

LEARNING ADVANCED ENGLISH GRAMMAR

EDISI BAHASA INGGRIS & BAHASA INDONESIA

Wahyu Taufiq, M.Ed
Dian Rahma Santoso, M.Pd

ISBN 978-623-6833-78-0 (PDF)



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ENGLISH GRAMMAR
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BAHASA INDONESIA

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BUKU AJAR
UNIVERSITAS MUHAMMADIYAH SIDOARJO



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Diterbitkan oleh
UMSIDA PRESS

UNIVERSITAS MUHAMMADIYAH SIDOARJO

2020

BUKU AJAR

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Penulis :

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ISBN :

978-623-6833-78-0

Editor :

Vidya Mandarani, M.Hum

Design Sampul dan Tata Letak :

Mochammad Nasrullah, S.Pd.

Amy Yoga Prajati, S.Kom.

Penerbit :

UMSIDA Press

Anggota IKAPI No. 218/ANggota Luar Biasa/JTI/2019

Anggota APPTI No. 002 018 1 09 2017

Redaksi :

Universitas Muhammadiyah Sidoarjo

Jl. Mojopahit No 666B

Sidoarjo, Jawa Timur

Cetakan pertama,

September 2020

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Dilarang memperbanyak karya tulis ini dengan suatu apapun

tanpa ijin tertulis dari penerbit.

KATA PENGANTAR

Ketika kita ingin membangun rumah, kita menggunakan beton untuk membuat fondasi, batu bata untuk membuat dinding, kusen jendela untuk membuat jendela, kusen pintu untuk membuat pintu, dan semen untuk menggabungkan mereka semua. Setiap elemen rumah memiliki pekerjaannya sendiri. Bagian-bagian Pidato seperti "elemen bangunan" bahasa. Mereka terbiasa membangun kalimat.

Buku ini ditulis dan terbit kala pandemic covid 19 hadir dan mewabah di Indonesia dan seluruh penjuru dunia. Kebutuhan buku sebagai sumber belajar utama yang bisa digunakan untuk pegangan sekaligus sumber belajar mandiri oleh para mahasiswa sangat dibutuhkan. Oleh karenanya, dalam edisi kali ini, penulis menggunakan dua bahasa yang saling bergantian dan mendukung.

Sebagian besar bahasa Indonesia akan dipergunakan di beberapa bab awal dan di bagian yang sangat teknis dan detail dalam penjelasan. Ide penulisan buku bahasa Inggris yang bercampur dengan bahasa Indonesia mungkin tidak terlalu ideal untuk idealisme mengajar bahasa asing, namun harapan kami, buku ini bisa merangkul semua kalangan mahasiswa dari berbagai tingkatan level bahasa Inggris.

Tim Penulis

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COURSE COMPETENCE

“The course is designed to increase students’ structure knowledge and practically student can apply English sentence structure correctly. The material covers Conditional Sentences, Clauses, and exercises in both oral and written forms”

Chapter	Sub competence
CHAPTER 1 PART OF SPEECH	Students can mention and use the basic knowledge of part of speech. Students are able to mention and express the use of part of speech
CHAPTER 2 SENTENCES, CLAUSES AND PHRASES	Students can mention and use SENTENCES, CLAUSES AND PHRASES in context. Students are able to mention and express the use of SENTENCES, CLAUSES AND PHRASES
Chapter 3 Noun Clauses	Students can mention and use Noun Clauses in context. Students are able to mention and express the use of Noun Clauses
Chapter 4 Adjective Clauses	Students can mention and use Adjective Clauses in context. Students are able to mention and express the use of Adjective Clauses

Chapter 5 Adverb Clauses	Students can mention and use Adverb Clauses in context. Students are able to mention and express the use of Adverb Clauses
Chapter 6 Conditional Sentences	Students can mention and use Conditional Sentences in context. Students are able to mention Conditional Sentences and express the use Conditional Sentences

CHAPTER 1

Basic Competence

- Students can mention part of speech
- Student can use part of speech

Indicators

Students are able to:

- mention part of speech
- express the use of part of speech

PART OF SPEECH

Apakah kalian menyadari bahwa ada ribuan bahkan jutaan kata yang kita pakai setiap harinya, tapi semua kata tersebut bisa dikelompokkan dalam 9 (Sembilan) kelompok kategori kata? Di bahasa Inggris kelompok kata tersebut selanjutnya disebut sebagai “Part of Speech.” Dan apakah kalian tahu, jika kalian menguasai kesembilan kelompok kata tersebut, kalian bisa disebut sebagai orang yang mahir dalam bahasa Inggris? Setidaknya dalam tata bahasa Bahasa Inggris, karena setiap hal yang berkaitan dengan tata bahasa akan selalu berhubungan dalam hal mendasar dalam “part of speech” ini. Ibaratkan jika kalian hendak belajar hingga angka seratus, Part of Speech adalah hal pertama dan mendasar dalam tata bahasa dalam Bahasa Inggris yang harus kalian kuasai.

1-1 Part of Speech categorizations

Di dalam bahasa Inggris, Part of Speech menjelaskan bagaimana kata digunakan dalam kalimat. Sembilan kategori Part of Speech tersebut adalah **noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, dan article**

Berikut penjelasannya:

1. Noun

Noun dalam bahasa Indonesia biasa disebut kata benda. Noun adalah kata yang menamai benda (things), tempat (places), pendapat (ideas) atau orang (people).

Contohnya ada banyak sekali, misalnya:

Cat, book, job, work, movie, town, imagination, teacher, Tejo, etc.

Sebagai contoh dalam kalimat.

This is my cat. It lives here in my house. We live in Sidoarjo.

Dalam contoh di atas, noun adalah kata-kata yang digaris-bawahi. Bisakah kalian sebutkan contoh noun yang lain?

2. Pronoun

Pronoun adalah kata yang menggantikan kata benda (noun). Pronoun dibutuhkan agar kalimat yang disusun tidak berulang ulang dan membosankan.

