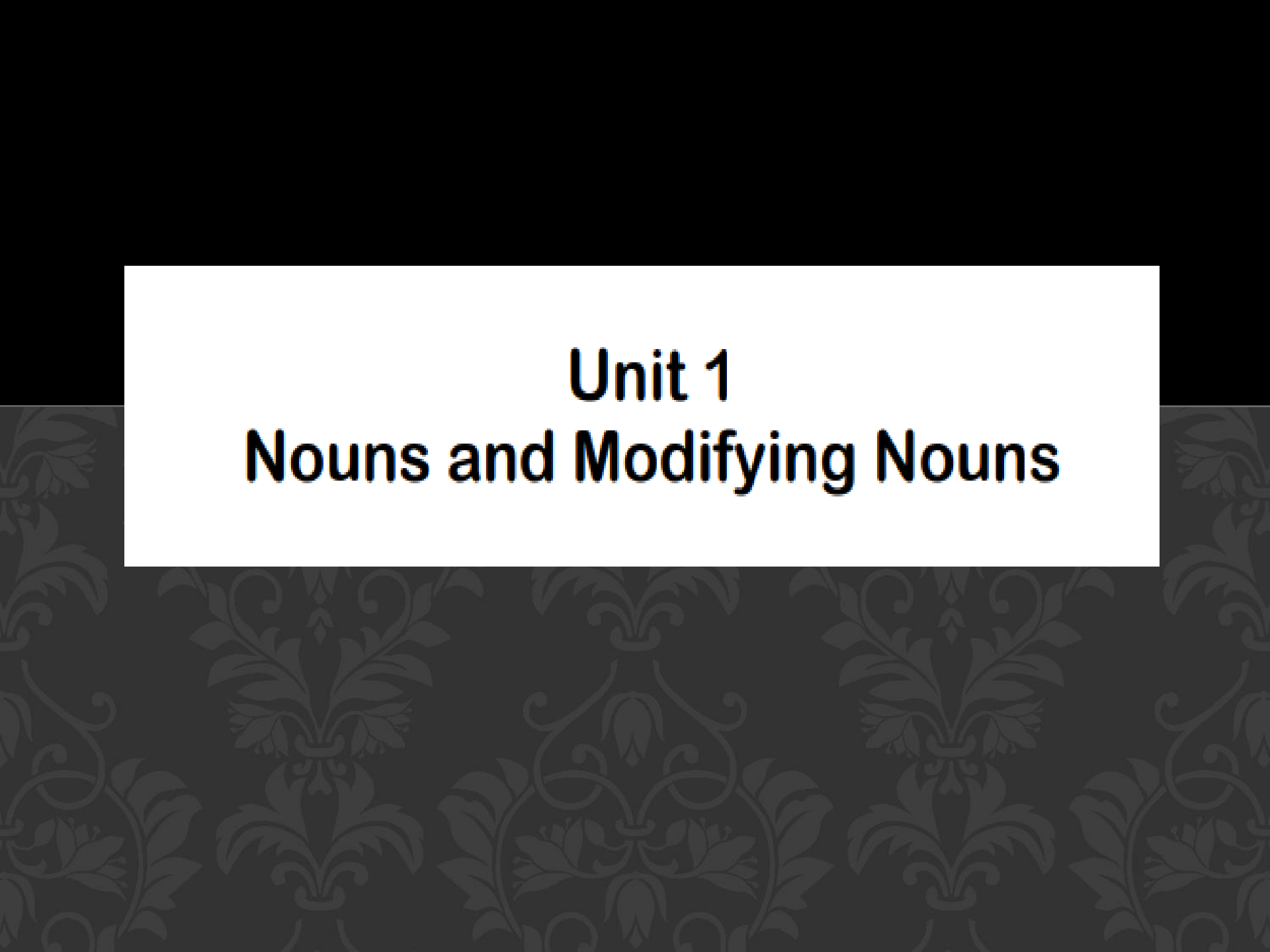


สัปดาห์ที่ 1

แนวการสอน : หลักการ แนวคิด คำอธิบายรายวิชา ผลลัพธ์การเรียนรู้ เนื้อหา
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ประเมินผลเกณฑ์การตัดสินการให้คะแนน

สัปดาห์ที่ 2



Unit 1
Nouns and Modifying Nouns

Overview of Nouns and Modifying Nouns

Nowadays, **computers** are essential for **students**.

Love makes the world go around.

This recipe calls for **two slices of bread**.

Good **food** is essential for good health.

Prices have increased on many **foods**.

That **small round wooden table** is very expensive.

Review of Nouns and Modifying Nouns

Types of Nouns		
<p>Common</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Examples :</p> <p>.....</p>	<p>VS</p>	<p>Proper</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Examples :</p> <p>.....</p>
<p>Countable</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Examples :</p> <p>.....</p>	<p>VS</p>	<p>Uncountable</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Examples :</p> <p>.....</p>

Concrete

.....
.....
.....
Examples :
.....

VS

Abstract

.....
.....
.....
Examples :
.....

Compound

.....
.....
.....
Examples :
.....

Collective

.....
.....
.....
Examples :
.....

2 Nouns

▶ Grammar Presentation

There are two types of common nouns in English : **count** and **noncount**.

COUNT NOUN

Vegetables are good for you.

NONCOUNT NOUN

Good **nutrition** is essential for good health.

2.1 Count Nouns

1) **Count nouns** are nouns that you **can count** and **make plural**.
Use **a singular** or **plural verb** with count nouns.

This **apple** tastes great.

Vegetables are very important and keep us healthy.

2) Use a determiner such as *a / an, the, this,* and *his* with singular count nouns.

Is a tomato a vegetable?

There's an onion in the refrigerator.

This banana doesn't taste ripe.

His sandwich looks delicious.

3) You can use a plural count noun *with or without* a determiner such as *a few, many, some, these, and those*.

Some diets don't work very well.

Diets often don't work very well.

2.2 Irregular Plural Nouns

1) Some plural nouns have **irregular forms**. These are the most common irregular plural nouns in academic writing.

man - men woman - women child - children
person - people foot - feet tooth - teeth

2) Some nouns have the same form for singular and plural.

one fish - two fish one sheep - two sheep

3) Some nouns are only plural. They do not have a singular form.

clothes headphones pants
glasses jeans scissors

2.3 Noncount Nouns

1) **Noncount nouns** are nouns that **cannot be counted**.

Use **a singular verb** with noncount nouns.

Here are some common categories of noncount nouns.

a. **Abstract concepts:** *health, nutrition*

*Good **health** is very important.*

b. **Activities and sports:** *dancing, exercise, swimming, tennis, yoga*

***Yoga** has been my favorite activity for years.*

c. **Diseases and health conditions:** *arthritis, depression, diabetes, obesity*

***Obesity** has become a serious problem.*

d. **Elements and gases:** *gold, hydrogen, oxygen, silver*

***Oxygen** is the most common element in the body by weight.*

e. **Food:** *beef, broccoli, cheese, rice*

***Broccoli** isn't popular with my family.*

f. **Liquids:** *coffee, gasoline, oil, tea*

***Tea** has many health benefits.*

g. **Natural phenomena:** *electricity, hail, lightning, rain, thunder*

***Hail** consists of small balls of ice.*

h. **Particles:** *pepper, salt, sand, sugar*

*Too much **salt** isn't good for you.*

i. **Subjects:** *economics, genetics, geology*

*I wasn't very good at **economics** in college.*

j. **Areas of work:** *construction, business, medicine, nursing*

*She's studying **nursing**.*

2) You can use a **noncount noun** with or without a determiner. Use a determiner after you have already mentioned the noun and wish to give more information.

