

TOEFL

PREPARATION OF STRUCTURE SKILL

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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FEREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this Toefl Preparation Of Structure Skill book.

This book discusses Word Class, Preposition, Articles, Noun, Pronoun, Verbs, Simple Sentence, Complex Sentence, Comparative and Superlative, Inversion.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers.

The author would like to thank all those who have supported the completion of this book. Especially those who have helped to publish this book and have entrusted it to encourage and initiate the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, 3 Agustus 2023

Author

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BAB 1

WORD CLASS

By Semari Eva Elita Girsang

1.1 Word Formation In English

Word formation is typically thought of as the process that creates words. This suggests that words do not exist in a vacuum; they are usually composed. Essential to this composition are morphemes, which are “the minimal units of grammatical analysis in all languages” (Lyons 1979:200). In other words, morphemes are where a word is positioned structurally. Since affixation and other word creation techniques like blending, clipping, compounding, etc. are utilized to construct a sizable fraction of English words, this is the case.

1.1.1 Word Formation Processes

Affixation, blending, compounding, clipping, acronyms, neologism, and idiomatic expression are some of the common ways that English words are created, in accordance with what was previously said. These perspectives will consequently guide how we think about word development.

1. Affixation

Since a bound morpheme must be linked to a free morpheme in order to execute any function, The joining of bound morphemes to the free morpheme(s) is known as AFFIXATION. 'Come', 'bad','sing','read', 'write', 'form', 'accept', etc.. A morpheme is bound, on the other hand, when it needs the root before its meaning can be completely understood. 'Un-', '-able', '-s','mis-', 'ation', etc. are a few examples. Prefixation and suffixation are the two types of affixation that can be applied to an English word, and any word created using any of these methods is referred to as a complicated word. Affixation

can also be further broken down into inflectional and derivational subtypes. Below, each of these is covered in detail.

2. Blending

By combining two free words, such as syllabus, using this method, a single term can be produced.. To put it another way, two free forms are blended when they lose one or more of their syllables as you construct a single word. The final step is to combine the remaining syllables in each word to form the new term. Examples of mixes that are typical include:

- a. Faction = fact plus fiction
- b. Smog is created when smoke and fog combine.
The "faction" is created by choosing "fa" from "fact" and "ction" from "fiction." Additionally, the conjunction of "smo" creates "smog."

3. Compounding

The process of generating words is called compounding. Compounding is the process of combining two or more words to create new words. With or without hyphenation, this can be done, and the compounds that are created typically have different meanings. Here are a few instances:

Whiteboard Mother-in-Law

Sugarcane

As these examples demonstrate, compounded words can take a variety of forms. They can be single words (like whiteboard), words with hyphens (like mother-in-law), or two words (like sugar cane). Thus, these forms illustrate how compound words are typically represented in orthography.

4. Clipping

A clip has been referred to by Odebunmi (2001:33) as "a shortened form of a longer word. this shows that a bi/polysyllabic term is typically abbreviated while maintaining its structural nomenclature and meaning. However, a clip is typically used in formal circumstances to (a) accomplish word economy and (b) signal intimacy between the speaker and the audience. Clips that are examples include:

- a. Paper: 'newspaper' trimmed
- b. Mag: 'magazine' cut
- c. Mac: short for "mackintosh," It alludes to an umbrella
- d. Disco: taken from "discotheque," a place where people dance to recorded versions of popular music.
- e. Phone: taken from 'telephone'

5. Abbronyms

The term 'abbronyms' was coined by Odebunmi (1996) to explain abbreviation and acronyms. The phrase was created as a result of the realization that it can be difficult to tell an acronym from an abbreviation. In fact, the majority of academics have handled the two ideas in a way that overlaps. That is, in a manner that makes one into the other (for example, Quirk and Greenbourn 1973, Macdonald 1974, etc.). A abbreviation is described as "letter representations of a group of letters, words, or phrases, which may or may not be pronounceable as English words" (Odebunmi 2001: 35), taking into account the definitions of the two terms (abbreviation and acronym). Abbronymy is the term used to describe the process of creating abbronyms. A few abbronym examples are:

Abbronyms Complete forms

EEC, INEC, and TB are acronyms for the European Economic Community, Tuberculosis, and Independent National Electoral Commission, respectively.

The previously mentioned examples demonstrate that there are two distinct categories of abbronyms in English: basic and complex abbronyms. Whether or not they contain function or grammatical terms, simple abbronyms are ones whose structures may be readily predicted from the first letters of their words or phrases.

6. Nelogism

The act of conceiving new words or giving new meanings to old ones. In general, it highlights the fluidity of language. For instance, the vocabulary of English grows in both first- and second-language situations to reflect (a) shifts in social attitude, (b) advances in science and technology as well as other types of development, or (c) the inability of current words to adequately convey novel concepts or events. The terms "bomb," "sim," "wave," "jeep," etc. are examples of coinages, as are AIDS, HIV, PHCN, NOLA, etc., which were created to describe various stages of social evolution in human cultures.

7. Idiomatic Expression

In idiom, the point of English words' lexical expansion is recorded. An idiom is a word or fixed group with a particular meaning, such as "point black" (plainly), "tall order" (difficult thing to do), etc. The meaning of an idiom is never the same as the meanings of the words that make up it when it is a collection of words rather than a single word. Occasionally, the meaning of an idiom can be inferred from the definition of one of the phrases, as in the phrase "to live in the lap of luxury" (to live in a very opulent manner; referring to luxury). The meaning of an idiom is typically wholly unforeseeable from any of the individual words it comprises, for example;

Bongo was over the moon about her exam result (she was extremely happy).

Idioms typically take the form of metaphorical phrases like "piece of coke" (metaphor: extremely simple), "as clean as a whistle" (smile: perfectly), or word pairs like "staff and nonsense" (that's false or a bad notion). 'sixes and sevens' (when confused), 'chapter and verse' (when proving one's replies), or phrasal verbs like 'put up with' (tolerate), 'chicken out of' (to decide not to do something out of fear), etc. As these examples have demonstrated, idioms that function as phrasal verbs typically combine verbs and prepositions to convey meanings that are not obvious from the way the words or expressions are written. Additionally, a few phrases have been classified as idioms in English, such as "beat around the bush," "between the devil and the deep sea," and "swings and roundabouts," for example.

The aforementioned explanations demonstrate that word formation has been explored while taking into account the many processes involved in the formation of English words. In essence, it is demonstrated that English vocabulary grows as a result of the various processes looked at to support the expressive capabilities of the English language.

1.2 Word Class

1.2.1 Definition of Word Class

A word class is a group of words that share similar grammatical properties. In English, there are nine word classes: nouns, verbs, adjectives, adverbs, determiners, prepositions, pronouns, conjunctions, and interjections. A word class is "a set of words that display the same formal properties, especially their inflections and distribution." (Kolln & Funk, 2008) It is similar to the more traditional term part of speech. However, "When linguists began to look closely at English grammatical structure in the 1940s and 1950s, they encountered so many problems of identification and definition that the term part of speech soon fell out of favour, word class being introduced instead. Word classes are equivalent

to parts of speech, but defined according to strict linguistic criteria." (Crystal, 2003) As a result, the term word class is adopted in the present study instead of part of speech. Lots of studies have been done on word classes, but few of them looked at them from the perspective of second language acquisition.

Word classes are important for understanding how sentences work. For example, verbs are always the main words in a sentence, and nouns are always the subjects or objects of verbs. Adjectives and adverbs can modify nouns and verbs, respectively. Determiners, prepositions, pronouns, conjunctions, and interjections all have their own specific roles in sentences. By understanding the different word classes, you can better understand how to construct sentences that are grammatically correct and clear.

1.2.2 The Types of Word Class

1. Nouns

Nouns are words that represent people, places, things, or ideas. They can be concrete (e.g., "table," "cat") or abstract (e.g., "happiness," "freedom"). Person: John Place: New York City. Thing: Car, idea: Freedom.

Examples in sentences;

- a. The dog chased the ball. (Anjing itu mengejar bola.)
- b. I visited a beautiful city last summer. (Saya mengunjungi sebuah kota yang indah musim panas lalu.)
- c. Love is a powerful emotion. (Cinta adalah emosi yang kuat.)

2. Verbs

Verbs are words that describe actions or states of being. Verbs express actions, occurrences, or states of being. They describe what the subject of a sentence does or experiences. Examples:

- a. She runs every morning. (Dia berlari setiap pagi.)
- b. They ate dinner at the restaurant. (Mereka makan malam di restoran.)
- c. The sun is shining brightly. (Matahari bersinar terang.)

3. Adjectives

Adjectives are words that describe nouns. Adjectives modify or describe nouns or pronouns, providing more information about their qualities or characteristics. Examples:

- a. He has a big house. (Dia memiliki rumah yang besar.)
- b. I'm feeling happy today. (Saya merasa bahagia hari ini.)
- c. She painted her room in a bright red color. (Dia mengecat kamarnya dengan warna merah terang.)

4. Adverbs

Adverbs are words that modify verbs, adjectives, or other adverbs. Adverbs modify verbs, adjectives, or other adverbs, indicating manner, place, time, degree, etc. They often answer questions like "how," "when," "where," or "to what extent." Examples:

- a. She sings beautifully. (Dia menyanyi dengan indah.)
- b. The train arrived late. (Kereta itu tiba terlambat.)
- c. Please come here quickly. (Tolong datang kesini dengan cepat.)

5. Determiners

Determiners are words that come before nouns to limit or specify their meaning. For example, "the," "a," "some," and "many."

6. Prepositions

Prepositions are words that show the relationship between a noun or pronoun and another word in a sentence. Prepositions show relationships between nouns (or pronouns)

and other words in a sentence, often indicating location, direction, time, or manner. Examples: "in," "on," "at."

- a. The book is on the table. (Buku itu ada di atas meja.)
- b. They went for a walk in the park. (Mereka pergi berjalan-jalan di taman.)
- c. I'll meet you at the restaurant. (Aku akan bertemu denganmu di restoran.)

7. Pronouns

Pronouns are words that replace nouns. Pronouns replace nouns or noun phrases, allowing us to refer to people or things without repeating their names. Examples: "he," "she," "it," "they."

- a. Personal: I, you, he, she, it, we, they
- b. Possessive: My, your, his, her, its, our, their
- c. Reflexive: Myself, yourself, himself, herself, itself, ourselves, themselves
- d. Relative: Who, whom, which, that

8. Conjunctions

Conjunctions are words that join words or phrases together. Interjections are words that express emotions or sudden thoughts. Conjunctions connect words, phrases, or clauses. They can be coordinating (connecting equal elements) or subordinating (connecting a dependent clause to a main clause). Examples: "and," "but," "or."

- a. I like both coffee and tea. (Saya suka baik kopi maupun teh.)
- b. She studied hard, but she still failed the exam. (Dia belajar keras, tetapi dia masih gagal dalam ujian.)
- c. I can go shopping or watch a movie. (Saya bisa pergi berbelanja atau menonton film.)
- d. Interjection (Kata Seru):

1.2.3 The position of a word class

The position of a word class in a sentence can vary depending on the function of the word. For example, nouns can typically be found at the beginning or end of a sentence, while verbs are typically found in the middle. However, there are exceptions to these rules. For example, a noun can be used as an adjective if it comes before another noun. And a verb can be used as an adverb if it comes after another verb.

Here are some examples of how word classes can be positioned in a sentence:

1. Nouns
The cat is black. (Noun at the beginning of the sentence)
Black cat. (Noun at the end of the sentence)
The big black cat. (Nouns come before and after another noun)
2. Verbs
The cat runs. (Verb in the middle of the sentence)
Runs fast. (Verb at the end of the sentence)
The cat runs fast. (Verb comes before an adverb)
3. Adjectives
The big cat. (Adjective before a noun)
Cat is big. (Adjective after a verb)
4. Adverbs
The cat runs fast. (Adverb after a verb)
Fast runs the cat. (Adverb at the beginning of a sentence)

As you can see, the position of a word class in a sentence can vary depending on the function of the word. However, there are some general rules that can help you to understand how word classes are typically used in English sentences.

1.2.4 The Kinds of Word Classes in Analysis

There are four main kinds of word classes in analysis: nouns, verbs, adjectives, and adverbs. Nouns are words that name people, places, things, or ideas. Verbs are words that describe actions or states of being. Adjectives are words that describe nouns. Adverbs are words that modify verbs, adjectives, or other adverbs. In addition to these four main word classes, there are also a number of other word classes that can be used in analysis, including:

1. Pronouns are words that stand in for nouns.
2. Prepositions are words that show the relationship between a noun or pronoun and another word in a sentence.
3. Conjunctions are words that connect words, phrases, or clauses.
4. Interjections are words that express emotion.
5. The specific word classes that are used in analysis will vary depending on the type of analysis being conducted. For example, a syntactic analysis will focus on the function of words in a sentence, while a semantic analysis will focus on the meaning of words.

Here are some examples of how word classes can be used in analysis:

1. Nouns can be used to identify the main participants in an event. For example, in the sentence "The cat chased the mouse," the nouns "cat" and "mouse" identify the two main participants in the event of chasing.
2. Verbs can be used to describe the actions that are performed by the participants in an event. For example, in the sentence "The cat chased the mouse," the verb "chased" describes the action that the cat performed.
3. Adjectives can be used to describe the properties of the participants in an event. For example, in the sentence "The big cat chased the small mouse," the adjectives "big" and

- "small" describe the properties of the cat and the mouse, respectively.
4. Adverbs can be used to modify the verbs, adjectives, or other adverbs in a sentence. For example, in the sentence "The cat quickly chased the mouse," the adverb "quickly" modifies the verb "chased."
 5. As you can see, word classes are an important tool for analysis. By understanding the different word classes and how they are used, we can better understand the meaning of sentences and the events that they describe.

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BAB 2

PREPOSITIONS

By Nike Puspita Wanodyatama Pasaribu

2.1 Grammar Focus: Prepositions Getting Started

Read the dialogue and pay attention to the highlighted words.

A. At an office

Mr. Raihan : Hello, excuse me. I am looking for the director office.
Can you tell me, the

Director's office is, please?

Receptionist : Sure, the director office is **on** the 4th floor of this building. You can take the lift or stairs over there. Then, just go straight. You'll find the director's office **next to** the meeting room.

Mr. Raihan : Thank you for the information.

Receptionist : You are welcome, Sir.

B. At the director's office

Ms. Ranty : Hello Mr. Raihan, let me introduce myself, I am Ranty. I am the daughter of Mr. Syahrizal, the vice Director of this office. So, I would like to ask **about** your motivation joining this company.

Mr. Raihan : Hello Ms. Ranty, it's such a pleasure to meet you. I admire not only its friendly and supportive working environment but also its positive corporate culture. They have motivated me to be involved **in** this organization. I believe your company can help me grow and expand my expertise especially in accounting.

Ms. Ranty : I see. I heard that you have had years of experience in financial accounting. How long have you been working as an accountant **in** your previous company, Sir?

Mr. Raihan : I have been working in my previous company **since** 2010 until 2020. However, the company ended up in a difficult financial situation because of COVID-19 pandemic. So, it is closed down.

Ms. Ranty : I am sorry to hear that. So, I consider that you have a lot experience **during** nine years of working at the previous company. What is your suggestion to manage the company crisis amid the pandemic?

Mr. Raihan : I think it is time **for** us to consider the impairment of assets. As an accountant, I would try to quantify financial damage to assets.

Ms. Ranty : Tell me about it!

Mr. Raihan : In my humble opinion, during the pandemic an asset might become idle **for** an extended period. So, we need to reassign it **for** other operations that generate revenue. Renting the company's cars during lockdown is an example.

Ms. Ranty : What a great idea. I guess we can implement this in the future.

Mr. Raihan : Yes, Ma'am. We must be very familiar **with** the current situation and adapt to it.

Ms. Ranty : Well then, welcome to this office, Mr. Raihan. I really appreciate your insight **in** this business.

Raihan : My pleasure, Ma'am. I am so proud of being a part of this company. I will always do my best **from** time to time.

2.2 What is a preposition?

A preposition links nouns, pronouns, or phrases to other words in a sentence (Betty Schramper Azar, 1993). They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you will find prepositions in front of gerund verbs. Prepositions can be simply defined as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed. Prepositions tell us where or when something is in relation to something else. In this context: *When monsters are approaching, it's good to have these special words to tell us where those monsters are. Are they **behind** us or **in front of** us? Will they be arriving **in** three seconds or **at** midnight?*

Prepositions often tell us where one noun is in relation to another (e.g., "The coffee is **on** the table **beside** you"). But they can also indicate more abstract ideas, such as purpose or contrast (e.g., "We went **for** a walk **despite** the rain").

