

KASYFUR RAHMAN

ADVANCED ENGLISH GRAMMAR

A Coursebook for EFL Preservice Teacher



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A COURSEBOOK FOR EFL PRESERVICE TEACHERS

Kasyfur Rahman, M.Pd.

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Advanced English Grammar: A Coursebook For EFL Preservice
Teachers

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FOREWORD

Alhamdulillah, all praise to Almighty Allah. Blessings and greetings may always be showered upon the Prophet Muhammad, his family and his followers until the day of resurrection. By the grace and guidance of Allah, the program for textbook and reference writing competition has been completed.

The obligation of lecturers to write and produce both textbooks and reference books has been regulated in Law Number 12 of 2012 concerning tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and several other regulations. Article 12 Law No.12 of 2012 clearly states that lecturers individually or in groups are required to write textbooks published by tertiary institutions as a learning resource.

Kompetisi Buku Ajar dan Referensi (KOBAR) at the Faculty of Teacher Training and Education UIN Mataram 2020 is an effort of the faculty to contribute to the implementation of the aforementioned legislation to continually improve the quality and quantity of academic publications. Another goal of this program is to improve the quality of learning by manifesting a conducive academic atmosphere and effective learning processes as well as efficient and accessible learning resources for faculty members and students. This publication is also expected to support career development for the lecturers to obtain a higher functional position which can impact on improving the institutional accreditation.

Gradually, our faculty is keeping its commitment to increase the quantity and quality of book publication. Compared to ten books published in 2019 there is a significant increase in 2020 marked by 100 book titles distributed into 50 titles for textbooks and 50 titles of reference books. The faculty's efforts do not stop at the publication level but continue with the registration of the Intellectual Property Rights (IPR) of lecturers at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia. Therefore, we will hopefully reach 100 IPR in 2020.

Textbook and reference book writing competition in 2020 is oriented to the concept of interconnection-integration between religion and science under the spirit of Science Horizon of UIN Mataram. Of the 100 titles, 10 titles address problems of Islamic educational epistemology, especially related to the mission of the Ministry of Religious Affairs to support the campaign of moderation of Islamic practices (Islam washathiyah), inclusive education, anti-corruption education, character education, multicultural education, ethno-pedagogic, online learning, gender issues, various Islamic boarding schools (coastal, entrepreneurial) and current themes, namely independent learning and independent campus.

On behalf of the Faculty, I am grateful for the policies and support from the Rector of UIN Mataram, Prof. Dr. H Mutawali, M.Ag and the staff, to the 100 writers who have contributed in the stages of the book competition in 2020, and to the editors and publishers who, without their touches, the books will not be as attractive as these. Admittedly, there is always a chance of improvement both in terms of substance and technical writing, thus we expect critical advice from the readers. Hopefully, this agenda will become a perpetual charity and will cause a blessing for UIN Mataram academic members and community in general.

Mataram, 29 Oktober 2020 M
12 Rabi'ul Awal 1442 H

Dekan



Dr. Hj. Lubna, M.Pd.

NIP. 196812311993032008

PREFACE

Alhamdulillah, praise to the Almighty Allah for his blessing that this Advanced English Grammar Book was completed in time. This book is primarily intended for use in tertiary English as a Foreign language classes in Islamic universities whose main aim is to integrate Islamic values into their teaching. Despite the immature composition of the book, I realize a lot of things can be better written. Nonetheless, efforts on the Islamic values-integrated lessons are of rarity; henceforth, this book can at least initiate the efforts and be inspirational to anyone interested in developing books that boast Islamic values. With the growing awareness of the socio-cultural backgrounds of Islamic universities, the design of a book that promotes the peace of Islam remains challenging as writing an English textbook means imbuing English culture in it. Here, the Islamic perspective delimits how English culture can be acquired in EFL classes and compromises what to be incorporated and what to be not. As final words, I encourage the readers of this book to offer constructive and positive comments for revision or any addition valuable for the betterment of this book design and content.

November 2020

Author



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RENCANA PEMBELAJARAN SEMESTER (RPS)

(Berdasarkan Permen Ristekdikti Nomor 44 Tahun 2015 Pasal 12)

Matakuliah : Advanced English Grammar	Semester : III	Kode MK : TBI	Bobot (SKS): 2 SKS
Program Studi : S1 Tadris Bahasa Inggris		Dosen Pengampu : Kasyfur Rahman	
Capaian Pembelajaran Lulusan (CPL)	1. Possess the knowledge of English advanced grammar		

	<p>used in spoken and written discourse (PK 29).</p> <p>2. Be able to use advanced English grammar accurately in spoken as well as written communication and discourses (KK 33).</p>
Capaian Pembelajaran Mata Kuliah (CPMK)	<ol style="list-style-type: none"> 1. Possess good understanding on the advanced English grammar 2. Demonstrate the ability to use the advanced grammar of English in spoken and written communication and discourses
Deskripsi Matakuliah	<p>: Advanced English grammar course aims to facilitate understanding of advanced usage of English grammar to EFL undergraduate and to guide them to accurately use it in context for communicative purposes. Most of the learning activities will incorporate a communicative, fun, and meaningful tasks and exercises.</p>

(1) Minggu Ke-	(2) Kemampuan Akhir Tiap Tahap Pembelajaran (Kompetensi Dasar)	(3) Bahan Kajian (Materi)	(4) Metode Pembelajaran	(5) Alokasi Waktu	(6) Pengalaman Belajar Siswa (Deskripsi Tugas)	(7) Kriteria Penilaian (Indikator)	(8) Daftar Referensi
1	<ul style="list-style-type: none"> • Review Course Syllabus • Create a Google Classroom account 	<ul style="list-style-type: none"> • Course and Syllabus orientation • Google Classroom Manual 	Icebreaker activities Discussion E-	100 Minutes	<ul style="list-style-type: none"> • Students attempt to link their background knowledge to the current grammar course 	<ul style="list-style-type: none"> • List the topics covered in the syllabus • List the policies related to the lesson 	RPS

			learning workshop		<ul style="list-style-type: none"> • Discuss the policies pertaining to the lesson • List topics covered in the course • Practice using google classroom • Fill out a survey 	<ul style="list-style-type: none"> • Activate a google classroom account 	
2	<ul style="list-style-type: none"> • Identify main properties of a noun clause • Examine different 	Noun Clause	Discussion Games	100 minutes	<ul style="list-style-type: none"> • Students brainstorm nouns they are familiar with and 	<ul style="list-style-type: none"> • List the functions of noun clause • Identify 	Azar, B & Stagen. (2009). Understanding and

	<p>syntactical functions of a clause</p> <ul style="list-style-type: none"> • Use noun clauses in contexts 				<p>identify their functions in a sentence.</p> <ul style="list-style-type: none"> • Students listen to the lecturer's presentation on the noun clause, its structure, and usages. • Students play a game in a team in which they collectively create sentences as 	<p>the structure of a noun clause</p> <ul style="list-style-type: none"> • Answer questions on noun clause 	<p>Using English Grammar 4th Edition. London: Pearson</p>
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					<p>quickly as possible using noun clauses prompted by the lecturer</p> <ul style="list-style-type: none"> • Students do the exercises provided in their textbooks 		
3	<ul style="list-style-type: none"> • Identify main properties of an adjective clause • Examine how an adjective clause is 	Adjective Clause	discussion games	100 minutes	<ul style="list-style-type: none"> • Students recall the adjectives they already learned in the past and how they are used 	<ul style="list-style-type: none"> • Write sentences using an adjective clause • Complete sentences with 	Parrot, Martin. (2000). Grammar for English Language

	structured in sentence • Use adjective clauses in contexts				<ul style="list-style-type: none"> • Students listen to the lecturer's presentation • Students sit in a circle and each describes a person sitting next to him using an adjective clause. • Students do related topic-exercises 	missing parts of adjective clause. • Join sentences using correct relative pronouns	Teachers . Cambridge: CUP
4	• Identify main properties of	Adverbial Clause	discussion games	100 min	<ul style="list-style-type: none"> • Students call out the 	<ul style="list-style-type: none"> • List examples of adverb 	Mark, Foley & Hall,

	<p>an adverb clause</p> <ul style="list-style-type: none"> • Identify different types of adverb clause • Use adverb clauses in contexts 			utes	<p>adverbs they are familiar with</p> <ul style="list-style-type: none"> • Students mention the types of adverbs they learned in the past • Students listen to a presentation on the similarities and differences between adverb and 	<p>clause markers/connectors</p> <ul style="list-style-type: none"> • Choose the correct adverb clause connectors 	<p>Diane. (2003). Longman Advanced English Grammar. London: Pearson</p>
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					adverb clause		
5	<ul style="list-style-type: none"> • Describe how adjective and adverb clause can be reduced • Reduced adjective and adverb clause 	Reduced Adjective And Adverb Clause	discussion task-based Learning	100 minutes	<ul style="list-style-type: none"> • Students brainstorm as many sentences with adjective and adverb clauses as possible. • The lecturer and students discuss the structure of the reduced clause. • Students attempt to 	<ul style="list-style-type: none"> • List the rules of reducing adjective and adverb clauses • Reduce adjective and adverb clause correctly 	Azar, B & Stagen. (2009). Understanding and Using English Grammar 4 th Edition. London: Pearson

					<p>reduce adjectives and adverb clauses under the lecturer's guidance.</p> <ul style="list-style-type: none"> • Students reduce clauses independently 		
6	<ul style="list-style-type: none"> • Map the rules for inverting subject and verb • Invert subjects and verbs in questions, negative 	Inverted Structure	resentation ames	100 min utes	<ul style="list-style-type: none"> • Students determine the subjects and verbs in each type of sentence • Students listen to the 	<ul style="list-style-type: none"> • Determine the structure of S-V inversion. • Inverts S_V of a given sentence • Answer question in 	Parrot, Martin. (2000). Grammar for English Language Teachers

	expression, place expressions, comparative and conditionals.				<p>lecturer's presentation on the rules of inversion</p> <ul style="list-style-type: none">• Students invert the structure of given sentences under the lecturer's guidance• Students change the sentences they made into an inverted	relation to missing parts of sentences with inverted S-V	. Cambrid ge: CUP
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					version.		
7	<ul style="list-style-type: none"> • Identify expressions, verbs, and adjectives used as subjunctives • Use subjunctives in contexts. 	Subjunctive	resentation Games	100 minutes	<ul style="list-style-type: none"> • Students identify the structure of subjunctive based on given examples of sentences. • Students change incorrect sentences into correct sentences with subjunctives. 	<ul style="list-style-type: none"> • Determine the adverbs and adjectives used with subjunctives • Fix error in misused subjunctives 	Mark, Foley & Hall, Diane. (2003). Longman Advanced English Grammar. London: Pearson

8	<ul style="list-style-type: none"> • Identify verbs that go with gerunds and infinitives • Use gerunds and infinitives in contexts. 	Gerund And Infinitives	resentation Games	100 minutes	<ul style="list-style-type: none"> • Students try to figure out what gerunds and infinitives based on given examples • Students distinguish between adjectives and verbs that are usually followed by gerunds or infinitives. • Students do 	<ul style="list-style-type: none"> • Determine the structure of gerunds and infinitives • Match verbs and adjectives with gerunds or infinitives • Fix misused gerunds and infinitives. 	Azar, B & Stagen. (2009). Understanding and Using English Grammar 4 th Edition. London: Pearson
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					topic-related exercises.		
9	<ul style="list-style-type: none"> Respond and answer to the tasks as well as to the tests provided 	Mid-Test	Written test	100 minutes	<ul style="list-style-type: none"> Students answer questions online through google classroom 	<ul style="list-style-type: none"> Answer questions correctly 	Parrot, Martin. (2000). Grammar for English Language Teachers . Cambridge: CUP
10	<ul style="list-style-type: none"> Identify the meaning of several modal 	Present & Past Modals	Presentation & discussion games	100 minutes	<ul style="list-style-type: none"> Students think of how they express ability, 	<ul style="list-style-type: none"> List the modals and their 	Mark, Foley & Hall, Diane.

	<p>verbs</p> <ul style="list-style-type: none"> • Determine when to use modals • Choose which modals to use • Use modals in present and past tense. 				<p>possibility, obligation, and suggestion.</p> <ul style="list-style-type: none"> • Students link the modals presented by the lecturers to these language functions. • Students discuss the present and past modal types. • Students create sentences using given modals. 	<p>meanings</p> <ul style="list-style-type: none"> • Match the present modals with their past counterparts • Use modals in sentences 	<p>(2003). Longman Advanced English Grammar. London: Pearson</p>
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11	<ul style="list-style-type: none"> • Identify main properties of non-finite clause • Examine different syntactical functions of participial and infinitive phrase • Use participial and infinitive phrases in contexts 	Non-Finite Clause	resentation Demonst ration	100 min utes	<ul style="list-style-type: none"> • Students in the group create several sentences. • Students discuss which parts of the sentence belong to the non-finite clause • Students identify and try to discover the basic rules of constructing participial and 	<ul style="list-style-type: none"> • Complete missing parts of a sentence with participial or infinitive phrases • Use participial or infinitive phrases in sentences correctly 	Azar, B & Stagen. (2009). Understanding and Using English Grammar 4 th Edition. London: Pearson
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					infinitive phrase sentences • Students fix the errors in using the participial and infinitive phrase		
12	• Figure out the nature of ellipsis • Use ellipsis in sentences	Ellipsis	resentation and Discussion	100 minutes	• Students discuss common omissions in daily conversation • Students with the guidance of the lecturer link	• Use ellipsis in sentences correctly • Fix errors in the use of ellipsis in given sentences	Parrot, Martin. (2000). Grammar for English Language Teachers .

					<p>the omissions with the concept of ellipsis</p> <ul style="list-style-type: none"> • Students identify the rules of ellipsis • Students in groups use sentences with an ellipsis. 		Cambridge: CUP
13	<ul style="list-style-type: none"> • Identify problems in using parallel structure • Use parallel structure with 	Parallel Structure	resentation and Discussion	100 minutes	<ul style="list-style-type: none"> • Students do a pretest to check their familiarity with the concept of parallel 	<ul style="list-style-type: none"> • Use parallel structure in sentences • Fix errors from sentence with 	Parrot, Martin. (2000). Grammar for English Language

	<p>coordinate conjunctions</p> <ul style="list-style-type: none"> • Use parallel structure with paired conjunctions • Use parallel structure with comparisons 				<p>structure</p> <ul style="list-style-type: none"> • Students listen to the lecturer's explanation on the errors they made in relation to the topic • Students do posttest to examine whether they have figured out the concept of parallel structure 	unparallel structure	<p>e Teachers . Cambridge: CUP Deborah, P. (2001). Longman Complete Course for the TOEFL. London: Longman</p>
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14	<ul style="list-style-type: none"> • Identify types of Discourse markers • Use Discourse markers in contexts 	Discourse Markers	resentation and Discussion	100 minutes	<ul style="list-style-type: none"> • Students listen to the lecturer's brief presentation and modeling oh how discourse markers are used • Student practice using discourse markers for given contexts • Students do exercise pertinent to the 	<ul style="list-style-type: none"> • Use discourse accurately in sentences • Use different types of discourse markers for different meanings 	Parrot, Martin. (2000). Grammar for English Language Teachers . Cambrid ge: CUP
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					topic		
15	1. Identify the requirements to use Grammarly 2. Demonstrate how Grammarly can be used to improve grammar in written text.	Using Grammarly	Presentation and Discussion	100 minutes	<ul style="list-style-type: none"> • Presentation and Tutorial 	<ul style="list-style-type: none"> • Students listen to the overview of Grammarly by lecturer • Under lecturer's guidance, the students follow the instruction to practice using grammarly step by step 	Grammarly.com
16	<ul style="list-style-type: none"> • Answer the 	Final Test	Written Test	100 min	<ul style="list-style-type: none"> • Students have 	<ul style="list-style-type: none"> • Figure out the test 	

	test correctly			utes	their final exam online through google classroom	instruction • Answer the test	
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DAFTAR REFERENSI

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UNIT 1: NOUN CLAUSE

A. INTRODUCTION

At the advanced level of EFL grammar instruction, the understanding and accurate use of a noun clause is imperative as it enables you to express naturally spoken or written language. Learning a noun clause will also help you create complex sentences. In this unit, you will learn about the main characteristics of a noun clause, its construction, and how it serves as a subject, an object, a complement, or an object of a preposition in given contexts. However, to proceed to learn this unit, you must possess a prerequisite of basic understanding of a clause, its constituents, and its structure. Despite the ease of its construction, using a noun clause in either speaking or writing remains challenging. Many learners overuse noun clauses in speaking and writing and make mistakes in their construction. Additionally, academic writing and standardized tests of English require you to master noun clauses to construct well refined and understandable texts. Therefore, in this unit, you will gain insights into the understanding and usage of a noun clause in conversation and texts.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Identify the main properties of a noun clause
2. Examine different syntactical functions of a clause
3. Use noun clauses in contexts

C. WHAT IS A NOUN CLAUSE?

Have you ever heard about a clause that can replace a noun? As the name implies, a noun clause serves as a noun or a noun phrase in a sentence. Just like a normal clause, it must comprise at

least a subject and a verb, otherwise, it is a sentence fragment. A clause is also a group or string of words. It might function as the subject, the object, the complement, or the object of preposition depending on its grammatical role. In sentence construction, the noun clause is the subordinate clause (also known as dependent clause, a clause which cannot stand alone and needs another clause to form a complete sentence) which is linked to the main clause (also called an independent clause, a clause that can serve as a complete sentence even without a subordinate clause) by clause connectors or subordinate conjunctions. Here are some examples:

1. Noun Clause as a Subject

Noun clause as SUBJECT				V	
Connector	S	V			
Where	he	took	the Shahada	is	unknown

2. Noun Clause as an Object

S	V	Noun clause as OBJECT		
		Connector	S	V
I	do not know	what	he	said

3. Noun Clause as an Object of Preposition

S	V		Preposition	Noun clause as OBJECT OF PREPOSITION		
				Connector	S	V

I	asked	forgiveness	for	what	we	did
---	-------	-------------	-----	------	----	-----

4. Noun Clause as a Complement

S	V	Noun clause as COMPLEMENT			
		Connector	S	V	
It	is obliged	that	they	repent	from their sins

By looking at the examples, we can say that a noun clause always comes after a clause connector. For example (a), the noun clause which consists of a subject *he* and a verb *took* comes after clause connector *where*. *Where he took the Shabada* serves as the subject of the linking verb *is*. It is important to note that when a noun clause is used as a subject of a sentence, the main verb in the noun clause does not have any noun or pronoun subject. Rather, the subject is its connector. Unlike a, example b illustrates a noun clause functioning as an object of a verb. The noun clause *he said* is preceded by a clause connector *what* and the clause what he said is the object of the verb *know*. In example c, the connector, and the noun clause come after the preposition *from*, therefore it serves as the object of the preposition. In the last example, *that they repent from their sins* serves as the complement. From these examples, understanding typical connectors used to connect the noun clauses to the main clauses are strongly important. Examine the following clause connectors for noun clauses.

What

Whom

Whether

Who

Whatever

Why

If

That

Whomever

Where

Whoever

Whichever

When

How

Which

D. TYPES OF NOUN CLAUSE

1. Noun Clauses derived from Questions

This type of noun clause is classified as either an indirect question or an indirect speech. For those derived from WH-Questions, they are typically marked with question words, and neither auxiliary *do*, *does*, nor *did* is used in this type of noun clause. The order of subject and verb in the noun clause is not the same as that in direct questions. The noun clause follows statement word order (Subject+ Verb) in an affirmative or negative sentence. Look at the examples below.

WH-Questions

Where is she from?

What does he do?

How can I apply for a scholarship?

Who took my key?

Why is he coming?

When does the bank open?

Who are those girls?

Noun Clauses

I don't know *where she is from*

What he does is confidential

Nobody tells me *how I can apply for a scholarship*

I wonder *who took my key*

I don't know *why he is coming*

Could you tell me *when the bank opens?*

Do you know *who those girls are?*

A noun clause derived from Yes/No questions makes use of *whether* or *if*. *Whether* is used more commonly in writing, but *if* is in speaking. Normally, when changed into a noun clause, the structure of the clause in the question uses subject and verb in order. *Whether* and *if* can sometimes be followed by *not* in different positions.

Yes/No-Questions

Is she from Lombok?

Can I borrow your pen?

Are they coming to the party?

Noun Clauses

I don't know *whether she is from Lombok*

I'm wondering *if I can borrow your pen*

Nobody knows *whether they are coming to the party*

Nobody knows *whether or not they are coming to the party*

Nobody knows *whether they are coming to the party or not*

Nobody knows *if they are coming to the party*

Nobody *knows if they are coming to the party or not*

2. Noun Clause with That

A noun clause introduced by *that* may express different language functions. For the clause to follow adjectives and nouns, it may express feelings, mental states, necessity or possibility. In a similar vein, when following verbs, this type of clause may express feelings, mental states or reported speech. It is important to note that *that* can sometimes be left out (optional) in a sentence.

Adjectives+that clause

- Uwais is happy (*that*) *Auliya arrived safely*
- It is true *that Laila lost her job*

Noun +that clause

- We will consider the fact *that he used to be an obedient citizen*
- I've got an interesting idea *that you will praise me*

Verbs+that clause

- We learned *that butterfly has a short life span*
- I heard *that the new product is on sale*

That clause as a subject

- *That nuclear weapon has still been developed* remains controversial
- *That he will win his last fight* is his promise to his dad.

That clause as a complement

- The point is *that we must prepare for the match way earlier*
- I was excited *that we all can reunite.*

3. Quoted Speech

Noun clause in the form of quoted speech (also known as direct speech) expresses words in verbatim or the exact words as they are originally uttered. When quoting, quotation marks are used as a marker between the quoted words. Noun clause can be put before or after the reporting verbs (say, tell, ask)

- He said, "*I will win the game.*"
- "*I will win the game*", he said.
- "*I will win the game. I will register for the match*," he said.
- She asked, "*When will you leave for Jakarta?*"
- She said, "*Look out!*"
- "*I have five books*", said Mamiq.

4. Reported Speech

Unlike quoted speech, reported speech is a type of noun clause used to report what has been said, and no quotation marks are used. Reported speech uses reporting verbs such as say, tell or ask. When the reporting verbs are in simple past, the verbs in the noun clause will also be in past tense. However, there is no change of tenses in the noun clauses when:

- The reporting verbs are in simple present, present perfect, or future
- The reported sentence is a general truth
- The speech is immediately reported after it was said.

Here are some examples of reported speech with noun clauses.

Note that clause connector *that* is optional:

- He said (*that*) *he would buy you a car*
- He says (*that*) *he will come to your party*
- She has just said (*that*) *she wants to apply for the job*
- Baiq has told me (*that*) *she is looking for a man to marry.*

E. SUGGESTIONS

When you use a noun clause in contexts, you need to pay careful attention to some of its unnatural usages. Make sure to avoid these usages for more effective and natural communication despite their grammatical accuracy.

1. Overuse of noun clause

Although noun clauses may follow adjectives, nouns, and verbs, more appropriate and natural use of other types of clause is much preferred. Overuse of noun clause might cause your sentences stuffy and stilted. Compare:

- He asked that we clean the whiteboard before the lesson begins*
- He asked us to clean the whiteboard before the lesson begins
- Is there any possibility that you can submit your assignment after class?*
- Can you submit your assignment after class?
- Whatever the score you get does not matter*
- The score does not matter

Sentences with * mark show less natural use.

2. Misordering

When creating an indirect speech, a common mistake committed by learners is not reordering the words and keep them as they are in the interrogative sentence.

- I don't know when can we enter the classroom*
- Can you tell me where should I meet Mrs. Ann?

3. Stressed pronunciation

When used as a clause connector, THAT is not normally stressed in pronunciation. When stressed, it might be confusing as listeners might think of it as a demonstrative (this, that).

4. Misassociation

Beware of association between noun clause with a question as whenever this clause is derived from a question, they are no longer questions. Additionally, beware of if since in noun clause, it is not used as a marker of conditional sentences.

F. UNIT SUMMARY

A noun clause can replace the function of a noun or a noun phrase in a sentence whether as a subject, object, object of preposition, or complement. Meanwhile, a noun clause may the form of clauses derived from questions, that-clauses, quoted speech and reported speech. Nonetheless, accurate grammar does not always mean effective and fluid communication as its overuse, disordered constituents and inappropriate pronunciation need careful attention.

G. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. was their outstanding beliefs and loyalty to the beloved prophet Muhammad.
 - A. What made the first three generations of Muslims the best model
 - B. What did make the first three generations of Muslims the best model
 - C. Did the first three generations of Muslims
 - D. The first three generations of Muslims did their best
2. Muslim scholars are divided into two methodologies in understanding religious texts on, namely tafwidh and ta'wil.
 - A. Where Allah is
 - B. Allah is there
 - C. That Allah is
 - D. Why Allah
3. It was in 1924 fell and shattered into small countries.
 - A. The Ottoman empire
 - B. Whenever the Ottoman empire
 - C. That the Ottoman empire
 - D. As the Ottoman empire
4. is the chain of knowledge transmission between teachers and students.
 - A. Scholars use the term 'sanad'
 - B. What scholars call 'sanad'
 - C. What do scholars call 'sanad'

- D. 'Sanad' is a term used by Muslim scholars
5. For decades, all Muslims have been wondering can be liberated from Israel occupation.
- A. Whether the Palestinians
 - B. That the Palestinians
 - C. Palestinians who
 - D. Palestinians as they
6. When is unknown
- A. The Day of Judgment
 - B. Will the Day of Judgment happen
 - C. The Day of Judgment will happen
 - D. Happens the Day of Judgment
7. In order to recite the Quran melodiously, one may learn based on the infamous Maqamat.
- A. How it is recited
 - B. It is recited
 - C. How is it recited
 - D. How does it recite
8. the western musicians deny the role of Muslims on the invention of musical notations is questionable.
- A. When
 - B. Whether
 - C. If
 - D. That
9. It was narrated in the sahih hadith
- A. If the ulama are the heirs of the prophet
 - B. That the ulama are the heirs of the prophet
 - C. The ulama are the heirs of the prophet
 - D. How the ulama are the heirs of the prophet

10. Physically and emotionally hurt, Muhammad was asked by an Angel
- A. If he would destroy the entire nation
 - B. He would destroy the entire nation
 - C. Would he destroy the entire nation
 - D. Did he destroy the entire nation

PART B

Determine whether the following statements are correct or not.

