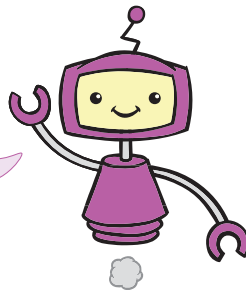


# Who is that?

The other day I was on the phone trying to order takeaway, and the person on the phone had trouble with my accent. When I said *ubi goreng*, they thought I had said *ibu goreng*. Why would I order *ibu goreng*? I like my mother unfried! I had to explain to them my reasons for calling. Let's find out more about giving reasons, and have a bit of fun with misunderstandings at the same time!



## LINKS TO:

Stage 3, Module 6

Learning Object 2: *What's so funny about that?*

## PRIOR LEARNING:

### Stage 2

Module 15 Work Sheet 5: *Going shopping*

### Stage 1

Module 4 Work Sheet 8: *The person who likes fish...*

## 1 A man with a fish in his beard and a hat on his foot

When describing people, places or objects, sometimes you want to give more detail than a single adjective, or even a string of adjectives.

To enrich your sentence by giving more details about a noun, or modifying the noun, you can use an adjectival phrase.

➔ For example:

### Simple sentence:

*Orang itu bersepeda di jalan.*

The man rode a bicycle down the street.

### The same sentence with an added adjectival phrase:

*Orang yang di jenggotnya ada ikan dan di kakinya ada topi itu bersepeda di jalan.*

The man **with the fish in his beard and a hat on his foot** rode a bicycle down the street.

### Simple sentence:

*Anjing itu makan PR saya.*

The dog ate my homework.

### The same sentence with an added adjectival phrase:

*Anjing yang matanya seperti cawan itu makan PR saya.*

The dog **with eyes like saucers** ate my homework.

In Indonesian, the word *yang* has to be added before an adjectival phrase, although in English the corresponding 'who' or 'which' can sometimes be omitted. In the examples provided, the adjectival phrases end with the word *itu*. *Itu* is an optional ending that identifies the subject of the sentence.

You might like to add more details to your verbs, or modify them, using adverbial phrases.

➔ For example:

### Simple sentence:

*Dia masuk ke panggung dengan gegap gempita.*

She exploded onto the stage.

### The same sentence with an added adverbial phrase:

*Dia masuk ke panggung dengan gegap gempita seperti sebuah roket yang mesinnya meledak.*

She exploded onto the stage **like a rocket with a broken propeller**.

## 2 Because he wanted to get to the other side

Have you ever heard a tall story? In Australia, tall stories are a quite popular form of humour in which exaggeration is used to comic effect. Often, when telling a tall story, we start with a simple premise and then provide outlandish reasons for the actions that follow.

When providing reasons, we use conjunctions such as *karena* (because) or *jadi* (so).

➔ For example:

*Saya tidak bisa mengerjakan PR **karena** malam ini saya harus mencuci rambut.*

I can't do my homework **because** tonight I'm washing my hair.

*Tadi malam saya harus terbang ke Swedia untuk menerima Hadiah Nobel untuk pelajar paling berdedikasi di dunia, **jadi** saya tidak bisa menyelesaikan PR saya.*

**Last night I had to fly to Sweden to accept a special Nobel Prize for most dedicated student in the world, so I didn't complete my homework.**

Notice that sometimes the reason comes before the main clause, and sometimes it comes after it.

## 3 It's complicated!

Sentences such as some of those you've been introduced to in this work sheet are compound, complex or even compound-complex sentences.

### Compound sentences

Compound sentences combine two or more main clauses. A main clause can be expressed as a simple stand-alone sentence, such as 'I ate the goat' or 'He leapt over the building', because, unlike a phrase, a clause contains a finite verb. A sentence that combines a statement and a reason, joined by a conjunction, is a compound sentence.

➔ For example:

Main clauses:

*Tadi malam saya harus terbang ke Swedia.*

*Saya tidak menyelesaikan PR saya.*

Last night I had to fly to Sweden. I didn't complete my homework.

A compound sentence:

*Tadi malam saya harus terbang ke Swedia, jadi saya tidak menyelesaikan PR saya.*

Last night I had to fly to Sweden, so I didn't complete my homework.

### Complex sentences

Complex sentences are sentences with one main clause and one or more subordinate clauses. A subordinate clause cannot stand alone as a sentence, even if it has the infinitive form of a verb. A sentence that includes a main clause and a subordinate adjectival or adverbial clause is a complex sentence.

