

english

GRAMMAR and PRACTISE



ENGLISH GRAMMAR AND PRACTISE

MASNIATI MURNI RITONGA, M.Hum

RONI JULIANSYAH, M.Pd

ANDRYSYAH, M.Pd



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Penulis:

MASNIATI MURNI RITONGA, M.Hum

RONI JULIANSYAH, M.Pd

ANDRYSYAH, M.Pd

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Editor:

Nuris Dwi Setiawan, S.Kom., M.T

Penyunting:

Toni Wijanarko, S.Kom., M.Kom

Penerbit :

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Perum. Cluster G11 Nomor 17

Jl. Plamongan Indah, Kadungwringin, Kedungwringin

Pedurungan, Semarang

Tlpn. 081262770266

Fax . (024) 8317391

Email: isbn@yayasandpi.or.id

Hak Cipta dilindungi Undang Undang

Dilarang memperbanyak Karya Tulis ini dalam bentuk apapun.

PREFACE

Welcome to the book "English Grammar and Test." This book is a comprehensive guide to understanding and mastering English grammar and effective test preparation. In an increasingly interconnected world, the ability to communicate in English has become a valuable asset. Whether you are a student looking to improve your understanding of English grammar or a professional in need of English language proficiency for your career, this book is designed to assist you in achieving your goals.

This book covers various aspects of English grammar, ranging from the basics to advanced levels. You will find clear explanations and in-depth examples to grasp sentence structure, tenses, nouns, verbs, adjectives, and much more. We have also included practical test sections designed to assess your comprehension and prepare you thoroughly for various English language exams, including TOEFL, IELTS, or similar tests.

This book is the result of collaboration among several experienced writers, educators, and English language professionals. We believe that learning English is not just about memorizing rules but also about understanding context and applying that knowledge in real-life situations. Therefore, we have created a book that offers a holistic approach to understanding and confidently using the English language.

We hope this book will be your faithful companion on your journey to improving your English language skills. We would like to extend our gratitude to everyone who contributed to the creation of this book, and we hope that it brings abundant benefits to your English language endeavors.

Semarang, September 2023

Writer

LIST OF CONTENTS

Title Page.....	ii
Preface.....	iv
List of Contents.....	v
CHAPTER 1 ARTICLE	1
CHAPTER 2 : PASSIVE VOICE	16
CHAPTER 3 : MODALS	21
CHAPTER 4 : PHRASE	31
CHAPTER 5 : GRAMMAR	37
CHAPTER 6 : INVERTED SENTENCES	42
CHAPTER 7 : DERIVATIVES	51
CHAPTER 8 : APPOSITIVE	62
CHAPTER 9 : CAUSATIVE	71
CHAPTER 10 DEGREE OF COMPARISON	83
CHAPTER 11 GRAMMAR DERIVATIVES	90
CHAPTER 12 ELLIPTICAL SENTENCE	96
CHAPTER 13 : PAST TENSES	110
CHAPTER 14 : PAST CONTINUOUS TENSE	115
CHAPTER 15 : PAST PERFECT TENSE	120
CHAPTER 16 PAST PERFECT CONTINUOUS TENSE	125
CHAPTER 17 : PREFERENCE	131
CHAPTER 18 : PREPOSITION	138
CHAPTER 19 : TAG QUESTION	143
CHAPTER 20 : GRAMMAR THE USE ANOTHER	148

CHAPTER 1 : ARTICLE

1. INTRODUCTION

Articles are words that identify a noun as being specific or unspecific. Consider the following examples:

*After **the** long day, **the** cup of tea tasted particularly good.*

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

*After **a** long day, **a** cup of tea tastes particularly good.*

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

2. LEARNING OBJECTIVE.....

The definite article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to **the** party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you already know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article, *the*, used in context:

*Please give me **the** hammer.*

*Please give me **the** red hammer; **the** blue one is too small.*

*Please give me **the** nails.*

*Please give me **the** large nail; it's **the** only one strong enough to hold this painting.*

*Please give me **the** hammer and **the** nails.*

The indefinite article

The indefinite article takes two forms. It's the word **a** when it precedes a word that begins with a consonant. It's the word **an** when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea or category of a thing rather than a specific thing.

For example, you might ask your friend, "Should I bring **a** gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring **an** apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a particular apple pie. Your friend probably doesn't even have any pie yet. The indefinite article appears only with singular nouns. Consider the following examples of indefinite articles used in context:

*Please hand me **a** book; any book will do.*

*Please hand me **an** autobiography; any autobiography will do.*

Exceptions: using **a** or **an**

There are a few exceptions to the general rule of using **a** before words that start with consonants and **an** before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. Despite its spelling, the word *honor* begins with a vowel sound. Therefore, we use **an**. Consider the example sentence below for an illustration of this concept.

*My mother is **a** honest woman.*

*My mother is **an** honest woman.*

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use **a**, as in the sample sentence below:

*She is **an** United States senator.*

*She is **a** United States senator.*

This holds true for acronyms and initialisms too: **an** LCD display, **a** UK-based company, **an** HR department, **a** URL.

An article before an adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, use *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

*Eliza will bring **a small gift** to Sophie's party.*

*I heard **an interesting story** yesterday.*

Indefinite articles with uncountable nouns

Uncountable nouns are nouns that are impossible to count, whether because they name intangible concepts (e.g., *information, animal husbandry, wealth*), collections of things that are considered as wholes (e.g., *jewelry, equipment, the working class*), or homogeneous physical substances (e.g., *milk, sand, air*). Although most of these nouns are singular in form, because they refer to things that can't be isolated and counted, they never take **a** or **an**. Uncountable nouns can be modified by indefinite adjectives like *some*, however. Consider the examples below for reference:

*Please give me **a water**.*

Water is an uncountable noun and should not be used with the indefinite article.

*Please give me **some water**.*

If you describe the water in terms of a countable unit (like a bottle), you can use the indefinite article to modify the unit.

*Please give me **a bottle of water**.*

*Please give me **an ice**.*

*Please give me **an ice cube**.*

*Please give me **some ice**.*

Note that depending on the context, some nouns can be countable or uncountable (e.g., *hair*, *noise*, *time*):

*We need **a light** in this room.*

*We need **some light** in this room.*

Using articles with pronouns

Possessive pronouns—words like *his*, *my*, *our*, *its*, *her*, and *their*—can help identify whether you’re talking about specific or nonspecific items. As we’ve seen, articles also indicate specificity. But if you use both a possessive pronoun and an article together, readers will become confused. Articles should not be used with pronouns. Consider the examples below:

*Why are you reading **the my** book?*

The and *my* should not be used together, as they are both identifying the same noun. Instead, choose one or the other depending on the intended meaning:

*Why are you reading **the** book?*

*Why are you reading **my** book?*

Omission of articles

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before a noun that refers to an abstract idea. Look at the following examples:

*Let’s go out for **a dinner** tonight.*

*Let’s go out for **dinner** tonight.*

***The creativity** is a valuable quality in children.*

***Creativity** is a valuable quality in children.*

Tip: The words for many languages and nationalities are not preceded by an article.

*I studied **the French** in high school for four years.*

*I studied **French** in high school for four years.*

Tip: Sports and academic subjects do not require articles.

*I like to play **the baseball**.*

*I like to play **baseball**.*

*My sister was always good at **the math**.*

*My sister was always good at **math**.*

3. FORM

Indefinite article

Apa saja fungsi dari *indefinite article*?

- *A* atau *an* digunakan pada *indefinite articles*.
- Kata sandang ini digunakan pada hal yang tidak spesifik atau belum pernah diterangkan sebelumnya, meliputi: *person* (orang), *thing* (benda), maupun *idea* (pemikiran).
- Kata ini hanya digunakan sebelum *singular countable noun* (kata benda dapat dihitung tunggal).

Contoh:

- *He goes to the swimming pool twice a week.* (Dia pergi ke kolam renang dua kali seminggu.)
- *He studied at a reputable university in town.* (Ia belajar di universitas ternama di kota.)

A dan *an* merupakan kata sandang yang bisa diartikan menjadi “seorang” atau “sebuah”.

Lalu, bagaimana kita membedakan penggunaan *a* dan *an*? Kita harus melihat terlebih dahulu objek yang akan diterangkan.

Jika cara membaca objek menggunakan huruf vokal (a,i,u,e,o), kita harus menggunakan *an*.
Seperti: *apple*, *animal*, atau *elephant*.

Jika objek yang digunakan menggunakan huruf mati atau konsonan, kita harus menggunakan *a* sebagai artiklenya. Seperti: *Laptop*, *comb*, *phone*, dan sebagainya.

Namun, masih banyak yang keliru dan memiliki pertanyaan, “kok bisa penulisan *a university* bukan *an university*?”.

Sekali lagi, kita harus membacanya terlebih dahulu.

Walaupun *university* memiliki huruf vokal di depannya, namun cara membacanya adalah “yu” yang menggunakan huruf konsonan.

Hal ini juga berlaku dengan kata *hour* yang huruf h-nya dihilangkan sehingga kita menggunakan *an* untuk kata sandangnya.

Definite article

- *The* merupakan kata sandang yang digunakan pada *definite article*.
- *The* digunakan pada hal yang spesifik (telah jelas ataupun telah diterangkan sebelumnya) meliputi: *person* (orang), *thing* (benda), maupun *idea* (pemikiran).
- Kata ini digunakan sebelum *countable noun* (kata benda dapat dihitung) maupun *uncountable noun* (kata benda yang tidak dapat dihitung).

Contoh:

- *Please give me the hammer.* (Tolong berikan aku palu itu.)
- *There's a girl in front of the bookstore.* (Di sana ada seorang anak di depan toko buku.)
- *The place that I just visited is cozy.* (Tempat yang baru saya kunjungi sangat nyaman.)
- *"I like the girl," said John to Brian.* ("Aku menyukai gadis itu," ucap John kepada Brian.)

Zero article

Sebenarnya, selain ada dua jenis *article* di atas, ada juga *zero article* yang bisa diartikan adalah tanpa penggunaan kata sandang.

Sederhananya, setiap objek atau subjek tidak mutlak menggunakan kata sandang, ada juga beberapa hal yang tidak perlu ditambahkan kata sandang. Contohnya: Nama-nama bahasa, olahraga, *academic subject*, dll. Bagaimana contoh kalimatnya?

- *Can you speak Japanese?* (Dapatkah kamu bicara bahasa Jepang?)
- *Those children played football.* (Anak-anak itu bermain bola.)

4. QUICK READ

TEXT 1

In 2010, researchers estimated that 8 billion kg of plastic entered the ocean in a single year, and that number would sharply increase by 2025. When it enters the ocean, plastic waste disrupts marine ecosystems, travels to central locations, and forms a trash island which can cover an area of more than 1.6 million square km. These plastics never degrade, but rather break up into smaller sizes. They eventually become microplastics that stay in the environment for hundreds of years.

Scientists at the University of California San Diego have invented a new biodegradable material that is designed to replace the commonly used plastics. The material started to biodegrade in seawater within four weeks. The team found that various marine organisms colonize the material and break it into nutrients for *their* consumption.

The research of this new plastic is joined by experts in biology, chemistry, and marine science. They have shown that it is possible to make durable plastics that also can degrade in the ocean. Plastics should not be going into the ocean in the first place. But now, if they do, this new plastic can become food for microorganisms and not harmful trash.

TEXT 2

Plastic is everywhere and important to the growth of many industries, such as packaging, building, and automotive. About 83.5% of consumer products rely on plastic in some ways. Food without plastic packaging would spoil long before it reaches consumers' fridges. PVC pipes made of plastic are an essential building part that reduce leakage and corrosion to conserve water and energy. Plastics make cars dramatically lighter, which increases fuel efficiency.

Researchers have been working to improve the plastic recycling process since it was realized that plastic was harming the environment. Recycling plastic not only helps the environment and reduces trash, but it also creates more jobs. The recycling sector generates up to 30 times more jobs than the common disposal sector. In fact, Tellus Institute reports that over 1.5 million new jobs would be created if the national recycling rate could be increased to 75%.

Modern recycling techniques can transform plastic into more useful products. Some experts have seen the opportunity to make jet fuel from plastic. However, even a simple recycling strategy has commercial benefits. Over 3 million plastic bottles have already been converted into pillow fillers by IHG Hotels & Resorts. Customers are happy to sleep well and use a product that benefits the environment, according to IHG. And it is all thanks to plastic.

(Adapted from: <https://thisisplastics.com/economics/a-web-of-wealth-the-economic-benefits-of-plastics/>)

1. Which of the following statements is an opinion from Text 1?

- A. These plastics never degrade, but rather break up into smaller sizes.
- B. Recycling plastic not only helps the environment and reduces trash, but it also creates more jobs.
- C. Plastics should not be going into the ocean in the first place.
- D. They eventually become microplastics that stay in the environment for hundreds of years.
- E. Customers are happy to sleep well and use a product that benefits the environment.

2. What is the relationship between Texts 1 and 2?

- A. Text 1 discusses the biodegradable material used in many useful products explained in Text 2.
- B. Text 1 explains how biodegradable material can help improve the plastic recycling process discussed in Text 2.
- C. Both texts explain what scientists have done to provide plastics which do not harm the environment.
- D. Text 2 explains how new plastic material mentioned in Text 1 is recycled to create more jobs.
- E. Text 2 discusses the plastic recycling process that has been improved by the research findings explained in Text 1.

3. Based on information from the two texts, which of the following will most likely happen in the future?

- A. Plastic waste in the ocean is unavoidable.
- B. It is impossible to preserve customer food without biodegradable plastics.
- C. Disposing plastic waste into seawater will create more job opportunities.
- D. Marine organisms can be used to recycle plastics into pillows.
- E. There is no need to completely ban plastic usage from this world.

Text 1

You've been working and saving for decades for just this moment: retirement. Even though you may be ready to stop working full-time, now comes the hard part: letting yourself use your savings, since

you no longer will be bringing in that paycheck, which until now has covered your monthly expenses. Making the psychological shift from saver to spender is no small effort for most people.

“Now you have this lump sum and have to draw it down. For some it’s almost physically painful,” said David John, a senior strategic policy advisor. Unpredictable factors like market performance, life expectancy and health issues make spending your money easier said than done. That’s why people may be hesitant to tap their savings because they think, “I have X dollars and it has to last me my whole life, but I have a very uncertain future. So, if I touch that I’m *putting myself at risk*.”

Research shows that among retirees with savings, many do not draw down very much, choosing instead to live off fixed sources of funds, such as Social Security or pensions or income from part-time work they take up. A study found that the vast majority of retirees in America still have at least 80% of their savings after two decades in retirement. No doubt this is partly because they are among the last generation of workers to benefit from corporate pensions.

The psychological reluctance to tap one’s savings is a factor for most people regardless of their financial condition. It may become more acute for soon-to-be retirees as they face inflation, unstable markets and a lack of pensions, John said. They’re trying to figure out who they are now that their primary career is over and figuring out what they can and can’t do financially

Test 2

It’s hard to manage your money well in retirement unless you’re realistic about what you have. The first thing to do is to make a budget and sketch out a plan to cover your expenses.

Before retiring, keep track of your spending and regular expenses, like housing, food, health care, etc. Then assess how those expenses might change in retirement (e.g., if you plan to move to a less expensive home or area; and if your insurance costs will be subsidized by your old employer).

You should also consider paying for a child’s wedding, buying a car, or taking a major vacation. Then assess what fixed income you will have come in (e.g., Social Security or pension payments). The difference between your expected spending and your fixed income is the amount you will need to draw from your savings.

It would also help to consult with a professional. A financial advisor can help you strategize how to manage and use your money in the years ahead. The one common feeling is that people say they are overwhelmed with all the choices they need to make to live off their savings in retirement. With the different types of accounts many have, the potential for penalties and higher taxes if withdrawals are taken incorrectly and sorting out how their investments may need to shift for retirement income, it can be a lot for a new retiree to get their head around.

4. What is the main idea of Text 1?

- A. Life uncertainty is happening among newly retired people in America.
- B. There are some reasons why retirees use their savings.
- C. The retirees’ financial condition affects how much they are willing to spend their savings.
- D. Most retirees in America do not use their savings a lot in retirement.
- E. How the newly retired people spend their savings is quite similar.

5. Which of the following best restates the second sentence in Paragraph 1 in Text 2?

- A. Covering all costs is the first thing to plan in relation to budget expenses.
- B. Preparing a budget and drafting a plan of your costs is the first thing you should carry out.

- C. Planning and calculating the budget expenses is the first thing to be carried out.
- D. Drafting your plan that includes your costs should be done first to prepare a good budget.
- E. Budgeting and planning should be prepared first to be able to pay your costs.
6. The purpose of Text 2 is to .
- A. provide advice for newly retired people on how to manage their money in retirement.
- B. explain the process of managing your expenses during retirement
- C. explain how to get a professional financial advisor to manage your savings after you retire
- D. discuss what newly retired people should do to monitor their expenses
- E. argue which investment is the best for retirement income.
7. Which of the following statements shows the author's positive attitude toward an investment analyst?
- A. For some it's almost physically painful," said David John, a senior strategic policy advisor.
- B, No doubt this is partly because they are among the last generation of workers to benefit from corporate pensions
- C. They're trying to figure out who they are now that their primary career is over and figuring out what they can and can't do financially
- D. It's hard to manage your money well in retirement unless you're realistic about what you have.
- E. A financial advisor can help you strategize how to manage and use your money in the years ahead.

5. LETS PRACTICE

Make conversation group consist of 2 person speaking with article based on picture below



6. Assesment

Fill in the blank by Article an, an the, a, or no article

A cannon that once saluted a Sinhalese king and ___ diamond looted from ___ Indonesian sultan are among thousands of objects seized during ___ colonial era whose rightful owners Dutch authorities are intent on tracking down. But establishing who those owners are can be complicated, ___ national Rijksmuseum in Amsterdam argues.

It says at least 4,000 objects in its collections have clear ties to ___ country's colonial empire, which spanned some 300 years from the mid-17th century and whose main centers of power were in ___ Southeast Asia and the Caribbean.

Part II

1. I saw ___ very beautiful creature, but I don't know ___ name is.
2. ___ bird live in ___ cage. ___ cage is new.
3. I need ___ piece of paper.
4. Who is ___ owner of this book?
5. You have been 20, but you are still like ___ child.
6. I will go to ___ cinema with you.
7. Do you know what ___ capital city of Indonesia is?
8. Would you mind to wake me up in ___ morning?
9. Please, don't make ___ noise.
10. I have told you ___ American joke just now.
11. I don't know anything about ___ track records of my new governor.
12. Their mother is ___ tax consultant.
13. Would you like to tell me ___ best moment of your life?
14. There isn't ___ lot of furniture in my room.
15. ___ purpose of my life is living with you.
16. What is ___ answer of my question?
17. My father works as ___ engineer.
18. I prefer to choose ___ blue T-shirt rather than ___ red one.
19. Is your father still working in ___ old company?
20. I know who ___ murder is.
21. ___ sun is shining bright.
22. I will show you ___ reason why I am so excited.
23. My mother has ___ terrible headache.
24. Can you buy me ___ pair of shoes?
25. Do you want to see ___ interesting movie with me?
26. I know ___ problem between you and him.
27. Give me ___ change to fix this problem.
28. I have read ___ amazing life story.
29. ___ weather of today is quite unpredictable.
30. Is she ___ American?

7. Article's Multifchoice

1. My father buys.....car today

- a.a
- b.an
- c.also
- d.too

2. I eat.....cupcake from my mom

- a.an
- b.a

c.but

d.also

3.Diana reads.....newspaper today

a.an

b.a

c.the

d.but

4.I use.....uniform today

a.an

b.a

c.but

d.also

5.Cindy has..... new boyfriend

a.the

b.also

c.a

d.an

6.Is it.....new album of you?

a.an

b.a

c.the

d.either

7. My mom cooks.....delicious food

- a. an
 - b. either
 - c. a
 - d. the
-

8.beautiful doll is very expensive

- a. an
 - b. a
 - c. either
 - d. also
-

9.University that you want is very good

- a. an
 - b. a
 - c. either
 - d. also
-

10.man that you love is very kind

- a. an
 - b. a
 - c. either
 - d. also
-

11. I see....beautiful girl here

- a. an
- b. a

c.the

d.also

12.I drive.....car

a.an

b.the

c.a

d.also

13.I see.....teacher in the class

a.a

b.an

c.the

d.also

14.I know that he buyshouse in this area

a.an

b.a

c.the

d.also

15.....pill that you buy is very expensive

a.an

b.a

c.also

d.either

16.I see.....elephant in the zoo

- a.a
 - b.an
 - c.the
 - d.either
-

17.Diana sees.....apple in the refrigerator

- a.a
 - b.an
 - c.the
 - d.either
-

18.....car that you buy is very cheap

- a.an
 - b.a
 - c.eithe
 - d.also
-

19.She buys.....motorcycle here

- a.an
 - b.a
 - c.the
 - d.either
-

20.....orange is very important for your body

- a.an
- b.a

c.also

d.either

CHAPTER 2 : PASSIVE VOICE

1. DEFINITION OF PASSIVE VOICE

passive voice adalah bentuk kalimat yang muncul ketika mengubah objek menjadi subjek dalam kalimat. Artinya, subjek kalimat tak melakukan aksi, tetapi menjadi penerima aksi. Contoh dalam Bahasa Indonesia, kata kerja dalam kalimat pasif berawalan di-, seperti: disetir, disapu, dimakan, dan sebagainya.

2. LEARNING OBJECTIVE

Why do we use the passive voice?

We use the passive when we want to show that the person/thing experiencing the action, is more important than who or what is performing the action. (the subject)

So, in the passive voice, the most important thing or person becomes the subject of the sentence.

example (1): The computer will be repaired tomorrow

We are only interested in the computer, and when it is going to be repaired, NOT who is going to repair it.

example (2): The products are being transported using trucks.

We are only interested in the products, and how they are going to be transported, NOT who is going to transport them.

example (3): The new students were given a map of the university campus.

We are only interested in the new students, and the maps of the university campus, NOT who gave the students the maps.

Example (4)

The computer will be repaired tomorrow.

The products are being transported using trucks. The new students were given a map of the university campus.

3. FORM

present simple	Bread is made with flour.
present continuous	The bread is being made now.
past simple	The bread was made this morning.
past continuous	The bread was being made while I was out collecting supplies.
present perfect	The bread has been made .

past perfect	The bread had been made by the time I arrived back to the restaurant.
future (will)	The bread will be made in the morning.
future (going to)	The bread is going to be made in the morning.
future perfect	The bread will have been made by 9am.
Modals	The bread should have been made this morning. (The bread must be made early.)
-ing	The bread is being eaten now.
present infinitive	The bread is to be made first thing in the morning.

4. QUICK READ

Hospitality is natural in my village. Guests arrive at any time of the day or night and they are always welcome. Nobody asks them, 'Why have you come?' or 'How long are you going to stay?' They become a part of the family. The villages are delighted to receive guests. They are fed, clothed and given presents. When guests arrive they are offered a pot of water to wash their hands, face, and feet. Then they are given mat or a chair to sit on.

Previously, sherbet was offered, but now it is the custom to give a cup of tea, a depending on the time of the day. Guests are never asked "Have you eaten?" or "Would you like something to eat or drink?" Food is placed before them and it is impolite for guests to refuse. Hospitality means giving yourself completely to guests and strangers.