Examples of Prepositions

In the following sentences, examples of prepositions have been italicized. As you read, consider how using different prepositions or even different types of prepositions in place of the examples might change the relationship between the rest of the words in the sentence.

1. I prefer to read *in* the library.
2. He climbed *up* the ladder to get onto the roof.
3. Please sign your name *on* the dotted line *after* you read the contract.
4. Go *down* the stairs and through the door.
5. He swam *across* the pool.
6. Take your brother *with* you.

2.3 Types of Prepositions

There are five types of prepositions, including time prepositions, place prepositions, direction prepositions, manner prepositions, and accompaniment prepositions (Thomson, 1995). Time prepositions are those such as *before*, *after*, *during*, and *until*; place prepositions are those indicating position, such as *around*, *between*, and *against*; and direction prepositions are those indicative of direction, such as *across*, *up*, and *down*. Each type of prepositions is important.

2.4 Prepositions of Time

Basic examples of time prepositions include: *at*, *on*, *in*, *before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as there many different prepositions we can use.

Prepositions of time in the following sentences are in bold to be easily identified. For example:

1. I was born *on* July 4th, 1982.
2. I was born *in* 1982.
3. I was born *at* exactly 2am.
4. I was born two minutes *before* my twin brother.
5. I was born *after* the Great War ended.

Although using various prepositions above seems difficult, there is a set of guidelines that can help you decide which preposition to use:

For years, months, seasons, centuries and times of day, use the preposition in:

1. I first met John *in* 1987.
2. It's always cold *in* January
3. Easter falls *in* spring each year.
4. The Second World War occurred *in* the 20th century.
5. We eat breakfast *in* the morning.

For days, dates and specific holidays, use the preposition *on*.

1. We go to work *on* Mondays, but not *on* Sunday.
2. Christmas is *on* December 25th.
3. Dad bought me a present *on* my birthday.

For times, indicators of exception and festivals, use the preposition *at*:

1. Families often argue *at* Christmas time.
2. I work faster *at* night.
3. Her shift finished *at* 7pm.

Before and *after* should be much easier to understand than the other examples of prepositions of time. Both are used to explain when something happened, happens or will happen, but specifically in relation to another thing.

1. *Before* I discovered this bar, I used to go straight home *after* work.
2. We will not leave *before* 3pm.
3. David comes *before* Bryan in the line, but *after* Louise.

Other prepositions of time could include: *during*, *about*, *around*, *until* and *throughout*.

1. The concert will be staged *throughout* the month of May.
2. I learned how to ski *during* the holidays.
3. He usually arrives *around* 3pm.
4. It was *about* six in the morning when we made it to bed.
5. The store is open *until* midnight.

2.5 Prepositions of Place

To confuse matters a bit, the most common prepositions to indicate time – *on*, *at*, *in* – are also the most common prepositions to indicate position (Baehaqie, 2005). However, the rules are a little clearer as place prepositions are a more rigid concept than time

prepositions. Prepositions of place examples in the following sentences are in bold for easy identification.

1. The cat is *on* the table.
2. The dogs are *in* the kennel.
3. We can meet *at* the crossroads.

The guidelines can be broken down as follows:

On is used when referring to something with a surface:

1. The sculpture hangs *on* the wall.
2. The images are *on* the page.
3. The specials are *on* the menu, which is *on* the table.

In is used when referring to something that is inside or within confined boundaries. This could be anything, even a country:

1. Jim is *in* France, visiting his aunt *in* the hospital.
2. The jam is *in* the jar in the fridge.
3. The girls play *in* the garden.

At is used when referring to something at a specific point:

1. The boys are *at* the entrance *at* the movie theatre.
2. He stood at the bus stop *at* the corner of Water and High streets.
3. We will meet *at* the airport.

Lots of other prepositions of place, such as *under*, *over*, *inside*, *outside*, *above* and *below* are used in English. There is, however, a lot less confusion as they refer to rigid positions rather than abstract ones.

1. The cat is *under* the table.
2. Put the sandwich *over* there.
3. The key is locked *inside* the car.
4. They stepped *outside* the house.
5. Major is ranked *above* corporal.

6. He is waving at you from *below* the stairs.

2.6 Prepositions of Movement or Position

Prepositions of movement are quite easy to understand as they are less abstract than prepositions of place and time. Essentially, they describe how something or someone moves from one place to another. The most commonly used preposition of movement is *to*, which usually serves to highlight that there is movement towards a specific destination. (George Wishon, 2000) states Prepositions of movement examples in the following sentences are in bold for easy identification.

1. He has gone on vacation *to* Austria.
2. She went *to* the bowling alley every Saturday last autumn.
3. I will go *to* canteen when I am hungry.
4. They will go *to* the garden if they finish their errands.

Other more specific prepositions of movement include: *through*, *across*, *off*, *down* and *into*. These prepositions can sometimes get mixed up with others. While they are similar, they have individual meanings that add context to the movement.

Across refers to moving from one side to another.

1. Mike travelled *across* America on his motorcycle.
2. Rebecca and Judi are swimming *across* the lake.

Through refers to moving directly inside something and out the other end.

1. The bullet Ben shot went *through* the window.
2. The train passes *through* the tunnel.

Into refers to entering or looking inside something.

1. James went *into* the room.
2. They stare *into* the darkness.

Up, over, down, past and *around* indicate directions of movement:

1. Jack went *up* the hill.
2. Jill came tumbling *down* after.
3. We will travel *over* rough terrain on our way to Grandma's house.
4. The horse runs *around* the track all morning.
5. A car zoomed *past* a truck on the highway.

2.7 Preposition of Manner

A preposition of manner is used to express how an action is done. Examples: *by, with, on, and in*.

1. You can go to Jakarta *by* bus.
2. She went there *by* foot.
3. Please write *in* pencil.
4. She greeted the child *with* a smile.

2.8 Preposition of Accompaniment

A preposition of accompaniment is used to express two things which go together. Example: *with*

1. She went to school *with* her brother.
2. I like writing a note *with* colourful pen.

GRAMMAR PRACTICE

I. Underline the correct prepositions in brackets.

1. Hanna went shopping (with, by) her best friend, Rita.
2. The two supervisors argued (during, for) the meeting.
3. The little mouse was hiding (under, over) the cupboard.
4. He walked (towards, around) the parking lot to get his car.
5. Annisa went to Bandung (by, at) car.
6. We need to be at Ratih's house (from, at) three o'clock
7. Drive (through, long) the tunnel and then turn right.

8. They live (in, at) the countryside.
9. Do you have any plans (with, for) the holidays?
10. He went for a stroll (along, beside) the river.

II. Fill in the blanks with the given prepositions of place.
You may use each
preposition only once.

Among	Behind	Below	Over	On
From	Against	After	Opposite	In the middle of

1. The post office is just a few meters.....my school.
2. I found a ring.....the old clothes in the box.
3. The people who live.....our apartment quarrel all the time.
4. The boy standing.....me is my cousin.
5. His house is just.....that big jackfruit tree.
6. The rich man built a mansion.....the village.
7. There is a huge calendar.....the wall.
8. The old man wears a patch.....his left eye.
9. The frightened mouse deer.....behind a tree.
10. He put the ladder.....the wall and climbed up.

III. Fill in the blanks with the preposition 'in' or 'on'.

1. Every year, we celebrate Christmas _____ the twenty-fifth of December.
2. There is at least a month of vacation _____ summer.
3. I remembered that her birthday was _____ August, but I had forgotten that it was _____ the ninth of August.
4. The peace treaty between the two countries was signed _____ the twentieth of January.
5. He plans to leave for the States _____ the first of next month.

6. The capital is very beautiful _____ springs as the flowers are in full blossom then.
7. They usually go to the movies _____ Sunday afternoon.
8. I sent the postcard to him _____ the fifteenth.
9. There are seven days _____ a week.
10. That war broke out _____ 1942.

IV. Choose the most appropriate preposition for each sentence.

1. Don't put the bicycle (on, against, beyond) the wall. It has just been painted.
2. Helen left her things (along, behind, in) her room.
3. They have been playing (under, at, above) the beach all afternoon.
4. Tom is sitting (beside, along, on) me. The bench is long enough for us.
5. Please put those newspapers (in, behind, on) the door.
6. She was sitting (near, in, on) the fire place reading a when he called.
7. Who is that lady walking (in front of, at, beyond) the library?
8. Mr Hill likes to live (at, in, on) the city, but his wife prefers life in the country.
9. Put the flower vase (on, in, at) the table.
10. I noticed a stranger standing (by, in, on) the door.
11. Plants can be seen growing (along, under, at) the stream.
12. The dogs are standing (in front of, in, at) the wall.
13. The rich man's villa is out of the way, several miles (beyond, in, along) the city limits.
14. People were standing (along, in, above) the bridge, watching the ducks swimming.
15. Thomas drove all the way home (in, against, at) the rain.

V. Fill in each blank with the preposition 'for', 'during', 'since', 'at' or, 'on'.

1. They went away and stayed _____ two weeks in London.
2. _____ the day, you can call her up at the office.
3. We have lived in this place _____ 1960.
4. They played the game _____ a couple of hours.
5. Everybody is busy _____ the Christmas season.
6. Judy has not been feeling well _____ yesterday.
7. Did they have a good time _____ their trip?
8. The children have been watching television _____ lunchtime.
9. I invited them to come and stay _____ who the weekend.
10. _____ how long have you been working there?
11. Children are especially happy _____ birthday parties.
12. _____ Easter, people celebrate the coming of spring.
13. The Chinese have big feasts _____ Chinese New Year's Eve.
14. There were only some people _____ the meeting.
15. In the West, the holiday season begins _____ Thanksgiving.

VI. Choose the most appropriate preposition for each sentence.

1. We walked (over, onto, around) the town looking for a good Chinese restaurant.
2. Did your plane fly (off, over, about) the city last night?
3. The traffic police chased the speeding car (onto, off, through) the town.
4. Can you get the cap (over, off, up) the bottle?
5. That naughty boy threw stones (at, down, in) his dog.

6. Water flows (across, up, at) this dam with tremendous force.
7. Boats can go (in, on, down) the river easily; it is harder to go (up, off, across) the river.
8. The man was seen walking aimlessly (over, through, off) the streets.
9. The actor walked (over, onto, at) the stage boldly.
10. Turn right and go (in, about, across) the bridge and (through, over, off) the park where you can see our house.

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BAB 3

ARTICLES

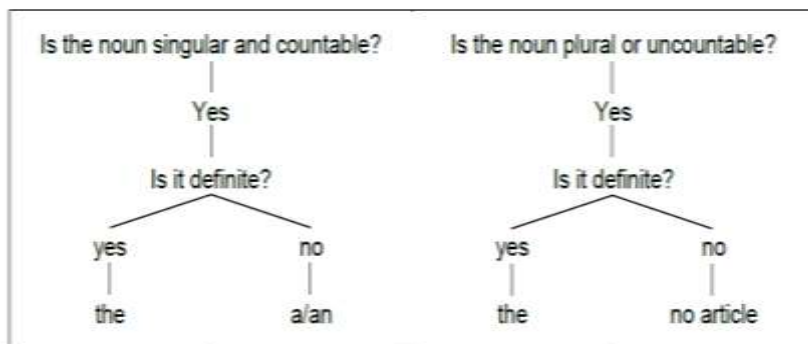
By Magvirah Octasary

3.1 Introduction

*I need **an** umbrella and **a** jacket.
The umbrella she bought is fancy
She likes **the** umbrellas*

Articles, the majority problems for people who learn English as a second language since there is no equivalent construction. It is generally problematic to determine whether an English noun must be preceded by an article and, if so, which article to use. According to Leacock et al in Sholihatun (2017), articles are an ideal target for automatic error detection as they are one of the most common English learning mistakes.

Articles are one of the topics taught in grammar classes. Articles are word combined with a noun that defines whether the noun is specific or general in a sentence or phrase. Articles in English are considered to be the most common words in the English language. Master (2002) claimed that articles have proven to be the most common word in English. *The* and *an* are also can be found over 8.5 percent in English text. These findings indicate that English articles make up a large portion of the English language. There are two types of articles. Definite and indefinite article. Indefinite articles consist of *a* and *an* while *the* belongs to definite article. Swales & Feak (2012) suggested this chart to use, to decide an article and which article to use :



Picture 2.1. Choosing the Right Article

(Source: Swales & Feak)

For example:

- a) I need ***an umbrella*** – ***umbrella*** is a **singular, countable noun**; therefore it has to have an article. Your reader does not know which umbrella you are referring to, therefore it is **indefinite**.
- b) ***The umbrella*** she bought is fancy - ***umbrella*** is again a **singular, countable noun**; therefore it has to have an article. In this case, we know which umbrella you are referring to (the umbrella she bought), so it takes a **definite** article.
- c) I like ***the umbrellas*** you gave me – ***umbrellas*** is a **plural noun**. It is used in a definite sense (we know which umbrellas), so it takes a **definite** article.

In this chapter, the two types of article will be discussed in detail.

3.2 Definite Article

When talking about someone or even something that you already know, you have to use definite article. Definite article "**the**" is used before singular or plural nouns when the word is specific where nouns refer to specific things or person.

The definite article is used to indicate a noun phrase where they are meant to convey enough information to identify what they are referring to (Nelson & Greenbaum, 2013).

In line with that, Jackson (2014) also stated that the article that is used to describe singular and plural countable nouns as well as (single) mass nouns is called definite article. Eastwood (2003) confirmed that the article “**the**” can be placed :

1. When the noun is spesific (singular or plural). For instance;
 - a. **The guy** he met in the exhibition was very tall
 - b. Razka bought a book yesterday. **The book** is about cars
 - c. We will go to the wedding now. **The bride** will wear a nice dress.
 - d. **The pound** is getting weaker than **the dollar**
2. When the listeners know what the speaker are talking abaout. For instance;
 - a. **The cucumber** she gave to me last week
 - b. Did you submit all **the assignment**?
 - c. **The restaurant** where I bought my pizza
3. When the function is to generalize the group or the whole class. For example;
 - a. **The student** should respect their teacher
 - b. The needy is not always **the beggar**
 - c. **The automobile** revolutionized travel and industry
 - d. **The coconut** is a useful plant
 - e. **The rose** is the sweetest of all flowers
4. When talking about geographical points on the globe. For instance;
 - a. **The south pole and the north pole** will always never meet
5. When talking about nouns that can be counted. For instance;
 - a. **The water** of the Ngade lake is cold
 - b. **The money** is taken from all the bank by two robbers
 - c. Would you pass me **the sugar**?

6. When talking about geographical nouns depending on the plurality of the noun. Definite article precedes the names of rivers, islands, lakes and oceans. For instance:
 - a. ***The Gangga*** is a holy river in India
 - b. ***The Nile flows into the Mediterranean***
 - c. I never see ***the Black Sea***
7. With superlative. Whenever an adjective ends with {-est}, it is supposed to be that the noun stands alone; whether it is at the top, or the bottom of a specific category. For instance;
 - a. Albert Einstein used to be ***the smartest person*** in the world
 - b. ***The hardest job*** in the world is being a mother
 - c. According to me, Harry Potter is ***the best*** fiction novel ever
 - d. ***The most beautiful*** place ever !
 - e. Robert Pershing Wadlow known as ***the tallest person*** in recorded history
 - f. My wedding was ***the happiest*** day of my life
 - g. Razka arrived ***the earliest***, in turn he needs to wait his friends
8. When talking about only one of a kind in universe. For instance;
 - a. ***The Earth*** looks very wonderful from space
 - b. ***The Moon*** and ***The Sun*** shining very bright in ***the sky***
 - c. ***The Stars*** never fail me in the night
9. When talking about the name of the certain books. For instance;
 - a. ***The Holy Quran***
 - b. ***The Ramayana***
 - c. ***The Bible***
 - d. ***The Vedas***

Besides that, Eastwood (2003) also stated that **do not use** definite article before :

1. Names of continents. For instance;
 - a. Asia
 - b. Africa
 - c. South America
2. Names of the states, countries and streets. For instance;
 - a. Swadaya Street
 - b. Alaska
 - c. Bolivia
 - d. Anggrek Street
3. Name of single lakes, islands, bays and mountains. For instance;
 - a. Ngade Lake
 - b. Hudson Bay
 - c. Toba Lake
 - d. Fitu Lake
 - e. Lindu Lake
4. Names of languages. For instance;
 - a. Indonesian Language
 - b. Spanish
 - c. French
 - d. Malaysia
5. Names of the subjects. For instance;
 - a. History
 - b. Math
 - c. Biology
 - d. Economics
6. Name of sports. For instance;
 - a. Football
 - b. Basketball
 - c. Badminton
 - d. Cricket

3.3 Indefinite Article

Normally, you will require the indefinite article if the noun is singular, countable, and this is the first time you have used it. The word ‘**a**’ and ‘**an**’ are known as the indefinite article. Indefinite article is used when an unidentified specimen is introduced. Speakers use the indefinite article with singular nouns when they are talking about an unspecified object or person. Moreover Harmer (2015) claimed that the indefinite is used to refer to a specific person or thing when the listener or reader is unsure which one is being described. It is also used when members of a group refer to the group as a whole.

