

**EFL-300: Applied English Structure**

ไวยากรณ์ประยุกต์

Instructors	Office Academic Building # 1 Room #	E-mail	Telephone
Ajarn Natamon Klinmanee*	261	<a href="mailto:aj.natamon@gmail.com">aj.natamon@gmail.com</a>	2059
Ajarn Kamontip Klaibanmai	259	<a href="mailto:kamontip.kl@wu.ac.th">kamontip.kl@wu.ac.th</a>	2061

\*Course Coordinator

Day	Time	Venue	
		Section 1	Section 2
Tuesday	10:00-12:00	01217	05301
Thursday	13:00-15:00	03202	05202

**Course Description**

Practical application of a variety of grammatical structures in *communicative contexts* to develop confidence and improve fluency and accuracy both in *speech* and *writing*

การนำโครงสร้างไวยากรณ์ที่หลากหลายมาใช้ในบริบทของการสื่อสารที่เป็นจริงเพื่อพัฒนาความเชื่อมั่น ความถูกต้อง ความคล่องแคล่ว ในการใช้ภาษาทั้งทักษะการเขียนและการพูด

**Language Objectives**

Through the learning activities and projects, students are expected to:

- 1) reflect good structural knowledge of English and
- 2) be able to applied such knowledge into successful receptive and productive communication.

**Special Note:** As students enrolling this course have already completed Year 2' courses in some of which they studied deeply about the grammatical structure of English, the focus of this course, EFL-300, will not on the deep acquisition of structural knowledge but on the application of such knowledge into communicative context.

**Teaching & Learning Strategies:** Activity & Project based

**Learning Activities: (LA)**

**Project No.1 (Groups)10 points**

LA No.	Description of activities
1	Students are divided into <b>10 groups</b> of <b>4-5 members</b> .
2	Particular aspects of <b>grammatical knowledge</b> are assigned to each group.
3	Each group creates their <b>group Facebook</b> with the name- <b>EFL-300-3-2016 Section x Group x</b>
4	Each group shares on their Facebook at least <b>5 links</b> to useful English learning sources for their assigned knowledge.
5	<b>In class</b> , each group spends about <b>2-3 minutes</b> to briefly <b>guide the links</b> with the instructor's comments and suggestions.
6	The group also prepare <b>1 exercise of 20 items</b> for their friends to practice the assigned grammatical knowledge in class. The exercise must best cover most of the assigned knowledge.

LA No.	Description of activities
7	Students also create a <b>15-20 minutes video clip</b> in which they present the exercise in (LA6) together with answers and effective spoken explanation.
8	<b>In class</b> , students do the prepared exercise(s) for about 20 minutes. After that, the answers and the explanation to the exercise(s) are presented through the video.
9	Students <b>share their videos</b> in (LA7) on group Facebook.

### **Project No. 2 (Groups & Individuals) 5 points**

LA No.	Description of activities
10	Each group <b>shares on their Facebook</b> some comments (critic or recommendation) on a piece of materials (See suggested topics on page 14.)
11	The comments must comprise of at least <b>8-10 meaningful interesting lines</b> . (2 lines for each member)
12	<b>In class</b> , the comments are presented for discussion and evaluation on used structural knowledge.

### **Project No.3 (Pairs/three) 10 points**

LA No.	Description of activities
13	The group listen to a <i>2-miniute talk by 2 people</i> selected from <a href="http://elllo.org/english/0801/T801-Mariel-Finland.htm">http://elllo.org/english/0801/T801-Mariel-Finland.htm</a> and do the following tasks.
14	Study the script of the talk and summarize the <b>Used Grammatical knowledge</b> . (Page 22)
15	Make a file consisting of scripts on the talk and a summary of the <b>Used Grammatical knowledge</b> , and posts it on Facebook after the presentation in LA 20.
16	Also prepare a <b>quiz of 5 questions</b> about the talk.
17	Practice talking with the script by trying to imitate how the 2 people talk.
18	When ready, students video-tape their talk.
19	The video along with the script and a summary of the <b>Used Grammatical knowledge</b> is posted on their Facebook after the presentation in LA 20.
20	<b>In class</b> , the video in LA 19 is presented for discussion and comments, and peers watch and do the quiz.

### **Project No.4 (Individuals) 5 points**

LA No.	Description of activities
21	Each student video-tape his/her own <b>1-minute talk</b> on an assigned topic (Page 14-15) and post it on group Facebook.
22	Copies of script of the talk and the <b>Worksheet</b> (Page 25) are prepared for friends.
23	<b>In class</b> , the videos and the scripts are presented for discussion and evaluation.
24	Other students watch the videos and complete the <b>Worksheet</b> (Page 25)

### **Project No.5 (Groups of 5) 15 points**

LA No.	Description of activities
25	In their groups, students create a <b>20-minute video clip of 5 TV programs</b> (Page 15) in which they can reflect most of their learned structural knowledge and post it on their facebook.
26	Each group also prepares scripts on the programs and a summary of the <b>Used Grammatical knowledge</b> to submit to the instructor before their presentation in LA 27
27	<b>In class</b> , the TV program and other materials are presented for discussion and evaluation.

**Norms of Learning Behavior (5 points)**

1. Participation in learning is reflected through class attendance, discussion, punctuality, and the Facebook organization including the likes and shared comments.
2. More than 10-minute lateness is considered missing each of which is -0.5.
3. Business leave is allowed only with CES form signed by a related person and submitted before the leave date.
4. Sick leave is considered only with a physician's letter and is accepted only 2 days after recovery.
5. Each late submission or post of any task will be counted as missing or minus 1 from the total scores of the task.

