FUTURE SCIENCE

A COMPLETE ADVANCED ENGLISH GRAMMAR

ADVANCED

Editor :
Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum

Penulis :

Arum Putri Rahayu I Kristian Burhan I Titing Magfirah
Tjang Kian Liong I Yaya Mulya Mantri I Abdulloh
Misnawati I Afdaleni I Saidah I Gufron I Yuti Yuniarti
Emma Martina Pakpahan I Christi Agustin Malaikosa
Aswir I Muhamad Hasbi I Marsika Sepyanda
Nanik Rianandita Sari I Nurfithri

A Complete Advanced English Grammar

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PREFACE

In the name of Allah, the most Gracious and Merciful, the authors have finished this book entitled "A Complete Advanced English Grammar" in a longer time. It is undeniable that this book has been written through a great knowledge and idea from all of the authors. I would like to thank for all of the authors that shared and completed the chapter per chapter in this book.

There are 18 chapters that includes (1) The Introductory Advanced English Grammar (2) Part of Speech (3) Modal (4) Tense and Aspect: Present (5) Tense and Aspect: Past (6) Tense and Aspect: Future (7) Phrases (8) Clauses (9) Sentences (10) Types of Questions (11) Passive Voices (12) Reported Speech (13) Subject and Verb-Agreement (14) Derrivational Format (15) Punctuation: Capitalization, Spelling and Abbreviation (16) Synonym and Antonyms (17) Idioms (18) Transitional Phrases.

This book is focused on the advanced english grammar and tenses with the simple explanation. The book provides examples and practices for the readers to understand the patterns, functions and its use. I realize that the book can enrich the knowledge of the readers in the tenses.

Pematang Siantar,December 2024

Editor,

Bertaria Sohnata Hutauruk

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CHAPTER 1
THE INTRODUCTION OF
ADVANCED ENGLISH GRAMMAR

Arum Putri Rahayu
STAI Ma'arif Magetan
E-mail: hayurahayu9284@gmail.com

1.1. INTRODUCTION

Language indeed extends far beyond mere words; it's a powerful tool for expressing intent, emotions, motivations, and beliefs (Lindquist, 2018). Through its symbolic nature, language enables us to convey abstract ideas, emotions, and complex concepts. It acts as a bridge, connecting individuals and fostering social bonds, ultimately helping us to share our inner worlds and avoid isolation (Rabiah, 2012). Spoken language is, indeed, the foundation of linguistic learning, as children naturally acquire the language they hear in their social environment (Saville-Troike, 2012). This early learning is largely unconscious and is shaped by social interaction, which underscores the idea of language as a form of social conduct (Krüger, 2023). As they mature, children begin to refine their language skills, incorporating grammar and other rules, which are crucial for effective and nuanced communication (Gualtieri & Finn, 2022), (Alem, 2021).

Communication is indeed at the core of human life, with speaking, listening, reading, and writing forming its essential components (Kashinathan & Aziz, 2021). Although grammar is often absorbed naturally through language exposure, it is further strengthened through active engagement with these skills (Zhong & Wakat, 2023). Recognizing the balance between natural language acquisition and formal practice in reading and

writing allows educators to adopt a holistic approach to teaching grammar, supporting learners in becoming effective communicators across diverse contexts. In our native language, we often acquire grammatical structures intuitively and without formal study—simply by immersion and regular use. Grammar becomes almost instinctual through constant exposure and practice. However, when it comes to refining our language skills or learning a foreign language, especially one like English, understanding grammar becomes essential. This is because grammar provides a structured framework that allows us to communicate accurately, clearly, and with greater nuance.

Grammar truly acts as an invisible force that shapes our communication. It's the underlying structure that not only organizes words into sentences but also conveys meaning, tone, and nuance. Without grammar, language would lack coherence, making it difficult for us to understand each other. By studying how words work together, we gain the tools to communicate thoughts more precisely and effectively. Grammar is, therefore, not just about rules but about enabling clearer, more expressive language. Grammar is essentially the set of rules governing how words combine to form sentences, convey tense, indicate relationships between ideas, and express meaning. For non-native speakers, learning these rules is crucial, as it helps bridge the gap between everyday speech patterns in their native language and the structures unique to a new language.

In the context of English, its role in global education systems is profound, given its status as a lingua franca in many fields, including science, technology, and business. Grammar, as you noted, is a vital component of mastering English, (Crystal, 2003). Without a solid grasp of grammar, learners may struggle to communicate accurately and effectively. Grammar serves as the framework that organizes language, helping learners convey their thoughts precisely and understand the language deeply,

Use games, role-playing, and collaborative exercises to make grammar lessons engaging. These activities encourage active participation and reinforce learning through practice.

c. Feedback and Practice

Provide regular feedback on students' use of grammar in both spoken and written forms. Encourage them to practice through various exercises that focus on specific grammatical structures.

d. Integration with Other Skills

Combine grammar instruction with vocabulary development, reading comprehension, and writing practice to create a holistic learning experience.

1.5. CONCLUSION

In conclusion, grammar serves as an essential foundation for effective communication, academic success, and professional advancement among Indonesian learners of English. By embracing innovative and interactive teaching approaches, educators can enable students to grasp and confidently apply grammatical structures in real-world contexts. This holistic approach to language instruction not only prepares learners for academic excellence but also equips them with the communication skills essential for success across diverse fields.

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AUTHOR'S PROFILE

Arum Putri Rahayu
The author is currently active teaching at STAI Ma'arif Magetan, East Java. Teaching English for Specific Purposes, Academic writing, and PPL courses at the institution where she teaches. So far, she has been actively involved in authorship, as well as being the editor, and reviewers of several accredited journals. She has written anthology books, as well as reference books and a self-written novel, entitled Precious.

CHAPTER 2
PART OF SPEECH

Kristian Burhan
Universitas Negeri Padang
E-mail: Kristianburhan@unp.ac.id

2.1. INTRODUCTION

In English, a word can be considered as the smallest element that has its own meaning. Based on their usage and function, words are categorized into several groups, as shown in the diagram below:
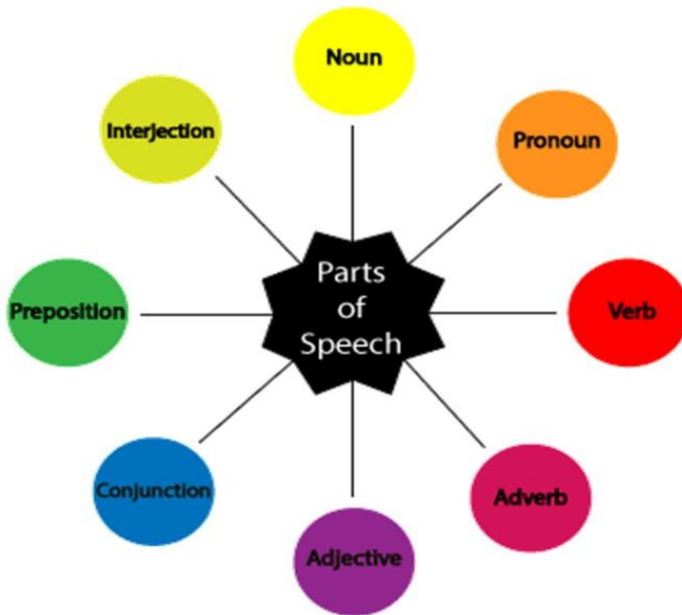
1. NOUN

Nouns are words that can name people, animals, places and things. Nouns can be categorized into three groups, namely by number, form, and type.

1.a. Nouns Categorized by Number

a. Uncountable Noun

Uncountable nouns are nouns that cannot be counted, but rather the container can be counted, such as: advice, furniture, music, help, sugar, tea, homework, food, etc.

b. Countable Noun

Countable nouns are nouns that can be counted based on their number and shape. Countable nouns are divided into two; singular and plural.

Singular:

> *a/an + noun*

Example: a pencil, an apple.

Plural

> *Noun + s/es*

Examples: pens, books, bags.

1.b. Nouns Classified by Form

a. Abstract Noun

Abstract nouns are nouns that are intangible and cannot be touched or seen. Abstract nouns can be formed from verbs, adjectives, and other words. **Example:**

1. Action (abstract noun formed from verb)
2. Performance (abstract noun formed from verb)
3. Freedom (abstract noun formed from an adjective)
4. Fluency (abstract noun formed from adjective)

2.2. EXERCISE

Decide which parts of speech are the underlined words.

