

**PART I**

**ANALYSIS AND CLASSIFICATION OF CERTAIN COSTS INCURRED**

## CHAPTER I

### SENTENCES



In this chapter three major types of mistakes will be discussed:

- 1.1. the structure of a sentence as a whole,
- 1.2. particular elements of a sentence,
- 1.3. word-order in a sentence.

#### 1.1. The structure of a sentence as a whole.

In writing English a complete sentence is required. A complete sentence used in this thesis is defined as follows:

(a) A complete sentence must "contain at least one independent combination of subject and predicate — that is, one independent clause."<sup>1</sup> This independent clause cannot be substituted for "a single nominal, adjectival or adverbial but only [for] another unit like itself."<sup>2</sup> A single nominal is a word which can occur in a position usually occupied by a noun, such as a personal. A single adjectival is a word which can occur in a position usually occupied by an adjective, such as past participle. A single adverbial is a word which can occur in a position usually occupied by an adverb.

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<sup>1</sup>Jesse Stead, A Short Introduction to English Grammar (Chicago: Scott, Foresman), p. 16.

<sup>2</sup>loc. cit.

<sup>And</sup>  
 (b) a complete sentence must be cut off from another complete sentence by an end punctuation mark.

<sup>And</sup>  
 (c) a complete sentence cannot contain "any subject without a predicate, any predicate without a subject"<sup>3</sup> or any grammatically unattached fragment of a complete subject or a complete predicate.

Instead of writing a complete sentence as defined above, students frequently write either a run-on sentence or a sentence fragment, neither of which is accepted as a complete sentence.

#### 2.1.1. A run-on sentence.

A run-on sentence in this thesis is defined as two or more complete clauses following one another without a) any punctuation mark or b) any connective.<sup>4</sup>

#### a) A run-on sentence without any end punctuation mark.<sup>5</sup>

A sentence in this section, although it has the characteristics described under (a) and (c) above is incomplete because it does not have that described under (b).

#### Examples:

- He will see clearly the meaning in a class-room is not

<sup>3</sup> Id., p. 272.

<sup>4</sup> Some think it included in some books as a kind of run-on sentence. In this thesis it is considered as a mistake in punctuation.

<sup>5</sup> An end punctuation mark in this section includes only a period.

enough (.)<sup>6</sup> a university student should also visit by himself a library.

- It is very important for an educated man to spell correctly because in his business he must work with foreigners (.) if he spells correctly he will gain the confidence of them.

- There is only one residential hotel (.) in the city here.

- Yesterday was a holiday (.) I didn't go to the university as usual.

### b) A run-on sentence without an end punctuation.

A run-on sentence in this section is similar to a run-on sentence without an end punctuation mark in the preceding section, but in it lacks the characteristics of a complete sentence described under (a). The difference lies in the effect of the construction: while the putting in of a punctuation mark makes two complete choppy sentences,<sup>7</sup> the use of a connective makes one clause well-constructed sentence.

#### Examples:

- Some movies are not good (because) they are produced for money only.

- (b) I could not go to school in the morning I went to school in the evening.

- Sometimes the motivation is good (and) we ought to follow it.

<sup>6</sup>For the use of the bracket, see: Introduction p. 1.

<sup>7</sup>'Choppy sentences' is used by Hall to refer to a short choppy sentence in Hall, A Short Introduction to English Grammar, p. 27.



### 1.1.2. A sentence fragment.

A sentence fragment is one which lacks the characteristics described under (a) on page one, that is to say, it lacks either a subject or a verb required for a complete sentence, or it contains other fragments which are grammatically unattached to it. A sentence fragment may be in one of the following five categories: a) a participial phrase, b) a prepositional phrase, c) a verbless sentence fragment, d) a subjectless sentence fragment, e) a grammatically unattached relative clause fragment.

#### a) A participial phrase.

A participial phrase is one which begins with a present participle and is punctuated by students as if it were a sentence.

Examples:

- Movies are very popular for most people. Being the best well-known entertainment.<sup>8</sup>

- They were sons worth to be praised. Trying to work as their father in order to keep the family's status.

- Drinking contaminated water to eat disease. That is really a risk.

#### b) A prepositional phrase.

A prepositional phrase is one which begins with a preposition

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<sup>8</sup>For the use of the underlining, see: Introduction p. 1.

and is punctuated by students as if it were a sentence.

Examples:

- By looking the tradition, for example tradition of dressing of marriage.

- For gaining more knowledge and at the same time, having good health.

c) A verbless sentence fragment.

It has been found that students frequently omit the main verb of an independent clause, a main clause or a subordinate clause. Thus, a verbless sentence fragment results. The verb omitted is usually either the verb 'to be' or the verb 'to have'.

Examples of the omission of the main verb in an independent clause:

- But scientists in Thailand (are) not actual scientists.

- He (was) not the kind of man she liked.

Examples of the omission of the main verb in a main clause:

- The lack of examination (is) not completely the cause that increase the number of lazy students.

Examples of the omission of the main verb in a subordinate clause:

- Movies make us understand what (is) in the mind of the author.

- There are some places that (have) no water in the hot season.

d) A subordinate sentence fragment.

The material studied indicates that when students write a complex sentence<sup>9</sup>, they frequently omit the subject of the main clause of a complex sentence when it refers to the subject of the subordinate clause in the same sentence. Such an omission of the subject results in a subjectless sentence fragment.

Examples:

- If one has a command of English, (one) will learn new events by listening to the radio.
- If a man has a complete mind, (he) will know everything that happens in the world.
- When a man is a rebel, (he) will do as he pleases.

e) A grammatically unattached relative clause fragment.

A grammatically unattached relative clause fragment is a group of words, usually a complete predicate, presumably intended by students to be a relative clause modifying a noun but because of the omission of the relative pronoun which should function simultaneously as the subject of the predicate and as the connective connecting the predicate to the noun, the group of words or the predicate becomes a grammatically unattached relative clause fragment, which, in turn, renders the sentence containing it incomplete.

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<sup>9</sup>A complex sentence is a sentence which contains one independent clause and one or more dependent clauses.

### Examples:

- The poet describes that there are three chinamen (who) went to climb the mountain.

- The people (who) live in different countries eat different kinds of food.

- The poem shows the idea of the poet (who) wanted to go away from the materialistic world.

- There are some movies (which) suggest bad things to people.

### 1.2. Particular elements in a sentence.

Of the three sentence elements: subject, verb and object, only the subject and verb are treated in this chapter since the mistakes found concern only these two elements.

Mistakes relating to the subject may be classified as either erroneous doubling of the subject or faulty use of an introductory phrase; those relating to objects, erroneous doubling of the object.

#### 1.2.1. Erroneous doubling of the subject.

In a complex sentence, the erroneous doubling of the subject usually occurs when the subject of the main clause is expanded by a relative clause which functions as an adjectival. In a simple sentence the doubling of the subject is also found if the sentence is interrupted by a parenthetical unit.

##### a) Erroneous doubling of the subject in a complex sentence.

When the subject of a main clause in the complex sentence is



expanded by a relative clause which functions as an adjectival, students insert another subject after the relative clause and before the predicate of the main clause, hence causing the error of a double subject.

Examples:

- Ravi, who is very poor, /she/<sup>10</sup> had no education.
- The people who make a foreign travel, /they/ have many purposes.
- Anyone who knows about printing, /he/ will admit that it is not

easy to be an editor.

b) Erroneous doubling of the subject in a simple sentence.

Under this heading, mistakes are divided into two categories:

i) Erroneous doubling of the subject occurs after a parenthetical unit in a simple sentence in the material studied.

Examples:

- The form of this poem, I think, /it/ is perfect.
- In America, the people, I can say, /they/ are constantly manipulated in the way of living.

ii) Erroneous doubling of the subject also occurs when the subject is a phrase. Usually an impersonal 'it' is inserted after the phrasal subject and before the predicate of the sentence.

Examples:

- Living in the dormitory, /it/ is very good and comfortable.

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<sup>10</sup>For the use of slants, see: Introduction p. i.

- Our listening to a lecture only, /it/ do into parts.
- The first year at Orion class, /it/ into no very proud of myself.

### 2.2.2. A faulty use of an introductory phrase.

Instead of beginning a sentence with the subject as in a conventional sentence pattern: subject — verb — object, an introductory phrase, usually an adverbial phrase, is used by students as a variation, presumably to avoid monotony. However, they fail to use the introductory phrase correctly. Mistakes resulting from this failure involve the subject of the sentence and can be divided into two types: a) omission of the subject of the sentence, b) a faulty invented subject.

#### a) Omission of the subject of the sentence.

After the introductory phrase, students immediately write the predicate and omit the subject of the sentence.

Examples:

- At the first paragraph<sup>11</sup> gives us the atmosphere of  
adness. (‘the part’ should be inserted  
as the subject of ‘gives’)
- According to his finding, helps us to know the  
truth about T.G. (‘a-ay’ should be inserted  
as the subject of ‘helps’)

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<sup>11</sup>The broken line is used to indicate that the unit underlined is an introductory phrase.

- In summary, is very hot.

('it' should be inserted  
as the subject of 'is')

b) A faulty inserted subject.

After the introductory phrase, students form a faulty subject by inserting a personal pronoun, having as its antecedent the noun in the introductory phrase.

**Examples:**

- By their experiment, it makes the world bright all night.
- According to Sigmund Freud, he likes the way an individual rebels against society.
- In "The Wood Pile", it is the poem about death.
- In the poem "Nothing Gold Can Stay", it is about the uncertainty of life.

### 1.2.3. Excessive doubling of the object.

In a complex sentence, when the object of the main clause is modified by a relative clause which functions as an adjectival and in which the relative pronoun is the object of the subordinate clause, excessive doubling of the object commonly occurs; that is, another object besides that indicated by the main clause is inserted after the verb of the relative clause.

**Examples:**

- She wants to marry a man whom her parents and friends do not like /him/.

- The educated *man* is the one whom everyone should trust /his/.
- But there are many people whom we may call /them/ individuals.
- The book that you gave /it/ to me is very interesting.

Double objects are also found in a complex sentence in which a relative clause is connected to the main clause by a zero relative pronoun<sup>12</sup> which is the object of the subordinate clause.

Example :

- A topless bathing suit is a kind of fashion we should run away from /it/.

### 1.3. Word order in a sentence.

In English, word order is considered one of the three important grammatical devices which are inflection, function words and word order.

Mistakes relating to word order may be classified as either the order of words in a sentence, i.e. the order of words functioning as sentence elements, namely subject, verb, object; or the order of words in a noun phrase, i.e. the order of modifiers and a noun.

