

# Teaching Students to Identify Major Structures of Phrases in English

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## ABSTRACT

This article attempts to teach the bachelor level education students to identify major structures of phrases in English. It deals with five types of phrases and their structures which are to be studied in the grammar subject. They are: noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase. The article writer has followed the inductive method of teaching process by demonstrating some examples of phrases in the beginning, explaining them and then drawing the structures from the examples. This article is significant to those who are interested in teaching learning generative grammar.

**Key Words:** Determiner, grammar, phrase, post-modifier, pre-modifier.

## 1. INTRODUCTION

English language has hierarchical structures. It is made up of units which are themselves made up of smaller units which are made up of even smaller units. The smallest unit that is a single sound is called a phoneme. Phonemes form a morpheme; morphemes form a word; words form a phrase; phrases form a clause; and clauses form a sentence. Several sentences combine or interconnect to make a united piece of speech or writing which we call a text or discourse. To identify a good discourse, a writer or speaker must have sound knowledge of these units. This article is primarily focused on one of grammatical unit that is the phrase.

Morphemes, words, phrases, clauses and sentences are called grammatical units. The grammatical units are meaningful elements that play a vital role in structuring

English language and literature. A phrase is a grammatical unit which is larger than a word, but smaller than a clause.

Teaching the phrases is a part of grammar of English that is one of the campus subjects at Nepalese colleges, where English is a foreign language. Most of the teachers and the students find teaching and learning grammar of English rather boring and difficult. Teaching grammar is difficult because there are certain rules to be learnt by heart, some irregular rules to be noticed and several exceptions to the rules to be memorized. We tend to forget those rules and exceptions because we hardly use them in our real life situations. Our way of teaching grammar is deductive, because it is highly used in practice.

I realize the necessity of changing the traditional way of teaching grammatical items. We need to follow the inductive method of teaching grammar so that the students can form several sentences or structures by observing several examples demonstrated by the teachers. By doing this, the students can draw rules or structures themselves and they won't forget such things so easily.

The article writer has attempted to teach structures of five types of phrases through the inductive method through providing ample examples of phrases and explaining them to the students. This article aims at teaching students to identify structures of phrases, and it is significant to the learners of English language.

### 1.1 Objectives of the Article

**At the end of the article, the students will be able to:**

Describe five types of phrase.

Identify the different structures of phrase.

## 2. Theoretical Review of Literature

Theoretical review of literature involves definition of language, grammar, phrase, five types of phrase, determiner, pre-modification and post-modification.

### 2.1 Language

Language, which is a unique asset of human beings, is a means of communication. Hockett (1958) views language to be “the most valuable single possession of the human race” (p.1). Human language is creative. It involves the ability to produce and understand an infinite number of novel utterances which have never been heard and said before. Yule (1997) asserts that language retains a feature of creating “novel utterances” (pp.22-23). Krishnaswamy and Verma (1999) consider the language to be “structurally complex” (p.17). Doff (1997) mentions that “learning a language involves being exposed to samples of language that we can understand; from this we can acquire the rules of the language and apply them to make an unlimited number of original sentences” (p.185). Brown (1994) considers language to be “systematic and generative” (p.5).

### 2.2 Grammar

Grammar is the study of rules for forming words and combining them into sentences. Carter and McCarthy (2006) assume grammar to be “concerned with how sentences and structures are formed” (p.2). They further assert that a “descriptive approach to grammar is based on observation of usages: It states how people use the grammar of a language” (p.6). Yule (1997) considers that one type of descriptive approach is called “structural analysis and its main concern is to investigate the distribution of forms in a language” (p.92). Tickoo (2009) highlights the importance of grammar and says it has “an important place in one’s knowledge of a second or foreign language. It can provide a sound knowledge of usable rules, especially when teaching focuses on aspects of grammar that constitute the basic building blocks of the

language” (p.165). Aarts (1997) maintains that “linguistic ingredients are arranged in accordance with a set of rules. This set of rules is called the grammar of a language” (p.3).

