**ICL1101: ENGLISH FOR COMMUNICATION AND STUDY SKILLS**

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**CHAPTER 1: English: Parts of speech**

English language communicates in full sentence.

English is low context compare to Thai.

1. Noun: a word that names a person, a place, a thing, or an idea

* Common and proper noun: refer to one of the class of people, places, things or idea
  + Eg. the sailor spotted an island
* Compound noun: consist of two or more words used together to form a single noun.
  + Eg. wallpaper, bulletin board
* Collective noun refers to a group of people, places, things or idea
  + Eg. The museum has an excellent collection of Egyptian mummies.
* Concrete and abstract noun
  + Concrete nouns refer to material things, to people or to places.
    - Eg. on his face was a large smile
  + Abstract nouns name ideas, qualities, emotions, or attitudes
    - Eg. Thomas Jefferson named liberty and the pursuit of happiness as two of people’s rights

2. Pronoun: a word that is used in place of a noun. Pronouns refer to persons, places, things, or ideas without renaming them

* Pronoun
  + I, you, we, they, he, she, it, and myself himself…….
* Personal pronoun
  + First person (I, me, we, us), second-person (you), third-person (he, him, she, her, it, they, them)
  + Singular and plural
* Possessive pronouns
  + Personal pronoun that show ownership or belonging are called possessive pronouns (my, their, his, her, its)
* Reflexive pronouns
  + Reflexive pronouns indicate that people or things perform action to, for or on behalf of themselves.
  + Myself, yourself, himself, oneself, itself
* Interrogative pronouns
  + Interrogative pronouns introduce the question
  + Who, whom, which, what, whose, how
  + Eg. Who is that?
* Relative pronoun introduces adjective clauses, which modify nouns and pronouns
  + Who, whom, which, that
  + People who live by the sword die by the sword.
* Indefinite pronoun refers to people, place or things in general
  + All, either, most, other, another, enough, somebody, more, one, everyone, nobody…..
  + Eg. Is any of the milk left?

3. Verbs: a verb is a word that expresses an action or a state of being. There are 3 kinds of verb: action verbs, linking verbs, and auxiliary verbs.

* Action verb: describes the behavior or action of someone or something. Action verbs may represent physical actions or mental activities
  + Eg. Jim ran all the way home with the news (physical action)
  + Eg. Most of the critics admire the new musical comedy (mental activities)
* Linking verbs: connects a noun or pronoun with a word or words that identify or describe that noun or pronoun. Many linking verbs are verbs of being, which are formed from the verb “be”. (verb to be)
  + Eg. Is am are was;
  + Eg. Seem stay become smell taste feel remain appear…., to tell whether a word is a linking verb, you can substitute a form of be for it.
    - Eg. Our team seems ready for the game tonight
  + Some verb can be either action verb or linking verbs
    - Eg. He appeared from nowhere & the department store appears rather crowded tonight (linking)
* Auxiliary verbs(helping verb): together, a main verb and an auxiliary verb form a verb phrase
  + Eg. Am are be been may might can could must do shall have would
  + Eg. I will not be moving to London after all (aux:will, be) (main: moving)
* Characteristic of verbs
  + Transitive and intransitive verbs:
    - A verb is transitive when its action is directed toward someone or something, which is the object of the verb
      * Eg. I hit you in the face
    - A verb is intransitive when the performer of the action does not direct that action toward someone or something.
      * Eg. On Sunday, I relaxed by going ice skating.
* Change in verb form
  + Singular and plural subject
  + Tense
  + Etc

4. Adjective: is a word that modifies a noun or pronoun. In some sentences, nouns and certain pronouns are used as adjectives, in that case, consider them adjectives.

* Adjective answer which? What kind? Or how many?
  + Eg. I prefer the oak desk in our office
  + Eg. The mountain does not look good from here.
* Articles: the most frequently used adjectives are the articles: a, an, the
* Noun used as adjectives: some nouns function as adjectives without changing form
  + Eg. a tour through the newspaper office is a good experience
* Possessive noun can function as adjectives because they modify nouns or pronouns
  + Eg. A man’s shadow was on the wall.
* Pronoun used as adjectives
  + Eg. Our English teacher really admires your work.