- 1. Excuse me, do you know where can I find the cheapest Hotel in Medina?
- 2. You will be asked for responsibility in the hereafter for whatever you did.
- 3. I don't know how did prophet Muhammad look like.
- 4. We may conclude that whatever we do should be based on Quran and sunnah.
- 5. It was incredible that Ibn Athaillah As-Sakandari authored his magnum opus Al-Hikam when he was young.

PART C

Can you identify the noun clause in the paragraph below? Mark the noun clause and determine the subject and verb in each of the noun clause.

...When Prophet Muhammad left Prophet Musa (peace and blessings be upon both of them) in the sixth heaven, Prophet Musa began to weep. Asked about what the reason was, he answered that Muhammad was sent after him as a messenger, but those who will enter Paradise from Muhammad's nation are greater in number than those from Musa's nation.

For true Muslims, however, there was nothing unusual about how the Night Journey was manifested. Almighty Allah, Who is powerful enough to have created the heavens and the earth, is surely powerful enough to take His Messenger beyond the heavens and show him firsthand those signs of His that are inaccessible to people otherwise.

This believing attitude was epitomized by Abu Bakr (may Allah be pleased with him) whom the disbelievers challenged on account of this event to believe what the Prophet said, and he readily said, "Yes, I do verify it." It is reported that this answer is what earned him the famous title of As-Siddiq (Arabic for "the verifier of the truth").

(Source:<https://docs.google.com/viewer?url=https://www.muslim-library.com/dl/books/English-Al-Israa-and-Al-Miraj.pdf>.)

H. ANSWER KEY

PART A

1. A

What is missing in this sentence is the subject of the verb 'was'. The best answer is *what made the first three generations of Muslims the best* model which is a noun clause. Answer B and C are both questions since both have auxiliary *did* used to introduce questions. Answer *d* is a clause, but it has no connector to link with the main clause.

2. A

The missing part in the sentence is the object of preposition 'on'. The only possible answer is *where Allah is* which is a noun clause. Any preposition, additionally, should be followed by one of the three: noun, noun phrase or noun clause.

3. C

The sentence lacks the complement of the sentence. The sentence itself has two clauses indicated by two active verbs ‘*was*’ and ‘*fell*’ therefore these two clauses require a clause connector. The best answer is *that the ottoman empire*.

4. B

This sentence lacks a subject for the verb *is*, therefore if we choose A and D there will be two clauses in this sentence. As a result, a connector is also needed and these two options do not have connectors. Answer B and C offer a connector, yet B is the best since C uses a structure for a question.

5. A

The sentence comprises two clauses, so it needs a clause connector and the best connector to use with the verb phrase *have been wondering* is *whether* thus the best answer is A

6. C

The sentence is a declarative statement and offers a connector *when*, therefore it has to have two clauses. After when a subject plus verb the day of judgment will happen is the best option since the noun clause marked with the connector serves as the subject of the sentence.

7. A

This sentence has a single clause plus another clause in all the options. The best answer is A since it has the clause connector and the structure is declarative.

8. D

The only missing part of this sentence is the clause connector and *that* is the best option.

9. B

A cleft structure started with *it* is usually followed by that-clause.

10.A

Ask indicates that the clause is indirect speech derived from a question. In this sentence, the question from which the clause is derived is a yes/no question hence the best answer is A.

PART B

1. Incorrect

This sentence is an indirect question and in the noun clause, there shouldn't be any use of auxiliary *do/does*.

2. Correct

Preposition *for* is followed immediately by a noun clause *whatever you did* as an object of preposition.

3. Incorrect

This sentence used an indirect speech in which the noun clause serves as the object of the sentence, thus auxiliary *did* should not be used.

4. Correct

The noun clause in the sentence functions as the complement.

5. Correct

This sentence comprises three clauses, and the second one is a noun clause written in declarative structure.

PART C

Noun clause in the paragraphs

1. *What the reason* (S) *was* (V) (First Paragraph)
2. *That Muhammad* (S) *was sent* (V) after him as a messenger (First Paragraph)
3. *How the Night Journey* (S) *was manifested* (V) (Second Paragraph)
4. *What the Prophet* (S) *said* (V) (Third Paragraph)
5. *What* (S) *earned* (V) him the famous title of As-Siddiq (Third Paragraph)

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UNIT 2: ADJECTIVE CLAUSE

A. INTRODUCTION

Before learning this unit, you are expected to be already familiar with relative pronouns (*who*, *which*, *where*, and the like). In this unit, you will learn how an adjective clause takes the place of an adjective which modifies a noun, pronoun, or noun phrase. An adjective or relative clause is perhaps the most frequently used type of clause in written or spoken discourse. It is also the most frequently tested type of clause in TOEFL PBT. Before using this type of clause in contexts, you will go through discussing in-depth descriptions and examples of how an adjective clause is constructed and is used to make meaning. Understanding adjective clauses in multiple contexts will allow you to join sentences seamlessly and will help you communicate your ideas more naturally in English. Besides, the adjective clause helps you join clauses without repeating things, distinguish people or things from others, and define qualities of vague nouns such as things or stuff.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Identify the main properties of an adjective clause
2. Examine how an adjective clause is structured in a sentence
3. Use adjective clauses in contexts

C. WHAT IS AN ADJECTIVE CLAUSE?

An adjective clause (also known as a relative clause) is named so since it has a similar function to an adjective, which is to describe a noun or a pronoun. An adjective clause is also a subordinate clause that is linked to the main clause by a conjunction/connector. The connector used in the adjective clause is often known as relative pronouns, for example, *who*, *which*, and

that. These connectors are usually called adjective clause markers or relative pronouns and are usually followed by subject and verb. An adjective clause is usually positioned after the main clause or the last part of the main clause it qualifies. However, in many cases, these connectors may have a dual function (Connector + Subject) or the connector itself is the subject of the adjective clause. Look at the examples below.

- That is the man
He teaches the IELTS preparation course

Main Clause			Adjective Clause		
			Connector/S	V	
<i>That</i>	<i>is</i>	<i>the man</i>	<i>who</i>	<i>teaches</i>	<i>the IELTS preparation course</i>

In this sentence, the two former sentences are joined by adjective clause connector *who*, and the pronoun *he* is omitted. An adjective clause *who teaches the IELTS preparation course* modifies or gives more specific information about the man.

- I love a movie
It is based on a true story

Main Clause			Adjective Clause		
			Connector/S	V	

<i>I</i>	<i>love</i>	<i>a movie</i>	<i>that</i>	<i>is</i>	<i>based on a true story.</i>
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The last sentence joins the two sentences and makes them its clause. In this sentence, as a connector, *that* joins the two clauses, the pronoun *it* is dropped, and the connector at the same time serves as the subject of the linking verb *is*.

- Amaq Datu is a respected teacher
His kids are huffaz

Main Clause			Adjective Clause			
			Conn ector	S	V	
<i>Amaq Datu</i>	<i>is</i>	<i>a respected teacher</i>	<i>whose</i>	<i>kids</i>	<i>are</i>	<i>huffaz</i>

Amaq Datu is a respected teacher whose kids are huffaz

In the case of possessive as demonstrated by the adjective clause, the connector *whose* is used in the place of possessive adjective *his* and is used to join two clauses.

The following are common connectors used in the adjective clause. Note that some connectors can be substituted by others. For example, connector *when* or *where* can be replaced by *that*.

Connectors	Used for	Examples
who	person(s), sometimes	One of my students who memorizes the entire

	animals	Qur'an has just won a competition
which	things	This lesson is about religious innovation which always sparks endless debates
that	things, places, times	Ushul Fiqh is a branch of Islamic science that was formulated by Al Imam As-Syafii
whom	person(s) (object)	During the tragedy of Minha, Imam Ahmad ibn Hanbal was one of the victims whom the authority punished severely.
whose	possessions, relationship	Mehmed II whose armies dragged ships over the hills finally conquered Constantinople.
where	places	Before its reversion into a masjid, Hagia Sophia was once a place where Christians did pilgrimage.
when	times	This is the hour when people usually go to masjid to pray Jum'ah.
why	reasons	We have to respect people's rituals as long as they

		have valid reasons why they do so.
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D. TYPES OF ADJECTIVE CLAUSE

You must be aware of the two main types of adjective clause: defining and non-defining.

a. Defining adjective clause

This type of adjective clause identifies or classifies part of a group. The defining clause provides key information necessary to hint at the whole meaning of a sentence. In this type of adjective clause, a comma is not used before the relative pronoun/clause conjunction. Another name for this kind of adjective clause is the essential adjective clause since it carries the essential meaning that describes the noun in the main clause. Here are some examples:

- Where is the class which you want to enroll?
- Mohamed Ali was a typical person who doesn't like to smoke.
- There are books that you want to learn about.
- Mamiq is the man who sold all his cars to build an Islamic boarding school.
- Here are some packages that I want to share to you.

b. Non-defining adjective clause

To add extra information to the subject of the main clause, a non-defining adjective clause is used. Unlike defining clause, non-defining clause uses a comma to separate the adjective clause from the main clause. The adjective clause in non-defining clause does not affect the essential meaning the sentence carries.

- The whales, which have swum through the Atlantic Ocean, arrived safely at our bay.
- During our vacation in Lombok, we stayed in a hotel, which had a sea view.
- Imam Bukhari, who traveled around the middle east, was famous for his collection of authentic hadith.
- We stopped at AlHambra, whose Islamic cultural legacy is striking.

E. USING ADJECTIVE CLAUSE CONNECTOR WITH PREPOSITION

It is common to use preposition along with an adjective clause connector. Nevertheless, a connector like *that* cannot be used with a preposition. In addition, when used with a preposition, the connector *who* is always changed into *whom*. Often, we can also use these prepositions along with modifiers such as quantifiers (*many, all, some*) only in a non-defining clause.

- I can't think of the place from which you come.
- We will set the due date by which your assignment should be submitted.
- The scholarship applicants can go to the interview stage, all of whom meet all the requirements.
- Paradise is the eternal place to which all good Muslims will go.

F. OMITTING ADJECTIVE CLAUSE CONNECTOR

It is possible to omit the clause connector in a defining adjective clause only when it is the object of the adjective clause, not the subject. This omission does not reduce the number of clauses in sentences. We may also omit the connector using a participle phrase (SEE Unit 4).

- I found a new house I have been looking for.
- I just got a flagship phone I dreamed of.
- AL-Mulk is one of the chapters in Qur'an I love to recite
- Khadijah is the prophet's wife many women admire.

G. SUGGESTIONS

1. In casual writing and speaking, people prefer using shorter ways of communication and avoid the use of adjective clauses.
2. Don't be confused with the use of relative pronouns as they are also used for different purposes. What, which, who, and the like might also be used to introduce questions. You must be aware too of the use of that as demonstrative as in that book or give me that.
3. You have to choose the relative pronoun carefully by considering whether the pronoun refers back to a person, a thing, possessive relationship or place, time or reason.
4. Beware of the use of the comma. Normally, a comma is used before the adjective clause in case it qualifies or provides information about the whole main clause that comes before.

H. UNIT SUMMARY

An adjective clause is a subordinate clause that is linked to the main clause by a connector. An adjective clause can be categorized into defining and non-defining types. The first type is essential and makes use of no comma, while the latter serves to add extra information about the noun in the main clause and is additionally marked with a comma. It serves to describe noun, pronoun, or noun phrase in the main clause. Adjective clause connector might be used along with prepositions to form

the object of preposition. These connectors are also optional when they indicate the adjective clauses as the objects of the sentences.

I. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. Abul Hasan Al-Asyari, the founder of Asyariyyah theological school, once learned from Abu Ali Al-Jubba'i
 - A. taught him Mu'tazili ideology
 - B. who taught him Mu'tazili ideology
 - C. which taught him Mu'tazili ideology
 - D. whom he taught Mu'tazili ideology
2. Al-Azhar is one of the oldest universities,..... study Islamic science.
 - A. In which learn students of different nationalities
 - B. Students of different nationalities
 - C. Where students of different nationalities
 - D. When students of different nationalities
3. Islamic geometric patterns consist of shapes
 - A. Which are created from simple tools
 - B. simple tools create them
 - C. created them
 - D. which create
4. In addition to being a philosopher, Al-Ghazali was an author.....
 - A. He describes in his books
 - B. Whose many books describe Sufism

- C. His books describe
 - D. Who, describing in his books
5. Masjid Al-Haram has several gates the holy masjid.
 - A. they enter
 - B. in which they enter
 - C. through which the pilgrims enter
 - D. which the pilgrims enter
 6. Commander Saifuddin Quthuz was born from a royal family.
 - A. Who defeated the Mongol army heading to Egypt
 - B. He defeated the Mongol army heading to Egypt
 - C. defeated the Mongol army heading to Egypt
 - D. did he defeat the Mongol army heading to Egypt
 7. Barbar is the name of a Muslim tribenorth Africa.
 - A. inhabited
 - B. whose inhabitants
 - C. which is inhabited
 - D. who inhabit
 8. There are over one billion Muslims across the globe, are Sunni.
 - A. Which
 - B. Whose
 - C. Most of whom
 - D. For whom
 9. In the science of hadith, Mudallis refers to a person who told a narration concealment of defect has occurred.
 - A. whose
 - B. where
 - C. when
 - D. in which

10. Mawlid is marked with the date was born
- A. When the prophet
 - B. Which the prophet
 - C. Where the prophet
 - D. The prophet himself

PART B

Join the pairs of sentences below using the most suitable adjective clause connector.

1. He met an old friend in Mecca.
He hasn't met him for years
.....
2. This is the lesson.
I'm going to teach it to you all.
.....
3. Naquib Al-Attas is a prominent Muslim Scholar.
He advocates the concept of science Islamization
.....
4. Qira'ah sab'ah is varieties of Quranic recitation
methods
Two of them are Hafs and Warsh.
.....
5. Ibn Jarir at-Thabari was among the early scholars in
Quranic exegesis.
He never got married during his whole life
.....

PART C

Fill the missing gaps with the most appropriate adjective clause connector or conjunctions.

Muhammadth bin Idris al-Shafi'i al-Muttalibi was born in Gaza, Palestine in 150 AH, the same year as Imam Abu Hanifa'sth demise. Thus, the same year a leading scholar of fiqh

passed away, a child was born (1)..... would go on and become a leading scholar of fiqh. His father was a soldier in a regiment of the army (2)..... was based in a military encampment of Gaza. His father's income was minimal. His father was originally from Mecca, whereas his mother originated from Yemen and belonged to the Azdi tribe.

When Imam Shafi'ī^{rh} was still a child, his father passed away in Gaza and his mother took him to Mecca so that he may be brought up befittingly among people of his tribe. At the time, he was ten years old and had committed the entire Holy Quran to memory. He belonged to the famous Quraish tribe of Banu Muttalib and Shafi' was the name of an elder of this family, after (3)..... the family had taken its name and was known as Shafi'i.

After arriving in Mecca, Imam Shafi'ī^{rh} began acquiring education from teachers there. After acquiring basic knowledge, he studied hadith from the famous muhadiths, Sufyan bin Uyainah and Muslim bin Khalid al-Zanji. During this time, he began visiting the tribe of Hazeel (4) resided near Mecca so that he could gain proficiency in Arabic. The Hazeel tribe lived in valleys and were considered an authority in Arabic for their knowledge of Arabic language and poetry. He learnt a high standard of Arabic from them and also learnt archery there.

During this period, he also gained familiarity with astronomy and medicine. He was a good poet and was considered a talented writer. His proficiency in language was reflected in his writing and it is for this reason that his books are counted among the great works of Arabic literature, even though they are to do with fiqh-related matters and not

literature per se. Imam Shafi'ith had a very melodious and touching voice (5)..... made people be overcome with emotion. He spoke Arabic clearly and was an eloquent speaker. He would make use of proverbs whilst speaking. The famous muhaddith, Ibn Rahwayh called him *Khatib-ul-Ulema* [orator of the scholars].

(source <https://www.alhakam.org/hazrat-imam-shafii/>)

J. ANSWER KEY

PART A

1. B

the adjective clause is supposed to describe the person named Abu Ali Al-Jubba'i and is supposed to be linked to the main clause using clause connector *who* since he is the subject of the adjective clause.

2. C

one of the oldest universities can be best described using an adjective clause with *where* as the connector since it refers to the place where students are studying.

3. A

it is pretty clear that shapes are described by an adjective clause linked by *which*. In addition, the patterns in the main clause are inanimate objects which are created.

4. B

since this sentence indicates possession of authored books, it is best to choose *whose many books describe Sufism*. Option A and B do not have clause connectors and option D demonstrates the subject in the adjective clause.

5. C

the gates are parts of the holy masjid through which the pilgrims enter the place. The use of adjective clause, in this case, should be along with the best preposition.

6. A.

Since Saifudin Quthuz is the name of a person, the best connector to adjective clause to use is *who* and the only option with a clause connector is A.

7. D

similar to number 6, the Muslim tribe represents a group of people therefore the best adjective clause to complete this sentence is that with connector *who*.

8. C

The best clause connector to describe the Muslims is *who*. However, when used with preposition, *who* becomes *whom* since it serves as an object of preposition.

9. D

The adjective clause used to modify a narration can be either *which* or *that*. In the case of this item, the best answer is D since *in which* refers to where the defect has occurred.

10. A

The best connector for the adjective clause to modify the date is *when* since it is a time expression.

PART B

1. He met an old friend whom he hasn't met for years in Mecca.
2. This is the lesson that I'm going to teach you all
3. Naquib Al-Attas is a prominent Muslim Scholar who advocates the concept of science Islamization
4. Qira'ah sab'ah is varieties of Quranic recitation methods, two of which are Hafs and Warsh
5. Ibn Jarir at-Thabari who never got married during his whole life was among the early scholars in Quranic exegesis.

PART C

1. Who
2. That
3. Whom
4. Which
5. Which

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UNIT 3: ADVERB CLAUSE

A. INTRODUCTION

Similar to the previous two types of clauses, the adverb clause is also a subordinate type, and it is used in place of an adverb. An adverb clause is a subordinate clause that needs to be linked with the main clause and to do so, an adverb clause connector is needed. Understanding the adverb clause will help you figure out the relationship between clauses and help you express ideas in the form of complex sentences. In spoken and written English, People often use the adverb clause to provide more description about time, reason, condition, place, and manner. By learning this unit, you will have ground for constructing an adverb clause that is useful for speaking and writing as well as achieving good band score in standardized English tests. To learn this subject, you must possess prior knowledge of adverbs and their types.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Identify the main properties of an adverb clause
2. Identify different types of adverb clause
3. Use adverb clauses in contexts

C. WHAT IS AN ADVERB CLAUSE?

An adverb clause is a group of words functioning to modify or describe what an adverb normally does. We can use the adverb clause to modify or provide extra information about an adjective, verb, or even an adverb. As it is one type of clause, an adverb clause must consist of a subject and a verb. An adverb clause must also comprise a subordinate or dependent clause that expresses incomplete thought. This subordinate clause is linked to the main clause to form a complete thought or sentence. It usually

starts with subordinating conjunctions or connectors. Unlike coordinating connectors (and, but, or), subordinating connectors join two clauses of unequal importance. Subordinating connectors used in the adverb clause may consist of a single word (although, before) or multiple words (even though, as long as). Just like an adverb, the adverb clause answers the questions of how, when, where, and why which can be broken down into more specific types of adverb clause connectors below. An adverb clause carries various meanings as illustrated in the following table.

Meaning	Connectors	Examples
Time	Before, after, once, since, when, while, until, as, as long as, as soon as, whenever, by the time	You need to perform ablution before you do five-time prayers.
Contrast	Although, even though, though,	Although he was born in a desert, Muhammad spread his teaching

	whereas, while	throughout the world
Reason	Because, as, since, inasmuch as, now that	Now that he is sick, he is allowed to be absent from fasting.
Condition	If, given that, provided, providing, unless, as long as, in case, whether or not	If you want to take the world and hereafter, you must possess the knowledge.
Place	Wherever, where, in the same place as	Your deeds will always be written wherever you are.
Manner	As if, as though, as, in that	Strive for your Dunya as though you lived for good.
Purpose	In order that, so that	We give charity to the need in order

		to purify our wealth.
Result	So, so that	Sharia should be implemented holistically so that it protects everyone's life, religion, reason, wealth, family, and honor.

Notes:

- *Now that* means *because now*
- *Since* is used for a known cause
- *Because* is used to express expected results while *although* is to express unexpected results.

D. POSITIONS IN A SENTENCE

Normally, an adverb clause can take place before or after the main clause. When placed before the main clause, a comma is used to separate it from the main clause. On the contrary, when placed after the main clause a comma is not needed. Usually, the second clause is used to express new information which is more important than the first one. The information in the clause that comes first can normally be taken for granted.

Examples:

- Even though Hagia Sophia was reverted into Masjid amidst a pandemic, it was visited by thousands of people willing to pray there.

Adverb Clause				Main Clause		
				S	V	
Connector	S	V				
Even though	Hagia Sophia	was revered	into Masjid amidst a pandemic,	it	was visited	by thousands of people willing to pray there.

- I want to stop by your house this afternoon to say thanks because you helped me a lot at difficult times.

Main Clause			Adverb Clause			
			Connector	S	V	
I	want	to stop by your house this afternoon to say thanks	because	you	helped	me a at difficult times

However, this flexible structure does not apply to all adverb clause connectors. Some connectors like *where, as if, as though, in order that* and *so that* normally come after the main clause.

Examples:

- The Arab Leagues seem to be dumb as if they let the Palestinians suffer from crises and imperialism.
- Countless Rohingyas cross the border to save their lives as though the Myanmar Government is planning a genocide.

E. SUGGESTIONS

1. It is important to note that even though some clause connectors form a cluster like connectors expressing time, contrast, condition, and so forth, you need to pay careful attention that their usages are different. Take for example, when although can be used to express reservation about something, even though cannot do so as it emphasizes a higher degree of unexpected results.
2. In English, a lot of prepositional phrases can have similar meanings to adverbial clauses. Beware of the usages of these phrases. Use these phrases when there is no subordinate clause in the sentence. The following are some of those.

Preposition	Adverb clause connector	Examples
despite In spite of	Although even though	Despite his young age, Mehmed II successfully conquer Byzantium.

Because of Due to On account of	Because, since, as, many, for	Due to his bravery, Khalid ibn Walid was awarded the title sword of Allah.
during	When/while	During the battle of Yamamah, dozens of Huffaz were killed as martyrs.

F. UNIT SUMMARY

Adverb clause has a similar function to an adverb. It may express time, manner, place, condition just like what adverb normally does. The adverb clause is also a subordinate clause that comprises a subject and a verb and, it needs a main clause to form a complete sentence expressing a complete thought. Normally, adverb clause may come before or after the main clause with few exceptions. When coming before the main clause, a comma is used to separate it from the main clause.

G. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

- he was not young, Ibn Hajar began learning Islamic science deeply.
 - Even though
 - Despite
 - In spite of
 - If

2. one wakes up to pray in the depth on the night, the blessings of Allah descend upon him.
 - A. Where
 - B. As if
 - C. Although
 - D. When
3. It is mandatory for all mature Muslims to pray five times a day they are sick.
 - A. although
 - B. because
 - C. before
 - D. whenever
4. As one of the Muslim heritages, Palestine plays such an important roleto many prophets
 - A. Since it is home
 - B. It is
 - C. Whenever it is
 - D. Because of
5. Many people still celebrate Mawlid the Salafists assume it to be a religious innovation.
 - A. Even though
 - B. Despite
 - C. In spite of
 - D. If
6. Eid Al Fitr is celebrated on the first date of Shawwal month did fasting for a month.
 - A. As if the Muslims
 - B. Whenever the Muslims
 - C. After the Muslims
 - D. As long as the Muslims
7. Prophet Ibrahim's willingness to sacrifice his son is proof of his love for God..... his love for his son.

- A. despite
 - B. whenever
 - C. because of
 - D. because
8. Because of , prophet Abraham was called 'The Friend of Allah'.
- A. He obeyed given orders
 - B. His obedience to orders
 - C. Although he was obedient
 - D. Obeyed the given orders
9. countless learners study the science of Islam, only few are qualified to do Ijtihad.
- A. whose
 - B. while
 - C. when
 - D. in which
10. The story of ashhabul kahf, seven young males escaping from prosecution, happened before.....
- A. The age of prophet Muhammad
 - B. When prophet Muhammad was in Mecca
 - C. Living prophet Muhammad
 - D. The prophet himself

PART B

Write a sentence with an adverb clause for each of the following connectors..

1. Whenever
.....
2. Whereas
.....
3. Inasmuch as
.....
4. Wherever.
.....

5. So that

.....

PART C

The clauses marked italic in the passage below are adverb clauses.
Determine what meaning each of these clauses expresses.

With the millions of Muslim women who wear the hijab, it isn't any different. The hijab, also known as a headscarf by many, is a piece of clothing a woman practicing Islam wears. (1) *Since the judgments implemented by society give people negative opinions about Islam*, Muslim women bear the forefront of the hate and judgment, (2) *for they are the face of the religion*.

Religion is a sensitive subject, (3) *as there are many differing opinions around it*, so (4) *when one wants to proudly express their religion*, it can be tough to do so. To most, religion is part of our identity, and being able to practice our religion, (5) *whether it's in a mosque or in our own homes*, we want a safe space. Masha, a revert sister I was able to meet, gave me the privilege to hear her story and share it with everyone. Over a cup of coffee at a Starbucks, we unraveled her story with laughs, smiles, and a few tears.

With the hardships she had to face in 2018, like almost losing her life in a car accident, Masha didn't know she would be taking her Shahadah (shah-**hah**-dub) (a testimony of faith) at a Tim Hortons. (6) *As she mentioned*, Islam was portrayed in a very negative way her entire life. Growing up in a Catholic household and going to Catholic schools all her life, she never completely believed what she was told to believe in. Masha was constantly conflicted and confused about the things she was taught and told to do. "There was always a feeling of not having enough purpose and just wanting to connect with a religion but not being raised into one that I felt that I could connect with."