Example: Ms. Mary is <u>teaching</u> English in Class B   (**Verb**)

1. Rony has many <u>cats</u> at his house   (   )
2. Jany is jumping <u>into</u> the pool.   (   )
3. My friend drives his car <u>slowly</u>   (   )
4. <u>These</u> books are my sister's   (   )
5. They <u>borrowed</u> some books yesterday   (   )
6. Maria is my <u>best</u> friend.   (   )
7. <u>It</u> is my phone.   (   )
8. Doit <u>quickly</u>.   (   )
9. I helped her <u>because</u> I like her.   (   )
10. The weather is fine <u>this morning</u>.   (   )
11. <u>She</u> goes to Padang every week.   (   )
12. <u>Green</u> is my favorite color.   (   )
13. The cat is <u>under the</u> tree.   (   )
14. Momo is <u>running</u>.   (   )
15. Please, consider my <u>job application</u>.   (   )

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AUTHOR'S PROFILE

Kristian Burhan, S. Pd., M. Pd.
The author was born in Jakarta on July 14, 1988. The author grew up in a small town in West Sumatra Province, namely Solok Town. A happy childhood was spent in the Solok town as well as education. Starting from Elementary School, SD Pertiwi Kota Solok (Now it has changed its name to SDN 20 Kota Solok), then SMP Negeri 1 Kota Solok, and continued to SMA Negeri 1 Kota Solok. Then, the author continued his education to the undergraduate level (S1) in the English Education study program at Mahaputra Muhammad Yamin University (UMMY) Solok, and completed his undergraduate level (S1) in 2011. After that, the author continued his education to the master's level (S2) in the English Education study program at Pascasarjana Padang State University (UNP) in 2013, and completed his master's level in May 2016. Alhamdulillah, in September 2016, she was accepted as a lecturer in the English Education study program at the Nahdlatul Ulama University of West Sumatra (UNU Sumbar), located in Padang City under the auspices of LLDIKTI Region X. The author was also mandated to be the Head of the English Education Study Program at UNU Sumbar from 2018 to 2024. In April 2024, the author was appointed as lecturer at Padang State University (UNP).

CHAPTER 3
MODAL

Titing Magfirah
Politeknik Negeri Fakfak, Papua Barat
E-mail: titin.magfirah@gmail.com

3.1. INTRODUCTION

Modal verbs are assisting verbs that are used in conjunction with main verbs to reflect a subject's ability, possibility, and probability of performing an action, as well as to underline the importance of that action. A modal verb is also capable of "showing modality". Simply said, modality demonstrates what someone believes, intends, or desires.. The use of modal verbs in English cannot be separated from modality expressers. According to Lyon (1977), modality expressers are related to the subjectivity of the speaker's thoughts or attitudes. Modality expressers in English can be called modal auxiliary verbs. Modal verbs express the speaker's psychological state or the speaker's attitude about what is being said. Modal auxiliary verbs have their own meanings that are adjusted to the context of the sentence so that the message of meaning can be conveyed properly. According to Azar (1992), modal auxiliary verbs (modals) are verbs whose meanings can indicate a speaker's attitude or feelings. For example, modal forms that can indicate the speaker's sentiments about something, such as must/obligation, advise, permission, possibility or impossibility, warning, availability, capacity, suggestion, choice, hope, or other expressions. Thus, modals are forms of words that assist verbs (Verbs) in conveying anything by the speaker. Modals are also known as auxiliary verbs or pronouns. Modals are auxiliary

verbs that are used before the main verb to change its meaning. Modals refer to all auxiliary verbs other than be, do, and have.

Modal verbs are a specific type of verb in English with four characteristics. Modal verbs modify the meanings of other verbs but do not have their own meaning. The following are the characteristics of modal:

1. Modal verbs do not have a present participle (-ing), past particle (often -ed), infinitive form (to + verb), and third person singular form (he/she/it).
2. Modal do not need other auxiliary verbs. Modal verbs change the verb in its bare infinitive form without "to".
3. Use subject-verb inversion for questions and negatives. Avoid using the word 'do'.

3.2. MODALS

According to Priyanto (2022), modals are auxiliary verbs that show the speaker's attitude in conveying a request. Modals can also indicate prohibitions and suggestions to others. Furthermore, it is said that modals can have more than one meaning and function. Broadly speaking, modals consist of:

1. Can.
2. Could.
3. Had better.
4. May.
5. Might.
6. Must.
7. Ought to.
8. Shall.
9. Should.
10. Will.
11. Would

7. Conveying suggestions with *Could.*

Table 3.8. Modal in Conveying Suggestion with "Could"

What should we do tomorrow? a. Why don't we go on picnic? b. We **could go** on a picnic.	**Could** can be used to make suggestion. The speakers in (a) and (b) are suggesting a picnic.
I'm having trouble in math class. c. You **could talk** to your teacher,	Could conveys specific advice. In (c), the speaker is saying: "I believe it is important for you to do this. This is what I suggest"
I'm having trouble in math class. d. You **could talk** to your teacher. Or you **could ask** Mary to help you with your math lessons. Or I **could try** to help you	**Could** expresse suggestion or possibilities. In (d), the speaker is saying: "I have some possible suggestions for you. It is possible to do this or that.

Sources:
Understanding and Using English Grammar (Azar B. Schrampfer, 1989)

3.4. CONCLUSION

Modal verbs add the meanings of logical possibility, ability, necessity, and permission to verbs with varying degrees of power. Modals precede infinitive verbs, and the "to" is eliminated. Modals do not need to match their subjects in plural agreement, hence no "-s" or "-es" endings are required. Modals are frequently used in phrases that anticipate a future possibility, describe an ability, provide advise, make requests, or ask for permission. The 10 most commonly used modals are can, could, shall, should, will, would, may, might, must, and ought to.

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AUTHOR'S PROFILE

Titing Magfirah, M.PD.

The author is a lecturer at Fakfak State Polytechnic, West Papua, with expertise in English teaching. She was born in Bulukumba, South Sulawesi, on 11 May 1988. She graduated from Alauddin State Islamic University of Makassar in 2010 majoring in English Education and continued her Master Degree at Widya Mandala Catholic University of Surabaya in 2015 for the same field, then graduated in 2017. During her time as a lecturer, she has written many articles that have been published in the national and international journals related to English teaching. She believes that being a lecturer has a responsibility to make a positive contribution to the academic world and society. Thus, she hopes her writing can give a good comprehension about English learning.

CHAPTER 4
TENSE AND ASPECT: PRESENT

Tjang Kian Liong
Institut Digital Ekonomi LPKIA, Kota Bandung
E-mail: kianliong@gmail.com

4.1. INTRODUCTION

When we make a structurally complete sentence in English, either when speaking or writing, we usually have to use at least a subject and a verb. Unlike in some other languages, for instance in the Indonesian language or Bahasa Indonesia, we can make a sentence without using *kata kerja* or a verb. Thus we can say "Saya guru", "Saya senang", or "Saya di kantor" which mechanically translates as "I teacher", "I happy" or "I in office". In English language those words cannot be regarded as correct sentences because the necessary verbs are missing; to become grammatically accepted sentences, verbs must be added and they become "I **am** a teacher", "I **am** happy" or "I **am** in the office".

Furthermore, besides the verb '**am**' we can also use the verb '**was**', '**will be**', or '**have been**' depending on the situations and this usually becomes a substantially complicated or confusing issue for most non-English speakers such as Indonesian students in general, when they are learning English. They usually feel that English is very difficult and many of them are finally discouraged of learning and using it, for fear of making mistakes and being thought as incapable.

Actually, the English language or in this case the English tenses are not so difficult if we have the basic understanding and if we have enough practice of them. Thus, let us study the tenses or review them step by step. A verb in English usually has several forms, and we have to use the right form to show the

right time and aspect, known as TENSE and ASPECT in English grammar.

4.2. TENSE AND ASPECT
4.2.1.   TENSE

Tense is related to 'time'. Time in the universe as long as we can imagine is actually divided into only three sections or divisions: the past, the present and the future. First, the PAST is the time from the earliest of moment that we may think of, i.e. the time when the earth was still formless or not yet created, the time when the earth already existed but there was no living things on it yet, the time during the era of earliest single-celled organisms life forms, the era of ancient reptiles and dinosaurs, the era of the first human beings Adam and Eve as mentioned in certain religions, prehistoric era, ancient civilization in Mesopotamia or Egypt, the World War I and II, Industrial Era 3.0, the year 2000, last year, last month, yesterday, and also an hour ago. Those periods of time are regarded as the PAST, including a minute and a second ago. Second, the PRESENT is now, at this exact moment. Just open your eyes and you can see all different things in front and around you at this exact present time, unless you are in a completely dark room. Take a deep breath now slowly and hopefully you can feel the fresh air, especially if you are in a well-ventilated air-conditioned room. Put your right palm on your chest now and you can feel the warmth transferred to your heart or lungs. Third, the FUTURE is the time from now and proceeds onwards until the time as farthest ahead as we can imagine: starting from a second ahead from now, an hour later, a day, a week, a year, a decade ahead from now, the time when we pass away, a century after today, the end of the world, or the eternity in the future like we can imagine.

suit the time and the aspect inherent with the idea that the speaker has in his mind. This is so, because a verb form can represent whether the speaker is trying to express an action or an event that has happened some time before now, or is progressing at this moment of speaking, or it is a repeated action or event, and so on. In this chapter, only one tense is discussed, i.e., the present tense. However, this present tense has four aspects: perfect, continuous, perfect continuous, and simple. Therefore, we have four different tenses, i.e., present perfect, present continuous, present perfect continuous, and present simple. Each of the tenses mentioned above has its own shades of specific meanings. When a speaker can use the right tense in his communication and the listeners have the same understanding of tenses with the speaker, then communication will happen much better and miscommunication can be reduced to a minimum scale. When helpful sources avail for English learners to learn English tenses more easily and understandably, hopefully English learners can also learn with greater fun and success.