**2.3 Phrase:** A phrase is a group of words which functions as a unit of grammar. Crystal (2008) defines phrase as “a term used in grammatical analysis to refer to a single element of structure typically containing more than one word, and lacking the subject-predicate structure” (p.367). There are mainly five types of phrase: Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj P), Adverb Phrase (Adv P) and Prepositional Phrase (Prep P).

**2.3.1 The Noun Phrase (NP):** A noun phrase is a group of words with a noun as its head word. A noun phrase consists of a noun as the head word alone or with determiners and pre-modifiers which come before the noun and the post-modifiers which come after the noun. The whole phrase works as a noun in a sentence. A Subjective personal pronoun in a sentence can also be taken as a noun phrase. For example: a car, a red doll, some beautiful toys etc.

**2.3.2 The Verb Phrase (VP):** A verb phrase is a group of words with a verb as the head word. Verb phrases can be either finite or non-finite. A finite verb phrase contains a finite verbal form, whereas a non-finite verb phrase does not. Finite verbal forms are those which may be marked for tense, mood and concord. Quirk and Greenbaum (1996) affirm that “the verb phrase consists of a ‘head verb’ preceded by one or more auxiliary verbs” (p.17). Verb phrases can be either simple or complex (compound). Simple verb phrases have only one verb, whereas the complex verb phrases have more than one verb in the verb phrase. For Example: can read, will be working, to have finished etc.

Sinclair, J (Ed.). (1992) advocates that a phrasal verb is “a combination of a verb and an adverb or a verb and a preposition, or a verb, an adverb and a preposition, which

together has a single meaning” (p.504). For example: keep up, go down etc.

**2.3.3 The Adjective Phrase (Adj P):** An adjective phrase is a phrase in which the head word is an adjective. For example: very good, extremely happy, too cold etc.

**2.3.4 The Adverb Phrase (Adv P):** An adverb phrase is a group of words which functions like an adverb. An adverb is the head word in an adverb phrase. For example: very quickly, so badly, really sincerely etc.

**2.3.5 The Prepositional Phrase (Prep P):** A prepositional phrase is a group of words that begins with a preposition and ends in a noun or a pronoun. For example: in the room, on the table, with her etc. Prepositions can be grouped into the four classes:

- ◆ Simple preposition: at, in , by, on etc.
- ◆ Compound Preposition: about, along, beside etc.
- ◆ Phrase preposition: by dint of, in spite of, because of, owing to etc.
- ◆ Participle Prepositions: Concerning, during, regarding, barring etc.

**2.4 Determiners:** Determiners are words placed in front of a noun to make it clear what the noun refers to. Articles,

demonstratives, possessive pronouns, quantifiers, cardinal numbers, ordinal numbers, distributives etc. are determiners. Huddleston (1996) says that determiners “play a major role in the NP contrasts singular vs. plural, count vs. mass and definite vs. indefinite” (p.87). Determiners determine or specify the reference of the noun.

**2.5 Premodification and Postmodification:** Wales (2001) affirms that in modern grammar “pre-modification is used to describe all those elements in a noun phrase or nominal group which are subordinate to the noun and occur directly before it” (p. 316). Noun, adjective and adjective phrase can be the pre-modifiers in a non phrase. He also mentions that in modern grammar “post-modification describes all those elements in a noun phrase or nominal group which are subordinate to the noun as head word and occur after it” (p. 311). Adjective, adverb, prepositional phrase, finite clause and non-finite clause can be the post-modifiers in a noun phrase. The following table clarifies the concept of determiners premodifiers and Postmodifiers.

