



ESSENTIAL ENGLISH GRAMMAR



Penulis:

- Yuyu Sri Rahayu
- Nenden Sri Rahayu
- Agus Kusnandar
- Rizki Widiastuti
- Wintarsih

ESSENTIAL ENGLISH GRAMMAR

**Yayu Sri Rahayu
Nenden Sri Rahayu
Agus Kusnandar
Rizki Widiastuti
Wintarsih**



GET PRESS INDONESIA

ESSENTIAL ENGLISH GRAMMAR

Penulis : Yayu Sri Rahayu
Nenden Sri Rahayu
Agus Kusnandar
Rizki Widiastuti
Wintarsih

ISBN : 978-623-125-532-7

Editor : Yuliatr Novita, M.Hum.

Desain Sampul dan Tata Letak : Atyka Trianisa, S.Pd.

Penerbit: GET PRESS INDONESIA
Anggota IKAPI No. 033/SBA/2022

Redaksi:

Jl. Palarik RT 01 RW 06, Kelurahan Air Pacah
Kecamatan Koto Tangah, Padang, Sumatera Barat
website: www.getpress.co.id
email: adm.getpress@gmail.com

Cetakan pertama, Desember 2024

Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FOREWORD

Praise be to God Almighty, whose blessings have enabled the completion of this book, *Essential English Grammar*. This book is designed to provide readers with a comprehensive understanding of English grammar, focusing on key areas such as parts of speech, phrases, clauses, sentence types, tenses, and sentence structures. Organized systematically, it combines theoretical explanations with practical exercises to help learners build a solid foundation in English grammar, making it a valuable resource for students, teachers, and anyone interested in mastering the English language.

In the ever-evolving landscape of language learning, this book aims to bridge the gap between grammatical theory and practical application. Each chapter includes summaries and exercises to reinforce understanding and improve accuracy in usage. It is our hope that this book not only serves as a guide to mastering English grammar but also inspires confidence and clarity in communication. We warmly welcome feedback and suggestions for improving this book in future editions.

The Author

TABLE OF CONTENTS

FOREWORD.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iv
CHAPTER 1 ENGLISH PART OF SPEECH	1
1.1 Introduction	1
1.2 What Is English Part of Speech?	1
1.3 Types of English Part of Speech	2
1.4 Comprehension Check	27
REFERENCE	35
CHAPTER 2 PHRASE.....	36
2.1 Introduction to Phrases.....	36
2.3. Verb Phrase	39
2.4 Adjective Phrase	42
2.5 Adverb Phrase	46
2.6 Prepositional Phrase.....	49
2.7 Common Errors with Phrases	52
2.8 Exercises	57
2.9 Summary.....	61
REFERENCES.....	64
CHAPTER 3 CLAUSE.....	66
3.1 Introduction	66
3.2 The Adjective Clause	67
3.3 The Adverbial Clause	72
3.3 The Noun Clause.....	81
REFERENCES.....	88
BAB 4 SENTENCE TYPE (POSITIVE, NEGATIVE, INTERROGATIVE) AND TENSE.....	89
4.1 Introduction	89
4.2 Tense in English.....	90
4.3 Exercise	102

4.4 Summary 108

REFERENCES..... 110

CHAPTER 5 SENTENCE STRUCTURE: SIMPLE,

COMPOUND, AND COMPLEX SENTENCE 112

5.1 Introduction..... 112

5.2. What is a Sentence? 113

5.3 Basic Part Of A Sentence..... 113

5.4. Sentence Structure 117

5.5. Exercise 130

REFERENCES 133

LIST OF TABLES

Table 1. 1. Types of Noun.....	7
Table 1. 2. Type of Pronouns.....	13
Table 1. 3. Types of Adjective.....	19
Table 1. 4. Types of Adverb.....	22
Table 3. 1. The relative pronouns.....	69
Table 3. 2. The relative Adverbs.....	71
Table 3. 3. Many adverbs of place can also be used as prepositions from e.f.com	75
Table 4. 1. Stative Verbs	93
Table 4. 2. Regular and Irregular Verbs.....	97
Table 4. 3. Verb Tense Timelines.....	101

CHAPTER 1

ENGLISH PART OF SPEECH

By Yayu Sri Rahayu

1.1 Introduction

Speaking, reading, writing, and listening are the four skills that must be mastered to learn English. An essential component of the fourth English skill is grammar. The rules governing the conversational organization and relationship of words in sentences are known as grammar (Brown, 2004, p. 362). Parts of Speech, or grammary, is one topic that helps one understand grammar.

Understanding the parts of speech is vital in comprehending the English language and is an essential component of grammar. Learning the parts of speech will help learners with grammar, writing, and speaking. This course will allow you to grasp English parts of speech, clarifying their purposes and how they fit together in sentences.

1.2 What Is English Part of Speech?

Words are one of the most essential components of English. Every word is part of speech. The term "part of speech" relates to a word's function in a sentence. Hall (1993, p. 8) states that historically, people have classified words into parts of speech. The division of words into parts of speech in English significantly influences the structure of the language. The

categories known as parts of speech specify the function a word performs in a sentence. Every speech component has a distinct purpose, contributing to the structure and meaning that language conveys. Gaining proficiency in English grammar requires understanding parts of speech, which enables speakers and writers to create meaningful and cohesive sentences. Therefore, In English, parts of speech are key components of sentences. They categorize words into different groups (Greenbaum, 1996). Furthermore, parts of speech are defined as clusters of words that vary in meaning, form, and function within a sentence (Eastwood, 1994).

1.3 Types of English Part of Speech

There are eight parts of speech in English: **nouns, pronouns, verbs, adjectives, conjunctions, adverbs, interjections, and prepositions** (Eastwood, 1994, Hearing 2016). Parts of speech are categorized based on the kind of thoughts they convey and their function within a phrase (Börjars & BurrIDGE, 2019). Additionally, parts of speech are categorized based on their content, structure, and function within a phrase (Herring, 2016). I will explain each of these parts of speech one by one.

1.3.1 Noun

Nouns make up a major amount of the English language and appear in a number of forms. Nouns can be used to name people. Albert Einstein, Josh and Mike. Nouns can also name a location: Bandung, New York City, Australia, Jakarta, and Disneyland, My bedroom. Nouns can also name things (shoe, ruler, glass, purse, phone), animals (cat, tiger, kangaroo), flowers (tulip, jasmine, rose). Nouns can also express abstract concepts or ideas: The suffix "-ity" refers to nationality, majority, electricity, ability, diversity, duty, etc.. The suffix "-ment" refers

to appointments, government, environment etc, the suffix “-ness” refers to sadness, darkness, happiness, emptiness etc. Words ending in -ing such as reading, writing, loving, walking, playing, working, etc. The suffix “-tion” refers to relation, computation, correlation, conversation, etc. The suffix “-hood” such as neighbourhood, childhood, brotherhood, etc.

In other words a noun is a word that refers to a person, concept, place, or thing. Nouns can act as the subject of a sentence (i.e., the person or thing performing the action) or as the object of a verb (i.e., the person or thing affected by the action). Nouns are typically preceded by the particles a, an, and the. Nouns might be singular, plural, concrete, or abstract. In a sentence, a noun can be a subject, direct object, indirect object, subject complement, or prepositional object. Look at the examples below:

My cat slept on the couch.

(Here, "My cat" is the subject performing the action of sleeping)

John drinks a glass of milk.

(In this sentence, "a glass of milk" is the direct object receiving the action of drinking.)

She gave her friend a birthday present.

Here, "Friend" is the indirect object, indicating to whom the birthday present was given.

He is a dentist

(Here, "dentist" is the subject complement that renames the subject "he.")

The horse jumped over the fence

In this sentence, "Fence" is the object of the preposition "over."

A noun is a word that refers to a person, concept, place, or thing, it can be categorized into several types based on their characteristics. Recognizing the type of word is often useful because different types have distinct rules. Here are the types of noun in English:

- Common Nouns
- Proper Nouns
- Concrete Nouns
- Abstract Nouns
- Countable Nouns
- Uncountable Nouns
- Collective Nouns
- Compound Nouns

Common Noun

Common names are things, people, or places that are used in everyday speech. They are not capitalized unless they start a sentence. Example:

Person: teacher, student

Place : city, park

Thing : book, car

Proper Nouns

Proper nouns always start with a capital letter and name specific people, places, or groups. Examples:

Person: Robert, Albert Einstein, Mary

Place : Paris, England, Mount Everest

Organization: Microsoft, United Nations

Concrete Noun

Concrete nouns are physical items that can be perceived by the senses. Example: apple, dog, car, tree, glass, mountain etc.

Abstract Noun

Abstract nouns are the reverse of concrete nouns. They are things that cannot be touched. Abstract nouns include ideas, concepts, and feelings. Example: happiness, courage, danger, truth, love.

Countable Nouns

Nouns that are countable have both singular and plural forms and can be counted. Example:

Singular	Plural
book	books
Child	children
Mouse	mice
Nurse	nurses
Wife	wives
Glass	glasses

Uncountable Noun

Nouns that are uncountable can't be counted on their own and don't generally have a plural form. They usually talk about things or abstract ideas. Example:

Substances : water, sugar, air.

Concepts : information, furniture, advice

Collective Noun

Collective words describe a group of people or things that are thought of as a single unit. Example:

team (of players), flock (of birds), class (of students), pack (of wolves), family (of relatives), nest (of snakes), bouquet (of flowers)

Compound Noun

Compound nouns are formed by combining two or more words to create a new noun. Examples:

toothpaste (tooth + paste), basketball (basket + ball), mother-in-law., Coffee shop (coffee + shop), Decision making (decision + making), football (foot +ball), etc.

Table 1. 1. Types of Noun

Types of Noun	Definition	Example
Common noun	General names for people, places, things, or ideas that are not specific.	Dog, boy, house, city, book
Proper noun	a particular person, location, or item (names and titles)	London, Taylor Swift, John, Nike, Adidas, Christmas.
Concrete noun	identifies objects with physical attributes like as sight, touch, sound, smell, and taste.	Table, window, car, laptop, mirror.
Abstract noun	Names concepts,characteristics, or states that cannot be seen through the five senses.	Happines s, emptiness, love, truth, sadness.
Collective	Refers to a collection of people	A flock of

Types of Noun	Definition	Example
noun	or objects as a single entity.	birds, a school of fish, team, family, the crowd.
Compound noun	Nouns composed of two or more words (may be open, hyphenated, or closed).	Basketball, railway station, football, airport, role-play, check-up, mother-in-law
Countable noun	Nouns that can be counted (singular/plural forms).	Glass, book, chair, person, house, building.
Uncountable noun	Nouns that cannot be counted individually (usually singular).	Money, air, rice, coffee, love, water, sugar.

In conclusion, nouns are basic language elements that are used to identify individuals, groups, locations, objects, and ideas. It is crucial to understand the different kinds of nouns and how they work in order to communicate effectively and clearly.

1.3.2 Pronoun

A pronoun is a word that replaces a noun in a phrase to reduce repetition and increase clarity. We can refer to people, animals, things, and concepts using pronouns instead of their names. Look at this example:

You might say, "*Alice was supposed to be here at eight,*" then add, "*She's always late; next time, I'll tell her to arrive a half-hour earlier.*"

Instead of saying Alice's name three times in a row, you used **she** and **her**, keeping your sentences grammatically correct. A distinct pronoun is required based on two elements: the noun being substituted and the function that noun plays in the sentence.

Pronouns are classified into numerous categories, each with a specific function:

- ✧ Personal Pronoun
- ✧ Possessive pronoun
- ✧ Reflexive pronoun
- ✧ Demonstrative pronoun
- ✧ Interrogative pronoun
- ✧ Relative Pronoun
- ✧ Indefinite pronoun

Personal Pronoun

Personal pronouns are those that refer to specific individuals or things. They can be characterized as

1. Subject pronouns : are used to substitute nouns that are the subject of a phrase. Subject pronouns are commonly used in the third person to avoid repeating the subject's name. They are such : I, You, He, She, We, They, It.

Example in sentences:

- ✓ *Denise is angry, and **he** wants Rebeca to apologize.*
- ✓ ***We** aren't speaking English*
- ✓ ***They** like cheese so much.*

2. Object Pronouns: Used as the subject of a verb or preposition. They are me, you, him, her, us, them, it.

Example in sentences:

- ✓ *I can see **you**.*
- ✓ *He doesn't like **her**.*
- ✓ *I met **her** in campus today.*
- ✓ *We saw **them** in town last night , but they didn't see **us**.*

Possessive pronouns

Possessive pronouns . Because the noun being replaced doesn't appear in the sentence, it must be clear from the context. Possessive pronouns replace possessive nouns as the subject or object of a phrase. Because the term being replaced does not appear in the sentence, it must be obvious from the context. Possessive pronouns are: mine, yours, hers, his, ours, theirs, it.

Example in sentences:

- ✓ *This balloon is **mine**. **Yours** is not red.*
- ✓ *That watch looks like **his**.*

- ✓ *These shoes are not **hers**.*
- ✓ *That car is **ours**. **Theirs** is parked in the garage.*

Reflexive Pronoun

These pronouns are used when the subject and the object of the sentence are the same and they make reference to the topic of the sentence. When the direct or indirect object of an action is also its subject, reflexive pronouns make reference to the subject of the clause. Reflexivity is limited to specific verb forms. Because the remaining statement would be grammatically incorrect, you cannot eliminate a reflexive pronoun from a sentence. The reflexive pronouns are myself, yourself, yourselves, himself, herself, ourselves, themselves, itself. Take a look at the example below:

- ✓ *I tell **myself** to be brave.*
- ✓ *Do You write this poem **yourself**?*
- ✓ *He looks at **himself** on the mirror.*
- ✓ *she found **herself** in a dangerous part of town.*
- ✓ *The cat cleaned **itself** after eating*
- ✓ *My laptop restarted itself automatically.*
- ✓ *we blame **ourselves** for the accident*
- ✓ *The kids can take care of **themselves**.*

Demonstrative Pronoun

These pronouns point to specific things or people, such as “this” and “these”, “that” “those”. We use this (singular) and these (plural) as pronouns to talk about people or things near us. For instance:

- ✓ ***That was an amazing concert!***
- ✓ *Whose shoes are **these**?*

Meanwhile We use **that** (singular) and **those** (plural) as pronouns to talk about things that are not near us. For examples:

- ✓ **That** is my house over there
- ✓ **Those flowers on the table are beautiful.**
- ✓ This is our house, and **that** is your house over there.
- ✓ **These** are the shoes I bought lastnight.

Interrogative Pronoun

These pronouns are used to ask questions. Examples: what, who, whom, whose, what, which. Example in a sentence:

- ✓ **Who** is coming to the party?
- ✓ What is your favourite food?
- ✓ **Whose** jacket is this?"
- ✓ **What** time does the class begin?

Relative Pronoun

The Oxford English Dictionary defines a relative pronoun as "a pronoun that introduces a relative clause and refers to an antecedent." This means that relative pronouns connect the clause they introduce to another word or pronoun stated previously in the sentence. Examples: who, whom, whose, which, that. Example of sentences:

- ✓ The student **whom** I met yesterday is very genius.
- ✓ The book, **which** I borrowed from the library, is fantastic.
- ✓ The woman **who** wore a black t-shirt is my aunt.

Indefinite Pronoun

These refer to non-specific persons or things. Here are some examples of indefinite pronouns in English:

anybody	everybody	nobody	somebody
anyone	everyone	no one	someone
anything	everything	nothing	something

Indefinite pronouns are used to refer to individuals or things without revealing their identity. People are addressed using pronouns ending in -body or -one, while things are addressed with pronouns ending in -thing.

Example sentences:

- ✓ **Everyone** enjoyed the lesson
- ✓ I came home early but there was **no one** at home.
- ✓ It was a sunny day. We could see **everything**.

