## STRUCTURE IV

A Text Book<br>For<br>The Department of English Letters<br>Faculty of Letters and Humanities<br>UIN Sunan Ampel Surabaya<br>Writers:<br>Endratno Pilih Swasono, M.Pd.<br>Supported by:<br>Government of Indonesia (GoI) and Islamic Development Bank (IDB)



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First published 2013

Printed in Surabaya

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## STRUCTURE IV

xiii, 146 pages, Times New Roman 12, $17 \mathrm{~cm} \times 24 \mathrm{~cm}$

ISBN

## OPENING REMARKS

## BY <br> THE RECTOR OF IAIN SUNAN AMPEL

In compliance with the decree of Ministry of National Education (MoNE) No 232/U/ 2000 about curriculum and evaluation, and No 045/ U/ 2002 about the core curriculum, and No 3532004 about curriculum design in higher education, State Institute of Islamic Studies Sunan Ampel Surabaya publishes students' textbooks as a part of the effort to improve the profesionalism of lecturers.

To publish high quality textbooks, State Institute of Islamic Studies Sunan Ampel Surabaya in cooperation with the Goverment of Indonesia (GoI) and Islamic Development Bank (IDB) have given a chance for the lecturer writting student's textbooks. One of which is STRUCRURE IV, which is designed lecturer of the Department of English Letters Faculty of Letters and Humanities.

I expect that after the publication of this book, the teaching and learning process is better, more efective, contextual, joyful and student-more-active. Hence, it can increase the quality of the students' competence.

To the Government of Indonesia (GOI) and Islamic Development Bank (IDB) which have given support, and to the facilitators and the writer who have done to the best of their effort to publish this book, I am very grateful. We hope that this textbook can help the students study Structure 1 more effectively and make IAIN students have better academic quality.

## PREFACE

First of all, I would like to express our gratitude to Allah for His blessing so that I can finish writing this textbook "Structure IV" as one of the supporting systems in S1 program, in the Department of English Letters at the Faculty of Letters and Humanities of IAIN Sunan Ampel Surabaya.

This textbook "Structure IV" is designed to serve several purposes. The most essential goal is to enable students to construct correct, proper, and acceptable sentences. The contents of this textbook consist of: Problem with nouns, Problem with subject, Problem with verbs, Problem with comparatives, Verb Gerund and Infinitive, Participle, Conditional sentences, Preferences, Causative verbs, Modals and Modal perfect, Parallelism, Passive voice, and I am also indebted to the Government of Indonesia (GOI) and Islamic Development Bank (IDB) because they have been supporting the process of publishing this textbook. Finally, I thanks go to the IDB staff and all of the lecturers who have contributed to make this handbook as its present shape.

Praise be to Allah, Lord of the Worlds.

## TABLE OF CONTENTS

Cover
Opening Remarks
Preface
Table of Contents
Satuan Acara Perkuliahan

| Chapter 1 | Problem with nouns |
| :--- | :--- |
| Chapter 2 | Problem with subject |
| Chapter 3 | Problem with verbs |
| Chapter 4 | Problem with comparatives |
| Chapter 5 | Verb Gerund and Infinitive |
| Chapter 6 | Participle |
| Chapter 7 | Conditional sentences |
| Chapter 8 | Preferences |
| Chapter 9 | Causative verbs |
| Chapter 10 | Modals and Modal perfect |
| Chapter 11 | Parallelism |
| Chapter 12 | Passive voice |

Sistem Evaluasi dan Penilaian
Bibliography
Curriculum Vitae of the Writers

## BASIC COURSE OUTLINE (BCO)

A. Identity

Subject
Department
Credit
Time
Subject Category
: Structure 1
: English Letters
: 2
: $12 \times 100$ minutes
: Main / Compulsory

## B. Description

Structure 1 provides students with knowledge and understanding of English grammatical structure for Basic level covering: : Problem with nouns, Problem with subject, Problem with verbs, Problem with comparatives, Verb Gerund and Infinitive, Participle, Conditional sentences, Preferences, Causative verbs, Modals and Modal perfect, Parallelism, Passive voice

## Significance

This is a Basic subject should be mastered by students. The materials broaden students' knowledge, confirm their understanding, and strengthen their ability to construct grammatically correct, proper, and acceptable sentences in the course of written and spoken communication.
C. Basic Competence, Indicators, and Materials

| No | Basic Competence | Indicators | Materials |
| :--- | :--- | :--- | :--- |
| 1 | Students are able to <br> identify the problem <br> of noun, subject, <br> verbs, and | a .Students <br> understand the <br> problem with <br> nouns | Problem with <br> nouns |

$\left.\begin{array}{|l|l|l|l|}\hline \text { comparative. } & \begin{array}{l}\text { b. Students } \\ \text { understand the } \\ \text { differences } \\ \text { problem nouns } \\ \text { and verbs } \\ \text { c. Students } \\ \text { understand } \\ \text { identify the } \\ \text { problem with } \\ \text { nouns }\end{array} & \\ \hline & \begin{array}{l}\text { a. Students } \\ \text { understand the } \\ \text { problem with } \\ \text { subjects } \\ \text { b. Students are } \\ \text { able to identify } \\ \text { the problem with } \\ \text { subjects }\end{array} & \text { Problem with } \\ \text { subjects }\end{array}\right\}$
vii



|  |  | a.. Students understand conditional sentences <br> b. Students understand the structure conditional sentences. <br> c. Students are able to construct conditional sentences <br> d. Students are able to make a sentence using conditional sentences. | Conditional sentences. |
| :---: | :---: | :---: | :---: |
|  |  | Students <br> understand <br> preferences. <br> b. Students understand making sentences using preferences. <br> c. Students are able to construct | Preferences. |


|  |  | preferences |  |
| :---: | :---: | :---: | :---: |
| 3 | Students are able to construct sentences containing <br> Causative verbs, Modals and Modal perfect, Parallelism, Passive voice | a. Students understand the definitions of Causative verbs. <br> b. Students understand the structure of causative verbs <br> c. Students are able to identify causative verbs <br> d. Students are able to construct causative verbs | Causative Verbs. |
|  |  | a. Students understand the definitions of modal and perfect <br> b. Students understand the structure of modal and perfect <br> c. Students are able to identify modal and | Modal and modal perfect |


| modal perfect. <br> d. Students are <br> able to construct <br> future <br> progressive |  |  |
| :--- | :--- | :--- | :--- |
|  | a. Students <br> understand the <br> definitions <br> Parrallelism | Parrallelism |
|  | b. Students <br> understand the <br> structure of <br> parrallelism <br> c. Students are able <br> to identify <br> parrallelism |  |


|  |  | c. Students are able <br> to identify <br> passive voice |
| :--- | :--- | :--- | :--- |
| d. Students are |  |  |
| able to construct |  |  |
| passive voice. |  |  |$\quad$.

## CHAPTER 1

## PROBLEM WITH NOUNS

## Introduction

This material is intended to give students additional concept dealing with nouns and various practices that become one of the major problems encountered in TOEFL. It is made differently with the previous material in structure 3 , yet, there is also discussion about nouns. The material here is designed for TOEFL preparation so that the concept is directed towards nouns and its problems in TOEFL. Equipped with extra and various practices, students are hoped to have capability in recognizing some problems dealing with nouns in TOEFL.

## Objective

The purpose of the learning is students are able to identify count and noncount nouns, review plural and singular forms, locate and check incorrect plural and singular noun forms in the sentence.

## Indicators

1. students are able to define a noun
2. students are able to define a count noun
3. students are able to define a noncount noun
4. students are able to know the noun position in a sentence
5. students are able to understand the usage of quantifiers/determiners with noun
6. students are able to understand and differentiate the form of count and noncount noun
7. students are able to understand the forms of singular and plural count noun
8. students are able to know the correct form of the word used in a sentence

Time: $2 \times 50$ minutes

## Core Materials:

1. The definition of count and noncount noun
2. The position of noun in a sentence
3. The usage of quantifiers or determiners with noun
4. The forms of count and noncount noun
5. The forms of singular and plural count noun
6. The particular singular forms like collective nouns indicating a period of time, a sum of money, or a measurement and other singular nouns like subjects, diseases, news, title of mass media.
7. The correct form of the word used in a sentence

## Teaching Procedures

## Pre activity (15’)

1. Brainstorming based on the slide.
2. Explaining the purpose of the study

## Whilst activity (50’)

1. T explains the definition of count and noncount noun.
2. T explains the position of noun in a sentence.
3. T explains the usage of quantifiers or determiners with noun.
4. T shows the forms of count and noncount noun.
5. T explains the breakdown of the particular singular forms like collective nouns indicating a period of time, a sum of money, or a measurement and other singular nouns like subjects, diseases, news, title of mass media.
6. T gives the correct form of the word used in a sentence.

## Post activity (35')

1. Students do exercises:
a. S practice to identify count or noncount nouns underlined in the sentence.
b. S review plural and singular forms by writing the correct form of the plural and singular word.
c. S locate and check plurals or singulars in the sentence by highlighting the error nouns.
d. S check error noun form which is underlined in the sentence and write the correct form.
e. S choose the incorrect nouns which are underlined in the sentence.
2. T gives review of the material and conclusion.
$T=$ Teacher
S=Students

## DETAILED MATERIALS

## A. Definition

A count noun refers to people or things that can be counted. You can put a number before this kind of noun. If the noun refers to one person or
thing, it needs to be in the singular form. If it refers to more than one person or thing, it needs to be in the plural form. For instance, one desk, one bag, three bags, fifty books.

While a noncount noun refers to general things such as qualities, substances, or topics. They cannot be counted and have only a singular form. For exampe: milk, food, advertising, sand, air, money, intelligence. You cannot say: one milk, two milks, etc. However, noncount nouns can become count nouns when they are used to indicate types:

The wines of California, the fruits of the Northwest, This is one of the foods that my doctor has forbidden me to eat, he studies meats.

It is also possible to count some noncount nouns if the substance is placed in a countable container. For instance, a glass of milk, two glasses of milk, two jars of jam, three bottles of ink, etc.

## B. Function of Noun

a. As subjects: An engineer designed the bridge.
b. As complements: My brother is an engineer.
c. As objects: I gave the engineer your message.

Firman lent the book to the engineer.
He walked past the engineer.

## C. A quantifier or A determiner

A quantifier is a word that indicates an amount or quantity.

| With count noun | With Noncount noun | Both |
| :--- | :--- | :--- |
| A (n), the, some, any | The, some, any | All, more, any, most, |
| This, that, these, those | This, that | enough, some, a lot |
| None, one, two, | None | of, lots of, plenty of |
| three,.... | Much (usually in | Ex: I have enough |


| Many | negatives or questions) | money to buy the |
| :---: | :---: | :---: |
|  | A lot of | watch. (noncount) |
| A lot of | A large amount of | I have enough |
| A large number |  | sandwiches for |
| of | A little | everyone. (count) |
| great | Less........than |  |
| a few | More.........than |  |
| fewer .........than |  |  |
| more.........than |  |  |
| both, several |  |  |
| another, each, every |  |  |
| verb used depends on the noun form after it.. The verb is in singular form |  |  |
|  |  |  |
| if the noun is singular and vice versa. |  |  |
| Those are: all of the...., some of the...., a species of...., half of the...., a |  |  |
| m |  |  |
| 1) all of the student is serious |  |  |
| 2) all of the students are attending to the ceremony. |  |  |

## D. Forms of Count and Noncount Nouns

Noncount nouns only have a singular form. Most count nouns have a singular form and a plural form. The plural form for most nouns has an s or -es ending. However, there are other singular and plural patterns.

## 1) Count noun (irregular plurals)

There are two kinds of plural count noun, regular and irregular. Regular forms are usually ended in "s" such as student - students, bag-bags, book-books, etc. Meanwhile, there
are also plural count nouns which have irregular forms. It is elaborated as follows:
© Some nouns form their plurals with a vowel change or an ending change.

| Singular | Plural |
| :--- | :--- |
| Foot | Feet |
| Goose | Geese |
| Tooth | Teeth |
| Mouse | Mice |
| Louse | Lice |
| Man | Men |
| Woman | Women |

母 Some nouns form their plurals by changing a consonant before adding -s or -es.

| Singular | Plural |
| :--- | :--- |
| Wolf | Wolves |
| Leaf | Leaves |
| Wife | Wives |
| Knife | Knives |
| Life | Lives |
| Loaf | Loaves |
| Self | Selves |
| Shelf | Shelves |
| Thief | Thieves |
| Calf |  |


| Half | Halves |
| :--- | :--- |
| Scarf | Scarves/scarfs |

© Some nouns form their plurals by changing the last two letters "is" to be "-es"

Analysis - analyses parenthesis - parentheses
Axis - axes synthesis - syntheses
Crisis - crises thesis - theses
Diagnosis - diagnoses oasis - oase
Hypotesis - hypoteses basis - bases

母 Some nouns form their plurals by changing the last two letters "-um/-on" to be "-a"
Bacterium - bacteria
Curriculum - curricula
Datum - data
Medium - media
Memorandum - memoranda
Phenomenon - phenomena
Criterion - criteria
$\oplus$ Some nouns form their plurals by changing the last two letters "us" to be "-i"

Alumnus - alumni nucleus - nuclei
Bacillus - bacill radius - radii

Cactus - cacti stimulus - stimuli
Fungus - fungi syllabus - syllabi
© Some nouns form their plurals by adding -en ending.
Child - children
Ox - oxen
$\oplus$ Some nouns have the same plural and singular form. These nouns frequently refer to animals or fish. However, there are exceptions.
Bison fish series offspring

| Deer | salmon species spacecraft |
| :--- | :--- |
| Sheep | trout corps |
| Example: | One fish is on the plate. <br>  <br> Two fish are in the pan. |

$\phi$ When a noun is used as an adjective, it takes a singular form.
We are leaving for two weeks. (noun)
We are going on a two-week vacation. (adjective)
2) Some Common Noncount Nouns

This list is a sample of nouns that are commonly used as noncount nouns. Many other nouns can also be used as noncount nouns.