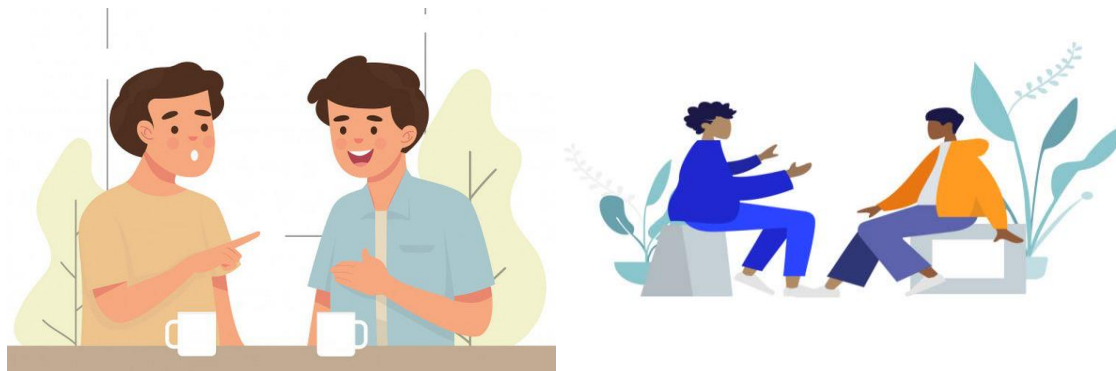
1. What is the topic of the paragraph?
2. What is the main idea of the text?
3. What any message we can amplop
4. What is the true and false from the text
5. Give the conclusion ofrom the text

Part I

Finding out the "Passive Voice" in the text

5. LETS PRACTICE

Make conversation group consist of 2 person speaking with Passive voice based on picture below



6. Assesment

Complete the second sentence, so that it has the same meaning as the first, but in the passive

Do not use more than five words to fill the gaps.

1. Teachers require the students to watch an educational video on the new subject.

The students _____ an educational video on the new subject.

2. My bank manager is signing the document as we speak.

The document _____ as we speak.

3. Many people will be celebrating the football team's victory in the streets tonight!

The football team's victory _____ in the streets tonight.

4. People have been giving out emergency medical supplies to the villagers.

Emergency medical supplies _____ to the village

7. Passive Voice's Multifulchoice

1. They translated some old documents last week. What is the passive form of this sentence?

- A) Some old documents are translated by them last week.
- B) Some old documents have been translated by them last week.
- C) Some old documents were being translated by them last week.

- D) Some old documents were translated by them last week.
- E) Some old documents been translated by them last week.

2. The important email has been sent by my secretary. What is the active form of this sentence?

- A) My secretary was sending the important email
- B) My secretary sends the important email
- C) My secretary is sending the important email
- D) My secretary has been sending the important email
- E) My secretary has sent the important email

3. We'll be visiting our grandmother next week. What is the passive form of this sentence?

- A) Our grandmother will be being visited by us next week.
- B) Our grandmother will be visited by us next week.
- C) Our grandmother would be visited by us next week.
- D) Our grandmother would be being visited by us next week.
- E) Our grandmother would have been visited by us next week.

4. We can see many beautiful paintings in this exhibition. They were by famous Indonesian painter.

- A) Painting
- B) Painted
- C) Paint
- D) Be Painting
- E) Being painting

5. Two tents for our camping would by my mother.

- A) Being bought
- B) Been bought
- C) Be bought
- D) Bought
- E) Been buying

6. They cancelled all flights because of fog. The passive form of the sentence is, because of fog....

- A) All flights had cancelled
- B) All flights were cancelled
- C) All flights have been cancelled
- D) They be cancelled
- E) They are being cancelled

7. A well known architect is designing our new office. The passive form of the above sentence is, Our new office by a well known architect.

- A) Design
- B) Designed
- C) Be designing
- D) Is designed
- E) Is being designed

8. Jupiters four moons through a telescope by Galileo.

- A) Were first viewed
- B) First viewed
- C) Had been first viewed
- D) Were being first viewed
- E) First being viewed

CHAPTER 3 : MODALS

1. DEFINITION OF MODALS

Modals disebut juga sebagai kata kerja bantu atau kata kerja ganti. Modals di sini bisa juga disebut dengan Modal Auxiliary Verbs atau Modal Verbs yaitu kata kerja bantu. Modals digunakan untuk membantu menerangkan apakah suatu hal tersebut merupakan suatu keharusan, kemungkinan, izin, kebutuhan, kewajiban, dan sebagainya. Semua jenis modals selalu diikuti dengan kata kerja bentuk pertama (Verb 1).

2. LEARNING OBJECTIVE

1. Will yang artinya “akan”

Modal will digunakan untuk mengekspresikan:

- Peristiwa di masa depan yang berarti “akan” atau sesuatu yang belum terjadi dalam bentuk Future Simple Tense. Selain itu, will memiliki arti yang sama dengan be going to.

Contoh: I will do the homework (Saya akan mengerjakan PR).

- Menawarkan sesuatu atau meminta dengan sopan

Contoh: Will you help me to sweep the floor? (Maukah kamu membantu saya untuk menyapu lantai?)

2. Shall yang artinya “akan”

Modal shall digunakan untuk mengekspresikan:

- Peristiwa di masa depan yang berarti “akan” atau sesuatu yang belum terjadi dalam bentuk Future Tense.

Contoh: I shall tidy up the bookshelf (Saya akan merapikan rak buku).

- Suatu janji

Contoh: I shall accompany my mom this evening (Saya harus menemani ibu saya sore ini).

- Menawarkan bantuan

Contoh: Shall I carry your book? (Haruskah saya membawa bukumu?)

3. Must yang artinya harus atau wajib

Modal must digunakan untuk mengekspresikan:

- Keharusan/kewajiban

Contoh: You must obey the rules (Kamu harus mematuhi peraturan).

- Gunakan need not atau needn't bukan must not atau mustn't untuk bentuk negatif dari must atau ekspresi untuk menjawab pertanyaan dari suatu kalimat tanya.

Contoh:

Q: Must I join the English class? (Haruskah saya mengikuti kelas Bahasa Inggris?)

A: Yes, you must/Yes, you need.

- Menunjukkan larangan atau sesuatu yang tidak diperbolehkan dengan must not/mustn't

Contoh: You must not cheat on the exam (Kamu tidak boleh menyontek saat ujian).

- Must yang berarti sama dengan have to

Contoh: You must water the plants (You have to water the plants), memiliki arti yang sama yaitu kamu harus menyirami tanaman.

- Modal must tidak memiliki bentuk past tense. Maka dari itu, "had to" digunakan untuk mengungkapkan bentuk lampau dari must karena memiliki arti yang sama. Selain itu, "had to" memiliki bentuk yang sama untuk semua objek.

Contoh: I had to prepare stationery before yesterday's exam (Saya harus menyiapkan alat tulis sebelum ujian kemarin).

4. May yang artinya boleh atau mungkin

Kata kerja bantu yang artinya boleh atau mungkin, digunakan untuk mengekspresikan:

- Permintaan izin

Contoh:

Q: May I borrow your umbrella? (Bolehkah saya meminjam payungmu?)

A: Yes, you may (Iya, silahkan).

- Harapan atau permohonan

Contoh: May you be surrounded by good people (Semoga kamu dikelilingi oleh orang-orang baik).

5. Should atau ought to yang artinya seharusnya.

Modal ini digunakan untuk mengekspresikan:

- Kata kerja bantu yang berarti seharusnya atau sebaiknya

Contoh: She ought to submit the assignment punctually (Dia seharusnya mengumpulkan tugas tepat waktu).

- Pekerjaan atau tugas yang tidak terpenuhi, tidak terselesaikan atau terabaikan terutama dari batas waktu yang telah ditentukan.

Contoh: The task ought to have been finished two days ago (Tugas itu seharusnya sudah selesai dua hari yang lalu).

6. Can yang artinya dapat

Modal ini digunakan untuk mengekspresikan:

- Kemampuan atau keterampilan seseorang

Contoh: I can play guitar (Saya bisa bermain gitar).

- Meminta izin

Contoh: Can I turn on the AC? (Bolehkah saya menyalakan pendingin ruangan?)

- Suatu kemungkinan

Contoh: He can be late (Mungkin dia terlambat).

3. FORM

1. Modal Present

Subject + Modal Present + Verb 1

(Modal present terdiri dari can, will, shall, may, should, must)

2. Modal Past

Subject + Modal Past + Verb 1

(Modal past terdiri dari could, would, should, might, must/had to)

3. Modal Perfect

Subject + Modal Perfect + Have + Verb 3

(Modal perfect terdiri dari should have, must have, could have, might have)

4. QUICK READ

Researchers have **debunked** the myth that extreme sportsmen and women are adrenalin junkies with a death wish. According to Professor Brymer from Leeds Beckett University, there had been a gross misunderstanding of what motivates people to take part in extreme sports. Many write it off as an activity for adrenalin junkies.

His research has shown that people who engage in extreme sports are anything but irresponsible risk-takers with a death wish. They are highly trained individuals with a deep knowledge of themselves, the activity, and the environment. They usually do the activity to have a life-enhancing experience. The experience is very hard to describe in the same way that love is hard to describe. For example, BASE jumpers talk about being able to see all the colours and nooks and crannies of the rock as they zoom past at 300km/h. Meanwhile, extreme climbers feel like they are floating and dancing with the rock.

Professor Schweitzer said understanding motivations for extreme sports was important to understand human. In fact, extreme sports participation facilitates more positive psychological experiences and expresses human values. These include humility, harmony, creativity, spirituality, and a vital sense of self.

He added that extreme sports participants found it hard to put their experiences into words. Thus, the research project had taken a new approach to understanding the data. His research team did not employ a theory-based approach which may make judgements that do not reflect the lived experience of extreme sports participants. Instead, they took a phenomenological approach. By doing so, they were able to conceptualize such experiences. They could also investigate the choices to engage in activity which may lead to death. However, such experiences have been shown to be affirmative of life and the potential for transformation. Extreme sports have the potential to induce powerful states of consciousness. ... and provide a further glimpse into what it means to be human.

1. The paragraph preceding the passage most likely discusses

- (A) types and examples of extreme sportsmen and women
- (B) news coverage on incidents linked to extreme sports athletes
- (C) the rising trend of people taking part in extreme sports
- (D) circulating sportsmen and women rumours about adrenalin junkies
- (E) results of earlier studies on extreme sports accidents

2. The word 'debunked' in paragraph 1 in the passage is closest in meaning to

- (A) *corrected*
- (B) *disproved*
- (C) *neglected*
- (D) *discontented*
- (E) *deconstructed*

3. From paragraph 1, the author of the passage is trying to convey that

- (A) *doing extreme sports may cause death*
- (B) *extreme sports can lead to addiction to adrenalin*
- (C) *extreme sports can be played by men and women*
- (D) *extreme sports are only played by adrenalin junkies*
- (E) *the motivations of extreme sports athletes have been mistaken*

4. The author describes the intentions behind people's participation in extreme sports most effectively in paragraph

- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 3 and 4

5. According to Professor Schweitzer, examining people's ... behind doing extreme sports can aid us in making sense of humans.

- (A) *drive*
- (B) *concern*
- (C) *courage*
- (D) *pleasure*
- (E) *excitement*

6. Extreme sports ... allow their participants to achieve a positive state of mind and demonstrate virtues.

- (A) might
- (B) should
- (C) must
- (D) would
- (E) shall

7. In the passage there are statements like these:

His research team did not employ a theory-based approach which may make judgements that do not reflect the lived experience of extreme sports participants. Instead, they took a phenomenological approach. By doing so, they were able to conceptualize such experiences.

Based on the statements above, if the research team had taken a theory-based approach, they ... sheer details in the extreme sports participants' experiences.

- (A) will not uncover
- (B) would not uncover
- (C) will not have uncovered
- (D) would not be uncovered
- (E) would not have uncovered

According to UNODC's World Drug Report 2021, cannabis potency has quadrupled in some parts of the world over the last two decades. Meanwhile, the percentage of adolescents who perceived the drug as harmful fell by as much as 40 per cent. This perception gap prevails despite evidence that cannabis use is associated with a variety of health and other harms. This is especially among regular long-term users.

Moreover, most countries have reported a rise in the use of cannabis during the pandemic. "Lower perception of drug use risks has been linked to higher rates of drug use. The findings of UNODC's 2021 World Drug Report highlight the need to close the gap between perception and reality to educate young people and safeguard public health," said UNODC Executive Director, Ghada Waly.

The COVID-19 crisis has pushed more than 100 million people into extreme poverty. It has greatly exacerbated unemployment and inequalities as the world lost 255 million jobs in 2020. Mental health conditions are also on the rise worldwide. These factors have the potential to encourage a rise in drug use disorders. Moreover, changes have already been observed in drug use patterns during the pandemic. This includes increases in the use of cannabis and the non-medical use of pharmaceutical sedatives. Underlying socioeconomic stressors have also likely accelerated demand for these drugs.

In parallel, the report reveals that drug traffickers have quickly recovered from initial setbacks. These initial setbacks have been caused by lockdown restrictions. The drug traffickers are operating at pre-pandemic levels once again. The rise in the use of technology and cryptocurrency payments which are used to operate outside the regular financial system drives it.

Access to drugs has also become simpler than ever with online sales. Major drug markets on the dark web are now worth some \$315 million annually. Contactless drug transactions such as through the mail are also on the rise. A trend is possibly accelerated by the pandemic. Drug traffickers are now agile and adaptable in using new online platforms to sell drugs and other substances. The combination of this situation and rapid technological innovation may increase the availability of illicit drugs.

8. Which of the following best restates the sentence “This perception gap prevails despite evidence thatcannabis use is associated with a variety of health and other harms.” in paragraph 1?

- (A) The perception of the danger of cannabis on a variety of health and other harms varies.*
- (B) There is a perception that cannabis is beneficial although it has a variety of health and other harms.*
- (C) Despite evidence indicating cannabis use is linked to health and other consequences, the perception gap persists.*
- (D) Cannabis proves its positive impact on health and other harms, therefore, its use keeps increasing.*
- (E) The views about cannabis keep changing whereas its use is still associated with destruction.*

9. The word “it” in the last sentence of paragraph 4 refers to the

- (A) drug traffickers' operation*
- (B) recovery from initial setbacks*
- (C) cause of lockdown restrictions*
- (D) rise of the technology use*
- (E) regular financial system*

5. LETS PRACTICE

Make conversation group consist of 2 person speaking with Modals based on picture below



6. Assesment

PART 1

Circle the Correct Modal in Each Sentence (Can, Can't, Could and Couldn't). after that make 3 sentence every number

1. We (can - can't - could - couldn't) speak English well because our grandfather is a British.
2. A year ago, Laura (can - can't - could - couldn't) get in contact with her brother because he changed his number.
3. (can - can't - could - couldn't) you join me to go to Lisa's birthday party tomorrow? It'll be fun if we go together.
4. I was smart before. I (can - can't - could - couldn't) do algebra when I was 8 years old.
5. (can - can't - could - couldn't) you play piano for me?

6. Mr. Young (*can - can't - could - couldn't*) attend the meeting because he's sick.
7. Naura is wearing glasses. She (*can - can't - could - couldn't*) see things clearly.
8. Rianti was very busy. She (*can - can't - could - couldn't*) exercise regularly.
9. The building is close. We (*can - can't - could - couldn't*) come inside.
10. The rain (*can - can't - could - couldn't*) be worse this afternoon.

PART II

1. I (*will - won't - would - wouldn't*) buy new bag if I had enough money.
2. My mom (*will - won't - would - wouldn't*) fly to Singapore. She has an invitation to attend.
3. Ruli and Yuna (*will - won't - would - wouldn't*) celebrate their birthday together because it's on the same day.
4. Raisa (*will - won't - would - wouldn't*) lend Fay money. Fay never pay back.
5. (*will - won't - would - wouldn't*) you like pizza or pasta for dinner?
6. My baby (*will - won't - would - wouldn't*) sleep well last night. I'm tired and sleepy now.
7. Dad (*will - won't - would - wouldn't*) come home early. He's stuck in traffic jam.
8. I (*will - won't - would - wouldn't*) like to eat dessert, please!
9. (*will - won't - would - wouldn't*) you mind helping me with my stuff? It's so heavy.
10. I'm tired. I think I (*will - won't - would - wouldn't*) go to bed now.

Part III

1. Nadhira rest well last night. She felt fresh when she woke up.
a. can't
b. can
c. could
d. couldn't
2. When the meeting be held?
a. will
b. would
c. can
d. could
3. If I were you, I accept his apology.
a. would
b. could
c. will
d. can
4. Gary doesn't speak clearly. I hear his voice.
a. can
b. could
c. can't
d. couldn't

5. Januar participate in Mathematics competition this year.
 - a. would
 - b. can
 - c. could
 - d. will
6. Tantri is rich. She help us to pay or debt.
 - a. can't
 - b. will not
 - c. can
 - d. will
7. My daughter make her own bed when she was 10.
 - a. will
 - b. will not
 - c. can
 - d. could
8. you please open the window? It's hot.
 - a. will
 - b. will not
 - c. would
 - d. would not
9. Mr. Hardy sell his car. He needs money for his son's treatment.
 - a. can
 - b. will
 - c. can't
 - d. will not
10. Edo broke his leg. He walk for now.
 - a. can
 - b. can't
 - c. will
 - d. will not
11. I regret that I take care of my parents when they were alive.
 - a. will not
 - b. would not
 - c. can't
 - d. couldn't
12. What you like to have for lunch? Rice or the other?
 - a. would
 - b. will
 - c. can
 - d. could
13. you pass me the pepper?
 - a. can
 - b. will
 - c. won't
 - d. can't
14. I teach at remote area in my town. I feel sympathize with the children there.
 - a. will not
 - b. would not
 - c. will
 - d. would

15. If Roman trained hard, he win National Taekwondo championship.

- a. can
- b. could
- c. can't
- d. couldn't

CHAPTER 4 : PHRASE

1. Introduction

Phrase is a group of words used as a single part of speech.

Keywords

1. **Noun Phrase** : Pretty woman, handsome man, shabby apartment.
2. **Verb Phrase** : Carefully moved, talk secretly, will go.
3. **Hyphenated Phrase** : Twenty-year-old cousin, sugar-free beverage.
4. **Prepositional Phrase** : Into the water, at two o'clock, by a foot.
5. **Multiple Order Phrase** : Ugly small thin dirty old red stripped Italian cotton bag.

2. Learning Objectives

1. To describe noun phrase

- ✓ They met a **strict janitor** last week.
- ✓ He knows some **popular attractions** in Medan.
- ✓ They look for more **prestigious jobs**.
- ✓ He is an **ardent student**.

2. To describe verb phrase

- ✓ We **will do** a research program in Linguistics.
- ✓ He **has noticed** the existence of something in the room.
- ✓ You **are going to** share some projects plan to the visitors.
- ✓ She **had worked** really hard for the school.

3. To describe hyphenated phrase

- ✓ I have **five-day training** in Jakarta.
- ✓ They really **fond of sugar-free beverages**.
- ✓ Mark will join a **computer-aided test**.
- ✓ They are such **good-looking guys**.

4. To describe prepositional phrase

- ✓ I dived **into the water**.
- ✓ The train will arrive **at 5 P.M.**
- ✓ He missed the target **by a foot**.
- ✓ By chance he met her **yesterday**.

5. To describe multiple order phrase

- ✓ I have found a **unique, small, yellow, Indonesian fruit** on the street.
- ✓ They buy **some interesting, black, Persian cat** in the market.
- ✓ She endorses **an attractive, new, regular diet program**.
- ✓ We love **luxurious, red, Japanese car** in the exhibition.

3. Formula

PHRASE	FORMULA
Noun Phrase	<ol style="list-style-type: none"> 1. Article + Noun 2. Article + Adjective + Noun 3. Adverb + Adjective + Noun 4. Quantifier + Noun 5. Noun + Noun
Verb Phrase	<ol style="list-style-type: none"> 1. Verb + Adverb 2. Adverb + Verb 3. To be + Verb + Adverb 4. Auxiliary + Verb
Hyphenated Phrase	<ol style="list-style-type: none"> 1. Number + Noun + Adjective + Noun 2. Noun + Adjective + Noun 3. Noun + Participle + Noun 4. Adjective + Participle + Noun
Prepositional Phrase	<ol style="list-style-type: none"> 1. Noun + Preposition + Noun 2. Noun + Verb + Preposition 3. Adjective + preposition
Multiple order Phrase	<ol style="list-style-type: none"> 1. Determiner : a, an, the, my, your, etc. 2. Opinion : delicious, lovely, nice, etc. 3. Size : big, huge, tiny, small, etc. 4. Shape : round, square, long, etc. 5. Condition : clean, wet, rich, hungry, etc. 6. Age: new, old, young, antique, etc. 7. Color: purple, yellow, red, black, etc. 8. Pattern: flowery, zigzag, spotted, etc. 9. Origin: American, Arabic, Turkish, etc. 10. Material: gold, wooden, synthetic, etc. 11. Purpose: gardening, sliding, riding, etc. 12. Noun: Car, House, Book, etc

4. Quick Read

Measles, a childhood disease, has caused suffering to mankind for thousands of years. However the search for an effective measles vaccine lasted two hundred years and has finally ended in success. Now, for the first time, measles is preventable disease. You may ask, ‘How is this important to children?’

Every year measles kills twice as many Americans polio now does. More children die from measles from any other common childhood disease. Also compilations of some degree

occur in about one childhood out of six. Most complications include pneumonia and ear disorders. Another after-effect of measles-brain damage- is less common, but it can have such serious consequences that it deserves special attention.

Brain damage due to measles sounds like something far away from our experience. In reality, is not. Like any other injury, damage to the brain can be very slight or very severe. It is quite possible that we have never seen or heard a child who has severe brain damage- the childhood would either have died or would be in an institution. However, in medical research a relation has been found between measles and such things as behavior problems, personality changes and dulling of mental ability. For example, a child may be bad – tempered or a little slow to learn after he has recovered measles.

Read and answer **'True'** or **'False'** to each statement.

1. Measles is an ancient disease.
2. Polio kills twice as many American measles now does.
3. Cold is one of the Measles problems.
4. Ear disorders is an after-effect of Measles.
5. Slow-learning problem is obtained after measles recovery.

Read and answer the questions!

1. What is measles?
2. Who had suffered from Measles thousand years ago?
3. What did the expert try to search hundred years ago?
4. What is the average age of children who are vulnerable to Measles?
5. What are the complication problems of Measles?
6. What will happen if a child gets severe brain damage?
7. What are the possible after effect of measles?
8. Is measles preventable disease nowadays? Why?
9. Is an Alzheimer after effect of measles? Why?
10. What field of study is concerned to the text above?

5. Lets Practice

Describe the following pictures based on the suitable multiple order phrase.