5. Adverbs: adv is a word that modifies a verb, something similar to adj but it modifies a verb. An adv answers one of the five questions about the word or phrase: how, when, where, how often, to what extent

* Eg. I finished my job early
* Eg. people talked rapidly
* Eg. as we climbed the hills, the children ran ahead
* Nouns as adverbs
  + Eg. Today city officials expect large crowds downtown.
* Adverb used to modify verbs
  + Eg. the mechanic quickly transformed sheets of metal scrap into a new machine
* Adverb used to modify adjective
  + Eg. She is truly exceptional swimmer.

6. Prepositions: a preposition is a word that expresses a relationship between a noun or a pronoun and another word in a sentence

* preposition
  + Example of preposition: along between off to among beyond out onto in upon below for since with near till at during
* Compound preposition
  + Eg. According to, in regard to, as well as, out of, with regard to, in front of
* A preposition is usually followed by a noun or a pronoun, which is called the object of the preposition.
  + We are not planning beyond next year.
* A preposition phrase functions as an adj if it modifies a noun or pronoun. A prepositional phrase functions as an adverb if it modifies a verb, adj, or adverb
  + Eg. the first street past the traffic light is where you should turn
  + Eg. he sprained his ankle during yesterday’s football match

7. Conjunctions: a word that connects words or groups of words. There are 3 kinds of conjunctions: coordinating conjunction, correlative conjunction, and subordinating conjunction

* coordinating conjunction: connects individual words or groups of words that perform the same function in a sentence
  + Eg. and but for nor or yet
  + Eg. I plant to visit my uncle in Poland and take a tour around Europe
* A correlative conjunction is a conjunction that consists of two or more words that function together.
  + Eg. both…..and, either…..or, neither….nor, not only…..but
  + Eg. you should use either a pen or a pencil for an exam today
* Subordinating conjunction introduces a subordinate clause, which is a clause that cannot stand by itself as a complete sentence.
  + Eg. Because the English class had to cancel its visit to the opera house on account of rain, Mr. Pat rescheduled the trip for next month.

8. Interjections: an exclamatory word or phrase that can stand by itself, although it may also appear in a sentence. Many interjection express strong emotions. They are followed by exclamation marks

* Eg. Oh my god, stop! shut up!
* Eg. Hmmmm, I’m not really sure how to solve this problem

**CHAPTER 2: Sentence Structure**

When you put words in certain order to communicate meaning, you create sentences, or units of thought. Some was of organizing sentences are more effective than others. To understand what makes a sentence communicate clearly or not, you need to understand its structure.

Four sentence purposes

* A sentence is a group of words that has a subject and a predicate and expresses a complete thought. It describes an action or states a condition of a person, a place, a thing, or an idea. Depending on the purpose of a sentence, it may be classified into one of four categories: Declarative, interrogative, imperative, or exclamatory.
  + A declarative sentence makes a statement and ends with a period
    - Ex. You take the bus to school this morning
  + An interrogative sentence asks a question and ends with a question mark.
    - Ex. When does your driver’s license expire, Bobby?
  + An exclamatory sentence shows strong feeling and ends with a exclamation point
    - Ex. The barn is on fire!
  + An imperative sentence gives an order or makes a request. This type of sentence can end with any mark.
    - Ex. Pass the cauliflower to me please
    - Ex. Get your football out of my garden immediately!
    - Ex. Sally, could you please hand me the napkins??

Assignment # 2.1 label each sentence DE, IN, EX, IM

1. What do they attorney think of your case? - IN
2. Just between you and me, I think sue is planning a surprise party for my birthday - DE
3. Bruce has never enjoyed arguing about trivial things – DE
4. Remember to water the plants – IM
5. How lucky tony was to win that contest! – Ex
6. Please move quickly from the scene of the accident – IM
7. If you go to a World Series game, watch the pitchers carefully. -IM
8. Is Sally planning to stay for dinner? - IN