**Table 1: Determiners, premodifiers and Postmodifier of a Noun**

<b>Determiners</b>	<ol style="list-style-type: none"> <li>1. Articles : a, an , the</li> <li>2. Demonstratives: this, that, these, those etc.</li> <li>3. Possessive Pronouns: my, his, our, their etc.</li> <li>4. Quantifiers: a few, some, many, much, enough etc,</li> <li>5. Cardinal numbers: one, two etc.</li> <li>6. Ordinal numbers: First, second etc.</li> <li>7. Distributives: all, half, both , each etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. A cat, an ant, the sun etc.</li> <li>2. This car, these books etc.</li> <li>3. My dog, her house etc.</li> <li>4. A few bulls, some cars etc.</li> <li>5. One boy, two dolls etc.</li> <li>6. First boy, second pen etc.</li> <li>7. All the caps, both my bags etc.</li> </ol>
<b>Pre-modifiers</b>	<ol style="list-style-type: none"> <li>1. Noun</li> <li>2. Adjective</li> <li>3. Adjective phrase</li> </ol>	<ol style="list-style-type: none"> <li>1. Arm Chairs</li> <li>2. Red dolls</li> <li>3. Very lovely kittens</li> </ol>
<b>Post-modifiers</b>	<ol style="list-style-type: none"> <li>1. Adjective</li> <li>2. Adverb</li> <li>3. Prepositional phrase</li> <li>4. Two prepositional phrases</li> <li>5. Finite clause</li> <li>6. Non-finite clause</li> </ol>	<ol style="list-style-type: none"> <li>1. Anything new</li> <li>2. The space below</li> <li>3. The doll on the table</li> <li>4. The flower in the vase on the table</li> <li>5. The girl who cannot dance is honest.</li> <li>6. The first man to land on the moon was an American scientist.</li> </ol>

### 3. Teaching Learning Activities of Different Phrases

The article writer has attempted to teach the phrases by following the inductive method of teaching.

### 3. 1 Teaching Diverse Structures of the Noun Phrase

#### Teaching Learning Activities

The subject teacher is advised to pursue the following steps to teach different types of noun phrases:

- Motivate the students to learn.
- Revise the main points of the previous teaching item.
- Ask the students if they are able to tell something about the phrases.
- Present ample examples of noun phrases.
- Explain and clarify these examples by focusing on determiners, pre-modifiers and post-modifiers.
- Point out whether the nouns are in singular or plural forms in the examples.
- Ask the students to make similar types of phrases.
- Revise if they can't make the phrases.
- Encourage them to draw the common structures of the phrase from the examples.
- Give them sufficient assignment for the next day.

#### **Demonstration No. 1**

- ◆ A book, a car, a pen etc.
- ◆ An ant, an egg, an ink-pot, an orange, an umbrella etc.
- ◆ The sun, the sky, the earth, the moon etc.

The structure of these noun phrases is:  
**[Article + Singular Noun]**

#### **Demonstration No. 2**

- ◆ A thick book, a small car, a red pen etc.
- ◆ An honest man, an empty pot, an untidy room, an interesting story etc.
- ◆ The bright sun, the blue sky, the vast earth, the shining moon etc.

The structure of these noun phrases is:  
**[Article + Adjective + Singular Noun]**

#### **Demonstration No. 3**

- ◆ This book, that car etc.
- ◆ These cats, those houses etc.

The structure of these noun phrases is:  
**[Distributives + Noun]**

#### **Demonstration No. 4**

- ◆ This thin book, that small car etc.
- ◆ These black cats, those large houses etc.

The structure of these noun phrases is:  
**[Distributives + Adjective +Noun]**

#### **Demonstration No. 5**

- ◆ His book, her car etc.
- ◆ Your cats, their houses etc.

The structure of these noun phrases is:  
**[Possessive Pronouns + Noun]**

#### **Demonstration No. 6**

- ◆ His expensive book, her red car etc.
- ◆ Your white cats, their big houses etc.

The structure of these noun phrases is:  
**[Possessive Pronouns + Adjective +Noun]**

#### **Demonstration No. 7**

- ◆ Some books, many flowers, a few teachers, a lot of boys etc.
- ◆ Some sugar, much milk, a little water, a lot of petrol etc.

The structure of these noun phrases is:  
**[Quantifier + Noun]**

#### **Demonstration No. 8**

- ◆ Some useful books, many pink flowers, a few good teachers, a lot of clever boys etc.
- ◆ Some cheap sugar, much tasty milk, a little cold water, a lot of expensive petrol etc.

The structure of these noun phrases is:  
**[Quantifier +Adjective + Noun]**

#### **Demonstration No. 9**

- ◆ The first boy, the second girl, the tenth book , the next chapter, the last bench etc.

The structure of these noun phrases is:  
**[Article +Ordinal Number+ Noun]**

#### **Demonstration No. 10**

- ◆ One boy, two girls, five books etc.

