



FUTURE SCIENCE

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ENGLISH GRAMMAR BOOK



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Titing Magfirah**

ENGLISH GRAMMAR BOOK

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
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PREFACE

First of all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to express my sincere gratitude to the authors for the idea and valuable knowledge throughout this book that entitled *English Grammar Book*. To learn english grammar is one of the most essential skills in english language. This book consists of 15 chapters: (1) Introduction to English grammar, (2) Preposition, (3) Noun, (4) Verbs, (5) Adjectives (Part one), (6) Pronouns, (7) Conjunction, (8) Tenses, (9) Regular and Irregular verbs, (10) Active voice and passive voice, (11) Reported speech, (12) Adjectives (Part two), (13) Antonyms, (14) Phrasal verbs and idioms, (15) Questions. I also wish to thank to the team of future science publisher of this bookchapter for the guidance and help to proceed the book. Again, thank you to all the authors for expressing the thoughts and sharing the idea of the English grammar book.

Thank you all for your valuable contribution to this book chapter.

Malang, June 2025

Editor

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CHAPTER 1

INTRODUCTION TO ENGLISH GRAMMAR

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1.1. INTRODUCTION

The term grammar may mean differently for different people. People may view grammar as a boring subject in school, which may not be useful in real communication. Others may see it as a mathematical subject in which they need to study sentence patterns and practice manipulating the patterns for suitable sentences. Stronger positions may view grammar as a set of rules for sentence construction. Following Leech et al. (1982) and Leech (2006), this chapter views ‘grammar’ to denote to the mechanism by which language works when we communicate with other people. In this case, grammar is viewed as an abstraction of how humans process meaning to be realized in spoken or written realizations. Grammar is an abstract phenomenon, as it depicts how the human mind processes meanings in a way that they should be accomplished through certain mechanisms involving employing the correct grammatical construction and choosing the appropriate lexicons (Li & Shirai, 2000; Nemeyer, 2003). It is believed that by merging the correct grammar and lexicons, there will be a proper language for realizing meanings.

1.2. THE ROLE OF GRAMMAR IN COMMUNICATION

Grammar plays a vital role in communication. Grammar has been viewed as a resource for making meaning within the Systemic Functional Linguistics (SFL) perspective (Halliday,

1978). From this perspective, grammar is not merely a set of rules for correct language; it represents a system of options in which speakers or writers need to choose the proper language to realize meaning (Halliday, 1996; Halliday & Matthiessen, 2014; Martin & Rothery, 2014). Thus, grammar is not simply about correct sentences or utterances, but goes beyond dealing with the appositeness of language for the appropriate context (Du Bois, 2003). In doing so, grammar is blended with the lexicon—lexicogrammar, in which in choosing the suitable language for a certain context the right choice needs to be a blended language of both the correct grammar and relevant lexicons. This choice is determined by the social context as well as the situational context, comprising the purpose of communication, power and relationship between the interactants, and channel of communication.

A meaning being communicated represents a complex blend of cultural and situational contexts. These two contexts represent the idea that language is a social semiotic system (Halliday 1978). In addition, the context of culture provides a broader framework for understanding language use, whereas the context of the situation (field, tenor, and mode) influences specific instances of communication (Halliday & Hasan, 1985). Derewianka (2011) further explained how the context of a situation shapes grammatical choices in texts. The context of a situation is a framework that assists language learners in understanding how a language is used in a specific social context. This context consists of three key components: Field, Tenor, and Mode (Halliday, 1978, 1985, 1973; Halliday & Hasan, 1976). Halliday (1978) explained how the context of a situation shapes language use and how language, in turn, constructs social reality. He (1985) further justifies that the three components of the context of a situation correspond to the three metafunctions of language. The Field of discourse, which is

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CHAPTER 2

PREPOSITION

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2.1. INTRODUCTION

Talking about learning English, cannot be separated from grammar. Grammar is the core element in studying English. It is one of the language components that should be mastered by students to develop accuracy and creativity in using the language in communication (Sudarmawan, Swarniti, & Susila, 2020). Basic English grammar study about tenses and parts of speech. There are eight parts of speech. One of them is the preposition. Preposition plays an important role in the English language because it is the basic one which should know to learn English as a part of speech. It is one of the eight parts of speech that indicate how words relate one to another in a sentence. According to Cambridge Dictionary, a preposition is a word that is used before a [noun](#), a [noun](#) phrase, or a [pronoun](#), [connecting](#) it to another word. Meanwhile, in Merriam Webster Dictionary, it is said that preposition is a word—and almost always a very small, very common word—that shows direction, location, or time, or that introduces an object which can be a noun, a noun phrase, or a pronoun. Prepositions are words that are employed to indicate the connection between the different elements of a paragraph (Jajere & Yunusa, 2021). Prepositions are words that export any possibility of mentioning something or action since we can choose any suitable word (Yuying, 2021). In other words, it can be summed up that prepositions are connectors in a sentence, they link close by words.

Preposition is often tricky and confusing for foreign language (EFL) students if they do not get used to it, even though it is common in English. Prepositions might cause problems and confusion for EFL students in learning English (Rebwar & Hersh, 2021). It is challenging to learn and use them accurately because using the wrong one can change the interpretation of a sentence. On the other hand, there are only a few English grammar books that give detailed explanations about prepositions. Commonly only a few pages discuss prepositions. This book chapter tries to give a brief detail about prepositions. It will describe the kinds of prepositions, uses of prepositions, list of common prepositions, and common mistakes.

2.2. KINDS OF PREPOSITION BASED ON STRUCTURE

Prepositions based on the structure may be classified as follows:

1. Simple Prepositions

Simple prepositions usually consist of one-word prepositions such as:

| | |
|------|------|
| in | on |
| at | by |
| with | for |
| to | etc. |

- a. She is at home.
- b. They always come on time.
- c. He goes to school.

2. Compound Prepositions

Compound prepositions are generally made by prefixing a preposition (usually 'a' or 'be') to an adjective, an adverb, or a noun.

Example:

| | |
|-------|--------|
| among | around |
|-------|--------|

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CHAPTER 3

NOUN

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3.1. INTRODUCTION

Noun is a name of thing which has a position as a subject , an object and as attributive noun, it is adjective like but it is not, in a sentence. As defined by the Merriam-Webster dictionary, a noun is a term used to identify an object (such as a book), an individual (like Noah Webster), an animal (for example, a cat), a location (such as Omaha), a characteristic (like softness), a concept (such as justice), or an activity (like yodeling). Example : Samantha bought her sister a glass of avocado juice. Samantha is a noun, which has a position as the subject of sentence. Her sister is a noun , which has a position as the direct object of sentence. A glass of avocado juice is noun , which has a position as the indirect object of sentence. Avocado in ‘avocado juice’ is also a noun, which has a function as attributive noun. Noun can be classified into three groups. First group is based on its type, another one is based on the form and the other is based on its position in a sentence.