Cheese is one of my favorite foods, but I don't like the cheese on this pizza. It's too stringy.

3) You can use **the + certain adjectives** to describe a group of people with the same characteristic or quality: *the dead, the disabled, the educated, the elderly, the living, the poor, the rich, the unemployed*.
Use a plural verb.

The elderly sometimes don't eat well.
The poor are often not able to buy nutritious food.
The unemployed are especially affected by the poor economy.

Data from the Real World

Some common **noncount nouns** in speaking and writing are:

<i>advice</i>	<i>equipment</i>	<i>information</i>
<i>bread</i>	<i>evidence</i>	<i>knowledge</i>
<i>cash</i>	<i>fun</i>	<i>luck</i>
<i>coffee</i>	<i>furniture</i>	<i>milk</i>
<i>damage</i>	<i>health</i>	<i>money</i>
<i>music</i>	<i>research</i>	<i>stuff</i>
<i>news</i>	<i>rice</i>	<i>traffic</i>
<i>permission</i>	<i>safely</i>	<i>water</i>
<i>progress</i>	<i>security</i>	<i>weather</i>
<i>publicity</i>	<i>software</i>	<i>work</i>

3 Noncount Nouns as Count Nouns

► Grammar Presentation

When we refer to **noncount nouns** as *individual items*, they can sometimes have **count meaning**.

They may also be made **countable** with *measurement words* describing specific qualities.

Noncount Nouns

Light makes plants grow.

Measurement + count Nouns

A bunch of **lights** were visible in the distance.

3.1 Making Noncount Nouns countable

- 1) Some **noncount nouns** can have a **count meaning** when we refer to *individual items within a general category*.

*I always put **cheese** on my pasta. (general category)*

*English **cheeses** are very strong. (individual kinds)*

***Food** is essential to life. (general category)*

*Some **food** contain a lot of sugar. (individual food items)*

- 2) Use **measurement words** to make noncount nouns **countable**.
Here are common measurement words and expressions.

*Eight glasses of **water** are on the table.*

*There is a piece of **cake** in the refrigerator.*

- a. **Abstract concepts:** *a bit of, a kind of, a piece of*

*A bit of **kindness** goes a long way.*

- b. **Activities or sports:** *a game of*

*I play five games of **tennis** a week.*

- c. **Food:** *a drop of, a grain of, a serving of, a slice of*

*Would you like a piece of **pie**?*

- d. **Liquids:** *a cup of, a gallon / quart of, a glass of*

*The recipe calls for two cups of **oil**.*

e. **Natural phenomena:** *a bolt of, a drop of, a ray of*

*A few drops of **rain** are enough to ruin a picnic.*

f. **Particles:** *a grain of, a pinch of*

*A pinch of **salt** makes food taste good.*

g. **Subjects and occupations:** *an area of, a branch of, a field of, a type of*

*Two branches of **medicine** are cardiology and neurology.*

h. **Miscellaneous:** *an article of (clothing), a bunch of (people, objects), a crowd of, a group of, a pack of (wolves, dogs, wild animals), a piece of (furniture, equipment, news)*

*There were a bunch of **people** at the store.*

Modifying Nouns

▶ Grammar Presentation

Adjectives that modify nouns, including nouns acting as adjectives, follow a specific order.

*That was a **delicious green Washington** apple!*

(opinion + color + origin)

*I saw a **shocking government** report on nutrition!*

(opinion + type)

4.1 Order of Modifiers

The order of modifiers is as follows:

Opinion / Evaluation	Size	Age	Shape	Color	Origin	Material	Type
delicious traditional useful	large short small tall	antique new old two-year-old young	round square triangular	black green yellow	French imaginary scientific	cotton leather metal	dog government shoulder

4.2 Using Modifiers

1) **Do not use commas** between *two adjectives from different categories*.

OPINION ORIGIN

*That was a **delicious** **French** cake.*

OPINION TYPE

*It was a **disappointing** **medical** report.*

SIZE MATERIAL

*You'll need a **big** **metal** pan.*

2) Use **and** or **a comma** between *two adjectives of opinion*.

OPINION

OPINION

*The food has an **interesting** **and** **memorable** taste.*

*The food has an **interesting**, **memorable** taste.*

3) Use **and** between *two colors* or *two materials* used as adjectives.

COLOR + COLOR

*She bought a **red** and **yellow** dress.*

*The **cotton** and **silk** tablecloth is new.*

5 Avoid Common Mistakes

1. When a noun modifies another noun and a number comes before it, use the singular form of the noun.

Eight-year-old

An ~~eight-year-old~~ child should be able to pronounce all of the ingredients.

2. When a noun is followed by a prepositional phrase, the verb agrees with the noun, not the object of the preposition.

advertises

The company behind these products ~~advertise~~ to young children.

3. Do not make noncount nouns plural.

advice

The author has ~~advices~~ for shoppers.

4. Remember to use the plural form of count nouns.

vegetables

These ~~vegetable~~ taste good when they are served raw with salad dressing.

Summary of Nouns and Modifying Nouns

1. Count Nouns

- Forms : - singular count nouns
 - plural count nouns
 - regular plural count nouns
 - irregular plural count nouns
- Usages : - singular count nouns with a determiner
 - plural count nouns with or without a determiner

2. Noncount Nouns

- Categories : - Abstract concepts
 - Activities and sports
 - Diseases and health conditions
 - Elements and gases
 - Food
 - Liquids
 - Natural phenomena
 - Particles
 - Subjects
 - Areas of work
- Usages : - noncount noun with or without a determiner
 - the + certain adjective

3. Making Noncount Nouns countable

- Forms :
- Usages :
 - Measurement words and expressions :
 - Abstract concepts
 - Activities and sports
 - Food
 - Liquids
 - Natural phenomena
 - Particles
 - Subjects and occupations
 - Miscellaneous

4. Modifying Nouns

- Forms :
- Usages :

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สัปดาห์ที่ 3

Unit 2

Articles and Quantifiers

Overview of Articles and Quantifiers

I need to buy **a** new shirt.

He bought two shirts and a tie. **The** shirts were quite cheap.

Platinum is more valuable than gold.

Red Riding Hood picked **a few** flowers for her grandmother.

We've got very **little** time. Hurry up!

He'd made **most of** the desserts himself.

Most of the information was useful.

Review of Articles and Quantifiers

Complete the following sentences with the correct articles or quantifiers if necessary.

1. I need milk for this recipe, but we're out.

2. He is from European country, but I don't know which one.

3. I enjoyed the DVD you gave me for my birthday.

4. If I were rich, I would buy apartment in Manhattan and house in Hawaii.

5. Do you know name of her perfume?

6. We are going to be late. There is too
traffic.

7. Can you bring soda to the picnic? I don't have
Yeah, I think I've got left over from the party.

8. How do you feel about your new job? Do you have as
..... responsibilities as you used to?

9. How do you think you did on the test? I think I did
better than last time, maybe even better.
What about you?

10. Well, I think I probably made mistakes,
but I have the feeling I did well overall.

2 Indefinite Article, Definite, and No Article

► Grammar Presentation

The indefinite articles **a** and **an** and the definite article **the** come before **singular count nouns**.