Before words that start with a consonant or before a vowel with a consonant sound, the form **a** is used. “**An**” form is used before words that begin with a vowel (**a, e, i, o, u**), or a silent h, or a letter that is pronounced with a vowel.

In additional, Evans et al (2003) stated that ‘**a**’ used before ‘**u**’ when pronounced with a ‘**y**’ sound, while we use ‘**an**’ before ‘**h**’ when it is silent. Article ‘**a**’ is used before words that begin with a consonant (“**a sample**” or “**a model**”), even if the consonant sound is made by a vowel (“**a unit**”). Addition, ‘**an**’ is used before words that begin with a vowel sounds (“**an equation**” or “**an element**”), even if the word starts with a silent consonant (“**an hour**”).

Moreover, Eastwood (2003) also claimed that ‘**a**’ and ‘**an**’ can be used in:

1. When ‘**a**’ is used before a consonant word or vowels sound like a consonant. For instance;
 - a. **A girl** is playing a piano
 - b. My little sister goes to **a school** in Palu
 - c. I need **a dog** to accompany me every night.
2. When ‘**an**’ is used before words beginning with a vowel or a consonant word sounds like a vowel sounds. For instance;
 - a. He is **an innocent** boy

- b. Jack used to be ***an honest*** man
- 3. When singular nouns always require the articles '**a**' and '**an**', but plural nouns do not require an article or can have '**the**' to designate the noun. For instance;
 - a. Raisha sees ***an eagle*** (refers to a random eagle)
Raisha sees eagle in a zoo (No article required)
- 4. '**a**' and '**an**' create common names from proper nouns. Proper nouns do not take articles, but use "**a**" and "**an**" to make them common nouns. For instance;
 - a. She thinks she is ***a Selena Gomez*** (not referring to actual Selena Gomez but rather than person like her)
 - b. She is ***an Indonesian*** (Indonesia is a proper noun but "Indonesian" is common noun)
 - c. ***A Mike*** come to judgement! (Mike – wise man)
- 5. The indefinite article "**a**, or **an**" is sometimes used to imply numbers. For instance;
 - a. The baby is playing with ***a ball*** (one ball)
 - b. I spent ***a thousand*** bucks (one thousand dollar)
 - c. Zayn drove 150 kilometers in ***an hour*** (one hour)
- 6. Indefinite articles "**a**, or **an**" come before descriptive adjectives. For instance;
 - a. He is really ***an amazing*** teacher
 - b. What ***a cute*** girl !
- 7. Indefinite articles "**a**, or **an**" are used with determiners (few, many, most). For instance;
 - a. She has ***a few*** guests

3.4 Omission of the Article

We do not need article if :

- 1. Before names of noun uses in general sense. For instance;
 - a. Sugar is bad for baby's teeth
 - b. Palu is the capital of Central Sulawesi
 - c. Wisdom is the gift of heaven

2. Before plural countable nouns used in general sense. For instance;
 - a. Computers are used in many offices.
 - b. Paints is hard to remove
 - c. Children like chocolates
 - d. Articles are difficult to use
3. Before learning languages. For instance;
 - a. They are learning English
 - b. We speak Buginesse at home

3.5 Summary

As a result of the chapter's explanation of the importance of articles, we may summarize it as follows:

1. **"a"** and **"an"** called indefinite articles while **"the"** is definite article.
2. The definite article refers to a specific person, thing, or place
3. Indefinite article refers to any person, thing or place
4. Articles are deleted for proper nouns, abstract nouns and plural forms noun

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BAB 4

NOUN

By Ossa Bodhi Tala Sumanto

4.1 Introduction

Obtaining a good score in TOEFL is essential for foreign students who want to attend universities in the United States. However, it has also become a requirement for many overseas academic institutions too. Therefore, EFL teachers who might lack previous experience regarding the TOEFL and its architecture should consider the best strategy to prepare their students for the exam. Educating about TOEFL is not an easy task. Though it might seem easy to teach students how to take the test by providing them with content and practice related to the structure, it's not always straightforward. An EFL teacher once noted that the challenge lies in getting students to apply what they have learned effectively. Making TOEFL instruction effective can be a challenge as it needs to balance thorough content knowledge with practical application. Teachers must find ways to bring these two together in order for students to comprehend how each aspect impacts their success.

One of the most difficult challenges for EFL teachers is adapting to the point of view of a testing procedure, which may differ from what they are familiar with. The structure section of the test is intended to gauge one's capacity to recognize language suitable for standard written English. As an example, this part assesses the usage of English in a standardized manner. It is critical to keep in mind that the structure portion of an exam only tests your capacity for recognition and not production. For students, taking tests has become a lot easier as they don't have to deal with verb tenses or sentence phrasing. The only question type available is multiple-choice. This reduces the stress of answering a test and makes it

more straightforward for them. In a restricted cloze task, students are presented with different options and need to identify which would be the most appropriate for completing a sentence. Additionally, sentence correction questions typically include a statement with four words in boldface that require revision. They must then select the word which is incorrect in order to complete the question correctly.

Tellingly, the section is not named Grammar. The analysis indicates that students will be asked to solve problems that are primarily syntactical in nature, rather than apply the grammatical rules they have studied in class. These problems can be grouped into three categories: syntax, combination, and vocabulary.

A noun is a word that names someone or something, and it can be used to make sentences more interesting. Nouns are the most common words found in the TOEFL structure, so they are an important part of mastering this structure. Nouns can be grouped into different categories based on their grammatical role in a sentence. There are also some types of nouns that can have multiple meanings depending on what kind of sentence they are used in and their context. Understanding these different roles and contexts will allow you to use nouns correctly when writing for the TOEFL.

To successfully complete the TOEFL exam, students must be knowledgeable about the accurate combination of words that form valid English sentences. They need to be thorough in understanding the purpose and category of each sentence component. It's essential for students to check that each sentence they write contains at least a subject and verb. Additionally, it's necessary to remember that one part of the sentence may only be fulfilled by one element - 1 subject, 1 verb, 1 direct object, and so on.

The TOEFL test may examine a student's recognition of the subject-verb relationship by providing them with a sentence containing both subject and subject pronouns. AI tools also help

students understand the correct structural order of English sentences. SVOMPT - subject, verb, object, manner, place, and time outlines the traditional standard for English as a Foreign Language (EFL). Structuring a sentence in a unique way can often lead to an element being moved to the beginning of the sentence. It's important for students to realize this has occurred and understand how it fits into the overall construction of the sentence.

Sometimes, a word or phrase is capable of changing the syntax of a sentence. Questions, for instance, tend to reverse the order of subject and verb while some negatives can be placed at the start. Furthermore, certain words and phrases also have an influence on what elements must or should not be present in a sentence.

Learning about nouns is an important part of mastering the TOEFL structure. Nouns are words that refer to people, places, things, or ideas, and they can be used in various ways to make sentences more interesting. Understanding how nouns work in a sentence can help you understand the overall structure of a sentence and improve your writing skills. In this chapter, we will discuss some tips for learning about nouns and how they can be used effectively in the TOEFL structure. We will also look at some examples of different types of nouns and their uses in sentences. By the end of this chapter, you should have a better understanding of how to use nouns correctly when writing for the TOEFL exam.

4.2 Definition of Noun

A "noun" is a label or denomination for a person, object, or place. Anything we can observe or discuss is represented by a word, commonly known as a noun. It can be beneficial to think of it as an appellative term. Nouns provide a way to identify tangible objects, such as a "lion" or "cake", and intangible things, like "bravery" or "joy". They can also label distances, like the number of miles between two destinations.

4.3 Lists of Noun

Learning the fundamentals of nouns can be quite helpful, as they are words that denote people, places, things, and even ideas. Nouns can be categorized according to the subjects they represent. The following list of nouns should help you understand them better.

4.3.1 Proper Noun

Nouns that identify distinct entities by name are known as proper nouns. They begin with a capital letter. Examples of these include people or places, typically with a specific name assigned to them. Jean Evans and James Robert are two examples of proper nouns used to specify individuals. While Mount Rinjani, The Nile, Balcombe Road and Jakarta are prime examples of geographical items that can also be classified as proper nouns. 'Proper nouns' refer to proper names or words which are capitalized. This includes days (Wednesday, Sunday), months (May, December), patented products and trade names (Adidas, Samsung), newspaper and magazine titles (The Jakarta Post, Vogue). Furthermore, proper nouns also encompass shop, cinema, theatre names; buildings as well as polite and professional labels given to people. such as Professor Brown and Doctor Johnson.

4.3.2 Common Noun

Common nouns can be broadly categorized into two categories based on their meanings: abstract nouns and concrete nouns. Common nouns refer to general things, people or places that are not specific. They are usually not capitalized unless the sentence requires it - for example, the first word in a sentence.

Abstract nouns are related to intangible items that you cannot perceive with your five senses (the sense of sight, sound, taste, smell, and touch) such as truth, love, courage, and kindness. On the other hand, concrete nouns refer to tangible objects which can be touched like water, ants, teacher, cake, etc. Concrete nouns

can include living things (such as animals) or physical objects. nouns that you can perceive with your five senses. Additionally, collective nouns denote groups of people or creatures – for instance, a colony of ants or a pack of wolves.

4.3.3 Countable and Uncountable Noun

Whether a noun is countable or not can be easily checked in any English learner's dictionary. Nouns are usually divided into two categories: countable nouns, which can be made plural (e.g. book/books), and non-countable nouns. To accurately specify (or change) nouns within sentences, it is essential to have an understanding of this classification system. In order to recognize nouns quickly and accurately, you should be aware of the most common issues involving them. This includes using the correct singular or plural form, distinguishing countable and non-countable ones, understanding irregular singular and plural rules as well as recognizing persons from things.

a. Countable Nouns

Countable nouns also referred to as 'count nouns', are words that can be numerically quantified - meaning there is a definite number of them. It's possible to count the number of items associated with them.

Count nouns can be the names of people, plants, animals, and their parts such as a boy or 3 boys; a lion or 4 lions; a flower or 3 flowers; a frog or 6 frogs; a finger or 10 fingers. Additionally, they can also refer to objects with distinct shapes such as tables (a table or 2 tables), and caps (a cap or 7 caps).

Measurement can be done in pounds or ounces, with the latter being more precise. Classification of words can also be done by phrase or word, where a greater number denotes a longer collection (a word or 5 words, and a phrase or 3 phrases). Similarly, abstract words like ideas and plans can

also be identified and classified by using the units of 2 and 3 respectively (2 ideas or 3 plans).

Examples:

"There are seventeen tables in this room."

The noun "table" is countable because you are able to count how many tables are in the room.

"There are twenty-four hours in a day."

The noun "hour" is countable because you are able to count how many hours are in a day.

To see if something is a Count Noun, ask yourself if it can be quantified or measured with a number. For example, you can say "Four researches were conducted" so 'research' is a count noun as it has both singular and plural forms.

The word "many" can be used to modify a noun; for example, "many cups of flour were used to make the bread." Additionally, you can use either "one," "a," or "an" to modify a noun; for instance, "one cup of flour was needed in the recipe."

b. Uncountable Nouns

Mass nouns, which cannot be counted and instead are quantified using terms such as cup or pound, are followed by the preposition "of" prior to the word, for example, a cup of water or a pound of sugar.

Uncountable nouns or non-count nouns could include materials, food, metals, and other natural elements like wood, bread and iron. They also comprise of liquids, gases or substances made up of small particles such as oil, coffee and oxygen. Furthermore, names of various languages like English, Japanese, and French would also fall in this category.

Gerunds are verb forms that are used as nouns, often ending in -ing. They refer to an ongoing activity and can be observed in examples like: studying, teaching, relaxing, and eating. On the other hand, the noun 'wood' is uncountable because it cannot be quantified with a number to determine how much wood was split and stacked.

Incorrect: "50 woods were split and stacked for the wood stove."

Correct: "A cord of wood was split and stacked for the wood stove."

Incorrectly saying "100 foods" instead of "several pounds of food" is a common mistake because the noun "food" is uncountable. The correct phrase to use would be "several pounds of food".

The noun "cement" is uncountable, which means that numbers cannot be used to count how much of it was used. Thus, saying "Twenty cements were used to make the side walk" would be incorrect; the correct way to phrase it would be "A bag of cement was used to make the side walk".

To determine if a noun is a non-count one, ask yourself these questions: Does an expression referring to some quantity need to be used with the noun? For example, if the noun is "a spoon of sugar" - then the answer would be yes ("a spoon of sugar was used in the recipe"). Does the word "of" have to be included before the said noun for it to make sense? Another question is, does the noun have only a singular form? For example, the noun "smoke" is singular and does not have a plural form.

4.3.4 Compound Nouns

Compound noun consist of two or more words; they can be connected with no space (closed compounds), a space (open compounds) or a hyphen (hyphenated compounds). Examples include: 'tablecloth', 'eyeglasses', 'New York', 'photograph', 'daughter-in-law', 'pigtails', "sunlight" and "snowflake". Sometimes two or more nouns can be combined with other parts of speech, forming an idiomatic phrase. This means that the resulting expression conveys something beyond the literal meaning of its parts; it carries a deeper - and often specific - meaning. Example: six-pack, five-year-old, and son-in-law, snowball, mailbox, etc.

4.3.5 Collective Nouns

Collective nouns like 'bunch', 'audience', 'flock', 'team', 'group', 'family', 'band', and 'village' are used to refer to things or people as a single unit. Depending on the context, you can treat these words as either singular or plural nouns for emphasizing different aspects of the noun.

4.4 Grammatical Roles of Noun

There are several grammatical roles of noun. Nouns can be used as a subject, a direct object, and an indirect object of a verb; as an object of a preposition; and as an adverb or adjective in sentences. Nouns can also show possession.

Nouns are commonly used as sentence subjects - they tell us which part of the sentence is being focused on. Note that every sentence needs a subject in order to be complete. For example, in the sentence "The kids gladly sing the song", the noun "kids" occupies the subject slot.

Additionally, nouns can also be direct objects of transitive active verbs. Therefore, nouns play a pivotal role in any kind of sentence structure. When constructing the sentence, the noun "song" typically takes up the direct object slot.

On the other hand, in the sentence "She gives children presents", noun like "children" can be assigned to an indirect object slot, which helps indicate who is being affected by the action of the verb.

Nouns can serve as the objects of prepositions. Prepositional phrases include a combination of nouns and prepositions, with the noun following the preposition. For example: "Our neighbours beamed with pleasure." 'Pleasure' is an object of preposition in a sentence.

Furthermore, in the sentence "We are school representatives", noun like 'representative' can be known as

Predicate Nouns which are positioned after Linking Verbs and they rename the subject of the sentence.

In the sentence "They elected my uncle mayor", the noun "mayor" is in the objective complement slot that completes the direct object.

4.5 Errors involving Noun in TOEFL Structure

Mistakes in the written expression component may be made due to improper use of nouns; they could be singular when they should have been plural or vice-versa. It is not uncommon for singular subjects to be misused with plural verbs or vice versa. In this type of instance, the verb will not be marked as incorrect since it does not constitute a mistake. It is quite simple to distinguish between singular and plural nouns due to the types of determiners used before them. Determiners that are specifically used before singular nouns do not go with plural ones and vice versa.