3.2. TYPES OF NOUN

Types of noun can be grouped into three categories, they are based on names , quantity and objects (Sitanggang, 2023). Noun based on names are generic nouns, specific nouns and group nouns. Nouns based on quantity are Count and Noncount nouns. Nouns based on object are concrete and abstract noun.

1. GENERIC NOUN AND SPECIFIC NOUN

Generic noun is used to mention a person, place or thing generally, so it does not mention the name of specific things (Merriem – Webster dictionary). Generic noun is not written with capital letter, because it is something in general. It includes count and non count noun, group noun, concrete and abstract noun. Common nouns are normally written without an initial capital letter. They make up a very large category, including count and non-count nouns, collective nouns, concrete and abstract nouns. All common nouns can be preceded by *the* (the definite article) .

Specific noun is also called as proper noun is the name of a particular person, place or thing; it usually begins with a capital letter (Merriem - Webster dictionary)

The first letter of specific nouns are written in capital letter, because it refers a name of specific thing.

Table 3.1. Generic Noun and Specific Noun

| Generic noun | Specific noun |
|--------------|-------------------------|
| city | Surabaya , Jakarta |
| province | East Java, West Sumatra |
| mountain | Lawu, Bromo |
| human | John , Jane |
| island | Kalimantan, Java |

2. GROUP NOUN

A group noun is also known as collective noun is a term used to describe a group of individuals or objects. It denotes a collection or assembly of living beings. Example : , a bunch of flowers, a flock of birds, a pride of lions, a colony of ants, etc. A group noun is treated as a singular

a single grammatical function.
(<https://byjus.com/english/phrases/>).

Example of Noun phrase :

- a. I met the founder of this company last week.
- b. The founder of this company is a noun phrase

The structure of noun phrase is : Determiner + Head+ Modifier

Determiner is needed before a singular count noun.

Example : She drinks two cups of coffee everyday.

A single modifier , specifically adjectives and noun, usually come before the head. Example : Javanese dance, etc. Multiple word modifiers, such as prepositional phrases and relative clauses, usually comes after the head. Example : the painting of Leonardo (prepositional phrase). Surprisingly, the head can be in the form of adjective , such as : the smart , the indifferent , etc.

3. Noun Clause

A clause is any collection of words that consists of subject and verb (Ellis, Matt, 2023 grammarly). A clause is a fundamental grammatical unit , identified by the components , like : Subject, Verb, Object, complement and adverbial. Each of these components is demonstrated in :

| S | V | O | C | A |
|------|----------------|---------------|-------------------------|---------------------|
| They | have discussed | that proposal | of football competition | in the meeting room |

The verb phrase is the core and most essential part of a clause, making it useful to identify the main verb first when analyzing a clause. Clause can be separated in to two categories: a. Independent clause, b. Dependent clause. An independent clause is a clause that stands alone and is not

subordinate to another clause. Example : My mother was cooking in the kitchen and we were watching television in the livingroom . Those clauses are independent and connected by a coordinating conjunction ‘ and’. A dependent clause functions as an adverbial element within the main clause. Example : When my mother was cooking in the kitchen, we were watching television. The clause beginning with *when* is dependent. Dependent clause is also called as subordinate clause because it can not be used alone and need to join an independent clause. Whoever wrote the graffiti needs grammar lessons. Whoever wrote the graffiti is a subordinate clause / dependent clause. Noun clause is a subordinate clause which functions as a subject , object or complement of another clause. Noun clause sometimes comes after preposition. Example :

- a. What you have just talked about, I did not listen it verywell. (noun clause as subject).
- b. I didn’t ask where you live (noun clause as object).
- c. The hope is that we will succeed. (noun clause as complement).
- d. It all depends on how you feel. (noun clause as object of preposition).

3.5. CONCLUSION

Noun is the name of things. They can be generative, specific or group nouns. Nouns based on quantity are Count and Noncount nouns. Nouns based on object are concrete and abstract noun. Grammatically, the functions of noun are as subject of verb, object of verb, complement of verb, object of preposition, apposition to another noun and attributive to another noun.

There are several forms of noun, such as singular noun or solid noun, noun phrase and noun clause.

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CHAPTER 4

VERBS

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4.1. INTRODUCTION

Verbs are one of the most fundamental parts of speech in the English language. They are essential for constructing sentences because they express actions, states, or occurrences. Without verbs, communication would be incomplete, as they provide meaning and direction to our statements. Whether in spoken or written form, verbs help convey what is happening, what has happened, or what will happen in the future. In English, verbs can be classified into different types based on their functions. Some verbs indicate physical actions, such as **run**, **write**, **eat**, and **speak**, while others describe mental processes, such as **think**, **believe**, **know**, and **understand**. Additionally, verbs can express states of being, such as **be**, **seem**, **appear**, and **exist**. Recognizing these different types of verbs is crucial for effective communication and comprehension.

Verbs also play a vital role in grammatical structures, as they change form depending on tense, aspect, and subject-verb agreement. For example, the verb "go" changes to "went" in the past tense and "gone" in the past participle form. Understanding how verbs function within sentences helps learners use them correctly in both formal and informal contexts. Furthermore, verb conjugation and tense usage are key elements in mastering English grammar.

In addition to their grammatical importance, verbs are widely used in academic and professional settings. In academic writing, verbs such as **analyze**, **demonstrate**, **evaluate**, and **explain** help convey ideas clearly and precisely. In professional environments, action verbs like **manage**, **coordinate**, **develop**, and **execute** are commonly used to describe responsibilities and achievements. Mastering the use of verbs is essential for students, as it enhances their ability to write reports, deliver presentations, and engage in discussions effectively. By understanding the different types of verbs and their functions, students can improve their language skills and communicate more effectively. This chapter will explore various aspects of verbs, including their types, forms, tenses, and common usage patterns. Through detailed explanations and examples, students will gain a deeper understanding of how verbs function and how they can be used accurately in different contexts.

4.2. TYPES OF VERBS

Verbs come in various forms, each serving a unique function in constructing meaningful sentences, from expressing actions and states to linking ideas and providing grammatical support. The classification of verbs in English has been widely discussed by linguists, with several experts offering different perspectives on how verbs should be categorized based on their functions and characteristics. This section will explain the classification in details.

