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# STRUCTURE 3



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2013**

## PREFACE

Praise be to God –Allah SWT to the “Almighty”, the “Merciful”, and the “Beneficent”, for His Blessings, without which the writer would have never completed this book.

This book provides the students with basic understanding of English grammar. It consists of 11 chapters. Each chapter presents theories, examples, and exercises. The theories are systematically presented and supported by a lot of examples in order that the students are able to comprehend the materials, -basic understanding of English grammar, easily. This book also gives the students chances to demonstrate their ability of English in relation to structure by doing the exercises following the theories.

Many thanks are due to 1) Sugi Iswalono, M.A., the head of the English Language Education Department, who has given a chance to the writer to deepen structure materials by writing this book; 2) Nury Supriyanti, M.A., the head of the English Language Study Program, who reminds and supports the writer in writing the book; 3) Drs. Bambang Priyanto for his careful and meticulous reading of the draft of this book, for his valuable suggestions for making this book become better and better, and for his kind encouragement.

Finally, the writer realizes that this book is far from being perfect; however, he hopes that it would give some contributions to the students' comprehension of understanding English grammar.

Sukarno

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# CHAPTER 1

## SENTENCES

A sentence is a meaningful linguistic construction that has a subject and a predicate and begins, in writing, with a capital letter and ends with a full stop. It means that it is an independent clause that contains a subject and a predicate and expresses a complete thought. “*She loves me.*” is a sentence. It begins, in writing, with the capital letter *S*, ends with a *full stop* (.), and expresses a complete thought. “*People eat.*” is also a sentence because in writing it begins with the capital letter *P*, ends with a *full stop* (.), and also expresses a complete thought.

### A. The Subject

The subject is something discussed, said, asserted, or predicated. The subject of a sentence can be in the form of a noun, pronoun, gerund, to + infinitive, noun phrase, gerund phrase, to + infinitive phrase, or noun clause. The following are the examples of sentences with different forms of subjects.

1. *English* is an international language. (Noun)
2. *She* loves me. (Pronoun)
3. *Singing* is my hobby. (Gerund)
4. *To study* is our duty. (To + infinitive)
5. *The beautiful tall white Javanese girl sitting next to me* is R. A. Asmara Purbaningrum.  
(Noun Phrase)
6. *Singing a love song* makes me happy. (Gerund Phrase)
7. *To study English seriously* is our duty. (To + infinitive Phrase)
8. *Who is sitting beside me* is my wife to be. (Noun Clause)

## B. The Predicate

The predicate is that which is discussed, said, asserted, or predicated of the subject. The predicate of a sentence must start with a finite verb or a finite verb group (a finite verb is the one which changes its form, depending on the number of the subject and the time reference). The following are examples of sentences and the brackets contain the types of predicate used in the sentences. Examples are as follows.

1. Lucy **gets** up early every morning. (Verb: V<sub>+s</sub> → singular subject; present)
2. Nadia **went** to Sydney last month. (Verb: V<sub>+ed</sub> → past)
3. Bob **is doing** the laundry. (Verb Group → singular subject; present continuous)
4. I **will go** to America next year. (Verb Group → future)
5. She **has been studying** English for four years. (Verb Group → singular subject; present perfect)

## C. The Simple Sentence

The simple sentence is a sentence which has only one subject and one finite verb. Examples are as follows.

1. **I have** a brother. **I have got** a brother.
2. **The clerk works** every day.
3. **She studies** hard.
4. **Mother cooks** rice every day.
5. **Mary** always **gets** up early.

## D. The Compound Sentence

The compound sentence is a sentence having two independent clauses and joined by a coordinate conjunction (**and, or, but**). Examples are as follows.

1. I bought a watch and she bought a ring.
2. She loves me but I love the other girl.
3. Either do the test seriously or you will fail.
4. She asked me to make a phone call but I did not have my mobile phone with me.
5. My parents came and I felt happy.

## **E. The Complex Sentence**

A complex sentence is a sentence that has an independent clause and a dependent clause. An independent clause is a clause which can stand by itself as complete sentence. Meanwhile a dependent clause is a clause that cannot stand by itself as complete sentence because it is introduced by a sub-ordinate conjunction. It should be attached to an independent clause. Therefore, the independent clause and the dependent clause that are joined by a sub-ordinate conjunction form a complex sentence. Examples are as follows.

1. She was still sleeping when I came.
2. The students always study hard because they want to get good marks.
3. If you complete your assignment, I will give a mark.
4. Although it is raining hard, I will visit you.
5. I go early so that I can prepare materials for the presentation.

## **EXERCISES**

### **Exercise 1**

*Underline and identify the subject of each following sentence.*

1. My father cut the tree in front of my house.
2. My mother is sleeping.
3. The boy is playing outside.
4. That beautiful woman is my lecturer.
5. Swimming makes us healthy.
6. They met me yesterday.
7. To swim in the deep sea needs complete equipment.
8. To work requires carefulness.
9. What she does makes me happy.
10. Writing a good play needs much imagination.
11. The book written by a popular author is very interesting.
12. Javanese is the most complicated language in the world.
13. Indonesia is a developing country.



14. The Indonesian people are considered polite.
15. Whoever tries hard will be a successful person.
16. That she is a punctual person is known by all students.
17. Bung Karno is a real statesman.
18. Kalimantan is a big island.
19. To be on time is difficult for Indonesians.
20. Listen!

## **Exercise 2**

*Indicate whether each of the following is a sentence or not. Give your reasons.*

1. The student punished by a lecturer in the classroom.
2. The man is sitting under the tree.
3. Leave the class!
4. The books and newspapers on the table.
5. That singing girl.
6. A man invited by the dean.
7. When I am teaching.
8. That she loves me.
9. Listen!
10. She likes drinking coffee and tea.
11. The girl driving a car is Nancy.
12. The present taken by Robert.
13. The pretty tall white American girl wearing a tight shirt and a pair of jeans who attended the seminar held by the English Department Student Association last Sunday.
14. The beautiful antique black car belonging to my father which is being parked in front of my house will be checked by a very well known mechanic.
15. The man giving a speech on the seminar.
16. My beloved lecturers in my beloved department.
17. The student who is presenting a material.
18. The girl who came to me yesterday wanted to start writing a thesis.
19. Prof. Smith is an excellent lecturer.
20. That lion is dangerous.

### Exercise 3

Write out all the subjects and verbs in the following passages, and then identify the forms of the subjects.

#### Passage A

*Hydrogen, the lightest and simplest of the elements, has several properties that make it valuable for many industries. It releases more heat per unit of weight than any other fuel. In rocket engines, tons of hydrogen and oxygen are burned, and hydrogen is used with oxygen for welding torches that produce temperatures as high as 4,000 degrees F and can be used in cutting steel. Fuel cells to generate electricity operate on hydrogen and oxygen.*

*Hydrogen also serves to prevent metals from tarnishing during heat treatments by removing the oxygen from them. Although it would be difficult to remove the oxygen by itself, hydrogen readily combines with oxygen to form water, which can be heated to steam and easily removed.*

*Hydrogen is also useful in the food industry for a process known as hydrogenation. Products such as margarine and cooking oils are changed from liquids to semisolids by adding hydrogen to their molecules. Soap manufacturers also use hydrogen for this purpose.*

*Hydrogen is also one of the coolest refrigerants. It does not become a liquid until it reaches temperatures of – 425 degrees F. Pure hydrogen gas is used in large electric generators to cool the coils. In addition, in the chemical industry, hydrogen is used to produce ammonia, gasoline, methyl alcohol, and many other important products.*

#### Passage B

*There are four basic types of competition in business that form a continuum from pure competition through monopolistic competition and oligopoly to monopoly. At one end of the continuum, pure competition results when every company has a similar product. Companies that deal in commodities such as wheat or corn are often involved in pure competition. In pure competition, it is often the ease and efficiency of distribution that influences purchase.*

*In contrast, in monopolistic competition, several companies may compete for the sale of items that may be substituted. The classic example of monopolistic competition is coffee and tea. If the price of one is perceived as too high, consumers may begin to purchase the other. Coupons and other discounts are often used as part of a marketing strategy to influence sales.*

*Oligopoly occurs when a few companies control the majority of sales for a product or service. For example, only five airline carriers control more than 70 percent of all ticket sales in the United States. In oligopoly, serious competition is not considered desirable because it would result in reduced profit for every company in the group. Although price wars do occur, in which all companies offer substantial savings to customers, a somewhat similar tendency to raise prices simultaneously is also usual.*

*Finally, monopoly occurs when only one firm sells the product. Traditionally, monopolies have been tolerated for producers of goods and service that have been considered basic or essential, including electricity and water. In these cases, it is government control, rather than competition, that protects and influences sales.*

#### **Exercise 4**

*Punctuate the following passages correctly.*

##### Passage A

*a book of maps of the world is very interesting to look at some maps show all the countries of the world you can see that these countries lie in different places some countries like canada and russia lie far to the north of the map some others like argentina and new zealand lie far to the south of the map some places in these countries have low temperatures and the weather is sometimes very cold on the mountains and sometimes even on the flat land you can find snow and ice the countries in the middle of the map often have high temperatures and the weather is much warmer in the west of the map you can find hot countries like cuba and panama and in the east of the map you can see countries like indonesia and thailand most of the people in one country belong to one nation and usually they are governed by one government they do not always speak the same language (35)*

##### Passage B

*john quincy adams who served as the sixth president of the united states from 1825 to 1829 is today recognized for his masterful statesmanship and diplomacy he dedicated his life to public service both in the presidency and in the various other political offices that he held hroughout his political career he demonstrated his unswerving belief in freedom of speech the antislavery cause and the right of americans to be free from european and asian domination*

## CHAPTER 2

### ARTICLES

There are two articles in English. They are *the* and *a/an*. The articles *the* and *a/an* belong to a noun group, called *determiners*. The articles normally come at the beginning of noun phrases, before adjectives. The use of articles depends on the following factors.

- whether the noun head is singular, plural, or countable;
- whether the reference is familiar or unfamiliar to the speaker;
- whether the statement which contains the noun head has general or specific application;
- whether or not the noun head has a classifying function; and
- whether or not the noun head has a post-modifier.

#### A. No Article: No *a/an* or *the*

Sometimes the article *a/an* is not used before a noun. The following shows the reasons why the article *a/an* is not used before a noun.

1. When there is another determiner before a noun.
  - *This a car* belongs to my father. (Wrong)
  - *This car* belongs to my father. (Right)
  - I like *that a book*. (Wrong)
  - I like *that book*. (Right)
2. When the noun is uncountable.
  - *A water* is important in our lives. (Wrong)
  - *Water* is important in our lives. (Right)
  - We need *an oil* to fry an egg. (Wrong)
  - We need *oil* to fry an egg. (Right).
3. When a noun is countable and plural.
  - *A books* are on the table. (Wrong)

- My books are on the table. (Right)
  - A shops open at 9 o'clock. (Wrong)
  - The shops open at 9 o'clock. (Right)
4. When nouns are in a list.
- Every test taker should bring *a ruler, eraser, pencil, and ballpoint*.
  - This morning, I bought *a shirt, T-shirt, hat, and belt* at Global Mall.

### Exceptions:

1. Some uncountable nouns can be treated as countable nouns to express the meaning “a type of” or “a portion of”.
  - When I say “I drink a milk every morning”, it means that I drink a glass of milk every morning.
  - When someone says “Three coffees” please, it means that the speaker orders three cups of coffee.
2. Some uncountable nouns can be “partly countable”. They do not have plural form.
  - I need *a good sleep*.
  - Everyone needs *a knowledge* of English.

The article *the* is omitted especially in general statements. However, *the* is often used in statements about known objects in actual situation with such uncountable nouns.

- Babies need to drink *milk*.
- Put *the milk* in the refrigerator.

*The* is also omitted when the uncountable nouns are preceded by descriptive adjectives.

- I like to drink *fresh milk*.
- She's studying *American history* this year.

## B. The Use of Articles the *A/an* and *The*

### 1. A/an

*A* is generally used with a singular noun. *A* changes its form into *an* when it is followed by a noun with initial vowel letters. *A/an* is called “the indefinite article”. The following shows the use of article *a/an*.

- a. *A/an* is used to talk about one particular person or thing, when the listener/reader does not know which one is meant, or when it does not matter which one.

- Can you lend me a pen?
  - I was staying in a nice room in that hotel when I was in Jakarta.
- b. *A/an* is used to talk about one member of a class (job).
- A teacher is a person who teaches students.
  - A teacher should be patient.
- c. *A/an* is used to classify people and things to say what class, group, or type they belong to.
- My father is a minister.
  - My brother is a teacher.
- d. *A/an* is used when the speaker says what something/someone is, or what something/someone is like.
- This is a nice shirt.
  - Ann is a beautiful girl.
- e. *A/an* is used after certain adverbs or adjectives –*not a, many a, quite a, rather a*.
- There was a large crowd in the street.
  - She is quite a patient mother.
- f. *A/an* is used before noun qualifiers.
- I need a little oil to fry an egg.
  - There are a few students outside.
- g. *A/an* is used with proper names.
- A Mr. Arnold called you last week.
  - A Mr. John will visit us next Saturday night.
- h. *A/an* is used after *so* or *too* + *an adjective* + *a singular noun*.
- She is so beautiful a girl in my class.
  - He is too handsome a boy to marry her.
- i. *A/an* is used after **such** and **what**.
- She is such a pretty girl that every boy falls in love with her.
  - What a beautiful girl she is. (What a beautiful girl she is!)

## 2. The

**The** is traditionally called “the definite article”. It changes its pronunciation into a weak form when it is followed by vowel sounds. **The** signals a particular person or thing that has been signaled out from others. The followings are the use of **the**.

- a. **The** is used when the listener knows which thing the speaker means.
  - Did you lock the car?
  - The meal tastes good.
  - The car looks luxurious.
- b. **The** is used when there is only one of something.
  - Jakarta is the capital of Indonesia.
  - The sun rises in the east.
  - The earth goes around the sun.
- c. **The** is used before *sea, sky, ground, country/countryside*, objects in manmade environment of the home and the community, physical environment.
  - She’s sitting on the ground.
  - I’ll go to the country next Sunday.
  - He walked into the house.
- d. **The** is used before *cinema, theatre, radio, television*.
  - I listen to the radio every night.
  - Did you go to the cinema last night?
  - Switch off the TV, please.
- e. **The** is used to talk about a type of plant, animal, tree, etc.
  - The rose is my favourite flower.
  - The tiger is the most dangerous animal in the world.
  - The giraffe is the tallest of all animals.
- f. **The** is used before a noun introduced previously.
  - I met a girl yesterday. The girl is very hospitable.
  - Bob found a watch on his way to school. The watch looks very ancient.
  - She bought a book. The book is very interesting.
- g. **The** is used before the superlatives of adjectives.
  - She is the most beautiful student in my class.

- This house is the most precious thing I have.
  - This is the most expensive car that I buy.
- h. **The** is used before ordinal numbers.
- Please come through the first gate.
  - My office is on the second floor.
  - The bus is being parked in the third lane.
- i. **The** is used before adjectives in a time or space sequence.
- I'll come to the next meeting.
  - All participants must be ready for the next discussion.
  - A student in the last row was asleep.
- j. **The** is used in older aphoristic constructions.
- The sooner, the better.
  - The better, the more precious.
  - The cleaner, the healthier.
- k. **The** is used before names composed entirely or partially of common nouns referring to a political union or association: *the United Kingdom, the United States, the United Arab Republic, the British Commonwealth*.
- l. **The** is used before plural names: *continents (e.g. The Americas, the Balkans), countries (e.g. the Netherlands, the United States), mountain ranges (e.g. the Rocky Mountains, the Himalaya), groups of islands (e.g. the Philippine Islands, the Hawaiian Islands), group of lake (the Great Lakes, the Finger Lakes), all bodies of water except lakes and bays (the Mississippi River, the Pacific Ocean), deserts, forests, peninsulas, and archipelagos (the Sahara Desert, the Black Forest, the Mala Archipelago), and points of the globe (the North Pole, the South Pole)*.



## EXERCISES

### Exercise 1

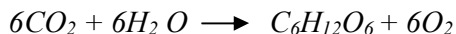
*Put articles in the following passage when needed.*

*popular theory explaining evolution of universe is known as Big Bang Model. According to model, at time between ten and twenty billion years ago, all present matter and energy were compressed into small ball only few kilometers in diameter. It was, in effect, atom that contained in form of pure energy all of components of entire universe. Then, at moment in time that astronomers refer to as  $T = 0$ , ball exploded, hustling energy into space. Expansion occurred. As energy cooled, most of it became matter in form of protons, neutrons, and electrons. These original particles combined to form hydrogen and helium, and continued to expand. Matter formed into galaxies with stars and planets.*

### Exercise 2

*Do the following exercise as you do on the first exercise.*

*It has long been known that when exposed to light under suitable conditions of temperature and moisture, green parts of plants use carbon dioxide from atmosphere and release oxygen to it. These exchanges are opposite of those that occur in respiration. The process is called photosynthesis. In photosynthesis, carbohydrates are synthesized from carbon dioxide and water by chloroplasts of plant cells in presence of light. In most plants, water used in photosynthesis is absorbed from soil by roots and translocated through xylem of root and stem of leaves. Except for usually small percentage used in respiration, oxygen released in process diffuses out of leaf into atmosphere through stomates. Oxygen is product of reaction. For each molecule of carbon dioxide used, one molecule of oxygen is released. A summary chemical equation for photosynthesis is:*



*As result of this process, radiant energy from sun is stored as chemical energy. In turn, chemical energy is used to decompose carbon dioxide and water. products of their decomposition are recombined into new compound, which is successively built up into more and more complex substances. After many intermediate steps, sugar is produced. At same time, a balance of gases is preserved in atmosphere.*

## CHAPTER 3

### NOUNS AND PRONOUNS

#### A. NOUNS

A noun (from Latin *nomen*, meaning *name*) is a word which is the name of something or somebody. It may be the name of a person (e.g., *Arnold, teacher, student*), an object (e.g., *table, chair, box*), a quality or condition (e.g., *goodness, purity, carefulness*), a weight or quantity of something (e.g., *pound, ounce, bushel*), a measure (*yard, rod, metre*), an action (e.g. *movement, performance*), a state (e.g., *death*), an occurrence (e.g., *accident*), a sense of impression (e.g., *sound, noise*), and great many other sorts of things. In form, a noun can be single, compound, phrase, or clause.

#### 1. Characteristics of Nouns

- a. A noun is countable (singular/plural, regular/irregular) or uncountable: boy/boys, child/children, water, hair, sand, sugar.
- b. A noun is preceded by a determiner/a deictic word: a man, an apple, one book, the student, this pen, my car, some novels, etc.
- c. A noun has different positions in sentences and noun phrases:

|                            |   |
|----------------------------|---|
| Subject                    | : <i>A noun</i> is a name of anything.  |
| Object                     | : I love <i>that girl</i> .   |
| Subjective complement      | : I am a lecturer.  |
| Objective complement       | : The people appointed me <i>president</i> .  |
| Possessive case            | : This is <i>my father's</i> car.   |
| Direct address             | : <i>Students</i> , you may leave now.  |
| Explanatory modifier       | : Celine Dion, <i>my favourite singer</i> , will launch her new album next month.                   |
| Noun head of a noun phrase | : the beautiful tall white Indonesian <i>girl</i> wearing a tight T-shirt who is sitting next to me |

- d. As a subject in sentences, a noun has concord with a verb: *John has* two wives.
- e. A noun has suffixes: - *ment*, - *ion*, - *tion*, - *ation*, - *ition*, - *cation*, - *ance*, - *ence*, - *t*, - *er*, - *or*, - *ar*, - *ist*, - *ant*, - *ent*, - *al*, - *ure*, - *ture*, - *ature*, - *y*, - *ery*, - *ary*, - *age*, - *thing*, - *body*, - *one*, - *ness*, - *ity*, - *th*, - *self/selves*, and - *ism*.
- f. A noun comes after a preposition: *Because of her beauty*, everyone loves *her*.

## 2. Forms of Nouns

- a. Single nouns: those which have not been formed by combining two separate words (e.g., *boy*, *boat*, *man*, *life*, *brother*, *ship*).
- b. Compound nouns: those which have been formed by combining two or more words having individual meaning of their own when standing alone (e.g., *bookcase*, *bathroom*, *moonlight*).
- c. Noun phrases: groups of related words, written separately or with hyphens, serving for the names of persons, places, things, or ideas (White House, Commander in Chief, fountain pen, attorney-general).
- d. Noun clauses: nouns in the form of clauses.
  - Who I am is not who I was.
  - I have known who you are.
  - What she does makes me happy.

## 3. Nouns Classified as to Meaning

- a. A common noun: the name of a class of objects (e.g., *city*, *teacher*, *ship*, *table*, *insect*, *tree*).
- b. A proper noun: an individual name (e.g., *Birmingham*, *Woodrow Wilson*, *John the Baptist*, *Edgar Allan Poe*, *Arnold*, *Joe*).
- c. A concrete noun: the name of a person, place, or thing (e.g., *boy*, *house*, *car*, *tree*).
- d. An abstract noun: the name of a quality, a condition, or an activity (e.g., *blueness*, *sweetness*, *conversation*, *loyalty*, *faith*, *disease*, *beauty*, *energy*, *joy*, *love*, *speech*).
- e. A collective noun/a noun of multitude: the name of a group of persons, places, or things (e.g., *audience*, *number*, *crawl*, *committee*, *congress*, *nation*, *United States*).
- f. The individual noun: the name of a unit which represents or belongs to a class of objects (e.g., *tree*, *man*, *dog*, *bear*).
- g. The mass noun/a material noun: the name of a bulk or mass (e.g., *iron*, *flour*, *water*, *bread*).

#### 4. Nouns Based on Gender

- a. Masculine gender: male sex (e.g., *man, hero, bridegroom, rooster, uncle, duke, actor*).
- b. Feminine gender: female sex (e.g., *woman, heroine, hen bride, aunt, duchess, actress*).
- c. Neuter gender: lack of sex (e.g., *book, language, mind, water*).

#### 5. Ways of Showing Gender

- a. By different words: *bachelor, maid; brother, sister; father, mother; husband, wife*.
- b. By different endings: suffix *-ess* shows feminine (e.g., *author, authoress; actor, actress*; and *host, hostess*).
- c. Certain nouns from Greek, Latin, French, Spanish (e.g., *Augustus, Augustine; Carl, Caroline; Joseph, Josephine*).