The definite article **the** can come before **plural count nouns** and **noncount nouns**.

***The** color blue in **a** bedroom may relax people.*

*Choosing colors is **an** important part of decorating.*

***The** orange walls contributed to her insomnia.*

2.1 Indefinite Articles: **A / An**

- 1) Use **a / an** before **a singular count noun** when the noun is **part of a category** or if it is **a profession**.

*Blue is **a** color.*

*The power of color is **an** issue that many researchers study.*

*Her sister is **an** interior decorator.*

- 2) Use *a / an* to introduce **a singular count noun** when you first mention it.

A room with blue walls can seem formal.

An orange bedroom can keep you awake.

- 3) Use *a / an* before **a singular count noun** to give definitions or make generalizations.

A decorator is a person who chooses colors and furniture for a room.

A yellow room is more cheerful than a blue room.

2.2 Definite Article: *The*

- 1) You can use *the* before **singular count nouns, plural count nouns,** and **noncount nouns.**

Where is *the* chair?

The salespeople are very knowledgeable.

The furniture in her house looks new.

- 2) Use *the* before **a noun** when you *mention it a second time.*

FIRST MENTION

SECOND MENTION

I took an interesting class. *The* class was about the effects of color on people's moods.

3) Use *the* when **a noun gives more information about a previously mentioned noun**. The second noun is associated with the first noun.

This is a good study on colors. **The** research makes some good points.

That is a very interesting article. **The** information in it explains a lot about the power of color.

4) Use *the* when listener or reader **can physically see or visualize the noun**.

Push **the** button in front of you.

Your class is in **the** room just below this one.

5) Use *the* when *the noun is unique*.

*The students are learning about **the sun**, **the earth**, and **the solar system**.*

6) Use *the* before *a singular noun* used to *represent a whole class or category*. This is very formal.

***The male robin** is more colorful than the female.*

2.3 No Article

Use **no article** when *a noncount noun* or *a plural count noun* is used to *make a generalization*.

***Research** has taught us many things about the ways that we are affected by colors.*

***Colors** can affect our moods.*

3 Quantifiers

► Grammar Presentation

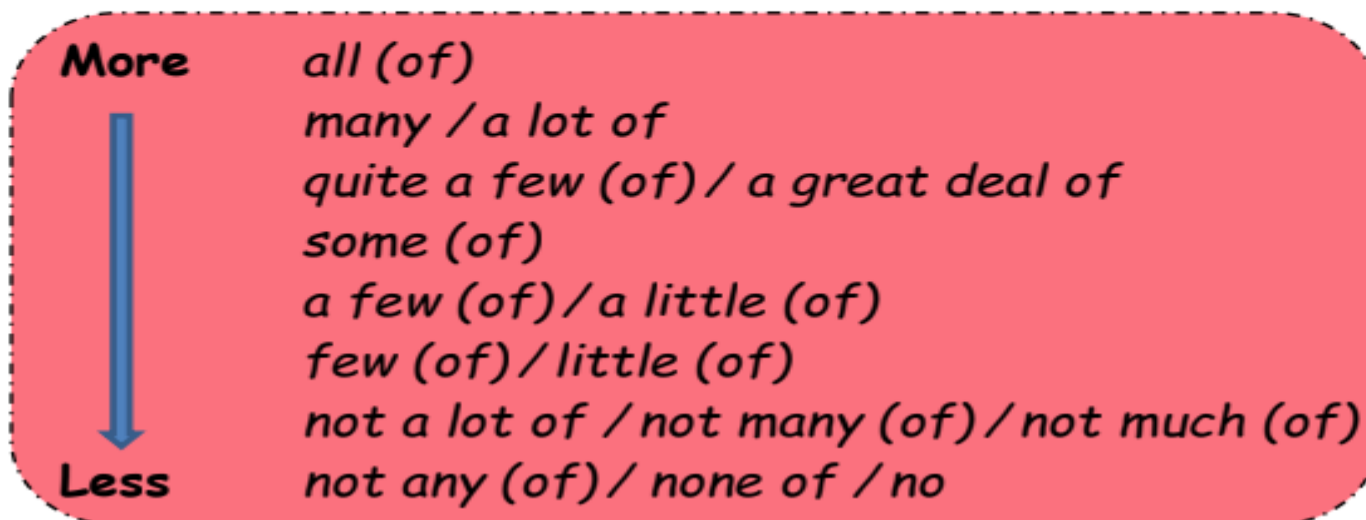
Quantifiers are words such as *all (of)*, *some (of)*, and *a lot of* that describe an amount or number.

All of the colors go well together.

I have some information about colors.

3.1 Quantifiers with count nouns and noncount nouns

1) **Quantifiers** describe both *large and small quantities or amounts*. They are used with both **count and noncount nouns**.



2) Use the following quantifiers **only with count nouns**: *quite a few (of), few, a few (of), not many (of)*

Quite a few painters have studied at that art school.
A few painters shared the paint.
Few students have time for art classes.
Not many students have found a summer job.

3) Use the following quantifiers **only with noncount nouns**:
a great deal of, a little, little, not much (of)

We have a great deal of work to do.
I have a little information.
She has little patience.
There is not much time left to complete the work.

- 4) Use **a few** to say there are **some but not many**.
Use **few** for **a very small number**.

*There are always **a few** students who want to major in art.
There are **few** scholarships for international students.*

- 5) Use **a little** and **little** with **noncount nouns**.
Use **a little** to say there is **some but not much**.
Use **little** for **a very small amount**.

*I have **a little** money, so I can pay for it.
I have **little** money. I don't have enough money.*

3.2 Quantifiers that are used with count nouns and noncount nouns

The following quantifiers can be used with both count and noncount nouns:

Count nouns	Noncount nouns
<ul style="list-style-type: none">- All of the <u>students</u> in my class work hard.- She used a lot of <u>colors</u> in her painting.- Most of the <u>answers</u> are clear.- Some of the <u>students</u> don't know a lot about art.- I didn't take a lot of <u>notes</u> in class.- We don't have any <u>solutions</u>.- None of the <u>students</u> is absent.- There are no <u>excuses</u> for poor work.	<ul style="list-style-type: none">- I gave him all of the <u>money</u>.- I don't have a lot of <u>time</u> today to study.- I knew how to use most of the <u>software</u>.- I painted some of the <u>time</u> while I was on vacation.- He didn't have a lot of <u>help</u> on the project.- They didn't put any <u>effort</u> into the job.- None of the <u>work</u> is good.- That room has no <u>sunshine</u>.

3.3 Quantifiers and *Of*

1) Use a quantifier **without *of*** when a noun is used in **an indefinite** or **general sense**.

Some students are late.

I was interested in a few art classes.

2) Use a quantifier **with *of*** when the noun is **specific** and known to both the speaker and listener.

Use ***of*** before a determiner such as *the, my, your, his, her, our, their, these, or those*.

Some of the students at my school are very smart.

A few of the activities in class require artistic ability.

3) The quantifiers *a great deal of, a lot, a lot of*, and *none of* always include *of*.