6. ASSESSMENT

Part A: Choose one of the best answers to the following questions

1. Last spring, Mr. Kayan met ____ in this port.
 - a. A small thin Canadian lady
 - b. A small Canadian thin lady
 - c. A thin Canadian small lady
 - d. A thin small Canadian lady

2. My sister has a ____ baby.
 - a. Two-months-old
 - b. Two-months-olds
 - c. Two-month-old
 - d. Two-month-olds

3. We need a great deal of money to build ____
 - a. The most artistic small new green wooden house
 - b. The most small new artistic green wooden house
 - c. The small new green most artistic wooden house
 - d. The most wooden small new artistic green house

4. She received _____ in Germany as a deaconess of Kaiserwerth.
 - a. Four-months-training
 - b. Four-months training
 - c. Four-month training
 - d. Four month-training

5. __are purchased by individuals trying to lose weight.
 - a. Artificially-sweetened beverages
 - b. Artificially-sweetened-beverages
 - c. Artificially sweetened beverages
 - d. An artificially-sweetened beverages

6. My best friend has compiled a _____ book.
 - a. Three-hundred-page
 - b. Three-hundred pages
 - c. Three-hundred-pages
 - d. Three hundred pages

7. As global citizens, it's our responsibility to ____ about the issues and attempt to come up with solutions to the problems plaguing education.
 - a. Critically think
 - b. Think critic
 - c. Think criticize
 - d. Thinking critically

8. In the living room there was ____
 - a. Wooden round large beautiful table
 - b. Round large wooden beautiful table
 - c. Large beautiful round wooden table
 - d. Beautiful large round wooden table

9. Winnie, ____, became everlasting in the stories of Winnie the Pooh and C. Robin.
 - a. It is an American black bear
 - b. Which is a bear black American
 - c. Was a black American bear
 - d. A black American bear

10. It was a small beautifully proportion room with ____
- A three hundred-sixty-degree-view
 - A three-hundred-sixty-degree-view
 - A three hundred sixty degree view
 - A three hundred-sixty-degree view

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

- Our new TV came with a ninety-days warranty

A
B

on all electrical components.

C
D
- A five-thousand-dollars reward was offered for

A
B
C

the capture of the escaped criminals.

D
- Bella wants to have much fund from the bank

A
B

to buy an expensively-lovely-house.

C
D
- Two-million Rupiah are a reasonable price for

A
B
C

second-hand PC Tablet.

D
- He recently married a Greek young beautiful woman.

A
B
C
D

Part C: Identify the Phrases and name them from the following sentences.

Example: He **will do** his homework tomorrow (Verb Phrase).

- We will commence a four-day training to upgrade the employee skills.
- He will make an appointment with a beautiful young doctor to consult his health condition.
- One of the most famous four-legged animals is horse which is also known as one of the fastest animal in the world.
- When my sister lived in Mexico, she liked cooking spicy chicken noodles.
- This food taste is awfully bad.

1. Introduction

THE USE OF OTHER

USING ANOTHER

Another is used with singular countable noun. It means one more, an alternative. It is nonspecific.

Example Sentences

- “Give me **another** book,” he said.
- I hear that her mother is in **another** city.
- She has **another** sister.

USING THE OTHER

The other is used with singular noun, plural noun, countable noun or uncountable noun. It means second of two things, people or animals.

Example Sentences

- Did you see **the other** book that I bought?
- Mary and Samuel are here, but where are **the other** kids?
- She walked around to **the otherside**.

USING OTHER

Other is used with plural or uncountable noun. It means different, additional or extra. It is nonspecific.

Example Sentences

- We're married to each **other**.
- I want you to return the book I lent you the **otherday**.
- Apple doesn't provide technical support for apps created by **other** developers.

2. Learning Objectives

CHOOSING OTHER or OTHERS

When OTHER goes with a noun it is never plural because it is an adjective. But when it doesn't go with a noun, then it is a pronoun, and it may be singular or plural like any other noun.

Remember also that when it is a pronoun we can add ONE (and we certainly prefer that for the singular), but in that case ONE takes the plural and OTHER behaves like an adjective, so it is never plural (~~OTHERS ONE~~ - ~~OTHERS ONES~~ - OTHER ONES).

We can't use the pronoun ONE for uncountable nouns, so in that case we use SOME (and we also prefer SOME OTHER).

- **Adjective** (other)

1. I need another pencil
 2. Do you have other books?
- These are the other friends I told you about.

Pronoun (other/others):

- This glass is broken, I need another. = This glass is broken, I need another one. (better)
- This wine is terrible, bring me other. = This wine is terrible, bring me some other. (better)
- Here are 5 chairs. Do you need any others? = Here are 5 chairs. Do you need any other ones?
- Put some boxes here and the others in the garage. = Put some boxes here and the other ones in the garage.

Note: for the countable singular pronoun it is possible to use "other" (*I have 2 chairs but I need 3. Give me other*), but that is not common and complicates the rules we have here, so you'd better forget about it and use "another" or, better still, "another one".

3. Formula

Other... Another... Others... These words are very confusing for students of English, let's explain the difference, it's not that difficult. First we need to make a few points clear:

● **ANOTHER** = An + Other → So you must apply the rules of usage for the indefinite article A/AN.

● **OTHERS** is a plural form → Remember that only nouns have plural in English, adjectives/determiners have no plural so you can't use OTHERS when it goes in front of a noun. You can only use it if it is a plural pronoun.

● **OTHER ONE/S** or **SOME OTHER** → If we use it as a pronoun, we can use just OTHER/S, but we can also add the pronoun ONE/S for countables and SOME for uncountables: *The others are broken* = *The other ones are broken* / *Not this wine, I'll try other* = *I'll try some other*

OTHER with the indefinite article

WITH A NOUN				ALONE			
		Countables	Uncountables			Countables	Uncountables
singular		another book		singular		another (one)	
plural		(some) other books	(some) other wine	plural		- (some) others - (some) other ones	(some) other



Careful with the pronunciation: **OTHER** /ˈʌðə*/ **ANOTHER** /əˈnʌðə*/

4. Assessment

CORRECT THE ERRORS!

1. **One of** the countries I would like to visit is Sweden. **Another is** Mexico. Of course, besides these two countries, there are many **another** places I would like to see

2. I got three letters. **Another** was from my father. **Others one** was from my sister. **Anothers** letter was from my girlfriend.
3. I invited five people to my party. Of those five people, only John and Marry can come. **Another** people cant come.
4. One of the most important inventions in the history of the world was printing press. **The other** was the electric light. **One** were the telephone, television and the computer
5. They have three children. **Anothers** has graduated from college and has a job. **Others** is at Yale University. **Others** is still living at home.

Supply a form of 'other' in the blanks

1. Louis and I have been friends for a lonng time. We've known.....since we were children
2. In the Soutwest there is a large area of land that has little or no rainfall, no trees and very few plants.....than cactuses. In.....words, this area of the country is the desert
3. Thank you for inviting me to the picnic. I'd like to go with you, but I've already madeplans
4. Could I borrow your pen? I need to write a check, but I have nothing to write with.....than pencil.
5. A: How often do you travel to Portland?
B: Every.....month

READING COMPREHENSION

CHOOSING A RESTAURANT

Most cities have hundreds of restaurants, so travelers have many oprations. Fast food restaurants are good for people who don't have a lot of time. These restaurants make your food very quickly and some even have drive-through service. Here the waitstaff takes your order and brings your food to you. A steakhouse is another type of restaurant. It offers many cuts of meat. Restaurants serve different types of cuisines. For example, indian cuisine has a lot of vegetarian dishes. Before you choose a restaurant, look at a guide that contains ratings. A restaurant with better food and service receives more stars

1. What is the text mainly discussed about?
 - a. Fast food restaurant
 - b. A steakhouse
 - c. Vegetarian dishes
 - d. Types of cuisine

2. Why do people like fast food
 - a. Easy to serve
 - b. Nice
 - c. They don't have a long time to eat
 - d. To modernize life
3. What is the best tips to choose a restaurant?
 - a. Look at the types of food served at restaurant
 - b. Consider the price of the food
 - c. Look at a guide contains ratings
 - d. Look at your best menu

Read and mark the statement with True (T) or False (F)

1.Fast-food restaurants offer food for people who don't eat meat
2.a restaurant with a high rating has good service and food
3.steakhouses often has drive-through service

VOCABULARY

Match the words (1-6) with the definitions (A-F).

- | | |
|-------------------------|---------------------|
| 1 ___ family restaurant | 4 ___ drive-through |
| 2 ___ steakhouse | 5 ___ cuts |
| 3 ___ waitstaff | 6 ___ cuisine |

- A** a restaurant that serves different types of meat
B a restaurant that welcomes children and adults
C different types of meat
D restaurant workers who serve customers
E a type of restaurant service in which customers receive their food in their car
F the style of food from a place

WRITING

Read the statements. They are descriptions of something that occurs in the morning. The same situation occurs at night. Write the situation at night using 'others'

1. Several students read a newspaper in the morning
2. Sixteen students go out on Saturday night
3. Some teachers teach in the morning
4. Many students brush their teeth in the morning
5. Many parents read newspaper in the morning
6. Some babies drink milk in the morning
7. John and his friends study English in the morning
8. Do many mothers bake cakes in the morning?
9. The employees write letters in the morning
10. Every couple eat in the restaurant in the morning

LISTENING

Watch and listen to this video!

https://www.google.com/search?sxsrf=AB5stBjqiaTs0D2px5n6L9wk5WjqM5Ycsg:1689139854580&q=speech+about+inversion&tbm=vid&sa=X&ved=2ahUKEwiguleouliAAxV77TgGHdBOB_sQ0pQJegQISBAB&biw=1024&bih=444&dpr=1#fpstate=ive&vld=cid:40531811,vid:nbdBqOjyIP4

, then answer these questions

1. What does the speaker say about inversion?
2. List out the types of inversion explained in that video
3. Write the sample of inverted sentences given in that video.

PRETEST

Direction. Identify whether the sentences are correct or incorrect.

1. Almost never I met him in such an informal situation.
2. Behind the mountains are the man"s house.
3. Barely he has passed the math exam the professor gave.
4. Nowhere mosquitoes are more prevalent than in warm, swampy places.
5. Only when the ground is kept moist will grass seeds germinate.
6. Not until Columbus discovered America were bananas brought to Europe.
7. Never again Greta Garbo did appear in films after her retirement in the forties.
8. Rarely do professional boxers remain active beyond the age of thirty-five.
9. Sometimes do I meet her in classroom.
10. Behind the mountain is the people"s houses.
11. Never I have seen such a good dance.
12. Only after his father died did he work seriously.
13. Rarely did she sent letters to her parent.
14. Were our neighbors a bit more friendly, it would be somewhat easier to get to know them.
15. There were plenty of blankets in the closet if should you get cold during the night.
16. In front of the house were some giant trees.
17. There a big house is on the corner.
18. Nowhere I have seen such beautiful weather.
19. Should you come to my town, call me and I will pick you up.
20. Had I had extra money, I would have given you some.

CHAPTER 6 : INVERTED SENTENCES

1. Introduction

An inverted sentence is one in which the normal order of a subject followed by a [verb](#) is reversed. A question is the most common type of sentence that is inverted. Often, an inverted sentence begins with a word that deserves emphasis, such as a negative or time-constraining phrase. With the order of the words taking an unusual form in the inverted [sentence structure](#), it is important for the subject to be properly identified so that the subject and verb agree in number. In some languages, the [word order](#) of a question might not be inverted, and voice intonation could indicate the interrogative.

2. Learning Objectives

Inverted subjects and verbs occur most often in the formation of questions. A question in English, however, often is constructed with a verb first. For example, one could ask the question, "Are you going to school?" An alternative form without the verb first would be, "You're going to school?" with the voice rising to indicate a question. Subjects and verbs are inverted in a variety of situations in English.

Examples:

Can you speak Indonesian?

Does she work at your office?

Did he tell you the answer?

Will you invite us?

Have you seen this movie before?

What are they doing in this place?

Where does she live?

How do you come here?

Why is she crying?

There are many other situations in English when subjects and verbs are inverted. These situations are after some place expressions at the beginning of the sentence, after negative expressions, conditional sentences without „if“, after some comparisons

3. Formula

A INVERSIONS AFTER NEGATIVE EXPRESSIONS

Study the following examples: She *always* visits me.

They *sometimes* bring their children to the party. He *usually* met him at the restaurant.

Mary *sometimes* accompanied me

My mother *never* sends me birthday cards. They *rarely* celebrate New Year together. There is *hardly* any food in the refrigerator. He *seldom* keeps his patient waiting long.

All sentences above consist of adverbs of frequency. If we want to give emphasis on the adverb, we can foreground it to the beginning of the sentence. However, there will be different treatment for the change.

always usually sometimes often

+ subject + verb + complement

*seldom rarely, scarcely, barely,
hardly almost never
never, nor*

+ auxi. verbs + subject + verb + comp.

No inversion of subjects and verbs if positive adverbs of frequency are placed at the beginning of the sentence, but subjects and verbs are inverted after negative adverbs of frequency. Thus, the sentences above can be restated as follows:

- ☐ *Always* she visits me.
- ☐ *Sometimes* they bring their children to the party.
- ☐ *usually* he met him at the restaurant.
- ☐ *Sometimes* Mary accompanied me

However, when the negative or almost negative adverbs are foregrounded at the beginning of the sentence, the inversion (*auxiliary verb + Subject + verb*) is needed

- ☐ *Never does* my mother send me birthday cards.
- ☐ *Rarely do* they celebrate New Year together.
- ☐ *Hardly is* there any food in the refrigerator.
- ☐ *Seldom does* the doctor keep his patient waiting long.

Inversions are used when negative adverbs are placed at the beginning of a sentence to give emphasis to the foregrounded expressions. The negative adverbs can relate to (1) frequency (***seldom, rarely, barely, hardly, almost never, never***), (2) place (***nowhere,***), time (***no longer, not until, no sooner, at no time, under no circumstances***, etc.)

Negative/Almost Negative Expression	Aux. Verb	Subject	Verb	Complement
Seldom	do	I	send	her birthday presents
Almost never	have	I	tasted	such delicious food.
At no time	are	the children	allowed	to play in the forest
Not only	does	he	get drunk,	but he also behaves bad.

Here is the list of negative adverbs:

o Seldom	o Almost never	o Not until
o Hardly (ever)	o Never (again)	o No sooner
o Rarely (ever)	o No longer	o Nowhere
o Barely (ever)	o Under no circumstance	o Not once
o Scarcely (ever)	o At no time	

Examples:

- ☐ Never *has the world* faced so many problems.
- ☐ Not only *did they* go, but they also stayed until the end.
- ☐ Rarely *were they* so sad.
- ☐ Almost never *did the husband* write to his wife.
- ☐ At no time *does the park* allow the visitors to feed the dolphin.
- ☐ Not until he spends all his money *will the gambler* finish gambling

B

Inversions after Only + Time Expression,
Such, So, Little, Few

Inversions are also used after “**only + time expressions**” such as *only once*, *only after*, *only at night*, *only when*, etc.

Examples’

- ☐ Only at night *do bats* leave the cave.
- ☐ Only under certain atmospheric conditions *is there* a chance of a tornado.
- ☐ Only once in my life *have I* met a ghost.
- ☐ Only when there is adequate water *can this plant* grow well.

Inversions are also used if the sentences begin with **little, such, so, few**.

Examples:

- ☐ Little *did she* know that she had won the first prize.
- ☐ So great *was her surprise* that she almost fainted.
- ☐ Few *were her words* of praise for her son.

But if the expressions above are followed by a noun, no inversion is used.

Examples:

Such a desire to win is not healthy. Few
words of praise are meaningful.
10. _____

INVERSIONS IN PLACE EXPRESSIONS

The subject and the verb sometimes invert after ideas expressing **places**. This can happen with single words expressing place, such as **here, there, or nowhere**.

Here *is the milkman*

There *are some books* found in the attic. Nowhere *have I* seen such a unique culture.

The subject and verb can also be inverted after prepositional phrases expressing places.

In the closet *are the clothes* that you want. Around the corner *is Sam's house*.

Beyond the mountain *lies the town* where you will live.

It is important to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is **necessary** to complete the sentence. Compare the following sentences:

1. In the classroom *were some old desks*. (necessary)
2. In the classroom, I studied very hard. (extra)
3. In the forest *are many exotic birds*. (necessary)
4. In the forest I walked for many hours. (extra)

In the first example the subject **some old desks** and the verb **were** are inverted because the place expression (In the classroom) is needed to complete the idea "**Some old desks were**". Without the place expression the sentence is meaningless. In the second example the subject **I** and the verb **studied** are not inverted because the idea "**I studied very hard**" is complete without the place expression **in the classroom**. Without the place expression the sentence is meaningful.

4. Assessment

Direction. Move the negative and almost negative expression to the beginning of the sentence and rewrite the sentence.

1. Ginie had never been allowed to talk to other people until she was 13 years old.

2. This gate is not to be unlocked at any time (use *at no time*).

3. The Sydney's Museum not only had alarm system, but it also had a security on duty day and night.

4. The woman will never again lend the man her expensive car.

5. Such a solution has almost never worked in this kind of situation.

6. You will never again have a chance to teach in Australia.

7. I have never seen such a beautiful sight.

8. The husband rarely sends money to his family in Lombok.

9. I have almost never met such a stupid person.

10. She is not only very beautiful, but she is also very brilliant.

11. An exception cannot be made in any case. (use *in no case*).

12. The wife did not complain once about her financial problems. (use *not once*).

13. I have never had such a nice dream.

14. She hardly ever works in the evening.

15. Bobby not only grew up in that village, but he was also born there.

READING COMPREHENSION

The aim of this report is to assess the advantages and disadvantages of moving the company headquarters to alchester. The following report will look at location, transportation, housing, and the available tax breaks. Location the site in alchester is 20 miles from downtown. The town has two large colleges and a number of other IT companies. However, it is more than 200 miles to the nearest major city. Transportation there is an airport and the rail connections to other cities are good. However, the airport is far (30 miles away) and the station can only be reached by taxi.

Housing based on the initial research, we concluded that housing is much more affordable than in major cities. The proposed site is near an attractive suburb. Tax subsidies the local government offers large grants to companies that want to move to the area. However, these are only available if the company is willing to stay in the area for more than ten years.

Conclusion many of our employees stated that they would not be happy living so far from a city. Others stated that they found the affordable accommodation very attractive. The grants offered are attractive, but the company will need to make a big commitment.

Answer the questions based on the text!

1. What does the report aim to assess?
 - a. The company's profits for the year ☐
 - b. A potential new location for the company
 - c. The company's current location
 - d. To move to alchester

2. Where is the site in Alchester?
 - a. 20 miles from downtown
 - b. 200 miles from downtown
 - c. Downtown
 - d. 100 miles from downtown

3. What is good about the transportation links?
 - a. The location of the station
 - b. The location of the airport
 - c. Rail connections to other cities
 - d. The location of the company

4. What are the findings about housing?
 - a. It is affordable in Alchester
 - b. The company is still researching it
 - c. The suburbs are not attractive
 - d. It is fun to live in Alchester

5. What must companies do to get a tax subsidy?
 - a. Move to Alchester
 - b. Stay in Alchester for over ten years
 - c. Work with the local government
 - d.

6. What is the conclusion of the report?
 - a. The company will move to Alchester
 - b. The company won't move to Alchester
 - c. A decision has not yet been made

LISTENING

Group Battle

- Each group is going to find a topic to talk about. They are going to have time in arranging their talks in which filled with inversion
- The other group is listening and writing out the inversion from the talks
 - 1.....
 - 2....
 - 3.....
 - etc

WRITING

EXERCISE. Direction.

Indicate if the sentences are correct or incorrect. Correct any that are incorrect by crossing out or shifting words.

1. Steve did not win the price, nor did he expect to do so
2. Only once in my life gone I have to New York City
3. At no time did he go out of the house.
4. Seldom their secretary has made such big mistakes.
5. No sooner had she hung up the phone than it rang again.

6. Sheila did not arrive late for work, nor she left early.
7. Barely had he finished the exam when the graduate assistant collected the papers.
8. The police did not arrive in time to save the girl, and neither did the paramedics.

1. Introduction

CHAPTER 7 : DERIVATIVES

In the context of English grammar, the term "derivatives" refers to words that are formed from other words through various affixes or word formation processes.

2. Learning Objectives

They're one of the most powerful tools we can use to build our vocabulary quickly and easily. **Derivatives** are the product, extension, or object taken from a separate root origin. Derivatives are created by adding prefixes or suffixes to existing words or by making changes to the root word itself. For example, consider the word "happy." By adding the suffix "-ness," we can derive the noun "happiness." Similarly, by adding the prefix "un-" to "happy," we form the antonym "unhappy."

3. Formula

Suffixes & Prefixes					
Prefixes	Meaning	Examples	Suffixes	Meaning	Examples
Un-	Not	Unfriendly	-ful	notable for	woeful
Under-	Under	Understand	-er, -or	one who	the narrator
tri-	three	triangle	-ious, -ous	characterized	studious
therm-	heat	thermometer	-en	become	strengthen
sub-	under	submarine	-ize, -ise*	become	socialize
Sub-	Under	Subeditor	-ish	having quality	snobbish
semi-	half	semi-final	-ism	belief	skepticism
re-	again	return	-ness	state of being	rudeness
pre-	before	prefix	-ity, -fy	make	rectify
Pre-	Before	Prefix	-al	process of	rebuttal
post-	after	post-mortem	-ment	condition of	punishment
para-	beside	paramedic	-ist	one who	plagiarist
Over-	Over	Overlook	-ity, -ty	quality of	parity
omni-	all, every	omnivore	-wise	in relation to	lengthwise
non-	not, without	nonsense	-less	without	lawless
mono-	one, singular	monocrop	-ship	position held	kinship
mis-	wrongly	misinterpret	ab	from, away	Abnormal
mid-	middle	midway	ante	before	Antecedent
macro-	large	macroeconomics	-ate	become	enunciate
inter-, intra-	between	intermediate	-al	pertaining to	emotional
im-, in-	into	insert	-ic, -ical	pertaining to	domestic
In-, im-, il-, ir-	Not	Injustice	-ive	having nature	divisive
infra-	beneath	infrared	-acy	stage	delicacy
In-	In	Infield	-esque	reminiscent of	burlesque

4. Assessment

1. My dad likes to travel to ... places.

- a. History
- b. Historical
- c. Historiful
- d. History

2. The ... of him makes us so impressed.

- a. brave
- b. braveness
- c. bravely
- d. braver

3. The ... between your home and school is quite far.

- a. distant
- b. distancing
- c. distance
- d. distal

4. Your ... makes me feel so touched.

- a. kind
- b. kindly
- c. kindness
- d. kinda

5. Why does the room smell ?

- a. bad
- b. badly
- c. badness
- d. salah semua

6. He was so mad at you that he spoke ... to you last night.

- a. loud
- b. loudly
- c. loudness
- d. louder

7. Shinta just move to Yogyakarta, she said she doesn't have a friend, she is feeling ...

- a. lonely
- b. loneliness
- c. alone
- d. loner

8. Our teacher is just so ... He is never mad at us whatever that is.

- a. patient
- b. patience
- c. patiently
- d. patientfully

9. Diana's ... is gorgeous tonight.

- a. look
- b. looking
- c. looked
- d. lookness

10. I really don't like this kind of dessert. It looks ... that I can't take it anymore

- a. bad
 - b. badly
 - c. badness
 - d. salah semua
11. due to the newly.....teaching method, the result of the English Exam is very good
- a. implementing
 - b. implemented
 - c. implement
 - d. to be implemented
12. you mayanother paragraph to your composition if you use a word-processor
- a. add
 - b. added
 - c. additional
 - d. additive
13. the hall has been.....decorated for the opening ceremony
- a. beauty
 - b. beautify
 - c. beautified
 - d. beautifully
14. the five year development plants are meant to bringto the Indonesian people
- a. prosperous
 - b. prosper
 - c. prosperity
 - d. prosperously
15. if you want to.....in running your business, you must have the full support of your employees
- a. succeed
 - b. sucessful
 - c. sucessfully
 - d. succeeded

II. Reding Comprehension

Business or Leisure?

