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MODUL BAHASA INGGRIS 3 TEKNIK INFORMATIKA

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(Team Teaching)

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Deskripsi Mata Kuliah	: Mata kuliah ini membahas tentang Frase dan Klausa serta penggunaannya dalam menyusun kalimat maupun suatu esai. Frase yang akan dibahas adalah Frase Keterangan (Adverb Phrase), Frase Preposisi (Prepositional Phrase), Frase Kata Sifat (Adjective Phrase), Frase Kata Benda (Noun Phrase), Frase Verbal (Verb Phrase). Sedangkan Klausa/Kalimat yang akan dibahas meliputi: Induk Kalimat (Main Clause), Anak Kalimat (Subordinate Clause), serta jenis-jenis Anak Kalimat (Subordinate Clause) yang terdiri dari Klausa Keterangan (Adverb Clause), Klausa Kata Sifat (Adjective Clause), dan Klausa Kata Benda (Noun Clause). Mata Kuliah ini juga membahas Simple Sentence, Compound Sentence, Complex Sentence, dan Compound-Complex Sentence.
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PREFACE

In learning English, the students hopefully are able to write sentences or an essay. Before start writing, the students should understand the differences about words, phrases, sentences, and also essay. The group of certain words can be a phrase, the group of certain phrase can be a sentence, and some sentences can be formed an essay.

This course discusses about Phrases and its' types. Such as; Adverb Phrase, Prepositional Phrase, Adjective Phrase, Noun Phrase, and Verb Phrase. This course also discusses about Clauses and its' types. Such as; Main Clause and Subordinate Clause. The kinds of Subordinate Clause are Adverb Clause, Adjective Clause, and Noun Clause. Simple Sentence, Compound Sentence, Complex Sentence, and Compound-Complex Sentence are also discussed in this Course.

South Tangerang, October 29, 2016
Tim Teaching

Drs. Mohadib, M.Sc.
Ketua Team Teaching

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MEETING 1

THE PHRASES

A. LEARNING GOALS

The goals of study are :

- 1.1. Understanding the definition and examples of phrases.
- 1.2. Using phrases in the sentences.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

THE DEFINITION AND EXAMPLES OF PHRASES

A phrase is two or more words that do not contain the subject-verb to make meaning, but it is not a complete sentence. Phrases can be very short or quite long.

For Example:

He is standing **near a tree**.

Near a tree = a phrase

The part of above sentence “**near a tree**” is a phrase because it does not have subject and verb, and express a complete idea. A phrase does not include both subject and verb at a same time and does not make a complete sense. A phrase cannot stand as a sentence on its own.

If a group of words include both subject and verb then it becomes a **clause**, so the difference in a **clause** and a **phrase** is that a clause contains subject and verb but a phrase does not contain subject and verb. Here are some examples of phrases:

Running to class, Ambrose tripped on the stairs and dropped his backpack.

Running to class = a phrase

After lunch, Doni went to computer class.

After lunch, = a phrase

LEARNING GOALS 1.2:**USING PHRASES IN THE SENTENCES**

A sentence may consist of one or more phrases. *For example:* The boy in the **red shirt behaves in a strange way**. A phrase functions as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its construction. On the basis of their functions and constructions, phrases are divided into various types: noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase.

The example of phrases put together in the sentences :

The brown hat was blowing away in the wind

The brown hat = *Noun Phrase*

Was blowing = *verb phrase*

The flowers will bloom in spring

In spring = *adverb phrase*

My dad bought a blue and black sweater.

A blue and black = *adjective phrase*

In English phrase, there are five types of phrases:

- 1) Noun Phrase;
- 2) Verb Phrase;
- 3) Adjective Phrase
- 4) Adverb Phrase
- 5) Prepositional Phrase.

These types of phrases above will be discussed in the next meeting

C. EXERCISE/ASSIGNMENT

Identify each underlined word as a noun, a verb, an adjective, an adverb and a preposition.

Example: Nicky is a junior in college.

Answer: Nicky = noun

1. The governor is speaking to the Senate.
2. He put the keys in the drawer.
3. The tall women spoke very rapidly.

4. He ran across the bridge and jumped into a red convertible.
5. He turned slowly toward her sister

Write the letter of a clause from the list that logically follows the modifying phrase

- | | |
|--|---|
| a. the desperate women grasped a floating log after the boat turned over | a. the little girls raised her hand |
| b. the desperate women grasped a floating log after the boat turned over | b. the manager learned of their dissatisfaction with their jobs |
| c. the taxi driver caused a multiple-car accident. | c. the passengers angrily walked back to the ticket counter |
| d. carefully proofread all your answers | d. marco hasn't been able to play tennis |
| e. the students repeated the experiment | e. the worker in charge of Section B of the assembly line told the assistant manager about a production problem |
| f. the athletes waved to cheering crowd | |

1. Trying to understand the physics problem, _____
2. Fighting for her life, _____
3. Wanting to ask a question, _____
4. After having injured her ankle, _____
5. Not wanting to disturb the manager, _____
6. Upon hearing the announcement that their plane was delayed, _____
7. Talking with the employees after work, _____
8. Attempting to get onto the freeway, _____
9. Steeping onto the platform to receive their medals, _____
10. Before turning in your exam paper, _____

D. REFERENCES

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MEETING 2

NOUN PHRASE

A. LEARNING GOALS

The goals of study are :

- 2.1 Understanding the definition and examples of noun phrases.
- 2.2 Identifying noun phrases in the sentences.

B. MATERIALS DESCRIPTION

LEARNING GOALS 2.1:

THE DEFINITION AND EXAMPLES OF NOUN PHRASES

NOUN PHRASE

A noun phrase often abbreviated as *NP* most commonly functions as a subject, object, or complement. A noun phrase includes a noun, a person, place, or thing and the modifiers which come after or before the noun. The pattern looks like this:

OPTIONAL MODIFIER (S) + NOUN+OPTIONAL MODIFIER (S)

Here are some examples :

- He bought **a beautiful red dress**.
A beautiful red = modifiers
Dress = noun
- Will you talk with **these rude people**?
These rude = modifiers
People = noun
- He is a **great English teacher**
a great English = modifiers
Teacher = noun

- Noun Phrase as a **subject**, examples:
The boy with green cap is laughing.
A man on the stage was jumping
- Noun Phrase as a **direct object**, examples:
She brought **a glass full of milk**.
He is wearing **a nice red shirt**.
- Noun Phrase as a **indirect object**, examples:
Sam gave **his daughter** an Ipod
Sam bought **his daughter** an Ipod
- Noun Phrase can also be the **object of a preposition**, examples:
They drove *toward* **the village**
The computer is *behind* **the desk**
- We are meeting *at* **noon**
The *italic* words as a preposition
A sentence can also contain more noun phrases.
For example: **The girl with green eyes** bought **a beautiful bracelet**.

C. EXERCISE/ASSIGNMENT

Identify the noun clauses in the following sentences. Number one as an example answer

1. I hope to win the first prize.
Noun Phrase : to win the first prize (as the object)
2. I tried to solve the puzzle.

3. Did you enjoy reading this book?

4. The boy wants to go home.

5. Horses prefer living in dark stables.

6. The thief refused to answer the question.

7. The boy denied stealing the money.

8. To write such rubbish is disgraceful.

9. I dislike having to punish my kids.

10. I will hate to do such a thing.

Identify each underlined NP as a subject, a direct object, an indirect object, and an object of a preposition.

Example: He parked the car in the parking lot

Answer: The car = direct object, the parking lot = object of preposition in.