The structure of these noun phrases is:  
**[Cardinal Number+ Noun]**

#### **Demonstration No. 11**

- ◆ The first two boys, the second five girls, the fourth three lessons etc.

The structure of these noun phrases is:  
**[The+ Ordinal + Cardinal Number+ Noun]**

#### **Demonstration No. 12**

- ◆ All boys, every lesson, each person etc.

The structure of these noun phrases is:  
**[Distributives + Noun]**

#### **Demonstration No. 13**

- ◆ All the boys, both the students etc.

The structure of these noun phrases is:  
[Distributives +the + Noun]

**Demonstration No. 14**

- ◆ My three books, her five children, your ten pens etc.

The structure of these noun phrases is:  
[Possessive Pronoun +Cardinal Number + Noun]

**Demonstration No. 15**

- ◆ All my three books, all her five children, all the ten pens etc.

The structure of these noun phrases is: [All + Possessive Pronoun / The+ Cardinal Number + Noun]

**Demonstration No. 16**

- ◆ Such boys, such apples, such cars, such elephants etc.

The structure of these noun phrases is:  
[Such +Plural Noun]

**Demonstration No. 17**

- ◆ Such good boys, such sweet apples, such nice cars, such tall elephants etc.

The structure of these noun phrases is:  
[Such + Adjective +Plural Noun]

**Demonstration No. 18**

- ◆ Such a boy, such an apple, such a car, such an elephant etc.

The structure of these noun phrases is:  
[Such + Indefinite Article + Noun]

**Demonstration No. 19**

- ◆ Such a bad boy, such a sour apple, such a big car, such an interesting story etc.

The structure of these noun phrases is:  
[Such + Indefinite Article + Adjective +Noun]

**Demonstration No. 20**

- ◆ Such good boys, such sweet apples, such nice cars, such tall elephants etc.

The structure of these noun phrases is:  
[Such + Adjective +Noun]

**Demonstration No. 21**

- ◆ So many boys, so few apples, so much sugar, so little sugar etc.

The structure of these noun phrases is: [So + Quantifier +Noun]

**Demonstration No. 22**

- ◆ Too many boys, too few apples, too much sugar, too little sugar etc.

The structure of these noun phrases is: [Too + Quantifier +Noun]

**Demonstration No. 23**

- ◆ No boys, no girl, any boys, any girl etc.

The structure of these noun phrases is: [No/ Any+ Noun]

**Demonstration No. 24**

- ◆ Half a mile, half the salary etc.

The structure of these noun phrases is: [Half + Article + Noun]

**Demonstration No. 25**

- ◆ Whose car, whose bags, which box, which soup etc.

The structure of these noun phrases is:  
[Interrogative Pronoun+ Noun]

**Demonstration No. 26**

- ◆ A garden city, a film critic, an arm chair, the school teachers etc.

The structure of these noun phrases is:  
[Article + Noun + Noun]

**Demonstration No. 27**

- ◆ A big garden city, a great film critic, a comfortable arm chair, the bad school teachers etc.

The structure of these noun phrases is:  
[Article +Adjective + Noun + Noun]

**Demonstration No. 28**

- ◆ Very good boys, really interesting stories, extremely exciting games etc.

The structure of these noun phrases is:  
[Adverb+ Adjective + Noun]

**Demonstration No. 29**

- ◆ A very good boy, an extremely exciting game etc.

The structure of these noun phrases is:  
[Article + Adverb+ Adjective + Noun]

**Demonstration No. 30**

- ◆ The whole room, the little money etc.

The structure of these noun phrases is:  
[Definite Article + Adjective + Noun]

**Demonstration No. 31**

- ◆ The poor, the rich etc.

The structure of these noun phrases is:  
[Definite Article + Adjective]

**Demonstration No. 32**

- ◆ Anything interesting, something important, someone intelligent etc.