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AUTHOR'S PROFILE

Drs. Tjang Kian Liong, M.M.
The author was born in Bandung on August 27, 1960, currently the Coordinator of the English Lecturers at the Institut Digital Ekonomi (IDE) LPKIA Bandung. He was the Head of the Business Administration Study Program for more than five years in LPKIA. He has been teaching several subjects, i.e. English for Business Presentations, English for Administration, English for Accounting, Business English Conversation, Business English Correspondence, TOEIC Preparation and others. The author completed his undergraduate program in 1988 in the English Department, Sekolah Tinggi Bahasa Asing, Yayasan Pariwisata Indonesia, Bandung; and completed his Master Degree in the Management Study Program, Sekolah Tinggi Ekonomi Pasundan, Bandung in 2015. The author's main expertise is English, and he also teaches Business Management, Office Administration, and Secretarial Affairs. The author is a member of some professional organizations and social communities such as Asosiasi Management Indonesia (AMA) Bandung, Ikatan Sekretaris Indonesia (ISI) Bandung, Perhimpunan Indonesia-Tionghoa (INTI) Bandung, and Yayasan Dana Sosial Priangan, Bandung.

CHAPTER 5
TENSE AND ASPECT: PAST

Yaya Mulya Mantri
Politeknik Pajajaran Insan Cinta Bangsa, Kota Bandung
E-mail: yaya.mulyamantri@poljan.ac.id

5.1. INTRODUCTION

The term "tense" originates from the Latin word "tempus," which means "time." Tenses can be defined as verb forms that indicate the time of an action or state expressed by the verb (Murphy, 2019). There are three categories of tenses: present tense, past tense, and future tense. Focusing on the simple past tense, the simple past is a tense that describes actions that took place in the past and have been completed or repeated actions that ended in the past (Piercy, 2014). This tense is formed by adding 'ed' or 'd' to regular verbs in the past tense, while irregular verbs have different formations. It describes as the tense that highlights actions that started and ended in the past (Bradeley, 2015).

Regarding regular verb forms, forming the past tense and past participle, 'ed' is added to the base form of simple present verbs that do not end with 'e'. Here are some examples: 1) book-booked-booked (as both the past tense and past participle end in 'ed'), 2) Adding 'd' to the base form of a simple present verb that ends with 'e' to create the past tense and past participle, example: abase-abased-abased, 3) Doubling the final letter of the base form in the past tense and past participle before adding 'ed', example: rag-ragged-ragged, 4) Replacing 'y' with 'i' in the base form of the simple present that ends with 'y' and has a consonant before it, before adding 'ed', example: companion-accompanied-accompanied (Collins, 2017).

For irregular verbs, the base form used for the past tense does not receive an 'ed' or 'd' ending. Irregular verbs can conclude in different ways: 1) The third form (simple present, past, and future) remains unchanged. For instance: cut-cut-cut. 2) Two out of the three forms are the same. For example: become-became-become. 3) Each of the three forms (simple present, past, and future) is distinct. For example: go-went-gone.

Table 5.1. Irregular verb: a-s

Verb	Past simple	Past participle	Verb	Past simple	Past participle
arise	arose	arisen	forgive	forgave	forgiven
be	was / were	been	freeze	froze	frozen
beat	beat	beaten	get	got	got
become	became	become	give	gave	given
begin	began	begun	go	went	gone
bend	bent	bent	grow	grew	grown
bite	bit	bitten	hang	hung	hung
bleed	bled	bled	have	had	had
blow	blew	blown	hear	heard	heard
break	broke	broken	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burnt	burnt	keep	kept	kept
burst	burst	burst	kneel	knelt	knelt
buy	bought	bought	know	knew	known
catch	caught	caught	lay	laid	laid
choose	chose	chosen	lead	led	led
come	came	come	lean	leant	leant
cost	cost	cost	learn	learnt	learnt
creep	crept	crept	leave	left	left
cut	cut	cut	lend	lent	lent
deal	dealt	dealt	let	let	let
dig	dug	dug	lie	lay	lain
do	did	done	light	lit	lit
draw	drew	drawn	lose	lost	lost
dream	dreamt	dreamt	make	made	made
drink	drank	drunk	mean	meant	meant
drive	drove	driven	meet	met	met
eat	ate	eaten	pay	paid	paid
fall	fell	fallen	put	put	put
feed	fed	fed	read	read	read
feel	felt	felt	ride	rode	ridden
fight	fought	fought	ring	rang	rung
find	found	found	rise	rose	risen
fly	flew	flown	run	ran	run
forbid	forbade	forbidden	say	said	said
forget	forgot	forgotten	see	saw	seen

Source: https://www.cambridge.es, 2015

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5.4. CONCLUSION

In conclusion, the different aspects of the past tense—specifically simple past, past continuous, past perfect, and past perfect continuous—help to clarify how actions and events are interconnected over time. The simple past highlights actions that were finished at a particular time in the past, whereas the past continuous depicts actions that were in progress during a past period. The past perfect focuses on actions that were completed prior to another past event, creating a timeline of events, and the past perfect continuous emphasizes the duration of actions that took place up to a specific moment in the past. Collectively, these aspects enable us to express subtle meanings and relationships, improving our capacity to tell stories and reflect on our experiences.

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AUTHOR'S PROFILE

Yaya Mulya Mantri

The author was born in Bandung on November 6, 1988, is the youngest of five siblings. He had graduated his Bachelor's degree in English Literature from UIN Sunan Gunung Djati Bandung in 2011. In 2012, he pursued a Master's degree in National Resilience at Gadjah Mada University in Yogyakarta, completing his studies in 2014. Since then, he has been actively involved in teaching English and Citizenship subjects at various colleges in Bandung City. In addition, he also works as an online tutor at the Open University (Universitas Terbuka) and English trainer at pre-employment (Pra-Kerja).

CHAPTER 6
TENSE AND ASPECT: FUTURE

Abdulloh
Politeknik Kelapa Sawit Citra Widya Edukasi, Bekasi
E-mail: abdulloh@cwe.ac.id

6.1. INTRODUCTION

Tense and Aspect: Present and Past was covered by the other book chapter authors in chapters 4 and 5, while Tense and Aspect: Future will be covered in this chapter, which is chapter 6. Before delving deeply into the future tense, the author will look at Tense and Aspects from a few notable linguists, writers, and grammarians. Many students need clarification about the difference between aspect and tense over time. The author employs a methodical discussion to explain and make the topic easier to understand to reduce the hazy understanding of tense and aspect. The following is the order of the systematic discussions:

1. Introduction
2. What is a Tense?
3. What is Aspect?
4. The Formal Characteristics of the Tense Aspect System
5. The Combination of Tense and Aspect.
6. Future Tense
    a. Simple Future
    b. Future Progressive
    c. Future Perfect
    d. Future Perfect Progressive
7. Conclusion
8. References

A tense is the relationship between the form of the verb and the time of the action or state it describes. (Richards & Schmidt, 2013). A tense also refers to the placement of an occurrence about another time (often the speaking time). Tense is a grammatical device for situating events, states, or actions in time (Larsen-Freeman & Celce-Murcia, 2015). Cambridge Online Dictionary defines tense as any of the forms of a verb that show the time at which an action happened. American English and British English are the two definitions of tense found in the online Collin Dictionary. 1. A feature of verbs that specifies the time of the action or state of being that a verb expresses; moreover, an analytical category based on this feature; this is the definition of tense in American English. 2. Any form that a verb adopts to express this quality. 3. A collection of these forms for a specific period. The tense in British English refers to a group of verbs or verbal inflections, including present, past, and future, that convey the temporal relationships between the time of utterance and the information delivered in a phrase. We can conclude from those definitions that tense is a grammatical device or rule that enables us to employ the verb's shifting form according to the action or event's time. English originally only had two tenses: the present tense and the past tense, as in:

Present Tense   : I work.
Past Tense   : I worked.