1. Professor Branson, the head of the department, approved the appointment.
2. I think you will find your glasses in the car.
3. She sent her sister an e-mail
4. My brother is a doctor.
5. He hung a large painting over the fireplace

D. REFERENCES

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MEETING : 3

VERB PHRASE

A. LEARNING GOALS

The goals of study are :

- 3.1 Understanding the definition and examples of verb phrases.
- 3.2 Identifying verb phrases in the sentences.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

The definition and examples of verb phrases

VERB PHRASE

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence. *For examples :*

He **is eating** an apple.

She **has finished** her work.

You **should study** for the exam.

She **has been sleeping** for two hours.

The verb phrase in English has the following forms:

1. A MAIN VERB

Verb		
We	are	Here
I	like	It
Everybody	saw	the show

The verb may be in the present tense (are, like) or the past tense (saw).

A verb phrase with only a main verb expresses **simple aspect**.

AN AUXILIARY VERB (“BE”) AND A MAIN VERB IN-ING FORM

Auxiliary “be” Verb (ing)		
We	Were	watching
Everybody	Is	laughing

A verb phrase with “be” and –ing expresses **continous aspect**.

AN AUXILIARY VERB (“HAVE”) AND MAIN VERB WITH PAST PARTICIPLE.

Auxiliary Verb (past “have” participle)			
They	Have	Studied	well
Everybody	Has	Worked	hard
He	Had	finished	work

A verb with “have” and the past participle expresses **perfect aspect**. A verb with have/has expresses **present perfect** and verb with *had* expresses **past perfect**.

AN AUXILIARY VERB (“HAVE” + “BEEN”) AND A MAIN VERB IN THE –ING FORM:

Auxiliary “have”+“been” Verb (-ing)			
Everybody	has been	working	hard
He	had been	singing	

A verb with “have” and “been” and the present participle expresses **perfect continous aspect**. A verb with *have/has* expresses **present perfect continous**, and a verb with *had* expresses **past perfect continous**.

2. A MODAL VERB**A MODAL VERB (CAN,COULD, MAY, MIGHT, MUST, SHALL, WILL, WOULD) AND A MAIN VERB.**

Modal Verb Main verb		
They	Will	Come
He	Might	Come

WE CAN USE **MODAL VERBS** WITH THE AUXILIARIES “**BE**”, “**HAVE**”, AND “**HAVE BEEN**”

	MODAL	AUXILIARY	VERB
They	Will	be	listening
He	Might	have	arrived
She	Must	have been	listening

LEARNING GOALS 1.2:

Identifying verb phrases in the sentences

These sentences below contain verb phrase.

It *is raining* again.

→ *is raining* = verb phrase

I *have seen* you somewhere before

→ *have seen* = verb phrase

We *will be thinking* about you

→ *will be thinking* = verb phrase

I *may see* you on Thursday

→ *may see* = verb phrase

You *should have gone* to the doctor

→ *should have gone* = verb phrase

He *has been working* very hard lately

→ *has been working* = verb phrase

C. EXERCISE/ASSIGNMENT

Identify the *main verb*, *auxiliary verb*, and *modal verb* in the following sentences.

1. It is raining again.
2. I have seen you somewhere before
3. We will be thinking about you
4. I may see you on Thursday
5. He has been working very hard lately

6. You should have gone to the doctor
7. Helen took my keys
8. She is working right now
9. He could be working right now.
10. Alexa sings a new song.

Commented [U1]: Soalnya harap diganti, karena soalnya sama dengan yang ada di materi. !

D. REFERENCES

Azar, B.S & Koch, R.S. (2009). *Understanding and Using English Grammar*, 4th Edition Workbook. NewYork.

Alexander, L.G. (1998). *Longman English Grammar EXERCISE/ASSIGNMENT For Intermediate Students*. Self-Study Edition. NewYork.

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MEETING 4

THE ADJECTIVE PHRASE

A. LEARNING GOALS

The goals of study are :

- 4.1 Understanding the definition and examples of adjective phrase.
- 4.2 Identifying adjective phrases in the sentences.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

The definition of adjective phrases

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun. Like an adjective, an adjective phrase modifies a noun or pronoun by providing more information about it. An adjective phrase always has an adjective acting as the head. The adjective phrase may also contain words or phrases before or after the head (modifiers and complements). Look at the examples below:

ADJECTIVE (HEAD)

For examples:

That's a *lovely* cake.

These flowers are *wonderful*.

ADJECTIVE PRECEDED BY A MODIFIER (UNDERLINED)

For examples:

That soup is *pretty* cold.

Many of the exercises are *fairly* difficult.

ADJECTIVE + A MODIFIER AFTER IT

For examples:

The food was *tasty* enough.

The car is *economical* *for its size*.

**ADJECTIVE + A WORD OR PHRASE WHICH IS REQUIRED TO
COMPLETE ITS MEANING (A COMPLEMENT):**

For examples:

She was **aware** *of the danger of travelling alone*.

LEARNING GOALS 1.2:

Identifying adjective phrases in the sentences

ADJECTIVE PHRASES IN THE SENTENCES

How to identify adjective phrase in the sentences ? **Adjectives**, as everyone learned in grammar, is describing noun. When you find an adjective, you have found an adjective phrase. Knowing where adjective phrases appear can help you pinpoint the entire phrase.

1. Knowing about adjective phrase forms.

Each adjective phrase includes only one adjective, but English has several possible forms for adjective phrases. They can be as short as a single adjective, such as “blue.” They can combine one or more adverbs with an adjective as in “quite ill” and “very carefully painted.” They can combine an adjective with a prepositional phrase such as “unhappy about the game,” and finally, they can consist of an adjective governing a verb phrase as in “pleased to meet you.”

2. Noun Modifiers

An adjective phrase functions as a noun modifier when it comes before the noun that it describes. “black horse” is a simple example with the adjective phrase “black” modifying the noun “horse.” When more complex adjective phrases act as noun modifiers, they are hyphenated. **Examples:**

He is wearing a **nice red** shirt. (modifies shirt)

The girl **with brown hair** is singing a song (modifies girl)

He gave me a glass **full of water**. (modifies glass)

C. EXERCISE/ASSIGNMENT

Underline the phrases below as adjective phrase.

1. I saw Jeremy wore a black expensive jacket last morning.
2. My mother planted a pretty colorful flower today
3. Rebecca thinks that the food is very delicious.
4. Steve lost his black leather wallet last month.
5. I have just known that Reana is afraid of dark wet little room.
6. After 8 years I have never met her, she is getting older and wiser.
7. When I went to City Park, I run into an old mysterious woman.
8. He cannot stand any longer with those annoying sound.
9. Nobody doubts that Anabeth is as pretty as princess and as smart as professor
10. Daisy is a lecturer of Teacher Training and Art Faculty.

D. REFERENCES

Azar, B.S & Koch, R.S. (2009). *Understanding and Using English Grammar*, 4th Edition Workbook. NewYork.

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MEETING 5

ADVERB PHRASE

A. LEARNING GOALS

The goals of study are :

- 3.3 Understanding the definition and examples of adverb phrase.
- 3.4 Understanding types of adverb phrase.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

The definition and examples of adverb phrase
--

An adverb phrase is a group of words that serves the same purpose as an adverb. Like an adverb, an adverb phrase can also modify an adjective or another adverb. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group with works like an adverb in a sentence.