Table 1. 2. Type of Pronouns

Types of Pronoun	Definition	Example
Personal Pronoun	refer to specific individuals, animals, objects, or things.	I, you, we, they, she, he, it, him, them, us
Possessive pronoun	a pronoun used to indicate ownership or possession.	Mine, yours, his, hers, ours, them, yours
Reflexive pronoun	words ending with -self or -selves that are used when the subject and object of a phrase are the same.	Myself, yourself, herself, himself, themselves, ourselves.
Demonstrative pronoun	indicates the closeness of the noun	This, these, that, those.

Types of Pronoun	Definition	Example
	to which it refers.	
Interrogative pronoun	used to questions about the person, object, or thing being discussed.	Who, what, when, where, why.
Relative Pronoun	introduce relative clause	Who, Whom, Whose, Which, That
Indefinite pronoun	used to substitute non-specific nouns. Indefinite pronouns can be used in both singular and plural forms.	Anything, everybody, nothing, something.

1.3.3 Verb

A verb is a term that conveys an action or state of being. It is essential components of English grammar, helping to build sentences and communicate meaning. Some verbs describe the action taken by the sentence's subject. There are two sorts of verbs in English grammar:

- 1) Main verbs
- 2) helping verbs.

Main Verb

The main verbs in a sentence are the most significant verbs since they convey the subject's action. Auxiliary verbs, also

known as helping verbs, are employed in conjunction with the primary verb to add meaning to the sentence. A main verb, also known as a lexical verb, expresses the central action, occurrence, or state of being that occurs in the sentence. The primary verb determines the sentence's major meaning and offers vital information about the sentence's subject.

Example of main verbs:

Eat, ate, go, went, drink, drank, have, had, give, gave, think, thought, know, knew...etc

Example in sentences:

- ✓ You **went** to Jakarta last week
- ✓ I **know** him well
- ✓ My sisters **drinks** a glass of juice every night

Helping Verb

Helping verbs, also known as auxiliary verbs, are used in conjunction with main verbs to convey additional grammatical information, such as tense and mood. Helping verbs are meaningless on their own, but they are utilized in sentences to convey more information. Auxiliary verbs include:

- ❖ To be (am, is, are, was, were),
- ❖ To do (does, did),
- ❖ To have (has, had, had).
- ❖ Modals (can, could, will, would, shall, should, may, might, must)

Example in sentences:

- ✓ I **have been** here before.
- ✓ I **am listening** to the music.

- ✓ We **are watching** the movie together.
- ✓ He **will go** to Bali next week

In conclusion, verbs are essential parts of speech that indicate action, existence, and occurrence, acting as the foundation of sentences and allowing us to communicate thoughts, feelings, and objectives with accuracy and simplicity.

1.3.4 Adjective

An adjective is a word or phrase that describes, modifies, or adds to a noun or pronoun. Adjectives define characteristics, quantities, or aspects in sentences, making them more informative and vivid. The Merriam-Webster Dictionary defines an adjective as "a word that describes a noun or pronoun." This definition emphasizes the fundamental role of adjectives in adding extra description.

Types of Adjectives

1. Descriptive Adjectives: describe the traits or attributes of a noun. Examples are beautiful, tall, smart, and blue. Example:

*"The **beautiful** garden is full of flowers."*

2. Quantitative Adjectives: these adjectives refer to the quantity of a noun. Example:

*"She has **many** books."*

3. Demonstrative Adjectives: these adjectives indicate specific nouns. Example :

*"I prefer **those** shoes."*

4. Possessive Adjectives: indicate ownership or possession. Examples include "my," "your," "his," "her," "its," "our," and "their." For instance,

*"This is **my** car."*

5. Interrogative Adjectives: used to raise questions about nouns. Examples include which, what, and whose. Example in sentence:

*"**Which** dress do you like?"*

6. Numeral Adjectives are words that describe how many nouns there are or what order they appear in. Another term for them is numerical adjectives. Numerical adjectives frequently have the following forms: one, two, five, ten, first, second, third, tenth, twelfth, last, all, some, few, each, most, many, no, several.

Example in sentences:

*Michelle is the **second** child in her family*

*There are **eight** oranges and **two** apples on the table*

*He is going to buy **five** novels.*

7. Indefinite Adjectives: These adjectives provide general information about a noun. Examples in a sentence:

*"I need **some** help."*

*Do you have **any** questions?*

***Many** tourists visit Bali*

8. Comparative and superlative adjectives. Comparative Adjectives: Used to compare two nouns; frequently produced by adding "-er" or "more. Example:

*"She is **taller** than her brother."*

9. Superlative Adjectives: Used to compare three or more nouns; frequently produced by adding "-est" or using "most. For example:

*"He is the **tallest** player on the team."*

Table 1. 3. Types of Adjective

Types of Adjective	Definition	Example
Descriptive Adjectives	Describe traits or attributes of a noun.	beautiful, tall, smart, blue, rich.
Quantitative Adjectives	Refer to the quantity of a noun.	many, few, some.
Demonstrative Adjectives	Indicate specific nouns.	this, that, these, those
Possessive Adjectives	Indicate ownership or possession.	my, your, his, her, its, our, their
Interrogative Adjectives	Used to ask questions about nouns.	which, what, whose
Numeral Adjectives	Describe how many nouns there are or their order.	one, two, second, first, several
Indefinite Adjectives	Provide general information about a noun.	some, any, many
Comparative Adjectives	Used to compare two nouns (usually formed by adding "-er" or "more").	taller, shorter, more beautiful, smarter, more expensive.
Superlative Adjectives	Used to compare three or more nouns (usually formed by adding "-est" or "most").	tallest, biggest, smallest, most intelligent, most delicious

To summarize, adjectives are essential components of language that improve our ability to define and identify nouns, providing depth and complexity to our communication and allowing us to convey our thoughts and emotions more clearly.

1.3.5 Adverb

Adverbs are words that modify or characterize verbs, adjectives, or other adverbs. Adverbs offer information on how, when, where, why, and to what extent an action is carried out.

Types of Adverbs

1. Adverbs of Manner: these adverbs describe how an action is performed. Examples: quickly, slowly, carefully, beautifully. Example in a sentence:

*She sings **beautifully***

2. Adverbs of Time: these adverbs indicate when an action takes place. Examples: now, later, yesterday, soon

*He will arrive **soon***

3. Adverbs of Place: These adverbs describe where an action occurs. Examples: here, there, everywhere, nearby

The dog is playing **outside**.

4. Adverbs of Frequency: these adverbs indicate how often an action occurs. Examples: always, usually, sometimes, never

*I **always** eat breakfast in the morning.*

5. Adverbs of Degree: these adverbs tell us about the intensity or degree of an action or adjective. Examples: very, quite, too, extremely

*She is **extremely** talented.*

6. Interrogative Adverbs: these adverbs are used to ask questions about the manner, time, place, or reason of an action.
Examples: how, when, where, why

How did you solve that problem?

Table 1. 4. Types of Adverb

Types of Adverb	Definition	Example
Adverbs of Manner	Describe how an action is performed.	quickly, slowly, carefully, beautifully
Adverbs of Time	Indicate when an action takes place.	now, later, yesterday, soon
Adverbs of Place	Describe where an action occurs.	here, there, everywhere, nearby
Adverbs of Frequency	Indicate how often an action occurs.	always, usually, sometimes, never
Adverbs of Degree	Tell about the intensity or degree of an action or adjective.	very, quite, too, extremely
Interrogative Adverbs	Used to ask questions about manner, time, place, or reason.	how, when, where, why

Adverbs play an important function in enriching language by adding context and detail. They help to clarify actions and descriptions, making conversation easier and more interesting.

Knowing how to use them effectively can help us communicate more effectively.

1.3.6 Conjunction

A conjunction is a part of speech that connects words, phrases, clauses, and sentences. Conjunctions are regarded as invariable grammar particles, and they may or may not stand between the objects they link. There are several forms of conjunctions that serve diverse functions inside sentence constructions. These include the following:

- **Coordinating Conjunctions:** These conjunctions join words, phrases, or independent sentences of equal value. The acronym FANBOYS is useful for remembering the most common coordinating conjunctions.

For: explains the reason or purpose (for example, "He was not scared for he was a brave boy")

And: adds one element to another (for example, "I like chocolate and ice cream.").

Nor: provides another negative option (e.g., "He doesn't like coffee, nor does he like tea.")

But: indicates difference (e.g., "She is tall, but her sister is short.")

Or: provides an alternative (e.g., "Would you like tea or coffee?").

Yet: indicates a contrast comparable to "but" (e.g., "He is wealthy, yet he is lonely.")

So: denotes a result or effect (for example, "It was raining, so we stayed at home.")

- **Subordinating Conjunctions:** These conjunctions link an independent clause to a dependent clause, suggesting a relationship between them. Some common subordinating conjunctions are: although, because, since, while, if, unless, when, meanwhile, moreover, etc. Examples:

✓ **Although** it was raining, we went for a walk.

✓ She did not attend the meeting **because** she was sick.

- ✓ ***Since** you're here, let's start the meeting.*
- ✓ *He studied **while** she cooked dinner.*
- ✓ *You won't pass the exam **unless** you study hard.*

- **Correlative Conjunction** : These are conjunctions that work together to connect similar parts in a phrase. Examples of common correlative conjunctions are:

- ❖ Either...or
- ❖ Neither...nor
- ❖ Bothand
- ❖ Not only..... but also
- ❖ Whether...or...

Examples in sentences:

- ✓ *You can **either** have tea **or** milk with your breakfast.*
- ✓ ***Neither** you **nor** I could attend the meeting.*
- ✓ ***Both** the teacher **and** the students participated in the discussion*
- ✓ *She is **not only** diligent **but also** an excellent student*
- ✓ *I can't decide **whether** to study English **or** watch a movie*

In conclusion, conjunctions are essential components of English that connect words, phrases, and clauses, allowing for more intelligible and logical sentences. Understanding how to employ various sorts of conjunctions properly will greatly improve both writing and speaking abilities.

1.3.7 Preposition

A preposition is a word that links nouns, pronouns, or phrases in a sentence. They serve to connect the people, items, time, and locations in a sentence. Prepositions are usually brief words that appear directly before nouns. In some circumstances, prepositions appear before gerund verbs.

There are some common types of prepositions, such as time prepositions, place prepositions, and direction prepositions. manner preposition . **Time prepositions** are those

such as ***before, after, during, and until***; **place prepositions** are those indicating position, such as ***around, between, above, under, and against***; and **direction prepositions** are those indicative of direction, such as ***across, up, and down, toward, into***, etc. **Manner prepositions** are used to describe how things are done or how they happen. It explains to us which way an action is being performed. Those types of preposition are very important, such are ***by, in, on and with, as***.

Example in sentences:

- ✓ *Naira was born **on** December 26th, 2008.*
- ✓ *I was born **in** 2006.*
- ✓ *We eat lunch **in** the afternoon.*
- ✓ *The cat sleeps **on** the mat*
- ✓ *The books **s** are **in** the drawer.*
- ✓ *We can meet **at** the crossroads.*
- ✓ *My friends have gone **on** vacation to Europe.*
- ✓ *She goes **to** the school library every morning*
- ✓ *She works **as** a nurse in a big hospital in town*

In conclusion, prepositions are crucial parts of the English language that aid in establishing connections between the various parts of a phrase. They improve our capacity for clear and successful communication by providing crucial context about time, place, and direction.

1.3.8 Interjection

An interjection is an exclamation that is interjected into a normal sentence. According to the Oxford Learner's Dictionary, an interjection is defined as "a short sound, word or phrase spoken suddenly to express an emotion. In actuality, it's a sudden, sharp break in speech used to convey feelings. Interjections are distinct and possess a few intriguing characteristics: There is no grammatical purpose for interjections in the building of sentences. Usually, they cannot be

altered or inflected. They are not required to be connected to the other sentences' components. They take the context very seriously.

Interjections are the words we automatically employ in spoken language to express how something affects our emotions. They are the first response and occasionally are illogical as well. However, it is inappropriate to use interjections in formal writing or speaking.

There are four main roles for interjections:

Rule 1: Interjections emphasize a quick mood, sensation, or emotion. Additionally, a lot of terms that are banned are often used in casual discourse but not in formal settings. These terms are classified as interjections.

Example:

- ✓ **Wow!** *That's an amazing scene.*
- ✓ **Aw!** *I did not like this pancakes!*
- ✓ **What?** *I never told you that!*

Rule 2: Some interjections stop a conversation or an idea, or they hold someone's attention for a little moment. These are noises, not words, because they make no sense.

Example:

- ✓ *Your, **um**, one of your shirt buttons has come off.*
- ✓ *I want to, **uh**, tell you the truth.*

Rule 3: Some interjections express only yes or no.

Example:

- ✓ **Yes!** *I will surely come to your party.*
- ✓ **Nah,** *we are just staying at home.*

Rule 4: Some interjections are used to get someone's attention.

Example:

- ✓ **Yo, Alex!** *Get out of here!*

- ✓ *Hey! Will you pass the ball please !*
- ✓ *Yoo-hoo! Is anybody here?*

Other examples: *Hi!, Hello!, Hey!, Yippee!, Hurray!, Wow!, Oh!, What!, Ouch!, Gee!, Gosh!, My Godness!*

To sum up, interjections are unique parts of speech that make language more emotional and clear. They help writers and speakers say what they want to say in a clear and powerful way. When you know how to use interjections correctly, you can make your writing and speaking more interesting and creative.

1.4 Comprehension Check

Exercise 1. Thick (✓) the correct English part of speech from this following underlined words

1. She bought a beautiful rings at the jewelry store yesterday.
 - preposition
 - **adjective**
 - noun
2. Where did you meet him?
 - conjunction
 - preposition
 - pronoun
3. I left my shoes under the table.
 - adjective
 - preposition
 - pronoun
4. If we do our tasks quickly we will finish on time.

- adverb
- conjunction
- verb

5. **On** Monday my sister works from eight to six
- verb
 - preposition
 - adverb
6. She wants to continue her study at a **university** in Australia.
- adjective
 - preposition
 - noun
7. I **have been** sure I've met your cousin before.
- verb
 - preposition
 - interjection
8. Hmm, I am not sure that I'll be home **before** 8.
- interjection
 - preposition
 - pronoun
9. Timmy knocked on the door **but** nobody answered.
- adverb
 - adjective
 - conjunction
10. **Oh my God!** I can't believe I get A on my English test.
- adverb
 - Interjection
 - conjunction

Exercise 2. Identify English part of speech in these following underlined words. Decide what part of speech the word is. Look at the example no 1!

1. I usually get up at four thirty in the morning and my
Adv
mother gets up earlier.
N
2. Ann never does her homework, but She is very smart.
3. My brother is very excited , because he got an A+ in English and Biology.
4. We have to believe in ourselves if we ever expect to be successful in everything you do.
5. We left for the cafe shop_ just before ten in the morning.
6. She first went to the store to buy a few things.
7. They had a lunch at a cafe near the rail station.
8. Sheila wasn't strong enough to lift her heavy rucksack. I helped her carry it.
9. The weather was very hot . My friend said, "Oh! What a hot weather!"
10. We didn't spend the night there.
11. He came back home late at night but he didn't go to sleep immediately. He was very hungry.

Exercise 3. Take a look at these sentences and Choose the appropriate words of English part of speech to complete the sentence.

1. Today was a very ___ day.
A. colder
B. coldly
C. cold
2. I'll have to ___ if I want to catch the bus.
A. run
B. running
C. ran
3. It's alright to use that pen , it's ____.
A. mine
B. me
C. I
D. my
4. ___ was that person you were talking to?
A. Who
B. Why
C. What
D. When
5. My sister forgot her umbrella ___ she got wet.
A. so
B. because
C. although
6. The vila opens ___ spring.
A. on
B. at
C. in
7. ___ is a global issue.
A. Poverty
B. Poorly
C. Poor
8. They spoke English very ____.
A. good
B. well
C. beautiful

9. When was the last time you child ___?
A. cried
B. crying
C. cry
10. You ___ made your r presentation to the class.
A. confidence
B. confidently
C. confident
11. We must take a taxi ___ it's more expensive.
A. and
B. whereas
C. even though
D. after
12. Ask ___ what she thinks.
A. her
B. hers
C. she

Exercise 4. Read the paragraph below. Then, identify and label at least one example of each part of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection).

