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**BUKU AJAR**  
**MODUL BAHASA INGGRIS**  
**UNTUK MAHASISWA FAKULTAS KEDOKTERAN GIGI**



Tim Penyusun:  
Tiarna Talenta Theresia  
Marie Louisa  
Harris Gadih Pratomo

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Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 tahun 2014 tentang Hak Cipta, sebagaimana yang telah diatur dan diubah dari Undang-Undang nomor 19 Tahun 2002, bahwa:

### Kutipan Pasal 113

- (1) Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam pasal 9 ayat (1) huruf i untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000, 00 (seratus juta rupiah).
- (2) Setiap orang yang dengan tanpa hak dan/atau tanpa izin pencipta atau pemegang hak cipta melakukan pelanggaran hak ekonomi pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h, untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000, 00 (lima ratus juta rupiah).
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- (4) Setiap orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000.00 (empat miliar rupiah).



# Kata Pengantar

**P**uji syukur kita panjatkan ke hadirat Tuhan Yang Maha Esa, karena atas petunjuk dan rahmat-Nya **BUKU AJAR MODUL BAHASA INGGRIS MAHASISWA FAKULTAS KEDOKTERAN GIGI** untuk mahasiswa Fakultas Kedokteran Gigi dapat diterbitkan pada tahun ini. Modul Bahasa Inggris merupakan salah satu kompetensi utama yang diajarkan pada para mahasiswa Fakultas Kedokteran Gigi, sebagai mata kuliah dasar umum pada program studi Sarjana Kedokteran Gigi. Para mahasiswa perlu bimbingan yang lengkap dengan suatu buku teori. Buku ajar modul Bahasa Inggris berisi tinjauan teori prinsip dasar meliputi *sentence, tenses, vocabs, reading, part of speech, clauses, phrases, shift* dan *writing*. Teori dan latihan Bahasa Inggris diberikan bersamaan dengan bahasa Indonesia dan Komunikasi pada mahasiswa semester I, sebagai salah satu kompetensi dalam pendidikan Kedokteran Gigi. Adanya buku teori ini diharapkan para mahasiswa dapat dengan mudah mengerti dan memahami cakupan materi modul Bahasa Inggris.

Terima kasih penulis tujukan kepada semua pihak yang telah mendorong, memberikan masukan dan diskusi serta membantu pembuatan buku pedoman praktikum ini. Begitu pula tim latihan soal modul Bahasa Inggris yang turut melengkapi dengan penambahan dan pengurangan hal-hal yang dianggap perlu dikembangkan sesuai dengan tuntutan jaman.

Semoga buku ini dapat bermanfaat bagi kita semua. Penulis mengharapkan kritik yang membangun demi penyempurnaan buku ini sehingga dapat membantu meningkatkan kemampuan dan keterampilan lulusan Fakultas Kedokteran Gigi.

**Penulis**  
**Tim Modul Bahasa Inggris**  
**Fakultas Kedokteran Gigi**  
**Universitas Trisakti**

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# 1

## Introduction

**Materi Pokok**

**: Personal Information**



**Pertemuan ke**

**: 1**

### A. Bahan Ajar/Hand Out



- \* Can you identify the situations in which people may give their personal information?

Filling out forms

Meeting old friends

Holding a routine meeting

Being interviewed for a job

Writing the first letter to a penpal

Shopping

Introducing yourself

Being a guest on a talk show

- \* When you meet people for the first time, what do you usually tell them about yourself? What do people want to know about you? Your name is probably the first thing you will tell them.

Besides your name, you may also give information about your occupation, address, place of origin, and sometimes hobbies and interest you give personal information when you tell people about yourself what you say to a new friend?

- \* We usually greet our friend when we meet them or when we talk to them on the phone. We also say hello to a new friends. We sometimes introduce ourselves to them, or someone else introduces us to them.

Expression for greeting and responding :

## B. Formal Way



### Greeting

Hi/hello how are you?

Good morning/afternoon/evening

### Responding

Fine, thank you

Just fine

Very well

Nice to meet you

Nice to meet you

It's nice to meet you

Nice to meet you too



### C. Informal Way

How are you doing?	Fine
How's life?	Good
How are things with you?	Not bad
How are you?	Pretty good
How about you?	All right
	Ok
	Not too bad

- \* By the way... Do you know how to pronounce the letters?  
Let's practice ... can you repeat after me? Do you know  
the song about letters?