**Evaluation of Performance**

Project I	10 points
Project II	5 points
Project III	10 points
Project IV	10 points
Project V	15 points
One-and-a-half-hour Midterm Examination	20 points
Two-hour Final Examination	30 points

**Total 100 points**

*Learning behavior: minus points out of the total 100 points (The criteria are set by the instructor of each section)*

**Grading System**

Students' overall performance is reflected by 8 grades: A, B+, B, C+, C, D+, D and F.

A is for the total score of  $\geq 80$ .

The other grades will be identified by one of the following systems:

1. The standard deviation score divided by 2,
2. The score range proposed by CES' computerized system, or
3. The difference between the maximum score and the minimum score divided by 8 (the number of the total grade levels).

**Suggested Learning Sources and Materials:****Printed**

Azar, Betty Schramper. *Understanding English Grammar*. 4<sup>th</sup> ed. Pearson, N.Y.: Longman, 2009. Print.  
 Hewings, Martin. *Advanced Grammar in Use: A Self-study Reference and Practice Book for Advanced Learners of English; with Answers*. 2<sup>nd</sup> ed. Cambridge, UK: Cambridge UP, 2005. Print.  
 Murphy, Raymond. *English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Students: With Answers*. 2<sup>nd</sup> ed. Cambridge: Cambridge UP, 2012. Print.  
 Reppen, Randi. *Grammar and Beyond 2*. 1<sup>st</sup> ed. Cambridge: Cambridge UP, 2012. Print.  
 Reppen, Randi, et.al. *Grammar and Beyond 3*. 1<sup>st</sup> ed. Cambridge: Cambridge UP, 2012. Print.

พื้นฐานความรู้ไวยากรณ์ภาษาอังกฤษ (ศุภกร, 2012)

**Electronic****Structural or Grammatical Knowledge & Exercises**

English Grammar. Org  
 English Grammar Secrets  
 UsingEnglish.com  
 Learn English by British Council (social locker id = "5285")  
 English Club  
 Perfect English Grammar  
 Englishleap.com  
 English Teacher Melanie  
 Grammarly Handbook  
 English grammar exercises by Kaplan  
 MyEnglishTeacher.eu

Communicative English

Learningenglish.britishcouncil.org (Recommended)

BBC Learning English (Recommended)

ello.org (Recommended)

Learning English Free Online

funeasyenglish.com

Go4English.com

Exam English

**Tentative Schedule\***

Weeks	Dates	Projects	Learning Activities (LA)	
			Self-study & Preparation	In-class
1	14/3/2017	1	LA 1,2	Course outline, Group Division, Topics for LA1-5
	16/3/2017		LA 3,4	A brief guidelines on structural/grammar knowledge(Instructors) (Pretest)
2	21/3/2017		LA 6,7 9-11, 13-19, 21,22,25,26	LA 5
	23/3/2017			All products on the project checked and verified for readiness
3	28/3/2017			LA 8 (Groups 1&2)
	30/3/2017			LA 8 (Groups 3&4)
4	4/4/2017			LA 8 (Groups 5&6)
	6/4/2017	<b>Jakri Day</b>		
5	11/4/2017	1		LA 8 (Groups 7&8)
	13/4/2017	<b>Songkran Day</b>		
6	18/4/2017	1		LA 8 (Groups 9&10)
	20/4/2017	2	LA 13-19, 21,22,25,26	LA 12 (Groups 1-10)
7	25/5/2017	3	LA 21,22,25,26	LA 20 (Groups 1-10)
	27/5/2017	<b>Midterm Examination</b>		
8	2/5/2017	4	LA 25,26	LA 23,24 (Groups 1-10)
	4/5/2017	5	LA 25,26	All products on the project checked and verified for readiness
9	9/5/2017			LA 27 (Group 1 & 2)
	11/5/2017			LA 27(Group 3 & 4)
10	16/5/2017			LA 27 (Group 5 & 6)
	18/5/2017			LA 27 (Group 7 & 8)
11	23/5/2017			LA 27 (Group 9 & 10)
	25/5/2017			Wrap-up & overall feedback
12	30/5/2017			Revision & Preparation for the final Examination
	1/6/2017			Revision & Preparation for the final Examination

**Final Examination 13/6/2017 12:00-15:00 P.M.****\*Note:**

- 1) This schedule can be adapted to best suit the real situation of the course.
- 2) Students please stay tuned for any message posted on two main channels: Facebook sections/groups, and CES website.

## Scope of Grammatical Contents (Project No.1)

### 1. Nouns

- a. Regular and irregular plural nouns:  
*songs, boxes, babies, men, heroes, photos, knives, roofs, deer, criteria*
- b. Possessive nouns: *Tom's, Thomas's/ Thomas', the girl's, the girls' the women's*
- c. Nouns as adjectives: *vegetable soup, two-hour test.*
- d. Count and non-count nouns: *some students, some furniture*
- e. Article usage
- f. Expressions of quantity used with count and non-count nouns
- g. Using *few* and *a few*; *little* and *a little*
- h. Singular expressions of quantity: *one student, each student, every student*
- i. Using *of* in expressions of quantity: *one of those books, some of the books*

### 2. Pronouns

- a. Personal pronouns: subject pronouns, object pronouns, possessive pronouns, possessive adjectives
- b. Personal pronouns: agreement with *generic nouns* and *indefinite pronouns*  
*A student* should always do *his* or *her* assignments.  
*Somebody* left *his* (or *her*) book on the desk.
- c. Personal pronouns: agreement with *collective nouns*  
*My family* **is** loving and supportive.  
*They* **are** always ready to help.
- d. Reflexive pronouns: *myself, themselves*, etc
- e. Using *you, one, they* as impersonal pronouns: *One* should always be polite.
- f. Forms and the use of *other*: *other, others, the other, the others*
- g. Common expressions with *other*: *each other, one another, every other, the other day, one after the other, one after another, other than, in other words*
- h. Agreement of pronoun and its antecedent: John loves *his* cat.

