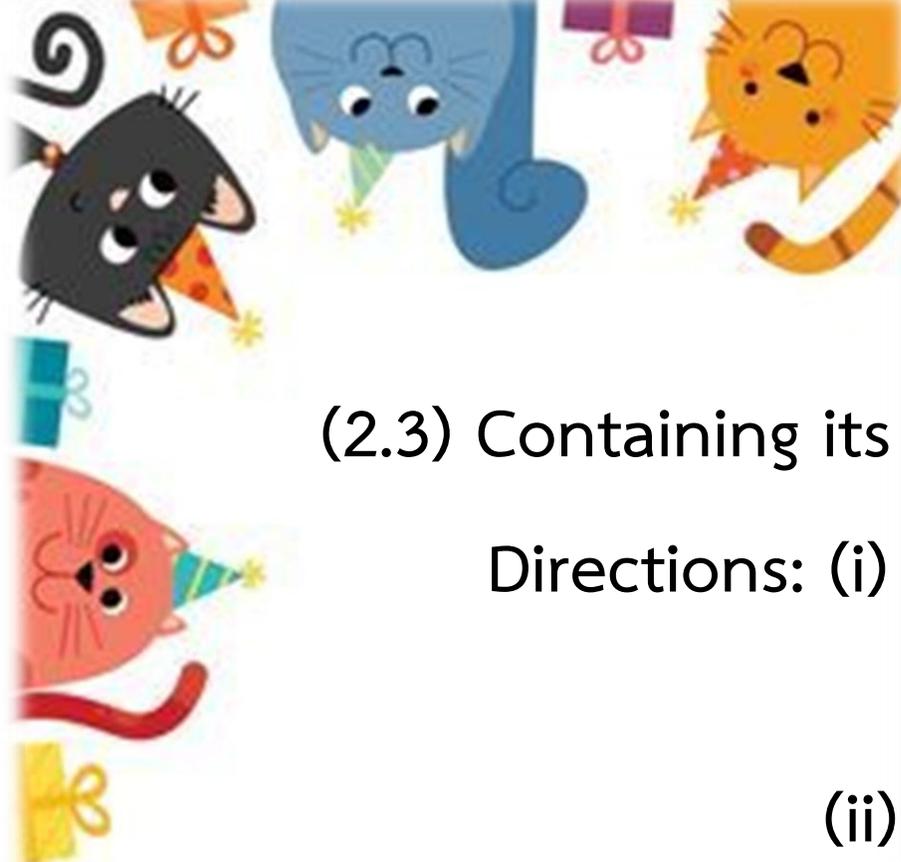
4) General: Sundays for me are very good days.

Specific: _____

5) General: Children love to eat ice-cream.

Specific: _____





(2.3) Containing its controlling idea(s)

Directions: (i) Underline the controlling idea(s) in the topic sentences below.

(ii) Write specific questions that the paragraph of each topic sentence might develop.



1) The mass media is affecting our everyday life.

2) My favourite singer does not look handsome, but I really like him.

3) Becoming a renowned actor or actress needs many factors.

4) Phuket and Penang have various angles of historical relations.

5) Many residents in Bangkok encountered hardship during flood in 2011.



(3) Extracting topic sentence, supporting sentences, and concluding sentence

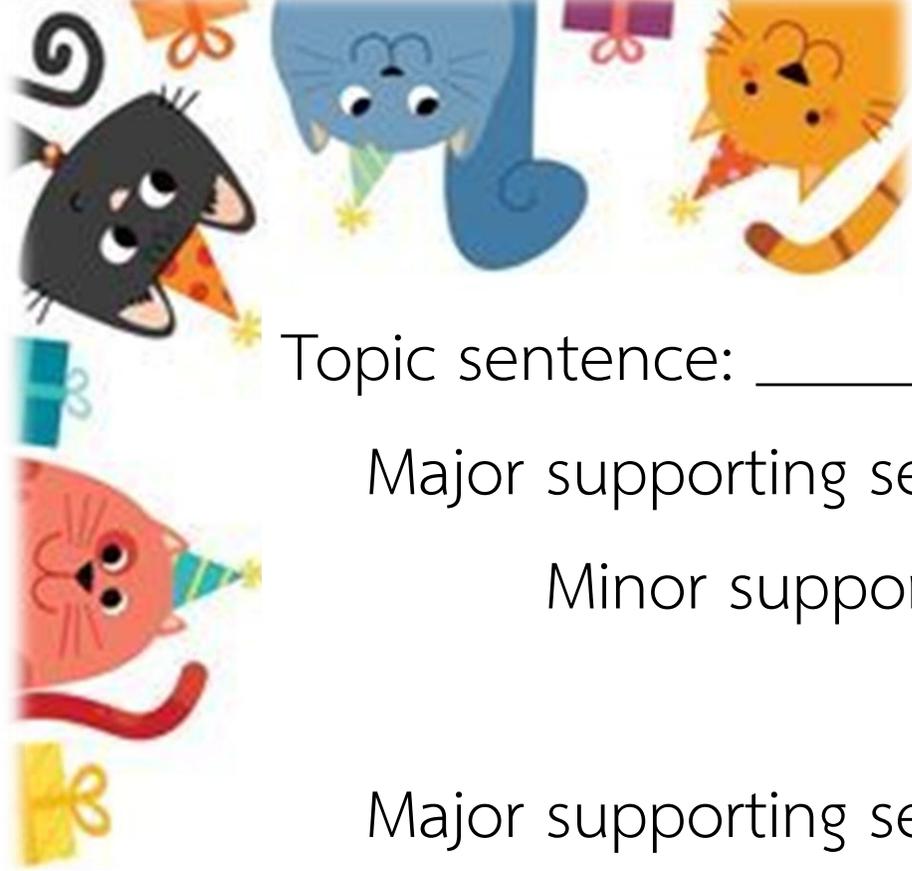
Directions: Read the following paragraph and extract the topic sentence, major and minor supporting sentences as well as the conclusion by filling in the outline.