#### 6. Rules for Pluralizing Nouns

- a. Adding *-s* to the singular: *boy, boys; flower, flowers; girl, girls; and tree, trees*.
- b. Adding an extra syllable in taking on the *-s* to nouns ending in silent *-e* preceded by a fricative (e.g., *bridge, bridges; cage, cages; prize, prizes*).
- c. Adding *-es* to nouns ending in a fricative *-s, -z, -x, -ch, and -sh* (e.g., *church, churches; lens, lenses; tax, taxes*).
- d. Adding *-s* to nouns ending in *-th* (e.g., *mouth, mouths; path, paths; youth, youths*).
- e. Changing *f* to *v* and adding *-s* or *-es* to nouns ending in *-f* or *-fe* (e.g., *beef, beeves; calf, calves; knife, knives; life, lives; wolf, wolves; wife, wives*).
- f. Merely adding *-s* for their plurals to some nouns ending in *-f* or *-ef* (e.g., *belief, beliefs; gulf, gulfs; roof, roofs; waif, waifs*).
- g. Changing *y* to *i* and adding *-es* to form their plurals for nouns ending in *-y* preceded by a consonant, (e.g., *army, armies; body, bodies; country, countries; lady, ladies*).
- h. Adding *-s* to nouns ending in *-y* preceded by a vowel to form their plurals (e.g., *alley, alleys; key, keys; journey, journeys, boy, boys*).
- i. Adding *-s* or *-es* to nouns ending in *-o*, to form their plural (e.g., *cameo, cameos; folio, folios; radio, radios; studio, studios; potato, potatoes; echo, echoes; tomato,*

- tomatoes; hero, heroes; banjo, banjos; dynamo, dynamos; buffalo, buffalos/buffaloes; domino, dominos/dominoes; volcano, volcanos/volcanoes).*
- j. Changing the stem vowel for few nouns to become plural (e.g., *foot, feet; goose, geese; louse, lice; mouse, mice; man, men*).
- k. Changing spelling to nouns from foreign origin;
- *-a* to *-ae*: *antenna, antennae/antennas; alumna, alumnae; formula, formulae/formulas; larva, larvae*.
  - *-us* to *-i*: *alumnus, alumni; cactus, cacti; focus, foci/focuses; stimulus, stimuli*.
  - *-um* to *-a*: *agendum, agenda; bacterium, bacteria; curriculum, curricula/curriculumms; medium, media*.
  - *-x* to *-c*, and *-es* is added: *appendix, appendices/appendixes; index, indices/indexes; matrix, matrices/matrixes*.
  - *-on* to *-a*: *criterion, criteria; phenomenon, phenomena*.
  - *-is* to *-es*: *basis, bases; crisis, crises; thesis, theses*
- l. Having singular and plural forms for a number of nouns: *corps, sheep, series, salmon, species, deer, Japanese, vermin, etc.*
- m. Having singular in form and use for abstract or very general meaning nouns: *algebra, assimilation, honesty, peace, status, grammar*.
- n. Having singular in form for some names of raw or manufactured materials: *cotton, flour, hay, milk*
- o. Frequently using their singular forms in plural sense for names of numbers, measurements, quantity, etc.: *a ton, two ton (two tons) a gross, five gross, a dozen, three dozen*.
- p. Having plural forms with singular meaning: *analytics, civics, economics, esthetics, ethics, linguistics, mathematics, optics, news, poetics, physics, phonetics, politics, and statistics*.
- q. Having plural both in form and in use: *annals, clothes, morals, oats, scissors, shears, stocks, trousers*.

## 7. Noun Suffixes

### a. Verb + suffix

| VERB    | SUFFIX | NOUN        |
|---------|--------|-------------|
| develop | -ment  | development |
| elect   | -ion   | election    |
| inform  | -ation | information |
| jog     | -ing   | jogging     |
| allow   | -ance  | allowance   |
| arrive  | -al    | arrival     |
| depart  | -ure   | departure   |

### b. Adjective + suffix

| ADJECTIVE | SUFFIX | NOUN       |
|-----------|--------|------------|
| happy     | -ness  | happiness  |
| similar   | -ity   | similarity |
| fluent    | -cy    | fluency    |
| different | -nce   | difference |
| abundant  | -ance  | abundance  |
| free      | -dom   | freedom    |

### c. Verb/Noun + suffix (→ person)

| VERB/NOUN | SUFFIX | NOUN               |
|-----------|--------|--------------------|
| sing      | -er    | singer             |
| farm      | -er    | farmer             |
| football  | -er    | footballer         |
| operate   | -or    | operator           |
| economy   | -ist   | economist          |
| art       | -ist   | artist             |
| Java      | -nese  | Javanese, Balinese |

d. Verb/Noun + Suffix

| <b>VERB/NOUN</b> | <b>SUFFIX</b> | <b>NOUN</b> |
|------------------|---------------|-------------|
| sing             | -er           | singer      |
| farm             | -er           | farmer      |
| football         | -er           | footballer  |
| operate          | -or           | operator    |
| economy          | -ist          | economist   |
| art              | -ist          | artist      |
| child            | -hood         | childhood   |

## B. PRONOUNS

A Pronoun (from Latin *pro*, meaning *for*, and *nomen*, meaning *name*) is a word used instead of a noun or a noun-equivalent. The meaning of a pronoun is restricted to relation or reference. It may name a person by his relation to the act of speaking (Such pronouns are *I*, *you*, *he*, *she*); a thing by its relation of nearness or remoteness from the speaker: *this*, *that*. It may refer to a person or an object as already named: *who*, *which*, *that*. It may represent the unnamed answer to a question: *Who?* *What?* It may, with adjective significance, suggest quantity: *much*, *little*, *enough*; or number: *many*, *few*, *all*; or order *former*, *latter*; or distribution: *each*, *either*, *neither*.

Pronouns can be classified into *Central Pronoun* (personal, reflexive, possessive), *Relative Pronoun*, *Interrogative Pronoun*, *Definite Pronoun*, and *Indefinite Pronoun*.

### 1. Central Pronoun

|                           |          | Personal |        | Possessive |         | Reflexive  |
|---------------------------|----------|----------|--------|------------|---------|------------|
|                           |          | Subject  | Object | Adjective  | Pronoun |            |
| 1 <sup>st</sup><br>person | Singular | I        | me     | my         | mine    | myself     |
|                           | Plural   | We       | us     | our        | ours    | ourselves  |
| 2 <sup>nd</sup><br>person | Singular | You      | you    | your       | yours   | yourself   |
|                           | Plural   | You      | you    | your       | yours   | yourselves |
| 3 <sup>rd</sup><br>person | Singular | He       | him    | his        | his     | himself    |
|                           | Singular | She      | her    | her        | hers    | herself    |
|                           | Singular | It       | it     | its        | –       | itself     |
|                           | Plural   | They     | them   | their      | theirs  | themselves |

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition.

***Arnold*** gave ***the ring*** to ***Sophia***.





**He** gave **it** to **her**.

In the second sentence, the subject pronoun *he* refers to *Arnold*. *It* is used as an object pronoun of the verb *gave*, while *her* is the object pronoun of the preposition *to*.

Either possessive adjectives (attributive possessive pronouns) or possessive pronouns (independent possessive adjective) show possession. However, they do not have the same function. Possessive adjectives are accompanied by a noun. Possessive pronouns (independent possessive adjectives) are not accompanied by a noun; they stand by themselves.

The students submitted *their* homework.



The students submitted *theirs*.

In the example above, the first sentence, the possessive adjective *their* is accompanied by the noun *homework*. Meanwhile, in the second sentence, possessive pronoun *theirs* is not accompanied by a noun. It stands by itself.

The reflexive pronouns end in –self/selves. They are used when the subject (e.g., *they*) and the object (e.g., *themselves*) are the same. The action of the verb is pointed back to the subject of the sentence.

Examples are as follows. ***They*** found the answers by ***themselves***.

***She*** always prepares the meal by ***herself***.

The reflexive pronouns have a function of their own in the sentence. Their antecedent is a noun or pronoun (usually the subject of the sentence, although not always) which precedes them in the sentence. Their functions are as follows:

- a. as object of a verb.
  - He praises himself.
  - Put yourself in my place.
- b. as object of preposition.
  - Do the exam by yourselves.
  - She cooks for herself.
- c. as indirect object (adverbial objective).

- I made myself a new dress.
  - The students do themselves assignments.
- d. As predicate nominative (subjective complement)
- No woman could be herself under those conditions.
  - Andrew was not himself yesterday.

## 2. Relative Pronoun

|                        |               | Restrictive and Non-Restrictive | Restrictive only          |
|------------------------|---------------|---------------------------------|---------------------------|
|                        | Personal      | Non-personal                    | Personal and Non-personal |
| Subject                | who           | which                           | that                      |
| Object                 | whom          | X                               | that                      |
| Generative             | whose         | whose/of which                  | X                         |
| Prep + Rel. Pronoun    | Prep + whom   | prep + which                    | X                         |
| Rel. Pronoun .... Prep | who(m) + prep | prep .....which                 | X                         |

### Note:

For details, relative pronouns are discussed in adjective clauses.

## 3. Interrogative Pronoun

| Function            | Personal      | Non-Personal  |
|---------------------|---------------|---------------|
| Subject             | Who<br>Which  | What<br>Which |
| Object              | Whom<br>Which | What<br>Which |
| Generative          | Whose         | Of which      |
| Prep + Int. Pronoun | Whom<br>Which | What<br>Which |

#### 4. Definite Pronoun

| Reference | Singular | Plural |
|-----------|----------|--------|
| Near      | This     | These  |
| Distant   | That     | Those  |

#### 5. Indefinite Pronoun

| Universal                            |                        | Countable                     |                                | Mass      |
|--------------------------------------|------------------------|-------------------------------|--------------------------------|-----------|
| S<br>I<br>N<br>G<br>U<br>L<br>A<br>R | Nominal                | Everyone<br>Everybody<br>Each | Everything<br>Everyone<br>Each | All (ink) |
|                                      | Determiner             | Every (boy)                   |                                |           |
| P<br>L<br>U<br>R<br>A<br>L           | Nominal/<br>Determiner | All (the) boys/pens           |                                |           |

## EXERCISES

### Exercise 1

*Choose the correct answers by crossing the letter corresponding to the option.*

1. I always put my best \_\_\_\_ in a safe deposit box.
  - A. jewelries
  - B. jewelry's pieces
  - C. pieces of jewelry
  - D. piece of jewelries
  - E. pieces jewelries
  
2. Let's buy our tickets while I still have \_\_\_\_ left.
  - A. a few money
  - B. a few dollars
  - C. a little moneys
  - D. a few dollar
  - E. a little dollars
  
3. We haven't had \_\_\_\_ news from the disaster site since the earthquake.
  - A. many
  - B. much
  - C. quite a few
  - D. some
  - E. several
  
4. The Chicago bus is parked at \_\_\_\_\_.
  - A. lane two
  - B. the lane two
  - C. lane the two
  - D. the two lane
  - E. the two lanes

5. Our best relative always invites my roommate and \_\_\_\_ to their house on Sundays.
- A. mine
  - B. I
  - C. my
  - D. me
  - E. myself
6. I'd like to leave a message for \_\_\_\_ if I may.
- A. they
  - B. their
  - C. theirs
  - D. themselves
  - E. them
7. This is the woman \_\_\_\_ the artist said posed as a model for the painting.
- A. whose
  - B. whom
  - C. which
  - D. who
  - E. to whom
8. She eats \_\_\_\_ apple every morning.
- A. many
  - B. several
  - C. some
  - D. an
  - E. a
9. Those of us who smoke should have \_\_\_\_\_ lungs X – rayed regularly.
- A. our
  - B. their
  - C. them
  - D. themselves
  - E. they

10. Some of our wedding vows were taken from the traditional ceremony, and some of them were written by \_\_\_\_.
- A. my husband and I
  - B. my husband and my
  - C. my husband and mine
  - D. my husband and me
  - E. I and my husband
11. Linguistics \_\_\_\_ an interesting course for diligent students.
- A. are
  - B. is
  - C. were
  - D. have
  - E. being
12. The housewives do the work by \_\_\_\_ during the day.
- A. ourselves
  - B. herself
  - C. themselves
  - D. theirselves
  - E. ourselves
13. Groups of tissues, each with its own function, \_\_\_\_ in the human body.
- A. it makes up the organs
  - B. make up the organs
  - C. they make up the organs
  - D. makes up the organs
  - E. making up the organs
14. One who wants to be a manager must present \_\_\_\_ paper.
- A. he
  - B. her
  - C. his
  - D. him

E. its paper

15. Producing fine paintings \_\_\_ skill and creativity.

A. require

B. they require

C. is require

D. requires

E. its require

### Exercise 2

*Each of the following sentences contains at least one key word to tell you if a noun should be countable or uncountable. Indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_ He received little notice that the bill would have to be paid in full.
2. \_\_\_ The police had few opportunities to catch the thief who had committed a large amount of crimes.
3. \_\_\_ You will have fewer problems with your income taxes if you get professional help.
4. \_\_\_ After the strike, the company dismissed many employees.
5. \_\_\_ Because the bottom corner of the pocket was torn, much coins fell out.
6. \_\_\_ Since he bought the new adapter, he has had less trouble with the machine.
7. \_\_\_ There are much new items to purchase before leaving, and there is such a short amount of time.
8. \_\_\_ The less time you take on the assignment, the less pages you will complete.
9. \_\_\_ A few soldiers who had been in heavy combat were bought back for a little rest.
10. \_\_\_ It is better to go shopping in the late evening because there are less people in the market, and you can accomplish a number of tasks in a short period of time.

### Exercise 3

*Each of the following sentences contains at least one noun with an irregular plural. Indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_ Parentheses is needed around that expression.
2. \_\_\_ He wants to go on fishing trip this weekend because he has heard that the fish are running.

3. \_\_\_\_ The syllabi for the courses is included in the packet of materials.
4. \_\_\_\_ The diagnosis that he heard today were not very positive.
5. \_\_\_\_ The crisis is not going to be resolved until some of that pressure is relieved.
6. \_\_\_\_ All of the alumni are attending the reception at the president's house.
7. \_\_\_\_ A flock of geese were seen heading south for the winter.
8. \_\_\_\_ The teeth in the back of this mouth needs to be capped.
9. \_\_\_\_ The fungi has spread throughout the garden.
10. \_\_\_\_ The sheepdog is chasing after the sheep which are heading over the hill.

#### **Exercise 4**

*Some of the following sentences contain incorrectly used persons or things. Circle the incorrectly used words. Then, indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ In the evening he relaxes in front of the fire and writes long poets.
2. \_\_\_\_ Service in the restaurant was slow because one cook had called in sick.
3. \_\_\_\_ The Sculpture worked from sunrise until sunset on his new project.
4. \_\_\_\_ She has received several awards for her research in engineer.
5. \_\_\_\_ The economist's radical views were printed in a column in the Sunday newspaper.
6. \_\_\_\_ You must have remarkable looks to work as a model for *Vogue*.
7. \_\_\_\_ He had several critics to offer about the new play.
8. \_\_\_\_ The gardener worked feverishly after the frost to save as many plants as possible.
9. \_\_\_\_ The company hired a statistic to prepare marketing studies for the new product.
10. \_\_\_\_ The famous acting has appeared in more than fifty Broadway plays.

#### **Exercise 5**

*Study the nouns in the following sentences. Indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ The professor does not give many exam in the chemistry class, but the ones she gives are difficult.
2. \_\_\_\_ His thesis includes an analyses of the hypotheses.
3. \_\_\_\_ It was his dream to be a musical in the New York Philharmonic.



4. \_\_\_\_ For the reception, the caterers prepared a large amount of food to serve a large number of people.
5. \_\_\_\_ Many job opportunities exist in the field of nurse if you will accept a low-paying position.
6. \_\_\_\_ For each business trip you make, you choose from many different airlines.
7. \_\_\_\_ The stimulus for his career change is his acknowledgement that he is in a dead-end job.
8. \_\_\_\_ She wants to undergo a series of treatments, but she thinks it costs a little too much money.
9. \_\_\_\_ The television producer that was shown last night on the CBS network from 9:00 to 11:00 was one of the best shows of the season.
10. \_\_\_\_ Various sight-seeing excursion were available from the tourist agency.

### **Exercise 6**

*Each of the following sentences contains at least one subject or object pronoun. Circle the pronouns. Indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ The worst problem with it is that he cannot afford it.
2. \_\_\_\_ They saw Steve and I at the movies last night after class.
3. \_\_\_\_ Perhaps you would like to go to the seminar with they and their friends.
4. \_\_\_\_ The mother took her son to the doctor's office because he was feeling sick.
5. \_\_\_\_ I did not know that you and her were working together in the project.
6. \_\_\_\_ She did not buy the sweater because it had a small hole in it.
7. \_\_\_\_ The man leading the seminar gave me all the information I needed to make a decision.
8. \_\_\_\_ The cards connecting the computer to its printer need to be replaced before them wear down.
9. \_\_\_\_ He is going to the party with you and me if you do not mind.
10. \_\_\_\_ You and her ought to return the books to the library because they are already overdue.

### Exercise 7

*Each of the following sentences contains at least one possessive pronoun or adjective. Circle the possessives in these sentences and then indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ If she borrows your coat, then you should be able to borrow her.
2. \_\_\_\_ Each pot and pan in her kitchen has its own place on the shelf.
3. \_\_\_\_ Mary and Mark invited theirs parents to see their new apartment.
4. \_\_\_\_ When my roommate paid her half of the rent, I paid mine.
5. \_\_\_\_ All students need to bring theirs own pencils and answer sheets to the exam.
6. \_\_\_\_ All her secretaries are working late tonight to finish her report.
7. \_\_\_\_ The horse trotting around the track won its race a few minutes ago.
8. \_\_\_\_ Before the report is finalized, the information in their notes and our must be profed.
9. \_\_\_\_ She worked all day cooking food and making decoration for her son's birthday.
10. \_\_\_\_ The weather in the mountains this weekend will be extremely cold, so please take your heavy jackets.

### Exercise 8

*Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and the possessives. Draw arrows to the nouns they refer to and then indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ If a person really wants to succeed, they must always work hard.
2. \_\_\_\_ If you see the students from the math class, could you return their exam paper to them?
3. \_\_\_\_ Some friends and I went to see a movie, and afterward we wrote a critique about them.
4. \_\_\_\_ If you have a problem, you are welcome to discuss it with me before you try to resolve them.
5. \_\_\_\_ I know you had a terrible time last week, but you must try to forget about it.
6. \_\_\_\_ At the start of the program, each student needs to see his advisor about his schedule.
7. \_\_\_\_ In spite of its small size, these video recorders produces excellent tapes.

8. \_\_\_\_ Whatever the situation, you should reflect profoundly about them before coming to a decision.
9. \_\_\_\_ The people I admire most are those who manage to solve their own problems.
10. \_\_\_\_ If anyone stops by while I am at the meeting, please take a message from them.

### **Exercise 9**

*Circle the pronouns and possessive in the following sentences and indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ Helicopters are the being used more and more in emergency situations because of its ability to reach out-of-the-way places.
2. \_\_\_\_ The worker was fired by the chemical company because his refused to work with certain dangerous chemicals.
3. \_\_\_\_ If you have car trouble while driving on he freeway, you should pull your car over to the side of the freeway and wait for help.
4. \_\_\_\_ The administration will not install the new security system because they cost so much.
5. \_\_\_\_ Some parents prefer to send their children to private schools because they believe the children will be better educated.
6. \_\_\_\_ The air traffic controller was not blamed for the accident because he had strictly followed the correct the correct procedures.
7. \_\_\_\_ The new student has been assigned to work on the project with you and I.
8. \_\_\_\_ Many different kinds of aspirin are on the market, but their effectiveness seems to be equal.
9. \_\_\_\_ You must bring a tent and a sleeping bag for your trip to the Sierras.
10. \_\_\_\_ Each of the team members had their new uniform.

## CHAPTER 4

### NOUN PHRASES

A noun (from Latin *nomen*, meaning *name*) is a word which is the name of something or somebody. A phrase is a group of related words without a subject or a predicate, acting as a single part of speech. Therefore, a noun phrase is a group of related words without a subject or a predicate, acting as a single part of speech, which is the name of something or somebody. Rarely does a noun stand by itself. It is usually accompanied by determiners and/or adjectives. The noun usually comes after determiners: *articles* (*the, a, or an*), *possessive* (e.g. *my, his her, our*), *demonstratives* (e.g. *that, this those, these*), *numbers* (e.g. *four, five*), and *words of indefinite quantity* (e.g. *some, any, more*). It means that most nouns are usually in the form of phrase. See the examples in the sentences below.

I bought **a pencil** yesterday. (article + noun)

This is **my new car**. (possessive + adjective + noun)

**Those boys** and **girls** are my students. (demonstrative + noun)

I have got a brother and **three sisters**. (number + noun)

There are **some new students** in my class. (word of indefinite quantity + adjective + noun)

Those nouns above are preceded by determiners and adjectives which are called **pre-modifiers**. They are called pre-modifiers because they come before and modify the nouns. There are also **post-modifiers**, i.e., elements coming after and modifying the noun. See the examples in the sentences below.

The **girl** *sitting beside me* is from Germany.

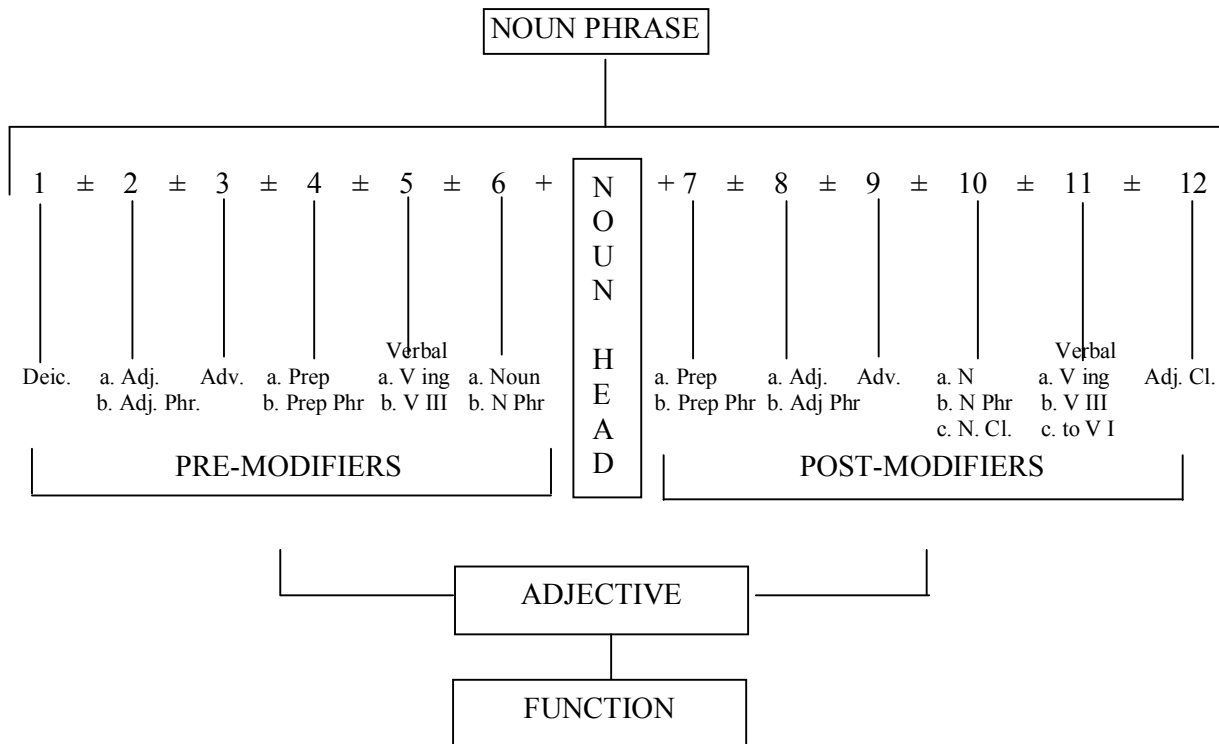
The **table** *put in front of the class* is still new.

The **books** *on the table* belong to Prof. Andrew.

The **people** *here* are very hospitable.

The **painting** *which is on the wall* is very precious.