A lot of people are interested in art.

NOT ~~A lot~~ people are interested in art.

4. Avoid common mistakes

1. Do not use much with plural nouns.

We interviewed ^{many} ~~much~~ interesting candidates, and we ended up hiring Ms. Stevens.

2. Use an article before a singular occupation.

*^{an}
I am assistant researcher.
^*

3. Write a lot as two words.

I have ^{a lot} ~~alot~~ of friends.

Summary of Articles and Quantifiers

Articles

- Indefinite Articles
 - Forms :
 - Usages :
- Indefinite Articles
 - Forms :
 - Usages :
- No Article
 - Usages :

Quantifiers

- Quantifiers with Count Noun
 - Forms :
 - Usages :
- Quantifiers with Noncount Noun
 - Forms :
 - Usages :
- Quantifiers with Count Noun and Noncount Noun
 - Forms :
 - Usages :

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สัปดาห์ที่ 4

Unit 3

Pronouns

Overview of Pronouns

Sarah told **herself** that the problem was temporary.

Some of the students are in the gym and **the others** are waiting in the hall.

Everybody needs **somebody**.

Review of Pronouns

		Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns
Singular	1 st person				
	2 nd person				
	3 rd person (Male)				
	3 rd person (Female)				
	3 rd person				
Plural	1 st person				
	2 nd person				
	3 rd person (Male+Female)				

2 Reflexive Pronouns

▶ Grammar Presentation

Reflexive pronouns are used to talk about actions when the subject and object of a sentence are the same person or people. They are often used for emphasis to say that the action is performed by that person and nobody else.

*We should enjoy **ourselves** at work.*

*Sue **herself** determines how she is evaluated.*

(Sue determines this, not someone else.)

2.1 Forming Reflexive Pronouns

There is a **reflexive pronoun** for each subject pronoun.

Singular		Plural	
I	→ myself	we	→ ourselves
you	→ yourself	you	→ yourselves
he	→ himself	they	→ themselves
she	→ herself		
it	→ itself		

2.2 Using Reflexive Pronouns as Objects

1) Use **a reflexive pronoun** when **the subject and object of a sentence are the same**.

SUBJECT

OBJECT

*They can get **themselves** treats during the workday.*

SUBJECT

OBJECT

*We introduced **ourselves** to the new staff.*

2) Use **a reflexive pronoun** after **an imperative** in which you are directly addressing the reader or listener.
The implied **subject** of the sentence is **you**.

Imagine yourself living the good life and working at the same time.

Give yourselves a day off!

Ask yourself if this company is right for you.

3) Reflexive pronouns are often used with the following verbs:

be hard on

She was always hard on herself.

be proud of

He was very proud of himself and his grades.

believe in

You have to believe in yourself. You can do it.

blame

They blamed themselves for what happened.

enjoy

We really enjoyed ourselves at the conference.

feel good about

Eating well helps you feel good about yourself.

help

Please help yourselves to some food.

hurt

I hurt myself carrying those heavy boxes.

look at

Look at yourself in the mirror.

push

She should push herself to work harder.

remind

He reminded himself to get to work early.

see

The company saw itself as an innovator.

take care of

Take care of yourself. You're working too hard.

tell

I tell myself that I am good at what I do.

4) Use **an object pronoun**, not a reflexive pronoun, after prepositions when the meaning is clear without reflexive pronoun. If the meaning isn't clear, use a reflexive pronoun.

*They took the candy home with **them**. (They couldn't take the candy home with someone else.)*
*I'm very proud of **myself**. (I could be proud of someone else.)*

2.3 Other Uses of Reflexive Pronouns

1) You can put **the reflexive pronoun** directly after a noun or pronoun for greater emphasis or **at the end of the clause** for less emphasis.

*The manager **herself** gave us candy. (more emphatic)*
*I interviewed the candidates **myself**. (less emphasis)*

2) Use **by + a reflexive pronoun** to mean "alone" or **without help**.

*I can work by **myself**, or I can work on a team.*
*John completed the whole project by **himself**.*

3 Pronouns with Other / Another

▶ Grammar Presentation

Another, other, the other, and *the others* are **pronouns** that refer back to a noun.

Each other and *one another* are **reciprocal pronouns**.

They are used when two or more people do the same thing.

*Some employees are happy, but **others** not.*

*The fitness center is one benefit. **Another** is the dry-cleaning service.*

*Employees help **each other**.*

3.1 Pronouns: The Other, the Others, Others, Another

1) Use **the other** to describe **the remaining member of pair**.
Use **another** to describe **an additional member of a group**.
It means “one more”.

I have two favorite sports. One is swimming.

***The other** is tennis. (There are only two sports.)*

*Swimming is one of my favorite sports. **Another** is tennis. (There are more than two sports.)*

Use **third-person singular verb forms** with **the other** and **another**.

*One of my children goes to college and **the other** works.*

2) Use **the others** for two or more remaining members of a specific group.

Use **plural verb forms** with *the others*.

*One of my children is in high school. **The others** are in college. (I have at least three children: the one in high school and at least two in college.)*

3) Use **others** (*without the*) for additional members of a group or to contrast these members with previous ones.

Use **plural verb forms** with *others*.

*Some people without jobs look for work every day. **Others** look once a week. (Two contrasting groups of people.)*

3.2 Reciprocal Pronoun: Each Other, One Another

1) **Each other** and **one another** are reciprocal pronouns. Use them when two or more people or groups do the same thing. There is no difference in meaning.

*The teacher and the student respect **each other**.*
*The teacher and the student respect **one another**.*
(The teacher respects the student. The student respects the teacher.)

Each other is more common and more informal than **one another**.

*The five employees in my company help **each other**.*
*The five employees in my company help **one another**.*
(Each employee helps the other four employees.)

Data in the Real World

Each other is more common than **one another** in conversation and academic writing.

One another is slightly more common in academic writing than in conversation.

Reciprocal pronouns are less frequently used than personal pronouns (I, you, etc.).

4 Indefinite Pronouns

Grammar Presentation

Indefinite pronouns (such as **everything, someone, anywhere, nobody**) are used when *the noun is unknown or not important.*

*The new boss wants to talk to **everybody**.*

***Someone** is moving into our office.*

4.1 Using Indefinite Pronouns

1) Use **everybody**, **everyone**, **everything**, and **everywhere** to describe *all members or things in a group*.

Use **everybody** or **everyone** for *people*.

Use **everything** for *things*.

Use **everywhere** for *places*.

Everybody loves working here.

Is everyone ready?

He knows **everything** about this company.

It seems you've looked **everywhere** for a job.

2) Use **somebody**, **someone**, **something**, and **somewhere** to refer to *an unnamed person, place, or thing*.

Somebody is going to review our work today.

Can I ask you **something**?

I'd like to work **somewhere** really interesting.

Use **indefinite pronouns** with **some-** in questions to *offer things* or *ask for things*.

Would you like something to drink?

3) Use **anybody, anyone, anything** and **anywhere** to refer to *an unnamed person, place, or thing*.

"Can anybody receive financial help here?"

"Sure. Anyone can ask for help."

Do you need anything from the cafeteria?

You can't take anything from this shelf.

Use **indefinite pronouns** with **any-** to *ask questions and in negative sentences*.

Have they advertised the product anywhere?

