

**Inayatul Mukarromah**

**INTRODUCTION TO MORPHOSYNTAX**



# INTRODUCTION TO MORPHOSYNTAX

Inayatul Mukarromah

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**T**his book is designed to help students in mastering writing. The contents of this book are explained to students, especially students in the early semester who do not understand the process of word formation such as morpheme that classified into free and bound morpheme, inflection that classified into noun inflected the plural, adjective inflected to comparative and superlative, verb inflected the various of tense, derivation and affixation, compounding et cetera. In addition, this book is also equipped with how the process of forming a word can be improved into phrases and clauses. If students are in the early semester understand the rules of using grammatical elements well. Automatically students will be easier to write both paragraph, essay, scientific articles, thesis and others.

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# PERNYATAAN KEASLIAN NASKAH

*Bismillahirrahmanirrahim.*

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Dengan ini menyatakan bahwa naskah buku yang saya ajukan dengan judul "*Morphosyntax For Writing*" bukan merupakan hasil plagiat dan atau tidak mengandung unsur plagiat (*self plagiarism*).

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

*Wassalamu'alaikum Wr. Wb.*

Jember, September 2019  
Penulis,

**Inayatul Mukarromah**

## **PREFACE**

**(Rector of IAIN Jember)**

INDEED, college is not just educational institutions ministry and teaching, universities and colleges, but also as a center of research and community service. IAIN Jember as one of the study centers of Islamic disciplines, always demanded continues to turn the academic culture of quality for its academic community, especially for professors with diverse backgrounds competency. At least, there are two parameters to assess the quality. First, the productivity of the scientific works that are produced in accordance with the background knowledge possessed by faculty members. Second, if such works can give enlightenment to the public especially to the students, to the teachers at the high school level or Islamic high school level and society in general includes the idea of an energetic, brilliant concepts or theories. The presence of scholarly books in all kind for faculty is a necessity.

A book written by Inayatul Mukarromah explains about the writing skill learning based on the micro and macro linguistics aspects. The Linguistics aspects have high competencies such as writing, speaking, reading, and listening since linguistics components are important part of Language Learning. She tried to make the book in order students easily to arrange word, phrase, clause to their paragraph writing or etc. Writing will use the aspect grammar which consists of Morphology and syntax competencies.

Finally, this work that can be offered to the general public who reads this book as a reference, in addition to other literatures that compete competitively in increasingly globalized era.

Jember, September 2019  
Rector,

**BABUN SUHARTO**

# INTRODUCTION

WRITING skills require several abilities including the ability to compose words, phrases, clauses to sentences. In this case, the role of linguistics in the aspects of morphology and syntax is very influential in improving students' writing skills. related to improving students' writing skill are regulated in Perpres No. 08 of 2012 concerning the Indonesian National Qualification Framework (KKNI) which is a reference in the preparation of graduate learning outcomes. Based on empirical evidence it is found that many students still need basic skill as a foundation before writing.

This book was conducted by research. It was more than one year from 2017 to 2018 with the scope of work including making research designs, determining the location of research, determining the types and sources of data, making research instruments, determining data collection techniques, analyzing data, and making the presentation of data analysis results.

The purpose of this book provides a useful contribution in the world of academia, especially for students and teaching staff (lecturers) because this study aims to explore the problem and solve it with the aim of improving the basic skills of writing paragraphs of students in the third semester through the micro skill approach, especially with regard to morphosyntax aspects. The results of this book talk a lot about the introduction of how the process of forming words, and phrases to clauses as a basis for writing.

The special quality of this book that must be impacted by the achievement of students in applying their writing skills according to the correct rules so that they can be used to enter the workforce. For more detail special quality as follows:

- a. The book complemented with linguistic learning because linguistics is the artery of language learning. This is because linguistics is related to both a micro and macro perspective. The importance of linguistic learning.
- b. The need for a balance of lecturers who are experts in the field of language education which includes English Specific Purposes and linguistics in general. This is because the role of linguistics almost touches all aspects of language learning.
- c. Some books do not discuss the difficulty of writing skill based to the morphological and syntactical aspects.



# CHAPTER 1

## Morpheme

**A** **morpheme** sometimes does not stand alone. The linguistics field of study dedicated to morphemes is morphology. Linguistics unit consisting of a word or a word element. Morphemes are commonly classified as either free morphemes, which can occur as separate words or bound morphemes, which can't stand alone as words. Morphemes can be divided into two classes. First is free morpheme and the second is bound morpheme. Free morpheme which can stand alone as a word of language while, bound morpheme must be attached to other morphemes. Matthews (1974) states that morphemes as the functional parts of grammar and morphemes can be divided into two major functional categories, namely derivational morpheme and inflectional morpheme. Arronoff (2008), a morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the -ed of looked, that cannot be divided into smaller meaningful parts. Another way in which morphemes have been defined is as a pairing between sound and meaning.

Lieber (2009). we can make out that English word forms like plays, player, played and playing can be split into pieces, they are made up of one unit play, and a number of other elements like -s, -er, -ed, and



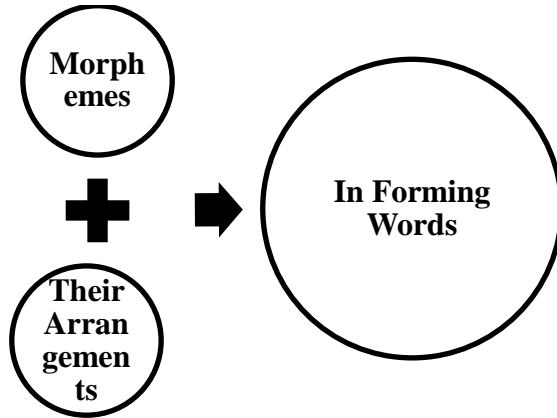


Diagram 3. Morphemes in Forming Words

Morphemes are ;.....

- Morphemes : the smallest meaningful unit of linguistics which having grammatical function means :
  1. to mean something
  2. To mark something

Example:           - print-out  
                       - fashion-able  
                       - put-s

No	Morpheme	Free morpheme	Bound morpheme
1.	Jumper	Jump	+ er
2.	Implied	Imply	+ ed
3.	Faithful	Faith	+ full

*Morpheme:*

- \* The smallest unit of language that carries meaning (maybe a word or not a word)
- \* A sound-meaning unit
- \* A minimal unit of meaning or grammatical function
- \* The level of language at which sound and meaning combine

Re-	Receive
De-	Demand
	Untie
	Boyish
	likely
Un-	
-ish	
-ly	
-ceive	
-mand	
Tie	
Boy	
like	

Morpheme classified into;

A. Free morpheme

: lexical & functional morpheme

B. Bound morpheme

: derivational & inflectional

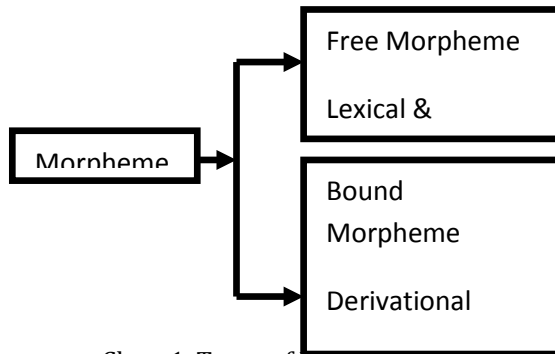


Chart 1. Types of Morphemes

Morphemes

- a. A free vs bound
- b. Inflectional vs derivational

- c. Steam, roat, and base
- d. Characteristics of morphemes
- e. Morpheme identification

## Morpheme

- Free → can stand alone, \* lexical (has meaning by itself)  
\*functional (has no meaning by it self.
- Bound → can't stand alone \*inflectional (class changing)  
\*derivational (class maintaining)  
Eg: teacher → teach (free) er (bound).

- Lexical free morphemes → have meaning by it self
- Functional free morphemes → has no meaning by it self

Eg: the books is on the table

▼ ▼ ▼ ▼ ▼ ▼  
F L F F F L

- Class changing = bound morpheme that change part of speech of change
- Class maintaining = bound morpheme doesn't change part of speech of change
- Inflectional  
Eg: "S: in plural, "ed" in past tense,"S" in bird person in simple past tense, "er" in comparative, "est" in superlative, "ing" in continuous.  
Morpheme is not the same as a syilable.

Eg::

Eg: cray fish

How many morphemes

- 1) The singing birds are singing nicely as singing is their hobbies
- 2) The waiting waiters are waiting on the un interested customers who have un interest
- 3) Right
- 4) The singing birds are singing nicely aS singing is their hobbies = 14 morphemes
- 5) The waiting waiters are waiting on the un interested customers who have un interest = 15 morphemes

Eg.: dear, singer, dancer = 4 morphemes

Eg: the secretary writes some minutes in a few minutes as it a minute practice = 16 morphemes

Eg.: singer, walker, longer, sister = 6 morphemes

Teach → 1 morphemes → it doesn't consists of tea+ch

Work+er

Morpheme: Hackett (1985)

Morpheme: it is smallest individually meaning elements in the utterance of a language

Stageberg: an element can be said a morpheme when it meet's 3 criteria (1981)

1. It is a word or a part of a word that has meaning
2. it can not be divided further into smaller meaningful part without violation of its meaning or without meaningless remainders
3. it recurs in a ther different contexts with relatively stable meaning

Eg:

work = one word one morpheme

worker = one word two morphemes

"er" = not one word, but one morpheme

Works = one word two morphemes

Working = one word, two morphemes

Worked = one word, two morphemes

A morpheme many consist of only one morpheme

Eg; buks → Buk =

not all the same winds of morpheme can be formed/ applied in the same way

Flow → flowed

Show → Showed

Go → went

Certain construction composed of morphemes, have rigidly fixed other

Eg: disappearing: come word consist of three morpheme

: dising appear (v)

: ingdis appear (x)

: appear dising (x)

: appearing dis (x) but is will different from

Eg: Ali goes away → away Ali goes

I went them → I them went, then I went

Morpheme: Hackett (1985)

Morpheme: it is smallest individually meaning elements in the utterance of a language

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Eg:

work = one word one morpheme

worker = one word two morphemes

"er"= not one word, but one morpheme

Works = one word two morphemes

Working = one word, two morphemes

Worked = one word, two morphemes

Some morpheme are said to be contioned to occur if the conditions occur

Eg: /S/ voiceless

/Z/ voiced

/z/ kissing

/jn/ ox

Some morphemes – conditions occurs

How many morphemes

- 1) The singing birds are singing nicely as singing is their hobbies
- 2) The waiting waiters are waiting on the un interested customers who have un interest
- 3) The singing birds are singing nicely as singing is their hobbies = 14 morphemes
- 4) The waiting waiters are waiting on the un interested customers who have un interest = 15 morphemes

Eg: dear, singer, dancer = 4 morphemes

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Eg: singer, walker, longer, sister = 6 morphemes

Teach → 1 morphemes → it doesn't consists of tea+ch

Work+er

Work = lexical meaning

Er = grammatical meaning

Hackett

Word: is any segment of a sentence bounded by successive points at which pausing is possible.

Eg:

- None/ is/ leaving/ for/ a/ book/ = 5 words
- The son/ in/ law/ is present = 4 words

Traditional conditions

- a) Noun : is the word used to name a thing that can be seen
- b) Ex: heard, felt, or, can be understood
- c) Verb : is the word that show actions as state of being
- d) Adjective : the word that modifies a noun
- e) Adverb : is the word that modifies a verb, an adjective or another adverb

Two morphemes

- a) Dick's here
- b) Dick's done it

Morpheme is isolatable if it occurs under the following condition in isolation

- eg: Tom is a boy → 4 morpheme  
(it is morpheme can occurs in isolation)  
Tom can be isolated

In multiple combinations in at least one of which the unit with which it is combine occurs in isolation or in other combination.

in a single combination provided the elements with which it is combine occurs in isolation or in other combinations with non unique constituents.

## a) Free Morpheme

Free morpheme is independent morpheme. William McGregor, *Linguistics: An Introduction*. Continuum, 2009 states that free morpheme has a potential for independent occurrence. It carries the basic meaning of the word. Free morphemes must be combined with another bound morpheme in order to surface as an acceptable lexical



category. Free morpheme is just a simple word that has a single morpheme.

Free Morpheme consists “Noun, Verb, Adjective, and Adverb” in part of speech of English. Four terms above can be modified and can create unlimited new word only by standing. Functional Morpheme, is a free morpheme derive from some element of part of speech also that we know as “Conjunction, Article, Demonstrative, Preposition, Comparative Form, and Quantifiers”. They can stand alone they have meaning but should be followed by the other morpheme.

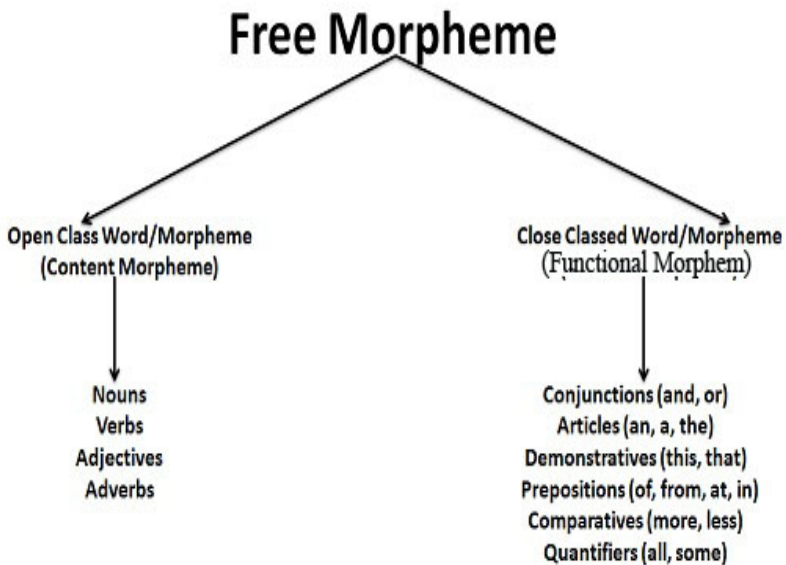


Diagram 4. Free Morpheme

Source: <http://autodidactm.blogspot.com>

- 1) Simple : consist of one free morpheme  
 Verbs = go, see, write, etc.  
 Nouns = wall, calk, book, etc.  
 Adjective= sick, high, strong, etc  
 Adverb = here, there, etc
- 2) Simple : consist of one free morpheme  
 Verbs = go, see, write, etc.  
 Nouns = wall, calk, book, etc.

Adjective = sick, high, strong, etc

Adverb = here, there, etc.

examples free morpheme

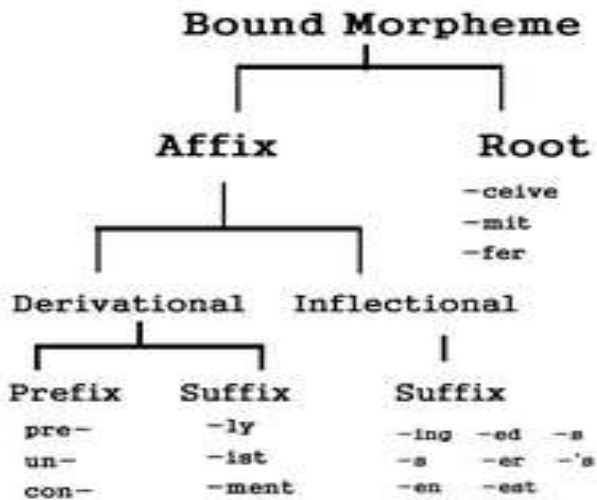
- Black free morpheme one word
- Bird free morpheme one word
- Blackbird two free morphemes one word

### b) Bound Morpheme

**Bound Morpheme** is dependent morpheme. Comparative and superlative is a bound morpheme because it cannot stand alone and be meaningful. By Donald G. Ellis (1999). Bound morpheme is a morpheme that only appears as part of a larger word. Bound occurs only as part of a larger construction. A bound morpheme is used with a free morpheme to construct a complete word, as it cannot stand independently.

Bernard (2006: 31) Bound morphemes, in contrast to free morphemes, cannot stand alone at the word level, and for this reason it may appear that they do not have meaning.

Bound morpheme classified into inflectional morpheme and derivational morpheme. Inflectional morpheme is only for suffix while, derivational uses both either prefix or suffix.



Source: <https://metalanguage.weebly.com>

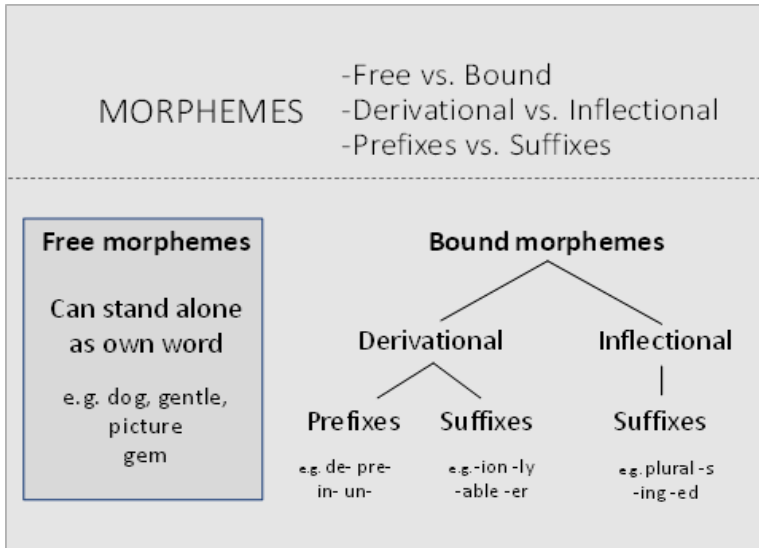


Chart 2. Free Morphemes and Bound Morphemes

Source: <https://www.education.vic.gov.au>

**Bound morphemes** mostly refer to morphemes that can occur as affixes. The **affixes** which precede free morphemes (words) are called **prefixes**, and those which follow free morphemes (words) are called **suffixes**.

Some Examples:

<i>dis-</i>	<i>-ly</i>	} suffixes
<i>un-</i>	<i>-ness</i>	
<i>pre-</i> prefixes	<i>-ish</i>	
<i>trans-</i>	<i>-ity</i>	
<i>bi-</i>	<i>-er</i>	

Source: <https://www.slideshare.net>

Complex: consist of two bound morphemes, or one free plus one or more bound morphemes.

two bound morphemes

eg:

- Televis, cosmon out = two bound in
- Teacher, going = one free plus in
- Doers, un importantly = more bound in

Compound: consist of at least two free morphemes

Eg:

- Black board = 2 fm Son in law = 3 fm
- Girl friend = 2 fm
- Forget- me - not = 3 fm

Compound complex → consist of two or three morpheme plus one or more bound morpheme

Eg:

- black boards = e fm+1bm
- Sons- in - law = 3fm+1bm
- Erick Slept, good boy, at home, in the morning → grammatical structure

The different between compound word and grammatical structure

1) Compound word cannot be separated by any word or morpheme in between, but grammatical structure can be so separated

Eg: compound word → Girl friend → girl (nice) friend) x → nice girl friend

grammatical word → good boy → a good handsome boy

Note:

Ambiguous → sweet potatoes → compound word → Grammatical word

- Rika prefer sweet fresh potatoes → kentang yang baru dicabut, diberi gula
- Rika prefer fresh sweet potatoes → ketela yang segar baru dicabut

2) A member of compound word can't participate in either grammatical structure

Eg: grammatical structure good boy → very good

compound word girl friend → very girl

3) Some compound word's have stress pattern (^^) → strong followed by weak stress

- Eg: hot dog (grammatical structure)  
- /strei/ + ndg/stray  
- stray dogs = anjingberkeliaran  
- strein/ + dg/ = strain (tekanan) (not correct)

Bound Morpheme cannot stand-alone

Inflection in England

- (-S) – noun plral → dogs, oxen, rice
- (-S) – noun possessive singular → boys legs
- (-S) – noun possessive plural → men's hobby
- (-S) – third person singular present tense → teaches
- (-ing) – present participle → reading
- (-d/e) – past tense → talked
- (-en) – past participle → eaten
- (-er) – comparative → longer
- (-est) – superlative → longest

Complex: consist of two bound morphemes, or one free plus one or more bound morphemes.

