GRAMMAR
for
Sophomore II

Grammar for Sophomore II is designed to help students deepen their understanding of English grammar at an intermediate level. The book focuses on key grammatical components such as noun and prepositional phrases, verb and auxiliary phrases, subject-object relationships, compound phrases, sentence patterns, and clause structures. Each chapter presents clear explanations supported by relevant examples to strengthen students' grammatical awareness.

Through guided exercises and analytical activities, this book encourages learners to apply grammar functionally in both written and spoken contexts. By integrating form, meaning, and use, Grammar for Sophomore II supports students in constructing accurate sentences, developing academic writing skills, and communicating ideas more effectively.

PT MEDIA PENERBIT INDONESIA

ISBN 978-634-316-134-9 (PDF)

RESTU DESSY MAULIDA

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Editor: Dr. Fegy Lestari, S.S., M.Pd.



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Ditulis Oleh:
Restu Dessy Maulida

ISBN**: 978-634-316-134-9**
iii + 132 hal; 18,2 x 25,7 cm
Cetakan I, November 2026

Desain Cover & Layout :
Restu Dessy Maulida

Editor :
Dr. Fegy Lestari, S.S., M.Pd.

Diterbitkan Oleh:
PT Media Penerbit Indonesia

Anggota IKAPI: No.088/SUT/2024
Royal Suite No. 6C, Jalan Sedap Malam IX, Sempakata
Kecamatan Medan Selayang, Kota Medan 20131
mediapenerbitindonesia.com

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This book belongs to:

Foreword

It is with great pleasure that I introduce Grammar for Sophomore II, a learning resource designed to support students in strengthening their understanding of English grammar at a more advanced level. This book reflects a continued commitment to developing students' linguistic accuracy, analytical skills, and academic readiness.

Grammar remains a fundamental component of language mastery. Through structured explanations, relevant examples, and varied exercises, this book encourages students to engage critically with grammatical forms and functions while applying them in meaningful contexts.

I sincerely hope that this book contributes positively to students' academic growth and serves as a valuable reference throughout their learning journey.

Budi Setiawan Garda Pandawa, S.Li., M.Sn., M.H.
Dean of Faculty of Art and Letters

Grammar for Sophomore II is prepared as a continuation of foundational grammar learning, focusing on deeper analysis of sentence structure, clauses, and their functions in academic English. This book is intended to bridge students' prior knowledge with more complex grammatical applications required in higher-level courses.

The materials in this book are carefully organized to promote gradual learning, critical thinking, and practical usage. Students are encouraged not only to understand grammatical concepts but also to apply them accurately in both written and spoken communication.

It is our hope that this book will assist students in developing greater confidence, precision, and awareness in their use of English grammar.

Husni Thamrin, S.S., M.Hum.
Head of English Literature Study Program

Preface

We are pleased to present Grammar for Sophomore II, a continuation of the grammar workbook designed for second-semester students of the English Literature program. This book builds upon the foundational knowledge introduced in Grammar for Sophomore I and aims to further strengthen students' grammatical awareness and analytical skills.

As students advance in their academic learning, a deeper understanding of grammatical structures becomes increasingly essential. This book focuses on more complex elements of English grammar, including phrases, sentence patterns, and clauses, which play a crucial role in reading comprehension, academic writing, and effective communication.

Each chapter is carefully organized to encourage logical thinking and gradual mastery of concepts. Through clear explanations, contextual examples, and varied practice activities, students are guided to move beyond identification toward meaningful grammatical application.

This book is intended not only as a learning resource but also as a companion that supports students in developing accuracy, confidence, and critical awareness in using English. We hope that Grammar for Sophomore II will contribute positively to students' academic development and foster a deeper appreciation of English grammar as an integrated system.

Restu Dessy Maulida

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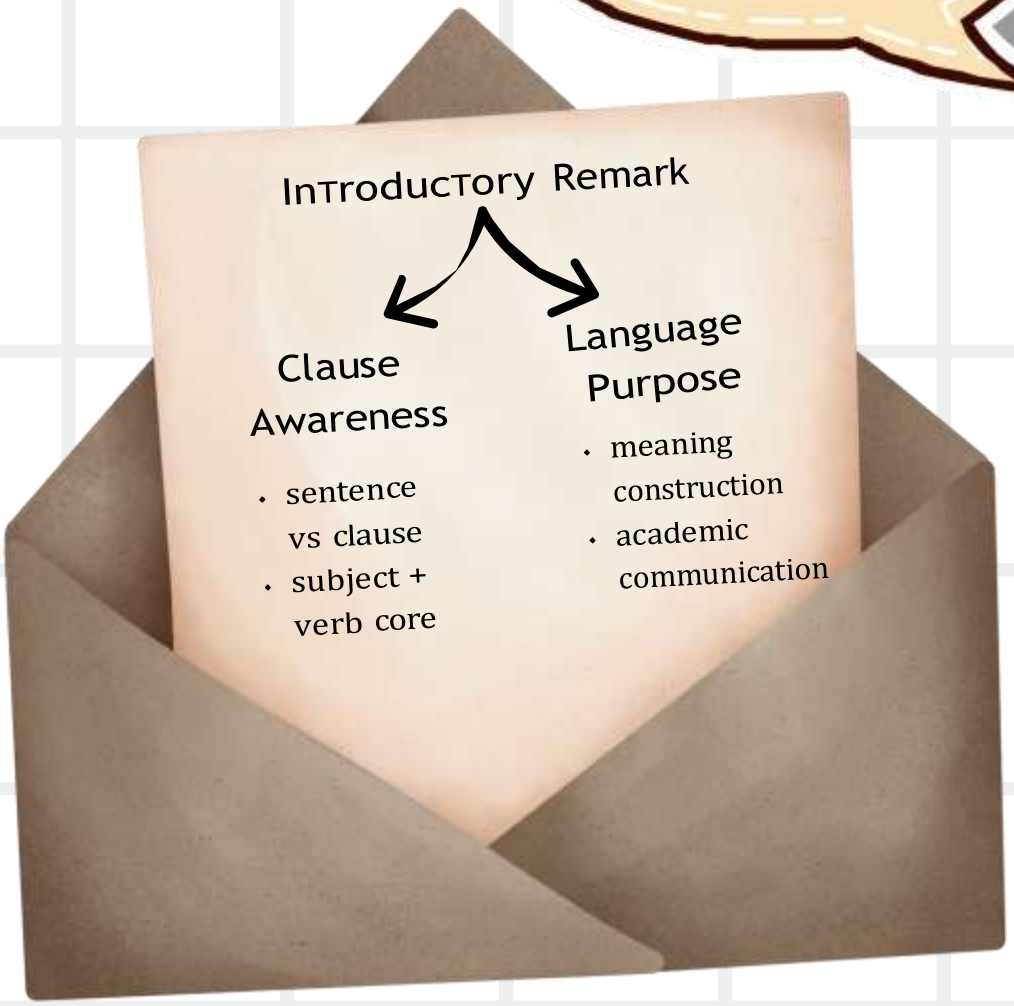
Chapter 1

General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Recognizing basic grammatical terms
- Understanding grammar learning purposes



Welcome!

Do you still remember about Nouns, Pronouns, Adjectives, Adverbs, Articles, Determiners, Prepositions, and Conjunctions?

This review section is designed to refresh your understanding of basic grammar concepts studied in the previous course. It has two parts. Good luck!

PART A

Circle the words that belong to the parts of speech listed below, then label them.

1. The young researcher writes academic articles rapidly.
   Noun:
   Verb:
   Adjective:
   Adverb:
2. His explanation was clear but very brief.
   Pronoun:
   Adjective:
   Conjunction:

PART B

Identify the subject, main verb, object, and adverb in the sentence below.

1. The young researcher writes academic articles rapidly.
   Subject:
   Verb:
   Object:
   Adverb:
2. His explanation was told clearly.
   Subject:
   Verb:
   Object:
   Adverb:

“I didn’t choose English grammar. English grammar chose me.”

Before we dive into the exciting world of grammar this semester, Chapter 1 invites you to recall, pause, reflect, and prepare. Here, you will set your learning goals. Think of this chapter as your gentle starting step, helping you enter the course feeling ready, focused, and encouraged.

A. Overview of The Course

There is more to grammar than just a collection of rules. It is a system that facilitates efficient communication, logical reasoning, and the organization of meaning. In addition to learning how to identify grammatical structures, this course will teach students how to correctly use them in academic writing, speaking, and reading.

This semester focuses on enhancing grammatical precision, cultivating metalinguistic awareness, and encouraging group and introspective learning.

B. Readiness for Academics

Students who are prepared academically at the start of the semester are better able to comprehend their current level of grammar proficiency, Determine their areas of strength and growth, establish reasonable academic objectives, and create learning strategies that meet their needs.

Chapter 1's learning objectives:

1. Assist students in creating their own learning objectives for grammar.
2. Use peer review to develop analytical and evaluative abilities.
3. Encourage group learning by developing a Learning Charter.

C. Motivation for Learning

Essay writing, text analysis, and idea presentation are just a few of the academic tasks that grammar helps with. Long-term success requires an understanding of one's drive for learning.

Motivation can originate from professional requirements (formal communication, workplace papers); academic needs (assignments, presentations, reading comprehension); personal development (accuracy, clarity, and confidence in language use).

Students are urged to recognize both internal and external motives; comprehend the importance of grammar in their coursework; and embrace a long-term perspective for ongoing development.

D. Grammar Learning Methods

Every student has different preferences. Learning efficiency can be maximized by mapping learning strategies.

Among the suggested tactics are:

1. Structured practice: sentence formation, guided activities, and pattern drills. Error analysis is the process of finding and fixing mistakes in one's own writing.
2. Peer correction: group discussion and review.
3. Grammar journal: note guidelines, illustrations, and common mistakes.
4. Weekly reflection: assessing the development of learning.
5. Technology-based resources: dictionary apps, corpora, and grammar checks.

The activities below will help you set your grammar goals, share and review them with classmates, and work together to support each other's learning. This activity has 3 parts. Enjoy!

EXERCISE 1

PART 1

What are your five goals for learning grammar this semester? Write each goal and explain why it matters.

No	Personal Grammar Goal	Why This Goal Is Important

No	Personal Grammar Goal	Why This Goal Is Important

PART B

Exchange your written goals with a partner. After reading your partner's goals, analyze them based on the following questions:

1. Which goal is the most impactful for their academic development? Explain.
2. What potential challenges might they face in achieving this goal?
3. What strategies or solutions can you suggest to help them overcome the challenges?

No	Review Component	Reviewer's Analysis
1.	Most impactful goal	
2.	Potential challenges	
3.	Suggested solutions	

PART C

Scan and discuss the following questions with your partner.

Your Note:

.....
.....
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Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Noun Phrase & Prepositional Phrase

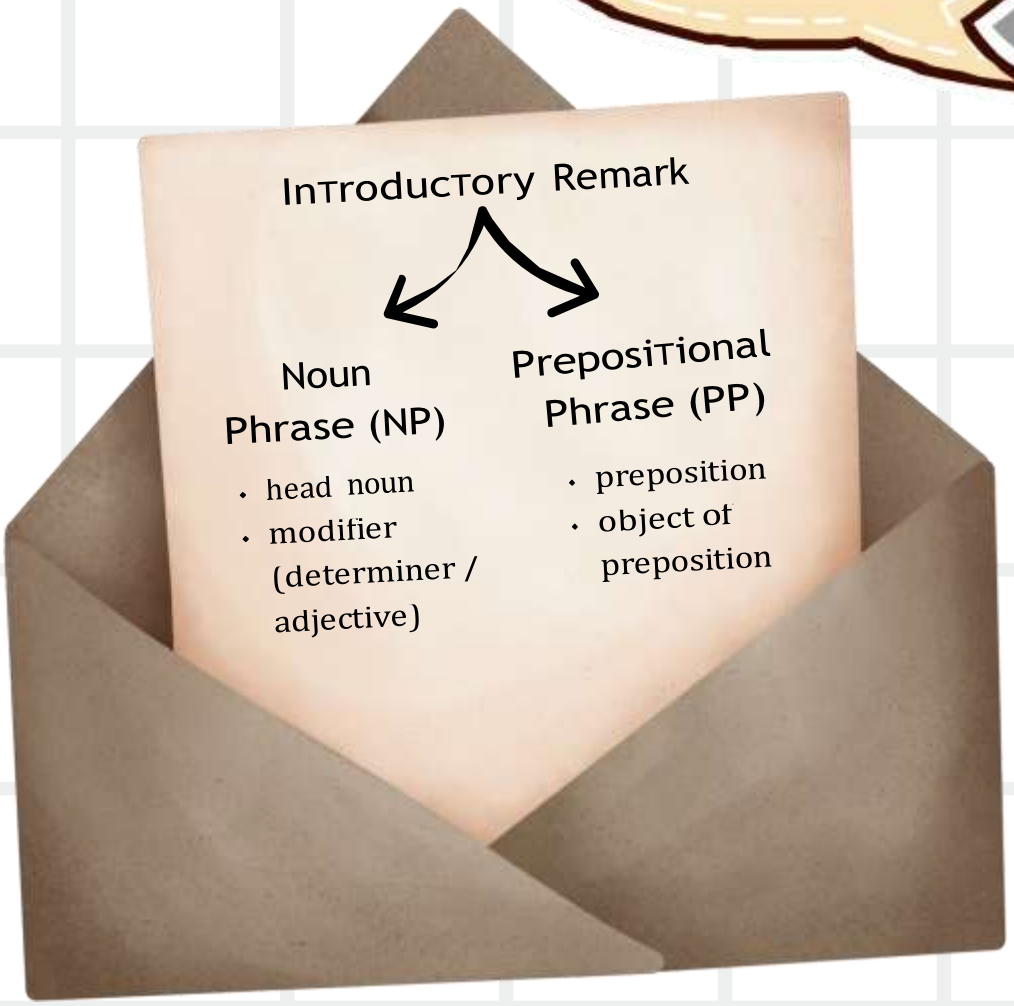
Chapter 2

General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Identifying noun phrases in sentences
- Identifying prepositional phrases and functions



Welcome to the Pre-Test section!

Before starting this chapter, this pretest is designed to check your prior understanding of noun phrases and prepositional phrases. The questions focus on basic definitions, functions, and common patterns related to these two grammatical structures. Answer the questions based on your current knowledge.

Instructions:

Read each statement carefully. Decide whether the statement is True (T) or False (F) based on your understanding of noun phrases and prepositional phrases. Circle or write your answer clearly. Do not use dictionaries or grammar notes.

1. A noun phrase must always consist of only one word. **(T / F)**
2. In the noun phrase "the golden tower", the word tower functions as the head noun. **(T / F)**
3. A noun phrase can function as the subject or the object of a sentence. **(T / F)**
4. Determiners such as a, an, and the belong to the category of central determiners. **(T / F)**
5. In the sentence "The ruler on the shelf is mine," the phrase on the shelf is a post-modifier of the noun phrase. **(T / F)**
6. A prepositional phrase always begins with a verb followed by an object. **(T / F)**
7. A prepositional phrase can modify verbs, nouns, adjectives, or adverbs in a sentence. **(T / F)**
8. According to the TOEFL Longman approach, a prepositional phrase can function as the subject of a sentence. **(T / F)**

“If English were easy, everyone would be Shakespeare.”

Before analyzing complete sentences, it is important to understand how meaning is built inside a noun phrase.