For Examples:

He always behaves in a good manner .	(modifies verb behave)
They were shouting in a loud voice .	(modifies verb shout)
She always drives with care .	(modifies verb drive)
He sat in a corner of the room .	(modifies verb sit)
He returned in a short while .	(modifies verb return)

An adverb phrase can modify a verb, an adjective, another adverb, or even an entire sentence or main clause. As show below, it can appear in a number of different positions in a sentence.

The examples of adverb phrase in a sentence:

The Cheshire cat vanished **quite slowly**, beginning with the end of its tail.

The players responded **surprisingly well** to all the pressures of the playoffs.

The best way to preserve the flavor and texture of fresh vegetables is to cook them **as quickly as possible**.

As quickly as possible we cleaned the fish and placed them in coolers.

The other examples of the adverb phrases are as follows. The adverb phrases are in bold and the other words that modify the adverb are underlined:

We **usually** go on holiday in August.

Time goes **very** quickly.

The day passed **quickly** **enough**.

This works **really** well **for its size**.

Luckily **for us**, the cost was not so high.

We kept the new money **quite separately** **from what we'd already** collected

LEARNING GOALS 1.2:

Types of adverb phrase

An adverb phrase can consist of one adverb or an adverb plus other words before it (pre-modification) or after it (post-modification). Adverb phrases have many different meanings.

ADVERB PHRASES + VERBS

We use adverb phrases most commonly to modify verbs. In the examples the adverb phrases are in bold. The verbs that they modify are underlined:

Children **grow up** ***really quickly***.

I **exercise** ***very regularly*** and I **eat** ***quite healthily***.

ADVERB PHRASES + BE

We use adverb phrases with *be*. This is especially typical of adverbs of place:

- I **m** ***upstairs***. I'll ***only be*** a minute.
- They **'re** ***right there***, on the table

ADVERB PHRASES + ADJECTIVES/ADVERBS

We use adverb phrases (adv.) to modify adjectives and other adverbs:

*I found it (Adv.) **extremely** [adjective] difficult to talk to her.*

*He drives (Adv.) **really** (Adv.) carefully.*

ADVERB PHRASES + OTHER PHRASES

We use adverb phrases (Adv.) to modify noun phrases (NP) and prepositional phrases:

*That's (Adv.) **quite** (NP) a tree.* (it's a tree that is special in some way, e.g. it's very big)

*There was (Adv.) **hardly** (pronoun) anyone at the concert.*

*We climbed (Adv.) **right** (prepositional phrase) over the top of the hill and down again.*

ADVERB PHRASES + DETERMINERS

We use adverb phrases to modify determiners, especially words like *all, some, half, many* (quantifiers):

***Only half** of my friends could come to my party.*

***Very few** people have heard of my city. It's very small.*

C. EXERCISE/ASSIGNMENT

Underline the adverb phrase. On the line, write the question it answers.

Nomor one as an example answer

1. We expect our grandparents to arrive in about an hour. When?
2. My cousin watches television almost as much as you do. _____
3. The weatherman says it will rain all day. _____
4. Your brother plays soccer better than my brother does. _____
5. Our friend drives on Mondays. _____
6. Stacy and Nancy will walk on the sidewalk. _____
7. The snake slithers through the tall grass. _____
8. Mom combs my hair more gently than Dad does. _____

9. He found his lucky penny in the morning. _____
10. We raced our toy cars on the playground. _____
11. Shayla and Coral were reading their books in the car. _____
12. The teacher played the piano better than her student _____
13. Jenny tried to talk to Peter underneath the water. _____
14. Early in the morning the air is cold and fresh. _____
15. Mom will pick us up after school is out. _____

Underline the adverb phrases in the following sentences.

Notes: An adverb phrase is a group of words that serves the same purpose as an adverb.

1. She lives in a palatial home.
2. Is there water on the moon?
3. She ran into her room.
4. They chatted for a while.
5. She performed the task with great skill.
6. The desert stretched towards the north.
7. The gun went off with a loud noise.
8. The fishers went sailing over the sea.
9. He lay beside the heap of corn.
10. She whispered in his ear.
11. He fought with all his might.
12. He shouted at the top of his voice.
13. It must be done at any cost.
14. Much water has run under the bridge.
15. Without pausing to consider he struck the blow.

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MEETING 6

PREPOSITIONAL PHRASE

A. LEARNING GOALS

The goals of study are :

- 6.1 Understanding the definition and examples of prepositional phrase.
- 6.2 Understanding the function of prepositional phrase as an adjective

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

The definition and examples of prepositional phrase

The last types of English phrase is the prepositional phrase. Prepositional can indicate many different meaning, including position (on, in) and direction (toward, into, from). In prepositional phrase, the head element normally comes before a noun phrase.

For Example:

The keys are **on the table**. = prepositional phrase

→ on = preposition, the table = noun phrase

We use prepositional phrases for many purposes, for example:

AS ADVERBIALS OF TIME AND PLACE

For examples:

We will be back **in a few days**.

They drove **to Glasgow**

AS A POST MODIFIER IN A NOUN PHRASE

For examples:

Helen is the girl **in the red dress**

We've got a new television **with a thirty one inch screen.**

TO SHOW WHO DID SOMETHING

For examples:

The lion was killed **by the hunter**

I saw a wonderful painting **by Van Gogh**

WITH DOUBLE OBJECT VERBS LIKE GIVE AND GET

For examples:

We gave five pounds **to the woman on the corner.**

They got a drink **for me.**

AFTER CERTAIN VERBS, NOUNS AND ADJECTIVES

For examples:

The book *belongs to me.*

I had an *argument with my brother.*

I feel *sorry for you.*

Prepositions and prepositional phrases provide important details about the words they modify, such as by answering the following questions: *Which one? What kind? How? Where? When? To what extent?*

Examples of prepositional phrases:

According to the weather forecast	By the light of the moon
Across many deserts	Like a beautiful swan
After many tries	Near the ocean
Amid the confusion	Of my boss
Around the world	Off the top
Before we start the meeting	Out the door
Between a rock and a hard place	Through the looking glass

LEARNING GOALS 1.2:**The function of prepositional phrase as an adjective**

A prepositional phrase will function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question which one?

The book on the bathroom floor is swollen from shower steam.

Which book? The one on the bathroom floor!

The sweet potatoes in the vegetable bin are green with mold.

Which sweet potatoes? The ones forgotten in the vegetable bin!

The note from Beverly confessed that she had eaten the leftover pizza.

Which note? The one from Beverly!

Another examples of prepositional phrases functioning as adjective phrases:

The boy with him is his son.

(With is the preposition, and with him is the prepositional phrase. The prepositional phrase functions as an adjective phrase, modifying boy.)

You can use the broom behind you to sweep the floor.

(Behind is the preposition, and behind you is the prepositional phrase. The prepositional phrase functions as an adjective phrase, modifying broom.)

The bracelet in the storefront window is the one I want.

(In is the preposition, and in the storefront window is the prepositional phrase

C. EXERCISE/ASSIGNMENT

Underline prepositional phrases in each sentences below.

1. We walked up the stairs
2. My mom took a walk around the block
3. I looked under my bed
4. The girl looked behind the door for her friend who was hiding
5. Don't leave without your coat

6. During lunch we had basketball tournament
7. At noon we went to lunch
8. I made the cookies by hand
9. The car traveled at high speed
10. The boy tried to finish the race at any cost

Complete the following sentences using appropriate prepositional phrases. Each question is followed by three suggested answers. Choose the most appropriate one.

