

MODUL I

REVIEW OF TENSES

Bentuk kata kerja (*verb tenses*) menunjukkan bagaimana kata kerja berkaitan dengan waktu. Dalam bahasa Inggris, ada tiga bentuk kata kerja utama: sekarang (*present*), masa lalu (*past*) dan masa depan (*future*).

Bentuk ketiga kata kerja utama terbagi menjadi empat kategori: *simple*, *progressive*, *perfect* dan *perfect progressive*. Oleh karena itu, terdapat dua belas bentuk kata kerja yang akan dijabarkan di dalam modul ini.

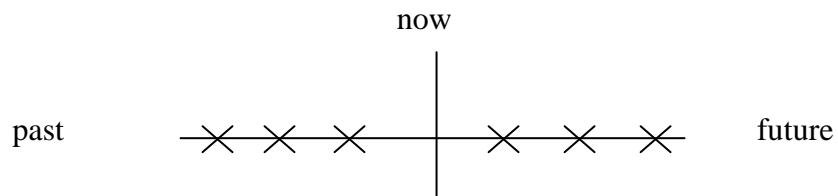
Kegiatan Belajar 1: Present Time

a. Simple Present

Generally, the simple present indicates situations or events that happen always, frequently, habitually, as in (a) and (b); they happen now, have happened in the past, and will probably happen in the future. The simple present states facts or general statements as in (c) and (d). The examples are as follows:

- a) Ann has breakfast every morning.
- b) Joe usually reads a newspaper before working.
- c) The world is round.
- d) The sun rises in the East.

The following diagram describes the tense:



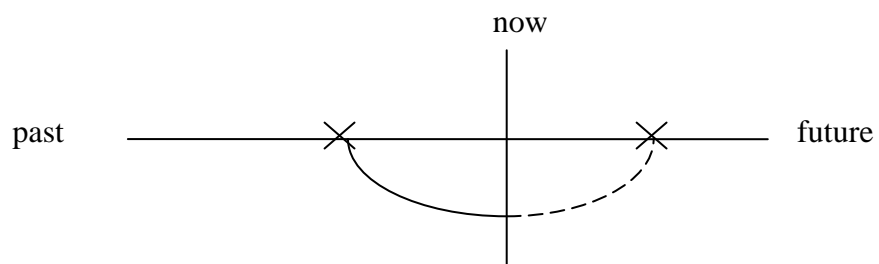
FORM:

STATEMENT	(I, You, They, We) run . (He, She, It) runs .
NEGATIVE	(I, You, They, We) <u>do not</u> run . don't (He, She, It) <u>does not</u> run . doesn't
QUESTION	Do (I, You, They, We) work ? Does (He, She, It) work ?

b. Present Progressive or Continuous

The present progressive or continuous shows an activity that is happening right now. The action is happening by the time the person is speaking. The action started in the past, is happening now, and probably will continue in the future.

The following diagram illustrates the tense:



The examples are as follows:

a) I can't see you right now because I am having a class.

↓
ongoing action

b) Tom and Jim are in the library. They are reading books.

↓
ongoing action

In addition, the present progressive also expresses future time when the sentence contains a certain plan or activity; for example:

c) Rian is going to attend the meeting tomorrow evening.

d) Rian is attending the meeting tomorrow evening.

The meaning is the same.

e) Susan is going to fly to Japan next week.

f) Susan is flying to Japan next week.

The meaning is the same.

FORM:

STATEMENT	I am running. (You, They, We) are running. (He, She, It) is running.
NEGATIVE	I am not running. (You, They, We) <u>are not</u> working. aren't (He, She, It) <u>is not</u> working. isn't
QUESTION	Am I working? Are (you, they, we) working? Is (he, she, it) working?

c. Present Perfect

The perfect tenses all indicate that an action happens before another event or time. There are three meanings of the present perfect. First, it shows that an action happened or did not happen before now. The accurate time is not significant; for example:

- a) I have taken a bath.
- b) She has done her work.

In sentence (a), I finished taking a bath sometime before now. Meanwhile, in sentence (b), she finished doing her work sometime before now. In the two sentences, it is not important to know the exact time.

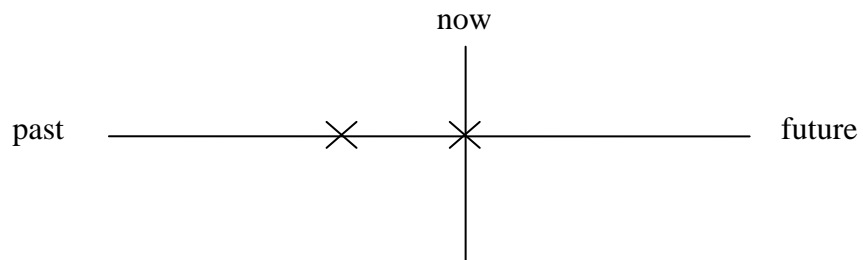
Second, it expresses repeated activities at unspecified times the past. The examples are:

- c) John has consulted his thesis supervisor many times.
- d) We've been to the library four or five times this week.

Third, when 'since' and 'for' are used, the present perfect shows actions that started in the past and continue up to the present time such as in the following sentences:

- e) He has been a student of STPN since 2017.
- f) She has studied English for eleven years.

The tense is described in the following diagram:

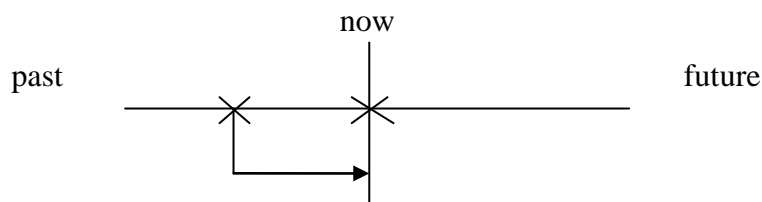


FORM:

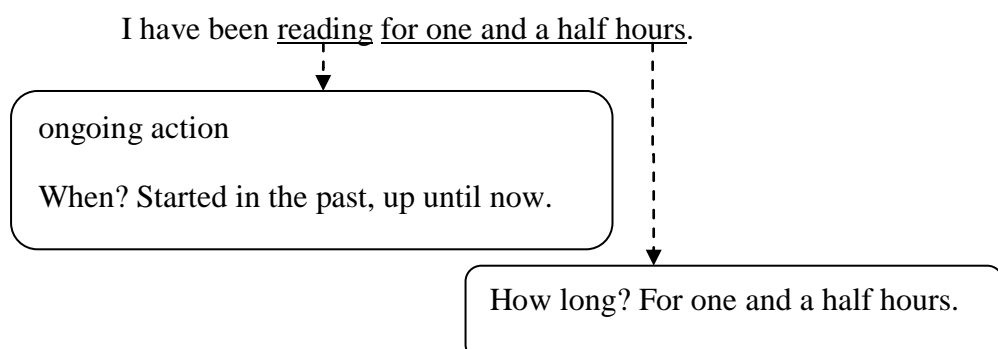
STATEMENT	The students have finished their reports. The lecturer has given the students feedback. HAVE/HAS + PAST PARTICIPLE
NEGATIVE	Susan and Debbie have not (haven't) gathered the data. Ron has not (hasn't) analyzed the data. HAVE/HAS + NOT + PAST PARTICIPLE
QUESTION	Have you called the doctor? Has she checked her e-mail? HAVE/HAS + SUBJECT + PAST PARTICIPLE

d. Present Perfect Progressive or Continuous

The following is the tense diagram:



The perfect progressive tenses show that one action is ongoing closely before, up until another event or time. The present perfect progressive or continuous indicates that an action is ongoing before and up to now; for example:

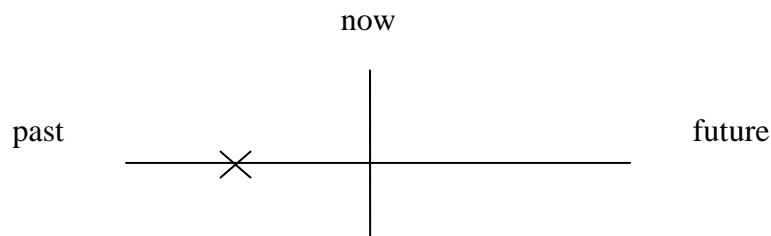


FORM:

STATEMENT	<p>The students have been reading journals for two hours.</p> <p>The lecturer has been talking in front of class since 7:30 a.m.</p> <p style="text-align: center;">HAVE/HAS + BEEN + ING</p>
NEGATIVE	<p>The students have not (haven't) been reading journals for two hours.</p> <p>The lecturer has not (hasn't) been talking in front of class since 7:30 a.m.</p> <p style="text-align: center;">HAVE/HAS + NOT + BEEN + ING</p>
QUESTION	<p>How long have the students been reading journals?</p> <p>How long has the teacher been talking in front of the class?</p> <p style="text-align: center;">HAVE/HAS + SUBJECT + BEEN + ING</p>

Kegiatan Belajar 2: Past Time**a. Simple Past**

The simple past shows that a situation or an activity started and finished in the past; for example, yesterday, last afternoon, four days ago, in 1984. The tense diagram is as follows:



The followings are the examples:

<p>a) Darcy got a bad dream last night.</p> <p>b) The tripod broke yesterday.</p>	<p>The activities started and finished in the past (last night and yesterday). The adverbs of time that can be used for the simple past are yesterday, last..., ... ago, in</p>
<p>c) They mapped the area yesterday morning.</p> <p>d) The meeting started on time.</p>	<p>Mostly, -ed is added to a verb to form the simple past verb.</p>
<p>e) John read a magazine this morning.</p> <p>f) Lucy went to the cinema last night.</p>	<p>There are irregular past forms of verbs such as in (e) and (f).</p>

Irregular Past Forms

Keep in mind that in the following list, the past forms and the participles are different.

Verb Word	Past Form	Participle
be	was/were	been
begin	began	begun
become	became	become
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
give	gave	given
get	got	got/gotten
grow	grew	grown
go	went	gone
know	knew	known
run	ran	run
see	saw	seen
speak	spoke	spoken
swim	swam	swum
steal	stole	stolen
take	took	taken
write	wrote	written

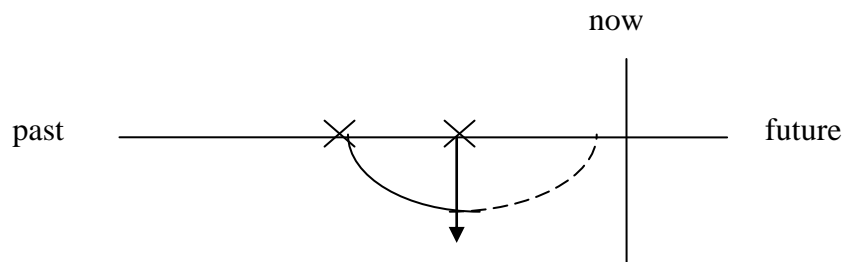
FORM:

STATEMENT	(I, You, They, We, He, She, It) walked fast last night.
NEGATIVE	(I, You, They, We, He, She, It) did not (didn't) walk fast last night.
QUESTION	Did (I, You, They, We, He, She, It) walk fast last night?
SHORT ANSWER	Yes, { I, You, They, We, He, She, It } did. No, { I, You, They, We, He, She, It } didn't.

b. Past Progressive or Continuous

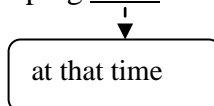
The past progressive or continuous indicates an action that was happening or in progress at a particular time or when another action happened in the past.

The following diagram illustrates the tense:



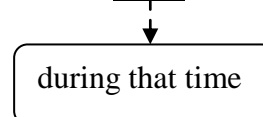
Examples: I went to sleep at 11 p.m. The thief entered the house at 2 a.m.

- a) I was sleeping when the thief entered the house.



The word “while” can be used instead of “when”. The meaning is the same.

- b) The thief entered the house while I was sleeping.

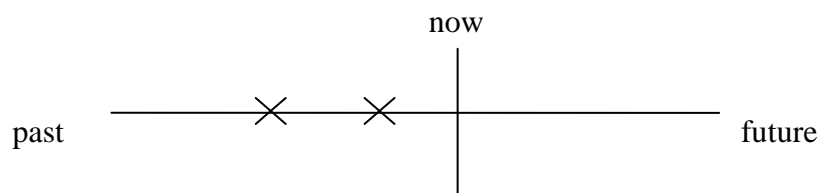


In sentences (a) and (b), sleeping was in progress when the thief entered the house.

FORM: was, were + -ing

c. Past Perfect

The past perfect shows that an action was completed before another action in the past. The tense is described in the following diagram:



FORM: HAD + PAST PARTICIPLE

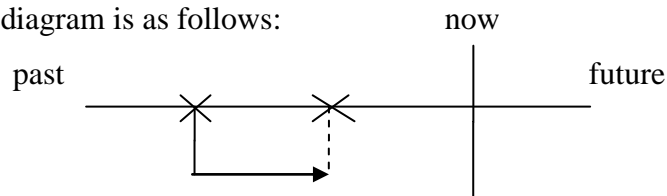
Example: The technician had already repaired the theodolite when the instructor arrived.

First, the technician finished repairing the theodolite. Later, the instructor arrived.

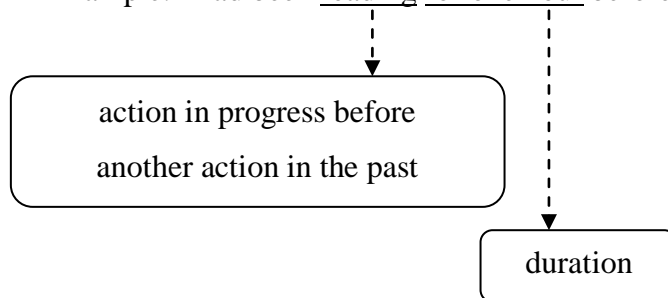
d. Past Perfect Progressive or Continuous

The past perfect progressive or continuous indicates that an action was happening before another action in the past.

The tense diagram is as follows:



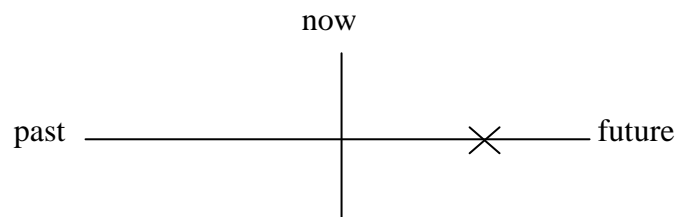
Example: I had been reading for one hour before my lecturer called me.



Kegiatan Belajar 3: Future Time

a. Simple Future

In the simple future, “will” and “be going to” are used in expressing future time. The following diagram describes the tense:



Example: a) I will visit you tomorrow.

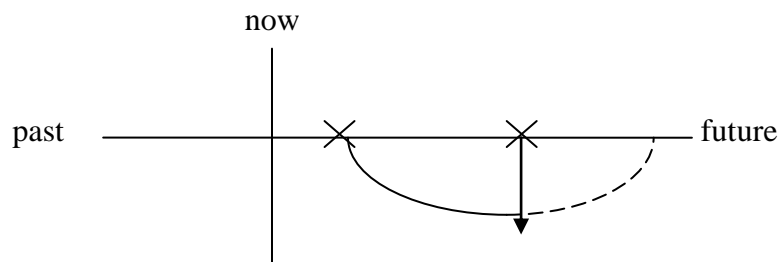
b) I am going to visit you tomorrow.
gonna → spoken

} The meaning is the same.

b. Future Progressive or Continuous

The future progressive continuous indicates that an action will be happening at a particular time in the future.

