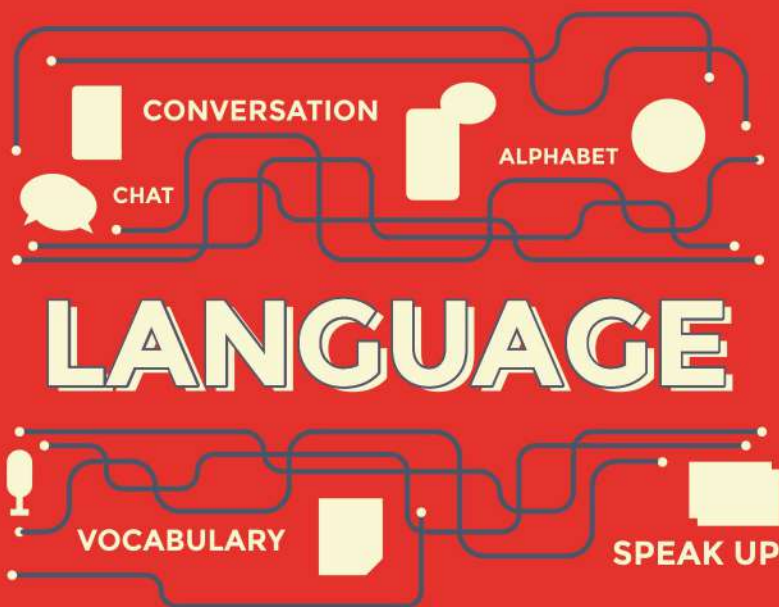


Buku Ajar



# STRUCTURE AND GRAMMAR 1

## BASIC



Astirini Swarastuti, S.Pd., M.Pd.  
Desti Nurdianti, S.S., M.Hum.

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# PREFACE

The authors are delighted to introduce a complete English grammar and structure textbook, designed to assist students in mastering the intricate aspects of syntax and sentence construction. Our collective knowledge and enthusiasm for language learning have culminated in this book. We will examine the fundamental principles of grammar, covering topics such as sentence formation and punctuation rules, in this textbook.

We aim to provide a clear and accessible framework for understanding and applying English grammar, which is easily understood by both lecturers and students. To create a balanced and comprehensive approach to grammar instruction, as authors, we have taken into account our diverse linguistic and language teaching experience. We have tried to present concepts in a way that is engaging and pedagogically sound through our cooperation.

We extend our gratitude to all those who played a role in the creation of this Textbook, including our esteemed colleagues, diligent students, and insightful evaluators. Their valuable contributions have helped to shape the content of this book. We sincerely hope that the "Structure and Grammar Book" will inspire curiosity, facilitate learning, and promote effective communication in English.

Authors

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# INTRODUCTION

In the realm of language learning, mastering structure and grammar is crucial. It lays the groundwork for effective communication, serving as a framework that bolsters clarity, coherence, and precision in expression. The importance of equipping students with the necessary tools and knowledge to confidently and competently learn English grammar is recognized by both educators and language learners alike. To this end, we have collaborated on "Structure and Grammar 1 – Basic," a comprehensive teaching guidebook that caters to the varying needs of students at different proficiency levels. Drawing on our collective experience in language instruction and curriculum design, we have created a resource that is both informative and practical.

The purpose of this instructional guide is to simplify the intricacies of grammar, presenting a methodical and straightforward approach to comprehending its principles and usage. Each section is meticulously crafted to provide lucid explanations, relevant illustrations, and practical exercises that reinforce understanding from the fundamental concepts of sentence construction to the subtleties of punctuation and syntax. Moreover, acknowledging the evolving nature of language education in the digital era, this tutorial is infused with a spirit of creativity and flexibility. Our objective is to furnish learners with meaningful and engaging learning opportunities that are tailored to diverse learning styles and preferences through the incorporation of multimedia resources, interactive exercises, and differentiated teaching techniques.

