

Advanced English Grammar for EFL Learners

Wahyu Taufiq



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Dilarang memperbanyak karya tulis ini dengan suatu apapun
tanpa ijin tertulis dari penerbit.

Preface

In Indonesia, English is considered as a foreign language, the same like other countries' languages such as Spanish, German and Japanese languages. However, English is still treated as the most widely used foreign language in this country. There are many educational administrative and academic portions which use English as one of their requirements. Some examples on the use of English as part of the compulsory process are the existence of the Schools National examination, University enrollment test, Scholarships test and job placement test. All of those tools require English as part of their materials.

Speaking about English particularly, we will emerge into a classical issue about one part of English which is considered important but tricky to learn. It is the grammar.

Some of my students claim that the English grammar is not as difficult as what their classmates think. Some students spend months and sometimes even years trying to remember all of the different verb conjugations and tenses but they are still not satisfied. On the other hand, the others feel confidence with their grammar ability, apparently without struggling too much.

This book, Advanced English Grammar for EFL learners, specifically discuss about particular parts of English grammar so called clauses. The book is divided into several chapters which are organized to help students understand about this material from the basic to the main contents. Hopefully, each student who belongs to EFL learner will be more confident in doing self study of English Grammar at home and working together with other classmates and teacher in class.

Lastly, this book will not finish without the help of some important people. I would like to thank to all parties who help and

support the publishing of this book: the Rector and vice Rectors of Universitas Muhammadiyah Sidoarjo, UMSIDA, the publishing committee at UMSIDA and all colleagues who give helpful suggestions and supports. I would like also to thank to my beloved wife, Heny, who made me coffee and cookies while I was typing this book and of course to the three angels of mine; Hareldiaz, Heavenly and Hanaya who supported me with their own way as kids, by using my laptop to play games while I was on fire typing my ideas. They just reminded me that I had to be quickly if I wanted to save my work. I can say that this book is full of joy and happiness during the process. However, I cannot claim it is perfect already. I am welcome to critics and suggestions in order to make this book better, particularly from the users of this book, thank you.

**Wahyu taufiq,
Malang - Sidoarjo, 2 July 2018**

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CHAPTER 1

PART OF SPEECH

When we want to build a house, we use concrete to make the foundations, bricks to make the walls, window frames to make the windows, door frames to make the doorways, and cement to join them all together. Each element of the house has its own job. Parts of Speech are like the "building element" of the language. They are used to build a sentence.

There are millions of words but they don't all have the same job as part of speech. Some words express action, other words express things and the others join one word to another word.

In English, part of speech, which also refers to word class, explains how a word is used in a sentence. Some grammar sources traditionally categorize these types of words into 8 parts of speech. Others say 10. Here, we use the more recent categorization of 9 parts of speech. Those categorizations are: **Verb, Noun, Adjective, Adverb, Determiner, Pronoun, Preposition, Conjunction, and Interjection.**



1-1 Part of Speech categorizations



Parts of Speech Table

This is a summary of the 9 parts of speech.

| part of speech | function or "job" | example words | example sentences |
|--------------------|-------------------|---|---|
| <u>Verb</u> | action or state | (to) be, have, do, like, work, sing, can, must | UMSIDA is a reputable university. I like UMSIDA. |
| <u>Noun</u> | thing or person | Cat, pen, dog, work, music, town, London, teacher, John | This is my cat . He lives in my house . We live in London . |

| part of speech | function or "job" | example words | example sentences |
|---------------------------|---------------------------------------|--|---|
| <u>Adjective</u> | describes a noun | good, big, red, well, interesting | My dogs are big . I like big dogs. |
| <u>Adverb</u> | describes a verb, adjective or adverb | quickly, silently, well, badly, very, really | My dog eats quickly . When he is very hungry, he eats really quickly. |
| <u>Determiner</u>* | limits or "determines" a noun | a/an, the, some, many, a few | I have some money for you. |
| <u>Pronoun</u> | replaces a noun | I, you, he, she | Tara is Indian. She is beautiful. |
| <u>Preposition</u> | links a noun to another word | to, at, after, on, but | We went to school on Monday. |
| <u>Conjunction</u> | joins | and, but, when | I like dogs and I |

| part of speech | function or "job" | example words | example sentences |
|----------------------------|---|-----------------------|---|
| | clauses or sentences or words | | like cats. I like cats and dogs. I like dogs but I don't like cats. |
| <u>Interjection</u> | short exclamation, sometimes inserted into a sentence | oh!, ouch!, hi!, well | Ouch! That hurts! Hi! How are you? Well, I don't know. |

* Some grammar sources categories “**determiner**” as part of “**adjective**”, instead of being a separate part of speech like above.



Parts of Speech Examples

Here are some examples of sentences made with different English parts of speech:

| | | | |
|----------------|-------------|-------------|--|
| Verb | | | |
| Stop! | | | |
| noun | verb | | |
| John | works. | | |
| noun | verb | verb | |
| John | is | working. | |
| pronoun | verb | noun | |
| She | loves | animals. | |

| | | | |
|-------------|-------------|------------------|---------------|
| noun | verb | noun | adverb |
| Tara | speaks | English | well. |
| noun | verb | adjective | noun |
| Tara | speaks | good | English. |

| | | | | |
|--------------------|----------|--------------------|--------------|-------|
| adverb | quickly. | | pron. | them. |
| noun | station | verb | pron. | I |
| | the | | | |
| determiner | the | conjunction | but | |
| preposition | to | noun | snakes | |
| | | | | |
| verb | ran | verb | likes | |
| pronoun | She | pron. | She | |

Here is a sentence that contains every part of speech:

| | |
|---------------------|---------|
| adverb | slowly. |
| noun | school |
| prep. | to |
| verb | walk |
| noun | John |
| adj. | young |
| det. | my |
| conj. | And |
| pron. | she |
| Interjection | Well, |

1-2 Words with More Than One word class

It is important to know that many words in English can have more than one job as part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. "Increase" can be a noun and a verb. In addition, many nouns can act as adjectives.

To analyze the part of speech, ask yourself: "What job is this word doing in this sentence?"

In the table below you can see a few examples. Of course, there are more, even for some of the words in the table.

| word | part of speech | example |
|------|----------------|--|
| work | Noun | My work is easy. |
| | Verb | I work in London. |
| but | Conjunction | John came but Mary didn't come. |
| | Preposition | Everyone came but Mary. |
| well | Adjective | Are you well ? |
| | Adverb | She speaks well . |
| | Interjection | Well! That's expensive! |

| word | part of speech | example |
|-----------|--------------------------|----------------------------------|
| afternoon | Noun | We ate in the afternoon . |
| | noun acting as adjective | We had afternoon tea. |

Task 1

Decide what part of speech these underlined words categorize to.

Example:

I like Woodward English.

Answer:

Verb (because the word like belongs to a verb in part of speech)

1. I bought a beautiful dress at the mall.
2. We should appreciate the beauty of her painting.
3. She beautified the picture by giving more color on the edge.
4. She has done her performance beautifully.
5. What did she ask you to do?
6. Did you book a flight for me?
7. The book is under the table. You can take it.
8. I left my shoes under the kitchen table.
9. If we finish our work quickly we can go to the movies.
10. You must be quick to finish your assignment.
11. On Saturdays I work from nine to five.
12. Your work is special. You must be proud.
13. I want to go to a university in the United States.
14. I will make sure that I meet your boss tomorrow.

15. The **meeting** will discuss about the future of our company.
16. She performs **well** in every occasion. .
17. **Well**, I don't think I'll be home before 6.
18. Andy knocked on the door **but** nobody answered.
19. You can bring everything from this house **but** the old picture.
20. **After** lunch let's go out for a coffee.

1-3 Sub-classes of words

Most parts of speech can be divided into sub-classes. Here is the explanation.

1. Verb

Verb is the most important part of a speech. Without a verb, a sentence would not exist. Verb is a part of speech that shows an action (physical or mental) or states of being of the subject in a sentence.

Verbs may be treated as two sub-classes:

- lexical Verbs (work, like, run)
- auxiliary Verbs (be, have, must)

Examples

The hunter ***m*issed** his shot.

- The underlined word expresses the action of the subject “the hunter.”

Good students ***a*re** always ready for morning class.

- The verb “are” refers to the state of being of the “good students,” which is the subject in the sentence.

2. Noun

Noun is the simplest among the nine parts of speech. This part of a speech refers to a word that is used to name person, animal, place, idea, thing, or event.

Examples:

- **Rio Dewanto** is very versatile.
- The underlined noun refers to a name of a person.
- **Cats** can be extremely cute.
- In this example, the underlined word is considered a noun because it names an animal.
- It is my **birthday**.
- The word “birthday” is a noun which refers to an event.

There are different types of nouns namely:

- a) **Proper**– proper nouns always start with a capital letter and refers to specific names of persons, places, or things.
 - Examples: Tokyo, Star Wars, Ferrari
- b) **Common**– common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.
 - Examples: city, movie, car
- c) **Concrete**– this kind refers to nouns which you can perceive through your five senses.
 - Examples: book, pen, board
- d) **Abstract**- unlike concrete nouns, abstract nouns are those which you can't perceive through your five senses.
 - Examples: happiness, imagination, bravery
- e) **Countable**– it refers to anything that is countable, and has a singular and plural form.
 - Examples: kitten, video, ball

- f) **Uncountable**– this is the opposite of countable nouns. Uncountable nouns are also called mass nouns, and they need to have “counters” to quantify them.
- Examples of Counters: kilo, cup, meter
 - Examples of Mass Nouns: water, rice, flour
- g) **Collective**– refers to a group of persons, animals, or things.
- Example: faculty (group of teachers), class (group of students), pride (group of lions)

3. Adjective

This part of a speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns.

Sample Sentences:

- I have two cats.
- The underlined word “two,” is an adjective which describes the number of the noun “cats.”
- The painting is beautiful.
- The underlined word describes the appearance of the noun “painting.”
- That doughnut is huge!

The underlined word is an adjective which describes the size of the noun “doughnut.”

4. Adverb

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

The different types of adverbs are:

- **Adverb of Place**– this tells something about “where” something happens or “where” something is done.
- Example: I can stay everywhere.
- The adverb “everywhere” tells where I “can stay.”
- **Adverb of Time**- it tells “when” something happens or “when” it is done.
- Example: She came yesterday.
- The underlined word tells when she “came.”
- **Adverb of Manner**– this refers to how something happens or how an action is done.
- Example: Dewi *danced* gracefully.
- The word “gracefully” tells how Dewi *danced*.
- **Adverb of Degree**– this states the intensity or the degree to which a specific thing happens or is done.
- Example: The child is very talented.
- The italicized adverb answers the question, “To what degree is the child talented?”

5. Determiner

Determiner defines noun. It is placed before a noun. Some determiners may also be called as articles, such as a, an and the. These are divided into definite (the) and indefinite (a, an).

Example sentences: I need **a** dictionary. **The** dictionary needs to be in English.

Some, my, your and his are the other examples of determiners.

Some grammar books or English teachers consider that determiner belongs to part of adjective since it is used to give

information about a noun. The reader may use either idea since all are considerable.