**A B C D E F G H I J K L M**  
**N O P Q R S T U V W X Y Z**

#### Dialogs

A : Hello, I'm...

B : My name is ... nice to meet you ...

A : Nice to meet you too

B : Hi, I'm...

C : My name is ... Nice to meet you

B : It's nice to meet you...

C : Hello, My name is ... nice to meet you

D : Nice to meet you too

A : Good evenings, sir/mam. What is your name?

B : My name is Budi what is your name?

A : I'm Agus. How do you spell that?

B : It's B U D I how do you spell your name?

A : It's A G U S

#### **D. Expression Used in Asking For Personal Information**



Name : What's your name?

May I know your name?

Could you tell me your name?

Are you Mrs. Sudibyo?

Address : Where do you live?

What's your address?

Do you live in Kebayoran?

Whereabouts in Pademangan do you live?

Occupation : What's your job?

What do you do?

What's your present occupation?

What kind of work are you in?

Are you a dental technician?

Hobbies : What are your hobbies?

How do you spend your spare/leisure time?

Are you interested in sport?

What do you do for fun?

Place of Origin : Where are you from?

Where do you come from?

Where were you born?

Do you come from West Java?

## E. Expression Used in Giving Personal Information



Mentioning your name

: I am Aditya Suherman

My name is Aditya Suherman

My Friends call me Adit

Call me Adit

Referring to your occupation : I am college student at Usakti

I work as a nurse in RSCM

I am a college student

majoring Dentistry

Talking about your place of origin : I'm from Bali

I come from central

Java

Mentioning your address : I live in Bekasi

I live at Jl. Senopati No.16

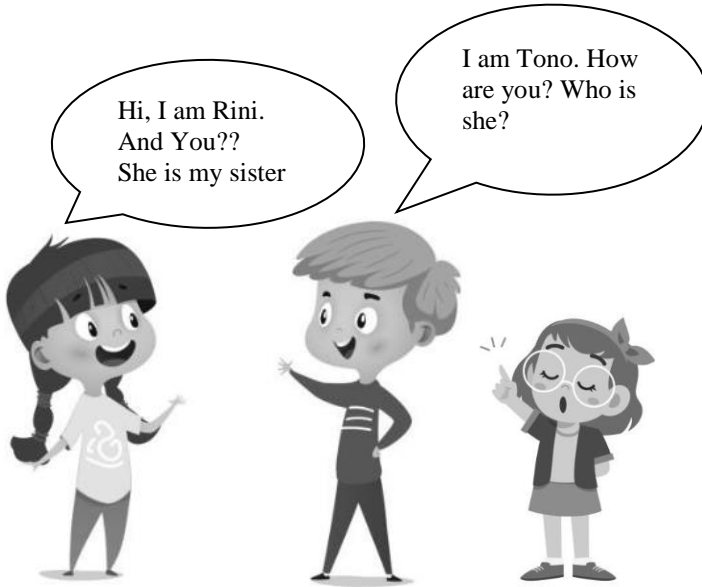
My Address is Jl. Swadaya III

No.10

Mentioning your interest : I like swimming

My hobbies are \_\_\_\_\_

My hobby is \_\_\_\_\_



**Name**            What is your name? What's your name?

Complete name : Eryati Komalasari

Nick Name     : Mala

Family name   : ----

Complete name : Sri Rejeki

Nick Name     : Eki

First name     : Delima

Middle name   : Theresia

Family name/Surname: Tampubolon

Nick name      : Udel

**Address**        Where do you live?

- (Area)

I live **in** Tangerang/Bekasi/Ciputat/Ciledug/Indramayu



- (name of the street)

I live **on** Jl Hang Jebat III/Jl. Sakura/Jl. Leuser

- (Complete address)

I live **at** Jl. Hang Jebat III/F3 no. 13

Postal code 12120

*Note: The use of 'live' is for long period*

*The use of 'stay' is for short period*

Where do you want to go?

Where are you study?

**Age**                      How old are you?

I'm 20 years old/I'm in late 20's(27/28/29)

I'm early 20's (19/20/21/22)

*Note:*

*Good Morning              01 AM-12 PM*

*Good Afternoon            12 PM-05 PM*

*Good Evening              05 PM-12 AM*

*Good Night is not a greeting.... Leave taking*

What are you doing here?      Telephone number

Where are you from?            How do you old?