Get to Know Three Different Types of Travelers

People travel for many reasons. Some **guests** go to places **on business**.

They are **business travelers**. They go to **conferences** or meetings. Business travelers are very busy during their **trip**. Other people travel for **leisure**.

They are **holidaymakers** or **vacationers**. During their holiday, they like to relax.

They also like to see new places.

Sometimes people travel to **celebrate**. For example, some couples travel after they get married. This kind of trip is called a honeymoon. People on their honeymoon are honeymooners. They like **romantic**

places. What are other reasons that people travel?

A. Read the article and answer these following questions!

1. What is the main idea of the passage?
 - a. How to plan a honeymoon
 - b. Places for business conferences
 - c. Why people go o honeymoons
 - d. Reasons that people travel
2. After getting merried, a couple goes?
 - a. On business
 - b. On honeymoon
 - c. To a conference
 - d. For leisure
3. Ms. Jong travels to go to a slaes conference. What is probably true about her?
 - a. She got married recently
 - b. She wants t relax during the trip
 - c. She is business traveler
 - d. She enjoys romanticplaces
4. The word "they" in line 2' refers to?
 - a. The people who do business
 - b. The people who do leisure
 - c. The people who go on honeymoon
 - d. all people who do travel
5. the word 'their' in line 5 refers to
 - a. travelers
 - b. business travelers
 - c. holidaymakers
 - d. vacationers
6. Which is 'NOT TRUE' based on the article above?
 - a. business travelers go to a place on a business
 - b. a vacationer cannot do travel on business

- c. vacationers do not think about work when travelling
 - d. a holidaymaker travels for pleasure
7. Here are the reasons of people go on travel, except?
- a. Business conference
 - b. Leisure
 - c. Escape from the problem
 - d. Visit new place

B. Vocabulary

Fill in the blanks with the correct words from the Word Bank



1. The couple had adinner at an ocean-front restaurant
2. Ms. Heys isn't in the office. She is on a business.....
3. The office threw a party toJack's birthday
4. Rosa is on.....at the beach
5. After getting married, Jack and Milla went to Barcellona for their.....
6. The.....attended several conference during his trip
7. Mr. Quail does not want to think about work. He only wants to.....
8. Grogery traveled for.....and relax on his holiday

III. LISTENING

Find out a historical or inspirative speech from a hero or heroin, then list out the derivatives words as many as possible!

IV. WRITING

Re-arrange these jumbled words into a good sentences and find the derivatives!

1. The actress's- emotion-expressiveness. filled- performance- was- with- and
2. The painter's- creativity- showcased- artistic- artwork- talent.- and- her
3. The chef's- skills- evident- delicious- and- were- culinary- expertise- meal.- in the
4. The runner's- and- were- during- the- impressive- endurance- speed- marathon.
5. The teacher's- was-with-to- student- filled- lesson- engaging-foster-participation.- activities
6. The company's- was- to- it's- and- approach- success- innovative- attributed- adaptability.- approach
7. The author's- was- piece of- was- storytelling- and- novel- brilliant- a- imagination.
8. Helping- read- learn- children- rewarding- was-to- a- how- the disadvantage- experience.
9. The mountain- during- numerous- climbers- their- faced-challenges- ascent.
10. She- her- a- before- hesitated- displaying- decision,- making- indecisiveness.
11. The musician's- his- and- composition- musicality- unique- showcased- creativity.

Fill in the blanks with the correct derivates of the words in brackets

12. Their _____ (attach) to their _____ (community) prevent them from moving from place to place in search of works

13. Mr. Wah is offered an excellent job in another country _____ (recent), but his wife doesn't want to move
14. A student at university should attend class _____ (regular) and submit their _____ (assign) on time
15. _____ (Educate) is one of the most _____ (import) aspect of life. Knowledges about many different things allow us to live fuller lives

1. Introduction

all / whole / every

Use every with SINGULAR, countable nouns:

- ☐ I exercise every day.
- ☐ Every student in the class has a computer.
- ☐ Every necklace in this store costs more than \$1,000.

Use **all** with PLURAL nouns OR with uncountable nouns to mean 100% of many things:

- ☐ **All of the students** in the class have computers.
- ☐ **All of the necklaces** in this store are expensive.
- ☐ **All of this furniture** is new = *many pieces of furniture*

When talking about time, there is a difference between **every day** and **all day**. If you study **every day**, it means you study on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. If you study **all day**, it means you study from early in the morning until late at night.

Use **whole** (less formal) or **entire** (more formal) with uncountable or singular countable nouns to mean 100% of one thing:

- ☐ I ate **the whole pizza**.
= *100% of one pizza*.
- ☐ I finished reading **the entire book** in three days.
= *100% of one book*.

Here are more examples that show the difference between **all** and **whole/entire**:

- ☐ I ate **the entire cupcake** = *100% of one cupcake*.
- ☐ I ate **all the cupcakes** = *100% of many cupcakes*
- ☐ **The whole apple** is rotten = *100% of one apple*.
- ☐ **All the fruit** is rotten = *100% of many apples, bananas, grapes, etc.*

all of / each of

We use **each** to talk about objects individually, and **all** to talk about objects as a group:

- ☐ The teacher gave a different task to **each** student.
(*"each" emphasizes the individuality of the members of the group*)
- ☐ The teacher gave tests to **all** the students.
(*"all" emphasizes the students as a group*)

In a similar way, **each of** the members of a group emphasizes them as individuals, and **all of** the members of a group emphasizes them as a whole:

- ☐ **Each of** these chairs is hand-crafted.
- ☐ **All of** the chairs are made in a factory.
- ☐ The doctor spends an hour with **each of** the patients.
- ☐ **All of** the patients think he's a great doctor.

With "each," we ALWAYS use the singular form of the verb:

- ☐ Each of these chairs **are is** hand-crafted.
= Each chair **is** hand-crafted.
- ☐ Each of the patients **were was** seen by the doctor.

= Each patient **was** seen by the doctor.

Sentences with "all of" use the **singular** form of the verb if the noun is **singular**, and the **plural** form of the verb if the noun is **plural**:

- ☐ All of the beer **is** imported.
(beer = *singular*)
- ☐ All of the bottles **are** recyclable.
(bottles = *plural*)
- ☐ All your advice **was** excellent.
(advice = *singular*)
- ☐ All your suggestions **were** excellent.
(suggestions = *plural*)

almost / mostly / nearly

Nearly and **almost** are essentially the same. They mean that somebody or something came close to doing something... but did not do it.

For example, if Jane is running in a race and came in second place, just a couple seconds behind the winner, then you could say:

- ☐ Jane **almost** won the race.
- ☐ = Jane **nearly** won the race.

If your computer battery only has 8% power left:

- ☐ The battery is **almost** dead.
- ☐ The battery is **nearly** dead.

The words **almost** and **nearly** describe *being very close to some limit* (0% power) or *action* (winning the race).

The word **mostly** means generally, usually, or more than half. If it is "mostly cloudy," then it means the sky is more than half covered with clouds. **Mostly** describes a *proportion, the greater part*.



If there are 20 people in an English class and 17 are from South America but 3 are from Asia, then "the students are **mostly** from South America."

There is also a difference between "**most of**" and "**almost all**." "Most of" means more than 50%, and "almost all" means close to 100%.

- ☐ If 70% of the senators voted to approve a new law, then **most of** them voted in favor of it.
- ☐ If 97% of the senators voted to approve a new law, then **almost all** of them voted in favor of it.

alone / lonely / only

Alone means "by yourself" – there is nobody else with you:

- ☐ I like to take long walks **alone** so that I have time to think.
- ☐ He got up and left the restaurant, leaving me **alone** at the table.

Lonely means "feeling sad and isolated" – it is a negative emotion.

- ☐ I was **lonely** on my first day of class because I didn't have any friends.
- ☐ She can't stand being single; she says she feels **lonely** without a boyfriend.

Only means "just one" and can be used with people, objects, or actions. After the word **only**, we must have a person, object, or action.

- ☐ Dana was the **only student** who understood today's English lesson.
- ☐ I have **only one pair** of sunglasses.
- ☐ I didn't have a lot of money, so I **only bought this T-shirt**.

also / as well / too

These words are all used to show similarity or sameness:

- ☐ Jeff plays soccer. Greg plays soccer, **too**.
- ☐ Jeff plays soccer. Greg **also** plays soccer.
- ☐ Jeff plays soccer. Greg plays soccer **as well**.

The only difference is in their placement in the sentence. **Too** and **as well** are used at the end of a sentence. (**As well** is more formal than **too**). **Also** usually goes before the verb or adjective.

- ☐ **He likes chocolate.**
I **also** like
chocolate. ~~I like~~
~~chocolate also.~~ I like
chocolate, **too**.
I like chocolate **as well**.
- ☐ **The apples are delicious.**
The pears are **also** delicious.
~~The pears are delicious also.~~
The pears are delicious, **too**.
The pears are delicious **as well**.

The expression **as well as** can be used in the middle of the sentence, and is similar to "and" or "not only... but also":

- ☐ She bought the necklace. She bought the earrings.
- ☐ She bought the necklace **and** the earrings.
- ☐ She bought the necklace **as well as** the earrings.
- ☐ She bought **not only** the necklace, **but also** the earrings.

You can also rephrase this to use **also**, **too**, or **as well**:

- ☐ She bought the necklace. She **also** bought the earrings.
- ☐ She bought the necklace. She bought the earrings, **too**.

- She bought the necklace. She bought the earrings **as well**.

although / though / even show contrast. The difference is where we place them in the sentence. **Although** and **though** are used at the beginning of a sentence or clause – **even** is never at the end:

- **Although** I exercise a lot, I can never seem to lose any weight.
- **Even though** I exercise a lot, I can never seem to lose any weight.
- I exercise a lot. I can never seem to lose any weight, **although** **though**.
- I can never seem to lose any weight, **although/though/even though** I exercise a lot. (*all three are correct*)

All three can be used in the middle of a sentence, as in the final example.

could / should / would

Use **should** and **shouldn't** to ask for and give advice and suggestions:

"I've had a really bad headache for the past week."

"That's not good – you **should** go to the doctor."

"I want to make more friends, but I don't know how."

"First of all, you **shouldn't** spend so much time on the computer. You **should** go out and join a club or start playing a sport instead!"

"I had a fight with my best friend. What **should** I do?"

"Hmm... I think you **should** call her and tell her you're sorry."

Use **could** and **couldn't** for ability in the past (they are the past forms of **can** and **can't**):

- When I was younger, I **could** run a mile in 7 minutes. Now it takes me 20 minutes!
- Yesterday, I **couldn't** find my wallet anywhere – but this morning I found it.
- Last year, he **couldn't** speak English very well, but now he **can**.

Use **could** to talk about future possibilities:

"Do you have any ideas for our publicity campaign?"

“Yes, I’ve got a few ideas. I **could** put advertisements on Facebook and Google. We **could** also give out pamphlets in our neighborhood. Maybe John **could** even contact local TV stations.”

Use **could** to make polite requests:

- ☐ **Could** you please open the window? It’s hot in here.
- ☐ **Could** you turn the music down? Thanks.
- ☐ **Could** you make 10 copies of this report, please?

Use **would** to talk about unreal or unlikely situations:

- ☐ If I were the president of my company, I **would** make a lot of changes.
- ☐ If people were more generous, there **wouldn’t** be so much poverty in the world.
- ☐ She **would** travel around the world if she had more vacation time.

In this case, **would** is often shortened to ‘d

- ☐ If I were the president of my company, I’d make a lot of changes. Use

Would you like...? to make polite offers:

“**Would you like** anything to drink?”

“A soda would be great. Thanks!”

“**Would you like** to join us for dinner?”

“I’d love to, but I actually have other plans tonight.”

“**Would you like** to see some pictures from my vacation?” “Sure!”

Don’t use “to” after **should**, **could**, or **would**:

~~You should n’t t o s m o k e.~~ You shouldn’t smoke.

~~We could to order pizza tonight.~~ We could order pizza tonight.

~~I would to buy a new car if I had the money.~~ I would buy a new car if I had the money.

despite / in spite of

These expressions are the same - just remember not to say “despite of”!

- ☐ We won the game **despite having** two fewer players.
- ☐ We won the game **in spite of having** two fewer players.

After **despite** and **in spite of**, we use a **noun** or a **gerund** (-ING form of the verb). Do *not* use the verb base form or a subject + verb:

- ☐ I arrived on time **despite leaving** late.
- ☐ I arrived on time **despite leave** late.
- ☐ I arrived on time **despite I left** late.

We can say "in spite of the fact that" or "despite the fact that" if we want to follow the statement with a subject + verb:

- ☐ I arrived on time **despite the fact that** I had left late.
= despite leaving late.
- ☐ He was hired **in spite of the fact that** he was not qualified.
= despite not being qualified.

5. Assessment

CHAPTER 8 : APPOSITIVE

8. INTRODUCTION

An appositive is said to be a [noun](#) that is used immediately after another noun, having no other [part of speech](#) (for instance, a [conjunction](#) or a [preposition](#)) linking or combining the two nouns together, both having exactly the same syntactic function. An appositive can also be said to be an explanatory equivalent. An appositive phrase, therefore, refers to a [noun phrase](#) placed adjacent to the noun it modifies. In other words, an appositive phrase can be said to complement the noun in the sentence.

an appositive phrase, otherwise known as an 'appositional', is defined as "a noun phrase that comes immediately after another noun or noun phrase that refers to the same person or thing". "The grammatical construction in which two usually adjacent nouns having the same referent stand in the same syntactical relation to the rest of a sentence", is termed 'apposition'

Appositive phrase adalah kata atau frasa yang berfungsi menjelaskan atau mendeskripsikan kata benda (*noun*) atau kata ganti benda (*pronoun*) yang diikutinya.

LEARNING OBJECTIVE

Appositive sebenarnya berfungsi untuk memberikan informasi tambahan dari *noun* atau *pronoun* yang diikutinya dan bersifat fleksibel.

Bagaimana maksudnya fleksibel? Frasa ini tidak harus diaplikasikan ke dalam tiap kalimat karena dengan adanya frasa ini sebuah kalimat tidak akan terganggu dari segi arti maupun keutuhannya.

Bisa dikatakan frasa ini merupakan modifikasi tambahan dalam sebuah kalimat.

Jenis-Jenis Appositive Phrase

Restrictive appositive

Noun atau *noun phrase* yang mengandung informasi penting (*essential element*) terkait dengan *noun* yang dijelaskannya.

Dengan begini anggapannya adalah keberadaan *appositive* tersebut penting bagi keutuhan makna kalimat tersebut dan ini membuat *appositive* tersebut tidak bisa begitu saja kita hilangkan.

Misalnya: *sasa's friends, Ines, have a crush on my brother*. Dalam contoh kalimat sebelumnya, sasa dijelaskan memiliki teman bernama Ines.

Hal ini bukan berarti sasa tidak memiliki teman lain, melainkan *appositive* yang digunakan menjelaskan secara terbatas siapa teman sasa yang ingin disebutkan dalam kalimat.

Jika dihilangkan, kita tidak mengetahui nama teman sasa secara spesifik.

Non-restrictive appositive

Non-restrictive appositive adalah *noun* atau *noun phrase* yang dianggap tidak penting (*non-essential*) keberadaannya, karena jika dihilangkan, hal ini tidak mengganggu keutuhan makna kalimat.

Bentuk inilah yang paling sering kita temui saat menggunakan *Appositive* dalam kalimat, dimana informasi yang kita tambahkan memang hanya bersifat keterangan ekstra atau tambahan saja.

Penggunaan *Appositive Phrase*

Penulisan antara *appositive* dengan *clause* utama dan *noun* yang diterangkannya, biasanya akan dibatasi dengan tanda koma.

Namun ternyata penulisannya bisa juga dibatasi dengan *brackets* (tanda kurung) atau *dashes* (tanda hubung). Bagaimana contohnya?

- *My cat, Fluffy, hates milk.* (Kucingku, Fluffy, benci susu.)
- *My nephew loves to impersonate The Flash (the fastest Superhero).* (Keponakanku senang menirukan The Flash (Superhero tercepat)).
- *My nephew loves to impersonate The Flash – the fastest Superhero.* (Keponakanku senang mengikuti The Flash – superhero tercepat.)

Contoh Kalimat Penggunaan *Appositive Phrase*

- *His hobby, sailing, takes a lot of time.* (Hobinya, berlayar, memakan banyak waktu.)
- *His hobby, sailing across the Pacific ocean, takes a lot of time.* (Hobinya, berlayar menyeberangi Samudera Pasifik, memakan banyak waktu.)
- *His dream, to win, has made him work harder.* (Mimpinya, untuk menang, telah membuatnya bekerja keras.)
- *His dream, to win the tender, has made him work harder.* (Mimpinya, untuk menang tender, telah membuatnya bekerja keras.)
- *A foremost scientist, Niels Bohr advocated the peaceful use of atomic energy.* (Seorang ilmuwan terkemuka, Niels Bohr, menggunakan penggunaan damai dari energi atom.)
- *The best-selling car in Indonesia, Toyota Avanza is produced by the Daihatsu manufacturer.* (Mobil berjualan terbaik di Indonesia, Toyota Avanza, diproduksi oleh pabrik Daihatsu.)

- *J.K. Rowling, an ingenious fantasy story writer, published a new novel last month.* (J.K Rowling, seorang penulis fantasi terkenal, menerbitkan sebuah novel baru bulan lalu.)
- *Most of my classmates idolize BlackPink, a famous Korean girlband.* (Mayoritas dari teman sekelasku mengidolakan BlackPink, sebuah girlband korea yang terkenal.)
- *Mr. Dimas, the owner of an English website, sold his website to his partner.* (Pak Dimas,, seorang pemilik dari sebuah website Inggris, menjual webistanya kepada temannya.)
- *My friend, Tandy, left her car in my house last night.* (Temanku, Tandy, meninggalkan mobilnya di rumahku tadi malam.)

FORM

Jadi, *appositive* ini letaknya cukup beragam, ada yang di awal kalimat, tengah kalimat, bahkan di akhir kalimat.

Karena penempatannya yang beragam, ada ketentuan khusus dalam penggunaan *appositive phrase*. Nah, ketentuan ini harus elo pahami supaya elo bisa tahu mana yang *appositive* dan mana yang bukan *appositive*.

1. **V-ing untuk *appositive* aktif**
2. **V-3 untuk *appositive* pasif**
3. ***Who/Which* + V-1/N-2/Auxiliary**
4. ***Noun Phrase* (contohnya: *one of the coolest teachers*)**

Contoh Kalimat Appositive

Tom always eats Kimbap, a traditional food of South Korea.

Zenius, established in 2007, now used by more than 230,000 people.

I bought a new case, a phone case with a big heart icon.

How to Form and Use an Appositive Phrase in a Sentence? – Points to Remember

- An appositive phrase should come immediately after the noun.
- As the appositive phrase describes and provides more information about the noun, it can be considered to be performing the role of an adjective.
- It is already known that a noun can be used in the place of the subject or object in a sentence, and since an appositive phrase is placed adjacent to the noun, it can be used to complement the subject or the object in the sentence.
- A comma can be used after/before the noun as there is no other part of speech combining the noun and the noun phrase. However, in some cases, when you tend to use a restrictive phrase, you need not use a comma. Placing the phrase adjacent to the noun means that it can either be placed before or after the noun it modifies. No matter where it is placed, make sure you always use a comma between the noun and the appositive phrase, when necessary. If used after the subject, place a comma before and after the appositive phrase.

- Locating an appositive phrase can be an effortless task if you are able to locate the noun in the sentence and identify the function of the noun phrase used in apposition.
- There can be more than one appositive phrase in a sentence. In sentences that contain both a subject and an object and in sentences that have multiple subjects or objects that have different characteristics, you will see more than one appositive phrase being used.
 - For example, consider this sentence: **Bollywood actress** Alia Bhatt has been highly appreciated for her performance in **her newest film** 'Gangubai from Kathiawadi'. In this sentence, you can see that the subject 'Alia Bhatt' and the object 'Gangubai from Kathiawadi', each have an appositive phrase describing them.

Examples of Appositive Phrases Used to Complement a Subject

- Salvia, **my sister**, lives in Paignton.
- Ms. Angel, **the Managing Director**, will be presiding over the meeting today.
- Central Perk, **the oldest cafe in New York**, has been shut down due to some unknown reasons.
- The Colosseum, **an oval amphitheatre situated in Rome**, is one among the seven wonders of the world.
- F.R.I.E.N.D.S., **one of the top-rated series on Netflix**, is loved by teenagers and adults alike.

Examples of Appositive Phrases Used to Complement an Object

- We met Lorelai, **the new manager**.
- Mahesh said that he could speak to Rakesh Sharma, **the secretary of the Residents' Association**, about the irregular water supply.
- The committee decided to make Gaurav, **the head of sales**.
- Have you visited Paris, **the world's fashion capital**?
- Susan enjoys reading the works of Toni Morrison, **the African American writer**.

4. QUICK READ

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now

known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great _____ exploration.

1. cosmic
2. land
3. mental
4. common man
5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

5. Four of the ships sought a passage along a southern _____.

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

6. The passage was found near 50 degrees S of _____.

1. Greenwich
2. The equator
3. Spain
4. Portugal
5. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

5. LETS PRACTICE

Make conversation group consist of 2 person speaking with appositive based on picture below



1. Assesment

[Check Your Understanding of Appositive Phrases](#)

Go through the following sentences. Analyse and identify the appositive phrase in them.

1. Akela, the leader of the pack, was killed by Shere Khan, the tiger.
2. Mowgli, the man-cub, was found by Bhageera, the panther.
3. I met Mamta, Manju's friend at the mall yesterday.
4. Coimbatore, a city in Tamil Nadu, is considered as the Manchester of the South.
5. Have you read the works of William Shakespeare, the Bard of Avon?
6. 'Daffodils', a poem by William Wordsworth, is known for its use of figurative language.
7. Dijo Jose's new movie, 'Jana Gana Mana', starring Prithviraj and Suraj has achieved worldwide acclaim.
8. Lahaul and Spiti, the coldest desert in India and one of the coldest deserts in the world, is known for its scenic beauty.
9. Last week, Ashish Maximus, my brother from Canada, came to visit me.

10. Suresh bought an iPhone 13, the latest one in the market.

Now, check the answers given below to see how far you have understood the usage of appositive phrases.

1. Akela, **the leader of the pack**, was killed by Shere Khan, **the tiger**.
2. Mowgli, **the man-cub**, was found by Bhageera, **the panther**.
3. I met Mamta, **Manju's friend**, at the mall yesterday.
4. Coimbatore, **a city in Tamil Nadu**, is considered as the Manchester of the South.
5. Have you read the works of William Shakespeare, **the Bard of Avon**?
6. 'Daffodils', **a poem by William Wordsworth**, is known for its use of figurative language.
7. **Dijo Jose's new movie**, 'Jana Gana Mana', starring Prithviraj and Suraj has achieved worldwide acclaim.
8. Lahaul and Spiti, **the coldest desert in India and one of the coldest deserts in the world**, is known for its scenic beauty.
9. Today, Ashish Maximus, **my brother from Canada**, is celebrating his last birthday as a bachelor.
10. Suresh bought an iPhone 13, **the latest one in the market**.

