

# STRUCTURE

# 3

A TEXT BOOK FOR  
THE DEPARTMENT OF ENGLISH LETTERS  
FACULTY OF LETTERS AND HUMANITIES  
IAIN SUNAN AMPEL SURABAYA

*Writers:*

Dr. A. Dzo'ul Milal, M.Pd. ■ Endratno Pilih Swasono, M.Pd.  
Itsna Syahadatud Dinuriyah, M.A. ■ Murni Fidiyanti, M.A.



*Supported by:*  
Government of Indonesia (GoI) and  
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# INTRODUCTION

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		<p>between participle adjective, progressive, and gerund</p> <p>c. Students understand the meanings of words ended with -ed and -ing.</p> <p>d. Students are able to make sentences using words ended with -ed and -ing.</p>	
2	Students are able to construct sentences containing noun, verb, adjective, prepositional, and gerund phrases	<p>a. Students understand noun, phrase, noun phrase, and the structure of noun phrase.</p> <p>b. Students are able to identify noun phrases.</p> <p>c. Students are able to construct noun phrases.</p> <p>d. Students are able to make sentences containing noun phrases</p>	Noun phrase
		<p>a. Students understand verb and verb phrase</p> <p>b. Students understand the structure of verb phrase</p> <p>c. Students are able</p>	Verb phrase

**OPENING REMARKS**  
**BY**  
**THE RECTOR OF IAIN SUNAN AMPEL**

In compliance with the decree of Ministry of National Education (MoNE) No 232/U/ 2000 about curriculum and evaluation, and No 045/ U/ 2002 about the core curriculum, and No 353 2004 about curriculum design in higher education, State Institute of Islamic Studies Sunan Ampel Surabaya publishes students' textbooks as a part of the effort to improve the profesionalism of lecturers.

To publish high quality textbooks, State Institute of Islamic Studies Sunan Ampel Surabaya in cooperation with the Government of Indonesia (GoI) and Islamic Development Bank (IDB) conducted training on textbook development and wokshop on textbook writing for the lecturers of IAIN Sunan Ampel. The output of the training and workshop is 25 books produced by lecturers of of IAIN Sunan Ampel. One of which is STRUCRURE 3, which is designed by the team of lecturers of the Department of English Letters of Adab Faculty.

We expect that after the publication of this book, the teaching and learning process is better, more efective, contextual, joyful and student-more-active. Hence, it can increase the quality of the students' competence.

To the Government of Indonesia (GOI) and Islamic Development Bank (IDB) which have given support, and to the facilitators and the writers who have done to the best of their effort to publish this book, we are very grateful. We hope that this textbook can help the students study Structure 3 more effectively and make IAIN students have better academic quality.

Rector of  
IAIN Sunan Ampel Surabaya  
**Prof. Dr. H. Abd. A'la, M.Ag.**



## PREFACE

First of all, we'd like to express our gratitude to Allah for His blessing so that we can finish writing this textbook "Structure 3" as one of the supporting systems in S1 program, in the Department of English Letters at the Faculty of Letters and Humanities of IAIN Sunan Ampel Surabaya.

This textbook "Structure 3" is designed to serve several purposes. The most essential goal is to enable students to construct correct, proper, and acceptable sentences. The contents of this textbook consist of: PARTICIPLE ADJECTIVE, PHRASES covering Noun Phrase, Adjective Phrase, Adverb Phrase, Prepositional Phrase, and Gerund Phrase, CLAUSES consisting of Noun Clause, Adjective Clause, Adverb Clause, and SENTENCES including Simple Sentence, Compound Sentence, and Complex Sentence.

We are also indebted to the Government of Indonesia (GOI) and Islamic Development Bank (IDB) because they have been supporting the process of publishing this textbook. Finally, our thanks go to the committee and all of the lecturers who have contributed to make this handbook as its present shape.

Praise be to Allah, Lord of the Worlds.

Writers



# TABLE OF CONTENTS

## INTRODUCTION

Cover .....	i
Opening Remarks .....	v
Preface .....	vi
Table of Contents .....	vii
Basic Course Outline .....	viii

## CONTENTS

Chapter 1 : Participle Adjective .....	3
Chapter 2 : Noun Phrase .....	8
Chapter 3 : Verb Phrases .....	18
Chapter 4 : Adjective Phrases .....	28
Chapter 5 : Prepositional Phrase .....	38
Chapter 6 : Gerund Phrases .....	47
Chapter 7 : Noun Clause .....	58
Chapter 8 : Adjective Clause .....	67
Chapter 9 : Adverb Clause .....	77
Chapter 10 : Simple Sentence .....	87
Chapter 11 : Compound Sentence .....	97
Chapter 12 : Complex Sentence .....	105

## ENDING

Evaluation and Assessment .....	115
Bibliography .....	119
Curriculum Vitae of the Writers .....	120

## BASIC COURSE OUTLINE (BCO)

### A. Identity

Subject	: Structure 3
Department	: English Letters
Credit	: 2
Time	: 12 x 100 minutes
Subject Category	: Main / Compulsory

### B. Description

Structure 3 provides students with knowledge and understanding of English grammatical structure for advanced level covering participle adjective, phrases (noun, verb, adjective, prepositional, and gerund), clauses (noun, adjective, and adverb), sentences (simple, compound, and complex).

### C. Significance

This is a complementary subject to Structure 1 and Structure 2. The materials broaden students' knowledge, confirm their understanding, and strengthen their ability to construct grammatically correct, proper, and acceptable sentences in the course of written and spoken communication.

### D. Basic Competence, Indicators, and Materials

No	Basic Competence	Indicators	Materials
1	Students are able to construct sentences using participle adjectives	a. Students understand participle adjective b. Students understand the differences	Participle adjective (verbs ended with -ed and -ing)



	<p>to construct verb phrases.</p> <p>d. Students are able to make sentences containing verb phrases</p>	
	<p>a. Students understand adjective and adjective phrase</p> <p>b. Students understand the structure of adjective phrase</p> <p>c. Students are able to construct adjective phrases.</p> <p>d. Students are able to make sentences containing adjective phrases</p>	Adjective phrase
	<p>a. Students understand gerund and gerund phrase</p> <p>b. Students understand the structure of gerund phrase</p> <p>c. Students are able to construct gerund phrases.</p> <p>d. Students are able to make sentences containing gerund phrases</p>	Gerund phrase
	<p>a. Students understand preposition and</p>	Prepositional phrase



		prepositional phrase b. Students understand the structure of prepositional phrase c. Students are able to construct prepositional phrases. d. Students are able to make sentences containing prepositional phrases	
	Students are able to construct sentences containing noun clause, adjective clause, and adverb clause.	a. Students understand noun clause b. Students understand the structure of noun clause c. Students are able to construct noun clause. d. Students are able to make sentences containing noun clause	Noun clause
		a. Students understand adjective clause b. Students understand the structure of adjective clause c. Students are able	Adjective clause

		to construct adjective clause. d. Students are able to make sentences containing adjective clause	
		a. Students understand adverb clause b. Students understand the structure of adverb clause c. Students are able to construct adverb clause. d. Students are able to make sentences containing adverb clause	Adverb clauses
3	Students are able to construct sentences containing simple, compound and complex sentences.	a. Students understand the definitions of simple sentences b. Students understand the structure of simple sentences c. Students are able to identify simple sentences d. Students are able to construct simple sentences	Simple sentence
		a. Students understand the definitions of compound	Compound sentence

	<p>sentences</p> <p>b. Students understand the structure of compound sentences</p> <p>c. Students are able to identify compound sentences</p> <p>d. Students are able to construct compound sentences</p>	
	<p>a. Students understand the definitions of complex sentences</p> <p>b. Students understand the structure of complex sentences</p> <p>c. Students are able to identify complex sentences</p> <p>d. Students are able to construct complex sentences</p>	<p>Complex sentence</p>



# CONTENTS

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# Chapter 1

## PARTICIPLE ADJECTIVE

### Introduction

The materials in this book are intended to support the students' activity to increase their ability in Structure 3. In this topic, the students are expected to be able to understand and to use the participle adjectives ending with –ed and –ing. This topic is still related with the previous materials in Structure 1 and Structure 2.

To create enjoyable and conducive situation in the class, the lecturer has to prepare all media, such as LCD, power point slides, papers, board makers, and others. The lecturer explains the topic and gives examples about participle adjective, conducts strategies and tricks which are effective for students to learn.

By the end of this chapter, there are worksheets for the students to do exercises and summaries to make them better understand.

### Lesson Plan

#### Objective:

The students are able to understand and to make correct sentences using participle adjective.

#### Indicators:

1. Students know how to use words ended with –ed and –ing
2. Students know the characteristics and the meaning of the words ended with –ed and –ing
3. Students know the differences between participle adjectives, continuous forms, and gerunds.

**Time:** 2 x 50 minutes

## Detailed Materials

### Participle Adjective

Participle adjective is an adjective which is in the form of verb ended with –ed or –ing. Its function is to show the condition or to describe the characteristics of someone or something. Some of the examples of participle adjective are as follows:

No	-ed	-ing
1	Confused	Confusing
2	Embarrassed	Embarrassing
3	Shocked	Shocking
4	Interested	Interesting
5	Surprised	Surprising
6	Amused	Amusing
7	Annoyed	Annoying
8	Bored	Boring
9	Fascinated	Fascinating
10	Depressed	Depressing
11	Looked	Looking.
12	Walked	Walking
13	Asked	Asking
14	Worked	Working
15	Helped	Helping
16	Laughed	Laughing
17	Pushed	Pushing
18	Watched	Watching
19	Dressed	Dressing
20	Counted	Counting
21	Described	Describing
22	Jumped	Jumping
23	Pulled	Pulling
24	Etc.	Etc.



**Examples of participle adjectives in sentences:**

1. Mr. Kurjum is interested in grammar.
2. Mrs. Itsna is interested in that novel.
3. Are you interested in buying a car, Mr. Endratno?
4. The short story published last week is written by students for their lecturer.
5. The people can feel bored when they have to wait for long time.
6. Mr. Toha was not surprised when he passed the exam.
7. The man driving the car is my brother.
8. Mrs. Murni is interested in that novel because it is interesting.
9. The book is full of information. It is very interesting.
10. The game was really exciting last night.

Pay attention to the verbs with –ing in these three sentences:

1. The **waiting** man felt bored and restless (active participle)
2. The man is **waiting** for his wife (continuous form)
3. The man has been in the **waiting** room for an hour (gerund)

The verb **waiting** in the first sentence is an adjective participle, in the second sentence a continuous form, and in the third sentence a gerund. Comparing participle and gerund, we can see that the noun modified is the doer of the verb in participle, but not in gerund.

**Teaching Procedures**

**1. Pre-activity (15')**

- a. Brainstorming: before the lesson starts, the lecturer gives an illustration and an example of the topic that will be discussed.
- b. The students try to share and guess the topic.

**2. Whilst-activities (55')**

- a. The students are divided into 5 groups and choose the leader for each group.

- b. The lecturer gives the view of the material.
- c. Students conduct discussion.
- d. After 15 minutes, every group should give their opinion about the topic,
- e. The other groups give response
- f. The lecturer gives more detailed explanation to make sure the students understand the topic.
- g. The lecturer gives the students a chance to ask everything related with the topic.
- h. The lecturer gives the students exercises more than 20 questions.

**3. Post-activity (30')**

- a. The lecturer gives the conclusion from the students' discussion.
- b. The lecturer gives motivation and suggestion to the students.
- c. The students make reflection.
- d. The lecturer gives exercises to the students to do at home.

**Summary**

Participle adjective is an adjective which is in the form of verb ending -ed or -ing. Its function is to show the condition or to describe the characteristics of someone or something.

**Students' Worksheet**

**a. Choose the right adjectives.**

1. Are you (interested/interesting) in soccer?
2. I enjoyed the soccer game. It was very (excited/exciting)
3. Do you get (embarrassed/embarrassing) easily?
4. It was really (amazed/amazing) when I got it.
5. Everybody was very (shocked/shocking) when they heard the accident.
6. This is the (depressing/depressed) place.

7. The test results were (surprising/surprised).
8. I was very (surprising/surprised) at the test result.
9. I was quite (shocked/shocking) to see Ahmad lie down on the bed.
10. Lying in a hot bath is (relaxing/relaxed).

**b. Complete the sentences using an adjective ending –ing or –ed in the brackets**

1. I hate the weather because it is raining all day. The weather is..... (depress)
2. Zaidun is going to Canberra next month. He has never been there before.  
He is really.....about going there (excite)
3. Rochimah teaches higher education. It is a hard job.  
She often finds her job..... (exhaust).
4. The journey took all day and night. They found it very.....(tire)
5. After travelling all day and night, they were very .....(tire)

**c. Identify the participle, continuous, and gerund in these sentences**

1. The birds are singing in the cage.
2. The singing birds are on the branches of tree.
3. The singing book is not sold in that store.
4. The reading method taught by the professor is effective.
5. The reading boy is a kindergarten student.
6. The boy is reading a-novel written by Hemingway.



## **Chapter 2**

### **NOUN PHRASE**

#### **Introduction**

This chapter is focused on one of the grammatical constructions, i.e. phrase. Grammar is the pillar of language that consists of word, phrase, clause, and sentence. Word is the root of language. Then, the arrangement of words can be a phrase, a clause or a sentence.

In this session, we will discuss the definitions of noun, phrase, noun phrase, the structure of noun phrase and its explanation. It has relation to the next chapters, such as clause and sentence.

Before learning process, the lecturer shows a slide, then asks the students their knowledge about noun phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop and LCD to support their activity.

#### **Lesson Plan**

#### **Objective**

The aim of the learning is to make students able to construct sentences using noun phrase correctly.

#### **Indicators**

1. students are able to define noun
2. students are able to define phrase
3. students are able to define noun phrase
4. students are able to understand the structure of noun phrase
5. students are able to identify noun phrase as subject
6. students are able to identify noun phrase as object
7. students are able to identify noun phrase as complement

8. students are able to identify noun phrase as single word
9. students are able to use noun phrase as subject of a sentence
10. students are able to use noun phrase as object of a sentence
11. students are able to use noun phrase as complement of a sentence
12. students are able to use noun phrase as single word in a sentence
13. students are able to combine noun phrase as a subject and noun phrase as an object of a sentence.

**Time:** 2 x 50 minutes

**Core Materials;**

1. The definition of noun
2. The definition of phrase
3. The definition of noun phrase
4. The structure of noun phrase
5. Noun phrase as subject
6. Noun phrase as object
7. Noun phrase as complement
8. Noun phrase as a single word

**Teaching Procedures**

**Pre activity (15')**

1. Brainstorming based on the slide.
2. Explaining the purpose of the study

**Whilst activity (60')**

1. Students answer the questions based on detailed material
2. Students identify the structure of noun phrase
3. Students identify noun phrase as subject
4. Students identify noun phrase as object

5. Students identify noun phrase as complement
6. Students identify noun phrase as a single word
7. Students complete some sentences with noun phrase
8. Students arrange some words into noun phrase correctly
9. Students find noun phrases in the text

### **Post activity (25')**

1. Students do exercises
2. Conclusion

### **Students' Activities**

1. Students' answering comprehension questions
2. Students' identifying the structure of noun phrase in each sentence.
3. Students' completing some sentences with noun phrase
4. Students' writing some sentences with noun phrase based on the pictures
5. Students' arranging some words into noun phrase correctly
6. Students' finding noun phrase in the text

### **Detailed Materials**

#### **Noun Phrase**

Before talking about the definition of noun phrase, we have to know first what noun is. The word that refers to the name of something around us is noun. Carstair and McCarthy (2002) assert that word which denotes classes and categories of things in the world, including people, animals, inanimate things, places, events, qualities and states is noun. Noun can be classified into proper noun (the name of specific person, place or thing: e.g. Paris, Borobudur, Charles Dicken, etc), mass noun (the name of thing that cannot be counted but can be weighed or measured: e.g. coffee, water, sand, butter, etc), common noun (the name of a class of subjects: e.g. flower, moon, sun,



teacher, etc), abstract noun (which names quality, idea, condition, activity: e.g. kindness, purity, loyalty, etc), and so on.