What/Who are you? I am ..... (Profession)

*Student, member of the gangster, Businessmen,  
Teacher, Lawyer, Doctor, Dental Technician, Dental  
Nurse, Dentist, Artist, Fireman, Policeman.*

College Student (Freshman, Sophomore, Junior, Senior)

High school student 15-18

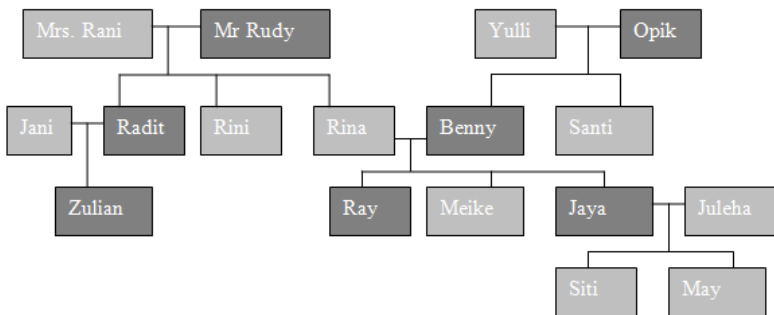
Junior high school student 13-15

Elementary student 7-13

Kindergarten student 4-6

Pre-school 2-4

## F. Family Relationship



Mr Rudy is Mrs. Rani's husband

Mrs. Rani is Mr. Rudy's wife

Mr. Rudy and Mrs. Rani are having 3 children

They are Radit, Rini, Rina

They call Mr. Rudy as their father

They call Mrs. Rani as their mother

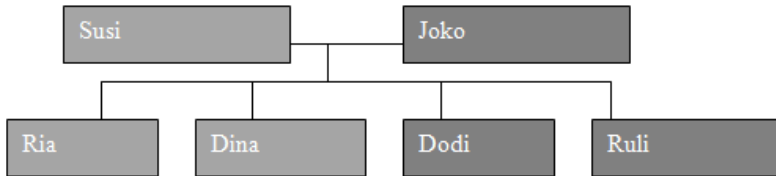
Core family = family

Vocabularies related to family and relatives:

*Son, daughter, sister(s), brother(s), mother, father, mother in law, father in law, sister in law, brother in law, son in law,*

*daughter in law, aunt, uncle, nephew, niece, grandson, granddaughter, cousin, great grandfather, great grandmother, great grandson.*

### Core Family



***Core family just only consists of Father-Mother and Children.***

# 2

## Sentence

**Materi Pokok**

**: Sentence**



**Pertemuan ke**

**: 2**

Tap the students' knowledge

What are you doing after you get up from bed?

Possible answer:

*Going to the bathroom (nature calls), cleaning your face, wash my body (take a bath/take a shower/take a dip), bring towel, soap/body wash/shower gel/facial foam, scrub, shampoo and conditioner, tooth brush, tooth paste, rinsing mouth, prepare warm water, take off clothes, dry my body using towel, dry my hair using hair dryer, put on clothes,*

*comb your hair, put some make-up, powder, lipstick, spray the perfume, splash the cologne.*

*I have breakfast, drinking a glass of water, drink milk, tea, coffee, juice, beer, have coconut rice, fried rice, bread, jam, indomie noodle, fruit, porridge, biscuit.*

*Calling my honey, Check my phone, grab my phone*

*I pray*

*Listening to music, news from radio, watching TV, cartoon movies, news, infotainment, sport news.*

So.... The components of the language consist of:

1. LETTER (a/b/c...)
2. WORD (ice, is) contains some letters with meaning
3. PHRASE contains several words with meaning
  - Infinitive phrase
  - Gerund phrase
  - Noun phrase
  - Participial phrase
4. CLAUSE contains some words with structure/grammar (S+P)
  - Noun clause
  - Adjective clause
  - Adverbial clause
5. SENTENCE contains some words with structure/grammar (S+P) With complete thought

I                    pray

Subject + Predicate (Verb)

Noun

Subjective Pronoun ( I, You, He, She, It, We, You, They)

I :                    first person, singular

YOU :                second person, singular

SHE, HE, IT :      third person, singular

WE :                 first person, plural

YOU;                second person, plural

THEY:                third person, plural.