(7) *As she found her identity within Islam*, her journey was very difficult, with struggles within her own family. (8) *Since the media portrays Islam as violent and extreme*, many around the world take this as what this religion truly is, like her family. They found it difficult and could not understand why she chose to revert and be a Muslim. With her faith fully in Allah, Masha stood by her decision and faced the struggles that came along, like being homeless and having to find shelter at NISA Homes. The home provided her with shelter and welcomed her with open arms. However, when at home, she had many fallouts within her family (9) *before and after she left the house*. She mentioned that (10) *when she began to wear modest clothing*, her family didn't like it, believing that dressing modestly was something Muslim women were forced to do, not realizing that they were the ones oppressing her in that moment. (11) *As this life is filled with tests and hardships*, to test our faith in Allah, all of these trials she faced were part of her journey. She continues to respect her family, but set boundaries and stood her ground with her faith, proudly wearing the hijab as a Muslim woman. From being someone who thought the hijab was a sign of oppression, to being a woman who chooses to wear the hijab, she shines with pride as a woman of Islam, representing it with her hijab.

Many people around the world choose not to understand the hijab through the perspective of the person wearing it, and dismiss it as something wrong (12) *because it isn't something they practice or understand*. However, (13) *when you take the time to learn* about why a woman chooses to dress a certain way, you learn to respect it (14) *because that is her choice*.

(15) *As we were finishing up our hot drinks and wrapping up our conversation*, Masha mentioned that she wanted to share her story (16) *because someone out there may be going through similar hardships*.

She wanted to give them a sense of hope of better days to come.

(Source: <https://myvoicecanada.com/the-meaning-behind-a-piece-of-fabric/>)

H. ANSWER KEY

PART A

1. A

This sentence indicates two contrasting clauses (being old vs beginning to learn) therefore the most appropriate adjective clause connector to use is even though. Although *despite* and *in spite of* have similar meaning to *even though*, they are always used with noun or noun phrases.

2. D

From the contextual clues in the sentence, it is clear that the subordinate clause indicates time, thus the best clause connector to use is *when*.

3. A

This sentence indicates the contrast between two ideas (pray five times vs being sick) from two clauses. The best answer is *although*.

4. A

The missing parts of adverb clause indicate the reason why Palestine plays such an important role. The options that relate to reason are A and D. However in D, because of is always followed by noun or noun phrase.

5. A.

Two contrasting ideas are presented in this sentence: the people who celebrate mawlid versus those who prohibit such celebration. Therefore the best clause connector to use is *even though*. *Despite* and *in spite of* are not clause connectors.

6. C.

The ideas of celebrating eid fithr and fasting show a sequential relationship in which the celebration is after fasting. The best answer is C.

7. A.

This sentence shows that prophet Ibrahim committed the order of God to sacrifice his son even though he loved him so much. Therefore to connect these two contrasting ideas, *despite* is used because it is followed by a noun phrase.

8. B

It is clear. The best answer is B since *because of* is followed by noun phrase *his obedience*.

9. B

The sentence indicates a contrast between *countless* and *few*, therefore the best answer is *while*. It connects two clauses of contrasting ideas/meanings.

10. A

Before in the sentence is not used as a clause connector since all the options are not clauses except for option B that also has a connector. The best option to fill the missing information in the sentence is A.

PART B

1. Whenever I gain a lot of wealth, I will always share it with the poor.
2. All good male Muslims are suggested to marry female Muslims, whereas the LGBT do otherwise.
3. The Masjidil Haram was vacant for a while inasmuch as the pandemic hasn't been over.
4. Wherever you are, remember that Allah witnesses you.
5. We always encourage to learn history so that we won't forget the previous legacy of our predecessor.

PART C

1. Reason

2. Reason
3. Reason
4. Time
5. Condition
6. Manner
7. Time
8. Reason
9. Time
10. Time
11. Manner
12. Reason
13. Time
14. Reason
15. Time

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UNIT 4: REDUCED ADJECTIVE AND ADVERB CLAUSE

A. INTRODUCTION

Before learning this unit, you are required to have a good understanding of both adjective and adverb clauses since these types of clause are the main starting points for the current unit. The use of reduced clauses is very common in everyday communication particularly in written expressions and academic English as it allows you to communicate in shorter ways and use words more efficiently. Basically, a clause reduction means reducing the number of clauses in a sentence or changing a clause into a phrase. Clause reduction can occur on adjective and adverb clause. The reduction shortens the sentence and is usually marked with present (Ving) or Past (V3) participle without any helping verbs (Auxiliaries) or prepositional phrases with omitted clause connectors.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Describe how adjective and adverb clause can be reduced
2. Reduced adjective and adverb clause

C. REDUCED ADJECTIVE CLAUSE

A reduced adjective clause is a shorter version of the clause and contains neither verbs nor connectors. Adjective clause reduction can occur only on the defining type of adjective clause. Normally, adjective clause reduction can be done in two ways. First, an adjective clause can be shortened if the clause connectors (*who*, *which*, or *that*) are immediately followed by *BE* (*am*, *is*, *are*, *was*, *were*) and/or *VERB*. If this

happens, the connector plus the *BE* can be omitted. Here are some examples of how it can be reduced.

Original sentence						
	Adjective Clause				V	
	Connector /S	Be	Verb+ing			
The young boy	who	is	memorizing	the Qur'an	will lead	our congregative prayer tonight.
Sentence with reduced adjective clause						
The young boy			memorizing	the Qur'an	will lead	our congregative prayer tonight.

Original sentence						
S	Adjective Clause				V	
	Connector/S	Be	V3			
The wealth	which	is	invested	in the way of Allah	will be returned	to its owner in the day of judgment.

Sentence with reduced adjective clause						
The wealth			invested	in the way of Allah	will be returne d	to its owner in the day of judgm ent.

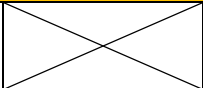
Original sentence					
S	Adjective Clause			V	
	Connector/S	Be			
The building of a masjid	which	is	next to the church	supported	by the city mayor
Sentence with reduced clause					
The building of a masjid			next to the church	supported	by the city mayor

Reduced form

- The young boy memorizing the Qur'an will lead our congregative prayer tonight.
- The wealth invested in the way of Allah will be returned to its owner on the day of judgment.

- The building of a masjid next to the church is supported by the city mayor.

The second way of reducing an adjective clause is through a reduction when the adjective clause connector is directly followed by a verb. In this case, the connectors do not only serve to link the clauses but also to serve as the subjects. For this type of reduction, the connector can be omitted plus the verb is changed into -ing form or present participle.

Original sentence					
S	Adjective Clause			V	
	Connector/S	Verb			
Anyone	who	repents	from sins	is forgiven	by Allah
Sentence with reduced clause					
Anyone		repenting	from sins	is forgiven	by Allah

More examples

- Anyone **repenting** from sins is forgiven by Allah..
- Surah Al-Ikhlâs **consisting of** four verses represents the core teaching of Islam.

In terms of meaning, a reduced adjective clause with present participle (-ing form) always carries active meaning while those with past participle (-ed or irregular V3) have passive meaning. Compare

- The old man **sharing** his wealth with the poor always looks healthy.
- The man's wealth **shared** with the poor makes him always happy.

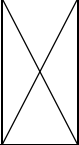
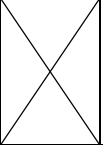
D. REDUCED ADVERB CLAUSE

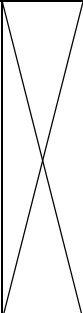
Adverb clause reduction is usually marked with the absence of the auxiliaries and subject although sometimes the connectors are also omitted, yet to carry out the reduction, we need to consider several rules.

First, the subject of the main and the adverb clause must be the same.

Second, the reduction of an adverb clause appears when the adverb clause connector is followed by the Subject and be-verb. In this case, the subject and the be-verb can be omitted.

Third, in the absence of *be*, the subject of the adverb clause is omitted and the verb is changed into -ing form. However, more sophisticated rules might apply to each type of adverbial clause. Here are the examples.

Original Sentence						
Adverb Clause				S	V	
Connector	S	V				
Although	he	was	sick,	he	did	his homework
Sentence with reduced clause						
Although			sick,	he	did	his homework

Original Sentence						
Adverb Clause				S	V	
Connector	S	V				
When	you	sit	in the masjid to listen to the sermon during Jumuah prayer,	you	are not allo wed	to talk to othe rs.
Sentence with reduced clause						
When		sitting	in the masjid to listen to the sermon during Jumuah prayer,	you	are not allo wed	to talk to othe rs.

More examples

- When necessary, spend your wealth in the way of Allah..
- Although escaping to the United States due to war in Afghanistan, she would never forget her origin.
- Because written in a foreign language, most of the students could not figure out the messages.

Adverb of Time Clause

Not all time clauses can be reduced but the reduction is limited to certain connectors such as *after*, *before*, *while*, *when*, and *since*. Time clauses with connectors other than these are not normally reduced. Here are some examples.

Complete form

- Since he came to Indonesia, Peter drastically changed his view of Islam.
- We cannot perform the five-time prayers before we do the ablution first.

Reduced form

- Since coming to Indonesia, Peter drastically changed his view of Islam
- We cannot perform the five-time prayers before doing the ablution first.

Note that connector *when* or *while* that is used to indicate the meaning of at the same time, these connectors can be omitted. For example:

- While I was running in the yard, I saw Malik
While running in the yard, I saw Malik
Running in the yard, I saw Malik
- When we entered the room, we were applauded by the audience.

When entering the room, we were applauded by the audience.

Entering the room, we were applauded by the audience.

Apart from these, the use of *when* to indicate a short time after can be reduced by replacing the connector with *on* or *upon*.

- When I graduate from this school, I will receive my graduate certificate.

- Upon graduating from this school, I will receive my graduate certificate.
- On graduating from this school, I will receive my graduate certificate.

Adverb of Cause and Effect Clause

The rules for reducing the adverbial clause for this type is similar to that of the time clause. However, the main difference is that we do not use the conjunction in the reduced clause. Common clause connectors used for this type are since, because, for, and so forth. Examine the following examples.

- Since the teacher wanted his students to pass the exam, he gave them extra classes to prepare for it.
Wanting his students to pass the exam, the teacher gave them extra classes to prepare for it.
- Because you lack the language requirement for the scholarship, you cannot proceed to the next stage of your application.
Lacking the language requirement for the scholarship, you cannot proceed to the next stage of your application.

It is important to note that the use of *Having+ Past participle* can mean either because or before. Additionally, an adverbial clause with because and *BE* can be reduced by replacing them with *BEING*.

- Because Peter learned Islam from the primary sources, he converted as a Muslim.
Having learned Islam from the primary sources, he converted as a Muslim.
- Because she is a new student, she is quite confused with the school policies.
Being a new student, she is quite confused with the school policies.

E. SUGGESTIONS

Clause reduction does not only mean omitting parts of clauses but also reduces the number of finite clauses. From all the examples above, the reduction brings about the reduction of the number of finite clauses in each sentence. For instance,

- Anyone **who repents** from sins is forgiven by Allah (two finite clauses)
- Anyone **repenting** from sins is forgiven by Allah (one finite clause).

However, the reduction cannot be done when the clause connector is followed by a subject even though we can omit the connector if the noun/pronoun being modified is the object of the main clause. Additionally, it does not reduce the number of finite clauses. For instance,

- The boy whom I just met is my cousin (two finite clauses)
- The boy I just met is my cousin (two finite clauses)

F. UNIT SUMMARY

Both reductions of adjective and adverb clause shorten the clauses in quite different ways. Adjective clause reduction can occur when the clause connector is immediately followed by a be-verb or verb only; thus omits the connector and the be or changes the verb into -ing form. On the other hand, reducing the adverb clause brings about the omission of the clause connector and the subject of the clause. There are also special cases of reduction of the adverbial clause when it indicates time or cause and effect.

G. EXERCISES

PART A

Determine whether the sentences below are correct or incorrect then guess the missing parts in each sentence and fix the errors.

- 1. When migrating to Abyssinia, the prophet companions were welcomed by the King.
- 2. Mezquita locating in Cordova, Spain has a strong legacy of Muslims in Spain.
- 3. Mohammad Asad was among Jewish Scholars accepting Islam.
- 4. The ruling of mawlid celebration has stirred debate among few Muslims often brought intolerance among them.
- 5. Although less famous among Muslims, Barbarossa was the name of a respected Muslim admiral during his prime.
- 6. If are thirsty, you can pick some drinks stored in the fridge for free.
- 7. You will certainly get over difficulties after become patient.
- 8. Ibn Rajab, one of the most prominent followers of Hanabila School, was the disciple of Ibn Qayyim Al-Jawziya.
- 9. Rabithah Al-Alam Al-Islamy, a world council of Muslims based in Mecca, will give law supports to the Uyghurs if needed.
- 10. Shalawat sent upon the Prophet will be shafa'a on the Day of Judgment.

PART B

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. Islamic University of Indonesia in 1945 was among the first Islamic Universities in Indonesia.
 - a. Established
 - b. Establishing
 - c. Was established
 - d. Which established
2. Based on the writing on the tomb of Fatimah Binti Maimun, Islam came to Indonesia in the 11th-century to be started to spread three years later.
 - a. Believed
 - b. Believing
 - c. Although believed
 - d. Although believing
3. Among Indonesian Muslim female admirals is Malahayati for her strive against the imperialists in the 15th century.
 - a. known
 - b. knowing
 - c. Was known
 - d. Was knowing
4. Buya, a word from the Arabic abuya, is a title for those who master religious science.
 - a. root
 - b. rooting
 - c. rooted
 - d. was rooted
5. for scholarship in the middle east, you should memorize a few chapters of the Qur'an.
 - a. Is applied

- b. Which is applied
 - c. Before applying
 - d. Is applying
6. Granada, present Spain, used to be one of the biggest cities during Islamic empire in Europe.
- A. A part of
 - B. Is the part of
 - C. Has the part
 - D. And the part of
7. , Ibn Taimiyah was a top scholar during his prime since prominent scholars such as Ibn Katheer and Ibn Al Qayyim learned from him.
- A. Born in Harran
 - B. Was born in Harran
 - C. Whose date of birth
 - D. To be born
8. All Muslims are obliged to do fasting during the day of Ramadhan sick.
- A. Unless
 - B. It is
 - C. whenever
 - D. Being
9., a Muslim should be humble.
- A. Whenever
 - B. Whenever talking
 - C. Whenever talk
 - D. Wherever
10. Mawlid festival in west Lombok annually brings joy to the poor.
- A. usually holding
 - B. Is usually held
 - C. Usually held
 - D. Usually holds

PART C

In the following text, find the reduced clauses and determine whether they are reduced adjective or adverb clauses.

When thinking of the oldest universities in the world, probably the first ones that come to most people's minds are Oxford and Bologna, but according to UNESCO and the Guinness World Records, Al-Qarawiyyin University (also written as Al-Karaouine) is the “oldest existing, and continually operating educational institution in the world.”

Founded in 859 A.D. by Tunisian-born Fatima al-Fihri in Morocco's Fez, the university is not only the oldest higher education institution on Earth but also the first to be founded by a woman, and a Muslim one at that time. Fatima used her inheritance from her merchant father's wealth to found the university which started as an associated school – known as a madrasa – and a mosque that eventually grew into a place of higher education. It also introduced the system of awarding degrees according to different levels of study in a range of fields, such as religious studies, grammar and rhetoric. Though the university first focused on religious instruction, its fields of study quickly expanded to include logic, medicine, mathematics and astronomy, among many others.

Throughout its history, the university has been the place of scholars well known to this date, such as 12th-century cartographer Mohammed al-Idrisi, whose maps helped the European exploration during the Renaissance. Despite the fact that the university was a gathering point for students of Islamic studies, it also attracted people from other religions as well. One of the Christian scholars visiting al-Qarawiyyin was Pope

Sylvester II (946-1003) who was known to have a passion for mathematics and astronomy.

The university, however, was only added to Morocco's university system in 1963. Contrary to common misconceptions, both women and men could attend the university. In 1965, the institution was officially named the University of al-Qarawiyyin instead of the short al-Qarawiyyin. At the beginning of the 1990s, its student body shrank significantly due to interest in newer, Western-style universities.

(Source: <https://www.dailysabah.com/life/history/al-qarawiyyin-worlds-oldest-continually-operating-university-was-founded-by-a-muslim-woman>)

H. ANSWER KEY

PART A

1. Correct

The word *migrating* is a reduced form from *when they migrated*.

The subject of *migrated* and *were welcomed* is also the same.

2. Incorrect

To show where a place is situated, *located* is used since it carries passive meaning.

3. Correct

Accepting is the reduced clause of who accepted.

4. Incorrect

The word *brought* in phrase *often brought* indicates passive meaning, whereas what is intended by the sentence is an active meaning, therefore the reduction should be *often bringing*.

5. Correct

Although less famous is the reduced form of although he was less famous.

6. Incorrect

Incorrect reduction, the BE '*are*' should also be omitted.

7. Incorrect

The reduction after the word *after* is incorrect as it should indicate active meaning. The correct reduction should be *after becoming patient*.

8. Correct

The reduction occurs as an appositive which actually originates from *who was one of the most prominent followers of Hanabila school*.

9. Correct

The reduction of if it is needed to *if needed* is correct as it indicates passive meaning.

10. Correct

Shalawat which is sent to the prophet is correctly reduced to *shalawat sent*.

PART B

1. A

The missing expression in the sentence hints a passive meaning and the most accurate option is *established* since the sentence only has a single finite clause.

2. C

The two clauses in the sentence require a connector to join them and the best connector is although the two carry contrasting meanings. The contextual clue also hints at the need for a passive form, therefore reduction of adverb clause of contrast should be *although believed*.

3. A

From the surrounding words of the missing expression, we know that the gap should be filled with an adjective clause since it modifies *Malahayati*. However, none of the options is an adjective clause, thus the best option would be the reduction of adjective clause *who was known* into *known*.

4. C

Seen from the following words after the missing gap, it is pretty clear that the sentence simply requires an adjective since it only has one finite clause. The best option is *rooted*, a reduction of *which was rooted*, since it has a passive meaning.

5. C

The best option to start this sentence is using the reduced adverb clause *before studying*. Before the reduction, *studying* has the same subject as the verb *memorize* does.

6. A

The most appropriate expression to fill the blank is *a part of* which is the reduced form of *which is a part of*. This expression completes the phrase serving as appositive in the sentence.

7. D

The clause reduction in this sentence is an adjective clause *who was born in Harran*. This reduced clause is fronted i.e moved to the beginning of the sentence.

8. A

The missing expression in this sentence indicates exception and the only option that expresses this is *unless*. *Unless sick* is the adverb clause reduction of *unless they are sick* in which the subject and the *BE* are omitted.

9. B

The only possible clause reduction among the options available is *whenever talking*. This is an adverb clause reduction from *whenever a Muslim talks*.

10.C

The gap signals the need for an expression that shows a passive meaning since Mawlid festival is held in west Lombok. Thus, the best option is *usually held*.

PART C

1. When thinking of the oldest universities in the world (Reduced Adverb Clause)
2. Al-Qarawiyyin University (also written as Al-Karaouine) (Reduced Adjective clause)
3. Founded in 859 A.D. by Tunisian-born Fatima al-Fihri in Morocco's Fez (Reduced Adjective clause, fronted)
4. Scholars well known to this date (Reduced Adjective Clause)
5. One of the Christian scholars visiting al-Qarawiyyin (Reduced adjective clause)
6. Contrary to common misconceptions (reduced Adjective clause, fronted)

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UNIT 5: INVERTED SENTENCES

A. INTRODUCTION

Inversion of subject and verb in a sentence mostly occurs in academic and formal writing, and to learn this unit a prerequisite of understanding the structure of a sentence, comparative and conditional sentence should be met. When these pieces of stuff mastered, the next stage is to use the inversion, especially in academic English. This sort of topic is also examined in standardized English tests and also enables you to read better academic texts in English. Inversion usually occurs in word order often marked with the switched position where the auxiliary is put before the subject and the main verb (Aux+Subject+ Main verb) or the subject is put after the full verb (Verb+ Subject). The aims of such inversion can be either to meet certain structures such as in the questions or to put an emphasis or to give striking impressions because they are put at the beginning of a sentence such as with the use of negative or place expressions.

B. LEARNING OBJECTIVES

By the end of this unit, you should be able to:

- A. Map the rules for inverting subject and verb
- B. Invert subjects and verbs in questions, negative expression, place expressions, comparative and conditionals.

C. INVERSION WITH QUESTIONS

When creating a question, we usually put the auxiliary verb before the subject of a clause. Meanwhile, introducing a question requires the use of question words or 5W+1H. However, you should be careful since these questions words look similar to clause connectors. When 5W+1H serves as

clause connectors, there should not be any kind of subject and verb inversion within the sentences. Here are some common examples:

Have	you	sent	the email?
Auxiliary verbs/BE	S	V	

Where	did	you	go?
WH	Auxiliary verbs/BE	S	V

But,

- I don't know whether you have sent the email
- Could you tell me where you are now?

D. INVERSION WITH NEGATIVES

The inversion can take place when negative expressions or negative adverbs are placed in the initial positions of a sentence. Putting these negative expressions will highlight the emphasis of the message we put at the beginning of the sentences. The sentences will turn out to be in normal order when the negative expressions are put at the end of sentences. When this occurs, the helping verbs are placed before the subjects or when the main verbs are 'TO BE' the be-verb is placed before the subject. Here are some negative expressions: *rarely, never, seldom, only, neither, nor.*

Negatives	Auxiliary verbs/BE	S	V
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- Rarely have I come across religious conflicts in my village.
- Neither do I figure out what you say, nor what you do.
- Not only is she smart, she also teaches our seniors.
- Hardly could I enter the palace due to strict guard.

To be precise, the following are the negative expressions usually used with inversion. Expression not listed in the list might be applicable for inversion.

Only+time expression or prepositional phrase

Not a single

scarcely

No way

No soonerthan

little

At no time

neither

never

Under no circumstances

nor

hardly

On no account

Not until

rarely

Not only

barely

Not since

E. INVERSION WITH PLACE & TIME EXPRESSION

When place expressions or adverbs of place are placed at the beginning of a sentence, the verb must be placed before its subject. Note that you cannot invert subject and verb when the place expression is unnecessary. In other words, when the sentence can stand alone without the place expression, the inversion does not occur. The inversion requires the place expression to be essential to the meaning of the sentence.

Place expressions	Verbs/BE	S
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Examples in sentences:

- In the masjid prayed a lot of people.
- There are some huffaz who join the competition.

But,

- In the masjid, we do congregative prayer.
- In the traditional market, I bought new shirts.

Here are some examples of place expressions.

Here

behind

opposite

inside

There

Under

next to

into

outside

down

In addition to inversion with place expressions, there is also a possible inversion with time expressions such as next, then, first, no, and finally. Take a look at the following examples.

- 'Then came the old man to tell us the truth.
- Next is the role of halal products.

F. INVERSION WITH COMPARATIVES

In terms of inversion of comparative, the helping/auxiliary verb or be-verb are placed before the subject after the word *than*. There is also possible inversion with *as*.

- She looks more beautiful wearing a hijab than does not she.
- We were a lot happier than were the others.
- You are expected to pay your debt, as are the debtors.

When comparatives are used to introduce a sentence, an inversion may also occur.

- More important than your academic achievement is your personal character.
- Better than you is the new students.

G. INVERSION WITH CONDITIONALS

Inversion in a conditional sentence is characterized by both the omission of *IF* and the change of position of helping verb *were*, *had*, and *should* in the *IF* clause. In other words, inversion in this case only can occur when the conditional sentence uses the helping verb *were*, *had*, or *should*. It is important to note that these expressions can be used in the beginning or in the middle of the sentences.

Inversion with were			
Were	S	Complement,	S+would+V
Inversion with had			
had	S	V3,	S+would have+V3

Inversion with should			
Should	S	Bare Infinitive,	S+will+V/Imperative

Normal version

- I would learn Quran exegesis if I were good at Arabic.
- If we had helped him immediately, Insha'Allah he would have been safe.
- If you should leave for Mecca very soon, contact our nearest agency

Inverted version

- I would learn Quran exegesis were I good at Arabic or
Were I good at Arabic, I would learn Quran exegesis
- Had we helped him immediately, InshaAllah he would have been safe
or
InshaAllah he would have been safe had we helped him immediately.
- Should you leave for Mecca very soon, contact our nearest agency

H. FRONTING

Fronting means moving objects or complements to the front position in a sentence to show a strong contrast with information in the previous statement or to introduce new information. In relation to inversion, fronting may bring about inversion in the case of emphatic comparison with the previous sentence. To do this you can use comparative or superlative phrases along with *BE*. Look at the examples below.

- The Malaysian reciters were superb. Much more terrific were the Egyptian reciters.
- Many of the calligraphic paintings are great. Best of all is the Qur'anic painting.
- The singers were all average in terms of performance. The least inspiring among them was Mustafa.

Other frontings that cause inversion entail putting at the beginning of a sentence adverbial phrase of position and place, verbs of movement and to-infinitive. We can also use a verb to start a sentence using *as* and *though*, *also*, and *such*. Note that the inversion in these contexts occurs with *BE* as well.

- At the back of the phone lies a quad camera.
- Located near the seashore is a five-star hotel.
- Standing in the long queue were men with a black suit.
- To meet Prophet Muhammad in my dream is my biggest dream.
- Try as he might, he couldn't decode the messages written in hieroglyph.

I. SUGGESTIONS

When using inversion, particularly with the expression of time and place, you should pay careful attention to the clause subject. If the subject is a pronoun, there cannot be any inversion. For example, we can't say *here comes it* but *here it comes*. Additionally, in the case of inversion with negatives with *NO* or *NOT*, only certain phrases can be inversed. You can't use *no doubt*, *no wonder*, etc for inversion. Finally, the use of *only* without immediately followed by time expressions or prepositional phrase is also not applicable for inversion, for instance, we can't say *Only can Muslims enter the paradise*.

J. UNIT SUMMARY

From the explanations above, it can be concluded that inversion is used due to the nature of certain structures such as a question or to give emphasis on meaning to the initial part of the sentence. Normally, the inversion happens through the exchange of position between the verb and the subject. In other cases, the auxiliary verb comes before the subject for all other types of inversion, yet for sentences without an auxiliary, the main verb comes before the subject.

