INTERMEDIATE

ISBN: 978-623-5437-44-6

Laksmy Ady Kusumoriny, dkk

UNPAM PLESS

Redaksi: JI. Surya Kecana No. 1 Ruang 212 Gedung A Pamulang - Tangerang Selatan Telp. 021-7412566, Fax. 021 74709855 Email: unpampress@unpam.ac.id Website: unpampress.unpam.ac.id



Ady Kusumoriny, dkk

UNPAM PLESS

## INTERMEDIATE ACADEMIC ENGLISH

## Penyusun:

Laksmy Ady Kusumoriny, Nahoras Bona Simarmata, Abdul Aziz, Aisyah Al Baroroh, Amiruddin, Purwanti Taman, Sari Fitria, Sukma Septian Nasution, Linda Meylinda, Prihatin Pujiastuti, Haryati, Lisa Suhayati, Bambang Irawan



Jl. Surya Kencana No. 1 Pamulang
Gd. A, Ruang 212 Universitas Pamulang
Tangerang Selatan – Banten

#### INTERMEDIATE ACADEMIC ENGLISH

#### Penulis:

Laksmy Ady Kusumoriny, Nahoras Bona Simarmata, Abdul Aziz, Aisyah Al Baroroh, Amirudin, Purwanti Taman, Sari Fitria, Sukma Septian Nasution, Linda Meylinda, Prihatin Pujiastuti, Haryati, Lisa Suhayati, Bambang Irawan

ISBN: 978-623-5437-44-6

#### **Editor:**

Tito Dimas Atmawijaya Sri Nitta Crissiana Wirya Atmaja

## **Desain Sampul:**

Putut Said Permana

#### Tata Letak:

Ramdani Putra

#### Penerbit:

**Unpam Press** 

#### Redaksi:

Jl. Surya Kecana No. 1, Ruang 212 Gedung A Pamulang – Tangerang Selatan Telp. 021-7412566; Fax. 021 74709855

Email: unpampress@unpam.ac.id

Anggota IKAPI

Cetakan pertama, Agustus 2022 BA280-04012023-01

Hak cipta dilindungi undang-undang.

Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin penerbit.

#### KATA PENGANTAR

The book, entitled Intermediate Academic English (IAE), was completed with good cooperation from English lecturers at Pamulang University, more specifically those who are also lecturers at the Unpam Language Center. This book is aimed to equip students in the second semester for mastering the TOEFL easily and systematically. Every discussion in this book has been reviewed by experts in the field of English language teaching. This book covers the three main skills in the TOEFL test: Listenina Comprehension, Structure and Expression, and Reading Comprehension in the intermediate level. The discussion of the material in this book is arranged in a complete and interactive way, so that students can study the TOEFL thoroughly.

We would also like to thank the LP3 team for their help in the completion of this book. Not to forget, we are very grateful to the Unpam Language Center team who has compiled this book so that it can be completed properly.

Pamulang, Agustus 2022

Authors

## **DAFTAR ISI**

CC	OVE	:R	
IN	TEF	RMEDIATE ACADEMIC ENGLISH	i
ΚA	λTΑ	PENGANTAR	ii
DA	١FT	AR ISI	iv
M	EET	ING I	1
(LI	STI	ENING) LONG CONVERSATION	1
A.	ОВ	JECTIVES	1
В.	MA	TERIAL DESCRIPTION	1
	1.	Anticipate the topics	3
	2.	Anticipate the questions	5
	3.	Determine the topic	7
	4.	Draw Conclusion about people, things, time, place	9
C.	EX	ERCISES	. 11
D.	RE	FERENCES	. 16
M	EET	ING II	. 17
(LI	STI	ENING)	. 18
LC	NG	G TALKS	. 18
A.	LE	ARNING OBJECTIVES	. 18
В.	MA	TERIAL DESCRIPTION	. 18
	1.	Anticipate the topics	. 20
	2.	Anticipate the questions	. 21
	3.	Determine the topic	. 23
	4.	Draw Conclusion about people, things, time, place	. 25
C.	EX	ERCISES: COMPREHENSION QUESTIONS	. 26
D.	RE	FERENCES	. 31
М	FT	ING III	32

(S	TRI	JCTURE & WRITTEN EXPRESSIONS) <i>ADVERE</i>	3 <i>IAL</i>
	CL	AUSE	32
A.	OB	JECTIVES	32
В.	MΑ	TERIAL DESCRIPTION	32
	1.	Adverb Clause in Definition	32
	2.	Formulas of Adverbial Clause and Its Use	35
	3.	Difference between Adverb Clause and Adverb	Phrase41
	4.	Differences between Adverb Clause and	Adjective
		Clause	42
C.	EX	ERCISES	43
D.	RE	FERENCE	46
MI	EET	TING IV	49
(S	TRI	JCTURE & WRITTEN EXPRESSIONS)	49
Sī	ΓRA	TEGIES ON MULTIPLE CLAUSES: NOUN CLA	USE 49
A.	OB	SJECTIVES OF THE STUDY	49
В.	MΑ	TERIAL DESCRIPTION	49
	1.	Introduction to Multiple Clause	49
	2.	Multiple Clauses Sentences	51
	3.	Noun Clause	56
C.	EX	ERCISES	68
D.	RE	FERENCES	72
MI	EET	TING V	74
(S		JCTURE & WRITTEN EXPRESSIONS) <i>ADJECT</i>	
	CL	AUSE	74
A.	OB	SJECTIVES OF THE STUDY	74
В.	MΑ	TERIAL DESCRIPTION	74
	1.	Adjective Clause to Modify Subject	76
	2.	Adjective Clause to Modify Object	77

	3.	Adjective Clause as an Object of a Preposition.	78
	4.	Adjective Clause to Indicate Place and Time	80
	5.	Adjective Clause with Whose	81
	6.	Adjective Clause in TOEFL Test	82
C.	EX	ERCISES	84
D.	RE	FERENCES	92
M	EET	ING VI	94
(S	TRI	JCTURE & WRITTEN EXPRESSIONS)	94
RI	EDU	CED CLAUSES & INVERSIONS	94
Α.	ОВ	JECTIVES OF THE STUDY	94
В.	MA	TERIAL DESCRIPTION	94
	1.	Reduced Adjective Clause	94
C.	EX	ERCISES	98
D.	RE	FERENCES	112
M	EET	ING VII (STRUCTURE & WRITTEN EXPRESSI	ONS) 114
SI	JBJ	ECT-VERB AGREEMENT & COMPARISON	114
Α.	ОВ	JECTIVES OF THE STUDY	114
В.	MA	TERIAL DESCRIPTION	114
	1.	Subject/Verb Argument	115
	2.	Problem with Comparative and Superlative	118
C.	EX	ERCISES	123
D.	RE	FERENCES	125
M	EET	ING VIII	127
(S	TRI	JCTURE & WRITTEN EXPRESSIONS)	127
Ρl	ROE	BLEMS WITH NOUNS AND VERBS	127
Α.	ОВ	JECTIVES OF THE STUDY	127
В.	MA	TERIAL DESCRIPTION	127
	1	Problems with Nouns	127

	2.	PROBLEMS WITH VERBS	136
C.	EX	ERCISES	141
D.	RE	FERENCES	145
MI	EET	TING IX	146
(S	TRI	JCTURE & WRITTEN EXPRESSIONS) <i>PROBLEM</i>	1S with
	PR	RONOUN & ADJECTIVES	147
A.	OE	SJECTIVES OF THE STUDY	147
В.	MA	ATERIAL DESCRIPTION	147
	1.	Pronoun	147
	2.	Adjective	151
C.	EX	ERCISE	155
D.	RE	FERENCES	157
MI	EET	TING X	158
(S	TRI	JCTURE & WRITTEN EXPRESSIONS)	159
Ρŀ	ROE	BLEMS with ADJECTIVE, ADVERB AND ARTICLE	159
A.	OE	SJECTIVES OF THE STUDY	159
В.	MA	ATERIAL DESCRIPTION	160
	1.	PROBLEM WITH ADJECTIVE AND ADVERB	160
	2.	PROBLEM WITH ARTICLE	175
C.	EX	ERCISE	181
D.	RE	FERENCES	188
MI	EET	TING XI	188
(S	TRI	JCTURE AND WRITTEN EXPRESSION) <i>PROBLE</i>	M
	WI	TH PREPOSITION AND USAGE	189
Α.	OE	BJECTIVES OF THE STUDY	189
В.	MΑ	ATERIAL DESCRIPTION	189
	1.	Introduction to Problem with preposition	189
	2	Types of Prepositions	191

	3.	Problems of Preposition	193
	4.	Problems with Usage	199
C.	EX	ERCISES	205
D.	RE	FERENCES	209
MI	EET	TING XII	210
(R	EAI	DING)	211
VC	OCA	ABULARY QUESTIONS	211
Α.	OB	SJECTIVES OF THE STUDY	211
В.	MΑ	TERIAL DESCRIPTION	211
	1.	Reading Comprehension	211
	2.	Strategies in Reading Comprehension	213
C.	EX	ERCISES	229
D.	RE	FERENCES	233
MI	EET	TING XIII (Reading)	236
ΑI	VSV	VER TRANSITION QUESTIONS & OVERAL REVIEW	
	QL	JESTIONS	237
A.	LE.	ARNING OBJECTIVES	237
В.	MΑ	TERIAL DESCRIPTION	237
	1.	Determine in which specific information is located in	the
		passage	237
	2.	Tone, purpose, and course	240
C.	EX	ERCISE	244
D.	RE	FERENCES	249
MI	EET	TING XIV	249
RE	EVIE	≣W	250
Α.	OB	JECTIVES	250
В.	MΑ	TERIAL DESCRIPTION	250
	1	Listening	250

	2. Reading25	1
C.	EXERCISES Exercise 14.1: (file name: EN2-M14-Exercise	
	ong Conversation 1)25	2
D.	REFERENCE28	0
RE	FERENCE	2

## **MEETING I**

# (LISTENING) LONG CONVERSATION

#### A. OBJECTIVES

In Long Conversation, students will learn how to answer questions people, places, time, reasons, and methods (*who, where, when, why*, and *how*). At the end of the lesson, students are expected to be able to:

- understand what is being discussed in a long conversation.
- Anticipate the topics or the questions by scanning the answer choices
- answer the questions about people, places, time, reasons, methods, etc after long conversation.

#### **B. MATERIAL**

Long conversations are just like short conversation. There are two speakers discussing one or more topics, and a narrator stating the question. However, the talk longer each other. Still, you don't have anything written when the

conversation is in progress. You only have the choices written on the paper. Of the 4 choices, you must pick one as your best answer.

There are two conversations in Long Conversation. The topics can be about lives in school (how difficult a class is, how to compile a research paper, how to register for a course, etc). However, they can also be about America-related topics such as recycling the used products, damage because of storm or other natural disasters, etc.

To be able to correctly answer the questions in Long Conversations, there are some things you must remember:

- Scan the answer choices before listening to the question.
   Remember, there is about 12-second interval between a question and the next question. Use the interval to scan the answer choices. Thus, it is very helpful for you to anticipate either the topics or the questions.
- Give more focus to the beginning of the conversation.
   In Long Conversations, most of the topics are introduced in the beginning. It contains main idea, subject, or topic of the conversations. Questions related to them frequently appear.
- While you are listening to the Long Conversation, try to carefully listen and keep in your mind about who, what, where, when why, and how. These questions, of course, will appear.

- 4. While you are listening to the Long Conversation, look carefully the choices and pick the best answers.
- Even though you are not sure for your answer, do not leave the answer blank. Wrong answer is scored zero but it does not reduce your score.

Now, let's see some strategies for Long Conversations

## 1. Anticipate the topics

It is really helpful for us to anticipate the topic of the Long Conversation we are listening to. However, it is impossible to acknowledge or to anticipate before the sound is played. Therefore, scanning the answer choices will help us a lot to anticipate the topic of the long conversation we are going to listen to.

#### Exercise 1.1:

Now, let's try this example. Just consider that you haven't listened to the conversation. But you already read all the answer choices. Remember, you can hardly determine what the topic is, but you can take general conclusion from these choices:

- 1 a. Ask the woman 4 questions
  - b. Help students find jobs
  - c. Work in the

- a. Weekdays
- b. Each morning
- c. Afternoons and weekends
- d. When he's in

	employment office			class
	d. Find work on campus		То	pic:
	Topic:		_	
2	a. In an apartment	5	a.	Phone her
	b. In a campus office		b.	Inform her some
	c. In the library			news
	d. In a classroom		C.	Give her some additional information
	Topic:		d.	
			То	pic:
3	a. Up to 10			
	b. No more than 12			
	c. At least 20			
	d. Not more than twenty			

Topic:

\_\_\_\_\_

\_

## **Discussion**

What is the topic of the conversation for questions from no. 1 to no. 5?

→ Looking for a job on campus

You can think of this answer because of these hints:

- Work on campus
- Employment office
- Students
- Jobs

## 2. Anticipate the questions

Just as anticipating the topics, we can also anticipate the questions from the answer choices before we listen to the conversation.

Answer choices will also help us to guess what question is going to be asked. It is not really difficult to guess. We just need to look at carefully all the four choices. If they belong to adverbial clauses, the question is highly about place or time (where or when something is done/happening). If they belong to adverbial clauses, the question is probably about things (what someone does or what something can do), etc.

## Exercise 1.2

Now, try to do guess what questions are going to appear for these following cases. No. 1 has been done for you.

- 1. Question
  - a. In the library
  - b. In a classroom
  - c. In a campus office
  - d. In an apartment
- 2. Question:
  - a. ask the woman questions
  - b. find job on campus
  - c. work in the employment office
  - d. help students find job
- 3. Question:
  - a. No more than 10
  - b. At least 20
  - c. Not more than 20
  - d. Up to 10
- 4. Question:
  - a. A trip the woman is planning to take
  - b. A trip to visit Eskimos
  - c. A camping trip the man and woman took
  - d. A trip the man has already taken
- 5. Question:
  - a. 3 weeks
  - b. 3 classes

- c. 3 hours
- d. 3 complete days

#### 6. Question:

- a. electricity
- b. nuclear power
- c. solar power
- d. burning coal and oil

#### 7. Question:

- a. from water vapor and nitric acid
- b. from nitric acid and sulfur dioxide
- c. from water vapor and sulfur dioxide
- d. from nitrogen oxide and sulfur dioxide

#### 8. Question:

- a. In equatorial areas
- b. In parts of several northern continents
- c. Only in North America
- d. At the North Pole and South Pole

## 3. Determine the topic

It is important for us to acknowledge the topic of every long conversation. Most topics for long conversations are introduced in the beginning of the conversation. Therefore, the first until the second sentences generally provide clue for the topic.

To be clear, let's do these following exercises. Firstly, you need to complete the blanks with the words or phrases you hear from the conversation. Then, decide the topic of every conversation. No. 1 has been done for

you!!!

## EN2-M1-Exercise 1.3

1.	Man	: I'm for the job
	What is th	e topic of conversation 1?
	Discussion	n:
	Man	: I'm looking for the part-time job
	on campu	s.
	What is th	e topic of conversation 1?
	→ Looking	g for a part-time job at campus
2.	Woman	: Hi Jack to see
		ready to the business
		again break?
	Man	: really, I I don't too
		much choice,? And it's
		particularly to to work
		I just had the most
		fantastic ever
	Woman	: Really?did you?
	Man	: I kayaking Klamath
	Narrator	: What is the topic of conversation
	2?	
	<b>→</b>	

3.	Man	: Did read that for
		tomorrow's? It really
	Woman	: No, What about?
	Man	: It Pollution, specifically
		kind acid rain.
	Narrator	: What is the topic of conversation
		3?
	→	

## 4. Draw Conclusion about people, things, time, place

This is the deeper discussion. In point one and two we only discuss how to anticipate the topic or the question of long conversation just from the answer choices. Here, we are involving listening to answer the question about people, things, time, place, etc.

As you are listening to the conversation, you should be thinking of these following:

- The person or people talking
- The place of the conversation
- The time the conversation is taking place
- The topic or course particularly discussed in the conversation
- The source of information of the conversation.

Now, for better understanding, let's listen to these following conversations. You need to complete the

conversations by filling in the blanks. Then, try to answer the questions!

## (EN2-M1- Exercise 1.4)

•	, , , , , , , , , , , , , , , , , , ,
Conversation 1	
Narrator	: to theof
	Conversation 1, andtothe
Man	: I'mfor ajob on
Woman	: Then you'veto the right
	The campusis
	here just tostudents
	you find jobs on
Man	: I'mto hear, because
	Ineed toearning some
1. Who is probabl	ly talking?
2. Where does the	e conversation take place?

## **Conversation 2**

Narrator	: to theof
	Conversation 2, andtothe
Woman	: Hi Jack to see
	ready to the
	business again break?

Man	: Really, but I I don't too much choice,? And it's particularly to to work just had the most fantastic ever		
Waman			
Woman	: Really?did you?		
Man	: I kayaking Klamath		
River.			
<ol> <li>Who is probably talking?</li> <li>When does the conversation take place?</li> <li>What is the source of the information?</li> </ol>			
Conversation 3			
Narrator	: to theof		
	Conversation 3, andtothe		
Man	: Did read that For		
	tomorrow's? It Really		
Woman	: No, What About?		
Man	: It Pollution, specifically		
	kind acid rain.		
1. Who is probably			
2. When does the conversation take place?			
	rce of the man's information?		

## C. EXERCISES

Review Exercises (File name: **EN2-M1-Review Exercise 1**) In this exercise, you need to fill the blanks to complete the conversation you are listening to. Then fill also the blanks to complete the questions. After that, you need to pick your best answer!!!

Questions 1 to 4. li	sten to a conversation between 2 friends.	
vvoman	: Tim, youyourfor the	
	Friday?	
Man	: Ito. I stopped by theon	
	the way back, but they	
	wouldn'tmy	
Woman	:not?	
Man	: Thesaid Ihave	
	ID wasn't	
	He said Ialicense,	
Woman :	What happened to?you lose it,	
	orforget toit with you?	
Man :	Ihave Youme. I ride my	
	everywhere I go, sodo I need I	
	driver's?	
Woman :	couldget anidentification	
	from theand use that to	
	checks.	
Man :	do I getof those?	
Woman :	At the same place you get a driver's,	
	the Bureau ofVehicles.	

ivia	n : ISOTTICE?
Wc	man : No, it's Southland Parkway
	Midvale Shopping Mall.
Ма	: Whatyou think I'll need toone?
Wc	man : Justsome officialthat has your
	of birth on it. Youuse a
	passport, for
Ма	n : I'll ridethere
Wc	man : Good And I'll tellwhat, Tim - It
	youtoa check asas you
	can, I'll let yousome, and you
	canget that
1.	Question:to the, whyTim unable to
	the?
	a. He didn't have his checkbook.
	b. The ticket office was closed.
	c. He had lost his driver's license.
	d. His identification wasn't acceptable.
2.	Question:to the, where is the Bureau of Motor
	?
	a. Downtown
	b. On campus
	c. In the Midvale Shopping Mall
	d. On Southland Parkway
3.	Question:does thesuggest Timwhen he
	to the Bureau of Motor Vehicles?
	e. A ticket

- f. A check g. A passport
- h. A driver's license
- 4. Question: .....does the .....offer to do ......Tim?
  - i. Lend Tim some money
  - j. Sell Tim her tickets
  - k. Cash his check
  - I. Drive him to the concert

Questions 5-8: Listen to the following phone conversation.

Review Exercises (File name: EN2-M1-Review Exercise 2)

(Ring... ring... Sound of phone being picked up.)

Woman	: Hello,is WBCL Community
	may Iyou?
Man	: Uh, I'ml saw an
	in the campus It said there
	a summer for a who
	wants to on your news
Woman	: Rightyou do realize all of
	interns are? It's an unpaid
Man	: Oh,, I understand I
	want to some experiencefor a
	television program. You see, I'm

	about a in news			
	after I get my			
Woman	: Oh? Are you majoring in?			
Man	: No, in, but I've taken some			
	courses.			
Woman	: I see, you'llto talk to Ms.			
	Wagner. She's in of the internship			
	But, you'll to here			
	toout an form. Can you			
	by the studio later?			
5. Question:	does the work?			
(A) At a hospital				
(B) At a newspaper office				
(C) At a university				
(D) At a televisi	on station			
6. Question:	is the?			
(A) He was told	to by a professor			
(B) He wants the	e experience			
(C) He recently	lost another job			
(D) He needs a	well-paying position			
7. Question:	is the?			
(A) Telecommu	nications			
(B) History				

(C) Drama
(D) Journalism
Question: What the need to do in order to?
(A) Change his major
(B) Complete a form
(C) Talk to Ms. Wagner
(D) Drop a class

## D. REFERENCES

- Guides, Peterson., Rogers, Bruce. 199. *TOEFL Practice Test (2<sup>nd</sup> Ed)*. Princeton: Peterson's Guides.
- Phillips, Deborah. 2001. Longman COMPELTE COURSE for the TOEFL TEST. New York: Longman.
- Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition*. USA: Heinle Cengage Learning.

## **MEETING II**

(LISTENING)
LONG TALKS

#### A. LEARNING OBJECTIVES

Just as in Long Conversation, in Long Talks, we are going to learn how to answer questions about people, time, reason, place, method, etc (what, where, who, when, why, how). At the end of this meeting, the students are expected to:

- Understand what is being discussed or delivered in a Long Talk.
- Anticipate the topics or the questions by scanning the answer choices.
- Answer questions about things, people, reason, time, methods, etc regarding to the Long Talk.

#### **B. MATERIAL**

Long talk is different from both Short Conversation and Long Conversation. In Long Talk, there is only one person speaking. Thus, we can call this as monologue. There are 3 Long Talks in the last part of TOEFL LISTENING. Each of them consists of 4 questions, and every question has 4 answer choices.

Just like the Long Conversation, the topics in Long Talks are mostly about school life and the trending news. Still, it is frequently that the Talk is a shortened lecture from the courses which are taught in American colleges and universities.

Before doing the Long Talks, there are some important and useful strategies we need to know. These strategies are more or less as the strategies we use for Long Conversation:

- Scan the answer choices before listening to the question
   There is a 12 second-interval between the questions. Use the interval to quickly read the answer choices, so you can guess the topic or the question.
- 2. Focus on the beginning of the Talk.
  - In Long Talk, the topic is introduced in the beginning, so pay more attention for the 1<sup>st</sup> until 2<sup>nd</sup> sentences.
- 3. As you are listening to the Long Talk, try to well remember about things, places, times, reasons, methods, and other significant topics discussed in the Talk.
- 4. As you are listening to the Long Talk, look carefully the choices and pick the best answers.
- 5. Wrong answers do not reduce your score. Therefore, never leave your answer sheet blank.

Now, let's discuss the strategies for Long Talk:

## 1. Anticipate the topics

Anticipating the topics means we try to guess the topic before listening to the Long Talk. This is done by quickly reading the answer choices from all the numbers in long talk. We certainly cannot guess the topic correctly 100%, but we can draw the general idea from the answer choices.

Let's see the following example:

- a. Just before the final exam.
  - b. On the first day of class
  - c. During a biology laboratory session
  - d. In a biology study group
- 2. a. To take the first exam
  - b. To study the laboratory manual
  - c. To read one chapter of the text
  - d. To do the first laboratory assignment
- 3. a. The first lecture
  - b. Reading assignment
  - c. Exam topics
  - d. Room assignments

- 4. a. Lecture and laboratory attendance
  - b. Exams and lab work
  - c. Reading and writing assignment
  - d. Class participation and grades on examinations

What is the topic of the talk from question 1 to question 4?

We cannot actually guess correctly, but there are some clues like 'biology' and 'first day of class' in no.1 (b) and (c), 'exam' in no. 2 (a), 'reading assignment' in 3 (b), and 'exams and lab work' in 4 (b). Thus, the topic for the talk in questions 1 to 4 is

## → Requirement for class of biology

## 2. Anticipate the questions

Before listening to the Long Talk and its questions, the answer choices actually provide clue to what question is the number about. Look at the example.

- a. Just before the final exam.
  - b. On the first day of class
  - c. In a biology study group
  - d. During a biology laboratory session

**Discussion**: All the answer choices are about time, so the question use 'when'

Question: When did something happen? → When did the talk probably happen?

## After trying no. 1, now let's do these:

## Exercise 2.1

- 2. a. for 15 hours
  - b. Twice a week
  - c. Three times in a week
  - d. once in a week

## Discussion:

## Question:

- 3. a. The first lecture
  - b. Reading assignment
  - c. Exam topics
  - d. Room assignments

## **Discussion:**

## Question:

- 4. a. Lecture and laboratory attendance
  - b. Exams and lab work
  - c. Reading and writing assignment
  - d. participation in class and grades of examinations

#### Discussion:

#### Question:

- 5. a. To take the first exam
  - b. To study the laboratory manual
  - c. To read one chapter of the text

d. To do the first laboratory assignment

Discussion:

Question:

## 3. Determine the topic

Knowing the topic or subject of a Long Talk is essential because the first questions in Long Talks are mostly about topic. To be able to determine the topic, we must focus on the beginning of the Talk. Thus, it is very important to give more focus to the first and second sentences.

## Exercise 2.2 (EN2-M2-Exercise 2.2)

To have better understanding, let's try this exercise. First, you need to fill the blanks to complete the conversation. Then, you can answer what is the topic for each number.

a.	What is the topic of Talk 1?
	$\rightarrow$

Narrator	The part of 1 is:
: Woman	to Biology 101. I'm Martin, and is your assistant, Peter

:	Smith
	is the of1?
Narrator	
:	

b. What is the topic of Talk 2?

<b>→</b>		

Narrator		The part of 2 is:
Woman	5	In yesterday's, we the volcanoes in the area as the Ring of Fire, an basically encircles the and the United States' St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcangua, the in the Western Hemisphere. Most of the
		world's approximately 500 volcanoes are along the Ring of Fire, and the that place there are the most in the world, we are to the of Hawaii, which quite from the in
Namatan		the Ring of Fire.
Narrator	\$1	is the of2?

c. What is the topic of Talk 3?



\_\_\_\_

Narrator	The part of 3 is:	
: Woman :	I you've your far in DC, we're to a of the Smithsonian.	
	is the of3?	
Narrator :		

## 4. Draw Conclusion about people, things, time, place

While you are listening to a Talk, you must also think about

- Who is delivering the talk
- Who / what is being discussed
- Where the Talk is delivered
- When the Talk is delivered
- Why the Talk is delivered or discussed
- How the Talk is delivered
- How long and how many things are mentioned there

Remember, in real test, you're not allowed to take any notes. Thus, it is important for you to have good

memory to be able to answer all the questions about the Talk.

## Exercise 2.3

Now, let's try this exercise: Listen to the first part of each the Talk. Then try to imagine the situation. And finally, answer the questions in the text

a. Talk 1		lk 1				
	1.	Who is probably talking?				
	2.	Where does the talk probably take place?	Ţ			
	3.	When does the talk probably take place?				
	4.	What course is being discussed?	7.			
b.	Ta	Talk 2				
	1.	Who is probably talking				
	2.	Where does the talk probably take place?	79			
	3.	When does the talk probably take place?				
	4.	What course is being discussed?	2			
c.	Talk 3					
	1.	Who is probably talking?	() ()			
	2.	Where does the talk take place?				
	3.	When does the talk take place?	:			

# C. EXERCISES: COMPREHENSION QUESTIONS

Review Exercises

Man

Narrator

In this part, try to complete the Talks you are listening to. Then, answer the questions correctly!

: ..... to ..... 101. I'm ..... Martin, and ..... is your ..... assistant,

Peter Smith. ..... course meets ..... a ..... for ..... and once a .....