The words in bold print above are modified by the italicized words. It means that the italicized words are post-modifiers that modify the words in bold print, noun heads. Therefore, a noun head can be modified by the words coming before, *–pre-modifiers* and the words coming after, *–post-modifiers*. The following chart is the description of the complete noun phrase taken from Abdi (1999).



**Legend:**

In the diagram of the noun phrase above, elements number 1 until number 6 are called *pre-modifiers* because they precede and modify the noun head. Meanwhile, elements number 7 until number 12, mostly in the form of a phrase, are called *post-modifiers* because they come after and modify the noun head. Therefore, either pre-modifiers or post-modifiers function as adjectives. The following are explanations of the chart.

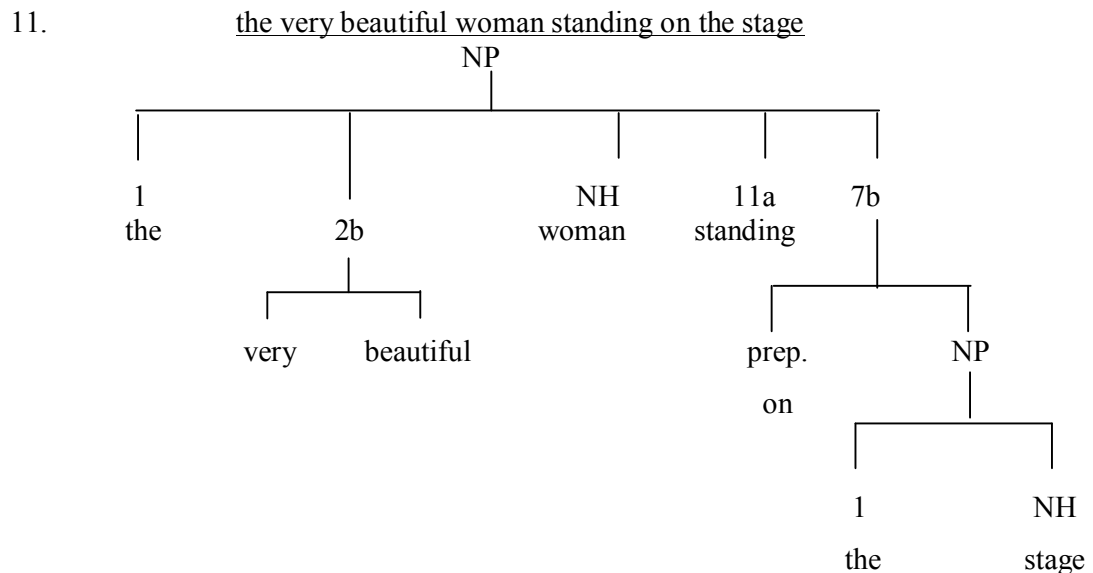
➤ Element number 1

Element number 1 is *deictic* (e.g. *articles: a, an, the; possessives: my, his, her, our; demonstratives: this, that, these, those, numbers: one, two, three, four; words of indefinite quantity: some, many, more, few, a few, little, a little, etc.*). It always comes at the beginning of the noun phrase.

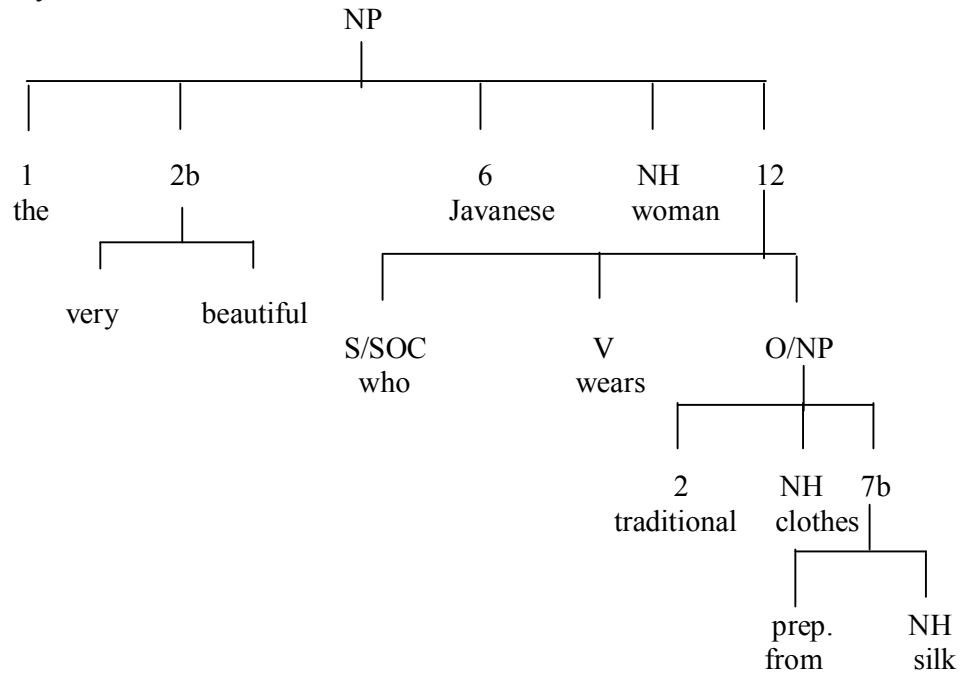
- Element number 2  
Element number 2 is the **adjective**. It can be single or phrasal. However, it usually comes in the single form (e.g. *a **patient** lecturer: single, a **very patient** lecturer: phrasal*)
- Element number 3  
Element number 3 is the **adverb**. It rarely comes in the noun phrase (e.g. *the **next** president*).
- Element number 4  
Element number is the **preposition**. It also rarely comes in the noun phrase (e.g. *the **inside** room, the **outside** room*)
- Element number 5  
Element number 5 is **verbal**. It can be present participle or past participle (e.g. *the **dancing** girl, the **coming** month, the **punished** student, the **investigated** artist*).
- Element number 6  
Element number 6 is the **noun**. It can be single or phrasal (e.g. *the **yesterday's** material*).
- Element number 7  
Element number 7 is the **preposition**. It usually comes in the form of phrase which consists of the preposition followed by the noun, noun phrase, gerund, gerund phrase, or noun clause.
- Element number 8  
Element number 8 is the **adjective**. It can be single or phrasal. However, it rarely comes after the noun head (e.g. *the mission **impossible***).
- Element number 9  
Element number 9 is the **adverb**. It is usually single (e.g. *the students **here***).
- Element number 10  
Element number 10 is the **noun**. It is sometimes in the form of a single noun, noun phrase, or noun clause.
- Element number 11 is **verbal**. It can be present participle, past participle, or to + infinitive. It usually comes in the form of phrase (e.g. *the girl **sitting** on the floor*).
- Element number 12  
Element number 12 is the **adjective clause** (e.g. *the man **who is delivering a speech***).

Study the following examples.

1. a crying baby  
1 5a NH
2. the dancing girl  
1 5a NH
3. the investigated artist  
1 5b NH
4. the Indonesian students  
1 6 NH
5. the girl sitting on the floor  
1 NH 11a
6. the girl who wears a tight T-shirt  
1 NH 12
7. the very beautiful woman standing on the stage  
1 2b NH 11a
8. the very beautiful Javanese woman who wears traditional clothes from silk  
1 2b 6 NH 12
9. the book on the table  
1 NH 7b
10. a teacher  
1 NH



12. the very beautiful Javanese woman who wears traditional clothes from silk





## EXERCISES

### Exercise 1

*Write down 10 noun phrases and then analyze as examples number 1 to 10.*

### Exercise 2

*Analyze the following noun phrases as examples number 1 and 10.*

1. the magnetosphere
2. the two strong belts of radiation
3. the area of the weaker radiation surrounding most of the earth
4. the shape of the magnetosphere
5. the earth's magnetic field
6. the sun
7. the earth
8. these charged particles
9. the solar wind pushing nearer to the earth on the sunlit side
10. a few hundred miles of the earth on the dark side

### Exercise 3

*Analyze the following noun phrases as examples number 11 and 12.*

1. the composition and rule of the board of directors of a company
2. one organization
3. a few generalizations
4. the composition of the board
5. the top management
6. the confidence of the board of directors
7. the specific policies
8. the same administrative procedure
9. the board of trustees of a college or university
10. the parliamentary system of ministerial responsibility practiced in Great Britain
11. the suitable conditions of temperature and moisture

12. the green parts of plants
13. carbon dioxide from the atmosphere
14. the chloroplasts of plant cells in the presence of light
15. the water used in photosynthesis
16. the xylem of the root
17. the oxygen released in the process
18. the product of the reaction
19. each molecule of carbon dioxide
20. the chemical energy
21. many intermediate steps
22. few people in the modern world
23. the natural environment surrounding the homes
24. the oldest known subsistence strategy
25. 2 million years
26. the domestication of animals
27. the shorter growing season
28. the availability of plant life
29. a greater dependence on hunting
30. the coasts and waterways
31. the abundance of vegetation in the lower latitudes of the tropics
32. a greater opportunity for gathering a variety of plants
33. the environmental differences
34. possibilities for the development of subsistence societies
35. our prehistoric ancestors
36. observation of modern hunter-gatherers in both Africa and Alaska
37. a society based on hunting and gathering
38. the entire community camps in a central location
39. a reasonable distance from the camp
40. the food in the area
41. a seasonal migration pattern evolving for most hunter-gatherers
42. a strict division of labor between the sexes
43. these patterns of behavior
44. mankind during the Paleolithic Period
45. any substance that can be added to the soil to provide chemical elements

46. a variety of forms
47. a complete fertilizer
48. a formula consisting of three numbers
49. the percentage content of nitrogen, phosphoric acid, and potash
50. the shape of chemical granules
51. an increase in popularity
52. the nitrogen fertilizer used throughout the world
53. the result of local research
54. the animals or humans
55. the water supply
56. the growth of algae
57. the natural cycle of life
58. the death of fish
59. digestive disorders in cattle and in infants
60. cow's milk

## CHAPTER 5

### VERBS: FORMS

#### A. Finite and Non-finite Verbs

A finite verb is a verb which asserts or predicates. It changes its form, depending on the number of the subject and the time reference. It means that the number of the subject and the time reference determine the form of the verb in sentences. See the sentences below.

*They **study** English.*

*She **studies** English.*

*She **studies** English **every day**.*

*She **studied** English **last night**.*

The verb **study** is a finite verb. It changes its form from **study** to **studies** because the subject changes from **they** (third person plural) to **she** (third person singular). Besides that, it changes its form from **studies** to **studied** when the time reference changes from **every day** to **last night**.

The verb in a sentence which does not change its form when the number of the subject or the time reference changes is a non-finite verb. It is a verb which lacks the power to assert and it is not limited by person or number. See the sentences below.

They are **swimming**.

She is **swimming**.

The verb **swimming** is non-finite because when the number of the subject changes, it does not change its form. The subject of the verb, **they** (third person plural), changes to **she** (third person singular) but the verb **swimming** does not change its form.

## B. Verb Forms

Verb forms, according to Modern English, are classified as either *regular* or *irregular*. A regular verb is a verb which forms its simple past and past participle regularly, i.e., by adding the suffix *-ed*, *-d*, or *-t* to its simple present form (stem form).

| INFINITIVE (Stem) | PAST SIMPLE           | PAST PARTICIPLE       |
|-------------------|-----------------------|-----------------------|
| work              | worked ( <i>-ed</i> ) | worked ( <i>-ed</i> ) |
| hate              | hated ( <i>-d</i> )   | hated ( <i>-d</i> )   |
| burn              | burnt ( <i>-t</i> )   | burnt ( <i>-t</i> )   |

An irregular verb is a verb which **does not** form its simple past and past participle regularly by adding the suffix *-ed*, *-d*, or *-t* to its simple present form (stem form). Such verbs are *break, broke, broken; read, read, read; speak, spoke, spoken; and go, went, gone*. The following is a list of irregular verbs.

### LIST OF IRREGULAR VERBS

| INFINITIVE (Stem) | PAST SIMPLE | PAST PARTICIPLE |
|-------------------|-------------|-----------------|
| be                | was/ were   | been            |
| beat              | beat        | beaten          |
| become            | became      | become          |
| begin             | began       | begun           |
| bend              | bent        | bent            |
| bet               | bet         | bitten          |
| bite              | bit         | bitten, bit     |
| blow              | blew        | blow            |
| break             | broke       | broken          |
| bring             | brought     | brought         |
| build             | build       | built           |
| burst             | burst       | burst           |
| buy               | bought      | bought          |
| catch             | caught      | caught          |

|         |              |              |
|---------|--------------|--------------|
| choose  | chose        | chosen       |
| come    | came         | come         |
| cost    | cost         | cost         |
| cut     | cut          | cut          |
| deal    | dealt        | dealt        |
| dig     | dug          | dug          |
| do      | did          | done         |
| draw    | drew         | drawn        |
| drink   | drank        | drunk        |
| drive   | drove        | driven       |
| eat     | ate          | eaten        |
| fall    | fell         | fallen       |
| feed    | fed          | fed          |
| feel    | felt         | felt         |
| fight   | fought       | fought       |
| find    | found        | found        |
| fly     | flew         | flown        |
| forbid  | forbade      | forbidden    |
| forget  | forgot       | forgotten    |
| forgive | forgave      | forgiven     |
| freeze  | froze        | frozen       |
| get     | got          | got          |
| give    | gave         | given        |
| go      | went         | gone         |
| grow    | grew         | grown        |
| hang    | hung, hanged | hung, hanged |
| have    | had          | had          |
| hear    | heard        | heard        |
| hide    | hid          | hidden       |
| hit     | hit          | hit          |
| hold    | held         | held         |
| hurt    | hurt         | hurt         |
| keep    | kept         | kept         |

|        |        |             |
|--------|--------|-------------|
| know   | knew   | known       |
| lay    | laid   | laid        |
| lead   | led    | led         |
| leave  | left   | left        |
| lend   | lent   | lent        |
| let    | let    | let         |
| lie    | lay    | lain        |
| light  | lit    | lit         |
| lose   | lost   | lost        |
| make   | made   | made        |
| mean   | meant  | meant       |
| meet   | met    | met         |
| pay    | paid   | paid        |
| put    | put    | put         |
| read   | read   | read        |
| ride   | rode   | ridden      |
| ring   | rang   | rung        |
| rise   | rose   | risen       |
| run    | ran    | run         |
| say    | said   | said        |
| see    | saw    | seen        |
| seek   | sought | sought      |
| sell   | sold   | sold        |
| send   | sent   | sent        |
| set    | set    | set         |
| sew    | sewed  | sewn/ sewed |
| shake  | shook  | shaken      |
| shine  | shone  | shone       |
| shoot  | shot   | shot        |
| show   | showed | shown       |
| shrink | shrank | shrunk      |
| shut   | shut   | shut        |
| sing   | sang   | sung        |

|            |            |            |
|------------|------------|------------|
| sink       | sank       | sunk       |
| sit        | sat        | sat        |
| sleep      | slept      | slept      |
| speak      | spoke      | spoken     |
| spend      | spent      | spent      |
| split      | split      | split      |
| spread     | spread     | spread     |
| spring     | sprang     | sprung     |
| stand      | stood      | stood      |
| steal      | stole      | stolen     |
| stick      | stuck      | struck     |
| sting      | stung      | stung      |
| stink      | stank      | stunk      |
| strike     | struck     | struck     |
| swear      | swore      | sworn      |
| sweep      | swept      | swept      |
| swim       | swam       | swum       |
| swing      | swung      | swung      |
| take       | took       | taken      |
| teach      | taught     | taught     |
| tear       | tore       | torn       |
| tell       | told       | told       |
| think      | thought    | thought    |
| throw      | threw      | thrown     |
| understand | understood | understood |
| wake       | woke       | woken      |
| wear       | wore       | worn       |
| win        | won        | won        |
| write      | wrote      | written    |



A number of verbs are from derivation. Their derivational affixes consist chiefly of *be-*, *en-*, *-ize/ise*, *-fy*, *-en*, and *-ate*

| PREFIX/SUFFIX | VERB     |
|---------------|----------|
| be-           | befriend |
| en-           | enlarge  |
| -ize/-ise     | organize |
| -fy           | beautify |
| -en           | deepen   |
| -ate          | salivate |

A number of verbs are recognized by their roots. Such verb roots are *-duce*, *-ceive*, *-mit*, *-tend*, and *-sist*.

| ROOT   | VERB              |
|--------|-------------------|
| -duce  | produce, reduce   |
| -ceive | perceive, receive |
| -mit   | admit, permit     |
| -tend  | extend, intend    |
| -sist  | persist, resist   |

Some verbs have the same forms as nouns. The difference is their pronunciation. The nouns are stressed on the first syllable while the verbs are stressed on the second syllable. Sometimes the difference is only a difference in the voicing of the final consonant. Here are examples.

| NOUN         | VERB        |
|--------------|-------------|
| the export   | to export   |
| the import   | to import   |
| the record   | to record   |
| the object   | to object   |
| the insult   | to insult   |
| the increase | to increase |

|              |                 |
|--------------|-----------------|
| the progress | to progress     |
| the excuse   | to excuse       |
| the house    | to house        |
| the use      | to use          |
| the advice   | to advise       |
| the device   | to devise, etc. |

## EXERCISES

### Exercise 1

*Find the finite and non-finite verbs in the following passages and give your reason why the intended verbs are finite.*

#### Passage A

*Various other Indian tribes also lived on the Great Plains. The Sioux, a group of seven American Indian tribes, are best known for the fiercely combative posture against encroaching White civilization in the 1800's. Although they are popularly referred to as Sioux, these Indian tribes did not call themselves Sioux; an enemy tribe gave the name to them. The seven Sioux tribes called themselves by some variation of the word "Dakota", which means "Allies" in their language. Four tribes of the Eastern Sioux community living in Minnesota were known by the name "Dakota". The Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota, South Dakota, and Wyoming.*

#### Passage B

*Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft, rolling hills to stark, jagged cliffs, and most deserts have a permanent source of water. Although deserts do not receive a high amount of rainfall –to be classified as a desert, an area must get less than twenty-five centimeters of rainfall per year –there are many plants that thrive on only small amounts of water, and deserts are often full of such plant life.*

*Desert plants have a variety of mechanisms for obtaining the water needed for survival. Some these plants, such as cactus, are able to store large amounts of water in leaves*

*or stems; after a rainfall these plants absorb a large supply of water to last until the next rainfall. Other plants, such as the mesquite, have extraordinary deep root systems that allow them to obtain water from far below the desert's arid surface.*

### Passage C

*Accreditation is a system for setting national standards of quality in education. The United States is unique in the world because its accreditation system is not administered by the government, but rather by committees of educators and private agencies like the Middle States Association of Colleges and Secondary Schools and the Society of Engineers.*

*Before registering to study in any educational institution in the United States, a student should make certain that the institution is accredited in order to assure that the school has a recognized standard of organization, instruction, and financial support. Foreign students should be particularly careful to check an institution's accreditation because other governments or future employers may not recognize a degree earned from a school that has not received accreditation.*

*If a college is accredited, catalogs and brochures will usually indicate the accreditation status. If you are not sure about a certain school, don't hesitate to check its reputation with an education officer at the nearest U.S. embassy.*

### **Exercise 2**

1. Define what are meant by a finite verb and a non-finite verb in your own words.
2. Write down 10 sentences containing only finite verbs and explain why the verbs are finite.
3. Write down 10 sentences containing non-finite verbs and explain why the verbs are non-finite.
4. Write down verb forms which are derived by using the prefixes or suffixes *en-*, *-ize/ise*, *-ed*, *-fy*, *-en*, and *-ate*.
5. Write down 10 verbs which have the same forms as the nouns ((e.g., *import (verb)*; *import (noun)*).
6. State whether your finite verbs in questions numbers 1 and 2 are regular or irregular, and then write their stem form (in this book called V<sub>1</sub>), past simple (in this book called V<sub>2</sub>), and past participle (in this book called V<sub>3</sub>).

Example of answers:

- a. Helen went to Sydney last month.
- b. My father cut the tree yesterday.
- c. Mary gets up early every morning.
- d. My mother cooked rice this morning.

| Simple Present (Stem) | Past   | Past Participle | Regular | Irregular |
|-----------------------|--------|-----------------|---------|-----------|
| go                    | went   | gone            |         | V         |
| cut                   | cut    | cut             |         | V         |
| get                   | got    | got             |         |           |
| cook                  | cooked | cooked          | V       |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |
|                       |        |                 |         |           |

# CHAPTER 6

## VERB GROUPS

### A. Verb Groups

In sentences, like other parts of speech, the verb comes either in the single form or in the phrasal form, verb group. A verb group is a group of verbs functioning as predicate of the sentence. In the verb group, the first element must be finite while other element(s) is/are non-finite. Therefore, the first element of the verb group changes its form depending on the number of the subject of the sentence or the time reference. The following are a chart and formulas of the verb group.

Chart and Formulas of the Verb Group

| AUXILIARY  |   |   |   | VERB HEAD  |
|--|---|---|---|--|
| Modal  | Perfect                                       | Continuous                                  | Passive                                     |  |
| 5  | 4   | 3   | 2   | 1  |
| Can/ Could/<br>May/ Might<br>Must/<br>Shall/will/<br>Would/Should/<br>Ought to | Finite or<br>Non-finite<br>forms of<br>“have” | Finite or<br>Non-finite<br>forms of<br>“be” | Finite or<br>Non-finite<br>forms of<br>“be” | a. V <sub>-1</sub><br>b. V <sub>-ing</sub><br>c. V <sub>-3</sub> |

|     |           |   |   |                        |   |      |                |                    |
|-----|-----------|---|---|------------------------|---|------|----------------|--------------------|
| 1.  | 5.1       | S | + | One modal              |   |      |                | + V <sub>-1</sub>  |
| 2.  | 5.2.1     | S | + | One modal              | + | be   |                | + V <sub>-3</sub>  |
| 3.  | 5.3.1     | S | + | One modal              | + | be   |                | +V <sub>-ing</sub> |
| 4.  | 5.4.1     | S | + | One modal              | + | have |                | + V <sub>-3</sub>  |
| 5.  | 5.3.2.1   | S | + | One modal              | + | be   | + being        | + V <sub>-3</sub>  |
| 6.  | 5.4.2.1   | S | + | One modal              | + | have | + been         | + V <sub>-3</sub>  |
| 7.  | 5.4.3.1   | S | + | One modal              | + | have | + been         | +V <sub>-ing</sub> |
| 8.  | 5.4.3.2.1 | S | + | One modal              | + | have | + been + being | + V <sub>-3</sub>  |
| 9.  | 4.1       | S | + | have/ has/had          | + |      |                | + V <sub>-3</sub>  |
| 10. | 4.2.1     | S | + | have/ has/had          | + |      | + been         | + V <sub>-3</sub>  |
| 11. | 4.3.1     | S | + | have/ has/had          |   |      | + been         | +V <sub>-ing</sub> |
| 12. | 4.3.2.1   | S | + | have/ has/had          |   |      | + been + being | + V <sub>-3</sub>  |
| 13. | 3.1       | S | + | is/ am/ are/ was/ were |   |      |                | +V <sub>-ing</sub> |
| 14. | 3.2.1     | S | + | is/ am/ are/ was/ were |   |      | + being        | + V <sub>-3</sub>  |
| 15. | 2.1       | S | + | is/ am/ are/ was/ were |   |      |                | + V <sub>-3</sub>  |

AUXILIARY VERB (S)

+ VERB HEAD

VERB GROUP

From the chart and the formulas above, it can be concluded that there are four rules in constructing a verb group. It means that element number 5 (modal) must be followed by non-finite stem form (V<sub>-1</sub>); element number 4 (perfect) must be followed by non-finite stem + ed form (V<sub>-3</sub>); element number 3 (continuous) must be followed by non-finite stem + ing form (V<sub>-ing</sub>); and element number 2 (passive) must be followed by non-finite stem + ed form (V<sub>-3</sub>).

