

ADVANCED ENGLISH STRUCTURE

**Andri Kurniawan
Citra Prasiska Puspita Tohamba
Andi Haerati Alimuddin
Neneng Yuniarty
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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FOREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this Advanced English Structure. This book discusses gerund as subject, predicate nominative and object, words with gerund and to infinitive, causative verb, parallel construction and correlative conjunction, reported and quoted speech, reduced adjective clauses.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers. The author would like to thank all those who have supported the completion of this book. Especially those who have helped to publish this book and have entrusted it to encourage and initiate the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, September 2023

Author

TABLE OF CONTENTS

FOREWORD	i
TABLE OF CONTENTS.....	ii
CHAPTER I GERUND AS SUBJECT, PREDICATE NOMINATIVE AND OBJECT.....	1
1.1 Simple Gerund.....	3
1.2 Gerund Phrases	4
1.3 Gerund as the Subject	4
1.4 Gerund as the Predicate Noun.....	5
1.5 Gerund as the Direct Object.....	5
1.6 Gerund as the Object of a Preposition	6
1.7 Gerund as Predicate Nominative Examples	8
REFERENCE.....	11
CHAPTER II WORDS WITH GERUND AND TO INFINITIVE..	13
2.1 What is a Gerund?.....	13
2.2 Characteristics of Gerund	15
2.3 Gerunds in Sentence Context	16
2.4 What is To Infinitive?	22
REFERENCE.....	25
CHAPTER III CAUSATIVE VERB.....	27
3.1 Definition of Causative Verb.....	27
3.2 Pattern of Causative Verbs.....	28
3.2.1 Active Voice Causative Construction.....	28
3.2.2 Passive Voice Causative Construction	33
3.3 Exercise	35
REFERENCE.....	37
CHAPTER IV PARALLEL CONSTRUCTION AND CORRELATIVE CONJUNCTION	39
4.1 Introduction.....	39
4.2 Parallel Construction.....	40
4.2.1 The Function of Parallel Construction.....	40

4.2.2 The Rule of Using Parallel Construction.....	42
4.3 Correlative Conjunction	44
4.3.1 The Function of Correlative Conjunction.....	44
4.3.2 The Types of Correlative Conjunctions.....	45
REFERENCE	58
CHAPTER V REPORTED AND QUOTED SPEECH	59
5.1 Introduction	59
5.2 Quoted Speech.....	60
5.3 Reported Speech.....	61
5.4 Tenses Change.....	62
5.5 Interrogative Sentence.....	65
5.6 Imperative Sentence	66
5.7 Exercises	67
REFERENCE	69
CHAPTER VI REDUCED ADJECTIVE CLAUSES.....	71
6.1 What is an Adjective Clause?	71
6.2 How to reduce Adjective Clauses?	74
6.3 Are All Adjective Clauses Can Be Reduced?	79
REFERENCE	90
AUTHOR BIOGRAPHY	

CHAPTER I

GERUND AS SUBJECT, PREDICATE NOMINATIVE AND OBJECT

By Andri Kurniawan

In English everyone is familiar with word patterns or formulas. And there are many types of words that can be found in English, especially in the noun form. There are many types of nouns in the structure of the English language for example; Noun Phrases and more.

And there is a kind of noun that is formed from the verb and often called a gerund. Gerund is a verb that is used but changes its function as a noun. Or it can also be said that the gerund is a verb that becomes a noun.

A gerund is a form of a word that ends in -ing. This means that verbs that end in -ing are most likely gerunds. The gerund is a word that ends in -ing is formed from a verb and is used as a noun. In simple terms we can conclude that the Gerund is a verb that is "objected" with the ending -ing. For example, there is the verb "read". Of course this verb can only be placed in the predicate / verb position in the sentence. For example "I read a novel. Then we will change the verb "read" into a noun by adding -ing at the end of the sentence to "reading". An example sentence is 'Reading is my hobby.' and "I love reading. So, again, a gerund is a verb that ends in -ing to form a word object.

The gerund is actually almost the same as the Present Participle. But what distinguishes it is the gerund word difference, while the present participle is an adjective. The term

gerund comes from a term in Latin, namely *gerere* which means to continue. The term was first used for traditional grammar. However, eventually contemporary linguists added the -ing suffix instead. Apart from that, a gerund can stand alone if it is used as a subject or is called a Gerund Phrase.

In addition, what distinguishes gerunds from others is that they do not receive inflections from other words. Inflection means the formation of new words by adding affixes to words, but does not change the class of the word. So, even though a word has the affix -ing, its function remains as a noun.

When a verb adds "-ing" and becomes a functional noun, the phrase is referred to as a gerund. It consists of a noun phrase and a modifier. Gerunds serve the purpose of forming gerund phrases, which operate as a single noun when used alone or in combination with other words. The gerund above and the gerund phrase above both take the third-person singular verb "is" and are subject nouns.

In other languages, verbal nouns that are employed in a wide variety of syntactic situations and with a full spectrum of clause parts are referred to as gerunds. According to the rules of English grammar, a gerund is a -ing form used in non-finite clauses like "playing on computers." As verbal nouns, gerunds are also used in a number of other languages, including Arabic, Russian, Japanese, and numerous romance languages (Spanish, Italian, and Portuguese).

A noun that assumes the shape of a verb that ends in "-ing" is known as a gerund. Let's first examine how nouns and verbs function in order to comprehend how gerunds function. A noun is a word that is used to describe individuals, groups, concepts, and objects. A verb is a term that describes an activity or a state of being. So a gerund is a combination of nouns and verbs that

sounds like a verb but takes the form of a noun. Consider the verb "swimming". Swimming can be used as a noun in a sentence to refer to the activity of moving through water. Saying "Swimming is fun" is an example of using the word "swimming" as a gerund.

You treat gerunds like a third-person singular noun when utilizing them in sentences. The gerund phrase modifies the sentence's structure to incorporate the gerund, its modifiers, and its objects. Gerunds can change objects or adverbs because they are derived from verbs. Gerund phrases are treated in a sentence in the same way as noun phrases are.

Gerunds are often difficult to distinguish from infinitives. Even though the two are actually different. So, there are several characteristics that can differentiate between gerunds and infinitives, including:

1. Always ends with the suffix -ing.
2. The -ing verb functions as a different word.
3. The gerund word can be replaced with any noun.
4. There are several verbs that follow gerunds, such as like, love, hate, enjoy, avoid, stop, and so on.

There are several types of gerunds. In a simple sentence structure, namely Subject + Predicate + Object, this subject and object must be occupied by a noun or gerund. And you can use one of two types of gerunds. The two types of gerunds are Simple Gerund and Gerund Phrase.

1.1 Simple Gerund

Simple gerund is a simple form of gerund where only one gerund word is used alone with the 'Verb + ing' pattern. For example:

- Typing
- Dancing
- Cooking
- Playing
- Watching

1.2 Gerund Phrases

We can interpret phrases or phrases as a composition of words. Thus we can interpret that a gerund phrase is a gerund that uses an arrangement say more than one word. The gerund phrase pattern is usually 'Gerund + object. Examples of gerund phrases:

- Listening to Music
- Reading a Novel
- Speaking English
- Playing Football
- Your dancing

Next we will discuss the gerund function. From the definition of the gerund itself, we can actually understand its function. In general, the function of the gerund is as a noun in a sentence. This means that gerunds can occupy all noun positions in a sentence. Based on their use, gerund functions can be classified. There are at least 4 functions of the gerund.

1.3 Gerund as the Subject

Gerunds can be used as subjects in sentences. Both Simple Gerund and Gerund Phrase are can be placed in the subject of the sentence. If the gerund is the subject, the gerund can stand alone or be formed as a phrase.

Formula: S + Verb

“Swimming is good service.”

The form of the word "swimming" in the sentence above is as a gerund, which functions as a noun and becomes the subject. Example sentences as follows:

- Listening to music is his hobby.
- Swimming makes me tall.
- Reading can improve our knowledge.
- Playing tennis is my new interest.
- Making a handcraft is fun.
- Your singing is very beautiful.
- Studying requires time and patience
- Playing tennis is fun.

1.4 Gerund as the Predicate Noun

We can place the gerund in the predicate noun position in the sentence. And we can keep using Simple Gerund and Gerund Phrase.

Example sentence:

- His main interest is hunting.
- My favorite sport is playing football.
- His job is making beautiful handicrafts.
- Her mother's hobby is cooking in the kitchen.
- Their problem is collecting the money.

1.5 Gerund as the Direct Object

The third function is that we can place the gerund as a direct object in the sentence.

For example the sentence:

- I like singing.
- My mother loves cooking.
- They enjoy playing football.
- She stopped working in the shop.
- He starts writing a letter.

1.6 Gerund as the Object of a Preposition

In this function, the gerund can be placed as the object of a preposition. There are several prepositions which can usually be followed by gerunds, namely at, of, for, in, on, before, after, about, and to.

There are two possibilities if the Gerund is used as an Object, namely the Object of Preposition and the Object of Verb.

Using gerunds as objects of prepositions.

Formula : Preposition + Gerund (Verb + Ing)

Example:

- We talk about going to Bandung for our vacation.
- He is not interested in looking for a new job
- Thank you for helping us carry the bag.
- We should take advantage of living here.
- The rain prevented us from completing the work.
- you will be happy by listening to the music.
- He is not used to wearing a suit and tie every day.

Some common prepositions that are often followed by Gerunds are: about, in, for, of, without, from, by, to, after, before, because of, at, like and with.

NOTES: For the preposition "to", a gerund may be used if its function is as a preposition, not as a form of an infinitive.

Example

- I'm used to sleeping with the door open.
- I'm accustomed to sleeping with the door open
- I look forward to going home next week.

An example sentence of this one gerund function is as follows:

- I'm tired of being your girlfriend.
- Thank you so much for coming.
- We have to finish this task before going home.
- I look forward to meeting you soon. (I men
- I used to listen to dangdut music.