Verb    Transitive needs object.

Ex: *play, listen, give, cook, kick*

Intransitive does not need object.

Ex: *Pray, run, swim, work*

Linking verb

Ex: *to be (am, is, are), modals (can, could, may, might, Should, shall, would, must, have to, ought to),*

*Some verbs (feel, like, become, appear)*

I            am        a student

S            LV        Subjective complement

She        is        beautiful

I            feel        cold



## A. Sentence/Statement

---

1. Affirmative (+)
2. Negative (-)
3. Interrogative (?)

### Ad 1

1. I read a book.  
S Predicate/verb object
2. I run.  
S Predicate/V
3. I have my breakfast.  
S Predicate/Linking Verb Object
4. I am a student.  
S Predicate/Linking verb/To be Subjective  
Complement

### Ad. 2

Deals with tenses

(simple present tense)

Subject + Aux + not + Verb(1) [+ Object/subjective complement]

Ex: I do not read a book

### Ad. 3

Deals with tenses

(simple present tense)

(1) Aux + Subject + Verb(1) [+ Object/subjective complement] ?

Ex: Do you read a book?

(2) Wh/question (what, where, when, which, whose, why, who, whom, How)

Question words + aux + Subject + Verb(1) ?

Ex: *What do you read ?*

*Where do you live?*

*What do you want?*

*When do you go to school?*

*Which one do you like?*

*Who is your mother?*

*Whom do you visit?*

*Whose bag is this?*

*Why do you love me?*

*How do you go to school? By bus, by car, on foot*

*Note:* Negative question:

Are you married? No, I am not (married), I am single

Yes, I am

Aren't you married? No, I am not (married), I am single

Yes, I am

Do you mind opening the door?

Yes I do (mind opening the door)

No, I do not (mind opening the door)





## B. Exercises on Question

Read the answer to the question. Then supply the appropriate question word (why, who, which, how, far, etc) in the blank space in each sentence.

Question	Answer
1. _____ are you going now?	To the library
2. _____ English book is this?	It's Pierre's
3. _____ time is it now?	It's 8.15
4. _____ money do you have?	75 cents
5. _____ one did bill take?	The small one
6. _____ was that tall boy?	My friend, Frank
7. _____ did you talk to?	The chairman
8. _____ is your brother?	Twenty years old
9. _____ flour did you buy?	Two kilos
10. _____ did you get to school?	By bus
11. _____ girl is your sister?	The thin one
12. _____ color is her hair?	Light brown
13. _____ will she get here?	Probably Monday
14. _____ do you come here?	Twice a year
15. _____ does peculiar mean?	It means 'strange'

- |                                    |                    |
|------------------------------------|--------------------|
| 16. _____ is the bus stop?         | At the next corner |
| 17. _____ put the chair here?      | Roger, I think     |
| 18. _____ are you going to buy?    | A pair of shoes    |
| 19. _____ is Fred talking to now?  | Mr. Kennedy        |
| 20. _____ were you in the army?    | Three years        |
| 21. _____ did you meet yesterday?  | Betty's cousin     |
| 22. _____ do you do that?          | Because I enjoy it |
| 23. _____ is Miami form there?     | A hundred miles    |
| 24. _____ people are there?        | About 35           |
| 25. _____ do you want your coffee? | With cream         |
| 26. _____ will you get to Chicago? | By air             |
| 27. _____ do you travel so much?   | I like it          |
| 28. _____ will you be in India?    | Several months     |
| 29. _____ is your brother?         | Five feet eleven   |
| 30. _____ kind of cloth is that?   | It's silk          |



# 3

## Tenses Section 1

**Materi Pokok**

**: Tenses Section 1**



**Pertemuan ke**

**: 3**

### A. Simple Present Tense



I	}	Am	Simple Present tense has function for:
You		Are	
He	}	Is	* Mentioning everything related to present time
She			* Mentioning habitual action
It			* General truth
We	}	Are	
You			Are

They	Are	
I	}	go to the school
You		
We		
You		
They		
He	}	goes
She		
It		

Pattern: (+) Statement: S + V<sub>(1)</sub>  
 (-) S + does/do + not + V<sub>(1)</sub>  
 +/- (?) Aux (Does/Do) + S + V<sub>(1)</sub>?