Two bound morphemes

eg:

- Televis<sup>e</sup>, cosm<sup>o</sup>n out = two bound in
- Teacher, go<sup>i</sup>ng = one free plus in
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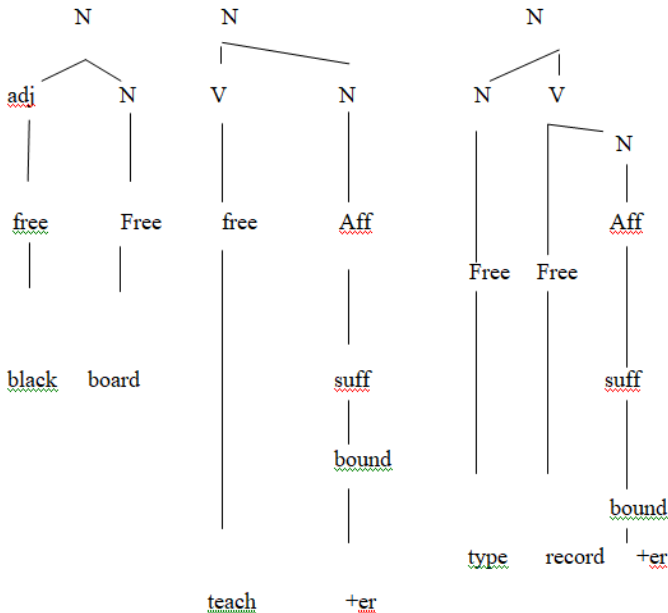
- grammatical structure good boy → very good
- Compound word girl friend → very girl

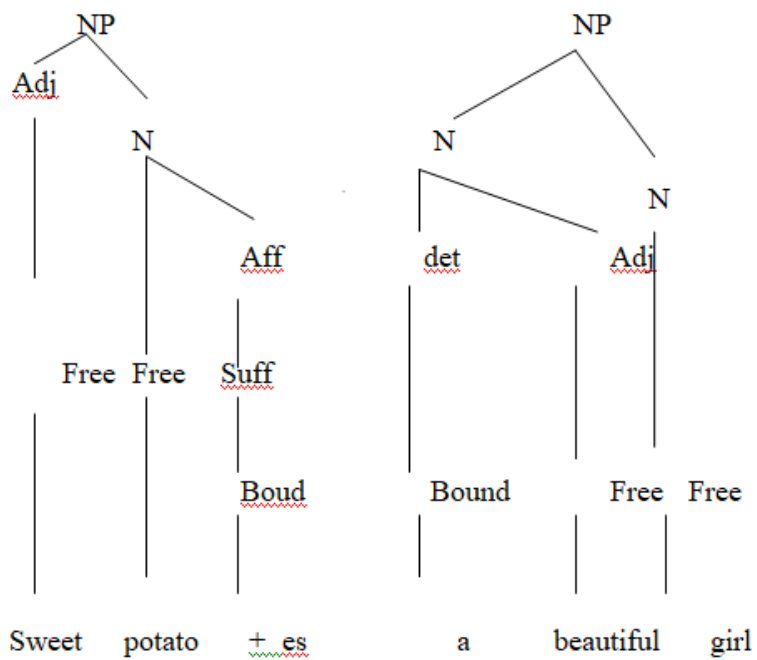
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Eg:

- hot dog (grammatical structure)  
- /streɪ / +ndʒ / strəɪ
- stray dogs = anjingberkeliaran
- streɪn / + dg / = strain (tekanan) (not correct)

The example of bound morpheme diagram

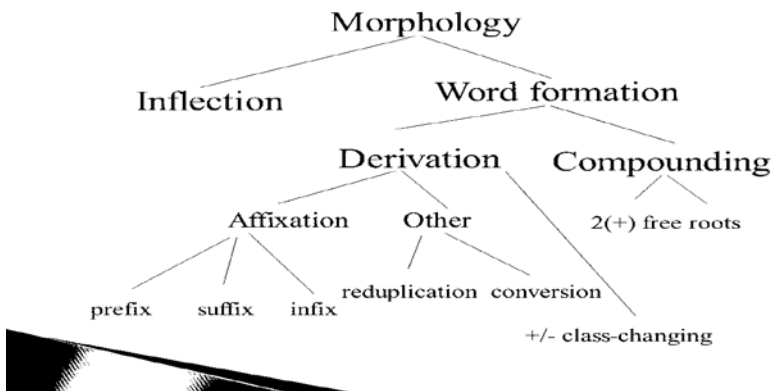




## CHAPTER 2

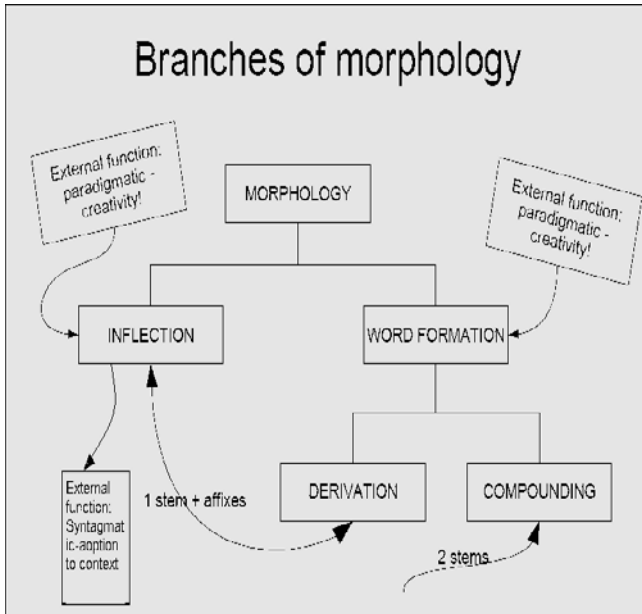
### Word Building Process

**W**ord building process is the process of building new word by means of existing elements of language based to the pattern and rules. It is the process of creating of new word. In English word formation classified into : derivation, back formation, conversion, compounding, clipping, blending, abbreviation, acronyms, eponyms, coinages, borrowing. Laurie ( 2003) word building process using affixes is the mostcommon way of building new word in the language of the world.





The example of bound Morpheme diagram



## TYPES OF MORPHOLOGY

- AFFIXATION
  - Prefixation
  - Suffixation
  - Infixation
  - Circumfixation
- COMPOUNDING
- REDUPLICATION
- INTERNAL CHANGE
- SUPPLETION
- ZERO DERIVATION

## Types of Word Formation

---

1. **Compounding**
2. **Prefixation**
3. **Suffixation**
4. **Conversion**
5. **Clipping**
6. **Blends**
7. **Backformation**
8. **Acronyms**

Source : <https://www.pinterest.com>

### Exercises 1

Fill in the blanks with appropriate words derived from the ones given in brackets.

1. We have known each other since our .....  
(child)
2. His hard work ..... him to pass his examination.  
(able)
3. The manager asked the board members to .....  
his earlier proposal. (consider)
4. Only a fool will ..... his net worth. (estimate)
5. He is a stupid and often talks ..... (sense)
6. The Government of China has ..... its currency.  
(value)
7. Parents should not ..... their children's mistakes.  
(look)
8. He was absent because he was ..... (well)
9. The judgment ..... in our favor. (go)
10. The judge ordered that the accused be .....  
(behead)
11. The minister wants to ..... the capital. (beauty)
12. Only monosyllabic words were ..... by her.  
(utter)

**Word formation: exercise**

**Fill in the blanks with the appropriate form of the word.**

1. **We have known each other since our .....**  
childhood  
childlike  
childish
2. **His hard work ..... him to pass his examination.**  
able  
enable  
abled  
enabled
3. **The manager asked the board members to ..... his earlier proposal.**  
reconsider  
consideration  
considerable
4. **Only a fool will ..... his net worth.**  
estimate  
underestimate
5. **He is a stupid and often talks .....**  
sense  
sensible  
nonsense
6. **The Government of China has ..... its currency.**  
valued  
valuable  
devalued
7. **Parents should not ..... their children's mistakes.**  
look  
look over  
overlook
8. **He was absent because he was .....**  
well  
unwell  
wellness

9. The judgment ..... in our favor.

- go
- went
- gone

10. The judge ordered that the accused be .....

- behead
- beheading
- beheaded

11. The minister wants to ..... the capital.

- beauty
- beautify
- beautiful

### Answers

1. We have known each other since our childhood.
2. His hard work enabled him to pass his examination.
3. The manager asked the board members to reconsider his earlier proposal.
4. Only a fool will underestimate his net worth.
5. He is a stupid and often talks nonsense.
6. The Government of China has devalued its currency.
7. Parents should not overlook their children's mistakes.
8. He was absent because he was unwell.
9. The judgment went in our favor.
10. The judge ordered that the accused be beheaded.
11. The minister wants to beautify the capital

## English word formation

- |                         |                       |
|-------------------------|-----------------------|
| <b>1. coinage</b>       | <b>2. Borrowing,</b>  |
| <b>3. Calque</b>        | <b>4. Compound</b>    |
| <b>5. Derivation</b>    | <b>6. Blending</b>    |
| <b>7. Backformation</b> | <b>8. Conversion</b>  |
| <b>9. Acronym</b>       | <b>10. Initialism</b> |
| <b>11. Onomatopoeia</b> | <b>12. Clipping</b>   |

### Internal Change

The process of changing the phonemes in the base

Present →	meet	past →	met
	sing		sung
	see		saw

### Suppletion

go- went  
good- better  
bad- worse

### Zero modification

The process that shows no overt (distince) change in the base

Eg:

sheep – sheep

deer – deer

cut – cut

That – you – hot – something – cool – in – makes – weather “Something weather that you make hot in cool”

Something makes is that water hot in cool”

Nominal is any words can be used as subject

II positional classes

- Nominal (reading is my hobby)
- Verbal
- Adjective (red flower)
- Adverbial (bailing hot water)
- Adjectival (bailing, our )

Words formation processes

Coinage = is the process of forming totally new words

Eg: nylon, kodok, aspirin, blurb (tulisan yang berupa pujian terhadap buku karangan)

Borrowing = the taking over of words from other languages

Eg: Alcohol (arabic) , bass (dutch) , piano(italian) , zebra (Africa),  
tyeaon (Japanese), (successful in business)

Form which a common semantic distinctiveness but which differ in phonemic form may constitute a morpheme provided definable (the meaning is the same but the form is not the same)

Ex: Books, dogs, buses, → four morpheme

Internal change: process that substitutes one nonmorphemic segment to another to mark a grammatical contrast.

Example :       - sing, sang, song  
                      - bind, band  
                      - rise, raise

- Suppletion: replacement of a morpheme with an entirely different morpheme in order to indicate a grammatical contrast  
Example: forms of to be ( am, are, is, were)
- Reduplication: marking of a grammatical or semantic contrast by repeating all or part of the base to which it applies
- 2 types of reduplication

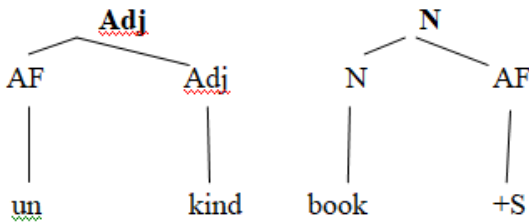
# CHAPTER 3

## Affixes (Prefixes and Suffixes)

### Affixes

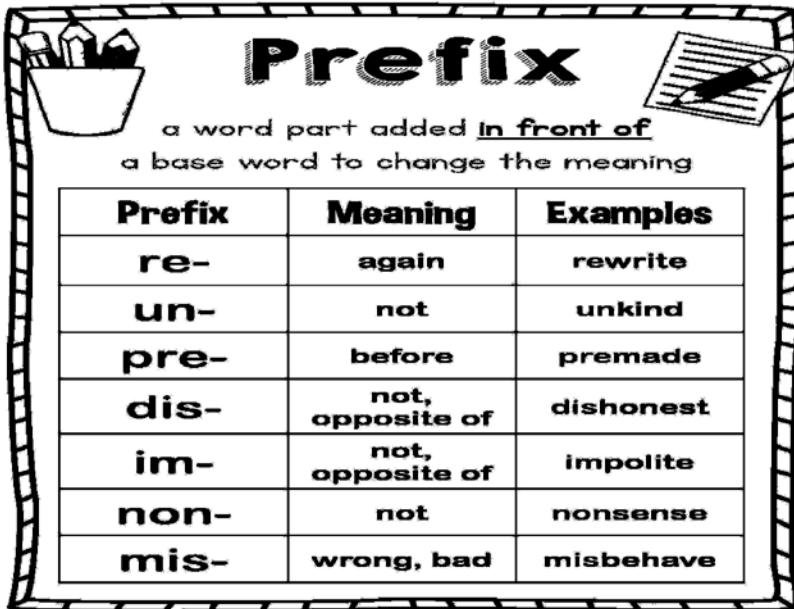
**Affixes** is a word element which can be attached to root or base to form a new word of the word. Affixes usually occur as prefixes or suffixes. Prefixes attached to beginning of a word that indicates its meaning. While suffixes attached to the end of a word that indicates meaning. Affixes are bound morpheme, which means that can't stand alone. It creates complex word. As David (2006). Suffixes is impossible to have a form like organizes able, with inflectional-s after derivational-able because inflectional morphemes occur outside derivational morphemes.

Laurier ( 003) suffixes are used for all purposes in morphology, They are used derivationally. Michael () The principle of ordering successive affixes in a single word are the same for all Inuit dialects. All word are made up of a stem plus any number of affixes followed by grammatical (inflectional) ending and, optionally one or more enclitics beyond that







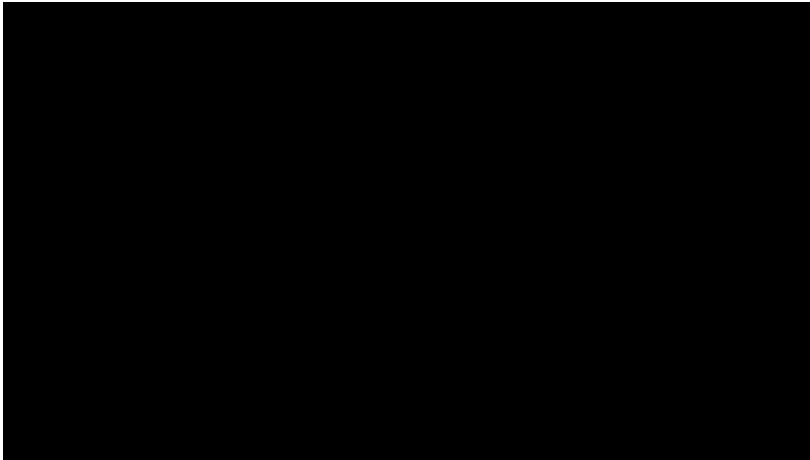


*Source:* <https://www.tutorialbahasainggris.com>

- **Prefixes**

Laurie (2003) Prefixes work in very much the same way, they can be derivational. Timothy (2013) A Prefix can negate a word by meaning “not” the most common negating prefixes are un-(e.g. unhappy, unwashed) and negative in-,im, il- (e.g. invisible, impossible, illegal). Some directional prefixes can also be negating. For example, the prefix variations di-,dis-,dif-, which mean a part in different direction “can also mean not” Example : thing that are not similar are dissimilar, a difficult task is not easy.

Prefix + Word = New Word		
dis	connect	disconnect
[REDACTED]		
do	redo	re
[REDACTED]	[REDACTED]	[REDACTED]

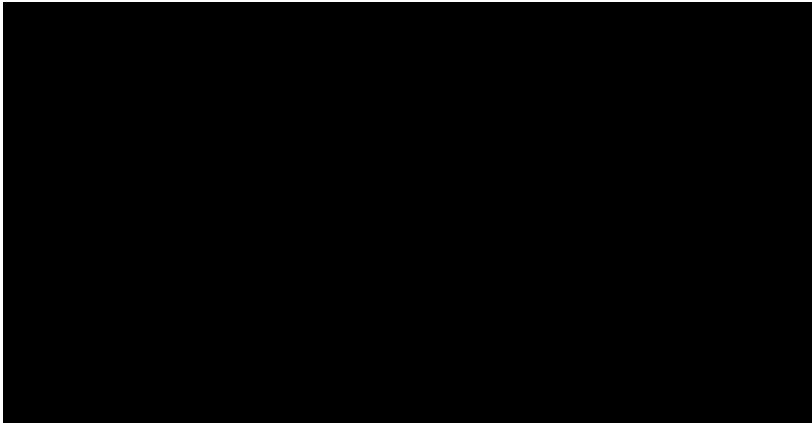


- **Suffixes**

Laurie ( 2008) are used for all purposes in morphology. They are used derivationally. Timothy (2013) A suffix either changes the part of speech (e.g., act action) or modifies the base (e.g., fast faster)

<b>SUFFIXES IN ENGLISH</b>			
<b>-ious/-ous</b> (Characterised by)	<b>-age</b> (Action/ process)	<b>-al</b> (Pertaining to)	<b>-wise</b> (In relation to)
Pious	Drainage	Fictional	Otherwise
Jearous	Orphanage	Regional	Likewise
Religious	Marriage	Musical	Clockwise
Ridiculous	Salvage	Accidental	Weatherwise
	Outage	Logical	Crosswise
<b>-ity/-ty</b> (Quality of)	<b>-ment</b> (Condition)	<b>-ness</b> (State of being)	<b>-ship</b> (Position held)
Extremity	Enchantment	Heaviness	Friendship

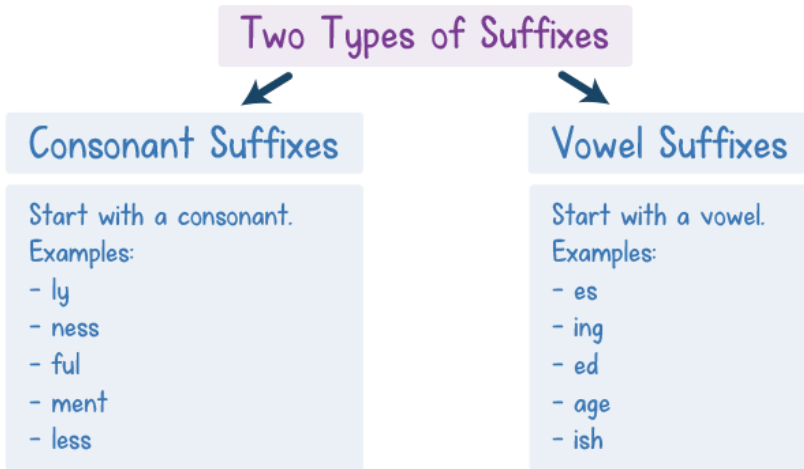
Source: <https://7esl.com/suffixes/>


















Source: [www.blog.aboutlearningpress.com/suffixes](http://www.blog.aboutlearningpress.com/suffixes)