Pronoun yang mungkin sudah kalian tahu dan sering pakai adalah: **They, we, I you, She, He it.**

Contoh dalam kalimat:

This is my cat. It lives in my house.

Tara is a student. She is smart.

Dalam contoh di atas, pronoun adalah kata-kata yang digaris-bawahi.

Pahamilah penjelasan berikut baik baik. Kata **Tara** dalam kalimat di atas adalah **Noun**, sedangkan **She** dalam kalimat di atas adalah **Pronoun** yang digunakan untuk mengganti kata **Tara** begitu pula kata **it** yang digunakan untuk menggantikan kata **cat**.

Untuk lebih lengkapnya, pronoun dibagi dalam 6 (enam) kelompok, yaitu:

i. Personal pronouns

Personal pronoun digunakan untuk noun yang spesifik baik berupa benda, tempat, pendapat, orang atau hal specific lainnya. Pronoun ini tergantung pada peran yang di rangkum dalam tabel berikut:

First person		Second person		Third person	
Subjective	Objective	Subjective	Objective	Subjective	Objective
I we	Me us	you	you	He She It they	Him Her It them

ii. Indefinite pronouns

Indefinite pronouns adalah kata ganti orang ketiga yang tanpa merujuk secara spesifik ke noun tertentu dan menjadi subjek atau objek dalam kalimat, bisa singular, plural atau keduanya.

Indefinite pronouns, singular

Anyone	anybody	anything	either	each
no one	nobody	nothing	another	one
someone	somebody	something		any
everyone	everybody	everything		

Indefinite pronouns, plural

Both	few	many	several
------	-----	------	---------

Indefinite pronouns, singular or plural

most	any	all	none	some	neither
------	-----	-----	------	------	---------

Catatan:

- dalam contoh, kalian boleh menulis "**All** is well," yang bermakna singular, yang bermakna hal atau keadaan umum. Di contoh yang lain adalah
 - "**All** are attending," yang bermakna plural. **All** di sini bermakna individu yang berjumlah lebih dari satu.
- Beberapa **indefinite pronouns** selain sebagai pronoun juga bisa berlaku selbagai adjective (yang akan dibahas lebih detail selanjutnya di bawah ini). Sebagai contoh,
 - "Some people will come to the meeting, but **many** will not." **Many** dalam kalimat ini bermakna "many people"
 - "We were hoping to sell our old books, but **many** were not in good condition." **Many** dalam kalimat ini bermakna "many books."
 - Dalam contoh yang lain:
 - "**Many** students went tubing on the river," **many** dalam kalimat ini berlaku sebagai adjective yang menjelaskan (modify) kata **students**.

iii. Possessive pronouns

Possessive pronouns adalah pronoun yang di gunakan untuk menggantikan kata kepemilikan (**Possessive**).

Possessive pronouns with noun

my	our	your	his, her	its	their	whose
----	-----	------	----------	------------	-------	-------

Contoh dalam kalimat.

My bag is yellow. **Your** bag is brown.

Possessive pronouns without noun

Mine	ours	yours	his, hers	theirs
------	------	-------	-----------	--------

Contoh dalam kalimat.

Mine is yellow. **Yours** is brown.

iv. Reflexive pronouns

Reflexive pronouns digunakan untuk menambah penekanan yang selalu bersamaan dengan sebuah **noun** atau **personal pronoun**.

Reflexive pronouns

myself ourselves	yourself yourselves	himself, herself, itself themselves
------------------	---------------------	-------------------------------------

Sebagai contoh dalam kalimat.

"Dina **herself** changed the tire." "She **herself** changed the tire." Arti herself di sini adalah menekankan kata Dina dan tidak ada yang lain yang melakukannya.

Catatan:

- i. A reflexive pronoun tidak bisa menggantikan sebuah **subject** dalam sebuah kalimat. Sebagai contoh dalam kalimat.

"Dina and I are taking that class together" atau "Dina and I **myself** are taking that class together." Tidak bisa "Dina and ~~myself~~ are taking that class together."

v. Relative pronouns

A relative pronoun adalah kata yang digunakan untuk mengawali sebuah klausa (clause). Clause sendiri akan lebih banyak di bahas di chapter berikutnya dalam buku ini.

Relative pronouns

That	who	whoever	whose
Which	whom	whomever	what

Sebagai contoh dalam kalimat.

"Dina is my classmate **who** helped me the most." Who mengawali sebuah clause yang menerangkan kata Dina.

vi. Demonstrative pronouns

Demonstrative pronouns menunjuk kata tertentu yang spesifik berupa benda (things), tempat (places), pendapat (ideas) atau orang (people).

Demonstrative pronouns

this	These
that	Those

Sebagai contoh dalam kalimat.

"**That** is a great idea!" That adalah pronoun yang merujuk ke kata benda **Idea**.

Demonstrative pronouns juga bisa digunakan sebagai adjective.

"**That** band started out playing local songs," **that** memodifikasi kata **band**.)

3. Verb.

Verb atau kata kerja adalah ungkapan yang menyatakan tindakan atau melakukan. Kata yang menunjukkan suatu tindakan, kejadian, atau keadaan menjadi. Tanpa **Verb** atau kata kerja, sekelompok kata tidak dapat disebut sebagai kalimat atau klausa.

Sebagai contoh dalam kalimat.

This **is** my cat. It **stays** here in my house. We **live** in Sidoarjo.

Dalam contoh di atas, verb adalah kata-kata yang digaris-bawahi.

Bisakah kalian sebutkan contoh **verb** yang lain?

Ada tiga jenis verb, yaitu:

i. Action Verb

Verb jenis ini adalah kata kerja yang "subjek" dalam kalimat sedang lakukan berupa aksi fisik atau mental.

Misalnya: **do, think, read, sleep, jump** dan lain lain.

She **eates** an apple every morning.

They **think** that it is impossible to go out tonight due to pandemic covid-19.

ii. Linking Verb

Adalah kata kerja yang dipakai untuk menunjukkan "subjek" dalam kalimat itu sendiri bukan mengenai apa yang si subjek lakukan.