## B. Questions

In English, basically there are two kinds of questions. They are verbal questions and pronominal questions. However, some grammarians state that there are three kinds of questions. The other one is a tag (attached) question. Actually, this is also a type of verbal question. The discussion of this kind of question, therefore, will follow the verbal question.

### 1. Verbal Questions

Verbal questions are usually called *Yes-No questions*. These are simple questions eliciting the answer *yes* or *no* only. The question begins with an auxiliary verb or a single form of *be*. The auxiliary verb or the single form of *be* should be reversed with the subject. It means that if a sentence contains a finite form of *be* or *a verb group*, it will easily form a verbal question. The finite form of *be* or the first element of the verb group is put at the beginning of the sentence. See the statements and questions below.

She is diligent.

*Is she diligent?*

He is a director.

*Is he a director?*

The students have finished doing the assignment.

*Have the students finished doing the assignment?*

The lecturer should prepare materials.

*Should the lecturer prepare materials?*

All the verbal questions above begin with an auxiliary verb –the first element of a verb group, or a single form of *be*.

A short answer to a verbal question contains only a personal pronoun as subject, and the same verb as the one the initiated the question.

*Is she diligent?* → *Yes, she is/No, she isn't.*

*Is he a director?* → *Yes, he is/No, he isn't.*

*Have the students finished doing the assignment?* → *Yes, they have/No, they haven't.*

*Should the lecturer prepare materials?* → *Yes, he should/No, he shouldn't.*

When a sentence does not contain a single finite form of **be** or verb group, a finite form of **do** or **did** is used in making a verbal question. The finite form of **do** or **did** is put at the beginning of the sentence. See the statements and questions below.

Prof. Smith teaches English every Monday.

*Does Prof. Smith teach English every Monday?*

Father went to New York yesterday.

*Did father go to New York yesterday?*

The students study hard.

*Do the students study hard?*

In short, the pattern of the verbal question can be drawn as the following formula.

a. Consisting of finite form of *be*: **Be + S + C/A**

b. Consisting of a verb group : **Aux + S + V + O/C/A**

In this book, the first element of a verb group is called auxiliary verb (Aux).

c. The Simple Present : **Do/Does + S + V<sub>1</sub> + O/C/A**  
The Simple Past : **Did + S + V<sub>1</sub> + O/C/A**

## 2. Tag Questions

Actually tag questions are also verbal questions, but the special form into which they are put shows which of these two answers is actually expected. The tag questions consist of two parts. The first part is a statement while the second part asks the question that expects agreement with the statement. The second part consists of the regular question *auxiliary verb plus the personal pronoun* standing for the subject. When the first part of tag questions is a positive statement, the second part must be a negative question. On the other hand, if the first

part of tag questions is a negative statement, the second part must be a positive question. Study the following chart.

a. Positive statement, (*aux + n't*) + *Subject Pronoun*?

b. Negative statement, *aux + Subject Pronoun*?

Examples:

- You are a student, aren't you?
- Your father is a teacher, isn't he?
- Your mother is not at home, is she?
- You do not do the homework, do you?
- Laura did not come to the meeting, did she?
- John has returned the book, hasn't he?
- I am taller than you, aren't I?

WARNING

It is not allowed to rewrite the subject of the sentence in the second part of tag questions. However, the subject of the second part must be in the form of *subject pronoun*.

Examples:

- Your father is a teacher, isn't your father? → (Wrong)
- Your father is a teacher, isn't he? → (Right)
  
- Your mother is not at home, is your mother? → (Wrong)
- Your mother is not at home, is she? → (Right)
  
- Laura did not come to the meeting, did Laura? → (Wrong)
- Laura did not come to the meeting, did she? → (Right)
  
- John has returned the book, hasn't John? → (Wrong)
- John has returned the book, hasn't he? → (Right)



### 3. Pronominal Questions

The pronominal question is the one which needs an answer in the form of a piece of information. Therefore, it begins with a question word. How to make a pronominal question is actually the same as how to make a verbal question, but a question word should be added and it should be put before a finite form of **be** or an auxiliary verb –at the beginning of the question. It means that the auxiliary verb or the single finite form of **be** should be reversed with the subject and a question word is put before the auxiliary or the finite form of **be**. Don't forget to write a question mark (?) at the end of a question. See the statements and questions below.

The students study hard in the classroom every day.

*How do the students study in the classroom every day?*

*Where do the students study hard every day?*

*When do the students study hard in the classroom?*

Bob built his own house last year.

*When did Bob build his own house?*

*What did Bob build last year?*

*Who built his own house last year?*

From the second example above, when the interrogative pronoun in the pronominal question functions as subject, **there is no reversal of word order**. The pronominal question “*Who built his own house last year?*” uses the interrogative pronoun **who** and it asks for the subject of the sentence. Therefore, there is no reversal of word order. In short, if the interrogative sentence asks for the subject (in the statement), there is no reversal of word order.

#### WARNING

In interrogative sentences made from the simple present or the simple past, the verb must be in the form of stem verb (verb word or V<sub>1</sub>).

Examples:

Arnold studies hard at home every day.

- *How does Arnold study at home every day? → (Right)*
- *How does Arnold studies at home every day? → (Wrong)*
  
- *Where does Arnold study hard every day? → (Right)*
- *Where does Arnold studies hard every day? → (Wrong)*
  
- *When does Arnold study hard at home? → (Right)*
- *When does Arnold studies hard at home? → (Wrong)*

Bob built his own house last year.

- *When did Bob build his own house? → (Right)*
- *When did Bob built his own house? → (Wrong)*
  
- *What did Bob build last year? → (Right)*
- *What did Bob built last year? → (Wrong)*

The formula of the pronominal question can be drawn as follows.

- a. 

|  |
|--|
| Asking for Non-subject       : Question Word + Aux + S + V + O/C/A |
|--|
  
- b. 

|  |
|--|
| Asking for Subject               : Question Word + V + O/C/A |
|--|

### C. Negative Statements

How to make a negative statement is almost the same as how to make a verbal question. In a negative statement, **not** is put after the auxiliary verb of the statement. If a sentence contains a finite form of **be** or **a verb group**, **not** is directly put after a finite form of **be** or after the first element of **a verb group**. When a sentence does not contain a single finite form of **be** or a verb group, a finite form of **do** or **did** is used in a negative statement (in the simple present and the simple past). However, to make a negative statement become meaningful, it is necessary to change *the verb*, *the object*, *the complement*, or *the adverb* of the positive sentence.

I am a teacher. *I am not a student.*

You are my students. *You are not my teacher.*

I like mangoes. *I do not like pineapples.*

Mary's hobby is dancing. *Mary's hobby is not swimming.*

I am Arnold. *I am not Robert.*

She studies in the morning. *She does not work in the morning.*

Sally is in her office. *Sally is not at home.*

## EXERCISES

### Exercise 1

*Change the following statements into verbal questions.*

1. The lecturer feels happy about the new classroom.
2. He visited his girlfriend last Saturday night.
3. One of the artists wears an unusual costume.
4. We had already finished the job when the director came.
5. That dancing girl looks happy.

### Exercise 2

*Change the following statements into pronominal questions which ask for the underlined word/s as the answers.*

01. He likes fried rice.
02. We often eat in this restaurant.
03. He always spends his money foolishly.
04. She went to Jakarta by train.
05. He can play the piano very well.
06. Her uncle owns a factory in this town.
07. Her uncle owns a factory in this town
08. My sister is studying economics.
09. My wife spends money economically.
10. The child cried because she broke her toy car.

### **Exercise 3**

*Make tag questions based on the following statements.*

1. The teacher said that there would be a test next week.
2. Carol is a beautiful student.
3. John has two new cars.
4. Paul bought a house last month.
5. I am not ugly.
6. The students have to study regularly.
7. Mother had not got up yet when I went to school this morning.
8. The workers must no be lazy.
9. Laura will continue her study next year.
10. The students will not be late again.

### **Exercise 4**

*Change the following sentences into their meaningful negative forms.*

1. We are students.
2. My father is a lecturer.
3. My English teacher is Prof. Andrew.
4. The students like reading novels.
5. I always have fried chicken for my dinner.

# CHAPTER 7

## VERBS: TENSES

Tenses are the forms of verbs which show the time of an action or a state of being. In other words, tenses can be defined as changes of verb forms that are caused by the changes of the time reference (**present: *He does, We do*; past: *He did, We did*; future: *He will do, We will do***). Those three tenses can be expanded in detail.

The present tense can be divided into *the simple present, present continuous, present perfect*, and *present perfect continuous tenses*. The past tense is divided into *the simple past, past continuous, past perfect*, and *past perfect continuous tenses*. Meanwhile the future is divided into *the simple future, future continuous, future perfect*, and *future perfect continuous tenses*. In this book, the present tense is represented by  $V_1$ ; the past tense is represented by  $V_2$ ; the present participle is represented by  $V_{ing}$ , and the past participle is represented by  $V_3$ .

### A. PRESENT

#### 1. Simple Present

Formula:

$S + V_1$

The simple present types:

- General truth
  - A square has four equal sides.
  - The earth revolves around the sun.
  - The sun rises in the east.
- Habit
  - I usually get up at 4 o'clock in the morning.
  - Ann takes a shower every day.
  - The merchants go to the market early in the morning.

- Present conditions/present actual
  - I love her.
  - She likes fast food very much.
  - His company makes a lot of profit recently.
- Future
  - I hope it does not rain tonight.
  - I go to Bali tomorrow morning.
  - The president arrives at 9 tomorrow.
- Adverbs which are usually used in the simple present are *every day, every week, every month, at night, today, tonight, once a week, in the morning, generally, usually, seldom, sometimes, occasionally, nowadays, habitually, frequently.*

## 2. Present Continuous

Formula: **S + am / is / are + V<sub>ing</sub>**

The present continuous represents:

- Activities which are going on or in progress when the thought is expressed.
  - Tom and Ann are talking and drinking in Java Café now.
  - Robert is washing his clothes now.
- Activities in periods.
  - The students are studying English this year.
  - Bob is building his own house.
- Situations which are changing.
  - Is your English getting better?
  - The population of the world is rising very fast.
- Activities which have already been arranged.
  - I'm having a test next Monday morning.
  - We are meeting the rector tomorrow.
- Adverbs which are usually used are *now, at present, at this moment, right now, today, this morning, this afternoon, this evening, and tonight.*

- Although the present continuous expresses activities which are going on or in progress, some words cannot be used in that way. The intended words are *believe, forget, hate, have, hear, know, like, love, need, remember, require, see, understand, want*, etc.

e.g. - She understands what I mean. (Right)

- She is understanding what I mean. (Wrong)

- I like her. (Right)

- I am liking her. (Wrong)

- I love her. (Right)

- I am loving her. (Wrong)

### 3. Present Perfect

Formula:

**S + has / have + V<sub>3</sub>**

The present perfect represents:

- Activities completed at any time before the present.
  - I have published my book.
  - She has finished writing her thesis.
  - John has seen me before.
- Activities never done before.
  - I have never smoked.
  - She hasn't written to me for nearly six months.
  - As a professional doctor, he has never made a mistake.
- Activities just completed.
  - Father has just arrived from the office.
  - She has just finished reading this new novel.
  - I have just met the minister.
- Adverbs which are usually used are *for, since, today, recently, already yet, lately, so far, ever, never, this year*, etc.

#### 4. Present Perfect Continuous

Formula:  $S + \text{has / have} + \text{been} + V_{\text{ing}}$

The present perfect continuous represents activities beginning in the past into the future.

- George has been working here for three years.
- They have been studying English in America since last year.
- I have been waiting for you for over an hour.

**Note:** *Present Perfect Tense* and *Present Perfect Continuous Tense* have the same characteristics. The difference is that in *Present Perfect Tense*, the activity has already been completed while in the *Present Perfect Continuous Tense*, the activity has not been completed. It is still going on.

## B. PAST

### 1. Simple Past

Formula:  $S + V_2$

The simple past is used to talk about activities which began and ended in the past time. In some of its special uses, however, it is not restricted to denoting past activities. It can represent:

- Activities which began and ended in the past time/past actual.
  - I typed a letter yesterday.
  - I met a beautiful girl last Sunday.
  - The teacher taught English very seriously last week.
  - Robert was in Surabaya last year.
  - We felt happy when you came.
- Adverbs which are usually used are *yesterday*, *last night/Friday/week/month/year*, *just now*, *the day before yesterday*, etc.



- General truths.
  - America was discovered by Columbus.
  - Bung Karno, the first president of the Republic Indonesia, passed away in 1970.
  - R. Ng. Ronggowarsito, the Javanese man of letters, died in 1873.
- Habits in the past.
  - I usually went to the beach in the afternoon when I was a child.
  - When I was a child, my grandma often gave me pocket money.
  - My friend and I usually played football during the break time when we were in elementary school.
  - The president used to be a student when he/she was young.
- Events in a story.
 

*When I was in the third grade of junior high school, I usually went to school very early in the morning. I entered the teacher room and then I directly switched the organ on. I learned to play the organ. I felt happy at that time because I had a chance to learn. However, one of the teachers asked me why I played the organ every morning and he got angry with me. He said that he was afraid that the organ would be broken if I used it every day. I was disappointed because of the fact.*
- Activities as occurring at present or at some future time (subjunctive)
  - If I were you, I would buy a luxurious car.
  - Had my father given me a lot of money, I would have a new house built.
  - I would give her a ring if she came earlier.

## 2. Past Continuous

Formula:

**S + was / were + V<sub>ing</sub>**

The past continuous is used to express activities which were going on in the past or in progress in the past.

- I was studying English when Ann came.
- Carol was taking a bath when the bell rang.
- Adverbs which are usually used are *all — (day), at — (five o'clock), last — (Sunday), then, that moment.*

### 3. Past Perfect

Formula:

**S + had + V<sub>3</sub>**

The past perfect tense is used to express activities as completed at a past time.

- Ann had taken a bath when I came to pick her up.
- Mrs. Lucy Price went home after she had finished her work.
- Adverbs which are usually used are *when/before + clause (past), just, already*.

### 4. Past Perfect Continuous

Formula:

**S + had + been + V<sub>ing</sub>**

The past perfect continuous tense is used to express activities continuing from a point of time in the past to another past time.

- Ann had been taking a bath for ten minutes when I came to pick her up.
- John had been playing badminton for two hours when it suddenly rained hard yesterday.
- Adverbs which are usually used are *for, since, when + clause (past)*.

## C. FUTURE

### 1. Simple Future

Formula:

**S + will + V<sub>1</sub>**

**S + be going to + V<sub>1</sub>**

The simple future is used to express activities of being as yet to take place or come into existence. To express activities that come into existence, **will** or **be going to** is employed.

- I will go to the cinema after the class tomorrow.
- I am going to study in Australia next year.

The followings are the usage of *will* and *be going to*.

The usage of WILL:

- To show willingness.
  - I am very tired. I will take a rest soon.
  - I am very sleepy. I will have an early night.
- To offer to do something.
  - That looks heavy. I'll help you with it.
  - A : "I need some money."  
B : "Don't worry. I'll lend you some."
- To promise to do something
  - I won't tell Tom what you said.
  - I promise I'll phone you as soon as I arrive.
- To ask someone to do something
  - Will you shut the door, please?
  - Will you please be quiet?
- To show intention.
  - I will finish this job by myself.
  - She will come and do the assignment as she promised.
- To state that activities are decided at the moment of speaking.
  - "Did you phone Ann?"  
"Oh, I forgot. I'll do it now."

The usage of BE GOING TO:

- To state arranged activities.
- To state activities known before.
- To state activities or actions having signs.
- To state activities of which the speaker is sure to happen.
  - Look! It's cloudy. It is going to rain.
  - I know that my parents are very busy now. I am going to help them.

- For predicting, both WILL and BE GOING TO can be used.
  - Be careful! You'll hurt yourself.
  - Be careful! You're going to hurt yourself.
- Adverbs which are usually used are *tomorrow, later, soon, next week/month/year, the day after tomorrow*.

## 2. Future Continuous

Formula: **S + will + be + V<sub>ing</sub>**

The future continuous is used to express activities as going on or continuing at a specified or implied time.

- I'll be teaching at nine o'clock tomorrow morning.
- At this time next month, I'll be having a graduation ceremony.
- The following are adverbs which are usually used.
  - *at this time next week/month/year*
  - *when S + V<sub>1</sub>*

## 3. Future Perfect

Formula: **S + will + have + V<sub>3</sub>**

The future perfect is used to express that activities will have completed in the future.

- I will have finished my study by the end of this month.
- By the end of this year, I will have got married.
- Adverbs which are usually used are *by, by then, by the time—, by the end of—, before the end of this week/month/year, before + clause (present), before + clause (present)*.

#### 4. Future Perfect Continuous

Formula:

**S + will + have + been + V<sub>ing</sub>**

The future perfect continuous expresses activities that begin in the future and will be going on. It emphasizes on the duration of activities that will be in progress on the time or event in the future. However, this form would be exceeding rare.

- Michael will have been working in the United States for five years by the end of this month.
  - Arnold will have been teaching for an hour by the time you come tomorrow morning.
- Adverbs which are usually used are *by —*, *for —*, *by the end of this week/month/year*, *by the time —*.

### EXERCISES

#### Exercise 1

1. “When did you realize you had lost your book?”  
“When I \_\_\_\_\_ it to do my assignment.”
  - A. was needing
  - B. needed
  - C. has needed
  - D. have needed
  - E. am needed
2. “Do you know where Sandra is?”  
“Sorry, since I arrived, I \_\_\_\_\_ one of our members.”
  - A. not see
  - B. was not seeing
  - C. have not seen
  - D. do not see
  - E. had no see

3. By the time you come, I \_\_\_\_ my book.
- A. will have published
  - B. will be published
  - C. will have to published
  - D. publish
  - E. will publish
4. Ann is on her way to school. She \_\_\_\_\_ her own car to school.
- A. is driving
  - B. drives
  - C. to drive
  - D. have been driving
  - E. driving
5. Fred will tell you information when you \_\_\_\_\_ next month.
- A. will arrive
  - B. will be arriving
  - C. arriving
  - D. arrive
  - E. to arrive
6. Lucy had been taking a bath when John came.  
It means that \_\_\_\_\_.
- A. Lucy is taking a bath when John comes
  - B. Lucy had finished taking a bath when John came
  - C. Lucy was still taking a bath when John came
  - D. John came to see Lucy when she was taking a bath
  - E. John came because Lucy was taking a bath
7. Arnold has been teaching English since he \_\_\_\_\_ the university.
- A. entered
  - B. entering
  - C. had entered
  - D. enters
  - E. was entering

8. "Listen! Someone \_\_\_\_\_ the door."  
A. knocks  
B. knocking  
C. was knocking  
D. is knocking  
E. knocked
9. "Don't come to my house at 3 o'clock p.m. tomorrow. I \_\_\_\_\_ at my university."  
A. teach  
B. will teach  
C. will be teaching  
D. will have taught  
E. will have been teaching
10. Nancy: "Why didn't you answer my phone last night?"  
Laura : "Sorry, at that time \_\_\_\_\_."  
A. I was sleeping  
B. I slept  
C. was slept  
D. I to be slept  
E. has been sleeping

## Exercise 2

*Copy out all verbs in the following passages and then identify what the verbs represent based on their tenses.*

### **TANIA'S PROBLEMS**

*When Jim got near the hut, he saw Tania. She had got up and was sitting outside, near the door. There were tears on her face.*

*Tania had woken up and found that Jim had gone. She had seen that Crawford had gone, too. Then she had thought of the two men alone outside... Crawford's knife in Jim's back. Jim's blood on the sand.*

*But it had only been a dream. Now she saw that Jim was safe.*

*'I shot at Crawford yesterday,' she thought to herself.*

*'But I wanted him. I have spent eight years on this island alone with Jim. It is a long time. In my bar in Dutch Harbor, there were lots of men.'*

*But then Tania remembered her wedding promise in the Church of Saint Peter. She had promised to love only Jim.*

*'No, I won't break my promise,' she thought. 'I mustn't! I can't! And she felt much better. Jim sat down beside Tania. Slowly, he told her about the golden seal and his promise to Eric. Then Tania spoke to Jim about Crawford. She told Jim how she liked Crawford's smile.*

*'But now I've told you, I feel much better,' said Tania.*

*'I'm sorry, Jim, I'm sorry.'*

*'Tania,' said Jim, 'I'm going to put all our pelts onto the boat. I'm going to sail to Dutch Harbor. I'll take Crawford with me and leave him there.'*

*'But Jim,' said Tania, 'do you think Crawford will go with you?' Jim was very angry and pick up his gun. 'Tania,' he said, 'I'll make him go!'*

*Tania was afraid. 'No, Jim,' she said. 'Don't do that. That's he waiting for. Crawford's a bad man. He'll kill you. Then he will have everything he wants.'*

*Jim looked at her and understood. He was very angry.*

*They had saved Crawford from the storm. And now Crawford was destroying their happiness. 'All right,' said Jim. 'I won't fight him. But I'll put everything on the boat. Perhaps he'll come with me to Dutch Harbor anyway.'*

*Jim and Tania spent the afternoon putting all the pelts into the boat. There were 168 skins from bears, foxes, rabbits and other animals.*

*It was September. And it was a bad month for selling pelts. But it was a valuable cargo.*

*At last the boat was ready. Jim, Tania and the children were in the hut when Crawford appeared again. He had searched the shore for nearly twelve hours. He had found nothing. He had not found the golden seal. Howard Hamilton Crawford was a very angry man!*

### **CRAWFORD MUST LEAVE**

*Crawford had followed the golden seal to Unimak. Now he had searched the whole shore twice. And the waves around the island were still too strong. The seal could not leave.*

*Crawford was now certain that Jim had killed the golden seal.*

*'He's killed her and hidden her pelt,' thought Crawford. 'As soon as I leave, they'll take her pelt to Dutch Harbor.'*



*But Crawford had an idea.*

*'I'll stay here until I find the golden seal,' he thought.*

*'The ugly man and the girl won't like that!'*

*Inside the hut, Crawford kicked off his boots. Then he threw his gun on the floor.*

*Tania watched him silently.*

*'Dry this for me,' said Crawford and threw his coat to Tania. 'And my boots too.'*

*Tania stood still for a moment, then she bent down.*

*'Don't touch them, Tania,' said Jim. His hand was on his gun. 'Leave us.'*

*'Be careful, Jim,' she whispered. 'Oh, please be careful.'*

*And Tania turned and walked out of the door.*

*'My wife isn't your servant, mister,' said Jim.*

*Crawford's gun was still on the floor. So he did not try to fight Jim then.*

*'Why are you angry?' Crawford asked.*

*'I told you,' said Jim. 'Tania isn't your slave. The storm's over now and you don't have to stay here any longer. Tomorrow, I'm taking you back to Dutch Harbor. My boat is ready. I'm sailing at seven o'clock tomorrow morning. And you're coming with me!'*

*'And if I don't want to come?' asked Crawford.*

*Jim held up his gun. 'You'll come,' he said.*

*Then Jim picked up Crawford's gun from the floor. 'I'll keep this until we get to Dutch Harbor,' he said. Then he walked out. Alone in the hut, Crawford was angry. 'Why didn't he kill me while he had chance?' he thought. 'Next time, I'll kill him!'*