Subjects and predicates

* Every sentence has a subject and a predicate.
* The simple subject is the noun or pronoun that names the person, place, thing or idea that the sentence is about. The simple does not include modifiers.
  + Ex. The officer directing the traffic told us to move on
  + Ex. The one in the middle was the least expensive
* Compound subjects: a simple subject that consists of two or more nouns or pronouns of equal rank. The word compound subject refers to the compound simple subject.
  + Ex. Several white hens, a large turkey, and a pheasant with beautiful feathers wandered through the barnyard.
* Simple predicates: the verb or verb phrase that describes the action or states the condition of the subject is the simple predicate
  + Ex. Rob tried hard to control his temper
  + Ex. Perhaps you should adopt a new strategy
  + Ex. Have Roberto’s friends been told of his decision?
* Compound predicates: simple predicate that consists of two or more verbs or verb phrases of equal rank
  + Ex. We tilled the earth, planted several kinds of seeds, and watered our new garden
* Complete subject: consists of the simple subject and all of the words that modify it or identify it
  + Ex. A large gust of wind carried the flag away.
  + Ex. Our favorite place for vacations, Khon Kaen, has become quite popular
* The complete predicate consists of the simple predicate and all of the words that modify it or complete its meaning
  + Ex. The first two runners crossed the finished line simultaneously.
  + Ex. The sun resembled a red disk as it went down beyond the horizon
* Placement of subjects and predicates: they will be arranged in variety of ways in sentences. The placement of the subject and the predicate often depends on the purpose of the sentence.

Assignment#3.2 – separate the subject and predicate (underline the complete subject)

1. The cautious scientists had worn gloves during the top-secret experiment
2. Should we repaint the faded walls of the living room with a bright color?
3. In order to prevent overexposure to the sun’s rays, (you) wear some lotion
4. Until the fierce winds cease, (you) do not go outside
5. When she worked on her project for her design class, Mary, the best student, concentrated more than anybody else.
6. Can the people who are late find seats in the darkened auditorium

Complements

* A complement is a word or a group of words that completes the meaning of the predicate. Complements are always part of the complete predicate
  + Ex. Larry becomes a research in a computer laboratory.
    - Larry becomes what? Researcher is a complement
* There are 3 types of complements: objects, objective complements, and subject complements
* Objects: are nouns or pronouns that follow action verbs in the active voice
  + Direct object is a noun or pronoun that follows an action verb in the active voice and receives the action of the verb.
    - It answers the question what? Or whom? Modifiers are not part of the object
    - Ex. Carrie opened the door to the closet, grabbed a hanger, and hung her coat on it
  + Indirect objects: nouns or pronouns that name the person or thing to whom or for whom an action is performed. An indirect object follows an action verb in the active voice
    - Usually, the indirect object is used with a direct object. The indirect object comes immediately after the verb and before the direct object
    - Ex. The smack that Janie took gave her (i.o) and ugly bruise (d.o) on her back.
    - Ex. Peter’s teammates awarded him (i.o) the game ball (d.o) for his good performance in the game.
  + Compound object: consist of two or more objects that complete the same predicate
    - Ex. I noticed a new library and a new auditorium on my trip through town.
* Objective complements: noun or an adjective that follows a direct object and explains identifies or describes that object.
  + - Only certain verbs take an objective complement: make find think elect choose appoint name consider call, and synonym of these verbs.
  + Ex. The committee considered Heather (d.o) the best person (o.c) for editor of the newsletter
  + Ex. Visitors throughout the years have found Khonkaen (d.o) varied, tradition-filled, and colorful (all o.c)
* Subject complement: a word that comes after a linking verb and identifies or describes the subject
  + Subject complements often follow forms of the verb “be”.
    - Appear look sound become remain stay feel seem taste grow smell
  + Two kind of subject complements
    - Predicate nominatives: noun or pronoun that follows a linking verb and identifies the subject of the sentence
      * Ex. For the last two years, sandy has been a lifeguard at the pool
      * Ex. Betty has remained a force of stability in the company
    - Predicate adjectives: an adjective that follows a linking verb and modifies the subject of the sentence
      * Ex. The Indiana sand dunes remain quite beautiful in spite of increasing numbers of visitors
      * Ex. The tree in the front yard has grown tall and straight

Assignment 3.3: using each noun as the subject and each verb in the predicate, label each complement that you write D.O for direct and I.O for indirect object.