Stamp collecting is an excellent hobby for many reasons. First, everyone young and old can participate. Young people may collect varieties of old-fashioned stamps; likewise, old people may keep some interesting new stamps. Second, it is not expensive. Expensive equipment is not necessary when collecting stamps. Third, because an interest in history and geography is important in stamp collecting. You can learn historical and geographical features from stamps. last, it can promote international friendship. Stamps may be exchanged with friends in other countries. As a whole, it is the most widespread of all hobbies.

(Pensri Rangsiyakool. 2006: 14)



Topic sentence: _____

Major supporting sentence 1: _____

Minor supporting sentences: _____

Major supporting sentence 2: _____

Minor supporting sentences: _____



Major supporting sentence 3: _____

Minor supporting sentences: _____

Major supporting sentence 4: _____

Minor supporting sentences: _____

Concluding sentence: _____

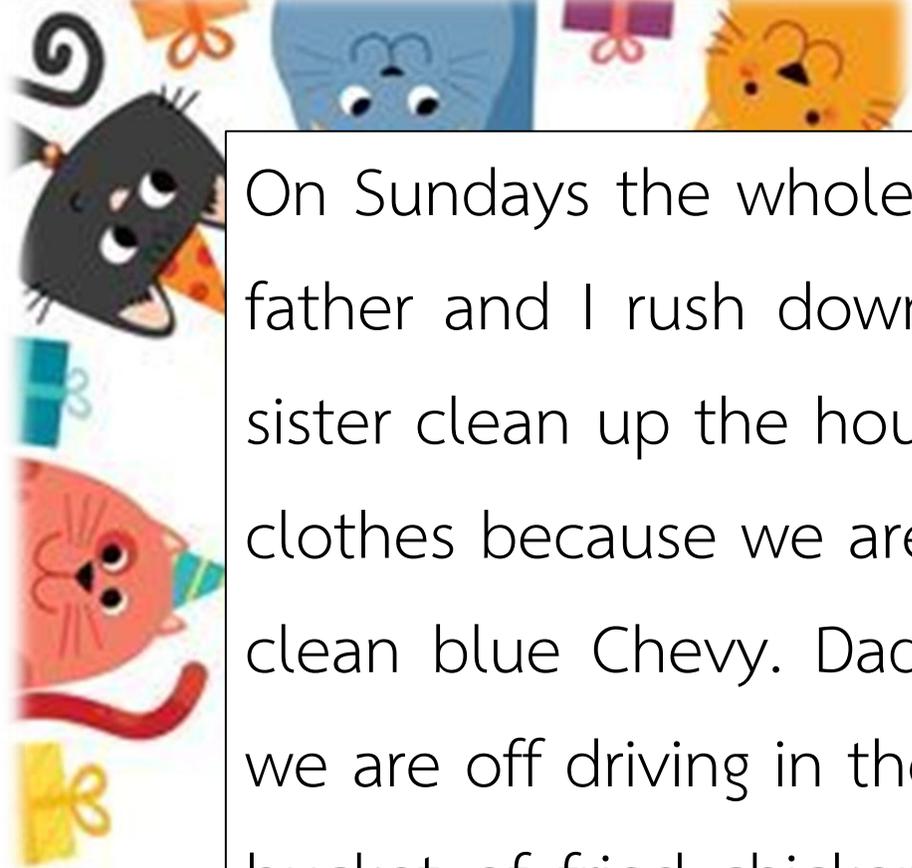




4) Analysing concluding sentence

Directions: Read the paragraph below and identify the way the writer uses to conclude the paragraph.





On Sundays the whole family has a good time. After a lazy breakfast my father and I rush downstairs to wash the car while my mother and my sister clean up the house. After an hour or so we go upstairs, change our clothes because we are sweaty, and then the whole family piles into the clean blue Chevy. Dad zooms down the street to the Garden Parkway, we are off driving in the sun. Later we stop at a dinner on Route 17 for a bucket of fried chicken and French-fried potatoes. When we get home, we are all pleasantly exhausted. We really like Sundays.