The following diagram describes the tense:

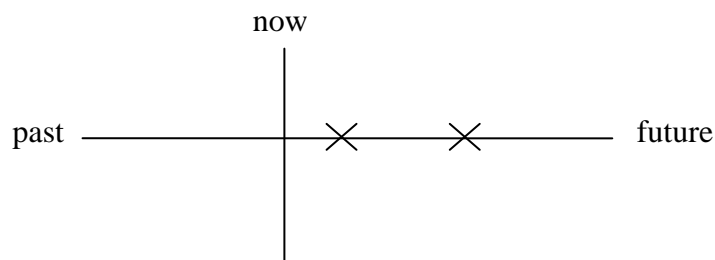


Example: I will be preparing for dinner when you come.

c. Future Perfect

The future perfect shows that an action will be finished before another action in the future.

The following diagram illustrates the tense:

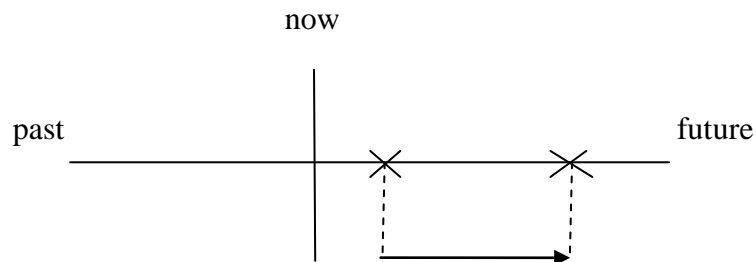


Example: I will already have finished my work before I go to your house.

d. Future Perfect Progressive or Continuous

The future perfect progressive or continuous gives emphasis to the activity duration that will be happening before another action in the future.

The following diagram illustrates the tense:



Example: I will have been preparing for dinner by the time you come.

Daftar Pustaka

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_____. 1992. *Fundamentals of English Grammar: Second Edition*, Regents/ Prentice Hall, New Jersey

Greenbaum, Sidney and Randolph Quirk. 1990. *A Student's Grammar of the English Language*, Longman, England

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Website:

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Latihan

Use the words in brackets to complete the sentences by applying the appropriate tenses

1. (Cook, you) _____ every morning?
2. She (draw) _____ the map at the moment.
3. Ben and Sue are old friends. (They, know) _____ each other for years.
4. How long (she, work) _____ on the project?
5. Last month, I (not, win) _____ the storytelling competition.

6. At 7:00 a.m., the lesson began. While the students (write) _____ their stories, Susan (knock) _____ the door.
7. Tom went home at 4:15 p.m. He (finish) _____ his work.
8. Brian (write) _____ for two hours before his friend asked him to go with him.
9. Wait a minute. I (get) _____ a copy for you.
10. Monic (work) _____ at the office when the lecturer (arrive) _____.
11. I (finish) _____ writing the paper when the seminar (take place) _____.
12. I (present) _____ my paper when the professor (come) _____.

Rangkuman

Verb tenses are related to the time flow (past, present and future). As there are four categories of the tenses: the simple, progressive, perfect and perfect progressive, students need to learn twelve main verb tenses. The twelve tenses have different uses and forms.

Besides learning the forms of the tenses, it is beneficial to understand the tenses uses through the time lines. They clearly illustrate the uses of each tense that ease the students to learn the twelve tenses. In addition, more practice is needed in order to master the tenses.

Tes Formatif

Choose True (T) or False (F) for the following sentences, and circle the answer.

1. Tina usually drank a glass of milk before sleeping. (T/F)
2. It's 7:30 p.m. The children are doing their homework. (T/F)
3. I have know some new friends since I came to the dormitory. (T/F)
4. Ted went to school at 6:00 a.m. While he was walking to school, he was meeting Mrs. Lee. (T/F)
5. Darlene went to the cinema with her friends last night. She has finished her assignments before leaving. (T/F)
6. Tom had been cycling for two hours before the accident happened. (T/F)
7. I will calling you later on. (T/F)

8. It will be raining when you go home. (T/F)
9. I will have written my paper before the test begin. (T/F)
10. Dorothy will have been practicing at the laboratory when you come. (T/F)

Cocokkan jawaban saudara dengan kunci jawaban Tes Formatif yang terdapat pada bagian akhir modul ini. Hitunglah jawaban saudara yang benar. Kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan saudara terhadap materi kegiatan belajar ini

Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

90 – 100 % = Baik Sekali;

80 – 90 % = Baik

70 – 80 % = Cukup

≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL II

NOUN AND PRONOUN

Sama seperti bahasa Indonesia, bahasa Inggris memiliki beberapa jenis kata seperti *noun* (kata benda/nomina), *pronoun* (kata ganti), *verb* (kata kerja), *adjective* (kata sifat), dan *adverb* (keterangan). Dalam sebuah kalimat, *noun* biasa bertindak sebagai subyek atau obyek. *Pronoun* juga bisa bertindak sebagai subyek dan obyek, tetapi ia memiliki beberapa fungsi lainnya. Bagian yang perlu diperhatikan berkaitan dengan *noun* dan *pronoun* adalah pengaplikasian keduanya dengan konsep *singular* (tunggal) dan *plural* (jamak), juga *countable* (hitung) dan *uncountable* (tak hitung) karena konsep-konsep tersebut berpengaruh terhadap *verb*.

Noun tidak dapat dipisahkan dari *determiner*. Dalam kalimat, *determiner* biasa berada di depan *noun* karena berfungsi sebagai kata tunjuk/penunjuk yang nantinya akan membentuk *noun phrase*. Oleh karena itu, ia juga berkaitan erat dengan konsep *singular* dan *plural* yang mengacu pada *noun*.

Kegiatan Belajar 1 : Singular & Plural

a. Singular & Plural (Countable nouns)

Nouns are divided into two, which are *countable nouns* and *uncountable nouns*. Mostly, countable nouns have *singular* and *plural* forms (Carstairs-McCarthy, 2002: 35). The singular forms are those that are usually used as keywords in dictionary. Generally, the plural forms of nouns are added with *s/es* behind their singular forms, but several words have plural form that are totally different from their singular forms.

To differentiate count and uncountable nouns, we have to know the characteristics of a noun. *Book* can be counted one by one, but not with *water*. To measure *water*, we need to count it by the help of measuring tools, such as

glass or bowl, or with measuring units such as liter. In this case, *book* is count noun, while *water* is a noncount noun.

To change into the plural forms, generally we can add -s/-es behind the singular forms, but there are several exceptions. When we mention *book* that is only one, we can write it as *a book*; if there are two or more, we need to add -s behind it, so it changes to be *books*. However, actually there are rules for nouns with certain endings (Frankfurt International School n.d.).

Ending	Rule	Example	
		Singular	Plural
-s/ -ss/ -sh/ -ch/ x/ -o/	Add -es	vas class wish beach box tomato	vases classes wishes beaches boxes tomatoes
-f	Change -f into v then add -es	leaf	leaves
-o	Add -s	photo	photos
-y	Change -y into i then add -es	study	studies
Sometimes -o is added with -s, but some other times with -es			

As mentioned before, sometimes singular forms are very different from their plural forms. We cannot apply the rule of adding -s/-es. And for this, there is no clear rule/formula like nouns in the table above. Therefore, we have to memorize those special nouns when we want to use them in a sentence. Below are several examples of nouns with special changes (Azar, 2002: 100).

Singular	Plural
criterion	criteria
datum	data
syllabus	syllabi (syllabuses)
analysis	analyses
index	indices (indexes)
curriculum	curricula
medium	media
formula	formulae (formulas)

There are some nouns that no matter how many of them being counted, the singular and plural forms remain the same. Examples of this kind of *nouns* are *fish*, *deer*, *series*, and *sheep*. All of them are *countable nouns*, where we can count on them per item. However, there is no change between the singular and plural forms. Look at this conversation below.

Ferry : “How many TV series have you watched since last year?”

Tina : “Oh, I’ve only watched *Game of Thrones*, so only **one series**.”

Ferry : “I also watched *Game of Thrones*! Yet, I have watched **two series**. The other one is *Friends*. **This series** is old but gold.

b. Uncountable nouns

If countable nouns mean nouns that can be counted per item, uncountable nouns are nouns that cannot be counted per item. Every non count noun only has one form. They can be singular and plural with the help of certain measurements, but always singular in agreement with verbs. Below are several categories of uncountable nouns (Sharpe, 2004: 136-137) along with examples that might help you understand.

- 1) Construction materials: *wood*, *iron*, *glass*

*Is **iron** the basic material of Iron Man’s costume?*

- 2) Liquids: *milk*, *tea*, *coffee*

*Buy me **two cartons of milk** on the way home!*

- 3) Substances that can change shapes by natural force: *air*, *water*, *smoke*

***Water changes** to be ice when **it hits** zero Celsius degree.*

- 4) Substances with very small parts: *sugar*, *salt*, *rice*, *sand*

*Never put more than **two tablespoons of sugar** into my cup of coffee!*

- 5) Groups of things with various sizes and shapes: *furniture*, *luggage*

*There were **two items of furniture** left in grandfather’s house.*

Some uncountable nouns are also countable nouns, but they usually have different meanings and contexts. Usually, the meanings of uncountable nouns are more general than countable nouns’. Below are several examples of

uncountable nouns that are also countable nouns along with the explanation about the differences (Sharpe, 138-139).

Noncount Noun	Meaning	Count Noun	Meaning
<i>Rock is Taufan's favorite genre of music.</i>	genre of music	<i>We were almost hit by two big rocks gliding from the summit of the mountain.</i>	stone
<i>The walls of all buildings in this complex are made of glass.</i>	construction material	<i>I have two glasses, so you can borrow one to drink tea.</i>	container
<i>Language is a means of communication.</i>	all kinds of language (in general)	<i>A polyglot usually masters more than two languages.</i>	specific variety of language
<i>Among things that are priceless is time.</i>	abstract concept of time	<i>She has already come late to work thirteen times this month.</i>	event, moment
<i>Your thought is very complicated.</i>	abstract concept of thought	<i>I have several thoughts to propose.</i>	idea

Kegiatan Belajar 2 : Pronouns

a. Pronouns

Pronouns are actually nouns that are commonly used to refer to people. There are at least five categories based on its functions in a sentence: subject pronoun, object pronoun, possessive pronoun, possessive adjective, and reflexive pronouns (Azar, 2002: 132-140). Each of these categories are divided again into singular and plural forms. It correlates with the use of each of the pronouns that are different from each other. Especially for the subject pronouns, it has to deal with point of views (POV) because subject pronouns are closely related to verbs in sentences.

	Singular 1 st POV	Singular 2 nd POV	Singular 3 rd POV	Plural
Subject Pronoun	I	you	he she it	we you they

Object Pronoun	me	you	her him it	us you them
Possessive Pronoun	mine	yours	hers his	ours yours theirs
Possessive Adjective	my	your	her his its	our your their
Reflexive Pronouns	myself	yourself	herself himself itself oneself	ourselves yourselves themselves

Subject pronouns greatly deal with verbs in a sentence. Therefore, to apply subject pronouns in sentences we must pay attention to the tenses. Look at the table above! When we deal with main verbs, singular forms with 1st and 2nd point of views and plural forms do not need *-s/-es* behind the verbs; singular forms with 3rd point of view need *-s/-es* behind the verbs. When we deal with *to be* (is, am, are), singular forms with 1st POV uses *am*; singular forms with 2nd POV and plural forms use *are*; singular forms with 3rd point of view uses *is*. *You* is singular when it refers to one person, but *you* can also be plural when it refers to a group of people.

Examples of pronouns used applied in various tenses:

She hated *me* when we were in high school.

She prefers to work on *her* job by *herself* without help.

compare	{	<p>These are <i>their</i> uniforms. (Usually when the things being mentioned as <i>these</i> are not clearly defined)</p> <p>These are <i>theirs</i>. (Usually when the things being mentioned as <i>these</i> are clearly defined, for example in this case are uniforms)</p>
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The last category to acknowledge is reciprocal pronouns (Carter & McCarthy, 2006: 386). This one is special because it does not need to be divided into singular and plural forms with point of view. Reciprocal means that the pronouns involve the subjects in *mutual relationships*. Subjects being

involved here are usually two. Below are the kinds of reciprocal pronouns with examples.

Reciprocal: S + P + each other/one another

Reciprocal possessive: S + P + each other's/one another's + noun

	Reciprocal Pronouns	Example
Reciprocal	each other one another	They look at <i>each other/one another</i> as if it were the last time they met.
Reciprocal Possessive	each other's one another's	We hold <i>each other's/one another's</i> hand to give strength and support.

b. Relative Pronouns

Remember these words: *who, which, that, whom, whose*? They are called relative pronouns. Relative pronouns are used to give additional information in a sentence and usually function as heads of adjective clauses. They have different functions dealing with things or persons. All relative pronouns can be applied to nouns (as heads in phrases) in singular and plural forms. Below is a table about relative pronouns with several examples.

	Subject Forms	Object Forms	Possessive Forms	Example (additional information is underlined)
of person (s)	who that	whom	whose	The men who/that* <u>wear red ties</u> are the deans of our college. Nick is married to Jane, whom <u>he first met at his concert in 2014</u> . He whose <u>name must not be spoken</u> is an evil creature.
of thing (s)	that which	which	whose	I was greatly nervous during my test, which/that* <u>turned out well in the end</u> . The kitten whose <u>mother never takes care of it</u> died yesterday.
*that and which are interchangeable, but that is informal				

Kegiatan Belajar 3 : Noun Phrases & Noun Clauses

a. Noun Phrases

A *phrase* is a group of words that does not include both subject and predicate within. A *noun phrase* basically functions exactly the same as a noun (as subject or object), only they consist of several other additional elements placed before and/or after a noun as the head of a phrase. Additions before the head are usually determiners while after the head are possibly relative clauses (Carter & McCarthy, 2006: 300; Azar, 2002: 239). Below is a table of the overall use of determiners to form noun phrases.

	countable singular	countable plural	uncountable
a, an	✓	-	-
many, a few, few	-	✓	-
much, a little, little	-	-	✓
some, any, a lot of, the	✓	✓	✓

1). Articles

The simplest noun phrase that we can find since we were in elementary school is probably noun phrases with articles. Articles can be in a form of *a/an* and *the*. Some nouns do not even need articles.

A/an is usually used to generalize a noun as a representative/symbol of its whole class (generic nouns) or to state one particular thing that is not specifically identified (indefinite nouns). An example for generic nouns is that *a book* in the proverb *don't judge **a book** by its cover* means all books. As for an example for indefinite nouns is that when we say *I ate **an apple** for breakfast*, the meaning of *an apple* focuses only on the quantity, not specific on which apple.

Usually, we put *a* before *nouns* which begin with consonants, while we put *an* before *nouns* which begin with vowels. This rule is applied for *nouns* that begin with every letter except for those begin with 'h', of which the 'h' sound is not pronounced. Examples for this are *hour* and *heir*. Instead of *a hour* and *a heir*, people usually use *an hour* and *an heir* because *hour* is pronounced the same as *our* and *heir* is pronounced

the same as *air*. Yet, *nouns* like *hand* and *hare* are using *a* instead of *an* because the ‘h’ is pronounced clearly.