Talk 1 (File name: EN2-M1-Review Exercise 1)

: ..... to a talk ..... by a .....!

	for assignments.
	The for this is Introduction to Sciences, by Abramson should the text and the first before the next class. You also to get the laboratory that the text. I've passed out a of the course This syllabus the assignments and dates that we will one a week for of the next, and will be exams throughout the Grades in course based on exam grades and
1.	Question: When this talk take?
	a. Just before the final exam
	b. On the first day of class
	c. In a biology study group
	d. During a biology laboratory session
2.	Question : How will Martin lectures?
	a. for 15 hours
	b. Twice a week
	c. Three times a week
	d. once in a week
3.	Question : is the for the class?
	a. To take the first exam

	b. To learn the laboratory manual
	c. To read a chapter of the text
	d. To do the first laboratory assignment
4.	Question: What is in the?  a. The first lecture
	b. Reading assignment
	c. Exam topics
	d. Room assignments
5.	Question : will the use to the course grades?
	a. Lecture and laboratory attendance
	b. Exams and lab work
	c. Reading and writing assignment
	d. Class participation and grades on examinations

Talk 2 (File name: EN2-M1-Review Exercise 2)

Man	: to a lecture by a!
Narrator	: In yesterday's, we the volcanoes in the area as
	the Ring of Fire, an <u>basically</u> encircles the and the United States' St. Helens as well as Japan's Mt. Fuji and
	Argentina's Aconcangua, the in the Western Hemisphere.
	Most of the world's approximately 500 volcanoes are along
	the Ring of Fire, and the that place there are the most in the world, we are to the of Hawaii,
	which quite from the in the Ring of Fire. Hawaiian are not the Ring of Fire and not caused
	the of the Earth's plates each Instead, Hawaii is in the middle of the Ring of Fire, a plate rather than
	two meet. The is that Hawaiian have much less in, causes explosive, and the lava in
	Hawaiian is, results in mounds that are and rather than and steep the lava farther and
	mounds with long, low Mauna Loa, the of one of
	Hawaii's most volcanoes means ' mountain'.

- 6. Question: ..... was the ..... of yesterday's .....?
  - a. Ring of Fire's volcanoes
  - b. Hawaiian volcanoes
  - c. Different types of volcanoes
  - d. What caused the Ring of Fire
- 7. Question: ..... is the topic of ..... lecture?
  - a. Mauna Loa
  - b. The Volcanoes of Hawaii

	<ul><li>c. The volcano's characteristics in the Ring of Fire</li><li>d. The Ring of Fire</li></ul>
8.	Questions: are most of the world's volcanoes?
	a. Along the Ring of Fire
	b. Within the Ring of Fire
	c. In Hawaii
	d. In the United States
9.	Question: is of Hawaii's?
	a. They contain thick lava.
	b. The contain a lot of gas.
	c. They are not so violent.
	d. They are located along the Ring of Fire.
10.	Question: is Mauna Loa?
	a. An explosive volcano
	b. A long, low volcanic mountain

c. An island in Hawaii

d. A volcano located on the Ring of Fire

## D. REFERENCES

- Guides, Peterson., Rogers, Bruce. 199. TOEFL Practice
  Test (2<sup>nd</sup> Ed). Princeton: Peterson's Guides.
- Phillips, Deborah. 2001. Longman COMPELTE COURSE for the TOEFL TEST. New York: Longman.
- Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition.* USA: Heinle Cengage Learning.

# **MEETING III**

# (STRUCTURE & WRITTEN EXPRESSIONS) ADVERBIAL CLAUSE

## A. OBJECTIVES

- Understand adverb clause in definition.
- 2. Identify types of adverb clause
- Understand the difference between adverb phrase and adverb clause
- 4. Identify reduced adverb clause

#### **B. MATERIAL**

#### 1. Adverb Clause in Definition

An adverb clause means a word or sentence consisting of a subject and a verb, which then functions as a complement in a sentence. Often, an adverb clause becomes an important element in a sentence when explaining important things that support an event, such as where the incident occurred, why the incident

occurred, how much influence was exerted on the incident, and how the incident occurred, for example.

Sentences and words used in adverb clauses also vary and have many types of influence on the sentence. So an adverbial clause is a dependent clause that serves as an adverb and gives information about a verb, adjective, or adverb in an independent clause with the ability to address questions like how, when, where, and why.

.

The adverbial clause is preceded by a subordinate conjunction (after, because, when, though, although, etc.). Subordinate conjunction serves to connect the adverbial clause with the independent clause. This combination forms a complex sentence.

There are several kinds of adverbial clauses, namely: adverbial clause of time (time), place (place), manner (way), condition (presuppositions), cause and effect (cause and effect), purpose and result (goals and results), contrast (contradictory), reason (reason).

Here are some examples of sentences that use adverb clauses:

- You're coming to the party with me tomorrow, whether you like it or not.
- Unless you hurry, you will miss the school bus that arrives in 20 minutes.

- Despite having a psychology degree from her bachelor's degree, she continues to work for her twoyear-old firm.
- Before you go to meet him, you should be aware that he already has a girlfriend.
- My son can swim in the pool as long as I apply sunblock lotion to him.
- No matter how many times I try to quit smoking, I just can't seem to kick the habit.
- If you make a commitment to accomplish anything, you must follow through on it. It's referred to as integrity.

Examples of adverb clauses will be numerous if everything is clarified in more detail, but it can be seen that what is characteristic of adverb clauses is that they use a subject and a verb but the sentence functions as a complementary sentence. Most of the adverb clauses will be in the form of conjunctions or what is often referred to as a conjunction, although at first it will be confusing, but with continuous practice, we will more easily understand the use of adverb clauses better than everyday conversations or existing conversations in formal situations such as office situations or email situations.

Indeed adverb clauses are not known often enough, because what most people know are adjectives, nouns, and verbs, but when we want to learn more, there are still so many terms and words in English that can be learned. An example of an adverb clause is as follows:

He lost his girlfriend after he cheated on her.

In this sentence, after he cheated on her is an adverb and acts as clause as additional information given by the speaker to the other person regarding the reason why he lost his girlfriend in this case.

 She actually got her money before the boss got angry.

Just like this sentence, before the boss got angry also acts as an adverb clause that accompanies the sentence and completes it. This can be seen from the complementary sentences that are not actually needed.

#### 2. Formulas of Adverbial Clause and Its Use

In its use in sentences, adverbial clauses have their own formulas to be applied. What's the formula?

# Subordinate Conjunction + S + V +/- ...

Then, what if we want to apply it to a complete sentence? Let's check for example below the types of adverbial clauses.

# **Types of Adverbial Clauses**

#### Adverbs of time

Used when you want to know the answer to a question that begins when or when.

This description will explain events related to time.

- When the game is over, the king and pawn will be placed in the same box..
- When my mother asked me to meet Santa Claus at the department store and he asked for my autograph instead, I lost faith in him.
- You will know how to live as soon as you believe in yourself..

# Adverbs of place

Adverb of place is used when to know the answer to a question that begins with where or where.

This description will explain events related to the place (place).

- I carry that with me wherever I go.
- I'll be digging our time capsule somewhere in the woods.

#### Adverb of manner

An adverb used to answer a question how or how.

- He acts the way I react to my father.
- We're not having a dialogue. You address me in the same way as a teacher addresses a misbehaving student.

He acts as if nothing is wrong.

#### Adverb of reason/effect

Adverb of result/reason is an adverb used to answer the question why or why. The sentence will explain a reason for the event. It usually starts with because, as, or since. Not only reasons, this adverb can also explain the results (results) of the causes described earlier.

- She rearranged her residence because she had free time on her previous vacation.
- Because I don't know what my mother's first name is,
   I don't have a bank account.
- Because you are not the same as the others when you were created, therefore you cannot be compared.

#### Adverbs of condition

This adverb is a statement to explain a condition or state of an event.

- He will come to my party if you accompany him
- If you don't break the law, you'll be fine.
- I can't help you unless you tell me what's going on.

#### Adverb clause of contrast

It is dependent clause that describes a statement that contrasts even though something is happening. Commonly used conjunctions are: *although*, *while*, *even if*, and others.

Although it rained, I enjoyed our walk.

#### **Reduced Adverb Clause**

Adverb of result/reason is an adverb used to answer the question why or why.

In English, a clause can be in its complete or reduced form. Previously we have discussed the reduced form in the adjective clause. It turns out that apart from an adjective clause, reduced form can also appear in an adverb clause. How is it different from a reduced adjective clause and how is it used? Let's just take a look at the explanation below.

Adverb clauses can be formed in the form that are reduced. The process of reducing is by letting the adverb connector remaining in clause. In this stance, the subject and verb are deleted and omitted.

# Example:

- Although he is sick, the speaker will attend the seminar.
- You may begin your speech when you are ready.

In the two examples above, the sentences can be used in complete or reduced form. As previously explained about the use of reduced form in adverb clauses, the adverb connector is still written, while the subject and be-verb are reduced. So in the example sentence above the adverb connector although and when are still written, while the subjects he and you also be verbs such as is and are deleted.

If the adverb clause lacks a *be*-verb, the reduced form can still be used by removing the subject. After the subject is reduced, the verb can be changed to the *-ing* in the clause.

#### Example:

- Even though he senses pretty vile, the speaker will attend the seminar.
- Even though he sensing pretty vile, the speaker will attend the seminar..

In the first example sentence, there is an adverb clause *Even though he senses pretty vile* which does not have a be-verb. So that the sentence can be changed to reduced form by removing the subject *he* and the verb *senses* into *sensing*.

- When you view your problem, you should deal with it objectively.
- When viewing your problem, you should deal with it objectively.

In the second example sentence, we can see here that no be-verb is in the adverbial clause as it is already mentioned: when you view your problem. So that the sentence can be changed to a reduced form by

removing the subject *you* and the verb *view* to become *viewing*.

# Example questions:

When , you can go home.

- a. finish the work
- b. it ends in the time
- c. you finish your work

## d. it represented

When there is an adverb connector in the example problem above, it can be followed by a complete clause or a reduced clause. Answer C is the correct answer. Not all adverb clause forms can be reduced. Some adverb clauses are able to only be removed when the verb is functioned in the passive form.

# Example:

Once you deliver your speech, you will succeed. (active – does not reduce)

In the first example, the adverb clause *once you* deliver your speech is not in reduced form since the clause begins with once and may only be reduced if the verb is passive, whereas the verb submit is active.

Once it is delivered, your speech will succeed. (passive – does reduce)

In the second example, the adverb clause *Once it is delivered is* changed to reduced form so that the clause changes to *Once delivered* because it is preceded by *once* and the verb submitted is passive.

# 3. Difference between Adverb Clause and Adverb Phrase

When it comes to clauses, it is important to know the difference between them and phrases. Adverb clauses always have a subject and a predicate.

# Example:

- If he is late...
- When I see my father...
- Before I go back to the office...

Adverb phrases do not have a subject and a predicate.

# Example:

yesterday morning, very carefully, quite easily, to understand better, after a few minutes, for happily ever after, and so on.

# 4. Differences between Adverb Clause and Adjective Clause

Previously, we discussed how to distinguish an adverb clause from an adverb phrase. It's pretty easy to remember how to tell the difference. Next, we will discuss the difference between an adverb clause and an adjective clause. An adjective clause is a sub-clause that describes a noun or pronoun. Meanwhile, the adjective clause describes noun or noun phrase that answers the question *which* or *what type of*.

## Example of an adjective clause:

- The grand chair, which was my mother's favorite, didn't fit in my new place.
- The grand chair, which was my mother's favorite, didn't fit in my new place.
- Sinta, who won the championship, just travelled to Europe.
- Sinta, who won the championship, travelled to Europe.
- Rina broke the present which she was given for her achievement.
- Rina broke the present given to her for her achievement.

As seen from the examples above, an adjective clause answers the question *which* and describes a noun. Another characteristic of adjective clauses is that you can't move them around in a sentence without breaking the grammatical structure of the sentence. However, with an adverb clause, there is usually no problem with it, and its position in the sentence can be changed very easily.

- which was my mother's favorite, the grand chair did not fit into my new place.
- The grand chair did not fit into my new place, which was my mother's favorite.

When we change the structure of an adjective clause, the sentence becomes disconnected. Actually, this can be an easy way to determine whether the sentence belongs to an adverb clause or an adjective clause. If we are confused, we try moving the clauses. If it feels weird, it's an adjective clause.

# C. EXERCISES

. EXERGIOES
<ul><li>1. I sat and waited for my wife She came.</li><li>a. until</li><li>b. up to</li></ul>
<ul><li>2. He hid His friends were unable to locate him.</li><li>a. when</li><li>b. where</li></ul>
<ul><li>3. I am as clever my mother.</li><li>a. so</li><li>b. as</li></ul>
<ul><li>4. I left a note under her door she wasn't there.</li><li>a. because</li><li>b. so that</li></ul>
<ul><li>5. My father wasexhausted that he couldn't even walk.</li><li>a. very</li><li>b. so</li></ul>
<ul><li>6. He may become ill he consumes too much alcohol</li><li>a. unless</li><li>b. if</li></ul>
<ul><li>7 wandering down the beach, I came across a crab</li><li>a. though</li><li>b. after</li></ul>
<ul><li>8. Remember to do your homework going to bed</li><li>a. before</li><li>b. until</li></ul>

9.	I promised to call my mother once I came.
	a. once
	b. while
10.	Don't bother coming to see me you have a problem. a. if
	b. after
11.	He is not sure where he is heading, just stay a. if b. so
12.	I must complete my assignment going to bed a. before b. while
13.	We keep our vegetables in the refrigerator it prevents them from spoiling a. so that b. since
14.	drinking alcohol, you should not drive alone a. if b. after
15.	<ul><li> it is so chilly in the mountains, you will need warm clothing</li><li>a. since</li><li>b. after</li></ul>

#### D. REFERENCE

- Antoni, R. 2014. An Analysis on 6th Semester Students'
  TOEFL Experience at English Department of
  Teachers Training And Education Faculty of Pasir
  Pengaraian University. Journal Ilmiah Edu Research,
  3(1), 9-16. Retrieved from
  https://ejournal.upp.ac.id/index.php/EDU/arti
  cle/download/133/ 29
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: Guilford Publications.
- Gilakjani, A. P. 2016. How can Students Improve their Reading Comprehension Skill. Journal of Studies in Education, 6(2) Retrieved from https://www.researchgate.net/publicati on/303742915\_How\_Can\_Students\_I mprove\_Their\_Reading\_Comprehensi on\_Skill
- Hacken, P., & Claire, T. (2013). *The Semantics of Word Formation and Lexicalization*. Edinburgh University Press.
- Harley, H. (2006). English Words: a Linguistic Introduction. 7th ed.Oxford: Blackwell
- Hedgcock, J. S. & Ferris, D. R. 2009. Teaching Readers of English Students, Texts, and Context. Oxon: Taylor & Francis e-Library.

- Mahendra. E., Sartika & Saptarina. 2020. Gilakjani, A. P. 2016. How can Students Improve their Reading Comprehension Skill. Journal of Studies in Education, 6(2) Retrieved from https://www.researchgate.net/publicati on/303742915\_How\_Can\_Students\_I mprove Their Reading Comprehensi on Skill
- Masnunah, S. A. 2010. A Discourse Analysis on Context Clues in Reading Section Used in 2009 Final Examination (UAN) of Senior High School. Thesis.

  Malang: Faculty of Humanities and Culture, Maulana Malik Ibrahim State Islamic University of Malang.
- Phillips, D. 2001. Longman Complete Course for the TOEFL

  Test. New York: Pearson Education.
- Plag, I. (2003). Word-Formation in English.Cambridge: Cambridge University Press.
- Pliatsikas C, Johnstone T, Marinis T (2014) fMRI Evidence for the Involvement of the Procedural Memory System in Morphological Processing of a Second Language. PLoS ONE 9(5): e97298. https://doi.org/10.1371/journal.pone.0097298
- Payne, T. E. (2011). Understanding English grammar. New York: Cambridge University Press.
- Richards, J. C. & Renandya, W.A. 2002. Methodology in Language Teaching. Cambridge: Cambridge University Press.

- Sari, T. (2017). The Correlation Between Reading Strategies and Reading Comprehension Achievement of The Elevents Grade Students of SMA Muhammadiyah 6 Palembang.
- Siboiro, E., & Bram, B. (2020). Morphological Analysis of Derivational Affixes in Brothers Grimm's the Story of Rapunzel. *ENGLISH FRANCA: Academic Journal of English Language and Education*, Vol. 4 (1), 71-84. <a href="http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf">http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf</a>
- Wahyuni, S., and Rosa, R. N. (2013). Types of Word Formation of Slang Words Found in TV Advertisement. *English Language and Literature E-Journal*, Vol. 2(1), pp. 257-266.
- Azar, B. S. 2002. Understanding and Using English Grammar. New York: Pearson Education
- Davoudi, M. (2005). Inference Generation Skill and Text Comprehension. The Reading Matrix,5(1), 106,108
- Delahunty, G. P., & Garvey, J. P. 2010. The English Language: From Sound to Sense. Colorado: The WAC Clearinghouse.
- Langen, John. 2003. English Sentence Structure. Boston: McGraw Hill.
- Phillips, D. 2001. Longman Complete Course for the TOEFL Test. New York: Pearson Education.

# **MEETING IV**

# (STRUCTURE & WRITTEN EXPRESSIONS) STRATEGIES ON MULTIPLE CLAUSES: NOUN CLAUSE

#### A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

- 1. Understand the concept of multi-clauses sentence;
- 2. Identify noun clauses; and
- Write sentence with noun clause.

#### **B. MATERIAL**

# 1. Introduction to Multiple Clause

As it has discussed in previous meeting, this meeting we are still focusing on multiple clause sentences. To review, to construct a sentence there must be one *subject* and one *verb*. If there are more than one subjects and/or one verbs the use of

conjuctions are needed. Let us take a look at these examples:

#### a. I have a sister.

I —— (a pronoun) as a *subject* have —— (an action verb) as a *verb* 

This sentence has only one *subject* and one *verb* in the sentence, there is no *cunjuction* that connects any additional set of *subject* + *verb*, so this sentence is determined as *Single Clause Sentence*. Now, contrast it with another example,

## b. I heard what my sister said.

I  $\longrightarrow$  (a pronoun) as a *subject* (the 1<sup>st</sup> subject in the sentence)

heard — (an action verb) as a *verb* (the 1<sup>st</sup> verb in the sentence)

my sister  $\longrightarrow$  (a noun phrase) as a *subject* (the  $2^{nd}$  subject in the sentence)

said  $\longrightarrow$  (an action verb) as a *verb* (the 2<sup>nd</sup> verb in the sentence)

In contrast, this sentence has two *subjects* and two *verbs*. As it is mentioned earlier, *conjunction* is needed whenever there is more than one subject or verb in one sentence. Here, *subordinate conjunction* 'what' is used to combine two sets of *subject* + *verb* structure in the sentence. So, it can be concluded that this sentence is constructed by two clauses, or usually be known as *Multiple Clause Sentence*.

Understanding the difference between a sentence with single clause and a sentence with multiple clauses is essential to comprehend. This will enhance your writing skill into a more professional and sophisticated ability. This is because sentences with multiple clauses allow the combination of numerous ideas into a single grammatical unit which makes writing more compact and clearer.

# 2. Multiple Clauses Sentences

A multiple clause sentence consists of a main clause and one or more subordinate clauses. A main clause is also known as independent clause. Meanwhile, a subordinate clause is usually known as dependent clause. So, what makes it different to each other?

According to Herring (2016) an independent clause is a clause that constructs a complete, solid thought. Like all clauses, an independent clause contains a subject and a predicate (which consists of a verb and any related information). It is also usually known as a *simple sentence*. An independent clause does not need anything else to be considered complete, and so **it can stand alone** as a sentence. For example;

a. She refuses.

S V

b. Dogs bark.

S V

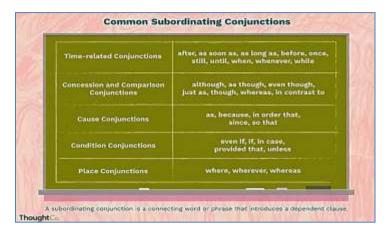
Those examples are independent clauses that are not entailed with any other additional information whether it is an object or a complement. However, as you can see, both sentences have solid sense and complete structure. They do not need any additional sentence structure but remains clear. Some other independent clauses may need additional information as this example: "I love sweets". The word "sweets" is needed in the sentence to complete sense of the sentence, unless the sentence will end in hangover, "I love ... (what?)".

What about a *dependent clause*? The term "dependent" stems from the character of the clause that is grammatically dependent on some elements of the main clause (independent clause). A dependent clause may be placed as a *subject*, *complement*, or *modifier of the main clause*.

Unlike an independent clause, Herring (2016) states that a *dependent clause* relies on the information from an independent clause to form a thorough, reasonable thought. Dependent clauses (which also be known as subordinate clauses) are usually marked by dependent words, such as subordinating conjunctions or relative pronouns. Here are some common used subordinating conjunctions:

Figure 1

Common Subordinating Conjunctions



Note. Common subordinating conjunctions from ThoughtCo., by thoughtco.com, n.d. (https://www.thoughtco.com/subordinating-conjunction-1692154)

All of the stated subordinate conjunctions initiate a dependent clause based on their own function in the sentence. The purpose is to add more details to the main clause (the independent clause). It also happens in dependent clauses with relative pronouns. Here are some common used relative pronouns:

Figure 2

Relative Pronoun List

Relati	ve Pronouns List	www.schoollead.in		
Relative Pronoun	Used for	Relative Pronoun Examples		
Who	Used for People Refers to Subject or Object	Snehith who sent you the gift is my son Do you know Snehith who sent you the gift?		
Whom	Used for People Refers to Object	The lady whom we talked about is an IAS officer.		
Whose	Used for People and Animals Refers to Possession	This is the man whose money was lost in stocks.		
Which	Used for Things and Animals Refers to Subject or Object	My son bought a Tesla which is his favourite car.		
What	Used for Things Refers to Subject or Object	He follows what he says.		
That	Used for People, Animals and Things Refers to Subject or Object	This is the situation that I expected.		
Where	Used in place of at which Refers to places	I know a place where we can hide this horse.		
When	Used in place of on which Refer to time	There will be <u>a day</u> when you realise everything		
Why	Used in place of for which Refer to reason	I don't know the reason why you have insulted him.		

Note. Relative pronoun list. From School Lead To Learn Beyond., by schoollead.in, n.d.

(https://schoollead.in/relative-pronouns/)

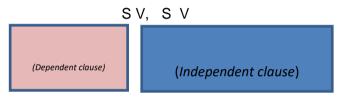
Here are some examples of dependent clauses when standing alone:

a. **wherever** I go ('whenever' is a subordinating conjunction)

b. **whom** he met on the bus ('whom' is a relative pronoun)

We can see that the clauses above **do not own complete idea**—they require independent clauses to be logically complete:

a. Wherever I go, I like to stay in a cottage.



The two clauses are combined with 'whenever' (a subordinating conjunction)

b. Andrew fell in love with a person whom he met on the bus



The two clauses are combined with 'whom' (a relative pronoun)

By adding an independent clause before or after the dependent clause, the sentences are now complete. The structure is complete (finally meets grammar requirements to become a sentence) and the meaning (sense) of the sentences are now clear and easy to be understood.

#### 3. Noun Clause

As having learned about multiple clauses sentences, in this part, Noun Clause becomes another concern in this meeting. *Noun clause*, itself, is a *noun* but in longer form, so its function remains the same to *Noun*. To construct a noun clause (as other types of clauses), a subordinate conjunction is needed (see **Figure 1**). A noun clause should not be in a question structure even the sentence includes question words. It always in Subject + Verb structure. Learn the examples.

Do you know where is she going? (incorrect)

Do you know where she is going? (correct)

Herring (2016) states that in a sentence both *noun* and *noun clause* are used either as a subject, a direct or indirect object of a verb, object of preposition, predicate noun, or adjective complement. However, this meeting we are discussing only 3 most commonly used functions: *noun clause as a subject, noun clause as a direct or indirect object,* and *noun clause as object of preposition* 

# a. Noun Clause that Functions as Subject

The sentence below is an example of a noun clause that functions as subject of a verb. See the example presented below.

Table 3.1.1

Example of Noun Clause as a Subject

What	What she Announced		surprised
Conjunction	Pronoun	Verb	Verb
	As Verb/ Predicate		
	MAIN C		

The example above is quite complex. There are two clauses in the example, but they quite difficult to recognize. "she announced" is one of the clauses, and the connector "What" changes it into a **noun clause**. This noun clause functions as the Subject of the sentence. This means that this noun clause functions as the Subject of the main clause. The main clause contains the verb "announced". Since the function of noun clause here is as a subject, so that it becomes main part of the sentence.

We know that the clause is the subject of the sentence because if we substitute a pronoun for the clause it must be in its subject form. The example

below shows how a clause is replaced by a pronoun in a subject form.

Table 3.1.2

Example of Pronoun Substitutes Noun Clause

It	Surprised	me.
Subject Pronoun	Verb	Object Pronoun
As Subject	As Verb/Predicate	As Object

In **Table 3.1.2**, pronoun "it" functions as a Subject which in **Table 3.1.1** is filled in by noun clause "What she announced". Both can be used as subjects of a sentence. Learn more examples provided below.

Table 3.1.3

Examples of Noun Clause as Subject and Pronoun Substitutes

Noun Clause

Noun Clause as Subject	Pronoun Substitutes Noun Clause
What Abram said amazed me.	<u>It</u> amazed me.

Noun Clause	Pronoun		
Whoever did the project	He/ She was insane!		
was insane!	Pronoun		
Noun Clause			
That you are so wise	It proves you are ready		
proves you are	to lead this		
Noun Clause	Pronoun		
ready to lead this	company.		
company.			
Which option is best	<u>It</u> remains doubtful.		
remains doubtful.	Pronoun		
Noun Clause			

# **LET'S TRY OUT!**

<u>Underline</u> the noun clauses and write down pronouns that can substitute the noun clauses!

Example: (It) Where she went was a place she is from.

- 1. ( ) Whoever wants to eat needs to tell the maid.
- 2. ( ) Wherever she goes remains no tagic.
- 3. ( ) What he said was true.
- 4. ( ) That I do not deserve it makes me depressed.
- 5. ( ) Whoever invented the tool is genius!

# b. Noun Clause that Functions as Direct or Indirect Object

See examples on how noun clause is used as direct or indirect object of a verb. By understanding the difference will develop your skill in written English.

Table 3.2.1

Example of Noun Clause as a Direct Object

She	couldn't	Hear	what	The	professor	said.
Subject Pronoun	Modal + not	Action verb	Conjunction	Article	Noun	Action verb
As a subject	As a ve predic		As a direct object			
MAIN CLAUSE			NOUN CL	.AUSE		

In **Table 3.2.1**, there are two clauses: "She couldn't hear" and "what the professor said". These two clauses are connected with the conjunction "what", it makes it a noun clause. As the noun clause is placed right after verb of the sentence and it completes meaning of the verb, the function of the noun clause is as a direct object of the sentence. See more examples on how noun clauses are used as a direct object of a sentence:

# a. She admitted that she broke the door.

- S V Noun Clause
- b. <u>Selly cannot remember</u> <u>what I explained</u> <u>earlier</u>.

S V Noun Clause

c. <u>Do you know</u> who is standing near the window?

Aux. S V Noun Clause

d. Mr. Randall hates whoever interrupts his speech.

S V Noun Clause

e. I wonder what you think about me.

S V Noun Clause

As you may see in the examples, pattern of noun clause as a direct object stay consistently from one example to another. Every noun clause in the example is placed following the verb of the sentences. It becomes one of main parts of the sentence structure. Even an object is not always obligatory to be there in a sentence, but if it uses transitive verbs (verbs that require object), direct objects are needed to complete the sentence structure as well as its meaning.

## REMEMBER!

- 1. In an active form, Noun clause only functions as a direct object IF IT COMES DIRECTLY AFTER AVERB AND RECEIVE ACTION FROM THE VERB.
- 2. Noun Clause as a direct object can also be replaced by a pronoun (in this case an object pronoun).

#### LET'S TRY OUT!

Circle the verb, underline the noun clauses, and identify a pronoun to substitute the noun clause!

1.	He doesn	ı't know	whom	she met	last night.
	(	)			

- 2. Mr. President decided what regulation should be reviewed. ( )
- 3. I will accept whatever he will say about me.
- 4. Darcy has scolded at whoever met her today.