Appositive's Multifulchoice

Tentukan yang mana *appositive* pada setiap kalimat pada soal-soal di bawah ini

1. Cut Meutia, an Indonesian national hero from Aceh, was born in 1870.
 - a. Cut Meutia
 - b. an Indonesian national hero from Aceh
 - c. was born in 1870
 - d. none
2. My friend, who was a successful high school student, has created a high-quality website.
 - a. who was a successful high school student
 - b. has created a high-quality website
 - c. my friend
 - d. none
3. I just left the hotel after two nights, a very clean and comfortable place.
 - a. a very clean and comfortable place
 - b. the hotel

- c. I just left the hotel after two nights
- d. None

4.You should take your umbrella today, which is an important tool to protect from rain.

- a. which is an important tool to protect from rain
- b. you should take your umbrella today
- c. your umbrella
- d. none

5.A truly beautiful island, Bali attracts many foreign tourists every year.

- a. Bali attracts many foreign tourists every year
- b. a truly beautiful island
- c. Bali
- d. none

6.A responsible, hard-working person, Lukas will become the best candidate for the position.

- a. a responsible
- b. hardworking person
- c. Lukas
- d. Lukas will become the best candidate for the position
- e. a responsible, hard-working person
- f. none

7.My sister Nurma is getting married soon.

- a. my sister
- b. Nurma
- c. none

8.Shah Jahan, the fifth Mughal Emperor of India, spent more than twenty years to build the Taj Mahal, a white marble mausoleum located in Agra.

- a. Shah Jahan
- b. the fifth Mughal Emperor of India & a white marble
- c. mausoleum located in Agra
- d. the fifth Mughal Emperor of India
- e. a white marble mausoleum located in Agra
- f. spent more than twenty years to build the Taj Mahal

The commonly misspelled word miscellaneous is often used as an adjective.

- a. the commonly misspelled word
- b. miscellaneous
- c. an adjective
- d. none

9.The third highest mountain in the world, Kangchenjunga, is located in Nepal.

- a. is located in Nepal
- b. Kangchenjunga
- c. the third highest mountain in the world
- d. none

10. My brother Erik has planned to go Mauritius next month.
- Erik
 - My brother
 - My brother Erik
 - None of the above
11. The bird, a parrot, was imitating my words.
- The bird
 - A parrot
 - The bird a parrot
 - None of the above
12. I really like my uncle's dog Ginger.
- I really like
 - My uncle's dog
 - Ginger
 - All of the above
13. Mr. Samuel, the English professor at my college, carries an umbrella every day.
- Mr. Samuel
 - The English professor at my college
 - An umbrella
 - Every day
15. Jenny's dog Oscar is a Labrador.
- Jenny's dog
 - Oscar
 - Labrador
 - All of the above
16. Little Angel, a large toy store is located near my house.
- Little Angel
 - My house
 - A large toy store
 - Located
17. Tom and Rose, Tom's wife, are business partners.
- Business partners
 - Tom and Rose
 - Tom's wife
 - None of the above
18. My cousins Sara and Sanya are identical twins.
- My cousins
 - Sara and Sanya
 - Identical
 - Twins
19. I really like my grey Apache, a bike.
- I
 - Like
 - Grey
 - A bike

20. The insect, a cockroach, is crawling across the dining table.
- The insect
 - A cockroach
 - Crawling
 - Dining table

CHAPTER 9 : CAUSATIVE

10. INTRODUCTION

causative verb adalah kata kerja yang digunakan untuk menunjukkan bahwa subjek membuat seseorang atau sesuatu melakukan suatu aksi.

11. LEARNING OBJECTIVE

Active causative

Seseorang atau sesuatu yang sesungguhnya melakukan aksi disebut *agent*, sedangkan aksi yang dilakukan oleh *agent* diungkapkan dalam *action verb*.

Action verb tersebut bentuknya *bare infinitive* (bentuk dasar kata kerja) atau *infinitive (to verb)*, tergantung kata kerja apa yang digunakan.

Adapun *causative verb* yang diikuti *bare infinitive*, antara lain *have*, *let*, dan *make*. Sedangkan *causative verb* yang diikuti *infinitive* terdiri dari *allow*, *cause*, *convince*, *enable*, *force*, *lead*, *get*, *motivate*, *permit*, dan *require*.

Contoh kalimat:

- I'll have the plumber fix the sink.*
- My mom lets me borrow her car.*
- My aunt made me do the cleaning.*
- My manager had me finish the reports in a week.*
- Manuella gets Fabiyan to do the group assignment.*

Passive causative

Dalam *passive causative*, *agent* tidak disebutkan dalam kalimat, namun bisa juga ditambahkan *by* jika tetap ingin menyebutkan subjek.

Dalam struktur kalimat pasif, kamu harus menggunakan *action verb* dalam *past participle (V3)* yang disebut *passive causative structure*.

Contoh kalimat:

- I have my bike repaired*
- I had my hair cut.*
- Maria got the car washed.*

Penggunaan Causative Verb

Sesuai yang sudah dijelaskan di atas bahwa verb terdiri dari *let*, *make*, *have*, dan *get*. Penggunaan keempat *verb* ini ternyata berbeda-beda di setiap kalimat, lho! Apa saja perbedaannya?

Let

Let digunakan saat kita mau memberi izin pada seseorang untuk melakukan sesuatu tau membiarkan sesuatu terjadi tanpa berusaha menghentikannya.

Contoh kalimat:

- *My father let me choose my future career.*
- *The shepherd lets his sheep graze in the meadow.*

Make

Make digunakan saat kita ingin memaksa seseorang melakukan sesuatu atau menyebabkan (*cause*) seseorang untuk melakukan sesuatu yang tidak dapat dia kendalikan.

Contoh kalimat:

- *She made her daughter eat broccoli.*
- *The manager makes her staff work hard.*
- *Hendra always makes me laugh.*

Have

Dalam membicarakan *have*, ada tiga bagian yang perlu kita pisahkan karena memiliki perbedaan fungsi, yaitu:

- *Have somebody do something (have + agent + bare infinitive)*: digunakan ketika kita membicarakan tentang kita menyebabkan (*cause*), membujuk (*persuade*), meminta (*ask*) atau mengatur (*arrange*) seseorang untuk melakukan sesuatu untuk kita.
- *Have somebody doing something (have + agent + present participle)*: dapat digunakan untuk aksi yang terjadi secara terus-menerus selama periode waktu tertentu.
- *Have something done (have + object + past participle)*: digunakan untuk membicarakan tentang seseorang yang melakukan sesuatu yang kita minta dengan menekankan pada proses atau aksi daripada yang melakukannya.

Adapun contoh kalimatnya sebagai berikut:

- *I'll have him take your kids to school.*
- *My boss had me working on several projects last year.*
- *I had my house renovated last week.*
- *She had her phone's battery replaced by a local shop.*

Get

Get digunakan ketika ada seseorang yang membuatnya melakukan sesuatu dengan paksaan. Mungkin bisa dikatakan mirip maknanya dengan *have somebody do something* namun berbeda struktur kalimat. Jika *have* diikuti *bare infinitive*, *get* diikuti oleh sebuah *infinitive*.

Contoh kalimat:

- *She got her father to buy her a new bag.*
- *I got my cat to stop biting.*
- *Yulia got her room cleaned.*

3. FORM

Active Causative

Struktur di atas disebut *active causative structure* dan rumusan untuk membuat kalimatnya adalah: S + *causative verb* + *agent* + *action verb (bare infinitive/infinitive)*.

Adapun *causative verb* yang diikuti *bare infinitive*, antara lain *have*, *let*, dan *make*.

Sedangkan *causative verb* yang diikuti *infinitive* terdiri dari *allow*, *cause*, *convince*, *enable*, *force*, *lead*, *get*, *motivate*, *permit*, dan *require*.

Contoh kalimat:

- *I'll have the plumber fix the sink.*
- *My mom lets me borrow her car.*
- *My aunt made me do the cleaning.*

Rumusnya adalah: S + *causative verb* + *object* + *action verb (past participle)*. Adapun *causative verb* yang diikuti *past participle* adalah *get* dan *have*.

Contoh kalimat:

- *I have my bike repaired*
- *I had my hair cut.*
- *Maria got the car washed.*

Rumus yang digunakan adalah: *let* + *object (person)* + *verb form (kata kerja dasar)*.

Contoh kalimat:

- *My father let me choose my future career.*
- *The shepherd lets his sheep graze in the meadow.*

Passive causative

Rumusnya adalah: S + *causative verb* + *object* + *action verb (past participle)*. Adapun *causative verb* yang diikuti *past participle* adalah *get* dan *have*.

Contoh kalimat:

- *I have my bike repaired*
- *I had my hair cut.*
- *Maria got the car washed.*

4. QUICK READ

Text

Stretching more than 2.300 kilometers along Queensland's coastline and covering 35 million hectares, the Great Barrier is the world's largest coral reef, and probably the richest. More than 1.500 species of fish, 4.000 species of mollusks, 400 species of sponge and 300 species of hard corals live here.

The reef is Queensland's first world heritage area. It is very importance to Aboriginal and Torres Strait Islander people with significant cultural sites on many of its islands. The reef is very important in other ways. The World Heritage Area is worth some \$5.4 billion to the Australian economy. As many as \$3.5 billion of that amount goes into the local towns and communities bordering the reef.

Recent research published by the Australian Institute of Marine Science has found two primary factors that have caused a very significant decline in coral cover over the last 30 years or so. They are extreme weather and the crown-of-thorns starfish. The same research is telling us that coral cover north of Cook town is generally stable, but the southern area is experiencing major losses.

The reef's complexities are well described in the 2013 Scientific Consensus Statement. This science contributed to the updated Reef Water Quality Protection Plan (Reef Plan). The plan is a state and federal initiative designed to stop and reverse the decline in reef water quality. The consensus statement confirms that the major cause of coral cover loss is extreme weather events, such as cyclones.

Clearly, we are not able to influence such events. The second Great Barrier Reef Report Card confirms that management change and water quality improvements are tracking positively, but more needs to be done. The report was released in July 2013 and based on 2011 Paddock to Reef Monitoring Program data. The Queensland and Australian governments, together with industry, regional bodies, and conservation groups, will continue working hard to maintain progress towards Reef Plan targets. We want to be sure that the reef has the best possible opportunity to recover from cyclone damage and crown-of-thorns.starfish.attacks.

1. What can be inferred from the passage?

- (A) The Great Barrier Reef is under the threat of nature.
- (B) Australian economy is attracted by cyclone and starfish.
- (C) The other main resource influencing the reef is seawater quality.
- (D) Scientists expect the reef has the power to recover naturally.
- (E) The decline of the Great Barrier Reef initiates research on climate.

2. The sentence This sentence means.....

- (A) the Great Barrier Reef is future legacy of the Queensland people
- (B) optimum exploration of the reef should benefit the Queensland government
- (C) coral reef should be preserved for the purpose of the future legacy

- (D) preserving the Great Barrier Reef becomes the world's responsibility
- (E) local government are given responsibility to manage the reef benefits

3. Based on the passage, what does the author's bias deal with?

- (A) Collaboration between scientists and the Australian government.
- (B) Australian geographical heritage in a form of coral reef.
- (C) National economic value of the Great Barrier Reef
- (D) Efforts to save the reef from natural destruction
- (E) Benefits of the local people in relation to the reef

4. In presenting the ideas, the author starts by.....

- (A) describing the landscape of the Great Barrier Reef
- (B) explaining the status of the Great Barrier Reef
- (C) stating the current problem faced by the reef
- (D) detailing demography and value of the reef
- (E) reporting the findings of study on the reef

Text

You have invited your friend over for dinner. Your child sees your friend reach for some cookies and says, "Better not take those, or you'll get even bigger." You're embarrassed that your child could speak so rudely. However, you should consider that your child may not know how to use the language appropriately in social situation and did not mean harm by the comment.

An individual may say words clearly and use long, complex sentences with correct grammar, but still have a communication problem if he or she has not mastered the rule of social language known as pragmatics. Adults may also have difficulty with pragmatics, for example, as a result of a brain injury or stroke.

An individual with pragmatic problems may say inappropriate or unrelated things during conversations, tell stories in a disorganized way, or have little variety in language use. It is not unusual to have pragmatic problems in only a few situations. However, if problems in social language use occur often and seem inappropriate considering the child's age, a pragmatic disorder may exist.

5. The restatement of the last sentence of the passage is that

- (A) vocabulary is basic in grammar
- (B) language problems are essentially satiric
- (C) pragmatic disorders always exist as a single entity
- (D) problems such as vocabulary and grammar frequently come along with pragmatic disorders (E) linguists can solve pragmatic disorders

6. The topic of the paragraph is ...

- (A) pragmatic disorders
- (B) inappropriate politeness
- (C) logics
- (D) incorrect grammar
- (E) vocabulary problems

7. The word "embarrassed" in the text is closest in meaning to

- (A) proud
- (B) happy
- (C) awkward
- (D) fast
- (E) slow

8. The organization of the text is

- (A) comparison

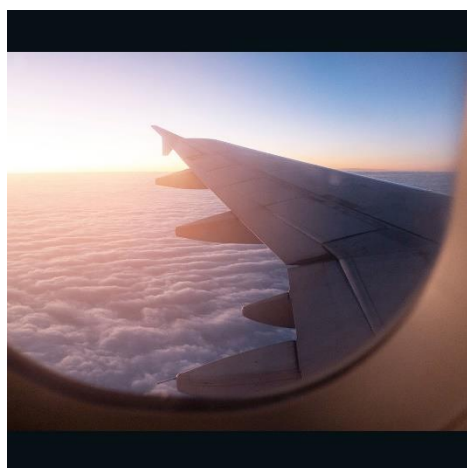
- (B) problem solving
- (C) paradox
- (D) exposition
- (E) division and classification

Part II

Finding out the “Causative” in the text

5. LETS PRACTICE

Make conversation group consist of 2 person speaking with causative based on picture below



2. Assesment

Cloze Reading

Text Measles, a childhood disease, __10__ sufferings to __11__ for thousands of years. However, the search for an effective measles vaccine, lasted two hundred years and has finally ended in success. Now, for the first time, measles is a __12__ disease. You may ask,” How is this important to children?”.

Every year measles kills twice as many Americans as polio now does. More children die from measles than from any other childhood disease. Also complications of some degree __13__ in about one child out of six. Most __14__ include pneumonia and ear disorders. Another after-effect of measles-brain damage is less common, but it can have such serious consequences that it __15__ special attention.

10.

- (A) causes
- (B) caused
- (C) has caused

- (D) has been caused
- (E) causing

11.

- (A) industry
- (B) mankind
- (C) machinery
- (D) hotels
- (E) restaurants

12.

- (A) prevent
- (B) prevents
- (C) prevention
- (D) preventable
- (E) to prevent

13.

- (A) occur
- (B) occurs
- (C) to occur
- (D) occurring
- (E) occurrence

14.

- (A) contracts
- (B) purchases exports
- (C) imports
- (D) complications imports
- (D) complications

15.

- (A) cooks
- (B) deserves
- (C) sends
- (D) writes
- (E) swims

Causative's Multifulchoice

1. Rizal talked something with Rossa, Rizal made Rossa (receive) ... his proposal.

- a. To receive.
- b. Will receive
- c. Receipt
- d. Receive

2. Rudi went to mechanic, He had his motorcycle (repair) ...

- a. To repair

b.will repair

c.repaired

d. repair

3. Tamara has bought a new house, She got her house (clean) She will live in there.

a. To clean

b. Will clean

c.cleaned

d. clean

4. Yanto will visit Kuala Lumpur next year, Yanto made someone (accompany) ... him.

a. To accompany

b. accompanied

c. Will accompany

d. accompany

5. Mr. Agus Sofian got sick last week, Doctor had this medicine (drink) ... every day.

a. to drink

b.will drink

c.drunk

d. drink

6. Sulaiman touched my shoulder, He had his bag (bring) ... to his table.

a. to bring

b.will bring

c. brought

d. bring

7. Diego given Andika a bread, because Andika had diego (buy) ... to him

a. to buy

b.will buy

c. bought

d. buy

8. Don't say "Uhh.." to your parents!. Because the Almighty had us (appreciate) .. our parents.

a. To appreciate

b. appreciated

c. Will appreciate

d. appreciate

9. Samsul went to mosque yesterday, His teacher gave message to him, that he got his good clothes (use) ..

a. to use

b. will use

c. used.

d. use

10. Fatimah met Andini last week, Fatimah got Andini (show) ... her promise.

a. to show

b. will show

c. shown

d. show

11. Promise is like debt, So you had everyone (fullfill) ... their promise.

a. to fullfill

b. will fullfill

c. fullfilled

d. fullfill

12. Toni had received his salary last week. Mr. Samsul made Toni (give) ... 2.5% of his salary to them.

a. to give

b. will give

c. given

d. give

13. Suprpto built something in Tarakan. Suprpto had Panji (announce) ... to his neighbour in Java.

- a. to announce
- b. will announce
- c. announced
- d. announce

14. Lia wrote something in paper, She had me (correct) ... it.

- a. to correct
- b. will correct
- c. corrected
- d. correct

15. Actually, I met Panji yesterday. Panji gave knowledge to me, He had my self (plant) ... my field

- a. to plant
- b. will plant
- c. planted
- d. plant

16. Singosari became the big kingdom in Java. Prapanca made this history (write) ...

- a. to write
- b. will write
- c. written
- d. write

17. Tamada found something in this city, Tamada had you (take) it.

- a. to take
- b. will take
- c. taken
- d. take

18. Aikawa used this clothes yesterday. Actually, You had someone (make) ... this clothes.

- a. to make

b.will make

c. made

d. make

19. Ridho saw the beautiful scenery in the sky, He had me (say) ... something.

a. to say

b.will say

c. said

d. say

20. Aminah is wearing a beautiful scarf, I had Ridwan (see) ... her.

a. to see

b.will see

c. seen

d. see

21. Rouf told that he is confusing, I had Rouf (look for) ... true friend.

a. to look for

b.will look for

c. looked for

d. look for

22. A salary will be receipt next week, Someone had his money (save) ... in the bank.

a. to save

b.will save

c. saved

d. save

23. I found cobra in the yard last week, I had Samsul (kill) ... this snake.

a. to kill

b.will kill

c. killed

d. kill

24. Rudi told me that he was dissapointed with her wife, I had Rudi (meet) ... her parents.

a. to meet

b. will meet

c. met

d. meet

25. Fasting will controll your angry, fasting will discipline your stomach. So, I made my friends (do) ... this activity

a. to do

b. will do

c. done

d. do

26. Dont give up!, I had yourself (ask) ... to your God, The god will reply it.

a. to ask

b. will ask

c. asked

d. ask

27. The windy is so fast, I had the door (close)

a. to close

b. will close

c. closed

d. close

28. Mr. Ridwan will marry again next year. You had Mr. Ridwan (keep) ... his promise.

a. to keep

b. will keep

c. kept

d. keep

29. I made Nurhaliza (sing) ... in my wedding.

- a. to sing
- b. will sing
- c. sung
- d. sing

30. Rusli want to be goalkeeper. The coach had this gloves (use) ... in next game.

- a. to use
- b. will use
- c. used
- d. Use

CHAPTER 10 DEGREE OF COMPARISON

1. INTRODUCTION

Degree of comparison is comparing one object with others.

Keywords

- 6. **Positive degree:** He is as strong as his father.
- 7. **Comparative degree:** They are more diligent than their friends or she is prettier than her sister.
- 8. **Superlative degree:** He is the tallest in the classroom or they are the most optimistic students.
- 9. **Irregular comparison:** Jakarta is farther than Jambi. This is the worst event ever.
- 10. **Double comparative:** The bigger a hotel is, the more expensive it becomes.
- 11. **Multiple number comparative:** She eats twice as many oysters as her brother.

2. Learning Objectives

1. To describe positive degree:

- ✓ They are as active as our friends.
- ✓ She is as happy as her sister.
- ✓ He is so diligent as his mother.
- ✓ The house is the same size as the school.

2. To describe comparative degree:

- ✓ The train is faster than the bus.
- ✓ The price of historical books is more expensive than the gold.
- ✓ Medical faculty is more prestigious than Law faculty.
- ✓ He is more cunning than his uncle.

3. To describe superlative degree:

- ✓ This is the most expensive stuff I ever bought.
- ✓ We are the most potential candidates for that job.
- ✓ She is the most beautiful of Sarah and Nathalie.
- ✓ You are the most outstanding man in the campus.

4. To describe Irregular Comparison:

- ✓ This trip is the worst among others
- ✓ My house is the furthest one.
- ✓ He has more money than us.
- ✓ Chapter 10 is the last chapter of this book.

5. To describe double comparative:

- ✓ The easier the test is, the longer the students will wait to prepare.
- ✓ The crazier the idea is, the more fun it is to try.
- ✓ The faster the car is, the more dangerous it is to try.
- ✓ The more money he makes, the more expensive things he buys.

6. To describe multiple numbers comparative:

- ✓ Bob found a job that paid twice as much as he made working in the library.
- ✓ We didn't buy the car because they wanted twice as much as it was worth.
- ✓ He spends three times as much as his cousin who works in the company.
- ✓ This encyclopedia costs twice as much as the other one.

3. Formula

1. **Positive Degree**

1. As + adjective + as
2. So + adjective + as
3. The same + noun + as

2. **Comparative Degree**

1. Adjective + er
- or
2. More + adjective

3. **Superlative Degree**

1. The + adjective + est
- Or
2. The + most + adjective

4. Irregular Comparison

5.

1. Good	Better	Best
2. Bad	Worse	Worst
3. Many	More	Most
4. Few	Less	Least
/Little		

1. The + Adjective + er, The + Adjective + er

Or

2. The + more + adjective, The + more + adjective

6. Multiple Number Comparative

Twice	}	+ as + adjective + as + s + p
Three times		
Four times		
Five times		

4. Quick Read

What is the hardest sport in the world?

A group of sports experts rated the difficulty of six different sports. The experts looked at a combination of intelligence and strength. They gave each category a rating of 1 to 10. Based on their study, the experts decided that soccer players have to be smarter than other athletes. Soccer got an intelligence score of 7.5 but a strength score of only 4.1. Boxing got a strength score of 8.1, but much lower intelligence score.

Not everyone thinks the list is helpful. College student Lisa Hamlin plays Basketball and surfs, and she thinks the list is too short. "There aren't enough sports on the list," said Lisa. "My friends play baseball and go horseback riding and play golf. Why aren't those sports on the list?" But Jake Madding, a 23-year-old college student, agrees with the list. "I don't box, so I don't know how much strength it takes. But I play soccer and I also do gymnastics, and I think gymnasts have to be stronger than soccer players. Gymnastics is a hard sport." But is it the hardest? The experts added their scores for strength and intelligence. Surfing had the lowest score, and Boxing had the highest. Boxing is the hardest sport in the world.

C. Read again. Check True or False

1. The experts said surfing is the hardest sport.
2. Tennis got a strength score of 6.2.
3. Basketball got a high intelligence score.
4. Soccer got a low strength score.
5. Jake Madding doesn't box, but he plays soccer.