As a note, for the preposition 'to', there are at least 4 prepositions that can be followed by a gerund, namely be used to, be looking forward to, object to, and be accustomed to. Apart from that, there are several verbs that can generally be followed by gerunds. Some of these verbs are written in the following table.

admit	enjoy	notice
appreciate	escape	postpone
avoid	excuse	practice
consider	face	prevent

continue	finish	quit
defer	forgive	resent
delay	imagine	resist
deny	keep	risk
be busy	mind	suggest
dislike	dislike	stop
mention	can't help	can't stand
like	hate	give up
regret	need	advise

1.7 Gerund as Predicate Nominative Examples

It is possible to employ a gerund as a predicate nominative. It is a noun or pronoun that is used in conjunction with a linking verb to reiterate or stand in for the subject. Predicate nouns, sometimes referred to as predicate nominatives, take the place of the verb "to be" in a phrase and rename or define the subject.

- The most fun activity is playing some games.
Gerund: Running
Direct Object: Games
Modifier: The most fun
- The most joy I had in Indonesia was swimming with the Dolphins last week.
Gerund: Swimming
Direct Object: Dolphins

Modifier: The most joy

Now let's talk about gerund sentence formulas.

1. Gerund Sentence Formula as the Subject

Let's say we have two sentences "Playing football is my hobby" and "Swimming makes me tall". From there we can draw conclusions about the formula of the sentence. The sentence formula is "Gerund + to be / Verbs + Object"

2. Gerund Sentence Formulas as the Predicate Noun

We have the sentences "Their problem is collecting money" and "Her mother's hobby is cooking in the kitchen". From these two sentences we draw conclusions for the formula. The sentence formula is "Subject + to be + Gerund + Object + Complement (adverb)"*

3. Gerund Sentence Formulas as the Direct Object

I have a sentence with the gerund as the direct object which is "She likes dancing" and "He stops working in an office" And the sentence formula for the gerund function as a direct object is "Subject + Verbs + Gerund + Complement (Adverb)"

4. Gerund Sentence Formulas as the Object of Prepositions

For this gerund function sentence formula, one can immediately conclude that after a few the prepositions that I have mentioned above are usually followed by a gerund. The sentence will depend on the context of the sentence. For example, the sentences "She is good at dancing" and "I am looking forward to meeting you"

From that sentence we write the formula, namely
"Subject + predicate + preposition + gerund"

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CHAPTER II

WORDS WITH GERUND AND TO INFINITIVE

By Citra Prasiska Puspita Tohamba

2.1 What is a Gerund?

A gerund is an English verb form formed by adding the suffix "-ing" to the base form of the verb. Gerunds function as nouns in sentences and can represent actions or activities. In general, gerunds are used to refer to actions or activities, and in sentences they often act as subjects, direct objects, objects of prepositions, or parts of noun phrases. The rules and structure provided by grammar by a language's basis enable for efficient communication. It enables us to communicate ourselves clearly and properly while also assisting us in understanding the subtleties of a language (P. Duffley, 2003).



(source: <https://www.jagoanbahasainggris.com/2017/06/penjelasan-dan-contoh-gerund-dalam-bahasa-inggris.html>)

Examples of gerund usage in sentences:

1. **Swimming** is good exercise. (Berenang adalah latihan yang baik.) - Gerund sebagai subjek.
2. She enjoys **reading** novels. (Dia menikmati membaca novel.) - Gerund sebagai objek.
3. They are interested in **learning** new languages. (Mereka tertarik dengan belajar bahasa baru.) - Gerund sebagai objek dari preposisi "in."
4. He is good at **singing**. (Dia mahir dalam menyanyi.) - Gerund sebagai objek dari preposisi "at."

It is important to note that gerunds have the characteristics of nouns even though their form is derived from verbs. Because of this trait, gerunds can be used in various ways within a sentence. One idea for further discussion could be to explore the different functions of gerunds in sentences. Additionally, the user could elaborate on how gerunds are formed and identify common verb forms that are frequently used as gerunds. Furthermore, it would be beneficial to delve into the usage of gerund phrases and their role in adding depth and complexity to sentences. Lastly, the user may want to touch upon some common errors or misconceptions surrounding gerunds.

Gerunds can be used in various positions in the sentence and in various roles that are usually filled by nouns. Gerunds can function as subjects, objects, or complements in a sentence. For example, "Swimming is my favorite hobby" (subject), "I enjoy swimming in the ocean" (object), and "Her passion is dancing" (complement). Additionally, gerunds can also be modified by adjectives or possessive pronouns, further emphasizing their noun-like qualities.

2.2 Characteristics of Gerund

Gerunds have some characteristics that set them apart from other verb forms in English. Here are some of the main characteristics of gerunds:

Verb + -ing form: Gerunds are formed by adding the suffix "-ing" to the base form of the verb without regard to subject or time. For example: "swim" becomes "swimming," "read" becomes "reading."

Function as a Noun

One of the main characteristics of a gerund is that it functions as a noun in the sentence. A gerund can replace the role of a noun, such as being the subject, direct object, object of a preposition, or part of a noun phrase.

Refers to Action or Activity

Gerunds refer to actions or activities. For example, in the sentence "I enjoy swimming," the gerund "swimming" refers to the activity of swimming.

Can Have Modifications

Like other nouns, gerunds can have modifications such as adjectives or noun phrases. For example: "She is good at painting beautiful landscapes."

Follows Prepositions

Gerunds often follow prepositions in sentences. For example: "They are interested in learning new skills."

Does Not Have Its Own Tense

Gerunds do not have their own tense or time form (P. J. Duffley, 2006). The use of gerunds is not tied to a specific time, because gerunds themselves do not have tenses (past, present,

future). The context of the accompanying sentence determines the time or aspect of the action in question.

Can Be Used as a Gerund Phrase

Gerunds are often used in phrases called "gerund phrases," where the gerund is the core of the phrase and can have a modifier or object. Example: "After reading the book, she understood the plot better."

Can Be Used as a Subject

Gerunds can be used as subjects in sentences. Example: "Running in the morning is refreshing."

Can Be Used in an Interrogative or Negative Sentence

Gerunds can be used in interrogative or negative sentences, just like any other noun. Example: "Are you planning to attend the event?" "I'm not interested in watching that movie."

When using gerunds, it is important to pay attention to the context of the sentence and the role you want to convey in your communication.

2.3 Gerunds in Sentence Context

Sentence context is how a word or phrase is used in conjunction with other words around it to give it a clearer and more specific meaning. When using a gerund in a sentence, the context will help determine the role and meaning of the gerund. Here are some example sentences that show the various contexts in which gerunds are used:

Subject:

Reading is my favorite hobby. (Membaca adalah hobi favorit saya.)

Swimming is great exercise. (Berenang adalah latihan yang bagus.)

The following are some instances of gerunds being used as subjects:

1. Swimming is a great way to stay fit. (Berenang adalah cara yang bagus untuk tetap bugar.)
2. Reading helps expand your vocabulary. (Membaca membantu memperluas kosakata Anda.)
3. Singing brings joy to people's hearts. (Menyanyi membawa kebahagiaan ke hati orang.)
4. Running in the park is my favorite morning activity. (Berlari di taman adalah aktivitas pagi favorit saya.)
5. Learning languages can open up new opportunities. (Belajar bahasa dapat membuka peluang baru.)

In each of the examples above, the gerund (verb form -ing) is used as the main subject in the sentence. This gerund becomes the main focus of the sentence and refers to the activity or action being discussed. Note that in this usage, the gerund acts as a noun and takes on the role that would normally be filled by another noun in the sentence.

There is no specific "formula" to follow when using gerunds as subjects in sentences, but there are some common ways to structure sentences with gerunds as subjects. The following are examples of commonly used formulas or sentence patterns:

Gerund + Verb (to be):

Reading is enjoyable.

Swimming is good exercise.

Gerund + Verb:

Singing brings happiness.

Cooking takes practice.

Gerund + Modifiers:

Running early in the morning gives me energy.

Learning new skills continuously is important in today's world.

Gerund Phrase:

Taking a walk in the park helps me relax.

Eating a balanced diet contributes to overall health.

In all these patterns, the gerund acts as the main subject in the sentence and gives focus to the activity or action being described. You can modify these patterns according to the context and the message you want to convey in the sentence.

Direct Object:

She enjoys dancing. (Dia menikmati menari.)

They like singing together. (Mereka suka menyanyi bersama.)

The following are examples of using gerunds as direct objects in sentences:

1. She enjoys **dancing** at parties. (Dia menikmati menari di pesta-pesta.)
2. They like **playing soccer** in the park. (Mereka suka bermain sepak bola di taman.)
3. He doesn't mind **cooking** dinner for his family. (Dia tidak keberatan memasak makan malam untuk keluarganya.)
4. We should practice **speaking English** regularly. (Kita seharusnya berlatih berbicara bahasa Inggris secara teratur.)
5. I love **listening to music** while studying. (Saya suka mendengarkan musik saat belajar.)

In the examples above, the gerund (verb form -ing) is used as the direct object in the sentence. This gerund becomes the focus of the action performed in the sentence and acts as the object of the main verb. It should be noted that gerunds used as direct objects can be followed by verbs, nouns, or additional modifications according to the context of the sentence.

Object of Preposition:

He is interested in learning a new language. (Dia tertarik untuk belajar bahasa baru.)

She is good at playing the piano. (Dia pandai bermain piano.)

The following are examples of using gerunds as objects of prepositions in sentences:

1. She is interested **in painting** landscapes. (Dia tertarik dengan melukis pemandangan.)
2. They are good **at playing** musical instruments. (Mereka pandai dalam bermain alat musik.)
3. He is dedicated **to studying** medicine. (Dia berdedikasi untuk belajar kedokteran.)
4. She spends a lot of time **on practicing** her dance routines. (Dia menghabiskan banyak waktu untuk latihan rutinitas tariannya.)
5. They are excited **about traveling** to new countries. (Mereka bersemangat tentang berpergian ke negara-negara baru.)

In the examples above, gerunds (verb forms of -ing) are used as the object of prepositions that follow words like "in," "at," "to," "on," and "about." These gerunds serve as the focus of the activity associated with the preposition. This gerund serves as the focus of the activity associated with the preposition. Gerunds as objects of prepositions help provide more details and information about the action or activity discussed in the sentence.

After a Specific Verb:

They started working on the project yesterday. (Mereka mulai bekerja pada proyek tersebut kemarin.)