Now that we have learned about noun clause that functions as a direct object, let us proceed to the other subtopic, noun clause as an indirect object of a sentence. Learn how to use it and how it differs to its

function as a direct object. Pay attention to table below.

Table 3.2.2

Example of Noun Clause as an Indirect Object

I	gave	Whatever	he	needed	my	Full	suppo
Subject Pronoun	Action Verb	Conjunction	Subject Pronoun	Action Verb	Possessiv e adjective	Adjectiv e	Noun
As Subject	As Verb/ Predicat e	As an indirect object		As a direct object			
MAIN CLAUSE		NO	UN CLAUSE		M	AIN CLAUS	E

As you may see from the example, noun clause functions as an indirect object is more confusing than noun clause functions as a direct object. Their similarity is that they both are placed right after verb of a sentence. However, in sentence structure they have different functions. As a direct object, noun clause is highly needed to complete meaning and to become action recipient in the sentence. In contrast, noun clause as an indirect object IS NOT an action recipient that completes meaning of the

**sentence**, so it will not cause any mistake or error if the clause is omitted. Here are some more examples of noun clause as indirect objects:

a.	<u>William</u>	gives	that	she	want	s to	resign
	some ac	<u>dvice</u> .					
	S	V	NC a	s Indi	rect O	bject	0
b.	The stu	<u>dents</u>	has b	een <u>c</u>	given <u>t</u>	hat r	nost of
	them do	not s	uppo	rt the	policy	<u> </u>	
	S		V				NC
	as Indire	ect Obj	ect				
	a little w	arning.					
	0						
c.	The he	<u>admas</u>	ter w	ill giv	e wh	at yo	u said
	some de	eliberat	ion.				
	S				V	NC	as
	Indirect	Obj.	(	0			

### LET'S TRY OUT!

### Circle the noun clauses (as indirect object) and underline the direct object!

- 1. I sent whoever is resposible a letter of warning.
- 2. Just give whomever you hired \$100 per week.
- 3. Shella cooked that he asked her to prepare dinner a plate of pasta.
- 4. Dody should be given that he wants a super car strong advice.

### REMEMBER!

- In an active form, Noun clause only functions as an indirect object IF IT COMES DIRECTLY AFTER AVERB BUT IT DOES NOT RECEIVE ACTION FROM THE VERB. It only adds more detail to the sentence.
- 2. Noun Clause as an indirect object CANNOT be replaced by any pronoun.

## c. Noun Clauses that Functions as Objects of Prepositions

The last function of noun clause that is discussed in this meeting is noun clause as object of preposition. This type of sentence is usually tricks test takers or anyone who read it to find subject or object of the sentence. As it is discussed earlier that subject becomes one of the two obligatory elements in constructing a sentence, it is really necessary to understand how to differentiate noun clause as

subject to noun clause as an object of preposition, and to differentiate noun clause as object of preposition to the 'real' subject or object of a sentence. Failing to differentiate the structure will mislead you to identify its function in a sentence. Learn examples on **Table 3.3.1 and Table 3.3.2**.

Table 3.3.1

Example of Noun Clause as Object of Preposition and

Noun Clause as Subject

Noun Clause as Object of Preposition	Noun Clause as Subject
To whom I loved, I sacrificed my life.	Whom I love is only you.
s v	s v
Note: "To" is a Preposition and	Note: "Whom I love" is the
"whom I loved" is the noun clause	noun clause as Subject of the
as Object of Preposition "To". It is	sentence. It CANNOT be
NOT the subject of the sentence. It	deleted from the sentence.
CAN be deleted from the sentence.	

Table 3.3.2

Example of Noun Clause as Object of Preposition and Noun

Clause as Object

		_
Noun Clause as Object of	Noun Clause as Object	
Preposition	i i	
reposition		
<u>I met a few people, from where I</u> -	She greeted whomever she	
	met there.	
S V O		
used to live.	S V O	
used to live.		
Note: "from" is a Preposition and		
"where I used to live" is the noun	Note: "whomever she met there	"
clause as Object of Preposition	is the noun clause as Object of	f
"from". It is NOT the Object of the	the Sentence. It CANNOT be	Э
Sentence. It CAN be deleted from	deleted from the sentence since	Э
the sentence.	it completes the transitive verl	O
	"greeted". If it is deleted, the	е
	sentence becomes incomplete.	

As it is there in **Table 3.3.1** and **Table 3.3.2**, whenever there is a preposition preceding a noun clause, the noun clause function is only as Object of Preposition, no matter where it is placed. But what is a preposition? As Herring (2016) states that

preposition are one of parts of speech that is functioned to express relationship between noun or pronoun (or other grammatical element as a noun) to the rest of the sentence. There are some common prepositions used in a sentence. They are: at, in, on, for, to, of, with, behind and about. Learn more examples about noun clause as object of preposition:

- 1. She is angry at what happened.
  - S V Adj. Prep. Noun Clause
- 2. I can go to wherever I want.
  - S V Prep. Noun Clause
- Mr. Tanto met persons from where I was born.
  - S V O Prep. Noun Clause

### C. EXERCISES

### **Exercise 1**

Each of the following sentences contains more than one clause. Underline the subjects once and the verb twice. An then circle the connectors. Also Identify if the sentences are correct (C) or incorrect (IC).

Example: I wonder why haven't you called me. (IC)

- It is so fortunate that you are saved from the accident. (
- The teacher told me when should I pick up the students.( )
- 3. The professor asked where the museum is. ( )
- 4. I cannot believe what he said about it. ()
- 5. Where did the thief go no one knows. ()
- 6. Where she went is Nevada. ()
- 7. Would you come with us if is rain tomorrow? ()
- 8. Whether we are paid or not is fine for us. ()
- 9. This weekend she can decide whom to watch. ( )
- 10. The bos explained how the job should be done. (
- 11. The map showed where would the auction be held. ( )
- 12. Could you tell me why was the mail not delivered today?( )
- 13. Wherever you go becomes the place I go. ()
- 14. Sandy gave that his brother stole food which an advice.( )
- 15. Whether it is good or bad is your responsibility. ()

16.	We are concerned about who will be responsible for the job. ( )
17.	I cannot tell what it is in the box. ()
18.	Whoever join the party should bring a gift for her. ()
19.	You should buy whatever is cheap but durable. ()
20.	They should have spent their time with whoever valuable
	is. ( )
Exe	ercise 2
Cho	pose the letter of the word or gruop of words that
bes	t completes the sentence.
1.	When building nest during summer birds' time to
	collect twigs from the surrounding.
	A. that
	B. what
	C. becomes
	D. were
2.	was on the news drives me angry.
	A. When
	B. It
	C. The accident
	D. What
3.	The CEO has developed a plan to incorporate police as
	environmental inforcement law protection whenever
	feasible.
	A. is
	B. has
	C. it is

	D. it has
4.	will be brought up at the next space shuttle has
	not been informed to us.
	A. When
	B. Where
	C. What
	D. That
5.	The member of the group was unable to answer to
	was asked correctly.
	A. where
	B. that
	C. when
	D. what
6.	Andy should find out which department best to
	enroll.
	A. that
	B. where
	C. is
	D. did
7.	What written in the memo made him mad all day.
	A. was
	B. is
	C. has
	D. had
8.	Lucy was really thankful for put her wallet back
	on her desk.
	A. where
	B. whom

	C. whoever
	D. which
9.	Honestly, I do not understand you are talking
	about. It does not make sense.
	A. which
	B. when
	C. what
	D. for
10.	California was where he all those years while
	escaping the law.
	A. hid
	B. hide
	C. hiding

D. had hiding

### D. REFERENCES

- Azar, B. S. 2002. *Understanding and Using English Grammar*. New York: Pearson Education.
- Herring, Peter. 2016. The Farlex Grammar Book: Complete English Grammar Rules. Farlex International
- Phillips, D. 2001. Longman Complete Course for the TOEFL

  Test. New York: Pearson Education.
- School Lead (n.d.). Relative Pronoun List. https://schoollead.in/relative-pronouns/
- Thought Co (n.d.). Common subordinating conjunctions.

  <a href="https://www.thoughtco.com/subordinating-conjunction-1692154">https://www.thoughtco.com/subordinating-conjunction-1692154</a>

## **MEETING V**

## (STRUCTURE & WRITTEN EXPRESSIONS) ADJECTIVE CLAUSE

### A. OBJECTIVES OF THE STUDY

At the end of the study, the students are expected to be able to:

- 1. Understand the substance of adjective clause
- 2. Identify adjective clause in a sentence
- 3. Write adjective clause in a sentence

### **B. MATERIAL**

One of dependent clauses in a sentence is adjective clause. Adjective clause has subject and verb as a clause does. However, adjective clause must be connected to its independent clause so that it has complete thought.

Adjective clause in a sentence is to describe nouns. As its function as an adjective, adjective clause follows the noun which is modified. Adjective clause usually is marked by the

use of **some relative pronouns** such as "who, whom, whose, which, that" or some relative adverbs like "when or where".

The relative pronouns like "who and whom" can only be referred to people. Meanwhile, other relative pronouns like "whose and that" can be referred to not only people, but also animals or things. In addition, relative pronoun "which" cannot be referred to people.

Take a look at the examples below:

1. My uncle cut down the tree that he planted some years ago.

In the first example given, we can see that it consists of two clauses. It can be broken down in the following way. It has "uncle" as the subject of the verb "cut down". Then, it has "he" as the subject of the verb "planted". Moreover, the relative pronoun "that" is used to connect or join these two clauses. Furthermore, we can see that the adjective clause "that he planted some years ago" describes the noun "tree".

2. The tree which he planted some years ago grows wildly.

Moving to the second sentence, it also has two clauses. It can be analyzed in the following way. It has the word "tree" as the subject of the verb "grows". Furthermore, the word "he" in the sentence is the subject of the verb "planted". Again, in this example the connector used to combine or join those two clauses is

"which". In addition, we can see the adjective clause "which he planted some years ago" is to describe the noun "tree".

### 1. Adjective Clause to Modify Subject

The relative pronouns such as "who, that, and which" can be used to describe a subject in an adjective clause.

a. I saw a rusty wheel. The wheel is in the garage.

The wheel **that/which** I saw in the garage is rusty. (combined)

Here, we have two sentences that we want to combine using relative pronoun. The relative pronoun we can use is either that or which since the subject is a thing. The subject "the wheel" here is omitted and is replaced by that/ which, as we can see in the combined-sentence version.

b. The man has moved to another city. He mows the lawn every day.

The man **who/that** mows the lawn every day has moved to another city. (combined)

In this example, the relative pronoun used can be who or that because the noun described is a person. As we can see, the word "who/that" here is to modify or describe the subject of an adjective clause namely "mows the lawn every day".

### 2. Adjective Clause to Modify Object

Relative pronouns such as "who, whom, that, and which" can also be used as the object of an adjective clause.

a. A yellow shop at the corner sells toys. The children like the toys.

A yellow shop at the corner sells toys **that/which** the children like.

In this sentence, the relative pronoun used is that or which. As known, that can be used to refer to people or thing. Meanwhile, which can only be referred to things. That/ which used here is as the object of adjective clause.

b. I like mingling with people. They come from different backgrounds.

I like mingling with people **who/that** come from different backgrounds.

Different from the previous example, the object of the sentence is not a thing. Therefore, the relative pronoun used here can be either who or that. In the example given, the relative pronoun is used as the object of adjective clause.

### 3. Adjective Clause as an Object of a Preposition

An adjective clause can also be an object of a preposition which is marked by the use of relative pronoun after preposition. As known, object of a preposition is a noun that is preceded by preposition like *in, at, of, to, by, behind, after, on*, and so on.

Examples of a sentence containing object of preposition:

a. On the table he put a piece of bread.

There is an object of preposition in this sentence. As seen, it begins with object of preposition "on the table". Breaking down this object of preposition, the preposition used here is "on". Then, it is followed by noun "the table". An object of preposition can come before or after a subject of sentence/object of a sentence.

b. With his parents he paid a visit to the oldest museum in this city.

In this sentence there are three objects of prepositions. The first one is "with his parents". Then the second one is "to the oldest museum". The other one is "in this city". "With his parents" consists of preposition with and noun his parents. "to the oldest museum" consists of preposition "to" and noun "the oldest museum". Then, "in this city" consists of preposition "in" and "this city".

As the title suggests, relative pronoun can be the object of preposition as well. Some sentences below are the examples of relative pronoun as object of preposition.

a. I sold my car to a person. He gave me \$600.

The man **to whom** I lent my car gave me \$600. (formal)

OR

The man whom I lent my car to gave me \$600.

Both patterns are correct, the difference is on the degree of formality.

b. He sent a letter to Mr. D's secretary. Mr. D's secretary has been replied the letter.

The letter **to which** he sent Mr. D's secretary has been replied. (formal)

OR

The letter **which** he sent to Mr. D's secretary has been replied.

Both *patterns* are correct, the difference is on the degree of formality.

In formal English, prepositions come before those two relative pronouns: which or whom. It is only which and whom that can be used in this formation.

### 4. Adjective Clause to Indicate Place and Time

There are three ways we can use to express a place in an adjective clause using "where, preposition followed by which, and that/which or without those two followed by clause and preposition." Here are some examples as illustrations.

- a. This building **where** the murder happened has been abandoned
- b. This building **at which** the murder happened has been abandoned.
- c. This building that/which/θ the murder happened at has been abandoned.

All of the three sentences share the same meaning ("in that place").

Then, there are two ways we can use to show time of a situation in an adjective clause with "when or without when" and "a preposition followed by which".

- a. Allow me to know the time when you are available.
  OR, "Allow me to know the time you are available".
- b. Allow me to know **during which** you are available.

### 5. Adjective Clause with Whose.

"Whose" is the possessive form of "who" that can be the substitution for possessive nouns/pronouns like "his, her, its, their".

Here are some examples of "whose+noun" in a sentence:

a. We attended the gathering of car communities last year. **Their members** have different types of cars.

We attended the gathering of car communities whose members have different types of cars.

 b. Some students must do remedial test. Their scores were below requirements.

Some students **whose scores** were below requirements must do remedial test.

c. I bought this person's watch. He wants to buy a new one,

The person **whose watch** I bought wants to buy a new one.

d. You see his picture on my page. He is very helpful.

The man **whose picture** is on my page is very helpful

### 6. Adjective Clause in TOEFL Test

As aforementioned explanation suggests, some connectors like "who, that, and which" are often found in TOEFL Test. Not only can they be connectors, but they also can be the subject of a clause.

Bearing in mind that a one clause-sentence is comprised of a subject and a verb. It can have two or more subjects or verbs whenever they are joined using connectors. In a sentence with multiple clauses, it is possible to have more than one subject since it has connector namely "relative pronoun".

In a multiple clause-sentence there are dependent clause and independent clause. The subject in independent clause of the multiple clause-sentence is always a noun as in the one clause-sentence. Meanwhile, the subject in dependent clause of multiple clause-sentence, particularly in TOEFL Test, is marked by relative pronouns such as "who, that, and which".

Here is an example taken from TOEFL Test question. The test taker is asked to fill in the correct answer.

a.	The house	had	lived	for	years	was	sold
OΠ	t						

A. as

B. due to

- C. whom they
- D. which they

In this question there are two verbs, namely "had lived" and "was". As it is a multiple clause-sentence it must have two subjects as well. The first subject that we can identify is "the house" which refers to the verb "was". Now, what should be done next is to identify correct subject in the options. We can eliminate (A) and (B) because they obviously are not noun so that they are impossible to become a subject in a sentence. The options which are left are "(C) they" and "(D) which they". Before deciding which answer is correct, bearing in mind that there is already subject in the sentence. Besides, a subject cannot be adjacent to another subject if there is no connector between them. If we choose "(C)whom they", it is not correct because the relative pronoun must refer to "the house". "Whom" can only refer to people. Therefore, the correct answer here is "(D) which they".

- b. \_\_\_\_\_is at the corner has three stories
  - A. The old house
  - B. The old house which
  - C. Because the old house
  - D. In the old house

When dealing with such question, test taker should identify first if it is a multiple clause-sentence or not. It

can be noticed that the sentence has two verbs. It indicates that the sentence is a multiple clause-sentence. Bearing in mind that in a multiple clause-sentence, it is possible to have two subjects or verbs. After identifying the type of the sentence, test taker should find the answer that contains two subjects. Here, the answer "(B) The old house which" obviously has two subjects whether they are "the notebook" and "which". Therefore, the correct answer is (B).

### C. EXERCISES

## PART 1. Identify the main clause and adjective clause for the following sentences.

- The problem with which we are dealing must be solved immediately.
- Students who had learned some points highlighted in last meeting could finish the examination easily.
- He presented his newly-released single to his wife who had just passed away.
- 4. Scientists who study human language are called linguists.
- Last night I spent my leisure time watching movies which I bought last December.
- Employees whose effort and performance are satisfying will get holiday ticket to Lombok.
- Employees whose wages are below regional minimum wage pay no income tax.
- 8. Steve promises to come to his sweetheart's parents whom he hasn't met before.
- 9. His struggle in winning his people's heart was amazing so that he has been recognized as one of prominent figures who took part in guelling the civil war.
- It is an amazing occasion for me to meet J.K. Rowlings whose works have been recognized and loved all over the world.

# PART 2. Fill in the blanks using proper relative pronouns to indicate adjective clause!

1.	with visitors every day, belongs to Pam Brothers.
2.	The firecrackers Ron made have been seized by the police.
3.	McGuire was accused of sending a set of explosives to the building he once worked.
4.	It is known that Indonesia consists of thousand islands sizes are various.
5.	The end of 2019 was the time coronavirus emerged and was spread all over the world.
6.	The money their parents gave is used to start a new business.
7.	Donald's parents have fully supported him to run a business branches have been established in many locations.
8.	Clint recommended some places we can have staycation with lower prices.
9.	Drake was the person I first met at the music event last Saturday.
10.	The news about the ship has been sunk to the bottom of the ocean has been widespread.

PART 3. Identify and correct the error for the following

sentences.

- One of the people whom supports my study most is Steve.
- Playing chess is no longer game in which I like most.
- One of the main players of this team, Klein, has more training portions than others.
- 4. Studying in a boarding school has taught him to share things with people whose live in the same room.
- 5. An old man lives in a place is small and dusty.
- 6. My neighbor suddenly appeared from nowhere with two people who I didn't know.
- 7. My dream is to continue studying in a country whom the native language is English.
- There have been many volunteers come to the location of disaster.
- 9. Those kids need to have a shelter whom they can live.
- What they have done has inspired the youth wants to have side job while studying.

PART 4. Write an example for each sub topic below in the space provided.

	Subtopics	Examples	Write an example for each sub-topic
	Relative  Pronoun as  Subject	The person whom you met last night is my friend.	
	2. Relative Pronoun as Object	We could spend one night at the old house which is surrounded by bush over there.	
	3. Relative Pronoun as Object of Preposition	My friend to whom I lend my bicycle has bought a new one.	
Inte	4. Place and Time in Adjective Clause rmediate Academic B	The field on which we played football has been enclosed.	88

	during which I	
	take a break	
	today. (time)	
5. Adjective	The bird whose	
Clause with	feathers are	
Whose	colorful is costly.	

## PART 5. Choose the best answer to answer the question.

1.	Tom and Jerry form extremely complicated relationship
	and continually increases.
	(A) conflict that
	(B) that is conflict
	(C) conflict that is
	(D) that conflict
2.	Unpam students have been beginning to learn online on their study anywhere they like.
	(A) can be done
	(B) that can be done
	(C) how it can be done
	(D) where can be done
3.	The final decision the urgency of some public facilities closure to keep people in his country safe from coronavirus outbreak

	(A) which he made was						
	(B) which he made						
	(C) made						
	(D) which was						
4.	Scientists urge to cut back the emission of methane, gas from leakage of oil and gas facilities, in order to tackle the climate change.						
	(A) which produces						
	(B) which is produced						
	(C) which is producing						
	(D) producing						
5.	has made a Dutch start-up company, Ocean Grazer, develop such technology named Ocean Battery.						
	(A) Storing the excess of wind power underwater is possible						
	(B) To store the excess of wind power underwater is possible						
	(C) That storing the excess of wind power underwater is possible						
	(D) For storing the excess of wind power underwater is possible						

6.	The Wall Street Journal says that Nike and Amazon have					
	been attracted to the tremendous numbers of exercise					
	bike and treadmill sales by Peloton during					
	the pandemic.					
	(A) were performing					
	(B) were performed					
	(C) which performed					
	(D) which were performed					
7.	For the travelers coming to our country, the government					
	stipulates those who have COVID-19 symptoms must be					
	quarantined to the designated hospitals whereas those					
	must take self-quarantine at home for					
	fourteen days.					
	(A) who are asymptomatic					
	(B) are asymptomatic					
	(C) who asymptomatic are					
	(D) asymptomatic are					
8.	Books such as Ulysses and the Waste Land were					
	published in the 20th Century reflecting Modernism, a					
	literature movement					
	(A) no longer promoted linear story telling					
	(B) where the linear story telling no longer promoted					
	(C) in which the linear story telling no longer promoted					

	(D) in what promoted	nich the	linear	story	telling	was	no lo	onger	
9.	Commerci	al	whali	ng	in	,	lce is pro	land, bably	
	deemed to be banned in the near future.								
	(A) which are considered to have no significant impact in economic growth								
	(B) are of		ed to h	iave n	o signii	ficant	impa	ct in	
	(C) which is considered to have no significant impact in economic growth								
	(D) is co		d to ha	ave no	o signif	icant	impa	ct in	
10.	Water as one of renewable resources has been a costly								
	thing	in	some	ar	eas	of	ļ	Africa	
	(A) that the rainfalls are low								
	(B) of low rainfalls								
	(C) whose rainfalls are low								
	(D) rainfalls are low								

### D. REFERENCES

- Azar, B. S. 2002. *Understanding and Using English Grammar*. New York: Pearson Education.
- Phillips, D. (2001). Longman Complete Course for the TOEFL Test. New York: Pearson Education.

## **MEETING VI**

## (STRUCTURE & WRITTEN EXPRESSIONS) REDUCED CLAUSES & INVERSIONS

### A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

- 1. Understand the concept of Reduced Clause sentence;
- 2. Solve the TOEFL questions on Reduced Clause
- Understand the concept of Inverted Subjects and Verbs in sentences
- Solve the TOEFL questions on Inverted Subjects and Verbs

### **B. MATERIAL**

### 1. Reduced Adjective Clause

Some of the adjective clauses, not all, can be reduced to adjective phrases provided that relative pronoun of the adjective clause is the *Subject* of the

clause. This can be done by omitting the clause marker and the verb be. The changes depend on whether the original sentence is active (ing) or passive (-ed). Study the following examples to see how the clauses are reduced:

### a. Active voice:

The girl **who is singing** has a very good voice. (clause)

The girl **singing** has a very good voice. (phrase)

The lecturer explained the lesson that contained grammar. (clause)

The lecturer explained the lesson **containing** grammar. (phrase)

### b. Passive voice

The advertisement, which was printed locally, depicted the beauty of the housing estate. (clause)

The advertisement printed locally depicted the beauty of the housing estate. (phrase)

The regulation **that had been posted** on the classroom door has raised serious complaint. (clause) The regulation **posted** on the class-room door has raised serious complaint. (phrase)

### c. Subject + to be + adjective

The boy **who is contented** said that he was going to celebrate his birthday in an orphanage house. (clause)

The boy **contented** said that he was going to celebrate his birthday in an orphanage house. (phrase)

### d. Subject + to be + noun

His name, **which is Adam**, is easy to pronounce. (clause)

His name, **Adam**, is easy to pronounce. (phrase)

e. Subject + to be + prepositional phrase

The bag that is on the chair belongs to Amy. (clause)

The bag on the chair belongs to Amy. (phrase)

A verb used to indicate a permanent characteristic takes -ing form in an adjective phrase:

### a. Present:

The house that overlooks the park is mine
The house overlooking the park is mine

### b. Past:

The house that overlooked the park was mine The house overlooking the park was mine

A verb used to indicate an on going activity also takes the -ing form:

### c. Present Continuous

The police who is chasing the thief has shot his gun
The police chasing the thief has shot his gun

### d. Past Continuous

The police **who was chasing** the thief shot his gun The police **chasing** the thief is shooting his gun

Some adjective clauses which cannot be reduced to adjective phrases are those with a clause marker which is the object of the clausal verb, as shown in the following example:

Correct: The books that I put on the table are Lisa's. Incorrect: The books **putting** on the table are Lisa's.

As shown in the above example, the adjective clause cannot be shortened to **putting**-because the subject *The books* is not the subject for the verb *put*. Books cannot put themselves on the table.

Adjective clauses beginning with whose cannot be reduced without changing their meaning:

The man **whose wife is singing** tries to enjoy the music

The man **singing** tries to enjoy the music

The second sentence above is grammatically correct, even though it no longer has the same meaning as the first one. In the first sentence, the man's wife who is singing, while in the second sentence, the man himself who is singing.

Adjective clauses beginning with a clause marker that takes the adverb position cannot be reduced to adjective phrases:

Correct: The time when the boss arrived was frightening.

Incorrect: The time arriving was frightening

The second sentence is incorrect because *The time* did not arrive, but *the boss* did.

## C. EXERCISES

# Write the reduced adjective clause for the following 10 sentences:

1.	The man who is showing the kids how to swim is my
	father
2.	The cookie, which was baked last night, is one of the
	favorite cookies in the family.
3.	George, who is my oldest brother, works for Microsoft in
	the U.S.
4.	The bag pack, which is on the sofa bed, is Jame's.
5.	Jakarta, which is the capital city of Indonesia, is one of
	the most populated cities in the world.
6.	When she is returning from her office, she just noticed
	that the gate was
_	
7.	The post office, which is next to the gasoline station,

burned down last night.

8.	The young surgical doctor, who has just finished doing
	his job, decided to have a break.
9.	The rich man, who was confused of how to spend his
	money, decided to travel to the moon
10.	Pontianak, which is the only equatorial city in Indonesia,
	is the capital of West Kalimantan Province.

## 1. Reduced Adverb Clauses

An adverb clause is dependent clause or incomplete sentence with a subject and a verb which functions like adverb. It can be at the beginning of a sentence or at the end. When it is at the beginning, it normally be separated by comma:

**Even though Tom studied very hard,** he failed the exam.

Tom failed the exam even though he studied very hard.

Adverb Clause Markers

a. Some clause markers which are commonly used to introduce adverb are as follow:

after	by the end	until
as	now that	when
as long as	once	whenever
as soon as	since	while
before		

Samantha will wait **until** her boss arrives

She waited **as long as** she could

b. Clause markers indicating concessions:

although	even though	though
as much as	except that	whereas
despite the fact that	in spite of the fact that	while
even if	not that	

Some adverb clauses can be reduced to phrases without changing their meaning only when the subject of

the independent clause is the same as the subject of the adverb clause as shown in the examples:

a. Time sequences with after, before, once, since, until, when, and while:

After he locked the gate, the home-alone boy locked the door

After locking the gate, the home-alone boy locked the door

**Before he did an online-interview,** Ben managed to dress well.

**Before doing an online-interview,** Ben managed to dress well.

Once he had been challenged to play guitar,
Andrew would not stop practicing.

Once challenged to play guitar, Andrew would not stop practicing.

b. Giving reason with because

When clauses with because are reduced, because is omitted and the verb changes form:

Because she had been always late, Diana was called by the principal yesterday

Having always been late, Diana was called by the principal yesterday

c. Clauses with concession with although, despite, in spite of, though, and while:

Although **she was betrayed**, Linda managed to smile.

Although betrayed, Linda managed to smile

**Despite the fact that she was seriously ill,** Tania sang on the stage beautifully

**Despite being seriously ill,** Tania sang on the stage beautifully

In spite of the fact that she is in a complete broke, Dania managed to treat her friends some snacks. In spite of being completely broke, Dania managed to treat her friends some snacks.

Please note that the verbs in reduced adverb clauses can be in one of two forms: the -ing form which is used in active voice and the -ed form which is used for the passive choice.