1. Concert; gave

Last Sunday’s concert featuring the SMF gave me (i.o) one (d.o) of the greatest thrills of my life.

1. Roberta; supervised
2. Dessert; taste
3. Cousin; became
4. Andrew; appointed
5. Critics; consider

**CHAPTER: 3 Language and culture**

* Definition of culture – a culture is the total socially acquired life way or life style of a group of thinking, feeling, and acting that are characteristic of the members of a particular society or segment of society (Harris, 1975)
* The study of how cultures differ from or resemble one another, and why, and how different cultures influence each other.
  + Thai and Laos example
* Studying other cultures de-centers us from our own cultures, teaching us to look at ourselves from the outside.
  + Everyone is equal – they are just different from one another
  + Judging is not accepted
* Language is one of the important elements of culture

Communicating with language

* Culture is based on symbols
  + Words, sign and symbols (what is the different)
  + What is a symbol? – something that represent something else
    - I love you sign, red light, fuck,
* Culture is learned (enculturation)
  + How one is being brought up, society, and so on
* Culture are integrated

Element of culture, more to come

* Culture interact and change
  + Globalization (world being smaller, things get brought together)
  + Localization within globalization (trending in local context)
    - Example of Bob Marley first start off local then explode into international

Linguistic

* The field of linguistic started in nineteenth century when researchers began to document disappearing language.
  + Native Indian
* The study of language, it involves an analysis of language form, language meaning, structure and language in context
* Document unwritten language
  + Imaging how difficult it is
* Phonology, morphology, syntax, semantics, and pragmatics
  + Phonology – sound, how to pronounce
  + Morphology – how to form words – example of organizer
  + Syntax – arrangement of words to form a sentence
  + Semantics – meaning or words, differences between meaning of words or symbols
  + Pragmatic - studies the ways in which context contributes to meaning
    - Coming out of the closet – example

Power Distance Index (PDI)

* The less powerful members of a society accept and expect that power is distributed unequally.
* The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of Power Distance accept a hierarchical order in which everybody has a place and which needs no further justification.
* In societies with low Power Distance, people strive to equalize the distribution of power and demand justification for inequalities of power.
* The bottom line is that if you are coming from a low power distance culture and having to deal with someone in a high power distance culture nothing is going to happen without the boss's say so... so make sure you are talking to the right person or recognize that the channels that your proposal is going to go through may take a lot longer than you originally anticipated.

Individualism versus Collectivism (IDV)

* In individualist cultures, individual uniqueness and self-determination is valued. A person is all the more admirable if they are a "self-made man" or "makes up their own mind" or show initiative or work well independently.
* Collectivist cultures, on the other hand, expect people to identify with and work well in groups which protect them in exchange for loyalty and compliance.
* Paradoxically, individualist cultures tend to believe that there are universal values that should be shared by all, while collectivist cultures tend to accept that different groups have different values.
* In addition in collectivistic cultures a direct confrontation will always be avoided. Expressions or phrases are used which describe a disagreement or negative statement instead of saying no. Saying 'no' would be tantamount to destroying harmony in the group. The relationship between employer and employee or business partners is based on trust and harmony and a deep understanding of moral values. The wealth of the company and the groups inside are more important than the individual's.

Masculinity versus Femininity (MAS)

* men are supposed to be assertive, tough, and focused on material success,
* The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material rewards for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented. In the business context Masculinity versus Femininity is sometimes also related to as "tough versus tender" cultures.
* Masculinity versus its opposite, femininity refers to the distribution of roles between the genders which is another fundamental issue for any society to which a range of solutions are found. The IBM studies revealed that (a) women’s values differ less among societies than men’s values; (b) men’s values from one country to another contain a dimension from very assertive and competitive and maximally different from women’s values on the one side, to modest and caring and similar to women’s values on the other. The assertive pole has been called ‘masculine’ and the modest, caring pole ‘feminine’.
* Women are supposed to be modest, tender, and concerned with the quality of life.
* In a feminine culture, these roles in clinical interactions may be more evenly split across the male and female members of a family, and emotional responses may be more clearly observed across both genders