Read and answer the questions!

1. What is the best title of the text above?
2. What did the experts look at?
3. What is the intelligence score of soccer?
4. What is the strength score of Boxing?
5. Why does Lisa Hamlin think the list is too short?
6. Who is Jake Madding?
7. What is the hardest sport in the world?
8. What is the lowest score sport?
9. How many sports are mentioned in text above?
10. What does the writer think about gymnasts in the text?

5. Lets Practice

Compare the things below in a correct form of Comparative and superlative degree



6. Assessment

Part A: Choose one of the best answers to the following questions

1. His school is than his house.

- A. furthest B. further
C. farer D. the farther

2. The speed of light is the speed of sound.

- A. faster B. the fastest
B. as fast as D. much faster than

3. My English teacher always says that the more we practice our English

- A. of course we become more fluent B. then we become more fluent
C. so we will become fluent D. the more fluent we become

4. He speaks French than I, therefore he often travels there.

- A. most fluent B. fluenter
C. more fluent D. more fluently

5. In the Great Smoky Mountains, one can see 150 different kinds of trees.

- A. more than B. as much

C. up as D. as many to

6. I've just met Girl you can imagine.

A. the prettiest B. very prettiest

C. a prettier D. the most prettiest.

7. in Shanghai than in any other city in China.

A. more people live B. most people living

C. it having more people D. more people living

8. in Stevenson's landscape, the more vitality and character the paintings seems to possess.

A. The brushwork is loose

B. The looser brushwork

C. The loose brush work is

D. The looser the brush work is has

9. After the purchase of the Louisiana territory, the United States has It has previously owned.

A. twice more land than B. two times more land than

C. twice as much land as D. two times much land than

10. He works as his sister, who is older than he is.

A. three times as much as B. three times more than

C. three times as many as D. three times as the same.

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. The final delivery of the day is the most importantest.

A B C D

2. Pele scored more as 1,280 goals during his career, gaining a reputation as the best soccer

Player of all time.

C D

3. Peter Abelard, a logician and theologian, was the controversialist teacher of his age.

4. The leek, a member of the lily family, has the most mildest taste the onion.

A B C D

5. The grizzly bear, which can grow up to eight feet, has been called a more dangerous

A B C

animal of North America.

D

Part C: Fill in the blanks with the correct answers.

Select the correct form in parentheses in the following sentences.

1. Phil is the (happier/ happiest) person we know.
2. Pat's car is (faster / fastest) than Dan's.
3. This poster is (colorfuler / more colorful) than the one in the hall.
4. This summary is (the better / the best) of the pair.
5. George Washington is (famouser / more famous) than John Jay.

CHAPTER 11 GRAMMAR

DERIVATIVES

In the context of English grammar, the term "derivatives" refers to words that are formed from other words through various affixes or word formation processes. They're one of the most powerful tools we can use to build our vocabulary quickly and easily. **Derivatives** are the product, extension, or object taken from a separate root origin. Derivatives are created by adding prefixes or suffixes to existing words or by making changes to the root word itself. For example, consider the word "happy." By adding the suffix "-ness," we can derive the noun "happiness."

Similarly, by adding the prefix "un-" to "happy," we form the antonym "unhappy."

Suffixes & Prefixes					
Prefixes	Meaning	Examples	Suffixes	Meaning	Examples
Un-	Not	Unfriendly	-ful	notable for	woeful
Under-	Under	Understand	-er, -or	one who	the narrator
tri-	three	triangle	-ious, -ous	characterized	studious
therm-	heat	thermometer	-en	become	strengthen
sub-	under	submarine	-ize, -ise*	become	socialize
Sub-	Under	Subeditor	-ish	having quality	snobbish
semi-	half	semi-final	-ism	belief	skepticism
re-	again	return	-ness	state of being	rudeness
pre-	before	prefix	-ify, -fy	make	rectify
Pre-	Before	Prefix	-al	process of	rebuttal
post-	after	post-mortem	-ment	condition of	punishment
para-	beside	paramedic	-ist	one who	plagiarist
Over-	Over	Overlook	-ity, -ty	quality of	parity
omni-	all, every	omnivore	-wise	in relation to	lengthwise
non-	not, without	nonsense	-less	without	lawless
mono-	one, singular	monocrop	-ship	position held	kinship
mis-	wrongly	misinterpret	ab	from, away	Abnormal
mid-	middle	midway	ante	before	Antecedent
macro-	large	macroeconomics	-ate	become	enunciate
inter-, intra-	between	intermediate	-al	pertaining to	emotional
im-, in-	into	insert	-ic, -ical	pertaining to	domestic
In-, im-, il-, ir-	Not	Injustice	-ive	having nature	divisive
infra-	beneath	infrared	-acy	stage	delicacy
in-	in	infield	-esque	reminiscent of	burlesque

Exercise

- My dad likes to travel to ... places.
 - History
 - Historical
 - Historiful
 - History
- The ... of him makes us so impressed.

- a. brave
- b. braveness
- c. bravely
- d. braver

3. The ... between your home and school is quite far.

- a. distant
- b. distancing
- c. distance
- d. distal

4. Your ... makes me feel so touched.

- a. kind
- b. kindly
- c. kindness
- d. kinda

5. Why does the room smell ?

- a. bad
- b. badly
- c. badness
- d. salah semua

6. He was so mad at you that he spoke ... to you last night.

- a. loud
- b. loudly
- c. loudness
- d. louder

7. Shinta just move to Yogyakarta, she said she doesn't have a friend, she is feeling ...

- a. lonely
- b. loneliness
- c. alone
- d. loner

8. Our teacher is just so ... He is never mad at us whatever that is.

- a. patient
- b. patience
- c. patiently
- d. patientfully

9. Diana's ... is gorgeous tonight.

- a. look
- b. looking

- c. looked
- d. lookness

10. I really don't like this kind of dessert. It looks ... that I can't take it anymore

- a. bad
- b. badly
- c. badness
- d. salah semua

11. due to the newly.....teaching method, the result of the English Exam is very good

- a. implementing
- b. implemented
- c. implement
- d. to be implemented

12. you mayanother paragraph to your composition if you use a word-processor

- a. add
- b. added
- c. additional
- d. additive

13. the hall has been.....decorated for the opening ceremony

- a. beauty
- b. beautify
- c. beautified
- d. beautifully

14. the five year development plants are meant to bringto the Indonesian people

- a. prosperous
- b. prosper
- c. prosperity
- d. prosperously

15. if you want to.....in running your business, you must have the full support of your employees

- a. suceed
- b. sucessful
- c. sucessfully
- d. suceeded

II. Reding Comprehension

Business or Leisure?

Get to Know Three Different Types of Travelers

People travel for many reasons. Some **guests** go to places **on business**.

They are **business travelers**. They go to **conferences** or meetings. Business travelers are very busy during their **trip**. Other people travel for **leisure**.

They are **holidaymakers** or **vacationers**. During their holiday, they like to relax.

They also like to see new places.

Sometimes people travel to **celebrate**. For example, some couples travel after they get married. This kind of trip is called a honeymoon. People on their honeymoon are honeymooners. They like **romantic**

places. What are other reasons that people travel?

C. Read the article and answer these following questions!

8. What is the main idea of the passage?
 - e. How to plan a honeymoon
 - f. Places for business conferences
 - g. Why people go o honeymoons
 - h. Reasons that people travel
9. After getting merried, a couple goes?
 - e. On business
 - f. On honeymoon
 - g. To a conference
 - h. For leisure
10. Ms. Jong travels to go to a slaes conference. What is probably true about her?
 - e. She got married recently
 - f. She wants t relax during the trip
 - g. She is business traveler
 - h. She enjoys romanticplaces
11. The word "they" in line 2' refers to?
 - e. The people who do business
 - f. The people who do leisure
 - g. The people who go on honeymoon
 - h. all people who do travel
12. the word 'their' in line 5 refers to
 - e. travelers
 - f. business travelers
 - g. holidaymakers
 - h. vacationers
13. Which is 'NOT TRUE' based on the article above?

- e. business travelers go to a place on a business
 - f. a vacationer cannot do travel on business
 - g. vacationers do not think about work when travelling
 - h. a holidaymaker travels for pleasure
14. Here are the reasons of people go on travel, except?
- e. Business conference
 - f. Leisure
 - g. Escape from the problem
 - h. Visit new place

D. Vocabulary

Fill in the blanks with the correct words from the Word Bank



- 9. The couple had adinner at an ocean-front restaurant
- 10. Ms. Heys isn't in the office. She is on a business.....
- 11. The office threw a party toJack's birthday
- 12. Rosa is on.....at the beach
- 13. After getting married, Jack and Milla went to Barcellona for their.....
- 14. The.....attended several conference during his trip
- 15. Mr. Quail does not want to think about work. He only wants to.....
- 16. Grogery traveled for.....and relax on his holiday

III. LISTENING

Find out a historical or inspirational speech from a hero or heroin, then list out the derivatives words as many as possible!

IV. WRITING

Re-arrange these jumbled words into a good sentences and find the derivatives!

- 16. The actress's- emotion-expressiveness. filled- performance- was- with- and
- 17. The painter's- creativity- showcased- artistic- artwork- talent.- and- her
- 18. The chef's- skills- evident- delicious- and- were- culinary- expertise- meal.- in the
- 19. The runner's- and- were- during- the- impressive- endurance- speed- marathon.
- 20. The teacher's- was-with-to- student- filled- lesson- engaging-foster-participation.- activities
- 21. The company's- was- to- it's- and- approach- success- innovative- attributed- adaptability.- approach
- 22. The author's- was- piece of- was- storytelling- and- novel- brilliant- a- imagination.

23. Helping- read- learn- children- rewarding- was-to- a- how- the disadvantage- experience.
24. The mountain- during- numerous- climbers- their- faced-challenges- ascent.
25. She- her- a- before- hesitated- displaying- decision,- making- indecisiveness.
26. The musician's- his- and- composition- musicality- unique- showcased- creativity.

Fill in the blanks with the correct derivatives of the words in brackets

27. Their _____ (attach) to their _____ (community) prevent them from moving from place to place in search of works
28. Mr. Wah is offered an excellent job in another country _____ (recent), but his wife doesn't want to move
29. A student at university should attend class _____ (regular) and submit their _____ (assign) on time
30. _____ (Educate) is one of the most _____ (import) aspect of life. Knowledge about many different things allow us to live fuller lives

CHAPTER 12 ELLIPTICAL SENTENCE

1. Introduction

Elliptical sentence is the combination between two sentences with the same or different predicates.

Keywords

1. Positive Elliptical (so / too): He is really handsome and so is his brother.
2. Negative Elliptical (neither / either): he doesn't smoke and his father doesn't either.
3. Positive – Negative Elliptical (but): they play football but we don't.

2. Learning objectives

1. To make positive elliptical sentences.

- ✓ We are very pleased to attend the party and so they are.
- ✓ They will work in the lab tomorrow and they will too.
- ✓ He comes on time to the meeting and we do too.
- ✓ The programmer fixed the software and so did they.

2. To make negative elliptical sentences.

- ✓ John hasn't seen the new movie yet, and I have not either.
- ✓ Tim didn't win the competition, and neither did we.
- ✓ You don't know his name, and I don't either.
- ✓ They won't make a business trip to Europe, and neither will I.

3. To make positive – negative elliptical sentences.

- ✓ I told them the truth but you did not.
- ✓ She was coming at 8 P.M yesterday but her friends were not.
- ✓ We will struggle to be the best in life but they will not.
- ✓ They think about their problems but she does not

3. Formula

7. Positive Elliptical Sentence

- | |
|----------------------------|
| 1. and So + Aux + S2 |
| 2. and S2 + Aux + too |

8. Negative Elliptical Sentence

- | |
|------------------------------------|
| 1. and Neither + Aux + S |
| 2. and S + Aux + not + either |

3. Positive – Negative Elliptical

- | |
|--|
| 1. Positive sentence + But + S + Aux + not |
| 2. Negative sentence + But + S + Aux |

4. Quick Read

The City of Paris

Paris is the capital of the European nation of France and so is one of the most beautiful and most famous cities in the world. Paris is called the City of Light. It is also the international fashion centers too. What stylist women are wearing in Paris will be worn by women all over the world. Paris is also a famous world centre of education. For instance, it is headquarter of UNESCO, the United Nations Educational, Scientifics and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps most well-known is the Pont Neuf, located on the left Bank (south side) of the river. The beautiful white church Sacre Couer liveson the top of the hill called Montmartre on the Right Bank (north side) of the seine.

There are many other famous places in Paris, such us the famous landmark in this city must be the Eiffel Tower, but it was not popular building and neither were other public facilities built around it. Paris is named after a group of people called the Parisian. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island, called the Ile de la Carte, is where Notre Dame is located today around 4 km from Paris.

Read and answer 'True' or 'False' to each statement.

1. Paris is the name of area in the southern part of Europe.
2. Paris is called the city of light.
3. There are more than 50 bridges cross the scenic river in Paris.
4. Pont Neuf is the name of the most well-known and oldest bridge in Paris.

5. The seine river divides the city into 5 different parts.

Read and answer the questions!

1. What is the capital of European nation of France?
2. What is Paris called?
3. Why is Paris a famous world centre of education?
4. What is UNESCO?
5. How many parts of Paris do the Seine Rivers divide?
6. Where is Pont Neuf Located?
7. Why is the city named Paris?
8. What is Parisian?
9. What is the name of an island built in the middle of the Seine River about 2000 years ago?
10. How far is it from Notre Dame to Paris?

5. LETS PRACTICE

Please make the most appropriate 'Elliptical Sentences' to the following Pictures:





6. ASSESSMENT

Part A: Choose one of the best answers to the following questions

1. I am worried about the test, and.....
 - A. also is he
 - B. so is he
 - C. he is so
 - D. so he does
2. Dina didn't like our new roommate, and.....
 - A. I don't too
 - B. neither I did
 - C. neither did I
 - D. I didn't also
3. She is not reading.....
 - A. either I am C. Neither I am
 - B. neither am I D. either I am
4. He bought a beautiful shirt....
 - A. I bought too C. So did I

2. 'I haven't heard anything from Ratu.' 'Either have I.'

A B C D

3. The chairman of the organization did not attend the meeting, and the secretary did too.

A B C D

4. Because of the rain, the teacher couldn't come on time and I neither could.

A B C D

5. I don't see any direction to get to the waterfall. 'the guides are too to

A B C

show us the right way to go'.

D

Part C: Fill in the blanks with the correct answer of 'Affirmative' and 'Negative' agreement.

1. They will leave at noon, and Itoo.
2. Rose likes to fly and her brother too.
3. We like to swim in the pool, and so we.
4. We don't plan to attend the concert, and do they.
5. Mary can't type well, and her sister can't

PRETEST

Direction. Identify whether the sentences are correct or incorrect.

1. Almost never I met him in such an informal situation.
2. Behind the mountains are the man's house.
3. Barely he has passed the math exam the professor gave.
4. Nowhere mosquitoes are more prevalent than in warm, swampy places.
5. Only when the ground is kept moist will grass seeds germinate.
6. Not until Columbus discovered America were bananas brought to Europe.
7. Never again Greta Garbo did appear in films after her retirement in the forties.
8. Rarely do professional boxers remain active beyond the age of thirty-five.
9. Sometimes do I meet her in classroom.

10. Behind the mountain is the people's houses.
11. Never I have seen such a good dance.
12. Only after his father died did he work seriously.
13. Rarely did she sent letters to her parent.
14. Were our neighbors a bit more friendly, it would be somewhat easier to get to know them.
15. There were plenty of blankets in the closet if should you get cold during the night.
16. In front of the house were some giant trees.
17. There a big house is on the corner.
18. Nowhere I have seen such beautiful weather.
19. Should you come to my town, call me and I will pick you up.
20. Had I had extra money, I would have given you some.

INVERTED SENTENCES

An inverted sentence is one in which the normal order of a subject followed by a [verb](#) is reversed. A question is the most common type of sentence that is inverted. Often, an inverted sentence begins with a word that deserves emphasis, such as a negative or time-constraining phrase. With the order of the words taking an unusual form in the inverted [sentence structure](#), it is important for the subject to be properly identified so that the subject and verb agree in number. In some languages, the [word order](#) of a question might not be inverted, and voice intonation could indicate the interrogative. Inverted subjects and verbs occur most often in the formation of questions. A question in English, however, often is constructed with a verb first. For example, one could ask the question, "Are you going to school?" An alternative form without the verb first would be, "You're going to school?" with the voice rising to indicate a question. Subjects and verbs are inverted in a variety of situations in English.

Examples:

Can you speak Indonesian?

Does she work at your office?

Did he tell you the answer?

Will you invite us?

Have you seen this movie before?

What are they doing in this place?

Where does she live?

How do you come here?

Why is she crying?

There are many other situations in English when subjects and verbs are inverted. These situations are after some place expressions at the beginning of the sentence, after negative expressions, conditional sentences without „if“, after some comparisons.



A INVERSIONS AFTER NEGATIVE EXPRESSIONS

Study the following examples: She *always* visits me.

They *sometimes* bring their children to the party. He *usually* met him at the restaurant.

Mary *sometimes* accompanied me

My mother *never* sends me birthday cards. They *rarely* celebrate New Year together. There is *hardly* any food in the refrigerator. He *seldom* keeps his patient waiting long.

All sentences above consist of adverbs of frequency. If we want to give emphasis on the adverb, we can foreground it to the beginning of the sentence. However, there will be different treatment for the change.

always usually sometimes often

+ subject + verb + complement

*seldom rarely, scarcely, barely,
hardly almost never
never, nor*

+ auxi. verbs + subject + verb + comp.

No inversion of subjects and verbs if positive adverbs of frequency are placed at the beginning of the sentence, but subjects and verbs are inverted after negative adverbs of frequency. Thus, the sentences above can be restated as follows:

- ☐ *Always* she visits me.
- ☐ *Sometimes* they bring their children to the party.
- ☐ *usually* he met him at the restaurant.
- ☐ *Sometimes* Mary accompanied me

However, when the negative or almost negative adverbs are foregrounded at the beginning of the sentence, the inversion (*auxiliary verb + Subject + verb*) is needed

- ☐ *Never does* my mother send me birthday cards.
- ☐ *Rarely do* they celebrate New Year together.
- ☐ *Hardly is* there any food in the refrigerator.
- ☐ *Seldom does* the doctor keep his patient waiting long.

Inversions are used when negative adverbs are placed at the beginning of a sentence to give emphasis to the foregrounded expressions. The negative adverbs can relate to (1) frequency (*seldom, rarely, barely, hardly, almost never, never*), (2) place (*nowhere,*), time (*no longer, not until, no sooner, at no time, under no circumstances, etc.*)

Negative/Almost Negative Expression	Aux. Verb	Subject	Verb	Complement
Seldom	do	I	send	her birthday presents
Almost never	have	I	tasted	such delicious food.
At no time	are	the children	allowed	to play in the forest
Not only	does	he	get drunk,	but he also behaves bad.

Here is the list of negative adverbs:

o Seldom	o Almost never	o Not until
o Hardly (ever)	o Never (again)	o No sooner
o Rarely (ever)	o No longer	o Nowhere
o Barely (ever)	o Under no circumstance	o Not once
o Scarcely (ever)	o At no time	

Examples:

- ☐ *Never has the world* faced so many problems.
- ☐ *Not only did they* go, but they also stayed until the end.
- ☐ *Rarely were they* so sad.

- ☐ Almost never *did the husband* write to his wife.
- ☐ At no time *does the park* allow the visitors to feed the dolphin.
- ☐ Not until he spends all his money *will the gambler* finish gambling

B Inversions after Only + Time Expression, Such, So, Little, Few

Inversions are also used after “**only + time expressions**” such as *only once, only after, only at night, only when*, etc.

Examples’

- Only at night *do bats* leave the cave.
- Only under certain atmospheric conditions *is there* a chance of a tornado.
- Only once in my life *have I* met a ghost.
- Only when there is adequate water *can this plant* grow well.

Inversions are also used if the sentences begin with ***little, such, so, few***.

Examples:

- Little *did she* know that she had won the first prize.
- So great *was her surprise* that she almost fainted.
- Few *were her words* of praise for her son.

But if the expressions above are followed by a noun, no inversion is used.

Examples:

Such a desire to win is not healthy. Few words of praise are meaningful.

10. _____

INVERSIONS IN PLACE EXPRESSIONS

The subject and the verb sometimes invert after ideas expressing ***places***. This can happen with single words expressing place, such as ***here, there, or nowhere***.

Here is the milkman

There are some books found in the attic. *Nowhere have I* seen such a unique culture.

The subject and verb can also be inverted after prepositional phrases expressing places.

In the closet are the clothes that you want. *Around the corner is Sam’s house*.

Beyond the mountain lies the town where you will live.

It is important to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is *necessary* to complete the sentence. Compare the following sentences:

1. In the classroom *were some old desks*. (necessary)
2. In the classroom, I studied very hard. (extra)
3. In the forest *are many exotic birds*. (necessary)
4. In the forest I walked for many hours. (extra)

In the first example the subject *some old desks* and the verb *were* are inverted because the place expression (In the classroom) is needed to complete the idea “*Some old desks were*”. Without the place expression the sentence is meaningless. In the second example the subject *I* and the verb *studied* are not inverted because the idea “*I studied very hard*” is complete without the place expression *in the classroom*. Without the place expression the sentence is meaningful.

EXERCISE

Direction. Move the negative and almost negative expression to the beginning of the sentence and rewrite the sentence.

1. Ginie had never been allowed to talk to other people until she was 13 years old.

2. This gate is not to be unlocked at any time (use *at no time*).
3. The Sydney’s Museum not only had alarm system, but it also had a security on duty day and night.

4. The woman will never again lend the man her expensive car.

5. Such a solution has almost never worked in this kind of situation.

6. You will never again have a chance to teach in Australia.

7. I have never seen such a beautiful sight.

8. The husband rarely sends money to his family in Lombok.

9. I have almost never met such a stupid person.

10. She is not only very beautiful, but she is also very brilliant.

11. An exception cannot be made in any case. (use *in no case*).

12. The wife did not complain once about her financial problems. (use *not once*).

13. I have never had such a nice dream.

14. She hardly ever works in the evening.

15. Bobby not only grew up in that village, but he was also born there.

READING COMPREHENSION

The aim of this report is to assess the advantages and disadvantages of moving the company headquarters to alchester. The following report will look at location, transportation, housing, and the available tax breaks. Location the site in alchester is 20 miles from downtown. The town has two large colleges and a number of other IT companies. However, it is more than 200 miles to the nearest major city. Transportation there is an airport and the rail connections to other cities are good. However, the airport is far (30 miles away) and the station can only be reached by taxi.

Housing based on the initial research, we concluded that housing is much more affordable than in major cities. The proposed site is near an attractive suburb. Tax subsidies the local government offers large grants to companies that want to move to the area. However, these are only available if the company is willing to stay in the area for more than ten years.

Conclusion many of our employees stated that they would not be happy living so far from a city. Others stated that they found the affordable accommodation very attractive. The grants offered are attractive, but the company will need to make a big commitment.

Answer the questions based on the text!

