



FUTURE SCIENCE

MASTERING ENGLISH ADVANCED GRAMMAR

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Book Chapter

Mastering English Advanced Grammar

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.

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Editor: **Dr. Bertaria Sohnata Hutaaruk, S.Pd., M.Hum**

Cover Designer: **Nada Kurnia, S.I.Kom.**

Layouter: **Samuel, S.Kom.**

Size: **A5 Unesco (15,5 x 23 cm)**

Page: **xiv, 297**

e-ISBN: **978-634-7037-64-0**

Published in: **January 2025**

Hak Cipta 2025, Pada Penulis

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Anggota IKAPI (348/JTI/2022)

Jl. Terusan Surabaya Gang 1 A No. 71 RT 002 RW 005, Kel. Sumbersari, Kec. Lowokwaru, Kota
Malang, Provinsi Jawa Timur.
www.futuresciencepress.com

PREFACE

Above all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to thank to the authors for the idea and valuable knowledge to complete this book that entitled “Mastering English Advanced Grammar”. This book has been written in a very simple way explanation by all of the authors. In english itself, things studied in grammar include english basic grammar, english intermediate grammar and english advanced grammar.

The function of this book in a language is of course for someone to have the english language grammar at advanced level. This book consists of (1) Introduction (2) Nouns (3) Verbs (4) Pronouns (5) Gerunds (6) Adjectives (7) Adverbs (8) Conjunctions (9) Articles (10) Interjections (11) Tenses (12) Past tense (13) Mood (14) Voices: Active and Passive Voice (15) Reported Speech (16) Phrases (17) Clauses (18) Sentences. This book is a guidance for the learners to learn english basic grammar for the beginners and university students. I also thank to a deepest appreciation to the publisher for giving support and encouragement in editing, laying out, designing, and publishing the book.

Again, I really appreciate for all the authors to share, write, and give the idea for this book chapter. Thank you all for your valuable contribution to this book.

Pematangsiantar, December 2024

Editor,

Bertaria Sohnata Hutaaruk

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CHAPTER 1

MASTERING ADVANCED GRAMMAR

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1.1. THE HISTORY OF ENGLISH GRAMMAR

1.1.1. EARLY INFLUENCES AND DEVELOPMENTS

English grammar has undergone significant transformations since its beginning. According to Wikipedia, the origins of English lie in the West Germanic branch of the Indo-European family, brought to Britain by Anglo-Saxon migrants in the mid-5th to 7th centuries AD[4]. Over time, English grammar was altered by several invasions and cultural exchanges. Later in the ninth and tenth centuries, Norse-speaking invaders introduced elements that simplified English grammar, particularly in the loss of case endings and the emergence of phrasal verbs[2][4]. The Norman conquest of England in 1066 led to profound changes in English grammar. Norman French significantly impacted the language, replacing grammatical gender with logical gender, losing most noun endings, and making word order crucial[2][4]. By the late 15th century, Middle English emerged, characterized by a standardized system of orthography that remains largely unchanged today despite subsequent pronunciation changes and borrowing of foreign spellings[4]. During this period, the Chancery English standard was adopted, influencing communication and shaping Early Modern English[3].

1.1.2. EARLY MODERN ENGLISH

From approximately 1500 onwards, Early Modern English, exemplified by William Shakespeare's writings, integrated numerous Renaissance-era loans from Latin and Ancient Greek along with borrowings from other European languages like French, German, and Dutch[4]. The Great Vowel Shift further transformed pronunciation, affecting most long vowels[4].

Despite the lack of consistent usage among prominent writers like Shakespeare, Milton, and others, efforts to establish standard English grammar intensified. Notably, Dr. Samuel Johnson's Dictionary of the English Language (1755) provided foundational rules for Standard English Grammar, fixing the spelling of educated vocabulary[2][4]. Lindley Murray's influential grammar book, appearing in the late 18th century, solidified these standards further, becoming a cornerstone of English education[2].

1.1.3. EVOLUTION THROUGH TIME

Throughout the 19th and 20th centuries, English grammar continued to evolve. For example, Otto Jespersen's Modern English Grammar on Historical Principles, initiated in 1909, analyzed sentence structures using novel categorizations like 'rank,' 'junction,' and 'nexus'. This work laid groundwork for future linguistic theories, inspiring thinkers like Noam Chomsky and Randolph Quirk.

KEY MILESTONES IN ENGLISH GRAMMAR

1. William Bullokar: Published Brief Grammar in 1586, modeled after Latin grammar traditions[1].
2. Thomas Basson: Initiated the Dutch tradition of writing English grammars[1].
3. Samuel Johnson: Combined English and Hebrew grammar in An English and Hebrew Grammar (1767)[1].

Therefore, identifying your readiness to learn grammar based on the CEFR framework is crucial for structured and effective language learning. By understanding the grammatical expectations at each CEFR level, learners can assess their current abilities and focus on areas that require improvement. Factors such as linguistic awareness, cognitive development, and self-efficacy also play essential roles in this process. Incorporating strategies like self-assessment, diagnostic testing, and feedback into your learning journey will support your advancement in grammar, ultimately leading to greater proficiency in the target language.

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(https://en.wikipedia.org/wiki/History_of_English)

AUTHOR'S PROFILE



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A lecturer in the English Literature Study Program at the Faculty of Languages and Arts, HKBP Nommensen University in Medan, North Sumatra. The author was born in the city of Medan, Indonesia on August 16 1964. The author completed her basic education in Petaling Jaya, Malaysia. Then the author continued her education in the city of Bellingham, Washington State, United States. After two years in America the author obtained an Associate of Arts and Science degree and continued her education to Western Washington University in the same city. The author majored in Criminology, Sociology. After returning to her hometown , the author became an English teacher and lecturer. The author took her undergraduate education again at Santo Thomas Catholic University in Medan majoring in English Literature. The author then continued her undergraduate education at HKBP Nommensen University, Medan majoring in English Language Education.

CHAPTER 2

NOUNS

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2.1. INTRODUCTION

Nouns are fundamental elements in the structure of language, serving as the primary means of identifying and categorizing the world around us. A noun is essentially a word that functions as the name of a specific object or set of objects, such as living creatures, places, actions, qualities, states of existence, or ideas (Cioffi, 2024). This classification allows speakers and writers to convey clear and precise meaning, providing the necessary detail and specificity required for effective communication. The importance of nouns in language cannot be overstated. They play a crucial role in sentence construction, acting as subjects and objects that verbs and adjectives describe or interact with. Without nouns, the ability to express complex thoughts and ideas would be severely hindered. For instance, in the sentence “The cat sits on the mat,” both “cat” and “mat” are nouns that provide the essential information needed to understand the action being described. In this way, nouns form the backbone of both spoken and written communication, enabling individuals to share their experiences and thoughts with others accurately.