#### 1.3.1. The order of words in a sentence.

Mistakes concerning the order of words in a sentence usually involve the inversion of the subject and verb of the sentence. They

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<sup>12</sup>The term 'zero relative pronoun' is used by Mack in *A Short Introduction to English Grammar* to indicate the omission of the relative 'that' which joins the modifying clause with the modified noun.

any fall into one of the following four categories:

a) Mistakes concerning subject and verb agreement in an interrogative sentence.

Examples:

- Where he is now?
- How old he is?
- Where you are?



b) Mistakes concerning the order of the subject and the verb in an indirect question.

Examples:

- The scientist cannot detect where are their sources.
- He must think how can he get it successfully.
- Ask the operator what is her number.

c) Mistakes concerning the order of subject and verb in an exclamatory sentence.

Examples:

- How soft and lovely is it!
- What a talkative girl is she!

d) Mistakes concerning the relative position of 'not' and the main verb in a negative sentence.

Examples:

- We will not get enough knowledge.

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- You must give not too much interest in it.

### 1.3.2. The order of words in a noun phrase.

It has been observed that when a noun phrase consists of a noun and modifiers, usually adjective modifiers, the order of the noun and its modifier is wrongly reversed.

#### **Examples:**

- A man ought to travel to see many strange things in the world wide.
- There is always a kind strong.

Tip: when there is more than one modifier, the order of modifiers is incorrect.

#### **Examples:**

- Boil the coconut milk and stir it during the five first minutes.
- It was galling a hot day.

### 1.3.3. Misplaced modifying clause and misplaced modifying phrase.

To avoid ambiguity a modifying clause or phrase should be placed immediately after the word it modifies. However, students fail to do this and ambiguity caused by a misplaced modifying clause or phrase results.

**Examples:**

- She is a girl I like very much, with whom I had a heart-to-heart talk.<sup>13</sup> (She — the modified word)

- He was knighted Sir by Queen Elizabeth II, the oldest and most exclusive rank of knighthood. (Sir — the modified word)

- There is a cafeteria where you can buy food beside the big hall. (cafeteria — the modified word)

**Let's Redundancy**

A redundancy is a repetition of a similar idea already expressed by a phrase or a clause in the same sentence. Instead of using one, students use both of these similar phrases or clauses. Redundancy is not grammatically wrong; it only makes the sentence clumsy.

The phrases that students usually use are: 'in my opinion' and 'as for my own idea'; the clause which is usually used is: 'I think'.

**Examples:**

- In my opinion, I think<sup>14</sup> that the best way is to be independent.

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<sup>13</sup>The broken line indicates that the phrase or the clause underlined is a modifying phrase or a modifying clause.

<sup>14</sup>The unit underlined by a solid line is a repetition of a similar idea already expressed by the unit above the broken line.

- In my opinion, I think that the entrance examination is the best way to select the best students.

- As for my own idea, I think that no one is a perfect man.

### 1.5 Parallelism

In writing good paragraphs, abrupt or choppy sentences are usually avoided and the same kind of grammatical units whether they are words, phrases, or clauses are grouped together in the same sentence in order to have parallelism.

It has been observed that parallelism is frequently neglected. Students fail to make parallel constructions. They usually shift words of one word-class to another where there should be words of the same word-class. Such mistakes are sometimes grammatically wrong, sometimes only stylistically unsuitable.

Failure in parallelism may be divided into:

#### 1.5.1 A shift from an adjective to a noun or vice versa

Mistakes here are grammatically wrong. They occur because students wrongly combine in one group, adjectives that are used predicatively and nouns that are objects of the verb 'to have'. In other words, students do not group together units that are similar, i.e. units that are of the same word-class.

Examples:

- He is tall, handsome and blue eyes.<sup>15</sup>

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<sup>15</sup> The broken line indicates that the unit above it is an adjective used predicatively; the solid line indicates that the unit underlined is a noun or a noun phrase which is an object of the verb 'to have'.



- He has light blue eyes and rather tall.
- This coast has long tail and bright.

1.5.2. A shift from a verb to a present participle and a shift from a gerund to a verb.

A verb should be grouped with a verb and not with a verbal or a verbal noun.

**Examples:**

- In the morning; we play games, read the books, having<sup>16</sup> our breakfast and then go to the university.
- We do our homework or reading the book or watching T.V. till ten o'clock.
- When we get up in the morning, after taking a bath and groom ourselves, we have breakfast.
- I went to the room, picked out the book I wanted and reading it till midnight.

1.5.3. A shift from an impersonal statement to a personal statement and vice versa.

Mistakes discussed here are not like those in 1.5.1) and 1.5.2) since they are not grammatically wrong but only stylistically undesirable. In writing a passage the tone should be consistent; to produce coherence in the passage, there should be no shift from a personal tone to an im-

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<sup>16</sup> The broken line indicates the present participle or a gerund; the solid line indicates the verb.

personal tone and vice versa.

Examples:

Men<sup>17</sup> are born into different positions in life. In trying to become like others, we become unhappy.

- The parents should consider this problem. You should teach your children to know how to live peacefully in society.

- All of us have some evil in ourselves. If there are no rules in society, men will show his evil side.

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<sup>17</sup>The broken line indicates an impersonal tone; the solid line indicates a personal tone.

CHAPTER XI  
WORD-CLASSES



The term 'word-class' used here includes words in the four classes as well as function words.<sup>18</sup>

Mistakes relating to word-classes may be divided into two types:

2.1 Mistakes involving words of the same word-class.

2.2 Mistakes involving the use of a word in one word-class for a word in another word-class.

2.1. Mistakes involving words of the same word-class.

Mistakes involving words of the same word-class may be found with

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<sup>18</sup>The four classes -- class 1, 2, 3 and 4 -- are classified by Fries by the process of substitution of words in certain test frames. These four classes or these four parts of speech may be, to some extent, equated to the traditional parts of speech, classified solely by meanings, noun, verb, adjective and adverb respectively. Each of these four parts of speech can be identified not only by the syntactic characteristics, but also by special formal characteristics, for example, words in word class one are different in form from those of word-class 2 -- arrival: arrive; arrangement: arrange.

The function words also classified by Fries by means of substitution of words in certain test frames are words of fifteen groups namely, function words group A, B, C, D, E, F, G, H, I, J, K, L, M, N and O. These function words, unlike words in the four classes, have no formal characteristics and can be identified only by their positions, for example, function words group A are 'a', 'an' and other words that can be in the position preceding class 1 words.

It is convenient to use 'word-class' to include the 'four word-classes' and the 'function words' in this chapter since we are not particularly concerned with the differences between the four word-classes and function words but with the classification of mistakes concerning both word-classes and function words.

For further references of word-classes and function words, See: C.C. Fries, The Structure of English, pp. 65-141.

any of the following classes of words: articles, conjunctions, relative pronouns, or prepositions.

### 2.1.1. Articles.

Mistakes concerning articles may be divided into three categories: a) omission of the article; b) faulty choice of articles; c) the insertion of the article 'the' where it should be omitted.

#### a) Omission of the article.

Students very frequently omit the article before a countable noun in the singular number.

Examples:

- The old Thai marriage is (an) interesting one.
- They dress alike, eat alike, go to (the) same church and (the) same university.
- It is very suitable for them because they live in (a) rather cold country.
- Firstly we must examine what (the) topic is about.
- I am a student in (the) Faculty of Science.
- We can easily see that some subjects which are taught in (a) university are not used at all in our daily life.
- We have our lunch at (the) cafeteria.

#### b) Faulty choice of articles.

The choosing of correct articles presents a considerable problem for Thai students. Mistakes resulting from the faulty

choices are numerous and can be divided into two categories: i) a choice between "a" and "an"; ii) a choice between the definite article "the" and the indefinite articles "a, an".

i) A choice between 'a' and 'an'.

Students fail to realize that "a" is used before a word beginning with a consonant sound and "an" before a word beginning with a vowel sound. They sometimes use "a" with words beginning with vowel sounds and use "an" with words beginning with consonant sounds.

Examples:

- It is a aimless life. ('an' should be used.)
- Each student must take a entrance examination. ('an' should be used.)
- There he not a American. ('an' should be used.)
- Man belongs to society as an unit.<sup>19</sup> ('a' should be used.)
- He was an hypocrite. ('a' should be used.)

ii) A choice between the definite article 'the' and the indefinite articles 'a', 'an'.

Students frequently use the definite article 'the' where the indefinite articles 'a' or 'an' is required.

Examples:

- God gives man brain to use in the intelligent way.

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<sup>19</sup>In this case, students may think of the word beginning with a vowel not a vowel sound.

('an' should be used.)

- The lack of doctors is the important problem in Thailand.

('an' should be used.)

- He is the successful writer of the present day. ('a' should be used.)

c) The insertion of the article 'the' where it should be omitted.

Students often insert 'the' article 'the' before a noun that requires no article.

Examples:

- The machine for a pressure has /the/ three steps.
- Everyday I get up at six o'clock, brush my teeth, and have /a/ breakfast.
- I go to have /the/ dinner and then have a bath.

### 2.1.2. Conjunctions.

Mistakes concerning conjunctions fall into two groups as follows: a) erroneous doubling of the conjunctions; b) insertion of a superfluous subordinating conjunction: 'that.'

#### a) Erroneous doubling of the conjunctions.

In a complex sentence, when a subordinate clause beginning with a subordinating conjunction is placed before the main clause, students frequently add another 'superfluous' conjunction at the beginning of the main clause, thus, doubling the conjunction.

**Examples**

- Because we want to please others, /so/ we become other directed.
- Because teachers only touch the main point /so/ students should do researches on details.
- Although he is poor /but/ he is a good friend.
- Though I had lost my good chance /but/ I thought that one day I would have a good chance again.
- Although we see it in the newspaper /but/ it is not so exciting as seeing it in a movie.

**b) Insertion of a superfluous subordinating conjunction:****'that'.**

When a dependent clause, which functions as an object of a verb like 'to ask', 'to know' and any other verbs, which can take a clausal object, in the main clause, begins with an interrogative pronoun, a subordinating conjunction 'that' is frequently inserted by students after the verb of the main clause and before the interrogative pronoun.

**Examples**

- So we must know /that/ what thing is good.
- The two examples above show us /that/ how certain ways are important to us.
- Everyone knows /that/ what the movie is.
- They will make the foreigners understand /that/ what Thai

people are like.

- We must decide /that/ which one is more important for us the individual claim or the progress of the community.
- We must know /that/ when one should adjust and conform to society.

Similarly, when a dependent clause which functions as an object of the main verb, already begins with the subordinating conjunction 'whether', students insert the subordinating conjunction 'that' after the verb of the main clause and before 'whether', thus causing a superfluous use of 'that'.

Examples:

- They don't think /that/ whether children can follow it or not.
- He asked /that/ whether she liked the present.

### 2.1.3. Relative Pronouns.

Mistakes concerning relative pronouns may be grouped under three headings: a) use of a relative pronoun which is not appropriate to its antecedent; b) omission of the relative pronoun; c) insertion of a superfluous relative pronoun.

a) Use of a relative pronoun which is not appropriate to its antecedent.