6. Pronoun

A pronoun is a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: *I, it, he, she, mine, his, hers, we, they, theirs, and ours.*

Sample Sentences:

- Siti is a very smart girl. **She** just finished her assignment while the other students are still sweating doing it.
- The largest slice is **mine**.
- **You** are number one.

The underlined words in the sentences above are the pronouns in the sentence.

7. Preposition

Prepositions can be divided into prepositions of time and prepositions of place.

Examples of Prepositions: *above, below, throughout, outside, before, near, and since*

Sample Sentences:

- Micah is hiding **under** the bed.
- The italicized preposition introduces the prepositional phrase “under the bed,” and tells **where** Micah is hiding.
- **During** the game, the audience never stopped cheering for their team.
- The underlined preposition introduces the prepositional phrase “during the game,” and tells **when** the audience cheered.

8. Conjunction

The conjunction is a part of a speech which joins words, phrases, or clauses together.

Examples of Conjunctions: *and, yet, but, for, nor, or, and so*

Sample Sentences:

- This cup of coffee is delicious **and** very soothing.
- Diana has to start all over again **because** she didn't follow the professor's instructions.
- Homer always wanted to join the play, **but** he didn't have the guts to audition.

The underlined words in the sentences above are some examples of conjunctions.

9. Interjection.

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

Examples of Interjections:

Gosh! Yeach! Ouch! Oh! Oops! Wow! Hey! Oh, No!

Sample Sentences:

- **Ouch!** That must have hurt.
- **Hurray,** we won!
- **Hey!** I said enough!

The underlined words attached to the main sentences above are some examples of interjections.

Task 2

Use your dictionary, and find all possible parts of speech of each word below. Make a sentence based on each part of speech you find.

Example.

increase

| | | |
|----------|------|--|
| increase | Verb | The prices of electricity and gas increased . |
| | Noun | There was an increase in the number of followers. |

1. Book

2. Use

3. need

4. question

5. but

6. group

7. time

8. will

| |
|--|
| |
|--|

9. do

| |
|--|
| |
|--|

10. extra

| |
|--|
| |
|--|

Task 3

Categorize each word of these sentences with the part of speech.

Example:

Joni speak good Spanish

Answer

| | | | |
|--------------------|---------------------|--------------------|-----------------------|
| <u>Joni</u> | <u>Speak</u> | <u>Good</u> | <u>Spanish</u> |
| noun | verb | adjective | noun |

1. The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

| |
|--|
| |
| |

2. In the English language, words can be considered as the smallest elements that have distinctive meanings. Wow!

| |
|--|
| |
| |

3. You must familiarize yourself with the different parts of speech discussed in this article because they are among the most fundamental concepts that you will encounter throughout your study of grammar.

| |
|--|
| |
| |

4. An in-depth knowledge of this topic will not only make you a better writer, but an effective communicator as well.

| |
|--|
| |
| |

5. The conjunction is a part of a speech which joins words, phrases, or clauses together.

| |
|--|
| |
| |

6. Prepositions can be divided into prepositions of time and prepositions of place.

| |
|--|
| |
| |

CHAPTER 2

SENTENCES, CLAUSES AND PHRASES

Sentences, clauses and phrases are three structures which are a common part of English. Those three are all composed of groups of words. Clauses, phrases and sentences are very similar, but they do have different roles. Learning the difference between them will help you make a lot more sense of English grammar, and will be very useful to improve your written English.

2-1 Sentences

A simple sentence has the most basic elements that make it a sentence. It is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

Examples of simple sentences include the following:

Dani waited for the train.

"Dani" = subject, "waited" = verb

The train was late.

"The train" = subject, "was" = verb

Joni and Samantha took the bus.

"Joni and Samantha" = compound subject, "took" = verb

Joni and Samantha arrived at the bus station early but waited until noon for the bus.

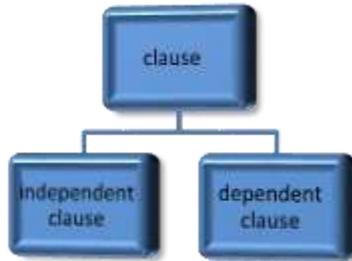
"Joni and Samantha" = compound subject, "arrived" and "waited" = compound verb

Sometimes when we want to name something in a sentence, a single word won't do – sometimes we need a group of

words to refer to it. That is why we use a group of words so called clause or phrase.

2-2 Clause

A clause is a group of words that includes at least a subject and a verb. There are two kinds of clause. Independent clause and dependent clause



An independent person is one who can solve problems on his own, take care of his own needs, and stand on his own two feet. An independent clause can be a standalone sentence therefore it can express a complete thought. It is a group of words that contains at least one subject and one verb. Some independent clauses can be joined in a sentence which is called coordination.

Here are some examples of independent clauses:

- Siti ate a slice of bread after she watched the movie.
- Even though his father was a bus driver, my friend did not ride on the bus for free.
- I have a car which can run very fast.

All underlined clauses above are independent clauses, they work as standalone sentences.

A dependent person on the other hand is one who needs help from another, a more independent person. A dependent person

needs to lean on someone stronger. A dependent clause is a subordinate clause which is usually a supporting part of a sentence. It cannot stand by itself as a meaningful idea. It needs an independent clause to be part of a sentence. On the other words, a dependent clause must be joined to an independent one which is then called subordination.

Here are the same examples with the dependent clauses shaded:
Here are the same examples:

- Siti ate a slice of bread after she watched the movie.
- Even though his father was a bus driver, my friend did not ride on the bus for free.
- I have a car which can run very fast.

All underlined clauses above are dependent clauses, they cannot stand by themselves. Each of these clauses needs an independent clause to be a complete sentence.

There are three kinds of dependent or subordinate clauses; noun, adjective and adverbial clauses.



1. Noun Clause

A noun clause is a dependent clause that acts as a noun.

- I cannot remember what I said last night.
(In this example, the underlined clause acts like a noun.)

Compare the example above to this:

- I cannot remember my speech.

(speech = noun)

Find more detail discussion about noun clauses in chapter 3.

2. Adjective clause

An adjective clause which may also be called a relative clause is a dependent clause which acts as an adjective.

- My car, which I just bought last week, has a very good engine.

(In this example, the underlined clause acts like an adjective.) Compare the example above to this:

- My new car has a very good engine.
(new = adjective)

If an adjective clause just adds additional information and can be removed without changing the meaning of the sentence, it should be offset with commas. This kind of adjective clause which can be safely removed is called a non-restrictive clause.

- Professor Will Smith, who teaches Linguistics subject, is an excellent lecturer.

“who teaches Linguistics subject,” is an adjective clause which belongs to a non-restrictive clause. That is why there are commas around it. It is just additional information and can be omitted without changing the meaning and even existence of Professor Will Smith.

- Rice, which is grown in many countries, is a staple food throughout much of the world.

“which is grown in many countries” is a non-restrictive adjective clause. There are commas around it. The clause here is just additional information and can be omitted without changing the meaning of rice in general.

Here are some examples of adjective clauses as restrictive clauses:

- The professor who teaches Linguistics subject is an excellent lecturer.
“who teaches Linguistics subject,” is a restrictive clause. It is an adjective clause which cannot be omitted since there is more than one professor. It explains which professor being referred. There is no comma around it.
- The fried rice which we had for dinner last night was very delicious.
“which we had for dinner last night” is a restrictive clause. It is an adjective clause which cannot be omitted since it refers to specific fried rice. There is no comma around it.

Find more detail discussion about adjective clauses in chapter 4.

3. adverb clause

An adverbial clause is a dependent clause that acts as an adverb.

- He closed the windows when it began to rain.
(In this example, the underlined clause acts like an adverb.)

Compare the example above to this:

- He closed the windows this evening.
(evening = adverb)

Find more detail discussion about adverbial clauses in chapter 5.

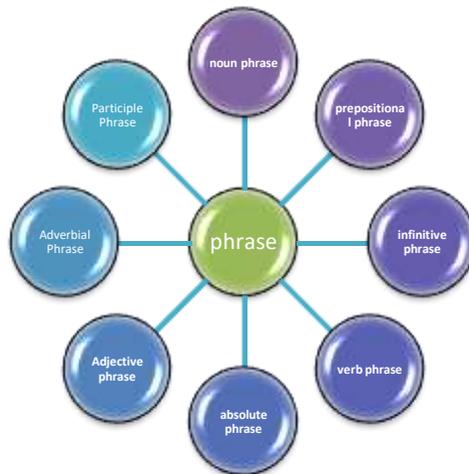
2-3 Phrase

A phrase, on the other hand, is a group of two or more words standing together as a meaningful unit, typically forming a component of a sentence or clause. Therefore it obviously cannot stand alone as a sentence.

A clause can be distinguished from a phrase, which does not contain a subject and a verb. Phrases can be very short or quite long. Here are two examples:

- After lunch
- After exchanging many friendly sentiments

Some of phrases have specific names based on the type of word that begins or governs the word group: Noun Phrases, Verb Phrases, Adjective phrases, Adverbial phrases, Prepositional Phrases, Infinitive Phrases, Participle Phrases, and Absolute Phrases



1. Noun Phrases

A noun phrase includes a noun, a person, place, or thing and the modifiers either before or after which distinguish it. Here are some examples:

The shoplifted pair of pants

A great Spanish lecturer

Noun phrases function as subjects, objects, and complements:

The shoplifted pair of pants caused Sigit so much guilt that he couldn't wear them.

The shoplifted pair of pants = subject.

Sigit wore a pair of pants.

a pair of pants = direct object.

With his dedication to Spanish literatures, Sigit will someday be a great Spanish lecturer.

A great English lecturer= subject complement.

2. Verb Phrases

Sometimes a sentence can communicate its meaning with a one word verb. Other times, however, a sentence will use a verb phrase, a multi-word verb, to express more nuanced action or condition. A verb phrase can have up to four parts. Here are some examples:

Had cleaned

Should have been writing

Must wash

Here are the verb phrases in sentences:

Daddy had just cleaned the refrigerator shelves when Sigit knocked over the jar of water.

Siti should have been writing her assignment, but she couldn't resist another short chapter in her novel.

If guests are coming for dinner, we must wash our smelly dog!

3. Adjective phrases

An adjective phrase is built around an adjective. Here are some examples:

very interesting

really keen on football

Here are the adjective phrases in sentences:

He's led a ***very interesting*** life.

A lot of the kids are **really keen on football**.

4. Adverbial phrases

An adverbial phrase is built round an adverb by adding words before and/or after it. Here are some examples:

very slowly

as fast as possible

Here are the adverbial phrases in sentences:

The economy recovered ***very slowly***.

They wanted to leave the country **as fast as possible**.

5. Prepositional Phrases

In a prepositional phrase the preposition always comes at the beginning. At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition.

The object of the preposition will often have one or more modifiers to describe it.

On time

Underneath the sagging blue couch

From eating too much

A prepositional phrase will function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question "which one?"

Read these examples:

The spider above the kitchen sink has just caught a fat fly.

Which spider? The one above the kitchen sink!

