Practical English Structure
A Textbook for Advanced English Grammar

Practical English Structure

A Textbook for Advanced English Grammar

Thirteenth Edition

Rabieb Na Kalasin
Kanitta Utawanit
Yura Iemchuen

Thammasat University Press
2020

ราคาเล่มละ 300.- บาท

โครงการส่งเสริมการสร้างตำรา มหาวิทยาลัยธรรมศาสตร์ ตั้งขึ้น เมื่อ พ.ศ. 2520 โดยมีวัตถุประสงค์เพื่อส่งเสริมและสนับสนุนให้คณาจารย์ มหาวิทยาลัยธรรมศาสตร์ได้ผลิตตำราที่มีคุณภาพมากขึ้น

คณะกรรมการส่งเสริมการสร้างตำราประกอบด้วยบุคคลที่อธิการบดี แต่งตั้งมีหน้าที่พิจารณากำหนดนโยบายและวิธีการที่จะอำนวยความสะดวกแก่ คณาจารย์ในการจัดพิมพ์ตำราที่มีคุณภาพ โดยคณะกรรมการฯ จะพิจารณา คัดเลือกผู้ทรงคุณวุฒิเพื่อทำหน้าที่ตรวจสอบคุณภาพของต้นฉบับตำรา หนังสือ แปล และหนังสือประกอบการศึกษาที่คณาจารย์มหาวิทยาลัยธรรมศาสตร์เสนอ เพื่อพิจารณาจัดพิมพ์ ในกรณีที่ผู้ทรงคุณวุฒิและคณะกรรมการฯ มีความเห็น ว่าต้นฉบับหนังสือดังกล่าวมีคุณภาพดีหรือดีมาก จะได้รับการตีพิมพ์ในฐานะ หนังสือที่ได้รับรางวัลโดยสำนักพิมพ์มหาวิทยาลัยธรรมศาสตร์

หนังสือ *Practical English Structure* แต่งโดย **รองศาสตราจารย์ ระเบียบ ณ กาฬสินธุ์ รองศาสตราจารย์ขนิษฐา อุทวนิช** และ **ผู้ช่วย ศาสตราจารย์ยูระ เอี่ยมชื่น** เป็นผลงานที่ผู้ทรงคุณวุฒิและคณะกรรมการ ส่งเสริมการสร้างตำรามีมติให้ได้รับรางวัลขั้นดี ในปี พ.ศ. 2524
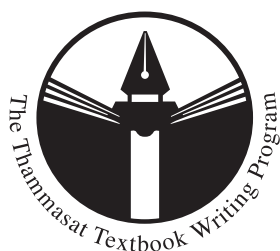
The Thammasat Textbook Writing Program was set up in 1977 with the aim of encouraging academic staff to write better quality textbooks.

The program is run by a committee of academics from various fields of study appointed by the university. The committee is responsible for setting up policies and strategies for those interested in writing standard textbooks. Books can be one of 3 categories– textbooks, translated books, or supplementary readings. After a book has been submitted, it will be evaluated by experts in its field.

The book *Practical English Structure* written by Associate Professor Rabieb Na Kalasin, Associate Professor Kanitta Utawanit and Assistant Professor Yura Iemchuen was evaluated as a good textbook by the Thammasat Textbook Writing Program in 1981.

Contents

Preface

According to the 1977-1980 English syllabus of the Faculty of Liberal Arts, the English courses in four areas are designed as sequences of courses. These areas are structure, reading, writing, and listening - speaking. In 1978 the department decided that it was necessary to improve and modify the contents of the materials for EG.211 (English Structure 1) that were being used at the time so that they could better serve to prepare students for EG.212 (English Structure 2) and for EG.316, EG.317 (Advanced English Structure 1 and 2).