## Noncount Nouns

a) WHOLE GROUPS MADE UP OF SIMILAR ITEM:
baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/chash/change, postage, scenery. Traffic, etc.
b) FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, ink, blood, etc.
c) SOLIDS: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
d) GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
e) PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.
f) ABSTRACTIONS:

- Beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.
- Advice, information, news, evidence, proof, etc.
- Time, space, energy, etc.
- Homework, work, etc.
- Grammar, slang, vocabulary, etc.
g) LAGUAGES: Arabic, Chinese, English, Spanish, etc.
h) FIELDS OF STUDY: chemistry, engineering, history, literature, mathematic, physchology, etc.
i) RECREATION: baseball, soccer, tennis, chess, bridge, poker, etc.
j) ACTIVITIES: driving, studying, sightseeing, swimming, traveling/travelling, walking, etc. (and other gerunds)
k) NATURAL PHENOMENA: weather, drew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.
$\phi$ Collective nouns refer to an entire group. When a collective noun indicates a period of time, a sum of money, or a measurement, it takes a singular verb.
- $\quad$ Three days is not enough to have a vacation with you.
- 5 Million Rupiahs is not enough for celebrating a wedding.
- $\quad$ Two kilograms of egg is very much to make a cake.
$\oplus$ Some nouns end in -s but are actually singular and take singular verbs.

Academic subjects: Civics, Statistics, Economics, Physics, Politics, Mathematics, Hypothesis.

Example: Statistics is my favourite subject.
Diseases: Mumps, Diabetes, Herpes, Measles, Scabies.
Example: Scabies is contagious disease in a boarding school and it usually attacks male students.

Name of mass media and Film: News, The New York Times, Forbes, Jaws, Three Idiots, etc.

Example: Three Idiots starred by Amir Khan is more popular than Tare Zamen Par.

## E. The correct form of the word used in a sentence

The form of a word depends on its position in the sentence. Notice how the word "invitation" changes form.

Noun form : The invitation to Bella's wedding has arrived.
Verb form : Bella invited us to her wedding.
Adjective form : The hot chocolate looks very inviting.
Adverb form : The man smiled invitingly as he opened the door.

## F. Students' Worksheet: Exercise

a. Identifying Count and Noncount Nouns

Direction: Write " $C$ " if the underlined noun is a count noun, and " $N$ " if it is a noncount noun. You should write " $C$ " in the second blank because "fish" is a count noun in this sentence.

1. $\qquad$ Rayon was mixed with cotton to strenghten the fabric.
2. $\qquad$ The glass in the window was cracked.
3. $\qquad$ Forty children are in Mr. Fanan’s class.
4. $\qquad$ The news concerning the election was very
positive.
5. $\qquad$ Umam dropped a pin on the carpet.
6. $\qquad$ The knowledge gained from the experience was
invaluable.
7. $\qquad$ There is a hair on your jacket.
8. $\qquad$ Etik likes exotic fruits.
9. I bought some chairs, tables, and desks. In other words, I bought some furniture.
10. Khusnun likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.
11. We saw beautiful mountains, fields, and lakes on our trip. In other words, we saw beautiful scenery.
12. Gold and iron are metals.
13. I used an iron to press my wrinkled shirt.
14. Basketball is round.
15. Tennis is a sport.
16. Adjective is a word that modifies a noun.
17. Valley is an area of low land between two mountains.
18. Music consists of a series of pleasant sounds.
19. Opera is a musical play.
20. Grammar is interesting and fun.

Extended Practices: some of the underlined nouns in these sentences can be either count or noncount noun. Identify those nouns and write your own sentences using them in both ways.

## b. Reviewing Plural and Singular Forms

Direction: Write the correct form of the plural or singular word.
Example: foot- feet
Ox-oxen

| Singular | Plural |
| :--- | :--- |
| Person |  |
|  | Lives |
|  | Series |
|  | Teeth |
| Man | Children |
|  |  |
| Leaf | Sheep |
| Mouse |  |
| Goose |  |

## c. Locating and Checking Plurals and Singulars

Direction: some of the following sentences contain a noun error.
Underline the incorrect nouns.
Example : one of the philosopher came to the meeting last evening.

You should underline it because there must be more than one in a group of the philosopher for one of them come to the meeting.

1. Ultrasond bounces sound wave off the internal structure of the body.
2. Public lands in many parts of the West may be overgrazed as cattle, sheep, and wildlives compete for forage.
3. A landslide at a mining site uncovered brownish yellow stone which yielded 650 gram of gold.
4. Lorenzo Ruiz, the first Filipino saints, was born about 1600 in Binondo to a Chinese father and a Tagala mother.
5. America was discovered and inhabited thousands of years before the Europans arrived.
6. For two century Madrid's Plaza Mayor has served as the city's chief forum.
7. Putting radio collars on bears help scientists to gather important information concerning the bear's movement.
8. Many of the old attitudes and values may be disappearing, along with the families that supported them.

Extended Practice: Correct the nouns that you have identified as incorrect.

## d. Checking Noun Forms

Direction: Write the correct form of the underlined noun. Some underlined nouns are correct.

Example: The exploration was a big, good-natured man.
$\qquad$ explorer $\qquad$

1. The furnishings of the house provide an insight into the social and domestic life on the estate.
2. A new colonization was established in Hawaii
$\qquad$
$\qquad$
3. The disturb caused the seal to move her pups.
$\qquad$
$\qquad$
4. The existence of methane in the atmosphere is what gives Uranus its blue-green color.
5. The Freeze killed all the new leaves on the trees.

6. The landing of the troops took place under the cover of night.
$\qquad$
$\qquad$
7. The import of children's play is reflected in their behavior.
$\qquad$
$\qquad$
8. Inside the forest, the active is constant.
9. The earliest arrive had to endure the disomfort of wading across the river.
$\qquad$
$\qquad$
10. When the Red Cross brought food, the situate was mercifully improved.

## e. Checking Noun

Direction: look at the underlined nouns in each sentence. Circle the noun that is incorrect.

Example: The knowledge was passed from one generation to another generations over the centuries.

You should circle "generations" because the word another is used only with the singular nouns.

1. During the ten years he was a politic, his politics changed drastically.
2. Fivi insisted that her success was due to to motivated rather than brilliance.
3. Scientists have managed to clone that kind of protein genes, but only as an exercise in basic research.
4. The most renowned of America's metalworker, Samuel Yellin, designed the ironwork for the New York Federal Reserve Bank.
5. The childs were counting the toys and candy they had collected during festivities.
6. On the outskirts of the town, wolf are frequently seen slinking through shadows.
7. The police officer gave some advices on crime prevention at the community meeting.
8. One series of grammar book that was used in the experimental class was written by the students themselves.

Extendend practice: write the correct form of the noun that you have circled.

## CHAPTER II PROBLEM WITH SUBJECTS

## 1. INTRODUCTION

This chapter is focused on reviewing material about a normal sentence pattern in English. A normal sentence should contain at least one subject and a verb. Thus, to deeply understand about the sentence structure, the discussion will be divided into two chapters which provides discrete discussion about subject and verb. The material about the subject will be firstly discussed in this chapter.

Before learning process, lecturer elicits the students' prior knowledge about the subject, kinds, and its function in a sentence. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop, LCD to support their activity.

## 2. LESSON PLAN

## Objective

The purpose of the learning is students are able to recognize the subjects of the sentence, check subject-verb agreement, choose the correct subject of the sentence, understand the using of subject "it" and "there" in the sentence.

## Indicators

1. students are able to define a simple sentence
2. students are able to define what subject is
3. students are able to know the types of subject
4. students are able to understand the rule of using subject in the sentence
5. students are able to understand the rule of suject-verb agreement
6. students are able to understand the using of subject "it" and "there" in the sentence

Time: $2 \times 50$ minutes

## Core Materials:

1. The definition of a simple sentence in English
2. The definition of subject
3. The types of subject
4. An unnecessary subject pronoun
5. The subject verb-agreement
6. The subject " it " and "there"

## Teaching Procedures

## Pre activity (15’)

1. Brainstorming based on the slide
2. Explaining the purpose of the study

## Whilst activity (50’)

1. T explains the definition of a simple sentence.
2. T explains the definition of subject.
3. T explains the types of subject.
4. T explains the rule of using subject in the sentence including an unnecessary subject pronoun.
5. T explains subject-verb agreement rules.
6. T explains the using of subject "it" and "there" in the sentence.

## Post activity (35')

1. Students do exercises:
a. S recognize the subjects of the sentence by underlining the complete subject of the sentence and circle the subject noun (the noun that agrees with the verb).
b. S check subject-verb errors in the sentences.
c. S choose the correct subject of the sentence with missing subject.
d. S complete the missing subject "there" or "it" or with its verb in the sentence.
2. T gives review of the material and conclusion.
$T=$ Teacher
$S=$ Students
3. DETAILED MATERIALS

## A. Definition

## a) A simple sentence

A simple sentence in English should have one subject and one verb. Exception: the command form, in which the subject is understood. For instance, "close the door!". Here is the form of a simple sentence.
Subject + verb + complement + modifier

Example:

- John and I ate a pizza last night
- We studied "present perfect" last week


## b) A subject

A subject is the agent of the sentence in the active voice. It must be from noun and never in adjective, verb or adverb. The kinds of noun can be person, things (either abstract or visible), animals, plants, jobs, brands, name of place (not for adverbs), name of day/month, gerunds, to infinitives, and noun clauses. It normally precedes the verb (not for inversion case). To give better understanding, here is the breakdown for the explanation above.

## B. Types of Subject

$\phi$ The subject may consist of one or more nouns:
Birds fly. (one noun)
Birds and bats fly.(two nouns)
$\oplus$ The subject may consist of a phrase (a group of words that includes the subject noun and words that modify it):

The luxurious car I bought is very expensive.
Subject phrase
The subject noun is "car". In general, the entire subject phrase can be replaced by a pronoun. As this example: It was very expensive.

In addition, the underlined example below also belongs to subject. It is called Noun Clause. It means that the subject is in the form of clause which is explained by a subject and a verb within.

What you did for me is very beneficial.

Subject= noun clause
In fact, the subject in clause form above can be replaced by "your action". So, It can be "Your action is very beneficial."
© Various structures may be used for subjects.
Noun : A cup of coffee is delicious.
Pronoun : It is a new bookcase.
Person :- Mary, John, George, and I went to a restaurant last night.

- Harry Tanoe, accompanied by five big bodyguards, has just attended the opening show of Miss world 2013.

Clause (contains noun+verb) : What you say makes me annoyed.

Gerund (verb -ing form) : Studying is my favourite activity
Gerund phrase : Working ten years in the mine is enough.

Infinitive ( to+verb) : To walk far is tiring.
Infinitive phrase $:$ To make my mother happy is not difficult.

Several different clause structures can be used for subjects:
Wh-structures = Where we go depends on the job opportunities.
Yes/no question = Whether it rains or not doesn't matter.
"The fact that" structures ("the fact"is frequently omitted in these structures):

The fact that he survived the accident is a miracle.
That he survived the accident is a miracle.

Name of day,month
Job

Name of a place
Abstract noun everybody.

Your happiness drives me enthusiastic to undergo this life.

## C. Unnecessary subject pronoun

A subject noun or phrase and the pronoun that could replace it cannot be used in the same sentence.

Correct : A ball is a toy. It is a toy.
Incorrect: A ball it is a toy.
Correct : Nuris and Putri are in the yard. They are in the yard.
Incorrect: Nuris and Putri they are in the yard.

## D. Subject-verb agreement

Examples:
Anang is working
S V
Anang, Etik, and Bella are working.

$$
\begin{array}{ll}
\mathrm{S} & \mathrm{~V}
\end{array}
$$

The subject and the verb must agree in person and number. Note the following subject-verb agreement rules.
(A) A prepositional phrase does not affect the verb

The houses on the street are for sale.

The house with pale-painted wall is for sale.
(B) The following expressions do not affect the verb accompanied by as well as

| along with | in addition to |
| :--- | :--- |
| among | together with |

Example: Harry Tanoe, accompanied by five big bodyguards, has just attended the opening show of Miss world 2013.
(C) Subject joined by "and" or "both........and" take a plural verb.

Example: both Ipul and Bella are clever students.
(D) When the following phrases are used, the verb agrees with the subject that is closer to the verb in the sentence.

Either $\qquad$ or. $\qquad$
Neither $\qquad$ nor.

Not only $\qquad$ but also

Each
Every $\qquad$
Example: Neither my sister nor my brothers want to work in an office.

Neither my brothers nor my sister wants to work in an office.

Each student is allowed to use computer in LAB.
(E) The expression "a number of" (meaning several) is plural. The expression "the number of" is singular.

Example: A number of people watch U-19 football match in GBK.

The number of people in GBK doesn't care about the rain falling in the tribune.
( F ) When a word indicating nationality refers to a language, it is singular. It becomes plural, when it refers to the people.
Example: Japanese is a difficult language for me to learn.
The Japanese are very inventive people.
(G) When clauses, infinitives, or gerunds are used as subjects, they use a singular verb.

## Example: What she did really inspires me.

To fly in space is her dream.
Learning a new skill is very satisfying.
but some gerunds can take a plural form. For example:
Her findings show that plagiarism really occured among students' assignments and thesis.

## E. The usage of " $i t$ " and "there"

(A) Sometimes a speaker wants to focus on the information that is expressed by an adjective. Since an adjective cannot be used as a subject position, the word "it" is used as the subject.

Example: It was cloudy and the rain will fall.
$S V$ ADJ
Sometimes a speaker wants to emphasize a noun and its relative clause. The speaker uses "it" in the subject position followed by the verb "be".

Example: It was Afif who helped me when I nearly got accident.
$S V$ Noun relative clause
(B) "it" can be used to refer to previously topic. "it" can also be used to fill the subject position.

Example: It was warm in the house and I was afraid the milk might spoil, so I put it into the refrigerator.

The first "it" is used as the subject. The second "it" refers to the milk.
(C) "there can be an adverb which tells where something is. "there" can also be used as subject position. It is used to state something exists or presence of something. Thus, the verb must agree with the noun or noun phrase which follows it.

Example: There are many people gathering there.
The first "there" is used as the subject and indicates that many people exist. The second "there" is an adverb which indicates where the people are.

Other example:
There were six children in the car.
$S \quad V$ Nounphrase
The verb used is "were" because the noun is plural "six children".