1. Jane, they all seemed pretty cordial.
 - a) except for
 - b) except with
 - c) except from
2., cancer is curable.
 - a) to a great extent
 - b) for a great extent
 - c) c) in a great extent
3. The train was late., I managed to get to the meeting in time.
 - a) in spite of this
 - b) in spite this
 - c) in spite of this
4. the starter, I thought the meal was excellent.
 - a) apart with
 - b) apart from
 - c) apart for
5. What is the you?
 - a) matter of
 - b) matter with
 - c) matter on

6. My car is parked the post office.
a) in front of
b) in front
c) in front at
7. He acted my instructions.
a) according with
b) according to
c) accordance with
8. He is me.
a) at enmity with
b) at enmity for
c) at enmity
9. I called him my voice.
a) at the top of
b) at the top off
c) with the top of
10. His words are the facts.
a) at variance with
b) at variance to
c) at variance of

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MEETING 7

THE CLAUSES: INDEPENDENT CLAUSE

A. LEARNING GOALS

The goals of study are :

- 7.1 Understanding the definition of clauses.
- 7.2 Understanding the general types of clauses.
- 7.3 Understanding the independent clauses

B. MATERIALS DESCRIPTION

LEARNING GOALS 7.1:

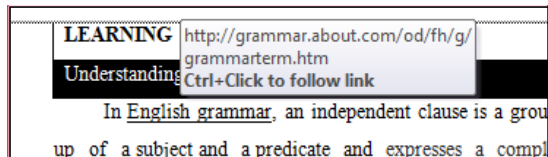
Understanding the definition of clauses

What is clause? A clause is a group of related words containing at least a subject that tells readers what the sentence is about, and a verb that tells readers what the subject is doing. For example, *she comes here*. “*She*” is the subject and “*comes*” is the verb. Besides subject and verb a clause may contain object and complement too. As in the sentence of “*She comes from Surabaya*”

LEARNING GOALS 7.2:

Understanding the general types of clauses
--

Generally, clauses are categorized into two major types. They are **main (or independent) clause** and **subordinate (or dependent) clause**. A main clause can be a *simple sentence* and *compound sentence*. While a subordinate clause consists of *adjective clause*, *adverb clause*, and *noun clause*.

LEARNING GOALS 1.3:**Understanding the independent clauses**

Commented [U2]: ????

In English grammar, an independent clause is a group of words made up of a subject and a predicate and expresses a complete thought. An Independent clause can stand alone as a sentence. An independent clause is also known as a main clause, a *superordinate clause*, or a *base clause*. Two or more main clauses can be joined with a coordinating conjunction (such as *and*) to create a compound sentence.

Independent Clauses could stand by themselves as discrete sentences, except that when they do stand by themselves, separated from other clauses, they're normally referred to simply as sentences, not clauses. The ability to recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding sentence fragments and run-on sentences.

Needless to say, it is important to learn how to combine independent clauses into larger units of thought. In the following sentence, "*Bob didn't mean to do it, but he did it anyway*". We have two independent clauses, "*Bob didn't mean to do it*" and "*he did it anyway*", connected by a comma and a coordinating conjunction ("but"). If the word "*but*" is missing from this sentence, the sentence would be called a comma splice. Two independent clauses would be incorrectly connected, with only a comma between them. **Independent clauses** are combined in three different ways: coordination, subordination, and by means of a semicolon. In summary, Main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence. **Look at the examples below.**

Commented [U3]: Dimana contohnya ????

C. EXERCISE/ASSIGNMENT

Underline the independent clause in each sentences below

1. I met the boy who had helped me.
2. She is wearing a shirt which looks nice.
3. The teacher asked a question but no one answered.
4. He takes medicine because he suffers from fever.
5. He became angry and smashed the vase into pieces
6. She was sleeping when you called.
7. After she picks me up, mum is taking me to buy shoes.
8. I first met her in Paris where I lived as a small child.

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MEETING 8

SIMPLE AND COMPOUND SENTENCE

A. LEARNING GOALS

The goals of study are :

- 8.1 Understanding the definition and examples of simple sentences.
- 8.2 Understanding the examples and examples of compound sentences.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

Understanding the definition and examples of simple sentences

Simple sentence is the most basic type of a sentence. It is made of one independent clause, and expresses a complete thought. A simple sentence structure contains one independent clause and no dependent clauses. *Look at the examples below:*

I run

This simple sentence has one independent clause which contains one subject, ***I***, and one predicate, ***run***.

The girl ran into her bedroom

This simple sentence has one independent clause which contains one subject, ***girl***, and one predicate, ***ran into her bedroom***. The predicate is a verb phrase that consists of more than one word.

In the backyard, the dog barked and howled at the cat.

This simple sentence has one independent clause which contains one subject, ***dog***, and one predicate, ***barked and howled at the cat***. This predicate has two verbs, known as a compound predicate: ***barked*** and ***howled***. This compound verb should not be confused with a compound sentence. *In the backyard* and *at the cat* are prepositional phrases.

Another examples:

We bought tickets for the football match.

Run!

Rami works in a post office.

The grading system at our college should be abolished.

More examples

Both wind and sun are clean energy sources.

Government and private agencies have spent millions to educate people about the effects of smoking.

Alicia went home and cooked lunch.

In the first and second sentence, there is a compound subject. However, the two sentences are simple. The third sentence has one subject and two verbs (compound verb). It is also a simple sentence. A simple sentence can be made of one or twenty words. The length of a sentence does not determine which type it is, since a simple sentence can use many modifiers.

LEARNING GOALS 8.2:

Understanding the definition and examples of compound sentences

Compound sentence is composed of two simple sentences joined together by a comma and a joining word (coordinating conjunction). We could also describe a compound sentence as two independent clauses joined by a conjunction. They are joined in three ways:

COORDINATING CONJUNCTIONS

Independent clauses are joined by a coordinator in order to form a compound sentence. There are seven coordinators: *for, and, nor, but, or, yet, and so* (**FANBOYS**). There is a comma placed before the coordinator (unless the sentence is VERY short). Each coordinator has a meaning and the choice of a coordinator depends on the relationship between the two clauses. For examples: *Sarah went to school, and her sister went shopping*

Commented [U4]: materi ini di Bahasa Inggris 3 sudah diberikan. ???

SEMICOLONS

Semicolons can connect two independent clauses with or without the help of a conjunctive adverb (transitional expression). Semicolons should be used sparingly and only when the two independent clauses involved are closely related and nicely balanced in terms of length and import.

For example:

Ramonita has such a beautiful voice; many couples have asked her to sing at their wedding. Ramonita's voice has a clear, angelic quality; furthermore, she clearly enjoys using it.

For example: ***Sarah went to school; her sister went shopping***

AN ADVERBIAL CONJUNCTION

After the first independent clause, put a semicolon, an adverbial conjunction, and a comma. Then write the second clause. Each adverb has a meaning and the choice of an adverb depends on the relationship between the two clauses e.g. *consequently, also, in addition, for instance, likewise, furthermore, in contrast, etc.* For example: ***Sarah went to school; however, her sister went shopping.***

C. EXERCISE/ASSIGNMENT

Make three simple sentences for each category below:

1. *One subject and one verb* (you may add an object or adverb)
2. *Compound subject*
3. *Compound verb*

Identify the sentences below with the right method of deciding a compound sentence!

Example: I wanted to buy a new bag, so I started to save my money.