### 3. Finite verbs in 12 tenses

- a. **Simple present**<sup>1</sup>: My father goes jogging every morning.
- b. **Present progressive**<sup>2</sup>: My father is jogging now.
- c. Non-progressive verbs: I think (now) this program must be improved.
- d. **Simple past**<sup>3</sup>: My father didn't exercise yesterday.
- e. Regular & irregular verbs: We went downtown yesterday.
- f. **Past progressive**<sup>4</sup>: At six o'clock yesterday, I was sleeping.
- g. **Present perfect**<sup>5</sup>: John has gone to Bali.
- h. Present perfect vs. simple past: John has gone to Bali. VS John went to Bali.
- i. **Present perfect progressive**<sup>6</sup>: I have been living here for 10 years.
- j. **Past perfect**<sup>7</sup>: He had taken a test before he had an interview.
- k. **Past perfect progressive**<sup>8</sup>: He had been sleeping for 3 hour when the doctor came.
- l. **Simple future**<sup>9</sup>: will vs. be going to: It's raining now. I ll take an umbrella.  
It will rain tomorrow. I m going to take a umbrella.
- m. Expressing the future in time clauses: When Bob comes, we will see him.
- n. Using the present progressive and the simple present to express future time:  
*She* is seeing the doctor next Tuesday. (a plan)  
*The university* starts next week. (a schedule/a timetable)
- o. **Future progressive**<sup>10</sup>: I will be studying when you come.
- p. **Future perfect**<sup>11</sup> and **future perfect progressive**<sup>12</sup>:  
By the time I see you, I will have graduated.  
I will have been sleeping for 2 hours by the time Ed gets home.

#### 4. Finite verbs with Modal auxiliaries in different Moods

- a. Introduction to modals
- b. Polite **request** with 'May, Can, and Could + I ...' and responses.
  - A: Can I borrow your pen?
  - B: Certainly.
- c. Polite **request** with 'Will, Would, Can, Could + you ...' and responses.
  - A: Would you pass the pepper, please?
  - B: Sure.
- d. Asking for **permission** with 'Would you mind if I .....?' and responses.
  - A: Would you mind if I smoke?
  - B: Not at all.
- e. Asking someone to do something with 'Would you mind Ving .....?' and responses.
  - A: Would you mind **closing** the window?
  - B: I'd be glad to.
- f. Expressing **necessity** with *must, have to, have got to*
  - I must go now.
  - I have to go now.
  - I have got to go now.
- g. Expressing **lack of necessity** with *don't have to*
  - Tomorrow is a holiday; we don't have to go to class.
- h. Expressing **prohibition** with *must not, don't, can't, had better not*
  - You must not tell anyone my secret. (Do you promise?)
  - Don't tell anyone my secret.
  - You can't tell anyone my secret.
  - You'd better not tell anyone my secret.
- i. **Advising** with *should, ought to, had better*
  - You should study hard.
  - You ought to study hard.
  - You had better see the doctor.
  - You shouldn't go to bed late.
- j. Making **suggestions** with *should, could, let's, why don't...?, shall I/we...?*
- k. Unfulfilled **suggestion**:
  - Fact: I **didn't study** for the test last night and I didn't do it well.
  - Unfulfilled suggestion: You should have studied last night.
- l. Expressing **possibility** and **suggestion**:
  - A: Something is wrong with my bike.  
How will I get to university tomorrow?
  - B: You could take the bus. (คุณนั่งรถโดยสารไปได้-Possibility)
  - C: You should walk. (คุณควรเดินไป-Suggestion)
  - D: You had better ride a motorcycle. (คุณควรปั่นจักรยานยนต์ไปดีกว่า-Suggestion)
- m. Expressing degrees of **certainty** and **possibility** in the present with *may, might, must, could*
  - He is sick. 100% sure
  - He must be sick. 95% sure
  - He may be sick. 50% sure or less (Possibility)
  - He might be sick. 50% sure or less (Possibility)
  - He could be sick. 50% sure or less (Possibility)

- n. Expressing degrees of **negative certainty in the present** with *couldn't, can't, must not, may not, might not*  
 Sam isn't hungry. 100% sure  
 Sam mustn't be hungry. 95% sure  
 Sam can't be hungry. 50% sure or less (Possibility)  
 Sam couldn't be hungry. 50% sure or less (Possibility)  
 Sam may not be hungry. 50% sure or less (Possibility)  
 Sam might not be hungry. 50% sure or less (Possibility)
- o. Expressing degrees of **certainty in the past** with *may, might, could + have + V3*  
 He must have been late for class.
- p. Expressing degrees of **negative certainty in the past** with *couldn't, can't, must not, may not, might not + have + V3*  
 He couldn't have gone away.
- q. Expressing degrees of **certainty in the future** with *should, ought to, may, might, could*  
 He must be home by the time she arrives.
- r. Expressing degrees of **present certainty in progressive** forms with *may, might, must + be + ving*  
 She may be cooking when her husband reaches home.
- s. Expressing degrees of **past certainty in progressive** forms with *may, might, must + have been + ving*  
 She might have been cooking when her husband reached home.
- t. Expressing **ability** with *can, could, and be able to + v1*  
 He was able to play tennis at the age of 5 but now he can't.
- u. Expressing a **repeated action** in the past with *would*  
 She would play the piano every night before going to bed.
- v. Expressing **experiences** with *used to + v1*  
 We used to stay here when we were young.
- w. Expressing **familiarity/acquaintance** with *be used to + ving*  
 We are used to living by the sea.
- x. Expressing **preference** with *would rather + v1*  
 I would rather stay home than going to the party.