## 4. Students' worksheet (Exercise)

## a. Focusing on subjects

Direction: underline the complete subject of the sentence and circle the subject noun (the noun that agrees with the verb).
Examples: Port cities are often the distribution centers for a country.

The beautiful, large, green parrots with the tuft of red plumage on their heads are on sale.

1) Until the mid-1950s, fishermen thought the eagles’ gorging during annual salmon runs depleted stocks.
2) Sam, along with other students, plans on protesting the change in academic requirements.
3) Pictured on the one-dollar stamp is St. John's Cathedral.
4) Birds, mammals, reptiles, and fish that are not hunted, fished, or trapped need protection too.
5) Since nitrogen is a characteristic and relatively constant component of protein, scientists can measure protein by measuring nitrogen.
6) Far too many preservation programs in too many states rely on ustable voluntary donations.
7) When a tornado sweeps through a city, it causes a narrow band of total destruction.
8) Pesticide residues in livestock are largely the result of pesticide contamination in the general environment.

## b. Locating subjects

Direction: underline the complete subjects of the following sentences.

Example: Running is my favourite kind of exercise.

1) How wildlife has adapted to life along the road systems in the topic of the lecture.
2) To be among 200-foot-high towering rocks is an exhilarating experience.
3) Very early in the experiment, isolating issues became neccessary.
4) What was decided during the meeting has been well documented.
5) Whispering in the class not only prevents the whisperers from understanding the lesson, but also bothers those who are trying to hear the class lecture.
6) To create and produce new combinations of line and color takes a real flair.
7) What caused the most damage to Michaelangelo's works in the sistine Chapel was a gluelike substance spread over the frescoes early in the sisteenth century.
8) Rolling dice, buying property, and accumulating play money is what seems to be the attraction of many board games.

## c. Checking subject-verb agreement

Direction: Write " $C$ " if the subject agrees with the verb. Write "I" (incorrect) if the subject does not agree with the verb.
Example: __C__ An important goal was to increase tourism.
_I__ The houses is open to the public.
In the first sentence, the subject "goal" agrees with the verb "was". In the second sentence, the subject "houses", does not agree with the verb "is".

1) $\qquad$ deer are frequently seen in the meadow at dusk.
2) $\qquad$ physics are my favourite subject.
3) $\qquad$ neither her sons nor her daughter plays the piano.
4) $\qquad$ Nowadays, crossing Bali strait in ferries are convenient and fast.
5) $\qquad$ Each river and ravine create an obstacle in the cross-country race.
6) $\qquad$ The president, together with his cabinet members, are meeting the African Trade Delegation.
7) $\qquad$ The two weeks is plenty of time to finish the course.
8) $\qquad$ A lion and a lioness from Kenya is arriving at the Surabaya Zoo today.

## d. Choosing the correct subject

Direction: All of the following statements need a subject. Circle the letter of the correct subject from the four possible choices.

Example: $\qquad$ are becoming endangered because their natural habitat is being lost.
a) That animals
(b) Animals
c) To be animals
d) Being animals

You should circle B because the sentence needs a simple subject that agrees with the plural verb.

1) $\qquad$ takes eight years after sowing.
a. The nutmeg yields fruit
b. That the nutmeg yields fruit
c. For the nutmeg to yield fruit
d. To the nutmeg's yielding fruit
2) $\qquad$ has been used as a perfume for centuries.
a. To use lavender
b. That the lavender
c. Lavender

## d. For the lavender

3) $\qquad$ shortens and thickens the muscles on either side of the jaw.
a. The teeth clenching
b. Clenching the teeth
c. That clenching the teeth
d. The teeth clenched
4) Even though 26 percent of Californian residents do not speak English in their homes, only $\qquad$ do not speak English at all.
a. That 6 percent of them
b. Those of the 6 percent
c. To the 6 percent of them
d. 6 percent of them
5) 

started as a modern sport in India at the same time that it did in Europe.
a. To ski
b. That skiing
c. Ski
d. Skiing
6) $\qquad$ was cause by cow's kicking over a lantern has been told to American schoolchildren for several generations.
a. That the Great Chicago Fire
b. The Great Chicago Fire
c. To burn in the Great Chicago Fire
d. Burning in the Great Chicago Fire
7) $\qquad$ are effective means of communication.
a. Theater, music, dance, folk tales, and puppetry
b. That theater, music, dance, folk tales, and puppetry
c. To use theater, music, dance, folktales, and puppetry
d. Using theater, music, dance, folktales, and puppetry
8) When China's dramatic economic reforms began to encourage private enterprise, ___ began to set up a variety of business immediately.
a. That enterpreneurs
b. To be an enterpreneur
c. Enterpreneur
d. Enterpreneurs
9) $\qquad$ are worthy of protection moved English Heritage historians into action against developers.
a. Some buildings in and around Fleet Street
b. That some buildings in and around Fleet Street
c. Some buildings that are in and around Fleet Street
d. To build in and around Fleet Street
10) $\qquad$ makes the mountain patrol team's job interesting and fulfilling.
a. Climbers and trekkers in distress are assisted.
b. Assisting climbers and trekkers in distress.
c. Assistance is given to climbers and trekkers that are in distress
d. Climbers and trekkers in distress

## e. Checking "there" and "it"

Direction: circle the letter of the one word or phrase that completes the sentence.

Example: $\qquad$ two kinds of decorative art.
a. It is
(b.) There are
c. There
d. It

You should circle (B) because "there are" indicates the existance of two kinds of decorative art. The verb "is" in (A) does not agree with the plural "two kinds", and the answer in (c) and (D) do not include a verb to complete the sentence.

1. $\qquad$ not until the invention of the camera that artists correctly painted horses racing.
a. There was
b. It was
c. There
d. It
2. Once a crocodile has seized an animal, $\qquad$ drags the prey beneath the surface of the water.
a. It
b. It is
c. There
d. There is
3. Our feeling for beauty is inspired by the harmonious arrangement of order and disorder as $\qquad$ occurs in nature.
a. It is
b. There
c. There is
d. It
4. $\qquad$ nutrition and adult literacy clauses for the program's workers.
a. There
b. There are
c. It is
d. It
5. In the city center $\qquad$ noisy market stalls set in a maze of winding alleys.
a. It
b. It is
c. There
d. There are
6. In America, $\qquad$ a growing demand for Indonesian food.
a. There is
b. It is
c. It
d. There
7. $\qquad$ in the center of old Sanaa, many of the city's houses, some ten centuries old, will collapse if the restoration isn't started soon.
a. There are
b. It is
c. There
d. It
8. Nowadays people in most centuries use money because $\qquad$ impossible to carry on trade in the modern world without it.
a. It
b. There
c. There is
d. It is


## CHAPTER III

## PROBLEM WITH VERBS

## A. Definition

Every sentence must have a verb and the verb follows the subject. It may be a single word or a verb phrase. There are some purposes or meanings of the verb as explained below:
a. A verb can indicate a state of being (what the subject is) or location.

Bella is intelligent.
Fitri, Eric, and Habibi are the participants of Pembibitan Alumni PTAI 2013

We are at work.
b. A verb can indicate what the subject is like or becomes. That child seems frightened.

The book had become obsolete.
c. A verb can indicate an action ( what the subject is doing).

The students will finish in time.
Mr. Abraham teaches us today.

## B. Kinds of verb

Generally, there are two kinds of verb in English:

1) lexical verb (main verb) $=$ Present (eat,eats, drive, drives,etc.), past (talked, left, slept,etc), continuous (reading, feeding, attending, providing, blew, ridden, torn, etc), subjective complement (happy, interested, furious, upset, etc)
2) auxiliary (helping verbs) such as to be, modal, do, does, did, have, has, had.

Example:
John drives too fast.
lexical
Jane has been reading that book.
Auxiliary lexical
Fivi is in the wedding party of her parents' friend.
Aux
The troops are being trained by the head of 500 Raider.

```
aux lexical
```


## C. The function of verb in the sentence (related to Tenses)

Instead of the existing meanings, basically the verbs indicate a point in time or period of time in the past, present, or future.

| Tense | Usage | Example |
| :---: | :---: | :---: |
| SIMPLE PRESENT | 1. A present state of affairs <br> 2. A general fact <br> 3. Habitual actions <br> 4. Future timetables | 1. I live in Jakarta. <br> 2. The sun rises in the east. <br> 3. I have English class every morning. <br> 4. My flight leaves at 6 a.m. |
| PRESENT CONTINUOUS | 1. A specific action that is occurring <br> 2. A general activity that takes place over a period of time <br> 3. Future arrangements | 1. We are listening to the lecturer right now. <br> 2. I am writing a short story this week and maybe I will have finished it on Sunday |


|  |  | 3. I'm visiting my children in their dormitory tonight. |
| :---: | :---: | :---: |
| SIMPLE PAST | 1. An action that began and ended at a particular time in the past <br> 2. An action that occurred over a period of time but was completed in the past <br> 3. An activity that took place regularly in the past | 1. The mail came early this morning. <br> 2. Umam worked in telecommunication for ten years. <br> 3. I used to play football in the afternoon when I was child. |
| PAST CONTINUOUS | 1. Interrupted actions <br> 2. A continuous state or repeated action in the past <br> 3. Events planned in the past | 1. I was taking a bath when you came. <br> While the students were sleeping, Mr. Cecep came. <br> 2. She was looking very ill. <br> 3. Syarif was leaving for Jakarta but she had to make a lastminute connection. |
| FUTURE (GOING TO) | 1. Expressing a future intent based on a | 1. My Brother Anam is going to visit me |


| FUTURE (WILL) | decision made in the past <br> 2. Predicting an event that is likely to happen in the future <br> 3. Predicting an event that is likely to happen based on the present conditions <br> 1. Making a decision at the time of speaking <br> 2. Predicting an event that is likely to happen in the future <br> 3. Indicating willingness to do something | in NICT this afternoon. <br> 2. You're going to pass the test. Don't worry. <br> 3. I don't feel well. I'm going to faint. <br> 1. I'll call you after lunch. <br> 2. You will pass the test. Don't worry. <br> 3. I will assist my classmates who still don't understand English well. |
| :---: | :---: | :---: |
| FUTURE CONTINUOUS | 1. An action that will be ongoing at a particular time in the future. <br> 2. Future actions which have already been decided. | 1. At noon tomorrow, I'll be taking the children to their Math course. <br> 2. I'll be wearing my batik dress to the morning class. |
| PRESENT PERFECT | 1. An action that happened at an unspecified time 2. An action that has | 1. I have ever visited Borobudur . <br> 2. We have left the room. |


|  | recently occurred <br> 3. An action that began in the past and continues up to the present (often with "for" or "since" <br> 4. An action that happened repeatedly before now | 3. Mr.Nizzam has been <br> a teacher in MBI Amanatul Ummah for 3 years. <br> 4. Miss.Vici has taught us in this week for about 5 times. |
| :---: | :---: | :---: |
| PRESENT <br> PERFECT <br> CONTINUOUS | 1. An action that began in the past and has just recently ended <br> 2. An action that began in the past and continues in the present <br> 3. An action repeated over a period of time in the past and continuing in the present. <br> 4. A general action recently in progress (no particular time is mentioned) | 1. Umi has been washing her attire for an hour ago. <br> 2. The participants of Scholarship to USA have been being in the class since 8 o'clock. <br> 3. Puji has been smoking since he was thirteen. <br> 4. I've been seeking my key but I still don't find it. I wish it could be found soon. I need to go to school now. |
| PAST PERFECT | 1. A past action that occurred before | 1. Izat had left hours before we got there. |


|  | another past action <br> 2. An action that was expected to occur in the past | 2. I had hoped to know about the job before now. |
| :---: | :---: | :---: |
| PAST PERFECT CONTINUOUS | 1. An action that occurred before another past action <br> 2. An action that was expected to occur in the past | 1. They had been reading three chapters before the teacher came. <br> 2. I had been expecting his change in attitude. |
| FUTURE PERFECT | 1. An action that will be completed before a particular time in the future | 1. By tomorrow, I will have accomplished Prof. Arif's assignment. |
| FUTURE <br> PERFECT <br> CONTINUOUS | 1. Emphasizing the length of time that has occurred before a specific time in the future | 1. By may, my father will have been working <br> at PAKERIN for thirty years. |

In TOEFL, you will frequently encounter some problems that have to do with subjects and verbs. The type of problems mostly ask about either the subject or the verb which is missing in the sentence or even both, or perhaps the sentence has more than one subject or verb.

Example:
A. A question with the missing subject in the sentence

1) $\qquad$ found an interesting article on pollution.
a. Hurriedly
b. In the morning
c. Traffic
d. The scientists

This sentence needs subject. The answer is "d" because "hurriedly" and "in the morning" are adverb, they cannot be the subject, while "traffic" is noun but it is not suitable subject.

The other strategy for a sentence which is missing the subject is choose one of the option that provides an article or determiner. Remember that the subject is never preceded by prepositions.

For example:

In the United States, $\qquad$ is generally the responsibility of municipal governments.
(A) for water treatment
(B) a water treatment
(C) where water treatment
(D) in which water treatment

The sentence needs a subject, so "B" is the answer because the only option which indicates the subject (there is an article "a")

## B. A question with the missing verb

1) The prettiest girl in our class $\qquad$ long brown hair and brown eyes.
a. With
b. Have
c. Has
d. Having

This sentence needs a verb and the verb must be in accordance/agree with the subject. That's why the option " B " is wrong. Also remember with the kinds of verb, an action or verb never has form -ing or -ed without To Be. So "d" and "a" is incorrect. The best answer is "C" because it includes verb (lexical verb) and is suitable with the subject, the prettiest girl.

Other example:
The boy $\qquad$ going to the movies with a friend.
a. He is
b. He always was
c. Is relaxing
d. Will be

The sentence has a subject (the boy) and part of a verb (going), remember that a verb formed into -ing form needs helping verb or "TO BE". All of the options above have "to be", option "A"and "B" are incorrect because there are "He". It makes the sentence has double subject. While "C" is also incorrect because there is "relaxing". It makes the sentence has double verb. So, the best answer is "D", "will be" is auxiliary verb (helping verb).