This chapter aims to explore the various dimensions of nouns, examining their different types, functions, and morphological forms. It will delve into common and proper nouns, concrete and abstract nouns, collective nouns, and countable versus uncountable nouns. Additionally, the chapter

will discuss how nouns function within sentences as subjects, objects, and components of prepositional phrases, and will explore advanced topics such as noun modification and compound nouns. By the end of this chapter, readers will have a comprehensive understanding of nouns and their critical role in the English language.

2.2. TYPES OF NOUNS

1. Common and Proper Nouns

Nouns are broadly classified into two main categories: common nouns and proper nouns. Common nouns are generic names for a person, place, thing, or idea. They are not capitalized unless they begin a sentence or are part of a title. Examples of common nouns include “city,” “dog,” and “book.” Proper nouns, on the other hand, name specific one-of-a-kind items and are always capitalized. Examples include “London,” “Rover,” and “War and Peace.” This distinction is vital in English grammar as it helps in identifying whether a noun refers to a general concept or a particular entity (Acquaviva, 2020). The usage rules for common and proper nouns are straightforward but essential to mastering English grammar. Common nouns can be made plural, and they often require articles (“a,” “an,” or “the”) when used in sentences. For instance, “a book” refers to any book, while “the book” refers to a specific book known to the reader. Proper nouns do not typically require articles unless the name includes one, such as “The Hague.” Moreover, proper nouns are always capitalized to distinguish them from common nouns. This capitalization rule applies even when proper nouns appear in the middle of sentences, underscoring their importance and specificity (Ayubi, 2020b, 2020a).

Recent studies have shed light on the usage and frequency of common versus proper nouns in modern English. Cacchiani

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CHAPTER 3

VERB

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3.1. INTRODUCTION

Verbs are a fundamental part of language, acting as the driving force behind sentences and conveying actions, states, or occurrences. They are essential for expressing what the subject of a sentence is doing, experiencing, or being. In essence, verbs are the engine that propels the narrative forward, providing clarity and direction in communication. There are various types of verbs, including action verbs like "run" and "write," which describe physical or mental activities, and linking verbs such as "is" and "seem," which connect the subject to additional information or descriptors. Verbs also come in different forms to indicate tense, aspect, mood, and voice, allowing us to convey when an action took place, whether it is ongoing or completed, and the attitude towards the action.

Understanding how verbs function and their role in constructing meaningful sentences is crucial for mastering any language. Whether crafting a story, explaining a process, or simply engaging in conversation, verbs are indispensable tools that help us communicate effectively and accurately.

Verbs are words that show an action, occurrence, or state of being. They are the grammatical center of a predicate and express an act, occurrence, or mode of being. Verbs can be inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and they typically have full descriptive meaning and characterizing quality. Verbs can also be used as

auxiliary or linking verbs, which have less descriptive meaning. Verbs are indispensable components of language, playing a pivotal role in constructing meaningful communication. They are the linguistic tools that enable us to: (1) **Express Actions:** Verbs describe actions performed by subjects, such as *run*, *jump*, *eat*, or *write*. (2) **Indicate States of Being:** Verbs can represent states of existence, conditions, or qualities, like *be*, *have*, *seem*, or *become*. (3) **Convey Occurrences:** Verbs can communicate events or happenings, such as *happen*, *occur*, or *take place*. (4) **Form the Backbone of Sentences:** Verbs function as the core of sentences, around which other elements like subjects, objects, and modifiers are structured.

Without verbs, language would be static and lifeless, lacking the ability to convey movement, change, and experience.

3.2. TYPES OF VERBS

Verbs are essential components of language, and they come in various types to convey different actions, states, and occurrences. Here are the main types of verbs:

1. **Action verbs** describe physical or mental actions. Examples: *run*, *swim*, *help*, *think*, *consider*. The usage of the action verbs are used to describe what the subject is doing or experiencing. They can be physical actions like *running* or *swimming*, or mental actions like *thinking* or *considering*.
2. **Stative verbs** describe states of being, conditions, or feelings. Examples: *love*, *want*, *own*, *have*, *resemble*. The usage of the stative verbs are used to describe the state or condition of the subject. They are less likely to be used in continuous tenses and are often used in simple tenses.
3. **Transitive verbs** take an object directly. Examples: *eat*, *write*, *paint*. The usage of the transitive verbs require an

happen. (3) Types of verbs: action verbs, stative verbs, transitive Verbs, intransitive verbs, linking verbs, auxiliary verbs, modal verbs, and phrasal verbs. (4) Verb Forms and Conjugation: Infinitive Form. (5) Voice and Mood (6) Subject-Verb Agreement: The subject of a sentence agrees with the verb in number (singular or plural) and person (first, second, or third). (7) Complex Verb Structures. Verbs are the backbone of language, enabling us to express a wide range of actions, states, and occurrences. Understanding their various forms, types, and applications is essential for effective communication in both writing and speech. By mastering verb usage, you can enhance the clarity, coherence, and impact of your messages.

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CHAPTER 4

PRONOUNS

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4.1. DEFINITION AND PURPOSE OF PRONOUNS

A pronoun is a word that substitutes for a noun or noun phrase. Its main function is to avoid repetition, making sentences easier to read and more concise. The purposes of pronoun are as follows: pronouns prevent unnecessary repetition of nouns in sentences, they help maintain sentence flow and clarity, and by using pronouns, speakers and writers can maintain coherence and link ideas smoothly across sentences. Example:

1. Without pronouns: John went to John's office because John forgot John's notebook.
2. With pronouns: John went to his office because he forgot his notebook.

Pronouns play a crucial role in the structure of sentences. The importance of pronouns are as follows: (1) pronouns improve clarity and flow by replacing repetitive nouns, pronouns keep sentences from becoming cumbersome. This is essential for making writing more dynamic and fluid. For Example: without pronouns: The engineer completed the task because the engineer understood the task perfectly. With pronouns: The engineer completed the task because he understood it perfectly. (2) They enhance cohesion. Pronouns help tie ideas together across multiple sentences, creating coherence in both speech and writing, for example: Emma loves

her dog. She takes it for a walk every day. (3) They reduce redundancy. When used effectively, pronouns allow for less repetition of nouns, making writing and speech less monotonous. For example: The manager called the manager's team to the manager's office. This can be simplified to: The manager called her team to her office. (4) They clarify relationships. Pronouns clarify the relationship between different parts of the sentence, especially in cases involving relative and possessive pronouns. For example: The student whose project was selected was awarded a scholarship. (5) They maintain gender neutrality. Pronouns like they are increasingly used in a singular form to promote gender inclusivity. For example: Each student must submit their assignment by Monday.

4.2. TYPES OF PRONOUNS

In advanced grammar, pronouns are essential for creating variety and precision in writing and speaking. Each type of pronoun serves a distinct purpose and has specific rules. Here's a detailed explanation of the types of pronouns used in advanced grammar.