Paragraph 1.

The small dog barked loudly at the strange man who walked quickly past the park. Every day, the playful puppy chased its tail and jumped happily around the green grass. Suddenly, it spotted a bright red ball and ran excitedly to fetch it.

1. Nouns:
2. Verbs:
3. Adjective:
4. Adverbs:.....

Paragraph 2.

The young boy happily played in the park with his friends. They ran quickly, laughing as they chased each other around the trees. Suddenly, a strong wind blew, and the leaves fell gently to the ground. "Wow!" shouted the boy, excited by the cool breeze.

1. Nouns:
2. Verbs:
3. Adjectives:
4. Adverbs:
5. Pronouns:
6. Prepositions:
7. Conjunctions:
8. Interjections:

Conclusion

Understanding the parts of speech is essential for studying English grammar. Each part of speech has a distinct purpose in constructing sentences and expressing meaning. Nouns refer to individuals, places, or objects, whereas verbs describe acts or states of being. Adjectives and adverbs provide additional information, describing nouns and verbs, respectively. Pronouns substitute nouns to prevent duplication, whereas prepositions indicate word relationships. Conjunctions connect words or groups of words, while interjections communicate abrupt emotions.

Students can better understand sentence structure and meaning construction by recognizing these categories. This knowledge improves written and verbal communication by making expressions clearer and more accurate.

REFERENCE

- Andrews Richards. 2005. English Teaching and Practice. Knowledge about the Teaching of Sentence Grammar. The State of Play. <http://www.Shurley.Com/pdf/ResearchResult.Pdf>.
- Azar, Betty Schramper. (2002). Understanding and Using English Grammar (3rd ed.) New York: Pearson Longman.
- Börjars, K., & Burridge, K. (2019). Introducing english grammar. Routledge.
- Dixon, R. M. W. (2005). A Semantic Approach to English Grammar. Oxford University Press Inc., New York
- Eugene J. Hall, Grammar for Use, (Jakarta Binarupa Aksara, 1993), p. 8.
- Harmer, Jeremy. 1998. How to Teach English: An Introduction to the Practice of English Teaching. England: Adison Wesley Longman.
- Hall, J. Eugnen, (1993), Building Englsih Sentences with Adjectives, Binarupa Aksara, Jakarta.
- Herring, P. (2016). Complete English Grammar Rules. CreateSpace Independent Publishing Platform.
- Payne, L. (2024, September 13). part of speech. Encyclopedia Britannica. <https://www.britannica.com/topic/part-of-speech>
- Richards, J. C, Platt, J. & Platt, H. (1992). Dictionary of language teaching and applied linguistics. Essex: Longman.
- Torres-Gouzerh, R. (2019). Practice Makes Perfect : Intermediate English Grammar for ESL Learners. UK: McGraw-Hill Education.

CHAPTER 2

PHRASE

By Nenden Sri Rahayu

2.1 Introduction to Phrases

English grammar, a phrase is a group of words that work together as a unit within a sentence but do not contain both a subject and a verb. Phrases add detail, clarity, and richness to sentences, functioning as building blocks that enhance the meaning of your writing and speaking (Greenbaum & Quirk, 1990). Unlike clauses, phrases cannot stand alone as complete sentences. They often serve specific grammatical roles, such as acting as a noun, verb, adjective, adverb, or preposition (Huddleston & Pullum, 2002).

By the end of this chapter, you will be equipped with the skills to recognize, use, and manipulate phrases effectively in your writing and speaking, setting a solid foundation for mastering English grammar. Understanding phrases is crucial because they are fundamental to constructing sentences that are both clear and expressive. By mastering different types of phrases, you will be able to:

- Improve your sentence variety and complexity, making your writing more engaging (Crystal, 2003).
- Enhance your ability to convey precise meanings and nuanced thoughts.
- Recognize and correct common grammatical errors related to phrase usage. (Azar, 2002).

- Build a strong foundation for more advanced grammar topics, such as clauses and complex sentence structures.

Now that you understand the importance of phrases in English, let's explore each type in detail, starting with the noun phrase. Get ready to enhance your grammar skills and elevate your command of the English language!

2.2 Noun Phrase

A noun phrase is a group of words that functions in a sentence as a noun. It typically includes a noun (the head of the phrase) and its modifiers, such as articles, adjectives, or other nouns. Noun phrases can act as the subject, object, or complement of a sentence, providing a detailed description of the noun's role and meaning within the context.

2.2.1 Basic Structure of a Noun Phrase

The simplest form of a noun phrase is just a single noun. However, noun phrases often include additional components that add information or clarify the meaning of the noun. The typical structure of a noun phrase includes:

- **Determiner (optional):** Articles (a, an, the), possessive pronouns (my, your), demonstratives (this, that), quantifiers (some, many), etc.
- **Pre-modifiers (optional):** Adjectives, other nouns, or participles that come before the noun.
- **Noun (Head):** The main word that defines the phrase, usually a noun or pronoun.
- **Post-modifiers (optional):** Prepositional phrases, relative clauses, or adjectives that follow the noun.

Examples:

- Simple Noun : Dogs are loyal animals.
- Noun with Determiner : The book is on the table.
- Noun with Pre-modifiers : A beautiful red rose bloomed in the garden.
- Noun with Post-modifiers : The car parked outside belongs to my neighbor.

2.2.2 Functions of Noun Phrases in Sentences

Noun phrases can serve various functions within a sentence:

Subject of the Sentence:

Example: "The tall, smiling man waved at us."

Here, the noun phrase "The tall, smiling man" serves as the subject of the sentence.

Object of the Sentence:

Example: She bought "a bunch of fresh flowers."

In this case, "a bunch of fresh flowers" is the object of the verb "bought."

Object of a Preposition:

Example: She looked at "the stars in the night sky."

The noun phrase "the stars in the night sky" serves as the object of the preposition "at."

Complement of the Sentence:

Example: My favorite activity is "reading a good book."

"Reading a good book" acts as a complement in the sentence.

2.2.3 Types of Noun Phrases

- **Simple Noun Phrases:** These contain a single noun or a pronoun and are often very short. For example, "students," "he," and "the book" are simple noun phrases.
- **Expanded Noun Phrases:** These include additional elements like adjectives or determiners. An example would be "the large, old tree" or "a beautiful sunset"
- **Complex Noun Phrases:** These contain a head noun and multiple modifiers, such as adjectives, prepositional phrases, or relative clauses. For example, "the young man with the blue shirt who was sitting by the window" is a complex noun phrase.
- **Gerund Noun Phrases:** These consist of a gerund and function as nouns. For instance, "running in the morning" or "swimming in the pool" act as subjects or objects in sentences.
- **Infinitive Noun Phrases:** These use the infinitive form of a verb as the head noun. Examples include "to read books" or "to solve the puzzle," functioning as noun phrases in sentences.

2.3. Verb Phrase

A verb phrase is a group of words that includes a main verb and its auxiliaries (helping verbs), which together express an action, occurrence, or state of being. Verb phrases play a crucial role in conveying the action or condition within a sentence and can provide information about time, mood, aspect, and voice. The core of a verb phrase is the main verb, but it can be accompanied by auxiliary verbs, modals, and sometimes particles or infinitive markers (like "to").

2.3.1. Basic Structure of a Verb Phrase

A verb phrase is a fundamental component of English grammar that consists of a main verb and its accompanying elements, such as auxiliary verbs, modifiers, or complements. Here is a comprehensive breakdown of the basic structure and components of a verb phrase:

1. Main Verb

- The main verb is the core of the verb phrase, conveying the primary action or state of being. It can be a single word, such as “run,” “is,” or “seem.”
- Main verbs can be **action verbs** (e.g., “run,” “write,” “sing”) or **stative verbs** (e.g., “believe,” “seem,” “know”), which express a state rather than an action.

2. Auxiliary (Helping) Verbs

- Auxiliary verbs modify the main verb to express tense, aspect, mood, or voice. Common auxiliaries include “be,” “have,” and “do.”
- There are **three main types of auxiliaries**:
 - **Primary Auxiliaries**: These include “be,” “have,” and “do.” They help form various tenses, aspects, and voices. For example, in “She is running,” “is” is an auxiliary for the present continuous tense.
 - **Modal Auxiliaries**: These express necessity, possibility, permission, or ability. Common modals include “can,” “could,” “may,” “might,” “must,” “shall,” “should,” “will,” and “would.” For instance, “He must leave” uses “must” to express necessity.
 - **Semi-Modals**: These are phrases that function similarly to modal verbs, such as “have to,” “ought to,” “need to,” and “used to.” In “She needs to

study,” the semi-modal “needs to” conveys obligation.

3. Tense and Aspect

- Tense and aspect are conveyed through combinations of auxiliary verbs and the main verb.
- **Tense** indicates the time of the action (past, present, future). For example, “He works” is present tense, while “He worked” is past tense.
- **Aspect** shows whether the action is completed (perfect), ongoing (progressive/continuous), or repeated.
 - **Perfect Aspect:** Formed with “have” + past participle (e.g., “has eaten”).
 - **Progressive Aspect:** Formed with “be” + present participle (e.g., “is eating”).
 - **Perfect Progressive Aspect:** Combines both “have” and “be” (e.g., “has been eating”).

4. Voice

- Voice refers to whether the subject performs or receives the action of the verb.
 - **Active Voice:** The subject performs the action (e.g., “She reads the book”).
 - **Passive Voice:** The subject receives the action. Passive voice is formed with “be” + past participle (e.g., “The book was read by her”).

5. Negative Forms

- Verb phrases become negative through the insertion of “not” or a contraction with an auxiliary verb. For example, “do not go” or “cannot.”
- If no auxiliary is present, the auxiliary “do” is added to form negatives. For example, “He does not go.”

6. Modifiers and Complements

- **Modifiers** are adverbs or adverbial phrases that add detail to the verb phrase, specifying aspects such as time, place, manner, or frequency. For instance, “She sings beautifully,” where “beautifully” modifies “sings.”
- **Complements** complete the meaning of the verb phrase and can include direct objects, indirect objects, or prepositional phrases. In “She gave him a gift,” “him” is an indirect object, and “a gift” is a direct object.

Examples of Verb Phrase Structures:

1. **Simple Verb Phrase:** “She writes.” (Main verb only)
2. **Verb with Auxiliary:** “She is writing.” (Auxiliary + main verb)
3. **Modal Verb Phrase:** “She can write.” (Modal + main verb)
4. **Perfect Aspect:** “She has written.” (Auxiliary “have” + past participle)
5. **Progressive Aspect:** “She is writing.” (Auxiliary “be” + present participle)
6. **Perfect Progressive Aspect:** “She has been writing.” (Auxiliaries “have” + “be” + present participle)
7. **Passive Voice:** “The book was written.” (Auxiliary “be” + past participle)

2.4 Adjective Phrase

An adjective phrase is a group of words that functions as an adjective in a sentence, modifying a noun or pronoun. The

core of an adjective phrase is the adjective itself, but it may also include modifiers, complements, or other words that intensify or specify the adjective's meaning. Adjective phrases provide additional detail and description, making language more vivid and precise.

2.4.1 Basic Structure of an Adjective Phrase

An adjective phrase is a group of words centered around an adjective, providing more detail about a noun or pronoun. This phrase enhances meaning by incorporating modifiers, qualifiers, and complements, making descriptions more specific and expressive. Here's a comprehensive look at the basic structure and key elements of an adjective phrase:

1. Head Adjective

- The adjective is the core element that describes a quality or characteristic of the noun.
- Example: In “a happy child,” “happy” is the head adjective describing “child.”

2. Modifiers

- Modifiers are words that enhance or alter the meaning of the head adjective, usually indicating intensity or degree. These are often adverbs.
- Examples:
 - “very” in “very happy.”
 - “incredibly” in “incredibly beautiful.”
- Modifiers usually appear before the adjective, but they may also appear afterward in certain cases, like in phrases with multiple modifiers.

3. Qualifiers

- Qualifiers fine-tune the adjective by specifying the extent or degree, limiting its scope, or making it more precise.
- Common qualifiers include “quite,” “rather,” “somewhat,” and “fairly.”
- Example: “somewhat challenging” in “somewhat challenging problem” where “somewhat” refines “challenging.”

4. Complements

- Complements complete the meaning of the adjective by providing additional information. They often take the form of prepositional or infinitive phrases.
- **Prepositional Phrase Complements:** Often follow certain adjectives and explain specifics or reasons.
 - Example: “afraid of heights” where “of heights” completes “afraid.”
- **Infinitive Phrase Complements:** Sometimes, infinitives explain the purpose or reason behind the adjective.
 - Example: “eager to learn” where “to learn” complements “eager.”

5. Pre-modifiers

- Pre-modifiers appear before the head adjective and add detail or focus on the intensity.
- Example: “absolutely delighted” in “absolutely delighted child” where “absolutely” pre-modifies “delighted.”

6. Post-modifiers

- Post-modifiers follow the adjective and provide further detail or clarification, often in the form of prepositional phrases or relative clauses.

- Example: “satisfied with the results” where “with the results” provides extra detail about the adjective “satisfied.”

7. Placement in Sentences

- Adjective phrases can be positioned in various places within a sentence:
- **Attributive Position:** Before a noun, directly modifying it.
 - Example: “a very bright room” (The adjective phrase “very bright” describes “room”).
- **Predicative Position:** Following a linking verb (like “is,” “seems,” or “becomes”), where the adjective phrase modifies the subject.
 - Example: “The room is very bright” (The adjective phrase “very bright” comes after the linking verb “is”).
- **Postpositive Position:** Immediately after the noun, typically in formal or literary language.
 - Example: “anyone capable of winning” (The adjective phrase “capable of winning” follows the noun “anyone”).

Examples of Adjective Phrase Structures

1. Basic Adjective Phrase:

- “The movie was thrilling.” (The single adjective “thrilling” forms the phrase).

2. With Modifier:

- “The movie was quite thrilling.” (“Quite” modifies “thrilling”).

3. With Qualifier:

- “The movie was somewhat thrilling.” (“Somewhat” qualifies “thrilling”).

4. **With Complement:**

- “She is afraid of spiders.” (The prepositional phrase “of spiders” complements “afraid”).

5. **With Modifier and Complement:**

- “She is extremely proud of her work.” (“Extremely” modifies “proud,” and “of her work” complements it).

2.5 Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence, modifying a verb, an adjective, or another adverb. It typically consists of an adverb along with its modifiers, which intensify or specify the adverb’s meaning. Adverb phrases answer questions such as how, when, where, why, to what extent, or under what conditions something happens.

Basic Structure of an Adverb Phrase

The structure of an adverb phrase typically includes:

- **Head Adverb:** The main adverb that describes how, when, where, or to what extent an action occurs.
- **Modifiers** (optional): Words that qualify or intensify the adverb, such as other adverbs or prepositional phrases.

Examples:

1. **Simple Adverb:**

- "She speaks **quietly**."
- The adverb "quietly" modifies the verb "speaks."

2. **Adverb with Modifiers:**

- "He finished the race **very quickly**."
- The adverb phrase "very quickly" includes the modifier "very," intensifying the adverb "quickly."

3. Adverb with Prepositional Phrases:

- "They left **in a hurry**."
- The adverb phrase "in a hurry" describes how they left.

Functions of Adverb Phrases in Sentences

Adverb phrases modify verbs, adjectives, or other adverbs to provide additional detail and context. They can serve various functions:

1. Modifying Verbs:

- **Example:** "She danced **with great enthusiasm**."
- The adverb phrase "with great enthusiasm" modifies the verb "danced," explaining how she danced.

2. Modifying Adjectives:

- **Example:** "He is **remarkably intelligent**."
- The adverb phrase "remarkably" modifies the adjective "intelligent," indicating the degree of intelligence.