## 5. Finite verbs in different voices:

- the active VS the passive
- tense forms of the passive
- the use of the passive
- the passive forms of modals
- non-progressive passive verbs: *be interested in, be satisfied with, be married to, be lost, etc.*
- common non-progressive passive verbs + prepositions: *be frightened of, be devoted to, etc.*
- the passive with *get*: *get excited, get bored, get hurt, etc.*

## 6. Non-finite verbs: forms & functions:- Gerunds, Infinitives, Passive Infinitives

- Introduction with some examples
- Common verbs followed by *gerunds*
- go + *gerund*
- special expressions followed by *-ing*
- common verbs followed by *infinitives*
  - verbs + *infinitives*
  - verbs + object + *infinitives*
- common verbs followed by either *infinitives* or *gerunds*
- infinitival* phrase and *gerundial* phrase as subjects or subject complements

- h. adjectives followed by infinitives  
We were **sorry** to hear the bad news.
- i. using infinitives with *too* and *enough*  
That box is *too* heavy for Bob to lift.  
Bob is strong *enough* to lift that box.
- j. Passive infinitives and gerunds  
I didn't expect to be invited to his party.  
I enjoyed being invited to his party
- k. Using gerunds or passive infinitives following *need*  
My house *needs* painting.  
My house *needs* to be painted.
- l. Using verbs of perception  
I *saw* my friend run down the street.  
I *saw* my friend running down the street.
- m. Using the base form after *let* and *help*  
My father *lets* me drive his car.

## 7. Adjectives ( noun modifiers)

- a. **Pre-modifiers**
  - i. Introduction: general aspect:- formation (root/original-*glad*, derivational-*national*) and types (qualitative, emotional, size, etc.)
  - ii. Nouns as adjectives
  - iii. Compound adjectives
  - iv. Participle adjectives: a washing machine, a deserted land
  - v. Order of adjectives
- b. **Post modifiers**
  - i. Prepositional phrases: the book on the shelf
  - ii. Participial adjectives
    - 1. Present participial phrases: the man walking on the street
    - 2. Past participial phrases: a book written by me
  - iii. Adjective/relative clauses (already explained under Clauses)

## 8. Adverbs

- a. General aspects: formation (root/original-*soon*, *fast*; derivational- *quickly*, *luckily*)
- b. Prepositional phrases: walk in the rain
- c. Participial adverbs:
  - Walking in the rain last night, she is now having a cold.  
(Because she walked in the rain last night, she is now having a cold.)
  - Blamed by her boss, she feels so upset.  
(Since she was blamed by her boss, she felt so upset).
- d. Adverb clauses (already explained under topic-clauses)

## 9. Dangling modifiers (errors on illogical representation of ideas) and corrections

- a. Having seen Blackpool Tower, the Eiffel Tower is more impressive ✗
- b. Having seen Blackpool Tower, she thinks the Eiffel Tower is more impressive. ✓  
(After Lauren has seen Blackpool Tower, she thinks the Eiffel Tower is more impressive)

## 10. Sentence types and forms according to their functions

- a. Statement
  - i. Positive (Affirmative)
  - ii. Negative
- b. Question (Interrogative)
  - i. Yes-No question
  - ii. Information question
  - iii. Tag question
  - iv. Statement with rising intonation



- c. Command & Instruction (Imperative)
- d. Exclamation

## 11. Subject-Verb agreement

- a. basic subject-verb agreement
  - My friend* **lives** in Boston.
  - My friends* **live** in Boston.
  - Each book and magazine **is** listed in bibliography.
- b. subject-verb agreement: using expressions of quantity
  - Some of the *book* **is** good.
  - Some of the *books* **are** good.
- c. subject-verb agreement: using *there + be*
  - There **is** a *fly* in the room.
  - There **are** three *windows* in this room.
- d. subject-verb agreement: using conjunctions
  - Steve and his friend are coming to dinner.
  - Both my mother and my sister **are** here.
  - Not only my mother but also my sister **is** here.
  - Not only my mother but also my parents **are** here.
- e. subject-verb agreement: some irregularities
  - The United States* **is** big.
  - Eight hours* of sleep **is** enough.
  - Two and two* **is** four.
  - English* **is** spoken in every country.
  - The English* **drink** tea.

## 12. Sentences & Clauses:

**Sentence Types:** simple, compound, complex, mixed

**Clauses Types:**

- a. **noun clauses**
  - i. introduction-forms or formation of noun clauses
    - 1. noun clauses from information questions (beginning with question words *who, whose, what, where*)  
I don't know where *she lives*.
    - 2. noun clauses from 'yes'- 'no' question (beginning with *whether/if*)  
I wonder if *she will come*.
    - 3. noun clauses beginning with „*that*“ (that-clause) I think that *Bob will come*.  
It's surprising that *Bob will come*.  
That *Bob will come* is surprising.  
The fact that *Bob will come* is surprising.
    - 4. noun clauses with *whoever, whatever, wherever*  
Whoever wants to come is welcome.
  - ii. functions of noun clauses
  - iii. direct/quoted speech and indirect/reported speech as noun clauses
    - She said, "*I have to watch TV*." (Quoted speech)
    - She said that she had to watch TV. (Reported Speech)
  - iv. verb forms of reported speech
- b. **adjective/relative clauses**
  - i. introduction- adjective clauses with relative pronouns (*who, whom, whose, which, that, when, where*)
  - ii. adjective clause pronouns used as a subject (*who, which, that*)  
I thanked the man who helped me.  
The man who helped me is my neighbor.