I didn't go anywhere last night.

4) Use **nobody**, **no one**, **nothing**, and **nowhere** to mean “**none**” or “**not one**” in affirmative statements.

No one likes this company. (=not one person)

She said nothing important in the meeting.

(=not one thing)

There is nowhere I'd rather work.

(=not one other place)

5 Avoid Common Mistakes!

1. Use the plural pronoun **others** when talking about two or more people or things.

*Some managers value discipline; **others** ~~other~~ believe in praise for good work.*

2. Use the object pronoun to form the reflexive pronouns **himself, itself, and themselves**.

*Valuable employees can solve problems **themselves** ~~themselves~~.*

3. Indefinite pronouns with **any-, every-, and no-** (such as anyone, everyone, and no one) take singular verb forms.

*Everyone in the company **gets** ~~get~~ a performance review once a year.*

Summary of Pronouns

1. Reflexive Pronouns

- Forms :
- Usages: - Reflexive Pronouns as Objects:
 - as object
 - after an imperative
 - with some verbs
 - after prepositions (if the meaning isn't clear)
 - Others Uses of Reflexive Pronouns

2. Pronouns with Other / Another

- Forms:
- Usages:
 - Pronouns: the other, the others, others, another
 - Reciprocal Pronouns: each other, one another

3. Indefinite Pronouns

- Forms:
- Usages:
 - Refer to a person
 - Refer to a thing
 - Refer to a place
 - Use to ask questions
 - Use in affirmative statement
 - Use in negative statement

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สัปดาห์ที่ 5

Unit 4

Gerunds

Overview of Gerunds

Speaking the truth is not always easy.

Have you finished **doing** your homework?

Not **doing** anything about it is better than doing the wrong thing.

I don't like people who always insist on **talking** about politics.

Robbie has difficulty **finding** his new apartment.

My son has an interest in **collecting** insects.

There is no possibility of **changing** the voting procedure.

Review of Gerunds

Which sentence is correct?	Check ✓
1. Fishing used to be my favorite hobby at your age.	
2. We talked about travelling together next year.	
3. Paul remembers being here when I was a child.	
4. I think I didn't remember locking the door when we left.	
5. If Christine doesn't answer, try calling her mobile.	
6. Her little son tried keeping his eyes open, but he eventually felt asleep.	
7. My parents don't let me coming with you.	
8. Your hair needs cutting. It's too long.	
9. I'd prefer taking my own car if you don't mind.	
10. They had trouble finding our house.	

Review of Gerunds

Functions as:	Complete each sentence with appropriate gerund.
subject is my favorite sport.
direct object	I really enjoy
subjective complement	My favorite hobby is
object of preposition	I always take pleasure in
appositive	My favorite activity,, takes a great deal of effort.
delayed appositive	This was my wonderful idea,

2 Gerunds as Subjects and Objects

► Grammar Presentation

A **gerund** is the **-ing from of a verb** that *functions as a noun*. It can be the subject or object of a sentence.

*Attending college is important these days.
I enjoy learning.*

2.1 Using Gerunds as Subjects and Objects

1) Use a **singular verb from** when the gerund is **the subject of the sentence**.

*Studying in the morning is difficult for me.
Completing my application has taken hours.*

2) Use a gerund as **the object after the following verb**:

a. **Time**: *delay, finish*

*I finished **working** on the project last night.*

b. Likes and dislikes: *appreciate, dislike, enjoy, mind*

*My sister dislikes **working** in a bookstore.*

*I enjoy **teaching**.*

c. Effort and interest: *avoid, keep, practice*

*Practice **interviewing** with a friend.*

d. Communication: *defend, discuss, propose*

*Discuss **applying** for a loan with your parents.*

e. Thinking: *consider, imagine, suggest*

*He considered **transferring** to another school.*

3) Use **not** before a gerund to *make it negative*.

Not attending a four-year college is one option for students with little money.

4) **Do not confuse** a gerund with the present progressive form of the verb.

PRESENT PROGRESSIVE GERUND
I am considering working at home.

3 Gerunds After Prepositions and Fixed Expressions

► Grammar Presentation

The **gerund** is the only verb form used *after prepositions and in certain fixed expressions*.

*I am interested in **studying** art.*

*I'm not in favor of **skipping** a year of college.*

3.1 Using Gerunds as Objects of Prepositions

Use a **gerund** as *the object of prepositions* after these **common verb + preposition combinations**:

a. **Likes, dislikes, emotions**: *be afraid of, care for, be excited about, be interested in, worry about (or be worried about)*

Are you afraid of **failing**?

Bryn is excited about **applying** to college.

I worry about **not choosing** the right school.

b. **Interests and efforts**: *be interested in, learn about, be responsible for, be successful at, take care of*

Many students are responsible for **paying** their own tuition.

c. **Communication**: *complain about, hear of, insist on, talk about, be warned of*

Some parents complain about **having** more than one child in college at the same time.

My friend insisted on **visiting** the school with me.

Did anyone talk about **studying** together tonight?

d. **Thought:** be aware of, believe in, concentrate on, dream of, forget about

*I believe in sometimes **staying** up all night to study for a test.
My sister dreams of **winning** a scholarship.*

e. **Blame and responsibility:** admit to, apologize for, confess to, be guilty of

*We apologize for **not contacting** you sooner.*

f. **Other:** apply for, depend on, plan on, be used to

*I'm used to **taking** care of myself. I've lived alone for years.*

3.2 Using Gerunds with Common Fixed Expressions

1) Use a **gerund** after certain common fixed verb + noun expressions: have a difficult time / have difficulty / have trouble, spend time / spend money /, waste time / waste money

She had trouble finishing her degree.

I spent a lot of time helping in the library.

Don't waste time complaining.

2) Use a **gerund** after certain common fixed noun + preposition expressions: an excuse for, in favor of, an interest in, a reason for

There's no excuse for being late.

He has a reason for choosing this school.

4 Gerunds After Nouns + *of*

► Grammar Presentation

Gerunds are often used *after nouns + of*.

*The cost of **getting** an education is rising.*

*I believe in the importance of **studying** hard.*

4.1 Nouns + *of* + Gerunds

The following nouns are often used in **noun + of + gerund** combinations:

benefit of A benefit of **going** to community college is cost savings.

cost of The cost of **commuting** is rising because of gas prices.

danger of There is a danger of **borrowing** too much money.

(dis)advantage of

What are some disadvantages of **taking** out loans for school?

effect of

The effect of **being** late are serious.

fear of

The fear of **being** jobless is what keeps me in school.

habit of

I'm in the habit of **not getting** up early.

importance of

It's impossible to underestimate the importance of **working** hard in school.

possibility of

The possibility of **not graduating** is worrisome.

problem of

The problem of **increasing** college costs affects a lot of students.

process of

He explained the process of **enrolling** in school.

risk of

She told me about the risks of **taking** out a loan.

way of

I'm thinking of a way of **paying** for school.

5 Avoid Common Mistakes!

1. Remember to use a gerund after a preposition.

getting

Student often worry about ~~get~~ into college.

2. As a gerund rule, when you use a verb as a subject, use a gerund.

Paying

~~Pay~~ for a private college can be very expensive.

3. Always use a singular verb with a gerund subject.

is

Interviewing at several colleges ~~are~~ time-consuming.