#### a. Active voice

Present tense

When he studies, Tom forgets to eat When studying, Tom forgets to eat

Past tense

While **he was playing** alone in front of the house, the boy heard his mom shouted at him

While **playing** alone in front of the house, the boy heard his mom shouted at him

Perfect tense

After **he had read** the letter, he put it on the shelf After **reading** the letter, he put it on the shelf After **having read** the letter, he put it on the shelf

#### b. Passive voice

Present tense

The building will be used as a library when it is completed

The building will be used as a library when completed

Past tense

When the girl was told not to eat sweet, she began to cry

When told not to eat sweet, she began to cry

Perfect tense

**Because the house has been renovated,** it will get more on the market

**Having been renovated**, it will get more on the market

The subject of the adverb clause and the subject of the independent clause should be the same to allow the reduction without changing the meaning.

## **EXERCISES**

# Write the reduced clause for the following 10 sentences:

1.	After they watched movie for two hours, they went
	home.
2.	While I was reading the novel you bought me, I didn't
	notice I was carried by the story and ended up crying.
3.	Because my father didn't to miss his morning prayer, he
	never goes to bed late.
4.	Before you ate the banana, you were you were so
	hungry.
5.	While I was queueing for the departure, I saw a man
	patiently waited for his wife's arrival
6.	When she is returning from her office, she just noticed
	that the gate was unlocked
7.	Because she was sick, Belinda did come to office for a
	week

8.	Since he moved to Australia, Andrew met may gorgeous people there
9.	Because she is a perfectionist, Samantha noticed all her own flaws
10.	After he finished his drawing, George started to play guitar.

## **INVERSION**

## **INVERTED SUBJECT AND VERB**

Subject and verb are inverted to form a question with helping verbs (be, have, and all modal auxiliary verbs)

You are tired

Are you tired?

Your father has gone fishing.

Has your father gone fishing?

Daniel will come over tonight

Will Daniel come over tonight?

When a sentence does not have helping verb, use *do* when inverted

Your teachers appreciate your hard work

Do your teachers appreciate your hard work?

Robert usually comes home on time

Does Robert usually come home on time?

Jeremy visited his grandparent in the village last month

Did Jeremy visit his grandparent in the village last month?

Questions words such as *what, when, where,* and *why* are followed by inverted subject and verb to introduce questions:

What is your favorite color?

Where can I sit?

When will you stop shouting?

However, when these words are used to join two clauses, they are not inverted:

I don't know what your favorite color is

I want to know where I can sit

I don't mind when you will stop shouting

Subject and verb are inverted in a sentence begins with single word expressing place such as *here, there,* and *nowhere.* 

**Here is** the money for the bread

There are the books I am looking for

Nowhere have I met such a nice girl like you

Subject and verb are also inverted after prepositional phrases expressing place:

In the shopping bag is the milk that you are waiting for

At the end of this street is my best-friend's house

Next door is my parents' house

When a place expression at the beginning of the sentence is necessary to complete the sentence, the subject and verb that follow are inverted. However, when a place expression at the beginning of a sentence contains that is not needed to complete the sentence, the subject and verb that follow are not inverted.

In the house were many people

I the house, my dad was watching television

When a sentence begins with negative expression such as no, not, never, neither, nor, barely, hardly, only, rarely, scarcely, seldom, the subject and verb are inverted.

Only twice in my live have I visited Bali

Hardly does he get a good score during the pandemic

Seldom were they so happy like that

Some conditional verbs such as had, should and were, may cause inversion when are used.

Were my brother here, we would drive me to the concert
Had I been here earlier, I would not have missed him
Should you have further questions, please feel free to
contact me by email

The conditional clauses above are also possible to have *if* at the beginning.

An inverted subject and verb can also occur after a comparison. It is optional, and it is a rather formal structure:

My mother works harder than everybody

My mother works harder than everybody does

My mother works harder than does everybody

#### **EXERCISE**

sentences are correct (C) or incorrect (I)		
1.	Never my sister wrote a letter for me	
2.	George did not answer the questions, nor did he	
	share his opinion	
3.	Barely had he completed the assignment	
4.	Had we been invited earlier, we might have bought	
	a better present	
5.	Has he enough money, he will buy us more food	
6.	He would have lost his wallet, had not he shouted	
	on time	
7.	Do you understand why do parents need to	
	responsible to their children than does everybody else?	
8.	we strongly believe that our class could achieve	
	much better score than many of the others.	
9.	The price of face masks during the early	
	pandemic-year was much more expensive than any of	

These following sentences contain inversion. Indicate if the

the other years.

10. \_\_\_\_ Never in my whole life I have seen ghost.

## D. REFERENCES

- Eickhoff, L. (2020, January 21). *English Language Learning*.

  Retrieved from Cambridge University Press: https://www.cambridge.org/elt/blog/2020/01/07/reducing-adverbial-time-clauses/
- Gear, J., & Gear, R. (2010). *Preparation for the TOEFL Test.*Cambridge: University Press.
- Nadianti, L. I. (2021, May 17). TOEFL Structure Skill 12:

  Reduce Adverb Clause. Retrieved from Scholar

  English: http://scholarsenglish.id/toefl-structure-skill12-reduced-adverb-clause/
- Phillips, D. (2007). *Preparation Course for the TOEFL Test.*Longman.

# **MEETING VII**

# (STRUCTURE & WRITTEN EXPRESSIONS) SUBJECT-VERB AGREEMENT & COMPARISON

## A. OBJECTIVES OF THE STUDY

The students are competent to:

- 1. Apprehend subject verb argument
- 2. Detect problem with comparative and superlative

#### **B. MATERIAL**

Written expression is the second part of TOEFL in the session of *Structure and Written Expression*. This part highlights participants' understanding of grammar in English. In order to give a correct answer, participants are required to read a full sentence and analyze the underlined words or phrases one by one. In this meeting, two points in written expression are discussed. These points are subject and verb argument, and problem with comparative and superlative.

## 1. Subject/Verb Argument

Discussing subject and verb argument on the TOEFL test, it becomes a basic knowledge that participants need to comprehend. It is a must to understand how a sentence in English is organized.

a sentence in English must at least consist of SUBJECT and VERB

## Example:

- a. Robert gets a scholarship
   Robert is subject, gets is verb
- b. J.K. Rowling writes a new nove
   Margaret is subject, publishes is verb

# a. Be Familiar with Subject

Subject is a person or a thing that is the core of the conversation. Generally, suvject can be found in the beginning of a sentence. There are several types of subject:

## 1) Pronoun

Pronoun transfers an idea to substitute a noun or a noun phrase. Pronoun can be:

She, He, It, I, You, They, We

## Example:

a. She wins an international award.

She = subject

b. He talks about pandemic.

He = subject

c. It belongs to me.

It = subject

d. You fail the test.

You = subject

e. They move to New York.

They = subject

f. We quit the job.

We = subject

## 2) Noun

Noun can be name of the person and name of the object. They are:

Example:

a. Arnold cooks pasta.

(subject = name of the person)

b. Renata and Jesselyn study in France.

(subject = name of the person)

c. The bag is expensive.

(subject = name of the object)

d. That staffs celebrates their achievement.

(subject = name of the object)

## 3) Gerund

Gerund is a verb that is positioned as a subject by changing the form of the verb into a verb-ing. Example:

a. Talking to you is my happiness.

Talking = subject

b. Swimming is easy for my brother.

Swimming = subject

## 4) To infinitive

To infinitive has the formula **to + Verb 1.** For example, to bring, to love, to teach, etc. If the sentence to + verb is at the beginning of the sentence, the phrase is positioned as the subject. Example:

- a. To get a scholarship is my goal this yearTo get = to infinitive
- b. To visit Cappadocia is Kinan's dream.

To visit = to infinitive

# b. Identify Subject/Verb Argument

Subject/Verb argument is not difficult, actually. It is just a matter to match the subject and the verb. It is essential to verify that both of the subject and verb are singular or plural.

However, Subject/Verb argument has a probability to be problematic, especially for the certain subject, such as: anyone, anybody, everyone, everything, every, each.

## Examples:

- a. <u>Joe Bidden win</u> the election (incorrect)
   Joe Bidden wins the election (correct)
- b. <u>The gowns is</u> gorgeous (incorrect)
   The gowns are gorgeous (correct)
- c. <u>Everybody</u> in this class <u>are</u> genius (incorrect)
   <u>Everybody</u> in this class <u>is genius</u> (correct)
- d. <u>All of the questions</u> is hard (incorrect)
   All of the questions are hard (correct)

## 2. Problem with Comparative and Superlative

## a. Comparative

Comparative in English is a way to compare two things. Comparatives be identified by the use of signal words to compare and define two or more things. Comparative sentences are usually indicated by the word "than".

adjective/adverb + er than atau more + adjective/adverb tha

One-Syllable Adjective	Comparative Form
tall	taller
old	older
long	longer

One-Syllable Adjective with Final -e	Comparative Form
large	larger
wise	wiser

One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It	Comparative Form
big	bigger
thin	thinner
fat	fatter

Two-Syllable Adjective	Comparative Form
peaceful	more peaceful
pleasant	more pleasant
careful	more careful
thoughtful	more thoughtful

Two-Syllable Adjective Ending with -y	Comparative Form
happy	happier
angry	angrier
busy	busier

Two-Syllable Adjective Ending with -er, -le, or -ow	Comparative Form	
narrow	narrower	
gentle	gentler	

Adjective with Three or More Syllables	Comparative Form	
generous	more generous	
important	more important	
intelligent	more intelligent	

Irregular Adjective	Comparative Form
good	better
bad	worse
far	farther
little	less
many	more

Two-Syllable Adjective	Comparative Form
clever	cleverer
clever	more clever
gentle	gentler
gentle	more gentle
friendly	friendlier
friendly	more friendly
quiet	quieter
quiet	more quiet
simple	simpler
simple	more simple

# Examples:

- a. Singapore <u>is smaller than</u> South Korea.(small = adjective) (smaller = comparative)
- b. Bella Hadid <u>is taller than</u> Gigi Hadid.(tall = adjective) (taller = comparative)
- c. Hannah's parents are older than mine.

(old = adjective) (older = comparative)

- d. We are <u>more open-minded than</u> them.
   (open-minded= adjective) (more open-minded = comparative)
- e. New Yorkers <u>are more attractive than</u> Californians.
   (attractive = adjective) (more attractive = comparative)
- f. Old songs <u>are more memorable than</u> current songs.
  - (memorable = adjective) (are memorable= comparative)
- g. Apple <u>is better than Samsung</u> in encouraging customers.

(good= adjective) (better= comparative)

h. My score was worse than yours.

(bad= adjective) (worse= comparative)

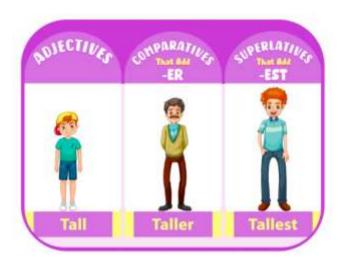
# b. Superlative

Superlatives are used to designate an object that is at the upper or lower limit of a quality. In superlative sentences, the subject is compared to a group of objects.

# Examples:

a. Singapore is the smallest country in Asia

- (small = adjective) (the smallest = superlative)
- b. Bella Hadid <u>is tallest girl</u> in Hadid's family (tall = adjective) (tallest = superlative)
- c. Hannah's parents <u>are the oldest</u>one in my neighborhood.
  - (old = adjective) (oldest= superlative)
- d. We are the most open-minded students in this class.
  - (open-minded= adjective) (the most open-minded = superlative)
- e. New Yorkers <u>are the most attractive people in</u>
  America
  - (attractive = adjective) (the most attractive\_= superlative)
- f. Westlife's songs <u>are the most memorable</u> among other.
  - (memorable = adjective) (the most memorable = superlative)
- g. Apple <u>is the best</u> product in encouraging customers.
  - (good= adjective) (the best= superlative
- h. My score was the worst.
  - (bad= adjective) (the worst= superlative)



#### C. EXERCISES

## 1. Subject/Verb Argument

Underline the correct answer:

- 1. Victoria and her cousins are/is at home.
- Either his aunt or his uncle is/are visiting my parents.
- 3. The bird or the chicken are/is cute.
- 4. Either your bag or my jacket is/are often on sofa.
- 5. Pete and Kate don't/ doesn't go to the theatre.
- 6. Arthur doesn't/don't save my phone number
- One of my nephews is/are joining a vacation to Turkey.
- 8. The man with beard **greet/greets** me everyday.
- The Harry Potter series takes/take about several months to read.
- The lecturers, as well as the Rector, want/wants to do the best.

# 2. Comparative and superlative

Write the correct answer on the form of comparative or superlative

- 1. Selena's yacht is (great) than Taylor's.
- 2. Orchid is (stunning) than Rose.

- 3. Harry Potter is the (fascinating) novel I have ever bought.
- 4. Vegetarians often (healthy) than non-vegetarians.
- 5. Which is the (risky) predators in the sea?
- 6. A vacation by the village is (valuable) than a town.
- 7. It is unbelievable but often a mineral water is (highpriced) than a sprite.
- 8. Who is the (wealthy) public figures in The United States of America?
- 9. The season in Finland is (bad) than in Singapore.
- 10. Tom will be the (clever) staff of all.

## D. REFERENCES

- Phillips, D. (2001). Longman introductory course for the TOEFL test. Longman.
- Rogers, B. (2011). The Complete Guide to The TOEFL Test. Heinle Cengage.
- Rudman, J. (2011). Test of English Language as a Foreign Language (TOEFL) Test Series. National Learning Corp

# **MEETING VIII**

# (STRUCTURE & WRITTEN EXPRESSIONS) PROBLEMS WITH NOUNS AND VERBS

## A. OBJECTIVES OF THE STUDY

At the end of this meeting, the students are able to:

- 1. use singular and plural noun correctly;
- 2. distinguish countable and uncountable nouns;
- 3. identify singular and plural noun in irregular forms;
- 4. distinguish thing and person;
- 5. identify errors involving tenses;
- 6. identify incorrect verb forms;

## **B. MATERIAL**

## 1. Problems with Nouns

Have you ever thought of things around you like are they countable or uncountable? Is every thing inside your house, for instance, non-living thing? How do you name many similar items, let's say, a book plus a book? Is it two book or two books? Try to go outside, see animals like goose. A goose plus a goose? Is it two gooses or two geese? Then, what about deer or fish, is it correct to say many deers or many fishes? Or is it just deer and fish no matter of its number?



Figure 1. Things inside house

## a. Using singular and plural nouns correctly

In English, when we name things, animals, persons, or plants with more than one in number, we need to put -s in the end of the word (Frank, 1972). It indicates that they are plural. The examples are given in the following:

- 1) I want to put all the books into my new shelf.
- 2) I bought a *book* in the bookstore.

We see books in *all the books* refers to more than one book. The same examples can be referred to flower and flowers, zebra and zebras, table and tables, pupil and pupils, school and schools. Each of these five nouns is consecutively called singular and plural nouns. Can you write down another five here?

**Activity 1.** Fill in the following table with singular and plural noun

No.	Singular	Plural
1.		
2.		
3.		
4.		
5.		

In addition to understanding this end-with 's' concept, it is important to also know that there are some expressions to modify singularity or plurality of

Modifiers to show singular and plural nouns						
Singular modifier a each every one Single						
Plural modifier two both many several various						

a noun. Take a look at the following table.

Examples:

a bottle two bottles

Each room both rooms

Every student many students

One house several houses

Single type various types

## b. Distinguishing countable and uncountable nouns;

Can you count how many plates you have in your kitchen? How many chairs are there in your living room? How many books do you read in a day? To these three questions, you can easily answer: there are fifteen plates in my kitchen. There are four chairs in my living room. And I read a book a day. However, if you are asked about the amount of sugar your mother saves in the kitchen, or dust in your living room or water you drink in a day, can you count them? Absolutely no because they are all uncountable.

As it implies, countable noun refers to nouns that we can count (Rogers, 2011). It may be in quantities like three, hundred, even thousand. The examples are book, computer, table, room, and the others as you can count how many books or computers or tables or rooms you have. On the other hand, uncountable noun refers to entity that we cannot count in number. Liquid items like shampoo,

sugar, oil is uncountable. The other uncountable nouns can be found in abstract forms such as happiness, nervousness, sadness, etc.

Just like modifiers to distinguish singular and plural nouns, we can also recognize countable and uncountable nouns by their modifiers (Santosa, 2011). It is important because in TOEFL test, we can frequently find this typical question. Take a look at the following table of modifiers in countable and uncountable forms.

MODIFIERS FOR COUNTABLE AND UNCOUNTABLE NOUNS						
COUNTABLE number many fewer few						
UNCOUNTABLE	amount	much	less	little		

The following conversation shows the usage of countable and uncountable nouns in a daily activity.

Budi : Hi Nisa. How are you?

Nisa : Never better. It is like a week we have not met, isn't it?

Budi : Six days actually. Remember that we met last Monday?

Nisa: Oh ya. I remember that you gave me many papers. I have not even read them.

Budi : Oh really? Those papers actually represent how much homework we have. Don't you get noticed?

Nisa: Oh really? I should have known it earlier. No matter the amount of experience I have in Statistics, I would not finish them all in these few days.

Budi : Don't worry. You can visit the library for many references are available and relevant to the cases Professor Amin gave in those papers.

Nisa: Thank you for the suggestion. I think I have to start it now. Let's go to the library. The more we are here, the less time I have.

Budi : I am sorry, Nisa. I have another thing to do. See you in the class.

Nisa : no worries. See you.

**Activity 2**. Work in a pair to build a conversation to the following topics. Remember that you have to include modifiers of noun inside the conversation as many as possible.

- 1) things in your campus
- 2) transports available in your city
- 3) public facilities your city has

# c. Identifying singular and plural noun in irregular forms

We have learned that plural nouns are indicated by the letter 's' in the end of the word. However, it does not work to all nouns. There are many plural nouns that do not end with 's'. Plural nouns that do not end with 's' are called irregular plural. To mention some, goose, deer, children, women, are plural nouns that do not end with 's'.

In TOEFL test, items that bring this problem of irregular plural are frequently found. There is no any best way to answer such questions other than memorizing the forms. In addition, it is suggested that the prospective TOEFL test takers to read many scientific articles that commonly use this typical unit in order that we get used to finding out them in a text. The following table is given to help you memorize them.

IRREGULAR PLURAL OF NOUNS						
The change in vowel	Singular	man	woman	foot	mouse	
	Plural	men	women	feet	mice	
An add of '- en'	Singular	ox	child			
	Plural	oxen	children			

No different from singular	singular	fish	deer	sheep	salmon
	Plural	fish	deer	sheep	salmon
From '-is' to '-es'	Singular	crisis	analysis	hypothesis	axis
-65	Plural	crises	analyses	hypothese s	axes
Ended by '-a'	Singular	bacteriu m	datum	criterion	phenome non
	Plural	bacteria	data	criteria	phenome na
From '-us' to '-i'	Singular	alumnu s	cactus	fungus	stimulus
	Plural	alumni	cacti	fungi	stimuli

**Activity 3.** There is an error in each of the following sentences. Circle the error.

- 1) Writing a theses is one of requirements to pass the graduate school.
- 2) There were many alumnus who attended the inauguration of the new building of the university.
- The teachers were arranging some syllabus to welcome the new semester when the school committee came for a visit.

- 4) When the doctor issued a diagnoses of his patience, he could not conceal his tear.
- 5) My daughter brushes her tooth everyday.

# d. Distinguishing thing and person;

It is sometimes confusing for non-native speakers like us to differ authorization from author, or accounting from accountant, cook for verb and cook for someone who can serve delicious food. However, such issues are frequently appeared in written expression. In order to avoid mistakes in identifying whether it is accounting or accountant to refer to someone who works with managing money, it is important to be able to memorize each word for exact definition. Please indicate whether the following sentences use persons or things correctly to be able to distinguish thing from person.

**Activity 4**. Select one of the two options that refers to the correct use of person or thing in each sentence.

- 1) W.S. Rendra is a famous (poetry/poet).
- I need a month to create this very meaningful (poetry/poet).
- She works as a professional (cooker/cook) in the restaurant.
- In the meantime, her brother works as an independent (research/researcher) in a government-owned institution.

5) A group of (artistics/artists) will perform a new (player/play) in this stage this evening.

### 2. PROBLEMS WITH VERBS

Verbs, together with subject, are very essential in making a sentence. Without a verb, there is no sentence. Therefore, it is very important to understand verbs and its nature in order that we can make a good sentence. In TOEFL test, problems with verbs mainly concern with tenses and verb forms themselves.

Verbs consist of gerunds, participles, infinitives, and simple forms. Gerund refers to a verb in form that acts as a noun. It is widely known with verbal noun. As it is a noun, it can act as a subject, an object, object of certain verbs, and object of prepositions. The examples:

- Training my students to be skillful in reading is my favorite part in teaching.
- 2) You can go to the school by *using* public transportation.
- 3) I enjoy *reading* a book while eating.

Participles refer to a verb in form that acts as an adjective. It is widely known with verbal adjective. It can be found in phrases after nouns as a result of reduced relative clauses. The examples:

- 1) The man wearing blue shirt is my brother.
- 2) The car parked in the corner is my car.

We can see that wearing and parked are verbs in form. However, they do not function as a verb. They function to modify noun (man and car) respectively. Word that has function to modify noun is adjective. That is why participle is also known with verbal adjective.

Infinitives refer to verbs that can start with 'to'. It has the same function as gerund that it can act as a subject, and an object. The examples:

1. To appreciate his hard-working performances is a good

2. I will be helping those in need *to let* everyone know that sharing is caring.

**Activity 5.** Please arrange six sentences which contain verbs that function as a noun (gerund), an adjective (participle), and an infinitive.

1.	Gerund:
2.	Gerund:
3.	Participle:
4.	Participle:
5.	Infinitive:
3	Infinitive

# a. Identifying errors involving tenses;

Survey on students' works on TOEFL mention that most of tense errors occur in the simple past tense, the simple present tense, and the present perfect tense. Therefore, we will discuss these three

idea.

tenses in depth in order to avoid such mistakes in your future test.

Let's start from the simple present tense. It is also called a general-time tense which indicated that a condition is absolutely always true. It also shows an action or activity that always occurs frequently or regularly. Take a look at the following examples:

- 1. The Earth surrounds the Sun.
- 2. Ghaisa likes to visit Taman Safari for her semester holiday.
- 3. Generally, the class with Professor Budi *is* very interesting.

The simple past tense indicates an action or activity that took place at a certain or specific time in the past. It has the second form of verb (V2). Take a look at the following examples:

- 1. He *came* across his Instagram account and found it hijacked.
- 2. My parents and I *visited* Disney for celebrating my admission in Oxford University.
- 3. We *had* a very interesting conversation with the presenter last evening.

On the other hand, the present perfect tense indicates an action or activity that begun at not specific or certain time in the past and remains the same at the present. It involves has/have as its auxiliary and the third form of verb. Take a look at the following examples:

- 1. Mr. Budi has worked for the school since 2010.
- 2. I have never been to Ocean Park for ten years.
- 3. Nisa has recently returned from New York.

**Activity 6.** Modify the following subject and verb composition into (a) simple present tense; (b) simple past tense; and (c) present perfect tense.

1.	Dani hike Mt. Sinabung
	a. Simple present:
	b. Simple past:
	c. Present perfect:
2.	Indra and his parents visit Brunei Darussalam
	a. Simple present:
	b. Simple past:
	c. Present perfect:
3.	They meet in a café
	a. simple present:
	b. simple past:
	c. present perfect:
4.	I build a house
	a. simple present:
	b. simple past:
	c. present perfect:

# b. Identifying incorrect verb forms;

In addition to identifying errors that involve tenses, IELTS test takers need to also identify the verbs themselves. There are formulas that need to be

understood in order to avoid mistakes in verb forms. Here are some points to highlight:

 The base form of verbs follow all types of modal auxiliaries

must see can move

may remember

might go could write

may sleep

Ought to respond used to read

have to obey

The past participle is used after a form of have for all perfect tenses

has passed had been

should have known

have gotten will have written could have sung

The -ing form is used after a form of be in all types of progressive tenses

was crying has been noting will

be writing

should have been doing is playing had

been reading

4. The past participle is used after a form of be in all passive tenses

is missed is being sung had

been shown

will have been known might have been

done were told

- **Activity 7.** Select the form that grammatically correctly completes each sentence below.
- 1. Research (is/are) very significant for the progress of technology.
- 2. The first skyscraper in the country to be built in greenhouse mode (took/has taken/will take) place in the downtown.
- 3. A number of people (has visited/have visited) national museum of Indonesia since a week ago.
- 4. The students (should have did/should have done) the assignment earlier than now.
- 5. My aunt (buys/bought) me a set of cooking tools.

# **C. EXERCISES**

Choose one of the four options of each item that is grammatically incorrect.

1.	Through th	<u>ie advanced</u>	technolog	<u>y, a num</u> l	<u>ber</u> of
	Α	В			
	biotechnol	ogy products	s <u>is</u>		
			С		
	produced	every year.			
		D			
2.	The pheno	mena <u>that</u> o	ccurred in	the even	<u>ing is</u> an
		Α		В	С
	annual event that not everyone can see.				
				D	
3.	The lyrics	contained in	Blackpink	's songs,	can motivated
		Α			В
	me <u>to run</u> t	his <u>complica</u>	ated life of	mine	
	С	Ι	)		
4.	Venus is <u>t</u>	<u>ne</u> second <u>pl</u>	anets from	n the cent	er <u>of</u> this
	,	A	В		С
	galaxy.				
	D				
5.	To join the	national poe	etry compe	etition, Pu	tri has been
		Α	E	3	
	written a p	oetry for thre	e <u>hours.</u>		
	С		D		
6.	A qualitativ	ve method, u	sed to <u>dig</u>	informati	on <u>as</u>
			А		

	accurately deep	<u>as possible</u> ,	<u>are</u> used	by a lot of
	В		С	
	researchers in th	e world.		
	D			
7.	I have <u>never</u> see	n a great an	nount of ba	acterium from a
	Α			В
	microscope like	this before.		
	С	D		
8.	Before the existe	ence of socia	l media gı	rew <u>rapidly,</u> we
	Α			В
	could not accept	<u>ed</u> a lot of in	formation	<u>as easily as</u> we
	С			D
	can now			
9.	A big number of	<u>datum</u> are <u>n</u>	ecessary	for coming into a
		Α	В	
	decision for our i	national <u>secu</u>	<u>ırity</u>	
	С		D	
10.	Few mineral wat	er <u>to consun</u>	<u>ne</u> can <u>avo</u>	oid us from
	Α	В	С	
	dehydration.			
	D			
11.	Never put all the	things in a r	olastics. W	<u>e need</u> to start
			Α	В
	reducing the use	of that unre	newable r	naterial.
	С		D	

12.	Many of the lessor	ns taken this	semester <u>has</u> taught me
	the significances of	of doing	
	А		В
		С	
	research before w	<u>orking</u> with th	ese assignments.
	D		
13.	Fungi may caused	more <u>seriou</u>	<u>s</u> diseases <u>on plants</u> thar
	А	В	С
	do other parasites		
	D		
14.	I work as a senior	managemen	t in the office located in
	Α		В
	the downtown of the	nis province.	
	С	D	
15.	The manager syst	em of the cor	mpany needs <u>to be</u>
	Α		В
	rejuvenated as ma		are <u>obsolete</u> .
		С	D
16.	All the teeth in the	front of her n	
			Α
	capped immediate	•	
	В	C	D
17.			ecretary in a multinational
	Α	В	
	company for twent	_	
	C	)	

18.	All $\underline{\text{the classes}}$ must	be <u>followed</u> by	every students in the
	Α	В	С
	university.		
	D		
19.	I had much ideas to	convey in the	forum <u>that</u> I will attend
	Α	В	С
	tomorrow morning.		
	D		
20.	There were many op	<u>tions</u> to choos	e, but every option
	Α		В
	have its drawbacks.		