1. MAIN VERBS

Main verbs, also known as lexical verbs, are the primary verbs in a sentence that convey meaning. They describe **actions**, **processes**, or **states** and can function independently without the need for auxiliary (helping) verbs. Unlike auxiliary verbs, which modify the tense or voice of a sentence, main verbs provide

Process verbs often appear in continuous tenses because they describe gradual changes. This is because continuous tenses emphasize an action or development that is in progress at a particular moment. For example, in the sentence "*The company is developing a new technology*," the verb "**is developing**" indicates that the process is ongoing rather than completed. Similarly, "*His skills are improving with practice*" suggests a gradual enhancement rather than an immediate result.

State verbs

State verbs describe a **condition, state of being, or situation** rather than an action or process. They usually do not indicate an active movement and are rarely used in continuous tenses because they express facts or fixed states rather than temporary actions. For example, in the sentence "*She owns a laboratory*," the verb "**owns**" expresses possession, which is a stable condition rather than an ongoing action. Similarly, "*He knows the safety rules*" indicates a fact rather than something that is happening at the moment. Using state verbs in continuous tenses, such as "*She is owning a laboratory*," sounds unnatural because ownership is not an action that changes over time. Examples: **Be, seem, belong, own, know, believe, understand, love, hate.** Usage in sentences:

- a. She owns a laboratory. (**possession**)
- b. This solution seems correct. (**appearance**)
- c. They know the safety rules. (**knowledge**)
- d. I love chemistry. (**emotion**)

2. AUXILIARY VERBS

Auxiliary verbs, also known as helping verbs, are verbs that support the main verb in a sentence to form different tenses, voices, moods, or grammatical structures. Unlike main verbs, auxiliary verbs do not carry meaning on their own but instead

help modify the main verb’s function. In English, auxiliary verbs are essential for forming negative sentences, questions, passive voice, and various verb tenses. There are three primary auxiliary verbs in English: **be** (is, am, are), **have** (have, has, had), and **do** (do, does, did). Additionally, modal verbs such as **can, could, may, might, shall, should, will, would, must** are also considered auxiliary verbs because they modify the meaning of the main verb.

Table 4.1. Examples of Auxiliary Verbs

| Type | Usage | Examples |
|-----------------------------|--|--|
| Be (is, am, are, was, were) | Used to form continuous and the passive voice | <ul style="list-style-type: none"> • She is studying for her exam. (<i>Present Continuous</i>) • They were watching a movie when I called. (<i>Past Continuous</i>) • The report was written by the professor. (<i>Passive Voice</i>) |
| Have (has, have, had) | Used to form perfect tenses (Present Perfect, Past Perfect, Future Perfect). | <ul style="list-style-type: none"> • She has completed her assignment. (<i>Present Perfect</i>) • She had left before the meeting started. (<i>Past Perfect</i>) • They will have finished the project by next week. (<i>Future Perfect</i>) |

past continuous). Perfect tenses, on the other hand, require the past participle (V3) with the auxiliary verb “have” (e.g., “*He has finished his project*” in present perfect, “*He had finished before the deadline*” in past perfect). By recognizing the connection between verb forms and tenses, learners can construct grammatically accurate sentences that clearly convey time relationships in speech and writing.

Verb Forms in English

Each English verb has different forms that are used depending on the tense, aspect, or voice of the sentence. The five primary verb forms are base form, -s form, past simple form, past participle form, and -ing form.

Table 4.3. Verb Forms in English

| Verb Forms | Explanation | Examples |
|--|---|--|
| Base form | This is the simplest form of the verb, which appears in the dictionary. It is used in the present simple tense (except for third-person singular), imperatives, and after modal verbs. | <ul style="list-style-type: none"> • I write reports every day. • You must study hard. |
| Third-Person Singular Present Form (-s Form) | In the present simple tense, when the subject is third-person singular (he, she, it), an -s or -es is added to the base form. | <ul style="list-style-type: none"> • He writes articles for a magazine. • She goes to the laboratory every morning. • The machine works efficiently. |

| | | |
|---|--|---|
| Past Simple Form (V2) | Used to indicate completed actions in the past. Regular verbs form the past tense by adding <i>-ed</i> , while irregular verbs change their form completely. | Examples: <ul style="list-style-type: none"> • Regular: Work → worked • Irregular: visit → visited • Go → went • eat → ate Sentences: <ul style="list-style-type: none"> • She visited the laboratory yesterday. • They went to the seminar last week. |
| Past Participle Form (V3) | This form is used in perfect tenses and passive voice. Regular verbs take <i>-ed</i> , while irregular verbs have unique past participles. | Examples: <ul style="list-style-type: none"> • Regular: Worked, played, opened • Irregular: Gone, eaten, written Sentences: <ul style="list-style-type: none"> • He has written a research paper. (<i>Present Perfect</i>) • The experiment was conducted carefully. (<i>Passive Voice</i>) |
| Present Participle / Gerund Form (-ing) | This form is used in continuous (progressive) tenses and as a noun | <ul style="list-style-type: none"> • She is writing a report. (<i>Present Continuous</i>) • Writing is an |

(gerund).

important

skill.

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CHAPTER 5

ADJECTIVES (PART ONE)

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5.1. INTRODUCTION

Adjective is a word that modifies noun or pronoun. It shows opinion and gives more information about the size, age, shape, color, origin, material or purpose of the noun it describes. Some examples are given below.

- a. silly, beautiful, horrible, difficult (opinion)
- b. large, tiny, enormous, little (size)
- c. ancient, new, young, old (age)
- d. square, round, flat, rectangular (shape)
- e. blue, pink, reddish, grey (colour)
- f. French, lunar, American, eastern, Greek (origin)
- g. wooden, metal, cotton, paper (material)

Adjective describes noun to provide more detail about the noun. Example: *The beautiful garden is full of flowers.* Then, it indicates quantity or number. For example: *She has three cats.* Next, it also shows ownership. For instance: *That is his book.* After that, adjectives can be used in comparative and superlative forms. For example: *This cake is sweeter than the other one* (comparative). *This is the sweetest cake I've ever had* (superlative). Adjective also functions as demonstrative adjectives to point out specific nouns. Example: *I like that dress, not this one.* The last one, adjectives can express emotions or opinions. Example: *It was a boring movie.* Furthermore, adjectives play an essential role in making language clearer,

richer, and greater attractive in communication. Adjectives are crucial for powerful, engaging, and significant conversation. They help in describing, comparing, persuading, and expressing feelings, making language richer and more informative. Whether or not in ordinary speech, writing, or professional verbal exchange, adjectives enhance information and effect.

5.2. FORM OF ADJECTIVE

Adjective only has one form and it is combined with noun, singular noun or plural noun.