Students seem to use only one relative pronoun 'which' in all circumstances. This results in mistakes of using a relative pronoun which is not appropriate to its antecedent.



**Examples:**

- The main modern poet of this side is Yeats<sup>20</sup> which expresses this idea in his poem. (\*who\* should be used.)
- I have a lovely friend with which I can play the games I like. (\*with\* should be used.)
- They will meet foreigners which are not like them. (\*who\* should be used.)

b) Omission of the relative pronoun.

Students frequently omit a relative pronoun which is required as the subject of the verb in a relative clause.

**Examples:**

- There are some authors (who) give their opinion in contradiction.<sup>21</sup>
- There are many writers (who) believe that we should submit to the demand of society.
- There are some movies (which) suggest bad things to people.
- There are some students (who) are very diligent.

c) Insertion of a superfluous relative pronoun.

In a complex sentence which begins with a subordinate

<sup>20</sup> The broken line indicates that the unit above it is the antecedent.

<sup>21</sup> This kind of mistake is also dealt with under "Erroneous use of 'there is' and 'there are' to introduce a sentence". See: 5.2.3.(d), Chapter V; p.80.

clauses, students insert a relative pronoun after the subject and before the verb of a subordinate clause; thus, causing a superfluous relative pronoun. A superfluous relative pronoun is also found inserted after a parenthetical unit in a simple sentence.

#### Examples:

- If a man /who/ is a rebel, he will do as he pleases.
- If one /who/ is sensitive, one will be directed by society.
- Molecular theory, I think, /that/ is the most important.

#### 2.1.4. Prepositions.

Mistakes concerning prepositions may be divided into three main groups: a) insertion of a superfluous preposition; b) omission of the preposition; c) wrong choice of prepositions.

##### a) Insertion of a superfluous preposition.

Mistakes relating to the insertion of a superfluous preposition may be one of the three following types: i) use of a superfluous preposition before an adverb of time; ii) use of a superfluous preposition before an adverb of place; iii) use of a superfluous preposition after certain verbs.

##### 1) Use of a superfluous preposition before an adverb of time.

Students frequently put a preposition before an adverb of time which must be used without any preposition.

**Examples:**

- Foreign travel /in/ nowadays has been very much improved.
- He can finish the book /in/ to-morrow.

**ii) Use of a superfluous preposition before an adverb of****place.**

Similarly, students insert a preposition before an adverb of place, thus causing the use of a superfluous preposition before an adverb of place.

**Examples:**

- The movies were very popular; they were seen by million of people /in/ everywhere.
- So they go /to/ everywhere to see strange things.
- Their minds will go /to/ anywhere they want them to.
- He can't do anything or go /to/ everywhere.
- He went /to/ there because he wanted to see the poet's grave.
- She came /to/ here because she wanted to see him.

**iii) Use of a superfluous preposition after certain verbs.**

It has been found that students very frequently insert a preposition which is not required after certain verbs before they place the direct objects.

**Examples:**

- We must have reason to discuss /about/ this topic.

- If we discuss /about/ the influence of movies, we may have different ideas about it.
- She did not marry /with/ the man she loved.
- We will meet /with/ the people of that country.
- They enjoyed /in/ the story.
- They should not allow /for/ the first seventy students to sit for the examination.
- If we lack /of/ water, we will get it from the organisation.
- Most conflicts happen because people lack /of/ understanding.

#### b) Omission of the preposition.

On the other hand, students sometimes omit a required preposition; mistakes concerning the omission of a preposition may be grouped under three headings: i) omission of a preposition before a period of time in certain circumstances; ii) omission of the preposition required after certain verbs; iii) omission of prepositions in various contexts.

#### i) Omission of a preposition before a period of time in certain circumstances.

In certain circumstances, a preposition is needed in English before a period of time; students frequently omit it.

#### Examples

- I thought that I would read biology (for) two days and Physics (for) two days.
- Last year it was cold (for) only two weeks.

- I have studied in this university (for) three months.

ii) Omission of the preposition required after certain verbs.

In cases where a verb in English must be directly followed by a preposition, students tend to omit the preposition.

Examples:

- He must rebel (against) society.
- His parents take care (of) him.
- He didn't care (about' or 'for) anything.

iii) Omission of prepositions in various contexts.

Mistakes in this subsection occur as a result of the omission of required prepositions in various contexts. These mistakes cannot be grouped under either of the two groups above nor can they be generalised or grouped under any specific headings.

Examples:

- Men are different from one another (in) many ways: (in) manners, ideas and behaviour.
- (From) all of these descriptions we can get a picture of these men.
- (Of) all the students in the class she is the most diligent.

c) Wrong choice of prepositions.

In cases where prepositions are required before cer-

tain nouns or after certain adjectives, students frequently fail to use appropriate prepositions.

Examples:

- In this way, we can speak many languages. ('In' should be used.)
- By this way, the examination should be kept. ('In' should be used.)
- The best way man can do is to surrender to society at some extent. ('to' should be used.)
- We must know in what extent we should submit to society. ('to' should be used.)
- We are sitting for an examination at Room 10. ('in' should be used.)
- We should be proud at our own values. ('of' should be used.)
- Songkla is very famous of its lake. ('for' should be used.)

## 2.2. Mistakes involving the use of a word in one word-class for a word in another word-class.

It has been observed that students often use a word belonging to one word-class in the position usually occupied by a word belonging to another word-class. Mistakes of this kind may be divided into three groups: adjective instead of words of other word-classes; nouns instead of words of other word-classes; and adverbs instead of words of other word-classes.

### 2.2.2. Adjectives instead of words of other verb classes.

Instances under this heading may be subdivided into three types: a) the use of an adjective in the verb position; b) the use of an adjective in the noun position; c) the use of an adjective in the adverb position.

#### a) The use of an adjective in the verb position.

In cases where an adjective must be used predicatively after the verb 'to be', students make two kinds of mistakes: i) the omission of the verb 'to be'; ii) the misuse of an adjective as a verb.

##### 1) The omission of the verb 'to be'.

When an adjective is used in the predicate, it must be preceded by the verb 'to be', students usually forget to put the verb 'to be' before the adjective.

#### Examples:

- Telescope, I (am) sure, (is) very important for the astronauts at the present time.
- We will (be) the happiest people in the world.
- We (are) proud of this man.
- We will never (be) tired of it at all.
- He (is) afraid that other persons look down upon him.
- You must (be) diligent and study your lessons.
- We should (be) responsible for ourselves.
- The father's shirt (is) different from his son's.

- This play (is) different from other sentimental plays.

#### ii) The omission of an adjective as a verb.

In some cases students not only omit the verb 'to be' which is required before a predicate adjective but also use that predicate adjective as if it were a verb, namely, inflecting it as a verb to express a subject-verb concordial relation or to indicate the present.

#### Examples

- His knowledge does not wide.
- Please don't late for the appointment.
- I crossed Charlton in the role of Nabrigo.
- He grows of himself.

The omission of the verb 'to be' is also found with some prepositions and some adverbs as follows:

- He (is) against communism.
- We can use the telephone which (is) across the country.
- We must (be) against him and do not follow him.

#### b) The use of an adjective in the noun position.

Words in the same derivational paradigm, such as kind, kindly, kindness, present a problem to Third students. They often fail to realize that different words of the same paradigm function in different positions and that the words are not interchangeable. The use of an adjective in the noun position is one kind of mistake that results



from other failures.

Example:

- It is not necessary to control novices because they cause no harmful.
- They can see now stupidity of building.
- There will be no powerful in society.
- A man uses his knowledge and ability to become a useful for him.

c) The use of an adjective in the adverb position.

Students often use an adjective in the position of an adverb when both words are in the same derivational paradigm.

Examples:

- He easy smiles.
- If he spells incorrect, and people think that he spells correct, they will follow him.
- I quick take a little exercise such as running around the lawn.
- Students can train their ears to understand English easier than before.

2.2.2. Nouns instead of words of other word-classes.

Mistakes involving nouns and words in the other word-classes may be of one of the following three types: a) the use of a noun in the position of a predicate adjective; b) the use of a noun in

the position of an attributive adjective; c) the use of a noun in the verb position.

c) The use of a noun in the position of a predicate adjective.

When a noun and an adjective are words of the same derivational paradigm, students tend to use the noun in the position that requires a predicate adjective.

Examples:

- Movies are very important to-day.
- He believes that this group of ministers is good and honest.
- The psychanalytic and biologic facts indicate that man is free and rebellious by nature.
- When we are old, we are wise.
- Protein of a hen is different from that of a man.

b) The use of a noun in the position of an attributive adjective.

Similar to (a) when a noun is in the same derivational paradigm as an adjective, it is frequently used by students in the position where an attributive adjective is required.

Examples:

- What is the importance product?
- They were examined by the doctors as the good health persons.
- There are at least three importance advantages.

c) The use of a noun in the verb position.

It is often found that when a noun is in the same derivational paradigm as a verb, students will use a noun in the position of a verb.

Examples:

- Hevice my suggest but I like to ask you, do the do not know how to choise between good and bad movies.
- He did not discover any things.
- They will logg their time in studying.
- I used to logg my exercise book when I went to school.

2.2.3. Adverbs instead of words of other word-classes.

Mistakes under this heading may be one of the two following categories: a) the use of an adverb in the position of a predicate adjective; b) the use of an adverb in the position of an attributive adjective.

a) The use of an adverb in the position of a predicate adjective.

When an adverb and an adjective are words of the same derivational paradigm, students wrongly use an adverb in the position of a predicate adjective which is required after the verb 'to feel', 'to become', 'to look' and other similar verbs.

Example:

- His words were goodly to understand.

- It is objectively for students to study by themselves.
- The cooked rice tasted deliciously.
- It is capable to observe that most progress in science took place by work of this theory.

b) The use of an adverb in the position of an attributive

adjective.

It is frequently found that an adverb is placed in the position of adjective which modifies a noun, or in other words, an attributive adjective.

Example:

- They want a quickly service.
- Mostly scientific progress took place as a result of this theory.

## CHAPTER III

### WORD FORMS

The term 'word forms' is used, in most cases, to refer to different but related forms of words which express the grammatical category. Such forms are frequently various related forms of a word in the same inflectional paradigm such as boy, boys which are two different forms of the noun 'boy', expressing the inflectional category — number, the first is a singular form whereas the second is a plural form. The categories relating to word forms treated in this chapter are: case, number and person.

Word forms also refer, in some cases, to verb forms which have different grammatical functions and which do not belong to any grammatical category, for example, 'to eat' and 'eat' or the so-called marked infinitive and unmarked infinitive<sup>22</sup> respectively.