Suffix	Meaning	Example
-er, -or	one who; or showing a comparison	teacher, faster
-able, -ible	capable of being	unforgettable, credible
-d, -ed	forming the past tense; or having the quality of	added; loved
-ing	forming a gerund meaning an "act of"; or the present participle	meaning; jogging
-ment	the act, state or result of an action	appointment, government
-ive	having the quality of	creative, divisive

Source: [www.learningenglish.voanews.com](http://www.learningenglish.voanews.com)



Source: <https://blog.allaboutlearningpress.com>

Prefixes		Suffixes	
<b>re-</b> again  recycle	<b>un-</b> not  unhappy	<b>-ful</b> full of  colorful	<b>-less</b> without  fearless
<b>pre-</b> before  prewrite	<b>mis-</b> wrong They <del>They</del> misspell	<b>-ed</b> already happened  jumped	<b>-ing</b> happening now  sitting
<b>over-</b> too much  oversleep	<b>dis-</b> not  disagree	<b>-ly</b> how it is done  slowly	<b>-able</b> able to  growable
<b>im-</b> not  impossible	<b>non-</b> not  nonfiction	<b>-er</b> more  taller	<b>-est</b> most  biggest

© Miss Carter's Class

Source: <https://www.teacherspayteachers.com>

## Suffix Word List

ly	ment	less	ness	ful
lonely	excitement	useless	shyness	cheerful
angrily	refreshment	pointless	quietness	spiteful
quickly	disappointment	endless	fatness	painful
sadly	movement	baseless	close	watchful
strangely	development	fearless	kindness	helpful
boldly	environment	jobless	forgiveness	mouthful
firstly	amazement	thankless	rudeness	fearful
brightly	replacement	selfless	sadness	stressful
softly	punishment	hopeless	happiness	hopeful
quietly	entertainment	homeless	boldness	delightful
sweetly	enjoyment	careless	greatness	joyful
bravely	assessment	Tasteless	darkness	thankful

<https://themumeducates.com>Source: <https://www.teacherspayteachers.com>

## PREFIXES

- COME AT THE BEGINNING OF A WORD
- CHANGE THE MEANING

PREFIX	MEANING	EXAMPLE
<b>un</b>	<b>not; reversal of</b>	uncover
<b>re</b>	<b>again; back</b>	review
<b>in / im</b>	<b>in; into; not</b>	instead impatient
<b>dis / dif</b>	<b>away; separate; not</b>	divide disrespect
<b>en / em</b>	<b>in; within; make</b>	enslave embolden
<b>pre</b>	<b>before</b>	prefix
<b>mis</b>	<b>wrong</b>	mistaken
<b>a</b>	<b>not; in, on; without</b>	atypical aside

## SUFFIXES

- COME AT THE END OF A WORD
- CHANGE THE MEANING

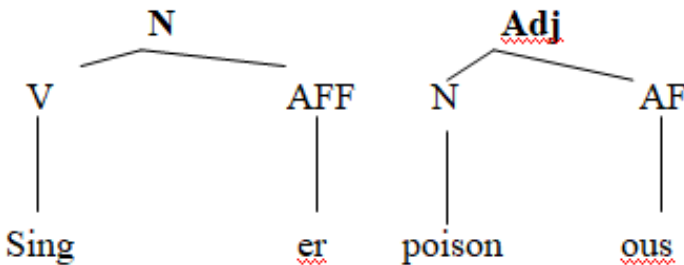
SUFFIX	MEANING	EXAMPLE
<b>-s, -es</b>	<b>more than one; verb maker</b>	characters, reaches
<b>-ed</b>	<b>in the past; quality, state</b>	walked
<b>-ing</b>	<b>doing something; quality, state</b>	walking
<b>-ly</b>	<b>how</b>	safely
<b>-er, -or</b>	<b>one who; action; compares</b>	drummer dishonor bigger
<b>-tion, -sion</b>	<b>noun: quality, action</b>	tension
<b>-able, -ible</b>	<b>able to be</b>	reversible
<b>-al, -ial</b>	<b>related to, like</b>	partial

Source: <https://www.myenglishteacher.eu>

## CHAPTER 4

### Derivation

**D**erivation is the process of creating a new word. It is usually by adding a prefix or suffix. The Grammar of word by Booij. Derivation studies principle the construction of new words, without reference to the specific grammatical role a word might play in a sentence. By David Crystal (2005). Over looks. Derivational creates new lexemes or derivational affixes . Booij ( 2005). Derivational prefixes is added to a noun to form a new noun with a different meaning. While, Derivational suffixes, usually change both the meaning and the word class; that is often added to a verb or adjective to form a new noun with a different meaning: Douglas Biber, Susan Conrad, and Geoffrey Leech. (200). *Derivational morphemes often change the part of speech* of a word. However, some derivational morphemes do not change the grammatical category of a word. Akmajian et al. (2010) stated that derivational morphemes show the “inner” layer of words. Aronoff ( 2008) Derivation involves the creation of one lexeme from another, such as *selector* or *selection* from *select*.





## Examples of English derivational patterns and their suffixes:

- Adjective to noun: **-ness** (*slow* → *slowness*)
- Adjective to verb: **-ise** (*modern* → *modernise*)
- Adjective to adjective: **-ish** (*red* → *reddish*)
- Adjective to adverb: **-ly** (*personal* → *personally*)
- Noun to adjective: **-al** (*recreation* → *recreational*)
- Noun to verb: **-fy** (*glory* → *glorify*)
- Verb to adjective: **-able** (*drink* → *drinkable*)
- Verb to noun: **-ance** (*deliver* → *deliverance*)
- Verb to noun: **-er** (*write* → *writer*)

Source: Slideshare.net/martinasia/derivation-33465837



Barbara (2007) Derivational morphemes are used to change the grammatical categories of word. For example, the derivational morpheme *-er* is used to transform the verb *bake* into the noun *baker*. The morpheme *-ly* changes the adjective *quick* into the adverb *quickly*. We can change adjectives such as *happy* into nouns such as *happiness* by using the derivational morpheme *-ness*. Other common suffixes include *-ism*, *-tion*, *-able*, *-ment*, and *-al*. Derivational morphemes can also be prefixes, such as *un-*, *in-*, *pre-*, and *a-*.

Derivational Morphemes Are often not Productive

- Derivational Morphemes can be selective about what they'll combine with, and may also have erratic effects on meaning.
- Thus the suffix *-hood* occurs with just a few nouns such as *brother*, *neighbor*, and *knight*, but not with most others.  
e.g.: \**friend hood*, \**daughterhood*, or \**candle hood*.
- Furthermore "*brotherhood*" can mean

"The state or relationship of being brothers," but "*neighborhood*" cannot mean

"The state or relationship of being neighbors,"

## English Derivational Morphemes

- typically occur with only some members of a class of morphemes  
*(-hood* occurs with only a few nouns)
- change meaning or part of speech  
*happy, unhappy*  
*luck, lucky* (N, Adj)
- occur before the inflectional suffixes

## 5. Derivation

- Derivation, as "the most common word formation process", builds new words by adding morphemes
- word formation by affixes
- By prefixes: un-usual , mis-pronounce  
mis-lead, dis-respect
- By suffixes: care-less, child-ish  
faith-ful
- prefix and suffix: dis-loyal-ty  
un-erring-ly

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Source: [slideshare.net/lalitagarwalstiff/word-formation-process](http://slideshare.net/lalitagarwalstiff/word-formation-process)

### Derivation

The word with which derivation can combine is an arbitrary matters  
In many cases, but not all, a derivation can change part of speech of the word to which added

Eg : friend (N) friendship (N)

Derivation usually do not close of a word, we can add her derivation after it

Eg : formal, zoo

Friend – friendship, agree – agreements, possible – impossible

### Derivation

1. The word with which derivation can combine is an arbitrary matters
2. In many cases, but not all, a derivation can change part of speech of the word to which it is added  
Eg : friend (N) friendship (N)
3. Derivation usually do not close of a word, we can add her derivation after it

Eg : formal, zoo

Friend – friendship, agree – agreements, possible –impossible

Note: every English word must have base but not all word have steamon root)

- Derivational morphemes: morphemes which serve to form new words. Can change the lexical category of word.

Example: -ise/-ize : optimise-optimize

### Morphology Derivational

- Morphology makes new words from old ones (Crystal, p. 90.)
- The form that results from the addition of derivational morpheme is called a derived word.
- Derivational morphology may also change the grammatical class of a word

example :

picture (N) Derivational+ esque = picturesque (ADJ)

sing (V) + er = singer (N)

quiet (ADJ) + ly = quietly (ADV)

vaccine (N) + ate = vaccinate (V)

tall (ADJ) + ness = tallness (N)

migrate (V) + ory = migratory (ADJ)

- Of course, not all derivational morphemes trigger a change in grammatical class.
- Many prefixes are like this, though it is not limited to prefixes.
 

friend (N)	+ ship	= friendship (N)
Un	+ do (V)	= undo (V)
pink (ADJ)	+ ish	= pinkish (ADJ)
- There are also Suffixes of this type.
 

vicar (N)	+ age	= Vicarage (N)
old (ADJ)	+ ish	= Oldish (ADJ)
music (N)	+ ian	= Musician (N)

#### *Derivational morpheme*

- A. may change syntactic class
- B. to form new words

Examples: -able, un-, re-, etc.

### Word Derivation

**Fill in the gaps with a suitable form of the word given.**

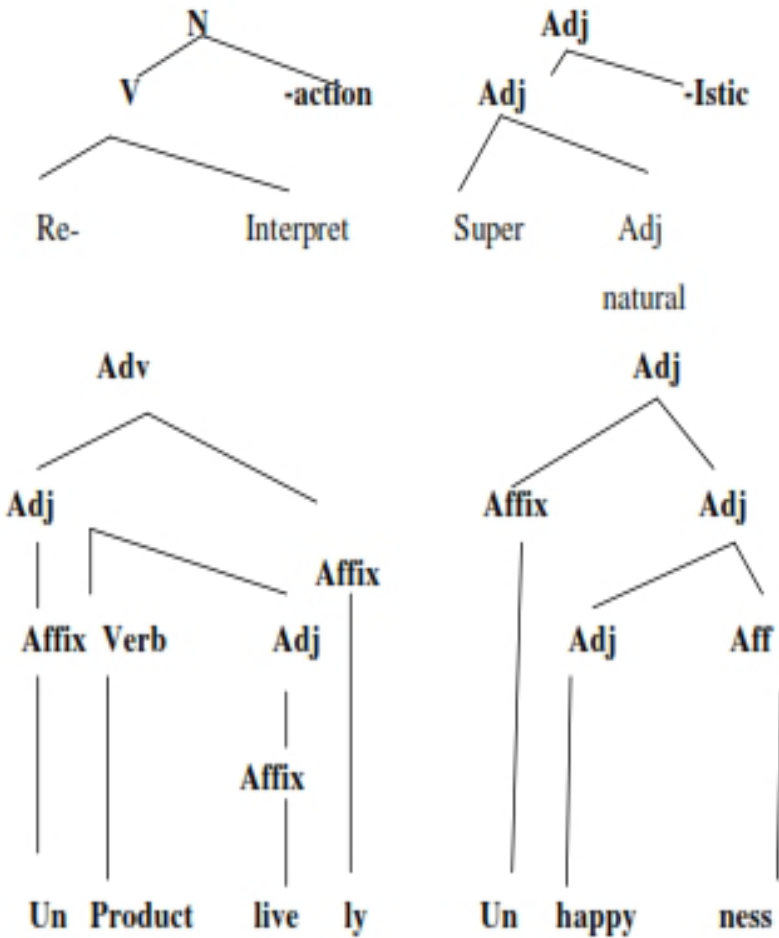
1. The bloodstain on her dress was very .....  
NOTICE
2. Nobody wanted to live in the ..... part of the town.  
INDUSTRY
3. The police asked him to give a ..... of the suitcase  
he had lost. DESCRIBE
4. He had no ..... That he was being watched.  
SUSPECT
5. This is Alexandra, my personal ..... ASSIST
6. Although some of my work-mates quickly found new jobs after  
the factory closed down, my brother and I were  
..... for several months. EMPLOY
7. Although I was positive that the girl had stolen my ring, I could  
not find any ..... PROVE
8. The doctor dealt with the hysterical patient with  
..... UNDERSTAND
9. There's a ..... at the British Embassy tonight.  
RECEIVE
10. The next-door neighbours are so ..... that we have stopped  
talking to them. FRIEND
11. This jewel is not simply valuable, it is ..... VALUE
12. Yes, I can speak a little Spanish because I spent some of my  
..... in Spain. BOY
13. After all he has done for us, it would be very ..... of  
us if we didn't do this for him now. CONSIDER
14. With the world's population increasing at the present rate, there  
will be a terrible food ..... soon. SHORT
15. Penelope has ..... failed her driving test again.  
FORTUNE
16. Fruit is always ..... in summer here. PLENTY
17. The ..... of the money from the cash-box shows  
that somebody in this office is a thief. APPEAR

18. You must accept the ..... of the committee. DECIDE
19. Vernon and Wanda arrived late at the opera and were refused ..... until the end of the first act. ADMIT
20. The coat is too short for today. Do you think you could ..... it a little for me? LONG

Key

1. noticeable
2. industrial
3. description
4. suspicion
5. assistant
6. unemployed
7. proof
8. understanding
9. reception
10. unfriendly
11. invaluable
12. boyhood
13. inconsiderate
14. shortage
15. unfortunately
16. plentiful
17. disappearance
18. decision
19. admittance
20. lengthen

Example of Derivation and Structures



**WORD DERIVATION**

**Fill in the gaps with the suitable form of the word given.**

1. The blood stain on his dress was very.....NOTICE
2. Nobody wanted to stay in the.....part of the town, INDUSTRY
3. The soldier asked him to give a .....of the suitcase he had lost. DESCRIBE
4. Kellen had no ..... that he was being watched. SUSPECT
5. This is David, my personal ..... ASSIST
6. Although some of my work- mates quickly found new jobs after the company closed down, my sister and I were ..... for several months. EMPLOY
7. Although I was positive that the boy had stolen my ring, I could not find any ..... PROVE
8. The doctor dealt with the hysterical patient with ..... UNDERSTAND
9. There's a ..... at the Australian Embassy tonight. RECEIVE
10. The next- door neighbors are so ..... that we have stopped talking to them. FRIEND
11. Tis jewel is not simply valuable, it is..... VALUE
12. Yes, I can speak a little Arabic because I spent some of my ..... in Spain. BOY
13. After all he has done for us, it would be very ..... of us if we didn't do this for him now. CONSIDER
14. With the world's population increasing at the present rate, there will be a terrible food ..... Soon. SHORT

15. Penelope has ..... failed her driving test again. FORTUNE
16. Star fruit is always ..... in summer here. PLENTY
17. The ..... of the money from the cash-box shows that  
somebody in this office is a thief. APPEAR
18. You must accept the ..... of the committee. DECIDE
19. Jessica and Nancy arrived late at the opera and were refused  
..... Until the end of the first act. ADMIT
20. The coat is too short for today. Do you think you could .....  
it a little for me? LONG

**KEYS:**

1. Noticeable
2. Industrial
3. Description
4. Suspicion
5. Assistant
6. Unemployed
7. Proof
8. Understanding
9. Reception
10. Unfriendly
11. Invaluable
12. Boyhood
13. Inconsiderate
14. Shortage
15. Unfortunately
16. Plentiful
17. Disappearance
18. Decision
19. Admittance
20. Lengthen



**Word formation**

**Exercise s:**

**Fill in the blanks with the appropriate form of the word**

1. They have known each other since our .....  
Childhood  
Childlike  
Childish
2. Her hard ..... Him to pass his examination.  
Able  
Enable  
Abled  
Enabled
3. the Director asked the board members to ..... his earlier  
proposal  
Reconsider  
Consideration  
Considerable
4. Only a fool will ..... his net worth.  
Estimate  
Underestimate
5. Anna is a stupid and often talks .....  
Sense  
Sensible  
Nonsense
6. The Government of Indonesia has ..... it's currency  
Valued  
Valuable  
Devalued
7. Parents should not ..... their children's mistakes.  
Look  
Look over  
Overlook
8. Rina was absent because she was .....  
Well  
Unwell

Wellness

9. The minister wants to ..... the capital.  
Beauty  
Beautify  
Beautiful
10. The judge ordered that the accused be .....  
Behead  
Beheading  
Beheaded

**Answers**

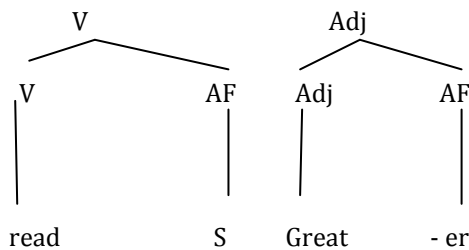
1. They have known each other since their childhood.
2. Her hard work enabled pass him to pass his examination.
3. The Director asked the board members to reconsider his earlier proposal.
4. Only a fool will underestimate his net worth.
5. Anna is a stupid and often talks nonsense.
6. The Government of Indonesia has devalued it's currency.
7. Parents should not overlook their children's mistakes.
8. Victoria was absent because she was unwell.
9. The minister wants to beautify the capital.
10. the judge ordered that the accused be beheaded.

## CHAPTER 5

### Inflection

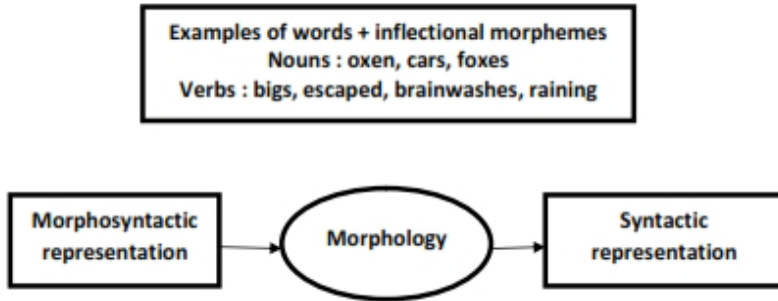
**I**nflexional is the process of word formation, in which a word is modified to express different grammatical categories such as tense, person, number. Inflectional classified into inflectional verb, noun, adjective. There are some differences between inflectional and derivational morphemes. *Inflectional morphemes never change the grammatical category* such as part of speech. For these reasons, Akmajian et al. (2010) stated that derivational morphemes show the “inner” layer of words, while inflectional suffixes mark the “outer” layer of words.

Aronoff 2008; inflection involves the formation of grammatical forms—past, present, future, singular, plural; masculine, feminine, neuter; and so on—of a single lexeme. *Inflection is the realization of morphosyntactic features* through morphological means. Inflection is determined syntax.

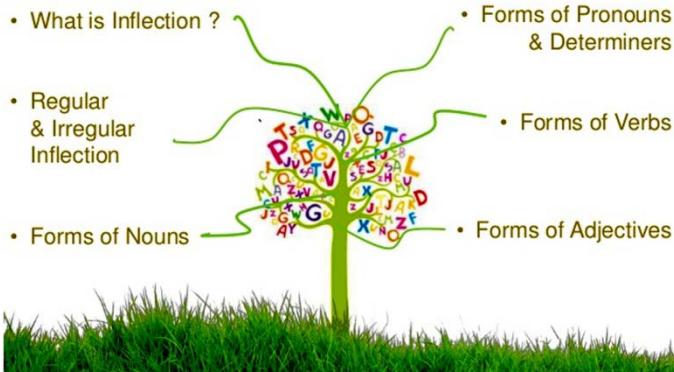


Every sentence is a syntactic frame with position a lexeme from lexicon and bend it to fit. In this way, inflectional morphology is determined by syntax.