Singular nouns are preceded by determiners such as 'a/an', 'one', 'a single' and 'each', while determiners like 'two', 'three', etc. go ahead of plural words. For a larger quantity, words like 'dozens of', 'hundreds of', 'thousands of', 'a few (of)' and 'many (of)' can be used. Additionally, you can use the phrase "a number of", "the number of", "their number", "every one (of)", and "each".

Commonly, English plurals are formed by adding -s to the end of singular nouns. However, some words in the language don't follow this rule and are considered irregular plurals. For example child - children; man - men; woman - women; foot - feet; tooth - teeth; mouse - mice and fish - fish.

Non-count nouns such as furniture, research, sunshine, information, and bread are often misused in the plural form, and this mistake is fairly common. However, it is important to be aware of it to ensure accuracy in your analysis.

Incorrectly pluralizing a compound noun can be an easy mistake to make. Compound nouns are formed when two nouns

are combined to express one concept, like grocery store, travel agent, or dinner party. The only component of the compound that requires pluralization is the second word; so for example, it would be grocery stores, travel agents, and dinner parties - not grocerys stores or travels agents.

Mistakes related to plural forms of numbers and measurements are quite common. For instance, “they went for a six-mile walk” as opposed to “walking six miles”. To avoid such errors, one should be aware of the plural forms of numbers and measurements. The first sentence has a numeral plus a singular measure used as an adjective, while the second one consists of a noun and is accordingly plural.

When the numbers hundred, thousand, and million are used without being followed by another number, they should be made plural. For instance: seven thousand, five million dollars, thousands and millions of dollars.

4.6 Exercises

1. The two main _____ are permanent magnets and electromagnets.
 - a. Kinds of magnets
 - b. Kind of magnets
 - c. Kind magnets
 - d. Kinds magnets
2. When water is frozen, it becomes _____.
 - a. ice
 - b. ices
 - c. the ice
 - d. an ice
3. _____ can live to be more than fifteen years old.
 - a. That it is dogs
 - b. That dogs
 - c. Dogs that

- d. Dogs
- 4. Doctors have concluded that in addition to regular exercise, a diet rich in _____ is good for the heart.
 - a. fruits and vegetable
 - b. a fruit and vegetable
 - c. the fruits and vegetables
 - d. fruit and vegetables
- 5. Canada stretches from the Atlantic Ocean to the Pacific Ocean, and covers _____ of almost four million square miles.
 - a. a area
 - b. an area
 - c. the area
 - d. area
- 6. During the early nineteenth century, _____ were hunted for their pelts.
 - a. a beaver
 - b. beavers
 - c. the beaver
 - d. that beavers
- 7. _____ designs on a wall, *also* called graffiti, has become associated with gang activity in many neighborhoods.
 - a. Spraying of
 - b. The spraying of
 - c. Spray the
 - d. Sprays
- 8. _____ by the author John Grisham are frequently on the best seller list.
 - a. The novel
 - b. Novels
 - c. A novel
 - d. Some novel

9. _____ have made communication faster and easier through the use of e-mail and the internet is widely recognized.
- a. It is that computers
 - b. That it is computers
 - c. Computers that
 - d. That computers
11. Termites can do _____ to the wood in homes before they are detected.
- a. an extensive damage
 - b. extensive damages
 - c. the extensive damage
 - d. extensive damage

Answer Key

1. A, 2. A, 3. D, 4. D, 5. B, 6. B, 7. B, 8. B, 9. D, 10. A

Explanatory Answers

1. 'Kinds' is only used to classify plural count nouns like magnets. Hence, it can't be used with singular count nouns or noncount nouns. Moreover, the preposition 'of' should not follow 'kinds' in Choice (D).
2. Ice is classified as a noncount noun since it is a force of nature that can be molded according to natural laws. Out of the given choices, only (B) and (D) are not noncount nouns, while (C) implies particular ice, but needs an additional phrase to make it as complete.
3. (D) Plural count nouns such as "dogs" don't need an article before them to convey the same meaning. This makes Choice (A) redundant and incorrect. A subject clause is introduced in Choice (B), but only the subject follows, that is "dogs", which can live up to more than fifteen years old. Choice (C) also provides a subject clause with no main verb.
4. Fruits are typically non-count nouns and vegetables are count nouns. Choices (A) and (B) use 'vegetable' as a non-count noun, not a count one. Choice (C), however, suggests particular fruits and vegetables but there's no specific descriptor preceding it.
5. The use of 'an' vs. 'a' is important when it comes to singular count nouns. Article 'an' is used before words starting with a vowel sound such as in the word 'area', whereas 'a' is used for words starting with consonant sounds. In choice (C), a qualifying phrase is needed to make the sentence complete. Choice (D) requires a determiner because it is a count noun.
6. Plural count nouns like 'beavers' do not take any article before them. Hence, Option (A) and (C) are incorrect as they do not agree with the plural verb used in the sentence-

'were'. Additionally, Option (D) is also wrong as it introduces a subject clause for a main verb but only the subject follows- 'that beavers were hunted for their pelts.

7. While "spraying" can be used as a noun, it must be preceded by "the" when followed by a prepositional phrase, such as "of designs on a wall." Choices (A), (C) and (D) are not plausible options since they are not of the "-ing" form.
8. It is incorrect to use articles such as 'a' or 'the' in front of plural count nouns like 'novels'. The verb in the sentence needs to be plural, so singular nouns like 'novel' found in choices A, C and D do not match.
9. Computers have enabled us to communicate faster and more easily with email and the internet. As a result, this long noun clause is an apt subject for the main verb in the sentence, making (A), (B) and (C) unfit for this role.
10. In English, 'damage' is an uncountable noun, meaning it doesn't require a/an article or plural -s endings. Choices (A) and (B) are correct for singular and plural nouns, but not for noncount ones. Choice (C) suggests a certain level of harm; however, it must be accompanied by a qualifying phrase for it to be considered complete.

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BAB 5

PRONOUN

Oleh Yessicka Noviasmy, M.Pd.

5.1 Pengertian

Pronouns (kata ganti) adalah kata yang dapat dikatakan 'tiruan' atau pengganti dari kata benda atau frasa kata benda, dikarenakan mempunyai sebuah makna umum atau makna yang tidak dikhususkan. Kata tersebut biasanya adalah kata yang memiliki unsur wajib dari frase kata benda, dan dianggap sebagai inti dari suatu tindakan maupun frase. Meskipun kata ganti ini terbatas dalam istilah dari apa yang menerangkan inti bisa ditambahkan ke kata ganti. (Leech, Deuchar and Hoogenraad, 1982:51)

Contoh:

This is a very sweet tea (Ini anggur yang manis)

Pada kalimat di atas *this* merupakan kata ganti yang menggunakan parameter atau jarak yang menerangkan *sweet tea* sebagai inti dari kalimat

Pronouns sendiri menurut Aarts, F. And Aarts, J adalah kata yang digunakan untuk menjadi substitusi atau menggantikan kata benda (noun), kata benda ini dapat berupa manusia, hewan, tempat dan konsep abstrak. Aarts and Aarts (1982:48) mengklasifikasikan pronouns ke delapan jenis yaitu:

Aarts and Aarts (1982:48-57) mengklasifikasikan pronouns ke dalam delapan cabang, sebagai berikut:

1. Personal pronouns (Singular: I/me, you/you, she/ her, he/him, it/it. Plural: we/us, you/you, they/them)
2. Self-pronouns (Singular: myself, yourself, himself, herself, itself. Plural: ourselves, yourselves, themselves)

3. Demonstrative pronouns (Singular: this and that. Plural: these and those)
4. Possessive pronouns (Singular: my, your, his, her, its, mine, yours, his, hers. Plural: our, their, ours, yours, theirs)
5. Relative pronouns (Who, whose, whom, which, that)
6. Interrogative pronouns (Who, whose, whom, what, which)
7. Reciprocal pronouns (Each other, one another)
8. So, one

Setiap kalimat dalam Bahasa Inggris setidaknya harus memiliki sebuah subjek dan kata kerja utama (main verb). Dalam tes TOEFL sering ditemukan soal-soal terkait tentang main verb yang ada pada written expression.

Contoh:

Siswi yang paling cantik dikelas kami memiliki rambut yang panjang dan hitam

The prettiest student in our class with long black hair **(False)**

Pembahasan: Kalimat diatas hanya berupa subjek dengan sifat-sifat yang menyertainya dan belum memiliki kata kerja.

The prettiest student in our class has long black hair **(True)**

Ada beragam bentuk *pronoun* dan fungsinya dalam Bahasa inggris. Hal ini dapat dijadikan strategi untuk menganalisa soal pada bagian *Structure* dan *Written Expression*. Dalam hal ini yang harus diperhatikan adalah kesesuaian fungsi *pronoun* tersebut dalam kalimat apakah sebagai Subjek, Objek atau kepemilikan saja. Dalam test TOEFL yang paling umum dan sering ditemukan adalah terkait dengan subject pronoun, object pronoun dan possessive pronoun.

5.2 Subject Pronouns

Subject pronouns are those pronouns that perform the action in a sentence. They are **I, you, he, she, we, they, and it**. Like these pronouns, any noun performing the main action in the

sentence is a subject and is categorized as a subjective case (nominative case). English grammar requires that the subject comes before the verb in a sentence (except in questions).

"I make a cup of milk for my son every morning"

In this sentence, "I" is the actor (subject pronoun) performing the action of making (verb).

Remember! Kata ganti subjek selalu merupakan pelaku (actor) didalam sebuah kalimat. jika ada verb dalam kalimat maka kamu mesti meletakkan kata ganti subjek sebelum kata kerja tersebut kecuali dalam kalimat tanya.

Example:

He opened the refrigerator and took some food.

They watched TV last night.

In my opinion, **She** is the most diligent student in the class.

EXERCISE 1

Indicate if the sentences are correct (C) or incorrect (I). Then write your analysis.

Example: Me and my brother are taking a vacation. (C / I)

Me and my brother are taking a vacation. (C / I)

Analysis: the object pronoun *me is incorrect because of this pronoun server as the subject of the sentence.

1. Her is writing a letter to her friend. (C / I)
2. Their send me a package in the mail. (C / I)
3. She needs another piece of paper (C / I)
4. He enjoyed himself by watching two movies (C / I)
5. His teaches an English Lesson today (C / I)

5.3 Object Pronouns

Object pronouns are those pronouns that receive the action in a sentence. They are **me, you, him, her, us, them, and whom**. Like these pronouns, any noun receiving an action in the sentence is an object and is categorized as an objective case.

An object pronoun can also be used after prepositions, i.e.

“I will come with him.”

“I buy some chocolate for her.”

In this sentence, “I” is the actor (subject pronoun) performing the action of making (verb). “Her” is the noun receiving the giving; it is the object.

“His house is always open to Joni and I”

Could you find the spot problem?

“I”—just like “they”—is a subject noun living in an object noun’s place. The correct sentence should have “me” (the object pronoun) following the verb: “His house is always open to Joni and me”.

EXERCISE 2

Indicate if the sentences are correct (C) or incorrect (I).
Then write your analysis.

Example: Marry tell I to meet with the client this morning. (C / I)

Marry tell I to meet with the client this morning. (C / I)

Analysis: The subject pronoun *I is incorrect because this pronoun server as the object of the sentence.

1. Adrian chooses him for his teammates. (C / I)
2. She bought some books for He (C / I)
3. Marry meet she in the restaurant. (C / I)
4. She will help I . (C / I)
5. Do you want to come with us?

5.4 Possessive Pronoun

Possessive pronouns merupakan kata yang digunakan untuk mengindikasikan bahwa sesuatu benda/hal itu merupakan milik seseorang atau juga memiliki hubungan dengan seseorang lainnya. Biasanya digunakan dalam kalimat yang disampaikan secara lisan maupun tulisan untuk menghindari pengulangan kata. Perhatikan contoh kalimat berikut:

“I have dinner with Lucky and Lucky’s brother, Michael.”

To avoid repeating the name Lucky in the sentence, we use the possessive pronoun **her** to make the sentence neater and less repetitive:

“I have dinner with Lucky and his brother, Michael.”

There are two groups of possessive pronouns. They are dependent and independent possessive pronouns.

Dependent Possessive Pronouns

My, your, his, her, its, our, your (pl) and there are the dependent possessive pronouns. Biasanya juga disebut sebagai possessive adjectives, Mereka itu digunakan untuk menyatakan kepemilikan atau suatu hubungan.

For example: • This is my key.

1. Is this man your husband?
2. Welcome to our house.
3. The cat chased

Dependent possessive pronouns must always come before a noun, according to grammar rules. They are dependent on the word that comes after them, which is one way to think of them.

The main purpose of the possessive pronouns is to express ownership between a person and the noun that comes next. However, there are other situations in which we don't actually own the thing in question—people, nations, jobs, etc.—but in which the possessive pronoun is nonetheless used to demonstrate ownership in the context of a close connection. An adjective may occasionally appear between a noun and its possessive pronoun, but only if it is serving as the noun's modifier.:

1. I lost my favorite pencil.
2. Did you see her blue dress?
3. We sat in our designated seats.

Possessive Independent Pronouns The possessive pronouns with independent apostrophes are mine, ours, yours, his, her, and theirs. They are not followed right away by a noun. They are independent because they don't require a noun to follow them, which is one way to think about them. For instance:

1. The car parked outside is mine.
2. If the candy bar isn't yours, it must belong to someone else.
3. This cake is hers.
4. It is mine.

Independent possessive pronouns typically appear at the end of a sentence or clause, according to grammar rules. While a noun shouldn't come after it. Before it appears, an independent possessive pronoun does require auxiliary information to notify the reader of what it is showing ownership of, such as a cake, candy bar, car, etc. We won't know what it is, for instance, if we just declare that it's mine. Only whose it is will be known to us. We require information before the possessive pronoun occurs in order to understand what it is. It can be quite easy to mix up independent and dependent possessive pronouns. It means that we can make incorrect sentences like this:

This is mine house.

We know this is incorrect as a noun (house) never follows at independent possessive pronoun. The correct sentence would be: This my house.

Generally, dependent possessive pronouns are shorter than their independent possessive pronoun counterparts:

*Its penggunaan kata its sebagai independent possessive pronoun atau possessive absolute sangat jarang sekali digunakan. Bahkan ini hamper tidak pernah digunakan dalam Bahasa Inggris modern. Dan, hal yang paling sering sekali menjadi kesalahan penggunaan dalam Bahasa Inggris sehari-hari orang Indonesia yakni penggabungan penulisan possessive pronoun its dengan contraction it's (singkatan dari it is). Rumus jitu untuk menghindari

kesalahan ini, yaitu dengan tidak menggunakan kutip atas (apostrophes) untuk possessive pronouns.

1. The boat had a red stripe on its Correct.
2. The boat had a red stripe on it's Incorrect.
3. A horse swished its tail happily in the field. Correct.
4. A horse swished its tail happily in the field. Incorrect.

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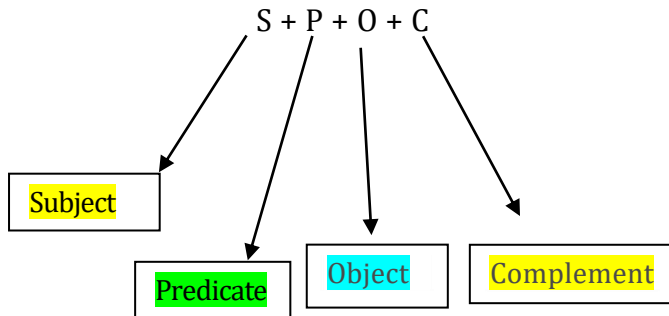
BAB 6

VERB

By Tedty Rohaya Tinambunan

6.1 Definition of Verbs

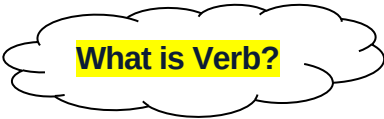
As we know, that in a sentence consists of an arrangement of words that have their respective functions. In order to produce a perfect sentence, at least it consists of S+P+O+C.



This arrangement cannot be separated from a verb or predicate.

Even though in Indonesian lessons we often mention verbs, it turns out that there are still many prospective writers who don't understand the function of verbs properly.

In this chapter we will discuss more deeply about *verbs* in English. Maybe some of you already know some basic verbs in English. However, do you already know what is verb, how to use it in a sentence? Does the verb have many forms? Now let's discuss it.



What is Verb?