In English grammar, meaning is often built not from a single word, but from a group of words working together. One important structure that helps convey clear and specific meaning is the noun phrase. A noun phrase allows speakers and writers to describe people, objects, places, and ideas in a more detailed and precise way than a single noun can. By combining a head noun with determiners and modifiers, noun phrases help clarify reference, add description, and establish relationships within a sentence. Understanding how noun phrases are formed and how they function is essential, because they play a central role in sentence structure, particularly as subjects, objects, and complements.

Definition of Noun Phrase

Noun phrase is a group of words that act as a noun in a sentence. This phrase has a noun as its head and several words (modifiers) that describe the noun. In short, a noun phrase works when a single term doesn't make it clear enough to convey its meaning. "**The golden tower**" is an example of a noun phrase. In this phrase, the structure is: The main noun is "tower." The word "the" is a determiner, and the word "golden" is an adjective.

A. Function of Noun Phrase

Table 1. Function of Noun Phrase

No.	Function	Definition	Example
1	As a subject of a sentence	A noun phrase can function as the subject of a sentence. The subject is the part	• **The pink book** is very eye-cathing.

		of the sentence that performs the action or becomes the main focus.	● **A beautiful girl** puts her umbrella on the shelf.
2.	As an object of a sentence	A noun phrase can also function as an object, either direct or indirect. In this position, it receives the action performed by the subject.	● She is eating **a spicy food**. ● Rafi orders **a fresh sparkling water** in the cafe.
3.	As a complement of a sentence	A noun phrase may also function as a complement, providing additional information about the subject or the object of a sentence.	● This is **the largest house at the end of the street**. ● That is **a kind and smart student**.
4.	As a Subject Complement	This function is similar to the previous one; however, it is more specific because it	● He is **a good lecturer**. ● They are **the best friends**.

		explains or completes the subject through a linking verb, such as is or are.	
5.	As an Appositive	When a noun phrase functions as an appositive, it renames or gives extra information about another noun or noun phrase in the sentence.	• My friend, **a famous singer**, will come. • **A strong woman**, my mom has visited my dormitory.

These exercises will help you recognize how noun phrases function as subjects, objects, and complements.

EXERCISE 2

Scan and do these two exercises.

B. Parts of a Noun Phrase

There are two kinds of noun phrases: simple noun phrases and complex noun phrases. Here are the explanations:

- **Basic Noun Phrase**

  A basic noun phrase is a simple noun phrase structure that has only the most important parts. A determiner and a head are usually two of these main parts. A noun or a numeral might be the head.

Table 2. Type & Example of Determiners

No.	Type of Determiners	Example
Pre determiner		
1.	Multiplier	**double, twice, three times**
3.	Fraction	**one-third, two-fifths, three-quarters**
4.	Distributive	**both, all, half**
5.	Intensifier	**quite, rather, not really, indeed**
Central determiner		
6.	Article	**a, an, the**
7.	Demonstrative	**this, that, these, those**
8.	Possessive	**my, your, his, her, our, their**
9.	Interrogative	**which, what**
Post determiner		
10.	Number	**one, two, second, fourth, next, last**
11.	Quantifier	**each, every, any, some, few, little, many, much, several**

There are three sorts of determiners in a basic noun phrase:

- **Pre-determiner**

  A pre-determiner is a word that occurs before the main determiner in a sentence that has a noun in it. Multipliers, fractions,

distributives, intensifiers, and exclamatives are all popular types of pre-determiners.

An example of a pre-determiner in a sentence is "**All the trainers** passed the exam."

Before the determiner: all

The word "the" is a determiner.

Trainers are the head noun.

- **Central Determiner**

  A central determiner is the most important part of a noun phrase and gives basic information about the noun. Articles, possessives, and demonstratives are all types of determiners.

  "She is reading **a book**" is an example sentence.

  Central determiner: a

  The head noun is "book."

  The word "a" means "one book" in a general way, not a specific one. "Book" is the head noun.

- **After the determiner (Numbers and Quantifiers)**

  A post-determiner is a word or set of words that come after the main determiner and before the noun in a noun phrase.

  The best participant gets **the first prize**.

  In this sentence, first is an ordinal number that comes after the major determiner, the.

- **A Complex Noun Phrase**

A complex noun phrase is lengthier and more detailed than a simple noun phrase. There is more to it than just a central determiner and a head (which might be a noun, pronoun, or numeric). There are also different kinds of modifiers. There are two types of these modifiers: pre-modifiers, which come before the head noun, and post-modifiers, which come after the head noun. Let's look at each one separately.

- **A pre-modifier**

  A pre-modifier is a word or collection of words that comes before the head noun and gives further information, description, or precise features about the noun. Adjectives, present participles, past participles, and sometimes other nouns or noun phrases that work as adjectives can all be pre-modifiers.

  An example sentence is: "**The old man with a greyish hair** walked slowly."

  The old man with a greyish hair is a noun phrase.

  Old (adjective) is a pre-modifier.

  The (definite article) is the central determiner.

  Head noun: man

- **A Noun Phrase's Post-Modifier**

  A post-modifier in a noun phrase goes after the head noun, as the name suggests. Prepositional phrases, participles, infinitives, relative clauses, and other complements can all be used as post-modifiers. They often show up as prepositional phrases, -ing phrases, "that" clauses, to-infinitives, relative clauses, or other nouns that change the meaning of the head noun.

  This is an example sentence: "**The ruler on the shelf** is yours."

  The ruler on the shelf is a noun phrase.

  The head noun is "ruler."

  Post-modifier: on the shelf (phrase with a preposition)

  In this case, "on the shelf" gives more information about where the ruler is. So, the phrase works as a noun phrase with a prepositional phrase that comes after it.

- **Discontinuous Noun Phrase**

A discontinuous noun phrase is a noun phrase whose components are separated or split within a sentence. In this structure, the post-

modifier such as a participial phrase, infinitive phrase, or relative clause is placed away from the head noun, often appearing later in the sentence.

Delaying part of a noun phrase, especially when it functions as the subject, is grammatically acceptable. This strategy is often used to maintain balance between the subject and the predicate, particularly when the subject noun phrase is long or complex. By postponing the modifier, the sentence becomes easier to process and more natural to read. Here are below the examples of noun phrases and discontinuous noun phrases

- **Relative Clause as a Modifier**
  Continuous form:
  That motorcycle **that he used for both business and personal purposes** crashed into a pole.
  Discontinuous form:
  That motorcycle crashed into a pole **that he used for both business and personal purposes**.
- **Infinitive Phrase as a Modifier**

  Continuous form:

  The four proven ways **to lose stubborn belly fat and live a healthier life in a week** can be done at home.

  Discontinuous form:

  The four proven ways can be done at home **to lose stubborn belly fat and live a healthier life in a week**.

- **Relative Clause as a Modifier**
  Continuous form:
  The story books **that my mom read to me when I was a little girl** were fabulous.
  Discontinuous form:

The story books were fabulous **that my mom read to me when I was a little girl**.

- **Participial Phrase as a Modifier**

  Continuous form:

  Three strangers **stopping me and asking for directions to their hotel** come from America.

  Discontinuous form:

  Three strangers come from America, **stopping me and asking for directions to their hotel**.

C. Formulas for Noun Phrases

In this case, the word "formula" can also mean the patterns or structures of sentences that have noun phrases in them. Here are some of these patterns:

Table 3. Formulas for Noun Phrases

No.	Pattern	Definition	Example
1	Noun + Noun	Two nouns are put together to make a noun phrase that indicates how they are related in this way. In these cases, the first noun modifies the second noun, which is the head noun.	● Charger cable ● Zoom screen ● Make up artist Note: The first noun tells what kind or purpose the second noun has.
2.	Noun + of + Noun	This pattern employs the word "of" to link two nouns and show ownership,	● A cup of coffee ● A piece of paper Note: The preposition of illustrates how the

		source, or another form of relationship.	first word (cup, piece) is related to the second noun (coffee, paper).
3.	Determiner + adverb + adjective + noun	This formula says that a noun phrase starts with a determiner, then an adverb, then an adjective, and finally a noun.	● The very short house. ● The astonishingly cute blouse Note: In this case, the adverbs (very, astonishingly) and adjectives (short, cute) give further information about the noun.
4.	Determiner + Adjective + Noun	A determiner, an adjective, and a noun make up this simple noun phrase structure. (**Check for more detail on Table 4**)	● A red phone ● The brilliant boy Note: The adjectives (red, brilliant) tell you exactly what the nouns (phone, boy) are.
5.	V-ing + Noun (like a gerund)	In this pattern, a gerund (V-ing) is used to talk about an action or process that has to do with the word.	● Running shoes ● Swimming pool Note: The gerunds (running, swimming) tell you what the activity or process

			which related to the nouns (shoes, pool).
6.	V-ing + Noun (as Participle)	In this construction, the V-ing form is a participle that modifies the noun by describing its condition or quality.	● Broken heart ● Mindblowing story Note: The participles (broken, mindblowing) give more information about the noun. This pattern looks a lot like the last one, but it works differently. The V-ing form acts as an adjective here, not as a noun.
7.	V3 + Noun (as Participle)	In this pattern, a past participle (V3) changes a noun to show that an activity has been finished or that a specific quality is present.	● Written diary ● Cleaned house Note: The past participles (written, cleaned) tell us about things that have already happened.

In the following section, you will practice identifying noun phrases in different sentence structures.

EXERCISE 3

Arrange the following words into a correct noun phrase based on the given pattern.

6. cable / phone
   .....
7. artist / makeup
   .....
8. glass / water / of / a
   .....
9. slice / cake / of / a
   .....
10. the / extremely / tall / building
    .....
11. an / surprisingly / simple / answer
    .....
12. a / beautiful / painting
    .....
13. the / intelligent / student
    .....
14. reading / room
    .....
15. completed / assignment
    .....

Table 4. The Order of Adjectives in a Noun Phrase

No.	Adjective	Definition	Example
1	Determiner	Words placed before a noun to clarify or limit its meaning	a, an, the, this, that, these, those, my, your, his, her, our, their, some, many, few, one, two, first

2.	Opinion	Shows personal judgment or opinion about the noun	beautiful, handsome, kind, smart, ugly, diligent
3.	Size	Describes the physical size of the noun	big, small, large, medium, tiny
4.	Age	Indicates how old or new the noun is	young, old, ancient, new, modern
5.	Temperature	Describes the temperature of the noun	hot, cold, cool
6.	Shape	Describes the form or shape of the noun	round, square, triangular
7.	Color	Describes the color of the noun	black, white, red, blue, brown
8.	Origin	Shows where the noun comes from (country or material)	Indonesian, Japanese, wooden, plastic, bamboo
9.	Purpose	Explains the function or purpose of the noun	sleeping (bag), cooking (utensil), writing (desk)
10.	Noun	The main word of the noun phrase; always placed at the end	ady, cupboard, house, bag, eyes

Example:

I have **a unique wooden mug**.

Analysis:

- a = Determiner
- unique = Opinion
- wooden = Material
- Mug = Noun

The following tasks will guide you in analyzing noun phrase patterns commonly found in academic texts.

EXERCISE 4

Underline the noun phrase. After that, identify each word in the noun phrase based on the adjective order table. Then, write the category of each word.

1. He lives in a beautiful modern house.
   .....
   .....
   .....
2. She is wearing a big old brown jacket.
   .....
   .....
   .....
3. They bought an expensive Italian leather bag.
   .....
   .....
   .....
4. She has a cute little puppy.
   .....
   .....
   .....
5. I found a small round wooden table.
   .....
   .....
   .....

6. He bought two large red apples.
   .....
   .....
   .....
7. She wears a beautiful long silk dress.
   .....
   .....
   .....
8. They live in an old wooden house.
   .....
   .....
   .....
9. We bought a new Japanese camera.
   .....
   .....
   .....
10. She carries a small black leather handbag.
    .....
    .....
    .....

These practice items aim to develop your accuracy in recognizing noun phrases within longer sentences.

EXERCISE 5

Scan and do this exercise.

“Grammar mistakes
build character.
And red ink.”

After understanding noun phrases, we now move to prepositional phrases!

While noun phrases identify who or what is being discussed, prepositional phrases help explain the circumstances surrounding an action or idea. A prepositional phrase provides additional information about time, place, direction, manner, cause, or relationship by linking a preposition with its object. These phrases are highly flexible in position and frequently appear at the beginning, middle, or end of a sentence. Although they often add important detail, prepositional phrases do not act as subjects. Instead, they function as modifiers that enrich meaning and improve clarity. Mastering prepositional phrases enables learners to construct more natural, descriptive, and well-organized sentences.

Definition of Prepositional Phrase!

A prepositional phrase is a group of words that begins with a preposition and is followed by the object of the preposition. The object may also be described as a modifier, since it provides additional information about another word in the sentence.

In general, prepositional phrases are commonly used to modify verbs, adverbs, nouns, and adjectives. The object of the preposition can take various forms, including a noun, pronoun, gerund functioning as a noun, or even a clause.

D. Example and Analysis

- For example:

  "She's been waiting for two hours."

  In this sentence:

  - **for** functions as a preposition
  - **two hours** is the object of the preposition, taking the form of a noun phrase

  Together, for three hours forms a prepositional phrase that functions as an adverbial phrase, describing the duration of the activity. It is

also important to note that a prepositional phrase can appear in various positions within a sentence without changing its function.

- For example:

  "For a change, Alya was early for school."

  Here, the prepositional phrase is placed at the beginning of the sentence, yet it still functions as an adverbial modifier.

E. Examples of Prepositional Phrases by Category

- **Direction, Place, or Location**

  Common prepositions:

  to, into, toward(s), at, inside, outside, on, onto, around, beneath, by, past, close to, near, nearby, through, beside, among, behind, below, between, down from, up from, in front of

  Examples:

  - "The tiger sleeps peacefully under **the tree**."
  - "The forks are hidden inside **the drawer**."

- **Time**

  Common prepositions:

  from, until, at, after, afterwards, before, beforehand, during, on, in

  Examples:

  - "The meeting ended at **noon**."
  - "Sarah always exercises before **breakfast**."

After understanding noun phrases, the following exercises will focus on prepositional phrases in context.

EXERCISE 6

Identify preposition and its object in each sentence.

1. She put the toast bread into her mouth.
   Preposition:
   Object of Preposition:
2. Rania is falling off the bed.
   Preposition:
   Object of Preposition:

3. Our houses are across the street.
   Preposition:
   Object of Preposition:
4. I and Jocelyn arrived early for the party
   Preposition:
   Object of Preposition:
5. Jessica has just moved here from California.
   Preposition:
   Object of Preposition:

F. Functions of Prepositional Phrases

The primary function of a prepositional phrase is to provide more detailed information related to time, place, manner, cause, or relationship within a sentence.

Prepositional phrases help writers create more complex and meaningful sentences. However, excessive use of prepositional phrases may reduce clarity. In general, fewer but well-placed prepositional phrases make sentences easier to understand.

- **Clarifying Meaning**

  Prepositional phrases add context and specificity.

  - Without: "She wrote a letter."
  - With: "She wrote a letter to **her mother**."

- **Connecting Sentence Elements**

  They help establish relationships between different parts of a sentence.

  - "The book belongs to **Sarah**."
  - "The book belongs to **Sarah**, who is sitting next to **her brother**."

  The phrase next to her brother adds spatial information, making the sentence more informative.

- **Adding Specific Information**

  Prepositional phrases supply essential details that nouns or verbs alone cannot convey.

- Without: "They went on **vacation**."
- With: "They went on **vacation** to **Bali** for **a week**."

G. Types of Prepositional Phrases

- **Adjective Prepositional Phrase**

  When a prepositional phrase modifies a noun, it functions as an adjective.

  Example:

  "The phone on **the table** is mine."

  The phrase on the table modifies book by describing its location.