Summary of Gerunds

- Forms:

- Affirmative form
- Negative form

- Usages:

- Gerund as Subject
- Gerund as Object
- Gerund as Object of Preposition
- Gerund with Common Fixed Expressions
- Gerund with Common Fixed Noun + Preposition Expressions
- Gerund after Noun + *of*

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สัปดาห์ที่ 6

Unit 5

Infinitives

Overview of Infinitives

It was late, so we decide **to take** a taxi home.

I invited Mary **to celebrate** with us.

George wants **to go** away.

(compare) George wants Martha **to go** away.

To teach is **to learn** twice.

Mary needs **to speak** to you.

Tony loves **meeting** new people.

(compare) Tony loves **to meet** new people.

Lucie stopped **eating** ice cream.

(compare) Lucie stopped **to eat** ice cream.

It is impossible **to predict** the future.

I've lived in the town long enough. It's time **to move** on.

Review of Infinitives

Which sentence is correct?	Check ✓
1. I'll never forget to talk to your mother for the first time.	
2. They seem to be in a good mood.	
3. We managed to climb up the hill.	
4. Sarah reminded his son to do his homework.	
5. Jane's planning to travel to New York.	
6. Woody refused to move his car.	
7. It is important to review vocabulary everyday.	
8. Their children spent three hours to watch TV.	
9. That fireman denied to break the window.	
10. Mary offered to take me to the airport.	

2 Infinitives with Verbs

Grammar Presentation

An infinitive is **to + the base form of a verb**. Some main verbs in a sentence are followed by an infinitive, not a gerund.

*I decided **to learn** about advertising.*

*The company planned **not to use** traditional advertising.*

2.1 Verbs + Infinitives

Use an infinitive after the following verbs:

a. **Time:** *hesitate, wait*

*We hesitated **to use** guerrilla marketing.*

b. **Likes or dislikes:** *care*

*I don't care **to see** boring ads on TV.*

c. **Plans or desires:** *decide, hope, need, plan*

The company is hoping to buy advertising space.

d. **Efforts:** *attempt, help, learn, manage*

Guerrilla marketers attempt to get your attention.

e. **Communication:** *agree, offer, promise*

Our company promised not to waste money.

f. **Possibility:** *appear, seems, tend*

Guerrilla ads tend to shock consumers.

Use **not** before the infinitive *to show the infinitive is negative.*

2.2 Verbs + Objects + Infinitives

1) After some verbs, an object comes before the infinitive. The object performs the action of the infinitive. The following verbs are followed by **an object + infinitive**: *advise, allow, convince, encourage, get, persuade, prepare, teach, tell, urge, and warn.*

VERB + OBJ + INF

He got us to try a new advertising technique.

The company didn't tell the salespeople to educate consumers.

They urged the advertisers not to surprise people.

2) Some verbs can be followed by either **an object + infinitive** or **an infinitive** only. These verbs include *ask, choose, expect, help, need, promise, want, and would like.*

VERB + OBJ + INF

My department chose Sally to create the new ads.
(Sally will create the ads.)

VERB + INF

My department chose to create the new ads.
(My department will create the ads.)

Data from the Real World

Research shows that these are **the most common verbs + infinitives** in academic writing: *appear, begin, continue, fail, seem, tend, try, want*

*Sales of the new product continued to rise last month.
The best failed to recognize that company's problems.*

3 Infinitives VS Gerunds

► Grammar Presentation

Some verbs can be followed by **an infinitive or a gerunds**. Much of the time, *the meaning is the same or very close*, but sometimes there is *a difference in meaning*.

The women **stopped to read** the ad.

(The women saw the ad as she was walking and stopped. She read the ad.)

The woman **stopped reading** the ad.

(The woman was reading the ad. Then she stopped.)

3.1 Similar meanings of Infinitives vs. Gerunds

After **some verbs**, you can use either **a gerund** or **an infinitive** without any change in meaning.

Verbs that can be followed by either an infinitive or gerund include *begin*, *can't stand*, *continue*, *hate*, *love*, *prefer*, and *start*.

Broadcasters love to get free publicity.
Broadcasters love getting free publicity.

When *begin*, *continue*, or *start* are in a progressive form, use **an infinitive**.

I'm beginning to work on the assignment now.
I'm beginning ~~working~~ on the assignment now.

3.2 Difference Meanings of Infinitives vs. Gerunds

1) The following verbs can be followed by either **an infinitive** or **a gerund**, but **the meaning is different**:

Infinitives

Did you forget **to tell** your secretary you'd be late today?
(You never told your secretary.)

I regret **to tell** you that our sales have dropped.
(I'm sorry that our sales have dropped, but I'm telling you about it.)

They remembered **to e-mail** the sales figures.
(They almost forgot, but then they sent the e-mail.)

People stopped **to look** at the colorful signs.
(People stopped and looked at them.)

The mayor tried **to change** the town's name, but the citizens didn't want to.
(This was an experiment to see if he could do it. The mayor didn't succeed. He couldn't change the name.)

Gerunds

Did you forget **telling** your secretary you'd be late today?
(You told your secretary, but you do not remember it.)

I regret **telling** you that our sales have dropped.
(I told you our sales had dropped, but I wish I hadn't.)

They remembered **e-mailing** the sales figures.
(They sent the e-mail later, they thought about it again.)

People stopped **looking** at the colorful signs.
(People were looking at them but then stopped.)

The mayor tried **changing** the town's name, but it didn't help tourism.
(The mayor made an effort to do this, and he succeeded. He changed the name.)

2) Note that the meaning of **tried** is only **different in the past**.

*I **tried to pay** with a credit card, but the store only accepted cash.*

(I wanted to pay with a credit card, but they wouldn't let me.)

*≠ I **tried paying** with a credit card, but I didn't like it.*
(I did pay with a credit card.)

*I will **try to call** you tomorrow.*

*= I will **try calling** you tomorrow.*

(=Tomorrow I plan to call you, but it may not work.)

4. Infinitives After Adjectives and Nouns

▶ Grammar Presentation

Infinitives can also **follow some adjectives and nouns**.

*The consumers were **happy to see** some interesting advertising.*

*The advertisers needed more **time to educate** the community.*

4.1 *Be* + Adjective + Infinitives

Use **Infinitives** after the following **adjectives**: *afraid, amazed, difficult, easy, embarrassed, fun, interesting, lucky, necessary, ready, sad, shocked, sorry, surprised, (un)likely, upset.*

Some companies are afraid to use new marketing techniques.

The police were ready to destroy the ads.

The advertisers were sorry to cause a problem.

It + be is frequently used with many of these words.

It would be fun to surprise people with guerrilla advertising.

4.2 Nouns + Infinitives

Use **Infinitives** after the following **nouns**: *ability, chance, decision, time, way.*

Some ads have the ability to excite the public.

It was a great chance to learn something new.

It's time to be more creative in advertising.

5 Avoid Common Mistakes

1. With the verb *want*, use verb + object + Infinitive, not verb + *that* clause.

The advertisers want ~~that~~ you ^{to} buy their products.

2. Use the correct word order when using the negative form of an infinitive.

The company decided ^{not} to ~~not~~ pay bloggers to write about their products.

3. Do not confuse the preposition *to* with an infinitive *to*.

I look forward ^{seeing} PREP + GERUND to ~~see~~ the new dragon movie.