We are deeply committed to the ongoing pursuit of excellence in language education. We recognize that the journey towards mastery is a continuous and collaborative endeavor and it is our sincere hope that this teaching guide serves as a valuable companion for educators and students alike in their quest for linguistic proficiency and enrichment. We, together

# UNIT I

## INTRODUCTION TO STRUCTURE AND GRAMMAR 1

### **Specific Instructional Objectives:**

1. Students can differentiate basic word types such as verbs, nouns, adjectives, and adverbs in sentences.
2. Students can determine subjects and predicates in English sentences.
3. Students can identify phrases and clauses in sentences and understand their role in sentence structure.
4. Students can apply grammar knowledge in writing and speaking English.
5. Students can analyze sentence structure to understand the meaning of the entire sentence.
6. Students can use grammar knowledge to help in translating English texts.

### **Learning Outcomes:**

1. Students can apply their knowledge of basic types of words in the context of writing correct and clear sentences.
2. Students can identify subjects and predicates in various English sentences with accuracy.
3. Students can use phrases and clauses appropriately to enrich sentence structures and convey meaning more clearly.
4. Students can integrate their grammar knowledge in English writing and speaking activities more fluently and confidently.
5. Students can analyze sentence structure to identify relationships between its elements and understand how the structure affects the overall meaning.



## **UNIT II**

# **PRONOUN**

### **Specific Instructional Objectives:**

1. Identify and categorize different types of pronouns, including personal, possessive, demonstrative, reflexive, and relative pronouns.
2. Demonstrate understanding of the functions of pronouns in sentences, such as replacing nouns, indicating ownership, and pointing out specific objects.
3. Apply knowledge of pronoun forms and usage rules to construct grammatically correct sentences in various contexts.
4. Recognize and rectify common errors in pronoun agreement, reference, and usage.
5. Engage in activities and exercises that promote proficiency in using pronouns effectively, including role-playing, sentence analysis, and writing tasks.

### **Learning Outcomes:**

1. Students will accurately identify and classify different types of pronouns, demonstrating comprehension of their functions in language.
2. Students will confidently apply pronoun forms and usage rules in writing and speaking, ensuring grammatical accuracy and clarity.
3. Students will recognize and correct errors in pronoun agreement, reference, and consistency, enhancing their language proficiency.
4. Students will analyze and evaluate sentences to ensure proper pronoun usage, demonstrating critical thinking skills in language assessment.

# UNIT III

## ARTICLES

### **Specific Instructional Objectives:**

1. Define what articles are and their role in English grammar.
2. Explain the rules for using “a/an” with singular countable nouns.
3. Provide guidance on where to place articles in relation to nouns and adjectives in a sentence.
4. Discuss exceptions to standard article usage rules, such as with certain expressions or idiomatic phrases.
5. Offer exercises and activities to reinforce understanding of article usage rules.
6. Provide opportunities for students to apply their knowledge of articles in writing and speaking tasks.

### **Learning Outcomes:**

1. Students will gain a thorough understanding of the role and usage of articles in English grammar.
2. Students will demonstrate proficiency in applying article usage rules correctly in written and spoken communication.
3. Students will enhance the clarity and precision of their writing by using articles effectively to specify nouns and convey meaning accurately.
4. Students will develop problem-solving skills by recognizing exceptions and special cases in article usage and applying strategies to address them effectively.
5. Through practice and application activities, students will strengthen their language proficiency and confidence in using articles appropriately in various contexts.

# UNIT IV

## COUNTABLE AND UNCOUNTABLE NOUNS

### **Specific Instructional Objectives:**

1. Understanding countable and uncountable nouns by defining countable and uncountable nouns and differentiating countable and uncountable nouns based on their characteristics.
2. Identifying countable and uncountable nouns by identifying examples of countable nouns and uncountable nouns.
3. Understanding grammar rules by explaining the grammar rules governing countable and uncountable nouns and understanding how countable and uncountable nouns affect verb agreement and article usage.
4. Practicing correct usage by practicing using countable and uncountable nouns in sentences and contexts and practicing using appropriate articles with countable and uncountable nouns.