Noun is generally accompanied by a determiner, i.e. something which helps to identify what is being referred to. It functions as a noun marker to clarify the noun. In English, determiners include articles (the, a, an), demonstratives (that, this, etc.) possessives (my, your, his, her, its, our, their), quantifiers (a few, some, much, many, any, etc.), number (one, ten, thirty, etc.), distributives (all, both, half, neither, every, etc.), defining words (which, whose, that, etc.). Noun is called a noun phrase if it combines with its modifiers.

Phrase is a group of words which does not have subject or predicate. From that statement, we can conclude that noun phrase is made up of a noun and all its modifiers. In other words, noun phrase is a phrase that functions grammatically as nouns within sentences.

The structure of noun phrase is: Determiner + Modifier + Head (which is a Noun). Modifier which occurs before noun is called pre-modifier, whereas modifier which occurs after noun is called post-modifier. Pre-modifiers can be determiners, adjectives or other nouns. Noun phrase can function in a sentence as a subject, an object, or a complement. Noun phrase can be compound such as these examples below:

a. Noun phrase as subject

The beautiful      girl      walks slowly  
 Det. Pre-mod.adj    Head

b. Noun phrase as object

She teaches the      university      student.  
                     Det.    pre-mod. N    Head

c. Noun phrase as complement

A broken bridge in Tenggarong is a      hot  
     Det    pre.mod.adj  
news      recently  
 I head      post.mod.adv.

d. Noun phrase can be compound

Themanggo → The small sweet manggo  
Det. Head            Det. Adj.    Adj.    Head

Somepictures → some beautiful expensivepictures  
Det. Head            det.    Adj.            Adj.    Head

Some examples and its explanation above are noun phrase that consists of a noun and its modifiers. Now, we will see a noun phrase as a single word. It can be pronoun or noun. See the examples below:

- a. He kicked the ball.
- b. The ball was kicked by John.

### Summary

Noun is the name of things, person or place. Phrase is the arrangement of words without subject or predicate. A noun phrase is made up of a noun and all its modifiers. It can function in a sentence as a subject, an object, or a complement. The structure of noun phrase is Determiner - Modifier + Head (N). Modifier which occurs before noun is called pre-modifier, whereas modifier which occurs after noun is called post-modifier. Noun phrase can also be a single word, it can be noun or pronoun.

### Students' Worksheet (Exercises)

a. Answer the questions below using your own words.

1. What is the definition of noun?
2. What is the definition of phrase?
3. What is the definition of noun phrase?

b. Underline the noun phrases in the sentences below.

1. John drives the black new car.
2. A little girl carries a new doll.

3. His old friend visited him yesterday.
4. All students join the volley ball competition today.
5. A cute cat is under the car.
6. The sharp knife stabbed his stomach.
7. Mike saw the beautiful beach.
8. There are three naughty monkeys on the tree.
9. Some people came to the high new building.
10. The beautiful actress has long black hair.

**c. Complete the sentences below with noun phrases.**

1. It was .....trip .
2. One must have.....loyalties
3. Have you got.....I need?
4. .... students like grammar
5. Lightning flashed brightly..... sky
6. .... cannot help me.
7. The dog caught .....
8. I will go to .....
9. .... sat behind me.
10. She likes .....



d. Write five sentences with noun phrases as subject and object based on the picture.

1. \_\_\_\_\_



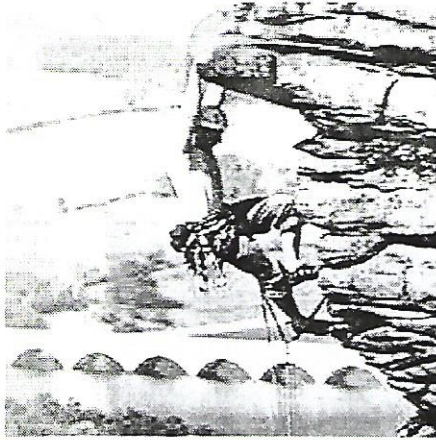
2. \_\_\_\_\_



3. \_\_\_\_\_



4.



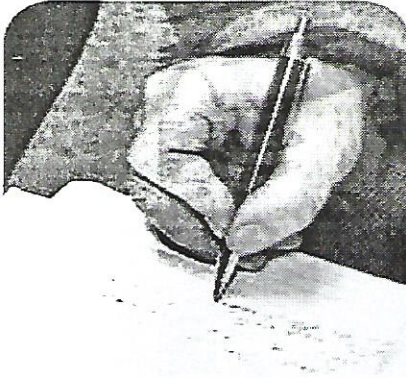
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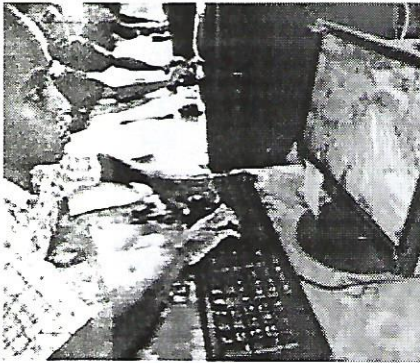
6.



7. -----



8. -----



e. Put the following words in the right order so that they make sensible noun phrases .

1. Cup – the – World – competition - football

.....

2. world – the - in – longest – the - river

.....

3. delicious – absolutely – meal - an

.....

4. engine – the – that – is – future – designed – an - for

.....

5. friend – really – good – of – mine – a - old

.....



**f. Underline the noun phrases in the text below.**

Islam spread rapidly after it was introduced in Arabia. In less than a century, an Islamic empire had spread across the Middle East and North Africa. Its reach extended from Spain in the west to Central Asia and China in the east. Muslim forces reached France, getting within 170 miles of Paris, but were defeated in 732 at the Battle of Tours. In 1529, Islamic forces laid siege to Vienna but failed to capture it.

During the early days of Islam, the driving force for expansion was the desire to spread the religion. Force was used when resistance was encountered, though the vanquished were not compelled to accept Islam. When Umar, the Islamic head of state, entered Jerusalem in 638, he made the Covenant of Umar, which guaranteed Christians freedom of religion, use of their places of worship, and the right to visit their holy places. For the Jews, he promised religious freedom and cancelled the Roman decree that had barred them from entering Jerusalem. The initial expansion of the Islamic empire was due to its military strength. However, its expansion also required the conquering forces to become involved in the day-to-day administration of the regions under their control. The governments run by early Muslim rulers, efficient and relatively free from corruption, combined with the message of a powerful faith to enable the establishment of a civilization that lasted for centuries.

Taken from: Islam, Muslim and America by Arsyad Khan

**f. Underline the noun phrases in the text below.**

Islam spread rapidly after it was introduced in Arabia. In less than a century, an Islamic empire had spread across the Middle East and North Africa. Its reach extended from Spain in the west to Central Asia and China in the east. Muslim forces reached France, getting within 170 miles of Paris, but were defeated in 732 at the Battle of Tours. In 1529, Islamic forces laid siege to Vienna but failed to capture it.

During the early days of Islam, the driving force for expansion was the desire to spread the religion. Force was used when resistance was encountered, though the vanquished were not compelled to accept Islam. When Umar, the Islamic head of state, entered Jerusalem in 638, he made the Covenant of Umar, which guaranteed Christians freedom of religion, use of their places of worship, and the right to visit their holy places. For the Jews, he promised religious freedom and cancelled the Roman decree that had barred them from entering Jerusalem. The initial expansion of the Islamic empire was due to its military strength. However, its expansion also required the conquering forces to become involved in the day-to-day administration of the regions under their control. The governments run by early Muslim rulers, efficient and relatively free from corruption, combined with the message of a powerful faith to enable the establishment of a civilization that lasted for centuries.

Taken from: Islam, Muslim and America by Arsyad Khan

6. Students are able to differentiate between verb phrase with any auxiliaries and noun verb phrase as single word.
7. students are able to identify verb phrase with any auxiliaries
8. students are able to identify verb phrase as a single word
9. students are able to use verb phrase with any auxiliaries in a sentence
10. students are able to use verb phrase as single word in a sentence.

**Time:** 2 x 50 minutes

**Core Materials;**

1. The definition of verb
2. The definition of verb phrase
3. The kind of verb phrase
4. The structure of verb phrase with auxiliaries
5. The structure of verb phrase as single word

**Teaching Procedures**

**Pre activity (15')**

1. Brainstorming based on the slide.
2. Explaining the purpose of the study

**Whilst activity (60')**

1. Students answer the questions based on detailed material
2. Students identify verb phrases in the sentence
3. Students analyze verb phrase and its auxiliaries.
4. Students write some sentences with verb phrase as a single word based on the picture
5. Students write some sentences with verb phrases using auxiliaries based on the picture



6. Students find verb phrases in the text

### **Post activity (25')**

1. Teacher gives exercises
2. Conclusion

### **Students' Activities**

1. Students' answering comprehension questions
2. Students' identifying verb phrases
3. Students' analyzing verb phrase and its auxiliaries
4. Students' writing some sentence with verb phrase as a single word based on the pictures
5. Students' writing some sentences with verb phrase using auxiliaries based on the pictures
6. Students' finding verb phrases in the text

### **Detailed Materials**

#### **Verb Phrase**

Before we know the definition and the structure of verb phrase, it is better to know the definition of verb and phrase first. Verb is a word that expresses action, being, or a state of being. There are some kinds of verbs; transitive verb (a verb that is followed by an object), ditransitive verb (a transitive verb which requires direct and indirect objects), intransitive verb (a verb which does not require an object), linking verb (a verb which links subject and its complement), auxiliary verb (a verb which helps other verbs to create or add more meanings). While a phrase is a group of words that have a unified function in a sentence.

A verb phrase consists of a main verb and any auxiliaries that modify it, which act together within a sentence as a single unit. Main

verb is a word that expresses action such as go, sing, walk, listen, write, etc. Auxiliary or helping verbs are verbs that are used to help form verb phrases. It cannot stand independently. There are two types of auxiliary verbs; inflected auxiliary verbs (be, have, do) and modal auxiliary (will, shall, can, may, need (to), dare, would, should, could, might, must, ought (to)). Auxiliary verbs are to express tense or modality within a sentence. Tense is usually provided by the auxiliaries (be, have, do), while modal determines whether a verb is a fact, desire, possibility, or command.

The position of auxiliary in a sentence usually comes before the main verb. If a verb phrase has auxiliaries, it must follow a particular order based on the type of auxiliary; 1) modal, 2) auxiliaries that refer to tense, 3) main verb. Only one modal is permitted in a verb phrase. See the example below:

- *The bag will have been bought by the boy.*

There are some features in the above verb phrase; the modal verb *will* to express future tense, the verb *have* to express perfect, the participle verb *been* to express passive. The words *have* and *been* in the sentence above are auxiliaries while *buying* is the main verb.

- *The students have studied hard this week.*

The verb phrase here is an auxiliary *have* (perfect), *studied* (lexical or main verb). The function of verb phrase is to change the meaning of verb based on the tense or the structure of verb phrase itself.

However, verb phrase does not always use auxiliaries; it can appear in a single word. In this case, there are two points of view to see a verb as a single word. Based on the parts of speech, a single word is not a verb phrase, but based on the syntactic relation, a single word may occupy the category of a verb phrase.

Now we can see the example of verb phrase as a single word and the verb phrase with auxiliaries:

- Verb phrase as a single word



1. Mike walks to the garden.
2. She saw the sea last week.
3. The students cleaned that room.
4. She sends the letter to her friend.
5. The football player kicked the ball quickly.

From the examples above, we can see that there are two tenses that are used in the sentences. Sentences(1) and (4) use simple present and other sentences use simple past. All of the verbs of the sentences above are single words. Those verbs cannot be separated into some elements. It is different when we see a verb phrase with auxiliaries.

➤ Verb phrase with modal auxiliaries.

1. He will go to Australia next month.
2. I have gone to the mosque.
3. She had washed her clothes several times.
4. My son is playing basketball on the backyard.
5. Sarah was swimming in the pool yesterday.
6. Joe has been driving with the new car for two weeks.

All of the verbs above are verb phrases. They consist of one or more auxiliaries and a main verb. Look at the explanation below:

1. Will go (auxiliary *will* and main verb *go*)
2. have gone (auxiliary *have* and main verb *gone*)
3. Had washed (auxiliary *had* and main verb *washed*)
4. Is playing (auxiliary *is* and main verb *playing*)
5. Was swimming (auxiliary *was* and main verb *swimming*)
6. Has been driving (auxiliaries *has* and *been* and main verb *driving*)

## Summary

From the explanation above we can conclude that verb is a word that expresses action, being, or a state of being. Verb can be modified by auxiliaries to become verb phrase. So, verb phrase is a verb that consists of one or more auxiliaries and a main verb. The



structure of verb phrase is 1) modal, 2) auxiliaries that refer to tense, 3) main verb. Only one modal is permitted in a verb phrase. A single word may also occupy verb phrase category in syntactic relation.

### Students' Worksheet (Exercises)

- a. Define the terms verb and verb phrase using your own words.
- b. Identify the verb phrases in these sentences. Put a (x) next to the sentence that has verb phrase with auxiliaries, and an (\*) beside the sentence that has verb phrase as single word.
1. One of you must go now ( )
  2. The old man has been living in a small old house. ( )
  3. The beautiful girl wears new glasses. ( )
  4. Sarah was shopping downtown. ( )
  5. My sister is buying some vegetable in the market. ( )
  6. He opened the door. ( )
  7. The cat might eat the cake. ( )
  8. I have finished my homework. ( )
  9. She went to the new office. ( )
  10. A policeman caught thief. ( )
- c. Analyze the verb phrases below based on its auxiliaries and its main verb.
1. Some theories of this subject **have been proposed**.
  2. The lecturer **had reviewed** all of the materials before he gave the quiz.
  3. She was writing a letter while her husband **was talking** to her.
  4. They **will go** to Singapore next year.
  5. John **was repairing** his bicycle when his father came.
  6. I **have seen** this movie three times.
  7. My uncle **had been living** in Indonesia for two years before he moved to Malaysia.