## C. The sentence with the missing both subject and verb

1) $\qquad$ the dollar as its monetary unit in 1878
a. Canada adopted
b. Adopted by Canada
c. It was adopted by Canada
d. The Canadian adoption of

To answer this, just choose the option which has Subject and Verb that are positioned respectively. Option "A" is the best answer. Option "C" and "D" are very complicated arrangement.

## D. The sentence which has an extra subject or verb

1) The assigned text for history class it contains more than twenty chapters.

This sentence is incorrect because it has two subjects. The assigned......class and it.

## Students Worksheet (Exercise)

## A. Focusing on verbs

Direction: Underline the complete verb in the independent clause.
Example : The unassembled and conveniently packed furniture can be carried home by customers.

1. The actors bounce onto the stage, toss each other into the air, and roll on the mats.
2. The heavy swells and stiff winds of the Indian Ocean caused problems for the inexperienced crew.
3. The temperature dropped down to -30 degrees Fahrenheit, and a gale-force wind blew snow across the fields.
4. It would have been easier for the team to postpone the game than to continue in the rain.
5. Fingerprints might have proved that the suspect was at the scene of the crime.
6. Her father was a renowned historian, and her mother wrote children's stories.
7. The robots grasp, fasten, and paint the parts that are too dangerous for humans to handle.
8. What can be done for the refugees is being financed through government funds.

## CHAPTER IV

## PROBLEMS WITH COMPARATIVES

## 1. INTRODUCTION

Making a comparison is one of the ways of providing the reader with imagery within a descriptive narrative. The usage of comparison helps in to keep the reader engaged with the text. Fundamentally, making a comparison is to compare the adjectives or the adverbs. In English grammar, it is not just a simple, there are many rules and kinds to form comparison.

This material is aimed to provide students the breakdown of comparison based on English grammar rule. It is indeed synthesized from many sources of English grammar books since each book doesn't give the complete coverage about comparative material.

## 2. LESSON PLAN

## Objective

The purpose of the learning is students are able to understand the rule of making comparison, know the alteration form of adjectives and adverbs used in comparison, know the kinds of comparison, recognize the comparatives, superlatives, and expressions of equality and inequality in the sentences and able to check any sentences with error comparison then revise the incorrect sentences using the correct form of comparison.

## Indicators

1. students are able to define a comparison
2. students are able to understand the rules of making comparison (the alteration of adjectives and adverbs used in comparing)
3. students are able to know the kinds of comparison

Time: $2 \times 50$ minutes

## Core Materials:

1. The definition of comparison
2. The rules of making adjective comparison
3. The rules of making adverb comparison
4. Similarity (the same as and the same, similar to and similar, like and alike, quality nouns, quality adjectives)
5. Difference (different from and different, and to differ from)
6. Comparative Estimates (multiple numbers, more than and less than, and as many as)
7. Degrees of Comparison (comparative adjectives, superlative adjectives, irregular adjectives, comparative adverbs)
8. Double Comparatives
9. Illogical Comparatives (General similarity and difference and degrees)

## Teaching Procedures

## Pre activity (15')

1. T shows some different pictures in the slides consisting of differences in size, shape, situation, etc.
2. T elicits Sts to the topic of the material by asking them some questions such as:

What do you see? Are they different/same/equal? Compare? What is/are the differences/the similarity?etc.
3. T asks sts to mention the adjectives and the adverbs (can be from the pictures) as many as they can.

## Whilst activity (50')

1. T explains the definition of comparison
2. Sts are divided into six groups.
3. T gives the outline of the materiall (each group receives different discussion). T also allows Sts to elaborate/extend the material by their own.
4. Sts conduct discussion.
5. After 15 minutes, each group presents what they have discussed.
6. The other groups give responses.
7. $T$ underlines what the students have discussed and gives feedback to make sure that the students understand the topic and ensure that there is no misleading discussion.
8. T allows sts to ask.

## Post activity (35')

1. Students do exercises:
a. Sts underline the comparatives, superlatives, and expressions of equality and inequality in the sentences.
b. Sts identify the kind of phrase in comparatives, superlatives, and expressions of equality and inequality.
c. Sts check any sentences with error comparison (comparatives, superlatives, equality and inequality) then
revise the incorrect sentences using the correct form of comparison.
d. T gives review of the material and conclusion.
$T=$ Teacher
S=Students

## DETAILED MATERIALS

## A. Definition

Comparative is the name for the grammar used when comparing two things. Comparative sentences contain adjectives and adverbs that tend to end in -er, -est or have the words "more" and "most". As a refresher, adjectives describe a noun or pronouns; while adverbs describe a verb, adjective or other adverb. The Standard English language has different forms that coincide with the endings -er, -est, and the words "more" and "most". Some common mistakes with the construction of comparative sentences are not finishing the comparison, or trying to compare things that should not be compared. This may seem simple enough, but there are some exceptions and things to note.

## B. The rule of making comparison

## a. Comparison with -er/-est

Clean - cleaner - (the) cleanest

We use -er/-est with the following adjectives:

## 1) Adjectives with one syllable

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Clean | Cleaner | Cleanest |
| New | Newer | Newest |
| Cheap | Cheaper | Cheapest |

2) Adjectives with two syllables and the following endings:

* Adjectives with two syllables, ending in $-y$

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Dirty | Dirtier | Dirtiest |
| Easy | Easier | Easiest |
| Happy | Happier | Happiest |
| Pretty | Prettier | Prettiest |

* Adjectives with two syllables, ending in -er

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Clever | Cleverer | Cleverest |

* Adjectives with two syllables, ending in -le

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Simple | Simpler | Simplest |

* Adjectives with two syllables, ending in -ow

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Narrow | Narrower | Narrowest |

* Spelling of the adjectives using the endings -er/-est

| Positive | comparative | superlative | Comment |
| :--- | :--- | :--- | :--- |
| Large | Larger | Largest | leave out the silent -e |
| Big | Bigger | Biggest | Double the consonant after short |
| vowel |  |  |  | Sad $\quad$ Sadder $\quad$ Saddest $\quad$ Dirtiest | Change -y to -i (consonant |
| :--- |
| before -y) |

b. Comparison with more - most

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Difficult | more difficult | (the) most difficult |

Note: "more-most" are for all adjectives with more than one syllable (except some adjectives with two syllables in point two).

## c. Irregular adjectives

| Positive | comparative | Superlative | Comment |
| :--- | :--- | :--- | :--- |
| Good | Better | Best |  |
| Bad | Worse | Worst |  |
| Much | More | Most | uncountable nouns |
| Many | More | Most | countable nouns |
| Little | Less | Least |  |
| Little | smaller | Smallest |  |

## d. Special adjectives

Some adjectives have two possible forms of comparison (-er/est and more/most).

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| Clever | cleverer / more clever | cleverest / most clever |
| Common | commoner / more common | commonest / most <br> common |
| Likely | likelier / more likely | likeliest / most likely |
| Pleasant | pleasanter / more pleasant | pleasantest / most pleasant |
| Polite | politer / more polite | politest / most polite |
| Quiet | quieter / more quiet | quietest / most quiet |
| Simple | simpler / more simple | simplest / most simple |
| Stupid | stupider / more stupid | stupidest / most stupid |
| Subtle | subtler / more subtle | subtlest / most subtle |
| Sure | surer / more sure | surest / most sure |

## Positive comparative superlative Comment

| Far | Farther | Farthest | Distance |
| :--- | :--- | :--- | :--- |
|  | Further | furthest | distance or <br> time |
| Late | Later | Latest |  |
|  | Latter | X |  |
| Old | Older | oldest | people and things |
| Elder | eldest | people (family) |  |
| Near | Nearer | nearest | Distance |
|  | x | Next | Order |
|  |  |  |  |

## e. Difference in meaning with adjectives:

## C. Kinds of Comparison

1) Exact Similarity (the same as and the same)

The same as:

| Noun | Tobe | The same as | Noun |
| :--- | :--- | :--- | :--- |
| This bag | Is | the same as | Yours |

The same:
The meaning is same as "similiar"

| Noun 1 | Connector | Noun 2 | To be | The same |
| :--- | :--- | :--- | :--- | :--- |
| This <br> jacket | And | your <br> jacket | Are | the same |


| Noun (plural) | Tobe | The same |
| :--- | :--- | :--- |
| Both jackets | Are | the same |

Some cases frequently found in TOEFL are:
This car is almost the same like mine. (incorrect)
The car is almost the same as mine. (correct)
Or
The car and mine are almost the same.
2) General Similarity (similar to and similar)

| Noun | To be | Similar to | Noun |
| :--- | :--- | :--- | :--- |
| This bag | Is | similar to | That one |


| Noun 1 | Connector | Noun 2 | To be | Similar |
| :--- | :--- | :--- | :--- | :--- |
| This bag | and | your bag | Are | Similar |


| Noun | To be | Similar |
| :--- | :--- | :--- |
| These bags | Are | similar |

## Extended example:

All of the trousers that you have are similar this one. (incorrect)
All of the trousers that you have are similar to this one. (correct)
Or

All of the trousers that you have and this one are similar.

## 3) General Similarity (like and alike)

| Noun | Tobe | Like | Noun |
| :--- | :--- | :--- | :--- |
| This bag | Is | Like | that one |


| Noun 1 | Connector | Noun 2 | To be | Alike |
| :--- | :--- | :--- | :--- | :--- |
| This bag | And | your bag | Are | Alike |


| Noun (plural) | To be | Alike |
| :--- | :--- | :--- |
| These bags | Are | Alike |

## Extended example:

Khofifah and her young sister don't look like. (incorrect)
Khofifah doesn't look like her young sister. (correct)
Or

Khofifah and her young sister don't look alike.

## 4) Specific Similarity (quality nouns)

The followings are examples of quality nouns:

| Age | height <br> length | price <br> size | style weight |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Color |  |  |  |  |  |
| Noun | Verb | The same | Noun (quality) | As | Noun |
| Luthfi | Is | the same | age | As | me |

## Example:

This is not the same big as the rest of the apartments.
This is not the same size as the rest of the apartments.

## 5) Specific Similarity (quality adjectives)

These followings are examples of quality adjectives:

| Big | expensive | light | small |
| :--- | :--- | :--- | :--- |
| Cheap | hard | little | tall |
| Clear | heavy | long | young |


| Cold | hot large |  | old short |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Easy |  |  |  |  |  |
| noun | Verb | As | Adjective <br> (quality) | As | Noun |
| She | Is | as | Old | As | Pika |

## Example :

IAIN Sunan Ampel SBY is not as big UIN Syarif Hidayatullah JKT (incorrect)

IAIN Sunan Ampel SBY is not as big UIN Syarif Hidayatullah JKT (correct)

## 6) General Difference (different from and different)

| Noun | To be | Different from | Noun |
| :--- | :--- | :--- | :--- |
| This bag | Is | different from | That one |


| Noun 1 | Connector | Noun 2 | To be | Different |
| :--- | :--- | :--- | :--- | :--- |
| This bag | And | That one | Are | Different |


| Noun (plural) | To be | Different |
| :--- | :--- | :--- |
| These two bags | Are | Different |

## Example:

A nursery school is different a day care center. (incorrect)
A nursery school is different from a day care center. (correct)

> Or

A nursery school and a day care center are different.
7) General Difference (to differ from)

| Noun 1 | Differ | From | Noun 2 |
| :--- | :--- | :--- | :--- |
| Cucu Cahya | Differs | From | Alfarabi |

## Example :

The campus at State University different from that of City College. (incorrect)
The campus at State University differs from that of City College. (correct)

Or
The campus at State University is different from that of City College

## 8) Comparative Estimates (multiple numbers)

Remember that the following are examples of multiple numbers:
Half
Twice
Three times
Four, five, six, ten. $\qquad$ times

| Noun <br> (subject) | Verb | Noun <br> (object) | Multiple | As | Much/many | as | Noun/ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Fresh <br> fruit | costs |  | twice | As | Much | as | canned <br> fruit |
| I | visit | Lombok | three <br> times | As | Many | as | What <br> you did |

## Example:

This one is prettier, but it costs twice more than the other one. (incorrect)

This one is prettier, but it costs twice as much as the other one. (correct)
9) Comparative Estimates (more than and less than)

| S+V | More than | Number | N |
| :--- | :--- | :--- | :--- |
| Rasyid has | more than | a thousand | coins in his <br> collection. |


| $\mathrm{S}+\mathrm{V}$ | Less than | Number | N |  |
| :--- | :--- | :--- | :--- | :--- |
| Emma <br> has | Datu | less than | a dozen | pens in his <br> case. |

Example:
More one hundred people came to the meeting.(incorrect)
More than one hundred people came to the meeting. (correct)
10) Comparative Estimates (as many as)

| S+V | As many as | Number | N |
| :--- | :--- | :--- | :--- |
| We need | as many as | five hundred | applications. |

Example :
State University offers as much as two hundred major fields of study.(incorrect)

State University offers as many as two hundred major fields of study. (correct)
11) Degrees of Comparison (comparative adjectives)

| S+V | More (less) adjective (two+syllables) <br> Adjective -er (one syllable) <br> Adjective -er (two syllables ending in $-\mathbf{y}$, -er, -ly) | Than | Noun |
| :---: | :---: | :---: | :---: |
| An essay test is | more difficult | Than | an objective test |
| An essay test is | harder | than | an objective test |
| An essay test is | easier | than | an objective test |
| I wake up | earlier | than | you |
| Diajeng is | cleverer | than | Fitri |

Example:

The allowance which we received was more higher than the estimate. (incorrect)

The allowance which we received was higher than the estimate. (correct)
12) Degrees of Comparison (superlative adjectives)

| $\mathrm{S}+\mathrm{V}$ | The | Most (least) adjective <br> (two+syllables) <br> Adjective -est (one syllable) <br> Adjective -est (two+syllables <br> ending in -y, -ly, -er) |
| :--- | :--- | :--- |
| An essay test is <br> An essay test is <br> An essay test is <br> The students of B <br> class are | the <br> the <br> the <br> the | most difficult <br> hardest <br> trickiest <br> cleverest |