Linking Verb juga bisa berarti jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya, bisa noun complement atau adjective complement dan sering digunakan untuk menggantikan to be dan punya keterkaitan dengan sesuatu yang berhubungan dengan panca indra (look, sound, smell, feel, taste) atau keadaan (appear, seem, become, grow, turn, prove, remain, keep, stay, go, run).

To be	1st Person (I, We)	2nd Person (You)	3rd Person (She, He, It, They)
Present	am, are	Are	is, are
Past	was, were	were	was, were
Participle	Been	been	been

Contoh:

"**That** is a great idea!" That adalah pronoun yang merujuk ke kata benda **Idea**.

4. Adjective

Adjective atau Kata sifat adalah kata yang bertugas untuk menjelaskan kata benda (noun) atau kata ganti (pronoun) yang digunakan untuk menggambarkan atau memodifikasi noun atau pronoun tersebut. Biasanya terletak sebelum noun atau pronoun. Namun, dapat juga terletak sesudah linking verb yang berhubungan dengan indera misalnya kata seem atau taste. Untuk satu noun atau pronoun, dapat terdapat lebih dari satu adjective.

Contoh part of speech bentuk ini adalah : old, young, smart, yellow.

Contoh dalam kalimat:

The young man lives in an old house.

Every day, he rides his white bicycle to go to the campus which is full of smart people.

5. Adverb

Adverb atau kata keterangan Adalah bagian dari part of speech yang biasanya digunakan untuk menggambarkan atau memodifikasi suatu kata kerja (verb), kata sifat (adjective), atau adverb lainnya. Tapi tidak bisa digunakan untuk mendeskripsikan kata benda (noun). Biasanya ciri ciri adverb adalah kata kata yang dipergunakan untuk menjawab pertanyaan how, when, where, why, under what conditions, atau to what degree. Biasanya adverb terbentuk dari adjective yang diakhiri dengan partikel -ly, seperti deeply, extremely, happily, fairly, etc. Tetapi, terdapat juga adverb yang tidak berasal dari adjective seperti very, somewhat, only, quite, etc.

Berikut variasinya.

Adverb memodifikasi verb	they ended their relationship <u>amicably</u> . People on the street walk <u>quickly</u> but <u>orderly</u> .
Adverb memodifikasi adjective	Parents are <u>often</u> neglected by their children when the children are <u>very</u> busy with their toys. I am <u>extremely</u> happy to hear this news.

Adverb memodifikasi adverb lainnya	My grandmother drives <u>very</u> carefully and it is <u>somewhat</u> frustrating to watch.
------------------------------------	---

6. Preposition

Preposition atau preposisi adalah kata yang dipergunakan untuk menghubungkan kata satu sama lain dalam frasa atau kalimat dan membantu dalam konteks sintaksis (dalam, dari). Preposisi menunjukkan hubungan antara kata benda atau kata ganti dengan kata lain dalam kalimat.

Dalam suatu kalimat, preposition diletakkan sebelum noun atau pronoun untuk membentuk suatu frasa yang memodifikasi kata lainnya.

Oleh karena itu, preposisi selalu menjadi bagian dari suatu frasa preposisi. Hampir selalu berfungsi sebagai adjective atau adverb. Beberapa contoh preposisi adalah sebagai berikut:

About	In To
Above	Toward
Across	Under
After	Undeneath
Against	Unlike
Along	Until
Among	Up
Around	Upon
As	With
At	Within

Before	Without
Behind	Etc.to
Below	Inside
Beneath	Like near
Beside	Of
Between	Off
Beyond	Out
By	On
Down	Outside
During	Over
Except	Past
For	Through
From	Throughout
in	

Contoh dalam kalimat:

The book is on the table.

The fight broke out during the dinner.

They went to cinema with their friends.

7. Conjunction

Conjunction atau kata Penghubung atau konektor sintaksis digunakan untuk menghubungkan kata, frasa, atau klausa.

Terdapat beberapa jenis conjunction, yaitu:

i. Coordinating Conjunction

Untuk menghubungkan elemen dengan ciri grammar yang setara.

Yaitu kata For, and, nor, but, or, yet, so.

Contoh dalam kalimat:

Reading and writing are the two activities I like the most.

(Reading dan writing adalah gerund)

ii. Correlative Conjunction

Untuk menghubungkan elemen dengan ciri grammar yang setara tetapi katanya selalu berpasangan.

Yaitu kata As...as, both...and, not only...but also, either...or, neither...nor, whether...or

Contoh dalam kalimat:

We must finish the task as soon as possible.

iii. Subordinating Conjunction

Untuk menghubungkan subordinate clause dan independent clause. yaitu

After, although, as, because, whereas, unless, if, in order that, since, until, where, etc.

Contoh dalam kalimat:

Although it seems hard, we should keep trying to achieve our goals.

iv. Adverbial Conjunction

Untuk mengindikasikan hubungan antara kalimat (sentence) dan independent clause. Yaitu:

Moreover, furthermore nevertheless, however, therefore, etc.

Contoh dalam kalimat:

Coffee can be used to keep awake. However, overconsumption is not good for our health.

8. Interjection

Interjection atau Interjeksi adalah salam atau seruan emosional yang biasanya mengekspresikan perasaan dan emosi.

Part of speech bentuk ini adalah kata yang digunakan untuk mengekspresikan tingkat emosi yang berbeda. Secara tata bahasa, biasanya dilihat sebagai bagian yang tidak terkait dengan kalimat utama.

Berdiri sendiri dan disertai dengan tanda seru.

Oh!, Wow!, Oops!

Contoh:

Wow! The scenery is truly magnificent.

Kadang dimasukkan dalam kalimat tetapi diikuti oleh tanda koma.

Contoh: Well, it is nothing to be worried about.

9. Article

Article atau artikel adalah penanda tata bahasa dari definiteness (the) atau indefiniteness (a, an).

Penggunaan A dan An menunjukkan kata benda (Noun) lebih umum atau general yang tidak spesifik.

Contoh: Many students bring a bag to school.