Some *nouns* do not need any article (*zero article*). When we already use the *plural form* of *a noun* as a symbol of its whole class we do not need to put any article. This is the same when we already use *uncountable nouns* to represent its whole class.

Leaves are green. (plural)

American TV series can help to enhance your English. (uncountable)

The use of *the* is on the contrary of the use of *a/an* for indefinite nouns. *The* is also used for one particular thing. Let’s say there is a basket full of apples in the kitchen. When we say *I ate an apple for breakfast* in the context of indefinite noun, the apple we ate can be any apple in that basket. Yet, when there is only one apple in the basket and we say *I ate **the** apple for breakfast*, it means specifically that one apple in the basket.

Another use of *the* is to say something that is mentioned before. We use *the* instead of *a/an*. So, we say *I ate an apple*, then when we add information about that apple we ate we say, for example, *the apple is red*, not *an apple is red*.

The is also used to refer to an entity that is only one such thing. It means there is no other like that. Examples for this are *the moon*, *the earth*, and *the sun*.

2). Possessive Determiners

In the case of possessive determiners, we have to refer back to previous table in **Kegiatan Belajar 2**, especially the row named **possessive adjective**. All of them are possessive determiners. The rules are exactly the same. Only, when they are put before nouns, there will be created noun phrases.

Possessive Determiner	Example of Noun Phrase (Possessive determiner is in bold, noun as head is underlined)
my	My <u>bonnie</u> is over the ocean.
your	I like your <u>jokes</u> .
her his its	Her <u>story</u> is worth written to be part of history.
our your their	We did not understand their <u>presentation</u> .

3). Quantifiers

a). many, much, a lot of

Count and *uncountable nouns* also deal with *many*, *much*, and *a lot of*. *Many* is used to express things that can be counted (*countable nouns*) without specific number of the total of it, while *much* is used to express things that cannot be counted (*uncountable nouns*). The use of *a lot of* is the same as *many*, so it is only for *countable nouns*.

Many students came late to class this morning.

He puts too much sugar in my cup of coffee.

A lot of books are sold in cheaper price during the festival.

b). few, a few, little, a little

The uses of *few*, *a few*, *little*, and *a little* are still correlated with *count* and *uncountable nouns*. For *countable nouns*, we use *few* and *a few*; for *uncountable nouns*, we use *little* and *a little*. Similar to *many*, *few* and *a few* are used to express several things that are not specific in number. Only, *a few* and *a little* are used to say positive ideas while *few* and *little* are for negative ideas.

She already made a few friends on her first day of school.

She only made few friends on her first day of school.

He earned a little money this month, but that's enough.

He only earned little money this month, so his life now is miserable.

c). some & any

Actually, the uses of *some* and *any* are almost the same. Both can be used to express things that are *countable* or *uncountable nouns* in *singular* or *plural forms*. *Some* is usually used for positive (affirmative) sentences, while *any* is used for questions and negative sentences. However, we might meet some exceptions when *some* is used for offering something and when *any* is used for *singular forms* to state that one thing can be replaced by others under the same category.

*Would you like **some coffee**?* (*Some* for questions)

*You can take **any bus** from this shelter to reach my house.* (*Any* for positive sentence; meaning does not matter which bus, every bus is the same)

Do you have ***some money***?

Do you have ***any money***?

(In *some money* the speaker expects the hearer has some amount of money; in *any money* he really asks if the hearer has money without expectation)

4). Relative Clause

Relative clauses usually begin with relative pronouns. When a relative clause acts as additional element of a noun, they together become a noun phrase.

Example:

a) The student **who wears a Taruna uniform** is my brother.

b) Tom bought a new car **whose color is yellow**.

In the sentences a) and b), relative clauses are in bold; nouns as heads are underlined.

b. Noun Clauses

If a phrase is a group of words which **does not** contain a subject and a predicate, a clause is a group of words which contains a subject and a predicate. Both noun phrase and noun clause function to be a subject or object in a sentence.

In a sentence, there might be two kinds of clauses, which are independent clause and dependent clause. ***An independent clause is the main clause which contains the main subject and predicate and can stand alone as a sentence, while dependent clause is a clause which also contains subject and predicates but not complete so it cannot stand alone as a sentence.***

If in a noun phrase nouns become heads, in a noun clause it is not clear which one the head is. Only, as a whole it acts as a noun (subject or object of a sentence) and is always singular. Noun clauses are usually dependent clause and made of several ways as explained below (Azar, 2002: 239-248).

1). Question Word

To create a noun clause with question words, firstly we should know that noun clauses with question words are meant to question things but do not end with question marks. Each of them refers to different matters: *what* for topic, *when* for time, *who* for people, *where* for location, *why* for reason, and *how* for manner. Below are some examples of noun phrases with question words.

I do not quite understand **why some people believe that this earth is flat.**

I agree with **what he said** that possession of land is the root of all social problems.

Yesterday he asked **how to write a good paper in English.**

Who tore the air photos is not known.

2). whether & if

Whether and *if* are mostly interchangeable, however *whether* is more formal while *if* is commonly used in conversation. Both *whether* and *if* function to *yes/no question* in our heads. Some clauses are using **or not**, some are not. When we use *or not*, usually there are two options that are 50:50 in our heads; when we do not use *or not*, usually there is one option in our heads that is more likely to happen. See examples below to make it clearer.

I wonder **whether/if he would come to this seminar or not**.

(The probability is 50:50)

He is not sure **whether/if he can come to this seminar**.

(He thinks he will not be able to come to the seminar)

3). that

That functions to refer to information being delivered in a noun clause. In some sentences, the use of *that* in a noun clause can be optional (but more likely to be removed), but in some other sentences it is a must. Usually, *that* is being removed when it acts as an object, but is a must when it becomes a subject in a sentence. Look at some examples below to help you understand.

That the world revolves is real.

S P

Kevin saw himself (that) the ground cracked during the earthquake.

S P C O

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Latihan

1. Change the singular nouns in the blanks to be suitable with their forms based on the context of the sentence (nouns may remain unchanged).
 - a. I have two (hypothesis) regarding the problems and the data that I have collected.
 - b. Two baby (frog) were jumping over the rocks.
 - c. There is only one (datum) that has different characteristic among the others.
2. Insert the appropriate pronouns or relative pronouns in following sentences.
 - a. run through the rain because do not bring our umbrellas.
 - b. Save your money for; I have mine.
 - c. The veterans, have been struggling for this country, should be given rewards in a form of money so they can live in prosperity.
3. Choose one suitable determiner out of two provided for each number.
 - a. He pours toosalt into the soup. It must be too salty. (much/many)
 - b. Greg only bringseggs, so not of us will get one each. (little/few)
 - c. bus from this shelter, will take you to my house. (some/any)
4. Underline the noun phrases in each sentence.
 - a. They set free the beautiful girl from her dungeon.
 - b. Seven bicycles will be one of the door prizes for our annual Health Cycling this year.
 - c. Our room has now been furnished.

5. Underline the noun clauses in each sentence.

- a. They did not realize that the guy whom they met last night was their professor.
- b. I really do not have idea where the boys hide.
- c. That they punished the rebel students yesterday was a way to make students more disciplined.

Rangkuman

In a sentence nouns and pronouns both serve as either subject or object. *Nouns* are divided into two: *countable nouns* and *uncountable nouns*. Countable nouns mean nouns that can be counted per item, uncountable nouns are nouns that cannot be counted per item. Mostly, countable nouns have *singular* and *plural* forms. Generally, the plural forms of nouns are added with *s/es* behind their singular forms, but several words have plural form that are totally different from their singular forms.

Pronouns are actually nouns that are commonly used to refer to people. There are at least five categories based on its functions of which are divided again into singular and plural forms. Out of these five, relative pronouns are also part of pronouns: *who*, *that*, *which*, *whom*, and *which*, each with its own function. A noun added by element after or before it is called a noun phrase when there is no subject and predicate within; when there are both subject and predicate within, it is called a noun clause. Each of a noun phrase and a noun clause is one entity and also serves as subject or object of a sentence.

Tes Formatif

See if the underlined words are correct (T) or incorrect (F). Circle your answer.

1. Today's celebration gave so much happinesses to me. (T/F)
2. Give them the information that we got from our field observation. (T/F)
3. There are a lot of mouses in my grandmother's house. (T/F)
4. The girls are trying theirs new dresses in dressing room. (T/F)
5. I suppose this pair of glasses is him. (T/F)

6. I still have a seven-year-old younger brother. (T/F)
7. Do not add too many sugar in my cup of coffee, please. (T/F)
8. No one seems to know when Maria will arrive. (T/F)
9. What we should do now is think. (T/F)
10. The guy whose wear white shirt is my fiancé. (T/F)

Cocokan jawaban saudara dengan kunci jawaban Tes Formatif yang terdapat pada bagian akhir modul ini. Hitunglah jawaban saudara yang benar. Kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan saudara terhadap materi kegiatan belajar ini

Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

90 – 100 % = Baik Sekali;

80 – 90 % = Baik

70 – 80 % = Cukup

≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL III

VERB

Verb adalah kata kerja dalam bahasa Inggris yang berfungsi menunjukkan aksi dan keadaan subjek. *Verb* juga berfungsi sebagai predikat dalam kalimat. Dari kata kerja inilah, bisa diketahui makna dan maksud yang terkandung dalam sebuah kalimat, tentang apa yang terjadi dan juga situasi apa yang sedang berlangsung.

Kata kerja memiliki bentuk dan juga fungsi yang berbeda-beda. Mulai dari kata kerja dasar seperti *Action verb* dan *Linking verb*, *gerund*, *to infinitive*, dan *modal auxiliary*.

Kegiatan Belajar 1 : Main Verb

Verb is a word in English that shows the action and state of the subject. Regarding the function, as to show an action and state, main verb is divided into two types, Action verb and Linking verb.

a. Action Verb

Action verb is a word that shows what the subject is doing or has done, physically or mentally. Action verb explains what the subject is doing or has done in a sentence.

Examples:

- I ***dig*** the ground.
- Does Andy ***write*** the article?

The words ***dig***, ***write***, are action verbs. It can be seen from the examples that the verbs used in the sentences show the action done by the subject. Those verbs and action can be seen or observed physically.

- Maya ***plans*** to go on vacation.
- We ***decided*** to leave earlier.

The words **plans, decided**, are also action verbs. However, the action of those verbs cannot be seen or observed physically. Those verbs are action that is done in mental state. In short, those verbs express the mental action done by the subject.

b. Linking Verb

Linking verbs are verbs that connect the subject to its complements. The complements can be a noun or an adjective. The function of the complement is to describe the subject.

Examples:

- Rudi *is* a lawyer.
- We *are* the students of National Land Institute.

Is and *are* are linking verbs connecting the subject (Rudi and We) to noun complement (Lawyer and The students of National Land College). Those complements describe what the subject job or profession is.

- The soil *became* polluted.
- The leaves *turn* red.

Whereas, the words *became* and *turn* are also linking verb followed by adjective complement (polluted and red). The words polluted and red give description about the soil and the leaves.

Here is the list of linking verbs.

1. Linking verb “be form” : *am, is, are, was, were, been, being*
2. Linking verb “verb of sensation” : *feel, look, sound, smell, taste*
3. Linking verb “verb of being” : *appear, act, be, become, continue, grow, prove, remain, turn, seem.*

Kegiatan Belajar 2 : Gerund and Infinitive

a. Gerund

Gerund is commonly used in daily speaking and writing. It is in the form of verb – ing, and has a function as a noun. Since gerund has a function as a noun, it can be put into a role as a subject, object, and subject complement.

Examples of sentences containing gerund

1) Gerund as the subject of the sentence

- **Land surveying** is one of the subject at STPN.
- **Writing** a thesis needs a focus and determination.

2) Gerund can also be used as an object of certain verbs.

- Alex really loves **hiking**.
- Shelly considers **taking** English course.

Common verbs and phrasal verb which are usually followed by gerund

Verbs				
- enjoy	- appreciate	- keep	- suggest	- continue
- mind	- finish	- consider	- start	- remember
- quit	- postpone	- discuss	- stop	- try
- avoid	- delay	- mention	- begin	
Phrasal Verbs				
- give up-	get through	- put off	- keep on	

3) Gerund as a subject complement. This type of gerund is usually put after linking verb “to be”.

- Alex’s hobby is **playing** volley ball.
- The doctor’s job is **examining** the patient.

4) Gerund can also be put after prepositions.

- Riana tries to focus **on finishing** her master degree.
- Many people are interested **in using** online transportation.

Common preposition combinations followed by gerunds:

<i>be</i> excited about + gerund	apologize for + gerund
<i>be</i> worried about + gerund	blame (<i>someone</i>) for + gerund
	forgive (<i>someone</i>) for + gerund
<i>be</i> accustomed to + gerund	have an excuse for + gerund
in addition to + gerund	have a reason for + gerund
<i>be</i> committed to + gerund	<i>be</i> responsible for + gerund
<i>be</i> devoted to + gerund	thank (<i>someone</i>) for + gerund

look forward to + gerund object to + gerund <i>be</i> opposed to + gerund <i>be</i> used to + gerund complain about / of + gerund dream about / of + gerund talk about / of + gerund think about / of + gerund believe in + gerund <i>be</i> interested in + gerund participate in + gerund succeed in + gerund	keep (<i>someone</i>) from + gerund prevent (<i>someone</i>) from + gerund prohibit (<i>someone</i>) from + gerund stop (<i>someone</i>) from + gerund <i>be</i> accused of + gerund <i>be</i> capable of + gerund for the purpose of + gerund <i>be</i> guilty of + gerund instead of + gerund take advantage of + gerund take care of + gerund <i>be</i> tired of + gerund
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Gerund can also be placed after “go” to express recreational activities.

- My father would like to *go fishing* this Saturday.
- Riana *went swimming* yesterday.
- The students *went doing* field practice.

b. Infinitive

Infinitive is basically a verb, base form of verb, which is not functioning as a predicate in a sentence. Infinitive can be divided into two, to-infinitive and bare infinitive. To-infinitive is a verb which is preceded by “to”, for example, “to go”, “to work”, “to finish”, etc. Meanwhile, bare infinitive is a verb which is in the base form of verb.

1). To-Infinitive

To-infinitive is verb which is preceded by “to”. The formula to make a to-infinitive is “to + base form of verb”. For example, “to understand, to play, to become, to submit, etc.” To infinitive can be used to express intention, purpose or goal, the use of objects, and so forth.

The explanations of the use of to-infinitive in sentences.

- a) To-Infinitive can be used to express intention, purpose, or goal.
- Mr. Jacob came *to visit* us yesterday.

- The thief pretends **to know** nothing about the money.
- b) To-Infinitive as the subject of sentence
 - **To understand** the topic is necessary.
 - **To live** healthily is everyone's dream.
- c) To-Infinitive can also be used to explain the use or the purpose of the object. This type of to-infinitive is usually put after noun or pronoun.
 - Jenny rushed to the bus stop. She had a bus **to catch**.
 - Children need toys **to play** with.
- d) There is also a common expression of using to-infinitive after adjectives in a sentence.
 - It is good **to talk** to you
 - It is refreshing **to go** jogging in the morning.
- e) To-infinitive can also be put after the subject complement or adverb.
 - After working overtime, Sally was **too tired to cook**.
 - Donni is **old enough to apply** for the job.