She get ×

Helna wakes up at 6.00 this morning → habitual action

I buy a train ticket each holiday

I am buying a train ticket

They live in a dormitory

We live in a dormitory

The sun rises in the east

The sun sets in the west

London lies in Europe

*So.. if we draw the time line, Simple present tense shows the action that happens at present time.*

Instructions: Find out the mistakes from each sentences and try to revise it. Remember, some of the sentences are correct.

1. He is still second year of junior high school student.
2. He works on Surabaya.
3. My mother is a house wife.
4. My father is business man.
5. I have two parents.
6. My father is an employee.
7. I have three sister.
8. My father's occupation is a sailorman.
9. My brother's are Fadli and Adi.
10. I am in a junior high school class two.
11. My sister's name is Sri.
12. My brother study at grade two junior high school.
13. I school at junior high school grade one.
14. I am come from Manado.
15. My home is in Pulomas.

Example of answers:

1. He is at the second grade of junior high school.

## **B. Present Progressive (Continuous) Tense**



Function: Mentioning the action that is happening/carried out at the time of speaking.

Pattern:

to be  
(+) S + ----- + V + ing  
am/is/are

(-) S + to be + not + V + ing

(?) To be + S + V + ing?

Time Signal: Now, right now, at the moment

*If we draw the time line, Present Continuous Tense shows the action that carries out at the time of speaking.*

**Exception:** Some verbs such as *love, know, feel, become, appear, seem, like* can not be made into Present Continuous tense form; so the form of these verbs remain in the simple present tense form, although there is a time signal.

Firman (know) English now.

Firman is knowing



Firman knows



English now.

English now.

We are learning English

They are swimming

They are playing football

They are sitting in the class

Example of usage:

**A Telephone Call**

“Betty, Kate wants to speak to you,” called Emily from the living room “I am coming,” Betty called back and ran to the telephone

Betty : Hello, this is Betty speaking

Kate : Hello, Kate’s speaking. My brother Tom has come back. He was in Europe for a long time.

Betty : Oh is that so?

Kate : He has brought home videocassettes. He is going to show them to us now. Can you come over?

Betty : No, I’m sorry, but I can’t

Kate : Aren’t you free now?

Betty : No, I’m not

Kate : Are you doing your homework?

Betty : No, I’ve already done, it, but I’m cleaning up the kitchen. My sister and I clean it by turns, and it’s my turn this afternoon. I’ve just begun cleaning it.

Kate : That’s a pity

Betty : Will you wait for fifteen minutes?

Kate : All right, Betty. We’ll wait

The telephone rang again after about fifteen minutes. Betty stopped working and ran to the telephone. It was another call from Kate.

Betty : Have you finished your work?

Kate : No. I haven’t finished it yet. I hope you’ll wait for ten more minutes

Kate : All right, but please come as soon as you can.  
Ellen and Marry have just arrived. We all want  
you to join us.

Betty : Thank you. I'll finish my work as soon as I can. I  
think I'll be able to finish it in fifteen minutes.

Betty worked hard. When she finished her work she  
said to herself, "Oh, I've done my work. I think I'm free to  
go out now."

Betty went upstairs, the telephone rang again, but  
Betty did not go to it this time. She asked Emily to answer  
the call, jumped on her bicycle, and rode to Kate's home.

### C. Simple Present vs Present Continuous Tense



Exercises: Use the correct tense of the verb in each  
sentence. Choose between the simple present tense and the  
present continuous tense.

1. He (work) hard everyday.
2. He (talk) to Tom now.
3. Miss Steward (look) at the newspaper now.
4. The children (sleep) for 2 hour every afternoon.
5. Those two fellows (fix) the car right now.
6. That French girl (speak) English very much.
7. Uncle Walter (eat) dinner with us every Sunday.
8. My friend (enjoy) hamburgers very much.
9. John and Frank (write) letters at this moment.