Artikel A dan An hanya dapat digunakan untuk jenis kata benda tunggal – dapat dihitung (Singular Countable Noun) Namun tidak bisa disandingkan dengan benda jamak (Plural Countable) dan benda tidak dapat dihitung (Uncountable). Misalnya:

- an apple – ~~an apples~~
- a city – ~~a cities~~
- a child – ~~a children~~
- an elephant – ~~an elephants~~
- ~~a sugar~~
- ~~a water~~

sebaliknya, artikel The dapat digunakan untuk semua jenis kata benda, yaitu benda tunggal – dapat dihitung (Singular Countable), benda jamak – dapat dihitung (Plural Countable) dan benda tidak dapat dihitung (Uncountable).

contoh:

the apple – the apples

the elephant – the elephants

the child – the children

the sugar

the city – the cities

the water

sebagai informasi, tidak semua ahli Bahasa menganggap bahwa article merupakan bagian dari part of speech. Beberapa menganggap bahwa Article sebagai jenis kata sifat.

1-2 Words with More Than One word class

Some words may have more than one class as part of speech.

For example, "work" can be a verb and a noun;

"Increase" can be a noun and a verb.

"well" can be an adjective, an adverb and an interjection.

"but" can be a conjunction and a preposition;

In addition, many nouns can act as adjectives.

Ask yourself to analyze the part of speech: "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	Example and part of speech
Work	I work in Sidoarjo. As a verb
	My work is done. As a noun
but	Everyone came but Dita. As a preposition

Word	Example and part of speech
	Sigit came but Dita didn't come. As a conjunction
well	<p>She speaks well. As an adverb</p> <p>Are you well? As an adjective</p> <p>Well! That's awesome! As an interjection</p>
afternoon	<p>We had afternoon tea. As a noun acting as adjective</p> <p>We ate in the afternoon. As a noun</p>

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	hat e
determiner	th e	pron.	I
preposition	to	conjunction	bu t
verb	ran	noun	snake s
pronoun	Sh e	adj.	big
		verb	like s
		pron.	Sh e

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,

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.

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.

--

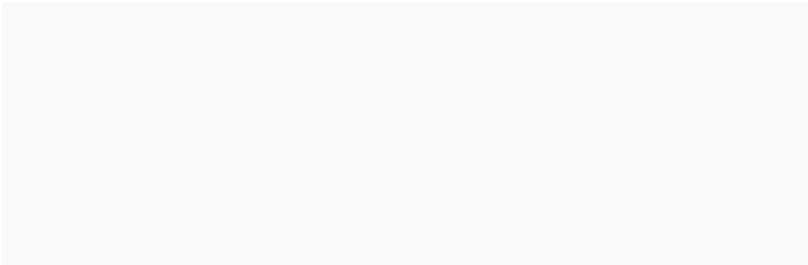
Berikut adalah rangkuman kesembilan parts of speech yang dibahas di atas

Parts of Speech Table

part of speech	function or "job"	example words	example sentences
<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 .
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	UMSIDA is a reputable university. I like UMSIDA.
<u>Adjective</u>	describe s a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.

part of speech	function or "job"	example words	example sentences
<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>Preposition</u>	to link nouns, pronouns, or phrases to other words	About, Above, Across, After etc.	The book is <u>on</u> the table. The fight broke out <u>during</u> the dinner.
<u>Conjunction</u>	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
<u>Interjection</u>	short exclamation, sometimes	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

part of speech	function or "job"	example words	example sentences
	mes inserted into a sentence		
<u>Article</u>	preceding a specific noun	a/an, the	Many students bring <u>a bag</u> to school.



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CHAPTER 2

Basic Competence

- Students can mention Sentences, clauses and phrases
- Student can use Sentences, clauses and phrases

Indicators

Students are able to:

- mention Sentences, clauses and phrases
- express the use of Sentences, clauses and phrases

SENTENCES, CLAUSES AND PHRASES

Sentences, clauses and phrases Kalimat, klausa dan frasa adalah tiga struktur yang merupakan bagian umum dari bahasa Inggris. Ketiganya terdiri dari kelompok kata-kata. Klausa, frasa dan kalimat sangat mirip, tetapi mereka memiliki peran yang berbeda. Mempelajari perbedaan di antara mereka akan membantu Anda lebih memahami tata bahasa Inggris, dan akan sangat berguna untuk meningkatkan bahasa Inggris tertulis Anda.

2-1 Sentences

Kalimat sederhana memiliki elemen paling mendasar yang menjadikannya kalimat. Ini adalah seperangkat kata yang lengkap dalam dirinya sendiri, biasanya berisi subjek dan kata kerja yang menyampaikan pernyataan, pertanyaan, seru, atau perintah, dan terdiri dari klausa utama (main Clause) dan kadang-kadang satu atau lebih klausa bawahan (sub clauses).

Contoh kalimat sederhana meliputi:

Dani waited a 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.

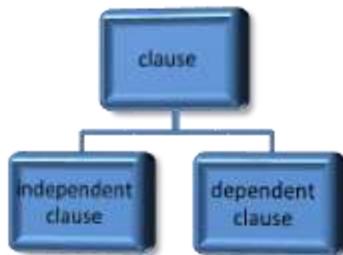
"Joni and Samantha" = compound subject, "arrived" and "waited" = compound verb

Terkadang ketika kita ingin menyebutkan sesuatu dalam sebuah kalimat, satu kata tidak akan dilakukan - terkadang kita membutuhkan sekelompok kata untuk merujuknya. Itulah sebabnya kami menggunakan sekelompok kata yang disebut klausa atau frasa.

2-2 Clause

Clause atau klausa adalah sekelompok kata yang menyertakan setidaknya subjek dan kata kerja. Ada dua macam klausa.

independent clauses dan dependent clauses



Ibarat orang yang mandiri adalah orang yang dapat menyelesaikan masalah sendiri, mengurus kebutuhannya sendiri, dan berdiri dengan kedua kakinya sendiri, itulah independent clauses.