4.2.1. PERSONAL PRONOUNS

Personal pronouns are words that replace specific nouns, especially names of people, animals, or things, to avoid repetition. They provide clarity and simplicity in communication. Personal pronouns can serve various roles in a sentence, including subjects, objects, and possessors. They change form depending on their function in the sentence. **Subjective vs. objective case:** personal pronouns take different forms depending on whether they function as the subject or object in a sentence.

3. Can you see ____ over there? (referring to something far away)
4. ____ were the best days of my life. (referring to a time in the past)

4.2.10.5. EXERCISE 5

Create sentences using the provided reciprocal pronouns!
For example: Each Other: The students in the class help each other with assignments. One Another: The committee members discussed their ideas with one another during the meeting.
Create your own sentences for each pronoun:

1. Sentence using each other:

2. Sentence using one another:

4.2.10.6. EXERCISE 6

Differentiating Reflexive and Intensive Pronouns. Identify whether the pronoun is reflexive or intensive!

1. She baked the cake *herself*.
2. They prepared *themselves* for the exam.
3. I *myself* don't believe the story.
4. He introduced *himself* to the new team.
5. We organized the event *ourselves*.

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CHAPTER 5

GERUND

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5.1. INTRODUCTION

A gerund is a verb form that ends in "-ing" and functions as a noun within a sentence. This unique grammatical structure allows verbs to take on the roles typically reserved for nouns, such as subjects, objects, and complements. For instance, in the sentence "Swimming is fun," the word "swimming" is a gerund acting as the subject. The flexibility and versatility of gerunds make them a crucial component of advanced English grammar, enabling more nuanced and varied sentence constructions (Kramer, 2022; Spencer, 2023). Gerunds play several critical roles in English grammar. They can function as the subject of a sentence, as seen in "Running is my favorite hobby," where "running" is the subject. They can also act as direct objects, such as in "I enjoy reading," where "reading" is the object of the verb "enjoy." Additionally, gerunds can serve as the object of prepositions, as in "She is good at painting," where "painting" follows the preposition "at" (Graham, 2023; Vidal, 2023). This multifunctionality allows for more complex and detailed expressions in both written and spoken English.

The importance of gerunds extends beyond their grammatical roles; they also contribute significantly to the richness and expressiveness of the English language. By converting actions into nouns, gerunds enable speakers and writers to discuss activities and processes abstractly. This abstraction is particularly useful in academic and professional

writing, where discussing concepts and actions without specifying the doer can be advantageous. For example, "The building of the bridge took two years" focuses on the process rather than the individuals involved (Hauck, 2017; McCarthy, 2013).

In advanced grammar, understanding and correctly using gerunds can enhance the clarity and sophistication of communication. Gerunds allow for the creation of more concise and fluid sentences, avoiding the repetition of subjects and verbs. For instance, instead of saying, "She likes to swim, and she likes to run," one could say, "She likes swimming and running." This not only simplifies the sentence but also makes it more engaging and easier to read (Dunton, 2023; Protsenko, 2023). Moreover, the study of gerunds is essential for non-native English speakers, as it helps them grasp the subtleties of English syntax and usage. Research has shown that mastering gerunds can significantly improve the fluency and accuracy of English language learners. For example, a study on the use of gerunds and infinitives in argumentative essays highlighted that proper understanding and application of these forms are crucial for constructing grammatically correct and persuasive arguments (Osawa, 2019; Unggul & Gulö, 2017). Thus, gerunds are not only a fundamental grammatical element but also a vital tool for effective communication in English.

5.2. DEFINITION OF GERUND

A gerund is a verb form ending in "-ing" that functions as a noun. It is formed by adding "-ing" to the base form of a verb. Gerunds can be used as subjects, subject complements, direct objects, indirect objects, or objects of prepositions. They are often confused with present participles, which are also formed by adding "-ing" to the base form of a verb, but present participles are used as adjectives or to form continuous verb

2. They discussed to move to a new city.
They discussed moving to a new city.
3. He avoided to talk about the issue.
He avoided talking about the issue.
4. We finished to paint the house.
We finished painting the house.
5. I miss to see my friends.
I miss seeing my friends.

5.8. CONCLUSION

A gerund is a verb form ending in "-ing" that functions as a noun. It is formed by adding "-ing" to the base form of a verb. Gerunds can be used as subjects, subject complements, direct objects, indirect objects, or objects of prepositions. They are often used to describe actions or states of being and can be modified by adverbs and take objects. Gerunds are a fundamental component of advanced English grammar, offering a unique blend of verbal and nominal properties that enhance the language's expressive power. Their ability to function in various syntactic roles, their distinction from infinitives, and their use in gerund phrases make them indispensable tools for effective communication. Advanced learners who master the use of gerunds will find themselves better equipped to convey complex ideas with clarity and precision, a skill that is invaluable in both academic and professional settings.

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CHAPTER 6

ADJECTIVES

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6.1. INTRODUCTION

Adjectives are often called ‘describing words’ because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause. Adjectives provide much of the ‘color’ in any description. A lot of adjectives are closely related to nouns or verbs. These adjectives often have one of the following endings or ‘suffixes’. Sometimes, as in the case of *impeccable*, the adjective survives long after the noun or verb it has been related to is forgotten. We can attach the prefixes *non-*, *pro-* and *anti-* to the beginning of some nouns, and the suffixes *-like* and *-friendly* to the end to create adjective forms (e.g. *a pro-/anti-democracy movement*, *a business-like manner*, *a user-friendly computer manual*). Adjectives are descriptive words that modify nouns or pronouns – they describe people, places, or things. Here are some examples of common adjectives in the English language:

1. Describing **color**: red, yellow, green, white, black
2. Describing **size**: big, small, huge, tiny
3. Describing **shape**: round, flat, square, triangular
4. Describing **age**: old, young, ancient, new
5. Describing **nationality/origin**: Brazilian, Spanish, Korean, Polish, Chinese
6. Describing **material**: silver, leather, stone, cotton, plastic
(*these are nouns as well, but they can also be adjectives: a silver necklace, a cotton T-shirt*)

7. Describing **other qualities**: good, bad, delicious, important, funny, painful, interesting, tired, comfortable, dangerous, fast, healthy



Let us eat fresh and healthy fruits and vegetables

WHEN DO WE USE ADJECTIVES?

We can use an **adjective** *before* the noun it describes, for example:

1. I used to have a **red** car.
2. My parents live in a **huge** house.
3. She has a **round** face.
4. We bought two **new** bicycles.
5. Let's get some **Chinese** food.
6. That **silver** necklace is expensive.
7. I like **interesting** books.

We can also use them in this sentence structure:

noun/pronoun + a form of the verb “to be” + adjective

1. My previous car was **red**.
2. Their house is **huge**.
3. Her face is **round**.
4. Our bicycles are **new**.
5. This food is **Chinese**.

6.7. COMMON MISTAKES WITH ADJECTIVES

Avoid these common errors made by English language learners! Putting the adjective directly after the noun. This may be possible in your native language, but not in English. (1) Don't say "I like the **car red**." (2) Say "I like the **red car**." Making an adjective before a noun plural: (1) Don't say "I have a few **others** things to do." (2) Say "I have a few **other** things to do."