The structure of these noun phrases is:  
[Noun + Adjective]

**Demonstration No. 33**

- ◆ The space below, the room up etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Adverb]**

**Demonstration No. 34**

- ◆ The question given below, the room mentioned above etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Past Participle + Adverb]**

**Demonstration No. 35**

- ◆ The doll on the table, the books in the bags etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Prepositional Phrase]**

**Demonstration No. 36**

- ◆ The flower in the vase on the table, the house at the corner of the street etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Prepositional Phrase + Prepositional Phrase]**

**Demonstration No. 37**

- ◆ The girl who cannot dance, the boy whose name was Ram etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Finite Clause]**

**Demonstration No. 38**

- ◆ The girl to enter the class, the man to land on the man etc

The structure of these noun phrases is:  
**[Definite Article + Noun + Non- Finite Clause]**

**Demonstration No. 39**

- ◆ The girl standing on the ground, the man sleeping in bed etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Non- Finite Clause]**

**Demonstration No. 40**

- ◆ The effort required to lift this bag, the protest caused by the lack of tickets etc.

The structure of these noun phrases is:  
**[Definite Article + Noun + Non- Finite Clause]**

**Demonstration No. 41**

- ◆ A dog's life, a doctor's degree, my brother's car, Ram's dog

The structure of these noun phrases is:  
**[Genitive + Noun]**

### 3.2 Teaching Diverse Structures of the Verb Phrase

#### Teaching Learning Activities

The subject teacher is advised to consider the following steps to teach different types of verb phrases:

- Motivate the students to learn.
- Revise the main points of the previous teaching item.
- Ask the students if they are able to tell something about phrases.
- Present ample examples of verb phrases.
- Explain and clarify these examples by focusing on auxiliary verbs.
- Point out the forms of the main verb in the examples.
- Ask the students to make similar types of verb phrases.
- Revise if they can't make the verb phrases.
- Encourage them to draw the common structures of the verb phrase from the examples.
- Give them sufficient assignment for the next day.

#### Demonstration No. 1

- ◆ Eat, read, write, come etc.
- ◆ Played, sang, danced, wrote etc.

The structure of these verb phrases is:  
**[Lexical Verb]**

#### Demonstration No. 2

- ◆ Is eating, am reading, are writing etc.
- ◆ Was playing, were singing etc.

The structure of these verb phrases is: **[Be+ Progressive Aspect of Lexical Verb] : Active**

#### Demonstration No. 3

- ◆ Is eaten, am helped, are written etc.
- ◆ Was played, were sung etc.

The structure of these verb phrases is: **[Be+ Perfect Aspect of Lexical Verb]: Passive**

#### Demonstration No. 4

- ◆ Is being eaten, am being helped, are being written etc.
- ◆ Was being played, were being sung etc.

The structure of these verb phrases is: **[Be+ Being +Perfect Aspect of Lexical Verb]: Passive**

### **Demonstration No. 5**

- ◆ Has eaten, have helped etc.
- ◆ Had played, had sung etc.

The structure of these verb phrases is:  
**[Have+ Perfect Aspect of Lexical Verb]**

### **Demonstration No. 6**

- ◆ Has been eating, have been helping etc.
- ◆ Had been playing, had been singing etc.

The structure of these verb phrases is:  
**[Have+ Been+ Progressive Aspect of Lexical Verb]**

### **Demonstration No. 7**

- ◆ Has been eaten, have been helped etc.
- ◆ Had been punished, had been sung etc.

The structure of these verb phrases is:  
**[Have+ Been+ Perfect Aspect of Lexical Verb]: Passive**

### **Demonstration No. 8**

- ◆ Will eat, would read, can write, may come etc.
- ◆ Must play, should sing, could dance, ought to write etc.

The structure of these verb phrases is:  
**[Modal + Lexical Verb]**

### **Demonstration No. 9**

- ◆ Will be eating, would be reading, can be writing, may be coming etc.
- ◆ Must be playing, should be singing, could be dancing, ought to be writing etc.

The structure of these verb phrases is:  
**[Modal + be + Progressive Aspect of Lexical Verb]**

### **Demonstration No. 10**

- ◆ Will be eaten, would be read, can be written, may be painted etc.
- ◆ Must be played, should be sung, could be driven, ought to be flown etc.

The structure of these verb phrases is:  
**[Modal + be + Perfect Aspect of Lexical Verb] : Passive**

### **Demonstration No. 10**

- ◆ Will be eaten, would be read, can be written, may be painted etc.
- ◆ Must be played, should be sung, could be driven, ought to be flown etc.