7. What does the report aim to assess?
 - e. The company's profits for thr year □
 - f. A potential new location for the company
 - g. The company's current location
 - h. To move to alchester
8. Where is the site in Alchester?
 - e. 20 miles from downtown
 - f. 200 miles from downtown
 - g. Downtown
 - h. 100 miles from downtown
9. What is good about the transportation links?
 - e. The location of the station
 - f. The location of the airport
 - g. Rail connections to other cities
 - h. The location of the company
10. What are the findings about housing?
 - e. It is affordable in Alchester
 - f. The company is still researching it
 - g. The suburbs are not attractive
 - h. It is fun ti live in Alchester
11. What must companies do to get a tax subsidy?
 - e. Move to Alchester
 - f. Stay in Alchester for over ten years
 - g. Work with the local government
 - h.
12. What is the conclusion of the report?
 - d. The company will move to Alchester
 - e. The company won't move to Alchester
 - f. A decision has not yet been made

LISTENING

Group Battle

- Each group is going to find a topic to talk about. They are going to have time in arranging their talks in which filled with inversion
- The other group is listening and writing out the inversion from the talks
 - 1.....
 - 2....
 - 3.....etc

WRITING

EXERCISE. Direction.

Indicate if the sentences are correct or incorrect. Correct any that are incorrect by crossing out or shifting words.

9. Steve did not win the price, nor did he expect to do so
10. Only once in my life gone I have to New York City
11. At no time did he go out of the house.
12. Seldom their secretary has made such big mistakes.
13. No sooner had she hung up the phone than it rang again.
14. Sheila did not arrive late for work, nor she left early.
15. Barely had he finished the exam when the graduate assistant collected the papers.
16. The police did not arrive in time to save the girl, and neither did the paramedics.

CHAPTER 13 : PAST TENSES

A. SIMPLE PAST TENSE

1. INTRODUCTION

Simple past tense is the form of a verb used to describe an action that happened before the present.

Keywords

12. **Yesterday:** I met some students **yesterday**.
13. **Ago:** They told me a long story 3 days **ago**.
14. **Last week:** My uncle and aunty made a surprise **last month**.
15. **In / On:** They studied English **in 2012**.
16. **Previous:** She remembered her friends **previous year**.

2. Learning Objectives:

1. To show completed action in the past.
 - ✓ We met our friends yesterday.
 - ✓ She walked around the park 3 days ago.
 - ✓ He ran to his school last month.
2. To show past habit.
 - ✓ He had a little kitten when he was young.
 - ✓ They were sick all the time when they were in Jakarta.
 - ✓ I worked part time when I was in the high school.

3. Formula:

1. Positive Statement:

1. S + Verb 2 + O/C
2. S + tobe (was, were) + O/C

Examples:

- He drank a lot of water yesterday.
- She was really pleased to meet him last week.

2. Negative Statement:

1. S + did + not + V 1 + o/c

2. S + tobe (was, were) + not + o/c

Ex: He didn't drink a lot of water yesterday.

- She was not really pleased to meet him last week.

3. Interrogative statement:

1. Did + S + V1 + O/C

2. Was/ were + S + Adj/ Noun

Examples:

- Did he drink a lot of water yesterday?
- Was she really pleased to meet him last week?

4. Quick Read

One morning in 1977,

A farmer in England discovered a large, unusual circle in his cornfield. He was surprised and confused. Newspaper reporters visited the field, and all around the world, scientists discussed the circles. At first, they said that the crops had an unusual disease. Then something very strange happened. Other farmers came forward. They had crop circles, too. One night, many scientists stayed up in the fields. They saw mysterious lights. The next day, the scientists discovered new crop circles. The stories of the circles grew. Eventually, people believed different things about the crop circles. There were tales about aliens, new kinds of lightning, and other mysteries. Then, some university students came forward and showed a TV crew how to make a crop circle. The crop circles were a hoax! Finally, people knew the truth. The story of the crop circles wasn't exciting anymore, or so people thought. Just a few years ago, a historian found a drawing from 1647. The drawing showed a strange circle in a field, a crop circle. Was this a hoax, too? No one is sure. The story of crop circles continues.

Read and answer 'True' or 'False' to each statement.

1. Scientists saw lights in the cornfields.
2. Some people believed that Aliens made the circles.
3. Scientists said the crops had a strange disease.
4. People learned that the mystery was a hoax.
5. Scientists said the crops had a strange disease.

Read and answer the questions!

1. What did a farmer discover in his cornfield?
2. What was a farmer reaction to see it?
3. What did the scientists say at first about 'Crop circle'?
4. Where did the scientists stay to prove the 'Crop circle' existence?
5. What did they find in the fields?
6. Why did the students show a TV crew how to make a crop circle?
7. What did a historian find then?
8. How old is the drawing?
9. How was it?
10. What did people think about it at the end?

5. Lets practice

Please make a story in simple past tense to the following picture



6. Assessment

1. John to France last year.
A. went B. gone

- C. going D. will go
2. When attend the conference?
- A. the director attended. C. the director will attend.
- B. did the director attend. D. does the director attend.
3. My father and I the car all night long last week.
- A. driven C. driver
- B. driving D. drove
4. The earthquake in Texas last year.
- A. happening C. to happen
- B. happened D. was happening
5. We the grocery store this afternoon.
- A. look at C. looking at
- B. looked at D. look for
6. They know the traffic rules well.
- A. don't know C. won't know
- B. didn't know D. haven't known
7. She about some movies 2 days ago.
- A. thought C. Was thinking
- B. thinks D. will think
8. He His job in the company in 2010
- A. Quits C. Quitting
- B. Quitted D. to quit
9. George his family last Saturday night.
- A. cooked C. cooking
- B. cooks D. to cook
10. My friends really hard in the cinema last night.
- A. Scream C. to scream
- B. Screamed D. Screams
11. The alliance Berlin in 1918.

A

B

Was reading the reviews about it.

C

D

5. After John had returned to his house, he

A

B

C

Watches a movie right away.

D

CHAPTER 14 : PAST CONTINUOUS TENSE

B. PAST CONTINUOUS TENSE

1. INTRODUCTION

Past Continuous Tense is used to show an action which was occurring in the past and was interrupted by another action

Keywords

1. At + Specific time + Time signal (Past): at 9 P.M last night, at 3 AM yesterday.
2. When + Simple past tense + Past continuous tense.
3. Past continuous tense + When + Simple past tense.
4. While + Past continuous tense + Past continuous tense.
5. Past continuous tense + while + Past continuous tense.

2. Learning Objectives:

1. To show specific events in the past
 - ✓ We were talking to our friends at 6 P.M yesterday.
 - ✓ He was driving the car at 7 P.M last night.
 - ✓ She was taking an English course at 5 A.M 2 days ago.
2. To show interrupted action in the past
 - ✓ When Martha came home, Mark was watching TV.
 - ✓ While he was going to Jakarta, his mother was staying in the hotel.
 - ✓ George was watching TV when his brother called.

3. Formula:

1. Positive Statement:

S + was/ were + V- Ing +o/c

Examples:

- Janet and Mira were drinking a cup of coffee at 7 P.M last night
- She was checking some goods in the house yesterday.

2. Negative Statement:

S + was/were + not + V- Ing + o/c

Examples:

- We weren't talking about the meeting.
- They were driving the bus at 4 P.M yesterday.

3. Interrogative statement:

Was / were + S + V- Ing + o/c

Examples:

- Were they going to school at 4 P.M yesterday?
- Was he doing his homework at 3 A.M last night?

4. Quick Read

HANSEL AND GRETEL

Next to great forest, there lived a poor woodcutter with his wife and their two children. Their names were Hansel and Gretel. They had but little to eat. When a great famine came to the land, the poor woodcutter could no longer provide even their daily bread.

In one evening he was lying in bed worrying about his problems, he sighed and said to his wife, "How can we feed our children when we have nothing?"

"Do you know what?" answered the woman. "Early tomorrow morning we will take the two children out into the woods, make a fire for them, and give each of them a little piece of bread, then leave them. They will not find their way back home and we will be free from them"

"No, I will not do that, How could I abandon my children alone in the woods? Wild animals would soon come and tear them to pieces." said the man.

"Oh, you fool," She said, "The four of us will starve. All you can do is to plan the boards for our coffins," and she gave him no peace until he agreed."

"But I do feel sorry for the poor children," said the man. The two children had not been able to fall asleep because of their hunger, and they heard what their step mother said to the father.

Gretel cried bitterly and said to Hansel, "It is over for us!" "Be quiet, Gretel," said Hansel, "and don't worry, I know what to do."

Read and answer '**True**' or '**False**' to each statement.

1. Hansel and Gretel were the names of a poor wood cutter.
2. A poor wood cutter could provide more food to his children after famine.
3. His wife wanted to take their children into the woods.

4. Gretel is the eldest brother of Hansel.
5. Hansel cried after knowing that their parents wanted to abandon them in the woods.

Read and answer the questions!

1. Where did a poor wood cutter live with his family?
2. What were the names of their two children?
3. What happened to the land?
4. What did a poor wood cutter ask to his wife?
5. What did his wife respond to a poor wood cutter question?
6. What did the wife plan to do in the woods to their children?
7. What did the two children hear from their step mother?
8. What did Gretel say to Hansel?
9. What did Hansel response to Gretel's statement?
10. What is the tone of the text above?

5. Lets Practice

Make sentences in past continuous tense to the following pictures:



6. ASSESSMENT

Part A: Choose one of the best answers to the following questions

1. The sunWhen we went out.
A. was shining B. shining
C. was shone D. shine
2. When Mark came home, MarthaTelevision.
A. watch B. was watching
C. watched D. will watch
3. While Martha was reading a book, JohnTelevision.
A. watch B. was watching
C. will watch D. would watch
4. When you came to the university, He for some book references.
A. Were looking for C. Is looking for
B. Was looking for D. are looking for
5. While we were gathering in the school, they on the mountain.
A. gathered C. were gathering
B. Were gathered D. was gathering
6. When the teacher entered the room, the studentstheir assignment.
A. Were gathering C. would be gathering
B. Was gathering D. are gathering
7. At 3 o'clock this morning, EleanorEnglish in her room.
A. Was studying C. Were studying
B. Studied D. Study
8. Jose Something when his pencil broke.
A. Was writing C. Wrote
B. Were writing D. Written
9. While Joan was writing the report, HenryFor more information.

- A. Were looking for C. Are looking for
B. Is looking for D. Was looking for

10. While she was sleeping, weIn the mall.

- A. Were shopping C. Are shopping
B. Was shopping D. Is shopping

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. He was drink a cup of coffee when the phone

- A B C
rang.
D

2. While Sally has been addressing the

- A
committee, she kept repeating the main points
B C D
of her speech.

3. While Sally has been addressing the

- A
Committee, she kept repeating the main points
B C D
of her speech.

4. When they travelled to Bali, I go to my mother's office.

- A B C D

5. While you are doing your job, I was taking a lesson at my school.

- A B C D

Part C: Change the sentences below into a correct past continuous form.

1. While you were doing your homework, I (Sleep) on my bed.
2. When they studied English, We (Look, for).
3. While they were having their lunch, she (Drive) her car.

4. At 4 P.M yesterday, I (Think) about the class.
5. She (Cook) something in the kitchen at 6 A.M yesterday morning.

CHAPTER 15 : PAST PERFECT TENSE

C. PAST PERFECT TENSE

1. INTRODUCTION

Past perfect tense is used to indicate an action that happened before another action in the past. There usually are two actions in the sentence.

Keywords

1. Past perfect tense + before + Simple past tense: John had gone to the store before he went home.
2. Simple past tense + after + Past perfect tense: John went home after he had gone to the store.
3. Before + Simple past tense + Past perfect tense: Before John went home, He had gone to the store.
4. After + Past perfect tense + Simple past tense: After John had gone to the store, He went home

2. Learning Objectives:

- To indicate an action that happened before another in the past.
- ✓ Before they bought the books, I had offered the price of it.
 - ✓ After they had finished their studying in the university, They came to Australia
 - ✓ He did his homework after he had finished watching the movie.

3. Formula

1. Positive Statement:

S + had + V3/ been + o/c

Examples:

- We had studied English in the school
- They had been friendly customers for us.

2. Negative Statement:

S + had + not + V3 /been + o/c

Examples:

- We had not studied English in the school
- They had not been friendly customers for us.

3. Interrogative statement:

Had + s + V3 /been + o/c

Examples:

- Had we studied English in the school?
- Had they been friendly customers for us?

4. Quick Read

Last night, Dane and Emily danced in a competition. They danced a salsa dance. They had practiced for 6 months before they danced in the competition. They were very good. Dane and Emily's friends were in the audience. Before that night, they had never seen Dane and Emily dance. In fact, Dane and Emily had never danced in front of anyone before the competition. After everyone had danced, the judges announced the winners. Dane and Emily won! They were the best dancers in the competition. Emily said she had never practiced so hard before! She was glad they had practiced a lot.

Read and answer 'True' or 'False' to each statement.

1. Dane and Emily danced in the ball.
2. They danced a salsa dance.
3. They had practiced the dance for over 1 year.
4. Dane and Emily's friends were in the audience.
5. The judges announced the winner after they had done the dance three times.

Read and answer the questions!

1. When did Dane and Emily dance in a competition?
2. How long had they danced for the competition?
3. Who were the audience of the competition?
4. What kind of dance did they perform in the competition?
5. What had been the fact for Emily and Dane before the competition?

6. When did the judge announce the winner of the competition?
7. What did Emily say after the announcement of the competition?
8. What had happened to the audience before Dane and Emily join the competition?
9. What did Emily feel after they had won the competition?
10. When did the judge announce the winner of the competition?

5. Lets Practice

Make the correct form of past perfect tense to the following pictures





6. ASSESSMENT

Part A: Choose one of the best answers to the following questions

1. Sam expected to get a quick reply after She.....her letter of application.

A. had sent C. sent
B. would sent D. was sending
2. Before 1929, No one that the U.S economy could ever crash.

A. believes C. had believed
B. Could believe D. has believed
3. We.....eating some food before you reached our home.

A. had finished
B. would finish
C. have finished
D. finished
4. Before he arrived here last week, his parents.....me to tell me about his coming.

A. called
B. had called
C. would call
D. have called
5. We allowed the children to watch their favorite TV program yesterday only after they.....doing their school assignments.

A. were finishing
B. have finished.

- C. finish
- D. had finished

6. Iall over the place for the wallet when I suddenly realized that she had it in my bedroom.

- A. searched C. had searched
- B. was searching D. is searching

7. Before they finished the exam, we for the class.

- A. had finished C. have finished
- B. has finished D. had been finishing

8. They took some pictures, after theythe most beautiful spot.

- A. had reached C. has reached
- B. will have reached D. reached

9. We did a lot of fun games, after wethe class.

- A. had started C. will have started
- B. will start D. would have started

10. Before 1998, Indonesian Peopleprosperously and peacefully.

- A. has lived C. could live
- B. had lived D. have lived

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. Pete had already saw that musical before he

- A B
- read the reviews about it.
- C D

2. Before we ate, we has finished all of the

- A B C
- assignment given by our teacher.
- D

3. After we had sells the boat, we bought a

- A B C D
- house.

4. Before we ate, we has finished all of the

- A B C
- assignment given by our teacher.
- D

5. Before I made my thesis, I will have discussed it with my supervisor.

A B C D

Part C: Change the sentences below into a correct past continuous form.

1. While you were doing your homework, I (Sleep) on my bed.
2. When they studied English, We (Look, for).
3. While they were having their lunch, she (Drive) her car.
4. At 4 P.M yesterday, I (Think) about the class.
5. She (Cook) something in the kitchen at 6 A.M yesterday morning.

CHAPTER 16 PAST PERFECT CONTINUOUS TENSE

D. PAST PERFECT CONTINUOUS TENSE

1. INTRODUCTION

Past perfect continuous tense is used to show that an action started in the past and continued up to another point in the past.

Keywords

1. Past Perfect Continuous tense + for + duration of time + before + simple past tense: George had been working in the university for 25 years before he retired.
2. Past perfect continuous tense + for + duration of time + when + Simple past tense: She had been working in the company for 3 years when it went out of business.

2. Learning Objectives:

To show duration before something in the past.

- ✓ They had been talking for over an hour before Tim arrived.
- ✓ James had been teaching in the university for over a year before he left for Asia.
- ✓ She had been studying English for 2 hours when the light suddenly went off.

To show cause and effect in the past.

- ✓ Sam gained weight because he had been overeating.
- ✓ Betty failed the final test because she had not been attending the class.
- ✓ Jason was tired because he had been jogging.

3. Formula:

1. Positive Statement:

S + had + been + V- Ing + o/c

Examples:

- Abdu had been living in Amsterdam for 10 years before he moved to Jakarta.
- She had been cooking in the kitchen for 30 minutes before her friends came.

2. Negative Statement:

S + had + not + been + V- Ing + o/c

Examples:

- Abdu had not been living in Amsterdam for 10 years before he moved to Jakarta.
- She had not been cooking in the kitchen for 30 minutes before her friends came.

3. Interrogative statement:

Had + s + been + V-ing + o/c

Examples:

- Had Abdu been living in Amsterdam for 10 years before he moved to Jakarta?
- Had she been cooking in the kitchen for 30 minutes before her friends came?

4. Quick Read**After the Fire**

Firemen had been fighting the forest fire for nearly three weeks before they could get it under control. A short time before, great trees had covered the countryside for miles around. Now, smoke still rose up from the warm ground over the desolate hills. Winter was coming on and the hills threatened the surrounding villages with destruction, for heavy rain would not only wash away the soil but would cause serious floods as well. When the fire had at least been put out, the forest authorities ordered several tons of a special type of grass-seed which would grow quickly. The seed was sprayed over the ground in huge quantities by airplanes. The planes had been planting seed for nearly a month when it began to rain. By then, however, in many places the grass had already taken root. In place of the great trees which had been growing there for centuries, patches of green had begun to appear in the blackened soil.

Read and answer 'True' or 'False' to each statement.

1. Firemen had been fighting the forest fire for nearly a year.
2. The fireman could get the fire under control at last.
3. The fire occurred in the crowded area.
4. The desolate hills had been covered with the smoke.
5. The rain had caused serious floods problem.
6. Several tons of a special type of grass-seed had been ordered by the forest authorities.
7. The type of grass-seed would grow sluggishly.
8. The seed had been sprayed over the ground in huge quantities by airplanes.
9. The planes had been planting seed for nearly a month when it began to rain.
10. Patches of green had begun to appear in the blackened soil.

Read and answer the questions!

1. How long did it take the firemen to get the forest under control?
2. What was coming on and threatened the surrounding villages with destruction?
3. How long had the planes been planting the seeds?
4. Where had the grass taken root?
5. For how long was it sprayed over the ground by planes?

5. Lets Practice

Please make a good story in past perfect continuous tense to the following pictures



6. Assessment

Part A: Choose one of the best answers to the following questions

1. The chief accountantthe monthly report for seven hours when the director arrived.

A. had been scrutinizing C. had been scrutinized

B. has been scrutinizing D. has been scrutinized

2. CindyEnglish for several minutes when his father left the house.

A. has studied C. will study

B. was studying D. had been studying

3. The bus came after I for about forty minutes.

A. have been waiting C. have waited

B. had been waiting D. was waiting

4. She the shoes for five minutes when one of the heels came off.

A. is only wearing C. had been wearing

B. has only been wearing D. was wearing

5. 'Your train was delayed, wasn't it?

Yes, therefore, when I arrived, the driver picking me upfor more than an hour.

A. waited C. was waiting

B. would wait D. had been waiting

6. They For an hour before the doctor came.

A. waited C. have been waiting

B. had been waiting D. are waiting

7. Wealong the road for about forty minutes when a man stopped his car and offered us a ride.

A. was walking C. walked

B. had been walking D. are walking

8. Abu in California for ten years before he moved to New York.

A. lived B. had been living

C. live D. will live

9. Georgeat the University for forty-five years before he retired.

A. worked B. work

C. had been working D. would work

10. Samthe emails for about 30 minutes when the earthquake happened.

A. has been replying C. have replied

B. have been replying D. had been replying

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. Before he retired last April, Mr. Clark is working as foreign student advisor for thirty years in the school.

A

B

C

D

2. They have talked about the business when the manager came into the room.

A

B

C

D

3. We Walked around the valley for 30 minutes before our friends came.

A

B

C

D

4. Recently the director had been proposing a new model of the management collaboration.

A

B

C

D

5. The singer had sing for an hour when the fans came onto the stage to get his signature.

A

B

C

D

Part C: Change the sentences below into a correct past perfect continuous tense

1. George (Wait) for an hour before the bus came.

2. John (Live) in Miami for 7 years when his parents came to visit.

3. They (Study) in the room for 2 hours before the teachers came.

4. I (Take) my car when the principal passed in front of me.

5. He (Eat) for 5 minutes before his friends called him.

CHAPTER 17 : PREFERENCE

1. Introduction

Preference is the fact that you like something or someone more than another thing or person.

Keywords

17. **First type of preference** : She **likes** eating an apple **better than** drinking a cup of tea.
18. **Second type of preference** : He **prefers** travelling **to** staying at home.
19. **Third type of preference** : They **would rather** buy ice cream **than** hamburger.
20. **Fourth type of preference** : We **would prefer** to take taxi **rather than** wait for our friends.

2. Learning Objectives

1. To identify the first type of preferences

- ✓ She **likes** cooking **better than** swimming.
- ✓ He **likes** sleeping **better than** chatting.
- ✓ You **like** banana **better than** grape
- ✓ We **like** Indonesian **to** Western food

2. To identify the second type of preferences

- ✓ He **prefers** riding a motorbike **to** driving a car.
- ✓ You **prefer** snorkeling **to** parachuting.
- ✓ They **prefer** Medan **to** Jakarta.
- ✓ She **Prefers** gold **to** diamond.

3. To identify the third type of preferences

- ✓ She **would rather** live in the jungle **than** stay in the city.
- ✓ They **would rather** learn a language **than** spend their holiday time.
- ✓ Mark **would rather** remind his friends rather **than** keep his mouth silent.
- ✓ We **would rather** know your name **than** listen to your story.

4. To identify the fourth type of preferences

- ✓ I **would prefer** to stroll over the building **rather than** take a picture of it.
- ✓ She **would prefer** to paint the wall **rather than** mop the floor.
- ✓ We **would prefer** to do our homework rather than take a nap.

- ✓ You **would prefer** to join a motivation seminar **rather than** hang out with your friends

3. Formula

1. First type of preference

S + like + V-ing + better than + V-ing

or

S + Prefer + Noun + to + Noun

2. Second type of preference

S + prefer + V-ing + to + V-ing

or

S + prefer + noun + to + noun

3. Third type of preference

S + would rather + V1 + than + V1

4. Fourth type of preference

S + would prefer + to-infinitive + rather than + V1

Examples:

- I like watching movie better than singing on the stage.
- They like Indonesia better than Thailand.
- She prefers collecting stamps to writing a letter.
- She prefers apple better than orange.
- We would rather climb the mountain than swim in the pool.
- She would rather jazz than pop music.
- He would prefer to study rather than sleep at night.
- They would prefer to (have) a box of chocolate rather than a bunch of flower.