Adjectives before nouns are always singular, even if the noun is plural. Using "enough" before an adjective: (1) Don't say "This box isn't **enough big**." (2) Say "This box isn't **big enough**." We use *enough after* adjectives, and *before* nouns ("We have enough chairs for the meeting")

Using "how much" before adjectives: (1) Don't say: "I can't believe **how much expensive** this restaurant is." (2) Say "I can't believe **how expensive** this restaurant is." (3) We use only "how" before adjectives. (4) However, when we use a comparative adjective, then we can use "how much": "I can't believe **how much taller** you've gotten!" **Saying "more better"**: Don't say "This program is **more better** than the old one." Say "This program is **better** than the old one." Or "This program is **much better** than the old one."

The comparative form of "good" is simply "better." We only use "more" with certain adjectives, often longer words – more exciting, more modern, more difficult. However, we can say "much better" to emphasize that it is a LOT better.

- (1) "The lovely, large, rectangular, black car is parked in my space."
- (2) "I bought a beautiful, short, red, French, silk skirt."
- (3) "My father lives in a lovely, gigantic, ancient, brick house."
- (4) "I have an annoying, small, circular, American, tin, alarm clock that wakes me up."

- (5) "Let's order a delicious, huge, rectangular, pepperoni pizza."
- (6) "We all love our smart, petite, British teacher."
- (7) "They all received several dazzling, small, ancient, gold coins."
- (8) "She owns a stunning, large, old, brown dog named Boris."

6.8. CONCLUSION

An **adjective** is a word that [Modifies or describes a noun or pronoun](#). It can describe a person, animal, place, thing, or tell the number or quantity of the noun. It adds more detail to nouns, such as color or quality, and it makes sentences more interesting and insightful.

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CHAPTER 7

ADVERBS

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7.1. DEFINITION AND FUNCTION OF ADVERBS

Adverbs are words that modify verbs, adjectives, other adverbs, or entire sentences. They provide additional information about how, when, where, why, and to what extent something happens. Unlike adjectives, which describe nouns, adverbs add detail to actions, qualities, or other descriptors. They help to clarify and enhance the meaning of sentences, making communication more precise and expressive. The placement of adverbs in a sentence can vary depending on the type of adverb and the emphasis desired. Generally, adverbs can be placed at the beginning, middle, or end of a sentence.

1. At the Beginning:

Function: This placement can emphasize the adverb and the information it provides.

Examples: Yesterday, she arrived late. Quickly, he ran to the store.

2. In the Middle:

Function: This placement, often between the subject and the main verb or after the auxiliary verb, is common for many adverbs.

Examples: She often visits her grandparents. He has already left.

3. At the End:

Function: This placement can be used for emphasis or to provide a natural conclusion to the sentence. Examples: She sang beautifully. He arrived late.

While here are functions of Adverbs in Sentences:

1. Modifying verbs provide details about how an action is performed, enhancing the verb's meaning. For example: She danced gracefully. (The adverb "gracefully" modifies the verb "danced.")
2. Modifying adjectives can intensify or diminish the meaning of adjectives. For example:
She is extremely happy. (The adverb "extremely" modifies the adjective "happy.")
3. Modifying other adverbs can modify the degree of other adverbs. For example:
He ran very quickly. (The adverb "very" modifies the adverb "quickly.")
4. Modifying sentences can provide context or commentary on the entire sentence. For example: Unfortunately, the event was canceled. (The adverb "unfortunately" modifies the entire sentence.)

7.2. TYPES OF ADVERBS

Adverbs can be categorized into several types based on their function:

1. ADVERBS OF MANNER

Adverbs of manner are essential for providing detailed descriptions of how actions are performed. They answer the question "how?" and provide more details about the action of the verb. By understanding their formation, placement, and usage, we can enhance our writing and speaking to convey more precise meanings. Practice using adverbs of manner in various contexts to become more proficient in their use. Most adverbs of

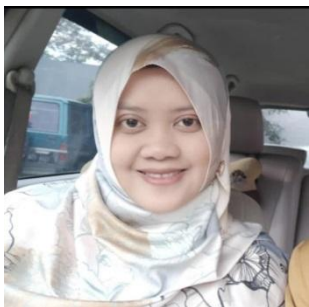
and superlative forms, and proper placement, is crucial for effective use. This mastery enhances both written and spoken English, allowing for more precise, vivid, and engaging expressions. By utilizing adverbs correctly, we can convey our thoughts and emotions more clearly, making our communication more impactful and nuanced.

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CHAPTER 8

CONJUNCTIONS

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8.1. INTRODUCTION

Conjunctions are a fundamental aspect of syntax, playing a crucial role in the construction of coherent and meaningful sentences (Peregrin, 2020). As connectors, conjunctions link words, phrases, and clauses, enabling a more nuanced and structured expression of ideas. By understanding and effectively using conjunctions, writers and speakers can enhance clarity and fluency in communication (Sharma et al., 2022). The importance of conjunctions in language cannot be overstated. Conjunctions serve as the glue that holds sentences together, allowing for the seamless flow of thoughts and the creation of complex ideas (Rahman et al., 2023). Without conjunctions, language would be reduced to a series of short, disconnected statements, lacking the sophistication and depth that these connectors provide. In both written and spoken communication, conjunctions help to establish relationships between different elements of sentences or between separate sentences, thus contributing to the overall coherence and logic of discourse (Alyousef, 2021).

Moreover, conjunctions play a vital role in academic and professional writing. Conjunctions allow authors to present arguments, compare and contrast ideas, and establish cause-and-effect relationships. In literature, conjunctions are essential tools for crafting engaging narratives, creating smooth transitions between scenes, and developing complex character relationships. The proper use of conjunctions can significantly

enhance the readability and impact of any text, making the content more accessible and compelling to the audience.

From a cognitive perspective, conjunctions aid in the processing and comprehension of information (Futrell et al., 2020). By explicitly signaling the relationships between different parts of a sentence or text, conjunctions reduce the cognitive load on the reader or listener. This facilitation enables faster and more efficient understanding, allowing the audience to grasp the intended meaning more easily. As such, mastery of conjunctions is not just a matter of grammatical correctness, but also of effective communication and cognitive efficiency (Othman, 2019).

In language acquisition, both for native speakers and language learners, understanding and correctly using conjunctions marks a significant milestone (Özge et al., 2019). The use of conjunctions indicates a transition from basic to more advanced language use, allowing for the expression of more complex thoughts and the ability to engage in more sophisticated discourse. For language learners in particular, mastering conjunctions opens up new possibilities in the ability to express oneself and understand more nuanced communication in the target language. Given the significance of conjunctions, exploring the various types and specific functions in language is crucial. By examining these different categories, a deeper understanding of how conjunctions shape communication and contribute to the richness of language can be gained. The following sections will delve into the main types of conjunctions, including coordinating, subordinating, and correlative conjunctions, exploring the unique roles of these conjunctions and how these can be effectively employed in various contexts.