For example:

- a **nice** man (with singular noun)
- nice** men (with plural noun)
- a **smart** student (with singular noun)
- smart** students (with plural noun)

When a noun is used as an adjective, it does not have a plural form (Beaumont and Granger, 1989, p. 196). Compare:

| | |
|-------------|---------------------------|
| five pounds | a five-pound note |
| two weeks | a two-week holiday |

POSITION OF ADJECTIVE

1. Adjective can come before noun. The function of it to modify noun that comes after adjective.
a **big** house
an **old** man
diligent students
tall buildings
2. Adjective comes after verbs *be*, *look*, *appear*, *seem*, *feel*, *taste*, *smell*, *sound* (and a few other verbs). The function of it to modify the subject of a sentence.

9. RECIPROCAL PRONOUNS

Reciprocal pronouns refer to a mutual relationship between two subjects or objects. They are each other and one another. Each other is used for both parties. Meanwhile, one another is used for more than two parties.

Examples:

- a. John and Naila helped **each other**.
- b. Gita and Adi look at **each other**.
- c. The students helped **one another**.
- d. They look at one **another**.

6.3. CONCLUSION

Pronouns play important role in learning English. Here is the summary about pronouns: Pronouns are words that takes places of a common noun or proper noun. Pronouns are used instead of noun or noun phrase in a sentence. There are nine types of pronouns, namely: personal pronouns, reflexive pronouns, possessive pronouns, demonstrative pronouns, indefinite pronouns, relative pronouns, intensive pronouns, interrogative pronouns, reciprocal pronouns. Comprehending pronouns will make you easier to commutate properly in written and spoken language.

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CHAPTER 7

CONJUNCTION

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7.1. INTRODUCTION

Conjunction is a crucial tool both in speaking and writing. The conjunction contributes to discourse structure by indicating the semantic meaning or relationship between what has been said and what is to come (Kamilevich, 2023). It is created by fostering coherence in written or spoken language, demonstrating connections between disparate discourse spans, showing transitions, and displaying the goal or direction of discourse development (Schleppegrell, 1996, as cited in Unubi, 2016). In English, A Conjunction is one of the parts of speech. It has a crucial role in linking other part of speech since it constitutes one element that allows constructing cohesion (Malmkjaer, 1991, as cited in Unubi, 2016). Cohesion is a familiar term in English language study as a part of the linguistic system. It refers to the relation of meaning that exists within the text and that defines it as a text (Halliday & Hasan, 1976). Mohammed (2015, as cited in Riadi *et al.*, 2023) explained that the connection between discourse elements in which each element's interpretation depends on the others is well-known as cohesion. The flow of words and paragraphs will affect how well a reader comprehends the concepts being offered. A text is generated by a logical semantic relation in addition to a great structure. Both of them construct the clause complex or text. To construct the text into a meaningful utterance, it is necessary to establish additional relations of utterances that may involve

elements of semantic relationship which is called cohesion (Halliday, 1985 as cited in Pamungkas, 2017). The cohesion is a key feature to make a text understandable. It reflects the writer/speaker's ability to express themselves clearly (Sanosi, 2024).

According to Halliday & Hasan (1986), references, substitutions, ellipses, and conjunctions make up grammatical cohesiveness. The last grammatical component of cohesion is conjunction. It contributes to a better understanding of the use of discourse. It also influences the way how texts are perceived (Leung, 2005). The conjunction becomes one of the cohesive devices to maintain the cohesion of the text. It is found to have a significant role in enhancing communication both verbal and written. Its importance is even greater in writing where there are fewer contextual clues to help understand the text. In any language, a conjunction is one of the most crucial components that keeps the information flowing smoothly. We can conveniently sustain both verbal and written forms of communication when we have a solid comprehension of the numerous conjunctions. The ability to use conjunctions appropriately will aid one greatly in speaking confidently. It serves as a transitional element that bridges ideas, thoughts, and statements, enabling the reader or listener to follow the logical progression and relationship between different parts of the text (Sanosi, 2024).

A conjunction is a linguistic element that links words, phrases, clauses, or sentences within a larger unit so there will be a specific semantic relation established between them. It links events, attributes, and concepts between clause and group clauses, realizing or embodying the logic of discourse. It is an essential tool for the structure and unity of discourse because it not only creates intricate components but also directs speakers in the interpretation and processing of utterances concerning

absence of the right conjunction will result in having illogical meaning, and the message. Conjunction is a crucial tool both in speaking and writing in English text. We can conveniently sustain both verbal and written forms of communication when we have a solid comprehension of the numerous conjunctions. It also becomes one of the most crucial sentence components and supports a strong communication flow in any language. Since the conjunction has a significant role in enhancing communication both verbal and written, it is important to master various kinds of conjunction. It will help us write more clearly, concisely, and effectively. It also will help us to build complex sentences and connect our ideas. Then, it enables us to write and express our sentences effectively.

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CHAPTER 8

TENSES

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8.1. INTRODUCTION

In this section, we will learn sentences whose predicates are verbs (VERB). Such sentences may dominate in conversations or writing, as there are no specific contexts limiting them, unlike sentences whose predicates are TO BE. Pay attention to the following two example sentences:

Ebi, Enjel, and Angie played football yesterday. (1)

Mr. Hamid is writing a note. (2)

In sentence (1), *played* is the past form of the verb "play," while in sentence (2), *writing* is part of the predicate. Sentences like the ones above, which use verbs as predicates, are called verbal sentences. Verbal sentences are sentences whose predicates consist of verbs. Verbs that are not yet functioning as predicates in a sentence are preceded by *to* and are referred to as infinitives or non-finite verbs, for example: *to play* and *to write*. When the verb is used as a predicate, the *to* is no longer used. Just like the presence of TO BE in complement sentences influenced by time, the form of the verb (Verb) is also affected by time and several specific aspects of its usage. Changes in verbs due to time are known in English learning as TENSE (Shofiyuddin & Andriyan, 2019). There are several TENSES you may have studied before, but for the purpose of this course, the author divides them into three characteristics: SIMPLE

TENSE, PROGRESSIVE TENSE, and PERFECT TENSE. SIMPLE TENSE will be studied in the next subtopic, while the other two TENSES will be discussed in the following two lesson focuses.

There are three forms of SIMPLE TENSE that will be studied further in this section: SIMPLE PRESENT TENSE, SIMPLE PAST TENSE, and SIMPLE FUTURE TENSE. As indicated by its name, "SIMPLE" (straightforward), the hallmark of SIMPLE TENSE is that the predicate consists of a verb (verb) placed directly after the subject, without any auxiliary verb for the PAST and PRESENT forms. However, for the FUTURE form, the verb predicate is preceded by *will* to indicate the future aspect (Hedyansah, M. H., Ridwan, S.C., Imawan, 2024) Examples of SIMPLE TENSE sentences are as follows:

1. I go to school every day. (*SIMPLE PRESENT TENSE*)
2. She went to Mbongawani market last night. (*SIMPLE PAST TENSE*)
3. She will go to the movie tonight. (*SIMPLE FUTURE TENSE*)

The words *go* (1), *went* (2), and *will go* (3) are predicates that follow the subject.