The structure of these verb phrases is:  
**[Modal + be + Perfect Aspect of Lexical Verb] : Passive**

### **Demonstration No. 11**

- ◆ Will have eaten, would have read, can have written, may have painted etc.
- ◆ Must have played, should have sung, could have driven, ought to have flown etc.

The structure of these verb phrases is:  
**[Modal + have + Perfect Aspect of Lexical Verb]**

### **Demonstration No. 12**

- ◆ Will have been eating, would have been reading, can have been writing etc.
- ◆ Must have been playing, should have been singing, could have been driving etc.

The structure of these verb phrases is:  
**[Modal + have + been+ Progressive Aspect of Lexical Verb]**

### **Demonstration No. 13**

- ◆ Will have been eaten, would have been read, can have been written etc.
- ◆ Must have been played, should have been sung, could have been driven etc.

The structure of these verb phrases is:  
**[Modal + have + been + Perfect Aspect of Lexical Verb] : Passive**

### **Demonstration No. 14**

- ◆ Has intended to go, have planned to buy etc.
- ◆ Had thought to help, had imagined to leave etc.

The structure of these verb phrases is:  
**[Have+ Perfect Aspect of Lexical Verb + to + Lexical Verb]**

### **Demonstration No. 15**

- ◆ Said to go, plan to buy etc.
- ◆ Supposed to help, desired to leave etc.

The structure of these verb phrases is:  
**[Lexical Verb + to + Lexical Verb]**

### **Demonstration No. 16**

- ◆ Is said to go, am thought to buy etc.
- ◆ Was supposed to help, were alleged to torture etc.

The structure of these verb phrases is: **[BE+ Perfect Aspect of Lexical Verb + to + Lexical Verb]**

### **Demonstration No. 17**

- ◆ Is said to be, am thought to be etc.

- ◆ Was supposed to be, were alleged to be etc.

The structure of these verb phrases is: **[BE+ Perfect Aspect of Lexical Verb + to + be]**

#### **Demonstration No. 18**

- ◆ Is said to be working, am thought to be studying etc.
- ◆ Was supposed to be driving, were alleged to be torturing etc.

The structure of these verb phrases is: **[BE+ Perfect Aspect of Lexical Verb + to + be + Progressive Aspect of Lexical Verb]**

#### **Demonstration No. 19**

- ◆ Is said to have worked, am thought to have studied etc.
- ◆ Was supposed to have driven, were alleged to have tortured etc.

The structure of these verb phrases is: **[BE+ Perfect Aspect of Lexical Verb + to + have + Perfect Aspect of Lexical Verb]**

#### **Demonstration No. 20**

- ◆ Is said to have been working, am thought to have been studying etc.
- ◆ Was supposed to have been driving, were alleged to have been torturing etc.

The structure of these verb phrases is: **[BE+ Perfect Aspect of Lexical Verb + to + have + been + Progressive Aspect of Lexical Verb]**

#### **Demonstration No. 21**

- ◆ Do not eat, does not read etc.
- ◆ Did not play, did not sing etc.

The structure of these verb phrases is: **[DO + not+ Lexical Verb]**

#### **Demonstration No. 22**

- ◆ Is not eating, am not reading, are not going etc.
- ◆ Was not playing, were not singing etc.

The structure of these verb phrases is: **[BE + not+ Progressive Aspect of Lexical Verb]**

In the same way, we can identify different negative structures of verb phrases by using auxiliary as well as modal verbs.

### **3.3 Teaching Diverse Structures of the Adjective Phrase**

#### **Teaching Learning Activities**

The subject teacher is advised to consider the following steps to teach different types of adjective phrases:

- Motivate the students to learn.
- Revise the main points of the previous teaching item.
- Ask the students if they are able to tell something about the identifyion of phrases.
- Present ample examples of adjective phrases.
- Explain and clarify these examples by focusing on adjective, pre-modifiers and post-modifiers.
- Point out the adverbs and adjective in the examples.
- Ask the students to make similar types of adjective phrases.
- Revise if they can't make the adjective phrases.
- Encourage them to draw the common structures of the adjective phrase from the examples.
- Give them sufficient assignment for the next day.