2). Bare infinitive

Bare infinitive is verb which is in the base form of verb. Usually, in a sentence, bare infinitive is preceded by other verbs such as auxiliary verbs, verbs related to senses, and other certain verbs.

- a) Bare infinitive can be put after modal auxiliary: **Can, will, shall, may, Could, would, should, might, must**.
 - She **will leave** for Jakarta tomorrow.
 - Mr. Budi **can't attend** the meeting.
- b) Bare infinitive after verbs related to senses : **See, hear, feel, watch, notice**
 - I **see** someone **break** into a house.
 - Mrs. Anita **heard** some students **cry**.
- c) Bare infinitive after verbs "**make**", "**let**", and "**help**"
 - Ellen **made** her husband **come** to the concert.

- Rudi *let* chicken *run* away.
- d) Bare infinitive after verbs “*had better*”
- You *had better consult* to your lecturer.
 - We’d *better order* a pizza.

Kegiatan Belajar 3 : Modal Auxiliary

Modal auxiliary is helping verbs that function to convey the speaker’s attitudes. Using modal auxiliary can allow the speakers to express ability, necessity, advice, permission, probability, and so on.

In English, Modal Auxiliaries are “*Can, Will, Shall, May, Must, have to, Could, Would, Should, Might, Had better, and Ought to*”. Each modal has more than one use and meaning.

a. Can and Could

Can and *Could* can be both used to express ability. *Can* is used to express present ability, while *Could* is used in past ability.

- Present ability : - I *can drive* a car.
- I *can’t play* volley ball.
- Past ability : - I *could run* fast when I was younger.
- I *couldn’t ride* a bicycle when I was in primary school.

Can and *Could* can also be used to make a polite request.

- *Can* I *use* your phone?
- *Could* you *open* the window?

Can is used to express giving permission

- You *can come* to my class tomorrow.

Could can be used to give suggestion.

- If you need any help, *you could ask* me.

Could can also be used to express a certainty.

- Dave is not home yet, he *could be* stuck in the traffic.

b. Will and Would

Will and *Would* can be both used to express a polite request.

- *Would* please **tell** Mr. Bambang that I need his signature?

Will can be used to express a future plan.

- She **will submit** the thesis next week.

Would can also be used to express a repeated action in the past.

- When I was in primary school, my father **would drive** me to school.

Would can be used to convey preferences.

- I **would rather play** a guitar than **dance**.

c. Shall and Should

Shall and *Should* can be used to make a polite request that signals a suggestion.

- *Shall* I **turn on** the air conditioner?
- *Should* I **open** the door?

Should can be used to give suggestion or advice.

- Elsa **should study** harder if she wants to pass the test.
- We **should stay** at the hotel for tonight.

d. May and Might

May and *might* can be used to express a polite request.

- *May* I **use** your bathroom?
- *Might* I **borrow** this novel?

May and *might* to express a certainty.

- I don't see John in the class today. He **may be** sick. (**Present certainty**)
- Kevin goes to school on foot. His bike **might be** broken. (**Present certainty**)

e. Must and have to

Must and *have to* can be used to express necessity. *Must* has stronger expression than *have to*.

- She *must submit* the report soon to Mrs. Mulyana.
- Luis *has to buy* some daily needs.

Have to, in a negative form, can be used to say that something is not really necessary but it is no problem if it is.

- You *don't have to buy* me a gift for my birthday.
- She *doesn't have to put on* a make-up. She is already pretty.

Must can be used to express a prohibition in a negative form of sentence.

- You *mustn't break* the rules.
- We *mustn't leave* this post. That's the order.

Must can also be used to express a strong certainty.

- Sally hasn't sent an email yet. She *must be* very busy.
- Mark doesn't reply my text. He *must fall* asleep.
- Alex bought a new car, he *must have been* promoted.

f. Ought to and had better

Ought to can be used to show advisability.

- You *ought to take* this medicine three times a day.
- She *ought to apologize* for what she has done.

Ought to can also be used to show certainty that something has probably happened because of the context before.

- Jenny has departed a couple of hours ago, she *ought to arrive* soon.
- Wendi has studied hard this week. She *ought to do* well in her test today.

Had better can also be used to express advice. Unlike the modal auxiliary *ought to*, *had better* is usually followed by a threat of bad result.

- You *had better leave* now, unless you want to miss the bus.
- We *'d better finish* this report before the deadline.

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Latihan

1. Complete the sentences with the appropriate words below:

- save - noticed - considers - fix - concern - supervising - made

- a. Alex a house model using carton boxes
- b. Bob taking an English course.
- c. Mr. Wahyu is the exam.

2. Analyze the verbs in the sentences. Write **L** for sentence with Linking verb and write **A** for sentence with Action verb.

- a. Sheena is a diligent student.
- b. John is studying geography.
- c. They were angry with the referee decision.

3. Complete each sentence with any appropriate gerund below:

- taking - changing - jogging - going - shopping
- working - talking - washing

- a. When John got exhausted, he stopped
 - b. Mrs. Jean talked about on vacation.
 - c. Sheena considered the course next year.
4. Complete the sentence with the to-infinitive or bare infinitive:
- a. Johnny is strong enough the boxes. (lift)
 - b. When I tried to sleep last night, I heard someone (cry)
 - c. She will the bus if she leaves now. (catch)
5. Complete the sentence with appropriate modal auxiliary verb:
- a. Because she is leaving tomorrow, shefinish the reports soon.
 - b. I borrow your umbrella? I forgot to bring one.
 - c. The studentsbring their phones. It's against the rule.

Rangkuman

Verb is word in English which has several functions; to denote actions, process and events, and to show the state of the subject. The intention and the meaning of the sentence either about what happens and what state or situation is conveyed can be found from verb.

Verb has many varieties of form and purpose. It can be in the form of Action verb and Linking verb, Gerund, To infinitive, and Modal Auxiliary. Action verb shows the action carried out by the subject. Linking verb explain the state related to the subject. Besides that, there is also Gerund which is the form of a verb functioned as noun. Gerund is not a main verb, rather it is a verb which serves as noun explained in the text. Gerund can be placed as the subject or the object of a sentence.

Similar to gerund, to infinitive is not main verb either. It serves as additional explanation of the main verb. Meanwhile, Modal Auxiliary is a helping verb that shows attitude of the subject toward the main verb.

Tes Formatif

Analyze the sentences and decide whether the underlined words or sentences are correct or not. Choose T if it is TRUE, and choose F if it is FALSE.

1. Mrs. Shelly my new neighbor. (T/F)
2. Millie created a new model of house property. (T/F)
3. Sheldon Cooper try to explain the nuclear reaction. (T/F)
4. George measured the stick with a ruler. (T/F)
5. Lisa were angry with her brother. (T/F)
6. Brenda likes listening to some country music. (T/F)
7. Johnny must studied hard to be accepted in a university. (T/F)
8. Josephine didn't notice that his bag fall down. (T/F)
9. Kane deciding living in the countryside. (T/F)
10. I don't see john in the class today. He may be sick. (T/F)

Cocokan jawaban saudara dengan kunci jawaban Tes Formatif yang terdapat pada bagian akhir modul ini. Hitunglah jawaban saudara yang benar. Kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan saudara terhadap materi kegiatan belajar ini

Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

- 90 – 100 % = Baik Sekali;
- 80 – 90 % = Baik
- 70 – 80 % = Cukup
- ≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL IV

ADJECTIVE AND ADVERB

Adjective merupakan kata sifat, sementara *adverb* bisa disepadankan dengan keterangan. Dalam sebuah kalimat, *adjective* biasa bertindak sebagai *complement* (pelengkap), sementara *adverb* menerangkan suatu kejadian/peristiwa yang dituliskan dalam kalimat. *Adjective* dan *adverb* sering dikatakan berkaitan erat, karena banyak *adverb* berasal dari *adjective* yang diberi imbuhan *-ly*. Bahkan, beberapa *adjective* adalah pula *adverb* tanpa ada perubahan sama sekali.

Perlu diketahui bahwa tidak semua *adjective* berimbuhan *-ly*. Terdapat banyak bentuk lainnya yang perlu dicerna dan dipahami. Bahkan, ada pula beberapa bentuk *adjective* yang menggunakan imbuhan *-ed* dan *-ing*, yang mana perlu dipelajari lebih lanjut perbedaan penggunaannya.

Adverb yang kita kenal dalam bahasa Indonesia sebagai ‘keterangan’ pun terdapat berbagai macam. Jenis-jenis *adverb* utamanya berkaitan dengan waktu, cara, dan ruang. Namun, terdapat banyak lagi yang digunakan dalam penulisan karya ilmiah.

Kegiatan Belajar 1 : Adjectives

a. Adjectives

Generally, adjectives describe the characteristics of nouns or pronouns. In a sentence, adjectives function as complement or additional element of nouns (so they together become noun phrases). As mentioned above, adjectives are not always ended with *-ly*. There are several additions (suffixes) to acknowledge adjectives: *-able, -al, -ial, -ful, -ic, -ical, -ish, -ive, -ative, -less, -eous, -ious, -ous, -y* (Carter & McCarthy, 2006: 438). Other forms might not end with all those typical forms of adjectives, for example *sweet, bad, young, dry*. Be careful because some of these untypical forms might share meanings with other word classes (*dry* can be both adjectives and verb).

One thing to remember is that adjectives stand as itself without singular and plural forms. In a sentence, especially noun phrase, this concept should be well understood. Many mistakes happen in this area. The sentence ‘*This five year olds conservation area is a customary land*’ is incorrect. Instead, it should be ‘*This five-year-old conservation area is a customary land*’ because *five-year-old* functions as adjective which acts as additional element of *area* as the head of noun phrase. Now do you think ‘*A two hours presentation is too long*’ is correct? No, it is still incorrect. The correct one is ‘*A two-hour presentation is too long*’. Nonetheless, ‘*Two hours is too long for a presentation*’ is correct because *two hours* alone is a noun phrase considered as singular.

In case of typical suffixes for adjectives, there are two other forms which might be confusing: *-ed* and *-ing*. Words that end with those two suffixes can be nouns, verbs, and adjectives. In adjectives, even one word can end with both *-ed* and *-ing* and with different way of use. Adjectives with *-ed* usually describe somebody’s condition (the subject is a person); adjectives with *-ing* usually describe the condition of things/ events. Look at the examples below (Murphy, 2019: 196).

-ed	-ing	Example
confused	confusing	<u>I</u> am <i>confused</i> distinguishing north and south. <u>The way the lecturer delivers the material</u> is <i>confusing</i> .
interested	interesting	<u>He</u> is <i>interested</i> in joining a story telling competition. <u>The English clinic programs</u> are <i>interesting</i> .
tired	tiring	<u>Arya</u> was <i>tired</i> so he fell asleep early last night. <u>The sport class</u> was <i>tiring</i> today.
satisfied	satisfying	<u>My supervisor</u> was <i>satisfied</i> with my final paper. <u>My TOEFL score</u> is <i>satisfying</i> .
disappointed	disappointing	<u>They</u> were <i>disappointed</i> because the class was cancelled today. <u>Arctic Monkey’s new album</u> is <i>disappointing</i> .

b. Adjective Phrases

As a phrase is a group of words, an adjective phrase consists of several words including either when it acts as a complement or an additional element of a noun phrase in a sentence. An adjective phrase may contain several adjectives, or combination of adjective and other word class (usually adverb). When an adjective phrase functions as an addition of a noun phrase, usually there is a determiner before the adjective and additional element. In a complement, the head of adjective phrase (which is an adjective head) is usually on the right.

Complement = *additional element* + adjective head
The way Stella elaborates her argument is *so good*.

Noun phrase = ***determiner*** + *additional element* + adjective head + **noun**
Stella presents us *a very good elaboration* of her argument.

In an adjective phrase, additional element gives additional information about the adjective. Many of the additions are adverbs, but some are not. Below is a table of lists of the elements that are usually used. They are put based on grades of the emphasis and only some among many. There are still many others with different grades, not only ‘enough’, ‘certain’, and ‘so much’. Below are only examples.

Addition	-a little bit -rather -somewhat -slightly -kind of	-fairly -moderately -acceptably -tolerably -decently -quite	-certainly -absolutely -undoubtedly -undeniably -surely -indeed	-so -very -truly -really -greatly -incredibly
Meaning	More or less means ‘a little’	More or less means ‘enough’	More or less means ‘certain’	More or less means ‘so much’
Example	We are <i>a little bit worried</i> with the aftermath effect of the conflict.	The salary in her company is <i>moderately good</i> .	Gana’s score is <i>undoubtedly satisfying</i> .	<i>The Lord of the Ring</i> is an <i>incredibly great</i> movie series.

c. Adjective Clauses

As you know, a clause must consist of at least a subject and a predicate. What we have to remember is that adjectives function to give information about nouns or pronouns either as complement of a sentence or addition of a noun phrase. In an adjective clause, the subject is usually in a form of question words or relative pronouns. Therefore, differentiating adjective clauses from noun clauses is a little bit tricky. Explanation below might give you clearer concept.

1). Relative Pronouns

In using relative pronouns, adjective clauses and noun clauses are indeed similar. They both use relative pronouns to substitute the subject. However, we have to go back to the concept where adjectives function either as complements or additional elements of nouns; nouns function as subjects or objects in sentences. In other words, a noun clause is the subject or the object of a sentence, while adjective clause is only part of a sentence or a noun phrase. Below is a list of relative pronouns with explanations of how to use each of them.

Relative Pronoun	Explanation	Formula
<i>which</i>	<i>Which</i> is used to refer to something as a subject of the clause.	<i>which</i> + predicate The news <i>which has been widely spread on the internet</i> is actually a hoax.
<i>who</i>	<i>Who</i> is used to refer to somebody as a subject of the clause.	<i>who</i> + predicate The boy <i>who lives</i> is now studying in Hogwarts.
<i>whom</i>	<i>Whom</i> is used to refer to somebody as an object of the clause.	<i>whom</i> + subject Is the woman <i>whom I talked to yesterday</i> your mother?
<i>that</i>	<i>That</i> can be used to refer to something or somebody as a subject (when substituting <i>which</i> and <i>who</i>) or object (when substituting <i>whom</i>) of the clause (informal).	<i>that</i> + predicate (<i>which, who</i>) The news <i>that has been widely spread on the internet</i> is actually a hoax. The boy <i>that lives</i> is now studying in Hogwarts. <i>that</i> + subject (<i>whom</i>)

		Is the woman <i>that I talked to yesterday</i> your mother?
<i>whose</i>	<i>Whose</i> is used to refer to something belonged to somebody or something. The function is similar to possessive pronoun (<i>my, his, her, their, its</i>).	<i>whose</i> + noun Songs <i>whose titles and composers are unknown</i> are usually folk songs.

There are two different adjective clauses: restrictive and nonrestrictive (Azar, 2002: 281). In nonrestrictive adjective clauses, the relative pronouns are used to give additional information about the nouns in the sentences. Without this additional information, the sentence is actually clear enough. To punctuate the meaning, there is a comma (,) before and after nonrestrictive adjective clause. On the contrary, relative pronouns in restrictive adjective clauses are used as additional element of the noun in the sentences. Without the restrictive adjective clause, the sentence is not clear. Usually, there are no commas before and after noun phrases. Restrictive adjective clauses are used as additional elements of noun phrases. Look at the examples with explanation below to know more about restrictive and nonrestrictive adjective clauses.