The English Department assigned Archarn Rabieb Na Kalasin, Archarn Kanitta Utawanit and Archarn Yura Iemchuen to prepare the new materials for EG.211. After several discussions, we decided on an outline for this course, bearing in mind the main objective and one other important point : besides being a prerequisite for EG.212, the course also had to serve as an adequate English structure course for students who were not English majors.

In the departmental meeting on 29 January, 1979 this outline was approved and we started to prepare materials. We consulted a number of different reference books, which are listed in the bibliography, and we compiled a list of the points of English structure. We chose to use a combination of approaches, the major ones of which are the traditional, transformational and functional approaches. The first five chapters of the book were used on an experimental basis in 1979 and 1980; the sixth and final chapter was used experimentally in the second semester of 1980. The teachers and students teaching and studying these chapters were asked to write comments, which they kindly did, and these enabled us to adjust and revise some parts of the material.

Toward the end of the second semester of the academic year 1980, we designed a questionnaire intended for a final evaluation of the material. A second revision was then done based on the responses to this questionnaire. The material was also read and evaluated by a committee appointed by the English Department. On 14 May, 1981 the committee met and discussed and finally approved the publication of this material.

We would like to express our thanks and deep appreciation to Mr.Alec Bamford, Dr. John Grima, Mr. Jonathan Abbott, Miss Kathy Mc.Fadyen, Mr.Neal Davis and Mr.Robert Mullins, not only for their contribution of both ideas and suggestions but also, and more particularly, for their close collaboration in proof-reading, almost to the point of being co-editors themselves. We also owe thanks to Miss Hilda Jones, Mr. Jerry G. Gebhard and Miss Sarah Turnbull for their useful suggestions. Without their help the material could not have been adequately completed.

Our thanks also go to the students who studied the material as we prepared it and gave us their ideas and comments. Our deep indebtedness goes to all of the teachers who taught this material and gave us encouragement and comments.

Grateful acknowledgement is made to the text committee of the English Department who kindly went through the revised material, made comments and suggestions and approved its publication for use as a text for EG.211.

For the tenth edition the authors have added one more exercise at the end of Chapter One, together with suggested answers. The authors would like to express their thanks to Mr.Bradley J.Bates for his help in editing this exercise.

Rabieb Na Kalasin
Kanitta Utawanit
Yura Iemchuen

5

Noun Clauses

1 · A Noun Clause and Its Function

A noun clause functions like a noun or a noun phrase. Depending on the structure of the given sentence, the noun clause may be used as :

- a subject
- an object
- a complement
- a noun clause in apposition to an antecedent noun
- a noun clause as reference to the grammatical subject or object 'it'.

e.g. 1. *That we must remain united* is essential.
       Subject

2. I'd like to know *where you want to go.*
        object

3. This is *what seems to be the most difficult problem.*
         complement

4. Do you believe the rumour *that there will be a revolution?*
        noun clause in apposition to the
        antecedent noun 'the rumour.'

5. It's unbelievable *that Jane has refused to come here.*
                          noun clause as reference to the grammatical subject 'it.'

2 The Basic Pattern of a Noun Clause

1. *Connector*   +   *Subject*   +   *Predicate*
   that   we   must remain united
   where   you   want to go
2. *Connector = Subject*   +   *Predicate*
   what   seems to be the most difficult problem
   who   wants to volunteer

> **Note** 'what' functions as a connector and also subject of the verb phrase 'seems to be.'
>
> 'who' functions as a connector and also subject of the verb 'wants.'

3. *Connector = Object*   +   *Subject*   +   *Predicate*
   what   you   just told me
   who   you   want to talk to

> **Note** 'what' functions as a connector and also object of the verb 'just told.'
>
> 'who' functions as a connector and also object of the verb phrase 'want to talk to.'

2.1 The Connector in a Noun Clause

The connector in a noun clause is determined by the meaning and function of each connector. For example the connector 'that' introduces a noun clause conveying a statement of some sort, and 'that' functions only as a connector; the connector 'what' (not followed by a noun) means 'the thing which...' or 'something', and also functions as subject or object in the noun clause. The italicized part of each sentence of the following conveys the meaning to be indicated by a connector when each sentence is changed into a noun clause.