VERBS

drink, bathe, sleep, forget, get up
Examples of derived verbs: melt,
read, search, struggle, look in

What is Verb? *Verbs* are used to indicate actions or states. *Verbs* are used to show actions or states. **What is meant by a verb?** Based on the Big Indonesian Dictionary, a verb or verb means a word that describes a process, action, or situation. According to the Cambridge Dictionary, *a verb* is a word that describes the action, condition or experience of something. In Indonesian, *verbs* are often called verbs because *they* show the activity of the subject in the sentence. *The verb* is the most important part and always appears in every sentence. This English verb is also a bit unique. If you think that a verb must be an action, you are wrong. Verbs in English can describe a condition. Example:

1. *They play in the Hall yard with their friends. (action)*
2. *Santa feels lonely. (condition)*

So we can say that Verbs are a class of words that express an action, existence, experience, or other dynamic meaning. In other words, the verb describes an action or activity carried out by the subject of the sentence. Meanwhile,

based on the Big Indonesian Dictionary, a verb or verb means a word that describes a process, action, or situation. Words can be interpreted as the smallest elements in language. Groups or combinations of words will become phrases, clauses and sentences. The use of verbs is so important in a unified sentence. The type of verb makes an effective sentence formed. The type of verb is generally used as a predicate in a phrase or sentence. The types of verbs are classified into several groups according to their nature and function. There are thousands of examples of verbs from existing classifications. In writing, it is important to understand what types of verbs are.

It can be concluded that a verb or verb is a type of word that expresses an action, experience, existence and all other forms of dynamic activity. In a sentence, the verb or verb is positioned as a predicate.

6.2 Characteristics of Verbs

The following are the characteristics found in verbs to describe an activity that someone does.

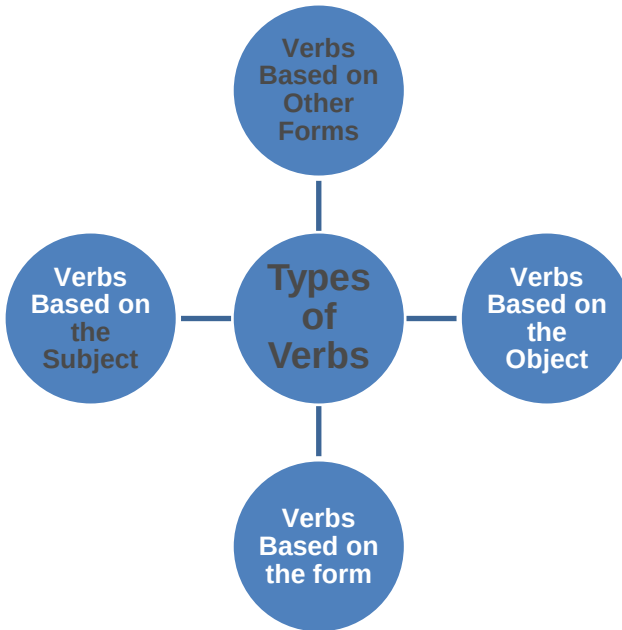
1. Verb Has the meaning of deed, activity or action.
2. Verb means process.
3. Verb usually accompanied by a verb, It is made with the affixes. Words can be preceded by words of time statements, such as have, are, will, almost, quick.
4. It can be expanded by adding + adjectives after.
Example: Jacop runs fast, Laura counts carefully and so on.
5. Verbs are also often followed by the word as well as or adverbs.
6. Verb Can be given an aspect of time, such as will, is, and has been
Example: I will take a bath

They will sleep
Marta was eating,
My Uncle has come home

7. Verb Can be denied with the word no
Example: not eating, not sleeping.
8. Verb Can be followed by word combinations with +
Noun/Adjective
Examples: Going out with younger daughter
Writing quickly with his red pen.

6.3 Types of Verbs

Verbs have several types based on their object, form, object, subject and other forms. Some of these types are as follows:



Now let's discuss all the Type of Verbs.

A. Based on the form, the Verb can be as Basic Verbs and Derivative Verbs

Verb Verbs Based on the Form

Based on the form, verbs are divided into base verbs and derived verbs.

1. Basic Verbs

Basic verbs are verbs that do not have affixes or are root words. For example eating, drinking, bathing, sleeping, running, burning, coming, getting up, picking up, picking up, delivering, etc.

Examples of basic verbs in sentences, such as:

- a. The school is already 12.00 noon, Kasea and Tedty still haven't woken up.
- b. Farel never ate Pizza.
- c. The Mother and her sons bathed in the dirty river.
- d. The long winter in this year only eats and sleeps.

2. Derivative Verbs

Derivative verbs are verbs that have received affixation or compounded, derived verbs can be further divided into 5 groups:

- a. Free of Mandatory Affixes, are words that must have affixes so that they can function as verbs, if they are separated from the affixes, then these words can become other types of words. Example: Landing, Widening, Drying, etc.
- b. Free of Preferred Affixes, basic verbs that are added with affixes, but it can still function as verbs if the affixes are not used. For example: Reading, Searching, Working.
- c. Bound by Mandatory Affixes, for example struggling, fleeing, meeting.

- d. Reduplication, is a verb that experiences repetition in it. For example dancing, swaying, searching, etc.
- e. Compound, is a verb that is formed from two other words and then after being combined gives a new meaning. For example, looking for death, washing blood, etc.

B. Verbs Based on the Subject, Active Verb and Passive Verbs

Verbs Based on the Subject

Meanwhile, based on the role of the subject, verbs are divided into active verbs and passive verbs.

1. Active Verb Verbs

Active verbs are verbs where the subject is in the actor's position and usually begins with prefixes.

Examples of active verbs in sentences include:

- a. The Nurse calls the dentist faster.
- b. The Midwife checks all the patients' health record.
- c. The boy kicked the ball hardly.
- d. My grandmother got her umbrella from Lucy.

2. Passive Verb Verbs

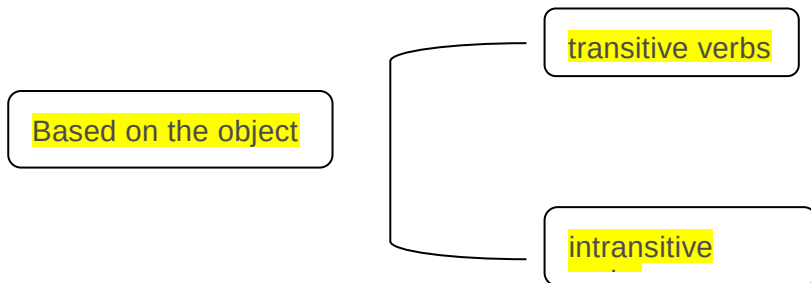
Passive verbs are verbs whose subject is in the position of being subjected to the subject or simply can be referred to as the sufferer. Usually prefixes.

Examples of passive verbs in sentences include:

- a. The Box had been delivered to the my parent.
- b. Marta's opinion was considered.
- c. A new chapter was introduced.

C. Verbs Based on the Object: Transitive Verb and Intransitive Verb

Based on the object, verbs are divided into transitive verbs, and intransitive verbs.



1. Transitive Verb Verbs

Transitive verbs are verbs that must have an object. In a sentence, this verb must be followed by an object in order to know its meaning.

You will find examples of transitive verbs in the following sentences.

- a. Beautiful washing dishes. (The word "wash" is a transitive verb. "wash" can be interpreted as cleaning plates, glasses, spoons and so on, so it must be clarified by the presence of an object in the sentence).
- b. Anto wrote a paper. (The word "make" is a transitive verb. "make" can be interpreted as making cakes, robots, games, etc., so it must be clarified by the presence of an object in the sentence).
- c. My grandfather feeds the animals. (The word "give" is a transitive verb. "give" can be interpreted as giving something to another object, it can be a cat, rabbit, dog, and so on. So it must be clarified by the presence of an object in the sentence).

- d. Karine pressed the bottom hard. (The word "pressed" is a transitive verb. "pressing" can be interpreted as carrying out activities using the hands, kicking, and so on, so it must be clarified with the object in the sentence).

2. Intransitive Verb Verbs

In contrast to transitives, which require an object as a descriptor, intransitive verbs are verbs that do not require an object. This is because the meaning is clear. Examples of intransitive verbs are going, sleeping, sitting. Nonetheless, intransitive verbs are usually followed by adverbs.

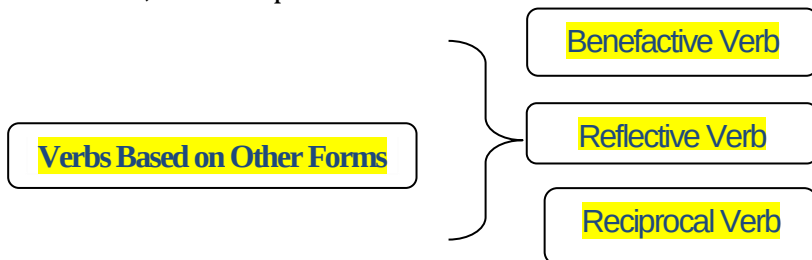
Examples of intransitive verbs in sentences as follows:

- a. Gabriel was watching the Cartoon from GTV.
- b. Jokowi didn't build the market.
- c. Families of the victims of the accident gone
- d. Mirna was fast asleep.

D. Verbs Based on Other Forms: Benefactive Verb, Reflective Verb and Reciprocal Verb

Verbs Based on Other Forms

In addition to the four types of verbs mentioned above, it turns out that there are other forms of verbs that we need to understand too. Verbs can also be divided into 3 groups in other forms, namely benefactive, reflective, and reciprocal verbs.



1. Benefactive Verb Verbs

Benefactive verbs are verbs that show work or actions done for other people. Benefactive verbs generally have the suffix.

Examples of benefactive verbs in sentences are as follows

- a. Mr. Joy usually puts his hat beside the window
- b. We shown a opening performance in tournament
- c. Renta bought new clothes bicycle to her son
- d. I wash my motor cycle every evening

2. Reflective Verb Verbs

While reflective verbs are verbs that show actions for themselves. Reflective verbs generally use the suffix

Examples of reflective verbs in sentences are as follows:

- a. Tedty used to put on hat before opening the door
- b. My Sister irons our clothes every afternoon
- c. Dean jumped into the hole
- d. Michel washes her teeth every night
- e. I sing so I don't bored

3. Reciprocal Verb Verbs

Reciprocal verbs are verbs that show actions or activities carried out by two people. This verb generally cannot be preceded by the word "mutual", because its meaning already shows "mutual". These verbs usually use the affixes - and -s.

Examples of reciprocal verbs in sentences are as follows:

- a. The little girl shook hands with the grandfather
- b. My Father smiled at mu Mother Erna and Erni holding hands.
- c. We send the parcel via JNL.
- d. I inspired with the song

6.4 How to Use Verbs

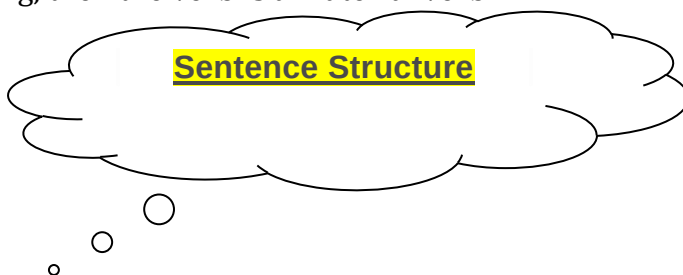
In using verbs, we must also understand the structure of the sentence arrangement so that the verb can function correctly. Material verbs and relational verbs are verbs that are often used in constructing a sentence. We often find this type of verb in explanatory/explanatory texts.

1. Material Verbs

Material verbs are affixed verbs that show physical activity (observable actions) performed by participants.

Examples of material verbs include writing, reading, cooking, kicking, hitting, etc.

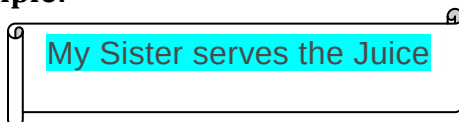
If you find a verb that indicates that the subject is doing something, then the verb is a material verb.



In a sentence that uses a material verb, the sentence structure is as follows:

Subject + Verb (Verb) Material + Object + Description (optional)

Usage Example:



In the sentence above it is explained that My sister is the subject, serving is the material verb, and the juice is the object.

David plays the piano to make harmony songs

In the sentence above David is the Subject, playing is the verb material, the piano is the object, and to make harmony songs is the adverb.

Dentist pulls the sweet girl's molar in that hospital

In the sentence above, Dentist is the subject, pull is the verb material, the sweet girl's molar are the object, and in that hospital is an adverb of place.

2. Rational Verbs

A relational verb is a word that functions as a liaison between the subject and the complement.

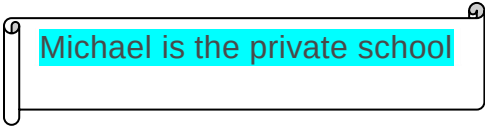
A sentence containing a relational word must contain a complement. If not, then the sentence will look ambiguous (not fit)

Sentence Structure

In a sentence containing a relational verb, the sentence structure is as follows:

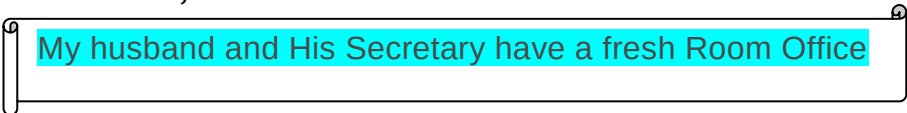
Subject + Relational Verb (Verb) + Complement

Examples of Using Relational Verbs



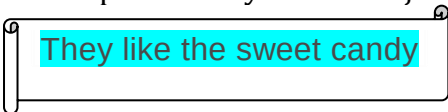
Michael is the private school

In the sentence above, Michael is the Subject, is the Relational Verb, and the private school is the Complementary. The complement in this sentence also acts as an object.



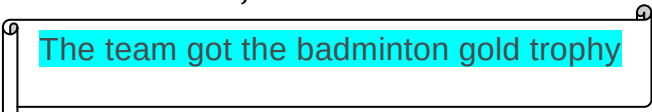
My husband and His Secretary have a fresh Room Office

In the sentence above, My husband and His Secretary is the Subject, have as the Relational Verb, and a fresh Room Office is both a Complementary and an object.



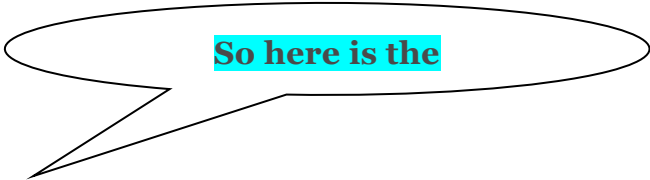
They like the sweet candy

In the sentence above, They is the subject, like is the Relational Verb, and the sweet candy is both a complement and an object.



The team got the badminton gold trophy

In the sentence above, The team is the Subject, gets as the Relational Verb, and the badminton gold trophy as a complement as well as an object.



So here is the

The conclusion is that the verb material is used for a verb that shows an action. Meanwhile, relational verbs show a causal relationship.

6.5 Examples of Verb Usage

Examples of Verb Usage

Active Voice and Passive Voice

The following are examples of sentences containing active verbs: **Active Voice**

1. Jokowi and Biden Founded the Treasure in Deli Tua
2. Miss Tedty Completes Our English Middle Test.
3. The Health Information Management Students Set the Computer Menu.
4. The Host Mother of DELI HUSADA Dormitory Asks Nurse students to clean their dorm.
5. Our Dean sent me Hot Coffee.

The following are examples of sentences containing active verbs: **Passive Voice**

1. The keychain was located by Miss Evy.
2. His stamp collection was stolen by her.
3. The radio was switched off by them.
4. Hot Coffee was ordered by him at 6 pm.
5. The town was vacated by the Wildlife Department.

This is a review regarding verbs, starting from their meaning, characteristics, functions, types, and examples.