### **A GUESSING GAME**

*Something exciting was happening. Eric was certain. His mother and father were whispering together. The boat was full of pelts. And everyone knew September was a bad month for selling pelts.*

*'It'll soon be bedtime, 'thought Eric. 'I'll have to go inside and I won't know what has happened!''*

*'Eric!' said somebody.*

*It was not his father calling. It was not bedtime yet. Mr. Crawford was calling him.*

*'Yes?' he said.*

*'Do you want to play game?' asked Crawford.*

*'Oh yes!' said Eric. 'What are we going to play?'*

*'I'll be a horse and you can ride on my back,' said Crawford.*

*Eric was not sure. That was a game his mother played with his little sister. But he said nothing and climbed onto Crawford's back.*

*The game was wonderful. Mr. Crawford ran round and round and Eric enjoyed himself.*

*'Another ride! One more, please!' said Eric.*

*'Eric! Bedtime!' called Jim.*

*'Oh, Dad! We're having a wonderful game. A few more minutes please!' said Eric.*

*Jim was worried. 'Can I leave Eric with Crawford?' he thought. 'Perhaps wants to be friendly?'*

*'All right, Eric. But ten minutes only. Then you've got to come in,' said Jim.*

*Crawford looked up. 'I'll send him in, mister,' he said.*

*Jim went inside the hut. He still did not trust Crawford. So he listened to the conversation outside.*

*'You've be my horse again,' said Eric.*

*'OK. We'll ride round once more. Then we'll play a quieter game. I'm getting tired,' said Crawford. The second ride was a good as the first time one.*

*'One last ride now,' said Eric.*

*Crawford shook his head. 'No,' he said. 'You sit down here. 'I've got something to tell you'.*

*'It's a story?' asked Eric.*

*'Yes,' said Crawford. Do you remember the first time we met, Eric? Down by the river?'*

*Eric nodded.*

*'You found something, didn't you? And I had three guesses, didn't I?'*

*'Yes, said Eric.*

*'I still have one more guess,' said Crawford. 'Here it is.'*

*'You won't guess right,' aid Eric.*

*Crawford put his hands over his eyes. 'Yes I can see it all now,' he said.*

*From inside the hut, Jim looked at Crawford and Eric.*

*'They're playing a guessing game,' he thought. 'I can't stay and listen. I have some work to do. I'll call Eric in a few minutes.'*

*'Yes, Eric,' said Crawford. 'I can see a picture, like in a dream... you...and a large animal...lying side by side.'*

*'You're nearly right,' said Eric. 'Nearly.'*

*'And she's yellow,' said Crawford. 'Yellow... like the sun. And she got babies with her...One, is it?' ... Or two... Or three?... .'*

*Eric jumped up and down.*

*'Yes! He said. 'She's got two babies. But what is she?'*

*'I know, Eric,' said Crawford. She's a...golden seal!'*

*'You're right!! You're right!' said Eric.*

*'At last! Thought Crawford.' 'But where have they were hidden the seal?'*

*'Eric, where is she?' asked Crawford.*

*The little boy was silent. He remembered his father's words. He must not tell Crawford about the golden seal.*

*'Where is the golden seal?, Eric?' Crawford asked again.*

*'I don't know,' said Eric.*

*'You don't know!' said Crawford. 'But didn't you help your Dad to carry away her pelt?'*

*'Her pelt? But she isn't dead!' said Eric.*

*'Your Dad didn't shoot her?' asked Crawford.*

*'No,' said Eric. 'I made him not to. She's my friend.'*

*'Tell me where she is, said Crawford. 'I promise I won't shoot her either.'*

*Eric was worried. 'Why do you want to know where she is?' he asked.*

*Crawford smiled. 'Golden seals a very pretty,' he said. 'But I've never seen one.'*

*'You want to look her?' asked Eric.*

*'Yes,' said Crawford.*

*'OK, I'll tell you,' said Eric. 'But you must promise me never to hurt her.'*

*'All right,' said Crawford. I'll promise.'*

*'Say these words after me,' said Eric. "'I promise never, never, never to hurt the golden seal.*

*God strike me dead if I break my promise.'"*

*Crawford repeated the little boy's words. Why not? It was only a little boy's game.*

*Then Eric took hold of Crawford's hand and showed him the way to the golden seal's pool.*

## **DEATH COMES TO UNIMAK**

*Eric had gone to bed and Crawford was alone. He had found a gun that Jim had hidden in the hut.*

*'Now the golden seal's pelt will be mine,' he thought.*

*Soon the lights in the hut went out. Crawford looked around him. Everything was still very quiet. There was bright moonlight outside.*

*'I'll the seal and steal their boat,' Crawford thought. 'And I'll soon be back in Dutch Harbor.'*

*Silently, he got up and went out of the hut and walked to the golden seal's pool. The seal was swimming peacefully with her two pups. Crawford saw them clearly in the light of the moon. He raised his gun and pointed it between the golden seal's eyes.*

*Then he remembered the voice of the little boy. 'Say after me, I promise never, never, never to hurt the golden seal.'*

*There was a noise behind him. Crawford looked round and a bird flew away.*

*'I must kill the golden seal now,' Crawford thought.*

*Again, Crawford pointed his gun at the golden seal.*

*But then something moved in the shadows behind Crawford. Crawford was watching the golden seal. He heard nothing and saw nothing behind him.*

*Slowly, he Kodiak bear came nearer. Now it was only a few meters away.*

*Crawford looked round. Too late! The bear was on him. He screamed and fired his gun. The bullet hit the hard head of the Kodiak bear. But it did not kill it. Crawford saw the claws coming towards him and the huge mouth wide open.*

*'God strike me dead if I break my promise,' he remembered.*

*There was no time to shoot again. But Crawford was a hunter, he knew what to do. He took out his long knife.*

*But the bear attacked first. Its claws cut into Crawford's arm. The pain was terrible. But Crawford fought for his life. He moved quickly and stabbed the bear deep in the heart.*

*The wounded bear fell. Crawford fell too. But the bear's claws cut deep into Crawford's body and broke his bones. For Crawford, the end was near.*

*'God strike me dead if I break my promise,' he remembered.*

*Then the Kodiak bear attacked for the last time. And Crawford's body lay bleeding in the sand.*

*Crawford was dead and his knife was in the bear's heart. Blood poured out onto the sand.*

*The bear's eyes looked up at the moon for the last time. And then the only living things were the golden seal and her pups in the pool.*

## ***AT THE WATER'S EDGE***

*It was early morning. Crawford and the bear lay side by side on the sand. Sea-birds were flying round and round over their bodies. Jim and Tania left the children sleeping. They went to see what was happening.*

*'Are they both dead?' she asked.*

*'Yes,' said Jim. 'It's all over, Tania!'*

*An hour later they were burying Crawford.*

*After the burial, they walked back towards the hut.*

*'Jim,' said Tania, 'do you think Crawford killed the golden seal?'*

*'No,' said Jim. 'Her body wasn't there.'*

*'Is the golden seal still on the island, then?' asked Tania.*

*Jim knew what Tania was thinking. He too, had wanted to kill the golden seal. The golden seal had brought so much unhappiness.*

*'Look, Tania. There she is!' said Jim. And he pointed to the shore.*

*The golden seal and her pups were on the shore by the sea. They did not wait. They went straight into the water. Soon, all there were swimming back to the safety of the deep sea.*

*Jim watched them until they disappeared.*

*'Are you very sad?' asked Tania.*

*"No," said Jim. 'I'm glad she's gone.'*

*Tania smiled at him and kissed him.*

*'I'm glad that you're glad,' she said.*

*Then they looked down at the river. Their river. Its water was clear in the morning light. It was beautiful, as beautiful at that other river – river that ran out of Eden.*

## CHAPTER 8

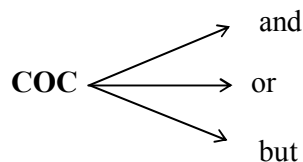
### CONJUNCTIONS

The word **conjunction** is from Latin *con*, meaning “together”, and *jungere*, meaning “to join”. It means that a conjunction is a word or word-equivalent used to join words, phrases, or clauses; and in continuous discourse, the conjunction may be employed to join sentences or even paragraphs. There are two kinds of conjunction. They are, according to their functions, **the coordinate conjunction** and **the sub-ordinate conjunction**. The coordinate conjunction, in this book, is called COC while the sub-ordinate conjunction is called SOC.

#### A. Coordinate Conjunction (COC)

The coordinate conjunction connects structural units, i.e., words, phrases, or sentences, of equal rank and usually of the same order. The units connected by a coordinate conjunction are labeled compound. The term compound means consisting of two or more independent elements that have been connected together to form a larger unit.

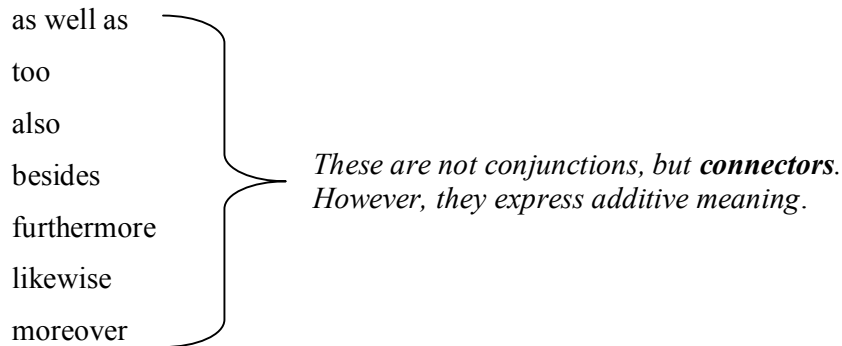
There are three common coordinate conjunctions. They are **and**, **or**, and **but**. Sometimes the word **yet**, if it has the same meaning as **but**, is considered as a coordinate conjunction. However, it is only used to join clauses, sentences, and paragraphs. The word **but** sometimes is not a coordinate conjunction if it means **except** and it comes after a negative. It is a preposition, like in the sentence *No one but I can solve the problem without problems*. In this sentence, the word **but** means **except**.



The meanings of the coordinate conjunction are as follows.

## 1. Cumulative or additive

The cumulative ideas are connected by pure conjunction **and**, and some words or phrases functioning as conjunctions:



Observe the following examples of the use of the coordinate conjunction having cumulative meaning.

- *Water and air are important in our lives.* (joining two words)
- *The good teacher and the diligent students are still in the classroom.* (joining two phrases)
- *That Prof. John is a very smart and that Prof. Ronal is a meticulous person are well recognized by all students.* (joining two clauses)
- *Mary loves me and she always gives me presents.* (joining two sentences)

## 2. Alternative and disjunctive

Alternative ideas are joined by **or**, **nor**, **either---or**, **neither---nor**. (**Otherwise** is a connector, not a conjunction, but it expresses an alternative meaning.)

- *Do you like coffee or tea?*
- *Either the students or the teacher reads a lot.*
- *Neither the parents nor the child likes the movie.*
- *You must learn hard; otherwise you will fail. (Connector)*

### 3. Adversative

The adversative ideas are chiefly joined by **but**.

- *I like shirts very much but I don't like t-shirts.*
- *Nancy is not very clever but she is diligent.*
- *The sellers are very hospitable but there are a lot of gangsters.*
- *He is fasting but he is always energetic.*

### 4. Transitional or illative

A conjunction is transitional or illative when it performs a more general service in linking the thoughts of entire sentences, or even of paragraphs, with what precedes it. Such conjunctions are called transitional or illative because they stand as literary guideboards, occurring at or near the beginning of sentences or paragraphs, and directing the mind towards the proper route, which are classified as follows.

- a. continuous-straight: *and, also, and too* (The following are connectors that have continuous-straight ideas: *besides, furthermore, likewise, moreover*)
- b. alternation-choice: *or* (*Otherwise* is a connector that has an alteration meaning)
- c. reverse-correction: *but* (*However, nevertheless, and notwithstanding* are connectors that have reverse-correction ideas)
- d. conclusion-end: *so* (*Consequently, hence, finally, then, therefore, wherefore, and whence* are connectors that have conclusion-end ideas) .

### 5. Split Conjunction or Correlative Conjunction

Such paired conjunctions, called correlative or split conjunctions, serve to intensify the coordination. The functions of the intended correlative conjunctions are the same as the COC above. The following are the split/correlative conjunctions.

both \_\_\_\_\_ and \_\_\_\_\_  
either \_\_\_\_\_ or \_\_\_\_\_  
whether \_\_\_\_\_ or \_\_\_\_\_  
whether \_\_\_\_\_ or not \_\_\_\_\_  
not \_\_\_\_\_ nor \_\_\_\_\_  
never \_\_\_\_\_ nor \_\_\_\_\_  
neither \_\_\_\_\_ nor \_\_\_\_\_



not \_\_\_\_\_ but \_\_\_\_\_  
not only \_\_\_\_\_ but also \_\_\_\_\_

See the examples below.

- Both my father and my mother are in America.
- Both boys and girls like playing badminton.

If “either \_\_\_\_\_ or \_\_\_\_\_”, “neither \_\_\_\_\_ nor \_\_\_\_\_”, and “not only \_\_\_\_\_ but also” join two nouns functioning as a subject of a sentence, the agreement is between the subject that comes after “*or*”, “*nor*”, or “*but also*” and the verb. See the examples below.

- Either the parents or the child likes watching TV.
- Either the teacher or the students are in the classroom.
- Neither the girls nor the boy goes to the movie.
- Neither the lecturer nor the students obey the rule.
  
- A good teacher has not only theoretical bases but also practical experiences.
- My teacher is not only patient but also hospitable.

As a correlative conjunction *not only--but also*, *but also* may be omitted, as a second correlative with independent clauses. *Not only does she read the reference book, she always tries to find materials from the Internet.* In this sentence, *but also* is omitted because there is an independent clause *she always tries to find materials from the Internet.* When the correlative joins two independent clauses, *also* may be omitted; or it may be separated from *but* and placed in one of the adverbial positions. It is like what happens in the sentence, *Not only the girls but the boys also like the film on the TV.* In this sentence, *but* is separated from *also*.

## 6. Punctuation with Coordinate Conjunctions

Commas may replace the function of conjunctions. Observe the following examples.

- The teacher explained the materials, the students took a note.
- Father worked in the garden, mother cooked in the kitchen.
- She studied, she failed.

In the sentences *The teacher explained the materials, the students took a note* and *Father worked in the garden, mother cooked in the kitchen*, the clauses are joined by a comma. In these sentences, the comma replaces the function of the coordinate conjunction *and*. In the sentence *She studied, she failed*, the clauses are joined by a comma, but in this sentence the comma replaces the function of the coordinate conjunction *but*.

Commas may separate items representing the same part of speech, the same type of phrase, or the same type of clause. A comma is not used when two words, two phrases, or two clauses are joined by a coordinate conjunction. Observe the following examples.

- Boys and girls like playing games.
- The antique cars and the ancient farming tools are in this museum.
- That Claudia is polite and that she is very smart make her parents happy.

Two or more independent clauses are usually separated by a comma before the coordinate conjunction.

- They had hoped to take a trip around the world, but they were unable to leave because of the sudden illness of their son.
- In the evening, some people like to watch television, others enjoy a game of cards, and still others prefer to take a nap.

In short clauses, the comma may be omitted.

- She got up and the maid prepared the meal.
- The rector came and the meeting began.
- The boss came and the porter opened the gate.

## 7. Listing

Commas are often used in listing items that are joined. The commas separate the items but the use of a comma before the conjunction preceding the last item is optional.

- The students need a pencil, ballpoint, eraser (,) and ruler during the exam.
- Mother bought sugar, salt, flour (,) and oil this morning.
- Teachers, students, staffs (,) and the principal wear their uniform to attend the ceremony.

## EXERCISES

### Exercise 1

*Choose the correct answers by crossing the letter corresponding to the option.*

1. The belief in life after death is prevalent in both primitive societies \_\_\_\_ advanced cultures.  
A. and  
B. and in  
C. and also  
D. or  
E. or also
2. Amniocentesis can be used not only to diagnose fatal disorders \_\_\_\_ the sex of the unborn child with 95 percent accuracy.  
A. but determining  
B. but also determining  
C. but to determine  
D. but also to determine  
E. but it determines

3. Bob is very clever. His environment, however, does not support him. The underlined word can be replaced by \_\_\_\_ .
- A. therefore
  - B. in order that
  - C. otherwise
  - D. on the contrary
  - E. nevertheless
4. Either the students or the tutor \_\_\_\_ in every meeting.
- A. laughs
  - B. laugh
  - C. laughing
  - D. to laugh
  - E. be laughed
5. “Do the test seriously \_\_\_\_ you will fail!”
- A. and
  - B. both and
  - C. but
  - D. if
  - E. or
6. She is absent because of her headache.  
The underlined word can be replaced by \_\_\_\_.
- A. since
  - B. cause
  - C. when
  - D. due to
  - E. for
7. Mr. John is the best teacher. He has \_\_\_\_ .
- A. not only theoretical basis but practical experiences
  - B. not only theoretical basis but also practical experiences
  - C. not only theoretical basis but he also has practical
  - D. either theoretical basis nor practical basis
  - E. both theoretical basis or practical experiences

8. \_\_\_\_ the students \_\_\_\_ the lecturer is in the classroom.
- A. Either – or
  - B. Neither
  - C. Not only – and
  - D. Such – as
  - E. Both – and
9. No one \_\_\_\_ I can do the exam quickly.
- A. but
  - B. after all
  - C. even though
  - D. hence
  - E. say
10. \_\_\_\_\_ in the cultivation of a forest, trees need more planning than any other crop does.
- A. Because the time and area involved
  - B. For the time and area involving
  - C. Because of the time and area involved
  - D. As a cause of the time and area involved
  - E. For the time and area involved

## **Exercise 2**

*Write out all coordinate conjunctions from the following passages. State the kind of coordinate conjunctions you write based on their meanings and give your reasons.*

### Passage A

*American black bears appear in a variety of colors despite their name. In the eastern part of their range, most of these bears have shiny black fur, but in the west they grow brown, red, or even yellow coats. To the north, the black bear is actually gray or white in color. Even in the same litter, both brown and black furred bears may be born.*

*Black bears are the smallest of All-American bears, ranging in length from five to six feet, weighing from three hundred to five hundred pounds. Their eyes and ears are small and their eyesight and hearing are not as good as their sense of smell.*

*Like all bears, the black bear is timid, clumsy, and rarely dangerous, but if attacked, most can climb trees and cover ground at great speeds. When angry or frightened, it is a formidable enemy.*

*Black bears feed on leaves, herbs, roots, fruit, and berries, insects, fish, and even larger animals. One of the most interesting characteristics of bears, including black bear, is their winter sleep. Unlike squirrels, woodchucks, and many other woodland animals, bears do not actually hibernate. Although the bear does not eat during the winter months, sustaining itself from body fat, its temperature remains almost normal, and it breathes regularly four or five times per minute.*

*Most black bears live alone, except during mating season. They prefer to live in caves, hollow logs, or dense thickets. A litter of one to four cubs is born in January or February after a gestation period of six to nine months, and they remain with their mother until they are fully-grown or about one and a half years old. Black bears can live as long as thirty years in the wild, and even longer in game preserves set aside for them.*

#### Passage B

*Distillation, the process of separating the elements of a solution, is widely used in industry today. The two most common methods of distillation are fractional distillation, used in the preparation of alcoholic beverages, and flash distillation, used for the conversion of ocean water to fresh water.*

*In fractional distillation a mixture is separated into its various component parts by boiling. This method makes use of the fact that different elements boil at varying temperatures. For example, alcohol has a considerably lower boiling temperature from water: the boiling temperature of water is 212 degrees Fahrenheit, and the boiling temperature of alcohol and water is 172 degrees Fahrenheit. Thus when a mixture of alcohol and water is heated, the alcohol vaporizes more quickly than the water. The distillate is collected and the process is repeated until the desired purity has been achieved.*

*Flash distillation does not require high temperatures but instead is based on pressure. In this process, a liquid that is to be separated is forced from a compartment kept under high pressure into a compartment kept at a lower pressure. When a liquid moves into the low-pressure chamber, it suddenly vaporizes and the vapor is then condensed into distillate.*

## B. Sub-ordinate Conjunction (SOC)

Sub-ordinate conjunctions introduce sub-clauses or dependent clauses. It means that a sub-ordinate conjunction introduces an adverbial clause and the clause it introduces. Therefore, subordinate conjunction modifies whatever adverbs modify; this is called adverbial clauses.

Discussing sub-ordinate conjunctions cannot be separated from discussing some prepositions because they have the same meaning but they are different in their usage.

### 1. Contrast

though  
although  
whereas  
while  
albeit  
even though  
granted that  
conceded that  
assuming that  
despite the fact that  
in spite of the fact that  
not with standing the fact that  
regardless of the fact that  
notwithstanding

} + Cl. (S + V)

in spite of }  
despite } ——— + Noun  
preposition

## 2. Cause

as  
for  
since  
whereas  
because  
in that  
now (that)  
inasmuch as  
on the ground (s) that  
because of the fact that  
due to the fact that  
in view of the fact that  
on account of the fact that  
owing to the fact that

} + Cl. (S + V)

due to  
because of  
owing to

} + N  
preposition

## 3. Condition

if  
once  
unless  
whenever  
beyond that  
conceded that  
but that  
except that  
except(ing) that  
save(ing) that



if only  
in case  
only if  
only that  
save that  
saving that  
as/so long as  
in the event that  
but for the fact that  
except for the fact that

4. **Time**

before  
after  
as  
once  
since  
till  
until  
while  
now that  
as/so long as

5. **Manner**

as  
as if  
as though

**6. Purpose**

lest (negative)

for fear that (negative)

for the purpose that

in the hope that

to the end that

therefore

consequent by

accordingly

hence

thus

that

so that

in order that + Cl. (S + V)

in order to + V

**7. Place**

where

wherever

everywhere

with

in which

**8. Result**

so that

so + adj. + that

so + adv. + that

the so + adj.

so + adv.

## C. SPLIT SOC

so + Adj/Adv + that \_\_\_\_\_

such + (Adj+N) + that \_\_\_\_\_

as Adj/Adv as \_\_\_\_\_

so Adj/Adv as \_\_\_\_\_

– er \_\_\_\_\_ than \_\_\_\_\_

more \_\_\_\_\_ than \_\_\_\_\_

less \_\_\_\_\_ than \_\_\_\_\_

NOTE: For detailed examples, see Adverbial Clauses.