K. EXERCISES

PART A

Determine whether the sentences below are correct or incorrect then guess the missing parts in each sentence and fix the errors.

- 1. The advent of technology information
would have not reached its peak the
algorithm had not invented.
- 2. Neither Islam was spread by sword nor
oppression across the globe.
- 3. In the age of Abu Bakr were a lot of false
prophets.
- 4. The people whose heart is not attached to
the Dunya is more peaceful than are those
who are under its control.
- 5. There many foreign students who learn at
LIPIA Jakarta.
- 6. Never have I seen a Quran reciter with such
a beautiful voice.
- 7. No way will they take off their hijab to reach
fame.
- 8. Not until they apologize, I will forgive them.
.
- 9. Situated in the middle of Mataram City is
Epicentrum Mall.

..... 10. Many flower plants were sold in the exhibition. Best of all is the chrysanthemum.

PART B

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. At the back of the garden a group of young Muslims who were having a religious gathering.
 - A. Sitting around
 - B. Sat around
 - C. Did sit around
 - D. Did they sit around
2. Barely the masjid when the Ied prayer is about to start.
 - A. We entered
 - B. Could enter
 - C. We could enter
 - D. could we enter
3. There mentioned by name in the Qur'an.
 - A. at least twenty five prophets are
 - B. are at least twenty five prophets
 - C. at least twenty five prophets
 - D. twenty five prophets
4. Located at the heart of Istanbul
 - A. Masjid Sultan Ahmed is beautiful
 - B. The beautiful Masjid Sultan Ahmed is
 - C. Is the beautiful Masjid Sultan Ahmed
 - D. the beautiful Masjid Sultan Ahmed
5. We didn't get into the masjid neither the Imam.
 - A. We met
 - B. Did we
 - C. We meet

- D. Meet us
6. Honey, as a part of prophetic medical tradition, heals wounds better than conventional treatments.
- A. Do many
 - B. Many do
 - C. Are many
 - D. Many are
7. sins, say 'istighfar' to ask for Allah's forgiveness.
- A. Should anyone commit
 - B. Anyone should commit
 - C. Anyone committing
 - D. Committed to
8. Only after sunset break fasting.
- A. Muslims can
 - B. Can Muslims
 - C. Muslims will
 - D. Muslims to
9. The flyers shows the travel agent which provides hala tourism services.
- A. Where you can contact
 - B. Where can you contact
 - C. You can contact
 - D. Where the contact is
10. Never in history than Muhammad.
- A. A man was great
 - B. A greater man was
 - C. Was a greater man
 - D. A man who was greater

PART C

Read the following excerpt of a passage then find out inverted clauses.

First, the obvious, Muslim society, as a whole, has little, if any, idea at all of the impact its civilisation has exerted on the modern world and modern science and civilisation. Hardly will it occur to most Muslims that the English speaking world, which dominates our modern civilisation, had at some point acquired its learning and science from the Muslims. Which is a lamentable state, indeed.

Secondly, equally obvious, if the Muslims themselves ignore their contribution, why should others acknowledge it for them? Hence, the general great silence from the English speaking world, just as from others, is about the Islamic contribution to their scientific revival. In fact, one is wrong to refer to the great silence of the non-Muslim world in respect to the impact of Muslim civilisation. Indeed, had it not been for non-Muslim scholars and historians, Muslims today would know near to nothing about anything, including their own history and the impact of their civilisation in the modern world.

Whilst these words are harsh, they express a lamentable reality and weakness on the part of Muslim scholarship and other elites, and institutions meant to inform or teach an issue on which this author has no wish to dwell, and also this not being the right venue. One, however, must note the few exceptions such as such great figures of Muslim scholarship in the field: Sezgin, Rashed, Djebbar, Al Hassan, Ihsanoglu, and a few others who achieved a considerable amount in the field, and also some Muslim institutions such as Al Furqan of London, IRCICA of Istanbul, and the web-site muslim

heritage. What should be stressed, indeed, is that, were it not for scholars of the calibre of Sarton, Haskins, and many other so called Orientalists (Gibb, Amari, Guillaume, Arnold, Carra de Vaux...) our knowledge of both Islamic history and civilisation would be near nil. Were it not for many scholars of today, also, especially those from the Anglo-Saxon world, America and England, primarily, the likes of David King, Donald Hill, Thomas Glick, Andrew Watson (from Canada), Sheila Blair and Jonathan Bloom, Fairchild Ruggles, D.C. Lindberg, Harley and Woodward, and few others to be named gradually as this essay progresses, poor, indeed, would be our grasp of the vast Islamic contribution to the rise of modern sciences and civilisation. Whilst we are on this Western scholarly contribution, and in relation to our specific subject, i.e the impact of Muslim learning on England, if it weren't for someone like Charles Burnett, as an instance, our knowledge of such an impact would be utterly incomplete and flawed.

(Source: <https://muslimheritage.com/islamic-science-learning-england/>)

L. ANSWER KEY

PART A

1. Incorrect

The problem with the sentence lies in *the algorithm had not invented*. The first problem is that this clause lacks *IF* since it indicates the condition. To solve this, you can add *IF* or reduce the clause by moving *had* before the subject '*the algorithm*'. Therefore, the clause should be like *had the algorithm ...* The second issue is in terms of meaning. *The algorithm* in this sentence is supposed to be invented not to invent therefore the clause has to be in passive voice. The best solution to this sentence is reducing the clause and changing

the structure into passive voice as in *had the algorithm been invented*.

2. Incorrect

The use of negative expression *neither* at the beginning of this sentence requires the auxiliary *was* to be positioned after *neither*. Thus the correct structure should be *Neither was Islam spread*.

3. Correct

The inversion of *were* in this sentence is correct since the sentence is introduced by time expression/adverb of time in *the age of Abu Bakr*. Since *were* is the sole verb in this sentence, it can be moved into a position before the subject *a lot of false prophets*.

4. Correct

The inversion in this sentence occurs after comparison *more peaceful than* and it is normal to invert the S-V position after *than*.

5. Incorrect

The problem of this sentence is the lack of verb for the main clause, thus to solve it we can add '*are*' which serves as the verb for subject *many foreign students*. Since *there* is a place expression used at the beginning of a sentence, it should be immediately followed by a verb .

6. Correct

The inversion of this sentence is correct since the sentence is introduced by a negative expression *Never*. The auxiliary '*have*' is positioned before the subject.

7. Correct

The case of inversion in this sentence is similar to that in number 6. The sentence starts with a negative expression *No way* and is then followed by an auxiliary *will* and the subject of the sentence.

8. Incorrect

The main problem in this sentence is the main clause. The use of negative expression *Not until they apologize* should be followed by an inversion in the main clause. The correct structure for the main clause should be *will I forgive them*.

9. Correct

Every part of the sentence is well -structured including the inversion of the verb and the subject. The inversion occurs since in the beginning a place expression is used.

10. Correct

The use of inversion in this sentence is intended for emphatic comparison, hence the use of verb after comparison *best of all* is acceptable.

PART B

1. B

Since the sentence starts with a place expression, the verb should be placed immediately after the expression, thus option B *sat around* is the best option. The other options such as participle phrase in A and questions as in C and D do not match the place expression that requires inversion.

2. D

This sentence is introduced with an almost negative expression *barely* which should be followed by the inversion of subject and auxiliary verb. The most accurate inversion is in D since the auxiliary could immediately follow the negative expression then subject and the main verbs after them.

3. A

Place expression or adverb of place *There* should be followed by the verb first then the subject since it requires inversion.

4. C

Similarly, A occurs here where place expression introduces the sentence therefore requires an inversion of

subject and verb. In C the verb *is* comes before the subject *the beautiful Masjid Sultan Ahmed*.

5. B

The best option to complete the sentence is B since *neither* should be immediately followed by inversion of the subject *we* and the auxiliary *did*, therefore *neither did we* is the correct option.

6. A

The inversion after comparison with *than* should be parallel with the compared information. The verb *heals* can be compared using *do* or *does*, therefore the inversion should be *do many* since its subject is in plural forms, i.e. *conventional treatments*.

7. D

This is a conditional sentence type I which makes use of *should* and imperative. Hence, the best option is *should anyone commit* because it is placed at the beginning of the conditional sentence and *should* is used in place of *IF*.

8. A

The use of *only* with time expression allows us to invert the subject and auxiliary verb, hence *Only after sunset* can be followed by *can Muslims break fasting*.

9. B

In this sentence, we must be careful since *where* does not introduce a question but it serves as a clause connector. As a result, there is no inversion in this sentence and the answer should use normal structure. Therefore, the best answer is A, *the flyer shows where you can contact....*

10. C

The sentence clearly starts with a negative expression hence the best clause to follow this expression should be inverted. The best answer is *was a greater man*.

PART C

1. *Hardly will it occur to most Muslims*
2. *why should others acknowledge it for them?*
3. *had it not been for non-Muslim scholars and historians*
4. *were it not for scholars of the caliber of Sarton, Haskins, and many other so-called Orientalists*
5. *Were it not for many scholars of today*

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UNIT 6: SUBJUNCTIVES

A. INTRODUCTION

This unit aims to introduce you to the use of subjunctives . Subjunctive itself refers to any expressions, verbs, and adjectives that express ideas of necessity and importance. Subjunctives are usually used in formal speaking and writing as well as literature. The main marker of subjunctive is the use of certain verbs or adjectives along with bare infinitives. The use of subjunctive is common in academic writing, and it will enable you to communicate your ideas more naturally and neatly. However, you should notice that subjunctive is more general in American English. On the contrary, British English makes use of modal should plus simple verbs.

B. LEARNING OBJECTIVES

By the end of this unit, you should be able to:

- A. Identify expressions, verbs, and adjectives used as subjunctives
- B. Identify different types of subjunctives
- C. Use subjunctives in contexts.

C. OVERVIEW OF SUBJUNCTIVE

Subjunctive in English (Often referred to as subjunctive mood) is used to talk about or express unreal, imaginary, hypothetical things, wishes/dreams and beliefs. Subjunctive in English is usually marked with the use of base or plain form of verbs, and it predominantly occurs as a subordinate clause. When using subjunctive, the verbs are always in their base forms or infinitives (without to) no matter what tenses the sentences are. Subjunctives do not also use any kind of plural or singular markers. It also tells us about the importance, urgency,

and necessity and is mostly used along with certain verbs and adjectives as well as THAT. In other words, subjunctives only occur with complements in noun clauses or that-clauses. Subjunctives may also be expressed in both negative and passive sentences. Additionally, subjunctive only has present and past types without future types. Have a look at the verbs, adjectives and nouns used for subjunctives below.

Examples:

- She asked that we visit students’ homes at the weekend.
- It is essential that they enter the room ten minutes earlier.
- The judge insisted that the evidence be revealed to the public.
- It is important that any students not leave the class before it ends.

D. TYPES OF SUBJUNCTIVE

A. Present Subjunctive

1. Mandative subjunctive

Mandative subjunctive as the name implies is a type of subjunctive used with that clauses that express demand, request, requirement, recommendation and suggestion. This is the most commonly used type of subjunctive. Usually, a mandative clause is used along with ‘that’ although not always. The use of mandative subjunctive is often marked with the use of mandative items such as verbs, adjectives, and nouns. Look at the following structure of the subjunctive and the list of typical verbs, adjectives, and nouns that come before subjunctives.

Subjunctive verbs						
Subjunctive adjectives	+	that	+	subject	+	Bare infinitive

Subjunctive nouns						
------------------------------	--	--	--	--	--	--

Examples:

- It is *essential* that everyone *keep* the congregative prayers five times a day.
- The parliament *demand*ed that the law for halal tourism *be* promulgated very soon.
- It is a *proposal* that the local organizations *be* assisted during the catastrophe.

Verbs

advise

ask

demand

insist

propose

recommend

beg

command

instruct

intend

order

prefer

request

require

stipulate

urge

warn

suggest

desire

propose

Adjectives

advisable

anxious

desirable

eager

essential

important

appalling

appropriate

(in)conceivable

crucial

imperative

obligatory

(un) necessary

urgent

vital

Nouns

decision

insistence

demand

requirement

condition

desire

recommendation

proposal

suggestion

request

It is important, however, to pay careful attention as clauses with mandative items do not always indicate mandative sense, yet the indicative ones (the indication of real things or facts). Examine the following comparison.

- He insisted that she be present in the meeting (He wanted her to be there in the meeting)
- He insisted that she was present in the meeting (he knows that she was there and emphasizes that)

2. Adversative Subjunctive

Subjunctive in adversative clause expresses a situation or an event opposite to that in the main clause. Subjunctive in this respect is usually marked with the use of *lest* or *fear for* (*that*). Note that the word *lest* is used in classic literature and has more common usage in American English. Both *lest* and *fear for* have similar meaning to *in case* and are followed with something that should be avoided therefore indicates something preventive. In British

English, lest tends to be accompanied with should as found in mandative subjunctives.

- Lest you be confused, I will give you a more simple direction.
- She must repent very soon for fear that she cross the line.

3. Conditional subjunctive

The use of subjunctive in conditional clause is scanty and is likely associated with the use of 'be' instead of lexical verbs. Conditional clauses with subjunctives are usually introduced by connectors such as *if, in case, provided (that), providing (that), on condition (that), and unless*.

- Every Muslim is obliged to perform Hajj and if it be too unaffordable for them, it may be exempted for some.
- Allah forgives any sin on condition that it not be shirk.

4. Purposives

The subjunctive of purposive clause is marked with the use of so that and in order that. However, this kind of subjunctive is less common.

- Prohibitions in Islam are strict so that nobody be a transgressor.
- In order that a young male remain intact from adultery during puberty, he should do fasting.

5. Exhaustive Conditional sentences

Exhaustive conditional sentence is a type of conditional sentence that can cover every possibility. For this type of clause, the subjunctive is restricted to the use of 'be' with the meaning of 'whether' and -ever words.

- All Muslims have to remember Allah at all places and occasions, be it at work, home, or outdoors.

6. Formulaic subjunctives

Unlike the previous types of subjunctive which occur in subordinate clauses, formulaic subjunctive is part of the main clause. It is also independent and has fixed expressions.

- So be it
- God bless you
- Long live
- Be that as it may
- Peace be upon him

B. PAST SUBJUNCTIVE

Past subjunctive usually describes state, condition or habit which are hypothetical or imaginary. The past subjunctive has the same structure as simple past except for the past verb of 'be'. For all subjects, the past form of 'be' is 'were' even though informally 'was' is still possible. Past subjunctive entails at least five situations, namely:

1. Conditional type II
 - If I were you, I would apply for the scholarship.
 - If it were not cancelled, I would join the tournament.
 - Were the government able to provide employment for the unemployed, the crime rates would decrease.
2. Complement to wish or if only
 - I wish I were able to help you at that time.
 - I wish I could speak Arabic
 - If only I had a better TOEFL score
3. After would rather, sooner, as soon.
 - I would rather you kept my secret

4. After As if/as though/suppose/imagine
 - Suppose you were rich. What would you do?
 - She acts as if she were the owner of the school.
5. After it be (high/about) time
 - It is time we started a new program
 - It's about time you finished your study.

This subjunctive tells about counterfactual sense and it tells about something that is not happening but should be happening. Normally, it is used to express something that should be done but it is a bit late.

E. SUGGESTIONS

1. The use of negative subjunctives is pretty rare even in formal English, thus instead of using the negative one, use the direct antonym.
 - It is essential that we not come late.*
 - It is essential that we come on time.
2. In British English, the use of subjunctive is less common. Consequently, when asked to write in BrE, you should use the modal verb 'should' in place of subjunctive. In British, people also prefer to use other forms instead of the subjunctives such as for and to infinitive, as well as simple present.
 - It is recommended that he should submit his paper on time.
 - It is recommended that he submits his paper on time.
 - It is recommended for him to submit his paper on time.
 - She asked that we visit students' homes at the weekend.

- She asked that we should visit students' homes at the weekend.
3. In informal English, it is possible to drop 'that' in the subjunctive. However, the tense and subject-verb agreement will turn out to be normal.
 - It was important that she apply for the position.
 - It was very important she applied for the position.
 4. When the situation is probable or real, present tense can be used after 'look as if/as though'
 - They look as if they plan to go on vacation

F. UNIT SUMMARY

The use of subjunctive is marked with the bare infinitive in that clauses for the present tense and *were* for the past ones. Subjunctive can only occur with certain verbs and adjectives as listed above. The present subjunctive is applied in that-clauses, while the past one is used in if-clauses.

G. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. The Imam suggested that I prophetic medicine to cure my illness.
 - A. follow
 - B. follows
 - C. followed
 - D. am followed
2. The English teacher recommends that all the students..... The material before they come to the class

- A. reading
 - B. to read
 - C. read
 - D. is read
3. It is obligatory that all Muslims whose disposable wealth is above the current year's nisab zakat.
- A. To pay
 - B. pay
 - C. paying
 - D. paid
4. the extreme Salafists more tolerant to differences, the ummah would be at peace.
- A. If
 - B. were
 - C. if it were
 - D. if they were
5. We wish Donald Trump more people from Muslim countries to come to the United States.
- A. allowed
 - B. allowing
 - C. allows
 - D. to allow
6. She sings all day as if she a superstar.
- A. is
 - B. were
 - C. was
 - D. is being
7. Imagine you the paradise. What would you do?
- A. entered
 - B. entering
 - C. enter
 - D. to enter

8. Usman realized that he forgot to pray Fajr. So it.
Men are not punished because they forgot to do an order.
A. was
B. were
C. it
D. be
9. Pray to Allah as though you Him.
A. see
B. seeing
C. saw
D. seen
10. During the Covid-19 outbreak, the Saudi government requires that we the health protocol before entering Mecca.
A. follow
B. following
C. followed
D. to follow

PART A

Change the following sentences into subjunctive sentences.

1. Our teacher insisted on our being diligent during our lesson.
.....
2. She begged forgiveness from them
.....
3. It is imperative that everyone should turn in their assignment on time.
.....
4. He recommends an in-depth study on Islamic jurisprudence for us.
.....

5. It is important for every Muslim to be honest

.....

PART C

Put a tick (✓) for each of the following expressions according to whether it can be used with subjunctive or not.

Expression	Subjunctive	Non Subjunctive
<i>insist</i>		
<i>propose</i>		
<i>comment</i>		
<i>instill</i>		
<i>recommend</i>		
<i>warm</i>		
<i>warn</i>		
<i>suggest</i>		
<i>speculate</i>		
<i>nervous</i>		
<i>anger</i>		
<i>essential</i>		
<i>vital</i>		

<i>selection</i>		
<i>quest</i>		
<i>iterative</i>		

H. ANSWER KEY

PART A

1. A

The subjunctive verb in this sentence is '*suggested*' followed by *that*. Because of this, after subject *I* the verb must be in the form of a bare infinitive.

2. C

It's pretty clear. This mandative subjunctive requires bare infinitive after the subject of that clause.

3. B

This is also a mandative subjunctive marked with the use of subjunctive adjective *obligatory* and a bare infinitive *pay* after *that* and subject.

4. B

This sentence uses past subjunctive with conditional type. The best expression to complete the sentence is be '*were*' since it replaces *IF* in conditional sentence type II.

5. A.

This sentence also contains past subjunctive which carries hypothetical meaning indicated by the use of '*wish*' which is always followed by past verbs, therefore the answer is '*allowed*'.

6. B.

After as if, past subjunctive occurs here in the form of past BE '*were*', thus the best answer is B.

7. A.

Imagine is one of the expressions that are followed by past subjunctive, so the best answer is the past verb '*entered*'. This sentence also carries hypothetical or imaginary meaning.

8. D

This sentence has a formulaic subjunctive, so the best expression to complete the subjunctive is '*be*' and the complete subjunctive will be *so be it*.

9. C

Similar to as if, as though is usually followed by past subjunctive.

10. A

This sentence contains mandative subjunctive. It is marked by mandative verb '*requires*' and that -clause, therefore the best answer is '*follow*' in option A.

PART B

1. Our teacher insisted that we be diligent during our lesson.
2. She begged that they forgive her.
3. It is imperative that everyone turn in their assignment on time.
4. He recommends that we study Islamic jurisprudence deeply.
5. It is important that every Muslim be honest

PART C

Expression	Subjunctive	Non Subjunctive
<i>insist</i>	√	
<i>propose</i>	√	

<i>comment</i>		✓
<i>instill</i>		✓
<i>recommend</i>	✓	
<i>warm</i>		✓
<i>warn</i>	✓	
<i>suggest</i>	✓	
<i>speculate</i>		✓
<i>nervous</i>		✓
<i>anger</i>		✓
<i>essential</i>	✓	
<i>vital</i>	✓	
<i>obligatory</i>	✓	
<i>quest</i>		✓
<i>iterative</i>		✓

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UNIT 7: GERUND AND INFINITIVES

A. INTRODUCTION

In this unit, you will be introduced to the distinction between gerunds and infinitives as well as which words can go with either of them. The basic mastery of -ing form is practically necessary before beginning to learn this lesson. In addition, there are times when we need to decide whether to use gerund or infinitive and making mistakes in the use of either of them may lead to unnatural usage of English. You should also be aware that in numerous contexts, you have to be able to choose whether to use gerunds or infinitive although rarely does it lead to serious misunderstanding when people make mistakes using either of them. Although, an infinitive falls into to and bare infinitive, we will focus on to infinitive in this chapter.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

- A. Identify verbs that go with gerunds and infinitives
- B. Use gerunds and infinitives in contexts.

C. GERUND & INFINITIVE: AN OVERVIEW

When a verb is followed by another verb, the latter usually takes the form of either gerund or infinitive. A gerund is verb + ing as in *playing*, *stopping*, *walking*, and soon which is used in the same ways as nouns as either subject, object, complement, or parts of these in a sentence. Unlike gerund, an infinitive is to+base verb as in to play, to stop, to walk, or is in the form of bare infinitive. An infinitive can also be used in place of a subject, an object or a complement.

Gerunds in sentences

- ***Playing musical instrument*** is allowed in my class
- We hate ***waiting*** in a long queue

To Infinitive in sentences

- ***To study English*** lets you open the window to the world
- One of your duties is ***to clean the apartment***

D. THE USAGES OF GERUND

A gerund can be used with determiners, possessives, possessive adjectives, or object pronouns (especially after verbs of senses). Note that when we want to use *the* + *Ving* and link it to an object, we must use *OF*.

- The *teaching* of English is fun (Gerund with determiner *the*)
- Lalu's *learning* grammar inspires everyone in the class (Gerund with possessive *Lalu's*)
- I didn't realize his *leaving* for the United States (Gerund before a possessive adjective '*his*')
- I don't like him *cheating* in my exam (Gerund after an object pronoun '*him*')
- I saw her *coming* from behind (Gerund after sense verb '*saw*' and object pronoun '*her*')

More specifically, gerund is used in one of the following circumstances:

1. When we want to use a verb after a preposition
 - I am interested in *learning* how to recite the Qur'an
 - He got his salary from *welcoming* people from Muslim countries.

2. We use a gerund as either subject or complement in a sentence
 - *Swimming* and archery are parts of Sunnah in Islam
 - What makes everyone upset is *doing* the task in too short time.
3. When we want to add extra information to certain verbs or verb+object combination
 - We just finished *doing* our charity distribution in the region hit by the earthquake.
 - Do you mind me *opening* the door?
4. When we want to make a list of activities
The following are prohibited during the congregative prayer.
 - *Turning* on your phone
 - *Talking* to each other
 - *Sleeping*
5. When we want to add information to a main clause
 - He left the protesters *frowning*
6. When we want to explain something impossible or prohibited, but we have to use it after NO.
 - There is no *swimming* here in this pool
 - There is no *parking* in this yard
7. We often use a gerund after sense verbs and objects
 - I saw him *coming*
 - I heard Aisya *giving* a lecture in the Islamic center.

E. VERBS FOLLOWED BY GERUNDS

Gerunds follow certain verbs and phrasal verbs as listed below. However, it is important to remember that in few cases, the choice to use either gerund or infinitive does not matter especially when using the verb *START* and *BEGIN*.

<i>enjoy</i>	<i>finish</i>
<i>appreciate</i>	<i>delay</i>
<i>mind</i>	<i>keep</i>
<i>quit</i>	<i>consider</i>
<i>Give up</i>	<i>discuss</i>
<i>avoid</i>	<i>bear</i>
<i>postpone</i>	<i>mind</i>
<i>Put off</i>	<i>deny</i>
<i>look forward to</i>	<i>keep on</i>
<i>practice</i>	<i>resent</i>
<i>Suggest*(in subjunctive clause)</i>	
<i>Detest</i>	<i>dislike</i>
<i>Endure</i>	<i>imagine</i>
<i>involve</i>	

- I enjoy eating apple pie along with tea in the early morning
- Please consider giving charity to the people in need
- She will never give up hunting scholarships

However, sense verbs (***catch, discover, feel, find, hear, see, notice, observe, watch***) are following by gerunds when they have an object. Therefore, the structure is VERB+OBJECT+Ving

- I saw him coming yesterday.
- I hear him telling an interesting story.

It is important to note that some verbs like ***advise, permit, allow, and forbid*** are followed by gerunds when they have no object, but are followed by infinitives when they have objects.

- The doctor advised taking some ranitidine to overcome the pain.

- The doctor advised us to take some ranitidine to overcome the pain.

F. VERBS FOLLOWED BY INFINITIVES

Infinitives immediately follow some common words. These words cannot be followed by gerunds. The words are listed below.

<i>hope</i>	<i>seem</i>	<i>afford</i>
<i>plan</i>	<i>appear</i>	<i>Ask</i>
<i>Intend*</i>	<i>pretend</i>	<i>attempt</i>
<i>decide</i>	<i>ask</i>	<i>beg</i>
<i>promise</i>	<i>expect</i>	<i>arrange</i>
<i>agree</i>	<i>Would like</i>	<i>choose</i>
<i>offer</i>	<i>Want</i>	<i>consent</i>
<i>refuse</i>	<i>need</i>	<i>aim</i>
<i>dare</i>	<i>demand</i>	<i>expect</i>
<i>decide</i>	<i>deserve</i>	<i>fail</i>
<i>fight</i>	<i>forget</i>	<i>guarantee</i>
<i>happen</i>	<i>help</i>	<i>hesitate</i>
<i>hope</i>	<i>intend</i>	<i>long</i>
<i>manage</i>	<i>neglect</i>	<i>pause</i>

<i>plan</i>	<i>prepare</i>	<i>propose</i>
<i>prove</i>	<i>swear</i>	<i>tend</i>
<i>threaten</i>	<i>trouble</i>	<i>try</i>
<i>undertake</i>	<i>vow</i>	<i>wait</i>
<i>wish</i>	<i>yearn</i>	<i>learn</i>

- I wanted to teach TOEFL preparation for the final year students.
- They tend to change their mind when they get more funds.
It is possible to use NOT with infinitives.
- I plan not to graduate this year
- I wish not to get the first turn in the game.