The librarian at the check-out desk smiles whenever she collects a late fee.

Which librarian? The one at the check-out desk!

As an adverb, a prepositional phrase will answer questions such as How? When? or Where?

While sitting in the cafeteria, Jack catapulted peas with a spoon.

How did Jack launch those peas? With a spoon!

After breakfast, we piled the dirty dishes in the sink.

When did we ignore the dirty dishes? After breakfast!

6. Infinitive Phrases

An infinitive phrase will begin with an infinitive. It will often include objects and/or modifiers that complete the thought. Here are some examples:

To eat the food

To finish the task before the deadline

Infinitive phrases can function as nouns, adjectives, or adverbs.

Look at these examples:

To avoid another task from the teacher was Sigit's hope for today's class.

"To avoid another task from the teacher" functions as a noun because it is the subject of the sentence.

Sigit plans to take linguistics subject next semester when Mr. Niko is teaching the course.

"To avoid another task from the teacher" functions as a noun because it is the direct object for the verb plans.

7. Participle Phrases

A participle phrase will begin with a present or past participle. If the participle is present, it will dependably end in "ing". Likewise, a

regular past participle will end in a consistent “ed”. Irregular past participles, unfortunately, conclude in all kinds of ways.

Since all phrases require two or more words, a participle phrase will often include objects and/or modifiers that complete the thought. Here are some examples:

Fixing her hair in front of the mirror

Driven crazy by Mom’s questions

Participle phrases always function as adjectives, adding description to the sentence. Read these examples:

The stock clerk **lining up cartons of orange juice** made sure the expiration date faced the back of the cooler.

Lining up cartons of orange juice modifies the noun clerk.

Dewi likes her eggs **smothered in cheese sauce**.

Smothered in cheese sauce modifies the noun eggs.

Shrunk in the dryer, the jeans hung above John’s ankles.

Shrunk in the dryer modifies the noun jeans.

8. Absolute Phrases

An absolute phrase combines a noun and a participle with any accompanying modifiers or objects. Here are some examples:

His brow knitted in frustration

Her fingers flying over the piano keys

Our eyes following the arc of the ball

Rather than modifying a specific word, an absolute phrase will describe the whole clause:

His brow knitted in frustration, Thomas tried again to iron a perfect crease in his dress pants.

Francine played the difficult concerto, her fingers flying over the piano keys.

We watched Leo launch a pass to his fullback, **our eyes following the arc of the ball**.

Task 1

Decide whether each item as is a clause or a phrase. Write C for clause or P for Phrase next to each item.

example

Until the next time

Answer: (P)

1. Whenever it gets cold
2. Working for himself
3. If I need to call you
4. If they want to talk to me
5. In a dark and dangerous hallway
6. In front of the building
7. Inside a deep, dark well
8. Jumping up and down on the bed
9. This car's not working
10. Across the street from us
11. After a good day
12. As quickly as possible
13. Because it's the right thing to do
14. Before the next light
15. He works hard every day
16. I don't know the answer
17. Until she finds a car
18. Towards the north
19. Turn off the computer
20. a group of words that includes a subject and a verb
21. The senile old man
22. the noun clause is the subject of the sentence

Task 2

Identify each item as an independent clause or a dependent clause. Write IC for independent clause or DC for dependent clause next to each item.

Example:

I know the answer (IC)

1. Working at this job is a lot of fun.
2. Whenever it gets cold
3. Whenever I have the time.
4. There could be a problem.
5. Since the last time they visited.
6. It doesn't really interest me.
7. If he ever calls.
8. I should have given her a ride.
9. Because it's the best solution.
10. After the movie is over.

Task 3

Highlight the clauses; underline the phrases.

Example:

Having always wanted gold teeth, Mr. Smith tried to catch the leprechaun.

Answer:

Having always wanted gold teeth, Mr. Smith tried to catch the leprechaun.

1. While taking his homework out of his car, Mr. Smith heard a strange laugh coming from the park.

2. Wary of travelers, the tiny lady bug hides in trees, or under bridges, or in garbage cans.
3. Though disappointed about not getting gold, Smith was happy to have so much candy.
4. The rhino, used to being chased, disappeared and then reappeared in the wood.
5. The frog, having magically summoned a rainbow bridge, went back to his home in the bush.
6. Squinting through his magnifying glass, the pawnbroker examined the gold coins closely.
7. Shaking the tree violently, Smith imagined having a big gold helmet, with gold horns on the side.
8. Peeling back layers of gold foil, the pawnbroker showed him the delicious piece of chocolate inside.
9. Mr. Smith, the most famous hunter in the North, celebrated by grabbing coins.
10. Mr. Smith put his stuff in the car and walked toward the park, feeling a little frightened by the fog.
11. Mr. Smith and the rhino stared at each other and walked slowly in a circle.
12. He picked one gold coin out of the pile and handed it to Mr. Smith, moving very slowly.
13. Having never seen a rhino before, Mr. Smith was puzzled.

14. Gold coins rained down to the earth like tears from the heavens.
15. Filling up his pockets with gold coins, Mr. Smith laughed and laughed.
16. A green fog, as thick as a Shamrock Shake, gathered over the baseball field.



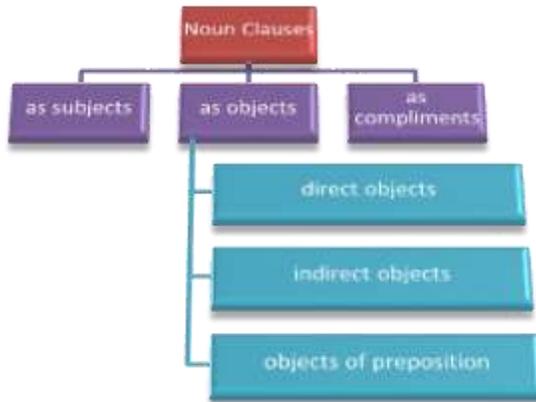
CHAPTER 3

NOUN CLAUSES

A clause is a group of words that includes a subject and a verb. A noun clause is a dependent or subordinate clause that works as a noun. Since it is a dependent clause, it does not express a complete thought. As a result, it cannot stand alone as a sentence and needs an independent clause. Noun clauses can be the subject of a sentence, an object, or a complement. Like all nouns, the purpose of a noun clause is to name a person, place, thing, or idea.

| | |
|--|---|
| Faisal lives in Sidoarjo. | independent Clause |
| Where does Faisal live? | independent Clause |
| Where Faisal lives | dependent Clause (it needs an independent clause |
| I know where Faisal lives. | “I know” is independent Clause with I as the main subject and know as the main verb – “where Faisal lives” is dependent Clause. Faisal is the subject and lives is the verb of the dependent clause. |
| It was interesting. His story was interesting. What he said was interesting. I heard that. I heard his story. I heard what he said. | A phrase is a group of words that does not contain a subject and a verb. “his story” is a phrase. “What he said” is the noun clause. |

3-1 Functions of Noun Clauses



Let's take a look at how noun clauses are used.

a. Noun Clauses as Subjects

Whoever leaves last should turn off the lights.

In this example, the sentence is about 'whoever leaves last'.

'Whoever leaves last' is also the person performing the action of turning off the lights. Therefore, the noun clause is the subject of the sentence.

Example 2

That people need education should be obvious to everyone.

Here, the sentence is about the fact "that people need education", and so the noun clause works as the subject.

Example 3

In music, **which note is played** and **how long it is played** are both essential.

In this example, the sentence is about two things: "which note is played" and "how long it is played". Therefore, both of these noun clauses are the subject of the sentence.

b. Noun Clauses as Objects

Objects are words that ‘receive’ another part of a sentence. There are three types of objects.

- Direct objects – receive the action of the verb.
- Indirect objects – receive direct objects.
- Objects of prepositions – receive prepositions.

Example 1

My dog will eat whatever food I give him.

Here, the noun clause receives the action of the verb ‘eat’ so it is a direct object. It answers the question, “eat what?”

Example 2

The judges will award whichever painting they like the most the blue ribbon.

Here, the noun clause is receiving the direct object ‘blue ribbon’. (‘Blue ribbon’ is the direct object because it is receiving the verb ‘award’.)

Example 3

I want to play with whoever is a good player.

In this case, the noun clause is receiving the preposition ‘with’.

c. Noun Clauses as Compliments

A compliment re-states or gives more information about a noun. It always follows a state-of-being verb (is, are, am, will be, was, were).

Example 1

The winner will be whoever gets the most votes.

The noun clause here is a complement because it gives more information about ‘winner’.

Example 2

My hope is that everyone here becomes friends.

Here, the noun clause is a complement because it tells more about ‘hope’.

Task 1

Underline the noun clause and find the subject and verb of the noun clause you find.

Example:

What he said was interesting.

Answer: What he said is a noun clause.

Subject: he verb: said (This noun clause acts as a subject of the sentence.)

1. Choose a gift for **whomever you want**.

subject : ----- verb: -----

2. **Whichever restaurant you pick** is fine with me.

subject : ----- verb: -----

3. Be sure to send **whoever interviewed you** a thank-you note.

subject : ----- verb: -----

4. Do you know **what the weather will be?**

subject : ----- verb: -----

5. My greatest asset is **that I am a hard worker**.

subject : ----- verb: -----

6. It's important to think about **why we make certain decisions**.

subject : ----- verb: -----

7. I wonder **how long we should wait here**.

subject : ----- verb: -----

8. Always give **whichever audience you perform for** a great show.

subject : ----- verb: -----

9. Who won the election is still unknown.

subject : ----- verb: -----

10. I hope that you enjoy reading this book.

subject : ----- verb: -----

11. Can you show me which apps are best for my phone?

subject : ----- verb: -----

12. Studying hard is what a student needs to do in order to succeed.

subject : ----- verb: -----

13. What Peter loves most about reading mysteries is how the authors leave clues for careful readers.

subject : ----- verb: -----

14. Whoever spilled the milk should clean it up.

subject : ----- verb: -----

15. Morning time is when I feel most energetic.

subject : ----- verb: -----

16. You may take whichever cookie you want.

subject : ----- verb: -----

3-2 make noun clauses

| Noun clause beginning with question words | | |
|--|---|---|
| Question How did you solve the problem? | How you solved the problem reminds mystery. | “ I don’t know” is the independent clause. “Where you live” is a noun clause. |
| What you said? | What you said surprised me. | “when they come” is a noun clause. |
| What did you say? | What you said | |
| Question Where do you live? | Noun clause I don’t know where you live. | “ I don’t know” is the independent clause. “Where you live” is a noun clause. |

| | | |
|------------------------|---------------------------------------|--|
| What are you doing? | I don't know what you are doing. | "what you are doing" is a noun clause. |
| When do they come? | I don't know when they come. | "when they come" is a noun clause. |
| Who eats my breakfast? | I don't know who eats my breakfast. | "who eats my breakfast" is the noun clause |
| Why did you do this? | I don't know why you did this. | "why you did this" is a noun clause. |
| Who are you? | I don't know who you are. | "who you are" is a noun clause. |
| What is human nature? | The question is what human nature is. | "What human nature is" is a noun clause. |
| What do you wish? | My command is what you wish. | "what you wish" is a noun clause. |

Noun clause beginning with whether or if

| | | |
|---------------------|--|--|
| Will she need help? | I don't know whether she needs help. I don't know if she needs help. | "whether she needs help" is a noun clause. |
| Does she need help? | I don't know whether she needs help. I don't know if she needs help. I don't know whether or not she needs help. I don't know | |

| | | |
|---|---|---|
| | whether she needs help or not. Whether she needs help or not is unimportant to me. | |
| Using ever words | | |
| Whoever | Whoever eats my breakfast must be really hungry. | “Whoever eats my breakfast” is a noun clause. |
| Whenever | I am ready whenever she needs help. | “whenever she needs help” is a noun clause. |
| Wherever | She can go wherever she wants to go. | “whenever she wants to go” is a noun clause. |
| Noun clauses beginning with that | | |
| Statement She needs help. | I know (that) she needs help. I think (that) she needs help. | “that she needs help” is a noun clause. |
| | That she needs help is obvious. It is obvious that she needs help. | |

3-3 Quoted and Reported speech

Quoted and reported speech, also referred to as direct and indirect speech, are used frequently, both in writing and in everyday speech. Quoted speech is frequently used by journalist in their articles and reported speech can be found in business writing, journalistic writing, and in everyday speech.