С

D

### D. REFERENCES

- Frank, M. (1972). *Modern English: A practical reference guide.*
- Phillips, D. (2001). Longman introductory course for the *TOEFL test.* Longman.
- Rogers, B. (2011). *The complete guide to the TOEFL test.*Heinle Cengage Learning.
- Santosa, R. (2011). Logika wacana: analisis hubungan konjigtif dengan pendekatan liguistik sistemik fungsional. Surakarta: UNS Press

# **MEETING IX**

# (STRUCTURE & WRITTEN EXPRESSIONS) PROBLEMS with PRONOUN & ADJECTIVES

### A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

- 1. Understand the definition and identify the problem with pronoun;
- Understand the definition and identify the problem with adjective.

### **B. MATERIAL**

### 1. Pronoun

### a. The Definition of Pronoun

In common, pronoun can be defined as words that refer to a noun or another pronoun. An antecedent is a term for representation of pronouns. Both pronouns and its antecedent should agree as

subjects and verbs. They should agree in number; singular antecedent should agree with singular pronoun, and also plural antecedent should agree with plural pronoun.

### b. Problem with Pronoun

The agreement in pronoun may be tricky in the test of TOEFL. Learning common errors of pronoun will give you more advantages in preparing TOEFL exam. Here are the following points you can follow:

 Indefinite pronouns (It's kind of pronouns which take place a common person) for example, no one, nobody, one, anybody, anyone, everybody, everyone, each, either, neither, someone and somebody always refer to pronouns.

One of the girls used her own book.

Neither of the students took her class today.

Plural pronoun is used when two nouns or pronouns are joined by and.

Example:

Before my sister and my brother came to my house, I had finished a surprise party for them.

 A singular pronoun is used when two singular pronouns and nouns are joined by or.

Example:

You can call John or James to make sure if he can come to the party tomorrow.

4) Pronoun will agree with the closest noun or pronoun which they represent if a noun or pronoun which are singular or plural are joined by or.

# Examples:

The teacher or students will show their experiment result.

The students or the teacher will show her experiment result.

### **Troublesome with Pronoun**

Pronoun	Examples
Its/It's	
Its can be defined to "belonging to it." It's means "it is."	The bird is flapping its wings.  It's the right time to start the study. (It is time to study.)
Your/You are	
Your can be defined to "belonging to you."	Your story is interesting.
You are means "You are."	You're in the right place now. (You are in the right)

# Their/They're/There

Their can be defined to "belonging to them."

They're means "they are."

There is a word (adverb) referring to an action that takes place.

Their plan is ready for the action.

They're going to go to Canada. (They are going . . . )

There is a cat under the table!

### Whose/Who's

Whose can be defined to "belonging to whom."

Who's means "who is" or "who has."

Whose car is this?

Who's making the decision?

(Who is making the decision?)

### Who/That/Which

Who takes a place for I met the girl who people.

That takes a place for things.

Which shows clauses that seem not important to the information in the sentence. unless they refer to people made mγ birthday cake.

This is the cake that you saw in the shop yesterday.

The team, which won the first prize in USA,

In that case, use who.	is now failed in the
	round.
	Julie, who is the best
	student in the class,
	lives downstairs.

# 2. Adjective

### a. The definition of Adjective

In common, adjective can be defined as words that describe nouns or pronouns. The adjective can be also used to answer one of the three questions: Which one? What kind? And how many?

# Examples:

which one?→ that car, the other book, her last show.

what kind?  $\rightarrow$  sport car, fiction book, wonderful show.

how many?→ six cars, many books, several shows.

# b. Problems with Adjective

Learning the use of adjective will give you some advantages in preparing TOEFL test because sometimes it can be tricky in the test, so you need to be familiar with grammatical mistakes involving adjectives in the exam of TOEFL. Here are the following common trouble spots:

1) Some verbs refer to the senses (touch, taste, look, smell, sound)—Sometimes it can be tricky to decide which modifier to use with these verbs. An adjective will be used if the modifier is describing a noun or pronoun that comes before the verb. An adverb will be used if the modifier is describing a verb, use an adverb.

# Examples:

The whole students felt anxious to know their final score. (anxious is an adjective describing the whole students.)

The trainer touched the injured player's hand gently. (Gently is an adverb describing the verb touched).

2) It is sometimes tricky to find that an adjective follows the verb—in other words, an adjective comes after the verb. The adjective describes a noun or pronoun that comes before the verb.

# Example:

The cake tastes sweet. (sweet cake)

 It is sometimes to be tricky with modifiers—We should place modifiers as closely as possible to the words that describe.

Examples:

Incorrect: My friend told me about a horror movie in the class. (Why was horror movie in the class?)

Correct: In the class, my friend told me about a horror movie.

Problems Modifier	Examples
Fewer/Less	
Fewer describes plural nouns, or things that can be counted.	My child has bought fewer marbles than he once did.
Less describes singular nouns that represent a quantity or degree.	My daughter has less time than he does.
Good/Well	
The word "Good" can be identified as an adjective.	The food taste good. (Good describes the food.)
The word "Well" can be identified as an adverb. It is used to describe an action.	Laura did the test well.  (Well describes the verb did.)

Bad/Badly	
The word "Bad"  can be identified as an adjective.	The food tastes bad (Bad describes the food.)
Meanwhile, The word "Badly" can be identified as an adverb. It is used to describe an action.	The team played the game badly. (The word "Badly" describes the verb "played.")

4) Dangling modifiers— Dangling modifiers can be identified as words, phrases, or clauses which are set off by commas. They can be at the beginning a sentence or sometimes modify the wrong noun or pronoun.

# Examples:

Incorrect: Broken and beyond repair, my father put away his old car. (Why was my father broken?)

Correct: My father put away the broken old car that was beyond repair.

# C. EXERCISE

5
least one subject or object pronouns. Circle the
pronouns. Then indicate if the sentences are
correct (C) or incorrect (I).
1. The best decision with it is that he can prove it.
2. She listened to Anita and I at home after the event finished.
3. She can choose whether to go to the beach with they or with her family.
4. Jason took his daughter to the doctor because he was rather sick.
5. She knew what you and his were working together on school project.
6. Maria sold the old sweater because he had a new one.
7. The teacher explaining the material in front of the class gave me a good score.
8. The computers used by the students need to be replaced before them are used.
9. She is going to school with you and I.
10. You and his should borrow the books from the library because the teacher said that before.

Exercise 1: Each of the following sentences contains at

<b>Exercise 2:</b> Each of the following sentences has at least one
adjective or adverb. Circle the adjective and
adverb, label them. Draw arrows to the words
they describe. Then indicate if the sentences
are correct (C) or Incorrect (I).
1. The father was sad aware when he lost his money.
2. The salespeople frequently visit the East Coast
for trade shows.
3. She spent a lot of money for expensively clothes.
4. There is a special movie on the television this evening.
5. She won the contest because she could sing so well.
6. The bicycle was not complete new.
7. It was not easy to believe that we saw the news on the television was a truly story.
8. The jobs will be divided into differently areas.
9. The police officer quietly asked for a completely report of the terribly accident.
10. The students did not do their homework quickly so that they could not get a good grade.

# Exercise 3: Circle the correct pronoun, adjective, or adverb in each sentence.

- 1. No one in her/their mind will consider your plan.
- 2. Maria or Anita will take her/their cloth so she/they can go to the party.
- 3. Wear your/you're coat along if your/you're going out with your/you're friend.
- 4. Interstate 235, who/which/that runs through town, is being repaired this summer.
- 5. Its/It's your/you're turn to open the book.
- 6. Her voice sounded strange/strangely.
- 7. Her shoes feel less comfortable/comfortably than mine.
- 8. Talk polite/politely if you want to get a permission to leave.
- Sarah saves fewer/less money than his brother does.
- 10. She works so good/well that she gets better salary.

### D. REFERENCES

Learning Express, LLC. (2004). *TOEFL Exam Essentials*. New York

Phillips, D. 2001. Longman Complete Course for the TOEFL Test. New York: Pearson Education.

# **MEETING X**

# (STRUCTURE & WRITTEN EXPRESSIONS) PROBLEMS with ADJECTIVE, ADVERB AND ARTICLE

### A. OBJECTIVES OF THE STUDY

By the end the lesson, the students are able to:

- Identify the correct use of adjective and adverb in a sentence.
- 2. Use adjective and adverb correctly in a sentence
- 3. Identify the correct use of articles in a sentence
- 4. Use article a/ an/ the in a sentence correctly.

### B. MATERIAL

# 1. PROBLEM WITH ADJECTIVE AND ADVERB

### **ADJECTIVE**

Adjectives are words that describe nouns and pronouns. Adjectives also function to modify, to make slight changes, to measure, to provide more information about a noun or pronoun. Adjectives that are usually familiar or often encounter in daily reading and conversation can be classified into several categories such as:

Catagories	Examples
Age	Young, old, new, modern, recent, ancient, antuque, historical, etc
Brightness	Pale, dark, bright, light, shining, glowing, drab, etc.
Colour	Yellow, grey, orange, red, black, green, silver, pastel etc.
Distance	Near, far, remote, distant, close,
Emotion	Happy, sad, funny, excited, brave, scary, lonely, etc.
Material	Plastic, glass, metal, leather, silicon, cloth,

	cotton etc.
Nationality	Indonesian, Japanese, English, Canadian, American, etc.
Opinion	Good, bad, worse, comfortable, lovely, amazing, etc.
Religion	Moslem, Christian, Buddist, Atheist, etc.
Shape	Flat, oval, square, round, straight, triangular, elliptical,
Size	Heavy, big, small, little, tall, long, huge, ect.
Sound	Quiet, Noisy, loud, silent, mute, etc.
Speed	Fast, slow, rapid, brief, hasty, quick, swift, etc.
Taste	Fast, slow, rapid, brief, hasty, quick, swift, etc.
Time	First, last, early, late, morning, night, evening,
Touch	Soft, smooth, rough, silky, scratchy, coarse, etc.

# Function of adjectives:

# a. To form noun phrase

Example: a **beautiful** girl A **tight** dress an **expensive** car Broken leg

Compassionate person

Adjectives	Example
Beautiful	My sister is a very <b>beautiful</b> girl
Tight	I don't like wearing a <b>tight</b> dress.
Expensive	His job allows him to stay in expensive hotels
Broken	Wendy can't play football for a while because of his <b>broken</b> leg
Compasionate	He is <b>compassionate</b> person

A noun phrase can also consist of more one adjective, for example:

Adjectives	Example
Ugly brown	To be honest, I don't like the <b>ugly</b> brown jacket he gave me
Thick black	The baby was born with <b>thick black</b> hair

Wonderful caring	My naughty boy grows up to be a wonderful caring guy who loves his mother very much.
Celebrated veteran	John is a <b>celebrated veteran</b> quitarist in rock genre.
Bright starry	It's rare to be able looking at <b>bright</b> starry sky at night nowdays.

In the examples above, adjectives always appear before nouns. However, it should be noted that there are also several kinds adjectives that appear after nouns:

# Example:

# • Adjective ending -ible-

possible	We have predicted all scenarios  possible in this situation
available	You need to book all seats <b>available</b> for this broadway musical
manageable	He agreed to sort out things manageable

 Adjectives after everything, anything, nothing, something, somebody, somewhere

nothing	Nothing <b>good</b> ever comes out from a situation like this
something	I read something interesting in the newspaper today
everything	We have tried everything <b>possible</b> to make this problems goes away.

# b. As a predicate of nominal sentence.

The followings are the example of adjective function as the predicate of a nominal sentence:

The boy is lazy and naughty.

We are not happy.

She is diligent.

My father is Indonesian and my father is Japanese.

The room is large and comfortable.

In addition to observing its function in a sentence, adjectives can usually also be identified from the word ending. But in fact, many adjectives do not have a special ending for example:

Large Angry Cheap	
-------------------	--

Dark	Best	Cute
Cool	Big	Chubby
Eassy	Busy	Cool
Hot	Calm	Dark
Kind	Delicious	Dead
Light	Small	Deep
Big		

# Suffixes forming adjectives

Some adjectives can be formed by adding certain suffix. Here are the suffixes that function to change words into adjectives.

Suffixes forming adjectives	Meaning	Examples
-able, -ible	Able to be done alone, capable of being	Readable, drinkable, washable, suitable, knowledgeable
-al	Relating to	National, informal, political, seasonal, criminal

Suffixes forming adjectives	Meaning	Examples
-ful	Having the characteristic of	Joyful, cheerful, meaningful, powerful, wonderful
-ian	Relating to nationalities	Australian, Malayasian, Canadian, Indian
-ive	Something that is	Attractive, effective, imaginative, productive, persuasive, repetitive
-less	Without	Homeless, worthless, hopeless, effortless, meaningless, useless
-like	Resembling	Child-like, business-like, mouse-like
-ous	Having the characteristic	Delicious, famous, dangerous, enormous, generous
al	relating to	Accidental, regional, brutal, personal, region – regional, universal
ary	relating to quality or place	Customary, complimentary, momentary, honorary,, cautionary, dietary

Suffixes forming adjectives	Meaning	Examples
ic	having the nature of; caused by	basic, empiric, energetic, enthusiastic, periodic, romantic
ical	having the nature of	Magical, practical, logical, statistical, historical alphabetical
-ish	origin, nature	boyish, brownish, childish, newish, reddish, snobbish
ly	like	friendly, lively, lovely, neighbourly, womanly
-у	like	Rainy, messy, funny, dirty, dirty, spotty

Here are some examples:

I don't know if the water is **suitable** for drinking.

The national cabinet met last week.

She gave a very **meaningful** speech. Did you listen to it?

I'm an Australian citizen. What about you?

They are **attractive** options. Have you considered them?

The tools were **useless**.

He can be **child-like** at times even though he is a teenager.

Have you tried his delicious dumplings?

### **ADVERB**

What do you know about adverbs? In simple terms, adverbs are used to explain or provide additional information about verbs, adjectives, or even the adverb itself. Adverbs usually end in *-ly* to describe the verb or adjective that comes before it. Adverbs usually end in *-ly* such as: *clearly, quickly, locally,* and so on. However, there are some that don't end in *-ly* 

### The function of adverb

# a. To explain the adjective

Example: :

- 1) The coffee is **too** hot.
- 2) That girls is **very** beautiful.
- 3) Are you rather nervous?

The word 'too' is used to describe the adjective 'hot'; very is used to describe the adjective "beautiful" and the word 'rather' is used to explain the adjective 'nervous'

# b. To explain the verb

Example::

- 1) You must do your homework carefully.
- 2) He studies diligently
- Can you speak English fluently?

The word 'carefully' is used to describe the verb 'do your homework', the adverb 'diligenly' is used to describe the verb 'studies', and the adjective 'fluently' is used to describe the verb 'speak English'

# c. To explain the adverb

Adverbs can also explain other adverbs. If there are 2 adverbs, adverb 1 describes a verb, and adverb 2 describes adverb 1

- 1) I worked hard yesterday.
- 2) She is walking too fast.
- 3) He answered that question almost **correctly**.

# Types of adverb:

### a. Adverb of time

Adverb of time is a word used to provide additional information about time. Simply, this adverb is used to answer all questions that begin with "when". Here are some examples:

- 1) They come daily.
- 2) Let's begin to eat now.
- 3) What time does she breakfast? at seven thirty.

#### b. Adverb of manner

Adverb of manner provide additional information about conditions or how an event occurred. In simple terms, this adverb is used to answer the question of 'how.' This adverb includes badly, beautifully, better, bravely, cheerfully, fast, hard, quickly, slowly, inadequately, healthy, well, and so on. Here are some examples:

- 1) Anything you can do, I can do better.
- My sister and I are always late because she drives very slowly.
- 3) She painted the whole scenery beautifully.
- 4) I think I did the test well.
- 5) She **inadvertently** lost the dog.

# c. Adverb of place

Adverb of place provide answers about places or 'where' questions in English. Examples of words from these adverbs are above, away, below, down, here, inside, near, outside, there, up, and so on. Here are some examples:

- 1) Put that jar **above the cupboard** along with the other empty jars.
- 2) I'm not allowed to play **outside the house** after 6
- 3) Hurry up and get down here! I need your help!
- 4) Her whole family moved to Bandung and they live **there now**.

She always put her bag everywhere.

## d. Adverb of degree

It is used to answer the question "how much." However, this question does not always

ask nominal, but can be used to question the intensity of an event. For example:

- She looks extremely tired after cleaning the whole house.
- 2) Mom told me she missed my brother too.
- 3) **Sometimes** love just isn't enough.
- The technician wiped the data in my hard drive entirely and it could not be restored.

# e. Adverb of frequency

- If **adverb of degree** is used to describe an intensity, the **adverb of frequency** is used to answer how often the frequency of activities carried out by someone. Example:
- I rarely participate in family occasions because I don't have any peers I can talk to.
- 2) My parents **frequently** check up on their health at the hospital.
- 3) She makes sure that I **always** finish my breakfast before I go to school.
- 4) **Sometimes** I wish I had never been born.

# How to form adverbs from adjectives

Adverbs can be formed by adding **'-ly'** at the end of an adjective.

Adjectives	<b>a</b> dverbs
recent	recently
<b>p</b> ublic	publicly
slow	slowly
former	formerly
evident	evidently
slow	slowly
happy	happily
beautiful	beautifully
quick	quickly
fluent	fluently

# Here are the examples:

Adjectives	Adverb
Yuna is so <b>beautiful</b> .	She also sings <b>beautifully</b> .

Yoga is a quick <b>runner</b>	He runs <b>quickly</b>
Her voice is too <b>loud</b> .	She speaks <b>loudly</b>
Her English is fluent	She speak English fluently

# Difference between adjective and adverb

However, there are some adjectives and adverbs that have the same form.

Adjectives	Adverbs
Fast	Fast
Hard	hard
Early	Early
Far	Far
Little	Little
Monthly	Monthly
Outside	Outside

Straight	Straight

# Here are the examples:

Adjective	Adverb
Her <b>early</b> baby was born	Her first baby didn't
before 34 weeks.	come <b>early</b> and neither did
	mine."
He just bought a <b>fast</b> car.	He rarely drives fast.
The kick was <b>hard</b> enough	I was curious how to kick a
to break ribs.	soccer ball <b>hard</b> .
I plan to spend no more	Should I
than 15% of	pay <b>monthly</b> or fortnightly?
my monthly income on	
housing.	
You are late	You come late

## 2. ARTICLE

## **ARTICLE**

In Engish there are three articles namely: **a**, **an**, and **the**. Articles are used before nouns. Article can be devided into two catagories: **definite article** and **indefinite article**. The definite article (**the**) is used before a noun to indicate that the identitity of the noun is known to the reader. The indefinite article (**a**, **an**) is used before a noun that is general or when its identity is unknown.

The following definitions and table summarize the basic use of article.

## **Definite article:**

the (used before a singular and plural noun)

### Indefinite article

# a ( before a singular noun beginning with a consonant sound)

an (before a <u>singular</u> noun beginning with a vowel sound)

To understand how articles are used, it Is important to know that noun be either **count** (can be

counted) or **noncount/uncount** (indefinite in quantity and cannot be counted).

Rules	Count nouns	Non-count nouns
Specific identity	A, an	(no article)
Specific identity known	the	the
All things or things in general	No article	No article

Following are the three specific rules which explain the use of **definite** and **indefinite** articles.

# a. Specific unknown identity

The indefinite article **a** or **an** is used with a singular count noun. The specific identity is not known by the reader. The article **a** is used before nouns that begin with a consonant sound and **an** is used before nouns that begin with a vowel sound.

I think **an** animal is in the garage That man is **a** scoundrel. We are looking for **an** apartment.

I own a cat and two dogs.

an apple, some apples

an unhappy boy, a red apple

## b. Specific known identity

The definite article **the** (with any noun, whether singular or plural) is used when the specific identity of the noun is known by the reader, as the following situations:

 Article "the" is. Used when a particular noun has already been mentioned previously.

I ate **an** apple yesterday. **The** apple was juicy and delicious.

2) The article "the" is used when an adjective, phrase, or clause describing the noun clarifies or restricts its identity.

**The** boy sitting next to me raised his hand.

Thank you for the advice you gave me.

3) the article *the* when the noun refers to something or someone that is unique.

the theory of relativity
the 2003 federal budget

# c. All things or things in general

Use no article with plural count nouns or any non count nouns to mean *all* or *in general* 

Trees are beautiful in the fall. (All trees are beautiful in the fall.)

He was asking for advice. (He was asking for advice in general.)

I do not like **coffee.** (I do not like all coffee in general.)

When indicating an unspecified, limited amount of a **count** or **noncount** noun, use **some**.

My cousin was seeking **some advice** from a counselor (not advice in general or advice about everything, but a limited amount of advice).

I would love **some coffee** right now (not coffee in general, but a limited amount of coffee).

#### Count nouns and noncount nouns

a. **Countable nouns** are nouns that can be counted directly, for example **one apple**, **two apples** and so on. Countable nouns can also use the article **a** or **an** and can also be made plural and can be counted as person, box, coin, animal, bottle, table, cup, plate, chair, bag, cat, dog, glass, book, man, baby house, and others.

The following are the uses of countable nouns in sentences:

I have a brother and two sisters.

I do not want a gun in my house

I am afraid of guns

#### b. Noncount nouns

Noncount nouns are those which usually cannot be counted. Noncount nouns are always followed by a singular verb.

Following are some common examples:

- Certain food and drink items: bacon, beef, bread, broccoli, butter, cabbage, candy, cauliflower, celery, cereal, cheese, chicken, chocolate, coffee, corn, cream, fish, flour, fruit, ice cream, lettuce, meat, milk, oil, pasta, rice, salt, spinach, sugar, tea, water, wine, yogurt
- Certain nonfood substances: air, cement, coal, dirt, gasoline, gold, paper, petroleum, plastic, rain, silver, snow, soap, steel, wood, wool
- Most abstract nouns: advice, anger, beauty, confidence, courage, employment, fun, happiness, health, honesty, information, intelligence, knowledge, love, poverty, satisfaction, truth, wealth
- Areas of study: history, math, biology, etc.
- o Sports: soccer, football, baseball, hockey, etc.
- Languages: Chinese, Spanish, Russian, English, etc.
- Other: clothing, equipment, furniture, homework, jewelry, luggage, lumber, machinery, mail, money, news, poetry, pollution, research, scenery, traffic, transportation, violence, weather, work

 Use the with: united countries, large regions, deserts, peninsulas, oceans, seas, gulfs, canals, rivers, mountain ranges, groups of islands

# Example:

the Gobi Desert the United Arab Emirates the Sacramento River the Aleutians

 Do <u>not</u> use *the* with: streets, parks, cities, states, counties, most countries, continents, bays, single lakes, single mountains, islands.

# Examples:

Japan

Chico

Mt. Everest

San Francisco Bay

# **Examples of the Use of Articles**

She sent me **a** postcard from Italy (an unspecific postcard - not a letter, not an e-mail). It's **the** postcard that I have in my office (one specific postcard).

Getting postcards makes me want to travel (any postcard in general).

I have a dog (one dog).

**The** dog is very friendly (the dog that I have already mentioned).

Dogs make great pets (dogs in general).

Greta needs furniture in her apartment (furniture is a noncount noun).

She is going to select **the** furniture that she needs (the specific furniture that she needs).

She hopes to find **some** furniture this weekend (an unspecified, limited amount of furniture).

We are going to see **the** Statue of Liberty this weekend (the only Statue of Liberty).

## C. EXERCISE

### Exercise 1

Identify the **adjectives** of the following sentences.

- Grandpa says that marrying grandma was the best decision he's ever made in his life.
- 2. It's not an essay route to take.
- 3. The resistance attract the abandoned fort.
- 4. Many people agree that Vietnam War was unwinnable war.
- 5. Sumatran tigers are now among the rare animals to be found in the wild.
- 6. The cold- blooded murderer appears calm even though the judge gives him the death sentence.
- I thought she was an intimidating woman when I haven't known very well. Turns out she is actually a warm and friendly person.
- 8. Mom always knows the cheap and effective solution for almost anything.
- 9. We're anxiously waiting for the game's impending result.
- 10. My late grandma is buried next to my grandpa.

### Exercise 2

Underline the correct answer.

- The parents seem (angrily/ angry) about the child's report card.
- The speaker talked (knowingly/ knowing) about the (prehistoric/ prehistorical) fossils.
- After she drank the lemonade, the cake tasted too (sweetly/ sweet) to her.
- Throughout dinner we were bored because he spoke (incessantly/ incessant.)
- 5. Sam felt (terribly/ terrible) depressed after the accident.
- 6. The neighbour appeared (calm/calmly) in spite of the fact that his house was on fire.
- 7. He looked quite (unhappily/happy) at the thought of leaving his job.
- Marla jumped up (quickly/quick) when she heard the gunshot.
- Even though we were not really (hungry/ hunger), the food smelled (delicious/ deliciously)
- The history course that I took last semester proved more (difficulty/ difficult) than I had expected.

### Exercise 3.

Each of the following sentences contains the article **a** or **an**. Indicate if the sentences are correct (C) or incorrect (C)

--C-- 1. She went to school in <u>a</u> local community.

1 2. The doctor used <u>an</u> other pills
3. It is necessary to have a farm or land of your own
4. He must contact a members of the club.
5. You will need a pen or a pencil
6. He is responsible for bringing a number of items
7. You must write a report on a subject of your choice
8. They crossed through several forests and a stream.
9. There will be another important lessons tomorrow.
10. He could not give a good reasons for what he did
Exercise 4
Each of the following sentences contains the article <b>a</b> or <b>an</b> , and <b>the</b> . Indicate if the sentences are correct (C) or incorrect (I)
and the. Indicate if the sentences are correct (C) or
and <b>the.</b> Indicate if the sentences are correct (C) or incorrect (I)
and <b>the.</b> Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.
and <b>the.</b> Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.  2. I'll meet you at the library later.
and <b>the.</b> Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.  2. I'll meet you at the library later.  3. The ball hit a child on a head.
and <b>the.</b> Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.  2. I'll meet you at the library later.  3. The ball hit a child on a head.  4. He had a best grade in the class on the exam.
and the. Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.  2. I'll meet you at the library later.  3. The ball hit a child on a head.  4. He had a best grade in the class on the exam.  5. The people who came here yesterday were here
and the. Indicate if the sentences are correct (C) or incorrect (I) I 1. He took a trip on a Snake River.  2. I'll meet you at the library later.  3. The ball hit a child on a head.  4. He had a best grade in the class on the exam.  5. The people who came here yesterday were here again today.

8. I nee	ed a piece of pape	er so that I can finis	h the
report that I am	working on.		
9. A ba	sketball player th	rew the ball to a ce	nter of
the court.			
10. The	e sixth- grade clas	ss went on a field tr	ip to visit
a Lincoln Memo	orial.		
Exercise 5			
Choose the lett that are incorre		ed word or group of	f words
1. On <u>a trip</u> do	wn to the bottom	of the Grand Canyo	on, the
Α	В	С	
equipment v	vill in all probabili	ty be carried by <u>a</u> b	urros.
		D	
2. Ford design	ed the first large-s	scale <u>assembly line</u>	at <u>plant</u>
	Α	В	С
in <u>Highland</u>	Park, Michigan.		
D			
3. In the huma	n body, blood flow	vs from <u>a</u> heart thro	ugh <u>the</u>
Α		В	С
arteries, and	l it returns througl	n <u>the</u> Veins	
		D	

4.	The scholarship that Wilson received to study history at				
	Д	<b>\</b>			В
	Cambridg	e presented	<u>an</u> unique c	pportun	ity.
	С		D		
5.	Observation	ons from Ear	th indicate	that at <u>th</u>	ne solar surface,
				,	4
	the outwa	rd magnetic	field is <u>a</u>	stronge	st at the polar
	В		С		D
	regions.				
6.	A radar im	nages of Ven	us add <u>deta</u>	<u>ails</u> abou	t <u>a planet</u>
	Α		В	•	С
	dominated	d by <u>volcanoe</u>	es and lava		
		D			
7.	In 1863 ar	nd 1864, the	U.S. Congr	ess pas	sed the National
					Α
	Bank Acts	s, which set u	p <u>a</u> syste	m of	privately owned
					<u>B</u>
	banks cha	artered by <u>a f</u>	ederal gove	ernment.	
	С		D		
8.	An humar	<u>ear</u> respond	ls to <u>a wide</u>	range o	f frequencies.
	Α	В	С		D

9. Bacteria that live in soil and water play a vital role in					
А	В				
recycling carbon, nitrogen,	sulfur, and another chemical				
	С				
elements used by <u>living things</u> .					
D					
10. During the U.S. Civil War, an American balloonist					
АВ					
organized <u>a balloon</u> corps in <u>Army</u> .					
С	D				

## D. REFERENCES

- Deborah Philips.(2001) Longman Complete Course for the TOEFL Test: Preparation For the Computer and Paper Test. Adison Wesley Longman, Inc.
- Betty Schrapfer Azar. (2000) *Understanding and Using English Grammar*. Adison Wesley Longman, Inc.