Independent clauses dapat menjadi kalimat mandiri sehingga dapat mengekspresikan pikiran lengkap. Ini adalah sekelompok kata yang mengandung setidaknya satu subjek dan satu kata kerja.

Beberapa independent clauses dapat digabungkan dalam sebuah kalimat.

Berikut contoh 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.

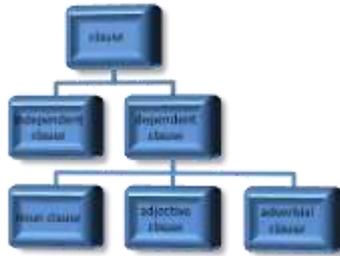
Semua klausa yang digarisbawahi di atas adalah independent clauses, berfungsi sebagai kalimat mandiri.

Ibarat orang yang bergantung di sisi lain adalah orang yang membutuhkan bantuan dari orang lain itulah dependent clause yang membutuhkan orang yang lebih mandiri sebagai perumpamaan independent clauses. Orang yang bergantung perlu bersandar pada seseorang yang lebih kuat. Dependent clause yang biasanya merupakan bagian pendukung dari sebuah kalimat. Itu tidak bisa berdiri sendiri sebagai ide yang berarti. Ini membutuhkan independent clause untuk menjadi bagian dari kalimat. Dengan kata lain, dependent clause harus digabungkan dengan independent clause yang kemudian disebut subordinasi. Berikut adalah contoh dependent clause:

- 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.

Semua klausa yang digarisbawahi di atas adalah dependent clause, tidak bisa berdiri sendiri. Masing-masing klausa ini membutuhkan independent clause untuk menjadi kalimat lengkap.

Ada tiga jenis dependent clause atau bisa juga disebut subordinate clauses; yaitu noun clause, adjective clause dan adverbial clause.



1. Noun Clause

A noun clause adalah dependent clause yang bertindak sebagai kata benda.

- 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 yang bisa juga disebut relative clause adalah dependent clause yang bertindak sebagai kata sifat.

- 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)

Jika sebuah adjective clause hanya menambahkan informasi tambahan dan dapat dihilangkan tanpa mengubah arti kalimat, maka berikan tanda “koma”. Jenis klausa ini disebut non-restrictive clause. Contoh:

- 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.

Sebaliknya, berikut adalah contoh adjective clauses sebagai restrictive clauses yang tidak boleh disisipkan tanda “koma”. Perhatikan perbedaannya:

- 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

Adverbial clause adalah sebuah dependent clause yang bertindak sebagai sebuah 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

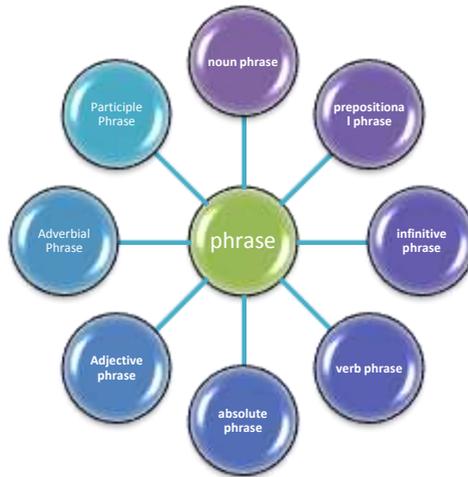
A phrase, di sisi lain, adalah sekelompok dua atau lebih kata yang berdiri bersama sebagai unit yang bermakna, biasanya merupakan bagian dari sebuah kalimat atau klausa. Oleh karena itu jelas tidak bisa berdiri sendiri sebagai kalimat.

Klausa dapat dibedakan dari frase yang tidak mengandung subjek dan kata kerja. Frasa bisa sangat pendek atau sangat panjang.

Berikut contohnya:

- After lunch
- After exchanging many friendly sentiments

Beberapa frasa memiliki nama tertentu berdasarkan jenis kata yang memulai atau mengatur kelompok kata tersebut yaitu: Noun Phrases, Verb Phrases, Adjective phrases, Adverbial phrases, Prepositional Phrases, Infinitive Phrases, Participle Phrases, and Absolute Phrases



1. Noun Phrases

Noun phrase termasuk kata benda (noun), orang (person), tempat (place), atau benda dan pengubah sebelum atau sesudah yang membedakannya. Berikut beberapa contohnya:

- 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

Terkadang sebuah kalimat dapat mengkomunikasikan artinya dengan cuku satu kata kerja (verb). Namun, kadang, kalimat akan menggunakan verb Phrase, sebuah kata kerja multi-kata, untuk mengekspresikan tindakan atau kondisi yang lebih bernuansa. verb Phrase dapat memiliki hingga empat kata. Berikut beberapa contohnya:

- Had cleaned
- Should have been writing
- Must wash
- Here are the verb phrases in sentences:
 - The man had just cleaned the shelves when my uncle knocked over the jar of water.
 - If guests are coming for dinner, we must wash our smelly dog!
 - Bimo should have been writing her assignment, but she couldn't resist another short chapter in her novel.

3. Adjective phrases

Adjective phrase dibangun di sekitar kata sifat. Berikut beberapa contohnya:

- 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

Adverbial phrase dibangun di sekitar kata keterangan (adverb) dengan menambahkan kata sebelum dan / atau sesudahnya.

Berikut beberapa contohnya:

- 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

Dalam prepositional phrase preposisi selalu muncul di awal.

Minimal, prepositional phrase akan dimulai dengan preposisi dan diakhiri dengan kata benda, kata ganti, gerund, atau klausa, "objek" dari preposisi.