8.2. SIMPLE PRESENT TENSE

The term SIMPLE PRESENT TENSE refers to the verb form (TENSE) that comes directly after the subject (SIMPLE) to indicate something or an activity occurring in the present (PRESENT). To express negation (negative sentences) or form questions (interrogative sentences), the auxiliary verb *TO DO* is used (Bumi & Sulhan, 2020), (LINDA & NASIR, 2022). When the SIMPLE PRESENT TENSE pattern is used, even without a time indicator, it conveys several meanings, such as:

"By the time you come, I will have finished writing the book."
(By the time you come, I will have finished writing the book).

The Future Perfect Progressive Tense is used to show an activity that has been ongoing and will continue until a certain time in the future. Example: *"By the time the sun rises, I will have been sitting here for three hours."* (By the time the sun rises, I will have been sitting here for three hours). In general, **Perfect Tenses** emphasize the result or condition that has been achieved, while **Progressive Tenses** emphasize the duration or ongoing process. In some cases, both tenses may convey nearly the same meaning, but the difference lies in the focus (result vs. process).

8.7. CONCLUSION

In English grammar, tenses are verb forms that indicate the time of an action, event, or state. They essentially tell us when something happened (past), is happening (present), or will happen (future). Verb tenses show when an action took place, as well as how long it occurred. here are 12 tenses in English, each with specific uses and forms. These 12 tenses are categorized into simple, continuous (progressive), perfect, and perfect continuous forms within each of the three main time periods (past, present, future). Tenses are essential for expressing the precise timing of actions and creating clear and accurate communication. In essence, tenses are the building blocks of time in English grammar, allowing us to express a wide range of actions and events accurately.

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a. Regular verbs that end with a consonant

Most of the regular verb is made by adding the suffix “-ed” to the base form of the verb when changing tenses from simple form into simple past and past participle.

For example:

| | |
|--------|------------|
| Cook | → Cooked |
| Call | → Called |
| Clean | → Cleaned |
| Start | → Started |
| Listen | → Listened |

b. Regular verbs consist of one syllable

For the regular verbs which consists of one syllable. There is a rule that you must pay attention to write it in simple past and past participle. For some words who have a Consonant-Vowel-Consonant (CVC) patterns, the same consonant letter need to add at the end of the word before adding the suffix “-ed” to the base form of the verb.

For example:

| | |
|------|-----------|
| Grab | → Grabbed |
| Clap | → Clapped |
| Drop | → Dropped |
| Hug | → Hugged |
| Beg | → Begged |

Meanwhile, if the verb in the same pattern that is a Consonant-Vowel-Consonant (CVC) patterns with the final letter is “w,” “x,” or “y,” we do not need to add the same consonant letter at the end of the word before adding the suffix “-ed”. For example is **bow** → **bowed**. Then, if the verb has a Consonant-Vowel-Consonant (CVC) patterns where the final syllable is not stressed, we do not need to write double consonant letter before adding the suffix “-ed”. For example **open** → **opened**.

c. Regular verbs ending with “e”

However in some cases, regular verb need minor spelling changes when changing tenses from simple form into simple past and past participle. If the verb ends with the word “-e,” the regular verb will be formed by adding the suffix “-d”.

For example:

| | |
|-------|----------|
| Love | → Loved |
| Dance | → Danced |
| Bake | → Baked |
| Use | → Used |
| Hope | → Hoped |

d. Regular verbs that end in consonant + y

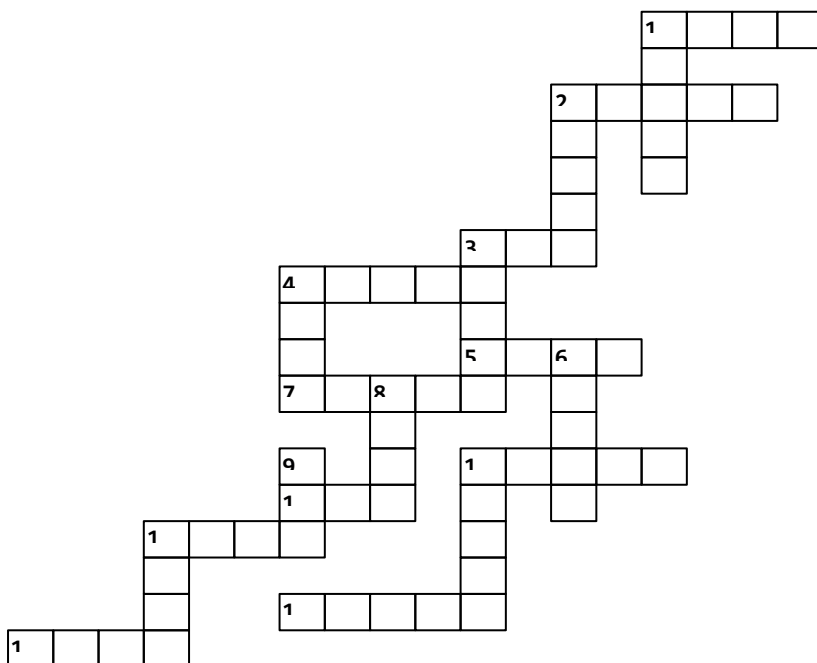
In forming a word into simple past and past participle, if the word end in **consonant + y** the letter “-y,” must be replaced by the letter “-i,” before adding the suffix “-ed”. This rule for writing regular verbs only applies to words that end in a consonant and the letter y.

For example:

| | |
|-------|-----------|
| Marry | → Married |
| Study | → Studied |
| Fly | → Flied |
| Hurry | → Hurried |
| Apply | → Applied |

9.3. THE IMPORTANCE OF REGULAR VERB

Regular verbs are important in giving information about the expression or action which is happened in the past. It makes the reader or listener creates a sense of time and sequence of when the action happened. For example, in the sentence “She danced her favorite dance yesterday,” the verb danced means that the action happens in the past. Without changing the verb, it will be



9.6.4. EXERCISE 4

Please create sentences by using some words below in its simple past form!.

| | | | | |
|--------|------|------|----------|-------|
| Bite | Dig | Lead | Speak | Come |
| Bring | Draw | Mow | Keep | Swim |
| Choose | Feed | Pay | Overtake | Swear |
| Write | Get | Put | Drink | Write |

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CHAPTER 10

ACTIVE VOICE AND PASSIVE VOICE

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10.1. INTRODUCTION

Two grammatical constructions that convey distinct relationships between the subject, verb, and object in a phrase are the active voice and the passive voice.