Quoted speech

It shows a person's exact words. Quotation marks ("...") are a sign that the words are the EXACT words that a person said.

Here are the some variations of quoted speech. Pay attention to the punctuations and capitalizations:

Henry asked, "Where are you going?"

Sigit replied, "I'm going home."

Or

"Where are you going?" she asked.

"I'm going home," he replied.

She said, "My sister is a teacher."

Or

"My sister is a teacher," she said.

Or

"My sister," she said, "is a teacher."

Or

"My sister is a teacher," said Henry.

Or

"My sister," said Henry, "is a teacher."

"My sister is a teacher. She is teaching at SMP Muhammadiyah Candi," she said.

Or

"My sister is a teacher," she said. "She is teaching at SMP Muhammadiyah Candi."

Indirect Speech / Reported Speech

It is used to put the speaker's words or ideas into a sentence without quotation marks. Noun clauses are usually used in reported speech, the reader does not assume that the words are the speaker's exact words; often, they are a paraphrase of the speaker's words.

For example:

Henry asked John where he was going.

Sigit said he was going home.

Note:

The use of the word "that" is optional in reported speech. Both of the following sentences are correct:

The boy said that he was lost.

The boy said he was lost.

VERB TENSE change IN REPORTED SPEECH

As a rule when you report something someone has said you go back a tense: (the tense on the left changes to the tense on the right):

| Direct speech | › | Indirect speech |
|---|---|---|
| Present simple She said, "It's cool." | › | Past simple She said it was cool. |
| Present continuous She said, "I'm teaching English online." | › | Past continuous She said she was teaching English online. |
| Present perfect simple | › | Past perfect simple |

| | |
|--|--|
| She said, "I've been on the web since 2012." | She said she had been on the web since 2012. |
| Present perfect continuous She said, "I've been teaching English for seven years." | Past perfect continuous She said she had been teaching English for seven years. |
| Past simple She said, "I taught online yesterday." | Past perfect She said she had taught online yesterday. |
| Past continuous She said, "I was teaching earlier." | Past perfect continuous She said she had been teaching earlier. |
| Past perfect She said, "The lesson had already started when he arrived." | Past perfect NO CHANGE – She said the lesson had already started when he arrived. |
| Past perfect continuous She said, "I'd already been teaching for five minutes." | Past perfect continuous NO CHANGE – She said she'd already been teaching for five minutes. |

QUESTIONS IN REPORTED SPEECH

Word order: The word order in a reported question is the same as in a statement. The subject comes before the verb.

Question: Are you happy?

Statement: I am happy.

Question in reported speech: She wanted to know if I was happy.

Punctuation: If the sentence is a statement, end it with a period (.) even if it contains a reported question.

Statement containing a reported question:

She asked, "What do you buy during holiday?"

It becomes:

She asked me what I bought during holiday.

Question containing a reported question:

Did she ask what you bought during holiday?

YES/NO QUESTIONS

To change a yes/no question to a noun clause in reported speech, introduce the noun clause with *if* or *whether*. *Whether or not* may also be used.

| Direct speech | Indirect speech |
|-----------------------------------|--|
| "Do you speak English?" | He asked me if I spoke English. |
| "Are you British or American?" | He asked me whether I was British or American. |
| "Is it raining?" | She asked if it was raining. |
| "Have you got a driving license?" | He wanted to know whether I had a driving license. |

| Direct speech | Indirect speech |
|-------------------------------------|---|
| "Can you type?" | She asked if I could type. |
| "Did you come by train?" | He enquired whether I had come by train. |
| "Have you been to Sidoarjo before?" | She asked if I had been to Sidoarjo before. |

INFORMATION QUESTIONS

To change an information question to a noun clause in reported speech, begin the noun clause with the question word, and remember to use sentence word order.

| Direct speech | Indirect speech |
|--------------------------|----------------------------------|
| "Where does Sigit live?" | She asked him where Sigit lived. |
| "Where are you going?" | She asked where I was going. |
| "Why is she crying?" | He asked why she was crying. |

Task 2

Put the necessary punctuation and capitalization to the following. Underline the noun clauses when you find one.

Example:

what is your name he asked me

answer:

"what is your name?" he asked me.

1. how old is your mother he asked
2. he asked how old her mother was

3. the policeman said to the boy where do you live
4. the policeman asked the boy where he lived
5. what time does the train arrive she asked
6. she asked what time the train arrived
7. when can we have dinner she asked
8. she asked when they could have dinner
9. peter said to john why are you so late
10. peter asked john why he was so late

Task 3

Change the sentences by reporting them into noun clause.

Example: "How do you feel today?"

Possible answers: He asked me how I felt.

1. "Why don't you find a job?"

2. "Are you going to the market?"

3. "Do you like ice-cream?"

4. "Don't you like ice-cream?"

5. "Have you bought a new cellphone?"

6. "How did you make this soup?"

7. "What is the problem?"

8. "When are you going on holiday?"

9. "Which cellphone did you buy?"

10. "Which color would you like?"

11. "Who is that pretty girl in the red frock?"

12. "Who's the best singer here?"

13. "Will you do this?"

14. "Will you help me?"

Task 4

Add a "question word" to complete each noun clause to form a complete sentence.

Example: He didn't know the stove wasn't working.

Answer: He didn't know why the stove wasn't working.

1. A person trusts no one can't be trusted.
2. Do you know is your father?
3. We all asked did you assign that.
4. Harry's crowning achievement at school was he became class president.
5. I like I see.
6. I've met the man won the lottery.
7. Josephine is not responsible for Alex decided to do.
8. Man is he eats.

Task 5

Error analysis

Correct the errors

Example: Please tell me what left his shoes on the floor.

Answer: Please tell me who left his shoes on the floor.

1. Whenever is the last one to leave turns off the lights.
2. You don't know what Jeny have planned to trick the audience.
3. What Alicia said made her friend cries.
4. How the boy behaved is not very polite.
5. She didn't realized that the directions were wrong.
6. Carlie's problem was she doesn't practice enough.
7. They now understand what you should not cheat on a test.
8. Her family was happy which Meg returned home.
9. I do not know what the future hold, but I know who hold the future.
10. Ask your child what he wanted for dinner tonight.
11. He knows all about art, but he doesn't know what he like.
12. My one regret in life is where I am not someone else.

Task 6

Combine these clauses in each number into one sentence containing noun clause. Underline the noun clause you make.

Megan wrote a letter. the letter surprised her family.

What Megan wrote surprised her family.

1. I have a surprise for anyone. Someone wins the race.

2. The boy with the red shirt is him. I want him on my team.

3. Someone cleaned the house. Someone deserves a thank you.

4. I'm excited. My best friend is coming to visit.

5. I had forgotten it. I had a test today.

6. You must choose it. Which flavor of ice cream do you want?

7. I will tell anyone. Someone will listen my frightening story.

3-4 Noun Phrase

Using to question words followed by infinitives

Question words (who, whom, whose, when, where, what, which, how) and whether may be followed by an infinitive.

Each sentence particularly the underlined one in the right column has the same meaning with the one in the left.

| Noun Clause | Noun Phrase |
|--|---|
| I don't know <u>what I should do.</u> | I don't know <u>what to do.</u> |
| Siti can't decide <u>whether she should choose cheese burger or salad.</u> | Siti can't decide <u>whether to choose cheese burger or salad.</u> Even the word "whether" can be followed by an infinitive but not the word "if." |
| Siti can't decide <u>if she should choose cheese burger or salad.</u> | Even the word "whether" can be followed by an infinitive but not the word "if." |
| Tell me <u>how I can buy cheese burger.</u> | Tell me <u>how to buy cheese burger.</u> |

Please note that the doer should be the clear.

| | |
|---|---|
| They don't know how they should behave. | It can become "They don't know how to behave" since the subject is the same. |
| Mitha told me when I should press the button. | "Mitha told me when to press the button." The doer of "when to press the button" is "me" (not "Mitha"). |
| Maria doesn't know how they should behave. | It cannot become "Maria doesn't know how to behave" since the subject is different. In this case, the doer of "how to behave" is Maria not "they" |

The question word “why” cannot be followed with to infinitive.

| | |
|--|---|
| I don't know why I should wait until tomorrow. | It cannot become I don't know why to wait until tomorrow. |
| Please tell me why I cannot ask him now. | It cannot become Please tell me why to not ask him now. |

The meaning expressed by the infinitive above is either should or can/could.

Task 7

Make these sentences to have the same meaning by using infinitive.

Example:

Sigit told me when I should leave.

Answer: Sigit told me when to leave.

1. I've done everything I can think of to fix Dian's computer's problem. I don't know what else I can do.

2. I don't know where I should turn for help.

3. We don't know where we should put the sofa.

4. No one could tell me how I should start the engine

5. Tomi found two pair of shoes he liked, but he had trouble deciding which pair he should buy.

6. Mira didn't know what she could do.

7. The policeman told me how I could go the city in a save way.

8. The rules didn't specify who we should speak to in case of an emergency.

9. I had no idea what I should write my home paper about.

10. I didn't know whether I should laugh or cry.

11. He couldn't decide whether he should accept the job or not.

12. Please tell me where I should put this book.

Task 8

Change the question word + infinitive structure in the following sentences into noun clauses.

Example:

I don't know what to do.

Answer:

I don't know what I can do.

1. We must find out what to do next.

2. Let us decide when to start.

3. We will have to find out how to reach the place.

4. We must remember where to turn off the main road.

5. Do you know what to look for?

6. I will show you how to manage it.

7. Could you tell me where to find a good hotel?

8. Somebody should teach you how to behave.

9. A good dictionary tells you how to pronounce the words.

10. I will show you how to do it.

11. Could you tell me where to find a good hotel?

12. She asked me how to use the washing machine.

13. Do you understand what to do?

14. I've forgotten where to put this little screw.

15. I can't decide whether to use shoes or sandals for hiking.



An adjective clause which may also be called a relative clause is a dependent or subordinate clause. This clause acts as an adjective which modifies a noun or pronoun. A dependent or subordinate clause contains at least a subject and a verb or verb phrase but does not express a complete thought. Therefore, the same like noun clause, adjective clause cannot stand alone as a sentence. It must be connected to an independent clause as the main clause.