Coordinating conjunction: so

1. *Football is a popular game, and its fans shriek with excitement.*
2. *We arrived early; consequently, we found a good place to sit.*
3. *Three hundred guests attended his wedding; four attended his funeral.*

4. *I have never visited Asia, nor have I visited Africa.*
5. *Players obey the rules; otherwise, they receive penalties*
6. *Be quiet and listen!*
7. *Football players are careful; however, they still get hurt often.*
8. *The little boy did not like to go to school, yet he went anyway.*
9. *Motherhood causes many women to quit their jobs; others continue working despite having children to care for.*
10. *Tracy went to the market, but she forgot her money, so she went back home*

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MEETING 9

THE CLAUSES: DEPENDENT CLAUSE

A. LEARNING GOALS

The goals of study are :

- 9.1 Understanding the definition and examples of dependent clauses.
- 9.2 Understanding the common subordinating conjunctions and relative pronoun that used in dependent clause.
- 9.3 Understanding the types of dependent clauses.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

Understanding the definition and examples of dependent clauses
--

Dependent Clause also called subordinate clause cannot stand by themselves and make good sense. They must be combined with an independent clause so that they become part of a sentence that can stand by itself. Unlike independent clauses, which simply are what they are, dependent clauses are said to perform various functions within a sentence. They act either in the capacity of some kind of noun or as some kind of modifier.

Here are some examples of dependent clause:

- The crew could see the whale, *which had surfaced only 50m behind them*.
- Do you know the butcher *who went to court on Saturday*?
- I am not tidying the dishes *unless Peter helps*.

The underlined sentences are dependent clauses because they cannot stand alone. They need an independent clause so that they become part of a sentence that can stand by itself.

LEARNING GOALS 9.2:

Understanding the common subordinating conjunctions and relative pronoun

The link between a dependent clause and an independent clause will often be a subordinating conjunction or a relative pronoun. For example:

- He literally stitched mail sacks **until** his fingers bled.
(Subordinating conjunction in bold)
- The car **which** your wife sold me last week has broken down.
(Relative pronoun in bold)

Here are some more common subordinating conjunctions and relative pronouns:

Common Subordinating Conjunctions	Relative Pronouns
After	How
Although	That
As	What
Because	When
Before	Where
Even If	Which
Even Though	Who
If	Whom
Provided	Whose
Rather Than	Why
Since	The relative pronouns above are the simple relative pronouns. You can also have compound ones. A compound relative pronoun is formed by adding either <i>ever</i> or <i>so ever</i> to a simple pronoun.
So That	Whoever (who + ever)
Than	whosever (whose + ever)
Though	Whosoever (who + so ever)
Unless	Whosoesever (whose + so ever)
Until	
Whether	
while	

LEARNING GOALS 1.3:**Understanding the types of dependent clauses**

When a dependent clause is used as an adjective or an adverb, it will usually be part of a complex sentence (i.e., a sentence with an independent clause and at least one dependent clause). There are three basic kinds of dependent clauses, categorized according to their function in the sentence. Remember that a dependent clause always contains a subject and a verb, but it cannot stand by itself.

- 1) **Adverb clauses** provide information about what is going on in the main (independent) clause: where, when, or why.
- 2) **Adjective clauses** work like multi-word adjectives. A special kind of adjective clause begins with a relative adverb (*where*, *when*, and *why*) but nonetheless function as adjectivally.
- 3) **Noun clauses** can do anything that nouns can do. Noun clause is a clause that act as noun in a sentence. It can be as a subject or an object. A noun clause usually starts with words “*that*, *what*, *whatever*, *who*, *whom*, *whoever*, *whomever*”.

C. EXERCISE/ASSIGNMENT

Underline the dependent clause in the following sentences!

1. As he was not there, I could not speak to him.
2. I waited for him until he came.
3. We eat so that we may live.
4. I don't know whether he is innocent.
5. If you eat too much, you will fall ill.
6. I am sure that you are wrong.
7. The teacher said that honesty is the best policy.
8. Tell me where you have put my books.
9. The man who committed the theft last night has been caught.
10. It is difficult to understand why he distrusts his own children.

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MEETING 10

COMPLEX AND COMPOUND-COMPLEX SENTENCES

A. LEARNING GOALS

The goals of study are :

- 10.1 Understanding the definition and examples of complex sentence.
- 10.2 Understanding the definition and examples of compound-complex sentence.

B. MATERIALS DESCRIPTION

LEARNING GOALS 10.1:

Understanding the definition and examples of complex sentence

A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which). *For examples:*

After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

The independent clause is “Tim went to the gym to exercise.” The subordinating clause before it is dependent on the main, independent clause. If one were to say “after eating lunch at The Cheesecake Factory,” it would be an incomplete thought.

Opinionated women are given disadvantages in societies that privilege male accomplishments.

The subject is “opinionated women” and the verb is “are given.” The first part of the sentence “opinionated women are given disadvantages in

societies” is an independent clause that expresses a complete thought. The following “that privilege male accomplishments” is a relative clause that describes which types of societies.

The woman who taught Art History 210 was fired for stealing school supplies.

The dependent clause in this sentence is “who taught Art History 210” because if removed, the rest of the sentence would stand as an independent clause. “Who taught Art History 210” is an adjective clause that provides necessary details about the subject, woman.

LEARNING GOALS 10.2:**Understanding the definition and examples of compound-complex sentence**

What is a Compound-Complex Sentence? We all start out using simple sentences to say things like:

“The dog ate my cookie”, or

“Johnny's been in my room again”

As we grow older, we begin putting sentences together to say things like:

“Marcie is coming over later, and we're going to study”, or

“After we study, Marcie and I are going to the mall.”

Finally, we begin putting sentences together to say things like:

“Marcie is coming over later, and after we study, we're going to the mall”, or

“While the dog ate my cookie, Johnny snuck into my room, and borrowed my soccer ball without asking.”

We grow from using simple sentences to express simple ideas to using compound-complex sentences to express multiple and more complex ideas.

A compound-complex sentence combines the compound and the complex sentence. The compound part means that **it has two or more complete sentences**. The complex part means that it has at least one

incomplete sentence. One of the easiest ways to understand compound-complex sentences is to first take a look at the compound sentence and the complex sentence separately.

A compound-complex sentence contains **two or more complete sentences joined by one or more of the following words:** *for, and, nor, but, or, yet, so* and at least one incomplete sentence. For example, in the sentence:

“Marie reads novels and Megan reads poetry, but Heather reads magazines because novels and poetry are too difficult.”

We have the complete sentence, **“Marie reads novels”**, and **“Megan reads poetry”** and **“Heather reads magazines”**, which are joined by the words *‘and’* and *‘but’*, and the incomplete sentence, **“because novels and poetry are too difficult”**.

C. EXERCISE/ASSIGNMENT

Underline the dependent clause in the following sentences!

Make three complex sentences in your own words!

Identify the compound-complex sentence below!

Break into independent, dependent, and conjunction, the complete sentence below !

1. I’m happy, even though I don’t make much money, but my kids are always complaining since we can’t afford to buy the newest toys.

Independent clauses :

Dependent clauses :

Conjunction :

2. Robert, a friend I’ve known since high school, doesn’t eat meat – so Barbara made a special vegetarian dish for him.

Independent clauses :

Dependent clauses :

Conjunction :

3. My brother and I went to the mall last night, while my sister stayed home and studied because she has a test coming up.

Independent clauses :

Dependent clauses :

Conjunction :

4. This new laptop computer, which I bought yesterday, has already crashed twice; however, I have no idea why.

Independent clauses :

Dependent clauses :

Conjunction :

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MEETING 11

THE ADVERB CLAUSES

A. LEARNING GOALS

The goals of study are :

- 11.1 Understanding the definition of adverb clause.
- 11.2 Understanding the types of adverb clause.