So inflection is the realization of morphosyntactic features through morphological means.



# INFLECTION



Source: <https://www.slideshare.net>

## The Inflectional Morphemes of Present Day English

<i>dogs, mens</i>	noun plural
<i>girl's</i>	noun sg. possessive
<i>girls' men's</i>	noun pl. possessive
<i>keeps</i>	verb 3rd sg. present
<i>keeping</i>	verb present participle
<i>waited, kept</i>	verb past tense
<i>waited, known</i>	verb past participle
<i>older, better</i>	adjective comparative
<i>oldest, best</i>	adjective superlative

### English Inflectional Morphemes

- are always suffixes (attach at the end of a word)
- do not change meaning or part of speech of the stem (*want, wants, wanted*)
- typically occur with all members of some large class (most nouns have a plural)
- occur after all derivational suffixes (*establishmentarians*)

#### The characteristics of English inflections

1. They do not change part of speech. (jenis kata, kata sifat, verb, adj, dll)
2. They came last in a word  
Eg: longest – M is reading a book
3. They go with all steams of a given part of speech
4. They do not pile up, one inflection ends the characteristics of English  
Eg: M. Xreading (x)  
Andi telkeding

*Inflectional morpheme*

- A. Different forms of the same word
- B. Not change syntactic class

Only 8 kinds in English: -'s, -s (plural nouns), -ing, -ed/-en, -est, -er, -s (S-V agreemen)

## Inflection in British

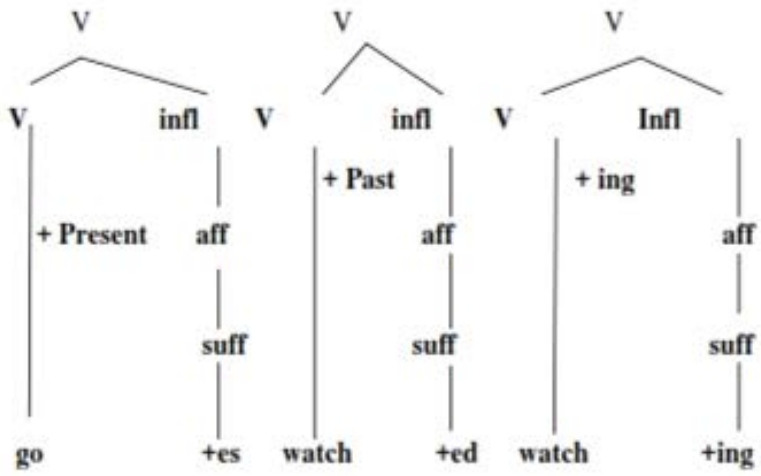
- 1) (-S) – noun plral → dogs, oxen, rice
- 2) (-S) – noun possessive singular → boys legs
- 3) (-S) – noun possessive plural → men's hobby
- 4) (-S) – third person singular present tense → teaches
- 5) (-ing) – present participle → reading
- 6) (-d/e) – past tense → talked
- 7) (-en) – past participle → eaten
- 8) (-er) – comparative → longer
- 9) (-est) – superlative → longest

English Inflectional Morphemes	Added to	Examples
-s plural	Nouns	<i>She has got two guitars.</i>
- 's possessive	Nouns	<i>Zeynep's hair is long.</i>
-er comparative	Adjectives	<i>Zeynep has longer hair than Derya.</i>
-est superlative	Adjectives	<i>Zeynep has the longest hair.</i>

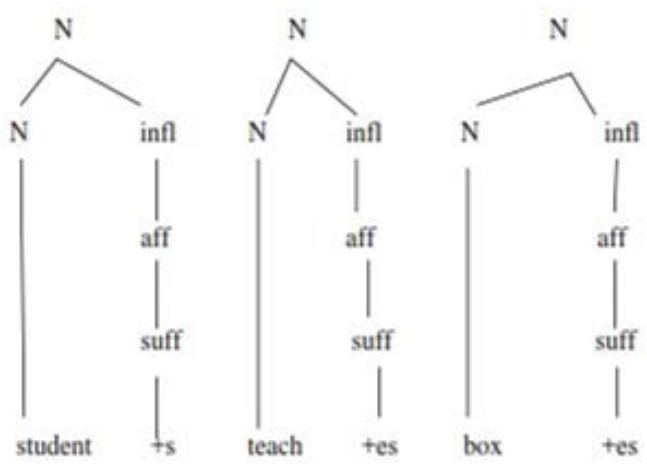
-s 3rd person singular present tense	Verbs	<i>Zeynep plays the guitar.</i>
-ed past tense	Verbs	<i>She played the guitar at the party.</i>
-ing progressive	Verbs	<i>She is playing the guitar at the party.</i>
-en past participle	Verbs	<i>She has taken the guitar to the party.</i>

Source: <https://semanticsmorphology.weebly.com>

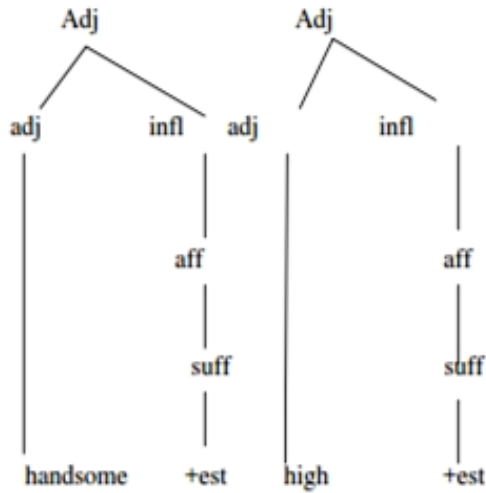
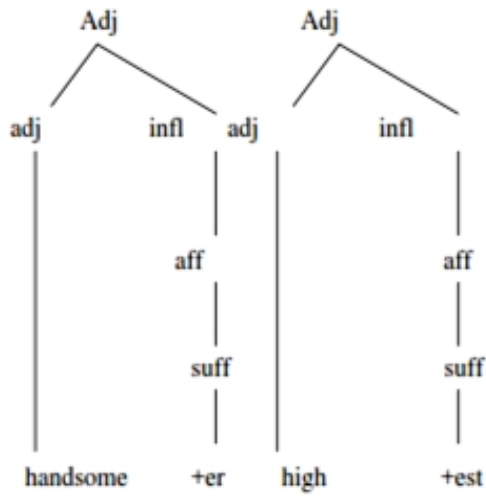
a. The example of verb inflected the various tense;



b. The example of noun inflected the plural



c. The example of adjective are inflected comparative and superlative





## CHAPTER 6

### Internal Change

**I**nternal Change occurs when a word is replaced by another one and thus creates a new item. The variety of changes can be introduced with it, like word-class change or tense change. Harriet (2011) Internal change refers to the kind of the change that occur because of the way speakers of the language gradually modify their language over time. Example of internal change are the sift in English from bad meaning ‘bad’ to bad meaning ‘good’ the gradual loss in English of the –ly ending on adverbs such as quick and slow and excellent.

<b>Internal Change</b>			
• A (slightly) more common word-formation process in English is <b>internal change</b> .			
• = changing sounds inside a root creates a new word.			
• Also known as <b>alternations</b>			
sing	~	<b>sang</b>	present/past
drive	~	<b>drove</b>	present/past
foot	~	<b>feet</b>	singular/plural
mouse	~	<b>mice</b>	singular/plural
import	~	<b>import</b>	noun/verb
present	~	<b>present</b>	noun/verb

A change is made in material already present in the stem instead of adding something to the stem kinds of mutation.

a) Ablaut is a change in vowel quality to mark grammatical contrasts.

e.g. irregular pasts in English

**sing** becomes **sang**, not *singed*

b) Umlaut is when vowel quality in one syllable affects the vowel quality of another syllable (usually preceding)

e.g. this is how irregular plurals in English originally formed, but the evidence has been lost for individual words.

Exercise;

Please, make 10 examples of internal change and arrange into subject, predicate and object and then make the diagram!

## CHAPTER 7

### Suppletion

**S**uppletion is traditionally understood as the use of one word as the inflected form of another word when the two words are not cognate. For those learning a language, suppletive forms will be seen as "irregular", will be suppletive comparative and superlative

G.E. Booij (2000) Suppletion is a manifestation of an extremely typical feature of natural language. Non compositionally of its complex sign Luarier (2003) suppletion comes a time when they have to admit defeat, when word-forms of what appear to be the same lexeme are so different from each other that they cannot be derived by general rules at all.

Ljuba (2006) Inflectional suppletion according to tense because tense is an inflectional category for English verbs.

#### Suppletion

Went	Go
Better	Good
Worse	Bad

## Suppletion

The complete irregular situation is called suppletion.

Verbs: **is, was, go, went, undergo, underwent**

Suppletive comparative and superlative form

Adjective: **Good, better, best bad, worse, worst**

A wholly different morpheme is used to replace and show grammatical contrast with another morpheme.

- [be] becomes **is** and **are** to show contrasts of subject and verb.
- [good] becomes **well** to contrast the adverb with adjective.

Exercise:

Please, make 10 suppletion examples then arrange into phrase and create into diagram!

## CHAPTER 8

### Compounding

**C**ompounding occurs when two or more words or signs are joined to make one longer word or sign. The meaning of the compound may be similar to or different from the meaning of its components in isolation. Compounding occurs when two or more words or signs are joined to make one longer word. Sergio (2010) There is no satisfactory definition for compound as in fact there is no uncontroversial definition of other basic units such as word or sentence. Some example of attempts to define compound.


- a. A compound word contains at least two bases which are both words or at any rate, root morpheme (Katamba 1993:54)
- b. its defining property is that it consist of the combination of lexemes into larger words. In simple cases, compounding consist of the combination of two words, in which one word modifies the meaning of the other the head (Booji 2005:75)
- c. when two or more words are combined into a morphological unit, we speak of a compound (Marchand 1960:11)  
Arronof (2008) compounding is a special type of derivation, since it involves the creation of one lexeme from two or more other lexemes.

compounding of pigment is similar to compounding of filler when a very fine dispersion is required.

# COMPOUNDING

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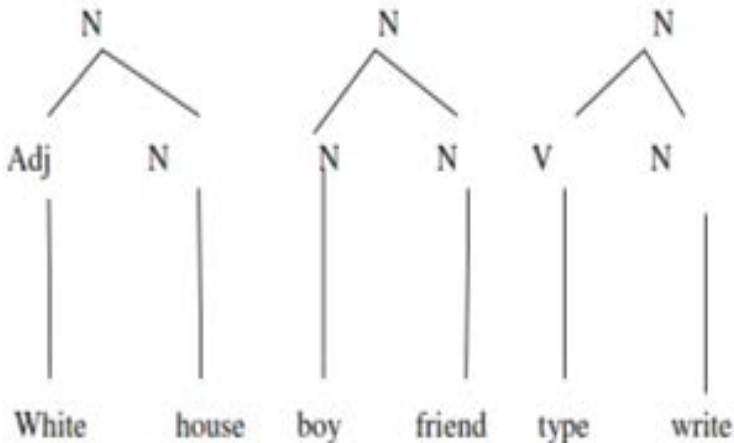
<p><b>Definition:</b> the process of combining two (or more) words to form a new word.</p>	<p><b>Examples:</b>                  water + bed → waterbed                  door + knob → doorknob                  wall + paper → wallpaper                  home + work → homework                  pick + pocket → pickpocket</p>
--	---



Compounding = the joining of two separate words to become one unit (in English we have a lot)

Eg: black board, green house, sweet potatoes, white house, girl friend, boy friend, type writer, hot dog, news paper.

The diagram of compounding



A **Compound Word** is one whose stem contains more than one root, not just a root with an affix.

Examples:

- **view** = root (not a compound)
- **views** = root + -s affix (not a compound)
- **points** = root + -s (not a compound)
- **viewpoint** = root + root (compound)
- **viewpoints** = root + root + -s affix (compound)
- **place** = root (not a compound)
- **kicks** = root + -s affix (not a compound)
- **kicker** = root + -er affix (not a compound)
- **kickers** = root + -er affix + -s affix (not a compound)
- **placekick** = root + root (compound)
- **placekicker** = root + root + -er affix (compound)
- **placekickers** = root + root + -er affix + -s affix (compound).

The **head** of a compound word is the morpheme that determines the syntactic category of the entire word.

Examples:

- waterfall = noun; water = noun, fall = verb so water is the head
- greenhouse = noun; green = adjective, house = noun, so house is the head
- waterski = verb; water = noun, ski = verb, so ski is the head

In English the head of a compound word is usually, but not always the second root. Compounds can be represented in English with an intervening space, a hyphen, or no break at all between the roots.

**oil can, twenty-six, fiddlesticks**

<p><b>Endocentric</b> compounds are those that denote a subtype of the head.</p> <ul style="list-style-type: none"> <li>• An <i>oil can</i> is a type of can</li> <li>• A <i>policeman</i> is a type of man</li> </ul>	<p><b>Exocentric</b> compounds are those that denote a semantic category different from the head.</p> <ul style="list-style-type: none"> <li>• A <i>walkman</i> is not a type of man but a type of machine</li> <li>• A <i>redhead</i> is not a type of head but a type of person</li> </ul>
--	--

## CHAPTER 9

### Back Formation

**B**ack formation is the process of creating a new lexeme by removing actual or supposed affixes. Pavol (2000) Back Formation is a derivation of a shorter word form a longer one by the removal of the final part of the actually or supposedly derived word.

Elisa (2013) Back Formation is the process whereby words like edit, televise, and typewrite are extracted from longer words whose apparent form is bimorphemic (editor, television, type-writer), by deleting supposed affixes, on the analogy with words pairs like exhibit/exhibitor, revise/revision, write/writer. Aronoff 1976:27) states that back information is a back ward application of WFR ( Word-Formation\_rule). Nagano (2007: 42-43) the claim that back information is the reversal of some affixation proces, because in same counterexample there is no coresponding rule, or no real affix involved.

#### Back Formation

- Definition: Creative reduction due to incorrect morphological analysis.
- Examples:
  - editor (1649)  
→ edit (1791)
  - television (1907)  
→ televise (1927)

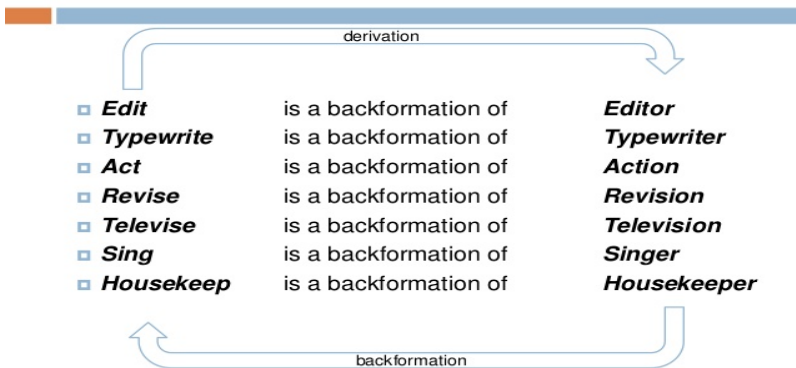


## Back-formation

- ▶ Back-formation results when a word is formed from another word by taking off what looks like a typical affix in the language.
- ▶ A noun enters the language first and then a verb is “back-formed” from it. This is the case with the verbs *edit* and *televise*, for example, which entered English as back-formation from *editor* and *television*.
- ▶ Other examples:
  - a) **liaise** (to exchange information with someone who works in another organization or department so that you can both be more effective) from **liaison**
  - b) **burgle** from **burglar**

Source: <https://www.liberaldictionary.com>

## Examples:



Source: <https://www.slideshare.net>

## More examples of back-formation

peddle	← peddler	televise	← television
baby-sit	← baby-sitter	housekeep	← housekeeper
daydream	← daydreamer	mass-produce	← mass-production
greed	← greedy	ept	← inept
vaccum-clean	← vaccum-cleaner	eavesdrop	← eavesdropper
donate	← donation	typewrite	← typewriter

Source: <https://slideplayer.com>

Black formation = the formation of a word from one that looks like its derivative

Eg:      noun                      verb  
           Television            televise  
           Add                        addition  
           Editor                    edit  
           Speaks    speaker  
           Beggar    beg  
           Donation                donate  
           Greedily    greed

- help (verb), help (noun)
- water (verb) water (noun)
- complete (verb) complete (adjective)
- hard (adjective) hard (adverb)
- fast (adjective) fast (verb) fast (adverb)
- compounding conversion: word formation process by which two or more root morphemes or bases are combined.
- Forms of compounds:
  - Cloes form: elements of the compound appear graphically as one word (wallpaper)
  - Hyphenated form: elements of the compound are connected by a hyphen (blue-green, house-builder)

Compounding: Two or more words joined together to form a new word.

Examples:

1. Home + work → homework
2. Pick + pocket → pickpocket

Note: The meaning of a compound is not always the sum of the meanings of its parts

- Coconut oil → oil made from coconuts.
- Olive oil → oil made from olives.
- Baby oil
- Beggar, television

## CHAPTER 10


### Part of Speech

**P**art of speech is a term used for one of the nine main categories into words classes. They are nouns, verbs, adverbs, adjectives, articles or determiners, pronoun, prepositions, interjections, Conjunctions. *Nouns* consist of person, place and thing abstract noun, concrete noun), (2) verbs consist of what happens in the sentences. They change form based on the tense, (3) Adverbs classify into adverbs which describe verbs, adjectives or even other adverbs, (4) adjectives describes nouns or pronouns. They specify which one, how much, what kind, (5) articles or determiner classify into definite and indefinite article, demonstrative, quantity. Articles such as such as a, an, and determiner such as this will be these, that will be those, enough, much, few, which, what, (6) pronoun classify into personal pronoun as subject, object, possessive adjective, possessive pronoun, reflexive pronoun, who, which, anybody etc, (7) Prepositions show relationship between noun or pronoun or in other word is a sentence. They come at the start of a prepositional phrase, (8) interjections are expression that can stand on their own as complete a sentence. They are words that often carry emotion such as “what a day ! etc. The forms of interjections are varieties, (9) conjunctions join words, phrases, or clauses in to a sentence.

# PARTS OF SPEECH IN ENGLISH (WORD CLASSES)


[www.woodwardenglish.com](http://www.woodwardenglish.com)

## Parts of Speech



<b>NOUN</b>	<b>PRONOUN</b>
Name of a thing, a person, an animal, a place, or an idea. Examples: Daniel, London, table, hope - Mary uses a blue pen for her letters.	A pronoun is used in place of a noun or noun phrase to avoid repetition. Examples: I, you, it, we, us, them, those - I want her to dance with me.
<b>ADJECTIVE</b>	<b>VERB</b>
Describes, modifies or gives more information about a noun or pronoun. Examples: cold, happy, young, two, fun - The little girl has a pink hat.	Shows an action or a state of being. It can show what someone is doing or did. Examples: go, speaking, lived, been, is - I listen to the word and then repeat it.
<b>ADVERB</b>	<b>PREPOSITION</b>
Modifies a verb, an adjective or another adverb. It tells how (often), where, when. Examples: slowly, very, always, well, too - Yesterday, I ate my lunch quickly.	Shows the relationship of a noun, noun phrase or pronoun to another word. Examples: at, on, in, from, with, about - I left my keys on the table for you.
<b>CONJUNCTION</b>	<b>INTERJECTION</b>
Joins two words, ideas, phrases together and shows how they are connected. Examples: and, or, but, because, until, if - I was hot and tired but I still finished it.	A word or phrase that expresses a strong emotion. It is a short exclamation. Examples: Ouch! Hey! Wow! Oh! Ugh! - Wow! I passed my English exam.