Example:
She is more prettier than all of the girls in our class. (incorrect)
She is the prettiest of all the girls in our class. (correct)
13) Degrees of Comparison (irregular adjectives)

| S+V Than | Noun |  |  |
| :--- | :--- | :--- | :--- |
| This cellphone <br> is | Better | Than | The other <br> brands |


| $\mathrm{S}+\mathrm{V}$ | Irregular superlative | Noun |
| :--- | :--- | :--- |
| This cellphone is | the best | Of all |

## Example:

The lab is more far from the bus stop than the library. (incorrect)
The lab is farther from the bus stop than the library. (correct)
Or

The lab is further from the bus stop than the library. (correct)
14) Degrees of Comparison (comparative adverbs)
$\begin{array}{|l|l|l|l|}\hline \begin{array}{l}\text { S+V+ } \\ \text { O/ADVERB(optional) }\end{array} & \begin{array}{l}\text { More } \\ \text { (two+syllables) }\end{array} & \text { adverb } & \text { Than }\end{array}$ Noun $\left.\begin{array}{l}\text { Less } \\ \text { adverb(two+syllables) } \\ \text { Adverb -er (one syllable) }\end{array}\right)$

| S+V+ <br> O/ADVERB(optional) | The most <br> (two+syllables) <br> The <br> adverb(two+syllables) <br> Adverb -est (one syllable) | Noun |
| :--- | :--- | :--- | :--- |
| Zaryl finished the test | the most rapidly <br> the least rapidly <br> the fastest | of all |

Example:
Prof. Atho’ Muzhar was pleased because our group approached the project more scientifically of the others. (incorrect)

Prof. Atho’ Muzhar was pleased because our group approached the project more scientifically than the others. (correct)

## 15) Double comparatives

Remember that when two comparatives are used together, the first comparative expresses cause and the second comparative expresses result. A comparative is more or less with adjective, or an adjective with -er.

| CAUSE |  |  |  | RESULT |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Th <br> e | Comparativ <br> e | S | V | Th <br> e | comparativ <br> e | $\mathbf{S}$ | V |  |
| The more quickly | Yo <br> u | wal <br> k | The | Sooner | yo <br> u | will <br> get <br> tired |  |  |
| The | Slimmer | you | are | The | Easier | yo <br> u | fit <br> your <br> new <br> attir <br> e |  |

Example:
The more you review, the more easy the lesson will be. (incorrect)
The more you review, the easier the lessons will be. (correct)
16) Illogical comparatives (general similarity and difference)

| Noun <br> (singular) | Verb | different | From | that |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Studying <br> system in <br> Indonesia | Is | different | From | that | in |


| Noun <br> (plural) | Verb | different | From | those |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| The <br> facilities at <br> my <br> university | are | different | From | those | at other <br> universities <br> in <br> Surabaya |

17) Illogical comparatives (degrees)

| Noun <br> (singular) | Verb | More+adjective <br> adjective -er | Than | that |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 1) The <br> climate <br> in | is | hotter | than | that | of |
| Jakarta <br> 2) The <br> traffic <br> circle in | more regularly | than | that | Surabaya |  |
| Jakarta |  |  |  | of |  |


| Noun <br> (plural) | Verb | More+adjective <br> adjective -er | Than | those |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| The <br> prices in <br> TP | Are | more expensive | Than | those | at <br> Royal <br> Plasa |

## Example:

Mr. Sukasah's class is more interesting than Miss.Emi’s.(incorrect)
Mr.Sukasah's class is more interesting than that of Miss.Emi's. (correct)

## Students' Worksheet (Exercise)

## a. Locating Phrases

Direction: Underline the comparatives, superlatives, and expressions of equality and inequality in the following sentences.

Example: Mount Everest is the highest mountain in the world.
You should underline "the highest" because this phrase is a superlative comparing Mount Everest with all the mountains in the world.

1. The largest known gathering of bald eagles anywhere is on the Chilkat River.
2. Settlers from Europe brought with them smallpox, which aided the conquent of the Americans by killing as much as half the native population.
3. As recently as the 1930 s Yemen was inaccessible to travelers.
4. The increasing popularity of tennis and bigger crowds meant that a grandstand had to be built at Wimbledon in 1880.
5. Most delectible, king Salmon are also the rarest.
6. Once the world's largest church, Hagia Sophia is now a museum.
7. The more isolated the area, the happiers the campers were.
8. Rough woven washcloths rub off dirt as well as sponges do.

## b. Identifying the kind of phrase

Direction: Write "C" if the underlined phrase is a comparative, " $S$ " if the phrase is a superlative, and " $E$ " if the phrase is an expression of equality or inequality.

Example: $\qquad$ E He ate as much as his older brother.

1. $\qquad$ Lower prices have forced people in the fishing industry to seek fish other than salmon.
2. $\qquad$ The port of Mocca gave its name to what is possibly the most distinctive coffee in the world.
3. $\qquad$ Attempts to abolish the court cards from playing cards have proved as unsuccessful as trying to abolish royal figures from the game of chess.
4. $\qquad$ The oldest known dam, an engineering wonder of the ancient world, lies near Marib, once the home of the Queen of Sheba.
5. $\qquad$ Perharps the most coveted prize of them all is the Nobel Peace Prize.
6. $\qquad$ More pioneers walked across the continent than rode in wagons or on horses.
7. $\qquad$ The mexico earthquake of 1985 was far worse than that of 1979.
8. $\qquad$ Mice aren't really as attracted to cheese as they are to grains.

## c. Checking comparatives

Direction: circle any comparative that is used incorrectly.
Example: Northern Mexico generally receives the less rain than does Central Mexico.

You should circle "the less rain than" because the words "the" and "than" are not used together in a comparative structure.

1. More often than not a honking goose frightens off strangers best than a barking dog.
2. Australia is the flatter and drier of all continents.
3. Iowa produces the more feed corn than any other state.
4. The calmer of the two horses was more suitable for amateur riders.
5. The northern side of the mountain has a better scenic view.
6. Waiting to be developed is smaller of the two islands.
7. The history of the US as a nation spans less time than most major Chinese dynasties.
8. The hunter fired his gun when the heavy of the two bears charged at him.

Extended practice: Rewrite the incorrect sentences using the correct form of the comparative.

## d. Checking parallel comparatives

Direction: circle any parallel comparative that is used incorrectly.

Example:the more advances and improvements are made in technology,
the more convenient than the banking transactions become.

1. The more populated the area becomes, the more noise one has to contend with.
2. The finer the particles, the better they bond together when compacted.
3. The more the grasslands are overgrazed, the fast they become deserts.
4. Harder the government tried to settle the nomads, the stronger their resistence to change became.
5. The lower the temperature and longer the cooking time used for a baked potato, the crunchier and tough the skin will be.
6. The further west the Indians were driven, the harder they fought to secure their lands.
7. The faster he tried to work, the less he was able to accomplish.
8. The more development that takes place on the island, the less likelier the native wildlife will survive.

Extended practice: Rewrite the incorrect sentences using the correct form of the parallel comparative.

## e. Checking Superlatives

Direction: circle any superlative that is used incorrectly.
Example: He is the intelligentest of all people at the university.

You should circle "the intelligentest" because the correct superlative is "the most intelligent".

1. Turkey's the largest city, Istanbul,played a central role in history as Constatinople, the capital of the Byzantine Empire.
2. Only the 100 wealthiest were allowed to become members of the club.
3. The water in Half-Moon Bay is the bluest of blues.
4. Blown in form deserts to the north and west, China's loess deposits are the world's greater.
5. The most early set of cards found in Italy is the Tarot deck.
6. Once one of the southernmost towns of biblical Palestine, Beersheba contains a well believed to have been dug by Abraham.
7. The George W. Wells, a six-masted schooner, was a largest sailing ship lost on the East Coast.
8. The world's longest running sports competition began at Olympia in 776 B.C.

Extended practice: rewrite the incorrect sentences using the correct form of the superlative.

## f. Checking expressions of equality and inequality

Direction: circle any expression of equality and inequality that is used incorrectly.

Example: He likes cake too much as cogkies.
you should circle "too much as" because the correct expression of equality is " as much as".

1. Every year many pounds of peanuts are grown as sweet potatoes in the fertile soil of the Tidewater region.
2. As idyllic as the setting is, it has its drawbacks.
3. Not as many ice skaters take part in the games they used to.
4. Although the drought was as not severe as the previous one, its effect was more damaging.
5. Henry David Thoreau wanted to be as far from the noise of the crowded city as possible.
6. Though St.Paul is not as larger as Minneapolis, it shares the fame of being one of the "Twin Cities".
7. Elephants can siphon up their trunks as much as a gallon and a half of water before spraying it into their mouths.
8. Not as popular a sport as downhill skiing, cross-country skiing has its advantages.

Extended practice: Rewrite the incorrect sentences using the correct form of the expression of equality.

## CHAPTER V VERBS, GERUND AND INFINITIVE

## Introduction

This chapter presents written expression focusing on problems with verbs. This problem apparently appears in part of TOEFL written expression. It may deal with verb agreement or verb phrase that must be followed by gerund or infinitive.

Dealing with verb problem, there are some categories which are very essential to discuss in this section. The following discussion involves verbs which require infinitive or gerund.

## Lesson Plan

## Objective

The purpose of the learning is students are able to complete missing verbs in sentences correctly.

## Indicators

1. students are able to identify verbs which require infinitive
2. students are able to identify verbs which require gerund

## Detailed material

A verb is a word or phrase that expresses existence, action, or experience. There are two kinds of verbs in English. They are the main verb and auxiliary verb. In some grammar books, the auxiliary verb is called a helping verb because it is used with a main verb. There are some common verbs that must be followed infinitive or gerund.

## 1. Verbs which require infinitive in the complement

Remember the most useful verbs which can be followed directly by the infinitive:

| agree | decide | appear | arrange |
| :--- | :--- | :--- | :--- |
| ask | claim | demand | forget |
| hope | offer | refuse | want |
| order | intend | prepare | manage |
| pretend | tend | plan | seem |

## Examples:

Incorrect : She wanted speak with Mr. John
Correct : She wanted to speak with Mr. John

Incorrect : We don't plan going there
Correct : We don't plan to go there

## Uses of Infinitives

1. The infinitive may be used alone, They forget to pay the bill.
2. The infinitive may be used the subject of a sentence, To compromise appears advisable, To save money now seems impossible.
3. The infinitive may be the complement of a verb, His plan is to keep the affair secret
4. The infinitive may be the object or part of the object of a verb, He wants me to pay
5. The infinitive may be used after certain adjectives; angry, glad, happy, sorry, fortunate, likely, lucky example: I am glad to see you

He is happy enough to come home
6. The infinitive may be used after too, enough, and so...as
a) The infinitive can refer to the subject of the sentece. It then has as active meaning:

You are too young to understand
He was too drunk to drive home
She is old enough to travel by herself
b) The infinitive can also refer to the object of a verb. It then has paasive meaning:

The plate was too hot hot to touch (too hot to be touched)
This parcel is too heavy to be sent.

## EXERCISE

A. Direction: Use an infinitive phrase to create active sentence using the given ideas and the verb in parentheses.

1. The teacher said to me, "You may leave early." (Permit) The teacher permitted me to leave early.
2. The secretary said to me, "Please give this note to Sue" (ask)
3. My advisor said to me, "You should take Biology 109." (advise)
4. When I went to traffic court, the judge said to me, "You must pay a fine."
(order)
5. During the test, the teacher said to Greg, "Keep your eyes on your paper." (warn)
B. Direction: Identify the incorrect form of the following words.
6. After seeing the movie, we hope getting some coffee at Starsbuck's.
A
B
C
D
7. They notice some students put off doing their homework later
A
B C
D
8. Yesterday Sam meant to talk to you, but he didn't have times
A
B
C
D
9. Karen and Neil would like to try that new dance club downtown. $\frac{\text { It's }}{\text { C }}$ supposed to A B C have one of the largest dance floor in the world.

## D

5. The archeologist reported finding a large, previously unknown pyramid deep in the

D jungle.
2. Verbs which require gerund in the complement

The most important of these verbs are followed by gerund:

| avoid | delay | deny | enjoy | finish | forgive |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| keep | mind | stop | miss | postpone | begin |  |
| resist | quit | prefer admit | like | regret |  |  |
| risk | tolerate | mention | consider | discuss | practice |  |
| Examples |  |  |  |  |  |  |

Incorrect : She is considering not to go
Correct : She is considering not going

Incorrect : I miss to watch the news when I am travelling
Correct : I miss watching the news when I am travelling

The following verb phrases require an -ing form for a verb in the complement:
approve of do not mind beep on be better off
forget about look forward to can't help object to get through think of insist on count on

## Examples

Incorrect : I look forward to meet you
Correct : I look forward to meeting you

Incorrect : We can't help to wonder why she left
Correct : We can't help wondering why she left

Remember some verbs which can be followed either infinitive or gerund. These common verbs followed by either infinitive or gerund sometimes have different meaning.

Group A. Some verbs with no different meaning
begin start like
continue love
Examples: It begin to rain / It begin raining I started to work / I started working

Group B. Some verbs have different meaning

| remember try |  |  |
| :--- | :--- | :--- |
| regret | forget | stop |

## Examples:

a) Judy always remember to lock the door
[Remember + infinitive $=$ remember to perform responsibility, duty, or task]

I remember seeing the Alps for the first time. The sight was impressive.
[Remember + gerund $=$ remember (recall) something that happened in the past]
b) I regret spending so much money (I'm sorry, I spent so much money)
[Regret + gerund $=$ regret something that happened in the past.]

I regret to tell you that you failed the test (I'm sorry to inform you that you failed the test)
[Regret + infinitive = regret to say, to tell someone, to inform someone of some bad news.]

## EXERCISE

A. Direction: complete the sentences with correct form(s) of the verbs in parentheses.

1. Don't forget (do) your homework tonight!
2. I regret (inform) you that your loan application has not been approved
3. When a student asks a question, the teacher always tries (explain) $\qquad$ the problem as clearly as possible.
4. I don't mind (wait)...........for you. Go ahead and finish (do) $\qquad$ your work.
5. They've decided (stay) ............ here over vacation and (paint)
$\qquad$ my room.

## CHAPTER VI

## PARTICIPLES

## Introduction

This section discusses a lexical item which derived from a verb. This part will show some categories of participles in which they have characteristics and functions as they are in the phrase or clause.