B. MATERIALS DESCRIPTION

LEARNING GOALS 1.1:

Understanding the definition of adverb clause.
--

An adverbial clause is a group of words that play the role of an adverb. It also comprises a subject and a verb. This clause is a dependent clause and it connects with the other clause by using a subordinating conjunction. Adverb clauses provide information about what is going on in the main (independent) clause. It is used to modify the verb of the independent clause and tells when (time), where (place), why (reason), for what purpose, how, how long, and how far. It is also used to show contrast and concession.

However, subordinating conjunctions are used based on the purpose of the clause. Some subordinating conjunctions such as *until, before, soon, whenever* that refer time. On the other hand, *unless, in case, if, even if* refer condition and *so, in order that, because* are related to cause and effect. *Though, although, whereas and even though* are used to exhibit contrast. An adverbial clause can come either **before** or **after** the independent clause.

For examples:

As he didn't understand, he asked the teacher to explain.

He asked the teacher to explain **as he didn't understand**.

LEARNING GOALS 1.2:**Understanding the types of adverb clause.****TYPES OF ADVERB CLAUSE.**

There are several different kinds of adverbial clauses; in addition, the subordinators can distinguish the different types of adverbial clauses.

ADVERB CLAUSE OF TIME

We use adverb clause of time to modify verb in main clause and to tell the time that an action takes place. Subordinating Conjunctions: *when, whenever, anytime, before, after, till, until, while, since, just as, as soon as, as often as, now that, as long as*. For example:

She ran away while I was sleeping.

While I was sleeping, she ran away.

ADVERB CLAUSE OF PLACE

We use adverb clause of place to modify verb in main clause and to tell the place that an action takes place. Subordinating Conjunctions: *where, as far as, as near as, wherever, anywhere, and etc*. For example:

She is always drunk *wherever* I meet her.

Wherever I meet her, she is always drunk.

ADVERB CLAUSE OF MANNER

We use adverb clause of manner to modify verb in main clause and to tell how an action takes place. **Subordinating conjunctions:** *as if, as though, as*. For example:

The boy speaks as if he is sick.

As if he is sick, the boy speaks.

ADVERB CLAUSE OF CAUSE/REASON

We use adverb clause of cause/reason to modify verb in main clause and to tell the cause that an action takes place. Subordinating Conjunctions: *because, as, for, that*. For example:

I come here because I want to meet you.

Because I want to meet you, I come here.

ADVERB CLAUSE OF CONDITION

We use adverb clause of condition to modify verb in main clause and to tell the condition that an action takes place or someone does something. Subordinating Conjunctions: *if, whether, if ... not, unless, supposing that, provided that, in the condition that, as long as that*. For example:

I will commit suicide unless you love me.

Unless you love me, I will commit suicide.

ADVERB CLAUSE OF PURPOSE

We use adverb clause of purpose to modify verb in main clause and to tell the aim that someone does something or something happens.

Subordinating Conjunctions: *so that, in order that*. Example:

I tell him every day in order that he can remember.

In order that he can remember, I tell him every day.

REMEMBER:

Sometimes we can use “*so as to, in order to*” to stand instead of “*so that, in order that*”.

Sentence + *so that / in order that* + subject + verb + complement.

Sentence + *so as to / in order to* + verb + complement

For example:

I bring my dictionary with me in order that I can check.

I bring my dictionary with me in order to check.

ADVERB CLAUSE OF RESULT/CONSEQUENCE

We use adverb clause of result/consequence to modify verb in main clause and to tell the result that someone does something or something happens. Subordinating Conjunctions: “*that*” is used to recognize adverb clause of result

Subject + verb + so + adjective/adverb + that + subject + verb + comp

Example:

She is so hungry that she has lunch early.

That she has lunch early, she is so hungry.

Subject + verb + such + noun(s) + that + subject + verb + complement

Example:

She acts such a rude manner that no man loves her.

That no man loves her, she acts such a rude manner.

ADVERB CLAUSE OF CONCESSION/CONTRAST

We use adverb clause of concession/contrast to modify verb in main clause and it is introduced by the below-written subordinating conjunctions.

Subordinating Conjunctions: *though, however, even though, even if, although, so, in spite of the fact that, the fact that, despite that, whether or, granted that, whoever, whatever, whichever, no matter what, whereas, while.* **Example:**

I have never committed crime although I am poor.

Although I am poor, I have never committed crime.

ADVERB CLAUSE OF DEGREE

We use adverb clause of degree to modify verb in main clause.

Subordinating Conjunctions: *according to as, according to how.*

Example:

She will be paid according to how she works.

According to how she works, she will be paid.

ADVERB CLAUSE OF MEANS

We use adverb clause of means to modify verb in main clause.

Subordinating Conjunctions: *by the fact that, by whatever means, by what means.*

Example:

You can recognize her easily by the fact that she speaks loudly.

By the fact that she speaks loudly, you can recognize her easily.

ADVERB CLAUSE OF COMPARISON

We use adverb clause of comparison to modify verb in main clause.

Subordinating Conjunctions: *small, fast, hard, slow, late.*

Subject + verb + as + adjective/adverb + as + subject + verb + comp

Example:

Your book is as small as my book is.

You speak as fast as she does.

Sub + verb + adjective/adverb-er /more-adjective/adverb + than + sub +

verb +

Example:

She runs faster than I do.

They speak more fluently than he does.

C. EXERCISE/ASSIGNMENT

Underline the adverb clause below, then identify the types of the adverb clause (the cause, effect, place, condition, time, suggestion, comparison and etc.)

1. She likes the red car more than her husband does.
2. If you pay your bills, you will have a good credit score.
3. So that she would have a tan for her vacation, she went to a tanning salon.
4. Because he loved her, he didn't believe she had an affair.
5. Although she has a business degree, she is working as a retail clerk.
6. In order to have six-pack abs, he works out at the gym.

7. Before we go on vacation, we must make reservations.
8. Give us a call when you get back from your trip.

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MEETING 12

THE ADJECTIVE CLAUSES

A. LEARNING GOALS

The goals of study are :

- 12.1 Understanding the definition of adjective clause.
- 12.2 Understanding the examples of adjective clause.

B. MATERIALS DESCRIPTION

LEARNING GOALS 12.1:

Understanding the definition of adjective clause.

To explain the function of an adjective clause, we will look at dependent clauses. Adjectives clauses have a subject and a verb (or predicate). They will start with a relative pronoun, like: *that*, *who*, *whom*, *whose*, or *which*, or a relative adverb, like *why*, *where*, or *when*. Adjective clauses function as an adjective and modify nouns and pronouns. They are also called relative clauses.

Just as the other dependent clauses, the adjective clause does not express a complete thought. It does not need commas separating it from the rest of the sentence if it has essential information in it; that is if you need the information it provides. If it gives additional information, then you use commas. A good way to test for this is to leave out the clause, read the sentence, and see if the meaning of the two sentences is different.

RELATIVE PRONOUN	USE	EXAMPLE
who	subject or object pronoun for people	I told you about the woman <i>who</i> lives next door.
which	subject or object pronoun for animals and things	Do you see the cat <i>which</i> is lying on the roof?
which	referring to a whole	He couldn't

RELATIVE PRONOUN	USE	EXAMPLE
	sentence	read <i>which</i> surprised me.
whose	possession for people animals and things	Do you know the boy <i>whose</i> mother is a nurse?
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor <i>whom</i> I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.