➔ For example:

**Simple sentence:**

*Pak Smart berlari ke kebun.*

Mr Smart ran into the garden.

**(Subordinate) adjectival clause:**

*memakai kemeja biru dan sebuah topi bermotif polka-dot*

wearing a blue shirt and a polka-dot hat

**Complex sentence:**

*Pak Smart, yang memakai kemeja biru dan sebuah topi bermotif polka-dot, berlari ke kebun.*

Mr Smart, who was wearing a blue shirt and a polka-dot hat, ran into the garden.

Subordinate clauses can appear at the beginning or end of the sentence, or between the subject and the verb of the main clause.

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## Compound–complex sentences

A compound–complex sentence has two main clauses (like a compound sentence) as well as one or more subordinate clauses. As you can imagine, compound–complex sentences can become quite long, but they are really quite simple to build.

➔ For example:

**Main clause:**

*Wanita itu makan jeruk.*

The woman ate the orange.

**Main clause:**

*Dia lapar.*

She was hungry.

**(Subordinate) adjectival clause:**

*sudah jatuh ke jalan.*

had rolled down the street.

## Compound–complex sentence:

*Wanita itu makan jeruk, yang sudah jatuh ke jalan, karena dia lapar.*

The woman ate the orange, which had rolled down the street, because she was hungry.

Did you notice that the relative clause in the example above is in passive voice? The verb *jatuh* is passive because an orange cannot roll down the street on its own. It has to be either accidentally rolled down the street (*terjatuh*) or intentionally rolled down the street by someone (*dijatuhkan*). In Indonesian, if the subordinate clause is related to the subject, the verb used must be active, whereas if the clause is related to the object, then the verb must be passive.

➔ For example:

*Wanita yang lapar itu makan jeruk*

The woman who was hungry ate the orange.

*Wanita itu makan jeruk yang sudah jatuh*

The woman ate the orange that had rolled down the street.

## Exercises

### Exercise 1

In this work sheet, you have learnt how to create different kinds of sentences by adding adjectival or adverbial clauses or phrases to simple sentences, or by giving reasons. In this exercise, you are going to use these skills to tell some tall stories.

Peter, Anna and their teacher are improvising a comedy skit in which the students are telling tall stories about why they haven't completed their homework.

The students work in pairs; the first student gives a reason for not completing their homework using either a simple sentence that includes a phrase, or a compound sentence, then the second student adds an adverbial or an adjectival clause or phrase to the first student's excuse.

➔ For example:

*Saya tidak mengerjakan PR saya **karena saya bertemu seekor harimau dalam perjalanan pulang.***

*Saya tidak mengerjakan PR saya karena saya bertemu seekor harimau **yang bernama Kipling dan yang mencuri tas sekolah saya dalam perjalanan pulang.***

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Using these rules as a guide, write a series of tall stories, in Indonesian, about why the students didn't complete their homework.

**Peter and Anna:**

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**Tono and Ella:**

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**Ardi and Nina:**

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**Darma and Yuda:**

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## Exercise 2

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There are words in all languages that are easily misunderstood because of their similarity to words in English, or because your pronunciation is not precise. Such misunderstandings can cause laughter or embarrassment or frustration, or sometimes all three.

**2.1 Identify five words or phrases in Indonesian that are easily confused by English speakers, and give reasons why this might be the case.**

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**2.2 Write a skit in which an Australian visitor to Indonesia asks a group of local people a question in Bahasa Indonesia that contains one of the five words you identified in 2.1.**

**Write the visitor's question, and a response for each person in the group, including reasons for the misunderstanding or confusion. Use some of the sentence structures you have learnt in this work sheet in your answers.**

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**Visitor:**

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**Person 1:**

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**Visitor:**

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**Visitor:**

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**Visitor:**

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**Visitor:**

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**Visitor:**

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### **Exercise 3**

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**3.1** A local resident of Indonesia is showing a group of Australian visitors around his village. He wants to make sure they are enjoying themselves and that the sights are of interest to them all. At the end of the tour he asks them a question containing one of the words that it is easy for English speakers to misunderstand. Unfortunately, the visitors do misunderstand him.

**Write the guide's question and five responses to his question in Indonesian, using what you have learnt in this work sheet about giving reasons and constructing different types of sentences. Your answers should reflect the humour of the situation.**

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**Indonesian guide:**

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**Visitor 1:**

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**Visitor 2:**

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**Visitor 3:**

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**Visitor 4:**

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**Visitor 5:**

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