Many people like ^{see} VERB + INFINITIVE to ~~seeing~~ familiar places and objects in a movie.

4. Use an infinitive (*to* + the base form of verb), not *for* + base form of verb, where appropriate.

It is important ^{to} ~~for~~ make sure the advertisement targets the right audience.

Summary of Infinitives

- Forms:

- Affirmative form
- Negative form

- Usages:

- Verb + To Infinitives
- Verb + Object + To Infinitives
- To Infinitives as Subject
- To Infinitives as Object
- Be + Adjective + To Infinitives
- Nouns + To Infinitives
- (Compare) : - Verb + To Infinitives
VS Verb + Object + To Infinitives
- (Compare) : - Different meanings of To Infinitives
VS Gerunds

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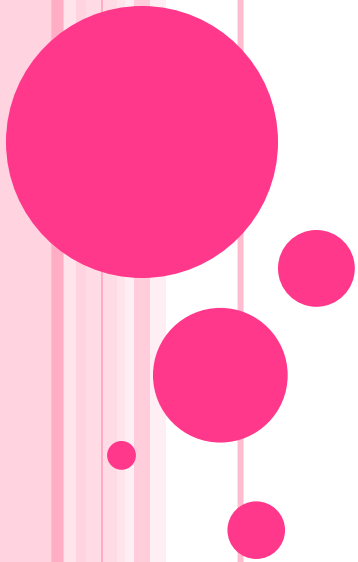
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สัปดาห์ที่ 7

Unit 6

Negative Questions and Tag Questions



Overview of Negative Questions and Tag Questions

Don't you like sushi?

Shouldn't we think about losing weight?

It rains. Aren't the children still playing outside?

Didn't you hear the ring? I called you many times an hour ago.

- It's a beautiful day, isn't it?
- Certainly. It's sunny.

- You didn't lock the door, did you?
- No, I forgot.

- You haven't seen your advisor today, have you?
- No, I haven't seen him yet.

- It was a good film, wasn't it?
- Yes, I really enjoyed it.

Review of Negative Questions

Complete these negative questions.

1. - you meet Jessica, Alba? - Yes, I did.

2. - you pretty? - Yes, I am.

3. - Alice finished her homework? - Yes, she has.

4. - you like chocolate? - Yes, I do.

5. - Kevin live in Antigua? - No, he doesn't.

6. - you drive? - No, I can't.

7. - she like to see a movie? - Yes, she would.

8. - you go to Spain? - Yes, I did.

9. - Ronaldo the best soccer player? - Yes, he is.

10. - I swim? - yes, I can.

Review of Tag Questions

Complete these sentences with tag questions.

1. He sometimes reads the newspaper,?

2. You are Japanese,?

3. Your children had a nice weekend,?

4. Pinky didn't use the pencil,?

5. Mary has answered the teacher's question,?

6. Paris is the capital of France,?

7. Taya wasn't listening,?

8. John and Maria will arrive at Heathrow,?

9. They should have given us a discount,?

10. You've seen this movie before,?

2 Negative Questions

► Grammar Presentation

Negative questions are similar to Yes / No questions in that they *begin with an auxiliary verb, a modal, or a form of be*.

Haven't you moved recently?

Aren't there many reasons why people move?

2.1 Forming Negative Question

1) **Negative questions** usually *begin with a contraction*.

Don't you live around here?

Can't you help me move?

Wasn't he living in Chicago?

2) *The full form of not* in negative questions is *very formal*.
The word *not* comes *between the subject and the main verb*.

Were they not living in Chicago?

Have you not moved recently?

3) With a contraction, use *are* instead of *am* with *I*. Use *am* when you *use the full form*.

Aren't I correct?

Am I not correct?



2.2 Using Negative Questions

- 1) Use **negative questions** when you think *the information is true and you expect people to agree*.

*Don't people often move when they change jobs?
(My experience tells me people often move
when they change jobs.)*

*Isn't it unusual for people to move in Russia?
(I've read that it's unusual to move in Russia.)*

- 2) Use **negative questions** to *show surprise or disbelief*.

"Tom has changed his major to English."

"Really? Isn't he still planning to work at a bank?"



3) Use **negative questions** to *show annoyance or anger*.

Didn't you say you would call me?

(I'm angry that you didn't call me.)

Shouldn't Bob have finished that report by now?

(I'm annoyed because Bob hasn't finished the report.)

2.3 Answering Negative Questions

Respond to a **negative question** just as you would a regular **Yes/No question**.

Typically, we answer negative questions with **yes or no and an explanation**.

- "Don't you want to move?" (Do you want to move?)

- "**Yes**, I do. *I'd like to live somewhere else.*"

- "**No**, I don't. *I really want to stay here.*"



3 Tag Questions

▶ Grammar Presentation

Use **tag questions** to *confirm information* or *ask for agreement*.

You're a professor, aren't you?

He hasn't been studying, has he?

3.1 Forming Tag Questions

1) The **verb** in a tag question is *an auxiliary verb, a modal* or *a form of be*.

Your parents have never moved, have they?

She got the job, didn't she?

You can't stay, can you?



2) The **pronoun** in a tag question *agrees with the subject*.

*The students will be on time, won't **they**?
Your sister lives close by, doesn't **she**?*

Use **it** when the subject is **that** or **something**.

*That's amazing information, isn't **it**?*

Use **they** when the subject is **someone** or **everyone**.

*Someone recorded the interview, didn't **they**?
Everyone respects the professor, don't **they**?*

3) Use **an affirmative tag** with **a negative statement**.

NEGATIVE STATEMENT AFFIRMATIVE TAG
*They don't live in Chicago, **do they**?
You're not from Russia, **are you**?*

Use **a negative tag** with **an affirmative statement**.

AFFIRMATIVE STATEMENT NEGATIVE TAG
*Geography is interesting, **isn't it**?
Her sister moved to Chicago, **didn't she**?*



3.2 Answering Tag Questions

1) In **negative tags**, we *expect the listener to answer yes*, but it is possible to answer *no*.

"They moved from Miami to Chicago, didn't they?"

"Yes, they got jobs in Illinois." (That's right, they moved.)

"Actually, no." (That's not right. They didn't move.)

2) In **affirmative tags**, we *expect the listener to answer no*, but it is possible to answer *yes*.

"They didn't move from Miami to Chicago, did they?"

"No, they decided to stay." (You're right, they didn't move.)

"Yes, they had to move for work." (Actually, they did move.)

3. You **cannot** answer **Yes...not**.

"They didn't move from Miami to Chicago, did they?"

"Yes, they did."

OR *"No, they didn't."*

NOT *~~"Yes, they didn't."~~*



4 Avoid Common Mistakes!

1. In negative questions, use the auxiliary verb + *not*.

Didn't she

~~*She no*~~ call you?

2. Answer negative questions the same way as regular Yes/No questions.

"Aren't you coming with us?"

No, I'm not.

Yes, I am.

~~*"Yes."*~~ (*I'm not coming.*)

~~*"No, I am."*~~ (*I'm coming.*)

3. In tag questions, remember to use an auxiliary verb + a pronoun in the tag.

wasn't it?

The research was old, no?

4. In the tag, use an auxiliary verb that agrees with the main verb + the correct pronoun for the subject.

aren't they?