English doesn't have a future tense, unlike specific other languages. Instead, we represent the future using the present tense, the modal auxiliaries will and shall, and a few more forms like:

Future Tense   : I will work. We shall work.

Finally, English separates tenses into three categories:
1. Present Tense.
2. Past Tense.
3. Future Tense.

4. Past Future Perfect Progressive - I would have been going. I wouldn't have been going. Would you have been going?

In this chapter author tried to discuss the Future Tense with the definition, the formula, the example, and the exercise. Author doesn't discuss the four-tenses- above (Past Future, Past Future Progressive, Past Future Perfect, and Past Future Perfect Progressive), because of the limitation of authentic sources of those tenses. The last but not the least, feedback, sharing, correction, and more discussion is still needed by the author. For more detail discussion can be sent to email above.

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AUTHOR'S PROFILE

Drs. Abdulloh, M.Pd.

The author was born in Tegal, Central Java in September 1967. He completed S1 IKIP Jakarta, now UNJ in 1986, then he continued his Post Graduate Program in Universitas PGRI Indra Prasta Jakarta , and graduated in 2016. He has been active as Lecturer since 2008 till now. His previous homebase was Sekolah Tinggi Bahasa Asing (STIBA) IEC Bekasi. His last home base campus is Politeknik Kelapa Sawit, Citra Widya Edukasi, Bekasi. He has been active with Intensive English Course (IEC) branches as Junior Teacher, Senior Teacher, Branch Manager since 1990. Now, he owns the franchise of English Course IEC Bekasi and he manages that English school.

CHAPTER 7
PHRASES

Misnawati
Universitas Almuslim, Bireuen, Aceh
E-mail: misnawati@umuslim.ac.id

7.1. INTRODUCTION

Language is a complex system of communication that relies heavily on structure and rules to convey the meaning. Syntax is a branch of linguistics which investigates the combination or arrangement of language units in the form of words to form larger units such as phrases, clauses or sentences (Zebua et al., 2022). Syntax are distinct from meaning that words convey by which sentences are constructed in particular languages (Zulyanputri & Mahdi, 2020). There are three fundamental components of syntax, namely words, phrases and clauses. syntax structure is a fundamental aspect of linguistics, focusing on how words are organized and arranged to form coherent and meaningful sentences (Zulfiah, 2022). It is the set of the rules and principles that govern sentence formation in a language. Syntax defines how words function in different contexts, highlighting their relationships within a sentence. Word are the basic units of language, but they gain complexity when combine into phrases and clauses. Zhao & Jiang (2024) As the foundational level, words are the smallest syntactic units, each belonging to specific categories known as part of speech, namely; nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. Each part of speech plays a distinct role within a sentence, it is contributing to its overall meaning and structure.

Kristianingsih et al (2023) Syntax is a science that studies the structure of sentences, phrases and clauses. A well-structured sentence depends on the proper use of syntax which involves the combination of word, phrases and clauses in logical sequence (Surayya et al., 2024). Understanding syntax is crucial for mastering any language, as it not only influences how we construct sentences but also how interpret and construct meaningful and grammatically correct sentences (Siti Ismahani et al., 2024). In English context, syntax plays a particularly significant role due to the relatively fixed word order that the language demands. In contrast to languages with more flexible syntax, where word order maybe less important in meaning, English relies heavily on the position of words in sentences to convey grammatical relationships (Sitinjak et al., 2023). The study of syntax is not only an academic pursuit but also a practical necessity for anyone learning English as a second language or enhancing the fluency and precision in communication. It is through syntax that we can understand how words are systematically arranged to convey meaning effective communication.

Syntax involves rules for structuring sentences by combining words into phrases and phrases into sentences. It describes the relationship between the meaning of a group of words and their arrangement and specifies the grammatical relations within a sentence (Indah, 2020). Word is the fundamental unit of syntax, orthographically, words are usually separated by space on either side (Sabrina & Khairunnisa Khairunnisa, 2024). A phrase is not a sentence on its own. The important thing to not a sentence is that phrases do not make sense on their own as they do not have a subject and predicate (Azizovna, 2023). A sentence is the largest unit, formed from clauses or phrases where word classes are functionally

adverbial, and noun clauses enables the creation of complex sentences that convey nuanced and layered meanings. Mastering the structure of syntax, as outlined in this chapter, is essential for constructing well-formed and effective sentences. Understanding how words are organized into phrases and clauses empowers learners to communicate more clearly and with greater precision. The ability to manipulate syntax enhances not only grammatical accuracy but also the richness of expression in both written and spoken language for achieving fluency and coherence in communication.

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AUTHOR'S PROFILE

Misnawati, M.Pd

The author is a lecturer at Almuslim University, Bireuen District, Aceh Province. Currently, I am entrusted with the position as the Secretary of the Quality Assurance (BPM) and Coordinator of the Freedom Learning (MBKM) program. With a strong academic background and extensive experience in Education, the author focuses on developing innovative teaching methods and educational research. Her dedication and contributions to the academic has had a significant impact on the teaching and learning process in the classroom, research and community service, including the implementation of Lesson Study and Freedom Learning (MBKM) Program as the Agent of Change (*Duta Kampus Merdeka*). I always strive to enhance the quality of education through creative and collaborative approaches.

CHAPTER 8
CLAUSES

Afdaleni
Universitas Muhammad Natsir Bukittinggi
E-mail: afdaleni_09@yahoo.com

8.1. INTRODUCTION

In English grammar, it is important to understand that every word in a sentence has a job to do, it is a role in the sentence. Then every word is grouped into eight class of word or parts of speech. Traditionally, there are at least eight parts of speech. The first four are nouns, verbs, adjectives, adverbs, and four others as conjunctions, articles, prepositions and interjections. The words are grouped into phrase (without verb) that is a combination of words to make one part of speech. Example: a good students, the serious person, an old man. They consist of an article, an adjective and a noun that are combined together to make a noun phrase. The sentence is basically the combination of words or phrases that are arranged in a meaningful way (noun and verb). Then clause is also the combination of noun and verb or subject and predicate but it is part of sentence, has definite subject or noun and a predicate or verb).

There are many definitions about clause. Based on Oxford Learner's Dictionary, the definition of Clause is as a group of words that includes a subject and a verb and forms a sentence or part of a sentence. According to Cambridge Dictionary, it defines a clause as a group of words, consisting of a subject and a finite form of verb. "A Clause is a group of words containing a verb" Then, according to Merriam – Webster Dictionary, a clause is defined as a group of words containing a subject and a predicate and functioning as a number of a complex or

compound sentence. By the definitions above it can be concluded that a clause is a group of words in a sentence that includes a subject (noun, pronoun or noun phrase) and a verb. It can be said that clause is the building blocks of sentence that consists of subject and predicate.

The Classifications of Clauses in English. In English, there are two main classifications of clauses:

1. Independent Clause as Main Clause Dependent Clause as Subordinate Clause.
1. Independent Clause as Main Clause

Independent Clause is a group of words that can stand alone that consists of subject and predicate or it has complete meaning or thought or sense. It does not need another clause to get complete meaning sense or it is independent from another. Such kind of clause is also called as main clause because it is formed as the main part of a sentence.

Example :

a. I study English ("I" is subject and "study" is predicate).
b. The student discuss the lesson ("The students" is subject and "discuss" is predicate).
c. The girl practiced English ("The girl" is subject and "practiced" is predicate).
d. My brother went to school ("My brother" is subject and "went" is predicate).

More examples are :

e. **She knows how to make a cake**, but **I enjoy eating it**.
f. **They are happy.**
g. **We were not doing well**, so **they helped us** .
h. When I get home, **I do not know that my sister is at home.**

In a sentence, there can be more than one Independent Clauses that have the same grammatical forms and are combined

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AUTHOR'S PROFILE

Dr. Dra. Afdaleni, M. Pd., M. Pd.
The author was born in Lubukbasung, Agam, West Sumatera Province, on April 9, 1964. She is an English lecturer at Universitas Mohammad Natsir Bukittinggi, West Sumatera. She graduated from English Education Department of IKIP Padang for S1 in 1988, Educational Administration in 2000 IKIP Jakarta for S2 in 2000, English Education at State University of Padang for S2 in 2009, and English Educational Science at State University of Padang for her S3 in 2013.

CHAPTER 9
SENTENCES

Saidah

State Islamic Institute (IAIN) Kediri

E-mail: idasaidah@iainkediri.ac.id

9.1. INTRODUCTION

In English grammar, the sentence serves as the building block of communication, acting as a vessel through which thoughts, emotions, and ideas are conveyed. A sentence is not merely a random string of words but a structured and purposeful unit that expresses a complete thought. It comprises fundamental components like the subject, predicate, and verb, all of which work in harmony to deliver meaning. Understanding sentences involves delving into their structure, types, and functions. Whether through simple, compound, complex, or compound-complex sentences, language adapts to the speaker's or writer's intention. The variety of sentence forms allows for flexibility in communication, enabling the expression of straightforward ideas or intricate connections between concepts.