See these examples.

- Intelligent students understand adjectives.
The word "intelligent" is an adjective because it describes the noun "students."
- Students who are intelligent understand Linguistics.
The adjective clause is underlined. It is an "adjective clause" because it describes the noun "students."
"Students understand Linguistics" is the independent clause.

The adjective clause is underlined. It is an "adjective clause" because it describes the noun "students." "Students understand Linguistics" is the independent clause

An adjective clause begins with a relative pronoun (who, whom, which, that, whose) or a relative adverb (when, why, where). Adjective clauses also use expressions of quantity by using "of", such as; "some of, many of, most of, two of, each of", etc. The only pronoun used here are whom, which and whose.

Adjective clause may use a noun + of which. The meaning is similar to the use of whose. Remember, the adjective clause must be clear about which noun or pronoun being modified.

Below are some examples of sentences containing noun or pronoun followed with adjective clauses.

| | |
|--|---|
| <p>1) Someone <u>who lives across the street</u> is my uncle.</p> | <p>The subject of the adjective clause is "who" and the verb is "lives". This clause gives more information about "someone"</p> |
| <p>2) The laptop <u>that is on the chair</u> belongs to Dewi.</p> | <p>The subject of the clause is "that" and the verb is "is". This clause gives more information about which laptop.</p> |
| <p>3) Did you go to the university <u>where Mrs. Yuly teaches?</u></p> | <p>This clause gives more information about the university.</p> |
| <p>4) I do not like players <u>who cheat during the game.</u></p> | <p>This clause gives more information about players.</p> |
| <p>5) I have a sophisticated gadget, <u>the price of which is not really expensive.</u> I have a few problems this semester, <u>a few of which I have already solved.</u> I have had several teachers at the LCC, <u>all of whom are the best teachers.</u> I know many interesting people, <u>most of whom have been traveled a lot.</u></p> | <p>The clause uses Expressions of nou + of which in adjective clauses.</p> |
| <p>6) The moment <u>when the singer appeared on the stage</u> surprised all audiences. Or The moment <u>on which the</u></p> | <p>Both adjective clauses have the same meaning, to gives more information about the "moment".</p> |

| | |
|--|---|
| <p><u>singer appeared on the stage</u> surprised all audiences.</p> | |
| <p>7) In this house, there are seven people. Three of them are female. In this house, there are seven people, <u>three of whom are female</u>.</p> | <p>There are two sentences in the first line. Those sentences become one sentence containing an independent clause “In this house, there are seven people” and one dependent clause “three of whom are female” with expression of quantity “three of whom”.</p> |

4-1 restrictive clauses and a non-restrictive clauses

As it is explained in the previous chapter, there are two kinds of an adjective clause, a restrictive clause and a non-restrictive clause. We call the clause as a restrictive one when we don't use commas since the message is necessary to identify the noun it modifies. On the other hand, use commas if the adjective clause just gives additional information and can be removed without changing the meaning of the sentence. This kind of adjective clause is called a non-restrictive clause.

To determine whether the clause is essential or not, ask yourself whether the information is necessary for the sentence to be understood correctly or is it just extra information. The answer will help you determine if it is restrictive or not.

Below are a few examples of restrictive clauses.

| | |
|---|--|
| <p>The painting that you spilled water on is a priceless masterpiece.</p> | <p>There is a specific painting being referred. Which one? The one which you spilled</p> |
|---|--|

| | |
|---|---|
| | water on. It is an adjective clause which cannot be omitted since there is more than one painting. There is no comma around it. The word “that” is suggested to be used when the clause refers to a restrictive clause. |
| I drove to Paris with the woman who used to live there. | There is a specific woman being referred. Which one? The one who used to live there. As we can see, the restrictive clause not only helps to describe the noun but provides valuable information about the noun’s identity. |

Here are some examples of nonrestrictive clauses.

| | |
|--|---|
| Cristiano Ronaldo, who is a famous football player, played professional football for a few years with some well-known teams. | There is only one Cristiano Ronaldo. Therefore, the information being referred by the clause is not essential. |
| My computer, which you fixed last night, helps me a lot in finishing my task. | There is only one computer had by the speaker. Without the clause, it doesn’t change the meaning. That is why there are commas around it. It is just additional information and can be omitted. |

Task 1

Put the necessary punctuation and capitalization to the following. Underline the adjective clauses.

Example:

oliver twist which was dickens's second novel is a classic

answer:

Oliver Twist, which was Dickens's second novel, is a classic.

1. minneapolis which has a population of about 400 000 is the largest city in minnesota

2. the student who sits in the back of the room asks a lot of questions

3. the article that I requested did not arrive on time

4. the participants who I interviewed met me at the local library

5. I had to fix my printer which I bought less than a year ago

6. the journalist whose story I read yesterday has won prizes for her work

7. The astronaut who first stepped on the moon was neil armstrong

8. children who eat vegetables are likely to be healthy

9. kaylee who just graduated from high school is an accomplished figure skater

10. would you lend me the book that you recommended last week?

Task 2

Give a proper relative pronoun (who, whom, which, that, whose) or relative adverb (when, why, where) to each sentence. Pay attention on the punctuation.

Example:

Question:

Answer:

The lamp _____ was given to me by friend is on the table.

The lamp, which was given to me by friend, is on the table.

- 1) All students _____ do their work should pass easily.
- 2) The car _____ I want is out of my price range.
- 3) Edgar allan poe who wrote "the raven" is a great American poet.

- 4) Puerto Rico was a Spanish colony until 1898 _____
____ it was ceded to the United States.
- 5) The reason _____ I left is a secret.
- 6) Can you see the bird _____ is on the fence?
- 7) The cat _____ we are watching just caught a mouse!
- 8) The boy _____ shoes are on the floor is my little brother.
- 9) I like pizza, _____ is also the favorite of my sister Jean.
- 10) The sentence _____ you are writing contains an adjective clause.

Task 3

Combine two sentences into one sentence containing adjective clause. Underline the adjective clause and pay attention on the punctuation.

Example:

Rice is a staple food throughout much of the world. Rice is grown in many countries,

Answer:

Rice, which is grown in many countries, is a staple food throughout much of the world.

- 1) I like many types of food. All are cooked by my father.

- 2) I love to do several different activities. None are outdoor activities.

- 3) A sentence is a unit of grammar. It must contain at least one main clause.

- 4) My TV has very good picture. I bought the TV five years ago.

- 5) Indra is an excellent cook. Indra also teaches Grammar subject

- 6) The town is famous for its pizza. I come from the town.

- 7) The man has just left for Jakarta. The man came to see us last night

- 8) Pitra has 3 children. All of Pitra's children are very smart.

- 9) I have a lot of books. A few of the books were stolen last week.

- 10) Fitri is going to invite Lutfi. All of Lutfi's articles have been published in BBC news.

11) Disneyland is located in Anaheim. All of Disneyland belongs to the Disney Company,

12) I have three really close friends. One of them is from Ireland.

13) I have two sisters. One of them lives in Ontario.

14) He's a famous painter. One of his paintings sold for over \$50,000.

15) She owns many books. A lot of them are by Stuart Kaminsky.

4-2 Adjective Phrases

A clause is a group of words that includes at least a subject and a verb. A phrase, on the other hand, is a group of words standing together as a meaningful unit that does not contain subject or verb. In academic writing, adjective clauses may be reduced for a more concise style. This also creates more sentence variety. When reducing an adjective clause, it is necessary to delete the relative pronoun and either delete or change the verb. Consequently, reducing adjective clauses may erase the existence

of clauses become phrases, so called adjective phrases. Here are some examples:

| If the adjective clause contains the “be form” of the verb, omit the pronoun and “the be form”. | |
|--|---|
| <p>Sentence with adjective clause:</p> <p>Windi is the student <u>who is responsible for the trip.</u></p> <p>Soekarno, <u>who was the first president of Republic Indonesia,</u> was an educated man.</p> | <p>Sentence with adjective phrase:</p> <p>Windi is the student <u>responsible for the trip.</u></p> <p>Soekarno, <u>the first president of Republic Indonesia,</u> was an educated man.</p> |
| <p>Adjective clauses in active form:</p> <p>The boy <u>who is studying grammar in the class</u> is Billy.</p> <p>The boy <u>who studied grammar in the class yesterday</u> was Billy.</p> | <p>Adjective phrase</p> <p>The boy <u>studying grammar in the class</u> is Billy.</p> <p>The boy <u>studying grammar in the class yesterday</u> was Billy.</p> |
| <p>“who is studying grammar in the class” is the origin of the adjective clause in this sentence. “who is” is omitted become only “studying grammar in the class”. It is an adjective phrase. It does not have subject or verb. The clause and phrase above have the same meaning.</p> | |

| | |
|---|--|
| <p>The man <u>who is addressing the audience now</u> is a famous scientist.</p> <p>The trapped miners, <u>who hoped to be rescued soon</u>, told stories to keep up their moral.</p> <p>A person <u>who travels in foreign countries</u> will need to take the required document.</p> <p>Anyone <u>who wants to get the information</u> must come to the lobby.</p> | <p>The man <u>addressing the audience now</u> is a famous scientist</p> <p>The trapped miners, <u>hoping to be rescued soon</u>, told stories to keep up their moral.</p> <p>A person <u>traveling in foreign countries</u> will need to take the required document.</p> <p>Anyone <u>wanting to get the information</u> must come to the lobby.</p> |
| <p>If there is no be form of a verb in the adjective clause, sometimes it is possible to omit the subject pronoun and change the verbs to –ing or –ed forms. The phrases modification indicates whether it is in active or passive forms.</p> | |
| <p>Adjective clauses in passive form: We drove along a road <u>which was covered with mud.</u></p> <p>We drove along a road <u>which had been partially destroyed by the flood of the week before.</u></p> | <p>Adjective phrases in passive form: We drove along a road <u>covered with mud.</u></p> <p>We drove along a road <u>having been partially destroyed by the flood of the week before.</u></p> <p>Or We drove along a road <u>partially destroyed by the flood of the week before.</u></p> |

| | |
|---|---|
| <p>Students <u>who do not arrive on time</u> will not be permitted to enter the lecture hall.</p> <p>Heri, <u>who did not submit the assignment</u>, was not permitted to join the final test.</p> <p>There were some students <u>who were not allowed to come into the class</u>.</p> <p>Eko, <u>who was not allowed to join the party</u>, asked for forgiveness.</p> | <p>Students <u>not arriving on time</u> will not be permitted to enter the lecture hall.</p> <p>Heri, <u>not submitting the assignment</u>, was not permitted to join the final test.</p> <p>There were some students <u>not allowed to come into the class</u>.</p> <p>Eko, <u>not allowed to join the party</u>, asked for forgiveness.</p> |
| <p>Construction are made negative by the use of not before the verbs. Find the punctuation to indicate the restrictiveness of the clause and phrases.</p> | |
| <p>Not all adjective clauses can be changed into phrases.</p> | |
| <p>The instrument <u>that I love is the piano</u>.</p> <p>This is the park <u>where we played</u>.</p> <p>Tuesday is the day <u>when we have pizza for dinner</u>.</p> <p>Our teacher told us the reason <u>why we study grammar</u>.</p> | <p>No change into phrases.</p> |

Task 4

Change the adjective clauses to adjective phrases. Underline the adjective phrase you have made.