### I ink

- https://www.sederet.com/tutorial/grammar-adjectivemengenal-apa-itu-predicative-adjectives/
- https://www.abc.net.au/education/learn-english/commonly-used-adjective-suffixes/13190588
- https://www.wallstreetenglish.co.id/belajar-grammar/apa-itu-adverb/https://www.wallstreetenglish.co.id/belajar-grammar/apa-itu-adverb/
- https://www.markijar.com/2020/01/adjective-kata-sifat-dan-adverb-kata.html
- https://www.markijar.com/2020/01/adjective-kata-sifat-dan-adverb-kata.html
- http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html
- https://www.ef.co.id/englishfirst/kids/blog/countable-danuncountable-nouns-pada-bahasa-inggris/

# **MEETING XI**

# (STRUCTURE AND WRITTEN EXPRESSION) PROBLEM WITH PREPOSITION AND USAGE

## A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

- Understand the concept of problem with preposition and problem with Usage
- 2. Identify problems with reposition and with Usage

### **B. MATERIAL**

# 1. Introduction to Problem with preposition

This chapter describes the understanding of preposition, the kinds of preposition, examples of preposition within sentences and incorrect preposition and omitted preposition.

There are some definitions of preposition delivered by experts. Essberger (2016) defines that preposition is a kind of word that appears before a noun within a sentence. It can be also a dependable point indicating the word class of noun will come. See the following examples to dig more your understanding

- a. Mr. X is now being trapped **on** the traffic
- b. Here is an example of preposition in a sentence

From the above sentences, it can be assumed that both sentences have two prepositions: **on** and **in**. if you notice the words after on and in (the traffic and a sentence), they are noun word classes.

Placing preposition in sentences needs specific regulation. If you use preposition to refer as the adverb of place, you can apply the upper or lower cases depending on the noun followed. *I was born in Jakarta*; Jakarta is the name of place and the capital city of Indonesia; hence, you need to write the upper case of Jakarta. Meanwhile, I need to go to the meeting soon; the meeting is noun, and it is not the name of specific thing like a city, country, name of someone and others; thus, it should be written in lowercase. The way to write preposition for the title of book, essay, journal or other kinds of writing should apply the proper writing context. All prepositions have to written in lower case of a clause. See the following example:

- a. The analysis **of** Presupposition Used **in** Escape Me Film.
- b. Local Culture in Manado Play Script: Putra Hilang

# 2. Types of Prepositions

To produce readable ideas, you need not only the correct grammatical sentences but also the proper preposition. Guswindari (2020) highlights several types of prepositions:

## a. Preposition of Time

The prepositions are in, on and at. In refers to the long period of time like month, century, year, or season. Here are some examples:

- She began working there in 2010
- They promise to see each other in the autumn
   On refers to the use of date and day. See the examples below:
  - They will participate in the web seminar on **February 1**st
- Johana is going to relax herself **on the weekend**At refers to the use of specific time. See the following examples
  - The first meeting will be held at 1
  - The scientists had observed the hollows at 2

# b. Preposition of Place

The types of prepositions of place are similar to preposition of time: on, in and at. In is used for nonspecific place (name of country, name of city, name of school/university), on is used for more specific place (the name of street), and on is used for the most specific place (Tya's house). Moreover,

other types of prepositions of place are above, under, into, onto, around and others.

## c. Preposition of Movement

The types of prepositions are into, onto, across, to, around, up, down, though, past, and others; these kinds refer to the movement of someone or something. Read the following examples:

- I should get **into the bus** soon unless I will be late
- You need to follow me **up** in order to see him

# d. Preposition of Agent

The type of this preposition is by. It is used to relate the doer with the action done by the subject or doer. See the following sentence

- It is being removed by him

# e. Preposition of Instrument

- You are able to paint the wall by this paint brush
- Please fill up the form with the help of security

To conclude, each preposition will present its own function. Nevertheless, it can have multiple functions depending on the context and the use of noun within sentences.

## 3. Problems of Preposition

In general, preposition can be used for both literal or idiomatic meanings. Literally, preposition is a word that presents what you expect. See the example below

- They come in the room

From the above sentence, the preposition in means people (they) arrive in one place. On the other hand, idiomatic meaning always appears in the TOEFL test; it is a series of word that cannot be interpreted literally but represents the implied meaning. See the example below:

- I always get up late in winter

This sentence contains up as the preposition, but its meaning is not the go to one direction. It represents another meaning; it discusses the activity of some or awake. On the TOEFL test, you will find out the examples of this problem in the written expression. Here are the details of incorrect preposition and omitted preposition that you will find on the TOEFL test.

# a. Recognize Incorrect Preposition

On the TOEFL test, you will see some errors in preposition in the written expression. The kind of error is the mismatch of preposition within a sentence. Actually, the prepositions should be coupled with certain verbs in order to produce readable words or ideas. If you mismatch the preposition and a verb; consequently, it leads to

misinterpretation of meaning. Here are proper matches of preposition and verb:

Get up	Light off	Come between
Let down	Thank for	Clean up
Fill up	Discuss about	Wait for
Switch off	Get around	Hang on
Interest in	Go ahead	Show off
Good at	Hand in	Take after
Afraid of	Come around Take care	

Understand the following sentences containing the correct and incorrect prepositions.

- To get that job, you need to show at your skill to gain the employer's belief.
- He handed at his proposal in injury time.
- I think he forgot to switch the electricity **off** when he left the meeting room.

From the above sentences, the first sentence has at as the preposition, and it is combined with **show**. In English sentence, it does not have any literal or idiomatic meaning. Therefore, it can be incorrect preposition; it should be **show off** that

represents or highlight someone's ability to amaze others. In addition, the second sentence has **at** as the preposition; it is combined with **hand**. Exactly, the combination between **hand** and **at** does not present any correct meaning. Hence, to obtain correct or idiomatic meaning, you need to replace **at** with **in** to deliver clear meaning. In English, hand in means an activity to give an assignment to someone. The last sentence has off as the preposition; it is a combination of **switch** and **off**; it represents the activity to stop the electrical device working. See the following correct preposition of the above problems.

To get that job, you need to **show off** your skill to gain the employer's belief.

He *handed in* his proposal in injury time

Analyse the following sentence and explain why they are correct or incorrect

	Sentences	Correct or Incorrect
a.	After participating the formal school, he always joins in art course	С
b.	The government declares the citizens to light in the electricity when they leave their	-

	homes	
C.	You need to thank him for participating in the webinar	С
d.	As the regulation, each student needs to put by his uniform when joining the test.	1
e.	Mr. Y could count in me to contribute all charity to the poor.	I

# b. Omitted Preposition

It is obvious that the combination of verb and preposition can deliver the idiomatic expression in a sentence. However, on TOEFL test, we find out the prepositions have been omitted. See some examples of omitting the preposition:

- When you see someone outside, you should let him\* the room
- I should to thank you for looking\* when I stayed at your home

Both sentences present the incorrect sentences since they do not have any prepositions after the certain verbs: let and look. It is necessary to complete both sentences with the proper preposition to deliver readable idiomatic meanings. Here are the corrections:

When you see someone outside, you should let him in the room I should to thank you for looking after when I stayed at your home Here are some sentences consisting the errors in prepositions: i. Febri was waiting Isna after work C Α R D The best option for above sentence is B because after waiting, you need to attach preposition for to produce readable and correct meaning of sentence. ii. Gun insisted me in joining the game community Α В C D The best option for above sentence is B because insist should be coupled with on; consequently, the sentence has readable and correct meaning. The meeting will be called on as the committee are able Α В C to attend

D

iii.

The best option for above sentence is C because called on does not present any meaning. Therefore, you should replace on with another proper preposition "off" that means cancel.

	Α	В	С	D
hair?				
The best option for a	bove sent	tence	is A	because the
main verb throw shou	ld be coup	led v	vith a	way to deliver

the meaning of dispose useless thing or object.

iv. Will you throw the old van by because it looks like grey

v. In the discussion forum, the participants have the authority to

A B C

turn on the decision

D

result or not.

The best option for above sentence is D because the preposition on in the sentence and is coupled with turn will present the activity to make the electricity activates. Hence, you need to replace on with another preposition down to produce relevant meaning, reject the decision.

## 4. Problems with Usage

# a. Understanding of Usage

Some groups in English group presents similar function and meaning. The most common usage that deliver confusion are make, do, like, alike, unlike, other, another and others. Below, the writers explore the common usage that causes the confusion in both writing and speaking. In addition, you will read the examples of common usage with the rules on it. You have to remember one thing that to conquer the common usage, you should comprehend the rules and know how to apply them properly.

## b. Distinguish Make and Do

Both words: make and do deliver confusion as their meaning seems similar, and you will find out them on the TOEFL test. "Make presents the constructing or creating of something, and do presents the performing or completing" (Phillips, 2001). Do also refers to the action, obligation or the repetitive actions while make refers to result that you do; it seems that you make something, and you will see the results: food, money, relationship, decision, suggestion, notes, communication and many others. Here are some examples of distinctive sentence with do.

When I get the first salary, I will *do some shopping* to comfort my self

Before the semester begins, the lecturers have to *do a* report to the dean

In the pandemic situation, it is necessary for all people to *do exercise* to gain the strong immunity.

From the above sentences, it can be assumed that the use of do in those sentences refer to the actions and obligation. The first sentence focuses on the action of shopping, the second sentence refers to the obligation done by the lecturers, and the last focuses on the repeated activity. Here are some examples of distinctive sentences with *make* 

My roommate lost his one precious glasses; I should *make the confession* that I did it

My parents work for the embassy, so it is complicated for me and my sister to *make friends* in each city we stay.

Ge company is awesome since it can *make the fantastic profit* this year

From the above sentences, it can be interpreted that the use of make in those sentences refer to make money, communication, and relationship. In details, the first sentence refers to make a kind of communication, the second sentence refers to make relationship with others, and the last sentence refers to make money for one industrial institution.

## c. Distinguish Like, Alike, and Unlike

Like, alike and unlike also deliver the confusion within a sentence since they seem similar, but they deliver the distinctive functions (Rogers, 2011). To learn more like, alike and unlike, you need to know the meaning and function in a sentence. Alike and like are the predicate adjective and adjective that mean like or similar, but they have different place in the sentence. Here are some examples of alike and like in several sentences:

Diana looked like her father when she was a kid

Diana and her father look alike when she was a kid

Two boys feel embarrassed because the wear **like**T-shirt

Those sentences present the similar meaning of like and alike, but they deliver different place within sentences. Like should be followed by a noun, and alike cannot be attached by a noun. In the first and third sentence, like is followed by nouns: her father and T-shirt, but alike is not.

The previous explanation focuses on like and alike as the adject in a sentence; in addition, you need to learn anther function of like and unlike. Both functions are the prepositions. Like means alike, and unlike is the negative form of like. The other rule of both like and unlike are they should be followed by noun. See the following examples

The advanced grammar book in the previous semester is *like* the book that we learn today

The advanced grammar book in the previous semester is *unlike* the book that we learn today

Both sentences present the different meaning between like and unlike. The first sentence refers to similarity of two books, and the second sentence refers to the contrast of two books. Like and unlike should be followed by noun: book.

# d. Distinguish Other, Another, and Others

The last group of words producing confusion on the TOEFL test are other, another and others. Other mean alternative, different types, or additional things. Other functions as the determiner, and it can be applied in singular or plural nouns. If *other* is followed by singular noun, so you need to have another determiner. Here are the examples of *other* within sentences

Some female students were able to hand in the task on time; however, *other students* need more time.

What kind of **other journals** have you read before analysing?

I only see some new students here, where are *others*?

I need to check all data here. Do you have *the other*?

The laptop in the marketing room is new, but *the other* is about 7 years old

Those sentences deliver the distinctions of other, others, and the other. The first and second sentences refer to the use of other followed by plural nouns. The third sentence refers to the use of others; this does not need noun as it has been stated before. The fourth and fifth sentences use the other that refers to the last option or object you have.

Furthermore, another is the combination between an and other. It means an additional thing or an extra thing (singular object). Another has two functions: determiner and pronoun. Here two different

sentences showing another as determiner and pronoun.

Will you add **another** glass of juice for me, please?

The journal will be reviewed by Mr. Kim, and it will be edited by another person.

Here are several sentences containing errors in usage problems:

1. The two destinations that you will reach are like

В

Therefore, alike is the best word to replace like

The best option for above sentence is D because like is not able to be placed at the end of ideas.

C

D

		<u> </u>
2.	The promo offered by his insurance is exactly alike the	e promo
	my insurance	
	АВ	С
	D	
	The best option for above sentence is C because	
	a <i>like</i> should be placed at the end of ideas.	
	Therefore, <i>like</i> is the best word to replace a like as	

3. The servant will bring you the another drink as you

like can be followed by noun

wish

Α

АВ	С
D	
The best option for above sentence is B beca	ause the
another is not common usage in English. It	t should
be replaced by singular thing, another.	
It is crucial to prepare the first subject in	this ser

4. It is crucial to prepare the first subject in this semester before preparing the other
A
B
D

The best option for above sentence is D because the context of sentence focuses on other subjects need to prepare. Therefore, it is not **other** but **others** to show the plural subjects.

 Only about <u>2 branches</u> of minimarts <u>do</u> profit <u>for</u> central

A B C D

The best option for above sentence is C because **do** is not the proper verb in the sentence. The context of the sentence tells the result of an action, so it should be **make**.

### C. EXERCISES

1. Read the following sentences and indicate if the sentences are correct or incorrect

## Example:

The new students who have registered will queue in the front line, and other should wait in the lobby I (other should be others)

- The printer has already been repaired for three times this year, so I decided to but another printer.
- When students do errors in writing their thesis proposal, they should fix them by following lecturers' suggestions.
- Like the program in his company, the program in the other company is quite complicated
- When you drive to Larangan, Tangerang in weekdays, you should access Google map to help you find another routes.
- Even though the two soft drinks are exactly similar, they are not unlike
- I could not see you yesterday since you did the shopping with Ryan
- Before you hand in the application form to the receptionist, you need to check the others
- 8. The family is making the arrangements for the next trip
- When you made friends in that community, you will gain more information

	10.				gage the students uld find the proper	with
	2. Rea	ad the follow	ving se	ntences a	and choose the	
	incorrect answer					
	Example:					
	Everything that you ach			nieve now	is the result <u>for</u> wh	<u>at</u>
		Α			В	2
	you	ı <u>have done</u> t	oefore.			
		D				
Fro	m the a	bove senten	ce, the	best ansv	ver is B. The sente	nce
has error in preposition problem. You can see <i>for</i> as the						
preposition attached with <i>result</i> . In fact, <i>result</i> has to be						
COL	ipiea wi	th <b>of (result</b>	<b>ot</b> ) that	t means		
1.	Shinta	•		except for	the <u>hair style</u>	
1.	Shinta	•	ire like	except for	the <u>hair style</u>	
<ol> <li>1.</li> <li>2.</li> </ol>		and Shanti <u>a</u>	ure like (	С	D	
		and Shanti <u>a</u>	ure like (	С	D	
	Other <u>f</u> A	and Shanti <u>a</u> A Truitful event y B	B will be c	C conducted D	D	5
2.	Other <u>f</u> A	and Shanti <u>a</u> A Truitful event y B	B will be c	C conducted D	D next year	5

4.	<u>Dislike</u> the Yur magazine, <u>the</u> Yoor magazine <u>updates</u> the			
	Α		В	С
	popular celebrit	ies		
	D			
5.	Jakarta <u>is</u> able	<u>to reduce</u> th	e Covid-19	patients, <u>and</u> so are
	Α	В		С
	others cities			
	D			
6.	Alike all other s	tudents, Jih	an and Dwi	have joined the
	A B C			D
	international co	nference		
7.	My research wa	as <u>made</u> in ι	university lev	vel <u>since</u> I love adult
	Α	В		С
	<u>learners</u> .			
	D			
8.	Because the plant	an that we <u>h</u>	ad made ur	nsuccessfully, we
	Α		В	С
	need to run and	other plans		
		D		

9.	One another alternative	<u>e strategy</u> <u>to re</u>	<u>educe</u> plagiarism when
	Α	В	С
	writing needs to discus	ss	
	D		
10.	She was disappointed	with the weddi	ng organizer, <u>so</u> she
	Α	В	С
	has plan to find a other	<u>r</u> wedding orga	nizer.
	D		

## D. REFERENCES

- Essberger, J. (2016). English Prepositions List. Cambridge: English club.com
- Guswindari, R. (2020, December 12). *Penggunaan Do, Does, dan Did dalam Bahasa Inggris*. Kompas.com. <a href="https://www.kompas.com/skola/read/2020/12/23/1923">https://www.kompas.com/skola/read/2020/12/23/1923</a>
  <a href="https://www.kompas.com/skola/read/2020/12/23/1923">00669/penggunaan-do-does-dan-did-dalam-bahasa-inggris</a>
- Phillips, D. (2001). Longman Complete Course for the TOEFL Test. New York: Pearson Education.
- Rodgers, B. (2011). *The Complete Guide to the TOEFL*Test. Massachussetss: Sherrise Roehr

# **MEETING XII**

# (READING) VOCABULARY QUESTIONS

## A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

- 1. Understand how to relate words with contexts
- 2. Identify the context of sentence containing difficult words
- 3. Guess meaning using contexts

### **B. MATERIAL**

# 1. Reading Comprehension

Westwood (2008, p.32) defines that reading comprehension is an active thinking process where a reader forms a deep understanding related to the concept and information contained in a text. Reading is one of the English skills which is included in some English comprehension tests. Many test takers were

struggling when they had to answer questions in reading part. One of the problems they face is that they do not master enough vocabularies to understand the meaning of the texts provided in the test. Moreover, they often find difficult vocabularies that they have never found before. This fact has increased their burden in answering the questions. Moreover, it can not be neglected that the texts provided in the test such as TOEFL is usually quite long. Consequently, time limitation is also their problem. It is in line with Antoni (2014), it was found that the problem occurred in accomplishing reading comprehension in TOEFL test was in analyzing the composition, the limitation of lexicon, and limitation of time.

Based on the reason above, test takers must know and understand the strategies in answering the questions more efficiently. Gilakjani (2016, p.229) states that reading discusses to the interaction between readers and texts to grow a meaningful interpretation from the texts using suitable reading strategies. Mahendra et al in 2020 adds that because students have lack understanding on the text and know little about reading strategies, they fail in answering the questions in reading comprehension in TOEFL test. Moreover, Zhang, 1992 in (Sari, 2017) stated that reading strategies can help non native readers a lot since these offer some effective stages to overcome the lack of language knowledge and get better reading

achievement on the assignment from school or language proficiency. These strategies can help them to answer the questions related to reading comprehension tests.

## 2. Strategies in Reading Comprehension

Test takers often find some difficulties when they have to understand long text containing many difficult words. They may never see the words before or those words are too long meanwhile they only know the basic or root words. In order to solve this problem, there are three strategies that they can use:

- a. Determine meaning from word parts;
- b. Use context to determine meaning from difficult words; and
- c. Use context to determine meaning of simple words.

The strategies above will help test takers to understand long words and simple words or difficult words.

# a. Determine Meaning from Word Parts

Some English learner or TOEFL test takers struggle when they find a long word in texts. It is not because that they never know the words, but the word come in a longer form. In a language including English, there is a linguistics phenomenon called

word formation. Word formation describes how words are formed and how they relate to other words in the same language. (Wahyuni and Rosa, 2013). This means that the basic words that people usually see in the dictionary can come in a new and longer form. According to Hacken and Thomas(2013), the way of creating new words based on the some directions is described in word formation. Besides, Plag (2003) stated that process of word formation is the process produce words from other to new words. Therefore, it is important for English learners and TOEFL test takers to know about this knowledge. Harley (2006) stated affixation, blending, compounding are more productive to create the new words in word formation process.

Moreover, Pliatsikas et al. (2014) stated that the derivational morphological process is used to create new words. Derivational affixes occur when a bound morpheme is connected to a basic word, changing the word class category, but they do not always do so. (Payne, 2011 & Sutarman, 2017). In general, affixation, such as suffixes and prefixes, is more productive in the word creating process in English. (Siboro & Btram, 2020). Based on the Marriam Webster Dictionary, prefix is an affix involved to the start of a word, base, or phrase and helping to create a new word. Dis-, miss-, un-, in-, im-, ir- in disable, misunderstand, inappropriate, impolite, and irregular

are some examples of prefixes. Meanwhile, an affix is taking place at the end of a word, base, or phrase. The examples of suffixes are -ment, -er, -ion, -ive, -ate, ful and -ly in management, singer, distribution, active, generate, beautiful and carefully.

The analysis of the examples above will be defined below:

- Amusement consists of two morphemes. This word contains base morpheme "amuse" and the bound morpheme "-ment". Morpheme of "amusement" belongs to verb class, while morpheme "-ment" is suffix. Amusement (N), Amuse (V), + -ment. It is derivational affix, because the verb class changes the grammatical category from the verb into noun.
- 2) Production consists of two morphemes. This word contains the base morpheme "distribute, and the bound morpheme "-ion". Morpheme of "distribution" belongs to noun class, while morpheme "-ion" is suffix. Distribution (N), Distribute (V), + -ion. It is a derivational affix, because the verb class changes the grammatical class from the verb into noun.
- 3) Active consists of two morphemes. This word contains base morpheme "act, and the bound morpheme "-ive". Morpheme of "act" belongs to verb class, while morpheme "-ive" is suffix. Active (Adj), Act (V), + -ive. It is derivational affix,

- because the verb class changes the grammatical class from the verb into noun.
- 4) Beautiful consists of two morphemes. This contains the base morpheme "beauty, and the bound morpheme "-ful". Morpheme of "beautiful" belongs to verb class, while morpheme "-ful" is suffix. Beautiful (Adj), Beauty (N), + -ful. It is derivational affix, because the verb class changes the grammatical class from the verb into noun.
- 5) Carefully consists of two morphemes. This contains the base morpheme "care, and the bound morpheme "-ful" and "-ly"... Morpheme of "care" belongs to noun class, while morpheme "-ful" creates adjective class and "-ly" creates adverb class. is suffix. Carefully (Adv), Careful (Adj), + -ion. It is derivational affix, because the verb class changes the grammatical class from the verb into noun.
- 6) Disable, misunderstand, inappropriate, impolite, and irregular consist of two morphemes. They are the base morpheme "able, understand, appropriate, polite and regular, and the bound morpheme "dis-, -miss, -in-, im-, ir-" create negative meaning.

The knowledge about derivational affixes above will help English learners or test takers in

understanding more about words especially longer words. By knowing this, they will be able to identify basic word of every longer word they find in texts. After that, it will be easier for them to understand the meaning of the words.

Look at the examples of paper TOEFL test below where the answer can be determined from a word part:

# Example from the Paper TOEFL Test

## The passage:

Ring Lardner was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspapers in South Bend, Boston, St. Louis, and

Line Chicago. However, it is for his short stories of lower middle-(5) class Americans that Ring Lardner is perhaps best known. In

(5) class Americans that Ring Lardner is perhaps best known. In these stories, Lardner <u>vividly</u> creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

# The question:

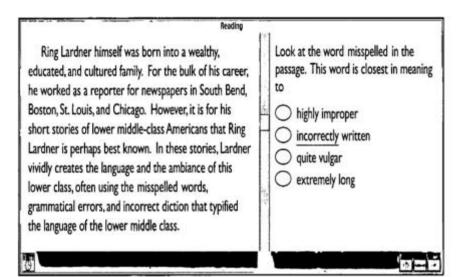
The word "vividly" in line 6 is closest in meaning to

- (A) in a cultured way
- (B) in a correct way
- (C) in a lifelike way
- (D) in a brief way

From the example of the paper TOEFL test before, test takers do not have to understand the word "vividly" as a whole. When they have already known about word part, they will directly notice that they only have to understand the word "viv" which means life. Therefore, answer ( C ) is the best answer to this question. This knowledge will help them a lot to get the correct answer for the question given in a test.

Now look at the examples of computer TOEFL test where the answer can be determined from the word part below:

# Example from the Computer TOEFL Test

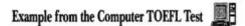


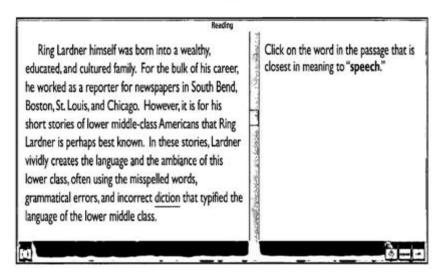
The item of the test above asks about the meaning of the word "misspelled". Test takers should notice this as a word that contain word parts. This word contains prefix "-miss" which creates negative meaning: *error* or *incorrect*. Therefore, the second

answer "incorrectly written" is the best answer to this question.

The more test takers know about word formation and which the basic word of the longer words given in the text, the more questions they can answer correctly. Therefore, test takers should learn the knowledge about word formation and how to separate the affixes from the basic words.

The following text is taken from computer TOEFL test and will be the last example for this part:





This question asks you to find a word that has closest meaning to the word "speech". To answer this question, you have to search which word means "speak". "Diction" is the words which has closest

meaning to "speech". This word consists of two parts: "dict" as a base word and "-ion" as suffix.

The following charts containing a few words formation may help test takes in understanding this kind of question:

Table1. Examples of Word Formation using Suffix

Suffix	Meaning	Example
-ness	like	happiness
-ly	in the manner of	likely
-able	to have the ability or quality	floatable
-er	person carrying out action	writer
-ful	having the quality of, full of	hopeful
-ment	result of	development
-less	negate	fruitless
-ous	having the quality of	joyous
-tion	to carry out	education
-age	result of	outage

### Source:

http://www.linguisticsnetwork.com/affixation-inenglish/

There are some suffixes that we can use to form new words and they form their own meaning. Some suffixes create noun from verbs, some form adverb from verb, some form adjective from verb, some form noun from verb, some form adjective from verb, etc. They can be use to form a new word and a new class category.

Table2. Examples of Word Formation using Prefix

Prefix	Meaning	Example
de-	undo	derail
ex-	non, out	ex-president, extend
in-	negate	incapable
anti-	negate	anti-social
pre-	before	predate
sub-	under, below	subway
un-	negate	undo
dis-	negate	disengage
mis-	wrongly	mistreat
non-	negate	nonsense
pro-	for	proclaim
re-	again, repeat	reread
trans-	across	transatlantic
bi-	two, twice	bilingual
co-	along with	co-author

### Source:

http://www.linguisticsnetwork.com/affixation-in-english/

# b. Use context to Determine Meaning from Difficult Words

Context clues are terms that appear surrounding an unrecognized word and provide information that reveals the meaning of the unknown word. (Beck et al., 2002). It means that to get meaning the difficult words we do not know before; we can use the words existing near to the difficult words. Richard & Renandya (2002, p. 271) stated

that guessing from context focuses on a word's specific reference as determined by the context rather than its original meaning, and it may also assist in raising awareness of the word. This will help readers to get better understanding of the word they consider as difficult words. An expert readers frequently exhibit an excessive reliance dictionaries and, as a result, do not use them effectively. (Hedgcock, 2009: 307). As it is known that in a test, especially TOEFL test, we are prohibited to see any dictionaries. Therefore, English learners should be taught how to guess the meaning of difficult words without seeing dictionaries. Moreover, Masnunah (2010) notes that the use of context clues assists readers in comprehending an unknown word they encountered while reading a text since the meaning of an unknown word can be deduced by looking for clues in the text. Consequently, this strategy is so crucial to learn.