Study how the following sentences are changed into noun clauses.

Sentences	⇒	*Noun clauses*
1. *John works very hard.*		*that* John works very hard
2. I want to know *something.*		*what* I want to know
3. Jane got home *sometime.*		*when* Jane got home

4. My sister was born *somewhere.*	*where* my sister was born
5. *Someone* wants to help.	*who* wants to help
6. I met *someone* at the club.	*who(m)* I met at the club
7. They escaped *somehow.*	*how* they escaped
8. We were late *for a reason.*	*why* we were late
9. We got out of the cave *through a way.*	*which way* we got out of the cave
10. We need *some important papers.*	*what important papers* we need
11. You want *someone's support.*	*whose support* you want
12. The problem is *confusing to some degree.*	*how confusing* the problem is
13. I dislike that friend of yours *to some degree.*	*how* I dislike that friend of yours
14. Everybody works hard *to some degree.*	*how hard* everybody works
15. The car is expensive *to some degree.*	*how expensive* the car is

Note The use of 'some' or 'certain' before a noun suggests the meaning expressed by the connector 'what' or 'which' when the sentence is changed into a noun clause, and this usually conveys the idea of an indirect question.

e.g.   a. He *has asked* me something.
   + b. We need *some important papers.*

⇒   He *has asked* me *what important papers* we need.

If 'some' is used as an indefinite adjective, the word will be retained when the sentence is changed into a noun clause, and this usually conveys the idea of an affirmative statement.

e.g.   a. He *has told* me something.
   + b. We need s*ome important papers.*

⇒   He *has told* me *that* we need *some important papers.*

2.2 The Notion of "something"

In transformational grammar when a sentence is broken into smaller sentences, we use 'something' to stand for :

2.2.1 A noun clause

e.g. 1. *What he said* is not true.
     Something
   2. Tell me *where you kept those things.*
                    Something

2.2.2 The connector 'what' in a noun clause. The connector 'what' functions as a subject or an object.

e.g. 1. *What he said* is not true.

Something

What he said ⇒ he said *something.*

The sentence is broken as :

a. Something is not true.

b. He said something.

2. *What is urgently needed now* is your cooperation.

           Something

What is urgently needed now   ⇒ *Something* is urgently needed now.

The sentence is broken as :

a. Something is your cooperation.

b. Something is urgently needed now.

Note You may be confused at the use of 'something' which stands for a noun clause or the connector 'what' and 'something' which is an indefinite pronoun. Anyway the meaning of the context will help you to differentiate between the two kinds of 'something'

e.g. 1. I am very hungry ; *I want something to eat*

"something" is obviously an indefinite pronoun. The italicized part is changed into a clause as *"that I want something to eat."*

2. a. *Something* is very strange.

b. I will tell you *something.*

"something" in both sentences is not an indefinite pronoun. The two sentences are combined into one as *"What I will tell you is very strange."*

Exercise 1

Change the following sentences into noun clauses.

1. *The earth rotates round the sun.*

    _____

2. You told me *something.*

    _____

3. I must have lost my book *somewhere.*

    _____

4. The bus arrived *sometime.*

    _____

5. *Someone* came over last night.

    _____

6. We came across *someone*.

    _____

7. The chairman did not explain the problem *for some reason*.

    _____

8. Pipat passed the exam *somehow*.

    _____

9. We have *a certain amount of money*.

    _____

10. We need *some useful information*.

    _____

11. You want *someone's plan*.

    _____

12. My father will accept *a certain proposal*.

    _____

13. My son hates to study English *to some degree*.

    _____

14. Your garden is beautiful *to some degree*.

    _____

15. This composition is confusing *to some degree*.

    _____

Read the passage carefully for comprehension and structural analysis.