3. Modifying Other Adverbs:

- **Example:** "She responded **quite calmly**."
- The adverb phrase "quite calmly" modifies the adverb "calmly," specifying the extent of her calmness.

4. Answering Questions: Adverb phrases can provide answers to various questions:

- **How?** "He drove **with caution**."
- **When?** "They arrived **very late**."
- **Where?** "She looked **everywhere in the room**."

- **To what extent?** "He was **almost completely** ready."

Types of Adverb Phrases

1. Simple Adverb Phrases:

- Contain a single adverb, possibly with a simple modifier.
- **Examples:** "quite well," "extremely slowly."

2. Expanded Adverb Phrases:

- Include additional modifiers or prepositional phrases for more complex descriptions.
- **Examples:** "with a lot of energy," "in a very quiet manner."

3. Prepositional Adverb Phrases:

- Use prepositions to form phrases that function adverbially.
- **Examples:** "with confidence," "after the meeting."

2.6 Prepositional Phrase

A prepositional phrase is a group of words that begins with a preposition and ends with a noun, pronoun, gerund, or noun phrase, which is known as the object of the preposition. Prepositional phrases function as modifiers, providing additional details about time, location, direction, manner, reason, or other relationships between different elements in a sentence. They can act as adjectives, modifying nouns, or as adverbs, modifying verbs, adjectives, or other adverbs.

Basic Structure of a Prepositional Phrase

The structure of a prepositional phrase includes:

- **Preposition:** The word that starts the phrase and indicates the relationship between its object and another word in the sentence (e.g., "in," "on," "at," "by," "with").
- **Object of the Preposition:** The noun, pronoun, gerund, or noun phrase that follows the preposition and completes its meaning.
- **Modifiers** (optional): Words that add detail to the object, such as adjectives or adverbs.

Examples:

1. Simple Prepositional Phrase:

- "The book is **on the table**."
- "On" is the preposition, and "the table" is the object of the preposition.

2. Prepositional Phrase with Modifiers:

- "She sat **under the large, shady tree**."
- The prepositional phrase "under the large, shady tree" includes modifiers "large" and "shady" that describe the object "tree."

3. Multiple Prepositional Phrases:

- "He drove **through the tunnel in a hurry**."
- This sentence includes two prepositional phrases: "through the tunnel" and "in a hurry."

Functions of Prepositional Phrases in Sentences

Prepositional phrases serve as adjectives or adverbs, providing additional information about nouns, verbs, adjectives, or other adverbs. They can indicate various relationships, such as location, time, direction, cause, manner, and possession.

1. As Adjectives:

- **Function:** Modify nouns by providing more detail.
- **Example:** "The book **on the shelf** is mine."
- The prepositional phrase "on the shelf" modifies the noun "book," specifying which book.

2. As Adverbs:

- **Function:** Modify verbs, adjectives, or other adverbs by explaining how, when, where, or why something happens.
- **Example:** "She danced **with grace**."
- The prepositional phrase "with grace" modifies the verb "danced," describing how she danced.

3. Indicating Location or Direction:

- **Example:** "The cat is **under the bed**."
- The phrase "under the bed" indicates the location of the cat.

4. Indicating Time:

- **Example:** "We will meet **after lunch**."
- The phrase "after lunch" specifies the time of the meeting.

5. Indicating Manner:

- **Example:** "He spoke **with confidence**."
- The phrase "with confidence" describes the manner in which he spoke.

Common Prepositions and Their Uses

- **Location:** in, on, at, under, above, beside, between
- **Time:** before, after, during, until, since
- **Direction:** to, from, toward, into, out of

- **Manner:** with, by, like
- **Cause/Reason:** because of, due to, for

2.7 Common Errors with Phrases

Phrases are essential components of English sentences, providing clarity, detail, and depth to communication. However, improper use of phrases can lead to confusion, ambiguity, or grammatical errors. This subchapter addresses common errors associated with various types of phrases—noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases—and provides guidance on how to avoid and correct these mistakes.

1. Errors with Noun Phrases

Common Mistakes:

- **Incorrect Use of Determiners:** Misusing articles ("a," "an," "the") or quantifiers ("some," "many," "few") can confuse readers.
 - Incorrect: "She adopted cat."
 - Correct: "She adopted a cat."
- **Redundant Modifiers:** Using multiple modifiers that convey the same meaning can clutter a sentence.
 - Incorrect: "She wore a red-colored red dress."
 - Correct: "She wore a red dress."
- **Number Agreement Errors:** The modifiers in a noun phrase must agree in number with the noun.
 - Incorrect: "These kind of problems are common."
 - Correct: "These kinds of problems are common."

Tips to Avoid Errors:

- Ensure that determiners match the noun's number and specificity.
 - Avoid unnecessary repetition in modifiers.
 - Check that all elements of the noun phrase agree in number and make logical sense together.
-

2. Errors with Verb Phrases

Common Mistakes:

- Tense Inconsistency: Mixing tenses within a verb phrase disrupts the flow and clarity of the sentence.
 - Incorrect: "She was going to the store but buys nothing."
 - Correct: "She was going to the store but bought nothing."
- Misplaced Modals or Auxiliaries: Incorrect placement of modals or auxiliary verbs can alter the meaning of the verb phrase.
 - Incorrect: "She can dances well."
 - Correct: "She can dance well."
- Missing Auxiliary Verbs: Omitting necessary auxiliaries can result in incorrect verb forms.
 - Incorrect: "She running late."
 - Correct: "She is running late."

Tips to Avoid Errors:

- Maintain consistent tense throughout the verb phrase.
- Place auxiliary verbs and modals correctly to match the main verb form.

- Ensure auxiliary verbs are included where needed to form the correct tense or aspect.
-

3. Errors with Adjective Phrases

Common Mistakes:

- **Overusing Intensifiers:** Using too many intensifiers can make the adjective phrase sound exaggerated or awkward.
 - Incorrect: "The cake was very extremely sweet."
 - Correct: "The cake was extremely sweet."
- **Misplaced Adjective Phrases:** Placing adjective phrases in the wrong position can lead to ambiguity.
 - Incorrect: "She wore a hat on her head that was red."
 - Correct: "She wore a red hat on her head."
- **Comparative and Superlative Errors:** Misusing comparative and superlative forms can confuse the intended meaning.
 - Incorrect: "She is the most happiest person I know."
 - Correct: "She is the happiest person I know."

Tips to Avoid Errors:

- Use intensifiers sparingly and appropriately.
 - Position adjective phrases close to the nouns they modify to maintain clarity.
 - Ensure correct usage of comparative and superlative forms of adjectives.
-

4. Errors with Adverb Phrases

Common Mistakes:

- **Misplacement:** Placing adverb phrases incorrectly can lead to confusion about what they are modifying.
 - Incorrect: "He almost ate all the cookies."
 - Correct: "He ate almost all the cookies."
- **Redundancy:** Repeating similar adverbial information unnecessarily.
 - Incorrect: "She spoke loudly with a loud voice."
 - Correct: "She spoke loudly."
- **Overuse of Adverbs:** Excessive use of adverbs can make writing seem weak or unfocused.
 - Incorrect: "He ran very, very quickly."
 - Correct: "He ran swiftly."

Tips to Avoid Errors:

- Place adverb phrases near the words they modify to ensure clarity.
- Avoid redundancy by not repeating adverbial information.
- Use adverbs judiciously to enhance, not clutter, your sentences.

5. Errors with Prepositional Phrases

Common Mistakes:

- **Dangling Prepositions:** Ending a sentence with a preposition can be awkward or unclear, especially in formal writing.

- Informal: "This is the book I was looking for."
- Formal: "This is the book for which I was looking."
- **Prepositional Phrase Misplacement:** Placing a prepositional phrase incorrectly can lead to ambiguity.
 - Incorrect: "She found her keys under the couch yesterday."
 - Correct: "Yesterday, she found her keys under the couch."
- **Overuse of Prepositional Phrases:** Using too many in one sentence can make the sentence cumbersome.
 - Incorrect: "The book on the table near the window in the corner of the room with the blue walls is mine."
 - Correct: "The book on the table by the window is mine."

Tips to Avoid Errors:

- In formal writing, try to avoid ending sentences with prepositions.
- Place prepositional phrases close to the words they modify to avoid confusion.
- Limit the use of prepositional phrases to avoid overly complex or cumbersome sentences.

Exercises

1. **Identify the Errors:** Find and correct the phrase errors in the following sentences:
 - "She ate an apple red and juicy."
 - Corrected: "She ate a red and juicy apple."

2. Rewrite for Clarity: Rewrite sentences to correct phrase placement for better clarity:
 - "He met with the manager at the coffee shop for an interview on Tuesday."
 - Corrected: "On Tuesday, he met with the manager at the coffee shop for an interview."
3. Avoid Redundancy: Identify redundant phrases and rewrite for conciseness:
 - "He drove his car quickly with speed."
 - Corrected: "He drove his car quickly."
 -

2.8 Exercises

These exercises are designed to help you practice and master the use of different types of phrases in English. By working through these exercises, you will improve your ability to identify, construct, and correct noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases, enhancing your overall grammar skills.

Exercise 1: Identifying Types of Phrases

Read each sentence and identify the type of phrase in bold (noun phrase, verb phrase, or adjective phrase).

1. The boy **running in the park** is my cousin.
 2. She seems quite happy today.
 3. The large oak tree stood at the corner of the yard.
 4. They might have finished their homework by now.
 5. A very bright star was visible in the night sky.
-

Exercise 2: Expanding Phrases

Expand each of the following phrases by adding appropriate modifiers, qualifiers, or complements.

1. Noun Phrase: The cat
 - Expanded: _____
 2. Verb Phrase: Has completed
 - Expanded: _____
 3. Adjective Phrase: Afraid
 - Expanded: _____
 4. Noun Phrase: The teacher
 - Expanded: _____
 5. Verb Phrase: Is playing
 - Expanded: _____
-

Exercise 3: Correcting Errors in Phrases

Each sentence below contains an incorrect phrase. Identify and correct the errors.

1. She was more happier than before.
 - Correction: _____
2. The teacher teaches very good.
 - Correction: _____
3. A group of students are working on the project.
 - Correction: _____
4. He is afraid about spiders.
 - Correction: _____
5. They have finished to write the report.

- Correction: _____
-

Exercise 4: Creating Phrases

Using the given words, create a phrase of the type specified.

1. Noun Phrase (words: child, energetic, in the playground)
 - Phrase: _____
 2. Verb Phrase (words: might, be, completed)
 - Phrase: _____
 3. Adjective Phrase (words: proud, of, his work)
 - Phrase: _____
 4. Noun Phrase (words: basket, full of, fruits)
 - Phrase: _____
 5. Verb Phrase (words: was, walking, slowly)
 - Phrase: _____
-

Exercise 5: Identifying and Analyzing Phrases in Sentences

For each sentence below, identify one noun phrase, one verb phrase, and one adjective phrase.

1. The children were extremely delighted to see the colorful parade.
 2. She has been practicing the violin since she was a child.
 3. A small, cozy café opened up on the corner of our street.
 4. He was unusually quiet during the meeting.
 5. They will have arrived by the time the movie starts.
-

2.9 Summary

1. Noun Phrase

- Main Element: A noun (or pronoun).
 - Modifiers: May include determiners (e.g., “the,” “a,” “some”) and adjectives (e.g., “big,” “green”).
 - Role: Acts as the subject, object, or complement in a sentence.
 - Key Points:
 - Can be simple (“the dog”) or complex (“the small brown dog with a collar”).
 - Functions to identify people, places, things, or ideas.
 - Example: “The old man with the cane”
-

2. Verb Phrase

- Main Element: A main verb.
 - Modifiers: Can include auxiliary (helping) verbs (e.g., “has,” “is,” “will”) and adverbs (e.g., “quickly,” “carefully”).
 - Role: Describes an action, occurrence, or state of being.
 - Key Points:
 - Includes verb tenses, aspects (progressive/perfect), and modality.
 - Can be simple (“run”) or complex (“has been running”).
 - Example: “She will have finished by noon”
-

3. Adjective Phrase

- Main Element: An adjective.

- **Modifiers:** Often includes adverbs (e.g., “very,” “extremely”) or complements (e.g., “afraid of spiders”).
 - **Role:** Describes or qualifies a noun, giving more information about it.
 - **Key Points:**
 - Enhances meaning by specifying qualities (e.g., size, color, feeling).
 - Can be simple (“happy”) or complex (“very happy with the result”).
 - **Example:** “She is incredibly smart”
-

4. Adverb Phrase

- **Main Element:** An adverb.
 - **Modifiers:** Can include other adverbs (e.g., “very”) or phrases.
 - **Role:** Modifies verbs, adjectives, or other adverbs, explaining how, when, where, or to what extent something happens.
 - **Key Points:**
 - Adds detail to actions, adjectives, or other adverbs.
 - Can express time, place, manner, or degree.
 - **Example:** “He ran very quickly”
-

5. Prepositional Phrase

- **Main Element:** A preposition (e.g., “in,” “on,” “at”).
- **Object:** Followed by a noun phrase (e.g., “the house,” “the park”).

- Role: Describes the relationship between a noun/pronoun and another element in the sentence (time, location, direction).
- Key Points:
 - Acts as an adjective (modifying a noun) or adverb (modifying a verb).
 - Can show time (“after the meeting”), place (“in the kitchen”), or direction (“toward the door”).
- Example: “She sat on the chair”

REFERENCES

- Azar, B. S. (2002). *Understanding and Using English Grammar* (3rd ed.). Longman.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
- Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.

CHAPTER 3

CLAUSE

by Agus Kusnandar

3.1 Introduction

One of the most important thing we have in studying English grammar is that we have to know how we can combine words into a good sentence and expression. A good combinantion of words and expression will effect to our communication. In English the use of appropriate clause is like an interesting thing to discuss. This chapter will try to describe some specific discussion relating to the rules of using clause in English sentences.

Then it occurs a question, What is a clause? A clause is actually a structure that has a subject and a verb. These two parts will the key of how made it. Even in some expression we can find many type of sentence combination but fot a clause there shoulbe subject and verb. Some opinions also describe a clause as a relational group of words consisting of subject and verb. This relation is very crucial because a clause should convey information about what that subject is or isn't doing rather than simply being a random grouping of words. In this case a clause may express an action or a state of being but not always.

There many conceptionsto the definition of a clause based on some experts. **A clause** can also be identified as a group of words containing one subject and one verb that have a relationship. This relationship is crucial; a clause conveys

information about what that subject is or isn't doing rather than simply being a random grouping of words. In this case, in a simple decision, this smallest grammatical unit can express a complete proposition.

There are two types of clauses we usually find in constructing sentences in English. They are the independent and the dependent one. An independent clause actually is able to stand alone or by itself constructing a complete sentence. A dependent clause is different where it cannot stand by itself. It means that it doesn't make a complete sentence although it already has a subject and a verb. This dependent clause must be connected to an independent clause. It is usually called as a sub-clause. Studying independent clauses is intended to be more discussable in sentence studies but this chapter will try to discuss more in the sub-clause studies. The dependent clause is divided into several forms such as adjective clause, adverbial clause and the noun clause.

3.2 The Adjective Clause

Adjective clauses will modify a noun. Schramper (2003) mentioned this clause can modify and describe or sometimes give information about the noun. In this case to differentiate between the adjective and adjective clause, it can be seen from the position of the clause. An adjective usually comes in front of a noun but an adjective clause follows a noun.

An example:

(a) I saw a	good	boy
	(adjective)	(noun)
I saw a	boy	who is kind to everyone
	(noun)	(adjective clause)

- (b) I met a famous man
(adjective) (noun)
- I met a man who is a famous poet
(noun) (adjective clause)

In some sources of grammar references, adjective clause is also mentioned as relative clause. In the relative clause, there must be a conjunction. The conjunction used in the relative clause is stated as a relative pronoun. The relative pronoun performs a dual function in the sentence of which it is a part: it takes the place of a noun in the clause it introduces, and at the same time joins and relates that clause to the rest of the sentence.