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CHAPTER 9

ARTICLES

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9.1. INTRODUCTION

The English language uses articles to identify nouns. Articles act much like adjectives. Articles clarify whether a noun is specific or general, singular or plural. An article appears before the noun it accompanies. Articles can be confusing, but with a few rules, they can be used effectively in academic writing. What is an article? Basically, The English language uses articles to identify nouns. Articles act much like adjectives. Articles clarify whether a noun is specific or general, singular or plural. An article appears before the noun it accompanies.

There are two types of articles such as definite article: *the* • indefinite article: *a, an*. Example: she bought **an** apple.

Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a, an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article. **The** (before a singular or plural noun). The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a, an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

There are some rules in the definite article:

1. Use “the” to refer to something already mentioned.
Example:
 - (1) On Monday, an unarmed man stole \$1,000 from the bank.
 - (2) **The thief** hasn't been caught yet.
 - (3) I was walking past Benny's Bakery when I decided to go into **the bakery** to get some bread.
2. Use “the” when you assume there is only one thing or object in that place, even if it has never been mentioned before. Example:
 - (1) We went on a walk in **the forest** yesterday.
 - (2) Where is **the bathroom**?
3. Use the in a sentence or clause when you are defining or identifying a person or object. Example:
 - (1) **The man** who wrote this book is famous.
 - (2) I scratched **the red car** parked outside.
4. Use the to refer to a person or object that is unique or one-of-a-kind. Example:
 - (1) **The sun** rose at 6:17 this morning.
 - (2) You can go anywhere in **the world**.
 - (3) Clouds drifted across **the sky**.
5. Use the before superlatives and ordinal numbers. Example:
 - (1) This is **the highest building** in New York.
 - (2) She read **the last chapter** of her new book first.
 - (3) You are **the tallest person** in our class.
 - (4) This is **the third time** I have called you today.
6. Use the with adjectives to refer to a group of people.
Example:
 - (1) **The French** enjoy cheese.
 - (2) **The elderly** require special attention.
 - (3) She has given a lot of money to **the poor**.

10. --- young people tend to think that --- life was more difficult in **the** past.
11. In my opinion --- education should be free.
12. The education I got at --- school was excellent.
13. In some cities, --- cars have been banned from the centre.
14. I went to --- Buckingham Palace today. It was great.
15. I took **the** train to London and then **the** underground to --- Victoria Station. It's a short walk from there.
16. Would you like to come with us to see --- Titanic at the cinema tomorrow?
17. I had **a** bad experience at work today.
18. The car sped past at 100 miles **an** hour.
19. --- Mount Everest is the highest mountain in **the** world.
20. --- Middle East is one of the world's hot spots

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CHAPTER 10

INTERJECTION

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10.1. INTRODUCTION

Interjections are a unique and often overlooked part of speech that play a vital role in human communication. Defined as "words or phrases that are used to express a sudden feeling or reaction," interjections serve as emotional shortcuts, allowing speakers to convey their feelings quickly and directly (Crystal, 2008). These words are often spontaneous, and their primary function is to express emotions rather than to communicate specific information. Interjections are a universal feature of languages across the world, making them a fascinating subject of linguistic study. Interjections can range from simple exclamations like "Wow!" or "Oh!" to more complex phrases such as "Oh my goodness!" or "For heaven's sake!" These expressions are versatile and can convey a wide range of emotions, including surprise, joy, frustration, and pain. According to Ameka (1992), "Interjections are perhaps the most direct linguistic means of encoding the speaker's current mental state". This makes them an essential tool in both spoken and written communication, where they help to convey the emotional tone of the message.

One of the defining characteristics of interjections is that they often stand alone, outside the grammatical structure of a sentence. As Quirk et al. (1985) explain, "Interjections are typically not syntactically integrated with the clauses they accompany, making them peripheral to the core grammatical

structure" (p. 853). This lack of syntactic connection allows interjections to function independently, giving them the flexibility to be inserted almost anywhere in a conversation or text. Despite their simplicity, interjections are powerful tools for communication. They allow speakers to express complex emotions in a single word or phrase, making them particularly useful in casual or spontaneous interactions. As Wierzbicka (1991) notes, "Interjections are a linguistic manifestation of universal human emotions, yet they are shaped by the specific cultural and social contexts in which they are used" (p. 157). This means that while interjections may be common across languages, their usage and interpretation can vary depending on cultural norms and social settings.

Interjections are often dismissed as mere fillers or informal expressions, but their role in language is far more significant. They add color and emotion to speech, making communication more engaging and expressive. In fact, their ability to convey emotion so effectively is what makes them a crucial part of everyday language. As Hockett (1958) aptly puts it, "Interjections are the vocal embodiment of human emotions, and without them, language would lose much of its expressiveness" (p. 239). In conclusion, interjections are a fundamental aspect of language that deserves more attention. They provide insight into how emotions are encoded and expressed in language, and they highlight the interplay between language and culture. As a universal feature of human communication, interjections are a powerful reminder of the emotional depth that language can convey.

10.2. DEFINITION AND THE FUNCTION OF INTERJECTION IN LANGUAGE

An interjection is a word or phrase used to express a spontaneous emotion or reaction, typically standing alone and

interjections, we gain insight into how language facilitates emotional expression, social interaction, and cross-cultural communication. As linguistic and digital landscapes continue to evolve, the role of interjections remains central to effective and expressive communication. Moreover, interjections are diverse and multifunctional, serving various roles in communication, from expressing emotions and reflecting cognitive states to managing social interactions and structuring discourse. Understanding the different types of interjections and their functions enhances our comprehension of their role in both traditional and digital communication. Interjections are a distinctive aspect of language characterized by their ability to function independently, express emotions, lack of grammatical integration, and importance in punctuation and conversational management. Their use across diverse cultures and contexts further illustrates their adaptability and significance. Understanding these characteristics enhances our appreciation of interjections and their role in effective communication. The punctuation and placement of interjections are vital for conveying their intended emotional impact and maintaining clarity in communication. By understanding how to use exclamation points and commas appropriately and positioning interjections at the beginning, middle, or end of sentences, speakers and writers can enhance their expressive abilities and improve the effectiveness of their messages.

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CHAPTER 11

TENSES

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11.1. INTRODUCTION

This book provides a comprehensive exploration of tenses in English, emphasizing their importance for clear and accurate communication. It begins with an introduction to the role of language in conveying thoughts and ideas, focusing on how tenses allow speakers to indicate the timing of actions—whether past, present, or future. The book highlights that mastering tenses is crucial for avoiding confusion and ensuring that sentences are grammatically and contextually appropriate. It is structured into several sections, starting with a general understanding of tenses in English, where it explains the three main times (Present, Past, Future) and their corresponding aspects (Simple, Continuous/Progressive, Perfect, Perfect Continuous). Each tense is thoroughly explained with examples to illustrate its usage in different contexts, such as general truths, ongoing actions, and completed actions.