### **Learning Outcomes:**

1. Define countable and uncountable nouns and differentiate between them based on their characteristics.
2. Identify examples of countable and uncountable nouns in sentences and texts.
3. Understand the grammar rules associated with countable and uncountable nouns, including verb agreement and article usage.
4. Apply correct usage of countable and uncountable nouns in writing and speaking contexts, including selecting appropriate articles.

# UNIT V

## QUANTIFIERS

### **Specific Instructional Objectives:**

1. Define quantifiers and identify their role in English grammar.
2. Recognize different types of quantifiers, including definite, indefinite, numerical, universal, and partitive quantifiers.
3. Apply quantifiers appropriately with countable and uncountable nouns, understanding the differences in usage.
4. Place quantifiers correctly in sentences, understanding their position relative to nouns and adjectives.
5. Use quantifiers in affirmative, negative, and interrogative sentences, as well as in statements, questions, and exclamations.
6. Engage in practice exercises and activities to reinforce understanding of quantifiers and their usage in different contexts.

### **Learning Outcomes:**

1. Students will be able to define what quantifiers are and identify their role in English grammar.
2. Students will be able to recognize different types of quantifiers, including definite, indefinite, numerical, universal, and partitive quantifiers.
3. Students will be able to apply quantifiers appropriately with countable and uncountable nouns, understanding the differences in usage.
4. Students will be able to place quantifiers correctly in sentences, understanding their position relative to nouns and adjectives.
5. Students will be able to use quantifiers in affirmative, negative, and interrogative sentences, as well as in statements, questions, and exclamations.

# UNIT VI

## DEMOSTRATIVES

### **Specific Instructional Objectives:**

1. Identify the different types of demonstratives, including demonstrative pronouns and demonstrative determiners.
2. Understand the function of demonstratives in indicating proximity or distance in relation to the speaker and listener.
3. Learn the proper usage of demonstratives to refer to objects, people, or locations in both spoken and written communication.
4. Practice distinguishing between "this" and "that" for singular objects or locations and "these" and "those" for plural objects or locations.
5. Apply knowledge of demonstratives in constructing sentences and expressing ideas clearly and accurately.

### **Learning Outcomes:**

1. Students demonstrate proficiency in identifying and distinguishing between demonstrative pronouns and demonstrative determiners.
2. Students apply understanding of demonstratives to accurately convey proximity or distance in relation to the speaker and listener.
3. Students utilize demonstratives effectively to reference specific objects, people, or locations in spoken and written communication.
4. Students show mastery in using "this," "that," "these," and "those" appropriately for singular and plural nouns, enhancing clarity in expression.
5. Students demonstrate competence in constructing sentences and conveying ideas with precision through the correct usage of demonstratives.

# UNIT VII

## CONJUNCTION

### **Specific Instructional Objectives:**

1. Identify conjunctions within sentences, distinguishing them from other parts of speech such as nouns, verbs, and adjectives.
2. Classify conjunctions into coordinating, subordinating, and correlative conjunctions based on their function in sentence structure.
3. Integrate conjunctions into their writing to create compound sentences using coordinating conjunctions and complex sentences using subordinating conjunctions, enhancing overall sentence structure and coherence.
4. Analyze the usage of conjunctions in various texts, identifying their role in conveying relationships between ideas and enhancing the flow of written discourse.
5. Edit sentences to correct errors related to conjunction usage, ensuring clarity, coherence, and grammatical correctness in written communication.