[www.grammar.cl](http://www.grammar.cl)  
 [www.woodwardenglish.com](http://www.woodwardenglish.com)  
 [www.vocabulary.cl](http://www.vocabulary.cl)

<b>PARTS OF SPEECH</b>  In traditional English grammar, a part of speech is a category of words that have similar grammatical properties. Parts of speech tell us how a word is used in a sentence. Sometimes parts of speech are called word classes.	<b>PARTS OF SPEECH</b> NOUN Naming word PRONOUN Replaces a noun ADJECTIVE Describes something VERB Is an action or state ADVERB Describes a verb PREPOSITION Shows a relationship CONJUNCTION Joins words or clauses INTERJECTION Expresses emotions	<b>PARTS OF SPEECH</b> <b>ADJECTIVE</b> Describes, modifies or gives more information about a noun or pronoun. Examples: cold, happy, young - The little girl has a pink hat. girl little    hat pink	<b>PARTS OF SPEECH</b> <b>PRONOUN</b> A pronoun is used in place of a noun or noun phrase to avoid repetition. Examples: mine, yours, hers - This bike is my bike. - This bike is mine.	<b>PARTS OF SPEECH</b> <b>ARTICLES</b> A / AN: to talk about a noun in general. THE: to talk about a specific noun. Examples: a, an, the - I need a dictionary. - The dictionary needs to be in English.
--	--	--	--	--

Source: <https://www.grammar.cl/english>

Carnie (1969) Use two kinds of distributional test for determining part of speech. Morphological distribution and syntactic distribution. Morphological distribution or derivational morpheme refers to the kinds of affixes (prefixes and suffixes) and other morphology that appear on a word. syntactic distribution or

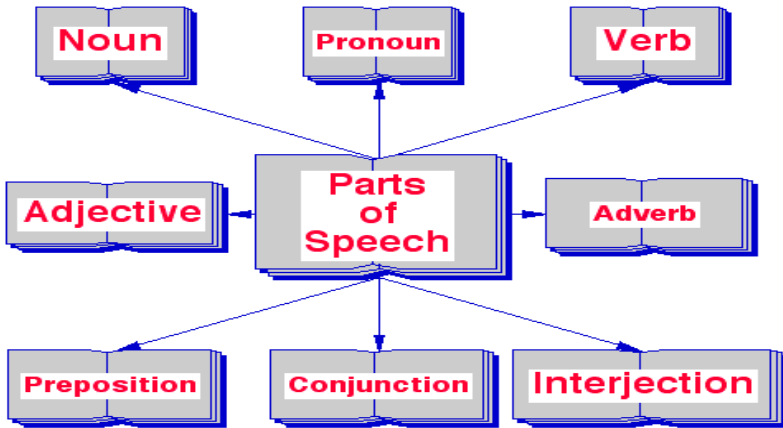
inflectional morpheme do not make a word into a particular category, but instead only attach to certain categories.

1) PART OF SPEECH

1. A.C. Deul (2010) Noun is a word used as a name
  - a. Common noun
  - b. Proper noun
  - c. Concrete noun
  - d. Collective noun
  - e. Possessive noun
  - f. Abstract noun
  - g. Compound noun
  - h. Gender – specific noun
  - i. Material noun
  - j. Gerund
2. Pronoun is a word used instead of a noun
  - a. Kinds of pronoun
    - 1) Indefinite pronoun
    - 2) Relative pronoun
    - 3) Demonstrative pronoun
    - 4) Intensive and reflexive pronoun
    - 5) Interrogative pronoun
3. Adverb is a word used to modify the meaning of a verb, adjective, participle, or another adverb.
  - a. Adverb of time
  - b. Adverb of place
  - c. Adverb of manner
  - d. Adverb of number
  - e. Adverb of frequency
4. Verb is a word used to express being, action, or state. a such verbs as stand, walk, drink etc.
  - 1) Regular verb
  - 2) Irregular verb
  - 3) Normal Verb
  - 4) Non – continuous verb
  - 5) Unique verb / mixed verb
  - 6) Transitive verb
  - 7) Intransitive verbs

- 8) Linking verbs
  - 9) Common linking verb related with to be
  - 10) Sensory linking verbs
  - 11) Less common linking verbs
  - 12) Stative verb
  - 13) Auxiliary verbs
  - 14) Modal verbs
  - 15) Dynamic verbs
  - 16) Process verbs
  - 17) Transitional even verbs
  - 18) Verbs of bodily sensation
  - 19) Relation verbs
  - 20) Finite vderb and non finite verb
5. Conjunction is a word used to connect word, phrases, clauses, or sentences.
    - a. Equal conjunction
    - b. Grade conjunction
    - c. General conjunction
  6. Interjection is a word used to express strong or sudden emotion
  7. Preposition is a word used to show the relation of its object to some other word.
  8. Adjective is a word used to describe or limit the meaning of a noun or pronoun.
    - a. Adjective of quantity
    - b. Possessive adjective
    - c. Attributively adjective
    - d. Predicative adjective

Parts of speech → a system of classifying the system of the word based on the similarities and differences of inflection and syntactical behavior

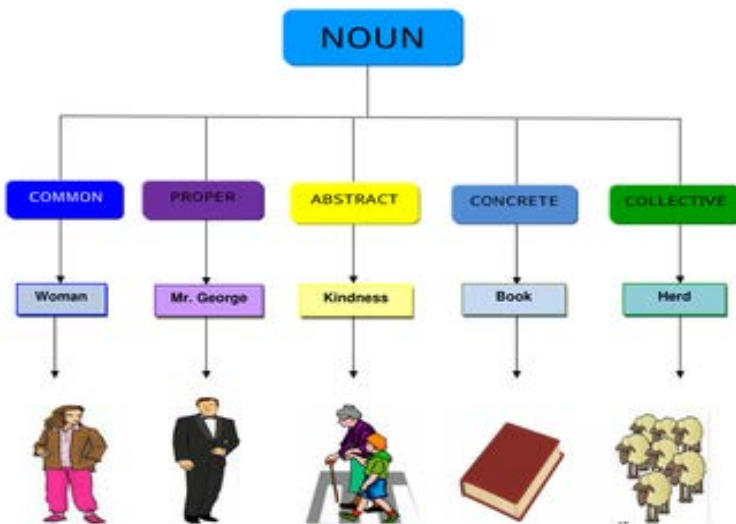


A. Parts of Speech

1. Noun

KINDS OF NOUNS

A noun is a word which can identify a person, a title, an item or an abstract quality. There are five kinds of nouns.





Common noun is the word used for a class of person, place or thing. Noun is a word which is used to name something as a person, animal, thing and place.

Noun Classified into;

**a. Common Nouns**

- 1) **Names of people** : Boy, cousin, father, doctor, tailor, butcher, carpenter
- 2) **Things** : Book, car, computer, dress, key, pencil, bicycle
- 3) **Animals** : fish, cat, pig, monkey, cow, caterpillar, bee
- 4) **Places** : Beach, Airport, church, Mosque, hospital, restaurant, zoo

**b. Proper noun**

Proper noun ; is a name of particular thing, person, animal and place. On the other hand, proper noun is always written with a capital letter at the beginning of the word

- Refers to time dates in the calendar
- We can use plurals for proper nouns

- Three cars
- The, an, a

- 1) **People** : Ali baba, ina, nency
- 2) **Place** : Downing street, Museum of Modern Art, New York
- 3) **Organization** : International Labour Organization, United Nation
- 4) **Animal** : King Kong, Lassie
- 5) **Times and dates** : Saturday, April

**c. Concrete Noun**

- **Countable noun** : book, books, television, televisions etc
- **Uncountable**: rice, milk, oil etc.

**d. Collective Noun ;**

Is a name of number or collection of person, thing and animal taken together and spoken as a whole.

Committee, Association, Family, Army, Nation.

**e. Possessive Nouns**

Possessive noun show ownership by adding an apostrophe an “s” or both. To make a single noun possessive simply add an apostrophe an “S”.

## 1) Singular Possessive nouns

- a) Apple’s taste
- b) Book’s corner
- c) House’s roof

## 2) Plural possessive nouns

- a) Americans’ ideals
- b) Babies’ shoes
- c) Donors’ cards

When a plural noun does not end with an “s” add an apostrophe and an “s” to make it possessive.

- Children’s toy
- People’s ideals
- Women’s clothes
- a) My book, your car, their dictionaries ( Possessive noun by concrete noun)
- b) My motivation, your hobby, their happiness ( possessive by abstract noun)

**f. Abstract Nouns****Example:**

- |             |   |           |
|-------------|---|-----------|
| • Happy     | ➔ | Happiness |
| • Beautiful | ➔ | Beauty    |
| • Good      | ➔ | Goodness  |
| • Honest    | ➔ | Honesty   |
| • Loyal     | ➔ | Loyalty   |
| • Patient   | ➔ | Patience  |
| • Stupid    | ➔ | Stupidity |

**g. Compound Nouns ;**

are the noun that are combined between one word and can make from many kinds of noun, adjective and verb. Mother- in – law, white board, sunlight, strong man, walking stick

**h. Gender – specific nouns**

**i. Materials noun**

Is the name of particular object

Chair, table, car, book, pen, house, radio

- a. Part of speech → a system of classifying the system of the word on the basis of the similarities and differences of inflection and syntactical behavior  
Grammatical class of words

There are two classes for parts of speech:-

- |                    |   |
|--------------------|---|
| 1) Open Classes    | :- nouns , verbs , adjectives<br>adverbs , etc. |
| 2) Closed Classes  |   |
| a) Conjunctions    | :- and , or , but , etc.                        |
| b) Pronouns        | :- I , she , him , etc.                         |
| c) Preposition     | :- with , on , under , etc.                     |
| d) Determiners     | :- the , a , an , etc.                          |
| e) Auxiliary verbs | :- can , could , may , etc.                     |

## CHAPTER 11

### Conjunction, Preposition, Auxiliary, Article, Pronoun

Jordan (2019) states that Conjunction is the joining the two clauses in the sentence. Conjunction is a part of speech that connects clauses or sentences. Conjunctions are used to connect clauses, sentences, or words in writing. Conjunction classified into coordinating conjunctions and subordinating conjunctions.

Prepositions show the relationship of a noun or pronoun to another word. These relationship include Where, when, who, or what.

Mifflin (2016) Auxiliary ((also called helping verbs) that add functional meaning to other “ main” of “ full” verbs in a clause. They are used to create different tenses or aspects, to form negatives and interrogatives, or to add emphasis to a sentence. However, they do not have semantic meaning.

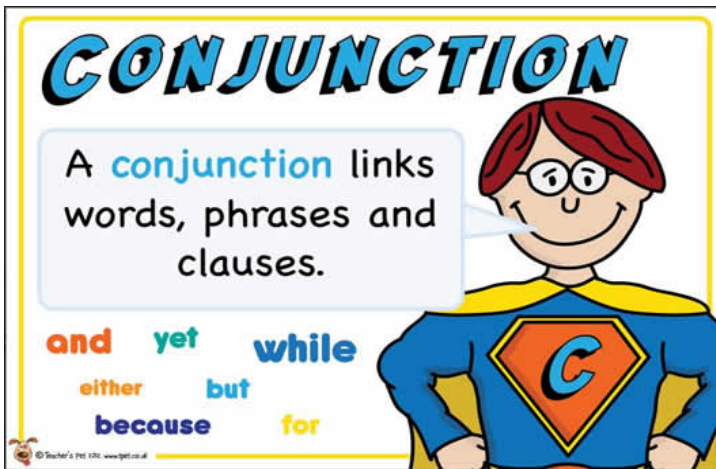
In English there are three articles: a, an, and the. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to **indicate that**

identify of the noun is known to the reader. The indefinite article ( a, an) is used before a noun that is general or when its identify is not known. There are certain situations in which a noun takes no article.

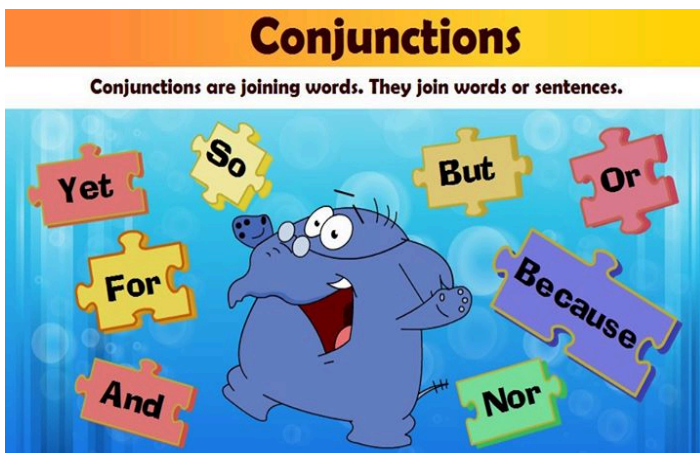
Source: [Butte.edu/department/cas/tipsheets/grammar/article](http://Butte.edu/department/cas/tipsheets/grammar/article)

Collins (2019) Pronoun is a word that is used to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier. Pronoun is classified into indefinite pronoun, personal pronoun, reflexive pronoun, relative pronoun.

a. Conjunction links word, phrase and clause



Source: <https://steemit.com>



Source: <https://saidialhady.com>

**COORDINATING CONJUNCTIONS**

**CONJUNCTIONS • MEANINGS • EXAMPLES**

- **FOR** • **Because** • I have to find a new job, for I am unemployed.
- **AND** • In addition to • Please calm down, Let's wait and see.
- **NOR** • **And not** • Neither my parents, nor my friends supported me.
- **BUT** • However • I have got a home, but I haven't got a car.
- **OR** • **Either** • Does Clark have any brothers or sisters?
- **YET** • But • He says nice words, yet you don't trust him.
- **SO** • **Therefore** • My daughter is very smart, so everybody likes her.

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SUBORDINATING CONJUNCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

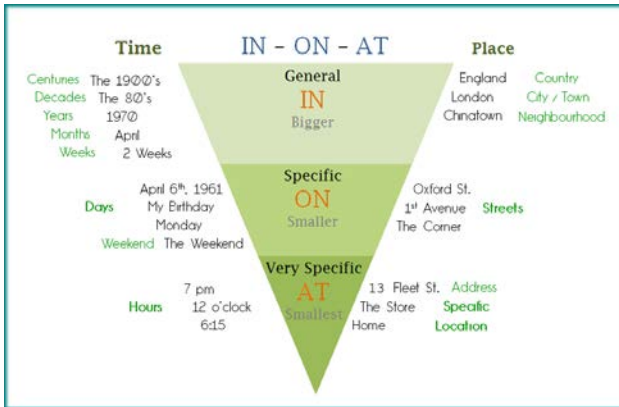
Source: <https://www.paperrater.com>

# Conjunction, Preposition, Auxiliary, Article, Pronoun

## Structure classes

- Prepositions
- Auxiliaries
- Qualifiers
- Determiner
- Conjunction
- Articles
- Pronouns

## b. Preposition



Source: <https://www.smart-words.org>



Source: <https://cellcode.us>

## Types of Preposition

1. Preposition for Time
2. Preposition for Place
3. Preposition for Direction
4. Preposition for Agent
5. Preposition for Instrument
6. Prepositional Phrase

Source: <https://www.slideshare.net>



# Prepositions

A **preposition** combines with a noun or pronoun to tell us time, location, or movement. Here are some **prepositions**:

## Time

during  
before  
after  
since  
from  
to  
on  
until  
upon  
through  
by

Example:

I will meet you **at** school.



## Location

on  
behind  
in  
over  
in front of  
between  
above  
below  
near  
through  
beside

Example:

Stand **between** the two trees.



## Movement

around  
against  
across  
into  
on  
off  
from  
down  
up  
towards  
away from

Example:

Please run **across** the oval twice.



# CHAPTER 12

## Phrase

### *Prepositional Phrase*

**P**hrase is Sequence of two or more words arranged in a grammatical unit and lacking a finite verb or such elements of clause structure as subject and verb, as a preposition and a noun or pronoun, an adjective and noun, or an adverb and verb, esp. such a construction acting as a unit in a sentence.

A phrase is a group of two or more words functioning as a meaningful unit within a sentence or clause. A phrase is commonly characterized as a grammatical unit at a level between a word and a clause. Common phrase such as : noun phrase a good lecturer verb phrase speak slowly, adjective phrase very calm and silent, adverb phrase quiet carefully, and prepositional phrase such as in the second session etc.

Karnowski (2000) Preposition usually show up in sentences as parts of phrase, prepositional phrases which include a preposition, an object of the preposition (a noun or pronoun that comes after the preposition and articles of descriptives that come in between. write examples on the chalkboard for each explain which is the preposition, which is object, and what the prepositional phrase is. below the italicized word is the preposition, the boldface word its object, and the underlined words the prepositional phrase.

A child hid *in* the **tree**

A second child hid *near* the **bushes**

The third child hid *behind* the **red barn**

## Prepositional Phrases

- *In* the beginning
- *Before* the fall
- *After* the brutal fight
- *At* school
- *Down* the aisle
- *Across* the street
- *Inside* your ear
- *Outside* the house
- *Between* two girls
- *By* chewing
- *Behind* the scenes
- *On* the wooden table
- *By* the sea
- *Under* the couch
- *Around* the bend
- *Down* in the sand trap
- *Into* the dark woods
- *Against* the wind
- *Near* the mouse
- *Through* the tunnel
- *To* school
- *Like* Larry's uncle
- *Except* my friend
- *Over* the rainbow
- *Up* the rough river
- *Without* a paddle
- *With* anger
- *Toward* the door

### Prepositional Phrase Exercises

The following exercises will help you gain greater understanding about how prepositional phrases work. Choose the best answer to complete each sentence.

1. There are lots of birds nesting \_\_\_\_\_.  
  1. Under the eaves
  2. There
  3. Now

Answer: A. There are lots of birds nesting *under the eaves*.

2. After school, the children played tag \_\_\_\_\_.  
  1. At the park
  2. Roughly
  3. And baseball

Answer: A. After school, the children played tag at the park.

3. Come \_\_\_\_\_ with me.  
  1. Home
  2. Over
  3. Into the store

Answer: C. Come into the store with me.

4. \_\_\_\_\_ the chair sat moldering in the attic.  
  1. Sad to say,

2. For one hundred years
3. Incredibly

Answer: B. For one hundred years the chair sat moldering in the attic.

5. I gave the children pizza \_\_\_\_\_ pancakes for breakfast today.
1. Instead of
  2. Because of
  3. Any more

Answer: A. I gave the children pizza instead of pancakes for breakfast today.