Further, the book delves into special cases like conditional sentences, reported speech, and the subjunctive mood, providing insights into more complex tense usages. It also explores the practical applications of tenses in literature, storytelling, academic, and professional writing, emphasizing the importance of choosing the correct tense for clarity and precision. Language is the primary tool humans use to communicate, conveying thoughts, feelings, and ideas to others. In this process of communication, the ability to convey information clearly and

accurately in relation to time is crucial. One of the most fundamental aspects of grammar that allows us to do this is tenses.

Tenses in English are the windows through which we can see when an event or action takes place—whether in the past, present, or future. A deep understanding of tenses enables speakers to construct sentences that are not only grammatically correct but also contextually appropriate (Pranoto, Y. H., & Levinli, 2023). However, tenses often pose one of the most challenging aspects to master, whether for new language learners or native speakers striving to perfect their language skills. In many ways, tenses are the backbone of clear communication. They allow us to distinguish between actions that have already occurred, those that are currently happening, and those that are yet to come. Without a solid grasp of tenses, the meaning of our sentences can become unclear or even misleading. For example, a simple mistake in tense usage can change a statement about a past experience into something that sounds as if it is happening now, confusing the listener or reader. Therefore, mastering tenses is essential not just for linguistic accuracy but for effective storytelling, professional communication, and everyday interactions (Sholihin, M. D., Pertiwi, L., & Lubis, 2023).

Furthermore, understanding tenses goes beyond mere academic exercise—it enriches our ability to engage with the world around us. When we are aware of how tenses shape meaning, we can better appreciate the subtleties in literature, understand the nuances in conversations, and express our thoughts with greater clarity (Bleakley et al., 2022). This book is designed to guide you through these nuances, providing a step-by-step approach to mastering tenses. With detailed explanations, practical examples, and exercises tailored to reinforce your learning, this book aims to make the complex

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CHAPTER 12

PAST TENSE

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12.1. INTRODUCTION

One of the basic forms of English grammar that is used to express past events, acts, or situations is the past tense. The ability to discriminate between events that have already happened and those that are ongoing or will occur in the future depends in large part on this tense. As explained by (Swan, 2005), "the past tense is used to express actions that have been completed at a specific time in the past" (p. 112). By understanding the use of the past tense, English speakers can ensure that their communication is clearer and more precise, specially when recounting or discussing events from the past. There are various ways to use the past tense in English grammar: simple past, past continuous, past perfect, and past perfect continuous. Every one of these forms has a specific purpose and usage environment. To convey actions that were finished at a certain point in the past, for instance, the simple past is employed, as in the sentence "I ate breakfast this morning." Conversely, the past continuous is employed to characterize activities that persisted at a particular point in the past; for example, "I was having dinner when she came." (Eastwood, 2019). These differences make the past tense complex, but it is important to master it.

It's important to take note of the past perfect and past perfect continuous forms of the past tense. When describing prior activities that came before another, both forms are

frequently employed. When we want to say that one action ended before another started, we use the past perfect, as in the statement "She had left before I arrived." On the other hand, the past perfect continuous is more frequently employed to characterize activities that continued for a predetermined amount of time prior to another event.

For example, "I had been teaching for one and a half hours when the principle arrived."

Differentiating between and appropriately utilizing these past tense forms is a common challenge for students. These issues mainly come up while working with irregular verbs and attempting to distinguish between the simple past, past continuous, and past perfect.

This chapter attempts to give a thorough explanation of the usage and distinctions of each past tense form, taking into account the significance of the past tense in advanced English grammar. Readers are encouraged to delve deeper into the background, purpose, and structure of this tense. This chapter will also include activities and examples that are intended to both reinforce and prevent typical mistakes related to this tense. It is therefore anticipated that readers will be better equipped to understand and employ the past tense in regular conversation.

12.2. SIMPLE PAST TENSE

The Simple Past Tense is one of the most basic forms of the Past Tense used to express actions or events that have been completed at a specific time in the past. According to (Eastwood, 2019), this tense is often used to convey events that are completed and not related to the present. For example, a sentence like "I visited Jakarta last year" clearly indicates that the visit has been completed and does not continue into the present.

In addition to understanding the structure and use of tenses, avoiding common mistakes, such as confusing the simple past with the present perfect, will help learners improve their language skills. Regular practice through multiple-choice questions, fill-in-the-blank exercises, and rewriting sentences is very useful in reinforcing understanding. Thus, a comprehensive understanding of past tenses not only facilitates effective communication but also enhances accuracy in the use of English.

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CHAPTER 13

MOOD

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13.1. INTRODUCTION

Mood is a form of verb used to denote the intention or mood of speaker or writer. (Baugh, 2005) Changing the verb's mood will change the tone of the sentence. The use of verbs can indicate whether the sentence is intended to represent a fact (indicative mood), a wish (subjunctive mood), a command (imperative mood), a condition (conditional mood), or a query (interrogative mood). Understanding of grammatical moods enhances the meaning of our writing and speech, and helps us better communicate our ideas. It also assists us in better understanding English sentence structure, which can be a little challenging when talking about complicated concepts. There are three moods in English: indicative, imperative, and subjunctive. Each has a specific function. (Baugh, 2005)

1. **The indicative mood** is a verb form that expresses facts, statements, questions, and known or assumed to be true. indicative indicates a state of factuality or states something that is happening in reality. Sentences created in the indicative mood are commonly known as declarative statements, as they "declare" or articulate facts about what is or isn't true.(Martinez, 2024). The indicative is the most common mood in English and applies to all verb tenses. Both affirmative and negative sentences can be constructed in this mood, and most questions are also framed using the mood. The indicative mood can also be used in the passive

voice, allowing for a focus on the action rather than the subject performing it. There are various uses of the Indicative mood." (a) **Stating or denying Facts:** the indicative mood is primarily used to make statements that are factual or descriptive. It is also can express negation, indicating that something is not true. Declarative sentences typically have subject + verb word order. Examples: "The Earth revolves around the Sun." (stating fact). To formulate negative statements in the indicative mood typically use the auxiliary verb "do" (for present simple and past simple) or the appropriate form of "to be" or other auxiliary verbs, followed by "not."

Example: "They aren't going to the concert." (b) **Expressing Opinions:** another function of indicative moods is to represent ideas or belief. They are nonetheless presented as truth. Examples: "I think this book is interesting." (c) **Asking Questions:** questions in the indicative mood seek factual information or confirmation of facts. In interrogative sentences, the subject is typically after the verb (if there's only one verb) or between the auxiliary and main verbs. But sometimes the order is subject + verb:

Basic Structure for Yes/No Questions:

Auxiliary + Subject + Main Verb

Example: *Does* (auxiliary) *he* (subject) *like* (main verb) *pizza?*

Basic Structure for Wh- Questions:

Wh- Word + Auxiliary + Subject + Main Verb

Example: *What* (wh-word) *are* (auxiliary) *you* (subject) *doing* (main verb)?