Example:

Participants who were available to meet in my office completed their interview there.

Answer:

Participants available to meet in my office completed their interview there.

1. In this paper, I reviewed many research articles that addressed addressing the topic of gun control.

2. The changes that are implemented with the new curriculum revisions are outlined in the handout.

3. Other researchers who are exploring the same topic have discovered similar solutions.

4. Jakarta, which is the capital of Indonesia, is a busy city.

5. The woman who looked happy danced across the street.

6. The person who made the mess needs to clean it.

7. New York is a city that contains many skyscrapers.

8. The cat that is drinking water must be very thirsty.

9. Consumers who look for good deals often go to outlet stores.

10. The book which I have not read fell on my head.

Task 5

Change the adjective phrases to adjective clause. Underline the adjective clauses you have made.

Example:

Participants available to meet in my office completed their interview there.

Answer:

Participants who were available to meet in my office completed their interview there.

1. The grammar points presented in the article are complicated.

2. The dog eating a biscuit has brown fur.

3. The woman riding the subway is late for work.

4. I read a book by Indra Hinata, a famous film director.

5. The car on sale in Germany costs \$20,000.

6. The person driving the car in Germany is a safe driver.

7. Some of the subjects living in urban areas have high crime rates.

8. I prefer to study with students caring about their grades.

9. My German class, meeting on Tuesday mornings, will be going to see "La Boheme" next week.

10. Abraham Lincoln, the 16th president of the United States, was born in Kentucky.

Task 6

Correct the Errors

Example:

The dog that Mary petting has brown fur.

Answer:

The dog that Mary **is** petting has brown fur.

1. The girl which you teach is my sister.

2. People whom cats shed need to vacuum often.

3. This is the house Jack building.

4. The car where I bought from Tomi turned out to be broken.

5. This is the village when I was born.

6. Show me the place you where put the keys.

7. Paul who was an old gentleman were my travelling companion.

8. I have a friend which is a computer programmer.

9. Italy, the capital of whose is Rome, is a perfect place to visit in September.

10. The electrician which works down the street can do the job for us.

11. Dewi who had recently celebrated a birthday opened the box of gifts.

12. Lila, lived in a trailer with some scrappy dogs and cats, has been the fire warden for 30 years.

13. People smoke cigarettes should be considerate of nonsmokers.

14. I have lost my wedding ring is worth at least ten dollars.

15. Jacob, smoked cigarettes, is considerate of nonsmokers.

16. The girl won the first prize is my niece.

17. The forest through which we travelling was dark and gloomy.

18. My sister who live in Mexico is a nurse.

19. This is the same house that Tennyson occupying.

20. This is the same old story that we have been hearing it since our childhood.

21. He had a brilliant son who is certain to bring him credit to his family.

22. All that glitter is not gold.

23. The plan I proposed rejected.

24. This the reason why he does not want to come here.

25. The police has caught the man who did commit the theft last night.

26. The French language which is different from the Latin language which was once spoken throughout Europe.

27. Can you tell me the reason why are you are looking upset?

28. All the plans which he had for making money quickly has failed.

29. The landlord who was proud of its strength despised the weakness of his tenants.

30. This is the wooden case on where the shopkeeper keeps his money.

An adverb clause or an adverbial clause is a clause that works as an adverb in a sentence. Just like an adverb, it modifies other parts of a sentence to add more details. Its role is to show condition, place, time, degree, and so on, by answering questions like “where?”, “when?”, “how?”, and “why?” Like noun and adjective clauses, an adverb clause has a subject and a verb which never becomes a sentence on its own. It is a dependent clause which modifies the independent clause.

Wherever there is sugar, you will find ants. Where are the ants?

The rabbit didn't stop hopping until he got back to his hole.

When did the rabbit stop hopping?

He ate carrots because he loves them. Why did he eat carrots?

In each example, the underlined adverb clause modifies the independent clause in the sentence.

Notice again that the underlined adverb clauses are not complete sentences. An adverb clause is dependent, so it always needs to be connected with an independent clause to make a full sentence!

5-1 Types of Adverb Clauses

Adverbial clauses are very useful in sentences, and there are many types that express different things, such as location, time, reason, condition, degree/comparison, concession, and manner. Among others, here is a chart to help you understand the different types of adverb clauses, along with a few examples of how conjunctions are used:

| Type of adverb clause | Function |
|--|--|
| 1) Place or Location; | To indicate place or location of action/verb in the main clause. |
| <p>Where: This is the park <u>where we played</u>.</p> <p>Wherever: <u>Wherever you go in the world</u>, you'll always find someone who speaks English.</p> | |
| 2) Time | indicate time of action/verb in the main clause |
| <p>After: Dian closed her diary <u>after writing about that day's events</u>.</p> <p>As soon as A horse deer can stand <u>as soon as it is born</u>.</p> <p>As long as You can use my motorcycle <u>as long as you drive carefully</u>.</p> <p>Before Dzulfikar always feeds his cats <u>before he goes to school</u>.</p> <p>By the time <u>By the time the policeman arrived</u>, he was unconscious.</p> <p>Now that You can go and play <u>now that you have finished your homework</u>.</p> | |

| | |
|---|--|
| Once <u>Once you hear the secret</u> , you will never regret. | |
| Since Anis has danced <u>since she was five</u> . | |
| Until Agung lived with his parents <u>until he was twenty – five</u> . | |
| 3) Manner | indicate manner of action/ verb |
| How She taught him <u>how to play the piano</u> . | |
| As though They look <u>as though they're heading for divorce</u> . | |
| As if At sunset, the sun looks <u>as if it is going down</u> . | |
| 4) Reason | indicate reason of action/ verb |
| Because I love Matisse's work <u>because he uses color so brilliantly</u> . | |
| Since <u>Since we've got a few minutes to wait for the train</u> , let's have a cup of coffee. | |
| So that I'll go by car <u>so that I can take more luggages</u> . | |
| In order (that) Do exercises <u>in order that your health may improve</u> . | |
| That We eat <u>that we may live</u> . | |
| As We played chess all evening <u>as we had nothing better to do</u> . | |
| 5) Degree or Comparison | modify adjectives and adverbs in the main clause |
| Than He is cleverer <u>than I am</u> . | |

| | |
|---|--|
| <p>Rather than I will have tea <u>rather than I have coffee.</u></p> <p>Whether You must decide <u>whether you will go by train or by plane.</u></p> <p>As much as I eat <u>as much as you do.</u></p> <p>Whereas Elliot is tall and blond, <u>whereas his brother is short and has dark hair.</u></p> | |
| 6) Possibility or Conditionality | indicate possibility or conditionality |
| <p>If <u>If you leave,</u> I will be lonely.</p> <p>Only if <u>Only if a teacher has given permission,</u> the student is allowed to leave the room.</p> <p>Unless You won't succeed <u>unless you work hard.</u></p> <p>Provided that I was allowed to go off by myself <u>provided that I promised to be careful.</u></p> <p>Assuming that I hope to go to college next year, <u>assuming that I pass my exams.</u></p> <p>Even if <u>Even if you have already bought your ticket,</u> you will still need to wait in line.</p> <p>In case (that) I have my umbrella with me <u>in case it rains.</u></p> | |
| 7) Concession | indicate concession of action/verb |
| <p>Though</p> | |

Though it was raining, she went out.

Although

Although the kitchen is small, it is well designed.

Even though

Even though he's a millionaire, he lives in a very small flat.

Task 1

Complete each adverb clause below using the words provided.

Each word can be used more than once.

(When, since, so that, Although, After, before, Before, because, If)

Example:

She works for a florist _____ she loves flowers.

Answer:

She works for a florist because she loves flowers.

- _____ he thinks he's smart, he isn't.
- _____ you stop crying, I'll buy you an ice cream.
- You should say goodbye to your brother _____
you leave for Europe.
- _____ he always did well on his English tests,
his parents were not surprised that he got an A.
- I'll let you know _____ I come back.
- He doesn't understand _____ he doesn't speak
French very well.
- You should keep the milk in the refrigerator,
_____ it doesn't go bad.
- He spoke slowly _____ she would understand.
- _____ my father has high blood pressure, he has
to watch what he eats.
- _____ I came to this country, I didn't speak a
word of English!

Task 2

Complete each adverb clause below using the words provided.

Each word can be used more than once.

(After, Unless, Since, Although, before, because, so that)

Example:

I use a special glass for coffee _____ she gave one for me.

Answer:

I use a special glass for coffee since she gave one for me.

- _____ he finished his homework, his parents let him play video games.
- _____ they saw him turning the corner, they knew that he was going to win the race.
- I said goodbye to all my friends _____ I moved to New York City.
- _____ you have no money, I'll pay for you.
- I'm going to ask someone else, _____ you obviously don't know the answer.
- _____ he worked very hard, his boss did not give him a raise.
- _____ he saw the way the animals were treated, he stopped eating meat.
- _____ he discovered this website, he couldn't speak English.
- _____ he doesn't speak Italian, he always goes to Italy on holiday.
- I will show you how to prepare this dish _____ you can prepare it for your family.

Task 3

Choose the correct subordinating conjunction to fill the space at the beginning of the adverb clause.

1. You should give the iron time to heat up _____ you iron your clothes.
Because, so that, although, before
2. Hockey players wear lots of protective clothing _____ they don't get hurt.
though, after, in order that, because
3. You may get malaria _____ you are bitten by a mosquito.
Before, so that, if, though
4. _____ the dolphin lives in the sea, it is not a fish — it's a mammal.
Although, whether, so that, after
5. We keep our bread in the fridge _____ it doesn't go bad.
so that, since, after, although
6. You shouldn't drive _____ drinking alcohol.
If, even though, in order that, after
7. The five-cent coin looks very Canadian _____ it has a picture of a beaver on it.
Before, since, so that, though
8. You will have to pay higher insurance _____ you buy a sports car.
If, before, although, so that
9. You need proper shoes to go hiking in the mountains _____ the ground is rough and hard.
even though, before, because, so that
10. _____ Volkswagen cars are cheap, they last a long time.

in order that, although, after, because

11. Nobody believed that she would pass the exam. _____,
she did it.

But, Nevertheless, While

12. She's in hospital _____ I think you should visit her.

Because, thus, lest

13. I'll close the window _____ you don't get cold.

So, as to, in order to, so that

14. _____ she was ill, she managed to win the race.

Even though, Despite, However

15. Peter behaves ... he didn't know where we are.

As, as though, yet

16. Paul is very vehement _____ he has no friends.

so that, thereby, as

17. _____ I didn't want to go out anywhere, I stayed at
home.