RELATIVE ADVERB	MEANING	USE	EXAMPLE
when	in/on which	refers to a time expression	the day <i>when</i> we met him
where	in/at which	refers to a place	the place <i>where</i> we met him
why	for which	refers to a reason	the reason <i>why</i> we met him

In summary, an adjective clause will have the following three traits:

1. It will start with a relative pronoun (who, whom, whose, that, or which) or a relative adverb (when, where, or why). This links it to the noun it is modifying.
2. It will have a subject and a verb. These are what make it a clause.
3. It will tell us something about the noun. This is why it is a kind of adjective.

LEARNING GOALS 12.2:**Understanding the examples of adjective clause.**

Here are some examples of adjective clauses. The adjective clause is underlined.

Chocolate, which many of us adore, is fattening.

People who are smart follow the rules.

I can remember the time when there were no computers.

Charlie has a friend whose daughter lives in China.

Wine that is produced in Tuscany is not cheap.

C. EXERCISE/ASSIGNMENT

Put the two sentences together to create one sentence by making an adjective clause (use *who*, *which*, *whom*, *where* or *where*).

1. The man is my uncle. He is standing near the red car.

The man who is standing near the red car is my uncle.

2. Bill was looking for the beautiful girl. She had been studying in the library.

.....

3. That is his new iPhone. He bought it yesterday

.....

4. That woman is the new professor. We met her yesterday

.....

5. Bob is the student near the window. His name is in that book

.....

6. That is our old house. We used to live there

.....

D. REFERENCES

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MEETING 13

THE NOUN CLAUSES

A. LEARNING GOALS

The goals of study are understanding the definition, examples, and the use of noun clause.

B. MATERIALS DESCRIPTION

LEARNING GOALS 13.1:

Understanding the definition and examples of noun clause.

A noun clause is a dependent clause that acts as a noun. It can be used as the subject, direct object, indirect object, object of a preposition, subject complement, or appositive.

- **Subject**

Example: What I had forgotten was that I had a test today.

- **Direct object**

Example: You must choose which flavor of ice cream you want.

- **Indirect object**

Example: I will tell whoever will listen my frightening story.

- **Object of a preposition**

Example: Josie is not interested in whatever Kyle says.

- **Subject complement**

Example: Michael's excuse was that he had forgotten to set his alarm.

- **Appositive**

Example: It seems to bother the teacher that all the students are being too quiet.

It can also be used as an adverbial noun which is a noun that acts like an adverb modifying a verb, an adjective, or an adverb

For example: *I'm afraid **that we don't carry that ice cream flavor any longer**.* (The dependent clause modifies the predicate adjective **afraid**.)

Noun clauses often begin with pronouns, subordinating conjunctions, or other words. The introductory word generally has a grammatical function in the sentence.

- **Relative pronouns**

That, which, who, whom, whose, what

- **Indefinite relative pronouns**

Whoever, whomever, whatever, whichever, whether, if

- **Interrogative pronoun**

Who

- **Interrogative adjective**

What

- **Interrogative adverb**

How

- **Subordinating conjunctions**

How, if, when, whenever, where, whether, why

Question clauses in a noun clause, even if the main clause is a question, the dependent clause is written as a declarative. Look at the following examples:

- *Where is your father?*

- *Do you know **where your father is**?*

Not: *Do you know where is your father?*

- *When did you assign that?*

- *We all asked **when you assigned that**.*

Not: *We all asked when did you assign that.*

C. EXERCISE/ASSIGNMENT

Underline the noun clause below!

1. Do you know for sure who knocked the statue off its pedestal?
2. Those caves are where the cave paintings were found.
3. Whomever you sent that email to didn't receive it.
4. The reason we were late is that my bike had a flat tire.
5. You get to choose which movie we see this weekend.

6. I didn't realize that you no longer use that email address.
7. Can you tell which jacket is yours?

D. REFERENCES

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MEETING 14

TIPS FOR QUESTIONS WITH READING PASSAGES

A. LEARNING GOALS

The Goals of Study is understanding the tips to answer questions with reading passage.

B. MATERIAL DESCRIPTION

Learning Goals 14.1:

Tests may ask students to interpret information in a particular passage. No matter what the question, the key is to know what the passage actually says.

How to Do It?

Here are some tips for handling questions with reading passages.

First

- **Concentrate.** Put aside your worries and distractions. Get ready to get down to business!
- **Don't rely too much on prior knowledge.** Although you may know about the subject, the information that is presented will be the source from which your answer should come.

Second

- **Read the question first.** Why read the question before the passage? Because it saves time to know what you are reading for!
- **Make sure you understand the question.** What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
- **Read the passage.** Read the passage as quickly as you can. Look for the answer as you read. When you find it, take notice of it, but and this is

important, don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible. If you are reading the passage in order to provide a written response, read more carefully. Make sure you understand everything.

- **Providing the answer.** Feel free to look back at the passage to double-check your answer.

If You Didn't Find the Answer

- **Try again.** Reread the question and the passage. Be sure you know what you are being asked to think about, before you reread.
- **Skip the question.** If you still can't find or figure out the answer, skip the question. You can come back to it after you've finished the rest of the test.

Now You Try

The steps below explain how to find the answer to the question that accompanies the passage.

Step 1: Read the question and the possible answers. You are looking for the reason why the Iroquois formed the Iroquois League.

Step 2: Read the passage. Since you're looking for specific information, read quickly. Information in the first and second paragraphs suggests that the Iroquois wanted peace and the common good.

Step 3: "Peace and the common good" sounds like the right answer. Still, read quickly through the last paragraph to be sure there's no other information on why the League formed.

Step 4: If you didn't get the answer, reread the question. Then reread the passage. Now do you know the answer?

DIRECTIONS: READ THE PASSAGE BELOW AND ANSWER THE QUESTION.

During the late 1500s, five related Iroquois Nations formed what is known as "The Iroquois League." The Five Nations were the Cayuga, the Mohawk, the Oneida, the Onondaga, and the Seneca. They lived in the woods

and hills of New York. The Iroquois called this union "The Great Peace." They did not want wars among themselves. They wanted peace.

The Iroquois joined together for their common good. They created a council made up of leaders from each of the five Nations. Iroquois women picked the leaders, and they picked them for life. They chose leaders for their patience, good will, generosity, and ability to act in the best interests of all.

Because of their unity and peace-seeking, the Iroquois prospered for a long time. Their representative form of government later inspired the American colonists.

According to the passage above, which statement best explains why the Iroquois League was formed among the five Iroquois Nations?

- A. The Iroquois hoped to inspire American colonists.
- B. The Iroquois joined together to keep peace and promote their common good.
- C. The Iroquois wanted a council of leaders who were patient, generous, and able to act in the best interests of all.
- D. The Iroquois wanted to take over the woods and hills of New York.

C. EXERCISE

Directions: Read the passage below and answer the question

INTERNET ADDICTION SIGN OF MENTAL HEALTH PROBLEMS

A new survey suggests that people who use the Internet too much may have mental health problems. The survey said that people who are addicted to the Internet have problems in life if they cannot get online regularly. The survey is from McMaster University in Canada. Researchers looked at the Internet habits of 254 students and then looked at the students' general mental health. Thirty-three of the students were addicted to the Internet. The researchers said another 107 students had problems because of their Internet use. These included depression, anxiety, impulsiveness and inattention. A professor said we still know little about the dangers of Internet addiction and need to do more research into it.