They are still living in their hometown, ~~isn't it?~~



Summary of Negative Questions and Tag Questions

1. Negative Questions

- Forms :
- Usages : - To expect people agreement
 - To show surprise or disbelief
 - To show annoyance or anger

2. Tag Question

- Forms :
- Usages : - Negative tag with affirmative statement
 - Affirmative tag with negative statement
 - Tag question as a real question
 - Tag question to expect the confirmation



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สัปดาห์ที่ 8

สอบกลางภาค

สัปดาห์ที่ 9

Unit 7

That Clauses

Overview of *That* Clauses

John believed **that** his business would become one of the biggest in the world.

That children could fight for so long surprised the adults.

Robert feared **that** this might be the end of his marriage.

Anny was annoyed **that** she had forgotten her keys.

Their teacher has a firm belief **that** education isn't a waste time.

John believed his business would become one of the biggest in the world.

I think **that** you can live without me.

Mom said **that** we could play in the rain.

Review of *That*-Clauses

Which one is *That* Clause?

Check



1. He replied that he would come.

2. That honesty is the best policy is a well-known fact.

3. This is my towel and that's yours.

4. Here are some cells that show abnormality.

5. I read all the books that I borrowed from the library.

6. The parents were excited that their daughter was getting married.

7. He once played for England, but that was a long time ago.

8. I expected that I would get the first prize.

9. She said that she can speak three languages.

10. The bananas that I bought on Monday are rotten.

2 *That* Clauses

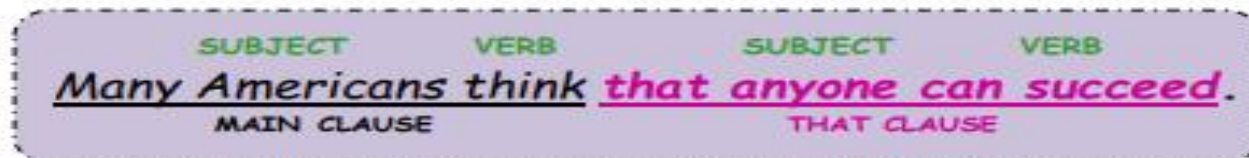
► Grammar Presentation

Noun clauses function like **nouns** in sentences. They often begin with the word **that**.

*Many people believe **that they must work hard in order to be happy.***

2.1 Forming *That* Clauses

1) **That clauses** have their own **subject** and **verb**.



2) In conversation and informal writing, **that** is often **omitted**. In academic writing, **that** is usually **not omitted**.

Most people recognize cooperation is important.
(informal)

*Most people recognize **that** cooperation is important.*
(formal)

2.2 Using *That* Clauses

Using **that clauses** after the following verb that *express mental activity*: *assume, believe, decide, discover, expect, feel, find (out), guess, hear, hope, imagine, know, learn, notice, read, realize, recognize, say, see, show, suppose, think, understand*

Can we assume that the core values have remained basically the same?

Some people believe that hard work brings happiness.

I've discovered that some cultures don't have a positive view of the future.

I read that American values developed during the colonial period.

3 Agreement Between *that* Clauses and Main Clauses

▶ Grammar Presentation

Use **a past form** in a *that* clause when *the verb refers to a past event*. When *it refers to a present event or state*, use **a present form**.

*Some historians believe that American values **developed** a long time ago. (present belief about **a past action**.)*

*Some historians believe that early American history **explains** certain American values. (present belief about **a present state**.)*

3.1 That Clause in Sentences with Present Verbs in the Main Clause

1) When the main clause is in the present, use a present form in the **that clause** to *express a fact or general truth*.

Many Americans feel that nothing *is* impossible.
Some cultures think that cooperation *is* very important.

2) When the main clause is in the present, use a past form in the **that clause** to *describe a past event*.

Some historians don't think that early American history *influenced* American culture.

3) When the main clause is in the present, use a future form in the **that clause** to *describe a future event*.

I assume that you *are going to* do more research.

3.2 That Clause in Sentences with Past Verbs in the Main Clause

1) When the main clause is in the past, use a past form in the *that* clause to describe an event or idea that happened at the same time as the event in the main clause.

Nineteenth-century Americans knew that hard work *was necessary*.

My professor noticed that many students *were writing* about the nineteenth century.

2) When the main clause is in the past, use a present form in the **that** clause to express a universal truth or a fact that applies to the present.

*Who discovered that the Earth **is** round and not flat?
Scientists discovered that DNA **holds** the code for life.
When I started living on my own, I found out that life **is** sometimes very hard.*

3) Use the past perfect or past perfect progressive when the event in the **that** clause happened before the event in the main clause.

*I discovered that she **had been copying** my history research for years!
I heard that she **had failed** the test.*

4) Use **would** or **was / were going to** when the event of the **that** clause happened after the event of the main clause.

*I heard that a famous historian **would be speaking** at the conference.
We discovered that we **were going to study** twentieth-century history.*

4 That Clauses After Adjectives and Nouns

▶ Grammar Presentation

That clauses can *follow some adjectives and nouns*.

I'm sure *that a cultural group shares at least some values.*
I have that feeling *that our values are quite different*

4.1 That Clauses After Adjectives

1) You can use a *that* clause *after adjectives* that *express certainty or emotion*.

I'm certain *that I haven't read enough about American culture.*

The conference organizers were pleased *that he accepted the invitation.*

2) You can use **that clauses** after **it + be + certain adjectives**. These adjectives often **express emotions or degrees of certainty**. They include: *certain, clear, evident, (un)fortunate, interesting, (un)likely, surprising, understandable*.

It is evident that many other cultures have influenced U.S. culture.

It is unfortunate that many students don't know more about their country's history.

It is unlikely that we'll finish the unit by the next class.

It is understandable that historians disagree about the development of cultural values.

4.2 *That* Clauses After Nouns

1) You can use **that clauses** *after nouns* that *express thoughts and ideas*, such as *belief, feeling, impression, and possibility*.

It was our impression that the historian was wrong.
There was no possibility that he was going convince us.

2) You can use **noun + be + that clauses** with these commonly used nouns: *concern, difference, hope, idea, impression, point, problem, saying, and view*.

The concern was that we would never find out the truth.
The point is that the United states is a very large country.
The problem is that very individualistic people can find it hard to work in a group.

Data form the Read World

Research shows that the following **nouns** frequently occur with **that clauses**:

assumption, belief, claim, conclusion, doubt, fact, hope, idea, impression, possibility, report, suggestion, view

*Is it your **assumption** that we cannot find jobs in other companies?*

*We came to the **conclusion** that he would never understand our point of view.*

5 Avoid Common Mistakes

1) Do not use a comma before a that clause.

Their parents are pleased, that they are getting married.

2) Remember that *that* clauses need a complete verb.

I noticed that she ^{was} leaving.

3) That clauses must have a subject.

Records show that ^{many settlers} hoped to return east later.

4) In academic writing, do not omit *that*.

Some cultures believe ^{that} individuals should put other people first.

Summary of *That* Clauses

That Clauses

- Forms :
- Usages :
 - *That* Clause as subject
 - *That* Clause as object
 - Noun + *That* Clause
 - Verb + *That* Clause
 - Adjective + *That* Clause
 - *That* Clause without *That*

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