4. Quick Read

Collecting the Most Valuable Hair in the World

Connecticut businessman John Reznikoff likes to collect hair better than any other things. In fact, he collects it. Reznikoff has a collection of hair from over 120 famous dead people. He prefers collecting hair from politicians, musicians, and even the actress Marilyn Monroe to spending more

money in buying their legendary stuffs. Reznikoff got her hair from a doctor. This doctor cared for Monroe's body after she died. Collectible hair can be expensive.

Reznikoff paid a lot of money for some Abraham Lincoln's hair. Lincoln was president of the United States from 1861 to 1865. The hair cost an arm and a leg, but Reznikoff said it was worth every penny. "That hair is my favorite item," he explained. So when some collectors offered him \$50,000 for it. He turned down their offer.

Eric Gaines and his brother Mike also would rather collect hair from famous writers like Ernest Hemingway than sell it to the other collectors. "When we started," Eric said, "nobody else collected hair. Our friends said, 'your collection gives us the creeps.' But now those same people think it's cool."

Hair collecting began to take off in the early 1990s. It grows in popularity every day. There are more than 400 hair collectors who would prefer to spend their money in it rather than look for other items in the United States today. There are at least 100 hair collectors in other countries. This strange new hobby is here to stay.

Read and answer 'True' or 'False' to each statement.

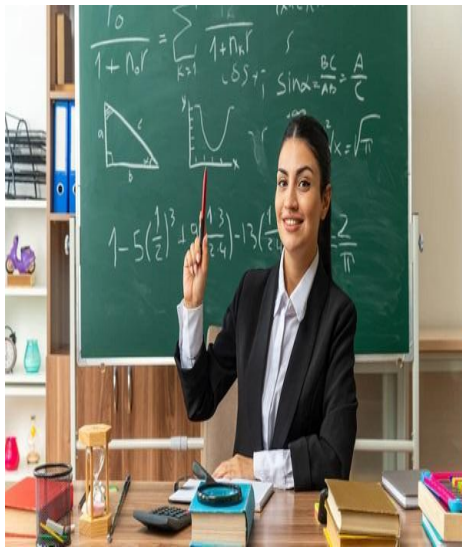
1. Reznikoff has a collection of hair from over 120 dead people.
2. Hair collecting began to take off in the early 1990's.
3. Abraham Lincoln's expensive hair was worth every penny.
4. Eric and Mike Gaines collect hair from famous writers.
5. Hair collecting is here to stay.

Read and answer the questions!

1. What is the name of the Connecticut businessman who likes to collect the hair of famous people?
2. How many of famous people are listed as John Reznikoff hair collection?
3. Who is Marilyn Monroe?
4. How did John Reznikoff get her hair?
5. What did a doctor do to Marilyn Monroe?
6. Who is Abraham Lincoln?
7. When did he become the president of the United States?
8. What did Reznikoff do when some collectors offered him \$50,000 for the hair?
9. Who are Eric Gaines and Mike?
10. When did the hair collecting begin to take off?

5. LETS PRACTICE

Please make your own preferences to the following Pictures:





6. ASSESSMENT

Part A: Choose one of the best answers to the following questions

1. She said that she would rather not.....it right now.
 - A. discussing
 - B. discuss
 - C. to discussing
 - D. discussion
2. I like mango. I like apple more. We can also say....
 - A. I like having mango to having apple
 - B. I prefer apple better than mango
 - C. I would rather to have apple than mango
 - D. I like apple better than mango
3. She prefers.....
 - A. going out on Saturday night to staying at home.
 - B. go out on Saturday night to stay at home
 - C. to go out on Saturday night than stay at home
 - D. going on Saturday night rather than stay at home.
4. The inhabitants of the village prefer dying.....surrendering to the enemy.
 - A. to
 - B. than
 - C. rather than
 - D. better than

5. I don't know how to arrange these flowers; I'd rather....
 A. to have it done
 B. having it done
 C. have it done
 D. had it done
6. I would rather coffee without cream
 A. had B. having
 C. have D. to have
7. No one would prefer
 A. live alone B. to live alone
 C. living alone D. lives alone
8. They prefer staying at home to going out on weekend. We can also say:
 A. They like stay at home than go out on weekend.
 B. They would rather stay at home than go out on weekend.
 C. They will stay at home rather than go out on weekend.
 D. They like staying at home to going out on weekend.
9. He barbecue than soup
 A. prefer eating B. likes eating
 C. would rather eat D. would prefer to eat
10. Seanu Take a public transport than drive his own car
 A. likes B. would rather
 C. prefers D. would prefer

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. They prefer dance in the public area that make everyone amazed to them.
 A B C D
2. My sister would rather sleeping in her room all day long.
 A B C D
3. she would prefer gathering in the park near by her house every afternoon.
 A B C D
4. Ratu would rather to have traditional houses than contemporary ones.
 A B C D

5. She likes to swim in the pool every day with her close friends.

A

B

C

D

Part C: Fill in the blanks with the correct answers.

1. They like better than doing their homework.
2. She prefers typing something on computer to
3. We would rather than sleep in the living room.
4. You would prefer to sit on the floor rather than
5. They prefer to candy.

CHAPTER 18 : PREPOSITION

1. Introduction

Preposition is a group of words used before a noun, pronoun, or noun phrase to show time, place, location or prepositional phrase.

Keywords

4. **Preposition of time** : In, On, At.
5. **Preposition of place/location** : In, On, At, During, For, While, By, With, Beside, Besides, etc
6. **Prepositional Phrase** : Good at, Delighted with, Surprised at, Afraid of, etc.

2. Learning objectives

1. To show preposition of time.

- ✓ We will attend the summit meeting **in July**.
- ✓ The task will be submitted **on Friday**.
- ✓ The plane will be landed **at 6 P.M today**.
- ✓ He goes to the concert **at midnight**

2. To show preposition of place/ location.

- ✓ The children are playing **in the garden**.
- ✓ She has been living in Medan **for 15 years**.
- ✓ We will harvest the crop **during summer time**.
- ✓ They go to school **by bus**.
- ✓ He goes to the store **with his mom**.
- ✓ He stands **beside the cabinet**
- ✓ We can eat fruits **besides bread**.
- ✓ The yard is located **between two buildings**.
- ✓ He screamed **among** the dancing people.
- ✓ The car is parked **in front of** the storey house.

3. To show prepositional phrase.

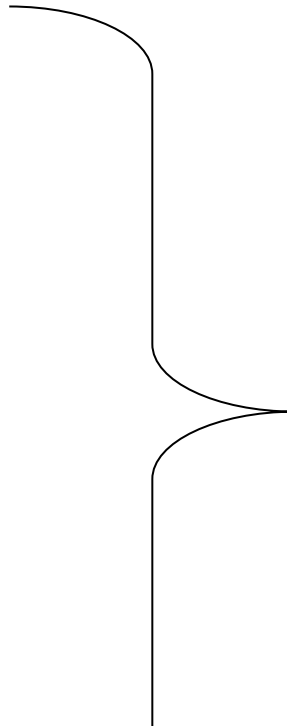
- ✓ He is really good **at Math**.
- ✓ She is delighted **with her new job**.
- ✓ Don't be afraid **of something at night**.
- ✓ I was surprised **at his performance last night**.

3. Formula

1. Preposition Of time

1. In + Month/year/ season
2. On + Day/ Date
3. At + time / situation

2. Preposition of Place / Location

- | | | |
|-----------------|--|------------------|
| 1. In |  | + Location/ Noun |
| 2. On | | |
| 3. At | | |
| 4. During | | |
| 5. For | | |
| 6. While | | |
| 7. By | | |
| 8. With | | |
| 9. Beside | | |
| 10. Besides | | |
| 11. Between | | |
| 12. Among | | |
| 13. In front of | | |

3. Prepositional Phrase

1. Good/ Nice/ Kind/ generous/silly/intelligent/clever + of
2. Angry/Annoyed/Furious + with (something) or (someone).
3. Delighted/ Pleased/Satisfied/disappointed + with (something).
4. Bored/ Fed up + with (something).
5. Surprised/ shocked/ amazed/astonished + at / by (something).
6. Excited/ worried/ upset + about (something).

4. Quick Read

In almost all developing countries, the lack of adequate supplies of cheap, convenient and reliable fuel is a major problem. Rural communities depend largely on kerosene, wood and dung for their cooking and lighting needs. But kerosene is now priced out of reach of many people and wood, except in heavily forested areas, is in short supply. The search for firewood occupies a large part of the working day and has resulted in widespread deforestation.

Dung is constant supply wherever there are farm animals and, when dried, it is convenient to store and use. But burning dung destroys its value as fertilizer, thus depriving the soil of a much needed source of humus and nitrogen.

Rural area of developing countries is also plagued by a lack of adequate sanitation. Improper waste disposal spreads disease, contaminates water sources and provides breeding grounds for disease – carrying insect.

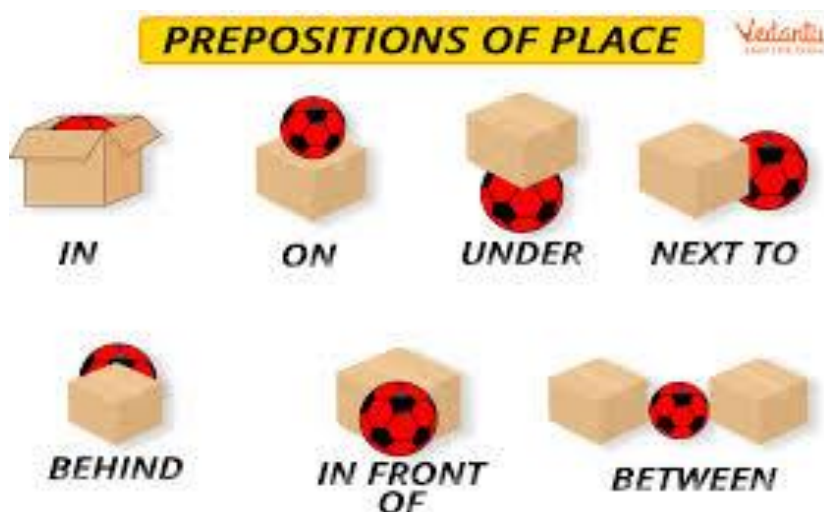
The problem of improving environmental hygiene, conserving resource, and finding alternative sources of fuel may be unrelated. Their solutions, however, are not, as many countries experimenting with biogas technology are discovering. Biogas, a mixture of methane and carbon dioxide, is produced by the fermentation of organic matter. The process of anaerobic fermentation is a natural one, occurring whenever living matter decomposes. By keeping the matter – and the process – in a digester or biogas plant, the combustible gas can be trapped and used as fuel for household lighting and cooking. The digested slurry that remains can be used on the land as a soil conditioner and fertilizer.

Read and answer 'True' or 'False' to each statement.

1. Fuel is a major problem in developing countries.
2. Rural community depends largely on water supplies.
3. Dung can be used as fertilizer.
4. Biogas consists of oxygen and biogas.
5. Digested slurry that remains can be used as non conditioner substance.

5. Lets Practice

Make the sentences from the following positions.



6. Assessment

1. The little boy is sittingthe two girls.

A. between C. in

B. among D. into

2. The finance committee will meet againthe eight of May.

A. in C. at

B. For D. on

3. Tim sathis father in the living room.

A. besides C. beside

B. while D. between

4. The car wouldn't start so I came to schoolfoot.

A. by C. next to

B. from D. on

5..... the past few weeks, the team has begun to show some form again and has won some big games.

A. in C. at

B. on D. by

6. John knows that he had better His algebra skills before the mid-term exam.

A. brush up on C. brushing up on

B. brush on up D. brushing on up

7. The pressurewas intense after his team lost five basketball games in a row.

A. under the coach C. of the coach

B. over the coach D. on the coach

8..... the floor manager, we don't need to work this Friday afternoon.

A. according in C. according from

B. according to D. according of

9. Please fillthis online application form.

A. up C. down

B. on D. out

10. Many students have come to relythe internet for information.

A. at C. on

B. in D. by

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. If a person does not get enough calcium in their diet, she risks suffering on debilitating bone disorders when she

A

B

C

gets older.

D

2. As has been announced by our teacher that the test will be done in 8 A.M.

A

B

C

D

3. The accident happened of Juanda street.

A

B

C

D

4. from Thursday afternoon, I have an English class.

A

B

C

D

5. I put my cellular phone of TV.

A

B

C

D

Part C: Choose the correct preposition in bracket to complete the sentences below.

1. Any experienced captain will learn to depend crew to keep the ship safety. (in / on).

2. The air we breathe consistsnitrogen and oxygen. (to / of).

3. It is difficult to decide a university to apply to because you cannot really know the quality until you attend. (for / to)

4. Many library resources will refer other books available in the library for further reference or information. (to / from)

5. My plane was supposed to leave 7:07 P.M, but I didn't take off until 8.30. (of / in).

CHAPTER 19 : TAG QUESTION

1. Introduction

Tag question is a simple statement followed by a short question.

Keywords

7. Tobe (is, am, are, was, were): the man is working, isn't he?, She is pretty, isn't she?
8. Auxiliary (do, does, did, has, have, had, will): they go there, don't they?, John has told you about it, hasn't he?
9. Modals (can, could, may, might, would, could, should): the woman should tell the truth about the problems, shouldn't she?, he couldn't swim when he was 17, could he?
10. I'm a pilot, aren't I?
11. There is a hotel here, isn't there?
12. That's a squirrel, isn't it?
13. Let's go now, shall we?
14. Come here, won't you?
15. Don't stay there, will you?
16. Everybody wasn't here last night, weren't they?
17. Anything is possible, isn't it?

2. Learning objectives

1. To emphasize the statements with tobe, auxiliary, or modals.

- ✓ You are not alone, are you?
- ✓ She is an interactive student, isn't she?
- ✓ We don't think about it, do we?
- ✓ He went to the class last night, didn't he?
- ✓ She can't talk to you, can't she?
- ✓ They mayn't know the problems, may they?

2. To emphasize imperative statements

- ✓ Don't go anywhere, will you?
- ✓ Don't talk a lot in the classroom, will you?
- ✓ Let's dance together, shall we?
- ✓ Let's get it on, shall we?

3. To denote indefinite pronoun statements

- ✓ Everybody knows about you, don't they?
- ✓ Nobody gets the point of the presentation, do they?
- ✓ Anybody wrote the resume of the paper, didn't they?

4. To emphasize existential subjects

- ✓ There are many living species in the jungle, aren't there?
- ✓ There is a clue to the mystery, isn't there?
- ✓ There were some remaining facts about the history, weren't there?

5. To denote demonstrative subjects.

- ✓ That is a simple way for living, isn't it?
- ✓ This isn't an acceptable way of thinking, is it?

3. Formula

<i>Statement,</i>		<i>Tag?</i>
+	,	-
-	,	+

4. Quick Read

Last week I went to the theatre. I had a very good seat. The play was very interesting, wasn't it? I talked to myself. But after all I didn't enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I couldn't hear the actors. I turned around. I looked at the man and the woman angrily. And I said to some visitors 'They did not pay any attention to the play, didn't they? In the end, I couldn't bear it. I turned round again. 'I can't hear a word!' I said angrily. It's none of your business, 'the young man said rudely. 'This is a private conversation!'. '.

Read and answer '**True**' or '**False**' to each statement.

1. The writer went to the theatre a week before.
2. The play was very interesting.
3. A young man and a young woman were talking loudly during the play.
4. The writer got very upset to the man and woman.
5. The young man said politely to the writer.

Read and answer the questions!

1. Where did the writer go last week?
2. Did he enjoy the play or not?
3. Who were sitting behind him?
4. Were they talking loudly, or were they talking quietly?
5. Could the writer hear the actors or not?

6. Did he turn around or not?
7. What did he say?
8. Did the young man say, 'The play is not interesting.' or did he say, 'This is a private conversation!'?
9. How many people are there in the text?
10. What is the tone of the text?

5. Lets Practice

Make a correct question tag to the following pictures:



6. Assessment

Part A: Choose one of the best answers to the following questions

1. He never comes home late,?
 - A. hasn't he
 - B. does he
 - C. didn't he
 - D. won't he
2. Let's go to the movie,?
 - A. do we
 - B. shall we
 - C. wouldn't we
 - D. can't we
3. She's been very kind,?
 - A. hasn't she
 - B. hadn't she
 - C. wasn't she
 - D. won't she
4. Shut the door,?

- A. do you B. will you
C. don't you D. could you

5. I'm innocent,?

- A. am not I B. am I
C. aren't I D. shall I

6. He didn't want to tell us the new information,?

- A. didn't he C. can he
B. will he D. did he

7. Although she couldn't send the children some money, she wished they all had gotten along well with the new life,.....?

- A. could she C. hadn't she
B. couldn't she D. didn't she

8. The students begin to study at six thirty,?

- A. do they C. didn't they
B. don't they D. won't they

9. There is a house on the hill ,?

- A. hasn't it C. isn't there
B. hasn't there D. isn't it

10. They have small eyes,?

- A. haven't they C. did they
B. don't they D. have

Error Recognition

Part B: Choose the one word or phrase which would not be appropriate in standard written English.

1. They play football every day in their school, didn't they?

- A B C D

2. Let's drink a lot of water every day, Don't you?

- A B C D

3. I'm not what you thought, are I?

4. She never seems to care, doesn't she?

A B C D

5. His name is Paul, isn't him?

A B C D

Part C: Put in the correct Question Tag

1. You didn't finish your homework,?

2. She is from small town in Mexico,?

3. Kevin can cook very well,?

4. The weather is beautiful today,?

5. your father bought a new car yesterday,?

THE USE OF OTHER

USING ANOTHER

Another is used with singular countable noun. It means one more, an alternative. It is nonspecific.

Example Sentences

- “Give me **another** book,” he said.
- I hear that her mother is in **another** city.
- She has **another** sister.

USING THE OTHER

The other is used with singular noun, plural noun, countable noun or uncountable noun. It means second of two things, people or animals.

Example Sentences

- Did you see **the other** book that I bought?
- Mary and Samuel are here, but where are **the other** kids?
- She walked around to **the otherside**.

USING OTHER

Other is used with plural or uncountable noun. It means different, additional or extra. It is nonspecific.

Example Sentences

- We're married to each **other**.
- I want you to return the book I lent you the **other** day.
- Apple doesn't provide technical support for apps created by **other** developers.

Other... Another... Others... These words are very confusing for students of English, let's explain the difference, it's not that difficult. First we need to make a few points clear:

● **ANOTHER** = An + Other → So you must apply the rules of usage for the indefinite article A/AN.

● **OTHERS** is a plural form → Remember that only nouns have plural in English, adjectives/determiners have no plural so you can't use **OTHERS** when it goes in front of a noun. You can only use it if it is a plural pronoun.

● **OTHER ONE/S** or **SOME OTHER** → If we use it as a pronoun, we can use just **OTHER/S**, but we can also add the pronoun **ONE/S** for countables and **SOME** for uncountables: *The others are broken* = *The other ones are broken* / *Not this wine, I'll try other* = *I'll try some other*.

CHOOSING OTHER or OTHERS

When **OTHER** goes with a noun it is never plural because it is an adjective. But when it doesn't go with a noun, then it is a pronoun, and it may be singular or plural like any other noun.

Remember also that when it is a pronoun we can add **ONE** (and we certainly prefer that for the singular), but in that case **ONE** takes the plural and **OTHER** behaves like an adjective, so it is never plural (~~OTHERS ONE~~ - ~~OTHERS ONES~~ - **OTHER ONES**).

We can't use the pronoun ONE for uncountable nouns, so in that case we use SOME (and we also prefer SOME OTHER).

- **Adjective** (other)

1. I need another pencil

2. Do you have other books?

These are the other friends I told you about.

Pronoun (other/others):

- This glass is broken, I need another. = This glass is broken, I need another one. (better)
- This wine is terrible, bring me other. = This wine is terrible, bring me some other. (better)
- Here are 5 chairs. Do you need any others? = Here are 5 chairs. Do you need any other ones?

- Put some boxes here and the others in the garage. = Put some boxes here and the other ones in the garage.

Note: for the countable singular pronoun it is possible to use "other" (*I have 2 chairs but I need 3. Give me other*), but that is not common and complicates the rules we have here, so you'd better forget about it and use "another" or, better still, "another one".

OTHER with the indefinite article					
WITH A NOUN			ALONE		
		Countables	Uncountables		
	singular	another book		singular	another (one)
	plural	(some) other books	(some) other wine	plural	- (some) others - (some) other ones



Careful with the pronunciation: OTHER /ʌðə*/ ANOTHER /ənʌðə*/

EXERCISES

CORRECT THE ERRORS!

6. **One of** the countries I would like to visit is Sweden. **Another is** Mexico. Of course, besides these two countries, there are many **another** places I would like to see
7. I got three letters. **Another** was from my father. **Others one** was from my sister. **Anothers** letter was from my girlfriend.
8. I invited five people to my party. Of those five people, only John and Marry can come. **Another** people cant come.
9. One of the most important inventions in the history of the world was printing press. **The other** was the electric light. **One** were the telephone, television and the computer
10. They have three children. **Anothers** has graduated from college and has a job. **Others** is at Yale University. **Others** is still living at home.

Supply a form of 'other' in the blanks

6. Louis and I have been friends for a lonng time. We've known.....since we were children

7. In the Southwest there is a large area of land that has little or no rainfall, no trees and very few plants.....than cactuses. In.....words, this area of the country is the desert
8. Thank you for inviting me to the picnic. I'd like to go with you, but I've already madeplans
9. Could I borrow your pen? I need to write a check, but I have nothing to write with.....than pencil.
10. A: How often do you travel to Portland?
B: Every.....month

READING COMPREHENSION

CHOOSING A RESTAURANT

Most cities have hundreds of restaurants, so travelers have many options. Fast food restaurants are good for people who don't have a lot of time. These restaurants make your food very quickly and some even have drive-through service. Here the waitstaff takes your order and brings your food to you. A steakhouse is another type of restaurant. It offers many cuts of meat. Restaurants serve different types of cuisines. For example, Indian cuisine has a lot of vegetarian dishes. Before you choose a restaurant, look at a guide that contains ratings. A restaurant with better food and service receives more stars

4. What is the text mainly discussed about?
 - e. Fast food restaurant
 - f. A steakhouse
 - g. Vegetarian dishes
 - h. Types of cuisine
5. Why do people like fast food
 - e. Easy to serve
 - f. Nice
 - g. They don't have a long time to eat
 - h. To modernize life
6. What is the best tips to choose a restaurant?
 - e. Look at the types of food served at restaurant
 - f. Consider the price of the food
 - g. Look at a guide contains ratings
 - h. Look at your best menu

Read and mark the statement with True (T) or False (F)

4.Fast-food restaurants offer food for people who don't eat meat
5.a restaurant with a high rating has good service and food
6.steakhouses often has drive-through service

VOCABULARY

Match the words (1-6) with the definitions (A-F).

- | | |
|-------------------------|---------------------|
| 1 ___ family restaurant | 4 ___ drive-through |
| 2 ___ steakhouse | 5 ___ cuts |
| 3 ___ waitstaff | 6 ___ cuisine |

- A a restaurant that serves different types of meat
- B a restaurant that welcomes children and adults
- C different types of meat
- D restaurant workers who serve customers
- E a type of restaurant service in which customers receive their food in their car
- F the style of food from a place

english

GRAMMAR and PRACTISE

Penulis:
Masniati Murni Ritonga, M.Hum
Roni Juliansyah, M.Pd
Andrysyah, M.Pd