In English, we have two kinds of participles; they are present participle and past participle. Both participles have different function and characteristics.

## Lesson Plan

## Objective

The purpose of the learning is students are able to differentiate between present participle and past participle correctly.

## Indicators

1. students are able to identify present participle
2. students are able to identify past participle

## Detailed material

Generally, participles are divided into two parts; active and passive participle. Active participle is also called present participle. It is often used to express an active action. In English, the form of present participle is showed by adding the verb with -ing. Meanwhile, passive participle is called past participle. It is a verb form indicating past or completed action or time that is used as a verbal adjective in phrase such as
baked beans and with auxiliaries to form passive voice or perfect in construction such as She had baked the beans and The work was finished.

In other word, a participle is a lexical item which is derived from a verb that has some of the characteristics and functions of both verb and adjective.

## A. Present Participle

Present participle can function either adjective or active verb as it is explained below:

1) Present participle as adjective that modifies noun

Example:

- a crying child (meaning: a child who is crying)
- running water (meaning: water which is running)

2) Present participle is used to form the continuous tense

Example:

- He is working (Present Continuous)
- You have been dreaming (Present Perfect Continuous

3) Present participle can sometimes replace a relative pronoun, change clause to phrase

- A map that marks political boundaries $=a$ map marking political boundaries
- $\quad$ The man who is wearing a blue T-shirt is my father = The man wearing a blue $T$-shirt is my father
- People who join the course are allowed to come = People joining the course are allowed to come

4) Present participle after verbs of sensation
A. The basic verbs of sensation (see, hear, smell, fell) and the verbs (listen, notice, and watch) can be followed by object + present participle

Example:
I see him passing my house every day
Didn't you hear the clock striking?
She smelt something burning and saw smoke rising
The action in the present participle may be either complete or incomplete: I saw him changing the wheel could mean that I watched the whole action or that I saw only part of it.
B. The verbs (see, hear, feel) and sometimes (listen, notice, and watch) can also be followed by object + bare infinitive Example:

We saw him leave the house
I heard him make arrangements for his journey
5) A present participle phrase replacing a main clause
A. When two actions by the same subject occur simultaneously, it is usually possible to express one of them by a present participle.

Example:
He rode away. He whistled as he went $=$ He rode away whistling.

He holds the rope with one hand and stretches out the outer to the boy in the water = Holding the rope with one hand, he stretches out the outer to the boy in the water.
B. When one action is immediately followed by another same subject, the first action can often be expressed by a present participle.

Example:
He opened the drawer and took out the a revolver = Opening the drawer, he took out the revolver

He locked the door and turned the light off = locking the door, he turned the light off
C. When the second action forms part of the first, or is a result of it, we can express the second action by a present participle

## Example:

She went out, slamming the door
He fired, wounding one of the bandits
6) A present participle can also express cause and effect Example:

Being sick, my grandma had her breakfast brought to her room (= because may grandma was sick, she had her breakfast brought to her room)

Feeling tired, I went to bed soon (= I went to bed soon because I felt tired)
7) Perfect Participle can be used instead of present participle to emphasize that the first action is complete before the second one starts.

Example:
Having tied one end of the rope to his bed, he threw the other end out of window (= After he had tied one end of the rope to his bed, he threw the other end out of window)

Having failed twice, he didn't want to try again (= After he had failed twice, he didn't want to try again)

## B. Past Participle

Past participle of regular verb is formed by adding -ed or -d to the infinitive, such as liked, worked, etc., while irregular verb such as gone, broken, fallen, etc. Past participle may be used as it is describe below:

1) Past participle is as adjective

Example:
The stolen car has been found
The renovated hotel is near town square
He cleans the broken glass
2) Past participle is used to form perfect tense or passive voice Example:

I have studied the materials for the next test
He had locked the door before he left
The gifts are given to the teacher
The schedule had been arranged before the meeting began.
3) The past participle can replace a subject + passive verb just as the present participle can replace subject + verb

Example:
She enters. She is accompanied by her mother $=$ She enters, accompanied by her mother

He was aroused by the crash and leapt to his feet = Aroused by the crash, he leapt to his feet

The bridge had been weakened by successive storms and was no longer safe $=$ Weakened by successive storms, the bridge was no longer safe

## EXERCISE 1

Directions: Read the paragraph and each sentence carefully. Underline the participle twice. Circle the noun it modifies. Draw an arrow connecting the participle to the circled noun.

As a small girl, I loved to help my talented mother bake her mouthwatering cookies. At Christmastime, my mom would bake twenty different types of cookies. Their amazing aroma filled the entire house and gave warmth during the freezing winters. Frozen and frost-bitten, I would return from school to find freshly baked cookies lining the cooling racks on the kitchen counters. After hours of work, decorated sugar cookies, chocolatedipped pretzels, melting chocolate chips, jellied "split-second" bars, and crumbled peanut brittle all filled Mom's special holiday-themed cookie tins. The best part was that, on Christmas night, my extended family and I would sit for unlimited hours around the cookie-littered table, talking and nibbling cookies.

## EXERCISE 2

Directions: Read each sentence carefully. Underline participial phrase once and the participle twice. Then, using the comma rules explained above, add commas where appropriate. Circle your commas.

1. The crowd cheering and stamping drowned out the audience.
2. The person elected secretary will be in charge of taking notes at the meetings.
3. Hearing the new evidence the lawyer shook her head in disbelief.
4. A lone windmill creaking mournfully stood high above the deserted farm.
5. The members of the band exhausted from marching practice went home.
6. The shorts given to me for gym class are way too big.
7. Published in 1941 the novel is still a best seller.
8. The four books chosen by Roland were all spy novels.
9. The burning bacon filled the kitchen with smoke.
10. The wrestler winning the gold medal is Kyle Witunsky.

## EXERCISE 3

Directions: Choose a, b, c, or d as the best answer of the following questions

1. The police ......... the famous politician’s murders are looking for two suspects.
a. are investigating
d. investigates
b. being investigated
c. investigating
2. ......... at two prestigious universities, Ahmad feels confused to decide which one is better for him
a. Being accepted
d. Accepting
b. To be accepted
c. Ahmad had accepted
3. The bus $\qquad$ late, she had to wait patiently.
a. was
b. having
c. had been
d. being
4. $\qquad$ very tired, I lay down on the sofa to rest.
a. Because I feel
b. Feeling
c. I felt
d. Because feeling
5. My train started at five, $\qquad$ in Taichung at seven.
a. and arrive
b. arrived
c. arriving
d. having arrived
6. $\qquad$ by the roaring thunder, the baby burst out crying.
a. To frighten
b. Frightening
c. Frightened
d. Having frightened
7. My work $\qquad$ I went out to see a movie.
a. has been finished
b. finished
c. been finished
d. was finished
8. The $\qquad$ treasure has not been found yet.
a. Hide
b. Hid
c. Hiding
d. Hidden

## CHAPTER VII CONDITIONAL SENTENCES

## Introduction

This section discusses conditional sentences or often be called ifsentence. This part will show the arrangement dealing with the form of conditional sentences.

There are two kinds of conditional sentences: real and unreal. Real Conditional describes real-life situations. Unreal Conditional describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English and are commonly included in daily conversations.

## Lesson Plan

Objective
The purpose of the learning is students are able to understand conditional sentences and their types.

## Indicators

1. students are able to define conditional sentences
2. students are able to identify types of conditional sentences
3. students are able to form conditional sentences

## Detailed material

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. These sentences use conditional construction and verb forms, which is called the conditional mood. Complete conditional sentences contain a conditional clause and the
consequence. As a refresher, a clause is a group of words with their own subject and verb. Consider the following sentence:
"If a certain condition is true, then a particular result happens."
"I would travel around the world if I won the lottery."
"When water reaches 100 degrees, it boils."
The tricky part about constructing a conditional sentence is it involves many factors both in its form and meaning. Since there are various factors involved when writing conditional sentences, the rules can be explained in different ways. The properties of the entire conditional sentences are determined by the condition's tense and degree of realness.

## 1. Conditional Sentence Type 1

It is often called the "real" conditional because it is used for real or possible situations. These situations take place if a certain condition is met. It is possible and also very likely that the condition will be fulfilled.

Form: [If + Simple Present, + Simple Future]
Conditional Sentences Type 1 refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic - so we think it is likely to happen. Example:

If I have enough time, I'll watch the football match.
I may have time to watch the match but I'm not sure about it.

## 2. Conditional Sentence Type 2

Often called the "unreal" conditional because it is used for unreal impossible or improbable situations. This conditional provides an imaginary
result for a given situation. It is very unlikely that the condition will be fulfilled.

Form: [if + Simple Past, + would + base verb]

In conditional type 2, we usually use in the if clause "were" instead of "was" even if the pronoun is $I$, he, she or it. "were" here is a subjunctive form.

NOTE "was" is also a possible form.
Example:
If I were a millionaire, I would buy a castle.

Conditional Sentences Type 2 refer to an action in the present that could happen if the present situation were different. I don't really expect the situation to change because it is very unlikely.

Example:
If I had a lot of money, I would travel around the world.

## 3. Conditional Sentence Type 3

It is impossible that the condition will be met because it refers to the past.

Form:

$$
\text { [if + Past Perfect, + would + have + Past Participle }]
$$

Conditional Sentences Type 3 refers to situations in the past. They express hypothetical results to past given situations.

Example:
If he had been careful, he wouldn't have had that terrible accident (Sometimes in the past, he was careless. He drove so fast. So he had a terrible accident)

## Things to remember

1. The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Examples:
"Phosphorus burns if you expose it to air."
" I will send her an invitation if I find her address."
" I would travel around the world if I had a million dollars."
"He wouldn't have had that terrible accident if he had been careful."
2. Main clause and/or if clause might be negative.

Example:
If I don't see him this afternoon, I will phone him in the evening.

If he had been careful, he wouldn't have had an accident.

## EXERCISE 1

Directions: Read the sentences below very carefully then underline the incorrect form and give the correct form of each sentence

1. If the participants comes early, the committee will welcome them friendly.
2. If I am you, I will accepts her love.
3. If I do this job, I would get the bonus.
4. If he studied hard, he would have passed the exam.
5. If you read the newspaper, you will know the news.
6. If the students wear overall, they would know the function.
7. I would have sang in all day if I had sung with you.
8. Police would rode motorcycle fast if he had caught the thief.
9. If he had known the answer, he would tell her.
10. If today did not rain, I will go to the English course.

## EXERCISE 2

Directions: Complete the Conditional Sentences with the correct form (Type I, II or III) by choosing a, b, c, or d as the best answer.

1. If I $\qquad$ stronger, I'd help you carry the piano.
a. am
b. would be
c. were
d. had been
2. If we'd seen you, we $\qquad$
a. had stop
b. stopped
c. would stop
d. would have stopped
3. If we $\qquad$ .him tomorrow, we'll say hello.
a. meet
b. will meet
c. had met
d. would have met
4. He would have repaired the car himself if he $\qquad$ the tools.
a. had
b. have had
c. will have had
d. had had
5. If you drop the vase, it $\qquad$
a. breaks
b. would break
c. broken
d. will break
6. If I hadn't studied, I ........the exam.
a. will not pass
b. did not pass
c. would not pass
d. would not have passed
7. I wouldn't go to school by bus if I $\qquad$
a. have
b. had have
c. had
d. had had
8. If she .........him every day, she'd be lovesick.
a. doesn't see
b. didn't see
c. will not see
d. had not seen
9. I $\qquad$ to London if I don't get a cheap flight.
a. don't travel
b. won't travel
c. would have travelled
d. weren't travelled
10. We'd be stupid if we........ him about our secret.
a. tell
b. have told
c. told
d. had told

## CHAPTER VIII

## PREFERENCES

## Introduction

This part presents the use of some expressions showing preferences. We sometimes get confused with them. They may have the same function expressing preference. However, they may have different form and different meaning.

## Lesson Plan

## Objective

The purpose of the learning is students are able to use the expressions of preference.

## Indicators

1. students are able to identify preferences
2. students are able to use preferences

## Detailed material

## A. Would like and prefer

The conditional 'would like' may express a wish or desire. 'Would like' is contracted '-'d like.' 'Would like' precedes an infinitive or a noun or noun phrase.

Example:
I would like more details.
I would like some sliced bread.
I'd like to make a call to New York.
I'd like to go to the movies.

In the interrogative form, the expression 'would you like' has the same meaning as 'do you want' but is a more polite form.

Example:
What kind of gas would you like?
Would you like to have a drink?
Would you like to wait for your flight in this lounge?
'Would like' can also be followed by gerund when we are not thinking of particular action but are considering the subject's tastes generally.

Example:
She would like riding if she could ride better
Would you like coming with me?
'Prefer' is usually followed by gerund. The use of prefer may have some pattern as follow:
$\mathbf{S}+$ Prefer $+\mathbf{N}+\mathbf{T o}+\mathbf{N}$ [e.g.: I prefer apples to oranges]
S + Prefer + Gerund + To + Gerund [e.g.: I prefer watching TV to studying]

S + Prefer + (To + Infinitive) + Rather than + (To + Infinitive)
[e.g.: I prefer to go shopping rather than to stay at home]

## B. Would prefer and would rather

Two related expressions are used to speak of preference. 'Would prefer' precedes a nominal group, a gerund, or an infinitive. 'Would' can be contracted to -'d.

Example:
We would prefer one payment.
Would you prefer staying at home?
I'd prefer to talk to someone else.

Note: In sentences containing 'would prefer', negations are placed before the main verb (an infinitive). Its form can be used when we want to choose between two options,

```
S + Would prefer + (To + Infinitive) + Rather than + (To + Infinitive)
```

Example:
I'd prefer to go shopping rather than to stay at home
I'd prefer not to meet him.
I'd would prefer you to pay cash
'Would rather' is used mainly in spoken language. It is followed by an infinitive without 'to' when only one subject is present (i.e., the verb takes the same subject as does 'would rather'), or by a past subjunctive if there are two.