In some question in TOEFL test, you are requested to determine meaning of a difficult word. You may never read the word before or you ever read the word but you do not understand the meaning. For answering these kinds of questions, you can make a guess. It means that you can answer the questions even you do not know exactly the meaning by finding and understand a clue that exist around those difficult words.

# Example from the Paper TOEFL Test



## The passage:

In a government election, the incumbent generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of prominence has a

Line better chance of being elected than does someone who is

(5) unknown to the electorate. History has shown a strong proclivity in elections at all levels of government to return the incumbent to office.

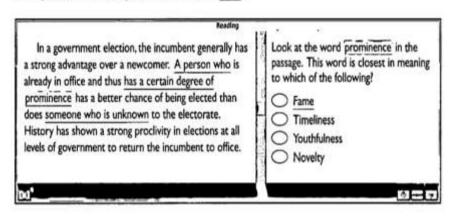
# The question:

An "incumbent" in line 1 is most likely

- (A) a special type of election
- (B) a political party
- (C) a beneficial comment
- (D) a current office-holder

From the example of the paper TOEFL test before, test takers are requested to answer the meaning of "incumbent". In this question, you are not asked to know the meaning of word "incumbent". As an alternative, you should read the previous or next sentence of the sentence that contains word "incumbent". Then, you have to understand from the context "a person who is already in an office that an incumbent is a current office holder. Therefore, answer (C) is the best answer for this question. Here is another example for this kind of question:

# Example from the Computer TOEFL Test



From the example of the paper TOEFL test above, test takers are requested to answer the meaning of "prominence". In this question, you are know meaning asked to the "prominence". As an alternative, you should read the previous phrase "A person who is already in office...." and "than does someone who is unknown ....". This shows contradictionThen, you have to understand from the context "a person who is already in an office an incumbent is a current office holder. Therefore, answer (C) is the best answer for this question. Here is another example for this kind of question:

# c. Use Context to Determine Meaning of Simple Words

questions in TOFFI Reading some Comprehension test, you are requested to determine meaning of simple words that you usually find in daily English communication. It seems easy because you have understood the meaning of these simple words. However, when you find these word in the text, you can get difficulty in determining the appropriate meaning of them. This is because the real meaning is different from the meaning that you can find from a dictionary. In this case, you have to see the context and understand it to get the correct meaning. This relates to the explanation in the previous part that tells our background knowledge will help us in understanding the meaning of the words we find in some texts.

Now, look at the example below:

# Example from the Paper TOEFL Test



## The passage:

Faced with serious threats to its future, the company is taking steps to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions.

LineIn addition, the company has created a new committee to

research various proposals and has appointed a key member (5) of its management team to chair the committee.

## The question:

The word "steps" in line 1 could best be replaced by

- (A) stairs
- (B) walks
- (C) actions
- (D) footprints

question Based on the above, you requested to choose the word that can replace "steps". You must notice that the word "step" is a word that you usually find in your daily English communication, written or orally. It is a common word you must know the meaning. However, even you have known its lexical or dictionary meaning, it does not suit to the contextual meaning. To answer this kind of question, you have to pay attention to the context of the text. We cannot say that a company is taking stairs, walks, or footprint but we can say. Therefore, (C) is the best answer to this question.

Here is another example:

Faced with serious threats to its future, the company is taking steps to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions. In addition, the company has created a new committee to research various proposals and has appointed a key member of its management team to chair the committee.

Look at the word crop in the passage.
This word could best be replaced by

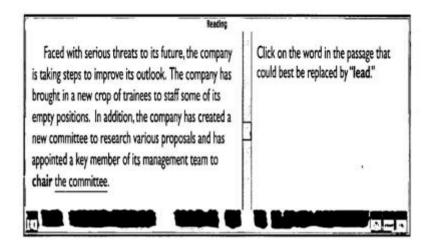
produce
group
situation
plantation

In the previous question example, you are requested to choose word that can replace "crop". In a dictionary, one of the meanings of crop is plants, and it is related to harvest. You must know this because it is usually used in dailv communication. However, in this part of question, we cannot use the meaning we got from dictionary. We have to determine the context of the text to get the most suitable meaning of the word. Therefore, you have to read the words surrounding the word "crop", understand their meaning, then relate them all. Moreover, you have to pay attention to the answer choices, then try to put them in a text. After that, you will find that the best answer for this question is "group".

Here is the last example for this part:

# Example from the Computer TOEFL Test





the question example above, you are requested to choose word that can be replaced by "lead". In a dictionary, one of the meanings of "lead" is head or cause. You must know this because it is usually used in daily English communication. However, in this part of question, we cannot use the meaning we got from dictionary. We have to determine the context of the text to get the most suitable meaning of the word. Therefore, you have to skim the text and understand the context of the text. After that, you can scan the word that is best to be replaced by "lead". Moreover, you have to pay attention to the answer choices, then try to put them in a text. After that, you will find that the best answer for this question is "chair".

## C. EXERCISES

# PART 1: Complete the sentences below with an appropriate form of word in the brackets.

I don't like sport because I'm not a very  (COMPETE) person.		
	a)	Competition
	·	Competitive
	c)	Compete
	d)	Competitor
<ol> <li>You need skill as well as (STRONG) to be a athlete.</li> </ol>		
	a)	Strong
	b)	Strengthen
	c)	Strongly
	d)	Strength
3.	Не	drove fast but(CARE)
	a)	Care
	b)	Caring
	c)	Careful
	d)	Carefully
4.	You	u must exercise (REGULAR)
	a)	Regular

- b) Regulary
- c) Regulating
- d) Regulation
- 5. Mountain climbing is a ... kind of sport (DANGER)
  - a) Endanger
  - b) Danger
  - c) Dangerous
  - d) Dangerously

# PART 2: Study each of the passages below and choose the best answers to the question below.

PASSAGE ONE (Questions 1-4)

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a Line result, becomes a widow.

(5) The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more ample than the male, roughly four times larger on the average.

If a human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally proved deadly, but it is certainly not the norm for black

- (10) widow bites to be mortal.
  - 1. In line 3, the word "widow" means
    - (A) a type of poison
    - (B) the dead male spider
    - (C) the human victim of the spider
    - (D) a female whose mate has died
  - Click on the word in paragraph 2 that is closest in meaning to "spherical."
- The word "ample" in line 7 indicates that the spider is
  - (A) feminine
  - (B) large
  - (C) dotted with colors
  - (D) normal
- Look at the word deadly in paragraph 3. Click on another word in paragraph 3 that is close in meaning to deadly.

## PASSAGE ONE (Questions 1-3)

The "piece of eight" was the nickname of the Spanish "peso," which was the rough
equivalent of the American dollar in early America; the peso was accepted coin in much of the
Americas, particularly during the period when the stores of Spanish ships were regularly stripped

Line by pirates on the waters off the Americas and "redistributed" throughout coastal towns. The

(5) nickname "piece of eight" derived from the fact that the peso was equal to eight "reals" and therefore had the numeral 8 stamped on it. The "piece of eight" was sometimes actually cut into pieces, or bits, and one popular size was one-quarter of a "piece of eight," or two bits. As a consequence, the U.S. quarter of a dollar is sometimes referred to today as two-bits, particularly in the western part of the country. A visitor to that area, if told "It'll be two-bits," should take it that the price of an item is being given.

1. The word "rough" in line 1 is closest in 3. Look at the expression take it in the passage. This expression could best be meaning to replaced by (A) unsmooth (B) mean O hold (C) approximate understand possess (D) heavy grab 2. Look at the word stores in the passage. Stores are probably departments markets shops supplies

## PASSAGE TWO (Questions 4-7)

Although Wealth of Nations by Adam Smith appeared in 1776, it includes many of the ideas that economists still consider the foundation of private enterprise. The ideas put forth by Smith compose the basis of the philosophies of the school of thought called classical economics.

Line

According to Smith's ideas, free competition and free trade are vital in fostering the growth of an economy. The role of government in the economy is to ensure the ability of companies to compete freely.

Smith, who was himself a Scot, lived during the period of the revolutions in America and in France. During this epoch, the predominant political thought was a strong belief in freedom and independence in government. Smith embraced economic ideas of free trade and competition which are right in line with these political ideas.

- 4. A "school" in line 3 is
  - (A) a common belief
  - (B) a college
  - (C) a university
  - (D) an educational institution
- Which of the following is closest in meaning to the word "free" in line 4?
  - (A) Cheap
  - (B) No cost
  - (C) Uncontrolled
  - (D) Democratic

- Look at the word embraced in paragraph 3. This word could best be replaced by
  - hugged
  - believed in
     encircled
  - nanded over
- Click on the word in paragraph 3 that could best be replaced by "agreement."

#### D. REFERENCES

- Antoni, R. 2014. An Analysis on 6th Semester Students'
  TOEFL Experience at English Department of
  Teachers Training And Education Faculty of Pasir
  Pengaraian University. Journal Ilmiah Edu Research,
  3(1), 9-16. Retrieved from
  https://ejournal.upp.ac.id/index.php/EDU/arti
  cle/downl oad/133/ 29
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: Guilford Publications.
- Gilakjani, A. P. 2016. How can Students Improve their Reading Comprehension Skill. Journal of Studies in Education, 6(2) Retrieved from https://www.researchgate.net/publicati on/303742915\_How\_ Can\_Students\_I mprove\_Their\_Reading\_Comprehensi on\_Skill
- Hacken, P., & Claire, T. (2013). *The Semantics of Word Formation and Lexicalization*. Edinburgh University Press.
- Harley, H. (2006). English Words: a Linguistic Introduction.
  7th ed.Oxford: Blackwell
- Hedgcock, J. S. & Ferris, D. R. 2009. Teaching Readers of English Students, Texts, and Context. Oxon: Taylor & Francis e-Library.

- Mahendra. E., Sartika & Saptarina. 2020. Gilakjani, A. P. 2016. How can Students Improve their Reading Comprehension Skill. Journal of Studies in Education, 6(2) Retrieved from https://www.researchgate.net/publication/303742915\_How\_Can\_Students\_Improve\_Their\_Reading\_Comprehension\_Skill
- Masnunah, S. A. 2010. A Discourse Analysis on Context Clues in Reading Section Used in 2009 Final Examination (UAN) of Senior High School. Thesis.

  Malang: Faculty of Humanities and Culture, Maulana Malik Ibrahim State Islamic University of Malang.
- Phillips, D. 2001. Longman Complete Course for the TOEFL

  Test. New York: Pearson Education.
- Plag, I. (2003). Word-Formation in English.Cambridge: Cambridge University Press.
- Pliatsikas C, Johnstone T, Marinis T (2014) fMRI Evidence for the Involvement of the Procedural Memory System in Morphological Processing of a Second Language. PLoS ONE 9(5): e97298. https://doi.org/10.1371/journal.pone.0097298
- Payne, T. E. (2011). Understanding English grammar. New York: Cambridge University Press.
- Richards, J. C. & Renandya, W.A. 2002. Methodology in Language Teaching. Cambridge: Cambridge University Press.

- Sari, T. (2017). The Correlation Between Reading Strategies and Reading Comprehension Achievement of The Elevents Grade Students of SMA Muhammadiyah 6 Palembang.
- Siboiro, E., & Bram, B. (2020). Morphological Analysis of Derivational Affixes in Brothers Grimm's the Story of Rapunzel. *ENGLISH FRANCA: Academic Journal of English Language and Education*, Vol. 4 (1), 71-84. <a href="http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf">http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf</a>
- Wahyuni, S., and Rosa, R. N. (2013). Types of Word Formation of Slang Words Found in TV Advertisement. *English Language and Literature E-Journal*, Vol. 2(1), pp. 257-266.

# **MEETING XIII**

(Reading)

# ANSWER TRANSITION QUESTIONS & OVERAL REVIEW QUESTIONS

## A. LEARNING OBJECTIVES

At the end of the lesson, the students are expected to be able to:

- 1. Determine in which specific information is located in the passage.
- Determine the tone of the passage, the purpose and course.

### **B. MATERIAL**

 Determine in which specific information is located in the passage

In reading comprehension, it is possible for you to be asked where a piece of information in the passage is found. It means you are asked to find where specific information in the passage is located. How can we answer this type of question?

The first thing that you need to do to answer this type of question is identifying the question. You must be able to identify that the question really asks you to find the specific information in the passage. Commonly, the question uses question word "where" that can help you to indicate that this question is about finding specific information in the passage.

The second thing that you need to do to answer this type of question is understanding where to find the answer. You should notice that the answer can be in any lines listed in the answer choices.

After understanding those two things above, you can follow the steps to answer this type of question. First, you have to choose the keywords in the question. Then, you have to skim only the lines which are listed in the answer choices. As mentioned before that the answer is only found in any lines which are listed in the answer choices. You should skim for the key word or idea. Finally, you need to choose the best answer that contains the line numbers of a restatement of the keyword or the idea of the question.

Please study the following example to increase your understanding.

## **Example:**

Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, <u>made of</u> nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

# The question:

Where in the passage does the author discuss the composition of the meteor?

- (A)Lines 1-3
- (B) Lines 4-5
- (C) Lines 6-8
- (D)Lines 9-11

As you can see that the question contains question word "where" and the

key word or the idea in the question is about the composition of the meteor. It means this question asks you to find where in the passage there is information about the **composition** of the crater. The first thing that you need to do is skimming the lines of the passage as they are listed in the passage. As you can see in the answer choices, there are lines 1-3, lines 4-5, lines 6-8, and line 9-11 that you need to skim. You just need to focus on skimming those lines. What you need to find

out is the word <u>composition</u> or something that means composition. You must find the expression <u>made of</u>, and you must know that <u>composition</u> is what something is <u>made of</u>. You can say that the word <u>composition</u> and the phrase <u>made of</u> have the same meaning. That is why, answer (B) is the correct answer to this question.

## 2. Tone, purpose, and course

Other types of questions that you may find in reading comprehension are the questions that ask about the tone of the passage, the author's purpose in writing the passage, and the course in which the passage might be used.

### Tone

The question about the tone of the passage ask your ability to find out if the author shoes his or her emotion in the passage. If the author does not show any emotion, the tone of the passage could be informative, descriptive, etc. To answer this type of question, the first thing that you need to do is skimming the passage to find out the words that show author's emotion. If you cannot find any, it means the author just presents facts.

# **Purpose**

This type of question ask your ability to draw the conclusion about what the goal of the author in writing

Intermediate Academic English 240

the passage is. How do you answer this type of question? You need to study main idea in the topic sentence of the passage. Then, you also need to study the details supporting the main idea and draw the conclusion

### Course

When you are ask this type of question, you need to decide in which university course the passage is probably used for reading assignment. The ways to answer this question are exactly the same as the ways to find out the author's purpose. It means you count on main idea and the details supporting the main idea.

Now, please study the following example to improve your understanding.

## **Example:**

Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

## The questions:

- 1. The tone of this passage is:
  - (A) Angered
  - (B) Humorous
  - (C) Outraged
  - (D) Informational
- 2. The author's purpose in this passage is to
  - (A)Describe the history of military awards prior to the Civil War
  - (B) Demonstrate an effect of America's attitude toward royalty
  - (C) Give opinion of military awards
  - (D) Outline various historical symbols of royalty
- 3. This passage would probably be assigned reading in a course on
  - (A)Military science
  - (B) Psychology
  - (C) American history
  - (D) Interior decoration

Question number exactly asks you about the tone of the passage. So, the first thing that you need to do to answer this question is skimming throughout the passage to find if the author shows emotion or not. However, in this passage you cannot find any emotion showing by the author. Instead, the author presents historical facts by using expressions of time: in 1861, and since WW1. It means the tone of this passage is just informational. Thus the correct answer is answer (D).

The second question clearly asks your ability to determine the author's purpose. Of course you need to study the main idea of the passage. The main idea of the passage is about strong sentiment against military awards in the US. Sentiment itself can be considered as the attitude. So, the purpose of this passage is to explain or demonstrate about America's attitude toward royalty because military award is considered as royalty. Thus, the correct answer to this question is answer (B).

The third question asks you about the course. You also need to study main idea to answer this question. We already know this passage about American military. The author also uses time expressions to present historical facts such as for this century, after WW1, etc. Then you can draw the conclusion that this passage is probably assigned in history subject, specifically American History. That is why the correct answer is answer (C).

#### C. EXERCISE

Exercise 1: Determine where specific information is found

**Instructions:** Study each of the passage and choose the correct answer.

#### **PASSAGE 1**

Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

- 1. Where in the passage does the author give the name of a baby beaver?
  - (A)Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4-5
- Where in the passage does the author mention the time of year when new baby beavers are born?
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4-5



#### **PASSAGE 2**

It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as "galvanization." The purpose of galvanization is to prevent the corrosion of the iron or steel.

The most common method to galvanize metal is the hot-dip galvanizing process. In this process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

- 1. Where in the passage does the author list the components of a zinc alloy?
  - (A) Lines 1-2
  - (B) Lines 4-6
  - (C) Lines 9-10
  - (D) Lines 11-13
- 2. Where in the passage does the author present the less routinely used process of galvanization?
  - (A)Lines 1-2
  - (B) Lines 4-6
  - (C) Lines 6-8
  - (D)Lines 9-10
- Where in the passage does the author describe what happens when iron and oxygen interact?
  - (A)Lines 4-6
  - (B) Lines 6-8
  - (C) Lines 10-11
  - (D)Lines 11-13



## 2. Exercise 2: Determine tone, purpose, and course

**Instructions:** Choose the correct answer. Study the passage before answering the question.

#### **PASSAGE 1**

Truman Capote's In Cold Blood (1966) is a well-known example of the "nonfiction novel," a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the author describes the sadistic murder of a family on a Kansas farm, often showing the point of view of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.

- 1. The purpose of this passage is to
  - (A) discuss an example of a particular literary genre
  - (B) tell the story of In Cold Blood
  - (C) explain Truman Capote's reasons for writing In Cold Blood
  - (D) describe how Truman Capote researched his nonfiction novel
- Which of the following best describes the tone of the passage?
  - (A) Cold
  - (B) Sadistic
  - (C) Emotional
  - (D) Descriptive
- 3. This passage would probably be assigned reading in which of the following courses?
  - (A) Criminal Law
  - (B) American History
  - (C) Modern American Novels
  - (D)Literary Research



#### **PASSAGE 2**

Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may confess to crimes they did not commit for one of two reasons. Either they fantasize that they committed the crimes or they believe that others want them to confess.

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S Supreme Court. In the case of Layra v. Denno, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had been the only evidence against him.

- Which of the following best describes the author's purpose in this passage?
  - (A) To explain the details of a specific court case
  - (B) To demonstrate why confessions made under hypnosis are not reliable
  - (C) To clarify the role of the Supreme Court in invalidating confessions from hypnotized subjects
  - (D) To explain the legal status of hypnotically induced confession
- 2. The tone of this passage could best be described as
  - (A) outraged
  - (B) judicial
  - (C) hypnotic
  - (D) informative
- 3. This passage would probably be assigned reading in a course on
  - (A) American Law
  - (B) psychiatric healing
  - (C) parapsychology
  - (D) philosophy



#### PASSAGE 3

The rate at which the deforestation of the world is proceeding is alarming. In 1950 approximately 25 percent of the earth's land surface had been covered with forests, and less than twenty-five years later the amount of forest land was reduced to 20 percent. This decrease from 25 percent to 20 percent from 1950 to 1973 represents an astounding 20 million square kilometers of forests. Predictions are that an additional 20 million square kilometers of forest land will be lost by 2020.

The majority of deforestation is occurring in tropical forests in developing countries, fueled by the developing countries' need for increased agricultural land and the desire on the part of developed countries to import wood and wood products. More than 90 percent of the plywood used in the United States, for example, is imported from developing countries with tropical rain forests. By the mid-1980s, solutions to this expanding problem were being sought, in the form of attempts to establish an international regulatory organization to oversee the use of tropical forests.

- The author's main purpose in this passage is to
  - (A) Cite statistics about an improvement on the earth's land surface
  - (B) Explain where deforestation is occurring
  - (C) Make the reader aware of worsening world problem
  - (D)Blame developing countries for deforestation
- 2. Which of the following best describes the tone of the passage?
  - (A) Concerned
  - (B) Disinterested
  - (C) Placid
  - (D) Exaggerated
- 3. This passage would probably be assigned reading in which of the following courses?
  - (A) Geology
  - (B) Geography
  - (C) Geometry
  - (D) Marine Biology

## D. REFERENCES

- Edge, T. (2002). Reading comprehensions skills and strategies level 8. California: Saddleback Educational Publishing.
- Mikukecky, B.S & Linda, J. (2007). *Advanced reading power*. US: Longman.
- Philips, D. (2001). Complete course for the TOEFL test. New York: Longman

# MEETING XIV REVIEW

#### A. OBJECTIVES

This chapter is particularly designed to review all the materials studied in Intermediat Academic English. In this last meeting, the students are expected to be able to:

- Understand all the listening skills required for Long Conversation and Long Talk
- Understand all the topics on Structure & Written Expressions studied
- 3. Understand all the skills studied on reading

#### **B. MATERIAL**

# 1. Listening

In Intermediate Academic English, the listening focuses on short conversations. There are so many

skills you need to well master in order to be competent in Long Conversations and Long Talks. The skills are anticipating and determining the topics, answering in order, and making conclusion about the people, place, time, etc while listening to either Conversations or Talks.

After well understanding the skills in Long Conversation and Long Talk, the students can test, compare, and relate every question to the Conversation and Talk.

## 1. Structure and Written Expressions

There are many grammatical topics discussed in Intermediate Academic English. Sentences with two clauses are frequently discussed here. When learning sentence with two clauses, it is also important to understand the tenses, modals, comparison, etc. Inversion and other interesting topics are also discussed here.

# 2. Reading

In this part, the reading will point out the skills to find out meaning of vocabulary, the pronoun referents, and transition questions. To well perform these skills, the students are also required to well establish the skills discussed in Basic Academic English.

## C. EXERCISES

Exercise 14.1: **(file name:** EN2-M14-Exercise Long Conversation 1)

Now listen to this following long conversation. Try to write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

Narrator:	: as a man and a
Woman:	:, Bobhair looks It's a bit
Man:	: A bit? I don'tso. It's a lot When Iin the mirror, Iknowis lookingat
Woman	: So, youyour hair cut,you didn't get theyou?
Man	: Thisnot even to the haircutII asked to havetrimmed just a bit, and the really downI lookedat the floor were piles hair,, on the floor. I believe it!
Woman	: , what did you to the

		?		
Man		: could I? hair was already I couldn't exactly,  "Please it back on," that's what I want to say.		
Woı	man	, at least your hair'll back		
Mar	1	: That's what everyone is saying to me, "It'll back, it'll grow But it won't fast to make me		
W	oman	: Maybe you used to it, you'll i a bit		
1.	a. it is not b. this is the c. Bob door d. After he	normally short.  ne first Bob's haircut. es not know who cut his air. e had his hair cut, his hair still reaches the		
2.	a. The hai b. He likes c. He real	Bob to feelhis? rcut is just what he wanted s having the most update hairstyle ly hates it. ks the hairstyle is going to be cool in the		

3.	What	. Bob on the ?	
	a. Piles of	nis hair	
	b. broken r	nirror	
	stylist		
d. The scissors used to cut the hair.			
4.	What do	keep to?	
	a. "You'd b	etter be a hairstylist."	
	b. "Please	out the hair back on."	
	c. "Your ha	ir will grow again."	
	d. "Your ha	ir cannot grow quick enough."	
Exe	ercise 14.2	2: (file name: EN2-M14-Exercise Long	
Cor	nversation	`	
List	en to this f	ollowing long conversation, write down and	
com	nplete the s	cripts. Then, underline the key words. After	
all,	pick your be	st answer for every question below!	
Narı	rator:	: as a man and a	
Man	<b>)</b> :	: Carmichael, I'd like to ask a	
		You said that,	
to Einstein, nothing			
		faster the of	
		light. Is that?	
W	oman	: Ted, that's Einstein	
		, and most scientist with	

Man	: Then that that we
	could build to go to other?
Woman	: let's about
	Do you how it is to the
	star?
Man	: Umm I think you said a few ago
	that it's for light
Woman	: About And how does
	travel?
	4 1400 000
Man	: Around 186,000 per
Woman	: Yes, and a is the light
	travels in athat! A light-
	year is the of almost 6 trillion
Man	: But, if we build a that
	could go as light.
	we could to the closest
	in four or five
Woman	: That's in
	Unfortunately, are no spaceships
	can even the speed of

		Even we
		ships that are faster than the
		, it would
		take or thousands
		years to to the closest
		How you carry
		fuel to that?
		We'd a completely different
		of spaceships.
Ma	an	: So, you're that you
		think will ever be able to
		to the?
Woman		: Well, I, want to say,
		Ted. Who what kinds of scientific
		be? But
		I for the foreseeable,
		there will be starships in
		fiction and books.
١.	What had .	Carmichael been about
		Ted asked her a?
	a. The prob	pability of life existing in other planets
	b. The spe	ed of light concept of Einstein
	c. The revo	olution of new designs for spaceship
	d. The dista	ance of the closest star to Earth

2.	If a could almost as as
	light, how it would take to to the
	star?
	a. Four or five years
	b. Hundreds of years
	c. Only a few days
	d. some months
3.	to Professor Carmichael, what be
	before can to the
	stars?
	a. Another method to measure light speed
	b. A new material from which to build spaceships
	c. A new means of propelling spaceships
	d. A greater understanding toward theories of Einstein
4.	How professors characterize
	?
	a. as not possible at any time
	b. as possibly not necessary
	c. as incredibly in the near future
	d. as highly inadvisable

# Exercise 14.3: (file name: EN2-M14-Exercise Long Talk 1)

Listen to this following long talk, write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

ator	: Listen to a welcome address by a member of a club.			
nan	: to this introductory for new of the Sierra Club. The Sierra Club is an whose goals centered on the of the It was in 1892 in San Francisco by naturalist John Muir, was intent on the natural and of the Sierra Nevadas in eastern California. the Sierra Club boasts 200,000 in all fifty of the States. Through such as lectures, exhibits, and , the organization works to the begun John Muir. The Sierra Club publishes a newsletter, a bimonthly and various			
Wh	What is the main of the Sierra?			
a.	Protecting its members			
b.	Preserving the natural environment			
c.	Respecting the memory of John Muir			
d.	Improving the beautiful nature of San Francisco			
	proximately long the Sierra			
a.	Less than one year			
b.	Just for a decade			
c.	More than a century			
d.	At least two centuries			
	Wh a. b. c. d. Apra. b. c.			

3. What was John I		nat was John Muir especially in				
	sav	saving?				
	a.	San Francisco				
	b.	All fifty states				
	c.	The Sierra Nevadas				
	d.	The eastern US				
4.	Wł	nere the Sierra Club have?				
	a.	Entire world				
	b.	In the whole America				
	c.	Only in California				
	d.	Only in Sierra Nevadas				
Exc	ercis	se 14.3: (file name: EN2-M14-Exercise Long Talk 2)				
List	ten t	to this following long talk, write down and complete				
the	scri	pts. Then, underline the key words. After all, pick your				
bes	st an	swer for every question below!				
Nar	rato	r : Listen to part of a talk about a special				
		student program.				
Wo	man	,				
		don't me, I'm Professor Mackenzie				
		of the of Architecture at				
		Hunt I've been involved with				
		'Semester Afloat' for years				
		so I've been asked to				

this talk the
So, what is "Semester Afloat"? It's
educational that is
abroad on ocean-going,
the S.S. Apollo are three
you can sign up –
in the eastern Mediterranean, one
in the western Mediterranean, and one in the
Southeast You'll the
to see some sights.
There are social, you'll
lasting during the
you on ship,
but I want to talk about
the program.
The S.S. Apollo is a
university. The is recruited from the
universities in North America.
There's an excellent aboard. You'll
history,, art, and
architecture two eastern
Mediterranean, and I can tell you,
those are any classes
can here at Hunt of
anywhere else. For example, last I
a lecture about Greek
design one, and that, I

	my class out to see
	Greek for themselves. Oh, and o
	for all the you take
	you'll receive credit at
	any in the United States
	I have a lot information
	this program for you, bu
	I go on, I want to two
	students who took part in "Semester Afloat
	semester, and you can
	them any you
1.	What aspects of the "Semester Afloat" program
	Professor Mackenzie's focus
	?
	a. Academic Program
	b. The professors' background
	c. Social events
	d. Cost
2.	What Professor Mackenzie during
	the "Semester Afloat"?
	a. Language
	b. Archaeology
	c. Architecture
	d. History
3.	which of these "Semester Afloat"
	was Professor Mackenzie?