G. ADJECTIVES AND NOUNS FOLLOWED BY INFINITIVES

Apart from the verbs above, some adjectives and nouns are also followed by infinitives.

<i>Adjectives</i>	<i>Nouns</i>
<i>Able/ unable</i>	<i>attempt</i>
<i>afraid</i>	<i>bid</i>
<i>anxious</i>	<i>decision</i>
<i>ashamed</i>	<i>desire</i>
<i>bound</i>	<i>incentive</i>

<i>crazy</i>	<i>need</i>
<i>careful</i>	<i>nuisance</i>
<i>certain</i>	<i>opportunity</i>
<i>Curious</i>	<i>place</i>
<i>due</i>	<i>pleasure</i>
<i>eager</i>	<i>reason</i>
<i>happy</i>	<i>time</i>
<i>impossible</i>	<i>wish</i>
<i>likely</i>	<i>welcome</i>
<i>pleased</i>	
<i>right</i>	
<i>shocked</i>	
<i>wrong</i>	
<i>surprised</i>	
<i>stupid</i>	
<i>sure</i>	
<i>thrilled</i>	

Here are the examples in sentences.

- We are *happy to announce* that our class will begin very soon
- This lesson *aims to improve* your understanding of formulaic language.
- We were *surprised to hear* about your success.
- The *decision to set free* the prisoner is questionable.
- Lombok is one of the best *places to spend* your vacation.
- It's *time to leave*, everyone.

H. VERBS FOLLOWED BY EITHER GERUNDS OR INFINITIVES

The use of either gerund or infinitive may affect the sentence meaning. When used with these verbs, infinitive indicates to look forward, while gerunds indicate to look at the present or past.

Remember /forget	I can remember/never forget feeding your pets	Feeding your pets has already been done (an earlier action)
	Remember/Don't forget to clean the whiteboard	Clean the whiteboard is yet to be done (a future action)
mean	Your new life means sacrificing the past (involve, results in)	I don't mean to bother you (intend)

Go on	Although the rain has stopped, the flood went on sweeping anything away. (Continue)	After we met the principal, we went on to check the room. (Change to another action)
Stop	I stopped smoking (finish an action)	I stopped to smoke (Finish an action to do another one)
Try	Try using these new vocabulary words in your writing. (do something and see what happens, suggestion)	Try to write an academic paper (try to do difficult things)
regret	I regret cheating in my exam (feel bad about the past)	I regret to let you know that you fail the exam. (Announce a bad news)

However, it is worth noting that some verbs that can go with either of them will have the same meaning no matter what follows them for example begin, start, attempt, can't bear, continue, propose, and soon.

With no change in the meaning		
<i>start</i>	<i>bother</i>	<i>continue</i>
<i>begin</i>	<i>Can't stand</i>	<i>Like* (enjoy)</i>
<i>attempt</i>	<i>cease</i>	<i>love</i>

<i>deserve</i>	<i>fear</i>	<i>prefer</i>
<i>hate</i>	<i>intend</i>	
With changes in meaning		
<i>remember</i>	<i>Go on</i>	<i>stop</i>
<i>forget</i>	<i>mean</i>	<i>try</i>
<i>Stop</i>	<i>regret</i>	

*when LIKE is used to mean ENJOY, it does not matter to choose gerunds or infinitives, yet when it means a good idea, it must be followed by infinitives.

H. SUGGESTIONS

- a. Be more precise in selecting verbs followed by gerund or infinitive. A preposition is always followed by gerund, not infinitive.
- b. Overuse of gerund

The overuse of gerund is grammatically correct but sounds unnatural. For instance,

- I'm sorry for being late (I'm sorry I'm late)
- It was unbelievable that I had the possibility of joining this awesome group (...I was able to join)

Another typical example is the use of reduced forms with -ing which seems to be correct, but sounds unnatural too.

- Wash your hands before eating the meal (before you eat...)
- Take some rest when feeling too exhausted (when you feel ...)

c. Avoid split infinitives in formal English

Sometimes in informal English, an adverb is put between to and the verb. This is called split infinitive. You may use this in informal English, but it is better not to use it in formal English.

- We try to carefully put out the fire. (We try to put out the fire carefully)

d. Beware of suggest with infinitive

It is not common to use suggest with an object instead of a clause.

- The teacher suggested the parents monitor their kids at home (The teacher suggested that the parents monitor their kids at home)

e. Avoid double gerunds or infinitives

It is uncommon to put two gerunds or two infinitives in a row. For example:

- She wanted to start to buy Korean clothes

f. You should be aware that there are two kinds of the infinitive: to and bare infinitive, so don't get confused with the term infinitive.

g. In several cases, the use of -ing form and bare infinitive is possible for sense verbs. However, they carry different meanings. When using v-ing after the sense verbs, v-ing demonstrates extended action or action in progress while bare infinitive demonstrates momentary action or completed action or event. Have a look at the following examples.

- I saw him coming (extended action)
- I saw him come (momentary action)
- I heard Amy talking about me (action in progress)
- I heard Amy talk about me (completed action)

h. The use of to infinitives and V-ing is not limited to the explanations in this chapter. There is also a possibility that

they are used in different structures such as perfect infinitive, perfect -ing form, negative infinitive, negative -ing form, passive infinitive, passive -ing form and continuous ing form. Here are some useful examples.

- I'm sorry to have taken your time so much.
- I forgot having dinner with you that night.
- They asked me not to talk about the past
- Not listening to the teacher while she is talking is a sign of ignorance.
- The house seemed to be damaged by the storm.
- I love being humble to others.
- He seems to be getting a sore throat.

I. UNIT SUMMARY

Gerund is verb+ing that has nominal properties, i.e it may serve like noun in a sentence. Gerund may function as a subject, object, complement or object of preposition. On the other hand, the infinitive can be divided into to infinitive and bare infinitive and the former is discussed in this unit. Gerund and infinitive in many cases always followed certain verbs, adjectives and nouns. However, in some cases, both can follow the same word even though they could bring different meanings. Therefore, the decision to use gerund or infinitive should be based on typical words that normally come before them.

J. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. Would you mind for prayer through the speaker?
A. To call
B. calling
C. called
D. call
2. Everyone in the discussion enjoys to the scholar of Islamic history and civilization.
A. listen
B. to listen
C. listened
D. is listening
3. Allah promises those who are steadfast and patient.
A. To reward
B. rewarding
C. rewarded
D. reward
4. We are looking forward to in the upcoming event.
A. meet
B. meeting
C. met
D. be met
5. The day for Eid Fitr is likely on the same day for everyone this year.
A. occurs

- B. occuring
 - C. occured
 - D. to occur
6. She went out
- A. cries
 - B. crying
 - C. cry
 - D. is crying
7. The art of with anger can be learned and practiced.
- A. dealing
 - B. to deal
 - C. deal
 - D. be dealing
8. It is my pleasure you to practice the Hajj.
- A. assisting
 - B. to assist
 - C. assist
 - D. assisted
9. She wants us our papers on time.
- A. handed
 - B. hand
 - C. handing
 - D. to hand
10. They have no desire each other again.
- A. to see
 - B. seeing
 - C. see
 - D. sees

PART B

Rewrite the following sentences using gerunds or infinitives in such a way they have similar meaning to the sentences.

1. We can't join the course since we don't meet the prerequisites.
.....
2. She is extremely worried that she would not pass the exam.
.....
3. I just heard that Amy converted as a new Muslim, and it was surprising.
.....
4. I really don't want to meet her again.
.....
5. He used to smoke, but now she doesn't .
.....

PART C

Fill in the blanks in each of the following sentences by using gerunds or *to* infinitive based on the given verbs.

1. She agreed (pay)..... her tuition fee by the end of this month.
2. Ali loves (pray)..... five times at the masjid.
3. We learned (swim)..... before we go to the swimming pool.
4. Before you apply for the scholarship, make sure (complete)..... the requirements first.
5. We will keep (fight)..... the oppressors until we are liberated.
6. We are looking forward to (meet)..... you very soon.

7. Masha chose (quit)..... playing video games to keep her eyes healthy.
8. Avoid (backbite)..... since it burns your good deeds the way fire burns wood.
9. The police seems (look for)..... the suspect for terrorist attack.
10. I'm considering (give) Half of my wealth for charity.
11. The committee decided (call off)..... the conference due to the pandemic.
12. It seems impossible for you (win)..... the match with your leg being hurt.
13. She doesn't mind (wake up)..... earlier in the dawn to prepare for fasting.
14. It is my pleasure (welcome) you to the Holy City Makkah.
15. I saw him (come)..... from behind the stage.

K. ANSWER KEY

PART A

1. B

Would you mind is usually followed by -ing forms therefore the best option to complete the interrogative sentence is option B *calling*.

2. B

To complete the missing word, either gerund or infinitive can be used since when meaning 'like', it does not matter whether to use gerund or infinitive after *enjoy*. Since the most appropriate and available option that meets such rule is B, therefore the answer is B to listen.

3. A

The verb *promise* is one of the verbs that can be followed by to infinitive, thus the best answer is *to reward*.

4. B

This sentence is quite tricky for those unfamiliar with this form. In this case, *looking forward to* should be followed by -ing forms since *to* in such phrase does not serve as *to infinitive* but a preposition.

5. D

The phrase *is likely* is best followed by *to infinitive* and the option D is the only option with it.

6. B.

What comes after *she went out* should be an ing form since it serves to add information to the main clause *she went out*. The complete sentence would be *she went out crying*.

7. A.

It is clear that v-ing comes after a preposition. Any preposition can only be followed by noun, noun phrase, noun clause or gerund since these forms are similar in terms of function. All of which are objects of preposition when they come after prepositions.

8. B

Pleasure is one of the nouns that can be followed by *to infinitive* therefore the best option to complete the sentence is by using *to assist* and to complete sentence would be *it is my pleasure to assist you to practice the Hajj*.

9. D

The verb *want+object* should be followed by a *to infinitive*, thus the best answer is to hand in D.

10. A

The noun *desire* can be followed by a *to infinitive*, therefore the best answer is *to see*.

PART B

1. We are not qualified to join the course.
2. She is extremely anxious not to pass the exam.

3. I was surprised to hear that Amy converted as a new Muslim.
4. I have no desire to meet her again.
5. He has stopped smoking.

PART C

1. She agreed to pay her tuition fee by the end of this month.
2. Ali loves praying five times at the masjid.
3. We learned to swim before we go to the swimming pool.
4. Before you apply for the scholarship, make sure to complete the requirements first.
5. We will keep fighting the oppressors until we are liberated.
6. We are looking forward to meeting you very soon.
7. Masha chose to quit playing video games to keep her eyes healthy.
8. Avoid backbiting since it burns your good deeds the way fire burns wood.
9. The police seem to look for the suspect for terrorist attack.
10. I'm considering giving half of my wealth to charity.
11. The committee decided to call off the conference due to the pandemic.
12. It seems impossible for you to win the match with your leg being hurt.
13. She doesn't mind waking up earlier in the dawn to prepare for fasting.
14. It is my pleasure to welcome you to the Holy City Makkah.
15. I saw him coming from behind the stage.

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UNIT 8: PRESENT & PAST MODALS

A. INTRODUCTION

In this unit, you will learn about a number of modals with various meanings. Learning the skill to use modal verbs in spoken and written English is indeed important since probably most of our speech and writing in English use modal verbs. In a sentence, a modal serves as an auxiliary verb or helping verb of a verb phrase. Speakers of English commonly use modals to express attitudes. At times, learning about modals can be confusing since it boasts various meanings. Although the number of modals in English is quite a lot, only some of them will be discussed here. These modals express ability, possibility, deduction-making, arrangements, suggestions, offers, asking for and giving permission.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

- A. Identify the meaning of several modal verbs
- B. Determine when to use modals
- C. Choose which modals to use
- D. Use modals in present and past

C. MODALS AND PHRASAL (SEMI) MODALS

In English, modals are used to make an assessment, to express attitudes or judgment which varies in terms of strength according to the modal used. In sentences, modals are immediately followed by the base forms of verbs or bare infinitives and without the use of -s ending. These modals serve as helping or auxiliary verbs that come before the main verbs. In other words, we have to use them in conjunction with the main verbs. Phrasal modals (semi-modals), on the other hand, are expressions whose meanings

are similar to the modal auxiliaries. The following chart lists the modals and phrasal modals in English.

Modal auxiliaries	<i>Ought to</i>	<i>can</i>
	<i>may</i>	<i>could</i>
	<i>might</i>	<i>Had better</i>
	<i>must</i>	<i>will</i>
	<i>shall</i>	<i>would</i>
	<i>should</i>	
Phrasal Modals	<i>Be able to</i>	<i>Have to</i>
	<i>Be going to</i>	<i>Have got to</i>
	<i>Be supposed to</i>	<i>Manage to</i>

Here are some examples of modals and phrasal modals in sentences.

- I believe you can do it
- She has to go after class
- I'm going to show you my new eBook.

Apart from these modals, we can use ***need*** and ***dare*** as modals too. However, when functioning as modal verbs, ***need*** and ***dare*** are only used in negative and interrogative sentences.

- He need not bring any book to the class.
- How dare you come?

D. CHARACTERISTICS OF MODAL VERBS

1. No 3rd singular person verb agreement

In simple present tense, modals do not show any subject-verb agreement for the third person singular which are usually marked with the inflection of -s on the verbs (cans*, Musts*, may*s*). However, this rule does not apply to the phrasal modals which always use subject-verb agreement. Compare the following examples.

- I can learn a foreign language faster than other people.
- The new regulation on alcoholic beverages shall be issued.
- She has to come to the class to pick her book.
- They are supposed to spend their money on education.

2. Bare infinitive

All pure modals/modal auxiliaries are always followed by bare infinitives (base verbs without *to*). For example, *may sleep* not *may to sleep*.

- She may leave the class earlier
- You might see her in no time

3. Negated by the addition of *n't* or *not*

Modal verbs always go before *not* in negative sentences.

- You can't enter this room unless you are a member
- She may not realize the mistake she just made

4. Inverted with the subject in questions

All modal verbs except *ought to* can go before the subject of interrogative sentences.

- May I ask you some questions?
- Will you allow me to speak louder?

5. Some have no past form

Some modals such as *must*, *may*, *might* do not have past form, but they might be replaced by other modals which have past forms such as *had to* or they can form past modals when used along with *have* (*may have*, *must have*, *might have*)

6. Modal verbs can go with other auxiliary verbs such as *be* and *have* in sentences with compound tenses, for example, *He might be going, she should have come earlier.*

E. MODALS EXPRESSING ABILITY

The most common modal used to express ability (strength, skill, knowledge) in the present is ***can***, while to express lack of ability, the negative ***can't, cannot, or can not*** can be used. The past forms of *can* and *can't* are ***could*** and ***couldn't***.

- I can build the house in a month
- I can't swim in deep water.
- She could sing metallic rock when she was eighteen.

When the ability we want to express is surprising or entails overcoming difficulties, we can use ***be able to***, while its negatives are ***not able to or unable***. When we want to emphasize the challenge or great effort to overcome a situation, we can use ***manage to***. Besides, *could* is not commonly used to express what somebody did on one occasion.

- She managed to climb the steep mountain.
- After a long trial-and-error, we finally managed to solve the problem.

The use of *could/might have + past participle* indicate past ability or opportunity which was not used or a chance which was not taken. Besides, they can be used to express criticism.

- You might have told me about the class (But you didn't tell me)
- I could have bought the car but I chose to look for another one. (I had the ability to buy it, but I didn't)

F. MODALS EXPRESSING POSSIBILITY

To express **general possibility** (something that sometimes happens), both **can** and **may** can be used, while the negatives of these words indicate the impossibility. *May* is more common in English academic writing. On the other hand, to express **specific possibility** in the present time, **can** is not used but **could, may, and might**.

- Teaching young learners can be very intriguing
- Staying up too often may affect your health
- A careless lab experiment could cause a pandemic outbreak.

To talk about general possibility (which sometimes happens) in the past, we can use *could*, whilst to talk about specific possibility we can use *could/might have*.

G. OTHER MEANINGS OF MODALS

Meaning	Modals	Examples
Possibility (chance)	Can (general, sometimes)	Traveling abroad can be cheap depending upon your destination.
	May (50% or less)	I may go to Bali tomorrow.
	Might (less chance, 50% or less)	Our team might win the game. Let's pray.
	Could (50% or less)	It could be raining this afternoon.
Deduction	should	He should be at work now

(Deciding about certainty, conclusion)	must	She must be a teacher
	Can't	It can't be him
	may	She may be the child's mother
	might	He might be sleeping now. It's already 11 PM.
obligation	Ought to (formal)	You ought to be polite to the elders.
	Have/has to (external obligation)	Everyone has to register before the due date in order to have a seat at the conference.
	Must (personal)	You must arrive home by 5 pm tomorrow.
	Should (moral obligation weaker than must)	You should treat your guest with more respect.
Necessity (something that is absolutely necessary to do or not to do)	must	You must be resilient to succeed.
Suggestion	should	You should go to the doctor soon.
	Had better	You'd better submit your

		application sooner than the due.
	Ought to	You ought to help your brothers and sisters at difficult times.
	could	You could try applying for the local scholarship.
	can	You can try the outfit before you buy it.
	shall	Shall we leave now?
Offer	may	May I help you?
	Might (very formal)	Might I be of some assistance?
	would	Would you like another cup of tea?
	shall	Shall I go with you?
Asking for Permission	can	Can I use your phone for a moment? I'm afraid you can't enter the room.
	Could (more formal)	Could I ask you some questions?
	May (more formal)	May I ask you some questions?
	Might (very formal, very polite)	Might I see your passport?

Invitation	would	Would you like to join us at our farewell party?
Disapproval	will	She will leave the plates unwashed in the kitchen. It drives me crazy.
Prohibition	Musn't	You mustn't enter the room. It's classified.
	Can't	You can't have a talk when listening to Jumu'ah sermon.
ability	can	I can play almost all kinds of musical instruments
	could	She could swim in river when she was a kid.
Making a decision	will	I will have a cup of tea, please.
Promise	will	Don't worry, you will be safe during the flight.
Request	will	Will you help me open the door?
	Would (formal)	Would you mind turning on the air conditioner?
Refusal	Won't	My leg sticks in the mud and it won't move.
	Wouldn't	The bell kept ringing, and it wouldn't stop.
Unreal and conditional	Could	I was starving. I could eat all the things in my house.

uses		I wish I could afford the car.
Expectation	should	My order should be here by this afternoon.
Repeated action in the past	would	When I was five, my mom would tell a bedtime story.

H. PAST MODALS

Past modals or the modal perfect tense are used to indicate speculation or supposition about past events. Sometimes these types of modal verbs are called modals of lost opportunities since

Past Modals	Usage	examples
Could have	Past possibility (It didn't happen, but it was possible)	Hey, that was dangerous. The lion could have killed you.
	Guess about something that happened	Why Tom didn't come to our class yesterday? He could have been sick.
	Criticism	You could have told me that your mother passed away.
Would have	Past unreal events	If I had bought the land, I would have built a school.

	Wish (you wanted to do but you could not)	I would have replied Sally's email, but she did not send me any.
Should have	Criticism	Liverpool FC lost to Arsenal in last week's match. Salah should have played. Your car just bumped into mine. You shouldn't have driven too fast.
	unreal recommendation (something did not happen, but we wish it had happened, past mistakes)	You drive on the wrong path. I should have told you before.
May have	Speculation/past unreal possibility	Why did Ali arrive late to the meeting? He may have missed the train.
Might have	Past small possibility	I think I saw Umar in the market, but I might have been wrong. It was too crowded.
Must have	Logical deduction about the past	Someone phoned us yesterday. It must have been Sarah.

I. SUGGESTIONS

1. Not all modals are used to express modal meaning. Some of them like will and may are used to express non-modal meaning such as the future.
2. In terms of pronunciation, can is normally unstressed while can't is stressed since on many occasions the sound of t in can't is not clearly pronounced.
3. Be wise for the use of modals for expressing suggestions, offers and request (can could, may might). May and might tend to be used more formally and tentatively than can and could.

J. UNIT SUMMARY

Modal verbs are one of the most frequently used function words in both spoken and written English. Modals mainly fall into present and past modals. Some expressions that have the same meaning as modals are also often used such as phrasal modals. Each modal has its own function as listed and exemplified in the previous subsections. In many cases some modal verbs may be used for the same function, for example, expressing less possibility using may, might or could.

K. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. My bag is really heavy. you help me carry it?
A. Might
B. would
C. would have
D. must
2. Had I arrived earlier to the masjid, I sat in the front lines.

- A. Would have
 - B. Would
 - C. Must have
 - D. Must
3. There are so many cuisines for our iftar this evening, but I have the drinks only.
- A. can
 - B. will
 - C. must
 - D. might
4. It's five minutes left before the meeting begins. we leave now?
- A. Ought to
 - B. must have
 - C. must
 - D. shall
5. Beware of the weather in Saudi Arabia. The temperature there reach 50 centigrade in summer.
- A. can
 - B. would
 - C. must
 - D. has to
6. Excuse me, I just lost my wallet. you lend me your phone for a moment?
- A. may
 - B. must
 - C. could
 - D. shall
7. I'm extremely thirsty during my fasting. I drink a gallon of juice.
- A. may
 - B. must

- C. should
 - D. could
8. To memorize the entire Qur'an you have strong commitment.
 - A. will
 - B. may
 - C. can
 - D. must
 9. The government issued a new regulation that we wear a mask to prevent disease transmission.
 - A. must
 - B. have to
 - C. will
 - D. can
 10. I know Bill really well, and he is a good guy. It be him who committed the crime.
 - A. may
 - B. can't
 - C. should
 - D. won't

PART B

Decide whether the following sentences are correct or incorrect.

1. We ought finish this assignment before the due date.
.....
2. The meal should arrive in no time. We use Gojek to deliver it.
.....
3. It will rain tomorrow. The chance is 50%.
.....
4. We should wait for another minute.
.....

5. Would you mind turning off the TV?
.....

PART C

Choose the correct modals from two modal verbs based on a magazine article.

As we get older and when we think about our past we sometimes ponder the things that we **should/can** have done. And we also **may/shall** regret those things we did badly and the mistakes we made. In reality, we be able **to/can** always learn from our mistakes and hope to never make them again. For example, if I failed a test because of a lack of study, the next test I **will/must** hope to pass because of hard work. Remember too that some regrets are not based in reality and we **must/may** waste time thinking that they are. **Would/should** I have really not have been involved in a car crash if I had been driving more slowly? After all, the other driver ought **to/will** have been concentrating and not playing with their radio. We have **to/would** be honest with ourselves and live in the now. The only things we used **to/can** control are the things happening now, in this moment.

(Souce: <https://www.bellenglish.com/blog/story-modal-verbs/>)

L. ANSWER KEY

PART A

1. B

From the context of these sentences, we can infer that the second sentence is a request to help carry the bag, therefore the best answer is to use *would*.

2. A

One of the usages of *would* is for conditional sentences type III in which *would* is used along with *have+V3*. The best option to complete the sentence is option A.

3. B

The clause with missing words indicates the decision made about only having the drinks, therefore the best expression to use is *will* in option B.

4. D

From the contextual clues, we know that the second sentence is a suggestion in the form of an interrogative sentence. The best option to use in suggestion is *shall* in D.

5. A

The second sentence in this item tells us about the possibility or probability of high temperature in Saudi Arabia and the best option ten would be *can*.

6. C

The second sentence in this item clearly indicates a request for lending a phone and the best option to complete the sentence is option C *could*.

7. D

The sentences indicate modal for unreal uses thus the best option to complete the sentence is the use of modal *could*. *Could* can be used to express something unreal.

8. D

The missing expression in the sentence requires a modal to express necessity in order to achieve the goal mentioned in the beginning of sentence hence the best option to complete the sentence is the modal *must* for necessity.

9. B

The sentence clearly represents an external obligation as a consequence of the regulation therefore the best option would be *have to*.

10. B

These sentences show deduction made to indicate the impossibility. In other words, the speaker is certain that Bill is not the criminal. The best option is B *can't*.

PART B

1. Incorrect.

To is missing after *ought*

2. Correct.

3. Incorrect.

Will is not used for less possibility. We use *may*, *might* or *could* as the modal verbs for the chance of 50% or less of possibility.

4. correct.

5. Correct

PART C

As we get older and when we think about our past, we sometimes ponder the things that we **should** have done. And we also **may** regret those things we did badly and the mistakes we made. In reality, we **can** always learn from our mistakes and hope to never make them again. For example, if I failed a test because of a lack of study, the next test I **will** hope to pass because of hard work. Remember too that some regrets are not based in reality and we **may** waste time thinking that they are. **Would** I have really not have been involved in a car crash if I had been driving more slowly? After all, the other driver **ought to** have been concentrating and not playing with their radio. We **have to** be honest with ourselves and live in the now. The only things we **can** control are the things happening now, in this moment.

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UNIT 9: NON-FINITE CLAUSE

A. INTRODUCTION

In this unit, you will learn about how to use non-finite clause in sentences. Non-finite clause itself can contain either participle or infinitive phrases. Participle phrases are used to provide extra information about cause, result or time, while infinitive phrases are used to indicate purpose. This topic is one of the areas in which foreign language learners come across difficulties particularly when choosing between when to use participle and when not to. Understanding and use of non-finite clauses are very common in English and appear in many ranges of use. The infinitive clause can be categorized into two major types, participle (present and past) as well as infinitive (to and bare infinitive). In contrast to finite clause, non-finite clause is mainly subordinate, does not have tense, and normally lacks subjects.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

- A. Identify the main properties of non-finite clause
- B. Examine different syntactical functions of a non-finite clause
- C. Use non-finite clauses in contexts

C. FINITE VS NON FINITE CLAUSE

While finite clause has finite verb which is marked by the specific subject and tenses, non-finite clause does not commonly express person, number or tense. Finite clause can be used as a main or subordinate clause, whereas the non-finite one is usually used as subordinate clauses.