Example:
Would you rather be in a compartment?
We'd rather he went now.
Note: When only one subject is present, negations precede the infinitive. When there are two subjects, negations are applied to the conjugated verb. Example:

She'd rather not stay alone.
I'd rather we didn't invite him.
'Would rather' precede infinitives without 'to' and may refer to the present or the future. Would rather' conveys preference

Example:
Would you rather stay inside or go for a walk?
I'd rather go for a swim.
'Would rather' is followed by subject + past tense (it is used in subjunctive) when the two subjects are different.

Example:
I would rather you paid the cash
He wants to tell you but I would rather he didn't tell you

## EXERCISE 1

Directions: Complete the sentences with preferences in bold typed

1. When I'm hot and thirsty, I ... (cold drinks) ....(hot drinks). [prefer]
2. When I'm hot and thirsty, I .... (a cold drink) ....(a hot drink). [would rather]
3. I ....(chicken) ....... (beef). [would rather]
4. When I choose a book, I ....(nonfiction) ....... (fiction). [prefer]
5. I .....(rock 'n roll) ..... (classical music). [would like]
6. Tina.... (lie) on the beach ....(go) swimming. [would rather]
7. My parents .......(work) .......(retire). They enjoy their jobs. [would rather]
8. I ......(take) a picture of a wild animal ......(kill) it with a gun. [would rather]
9. Mr. Kim .... (tea) .....(coffee) with his evening meal. [prefer]
10. My brother ...(read) a book in the evening ..... (visit) with friends. [would rather]

## EXERCISE 2

Directions: Choose the best answer to form correct answer

1. Would you like to see a film tonight? I'd $\qquad$ go dancing. How does that sound?
a. prefer
b. rather
c. ought
d. like
2. Why don't we have some Chinese food? Well, I'd $\qquad$ Italian. What do you think?
a. rather to eat
b. prefer eat
c. prefer eating
d. like
3. What would you like to do this evening? I $\qquad$ stay at home.
a. Prefer
b. would prefer
c. would prefer to
d. would like
4. What are you up for tonight? - How about $\qquad$ for dinner?
a. to go out
b. go out
c. going out
d. is going out
5. Usually people $\qquad$ .not like hot weather.
a. would rather
b. prefer
c. would prefer
d. like

## CHAPTER IX <br> CAUSATIVE VERBS

## Introduction

This part presents some verbs which require someone to do something or something needs to be done. In English, these verbs are called causative verbs. There are some verbs used in causative verbs. They present different form and meaning.

## Lesson Plan

## Objective

The purpose of the learning is students are able to identify causative verbs.

## Indicators

1. students are able to identify causative verb 'have’
2. students are able to identify causative verb 'make’
3. students are able to identify causative verb 'get'
4. students are able to identify causative verb 'let'

## Detailed material

Causative verbs 'make, have, and get' are used to show that the subject causes someone to do something or causes something to be done by someone else. There are two types of causative verbs, they are discussed as follow:

## A. Active Causative Verbs

1. Let

This construction means "to allow someone to do something."

Examples:
John let me drive his new car.
Will your parents let you go to the party?
I don't know if my boss will let me take the day off.
2. Make

This construction means "to force someone to do something."
Examples:
My teacher made me apologize for what I had said.
Did somebody make you wear that ugly hat?
She made her children do their homework.
3. Have

This construction means "to give someone the responsibility to do something."

Examples:
Dr. Smith had his nurse take the patient's temperature.
Please have your secretary fax me the information.
I had the mechanic check the brakes.
4. Get

This construction usually means "to convince to do something" or "to trick someone into doing something."

Examples:
Susie got her son to take the medicine even though it tasted terrible.

How can parents get their children to read more?

The government TV commercials are trying to get people to stop smoking.

## Things to Remember

## Get vs. Have

Sometimes "get someone to do something" is interchangeable with "have someone do something," but these expressions do not mean exactly the same thing.

Examples:
I got the mechanic to check my brakes (At first the mechanic didn't think it was necessary, but I convinced him to check the brakes.)

I had the mechanic check my brakes.
I asked the mechanic to check the brakes.

## B. Passive Causative Verbs

In this passive form, the subject causes something to be done by someone else. The form is applicable for all verbs (let, make, have, and get).

Example:
The teacher makes the exercises done
My uncle has got his house repainted
Mother let the computer repaired
Note:
In the negative and interrogative form, the auxiliary verbs used are
do/does/did
Example:
Positive : the manager has the letter typed

Negative : the manager doesn't have the letter typed
Interrogative : does the manager have the letter typed?

## EXERCISE 1

Directions: Rewrite these sentences using have or get.

1. The mechanic changed the oil in my car.
2. The hairdresser cut my hair in a completely different style.
3. A decorator has repainted our house.
$\qquad$

4. A friend of mine, who's an electrician, is going to repair my DVD player next week.
5. My jacket is being cleaned at a specialist cleaner's.
6. The town hall has just been rebuilt for the council.

## EXERCISE 2.

Directions: Choose the best answer to complete the sentence

1. Instead of buying a new bicycle, why don't you have your old one $\qquad$ ?
a. to fix
b. fixing
c. fixed
d. fixes
2. My mom always makes me $\qquad$ my room on Saturday mornings.
a. to clean up
b. cleaning up
c. cleaned up
d. clean up
3. My little girl wants us to let her $\qquad$ overnight at her friend's place.
a. to stay
b. staying
c. stayed
d. stay
4. We had our landlord $\qquad$ the broken window.
a. to fix
b. fixing
c. fixed
d. fix
5. We got the computer guy $\qquad$ the new software for us.
a. to install
b. installing
c. installed
d. install

## CHAPTER X

## MODALS AND MODALS PERFECT

## Introduction

This part presents some modals which function is as a helping verb.

## Lesson Plan

## Objective

The purpose of the learning is students are able to identify modal verbs and modal perfect.

## Indicators

1. students are able to identify modal verbs
2. students are able to identify modal perfect

## Detailed material

Modals may be used as the verb complement. Modals are always followed by infinitive in its construction. They are will, shall, can, may, must, ought to, could, might, would, and should. Each of them implies different intention, for example, you may attend the meeting and you must attend the meeting no matter what happens. These two sentences have the same pattern, but they have different meaning.
a) You may attend the meeting [you may come as you want]
b) You must attend the meeting no matter what happens [it is obligation that you must come to the meeting]

## 1. Will

The use:
a) To express the intention or desire

- He will come to your concert
- I will help you to take care this bike
b) To express permission or request
- Will you accompany me to the market, please?
- Will you answer the phone?


## 2. Would

The modal 'would' is commonly used the same as 'will', however, the difference is in the politeness. 'Would' is more polite than 'will'.
a) To ask permission politely

- Would you please open the door?
- Would you mind passing the salt?
b) To invite or offer
- Would you like to come to my party?
- Would you like to drink coffee?

3. Shall/Should/ought to
a) To offer something

- Shall I close the window?
- Shall I help you with the dishes?
b) To give advise
- Your clothes are dirty. You should wash them
- She has got a bad cold. She ought to stay at home


## 4. Can/Could

a) To express ability

- $\quad$ She can do the task easily
- My father could climb the mango tree when he was young
b) To express possibility
- The child can sing well
- They could be at home
c) To express a request
- Can I borrow your dictionary?
- Could you show me the way to the bank?


## 5. May/Might

a) To express possibilities

- They may be at my home
- She might be sick
b) To ask or give permission
- May I borrow your book?
- You may leave this room now


## 6. Could have + Past participle

To show the ability which someone had to do, but the fact he or she didn't

Example:

- Irma could have done the task better. She had enough time to do it. [Irma had the opportunity to do the task better, because she had enough time but she didn't do the task better]
- Rahmad is rich. He could have joined the tour to Hongkong. [Rahmad is rich actually. He is able to join the tour but he doesn't join]


## 7. Must have + Past participle

To conclude something, example:

- He gets a scholarship to study abroad. He must have studied hard to get it
- My bicycle isn't here. Someone must have stolen it


## 8. Should have + Past participle

To express something which should be done but it didn't, example:

- Lina should have studied hard last night because she has an exam today
- It was a secret between us. He shouldn't have listened to our conversation


## 9. Might have + Past participle

To express the possibility that happened in the past, example:

- Dian went home very early. She might have been ill
- He arrived late. He might have missed the bus


## EXERCISE

Directions: Choose the best answer to complete the sentence

1. There is plenty of tomatoes in the fridge. You $\qquad$ buy any.
a. mustn't
b. needn't
c. may not
d. shouldn't
2. It's a hospital. You $\qquad$ smoke.
a. must not
b. needn't
c. may not
d. don't have to
3. The lights are out. They $\qquad$ to sleep.
a. might have gone
b. should have gone
c. would have gone
d. must have gone
4. He had been working for more than 11 hours. He $\qquad$ .be tired after such hard work. He prefers to get some rest.
a. must
b. need
c. had better
d. must not
5. We $\qquad$ have invited Dave to the party if we had known he was in town.
a. might have invited
b. should have invited
c. would have invited
d. could have invited
6. I .......speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I just say a few things in the language.
a. Could
b. Might
c. Can
d. Must
7. You $\qquad$ have spent so much money on CDs. You'll have problems getting to the end of the month now.
a. might
b. should
c. shouldn't
d. shall
8. The teacher said we .......read this book for our own pleasure as it is optional. But we read it if we don't want to.
a. Can
b. Need
c. Must
d. Should
9. Alya is sneezing all the time. She. $\qquad$ .a cold
a. Must have
b. Should have
c. Would have
d. Had better have
10. This room is air conditioned. You should not have smoked here. It means that....
a. You will smoke
b. You smoke
c. You smoke
d. You didn't smoke

## CHAPTER XI

## PARALLELISM

## Introduction

This chapter talks about the construction of parallelism. The term parallel structures simply refer to similar grammatical forms. The forms can be words, phrases, clauses, or even sentences. Coordinating conjunctions (cc) always link parallel structures.

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

## Lesson Plan

## Objective

The purpose of the learning is students are able to use the expressions of preference.

## Indicators

1. students are able to identify preferences
2. students are able to use preferences

## Detailed material

Parallel structure means that when information in a sentence is given as a list or a series, all components of that list or series must be grammatically parallel or equal. There may be only two components, or there may be more than two components in a list.

Parallel structure (also called parallelism) is the repetition of a chosen grammatical form within a sentence. By making each compared item
or idea in your sentence follow the same grammatical pattern, you create a parallel construction.

Example

## Not Parallel:

Elina likes hiking, the rodeo, and to take afternoon naps.

## Parallel:

Elina likes hiking, attending the rodeo, and taking afternoon naps.

## OR

Elina likes to hike, attend the rodeo, and take afternoon naps.
Question: The bears have become more active, aggression, and A B

C angry than before.

D
The answer is C, aggression, which is incorrect because the other two words in the list (active and angry) are adjectives. Aggression is a noun. The adjective form of this word would be aggressive.

## The Use of Parallel Structure

1. With Coordinating Conjunctions

When you connect two or more clauses or phrases with a coordinating conjunction (for, and, nor, but, or, yet, or so), use parallel structure.

Example

## Not Parallel:

My best friend took me dancing and to a show.

## Parallel:

My best friend took me to a dance and a show.

## 2. With Correlative Conjunctions

When you connect two clauses or phrases with a correlative conjunction (not only...but also, either...or, neither...nor, if...then, etc.), use parallel structure.

Example

## Not Parallel:

My dog not only likes to play fetch, but also chase cars.

## Parallel:

My dog not only likes to play fetch, but he also likes to chase cars.
OR
My dog likes not only to play fetch, but also to chase cars.

Be sure that any element you want to repeat appears after the first half of the correlative conjunction. Look at the position of as in the following examples. In the second sentence, as appears before either and is repeated after or, which makes the construction not parallel.

Example:
Not Parallel
They acted as either individual citizens or as members of the committee.

## Parallel

They acted either as individual citizens or as members of the committee.

In the following example, the last sentence, we expected appears before the first half of the correlative conjunction and should not be repeated after the second half.

Example:

## Not Parallel

We expected not only to be late but also we expected to be exhausted.

## Parallel

We expected not only to be late but also to be exhausted.

## OR

We expected to be not only late but also exhausted. (better)
3. With Phrases or Clauses of Comparison

When you want to connect two clauses or phrases with a word of comparison (such as than or as), you need to use parallel structure.

Example
Not Parallel:
I would rather pay for my education than financial aid.

## Parallel:

I would rather pay for my education than receive financial aid.
4. With Lists

When you are comparing items in a list, use parallel structure.
Example

## Not Parallel:

Mr. Ghofur criticizes public schools because they are compulsory, funded by the government, and destroy students' humanity.

## Parallel:

Mr. Ghofur criticizes public schools because they are compulsory, government-funded, and normalizing.

## OR

Mr. Ghofur criticizes public schools because they require students to attend, receive money from the government, and destroy students' humanity.

When your sentence includes a series, make sure you have not used different grammatical structures for the items.

## Not Parallel:

He described skiing in the Alps, swimming in the Adriatic, and the drive across the Sahara Desert.

## Parallel:

He described skiing in the Alps, swimming in the Adriatic, and driving across the Sahara Desert.

In the parallel version, all the elements in the series begin with gerunds: skiing, swimming, driving. In the nonparallel version, the final element is a noun but not a gerund. The elements would remain parallel even if the phrases following the gerunds were changed or omitted. The length of the items in the series does not affect the parallel structure.

## Not Parallel:

He described skiing, swimming in the Adriatic, and to drive across the dessert

## Parallel:

He described skiing, swimming in the Adriatic, and driving across the desert.

It doesn't matter what grammatical structure you choose for your series as long as you keep it consistent.

Example:
Dayat liked to have a beer, exchange stories with her friends, and watch the men walk by.

Dayat liked having a beer, exchanging stories with her friends, and watching the men walk by.

When you use words such as to, a, an, his, her, or their with items in a series, you can use the word with the first item, thus having it apply to all the items; or you can repeat it with each item. If you choose to repeat it, you must do so with all the items, not just some of them.

Example:
Not Parallel
He liked their courage, stamina, and their style.

## Parallel

He liked their courage, stamina, and style.
OR
He liked their courage, their stamina, and their style.

## Not Parallel

She saw a van, a car, and bicycle collide.

## Parallel

She saw a van, car, and bicycle collide.

## OR

She saw a van, a car, and a bicycle collide.