- a. The Eastern Mediterranean program
- b. The Southeast Asian program
- c. The North American program
- d. The Western Mediterranean program
- 4. ..... does ...... Mackenzie say .....
  - "Semester Afloat" .....?
  - a. They are exactly like classes at Hunt University.
  - b. They take up all of the participants' time.
  - c. They can earn students credit at their universities.
  - d. They are completely optional.

## **Exercise 14.5: Structure and Written Expression**

#### STRUCTURE

Look at the following problems, pick your best answer!

- Linguists are required to be good at languages, words, and grammar, whereas linguistics belongs to the study of language.
  - a. In contrast to
  - b. Similar to
  - c. Whereas
  - d. Which
- After Covid\_19, the applicants of pilots and flight attendants for American Airlines, whose headquarter is in Texas, increased significantly last month. This is because economy gets better.

- a. When
- b. Who
- c. Whose
- d. Where
- Governments, together with WTO, frequently try to control the prices of daily needs by intervening the supply and distribution channel.
  - a. At
  - b. In
  - c. Of
  - d. On
- 4. Harvard **used to be** a single-gender school, but now it opens itself to serve women as well.
  - a. Was using
  - b. Was used to
  - c. Used to be
  - d. Was used be
- 5. Bats would rather **locate** their food at night rather than during the day.
  - a. To locate
  - b. Locate
  - c. Locating
  - d. Located
- 6. When water **evaporates**, it turns into gas.
  - a. Evaporates
  - b. Is evaporating
  - c. Is evaporated

- d. Was evaporated
- What people learn from the Covid\_19 pandemic is increasing awareness in financial literacy.
  - a. What people learn from the Covid\_19 pandemic is
  - b. What people learn from the Covid 19 pandemic are
  - c. What the Covid\_19 pandemic learn from people is
  - d. What the Covid\_19 pandemic people learn from is
- 8. Houses in the State of Mississippi **are obliged to** have strong structure as it is prone to tornados.
  - a. Oblige to
  - b. Are obliged to
  - c. Is obliged to
  - d. Are obliged to
- Different from turtles, shells of tortoises are more rounded and domed.
  - a. is more
  - b. Becomes more
  - c. Are more
  - d. was
- 10. An economic depression can start from the decreasing consumer trust, which leads them stop buying products. This later causes companies to cut their budget, including to fire some or even most of their employees.
  - a. Which them stops
  - b. Them stop
  - c. Leads them stop
  - d. Which leads them stop

- 11. **Most of** alumni of reputable Universities prefer start their own business to work for companies.
  - a. Of every
  - b. Every
  - c. All are
  - d. Most of
- It is still not obvious why the total of death because of Covid\_19 outnumbered any wars in America.
  - a. The Covid\_19 total because of death outnumbered wars any
  - b. The total death because of Covid\_19 outnumbered any wars
  - c. The total of death because of Covid\_19 outnumbered any wars
  - d. The death of total Covid\_19 outnumbered any wars
- In many cases, neither Instagram nor Tik Tok
   influences the young generation to be more productive.
  - a. Or Tik Tok influences
  - b. Nor Tik Tok not influence
  - c. or Tik Tok does not influence
  - d. Nor Tik Tok influences
- 14. The gold mines require need massive investment but they give huge benefits.
  - a. But They huge in benefits.
  - b. They give huge benefits.
  - c. But in benefits.
  - d. But they give huge benefits.

- 15. The Board of Directors has approved and ordered the management to execute the proposals.
  - a. And has the management orders
  - b. Orders the management
  - c. The management has ordered
  - d. And ordered the management

#### WRITTEN EXPRESSION

Look at the following problems, identify the grammatical error in every sentence below!

	.,			
16.	Tom Hanks <u>has</u>			_
		Α		В
	them <u>are</u> produc	ed <u>in</u> 1986.		
	С	D		
17.	Inflation occurs	when the <b>pric</b> e	e of services	and others
	Α		В	
	keep increasing	in a certain pe	eriod of time	
	С		D	
18.	In developing co	untries, energ	y consumptio	<u>n</u> has gradually
		Α	В	
	increased, they	currently us	<u>es</u> more than	fifty percent of
		С		
	energy in the wo	orld.		
	D			

19.	All of the furniture products of Joybird are better and		
	A B		С
	beautiful than IKEA's.		
	D		
20.	The biggest coffee shop	chain, <u>Starbucks w</u>	<u>rere</u> found <u>in</u>
	Α	В	С
	1971 at Pike Place Mark D	<u>cet,</u> Seattle.	
21.	Blockchain, AI, security,	<u>loT and cloud</u> are <u>so</u>	ome of the
		Α	В
	most important element	<u>in</u> Financial Techr	nology.
	С	D	
22.	Bumble bees live in color	∩y, <u>work</u> together, a	nd <u><b>storing</b></u>
	Α	В	С
	food for other bees.		
	D		
23.	Statue of Liberty was pre	evious <u>built</u> in Fran	ce. <u>Then</u> , it
	Α	В	С
	<u>was shipped</u> overseas i	n crates	
24.	In Oklahoma, the consu	mption on mineral w	<u>/ater</u> always
	A	В С	
	increasing every year.		
	D		
25.	Howard Schultz turned S	starbucks into coffee	shop after he
	Α		
	had bought them from Je	erry Baldwin, Zev Si	egl, and
	в с		

	Gordon Bowker in the early 19	<u>980s</u> .			
	D				
26.	To boost its economy and to o	pen <u>ne</u>	<u>w jobs</u> , a na	ıtion <u>may</u>	
	A		В	С	
	stop to importing raw materia	als.			
	D				
27.	America has exports all its ac	dvance	d technology	/ devices	
	Α			В	
	because global market is muc	h bigge	<u>r</u> than its <u>na</u>	<u>tional</u>	
		С		D	
	market.				
28.	Dan Brown writes "Angels & I	Demon	s" since he <u>v</u>	<u>vas</u>	
	Α			В	
	inspired by Sidney Sheldon ar	nd The	Doomsday (	Conspiracy	
	С				
	while he was on Vacation in Tahiti in 1993.				
			D		
29.	Technology and financial com	echnology and financial companies are consolidating to			
		Α	В		
	enable they to grow and expa	and for	a larger mar	<u>'ket</u> .	
	С		D		
30.	The sun provides cheap energy means that we do not				
	A			В	
	need to spend or fund so muc	<u>h</u> mone	y to execute	<u> </u>	
	С		D		
	establishment of the plants.				

31.	Kevin Hart was equally talented as stand-up comedian a			
	Α	В		
	well as actor for many be	est-selling movies		
	C D			
32.	Unsatisfied with the salar	ry, she finally <b>applies</b> for the new		
	Α	В		
	position as managing dire	ector of state-owned company		
	С			
	last month			
	D			
33.	Some mobile phones wo	orths as much as motorcycle are		
	A B	C		
	easily found on Amazon.	com.		
	D			
34.	Automobile companies, g	garment corps, and bank have		
		Α		
	recently <u>established</u> financing companies as there <u>is</u>			
	В			
	prospective market in final	ancial technology.		
	С	D		

# Exercise 14.6: Reading

Read every passage below and answer the following questions!

Passage 1: questions 1-3

It takes a long time to raise a family of owlets, so the great horned owl begins early in the year. In January and February, or as late as March in the North, the male calls to the female with a resonant hoot. The female is larger than the male. She sometimes reaches a body length of twenty-two to twenty-four inches, with a wingspread up to fifty inches. To impress her, the male does a strange courtship dance. He bobs. He bows. He ruffles his feathers and hops around with an important air. He flutters from limb to limb and makes flying sorties into the air. Sometimes he returns with an offering of food. They share the repast, after which she joins the dance, hopping and bobbing about as though keeping time to the beat of an inner drum.

Owls are poor home builders. They prefer to nest in a large hollow in a tree or even to occupy the deserted nest of a hawk or crow. These structures are large and rough, built of sticks and bark and lined with leaves and feathers. Sometimes <u>owls</u> nest on a rocky ledge, or even on the bare ground.

The mother lays two or three round, dull with eggs. Then she stoically settles herself on 15 the nest and spreads her feather skirts about her to protect her precious charges from snow and cold.

It is five weeks before the first downy white owlet pecks its way out of the shell. As the young birds feather out, they look like wise old men with their wide eyes and quizzical expressions. They clamor for food and keep the parents busy supplying mice, squirrels, rabbits, crayfish, and beetles. Later in the season baby crows are taken. Migrating songsters, waterfowls, and game birds all fall prey to the hungry family. It is nearly ten weeks before fledglings leave the nest to search for their own food. The parent birds weary of family life by November and ring the young owls away to establish hunting ranges of their own.

- It can be inferred from the passage that the courtship of great horned owls
  - a. occurs on the ground
  - b. Is an active process
  - c. Takes place in the fall

- d. Includes only the male
- 2. According to the passage, which of the following is the mother owl's job?
  - a. Initiating the courtship ritual
  - b. feeding the young
  - c. sitting on the nest
  - d. building the nest
- 3. The pronoun 'they' in line 10 refers to:
  - a. Home builders
  - b. Nests
  - c. Structures
  - d. Owls

Passage 2: questions 4-6

The organization that today is known as the Bank of America did start out in America, but under quite a different name. Italian American A.P. Giannini established this bank on October 17, 1904, in a renovated saloon in San Francisco's Italian community of North Beach under the name Bank of Italy, with immigrants and first-time bank customers comprising the majority of his first customers. During its development, Giannini's bank survived major crises in the form of a natural disaster and a major economic unbeaval that not all other banks were able to overcome.

One major test for Giannini's bank occurred on April 18, 1906, when a massive earthquake struck San Francisco, followed by a raging fire that destroyed much of the city. Giannini obtained two wagons and teams of horses, filled the wagons with the bank's reserves, mostly in the form of gold, covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients'

- (10) covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients' funds protected. In the aftermath of the disaster, Giannini's bank was the first to resume operations. Unable to install the bank in a proper office setting, Giannini opened up shop on the Washington Street Wharf on a makeshift desk created from boards and barrels.
- In the period following the 1906 fire, the Bank of Italy continued to prosper and expand. By

  1918 there were twenty-four branches of the Bank of Italy, and by 1928 Giannini had acquired
  numerous other banks, including a Bank of America located in New York City. In 1930 he
  consolidated all the branches of the Bank of Italy, the Bank of America in New York City, and another
  Bank of America that he had formed in California into the Bank of America National Trust and
  Savings Association.
- (20) A second major crisis for the bank occurred during the Great Depression of the 1930s. Although Giannini had already retired prior to the darkest days of the Depression, he became incensed when his successor began selling off banks during the bad economic times. Giannini resumed leadership of the bank at the age of sixty-two. Under Giannini's leadership, the bank weathered the storm of the Depression and subsequently moved into a phase of overseas development.
  - 4. The passage states that after his retirement, Giannini
    - a. Started to sell off banks
    - b. Caused economic tragedy to happen
    - c. Gave support to the bank's new management
    - d. Went back to work
  - 5. It can be inferred from the passage that Giannini used crates of oranges after the earthquake
    - a. To keep the gold hidden
    - b. To make the wagons full
    - c. To provide his customers some nourishments
    - d. To protect the gold away from the fire
  - The paragraph following the passage most likely discusses

- a. Failed bank during the Great Depression
- b. 3rd major crisis of the Bank of America
- c. Bank of America's global improvement
- d. How Giannini spent his retirement

# Passage 3: Questions 7-8

Our excellent natural resources paved the way for the development of abundant capital to increase our growth. Capital includes the tools – such as machines, vehicles, and buildings – that make the outputs of labor and resources more valuable. But it also includes the funds necessary to buy those tools. If a society had to consume everything it produced just to stay alive, nothing could be put aside to increase future productions. But if a farmer can grow more corn than his family needs to eat, he can use the surplus as seed to increase the next crop, or to feed workers who build tractors. This process of capital accumulation was aided in the American economy by our cultural heritage. Saving played an important role in the European tradition; it contributed to Americans' motivation to put something aside today, for the tools to buy tomorrow.

- 7. The preceding paragraph most probably discussed
  - a. Earlier setting of the country by Europeans
  - b. Our natural resources
  - c. The economics of agriculture
  - d. Saving and loan banks
- 8. According to the passage, which of the following would lead to accumulating capital?
  - a. Growing more crops than what is needed
  - b. Training workers involved in goods production
  - c. Studying culture and the history of the country
  - d. Consuming what is produced

# Passage 4: Questions 9-12

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

Line In reality, though, stars are always moving, but because of the tremendous distances between (5) stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

- According to the passage, the distances between the Earth and the stars are
  - a. Mostly unclear
  - b. Massive
  - c. Static
  - d. average
- The passage states that in 200 years Bernard's star can move
  - a. Around moon of Earth
  - b. Next to moon of Earth
  - c. A distance equal to the distance from Moon to Earth.
  - d. A distance seemingly equal to the Moon's diameter
- 11. The passage implies that from Earth it seems that the planets
  - a. Are fixed in the sky
  - b. Move more slowly than the stars
  - c. Show approximately the same amount of movement with the stars

- d. Travel more through the sky than the stars
- The paragraph following the passage most probably discusses
  - a. Why stars are always moving
  - b. The planets' movement
  - c. Bernard's star
  - d. The distance from Moon to the Earth

# Passage 5: questions (13-15)

5

People have been donating blood since the early twentieth century to help accident victims and patients undergoing surgical procedures. Usually a pint of whole blood is donated, and it is then divided into platelets, white blood cells, and red blood cells. People can donate blood (for red blood cells) about once every two months.

Transfusing the blood from the donor to the recipients is straightforward. It involves taking the blood froma a donor's arm vein by means of a hypodermic syringe. The blood flows through a plastic tube to a collection bag or bottle that contains sodium citrate, which prevents the blood from clotting.

When the blood is given to a patient, a plastic tube and hypodermic needle are connected to the recipent's arm. They blood flows down from the container by gravity. This is a slow process and may last as long as 2 hours to complete the infusion of blood into the recipient. The patient is protected from being infected during the transfusion. Only sterile containers, tubing, and needles are used, and this helps ensure that transfused or stored blood is not exposed or stored blood is not exposed or stored blood is not exposed.

Negative reactions to transfusions are not unusual. The recipient may suffer an allergic reaction or be sensitive to donor leukocytes. Some may suffer from an undetected red-cell incompatibility. Unexplained reactions are also failry common. Although they are rare, other causes of such negative reactions include of such negative reactions include contaminated blood, air bubbles in the blood, overloading of the circulatory system through administration of excess blood, or sensitivity to donor plasma or platelets.

Today, hospitals and blood banks go ot great lengths to screen all blood donors and their blood. All donated blood is routinely and rigorously tested for diseases, such as HIV (which causes AIDS), hepatitis B, and syphilis. Wzhen the recipient is newborn or an infant, the blood is usually irritated to eliminated harmful elements. Donated blood is washed, and the white blood cells and platelets are removed.

Storing the blood sometimes requires a freezing process. To freeze the red blood cells, a glycerol solution added. To unfreeze, the glycerol is removed. The ability to store blood for long periods has been a boon to human health.

# 13. The pronoun 'this' in line 10 refers to

- a. A plastic tube
- b. Hypodermic needle
- c. Recipient's arm
- d. The blood's flow
- 14. Based on the information in the passage, what can be inferred about blood transfused to infants and newborns?
  - a. It is strictly tested as blood for adults.
  - b. It is processed with radiant energy.
  - c. It is treated the same as adults.
  - d. It is safe for children.
- 15. What does the author imply in the passage?
  - a. Transfusing blood can be a harmful process.
  - b. Storing blood provide benefits to the human.
  - c. Clotting is inevitable.
  - d. Freezing blood means to damage the platelets.

Passage 6 (questions 16-18)

Line Thunderstorms, with their jagged bursts of lightning and roaring thunder, are actually one of nature's primary mechanism s for transfering heat from the surface of the earth into the atmosphere. A thunderstorm starts when low-lying pockets of warm air from the surface of the earth begin to rise.

The pockets of warm air float upward through the air above that is both cooler and heavier. The rising pockets cool as their pressure decreases, and their latent heat is released above the condensation line through the formation of cumulus clouds. What will happen with these clouds depends on the temperature of the atmosphere. In winter the air temperature differential between higher and lower altitudes is not extremely great, and the temperature of the rising air mass drops more slowly. During these colder months, the atmosphere, therefore, tends to remain rather stable. In summer, however, when there is a high accumulation of heat near the earth's surface, in direct contrast to the considerably colder air higher up, the temperature differential between higher and lower altitudes is much more pronounced. As warm air tises in this type of environment, the temperature drops much more rapidly than it does in winter; when the temperature drops more than four degrees Fahrenheit per thousand feet of altitude, cumulus clouds aggregate into a single massive cumulonimbus cloud, or thunderhead.

In isolation, a single thunderstorm is an impressive but fairly benign way for Mother Earth to defuse trapped heat from her surface; thunderstorms, however, can appear in concert, and the resulting show, while extremely impressive, can also prove extraordinarily destructive. When there is a large-scale collision between cold air and warm air masses during the summer months, a squall line, or series of thunderheads, may develop. It is common for a squall line to begin when an advancing cold front meets up with and forces itself under a layer of warm and moist air, creating a line of thunderstorms that races forward at speeds of approximately forty miles per hour. A squall line, which can be hundreds of miles long and can contain fifty distinct thunderheads, is a magnificent force of nature with incredible potential for destruction. Within the squall line, often near its southern end, can be found supercells, long-lived rotating storms of exceptional strength that serve as the source of tornadoes.

- 16. From the passage, tt can be inferred tha in summer
  - (A) no great different temperature between higher and lower altitudes
  - (B) the great different temperature between higher and lower altitudes possibly enable thunderstorms to happen
  - (C) there is not much cold air higher up in the atmosphere
- (D) the temperature of rising air drops more slowly than it does in winter

5

15

- 17. The pronoun "it" in line 15 refers to
  - (A) warm air
  - (B) an environment
  - (C) cloud
  - (D) temperature
- The paragraph following the passage most likely discusses
  - a. the development of tornadoes within supercells
  - b. the thunder and lightning associated with thunderstorms
  - c. various cloud formation types
  - d. the power contributing to the formation of squall lines

Passage 7 (questions 19-20)

Line Though Edmund Halley was most famous because of his achievements as an astronomer, he was a scientist of diverse interests and great skill. In addition to studying the skies, Halley was also deeply interested in exploring the unknown depths of the oceans. One of his lesser-known accomplishments that was quite remarkable was his design for a diving bell that facilitated exploration of the watery depths.

The diving bell that Halley designed had a major advantage over the diving bells that were in use prior to his. Earlier diving bells could only make use of the air contained within the bell itself, so divers had to surface when the air inside the bell ran low. Halley's bell was an improvement in that its design allowed for an additional supply of fresh air that enabled a crew of divers to remain underwater for several hours.

The diving contraption that Halley designed was in the shape of a bell that measured three feet across the top and five feet across the bottom and could hold several divers comfortably; it was open at the bottom so that divers could swim in and out at will. The bell was built of wood, which was first heavily tarred to make it water repellent and was then covered with a half-ton sheet of lead to make the bell heavy enough to sink in water. The bell shape held air inside for the divers to breathe as the bell sank to the bottom.

20 The air inside the bell was not the only source of air for the divers to breathe, and it was this improvement that made Halley's bell superior to its predecessors. In addition to the air already in the bell, air was also supplied to the divers from a lead barrel that was lowered to the ocean floor close to the bell itself. Air flowed through a leather pipe from the lead barrel on the ocean floor to the bell. The diver could breath the air from a position inside the bell, or he could move around outside the bell wearing a diving suit that consisted of a lead bell-shaped helmet with a glass viewing window and a leather body suit, with a leather pipe carrying fresh air from the diving bell to the helmet.

- The subject of the preceding passage was most likely Halley's
  - a. Childhood

10

15

- b. many different interests
- c. Work as an astronomer
- d. invention of the diving bell
- 20. It can be inferred from the passage that, were Halley's bell not recovered with lead, it would
  - a. Float
  - b. trap the divers

- c. Get wet
- d. suffocate the divers

# D. REFERENCE

- Edge, T. (2002). Reading comprehensions skills and strategies level 8. California: Saddleback Educational Publishing.
- Mikukecky, B.S & Linda, J. (2007). *Advanced reading power*. US: Longman.
- Philips, D. (2001). *Complete course for the TOEFL test*. New York: Longman

## REFERENCE

- Antoni, R. 2014. An Analysis on 6th Semester Students' TOEFL
  Experience at English Department of Teachers
  Training And Education Faculty of Pasir Pengaraian
  University. Journal Ilmiah Edu Research, 3(1), 9-16.
  Retrieved from
  https://ejournal.upp.ac.id/index.php/EDU/arti
  cle/downl oad/133/\_29
- Azar, B. S. 2002. *Understanding and Using English Grammar*.

  New York: Pearson Education.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: Guilford Publications.
- Betty Schrapfer Azar. (2000) *Understanding and Using English Grammar*. Adison Wesley Longman, Inc.
- Davoudi, M. (2005). Inference Generation Skill and Text Comprehension. The Reading Matrix,5(1), 106,108
- Deborah Philips.(2001) Longman Complete Course for the TOEFL Test: Preparation For the Computer and Paper Test. Adison Wesley Longman, Inc.
- Delahunty, G. P., & Garvey, J. P. 2010. The English Language: From Sound to Sense. Colorado: The WAC Clearinghouse.

- Edge, T. (2002). Reading comprehensions skills and strategies level 8. California: Saddleback Educational Publishing.
- Eickhoff, L. (2020, January 21). English Language Learning.

  Retrieved from Cambridge University Press:

  https://www.cambridge.org/elt/blog/2020/01/07/redu

  cing-adverbial-time-clauses/
- Essberger, J. (2016). English Prepositions List. Cambridge: English club.com
- Frank, M. (1972). Modern English: A practical reference guide.
- Gear, J., & Gear, R. (2010). *Preparation for the TOEFL Test.*Cambridge: University Press.
- Gilakjani, A. P. 2016. How can Students Improve their Reading
  Comprehension Skill. Journal of Studies in
  Education, 6(2) Retrieved from
  https://www.researchgate.net/publicati
  on/303742915\_How\_ Can\_Students\_I
  mprove\_Their\_Reading\_Comprehensi on\_Skill
- Guides, Peterson., Rogers, Bruce. 199. TOEFL Practice Test (2<sup>nd</sup> Ed). Princeton: Peterson's Guides.
- Guswindari, R. (2020, December 12). *Penggunaan Do, Does,*dan Did dalam Bahasa Inggris. Kompas.com.

  <a href="https://www.kompas.com/skola/read/2020/12/23/19">https://www.kompas.com/skola/read/2020/12/23/19</a>

  2300669/penggunaan-do-does-dan-did-dalam
  bahasa-inggris

- Hacken, P., & Claire, T. (2013). *The Semantics of Word Formation and Lexicalization*. Edinburgh University Press.
- Harley, H. (2006). English Words: a Linguistic Introduction. 7th ed.Oxford: Blackwell
- Hedgcock, J. S. & Ferris, D. R. 2009. Teaching Readers of English Students, Texts, and Context. Oxon: Taylor & Francis e-Library.
- Herring, Peter. 2016. The Farlex Grammar Book: Complete

  English Grammar Rules. Farlex International
- http://www.butte.edu/departments/cas/tipsheets/grammar/article s.html
- https://www.abc.net.au/education/learn-english/commonly-used-adjective-suffixes/13190588
- https://www.ef.co.id/englishfirst/kids/blog/countable-danuncountable-nouns-pada-bahasa-inggris/
- https://www.markijar.com/2020/01/adjective-kata-sifat-dan-adverb-kata.html
- https://www.markijar.com/2020/01/adjective-kata-sifat-dan-adverb-kata.html
- https://www.sederet.com/tutorial/grammar-adjective-mengenalapa-itu-predicative-adjectives/
- https://www.wallstreetenglish.co.id/belajar-grammar/apa-ituadverb/https://www.wallstreetenglish.co.id/belajargrammar/apa-itu-adverb/

- Langen, John. 2003. English Sentence Structure. Boston: McGraw Hill.
- Learning Express, LLC. (2004). *TOEFL Exam Essentials*. New York
- Mahendra, E., Sartika & Saptarina, 2020. Gilakjani, A. P. 2016. How can Students Improve their Reading Comprehension Skill, Journal of Studies in Education. 6(2) Retrieved from https://www.research gate.net/publication/303742915 How Can Student s\_I mprove\_Their\_ Reading\_Comprehensi on\_Skill
- Masnunah, S. A. 2010. A Discourse Analysis on Context Clues in Reading Section Used in 2009 Final Examination (UAN) of Senior High School. Thesis. Malang: Faculty of Humanities and Culture, Maulana Malik Ibrahim State Islamic University of Malang.
- Mikukecky, B.S & Linda, J. (2007). Advanced reading power. US: Longman.
- Nadianti, L. I. (2021, May 17). TOEFL Structure Skill 12:

  Reduce Adverb Clause. Retrieved from Scholar

  English: http://scholarsenglish.id/toefl-structure-skill12-reduced-adverb-clause/
- Payne, T. E. (2011). Understanding English grammar. New York: Cambridge University Press.
- Philips, D. (2001). Complete course for the TOEFL test. New York: Longman

- Phillips, D. (2001). Longman introductory course for the TOEFL test. Longman.
- Phillips, D. (2007). Preparation Course for the TOEFL Test. Longman.
- Phillips, D. 2001. Longman Complete Course for the TOEFL

  Test. New York: Pearson Education.
- Plag, I. (2003). Word-Formation in English.Cambridge: Cambridge University Press.
- Pliatsikas C, Johnstone T, Marinis T (2014) fMRI Evidence for the Involvement of the Procedural Memory System in Morphological Processing of a Second Language.

  PLoS ONE 9(5): e97298.

  https://doi.org/10.1371/journal.pone.0097298
- Richards, J. C. & Renandya, W.A. 2002. Methodology in Language Teaching. Cambridge: Cambridge University Press.
- Rodgers, B. (2011). *The Complete Guide to the TOEFL Test.*Massachussetss: Sherrise Roehr
- Rogers, B. (2011). *The complete guide to the TOEFL test.*Heinle Cengage Learning.
- Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition.* USA: Heinle Cengage Learning.
- Santosa, R. (2011). Logika wacana: analisis hubungan konjigtif dengan pendekatan liguistik sistemik fungsional.

  Surakarta: UNS Press

- Sari, T. (2017). The Correlation Between Reading Strategies and Reading Comprehension Achievement of The Elevents Grade Students of SMA Muhammadiyah 6 Palembang.
- School Lead (n.d.). Relative Pronoun List. <a href="https://schoollead.in/relative-pronouns/">https://schoollead.in/relative-pronouns/</a>
- Siboiro, E., & Bram, B. (2020). Morphological Analysis of Derivational Affixes in Brothers Grimm's the Story of Rapunzel. *ENGLISH FRANCA : Academic Journal of English Language and Education*, Vol. 4 (1), 71-84.

  <a href="http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf">http://journal.iaincurup.ac.id/index.php/english/article/view/1475/pdf</a>
- Thought Co (n.d.). Common subordinating conjunctions.

  <a href="https://www.thoughtco.com/subordinating-conjunction-1692154">https://www.thoughtco.com/subordinating-conjunction-1692154</a>
- Wahyuni, S., and Rosa, R. N. (2013). Types of Word Formation of Slang Words Found in TV Advertisement. *English Language and Literature E-Journal*, Vol. 2(1), pp. 257-266.