8. My younger sister has always **looked up** to me.
9. It is difficult to **wake up** very early every day.
10. She was **being exploited**.
11. They have **beencoming** late everyday.
12. He **has taken** the job.
13. The teacher is **writing** a report.
14. I **was walking** to the mall.

d. Write eight sentences based on the pictures below.

a. Sentences that have verb phrases as a single word

1. -----



2. -----



3. -----



4. -----



b. Sentences that have verb phrases with auxiliaries

1. -----

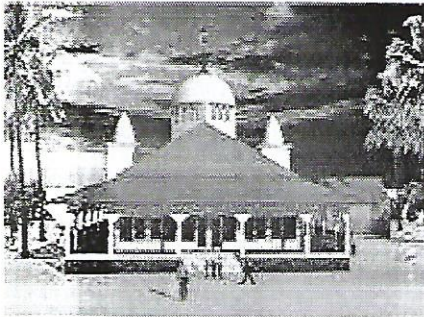




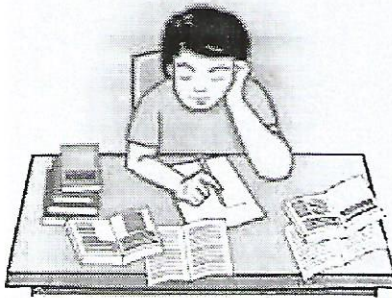
2. -----



3. -----



4. -----



e. Read the text below, and then identify the verb phrase as a single word and the verb phrase with modal auxiliaries.

## REVIVAL AND REFORM MOVEMENTS

The condition of Muslims in the past two centuries led to the development of many revival and reform movements. These movements had different objectives, including educational and social reform, economic uplift, and religious revival. One of the reform movements with significant worldwide impact is the religious movement started by Abd al-Wahhab, an Arabian who died in 1792. His reform effort led to the development of the puritanical Wahhabi Islamic sect. Followers of Abd al-Wahhab supported the founder of the present Saudi dynasty, Muhammad ibn al-Saud, and helped him come to power. Since then, the Saudi royal family has let the ideology of the Wahhabis govern their country. They have kept the Wahhabis happy by adhering to religious extremism and exporting their religious beliefs.

As part of their effort to project a religiously correct image to their domestic religious extremists, Saudi rulers have patronized extremist schools and religious organizations outside their country. They include many of the madrasahs that have been producing religious zealots with minimal knowledge and understanding of the secular world. Egypt has seen the growth of many religious movements, including the Muslim Brotherhood (Ikhwan al-Muslimeen), which has branches in many countries, and the Egyptian Islamic Jihad. For many of these movements, the goal has been to slow or prevent Westernization and to establish an Islamic society. Osama bin Laden's right-hand man, Dr. Ayman al-Zawahri, headed one of the factions of the Islamic Jihad that has been active in Egypt since the late 1970s. Its goal is to overthrow the Egyptian government and replace it with an Islamic state.

Taken from: *Islam, Muslim and America*

by Arsyad Khan



## Chapter 4

### ADJECTIVE PHRASE

#### **Introduction**

This chapter still discusses another kind of part of speech that is an adjective; then it will develop to adjective phrase. In this session, we will talk about the definition of adjective, adjective phrase, the function of adjective and the structure of adjective phrase and its explanation.

Before learning process, lecturer shows the slide, then asks the students about adjective phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

#### **Lesson Plan**

#### **Objective**

The purpose of the teaching and learning process is students are able to make sentences using adjective phrases correctly.

#### **Indicators**

1. students are able to define adjective
2. students are able to know the basic categories of adjective
3. students are able to define adjective phrase
4. students know the function of adjective and adjective phrase
5. students understand the basic categories of adjective
6. students understand the structure of adjective phrase
7. students are able to use adjective phrase modifying subject in a sentence
8. students are able to use adjective phrase modifying object in a sentence.

**Time:** 2 x 50 minutes



**Core Materials;**

1. The definition of adjective
2. The basic categories of adjective
3. The definition of adjective phrase
4. The function of adjective or adjective phrase in a sentence.
5. The structure of adjective phrase in a sentence
6. The adjective phrase modifying subject and object in the sentence.

**Teaching Procedures**

**Pre activity (15')**

1. Brainstorming based on the slide.
2. Explaining the purpose of the study

**Whilst activity (60')**

1. Students answer the questions based on detailed material
2. Students analyze adjective phrase in sentences
3. Students complete some sentences with adjective phrase
4. Students write some sentences with adjective phrase based on the picture
5. Students find adjective phrases in the text

**Post activity (25')**

1. Students do exercises
2. Conclusion.

**Students' Activities**

1. Students' answering comprehension questions
2. Students' analyzing adjective phrases in sentences
3. Students' completing some sentences with adjective phrase

4. Students' writing some sentences with adjective phrase based on the pictures
5. Students' finding adjective phrases in the text

## Detailed Materials

### Adjective Phrase

Before we know the definition of adjective phrase, we had better know the definition of adjective. According to *Oxford Advanced Learner's Dictionary*, adjective is a word that indicates a quality of the person or thing referred to by a noun, whereas adjective phrase is a group of words of which head is an adjective. Adjective or adjective phrase has the same function. They give information, modify or describe a noun or pronoun in a sentence. It will be easy to understand the adjective phrase if we know the basic functions of adjective. See the basic categories of adjectives with few examples below:

- Quantity

Adjectives can tell the quantity, such as: any, few, every, some, all, twenty, none, each, and several, etc.

- Opinion

Adjectives that are based on opinions, e.g.: gorgeous, hideous, evil, angelic, amazing, and important, etc.

- Descriptive

There are many descriptive adjectives that tell about the size, age, shape, and color of a noun or pronoun. Some examples are: tiny, gigantic, svelte, huge, antique, youthful, modern, recent, bumpy, smooth, oblong, round, pale, tanned, blue, and yellowish, etc.

- Origin

Where an object comes from or where it is located would be an adjective of origin, like: polar, northern, Mexican, or Swiss, etc.

- Composition

Words to describe the purpose and composition of an object would include: hunting, cooking, racing, wooden, silk, or plastic, etc.

▪ Comparison

Some adjectives are comparable, such as: curlier, curliest, best, worse, least, most beautiful, and less worrisome, etc. Other adjectives are normally not comparable, for examples: dead, total, ideal, unique, fatal, chief, and unbroken, etc.

▪ Articles

Another kind of adjective can be called determiner, such as articles “a”, “an”, and “the”.

▪ Possessive

Adjectives can be possessive, such as: your, mine, or their, etc.; demonstrative: that, this, or those, etc.; and interrogative: which or what, etc.

There some examples of adjective phrases that modify nouns as a subject and modify noun as an object in a sentence.

❖ Adjective phrases that modify noun as subject.

1. The very small kitten jumped at the big dog.
2. The expensive cost of the car was too high.
3. A new red car was taken by the handsome policeman.
4. The black thing in the corner was moving.
5. The big bug under the blanket is moving towards me.

❖ Adjective phrases that modify noun as object

1. She wanted to paint her room lemony yellow.
2. My new kitten makes me very happy.
3. I sometimes pity people living in large cities.
4. We are collecting money for children born with heart defects.
5. They were proud of their team winning the championship.

❖ For the students of literature, maybe you will find the famous adjective phrases from William Shakespeare.

1. A rose by any other name would smell as sweet
2. The slings and arrows of outrageous fortune



3. And shining morning face, creeping like a snail unwillingly to school
4. Eaten out of house and home
5. Even at the turning of the tide
6. How sharper than a serpent's tooth it is to have a thankless child
7. I will wear my heart upon my sleeve

### Summary

Adjective is a word that indicates the quality of a person or thing referred to by a noun, whereas adjective phrase is a group of words of which head is an adjective. There are some basic categories of adjectives such as quantity, opinion, descriptive, origin, composition, comparison, possessive, and articles.

### Students' Worksheet (Exercises)

#### a. Answer the questions below.

1. What is adjective?
2. What is adjective phrase?
3. Explain the basic categories of adjective.

#### b. Analyze the adjective phrase in each sentence below.

1. **A little beautiful** girl walked alone.
2. There are **two very smart** boys.
3. This picture is **too expensive**.
4. The weather today is **much colder** than yesterday.
5. The coffee is **too hot** to drink.
6. It was a night **full of horror**.
7. My father was a man **of great wealth**.
8. It was a bird **with a black feather**.
9. He was a soldier **free from fear**.
10. I met a little girl **from a cottage**.

**c. Complete the sentences below with adjective phrases.**

1. ----- crashed the stone yesterday.
2. She is painting -----.
3. No one came to -----.
4. ----- opens the gate.
5. ----- bit the deer.
6. The students followed -----.
7. ----- shows me to the next building.
8. It was a student -----
9. ----- with many children.
10. I read a book -----

**d. Write seven sentences with adjective phrases according to the pictures below.**

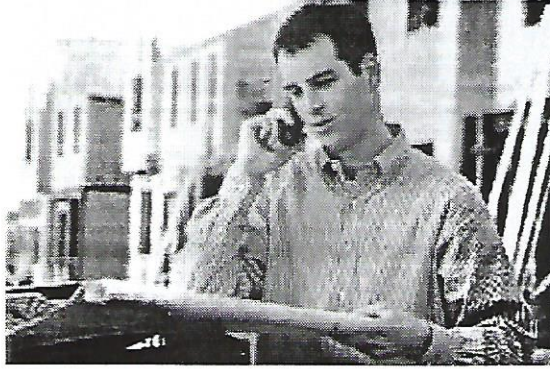
1. -----



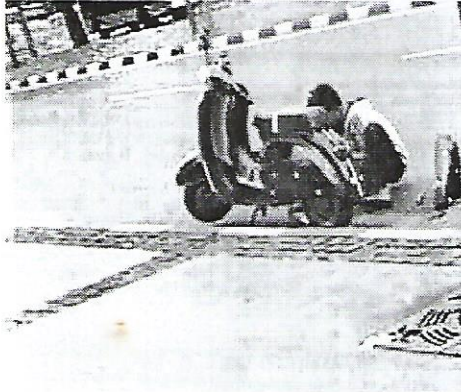
2.



3.



4.





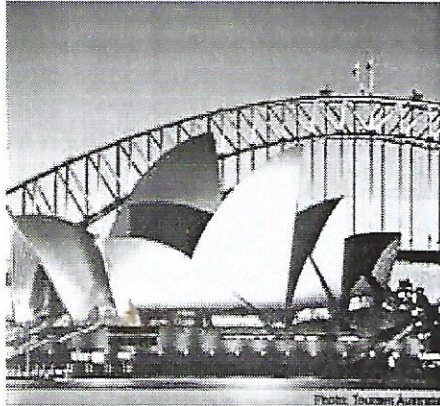
5. -----



6. -----



7. -----

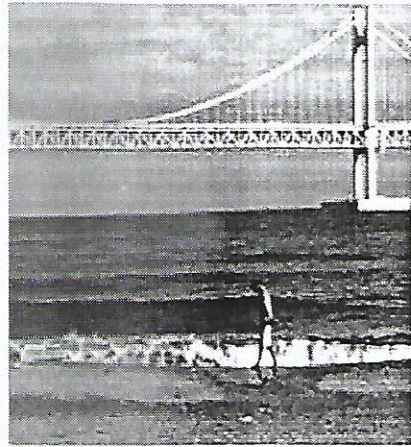


- e. Read the text, then write all of the adjective phrases that you find in the text below.

## BUSAN

Busan is the 2nd biggest city of Korea located the opposite side of Korean peninsula in Gyungsang-do (Gyungsang province). As I was born and raised in Seoul I see Busan as a very exotic city. Busan is on the coast so it is a totally different vibe than Seoul and they speak with a strong accent.

When I was a freshman I decided to take some time off and go some place very far from where I live. Many of my friends in school are from Busan, so I just decided to buy a red-eye train ticket. It takes 5 hours by train from Seoul to Busan.



Now we have a KTX so it's shortened to 2 and a half hours

So there I was at midnight, train to Busan in complete dark highway. 5 o'clock in the morning Busan station was very busy, unexpectedly. Had some light breakfast at street vendor and I headed to beach. Whole point of trip to Busan in fall was see some ocean.

There are many great beaches in Busan such as Haeundae, Gwanganli, Songjung and few others. Heaundae is the most famous one in Busan so I went there. Sitting on sand beach, and watching sun's rising. It was little foggy day so sunrise makes the sky really red. A bit scarlet-ish. Perfect moment indeed. Since that trip I fell in love with Busan. Oh and I can't leave out Jagalchi-Sijang. One of the best seafood local markets in Korea. You pick something you want

from the fish-full of basket and they make sushi out of that in second. I still remember the atmosphere and taste of with sushi and Soju. By the way, Busan has its own brand of Soju, so try it if you dare. (<http://www.travelwithamate.com/top-5-best-places-to-visit-in-korea/>)



## Chapter 5

### PREPOSITIONAL PHRASE

#### **Introduction**

Prepositional phrase will be discussed in this chapter. First of all, we will deal with preposition, then with prepositional phrase. This chapter includes definition of preposition, prepositional phrase, the structure of prepositional phrase and its examples.

Before learning process, lecturer shows slides, then asks the students their knowledge about prepositional phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

#### **Lesson Plan**

#### **Objective**

The purpose of the teaching and learning process is that students are able to make sentences using prepositional phrase correctly.

#### **Indicators**

1. students are able to define preposition
2. students know the words that are included in prepositional
3. students are able to define prepositional phrase
4. students understand the structure of prepositional phrase
5. students are able to identify prepositional phrase as adjective
6. students are able to identify prepositional phrase as adverb
7. students are able to use prepositional phrase as adjective in a sentence
8. students are able to use prepositional phrase as adverb in a sentence

**Time:** 2 x 50 minutes

**Core Materials;**

1. The definition of preposition
2. The words that is included in prepositional phrase
3. The definition of prepositional phrase
4. The structure of prepositional phrase
5. The function of prepositional phrase in a sentence

**Teaching Procedures**

**Pre activity (15')**

1. Brainstorming based on the slide.
2. Explaining the purpose of the study

**Whilst activity (60')**

3. Students answer the question based on detail material
4. Students identify prepositional phrase in each sentence
5. Students write some prepositional phrase based on preposition in sentences
6. Students write some sentences with prepositional phrase based on the picture
7. Students find prepositional phrase in the text

**Post activity (25')**

8. Students do exercises
9. Conclusion

**Students' Activities**

1. Students' answering questions
2. Students' identifying prepositional phrase in each sentence.
3. Students' writing prepositional phrase based on preposition in sentences

4. Students' writing some sentences with prepositional phrase based on the pictures
5. Students' finding prepositional phrases in the text

## Detailed Materials

### Prepositional Phrase

Before we learn about prepositional phrase, it is better for us to know what preposition is and what words are prepositions. Preposition is a word that links nouns, pronouns or phrases to another word in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. There are some common prepositions:

about	across	after	
along	among	against	
around	at	before	
behind	below	beneath	
beside	between	beyond	
but	by	despite	
down	during	except	
for	from	in	
inside	into	like	
near	off	of	
on	onto	out	
outside	over	past	
per	plus	since	
through	throughout	till	
to	toward	under	
underneath	until	up	
upon	with	within	without

Now, we are going to discuss what prepositional phrase is. Prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun, or gerund, or clause, as the object of



the preposition. Usually, the object of preposition has one or more modifiers to describe it.

There are some structures of prepositional phrase:

1. Preposition + noun, pronoun, gerund, or clause
  - He is always **at home** today.
  - These books are **from me**.
  - He gave a gift to his friend **by singing**.
  - We are talking **about what we said yesterday**.
2. Preposition + modifier (s) + noun, pronoun, gerund, or clause
  - All of the things here are **from my sister**.
  - I revised these articles **for some journals**.
  - He went to the jungle **without excessively worrying**.