Mistakes concerning word forms may be classified into six groups:

- 3.1 Use of incorrect forms of pronouns.
- 3.2 Lack of agreement in number and person between a verb and a noun or pronoun as its subject.
- 3.3 Lack of agreement in number between a noun and its modifier.
- 3.4 Use of incorrect forms of infinitives.
- 3.5 Faulty use of the base form of the verb instead of the present participle.

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<sup>22</sup>A marked infinitive and an unmarked infinitive are the terms used by James Sledd, in A Short Introduction to English Grammar, pp. 219-220.

### 3.6 Faulty use of the infinitive form or the past form of the verb instead of the past participle.

#### 3.1 Use of incorrect forms of pronouns.

The errors relating to the use of incorrect forms of pronouns may be divided into three groups: faulty use of the subjective form of personal pronouns; use of a form of personal pronouns inappropriate to its antecedent; and use of an incorrect form of reflexive pronouns.

##### 3.1.1. Faulty use of the subjective form of personal pronouns.

Personal pronouns in English vary in form to express cases: subjective, objective and possessive. Each form is used in a particular position in a sentence, for example, a subjective form is used in the position of the subject and an objective form, in the position of the object. Students frequently use the subjective form in the position of the objective form.

#### Examples:

- He loves she very much. ('her' should be used.)
- Foreign travel helps me to meet many  
   Swissmen. ('us' should be used.)
- Foreign travel makes me know the traditions  
   and custom of other countries. ('us' should be used.)

In one instance a student used a possessive form of a personal pronoun in the position of the objective form:

- They could not be useful for my. ('us' should be used.)

### 3.1.2. Use of a form of personal pronoun inappropriate to its antecedent.

Usually we must choose the form of a personal pronoun which agrees in number and person with its antecedent, whether the antecedent is a noun or a phrase. Students frequently use the form of a personal pronoun which does not agree with its antecedent.

#### Examples:

- They will lose his value of being a man.<sup>23</sup> ('their' should be used.)
- At least we should listen to their ideas, though we do not agree with his ideas. ('their' should be used.)
- When they got tired, they will rest for a while and ask a driver to take his to town. ('them' should be used.)
- People tip even though he dislikes tipping. ('they' should be used.)
- Some students lose his hope in life. ('their' should be used.)

### 3.1.3. Use of an incorrect form of reflexive pronoun.

The first and the second morpheme of the same reflexive pronoun must agree in number. Students very often do not realize this and do not inflect the morpheme-self for plural number when the first morpheme is in plural number, thus causing the use of an incorrect form

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<sup>23</sup>The antecedent is underlined with a broken line, and the relevant personal pronoun with a solid line.

of reflexive pronouns.

Examples:

- Green prefer to dress themselves like models.
- Besides, he, himself, will be happy.
- Youngster dress themselves in a very bad way.
- Whether the movies are harmful or useful depends on the people themselves.
- All students study hard to improve themselves.

### 3.2. Lack of agreement in number and person between a verb and a noun or pronoun as its subject.

In the English language, a verb must agree in number and person with a noun or a pronoun functioning as its subject. In the simple present tense, the verb is inflected for number and person in agreement with a third person singular subject. When the subject is in other persons, whether singular or plural, the verb remains in its base form.

Mistakes concerning lack of agreement in number and person between a verb and its subject are divided into: lack of agreement between a verb and a third person singular subject; lack of agreement between a verb and the subject which is not a third person singular subject; and faulty use of a singular verb with certain plural nouns which are singular in form.

#### 3.2.1. Lack of agreement between a verb and a third person singular subject.

Students do not observe the agreement between the verb and



the subject as has already been mentioned above. They very frequently fail to inflect the verb when the subject is a singular and a third person.

### Examples

- Foreign travel<sup>24</sup> make man know something in the foreign countries.
- It is not enough for the one who want to do a great job after his graduation to study only in class.
- I would rather marry a man who love me than marry a man whom I love.
- If he know only what the teachers tell him in class, he will not get good grades in the examination.
- About 20 minutes, the rice boil.
- Everybody know that there are often problems of Juvenile Delinquency.
- The wife will accuse her husband that he neglect her and the husband will accuse that his wife try to limit his freedom.

### 1.2.2. Lack of agreement between a verb and the subject which is not a third person singular subject.

Just as frequently, students inflect the verb for a singular and a third person when the subject is not a singular and a third person.

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<sup>24</sup>The broken line indicates that the unit above it is a third person singular subject.

## Examples:

- Movies<sup>25</sup> is both useful and useless.
- Movies may suggest bad things to some people who doesn't know to choose between good and bad.
- They does not learn only in the class-room.
- Some movies suggests bad things.
- These elements always radiate three kinds of ray which is important to modern scientists.
- Some think that one should conform to society.
- All things around him is confusing.
- Most baritone has known other directed people.

### 3.2.3. Faulty use of a singular verb with certain plural nouns which are singular in form.

Certain nouns in English have singular forms but must be used only with plural verbs. Students do not realize this and frequently use singular verbs instead of plural verbs with such nouns.

## Examples:

- We can see that the young<sup>26</sup> tries to follow new fashion.
- On the contrary, the strong says that it is not good to follow society blindly.
- People who has gone to see movies has learned something automatically.

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<sup>25</sup> The broken line indicates <sup>that</sup> the unit above it is the subject of the verb.

<sup>26</sup> The word underlined with the broken line is the noun which is singular in form but requires a plural verb.

- People wants to be independent.

### 3.3. Look of agreement in number between a noun and its modifier.

The modifier of a noun in this section includes only the following three words: 'many', 'few' and 'every'.<sup>27</sup> When 'many' and 'few' are used to modify a noun, the noun must be inflected for plural number. On the contrary, when 'every' is used to modify a noun, the noun must be in its simple form.

Students do not inflect the noun used with 'many' and 'few' for plural number, but wrongly inflect the noun for plural number when it is used with 'every'.

Examples:

- Many<sup>28</sup> persons know that they get only pleasure from their travel.
- We will see many kind of animals.
- There are many university in America.
- There are no classes for a few day.
- Only a few persons know the fact.
- In every countries there are many places which attract the traveller.
- In every shorian, good people are always happy.

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<sup>27</sup>'Many', 'few' and 'every' are, according to Fries, words in function words group A.

<sup>28</sup>The word underlined with a broken line is a modifier of the noun that follows.

- Fiction can be read in every part of the world.
- If one goes to see every film, he will spend too much money.
- They have made many experiments on every subject.

In some cases, students wrongly inflect a collective noun, which has no plural form, to agree with its modifier.

#### Examples:

- Along the road there are many beautiful scenery.
- Though a great deal of number of papers are used, the advantage of a foreign travel is worth it.

### 3.4. Use of incorrect forms of infinitives.

Mistakes concerning the use of incorrect forms of infinitives may be subdivided into two groups: wrongly inflecting an infinitive; and, confusing use of a marked and an unmarked infinitive. (q.v.).

#### 3.4.1. Wrongly inflecting an infinitive.

Since an infinitive may occur either with 'to' or without 'to' depending on the context in which it appears, it will conveniently be referred to as a marked infinitive and an unmarked infinitive respectively.

An infinitive, whether it is a marked infinitive or an unmarked infinitive, must not be inflected. Students however, do not seem to realise this and inflect the infinitive. Such errors may be subdivided into two types: a) wrongly inflecting the infinitive which follows the main verb; and b) wrongly inflecting the infinitive which

follows the modal auxiliary.<sup>29</sup>

a) Wrongly inflecting the infinitive which follows the main verb.

When an infinitive, whether marked or unmarked, follows the main verb, it must not be inflected. Students do not seem to realize this and they frequently inflect the infinitive.

Examples:

- He was going to looks every book.
- He wanted to visited his parents in Odessa.
- It encouraged him to become a perfect man.
- Movie makes one spends much money.
- Some dresses helped them looking more beautiful.
- Parents would like to make their children going well with society.
- Movies make one has an expensive habit.

b) Wrongly inflecting the infinitive which follows the modal auxiliary.

Similarly, when an infinitive follows a modal auxiliary, it must not be inflected. Students frequently inflect the infinitive which is, in this case, unmarked only.

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<sup>29</sup> Modal auxiliaries include can, could, shall, should, may, might, will, would, must, ought, and not - do, be, have.

Examples:

- I must<sup>30</sup> ~~finish~~ my studies in the university first.
- He can know the different custom between our country and other countries.
- They think that the government should ~~controlled~~ the film.
- Foreign travel may ~~bring~~ them fun.
- He will ~~grow~~ mine been rose.
- A man must ~~follow~~ the law of society.
- Love can ~~bring~~ happiness as well as sorrow.

3.4.2. Concluding use of a marked and an unmarked infinitive.

As has already been mentioned, a marked infinitive and an unmarked infinitive usually occur in different contexts. They are in most cases, not interchangeable. A marked infinitive is required after certain verbs and an unmarked infinitive after certain others. Students do not seem to know when to use a marked infinitive and when to use an unmarked infinitive.

The errors will be divided into 3 types: a) faulty use of an unmarked infinitive instead of a marked infinitive after certain verbs; b) faulty use of a marked infinitive instead of an unmarked infinitive after certain other verbs; c) faulty use of a marked infinitive after a modal auxiliary.

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<sup>30</sup> The word underlined with a broken line is a modal auxiliary.

a) Early use of an unmarked infinitive instead of a marked infinitive after certain verbs.

After certain verbs where a marked infinitive is required, students wrongly use an unmarked infinitive.

Examples:

- All of them wanted become like each other.
- These things cause the economies grow larger and larger.
- It causes people want what they have not.
- Some movies cause us want what we cannot have or afford.

b) Early use of a marked infinitive instead of an unmarked infinitive after certain other verbs.

After certain other verbs where an unmarked infinitive is required, students use a marked infinitive.

Examples:

- This makes them to have a longer life.
- It is a simple poem, yet it makes us to think of life.
- You should let him to do it.

c) Early use of a marked infinitive after a modal auxiliary.

As has already been mentioned in 3.4.1 (b) above, an infinitive which follows a modal auxiliary is an unmarked infinitive only. Students frequently use a marked infinitive instead of an unmarked one in such cases.

Recurrent

- He should<sup>31</sup> to search for the useful books in the library.
- Anyone who wants to should to be allowed to take the entrance examination.
- Their reason in wanting to become a doctor is that they would to be useful to their fellow men.
- She should to know how to take care of the house.

### 3.5. Faulty use of the base form of the verb instead of the present participle.

The present participle is one form of the verb. It can function as a gerund, a verbal and an adjectival. Mistakes relating to the present participle will be divided according to its three functions: faulty use of the base form of the verb instead of the present participle functioning as a verbal; faulty use of the base form of the verb instead of the present participle functioning as a gerund; and, faulty use of the base form of the verb instead of the present participle functioning as an adjectival.