#### **Demonstration No. 1**

- ◆ Good, bad, happy etc.
- ◆ Beautiful, interesting, difficult etc.

The structure of these adjective phrases is: **[Adjective]**

#### **Demonstration No. 2**

- ◆ Very good, really bad, extremely happy etc.
- ◆ Very beautiful, exceptionally interesting, terribly difficult etc.

The structure of these adjective phrases is: **[Adverb + Adjective]**

#### **Demonstration No. 3**

- ◆ Really very good, quite exceptionally wise etc.

The structure of these adjective phrases is: **[Adverb+ Adverb + Adjective]**

#### **Demonstration No. 4**

- ◆ So good, so wise, so beautiful etc.

The structure of these adjective phrases is: **[So + Adjective]**

#### **Demonstration No. 5**

- ◆ Too good, too wise, too beautiful, too cold etc.



The structure of these adjective phrases is:  
[Too + Adjective]

**Demonstration No. 6**

- ◆ Much too good, much too wise, much too beautiful etc.

The structure of these adjective phrases is:  
[Much +too + Adjective]

**Demonstration No. 7**

- ◆ As good as, as bad, as happy as etc.
- ◆ Not so Beautiful as, not so interesting as, not so difficult as etc.

The structure of these adjective phrases is:  
[AS / so + Adjective + as]

**Demonstration No. 8**

- ◆ More beautiful, more interesting, less difficult etc.

The structure of these adjective phrases is:  
[More / Less + Adjective]

**Demonstration No. 9**

- ◆ Much more beautiful, much more interesting, much more difficult etc.

The structure of these adjective phrases is:  
[Much+ More +Adjective]

**Demonstration No. 10**

- ◆ Too good to be true, too ugly to be your wife etc.

The structure of these adjective phrases is:  
[Too + Adjective + Non-finite Clause]

**Demonstration No. 11**

- ◆ So young to be a member, so old to go to school etc.

The structure of these adjective phrases is:  
[So + Adjective + Non-finite Clause]

**Demonstration No. 12**

- ◆ So bad that he did not pass the test, so talented that he will find the job anywhere etc.etc.

The structure of these adjective phrases is:  
[So + Adjective + Finite Clause]

**Demonstration No. 13**

- ◆ Good enough, tall enough, rich enough etc.
- ◆ Beautiful enough, interesting enough etc.

The structure of these adjective phrases is:  
[Adjective + enough]

**Demonstration No. 14**

- ◆ Suitable for the post, good at music, interested in poetry etc.

The structure of these adjective phrases is:  
[Adjective + Prepositional Phrase]

**Demonstration No. 15**

- ◆ Eager to please you all, anxious to do everything concerned etc.

The structure of these adjective phrases is:  
[Adjective + Non-finite Clause]

**Demonstration No. 16**

- ◆ Glad that you can come, certain that he has done this work etc.

The structure of these adjective phrases is:  
[Adjective + Finite Clause]

### 3.4 Teaching Diverse Structures of the Adverb Phrase

#### Teaching Learning Activities

The subject teacher is advised to focus on the following steps to teach different types of adverb phrases:

- Motivate the students to learn.
- Revise the main points of the previous teaching item.
- Ask the students if they are able to tell something about the identifying of phrases.
- Present ample examples of adverb phrases.
- Explain and clarify these examples by focusing on adverb, pre-modifiers and post-modifiers.
- Point out the adverbs with intensifier in the examples.
- Ask the students to make similar types of adverb phrases.
- Revise if they can't make the adverb phrases.
- Encourage them to draw the common structures of the adverb phrase from the examples.
- Give them sufficient assignment for the next day.

**Demonstration No. 1**

- ◆ Quickly, slowly, happily, frequently, badly, etc.

The structure of these adverb phrases is:  
[Adverb]

**Demonstration No. 2**

- ◆ Very well, really badly, extremely slowly etc.

The structure of these adverb phrases is:  
[Adverb + Adverb]

**Demonstration No. 3**

- ◆ Really very sincerely, really very obediently etc.

The structure of these adverb phrases is:  
[Adverb+ Adverb + Adverb]

**Demonstration No. 4**

- ◆ So badly, so happily, so beautifully etc.