Objek preposisi sering kali memiliki satu atau lebih modifier untuk mendeskripsikannya. Berikut contohnya:

- 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

Infinitive phrase akan dimulai dengan to infinitive yang sering menyertakan objek dan / atau pengubah yang melengkapi maksud dari frase tersebut. Berikut beberapa contohnya:

- 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

Participle phrase dimulai dengan present atau past participle. Jika phrase berbentuk Present, maka kata kerja yang memulai selalu disisipi dengan "ing". Demikian juga, jika phrase berbentuk past participle maka kata kerja yang memulai akan di sisipi dengan akhiran "ed" khususnya untuk regular verbs. Untuk Irregular past participles, harus menyesuaikan. Karena semua frasa memerlukan dua atau lebih kata, Participle phrase sering kali menyertakan objek dan / atau modifiers yang melengkapi. Frase ini selalu

berfungsi sebagai kata sifat, menambah deskripsi pada kalimat.
Berikut beberapa contohnya:

- Driven crazy by Mom's questions
- Fixing her hair in front of the mirror

Dalam kalimat:

- The stock clerk **lining up cartons of apple juice** made sure the expiration date faced the back of the cooler.
- Lining up cartons of apple juice modifies the noun clerk.
- Dian Sastro likes her eggs **smothered in cheese sauce**.
- Smothered in cheese sauce modifies the noun eggs.
- **Shrunk in the dryer**, the jeans hung above Bimo's ankles.
- Shrunk in the dryer modifies the noun jeans.

8. Absolute Phrases

Absolute phrase menggabungkan kata benda dan sebuah participle dengan pengubah atau objek yang menyertainya.

Berikut beberapa contohnya:

- Her fingers flying over the piano keys
- His brow knitted in frustration
- Our eyes following the arc of the ball

Absolute phrase mendeskripsikan keseluruhan klausa bukan kata tertentu, berikut contohnya:

- Siti played the difficult concerto, **her fingers flying over the piano keys**.
- **His brow knitted in frustration**, Sigit tried again to iron a perfect crease in his dress pants.
- We watched Bambang 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.

Berikut adalah rangkuman materi di atas.

- Sentence or sentence is a whole mind unit or a group of words that have a subject and predicate.
- Clause is a group of words consisting of a subject and a verb. Clause is divided into two forms, namely independent clause and dependent clause.
- Phrases are groups of words that do not consist of a subject and a verb. Phrases can be in the form of noun phrases, adjective phrases, verb phrases, and prepositional phrases.

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CHAPTER 3

Basic Competence

- Students can mention noun clauses
- Student can use noun clauses

Indicators

Students are able to:

- mention noun clauses
- express the use of noun clauses

NOUN CLAUSES

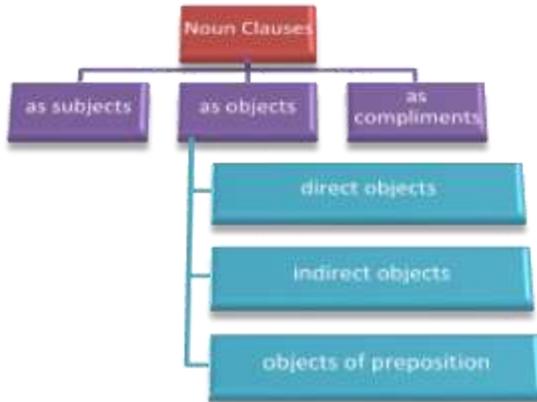
A clause is a group of words that includes a subject and a verb. A noun clause is a dependent or subordinate clause that works as a noun. Since it is a dependent clause, it does not express a complete thought. As a result, it cannot stand alone as a sentence and needs an independent clause.

A noun clause can act as a subject, an object, or a complement of a sentence. Like all normal 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

<p>I know where Faisal lives.</p>	<p>“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.</p>
<p>It was interesting. His story was interesting. What he said was interesting. I heard that. I heard his story. I heard what he said.</p>	<p>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.</p>

3-1 Functions of Noun Clauses



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

1. Noun Clauses as Subjects

Whoever leaves last should close the door.

In this example, the clause 'whoever leaves last' is the subject of the sentence.

'Whoever leaves last' is also the person performing the action of closing the door.

Example 2

That people need education should be obvious to everyone.

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

Example 3

What you said made your friends cry.

Here, the clause "**What you said**" is the subject of the sentence.

2. Noun Clauses as Objects

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

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

Example 1

He didn't know **why the stove wasn't working**.

Here, the noun clause receives the action of the verb so it is a direct object.

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

Tedy is not the best provider of what Dian needs.

In this sentence, the noun clause is receiving the preposition 'of'.

3. 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

Siti's problem was that she didn't practice enough.

Here, the noun clause is a complement because it tells more about 'Siti's problem'.

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, which are also referred to as direct and indirect speech, are used frequently, both in writing and in everyday speech.

Quoted speech

It shows a person’s exact words using quotation marks (“...”).

These quotation marks are a sign that the words are the EXACT words that a person said.

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

Heny 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 Heny.

Or

"My sister," said Heny, "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

The **Indirect Speech** or may be called as **Reported Speech** is used to restate the speaker's ideas into an indirect sentence without quotation marks. Noun clauses are usually used in this model of speech.

For example:

Heny 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 She said, “I’ve been on the web since 2012.”	›	Past perfect simple 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.

<p>Past simple She said, "I taught online yesterday."</p>	›	<p>Past perfect She said she had taught online yesterday.</p>
<p>Past continuous She said, "I was teaching earlier."</p>	›	<p>Past perfect continuous She said she had been teaching earlier.</p>
<p>Past perfect She said, "The lesson had already started when he arrived."</p>	›	<p>Past perfect NO CHANGE – She said the lesson had already started when he arrived.</p>
<p>Past perfect continuous She said, "I'd already been teaching for five minutes."</p>	›	<p>Past perfect continuous NO CHANGE – She said she'd already been teaching for five minutes.</p>

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.

For example

Diny makes a question: Are you happy?

So, I, as the reporter, make the reported speech as follow:

She wanted to know if I was happy.

While Diny may also make a reported speech as follow:

I wanted to know if he was happy.

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

Statement containing a reported question:

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

It becomes:

She asked me what I bought during holiday.

Or

I asked her what she bought during holiday.

However, in common test, the first model of answer is usually used.

Question containing a reported question:

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.
"Can you type?"	She asked if I could type.

Direct speech	Indirect speech
"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.