Nonrestrictive Adjective Clause	Restrictive Adjective Clause
Professor Alex Fergusson, <i>who dispelled me from his class for coming late</i> , is a very disciplined person. (Without the adjective clause, 'Professor Alex Fergusson is a very disciplined person' alone is already a clear sentence.)	The professor <i>who dispelled me from his class for coming late</i> is a very disciplined person. (Without the adjective clause, 'The professor is a very disciplined person' alone is not yet a clear sentence.)
The girls, <i>whose T-shirts are white</i> , are Team A. (Without the adjective clause, it is clear that all the girls are Team A. The sentence shows that all those girls are wearing white T-shirts.)	The girls <i>whose T-shirts are white</i> are Team A. (The adjective clause makes it clear that not all the girls are wearing white T-shirts. Only those girls with white T-shirts belong to Team A. Without the adjective clause, the meaning will be ambiguous.)

2). Question Words

The uses of question words in adjective clauses is also similar to their uses in noun clauses. Then where is the difference? In this case, again we must get back to the concept that adjective clauses are meant to be additional information of nouns; noun clauses either become the subjects or the objects of sentences. Usually, adjective clauses with question words only use *when* (for time) and *where* (for place) (*ibid.*, 277). Other question words such as *who*, *what*, *why*, and *how* are commonly used in noun clauses to become clauses as subjects or objects. *Where* and *when* can be replaced by *in/on/at which*. The preposition depends on the noun (in regards to place and time) being explained. Look at some examples below to see the difference.

Adjective Clause	Noun Clause
Our group has to prepare the house <i>where we will live during the community service</i> .	<i>What is started</i> needs to be finished.
The street <i>in which the accident occurred</i> is now being investigated by the police.	You need to acknowledge well <i>who you are</i> .
Do you remember the date <i>when we had our first meeting</i> ?	<i>Why it happened</i> is important.
The day <i>on which I was born</i> was an International Happy Day.	Now we know <i>how it works</i> by reading the manual book.

Kegiatan Belajar 2 : Adverbs

a. Adverbs

Indeed, many adverbs are the derivation of adjectives by adding the suffix *-ly* behind. However, in terms of use, adverbs are generally additional elements of verb phrases, adjectives, or other adverbs (Carter & McCarthy, 2006: 453). When they act as additional elements of transitive verbs (verbs with objects), the adverbs are usually placed either before the verbs or after the objects; when they act as additional elements of intransitive verbs (verbs without objects), the adverbs are usually placed right before or after the verbs. Below are some of the examples of adverbs applied in sentences along with adjectives to know the difference.

	Adjective	Adverb
Different Form	careful, gradual, proper, remarkable, great, thorough, late, hard <i>Example:</i> -Daenerys is a very <i>careful</i> person. -There needs to be a <i>thorough</i> research about this issue. -His <i>late</i> father was a generous man.	carefully, gradually, properly, remarkably, greatly, thoroughly, lately, hardly <i>Example:</i> -She is carrying the tea cup very <i>carefully</i> . -The observation should be conducted <i>thoroughly</i> . -The station doesn't operate <i>lately</i> due to the massive renovation.
Same Form	fast, hard, late, good, far, long <i>Example:</i> -I am bored by this <i>long</i> lecture. -The progress of their experiment so far is <i>good</i> . -She was <i>late</i> this morning.	fast, hard, late, well, far, long <i>Example:</i> -The lecture did not last <i>long</i> . - They do <i>well</i> in their first experiment. -She comes <i>late</i> to the class today.

When you see the table above, you might ask, *why is 'late' both an adjective and adverb but there is 'lately' as also an adverb?* Some adverbs share exactly the same forms and meanings with adjectives but with different functions. Some adverbs whose forms are derived from adjectives might have very different meanings. 'Late' in the sentence '*She was late this morning*' is an adjective because it becomes a complement of the sentence. 'Late' in '*His late father was a generous man*' is also an adjective because it becomes additional element the noun 'father'. Only, 'late' in this sentence means *dead*. Meanwhile, in the sentence '*She comes late to the class today*', 'late' is an adverb because it becomes additional element the verb 'comes'. The word 'lately' in the sentence '*The station doesn't operate lately due to the massive renovation*' neither means *dead* nor *coming behind*. 'Lately' means *recently*. This is also applied to 'hard' as both adjective and adverb, both can mean *difficult*. However, 'hardly' means *almost never*. Therefore, we should be

careful with these kinds of words. It would be better to often check out the dictionary to know the exact meaning and use.

In our high schools there are at least five types of adverbs that have been shared: manner, place, time, duration, and frequency. As college students, you should as well know five other types that are usually found in academic discussion, both spoken and written. Below are examples of adverbs in each category (*ibid.*, 456). One thing to remember is that one adverb may be included in more than one category. It depends on what way an adverb is being used in a sentence. The types are just variation of ways/condition adverbs can be used.

Type	Function	Example
Manner	How something happens	Quickly, fast, slowly, gradually, eventually
Place	Where something happens	Everywhere, nearby, outside, indoor, upstairs
Time	When something happens	Later, the day after, last year, during the exam
Duration	Length of time over which something happens	For a while, since 1995, all year, permanently, temporarily
Frequency	How often something happens	Seldom, rarely, never, occasionally, sometimes, regularly, annually
Degree	How much, to what extent something happens	Greatly, somewhat, quite, enough, indeed*
Focusing	Specifying an entity	Just, only, especially, generally, particularly
Modal	Expressing degrees of truth, possibility, necessity	Maybe, probably, possibly, arguably, ambiguously
Evaluative	Opinion about something	Unfortunately, kindly, naturally, wisely, simply
Viewpoint	Expressing the perspective of standpoint of how the speaker sees something	Personally, presumably, frankly, theoretically, technically
Linking	Connecting clauses or sentences	By the time, while, because, however, although
*Adverbs of degree are usually the additional elements of adjectives		

b. Adverb Phrases

Again, we should remember that a phrase is a group of words. When a phrase is called an adverb phrase, it is a group of words whose head is an adverb. A simple adverb phrase is mostly added with additional elements

(nouns or other adverbs), usually adverbs of degree: *probably nearby, usually annually, quite differently, maybe all day, simply lovely*. However, anything can be additional element of an adverb, especially in adverb of time and duration. For adverb of time, there are prepositions that are mostly used like *after, before, last, and during*. The additions can be after or before an adverb as the head of the phrase. For adverb of duration, words that are most likely to use are *for* and *since*. Below are several examples applied in sentences.

Preposition	After	Before	Example
after	✓	✓	after midnight, after lunch, after that the day after, a week after, 5 years after -They go back to their chambers <i>after midnight</i> . -I have sent the package on April 25 and it was received <i>a week after</i> .
before	✓	✓	before dawn, before dark, before daylight the morning before, a month before, a few minutes before -Diana must have finished her field observation <i>before dark</i> . -The due date for paper submission was 11.59 pm yesterday. She sent hers <i>a few minutes before</i> .
last	✓	-	last century, last year, last night Sam got a gold medal in Math Olympiad <i>last year</i> .
during	✓	-	during the night, during our class, during an exam You would better get some sleep <i>during the night</i> .
for	✓	-	for years, for a few hours, for several days The Dean will not be at his office <i>for a few hours</i> today due to the seminar he has to attend.
since	✓	✓	since 2005, since a month ago, since high school ever since -He's been working in this office <i>since 2005</i>

			-We moved here five years ago and have never come back to our home town <i>ever since</i> .
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c. Adverb Clauses

To remind you again, a clause is part of a sentence which consists of several words like a phrase but at least contains both a subject and a predicate. Adverb clauses involve conjunctions. In this case, conjunctions become the head of adverb clauses. A conjunction becomes a sign that the clause following it is a dependent clause; the other clause is called independent clause. When an independent clause is followed by dependent clause, the conjunction will connect them in the middle; when the dependent clause comes before an independent clause, the conjunction will be in the front and after the dependent clause there will be a comma (,) to separate the clauses.

Conjunction + dependent clause + comma + independent clause (if or other conjunction + S + V + comma + S + V)
Independent clause + conjunction + dependent clause (S + V + if or other conjunction + S + V)

There are several types of adverb clauses. They are categorized by the relationship between the independent and dependent clauses. At least there are four of them: a) Time, the dependent clause gives information about the time when event in the independent clause happens; b) Cause & effect, the dependent clause gives the reason (cause) why the event (effect) in the independent clause happens; c) Contrast, the independent clause and dependent clause show things that oppose each other; and d) Condition, the dependent clause shows the condition while the independent clause shows something that will happen or should be done. The table below will give you more ideas about types of adverb clauses.

Type	Conjunction	Example
Time	after, before, when, while, since, until, as, as soon as, by the time, once, as long as,	-Sheera was always fearful <u>before</u> she tried to climb a mountain. - <u>While</u> you were out, Professor Farrel was looking for you.

	whenever, every time, the first time	
Cause & Effect	because, since, for, as	-Rick was being punished <u>because</u> <i>he broke a tripod.</i>
Contrast	even though, although, though, while, whereas	-Geoffrey is still full of energy while John is already exhausted.
Condition	if, unless, whether or not, even if, only if, in case, as long as	- <u>If</u> the sky is clear this weekend, let's go fishing! -I will always remember your kindness <u>unless</u> I got alzheimer.

In a nutshell, adjective clause, noun clause, and adverb clause have their own keywords as follow.

- a. Adjective clause: who, which, that, whose, whom, where, when
- b. Noun clause: who, whom, which, why, where, when, what, how, how much, how many, how far, etc. (basically all question words)
- c. Adverb clause: if, unless, after, before, when, while, since, because, as, mean, even though, etc.

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Latihan

1. Put the corresponding adverbs from the italicized adjectives below.
 - a. He is a diligent worker because he works.....
 - b. He is a hard worker because he works.....
 - c. He is a fast learner because he learns.....
2. Circle the adjective phrases and underline the adverb phrases within the sentences below.
 - a. I am right here while you are right there.
 - b. Price of goods are usually a bit high during Ramadhan.
 - c. Indonesian people come almost always late in every occasion.
3. Put the suitable relative pronouns or question words in the sentences below (avoid using *that*).
 - a. Almost all of the people appear on television wear make up.
 - b. Yesterday I ran into an old friend I had not seen for years.
 - c. December is the month the rain falls heavily.
4. Put the suitable conjunction and underline the dependent clause in each of the sentences below.

since although because unless by the time

 - a. you come later than 5 minutes, we will leave you.
 - b. Gerard, Fitri, and Vien were still present in the class
the rain fell heavily this morning.
 - c. Gwen will have arrived at the station we get there
to pick her up.
5. Write sentences consisting of adjective clause or adverb clause by using 3 items below.
 - a. Which (nonrestrictive)
Answer:
 - b. Whom (restrictive)
Answer:
 - c. In case
Answer:

Rangkuman

Adjectives describe the characteristics of nouns or pronouns, function as complements or as additional elements of nouns (so they together become noun phrases); adverbs are additional elements of verb phrases, adjectives, or other adverbs. Adjectives and adverbs are closely related, most adjectives added by suffix *-ly* will become adverbs, but some adjectives and adverbs have the same forms with sometimes different meanings.

Adverb phrases are several adverbs as additional elements of verbs with different kinds of types: manner, time, place, frequency, and so on; adjective phrases could be several adjectives that are usually added with adverbs of degree when they become complements of sentences and added by determiners and nouns when adjectives become additional elements of noun phrases.

Adjective and adverb clauses still have the same functions as when they become individual adjectives and adverbs or phrases. Only, they consist of a subject and a predicate in each clause and have different kinds of additions. Adjective clauses are added with relative pronouns and question words (when and where); adverb clauses are added with conjunctions.

Tes Formatif

See if the underlined words are correct (T) or incorrect (F). Circle your answer.

1. The topic is not interesting so now we are boring. (T/F)
2. I would have immediately furnished the rooms if I were to decorate the apartment myself. (T/F)
3. I am very hunger. I could eat a horse. (T/F)
4. Fred still lives together with his twin, George, in their house where they both were born. (T/F)
5. I was stunned by only looking at her from afar, whom eyes were like sparkling stars. (T/F)
6. They pushed the car hardly so it could move a bit forward. (T/F)
7. Her house is pretty far from campus. (T/F)

8. He got punishment because he almost always sleeps during Professor Snape's class. (T/F)
9. Until the sky was very cloudy, they did not bring rain coats. (T/F)
10. The play must still go on even if it rains tonight. (T/F)

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Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

90 – 100 % = Baik Sekali;

80 – 90 % = Baik

70 – 80 % = Cukup

≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL V

COMPARISON

Mendeskripsikan kata benda baik manusia, hewan, tumbuhan, atau benda-benda lainnya bisa menggunakan bermacam cara. Salah satu cara yang bisa digunakan adalah dengan membandingkannya dengan benda lain, baik membandingkan satu benda dengan satu benda lain, atau juga membandingkan satu benda dengan banyak benda lainnya. Dalam membandingkan biasanya yang menjadi fokus atau kata kuncinya adalah kata sifat seperti panjang, pendek, pintar, bagus, dan lain-lain. Kata sifat tersebutlah yang akan digunakan dalam membandingkan benda satu dengan lainnya.

Dalam bahasa Inggris, tata bahasa yang membahas tentang cara membandingkan sifat benda adalah *Degree of Comparison* yang terdiri dari *Comparative* dan *Superlative*.

Kegiatan Belajar 1: Comparative

Comparative is a grammar which is used to compare the value of the object with another object. The comparison can be formed by adding suffix “- *er*” / “- *ier*” or adding the word “*more*” to the adjective or adverb.

Look at some word formation for comparative

Big → Bigger

Lucky → Luckier

Smart → Smarter

Pretty → Prettier

Old → Older

Healthy → Healthier

- Anne is **older than** Marie.
- This tripod is **heavier than** the map.
- His wife wants a **bigger** house.
- Ryan and Andy decided to leave **earlier**.

For the short adjective, one syllable, add suffix **-er** after the word. Meanwhile, add suffix **-ier** for the short word ends in -y.

For the adjective with two or more syllables, add the word “**more**” before the adjective.

Examples:

Expensive → **More** expensive

Important → **More** important

Beautiful → **More** beautiful

- The English test is **more difficult than** Indonesian test.
- This theodolite is **more expensive than** planimeter.
- This place looks **more beautiful than** it does in the picture.
- Mr. Danu determined to find **more loyal** employees.

Adding the word more is also applicable with adverbs that end with -ly.

- **More** carefully
- **More** beautifully
- **More** seriously
- The boss wants me to work **more carefully**.
- Can you do it **more seriously**? No play around this time.
- Jean won the dance competition because she danced **more beautifully**.

The word more and the suffix -er can be used interchangeably for some two-syllable words. For example, these words:

Clever → **Cleverer** or **More** clever

Simple → **Simpler** or **More** Simple

Shallow → **Shallower** or **More** Shallow

Quiet → **Quieter** or **More** quiet

Narrow → **Narrower** or **More** Narrow

- This mind map is too complicated. Can we make it **simpler**?
- This mind map is too complicated. Can we make it **more simple**?