(Em-orn Dispanya and Wiriya Wattanawarangkool. 2003: 32)

Answer: _____

เอกสารประกอบการบรรยาย
EEC1302 หลักภาษาสำหรับครูภาษาอังกฤษ
(English Structure for Teachers of English)
วันที่ 15 ตุลาคม 2567

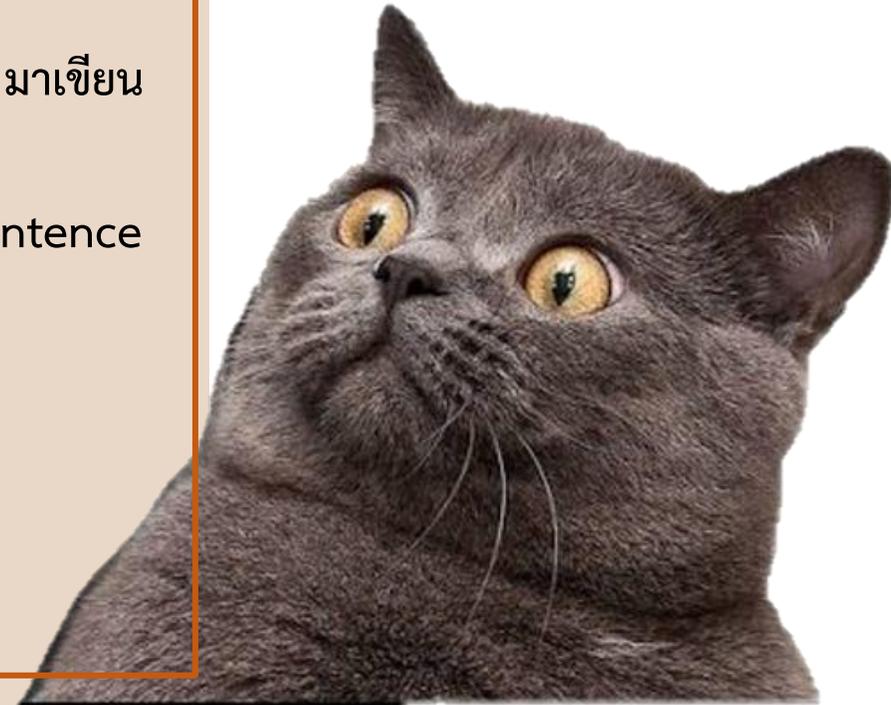


กิจกรรม 15 ตุลาคม2567

- กำหนดวันสอบ+ส่งงาน
- บรรยาย paragraph writing:
 - Characteristics of a Good Topic Sentence
 - Containing its controlling ideas
 - แต่ละกลุ่มพูดสรุปโดยละเอียด parts ที่กลุ่มตนเองได้รับมอบหมาย
- บรรยาย Cohesion and Coherence
 - Assignment งานคู่ (เป็นคะแนนฝึกปฏิบัติ+อาทิตย์19ตุลาคม เวลา 15.00น)
 - เลือก parts จาก What You are Looking for is in the Library ที่ประทับใจ มาเขียน 10-line paragraph
 - ใน 10-line paragraph ที่เขียนต้องมี: ระบุเลขหน้า ชื่อเรื่อง (Topic) Topic sentence Supporting sentences
 - ขอให้เขียนเอง อาจให้AIแนะนำได้ เพราะมีในการสอบด้วยค่ะ

หมายเหตุ

- ฝึกปฏิบัติภาษาในชั้นเรียน เข้าที่ https://docs.google.com/document/d/1N-FzAAWW5Z1k38zGPdzJOCYjDOLd6_EALNqyhL3HW74/edit?usp=sharing



กิจกรรม 15 ตุลาคม 2567

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 - เลือก parts จาก What You are Looking for is in the Library ที่ประทับใจ มาเขียน

10-line paragraph

- ใน 10-line paragraph ที่เขียนต้องมี: ระบุเลขหน้า ชื่อเรื่อง (Topic) Topic sentence

Supporting sentences

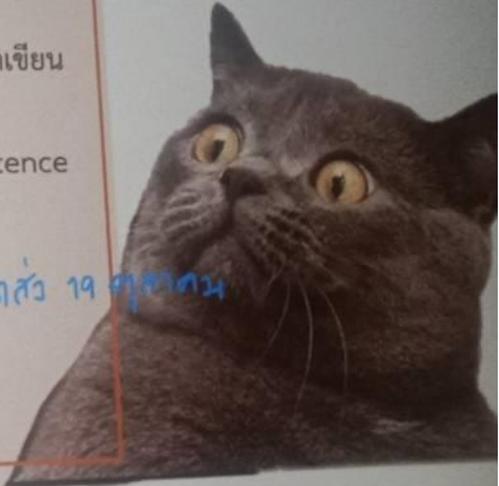
- ขอให้เขียนเอง อาจให้ AI แนะนำได้ เพราะมีในการสอบด้วยค่ะ

หมายเหตุ

- ฝึกปฏิบัติภาษาในชั้นเรียน เข้าที่ https://docs.google.com/document/d/1N-FzAAWW5Z1k38zGPdzJOCYJDOLd6_EALNqyhL3HW74/edit?usp=sharing

① เขียนความประทับใจ

② ทบทวนในข้อ ① เขียน dialogue ให้สั้นกว่า 8 บรรทัดแล้ว 19 ตุลาคม (งานเดี่ยว)