### **Learning Outcomes:**

1. Students will be able to accurately identify conjunctions within sentences, distinguishing them from other parts of speech, thereby demonstrating a strong understanding of grammatical structure.
2. Students will demonstrate proficiency in classifying conjunctions into coordinating, subordinating, and correlative types, showcasing their ability to recognize and categorize conjunctions based on their functions in sentence structure.
3. Students will be able to integrate conjunctions effectively into their writing, constructing compound sentences with coordinating

# UNIT VIII

## SIMPLE PRESENT TENSE

### **Specific Instructional Objectives:**

1. Define the simple present tense, identifying it as a verb form used to express habitual actions, general truths, facts, routines, or scheduled events in the present.
2. Identify and distinguish the simple present tense verbs within sentences, recognizing the specific verb conjugations and forms associated with this tense.
3. Comprehend the formation of simple present tense verbs, including regular and irregular verbs, singular and plural subjects, as well as the addition of the third-person singular "-s" or "-es" endings.
4. Recognize common time expressions and adverbs that often accompany the simple present tense, such as "always," "usually," "often," "sometimes," "rarely," and "never."
5. Demonstrate the ability to use the simple present tense accurately in writing, crafting sentences and short paragraphs that convey habitual actions, routines, or general truths in the present.

### **Learning Outcomes:**

1. Students will be able to define the simple present tense, identifying it as a verb form used to express habitual actions, general truths, facts, routines, or scheduled events in the present.
2. Students will be able to identify and distinguish the simple present tense verbs within sentences, recognizing the specific verb conjugations and forms associated with this tense.

# UNIT IX

## SIMPLE FUTURE TENSE

### **Specific Instructional Objectives:**

1. Identify and distinguish verbs in the simple future tense within sentences, recognizing the use of the modal auxiliary verb "will" be followed by the base form of the main verb.
2. Comprehend the various contexts in which the simple future tense is used, including future actions, predictions, intentions, or plans.
3. Demonstrate the ability to form sentences in the simple future tense, using appropriate subject-verb agreement and sentence structure.
4. Differentiate between negative and interrogative forms of the simple future tense, understanding the use of "will not" (won't) for negation and inversion of subject and "will" for questions.
5. Apply common time expressions associated with the simple future tense to provide context for future actions or events, such as "tomorrow," "next week," "soon," etc.

### **Learning Outcomes:**

1. Students will be able to identify and distinguish verbs in the simple future tense within sentences, recognizing the use of the modal auxiliary verb "will" be followed by the base form of the main verb.
2. Students will comprehend the various contexts in which the simple future tense is used, including future actions, predictions, intentions, or plans.
3. Students will demonstrate the ability to form sentences in the simple future tense, using appropriate subject-verb agreement and sentence structure.



# UNIT X

## SIMPLE PRESENT CONTINUOUS TENSE

### **Specific Instructional Objectives:**

1. Understand when to use the Simple Present Continuous tense (for actions happening at the moment of speaking or temporary actions).
2. Form sentences in the Simple Present Continuous tense correctly, including subject-verb agreement and the correct use of auxiliary verbs "am/is/are" + present participle (-ing form of the verb).
3. Form negative and interrogative sentences in the Simple Present Continuous tense using appropriate auxiliary verbs and word order.
4. Expand their vocabulary by learning verbs that typically describe ongoing actions or activities.
5. Distinguish between the Simple Present Continuous tense and the Simple Present tense, understanding the differences in their usage.
6. Apply their understanding of the Simple Present Continuous tense in real-life situations, such as describing ongoing actions in their daily routines or narrating events in progress.

### **Learning Outcomes:**

1. Students should be able to understand when to use the Simple Present Continuous tense (for actions happening at the moment of speaking or temporary actions).
2. Students should be able to form sentences in the Simple Present Continuous tense correctly, including subject-verb agreement and the correct use of auxiliary verbs "am/is/are" + present participle (-ing form of the verb).