Comparative also has irregular form for certain adjectives and adverbs.

Good (adjective) / well (adverb) → **Better**

- His new house is **better than** the old one. (adjective)
- His new assistant works **better than** his former one. (adverb)

Bad (adjective) / badly (adverb) → Worse

- The soup tasted bad, but the pudding tasted **worse**. (adjective)
- The new employee works badly. He works even **worse than** the former one. (adverb)

Far → Further / farther

- We have walked for miles; I can't walk any **further / farther**.
- The water spring is still far away. We need to go **further / farther**.

Comparative form can also be used after adverbs showing degree or extent, for example:

- much - a little - no
- a bit - far - any
- a lot - slightly
- Yesterday was a tough day. I got a really bad headache. But I'm feeling **much better** now.
- Why did you buy this type of coffee machine? It's **a lot more expensive than** the other one.
- Can you drive **a bit faster**? I have a train to catch.
- This room is nice and clean. But it's **no bigger** than my room. (about the same in size / not even a little bigger)

Comparative has a certain form of expression to state that something changes continuously.

- Your driving skill is improving. It's getting **better and better**.
- I haven't seen you for years. You've got **more and more** beautiful.

Comparative can also be used to say that something depends on another thing.

- **The harder** you work **the higher** salary you will earn.
- **The more expensive** the tools are, **the better** the quality is.
- **The sooner** we publish the seminar poster, **the more** participant will join.

Kegiatan Belajar 2 : Superlative

Unlike comparative which is used to compare one thing to another, Superlative is used to show the highest quality compared to others. The superlative form can be made by adding the suffix *-est* to the short words and putting the word *“more”* before the adjective or adverb with two or more syllables. Every superlative form in the sentence is preceded by article *“the”*.

Big → Biggest

Smart → Smartest

Old → Oldest

Pretty → Prettiest

- This is *the biggest* theater I've ever seen.
- Brad is *the smartest* student in the class.

Some of the adjectives have irregular form.

Good → Best

- This soup is tasty. But this pudding is *the best*.
- *The best* student will get the chance to study aboard.

Bad → Worst

- *The worst* news I got this morning is that the government will not fund this project
- We shouldn't hire this man. He has *the worst* attitude.

Far → Furthest/ farthest

- It takes five days on the road. This is *the farthest* trip I've ever taken.
- In Shot Put competition, player with *the farthest* throw will be the winner.

Comparative of adjective

Adjective	Comparative	Superlative
cheap	cheaper	the cheapest
young	younger	the youngest
rich	richer	the richest
loud	louder	the loudest
extraordinary	more extraordinary	the most extraordinary
delicious	more delicious	the most delicious
comfortable	more comfortable	the most comfortable
good	better	the best
little	less	the least
bad	worse	the worst

Comparative of adverb

Adverb	Comparative	Superlative
carefully	more carefully	the most carefully
fast	faster	the fastest
hard	harder	the hardest
slowly	more slowly	the most slowly
well	better	the best
bad	worse	the worst

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Latihan

- Complete the sentences using comparative form
 - This restaurant is very expensive. Let's go somewhere
 - This coffee is very weak. I like it
 - The town was surprisingly big. I expected it to be
- Complete the sentences. Use a comparative form (-er or more ...).
 - Yesterday the temperature was six degrees. Today it's only three degrees.
It'stoday than it was yesterday.
 - Dan and I went for a run. I ran ten kilometers. Dan stopped after eight kilometers. I ran..... Dan.
 - The journey takes four hours by car and five hours by train. The journey takes..... traincar.
- Complete the sentences. Choose from:

- than	- worse	- longer	- careful
- more	- quietly	- better	- frequent

- a. Getting a visa was complicated. It took than I expected.
 - b. Sorry about my mistake. I'll try and be more..... in future.
 - c. Your English has improved. It's..... than it was.
4. Complete the sentences using the superlative form of these words
- | | | |
|----------|-----------|-----------|
| - bad | - good | - quick |
| - cheap | - short | - popular |
| - honest | - wealthy | - tall |
- a. We didn't have much money, so we stayed at hotel in the town.
 - b. This building is 250 meters high, but it's notbuilding in the city.
 - c. It was an awful day. It wasday of my life.
5. Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...).
- a. Amy and Ben have three daughters.is 14 years old. (old)
 - b. Who is the..... person you know? (old)
 - c. What'sway to get to the station? (quick)

Rangkuman

Describing noun can be carried out by many ways. One of the ways used to describing noun is by comparing it with another noun. The focus of the comparison is the value or the adjective of the noun. Using this kind of method, it can be concluded which noun is better, more expensive, easier, etc.

Comparative is one of the forms in Comparison. Comparative shows the comparison of the adjective of one noun to another. Whereas, superlative shows the adjective of a noun which is at the upper limit of the quality. Besides that, Superlative is used to compare one object to a group of objects.

Tes Formatif

Analyze the sentences and decide whether the Comparative and superlative forms in the sentences are correct or not. Choose T (True) if it is correct, and choose F (False) if it is not and then circle the answer.

1. I have a big house. But John's house is more big. (T/F)
2. Your English is improving. It's getting better and better. (T/F)
3. The city has grown fast in recent years. It's got biggest and biggest. (T/F)
4. The sooner we leave, the earliest we'll arrive. (T/F)
5. The younger you are, the easier it is to learn. (T/F)
6. What's the longest river in the world? (T/F)
7. We had a nice room. It was one of better in the hotel. (T/F)
8. What's the more important decision you've ever made? (T/F)
9. That was the best holiday I've had for a long time. (T/F)
10. Yesterday was the hotter day of the year. (T/F)

Cocokan jawaban saudara dengan kunci jawaban Tes Formatif yang terdapat pada bagian akhir modul ini. Hitunglah jawaban saudara yang benar. Kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan saudara terhadap materi kegiatan belajar ini

Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

- 90 – 100 % = Baik Sekali;
- 80 – 90 % = Baik
- 70 – 80 % = Cukup
- ≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL VI

PREPOSITION AND CONJUNCTION

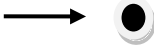

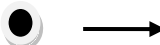





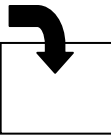

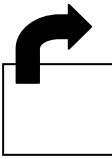
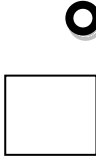
Preposition dan *conjunction* berfungsi sebagai penghubung (*connectors*) antar kata, frasa atau klausa. *Conjunctions* memiliki fungsi yang lebih luas dari *prepositions*. *Prepositions* berfungsi untuk menghubungkan kata di dalam sebuah kalimat. *Conjunctions* dapat berfungsi untuk menghubungkan kata, frasa maupun klausa.

Kegiatan Belajar 1: Preposition

As an important part of function words, prepositions have the main role to connect words to each other and to form grammatical structures. Prepositions function to connect nouns or noun equivalents such as pronouns or gerunds to other words or parts of the sentence by expressing relationships such as position and direction (e.g. at, on, in) and time (e.g. before, after). Prepositions are also found in idioms or expressions.

a. Position and Direction

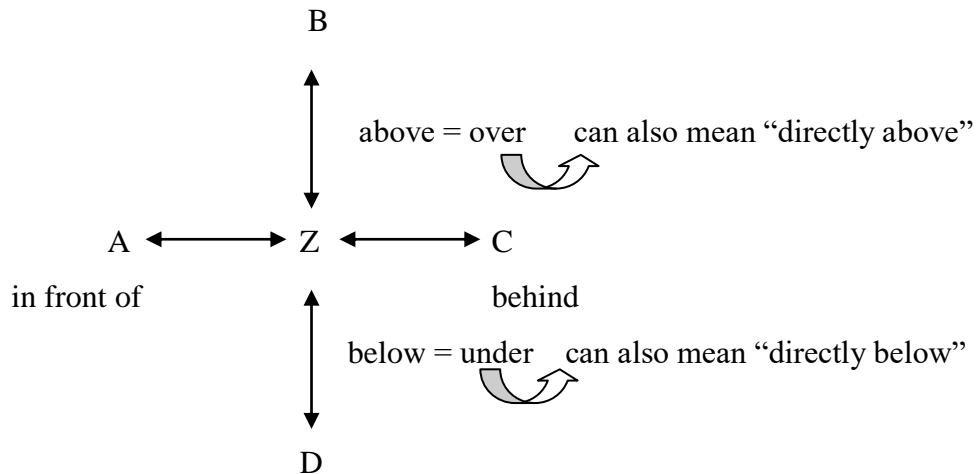
The pictures below illustrate the use of prepositions in relation to position and direction:

Destination	Position	Destination	Position	
to 	at 	(away) from 	away from 	point
on (to) 	on 	off 	off 	line or surface
in (to) 	in 	out of 	out of 	area or volume

Source: Sidney Greenbaum and Randolph Quirk, *A Student's Grammar of the English Language* (England: Pearson Education Limited, 1990;191)

Next, the followings are the examples of the prepositions in figure one:

- a) Sue ran to the class as she was late this morning.
- b) Joe waited for Ben at the parking lot this afternoon.
- c) Put the laptop on (to) the table.
- d) Leave the books on the table.
- e) Tom ran fast into his office as he got an urgent call.
- f) Tina studied in the library last evening.
- g) Don moved from Jakarta last month.
- h) Don prefers staying away from Jakarta.
- i) The laptop fell off the table.
- j) Susan got off the train at the next station.
- k) He went out of his house this evening.
- l) She was out of the office for three hours this afternoon.



In figure two, it can be stated that:

- a) A is in front of Z.
- b) B is above Z.
- c) C is behind Z.
- d) D is below Z.

There are some more prepositions used in relation to position and direction such as “across”, “around”, “between”, “among”, “throughout”, “by” or “beside”, “near”, “against”. The following sentences are the examples:

- a) I stayed in a hotel across the railway station for two days.
- b) There are villages around the lake.
- c) There is a new road between the two cities.
- d) There is a rumor among the villagers.
- e) His father works hard throughout the year.
- f) Mike likes sitting beside the window.
- g) Our house is near the river.
- h) I put the guitar against the wall.

b. Time

Prepositions “at”, “on” and “in” are used in dealing with time.

Prepositions	Use	Examples
at	at + “clock time” at present, at the moment, at the present time at noon, at night, at midnight	a) I woke up at 5 a.m. b) Rose is busy at the moment. Please call again. c) We usually chat together before sleeping at night.
on	on + a date/ a weekday on + weekday morning(s), afternoon(s), evening(s)	a) She was born on 26 February 1963. b) We visited our grandparents on Saturday. c) Tom has a consultation session with his lecturer on Thursday morning(s).
in	in + a month/ a year/ a century/ a season	a) She was born in February. b) She was born in 1963. c) The first world map appeared in the early 16 th century. d) The air is cold in (the) winter.

Some prepositions such as “by”, “before” and “after” are also used in relation to time; for example:

- a) I have to finish my assignment by Friday.
- b) I should go home before 9 p.m.
- c) I will be available for any discussion after next week.

In addition, there are some prepositional idioms that need to be memorized; for instance:

- a) according to
According to the recent research data, some settlements need to be relocated.
- b) bored with
He is bored with the inconsistency.
- c) capable of
She is capable of drawing the map.
- d) composed of
Soil is composed of inorganic and organic material.
- e) depend on
Your health depends on your way of life.
- f) equal to
Someone's responsibility is equal to his right.
- g) from time to time
People change from time to time.
- h) inferior to
He sometimes feels inferior to his senior.
- i) prior to
The research review must be done prior to the international seminar.
- j) regard to
Some improvement is in progress with regard to the input.
- k) related to
Clear understanding of terms related to the land-use is needed.

l) responsible for

Everyone has to be responsible for his or her own deeds.

m) similar to

This book is similar to the one written by J.K. Rowling.

Kegiatan Belajar 2: Conjunction

Conjunction are words or phrases that explain the relationship between clauses. "Conjoin" means to combine. Conjunction have functions as "parallel structure" where conjunction function to connect words or phrases that have the same grammar function in a sentence.

1. Coordinating Conjunction

The words "and", "or", "but" and "nor" are known as coordinating conjunctions. The examples are as follows:

a) Sue and Joe are applying for scholarships.

 **nouns**

b) Lola waved and smiled at her friend at a distance.

 **verbs**

c) Darla is watching a movie and (is) eating popcorn.

 **verbs**

(As the auxiliaries are the same, the second "is" could be omitted)

d) This shirt is cheap but comfortable.

 **adjectives**

e) He wants to read books or (to) play football.

 **to infinitive**

(the second "to" could be omitted)





- Russel's favorite colors are red, yellow, and green.
- Russel's favorite colors are red, yellow and green.

- Hellen and Diana love reading fiction.
- The students enjoy hiking and mountain climbing.

Correlative conjunction is used together as pairs such as both...and, not only...but also, either...or, neither...nor. They often express addition or elimination; for example:

- In sentences (b), (c) and (d), when the correlative conjunctions “not only...but also”, “either...or”, “neither...nor” are used, the singular or plural verbs (“are”, “loves” and “is”) depend on the subjects (“facts” and “sister”) closer to them.

65

- a) Tracy loves both reading and singing.

nouns
- b) As a speaker, we should speak not only clearly but also slowly.

adverbs
- c) We could either cook or buy food during our stay in the hotel.

verbs
- d) The room is neither clean nor fresh.

adjectives

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Latihan

1. Complete the sentences by using the appropriate prepositions.
 - a. Frank prefers living _____ the village.
 - b. The theodolite must be put _____ the ground.
 - c. I saw Tina _____ breakfast this morning.

2. Complete the sentences by using the appropriate prepositions.
 - a. There will be a meeting _____ 1:30 p.m.
 - b. The final exam will be conducted _____ July.
 - c. The movie is _____ the novel written by Stephanie Meyer.
3. Complete the sentences by using the appropriate prepositional idioms.
 - a. She feels that she isn't _____ delivering a speech.
 - b. He has to be _____ being late.
 - c. The learning outcomes also _____ the students' effort.
4. Complete the sentences by using the words in brackets and appropriate conjunctions.
 - a. Ron is (sit) _____ reading his favorite book.
 - b. The laboratory is (clean) _____ small.
 - c. Reza loves (swim) _____ jogging.
5. Complete the sentences by using the appropriate correlative or paired conjunctions.
 - a. Both the student _____ the lecturer _____ joining the international seminar.
 - b. Either the students _____ the lectures always (come) _____ on time.
 - c. Not only the lecturers _____ the students _____ attending the meeting.

Rangkuman

Both prepositions and conjunctions are connectors. Conjunctions have more functions than prepositions. Prepositions connect words in sentences. Meanwhile, conjunctions can connect words, phrases or clauses.

Some prepositions, correlative conjunctions or paired conjunctions need to be memorized. Thus, sufficient practice is needed in order to be familiar with prepositions and conjunctions.

Tes Formatif

Choose True (T) or False (F) for the following sentences. Circle T if the sentence is correct. Then, circle F if the sentence is incorrect.