I can't imagine living without my family. (Saya tidak bisa membayangkan hidup tanpa keluarga saya.)

After a Specified Noun:

Her passion is cooking. (Passion-nya adalah memasak.)

The best part of the day is watching the sunset. (Bagian terbaik dari hari adalah menonton matahari terbenam.)

In an Ask or Negative Sentence:

Are you interested in joining the club? (Apakah kamu tertarik untuk bergabung dengan klub?)

I'm considering changing my job. (Saya sedang mempertimbangkan untuk mengganti pekerjaan saya.)

In Gerund Phrase:

After finishing her work, she went for a walk. (Setelah menyelesaikan pekerjaannya, dia pergi jalan-jalan.)

Having breakfast is important for starting the day. (Makan pagi penting untuk memulai hari.)

Keep in mind that the context of the phrase in each of these instances provides obvious information as to how the gerund is employed and in what capacity. Gerunds can exist in a variety of contexts, and recognizing the context can help you utilize them appropriately and efficiently. You can establish the purpose and place of gerunds inside a sentence by paying attention to the context in which they are utilized. This understanding is essential for correctly and effectively employing gerunds.

2.4 What is To Infinitive?

"To infinitive" is an English verb form that consists of a base form verb followed by the word "to." This form is known as an "infinitive" because it is not bound to a specific time or aspect and can be used in a variety of sentence contexts.

The infinitive is used for a variety of purposes in a sentence, including to express intention, purpose, plan, ability, inclination, and so on. The "to infinitive" form can function as part of the predicate (verb phrase) in a sentence or it can also be used after certain verbs or expressions.

Examples of using "to infinitive":

1. I want to learn how to play the piano. (Saya ingin belajar cara bermain piano.)
2. She needs more time to finish the project. (Dia membutuhkan lebih banyak waktu untuk menyelesaikan proyek ini.)
3. They decided to visit the museum tomorrow. (Mereka memutuskan untuk mengunjungi museum besok.)
4. He likes to swim in the ocean. (Dia suka berenang di laut.)
5. She tried to solve the puzzle, but it was difficult. (Dia mencoba memecahkan teka-teki tersebut, tapi sulit.)

It is important to remember that in these sentences, the "to infinitive" can have the same subject as the subject of the sentence or a different subject depending on the context. The infinitive can also be used after various verbs such as want, plan, need, decide, like, try, and others, as well as after some specific nouns or adjectives.

« TO + INFINITIVE »

To Show The Purpose Of An Action

It is used to explain why an action is done.

«to» has the same meaning as «in order to».

An Action + To + Infinitive Verb

EXAMPLES:

English Study Page

- The students studied very hard **to pass** the exams.
- She is going to go to England **to learn** English.

ATTENTION 1 !!!

When we want to make infinitive clause negative (in other words, the negative form of "to"); we use "not to".

- He changed his way **not to** see her..

ATTENTION 2 !!!

"to" can be used at the beginning of a sentence.

- **To get** a passport, firstly you should fill out this form.

(Source: <https://englishstudypage.com/grammar/using-to-infinitive-to-show-the-purpose-in-english/>)

The following are examples of words that are often used with "to infinitive" (verb base form with "to") in sentences:

1. Want: She wants to travel around the world. (Dia ingin berkeliling dunia.)
2. Plan: We plan to start a new project next month. (Kami berencana untuk memulai proyek baru bulan depan.)
3. Need: They need more time to complete the task. (Mereka membutuhkan lebih banyak waktu untuk menyelesaikan tugas tersebut.)

4. Decide: He decided to take a break from work. (Dia memutuskan untuk istirahat dari pekerjaan.)
5. Hope: She hopes to become a successful author. (Dia berharap menjadi seorang penulis yang sukses.)
6. Agree: They agreed to help with the event. (Mereka setuju untuk membantu dengan acara tersebut.)
7. Like: I like to read mystery novels. (Saya suka membaca novel misteri.)
8. Try: He is trying to learn how to play the guitar. (Dia sedang mencoba belajar cara bermain gitar.)
9. Prefer: She prefers to stay home on weekends. (Dia lebih suka tinggal di rumah pada akhir pekan.)
10. Refuse: They refused to give up even when things got tough. (Mereka menolak untuk menyerah bahkan ketika hal-hal menjadi sulit.)

In each of the examples above, "to infinitive" is used after a specific verb to indicate intentions, goals, or plans regarding future actions. Proper verb selection and appropriate use of "to infinitive" can help convey meaning more clearly in a sentence. Using the correct verb and employing the "to infinitive" form can enhance sentence clarity by expressing meaning more effectively (Downing, 2014). Additionally, understanding the appropriate context for using these structures allows for more precise communication.

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CHAPTER III

CAUSATIVE VERB

By Andi Haerati Alimuddin

3.1 Definition of Causative Verb

According to Praninskas (1980), Causative verb is a special sentence patterns with two verbs. The verbs explain that one person causes another to do something. In other words, causative verbs express the idea of causing someone or something to do something. The verbs indicate someone or something is causing an action to happen, rather than performing the action themselves. Causative verbs are used to describe situations where one person or thing is responsible for making another person or thing perform an action.

There are three verbs that are usually used in the causative. The three verbs which are used in this way are have, make, and get. The pattern for have and make is just slightly different from the one gets. Betty Azar (1989: 187) stated that “make, have, and get can be used to express the idea that “X” causes “Y” to do something, when they are used as causative verbs, their meanings are similar but not identical.

Causative verbs can be a bit complex, as they involve the manipulation of actions or events by an external agent, and their usage can vary between languages. Learning how to use causative verbs correctly can be important for conveying causation and responsibility in sentences.

3.2 Pattern of Causative Verbs

In English, the verbs make, get, have, let, and help are the most frequent causative verbs that are generally used. In using Causative verbs, it can indeed be used in both active and passive voice, depending on how the causation is expressed and who is performing the action. Here is a brief explanation of both patterns:

3.2.1 Active Voice Causative Construction

In the active voice causative construction, the subject is the one causing the action to happen. The causative verb is typically transitive and followed by the object that represents the entity or person who is being made or caused to do something. This pattern is commonly used to express that the subject is actively causing something to occur.

3.2.1.1 Make

In causative verb constructions, such as "make," the verb "make" is used to indicate that the subject is causing or compelling someone or something to perform a particular action or task. The verb "make" implies that the action is not done willingly or voluntarily by the person or thing being acted upon, but rather as a result of external pressure, influence, or direction from the subject.

Grammatical Structure:

[Subject] + [Make] + [Object] + [Base Form of the

Source: Wall Street English, 2020

Example:

1. I made my daughter do her homework before watching TV.
2. The coach made the players run extra laps after practice.
3. She makes her employees attend regular training sessions.
4. They made me clean up the mess I had made.
5. The teacher makes us read a new book every week.
6. He made his sister bake a cake for the family gathering.
7. The manager made the team redo the project from scratch.
8. The storm made us postpone our outdoor picnic.
9. My parents made me apologize for my mistake.
10. The chef made the kitchen staff prepare a five-course meal for the VIP guests.

3.2.1.2 Get

The verb "get" is used to indicate that the subject is causing or persuading someone to perform a particular action. "Get" implies a sense of influence, persuasion, or indirect causation. Unlike the verb "make," which often implies a more forceful or direct form of causation, "get" suggests that the person being influenced may have some level of choice or willingness in carrying out the action.

Grammatical Structure:

[Subject] + [Get] + [Object] + [To] + [Base Form of the

Source: Wall Street English, 2020

Example:

1. She got her hair cut at the salon yesterday.
2. I need to get my car fixed before it breaks down.
3. He got his brother to help him with the homework.
4. They got their house painted over the weekend.

5. We should get the kids to clean their rooms before the guests arrive.
6. My boss got me to work late again.
7. I got my computer upgraded to improve its performance.
8. They got their dog to learn new tricks.
9. She got her dress altered for the upcoming wedding.
10. He got his friend to lend him some money to pay the rent.

3.2.1.3 Have

The verb "have" is often used to indicate that someone causes or arranges for someone else to do something for them. It implies that the subject of the sentence is directing or influencing another person to perform an action on their behalf. The subject essentially "has" or "gets" someone else to do a task or take an action.

Grammatical Structure:

[Subject] + [Make] + [Object] + [Base Form of the Verb]

Source: Wall Street English, 2020

Example:

1. She had her son wash the car before the family trip.
2. They had the construction workers build a new house on their property.
3. I had the chef prepare a special meal for my anniversary.
4. He had his assistant book the conference room for the meeting.
5. The teacher had the students complete the assignment by the end of the day.

6. The manager had the team analyze the market trends for the upcoming year.
7. We had the gardener plant beautiful flowers in our garden.
8. They had the IT department fix the computer issue immediately.
9. I had the tailor alter my dress for the wedding.
10. The homeowner had the plumber repair a leak in the kitchen sink.

In these sentences, "have" is used to express the causative action of arranging, directing, or influencing someone to perform a specific task or service. It emphasizes the role of the subject in making something happen, even though they may not be directly performing the action themselves.

3.2.1.4 Help

The word "help" can be used to indicate that someone is assisting or aiding another person in performing an action. The causative form of "help" implies that the subject is causing, facilitating, or making it possible for someone else to do something with their assistance.

Grammatical Structure:

Subject + "help" + Object (the person who needs assistance) + (to)* + Base Form of the Verb (the action being assisted) + Rest of the Sentence

* In some cases, you may use "to" before the base form of the verb, but it is optional. It depends on the specific construction and context.

Example:

1. Clara helped his neighbor to carry groceries into her house.

2. She helped her younger brother to tie his shoelaces.
3. The lifeguard helped the struggling swimmer to reach the shore.
4. They helped the stranded traveler to change a flat tire.
5. The teacher helped the student to understand a challenging math concept.
6. He helped the injured hiker to get down from the mountain.
7. The kind stranger helped the lost child to find her parents.
8. She helped her colleague to complete a difficult project.
9. The nurse helped the patient to take their medication.
10. The mechanic helped the driver to fix the car.

In these sentences, the causative verbs are used in active voice to show that the subjects are actively causing or assisting in the actions mentioned.