#### 3.5.1. Faulty use of the base form of the verb instead of the present participle functioning as a verbal.

In a clause whether independent or dependent, two verbs are allowed only when one is a main verb and the other if not in the form of an infinitive, is in the form of the present participle.

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<sup>31</sup>The word underlined with a broken line is a modal auxiliary.



Students often use the base form of the verb where the present participle is required.

#### Examples:

- Therefore the poets wrote the poetry deal with the condition at that time.

~~In one day there was a lot of poes in the~~

- They can continue study in the university of Medical Sciences.

3.5.2. Faulty use of the base form of the verb instead of the present participle functioning as a gerund.

When a verb comes after a preposition, it should be changed into the present participle functioning as a gerund. Students often fail to do this.

#### Examples:

- The idea of conformity without question is not good either.

- I quickly take an exercise such as run around the lake.

3.5.3. Faulty use of the base form of the verb instead of the present participle functioning as an adjectival.

When a verb is used to modify a noun, it cannot maintain its base form but must be changed into the present participle, if not into the form of the past participle. Students fail to realize this and frequently use the base form of the verb instead of the present participle to modify a noun.

Examples:

- ~~Writing a good composition requires an strong preparation.~~  
 - He failed his maths exam.

### 3.6. Faulty use of the base form or the past form of the verb instead of the past participle.

Similar to the present participle, the past participle is a form of the verb. It can function as an adjective to modify a noun; also it is used as an important element in the formation of the passive.

Errors concerning the form of the past participle are divided into two subcategories: faulty use of the base form of the verb instead of the past participle to modify a noun; faulty use of the base form or the past form of the verb instead of the past participle in the formation of the passive.

#### 3.6.1. Faulty use of the base form of the verb instead of the past participle to modify a noun.

As has already been mentioned above, a verb form that is used to modify a noun cannot maintain its base form but must be changed into the past participle if not into the present participle. Students frequently do not observe this.

Examples:

- Writing a good composition requires an strong preparation.
- The ones who got good grades usually have them tinctable.

Sometimes a wrong choice between the present participle and the past participle occurs:

- An unmarking event happened.

3.6.2. Faulty use of the base form or the past form of the verb instead of the past participle in the formation of the passive.

In forming the passive, students either use the base form or the past form of the verb instead of the past participle.

Examples of the faulty use of the base form of the verb instead of the past participle:

- Society should admit that man is born to be control completely by society.
- Everything will be destroy at last.
- The man who cannot spell correctly will be look down upon by others.

Examples of the faulty use of the past form of the verb instead of the past participle:

- The article was wrote by Einstein.
- The examination was look as a proof that students really had some knowledge.

## CHAPTER IV

### PUNCTUATION.

Intonation patterns consisting of pitches and terminals are indispensable in speaking English. One particular intonation pattern of an utterance indicates that the speaker is making a statement whereas another intonation pattern indicates that the speaker is asking a question. These intonation patterns are represented in writing English, to a certain extent, by the punctuation. The omission of punctuation marks or the wrong use of them, therefore, may lead to misunderstanding or confusion.

It has been observed that the use of punctuation marks is a problem for Chulalongkorn University students. Mistakes generally involve end punctuation marks, that is, the period and the question mark, and internal marks, that is, the comma, the colon and the semi-colon. Such mistakes will be classified as follows: Comma fault; semi-colon fault; period fault; and the omission of a question mark at the end of an interrogative sentence.

#### 4.1. Comma Fault.

The term 'comma fault' includes the following mistakes: the use of a comma instead of a period, a semi-colon or a colon; the faulty use of 'paired commas'<sup>32</sup> to enclose a restrictive clause; and the omission of

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<sup>32</sup> Harold Whitcomb, "The System of Punctuation," in Leonard F. Dean and Kenneth G. Wilson, eds., Essay on Language and Usage, (New York: Oxford University Press, 1959), p. 222.

paired comma to enclose a parenthetical element.

#### 4.2.2. The use of a comma instead of a period or a semi-colon.

A comma can be used between two clauses if in speaking, the voice does not pause and fall after the first clause as it does at the end of a sentence; also, if the idea of the two clauses are very closely related and can be spoken as one sentence.<sup>33</sup>

If the voice pauses and falls after the first clause, and the ideas of the two clauses are not related, a period should be used after the first clause; if the idea is, to a certain extent, related, but not closely related, a semi-colon should be used at the end of the first clause.

However students fail to recognize this; frequently, they make mistakes concerning the use of a comma instead of a period or instead of a semi-colon by writing two or more independent sentences and punctuating them as a single sentence.

Examples:

- We can tell the meaning of a word by a correct spelling, if we spell it wrongly, the meaning is changed.
- It is a custom to tip a barber, waiter and bartender, if we do not tip him, he will think that we are poor.
- I am now a second-year student at Gulalngorn University, the first thing I have to do is to work hard, studying in this university is not easy.

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<sup>33</sup> Porter G. Harris, Writer's Guide and Index to English (Chicago: Scott, Foresman and Company, 1959), pp. 59-60.

- I am now a second-year student in the Faculty of Engineering, this year I have to study Physics.

### 7.1.2. The use of a comma instead of a colon.

A comma is used historically "as a mark of slight separation between words, phrases or clauses";<sup>34</sup> it cannot be used instead of a colon which is "a mark of subordination, pointing to what follows."<sup>35</sup> But frequently, students use a comma to introduce words or word groups.

#### Examples:

- It is not the same as a European cigarette, although the main thing is the same, egg.
- There were many epidemic diseases that men did not know their causes, cholera, plague.

### 7.1.3. The faulty use of paired commas to enclose a restrictive clause.

An adjectival clause which is regarded as essential to the identification of the word it modifies is a restrictive clause and is not enclosed in paired commas. Students, however, do not realize this and frequently use paired commas to enclose a restrictive clause.

#### Examples:

- The room /, / where I am now /, / is big enough for thirty students.

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<sup>34</sup> ibid., p. 117.

<sup>35</sup> ibid.

- The country /, / which I am going to talk about /, / is England.

4.1.4. The criterion of correct comma is enclosed a parenthetical element.

A parenthetical element is usually enclosed by commas so as to indicate that it is outside the main structure of the sentence but students frequently omit the paired commas to enclose the parenthetical unit.

Examples:

- Direct experience means the experience we get directly (,) that is to say (,) from what we do ourselves.
- This idea (,) I think (,) are not good.

## 4.2. Semi-colon Fault

The term "semi-colon fault" is used to include errors concerning the use of a semi-colon instead of a comma; and instead of a colon.

### 4.2.1. The use of a semi-colon instead of a comma.

In a complex sentence when the subordinate clause is placed before the main clause, a comma is needed after the subordinate clause and before the main clause, and not a semi-colon which is used "to link subject - predicate groups that could otherwise occur as separate sentences."<sup>36</sup>

Students frequently use a semi-colon in such cases, the use of which is wrong.

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<sup>36</sup> Mitchell, "The System of Punctuation," ESSAYS ..., p. 216.

**Examples:**

- If we want to learn Medical Science; nobody has the right to resist us.
- When the lecturer comes into the room; the students become quiet.

4.2.2. The use of a semi-colon instead of a colon.

The function of a semi-colon, as has already been mentioned, is to link subject - predicate groups that could otherwise occur as separate sentences; it cannot be used to introduce words or word - groups in the same way as a colon can. However, students frequently use a semi-colon instead of a colon.

**Examples:**

- The advantages of foreign travels are; knowing the different tradition and the ways to develop the country.
- The ingredients of this kind of curry are; chili, and spices.

4.3. Period Fault.

The term "period fault" used here includes the erroneous use of a period in a complex sentence; and the omission of a period at the end of a declarative sentence.

4.3.1. The erroneous use of a period in a complex sentence.

A period has only one function, namely to separate a declarative sentence which is not an interrogative sentence or an exclamatory sentence from the sentence following it. Thus, a period cannot be put between a subordinate clause and a main clause in a complex sentence since



It would separate the subordinate clause from the main clause and turn the subordinate clause into a sentence fragment. Students, however, frequently put a period between the subordinate clause and the main clause.

#### Examples:

- The best way is to conform to society, because we are parts of society.
- I was very glad and exciting, because my brother promised to teach me how to swim.
- The modern poetry is an honest reflection of life in the 20<sup>th</sup> century, because life now is full of mechanical things, struggles of life and the fear of an atomic war.
- Man should rebel against society positively, not negatively, because in rebelling negatively man will be destroyed.
- Man sometimes hurts himself and society, man he rebels against society.
- If a man rebels and does what he pleases, he will bring a confusion to society.
- When the pressure of society is hard for him to submit, he wants to express his individuality.
- After we have worked all year, we need a vacation for a rest.
- At least we should listen to their ideas, though we don't accept them.

#### 4.3.2. The omission of a period at the end of a declarative sentence.

As has already been mentioned, a period is required at the

end of a declarative sentence to separate the sentence from other sentences. Students very frequently omit the period at the end of a declarative sentence. <sup>37</sup>

Examples:

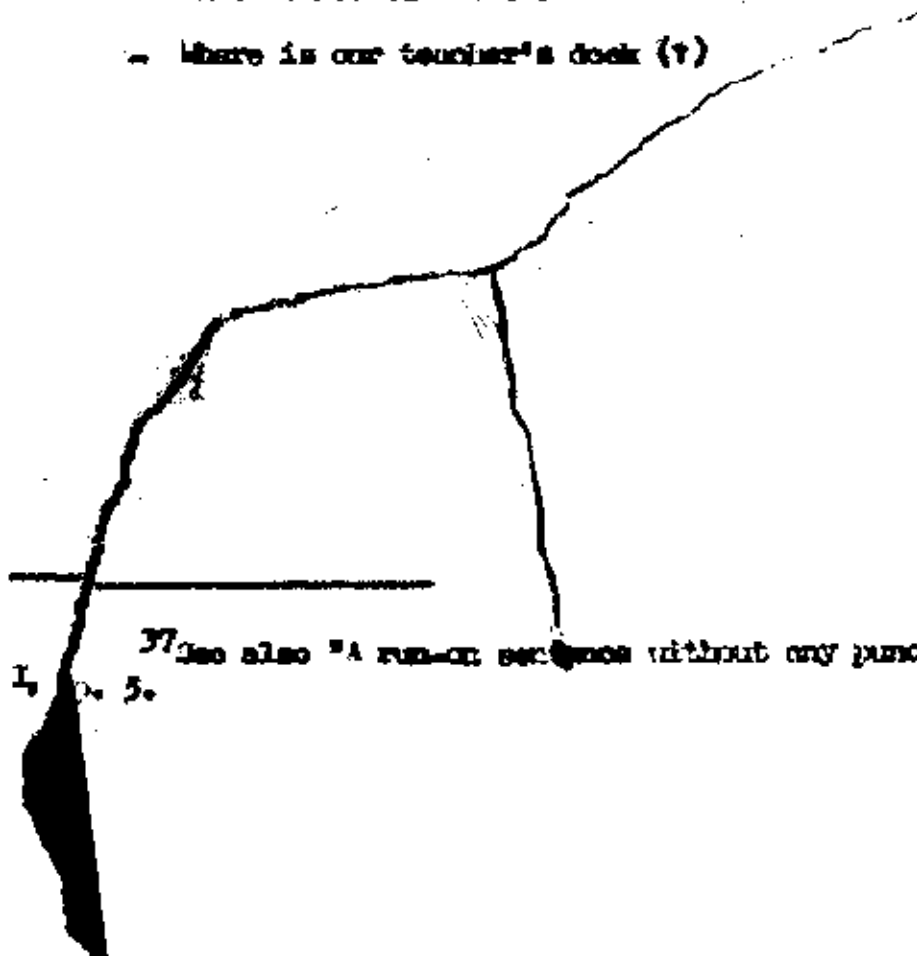
- We call our present days an atomic age (.)
- Later in the same year, Russian scientists succeeded in shooting the satellites (.)