Moreover, sentences serve different purposes. Declarative sentences provide statements, interrogative sentences ask questions, imperative sentences give commands, and exclamatory sentences express strong emotions. This diversity highlights the versatility of the sentence in reflecting the dynamic nature of human interaction. In this chapter, we will explore the anatomy of sentences, their types by structure and function, as well as common sentence errors and stylistic considerations. By mastering the art of sentence construction, learners of English can enhance both their written and spoken communication, making their language use more effective and

nuanced. A sentence is a group of words that expresses a complete thought and typically contains a subject and a predicate. The basic requirements of a sentence include:

1. Subject : the person, place, or thing that the sentence is about. The subject can be a noun or pronoun and may include modifying words, phrases, or clauses.
2. Predicate: the part of the sentence that expresses action or being. The predicate includes the verb and may also contain modifying words, phrases, or clauses.
3. Verb : the action or state of being that is performed by the subject. The verb is a crucial part of the predicate and can be intransitive (requiring no object) or transitive (requiring an object). Example
   "The man builds a house." Here, "The man" is the subject, "builds" is the verb, and "a house" is the direct object, which is part of the predicate.

Additional Elements

1. Direct Object: The noun or pronoun that receives the action of the verb. For example, in "The man builds a house," "a house" is the direct object.
2. Indirect Object : The noun or pronoun that indicates to whom or for whom the action of the sentence is being done. For example, in "The man builds his family a house," "his family" is the indirect object.
3. Subject Complement : A noun, pronoun, or adjective that renames or describes the subject. For example, in "The man is a good father," "a good father" is the subject complement. These elements help to build more complex sentences by adding detail and specificity to the basic subject-verb structure.

7. Varying Sentence Openings use different parts of speech (verbs, adverbs, adjectives, prepositions) to open sentences, emphasizing different aspects of the sentence. Examples:
   a. Verb emphasis: "Chasing puppies is fun."
   b. Adverb emphasis: "Loudly barking dogs annoy me."
   c. Adjective emphasis: "Fluffy puppies feel soft."
   d. Preposition emphasis: "Underneath the dog's collar you'll see a tick."
8. Combining Sentences
   Techniques:
   a. Subordinating conjunctions: Combine sentences using conjunctions like "after," "although," "because," "since," and "while".
   b. Relative pronouns: Combine sentences using relative pronouns like "who," "whom," "whoever," and "which".
   c. Coordinating conjunctions: Combine sentences using coordinating conjunctions like "for," "and," "nor," "but," "or," and "yet".
   d. Semicolon with conjunctive adverbs: Combine sentences using semicolons with conjunctive adverbs like "consequently," "however," and "instead".

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AUTHOR'S PROFILE

Saidah

The author was born in Indramayu, a district in West Java Province, on the 1 of December 1988. She is noted as a teaching staff at Ushuluddin and Dakwah Faculty of State Islamic Institute (IAIN) Kediri. She graduated from English Department of State Islamic Collage (STAIN Kediri) in 2010. She hold master degree at Islamic University of Malang in 2015. Currently, she is working as an online tutor at Universitas Terbuka.

CHAPTER 10
TYPES OF QUESTIONS

Gufron
Universitas Pradita, Tangerang
E-mail: gufron.raihan@pradita.ac.id

10.1.   INTRODUCTION

Questions are fundamental tools in communication, serving as gateways to information, understanding, and engagement. They can be classified into various types, each with its unique purpose and structure. For instance, yes/no questions invite simple affirmative or negative responses, while wh- questions seek specific information, prompting detailed answers about people, places, and actions. Additionally, rhetorical questions are employed not to elicit direct answers but to provoke thought or emphasize a point. Furthermore, hypothetical and real conditionals enable the exploration of possibilities and consequences, adding depth to inquiries. As we delve into the different types of questions, we will uncover their distinctive features and the roles they play in facilitating effective communication across various contexts (Machová, 2017).

10.2.   TYPES OF QUESTION
10.2.1. YES/NO QUESTIONS

Yes/No questions are a type of closed-ended question that can be answered with either "yes" or "no." These questions are formed by placing an auxiliary verb (such as "do," "is," "have," or "can") before the subject, followed by the main verb or the rest of the sentence. For example, to ask if someone has completed a task, you would say, "Have you finished your work?" Similarly, to inquire about an event, you might ask, "Is

the meeting tomorrow?" The structure of Yes/No questions makes them useful for quickly confirming information or seeking clarification. These questions can also be used with modal verbs like "can" or "should" to express possibility or give advice (Nurjanah et al., 2017).

10.2.2. WH- QUESTIONS (WHO, WHAT, WHERE, WHEN, WHY, HOW)

Wh- questions are open-ended questions that begin with question words like "who," "what," "where," "when," "why," and "how." Unlike Yes/No questions, Wh- questions require more detailed responses and are used to gather specific information. For instance, "Who is responsible for this project?" seeks to identify a person, while "What is the main function of this software?" asks for an explanation or description. These questions help clarify information, explore details, and encourage deeper discussion. The structure of a Wh- question usually involves placing the Wh- word at the beginning of the sentence, followed by the auxiliary verb, subject, and main verb (if applicable) (Arlini et al., 2020)

10.2.3. TAG QUESTIONS

Question tags are short questions added to the end of a statement, typically used to confirm or clarify information. They usually mirror the auxiliary verb or modal verb from the statement, and the subject is repeated in the form of a pronoun. If the statement is positive, the question tag is negative, and vice versa. For example, "You finished the report, didn't you?" or "The server isn't down, is it?" The main function of a question tag is to seek agreement or confirmation from the listener, while still providing an option for correction (Ramdani & Anggraeni, 2021).

b. Usage: real conditional questions can serve several purposes:
   a. To seek information: They ask about likely scenarios based on current conditions. Example:
      "If you finish your project early, will you join us for dinner?"
   b. To clarify intentions: They can be used to understand how someone might respond to a particular situation. Example:
   c. "If you are free this weekend, will you come to the event?"

10.6. CONCLUSION

The article provides an insightful exploration of various question types in English, emphasizing their role in effective communication. It categorizes questions into Yes/No questions, Wh- questions, tag questions, choice questions, embedded questions, and conditional questions. Each type is explained with its unique structure, purpose, and examples, highlighting how specific question formats can guide responses and elicit precise information. Yes/No questions confirm facts, Wh- questions gather details, and tag questions seek agreement, while choice questions prompt decision-making, and embedded questions add politeness in formal contexts. Additionally, conditional questions are used to explore hypothetical or real scenarios, offering depth in inquiry. This comprehensive overview illustrates the versatility of question types in fostering engagement and clarity across diverse communicative settings.

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AUTHOR'S PROFILE

Gufron, S.Pd., MHSc., Ph.D

The author is an English lecturer at the Department of Information Systems, Universitas Pradita Indonesia. He graduated with his first degree from UIN Syarif Hidayatullah Jakarta and completed his Master's and PhD programs at Universiti Antarabangsa Malaysia. His research interests include Teaching English Methods and Computer-Assisted Language Learning (CALL). He is currently the coordinator of the Centre of English for General and Academic Purposes (EGAP) at Universitas Pradita Indonesia. He has made significant contributions to academia with his publications in esteemed international journals and conference proceedings, with several of his works indexed by Scopus, Web of Science (WoS), and the Science and Technology Index (SINTA). Actively participating in global academic forums, he continuously seeks opportunities for networking and professional development. Furthermore, he is a member of The Association of English as a Foreign Language in Indonesia (TEFLIN), the ESP Teachers Community, and AsiaTEFL. He is also a speaker in various seminars.

CHAPTER 11
PASSIVE VOICE

Yuti Yuniarti
Universitas Muhammadiyah Bandung, Bandung
E-mail: yutiyuniarti.yy@umbandung.ac.id

11.1.   INTRODUCTION

The voice of a verb shows whether the subject is performing or receiving the action. Active sentences involve the subject performing the action, while passive sentences involve the subject receiving the action. In academic writing, when describing an activity, it's best to use an active verb with a subject that identifies the performer. Active verbs are typically stronger and more expressive than passive verbs or "be" variants. The passive voice primarily presents a challenge in usage, however numerous students encounter difficulties with its forms. The patterns provided facilitate practice in various tenses and annotations.