 Uncertainty Avoidance Index (UAI)

* The Uncertainty Avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.
* The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?
* Cultures showing high uncertainty avoidance have a low tolerance for ambiguity and vagueness in most day-to-day situations. In other words, they tend to be risk-averse and favor rules and a well-structured environment over unknown or unstructured situations. People in cultures with a low tolerance to uncertainty will also tend to establish laws, rules, regulations and control mechanisms to prevent any ambiguity or risk. In a business context, this means that in cultures that have a low tolerance to uncertainty you may find:
* Job roles often require a very high level of expertise, Projects are carefully planned, Many rules, laws and regulations in place
  + Countries in Latin America, Japan and Germany are some examples of where there is high uncertainty avoidance.
* Low uncertainty avoidance cultures, on the other hand, are open to new ideas and influences. Flat organizational structures are favored and people are flexible and more willing to take risks.  
  In a business context, this would mean that:
* People will be more open to innovation and change
* There is an increased willingness and readiness to take risks
* People approach projects from different angles and have a more flexible attitude to deadlines
* There is a preference for flexible rules and informal activities
* Countries such as the US, the UK and Denmark are examples of where there is a low level of uncertainty avoidance.

**CHAPTER 4: Language and culture (cont’)**

Cultural Differences - High Context versus Low Context

* A low context culture is one in which things are fully (though concisely) spelled out. Things are made explicit, and there is considerable dependence on what is actually said or written.
* A lot of communication is done in indirect ways.
* In a low context culture, more responsibility is placed on the listener to keep up their knowledge base and remain plugged into informal networks.
* Low context cultures include Anglos, Germanics and Scandinavians. High context cultures include Japanese, Arabs and French.
* The implications are obvious. Interactions between high and low context peoples can be problematic. For example:
  + Japanese can find Westerners to be offensively blunt. Westerners can find Japanese to be secretive, devious and bafflingly unforthcoming with information.
  + French can feel that Germans insult their intelligence by explaining the obvious, while Germans can feel that French managers provide no direction.
* A high context culture is one in which the communicators assume a great deal of commonality of knowledge and views, so that less is spelled out explicitly and much more is implicit
* High context cultures are vulnerable to communication breakdowns when they assume more shared understanding than there really is. They are strongly inclined to indirect methods of communication. This is especially true in an age of diversity.
* Low context cultures, on the other hand, are not known for their ability to tolerate or understand diversity, and tend to be not close to others. The explicitness with which they communicate can often cause offence and resentment.

Cultural Differences - Monochronic versus Polychronic

* Monochronic cultures like to do just one thing at a time. They value a certain orderliness and sense of there being an appropriate time and place for everything. They do not value interruptions. They like to concentrate on the job at hand and take time commitments very seriously.
* In addition monochronic people tend to show a great deal of respect for private property and are reluctant to be either a lender or a borrower. This is part of a general tendency to follow rules of privacy and consideration as well as adhere religiously to plans.
* Polychronic cultures like to do multiple things at the same time. A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting all going on at the same time.
* Though they can be easily distracted they also tend to manage interruptions well with a willingness to change plans often and easily. People are their main concern (particularly those closely related to them or their function) and they have a tendency to build lifetime relationships. Issues such as promptness are firmly based on the relationship rather than the task and objectives are more like desirable outcomes than must do's.
* If you live in the United States, Canada, or Northern Europe, you live in a monochronic culture. If you live in Latin America, the Arab part of the Middle East, or sub-Sahara Africa, you live in a polychronic culture.
* Interactions between the two types can be problematic. Monochronic businessmen cannot understand why the person they are meeting is always interrupted by phone calls and people stopping by. Is it meant to be insulting? When do they get down to business?
* Polychronic businessmen cannot understand why tasks are isolated from the organization as a whole and measured by output in time instead of part of the overall organizational goal. How can you separate work time and personal time? Why would you let something as silly as a schedule negatively impact on the quality of your relationships?

Assignment

From your own experience, describe about the event in your life that encounter cross-cultural conflict. (At least 1 paragraph)