- **Adverb Prepositional Phrase**

  An adverb prepositional phrase modifies a verb, adjective, or adverb.

  Example:

  "He ran with **determination**."

  The phrase with determination explains how the action was performed.

- **Prepositional Phrase Acting as a Noun**

  In certain cases, a prepositional phrase can function as a noun, particularly when it appears as the subject of a sentence.

  Example:

  "At **the front** of the bus is my favorite place."

  The actual noun (a seat) is implied rather than stated explicitly.

- **Prepositional Phrase Indicating the Agent**

  In passive constructions, prepositional phrases can identify the performer of an action.

  Example:

  "The bedroom is cleaned by **Ami**."

  Here, by Ami indicates the agent of the action.

- **Prepositional Phrase Completing Two Objects**

  A prepositional phrase may clarify the relationship between a direct object and an indirect object.

Example:

"Zikri bought a present for her mother."

The phrase for her mother explains the relationship between a present and her mother.

H. Structure of a Prepositional Phrase

Basic formula:

Preposition + Object of the Preposition

- **Restrictive (essential): no comma**

  "The lights in **the bedroom** are faulty."

- **Nonrestrictive (nonessential): commas required**

  "The bedroom lights, from **Paris**, are faulty."

I. The Relationship between Noun Phrases and Prepositional Phrases

In the TOEFL Longman approach, it is strongly emphasized that:

> **Not every phrase that appears at the beginning of a sentence functions as the subject. Many TOEFL test-takers mistakenly assume that the first phrase in a sentence—especially a long one—must be the subject.**

- **Key Principles from TOEFL Longman**
  - The subject of a sentence is always a noun phrase.
    A prepositional phrase can never function as the subject. (X)
  - Prepositional phrases frequently appear at the beginning of sentences, but their primary role is to act as adverbial modifiers, expressing time, place, manner, or condition not the doer of the action.
  - A noun phrase and a prepositional phrase may appear next to each other without a comma, as long as the prepositional phrase is restrictive or essential to the meaning of the noun it modifies.
- **Sample Analysis (TOEFL Longman Style)**
  - Example 1

    In **the classroom** the students are taking a test.

The prepositional phrase is *in the classroom*.

The subject is *the students*.

- Example 2

  The teachers in **the classroom** are conducting an annual meeting.

  No comma is needed because the prepositional phrase is restrictive, meaning it specifies which students are being discussed.

  The prepositional phrase is *in the classroom*.

  The subject is *the teachers*.

The tasks below will train you to distinguish prepositional phrases from noun phrases, especially at the beginning of sentences.

EXERCISE 7

Underline the prepositional phrase(s) in the sentence. Circle the noun phrase that functions as the subject. Remember: A prepositional phrase can never be the subject of a sentence.

1. In the middle of the room the large table near the window attracted everyone's attention.
2. During the orientation week new students from various departments gathered in the hall.
3. At the end of the semester the final project for this course becomes very challenging.
4. In the report on social media usage the number of active users increased rapidly.
5. After the long discussion the decision about the budget was announced.
6. In the corner of the library the old bookshelves stood quietly.
7. The old bookshelves in the corner of the library stood quietly.
8. After the meeting the conclusion of the discussion surprised everyone.
9. The conclusion of the discussion surprised everyone.
10. At the beginning of the lecture the explanation of noun phrases confused some students.

Welcome to the Post-Test section!

After completing this chapter, this post-test is designed to evaluate your understanding of noun phrases and prepositional phrases. The questions assess your ability to identify structures, recognize functions, and apply grammatical patterns in context. Choose the best answer for each question. Do not use dictionaries or grammar notes.

Instructions:

Complete Parts A– B individually.

For Part C, work with a partner and follow the speaking instructions carefully.

PART A

Choose the best answer.

1. Which of the following best defines a noun phrase?

   A. A group of words that begins with a preposition

   B. A group of words that functions as a noun in a sentence

   C. A sentence that contains a verb and an object

   D. A phrase that always begins with an adjective

2. Which element is always required in a noun phrase?

   A. Determiner

   B. Adjective

   C. Head noun

   D. Prepositional phrase

3. Which of the following is NOT a central determiner?

   A. a

   B. this

C. my

D. all

4. According to the TOEFL Longman approach, which statement is correct?

   A. A prepositional phrase can function as the subject

   B. A subject is always a verb phrase

   C. A subject is always a noun phrase

   D. A prepositional phrase must be followed by a comma

5. In the sentence "The ruler on the shelf is mine," what is the function of on the shelf?

   A. Subject

   B. Object

   C. Post-modifier

   D. Head noun

6. Which part of the sentence below is the noun phrase?

   "In the classroom, the students are taking a test."

   A. In the classroom

   B. the students

   C. are taking

   D. taking a test

7. Which phrase is a prepositional phrase?

   A. a beautiful painting

   B. the tall man

   C. under the table

D. my old house

8. In the sentence "The book on the desk belongs to Rina," what is the book on the desk?

   A. Prepositional phrase

   B. Verb phrase

   C. Noun phrase with a post-modifier

   D. Adverbial clause

9. Which sentence contains a discontinuous noun phrase?

   A. The students in the class are busy.

   B. The book on the shelf is expensive.

   C. The tourists come from Canada, carrying heavy backpacks.

   D. A red bag is on the chair.

10. Which word functions as the head noun in the phrase "a very small wooden box"?

    A. very

    B. small

    C. wooden

    D. box

11. What is the function of the noun phrase in the sentence:

    "A talented young artist won the competition."

    A. Object

    B. Complement

    C. Subject

    D. Appositive

12. In the sentence **"She bought a beautiful blue dress,"** the noun phrase functions as a(n):

    A. Subject

    B. Direct object

    C. Subject complement

    D. Appositive

13. Identify the function of the noun phrase in:
    "My sister is a medical student."

    A. Object

    B. Subject

    C. Subject complement

    D. Appositive

14. In the sentence **"My teacher, a kind woman, helped me a lot,"** the phrase a kind woman functions as a(n):

    A. Object

    B. Appositive

    C. Complement

    D. Modifier of a verb

15. Which sentence contains a noun phrase functioning as a complement?

    A. The children are playing in the yard.

    B. She reads a novel every night.

    C. That building is a historical museum.

    D. The students in the class are noisy.

PART B

Revise each sentence by correctly arranging the noun phrase or prepositional phrase.

16. In the library the students quietly were studying.

    .....

17. A large modern house she lives in.

    .....

18. The keys are the bag inside.

    .....

19. Stopping me and asking for help two tourists came from Australia.

    .....

PART C

20. Describe and clarify.

Instructions:

a. Work with a partner.
b. Student A describes: one person OR one object in the classroom using at least two noun phrases and one prepositional phrase.
c. Student B listens and: identifies the noun phrase(s), identifies the prepositional phrase(s), gives brief feedback that focus on correcting noun phrase structure, an appropriate adjective order, natural placement of prepositional phrases.
d. Switch roles.

Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Verb Phrase & Auxiliary Phrase

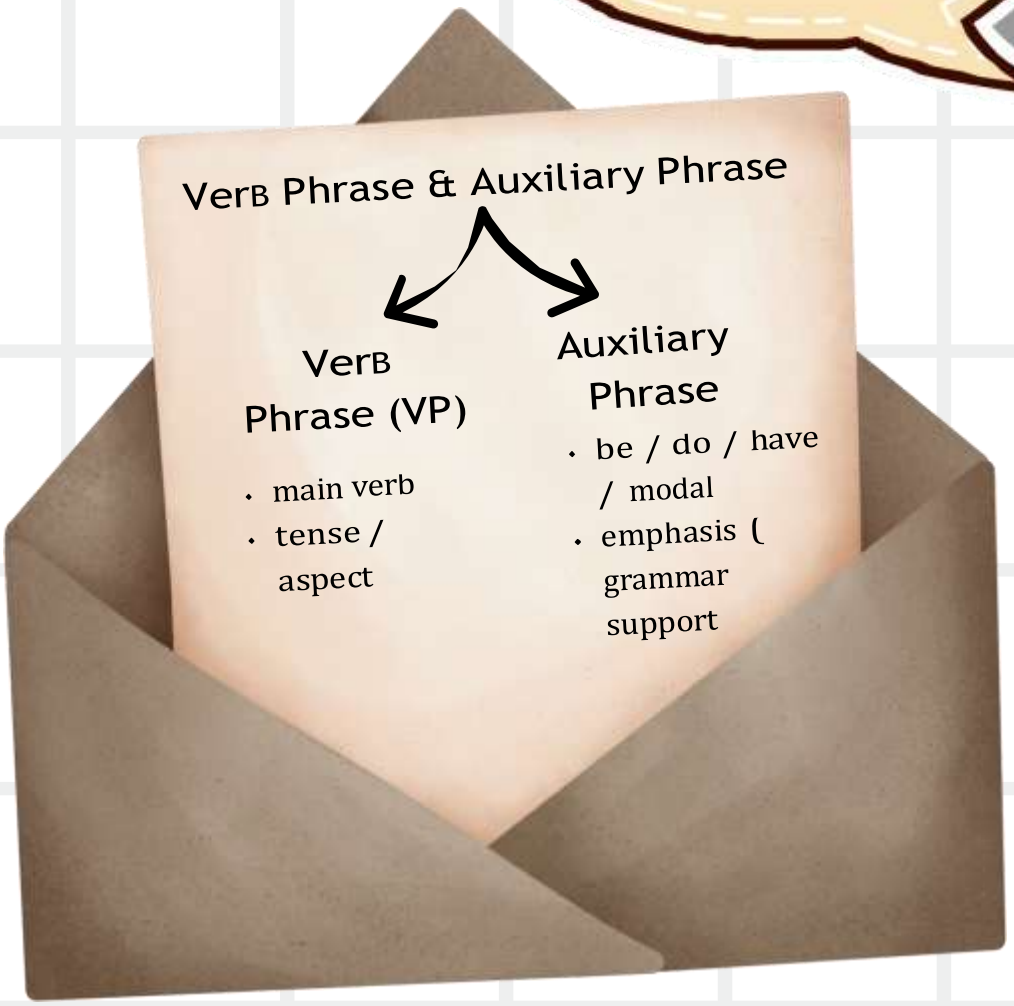
Chapter 3

General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Identifying verb phrases correctly
- Recognizing auxiliary verbs and functions



Welcome to the Pre-Test section!

Before we begin learning about verb phrases and auxiliary verbs in depth, let's warm up our grammar awareness. The following pre-test will help you notice how verbs work together in a sentence. Don't worry about mistakes—this activity is meant to activate your prior knowledge and prepare you for the lesson ahead.

Instructions:

Rearrange the jumbled words into a correct sentence.

1. watching / is / movie / a / she

   .....

2. finished / have / we / homework / our

   .....

3. will / exam / the / pass / they

   .....

4. working / been / has / all / day / he

   .....

5. can / very / swim / fast / she

   .....

6. cleaned / was / room / the / yesterday

   .....

7. did / understand / really / I / not

   .....

8. must / forgotten / have / you / keys / your

   .....

“Don’t worry about grammar. Even native speakers argue about it.”

After identifying subjects through noun phrases and understanding how prepositional phrases function as modifiers, the next important step is to examine how actions and states are expressed in sentences.

Identifying the subject alone is not sufficient to fully understand sentence structure. A sentence becomes complete only when the subject is followed by a verb phrase, which functions as the predicate. Verb phrases explain what the subject does, experiences, or is, and they carry important grammatical information such as tense, aspect, voice, and modality. Mastery of verb phrases allows learners to analyze complex sentences accurately and avoid common errors in academic writing and standardized tests like TOEFL.

Definition of Verb Phrase

A verb phrase is a group of two or more words that centers on a verb and functions to express an action, process, or state in a sentence. It does not include the subject, but it plays a crucial role in conveying meaning by showing tense, aspect, mood, or voice. In simple terms, a verb phrase tells us what happens, is happening, or will happen, and how the action relates to time or condition.

A. Functions of Verb Phrase

Verb phrases serve several important functions in English grammar.

- **As the Head of a Verb Phrase**

  The verb acts as the core or head of the verb phrase. It may be accompanied by auxiliaries, modifiers, or complements.

  Examples:

  - Write
  - Borrowed
  - have returned
  - will be locked
  - ran slowly
  - want to drink some juice
  - need to sleep

- **As a Predicate**

  In a clause, the verb phrase functions as the predicate, completing the meaning of the subject.

  Examples:

  - My goat drinks.
  - I am listening.
  - The vase was made by an artist.
  - The students will finish their exam.

- **As a Modifier of a Noun Phrase**

  Verb phrases can modify nouns and noun phrases, giving extra information.

  Examples:

  - The man riding the bicycle yelled at me.
  - I saw the woman singing on the stage.
  - The story told by the storyteller made me happy.

- **As an Adjective Phrase Complement**

  Verb phrases can complete the meaning of an adjective.

  Examples:

  - You should be excited to study conversation.
  - My children are sad to see their teachers leave.
  - The citizens are eager to know about current events.

- **As a Verb Complement**

  Some verb phrases function as complements that complete the meaning of another verb.

  Examples:

  - The students have to pass the exam.
  - Chava intends to attend the ceremony.
  - Her brother can come start the fire.

B. Types and Structure of Verb Phrase

- **Components of a Verb Phrase**

  A verb phrase may consist of one or more of the following components:

  - Main Verb: the core action or state
  - Auxiliary Verb: helping verbs (is, am, are, was, were, have, has, had, been)
  - Modal Verb: expresses possibility, necessity, or ability (can, could, will, would, may, might, must, should)
  - Present Participle: verb ending in -ing
  - Past Participle: verb form used in perfect tenses or passive voice
  - Do / Did: used for emphasis, questions, or negation

- **Verb Phrase in Traditional Grammar**

  In traditional grammar, a verb phrase consists only of the main verb and any auxiliary verbs.

  Formula:

  (+ / − auxiliary verb) + main verb

  Example:

  - She likes business. Verb phrase: likes
  - He will ask a question. Verb phrase: will ask

- **Verb Phrase in Generative Grammar**

  In generative grammar, a verb phrase includes auxiliaries, the main verb, complements, and modifiers.

  Formula:

  (+ / − auxiliary verb) + main verb + (+ / − complement/modifier)

  Example:

  - She likes business. Verb phrase: likes business
  - Nino sleeps without a blanket. Verb phrase: sleeps without a blanket

- **Types of Verb Phrases**
  - **Simple Verb Phrase**

Contains only a main verb.

She runs every morning.

- **Compound Verb Phrase**

  Contains more than one auxiliary verb.

  She has been studying for hours.

- **Progressive Verb Phrase**

  Uses be + -ing to show ongoing action.

  They are playing soccer.

- **Perfect Verb Phrase**

  Uses have + past participle to show completion.

  I have finished my homework.

- **Perfect Progressive Verb Phrase**

  Combines perfect and progressive aspects.

  She has been working for five hours.

- **Modal Verb Phrase**

  Uses modal verbs to express ability, necessity, or possibility.

  He can swim very fast.