There are two functions of prepositional phrase in a sentence:

1. Prepositional phrase can act as an adjective (prepositional phrase as an adjective will answer the question *which one?*)
  - The chair on the second floor is made of bamboo.  
(which chair? The one on the second floor)
  - The red car in the showroom is very expensive.  
(which red car? The one in the showroom)
  - The Novel from America is read by the students.  
(which novel? The one from America)
2. Prepositional phrase can act as an adverb (prepositional phrase as an adverb will answer the questions of *How? When? or Where?*)
  - She is strong from all day's swimming practice  
(How did she get strong? From all day's swimming practice)
  - After contest, he begged his parent a gift.  
(When did he do his begging? After contest)
  - Feeling brave, they tried the flying fox in the botanical garden.  
(Where did they play a dangerous game? In the botanical garden)

## Summary

Preposition is a word that links nouns, pronouns or phrases to another word in a sentence. There are some words of preposition that can be used to create prepositional phrase such as: in, on, under, without, with, at, over, out, etc. Prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun, or gerund, or clause, as the object of the preposition. Prepositional phrase can act as an adjective or an adverb in a sentence.

## Students' Worksheet (Exercises)

### a. Answer the questions below

1. What is preposition
2. What is prepositional phrase?
3. How many functions are there for prepositional phrase? Mention them.
4. Give an example for each of the functions above.

### b. Underline the prepositional phrases in each sentence below.

1. The two of them exited the room.
2. The river flows under the bridge.
3. The car is behind the van and in front of the bus.
4. The bus is parked off the road.
5. I will tell you about funny story.
6. The butterfly flies above the leaves.
7. The mosque is located behind the church.
8. He looks like his father.
9. The beautiful girl writes a beautiful writing on the paper.
10. There are some smart students from America.
11. No one came to this room.
12. After school, the boys played a baseball game at the park.
13. He was waiting for his mother since eight in the morning.
14. I worked all through the day.

15. There is an apple on the table.

c. **Make sentences containing prepositional phrases using the prepositions below:**

- |         |        |
|---------|--------|
| Across  | among  |
| Against | beside |
| Between | except |
| of      | on     |
| onto    | toward |
| up      | upon   |
| with    | within |

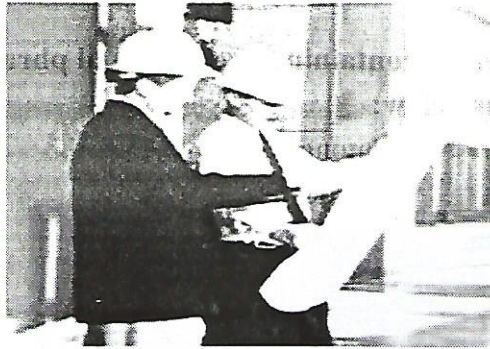
6. **Write some sentences with prepositional phrase based on the pictures.**

1. ....

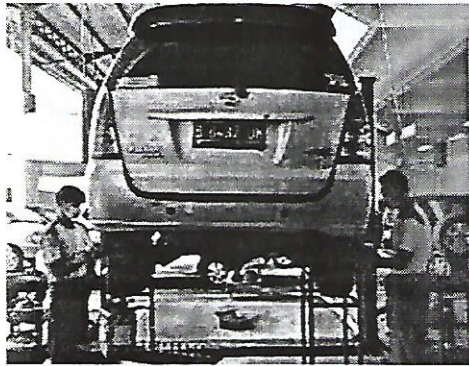




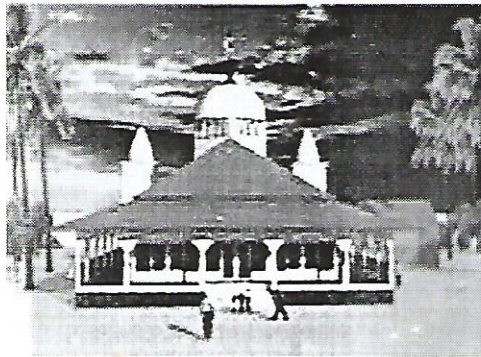
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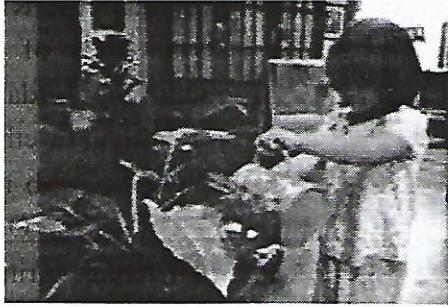
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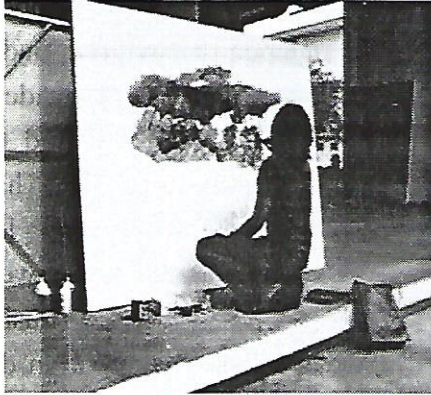
5.



6.



7.





7. Underline the prepositional phrases in the text below.

### THE END OF THE COLONIAL ERA

After World War I, European countries started to think seriously about granting independence to colonies in Asia and Africa. In 1922, Egypt became independent from Britain, while Iraq became independent in 1932. In 1946, Jordan, Lebanon, and Syria were granted independence by Britain and France. Muslim countries that became independent after World War II include Indonesia, Pakistan, Libya, Sudan, Tunisia, Morocco, Malaysia, Nigeria, Senegal, Somalia, Kuwait, Algeria, and the United Arab Emirates. The boundaries of many of the new countries in the Middle East, including Jordan and Iraq, were delineated without much regard for historical or ethnic considerations. Decisions were based on political payoffs; Arab royal families were paid in return for their military help against the Ottoman Empire and others who fought the British and their Allies during World War II, or for other subjective considerations. Since these national boundaries were not based on factors that would tend to support their legitimacy, the leaders of the newly independent nations had to face enormous artificial problems. The machinations of leaders in neighboring countries forced them to focus on survival and to build up armies instead of an economic infrastructure. This happened to India, Pakistan, Syria, Lebanon, Iraq, and Kuwait. Instead of moving forward, many of these countries ended up in worse condition than before independence. Generations were denied basic education as well as health and social services. These demarcation decisions laid seeds of trouble for years and decades to come, as has been demonstrated clearly in the Iraq-Kuwait crisis of 1990 and the festering Palestine problem.

Taken from: *Islam, Muslim and America*

by Arsyad Khan



## **Chapter 6**

### **GERUND PHRASE**

#### **Introduction**

The last part of phrase is a gerund phrase. This chapter is more complicated than before because we will change the form of verb to noun first that is called gerund. In this section, we will discuss the definition of gerund, gerund phrase, the structure of gerund phrase and the examples of gerund phrase and its explanation.

Before learning process, lecturer shows the slide, then asks the students according to their knowledge about gerund phrase. After the students give response, the lecturer explains it. In this process, the lecture and the students need media such as laptop, LCD, white board and so on to support their activity.

#### **Lesson Plan**

#### **Objective**

The aim of the teaching and learning process is that students are able to construct sentences using gerund phrase correctly.

#### **Indicators**

1. students are able to define gerund
2. students are able to differentiate gerund from present participle
3. students are able to define gerund phrase
4. students are able to know the verbs that are followed by gerund
5. students are able to understand the structure of gerund phrase
6. students are able to identify gerund phrase as subject
7. students are able to identify gerund phrase as object
8. students are able to use gerund phrase as subject in a sentence
9. students are able to use gerund phrase as object in a sentence

**Time:** 2 x 50 minutes

**Core Materials;**

1. The definition of gerund
2. The difference between gerund and present participle
3. The definition of gerund phrase
4. The list of verbs that are followed by gerund
5. The structure of gerund phrase in a sentence
6. The explanation about gerund phrase as subject in a sentence
7. The explanation about gerund phrase as object in a sentence

**Teaching Procedures**

**Pre activity (15')**

1. Lecturer brainstorms students based on the slide.
2. Lecturer explains the purpose of the study

**Whilst activity (60')**

3. Students answer the questions based on detailed materials
4. Students write some sentences that differentiate gerund from present participle
5. Students change the verb into correct form (gerund or present participle)
6. Students write some sentences with gerund phrase based on the picture
7. Students find gerund phrases in the text

**Post activity (25')**

8. Students do exercises
9. Conclusion

### Students' Activities

1. Students' answering questions
2. Students' writing some sentences that differentiate gerund from present participle
3. Students' changing the verb into correct form (gerund or present participle)
4. Students' writing some sentences with gerund phrase based on the pictures.
5. Students' finding prepositional phrases in the text

### Detailed Materials

#### Gerund Phrase

The term gerund phrase consists of two words, gerund and phrase. So, we have to know what gerund is first. The form of a gerund is a verb plus -ing. However, not all verbs plus -ing are gerunds because continuous tenses and present participle also have the same forms. See the examples below to differentiate gerund from continuous tenses and present participle:

1. Reading is my hobby.
2. The boy is running
3. You are a boring friend.

We can see that all of the underlined verbs above are the verbs plus -ing, but not all of them are gerunds. The example of number 1 is gerund, whereas number 2 is a present continuous form, and number 3 is a present participle. So, we can conclude that when we use a verb in -ing form which functions as a noun, it is a gerund such as the first example; and when we use a verb in -ing form as a progressive verb, it is a continuous form such as the second; and when we use a verb in -ing form as an adjective and the noun modified by the verb is the doer of the verb -ing, it is a present participle such as third example. Like a



noun, the position of gerund can be the subject, object or complement of a sentence.

1. Climbing is a dangerous sport. (gerund as a subject)
2. He likes hunting. (gerund as an object)
3. My hobby is climbing mountains. (gerund as a complement)
4. Reading daily news is important. (gerund as a subject)

Like a verb, a gerund can also have an object itself. In this case, the whole expression of gerund and its object can be the subject, object or complement of the sentence such as the examples of number three and four. Another position of gerund in a sentence can be placed after a preposition, for example:

1. She always asks about going on holiday.
2. Please have a breakfast before leaving.
3. I will help you after coming home.
4. Do you object to our smoking cigarettes?
5. John is afraid of getting married now.
6. There is no reason for leaving this class.

There are some verbs that are usually followed by gerund;

<i>appreciate</i>	<i>admit</i>	<i>avoid</i>
<i>consider</i>	<i>carry on</i>	<i>can't help</i>
<i>delay</i>	<i>detest</i>	<i>dislike</i>
<i>defer</i>	<i>deny</i>	<i>endure</i>
<i>enjoy</i>	<i>escape</i>	<i>excuse</i>
<i>fancy</i>	<i>finish</i>	<i>forgive</i>
<i>give up</i>	<i>face</i>	<i>feel like</i>
<i>go on (continue)</i>	<i>imagine</i>	<i>involve</i>
<i>leave off</i>	<i>miss</i>	<i>mind</i>
<i>mention</i>	<i>pardon</i>	<i>practice</i>
<i>put off</i>	<i>postpone</i>	<i>recollect</i>
<i>report</i>	<i>resent</i>	<i>risk</i>
<i>suggest</i>	<i>stop</i>	<i>understand</i>

The verbs above must be followed by gerund form in a sentence, for example:

1. She dislikes listening to the music
2. I have put off writing to him till today.
3. They are considering having a holiday.
4. He gave up smoking when he was a young man.
5. Do you feel like going out?

After we know what gerunds, now we are going to discuss gerund phrase. Gerund Phrase contains verbs ending in -ing and some other modifiers, objects, or complements. Gerund phrases act as nouns in a sentence. In this case, they have some roles in a sentence. They can act as the subject, object, and complement of a verb, and as the object of a preposition. See the examples below;

1. The gerund phrase as the subject of a verb
  - Helping friend in sadness is a wonderful experience of my life.  
(Helping friend in sadness is the subject of the verb is)
  - Eating spicy food on a rainy day makes you refreshed.  
(Eating spicy food on a rainy day is the subject of the verb make)
  
2. The gerund phrase as the object of a verb
  - The man denied knowing his own wife.  
(Knowing his own wife is the object of the verb denied)
  - The strong man enjoyed travelling alone to another country.  
(Travelling alone to another country is the object of the verb enjoyed)
  
3. The gerund phrase as a complement
  - Having some friends is cultivating future friendships  
(Cultivating future friendship is the subjective complement of the predicate is)
  - What I like is reading some books.

(Reading some books is the subjective complement)

4. The gerund phrase as the object of a preposition
  - He thought he could escape from his problems by running away.  
(Running away is the object of the preposition "by")
  - She supposed she could communicate by writing a letter.  
(Writing a letter is the object of the preposition "by")

### Summary

There are some kinds of verb plus -ing; gerund, continuous form, and present participle. When we use a verb in -ing as a noun, it is a gerund, and when we use a verb in -ing form as a verb, it is a continuous form, when we use a verb in -ing as an adjective and the noun modified by the verb is the doer of the verb -ing, it is a present participle. Gerund Phrases contain verbs ending in -ing plus modifiers, objects, or complements. Gerund phrases act as nouns in a sentence. In this case, they have some roles in a sentence; as the subject, object, or complement of a verb, and as the object of a preposition.

### Students' Worksheet (Exercises)

#### a. Answer the questions below using your own words!

1. What do you know about gerund?
2. What is the difference between gerund and present participle?  
Give your opinion?
3. What is gerund phrase?

#### b. Write some sentences that differentiate gerund from present participle

1. A verb plus -ing that functions as a gerund
  - a. -----
  - b. -----



- c. -----
- d. -----
- e. -----

2. A verb plus -ing that functions as a present participle

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----

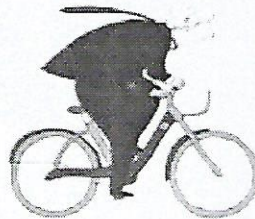
3. Put the verbs between brackets into their correct form.

- a. The police suspect him of (try) (sell) stolen goods.
- b. I'd love (have) an opportunity of (meet) you again.
- c. Have you ever watched people (try) (catch) fish?
- d. I remember (allow) them (play) in my garden without first (ask) for permission.
- e. I have to ask the children (stop) (play)

c. Take your idea from the pictures below to write sentences containing gerund phrase.