3.2.1.5 Let

In causative constructions, the verb "let" is used to indicate that someone allows, permits, or gives permission for another person to do something. It shows that the subject is enabling or granting permission for the action to take place. In other words, the verb "let" can be used in causative constructions to indicate permission or allowance, similar to the way "make" or "have" is used to cause someone to do something.

In conclusion, the causative verb "let" is used to convey permission or allowance and represents an active voice causative construction. It emphasizes that the subject is allowing or permitting someone else to take a particular action.

Grammatical Structure:

Subject + "let" + Object + Base Form of Verb

Source: Wall Street English, 2020

Example:

1. She let her children stay up late on the weekend.
2. I let my friend borrow my bicycle for the day.
3. They let me join their study group for the upcoming exam.
4. He lets his dog run freely in the park.
5. The teacher lets the students choose their own research topics.
6. The manager lets the employees take a longer lunch break on Fridays.
7. We let our guests decide what movie to watch.
8. The chef let the customers customize their pizza toppings.
9. The coach lets the players choose their positions on the field.
10. I let my brother use my laptop to complete his assignment.
11. He let me try his new video game.
12. The restaurant lets customers customize their orders.

In these sentences, "let" is used in the active voice to indicate that the subject (e.g., "She," "I," "They") is allowing or permitting someone else to perform the action described.

3.2.2 Passive Voice Causative Construction

Because they are employed to focus attention on the action itself rather than the action's performer, passive causatives are comparable to passive voice. The passive causative structure is preferably used in the following cases:

1. When the person who does something is obvious.
2. When it is not necessarily important to mention the person who does something.
3. When we do not know the person who does something.

Generally, the grammatical construction of passive voice as follows:

Grammatical Structure:
Subject + have/get/make + Object + Past Participle

Source: Wall Street English, 2020

Example:

1. She had her phone upgraded to the latest model.
2. He had his manuscript edited by a professional.
3. They had their plumbing issues resolved by a plumber.
4. We had our dog groomed at the pet spa.
5. I had my bike tuned up for the race.
6. She got her hair styled.
7. They got their house painted.
8. He got his shoes repaired.
9. I got my computer fixed.
10. The company got its website redesigned.
11. He made the car fixed.
12. They made the cake decorated.
13. The artist made the canvas painted.
14. She made the book read.
15. The chef made the dish prepared.
16. He let his apartment sublet to a friend.
17. The landlord let the house leased on a month-to-month basis.
18. They let their vacation home booked.

19. The company let the office space leased for a short-term project.
20. The property owner let the cottage rented for the entire year.

Both active and passive voice causative constructions can be useful in different contexts and for different shades of meaning. It is important to understand how they work in the language we are using to convey the intended message accurately.

3.3 Exercise

Direction:

Change the sentences below into active or passive causative construction by using causative verbs.

1. I washed my car.
2. John cut his hair.
3. The woman typed the documents.
4. The man fixed the washing machine.
5. David cut the grass.
6. Kevin painted the bedroom.
7. My father repaired the refrigerator.
8. I cleaned the windows.
9. I dyed my hair.
10. They painted the fence.
11. He wrote a heartfelt letter.
12. I cooked a delicious meal.
13. The teacher explained the lesson thoroughly.
14. We planted flowers in the garden.
15. They fixed the broken window.
16. My sister baked a batch of cookies.
17. The mechanic repaired the car.
18. He designs websites.

19. They build sandcastles.

20. They bake cookies.

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CHAPTER IV

PARALLEL CONSTRUCTION AND CORRELATIVE CONJUNCTION

By Neneng Yuniarty

4.1 Introduction

Parallel construction and correlative conjunctions are important concepts in grammar and writing that help create clear and balanced sentences. They are tools that writers use to ensure that elements within a sentence or a series of sentences are structured in a consistent and harmonious manner. By employing parallel construction and correlative conjunctions effectively, writers can enhance the flow, readability, and overall impact of their writing.

Parallel construction, also known as parallelism or parallel construction, involves organizing words, phrases, or clauses in a sentence in a way that they have a similar grammatical structure. This technique makes it easier for readers to understand the relationships between different parts of a sentence and creates a sense of balance and symmetry. Writers commonly use parallel construction in lists, comparisons, and contrasting statements to improve clarity and coherence.

Correlative conjunctions, on the other hand, are pairs of conjunctions that work together to connect and emphasize elements within a sentence. Some common examples of correlative conjunctions include "both...and," "either...or," "neither...nor," "not only...but also," and "whether...or." These conjunctions help writers join similar or contrasting ideas and

ensure that the elements they connect are structurally parallel. Proper use of correlative conjunctions adds depth and precision to sentence structure.

In this exploration of parallel construction and correlative conjunctions, we will delve deeper into their definitions, provide examples of how they can be employed effectively in writing, and highlight their significance in enhancing the clarity and coherence of written communication. Understanding and mastering these concepts can empower writers to create more polished and compelling pieces of writing across various genres and styles.

4.2 Parallel Construction

Parallel construction, also known as parallelism or parallel structure, is a grammatical and rhetorical device that involves using the same grammatical form or structure in a series of words, phrases, clauses, or sentences. This technique is used to create balance, clarity, and emphasis in writing or speech. Parallel construction is commonly employed in literature, speeches, advertising, and everyday communication to make ideas more coherent and easier to understand.

Parallel construction helps create a sense of balance, rhythm, and symmetry in sentences, making them easier to read and understand. It is particularly important in formal writing, such as academic essays, speeches, and business reports, to enhance the overall quality and impact of the communication.

4.2.1 The Function of Parallel Construction

Parallel construction is a linguistic and rhetorical device used in writing and speaking to emphasize and clarify information. It involves structuring sentences or phrases in a way that presents parallel or balanced elements. This technique is

commonly used in various forms of communication, including literature, speeches, essays, and everyday language. The primary functions of parallel construction are as follows:

1. **Clarity:** Parallel construction helps make complex ideas and information easier to understand by presenting them in a clear and organized manner. By using consistent structures, the reader or listener can more readily grasp the relationships between different elements of a sentence or text.
2. **Emphasis:** Parallelism can be used to emphasize certain points or ideas within a sentence or paragraph. When similar elements are presented in a parallel fashion, they tend to stand out and make a stronger impression, drawing attention to the intended message.
3. **Rhythm and Flow:** Parallel construction can enhance the flow and rhythm of a text, making it more engaging and pleasant to read or listen to. It creates a sense of symmetry and balance that contributes to the overall cohesiveness of the writing or speech.
4. **Persuasion:** In persuasive writing and speeches, parallel construction can be an effective tool for reinforcing arguments and persuading the audience. By structuring key points or arguments in a parallel manner, the speaker or writer can make them more compelling and memorable.
5. **Aesthetic Appeal:** Parallelism can add aesthetic value to a piece of writing. Well-crafted parallel structures can create a sense of elegance and sophistication in the language, making the text more appealing to readers or listeners.

The examples of parallel construction:

- She enjoys hiking, swimming, and cycling. (Parallelism in a list of activities)
- The candidate promised to reduce taxes, create jobs, and improve education. (Parallelism in a political platform)
- Not only did he excel in academics, but he also shone in extracurricular activities. (Parallelism in a sentence with correlative conjunctions)
- Easy come, easy go. (Parallelism in a balanced expression)

In summary, the function of parallel construction is to enhance clarity, emphasize key points, improve the flow of text, persuade the audience, and create aesthetic appeal in writing and speech by presenting similar ideas or elements in a balanced and consistent manner.

4.2.2 The Rule of Using Parallel Construction

If you want to use a parallel construction, there are a few rules you need to know, namely:

1. Parallel construction is applied to elements connected by coordinate conjunctions (and, but, or, as, and others) in a series. If the linked elements are preceded by an article (a, an, the) or a preposition (in, on, at, etc.), then the article or preposition is used for each element or only for the first element.

For example:

- While Charles was sleeping, his phone and shoes disappeared.

- The air force base may be in the north, the south, the west, and the east
 - She likes durian, rambutan, mangosteen, and banana.
 - The project aims to reduce costs, increase efficiency, and improve quality.
2. Parallel construction is applied to elements connected by correlative conjunctions (e.g., not ... but ..., not only ... but also ..., between ... and ..., the more ... the less, the less ... the more).

For example:

- Jeremy can drive not only a car but also a helicopter.
 - This book is not for you but for your cousin.
 - He not only studied for the exam but also reviewed his notes.
 - She enjoys reading books as much as she enjoys watching movies.
3. Parallel construction is applied to the elements being compared (comparison).

For example:

- I like swimming better than biking. [or I like to swim better than to bike.
- My handphone is cheaper than my sister's.

- The team performed better, faster, and more efficiently.
- She sings more beautifully than anyone I know.

4.3 Correlative Conjunction

Correlative conjunctions are three of the main types of conjunctions. This conjunction or connecting word is used in pairs or reciprocally. Correlative conjunctions function to show the existence of a relationship between one phrase or clause and another phrase/clause.

The thing to pay attention to here is that the clauses/phrases that are connected must be equivalent, or have the same word class. So, if the first clause is a noun, then the other clauses that are paired must be nouns (that is, the noun must be paired with a noun).

When using it, you also need to pay attention to whether the verb, pronoun and sentence structure are correlated correctly.

4.3.1 The Function of Correlative Conjunction

Here are the two main functions of the correlative conjunction:

1. To show the relationship between two ideas or concepts. For example, “either...or” is used to express a choice between two options, while “not only...but also” is used to show that two things actually happened.
2. To create balance and symmetry in sentences. Paired conjunctions have the role of connecting elements that have the same important meaning, thereby helping make sentences sound more balanced.

4.3.2 The Types of Correlative Conjunctions

Correlative conjunctions are pairs of conjunctions that are used to connect similar grammatical elements within a sentence. They work in pairs to join words, phrases, or clauses. Here are some common types of correlative conjunctions:

1. **Both ... and**

It is used to connect two elements or ideas and emphasize that they are both true or applicable. It is often used to show a parallelism or similarity between the two connected elements. Here is the structure:

Structure: Both [element 1] and [element 2].