1. Take your shoes on. (T/F)
2. The class will finish on 2:30 p.m. (T/F)
3. Tom will leave to Jakarta in Monday morning. (T/F)
4. The essay is composed of 20 pages. (T/F)
5. Dian is capable on using the equipment. (T/F)
6. Ben raised his hand and asks a question. (T/F)
7. The lecturer asked the students to write essays. (T/F)
8. Both Cindy and Tracy works hard on the project. (T/F)
9. The movie is neither good or inspiring. (T/F)
10. Not only my parents but also my lecturers wants me to graduate soon. (T/F)

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MODUL VII

PUNCTUATION, INTERJECTION, AND TAG QUESTION

Punctuation dalam bahasa Indonesia adalah tanda baca. Dalam kegiatan penulisan akademik penggunaan *punctuation* secara tepat merupakan hal yang penting karena akan mempengaruhi pemahaman pembaca terhadap ide yang berusaha kita sampaikan. Penggunaan tanda baca dalam bahasa Inggris sebetulnya hampir sama dengan bahasa Indonesia, tetapi dalam beberapa hal ada yang berbeda.

Interjection merupakan ekspresi yang sering diujarkan dalam percakapan sehari-hari. Biasanya *interjection* merupakan luapan emosi yang berbentuk kata-kata, sebagian memiliki arti, sebagian lagi tidak. Bentuk *interjection* bisa bermacam-macam: kata, frasa, *idiom*, dan klausa pendek. *Interjection* tidak begitu berfungsi dalam penulisan akademik, tetapi perlu dikenali ketika terlibat obrolan berbahasa Inggris dalam situasi nonformal.

Tag question juga terjadi hanya dalam percakapan. Ia lebih sering muncul dalam percakapan nonformal, tetapi muncul juga dalam diskusi ilmiah terutama ketika meminta persetujuan atau pendapat dari lawan bicara.

Adanya materi mengenai *punctuation* dalam bahasa Inggris dapat membantu dalam penulisan karya ilmiah, sementara *interjection* dan *tag question* bermanfaat untuk percakapan dalam bahasa Inggris.

Kegiatan Belajar 1 : Punctuation

I. Punctuation in English

Other than grammar, punctuation is an essential tool every human should be equipped with. Why? Because, even though your grammar is good, without precise punctuation our writing will not be well understood. Moreover, we will get bad writing scores when we take IBT TOEFL or IELTS. But first of all, as a

warming up let us introduce ourselves with names of punctuation in English. Below is a list of several of them (Carter & McCarthy, 2006: 838), but not all of them will be explained in this module.

.	full stop (UK), period (US), dot, point	,	apostrophe
,	comma	*	asterisk
:	colon	/	forward slash
;	semi-colon	\	backward slash
?	question mark	(...)	round brackets
!	exclamation mark	[...]	square brackets
–	dash	{...}	chain brackets
-	hyphen	<...>	diamond brackets
“ ”	double quotes	<u> </u>	underline
‘...’	single quotes	<i> </i>	italics

Each of the symbols has their own use in written text. Some have obvious use such as question mark and exclamation mark. But for the others, there are more than one use. Therefore, to lighten up your knowledge unlimited only to their names, here are the more elaboration of some of their applications in written text that is necessary to know (*ibid.*, 839-851). Apply the checked ones (✓) and do not apply the crossed ones (✗).

A. Capital Letters (Upper Case)

✓ Beginning of a sentence. They hung out together last weekend.
✓ Proper nouns: personal names (including titles before names), nationalities, languages, names of days, names of months, seasons, public holidays, geographical locations, etc. James Bay, German, Germany, Javanese, Wednesday, April, Winter, International Labor Day, Mount Merapi
✓ Titles of books, magazines, newspapers, articles, journals, etc. <i>Uncle Tom's Cabin, Jakarta Post</i>
✓ Abbreviations, acronyms, and curtailed words. HIV, AIDS
✗ Determiner, preposition and conjunction in a title, except when they are the first letter of the title. <i>When in Rome</i> (not <i>When In Rome</i>), <i>You are the Apple of My Eye</i> (not <i>You Are The Apple Of My Eye</i>)

B. Full Stop / Period

✓ End of a sentence. City owned bus operator Transjakarta said it will conduct a two-day pre-trial of an electric bus later this month before starting the six-month trial phase.
✓ Initials for personal names. J.D. Salinger, J.K. Rowling
✓ Curtailed words. St. Petersburg, Prof. Zainuddin
✗ Common sets of initials or acronyms. BBC (not B.B.C.), UNHCR (U.N.H.C.R.)
✗ Titles Election KPPS Members Death Linked to Stress, Working Overnight
✗ Address and date in formal letter. Duffield Engineering Netherfield Court Longstone Road Ableton 15 July 2002

C. Comma

✓ Separating main clauses when independent clause is in front of dependent clause. When the sun goes down and the band won't play, I'll always remember us this way.
✓ Non-defining relative clause. David Joseph, <i>which is the company's director</i> , said that electric Transjakarta will operate only in limited area during the trial but not yet accessible for public.
✗ Defining relative clause. The woman who always wears red dress is called the red widow. not The woman, who always wears red dress, is called the red widow.
✓ Lists of items in a sentence. I need you to buy potatoes, salt, tomato sauce, and cooking oil.
✓ Interjection and tag question. <i>Well</i> , here we go again. I have submitted my paper, <i>haven't I?</i>
✓ Direct speech. <i>He said, "Now it's time to go home."</i> <i>"Let's go home," he said.</i>

D. Colon & Semi-colon

Colon	Semi-colon
✓ Introduce lists. He bought us many things from Indonesia: sandals, batik sling bags, and tropical fruits.	✓ Separate items included in a sequence or list. Our laboratory has additional facilities: two air conditioners; forty personal computers; a set of home theater.
✓ Indicate a sub-title or subdivision of a topic. Agrarian Reform: Land, Poverty, and Inequalities	✓ Separate two clauses, usually compound. Adi Sucipto is for domestic flights; NYIA is for international flights.

E. Dash & Hyphen

Dash	Hyphen
✓ Dashes can be used in similar ways to commas, but preferably used in informal writing, usually fiction, and can be single and multiple dashes. There they tried to recognize him—a one-eyed man dressed in rags. The captain—who is also a one-eyed man only not dressed in rags—came with a sword drawn from its sheath.	✓ Join a word when there is not enough space at the end of a line. She took out a pencil from her red pen-cil case. He tried hard to prevent her from cross-ing the line.
✓ Still in informal writing, dashes are also used to end an uncompleted sentence. The one-eyed man in rags jumped in his effort to escape but—	✓ Used in a phrase to avoid ambiguity. a twelve-year-old girl not a twelve year old girl

F. Apostrophe

✓ Contraction. it is = it's I'd = I would/ I had can't = cannot who is/ who has = who's (also applied to other question words)
✓ Mark possessive forms of nouns and pronouns (by adding 's in nouns or last word in noun phrases; add apostrophe only behind nouns ended with s). This year's program Richard and Carol's house The girl next door's dog

G. Quotation Marks

Single Quotation Marks	Double Quotation Marks
✓ Definitions or translations. <i>Yogyakarta</i> is called ‘the city of culture’.	✓ Direct speech. “Get out!” he said loudly.
✓ Highlight individual words (special mention). ‘Theodolite’ is a measuring instrument of horizontal and vertical angles.	✓ <i>Adi Sucipto is for domestic flights; NYIA is for international flights.</i>
✓ Mention titles of articles in magazine or newspaper and titles of chapters within books. Yesterday I found an article about electric Transjakarta operation trial in <i>Jakarta Post</i> .	

H. Brackets

✓ Give additional information. The temperature in Surabaya reached 38°C (100.5°F) during last dry season.
✓ Give comments (usually in informal writing). My first experience in -10°C was exciting (I was frozen ‘tho!).

I. Underline & Italics

Underline	Italics
✓ Highlight individual words (special mention). <u>Theodolite</u> is a measuring instrument of horizontal and vertical angles.	✓ Highlight individual words (special mention). <i>Theodolite</i> is a measuring instrument of horizontal and vertical angles.
✓ Titles of books, newspapers, magazines, videos, or CDs. <u>King Lear</u> is one of Shakespeare’s four major plays.	✓ Titles of books, newspapers, magazines, videos, or CDs. <i>King Lear</i> is one of Shakespeare’s four major plays.

Kegiatan Belajar 2 : Interjection

Basically, interjection is an emotive expression that comes as a reaction of surprising events. Therefore, there are interjections such as “*Eww!*” to react to disgusting things, “*Ugh!*” to react to disappointing events, and “*Huh?*” to react to something that is confusing. Normally, this kind of expression will come naturally. When you are a Javanese, interjection that comes out from your mouth

will naturally be “*Hash!*” as a reaction when you are disappointed by something. However, when we have a kind of small talk with, for example, a foreign lecturer from Australia in the middle of a seminar, we might need to express an intended interjection as part of politeness in small talk. Below are some examples of interjections that are mostly used in English conversation. One thing to remember is that an interjection can be used in various situations but with different kind of emphasis and expressions.

Interjection	Example
Nice	Nice! Can you do it again?
Cool	Cool! That is what I think you will do.
Oh, my goodness	Oh, my goodness! I hope everything is going to be well. Oh, my goodness. Congratulation!
Oh, dear	Oh dear, I am sorry to hear that. Oh dear, how sweet of you. Thank you for your gift.
Well	Well, what are we going to do here?
Whoa	Whoa! I never thought it would be this cool!
Yum	Yum! I like your cookies!
Alas	Alas! What can we do now without neither house nor money?
Anyway	Anyway, what we need to do is to learn from this tragedy.
Indeed	Indeed. But do you think it can work the other way around?
Alright	Alright. I will help you do it.
Uh-huh	Uh-huh. I understand. Uh-huh? I’m sorry I’m confused. Can you elaborate your statement?
See	See? It works just as what I’ve hypothesized.
Ah, I see	Ah, I see (see means understand).
You must be joking	You must be joking! It’s not funny at all!
What a (insert any nouns here)	What a news! You must be very happy with your promotion! What a word! He shouldn’t be that cruel!
Seriously	Seriously! I can’t believe he did that!
Really	Really. I do. Really? I don’t think it’s going to be like that.
<i>(Interjection: Definition and Examples n. d.)</i>	

Kegiatan Belajar 3 : Tag Question

Tag questions are usually those kinds of expressions in a form of question to reassure that our statements are true or agreed by our speaking partner.

Therefore, tag questions are mostly found in discussions or informal texts. Tag questions usually appear in the end of sentences. They also exist in Indonesian language and appear at the end of sentences with the same function. In Indonesian they are such as *kan?/ bukan?/ ya?/ ya, kan?/ bukan begitu?/ yuk*.

English tag questions have several rules. First of all, you need to know that negative tags such as *are they not* and *is he not* are usually being contracted so they become *aren't they* and *isn't he*. The second one is that we have to fully understand the rules of singular and plural both in nouns and pronouns because tag question deals with them. The most important thing is that there is this basic rule: **if the sentence is positive, the tag question is negative; if the sentence is negative, the tag question is positive**. Below are other rules of tag questions along with examples (*Cara Membuat Question Tag* n. d., King & Stanley, 1989: 222).

1. If the sentence is a prohibition or command, the tag question is *will you*.
Don't be late again, will you?
2. If the sentence uses a main verb, the tag question used is *do/does* or *did* (adjusting the tenses).
You bring your laptop, don't you?
He hasn't woken up, has he?
You had breakfast, didn't you?
3. If the subject is *I am*, the tag question is *aren't I*; if the subject *I am not*, the tag question is *am I*.
I'm not wrong, am I?
I am in the right house, aren't I?
4. If the sentence uses modal, the tag question is also the same modal; if the modal is *have/has to*, the tag question uses *do/does* (adjusting the sentence).
Brandon can drive car, can't he?
You have to eat your medicine, don't you? It's time.
5. If the subject is either *somebody*, *everyone*, *someone*, *everybody*, *anyone*, *no one*, or *nobody*, the tag question is singular by referring to the subject (he/she).
Somebody should've spilled the tea, shouldn't they?

6. If the subject is either *something, everything, anything*, and *nothing*, the tag question is singular so it will be *it*.

Nothing scary will happen here, won't it?

7. If the sentence contains negative words such as *nobody, hardly, no one, rarely, nothing, seldom*, and *barely*, the tag question will be positive.

She could hardly walk yesterday, couldn't she?

8. If the sentence begins with *let's*, the tag question is *shall we*.

Let's go get something to eat, shall we?

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Latihan

Repair sentences in each number to have good punctuation (Azar, 2002: 361).

1. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home from his job.

Answer:

2. When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me if I face him speak slowly and say each word clearly.

Answer:

3. Greg Adams has been blind since he was two years old today he is a key scientist in a computer company he is able to design complex electronic equipment because he has a special computer that reads writes and speaks out loud his blindness neither helps nor hinders him it is irrelevant to how well he does his job.

Answer:

4. Fill the right English interjection in each number in accordance with the situation in each sentence by choosing the interjections provided below.

Oh, dear. Well done! Ah, I see. You must be joking! Whoa!

- a. I have never saw her smile since the first day of college!
How could you make her laugh this loud?
 - b. People will see you as a real champion now! I know you
can make it!
 - c. Easy, man! I didn't mean to hurt your legs when I
tackled you down.
5. Fill the blanks suitable tag questions. Pay attention to the pronouns, predicates, and tenses.
- a. He is good in English,?
 - b. Chickens cannot fly,?
 - c. Theo would like to join the competition,?

Rangkuman

Punctuation is essential to make our writings well understood. Each of the punctuations has its own functions. English punctuation is almost similar to Indonesian punctuation, but of course there are differences to be paid attention to. In terms of speaking, interjection and tag question are also important, especially during discussion. Normally, interjection is a naturally emotive expression, but in certain occasions it is needed to give right responses toward someone's argument. Tag question is also needed to throw questions of asking for agreement, so we can have feedbacks or counter argument from our discussion partner.\

Tes Formatif

See if the sentences are correct (T) or incorrect (F). Circle your answer.

1. The pretty woman who wears red lipstick is my step sister. (T/F)
2. If you go to supermarket, please buy me some goods: a deodorant, (T/F)
a bottle of shampoo, and a lotion.

3. If you go there tell her that I miss her. (T/F)
4. I climbed mount Sumbing last holiday. (T/F)
5. Great! Send my condolences to her family. (T/F)
6. Whoa! Your car is amazing, dude! (T/F)
7. What a pity. I cannot imagine myself losing a house. (T/F)
8. Everyone will understand, are they? (T/F)
9. Somebody will pick us up, won't it? (T/F)
10. You don't have to be responsible for it, do you? (T/F)

Cocokan jawaban saudara dengan kunci jawaban Tes Formatif yang terdapat pada bagian akhir modul ini. Hitunglah jawaban saudara yang benar. Kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan saudara terhadap materi kegiatan belajar ini

Rumus :

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban saudara yang benar}}{10} \times 100 \%$$

Arti tingkat penguasaan yang saudara peroleh adalah :

90 – 100 % = Baik Sekali;

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70 – 80 % = Cukup

≤ 70 % = Kurang

Bila saudara memperoleh tingkat penguasaan 80 % atau lebih, saudara dapat meneruskan dengan modul selanjutnya. Sedangkan jika tingkat penguasaan saudara masih berada di bawah 80 %, saudara diwajibkan mengulangi modul ini, terutama bagian yang belum saudara kuasai secara baik.