## EXERCISES

### Exercise 1

*Choose the correct answers by crossing the letter corresponding to the option.*

1. We have to come early to the concert \_\_\_\_\_ we can get tickets.
  - A. in order to
  - B. in order that
  - C. so
  - D. yet
  - E. however
2. Britney Spears is \_\_\_\_\_ that I fall in love with her.
  - A. beautiful
  - B. so beauty
  - C. such a beautiful girl
  - D. such beautiful
  - E. too beautiful

3. \_\_\_\_ the heavy rain, I'll come and see her.
- A. even though
  - B. in spite
  - C. despite
  - D. moreover
  - E. because
4. The students must learn hard \_\_\_\_ they pass the examination.
- A. in the purpose
  - B. so that
  - C. in order to
  - D. therefore
  - E. in order that
5. \_\_\_\_ I am able to do this work by myself, I often ask my wife to do it together with me.
- A. Since
  - B. When
  - C. Whether
  - D. Although
  - E. Because
6. Last Tuesday was \_\_\_\_ that I visited her at house after we had had quarrel.
- A. so beautiful day
  - B. such a beautiful a day
  - C. such a beautiful weather
  - D. so day beautiful
  - E. so beautiful a day
7. We won't go to picnic \_\_\_\_ we still have enough money.
- A. because
  - B. unless
  - C. but
  - D. whether
  - E. if

8. Robert: "Did you visit her last night?"  
Arnold: "No, \_\_\_\_\_."  
A. if it hadn't rained I would have visited her  
B. I would visit her on condition that it didn't rained  
C. had it rained I wouldn't have visited her  
D. I don't visit her because it would have rained  
E. it didn't rain if visited her
9. I have been learning English \_\_\_\_ 2000.  
A. before  
B. while  
C. since  
D. after  
E. as long as
10. Andrew always studies hard and tries everything with very good efforts. \_\_\_\_, he becomes a successful person.  
A. Although  
B. Hence  
C. Otherwise  
D. Meanwhile  
E. On the contrary

## **Exercise 2**

- a. *Write out all sub-ordinate conjunctions from the following passages. What kind of adverbial clauses that comes after each sub-ordinate conjunction? Give your reasons.*
- b. *Write out all prepositions that have the same meaning as sub-ordinate conjunctions.*

### Passage A

*After you decide what kind of car you want, which options you need, and how much you can afford to spend, you should shop at several dealerships. Buying a car is one of the new purchases that you will make in the United States that allows for negotiation. In the case of cars, new and used, the sticker price posted on the window is not fixed, and the car dealer*

*will expect you to bargain. It has been estimated that fewer than 20 percent of all new car buyers end up paying an amount even close to the list price.*

*To save the most money, use the following strategies when you negotiate. In the first place, don't mention that you have a car to trade in until you have agreed on a price for the car you want to buy. If the salespersons know in advance, they may quote you a high price for the trade-in, but the price of the new car may be adjusted to include the added amount. In addition, buy a car that is already on the dealer's lot instead of ordering a car. The dealer has to pay insurance and finance charges for every car in the inventory and is usually willing to sell one for less money in order to reduce the overhead expenses. Furthermore, try to buy your new car at the end of the year, just before the next year's models arrive in the fall. Dealers are usually glad to move these cars off their lots to make room for the new models. If you can't wait until fall to buy your car, at least wait until the end of the month, when the dealer is trying to reach a set sales quota in order to earn a bonus from the manufacturer.*

*Finally, don't mention to the car dealer that you intend to pay cash or use a bank for financing until the deal is closed. Some dealers will offer a lower price if they believe that they will have the opportunity to arrange the financing and collect a commission.*

### Passage B

*To understand the forces behind thunder and lightning, one must recall basic information about electricity, that things can become either positively or negatively charged with electricity and that two things with opposite charges will attract each other. As the opposite charges become stronger, the attraction becomes greater; eventually the attraction becomes strong enough to result in a discharge that makes the two things electrically neutral again.*

*Lightning results when one cloud full of moisture develops an opposite charge in relation to another cloud. The pressure continues to build until there is enough pressure to break down the air separating the two clouds. A discharge occurs to neutralize the opposite charges in the two clouds, and this discharge is what we see as lightning. As this discharge of lightning is occurring, the lightning follows the "path of least resistance"; it therefore does not follow a straight line but zigzags in order to find the easiest route.*

*Thunder occurs during the discharge of electricity. As the discharge occurs, the air in the vicinity expands and contracts rapidly; the rushing air currents collide, causing the sound*

*that we hear as thunder. Light travels much faster than sound (the speed of light is 186.284 miles per second, while the speed of sound is 1.100 feet per second) so we see the light first and then hear the sound later. Of course, the farther away the thunder and lightning are, the greater the lapsed time between the two. In fact the amount of lapsed time between the two can be used to determine how far away the thunder and lightning are.*

## CHAPTER 9

### CLAUSES

A clause is a structure that has a subject and a verb. There are two kinds of clauses. They are the independent clause and the dependent clause. An independent clause can stand by itself as a complete sentence. A dependent clause, on the other hand, cannot stand by itself as a complete sentence although it already has a subject and a verb. It must be connected to an independent clause. It is usually called a sub-clause.

There are three kinds of sub-clauses. They are the adjective clause, the adverbial clause, and the noun clause.

#### A. THE ADJECTIVE CLAUSE

The adjective clause is a clause that modifies a noun. It describes or gives information about a noun so that it tells which person or thing the speaker means. The adjective clause is also called the relative clause.

In the relative clause, there is a conjunction. The conjunction used in the relative clause is called with the term *relative pronoun*. The relative pronoun performs a dual function in the sentence of which it is a part: it takes the place of a noun in the clause it introduces, and at the same time joins and relates that clause to the rest of the sentence.

This is *the girl*.

*She* gave me flowers.

This is the girl *who* gave me flowers.

*She* is the subject pronoun of the sentence *She gave me flowers*. *She* refers to *the girl*. To make an adjective clause, *she* is changed into *who*. *Who* is the subject pronoun referring to *the girl*. In the sentence *This is the girl who gave me flowers*, *who* is the relative pronoun, used as the subject of the relative (adjective) clause, *who gave me flowers*.

The following are detailed examples of the use of the relative pronouns in different positions and their functions in sentences.



|                           |               | Restrictive and Non-Restrictive | Restrictive only          |
|---------------------------|---------------|---------------------------------|---------------------------|
|                           | Personal      | Non-personal                    | Personal and Non-personal |
| Subject                   | who           | which                           | that                      |
| Object                    | whom          | X                               | that                      |
| Generative                | whose         | whose/of which                  | X                         |
| Prep + Rel. Pronoun       | Prep + whom   | prep + which                    | X                         |
| Rel. Pronoun<br>.... Prep | who(m) + prep | prep .....which                 | X                         |

1. WHO: Referring to persons functioning as subject.

a) **The man** is a rector.

b) **He** is standing over there.

➤ The man **who** is standing over there is a rector.

a) **The man** is a minister.

b) **He** leads the meeting.

➤ The man **who** leads the meeting is a minister.

2. WHOM: referring to persons functioning as object.

a) **The girl** is an actress.

b) I met **her** yesterday.

➤ The girl **whom** I met yesterday is an actress.

a) **The man** is the dean of the Faculty of Languages and Arts.

b) The rector gave **him** an award.

➤ The man **whom** the rector gave an award is the dean of the Faculty of Languages and Arts.

When the relative pronoun **whom** refers to persons functioning as object, it may come after a preposition. It happens because some verbs have the pattern **verb + preposition**.

*The girl* is an actress.

I talked to *her* yesterday.

If the two sentences above are combined by using the relative pronoun **whom**, there will be two kinds of sentences. One of them is that the relative pronoun **whom** comes after a preposition.

The girl **whom** I talked to yesterday is an actress.

The girl **to whom** I talked yesterday is an actress.

3. WHICH: Referring to things functioning as subject or object.

a) *The car* is new.

b) *It* is driven by Laura.

➤ The car **which** is driven by Laura is new (*which* as subject).

a) *The house* is very luxurious.

b) *It* was bought by Arnold.

➤ The house **which** was bought by Arnold is very luxurious (*which* as subject)

a) *The car* is new.

b) I bought *it* yesterday.

➤ The car **which** I bought yesterday is new (*which* as object).

a) *The exam* was difficult.

b) The students could not do *it*.

➤ The exam **which** the students could not do was difficult (*which* as object).

When the relative pronoun **which** refers to things functioning as object, it may come after a preposition. It happens because some verbs have the pattern **verb + preposition**.

*The problems* are very complicated.

The consumer complained about *them* yesterday.

If the two sentences above are combined by using the relative pronoun **which**, there will be two kinds of sentences. One of them is that the relative pronoun **which** comes after a preposition.

- The problems **which** the consumer complained about yesterday are very complicated.
- The problems **about which** the consumer complained yesterday are very complicated.

4. THAT: Referring to persons or things functioning as either subject or object.

The relative pronouns in examples 1, 2, and 3 (who, whom, and which) can all be changed into THAT.

5. WHOSE: Showing possessions for either persons or things.

a) **The girl** is beautiful.

b) **Her** hair is long.

➤ The girl **whose** hair is long is beautiful.

a) **The man** is a lecturer.

b) **His** car is new.

➤ The man **whose** car is new is a lecturer.

a) **The house** is very luxurious.

b) **Its** garden is beautiful.

➤ The house **whose** garden is beautiful is very luxurious.

a) **The building** is still new.

b) **Its** rooms are well decorated.

➤ The building **whose** rooms are well decorated is still new.

6. OF WHICH: Showing possessions for things only.

a) **The house** is very luxurious.

b) **Its** garden is beautiful.

➤ The house, the garden **of which** is beautiful, is very luxurious.

a) **The car** I drive is brand-new.

b) **Its** interiors are costly.

➤ The car I drive, the interiors **of which** are costly, is brand-new.

7. WHERE, IN WHICH: Showing places.

- a) **The room** is very clean.
- b) I work in **the room**.
  - The room **where** I work is very clean.
  - The room **in which** I work is very clean.

#### 8. REDUCED ADJECTIVE CLAUSES

Adjective clauses can appear in a reduced form. Although they appear in a reduced form, they express a complete meaning. In this form, the subject pronoun (adjective clause connector) and the **be**-verb which directly follow it are omitted.

The woman ~~who is~~ **sitting next to me** is a professor.

The man ~~who was~~ **given a scholarship** is Arnold.

The student ~~that is~~ **reading a novel** is Lily.

The letter ~~which was~~ **written last week** arrived today.

Each sentence above may be used in the complete form or in the reduced form. In the reduced form, the pronouns **who**, **that**, and **which** are omitted along with the **be**-verb **is** and **was**.

If there is no **be**-verb in the adjective clause, it is still possible to make a reduced form. It can be done by omitting the relative pronoun and changing the verb in the relative clause into the **-ing** form.

The man ~~who drives~~ the luxurious car is Mr. Ashman.  
driving

The students ~~who come~~ on time are very diligent.  
coming

## EXERCISES

### Exercise 1

*Choose the correct answers by crossing the letter corresponding to the option.*

1. The yellow card \_\_\_\_\_ is only issued for employees.
  - A. one cannot enter the factory without
  - B. which without it one cannot enter the factory
  - C. no one can enter the factory without it
  - D. without which one cannot enter the factory
  - E. without it one cannot enter the factory
  
2. The doctor is treating a patient \_\_\_\_\_ leg was broken in an accident.
  - A. who
  - B. whose
  - C. which
  - D. that
  - E. whom
  
3. The lady \_\_\_\_\_ this letter is addressed has moved to another city.
  - A. who
  - B. to which
  - C. to whom
  - D. who
  - E. which
  
4. My sisters put their money in the bank \_\_\_\_\_ gives high interest.
  - A. whom
  - B. which
  - C. what
  - D. who
  - E. where
  
5. Sydney, \_\_\_\_\_ is more than three and a half million, is Australia's largest city.
  - A. whom the population
  - B. that the population
  - C. whether the population
  - D. the population of it
  - E. the population of which

6. Look! That walking girl is very beautiful. The underlined words mean *The girl \_\_\_\_\_ is walking*.
- A. who
  - B. whose
  - C. which
  - D. in which
  - E. whom
7. The garden regularly \_\_\_\_\_ by my mother is very beautiful.
- A. watering
  - B. is watering
  - C. watered
  - D. was watered
  - E. water
8. This is the city to \_\_\_\_\_ the president gave the award.
- A. where
  - B. which
  - C. at which
  - D. every where
  - E. in where
9. The pilgrims were 102 English emigrants \_\_\_\_\_, after arriving on the Mayflower, became the first European settlers in New England.
- A. whom
  - B. who
  - C. which
  - D. of whom
  - E. whose
10. This is the text \_\_\_\_\_ the students complain to the tutor.
- A. in which
  - B. of which
  - C. about which
  - D. which
  - E. to which

## Exercise 2

*Fill in the blanks using relative pronoun.*

1. A retailer is a person \_\_\_\_\_ sells products to the customers.
2. A retail outlet is a place \_\_\_\_\_ sells goods that customers can purchase..
3. A supermarket is a store \_\_\_\_\_ sells a wide variety of goods.
4. A 'middleman' is a person \_\_\_\_\_ makes a profit by selling goods for more than he/she paid for them.
5. A specialty store is a retail outlet \_\_\_\_\_ sells a particular type of goods.
6. He is the only one \_\_\_\_\_ the University sent to America.
7. She is the girl \_\_\_\_\_ mother is an actress.
8. She is the girl \_\_\_\_\_ I am falling in love.
9. This is the text \_\_\_\_\_ the students complain to the lecturer.
10. The house \_\_\_\_\_ is at *Merdeka* street 45 is the place where I lived when I was a child.

## Exercise 3

*Each of the following sentences contains more than one clause. Indicate whether the sentences are correct (C) or incorrect (I).*

6. \_\_\_ No one explained to me whether was coming or not.
7. \_\_\_ The part of the structure that has already been built needs to be torn down.
8. \_\_\_ The girl who she just joined the softball team is a great shortstop.
9. \_\_\_ I have idea about when the meeting is supposed to start.
10. \_\_\_ We have been told that we can leave whenever want.
11. \_\_\_ The racquet with whom I was playing was too high and too heavy for me.
12. \_\_\_ I will never understand that he did.
13. \_\_\_ He was still sick was obvious to the entire medical staff.
14. \_\_\_ What is important in this situation is to finish on time.
15. \_\_\_ The newspapers that were piled up on the front porch were an indication that the residents had not been home in some time.

#### **Exercise 4**

*Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clause and then indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_ We will have to return the merchandise purchased yesterday at the Broadway.
2. \_\_\_ The children sat in the fancy restaurant found it difficult to behave.
3. \_\_\_ Serving a term of four years, the mayor of the town will face reelection next year.
4. \_\_\_ The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
5. \_\_\_ The fans who supporting their team always come out to the games in large numbers.
6. \_\_\_ The suspect can be seen in the photograph were just released by the police.
7. \_\_\_ The food placing on the picnic table attracted a large number of files.
8. \_\_\_ Impressed with everything she had heard about the course, Marie signed her children up for it.
9. \_\_\_ The passengers in the airport waiting room, heard the announcement of the cancelled flight, groaned audibly.
10. \_\_\_ Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

#### **Exercise 5**

*Write down your own 10 sentences containing the relative pronoun that you have studied.*

#### **Exercise 6**

*Write down your own 10 sentences with reduced clauses.*



## B. THE RESTRICTIVE AND NON-RESTRICTIVE CLAUSE

Adjective clauses, when analyzed as to the particular way in which they modify nouns or pronouns, can be restrictive or non-restrictive. The restrictive clause is also called defining clause whereas the non-restrictive clause is called non-defining clause.

### 1. Restrictive Clause

A restrictive clause is a clause that limits or restricts nouns or pronouns. In this case, the adjective clause serves to narrow down the reference of the noun it modifies, no commas are used for the clause.

*The girl who is wearing a tight T-shirt is my close friend.*

The adjective clause *who is wearing a tight T-shirt* limits the reference of the class word *girl* to the one *who-is-wearing-a-tight-T-shirt*. In the speech, there would be no pause after *girl*.

Most clauses that modify pronouns are restrictive. The restrictive clauses are often joined to their antecedents without an intervening relative. In such cases, the relation of the antecedent to the verbal predicate of the sub-clause may be that of a direct or indirect object, a prepositional phrase, a nominal predicate, or an adverbial adjunct.

I did not meet any one I knew personally.

This is the girl I fall in love with.

Is this the problem you were confused about before?

I am not the child I was.

Pay attention to the following sentences as the restrictive meaning.

**This is the girl *who sent me a present*** (the only girl singled out of a group of girls).

**This is the student *that got a scholarship to study abroad*** (one student distinguished among all the students)

### 2. Non-restrictive Clause

A non-restrictive clause is an adjective clause that does not limit or restrict or identify nouns or pronouns. It means that it does not serve to narrow down the reference of the noun

or pronoun, especially when the noun or pronoun is already restricted. In other words, it does not affect the intention, nor restrict the number of the nouns or pronouns it modifies: ***Sunlight, which is necessary to plant growth, was plentiful that season.*** The clause applies to all sunlight; it merely gives a bit of information concerning sunlight as an agency in life stimulation. In speech, there would be a pause after the antecedent of the clause, ***sun light***.

Observe that the non-restrictive clauses are always set off by commas.

- Prof. Andrew, ***who teaches English Instructional Technology***, is a popular lecturer.
- The lower animals, ***which have no complete and formal language***, must converse by rude signs and noises.
- Juliet, ***who is always on the top of the class***, will have a thesis exam next week.
- John Blair, ***who lives next door***, is my best friend.

#### The Difference between Restrictive and Non-restrictive Clauses

| RESTRICTIVE   | NON-RESTRICTIVE   |
|---|---|
| Not separated from its head word<br>- When the antecedent is restricted by the adjective clause<br><br>- When the antecedent is limited by the adjective clause to some of the class. | Separated from its head word by commas<br>- When the antecedent is restricted in itself<br><br>- When the antecedent refers to all of class |
| The relative pronoun that is usually used only for restrictive clauses.   | All relative pronouns can be used for non-restrictive clauses.  |
| The relative pronoun may be omitted.  | The relative pronoun may never be omitted.  |
| The relative pronoun referring to an object can be omitted.   | The relative pronoun may never be omitted.  |

***Who*** and ***which*** as relative pronouns may introduce either restrictive or non-restrictive clauses; and punctuating clauses containing these pronouns sometimes requires special

attention. Usually, if one of these is used to introduce a restrictive clause, a **that** can be substituted for either **who** or **which**. Another test is to see if the pronoun can be omitted; and if it can, the clause will be a restrictive one.

The relative adverbs **where**, **when**, **why**, and **whereby** may introduce either restrictive or non-restrictive clauses, the meaning which is to be conveyed being the test. Often if the definite article or some other similar modifier precedes the noun-antecedent, the clause which follows will be restrictive. If the antecedent is a proper noun, the clause which follows is likely to be non-restrictive.

## EXERCISES

### Exercise 1

*State whether the relative clauses in the following sentences are restrictive or non-restrictive. Mention your reason.*

1. Read your book which you bought yesterday.
2. The book which is covered red is mine.
3. The book that I borrowed from the library is very interesting
4. Mary, who is studying English, is very diligent.
5. The school where my brother works is very popular.
6. The girl who is standing near the door is my sister.
7. He is the man whom everybody trusts.
8. That is what I said yesterday.
9. Wash your hair that you dyed.
10. I remember the house where I was born.
11. Ann is the girl whom I am falling in love with.
12. Give the knowledge to whoever you meet.
13. Arnold, who was the chief of the class, is a successful person.
14. The structure book, which I wrote, needs revising.
15. The students who attended the seminar got nice seminar kits.
16. I washed my hand that was dirty.

17. I met Mr. Smith who taught me Linguistics.
18. The only glasses that I bought last year are very precious.
19. I need the computer you are using.
20. Wear the ring which I gave yesterday.
21. Consult your paper to the lecturer who teaches you.
22. The man who is giving a speech is the rector.
23. Let me read the letter you wrote this morning.
24. He is approaching that girl who is wearing a pair of jeans.
25. This is the pen which I found.
26. The woman who was sitting next to me is very polite.
27. Always read the Qur'an that your father gave you yesterday.
28. The car which is being parked in front of the office is my uncle's car.
29. I don't know the girl that is singing a beautiful song.
30. Directly do the assignments which are given by your lecturer.

## **Exercise 2**

1. Write down 10 sentences containing restrictive clauses.
2. Write down 10 sentences containing non-restrictive clauses

## C. THE ADVERBIAL CLAUSE

The word *adverb* is from Latin *adverbium*. The word *ad* means to, while the word *verbum* shows an *action* or *condition*. An adverbial clause is a clause which performs the function of an adverb. The names of the kinds of the adverbial clause, therefore, are classified like adverbs, according to their meaning.

Adverbial clauses that express time, place, manner, and degree are usually introduced by relative adverbs. Meanwhile, adverbial clauses that express condition cause/reason, purpose, concession/contrast, and result are introduced by sub-ordinate conjunctions, which may be either expressed or implied.

### 1. Adverbial Clause of Time

Adverbial clauses of time are most frequently introduced by the following relative adverbs.

after  
as  
before  
ere  
once  
since  
till  
until  
when  
whenever  
while  
now that  
as/so long as

- I had locked all the doors and windows before I went to my office.
- I have been learning English since I entered the university.
- When I became a man, I put away childish things.
- The students finished doing the assignments as the teacher was coming.

## 2. Adverbial Clause of Place

Adverbial clauses of time are most frequently introduced by the following relative adverbs.

everywhere  
in which  
where  
wherever  
whither

- Mr. Arnold works where he studied.
- I will meet you where you are.
- Wherever I am, there are a lot of friends.
- Where my father works, there are good facilities.

When the place idea expressed in the adverbial clause is to be stressed or made more definite, **where** may correlate with **there**. Here is another example *Where MacGregor sits, there is the head of the table.*

## 3. Adverbial Clause of Manner

Adverbial clauses of manner are introduced by

as  
as if  
as though

- Say each word as I pronounce it to you.
- She behaves as though she were the owner of the gallery.
- He delivered a speech as if he had understood the subject matter.

Sometimes the conjunctive adverb **as** correlates with **so** in denoting manner, as in the following example.

*As goes the leader, so goes the pack.*

So ----- as = in the manner = in which

#### 4. Adverbial Clause of Degree

Adverbial Clauses of degree may be introduced by the relative adverbs

than

as

that

the

as---as

so---as

so---that

the---the

##### a. Comparison of Adjective

###### 1) Positive Degree

Formula

as/so \_\_\_ adj. \_\_\_ as

the same \_\_\_ N \_\_\_ as

- ❖ My ruler is 30 centimeters long.
- ❖ Her ruler is 30 centimeters long.
- ➔ • My ruler is as long as her ruler.
- My ruler is the same length as her ruler.

###### 2) Comparative Degree

Formula:

adj. + er + than  
more + adj. + than

- ❖ Bob is 170 centimeters tall.
- ❖ Ann is 165 centimeters tall
- ➔ Bob is taller than Ann.
  
- ❖ In the “Beauty Contest”, Carol got a score of 880; Sania got a score of 960.
- ➔ Based on their score in “Beauty Contest”, Sania is more beautiful than Carol.

### 3) Superlative Degree

Formula:

**the + adj. + -est**  
**the + most + adj.**

- ❖ On the TOEFL test, Ronald got 550, Caroline got 600, and Laura got 650.
- ➔ Laura is the cleverest student.
- ❖ Lea is Rp 269.000,00. Tira is 169.000,00. Lois is Rp 130.000,00.
- ➔ Lea is the most expensive.