1. The gerund phrase as the subject of a verb

- a. -----



b. -----

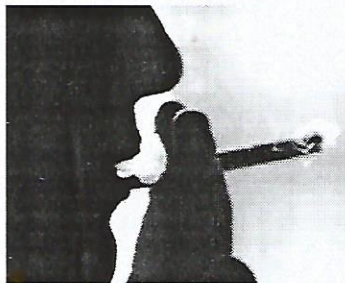


2. The gerund phrase as the object of a preposition

a. -----



b. -----



3. The gerund phrase as a predicate nominative

a. -----



b. -----



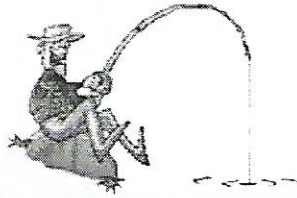
4. The gerund phrase as the object of a verb

a. -----





b. -----



6. **Underline the gerund phrases used in the text below.**

### **750-950: GOLDEN AGE OF ISLAM**

When the Ummayyad Dynasty was overthrown in 750, its sole surviving member, Abd al-Rahman ibn Muawiyah, escaped to Spain, where he restarted the Ummayyad Dynasty and caliphate in 756. It was the beginning of a great civilization, one of the greatest the world has ever seen. It led to Spain's becoming the center of learning in Europe as well as the cultural center of Islam in the West. The Golden Age of Islam lasted about two hundred years. During that period, the Islamic empire covered Spain, North Africa, Egypt, Iraq, Iran, Syria, Palestine, and parts of Turkey. The Golden Age of Islam was characterized by:

- Flourishing of science, chemistry, astronomy, technology, mathematics, literature, philosophy, and arts
- Development of the astrolabe, an instrument for measuring the altitude of heavenly bodies and determining their positions and movements, and the building of the world's first observatory.
- Contributions to medicine, including drugs and expansion of knowledge of anatomy, dissection, and blood circulation
- Introduction of Arabic numerals, which influenced the development of algebra

- Advances in agriculture, including underground canals, networks of wells, waterwheels, and livestock improvement
- Development of the art of making paper
- Establishment of a paper mill in Baghdad, which had a significant influence on education and made possible the widespread distribution of books
- Development of Arabic into the language of international scholarship
- Massive efforts to translate scientific manuscripts into Arabic
- The establishment of numerous libraries

Many advances made during the Golden Age laid the groundwork for developments that led to the Renaissance in Europe. The peak of the Golden Age is considered to have occurred during the rule of al-Ma'mun, who died in AD 833.

Taken from: *Islam, Muslim and America*

by Arsyad Khan

## Chapter 7

# NOUN CLAUSE

### Introduction

Clause is a group of words consisting of subject and predicate which can stand by itself or as a part of a larger grammatical unit. There are three kinds of clauses, namely noun clause, adjective clause, and adverb clause. This chapter focuses on the forms and uses of noun clause. Adjective and adverb clauses are going to be dealt with in chapters VIII and IX.

Noun clause (NC) is a clause which functions as a noun (as the subject and/or object of sentence). The form of noun clause and how it is used are discussed in this chapter.

### Lesson Plan

**Objective:** After learning this topic, students are able to make sentences using noun clauses correctly.

### Indicators:

- Students are able to identify noun clause as subject
- Students are able to identify noun clause as object
- Students are able to combine two sentences using noun clauses
- Students are able to use noun clauses in reported speeches of statements
- Students are able to use noun clauses in reported speeches of questions
- Students are able to use noun clauses in reported speeches of commands

**Time:** 2 x 50 minutes



**Core materials:**

- NC as the subject of sentence
- NC as the object of sentence
- NC in reported speeches:
  - Statements
  - Questions:
    - Confirmative
    - Informative
  - Commands

**▪ Teaching Procedures:***Pre-activity*

1. Creating good rapport
2. Reviewing the previous topic

*Whilst-activity*

3. Students are exposed to the text containing NC's
4. Students answer questions about the text.
5. Students identify NC either as subjects or objects
6. Students combine two sentences using NC
7. Students are exposed to examples of changing direct to indirect speeches of statements.
8. Students work in pairs matching the correct changes of direct to indirect speeches of statements.
9. Students work in groups of four changing direct to indirect speeches of statements.
10. Students are exposed to examples of changing direct to indirect speeches of questions.
11. Students work in pairs matching the correct changes of direct to indirect speeches of questions.
12. Students work in groups of four changing direct to indirect speeches of questions.
13. Students are exposed to examples of changing direct to indirect speeches of commands.
14. Students work in pairs changing direct to indirect speeches of commands.

*Post activity*

15. Students work individually changing direct to indirect speeches of statements, questions, and commands.
16. Feedback.

▪ **Students' Activities**

1. Students' reading a text
2. Students' answering comprehension questions
3. Students' underlining NC used in the text
4. Students' combining sentences using NC
5. Students' identifying correct reported speech\
6. Students' matching reported with quoted speech
1. Students' changing quoted into reported speech and vice versa
2. Students' completing sentences using reported speech

▪ **Detailed Materials**

Noun clause (NC) functions as the subject or the object of sentences.

**NC as the subject of sentence**

- e.g. (a) What you said surprised me.  
(b) Who you are does not matter.  
(c) What somebody likes is nobody's business.

The underlined clauses function as the subjects of sentences. In sentence (a), What you said is the subject followed by predicate *surprised* and object *me*. In (b), the subject Who you are is followed by predicate *does not matter*. In (c), the subject What everybody likes is followed by predicate *is* and complement *nobody's business*.

**NC as the object of sentence**

- e.g. (d) I don't understand what you said.  
(e) We don't know who you are.  
(f) We should not care about what somebody likes.

In sentence (d), what you said is the object of the predicate *don't understand*. In (e), who you are is the object of predicate *don't know*. In (f), what somebody likes is the object of preposition *about*.

**NC as the object of preposition**

e.g. (g) The students seem interested in what you said.

(h) I don't care with what he does.

(i) We are talking about who could be the next president.

In sentence (g), what you said is the object of preposition "in". In (h), what he does is the object of preposition "with". In (i), who should be the next president is the object of preposition "about".

**Reported Speech**

NC can usually be found in reported speeches: statements and questions. The speech which is quoted directly is put between quotation marks ".....". This quoted speech is sometimes reported indirectly by the hearer. In this case, NC is used. Quoted speech is also called direct speech whereas reported speech is also called indirect speech.

**Statements**

The following are examples of statements as reported speech.

Study these examples.

Quoted speech	Reported speech
She said, "I watch TV everyday."	She said (that) she watched TV everyday.
She said, "I am studying English now."	She said she was studying English then.
She said, "I have put your book here."	She said she had put my book there.
She said, "I went to town yesterday."	She said she had gone to town the day before.
She said, "I can meet you tomorrow."	She said she could meet me the following day. .

In reporting statements, there are some points to consider:

1. The reported speech consists of main clause and NC as sub-clause.
2. The optional use of the word *that* before the NC.
3. The change of tenses.  
Present simple → past simple  
Present continuous → past continuous



Present perfect → past perfect

Past simple → past perfect

Present modal → Past modal

4. The change of pronouns depending on the speaker and hearer

5. The change of some words (e.g. adverbs, demonstrative pronouns/adjectives)

Now → then

Yesterday → the day before

Tomorrow → the following day

Here → there

This → that

### Questions

Study these examples.

Quoted speech	Reported speech
She said, "Do you watch TV everyday?"	She asked if/whether I watched TV everyday.
The doctor asked, "Are you a student?"	The doctor asked if/whether I was a student.
She asked, "What is your name."	She asked what my name was.
She asked the boys, "Where are you from?"	She asked the boys where they were from.
She asked, "Why are you here now?"	She asked why I was there then.

In reporting questions, there are things to consider:

1. In confirmative (yes/no) questions, the reported speech is preceded by *if* or *whether*.
2. In informative (wh-) questions, the question words (wh-) remain existent.
3. The form of the reported speech is like a statement (N + (aux) + V) or (Wh- + N + (aux) + V) and NOT like a question (Aux + N + V + ?) or (Wh- + aux + N + V + ?).
4. Tenses, pronouns, adverbs, and demonstrative pronouns/adjectives change accordingly.

### Commands

Study these examples.

Present perfect → past perfect

Past simple → past perfect

Present modal → Past modal

4. The change of pronouns depending on the speaker and hearer

5. The change of some words (e.g. adverbs, demonstrative pronouns/adjectives)

Now → then

Yesterday → the day before

Tomorrow → the following day

Here → there

This → that

### Questions

Study these examples.

Quoted speech	Reported speech
She said, "Do you watch TV everyday?"	She asked if/whether I watched TV everyday.
The doctor asked, "Are you a student?"	The doctor asked if/whether I was a student.
She asked, "What is your name."	She asked what my name was.
She asked the boys, "Where are you from?"	She asked the boys where they were from.
She asked, "Why are you here now?"	She asked why I was there then.

In reporting questions, there are things to consider:

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2. In informative (wh-) questions, the question words (wh-) remain existent.
3. The form of the reported speech is like a statement (N + (aux) + V) or (Wh- + N + (aux) + V) and NOT like a question (Aux + N + V + ?) or (Wh- + aux + N + V + ?).
4. Tenses, pronouns, adverbs, and demonstrative pronouns/adjectives change accordingly.

### Commands

Study these examples.

Quoted speech	Reported speech
She told the students, "Do your task now."	She told the students to do the test then.
The doctor said, "Have enough rest."	The doctor advised me to have enough rest.
She said, "Don't put the plate here."	She told me not to put the plate there.
She said to the boys, "Don't play here."	She told the boys not to play there.

In reporting commands or prohibition, there are things to remember:

1. For commands, the reported speech is preceded by *to*.
2. For prohibition, it is preceded by *not to*.
3. There is no change of tenses.
4. Pronouns, adverbs, and demonstrative pronouns/adjectives change accordingly.

### Summary

In reported speech, there are some points to consider:

1. The reported speech consists of main clause and NC as sub-clause.
2. In confirmative (yes/no) questions, the reported speech is preceded by *if* or *whether*.
3. In informative (wh-) questions, the question words (wh-) remain existent.
4. The form of the reported speech is like a statement and NOT like a question.
5. There are changes of tenses, pronouns, and some words (e.g. adverbs, demonstrative pronouns/adjectives) in reporting statements and questions.
6. For commands, the reported speech is preceded by *to* whereas for prohibition, it is preceded by *not to*. In this case, there is no change of tenses.



▪ **Students' Worksheet (Exercises)**

**a. Read this text carefully**

One day, when I was walking down the street, I met an old man who was talking to me. He spoke English but what he said was not clear. I told him to speak slower and louder, yet I still could not understand what he said. I just guessed what he wanted. He asked me about a certain address which I was not familiar with. When I asked him about his family, he just showed me a picture. From the picture, I knew that he had a son who lived in this town. Since I did not know the address, I told him to ask the police officer who was standing in the cross road. He understood and left me.

**b. Answer these questions.**

1. Whom did I meet on the street?
2. Did I understand what he said?
3. What did he ask me about?
4. How did I know that he had a son in the town?
5. What did I tell him to do finally?

**c. Underline the NC as subjects and objects in the above text.**

**d. Combine these two sentences as this example:**

e.g. He said something. It was not clear → What he said was not clear.

1. You said something. It surprised me.
2. You like something. It is not my business.
3. He said something. I could not understand it.
4. He wanted something. I just guessed it.
5. He had a son. I knew it.

**e. Work in pairs. Identify the correct reported speeches.**

1. The teacher told the students, "I will give you a test tomorrow."
  - a. The teacher told the students I will give you a test the following day.
  - b. The teacher told the students she will give you a test the following day.
  - c. The teacher told the students she would give you a test the following day.

- d. The teacher told the students she would give them a test the following day.
2. Mother told the daughter, "You must be back before 9."
- Mother told the daughter that she must be back before 9.
  - Mother told the daughter that she had to be back before 9.
  - Mother told the daughter that you must be back before 9.
  - Mother told the daughter that you had to be back before 9.
3. Father said, "I saw an accident this morning."
- Father said he saw an accident that morning.
  - Father said I saw an accident that morning.
  - Father said he had seen an accident that morning.
  - Father said I had seen an accident that morning.
- f. **Work in groups of four. Change these quoted into reported speeches and the other way around.**
- The boy said, "I have to be home early."
  - The man said that he needed a lot of money then.
  - The President told the ministers, "You have to work harder to help people."
  - The old woman said, "I don't want to stay here."
  - The students said, "We want to play football here now."

g. **Work in pairs. Match A with B.**

A		B
1. She asked, "Who are you?"		a. She asked what happened.
2. She asked, "What time is the show?"		b. She asked if I knew that.
3. She asked, "Do you know this?"		c. She asked what time the show was.
4. She asked, "Can you speak English?"		d. She asked if I could speak English.
5. She asked, "What happens?"		e. She asked who I was.

- h. **Work in groups of four. Change these quoted into reported speeches.**
- "What time is it?"
  - "Have you met my brother?"

3. "Where are you living?"
4. "Will you be here tomorrow?"
5. "Did you finish your assignment?"

**i. Complete these sentences by reporting the speaker's words.**

1. Yuan said, "Help me lift this table."  
Yuan told me .....
2. The teacher said, "Read your books for the test tomorrow."  
The teacher told the students .....
3. The policeman said, "Don't park your car here."  
The policeman told the driver .....
4. Father told the boy, "Don't smoke."  
Father told the boy .....
5. Rika said to Afan, "Take me the book."  
Rika asked Afan .....

**j. Change these sentences into indirect speech.**

1. Mega said, "I haven't done my assignment."
2. She said to Ferry, "Can you help me?"
3. Ferry answered, "I will gladly help you if I have finished doing mine."
4. He said to her, "Ask your teacher if you don't understand your lesson."
5. Nancy asked the teacher, "What's your opinion about this problem?"

**k. Change these sentences into direct speech.**

1. Cherlita said that she had been there the day before.
2. Nia asked Eddy what he brought for her that night.
3. Laila told him not to come too late because her father would be angry with her.
4. Zahra said that her friends didn't want to conduct discussion then.
5. Pak Endratno told the students to prepare themselves for mid-term test the following week.



## Chapter 8

# ADJECTIVE CLAUSE

### Introduction

Adjective Clause (AdjCl) is a clause which functions as an adjective. It modifies a noun (a noun phrase). There are two kinds of adjective clause: defining adjective clause and non-defining adjective clause. Defining adjective clause is significant in the sense that it determines the noun being modified, whereas non-defining adjective clause only gives additional information to the noun which it modifies.

This chapter contains how the adjective clause is formed and how it is used.

### Lesson Plan

**Objective:** After learning this topic, students are able to make sentences using adjective clauses correctly.

### Indicators:

- Students are able to identify defining adjective clause.
- Students are able to identify non-defining adjective clause.
- Students are able to combine two sentences using adjective clauses.
- Students are able to complete sentences using relative pronouns.
- Students are able to construct sentences using adjective clauses.
- Students are able to change adjective clauses into reduced phrases in complete sentences.

**Time:** 2 x 50 minutes

### Core materials:

AdjCl as non-defining adjectives

- AdjCI as defining adjectives
- Using relative pronouns in AdjCI.
- Reducing AdjCI into phrases:

▪ **Teaching Procedures:**

*Pre-activity*

1. Creating good rapport
2. Reviewing the previous topic
3. Approaching the new material

*Whilst-activity*

4. Students are exposed to the text containing AdjCI's
5. Students answer questions about the text.
6. Students identify AdjCI in the text
7. Students are exposed to examples of non-defining and defining AdjCI's
8. Students work in pairs identifying non-defining and defining AdjCI's
9. Students work in groups of four completing sentences using relative pronouns
10. Students work in pairs combining two sentences using non-defining and defining AdjCI's.
11. Students work in groups of four changing AdjCI's into reduced phrases

*Post activity*

12. Students work individually doing exercises on using non-defining and defining AdjCI's in sentences.
13. Feedback.

▪ **Students' Activities**

1. Students' reading a text

2. Students' answering comprehension questions
3. Students' underlining non-defining and defining AdjCI's used in the text
4. Students' combining sentences using AdjCI's
5. Students' completing sentences using relative pronouns
6. Students' reducing AdjCI's into phrases
7. Students' constructing sentences using AdjCI's.

▪ **Detailed Materials**

Non-defining AdjCI is an adjective clause which gives additional information about the noun being modified. The characteristics are:

1. The nouns have been definite and clear e.g. using proper nouns.
2. The AdjCI is preceded by a comma after the noun being modified.