- 15ตค บรรยาย+ฝึกปฏิบัติ
- 19ตค ส่งAssignment
- 22ตค Quiz#2



แนวข้อสอบ

- อ่าน What You are Looking for Is In the Library มีในข้อสอบทุกเรื่อง ... อ่านทุกเรื่อง
นะค่ะ

กลุ่มเดิม

- กลุ่ม1 + 2 อ่าน p.2-43 แบ่งกันอ่านจะได้ p.2-25 p.26-43
- กลุ่ม3+4 อ่าน p.46-93 แบ่งกันอ่านจะได้ p.46-66 p.67-93
- กลุ่ม5+6 อ่าน p.152-195 แบ่งกันอ่านจะได้ p.153-175 p.176-195

สอบ Reading

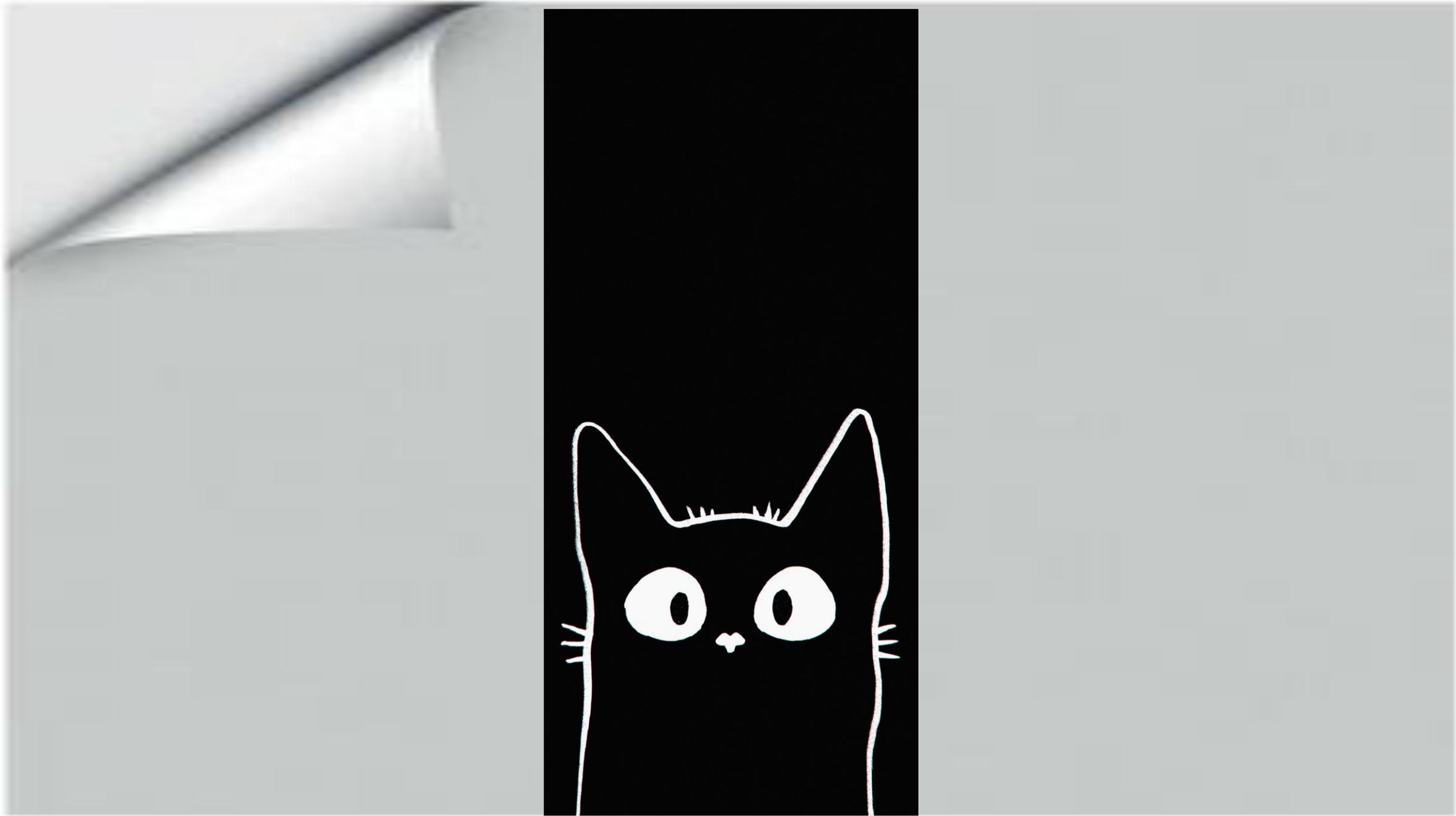
แนวข้อสอบ

- วิเคราะห์ประเภทของประโยค
- topic + topic sentence + supporting sentence
- เขียน paragraph
- เขียน dialogue ไม่ต่ำกว่า 8 บรรทัด (พูดโต้ตอบระหว่าง2ตัวละคร) ตาม parts ที่
ข้อสอบกำหนด



Unit: Cohesion and Coherence





Introduction

อ่านแล้ว flow
หรือไม่? เพราะ
อะไร?