Due to, So that, Since

18. _____ nobody expected her, she cropped up.

Despite, Yet, As

19. The weather is going to be awful _____ I'll stay till the
morning.

Hence, as, yet

20. Helen is a beautiful girl _____ she is stupid.

But, although, however

21. This movie may be controversial for some people
_____ viewer discretion is advised.

However, but, therefore

22. _____ the fact he wasn't well-educated, he was given
the job.

In spite of, Although, Yet

Task 4

Choose the correct subordinating conjunction to fill the space at the beginning of the adverb clause.

1. _____ I looked, I found fingerprints.
Because, whereas, until, wherever
2. Seat belts were introduced _____ traffic fatalities would be reduced.
so that, only if, then, as if
3. This region is called "land of apple" _____ it yields a lot of apples.
Because, although, until, only if
4. Betty looks _____ something is wrong.
so that, as if, even if, only if
5. David goes swimming _____ his illness.
Whereas, though, in spite of, even if
6. _____ ploughing the field, the farmer uncovered a dinosaur bone.
Until, while, as though, since
7. The people danced _____ the music played.
As, like, in case, unless
8. Lucy can't attend the meeting _____ she finds a baby-sitter.
Unless, only if, if, even if
9. _____ running, grizzly bears are capable of attaining a speed of 35 miles an hour.
Though, so that, so, when they are
10. _____ pandas mostly eat bamboo, they are also carnivorous.
not only, although, as soon as, until

11. _____ his parents disapprove, he said he won't go to university.
as if, until, even though, despite
12. _____ the fire started blazing, the skewers were tilted toward the flames.
as soon as, such as, so that, as if

5-2 Adverb Phrases

An adverb phrase consists of one or more words standing together as a meaningful unit, typically forming a component of a sentence or clause. The adverb is the head of the phrase and can appear alone or it can be modified by other words. Here are some examples of adverb phrases which are underlined.

- Time goes very quickly.
- I will meet you after dinner tomorrow night.

Here, we are only focusing on the adverb phrases which are modified from reducing the adverb clauses.

Reducing an adverb clause to create a modifying adverbial phrase is actually simple. Here is one starting example.

- While Elsa was walking to class, she found Rp. 50.000,- on the sidewalk.

In this sentence "While Elsa was walking to class" is the adverb clause. It shows the relationship between Elsa's walking and when she found money. She discovered the money on her way to class.

You can reduce the underlined adverb clause to a modifying adverbial phrase and still convey the same meaning, like this:

- While walking to class, Elsa found Rp 50.000,- on the sidewalk.

The adverb clause “While Elsa was walking to class” is shortened and becomes “While walking to class”, a modifying adverbial phrase. A modifying adverbial phrase describes the subject of the main clause.

Here are the rules for changing adverb clauses to modifying adverbial phrases:

- a) The subjects of both the adverb clause and main clause must be the same.
- b) Omit the subject of the adverb phrase and change the verb to –ing (present participle) or If there is a “be” form of the verb in the adverb clause, omit the subject and omit the “be”, use only the –ing (present participle).
- c) Not all adverb clauses can be reduced, reduce only certain types of adverb clauses

Example:

- While Elsa was running to class, she found jewelry on the stair.

Becomes

- While running to class, Elsa found jewelry on the stair.

With different subjects

- While Elsa was running to class, Agung found jewelry on the stair.

It cannot be modified to

- While running to class, Agung found jewelry on the stair.

In the first example, the dependent adverb clause “While Elsa was running to class” has the same subject “Elsa” as the independent clause “she found jewelry on the”.

This is not the case for the second example which cannot modify in the same way.

There are a number of adverb clauses in English such as adverb clauses of time, causality, opposition, condition, manner, and place. Only adverb clauses of **time, causality and opposition** can be reduced. Here are some examples of each type of adverb clauses which can be reduced:

Reduced Adverb Clauses of Time

Before

Before he bought the car, he did a lot of research.

-> Before buying the house, he did a lot of research.

After

After she had lunch, she went back to work.

-> After having lunch, she went back to work.

After he took the test, he slept for a long time.

-> After taking the test, he slept for a long time.

Since

Since I moved to Bali, I have gone to Denpasar city a number of times.

-> Since moving to Bali, I have gone to Denpasar city a number of times.

As soon as

As soon as she finished the report, she gave it to the boss.

-> Upon finishing the report, she gave it to the boss.

As soon as we woke up, we got our fishing poles and went to the lake.

-> On waking up, we got our fishing poles and went to the lake.

Reduced Adverb Clauses of Causality (providing the reason for something)

Because

Because she was late, she excused herself at the meeting.

-> Being late, she excused herself.

Because she didn't understand the question, she asked the teacher for some help.

-> Not understanding the question, she asked the teacher for some help.

Since

Since she was tired, she slept in late.

-> Being tired, she slept in late.

As

As Dinda had extra work to do, she stayed late at work.

-> Having extra work to do, Dinda stayed late at work.

As he didn't want to disturb her, he left the room quickly.

-> Not wanting to disturb her, he left the room quickly.

Reduced Adverb Clauses of Opposition

Though

Though he had a lot of money, he didn't have many friends.

-> Though having a lot of money, he didn't have many friends.

Though she was an excellent student, she failed to pass the test.

-> Though an excellent student, she failed to pass the test.

Although

Although she was beautiful, she still felt shy.

-> Although beautiful, she still felt shy.

Although he had a car, he decided to walk.

-> Although having a car, he decided to walk.

While

While he was a happy man, he had many serious problems.

-> While happy, he had many serious problems.

Task 5

Reduce these adverb clauses to modifying adverbial phrases in these sentences.

1. After she purchased the shoes, Maria decided to exchange them for a different color.

2. Since Marc came to Los Angeles, he has learned much more English and made new friends.

3. Before she began the new class, Alexa purchased a textbook and dictionary.

4. As I had slept for ten hours, I felt marvelous.

5. After he did military service, he became a monk.

6. As she was driving to work, she saw a deer in the road.

7. He feeds the cats before he goes to work.

8. Because I worked fast, I finished early.

9. Don't forget to signal when you are turning left.

10. As I was walking down the street, I saw Peter driving a Lamborghini.

Task 6

Change these adverb phrases to possible adverbial clauses in these sentences.

1. Having worked hard, he passed the test.

2. He wrote his first book after recovering from a major illness.

3. Being late, she didn't get tickets for the show.

4. Feeling a bit tired, I didn't go to work.

5. Falling asleep, I thought about my friends in Italy.

6. In spite of being beautiful, she wasn't very popular.

7. Despite being rich, she was not happy.

8. After finishing the work, he took some rest.

9. You can't go home before finishing the work.

10. Being in hurry, he drove to work.

CHAPTER 6

CONDITIONAL SENTENCES

Conditional sentences are used to speculate about what could happen, what might have happened, and what we wish would happen. There are some rules to make Conditional Sentences. The pattern of the sentence will be different if the situation is changed. There are five main ways of constructing conditional sentences in English. In all cases, a conditional sentence is a sentence which consists of an if-clause and a result clause. In many negative conditional sentences, there is an equivalent sentence construction using "unless" instead of "if".



| type | Usage | If clause verb tense | Main clause verb tense |
|-------------|---|---------------------------------|---|
| Zero | General truths | Simple present | Simple present |
| Type 1 | True Situation in the Present/Future | Simple present | Simple future |
| Type 2 | Untrue Situation in the Present/Future | Simple past | Present conditional or Present continuous conditional |
| Type 3 | Untrue Situation in the Past | Past perfect | Perfect conditional |
| Mixed type | An unreal past condition and its probable result in the present | Past perfect | Present conditional |

6-1 General truths

A conditional sentence which refers to the general truths may also be called as the zero conditional sentence. It is used to refer a situation which is real and possible now or always. The tense in both parts of the sentence is the simple present.

It is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is now or always and the situation is real and possible.

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

| If clause | Main clause |
|-----------------------|---------------------|
| If + simple present | simple present |
| If this thing happens | that thing happens. |
| If you heat ice | it melts. |
| If it rains | the grass gets wet. |

In zero conditional sentences, the word "if" can usually be replaced by the word "when" without changing the meaning because both express general truths. The meaning will be unchanged when you rearrange the position of if clause and the main clause. Beware on the punctuation.

EXAMPLES

- If you heat ice, it melts.
- Ice melts if you heat it.
- When you heat ice, it melts.
- Ice melts when you heat it.
- If it rains, the grass gets wet.
- The grass gets wet if it rains.
- When it rains, the grass gets wet.

Task 1

Make the zero conditional by using the word provided.

Example:

The grass _____ (get) wet when it _____ (rain).

Answer:

The grass gets wet when it rains.

1. If Bill _____ (phone), _____ (tell) him to meet me at the cinema.
2. _____ (Ask) Pete if you _____ (be not) sure what to do.

3. If public transport _____(be) efficient, people _____(stop) using their cars.
4. If you _____(mix) red and blue, you _____(get) purple.
5. If you _____(freeze) water, it _____(become) a solid.
6. Plants _____(die) if they _____(not get) enough water.
7. If my husband _____(have) a cold, I usually _____(catch) it.
8. If you _____(want) to come, _____(call) me before 5:00.
9. _____(Meet) me here if we _____(get) separated.
10. If I _____(wake up) late, I _____(be) late for work.

6-2 True Situation in the Present/Future

Conditional Sentence Based on true situation in the present of future states that there is cause and effect in true situation in the present/future. This kind of conditional sentence may be called as the type 1 conditional sentence. It is used to refer to the present or future where the situation is real. The type 1 conditional refers to a possible condition and its probable result. It is based on facts to make statements about the real world, and about particular situations. We often use such sentence to give warning. In these sentences the “if clause” is in the simple present, and the “main clause” is in the simple future. You can also use modals in the main clause instead of the future tense to express the degree of certainty, permission, or a recommendation about the outcome.

| If clause | Main clause |
|------------------------|--------------------------|
| If + simple present | simple present/future |
| If this thing happens | that thing will happen. |
| If you don't hurry | you will miss the train. |
| If you drop that glass | it might break. |
| If it rains today | you will get wet. |
| If this thing happens | that thing will happen. |

The meaning will be unchanged when you rearrange the position of if clause and the main clause. Beware on the punctuation.

EXAMPLES

- You will get wet if it rains.
- If it rains, you will get wet.
- If Sally is late again, I will be mad.
- I will be mad if Sally is late again.

Task 2

Make the conditional sentence based on true situation in the present by using the word provided.

Example:

You _____ (miss) the bus if you _____ (not hurry).

Answer:

You will miss the bus if you don't hurry.

1. I _____ (may finish) that letter if I _____ (have) time.
2. If he _____ (call) you, you _____ (should go).
3. If I _____ (have) time, I _____ (finish) that letter.
4. What _____ you _____ (do) if you _____ (miss) the plane?