- iii. adjective clause pronouns used as an object of a verb (*whom(who), that*)  
The man whom I saw was Mr. Jones.
- iv. adjective clause pronouns used as an object of a preposition (*whom, which, when, where*)  
The place which he was born at is unknown.  
The place at which he was born is unknown.  
The place where he was born is unknown.  
The day which he was born on is unknown.  
The day on which he was born is unknown.  
The day when he was born is unknown.
- v. reduction of relative pronouns when they used as an object  
The man I saw was Mr. Jones.  
The place he was born at is unknown.  
The day he was born on is unknown.
- vi. Adjective clause pronouns in possessive case (*whose*)  
I know the man whose bicycle was stolen.
- vii. adjective clauses with punctuations *restrictive* vs *non-restrictive* adjective clauses  
The professor who teaches SOC 101 is an excellent lecturer.  
Professor Wilson, who teaches SOC 101, is an excellent lecturer.
- viii. Using expressions of quantity in adjective clauses
- ix. Using *which* to modify a whole sentence  
Tom was late, which surprised me. (Tom was late. This surprised me.)  
In my class there are 20 students, most of whom are from Asia.
- x. reducing adjective clauses to adjectival phrases e.g. *present and past participial phrases, prepositional phrases and noun phrases* (reduced adjective clauses)  
The man who lives in that house is a professor.  
The man living in that house is a professor. (Present participial adjective)  
The man in that house is a professor. (Prepositional phrase)  
The man who was shot yesterday is our neighbor.  
The man shot yesterday is our neighbor. (Past participial adjective)  
Paris, which is the capital of France, is an exciting city.  
Paris, the capital of France, is an exciting city. (Noun phrase)

### c. adverb clauses

- i. introduction- adverb clauses and subordinating conjunctions with some examples
- ii. adverb clauses of time with *after, before, when, whenever, every time, while, as, by the time, since, ever since, until, till, as soon as, once, as long as, so long as, the first time, the last time, the next time*
- iii. adverb clauses of cause with *because, now that since, as*
- iv. adverb clauses of effect or result with *so...that, such...that*
- v. adverb clauses of manner with *however (in the way that), as if, as though*  
She will dress however he is happy.  
He spends his money as if he were\* a millionaire.
- vi. adverb clauses of purpose with *so that, in order that*
- vii. adverb clauses of concession or contrast with *although, though, even though, even if, while,*
- viii. adverb clause of condition with *if, even if, unless (if...not), only if, in case, whether... or not* (condition and result clause)
  - I. conditional sentences
    - a. true in the present or future  
If I don't have breakfast, I always get hungry during class.

- b. untrue (contrary to fact) in the present or future If  
he were here right now, he would help us.
  - c. untrue (contrary to fact) in the past  
If they had studied, they would have passed the exam.
  - d. mixed time condition untrue condition in the past with  
untrue result in the present  
If I hadn't walked in the rain last night, I wouldn't  
catch a cold today.
- 2. omitting *if*  
If anyone calls, please take a message.  
Should anyone call, please take a message.  
If I were you, I wouldn't do that.  
Were I you, I wouldn't do that.  
If I had known, I wouldn't have told you.  
Had I known, I wouldn't have told you.
- 3. Wishing  
I wish you were here. (In fact, you **aren't**.)
- ix. reduction of adverb clauses to modifying adverbial phrases with  
present *participial phrase* and *past participial phrase*  
*While walking to class*, I ran into an old friend.  
(*While I was walking to class*,... )  
*Needing some money to buy a book*, Sue cashed a checked.  
(*Because Sue needed some money to buy a book*,... )  
*Upon/On reaching the age of 21*, I received my inheritance.  
(*When I reached the age of 21*,... )

### 13. Connectives & Punctuations

- a. coordinating conjunctions parallel structure  
Steve and his friend are coming to dinner.  
These shoes are old but comfortable.  
Steve, Joe, Rita, Jan, and Kim are in class.
- b. paired conjunctions: *both...and*; *not only... but also*; *either ... or*; *neither ... nor*  
*Both my mother and my sister are* here.  
*Not only my mother but also my sister is* here.  
*Not only my mother but also my parents are* here.
- c. separating independent clauses with *periods*; connecting them with *and*, and *but*  
It was raining hard. There was a strong wind.  
It was raining hard, *and* there was a strong wind.  
It was raining hard *and* here was a strong wind.  
It was raining hard. *And* there was a strong wind.
- d. subordinating conjunctions (already explained in adverb clauses)
- e. connectives that express *cause*, *effect*, *contrast*, and *condition*
  - i. using *because of* and *due to* (prepositions)  
*Because* the weather was cold, we stayed home. (Subordinating conjunctions)  
*Because of* the cold weather, we stayed home. (preposition)  
We stayed home *due to* the fact that the weather was cold. (preposition)
  - ii. using *therefore*, *consequently*, (transitions or conjunctive adverbs) and *so*  
Al didn't study. *Therefore*, he failed the test. (transition)  
Al didn't study; *therefore*, he failed the test. (transition)  
Al didn't study, *so* he failed the test. (coordinating conjunction)
  - iii. showing contrast (unexpected result)  
*Although* it was cold, I went swimming. (subordinating conjunction)  
It was cold, *yet* I (still) went swimming. (coordinating conjunctions)  
It was cold. *However*, I went swimming. (transition)  
It was cold; *however*, I went swimming. (transition)

*Despite (In spite of) the cold weather, I went swimming. (preposition)*

*Despite (In spite of) the fact that the weather was cold, I went swimming.*

iv. Showing conditions

*If I don't have breakfast, I will get hungry during class. (subordinating conjunction)*

*I always have breakfast, or (or else) I will get hungry during class. (coordinating conjunction)*

*I always have breakfast; otherwise, I will get hungry during class. (transition)*