Directions: Read the following text and answer the questions:

I'm Emma and I'm a student at Hingham High School, which is located south of Boston. At 16 years old I was the youngest one in the group, but I still felt very included and welcomed into the Community Rising program. I came to India in hopes of strengthening my skills in Photography and do some community work through out the area. I gained so much more from this experience. I developed a love for all the children I worked with at the school and the communities. I also became more knowledgeable of India interesting culture. (con.) (Mihalko. 2009)

Introduction

อ่านแล้ว flow
หรือไม่? เพราะ
อะไร?

Directions: Read the following text and answer the questions (con.) :

(con.) I learned a lot about the caste system and some of the Hindu practices. I will never forget all the amazing experiences I had here in India with Communities Rising and when I return home I will educate others on all the incredible things I learned and experienced on my trip (Mihalko. 2009)

(1) Does this paragraph have the unity? Why or why not?

Answer: _____

(2) What are examples of cohesion markers used in the paragraph?

Answer: _____

(3) Why are cohesion and coherence important for writing a paragraph?

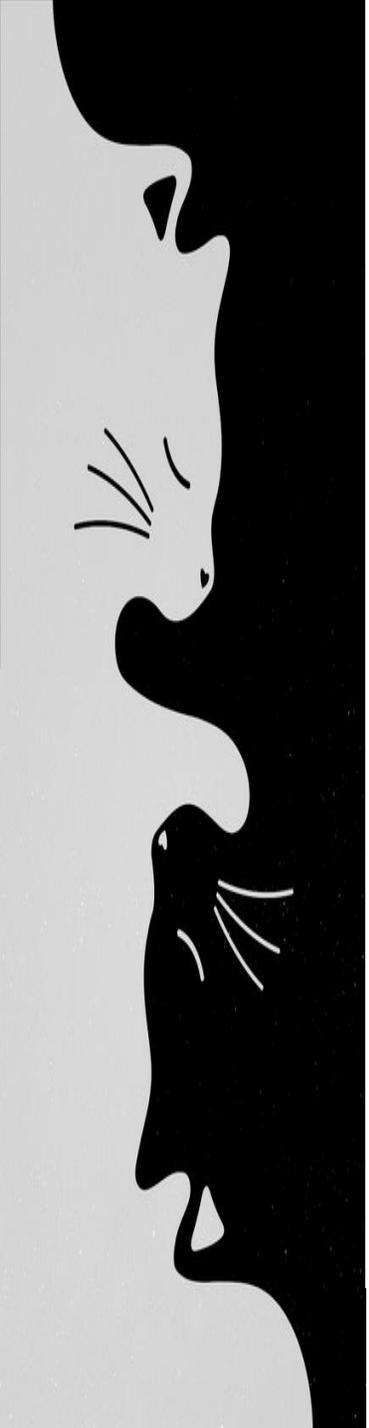
Answer: _____

After you have had drafts of your paragraph, you should not hand them in your teacher immediately. Please look at two features of writing a good paragraph – unity as well as coherence and continuity. The following two will help you reach a good final written product:

1. The **Unity** of a Paragraph

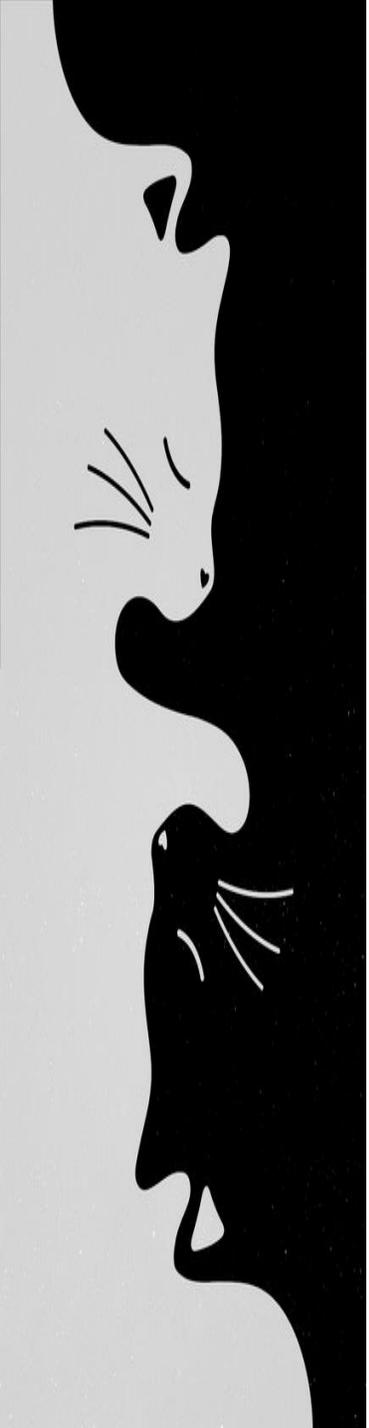
According to Somsak Kaewnuch (2000: 51), a unified paragraph has one fundamental purpose and is a distinct unit. The unity of a paragraph is controlled by '**a controlling idea**' in the topic sentence. Though many supporting sentences are developed from the controlling idea, their content must relate the controlling idea. Likewise, Abd. Aziz et al (2006: 109) states that the unity and focus of a paragraph refers to the clarity in which the main idea remains in a piece of writing. **All sentences should also refer to the main idea in the topic sentence** of the paragraph. In other words, writing a unified paragraph, you must have the only **one focus** on the main idea that will control over all sentences in a paragraph. Look at the following paragraph and decide whether it is unified and give reasons to it.