(1) Most people know *that sleep is necessary for health*. (2) People differ in sleep requirements. (3) Evidence shows *that a person having gone without sleep for a long time is unable to carry on any kind of important activity*. (4) It's fortunate *that sleep is rest, no matter whether it is taken in large or small doses*. (5) If one has difficulty in getting enough sleep at night, a nap of just a few minutes is helpful. (6) A number of people insist *that they cannot sleep at night if they sleep at all during the day*. (7) However, physiologists say *there is no essential inappropriateness in reversing the time of sleep*.

Now we will study how sentences with the italicized parts are broken into smaller sentences (not yet the smallest sentences). Note that in this chapter we will break only the noun clause parts with their expansions remaining unbroken. Also study how the smaller sentences are combined into the final derived sentences.

3 Construction 1 : The "that" Clause

e.g.

> **Sentence 1** Most people know *that sleep is necessary for health*.
>
>   noun clause = object of "know"

The sentence is broken into 2 smaller sentences :

a. Most people know something.

b. Sleep is necessary for health.

Combination :   a. Most people know *something.*

                 that +

                 b. *Sleep is necessary for health.*

⇒   Most people know that sleep is necessary for health.

You will notice that S 3, S 6 and S 7 are in the same construction, That is, they each have a noun clause functioning as an object of a verb.

Exercise 2

Now with the help of your teacher you will break the sentences, leaving the expansions unbroken and *using 'something' to replace each noun clause with its expansions.* Also combine the smaller sentences into one sentence, showing the procedure.

Sentence 3   Evidence shows that a person having gone without sleep for a long time is unable to carry on any kind of important activity.

The sentence is broken into 2 smaller sentences :

a. _____

b. _____

_____

Combination : _____

_____

_____

_____

Sentence 6   A number of people insist that they cannot sleep at night if they sleep at all during the day.

The sentence is broken into 2 smaller sentences :

a. _____

b. _____

_____

Combination : _____

_____

_____

_____

Sentence 7 However, physiologists say there is no essential inappropriateness in reversing the time of sleep.

The sentence is broken into smaller sentences :

a. _____

b. _____

Combination : _____

_____

_____

_____

Points to Remember

1. The noun clause beginning with the connector 'that' is often referred to as the 'that' clause.
2. The connector 'that' is deletable when a noun clause functions as the first or the only object of a verb (as in S7).
3. The 'that' clause in a given construction can function as a subject, an object, a complement, a noun clause in apposition to an antecedent noun, or a noun clause as reference to the grammatical subject or object 'it'.
4. The connector 'the fact that' is treated the same as 'that'.

Exercise 3

Study the following sentences. Underline the noun clauses and indicate their function.

1. That sleep is necessary for health is an undeniable fact.
2. The fact that some people cannot sleep at night if they sleep at all during the day is understandable.
3. The problem is that not many people have learned to cope with frustration.
4. Nobody believes the rumour that there will be another revolution.
5. The suggestion that our new boss is corrupt is ridiculous.

Study how sentence 1 is broken into 2 smaller sentences, and how the smaller sentences are combined.

Sentence 1   *That sleep is necessary for health is an undeniable fact.*

a. Something is an undeniable fact.

b. Sleep is necessary for health.

Combination :   a. *Something* is an undeniable fact.
                          that +
                              b. *Sleep is necessary for health.*

⇒   That sleep is necessary for health is an undeniable fact.

Exercise 4

Now break S 2 and S 3, leaving the expansions of the noun clause unbroken. Also show the procedure of the combination.

Sentence 2   The fact that some people cannot sleep at night if they sleep at all during the day is understandable.

a. _____

b. _____

Combination : _____
_____
_____
_____

Sentence 3   The problem is that not many people have learned to cope with frustration.

a. _____

b. _____

Combination : _____
_____
_____
_____

Study how S 4 is broken into smaller sentences, and how the sentences are combined.