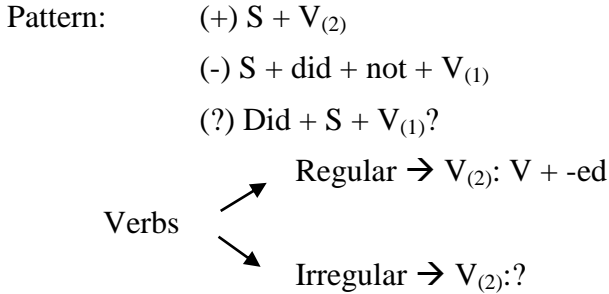
10. Mr. Johnson (work) thirty-five hours a week.
11. My sister (need) some money for her books.
12. It (rain) very much in the United States.
13. Mr. Brown (pay) his bills once a month.
14. The student (look up) that new word right now.
15. Mr. Moore (teach) English from 2.00 to 4.00 pm.
16. Mr. Moore (begin) the new lesson right now.
17. I (owe) my friends two hundred dollars.
18. Smith (watch) a baseball game every Saturday.
19. Miss Peters (talk) to Mr. Johnson right now.
20. Pierre (know) all of the new words very well now.
21. We always (do) our English lesson carefully.
22. We (do) exercise thirteen right at the moment.
23. The sun (get) very hot during the afternoon.
24. Alice and Mary (put away) the dinner dishes right now.
25. Mr. Harris (read) an interesting book about America.
26. The Moores often (attend) our Tuesday night meetings.
27. Mr. Berg (talk) to his teacher about his mistake.
28. I frequently (do) my homework on the bus.
29. I (do) the next to last sentence right now.
30. The teacher (close) the door at nine o'clock sharp.

#### **D. Simple Past Tense**



---

Function: Mentioning an action that began and ended at a particular time in the past.



*So, if we draw the time line, Simple past tense is used to show the action that happened at a definite time, before present time.*

### Exercises on Past Tense

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1. I (break) a cup             | 31. The boy (throw) a ball          |
| 2. It (begin) to rain          | 32. The girl (catch) it             |
| 3. We (like) orange            | 33. I (put) the book on the table   |
| 4. You (cut) you finger        | 34. Mother (make) a cup of tea      |
| 5. She (come) early            | 35. She (take) a plate from a table |
| 6. Birds (fly) high            | 36. You (spend) too much money      |
| 7. I (lie) on the bed          | 37. She (tell) us a story           |
| 8. He (teach) English          | 38. I (try) to be useful            |
| 9. The river (flow) to the sea | 39. The red light (mean) "stop"     |

10. I (know) his name
11. You (lie) to me
12. The prisoner (run) away
13. He (tear) his coat
14. They (have) a car
15. We (wake) up at 7.00
16. Your dog (bite) me
17. It (cost) a lot of money
18. You (hide) the key
19. The river (freeze) in winter
20. They (drink) tea everyday
21. I (choose) a book
22. The servant (sweep) the room
23. He (do) his work well
24. That pudding (smell) nice
25. You (find) your bag
40. The little boy (fall) down
41. They (build) a house
42. The sick man (get) better
43. I (eat) my lunch quickly
44. Flowers (grow) in the garden
45. The soldier (fight) the enemy
46. I (want) coffee for breakfast
47. We (buy) meat
48. He (feed) his horse
49. She (lose) her way
50. A baker (sell) bread
51. I (bend) my arm
52. We (swim) in the sea
53. She (understand) everything
54. The wind (blow) strongly
55. He (think) hard

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 26. You (wear) a lovely<br>dress | 56. I (feel) ill                      |
| 27. I (say) "no"                 | 57. We (go) out everyday              |
| 28. Someone (steal) the<br>money | 58. The picture (hang) on the<br>wall |
| 29. We (ring) the bell           | 59. Her knee (hurt) her               |
| 30. You (ride) a bicycle         | 60. I (use) my car everyday           |

Notes for the verbs:

Lie    Lay            sit    set

Lie → Intransitive

You lie down for a while and you feel better.

The cat lay in the shade and watched the dog carefully.

Lay → Transitive

Lay the book on the table and leave.

He laid the book on the table and walked out the door.

Sit → intransitive

Sit down and keep quiet.

I sat in the corner for half an hour.

Set → Transitive

Set the basket on the table and close the door.

Yesterday he set the grocery cartons on the kitchen table.