The structure of these adverb phrases is:  
[So + Adverb]

**Demonstration No. 5**

- ◆ Well enough, carefully enough, wisely enough etc.

The structure of these adverb phrases is:  
[Adverb + Enough]

**Demonstration No. 6**

- ◆ Efficiently enough to earn much money, quickly enough to reach there etc.

The structure of these adverb phrases is:  
[Adverb+ Enough+ Non-finite Clause]

**Demonstration No. 7**

- ◆ Earlier than they were expected, later than it did last year etc.

The structure of these adverb phrases is:  
[Adverb + Finite Clause]

**Demonstration No. 8**

- ◆ So badly that he failed the exams, so quickly that he reached before time etc.

The structure of these adverb phrases is:  
[So+ Adverb+ Finite Clause]

**Demonstration No. 9**

- ◆ Too slowly to get to that place on time, too fast to understand him etc.

The structure of these adverb phrases is:  
[Too + Adverb + Non-finite Clause]

**Demonstration No. 10**

- ◆ More slowly than he used to, less efficiently than this year etc.

The structure of these adverb phrases is:  
[More/ less +Adverb + than + Phrase / Clause]

**Demonstration No. 11**

- ◆ More quickly, less slowly, more carefully etc.

The structure of these adjective phrases is: [More / Less + Adverb]

**Demonstration No. 12**

- ◆ Much more carefully, much more quickly etc.

The structure of these adverb phrases is:  
[Much+ More+ Adverb]

### 3.5 Teaching Diverse Structures of the Prepositional Phrase

#### Teaching Learning Activities

The subject teacher is advised to pursue the following steps to teach different types of prepositional phrases:

- Motivate the students to learn.
- Revise the main points of the previous teaching item.
- Ask the students if they are able to tell something about the identifying of phrases.
- Present ample examples of prepositional phrases.
- Explain and clarify these examples by focusing on preposition.
- Point out the preposition where it occurs in the examples.
- Ask the students to make similar types of prepositional phrases.
- Revise if they can't make the prepositional phrases.
- Encourage them to draw the common structures of the prepositional phrase from the examples.
- Give them sufficient assignment for the next day.

**Demonstration No. 1**

- ◆ By bus, on foot, by road etc.

The structure of these prepositional phrases is: [Preposition + Noun]

**Demonstration No. 2**

- ◆ With her, for him, by me etc.

The structure of these prepositional phrases is: [Preposition + Pronoun]

**Demonstration No. 3**

- ◆ In the room, on the wall, with a pen etc.

The structure of these prepositional phrases is: [Preposition + Noun Phrase]

**Demonstration No. 4**

- ◆ In the small room, on the white ceiling etc.

The structure of these prepositional phrases is: [**Preposition + Article+ Adjective+ Noun**]

#### **Demonstration No. 5.**

- ◆ At exceedingly low price

The structure of these prepositional phrases is: [**Preposition + Adverb+ Adjective+ Noun**]

#### **Demonstration No. 6**

- ◆ At what he said, with where he lives etc.

The structure of these prepositional phrases is: [**Preposition +Wh- clause**]

#### **Demonstration No. 7**

- ◆ By talking loudly etc. in selling the house etc.

The structure of these prepositional phrases is: [**Preposition + -ing participle clause**]

#### **Demonstration No. 8**

- ◆ Deep into the forest, high above the clouds, just above your head etc.

The structure of these prepositional phrases is: [**Adjective+ Preposition + Noun Phrase**]

#### **4. Expected Result**

The article writer expects that this article will be able to provide the students and the teachers with ample information about five types of phrase in English. They will be capable of identifying types of phrase along with identifying the several structures of the phrases. Their understanding of phrases will make them create novel utterances in speech and writing.

#### **5. CONCLUSION**

Different parts of speech play a prominent role in the formation of a phrase; therefore Students and teachers should have sound knowledge of the parts of speech. Determiners, pre-modifiers and post-modifiers can be realized by different elements or parts of speech. Identifying the structures of phrases can be difficult for average students, but persistent study and practice will enable them to identify and use

phrases in their speech and writing correctly.

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