4.4. The omission of a question mark at the end of an interrogative sentence.

A question mark is used at the end of an interrogative sentence to separate it from the following sentence. Students frequently forget to put a question mark at the end of an interrogative sentence.

Examples:

- What is her number (?)
- Where is our teacher's desk (?)



<sup>37</sup> See also "A run-on sentence without any punctuation mark," Chapter 1, p. 5.

## CHAPTER V VOCABULARY ITEMS

Mistakes concerning vocabulary items are of two main types:

5.1. Mistakes concerning the choice of one item from certain pairs of vocabulary items.

5.2. Mistakes concerning the misuse of certain items.

5.1. Mistakes concerning the choice of one item from certain pairs of vocabulary items.

Mistakes under this heading may be sub-divided into: mistakes concerning a faulty choice of a vocabulary item that is distributed according to a particular grammatical circumstance; mistakes concerning a faulty choice of a vocabulary item for a particular context.

5.1.1. Mistakes concerning a faulty choice of a vocabulary item that is distributed according to a particular grammatical circumstance.

In English, there are some vocabulary items which are used in certain grammatical circumstances and which have their counterparts used in certain other grammatical circumstances.

Students do not seem to realize this and use a vocabulary item in the circumstance that requires its counterpart. Mistakes in this section may be handled in the following four pairs of counterpart items: a) no and not; b) such and many; c) because and because of; and d) also, too and either.

a) no and not.

Although both 'no' and 'not' express negation, they

cannot be used interchangeably. 'No' as a modifier is used with a single noun, but if the noun is already modified by other modifiers,<sup>38</sup> 'not' must be used. Students do not realize this and use 'no' where 'not' is required and vice versa.

Examples of the faulty use of 'no' instead of 'not':

- There is no enough<sup>39</sup> time to teach students everything.
- I have no much time.
- In Europe there is no a tradition of elephant fighting.
- There is no any danger from Uranium.
- There was no a villain in the play.

Examples of the faulty use of 'not' instead of 'no':

- Married woman has not freedom to travel.
- When foreigners come to Thailand, there will be not trouble like there was ten years ago.
- Students have not time to think.

#### b) Much and many

Though both 'much' and 'many' mean 'consisting of a great number', they are used differently: 'much' is used with an uncountable noun; 'many', with a countable noun. Students frequently do not observe this and use 'much' where 'many' is required and vice versa.

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<sup>38</sup>Modifiers used here are words in function words group A, namely words that can be placed in the position before words of word class 1, for example, a, an, the, much, many. G.C. Price, The Structure of English, pp. 88-89.

<sup>39</sup>The broken line indicates that the word is a modifier.

Examples of the faulty use of 'such' instead of 'any':

- He had such friends.
- He has such subjects to study in one year.

Examples of the faulty use of 'any' instead of 'such':

- Cosmic rays do not have any danger.
- Firemen have any work to do.
- It does not take any time in travelling; because the communication is more convenient.

#### c) Because and because of

Both 'because' and 'because of' express the same idea of 'by the reason of' but the two items have entirely different functions: 'because' is a conjunction whereas 'because of' is a prepositional phrase. As a conjunction, 'because' should be followed by a clause; as a prepositional phrase functioning as a preposition, 'because of' should be followed by a noun phrase. Students frequently do not realise these different uses and frequently use 'because' where 'because of' is needed and vice versa.

Examples of the faulty use of 'because' instead of 'because of':

- Foreign travel is now well-known in almost every country because the progress of a travelling method.
- But scientists in Thailand are not very keen because the lack of experiment and experience.

Examples of the faulty use of 'because of' instead of 'because':

- It is important for an educated man to spell correctly because of

- an educated man is the model for the uneducated.
- Because of there are good equipments, we can learn perfectly.

#### d) Also, too and either

Although 'also', 'too' and 'either' express the same idea of 'likewise', they are not used in the same way. 'Also' and 'too' are used to express the idea of 'likewise' in the absence of a negative whereas 'either' is used in the presence of a negative. Students do not realize this and wrongly use 'also' or 'too' in the presence of a negative where 'either' is required.

#### Examples:

- It is not good to rebel blindly is not good also.
- The language is not difficult too.
- If you don't go, I won't too.
- I don't think that society should be followed blindly too.

#### 5.1.2. Mistakes concerning a faulty choice of a vocabulary item for a particular context.

Mistakes under this heading may be sub-divided into three groups: a) a faulty choice of words from those pairs of words which are similar in meaning; b) a faulty choice of words from those pairs of words which are similar in form but are different in meaning; c) a faulty choice of words from those pairs of words which are similar in form and meaning.

a) A faulty choice of words from those pairs of words which are similar in meaning.

It has been found that in a context in which one word is

required, students wrongly use another word which is somewhat similar to it in meaning; thus, mistakes occur. Such mistakes are found among the following three pairs of words: i) among and between; ii) many and very; iii) most and find.

### 1) among and between

'among' is used when more than two things are involved; 'between' is used when only two things are involved. Students do not realize this and thus often use 'among' when only two things are involved.

#### Examples:

- Last December, there is a football match among Chulalongkorn University and Thammasart University.
- We can know the different custom among our countries and other countries.
- She sat among her father and brother.
- Among fried rice and noodles, I prefer noodles.

### ii) Many and very

'Many' as an <sup>adjective</sup> modifier means 'consisting of a great number', 'very' as an adverb means 'in a high degree'. Though 'many' and 'very' share the sense of meaning of 'excess', they cannot be used interchangeably since their functions are different. Students do not realize their different functions and wrongly use 'many' in the context where 'very' is required.

#### Examples:

- Nowadays telescope is developed and is many useful to astronomers.

- Cosmic rays are not very dangerous.
- They are not very different from each other.



### iii) Meet and Find

'To meet' means 'to come upon or to come into the presence of, or association with'; 'to find' means 'to come upon by seeking or by effort'. Students do not seem to appreciate the slight difference in meaning between the two words; they make mistakes by not using them in the proper contexts.

Examples of the faulty use of 'meet' instead of 'find':

- Where did Kimo meet the pearl?
- If we use a library, we will meet by ourselves the answers to the problems.

Examples of the faulty use of 'find' instead of 'meet':

- While he was looking at a tomb stone, he found a man who had a strange hobby.
- While I was walking in the street, I found my friend.

b) A faulty choice of words from those pairs of words which are similar in form but are different in meaning.

It has been found that in a context in which one word is required, students wrongly use another word which is similar to it in form but different from it in meaning; thus, mistakes of a faulty choice of words which have similar forms but different meanings occur. Such mistakes are found among the following seven pairs of words: 1) besides and beside;



ii) it's and its; iii) almost and most; iv) loose and lose; v) clear and cloud; vi) price and prize; vii) 'like' as a verb and 'like' as a preposition.

For the first pair of words, mistakes are found on both sides, for the remainder, mistakes are found only on one side.

### 1) Besides and beside

'Besides' and 'beside' are very similar in form but their meanings and functions are entirely different: 'besides' can be both an adverb meaning 'in addition', and a preposition meaning 'in addition to'; 'beside' can be only a preposition which means 'at, or by the side of'. Students do not realize these different meanings and often misuse 'beside' instead of 'besides' and vice versa.

Examples of the faulty use of 'besides' instead of 'beside':

- I felt that there was an echo of the sound of water besides my car.
- Kavit, the fat boy who sits besides me is always sleepy.

Examples of the faulty use of 'beside' instead of 'besides':

- Beside, the invention of aeroplane leads to the invention of a rocket which will make the travel to the moon possible.
- Beside talking much in class, Sumalal does not always attend class.

### ii) It's and its

Although 'it's' and 'its' are very similar in form, they have different meanings and functions and cannot be used in place of each

other. 'It's' is a contraction of 'it is'; 'its' is the possessive form of the personal pronoun 'it'. Students fail to realize this difference and frequently use 'it's' in place of 'its'.

Examples:

- Chennai has the tradition of its own.
- Its climate is unique type.
- It provides makes the electricity of its own.

### iii) Almost and most

Although 'almost' and 'most' are similar in form, they are different in meaning and should not be used interchangeably. 'Almost' is an adverb which means 'nearly'; 'most' functioning as an adjective means 'greatest in number', if functioning as a noun, it means 'the majority of'. Students do not realize these different meanings and frequently use 'almost' instead of 'most'.

Examples:

- Almost producers try to present interesting sights for people in other countries.
- Almost of the people like to go to the movies for an entertainment.
- In almost countries in the world, there are travel agencies.
- At the present time, almost people have education.
- He wrote more than thirty books, almost of them are about World War II.

### 17) Loose and loss

'Loose' and 'lose' are different in meaning and function, although they are rather similar in form. 'Loose' is an adjective which means 'not fastened'. 'Lose' is the base form of the verb 'to lose' which means 'to fail to gain or win or to miss'. Students wrongly use 'loose' in the position where 'lose' is required.

#### Examples:

- They will lose their time of studying.
- Some students lose their hope in life.
- Living alone, out of society is like losing a part of one's body.
- It will make you lose your freedom.

### v) Closed and close

'Closed' and 'close' are quite similar in form but they are entirely different in meaning. 'Closed' means 'shut' whereas 'close' means 'intimate' or 'near'. Students frequently use 'closed' instead of 'close' to mean 'near' or 'intimate'.

#### Examples:

- According to his closed friend, he is a nice boy.
- Our friends in the extreme far countries are close to us by means of a swift communication.

### vi) Price and prize

Although 'price' and 'prize' are rather similar in form, their meanings are entirely different and <sup>they</sup> cannot be used synonymously.

Students wrongly use 'price' instead of 'prize' in the context where 'prize' is required.