Each mood plays a vital role in how we convey our intentions, giving different shades of meaning to statements, requests, or hypothetical scenarios. By understanding these moods, speakers and writers can more effectively communicate their desired meaning in various contexts.

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CHAPTER 14

VOICES (ACTIVE AND PASSIVE VOICE)

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14.1. INTRODUCTION

As the English learner, we have been familiar to the word “voice”. According to Oxford’s Dictionary (2008) voice is the form of a verb that shows whether the subject of a sentence performs the action (active voice) or is affected by it (passive voice). In other words, it can be said that voice is a verb form which shows as the active or passive voice. Voices (both active and passive voice) are important thing to learn in English. According to article in Flinders University (2024), there are several reasons why English learners must learn about voice, they are: to emphasize the thing or person acted on, to know who did the action, to objectively describe process or experiment (in scientific writing), and to talk about general truth. To know more about voices, you may read this chapter. In this chapter, it will be discussed about voices (active and passive voices) in detail. It is expected to help you to get more understanding about voices.

Hasyimsyah and Mahardika (2020) define voice as the form of a verb that indicates when a grammatical subject perform the action or is the receiver of the action. Philips (2004: 178) adds a subject can be a doer or something which does a work, and subject can be receiver or something which receives a work. Pauzan (2021: 244) explains that there are two types of voices, they are:

1. Active voice

According to Pauzan (2021: 244) active voice is a voice in which subject does an action. Philips (2004: 178) adds subject preforms the action. Example:

- a. Sam watches a movie.
- b. Margareth wrote a letter.
- c. The committee is considering several new proposal.

2. Passive voice

Philips (2004: 178) explains a subject in passive sentence receives the action of the verb. Example:

- a. A movie is watched by Sam
- b. A letter was written by Margareth
- c. Several new proposal are being considered by the committee

It can be seen clearly that we are able to change from active voice into passive voice. But, if you consider, there are several requirements that must be adhered to, they are:

1. The sentences must be verbal sentence.
2. Verb must be in the form of transitive verb.

In forming active voice into passive voice, you have to make sure that the two requirements above are met, then you are able to change active voice to passive voice by using the pattern below:

TO BE + VERB 3

Here are some rules to transform from active voice to passive voice:

1. An object of an active voice moves to subject in passive voice.
2. Deciding the use of tenses and be- (to be).
3. Subject in active voice becomes “by agent”

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CHAPTER 15

REPORTED SPEECH

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15.1. INTRODUCTION

Some people believes that they do not need to study about grammar. Many people speak English fluently as their native language without formal grammar lessons. Children start to speak long before they are aware of what grammar is. However, if you are an English foreign language (EFL) speaker, understanding grammar can be very beneficial. It can help you learn more quickly and effectively. Think of grammar as a helpful tool, when you grasp the grammar rules of a language, you can figure out a lot on your own without constantly relying on teachers or reference books. However, teaching and learning grammar in EFL classrooms are challenging, requiring greater attention and innovative techniques to effectively engage students and contribute to their academic growth (Daskan, 2023). It becomes challenges for researchers and educators to figure out and understand the grammar issues easily.

Grammar is a set of rules that governs how words and sentences are formed in a language. The term rules can be misleading. In fact, it is helpful for an EFL speaker to speak. Grammar is crucial for understanding and using a language, as it plays a key role in sentence construction and communication, and its proper usage is crucial for maintaining accuracy and fluency in communication (Babu, 2020). Deeper explorations of grammar issues and referring to learners' already acquired linguistic competences are welcomed by pre-service English

teachers, improving English reported speech teaching methods (Tauchmanova, 2020).

Indirect speech, or reported speech, is a type of English grammar. It is a method of reporting on another person's words or sentences without using their precise words. It entails transforming the initial sentence into a new grammatical construction. It involves changing the original statement into a different grammatical structure. It conveys what others have said without quoting them verbatim. Extended reported speech may provide insights into the evolution of verbal categories and communication concepts, offering a plausible linguistic context for grammar's development (Spronck & Casartelli, 2021). Students and instructors often encounter significant difficulties when mastering or teaching this grammatical structure. The challenges arise from the complexity of transforming direct speech into reported speech. It shifting one tense into another tense. The complexities arise when the reporting verbs are in different tenses or when it involves multiple clauses which might lead to errors in accuracy and clarity. EFL students need to focus improving grammatical skills to avoid grammatical errors (Rosida & Rahayu, 2024).

Another challenging is the adjustment to pronouns and possessive. The changes could be confusing the students, especially in sentences with multiple layers of pronouns or possessives which could lead misunderstandings or misinterpretations. And the last is the inconsistency in usage that can differ across contexts and English dialects. Therefore, this page offers the easy way for EFL students to study independently, and to show the instructor to ease the students to understands the formula of reported speech. In daily life, we frequently have to deliver the insights of what people are saying or thinking. To do this, you can use either direct or quoted speech, or indirect or reported speech.

From the number map above, it is said that the number symbol represents the tense itself as already explain before. Following the row is the way to change or to set the tenses into other tenses. Number 1 is a simple present. If the direct speech is a simple present, the tense will change to a number 5, simple past. For example: Raja said, "I live in Paris." Raja said that he lived in Paris.

Another example is number 3, it is a present perfect tense, He said, "I have painted the house recently." Based on the formulation, it should be changed into past perfect tense which is number 7, so it becomes He said that he had painted the house recently. However, in the star sign, it symbolizes the change of its self. It doesn't need to be stetted into other tenses, for example: John said, "I had washed the car in the garage".John said that he had washed the car in the garage.

The tense doesn't change, it just needs to erase the punctuation and add the conjunction. To get easier understanding, it gives you some exercises for students or instructor to practice the cycle of tenses map.

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CHAPTER 16

PHRASES

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16.1. INTRODUCTION

Sentences are made up of words that innately belong together. For example, in the sentence “the cute cat ate a delicious meal”, the words “the”, “cute”, and “cat” form one cluster while the words “a”, “delicious”, and “meal” form another. Instinctively, we recognize these clusters known as *phrases*. In English grammar, a phrase is two or more words having a meaningful unit in a sentence or a clause. It consists of a head or headword. It implies that a phrase is identified by its head—the most central word of the group. For instance, the head of the phrase “very good” is “good”, the head of the phrase “the cat” is “cat”, and the head of the phrase “drive carefully” is “drive”. Phrases can be divided into noun, verb, adjective, adverb, and prepositional phrases. If the head is an adjective, the phrase is called an adjective phrase. Similarly, if the head is a noun, the phrase is termed a noun phrase. The phrase consisting of the head verb is called a verb phrase.