For example:

- Both Sarah and John attended the conference. (This sentence emphasizes that both Sarah and John were present at the conference).
- She is both intelligent and hardworking. (This sentence highlights that she possesses both intelligence and a strong work ethic).
- They enjoyed both the food and the entertainment at the party. (This sentence indicates that they had a good time with both the food and the entertainment).

In summary, "both ... and" is a conjunction used to connect two elements or ideas to emphasize their coexistence or similarity.

2. **Either ... or**

It is used to present two mutually exclusive choices or alternatives. It indicates that one of the options is true or will happen, but not both.

For example:

- You can either have pizza or pasta for dinner. (You can choose pizza or pasta, but not both.)
- Either you come to the party tonight, or you stay home. (You have the choice to attend the party or stay at home, but you cannot do both simultaneously.)
- The book is either on the shelf or on the table. (The book can be in one of these two places, but not in both places at the same time.)

3. Neither ... nor

It is used to connect two negative alternatives or ideas. It indicates that both options are not true or not happening. Here is how it works:

- a. Neither ... nor ... is used to express that two things are both negative or not happening.

For example:

- Neither John nor Sarah attended the party. (Both John and Sarah did not attend the party.)
 - I can neither confirm nor deny the allegations. (I cannot confirm them, and I can't deny them.)
- b. Neither ... nor ... can also be used with other verb tenses, such as past or future, to convey the same idea.

For example:

- She neither liked nor understood the movie. (She did not like it, and she didn't understand it.)
- c. Neither ... nor ... can be used with other parts of speech, not just verbs.

For example:

- This book is neither interesting nor well-written.
(The book is not interesting, and it is not well-written.)

In essence, "neither...nor..." is a way to emphasize the negation of two alternatives, making it clear that neither option is valid or true.

4. Not only ... but also ...

It is used to emphasize two different ideas or elements that are both important or significant. It is often used to show a contrast or to add additional information. The structure of a sentence using "not only... but also" typically follows this pattern:

Not only [element A] but also [element B]

For example:

- She is not only intelligent but also hardworking.
(This sentence emphasizes that the person in question possesses both intelligence and a strong work ethic).
- The restaurant serves not only delicious food but also excellent drinks.
(This sentence highlights that the restaurant offers both great food and exceptional drinks).
- The concert was not only entertaining but also educational.
(This sentence suggests that the concert provided both entertainment and educational value).
- They not only visited the museum but also explored the nearby park.

(This sentence indicates that in addition to visiting the museum, they also took the time to explore the park).

- The book is not only well-written but also beautifully illustrated.

(This sentence emphasizes that the book has both excellent writing and stunning illustrations).

In each of these examples, "not only... but also" is used to emphasize the presence of two important qualities, actions, or characteristics.

5. So ... as ...

It is used to express a degree of comparison or to indicate that two things are equal in some way. It is often used in comparisons to show that the degree or extent of one thing is the same as another. Here is how it works:

a. Positive Comparison.

When using "so ... as..." for a positive comparison, it means that two things are equal in some quality.

For example:

- She is so talented as a singer that she could rival even the most famous vocalists.

b. Negative Comparison.

"So ... as ..." can also be used for a negative comparison to indicate that one thing is not as good as another.

For example:

- He is not so skilled as his brother when it comes to playing the guitar.

c. Emphasizing the Degree.

"So ... as ..." can be used to emphasize the degree of something, often in a positive sense.

For example:

- The cake was so delicious as to be irresistible.

d. Expressing a Result.

It can also be used to express a result or consequence.

For example:

- The rain was so heavy as to cause flooding in many areas.

In these examples, "so" and "as" are used together to create a comparative structure, highlighting the degree of the quality being compared.

6. Whether ... or

It is used to present two alternative options or possibilities. It is often used to introduce a choice between two things or to express uncertainty about which of two options is true or applicable. Here is how it works:

- a. Expressing a choice: You can use "whether ... or" when you want to indicate that there are two possible alternatives.

For example:

- I do not know whether I should go to the party or stay home.
- She could not decide whether to order pizza or pasta for dinner.

- b. Expressing uncertainty: This conjunction can also be used to express doubt or uncertainty about a situation.

For example:

- I am not sure whether he will come to the meeting or not.
- She wondered whether it would rain tomorrow or not.

In both cases, "whether" introduces a condition or choice, and "or" indicates that one of the options will be chosen.

7. **As ... as**

It is used to make comparisons between two things that are equal or similar in some way. It is often used to express similarities or degrees of equality between two elements. Here is the basic structure:

as + adjective/adverb + as + noun/adjective/adverb

For example:

- She is as tall as her brother.
(This means that her height is equal to her brother's height.)
- The car is as fast as a sports car.
(This means that the car has a similar speed to a sports car.)
- He works as hard as his colleague.
(This means that his level of effort at work is equal to that of his colleague.)
- The cake tastes as delicious as it looks.
(This means that the taste of the cake is equal to its appearance.)
- She sings as beautifully as a professional singer.

(This means that her singing ability is similar to that of a professional singer.)

In these examples, "as ... as ..." is used to draw comparisons between two things or to indicate the degree of similarity between them.

8. As much ... as

It is used to make comparisons and indicate that two things are equal in quantity, degree, or extent. Here is how it works:

- a. Comparing Quantities:** When comparing two quantities that are equal, you can use "as much ... as."

For example:

- She has **as much money as** he does.
- I need **as much time as** you to complete the task.

- b. Comparing Degrees:** You can also use "as much ... as" when comparing two degrees or levels of something.

For example:

- He has **as much experience as** she does.
- This job requires **as much skill as** the previous one.

- c. Comparing Extents:** When comparing the extent or amount of something, "as much ... as" is used.

For example:

- The cake has **as much sugar as** the recipe calls for.
- We have **as much information as** we need.

In all these examples, "as much ... as" emphasizes that the two things being compared are equivalent in the specified aspect.

9. No sooner ... than

It is used to indicate that one action or event happens immediately after another. It is often used to emphasize the swift or immediate nature of the second action or event in relation to the first. Here is how it works:

- a. **No sooner + subject + past tense verb...than + subject + past tense verb:** This structure is used to show that one action or event occurred immediately after another.

For example: No sooner had I arrived home than it started raining heavily.

In this example, the action of "starting to rain heavily" happened immediately after the action of "arriving home."

- b. **No sooner + auxiliary verb + subject + past participle...than + subject + auxiliary verb + past participle:** This structure is used when you want to emphasize that one action was completed before the other began.

For example: No sooner had they finished their meal than they received a call.

In this example, the action of "receiving a call" happened immediately after the action of "finishing their meal," and it emphasizes that the meal was completed before the call came in.

The use of "no sooner...than" helps convey a sense of immediacy or quick succession between two actions or events.

10. Rather ... than

It is used to express a preference or choice between two options. It indicates a preference for one option over the other. Here is how it works:

- a. Preference for the first option: I would rather go to the movies than stay at home.
- b. Preference for the second option: She would rather stay at home than go to the party.

In the first example, the preference is for going to the movies, while in the second example, the preference is for staying at home.

11. If ... then

It is commonly used in logic and conditional statements. It represents a cause-and-effect relationship or a conditional proposition. Here is how it works:

- a. **If:** This part of the conjunction sets a condition or a trigger. It specifies an event or situation that needs to be met or satisfied.
- b. **Then:** This part of the conjunction indicates the consequence or result that will occur if the condition specified in the "if" part is true or fulfilled.

Here are a couple of examples:

- **If** it rains, **then** the ground will get wet.
 - Condition: Rain

- Consequence: Wet ground
- **If** you study hard, **then** you will do well on the exam.
 - Condition: Studying hard
 - Consequence: Doing well on the exam

12. Hardly ... when

It is often used to indicate that one action or event occurs almost immediately after another. It suggests that there was very little time between the two events.

For example:

- I had hardly finished my dinner when the phone rang. (This means that as soon as the person finished eating dinner, the phone rang.)
- She had hardly started her presentation when the power went out. (This implies that the presentation had just begun when the power outage occurred.)
- They had hardly begun their journey when it started raining heavily. (Here, the rain started shortly after they began their journey.)

In these examples, "hardly" emphasizes the brief time or small interval between the two events, and "when" is used to connect them.

11. Scarcely ... when

It is used to indicate that one event or action happened immediately after another, with the implication that the first event had barely started or was just about to happen when the second event occurred. It is often used to describe situations where something unexpected or surprising happens very quickly after something else.

For example:

- Scarcely had I started cooking dinner when the power went out. (This means that I had just begun cooking when the power outage occurred.)
- She had scarcely finished her presentation when the audience erupted in applause. (This suggests that the applause started immediately after she finished speaking.)
- Scarcely had he left the house when it started raining heavily. (This indicates that the rain began almost as soon as he stepped out of the house.)

In each of these examples, "scarcely ... when " highlights the quick succession of events, emphasizing that one event followed closely upon the other.

12. Just as ... so ...

It is used to express a relationship of similarity or comparison between two ideas or actions. It is often used to show that two things are happening or being done in a similar manner or to emphasize a parallelism between them. Here is how it works:

- Just as I love to read books, so does my sister.
(This sentence shows that both the speaker and their sister share a love for reading books.)
- Just as the sun sets in the west, so does the moon rise in the east.
(This sentence highlights the parallelism between the setting of the sun and the rising of the moon.)
- Just as he worked hard to achieve his goals, so should you.

(This sentence encourages the reader to work hard in a similar manner as the mentioned person.)

- Just as the chef uses fresh ingredients, so should you if you want to make a delicious meal.

(This sentence suggests that using fresh ingredients is important for cooking, and the reader should do the same.)

In each of these examples, "just as" introduces the first part of the comparison, and "so" is used to introduce the second part, emphasizing the similarity or parallel between the two clauses.

13. Such ... that

It is used to express a result or consequence that is a direct outcome of a preceding condition or action. It is often used to emphasize the extent or degree of the condition or action and the resulting outcome. Here is the basic structure:

**Such + (adjective/noun) + that +
(result/consequence)**

For example:

- He was such a talented musician that he could play any instrument. (The extent of his talent is emphasized, leading to the result that he could play any instrument.)
- She was in such a hurry that she forgot her keys at home. (The degree of her hurry led to the consequence of forgetting her keys.)
- The book was such a page-turner that I stayed up all night to finish it. (The book's compelling nature resulted in staying up all night to finish it.)