The active voice: The action that the verb describes is carried out by the subject when it is in the active voice. The "doer" of the action is the topic. For instance:

1. The dog bites the man. (The action "bites" is performed by the subject "dog.")
2. She composes a letter. (This action is carried out by the subject "she"; "composes")
3. The Chef cooks dinner. (This action is carried out by the subject "chef"; "cooks")

The Passive Voice: The activity that the verb describes is given to the subject when it is in the passive voice. The "receiver" of the action is the subject.

Examples:

1. The man is bitten by the dog. (The subject "man" receives the action "bitten")
2. A letter is written by her. (The subject "letter" receives the action "written")
3. Dinner is cooked by the chef. (The subject "dinner" receives the action "cooked")

Important Distinctions

1. **Focus:** While passive speech concentrates on the action's recipient, active voice concentrates on the action's performer.
2. **Sentence Structure:** While passive voice has a more intricate sentence structure, active voice has a simpler and more direct one.
3. **Tone:** While passive voice might express a more formal and objective tone, active voice can convey more direct tone.

When to Use Active Voice and Passive Voice

1. **Use Active Voice:**
 - a. When you want to emphasize the doer of the action.
 - b. When you want to create a clear and concise sentence.
 - c. When you're writing in a formal or informal style.
2. **Use Passive Voice:**
 - a. When you want to emphasize the receiver of the action.
 - b. When you want to create a more formal or objective tone.
 - c. When you're writing in a technical, scientific, or academic style.

By understanding the difference between active voice and passive voice, you can use both constructions more effectively and accurately in your writing.

10.2. PRIOR TO LEARNING ACTIVE AND PASSIVE VOICE

It is crucial to learn the following basic tenses: Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, and Future Continuous. The reasons are as follows

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CHAPTER 11

REPORTED SPEECH

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11.1. INTRODUCTION

Reported Speech is when we report, inform, or tell someone about what other people say. Some references mention that Reported Speech is Indirect Speech (telling someone what other people say), however, several articles state that Reported Speech includes Direct Speech and Indirect Speech. This chapter will discuss both Direct Speech and Indirect Speech in explaining Reported Speech, as to understand Indirect Speech, we must first recognise the form of Direct Speech. In other word, Indirect Speech in Reported Speech depends on the Direct Speech. Reported Speech is used to retell a conversation, to inform a message from other people, or to make a report. Using Reported Speech, we will be able to deliver what other people said without having to make direct quote.

There are several changes that we must consider when forming an Indirect Speech sentence, such as to eliminate the quotation mark, to change the structure of a sentence, and to change pronouns, adverb of time, or adverb of place. Nevertheless, these changes, must not change the meaning of the sentence. This chapter will discuss the change of structure of the sentence and the change of pronouns, adverbs of place, and adverbs of time. The change of structure includes the changes in tense, modal verbs, interrogative form of Direct Speech, and the change in command, request, and exclamation of Direct Speech.

The explanation will be completed with examples and exercises to give you a better understanding about Reported Speech.

11.2. THE CHANGE OF STRUCTURE IN REPORTED SPEECH

This section will explain about the changes in structure which include the change in tense.

Table 11.1. The Changes in Tenses

| Direct Speech | Indirect Speech |
|---|---|
| Present Simple Ranti said, “I often eat <i>rawon</i> in that restaurant” | Past Simple Ranti said (that) she often ate <i>rawon</i> in that restauran. |
| Present Continuous ”We are shopping in this shop,” he said | Past Continuous He said (that) he was shopping in that shop |
| Present Perfect Margo said, “Ron has eaten” | Past Perfect Margo told me that Ron had eaten |
| Simple Future She said, “I will have an examination tomorrow” | Past Future (conditional) She said that she would have an examination the next day. |
| Simple Past Jeff said,” I arrived on time here” | Past Perfect Jeff said that he had arrived on time there. |
| Past Continuous He said, “I was working” | Past Perfect Continuous He told me that he had been working |
| Past Perfect Jim stated, “We had just finished eating” | Past Perfect Jim stated (that) he had just finished eating. Past Perfect Continuous |

Exercise 6.

1. The doctor told me to stay in bed for few days”
2. I told Jim not to shout.
3. Ann asked me not to tell anyone what (had) happened.
4. The doctor said to me to eat more fruits and vegetables.
5. My mother told me to shut the door.
6. My mother suggested I see the dentist.
7. The dentist recommended that I should use a different toothbrush.
8. My manager proposed that we examine the budget carefully at the meeting.
9. She suggested that I sleep overnight at her house.
10. The father requested his son to help him with the dishes.

11.6. SUMMARY

Reported Speech is reporting (Indirect Speech) what the speaker said (Direct Speech). There will be changing in structure, however, not always. There are some rules applied to transfer Direct Speech into Indirect Speech. Types of sentences such as affirmative, interrogative, negative, order, exclamation, and a recommendation sentence in Direct Speech affect the form of Indirect Speech.

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CHAPTER 12

ADJECTIVES (PART TWO)

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12.1. INTRODUCTION

An adjective is a word that describes, modifies, or qualifies a noun (a person, place, thing, or idea). It provides additional information about the noun, such as its size, color, shape, quantity, or quality. Adjectives play a crucial role in English grammar by describing or modifying nouns, thereby enhancing the clarity and richness of communication (Murphy, 2022). They help to specify details, enabling speakers and writers to convey more precise meanings. Adjectives are essential in language because they add depth and clarity to communication. They help express qualities and characteristics, making descriptions more precise and engaging. For example, in a technical setting, saying *"The red warning indicator on the laboratory equipment signalled a critical system malfunction"* is far clearer than simply stating *"The warning indicator signalled a malfunction."* The word **red** provides a specific detail that helps convey urgency and precision, which is especially important in professional and scientific contexts.

Adjectives also enhance creativity by shaping imagery, mood, and tone. Writers and speakers use them to bring descriptions to life and make ideas more engaging. Consider this example: *"The research team analyzed data collected from a tiny yet powerful microprocessor used in advanced computing."* The adjectives **tiny** and **powerful** highlight both the size and capability of the microprocessor, giving a much richer

description than simply calling it *a microprocessor*. This level of detail helps paint a clearer picture and makes communication more compelling. In addition to making language more vivid, adjectives provide clarity by distinguishing one subject from another. In academic discussions, for instance, *"The conference featured a discussion on the preservation of ancient manuscripts, which provide invaluable insights into early scientific discoveries,"* is far more informative than just saying *"The conference featured a discussion on manuscripts."* The adjective **ancient** specifies that the discussion is about historical texts, helping the audience understand their significance.