EXERCISE:

1. Choose the correct form of the verb to complete the sentence:
Our Midwifery students ____ (practices/practiced) their duty last Saturday night in patient room.
Answer: practiced
2. Identify the verb in the following sentence:
Our Midwifery students practice their duty in patient room every day
Answer: practices

3. Fill in the blank with the correct form of the verb:
The Surgeon ____ (get) last Saturday
Answer: got
4. Choose the correct form of the verb to complete the sentence:
I and you ____ (am/is/are) tired after getting walking
Answer: are
5. Identify the verb in the following sentence:
The Nursing students demonstrated easily their medical practice.
Answer: demonstrated
6. Fill in the blank with the correct form of the verb:
The Nursing students ____ (demonstrate) easily their medical practice.
Answer: demonstrate
7. Choose the correct form of the verb to complete the sentence:
My uncle ____ (go/went) to Medan at 5 a.m. of last Monday.
Answer: went
8. Identify the verb in the following sentence:
They are watching a Horror movie for his quality family time.
Answer: watching
9. Fill in the blank with the correct form of the verb:
The plant ____ (grow) faster by watering it every morning.
Answer: grows
10. Choose the correct form of the verb to complete the sentence:
Our class ____ (finished/finish) at 3 PM every week.
Answer: finish

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BAB 7

SIMPLE SENTENCE

By Peter Manuputty

7.1 Introduction

English is an international language that is used by everyone in this world. According to Chodijah (2000:21) Learning English very needed for all circles, both early childhood or adulthood because English is an international language that everyone must know circles. English is not only understood but English too must be mastered. The statement above it can be interpreted that in learning language, whether first, second, or foreign language, teaching the language component is part of the language program. According to Kasihani (2001:43) English is the first foreign language considered important for the aim of accessing information, absorbing, and developing science, technology, art culture, and fostering relations with other nations. English has many benefits such as: We can travel around the world. We get jobs easily. We can make friend with people from other countries. We can do business across countries. We can prepare ourselves to face the era of globalization. English is an international language because one of the reasons is that it has complete and clear rules that can be understood and applied in everyday life. English has four abilities namely Listening, Speaking Reading, Writing and within the four abilities there is Grammar which is an important part of making sentences. Grammar is very important to learn because it can make sentences that are written or spoken correct. People in the world want to be able to write or speak English in simple matters such as writing sick letters, writing job application letters, writing short stories and also being able to speak in the family environment, speak in the community, speak at school or

campus, speak at the market or store or speak anywhere using simple sentences that are easy for others to understand. This chapter will explain a little about simple sentences that people usually use when speaking or writing regarding events, incidents, activities that are happening at the present time, the past time and the future time. The simple sentences in this chapter are related to the activities everyday.

7.2 Sentence

Sentences by several experts are defined in various senses, including:

1. Sultan Takdir Alisyahbana (1982) explained that a sentence is a collection of the smallest words that contains the complete mind.
2. Gorys Keraf (1978) argues that a sentence is a part of speech that is preceded and followed by silence. While the intonation shows that part the utterance is complete.
3. Fachruddin A.E defines (1988) that a sentence is a group of words that has a certain meaning, consists of a subject and a predicate and does not depend on a larger grammatical construct.

The author draws conclusions from the three experts who define the meaning of a sentence that a sentence is a collection of words that have meaning in which there is a subject, predicate, object, adverb or it has subject, to be and complement.

7.2.1 Example of Action Sentence

1. You take a paper on the chair
(Kamu mengambil sebuah kertas di atas kursi)
2. Our mother prayed in a room
(Ibu kami berdoa di dalam kamar)
3. Your father drinks a glass of coffee at home

- (Ayahmu minum segelas kopi di rumah)
4. Your brother played football last week
(Saudara laki-lakimu bermain bola kaki minggu lalu)
 5. Her sister studied English last night
(Saudara perempuannya belajar bahasa Inggris tadi malam)
- These are some examples of action sentence used.

7.2.2 Example of Non Action Sentence

1. He is a clever student
(Dia 'laki-laki' adalah siswa yang pandai)
 2. They are at a school canteen
(Mereka berada di kantin sekolah)
 3. Sir Peter is an English Lecturer at Victory University
(Bapak Peter adalah seorang dosen bahasa inggris di Universitas Victory)
 4. Mrs Juneth is a kind woman
(Ibu Juneth adalah wanita yang baik hati)
 5. We are in bali this evening
(Kami berada di Bali malam ini)
- These are some examples of non action sentence used.

7.3 Four Types of Sentence Structure

Sentence is the most important part in English. Sentence is a collection of several words with a certain sequence that forms a unified whole and gives a clear meaning and shows a speaker's idea. Sentences in English must at least contain a subject and a verb, or a subject and a predicate. The subject is the topic that is discussing, it can be a person, animal or thing, in general, the subject in a sentence is known as the doer. The predicate is something that describes the subject in a sentence, or it can be said, a thing that is done by the subject.

Based on the sentence structure, the sentence is divided into four main parts, namely simple sentences, compound sentences, complex sentences, and compound complex sentences. The four types of sentences are very different from the pattern of the sentences in their composition, but in this sub chapter the author only describes in general with the examples of sentences about the three types of sentence structures, namely compound sentences, complex sentences and compound complex sentences, while simple sentences will be discussed more fully in other sub chapters.

Here is a detailed description of the different types of sentences.

7.3.1 Compound Sentence

Definition of Compound Sentences, a compound sentence is a sentence that joins two independent clauses connected by a conjunction. Aarts & Aarts (1982) classifies sentence structures into three types: simple sentences, complex sentences, and compound sentences. One of the uses of using compound sentences is to streamline the sentences to be written or expressed. In one clause that can stand alone or independent clause must use one subject and one verb, so when writing a compound sentence must use two subjects and two verbs, because it combines two independent clauses. One of the main features of compound sentences is combining two independent clauses by using conjunctions. There are several coordinating conjunctions that can be used in the compound sentences for writing, namely: for, and, nor, but, or, yet, so.

7.3.2 Example of Compound Sentence

1. *He felt cold, for it was raining*
(Dia 'Laki-laki' itu merasa dingin, karena cuaca sedang hujan)
2. Sorong City is in Southwest Papua and Manokwari City is in West Papua

- (Kota Sorong berada pada Papua Barat Daya dan Kota Manokwari berada pada Papua Barat)
3. I drink a glass of tea, and he drinks a glass of coffee
(saya minum segelas teh dan dia minum segelas kopi)
 4. She ate fried rice, and he ate fried chicken
(Dia 'perempuan' makan nasi goreng dan dia 'laki-laki' makan ayam goreng)
 5. *He can't read, nor can he write.*
(Dia itu tidak bisa membaca atau juga tidak bisa menulis.)
 6. *Rio studies diligent, but he couldn't understand the material*
(Rio rajin belajar, tapi ia tidak dapat mengerti materi.)
 7. *Will Steven go, or will Jack go?*
(Akankah Steven pergi, atau Jack pergi?)
 8. William drank mango juice or Christin drank mango juice
(William minum jus mangga atau Christin minum jus mangga)
 9. *I have lived in Sorong thirty years, yet I never knew all the places in this city.*
(Saya telah hidup di Sorong tiga puluh tahun, tapi saya tidak pernah hafal semua tempat pada kota ini.)
 10. *Ando was feeling healthy, so he was present.*
(Ando merasa sehat, karena itu ia hadir.)
- These are some parts of compound sentence example.

7.3.3 Complex Sentence

A complex sentence in English is a sentence that has one main clause or independent clause, and at least one dependent clause or subordinate clause. According to comma rule in a complex sentence, when the dependent clause comes first, separate the clauses with a comma but when the independent clause comes first, do not separate them. The conjunctions or relative pronouns are also needed which function to connect the clauses, thus making it a complex sentence.

An independent clause is a group of words that contains a subject, a verb and other components to form a complete thought. It can be said that independent clauses can stand alone or can also be said to be the core of a sentence.

The dependent clause also contains a subject and a verb but does not yet express a complete thought. This clause simply depends on the independent clause.

There are several subordinating conjunctions that can be used in complex sentences. Some of the most common conjunctions when reading complex sentences are although, because, before, after, if, since, until and when.

7.3.4 Example of Complex Sentence

1. After I eat fried rice, I will drink a glass of hot tea
(Setelah saya makan nasi goreng, saya akan minum segelas teh panas)
2. I will drink a glass of hot tea after I eat fried rice
(saya akan minum segelas teh panas setelah saya makan nasi goreng)
3. Because you are very good at it, you want to join the singing competition
(Karena kamu sangat ahli dalam hal itu, kamu ingin mengikuti kompetisi nyanyi)
4. You want to join the singing competition because you are very good at it
(kamu ingin mengikuti kompetisi menyanyi karena kamu sangat ahli dalam hal itu)
5. If you want it, you need to order a story book now
(Jika kamu menginginkannya, kamu perlu memesan buku cerita sekarang)
6. You need to order a story book now if you want it
(Kamu perlu memesan buku cerita sekarang jika kamu menginginkannya)

7. When I finish reading that book, I will give you my book
(Ketika saya selesai membaca buku itu, saya akan memberikan buku saya kepada kamu)
8. I will give you my book when I finish reading that book
(Saya akan memberikan buku saya kepada kamu ketika saya selesai membaca buku itu)
9. Although I'm not very good at it, I really enjoy playing guitar
(Meskipun saya tidak terlalu pandai dalam hal itu, saya sangat menikmati bermain gitar)
10. I really enjoy playing guitar although I'm not very good at it
(Saya sangat menikmati bermain gitar meskipun saya tidak terlalu mahir dalam hal itu)
11. Since I hear your voice, I am feeling better
(sejak saya mendengar suaramu, saya merasa lebih baik)
12. I am feeling better since I hear your voice
(Saya merasa lebih baik sejak saya mendengar suaramu)
13. Before he studied, he prayed every night
(sebelum dia belajar, dia berdoa setiap malam)
14. He prayed every night before he studied
(Dia berdoa setiap malam sebelum dia belajar)
15. However Putri did not, we are really enjoying the movie
(Biarpun Putri tidak, kami sangat menikmati filmnya)
16. We are really enjoying the movie, however, Putri did not
(Kami sangat menikmati filmnya, namun Putri tidak)

7.3.5 Compound Complex Sentence

Compound Complex Sentences are a combination of compound sentences and complex sentences. This type of sentence has three or more clauses in it and there are at least two independent clauses and one dependent clause.

Independent clause is a group of words that contain subject, verb and other components so that they become whole.

There are several conjunctions used to unite dependent clauses with independent clauses, including:

1. Conjunctions that show contradictory sentences: Although
2. Conjunctions to define identity: who, where, when, that
3. Conjunctions that refer to certain conditions, situations or conditions: if, unless
4. Conjunctions that refer to time: while, since, until, before, after
5. Conjunctions that give cause effect: because in order to, therefore

Meanwhile other conjunctions can also be used to connect the two different independent clauses:

1. Conjunction to provide an alternative or option: or
2. Conjunctions to explain the intent or purpose: so, for
3. Conjunctions to show contradiction or conflict: yet, but
4. Conjunctions for additional information: and

Sentence patterns and Compound Complex Sentence Series:

- **Independent Clause (1) + conjunction + Independent clause (2) + conjunction + dependent clause (bisa 1 atau lebih)**
- **Conjunction + Dependent Clause (bisa 1 ataupun lebih) + Independent Clause (1) + conjunction + Independent Clause (2)**

7.3.6 Example of Compound Complex Sentence

1. When I feel happy and my friend is not busy, I will treat him.
(Ketika saya merasa senang dan teman saya tidak sibuk, saya akan mentraktirnya.)
 - a. Dependent Clause: When I feel happy
 - b. Coordinate Conjunction: and
 - c. Independent Clause (1): my friend is not busy

- d. Independent Clause (2): I will treat him
- 2. Gabby is a uncommunicative person but she actually requires friend after you know her closer. (Gabby adalah orang yang pendiam tetapi sebetulnya ia membutuhkan teman setelah kamu mengenalnya lebih dekat.)
 - a. Independent Clause (1): Gabby is a uncommunicative person
 - b. Coordinate Conjunction: but
 - c. Independent Clause (2): she actually requires friend
 - d. Dependent Clause: after you know her closer
- 3. They do not like the food that I give, but they still accept it. (Mereka tidak suka makanan yang saya berikan, tetapi mereka tetap menerimanya.)
 - a. Independent Clause (1): they do not like the food
 - b. Dependent Clause: that I give
 - c. Coordinate Conjunction: but
 - d. Independent Clause (2): they still accept it

7.4 Simple Sentence

Simple sentences are sentences that have just one clause. This clause is the main clause. A clause is formed only requires a subject and a predicate. The predicate itself can be a verb phrase or just a verb. Verb phrases can be formed from one verb and one object.

Tallerman (2011:74) states that sentences simple is not affixed to another clause, therefore it is known as stand alone sentence.

As a simple sentence, a simple sentence does not have a dependent or subordinate clause. The structure contained in this sentence usually contains sentence ending punctuation marks, as well as objects or complements filled by adjectives, nouns, or prepositions.

7.4.1 Features of Simple Sentences

There are several things that can be done to identify simple sentences, the points are as follows:

1. Simple sentences must have at least one subject and one predicate which is used to describe the action of the "subject".
2. There is only one clause in a simple sentence.
3. If you find a subordinating conjunction in a sentence, then it is certain that it is not a simple sentence, but a complex sentence.
4. As a sentence that contains an independent clause, a simple sentence has a complete thought/idea. So, when a clause ends with a punctuation mark, there is no need for a supporting statement to convey a message or idea.

7.4.2 Pattern of Simple Sentences

The simple sentence formula in a sentence is very easy to recognize and memorize, because it only uses the Subject + Verb + Object pattern. The shorter simple sentence formula only requires the Subject + Verb/Predicate.

7.4.3 Example of Simple Sentence

1. Modifiers

Modifiers are words that can be added to simple sentences with the aim of adding detail to the sentences made. There are several modifiers that can be included in sentences, such as adjectives, adverbs and prepositional phrases. Notice the example below:

a. Adjectives

Shane sang a lovely song. (Shane menyanyikan sebuah lagu yang indah.)

b. Adverbs

Shane slowly sang a lovely song. (Shane menyanyikan dengan perlahan sebuah lagu yang indah.)

c. Prepositional phrase

Shane slowly sang a lovely song after work. (Shane menyanyikan dengan perlahan sebuah lagu yang indah setelah kerja.)

2. Compound Subjects

The subject used in simple sentences can be a compound subject. Usually, these combined subjects or compound subjects can be in the form of nouns or personal pronouns that use the same verb, and are combined using two conjunctions, namely a coordinate conjunction or a correlative conjunction.

a. **Using Coordinate Conjunction**

Jarden, Brian and Lani studied English. (Jarden, Brian dan Lani belajar Bahasa Inggris.)

Brian or Lani Studied English. (Brian atau Lani telah belajar Bahasa Inggris.)

b. **Using Correlative Conjunction**

Both Brian and Lani studied English. (Baik Brian dan Lani belajar Bahasa Inggris.)

Neither Brian nor Lani studied English. (Baik Brian maupun Lani tidak belajar Bahasa Inggris.)

3. Compound Verbs

Simple sentences can contain a combination of verbs, usually referred to as compound verbs. Basically, sentences containing compound verbs are two complete sentences combined into one so that the sentence becomes more effective. For example:

a. *Aldo went to Bali.* (Aldo pergi ke Bali.)

b. *Aldo bought a new shirt.* (Aldo membeli kemeja baru.)

Digabung menjadi:

Aldo went to Bali and bought a new shirt. (Aldo telah pergi ke Bali dan telah membeli kemeja baru.)

- a. Ester plays a guitar (Ester bermain gitar)
- b. Ester sings a religious song (Ester bernyanyi lagu rohani)

Digabung menjadi:

Ester plays a guitar and sings a religious song (Ester bermain gitar dan bernyanyi lagu rohani)

4. Simple Sentences in general

- a. I drink a glass of coffee
(saya minum segelas kopi)
- b. They go to church
(Mereka pergi ke gereja)
- c. We listen the music
(Kita mendengar music)
- d. They play football
(Mereka bermain bola kaki)
- e. Jeanet reads a story book
(Jeanet membaca sebuah buku cerita)
- f. Ria and Boy watched fast X film
(Ria dan Boy menonton film fast X)
- g. You go to the beach every Sunday
(kamu pergi ke pantai setiap hari minggu)
- h. I prayed and sang the Lord last nigh
(Saya berdoa dan memuji Tuhan tadi malam)
- i. Gloria walks in the morning
(Gloria berjalan di pagi hari)
- j. Samuel wrote an English task
(Samuel menulis tugas Bahasa Inggris)
- k. We must study every time
(Kita harus belajar setiap waktu)

- l. I will go home
(Saya akan pulang)
- m. I teach at Victory University of Sorong
(Saya mengajar di Universitas Victory Sorong)
- n. We are doing the homework
(Kami sedang mengerjakan pekerjaan rumah)
- o. My mother always prepares the breakfast
(Ibu saya selalu menyiapkan sarapan pagi)

5. Direct Object

Direct Object is an object or something done by the subject. The direct object is usually a noun or pronoun; as in the following example.