1. In the passive voice, the object of the active voice transforms into the subject.
2. The verb form is altered by employing the corresponding tense of the verb "to be" in conjunction with the past participle of the verb.
3. In the active voice, the subject transforms into the object of the preposition "by"; when the subject is a term such as "people" or "somebody," it is entirely omitted.

Verbs that lack an object cannot be utilized in the passive voice. Many verbs can be active or passive. For example, *read*:

a. My sister *reads* the book. (active)
b. The book was *read* by my sister. (passive)

The active sentence begins with my sister (the subject). This sentence tells us something about my sister and what she did (she reads the book). The passive sentence begins with the book (the subject). This sentence tells us something about the book (it was read by my sister).

Passive forms are be + past participle.

Verb Tenses in Active and Passive Voice
The forms below summarises the active and passive forms of all verb tenses. In active sentences, the subject refers to the person or thing performing the action. In passive. In some forms, the verb is executed by someone or something other than the subject, while the action is often performed on the subject by another.

11.2.   FORM OF PASSIVE VOICE
a)   Simple Present Tense: am/is/are + Past Participle
    Active   : My brother helps me.
    Passive : I am helped by my brother.
    Active   : My brother doesn't help me.
    Passive : I am not helped by my brother.
    Active   : Does my brother help me?
    Passive : Am I helped by my brother?

b)   Present Continuous Tense : is/am/are + being + past participle
    Active   : She is studying English.
    Passive : English is being studied by her.
    Active   : She is not studying English.
    Passive : English is not being studied by her.
    Active   : Is she studying English?
    Passive : Is English being studied by her?

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AUTHOR'S PROFILE

Yuti Yuniarti
The author spent years as a lecturer at University of Muhammadiyah Bandung. She lives in Bandung with her family. Yuti's work is related to empowering small and medium enterprises (UMK), as focus on providing assistance and training to these businesses. Her work is also related to education, as she is involved in training and teaching activities. When she isn't teaching or writing, she's probably loves hiking, or watching K-drama on Netflix. This is her third book chapter, hope this part of passive voice will help you in learning English.

CHAPTER 12
REPORTED SPEECH

Emma Martina Pakpahan
Universitas Prima Indonesia, Medan
E-mail: emmathina@gmail.com

12.1.   INTRODUCTION

Are you aware of the proper way to report anything someone else said? Telling others what someone else said might be done in two different ways. They are "direct speech" and "indirect speech".

1. **Direct or quoted speech** reports what someone else said by repeating the exact words the person spoke. In writing, the words spoken in direct speech are enclosed in quotation marks (" ") and the uttered words remain unchanged. Direct speech is used to tell something now being stated (actual spoken words) such as a telephone or previous conversation. Examples
   a. "She says, "Where do you want to go?"
   b. She said, "What time will you be home?" and I said, "I don't know! "
   c. "There's a fly in my soup!" screamed Simone.
   d. John said, "There's an elephant outside the window."
2. **Indirect speech (Reported Speech)** is reporting what someone has said. Reported speech emphasizes the content of someone's statement rather than the precise words used.

The following explains some rules for using reported speech.

Direct speech	Indirect speech
He said: **"I water the flowers."**	He said **that he watered the flowers**.

As the reported speech reports someone's statement, it alters the perspective or point of view.

Direct speech : "I enjoy studying math," said Maria. ('I' refers to Maria, so in the indirect speech the pronoun 'I' should be changed to 'she' (Maria))

Indirect speech : Maria said that she enjoyed studying math.

Direct speech : "We share about our school's Annual Day celebration on our social media," said Jenny. ('We' refers to Maria and her friends so it should be changed to 'they')

Indirect speech : Jenny said that they shared about their school's Annual Day celebration on their social media.

However, if the person or one of the people who spoke is you, the pronouns will not be changed.

Direct speech : "I'm sick," I said.
Indirect speech : I told her that I was sick.
Direct speech : "We can make it!" we said.
Indirect speech : We said that we could make it.

Rules for reporting speech

Five rules are used in changing direct speech to reported speech, namely:
1. Identify a reporting verb and its tense.
2. Alter the perspective or viewpoint.
3. Use "that" for the statement and "if" and "*wh-word*" for the question.
4. "Backshift" the tense
5. Avoid placing a comma between the reporting and reported clause in indirect speech

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AUTHOR'S PROFILE

Emma Martina Pakpahan

The author is a lecturer, researcher, and also writer. She was born in Sumatra in 1988. She has a bachelor's in English education from the State University of Medan (UNIMED) in North Sumatra and a master's in Teaching English as a Foreign Language from Tunghai University in Taiwan. After completing his studies, she embarked upon a career as a lecturer at Universitas Prima Indonesia (UNPRI). Before her current job at UNPRI, she was a teacher in senior high school. Her experience in teaching makes her concerned about education. She becomes a facilitator for Sekolah Penggerak and shares about kurikulum merdeka. She has published several papers in preferred Journals and chapters in books. Some of her academic journals have been presented at several conferences. She focuses on education, English as a Foreign Language learners, and Foreign Language Anxiety.

CHAPTER 13
SUBJECT AND VERB-AGREEMENT

Christi Agustin Malaikosa
Universitas Tribuana Kalabahi, Alor
E-mail: cmalaikosa@gmail.com

13.1.   INTRODUCTION

The English language prefers coherence between singular and singular, as well as plural and plural forms. In grammatical terms, matching is called agreement (Woods,2010). This agreement mainly relates to the subject-verb agreement. When we speak of agreements in English, we refer to agreements in terms of number and gender. Every sentence in English can be divided into two parts: **the subject** and **the predicate**. The subject is a person, place, or thing about which a statement is made. Meanwhile, the predicate is the statement and always contains the verb. The following rules illustrate that an English sentence's subject and verb must demonstrate agreement in number. According to Azar (2002), there are several rules to follow in understanding basic subject-verb agreements, such as: Understanding final -s/es in verbs and nouns to indicate singular or plural form. A final -s or -es is added to a simple present verb when the subject is a singular noun or third-person singular pronoun.

Subject	Verb
I, you, we, they	no ending with s/es
He, she, it	Add -s or -es

The verb's spelling in the third person depends on the verb's ending. If the based form ends in -O, -CH, -SH, -SS, -X, or -Z, we add -ES in the third person.

go – goes   catch - catches   Wash – washes
Kiss – kisses   Fix – fixes   Buzz - buzzes

If the based form ends in a consonant + Y, we remove the Y and add -IES.

Marry – marries   Study – studies

Carry – carries   Try - tries

If the based form ends in a vowel + Y, we just add -S
Play – plays   Enjoy - enjoys

Chakravarty,(2004) stated that it is essential for individuals to recognize the distinctions between singular and plural verbs and singular and plural nouns to prevent errors in subject-verb agreement. The following table shows these differences: the subject (noun) is underlined, whereas the predicate (verb) is bold-typed.

Table 13.1. The differences between singular and plural verbs and singular and plural nouns

Singular Noun Singular Verb	Plural Noun Plural Verb	
She **works** at the hospit	They **work** at the hospital.	verb+ -s/es = Third person singular in presents tense
A mouse **is** an animal.	Cats **are** animals.	noun + -s/es= plural.

Source: Azar, Betty.S (1999)

13.7 . CONCLUSION

Subject-verb agreement (SVA) is essential in daily communication as it promotes clarity and coherence. So, using a proper subject-verb agreement enhances the accuracy and effectiveness of ideas. On the contrary, inconsistencies between the subject and verb can lead to confusion and misunderstanding. In conclusion, maintaining correct subject-verb agreement in casual conversations, formal writing, and professional communication enhances clarity and professionalism in language use.

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AUTHOR'S PROFILE

Christi Agustin Malaikosa
The author was graduated from Nusa Cendana University, Kupang with a bachelor's in English Educational Study Program in 2011 and a Master's program from Yogyakarta State University, majoring in Applied Linguistics in 2018. She is working as a lecturer in the English Educational Study Program at Tribuana Kalabahi University in Alor Regency, East Nusa Tenggara Province. She teaches subjects related to the curriculum in language teaching, TEFL, and assessment in language teaching. She is passionate about doing research activities and publications related to the implementation of the English curriculum in rural areas of Indonesia, especially in Alor Regency.

CHAPTER 14
DERIVATIONAL FORMAT

Aswir
Universitas Muhammadiyah Jakarta, Jakarta
E-mail: aswir@umj.ac.id

14.1.   INTRODUCTION

Grammar not only deals with the study of such elements: case, tenses, aspects, mood, modality, and voice but also focuses on how words are derived. Derivational format as opposed to inflectional format is the most productive way in forming new words. Derivational format as named by Stump is a kind of forming new words and their meaning relations (2023). As Grammar part of word formation study, forming new words, concerns with word's derivation form both inflectional as well as derivational (Karlsson, 2023). Derivational format, like etymology, is a word with both a broad and narrow meaning. A derived word is any word that is not a root in its plain form. All of the cases, numbers, and genders of nouns, the persons, moods, and tenses of verbs, the ordinal numbers, diminutives, and even compound words all have the same derivational format. In the broadest sense of the phrase, the word *mothers* derives from *mother*, just as the word *strength* derives from *strong* (Latham, 2021).