D. PARTICIPLE CLAUSES

All participle clauses do not have tenses since their time references are usually in the main clause and can express either active or passive meaning. The active participle phrase is marked with *-ing*, while the passive one is marked with *-ed* or irregular past participles. Basically, participle phrases are the reduced clauses (SEE UNIT 4) which can be placed before or after the main clauses. When placed before the main clause, the subject of the participle phrase is the same as that in the main clause. However, when placed after the main clause, its subject depends on the meaning, either the subject or object of the main clause can be the subject of the participle clause. In written English, participle clause is placed before the main clause and often describes the setting or background of situation.

- I love reading a book written in simple languages
- The hospital recruited more nurses, offering more services for the patients.
- Worrying about his children, Tom joined the insurance.
- Situated at the heart of the United Kingdom, Oxford University offers quality education

Participle clause may also take the form of perfect participle (having+past participle) to indicate one action that happens before another or to indicate reasons or causes. This can be placed before or after the main clause.

- Having bought the piano, he decided to sell it.
- My feet felt numb, having run for two miles.

E. TYPES OF PARTICIPLE CLAUSE

1. Defining Clause

Having a similar function to a relative clause, a participle phrase provides extra information about a noun.

Thus, it can often replace a defining relative clause. However, this can only happen when:

- a. The subject of the main clause and the relative clause is the same.
 - The man talked to is a genius* (The man whom I talk to is a genius)
 - The tenses teaching are so complex* (The tenses which I teach are so complex)
 - b. An active (ing) participle clause is used to describe a continuing action. (When describing a completed action, active participle phrase cannot be used). In other words, when the action is still going on and has not been completed, an active participle phrase may be used.
 - The students submitting their theses graduated last year* (The students who submitted their theses graduated last year)
 - Tom buying a round trip ticket has just arrived in the airport on time (Tom who bought a round trip ticket has just arrived in the airport on time)
2. Phrases with other functions.

Apart from defining, a participle phrase may carry various meanings according to the contexts. It may express reason, result, condition, or may indicate the time in which one action happens after another.

Functions	Examples	
	Full clauses	Participle phrases

Reason	You will never pass the exam since you haven't studied hard.	Not having studied hard, you will never pass the exam.
Result	All the face-to-face instruction was prohibited during the pandemic, so many schools were left unattended.	All the face-to-face instruction was prohibited during the pandemic, leaving many schools unattended.
Condition	If you often give fertilizer to the plants, they will grow faster.	Often given fertilizer, the plants will grow faster
Time	As we entered the class, we found a lot of surprises.	Entering the class, we found a lot of surprises.

Participle ing can also be used along with a verb when it indicates simultaneous action. For example,

- She lay reading the book on the bed.
- She walked looking at the beach.

Another possible use of gerund participle is to use it along with sense verbs such as see, hear, watch as in

- I saw him walking in the yard.
- I heard him yelling at the crowd.

3. Absolute Construction with participle

An absolute construction is a clause with a construction separated from the rest of the sentence. In a sentence, absolute construction has no explicit syntactic link to the main clause. Usually, absolute construction is marked with a noun or noun phrase modified by participles.

- Earth shaken, all the people escape from buildings

- Our body shivering, we walked across the park at midnight.

F. INFINITIVES

An infinitive is the basic form of a verb often broadly used in two forms: to infinitive and bare infinitive. To infinitive is to plus the base verb and it can act like a noun, adjective and adverb. While bare infinitive is the purest form of the verb. Infinitive does have any tense or inflection.

1. TO INFINITIVE

To infinitive phrase is marked with TO+VERB and is used with different syntactical functions (Subject or Complement). An infinitive phrase may bring either active or passive meaning, and it does not have a tense. Usually, the time reference for an infinitive phrase is shown in the main clause.

- To submit the task on time is really challenging (Subject)
- The aim of this project is to improve your academic writing (Complement)
- I got to the gym to keep healthy (adjunct)
- He is too old to be the leader of the organization. (Indirect complement)
- It offers an opportunity to undergo a life-changing experience. (Noun complement)
- He wants to read ten books this week. (verb complement)
- We have a large house to shelter the refugees in. (NP modifier)
- He was not ready to take the challenge (adjective complement)

However, using an infinitive phrase as a subject can be rather formal. It is better to use impersonal it or gerund.

- It is really challenging to submit the task on time
- Submitting the task on time is really challenging.

An infinitive phrase is used along with FOR when the subject is different from the subject of the sentence.

- It is permissible for them to enter the room before the class begins.
- It is obligatory for the teachers to leave the classroom when the bell rings.

An infinitive phrase can be used in place of a relative clause when it is after superlative or ordinal numbers.

- She is the oldest lady to be recorded in Guinness World Record.
- The University of Qarawiyyin was the first university to be built in history.

An infinitive phrase may indicate either purpose or something unexpected.

- Dave went to England to find his father (to-infinitive to express purpose)
- Dave had a trip to Netherland only to see his pocket lost. (To infinitive to express something unexpected)

2. BARE INFINITIVE

Bare infinitive is the base form of verbs. Finite clause that uses bare infinitive usually appears after causative verbs (make, let, have) modal auxiliary verbs, and sense verbs (see, hear, watch) as their complements. However, you should be aware that not all plain/base forms of verbs are used in non-finite clause. Base forms are also used in finite clause as in subjunctives and imperatives. Here are examples of bare infinitives in non-finite clauses.

Examples:

- You should take the medicine twice a day.

- The Islamic lecture helps refresh our mind.
- All I want to do is take a rest for half an hour.
- The trial of life makes us realize how important our life is.
- I saw him walk on the grass.

G. SUGGESTIONS

1. It is important to note that not all -ing participles are gerunds as gerunds have nominal properties (subject, object, etc), while ing-forms might have other properties such as the verbal ones. In addition, the easiest way to distinguish gerunds from non-gerund participles is that the former acts as a noun while the latter as an adjective.
2. In some prescriptive grammar books, it is often advised not to use 'split infinitive', putting an adverb between to and a verb such as 'to carefully read'. Actually the term split infinitive is misleading and the use of such structure is also common in English. For more explanation see Huddleston and Pulum, p 206.

H. UNIT SUMMARY

Non-finite clause is a type of clause that has no verb that indicates any tenses. Non-finite clause is constructed by participle clause (present (Ving) and past participle (V3)) which is often marked with the absence of a subject. Another type of non-finite clause is infinitive which can be broadly divided into to (to+V) and bare infinitive.

I. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. You may stay at our home tonight, but make sure early to prepare for the Fajr prayer.

- A. Waking up
 - B. Wake up
 - C. To wake up
 - D. Your waking up
2. All we did during this winter is donation from the rich.
- A. To collect
 - B. collect
 - C. collects
 - D. to be collected
3. The Qur'an At the University of Birmingham is the oldest known manuscript.
- A. To preserve
 - B. preserving
 - C. preserved
 - D. to be preserving
4. The Global ACT organization has just announced the first hospital they built in a conflicted area, new hope to the oppressed.
- A. To offer
 - B. offering
 - C. offered
 - D. to be offered
5. on the border of Pakistan and India, Kahsmir is acknowledged as the heaven of the earth.
- A. locating
 - B. located
 - C. to be located
 - D. to locate
6. abstained from food and drink for three days, he finally faltered.
- A. have
 - B. had

- C. to have
 - D. having
7. It took time to speak fluently in English.
 - A. To learn
 - B. learning
 - C. to be learned
 - D. learn
 8. It is mandatory to perform pilgrimage to Mecca once they can afford the financial and health requirements.
 - A. Muslims
 - B. to the Muslims
 - C. for the Muslims
 - D. by the Muslims
 9. In the queue, he was the last person
 - A. standing
 - B. stand
 - C. stood
 - D. to stand
 10. You should let the paint on the wall dry before you can repaint it.
 - A. be
 - B. to be
 - C. being
 - D. was

PART B

Decide whether the underlined verbs in the following sentences are finite or non-finite.

1. He suggested that we perform Umrah by this Ramadhan. .
.....

2. Anyone knowing the address of the person I'm looking for should contact me.
.....
3. Open the door right now
.....
4. I walked into the crowd and found myself burst into tears.
.....
5. I would like to assign you to undertake a project on an educational exhibition.
.....

PART C

Choose one of the three given words in the brackets to complete the sentences of the text.

For a globally persecuted community, 1. (*reviling/ reviled/ to revile*) and 2. (*degrading, to degrade, degraded*) at every turn by politicians and the mainstream media in the West and elsewhere, Muslims have often sought comfort and a sense of sharing in the glory of sporting legends who share their faith – and have managed, despite the odds, to force the public consciousness 3. (*acknowledging/ acknowledged/ to acknowledge*) them and their efforts and 4. (*recognizing/ recognized/ to recognize*) that they are clearly Muslims.

In today's world, perhaps no other athlete represents the ideals of Islamic piety, humbleness, and being a master of one's craft more than mixed martial arts legend Khabib "The Eagle" Nurmagomedov.

Tonight, he once again proved that he is the most dominant fighter to grace the cage after defeating top contender

Justin Gaethje, 5. (*bringing/ brought/ to bring*) his undefeated record to 29-0. Now one step closer to 6. (*fulfilling/ fulfilled/ to fulfill*) his father's plan of crafting an unparalleled martial artist with a clean 30-0 record, he is an athlete all Muslims can admire both for his prowess and his behaviour in and out of the cage. He is also the kind of champion his late father and trainer Abdulmanap Nurmagomedov would have been proud to say is his son.

Khabib, 7. (*bore/ born/ to bore*) in the mountainous and rugged climes of the Dagestan region of Russia, has been raised since birth to be a warrior, and not simply just a prizefighter. Throughout his entire career, his father Abdulmanap had been by his side, 8. (*guiding/ guided/ guide*) him to success even when he was denied visas to corner his son's UFC bouts in the United States.

Khabib's training regimen is legendarily rigorous, 9. (*bringing/ brought/ to bring*) together the sheer toughness the people of the Caucasus are renowned for with the technical excellence his father's Sambo martial arts 10. (*imparting/ imparted/ to impart*) upon him, as well as keeping himself mentally and spiritually strong by finding comfort and strength in Islam.

He has been known 11. (*wrestling/ wrestled/ to wrestle*) bears as a child, swims against the powerful currents of icy rivers, and to fight against elite training partners until they, and not he, became exhausted and could no longer continue. As Abdulmanap once said about his son, "a child always wants his father 12. (*seeing/ seen/ to see*) what his son is capable of" to prove his strength of character.

The Eagle has spent his entire life 13. (*honouring/ honoured/ honour*) his father's mission, showing what he was capable of, and defeating the very best the world had to offer. He not only dominated the Combat Sambo world championships two years in a row in his early twenties but has fought against some of the toughest fighters in the world in MMA competition, 14. (*becoming/ become/ became*) the lightweight champion in April 2018 after defeating "Raging" Al Iaquinta, a tough-as-leather New York brawler. He has since defended his title thrice with Gaethje as the latest 16. (*falling/ fallen/ to fall*) before him.

It is in this way that Khabib's public speeches broadcast before tens of millions globally of "alhamdulillah", "inshallah", and indicating that his success only comes from Allah all while 17. (*wearing/ worn/ to wear*) his traditional papakha hat indicating his Avar Muslim heritage sends a powerful message.

Khabib rises above it all, 18. (*averting/ averted/ to avert*) his gaze, and dedicating himself to the mastery of his craft as Islamic teachings command.

(Source: <https://www.trtworld.com/opinion/khabib-an-unabashedly-muslim-champion-in-an-islamophobic-world-40866>)

J. ANSWER KEY

PART A

1. C

After *make sure*, we need to use infinitive *to wake up* to complete the sentence because *sure* is an adjective that can be followed by *to* infinitive.

2. B

The linking verb *is* needs a complement and the best one is to infinitive *to collect*. To infinitive at times can function as complement particularly after *BE*.

3. C

The finite clause in this sentence indicates passive meaning therefore the best option is past participle *preserved* (C). It can be seen from the context of preserved Qur'an at the University of Birmingham.

4. B

The use of -ing forms for the non-finite clause is the most appropriate here since it expresses results.

5. B.

The best type of finite clause to use in this sentence is past participle *located*.

6. D.

The missing word in the sentence should be *having* since past participle *abstained* comes after it.

7. A.

The cleft sentence such as *it took time* is normally followed by to-infinitive.

8. D

Since the subject of the two clauses in this sentence is different, the finite clause uses *for*

9. A

Verb-ing is used after complement *the last person*.

10.A

The causative *let* is marked with the use of bare infinitive after the complement *the paint on the wall*.

PART B

1. Finite.

The verb has a subject *we*

2. Non-finite.

The use of participle without an auxiliary verb is one type of non-finite clause.

3. Finite.

Despite the absence of subject, the verb *open* is finite since it is imperative and the subject is implied as the second person.

4. Finite.

The verb is in simple past and the subject is I.

5. Non-finite

This verb as to infinitive thus is non-finite

PART C

1. reviled
2. degraded
3. to acknowledge
4. to recognise
5. bringing
6. fulfilling
7. born
8. guiding
9. bringing
10. imparted
11. to wrestle
12. to see
13. honouring
14. becoming
15. to fall
16. wearing
17. averting

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UNIT 10: PARALLEL STRUCTURE

A. INTRODUCTION

In this unit, you will learn about the balance of word forms in a sentence. In other words, similar ideas in a sentence should be expressed with similar grammatical patterns. By doing so, you would be able to construct well-written English sentences and avoid common mistakes second language learners often make. Parallel structure helps add clarity and identical patterns to your writing resulting in the ease for readers to follow the patterns of words in your writing. In addition, a parallel construction in a sentence would increase the chance that your sentence is more understandable. Normally, parallel structure is useful for:

- Making a list of words, phrases or clauses.
- Presenting parallel ideas as a pair
- Creating headings and table of contents

B. LEARNING OBJECTIVES

By the end of this unit, you should be able to:

- A. Identify problems in using parallel structure
- B. Use parallel structure with coordinate conjunctions
- C. Use parallel structure with paired conjunctions
- D. Use parallel structure with comparisons

C. WHAT IS A PARALLEL STRUCTURE?

In a good English Sentence, the words used should reflect as similar as possible forms and to achieve these, joined words should take similar forms. The basic idea of parallel structure (or parallelism) is the repetition of grammatical forms of a sentence allowing the compared items in your sentences to have the same

grammatical patterns, thus makes your writing look more balanced and neat. Take for example

- I like to read and to write
- I like reading and to write (Unparallel)
- Imam Bukhari embarked on a journey to collect hadiths and then codified them into a book.
- The boys are preparing the mats to sit in, while the girls are cooking the cuisines for the dinner.
- To educate is to build one's character.

D. PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

Coordinate conjunctions (particularly and, but, and or) are used in sentences to join words (Nouns, verbs, adjectives), phrases, or even clauses. However, they must join the same thing; the forms between words joined by the coordinate conjunctions must be the same. In other words, what is on one side of these conjunctions must have the same structure as those on the other sides. Look at the examples below.

1. Parallel nouns

- I am not a teacher but a student
- You may learn about culture and religion

2. Parallel verbs

- She will sneak to the room and peep through the door.
- You can stay here with us or go out with all your friends.

3. Parallel adjectives

- My teacher is so kind and helpful.
- Your exam is going to be long but easy.

4. Parallel adverbs

- The instructor asks the test takers to listen carefully and attentively.

- Next week I will speak loudly, clearly, and fluently insyaAllah.
- 5. Parallel ing-forms
 - He likes swimming, reading, and cooking.
 - I'm looking forward to meeting and talking to you.
- 6. Parallel infinitives
 - Our task is to collect and to analyze the data (Or analyze the data).
 - The statue in the middle of the downtown seems to scatter and to fall down.
- 7. Parallel phrases
 - You must put these buckets on the floor and under the table.
 - The exam will be held not this morning but this afternoon.
- 8. Parallel clauses
 - What you say or what you give to them will not affect their attitudes toward you.
 - The teacher told the students that they should wake up early, prepare themselves for schooling and that come to the class on time.

E. PARALLEL STRUCTURE WITH PAIRED (CORRELATIVE) CONJUNCTIONS

Paired conjunction refers to several conjunctions always joined. The conjunctions connect parts of sentences that should be in the same structure. The following are some of paired conjunctions.

- Both.....and
- Not only but also
- Either..... or
- Neither nor

- Whether....or
- If..... then

Similar to coordinating conjunctions, these conjunctions might join nouns, verbs, adjectives, phrases, or even clauses. Have a look at the following examples.

- Tom wants either to go to the beach or to hike on the mountain.
- Tom wants to either go to the beach or hike on the mountain.
- Tom wants to go to either beach or the mountain.

F. PARALLEL STRUCTURE WITH COMPARISONS

Comparisons mean showing similarities or differences between two people or things through comparative (-er...than or more/less.... than) forms or indicating sameness with positive comparison (as....as, same as..., similar to...). These being compared must in the same structures.

- What is done is more important than what is said.
- To stay outdoor is better than to stay indoor during an earthquake.
- My sweater is similar to yours.

G. UNIT SUMMARY

Parallel structure or parallelism is an essential part of English grammar and it is usually used to make list, to present paired ideas particularly by using conjunctions (coordinate or paired) and to make headings. What usually comes before the conjunction should have the same grammatical patterns as those coming after the conjunctions. The use of parallel structure finally increases both the clarity and understandability of sentences.

H. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. When we were kids, we used to learn Iqra, celebrate Islamic holidays, and in azan competition.
 - A. participating
 - B. participate
 - C. participates
 - D. participated
2. The success in both this world and hereafter depends on our faith, deeds, and
 - A. patient
 - B. being patient
 - C. patience
 - D. to be patient
3. Tawakkal means complete obedience and reliance on Allah.
 - A. totality
 - B. total
 - C. totalize
 - D. to be total
4. She failed the exam in Arabic but the exam in English.
 - A. succeed
 - B. succeeded
 - C. to succeed
 - D. succeeding
5. I like singing, swimming, and
 - A. traveling
 - B. travel
 - C. to travel
 - D. travels

6. Every morning we do some workouts: lifting a dumbbell, running five kilometres and
A. Swimming five laps
B. To swim five laps
C. Swim five laps
D. Swam five laps
7. Among the prohibitions during the war according to Islam are killing women and children, destroying buildings and
A. Cut trees
B. Cutting trees
C. To cut trees
D. Trees cut
8. The assigned task can be either submitted online or via mail service.
A. send
B. sending
C. to send
D. sent
9. His English pronunciation is way better than
A. me
B. mine
C. him
D. myself
10. As the leader of the Muslim army during the battles of crusades, Saladin was not only a polite individual but also
A. An intelligent leader
B. Led intelligently
C. Intelligently leading
D. Intelligently powerful

PART B

Decide whether the following sentences are parallel or unparallel.

1. In our class, we valued honesty, respect and resilient.
.....
2. I can't stand greasy food and how it tastes.
.....
3. Most of the students in my class enjoy speaking than reading.
.....
4. Whenever the weather is cool, I always want to chill out and play outdoor.
.....
5. To be a faithful Muslim is as important as to be a practicing Muslim.
.....

PART C

Fill the blanks with the expression from the box below. Make sure your choices are parallel to the expressions surrounding the blanks.

<i>kids running around</i>	<i>psychologists</i>
<i>spiritually</i>	<i>help</i>
<i>food for the soul</i>	<i>full of smiles</i>
<i>cultures</i>	<i>brought</i>
<i>share</i>	<i>were</i>

Halal Food Fest—a place where there's nothing but good food, 1)..... and lots of different talents and services being shared. Many attend year after year, but this was my first time. There were many different 2)....., cuisines and happy smiles as children jumped on bouncy castles. Local vendors and a few that were a little far from the city commuted to the event to share their art and services with others.

Walking into the International Center there was a long line that I had to wait in. Everyone around me knew one another and 3)..... just so happy. Once I finally got to enter the grand bazaar itself, I was hit with the loud sound of joy from adults hugging each other saying salaam, to 4)..... with great amazement. I too was amazed. The Halal Food Fest was grand, it was busy. It reminded me and 5)..... that joy I feel when going to the masjid on Eid for Eid prayers. As I took it all in I found there to be so many booths back to back. I walked for a while thinking, Where should I start? Where should I start?

As the day went on, I found out the variety of different booths the festival had to offer, not just food. One of the services that I came across that has recently found its way to Toronto is Khalil Center, a Zakat Foundation project. Khalil Center is a wellness center that caters to helping the community psychologically and 6)..... using professionals in psychology and Islam. They have a team of professional muslim therapists and 7)..... who provide counselling services to the Muslim community. They want to address mental health and 8)..... people suffering with it. With their booth they were able to showcase their service to the Muslim community. After hearing this I came to the conclusion that the Halal Food Fest had something for everyone— services for the mind,

honey for the body, 9)..... and entertainment for the kids.

All in all, the Halal Food Fest was an event packed with everything to please any age. It was an interactive place where everyone can come together and 10)..... what they have to offer and just be surrounded with happiness and joy.

(Source: <https://myvoicecanada.com/halal-food-fest-2/>)

I. ANSWER KEY

PART A

1. B

The missing verb in the sentence should be parallel with the verb learn and celebrate. Thus, the best option is B participate.

2. C

the missing word in the sentence is a noun since it has to be parallel with the word faith and deeds which are noun themselves.

3. B

What is connected by and in the sentence are two noun phrases formed by an adjective plus a noun (*complete obedience*). Therefore, the phrase after and should be of the same grammatical pattern and the best option is *total* (adjective) since there is a noun *reliance* that needs an adjective to form a noun phrase.

4. B

The missing word which is parallel to the verb *failed* (Simple past) is *succeeded* (simple past) in option B.

5. A

Since the words in parallel structure in this sentence are in -ing forms i.e *singing* and *swimming*, the best option is *traveling*.

6. A

There should be three parallel gerunds in this sentence but one is missing. Those are *lifting a dumbbell* and *running five kilometres*. Therefore the best answer is option A *swimming five laps* as it has the same grammatical form as the previous two gerunds.

7. B

The case in this sentence is pretty similar to that of number 7 in which the missing phrase is gerund plus a noun. Thus the best answer is *cutting trees*.

8. D

To complete the sentence we need a word that is parallel to past participle *submitted* in the passive construction (*can be either submitted*). The only option with past participle is D *sent*.

9. B

The comparative sentence compares possessive phrase *his English pronunciation*. The best option would be possessive too therefore *mine* is the best answer.

10.A

The answer for this item should be in parallel structure with *a polite individual* which is a noun phrase. The best answer is then *an intelligent leader*.

PART B

1. Unparallel.

The word *resilient* (adjective) is not parallel to *honesty* (noun) and *respect* (noun).

2. Unparallel.

Greasy food does not have the same grammatical pattern as *how it tastes* since the former is a noun clause while the latter is a noun clause.

3. Parallel

Speaking and *reading* belong to the same word class.

4. Parallel.

Chill out and *play* are both verbs, therefore they are parallel.

5. Parallel

To be a faithful Muslim is of the same grammatical structure as *to be a practicing Muslim*.

PART C

1. *full of smiles*
2. *cultures*
3. *were*
4. *kids running around*
5. *brought*
6. *spiritually*
7. *psychologists*
8. *help*
9. *food for the soul*
10. *share*

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UNIT 11: ELLIPSIS

A. INTRODUCTION

In this unit, you will learn about how to leave out some words to avoid unnecessary repetitions. This omission is referred to as ellipsis and the use of ellipsis in daily communication especially in oral communication is ubiquitous; therefore, understanding and using such grammatical features would help better mutual comprehension of the message being transferred. However, the biggest problem second language learners face when they encounter ellipsis is that they would expect the information to be explicitly stated; thus, understanding ellipsis that is marked with parts of sentences or utterances left out will likely confuse them. Not using ellipsis in communication may perhaps attract too much attention as the speech produced by language learners that tend not to use ellipsis will sound excessively formal even in casual conversation. Additionally, with standard and full parts of the sentence used, more efforts are needed to accomplish such a task.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

- A. Figure out the nature of ellipsis
- B. Use ellipsis in sentences

C. WHAT IS AN ELLIPSIS?

Ellipsis indicates the omission of sentence parts to avoid unnecessary repetition. It is very common to use in daily conversation to lend cohesion to speech and writing thus we can provide only necessary information by leaving out parts of complete grammatical units in a sentence. We tend to be economical when using words and it helps reduce our effort in

producing speech or writing. By and large, ellipsis may fall into two categories, textual and situational ellipsis. Textual ellipsis can occur either in speaking or writing, and it is indicated by the omission of conjunction and, or, but in a sentence since the meaning is understandable from the surrounding context of the sentence

Examples:

- I love to work at the office but hate to wake up early.
- You need to turn on the TV and to check the fan.

Meanwhile, situational ellipsis mainly occurs in speaking particularly in a conversation or question and answer. In most cases, what is left out is articles, pronouns, prepositions, auxiliary verbs and be as verb complement. Situational ellipsis also indicates that the 'situation' or context' helps us identify the missing parts therefore helps us figure out what is intended when people use ellipsis. The more informal the situation or speech, the more we are likely to use ellipsis. Situational ellipsis is also rather informal and is not suggested to use in writing. This kind of ellipsis particularly omits the subject pronouns at the beginning of sentences when it is obvious who is being talked about.

Examples:

- You hungry?
- Where is the car? Don't know
- Want to come?
- Saw Tom today. Seems quite unwell.

D. ELLIPSIS WITH AND, BUT AND OR

Sentence with and, but, or it is so common to drop repeated words or phrases and it sounds natural.

- Alice (went to a horse race) and Ahmad went to a horse race.
- The mature ladies and (mature) gentlemen
- In Jakarta, (in) Malaysia or (in) Singapore
- He was rich but (he was) unhappy
- An apple and (a) banana
- I have always done my homework and I always will (do)

However, it is important to note that in many cases, it is not the words or phrases after these conjunctions which are omitted, but those which come before them. Nevertheless, these usages are only for informal speech or writing. Look closely at the following examples.