An example :

- (a) This is a **car**
It is really expensive
This is a car **which** is expensive

It is the subject pronoun of the sentence *It is really expensive*. It refers to **the car**. To make an adjective clause, it is changed into *which*. Which is the subject pronoun referring to the car. In the sentence *This is a car which is expensive*, **which** is the relative pronoun, used as the subject of the relative (adjective clause) clause, which is expensive. Relative clauses are sometimes non-essential part of a sentence. They can have a meaning but when they are deleted, the sentence can still be understood or it has function grammatically.

Writers use relative clauses when they want to add more information to their sentences without having to start new ones. This handout will help you understand what relative clauses are

and how they are used, especially in deciding when to use “that” or “which” and “who” or “whom”. There are two types of realtive clause in English. They are defining and non defining relative clauses.

Relative clauses may also be like independent clauses because they have subjects and verbs. However, relative clauses are unlike an independent clause or a sentence because they cannot stand on their own as sentences. Relative clause acts adjectivally, and it can be attached them to independent clauses. It will be attached into relative clauses to independent clauses using relative pronouns or relative adverbs. There are five relative pronouns that, which, who, whom, and whose and also three relative adverbs where, when, and why. We use relative clauses to give additional information about something without starting another sentence.

This is the resume to the form of relative clause:

Table 3. 1. The relative pronouns

Relative pronoun	Use	Example
who	subject or object pronoun for people	I told you about the woman <i>who</i> lives next door.
which	subject or object pronoun for animals and things	Do you see the cat <i>which</i> is lying on the roof?
which	referring to a whole sentence	He couldn't read, <i>which</i> surprised me.
whose	possession for people animals and things	Do you know the boy <i>whose</i> mother is a nurse?

Relative pronoun	Use	Example
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor <i>whom</i> I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

There are two types of relative clauses we usually find in everyday expression. Defining relative clauses are also called *identifying relative clauses*. They give detailed information defining a general term or sentence. Sometimes for several examples, defining relative clauses do not use commas. Imagine, Dany is reading some books in a room. One of your friends ask you with” do you know the book which Dany read? Here the relative clause defines which of the books your friend mean. It just tries to identify the book. Defining relative clauses are often used in definitions. While Non-defining relative clauses is called *non-identifying relative clauses*. They give additional

information on something, but do not define it. The expression “*Do you know the book, which Dany read?*” Here the relative clause is non-defining because in this situation it is obvious which book your friend means.

Another form of relative clause may be identical to several optimal adverbs. A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand.

An example :

(a) This is the school **in which** I have graduated from.

This is the school **Where** I have graduated from

(b) I remember the day **in/on which** I met him for the first time

I remember the day **when** I met him for the first time

(c) I will always remember **for which** I hate him

I will always remember **Why** I hate him

Table 3. 2. ad : The relative Adverbs

Relative Adverbs	Meaning	Use	Example
When	in/on which	refers to a time expression	the day <i>when</i> we met him
where	in/at which	refers to a place	the place <i>where</i> we met him
why	for which	refers to a reason	the reason <i>why</i> we met him

The relative adverbs *where*, *when*, *why* may be used in the context of writing and speaking. *When* is used if the relative clause refers to a specific time, *where* for place and *why* for reason. But over all actually can be replaced by **That**.

3.3 The Adverbial Clause

The word *adverb* is taken from Latin *adverbium*. The word *ad* shows an *action* or moreover *condition*. An adverbial clause can be defined as a clause performing the function of an adverb. The names of the kinds of the adverbial clause, therefore, are classified like adverbs, according to their meaning.

Some adverbial clauses can express time, place, manner, and degree and they are usually introduced by relative adverbs. Adverbial clauses may also express condition or cause and reason, purpose which may be either expressed or implied.

An adverb clause is a clause that does all the functions of a normal adverb. One can identify an adverb clause by asking when, where, how, why and how often. There are three adjective clauses which are common in daily activity. They are adverbial clause of time, adverbial clause of place and adverbial clauses of manner, adverbial clauses of degree to see how they can be differentiated. Let see the following discussions.

3.3.1 Adverbial Clause of Time

To know the time in one expression, especially in speaking, sometimes the use of a time expression is impressed. Someone expression to the time may be in happening, happened or will happen and they have a lot of significance in the lives of human beings. Adverbs of time will denote when exactly an action is taking place. Learn all about how adverbs of time are used, their meaning and definition in this article. You can also

take a look at the examples and the adverbs list given. Adverbial clauses of time are most frequently introduced by the following relative adverbs. Adverbial of clause of time are most frequently introduced by the adverbs after, as, before, once, since, until, when, whenever, while or as long as etc.

Given below are some examples of how adverbs of time can be used in sentences. Check them out and try to understand how it works.

- I will be going to my cousin's place **after** having lunch.
- **As** she needed, Teena met Anu at the supermarket.
- Can you please bring the photocopies **when** the teacher comes?
- I thought I could finish cleaning my house **as long as** my mother went to the market.

2.3.2 Adverbial Clause of Place

Adverb of place will tell us the place or where something happens. Adverb of place are usually placed after the main verb or the main verb that they modify. There some adverbs of place we usually find in speaking English. They are here, everywhere, outside, away and around.

Given below are some examples of how adverbs of place can be used in sentences. Check them out and try to understand how it works.

- They will meet you **where** you are.
- **Wherever** you are, there are a lot of friends.
- **Where** my brother works, there are good people.

When the place idea expressed in the adverbial clause is to be stressed or made more definite, where may correlate with there.

Many adverbs of place can also be used as prepositions. When used as prepositions, they must be followed by a noun.

Table 3. 3. Many adverbs of place can also be used as prepositions from e.f.com

Word	Used as an adverb of place, modifying a verb	Used as a preposition
around	The marble rolled around in my hand.	I am wearing a necklace around my neck .
behind	Hurry! You are getting behind .	Let's hide behind the shed .
down	Mary fell down .	John made his way carefully down the cliff .
in	We decided to drop in on Jake.	I dropped the letter in the mailbox .
off	Let's get off at the next stop.	The wind blew the flowers off the tree .
on	We rode on for several more hours.	Please put the books on the table .
over	He turned over and went back to sleep.	I think I will hang the picture over my bed .

3.3.3. Adverbial Clause of Manner

Another type of the function of a clause is that they can be used as an adverbial clause of manner. This clause is sometimes introduced by the words like **as**, **if as** and **though**.

Given below are some examples of how adverbs of manner can be used in sentences. Check them out and try to understand how it works

- Say each word **as** I pronounce it to you.
- She behaves **as** though she were the owner of the gallery.
- He delivered a speech **as if** he had understood the subject matter.
- *He cooked dinner for everyone **though** he didn't eat anything*

3.3.4 Adverbial Clause of Degree

Adverbial Clauses of degree are used to express and answer the questions of how much, how little or how many. There some relative adverbs may be introduced. They are **than as**, **as---as**, **so---as**, **so---that** and **the---the**. To express adverbial clause of degree we usually use it in the typical form of sentence named comparison degree or degree of comparison. There are three ways how we can express the degree of comparison. They are positive degree, comparative degree and superlative degree. Here is some short discussions and examples of them.

a. Positive Degree

The positive degree in English describes a quality without making any comparisons. It simply states that a particular quality exists in a noun or pronoun. The positive degree uses the base form of an adjective or adverb to

express a characteristic. It indicates the presence of a quality but does not compare it to anything else. Here is the formation of positive degree:

Adjectives: Use the base form of the adjective.

Example: *tall, happy, interesting*"

The building is tall."

(Here, "tall" simply describes the building without comparing it to another building.)

Adverbs: Use the base form of the adverb.

Example: *quickly, carefully, well*"

She sings beautifully."

(In this case, "beautifully" describes how she sings, without comparison.)

b. Comparative Degree

In English, adjectives can express different degrees of comparison: the positive, comparative, and superlative. While the positive form describes a quality without any comparison (e.g., "tall"), the comparative degree is used to compare two entities, indicating which has more or less of a particular quality

The comparative degree can be formed in two primary ways:

1. Using "-er" Suffix:

- For many one-syllable adjectives, the comparative is formed by adding "-er" to the base form.
 - Example: "fast" → "faster"
 - Example: "small" → "smaller"

2. Using "more":

- For adjectives with two or more syllables, the comparative is usually formed by placing "more" before the adjective.
 - Example: "beautiful" → "more beautiful"
 - Example: "expensive" → "more expensive"

When forming the comparative with "-er," certain spelling rules apply:

- **Doubling Final Consonants:** If a one-syllable adjective ends in a single vowel followed by a single consonant, the final consonant is doubled before adding "-er."
 - Example: "big" → "bigger"
- **Dropping Final 'e':** If the adjective ends in "e," the "e" is dropped before adding "-er."
 - Example: "late" → "later"

Some adjectives have irregular comparative forms that do not follow standard rules. Here are a few common examples:

- "good" → "better"
- "bad" → "worse"
- "far" → "farther" or "further"

The comparative degree is used in several contexts:

1. **Direct Comparisons:**
 - To compare two nouns directly.
 - Example: "Alice is taller than Bob."
2. **Implicit Comparisons:**
 - When comparing an implied group.
 - Example: "This book is more interesting than most others."
3. **Expressions of Preference:**
 - Often used in structures expressing preference.

- Example: "I prefer coffee to tea because it is stronger."

c. Superlative Degree

In the world of language, adjectives play a crucial role in describing and comparing the qualities of nouns. Among the various forms of adjectives, the superlative degree stands out as a powerful tool for expressing extremes. This chapter will explore the concept of the superlative degree, its formation, usage, and significance in communication.

The superlative degree is used to indicate the highest degree of a quality among three or more items. For instance, when comparing three mountains—Mount Everest, K2, and Kilimanjaro—we might say, "Mount Everest is the tallest mountain in the world." Here, "tallest" is the superlative form of "tall," indicating that Mount Everest surpasses all others in height. Superlative adjectives can be formed in several ways, depending on the number of syllables in the base adjective:

1. **One-Syllable Adjectives:** For most one-syllable adjectives, the superlative is formed by adding **-est** to the end of the adjective.
 - Example: "fast" becomes "fastest."
 - Sentence: "She is the fastest runner on the team."
2. **Two-Syllable Adjectives:** For two-syllable adjectives ending in **-y**, the **-y** is replaced with **-iest**.
 - Example: "happy" becomes "happiest."
 - Sentence: "He is the happiest child in the classroom."

For other two-syllable adjectives, the word "most" is used before the adjective.

- Example: "careful" becomes "most careful."

- Sentence: "She is the most careful driver I know."
- 3. **Three or More Syllable Adjectives:** For adjectives with three or more syllables, the superlative is formed by using "most" before the adjective.
 - Example: "beautiful" becomes "most beautiful."
 - Sentence: "This is the most beautiful painting in the gallery."

3.3 The Noun Clause

A **noun clause** is a type of dependent clause that functions as a noun within a sentence. It can act as a subject, object, or complement, and is typically introduced by subordinating conjunctions (such as "that," "what," "whether," "who," or "why") or relative pronouns. For example, in the sentence "What he said surprised everyone," the noun clause "What he said" serves as the subject.

A noun clause is also a dependent clause that functions as a noun within a larger sentence, serving roles such as a subject, object, or complement. A noun clause can be identified by its ability to replace a single noun or noun phrase in a sentence, making it essential for conveying complete thoughts. For example, in the sentence "I don't know **what she wants**," the clause "what she wants" acts as the object of the verb "know." A noun clause is typically introduced by a subordinating conjunction (e.g., "that," "what," "whether") or a relative pronoun (e.g., "who," "whom"). It contains a subject and a predicate, similar to a complete sentence, but cannot stand alone. For instance, "Whether we will go" in "The question is **whether we will go**" functions as a subject complement.

Noun clauses are versatile components of English grammar, serving various functions within sentences. Understanding the classification of noun clauses helps in identifying their roles and effectively using them in both writing and speaking. This chapter explores the different classifications of noun clauses based on their functions, types, and structures.

These are the classification noun clause:

3.3.1 Functional Classifications of Noun Clauses

Noun clauses can be classified based on their grammatical functions in a sentence. The primary functions include:

1. Subject Clauses

A **subject clause** is a noun clause that serves as the subject of a verb. Like any subject, a subject clause performs the action of the verb or indicates what the sentence is about. Subject clauses are typically introduced by subordinating conjunctions such as "that," "whether," or "what."

Example :

- **What he decided** surprised everyone.

In this example, the clause "What he decided" acts as the subject of the verb "surprised."

2. Object Clauses

Object clauses are a specific type of noun clause that function as the object of a verb or a preposition in a sentence. Understanding object clauses is essential for constructing more complex sentences and enhancing communication. This chapter will explore the definition, formation, functions, and examples of object clauses, along with common mistakes to avoid.

Example :

- She believes **that everyone can succeed**.

In this example, the clause "that everyone can succeed" acts as the object of the verb "believes."

3. Complement Clauses

A **complement clause** is a noun clause that acts as a complement, providing additional information about a subject, object, or an adjective. These clauses are dependent and cannot stand alone, as they rely on the main clause for context.

Example :

- The fact is **that he is late**.

In this example, the clause "that he is late" complements the noun "fact," providing essential information.

4. Object of a Preposition

Noun clauses can also act as the object of a preposition, providing necessary details to the prepositional phrase.

Example:

- She is interested in **what you think**.

Analysis: In this case, "what you think" is the object of the preposition "in."

3.3.2 Types of Noun Clauses

Noun clauses can be categorized based on the introductory words they use and the context in which they appear.

1. Declarative Noun Clauses

A declarative noun clause is a type of subordinate clause that functions as a noun within a sentence. These clauses provide information and can act as subjects, objects, or complements. They often begin with conjunctions such as "that," "whether," or "if." These clauses convey information or a statement and typically begin with "that."

Example:

- I believe **that honesty is essential**.

In this example the phrase “that honestly” is the noun within a sentence. It conveys information about what the word “I” believes.

2. Interrogative Noun Clauses

Interrogative noun clauses are essential components in English grammar, serving a unique role in transforming questions into clauses that can function as subjects, objects, or complements within sentences. Unlike direct questions, interrogative noun clauses are embedded within larger sentences, allowing for more complex expressions of thought and inquiry. These clauses are formed as questions and often begin with “what,” “who,” “how,” or “whether.”

Example:

Interrogative noun clauses often begin with the following words:

- **Who:** Used for asking about people.
 - *"I wonder who will attend the meeting."*
- **What:** Used for asking about things or information.
 - *"What she decided was surprising."*
- **Where:** Used for asking about places.
 - *"He didn't explain where he found it."*
- **When:** Used for asking about time.
 - *"I remember when they arrived."*
- **Why:** Used for asking about reasons.
 - *"She didn't say why she left early."*
- **How:** Used for asking about manner or process

3. Exclamatory Noun Clauses

Exclamatory noun clauses are a fascinating aspect of English grammar that allow speakers and writers to express strong emotions, surprise, or emphasis. These clauses transform statements of feeling into more dynamic expressions, often amplifying the sentiment conveyed in a sentence. These clauses express strong emotion or emphasis and can often be introduced by "how" or "what."

An exclamatory noun clause is a dependent clause that expresses an exclamation. Typically, it can intensify the sentiment being expressed. These clauses can serve as the subject or object of a sentence and are often set apart by punctuation. Exclamatory noun clauses can serve various grammatical functions, primarily acting as subjects or objects. They provide an avenue for emphasizing feelings or reactions.

Exclamatory noun clauses typically end with an exclamation mark to convey the intensity of emotion. The structure of these clauses requires careful punctuation to ensure clarity and emphasis.

Example:

- *"What an incredible story!"* (Notice the exclamation mark)
- ***What a surprise it was*** that she won!