As an illustration, a word can be derived as follows.

hospital
hospitalize
hospitalization
hospitalizational
hospitalizationally
dehospitalizationally

From a base word (hospital, ***noun***), the derivational format sequence that shows how affixes (prefixes and suffixes) can be added to create increasingly five complex words with their meaning relations. As its original word, a ***hospital*** means a ***medical facility***. The second lexeme (***hospitalize***) which is formed by adding the suffix ***-ize*** creates a verb meaning (to place in a hospital). The second lexeme, ***hospitalization*** (**hospitalize** + *-ation*), is created by adding suffix *-ation* that creates a noun meaning (the act of hospitalizing). The third lexeme, ***hospitalizational*** (hospitalization + *-al*) is made by adding suffix *-al* creates an adjective meaning (relating to hospitalization). The fourth lexeme, ***hospitalizationally*** (hospitalizational + *-ly*), is formed by adding suffix *-ly* creates an adverb meaning (in a hospitalizational manner), Lastly, as fifth lexeme ***dehospitalizationally*** (***de-*** + hospitalizationally) is created by adding the prefix ***de-*** creates a word meaning "in a manner relating to removal from hospitalization".

The following illustrations exemplify the usage of those six interconnected terms.

a. The new Post-Pandemic of COVID 19's ***hospital*** opened last year in Batam.

b. The doctors had to ***hospitalize*** his family after the severe COVID-19 reaction.

c. His ***hospitalization*** lasted two months following the surgery.

d. The insurance agent reviews ***hospitalizational*** procedures before approving coverage.

e. ***Hospitalizationally*** speaking, COVID-19 patients often require longer recovery periods.

f. ***Dehospitalizationally***, the medical team implemented a comprehensive aftercare strategy.

attending-giving someone a gift. As the most effective affixes both derivational and inflectional, each contributes word meaning changes. In the case of derivational suffixes *-ize* and *-ify*, they create new meanings based on the criteria of 7 (seven) elements: *locative* (placing animated or in animated things), *ornative* (most often describes how something looks, but it doesn't have to be visual), *causative* (producing an effect), *resultative* (expressive of result), *inchoative* (denoting the beginning of an action, state, or occurrence), *performative* (made or done for show) or *similative* (something expressing similarity).

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AUTHOR's PROFILE

Aswir

The author was born in Jakarta, spent his elementary to secondary education in Jakarta. He earned his Bachelor's degree from English Language and Literature at Universitas Andalas, Padang (1999) and Masters' program in Language Education at Universitas Negeri Jakarta (2009). His interest in education has been channeled into various teaching activities and scientific discussions on education since the early 2000s. In addition, he is active in community service in the fields of education, curriculum, assessment, and smart technology. Outside of teaching and learning activities, he is currently also active as a peer reviewer for national and international journals. Several professional memberships are also actively involved, such as NTCE, I-READ, and so on. Life motto: a good reader; a good leader.

CHAPTER 15
PUNCTUATION
(CAPITALIZATION, SPELLING, AND ABBREVIATION)

Muhamad Hasbi
Universitas Islam Negeri Salatiga, Salatiga
E-mail: muhamadhasbi@uinsalatiga.ac.id

15.1.   INTRODUCTION

Writing is considered the toughest English skill to master by most foreign learners due to its complexity and demands of accuracy. Although a room of freedom in determining subject matter and developing ideas is present (Adhikary, 2020), it requires higher-order skills to produce a quality piece of both academic writing (Novia, 2017) and scientific writing (Thomas, 2021). A great deal of conventional and creative approaches and strategies (Hasbi, et al., 2024) have been implemented to foster writing skill enhancement and even technological tools have now been developed to assist writing processes from mobile apps (Hasbi, 2021) to AI-powered writing enhancing tools (Hasbi et al., 2024) and chatbots (Waziana et al., 2024). Nevertheless, the ability to write well without the help of digital technology is paramount as it avoids dependence on the use of external writing assistance tools and accelerates organic writing skill mastery that involves employing the components of writing in our composition precisely.

Punctuation is one of the most important mechanics in English writing. Punctuation represents standard marks and signs in writing to divide words into sentences, clauses, and phrases to clarify the meaning (Adhikary, 2020). Writing with correct punctuation helps readers process information at best hence enhancing comprehension (Suliman et al., 2019), while

punctuation errors can lead to misinformation and misunderstanding. Writing with accurate punctuation resembles higher grammar competence, which showcases precise expression, rhythm, highlights, and pauses within a text (Gulsara, 2020). On the other hand, misused punctuation, such as mistaking a question mark (?) instead of a full-stop (.) at the end of a sentence, changes a supposed question form into a statement (Oktaviani et al., 2022), which fatally messes up the intended meaning; an instance that it may lead to misperception and result in personal and communal conflicts.

Though the nature of punctuation is technical and its pattern can be memorized and honed through regular practices, there are many EFL learners whose writing drafts are filled with many punctuation errors. A recent study by Putri et al. (2024) found that considerable major punctuation errors in capitalization (52.17%), other punctuation marks (26.09%), and spelling (21.74%) are apparent in university students' thesis abstracts. Cahyaningtyas et al., (2019) analyzed the writing mistakes in 62 university students' essays identifying capitalization (132 cases) and italicization (123 cases) as the two major errors, followed by other types. (Lin, 2021) found out that abbreviation has also become a concerning issue that relates to the technicality of writing as EFL learners find it tricky to identify what abbreviated words may stand for and this confusion can lead to grammar, spelling, and other punctuation-related errors. One popular approach developed to address this problem is the employment of the Capitalization, Overall, Punctuation, and Spelling (COPS) strategy which mainly focuses on editing as a way to enhance students' writing performances (Aulia, 2021; Novia, 2017). These issues regarding punctuation and other related matters have just convinced us that it is important to dig deeper into them. Therefore, the following sections in this chapter exclusively takes a closer look into Punctuation Marks,

15.7. CONCLUSION

Punctuation marks, capitalization, spelling, and abbreviations are the defining factors of quality writing pieces. Together they build a well-structured and correctly-typed draft that delivers information effectively and avoids misinformation and misunderstanding. It is suggestible that the teaching and learning of these four entities start from earlier years to accelerate the mastery of writing mechanics and to advance meaning-making. The implementation of creative games (Purwati et al., 2019), digital reading (Hasbi, 2017), and various technology-enhanced classroom activities (Hasbi, 2024a) is advisable to boost students' learning interest and faster comprehension of these writing technicalities. The use of available online writing assistance tools such as QuillBot is allowed too but only when students have the basic capacity to write well enough to avoid reliance on the tools that can potentially hinder students' writing skill improvement (Hasbi, 2024b).

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AUTHOR PROFILE

Muhamad Hasbi, M.A.
The author is an English education lecturer at UIN Salatiga, currently pursuing a doctoral study at Universitas Negeri Malang. He is an active board member of the Indonesian English Lecturers Association (IELA) and the founder of the Collaborative Writing of Indonesian English Teachers (CO-WRITERS), which spearheads nationwide book-writing initiatives, including the composition of their latest book publications titled "Useful AI Tools for English Teachers" (March 2024) and "How to Teach English to Gen Z Students" (September 2024). His areas of interest include technology-enhanced language learning, artificial intelligence (AI), writing, and creative teaching.

CHAPTER 16
SYNONYMS AND ANTONYMS

Marsika Sepyanda
Universitas Negeri Padang, Padang
E-mail: marsikayanda@unp.ac.id

16.1.   INTRODUCTION

In English language learning, there are various language aspects that should be understood by the learners. Besides understanding about the grammar, knowing about the meaning of words is also important. This will impact on their communication indirectly such as how they choose the appropriate words on their writing. There are various aspects that are essential, one of them is synonym and antonym. Understanding synonyms and antonyms is essential for mastering the English language, especially in English as Foreign Language (EFL), as they increase the complexity and variety in spoken and written communication. Synonyms are known as words or phrases that have similar meanings. They allow language users to express ideas in different ways, helping to avoid the repeated words and enhance the richness of language. For example, rather than saying "happy" repeatedly, we can use "joyful", "content", or "pleased" as the alternative words. This flexibility in word choice can make our expression becomes more attractive and dynamic.