# UNIT XI

## SIMPLE PAST TENSE

### **Specific Instructional Objectives:**

1. Identify and recognize verbs in the Simple Past tense within sentences and texts.
2. Understand the formation rules of the Simple Past tense for both regular and irregular verbs, and comprehend its usage in narrative writing and storytelling.
3. Distinguish between regular and irregular verbs in the Simple Past tense, understanding the variations in their past tense forms.
4. Practice and apply the Simple Past tense accurately in their writing to describe past actions, events, and experiences, enhancing their narrative writing skills.
5. Develop their reading comprehension skills by analysing and understanding texts written in the Simple Past tense, including narratives, historical accounts, and biographies, improving their overall understanding of written English.

### **Learning Outcomes:**

1. Students will learn to identify and recognize verbs in the Simple Past tense within sentences and texts.
2. Students will understand the formation rules of the Simple Past tense for both regular and irregular verbs, and comprehend its usage in narrative writing and storytelling.
3. Students will be able to distinguish between regular and irregular verbs in the Simple Past tense, understanding the variations in their past tense forms.

# UNIT XII

## ACTIVE AND PASSIVE VOICE

### **Specific Instructional Objectives:**

1. Distinguish between active and passive voice constructions in sentences.
2. Produce active sentences where the subject performs the action and passive sentences where the subject receives the action.
3. Analyze the structure of active and passive sentences, including the placement of subjects, verbs, and objects.
4. Apply active voice when the focus is on the subject performing the action, enhancing clarity and directness in writing.
5. Evaluate the clarity and effectiveness of active and passive sentences in different contexts.
6. Transform sentences from active to passive and vice versa.

### **Learning Outcomes:**

1. Students will be able to distinguish between active and passive voice constructions in sentences.
2. Students will be able to produce active sentences where the subject performs the action and passive sentences where the subject receives the action.
3. Students will analyze the structure of active and passive sentences, including the placement of subjects, verbs, and objects.
4. Students will apply active voice when the focus is on the subject performing the action, enhancing clarity and directness in writing.
5. Students will evaluate the clarity and effectiveness of active and passive sentences in different contexts.

# UNIT XIII

## PUNCTUATION

### **Specific Instructional Objectives:**

1. Recognize and name common punctuation marks, including periods, commas, semicolons, colons, quotation marks, apostrophes, and question marks.
2. Understand the role of punctuation in clarifying meaning, indicating pauses, organizing ideas, and conveying tone in written communication.
3. Demonstrate proficiency in using punctuation marks correctly according to standard grammar rules and conventions, including understanding when to use each mark appropriately.
4. Use punctuation effectively in various types of writing, such as essays, reports, emails, and creative pieces, to enhance clarity, coherence, and readability.
5. Engage in exercises and activities that require applying punctuation rules in context, including punctuating sentences, paragraphs, and dialogues, and analyzing and correcting punctuation errors in sample texts.
6. Develop the ability to edit and proofread written work for punctuation errors, recognizing and correcting missing, misplaced, or incorrect punctuation marks, to produce polished and professional writing.

### **Learning Outcomes:**

1. Students will be able to recognize and name common punctuation marks, including periods, commas, semicolons, colons, quotation marks, apostrophes, and question marks.

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# STRUCTURE AND GRAMMAR 1 – BASIC

Structure and Grammar 1 - Basic is a comprehensive textbook that covers fundamental concepts of structure and grammar in the English language. Its summary encompasses key concepts such as basic grammar, verb usage, word forms, phrases, clauses, and sentences. The book begins by introducing basic grammar concepts, including subjects, predicates, and objects in a sentence. It then acquaints the reader with various types of words and their usage in sentences, including nouns, verbs, adjectives, and adverbs.

Furthermore, the book discusses topics such as tense, aspect, and mood in English, as well as how to use the correct sentence structure to convey messages clearly and effectively. Various examples and practical exercises are included to aid readers in better understanding these concepts. By presenting the material systematically and in an easily understandable manner, Structure and Grammar 1 - Basic in English serves as a valuable resource for learners seeking to deepen their understanding of grammar and sentence structure in the English language.



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