4. Infinitive Noun Clauses

Infinitive noun clauses are an essential aspect of English grammar that allow speakers and writers to express intentions, desires, or purposes. These clauses are formed using the base form of a verb preceded by "to," functioning similarly to nouns within a sentence. Sometimes, noun

clauses can take the form of infinitives, which express a desire or intention.

Infinitive noun clauses serve several grammatical functions in a sentence, primarily acting as subjects or objects.

1. As the Subject:

- *"To travel the world is my dream."*
- Here, the clause "To travel the world" acts as the subject of the verb "is."

2. As the Object:

- *"She hopes to visit Paris next year."*
- In this example, the noun clause "to visit Paris next year" functions as the object of the verb "hopes."

3. As a Complement:

- *"His ambition is to become a doctor."*
- Here, "to become a doctor" serves as a complement to the subject "His ambition."

REFERENCES

- Azar, Betty S. *Understanding and Using English Grammar*. Pearson Education, 2016.
- Celce-Murcia, Marianne, and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. Cengage Learning, 2018.
- Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Grammar of the English Language*. Cambridge University Press, 2005.
- Swann, Joan, et al. *Grammar for English Language Teachers*. Cambridge University Press, 2009.

BAB 4

SENTENCE TYPE (POSITIVE, NEGATIVE, INTERROGATIVE) AND TENSE

By Rizki Widiastuti

4.1 Introduction

The Oxford Learner's Dictionary defines 'tense' as "any of the verb forms used to indicate when the action or state described by the verb occurs." In contrast, the Merriam-Webster Dictionary offers a somewhat different interpretation, stating that 'tense' refers to "a variation in verb form that indicates differences in the timing or duration of the action or state it signifies."

The Collins Dictionary explains that "the tense of a verb group is its form, typically indicating whether the action refers to the past, present, or future." Meanwhile, the Cambridge Dictionary defines 'tense' as "any of the verb forms that indicate when an action occurred."

Tense and sentence types are essential for conveying meaning in English. Tense indicates the timing of action: The past tense refers to actions that have occurred previously. (e.g., She walked to school, He went to the library), present tense describes actions happening now or general truths (e.g., She walks to school), and future tense signals actions that will occur later (e.g., She will walk to school). Sentence types, including

declarative (statements), negative, and interrogative (questions), structure communication. Tense and sentence type enable clear, precise, and effective expression of ideas and feelings.

Structurally, a negative sentence incorporates the word "not" or another negative term, such as "never" or "no," to express a denial or negation of an action or state (e.g., *She does not like apples*). In contrast, a positive sentence affirms or states something without including any negative terms (e.g., *She likes apples*). An interrogative sentence, however, is used to ask a question and always ends with a question mark (?), indicating that the speaker or writer is seeking information or clarification (e.g., *Does she like apples?*). These structural differences help define the purpose and meaning of the sentence within communication.

4.2 Tense in English

A tense is a verb form that allows you to express time, serving as a key tool in communication to indicate when an action takes place. It provides essential information about the timing of events, helping to clarify whether something happened in the past, is happening in the present, or will happen in the future. The verb tense not only tells us when an event occurred or when something existed but also communicates when a person performed or will perform an action. The three main types of tenses are past, present, and future. The past tense refers to actions or events that have already taken place (e.g., *She walked to school yesterday*), the present tense is used to describe actions happening right now or habitual actions (e.g., *She walks to school every day*), and the future tense indicates actions that are yet to occur (e.g., *She will walk to school tomorrow*). Each of these tenses can further be categorized into

more specific forms, such as simple, continuous, perfect, and perfect continuous, to convey additional details about the duration or completion of the action, giving language the richness and precision necessary for effective communication.

When time is the key focus of tense, we can divide tenses into four main types: present, past, future, and past future. Each tense helps us indicate when an action occurs. Present Tense: Describes actions happening now or regularly, as well as general truths (e.g., She walks to school or water boils at 100°C). It's used for current activities and universal facts. Past Tense: Refers to actions that have already happened (e.g., She walked to school yesterday), helping us talk about past events or experiences. Future Tense: Refers to actions that will happen later (e.g., She will walk to school tomorrow), useful for discussing plans or predictions. Past Future Tense: Describes actions that were expected to happen in the future from a past perspective (e.g., She would walk to school if it wasn't raining). It is often used for hypothetical or conditional situations.

4.2.1 Present

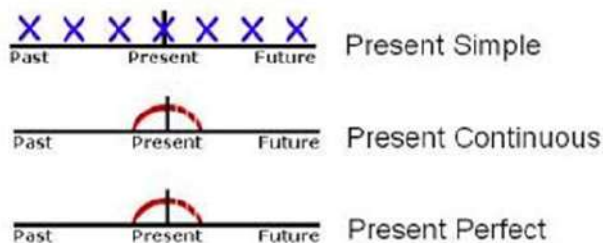


Figure 4.1. Present tense timeline

(Sumber : <https://ell.stackexchange.com/questions/145623/can-and-tenses-connection>)

Simple present

The simple present tense is considered the most fundamental tense in the English language. This tense is commonly employed to express actions that occur either as single events or as habitual activities that take place regularly in the present time. In its structure, the simple present tense typically comprises only the base form of the verb, which means that the verb remains unchanged and does not include any additional modifications or inflections. However, an important exception occurs when the subject is third person singular, in which case the suffix *-s* is added. If the verb ends in *o*, *ch*, *sh*, *th*, *ss*, *gh*, or *z*, *-es* is added instead. For verbs ending in a consonant followed by *y* (with a third-person singular subject), the *y* is replaced with *-ies*.

Singular	Plural
Subject + V1 + s/es + Object	Subject + V1 + Object

Example:

Today, I feel incredible, like I'm on top of the world!

Although I usually wake up early, I sometimes sleep in on weekends.

Whenever he goes to the gym, he feels more energized throughout the day.

Even though they work hard, they always find time to relax with friends.

While the sun sets in the west, the sky changes colors beautifully.

Present continuous

Use the present continuous to show an action happening right now or in the near future. The present continuous is formed by combining the present tense of the verb "be" with the -ing form of a verb.

Subject + is/am/are + V1 + ing + object

Example:

I am reading Harry Potter and the Goblet of Fire for the sixth time!

I'm just leaving the office. I'll be home in a half hour.

She is currently working on a new project while managing her other responsibilities.

While they are preparing dinner, their children are playing outside in the yard.

They are not playing soccer in the park because it is raining.

Are you watching the new series on Netflix.

Table 4. 1. Stative Verbs

COMMON VERBS THAT HAVE STATIVE MEANINGS				
Note: Verbs with an asterisk (*) are like the verb <i>taste</i> : they can have both stative and progressive meanings and uses.				
(1) MENTAL STATE	<i>know</i> <i>realize</i> <i>understand</i> <i>recognize</i>	<i>believe</i> <i>feel</i> <i>suppose</i> <i>think*</i>	<i>imagine*</i> <i>doubt*</i> <i>remember*</i> <i>forget*</i>	<i>want*</i> <i>need</i> <i>desire</i> <i>mean*</i>
(2) EMOTIONAL STATE	<i>love</i> <i>like</i> <i>appreciate</i> <i>please</i> <i>prefer</i>	<i>hate</i> <i>dislike</i> <i>fear</i> <i>envy</i>	<i>mind</i> <i>care</i>	<i>astonish</i> <i>amaze</i> <i>surprise</i>
(3) POSSESSION	<i>possess</i>	<i>have*</i>	<i>own</i>	<i>belong</i>
(4) SENSE PERCEPTIONS	<i>taste*</i> <i>smell*</i>	<i>hear</i> <i>feel*</i>	<i>see*</i>	
(5) OTHER EXISTING STATES	<i>seem</i> <i>look*</i> <i>appear*</i> <i>sound</i> <i>resemble</i> <i>look like</i>	<i>cost*</i> <i>owe</i> <i>weigh*</i> <i>equal</i>	<i>be*</i> <i>exist</i> <i>matter</i>	<i>consist of</i> <i>contain</i> <i>include*</i>

Source: (Azar, 1999)

Certain English verbs convey stative meanings, describing conditions or situations that are ongoing or constant. When these verbs express states, they are typically not used in progressive tenses.

Present perfect

Though widely used, the present perfect is one of the more challenging English verb tenses. It serves to describe various types of actions, such as:

- an ongoing action that began in the past and is still continuing
- a repeated action in the past that may happen again
- an action that was completed very recently, often with words like "just" or "now"
- an unfinished action expected to be completed (in negative sentences)
- It can also highlight the importance of a completed action, particularly one that took place over a period of time.

Singular	Plural
Subject + has + V3 + Object	Subject + have + V3 + Object

Example:

I have visited Paris three times.

She has completed her homework.

They have not seen that movie before.

He has not finished reading the book.

Have we lived in this city long enough?

Present perfect continuous tense

The present perfect continuous indicates an ongoing action that began in the past and continues into the present. It is commonly used to highlight the duration of the action.

Singular	Plural
Subject + has been + V1 + ing + Object	Subject + have been + V1 + ing + Object

Example:

I have been studying for three hours.

She has been working at the company since 2019.

They have not been practicing their instruments this week.

He has not been eating healthy foods.

Have we been waiting for a long time?

4.2.2 Past

Simple Past Tense

The simple past is used to indicate actions that were completed in the past without any special emphasis. For regular verbs, the simple past is formed by adding -ed to the verb (or just -d if the verb already ends in e). However, irregular verbs don't follow this pattern and have unique past tense forms. For instance, the past tense of the irregular verb "go" is "went."

Subject + V2 + Object

Example :

I visited my grandparents last weekend.

She completed her project on time.

They did not watch a movie together last night.

He did not study hard for the exam.

Did we travel to Italy last summer?

Past Continuous Tense

The past continuous tense is employed to indicate an action that was ongoing in the past, particularly when it was interrupted by another action. Additionally, it is used to describe habitual actions that took place in the past but do not occur in the present. This tense is commonly accompanied by adverbs such as "always" or phrases like "all the time."

Singular	Plural
Subject + was + V1 + ing + Object	Subject + were + V1 + ing + Object

Example :

I was studying for my exams all night.

She was watching a movie when I called her.

They were not playing soccer in the park yesterday.

He was not reading a book; he was listening to music.

Were we having dinner when the power went out?

Table 4. 2. Regular and Irregular Verbs

REGULAR VERBS: The simple past and past participle end in <i>-ed</i> .			
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>hope</i>	<i>hoped</i>	<i>hoped</i>	<i>hoping</i>
<i>stop</i>	<i>stopped</i>	<i>stopped</i>	<i>stopping</i>
<i>listen</i>	<i>listened</i>	<i>listened</i>	<i>listening</i>
<i>study</i>	<i>studied</i>	<i>studied</i>	<i>studying</i>
<i>start</i>	<i>started</i>	<i>started</i>	<i>starting</i>

IRREGULAR VERBS: The simple past and past participle do not end in <i>-ed</i> .			
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>break</i>	<i>broke</i>	<i>broken</i>	<i>breaking</i>
<i>come</i>	<i>came</i>	<i>come</i>	<i>coming</i>
<i>find</i>	<i>found</i>	<i>found</i>	<i>finding</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>	<i>hitting</i>
<i>swim</i>	<i>swam</i>	<i>swum</i>	<i>swimming</i>

Source: (Azar, 1999)

Past Perfect Tense

If you're discussing two actions in the past and want to indicate that one occurred before the other, you use the past perfect tense to show that one action happened earlier than the other.

Subject + had + V3 + Object

Example :

I had finished my homework before dinner.

She had visited Paris twice before moving there.

They had not left the party when we got there.

He had not read the book before watching the movie.

Had we lived in that house for a long time before we moved?

Past Perfect Continuous Tense

The past perfect continuous tense functions similarly to the past perfect tense, but it describes ongoing actions that took place in the past rather than a single event. It is frequently used with words like "when," "until," and "before" to link it to another past action.

Subject + had been + V1 + ing + Object
--

Example :

I had been studying for three hours before the exam started.

She had been working at the company for five years when she decided to leave.

They had not been playing soccer for long when it started to rain.

He had not been reading the book for very long when he decided to put it down.

Had we been waiting for the bus when you arrived?

4.2.3 Future

Simple Future Tense

The simple future is used for actions that haven't occurred yet but will happen in the future. To create the simple future, simply put the modal verb "will" before the base form of the main verb.

Subject + will/shall + V1 + Object

Example :

I will visit my grandparents next weekend.

She will complete her project by Friday.

They will not watch a movie together tomorrow night.

He will not study hard for the exam.

Will we travel to Japan next summer?

Future Continuous Tense

The future continuous tense is used for actions that will take place over a period of time in the future, particularly when a specific time is given. It also conveys greater certainty and probability compared to the simple future tense.

Subject + will be/shall be + V1 + ing + Object
--

Example :

She will be collaborating with her colleagues on the innovative project throughout next week.

I will not be neglecting my responsibilities while I am engrossed in my studies this weekend.

They will not be participating in the conference if the venue is not accessible.

Will he be documenting his findings meticulously throughout the research phase?

Will we be exploring new avenues for collaboration at the upcoming summit?

Future Perfect Tense

The future perfect tense indicates an action that will be finished by a particular time in the future. It is often used with terms like "by," "before," "at," or "when" since it relates to a specific point in time.

Subject + will have/shall have + V3 + Object
--

Example :

I will have completed the comprehensive report by the end of the week.

She will have secured the necessary funding for her research project before the deadline.

They will not have addressed all the feedback from the clients before the next presentation.

He will not have mastered the advanced techniques by the time the competition starts.

Will you have completed your thesis by the time you graduate?

Future Perfect Continuous Tense

The future perfect continuous describes actions that will be ongoing and continue up to a specific point in the future. Similar to the future perfect and future continuous, it is used with a defined time reference.

Subject + will have been + V1 + ing + Object
--

Example :

I will have been analyzing the data for over three months by the time the report is due.

She will have been collaborating with international partners for the duration of the project.

They will not have been addressing the feedback adequately throughout the project.

He will not have been participating in the training sessions regularly by the time the program concludes.

Will we have been analyzing market trends for several months before making our recommendations?

Table 4. 3. Verb Tense Timelines

	simple present	repeated actions
		generalizations
	present continuous	actions happening now
		actions happening around now
	simple past	completed action
		how long
	past continuous	interrupted action
	present perfect	unspecified time
		how long
	present perfect continuous	how long
	past perfect	past before the past
		how long
	past perfect continuous	how long
	future	
	future perfect continuous	how long before future action

Source: <https://eslibrarian.blogspot.com/2013/04/verb-tense-timelines.html>

4.3 Exercise

Error analysis

Directions: Correct the errors.

1. Breakfast is an important meal. I'm always eating breakfast.
2. During I was working in my office yesterday, my cousin stops by to visit me.
3. Portugal lays to the west of Spain.
4. Yuki staied home because she caughted a bad cold.
5. My brother is looking like our father, but I am resembling my mother.
6. As a verb, "sink" is meaning "move downward." What it means as a noun?
7. Sang-Joon, are you listen to me? I am talk to you!
8. I rewinded the rented video before I return it to the store yesterday.
9. Abdallah is want a snack. He's being hungry.
10. Anna rose her eyebrows in surprise.

Speaking 1

Directions: Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin your answer with "yes."

Example:

SPEAKER A (*book open*): Did you sit down?

SPEAKER B (*book closed*): Yes, I sat down.

- | | |
|--|---|
| 1. Did you give me some money? | <i>Switch roles.</i> |
| 2. Did you stand at the bus stop? | 11. Did you bend over to pick up a pencil? |
| 3. Did you choose the blue pen? | 12. Did you send a letter? |
| 4. Did you run to class this (<i>morning</i>)? | 13. Did you sing a song? |
| 5. Did you sleep well last night? | 14. Did you stick your hand in your pocket? |
| 6. Did you hear that noise outside the window? | 15. Did you grind the pepper? |
| 7. Did you withdraw some money from the bank? | 16. Did you strike the desk with your hand? |
| 8. Did you wake up at seven this morning? | 17. Did you light a match? |
| 9. Did you swim in the ocean? | 18. Did you mean what you said? |
| 10. Did you go home after class yesterday? | 19. Did you hold your hand up? |
| | 20. Did you speak to (. . .)? |

(Azar, 1999)

Speaking 2

Turn to your partner and ask them about their daily routine using the present tense. Take turns asking and answering questions like, "What time do you wake up?" or "Do you eat breakfast every day?" Speak clearly and respond in full sentences. After a few minutes, be ready to share what you learned about your partner with the class, using the third person. For example, say, "She goes to bed at 9 PM." This activity will help you practice speaking naturally in the present tense.