A: *I always eat **fried rice** for breakfast. (Aku selalu makan **nasi goreng** untuk sarapan)*

B: *I like **it**, too. (Aku juga suka **itu**)*

6. Indirect Object

Indirect object is the object that receives the action from the subject. Indirect objects can be nouns or pronouns; as in the following example.

A: *Marlon will borrow **Daniel's** story book. (Marlon akan meminjamkan buku cerita Daniel)*

B: *He's borrowing **him** something valuable! (Dia meminjamkannya sesuatu yang berharga!)*

7.4.4 Task

I. Discover the subject from these simple sentences below

- 1. *Ando's new hobby is football.*
- 2. *That boy looks like a good person.*
- 3. *They always do their jobs.*

II. Discover the predicate from these simple sentences below

1. You saw Daniel at the campus
2. The sun rises on the east
3. Kirana went to Sorong City last week

III. Discover the direct object from these simple sentences below

1. I have read a news.
2. Tiara calls me every day.
3. Nova made the table clean.

IV. Discover the indirect object from these simple sentences below

1. Tania reads Chris a long story.
2. I gave Mario a job.
3. My mother bought her new clothes.

V. Discover the complement from these simple sentences below

1. John looks handsome in black.
2. I am a smart boy.
3. Jones was feeling great all day.

Answers

I. Discover the subject from these simple sentences below

1. Ando's new hobby
2. That boy
3. They

II. Discover the predicate (verb) from these simple sentences below

1. Saw
2. Rises
3. Went

III. *Discover the direct object from these simple sentences below*

1. *News*
2. *Me*
3. *Table*

IV. *Discover the indirect object from these simple sentences below*

1. *Chris*
2. *Mario*
3. *Her*

V. *Discover the complement from these simple sentences below*

1. *Handsome*
2. *Boy*
3. *Great*

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BAB 8

COMPLEX SENTENCE

By Nargis

8.1 Introduction

A complex sentence is an independent clause joined by one or more dependent clauses. A complex Sentence always has a subordinating conjunction and it is attached to an independent clause. (because, since, after, although, when...) or a pronoun (who, which, and that).

In other words, a complex sentence is a sentence that has an independent clause and a dependent clause. An independent clause is a clause which can stand by itself as complete sentence.

Meanwhile a dependent clause is a clause that cannot stand by itself as complete sentence because it is introduced by a subordinate conjunction. It should be attached to an independent clause. Therefore, the independent clause and the dependent clause that are joined by a subordinate conjunction form a complex sentence. Examples are as follows.

1. She was still eating breakfast when I arrived
2. They try to do the exam very well because they want to get good marks.
3. If you need my help, you may call me.
4. Although it is raining hard, I will come to my English Class
5. I go early so that I can prepare materials for the presentation.

8.2 Complex Sentence

Understanding complex sentence, we will find some terms, such as clause, connector, independent clause and dependent clause.

Clause is the words groups contain of subject and predicate. In complex sentence, there are at least two clause and they are linked by coordinate connector. (Sari, 2021)

Meanwhile, A clause is a group of related words. A clause has both a subject and a predicate.

There are two types of clauses. Independent Clause - An independent clause can stand alone as a sentence. Here is an example:

We walk to school. This sentence show a complete thought and can stand without another clause. (Nelson Gerald, 2001)

Dependent Clause - A dependent clause cannot stand alone as a sentence. Here is an example:

When the cake is done baking. This clause does not express a complete thought and cannot stand alone (Syamsul 2014 p 6).

It is related to Nelson's opinion stated that a sentence which contains a subordinate clause is called a complex sentence A subordinating conjunction begins the dependent clauses and the subordinate clause cannot stand alone.

Type of Subordinate Clauses

Dependent clauses act in certain ways. They can act in three different ways to be precise.

1. Adjective (Relative) Clause
2. Adverb Clause
3. Noun Clause (Nelson Gerald, 2001)

8.9.1 Use Adjective Clause Connectors Correctly

an adjective clause is a dependent clause that has the role as an adjective. They are introduced by special words called relative pronouns or relative adverbs.

The woman who looked happy danced.

Who looked happy is a dependent adjective clause. It is a group of words with a subject (who) and a verb (looked), and the whole clause is functioning as an adjective modifying the noun woman, which is the subject of the independent clause.(Nuswantoro, 2014)

Meanwhile(Leki & Azar, 1982) stated ADJECTIVE CLAUSE is the clause which combined by pronoun as we call them relative pronoun (who, whom, which, that, and whose)

Look at the some examples

I bought a new car. It is very fast.

→ I bought a new car that is very fast.

The pronoun 'that' describes a new car.

She lives in New York. She likes living in New York.

→ She lives in New York, which she likes.

The pronoun « which' describe New York

The woman is coming tonight.

Her car is a BMW.

→ The woman whose car is a BMW is coming tonight.

The pronoun 'whose' describes the owner of the car belong to possessive pronoun.

TOEFL EXERCISE : Choose the letter of the word or group of words that best completes the sentence.

1. The manthe theft last night has been caught.
(A) who is committed
(B) committed
(C) who committed
(D) is committing
2. I made the appointment with the doctor
(A) Who you recommended
(B) Recommended
(C) Who you recommended
(D) Who you recommends

3. I am not really interested at the plandiscussed last night.
 (A) that we
 (B) that
 (C) who we
 (D) whose
4. The movie which we watched together.....
 (A) was really frightening
 (B) are frightening
 (C) is worried
 (D) worry
5. The man..... is our new director.
 (A) that you met
 (B) who you see
 (C) whom you meet
 (D) that you have met

Number 1 : The man is described in the adjective clause as subject in dependent clause and it occurs in the past. The correct answer is C.

Number 2 : The dependent clause describe a doctor which as on object in independent clause.

Number 3 : The dependent clause explain the word 'the plan'. It is a noun as object, therefore the right answer is that we (A).

Number 4 : We have to focus on agreement of the verb in two clauses. The dependent clause use the simple past tense, therefore the independent has to use past simple which describe the movie. A is the correct answer.

Number 5 : The dependent clause 'that you have met' describes the man as object in independent clause. The correct answer is D.

8.9.2 Use Adverb Clause Connector Correctly

Adverb clause : two clauses are combined to show the time, cause, contrast, condition and manner. One of the clause are begun with the connectors, such as although, because of, while, etc. One of the clauses is initiated by the subordinate, it must be accompany by independent clause.

- a. Time : After getting home from work, my sister and I went to the mall last night . After getting home from work is dependent clause. my sister and I went to the mall last night is independent clause.
- b. Condition: I'll be home early if I can catch the early train
- c. Concession: He paid for the meal, although he can't really afford it. Even though he worked hard, he failed the final exam.(Phillips, 2001)
- d. In addition, (Gear, 2002) some connectots and in adverb clause to show cause and effect (reason) : in case, since ; We should bring more clothes in case we stay longer there. Since John never greet us, we don't know he lives next to our door.
- e. for indicating the result : so that, so...that, such ..that. she called me many times so that I come to his office on time. The book is so thick that I must read it in a week. She heard such bad news that she fainted.

TOEFL EXERCISE : Choose the letter of the word or group of words that best completes the sentence.

1. The prisoners were prevented from speaking to reporters because
 - (A) not wanting the story in the papers.
 - (B) the story in the papers the superintendent did not want
 - (C) the public to hear the story
 - (D) the superintendent did not want the story in the papers

2. ____show the relations among neurons, they do not preclude the possibility that other aspects are important.
(A) Neural theories
(B) A neural theory
(C) Although neural theories
(D) However neural theories
3. If ultraviolet radiation enters the Earth's atmosphere,____generally blocked by the ozone concentrated in the atmosphere.
(A) it
(B) it is
(C) so it is
(D) then it
- Adopted from (Phillips, 2001)
4. In Britain the hottest month of the year is July,..... in Australia it is usually the coldest.
(A) although
(B) whereas
(C) Because
(D) That
5.they lose by five goals, people will still love them
(A) that
(B) whereas
(C) because of
(D) Even if

Number 1, it's adverb of cause, the connector because, after because we need the clause (subject and verb) The correct answer is D.

Number 2 The Concession with connector 'although' to show the construct meaning between dependent clause and independent clause. The correct answer is C.

Number 3. It's condition clause, begun with 'If' with simple present present tense. The correct answer is B.

Number 4. The Concession with connector 'whereas' to show the contrast meaning between dependent clause and independent clause, the different season in Britain and in Australia. The correct answer is B.

Number 5 'Even if' is an adverb of condition that states the condition for the main idea to come into effect. The bad condition happened to the team, however the fans or the people still love the team. The correct answer is D. An adverb of condition often starts with if, unless, only if, even if, whether or not.

8.9.3 Use Noun Clause Connector Correctly Subjunctive

Noun clause is a clause that performs the function of a noun. It fills the position or positions that a noun or nouns may fill in a sentence as the object of a verb, object of a preposition, or other subject.

(Sari, 2021)

In the first example there are two clauses,

'I know something' and 'he will arrive.' The second clause describes something and it tells the time. Therefore 'when' is needed to be the connector. This noun clause (when he will arrive) is as the object of the verb know.

In the second example the two clauses 'I am concerned' and 'he will arrive' are also joined by the connector when. When changes the clause he will arrive into a noun clause that functions as the object of the preposition about.

(Phillips, 2001)

A noun clause is used as a subject or an object.

What she explained is acceptable.

It modifies the Subject. The noun clause has its own subject 'She'. It comes the simple sentence. It is acceptable. The word is changed to a noun clause 'What she explained'.

Now, we compare to a noun clause as object.

I heard something

I heard what she explained.

S V Noun clause

Sometimes, the noun as the object preceded by preposition.

I listened to it

I listened to what he said

S v noun clause.

what he said is a noun clause. It is used as the object of the preposition to.

(Leki & Azar, 1982)

TOEFL EXERCISE : Choose the letter of the word or group of words that best completes the sentence.

1. It is difficult to understand..... his own children.
(A) that distrusts
(B) what he distrusts
(C) why he distrusts
(D) he distruststed
2. I wanted to go on holiday.....I have free time.
(A) Where
(B) That
(C) What
(D) when
3. She forgavehe did to her.
(A) When
(B) That
(C) What
(D) whatever
4. What you buy in the market... always fresh.
(A) Are
(B) Were
(C) Will
(D) can
5. That something bad happened to her students,her sad.
(A) Will make
(B) Make

- (C) Made
- (D) Is making

Number 1 the word understand is explained with the clause is begun with 'why'. It modifies the object 'it'. The correct answer is C.

Number 2 the correct answer D, 'when' is the right subjunctive connector to show the time (free time).

Number 3 The noun clause connector 'whatever' is correct answer to show anything he did. The correct answer C.

Number 4, The exercise of TOEFL test sometimes asks the agreement between the independent clause and dependent clause. The dependent clause 'what you buy in market' in present simple and it shows everything we buy. Therefore the correct answer is (A). Are is to be in the simple present.

Number 5 the dependent clause 'That something bad happened to her students' in simple past, therefore the independent clause use the same tense, simple past tense. The correct answer is C.

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BAB 9

COMPARATIVE AND SUPERLATIVE

By Morita

9.1 Degrees of Comparison

In the English grammar, degrees of comparison are used when we want to compare an object (person or thing or animal) with others. We do this by changing the form of an adjective or adverb according to certain rules.

Knowing and understanding this topic is important because we often have to compare two objects, either with equal or more/less quality. The problems of using comparatives and superlatives are quite often found on the TOEFL test. Hence, it is strongly suggested that we understand how to form the comparative and superlative to be able to answer questions related to those topics.

There are three types of comparison, namely: ***positive degree***, ***comparative degree***, and ***superlative degree***. We use certain grammatical rules to indicate different degrees of comparison in a sentence. The structure applied for one degree is different from the others.

9.2 Positive Degree

Positive degree is used if we want to describe that an object has the same or almost the same quality as the other. We can use the phrase '***as as***'.

Examples:

1. Mary is ***as beautiful as*** her mother.
2. The girl dances ***as gracefully as*** a ballerina.
3. I am ***as happy as*** you are.

As we can see in the above examples, the word that can come between '*as as*' is either an adjective or adverb. Their forms remain the same.

9.3 Comparative and Superlative

Comparative Degree

A comparative degree is used to compare **two things**; one has better quality than the other.

Examples:

1. My house is ***bigger than*** yours.
2. The train moves ***faster than*** the car.
3. Tom can explain the lesson ***more clearly than*** his brother.
4. His score in the English test was ***better than*** mine.

9.3.1 Superlative Degree

The superlative degree is used to describe that an object has the highest quality among the others.

Examples:

1. Mr. Smith's house is ***the biggest*** one in our neighborhood.
2. A jet plane can move ***the fastest***.
3. Tom is a good teacher. He can explain the lessons ***the most clearly***.
4. His score in the English test was ***the best*** in class.

9.3.2 How to Form Regular Comparatives and Superlatives

Forming comparatives and superlatives is simple. It depends on the number of syllables in an adjective or adverb.

Comparisons Number Of Syllables	Comparative	Superlative
1 syllable tall small big* fast	<i>taller than</i> <i>smaller than</i> <i>bigger than</i> <i>faster than</i>	<i>the tallest</i> <i>the smallest</i> <i>the biggest</i> <i>the fastest</i>
2 syllables, ended by er, ow, ly, y clever narrow simple pretty	<i>cleverer than</i> <i>narrower than</i> <i>simpler than</i> <i>prettier than</i>	<i>the cleverest</i> <i>the narrowest</i> <i>the simplest</i> <i>the prettiest</i>
2 or more than 2 syllables quickly** handsome expensive beautiful comfortable	<i>more quickly than</i> <i>more handsome than</i> <i>more expensive than</i> <i>more beautiful than</i> <i>more comfortable than</i>	<i>the most quickly</i> <i>the most handsome</i> <i>the most expensive</i> <i>the most beautiful</i> <i>the most comfortable</i>

*One-syllable adjectives or adverbs with a consonant + vowel + consonant, the final consonant must be doubled before adding **-er** or **-est**.

** **Quickly** and **slowly** are adverbs deriving from adjectives **quick + ly**, and **slow + ly**.

Hence, they are not ended by -y.

However, there are some two-syllable adjectives which have both kinds of comparative and superlative forms. They are:

1. **clever** → **cleverer/more clever** → **the cleverest/the most clever**
2. **gentle** → **gentler/more gentle** → **the gentlest/the most gentle**
3. **humble** → **humbler/more humble** → **the humblest/the most humble**
4. **narrow** → **narrower/more narrow** → **the narrowest/the most narrow**
5. **quiet** → **quieter/more quiet** → **the quietest/the most quiet**
6. **simple** → **simpler/more simple** → **the simplest/the most simple**
7. **friendly** → **friendlier/more friendly** → **the friendliest/the most friendly**

9.3.3 Irregular Comparatives and Superlatives

Some adjectives and adverbs belong to the irregular forms as they do not follow the above rules.

Comparisons Adjectives/ Adverbs	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
little	less	least
many/much	more	most
Far*	farther (distance) further	farthest furthest

***Far – farther – the farthest** (distance)

My house is *farther than* yours from school.

Far – further – the furthest

We need *further* information from you.

Exercise 1: Each of the following sentences contains a comparative or superlative. Mark the comparative or superlative. Then, indicate if the sentences are correct (C) or incorrect (I).

___I___ 1. Oxygen is

 nitrogen.

___C___ 2. I think what you have

 answer.

_____ 3. Staying healthy is the most importantest thing in life.

_____ 4. Teen fashion nowadays is shorter and more colorful than it was five yeas ago.

_____ 5. The professor said that Tony's answer in the exam was more good than the other students' answers.

_____ 6. Russia is the coldest place than all other countries in Europe.

_____ 7. The workers in this department work harder than the workers in the other departments.

_____ 8. My brother is more happier today than he was last night.

_____ 9. The striker on our football team this year is more productive than the
striker on last year's team.

_____ 10. My sister always works the hardest and most efficiently that she can do.

_____ 11. Oxford is probably the most prestigious university in the United Kingdom.

_____ 12. Ryan is more hard working of all his colleagues in this department.

_____ 13. The new hired accountants have more experience than those two months ago.

_____ 14. The assistant told us that the second exam is the most difficult of the two.

_____ 15. Today's webinar was much more interesting than yesterday's webinar.

_____ 16. I bought the more expensive jewelry for my fiancée.

_____ 17. The cake in this restaurant is the best of the bakery we went to yesterday.

_____ 18. The flowers that have been sitting in the shady spot look far more beautiful
than the other flowers.

_____ 19. These copies are the worst that they have ever published.

_____ 20. Our recent journal is the longest of the first one.

Irregular -er, -er Comparative Structure

Another form of comparative structure that can also be found on the TOEFL test is irregular comparatives. This type of irregular comparative consists of two parallel comparatives is initiated by **the**.