C. Examples of Verb Phrases

- **He tries so hard.**
  - Traditional: tries
  - Generative: tries so hard
- **He is trying so hard.**
  - Traditional: is trying
  - Generative: is trying so hard
- **He has tried so hard.**
  - Traditional: has tried
  - Generative: has tried so hard
- **He should have tried his best.**
  - Traditional: should have tried
  - Generative: should have tried his best
- **She did understand your explanation.**

- Traditional: did understand
- Generative: did understand your explanation

Table 5. The Examples of Verb Phrase Based on Tenses

No.	Tense	Verb Phrase Structure	Verb Phrase (Traditional Grammar)
1	Simple Present	Main Verb (V1 / V-s)	Runs
2.	Present Continuous	Auxiliary **be** + V-ing	is running
3.	Present Perfect	Auxiliary **have** + V3	has finished
4.	Present Perfect Continuous	have + been + V-ing	has been working
5.	Simple Past	Main Verb (V2)	Watched
6.	Past Continuous	Auxiliary **be (past)** + V-ing	were watching
7.	Past Perfect	Auxiliary **had** + V3	had watched
8.	Future (Will)	Modal **will** + V1	will watch
9.	Future Continuous	will + be + V-ing	will be watching
10.	Future Perfect	will + have + V3	will have finished
11.	Future Perfect Continuous	will + have + been + V-ing	will have been working
12.	Modal (Ability)	Modal + V1	can swim
13.	Modal Perfect	Modal + have + V3	must have forgotten
14.	Passive (Present)	be + V3	is cleaned
15.	Passive (Perfect)	have + been + V3	has been cleaned

Take your time and enjoy discovering how verb phrases shape sentences.

EXERCISE 8

Read the following sentences and write down the verb phrases.

1. The children were playing hide and seek in the park.
   .....
2. He has been studying for her exams all week.
   .....
3. She will travel to Italy next year.
   .....
4. They can swim very fast.
   .....
5. I did not want to go to the party.
   .....
6. Yura and Yunita have been waiting for the bus for half an hour.
   .....
7. Riri can solve complex math problems easily.
   .....
8. The students might go to the cinema tonight.
   .....
9. The teacher is grading the papers.
   .....
10. You must finish your work before going out.
    .....

This exercise will help you see verbs as meaningful units, not single words.

EXERCISE 9

Scan and do these two exercises.

D. Verb Phrases vs. Phrasal Verbs

After we know verb phrase which tells about a group of words that consists of a main verb together with auxiliary or modal verbs. Its function is to express an action or state while showing grammatical information such as tense, aspect, mood, or voice, without changing the core meaning of the verb. While Phrasal Verbs, it is formed by combining a verb with an adverb or a preposition. This combination creates a new meaning that is often different from the original verb. For example, *look up* means *to search*, which is different from the verb *look* alone.

Table 6. The Structures of Verb Phrases vs. Phrasal Verbs

No.	Category	Structure	Function
1	Phrasal Verb	Verb + Adverb / Preposition	Creates a new lexical meaning
2.	Verb Phrase	Main Verb + Auxiliary / Modal	Shows tense, mood, aspect, or voice

Phrasal verbs consist of a verb plus a particle (adverb or preposition). The particle plays a crucial role in altering the verb's meaning.

Examples and meanings:

- **Look up** = search for information
- **Walk around** = explore casually
- **Get on** = board a vehicle

Learners often confuse phrasal verbs with verb + preposition combinations. The key difference is that in phrasal verbs, the particle changes the verb's meaning, not just its grammatical relationship. Phrasal verbs and verb phrases both play vital roles in English grammar,

but they serve different purposes. Phrasal verbs enrich meaning by forming new expressions. Verb phrases organize actions within grammatical systems like tense and modality. Understanding the distinction between the two helps learners communicate more accurately, interpret meaning correctly, and gain deeper control over English sentence structure.

Each sentence you analyze will sharpen your grammatical intuition.

EXERCISE 10

Scan and do these two exercises.





“English grammar: where rules have exceptions, and exceptions have exceptions.”

To understand verb phrases more deeply, it is necessary to explore the role of auxiliary verbs, as they form the structural backbone of many verb phrases in English.

Auxiliary verbs, also called helping verbs, play a crucial role in forming verb phrases. They support the main verb by expressing tense, aspect, voice, negation, and questions. Without auxiliary verbs, many English grammatical structures—such as continuous tenses, perfect tenses, passive voice, and question forms—cannot be formed correctly. Understanding auxiliary verbs enables learners to construct grammatically accurate sentences and recognize correct verb forms in both spoken and written English, particularly in TOEFL-style grammar questions.

Definition of Auxiliary Verb!

An auxiliary verb, also known as a helping verb, is a verb used to support and clarify the meaning of a main verb in a sentence. It helps express grammatical information such as tense, aspect, voice, emphasis, negation, and questions. An auxiliary verb cannot stand alone without a main verb because it does not carry the core meaning of the action or state. In a sentence, the main verb usually appears after the auxiliary verb. In English, auxiliary verbs are commonly divided into four main groups: do, be, have, and modal auxiliaries.

E. Functions of Auxiliary Verbs

Auxiliary verbs serve grammatical functions rather than lexical meaning. Their main roles include:

Table 7. Functions of Auxiliary Verbs

No.	Function	Explanation	Example
1	Showing tense	Indicates time	She **is** reading.
2.	Showing aspect	Shows process or completion	They **have** finished.

3.	Showing voice	Active or passive	The room **was** cleaned.
4.	Forming negation	Makes negative sentences	She **did not** come.
5.	Forming questions	Helps inversion	**Did** you see it?
6.	Expressing modality	Ability, obligation, possibility	She **must** leave now.

F. Types and Structure of Auxiliary Verbs

- **Auxiliary Verb "Do"**

  The auxiliary do (do, does, did) is mainly used to:

  - form questions
  - form negative sentences
  - give emphasis to the main verb
  - Its form changes according to tense: do / does (present tense), did (past tense)

  Although less common, do can also appear in affirmative sentences for emphasis.

  Examples:

  - He doesn't understand what I want.
  - We did mention you before.
  - I do believe you.

- **Auxiliary Verb "Be"**

  The auxiliary be includes am, is, are, was, were, been, being, and be. It is used to:

  - form continuous tenses
  - form passive voice
  - link subjects to descriptions (as a linking verb)

  Examples:

  - I am watching a movie with my family.

- He was sleeping when I arrived.
- They are working today.
- The room was cleaned yesterday.

- **Auxiliary Verb "Have"**

  The auxiliary have (have, has, had) is used to form perfect tenses and is usually followed by a past participle (verb-3).

  If have is followed by been, the next verb may appear in participle form.

  Examples:

  - I have been waiting for you.
  - She has given everything to you.
  - Grandpa had retired from his job.

- **Modal Auxiliaries**

  Modal auxiliaries are special auxiliary verbs that add specific meanings, such as ability, possibility, permission, obligation, or advice. Modal auxiliaries are always followed by a bare infinitive (base verb). Common modal auxiliaries include:

Table 8. Modal Auxiliaries

No.	Modal	Meaning
1	can / could	ability, possibility
2.	may / might	permission, possibility
3.	will / would	future, intention
4.	shall / should	suggestion, obligation
5.	Must	Necessity
6.	ought to	Advice

Now let's focus on the helpers behind the main action.

EXERCISE 11

Match each sentence in Column A with the correct type and structure of the auxiliary verb in Column B. Write the correct letter (A–J) for each number.

COLUMN A	COLUMN B
1. She **is studying** for the final exam. 2. They **have finished** the report. 3. The letter **was sent** yesterday. 4. He **can speak** three languages fluently. 5. We **are going to visit** Bali next month. 6. She **has been working** here since 2020. 7. The homework **must be submitted** today. 8. I **did not understand** the explanation. 9. The room **is being cleaned** now. 10. They **will have completed** the project by Friday.	A. Modal auxiliary + bare infinitive B. Primary auxiliary be + present participle (V-ing) C. Primary auxiliary have + past participle (V3) D. Modal auxiliary + be + past participle E. Primary auxiliary do + base verb (negative form) F. Be + past participle (simple passive) G. Have been + V-ing (present perfect continuous) H. Be going to + base verb (future plan) I. Be + being + past participle (present continuous passive) J. Will have + past participle (future perfect)

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

G. Difference Between Modal Auxiliaries and Auxiliary Verbs

Auxiliary verbs and modal auxiliaries both help the main verb, but they differ in function and scope.

- Auxiliary Verbs
  - Used to form tense, negation, questions, and passive voice
  - Include be, have, and do
- Modal Auxiliaries
  - Used to express attitude, judgment, or intention
  - Include can, could, may, might, will, would, should, must, etc.

H. Relationship Between Verb Phrase and Auxiliary Verb

- **Core Relationship**

  An auxiliary verb is a structural component of a verb phrase (VP).

  A verb phrase may consist of:

  - a main verb only
  - an auxiliary + main verb
  - a modal + auxiliary + main verb

  A verb phrase can exist without an auxiliary, but cannot be complete without a main verb.

- **Traditional Grammar Perspective**

  In traditional grammar:

  Verb Phrase = (± Auxiliary Verb) + Main Verb

  Examples:

  - has eaten
  - is reading
  - will go

  Auxiliary verbs are seen as supporting elements of the main verb.

- **Generative Grammar Perspective**

  In generative grammar, auxiliary verbs:

  - function as operators
  - determine predicate structure

- allow complements and modifiers

Example:

will have been working all night

treated as one complete verb phrase

I. Examples

- **Examples with Modal Auxiliaries**
  - Can you swim gracefully?
  - She could speak three languages when she was younger.
  - May I borrow your pen?
  - It might rain later today.
- **Examples with Auxiliary Verbs**
  - He is studying for the exam.
  - We have finished our project.
  - Do you like ice cream?
  - I don't know the answer.

These exercises will sharpen your understanding of verb structure.

EXERCISE 12

Read the following an academic-style paragraph carefully. After that, identify the verb phrase.

In recent years, researchers have emphasized the importance of effective time management among university students. Many students are required to balance academic responsibilities with part-time jobs, which often leads to stress. As a result, some students end up postponing their assignments, while others have been attempting to develop better study routines. Educators argue that students must recognize the long-term benefits of disciplined learning habits.

Your answer:

.....
.....
.....
.....
.....
.....

.....

This is your chance to master one of the core elements of English grammar.

EXERCISE 13

Read the paragraph carefully. For questions 1–10, circle the prepositional phrase, underline the subject once, and the verb (or verb phrase) twice in each sentence. Then decide whether the sentence is Correct (C) or Incorrect (I).

Remember:

- **A prepositional phrase can never be a subject.**
- **A subject must be a noun phrase.**
- **A verb phrase may include auxiliary verbs.**

1. In many academic discussions the role of critical thinking is often emphasized by educators.
   .....
2. During the first semester students with limited experience in research methods struggle significantly.
   .....
3. The improvement of academic writing skills requires consistent practice and feedback.
   .....
4. In the process of learning grammar the understanding of noun phrases becomes essential.
   .....
5. The application of prepositional phrases in academic texts often causes confusion among students.
   .....
6. In many TOEFL preparation classes the identification of the subject is carefully practiced.
   .....
7. The ability to recognize verb phrases helps students avoid common grammatical errors.
   .....
8. In formal writing the use of clear noun phrases improves overall sentence clarity.
   .....
9. The explanation of grammatical rules in textbooks is sometimes unclear.
   .....
10. In complex sentences the presence of multiple prepositional phrases can mislead test takers.

EXERCISE 14

Work in pairs. Practice the following conversation. Make sure you use verb phrases, phrasal verbs, and auxiliary verbs naturally when you speak.

Speaking Task: Study Habits

Student A:
Ask your partner about a problem they have been dealing with in their studies.

Student B:
Explain the problem and mention something you almost gave up, but didn't.

Target language:

- Verb Phrase: *have been dealing*
- Phrasal Verb: *give up*
- Auxiliary Verb: *have, did, must*

Welcome to the Post-Test section!

Now that you have learned about verb phrases, auxiliary verbs, and the role of noun phrases in a sentence, it is time to check your understanding. The following post-test is designed to measure your ability to recognize correct verb phrase structures and identify noun phrases functioning as subjects and objects, as commonly tested in TOEFL-style questions.

Instructions:

This post test has Part A and Part B.

PART A

Choose the best answer.

1. The students ___the final report before the deadline.
    A. finish
    B. have finish
    C. have finished
    D. finishing
2. The meeting ___when the manager arrived.
    A. already start
    B. had already started
    C. has already started
    D. is already start
3. She ___very hard for the scholarship exam.
    A. study
    B. has study
    C. has been studying
    D. is study
4. The documents ___by the secretary yesterday.
    A. are prepare
    B. were prepared

C. have prepare

D. is prepared

5. They ___the project by next month.

A. finish

B. finished

C. will have finished

D. have finish

6. ___you understand the instructions clearly?

A. Are

B. Have

C. Do

D. Did

7. She ___completed the assignment yet.

A. don't

B. isn't

C. hasn't

D. didn't

8. The lights ___turned off before we left.

A. is

B. were

C. has

D. do

9. He ___believe the news at first.

A. doesn't

B. isn't

C. hasn't

D. didn't

10. We ___waiting for the announcement since morning.

A. are

B. have been

C. were

D. will

11. ___has caused serious environmental damage.

A. Pollute water

B. The rapid industrial development

C. Develop industry rapidly

D. Industries

12. ___requires careful planning and strong commitment.

A. Teach children

B. Effective classroom management

C. Manage classroom

D. Teachers

13. ___were invited to the international conference.

A. Research

B. Researching students

C. Several senior researchers

D. To research

14. ___has become a major issue in urban areas.

A. Live city

B. The lack of affordable housing

C. Affordable houses

D. Housing afford

15. ___plays an important role in academic success.

A. Study regularly

B. Consistent learning habits

C. Learn consistency

D. To learn habit

PART B

Each sentence below contains four underlined parts (A, B, C, D).

One part is grammatically incorrect.

Identify and circle the incorrect part.

16. The students (A) have been (B) discussing (C) about the solution (D) for the problem.
17. Each of the participants (A) were given (B) a clear explanation (C) by the instructor (D).
18. The report (A) must have been submit (B) to the committee (C) before the deadline (D).
19. The manager (A) did not approved (B) the proposal (C) from the marketing team (D).
20. The books (A) on the table (B) was borrowed (C) by the new students (D).

Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Subject & Object

Chapter

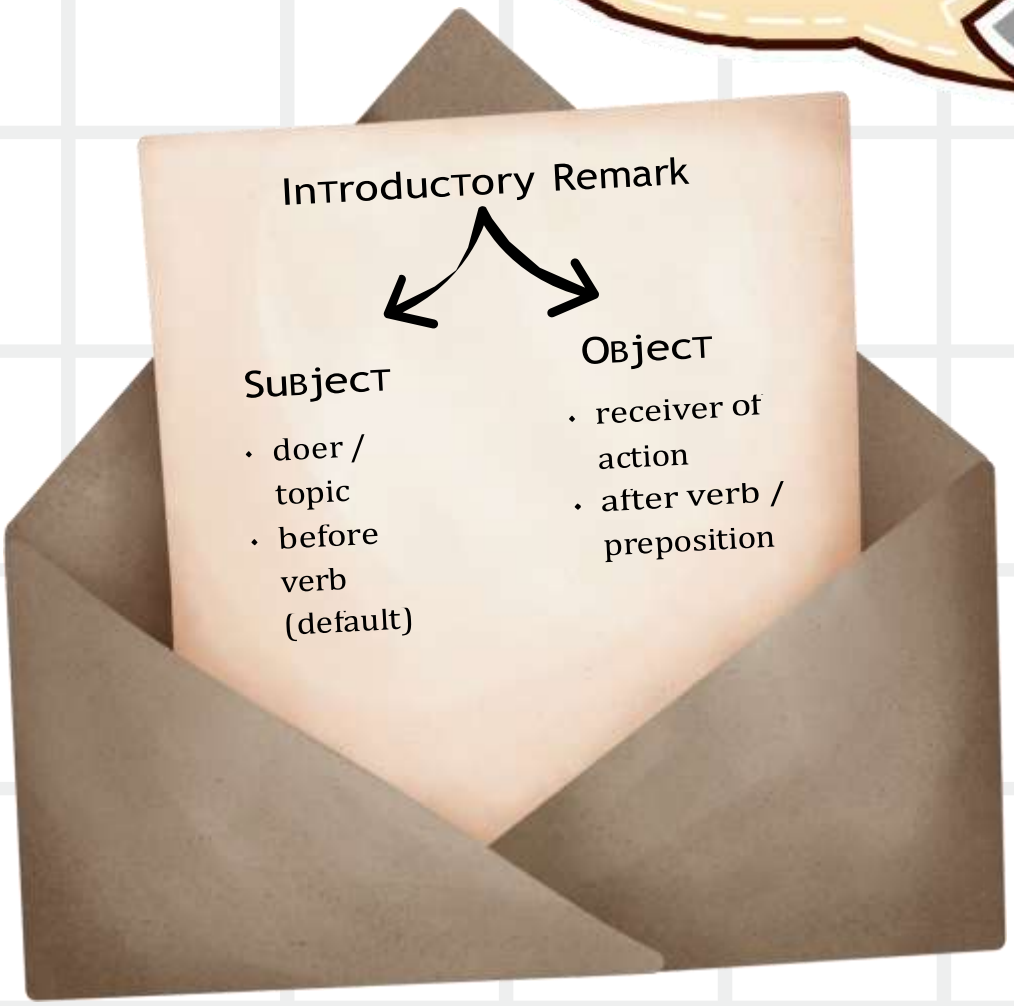
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General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Distinguishing subjects and objects
- Identifying grammatical roles in sentences



Welcome to the Pre-Test section!