MODUL VIII

SENTENCE

Dalam bahasa Inggris, terdapat kalimat aktif dan kalimat pasif. Kalimat aktif adalah kalimat dimana subjek (*subject*) melakukan tindakan yang dinyatakan oleh kata kerja (*verb*). Pada kalimat aktif, penekanan diberikan kepada subjek sehingga subjek diletakkan di awal kalimat. Kalimat pasif digunakan ketika seseorang lebih menaruh ketertarikan kepada predikat (kata kerja dan objek). Dalam bahasa Inggris, predikat merupakan bagian terpenting dalam sebuah kalimat. Kalimat pasif sering digunakan dalam penulisan formal seperti laporan, artikel ilmiah dan surat kabar.

Direct dan *indirect sentences* dalam bahasa Inggris membahas tentang penggunaan kalimat langsung dan tidak langsung. Sama seperti dalam bahasa Indonesia, kalimat langsung dan tidak langsung dalam bahasa Inggris juga mempunyai tujuan yang sama yaitu untuk mengutip atau melaporkan apa yang orang lain ucapkan atau tuliskan. Selain tujuan atau fungsi yang sama, tanda baca yang digunakan pun sama. Hanya saja, ada perubahan tata bahasa dalam bahasa Inggris jika dibandingkan dalam bahasa Indonesia.

Kegiatan Belajar 1: Active and Passive Sentence

a. Active to Passive Sentence

b) ACTIVE: Tracy made the card. c) PASSIVE: The card was made by Tracy.	The meaning is the same in both sentences.
d) <u>Tracy made the card.</u> <div style="text-align: center;"> S V O </div> <div style="text-align: center;"> ↑ ↓ </div> <div style="text-align: center;"> The card was made by Tracy. </div> <div style="text-align: center;"> S V O </div> <p style="text-align: right;">“by-phrase”</p>	The subject in the active sentence becomes the object in the passive sentence.
e) ACTIVE: The lecturer provides feedback.	FORM: BE + PAST PARTICIPLE

f) PASSIVE: Feedback is provided by the lecturer. g) ACTIVE: Mr. Bean will take the key. h) PASSIVE: The key will be taken by Mr. Bean.	BE: is, am, are, was, were, have been, has been, will be, etc. BE is followed by PAST PARTICIPLE (regular verbs that end in <i>-ed</i> (for example, cooked, cleaned, etc.) and irregular verbs (for example, given)
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b. Passive Sentence Tense Forms

TENSE	ACTIVE	PASSIVE
SIMPLE PRESENT	Her story impresses me. Her story impresses Bill. Her story impresses us.	I am impressed by her story. Bill is impressed by her story. We are impressed by her story.
SIMPLE PAST	The alarm surprised me. The alarm surprised Bill. The alarm surprised us.	I was surprised by the alarm. Bill was surprised by the alarm. We were surprised by the alarm.
PRESENT PERFECT	Meggie has returned the book. Meggie has returned the books.	The book has been returned by Meggie. The books have been returned by Meggie.
FUTURE	Ron will send the package. Ron is going to send the package.	The package will be sent by Ron. The package is going to be sent by Ron.

c. Transitive and Intransitive Verbs

a) Transitive Verbs ACTIVE: The technician overhauled the instrument. PASSIVE: The instrument was overhauled by the technician.	Only transitive verbs (verbs followed by an object) that can be changed into the passive such as follows: S V O Tom signed the contract. Susan ate the cake.
b) Intransitive Verbs ACTIVE: A disaster happened. PASSIVE: (not possible)	Intransitive verbs (verbs that do not have any objects) cannot be transformed into the passive; for example: S V The land cracked. Sam worked in the laboratory. The mountain erupted.

d. The use of “by-phrase”

a) The first theodolite was invented by Leonard Digges of Kent.	“by-phrase” is used when the performer of an action is considered important such as in famous writing, paintings, music, and inventions.
b) The shoes were made in China. (by someone) c) English is widely spoken around the world. (by people)	Usually, “by-phrase” is not used in the passive when the performer of an action is neither known nor important. In sentences (b) and (c), the performers of the actions are not known. Besides, knowing them is considered unimportant. Therefore, “by-phrase” is not used.

e. The Present and Past Progressive Passive Forms

ACTIVE: a) The students are measuring the land. PASSIVE: b) The land is being measured by the students.	Present Progressive Passive Form: is am are } + being + PAST PARTICIPLE
ACTIVE: The students were drawing the map in the class. PASSIVE: The map was being drawn by the students.	Past Progressive Passive Form: was were } + being + PAST PARTICIPLE

f. Passive Modal Auxiliaries

ACTIVE MODAL AUXILIARIES	PASSIVE MODAL AUXILIARIES FORM: MODAL + BE+ PAST PARTICIPLE
The officer will send it. The officer can send it. The officer should send it. The officer ought to send it. The officer must send it. The officer has to send it. The officer may send it. The officer might send it.	It will be sent by the officer. It can be sent by the officer. It should be sent by the officer. It ought to be sent by the officer. It must be sent by the officer. It has to be sent by the officer. It may be sent by the officer. It might be sent by the officer.

Kegiatan Belajar 2: Direct and Indirect Speech

a. Direct Speech

Direct speech, also known as quoted speech, replicate or repeat the words that are spoken or written. Without adding or reducing any words, the repeated words are the exact words. To signalize the direct speech, the spoken or written words are placed between quotation marks, (“.....”).

- He said, “*The dance is beautiful.*”
- “*It is really interesting,*” he said.
- “*Will you join the meeting?*” she asked.
- He said, “*Be careful!*”

Pay attention to the commas used in those sentences. Commas come after *He said* if the words *He said* come before the quoted sentence. Meanwhile, commas are put in the quotation mark if the words *He said* come at the end after the quoted sentence. Besides that, any punctuations; such as period, comma, question marks, or exclamation marks; are inside the quotation mark.

If more than one sentence is quoted, the quotation marks are placed at the beginning and end of the sentences.

- “*My mother is standing right there by the fruit stall. She is trying to buy some oranges.*” He said.
- He asked, “*Can I use the phone? I need to call my mother.*”

If those sentences are separated, the quotation marks are also separated. The second sentence has quotation marks and begins with capital letter.

- “*My mother is standing right there by the fruit stall,*” He said.
“*She is trying to buy some oranges.*”
- “*Can I use the phone?*” he asked. “*I need to call my mother.*”

There are also differences in using subject of the sentence. The subject, whether in the form of noun or pronoun, has difference rule especially for the subject preceded by direct sentence. Pay attention to the example.

- “It is really interesting,” he said.

- “It is really interesting,” said ***John***.

The first example uses pronoun “***he***” as the subject, while the second one uses noun “***John***”. The noun subject comes after the verb “***said***” unlike the pronoun which comes before the verb “***said***”. This rule applies only when the subject and the verb come in the middle or at the end of the direct speech.

Not only the verbs “say” and “ask”, a direct speech can also use various verbs depending on the purpose or function of the direct speech. Some of these verbs are commonly used:

- whisper	- announce	- comment
- add	- answer	- respond
- agree	- beg	- explain
- complain	- reply	

- “Don’t tell anyone,” she ***whispered***. “He took all the money.”
- John ***complained***, “The taxi should’ve come earlier. I miss my flight.”

b. Indirect Speech

Indirect speech, also known as reported speech, repeats the words that are spoken with some addition or alteration without changing the meaning. Indirect sentence doesn’t use quotation marks.

The verb from direct sentences is usually changed into past form in the indirect sentences.

Direct speech

- He said, “I play football on Monday.”
- John said, “I bought some books yesterday.”
- She said “Brandon is sleeping in the couch.”
- Mother said, “Your father will come home soon.”

Indirect Speech

- He said ***that he played football*** on Monday.
- John Said that ***he had bought*** some books the day before,
- She said that ***Brandon was sleeping*** in the couch at that moment.
- Mother said that ***my father would come*** home soon.

The verb in the quoted sentence is changed into past form in the indirect sentence. Here is the list of the verb change.

Direct speech	Indirect speech
<ul style="list-style-type: none"> • Simple present <i>Play / Plays</i> • Present continuous <i>Is playing</i> • Present perfect <i>Have finished</i> • Simple past <i>Wrote</i> • Will <i>Will leave</i> • Can <i>Can do</i> • May <i>May leave</i> • Must <i>Must submit</i> • Have to <i>Have to submit</i> 	<ul style="list-style-type: none"> • Simple past <i>Played</i> • Past continuous <i>Was playing</i> • Past perfect <i>Had finished</i> • Past perfect <i>Had written</i> • Would <i>Would leave</i> • Could <i>Could do</i> • Might <i>Might leave</i> • Had to <i>Had to submit</i> • Had to <i>Had to submit</i>

The change is not only for the verb form but also for the subject inside the direct speech. Adjusted to the context, the word “*I*” in the sentence “*I play football every Monday*”, changes into “*he*” in the indirect speech.

Besides the verb and the subject, the adverb in indirect speech also changes. Here is the list of the alteration of the adverb.

Direct speech	Indirect Speech
<ul style="list-style-type: none"> • Now • Yesterday • Today • Last week • Next year • Tomorrow • Here • This • These • Ago • Tonight • Last night 	<ul style="list-style-type: none"> • At that moment • The day before • That day • The week before • The following week • The next day / the following day • There • That • Those • Before • That night • The night before

Pay attention to the change of pronoun, verb, and the adverb in sentences below.

Direct Speech		Indirect Speech
• John said, "I bought some books <i>yesterday</i> ."	→	John said that he had bought some books <i>the day before</i> .
• "I found these puppies last night," Said Emma.	→	Emma Said that she had found <i>those</i> puppies <i>the night before</i> .

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Latihan

1. Change the active sentence into the passive sentence with the same meaning.

a. Ricard writes the book.

b. Ron submitted the report.

c. Victoria will sing the song.

d. Emma has cleaned the room

2. Change the active sentence into the passive sentence. Complete the passive sentence by writing the subject.

a. SIMPLE PRESENT

Mr. Tom supports me. I am supported by Mr. Tom.

Mr. Tom supports Mike. _____ by Mr. Tom.

Mr. Tom supports us. _____ by Mr. Tom.

b. SIMPLE PAST

Mr. Tom supported me. _____ by Mr. Tom.

Mr. Tom supported them. _____ by Mr. Tom.

c. PRESENT PERFECT

Mr. Tom has supported Brian. _____ by Mr. Tom.

Mr. Tom has supported us. _____ by Mr. Tom.

d. FUTURE

Mr. Tom will support them. _____ by Mr. Tom.

Mr. Tom is going to support us. _____ by Mr. Tom.

3. Change the verbs into the passive in the same tense.

ACTIVE

PASSIVE

a. The movie inspired her.

She was inspired by the movie.

b. The movie didn't inspire her.

She wasn't inspired by the movie.

c. Did the movie inspire her?

Was she inspired by the movie?

- d. The noise will disturb other students. _____
- e. The noise won't disturb other students. _____
- f. Will the noise disturb other students? _____
- g. He has reported the results. _____
- h. He hasn't reported the results. _____
- i. Has he reported the results yet? _____
- j. The bad news shocks them. _____
- k. The bad news doesn't shock them. _____
- l. Does the bad news shock them? _____

4. Change the sentences into the passive. Write the "by-phrase" when it is necessary.

- a. The Minister of Agrarian Affairs made the new policy.

- b. The appointed officer estimates the land value.

- c. Some people criticized the land reform.

- d. Someone has created the land information system.

5. Change the direct sentences into indirect sentences

- a. Pedro said, "I will pick you up."
Pedro said
- b. "Do you need a ruler?" Annie asked.
Annie asked me if I
- c. Jennifer asked, "Where do you live?"
Jennifer asked me
- d. Tammy asked, "Are you sleepy?"
Tammy wanted to know

Rangkuman

The difference between active and passive sentences is in the emphasis of each sentence. In an active sentence, the emphasis or focus is on the subject or the action doer. The subject is mentioned at the beginning of the sentence. In a passive sentence, the focus is on the recipient. In the passive sentence, the agent (someone or something that does the action) is not mentioned unless the information is important. The passive sentence is commonly used in formal writing. There is only one form in making the passive from the active:

BE + PAST PARTICIPLE

The following examples aim at helping to be familiar with the form:

ACTIVE	PASSIVE
a) The minister <u>monitors</u> the land development.	a) The land development <u>is monitored</u> by the minister.
b) The minister <u>is monitoring</u> the land development.	b) The land development <u>is being monitored</u> by the minister.
c) The minister <u>has monitored</u> the land development.	c) The land development <u>has been monitored</u> by the minister.
d) The minister <u>monitored</u> the land development.	d) The land development <u>was monitored</u> by the minister.
e) The minister <u>was monitoring</u> the land development.	e) The land development <u>was being monitored</u> by the minister.
f) The minister <u>had monitored</u> the land development.	f) The land development <u>had been monitored</u> by the minister.
g) The minister <u>is going to monitor</u> the land development.	g) The land development <u>is going to be monitored</u> by the minister.
h) The minister <u>will monitor</u> the land development.	h) The land development <u>will be monitored</u> by the minister.
i) The minister <u>can monitor</u> the land development.	i) The land development <u>can be monitored</u> by the minister.
j) The minister <u>should monitor</u> the land development.	j) The land development <u>should be monitored</u> by the minister.
k) The minister <u>ought to monitor</u> the land development.	k) The land development <u>ought to be monitored</u> by the minister.
l) The minister <u>must monitor</u> the land development.	l) The land development <u>must be monitored</u> by the minister.
m) The minister <u>has to monitor</u> the land development.	m) The land development <u>has to be monitored</u> by the minister.
n) The minister <u>may monitor</u> the land development.	n) The land development <u>may be monitored</u> by the minister.

Direct and Indirect sentence is one of the expression in English. It can be in the form of written or spoken sentence. These kinds of sentence are used to quote or report someone's saying. Direct sentence quotes and reports someone's utterance directly. The word and sentence from the source in the quoted sentence doesn't change. Indirect sentence gives several changes in the quotation and report. The changes are related to the verbs, pronoun, and adverb of time of the sentence.

Tes Formatif

Choose True (T) or False (F) for the following sentences. Circle T if the sentence is correct. Then, circle F if the sentence is incorrect.

Active and Passive Sentences

1. The test is correct by the lecturer. (T/F)
2. The new shelf has bought by the officer. (T/F)
3. The program developed by the IT officer. (T/F)
4. The land is being measured by the students. (T/F)
5. The land value had investigate by the officer. (T/F)

Direct Sentences

Indirect Sentences

- | | | |
|--|--|-------|
| 6. "Drink plenty of water," the doctor said to me | The doctor told me to drink plenty of water. | (T/F) |
| 7. "Don't work too hard," I said to Joe. | I told Joe to work too hard. | (T/F) |
| 8. "Can you help me, please," Jackie said to me. | Jackie asked me to helping her. | (T/F) |
| 9. "I'm excited about my new job," said Allen | Allen said that he was excited about his new job. | (T/F) |
| 10. Fred asked me, "Can we still get tickets to the game?" | Fred asked me that we could still get tickets to the game. | (T/F) |

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Kunci Jawaban Tes Formatif

Modul I :

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. T
9. F
10. T

Modul II :

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. T
9. T
10. F

Modul III:

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. F
10. T

Modul IV:

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. F

Modul V:

1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F
9. T
10. F

Modul VI:

1. F
2. F
3. F
4. T
5. F
6. F
7. T
8. F
9. F
10. F

Modul VII:

1. T
2. F
3. F
4. F
5. F
6. T
7. T
8. F
9. F
10. T

Modul VIII:

1. F
2. F
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. F