-----

## What Year 3 students have learned from Year 2

### 1. Word analysis

- a. **Nouns:** countable VS uncountable, abstract VS concrete, common VS proper, singular VS plural, collective, gerundial, infinitive and etc.
- b. **Verbs:**
  - i. Open class:
    1. types- finite VS non-finite, transitive VS intransitive, linking verbs, and etc.
    2. forms-base, infinitive, present participle, and past participle
  - ii. Close class: auxiliaries, modals
- c. **Adjectives:**
  - i. Open class: adjectives of quality, size, material, origin/nationality, type, and etc.
  - ii. Close class: demonstrative, numeral, quantitative, interrogative
  - iii. Order of adjectives
- d. **Adverbs:**
  - i. Open class: manner
  - ii. Close class: time, place, degree, frequency, interrogative
  - iii. Order of adverbs
- e. **Pronouns:** personal, indefinite, demonstrative, reflexive, interrogative, relative
- f. **Prepositions:** place, time, movement, possession, and etc.
- g. **Conjunctions:**
  - i. Forms: single word, phrasal, correlating
  - ii. Functions: coordinating, adverbial, subordinating
  - iii. Levels of combination: words, phrases, clauses
  - iv. The use of punctuation markers with each type of conjunctions
- h. **Interjections**
  - i. Positive moods
  - ii. Negative moods

### 2. Phrases (focus on components of phrases and, functions)

- a. Noun phrases:
  - i. levels and positions of modifiers: words, phrases, clauses
  - ii. functions: as subjects, objects, complements, and appositions
- b. Verb phrases:
- c. Prepositional phrases as adjectives and adverbs
- d. Participial phrases as adjectives and adverbs

### 3. Sentences & clauses

- a. Basic components: subject & predicate
- b. Basic Sentence Patterns
  - i. Sentence with Verb Be
  - ii. Sentence with Linking verbs
  - iii. Sentence with Transitive verbs
  - iv. Sentence with Intransitive verbs

- c. Basic Sentence Transformations
    - i. Negative sentences\*\*
    - ii. Interrogative sentences\*\*
    - iii. Imperative sentences\*\*
    - iv. Passive transformation
    - v. Indirect Speech transformation
  - d. Types of Sentences
    - i. Simple sentences
    - ii. Compound sentences
    - iii. Complex sentences
    - iv. Sentences of mixed structure
  - e. Types of Clauses
    - i. Noun clauses as subjects, objects, complements, and appositions; reported speech, “that” clauses,
    - ii. Adjective/Relative clauses
      - Omission of relative pronouns
      - Restrictive
      - Non-restrictive
      - Reduced forms
        - 1. Present participial phrases
        - 2. Past participial phrases
        - 3. Prepositional phrases
    - iii. Adverb Clauses: of time, place, cause/reason, result, purpose, condition, contrast/ contradiction/concession, comparison & Etc. (Also place an emphasis on subordinating conjunctions use in each type.
-

**Topics for Project 1 (Groups)**

Group	1	Nouns & Pronouns (TP 1&2)
Group	2	Verbs: tenses, aspect, & voices (TP 3&5)
Group	3	Verbs: expressing moods with modal verbs (TP 4)
Group	4	Non-finite verbs: gerunds, infinitives, and passive infinitives (TP 6)
Group	5	Adjectives & adverbs (TP 7&8)
Group	6	Sentence types and forms according to their functions & Subject-verb agreement (TP 10&11)
Group	7	Sentences & Clauses, Noun clauses (TP 12,12a)
Group	8	Adjective clauses (TP 12b)
Group	9	Adverb clauses & Dangling Modifiers (TP 12c & 9)
Group	10	Connectives & Punctuations (TP 13)

**Topics for Project 2 (Groups & Individuals)**

1. products
2. activities/events
3. tourist places
4. news
5. music
6. movies
7. articles
8. books/ magazines
9. websites
10. TV-series / TV-programs

**Topic for Project 4: (Individual)**

- 1 Who is your idol?
- 2 What is the meaning of life?
- 3 What is the value of religion to you?
- 4 What belief or whose teaching do you follow?
- 5 Have you ever had a bad experience?
- 6 What is your eating habit?
- 7 What is your dream job?
- 8 What job won't you do?
- 9 What is the last movie you saw?
- 10 What series do you enjoy watching?
- 11 Who is your admirable singer/actor/actress?
- 12 What kind of music are you into right now?
- 13 What movie do you like most?
- 14 What do you worry most?
- 15 What do you do to reduce stress?
- 16 What do you think about yourself?
- 17 What do you think about fat people?
- 18 What do you think about lazy people?
- 19 What do you think about 3-term study?
- 20 What do you think about same sex marriage or couple?
- 21 Which do you like, the library or the internet?
- 22 How do people show affection?
- 23 What would you expect from your girlfriend/boyfriend?
- 24 What will you expect from a friend?
- 25 What tradition (either Thai or others) don't you like?
- 26 Will you be a good wife/a good husband, why or why not?
- 27 Are you a good friend, why or why not?

- 28 What kind of friend would you like to have?
- 29 What is the meaning of a successful life to you?
- 30 What should you do to have a good health?
- 31 What shouldn't you do to have a good health?
- 32 How many social medias do you use, what for, and what do you enjoy best?
- 33 If you could change the past, what shouldn't you have done?
- 34 If you were a man/a woman what wouldn't you do?
- 35 If you won the first prize of the lottery, what would you do?
- 36 If you were a Ms. Universe what 3 things would you like to do?
- 37 If today were the last day of your life, what 3 things would you like to do?
- 38 If your wishes could come true, what 3 things would you like?
- 39 What 3 things can spoil your life?
- 40 How do you get along with the people you work with?
- 41 Where in the world would you love to live most? Why?
- 42 What song do you really love?
- 43 What live things you can't live without?
- 44 What is your most embarrassing moment?
- 45 What gets you excited?
- 46 How do people often misunderstand you?
- 47 What's the most important: money, fame, power, or respect?
- 48 What three things in nature you find most beautiful?