5. If you _____ (drop) that glass, it _____ (break).
6. You _____ (be) healthy if you _____ (keep) your good life style.
7. If you _____ (not drop) the gun, I _____ (shoot)!
8. If you _____ (buy) my school supplies for me, I _____ (be) able to go to the park.
9. If I _____ (have) enough time, I _____ (play) soccer.
10. If I _____ (work) hard, I _____ (have) much money.
11. If he _____ (like) English, he _____ (be) able to master it easily.
12. Nobody _____ (notice) if you _____ (make) a mistake.
13. I _____ (marry) you if your parents _____ (approve).
14. If you _____ (not leave), I _____ (call) the police.
15. If it _____ (rain), you _____ (get) wet.

6-3 Untrue Situation in the Present/Future

The conditional sentence which is based on untrue situation in the present or future states that there is cause and effect in untrue situation in the present future. It is used to refer to a time that is now or any time, and a situation that is unreal. This kind of conditional sentence may be called as the type 2 conditional sentence. The sentence is not based on fact. The type 2 conditional is used to refer to a hypothetical condition and its probable result. In type 2 conditional sentences, the “if clause” uses the simple past, and the main clause uses the present conditional.

| If clause | Main clause |
|----------------------------|--|
| If + simple past | present conditional or present continuous conditional |
| If this thing happened | that thing would happen. (but it is not sure this thing will happen) OR |
| | that thing would be happening. |
| If you went to bed earlier | you would not be so tired. |
| If it rained | you would get wet. |
| If I spoke Italian | I would be working in Italy. |

The meaning will be unchanged when you rearrange the position of if clause and the main clause. Beware on the punctuation.

EXAMPLES

- If she fell, she would hurt herself.
- She would hurt herself if she fell.
- If it rained, you would get wet.
- You would get wet if it rained.
- If you went to bed earlier you wouldn't be so tired.
- You wouldn't be so tired if you went to bed earlier.

It is correct, and very common, to say "if I were" instead of "if I was" (subjunctive mood).

EXAMPLES

- If I were taller, I would buy this dress.
- If I were 20, I would travel the world.

In type 2 conditional sentences, you can also use modals in the main clause instead of "would" to express the degree of certainty, permission, or a recommendation about the outcome.

EXAMPLES

- We might buy a larger house if we had more money
- He could go to the concert if you gave him your ticket.

In type 2 conditional sentences, the continuous form of the present conditional may be used. This form is common in type 2 conditional sentences. It expresses an unfinished or continuing action or situation, which is the probable result of an unreal condition.

| If clause (condition) | Main clause (result) |
|------------------------|--------------------------------|
| If + simple past | present continuous conditional |
| If this thing happened | that thing would be happening. |

EXAMPLES

- She wouldn't be living with Jack if she lived with her parents. (But she is living with Jack and not with her parents).
- I would be working in Italy if I spoke Italian. (But I don't speak Italian, so I am not working in Italy)

Task 3

Make the conditional sentence based on untrue situation in the present or future by using the word provided.

Example:

If the weather _____ (be not) so bad, we _____ (go) to the park. (But the weather is bad so we can't go.)

Answer:

If the weather wasn't so bad, we would go to the park.

1. If I _____ (be) the Queen of England, I _____ (give) everyone a chicken.
2. You _____ (be) healthy if you _____ (keep) your food.
3. If I _____ (work) hard, I _____ (have) much money.
4. If he _____ (like) English, he _____ (be) able to master it easily.
5. I _____ (marry) you if your parents _____ (approve).
6. If I _____ (have) enough time, I _____ (play) volleyball.
7. If I _____ (be) you, I _____ (give up) smoking.
8. If you really _____ (love) me, you _____ (buy) me a diamond ring.
9. If I _____ (be) a plant, I _____ (love) the rain.
10. If I _____ (where) she lived, I _____ (go and see) her.
11. If he _____ (call) me, I _____ (could not) hear.
12. You _____ (not be smile) if you _____ (know) the truth.

6-4 Untrue Situation in The Past

This conditional sentence states that there is cause and effect in untrue situation in the past. This type of conditional sentence may be called as the type 3 conditional sentence. It is used to refer to a time that is in the past, and a situation that is contrary to reality. It is based on are the opposite of what is expressed. The type 3 conditional is used to refer to an unreal past condition and its probable past result. In type 3 conditional sentences, the “if

clause” uses the past perfect, and the “main clause” uses the perfect conditional or the perfect continuous conditional. The type 3 conditional refers to an impossible condition in the past and its probable result in the past. These sentences are truly hypothetical and unreal, because it is now too late for the condition or its result to exist. There is always some implication of regret with type 3 conditional sentences. The reality is the opposite of, or contrary to, what the sentence expresses. In type 3 conditional sentences, the time is the past and the situation is hypothetical.

| If clause | Main clause |
|----------------------------------|---|
| If + past perfect | perfect conditional or perfect continuous conditional |
| If this thing had happened | that thing would have happened. (but neither of those things really happened) OR |
| | that thing would have been happening. |
| If you had studied harder | you would have passed the exam. |
| If it had rained | you would have gotten wet. |
| If I had accepted that promotion | I would have been working in Milan. |

The meaning will be unchanged when you rearrange the position of if clause and the main clause. Beware on the punctuation.

EXAMPLES

- If it had rained, you would have gotten wet.
- You would have gotten wet if it had rained.
- You would have passed your exam if you had worked harder.

- If you had worked harder, you would have passed your exam.

In type 3 conditional sentences, you can also use modals in the main clause instead of "would" to express the degree of certainty, permission, or a recommendation about the outcome.

EXAMPLES

- If I had worked harder I might have passed the exam.
- You could have been on time if you had caught the bus.

Both would and had can be contracted to 'd, which can be confusing if you are not confident with type 3 conditional sentences. Remember 2 rules:

1. would never appears in the if-clause so if 'd appears in the if clause, it must be abbreviating had.
2. had never appears before have so if 'd appears on a pronoun just before have, it must be abbreviating would.

EXAMPLES

- If I'd known you were in hospital, I'd have visited you.
- If I had known you were in hospital, I would have visited you.
- I'd have bought you a present if I'd known it was your birthday.
- I would have bought you a present if I had known it was your birthday.

Task 4

Make the conditional sentence based on untrue situation in the past by using the word provided.

Example:

If I _____ (work) hard, I _____ (have) much money.

Answer:

If I had worked hard, I would have had much money.

1. If he _____ (like) English, he _____ (be) able to master it easily.
2. I _____ (marry) you if your parents _____ (approve).
3. You _____ (be) healthy if you _____ (keep) your food.
4. If I _____ (have) enough time, I _____ (play) volleyball.
5. I _____ (believe) you if you _____ (no lie) to me before.
6. If I _____ (work) harder I _____ (pass) the exam.
7. If he _____ (call) you, you _____ (go).
8. If I _____ (know) you were coming I would _____ (bake) a cake.
9. I _____ (be) happy if you _____ (call) me on my birthday.
10. If you _____ (give) me your e-mail, I _____ (have) written to you.
11. If the weather _____ (be) better, I _____ (be sit) in the garden when he arrived
12. If she _____ (not get) a job in London, she _____ (work) in Paris.
13. If I _____ (have) a ball I would _____ (be play) football.
14. If I _____ (know) it was dangerous I _____ (not climb) that cliff.

6-5 Mixed Type Conditional

The mixed type conditional is used to refer to a time that is in the past, and a situation that is ongoing into the present. The facts they are based on are the opposite of what is expressed. The mixed type conditional is used to refer to an unreal past condition and its probable result in the present. In mixed type conditional sentences, the "if clause" uses the past perfect, and the main clause uses the "present conditional".

It is also possible for the two parts of a conditional sentence to refer to different times, and the resulting sentence is a "mixed conditional" sentence. There are two types of mixed conditional sentence.

PRESENT RESULT OF A PAST CONDITION

In this type of mixed conditional sentence, the tense in the 'if' clause is the past perfect, and the tense in the main clause is the present conditional.

| If clause (condition) | Main clause (result) |
|------------------------------|-----------------------------|
| If + past perfect | present conditional |
| If this thing had happened | that thing would happen. |

PAST RESULT OF PRESENT OR CONTINUING CONDITION

In this second type of mixed conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the perfect conditional. These mixed conditional sentences refer to an unreal present situation and its probable (but unreal) past result. In these mixed conditional sentences, the time in the if clause is now or always and the time in the main clause is before now. For example, "If I wasn't afraid of spiders" is contrary to present

reality. I am afraid of spiders. "I would have picked it up" is contrary to past reality. I didn't pick it up.

| If clause (condition) | Main clause (result) |
|------------------------------|---------------------------------|
| If + simple past | perfect conditional |
| If this thing happened | that thing would have happened. |

The meaning will be unchanged when you rearrange the position of if clause and the main clause. Beware on the punctuation.

EXAMPLES

- If I had worked harder at school, I would have a better job now.
- I would have a better job now if I had worked harder at school.
- If we had looked at the map we wouldn't be lost.
- We wouldn't be lost if we had looked at the map.

Task 5

Make the conditional sentence using mixed based conditional by using the word provided.

Example:

If you _____ (crash) the car, you _____ (be) in trouble.

Answer:

If you had crashed the car, you might be in trouble.

1. I _____ (be) a millionaire now if I _____ (take) that job. (but I didn't take the job and I'm not a millionaire)

2. If you _____ (spend) all your money, you _____ (not buy) this jacket. (but you didn't spend all your money and now you can buy this jacket)
3. I _____ (could be) a millionaire now if I _____ (investe) in ABC Plumbing.
4. If I _____ (learn) to ski, I _____ (be) on the slopes right now.
5. If I _____ (not be) afraid of spiders, I _____ (pick) it up.
6. We _____ (sack) him months ago if we _____ (not trust) him.
7. If I _____ (not be) in the middle of another meeting, I _____ (be) happy to help you.
8. If she _____ (not be) afraid of flying she _____ (not travel) by boat.
9. I _____ (be) able to translate the letter if my Italian _____ (be) better.
10. If I _____ (be) a good cook, I _____ (invite) them to lunch.
11. If the elephant _____ (not be) in love with the mouse, she _____ (tread) on him by now.

Task 6

Complete the sentences below with the verbs in the correct form and tense.

1. Tom is in the hospital because he had a car accident last week. If he _____ (have) a car accident last week, he _____ (to be, not) in the hospital now.

2. Tom can't go fishing this weekend because his boat sunk. If his boat _____ (not, sink), he _____ (go) fishing this weekend.
3. Tom couldn't find his keys because his house is always so messy. If his house _____ (to be, not) always so messy, he _____ (found) his keys.
4. Tom had a car accident last week because he was driving too fast. If he _____ so fast, he _____ an accident.
5. Tom can't go fishing this weekend because he doesn't have a boat. If he _____ a boat, he _____ fishing.
6. Tom couldn't go to the interview because his car was being repaired. If he _____ a car, he _____ to the interview.
7. Tom is pretty sure that it will rain tomorrow, so he plans on going to the cinema. If it _____ , he _____ to the cinema.

About the Author



My name is Wahyu Taufiq. I am a typical Indonesian teacher, who likes to learn more to improve my ability to teach. I have two master degrees in Education majoring in two TESOL and Education in Information Technology in Education and training. Respectively, I've received both from the University of

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