Speaking 3

Share a past experience with your partner using the past tense. Talk about something you did recently, like a trip, a special event, or an interesting day. Start by saying, "Last week, I went to..." or "Yesterday, I..." Then, give details about what happened, who was there, and how you felt. After you finish, listen to your

partner share their experience. Be ready to present your partner's story to the class by summarizing what they did, for example, "She visited her grandparents last weekend." This will help you practice talking about past experiences fluently.

Speaking 4

Discuss your future plans with your partner using the future tense. Start by saying, "Next weekend, I will..." or "Tomorrow, I am going to..." Talk about what you plan to do, where you will go, and who you will be with. Take turns asking each other questions like, "What will you do after school tomorrow?" or "Are you going to travel next month?" After you finish, be prepared to share your partner's plans with the class by saying, for example, "He will visit his cousin next weekend." This activity will help you practice talking about future plans confidently.

Writing 1

For this writing activity, use the present perfect tense to talk about experiences you have had. Write about something you have done recently or in the past that still affects you today. Begin your sentences with phrases like, "I have visited..." or "She has never tried..." Be sure to include details about what you have done, how long you have done it, or what you have achieved so far. For example, "I have studied English for five years." Once you've finished writing, share your sentences with a partner. This activity will help you practice using the present perfect tense to describe experiences and achievements.

Writing 2

In this writing activity, you will use the past continuous tense to describe actions that were happening at a specific moment in the past. Start by writing a short paragraph about an event or situation where multiple actions were taking place simultaneously. Use phrases like, "I was watching TV while my brother was playing video games," or "While it was raining, we were walking to the store." Be sure to include details about what you and others were doing at that time. After you finish, exchange your paragraphs with a partner and read each other's work. This activity will help you practice using the past continuous tense to convey ongoing actions in the past.

Writing 3

For this writing activity, you will use the future perfect tense to describe actions that will be completed by a specific time in the future. Start by writing a paragraph that includes at least three sentences using the future perfect tense. Use phrases like, "By next year, I will have graduated from school," or "By the time she arrives, we will have finished dinner." Be specific about what actions will be completed and the time frame. After you finish writing, share your paragraphs with a partner and discuss the future events you described. This activity will help you practice forming and using the future perfect tense to discuss future accomplishments.

Game 1: Present Continuous Pictionary

Objective: Practice using the present continuous tense through drawing and guessing.

Instructions:

Write down various actions (e.g., "jumping," "eating ice cream," "playing guitar") on slips of paper and place them in a bowl. Split the class into two teams.

Game Play:

One player from the first team draws a slip and has 1 minute to draw the action on the board without using words or letters.

Their team must guess the action using the present continuous tense, such as "You are running!" or "They are swimming!"

Switch Turns:

After each round, switch to the other team.

Winning the Game:

The team with the most correct guesses after a set number of rounds wins!

This quick game helps students practice speaking in the *present continuous* while having fun.

Game 2: Perfect Continuous Sentence Relay

Objective: Practice using the perfect continuous tense in a fun and engaging way.

Instructions:

Write various prompts on slips of paper that require using the perfect continuous tense (e.g., "for the last hour," "since 2020," "all morning").

Split the class into two teams.

Game Play:

Each team forms a line. The first player from each team draws a prompt and must create a correct sentence in the perfect continuous tense (e.g., "I have been studying for the last hour.") before passing the prompt to the next teammate.

Set a timer for 1 minute. Teams continue passing prompts and forming sentences until time runs out.

Winning the Game:

The team with the most correctly formed sentences at the end of the game wins!

This game encourages students to practice constructing sentences in the *perfect continuous tense*.

Game 3: Present Perfect Bingo

Objective: Practice using the present perfect tense in a fun and interactive way.

Instructions:

Create Bingo cards with various prompts related to experiences (e.g., "visited a new country," "eaten sushi," "learned a new skill," "met a celebrity"). Each card should have a different combination of prompts. Hand out one Bingo card and a marker or pen to each student.

Game Play:

Call out experiences using the present perfect tense (e.g., "I have visited a new country.").

If a student has that experience on their card, they mark it.

Winning the Game:

The first student to mark a complete row (horizontally, vertically, or diagonally) shouts "Bingo!" and shares their marked experiences using the present perfect tense (e.g., "I have visited Italy.") to win.

This game helps reinforce the use of the *present perfect tense* while allowing students to share their experiences.

4.4 Summary

The importance of using correct verbal tense extends to several key aspects of communication. Firstly, it enhances clarity and ensures that the message is easily understood, reducing the chance of misunderstandings or confusion. Proper tense usage allows the speaker or writer to meet the desired feedback, as it communicates the intended meaning more effectively. Additionally, using correct tenses reflects good manners and professionalism, especially in formal settings, where language precision is often valued.

For those who adhere strictly to grammatical rules, correct tense usage helps avoid unnecessary frustration and maintains a sense of respect for linguistic norms. Moreover, in the absence of the message originator, accurate tense ensures that the intended meaning is preserved and interpreted as originally meant. This becomes particularly important in written communication, where the sender isn't present to clarify any ambiguities.

In education and instruction, using the appropriate verbal tense models good language habits for learners and fosters a culture of clear, effective communication. This is vital not only for academic success but also for long-term social and professional interactions. Proper tense usage also helps sustain relationships, as clear communication is key to avoiding

misunderstandings and fostering trust in personal and professional exchanges.

Furthermore, by using correct tenses, communication becomes simpler, more efficient, and easier to manage, reducing the cognitive load on both the speaker and the listener. It also adds a layer of interest and engagement, as well-structured and coherent messages are more enjoyable to follow. In short, the correct use of verbal tense plays a fundamental role in enhancing the quality and effectiveness of communication across various contexts.

REFERENCES

Azar, S. Betty. 1999. *Understanding and Using English Grammar*.
USA: Pearson education.

Murphy, Raymond. 1999. *English Grammar In Use*. Cambridge:
University Press

Payne, George. 1843. *Elements Of Language And General
Grammar*. London

Thomson, A.J. and Martinet, A.V. 1845. *A Practical English
Grammar*. New York: Oxford University Press

<https://www.oxfordlearnersdictionaries.com/>

<https://www.merriam-webster.com/>

<https://www.collinsdictionary.com/>

<https://dictionary.cambridge.org/>

<https://learnenglish.britishcouncil.org/>

<https://byjus.com/english/english-tenses/>

<https://www.grammarly.com/blog/verb-tenses/>

<https://www.perfect-english-grammar.com/>

<https://www.ego4u.com>

<https://www.english-4u.de>

<https://ell.stackexchange.com>

<https://eslibrarian.blogspot.com>

CHAPTER 5

SENTENCE STRUCTURE: SIMPLE, COMPOUND, AND COMPLEX SENTENCE

By Wintarsih

5.1 Introduction

Learning sentence form is essential to becoming fluent in English. A well-structured phrase improves communication's coherence and clarity. The purpose of this chapter is to give students the tools they need to recognize and create different kinds of sentence structures, which will help them write and communicate more effectively. This chapter will cover the various sentence structures, such as simple, compound, complex, and compound-complex sentences, as well as the fundamental elements of sentences, such as subjects, predicates, and objects. Through analysing the connections among these elements, learners will acquire the ability to produce diverse and lively phrases that accurately convey their intended meaning. With captivating exercises, examples, and activities, students will get a greater understanding of the craft of sentence creation. This comprehension will not only help students succeed academically but also enable them to communicate their ideas more clearly, both orally and written.

5.2. What is a Sentence?

A sentence is commonly defined as a word or collection of words that represents a complete notion through a statement/order, a question, or an exclamation. It usually has a subject (the person, place, thing, or idea that the phrase is about) and a predicate (the section that communicates something about the subject, usually with a verb). According to Cambridge Advanced Learner's Dictionary, "a sentence is a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written

5.3 Basic Part Of A Sentence

5.3.1. Subject

The subject is the person, place, thing, or idea that performs or is described by the verb. It is the main focus of the sentence and answers the question, "Who or what is this sentence about?"

Types of Subjects:

- **Simple Subject:** The main noun or pronoun that tells who or what the sentence is about.
Example: "Dogs bark." (*Dogs* is the simple subject.)
- **Complete Subject:** The simple subject along with any modifiers that describe it.
Example: "The large brown dog barked." (*The large brown dog* is the complete subject.)
- **Compound Subject:** When there are two or more subjects in the same sentence connected by a conjunction (e.g., *and*, *or*).
Example: "The cat and the dog played together."

5.3.2. Predicate

What follows the subject is known as the predicate. In a simple sentence, the **predicate** can be just a verb (the action happening in the sentence). Examples:

- ✓ He **screamed**
- ✓ They **laugh**
- ✓ I **cry**

The predicate may additionally include an object (the item that receives the action):

- ✓ she **ate the salad**
- ✓ In this example, *she* is the subject, and *ate the salad* is the predicate, made up of a verb (ate) and (the salad) an object.
- ✓ To have a complete sentence, a writer must have a subject as well as a predicate that contains a verb.

Thus, the basic part of sentences is in terms of:

- 1) **Subjects** : A noun, noun phrase, or pronoun that performs the activity described in the sentence. It usually appears at the beginning of a statement.
- 2) **Predicates**: the remaining parts of a sentence. It begins with a verb.

Here are some more examples:

- a) My sister teaches English
Subject : *My sister*
Predicate: teaches English

- b) Robby and his friends played football yesterday
Subject : *Robby and his friends*
Predicate: played football yesterday

- c) The girl standing in front of the library is my new classmate

Subject : The girl standing in front of the library

Predicate: is my new classmate

5.3.3 Verb

The verb is an important aspect of the predicate since it expresses the subject's action or state. Verbs can be either action verbs (run, jump) or connecting verbs (is, are, seem....etc).

Examples:

- He runs very fast.
(Verb: runs)
- My father is painting my bedroom wall right now.
(Verb: is painting)

5.3.4 Object

An object is a noun or pronoun that receives the verb's action which can be either an indirect object (which indicates to whom or for whom the action is performed) or a direct object (which gets the action directly).

Direct Object : Responds to "what?" or "whom?" following an action verb.

Indirect Object : Responds "to whom?" or "for whom?" the action is performed.

Examples:

- Tommy buys a new mobile phone
(Direct Object: a new mobile phone)

- She gave her daughter a birthday present
(Indirect Object: her daughter)

5.3.5. Complement

A complement is something that completes the meaning of a subject or verb. There are subject complements that rename or describe the topic, as well as object complements that rename or describe the object. In other words, it contains additional information on the subject or object and may comprise nouns, pronouns, or adjectives.

Examples:

- She is a teacher
(*Subject Complement: a teacher*)
- The class elected him a leader
(*Object Complement: a leader*)
- I found the English assignment challenging
(*Object Complement: challenging*)

5.3.6. Modifier

Modifiers are words or phrases that describe or give more detail about another part of the sentence. Modifiers can include adjectives, adverbs, and modifying phrases or clauses.

Types of Modifiers:

- **Adjectives:** Modify nouns or pronouns by providing information like quantity, quality, size, etc.
Example: "The red apple is tasty." (*Red* modifies *apple*.)
- **Adverbs:** Modify verbs, adjectives, or other adverbs, often indicating how, when, where, or to what extent something occurs.

Example: "She quickly finished her homework." (*Quickly* modifies *finished*.)

- **Phrases and Clauses:** Modifying phrases or clauses provide additional details about a noun or verb and can be more descriptive.

Example: "The book on the table is mine." (*On the table* modifies *book*, telling us which book.)

5.4. Sentence Structure

Sentence structure is the way words, phrases, and clauses are arranged in a sentence to determine how they work together to communicate meaning. There are four types of sentence based on its structure, namely simple, compound, and complex.

5.4.1. Simple Sentence

Simple sentences, by their very nature, provide the essential framework for communication. They focus on a single subject and predicate, which keeps the message clear and direct. Simple sentences are particularly effective in situations where concise instructions or basic statements are needed, such as "Turn off the light" or "She arrived early." This structure helps avoid ambiguity, which is crucial in both everyday conversations and more formal contexts. Because they contain only one independent clause, simple sentences also allow the writer to emphasize key ideas or concepts without the distraction of additional clauses or phrases.

In addition to their clarity, simple sentences can also create rhythm and pace in writing. For example, when used after a series of longer, complex sentences, a simple sentence can provide a moment of pause and allow the reader to process the information more easily. This structural simplicity doesn't mean simple sentences are boring; they can be quite powerful when

used intentionally. By mastering the use of simple sentences, writers can improve their ability to communicate effectively and set a foundation for building more elaborate sentence structures.

A simple sentence is a form of sentence that is composed of a single independent clause. It is also known as an independent clause, consists of a subject and a verb and represents a complete notion. This implies that it conveys a comprehensive thought and includes a subject and a predicate (verb). Simple sentences have no of any dependent clauses or supplementary phrases that would confound their structure. The following simple phrases highlight subjects and verbs.

- 1) She bought me a bar of chocolate.
- 2) He borrows the best seller book from the library.
- 3) They went to the park last week
- 4) The cat is running fast now
- 5) I like to watch romantic movie every week
- 6) I have just received a letter from my father since 2000
- 7) They repaired their motorcycle in the workshop yesterday
- 8) We drove from Bandung to Surabaya in one day.
- 9) Danielle and Andy play football every afternoon.
- 10) Marsha goes to the library and studies everyday

The 10 sentences above are all simple. Sentence 9) contains a compound subject, while sentence 10) contains a compound verb (goes to the library and studies every day). Simple sentences have a subject and a verb and represent a

complete notion, but they can also have compound subjects or verbs.

As a result, basic sentences serve as the foundation for efficient communication. Their simple structure, consisting of a single independent clause, enables clear and concise articulation of concepts. Simple phrases, which focus on a single thought, can convey information quickly and efficiently, making them suitable for direct assertions, directions, and observations. Understanding how to form and use simple sentences improves language skills and serves as the foundation for more sophisticated sentence patterns.

5.4.2 Compound Sentence

A compound sentence is one that has two or more independent clauses joined by coordinating conjunctions like "and," "but," or "or." Each independent clause can stand alone as a complete sentence, making compound sentences valuable for connecting related ideas in a more nuanced way. Examples:

- 1) I want to go to the beach this weekend, but I also need to finish my homework.
- 2) She loves to sing and dance, so she decided to join the audition for the school musical.
- 3) I enjoy watching movies, and my brother prefers to read books.
- 4) The dog barked at the milkman, and the milkman quickly walked away.
- 5) I tried to speak English h, and my friend tried to speak Indonesian
- 6) Eric played football, so Anna went shopping.
- 7) Michael played football, for Maria went shopping.

- 8) Some of the campers went into the woods to find dry tree branches for cooking, and the others built the tents.
- 9) I had nothing to do last night, so I went out to see a movie by myself.
- 10) Neither my parents nor I heard of my cousin's accident.

The preceding ten sentences are compound sentences. Each sentence consists of two separate clauses connected by a coordinator preceded by a comma. Note how the intentional use of coordinators can alter the relationship between clauses. Sentences 6) and 7) are identical, with the exception of the coordinators. In sentence 6), which action came first? Obviously, "Eric played football" first, and as a result, "Anna went shopping." In sentence 7), the phrase "Maria went shopping" appears first. In sentence 7), "Michael played football" because he didn't have anything else to do, presumably because "Maria went shopping."