Sentence 4   Nobody believes the rumour that there will be another revolution.

a. Nobody believes the rumour.

b. The rumour is something.

c. There will be another revolution.

Combination :   a. Nobody believes *the rumour.*

      + b. *The rumour is something.*

      that + c. *There will be another revolution.*

⇒   Nobody believes the rumour that there will be another revolution.

Exercise 5

A. Combine the given sentences into one sentence.

1. a. Something was made quite clear.
     b. Pim would not be selected as a candidate.

     _____

2. a. You may not deny something.
     b. Televisions are helpful educational tools.

     _____

3. a. The point is something.
     b. We must arrive there before six.

     _____

4. a. The police did not know something.
     b. The poor boy was kidnapped by his own uncle.

     _____

5. a. The suggestion sounds reasonable.
     b. The suggestion is something.
     c. We ignore his proposal.

     _____

     _____

6. a. The thought drove him on.
     b. The thought was something.
     c. His friend was in danger.

     _____

     _____

7. a. We heard the news.
     b. The news was something.
     c. The town had been flooded.

     _____

     _____

8. a. We have just received the information.
     b. The information is something.
     c. The dam has broken.

     _____

     _____

9. a. The telegram supported our view.
    b. Our view was something.
    c. All was lost.

    _____

    _____

10. a. I did not say something.
    b. The news was true.
    c. The news was something.
    d. The meeting was postponed.

    _____

    _____

B. Break each sentence into smaller sentences.
1. That you are pleased with our service is our main goal.
    a. _____
    b. _____
2. That the police will take serious action against traffic law violators has been announced.
    a. _____
    b. _____
3. The secretary was notified that her term of employment would end in three months.
    a. _____
    b. _____
4. The problem is that we don't have enough money to buy the machine.
    a. _____
    b. _____
5. The idea that physical fitness helps keep one healthy is welcome everywhere.
    a. _____
    b. _____
    c. _____
6. He didn't seem to get my hint that he was not wanted to join our team.
    a. _____
    b. _____
    c. _____

Now we will go back to the passage and study the structure of sentence 4.

> **Sentence 4**   It's fortunate *that sleep is rest, no matter whether it is taken in large or small doses*.

Points to Study

1. 'It' is a grammatical subject.
2. The 'that' clause functions as a noun clause, as reference to the grammatical subject 'it.'
3. The clause "no matter ... doses" functions as an adverbial clause embedded in the noun clause, modifying the predicate "is rest". For the time being we will not break it.

   Therefore we will break S 4 as :

a. It is fortunate.
b. Sleep is rest, no matter whether it is taken in large or small doses.

   The pattern of this particular kind of sentence is :

$$
\text{It + linking verbs +}
\left\{
\begin{array}{l}
\text{be} \\
\text{appear} \\
\text{seem} \\
\text{look} \\
\text{sound}
\end{array}
\right\}
\left\{
\begin{array}{l}
\text{adjective} \\
\text{V-ed, V-ing} \\
\text{noun phrase}
\end{array}
\right\}
\text{ + noun clause}
$$

This pattern can be restated or rewritten as :

$$
\text{Noun clause + linking verbs +}
\left\{
\begin{array}{l}
\text{adjective} \\
\text{V -ed} \\
\text{noun phrase}
\end{array}
\right\}
$$

   Compare the following sentences :

1. a. It is unlikely that our daughter will graduate this coming June. (spoken or written style)
   b. That (the fact that) our daughter will graduate this coming June is unlikely. (written style, formal spoken style)
2. a. It seems incredible that our project has been turned down. (spoken or written style)
   c. That (the fact that) our project has been turned down seems incredible. (written style, formal spoken style)

Note 1. If a noun clause functioning as a subject or an object is long and complex, it's preferable to use the grammatical subject or object 'it' as reference to the clause.

e.g. A. *It* is a familiar fact to all Bible readers *that Cain, the first born son of Adam and Eve, was the first man to be born on earth.*