Before starting this chapter, it is important to check your current understanding of how subjects and objects function in English sentences. The following pre-test is designed to measure your initial ability to identify subjects and objects accurately, especially in sentences that contain noun phrases, verb phrases, and prepositional phrases.

Instructions:

Read each sentence carefully. Decide and circle whether the statement is Correct (T) or Incorrect (F) based on the use of subject and object.

1. In the sentence "In the library the students are studying quietly," the subject is the library. (T / F)
2. The subject of a sentence always comes immediately before the verb without exception. (T / F)
3. In "The lecturer explained the material," the material functions as the object. (T / F)
4. A prepositional phrase can function as the subject of a sentence. (T / F)
5. In "She gave her friend a book," her friend is an indirect object. (T / F)
6. The subject of a sentence is always a person. (T / F)
7. In "There are many errors in the essay," many errors is the real subject. (T / F)
8. Objects usually answer the questions what? or whom? (T / F)

“I speak English fluently... in my head.”

Now, it's time for us learn Subjects and Objects.

Subjects and objects form the core of English sentence structure. Understanding who performs an action and who receives it is essential for mastering noun phrases, verb phrases, and overall grammatical accuracy, especially in academic and test-oriented contexts.

Definition of Subjects and Objects

In English grammar, subjects and objects play opposite but equally important roles in a sentence. The subject is the person, thing, or idea that performs the action or is being described. It is usually realized as a noun phrase and commonly appears before the verb phrase. The object, on the other hand, is the person or thing that receives the action of the verb. Objects typically appear after the verb or after a preposition.

Simply put:

The subject answers "*Who or what does the action?*"

The object answers "*Who or what receives the action?*"

A. Functions of Subjects and Objects

- **Function of the Subject**

  The subject functions as the doer, experiencer, or topic of the sentence. It works closely with the verb phrase to form a complete clause.

  Examples:

  - **The students** are discussing the topic.
  - **She** has finished her assignment.

- **Function of the Object**

  The object functions as the receiver of the action expressed by the verb.

  Examples:

  - She reads **a book**.
  - The teacher praised **the student**.

B. Types and Structure

- **Types of Subjects**
  - Simple Subject

    A subject consisting of one main noun or pronoun.

    Example:

    The dog barked.
  - Compound Subject

    Two or more subjects joined by conjunctions such as *and* or *as well as*.

    Example:

    Alice and John are studying together.
  - Noun Phrase Subject

    A subject made up of a noun phrase, often expanded by modifiers or prepositional phrases.

    Example:

    The boy wearing a red jacket runs quickly.
- **Types of Objects**
  - Direct Object

    A noun or pronoun that directly receives the action of the verb.

    Example:

    Sarah bought **a new book**.
  - Indirect Object

    A noun or pronoun that receives the benefit of the action.

    Example:

    John gave **his sister** **a gift.**

    Direct object: a gift

    Indirect object: his sister
  - Object of a Preposition

    A noun or pronoun that follows a prepositional phrase.

    Example:

    Emily is from Ireland.

Connection:

This reinforces the role of prepositional phrases, where the object never functions as a subject, even if the phrase appears at the beginning of a sentence.

- **Essential Subject-Verb-Object Formulas**
  - Core Sentence Formula

    Subject (Noun/ Noun Phrase) + Verb Phrase + Object (Noun/ Noun Phrase)

    Examples:

    The students are discussing the topic.

    She has finished her assignment.

  - Sentences Beginning with a Prepositional Phrase

    Prepositional Phrase + Subject (Noun Phrase) + Verb Phrase

    Examples:

    In the classroom the students are taking a test.

    On the table the book was placed.
  - Subjects as Long Noun Phrases

    (Determiner + Modifier + Noun + Modifier) + Verb Phrase

    Examples:

    The girl from my class presented a speech.

    The boy wearing a red jacket runs quickly.
  - Dummy Subject Structure (Common in TOEFL)

    There + Verb + Real Subject (Noun Phrase)

    Examples:

    There are many students in the room.

    There is a book on the table.
  - Object of a Preposition (Never a Subject)

    Preposition + Object (Noun Phrase)

    Examples:

in the classroom

from Ireland

with my friends

C. Relationship Between Subject, Verb Phrase, and Object

- **Every complete English sentence follows a meaningful flow:**

  Subject → Verb Phrase → Object

  Examples:

  - **The boy** kicked *the ball*.
  - **She** gave *him a gift*.

  Here:

  - The subject is realized as a noun phrase
  - The action is expressed through a verb phrase
  - The object completes the meaning of the verb

  Auxiliary verbs help the verb phrase show:

  - tense (*is running, has finished*)
  - aspect (*has been studying*)
  - modality (*can, must, should*)

- **Subject–Verb Agreement**

  Subject–Verb Agreement refers to the grammatical rule that the verb in a sentence must match the subject in number and person. In other words, a singular subject requires a singular verb, while a plural subject requires a plural verb. This agreement ensures clarity and grammatical accuracy in English sentences, especially in academic and formal writing.

  Understanding subject–verb agreement depends primarily on the ability to identify the correct subject, not the nearest noun in the sentence. This is particularly important when a subject is followed by a prepositional phrase or additional modifiers.

  The main function of subject–verb agreement is to create logical consistency between the subject and the verb. When agreement is applied correctly, the sentence becomes easier to understand and

sounds natural to native speakers. In contrast, errors in subject–verb agreement often lead to confusion and are commonly tested in standardized exams such as TOEFL.

- Subject–Verb Agreement with Common Verb Forms
  The verb agrees with the main subject, not the closest noun as written below:

Table 9. Subject–Verb Agreement with Common Verb Forms

No.	Subjects	Verbs as To be	Verbs as Auxiliary
1	I	am / was / V1	do / have / had / all modals
2.	He / She / It / Singular Noun	is / was / V1 ends in -s / -es	does / has / had / all modals
3.	You / They / We / Plural Noun	are / were / V1	do / have / had / all modals

This exercise will help you avoid common TOEFL traps related to sentence structure.

EXERCISE 15

Read the paragraph below. For each numbered sentence, identify whether the underlined noun phrase functions as a Subject (S) or an Object (O).

Paragraph 1

In TOEFL preparation classes, the identification of subjects and objects is carefully practiced. Many learners struggle to determine the correct subject when long noun phrases are used. The presence of prepositional phrases after the subject does not change subject–verb agreement. For this reason, instructors encourage students to analyze sentence patterns systematically before choosing an answer.

Your answer:

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Paragraph 2

In many academic environments, the development of critical thinking skills is strongly emphasized by educators. During classroom discussions, students with diverse backgrounds often share their perspectives on complex issues. The ability to express ideas clearly helps learners improve their academic performance. In some cases, misunderstanding of sentence structure causes confusion among students, especially when prepositional phrases appear before the subject.

Your answer:

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Now that you have reviewed the basic idea, let us move on to identifying subjects and objects more carefully.

EXERCISE 16

Rearrange the words to form a grammatically correct sentence. Then identify the subject and the object.

1. discussed – the issue – students – the
   .....
2. gave – the lecturer – feedback – the students
   .....
3. in the classroom – were reading – the learners – the text
   .....
4. bought – a new book – she
   .....
5. explained – the concept – the teacher – clearly
   .....
6. completed – the assignment – the students – successfully
   .....
7. sent – the email – the manager – to the staff
   .....

8. during the lecture – asked – the question – the student
   .....
9. reviewed – the research paper – the professor
   .....
10. in the library – found – the references – the researcher
    .....
11. prepared – a presentation – the group – carefully
    .....
12. gave – her friend – a gift – she
    .....
13. after the exam – discussed – the answers – the class
    .....
14. provided – useful feedback – the instructor – to the learners
    .....
15. in the discussion forum – shared – their opinions – the participants
    .....

Remember that prepositional phrases may look important, but they are never subjects.

EXERCISE 17

Speaking Activity

Instructions:

1. Work in pairs. One student creates a sentence containing:
   a. a noun phrase as the subject
   b. a verb phrase with an auxiliary verb
   c. an object or an object of a preposition
2. The other student identifies:
   a. the subject
   b. the verb phrase
   c. the object
3. Then switch roles. Focus on accuracy and clarity, as in TOEFL-style sentence analysis.

Welcome to the Post-Test section!

After completing all exercises and discussions in this chapter, you are now ready to demonstrate your understanding of subjects and objects. The following post-test evaluates your ability to analyze sentence structure accurately, as required in standardized tests such as TOEFL.

Instructions:

This post test has Part A and Part B.

PART A

Choose the best answer.

1. In the sentence "The students in the discussion group are presenting their ideas," what is the subject?
   A. discussion
   B. group
   C. the students in the discussion group
   D. their ideas
2. Which word functions as the direct object in "She completed the assignment on time"?
   A. she
   B. completed
   C. the assignment
   D. time
3. In the sentence "During the lecture the professor explained the concept clearly," which phrase is the subject?
   A. during the lecture
   B. the lecture
   C. the professor

D. the concept

4. What is the object of the preposition in "The book on the table belongs to the teacher"?

   A. book

   B. table

   C. the table

   D. the teacher

5. In "The teacher gave the students feedback," what is the indirect object?

   A. the teacher

   B. feedback

   C. the students

   D. gave

6. Which option correctly identifies the direct object in "She sent her friend a message"?

   A. her friend

   B. sent

   C. a message

   D. she

7. In the sentence "In many academic texts the use of complex noun phrases causes confusion," what is the subject?

   A. in many academic texts

   B. complex noun phrases

   C. confusion

D. the use of complex noun phrases

8. Which noun phrase functions as the object of a preposition in "Students discussed the topic in small groups"?

   A. the topic

   B. students

   C. small groups

   D. discussed

9. In "The explanation of the rules helped the learners," which phrase is the subject?

   A. the rules

   B. the learners

   C. the explanation of the rules

   D. helped

10. Which sentence contains a compound subject?

    A. The student answered the question.

    B. The teacher and the students discussed the issue.

    C. The book on the desk is new.

    D. In the class the discussion continued.

11. In "The manager gave the employees a warning," how many objects does the verb have?

    A. none

    B. one

    C. two

    D. three

12. Which word is the object of the preposition in "She comes from a small town"?

    A. she

    B. from

    C. a small town

    D. comes

13. In "The boy wearing a red jacket won the competition," what is the subject?

    A. the boy

    B. a red jacket

    C. the competition

    D. the boy wearing a red jacket

14. Which sentence begins with a prepositional phrase?

    A. The students completed the task.

    B. In the classroom the students completed the task.

    C. The task was difficult.

    D. The teacher explained the lesson.

15. In "The lecturer explained the material to the class," what is the direct object?

    A. the lecturer

    B. the class

    C. the material

    D. to the class

16. Look at the sentence below.

"In the final exam the results of the test were announced."
Which option correctly identifies the subject?

A. in the final exam

B. the test

C. the results of the test

D. were announced

17. In "She showed the visitors around the campus," which phrase is the indirect object?

A. the campus

B. around the campus

C. the visitors

D. showed

18. Which sentence is grammatically correct?

A. In the classroom the students discusses the topic.

B. The students in the classroom discusses the topic.

C. The students in the classroom discuss the topic.

D. In the classroom discusses the students the topic.

19. In "The discussion about the issue lasted for hours," what is the object of the preposition about?

A. discussion

B. hours

C. the issue

D. for hours

20. Which statement is TRUE based on English sentence structure?

A. A prepositional phrase can be a subject.

B. The nearest noun always controls the verb.

C. The subject is usually a noun phrase that agrees with the verb.

D. Objects always come before verbs.

PART B

Circle the prepositional phrase. Then, Underline the subject once, and the verb twice.

In academic writing courses, the use of clear sentence structures improves students' understanding of complex texts. Many learners with limited grammatical knowledge struggle to identify the main subject in long sentences. By practicing sentence analysis, students develop stronger reading and writing skills. **(Paragraph 1)**

During research activities, the interpretation of data requires careful attention to language patterns. In many academic articles, prepositional phrases appear before the subject and often confuse readers. As a result, the ability to recognize noun phrases and verb phrases becomes essential for academic success. **(Paragraph 2)**

Your asnwer:

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Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Compound Phrase

Chapter

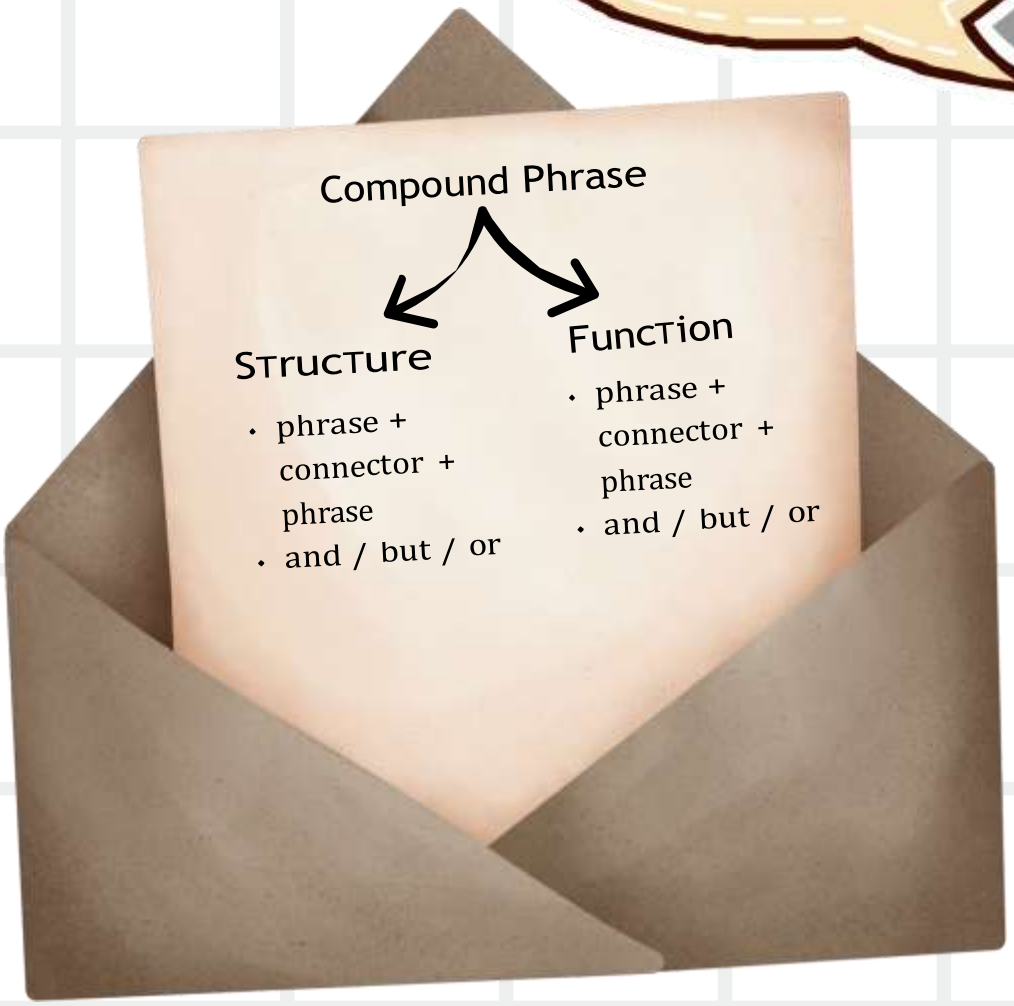
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General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Identifying compound phrases
- Differentiating compound phrase types



Welcome to the Pre-Test section!