### **Suggested Programs for Project 5 (Groups & Individuals)**

1. a short play
2. a show
3. a weather forecast
4. a news report
5. a talk show
6. an advertisement
7. a music programs
8. etc.

**EFL-300 Applied English Structure**  
(Evaluation Form for Instructor)

**Weeks 2 Date:** \_\_\_\_\_

ลำดับ	รหัสนักศึกษา	ชื่อ-นามสกุล ภาษาไทย	Section No. ____ Group No. ____
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

**Project 1 (LA5): Recommendation of Grammatical Links**

**(3 points)**

**Subject of Knowledge:** \_\_\_\_\_

Evaluation Criteria	Fair	Good	Very good
	1	2	3
1) Number of links as specified (จำนวนตามกำหนด)			
2) Relevance (เกี่ยวข้องกับเนื้อหาที่ได้รับมอบหมาย)			
3) Coverage (ครอบคลุมทุกเนื้อหา)			
4) Appropriateness (เหมาะสมกับระดับที่เรียน)			
<b>Total Points</b>	____/4		= ____

**Other comments:**

---



---



---



**Weeks 3-6 Date:**\_\_\_\_\_

Section No. \_\_\_\_\_ Group No. \_\_\_\_\_

1	
2	
3	
4	

[illegible]

**(7 points)**

**Subject of Knowledge:** \_\_\_\_\_

Evaluation Criteria	To be improved	Fair	Good	Very good	Outstanding
	1	2	3	4	5
1) The quiz covers most of the assigned knowledge.					
2) The quiz is suitable and useful for university students.					
3) The explanation in the video is well designed, interesting, clear, easy to be followed, and understandable.					
4) All members take approximately equal parts in the explanation.					
5) Most of the explanation is in English.					
6) Other techniques e.g. sounds, pictures, and etc. are in good quality.					
7) Overall quality					
<b>Total Points</b>	____/5				=____/7

**Other comments:**

---

(Student's worksheet)

**Week 6--- Date:**

ลำดับ รหัสนักศึกษา

ชื่อ-นามสกุล ภาษาไทย

Section No. \_\_\_\_\_ Group No. \_\_\_\_\_

1

2

3

4

### Project 2 (LA12): Critic or comments on interested materials

**Direction:** Read the posts of the presenting groups. Then, write some errors that you may spot on the first column, grammatical areas of the mistakes on the second, and your correction in the last one.

[illegible]

□ □ □ □ □ □ □ □ □ □ □ □

(Evaluation Form for Instructor)

(Evaluation Form for Instructor)

Section No. \_\_\_\_\_ Group No. \_\_\_\_\_

1	
2	
3	
4	

[illegible]

**(5 points)**

Evaluation Criteria	To be improved	Fair	Good	Very good	Outstanding
	1	2	3	4	5
1) The selected material is interesting and suitable for English language learning of university students.					
2) The critic or comments provided is/are interesting with various aspects.					
3) The language used is perfect in terms of accuracy and comprehensibility.					
4) All members take approximately equal parts.					
5) The language used reflects students' good competence and application of various aspects of structural knowledge.					
<b>Total Points</b>	____/5				=____

**Other comments:**

---

ลำดับ	รหัสนักศึกษา	ชื่อ-นามสกุล ภาษาไทย	Section No. ____	Group No. ____
1				
2				
3				
4				

## 20

Europe but also a lot of my friends for example went to India for six months or to South America.

**Todd:** OK. Sounds fun.

**Mariel:** Yeah.

**Todd:** But because you're in the European Union you can go live in France or Germany or Spain if you want, correct?

**Mariel:** Yeah. It's very easy. Just go.

**Todd:** But do most Finnish people prefer to stay in Finland or do a lot of people like to go move to warmer climates?

**Mariel:** Finnish people are very **patriotic**. We really love our country. We like to visit other places but I think even if we live abroad for a long time most people always come back to Finland. I think especially if they want to have a family because Finland is a very safe place and it's very good to **raise your kids** in Finland.