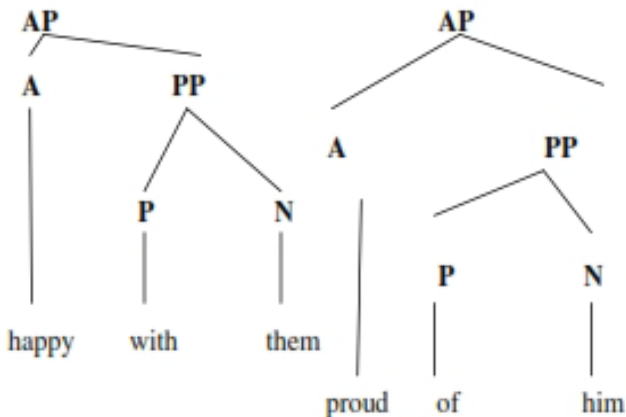
### ***Adjective Phrase***

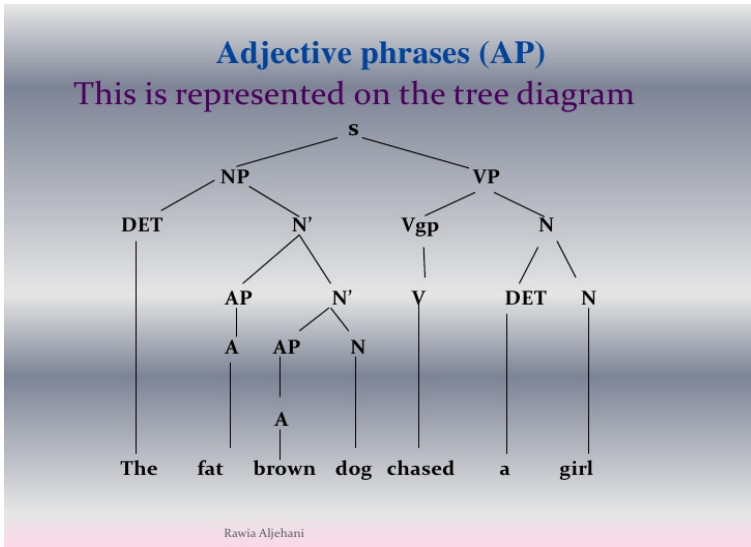
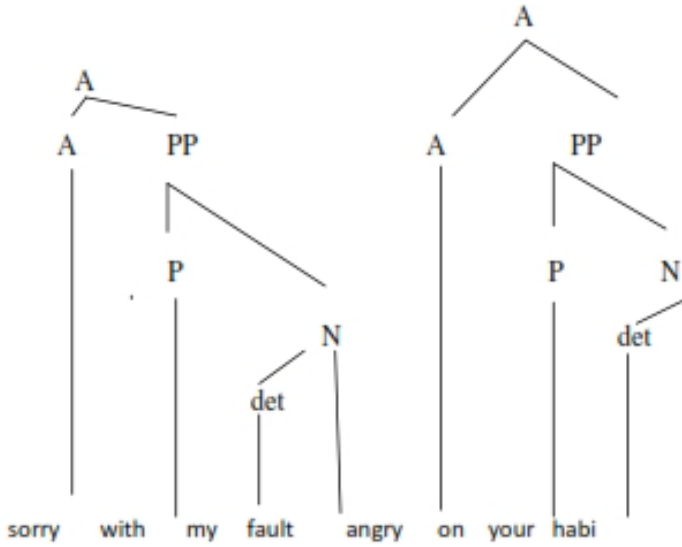
Sometimes a group of words can do the work of an adjective. Read the sentences given below:

- a) My grandfather was a wealthy man.
- b) My grandfather was a man of great wealth.

In sentence (a), the word **wealthy** modifies the noun man. It therefore does the work of an adjective. In sentence (b), the group of words **of great wealth** tells us what sort of a man my grandfather was. It qualifies the noun **man** just as an adjective does. A group of words which does the work of an adjective is called an **adjective phrase**.

**The example of adjective phrase diagram;**





picture taken from <http://20.gsdse.denisefiedler.de>

More examples are given below:

The chief lived in a wooden house (Adjective – wooden)

The chief lived in a house built of wood (Adjective phrase – built of wood)

They belong to a hill tribe (Adjective – hill)

They belong to a tribe dwelling in the hills (adjective phrase – dwelling in the hills)

### Exercise

In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning.

1. The King wore a **golden** crown.
2. It is a **white** elephant.
3. He lived in a **stone** house.
4. There was an **earthen** pot on the table.
5. She wore a **diamond** necklace.
6. Much has been said about the **Swiss** scenery.
7. The **Spanish** flag flew at the top of the mast.
8. That was a **brave** act.
9. It was a **horrible** night.
10. **Heroic** deeds are worthy of admiration.
11. They went by **Siberian** railway.
12. I have passed several **sleepless** nights.

### Answers

1. The King wore a crown **made of gold**.
2. It was an elephant **with a white skin**.
3. He lived in a house **built of stone**.
4. There was a pot **made of earth** on the table.
5. She wore a necklace **made of diamond**.
6. Much has been said about the **scenery of Switzerland**.
7. **The flag of Spain** flew at the top of the mast.
8. That was an **act of bravery**.
9. It was a night **full of horror**.
10. **Deeds of heroism** are worthy of admiration.
11. They went by the railway **running through Siberia**.
12. I have passed several nights **without sleep**.

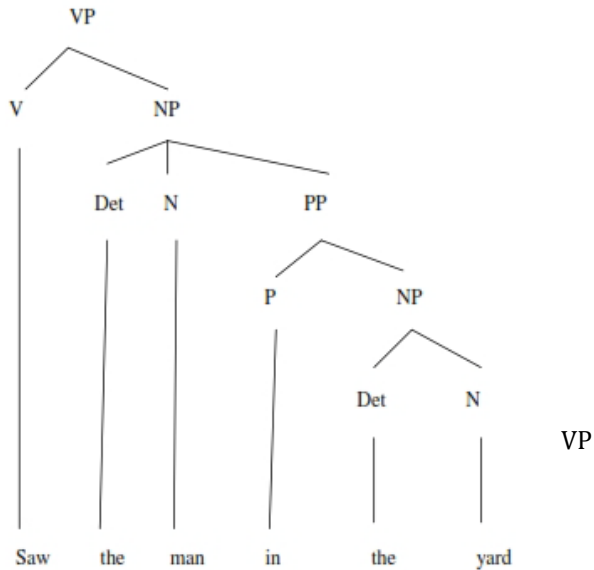
**Verb Phrase**

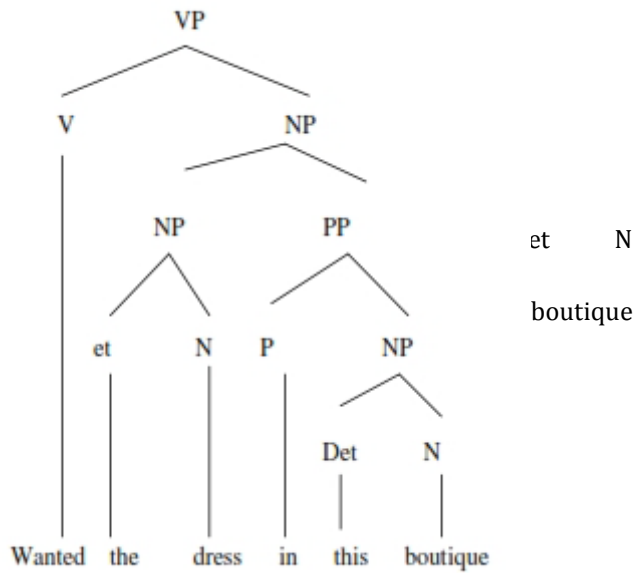
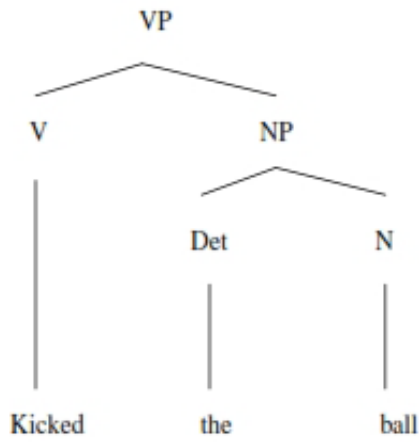
**Phrase Is the Predicate of the Sentence**

Following are some verb phrase examples where the verb phrase is the predicate of a sentence. In this case, the verb phrase consists of the main verb plus any auxiliary, or helping, verbs.

- She was walking quickly to the mall.
- He should wait before going swimming.
- Those girls are not trying very hard.
- Ted might eat the cake.
- You must go right now.
- You cannot eat that!
- My mother is fixing us some dinner.
- Words were spoken.
- These cards may be worth hundreds of dollars!
- The teacher is writing a report.
- You have woken up everyone in the neighborhood.

The examples of verb phrase diagram







### ***Adverb Phrase***

Underline the adverb phrases in the following sentences.

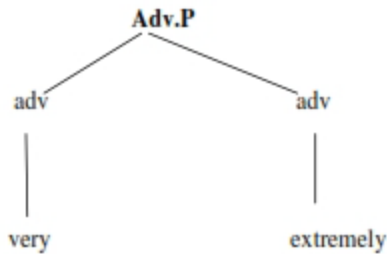
Notes: An adverb phrase is a group of words that serves the same purpose as an adverb.

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

### **Answers**

1. Adverb phrase – in a palatial home
2. Adverb phrase – on the moon
3. Adverb phrase – into her room
4. Adverb phrase – for a while
5. Adverb phrase – with great skill
6. Adverb phrase – towards the north
7. Adverb phrase – with a loud noise
8. Adverb phrase – over the sea
9. Adverb phrase – beside the heap of corn
10. Adverb phrase – in his ear
11. Adverb phrase – all his might
12. Adverb phrase – at the top of his voice
13. Adverb phrase – at any cost
14. Adverb phrase – under the bridge
15. Adverb phrase – without pausing to consider

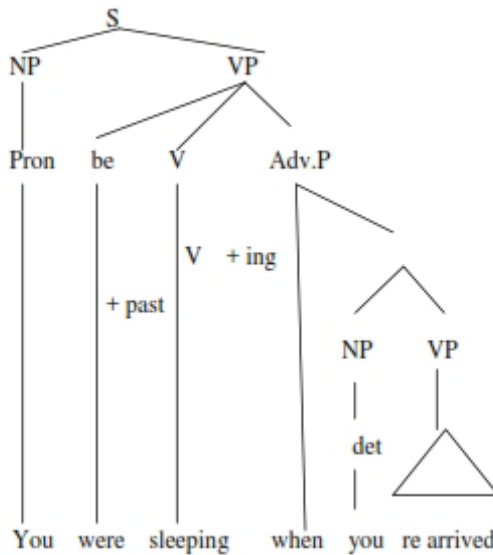
The examples of adverb phrase diagram



Adverbial Clause with subordinate conjunction

a) giving an information about verb

You were sleeping when you are arrived



b) giving an information about adverb

c) giving an information about adverb

- Adverb Phrase not only modifies the verbs but a whole sentence and adjective too .

- adverbs modify the adjectives for example :

- the disgustingly fat dog ...

```

graph TD
    AP[AP] --- AdvP[Adv P]
    AP --- A1[A]
    AdvP --- Adv[Adv]
    AdvP --- A2[A]
    Adv --- disgustingly[disgustingly]
    A2 --- fat[fat]
  
```


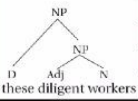
### EXERCISES ADVERB PHARES

- ✓ Adverb phrase is simply two or more words that act as an adverb. It can modify a verb, adverb or adjective and can tell "how, where, why, when.
- ✓ Un adverb clause which also modifies verbs, adverbs and adjectives; but, an adverb clause also include a subject and verb

#### Exercises

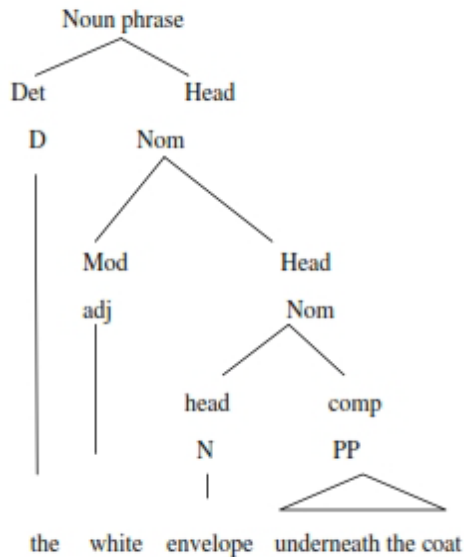
1. Ina nodded as if she comprehend what you said ( how)
2. Both of you may meet me at the restaurant ( where)
3. We have to go to the beach before sun rise ( When)
4. She went to Bali for vacation ( why)
5. In the zoo many animals can make us to be happy ( adverb)
6. Your beautiful song like a romantic poem ( how)
7. With great regret I must say that you are not suitable at my job ( how)
8. I saw him alone at the corner of that building ( where)
9. They world abounds the sun ( where)
10. They never go out from their home since they were getting married ( why)
11. I went to Jakarta only two days ago ( when)
12. Before go to the bed, try to wash your legs and hands (when)

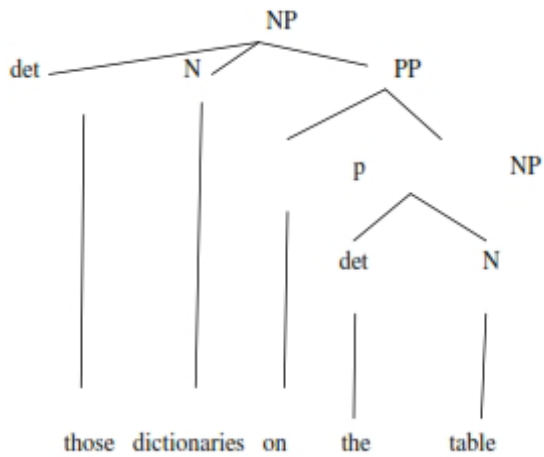
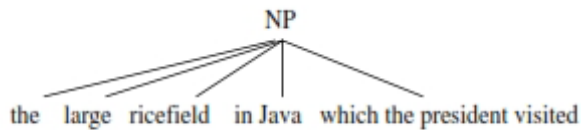
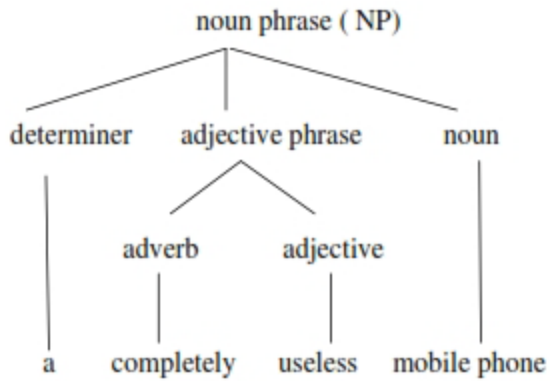
*Noun Phrase*

<b>NOUN PHRASES</b>		
<b>PRE MODIFIER</b> 	A noun or a pronoun	Noun + ..... Pronoun + .....
	A determiner and a noun	Determiner + noun
	A quantifier and a noun	Quantifier + noun
	A determiner, an adjective and a noun	Determiner + adjective + noun
	A quantifier, a determiner and a noun	Quantifier + determiner + noun
<b>POST MODIFIER</b> 	A quantifier, a determiner, an adjective and a noun	Quantifier + determiner + adjective + noun
	A prepositional phrase	Noun + prepositional phrase
	An -ing phrase	Noun + -ing phrase
	A relative clause	Noun + relative clause
	A 'that' clause	Noun + 'that' clause
	A to-infinitive	Noun + to-infinitive

**MADE BY: JOHN DSOUZA**

Source: <https://josecarilloforum.com>





**Examples the types of phrases:**

The girl at the back likes to tease me. (noun phrase)

We are going to the beach. (verb phrase)

Give the book to the teacher. (prepositional phrase-adverb phrase)

My friend Jones won the talent show (appositive phrase)

The very difficult test made me confuse. (adjective phrase)

Victoria walked extremely slowly to the office. (adverb phrase)

Putting on make up is something we don't like to do (verbal-gerund)

I really like to write. (verbal-infinitive)

The man getting out of the motorcycle is my dad. (verbal-participial)

**Practice:**

1. I would like cheeseburgers and fries for lunch. \_\_\_\_\_
2. The dog with the red leash is named David.
3. Going to the beach is my favorite Holiday. \_\_\_\_\_

**Answer:**

1. I would like cheeseburgers and fries for lunch. \_noun\_\_\_\_\_
2. The dog with the red leash is named David \_preposition\_\_\_\_
3. Going to the beach is my favorite Holiday. \_verbal\_\_\_\_\_

**Underline the phrases used in the following sentences!**

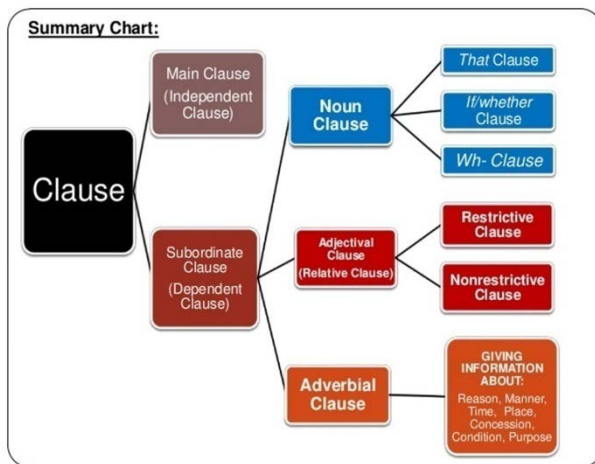
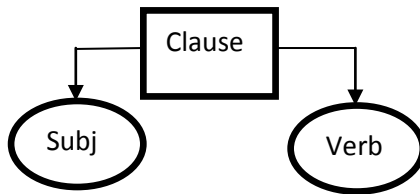
1. The Tiger is an animal of great strength.
2. A homeless children have to spend his days in great misery.
3. She listened to me with great attention.
4. Do not play with naughty girls.
5. Jakarta is a city of thick population.
6. Soldiers are full of courage.
7. They were wearing a bangle made of gold.
8. An old woman lived beside the mountain.
9. The girl stood on the burning deck.
10. She wants to go home.
11. Do you enjoy reading this novel?
12. The wicked vizier loves getting people into trouble.
13. Anna speaks like a born leader.
14. I have forgotten how to play this guitar.
15. They succeeded in the long run.

**Answers:**

1. The tiger is an animal of great strength.
2. A homeless children have to spend his days in great misery.
3. She listened to me with great attention.
4. Do not play with naughty girls.
5. Jakarta is a city of thick population.
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13. Anna speaks like a born leader.
14. I have forgotten how to play this guitar.
15. He succeeded in the long run.

# CHAPTER 13

## Clause





**Clause** is the basic building block of a sentence. It must contain a subject and verb. A clause is a group of words that contains a subject and a predicate. It may either complete sentence as independent or main clause or sentence- like construction within another sentence as dependent or subordinate clause. When clauses are joined so that one modifies another, they are called matrix clauses.

**Independent:** John sold an old car

**Dependent:** Because he doesn't like an old car

**Matrix:** Because he doesn't like an old car, John sold it

Adjective clause is relevant clause because it usually contains a relative pronoun or relative adverbs. It is used to modify a subject.

Example : These are the flowers which she wants to put in the yard

Adverbial clause is indicating time, place, condition, contrast, reason, purpose or result. Typically, an adverbial clause is set off with a comma and subordinating conjunction.