When you are comparing items in a sentence, obviously parallelism will be important. Make sure that the elements you are comparing or contrasting are grammatically parallel.

Example:

## Not Parallel

He spoke more of his term as ambassador than being president.

## Parallel

He spoke more of being ambassador than of being president.

## Not Parallel

The schools in the rural area are smaller than the inner city.

## Parallel

The schools in the rural area are smaller than the schools in the inner city.

## EXERCISE 1

Directions: Read the following sentences and revise any which do not use parallel structure. Remember that there are many ways to revise a sentence to reflect parallel structure; if possible, rewrite each incorrect sentence in more than one way.

1. I would rather eat potatoes than to eat rice.
2. Global warming affects humans, the environment, and is scary.
3. It's harder to do long division than dividing with a calculator.
4. Merchants receive either money or trade goods with their clients.
5. Flying is not only faster but also it is safer than traveling by car.

## EXERCISE 2

Directions: Select the sentence that illustrates the use of proper parallel construction.

1. A. Phuong Tran has wit, charm, and she has an extremely pleasant personality.
B. Phuong Tran has wit, charm, and a pleasing personality.
2. A. In English class, Tasha learned to read poems critically and to appreciate good prose.
B. In English class, Tasha learned to read poems critically and she appreciated good prose.
3. A. Rahmi's QPA is higher than Rafli
B. Rahmi's QPA is higher than Rafli's.
4. A. He wanted three things out of college: to learn a skill, to make good friends, and to learn about life.
B. He wanted three things out of college: to learn a skill, to make good friends, and learning about life.
5. A. Coach Erman was a brilliant strategist, a caring mentor, and a wise friend.
B. Coach Erman was a brilliant strategist, a caring mentor, and friend.
6. A. We found the film repulsive, offensive, and we thought it was embarrassing.
B. We found the film repulsive, offensive, and embarrassing.
7. A. Mr. Halim kept his store clean, neat, and he made it conveniently arranged.
B. Mr. Halim kept his store clean, neat, and conveniently arranged.
8. A. Professor Ali rewarded his students for working hard on the final project and going beyond the call of duty.
C. Professor Ali rewarded his students for their hard work on the final project and going beyond the call of duty.


## CHAPTER XII

## PASSIVE VOICE

## Introduction

This chapter talks about the passive form of the sentence. The passive is frequently used in English to express ideas that require a reflexive or impersonal construction in other languages, and in many cases is also used where the other languages use the active.

## Lesson Plan

## Objective

The purpose of the learning is students are able to identify and use passive voice

## Indicators

1. students are able to identify active sentence
2. students are able to identify passive sentence

## Detailed material

Verbs are also said to be either 'active' (The executive committee approved the new policy) or 'passive' (The new policy was approved by the executive committee) in voice. The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by 'by' and placed at the end of the clause. Example:

Active $\quad:$ My grandfather planted this tree.
Passive : This tree was planted by my grandfather.

## Form of the passive voice:

## Subject + the appropriate form of to be + Past Participle

NOTE: The appropriate form of to be = 'To be' is put in the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:
a) The object of the active sentence becomes the subject of the passive sentence.
b) The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
c) The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Example:


Examples of the passive voice:

| Tense |  | Subject | Verb |
| :--- | :--- | :--- | :--- |
| Object |  |  |  |
| Simple <br> Present Active: Nancy makes <br> Passive: Tea is made tea. | by Nancy. |  |  |


| Present <br> Progressive | Active: | Nancy | is making | tea. |
| :---: | :---: | :---: | :---: | :---: |
|  | Passive: | Tea | is being made | by Nancy. |
| Simple Past | Active: | Nancy | made | tea. |
|  | Passive: | Tea | was made | by Nancy. |
| Past <br> Progressive | Active: | Nancy | was making | tea. |
|  | Passive: | Tea | was being made | by Nancy. |
| Present | Active: | Nancy | has made | Tea. |
| Perfect | Passive: | Tea | has been made | by Nancy. |
| Past Perfect | Active: | Nancy | had made | tea. |
|  | Passive: | Tea | had been made | by Nancy. |
| Future simple | Active: | Nancy | will make | tea. |
|  | Passive: | Tea | will be made | by Nancy. |
| Future perfect | Active: | Nancy | will have made | tea. |
|  | Passive: | Tea | will have been made | by Nancy. |
| Conditional | Active: | Nancy | would make | tea. |
|  | Passive: | Tea | would be made | by Nancy. |
| Modals | Active: | Nancy | can make | tea. |
|  | Passive: | Tea | can be made | by Nancy. |

## Passive voice sentences with two Objects:

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

| Active/Passive | Subject | Verb | Object 1 | Object 2 |
| :---: | :---: | :---: | :---: | :---: |
| Active: | Nancy | offered | a flower | to me. |
| Passive: | A flower | was offered | to me | by Nancy. |
| Passive: I was offered a flower | by Nancy. |  |  |  |

When we have verbs that take two objects like, for example, give somebody something, we can convert the active sentence into a passive one in two ways:
a. By making the indirect (animate) object to be the subject of the passive voice sentence, which is also the way that we usually prefer.
b. By making the direct (inanimate) object becomes the subject of the passive voice.

Example:
Rick gave me (indirect object) this book (direct object).
I was given this book by Rick.
This book was given to me by Rick.

Some of the verbs that take two objects are: give, tell, send, show, bring, write, offer, pay, etc. When the indirect object is alone after the verb
in the passive voice sentence, it needs the preposition to. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

## Impersonal Passive:

Study these examples:

- They say that the planet is in danger.
- It is said that the planet is in danger.

This type of passive is called impersonal because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know ...)

Example:

- It is said that...
- It is thought that...
- It is believed that...
- It is known that...

It is also common that we start the passive form of these sentences with the subject of the that-clause:

Example:
They say that the planet is in danger $=$ The planet is said to be in danger

They think that women live longer than men = Women are thought to live longer

## USE

The Passive is used:

1. When the agent (=the person who does the action) is unknown, unimportant or obvious from the context.

Example:
Jane was shot. (We don't know who shot her.)
This church was built in 1815. (Unimportant agent)
He has been arrested. (Obviously by the police)
2. To make more polite or formal statements.

Example:
The car hasn't been cleaned. (more polite)
You haven't cleaned the car. (less polite)
3. When the action is more important than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements. Example:

30 people were killed in the earthquake.
4. To put emphasis on the agent.

Example:
The new library will be opened by the Queen.

## AGENT

To say who did the action that we are talking about (ie. to refer to the agent), we use the preposition by and the name (by Peter), noun (by the teacher) or pronoun (by him) at the end of the sentence. We usually only refer to the agent when it gives us some important information which otherwise would be missing from the sentence.

Example:
Our house was designed by a famous architect.

## We don't mention the agent:

1. If we don't know who has done what we are talking about.

Example:
Our car was stolen last night. (We don't know who stole it)
2. If we are not interested in who has done what we are talking about or it is not important to mention it.

He has been taken to hospital. (What we are interested in is the fact that he has been taken to hospital and not who has taken him.)
3. If it is easy to understand who did something without it being mentioned.

Example:
The murderer was arrested last night. (It is not necessary to mention that he has been arrested by the police because it is self-evident.)
4. If the subject of the active voice sentence is something like somebody, people, they, you, etc.

Example:
Someone broke the window $\rightarrow$ The window was broken.

## BY OR WITH

In the passive voice, we use:

1. 'by' with the agent to refer to by whom the action is being done.

Example:
The door was opened by Mr. Black. (Mr. Black = agent)
2. 'with' to refer to the instrument, object or material that was used for something to be done.

Example:
The door was opened with a key. (a key = the object that was used)

The omelet was made with eggs, cheese and peppers. (eggs, cheese and peppers = the material that are used)

## EXERCISE 1

Directions: Choose the correct form of the verbs in brackets.
Fiat was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat, (1) $\qquad$ (produced/was produced) 132 cars. Some of these cars (exported/were exported) by the company to the United States and Britain. In 1920, Fiat (3) $\qquad$ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars (4) $\qquad$ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car (5)
$\qquad$ (called/was called) the Topolino - the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat (6) (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars
$\qquad$ (sold/are sold) all over the world.

## EXERCISE 2

Directions: Change the active sentences below into correct passive voice

1. They were interviewing her for the job.
2. Tom is writing the letter.
3. Everyone understands English.
4. The employees brought up this issue during the meeting.
5. The professor told him not to talk in class.
6. They say that women are smarter than men.
7. The fire has destroyed the house.
8. She would have told you.
9. She would reject the offer.
10. This surprises me.

## EXERCISE 3

Directions: Rewrite these sentences in an alternative passive form, beginning your sentences with the words in italics.

1. It is said that he is an honest, hard-working man.
2. It is considered that this surgeon is a brilliant practitioner.
3. It is now thought that some redundancy in the Midlands is inevitable.
4. It was proved that the statements he had made were false.
5. It was understood that Mr. Smith was willing to meet the British Prime Minister.
6. It is believed that the Chancellor is thinking of imposing special taxes to raise extra revenue.
7. It is expected that the electricity supply industry will be running into surplus capacity by next year.
8. It is reported that several American motor manufacturers are planning to set up assembly plants overseas.
9. It is expected that the brewers will raise the price of beer in the near future.
10. It was claimed that the drug produced no undesirable side-effects.

## SISTEM PENILAIAN

## A. Proses Penilaian Perkuliahan

Pengambilan nilai dalam mata kuliah Structure 4 ini menggunakan Sistem Evaluasi Penilaian sebagaimana dalam Buku Panduan Penyelenggaraan Pendidikan IAIN Sunan Ampel Tahun 2012 yang terdiri atas 4 macam penilaian:

1. Ujian Tengah Semester (UTS)

UTS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket I bahan perkuliahan (paket 1-6) . Materi UTS diambil dari pencapaian indikator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu matakuliah dengan skor maksimal 100.
2. Tugas

Tugas merupakan produk (hasil kreatifitas) mahasiswa dari keunggulan potensi utama yang ada dalam dirinya. Hasil kreatifitas dapat disusun secara individual atau kelompok yang bersifat futuristik dan memberi manfaat bagi orang lain (bangsa dan negara). Petunjuk cara mengerjakan tugas secara lebih rinci diserahkan kepada Dosen pengampu. Skor tugas mahasiswa maksimal 100.
3. Ujian Akhir Semester (UAS)

UAS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket II bahan perkuliahan (paket 7-12). Materi UAS diambil dari pencapaian indikator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu matakuliah dengan skor maksimal 100.
4. Performance

Performance, merupakan catatan-catatan keaktifan mahasiswa dalam mengikuti perkuliahan mulai pertemuan pertama hingga pertemuan terakhir antara 14-16 pertemuan. Dosen dapat memberi catatan pada setiap proses perkuliahan kepada masing-masing mahasiswa dengan
mengamati: (1) ketepatan waktu kehadiran dalam perkuliahan, (2) penguasaan materi (3) kualitas ide/respon terhadap materi yang dikaji, dan lain-lain (Dosen dapat menambah hal-hal lain yang perlu diamati).
Dosen merekap seluruh catatan selama perkuliahan, dan memberi penilaian performance pada masing-masing mahasiswa dengan skor maksimal 100.

Dosen dapat mengcopy absen perkuliahan, untuk memberi catatancatatan penilaian performance atau membuat format sendiri. Catatan penilaian performance tidak diperkenankan langsung di dalam absen perkuliahan mahasiswa.

## B. Nilai Matakuliah Akhir Semester

Nilai matakuliah akhir semester adalah perpaduan antara Ujian Tengah Semester (UTS) 20\%, Tugas 30 \%, Ujian Akhir Semester (UAS) 40 \%, dan Performance 10 \%.

Nilai matakuliah akhir semester dinyatakan dengan angka yang mempunyai status tertentu, sebagaimana dalam tabel berikut.

| Angka Interval <br> Skor (skala 100) | Skor (skala 4) | Huruf | Keterangan |
| :---: | :---: | :---: | :---: |
| $91-100$ | 4,00 | A+ | Lulus |
| $86-90$ | 3,75 | A | Lulus |
| $81-85$ | 3,50 | A- | Lulus |
| $76-80$ | 3,25 | B+ | Lulus |
| $71-75$ | 2,75 | B | Lulus |
| $66-70$ | 2,50 | C+ | Lulus |
| $61-65$ |  | Lulus |  |


| $56-60$ | 2,25 | C | Lulus |
| :---: | :---: | :---: | :---: |
| $51-55$ | 2,00 | C- | Tidak Lulus |
| $40-50$ | 1,75 | D | Tidak Lulus |
| $<39$ | 0 | E | Tidak Lulus |

Keterangan:
a. Nilai huruf C- dan D pada matakuliah akhir semester harus diulang dengan memprogram kembali pada semester berikutnya
b. Nilai huruf C dan $\mathrm{C}+$ boleh diperbaiki dengan ketentuan harus memprogram ulang dan nilai huruf semula dinyatakan hangus/gugur
c. Rumus menghitung nilai matakuliah (NMK) akhir semester:

NMK $=($ NUTSx20 $)+($ NTx30 $)+($ NUASx40 $)+($ NPx10 $)$

NMK = Nilai Matakuliah
NUTS = Nilai Ujian Tengah Semester
NT = Nilai Tugas
NUAS = Nilai Ujian Akhir Semester
NP = Nilai Performance
d. NMK bisa dihitung apabila terdiri dari empat komponen SKS, yaitu:

UTS, Tugas, UAS, dan performance. Apabila salah satu kosong (tidak diikuti oleh mahasiswa), maka nilai akhir tidak bisa diperoleh, kecuali salah satunya mendapat nol (mahasiswa mengikuti proses penilaian akan tetapi nilainya nol), maka nilai akhir bisa diperoleh.
Nilai akhir matakuliah, ditulis nilai bulat ditambah 2 angka di belakang koma. Contoh: 3,21. 2,80, dst.

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## CURRICULUM VITAE



EndratnoPilih Swasono, M.Pd., was born in Nganjuk on 7 June 1971. After finishing his elementary education at SDN Mangundikaran 1 Nganjuk (1985), he continued to study at a junior secondary education, SMPN 5 Nganjuk (1988), and a senior secondary education at SMAN 1 Nganjuk. He got S1 degree
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