Adjectives are also powerful tools in persuasion. In advertising, speeches, and debates, carefully chosen words shape perceptions and influence emotions. A company promoting sustainable products might emphasize their **eco-friendly** and **biodegradable** materials to appeal to environmentally conscious consumers. Similarly, a speaker advocating for policy changes might describe a proposal as *"the most effective and urgently needed solution to address climate change,"* reinforcing its importance and encouraging action. By adding depth, improving clarity, and enhancing persuasion, adjectives make language more precise and expressive (Azar & Hagen, 2021). Whether in technical reports, academic discussions, or everyday conversations, they help us communicate ideas more effectively and make our words more impactful.

12.2. TYPES OF ADJECTIVES

Adjectives in English can be classified based on the type of information they provide about a noun. Each type serves a specific function in a sentence. Below are the main types of adjectives, along with explanations and examples to illustrate their usage.

12.7. CONCLUSION

Throughout this chapter, we examined the role of adjectives in language, including their types, placement, degrees of comparison, and common mistakes. We also explored adjective order and provided practical exercises to reinforce learning. Adjectives play a crucial role in modifying nouns, adding detail and clarity to communication. They can be placed before a noun, such as in *a detailed report*, or after a verb, as in *the report is detailed*. When multiple adjectives are used together, they follow a specific order—**Opinion, Size, Age, Shape, Color, Origin, Material, and Purpose**—to ensure grammatical correctness and clarity. Additionally, adjectives express varying degrees of comparison, such as *good*, *better*, *best*, allowing for nuanced descriptions. However, common mistakes should be avoided, including the use of double comparatives like *more better*, misplacing adjectives in a sentence, and excessive use that leads to redundancy. Adjectives are essential for precise and impactful communication. In academic writing, business communication, and daily conversations, well-chosen adjectives enhance clarity by providing necessary details, such as in *a well-researched proposal*. They also make writing more engaging by adding depth, as seen in *a groundbreaking discovery in neuroscience*. Additionally, adjectives contribute to persuasion by strengthening arguments, as in *the most effective solution for reducing carbon emissions*. To master the use of adjectives, it is important to observe their usage in books, academic papers, and professional writing. Regular practice in identifying and incorporating adjectives into both writing and speech helps improve language skills. At the same time, being mindful of overuse ensures that descriptions remain precise and meaningful. By effectively integrating adjectives, speakers and writers can enhance expressiveness, refine their communication, and convey ideas with greater clarity and impact.

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CHAPTER 13

ANTONYM

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13.1. INTRODUCTION

In learning English, vocabulary mastery has become a fundamental parts in language communication, comprehension and achievement. Having a broad and strong vocabulary is key to expressing oneself effectively and communicating well. With a strong vocabulary, one can convey ideas and emotions more accurately and precisely, thus strengthening overall language skills (Schmitt, 2020). Having a broad vocabulary allows individuals to communicate confidently and appropriately in a variety of situations. It also enriches reading comprehension by helping individuals understand the text more fully and accurately. In addition, it allows individuals to understand unfamiliar words and gain a deeper understanding of the text as a whole.

A wide range of vocabulary allows individuals to express themselves more accurately and effectively in writing, thus it could facilitate clearer and more precise communication. With a rich vocabulary, individuals can choose the most appropriate words to convey the desired meaning, reducing misunderstandings and enhancing effective communication. In addition, an extensive vocabulary also improves listening skills, allowing individuals to understand spoken language more accurately and pick up on subtle nuances in meaning.

Furthermore, vocabulary skills play an important role in achieving academic success. With a rich vocabulary, individuals

can better understand academic texts, actively participate in discussions, and express their ideas effectively in written assignments. In addition, a diverse vocabulary also enhances critical thinking skills, allowing individuals to understand and analyze complex concepts. Thus, a rich vocabulary is key to improving academic ability and achieving success in various fields of study. To assess how someone has a wide lexical range is through their command of antonyms. Antonyms are one type of semantic relationship used to express the opposite of meaning. Antonyms are words or phrases that have the opposite meaning to another word or phrase. In a simpler context, an antonym can be understood as a word that has the opposite meaning to another word. For example, “big” as opposed to “small”, “cheap” as opposed to “expensive”. Antonyms can also be phrases or sentences that have a meaning opposite to another meaning. For example, the word “fast” is opposite to the word “slow”, “high” is opposite to “low”, and the word “consume” is opposite to the word “produce”.

Understanding antonyms is key to improving English skills. By understanding antonyms, learners can expand their vocabulary and understand the relationship between words. This skill also helps learners understand context and use language effectively. Thus, understanding antonyms can improve communication skills and overall linguistic competence. Moreover, knowledge of antonyms also supports receptive and productive vocabulary skills, enabling learners to understand and use language more effectively. Therefore, this chapters will provide you new insights into antonym, including its definition, classification, contextual usage and examples.

13.2. WHAT IS ANTONYM?

Antonyms have been defined in several ways, but they can simply be understood as the relationship between two words that

| | |
|--------|----------|
| White | Coloured |
| Wife | Husband |
| Wintry | Sultry |
| Woman | Man |
| Work | Play |
| Wrong | Bad |
| Yell | Call |

Source: Kotzor (2010)

13.7. CONCLUSION

In the journey of mastering the English language, vocabulary serves a crucial function, influencing not only communication but also comprehension, expression, and academic achievement. A fundamental aspect of this mastery is the comprehension of antonyms—words that express opposing meanings. Antonyms aid learners in broadening their lexical repertoire and improving their capacity to utilize language with greater accuracy and effectiveness. Antonyms are not merely standalone word pairs; they are essential to the language's framework. Their examination involves the notion of antonymy—a semantic connection vital to the way meaning is created and contrasted. Antonyms can be classified into three main categories: gradable, complementary, and relational. Each category provides distinct perspectives on how opposites operate within various contexts and relationships, ranging from gradual scales (e.g., hot–cold) to absolute dichotomies (e.g., alive–dead) and reciprocal interactions (e.g., buy–sell). Furthermore, the canonicity of antonyms—how standard or recognizable they are within a language—further emphasizes their significance in daily communication. Highly canonical antonyms are firmly rooted in linguistic practice and cultural comprehension, whereas non-canonical pairs may exhibit greater variability in interpretation and context. (1) Grasping and utilizing antonyms

greatly enhances language learning by (2) Expanding vocabulary and refining linguistic precision (3) Facilitating analytical and comparative reasoning (4) Boosting reading comprehension and contextual understanding (5) Enhancing both spoken and written expression (6) Unveiling structural patterns and conceptual frameworks in language (7) Providing insights into cultural and philosophical notions of opposition. In summary, antonyms are not simply vocabulary elements but vital instruments for linguistic and cognitive advancement. Mastering them equips learners to communicate more proficiently, think more critically, and engage more profoundly with both language and culture.