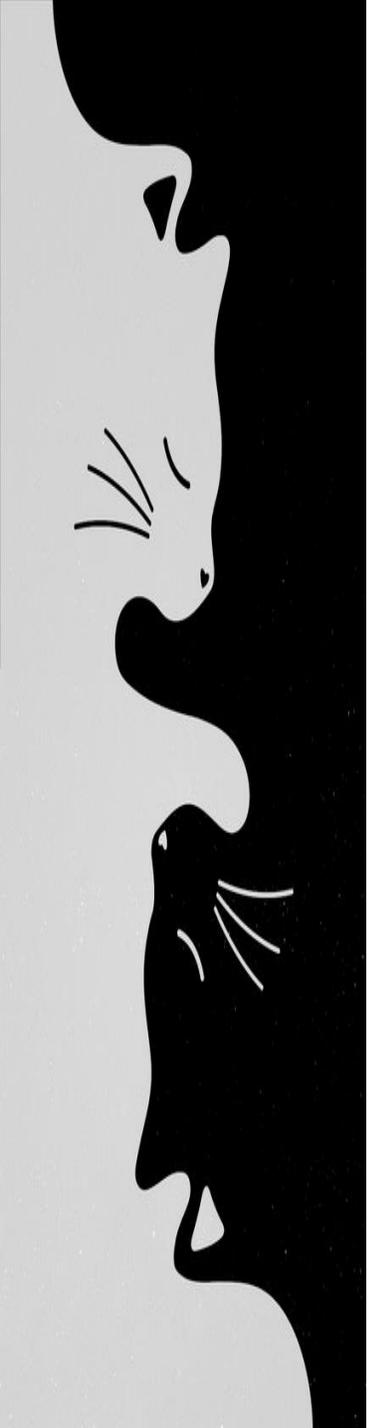
During my summer holidays, I love camping by the river in the woods near my grandmother's home. There are so many things to do that I am never bored. I swim and fish in the river. I climb trees when I feel energetic and lie in the sun when I feel lazy. I watch the birds and animals as they care for their young. I also love the food that I cook over my open wood fire. The slightly smoke meat, black on the outside and red in the middle, is delicious. The fish that I catch in a nearby stream just a few minutes before I cook them would be good enough for a king. Then, after two weeks of relaxation, good food and good exercises, I returned to town refreshed, healthy, and ready to begin work again. (Lun. n.d: 20)

*Is it unified?
What make
it so?*



2. The **Coherence** of a Paragraph

In relation to Somsak Kaewnuch (2000: 53-63), the terms 'coherence and "continuity' are closely related. A paragraph has **coherence** if its parts are **logically connected**. The supporting sentences are placed in their right places, in clear order or sequence. A paragraph with wrongly placed ideas will result in a particular jerkiness because the ideas do not follow naturally or logically from one sentence to another. For example, a person is described from head to toe rather than toe to head, and a story is told from its events that happen from morning to night. The continuity of a paragraph occurs when the **connection of the details** makes the reading flow smoothly. Hence, particular words or phrases are used for linking all sentences together for a coherent paragraph. **Such words or phrases are called 'idea connectors'**. To maintain the coherence and continuity of a paragraph,



2. The **Coherence** of a Paragraph (con.)

There are common strategies in writing as follows:

2.1 the arrangement of ideas in logical order;

2.2 the consistency of pronoun reference;

2.3 the use of the same subject, tense and voice;

2.4 the use of parallel structure; and

2.5 the use of transitional words and expressions between

sentences. They are explained below.

2.1 The Arrangement of Ideas in Logical Order

2.1.1 Chronological Order: It is used for narrating stories, events or situations the writer experiences by using time order – what happens first or comes first, and what next.

Read the following example of the paragraph and discuss its coherence.





Read the following example of the paragraph and discuss its coherence.

This is what I usually do in a day. I get up at about 5.30 a.m. My morning routine includes cooking and ironing for the children. *At about 7.30 a.m.*, I get the children dressed and after that send them to school. Then, while I am alone from *8.00 a.m.*, I watch the morning news. *After the news*, I have breakfast. *During the day*, I usually do some washing, cleaning or knitting. If everything is done and I find myself free, I take a nap or watch a soap opera. I get into my rhythm *again at about three* when the school bus is coming. I have to prepare sweet and drinks for the children. *At four*, when they arrive home, I help them change their clothes. (con.)