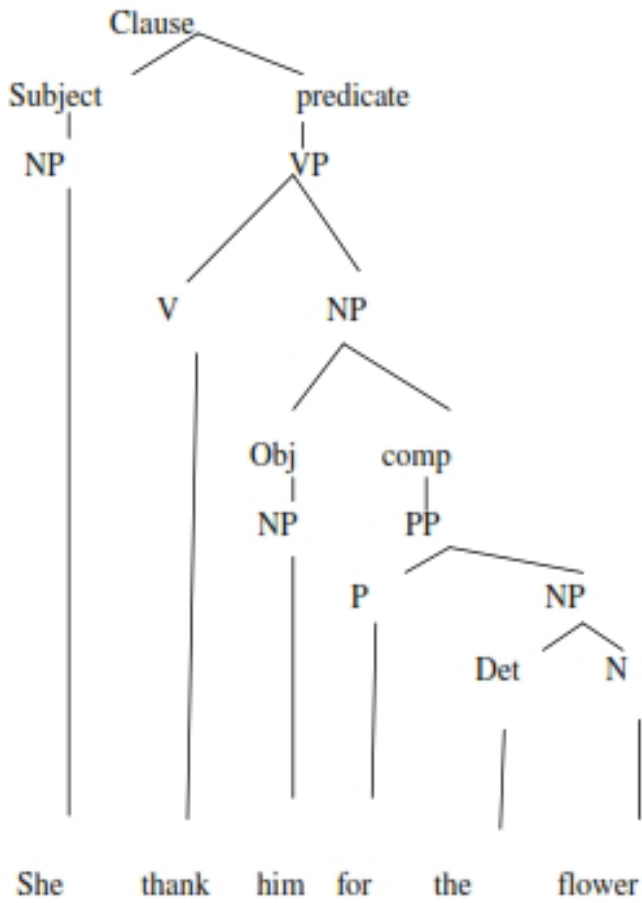
Example; Although they are friends, they never met

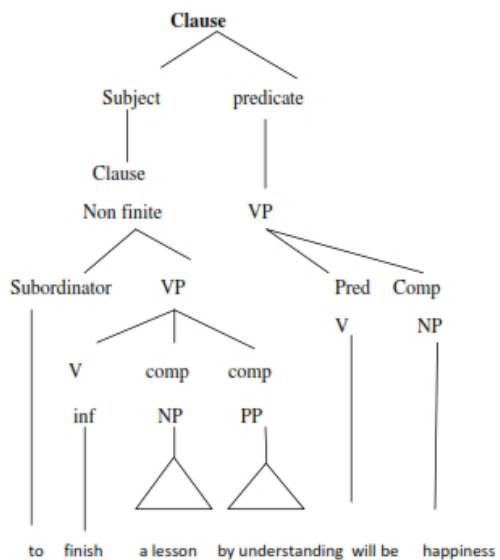
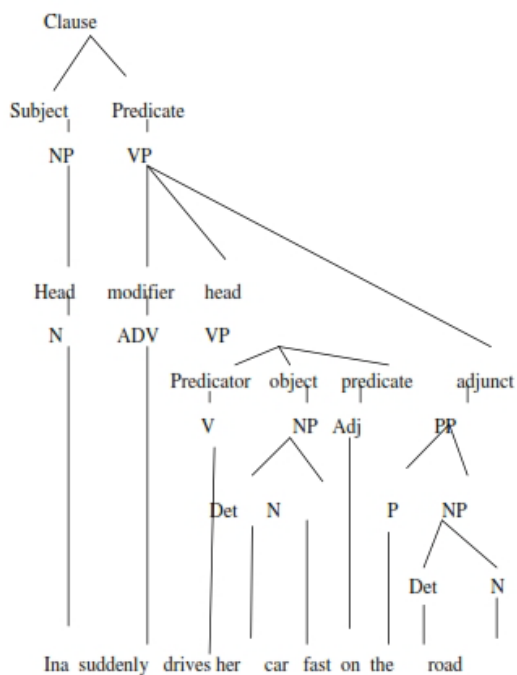
Comparative clause uses adjectives or adverbs such as "like" or "than" to draw a comparison. They are also known as *proportional clauses*

Example : john is higher than David

Complementary clause: it usually begins with subordinating conjunction and modify the subject - verb relationship.

**Clause Definition:** A clause consists of a subject and a verb and is the smallest grammatical unit that expresses a thought.





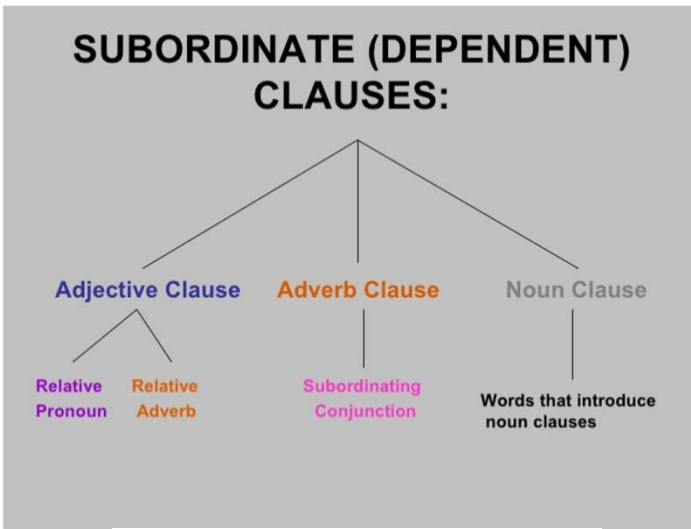
In its simplest form, a clause in grammar is a subject plus a verb.

The subject is the entity “doing” the action of the sentence and the verb is the action that subject completes. A clause creates a complete thought (an idea or a statement that can stand alone).

**I. INDEPENDENT AND DEPENDENT CLAUSES**

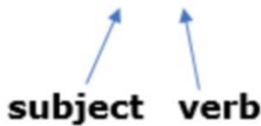
**A. Independent clause** : it can be stand up perfectly in the sentence, because it has the clearly meaning in the sentence.

**B. Dependent Clause** : It can't be stand up perfectly in the sentence, because it hasn't the clearly meaning in the sentence.



**dependent clause**

Because I love to dance



**Independent Clause/Main clause**

**Example:**

**I think (that) she was angry?**

**I. Dependent clause**

**Positive:** I know Where Mrs. Ina lives?

**Independent clause is** : I know.

**Negative:** I don't know where Mrs. Ina lives?

**Independent clause is** : I don't know

**Interrogative** : Do you know where Mrs. Ina Lives?

**Independent clause:** Do you know?

A complete thought is also called a main clause ( MC) or independent clause (IC).

**Examples of clauses:**

- Subject + verb = complete thought (IC)
- I eat = complete thought (IC)
- Sharon speaks = complete thought (IC)

A clause may include the verb predicate as well. However, it must include *at least* the subject and verb to be considered a clause.

**Examples of clauses:**

- Subject + verb (predicate) = complete thought (IC)
- I eat bananas = complete thought (IC)
- Sharon speaks loudly = complete thought (IC)

It should be noted, too, that a clause in a sentence is different from a phrase in that it must contain a subject and a verb.

**Independent clause definition:** An independent clause can stand alone in a sentence. It contains a subject and a verb in its smallest form. A clause may also include modifiers and a verb predicate. It is a complete thought and the smallest unit of grammar that is syntactically accurate.

**Example of Independent Clauses:**

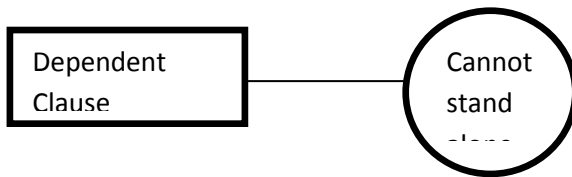
- Subject + verb (predicate) = complete thought (IC)
- I eat bananas. = complete thought (IC)
- Sharon speaks loudly = complete thought (IC)

In writing, words and modifiers can be re arranged in independent clauses to create interest.

**Independent Clauses:**

- I eat apple *in the kitchen*.
- *In the kitchen*, I apple.

Here, “I eat” is the subject and verb. An object (“apple”) and a prepositional phrase (“in the kitchen”) have been added to the clause to make it more specific. The entire sentence is an independent clause because it is a complete thought statement.



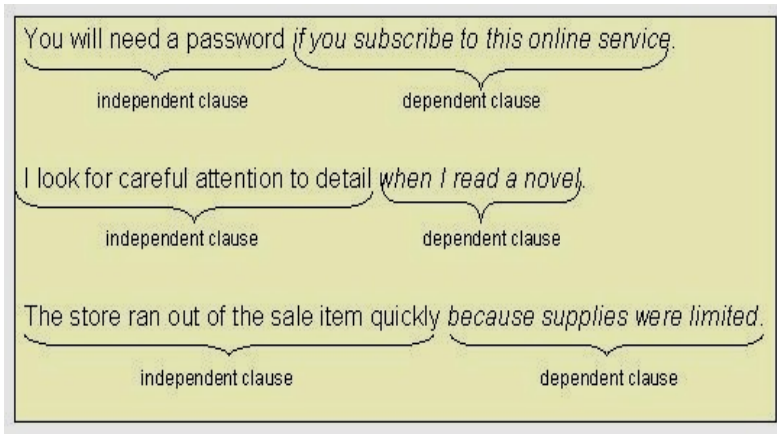
**Dependent Clause:**

- *Every night before I go to bed*, I eat apple.

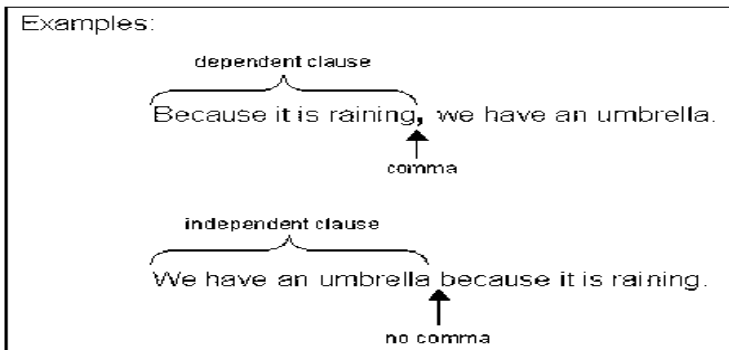
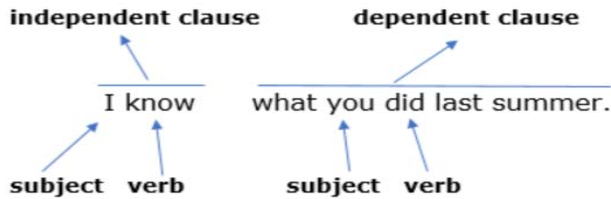
IC, “I eat apple.” However, a dependent clause now opens the sentence. While the dependent clause contains a subject and a verb (“I go”), the dependent clause itself cannot stand alone a complete thought.

- *Every morning before I go to market*

This is not a complete thought and therefore not a sentence in English. Every morning before I go to market...what happens? This idea must be joined with an independent clause to be grammatically correct



Source: [www.webapps.towson.edu/ows/modulecs.fs.html](http://www.webapps.towson.edu/ows/modulecs.fs.html)



Source: [www.mrslorber.weebly.com/clauses.html](http://www.mrslorber.weebly.com/clauses.html)



***Noun Clause***

**Noun clause** : is a type of dependent clause that acts as a noun in the sentence. A noun clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

**Example**

I remember *what you said yesterday.*

Noun clause is used as subject and object in the sentence. Or in other word Noun clause is used with the same way like Noun clause can not stand or Dependent clause, in that case it must be connected by Independent clause.

The words are used:

When, where, why, how, whose, whether, if, that, who, whom, what, which etc.

**Noun clause which began from the question word;**

Example:

**Question**

- Where does she live?
- What did she say?
- When did they come in Jember?

**Noun Clause**

- Mrs. Ina tells where she lives.
- I don't understand what she said.
- My Teacher doesn't understand when they come in Jember

**Noun clause which began by whether or if**

Example;

**Yes / no Question**

- Will she go with us?
- Are you happy?

**Noun Clause**

- I am not sure whether she will go with us.
- I ask if you are happy.

**Noun Clause which began by Question word, it is followed by to infinitive**

**Question word followed by affirmative sentence**

- ✓ Mrs. Ina forgets what he must buy
- ✓ She doesn't know what she should say?

**Question word followed by infinitive**

- ✓ Mrs Ina forgets what to buy
- ✓ she doesn't know what to say

**Noun clause which began by that**

**If the function as object so the word "that" must be omitted.**

**Example:** I know you are a student in this Islamic Senior high School here.

**If the function as subject so the word "that" must be used.**

**Example:** I know that you are a student in this College

Here, the underlined portion is the independent clause that can stand alone. The italicized words, "what you said yesterday," serve as a dependent noun clause.

The noun clause is acting as the object of the sentence. In the noun clause "you said" is a subject plus a verb. This creates the clause (a subject plus a verb). However, "what you said yesterday" cannot stand alone and therefore must be paired with an independent clause.

**Additional noun clause examples:**

- I thought *what she wore was so chic*.
  - *Whomever you confide in* is a person you can trust.
- a. Noun clause Noun clause which begin with question word**

Question without subject	Noun clause
<b>Who</b> there teaches?	I don't know <b>who</b> teaches there
<b>What</b> happened?	Please tell me <b>what</b> happened

**b. Noun clause which begin with whether or if**

Yes/ no question	Noun clause
Will she understand?	I don't know <b>whether</b> she will understand
	I don't know <b>if</b> she will understand
Does she come?	I wonder <b>whether</b> or not she come
	I wonder if she comes or not

**c. Question words followed by infinitive**

Question words (when, where, ho, whom, whose, hat which) and whether may be followed by an infinitive.

Example:

- She doesn't know **what** she will do
- She doesn't know **what to do**
- Mrs. Ina asked me where you invited them
- Mrs. Ina asked me to invite them

**d. Noun clause which begin with "That"**

Statement	Noun clause
She is an English teacher	I think <b>that</b> she is an English teacher
The sun rises in the east	We know <b>that</b> the sun rises in the east

**Some of the Verbs after which that are often omitted are:**

- Assume, believe, hope, know, remember, say, suppose, tell, think, understand

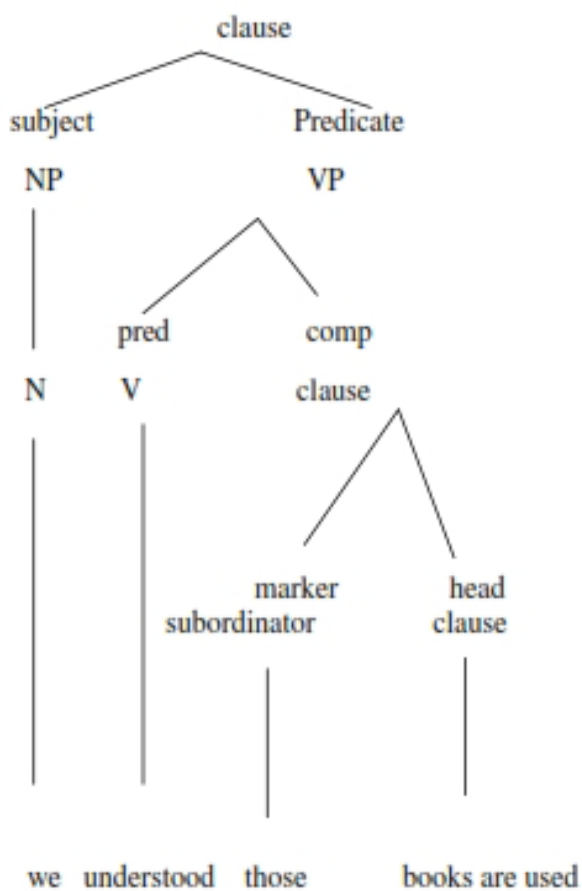
Example:

- I hope (**that**) Mrs. Ina teaches English  
I Can be omitted  
I hope she teaches English
- She knew (**that**) she was sick  
I Can be omitted

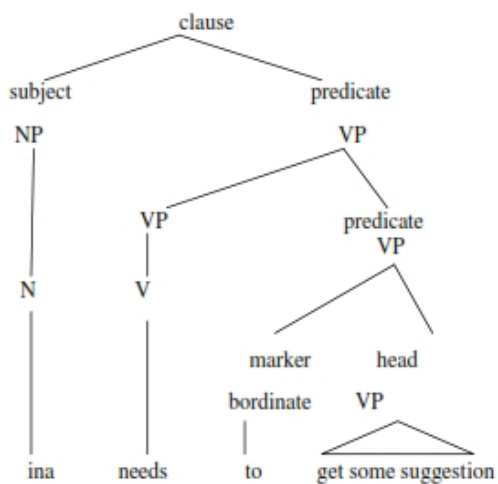
She knew he was sick

the diagram of noun clause diagram

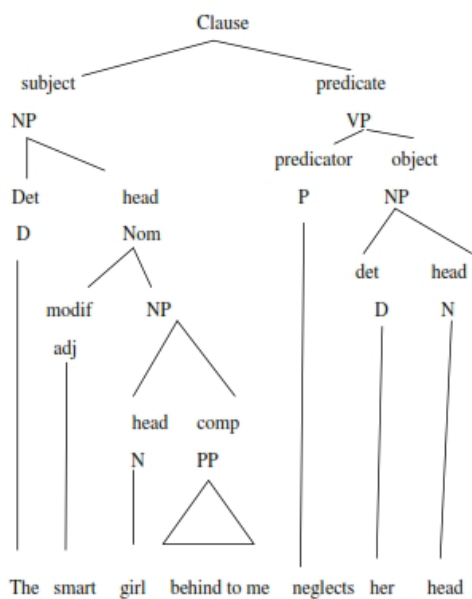
Ina needs to get some suggestion



We noticed that those books are used



The smart girl behind to me neglects her head

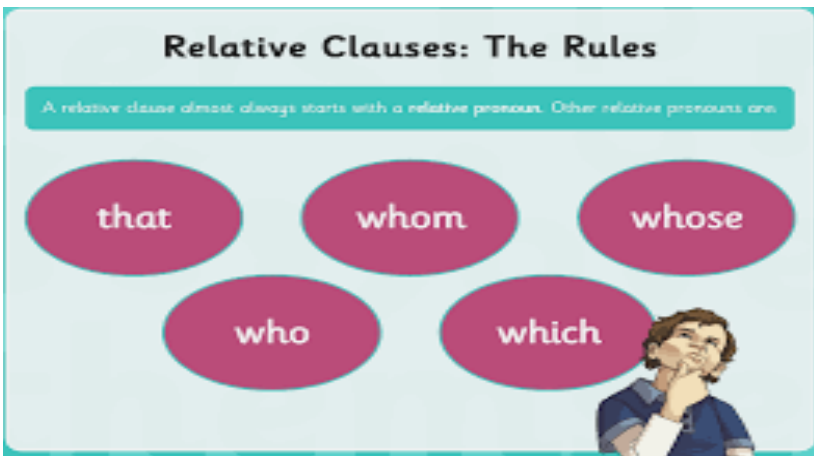


***Adjective clause***

Adjective clause: is a sentence that is preceded by the conjunction which has subject and verb.

Adjective clause: describing, explaining, or giving the adding of information about non- living thing or living thing. Adjective clause can not stand alone or it is called dependent *clause*, in other word it must be connected with the sentence which is called *independent clause*. So all clauses (sub clause) is adjective clause which is preceded by: who, when, which, whose, that.

**Adjective clause definition:** An adjective clause is a type of dependent clause that acts as an adjective in the sentence. An adjective clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.