Here is a short summary of this chapter

A noun clause is a group of words that includes a subject and a verb that works as a noun in the form of a dependent clause. Please refer to previous chapter if you still need to understand more about the clause and the noun.

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CHAPTER 4

Basic Competence

- Students can mention adjective clauses
- Student can use adjective clauses

Indicators

Students are able to:

- mention adjective clauses
- express the use of adjective clauses

ADJECTIVE CLAUSES

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.

1) Someone <u>who lives across the street</u> is my uncle.	The subject of the adjective clause is "who" and the verb is "lives". This clause gives more information about "someone"
2) The laptop <u>that is on the chair</u> belongs to Dewi.	The subject of the clause is "that" and the verb is "is". This clause gives more information about which laptop.
3) Did you go to the university <u>where Mrs. Yuly teaches</u> ?	This clause gives more information about the university.
4) I do not like players <u>who cheat during the game</u> .	This clause gives more information about players.
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> .	The clause uses Expressions of nou + of which in adjective clauses.

<p>I have had several teachers at the LCC, <u>all of whom are the best teachers.</u></p> <p>I know many interesting people, <u>most of whom have been traveled a lot.</u></p>	
<p>6) The moment <u>when the singer appeared on the stage</u> surprised all audiences.</p> <p>Or</p> <p>The moment <u>on which the singer appeared on the stage</u> surprised all audiences.</p>	<p>Both adjective clauses have the same meaning, to gives more information about the “moment”.</p>
<p>7) In this house, there are seven people. Three of them are female.</p> <p>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.

The painting that you spilled water on is a priceless masterpiece.	There is a specific painting being referred. Which one? The one which you spilled 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	There is only one Cristiano Ronaldo. Therefore,
--	---

years with some well-known teams.	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”.	
Sentence with adjective clause: Windi is the student <u>who is responsible for the trip.</u> Soekarno, <u>who was the first president of Republic Indonesia</u> , was an educated man.	Sentence with adjective phrase: Windi is the student <u>responsible for the trip.</u> Soekarno, <u>the first president of Republic Indonesia</u> , was an educated man.

<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>

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.

Adjective clauses in passive form:
We drove along a road which was covered with mud.

We drove along a road which had been partially destroyed by the flood of the week before.

Adjective phrases in passive form:
We drove along a road covered with mud.

We drove along a road having been partially destroyed by the flood of the week before.
Or
We drove along a road partially destroyed by the flood of the week before.

Students who do not arrive on time will not be permitted to enter the lecture hall.

Heri, who did not submit the assignment, was not permitted to join the final test.

There were some students who were not allowed to come into the class.

Eko, who was not allowed to join the party, asked for forgiveness.

Students not arriving on time will not be permitted to enter the lecture hall.

Heri, not submitting the assignment, was not permitted to join the final test.

There were some students not allowed to come into the class.

Eko, not allowed to join the party, asked for forgiveness.

Construction are made negative by the use of not before the verbs. Find the punctuation to indicate the restrictiveness of the clause and phrases.

Not all adjective clauses can be changed into phrases.

The instrument that I love is the piano.

This is the park where we played.

Tuesday is the day when we have pizza for dinner.

Our teacher told us the reason why we study grammar.

No change into phrases.

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.

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.

[Empty box]

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

[Empty box]

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

[Empty box]

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

[Empty box]

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

[Empty box]

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

[Empty box]

13. People smoke cigarettes should be considerate of nonsmokers.

[Empty box]

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

[Empty box]

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

[Empty box]

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

[Empty box]

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 laguage 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.

Here is a brief summary of this chapter

An adjective clause which may also be called a relative clause is a group of words that includes a subject and a verb that works as an adjective in the form of a dependent clause. 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. Please refer to previous chapter if you still need to understand more about the clause and the adjective.

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CHAPTER 5

Basic Competence

- Students can mention adverb clauses
- Student can use adverb clauses

Indicators

Students are able to:

- mention adverb clauses
- express the use of adverb clauses

ADVERB CLAUSES

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:

1) adverb clause as a place or Location; which is to indicate place or location of action/verb in the main clause.

For example:

- **Wherever you go in the world**, you'll always find someone who speaks English.
- This is the park **where we played**.

2) adverb clause as time of action/verb in the main clause

For example:

- Agung lived with his parents **until he was twenty five**.
- You can go and play **now that you have finished your homework**.
- Dian closed her diary **after writing about that day's events**.
- A horse deer can stand **as soon as it is born**.
- **By the time the policeman arrived**, he was unconscious.
- You can use my motorcycle **as long as you drive carefully**.
- Anis has danced **since she was five**.
- Dzulfikar always feeds his cats **before he goes to school**.

Once you hear the secret, you will never regret.

3) adverb clause as manner indication of action/ verb

For example:

- They look **as though they're heading for divorce**.
- She taught him **how to play the piano**.

- At sunset, the sun looks as **if it is going down.**

4) adverb clause as reason of action/ verb

For example:

- We played chess all evening **as we had nothing better to do.**
- Do exercises in order **that your health may improve.**
- I love Matisse's work **because he uses color so brilliantly.**
- cup of coffee.
- I'll go by car so **that I can take more luggages.**
- **Since we've got a few minutes to wait for the train,** let's have a We eat **that we may live.**

5) adverb clause as degree or Comparison to modify adjectives and adverbs in the main clause

For example:

- He is cleverer **than I am.**
- I will have tea **rather than I have coffee.**
- You must decide **whether you will go by train or by plane.**
- I eat **as much as you do.**
- Elliot is tall and blond, **whereas his brother is short and has dark hair.**

6) Adverb clause that explains possibility or Conditionality

For example:

- **If you leave,** I will be lonely.
- **Only if a teacher has given permission,** the student is allowed to leave the room.
- You won't succeed **unless you work hard.**
- I was allowed to go off by myself **provided that I promised to be careful.**
- I hope to go to college next year, **assuming that I pass my exams.**

- **Even if you have already bought your ticket,** you will still need to wait in line.
- I have my umbrella with me **in case it rains.**

7) adverb clause as concession to indicate concession of action/verb

For example:

- **Although the kitchen is small,** it is well designed.
- **Though it was raining,** she went out.
- **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.