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CHAPTER 14

PHRASAL VERBS AND IDIOMS

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14.1. INTRODUCTION

Phrasal verbs and idioms are indispensable tools for enriching English communication. They enhance expressiveness, cultural understanding, and fluency while bridging gaps between formal and informal language use. Mastering them is essential for anyone seeking proficiency in English (Fraser, 2024; Machado, 2024). Phrasal verbs are unique linguistic constructs that combine a verb with one or more particles (prepositions or adverbs) to create a meaning distinct from the sum of their individual parts. For example, *give up* means to stop trying, which is unrelated to the literal meanings of *give* and *up*. This idiomatic nature makes phrasal verbs an integral part of English communication, particularly in informal and conversational contexts (Grant, 2024; Lider et al., 2024). An idiom, on the other hand, is a fixed expression whose figurative meaning cannot be deduced from the literal meanings of its components. For instance, the idiom "spill the beans" means to reveal a secret, which is entirely unrelated to spilling actual beans. Idioms are pervasive in English, with approximately 25,000 expressions documented, making them indispensable for effective communication (O'Reilly, 2022).

Both phrasal verbs and idioms are essential components of natural English speech. They are frequently used by native speakers in daily conversations, informal writings, and even professional settings. Their ubiquity makes them critical for

learners aiming to achieve fluency and cultural competence in English (Fraser, 2024; Machado, 2024; Walsh, 2024). The figurative nature of both idioms and phrasal verbs presents challenges for non-native speakers. Unlike literal expressions, their meanings often require contextual understanding or prior exposure. This complexity makes them a key focus in advanced language learning programs (Machado, 2024; P. N. T. Tran & Tran, 2019; Zohaib & Sarfraz, 2019).

Phrasal verbs and idioms thrive in informal contexts, where they add vibrancy and relatability to conversations. For example, phrases like "hit the books" (to study hard) or "break up" (end a relationship) convey nuanced meanings that enrich dialogue and storytelling (Machado, 2024; Rana, 2016). Phrasal verbs contribute significantly to sentence structure by offering concise ways to express complex ideas. For instance, "look into" (to investigate) encapsulates an action that might otherwise require multiple words or phrases. Their flexibility allows for dynamic sentence construction across various contexts (Joshi & Lal, 2024; Zohaib & Sarfraz, 2019). Idioms often reflect cultural nuances and shared experiences, acting as bridges between speakers from different backgrounds. For example, the idiom "break a leg," used to wish someone good luck before a performance, demonstrates how language can carry cultural connotations (Bakhtiyorovna & Khamrokulovna, 2021; Machado, 2024; O'Reilly, 2022).

Mastering idiomatic expressions enhances figurative competence—an essential skill for effective communication. This involves understanding metaphorical meanings and applying them appropriately in conversations or writing (Rana, 2016; T. M. L. Tran, 2021). Both idioms and phrasal verbs enhance expressiveness by allowing speakers to convey emotions, actions, or ideas more vividly. For instance, using "blow off steam" instead of "relax" adds emotional depth to the

also open doors to deeper cultural understanding and more meaningful communication. By embracing consistent practice and leveraging effective learning strategies, learners can transform these challenges into opportunities for growth. As they integrate phrasal verbs and idioms into their language repertoire, they will find themselves better equipped to navigate the complexities of English with confidence and ease.

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CHAPTER 15

QUESTIONS

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15.1. INTRODUCTION

A question is any written or spoken statement that requires a response or answer. It is also defined as a sentence or phrase used to seek information (Ginzburg, 2012). In English, questions play a crucial role in communication, allowing us to obtain information, express curiosity, and engage with others. They come in different forms, such as yes/no questions (e.g., "Are you ready?"), wh-questions (e.g., "What is your name?"), and tag questions (e.g., "You're coming, aren't you?"). Questions serve as a valuable tool in both informal conversations and formal discussions. Developing the ability to ask and respond to questions effectively is essential for improving fluency and participating in meaningful interactions. Question words are fundamental in English and are used to form specific types of questions, helping to gather information by initiating a question sentence (Tanya, 2010).

15.2. TYPES OF QUESTIONS

1. Yes/No Questions

Yes/no questions are the simplest type of question, requiring only a "yes" or "no" response. They typically begin with a verb, either an auxiliary verb (a "helping" verb that appears before the main verb) or a modal verb (such as *can* or *would*). These questions are structured to elicit a

direct confirmation or denial and always start with an auxiliary or modal verb (Wang *et al*, 2023).

a. How to Form a Yes/No Question

E.g: *It is windy today.*

To change this sentence into a question, simply move the verb to the beginning. If the sentence has an auxiliary or modal verb, that's the one that is needed to move.

It is windy → *Is it windy today?*

There are a few more inversions to form yes/no questions, for examples:

She is sad. → *Is she sad?*

The boat is sinking. → *Is the boat sinking?*

He can bake. → *Can he bake?*

b. Tense structure in questions

If a sentence does not contain an auxiliary verb and the main verb is not "to be," the structure changes slightly. In this case, "do" or "does" must be placed at the beginning of the question. The correct tense should be used, such as "did" for past tense questions. Here are some examples:

Nina plays the violin. → *Does Nina play the violin?*

(Notice the new form of "to play" to accommodate the new structure.)

Nina played the violin. → *Did Nina play the violin? (past tense)*

Nina and Thomas play the violin. → *Do Nina and Thomas play the violin?*

(present tense)

English, certain question words require a preposition to convey complete meaning. In informal settings, this preposition is often placed at the end of the interrogative sentence. Examples:

Who are you going with?

What are you looking for?

What school club are you ***in***

Where does this wine from?

What was he famous for?

Formation: **Wh-Word + Auxiliary/Modal verb + Subject + Verb + Preposition.**

15.3. CONCLUSION

Questions are an essential part of communication, allowing for effective information exchange, engagement, and clarity in conversations. Various types of questions such as yes/no questions, wh-questions, tag questions, choice and rhetorical questions serve different purposes in both formal and informal settings. Understanding how to construct and use these questions correctly enhances fluency and ensures meaningful interactions. Additionally, indirect and hypothetical questions offer ways to navigate polite conversation and explore possibilities. Mastering the art of questioning not only improves language proficiency but also fosters critical thinking and deeper discussions. By applying these question structures effectively, individuals can enhance their communication skills and confidently engage in various social and professional contexts.

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ENGLISH GRAMMAR BOOK

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