Source: <https://slideplayer.com>

An adjective clause will always begin with one of the following words:

Adjective clause which is preceded by	Restrictive / living thing	Non restrictive / Non living thing	Function
Who	•	-	S
When	•	-	O
Which	-	•	S
Which	-	•	O
Whose	•	•	S / O
That	•	•	S / O

There are some rules, how to make adjective Clause; they are;

1. Determine whether Restrictive or non Restrictive
2. Determine whether living thing or non living thing
3. Determine the same elements from the first sentence into the second sentence.
4. Determine the same elements from the second sentence.
5. Determine the function of the sentence from the second sentence.

Example:

1. a. Krisdayanti, Titi dwi Jayanti and Ruth Sahanaya are famous singers in Indonesia
  - b. They have been singing very beautifully on the stage for two days
  - c. Krisdayanti, Titi dwi Jayanti and Ruth Sahanaya **who** have been singing very beautifully on the stage for two days are famous singers in Indonesia.  
(The function as Subject, restrictive, living thing)
2. a. Krisdayanti, Titi Dwi jayanti and Ruth Sahanaya are famous singers in Indonesia.
  - b. Mrs. Ina has met them at Soekarno – Hatta Air Port.
  - c. Krisdayanti, Titi dwi jayanti and Ruth Sahanaya **whom** Mrs. Ina met at Soekarno Hatta Air port are famous singers in Indonesia.  
(The function as object, restrictive, living thing)
3. a. Krisdayanti, Titi dwi jayanti and Ruth Sahanaya are famous singers
  - b. Their Voice are good and beautiful.

- c. Krisdayanti, Titi Dwi jayanti and ruth Sahanaya **whose** voice are good and beautiful are famous singers in Indonesia.

**Adjective Clause:**

1. a. Mrs. Ina is an English lecturer at IAIN Jember  
 b. She has been teaching English since 2009  
 c. Mrs. Ina **who** has been teaching English since 2009 is an English lecturer at IAIN Jember.
2. a. Mrs. Ina is an English lecturer  
 b. Windy had met her at IAIN Jember  
 c. Mrs. Ina **whom** diaz had met at IAIN Jember is an English lecturer
3. a. Mrs. Ina is an English lecturer at IAIN Jember  
 b. her bag is pink and black  
 c. Mrs. Ina **whose** bag is pink and black is an English lecturer at IAIN Jember
4. a. HRV car is very expensive  
 b. It is produced by Honda  
 c. HRV car **which** is produced by Honda is very expensive
5. a. HRV car is very expensive  
 b. Mrs. Ina is going to buy it next year.  
 c. HRV car **which** Mrs. Ina is going to buy next year is very expensive.
6. a. HRV cars are very interesting  
 b. Their colours are red and silver  
 c. HRV cars **whose** colour are red and silver are very interesting.
  - ✓ A clause is a group of words containing a subject and verb
  - ✓ An independent clause is a clause that can stand alone as a sentences, or complete sentences that contains the main subject and verb of a sentence (also called a main clause)
  - ✓ A dependent clause: is a clause that connect stand alone as a sentence or pronoun. It describe, identifies, or gives further information about a noun (also called relative clause)
  - ✓ Adjective clause are classified into restrictive adjective clause and non restrictive adjective clauses
  - ✓ Restrictive adjective clauses are adjective clauses that restrict the meaning of the noun modified. In writing , no comma is used between adjective clause



- ✓ Non restrictive adjective clauses are adjective that don't restrict the meaning of the nouns modified. In writing, a comma is used the adjective clause

Adjective clause can be introduced by relative pronoun:

- Who
- Whom
- Whose
- That
- which

Example of restrictive adjective clauses:

1. I know the teacher whom you are talking about
2. I thanked the man who helped me

Example of non restrictive adjective clauses:

1. My house, which I have lived for ten years, will be renovated next month
2. my car, which I bought last year, was lost yesterday

**Reduction of adjective clauses to adjective phrase**

- A. A clause is group of related words that contains a subject and a verb
- B. A phrase is a group of related words that doesn't contain a subject and verb

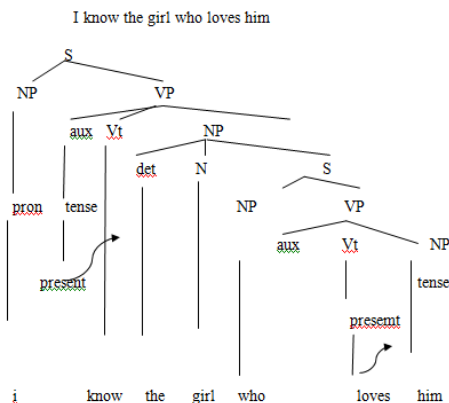
Example:

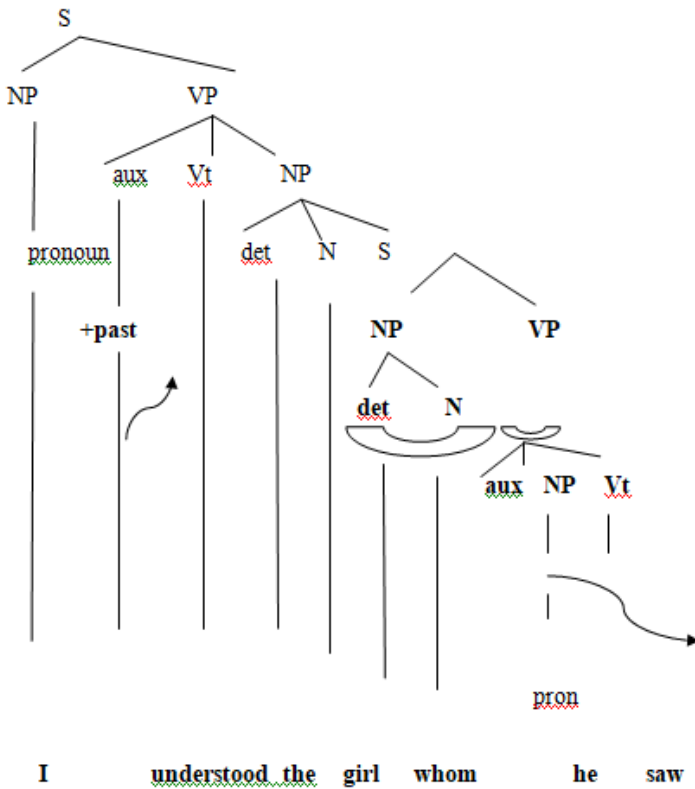
**Adjective clause**

- The girl who is sitting next to me is Yuli

The example of adjective clause

I know the girl who loves him





**Adjective phrase or present participle**

- The girl sitting next tome is Yuli

**Adjective clause**

- The ideas which are presented in that book are interesting

**Adjective phrase or past participle phrase**

- the ideas presented in that book are interesting

**Adjective cause**

- The book which are on the self are mine

**Adjective phrase or propositional phrase**

- The book are on the self are mine

**Adjective cause**

- George Washington, who was the first president of United State, was a general in army

**Adjective phrase on noun phrase**

- George Washington, the first president of United State, was a general in army

**Relative Pronouns List:**

- that
- where
- who
- whom
- which

**Relative Adverbs List:**

- when
- where
- why

**Example of Adjective Clause:**

- The boy *who you saw at the store* committed a robbery.

The adjective clause is acting as an adjective in this sentence. The adjective clause describes the boy. It contains a subject and a verb, “you saw.” However, it cannot stand alone as a complete thought. “Who you saw at the robbery” is not a complete statement.

**Additional adjective clause examples:**

- The store *that the boy robbed* is on the corner.
- The corner of the street *where my family lives* is surrounded by investigators.

Adjective phrase

Is a group of words that describe a noun or pronoun in a sentence

The adjective can be placed before or after noun in the sentence

1. You are as pretty as princess
2. John is an extraordinary looking man
3. The cat under the blanket is sleeping well
4. The man covered with sweat, walks to his home alone
5. Something in the corner was moving
6. Ina was merely anxious to get on her way
7. I love the taste of a sweet juicy peach
8. A person smarter than me write a narrative story
9. The final exams were unbelievably difficult
10. The durians is very delicious and extremely expensive
11. Mam said the cost of a new car is way to high

### ***Adverbial Clause***

**Adverbial clause definition:** An adverbial clause is a type of dependent clause that acts as an adverb in the sentence. An adverbial clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

An adverb clause is a clause which works as an adverb in a sentence. Its role is to show place, time, condition, degree, and so on, by answering questions like “where?”; “when?”; “how?”; and “why?” it is like an adverb, it modifies other parts of a sentence to add more details. An adverb clause has a subject and a predicate. However, an adverb clause is a **dependent clause**—so, it can never be a sentence on its own. Specifically, an adverb clause is a **modifier** that modifies the independent clause.

## The example of adverb clause

Type of Adverb Clause	Common Subordinating Conjunctions	What does it do/What question does it answer?	Example (clause in italics)
<b>Location</b>	<i>where, wherever, anywhere</i>	Shows place, answering "where?"	"The rabbit can go <i>anywhere he wants.</i> "
<b>Time</b>	<i>after, until, before, by the time, since, when, while, as long as, as soon as</i>	Shows time, answering "when?"	You can't have ice cream <i>until you eat your dinner.</i> "
<b>Reason</b>	<i>Since, because, as</i>	Answers "why?"	The dad won't eat cotton candy <i>because he doesn't like it.</i>
<b>Condition</b>	Usually begins with <i>if or unless</i>	Answers conditions that need to exist for something to happen	<i>If the boy has a burger,</i> he won't want to eat carrots.
<b>Degree/Comparison</b>	<i>As _____ as, more than/less than, than</i>	Answers "to what extent?" or compares two things	Ants love candy <i>as much as humans do.</i>
<b>Concession</b>	<i>While, though, although, even though, even if</i>	Gives contrasting statements	<i>While I used to love candy,</i> I don't like it anymore.
<b>Manner</b>	<i>As, like</i>	Answers "how?"	The rabbit is eating those carrots <i>like he's never been fed.</i>


- Wherever we have meat, I will find cats. Where are the cats?
- After the cats arrived, they ate meat. When did they eat meat?
- They ate meat because we love them. Why did they eat meat?
- The cats ate meat with their big square teeth. How did they eat meat?

## Adverb Clause

a dependent clause that functions as an adverb


**I will eat my broccoli now.**

adverb modifying will eat ←



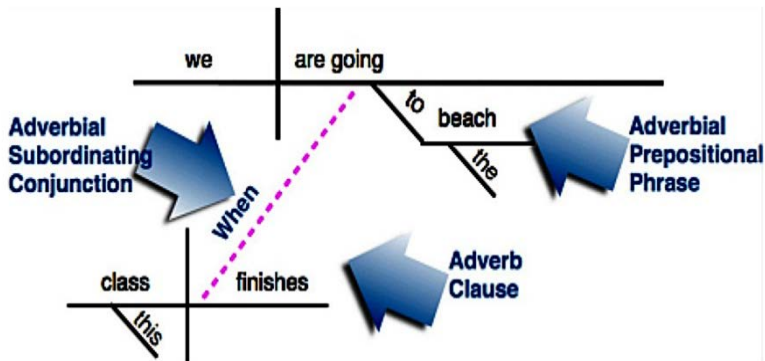
**I will eat my broccoli after I eat this cookie.**

adverb clause modifying will eat ←



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Source: <https://www.english-grammar-revolution.com>



Example of Adverbial Clause:

- *You will continue driving north* until you see a stop sign.

The adverbial clause is acting as an adverb in this sentence. The adverbial clause modifies how you will drive. The adverbial clause contains a subject and verb, "you will continue." However, it cannot stand alone as a complete thought. "Until you see a stop sign" is not a complete statement.

Adverbial Clauses is a sub clause which has the function as adverb. Adverbial clause can not stand as a sentence because it must be connected with the main clause.

Example:

**When I was in IAIN Jember, I saw several students from another village.**

- When I was in IAIN Jember (Adverbial clause that can not stand alone)
- I saw several students from another village ( Independent clause)

**The way of writing in Adverbial clause;**

- a. **If it is put at the end of main clause, comma can not be used.**

**Example:**

I saw several students from another village when I was in IAIN Jember.

- b. **If it if put in the front of the main clause, comma will be needed.**

Example: When I was in IAIN Jember, I saw several students from another village.

## **THE FUNCTION OF ADVERBIAL CLAUSE**

- As adverb of time
- As cause and effect relationship
- As Opposition
- As condition

### **1. As Adverb of time, the relation words used;**

After, when, as, since, as soon as, whenever, the first time, before, while, by the time, until, as long as, every time, the last time.

Example: **After I back to Office, I always have lunch.**

**2. As Cause and effect relationship Used;**

Because, since, as, as long as, in as much as.

Example: **Because she was sick, she went to Doctor.**

**3. As Opposition used;**

Even though, though, although etc.

Example: **Although she is sick, she is still friendly**

**4. Condition used;**

Unless, only if, if, whether....or not, even if, providing (that), provided (that), in case (that), in the event (that).

**Additional adverbial clause examples:**

- *After the movie ended, we ate ice cream.*
- Beth visits her grandfather *whenever she is in town.*

**Clauses in Grammar**

- **Define clause:** A clause is a subject plus a verb.
- Two types of clauses are main/independent clause and dependent clause.
- An independent clause can stand alone as a complete thought.
- A dependent clause contains a subject and a verb but cannot stand alone.

**Clauses Exercise:**

Identify the kind of clause used in the following sentences.

1. The jury believed that the man was guilty.

Adjective clause

Noun clause

Adverb clause

2. Come when you like.

Noun clause

Adjective clause

Adverb clause

3. I know the girl who won the prize.

Noun clause

Adjective clause

Adverb clause



4. He confessed that he was guilty.

Noun clause

Adjective clause

Adverb clause

5. I know you have great regard for him.

Noun clause

Adjective clause

Adverb clause

6. Do you think that I am a fool?

Noun clause

Adjective clause

Adverb clause

7. Before I die I want to see Venice.

Noun clause

Adjective clause

Adverb clause

8. The hand that rocks the cradle rules the world.

Noun clause

Adjective clause

Adverb clause

9. I know a boy whose father serves in the army.

Noun clause

Adjective clause

Adverb clause

10. I will not go until he arrives.

Noun clause

Adjective clause

Adverb clause

11. The coffee maker that I bought for my wife is expensive.

Noun clause

Adjective clause

Adverb clause

12. If you give respect, you get respect.

Noun clause

Adjective clause

Adverb clause

**Answers:**

1. The jury believed that the man was guilty. (Noun clause)
2. Come when you like. (Adverb clause)
3. I know the girl who won the prize. (Adjective clause)
4. He confessed that he was guilty. (Noun clause)
5. I know you have great regard for him. (Noun clause)
6. Do you think that I am a fool? (Noun clause)
7. Before I die I want to see Venice. (Adverb clause)
8. The hand that rocks the cradle rules the world. (Adjective clause)
9. I know a boy whose father serves in the army. (Adjective clause)
10. I will not go until he arrives. (Adverb clause)
11. The coffee maker that I bought for my wife is expensive.  
(Adjective clause)
12. If you give respect, you get respect. (Adverb clause)

**Clauses exercise:**

**Find out the principal clause and subordinate clause or clauses in the following sentences!**

1. Victoria spoke as though she were a born orator.
2. He felt that the fisherman must be put to death.
3. When at last he returned to the village, the people told him that his mother had died.
4. The newspaper will tell us tomorrow what the world does today.
5. The few books that were produced in the Middle Ages were written by hand.
6. When the world was young, artists drew their pictures on stone.
7. I could not tolerate what he said because it was quite insulting.

**Answers**

1. Principal clause – Victoria spoke; subordinate adverb clause – as though she were a born actor
2. Principal clause – he felt; subordinate noun clause – that the fisherman must be put to death
3. Principal clause – the people told him; subordinate adverb clause – when at last he returned to the village; subordinate noun clause – that his mother had died
4. Principal clause – the newspaper will tell us tomorrow; subordinate noun clause – what the world does today
5. Principal clause – the few books were written by hand; subordinate adjective clause – that were produced in the Middle Ages
6. Principal clause – artists drew their pictures on stone; subordinate adverb clause – when the world was young
7. Principal clause – I could not tolerate; subordinate noun clause – what he said; subordinate adverb clause – because it was very insulting

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## CURRICULUM VITAE



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### Education Background

1. 1996 Diploma I at Hotel and Tourism  
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### Academic Experiences

1. 1996 -1997 English Teacher at Junior High School at MTs  
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### Professional Experiences

1. Profession included ;
  - a. Design Material Product
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  - c. Grammar
  - d. Hotel dan tourism
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## **Language Skill**

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### **Seminars, Conferences, Trainings, and Scholarly Presentations**

#### **As Member**

1. International Seminar at Austronesia 28 – 29 Agustus tahun 2015 in UDAYANA – Bali Sebagai as the member
2. The 62<sup>nd</sup> TEFLIN International Conference ( September 14 -16 2015 ) in UDAYANA-Bali as the member
3. 3<sup>rd</sup> Annual Conference of Asia Association For language assessment “ Meeting New Challenges in Language assessment a tribute to Alan Davies collaboration in UDAYANA University and Asian Association for Language assessment ( 19 – 21 Mei) 2016 as member
4. International Courses in Linguistics held by UDAYANA University in Collaboration with Linguistic Society of Indonesia under SOAS / ELDP ( Endangered Documentation program) Scholarship ( 26 -28 Juli 2016) as the member and scholarship acceptance
5. Scholarship and Attended the 2016 International Courses in Linguistics held by Udayana University in Collaboration with Linguistic Society of Indonesia and Stephen & helen Wurm Endowment Australian University ( 21-13 Agustus 2016) as member and scholarship acceptance
6. Konggres Internasional Masyarakat Linguistik ( Denpasar 24 - 27 Agustus 2016) UDAYANA – Bali as member
7. Lokakarya Metodologi penelitian Program studi sastra Inggris Fakultas Ilmu Budaya Udayana ( 17 Nopember 2016) as member

#### **As Presenter**

1. National Seminar Bahasa Ibu 26- 27 Februari 2016. UDAYANA- Bali as the Presenter
2. In the 6<sup>th</sup> International Seminar Conference Educational Management Administration and Leadership / ICEMAL (28 August 2016). UPI Bandung as the Presenter
3. In the 7<sup>th</sup> International Seminar on Language Maintenance and Shift ( LAMAS) . 19-20 Juli 2017. Diponegoro University Semarang as the Presenter
4. The 8<sup>th</sup> International Seminar on Austronesia and Non Austronesia . 15-16 September 2017. UDAYANA- Bali as the Presenter
5. ICEL International Conference on Advance in Education, Humanities, and Language. 23-24 March 2019. Brawijaya University Malang as the Presenter



## Publications

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2. 2016 Book publication “Improving the Ability in Writing Descriptive Essay Through The use Of Audio visual Media. ISBN : 978-602-1640-04-3
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4. Proceeding In the 6<sup>th</sup> International Seminar Conference Educational Management Administration and Leadership / ICEMAL (28 August 2016) by the title “ *English Morphological Process as The Empowering Education Basic Science Foundation at The Elementary school For Global Development*”.
5. Proceeding in the 7<sup>th</sup> International Seminar on language Maintenance and Shift ( LAMAS) “ The vality of Local Languages in Global Community - Semarang, july-20,2017
6. Proceeding on international Seminar on Austronesia and non Austronesia at UDAYANA University
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Jember, 17 Nopember 2019  
Sincerely yours,

**Inayatul Mukarromah**