Examples:

1. ***The harder*** we practice, ***the more successful*** we'll be.
2. ***The more*** films he produces, ***the more opportunities he has to win the award.***

In the first example, ***the harder*** comes before the subject and the verb ***we practice***, while ***the more*** comes before the adjective ***successful*** and the subject and the verb ***we'll be***. In the second example, ***the more*** comes before the noun ***films*** and the subject and the verb ***he produces***, while ***the more*** comes before the noun ***opportunities*** and the subject and the verb ***he has***. Notice that both patterns are correct.

The following table shows this irregular structure:

THE -ER, -ER STRUCTURE	
THE <i>-er/more</i>	(same structure), THE <i>-er/more</i> (same structure)
This type of sentences may or may not have a verb	

Exercise 2: Each of the following sentences contains the irregular *-er, -er* structure. Mark the two comparisons with *the*. Underline the parts that should be parallel. Then, indicate if the sentences are correct (C) or incorrect (I)

___I___ 1. The hotter the food is, harder it is to eat.

___C___ 2. The warmer the weather, The greater her the attendance at the outdoor Concert.

_____ 3. The longer you think, the worst the situation will be.

_____ 4. The more time they have to work , the more money they will get.

_____ 5. The older the participants, the less opportunities they will be accepted.

_____ 6. If you wake up earlier, the sooner you will arrive at work.

_____ 7. The more you use the phone, the higher the bill will be.

_____ 8. The more often you practice, the easier you will answer the questions.

_____ 9. The earliest you send in your letter of complaint, the sooner we will handle your problem.

_____ 10. The more people come to your party, the happier will be.

Exercise 3: Circle the comparatives and superlatives in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. The rain is more heavier today than it was yesterday.

_____ 2. The tree that was cut by my father was the biggest of the two trees we had in the garden.

_____ 3. He will buy the most fuel-efficient car that he can afford.

_____ 4. The closest it gets to Christmas, the more crowded the shopping centers are.

_____ 5. The medicine department is bigger of the departments in the university.

_____ 6. I really do not want to live in the southern part of the country because it is one of the most driest areas

_____ 7. It is preferable to use the most efficient and most effective method that you can.

_____ 8. Tonight's dinner was more filling than last night's.

_____ 9. The sooner you finish your paper, the more time you have for your holiday.

_____ 10. The house is now the most beautiful that it has ever been.

Exercise 4: Choose the correct answer in the incomplete sentences.

1. The speed of a jet plane is _____ the speed of a helicopter.
(A) fasterly
(B) much faster than
(C) the fastest
(D) as fast as
2. The use of this method is _____ in developing the theory, and almost all scholars get benefits from it .
(A) more commonly
(B) commonly
(C) most common
(D) the most common
3. _____ we possess, the _____ we've got to work.
(A) The least time, the hardest
(B) The lesser time, the harder
(C) The less time is, the harder is
(D) The less time, the harder
4. Tuition at our private universities is getting _____ each year.
(A) so high as
(B) higher
(C) the highest
(D) as high as

5. The cost of airing our commercial on TV stations these days is not _____ as four years ago as we prefer to use social media.
- (A) so much
 - (B) much
 - (C) too much
 - (D) way too much
6. The workers are supposed to work _____ if they do not want the machine replaces them.
- (A) more efficiently
 - (B) efficiently
 - (C) more efficient
 - (D) the most efficient
7. Our office building is only _____ the WTC building.
- (A) half as big as
 - (B) another big half
 - (C) half as big as
 - (D) big by half
8. I saw the movie and I think I like reading the novel than the film.
- (A) more good than
 - (B) less good than
 - (C) more better than
 - (D) better than
9. Although they are twins, Tom's personalities are different from _____.
- (A) Tim
 - (B) that of Tim
 - (C) those Tim

(D) those of Tim

10. John's salary as an executive manager increases by _____ times the amount he received when he was a supervisor.

- (A) more five
- (B) more as five
- (C) more than five
- (D) most than five

11. _____ 2,500 people attended the conference for his run for presidency in Los Angeles last week.

- (A) As much as
- (B) As many as
- (C) As many
- (D) Many as

12. Amy's latest work of painting looks incredible. It shows _____ the previous ones.

- (A) more of her originality than
- (B) more than her originality
- (C) as originality as
- (D) the most originality than

13. In my opinion, the 2023 Java Jazz music concert is _____ music event I've ever been.

- (A) most exciting
- (B) exciting than
- (C) the most exciting
- (D) more exciting than

14. Vina danced _____ a professional ballet dancer.

- (A) as graceful
- (B) more graceful as
- (C) as gracefully as

(D) as gracefully that

15. The Japan railway system is _____ operating in the world.
- (A) the most sophisticated
(B) the more sophisticated
(C) as sophisticated as
(D) the most sophisticated than

Exercise 5: Choose the incorrect word or phrase in the underlined choices.

1. School children in the same grade in Indonesian schools
A
are usually the same old as their classmates.
B C D
2. Ben was the owner of the larger TV station in the country, a
A B
foreign representative for Unilever Co., and a famous
influencer with many followers.
C D
3. The quality of the goods in supermarket is more better
A B
than those of local stores because they offer more choices
C
and lower prices.
D
4. The most successful a company becomes, the more people
A B
want to invest in it.
C D

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BAB 10

INVERSION

By Innes Septa Nindiarini

10.1 Introduction

Sentence structure is usually started by a subject and then followed by a verb. However, we may find some inversion in English sentences. Inversion means putting verbs before subjects. Inverted subjects and verbs can happen in a variety of situations. We find inversion mostly to form questions. However, there are many situations where we could find inversion in sentences, such as sentences with question words, with place expressions, with negatives, with conditional sentences, and with comparisons.

10.2 Inversion In Questions

Inversion often occurs when forming questions. Questions with helping verbs, such as *be*, *have*, *will*, *should*, *must*, *etc* have inversion in their subjects and verbs. Look at the following sentences:

Positive	: <i>Children <u>can</u> enter the 3D museum.</i>
Question	: <i><u>Can</u> children <u>enter</u> the 3D museum?</i>
Positive	: <i>She <u>will</u> vote at the next presidential election.</i>
Question	: <i><u>Will</u> she <u>vote</u> at the next presidential election?</i>
Positive	: <i>The manager <u>was</u> furious at the meeting yesterday.</i>
Question	: <i><u>Was</u> the manager furious at the meeting yesterday?</i>

In the first example, the subject is *children* and the helping verb is *can*. When forming a question, the helping verb *can* is before

the subject *children*. In the second example, the subject is *she* and the helping verb is *will*. When forming a question, the helping verb *will* is before the subject *she*. In the third example, the subject is *the manager* and the helping verb is *was*. When forming a question, the helping verb *was* is before the subject *the manager*.

When forming a question without a helping verb, we use the helping verb *do*.

Positive : *He visits the 3D museum.*

Question : *Does *he* visit the 3D museum?*

Positive : **She* submitted the report on time.*

Question : *Did *she* submit the report on time?*

In the first example, the subject is *he* and the verb is *visits*, without a helping verb. So, in the question form, the helping verb *does* is used. In the second example, the subject is *she* and the verb is *submitted*, without a helping verb. so, in the question form, the helping verb *did* is used.

10.3 Inversion With Question Words

Inversion can happen after question words, such as *what*, *where*, *when*, *why*, and *how*. Question words can introduce a question and can also be a connector. When these words introduce a question, inversion happens. However, when these words join two clauses, inversion does not happen. Look at the following examples:

What is *your favorite food*?

Where are *you going*?

When can *I call*?

The question words above are introducing questions, so as you can notice, the subjects and verbs are inverted. In the first sentence, the question word *what* is in the beginning and followed

by the helping verb *is* that comes before the subject *your favorite food*. In the second sentence, the question word *where* is in the beginning and followed by the helping verb *are* and then followed by the subject *you* and the rest of the verb. In the third sentence, the question word *when* is located in the beginning of the sentence then followed by a modal *can* that acts as a helping verb and followed by the subject *I* and the rest of the verb.

Question words can also act as a connector which joins together two clauses. In this case, inversion does not happen. Look at the following example.

I do not know **when** *the test will be held*.
He asked me **where** *they were going*.

There are two clauses in the examples above which are joined by a question word. The first clause acts as an independent clause and the second clause acts as a dependent clause and in this situation, the subjects and verbs are not inverted.

10.4 Inversion With Place Expressions

When a sentence is introduced by place expressions, inversion sometimes happens. Look at the following sentences:

Here is *the food* that you ordered.
There is *the book* that I borrowed from the school library.

In the examples above, the words in bold are called place expressions. When these place expressions are put in the beginning of a sentence, the verbs and the subjects are inverted. In the first sentence, the place expression *here* makes the subject *the food* comes after the verb *is*. In the second sentence, the place expression *there* makes the subject *the book* comes after the verb *is*.

Besides the single place expressions such as *here* and *there*, prepositional phrases like *in the classroom*, *on the table*, *around the corner*, *etc* can also cause inversion when located in the beginning

of a sentence. The inversion with prepositional phrases happens only when the prepositional phrases complete the meaning of the sentence. Let us look at the following examples of inversion with prepositional phrases.

In the classroom are *the new students*.

Around the corner is *the bakery* that serves fresh bread.

In the first sentence, the prepositional phrase *in the classroom* causes the verb *are* comes before the subject *the new students*. In the second sentence, the prepositional phrase *around the corner* causes the verb *is* comes before the subject *the bakery*. Remember that not all prepositional phrases that come in the beginning of a sentence can cause inversion. Compare the two sentences below:

In the zoo is *the baby panda*.

In the zoo, I saw the baby panda.

In the first sentence, inversion happens because the prepositional phrase *in the zoo* is necessary to complete the sentence. Without it, the meaning is ambiguous. Meanwhile, in the second sentence, the prepositional phrase does not cause inversion because the meaning *I saw the baby panda* is clear without the place expression *in the zoo*. In this sentence, the place expression is not important to complete the sentence.

10.5 Inversion With Negative Expressions

Inversion can also happen when using negative expressions in a sentence. This situation usually happens in formal English. When negative expressions, such as *never*, *not*, *neither*, *nor*, *only*, *rarely*, *scarcely*, *seldom*, *etc* appear in front of the subject and verb, the inversion happens. Look at the example below:

The police could find the missing boy **nowhere**



Nowhere could the police find the missing boy

The negative expression *nowhere* in the example above when written in the beginning of the sentence causes the helping verb *could* comes before the subject *the police*.

When the sentence does not have helping/auxiliary verbs, then use do/does/did as the auxiliary. Use do/does for present tense and use did for past tense. Look at the example below:

She talks to me **only now**



Only now does she talk to me

In the sentence above, the negative expression *only now* written in the beginning of the sentence causes the subject *she* comes after the auxiliary verb *does*. The sentence uses an auxiliary verb *does* because it uses simple present tense.

She **hardly ever** said anything to me about her problem



Hardly ever did she say anything to me about her problem

The negative expression *hardly ever* in the example above when written in the beginning of the sentence causes the subject *she* comes after the auxiliary verb *did*. The sentence uses an auxiliary verb *did* because it uses simple past tense.

Sometimes, a negative expression can come in front of a subject and verb in the middle of the sentence. When this happens, inversion also happens. Look the sentences below.

Sandra will not attend the concert, and **neither** will *I*.
I am not studying, **nor** is *my sister*.

In the first sentence, the negative expression *neither* causes the subject *I* comes after the helping verb *will*. In the second sentence, the negative expression *nor* causes the subject *my sister* comes after the verb *is*.

10.6 Inversion With If Conditional

There are three types of If-Conditional sentences, namely Type 1, Type 2, and Type 3. In all types of conditional sentences, there are always two clauses; if-clause and main clause. Below are the structures of If-Conditionals.

type	if-clause	main clause
I	Simple Present	will-future or (Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

Picture 10.1. Form of If-Conditional Sentences
(Source: www.englisch-hilfen.de)

We use If-Conditional Type 1 when we talk about possible conditions and probable results. For the if-clause, we use simple present tense and for the main clause, we use future tense or modals with infinitives. If-Conditional Type 2 is used when we talk about hypothetical situations; conditions and results that are unlikely to happen. For Type 2, we use simple past tense for the if-clause and would with infinitives for the main clause. While for If-

Conditionals Type 3, the *if*-clause uses past perfect tense and the main clause uses *would have* with past participle. We use Type 3 when we imagine about different situations and results in the past. In certain conditions, the subjects and verbs could be inverted. In Type 1, omit the *if* and replace by *should* then replace the verb with bare infinitive. Look at the example below.

If you order again, we will give you a 20% discount.



Should you order again, we will give you a 20% discount.

In Type 2, omit the *if* and replace by *were* then replace the verb with *to infinitive*. Look at the following example.

If they offered me a job, I would be very happy.



Were they to offer me a job, I would be very happy.

The inversion above means that the situation is unlikely to happen in the future. Sometimes in Type 2, the clause contains the verb *be*. When this happens, omit the *if* and invert the subject and verb. Look at the example below.

If I were there, I would help.



Were I there, I would help.

In Type 3, the inversion happens by omitting the *if* and inverting the subject with the auxiliary verb. Look at the example below.

If he had taken the job offer, he would have gotten extra cash.



Had he taken the job offer, he would have gotten extra cash.

The sentence above means that he might have gotten extra money by taking the job offer but it did not happen.

10.7 Inversion With Comparison

The other inversion that is probably out in the TOEFL test is comparison. To form comparative sentences, we use *-...er than* for short adjectives and *more...than* for long adjectives. When we write comparative sentences, it means we compare two equal things. Check the example of comparative sentences below:

The new house is bigger than the old house.

The new house is more expensive than the old house.

Both sentences above are comparing two equal things, which are *the new house* and *the old house*. The first sentence uses the comparative *bigger than* because big is a short adjective, while the second sentence uses the comparative *more expensive than* because expensive is a long adjective.

Inversion in comparative sentences is very formal and usually found in written text. The inversion occurs after *than*. Look at the following sentences:

My sister speaks English better than *my brother does*



My sister speaks English better than *does my brother*

The sentences above show comparative sentences. In the first sentence, the second subject *my brother* comes after the comparative word *than* and the helping verb *does* is after the subject. The inversion occurs in the second sentence where you can notice that the helping verb *does* comes after the comparative word *than* and the second subject *my brother* comes after the helping verb *does*.

10.8 Toefl Exercises On Inversion

Choose that best completes the sentence.

1. Does everyone know _____ having the art exhibition?
 - a. where are the artists
 - b. that the artists are
 - c. where the artists are
 - d. that the artists

2. Next to the museum _____ that is being renovated.
 - a. is the old office
 - b. the old office is
 - c. which is the old office
 - d. the old office

3. _____ the project on time, he should have passed the exam.
 - a. He had finished
 - b. If he finished
 - c. Had he finished
 - d. He finished

4. Under no circumstances _____ to ride motorcycles to school.
 - a. students should be
 - b. students should

- c. should students be
 - d. should be
5. What _____ is a lie
- a. they are saying
 - b. are they saying
 - c. they saying
 - d. are
6. Many a time _____ plan to have vacation, but we never did.
- a. did we
 - b. we did
 - c. did
 - d. were
7. Not only _____ lose her purse, but she also lost her car key.
- a. she did
 - b. did she
 - c. was
 - d. did
8. Sara promised that never _____ anyone else.
- a. she will tell
 - b. will she tell
 - c. would she tell
 - d. she would tell
9. Never before _____ a wonderful sunset.
- a. I have seen
 - b. I had seen
 - c. have I seen

d. I saw

10. Individual differences in hormonal production may shed light on why some people are more emotional in facing stress _____ .

- a. that others are
- b. and others are
- c. others are
- d. than are others.

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