### 4) Adjectives Having Irregular or Defective Comparison

| No  | Positive       | Comparative              | Superlative                             |
|-----|----------------|--------------------------|---|
| 1.  | (aft)          | after                    | aftermost                               |
| 2.  | bad, ill, evil | worse                    | worst                                   |
| 3.  | fore           | former                   | foremost, first                         |
| 4.  | fore (forth)   | further                  | furthest, furthestmost (forth most)     |
| 5.  | good           | better                   | best                                    |
| 6.  | hind           | hinder                   | hindermost, hindmost                    |
| 7.  | in             | inner                    | innermost, inmost                       |
| 8.  | late           | later, latter            | latest, last                            |
| 9.  | little         | less, lesser             | least                                   |
| 10. | much, many     | more                     | most                                    |
| 11. | (neath)        | nether                   | nethermost                              |
| 12. | near, nigh     | nearer, nigher           | nearest, next, nighest                  |
| 13. | north, northen | more northern            | northmost, northermost                  |
| 14. | out            | outer, utter (uttermore) | utmost, uttermost<br>outmost, outermost |
| 15. | old            | older, elder             | oldest, eldest                          |
| 16. | –              | other                    | –                                       |
| 17. | –              | over                     | –                                       |
| 18. | top            | –                        | topmost                                 |
| 19. | –              | under                    | –                                       |
| 20. | up –           | upper –                  | uppermost (upmost)                      |



## b. Comparison of Adverb

### 1) Positive Degree

Formula:

**as/so + adv. + as**

- ❖ Bob drives 100 kms/hour.
- ❖ John drives 100 kms/hour.
- ➔ Bob drives as fast as John.

### 2) Comparative Degree

Formula:

**Adv. + -er + than**  
**more + adv. + than**

- ❖ Jane drives fast but Ann doesn't.
- ❖ (Jane drives 100 kms/hour and Ann drives 80 kms/hour.
- ➔ Jane drives faster than Ann does.

### 3) Superlative Degree

Formula:

**the + adv. + -est**  
**the + most + adv.**

- ❖ All students cannot do the test as quickly as Arnold.
- ➔ Arnold does the test the most quickly of all students.

#### 4) Irregular Comparison of Adverbs

| No. | Positive   | Comparative           | Superlative            |
|-----|------------|-----------------------|------------------------|
| 1.  | badly, ill | worse                 | worst                  |
| 2.  | far        | farther               | farthest               |
| 3.  | forth      | further (furthermore) | furthest               |
| 4.  | late       | later                 | latest, last           |
| 5.  | little     | less                  | least                  |
| 6.  | much       | more                  | most                   |
| 7.  | nigh, near | nigher, nearer        | nighest, nearest, next |
| 8.  | rather     | rather                | rathest, ratherest     |
| 9.  | well       | better                | best                   |

#### c. Double Comparatives

Formula:

**The + comparative + S + V, the comparative + S + V**

- The more you practice, the better you will do it.
- The faster we finish, the sooner we can leave.

#### d. Illogical Comparatives-Degrees

Formula:

Noun (singular) + — + (more + adj. / adj. + -er) + than that + —  
Noun (plural) + — + (more + adj. / adj. + -er) + than those + —

- The climate in the North is more severe than that in the South.
- The climate in the North is colder than that in the South.
- The T-shirts are more expensive than those at the discount store.
- The prices of the T-shirts are higher than those at the discount store.

## 5. Adverbial Clause of Condition

Adverbial clauses of condition are introduced by the following words.

as/so long as  
beyond that  
but that  
conceded that  
except(ing) that  
if  
if only  
in case  
in the event that  
only if  
on condition that  
provided  
provided that  
save(ing) that  
supposing  
supposing that  
unless  
whenever

- I will come if she invites me.
- She will not accept you if you are not patient enough in approaching her.
- If I were you, I would buy a luxurious car.
- I would have studied abroad if I had got a scholarship.

## 6. Adverbial Clause of Cause/Reason

Adverbial clauses of cause/reason are introduced by the following conjunctions.

as  
for  
since  
because  
now that  
inasmuch as

} + Cl. (S + V)

|                          |   |               |
|--------------------------|---|---------------|
| forasmuch as             | } | + Cl. (S + V) |
| on the ground that       |   |               |
| because of the fact that |   |               |
| due to the fact that     |   |               |

- She was absent because she was sick.
- Allen did not pass the exam because he did not study hard.
- Due to the fact that she did not come, Arnold decided to go with another beautiful girl.

### 7. Adverbial Clause of Purpose

Adverbial clauses of purpose are introduced by the following words.

therefore  
 consequent by  
 accordingly  
 hence  
 thus  
 that  
 so that  
 lest (that not)

in order that + Cl. (S + V)

- The students study hard in order that they pass the exam.
- I go early that I can prepare materials for the presentation.
- Walk softly, lest the baby awakens.

### 8. Adverbial Clause of Concession/Contrast

Adverbial clause of concession/contrast are introduced by the following conjunctions.

|               |   |               |
|---------------|---|---------------|
| although      | } | + Cl. (S + V) |
| even though   |   |               |
| though        |   |               |
| granted that  |   |               |
| conceded that |   |               |

|                                 |   |               |
|---------------------------------|---|---------------|
| assuming that                   | } | + Cl. (S + V) |
| despite the fact that           |   |               |
| in spite of the fact that       |   |               |
| not with standing the fact that |   |               |
| regarded of the fact that       |   |               |

- Although it was raining hard, he visited her last night.
- Arnold always gets good marks even though he does not prepare the exam.

### 9. Adverbial Clause of Result

Adverbial clauses of result are generally introduced by the following conjunctions.

so that  
 so + adj. + that  
 so + adv. + that  
 the so + adj.  
 so + adv.

- All the students studied hard so that they passed the exam.
- She overslept this morning so that she came late.

Adverbial clauses of result and purpose must be differentiated by the meaning, not by the conjunctions which introduce them. As in the example above, *so that she came late* gives the result (or effect) of *She over slept this morning*, not the purpose nor the reason for the assertion made in the main clause.

## EXERCISES

### Exercise 1

1. The Disney Amusement Park in Japan is \_\_\_\_\_ Florida or California.
  - A. the largest than the ones in
  - B. larger than the ones in
  - C. larger the ones in
  - D. the largest of the ones
  - E. largest than ones
2. The blue whale is \_\_\_\_\_ known animal, reaching a length of more than one hundred feet.
  - A. the large
  - B. the larger
  - C. the largest
  - D. most largest
  - E. most larger
3. Many chemicals react \_\_\_\_\_ in acid solutions.
  - A. more quick
  - B. as quickly more
  - C. quirlier
  - D. more quickly
  - E. more quirlier
4. The total production of bushes of corn in the United Stated is \_\_\_\_\_ all the cereal crops, combined.
  - A. more as
  - B. more of
  - C. more that
  - D. more than
  - E. more than that

5. It is generally true that the lower the stock market falls, \_\_\_\_\_ the higher the price of gold rises.
- A. the higher the price of gold rises
  - B. rises high the price of gold
  - C. the price of gold rises high
  - D. higher the price of gold rises
  - E. the prices higher of gold
6. When \_\_\_\_\_ nest during spring nesting season, Canadian geese are fiercely territorial.
- A. building
  - B. are building
  - C. built
  - D. are built
  - E. to build
7. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, \_\_\_\_\_ far from roads or trails.
- A. a remote peak
  - B. it is a remote peak
  - C. a remote peak is
  - D. which a remote peak
  - E. the remote peak
8. Kokanee salmon begin to deteriorate and die soon \_\_\_\_\_ at the age of four.
- A. they spawn
  - B. after spawning
  - C. spawn
  - D. spawned the salmon
  - E. spawning
9. \_\_\_\_\_ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.
- A. It is hidden
  - B. Hidden
  - C. Which is hidden
  - D. The plants is hiding
  - E. Hiding

10. Until \_\_\_\_ incorrect, astronomers had assumed that insides of white dwarfs were uniform.
- A. they
  - B. their proof
  - C. the astronomers recently proven
  - D. recently proven
  - E. proving recently
11. \_\_\_\_ artifact from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.
- A. They were searching for
  - B. It was search for
  - C. Searched for
  - D. Searching for
  - E. It is searched
12. In Halley, the best-known lecturer was women's right activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak \_\_\_\_ town visiting her son.
- A. she was in
  - B. while in
  - C. while she was
  - D. was in
  - E. It was in the
13. The National Restaurant \_\_\_\_ Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons.
- A. Association in
  - B. Association is in
  - C. Association which is in
  - D. Association, based in
  - E. Associated with



14. \_\_\_\_ in North American waterways less than a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lake area.
- A. The first sighting
  - B. Although first sighted
  - C. Zebra mussels were first sighted
  - D. First sighting
  - E. Because sighting
15. Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring \_\_\_\_ an ATA carnet.
- A. a document calls
  - B. a document called
  - C. calls a document
  - D. called a document
  - E. a calling document

## Exercise 2

*Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses and then indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ If not completely satisfied, you return the product to the manufacturer.
2. \_\_\_\_ Steve has had to learn how to cook and clean since left home.
3. \_\_\_\_ The ointment can be applied where needed.
4. \_\_\_\_ Tom began to look for a job after completing his master's degree in engineering.
5. \_\_\_\_ Although not selecting for the team, he attends all of the games as a fan.
6. \_\_\_\_ When purchased at this store, the buyer gets a guarantee on all items.
7. \_\_\_\_ The medicine is not effective unless taken as directed.
8. \_\_\_\_ You should negotiate a lot before buy a new car.
9. \_\_\_\_ Once purchased, the swimsuits cannot be returned.
10. \_\_\_\_ Though located near the coast, the town does not get much of an ocean breeze.

### Exercise 3

*Each of the following sentences contains a reduced clause. Underline the reduced clauses and then indicate if the sentences are correct (C) or incorrect (I).*

1. \_\_\_\_ Though was surprised at the results, she was pleased with what she had done.
2. \_\_\_\_ Wearing only a light sweater, she stepped out into the pouring rain.
3. \_\_\_\_ The family stopped to visit many relatives while driving across the country.
4. \_\_\_\_ The company president, needed a vacation, boarded a plane for Bahamas.
5. \_\_\_\_ When applying for the job, you should bring your letters of reference.
6. \_\_\_\_ She looked up into the dreary sky was filled with dark thunderclouds.
7. \_\_\_\_ Feeling weak after a long illness, Sally wanted to try to get back to work.
8. \_\_\_\_ Before decided to have surgery, you should get a second opinion.
9. \_\_\_\_ The construction material, a rather grainy type of wood, gave the room a rustic feeling.
10. \_\_\_\_ The application will at least be reviewed if submitted by the fifteenth of the month

## D. THE NOUN CLAUSE

A noun clause is a kind of dependent clauses. It cannot stand by itself. It must be connected to an independent clause (which becomes the main clause). Any clause which performs the function of a noun is called a **noun clause**. It may substitute for a mere abstract noun or for a noun-equivalent (e.g. a gerund or an infinitive phrase). The sentence **Her beauty attracts every boy** has the abstract noun **beauty** for the subject; or, in other words, the sentence **That she is beautiful attracts every boy** has the noun clause **that she is beautiful** as the subject. The noun clause may replace a gerund phrase; e.g., **Her being beautiful attracts every boy** is almost identical in meaning with **That she is beautiful attracts every boy**.

Noun clauses may be introduced by any of the following:

1. **Expletive**: that, but that, whether, if.

Is Arnold a lecturer? (a yes/no question)

I don't know **if Arnold is a lecturer**. (a noun clause)

Does Arnold teach Linguistics? (a yes/no question)

I don't know **if Arnold teaches Linguistics**. (a noun clause)

When a yes/no question is changed into a noun clause, **if/whether** is usually used to introduce the clause.

**I don't know if Arnold is a lecturer or not**. (a noun clause)

**I don't know if Arnold teaches Linguistics or not**. (a noun clause)

When **if/whether** introduces a noun clause, the expression **or not** frequently comes at the end of the clause. A noun clause can be introduced by the word **that**.

I realize **that** I should improve my English.

I hope **that** you can come to the meeting tomorrow.

However, the word **that** is often omitted, especially in speaking. **That clauses** are frequently used as the objects of verbs which express mental activity. Common verbs followed by that clauses are **assume, believe discover, dream, guess, hear, hope, know, learn, notice, predict, prove, realize, suppose, suspect, and think**.

2. **Interrogative pronouns:** who, which, what.

*Who* is that student? (a question)

I don't know *who that student is*. (a noun clause)

*What* is her name? (a question)

I don't know *what her name is*. (a noun clause)

A noun or pronoun that follows main verb *be* in a question comes in front of *be* in a noun clause.

*Who is* in the bathroom? (a question)

I don't know *who is* in the bathroom. (a noun clause)

A preposition phrase (e.g., *in the bathroom*) does not come in front of *be* in a noun clause.

3. **Interrogative adjectives:** which, what.

I don't know which team will compete first

She doesn't know what material should be studied.

4. **Interrogative adverbs:** why, when, where, how.

Where *does he come from?* (an informative question)

I don't know *where he comes from*. (a noun clause)

Note: Question word order is not used in a noun clause.

Sometimes the expletive *that* is omitted when the sense of the sentence is clear without it, but *whether*, *but that*, and *if* should, as a rule, be expressed with any type of clause they introduce.

Noun clauses may be used in any of the more important constructions of nouns, such as subject, direct object, complement, object of preposition, appositive, or adverbial objective.

1. Subject

- **What she did** makes me happy.
- **Why she is at home** is to wait for my visit.
- **What I said** is what she wants

2. Direct object

- I like **what she does**.
- I have known **who you are**.
- I wondered **whether you had left the city or not**.

3. Complement

- Who I am is not **who I was**.
- What you said is **what I meant**.
- What she is doing is **what I always ask**.

4. Object of preposition

- I have been thinking about **whether I will marry her or not**.
- Your success will depend on **how well you make an effort**.
- I am in doubt as to **which book I should keep**.

5. Appositive (Explanatory modifier)

- The popular idea **that water is purified by freezing** is false.
- His fear **that he might never win** overcome him.

Adverbial objective

- I am afraid **that he will refuse this offer**.
- I am sure **that I will not fail**.

As a general rule, interrogative pronouns, interrogative adjectives, and interrogative adverbs introduce direct questions or indirect questions depending on expression of *asking*, *considering*, *wondering*, and the like.

The following sentences contain indirect questions, and therefore noun clauses:

1. I want to know **what you are saying**.
2. **Who is to be the next president** will be decided in November.
3. I am wondering **what she will do**.
4. I do not know **whose house she is buying**.
5. Can you tell me **what he said to offend you?**
6. I wish I knew **which of these books I should order**.
7. He wants me to find out **who is invited**.
8. The old man could not tell us **who he was** or **where he was going**.

The following sentences contain adjective clauses introduced by compound indefinite relatives or by simple relatives having the force of indefinite compound relatives.

1. **Whoever would find pearls** must dive deep.
2. **Whatever is**, is right.
3. Give the money to **whoever calls for it**.
4. **Who desires to be safe** should be careful to do what is right.
5. **Whom the court favors** is safe.
6. **What we acquire with greatest difficulty**, we retain the longest.
7. We should store in youth **what is to be used in old age**.
8. Take **whichever is the lightest**.

## EXERCISES

### Exercise 1

3. The secretary asked me \_\_\_ with Mr. Robson.
  - A. did I have an appointment
  - B. how was my appointment
  - C. whether I had an appointment
  - D. when is your appointment
  - E. that I had an appointment
2. I asked Bob \_\_\_
  - A. where did he come from?
  - B. from where was he coming?
  - C. from which he came.
  - D. where he came from.
  - E. from where is she?
3. The teacher asked the lazy student \_\_\_ the English classes.
  - A. why hadn't he attended
  - B. when had he attended
  - C. hadn't he attended
  - D. that he attended
  - E. how often he had attended

4. The tourist asked me \_\_\_\_
- A. where the nearest bank was.
  - B. the nearest bank.
  - C. where is the nearest bank?
  - D. Which the nearest bank is.
  - E. That is the nearest bank.
5. I don't remember \_\_\_\_ last year.
- A. what did I give her for her birthday
  - B. for her birthday what did I give her
  - C. what I gave her for her birthday
  - D. I gave her what for her birthday
  - E. What for her birthday I gave her
6. Of all the cities, \_\_\_\_.
- A. that San Antonio is probably the most picturesque
  - B. San Antonio is probably the most picturesque
  - C. probably San Antonio the most picturesque
  - D. the most picturesque probably San Antonio
  - E. the most picturesque probably that San Antonio
7. Because they usually receive the same score on standardized examinations, there is often disagreement as to \_\_\_\_ is the better student, Bob or Helen.
- A. who
  - B. which
  - C. whose
  - D. whoever
  - E. whom
8. She asked me \_\_\_\_
- A. where is the bank?
  - B. where the bank was.
  - C. where the bank is?
  - D. where is the bank.
  - E. the bank where is.

9. The teacher asked me \_\_\_\_ .
- A. Why haven't you submitted your paper.
  - B. Why I haven't submitted my paper.
  - C. Why didn't I submit my paper.
  - D. Why I hadn't submitted my paper.
  - E. Why I didn't you submitted my paper.
- 10 . \_\_\_\_ is never predicted.
- A. He got a great success
  - B. He was got a great success
  - C. That he got a great success
  - D. He succeeded
  - E. He will succeed

## Exercise 2

*Underline the following noun clauses and state their function in the sentences.*

1. I say that great men are still admirable.
2. That foot soldiers could withstand the charge of heavy cavalry was thought utterly impossible.
3. The men and women who do the hard work of the world have learned from Ruskin that they have a right to pleasure in their toil.
4. Tell us what we shall do.
5. Whether we are busy or idle will not be discussed.
6. Anaxagoras said that he was in the world to admire the sun.
7. Perchance you know who it was.
8. He was confident that recognition would come.
9. She had no idea but that he would succeed.
10. We have agreed that you should pay half of the expense of the trip.
11. I am very sorry, good Horatio, That to Laertes I forgot myself.
12. He had a vague impression that he would cut a ridiculous figure in that garb.
13. I wondered what those men would say to me.
14. I do not doubt but that he put the money in the good place.
15. Let us know among ourselves what is good.
16. I am sorry that my speech offends you.



17. Myths reveal motives and ideals, and permit us to see what comes from the latter.
18. This is what I want.
19. They who have seen him shall say, "Where is he?"
20. I was not conscious of what you were saying.
21. It was strange that the girl did not seem aware that her guests were leaving.
22. Dull people are not sure that the story of our own life is good literature.
23. I hoped that the Almighty would answer me.
24. Do tell me that this beverage owes its superior flavor to the introduction of molasses.
25. I am not informed about how the matter will be settled.

### **Exercise 3**

*Change the questions to noun clauses.*

1. Did Steve go to the bank?

I don't know \_\_\_\_\_

2. Where did Steve go?

Do you know \_\_\_\_\_

3. Is Karen at Home?

Do you know \_\_\_\_\_

4. Where is Karen?

Do you know \_\_\_\_\_

5. How is Pat feeling today?

I wonder \_\_\_\_\_

6. Is Pat feeling better today?

I wonder \_\_\_\_\_

7. Does the bus stop here?

Do you know \_\_\_\_\_

8. Where does the bus stop?

I wonder \_\_\_\_\_

9. Why is Elena absent today?

The teacher wants to know \_\_\_\_\_

10. Is Elena going to be absent again tomorrow?

I wonder \_\_\_\_\_

11. Will it rain tomorrow?

I wonder \_\_\_\_\_

12. What is an amphibian?

Do you know \_\_\_\_\_

13. Is a frog an amphibian?

Can you tell me \_\_\_\_\_

14. What's on TV tonight?

I wonder \_\_\_\_\_

15. What is the speed of sound?

Do you know \_\_\_\_\_

16. Does sound travel faster than light?

Do you know \_\_\_\_\_

17. Are dogs color blind?

Do you know \_\_\_\_\_

18. Why is the sky blue?

Annie wants to know \_\_\_\_\_

19. Does that store accept credit card?

Do you know \_\_\_\_\_

20. Do insects have ears?

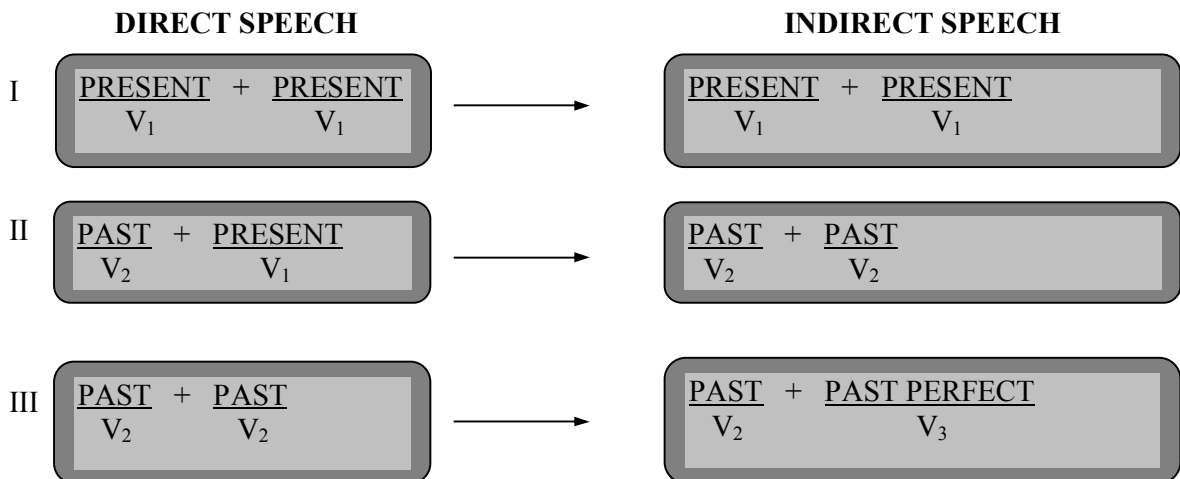
The little girl wants to know \_\_\_\_\_

# CHAPTER 10

## INDIRECT CONSTRUCTIONS

There are two ways to write a piece of speech expressing a thought. They are *direct speech*, using quotation marks and phrases like *I said, he said, Robert said, she told me, the teacher asked* and so on, and *indirect speech* using a noun clause from the actual word spoken. Here is a direct statement. *Roger said, "Ronald has finished his assignments."* It can be changed into *Roger said that Ronald had finished his assignment. Roger said that Ronald had finished his assignment* is called an indirect statement.

The following formulas are ways of change direct constructions into indirect constructions for statements and questions which are divided into three types.



### A. STATEMENTS

The following are the examples of the use of the formulas above in changing direct constructions into indirect constructions in the form of statements. The changes are concerned with *pronoun* and *verbs*.

1. Father said, “Diana went to Jakarta.” (type III)  

$$\begin{array}{ccc} & V_2 & V_2 \end{array}$$
  - Father said (that) Diana had gone to Jakarta.  

$$\begin{array}{ccc} & V_2 & V_3 \end{array}$$
2. Sarah said, “I am hungry.” (type II)  

$$\begin{array}{ccc} & V_2 & V_1 \end{array}$$
  - Sarah said (that) she was hungry.  

$$\begin{array}{ccc} & V_2 & V_2 \end{array}$$
3. Vera told me, “Thomas gave me a present yesterday.” (type III)  

$$\begin{array}{ccc} & V_2 & V_2 \end{array}$$
  - Vera told me (that) Thomas had given her a present the day before.  

$$\begin{array}{ccc} & V_2 & V_3 \end{array}$$
4. Oscar said, “I do my homework seriously.” (type II)  

$$\begin{array}{ccc} & V_2 & V_1 \end{array}$$
  - Oscar said (that) he did his homework seriously.  

$$\begin{array}{ccc} & V_2 & V_2 \end{array}$$

Note:

In indirect constructions, the object of the sentence is in the form of a noun clause which begins with conjunction *that*. Because of its position, the conjunction *that* can be omitted.