- She can (pay) and will pay
- I will bring the bags and she the cookeries
- She looks, and you must be, smart

It is also possible to drop *AND* when used along with *THEN*.

- Andy goes first (and) then Tom (goes).

E. ELLIPSIS AT THE BEGINNING OF SENTENCES

We often hear in movies or informal talks, the omission of words or phrases in the beginning of an utterance or a sentence. This informal style of speech is marked by the omission of unstressed words in the initial part of the sentence known that the meaning is clear without such omitted words. These omitted words are articles (a/an, the), personal pronouns (I, we, you), auxiliary verbs, and preparatory subjects *There*.

- Could understand any word
- Seen Tom?
- See you later

- Need help? Call 911
- Nobody here
- Haven't seen her for a while
- He want the job?

F. ELLIPSIS IN NOUN PHRASES

This kind of ellipsis may occur when we drop repeated nouns after adjectives particularly when one is talking about choice. Noun can also be dropped after determiners such as possessive adjectives, numbers, demonstratives, etc. Noun may also be omitted when we talk about well known or famous names such as Hilton (hotel) and mermaid (theatre). Note that we cannot drop nouns in situations other than the mentioned ones. Look at the examples below. Bracket () indicates the words left out in sentences or phrases.

- Would you like hot or cold tea? Hot (tea), please.
- I'm looking for the cheapest (clothes).
- I'm planning to buy ten bikes, but only six (bikes) available at the shop.
- I'll be staying at Fave (hotel) this evening.

G. ELLIPSIS AFTER AUXILIARIES

In the case of auxiliaries, we can leave out the main verbs after the repeated auxiliaries in the verb phrase in case the meaning is clear. In many cases, even the rest of the words after the auxiliaries can be omitted. Note that we use *do* when there is auxiliary to repeat in sentences. When we use ellipsis after the auxiliaries, the pronunciation of these auxiliaries is stressed. In addition, this ellipsis may also happen after non-auxiliary *be* and *have*.

- They said they would come on time, but they wouldn't.

- They said they dropped by Iman's house, and they did.
- You can't afford to pay the rent, but I can.
- Who has an extra pen? I have.
- Are you happy? I am.
- I want to swim. So do I.

H. ELLIPSIS WITH INFINITIVES

We can leave out what comes after *to* in an infinite phrase when the meaning is clear, even in some cases the whole infinitive phrase might be dropped. However, it is important to note that not all parts of the infinitive phrase can be dropped, words like '*be*' and '*have*' used after *to* cannot be dropped. In other cases, *to* can never be omitted when it is used after *would like*, *want*, and other verbs that are normally followed by *to*-infinitive. Here are some useful examples.

- I'm really sorry I hurt you. I didn't mean to (hurt you).
- This building is far more beautiful than it used to be.
- It's not his time to apply for a job. He doesn't have the qualification (to).
- Do you want to study abroad? I'd like to.

I. UNIT SUMMARY

Ellipsis can happen in a variety of ways. These include ellipsis with coordinate conjunction, auxiliaries, infinitive, noun phrase and ellipsis at the beginning of sentence. The ellipsis, however, should be used in speech rather than writing and only when the meaning of the missing parts can be figured out by our hearers.

J. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. Tom just stopped fishing even though he.....
 - A. Didn't want
 - B. Wanted to
 - C. Didn't want to
 - D. Wants
2. I drove carelessly and my car hit another car but I didn't
 - A. mean
 - B. mean to
 - C. meant
 - D. to mean
3. We should greet our guests and them feel like a 'King'.
 - A. To make
 - B. making
 - C. make
 - D. made
4. Do you think it will rain tonight? I.....
 - A. Hope not
 - B. Hoping not
 - C. Not to hope
 - D. Am hoping
5. Nowadays, the Muslim population in the world is bigger than.....
 - A. It used to
 - B. It used to be
 - C. It is used to
 - D. It is used to being

6. Many Muslims do fasting but It benefits on health.
- A. Few don't realize
 - B. Few realize
 - C. Realize
 - D. Not realize
7. You recite the qur'an better than
- A. The usual imam recites
 - B. The usual Imam's recitation
 - C. The usual Imam does
 - D. Recitation by the usual imam
8. All of my Malaysian friends expected their team to win the football match and
- A. We did it too
 - B. We did
 - C. we did so
 - D. we did too
9. Sana Khan has decided to leave showbiz for her faith in Islam.
- A. Why?
 - B. Why has she decided?
 - C. Why has she?
 - D. Why did she have?
10., you can use my car.
- A. If you need
 - B. When you need
 - C. If you need to
 - D. You need to

PART B

Rewrite the following sentences into ellipsis.

1. They feel very exhausted but they feel incredibly satisfied about themselves.
.....
2. That is Amy's pet. This pet is mine.
.....
3. He just quit his PhD and he will tell you why he quit.
.....
4. If you can call me, call me as soon as you arrive here.
.....
5. Will she pass the TOEFL exam? I Certainly hope you will pass the exam.
.....

PART C

Can you find the ellipsis in the monologue transcript below. Find at least ten ellipses.

“What are we doing here and where are we going to go? It's like we just woke up one morning and then it's welcome to the show. Don't ask any questions just go with the flow. Make as much money as you can and try your best not to get broke. “

“Copy everything you see on the tv, from the hairstyles to the clothes and don't think too often just do exactly as you're told. You ever get confused then turn towards the alcohol. You still hear your thoughts? Then just turn up the radio as you learn to live a lifestyle of drugs, sex and rock n roll. But in all honesty I just need to know

is there more to the cycle than growing and getting old, living and dying just to leave behind a happy home and a whole lot of property that somebody else is going to own?"

"I just really need to know before the caskets closed cause I'm not willing to gamble with my soul nor am I ready to take any chances. These are just simple life questions and I'm just searching for some answers, like what are we doing here and what is our purpose? How did we get here and who made us so perfect and what happens once we go or is this world all really worthed ?"

"Questions we don't answer because apparently we don't really have to. There's no purpose to this life and our existence merely natural?

In that case please let me ask you. Did you create yourself or was it somebody else that had fashioned you?"

"Because you're a being that's impeccable faultless and unparalleled,

you are a product of supreme intelligence and I'm merely being rational for there isn't a camera on this earth that can come close to the human eye nor a computer that can compete alongside the human mind. And If the whole world was to come together we wouldn't be able to create a single fly. So many signs yet we still deny as science tries to justify that all this could come from none. When It's a simple sum, zero plus zero plus zero cannot possibly ever give you one."

“So, from where did all this order come? For everything has it's origins, a maker, a creator of it's own. I mean the only reason you're watching this video is because somebody had to press upload. So you can believe in the Big Bang but I'd rather believe in He who caused it to explode.”

“Allah, the creator of the universe along with every single soul, the Everliving, the Master the only one who is in control, unlike his creation, beyond our imagination. And NO -He's not a man nor has he any partners in association. He's on his own and neither did He ever leave us alone just like every manufacturer, he left us with an instruction manual.”

“The Quran and Islam and I'm sorry to jump to conclusions but it's the only one possible. The only definition of God as the One and

Only, supreme being, it's logical. A book with zero contradictions and miracles that are both scientific and historical.”

“All revealed over 1400 years ago like the detailed description of the human embryo, the expansion of the universe and the creation of everything from H₂O to the mountains as pegs holding firm the earth below and the two seas that don't mix in a complete separate flow to the planets in orbit alternating night and day as they stay in float to the stories of the past and the preservation of Pharaoh' to identifying the lowest point in the land where Persia defeated Rome, the gushing fluid that created man in the glands between the ribs and the backbone, and not a word has changed it's still the same.”

(Source: <https://www.youtube.com/watch?v=7d16CpWp-ok>)

K. ANSWER KEY

PART A

1. C

There are two main ideas to ponder. First, *even though* is used to contrast two clauses therefore the possible answer is either A and C. Second, when using ellipsis, we cannot drop *to* infinitive after *want*.

2. B

This kind of ellipsis is similar to number 1 and we cannot drop *to* after the word *mean*.

3. C

Bare infinitive '*feel*' in the sentence marks the missing causative verb. Since the causative verb is used after a modal verb *should*, therefore the best verb to complete the sentence is bare infinitive *make*.

4. A

This expression is normally used in conversation. The best ellipsis to use is *I hope not*.

5. B

Answer B *it used to be* is practically the best answer as it has *be* used after *to*. When ellipsis is formed by *to*-infinitive, we cannot leave out *be* and *have*.

6. A

But is used to contrast ideas and the best answer is the ellipsis *few don't realize* since it does not drop the subject.

7. C

Since ellipsis serves to avoid repetition, the best answer should be *the usual Imam does*.

8. D

The best ellipsis to complete this sentence is *we did too* and it is used to express the same action by the speaker.

9. A

Ellipsis in the form of a question to complete the conversation would be *Why?*. By leaving out the rest of the interrogative sentence, we do not make unnecessary repetition.

10.C

Ellipsis with to infinitive does not allow us to leave out the word *need*.

PART B

1. They feel very exhausted but incredibly satisfied about themselves.
2. That is Amy's pet. This is mine.
3. He just quit his PhD and he will tell you why.
4. If you can, call me as soon as you arrive here.
5. Will she pass the TOEFL exam? I certainly hope.

PART C

Ellipses in the transcript

1. Make as much money as you can (make)
2. (Do) You still hear your thoughts?
3. I'm not willing to gamble with my soul nor am I ready to take any chances (to gamble with my soul)
4. Questions we don't answer because apparently we don't really have to.
5. (Is) our existence merely natural?
6. (There are) so many signs yet we still deny (them).

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UNIT 12: DISCOURSE MARKERS

A. INTRODUCTION

In this unit, you will learn about discourse markers, a term to represent the logical structure or connection of utterances and writings, the sequence of events and the attitude of speakers and writers toward what they are telling. Understanding and using discourse markers will enable you to frame your arguments or narratives as well as to pinpoint how your ideas are interconnected. When learning this topic, you will be guided to identify and use discourse markers in accordance with some considerations: the use frequency, textual and contextual relationship, positions in a sentence, and types of expressions connected.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Identify types of discourse markers
2. Use discourse markers in contexts

C. DISCOURSE MARKERS

Discourse marker is lexical expressions used to signal the logical relationship between and sequences of stretches or pieces of speech or writings, to manage conversation, to guide how our readers and listeners react and to express our attitude about what is written or said. The term discourse markers have been used with different labels such as discourse connectives, sentences connectives or cue phrases. Discourse markers are not only single words but also phrases and may belong to one of the following classes: Conjunctions, adverbs, prepositional phrases or short finite clauses. Generally, discourse markers are divided according to the mentioned functions into textual discourse markers,

conversation management discourse markers, preparatory discourse markers and attitude markers. Here are some overview examples of discourse markers.

Class	Examples
Conjunctions	Therefore, however
Adverbs	Finally, obviously, firstly
Prepositional phrases	On the contrary, in fact, on the other hand
Short finite clauses	What's more, I'm afraid, As far as I'm concerned

D. TEXTUAL DISCOURSE MARKERS

Textual markers are types of markers used to express textual functions such as numbering or ordering, adding information, linking similar things, introducing contrasting information, expressing cause and effect and so forth. Without using such discourse marker, your text would seem 'dry' and would not seem cohesive.

1. Number and order

The use of textual discourse markers for numbering and ordering is very common in speaking and more intensively in

writing. Among discourse markers used for numbering and ordering are *first, second, firstly, secondly, after that, afterwards, next, then, finally and lastly*. In spoken English, we often use phrases for these purposes such as *first of all, in the first place* and *last of all*.

Examples:

- First, we have to have the intention.
- First of all, I'd like to introduce our special guest.
- Afterwards, I ran into an old friend.

2. Addition

When we want to add information to what we already said or wrote, we use a variety of textual discourse markers. The basic markers that are usually used for adding information are *also* and *too*. In a more formal situation, we might use *moreover, furthermore, additionally, in addition, alternatively, instead* and the like. In the case of speaking, expressions such as *besides, on top of this, too, and what's more* are also usually used.

Examples:

- Besides, you can contact the person in charge to get the information..
- In addition, I'd like to introduce our special guest.
- Afterwards, I ran into an old friend.

3. Link between similar things

A discourse marker may be used to link similar things. We can use *similarly, likewise, and equally* to express this function.

Examples:

- I think schools are good for kids. Likewise, non formal education is good.

- We are not really interested in the competition. Similarly, our motivation is low.

4. Contrast

Typical discourse markers used for contrast are *however, in contrast, on the contrary, on the other hand*. Nevertheless, some discourse markers are more common in speaking such as *though, actually, all the same, anyway, as a matter of fact*, at the same time. We use these discourse markers to introduce information which is in contrast with either what is said or written or what is expected.

Examples:

- She looks gorgeous with that outfit. However, her *aurat* is still visible
- Actually, he wants to marry the princess.

5. Cause and Effect

To mark the cause and effect we generally use *so or then*. However, in more formal contexts, we might use *consequently, therefore, thus or hence*. Apart from these, some discourse markers such as *in that case or as a result* are more common in speaking.

Examples:

- We spent too much money on clothing, so now we are broke.
- In the last ten years, studies on EFL have switched to qualitative studies. Thus, more and more narrative inquiries are published in journals.

6. Generalization

Some discourse markers can be used to state that something is generally true for example *generally, on the whole, commonly, in general and by and large*.

Examples:

- In general, anthropology can be divided into two: social and cultural anthropology.
- By and large, Indonesians are friendly.

7. Exemplification

We can use discourse markers to introduce specific examples and instances, for example, *notably*, *e.g.*, *for instance*, *for example* or in spoken English we may use *say*.

Examples:

- To survive during camping, we need some equipment, for instance, rope, knife, lamp, etc.
- You have to buy, say, pizza for breakfast.

8. Restatement

We often use discourse markers to reformulate what has been said or written or to show that we do not introduce new information. Some typical discourse markers for restatement include *in other words*, *i.e.*, *namely*, *that is*, *I mean* or *in a sense*.

Examples:

- You can't afford even a piece of cake. In other words, you're broke.
- She submitted his assignment after the due, that is, she submitted it late.

9. Summary

Some discourse markers can be used to round off or to sum up the main points by using one of the following expressions: *in conclusion*, *to sum up*, *in summary*, *to summarize*, and *to conclude*.

Examples:

- To sum up, everything alive needs water to live.
- In summary, all the mentioned aspects of belief are interconnected.

Here are some more useful textual discourse markers according to their functions.

Functions	Discourse Markers
Addition	And, also, as well as, moreover, too, furthermore additionally besides in addition moreover
Number and Order	First, second, third, finally, next, meanwhile, after, then, last but not least subsequently
Cause and effect	Because, so, then as a result for this reason therefore, thus, accordingly as a consequence consequently,

	hence
Exemplification	For example Such as For instance In the case of As illustrated by As an illustration
Time	After a while After that At last Currently Earlier Eventually Finally Now Formerly Immediately In the meantime Later Simultaneously subsequently
Contrast	However Instead Nevertheless On the other hand In contrast Conversely Nonetheless In opposition to On the contrary Otherwise Whereas Still

Summary	Finally Therefore After all All in all At last Briefly On the whole In brief In closing In conclusion In short In sum In summary To conclude To summary To sum up
---------	--

E. CONVERSATION MANAGEMENT DISCOURSE MARKERS

During a conversation, we always look at and consider our audiences, thus we often modify or adjust the way we speak as our audiences react to what we are saying. This dynamic nature of conversation lets us negotiate the turn-taking in speaking and what we speak about, we also respond to the reaction our audiences show. This process is known as conversation management. Although we often do not use words but gesture, eye contact, facial expressions, speaking speed, etc when get engaged in conversation management, at times we should use words or expressions such as *actually*, *you know*, *ok*, *anyway*, and others too. Take a careful look at the following showing you the most commonly used conversation management discourse markers.

Discourse Markers	Functions	Examples in sentences
actually	To correct someone politely or to show disagreement with what is said	Actually, that is not true
	To introduce a new topic or change topic	Actually, I need to talk to you about my scholarship
	To emphasize a fact	I really want to talk to Baiq although I never actually met her
	To show surprise at something unexpected	I heard he actually apologized after years of stubbornness.
anyway	To show that we're getting back to an earlier topic after interruption	Would you like to have some coffee? Uh no. Anyway, can we just talk about our job.
	To end a	Anyway, thanks

	conversation	for calling. Bye.
	To contrast opinion with previously mentioned reasons or situations.	I don't think it's gonna rain, but bring an umbrella anyway.
	To mean at least	It's really hard to teach online. My students can be connected to me anyway.
I mean	To show that we are unsure about what to say or how to say something.	I'm not blaming you. It's just that, I mean, you were just too clumsy.
	To emphasize a statement or to make things clear	You have to stop smoking. I mean it's gonna ruin your life.
	To correct the previous statement	We met in West Japan-I mean west Java.
	To indicate that we are expressing opinions or feelings	Hmm. Yeah. I mean I don't think she deserves that.
	To serve as a	It feels like

	filler or delaying tactic.	something isn't right. I mean it's not fair, isn't it?
OK	To show agreement or approval	I'll see you there at 9. OK. See ya.
	To mark the end of the conversation	OK. Take care.
	To grab attention or to invite someone to join the conversation	OK. Let's open page 60.
	To begin a conversation.	OK. I'm here to tell you about the award.
Right	To show agreement or understanding	I think she should win the game. Right
	To start a conversation	Right. Let's get started.
	To check whether people understand	Before we put the sauce into the frying pan, we should put the oil first, right?
	To show that someone's assumption is correct.	So, she has been working as a volunteer, right?

	To invite someone to join the conversation.	Right. Who wants to try to answer number 1?
	To mark the beginning or end of a conversation.	Right, everybody. Our lesson today is about subjunctive.
so	To show that we are getting back to the topic	So, how can I get to the nearest health centre.
	To show that our saying is related to what others just said	So, how do you know Mamiq?
	To indicate a pause before talking about a new topic.	So, I noticed that your grade in my class is quite low.
well	To show that we are considering what has been said by others	Well, that is worth our attention.
	To indicate that we are thinking and don't want an interruption	Well, let me think for a while.
	To signal that we're taking up the topic under discussion	Well, that sounds interesting, but I'm not a fan of manga.

You know	To create an intimate atmosphere	You know, everyone here comes from different countries.
	To indicate that the listener is familiar with the topic or opinion	Our football team played a bit clumsy, you know, they lost the ball quite easily.
	To initiate a conversation	You know. I've been living here for almost ten years.
	To invite people to confirm that they agree or understand	I'm used to eating spicy meals, you know.
though	To show contrast	Joining a webinar is interesting, but I don't have time though.
	To imply contrast politely	The meal looks delicious but its smell though.

F. PREPARATORY DISCOURSE MARKERS

We often want to notify people that we are about to say something they will not welcome or to introduce our viewpoints and we want to emphasize or intensify the viewpoints. In spoken

English we may use discourse markers such as I'm afraid, sorry, I'm sorry to express something unwelcomed to people. In addition, we use honestly or frankly to emphasize what we say or reinforce our point of view to our listener. See the examples below.

- I'm afraid you can't join our team.
- I'm afraid I don't have time to take you to the gym.
- I'm really sorry, I just lost the money you sent me.
- Frankly speaking, I don't want to fail the exam
- Honestly, I can't help you at the moment.

G. ATTITUDE MARKERS

Attitude markers signal our attitude toward or interpretation of what we say or what we write. In other words, attitude markers show speaker's or writer's affective values toward the text or utterances. In English, the number of attitude markers is countless but some of the most commonly used ones in conversations can be seen below.

- Obviously
- Naturally
- Of course
- Preferably
- Undoubtedly
- Unfortunately
- Surprisingly
- Fortunately
- Certainly
- Admittedly
- Thank God
- As luck would have it

Let's put some into sentences

- Fortunately, everyone was safe during the flood
- Of course, you can register as our new member

H. SUGGESTIONS

1. You should be aware that for one function (for example, introducing a new topic) we may use different discourse markers (Anyway, Ok, Right, well)
2. Be selective when using discourse markers. Even though some discourse markers have similar functions or meanings, but precisely they are used for different purposes. For example, when we want to introduce a topic from our sudden thought, the use of *You know* is preferred, while when introducing a topic that we have been thinking about, it is more appropriate to use *By the way*. Another example which is worth our attention is *Besides*. This discourse marker is used for addition. However, the additional information introduced by *besides* is an argument.
3. Avoid using some discourse markers in inappropriate contexts. The discourse markers may range from formal to informal use, so make sure to examine the stylistic use first before putting it into sentence or utterance.

I. UNIT SUMMARY

Discourse markers are expressions used to express the logical relationship between pieces of ideas in both oral and written text. Discourse markers may fall into one of the following categories: conjunctions, adverbs, prepositional phrases or short finite clauses. In general, according to its function, discourse markers can be categorized into textual, conversation management, preparatory and attitude discourse markers.

J. EXERCISES

PART A

Read carefully each of the following statements or questions and choose the best option to complete the sentences.

1. I'd really love to come to your house to celebrate Mawlid I'm currently under the weather.
A. Similarly
B. Honestly
C. However
D. Of course
2. I always pray five times in the masjid. always give zakat when my wealth meets the nisab and haul.
A. However
B. Moreover
C. Of course
D. I mean
3. That was superb. that was the best news I'd ever heard.
A. You know
B. right
C. anyway
D. I mean
4. I have to tell you the bitter truth.
A. I'm sorry
B. As well as
C. Fortunately
D. For instance
5. Many cities, Jakarta provides a special road for the bikers.
A. however
B. of course

- C. for example
 - D. as a result
6. The child was taken to the hospital amid the Israeli attack on Gaza but died soon
- A. After all
 - B. However
 - C. honestly
 - D. Afterwards
7. The kids were never taught the Qur'an they cannot recite it well
- A. however
 - B. generally
 - C. As a result
 - D. For example
8. We do want to apply for the scholarship but we never take the IELTS.
- A. however
 - B. I mean
 - C. actually
 - D. right
9. Can I pay you later? take it easy.
- A. Of course
 - B. Surprisingly
 - C. I'm sorry
 - D. You know
10. We tried very hard to unlock the door after we had been stranded for hours inside the room. the school principal came and unlock it for us.
- A. For instance
 - B. Thank God
 - C. I mean
 - D. You know

PART B

Join the following sentences using the best discourse markers (more than one discourse marker is possible).

1. The covid-19 outbreak has spread across the globe.
Our country has only few cases.

.....
2. How was your class?
It was fantastic. The instructor was so supportive and friendly.

.....
3. Lalu is one of the best students on his campus.
He is the president of the student organization.

.....
4. At first, we went through a remote village in Yemen.
We arrived safely at our destination.

.....
5. What do you think about the global expansion of AI technology?
It will affect the way people behave and the way they get along.

.....

K. ANSWER KEY

PART A

1. C
The second sentence with the missing discourse marker expresses information in contrast with the previous sentence. The best answer for this item is then C *However*.
2. C
The missing discourse marker in the sentence is highly likely to be used to add additional information and the best answer is option B *Moreover*

3. D

The missing discourse marker in this sentence seems to emphasize the information in the first sentence. Thus, the best answer is *I mean*.

4. A

From the context, it is pretty clear that the missing discourse marker is the preparatory type, hence the best answer to complete the sentence is *I'm sorry*.

5. C

The word Jakarta in the sentence is one example of many cities, hence the best discourse marker is the one that functions to give example i.e. *for instance*.

6. D

The sentence tells us about the sequence of action in which the child taken to the hospital happened first, then she died soon after. The best option to complete the sentence would be *afterwards*.

7. A

These sentences show cause and effect relationships, therefore the best answer is option C *as a result*.

8. B

The missing discourse markers in this sentence is highly likely used to emphasize the fact or truth, therefore the best answer is *actually*.

9. A

It's pretty clear for the request in the sentence. The best option to choose is option A of course since it expresses the speaker's attitude.

10.B

The missing discourse marker should be the attitude type since the information in this sentence tells us about the speakers who felt relieved after being stranded. Therefore the best option is *thank God*.

PART B

1. The covid-19 outbreak has spread across the globe.

Fortunately, our country has only few cases.

2. How was your class?

Well. It was fantastic. The instructor was so supportive and friendly.

3. Lalu is one of the best students on his campus.

In addition, he is the president of the student organization

4. At first, we went through a remote village in Yemen.

Afterward, we arrived safely at our destination.

6. What do you think about the global expansion of AI technology?

As far as I'm concerned, it will affect the way people behave and the way they get along.

L. REFERENCES

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UNIT 13: USING GRAMMARLY

A. INTRODUCTION

In this unit, you will learn how to check your grammar, particularly in writing by means of a grammatical checker application named Grammarly. Grammarly has been widely used especially in academic writing to help enhance the quality of written text mainly in terms of grammar, style and spelling. By using computerized grammar checking software, you will be able to improve your writing and fix the grammatical mistakes you are unaware of. Grammarly offers both basic (free) and premium (paid) versions but in this unit, we will focus on the use of the basic version.

B. LEARNING OBJECTIVES

By the end of this unit you should be able to:

1. Identify the requirements to use Grammarly
2. Demonstrate how Grammarly can be used to improve grammar in written text.

C. HOW DOES GRAMMARLY WORK?



Grammarly is a multiplatform application that can run through PC or mobile. This app provides grammar, spelling, style, and plagiarism checking services for all kinds of user. It does not matter whether you are a beginner or an advanced user of English, Grammarly can help you identify the grammar issues in writing which often you skip especially when writing. In addition to the services mentioned, Grammarly also provides explanations and suggestions on the grammar issues it marks thus allows you to consider whether to revise or modify parts of your writing or to ignore it. Ignore it? Yes, not all suggestions from Grammarly are accurate; many of which can be misleading hence we cannot rely on technology alone, human involvement in grammar correction is also imperative. Basically, Grammarly offers two scenarios for the subscription. The first one is the basic or free version. This version only provides services for three aspects of your writing that include Grammar, spelling and punctuation. The premium version allows you to check writing even further by making suggestion in terms of vocabulary enhancement, plagiarism checker, tone and clarity.

Subscription

See your current plan details. Take your writing from good to great with Grammarly Premium.