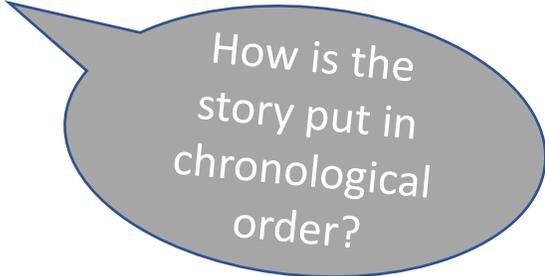
(Somsak Kaewmuchi. 2000: 55)

How is the story put in chronological order?

Read the following example of the paragraph and discuss its coherence. (con.)

(con.)

At four, when they arrive home, I help them change their clothes. Then I serve them food and see that they eat properly. At 5.30 pm., I take them to the park and watch them play with other children. At 6.30 p.m., I take them to dinner. From 7.00 p.m. to 8.00 p.m., I have to help them with their homework. My responsibilities end around 8.30 p.m. when the children go to bed. My average day is somewhat boring. (Somsak Kaewmuchi. 2000: 55)



How is the story put in chronological order?



2.1.2 Spatial Order: It is a way to describe things from one to another in a specific direction. The writer explains or describes the objects as they **arranged in a space**. Usually the objects in a place are described in various ways: near to far, high to low, and back to front, etc.

Read the following paragraph and discuss its coherence.



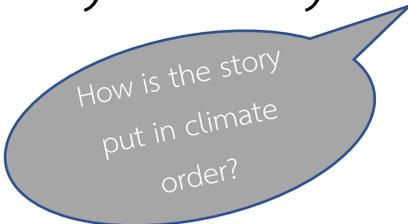
How is the story put in spatial order?

No dormitory room is on the second floor of Chotiga House. It is a small rectangular room with a white ceiling and green walls. As you enter the room, *straight ahead*, you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread, is under the windows. *On your left against the wall*, there is a large bookcase filled with books. *Close to the door*, a desk and a chair sit *next to the bookcase*, with a small woven wastepaper underneath the desk. There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our province. The one that is over the desk is of my favourite singer. *To your right*, built into the wall opposite the bookcase and desk, is a closet with sliding doors. *Behind you on your right and somewhat behind the door* is a dresser with a mirror over it. All these details make my room very unique. (Pensri Rangsiyakool. 2006:



2.1.3 Climatic Order: It is a way for the writer to **intensify the readers' gradual attention**. The writer tells a story from plain to tense, ordinary to extraordinary, or uninteresting to interesting or surprising. This technique is difficult to prove but it is worthwhile to try because it can be used for engaging the readers in some way. Read the following paragraph and discuss its coherence.

The pretty, young girl walked slowly to the stone benches in front of the library. She chose to sit on the one near a big desk. She put her notebook onto the desk and began reading. The library today was silent. After all, nobody wanted any service at this time on Sunday. Above her now, in the tall Hookwang tree, four to five sparrows were talking together about their adventure of the day. They really sounded happy.



How is the story
put in climate
order?

Two brown leaves of the tree fell down. When they reached the ground, the girl stopped reading to look at the sun which was setting behind the bushes. With tears flowing down on her cheeks, she stood and walked dejectedly to the darkness behind the library. With determination, she said to herself, "This is the last time I came here because of you." (Somsak Kaewnuch. 2000: 56)



2.1.4 General to Specific: When the topic is presented in a quite general way, the writer needs to provide more specific support to it in order to gain coherence.

Read the following paragraphs and discuss their coherence.

General

One of the worst things that ever happened to me is I was in a car accident last month. It shouldn't have happened to me, for I was driving carefully. It was not my fault as I was in the right lane. I just don't know why it happened. The other driver was careless; he didn't stop in time. My car was damaged. I didn't even see it coming.



Specific

One of the worst things that ever happened to me is I was in a car accident last month. I was driving my IZUSU pick-up and was stopping at the Samrong intersection for a red light. I remember I was trying to change the radio station. Suddenly, I heard another car slam into the back of my car I didn't even see it coming.

(Adapted from Somsak Kaewnuch. 2000: 56-57)



2.1.5 Specific to General: It is a reverse of the general to specific strategy to write a paragraph. This brings the topic sentence at the end of the paragraph that serves the conclusion.



Read the following paragraph and discuss its coherence.

In an English-English dictionary, you always have an international phonetic symbol system which can help you pronounce words naturally. The pronunciation is not interfered with by mother alphabets like in an English-Thai dictionary. There are more sample sentences, ordinary and idiomatic, so you can understand clearly what a word means in a different situation. Therefore, it is advisable that you use an English-English dictionary instead of an English-Thai one. (Somsak Kaewnuch. 2000: 57)

How is the story put in specific to general?



An arrangement of ideas in logical order

1.

2.

3.

4.

5.





The arrangement of ideas in logical order

1. Chronological Order

2. Spatial Order

3. Climatic Order

4. General to Specific

5. Specific to General



2.2 The Consistency of the Pronoun Reference

To make your paragraph coherent, you can use the **pronoun reference** in order to eliminate the repetition of nouns. This reference can make your writing concise and help the flow when one is reading.

Read the following paragraph and identify the use of the pronoun reference.



A black cat is being held gently by two hands. The cat has its eyes closed and a small pink nose. The hands are light-skinned with pinkish tones. A speech bubble is positioned above the cat's head, containing the text 'How is the story consisten?'.