Meanwhile, antonyms are known as words or phrases that have opposite meanings. They help us have contrast and highlight differences within a conversation or text. For example, the antonym of "happy" is "sad", and the opposite of "high" is "low". By using antonyms, meaning of words can be clarified. It also creates tension and add emphasis which make our

communication more effective and expressive. Antonyms are especially valuable in persuasive writing and storytelling, where contrasting ideas often drive the narrative or argument forward.

Both synonyms and antonyms play a crucial role in developing vocabulary and understanding about the variation of meaning. Through synonyms, we gain the ability to choose words that capture precise shades of meaning, while antonyms allow us to articulate opposing ideas clearly. Together, they help English learners develop a more various command of language, encouraging creativity and improving clarity in both informal and formal settings.

Therefore, it can be said that synonyms and antonyms are indispensable tools for language learners and advanced speakers alike. They enrich our language skills, aid in developing a more flexible vocabulary, and are fundamental in achieving effective communication. Understanding and practicing with these concepts enables us to be more expressive, whether we're describing complex emotions, contrasting ideas, or simply aiming to avoid redundancy in our speech and writing.

16.2.   SYNONYMS

A synonym is a word or phrase that has the same or nearly the same meaning as another words or phrases within the same language. Synonym is derived from the Greek words that come from "syn," (together) and "onuma," (name). Principally, it refers to a word that shows the same semantic content as another word (Costa, 2024). Synonyms are a crucial part of language as they provide variety and flexibility in word choice, enabling speakers and writers to express the same concept in different ways. For example, the words *big*, *large*, and *huge* all relate to size but convey different degrees of emphasis. Synonyms allow for more particular and expressive communication, as they

expression, which can enhance their writing and speaking skills. As individuals encounter new words and their opposites, they expand their linguistic range, enabling more effective and various communication.

16.6.   CONCLUSION

In conclusion, synonyms and antonyms are essential components of the English language that enrich communication and enhance our ability to express various thoughts and ideas. By understanding and utilizing synonyms, speakers and writers can add variety to their language, avoiding repetition and engaging their audience more effectively. Similarly, antonyms serve to create contrast and clarity, allowing for a deeper understanding of concepts and fostering critical thinking about the relationships between different words and ideas.

The ability to recognize and use synonyms and antonyms not only broadens vocabulary but also empowers individuals to communicate with precision and creativity. Whether in writing, speaking, or language learning, these linguistic tools enable clearer expression and more impactful storytelling. Ultimately, embracing the richness of synonyms and antonyms contributes to a more profound appreciation of language and its power to connect people through meaningful communication.

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AUTHOR'S PROFILE

Marsika Sepyanda, S.Pd., M.Pd.
The author was graduated with a master degree in English Education from Universitas Negeri Padang in 2014. She was an English lecturer in the English Education Study Program at the Faculty of Teacher Training and Education, Universitas Mahaputra Muhammad Yamin from 2015 to 2023. She also held the position as the Head of the Language Center (UPT Pusat Bahasa) at Universitas Mahaputra Muhammad Yamin from 2019 to 2022. Currently, she is an English lecturer at the Faculty of Sports Science, Universitas Negeri Padang. Additionally, she is a doctoral student in the Language Education Program at Universitas Negeri Padang. Her primary focus is on English Language Teaching, esppecially in TOEFL preparation, language teaching, assessment, and academic writing. With extensive experience in these areas, she is committed to enhancing students' language and academic literacy skills across various educational contexts.

CHAPTER 17
IDIOMATIC EXPRESSION IN AVIATION

Nanik Rianandita Sari
Sekolah Tinggi Teknologi Kedirgantaraan, Yogyakarta
E-mail: nanik.rianandita@sttkd.ac.id

17.1. INTRODUCTION

Human social creatures, communication is crucial, and language is a fundamental component of human existence. Through verbal or unspoken means, language helps people interact with one another (Yuniar, 2021). Modern globalization and technology advancements have made English a universal language that is widely used for cross-border communication. Puspita (2018) states that English is a link language. English is a global communication tool in a variety of industries, including business, academia, tourism, and diplomacy, because it is an international language. Speaking English in daily situations can facilitate communication with people from various countries who speak different languages and have distinct customs. The aviation industry is full with slang and unique terminology. To those who are unfamiliar with the industry, the vocabulary employed by pilots can seem entirely foreign. Effective communication is essential for safety and efficiency in the fast-paced aviation industry. The best method to advance abilities is to learn in idiomatic language. Using idiomatic language goes beyond textbook phrases and makes it easy to communicate intricate ideas, nuances, and instructions with aviation professionals worldwide. This improves understanding of native English speakers and helps one integrate smoothly with the global aviation community. It's similar to being able to communicate clearly and smoothly while speaking the secret

aviation language. This can expand social networks and create chances for employment and studies in aviation industry.

Idiom is a sentence or expression in a language with a specific meaning that cannot be inferred from the meanings of the component's words. These idioms have typically formed over a long period of time in a certain culture. An idiom (idiomatic expression), according to Thao (2021), is a form of colloquial language that has a meaning distinct from the words that make up the statement. According to Pratama & Damara (2018), idiomatic expressions are common phrases used by English speakers that have a meaning other than what it means literally. They are employed to convey ideas in a distinctive way, and occasionally only non-native speakers or those who are not familiar with the idiom may understand them. Considering the preceding explanation, the usage of idioms in aviation can we found in work of aviation field. Some cultural knowledge impacts conversational statements in the world of aviation, so it needs contextual explanations to interpret the meaning.

17.2.   IDIOMS IN AVIATION

The industry's terminology includes many colloquial terms that are frequently employed in both official radio broadcasts and casual conversations. Idiomatic terms used in several languages and cultures are common in the global aviation industry. In order to promote collaboration and coordination in multi-national airspaces or airports, pilots operating in international settings can improve their communication with colleagues from other countries by being aware of these common expressions. Idiomatic expressions that can expedite communication and decision-making are commonly used by airport operators and air traffic controllers. Pilots and air traffic

apron movement controllers avoid using a lot of idioms that are hard to understand.

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AUTHOR'S PROFILE

Nanik Rianandita Sari
The author is an English and Cultural Science lecturer in Sekolah Tinggi Teknologi Kedirgantaraan Yogyakarta. She has taught English-language classes on flight documentation, job-related topics, and an introduction to tourism. Her studies mostly focused on English language, cultural science, and tourism.

A TRANSITIONAL WORDS/PHRASES

Nurfithri
Politeknik pajajaran
E-mail: Nurfithriucu@gmail.com

18.1.   INTRODUCTION

Transitional words and phrases connect and relate ideas, sentences, and paragraphs. It means that if there are two clauses in the sentence, it needs the transitional words. It is also happened to paragraph, they need the transitional words to connect and relate ideas to make the paragraph coherent and cohesive. Transitional words assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. If the sentence stands for another sentence, they must have the logical flow that makes the sentence goes together.

Transitional expressions function to connect one idea to another between or within sentences and to alert readers to connections between paragraphs or blocks of the text. These expressions can be a word or more than a word. Transitional expressions include conjunctive adverbs used to join or to connect independent clauses such as however, hence, also, consequently, meanwhile, nevertheless, moreover, and furthermore as well as transitional phrases such as after all, even so, in addition, on the other hand, for example, as a result, and in conclusion. These expressions are words that connect the first idea in the first sentence or clause to another sentence or clause. There must be a logical sense that makes them (one sentence/clause to another sentence/clause) connected.

Transitional words and phrases are also known as cohesive devices. It is because they make the sentences, clauses or

paragraph being cohesive. Taken from vocabulary.com, when the parts of the whole work or fit together well, they are *cohesive*, like a *cohesive* family whose members pitch in with everything from making dinner to painting the house. The words or phrases that make them cohesive is transitional words or phrases. They strengthen writing by improving flow and clarifying the relationships between ideas, sentences, and paragraphs. So that, the sentence or paragraph have the complete thought. There are classifications of transitional phrases. They are:

1. To indicate agreement, addition, or similarity

a. Additionally
   Example : you can leave the class. **Additionally**, you can sign the attendance list.

b. Along with
   Example : **Along with** my friends, I will go to the village.

c. Also
   Example : Fithri is a brilliant student and **also** a hard achiever.

d. And
   Example : Farida is a student in Bandung University **and** she works as Barista as casual.

e. As
   Example : **As** I said before, the assignment must be written in one paper.

f. As a matter of fact
   Example : **as a matter of fact**, it is really delicious.

g. As well as
   Example : Rangga wants to enjoy the movie **as well as** the song.

h. By the same token
   Example : **by the same token**, you should not ignore his opinion.

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AUTHOR'S PROFILE

Nurfithri
The author was born in Garut on April 17th 1992, is a lecturer in Pajajaran Polytechnic, PASIM National University and Open University. The Educational background of her are the bachelor degree in Islamic National University and Master of Humaniora with the focus of Linguistic in Padjajaran University.

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