#### Examples:

- Movie ticket's price is cheap.
- The goods are on sale and the price of everything is quite cheap.

#### vi) 'like' as a verb and 'like' as a preposition

'like' as a verb and 'like' as a preposition are exactly the same in form but are different in meaning. 'like' as a verb means 'to be attracted towards' or 'to have a liking for'. 'like' as a preposition means 'identical with' or 'similar to' and is usually used with the verb 'to be': to be like. Students often confuse 'like' as a verb with 'like' as a preposition. They wrongly use 'like' as a verb instead of 'like' as a preposition which should be used with the verb 'to be' to mean 'resemble'.

#### Examples:

- The education in the university does not like that in school.
- When we travel to a foreign country, we will see many things that like something in our country.
- In what way do they like or unlike people in our country?

#### e) A faulty choice of words from those pairs of words which are similar both in form and meaning.

It has been found that in a context in which one word is required, students wrongly use another word which is similar to it both in form and in meaning. Such mistakes are found among the following four pairs of words:

i) pass and past; ii) lose and lost; iii) the others and others; iv) 'most' as an adjective and 'most' as a noun.

#### 1) Pass and past

'Pass' and 'past' are similar both in form and meaning but they differ in their functions: 'pass' is a verb whereas 'past' is an adverb or a preposition. Students frequently confuse 'pass' with 'past' and vice versa.

Examples of the faulty use of 'pass' instead of 'past':

- He walked pass the car without seeing us.
- He watch T.V. at half pass five.

Examples of the use of 'past' instead of 'pass':

- Those who can past the entrance examination will become freshmen.
- Many first year students do not past the final examination each year.

#### ii) Lose and lost

Although 'lose' and 'lost' have similar meaning and are similar in form, they cannot be used interchangeably. 'Lost' is the past or the past participle form of the verb 'to lose', and thus, has different function from 'lose' as the base form of the verb. Students frequently use 'lost' instead of 'lose' and vice versa.

Examples of the faulty use of 'lost' instead of 'lose':

- They will lost their individuality.
- They will make him lost his ideal and dignity.

Examples of the faulty use of 'loose' instead of 'lost':

- They loose everything when the truth was revealed.
- I loose my time of studying by participating in the activities last term.

### iii) The others and others

'The others' and 'others' are pronouns which are very similar in form and in meaning, yet, they cannot be used interchangeably. While 'the others' is a definite pronoun referring to certain things, 'others' is an indefinite pronoun. Students do not realize the use of 'the others' and wrongly use 'the others' in the sentence when no certain definite things are referred to.

Examples:

- They must send their children to expensive schools in order to be like the others in society.
- At the present time, most curious like to be like the others.
- In imitating the others, man has become a part of society.
- The meaning of society is to live one's life among the others.
- We should not imitate the others or else we will lose our individuality.

### iv) 'Most' as an adjective modifier and 'most' as a noun

'Most' as an adjective modifier means 'nearly all'; 'most' as a noun means 'the largest or greatest amount'. Yet, they are differently used. 'Most' as an adjective modifier is used with a plural noun, for instance 'most boys'; 'most' as a noun can be used alone or can be used in

the pattern 'Most of the...' followed by a plural noun for example: 'most of the boys'. The article 'the' placed before a plural noun makes the noun definite. Thus, 'most of the...' refers to the largest portion of a definite amount whereas 'most' followed by a plural noun states the majority of units in general.

Students frequently do not pay attention to the idea of definiteness and also do not seem to understand the use of 'most' as an adjective modifier and 'most' as a noun. Mistakes may be divided into three types: the omission of the article 'the' before a plural noun which is after 'most' used as a noun; faulty use of a singular noun instead of a plural noun in 'most of the...'; and the insertion of 'of' when 'most' is used as an adjective modifier.

Examples of the omission of the article 'the' before a plural noun which is after 'most' used as a noun:

- Most of (the) students at Chulalongkorn University want to continue their studies abroad.
- Most of (the) students who study hard pass the exam.
- Most of (the) good movies must end with good conquering evil.

Examples of faulty use of a singular noun instead of a plural noun in 'Most of the...':

- Most of the modern pages are written in common language.
- Most of the student in the Faculty of Science want to study in the University of medical sciences.

Examples of the insertion of 'of' when 'most' is used as an adjective modifier:

- Most /of/ people generally submit to the demand of society.
- Most /of/ people can understand the book.
- Most /of/ wives demonstrate the difference between good and bad.

## 5.2. Mistakes concerning the misuse of certain items

Mistakes in this section concern the use of certain items that could not be paired with any other item as words in the preceding section (5.1.).

Students do not understand the use of such items and misuse them. Mistakes may fall into one of the following eight groups: the misuse of the verb 'to interest' and other similar verbs in various contexts; mistakes concerning the use of the auxiliary verb 'do'; mistakes concerning the use of 'there' as an anticipatory subject; faulty use of 'someone'; mistakes concerning the use of words with the linking verb 'feel'; mistakes concerning the use of 'one of...' and 'some of...'; mistakes concerning the use of 'at the present time'; and mistakes concerning the use of 'for example'.

### 5.2.1. The misuse of the verb 'to interest' and other similar verbs in various contexts.

The verb 'to interest' may be used in three different ways:

- a) as a transitive verb followed by a direct object as in:  
'The book interests me.'
- b) as an adjectival in the form of the present participle, functioning as a complement as in: 'The book is inter-  
esting.'
- c) as an adjectival in the form of the past participle



followed by the preposition 'in' as in: 'I am interested in this book.'

Students are confused with the three uses of the verb 'to interest' and of other similar verbs such as 'excite', 'please', 'satisfy' and frequently misuse them.

#### Examples:

- By this way the individual can satisfy both of himself and society. ('satisfy' only should be used.)
- It concerns with the new things. ('concerns' only should be used.)
- His novels concern with literature such as novel. ('concern' only should be used.)
- The teenagers do not interest in these things. ('are not interested in' should be used.)
- He will tire of the culture of Thailand. ('will be tired of' should be used.)
- It is not likely that the American wife will be accustom to the Thai way of living. ('will be accustomed to' should be used.)
- We are not satisfied of being ourselves. ('are not satisfied with' should be used.)
- All of us were very amusing. ('were amused' should be used.)
- We all were very amusing. ('were excited' should be used.)
- I was very glad and amusing. ('excited' should be used.)
- People will be please to see that movie. ('will be pleased' should be used.)

- The 1920s is like that of the king who is deared and here the confusion of the marriage day. ('deared with' should be used.)
- The Romantic period concerned with Nature. ('is concerned with' should be used.)
- The nuclear fission is concerned about the fission of the nucleus of atoms. ('is concerned with' should be used.)
- We can see many places in the world that are beautiful and interest. ('interesting' should be used.)
- It is about the play which confuses as the cinema. ('is confusing' should be used.)
- The poem shows that society at that time is very confuse. ('confusing' should be used.)

### 5.2.1. Mistakes concerning the use of the auxiliary verb 'do'

Mistakes in this section are subdivided into three categories:

- a) omission of the auxiliary verb 'do' in an information question; b) omission of the auxiliary verb 'do' in a negative sentence; c) faulty use of the verb 'to be' instead of the auxiliary verb 'do'.

#### a) Omission of the auxiliary verb 'do' in an information question.

In a question beginning with a question word, to be called an information question, in which the verb is other than the verb 'to be' and words in function words group B,<sup>40</sup> the auxiliary verb 'do' is required after

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<sup>40</sup>Words in function words group B are: may, might, can, could, will, would, shall, should, must, have. C. G. Fries, The Structure of English, p. 90.

the question word and before the subject. Students frequently omit the auxiliary verb 'do' in such cases.

Examples:

- How (do) people travel?
- Why (do) I say that it should be allowed?
- What (did) you planned to do when you were there?

b) Omission of the auxiliary verb 'do' in a negative sentence.

Similarly, students fail to use 'do' as an auxiliary in a negative sentence in which the verb is neither the verb 'to be' nor words in function words group II.

Examples:

- Man will be arrested if he (does) not tip.
- We (do) not like tipping.
- Cosmic rays (do) not give such danger to human being.
- This (does) not always occur in real life.

c) Empty use of the verb 'to be' instead of the auxiliary verb 'do'.

Students sometimes wrongly use the verb 'to be' instead of the auxiliary verb 'do' in a negative sentence.

Examples:

- Our country is not make much progress.
- Seeing two movies a month is not cost us too much.
- Many parents are not take care of their children.

4.2.3. Mistake concerning the use of 'there' as an anticipatory subject.

Mistake under this section may fall into one of the following four groups: a) faulty use of 'has/have' instead of 'there is/there are'; b) faulty use of 'it has' instead of 'there is/there are'; c) faulty use of the expletive 'there' with the verb 'to have' instead of the verb 'to be'; d) erroneous use of 'there is/there are' to introduce a sentence.

a) Faulty use of has/have instead of 'there is/there are'.

'There' as an anticipatory subject is usually used with the verb 'to be' to introduce the real subject, usually a noun, which follows the verb 'to be'. 'There' when used with the verb 'to be' expresses the existence of things. Students frequently confuse 'there' used with the verb 'to be', with the verb 'to have' which expresses the possession of things. They frequently use the verb 'to have' instead of 'there is/there are' to express the existence of things.

Examples:

- In each classroom has two strands. ('there are' should be used.)
- In America have many universities. ('there are' should be used.)
- At this place have delicious food. ('there is' should be used.)
- In most countries in the world have travel agencies. ('there are' should be used.)

b) Faulty use of 'it has' instead of 'there is/there are'.

Sometimes students wrongly insert 'it' as the subject of the verb 'to have' to express the existence of something instead of 'there is/

there are.

#### Examples:

- In every country in the world, it has different places and things for sightseeing. ('there are' should be used.)
- Although the government is strict with movies, it has always had movies. ('there are' should be used.)
- I have to study hard because it has many subjects. ('there are' should be used.)
- It had no choice if I did not do that. ('There are' should be used.)

#### c) Mistake of the confusion 'there' with the verb 'to have'

instead of the verb 'to be'.

When 'there is'/'there are' are used in other tenses, the word 'there' must be used with a form of the verb 'to be'. Students often make mistakes by using 'there have' instead of 'there' and a form of the verb 'to be'.

#### Examples:

- There have not enough books for each student to study by himself. ('there are' should be used.)
- There will not have war. ('There- - -be' should be used.)
- I think there will not have new inventions. ('there- - -be' should be used.)
- There must have something left to show that each person is still himself. ('There- - -be' should be used.)

- ~~There~~ must ~~have~~ now hope to go on joyfully in 1220. ('There' - 'be' should be used.)
- ~~There~~ still ~~have~~ another side of coin. ('There' - 'is' should be used.)

d) Erroneous use of 'there is' and 'there are' to introduce a sentence.