*For listening practice, please listen to a song (You needed me) and fill in the missing verbs from the lyric. The lyric is provided on the next page.*

### **You Needed Me**

I \_\_\_\_\_ a tear, you \_\_\_\_\_ it dry

I \_\_\_\_\_ confused, you \_\_\_\_\_ my mind

I \_\_\_\_\_ my soul, you \_\_\_\_\_ it back for me

And \_\_\_\_\_ me up, and \_\_\_\_\_ me dignity

Somehow you \_\_\_\_\_ me

You \_\_\_\_\_ me strength, to stand alone again

To face the world, out on my own again

You \_\_\_\_\_ me high, upon a pedestal

So high that I \_\_\_\_\_ almost see eternity

You \_\_\_\_\_ me, you \_\_\_\_\_ me

And I can't believe it's you

I can't believe it's true

I \_\_\_\_\_ you and you \_\_\_\_\_ there

And I'll never leave why \_\_\_\_\_ I leave

I'd be fool

'Cause I've finally \_\_\_\_\_ someone who really cares

You \_\_\_\_\_ my hand, when it \_\_\_\_\_ cold

When I \_\_\_\_\_ lost you \_\_\_\_\_ me home

You \_\_\_\_\_ me hope, when I \_\_\_\_\_ at the end,

And \_\_\_\_\_ my lies, back into truth again

You even \_\_\_\_\_ me friend

# ENGLISH

## 4

## Tenses Section 2

**Materi Pokok**

**: Tenses Section 2**

**Pertemuan ke**

**: 4**



### A. Future Tense



Function: Mentioning an action that will happen in the future time.

Pattern: (+) S + will + V<sub>(1)</sub> tomorrow

(-) S + will + not + V<sub>(1)</sub>

(?) Will + S + V<sub>(1)</sub>

Sometimes, Present continuous tense can also be used for showing future action. But... be careful! Sometimes the sense will be different. So follow the rules below:

- If the action want to shows **a prediction**, we may use **will/be going to**
- If the action want to shows **a prior plan**, we may use **be going to**
- If the action want to shows **willingness**, we may use **will**

**Note:** British English still use **shall** for the **first person singular/plural** while American English mostly use **will** for all subject.

### **Exercise on Future Tense**

Put the verb in the future tense

1. He (leave) tomorrow
2. John (wait) for us there
3. We (write) letters all the afternoon
4. He (lend) me the money
5. We (eat) them all
6. The judge (ask) you a few questions
7. My father (build) a new house
8. We (choose) some new dresses
9. I'm afraid it (cost) a lot of money
10. They (grow) beans in their garden
11. Mr. Thomson (sell) his house
12. I (sing) it again this evening



13. We (work) harder next year
14. The dining room (be) green next week
15. I think I (be) sick
16. She (be) married this spring
17. The strong man (lift) all these weight above his head
18. I (practice) the violin all the afternoon
19. You (not get) a ticket for my next concert
20. I (spend) a penny more

Use WILL and/or BE GOING TO with the verb in parentheses.

### **Part I: Expressing Predictions**

1. Sue (graduate) will graduate/is going to graduate in June. After that, she (begin) will begin/is going to begin work at an electronics firm
2. Fred (be) \_\_\_\_\_ at the meeting tomorrow. I think Jane (come) \_\_\_\_\_ too.
3. A: Can you give Ed a message for me?  
B: Sure. I (see, probably) \_\_\_\_\_ him at the meeting this evening.
4. The damage we do to our environment today (affect) \_\_\_\_\_ the quality of life of future generations.
5. A: Mr. Swan (be, not) \_\_\_\_\_ here next term. He has resigned. Who (be) \_\_\_\_\_ the new teacher? Do you know?

B: Yes. Mary Jefferson. Ms. Jefferson (teach) \_\_\_\_\_ the same course Mr. Swan taught: English, algebra, and geometry. I (be) \_\_\_\_\_ in her algebra class. Do you know which algebra class you (be) \_\_\_\_\_ in next term?

## Part II: Expressing Prior Plan vs. Willingness

Use be going to if you think the speaker is expressing a prior plan. If you think is no prior plan, use will.

1. A: This letter is in French, and I don't speak a word of French. Can you help me?

B: Sure. I (translate) will translate it for you.

2. A: Do you want to go shopping with me? I (go) am going to go to the shopping mall downtown.

B: Sure. What time do you want to leave?

3. A: This light doesn't work. The bulb is probably burned out. Where are the new light bulbs?

B: I (get) \_\_\_\_\_ one for you

4. A: It's cold in here

B: I agree. I (turn) \_\_\_\_\_ the heater on.

A: That's a good idea.

5. A: I (enroll) \_\_\_\_\_ in the community college next spring.

B: Oh? I didn't know you wanted to go back to school.