Before studying compound phrases in detail, this pre-test is designed to measure your initial understanding of how phrases combine and function together in a sentence. Read each statement carefully and decide whether it is grammatically accurate based on standard academic English usage.

Instructions:

Read each sentence carefully. Decide and circle whether the statement is Correct (T) or Incorrect (F) based on the use of subject and object.

1. A compound phrase is formed by combining phrases of different grammatical types. (T / F)
2. A compound noun is a specific example of a compound phrase. (T / F)
3. Two verb phrases joined by and form a compound verb phrase. (T / F)
4. A compound prepositional phrase can function as the subject of a sentence. (T / F)
5. The phrase students and lecturers is an example of a compound noun phrase. (T / F)
6. Compound phrases always appear at the beginning of a sentence. (T / F)
7. Coordinating conjunctions are essential in forming compound phrases. (T / F)
8. Understanding compound phrases helps improve subject–verb agreement accuracy. (T / F)

“I learned English from movies. Grammar learned from trauma.”

Now, it's time for us learn Subjects and Objects.

Compound phrases play a significant role in English sentence construction because they allow ideas of equal grammatical importance to work together within a single structure. Understanding compound phrases helps learners analyze academic texts more accurately and avoid common grammatical errors.

Definition of Compound Phrase

A compound phrase is a grammatical structure formed by combining two or more phrases of the same type using a coordinating conjunction, such as and, or, or but. The combined elements share equal grammatical status and function together as one unit in a sentence. In other words, a compound phrase allows multiple ideas of the same grammatical category to work together within a single syntactic role.

A. Are Compound Phrase and Compound Noun the Same or Different?

- **They are different, but closely related.**

  A compound phrase is a general or umbrella term, while a compound noun is a specific type of compound phrase. The students are discussing the topic. Compound phrase refers to any type of phrase that is compounded. Compound noun refers only to nouns that are compounded.

All compound nouns are compound phrases, but not all compound phrases are compound nouns.

Table 10. Compound Phrase vs. Compound Noun

No.	Aspect	Compound Phrase	Compound Noun
1	Word class	Noun, verb, adjective, etc.	do / have / had / all modals

2.	Function	Subject, object, complement, modifier	Usually subject or object
3.	Position	Any phrase position	Noun position

B. Types and Structures of Compound Phrases

- **Compound Noun Phrase**

  Two or more noun phrases joined by a coordinating conjunction as a subject.

  - Structure

    Noun Phrase + and/or/but + Noun Phrase

  - Examples

    The students and the lecturer attended the seminar.

    Books and articles are required for the course.

- **Compound Verb Phrase**

  Two or more verb phrases joined together.

  - Structure

    Verb Phrase + and/or/but + Verb Phrase

  - Examples

    She **has completed** the task **and submitted** the report.

    They **are studying and preparing** for the exam.

- **Compound Object Phrase**

  Two or more objects receiving the same action.

  - Structure

    Verb + Object + and/or + Object

  - Examples

    The teacher explained **the rule and the example**.

    She bought **a book and a notebook**.

- **Compound Adjective Phrase**

  Two or more adjectives describing the same noun.

  - Structure

Verb + Object + and/or + Object

- Examples

  It is a clear and concise explanation

  What you said is **a long but interesting lecture**

- **Compound Prepositional Phrase**

  Two or more prepositional phrases joined together.

  - Structure

    Preposition + determiner + noun + and/or + Preposition + determiner + noun

  - Examples

    She usually do a task **in the classroom and during the discussion**

    The task needs to collect **after the class and before the exam**

C. Relationship to Previous Grammar Topics

Compound phrases naturally connect with earlier topics such as Noun phrases (as subjects and objects), Verb phrases (with auxiliaries), Prepositional phrases (modifiers, not subjects).

Understanding compound phrases helps students to identify the real subject, to avoid mistaking prepositional phrases for subjects, and to apply correct subject–verb agreement.

EXERCISE 18

Read the two paragraphs below. For each sentence, identify:

1. **the compound phrase,**
2. **its type (noun, verb, object, adjective, or prepositional),**
3. **and its function in the sentence.**

Paragraph 1

In academic writing, students and researchers must organize their ideas carefully. Clear explanations and logical arguments strengthen the overall quality of a paper. During the writing process and revision stage, careful attention to structure is required. Teachers often evaluate content and organization simultaneously.

Paragraph 2

In the classroom and during group discussions, learners practice analyzing sentence patterns. They identify verb phrases and auxiliary verbs accurately. Strong grammar skills and effective reading strategies support comprehension. As a result, students become more confident and independent writers.

Your answer:

.....
.....
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.....
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.....
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.....
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.....

Prepositional phrases within compound structures often mislead learners.

EXERCISE 19

Rearrange the words to form a grammatically correct sentence. Then identify the compound phrase.

1. students – articles – and – books – read
   .....
   .....
2. explained – clearly – and – patiently – the teacher
   .....
   .....
3. in the library – and – after class – studied – they
   .....
   .....
4. completed – the task – and – submitted – the report – she
   .....

5. feedback – and – suggestions – gave – the lecturer
   .....
   .....
6. exams – and – assignments – require – preparation
   .....
   .....
7. discussed – the issue – and – the solution – they
   .....
   .....
8. before the test – and – during the review – practiced – students
   .....
   .....
9. simple – but – effective – explanation – an – gave – he
   .....
   .....
10. grammar – and – vocabulary – improve – skills
    .....
    .....

Compound phrases influence both meaning and grammatical agreement.

EXERCISE 20

Speaking Activity

Direction:
Work in a group of four students. Create and perform a short dialogue based on the situation below. Make sure each student speaks.

Situation:
You and your friends are at a restaurant discussing food choices, orders, and services.

Instructions:

1. Create a dialogue of 2–3 minutes.
2. Each student must speak at least 3–4 sentences.
3. Use at least three compound phrases.
4. Speak clearly and use appropriate expressions for ordering food, giving opinions, or responding politely.

Welcome to the Post-Test section!

The following post-test evaluates your understanding of compound phrases, their types, and their grammatical functions after completing the learning activities in this chapter.

Instructions:

This post test has Part A and Part B.

PART A

Choose the best answer.

1. Which phrase is a compound noun phrase?

   A. in the classroom

   B. studying carefully

   C. students and teachers

   D. has completed

2. The phrase has finished and submitted is best classified as a:

   A. compound noun phrase

   B. compound verb phrase

   C. compound adjective phrase

   D. compound prepositional phrase

3. Which conjunction commonly forms compound phrases?

   A. because

   B. although

   C. and

   D. that

4. In the sentence Books and articles are required, the compound phrase functions as:

   A. object

   B. modifier

   C. subject

   D. complement

5. Which phrase cannot function as a subject?

   A. compound noun phrase

   B. compound verb phrase

   C. compound prepositional phrase

   D. noun phrase

6. Which option contains a compound noun phrase functioning as the subject?

   A. The lecturer explained the material clearly

   B. Books and journals are required for the course

   C. The students are studying diligently

   D. In the library students are reading

7. In the sentence "She prepared the presentation and submitted the report," the underlined part is a:

   A. compound noun phrase

   B. compound adjective phrase

   C. compound verb phrase

   D. compound prepositional phrase

8. Which sentence contains a compound object phrase?

   A. The explanation was clear and detailed

   B. The teacher gave feedback and suggestions

   C. Students are discussing the topic

   D. In the classroom and in the lab, learning occurs

9. In "a clear and concise explanation," the phrase is best identified as a:

   A. compound noun phrase

   B. compound verb phrase

   C. compound adjective phrase

   D. compound prepositional phrase

10. Which sentence contains a compound prepositional phrase?

    A. Students and lecturers attended the seminar

    B. She bought a book and a notebook

    C. In the classroom and during the discussion, students asked questions

    D. The lecturer explained and clarified the rule

11. Which coordinating conjunction is commonly used to form compound phrases?

    A. because

    B. although

    C. and

    D. which

12. In "The students and the lecturer attended the seminar," the compound phrase functions as a:

    A. verb phrase

B. object

C. subject

D. complement

13. Which sentence shows a compound verb phrase with auxiliary verbs?

A. They study every night

B. She has completed and submitted the assignment

C. The students and teachers arrived

D. Books and articles are useful

14. Which element must be the same grammatical type in a compound phrase?

A. tense

B. phrase category

C. sentence position

D. punctuation

15. In TOEFL-style grammar analysis, compound phrases are important because they:

A. reduce sentence length

B. eliminate prepositions

C. function as one grammatical unit

D. replace clauses

16. Which sentence incorrectly forms a compound phrase?

A. She bought a pen and a notebook

B. The lecture was long but interesting

C. In the class and discussion students participated

D. They studied and prepared for the exam

17. Which sentence contains a compound adjective phrase modifying a noun?

A. The teacher explained the lesson

B. The explanation was clear and logical

C. She has reviewed and edited the paper

D. Students and lecturers discussed the issue

18. Which compound phrase functions as an object in the sentence?

"The teacher explained the rule and the example."

A. the teacher

B. explained

C. the rule and the example

D. explained the rule

19. Which sentence shows that a compound phrase can affect subject–verb agreement?

A. Books and notes is on the table

B. Books and notes are on the table

C. In the class and lab is noisy

D. The teacher and explains clearly

20. A compound noun is best described as:

A. two verbs joined by a conjunction

B. two clauses joined by punctuation

C. two nouns functioning as one noun unit

D. a noun followed by a preposition

PART B

Direction:

Read the paragraphs below carefully.

Identify the following in each paragraph:

1. Compound phrases
2. The type of each compound phrase
3. The grammatical function of each compound phrase in the sentence

In many academic institutions, students and lecturers work together to improve learning outcomes and research quality. During lectures and group discussions, learners analyze theories and concepts using textbooks and digital resources. They read articles and journals, take notes and summaries, and share ideas and opinions during presentations. Through careful planning and collaboration, students develop critical thinking skills and communication abilities that are essential for academic success. (**Paragraph 1**)

In modern classrooms and online learning environments, teachers design lessons and activities that encourage participation and engagement. Before exams and final assessments, students review notes and materials, practice exercises and quizzes, and discuss problems and solutions with their peers. By combining theory and practice, and by using clear instructions and feedback, learners are able to understand complex topics and apply knowledge effectively. (**Paragraph 2**)

Your answer:

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Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Sentence

Chapter

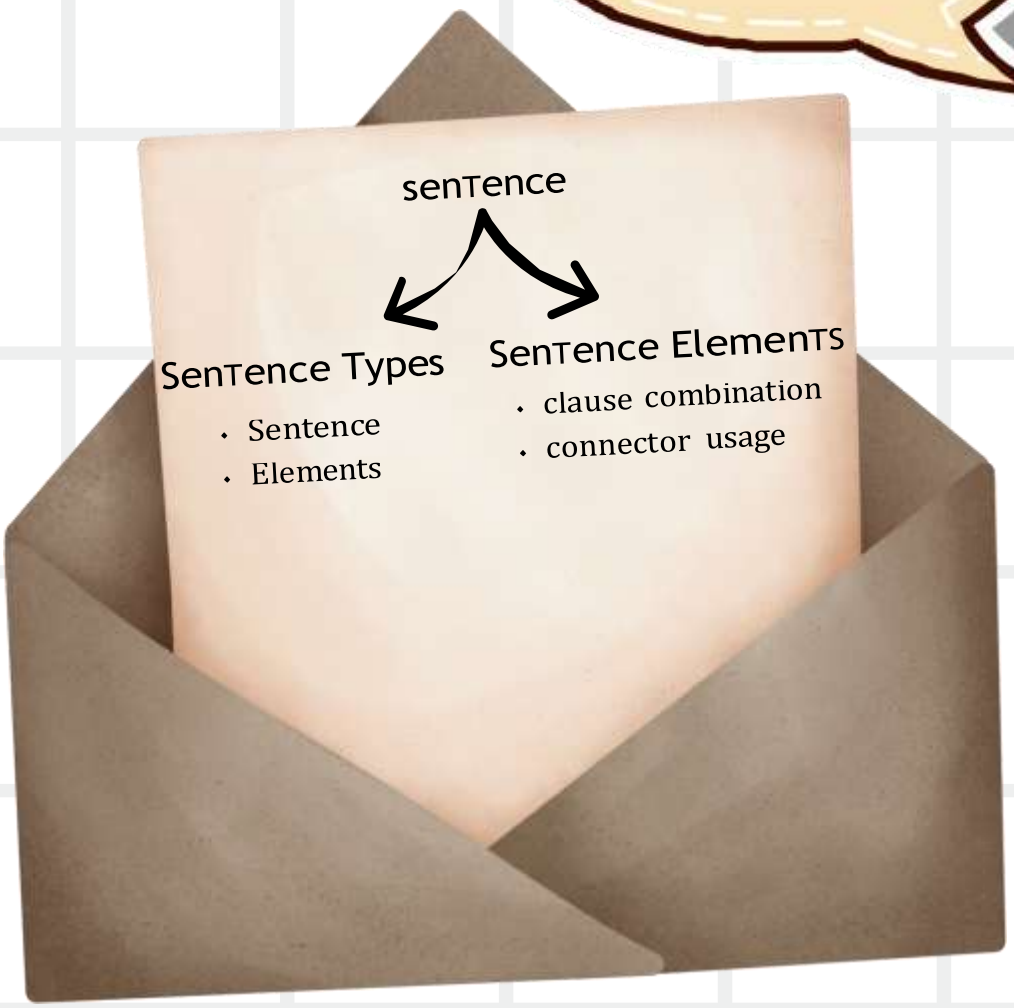
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General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Identifying sentence functions
- Distinguishing sentence structures



Welcome to the Pre-Test section!

Before studying sentence functions, voice, and structures in detail, it is important to measure your initial understanding of how sentences operate in real communication. The following pre-test is designed to assess your awareness of sentence purposes, forms, and usage in academic contexts.

Instructions:

Match each sentence in Column A with its correct sentence function in Column B.