Examples:

1. Harry Potter, who is the fellow of Ron and Harmione, was an orphan when he was born.
2. Soekarno, who was the first president of Indonesia, was a popular orator.
3. The Nile, which is located in Egypt, is the longest river in the world.
4. Juanda, which is the name of a hero, is taken as the name of an airport in Surabaya.
5. Muhammad, whose wife was a rich trader named Khodijah, is the last Messenger of Allah.

Defining AdjCI is an adjective clause which determines, modifies, or clarifies the noun being modified. The noun modified is not a proper noun. It is of something indefinite, and thus it needs to be



identified. The function of defining AdjCl, then, is to make the noun definite. It is written without using any commas after the noun being modified.

Adjective Clause usually contains relative pronouns which must be suitable with the nouns being modified.

### Using Subject Pronouns: **Who, That, Which**

1. I thanked the woman **who** helped me
2. I thanked the woman **that** helped me
3. The book **which** has blue cover is interesting.
4. The book **that** has blue cover is interesting.

When the subject of the sentence is animate, the relative pronoun is **who** or **that**, when the subject is inanimate, the relative pronoun is **which** or **that**. So, relative pronoun **that** can be used for both animate or inanimate subjects.

### Using Object Pronouns: **Who(m), Which, That**

1. The man **whom** you met yesterday is a doctor.
2. The man **that** you met yesterday is a doctor.
3. The man you met yesterday is a doctor.
4. The book **which** I bought yesterday is interesting
5. The book **that** I bought yesterday is interesting
6. The book I bought yesterday is interesting

When the object of the sentence is animate, the relative pronoun is **who(m)** or **that**, when the object is inanimate, the relative pronoun is **which** or **that**. So, relative pronoun **that** can be used for both animate or inanimate objects.

### Using Possessive Relative Pronoun: **Whose, of which**

1. The teacher **whose** book we read studies in the US
2. The students **whose** names were not listed failed the exam.
3. The minister drives the car **whose** price is the highest.

4. The car **of which** door is broken belongs to me.

**Whose** indicates possession. It is used when the noun following it belongs to the noun preceding it. When the owner is an inanimate thing, **which** can also be used instead of **whose**.

### Using: **Where, in which, When, on which**

1. The house **where** I was born is very old.
2. The house **in which** I was born is very old.
3. The house **which** I was born **in** is very old.
4. The house **that** I was born **in** is very old.
5. The house I was born **in** is very old.
6. I remember the time **when** I met you for the first time.
7. I remember the time **on which** I met you for the first time.
8. I remember the time **that** I met you for the first time.
9. I remember the time I met you for the first time.

**Where** is used to modify the word of place (e.g. house, city, town, country, etc.), and **when** is used to modify time (e.g. time, day, month, year, century, etc.).

### Reduced Clauses

Adjective clauses may sometimes be reduced into phrases.

Examples:

1. The man **who is speaking Spanish** is my friend (CLAUSE)
2. The man **who speaks Spanish** is my friend (CLAUSE)
3. The man **who spoke Spanish** is my friend (CLAUSE)
4. The man **speaking Spanish** is my friend (PHRASE)
5. The window **which was broken by that boy** is made of glass (CLAUSE)
6. The window **broken by that boy** is made of glass (PHRASE)

When adjective clauses are reduced into phrases, regardless of the tenses used in the clause, the phrase always consists of present participle (V-ing) for the active form, and past participle (V-ed<sub>2</sub>) for

the passive form. Note: -ed<sub>1</sub> represents past form (e.g. went, spoke, lived, etc.), -ed<sub>2</sub> is a past participle (e.g. gone, spoken, lived, etc.)

### Summary

Non-defining AdjCl is an adjective clause which gives additional information about the noun being modified of which characteristics are (1) The nouns have been definite and clear e.g. using proper nouns and (2) The AdjCl is preceded by a comma after the noun being modified.

Defining AdjCl is an adjective clause which determines, modifies, or clarifies the noun being modified. The noun modified is not a proper noun. It is of something indefinite, and thus it needs to be identified. The function of defining AdjCl, then, is to make the noun definite. It is written without using any commas after the noun being modified.

Adjective Clause usually contains relative pronouns which must be suitable with the nouns being modified. When the subject of the sentence is animate, the relative pronoun is **who** or **that**, when the subject is inanimate, the relative pronoun is **which** or **that**. So, relative pronoun **that** can be used for both animate or inanimate subjects.

When the object of the sentence is animate, the relative pronoun is **who(m)** or **that**, when the object is inanimate, the relative pronoun is **which** or **that**. So, relative pronoun **that** can be used for both animate or inanimate objects.

**Whose** indicates possession. It is used when the noun following it belongs the noun preceding it. When the owner is inanimate thing, **of which** can also be used instead of **whose**.

**Where** is used to modify the word of place (e.g. house, city, town, country, etc.), and **when** is used to modify time (e.g. time, day, month, year, century, etc.).



## Reduced Clauses

Adjective clauses may sometimes be reduced into phrases. When adjective clauses are reduced into phrases, regardless of the tenses used in the clause, the phrase always consists of present participle (V-ing) for the active form, and past participle (V-ed<sub>2</sub>) for the passive form.

## EXERCISES

### a. Read this text carefully

#### *A Different kind of dictionary*

Ambrose Bierce was a 19<sup>th</sup> century American author and journalist. His most popular book is probably the *Devil's Dictionary*, written between 1881 and 1887. Bierce's dictionary does not contain normal definitions—his definitions are funny and cynical. For example, in a normal dictionary, the definition of dentist is “a kind of doctor who looks after people's teeth”. But in the *Devil's Dictionary*, the definition of a dentist is “a person who puts metal in your mouth and takes coins out of your pocket”. Today in the Internet you can find many websites with more modern versions of the *Devil's Dictionary*.

### b. Answer these questions

1. Who wrote the *Devil's Dictionary*?
2. What is he?
3. When did he write it?
4. In what way is this dictionary *different* from other dictionaries?
5. Give the definition of “mouth”

### c. Work in pairs. Identify the adjective clauses in the text

**d. Work in pairs. Identify the defining and non-defining adjective clauses in these sentences**

1. The teacher gave a present to the student whom I recognize as the most diligent.
2. Prof. James, who conducted a research on African vernacular, will give a speech tomorrow.
3. The place where my father was born is close to the shore.
4. My youngest brother, who studied Physics in Germany, is promoted to be the manager of the company.
5. The mountain which is located close to the sea is usually an active volcano.

**e. In groups of four, fill in the blanks with: *who, which, where***

1. It's a person ..... serves you in a café.
2. They're people ..... make you laugh in a circus.
3. It's a machine ..... is used to cut the grass.
4. It's an animal ..... lives in the sea and has eight legs.
5. It's a room ..... people try on clothes in a department store.
6. He's the person ..... helps you carry luggage in an airport.
7. It's a kind of food ..... keeps vampires away.
8. It's a place ..... king and queen reside.
9. It's liquid ..... comes out of the body after sport.
10. It's a room ..... you store old stuff.

**f. In groups, combine these sentences using adjective clauses**

Example:

I saw the man. He closed the door.

I saw the man who closed the door

1. The girl is happy. She won the race.
2. The student is from China. He sits next to me.
3. I liked the woman. I met her at the party last night.
4. The people were very nice. We visited them yesterday.

5. The man is standing over there. I was telling about him.
6. I apologized to the woman. I spilled her coffee.
7. The man called the police. His wallet was stolen.
8. Ms. Emily teaches a class for students. Their native language is not English.
9. She lectured on a topic. I know very little about it.
10. The city was beautiful. We spent our vacation there.

**g. In groups, change the clauses into phrases**

Example:

The man **who walks with a stick** is my uncle.

The man **walking with a stick** is my uncle.

1. The people who are waiting for the bus in the rain are getting wet.
2. I come from the city which is located in the southern part of the country.
3. The children who attend the school receive a good education.
4. The fence which surrounds our house is made of wood.
5. They live in a house that was built in 1890.
6. We have an apartment which overlooks the park.
7. Did you get the message which concerned the special meeting?
8. Be sure to follow the instructions that are given at the top of the page.
9. The conclusion which is presented in that book states that most of the automobiles which are produced by American industry have some defect.
10. The rules that allow public access to wilderness areas need to be reconsidered



**h. In groups, change the adjective phrases into adjective clauses**

Example:

The girl **sitting under that tree** is my neighbor.

The girl **who is sitting under that tree** is my neighbor.

1. He read a novel written by Ernest Hemingway.
2. The sunlight coming through the window wakes me up early every morning.
3. Two-thirds of those arrested for car theft are under twenty years of age.
4. Any student not wanting to go on the trip should inform the office.
5. The announcement stating that smoking is forbidden in this area has been put on the display.

**i. In pairs, complete these definitions**

1. A tourist is somebody .....
2. A sport center is a place .....
3. A key is a thing .....
4. Worried is how you feel ...
5. Laugh You do this ....
6. Lionel Messi is a footballer .....
7. A tanker is a kind of ship .....
8. A dock is a place .....
9. A traffic warden is a person .....
10. A cabin attendant is a somebody .....

## Chapter 9

### ADVERB CLAUSE

#### **Introduction**

Adverb clause (AdvCl) is a clause which functions as adverb. It gives further explanation of the independent clause. It tells about time, cause, opposition, and condition. Adverb clause is always dependent on independent clause. When it precedes the independent clause, it is followed by a comma. When it comes after it, it does not need any commas.

#### **Lesson Plan**

**Objective:** After learning this topic, students are able to make sentences using adverb clauses correctly.

#### **Indicators:**

- Students are able to identify adverb clause.
- Students are able to combine two sentences using adverb clause.
- Students are able to complete sentences using adverb clauses.
- Students are able to construct sentences using adverb clauses of time, cause and effect, opposition, and condition.
- Students are able to change adverb clauses into reduced clauses in complete sentences.

**Time:** 2 x 50 minutes

#### **Core materials:**

- Words to introduce adverb clauses.
- Adverb clause of time
- Adverb clause of cause and effect.
- Adverb clause of opposition
- Adverb clause of condition
- Reducing Adverb clauses into phrases.

▪ **Teaching Procedures:**

*Pre-activity*

1. Creating good rapport
2. Reviewing the previous topic
3. Approaching the new material

*Whilst-activity*

1. Students are exposed to the text containing AdvCl.
2. Students answer questions about the text.
3. Students identify AdvCl in the text
4. Students are exposed to examples of AdvCl of time
5. Students work in pairs identifying AdvCl of time
6. Students work in groups of four completing sentences using AdvCl.
7. Students work in pairs combining two sentences using AdvCl.
8. Students work in groups of four changing AdvCl's into reduced phrases.

*Post activity*

1. Students work individually doing exercises on using AdvCl's in sentences.
2. Feedback.

▪ **Students' Activities**

1. Students' reading a text
2. Students' answering comprehension questions
3. Students' underlining AdvCl's used in the text
4. Students' combining sentences using AdvCl's
5. Students' completing sentences using AdvCl's
6. Students' reducing AdvCl's into phrases
7. Students' constructing sentences using AdvCl's.



▪ **Detailed Materials**

The following table contains the words which are usually used to introduce adverb clauses.

**Table 9.1:**  
**Words used to introduce adverb clauses**

<b>Time</b>	<b>Cause and Effect</b>	<b>Opposition</b>	<b>Condition</b>
After	Because	Even though	If
Before	Since	Although	Unless
When	Now that	Though	Only if
While	As	Whereas	Whether or not
As	Inasmuch as	While	Even if
By the time	As (that)		Providing (that)
Since	In order that		Provided (that)
Until			In case (that)
As soon as			
As/so long as			
Whenever			
Every time			

Examples:

1. When we were in New York, we saw several plays.
2. We saw several plays when we were in New York.
3. She is absent because she is sick.
4. Although it rained, he went to school.
5. I would tell you if she arrived here.

The first and second examples contain adverb clauses of time, the third contains reason, the fourth opposition, and the fifth condition. Each of those sentences contains two kinds of clauses: independent clause and dependent clause (e.g. adverb clause). In example 1, adverb clause "When we were in New York," precedes the independent

clause "we saw several plays." This also happens in example 3. In examples 2, 4, and 5, the position is reversed, i.e. the independent clause precedes the adverb clause. In all cases, there must be an agreement of tenses between the independent clause and the adverb clause.

### Using when and while

**When** and **while** are usually used in adverb clause of time. They have similar meanings. The difference is that **when** can be used with both simple and continuous tenses, whereas **while** is used only with continuous tense. For example:

1. She arrived when mother was cooking.
2. Mother was cooking when she arrived.
3. She arrived while mother was cooking.
4. \* Mother was cooking while she arrived.

Examples 1, 2, and 3 are correct but example 4 is incorrect. That is because **while** is used NOT with simple tense, but only with continuous tense.

### Using because and because of

**Because** is used followed by dependent clause. **Because of** is used followed by a noun phrase. For example

1. She is absent **because** she is sick.
2. She is absent **because of** her sickness.
3. She stayed home **because** it was raining.
4. She stayed home **because of** the rain.

### Using conditional sentences

There are three kinds of conditional sentences: type I, type II, and type III. There are also conditional sentences with **if** and **without if**. Let's now focus attention to conditional sentences with **if**.

Type I:            If I have money, I will buy a car.

- I will buy a car if I have money.
- Type II: If I were a bird, I would fly around the sky  
I would fly around the sky **if** I were a bird.
- Type III: If you had been here yesterday, you would have met  
the president.  
You would have met the president if you had been here  
yesterday.

Conditional type I contains present tense, type II past tense, type III past perfect tense. Type I implies the possibility to happen, type II is contrary to the present fact, and type III is contrary to the past reality.

Conditional **without if** is usually used with past and past perfect tense. The construction is like a question, i.e. auxiliary + subject + verb. For example:

1. **Had I known** the answer, I would have told you about it.
2. I would have told you the answer **had I known** about it.

These sentences mean that I did not know the answer, therefore I could not tell you about it.

### Reducing adverb clause

Adverb clause can be reduced to become a phrase. For example:

1. a. While I was walking to class, I ran into an old friend. (Clause)  
b. While walking to class, I ran into an old friend. (Phrase)
2. a. Before I left for work, I ate breakfast. (Clause)  
b. Before leaving for work, I ate breakfast. (Phrase)
3. a. Since Mary came to this country, she has made many friends.  
(Clause)  
b. Since coming to this country, Mary has made many friends.  
(Phrase)
4. a. Because she needed some money to buy a book, Susan cashed  
a check. (Clause)  
b. Needing some money to buy a book, Susan cashed a check.



(Phrase)

5. a. Because he is old, my father walks with a walking stick.

(Clause)

- b. Being old, my father walks with a walking stick. (Phrase)

It is possible to reduce the clause into a phrase in condition that the subjects of the independent and dependent clauses are co-referential.

### Summary

There must be an agreement of tenses between the independent clause and the dependent or adverb clause. **When** and **while** are usually used in adverb clause of time. They have similar meaning. The difference is that **when** can be used with both simple and continuous tenses, whereas **while** is used only with continuous tense. **Because** is used followed by dependent clause. **Because of** is used followed by noun phrase.

There are three kinds of conditional sentences: type I, type II, and type III. There are also conditional sentences with **if** and **without if**. Conditional type I contains present tense, type II past tense, type III past perfect tense. Type I implies the possibility to happen, type II is contrary to the present fact, and type III is contrary to the past reality. Conditional **without if** is usually used with past and past perfect tense. The construction is like a question. i.e. auxiliary + subject + verb.