Students tend to use 'there is' and 'there are' to begin a complete simple sentence, the use of which is wrong.

Examples:

- /There is/ the entrance examination makes the students intelligent.
- /There is/ nothing that is beautiful can stay in the world.
- /There are/ many writers believe that we should submit to the demand of society.

5.2.4. Erroneous use of 'someone'

Students often use 'someone' to mean 'some people' or 'some'.

Examples:

- ~~Someone~~ likes the examination, others don't.
- ~~Some~~ people are good, generous and ~~someone~~ is bad.
- In each class there are several kinds of students; ~~someone~~ is bright while others are not ready to study.

5.2.5. Mistakes concerning the use of words with the linking verb 'feel'.

Verb 'to feel' as a linking verb is followed by an adjectival.

Students frequently do not realize that the linking verb 'feel' must be followed by an adjectival, and wrongly use the base form of a verb, or the noun after the linking verb 'feel'.

Examples:

- I felt embarrassed all the time.
- You may feel happy and excited.
- He feels happiness.
- After World War II, people feel insecurity and indecision in doing everything.

#### 5.2.6. Mistakes concerning the use of 'one of - - -' and 'some

of - - -'

'One of - - -' and 'some of - - -' are followed by a plural noun which is identified, that is, a plural noun which is made definite by the article 'the'. Students when using 'one of - - -' and 'some of - - -' either omit the article 'the' or use a singular noun instead of a plural noun.

Examples of the omission of the article 'the' after 'one of - - -':

- Movies, like music, are one of (the) universal languages.
- Diving can be called one of (the) most favorable sports or exercises.

Examples of the omission of the article 'the' after 'some of - - -':

- Some of (the) movies increased our interest in literature.
- Some of (the) students in this class are very tall.
- Some of (the) subjects are difficult for me to understand.

Examples of the faulty use of a singular noun instead of a plural noun after 'one of the- - -':

- To-day one of the most important problems in the world is the conflict between an individual and society.
- Troy was destroyed and Agamemnon, one of the hero, is killed.
- 'Nothing Gold Can Stay' by Frost is one of the best poems.

Examples of the faulty use of a singular noun instead of a plural noun after 'some of the- - -':

- Some of the modern poets are about old age.
- Some of the books are very interesting.
- Some of the students agree with the idea of no examination.

#### 5.2.7. Mistakes concerning the use of 'at the present time'.

The item 'at the present time' may be called a fixed expression i.e. no words in the item can neither be replaced by other words nor be omitted. Students do not seem to remember the item correctly; they either use a faulty preposition instead of 'at', or they omit the word 'time' or they omit the article 'the'.

Examples of the use of faulty preposition instead of 'at':

- In the present time, most people have education.
- The world in the present time is the world of competition.
- So in the present time, there must be the nuclear reactor for peace.



### Examples of the omission of the word 'time':

- At the present (time) we have many new inventions.
- At the present (time), people are directed by society.

### Examples of the omission of the article 'the':

- Telescope, I am sure, is very important at (the) present time.
- At (the) present time, there are lot of people travelling in various parts of the world.

### 5.2.6. Illustrations concerning the use of 'for example':

When an illustration is required to make a statement or an idea clearer, 'for example' is usually used to introduce that illustration. Students frequently use 'for example' but they wrongly use it, i.e. either omitting 'for' or using 'examples' instead of 'example'.

### Examples of the omission of 'for':

- (For) example, "The King and I" is a joke on Thai culture.
- (For) example, they should not spend too much time on the practice of cheating.

### Examples of the faulty use of 'examples' instead of 'example':

- For ~~examples~~, we improve our English.
- For ~~examples~~, we spent more than a week for the Spectrum day.

## CHAPTER VI

### TENSE, VOICE AND THE COMPARATIVE DEGREE

Mistakes discussed in this chapter will be divided into three main groups:

- 6.1. Mistakes concerning the use of tenses.
- 6.2. Mistakes concerning the use of voice.
- 6.3. Mistakes concerning the adjective in the comparative degree.

#### 6.1. Mistakes concerning the use of tenses.

Mistakes concerning the use of tenses may be classified into two categories: use of an inappropriate tense of the verb in a simple sentence; and mistakes concerning the sequence of tenses.

##### 6.1.1. Use of an inappropriate tense of the verb in a simple sentence.

One function of tenses is to indicate the time of an action whether the action happens in the present, past, or future. It has been observed from the material studied that students seem to have a considerable difficulty<sup>in determining</sup> whether to use the present tense or the past tense for any particular action. Such mistakes may be divided into two groups: a) faulty use of the present simple tense instead of the past simple tense in a simple sentence; and b) faulty use of the past perfect tense instead of the past simple tense.

a) Faulty use of the present tense instead of the past simple tense in a simple sentence.

In a simple sentence which has an adverb or an adverbial

phrases expressing past time, the verb should be in the simple past tense. Students frequently use, in such a case, the simple present tense, the use of which is wrong.

**Examples:**

- Last month<sup>41</sup>, I go back to my hometown. ('went' should be used.)
- In the past, people like to gossip and make scandals. ('liked' should be used.)
- I receive two registered mails yesterday. ('received' should be used.)

b)  faulty use of the past perfect tense instead of the simple past tense.

The past perfect tense is used with the action that had been completed before another action began. It cannot be used alone without being related to another past action. In other words, the past perfect tense cannot be used in a simple sentence.

Students frequently use the past perfect tense instead of the past simple tense when there is only one past action involved.

**Examples:**

- I had gone to Uthairat last week. ('went' should be used.)
- In Thailand, King Vajiravudh had translated this play into Thai about 50 years ago. ('translated' should be used.)

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<sup>41</sup>The broken line indicates that the unit above it is an adverb or an adverbial phrase expressing past time.

- He had finished his assignment in time. ('finished' should be used.)

### 6.2.2. Mistakes concerning the sequence of tenses.

The sequence of tenses used here will include both the sequence of tenses in a complex sentence and the sequence of tenses among sentences in the same paragraph. Mistakes will be thus divided into two groups:

- a) mistakes concerning a sequence of tenses in a complex sentence; and
- b) mistakes concerning a sequence of tenses among sentences in the same paragraph.

#### a) Mistakes concerning a sequence of tenses in a complex sentence.

In a complex sentence when the verb in the main clause is in the past tense, the verb in the subordinate clause must also be in the past tense.

Students frequently use the verb in the subordinate clause in the present tense when the verb in the main clause is in the past tense, thus causing mistakes concerning a sequence of tenses in a complex sentence.

#### Examples:

- Last Sunday, I thought about the examination when I am in bed.  
(‘was’ should be used.)
- Yesterday, I met a distinguished lady who is in a violet dress.  
(‘was’ should be used.)
- Therefore, the hero appeared as a rich man while his friend disguised as a servant. ('disguised' should be used.)

- Goldsmith proved that a play does not have to be sentimental.  
(<sup>'did not have to be'</sup> should be used.)
- Andrew Wilson said that character is a by-product. (<sup>'was'</sup>  
should be used.)

b) Mistakes concerning a sequence of tenses some sentences in the same paragraph.

In writing a paragraph in English, a consistency in tense is necessary in order to give a reader the clear idea about time. It is confusing to a reader to find tenses shifted about without definite reasons.

Students do not seem to pay attention to a consistency in tense, or in other words, a sequence of tenses such sentences when they write a paragraph. Frequently they shift tenses from the present to the past and vice versa.

Examples:

- He was<sup>42</sup> an extravagant man who spent all money on luxuries. All the women in the village knew his character so he had to go away from the village as he wants to get a new wife who is rich and can support him.
- Besides the plot which was very good, the characters were very well drawn. The dialogues is also well written because the writer was also a poet.
- Every morning I get up at six o'clock and take an exercise by walking around the lawn. Then I went to brush my teeth and have a bath. When I finished them, I realize my lessons that I have to study that day.

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<sup>42</sup>The broken line indicates that the unit above it is a verb in the past tense; the solid line indicates that the unit underlined is a verb in the present tense.

## 6.2. Mistaken concerning the use of voices.

Errors under this heading may be classified into two categories: faulty use of an intransitive verb in the passive voice; and, confusing use of the active voice and the passive voice when the verb is transitive.

### 6.2.1. Faulty use of an intransitive verb in the passive voice.

The passive voice can be formed only by verbs that can take a direct object, or in other words, by transitive verbs. Student do not seem to realize this and frequently use an intransitive verb in the passive voice.

Examples:

- The entrance examination will be taken place in April.
- Most scientific inventions are taken place by the use of this theory.
- The conflict is then happened.
- The war is rarely happened if people cooperate.
- The pilot were suddenly died.
- Her dream is failed.
- The historic events are occurred again.

6.2.2. A confusing use of the active voice and the passive voice when the verb is transitive.

In a sentence where the subject of a verb is an actor of an action, the active voice should be used. But where the subject of a verb is acted upon, the passive voice should be used.

Students do not seem to notice whether the subject performs

the action or is acted upon. Thus, they frequently fail to use the verb in the active voice when the subject of the verb is an actor of an action or in the passive voice when the subject of the verb is acted upon. The <sup>in the</sup> confusion/use of the active voice and the passive voice then results.

Examples of the faulty use of the passive voice instead of the active voice:

- Faraday was found the electric current from the magnetic field.
- At that time, I was nearly lost my life.
- The people feel very sad because they were lost nearly everything

in the war.

- One will find that the subject are more difficult than what one has been learned in the pre-university.

- These discoveries are said man live better.
- One say that Thai teenagers are not respected their parents.

Examples of faulty use of the active voice instead of the passive voice:

- Diamond was found in South Africa.
- The idea of dresses especially for girls was got from the movies.
- The rice will cook in about half an hour.

### 6.3. Mistakes concerning the adjective in the comparative degree.

Mistakes are divided into two types: the doubling of the comparative degree, and the omission of the function word 'more' before certain adjectives in the comparative degree.

#### 6.3.1. The doubling of the comparative degree.

In forming the comparative degree of an adjective, an adjective

is either inflected for the comparative degree, or the function word 'more' is used before the positive form of an adjective, depending on the number of syllables of the adjective.

Students seem to have difficulty in forming the comparative degree. They frequently use the two methods, the inflectional change and the function word 'more' at the same time; thus, causing the doubling of the comparative degree.

Examples:

- He will never learn gata hataru in his subject.
- The new invented equipment made the rocket travel more faster.

6.3.2. The omission of the function word 'more' before certain adjectives in the comparative degree.

As has been mentioned before, one method of forming the comparative degree is by placing the function word 'more' before the positive form of an adjective. In such circumstances, students frequently omit the function word 'more' before the adjective.

Examples:

- I think that the movies are (more) useful than harmful.
- She is (more) beautiful than her sister.
- Life in this dormitory is (more) comfortable and (more) enjoyable than life in the old dormitory.