1. _____ he thinks he's smart, he isn't.
2. _____ you stop crying, I'll buy you an ice cream.
3. You should say goodbye to your brother _____ you leave for Europe.
4. _____ he always did well on his English tests, his parents were not surprised that he got an A.
5. I'll let you know _____ I come back.
6. He doesn't understand _____ he doesn't speak French very well.
7. You should keep the milk in the refrigerator, _____ it doesn't go bad.
8. He spoke slowly _____ she would understand.

9. _____ my father has high blood pressure, he has to watch what he eats.
10. _____ 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.

10. 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, “While Elsa was running to class” is the dependent adverb clause which has the same subject “Elsa” as the independent clause in “she found jewelry on the”.

This is different for the second example which cannot modify in the same way since there are two different subjects in the sentence.

In English, only adverb clauses of **time, causality and opposition** can be reduced. The other clauses in adverb clauses such as adverb clauses condition, manner, and place cannot be modified this way. Here are some examples of each type of adverb clauses which can be reduced into phrases:

Reduced Adverb Clauses of Time

- **Before**
 - Before he decide to buy the house, he did a lot of research.
 - ➔ Before deciding to buy the house, he did a lot of research.
- **After**
 - After she had breakfast, she went back to work.
 - ➔ After having breakfast, 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 they woke up, they got their fishing poles and went to the lake.
 - ➔ On waking up, they got their fishing poles and went to the lake.
- **As soon as**
- As soon as she finished the work, she leaved the office.
 - ➔ Upon finishing the work, she leaved the office

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

- **Because**
- 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.
- Because Ann was late, she excused herself at the meeting.
 - ➔ Being late, she excused herself.
 - ➔
- **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

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

Here is a short summary of this chapter

An adverb clause is a group of words that includes a subject and a verb that works as an adverb in the form of a dependent clause. The same like noun clause and adjective clause, adverb clause cannot stand alone as a sentence. It must be connected to an independent clause as the main clause. Please refer to previous chapter if you still need to understand more about the clause, phrase and the adverb.

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CHAPTER 6

Basic Competence

- Students can mention conditional sentences
- Student can use conditional sentences

Indicators

Students are able to:

- mention conditional sentences
- express the use of conditional sentences

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	Past perfect	Present conditional

	probable result in the present		
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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.

To make statements about the real situation of the world, and often refers to general truths, such as scientific facts, this conditional sentence is used. The time being used is always or now and the situation is possible and real.

Here, 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.

Here, the word "if" can be replaced by the word "when" without changing the meaning.

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

EXAMPLES

- Ice melts when you heat it.
- Ice melts if you heat it.
- If you heat ice, it melts.
- When you heat ice, it melts.

- If it rains, the grass gets wet.
- When it rains, the grass gets wet.
- The grass gets wet if it rains.

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 my husband _____ (have) a cold, I usually _____ (catch) it.
4. If you _____ (mix) red and blue, you _____ (get) purple.
5. If public transport _____ (be) efficient, people _____ (stop) using their cars.
6. If you _____ (freeze) water, it _____ (become) a solid.
7. Plants _____ (die) if they _____ (not get) enough water.
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 of conditional sentence.

This conditional refers to a possible condition and its probable result since it is used to refer to the present or future where the situation is real.

The “if clause” is in the simple present, and the “main clause” is in the simple future. Modals may also be used in the main clause instead of the future tense to express the degree of certainty.

If clause	Main clause
If + simple present	simple present/future
If this thing happens	that thing will happen.
If you drop that glass	it might break.
If it rains today	you will get wet.
If you don't eat	you will be hungry.
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 they are late again, the teacher will be mad.
- The teacher will be mad if they are 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 situation that is unreal that is now or any time. This kind of conditional sentence may be called as the type 2 conditional sentence. The sentence is not based on fact.

It is used to refer to a hypothetical condition and its probable result. The main clause uses the present conditional and the “if clause” uses the simple past.

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.

For example:

- If you went to the school earlier, you would not be late.
- 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 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 also correct and common to say "if I were" instead of "if I was"

EXAMPLES

- If I were 25, I would travel the world.
- If I were taller, I would buy this dress.

Here, modals may be used in the main clause instead of "would" to express the degree of certainty.

EXAMPLES

- He might buy a bigger car if he had more saving.
- He could go to the school if you permitted him.

Here, the continuous form of the present conditional may be used. It expresses an unfinished or continuing situation or action, 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

- I would be working in Japan if I spoke Japanese. (But I don't speak Japanese, so I am not working in Japan)

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 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. It is used to refer to a time that is in the past, and a situation that is contrary to reality.

This type of conditional sentence may be called as the type 3 conditional sentence used to refer to an unreal past condition and its probable past result.

The “main clause” uses the perfect conditional or the perfect continuous conditional and the “if clause” uses the past perfect. There is kind of some implication of regret with type 3 conditional sentences. The reality is the opposite to what the sentence expresses.

These sentences are unreal and hypothetical, because it is now too late for the condition or its result to exist.

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.

For example:

- If you had studied harder, you would have passed the exam.

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

EXAMPLES

- You would have passed your exam if you had worked harder.

Modals may be used in the main clause instead of "would" to express the degree of certainty.

EXAMPLES

- If I had worked harder I might have passed the exam.

Please pay attention to these rules:

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

EXAMPLES

- 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 situation that 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.

here, the main clause uses the "present conditional" and the "if clause" uses the past perfect.

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

Here, the tense in the main clause is the present conditional and the tense in the 'if' clause is the past perfect.

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, the tense in the main clause is the perfect conditional and the tense in the 'if' clause is the simple past.

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

- I would have a better job now if I had worked harder at school.
- If I had worked harder at school, I would have a better job now.

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.

Here is a short summary of this chapter

Conditional Sentences are used to express conditionals. In Indonesian, we often say sentences which aim to suppose something that has happened or will happen. Try to understand those 4 kinds of conditional sentences. Good luck

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