- It was such a hot day that we decided to go swimming. (The extreme heat led to the decision to go swimming.)
- The problem was such a challenge that it took us weeks to solve it. (The difficulty of the problem caused it to take weeks to solve.)

In each of these examples, "such... that" connects the condition or quality (such) to the resulting outcome (that), emphasizing the relationship between them.

14. So ... that

It is used to express a result or consequence of an action. It shows that one action or event leads to another in such a way that the second action is a direct outcome or consequence of the first one. Here is the basic structure:

So + Adjective/Adverb + That + Clause

For example:

- The weather was so hot that we decided to go swimming.
- She was so tired that she fell asleep immediately.
- He is so kind that everyone loves him.
- He ran so fast that he won the race easily.
- She spoke so softly that I could barely hear her.

In these examples, the "so... that" construction emphasizes the extent or degree of the first action or condition and how it directly leads to the second action or result.

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CHAPTER V

REPORTED AND QUOTED SPEECH

By Yetty

5.1 Introduction

Both types, quoted speech (direct speech) and reported speech (indirect speech), are used in language for different purposes in communicating effectively, depending on the specific situation and context.

There are some reasons that quoted speech and reported speech are necessary. Quoted speech is used when you want to quote someone's exact words and maintain the precision of their speech. It is used in situations where the original words are crucial, such as in interviews, in narrative fiction to establish character, or when providing a quote from a specific source. Meanwhile, reported speech is used when you want to refer to what someone has said without having to repeat their words directly. It is often used to refer back to a previous conversation or in news reports. Sometimes, in longer texts or in formal reports, using reported speech can make the text easier to read and avoid repeating the same words over and over again. Besides, reported speech allows you to change the verb time to reflect the shift from original speech time to reported time. This helps in understanding the time context better.

Both types of speech play an important role in written and spoken communication, and choosing between them depends on the context and purpose of your communication. Each has unique

uses in various situations to meet your communication needs. Therefore, in this chapter, it will be more explore quoted and reported speech.

5.2 Quoted Speech

Quoted speech or we can say direct speech is the direct words spoken by the speaker. If a person imitates directly or the same as what is said by another person without changing the wording at all, it is called quoted speech or direct speech.

According to Pauzan (2021), direct speech generally consists of two parts. The first is *reporting verb* which also called as *reporting sentence*. It usually marked with a comma punctuation mark. The second is *reported verb/reported words* which also called *reported sentence* and usually marked with quotation marks. We can see in the examples below:

Reporting Verb	Reported Verb
<i>I say,</i>	<i>" You have to see the doctor"</i>
<i>He told me,</i>	<i>" I am going to Bali tomorrow"</i>
<i>Rina asked,</i>	<i>"Are you busy today?"</i>
<i>The police asked,</i>	<i>"Please show your lisenche"</i>
<i>The girl said,</i>	<i>" I go to school everyday by foot"</i>
<i>The man said,</i>	<i>" I am writing a novel"</i>
<i>She told me,</i>	<i>" I won't meet him again"</i>
<i>Hafizah says,</i>	<i>" Let's go to the movie"</i>
<i>Mom warned me,</i>	<i>" Please be quite"</i>

The position of the reporting verb is not always at the beginning of the sentence, but it can also be at the end of the sentence, for example:

"Mutia works in a bank", Rudi said.

"I'll stay at home on Sunday", Susi said.

"I'm listening to the radio", he said.

"I'll see Mira on Sunday", Judika said.

"Are you hungry?", Mom asked.

5.3 Reported Speech

Reported speech or indirect speech uttered by the speaker. If a person tells what another person has said with the same meaning, but the wording is changed or not exactly the same, then this sentence is called reported speech. Riyanto (2009) explained that reported speech is used if we want to retell one's opinion or someone's talk to another person. It is usually started with introducing verbs such as *say, tell, answer, inform, explain, order, etc.*

There are some notes that need to be highlighted in the use of reported speech. Those are:

- a) In reported speech, between reporting verb and reported verb/reported words are connected by "that".
- b) Quotation marks are not used in reported speech.
- c) There is a change in tenses when the sentence is changed from quoted speech to reported speech

For more details, the use of reported speech can be seen in the examples below:

Uman said, "I am writing a new short story." (Quoted/Direct Speech)

*Uman said **that** he was writing a new short story. (Reported/Indirect Speech)*

Mom said, "The baby is sleeping." (Quoted/Direct Speech)

Mom said **that** the baby was sleeping. (Reported/Indirect Speech)

He said, "The girl comes". (Quoted/Direct Speech)

He said **that** the girl came. (Reported/Indirect Speech)

5.4 Tenses Change

There are some changes of tenses in reported speech. What needs to be considered is the tense of the reporting verb and reported verb. If the reporting verb is **past tense** or **past perfect tense**, the tense of the verb in the reported verb changes. It can be seen in the examples below:

Quoted/Direct Speech

Simple Present Tense

Izza said, "I eat the apple".

He said, "The girl watch the movie".

Mom said, "Tio drinks the tea."

Indirect/Reported Speech

Simple Past Tense

Izza said that she ate the apple.

He said that the girl watched the movie.

Mom said that Tio drank the tea.

Quoted/Direct Speech

Present Continuous Tense

Izza said, "I am eating the apple".

He said, "The girl is watching the movie".

Indirect/Reported Speech

Past Continuous Tense

Izza said that she was eating the apple.

He said that the girl was watching the movie.

Quoted/Direct Speech

Present Perfect Tense

Izza said, "I have eaten the apple".

He said, "The girl has watched the movie".

Indirect/Reported Speech

Past Perfect Tense

Izza said that she had eaten the apple.

He said that the girl had watched the movie.

Quoted/Direct Speech

Indirect/Reported Speech

Quoted/Direct Speech

Present Perfect Continuous Tense

Izza said, "I have been eating the apple".

He said, "The girl has been watching the movie".

Quoted/Direct Speech

Simple Past Tense

Izza said, "I ate the apple."

He said, "The girl watched the movie."

Quoted/Direct Speech

Past Continuous Tense

Izza said, "I was eating the apple."

He said, "The girl was watching the movie."

Quoted/Direct Speech

Future Tense

Izza said, "I will eat the apple."

He said, "The girl will watch the movie."

Quoted/Direct Speech

Present Tense

Susi said, "Sofyan can come to the restaurant."

The main said, "She may borrow the book."

Father said, "The boy must obey the rules."

Indirect/Reported Speech

Past Perfect Continuous Tense

Izza said that she had been eating the apple.

He said that the girl had been watching the movie.

Indirect/Reported Speech

Past Perfect Tense

Izza said that she had eaten the apple.

He said that the girl had watched the movie.

Indirect/Reported Speech

Past Perfect Continuous Tense

Izza said that she had been eating the apple.

He said that the girl had been watching the movie.

Indirect/Reported Speech

Past Tense

Izza said that she would eat the apple.

He said that the girl would the movie.

Indirect/Reported Speech

Past Tense

Susi said that Sofyan could come to the restaurant.

The main said that she might borrow the book.

Father said that the boy had to obey the rules

However, if the reporting verb is in the **present, future, and present perfect tense**, then the tense of the verb in reported verb is not changed. It can seen in this examples below:

She **says**, "I watch TV everyday." (Quoted/Direct Speech)

She **says** she **watches** TV everyday." (Reported/Indirect Speech)

She **has said**, "I watch TV everyday." (Quoted/Direct Speech)

She **has said** that she **watches** TV everyday." (Reported/Indirect Speech)

She **will say**, "I watch TV everyday." (Quoted/Direct Speech)

She **will say** that she **watches** TV everyday." (Reported/Indirect Speech)

Other things to note in reported speech are the change of **time, pronouns and possessive pronouns**. The **change of time** can be seen in the information below:

Quoted/Direct Speech

today
now
.....ago
tomorrow
yesterday
this morning
next week

Reported/Indirect Speech

that day
then
the previous....
The next/following day
the day before
that morning
the following week

For example:

Diana said, "I am buying a book **today**". (Quoted/Direct Speech)

Diana said that she was buying a book **that day**.
(Reported/Indirect Speech)

Rezki said, "I need your **now**". (Quoted/Direct Speech)

Rezki said that he needed my help **then**. (Reported/Indirect Speech)

*Zia said, "I will pick up the box **tomorrow**". (Quoted/Direct Speech)*

*Zia said that would pick up box **the next day**". (Reported/Indirect Speech)*

The **change of pronoun and possesstive adjective** can be seen in the information below:

Pronoun and Possesstive Adjective

<i>I</i>	<i>He/She</i>
<i>You</i>	<i>Me/He/She/Them/I/Him/Her</i>
<i>My</i>	<i>His/Her</i>
<i>Our</i>	<i>Their/Our</i>
<i>We</i>	<i>They</i>
<i>Your</i>	<i>My/His/Her</i>

For example:

*Fatur said, "**I** eat one orange". (Quoted/Direct Speech)*

*Fatur said that **he** ate one orange. (Reported/Indirect Speech)*

*Cece said to me, "**I** like **your** dress". (Quoted/Direct Speech)*

*Cece said to me that **she** liked **my** dress. (Reported/Indirect Speech)*

5.5 Interrogative Sentence

Riyanto (2009) explained that interrogative sentence are divided into two; yes/no question and WH/How Question. In yes/no question, the reported speech is started with **if** or **whether**. It can be seen in the examples below:

Quoted/Direct Speech*Present Tense*

Hafizah asked me, "Are you sick now?."

Uman asked, "Do you attend the class?."

Bayu asked, "Does Fatim live near here?."

Indirect/Reported Speech*Past Tense*

Hafizah asked me if/wheter I was sick then.

Uman asked if/wheter I attended the class.

Bayu asked if/whether Fatim lived near there

In WH/How Question, the reported speech is the original question in statement form. For example:

Quoted/Direct Speech*Present Tense*

Hafizah asked me, "where does Santi live?."

Uman asked, "where do you buy the shoes?."