Adverb clause can be reduced to become a phrase. It is possible to reduce the clause into a phrase in condition that the subjects of the independent and dependent clauses are co-referential. For any tenses in the clause, when reduced into phrases, present participle is used for active form, and past participle for passive form.

**EXERCISES****a. Read this text carefully**

When I was a child, I used to go to the forest to hunt birds. One day I saw a lioness which was sleeping in front of a cave. I was so frightened that I did not dare to make the slightest noise in order not to wake her up. If only had she waken up, I could not have imagined what might have happened to me.

I tiptoed slowly away because I did not want to disturb her. Although I could not catch any birds that day, I did not mind at all. The most important thing at that time was my safety. I did not want to get some birds but was bitten by the lioness. I thought that to safe my self was much more urgent than to catch a bird.

**b. Answer these questions**

1. Where did the story happen?
2. When did it happen?
3. What did the writer use to do?
4. What did he see one day?
5. How did he react?
6. Did he get any birds that day? Why?

**c. In groups, underline the adverb clauses in that text.****d. In pairs, complete these sentences with the verbs of correct tenses**

1. Last night I went to bed after I ..... my homework.
2. Ever since I was a child, I ..... afraid of dogs.
3. Jane`s contact lens popped out while she ..... basketball.
4. Be sure to reread your composition for errors before you ..... it in to the teacher tomorrow.
5. I have known Jim bates since he ..... ten years old.
6. A black cat ran across the road as I ..... my car to work this morning.

7. Whenever Mark ..... angry, his nose gets red.
8. I ..... to the beach whenever the weather was nice, but now I don't have to do that because I have to study.
9. By the time I leave this city, I ..... here for four months.
10. The next time I ..... to Hawaii, I'm going to visit Mauna Loa, the world's largest volcano.

**e. In groups, combine these sentences using the connectors in the brackets**

1. I can't pay my bills. I haven't gotten my paycheck yet (until)
2. The taxi will get here in five minutes or so. Then we can leave for the airport (As soon as)
3. I got to the airport at 8.15. My plane left ten minutes later (just before)
4. Peggy used to take the bus to school, but last week she bought a car. Now she can drive to school (Not that)
5. Monday is a national holiday. All government offices will be closed (Since)
6. My mother was cooking. My father was reading a newspaper (While)
7. Albert did not study. He failed the test (therefore)
8. Anna always makes numerous spelling mistakes in her compositions. She does not use a dictionary when she writes (because)
9. The weather was very hot. We stay at home all day (so)
10. I would have worn thick coat. I had known that the weather was extreme.

**f. In pairs, use "because" or "because of" to complete these sentences**

1. .... my parents' generosity, all of the children in our family have received the best of everything.



2. We were late to the meeting ..... the traffic was extremely busy.
3. Bill has to do all of the cooking and cleaning ..... her wife's illness.
4. We know more about endangered species nowadays ..... Dr. Robinson has done excellent research on them.
5. I couldn't get to sleep last night ..... it was noisy in the apartment.

**g. Change the adverb clauses into modifying phrases**

1. Because he didn't want to hurt her feelings, he didn't tell her bad news.
2. I heard that Judy was in hospital. I called her family to find out what was wrong.
3. Because she is a vegetarian, she does not eat meat.
4. I didn't want to inconvenience my friend by asking her to drive me to the airport. I decided to take a taxi.
5. I was reading the paper last night. I saw an article on solar energy.
6. Before I talked to you, I had never understood that formula.
7. After I read the chapter four times, I finally understood the author's theory.
8. Because she had never flown in an airplane before, the little girl was surprised and a little frightened when her ears popped.
9. While I was traveling across the US, I could not help being impressed by the great differences in terrain.
10. Before he became vice-president of the marketing and sales, Peter worked as a sales representative.

**h. Individually, complete these sentences. Add commas where necessary.**

1. Before going to class .....
2. After coming home from the party .....

3. Having failed the entrance examination .....
4. Since arriving in this city .....
5. Driving home last night .....
6. If I have a new job .....
7. After traveling for four hours .....
8. Receiving no answer when he knocked on the door .....
9. If you finish your assignment .....
10. Upon hearing a loud crash and feeling the house shake .....

## Chapter 10

# SIMPLE SENTENCE

### **Introduction**

There are three kinds of sentences. They are simple sentence, compound sentence and complex sentence. Those kinds of sentences are used either in spoken or written language, formal or informal one.

This chapter will explore simple sentence as the main topic. Simple sentence is the easiest sentence used by many people especially for those who learn language for the first time. The easiest example of this fact is how children learn to speak for the first time by using complete sentences.

### **Lesson Plan**

#### **Objective:**

After learning this topic, students understand and are able to construct simple sentences.

#### **Indicators:**

1. Students are able to define simple sentence.
2. Students are able to make simple sentence and its variations.
3. Students are able to do some assignments related to simple sentence.

**Time:** 2 x 50 minutes

#### **Core materials:**

- The definition of simple sentence
- The construction of simple sentence
- The elements of words in simple sentence
- The example of simple sentence and some exercises



**Teaching Procedures:**

*Pre-activity (15 minutes)*

1. Brainstorming by asking the students to make some sentences in any patterns and in any tenses.
2. Lecturer writes good sentences on the board.

*Whilst activity (50 minutes)*

3. Lecturer asks students to identify parts of speech.
4. Lecturer asks students to identify the grammatical functions in a sentence such as subject, predicate and complement.
5. Lecturer, then, explains types of sentences; one of them is simple sentence. Students listen to the explanation.

*Post-activity (35 minutes)*

6. Students do some exercises on the book.
7. Lecturer gives spontaneous sentences to the students in order to be identified so that the lecturer knows the students' understanding.

**Students' activities:**

1. Students try to give definition of simple sentence.
2. Students are given some worksheets to identify the part of speech in each sentence.
3. Students read a passage and try to identify the simple sentence in it.
4. Students read the definition of simple sentence and the examples.
5. Students do the exercise such as making some sentences based on the pictures.

### Detailed Materials

A good sentence, at least, requires Subject and Predicate (S-P). In English, all of the predicates are verbs. Sometimes, it is occupied by be (to be), but the use of the predicate (either verb or be) depends on the kinds of tenses used.

Examples:

simple present

Robert Pattison is an actor.

simple past

Hans Kung wrote a book of *Islam: Past, Present and Future*.

simple future

They will do the assignment on Wednesday.

present perfect

I have given my present to him.

Simple sentence consists of one independent clause. It may apply the formula of S P (C) (A). (Notes: S = Subject, P = Predicate, C = Complement, A = Adjunct or adverb. Brackets ( ) indicate optional). The complement can be in the form of an object or asubjective complement. The complement and the adjunct are optional. They may exist or does not exist in a sentence.

Examples:







Robert Pattinson is an actor in Hollywood.

S      P      C      A

Robert Pattinson writes and sings his own song.

S                      P                      O

### Summary

From all example sentences above, the writer or reader of the sentences understands that simple sentence only has one idea. It has, at least, one subject and predicate. The object is compulsory if the predicate is a transitive verb. Adverb is optional. Conjunctions are used to connect two or more subjects, predicates, or complements. Yet, it is still a simple sentence because it consists of only one clause and conveys only one idea.

### Students' Work Sheet

#### Exercises

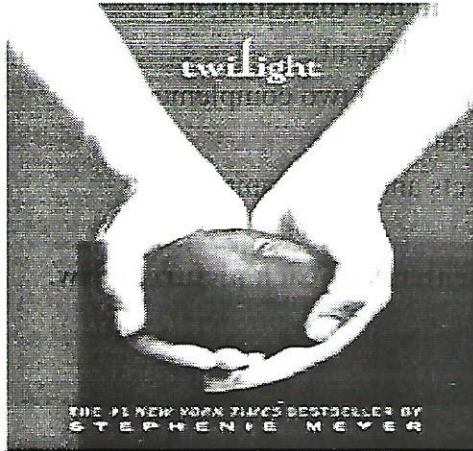
#### a. Answer these questions.

1. What is simple sentence?
2. What is the function of conjunction in simple sentence?
3. Identify the grammatical functions of the sentences below.

NO	SENTENCES	S	P	C
1.	The price of the house increases dramatically in recent years			
2.	We had dinner with Sue and Mark last week			
3.	Jane agrees to lend us her car			
4.	I have complained about the traffic before.			
5.	The Vikings have established a settlement at what is now York, in the North of England.			
6.	Nothing is like this before			

4. Find the simple sentences in the following paragraph.

Breakfast with Charlie was a quiet event. He wished me good luck at school. I thanked him, knowing his hope was wasted. Good luck tended to avoid me. Charlie left first, off to the police station that was his wife and family. After he left, I sat at the old square oak table in one of the three unmatching chairs and examined his small kitchen, with its dark paneled walls, bright yellow cabinets, and white linoleum floor. Nothing was changed. My mother had painted



The cabinets eighteen years ago in an attempt to bring some sunshine into the house. Over the small fireplace in the adjoining handkerchief-sized family room was a row of pictures. First a wedding picture of Charlie and my mom in Las Vegas, then one of the three of us in the hospital after I was born, taken by a helpful nurse, followed by the procession of my school pictures up to last year's. Those were embarrassing to look at — I would have to see what I could do to get Charlie to put them somewhere else, at least while I was living here.

(Taken from *Twilight* by Stephanie Meyer)

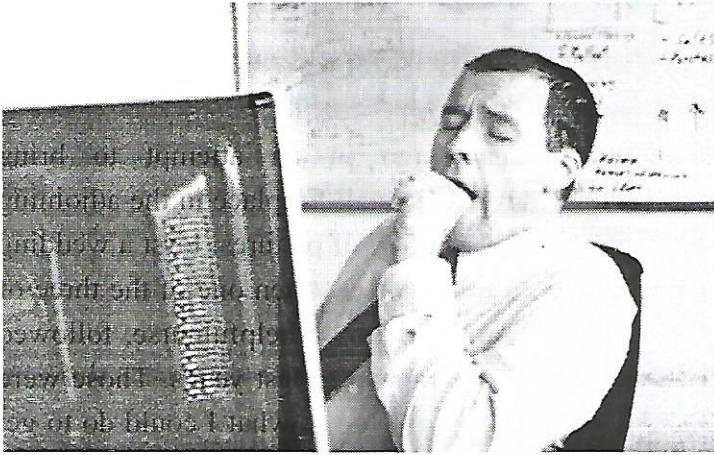


**b. Make a simple sentence consisting of:**

- a. one for each element
- b. three subjects and two complements
- c. two predicates
- d. two subjects and three complements

**c. Make a simple sentence of each picture below.**

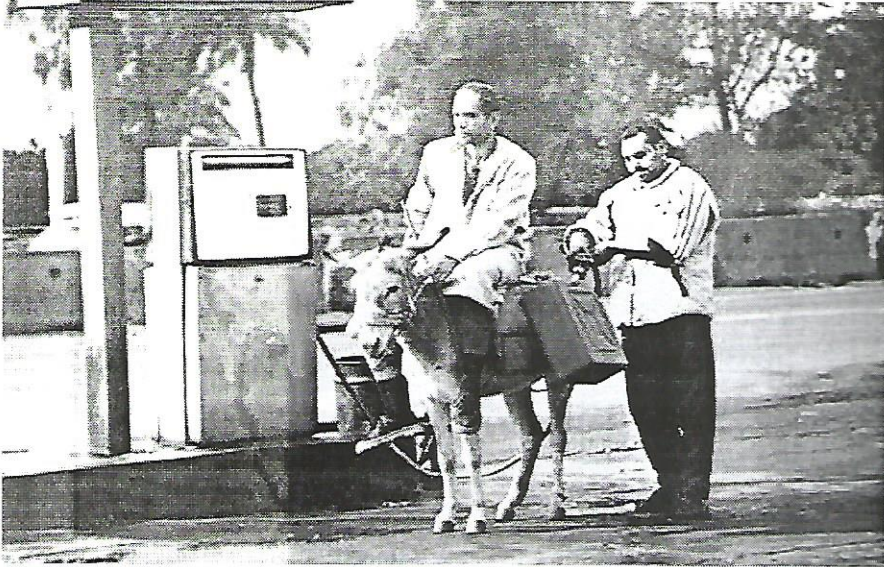
a. ....



b. ....



c. ....



d. ....



c. ....



d. Make a paragraph consisting of simple sentences.

.....

.....

.....

.....

.....

.....



# Chapter 11

## COMPOUND SENTENCE

### Introduction

The second point of the discussion about sentence is compound sentence. In this topic, students will learn to understand what compound sentence is and how to differentiate it from simple sentence. Students will also learn to identify the parts of speech in compound sentence.

### Lesson Plan

#### Objective:

Students understand the definition of compound sentence and are able to construct compound sentences.

#### Indicators:

1. Students are able to define compound sentence.
2. Students are able to make compound sentence and its variations.
3. Students are able to do some assignments related to compound sentence.

Time: 2 x 50'

#### Core Materials:

- Definition of compound sentence
- The difference between simple sentence and compound sentence
- The example of compound sentence

### **Teaching Procedures:**

#### ***Pre-activity (15 minutes)***

1. Brainstorming by asking the students to make some sentences in any patterns and in any tenses.
2. The lecturer writes the good sentences on the board.

#### ***Whilst activity (50 minutes)***

3. Lecturer asks the students to mention some conjunctions.
4. Lecturer asks the students to identify some simple sentences and their combinations.
5. Lecturer, then, explains types of sentences; the difference between simple sentence and compound sentence. Students listen to the explanation.

#### ***Post-activity (35 minutes)***

6. Students do some exercises on the book.
7. Lecturer gives spontaneous sentences to the students in order to be identified so that the lecturer knows the students' understanding.

### **Students' Activities:**

1. Students identify parts of speech in the compound sentence.
2. Students read the definition of compound sentence.
3. Students identify simple and compound sentences.
4. Students do some exercises such as making sentences based on the pictures.

### **Detailed material**

The second type of sentence is compound sentence. Compound sentence is a sentence which consists, at least, of two simple sentences. Therefore, compound sentence has at least two ideas







5.	Some criminal's pinched my credit card and forged my signature but I didn't realize it.			
----	---	--	--	--

4. Find the compound sentences in the paragraph below.

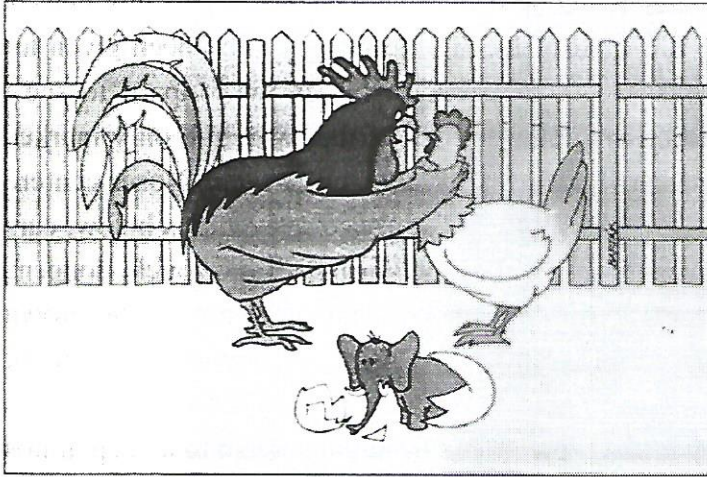
The face was as alien to me as the faceless serpentine tentacles of my last host body would be to this new body. I'd seen this kind of face in the images I had been given to prepare for this world. It was hard to tell them apart, to see the tiny variations in color and shape that were the only markers of the individual. So much the same, all of them. Noses centered in the middle of the sphere, eyes above and mouths below, ears around the sides. A collection of senses, all but touch, concentrated in one place. Skin over bones, hair growing on the crown and in strange furry lines above the eyes. Some had more fur lower down on the jaw; those were always males. The colors ranged through the brown scale from pale cream to a deep almost-black. Aside from that, how to know one from the other?