The lead researcher in the study, Professor Michael Van Ameringen, explained what kind of problems he found with students. He said: "We found that [students addicted to the Internet] had significantly more trouble dealing with their day-to-day activities, including life at home, at work or school and in social settings." Professor Van Ameringen added: "[People] with Internet addiction also had significantly higher amounts of depression and anxiety symptoms, problems with planning and [problems with] time management." The professor said we needed to find out just how big the problem of Internet addiction is. He also said we needed to find out if mental health problems caused Internet addiction.

A. Read the headline, guess if a-h below are true (T) or False (F)

1. A survey says people should not use the Internet **T / F**
2. The survey said Internet addicts needed to get online regularly **T / F**
3. Researchers questioned over 2,540 people in their study **T / F**
4. A professor said we know a lot about Internet addiction **T / F**
5. The professor said addicts had no problem with day-to-day activities **T / F**
6. Internet addicts suffer from depression more than non-addicts **T / F**
7. Internet addicts find it more difficult to manage their time **T / F**
8. We need to know if mental health problems create Internet addiction **T / F**

B. Match the following synonyms from the article

1. Survey	a. Considerably
2. Problems	b. Described
3. Regularly	c. Hazards
4. General	d. Difficulties
5. Dangers	e. Signs

- | | |
|------------------|---------------|
| 6. Explained | f. Study |
| 7. Significantly | g. Discover |
| 8. Symptoms | h. Frequently |
| 9. Find out | i. Led to |
| 10. Caused | j. Usual |

C. Answer the questions below according to the passage above!

1. What suggests Internet addicts may have mental health problems?
2. What do Internet addicts need regularly to not have problems in life?
3. How many students did researchers look at?
4. How many students had problems?
5. What did a professor say we needed to research more?
6. Who is Michael Van Ameringen?
7. What did the Internet addicts have trouble dealing with?
8. What did the Internet addicts have higher amounts of?
9. What did the Internet addicts have problems with managing?
10. What did a professor think might cause Internet addiction?

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Appendix 1**LESSON PLAN****RENCANA PEMBELAJARAN SEMESTER (RPS)**

Program Studi	: S1 Teknik Informatika	Mata Kuliah/Kode	: Bahasa Inggris 3/FTE03
Prasyarat	: --	SKS	: 2 SKS
Deskripsi Mata Kuliah	: Mata kuliah ini membahas tentang Frase dan Klausa serta penggunaannya dalam menyusun kalimat maupun suatu esai. Frase yang akan dibahas adalah Frase Keterangan (Adverb Phrase), Frase Preposisi (Prepositional Phrase), Frase Kata Sifat (Adjective Phrase), Frase Kata Benda (Noun Phrase), Frase Verbal (Verb Phrase). Sedangkan Klausa/Kalimat yang akan dibahas meliputi: Induk Kalimat (Main Clause), Anak Kalimat (Subordinate Clause), serta jenis-jenis Anak Kalimat (Subordinate Clause) yang terdiri dari Klausa Keterangan (Adverb Clause), Klausa Kata Sifat (Adjective Clause), dan Klausa Kata Benda (Noun Clause). Mata Kuliah ini juga membahas Simple Sentence, Compound Sentence, Complex Sentence, dan Compoun-Complex Sentence.		
Penyusun	: 1. Drs. Mohadib, M.Sc (Ketua) 2. Pari Purnaningsih, S.S, M.Pd (Anggota 1) 3. Resti Isnaeni, S.S, M.Pd (Anggota 2) 4. Sulasih, S.S, M.Pd (Anggota 3)		
		Capaian Pembelajaran	: Setelah pembelajaran, mahasiswa mampu membuat kalimat dan/atau esai dalam bahasa Inggris dengan baik dan benar.

PERTEMUAN KE-	KEMAMPUAN AKHIR YANG DIHARAPKAN	BAHAN KAJIAN (MATERI AJAR)	METODE PEMBELAJARAN	PENGALAMAN BELAJAR MAHASISWA	KRITERIA PENILAIAN	BOBOT NILAI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Mampu menyampaikan informasi tentang diri sendiri dan lingkungan sekitar serta berkomunikasi dengan menggunakan bahasa Inggris.	Introduction and Rule of the Class	Simulasi dan Demonstrasi	Berbicara di depan kelas menggunakan bahasa Inggris	- Kelancaran - Ketepatan pengucapan - Penyampaian informasi	7%
2	Mengenal Frase secara umum dan mengetahui 5 jenis Frase Utama	The Phrases	Ceramah dan Diskusi	Latihan 1	Ketepatan Keaktifan	7%
3	Mampu memahami Noun Phrase dan membuat contoh bentuk Noun Phrase	The Noun Phrases	Ceramah dan Diskusi	Latihan 5	Ketepatan Keaktifan	7%
4	Mampu memahami Verb Phrase dan membuat contoh bentuk Verb Phrase	The Verb Phrases	Ceramah dan Diskusi	Tugas 1	Ketepatan Keaktifan	7%
5	Mampu memahami Adjective Phrase dan membuat contoh bentuk Adjective Phrase	The Adjective Phrases	Ceramah dan Diskusi	Latihan 4	Ketepatan Keaktifan	7%
6	Mampu memahami Adverb Phrase dan membuat contoh bentuk Adverb Phrase	The Adverb Phrases	Ceramah dan Diskusi	Latihan 2	Ketepatan Keaktifan	7%
7	Mampu memahami Prepositional Phrase dan membuat contoh bentuk Prepositional Phrase	The Prepositional Phrases	Ceramah dan Diskusi	Latihan 3	Ketepatan Keaktifan	7%
UTS						
8	Mampu memahami dan membedakan jenis-jenis Klausa dan mampu membuat contoh bentuk Klausa khususnya	The Clauses : Independent Clause	Ceramah dan Diskusi	Latihan 6	Ketepatan Keaktifan	7%

PERTEMUAN KE-	KEMAMPUAN AKHIR YANG DIHARAPKAN	BAHAN KAJIAN (MATERI AJAR)	METODE PEMBELAJARAN	PENGALAMAN BELAJAR MAHASISWA	KRITERIA PENILAIAN	BOBOT NILAI
	Independent Clause					
9	Mampu memahami Simple Sentence dan compound sentence serta membuat contoh kalimat Simple dan Compound	Simple and compound sentences	Ceramah dan Diskusi	Latihan 10	Ketepatan Keaktifan	7%
10	Mampu memahami dan membedakan jenis-jenis Klausa dan mampu membuat contoh bentuk Klausa khususnya Dependent Clause	The Clauses: Dependent Clause				
11	- Mampu memahami Complex Sentence serta membuat contoh kalimat Complex - Mampu memahami Compound-Complex Sentence serta membuat contoh bentuk Compound-Complex Sentences	Complex and Compound-Complex sentences				
12	Mampu memahami Adverb Clause dan membuat contoh bentuk Adverb Clause	Adverb Clauses	Ceramah dan Diskusi	Latihan 7	Ketepatan Keaktifan	7%
13	Mampu memahami Adjective Clause dan membuat contoh bentuk Adjective Clause	Adjective Clauses	Ceramah dan Diskusi	Latihan 8	Ketepatan Keaktifan	7%
14	Mampu memahami Noun Clause dan membuat contoh bentuk Noun Clause	Noun Clause	Ceramah dan Diskusi	Latihan 9	Ketepatan Keaktifan	7%
UAS						

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Tangerang Selatan, 29 Oktober 2016

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S1 Teknik Informatika

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