Indirect/Reported Speech*Past Tense*

Hafizah asked me where Santi lived.

Uman asked me where I bought the book.

Quoted/Direct Speech*Past Tense*

Hafizah asked me, "where did you sell the folower?."

Uman asked, "what did you do?."

Indirect/Reported Speech*Past Perfect Tense*

Hafizah asked me where I had sold the flower.

Uman asked me what I did.

5.6 Imperative Sentence

In imperative sentences, in expressing indirect speech the infinitive form is used by adding the word "to" in positive sentences while for negative sentences by adding "not to". For example:

"Come in, please", Izza asked

*Izza asked her **to** come in*

Mr. Boy said to the servant, "Clean the room". (Quoted/Direct Speech)

*Mr. Boy said to the servant **to** clean the room. (Reported/Indirect Speech)*

Mr. Simon told me, "Don't go out". (Quoted/Direct Speech)

*Mr. Simon told me **not to** go out. (Reported/Indirect Speech)*

Mrs. Anna said to him, "Do not waste your time". (Quoted/Direct Speech)

*Mrs. Anna said to him **not to** waste his time. (Reported/Indirect Speech)*

5.7 Exercises

a) Change the following sentences **from Quoted/Direct to Reported/Indirect Speech**

1. The man said, "The telephone is out of order".
2. She said, "I have read the novel."
3. The doctor said, "You must take rest."
4. Beni said to Alika, "I cannot go with you."
5. My brother said, "I am studying English now."

b) Change the following sentences to **Reported/Indirect Speech**

1. Yuli asked me, "What time is it?"
2. Mr. Uman asked me, "How long have you studied English?"
3. Hafizah asked Ciko, "are you going to eat now?"

4. Mom asked, "Do you like this bag?"
5. Yuli asked, "Does the man sing the song?"

c) Change the following sentences to **Reported/Indirect Speech**

1. The teacher said, "Don't be noisy."
2. She said, "Please, go to the shop."
3. Mom said, "Don't forget to bring the umbrella."
4. The doctor said, "Take a rest for a week."
5. Father said, "Go to bed now."

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CHAPTER VI

REDUCED ADJECTIVE CLAUSES

By Morita

This chapter will help you understand what a reduced adjective clause is and how to reduce an adjective clause to an adjective phrase or participial phrase.

Before we begin discussing how to reduce adjective clauses, let's review what adjective clauses are.

6.1 What is an Adjective Clause?

An adjective clause is a dependent clause that modifies a noun or pronoun. It gives additional information to the noun or pronoun to make it more clearly. An adjective clause is started by a relative pronoun and comes right after the noun or pronoun it modifies.

Relative Pronouns: *who, whom, which, that, whose.*

Relative Adverbs: *when, where, why.*

Let's take a look at the following examples:

- The **girl** *who is standing beside my mother* is Mary.
- Do you know the **man** *that is waving at me over there*?
- We need a **person** *whom we can trust to handle this job.*
- I don't know **anyone** *who is an expert in this field.*
- This is the book **which** *I bought last week.*

- I have been looking for a **place** *where I can stay over this weekend.*
- I can still remember the **day** *when I first met you.*
- That is the **man** *whose brother works in the same department with me.*
- I don't understand the **reason** *why he quit his job.*

The above examples show that the adjective clauses (red colored) are very important to provide useful information about the modified nouns or pronouns. The listeners or readers will have a clear clue of what or who the speaker or writer is referring to.

On the other hand, adjective clauses can also be non-essential. They just give extra information to the noun or pronoun. They are called non-restricted adjective clauses and are usually offset using commas.

Here are some examples of non-restrictive adjective clauses;

- My father, *who is an amazing writer,* loves travelling very much.
- We are planning to visit Borobudur Temple, *which is located in Magelang.*
- Mia, *whose father has just passed away,* has been y best friend since kindergarten.
- Bandung, *which is the capital city of West Java Province,* has a lot of places with beautiful sceneries
- We are all excited to go to Labuan Bajo, *which is very popular for its breath-taking beaches.*



Examples of Reduced Adjective Clauses

Adjective clauses can be reduced to adjective phrases. They are often called *participial phrases* (*present participle my aunt's boyfriend* or *past participle*). Moreover, the reduced adjective clauses can also be in the form of *prepositional phrases* or *appositive phrases*.

Before we discuss further on how to reduce adjective clauses into adjective phrases, let's pay attention to the following examples.

Adjective Clause	Reduced Adjective Clause
The man <i>who is giving a speech on the stage</i> is my manager.	The man <i>giving a speech on the stage</i> is my manager.
This is an interesting novel <i>that was written by Charles Dickens</i> .	This is an interesting novel <i>written by Charles Dickens</i> .
The man <i>who lives next door</i> is my aunt's boyfriend.	The man <i>living next door</i> is my aunt's boyfriend.
I can't think of a film <i>that is as great as this one</i> .	I can't think of a film <i>as good as this one</i> .
Do you know the woman <i>who is wearing that big red hat</i> ?	Do you know the woman <i>wearing that big red hat</i> ?

Adjective Clause	Reduced Adjective Clause
The book <i>which is on the table</i> belongs to my grandpa.	The book <i>on the table</i> belongs to my grandpa.
Joshua, <i>who is a national boxing champion</i> , got arrested last night.	Joshua, <i>a national boxing champion</i> , got arrested last night.
Dr. Smith, <i>who is awarded as the best doctor of the year</i> , is always friendly and helpful to his patients.	Dr. Smith, <i>awarded as the best doctor of the year</i> , is always friendly and helpful to his patients.

6.2 How to reduce Adjective Clauses?

Adjective clauses can be in the form of different tenses and different structures. We reduce an adjective clause into an adjective phrase in different ways as well. Notice the following rules.

Rule 1

Relative Clause: Relative pronoun + to be (is/am/are/was/were) + V-ing + O

Reduced relative clause: + V-ing + O

When a relative pronoun is followed by to be and verb (ing), we can reduce it by omitting the relative pronoun and to be.

Examples:

- The girl *who is standing next to my brother* is our cousin.
The girl *standing to my brother* is our cousin.

- The man ***who is wearing a blue t'shirt*** looks familiar to me.
The man ***wearing a blue t'shirt*** looks familiar to me.
- They want to help the child ***who is sleeping on the porch of a shop.***
They want to help the child ***sleeping on the porch of a shop.***

Notice:

- Everybody is looking forward to the result of the conference ***that is being held by the ASEAN foreign ministers in Bangkok.***
Everybody is looking forward to the result of conference ***being held by by the ASEAN foreign ministers in Bangkok.***

The above relative clause is in passive voice.

Rule 2

Relative Clause: **Relative pronoun + to be (is/am/are/was/were) + V-3rd + O**

Reduced relative clause : **Relative pronoun + to be (is/am/are/was/were) + V-3rd + O**

When a relative pronoun is followed by to be and verb (past participle), we can reduce it by omitting the relative pronoun and to be.

Examples

- His book ***which was published last month*** has been sold 900 copies.
His book ***published last month*** has been sold 900 copies.

- We would like to apply for the job ***that was advertised in Kompas yesterday.***
We would like to apply for the job ***advertised in Kompas yesterday.***
- All the employees ***who are fired without any prior notice*** are going to sue the management of the company.
All the employees ***fired without any prior notice*** are going to sue the management of the company.

Rule 3

Relative Clause: Relative pronoun + to be (is/am/are/was/were) + prepositional phrase

Reduced relative clause: Relative pronoun + to be (is/am/are/was/were) + prepositional phrase

When a relative pronoun is followed by to be and prepositional phrase, we can omit the relative pronoun and the to be.

Examples:

- Could you take me the book ***which is on the shelf?***
Could you take me the book ***on the shelf?***
- The man ***who is beside my father*** is our new manager.
The man ***beside my father*** is our new manager.
- Do you know the boy ***who is from Korea*** over there?
Do you know the boy ***from Korea*** over there?

Rule 4

Relative Clause: Noun + relative pronoun + is/am/are/was/were + adjective

Reduced relative clause: adjective + noun + relative pronoun + is/am/are/was/were

When a relative pronoun is followed by to be and adjective, we move the adjective prior to the noun, then omit the relative pronoun and the to be.

Examples:

- To do this job, we need a person ***who is determined and dedicated.***
To do this job, we need a ***determined and dedicated person.***
- This plant can grow well in a weather ***which is hot.***
This plant can grow well in a ***hot weather.***

Rule 5

Relative Clause: relative pronoun + is/am/are/was/were + adjective phrase

Reduced relative clause: relative pronoun + is/am/are/was/were + adjective phrase

A relative clause with the above structure is changed into a reduced adjective phrase by omitting the relative pronoun and the to be.

Examples:

- I don't think he is the person ***who is right for this job.***
I don't think he is the person ***right for this job.***
- More companies begin to use robots ***which are suitable for sophisticated work.***

More companies begin to use robots *suitable for sophisticated work*.

Rule 6

Relative clause: relative pronoun + is/am/are/was/were + noun phrase

Reduced relative clause: relative pronoun + is/am/are/was/were + noun phrase

A relative clause in which the relative pronoun is followed by a to be and noun phrase can be reduced by omitting the relative pronoun and the to be.

Examples:

- Michelle, ***who is my roommate***, comes from a big family.
Michelle, ***my roommate***, comes from a big family.
- Tom feels very sad after Mia, ***who was his big supporter in his study***, passed away.
Tom feels very sad after Mia, ***his big supporter in his study***, passed away.

Note:

A noun phrase that comes after another noun is also called an appositive phrase.

Rule 7

Relative Clause: relative pronoun +V + Object/modifier

Reduced relative clause: relative pronoun +V + object/modifier

If a relative pronoun is followed by a verb, we can omit the relative pronoun then change the verb into present participle (V-ing)

Examples:

- Do you remember the man ***who stood beside your sister at the party last night?***
Do you remember the man *sitting beside your sister at the party last night?*
- All staff ***who work in the finance department*** are asked to work overtime today.
All staff ***working in the finance department*** are asked to work overtime today.
- The guy ***who stole your wallet in the bus yesterday*** was finally caught by the police.
The guy ***stealing your wallet in the bus yesterday*** was finally caught by the police.