Taken from *The Host*  
By Stephanie Meyer

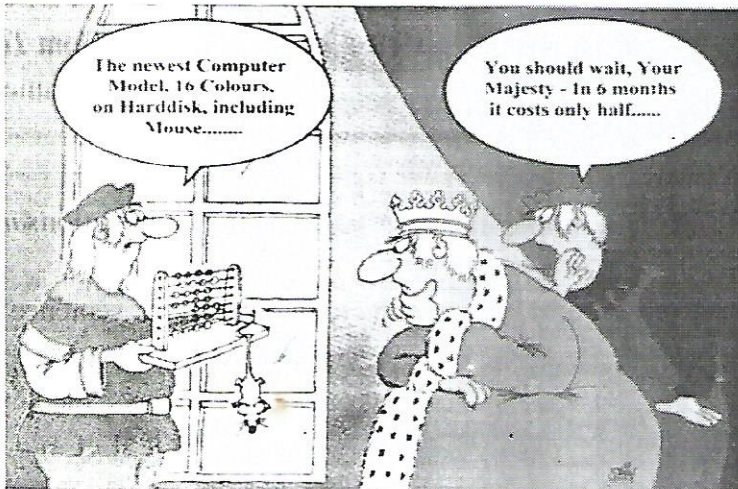
**b. Do these exercises.**

1. Make three compound sentences by using conjunctions *and*, *but*, and *or*.
2. Write T (true) if the sentence is compound sentence and F (false) if the sentence is not compound sentence.
  - a. You can buy modems very cheaply these days, the key factor is speed.
  - b. She has a very successful career.
  - c. I'll do it for him even though he can't afford to pay it.

- d. We went to Charing Cross Pier at the correct time but the boat didn't come.
  - e. He saw her disappear from the corner of the square and go down a narrow side street.
3. Make a compound sentence about each picture below.
- a.

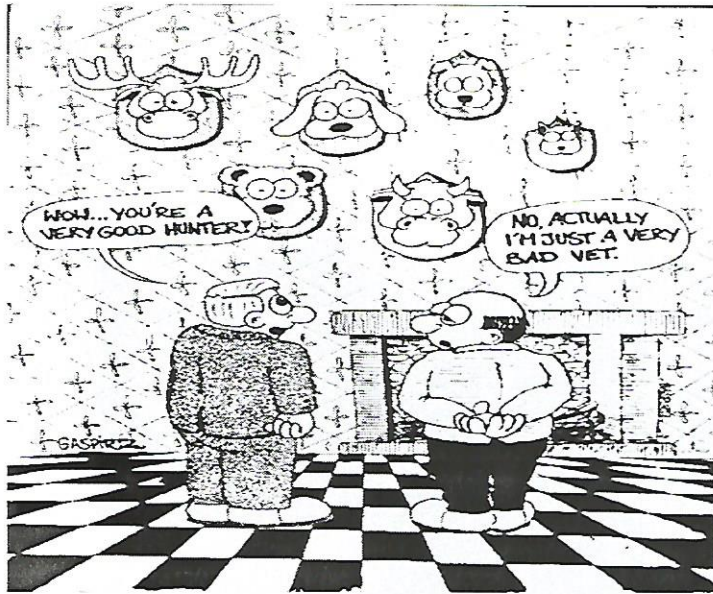


b.

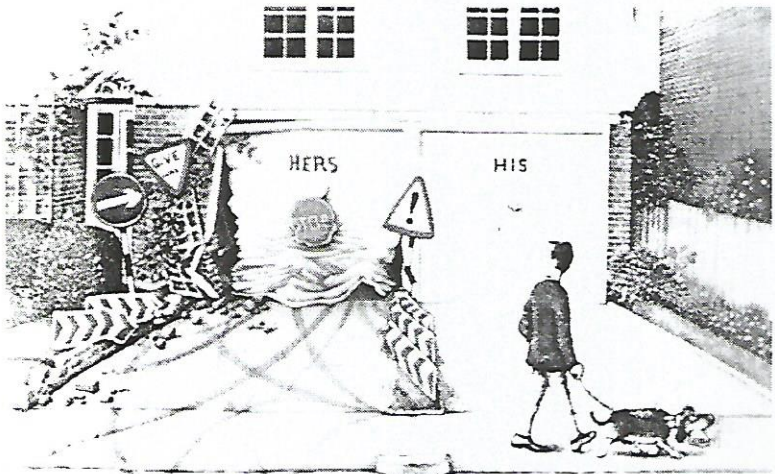




c.



d.



e.



## Chapter 12

# COMPLEX SENTENCE

### **Introduction**

The last chapter of this book is about complex sentence. This chapter will explore what complex sentence is and how to construct the sentence. It will require students to review the two chapters studied before to comprehend the complex sentence.

### **Lesson Plan**

#### **Objective:**

Students understand complex sentence and are able to make the sentence correctly.

#### **Indicators:**

1. Students are able to identify complex sentence.
2. Students are able to define simple, compound and complex sentence.
1. Students are able to make complex sentence and its variations.
2. Students are able to do some assignments related to simple sentence, compound sentence and complex sentence.

**Time:** 2 x 50'

#### **Core Materials:**

1. The definition of complex sentence
2. The elements construct complex sentence
3. Identification of complex sentence
4. Some exercises related to complex sentence



## Teaching Procedures:

### *Pre-activity (15 minutes)*

1. Brainstorming by asking the students to make some sentences in any patterns and in any tenses.
2. The lecturer writes some sentences on the board.

### *Whilst activity (50 minutes)*

3. Lecturer asks the students to identify each type of sentence.
4. Lecturer, then, explains types of sentences; simple sentence, compound sentence and complex sentence. Students listen to the explanation.

### *Post-activity (35 minutes)*

5. Students do some exercises on the book.
6. Lecturer gives spontaneous sentences to the students in order to be identified so that the lecturer knows the students' understanding.

## Students' Activities

1. Students review the simple and compound sentence
2. Students do the worksheet
3. Students read the definition of complex sentence
4. Students identify complex sentence through the passage given.
5. Students do some exercises.

## Detailed Material

### Complex Sentence

Like the name, this sentence is really complex. Complex sentence generally causes particular problems related to comprehension as well as production.

Complex sentence is a sentence which consists of, at least, one *main clause* and, at least, one *sub clause*. A *main clause* is a group of words that can stand on its own; in short, it is simple sentence. Meanwhile *sub clause (subordinate clause)* is a particular kind of group of words (consisting of subject and predicate) that we attach in some way to a main clause. So, complex sentence basically consists of two clauses which are combined into one sentence by using connectors or subordinators some of which are called *relative pronoun*.

Example:

- They gave me a book.
- I read it in one sitting.

They gave me a book which I read in one sitting.

Main clause

sub clause

Relative pronoun: which

- I agree with you
- Many people do not agree with you

While I agree with you, many people don't.

Sub clause

main clause

Relative pronoun: while

- Hans Kung is Catholic
- Hans Kung wrote a book of *Islam: Past, Present and Future*

Hans Kung, who wrote a book of *Islam: Past, Present*

Sub clause

*and Future.* is Catholic

## Relative pronoun: who

Main clause is also called *independent clause* because it does not need other clauses to be a sentence. Subordinate (sub-) clause is called *dependent clause* because it needs other clauses and connectors to be a sentence. Some connectors are: *who, which, that, while, when, as long as, as soon as, even though, although, since, as, and until*, etc.

**Students' Work Sheet****a. Do these tasks.**

1. What is complex sentence?
2. What is the function of connectors in complex sentence?
3. Identify the components in the following sentences in table below.

NO	SENTENCES	S	P	C
1.	As soon as I realized this, it disappeared			
2.	I wondered as the voices interrupted my thoughts			
3.	She listed the questions without seeming to seek an answer, as if she had already voiced them many times.			
4.	I understood only now that I was the subject of the conversation			
5.	I was the soul they spoke of			

4. Find the complex sentences in the following paragraph.  
Jo was the first to wake in the gray dawn of Christmas morning. No stockings hung at the fireplace, and for a moment she felt as much



disappointed as she did long ago, when her little sock fell down because it was crammed so full of goodies. Then she remembered her mother's promise and, slipping her hand under her pillow, drew out a little crimson-covered book. She knew it very well, for it was that beautiful old story of the best life ever lived, and Jo felt that it was a true guidebook for any pilgrim going on a long journey. She woke Meg with a "Merry Christmas," and bade her see what was under her pillow. A green-covered book appeared, with the same picture inside, and a few words written by their mother, which made their one present very precious in their eyes. Presently Beth and Amy woke to rummage and find their little books also, one dove-colored, the other blue, and all sat looking at and talking about them, while the east grew rosy with the coming day.

Taken from *Little Woman* by  
Louisa May Alcott

**b. Make sentences using these connectors:**

- a. When
- b. Before
- c. Although
- d. That
- e. Who

**c. Identify the main and the sub clauses:**

1. I started eating before you got here.
2. I am sure that I had it earlier.
3. She would meet him if he was coming.
4. What he did was completely unfair.
5. I'd like you to prepare me something that is typical of your country.

d. Make some complex sentences from the pictures below.

1. ....



7. ....



8.



9. ....

## SUMMARY

There are three kinds of sentences; they are simple sentence, compound sentence and complex sentence. Simple sentence is a sentence which consists of one idea, while compound sentence is a sentence which, at least, consists of two simple sentences and uses conjunction to combine them. Complex sentence is a sentence which consists of independent sentence (main clause) and dependent clause (sub clause). Similar with compound sentence, complex sentence needs connectors or subordinators to combine the clauses. Some of the connectors are called *relative pronoun*.

## EXERCISES

Identify the simple sentence, compound sentence and complex sentence.

After his final lap, Jassim stood in the water and breathed heavily with his arms outstretched. Eyes closed, fingers reaching, palms facing the sky, head left, head right, slight rotation with each arm, and another deep breath to elongate his spine, face, and chest tilted toward the heavens. The city would now be waking up, but Jassim was drenched in that delightful contented state that exercise gives the body. He stood another moment, noting the swimmers in each adjacent lane, keeping in mind that he had less than five minutes to get out before his blood slowed down and he wouldn't be able to shake the cold. He had attained equilibrium.

Taken from *Once in A Promised Land*

By Layla Halaby



**ENDING**

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## SISTEM PENILAIAN

### A. Proses Penilaian Perkuliahan

Pengambilan nilai dalam mata kuliah Structure 3 ini menggunakan Sistem Evaluasi Penilaian sebagai mana dalam Buku Panduan Penyelenggaraan Pendidikan IAIN Sunan Ampel Tahun 2012 yang terdiri atas 4 macam penilaian:

#### 1. Ujian Tengah Semester (UTS)

UTS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket I bahan perkuliahan (paket 1–6). Materi UTS diambil dari pencapaian indicator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu mata kuliah dengan skor maksimal 100.

#### 2. Tugas

Tugas merupakan produk (hasil kreatifitas) mahasiswa dari keunggulan potensi utama yang ada dalam dirinya. Hasil kreatifitas dapat disusun secara individual atau kelompok yang bersifat *futuristic* dan member manfaat bagi orang lain (bangsa dan negara). Petunjuk cara mengerjakan tugas secara lebih rinci diserahkan kepada Dosen pengampu. Skor tugas mahasiswa maksimal 100.

#### 3. Ujian Akhir Semester (UAS)

UAS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket II bahan perkuliahan (paket 7–12). Materi UAS diambil dari pencapaian indicator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu matakuliah dengan skor maksimal 100.

4. *Performance*

*Performance*, merupakan catatan-catatan keaktifan mahasiswa dalam mengikuti perkuliahan mulai pertemuan pertama hingga pertemuan terakhir antara 14–16 pertemuan. Dosen dapat member catatan pada setiap proses perkuliahan kepada masing-masing mahasiswa dengan mengamati: (1) ketepatan waktu kehadiran dalam perkuliahan, (2) penguasaan materi (3) kualitas ide/respon terhadap materi yang dikaji, dan lain-lain (Dosen dapat menambah hal-hal lain yang perlu diamati).

Dosen merekap seluruh catatan selama perkuliahan, dan member penilaian *performance* pada masing-masing mahasiswa dengan skor maksimal 100.

Dosen dapat mengcopy absen perkuliahan, untuk member catatan-catatan penilaian *performance* atau membuat format sendiri. Catatan penilaian *performance* tidak diperkenankan langsung di dalam absen perkuliahan mahasiswa.

**B. Nilai Mata kuliah Akhir Semester**

Nilai mata kuliah akhir semester adalah perpaduan antara Ujian Tengah Semester (UTS) 20%, Tugas 30 %, Ujian Akhir Semester (UAS) 40 %, dan *Performance* 10 %.

Nilai mata kuliah akhir semester dinyatakan dengan angka yang mempunyai status tertentu, sebagaimana dalam table berikut.

Angka Interval Skor (skala 100)	Skor (skala 4)	Huruf	Keterangan
91 – 100	4,00	A+	Lulus
86 – 90	3,75	A	Lulus
81 – 85	3,50	A-	Lulus
76 – 80	3,25	B+	Lulus
71 – 75	3,00	B	Lulus



66 – 70	2,75	B-	Lulus
61 – 65	2,50	C+	Lulus
56 – 60	2,25	C	Lulus
51 – 55	2,00	C-	Tidak Lulus
40 – 50	1,75	D	Tidak Lulus
< 39	0	E	Tidak Lulus

## Keterangan:

- Nilai huruf C- dan D pada matakuliah akhir semester harus diulang dengan memprogram kembali pada semester berikutnya
- Nilai huruf C dan C+ boleh diperbaiki dengan ketentuan harus memprogram ulang dan nilai huruf semula dinyatakan hangus/gugur
- Rumus menghitung nilai mata kuliah (NMK) akhir semester:

$$\text{NMK} = \frac{(\text{NUTS} \times 20) + (\text{NT} \times 30) + (\text{NUAS} \times 40) + (\text{NP} \times 10)}{100}$$

NMK = Nilai Mata kuliah

NUTS = Nilai Ujian Tengah Semester

NT = Nilai Tugas

NUAS = Nilai Ujian Akhir Semester

NP = Nilai Performance

- NMK bisa dihitung apabila terdiri dari empat komponen SKS, yaitu: UTS, Tugas, UAS, dan performance. Apabila salah satu kosong (tidak diikuti oleh mahasiswa), maka nilai akhir tidak bisa diperoleh, kecuali salah satunya mendapat nol (mahasiswa mengikuti proses penilaian akan tetapi nilainya nol), maka nilai akhir bisa diperoleh.
- Nilai akhir mata kuliah, ditulis nilai bulat ditambah 2 angka di belakang koma. Contoh: 3,21. 2,80, dst.

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## CURRICULUM VITAE OF THE WRITERS



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# STRUCTURE 3

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