Free

Basic writing corrections.

Current Plan

- ✓ Grammar
- ✓ Spelling
- ✓ Punctuation

Premium

Advanced writing feedback.

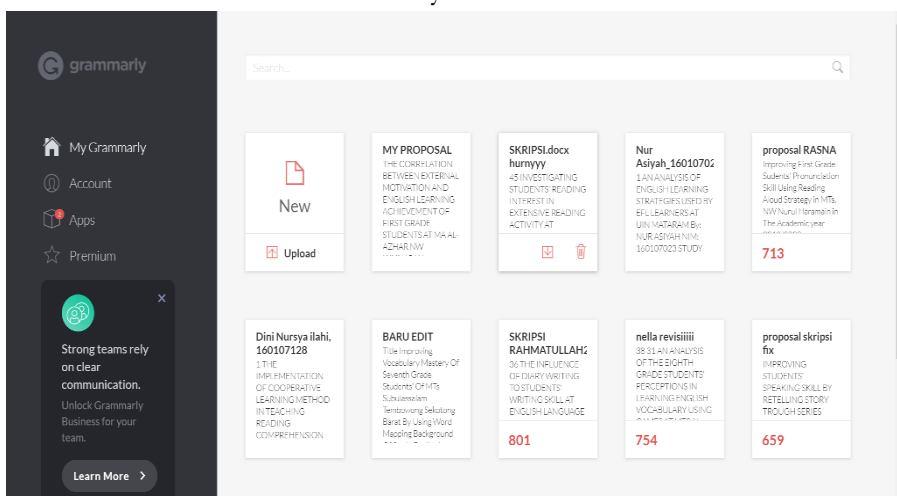
Go Premium

- ✓ **Everything in Free**
- ✓ Vocabulary enhancements
Find vibrant words to enliven your message.
- ✓ Clarity and conciseness
Avoid confusing sentence structure.
- ✓ Plagiarism
Detect plagiarism in your text.
- ✓ Inappropriate tone
Adjust the tone of your writing.

There are several ways Grammarly can work on various devices. Make sure to choose the best platform that suits your need.

1. Online Editor

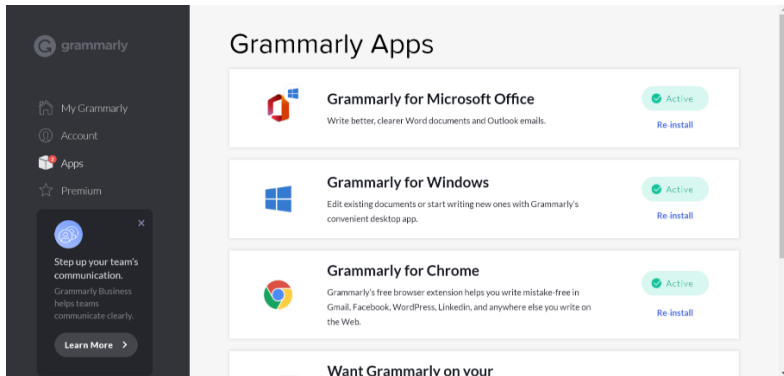
The online editor version of Grammarly can be used on all devices as long as they can use browsers such as Google Chrome, Mozilla Firefox, Safari, Microsoft Edge and the like. To use it online, you need to visit the Grammarly official website on www.app.grammarly.com and sign up first using a valid email address. Here is the user interface of Grammarly on Chrome browser.



2. Desktop application

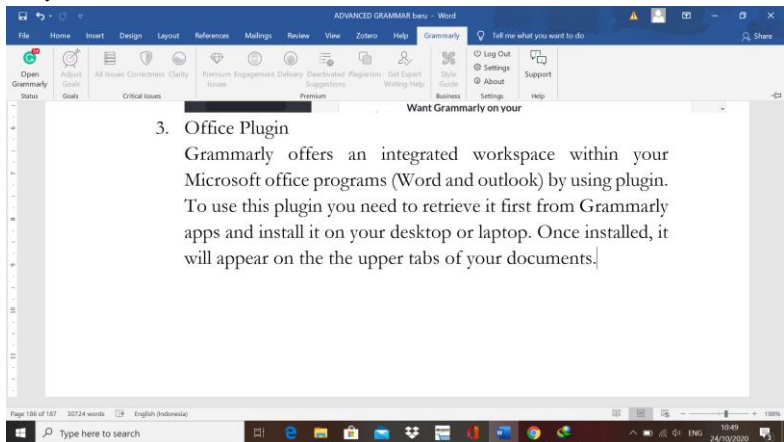
The look and feel of Grammarly is identical with the online version. The main difference is how it is launched. On desktop version, you need to install the app first (available for windows and Mac OS) from the official browser then make an account with a valid email. Remember to use this service when you're online since Grammarly use their cloud database to check your writing.

To get the latest version of windows installer and other platforms you can hit the apps icon on the left of the app.



3. Office Plugin

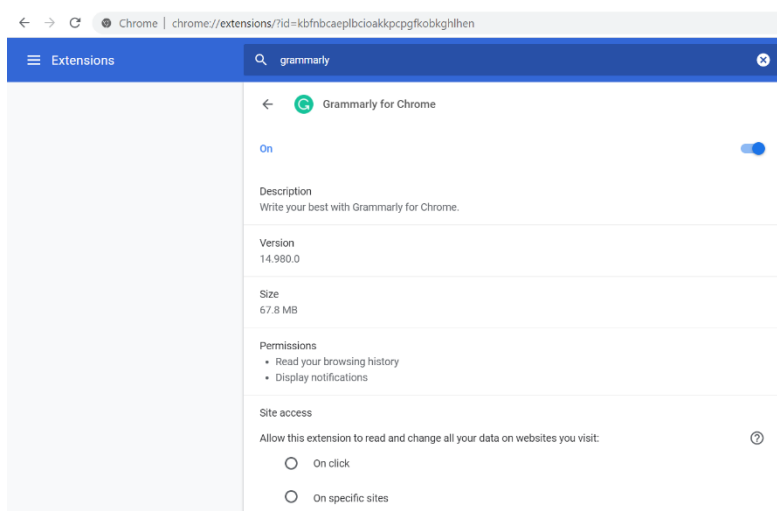
Grammarly offers an integrated workspace within your Microsoft Office programs (Word and outlook) by using a plugin. To use this plugin you need to retrieve it first from Grammarly apps and install it on your desktop or laptop. Once installed, it will appear on the upper tabs of your documents.



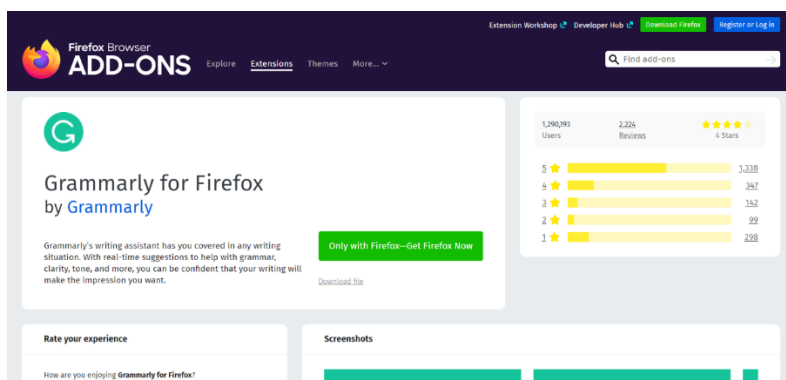
4. Browser plugin

If you want to use Grammarly while browsing on the internet, you may try using the browser plugin which is available for Chrome as an extension or firefox as a firefox add-on. By using the plugin, you will be able to use

Grammarly across different operations such as when you type your email, Grammarly will automatically detect your



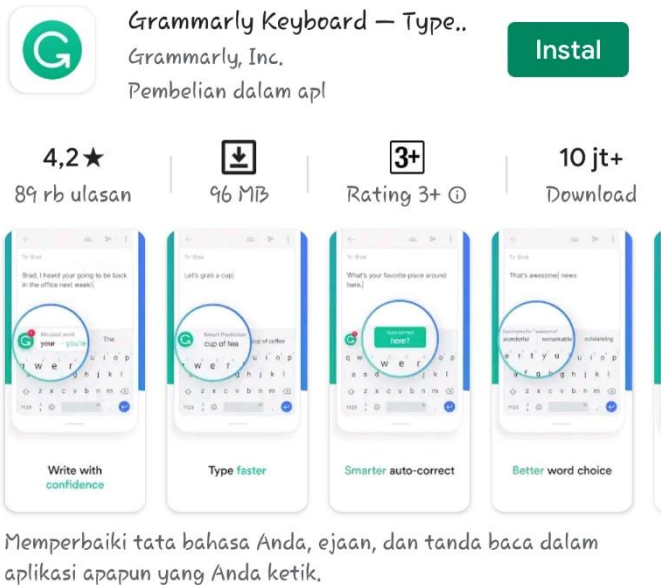
grammar and provide useful suggestions. Before doing this, make sure to turn on the plugin on your web browser.



5. Mobile app

For mobile phones (Android or iOS), Grammarly is only available in the form of Grammarly Keyboard app. This app has a similar function to some famous virtual keyboards such as Google Keyboard and Microsoft SwiftKey Keyboard. To use it, you need to download the app via Google play store or Apple store. Grammarly

Keyboard will enable you to get a suggestion on the go. As you type on any app (email, browser, WhatsApp, SMS) you will receive immediate suggestions and choose whether to accept or reject it.



D. USING GRAMMARLY STEP BY STEP

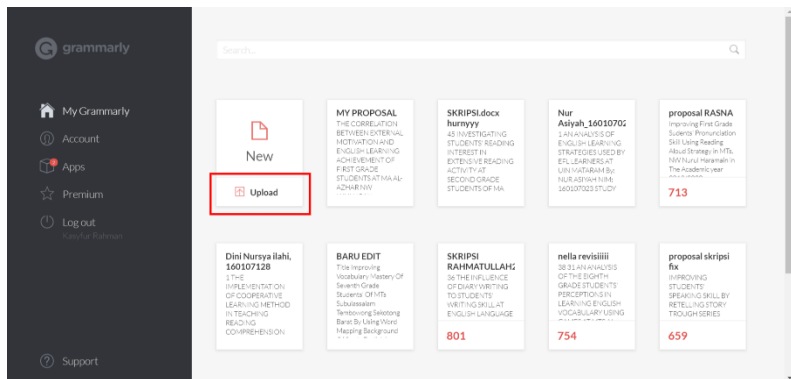
In this section, the use of Grammarly for grammar checking will be focused on two platforms: the online service and the Microsoft word plugin. The main consideration is the ease of use and frequent use of Microsoft office.

1. Using the online service

In order to check the grammatical accuracy in your writing, you need to prepare the writing you want to check. You also need to make sure that you already have an account, at least, a free account on Grammarly online. Once the preparation is done, you need to go to the Grammarly app online by visiting app.grammarly.com. If you already login, the site will automatically direct you to

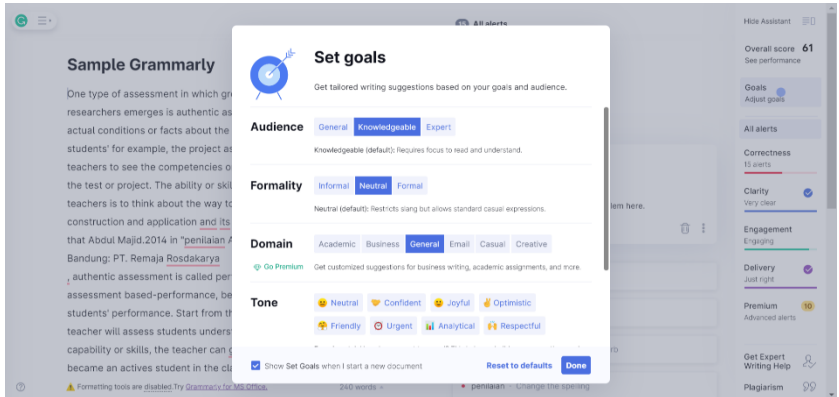
your workspace and it will show you your previous works in case you have ones.

The first step after you launch the app is to upload your document. To do this hit the *upload* button below *NEW* button or hit the word *upload* marked by a red square in the following screenshot.



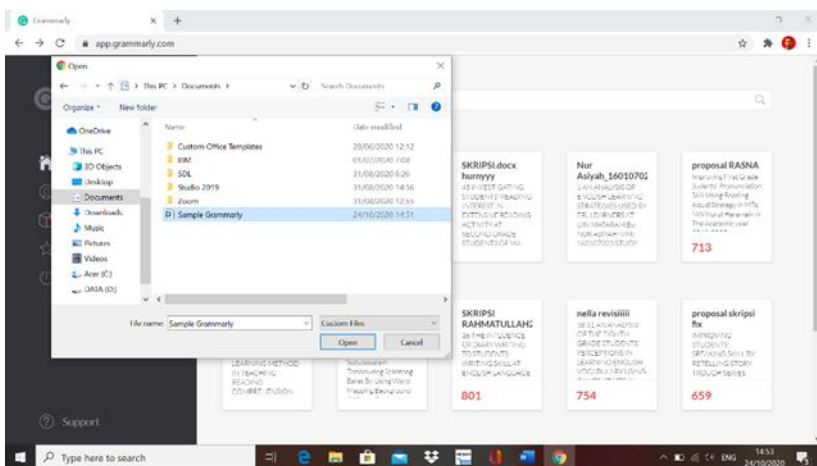
Once you click upload, a dialog box will open. It will show you the drive on your PC with your files. Grammarly can only recognize certain file extensions such as doc, docx, rtf and odt. If your files are not one of these types you need to convert or export them into these file types.

Choose the file you want to upload and click open. Wait for a while until Grammarly successfully uploads your document. However, it is important to note that Grammarly can upload a file that does not exceed 4 mb in size. If your file exceeds the limit, you need to compress it first or change to other uploadable file types since in many

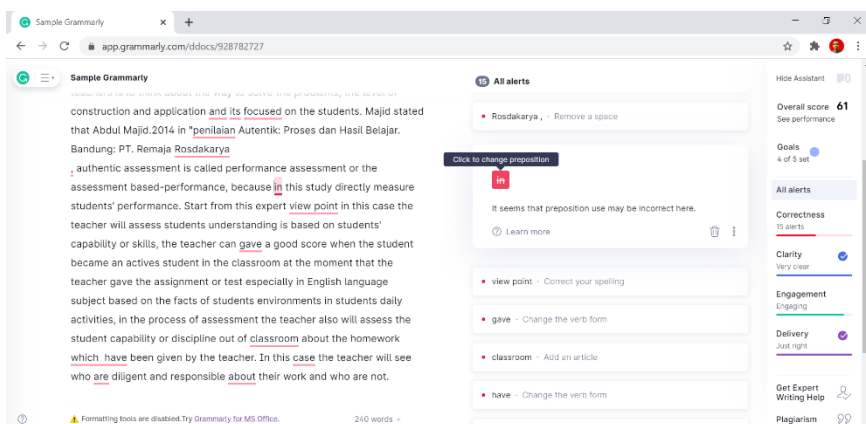


cases conversion of file types may change the size of the file. When this step is done, you will see a dialog box on goal setting as can be seen below.

You can set your writing in terms of the audience, degree of formality, the genre or field and the tone. You can also uncheck this goal setting dialog box by unmarking *show set goals when I start a new document*. Your last setting will be used for the next upload. The audience is categorized into general, neutral and expert audience. The other elements are also categorized into some types. Be smart when choosing one of the types for each category. In this example, we let the default setting and hit *done*.



The following screenshot illustrates how Grammarly detect grammatical issues in our writing. Those marked with red underline represent critical issues that need to be immediately addressed, while those marked with blue line are not really critical. You may ignore it unless you want to be more precise and well-crafted writing.

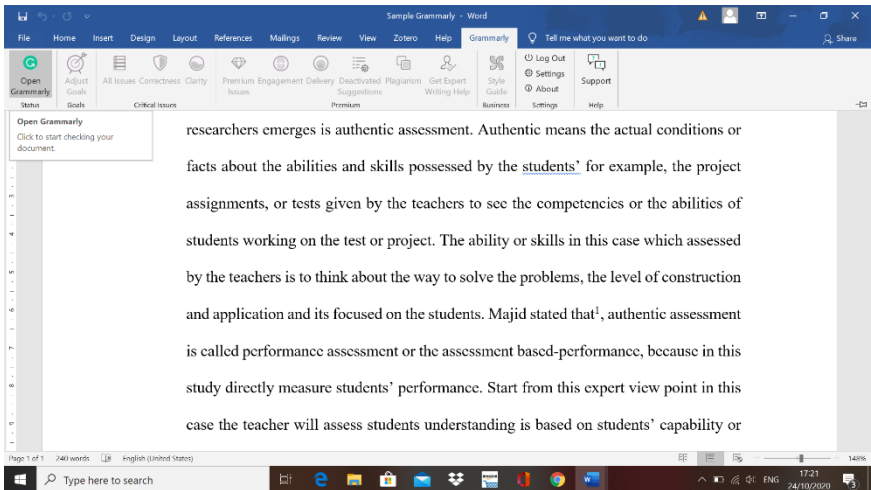


As seen in the illustration above, our workspace is divide into two sidebars. The left sidebar displays our text with several words marked in red, while the right sidebar

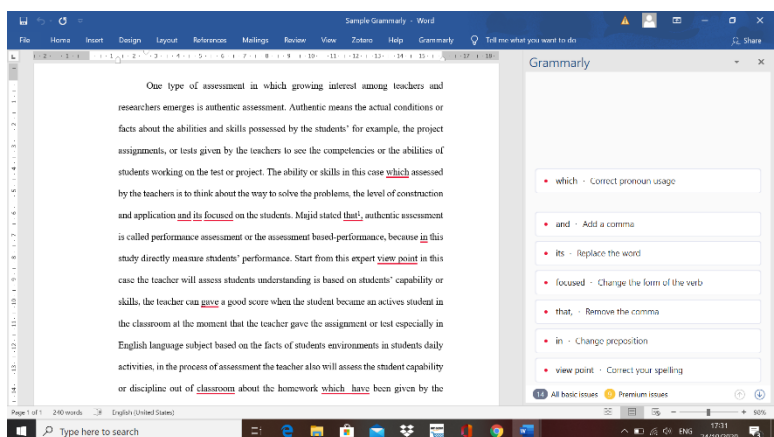
displays the suggestion for each item. To focus on a single word, you can click the underlined word and Grammarly explanation will pop out on the right. To follow Grammarly's suggestion, simply click the word being explained on the right sidebar and it will automatically be fixed. You may opt not to click it if you think Grammarly's suggestion is not appropriate.

2. Using Microsoft Word Plugin

Unlike the online service which can be directly accessed through internet browsers, the Grammarly plugin should be installed first. You can download and install it from Grammarly apps. Before using this plugin, make sure you already launch Microsoft word and the Grammarly tab will automatically appear. To use this service open your document or text you want to check. However, make sure to stay connected to the internet as Grammarly cannot work offline. It matches your text with its cloud database. The following is the writing sample we use in the previous section.



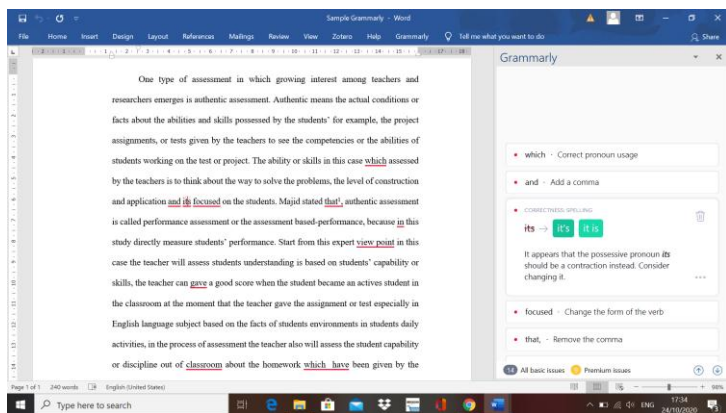
once your document is opened, hover your cursor to the Grammarly tab and you will see a lot of options available. To use Grammarly click the open Grammarly button on the left and it will show you automatically which word has grammatical issues. Another way to quickly access Grammarly in your Microsoft word is by clicking the Home Tab and hovering your cursor to the right side of your panel. There you will see the open Grammarly command that you can click. However, you need to be aware that when you click open Grammarly it will connect



to your online account on app.grammarly.com. If you already login to your account, it will not ask you to login

otherwise you should log in. If you have not had an account, it will require you to make one.

As you can see, Grammarly plugin display a similar interface to the online version. Similarly, you can click the underlined word to see Grammarly's explanation and suggestion on the right panel. Click the suggestion and your grammar error will be automatically fixed.



E. SUGGESTIONS

Despite its accessibility for any grammatical level of user, it should be carefully noted that the use of Grammarly requires at least basic knowledge of grammar. Using this app is useful but sometimes is misleading if you do not have knowledge on grammar. By having background knowledge of grammar, you have freedom whether to accept or reject the suggestion.

F. UNIT SUMMARY

The use of Grammarly for grammar checking is often useful particularly when we deal with a massive number of words in a text. However, it should be used with caution. Not all Grammarly suggestion is appropriate, but overall it is useful to check your

grammatical competence and your alertness. Grammarly can also work on different platforms, so choose the best that can suit your need.

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GLOSSARY

Absolute construction	: A clause with a construction separated from the rest of the sentence and has no explicit syntactic link to the main clause.
Adjective	: Words that describe the qualities or modify nouns or noun phrases.
Adjective clause	: Also known as a relative clause, a clause which has a similar function to an adjective, which is to describe a noun or a pronoun. An adjective clause is also a subordinate clause that is linked to the main clause by a conjunction/connector
Adjective phrase	: Group or string of words that describe the qualities or modify nouns or noun phrases.
Adverb	: Words that modify verb, adjective or another adverb and that expresses various relations such as manner, place, time, degree and cause.
Adverb clause	: A clause that modifies what adverb normally does. An adverb clause is also a subordinate clause.
Adverbial phrase	: Group or string of words that modifies what adverb normally does. An adverb clause is also a subordinate clause.
Adversative	: A subjunctive that expresses a situation or an event opposite to that in the main clause.
Attitude	: An expression that signals our attitude

marker	toward or interpretation of what we say or what we write.
Bare infinitive	: The base forms of verbs without any inflections or to.
Comparative	: Forms of adjective or adverb difference of amount, degree, number or quality.
Complement	: Words, phrase or clauses that is necessary to complete the meaning of expressions.
Conditionals	: A type of clause expressing that the action in the main clause can take place if a certain condition is fulfilled.
Conjunction/ Connector	: A linguistic form that joins words, phrases, clauses or sentences.
Coordinating conjunction	: Word that joins two elements of equal syntactic importance.
Discourse marker	: Lexical expressions used to signal the logical relationship between and sequences of stretches or pieces of speech or writings, to manage conversation, to guide how our readers and listeners react and to express our attitude about what is written or said
Ellipsis	: The omission of sentence parts to avoid unnecessary repetition.
Finite clause	: A clause that has finite verb which is marked by the specific subject and tenses
Formulaic subjunctive	: One type of subjunctive which is independent and has fixed expressions
Fronting	: Moving objects or complements to the

front position in a sentence to show strong contrast with information in the previous statement or to introduce new information.

- Gerund : Verb + ing as in playing, stopping, walking, and soon which is used in the same ways as nouns as either subject, object, complement, or parts of these in a sentence
- Grammarly : Grammarly is a multiplatform application that can run through PC or mobile and provide grammar, spelling, style, and plagiarism checking services for all kinds of user.
- Infinitive : A linguistic expression formed from a verb but functions as noun, adjective or adverbs.
- Inversion : Switched position where the auxiliary is put before the subject and the main verb (Aux+Subject+ Main verb) or the subject put after the full verb (Verb+ Subject)
- Main clause : Also known as superordinate clause, a group of words that can stand alone or linked to subordinate clause to express a complete thought
- Mandative : type of subjunctive used with that clauses that express demand, request, requirement, recommendation and suggestion.
- Modals : Expressions (usually followed by main

verbs) used to make an assessment, to express attitudes or judgment which vary in terms of strength according to the modal used.

- Nonfinite clause : A clause that does not commonly express person, number or tense and is usually used as subordinate clause.
- Noun : A word class or part of speech that refers to people, place or things.
- Noun clause : a clause that serves like a noun in a sentence and functions as the subject, the object, the complement, or the object of preposition.
- Noun phrase : Group of words that functions as subject, object or object of preposition in a sentence
- Object : Person or thing affected by the verb
- Object of preposition : Noun, noun phrase, noun clause or pronoun that follows a preposition in a sentence
- Paired conjunction : Conjunction that always appear in pairs and functions as a separable compound. Paired conjunction can connect words, phrases or clauses.
- Parallel structure : Repetition of grammatical forms of a sentence allowing the compared items to have the same grammatical patterns
- Past participle : The V3 form of verb than can either function as a main verb or an adjective.

Phrasal modals	: Group of words that affect the meaning of verb in the same as a modal verb does.
Plugin	: A piece of software code that enables a program to run an operation it could not do by itself.
Preposition	: A function with that usually goes with noun, noun phrase or noun clause to express their relationship with other words in a sentence.
Prepositional phrase	: A group of words consisting of preposition, its object and modifier.
Present participle	: The V-ing that express continuous tense or is used as an adjective
Quoted speech	: A noun clause that expresses words in verbatim or the exact words as they are originally uttered
Reduced clause	: Shortened adjective or adverb clause by changing the clause into a phrase
Reported speech	: A type of noun clause used to report what has been said, and no quotation marks are used.
Subject	: The person or thing doing an action or being described
Subjunctive	: An expression used to talk about or express unreal, imaginary, hypothetical things, wishes/dreams and beliefs.
Subordinate clause	: A clause that expresses incomplete thought and needs to be linked to a main clause to form a complete thought.

Subordinating conjunction : Connector that joins two clauses of unequal syntactical importance

Superlative : A form of adjective or adverb that is used to compare three or more people or things. It usually expresses the greatest or the least degree.



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Reading (Article, 2020) and EFL Undergraduates' Journal Article Preferences and Academic Reading Strategies (Article,2020).