6.3 Are All Adjective Clauses Can Be Reduced?

Not all adjective clauses can be reduced to an adjective phrase. Here are they:

1. **An adjective clause cannot be reduced if the relative pronoun is followed by a subject.**
Thus, relative pronouns such as ***whom*** and ***which*** (followed by a subject) can't be omitted.

Examples:

- Do you understand the lesson ***which Prof. Wilson explained yesterday?***
- That is the man ***whom I was talking about just now.***

2. **An adjective clause with relative pronouns and adverbs such as : *whom, whose, where, why,* and *when* cannot be reduced.**

Examples:

- I'd like to meet the man ***whom you'll get married soon.***
- Danny, ***whose son works with me,*** is a great teacher.
- I like the hotel ***where we stayed in Bali last holiday.***
- Everybody can't understand the reason ***why he left his job.***
- I will inform you the time ***when our next meeting will be held.***

The Results of Reducing an Adjective Clause

An adjective clause can be reduced into the following forms:

1. Adjective (one word)
2. Adjective phrase
3. Present participle phrase
4. Past participle phrase
5. Prepositional Phrase
6. Appositive phrase

Adjective Clause	Reduced Adjective Clause	Description
A boy who is smart can answer the questions easily. We like a person who is helpful.	A smart boy can answer the questions easily. We like a helpful person.	Adjective Clause → Adjective (word)
The students who are happy with their scores receive a lot of appreciation from their friends. The song which was highly overrated, is being sung all over the world,	The students happy with their scores receive a lot of appreciation from their friends. The song highly overrated is being sung all over the word.	Adjective Clause → Adjective phrase
I like people who always tell the truth.	I like people telling the truth.	Adjective clause → Present participle phrase.

Adjective Clause	Reduced Adjective Clause	Description
We can see the sign that is standing on the corner of the street is	We can see the sign standing on the corner of the street .	
The doll that was given by my mother is so cute. The student who is selected to participate in the national science competition is Larry.	The doll given by my mother is so cute. The student selected to participate in the national science competition is Larry.	Adjective clause → Past participle phrase
Would you introduce us to the new student who comes from Japan? If you have any problem, you can contact the	Would you introduce us to the new student from Japan? If you have any problem, you can contact the representative	Adjective clause → prepositional phrase

Adjective Clause	Reduced Adjective Clause	Description
representative officer <i>that is in this department</i>	officer <i>in this department.</i>	
I am excited to meet Danny, <i>who is the winner of the last speech competition.</i>	I am excited to meet Danny, <i>the winner of the last competition.</i>	Adjective Clause → appositive phrase
Monas, <i>which is the most famous Jakarta's landmark,</i> was built in the 1960s.	Monas, <i>the most famous Jakarta's landmark,</i> was built in the 1960s.	

Exercise 1

Reduce the adjective clause if possible.

1. The team who were playing football on the field got very dirty.

2. I am looking for a book which shows me how to build a bird house.

3. The Smiths went to search a house which they will buy.

4. My father works in a company that develops software for engineering.

5. The bus which I usually take to campus was late yesterday.

6. The doctor gave me a prescription which I have to buy at the drugstore.

7. Our family spent a lot of time at the beach which is very beautiful.

8. The slides which were shown in class yesterday made us understand more about the new lesson.

9. The river that flows across London is called the Thames River.

10. I finally found the book which I had been looking for some time.

11. We have to return the shoes which we bought yesterday.

12. The family who were sitting in that restaurant were the Andersons.

13. The new car which was purchased two weeks ago was destroyed in the accident.

14. The pictures which were displayed in the museum last week were visited by many people.

15. The food which the chef placed on the table looked so amazing.

Exercise 2

Each of the following sentences contains either an adjective clause or reduced adjective clause. Indicate if the sentences are correct © or incorrect (I)

1. ____ We must return the goods bought at the bookshop last week.
2. ____ The children played in the park were very happy.
3. ____ Working in this company for 5 years, my father finally got a promotion.
4. ____ The boys who working in the garage got a lot of experience.
5. ____ The items can be seen in the catalogue were just launched last week.
6. ____ The woman who wore a green gown at the party last night is a famous actress.
7. ____ The passengers waiting in the waiting room began to feel nervous.
8. ____ The car parking in front of my house belongs to my parents.
9. ____ Annie lives in a house locating at the corner of this street.
10. ____ The woman who talking to my mother is one of our local senior members.

Exercise 3

Reduce the following sentences.

1. Who is the guy that is playing tennis with your father?

2. Students who want to participate in the student's board must apply first.

3. The company which was established in 1990 has become one of the prominent organizations in the country.

4. Bogor, which is located south of Jakarta, has become a much more crowded city.

5. The cakes which are made today are already sold.

6. I don't like something which is too sweet.

7. The people who were hired by my company last week had to take a training course.

8. I was talking to a man who bought our old car.

9. The company president, who was sitting next to Mr. Timberland, is a friendly man.

10. The chairs that are next to my desk are for the board of directors.

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BIODATA PENULIS



Andri Kurniawan, S.Pd.,M.Pd.

Dosen Pendidikan Bahasa Inggris
Universitas Indrapasta PGRI (Unindra)

Penulis lahir di Tangerang tanggal 20 Desember 1989. Telah menyelesaikan studi S1 Pendidikan Bahasa Inggris di Universitas Islam Syekh-Yusuf Tangerang Tahun 2012, serta Magister (S2) Pendidikan Bahasa Inggris di Universitas Indrapasta PGRI (Unindra) Jakarta Tahun 2019. Mulai Bulan Desember tahun 2019 mengajar di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Pendidikan Bahasa Inggris Sampai Saat ini.

Penulis saat ini menjadi Kepala Sub Bagian Perencanaan, Evaluasi dan Mentoring di Universitas Islam Syekh-Yusuf Tangerang. Penulis Juga aktive dalam kegiatan-kegiatan pengembangan kampus diantaranya menjadi Pengembang Kampus Merdeka dan Renstra Fakultas serta Universitas. Penulis sangat aktive dalam kegiatan penelitian, Pengabdian Masyarakat dan mengisi kegiatan webinar sebagai pembicara. Produktifitas penulis dalam berkarya sangat baik, hingga saat ini ada 38 Buku yang telah terbit dan 35 Hak Cipta. Penulis terus berkarya dalam pengembangannya sebagai Dosen.

BIODATA PENULIS



Dr. Citra Prasiska Puspita Tohamba, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan UM Kendari

Penulis lahir pada tanggal 22 Mei 1989 di Kendari, Sulawesi Tenggara, Indonesia. Pada tahun 2001, penulis lulus dari sekolah dasar di SDN 18 Mandonga Kendari. Kemudian, penulis melanjutkan pendidikan di MTsN 1 Kendari dan lulus pada tahun 2004. Pada tahun yang sama, penulis melanjutkan pendidikan di SMA Negeri 7 Kendari dan lulus pada tahun 2007. Selanjutnya, pada tahun 2011 penulis menyelesaikan pendidikan S1 di Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Haluoleo. Pada tahun 2012, penulis melanjutkan studi magister (S2) di Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar dan menyelesaikan studi pada tahun 2014. Pada tahun 2015 hingga sekarang, penulis menjadi salah satu dosen Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kendari (UM Kendari). Selain itu, pada tahun 2023, penulis mendapatkan gelar doktor (S3) dalam bidang Pendidikan Bahasa Inggris di Universitas Negeri Makassar.

BIODATA PENULIS



Andi Haeriati Alimuddin, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
STKIP YPUP Makassar

Penulis lahir di Takkalasi tanggal 19 April 1988. Penulis adalah dosen mata kuliah Advanced Grammar dan Language Testing pada Program Studi Pendidikan Bahasa Inggris, STKIP YPUP Makassar. Pada tahun 2006, penulis menempuh Pendidikan tinggi pada jenjang S1 pada program studi Pendidikan Bahasa Inggris, Universitas Negeri Makassar. Kemudian pada tahun 2010 melanjutkan ke jenjang magister Pendidikan Bahasa Inggris Universitas Negeri Makassar. Saat ini Penulis sedang menempuh pendidikan Doktorat di Universitas Negeri Makassar pada program studi yang sama. Saat ini penulis merupakan Dosen Tetap Yayasan di STKIP YPUP Makasar sejak tahun 2013 sampai sekarang.

AUTHOR BIOGRAPHY



Neneng Yuniarty, S.S., M.Hum.

The author lives in Bandung. She is a lecturer at the Piksi Ganesha Polytechnic, Bandung. The author completed her bachelor degree in 2005 in English department, and completed her master degree in 2013 in English Linguistics, Faculty of Cultural Sciences, Padjadjaran University Bandung.

AUTHOR BIOGRAPHY



Yetty, S.S., M.Hum.

Yetty, S.S., M.Hum was born in Ujung Pandang, on August 5th, 1988. The writer started her education from SD Negeri 7 Tondano, SMP Negeri 3 Makassar and SMA Negeri 11 Makassar. Then, she completed her bachelor degree at Universitas Negeri Makassar, English Literature Study Program in 2011. After that, she continued her master's degree at Hasanuddin University in English Language Studies (ELS) and graduated in 2017. Currently, the writer is an active lecturer at Khairun University in the English Language Education study program. Besides being an English lecturer, she is also a Content Creator, freelance translator (English-Indonesian and Indonesian-English), reviewer of accredited and unaccredited national journals. In addition, the writer is also active in writing books. Two book chapters that have been written include *Structure Theory* and *Strategi Pembelajaran Bahasa Inggris*. In addition to teaching and writing books, the author also actively conducts research in the fields of education, literature, Linguistics, translation and culture. Currently, the writer has several research articles published in various accredited and unaccredited national journals, as well as international journals.

AUTHOR BIOGRAPHY



Morita, S.S., M.Pd.

The author is an English lecturer at the Marketing Management Program (D3) of Institut Bisnis dan Informatika Kesatuan, Bogor. She gained her S1 degree from Universitas Indonesia, majoring in English linguistics. Teaching English and working with students from various background have become her passion. She then continued her study to Magister Pendidikan Bahasa Inggris at Universitas Terbuka and gained her S2 degree.