**Todd:** Sounds like a nice place.

**Mariel:** Yeah, I think so. You should come and visit.

**Todd:** Oh, I'd love to.

□ □ □ □ □ □ □ □

## A Summary of the Learned Knowledge

Learned knowledge	Examples from the script
1. An informal form of yes-no question using a form of a statement with the rising intonation at the end of the sentence	<b>Todd:</b> Mariel, <u>you are from Finland.</u> <b>Mariel:</b> Oh, yeah. Yes, I am.
2. Reduced form of passive adjective clause to past participial phrase	<b>Mariel:</b> I live in a city <u>called</u> Espoo,... in a place <u>called</u> Jyvaskyla. (Full form- <i>I live in a city <u>which is called</u> Espoo,...in a place <u>which is called</u> Jyvaskyla.)</i> )
3. Non-restrictive adjective clause	<b>Mariel:</b> I live in a city called Espoo, <u>which is right next to Helsinki.</u>
4. Linking verb followed by an adjective	<b>Todd:</b> Well, that <u>sounds</u> nice.
5. 'pretty' used as an adverb of degree, means the same as 'quite' (pretty much = <i>almost</i> )	<b>Mariel:</b> Yeah, <u>pretty</u> much right in the middle
6. Noun phrase used as adjective	<b>Mariel:</b> It's a <b><u>reasonable size</u></b> city,
7. Yes-no questions	<b>Todd:</b> So <b>is</b> that way out in nature in the forest, or <b>is</b> it a big city? <b>Todd:</b> Now <b>does</b> your family still live in your hometown?
8. The incomplete form of spoken language	<b>Todd:</b> Right in the middle? ( <i>Is it right in the middle?</i> ) <b>Mariel:</b> Yeah, <b>pretty much</b> right in the middle. ( <i>Yeah, it's pretty much right in the middle.</i> ) <b>Todd:</b> OK. Sounds fun. ( <i>It sounds fun</i> ) <b>Todd:</b> Sounds like a nice place ( <i>It sounds like a nice place</i> )
9. -Unconstrained use of rules -Informal use in spoken language -Mistakes	<b>Parallel structure</b> <b>Mariel:</b> ...so a lot of people take a year or two <u>just to travel</u> , <u>just to see the world</u> , <u>visit some places</u> , and <u>yeah, a lot of people go out to other countries to study as well.</u> <b>Revised</b> <b>Mariel:</b> ...so a lot of people take a year or two <u>just to travel</u> , <u>to see the world</u> , <u>visit some places</u> , and <u>study.</u> <b>Mariel:</b> The Finnish young people are actually very outgoing and they're very interested <u>foreign cultures</u> ... <b>Revised</b> <b>Mariel:</b> The Finnish young people are actually very outgoing and they're very interested <u>in</u> <u>foreign cultures</u> ... <b>Todd:</b> OK, so because it's part of the European Union do a lot of young people decide to leave Finland and <u>go live</u> in other countries? ( <i>go to live</i> ) <b>Todd:</b> But do most Finnish people prefer to stay in Finland or do a lot of people like to <u>go move</u> to warmer climates? ( <i>go and move</i> )
10. Suggestion and response	<b>Mariel:</b> Yeah, I think so. <u>You <b>should</b> come and visit.</u> <b>Todd:</b> Oh, <u>I'd love to.</u>

ลำดับ	รหัสนักศึกษา	ชื่อ-นามสกุล ภาษาไทย	Section No.____	Group No. ____
1	_____	_____		
2	_____	_____		
3	_____	_____		
4	_____	_____		

**(10 points)**

Topic	Criteria	D	C	B	A
		1	2	3	4
<b>The Talk</b>	Accurate pronunciation with native speaker-like accent				
	Natural with appropriate body language				
	The model talk is suitable in terms of time, content and a balance of speech between speakers.				
	Students have approximately equal chance to perform.				
<b>The Quiz</b>	Appropriate number of items (3-5)				
	Suitable for testing the listening skill				
<b>The Summary</b>	At least 10 aspects of grammar are spotted.				
	Brief, clear and correct specification and explanation of the learned grammar				
	The quoted texts well support the learned grammar.				
<b>Overall</b>	Good quality of pictures, sound, and other techniques				
	<b>Total</b>	<b><u>10 x X</u></b> <b>40</b>	<b>___/10</b>		

---

□ □ □ □ □ □ □ □ □ □ □ □ □

รหัสนักศึกษา

ชื่อ-นามสกุล ภาษาไทย

Section No. \_\_\_\_\_ Seated No. \_\_\_\_\_

Seated No. \_\_\_\_\_

**(10 points)**

Topic	Criteria	D	D <sup>+</sup>	C	B	A
		1	2	3	4	5
<b>The Talk</b>	Accurate pronunciation					
	Native speaker-like accent					
	Natural with appropriate body language					
<b>The Content</b>	Well organized					
	Relevant to the assigned topic					
	Grammatically correct					
	Reflects a good application of the learned grammatical knowledge					
	Interesting & suitable for university level					
	<b>Total</b>	___/4		=_____		

**Other comments:**

[illegible]



# EFL-300: Applied English Structure

(Student's worksheet)

Week 8 – Date: \_\_\_\_\_

รหัสนักศึกษา \_\_\_\_\_

ชื่อ-นามสกุล ภาษาไทย \_\_\_\_\_

Section No. \_\_\_\_\_ Seated No. \_\_\_\_\_

## Project 4 (LA 24): Individual Talk

## Peer's Comments & Error Detection & Correction

Topics of the talks	Presenter's names (in Thai)										
<b>A Summary of the talk:</b>											
<b>Errors:</b>	<b>Correction:</b>										
<b>Comments:</b> Put a tick <input type="checkbox"/> in a box <div style="text-align: center; margin-top: 10px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> <td style="padding: 2px 10px;">5</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> </div> <div style="margin-top: 20px;"> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> </div>		1	2	3	4	5					
1	2	3	4	5							

ลำดับ	รหัสนักศึกษา	ชื่อ-นามสกุล ภาษาไทย	Section No. ____	Group No. ____
1				
2				
3				
4				

□ □ □ □ □ □ □ □ □

ลำดับ	รหัสนักศึกษา	ชื่อ-นามสกุล ภาษาไทย	Section No. ____	Group No. ____
1				
2				
3				
4				

**Overall Time Spending:** \_\_\_\_\_ minutes

Topic	Criteria	E	D	C	B	A
		1	2	3	4	5
<b>The Talk</b>	Accurate in pronunciation with native speaker-like accent					
	Natural with appropriate eye-contact & body language					
	Fluent, showing good preparation					
	Approximately equal performance of each speaker					
<b>The Programs</b>	All (at least 3) programs are interesting and well organized.					
<b>The Time</b>	Run and finish the programs within limited time frame.					
<b>Techniques &amp; Creativity</b>	Good quality of scenes or setting, pictures, sound, and other techniques					
<b>The Summary</b>	At least 10 important aspects of grammar are demonstrated.					
	Brief, clear and correct specification and explanation of the used grammar					
	The quoted examples well support the specified grammar.					
	<b>Total</b>	<b>15 x X</b>				
		<b>50</b>				

**Other comments:**

---

---

---