Compound sentences are important for increasing the complexity and variety of our communication. Compound sentences enable us to describe interconnected concepts and relationships by combining two or more independent clauses with coordinating conjunctions, resulting in a more natural flow of our writing.

5.4.3. Complex Sentence

A complex sentence consists of one independent clause and at least one dependent (or subordinate) clause. The independent clause represents a complete notion and can stand alone as a sentence, whereas the dependent clause cannot and just adds information to the independent clause. Complex sentences enable writers to express more complex concepts and connections between thoughts.

How a Complex Sentence Is Put Together

A complex sentence is constructed by combining one independent clause with at least one dependent clause. The independent clause contains a complete thought that can stand alone, while the dependent clause provides additional information and cannot stand alone. The two clauses are linked by a subordinating conjunction or a relative pronoun, which clarifies the relationship between them.

Components of a Complex Sentence

1. **Independent Clause:** This is the main part of the sentence. It has a subject and a verb and expresses a complete thought.
 - Example: "I went to the store."
2. **Dependent Clause:** This clause also has a subject and a verb, but it does not express a complete thought on its own. It depends on the independent clause to provide full meaning. Dependent clauses often begin with subordinating conjunctions or relative pronouns.
 - Example: "because I needed groceries."
3. **Subordinating Conjunctions:** These words or phrases connect the dependent clause to the independent clause, indicating a relationship such as cause, contrast, time, or condition. Common subordinating conjunctions include:
 - **Cause:** because, since, as
 - **Contrast:** although, though, even though, whereas
 - **Time:** when, while, after, before, until, once

- **Condition:** if, unless, provided that
- 4. Example with subordinating conjunction: "I went to the store **because I needed groceries.**"
- 5. **Relative Pronouns:** Sometimes, dependent clauses begin with relative pronouns like *who*, *which*, *that*, and *whom*. These pronouns are often used to add extra information about a noun in the independent clause.
 - Example with relative pronoun: "She picked up the book **that she had ordered online.**"

Examples:

- Independent Clause : I bake the cake
- Dependent Clause : That you like
- Complex sentence : I bake the cake that you like

- Independent clause : I should go to her painting gallery
- Dependent clause : which is amazing
- Complex sentence : I should go to her painting gallery which is amazing

- Independent clause : The teacher returned the students' homework
- Dependent clause : after she checked it.
- Complex sentence : The teacher returned the students' homework after she checked it.

- Independent clause : My sister and I went to the movie
- Dependent clause : after we finished studying
- Complex sentence : My sister and I went to the movie after we finished studying.

More examples:

- 1) Although it was raining, we decided to go for a hike.
- 2) Because I forgot my umbrella, I got soaked in the rain
- 3) After they finished reading, Rob and Denis went to supermarket
- 4) Rob and Denis went to supermarket after they finished reading.
- 5) We decided to go for shopping although it was raining.

There needs to be a comma at the end of the dependent clause when the complex sentence starts with a subordinator, like in sentences 1), 2) and 3). There is no need for a comma when the independent clause starts the sentence with subordinators in the middle, like in sentence 4) and 5). Understanding complex sentences is critical for improving your writing skills and effectively conveying more nuanced ideas.

Common Subordinating Conjunctions

- Subordinating conjunctions are essential in complex sentences, as they link the independent and dependent clauses. Here are some of the most commonly used subordinating conjunctions, each serving a specific purpose:
- **Cause:** because, since, as
 - Example: "He left early because he had another appointment."
- **Time:** when, while, after, before, until
 - Example: "They waited until the rain stopped."
- **Condition:** if, unless, provided that
 - Example: "If it rains, the match will be canceled."

- **Contrast:** although, even though, whereas
 - Example: "Although it was cold, they went for a swim."
- **Purpose:** so that, in order to
 - Example: "She studied hard so that she could pass the exam."

Punctuation Rules

Punctuation in complex sentences depends on the placement of the dependent clause:

- **When the Dependent Clause Comes First:** Use a comma after the dependent clause.
 - Example: "Because the report was delayed, the meeting was postponed."
- **When the Dependent Clause Follows the Independent Clause:** No comma is usually needed.
 - Example: "The meeting was postponed because the report was delayed."

5.4.4 Complex and Compound Sentences

A compound-complex sentence combines elements of both compound and complex sentences, containing at least two independent clauses and one or more dependent clauses. This structure allows for a detailed and nuanced expression of ideas, as it can convey multiple relationships between thoughts, such as cause and effect, contrast, or conditional relationships, all within a single sentence.

Examples of Compound-Complex Sentences:

- Although it was late, we decided to go out, and we ended up having a great time.
- She didn't pass the test because she hadn't studied, but she learned a valuable lesson for the future.
- When he finally arrived, the meeting had already started, so he quietly took a seat at the back.
- Each example contains at least two independent clauses (which could stand alone as sentences) and one dependent clause, allowing the sentence to convey a more intricate message than a simple, compound, or complex sentence could on its own.

Functions and Uses

Compound-complex sentences are highly versatile and are particularly useful for:

- **Expressing Multiple Layers of Information:** By combining multiple independent clauses with one or more dependent clauses, compound-complex sentences can convey a detailed and nuanced picture of an event or idea.
- **Showing Relationships Among Multiple Ideas:** This sentence structure can illustrate various relationships between ideas within one sentence, such as causes, effects, and contrasts, providing the reader with a fuller understanding of the writer's message.
- **Creating Variety in Writing:** Mixing sentence types can help maintain reader interest and improve the flow of writing. Compound-complex sentences add variety and sophistication, making them suitable for formal writing, storytelling, and persuasive texts where complexity is needed.

Examples of Uses:

- In storytelling: "Even though the storm was getting worse, the captain refused to change course, and the crew followed his orders without question."
- In academic writing: "While the initial results were promising, additional testing was required, and the research team prepared for a longer study period."

In these cases, compound-complex sentences allow writers to communicate several aspects of a situation or argument simultaneously, making the writing more informative and engaging.

Structure and Components of Compound-Complex Sentences

Understanding the structure of compound-complex sentences can help in constructing them effectively:

1. **Independent Clauses:** These are the main building blocks of a compound-complex sentence. Each independent clause should be able to stand alone as a complete sentence. Typically, there are at least two independent clauses.
2. **Dependent Clauses:** These clauses add additional context or information but cannot stand alone as complete sentences. They usually begin with subordinating conjunctions (e.g., *because*, *although*, *when*) or relative pronouns (e.g., *who*, *which*, *that*).
3. **Connecting Words:** Coordinating conjunctions (e.g., *for*, *and*, *nor*, *but*, *or*, *yet*, *so*) or semicolons join the independent clauses, while subordinating conjunctions link the dependent clauses to the independent clauses.

Example Structure:

- Independent clause + Dependent clause + Coordinating conjunction + Independent clause
 - "Although she was nervous (dependent clause), she presented confidently (independent clause), and her speech was well received (independent clause)."

Punctuation Rules

Correct punctuation is essential to clarify the relationships between clauses in compound-complex sentences:

1. **Commas with Coordinating Conjunctions:** When independent clauses are joined by a coordinating conjunction, a comma is used before the conjunction.
 - Example: "The project was due soon, but we still needed more data, so we extended the deadline."
2. **Dependent Clauses at the Beginning of the Sentence:** If a dependent clause starts the sentence, it should be followed by a comma.
 - Example: "When the results came in, we were surprised, but we quickly adapted to the new data."
3. **No Comma for Dependent Clauses at the End:** Generally, no comma is needed when a dependent clause comes at the end of the sentence, especially if it directly follows the independent clause it modifies.
 - Example: "She was excited to visit the museum because she loved art."
4. **Semicolons for Independent Clauses:** If two independent clauses are very closely related, a semicolon

may be used to separate them instead of a coordinating conjunction.

- Example: "He was planning to attend the seminar; however, he had to cancel at the last minute when an urgent issue arose."

Mastering compound-complex sentences enhances a writer's ability to convey intricate and multifaceted ideas within a single sentence, creating a flow that links multiple thoughts seamlessly. By combining independent and dependent clauses, writers can show relationships between actions, causes, and effects, all in one sentence. When used thoughtfully, compound-complex sentences add sophistication and clarity to writing, helping readers grasp the complexity of ideas while maintaining engagement and variety in the text.

5.5. Exercise

Section 1: Identifying Sentence Types

Identify whether each sentence is a *simple*, *compound*, *complex*, or *compound-complex* sentence. Write your answer next to each sentence.

1. "The sun was shining brightly, and the birds were singing."
2. "Because she had studied well, she passed the exam with flying colors."
3. "Tom and Jerry ran around the yard."
4. "If it rains tomorrow, we will cancel the picnic."
5. "The book was interesting, but the ending was disappointing."
6. "She didn't want to leave, although it was getting late."
7. "The artist painted all day, and he felt tired afterward."

8. "As soon as the meeting ended, everyone left the room, and the lights were turned off."
9. "Dogs bark loudly."
10. "She reads whenever she has free time."

Section 2: Complete the Sentence

Complete each sentence to form the specified sentence type. Write your finished sentence next to each question.

1. The sky was clear, but...
2. She went to the store because...
3. Although he was tired, he stayed up late, and...
4. The flowers in the garden...
5. If you study hard...
6. The team won the game, so..."
7. Even though it was raining, we went hiking, and...
8. She was excited to travel because...
9. I wanted to go for a walk, but...
10. When the project was finally completed, we celebrated, and...

Section 3: Creating Sentences

Create sentences based on the given prompts. Ensure each sentence type is used as indicated.

1. **Simple Sentence:** Write a sentence describing a favorite hobby.
2. **Compound Sentence:** Write a sentence about two things you did last weekend, using a coordinating conjunction.
3. **Complex Sentence:** Write a sentence explaining a challenge you faced and the reason behind it, using a subordinating conjunction.
4. **Compound-Complex Sentence:** Write a sentence that includes two activities you enjoy and an explanation of

why you enjoy them, with one dependent clause and two independent clauses.

5. **Simple Sentence:** Write a sentence about your favorite food.
6. **Compound Sentence:** Write a sentence comparing two seasons you like, joined by a coordinating conjunction.
7. **Complex Sentence:** Write a sentence describing a place you visited and your reason for going there, with a dependent clause.
8. **Compound-Complex Sentence:** Write a sentence about a goal you have, detailing the steps you need to take and why you're motivated, with both dependent and independent clauses.
9. **Simple Sentence:** Write a sentence about a recent accomplishment.
10. **Compound Sentence:** Write a sentence about two things you look forward to this year, using a coordinating conjunction.

REFERENCES

- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford University Press.
- Kachru, B. B. (1990). *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. University of Illinois Press.
- Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd ed.). Multilingual Matters.
- Fishman, J. A. (1999). *Handbook of Language and Ethnic Identity*. Oxford University Press.
- Pavlenko, A., & Blackledge, A. (Eds.). (2004). *Negotiation of Identities in Multilingual Contexts*. Multilingual Matters.
- Pennycook, A. (2007). *Global Englishes and Transcultural Flows*. Routledge.
- Jenkins, J. (2014). *Global Englishes: A Resource Book for Students* (3rd ed.). Routledge.

AUTHOR'S BIOGRAPHY



Dr. Yayu Sri Rahayu, S.Pd., M.Pd.

Lecturer, English Education Study Program
Faculty of Teacher Training and Education
Universitas Bale Bandung

Dr. Yayu Sri Rahayu, S.Pd., M.Pd. was born in Bandung on September 10, 1977. She is a permanent lecturer at Bale Bandung University's Faculty of Teacher Training and Education, where she teaches English education. She earned her undergraduate degree in English education from STKIP Bale Bandung, which has since evolved into Bale Bandung University. She then earned her Master's degree in English Education at the prestigious Indonesia University of Education (UPI), followed by her Doctorate in Language Education (English) from Semarang State University. She has a strong enthusiasm for teaching, and she particularly enjoys teaching English grammar, where she can help her pupils appreciate the complexities and beauty of the language.

BIOGRAPHY



Nenden Sri Rahayu, S.S, M.Pd.
English Lecturer
Faculty of Teacher Training and Education
Bale Bandung University

The Writer is an English lecturer with a distinguished career in academia. She earned her Bachelor's degree in English Literature from the Indonesia University of Education (UPI), where she developed a deep appreciation for linguistic studies and literary analysis. Her commitment to education led her to pursue a Master Degree in English Education from the same university, focusing her research on education in multicultural settings.

Currently, the writer is a lecturer at Bale Bandung University. In her role, she teaches a wide range of courses, including Speaking, Writing , and Literature. Her innovative teaching methods and passion for fostering a dynamic learning environment have earned her recognition and praise from both colleagues and students.

Beyond her teaching responsibilities, the writer is an active researcher in the field of English language studies. She has published some papers in reputable journals, exploring topics

such as language use and teaching media. In addition to her academic contributions, The writer is an active presenter at national and international conferences and workshops, where she shares her insights on language education.

BIODATA PENULIS

Agus Kusnandar, S.Pd., M. Hum

Dosen Program Studi Pendidikan Bahasa Inggris

Prodi Pendidikan Bahasa Inggris Universitas Bale Bandung

Penulis lahir di Bandung tanggal 29 Mei 1988. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan ilmu pendidikan, Universitas Bale Bandung. Menyelesaikan pendidikan S1 pada Jurusan Bahasa Inggris UNIBBA pada tahun 2011 dan melanjutkan S2 pada Jurusan Linguistik di Universitas Pendidikan Indonesia. Penulis menekuni bidang Menulis dan meneliti dalam bidang bahasa khususnya dalam bidang bahasa dan pendidikan bahasa Inggris. Penulis memiliki minat besar dalam bidang tersebut. Penulis memiliki berbagai pengalaman baik dalam bidang pengajaran, penelitian dan pengabdian masyarakat. Beberapa prestasi diantaranya adalah bahwa penulis merupakan peraih hibah penelitian dosen pemula Ristekdikti pada tahun 2018. Saat ini penulis juga aktif menjadi instruktur Bahasa dan kewirausahaan di Dinas Tenaga Kerja Kabupaten Bandung. Penulis memiliki hobi membaca banyak artikel menarik baik dari surat kabar atau media elektroniknya yang sering kali memberikan inspirasi dalam kegiatan akademiknya. Agus berharap untuk dapat berkontribusi lebih dalam bidang [sebutkan bidang yang ingin digeluti], serta terus mengembangkan pengetahuan dan keterampilan untuk mencapai tujuan karier di masa depan.

BIODATA PENULIS



Rizki Widiastuti, M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan

Penulis lahir di Bandung pada tanggal 9 September 1985. Saat ini, penulis menjabat sebagai dosen tetap pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bale Bandung. Gelar sarjana dan magister diperolehnya dari Universitas Pendidikan Indonesia, keduanya di bidang Pendidikan Bahasa Inggris. Penulis memiliki minat khusus di bidang penulisan dan secara aktif terlibat dalam penelitian, dengan fokus utama pada struktur atau tata bahasa serta penerapannya dalam pengajaran Bahasa Inggris sebagai bahasa asing di kelas.

WRITER BIOGRAPHY

Wintarsih S.Pd., M.Hum.

English Lecturer Faculty of Teacher Training and Education
Bale Bandung University

Wintarsih, S.Pd., M.Hum., is an accomplished English lecturer in the English Education Study Program and currently serves as the head of Bureau 1 at Universitas Bale Bandung. Born on January 2, 1965, in Bandung, she has built a respected career in academia, dedicated to advancing the quality of English education. With a Bachelor's degree in English Education and a Master's degree in Humaniora, she brings a deep understanding of language and literature to her teaching, enriching the learning experience for her students.

In her role as head of Bureau 1, Wintarsih oversees academic and student affairs, playing a vital role in the institution's academic operations and student engagement. Her commitment to both her students and the broader academic community reflects her passion for education and her dedication to fostering a supportive and enriching environment. Through her leadership, Wintarsih continues to contribute significantly to the growth and success of Universitas Bale Bandung and its students.