## B. QUESTIONS

There are two types of questions. They are verbal questions and pronominal questions. Verbal questions are questions that begin with a verb whereas pronominal questions are questions that begin with a question word. Verbal questions are usually called *yes/no questions* because they ask for *yes* or *no* for their answers. Pronominal questions are usually called *wh-questions* because they begin with question words *what*, *why*, *where*, *when*, *who*, *whom*, and *how*. They ask for a piece of information.

The direct constructions in the form of verbal questions can be changed into indirect constructions using *whether* or *if*. The direct constructions in the form of pronominal questions can be changed into indirect constructions using the intended question words in the direct constructions.

**Verbal questions (Yes/No questions) —————→ if/whether**  
**Pronominal questions (WH questions) —————→ question word**

Note:

The object of the sentence in the indirect constructions is in the form of a noun clause.

**Noun Clause: If/Whether/Question word + S + V**

1. Roy asked Bob, “Are you a student?” (type II)  
                  V<sub>2</sub>                  V<sub>1</sub>
  - Roy asked Bob whether he was a student.  
                  V<sub>2</sub>                                  V<sub>2</sub>
2. Sandy asked Frank, “Did you visit Sarah last night?” (type III)  
                  V<sub>2</sub>                  V<sub>2</sub>
  - Sandy asked Frank if he had visited Sarah the night before.  
                  V<sub>2</sub>                                  V<sub>3</sub>
3. The teacher asked the students, “Why do you come late?” (type II)  
                                  V<sub>2</sub>                                  V<sub>1</sub>
  - The teacher asked the students why they came late.  
                                  V<sub>2</sub>                                  V<sub>2</sub>
4. Mother asked me, “Why did you buy a secondhand car?” (type III)  
                  V<sub>2</sub>                  V<sub>2</sub>
  - Mother asked me why I had bought a secondhand car.  
                  V<sub>2</sub>                                  V<sub>3</sub>

**C. IMPERATIVES**

1. Positive Imperatives

When direct constructions in the form of positive imperatives or commands are changed into indirect constructions, “*to + infinitive*” (to + V<sub>1</sub>) is used. In this case, a noun clause is not used.

**Positive Imperatives → to + V<sub>1</sub>**

- a. Mother asked Tina, “Do your homework before you watch the TV.”
  - Mother asked Tina to do her homework before she watches the TV.
- b. William asked Ellen, “Come on time.”
  - William asked Ellen to come on time.

## 2. Negative Imperatives

When direct constructions in the form of negative imperatives are changed into indirect constructions, “*not to + infinitive*” (not + to + V<sub>1</sub>) is used. In this case, a noun clause is not used.

### Negative Imperatives → not + to + V<sub>1</sub>

- a. Mrs. Jones told her daughter, “Don’t play near the river.”
  - Mrs. Jones told her daughter not to play near the river.
- b. The lecturer asked the students “Don’t be late.”
  - The lecturer asked the students not to be late.

## E. THE CHANGES OF ADVERBS

| DIRECT SPEECH            | INDIRECT SPEECH                 |
|--------------------------|---------------------------------|
| this                     | that                            |
| these                    | those                           |
| now                      | then                            |
| today                    | that day                        |
| this week                | that week                       |
| yesterday                | the day before/the previous day |
| the day before yesterday | two days before                 |
| ago                      | before/previous                 |
| tomorrow                 | the next day/the following day  |
| the day after tomorrow   | in two days’ time               |
| here                     | there                           |

## EXERCISES

### Exercise 1

*Choose the correct answers by crossing the letter corresponding to the option.*

1. I forgot to ask \_\_\_\_.
  - A. where did he come from
  - B. where he came from
  - C. where was he from
  - D. what does he come from
  - E. what was he from
  
2. The librarian asked me \_\_\_\_ the book.
  - A. why had I returned
  - B. whether I had returned
  - C. when did I returned
  - D. that I returned
  - E. where had I returned
  
3. “Did she leave a message for me?”  
“Yes, she said \_\_\_\_ tonight”
  - A. she called you
  - B. she would call her
  - C. you called her
  - D. she would call you
  - E. I would call you
  
4. My friend asked me, “Can I find you a hotel?”  
This means \_\_\_\_.
  - A. my friend asked me if I could help him find a hotel
  - B. I wondered if my friend could help me find a hotel
  - C. my friend said that I could help him find a hotel
  - D. my friend asked me to find a hotel for him
  - E. my friend asked me whether he could help me find a hotel

5. I saw someone smoking at the petrol station, so I said, “ \_\_\_\_\_!”
- A. You need not smoke here
  - B. You need not have smoke here
  - C. You need, not smoke here
  - D. You will not smoke here
  - E. You must not smoke here

## **Exercise 2**

*Change the following sentences into indirect constructions.*

1. The lecturer asked Victor, “Have you finished your homework?”
2. Arnold asked Natalie, “Do you love me?”
3. Samuel said, “The earth goes around the sun.”
4. Lydia told me, “I’ll give you a present next week.”
5. Nelly said to me, “I was taking a bath when you came.”
6. Julie asked Simon, “Why do you always give me such precious gifts?”
7. Richard asked Linda, “When will you come to my house?”
8. Daniel asked Lucy, “Are you free now?”
9. David said, “I finished my thesis but it needs revising.”
10. Franks advised his brother, “Always preview the next materials.”

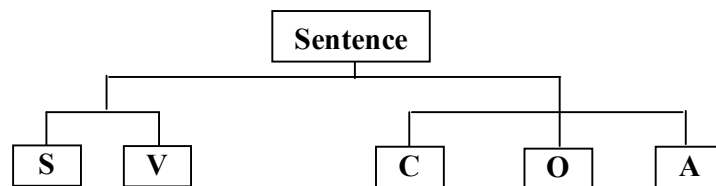


# CHAPTER 11

## THE TREE DIAGRAM

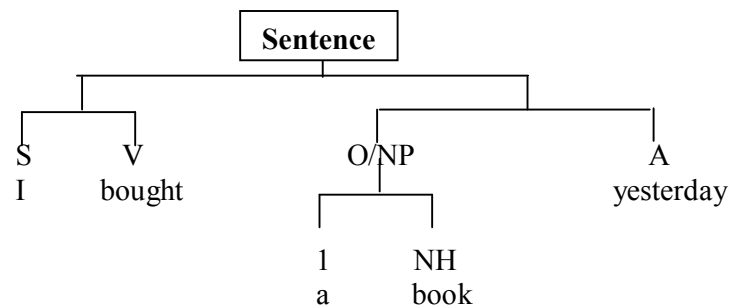
To understand sentences thoroughly, it is necessary to draw a tree diagram to show the elements of sentences. The following presents the tree diagram of the kinds of sentences: the simple sentence, the compound sentence, the complex sentence, *the compound complex sentence*, and *the complex compound sentence*.

### A. The Tree Diagram of the Simple Sentence

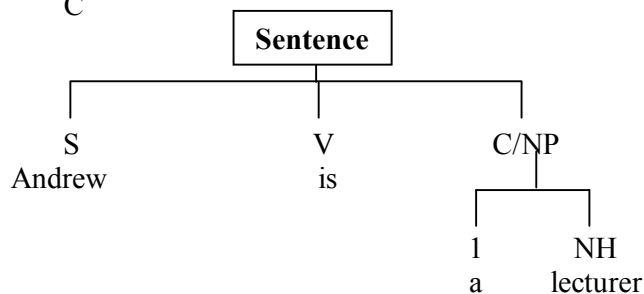


Examples:

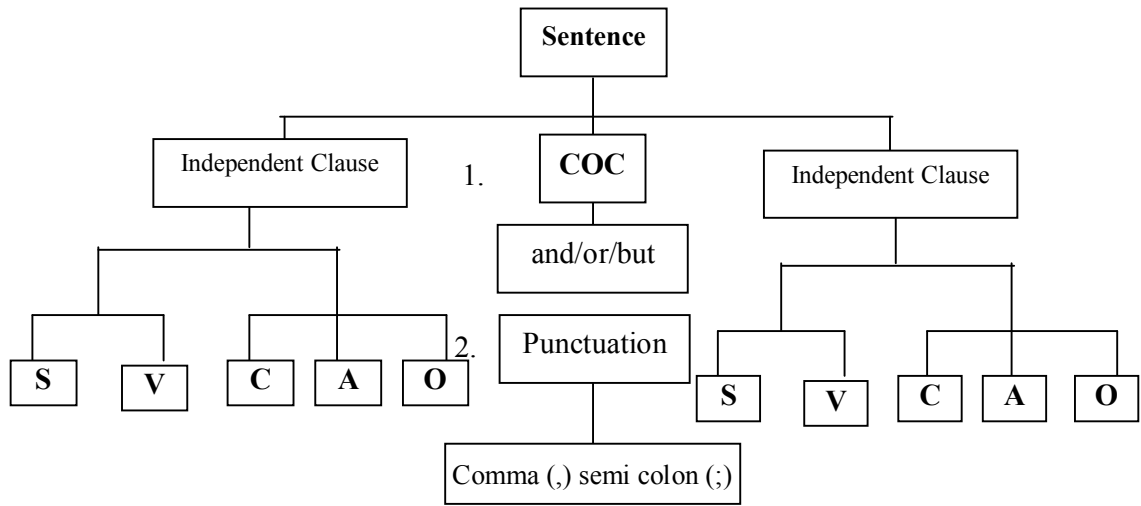
1. I bought a book yesterday.  
 S V O A



2. Andrew is a lecturer.  
 S V C

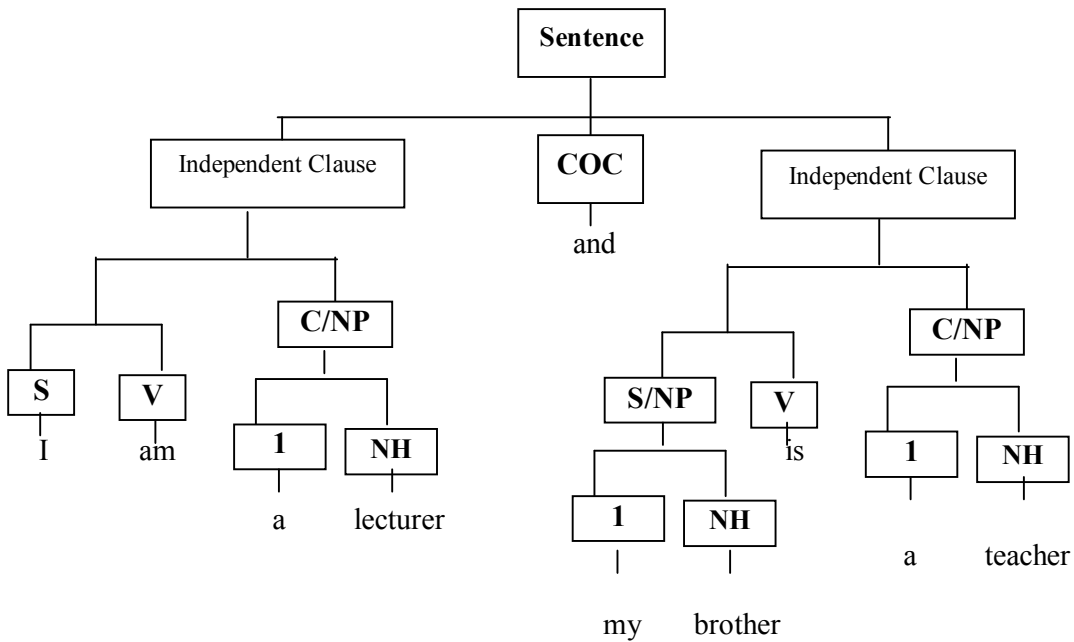


## B. The Tree Diagram of the Compound Sentence

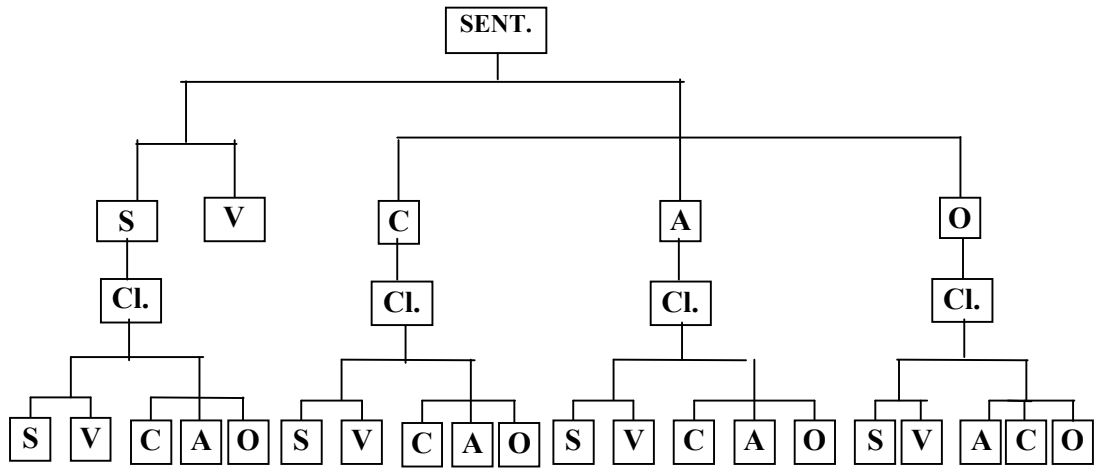


Example:

I am a lecturer    and    my brother is a teacher.  
 Indep. Clause    COC            Indep. Clause



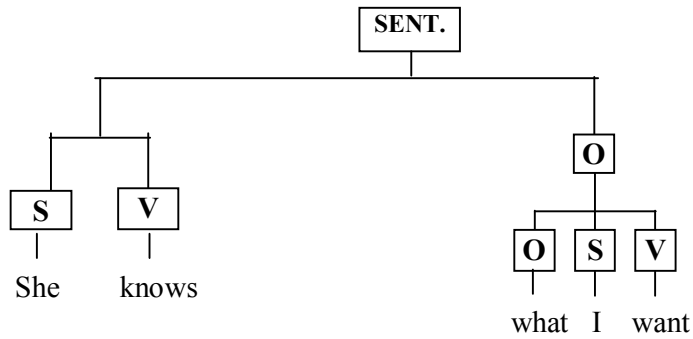
### C. The Tree Diagram of the Complex Sentence



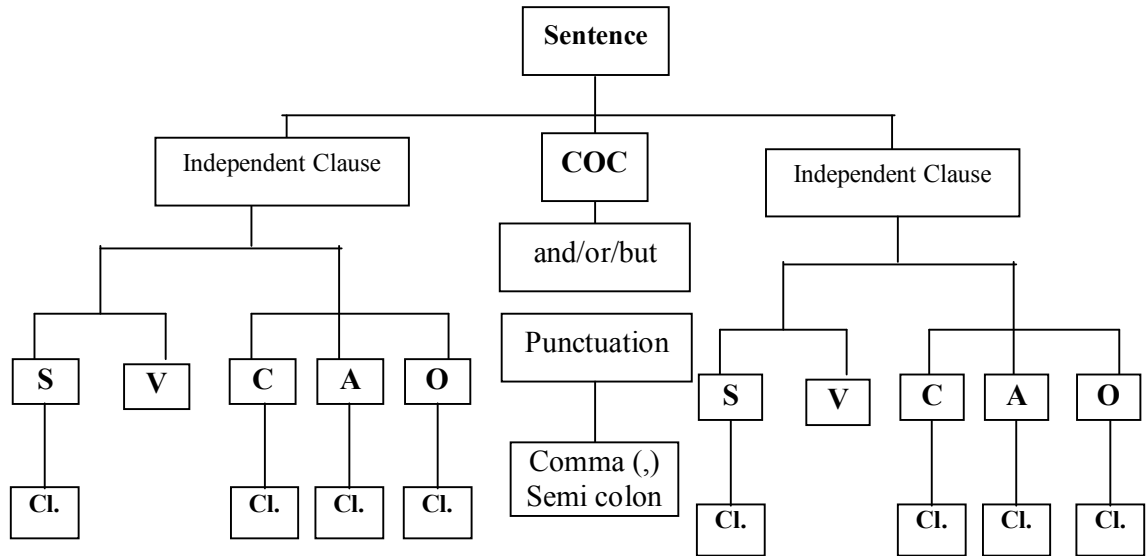
Example:

She knows what I want.

S      V      O

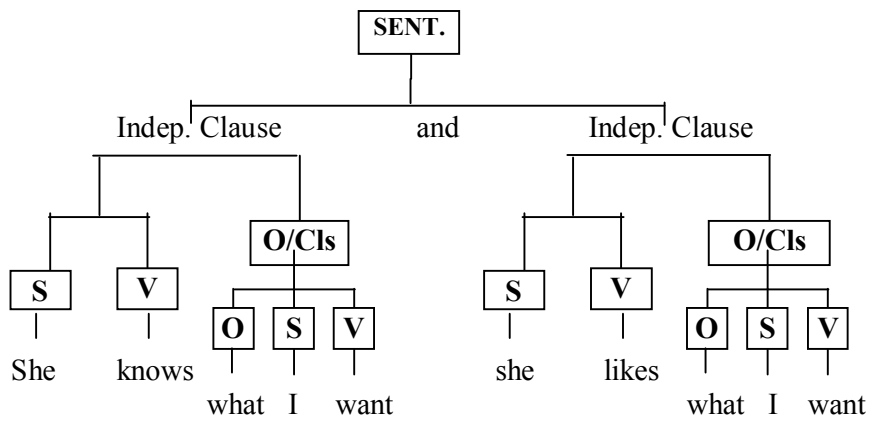


**D. The Tree Diagram of the Compound Complex Sentence**

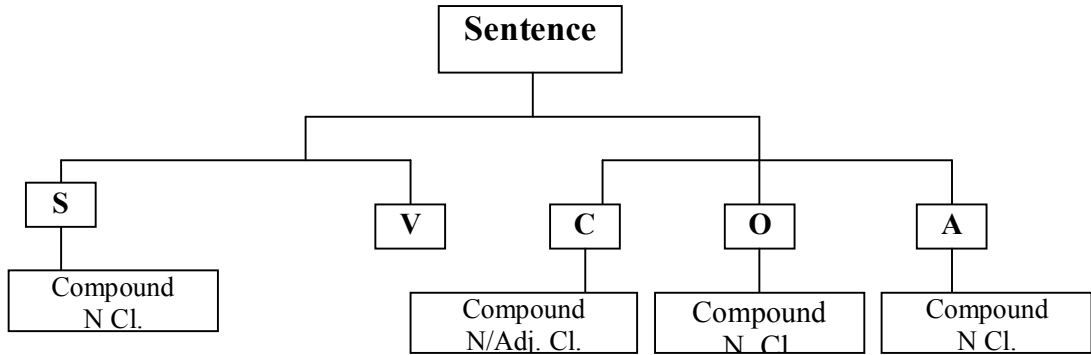


Example:

She knows what I want    and    she likes what I do.  
 Indep. Clause            COC            Indep. Clause

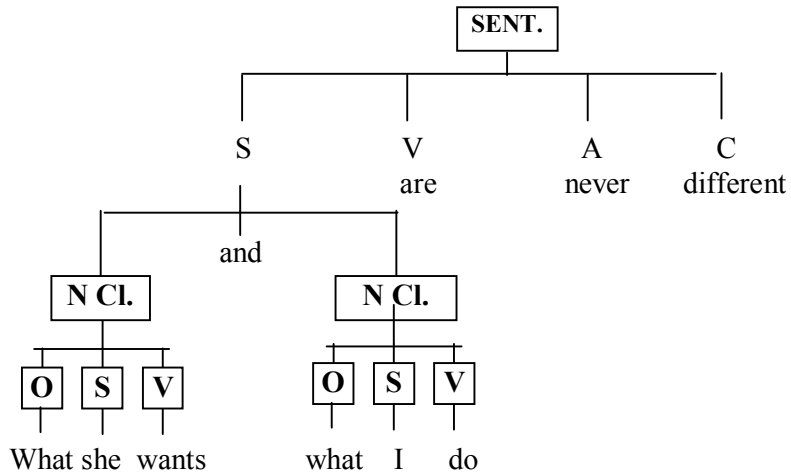


**E. The Tree Diagram of the Complex Compound Sentence**



Example:

What she likes and what I do    are    never    different.  
 S/Compound N. Cl.            V            A            C



## EXERCISES

### Exercise 1

*Analyze the following simple sentences using the tree diagram.*

1. Mother went to Jakarta last week.
2. My hobby is swimming.
3. The students must study regularly.
4. The lecturer always prepares materials well.
5. The girl standing beside me is beautiful.
6. The merchants go to the market early in the morning.
7. The child given money by his mother looks very happy.
8. Pronouncing English words correctly is completely important in speaking.
9. The man sitting under the tree is an artist from America.
10. That singing girl on the stage is my diligent student.

### Exercise 2

*Analyze the following compound sentences using the tree diagram.*

1. My friend is from Australia but I am from Indonesia.
2. The boy staying outside is my friend but the man sitting in the classroom is my colleague.
3. She bought a car but she lent money from a bank.
4. He built his own house and he is living with his wife there.
5. The teacher explains the materials and the students listen to him.

### Exercise 3

*Analyze the following complex sentences using the tree diagram.*

1. What she does makes me happy.
2. The man who is delivering a speech is my lecturer.
3. I love that walking girl who is wearing a nice T-shirt.
4. That you do the job is your duty.
5. The student standing beside me is the one who got a scholarship.

#### **Exercise 4**

*Analyze the following compound complex sentences using the tree diagram.*

1. That she always gives me a present is understandable but she never thinks what she does.
2. What makes me happy is simple and she knows what I want.
3. That she is beautiful is true but she is never aware what people think.
4. That people will die is understandable but no one knows when he will die.
5. That I will continue my study is a must but I am still confused about what I should do.

#### **Exercise 5**

*Analyze the following complex compound sentences using the tree diagram.*

1. What I want and what she always does make my parents happy.
2. I know exactly who she is and what she usually does at home.
3. my beloved teacher always understands what I think and what I want to say to him during the class.
4. We are actually what we did, what we do, and what we are doing in this world.
5. Those who are still young and those who know their future must prepare their lives wisely.

#### **Exercise 6**

*Analyze the following sentences using the tree diagram.*

1. I say great men are still admirable.
2. That foot soldiers could withstand the charge of heavy cavalry was thought utterly impossible.
3. The men and women who do the hard work of the world have learned from Ruskin that they have a right to pleasure in their toil.
4. Tell us what we shall do.
5. Whether we are busy or idle will not be discussed.
6. Anaxagoras said that he was in the world to admire the sun.
7. Perchance you know who it was.
8. He was confident that recognition would come.
9. She had no idea but that he would succeed.
10. We have agreed that you should pay half of the expense of the trip.

11. She worked in that office when she was young.
12. He had a vague impression that he would cut a ridiculous figure in that garb.
13. I wondered what those men would say to me.
14. I do not doubt but that he put the money in the good place.
15. Let us know among ourselves what is good.
16. I am sorry that my speech offends you.
17. Myths reveal motives and ideals, and permit us to see what comes from the latter.
18. I have said, "I'm hungry."
19. They who have seen him shall say, "Where is he?"
20. I was not conscious of what you were saying.
21. It was strange that the girl did not seem aware that her guests were leaving.
22. Dull people are not sure that the story of our own life is good literature.
23. I hoped that the Almighty would answer me.
24. Do tell me that this beverage owes its superior flavor to the introduction of molasses.
25. I am not informed about how the matter will be settled.



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