A noun phrase is a group of two or more words headed by a noun that includes modifiers or a complement (Carter and McCarthy, 2006). Modifiers are commonly placed before the head and after the head. Those that occur before the head are called premodifiers and those placed after the head are termed postmodifiers. Premodifiers include words such as a, an, the, this, all, any, and some. These are called determiners. Adjectives such as blue, cautious, economic, and old are also

included in premodifiers. Nouns such as government and schools are parts of premodifiers (Carter and McCarthy, 2006). Postmodifiers contain prepositional phrases, for example, at home, or on the table. In addition, they include relative clauses and adverbial phrases. Examples of relative clauses are “the man who was standing by the window” or “the English teacher who never spoke English while he was teaching.” Examples of adverbial phrases are quite interesting, very well, or before midnight (<https://7esl.com/adverbial-phrase/>).

16.2. NOUN PHRASE AND VERB PHRASE

16.2.1. NOUN PHRASE

Referring to <https://englishan.com/noun-phrase-definition-types-functions-examples/>, the noun phrase functions are as follows.

1. Subject

Noun phrases can be the subject of a sentence which performs an action or functions as a topic. Example: *The car* is mine.

2. Object

Noun phrases can act as a direct or an indirect object of a verb, receiving an action or indicating to whom or what the action is done. Example: I don't like *any spicy food*.

3. Complement

Noun phrases can serve as a complement, providing additional information about the subject or object. Example: She put the book *on the table*.

16.3. VERB PHRASES

A verb phrase is a unit of grammar made up of one or more auxiliary (helping) verbs and one or more main verbs (Swan and Walter, 2011). When combined, these verbs express events, states, or acts as a single unit. In the sentence “She is eating

Exercise 4: Underline the adverb phrase in each sentence given below.

1. My sister woke up early this morning.
2. The cat jumped on the wall.
3. I live near the biggest mall in Jakarta.
4. My son was playing with his friends in the park nearby.
5. My father shouted at me with an angry tone.
6. Day by day, the leaves fell because of the weather.
7. He killed the dog by shooting right at his head.
8. The kids hid the money in the box.
9. Mom and Dad are going to Turkey to visit historical sites.
10. We went to the river to go swimming.

Exercise 5: Identify the prepositional phrase in each of the sentences below.

1. She screamed at the top of her voice.
2. There is a beautiful cabin in the woods.
3. My teacher was standing by the window.
4. My brother woke up in the middle of the night.
5. The great bird hovered high above our heads.
6. The children sat in the car's back seat.
7. I stood in line behind Stephen's mother.
8. I met the actor on the stage on the way to the theatre.
9. He was an outstanding student with a lot of achievements.
10. The man in red was the man I met in the restaurant.

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CHAPTER 17

CLAUSES

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17.1. INTRODUCTION

Before starting to learn about clause completely, we will learn about the terms:

- Clauses : is a group of words containing a subject and a verb
- Independent clauses : is a complete sentence. It contains the main subject and verb of a sentence. It is also called a main clause
- Dependent clause : is not a complete sentence. It must be connected by an independent clause
- Adjective clause : a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun.
- Noun clause : is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is postponed directly after the noun that is described.

Adjective Clause Modifies the Subject : who, which, that

He thanked the girl She helped him a. He thanked the girl who helped him	In : He thanked the girl = an independent clause who helped him = an adjective clause
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b. He thanked the girl that helped him - The umbrella is yours - It is on the chair c. The umbrella which is on the chair is yours d. The umbrella that is on the chair is yours	Note : a and b have the same meaning
	Who : used for people Which : used for things That : used for both people and things

17.2. ADJECTIVE CLAUSE MODIFIES THE OBJECT: WHO(M), WHICH, THAT

The adjective clause pronouns are placed at the beginning of the clause. Place an adjective clause pronoun as close as possible to the noun it modifies.

1. Pronoun used as the object of a verb 1. The woman was Ms. Elizabeth 2. I saw her a. The woman who(m) I saw was Ms. Elizabeth b. The woman that I saw was Ms. Elizabeth c. The woman ∞ I saw was Ms. Elizabeth - The movie was not very nice - We watched it last night d. The movie which we watched last night was not very nice e. The movie that we watched last night was not very nice f. The movie ∞ we watched last night was not very nice	Who(m) = used for people Which = used for things That = used for both people and things
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the role of a noun in a sentence. Noun clauses will contain a subject and a verb, but they cannot stand alone in a sentence.

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CHAPTER 18

SENTENCES

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18.1. INTRODUCTION

Mastery of sentence structure is fundamental to achieving clarity, sophistication, and impact in both written and spoken communication. Effective sentence construction extends beyond basic grammar; it involves a deep understanding of how various sentence elements interact to convey nuanced meaning and sustain reader engagement. Advanced grammar techniques allow writers and speakers to manipulate sentence structures creatively and purposefully, thereby enhancing their ability to express complex ideas with precision. The ability to craft sentences with a deep understanding of grammar rules and their applications distinguishes skilled communicators from mere practitioners. Advanced sentence structures not only showcase linguistic dexterity but also empower individuals to articulate thoughts with greater depth and subtlety (Alisoy, 2023). This exploration of advanced sentence structures delves into techniques that enhance sentence versatility, from complex and compound constructions to the strategic use of subordination and coordination. Mastery of these techniques enables individuals to elevate their writing and speech to new levels of effectiveness and sophistication.

The structure of sentences plays a pivotal role in writing, directly influencing the clarity, coherence, and overall effectiveness of communication. A well-structured sentence facilitates the precise conveyance of ideas, enhances the

readability of the text, and contributes to the logical flow of arguments. Mastery of sentence structure enables writers to articulate complex concepts with nuance and depth, thereby improving their capacity to engage and persuade readers. Understanding and applying advanced sentence structures is crucial for producing sophisticated and impactful written discourse (Handerson, 2020; Demirezen, 2019).

Advanced grammar requires an understanding of sentence structures beyond basic types, including simple, compound, complex, and compound-complex sentences (Demirezen, 2019; Indriyani and Said, 2022). A simple sentence contains a single independent clause, providing clear statements, like "The cat slept." Compound sentences connect two or more independent clauses with coordinating conjunctions or punctuation, such as "The cat slept, and the dog barked." Complex sentences include one independent clause and at least one dependent clause, adding context, as in "The cat slept while the dog barked." Finally, compound-complex sentences combine multiple independent clauses with at least one dependent clause for nuanced expression, exemplified by "The cat slept while the dog barked, and the children played outside."

At the end, this article aims to explore advanced sentence structures and their roles in enhancing writing effectiveness. It seeks to deepen the reader's understanding of how different sentence types convey specific meanings, emotions, and relationships between ideas. Additionally, the article aims to improve writing skills by equipping readers with the tools to craft more sophisticated and varied sentences, thereby enhancing both clarity and stylistic expression. Moreover, it will demonstrate practical applications by showing how advanced sentence structures can be applied in various contexts, from academic writing to creative expression, to achieve desired rhetorical effects. Finally, the article will address common

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No. 348/JTI/2022

ISBN 978-634-7037-64-0 (PDF)



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