COLUMN A	COLUMN B
1. What time does the lecture begin? (.....) 2. Please submit your assignment before Friday. (.....) 3. Publish this paper now! (.....) 4. How impressive the presentation was! (.....) 5. The lecturer explained the theory clearly. (.....) 6. The students submitted the assignment, and the lecturer reviewed it carefully. (.....) 7. Although the deadline was tight, the students completed the project on time. (.....)	A. Declarative B. Interrogative C. Imperative D. Exclamative E. Simple Sentence F. Compound Sentence G. Complex Sentence H. Compound–Complex Sentence

8. When the class ended, the students left the room, and the lecturer prepared the next lesson. (.....)	

“Speak first, panic about grammar later.”

Let's move on to Sentences.

Sentences are not only grammatical units but also communicative tools. Understanding how sentences function, how they are structured, and how voice shapes meaning is essential for academic reading, writing, and standardized tests such as TOEFL.

Definition of Sentence

A sentence is a group of words that expresses a complete thought. At its core, a sentence must have a subject (what the sentence is about) and a predicate (what the subject is doing or the state the subject is in). A sentence function refers to the purpose or communicative intention of a sentence. In other words, it explains what a sentence is meant to do in communication.

For example:

What is a sentence function? (This is an interrogative sentence because it asks a question.)

A sentence function describes the purpose of a sentence. (This is a declarative sentence because it states a fact.)

How wonderful! (This is an exclamative sentence because it expresses strong emotion.)

Read on to find out more. (This is an imperative sentence because it gives a command.)

Thus, sentence functions help readers and listeners understand how a sentence operates in context, not merely how it is formed grammatically.

A. Types and Structures of Sentence Functions

- **The Four Main Sentence Functions**

  There are four primary sentence functions in English. Each function serves a distinct communicative purpose:

  - Declarative Sentences is used to make statements or provide information

- Interrogative Sentences is used to ask questions
- Exclamative Sentences is used to express strong feelings or emotions
- Imperative Sentences is used to give commands, instructions, or requests

Now it's time to complete your understanding.

SUMMARY 1

Scan, watch and write down below the additional information from this video!



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B. Sentence Functions vs. Sentence Structures

Sentence functions describe what a sentence does, whereas sentence structures describe how a sentence is constructed.

Sentence structures include:

- Simple sentences
- Compound sentences
- Complex sentences
- Compound-complex sentences

It is important not to confuse sentence functions with sentence structures, as a sentence can belong to one function but take various structural forms.

Examples:

Before you come in, take off your shoes.

Function: Imperative (it gives a command)

Structure: Complex sentence (one independent clause and one dependent clause)

I was feeling hungry, so I ate a sandwich.

Function: Declarative (it states a fact)

Structure: Compound sentence (two independent clauses joined by a conjunction).

C. Active Voice and Passive Voice

- **Active Voice**

  An active voice sentence places the doer of the action as the subject.

  Structure:

  Subject + Verb + Object

  Active voice is the most common sentence form in everyday communication because it is direct, clear, and concise. Active voice sentences typically place the subject at the beginning of the sentence, clearly identify who performs the action, sound more natural and straightforward, can be formed in all verb tenses.

  Examples of Active Voice:

  My mother peels the banana.

  The students completed the assignment.

  We found a lost puppy in the garden.

  In these examples, the subjects (my mother, the students, we) are clearly responsible for the actions.

- **Passive Voice**

  In contrast, a passive voice sentence focuses on the receiver of the action, making it the subject of the sentence.

  Basic Structure:

  Subject + to be + past participle (Verb 3) (+ by + agent)

  The agent (the doer of the action) may be omitted when it is unknown, unimportant, or obvious from context. Passive voice sentences, it emphasises the result or effect of an action, often do

not clearly mention the actor, are commonly used in news reports, academic writing, and scientific texts, require a form of "to be" and past participle

Examples of Passive Voice:

The banana is peeled by my mother.

The assignment was completed on time.

An old man was found dead on the street.

- **Changing Active Voice into Passive Voice**

  To change an active sentence into a passive one, follow these steps:

  - Identify the object of the active sentence
  - Move it to the subject position
  - Change the verb into to be + past participle
  - Add by + subject if the agent is importan

  Example

  Active:

  The bank counted the money.

  Passive:

  The money was counted by the bank.

- **Voice and Verb Tenses**

  Both active and passive voice can be used in all English tenses, although passive forms in continuous and perfect continuous tenses are rare and often avoided due to complexity.

Table 11. English Tenses in Active and Passive Voice

Tense	**Active Voice**	**Passive Voice**
Simple Present	S + V1(s/es) + O She writes a letter.	O + is/am/are + V3 A letter is written.
Simple Past	S + V2 + O He bought a book.	O + was/were + V3 A book was bought.
Simple Future (will)	S + will + V1 + O The will finish the task.	O + will be + V3 The task will be finished.

Present Continuous	S + is/am/are + V-ing + O She is writing a report.	O + is/am/are being + V3 A report is being written.
Past Continuous	S + was/were + V-ing + O They were cleaning the room.	O + was/were being + V3 The room was being cleaned.
Present Perfect	S + has/have + V3 + O He has completed the assignment.	O + has/have been + V3 The assignment has been completed.
Past Perfect	S + had + V3 + O She had finished the work.	O + had been + V3 The work had been finished.
Future Perfect	S + will have + V3 + O They will have submitted the report.	O + will have been + V3 The report will have been submitted.

- **When to Use Passive Voice**

  Passive voice is preferred when:

  - The actor is unknown
  - The actor is not important
  - The writer wants to sound objective or formal
  - The focus is on the process or result, not the doer

  This is why passive voice is frequently used in academic writing, research reports, and news headlines.

D. Types of Sentences Based on Structure

Types of sentences refer to how a sentence is grammatically constructed, particularly in terms of the number and type of clauses it contains. Understanding sentence types helps learners produce clearer, more coherent, and more varied writing. At a certain stage of language development, simple sentences are no longer sufficient to express complex ideas. When students rely too heavily on run-on sentences or

fragments, instruction on sentence types becomes essential. The foundation for identifying sentence types lies in one key concept: clauses.

- **Understanding Clauses**

  A clause is a group of words that contains at least one subject, and at least one verb. There are two main kinds of clauses:

  - Independent clauses (can stand alone as complete sentences)
  - Dependent clauses (cannot stand alone and must be connected to an independent clause)

  A sentence may contain one or more clauses, arranged in different ways.

  Examples of Clauses:

  The children played.

  The dog barked.

  Molly and Mabel read.

  Each example includes a subject and a verb, forming a complete idea.

- **The Four Main Types of Sentences**

  Based on clause structure, English sentences are commonly divided into four types. Those are Simple sentences, Compound sentences, Complex sentences, and Compound–complex sentences. This chapter focuses on the first three, which form the core foundation for academic writing.

  - Simple Sentences

    A simple sentence contains one independent clause. Although it may include modifiers such as adjectives, adverbs, or prepositional phrases, it has only one subject–verb unit. Moreover, it has one independent clause, may contain compound subjects or compound verbsExpresses a complete thought.

    Examples

    Naima ate lunch.

The fluffy dog jumped over the lumpy log.

Nine first-grade students examined their textbooks.

Even when a sentence includes additional details, it is still considered simple as long as it contains only one independent clause.

- Compound Subjects and Compound Verbs in Simple Sentences

  A simple sentence may include a compound subject, or a compound verb. This does not change its classification.

  Examples:

  Sheila and Kate went to the park.

  Rohan ate breakfast and walked to school.

  Despite the added elements, these sentences remain simple because they contain only one clause.

  A compound sentence consists of two independent clauses joined together by a coordinating conjunction. Each clause could function as a complete sentence on its own, but they are combined to show a relationship between ideas.

  - Coordinating Conjunctions (FANBOYS)

    Compound sentences commonly use coordinating conjunctions, remembered by the acronym **FANBOYS**:

    for (reason)

    and (addition)

    nor (negative alternative)

    but (contrast)

    or (choice)

    yet (unexpected contrast)

    so (result or consequence)

    Examples of Compound Sentences:

    *The children ate lunch, **but** the teacher did not.*

    *We enjoyed the festival, **so** we decided to return the following year.*

*The deer ate the grass, **and** the squirrels climbed the trees.*

> Note:
>
> In some contexts, the comma before the conjunction may be optional, depending on stylistic conventions.

- Complex Sentences

  A complex sentence contains one independent clause, and at least one dependent clause. The dependent clause is introduced by a subordinating conjunction or a relative pronoun, making it grammatically dependent on the main clause.

  - Common Subordinating Conjunctions

    Some frequently used subordinators include: **because, although, since, while, when, whenever, if, even if, before, after**

    These connectors signal relationships such as **cause and effect, contrast, time, or condition**.

- **Structures of Complex Sentences**
  - **Type 1: Independent Clause + Dependent Clause**

    Matilda rushed into the cathedral as the children ran by.

    Mr. Jensen secured the shutters in case the storm returned.
  - **Type 2: Dependent Clause + Independent Clause** (Comma required)

    Whenever the old man snored, the children covered their ears.

    Before he realized it, Sunil woke up exhausted.
  - **Type 3: Relative Clauses (Embedded)**

    The children, who were pretending to sleep, listened carefully.

    The teacher, who was known for his humor, added joke questions to the test.

Now that you have reviewed the basic purposes of sentences, you are ready to apply this knowledge in structured exercises.

EXERCISE 21

Decide whether each statement is True (T) or False (F).

1. Declarative sentences are mainly used to express emotions.
   (T / F)
2. Interrogative sentences usually end with a question mark.
   (T / F)
3. Imperative sentences always include an explicit subject.
   (T / F)
4. Exclamative sentences must contain What or How.
   (T / F)
5. Sentence function refers to sentence length.
   (T / F)
6. A sentence can have one function but multiple structures.
   (T / F)
7. Passive voice focuses on the doer of the action.
   (T / F)
8. Active voice is commonly used in everyday communication.
   (T / F)
9. Tag questions are a type of interrogative sentence.
   (T / F)
10. Sentence structures describe how clauses are organized.
    (T / F)

Understanding sentence function will help you recognize meaning beyond word order.

EXERCISE 22

Scan and do these four exercises.

1 **2** **3** **4**



The next exercises will train you to distinguish function from structure.

EXERCISE 23

Read the paragraphs carefully. Identify the sentence function, active-passive voice, and sentence structure of each sentence.

Paragraph 1

In academic writing, clarity is highly valued. Researchers often choose passive voice to emphasize results rather than actions. How important is sentence choice in shaping meaning? Understanding sentence function helps writers communicate ideas more effectively.

Paragraph 2

Before the exam begins, read all instructions carefully. Many students lose points because they misunderstand sentence purpose. What a frustrating experience that can be! Therefore, mastering sentence types is essential for success.

Your answer:

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Sentence meaning often depends on intention, not only grammatical form.

EXERCISE 24
Speaking Activity

Direction:
Work in pairs. One student produces a sentence, and the other identifies:

1. sentence function
2. voice (active/passive)
3. sentence structure

Then switch roles. Use academic or classroom-related topics.

Welcome to the Post-Test section!

Having studied sentence functions, voice, and structures, you are now ready to demonstrate your understanding through the following post-test, which reflects the format and level of TOEFL-style assessments.

Instructions:

This post test has Part A and Part B.

PART A

Choose the best answer.

1. Which sentence is interrogative?
   A. The results were announced.
   B. Please close the door.
   C. How surprising the news was!
   D. Did you finish the assignment?
2. Which sentence uses passive voice?
   A. The students completed the task.
   B. The task was completed yesterday.
   C. The students are studying.
   D. Complete the task now.
3. Which sentence is imperative?
   A. The class starts at nine.
   B. Where is the library?
   C. Submit your paper today.
   D. What a long lecture!
4. Which sentence is exclamative?
   A. She finished the report early.
   B. How beautiful the view is!
   C. Did you enjoy the seminar?
   D. Please sit quietly.

5. Which sentence is declarative?

   A. Close the window.

   B. What an interesting topic!

   C. The lecture begins at eight.

   D. Are you ready for the test?

6. Which sentence is written in active voice?

   A. The assignment was submitted on time.

   B. The exam will be conducted tomorrow.

   C. The teacher explained the rules clearly.

   D. The room is being cleaned.

7. Which sentence is a simple sentence?

   A. The students read the article and discussed it.

   B. The lecturer explained the theory clearly.

   C. When the bell rang, the students left.

   D. The students finished the test, and they left the room.

8. Which sentence is a compound sentence?

   A. She stayed at home because it was raining.

   B. The class ended early.

   C. The students were tired, but they continued studying.

   D. When the test ended, the students relaxed.

9. Which sentence is a complex sentence?

   A. The students reviewed the lesson, and they took notes.

   B. The lecturer smiled.

   C. Although the task was difficult, the students completed it.

   D. The students finished the test quickly.

10. Which sentence is a compound–complex sentence?

    A. The students listened carefully.

    B. The teacher explained the topic, and the students asked questions.

    C. When the discussion ended, the students left, and the lecturer stayed.

    D. Because the room was noisy, the lecture stopped.

11. Which sentence is an interrogative sentence with an auxiliary verb?
    A. You like coffee.
    B. Do you like coffee?
    C. What a nice coffee!
    D. Drink your coffee.
12. Which sentence shows a request using imperative form?
    A. The door is closed.
    B. Where is the door?
    C. Please open the door.
    D. What a heavy door!
13. Which sentence focuses on the receiver of the action?
    A. The manager approved the proposal.
    B. The proposal was approved by the manager.
    C. The manager is approving the proposal.
    D. Approve the proposal.
14. Which sentence contains two independent clauses?
    A. The students studied hard.
    B. When the exam started, the room was quiet.
    C. The students studied hard, and they passed the exam.
    D. Because the exam was difficult, the students panicked.
15. Which sentence uses a dependent clause?
    A. The lecture was interesting.
    B. The students arrived early.
    C. The students arrived early because the test was important.
    D. The students arrived early, and they waited.
16. Which sentence is a negative interrogative?
    A. Do you understand the lesson?
    B. Don't you understand the lesson?
    C. Understand the lesson carefully.
    D. What a clear lesson!

17. Which sentence is exclamatory but not exclamative?

A. What a brilliant idea!

B. How amazing this is!

C. Stop talking now!

D. What a day it was!

18. Which sentence uses future passive voice?

A. They will announce the result tomorrow.

B. The result will be announced tomorrow.

C. They announced the result.

D. Announce the result tomorrow.

19. Which sentence begins with a dependent clause?

A. The students discussed the topic.

B. The lecturer explained the rules.

C. After the test ended, the students relaxed.

D. The students relaxed after the test.

20. Which sentence combines a compound subject with a simple structure?

A. The teacher explained the topic clearly.

B. The students and the lecturer attended the seminar.

C. When the students arrived, the class started.

D. The students attended the seminar, and they asked questions.

PART B

Each sentence below contains one incorrect word or phrase. Identify and circle the incorrect part in each sentence.

1. The results are present objectively in academic journals.
2. The experiment was conduct by the research team last year.
3. Why is passive voice prefer in scientific writing?
4. Researchers aim to focusing on findings rather than personal actions.
5. Before submitting the final draft, revise your work carefully.
6. Many errors can avoided through careful proofreading.
7. What a valuable habit this are for university students!
8. The assignment was submit before the deadline.
9. Please to check your answers before turning in the test.
10. The report explains the procedure clearly, but lack sufficient examples.

Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Clause

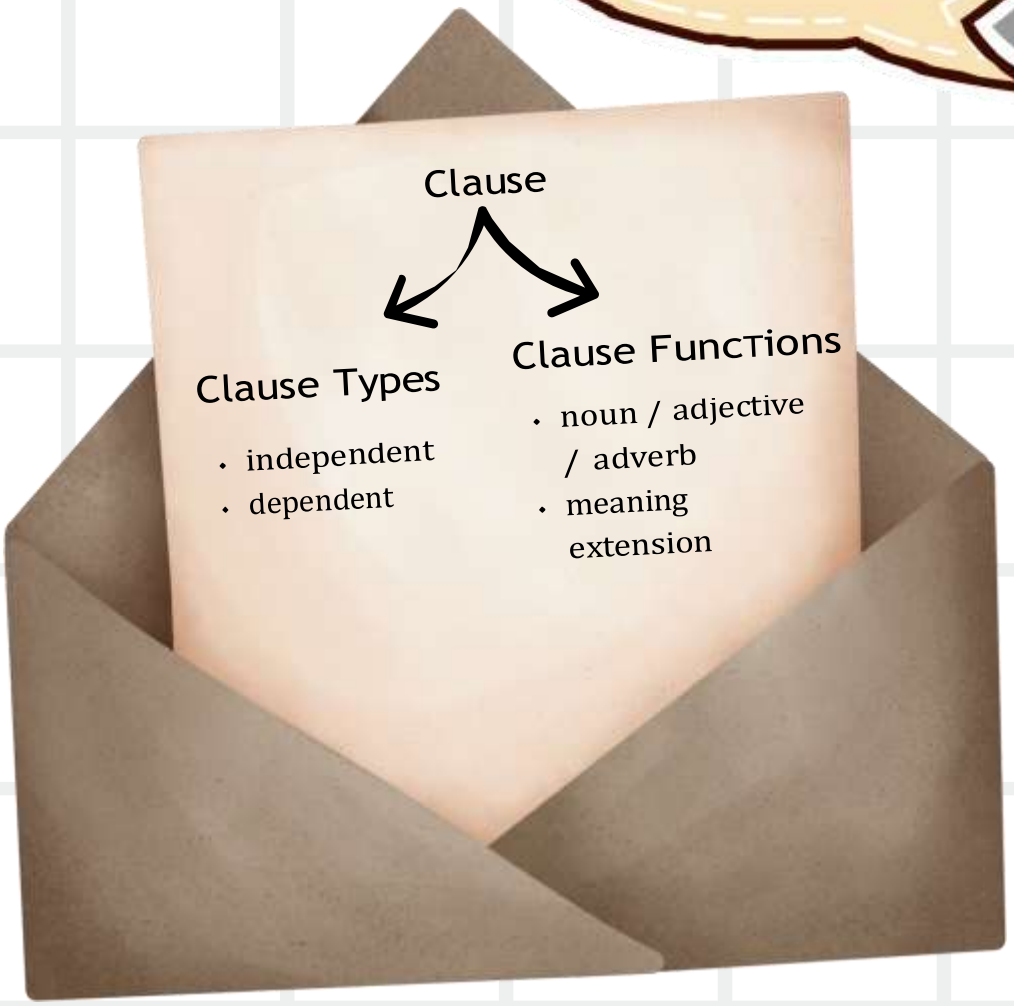
Chapter 7

General Objective

Students understand basic English grammatical structures.

Specific Objectives

- Identifying independent and dependent clauses
- Classifying clause types and functions



Welcome to the Pre-Test section!

Before studying clauses in detail, it is important to examine how well you understand the basic structure and function of clauses in English. This pre-test is designed to measure your initial awareness of how clauses operate within sentences, including their forms and grammatical roles. Read each instruction carefully and choose the most appropriate answer.

Instructions:

Match each sentence in Column A with its correct sentence function in Column B. Write the correct letter.

COLUMN A	COLUMN B
1. when the meeting ends (.....)	A. Independent clause
2. what she explained (.....)	B. Noun clause functioning as subject
3. the boy who is running (.....)	C. Adjective clause modifying a noun
4. because it was raining (.....)	D. Adverbial clause of reason
5. they completed the task (.....)	E. Adjective clause modifying an object
6. if you study harder (.....)	F. Adverbial clause of condition
7. which was published last year (.....)	G. Independent clause with object
8. he bought a new laptop	H. Adverbial clause of time

“Grammar rules exist so English can laugh at us together.”

This is the last materials.

Clauses are the core components of English sentences. By understanding how clauses function and interact, learners can construct clear, accurate, and sophisticated sentences suitable for academic and professional contexts.

Definition of Clause

A clause is a grammatical unit that consists of at least one subject and one verb. Together, these elements express either a complete idea or a partial idea that depends on another clause for full meaning. In many cases, a clause may also contain an object or complement to complete the message.

Examples:

I will buy it if it is on discount.

Yesterday, I played games with my brother.

Each italicized part contains a subject and a verb, fulfilling the basic requirement of a clause.

A. Function of Clauses

Clauses function as the building blocks of sentences. Their main role is to convey meaning by expressing actions, states, conditions, reasons, descriptions, or ideas. Depending on the type, a clause may stand alone as a complete sentence, provide additional information, modify a noun, verb, or entire sentence. It acts as a subject or object. Through these functions, clauses allow speakers and writers to form simple, compound, and complex sentences.

B. Types and Structures of Clauses

English clauses are generally classified into two main categories such as independent clauses and dependent clauses. Each category serves a different grammatical and communicative purpose.

- **Independent Clauses**

  An independent clause (also known as a *main clause*) contains a subject and a predicate and can function as a complete sentence

on its own. It expresses a full idea and does not rely on another clause for meaning.

Examples:

He sings beautifully.

They have gone to the museum.

Independent clauses can be combined to create more complex sentence forms:

- Using coordinating conjunctions (and, but, or, for, yet, so) to form compound sentences.

  Drinking water is good for our health, yet many people do not drink enough each day.
- Using subordinating conjunctions (although, while, unless, despite) to form complex sentences.

  Singapore invested up to three million USD in tourism, while Vietnam invested only one million USD.

- **Dependent Clauses**

  A dependent clause (or *subordinate clause*) also contains a subject and a verb, but cannot stand alone as a complete sentence. It must be attached to an independent clause to make sense. Dependent clauses add details such as time, reason, condition, or description.

  Example:

  I will call you back when I finish my meeting.

  The clause *when I finish my meeting* depends on the main clause to convey a complete meaning.

  Dependent clauses are commonly introduced by subordinating conjunctions (although, unless, while, because)Relative pronouns or adverbs (who, which, where, when).

  There are four major types of dependent clauses based on their function within a sentence:

- Noun Clauses

  A noun clause functions like a noun. It can serve as a subject, object, or complement in a sentence.

  Noun clauses often begin with question words: *what, who, why, where, when*. Subordinators: *that, whether, if*.

  Example:

  What she said surprised everyone.

  The clause *what she said* acts as the subject of the sentence.

- Adverbial Clauses

  An adverbial clause modifies a verb, adjective, or adverb. It provides information about time, reason, condition, purpose, or result.

  Common subordinating conjunctions include: *when, while, because, if, as, so that*

  Examples**:**

  If you work hard, you will succeed.

  When I arrived, the party had already started.

- Adjective Clauses

  An adjective clause, also called a relative clause, describes or gives more information about a noun. It usually follows the noun it modifies.

  It is introduced by relative pronouns or adverbs such as: *who, whom, which, that, whose, where, when, why*

  Examples:

  The house which is painted blue belongs to my friend.

  She loves dresses that have floral patterns.

- Conditional Clauses

  A conditional clause expresses a condition that must be met for a result to occur. It is typically introduced by *if, unless, provided that, in case*.

Conditional clauses are always paired with an independent clause to complete the meaning.

Examples:

Unless you hurry, you will miss the train.

If she had studied harder, she would have passed the exam.

Understanding clauses helps you recognize how sentences are constructed.

EXERCISE 25

Decide whether each statement is True (T) or False (F).

1. A clause must contain a subject and a verb. (T / F)
2. All clauses can stand alone as complete sentences. (T / F)
3. Independent clauses can form compound sentences. (T / F)
4. Noun clauses can function as objects. (T / F)
5. Adjective clauses modify verbs. (T / F)
6. Dependent clauses always begin with conjunctions. (T / F)
7. Adverbial clauses express reason, time, or condition. (T / F)
8. Relative clauses are a type of adjective clause. (T / F)
9. A sentence may contain more than one clause. (T / F)
10. Dependent clauses cannot function as subjects. (T / F)

Identifying clauses improves sentence accuracy.

EXERCISE 26

Scan and do these four exercises.

1 **2** **3** **4**

EXERCISE 24
Speaking Activity

Instruction:
Work in a group of three. Each student must produce at least two sentences containing one independent clause and one dependent clause. Discuss the topic "Online Learning Experience" and identify the clause types used after speaking.

Welcome to the Post-Test section!

Now that you have studied the definition, functions, and types of clauses, it is time to evaluate your understanding. This post-test assesses your ability to identify, analyze, and apply clauses accurately in various sentence contexts.

Instructions:

This post test has Part A and Part B.

PART A

Choose the best answer.

1. Which sentence contains a noun clause?
   A. She arrived early.
   B. When he called, I was sleeping.
   C. What he decided surprised us.
   D. The man who smiled left.
2. Which sentence contains an adjective clause?
   A. I stayed at home because it was raining.
   B. The book that she bought is expensive.
   C. What he said was shocking.
   D. She will call you later.
3. Which sentence contains an adverbial clause of time?
   A. The student who arrived late apologized.
   B. I will wait until you finish your work.
   C. What they discussed was confidential.
   D. The report was submitted yesterday.
4. In which sentence does the dependent clause function as a subject?
   A. She knows where he lives.
   B. I was surprised by what she said.
   C. What he explained confused the audience.
   D. The boy who is running fell down.

5. Which sentence contains two independent clauses?
   A. Because it was late, we left the party.
   B. She studied hard, and she passed the exam.
   C. The girl who is singing is my sister.
   D. What he wants is unclear.
6. Which sentence includes a relative clause?
   A. I stayed home because I was tired.
   B. She asked why he was late.
   C. The house which was renovated looks modern.
   D. When the class ended, students left.
7. Which clause is an adverbial clause of reason?
   A. who lives next door
   B. what she believes
   C. because he was sick
   D. that she mentioned
8. Which sentence contains a dependent clause that cannot stand alone?
   A. The students completed the assignment.
   B. She enjoys reading novels.
   C. Although the weather was bad
   D. He arrived on time.
9. Which sentence correctly shows a noun clause functioning as an object?
   A. What he said was interesting.
   B. She explained what happened clearly.
   C. The man who spoke was confident.
   D. When I arrived, they were eating.
10. Which sentence contains both an independent clause and a dependent clause?
    A. The dog barked loudly.
    B. The lecture was cancelled.

C. I will call you when I arrive.

D. Students submitted their papers.

11. Which sentence contains an adverbial clause of condition?

A. If you study harder, you will succeed.

B. The book that I read was inspiring.

C. What she wants is unclear.

D. He arrived early.

12. Which option contains a clause that modifies a noun?

A. because she was tired

B. what he believes

C. who won the competition

D. when the bell rang

13. Which sentence is a complex sentence?

A. She sings beautifully.

B. The students studied and took notes.

C. He left because he was upset.

D. She bought a pen.

14. Which sentence contains a noun clause introduced by a WH-word?

A. She was absent yesterday.

B. I know where he works.

C. The man who arrived smiled.

D. When she arrived, we started.

15. Which sentence contains an adjective clause beginning with "that"?

A. I believe that she is honest.

B. The movie that we watched was boring.

C. She stayed home because she was sick.

D. What he said surprised everyone.

16. Which sentence contains more than one clause?

A. The class ended early.

B. She completed the task.

C. When the test finished, students relaxed.

D. The book is new.

17. Which clause functions as an adverbial clause of time?

A. what she decided

B. who was waiting outside

C. when the meeting ended

D. that he mentioned

18. Which sentence contains a dependent clause functioning as a complement?

A. The teacher explained the lesson.

B. She is happy because she passed.

C. The problem is what he suggested.

D. The girl who smiled left.

19. Which sentence contains a relative clause modifying the subject?

A. The students who arrived late apologized.

B. I stayed home because it rained.

C. What he said was surprising.

D. When the bell rang, we left.

20. Which sentence correctly combines an independent clause and a dependent clause?

A. The report submitted yesterday.

B. Because the weather was cold.

C. She stayed inside because it was raining.

D. The students in the classroom.

PART B

Direction:

Read the paragraphs below carefully. Then analyze each sentence by identifying:

1. the type of clause(s) used (independent or dependent),
2. the function of the dependent clause (noun, adjective, or adverbial), and
3. the connector or relative word that introduces the clause (if any).
4. Use 3 different colour for highlighting each word/ phrase / or clause.

When the earthquake struck the coastal area, many residents were still asleep in their homes. Buildings that were poorly constructed collapsed within seconds, causing serious damage and injuries. Although rescue teams arrived quickly, communication problems slowed the evacuation process. What surprised many observers was how calm the local community remained during the emergency. (**Paragraph 1**)

After the floodwaters receded, volunteers began distributing food and medical supplies to affected families. People who had lost their homes were temporarily sheltered in public buildings. Because clean water was difficult to access, health workers warned residents about potential disease outbreaks. The most important lesson that authorities learned was that disaster preparation must be improved. (**Paragraph 2**)

REVIEW ALL MATERIALS

Direction:

After you learnt grammar aspects from chapter 1 – chapter 7, write three well-organized paragraphs (120–150 words) by choosing ONE of the following contemporary topics. Your writing should present ideas, reasons, and personal opinions supported by clear explanations.

1. **Natural disasters and climate change awareness**
   (e.g., frequent floods, extreme weather, rising public concern)
2. **The role of social media during disasters**
   (spreading information vs. misinformation)
3. **Government preparedness for natural disasters**
   (early warning systems, evacuation, public education)
4. **Community responsibility versus government responsibility in disaster response**
   (who should do more and why)
5. **The impact of natural disasters on mental health and social life**
   (long-term effects, trauma, community recovery)

Your answer:

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Reflection NOTE

At the beginning of the course, how do you feel about learning grammar? Choose one word and place your sticker next to it.	
After working through several chapters, how do you feel about your grammar learning progress? Choose one word and place your sticker next to it.	
As you reach the end of the course, how do you feel about your grammar skills and learning journey? Choose one word and place your sticker next to it.	

Biography



Restu Dessy Maulida is a dedicated lecturer and academician specializing in English language education and literature. She is currently pursuing her Doctoral degree in English Language Education at Universitas Pendidikan Indonesia, where she also completed her Master's in 2010 and her Bachelor's in Literature in 2005.

Her academic journey began at SMAN 1 Cicalengka in the Language Department. With over a decade of teaching experience, she has been actively involved as a lecturer at Universitas Pasundan since 2012, teaching subjects such as Grammar, Extensive Reading, and Reading Writing Connections in the English Literature Department, as well as English, Creative Writing, and Research Methodology in the Photography and Film Department. She also served as a lecturer at Universitas Bale Bandung from 2010 to 2019, delivering courses like Speaking, Writing, Pronunciation Practice, and Sociolinguistics. Additionally, she has contributed as a tutor at Universitas Terbuka since 2012, focusing on English language instruction. Her commitment to education is reflected not only in her teaching roles but also in her ongoing academic pursuits.

GRAMMAR
for
Sophomore II

Grammar for Sophomore II is designed to help students deepen their understanding of English grammar at an intermediate level. The book focuses on key grammatical components such as noun and prepositional phrases, verb and auxiliary phrases, subject–object relationships, compound phrases, sentence patterns, and clause structures. Each chapter presents clear explanations supported by relevant examples to strengthen students' grammatical awareness.

Through guided exercises and analytical activities, this book encourages learners to apply grammar functionally in both written and spoken contexts. By integrating form, meaning, and use, Grammar for Sophomore II supports students in constructing accurate sentences, developing academic writing skills, and communicating ideas more effectively.