How is the story
consisten?

The most important person in *my* childhood was *my* grandmother. I really loved going to *her* house during vacations. She would tell *me* fascinating stories about *her* life during World War II. Also, *she* would tell *me* fables, sometimes making up *her* own, with *me* as beautiful, magic princess. Often *we* went into the forest to pick raspberries and mushrooms. *She* taught *me* which ones to pick which ones to avoid. When *I* was said, *my* grandmother would rock *me* and sing to *me*. *I* can still hear *her* sweet and gentle voice. *She* died a few years ago, and *I* miss *her* very much. (Pensri Rangsiyakool. 2006: 84)

2.3 The Use of Parallel Structures

Parallelism is useful in paragraph writing as it helps the reader move from one idea to another smoothly. It also enhances the balance of the paragraph structure through **the parallel patterns of verbs or words or sentences**. These structures are divided into **four** groups as follows:

(Somsak Kaewnuch. 2000)





2.3.1 A noun with a noun:

- Edmond needs *love* and *understanding*.
- All of the campers enjoyed the food cooked by themselves, *the fresh morning and evening air*, *the warm welcome of the sun*, and most important of *all the peace of the jungle*.



2.3.2 A phrase and a phrase:

- Gina got very upset because find her belt. She had searched for it *in the boxes, under the bed and behind the counter.*

- I study the Basic Writing course because I want to learn *how to write good paragraphs and how to develop composition skills.*

2.3.3 A clause and a clause: Use clauses of the same type and function.

- My parents don't really know *what program I want to pursue for the Bachelor's degree or what jobs I love to do in the future.*

- A teacher says *that we should study hard for good grades and that we must understand the lessons for the examination.*

- Unlike her elder sister, Dorothy does not care *what she is like where she works, whom she works with or how much money she is earning.*



2.3.4 A sentence and a sentence: Use the same sentence construction at purpose to maintain coherence.

- *You cannot read* the newspaper near the stairs, *they are for* the lecturers. *You cannot use* the toilets downstairs; *they are for* the Faculty's administrators; *You cannot use* the Internet on the computers in the corridor; *they are for* the secretaries. *You cannot use* any of the telephones in the offices; *they are only for* bureaucratic affairs.



2.3.4 A sentence and a sentence: Use the same sentence construction at purpose to maintain coherence. (con.)

- *I think of my* bright future; I continue Master's degree. I think of my busy parents; *I help* them with shores. *I think of my* beloved girlfriend; I call her every night. *I think of my* classmates, I send them emails.



2.4 The Use of Cohesion Markers

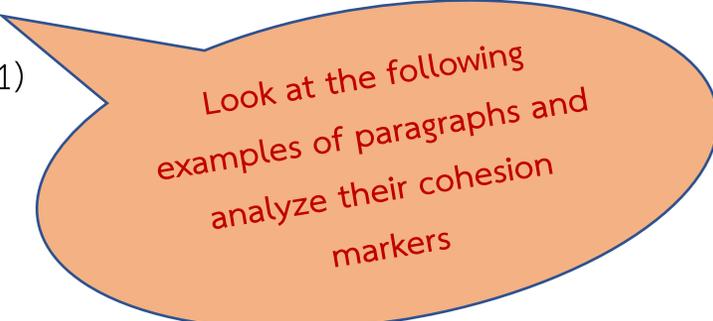
It highlights the paragraph coherence. When thinking of coherence, many teachers like to focus more on cohesion marker than other elements. According to Somsak Kaewnuch (2000: 60-63), Chencheewee Chalernmpatarakul (2006: 13), Pensri Rangsiyakool (2006: 61-65), and Tragarn. Kalchayanant (2010: 13-16), **cohesion markers are called in various terms, for example, discourse markers, transitional words and phrases, thought connectors and cohesive devices, etc.**

In fact, cohesion refers to specific linguistic expressions or **linkers** in a text or paragraph that contributes to coherence. **These devices may be conjunctions, ellipses, references, lexical relationship, and substitution instance.** They are like lubricants as they enable us to tie or continue sentences easily and communicatively; they ensure continuity between numerous ideas.



Eating in the Student Centre is a pleasant experience. First, the food is excellent. It is well-prepared, it tastes delicious, and there are many different kinds of food like hamburgers, tacos, pizza, and chicken. Moreover, each person serves himself, selecting just what he wants. Second, the environment in the Student Centre is positive. Many happy young people are talking and laughing. But the atmosphere is still calm; it is possible to study and do homework.

Finally, there are many friendly people at the Student Centre. Even the strangers say 'Hi' and offer to share their tables. When that happens, practice in speaking English and friendship often follow. For these reasons, it is nice to go to the Student Centre cafeteria once in a while to enjoy eating, studying, and talking with new people. (Reid. 1994: 91)



Look at the following examples of paragraphs and analyze their cohesion markers

A decorative border of tropical foliage surrounds the central text. It includes large green leaves with prominent veins, some with yellow variegation, and clusters of Bird of Paradise flowers in shades of orange and red. The background is a light, neutral color.

T H A N K Y O U