A: I need to sharpen my skills so I can get a better job. I (take) \_\_\_\_\_ a course in word processing.

6. A: Brr. Who turned up the air conditioner? It's really cold in here. My nose is cold and my fingers are cold.  
B: I (make) \_\_\_\_\_ you a hot cup of tea.  
A: Thanks. That sounds good.
7. A: Oh, oh! I've spilled coffee on my shirt  
B: Just a minute. I (get) \_\_\_\_\_ a damp cloth for you
8. A: What do you want to be when you grow up?  
B: I (be) \_\_\_\_\_ an astronaut  
A: Good for you!
9. A: Do you mind if I turn the TV off? I (place) \_\_\_\_\_ a long distance call, and it's hard to hear if the TV is on.  
B: No, that's fine. I wasn't watching it anyway.
10. A: Who wants to erase the board? Are there any volunteers?  
B: I (do) \_\_\_\_\_ it!  
C: I (do) \_\_\_\_\_ it!  
B: No, no! I (do) \_\_\_\_\_ it!
11. A: Why you have an eraser in your hand?  
B: I (erase) \_\_\_\_\_ the board



## B. Present Perfect Tense

- Function:
- \* Mentioning the idea that something happened before now, at an unspecified time in the past
  - \* Mentioning the repetition of an activity before now  
I have flown on an airplane many times
  - \* Mentioning a situation that began in the past and continues to the present.  
I have known him for many years.

Pattern:

(+) S +  $\begin{matrix} \text{have} \\ \text{has} \end{matrix}$  + V<sub>(3)</sub>/PP

(-) S +  $\begin{matrix} \text{have} \\ \text{has} \end{matrix}$  + not + V<sub>(3)</sub>/PP

(?)  $\begin{matrix} \text{have} \\ \text{has} \end{matrix}$  + S + V<sub>(3)</sub>/PP

Time signal: for (length of time), since (a point in the past), already, yet, ever, so far, this...

*So, if we draw the time line, Present Perfect tense shows the action that began at an indefinite time in the past, or the result of the action can be felt up until the present time.*



## C. Present Perfect vs Simple Past

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Put the following verbs in the correct tense based on the time signal.

1. I (see) that movie already
2. I (see) that movie yesterday
3. Mr. Foster (study) Spanish at New York University last year
4. Mr. Foster (study) French in this class since last September
5. Our guests (have) a good time at the party last arrival
6. Our guests (have) a good time ever since their arrival
7. Dr. Duncan (see) the statue of liberty hundreds of times
8. Dr. Duncan (see) the coliseum in Rome in 1948
9. The Browns (be) in Detroit twice since Christmas
10. The Browns (be) in San Francisco the week before last
11. My wife and I (travel) by air many times in the past
12. My wife and I (travel) to Mexico by air last summer
13. The students (finish, finally) that hard exercise!
14. The students (start) that exercise about three hours ago
15. We (receive) the boy's telegram at 8:00 pm last night
16. We (send, already) them a special delivery reply



## D. Present Perfect Tense

---

Put the following verb into the present perfect tense.

1. I (live) here since 1928
2. The cat (sit) in front of the fire since tea time
3. You (wait) long for me?
4. He (learn) English for 3 years, but he can't even read a news paper yet
5. He (work) in the Post Office for twenty years
6. They are tired because they (work) in the garden since 9 o'clock
7. Lunch is not quite ready yet, although I (cook) all the morning
8. I not quite ready yet, although I (cook) all the morning
9. I (not see) you for a lng time
10. He (not be) here since Christmas; I `wonder where he (live) since then
11. We (live) here for the last six months, and just (decide) to move
12. Up to now, he (give) our class five tests
13. I (buy) some books since the beginning of semester
14. I (fly) in an airplane once
15. He (meet) several people since you came here
16. Since I got up this morning, I (drink) 2 cups of coffee
17. I (eat) your local food at a restaurant since I came here
18. He (know) her since high school

19. She (write) ten letters since breakfast
20. My mom (lose) her wallet this morning.

Put the verbs into the present perfect tense, and insert 'since' or 'for'.

1. Coal (become) dearer \_\_\_\_\_ the end of last year
2. \_\_\_\_\_ last year the streets (be) more crowded
3. I (not see) him \_\_\_\_\_ more than a week
4. "How long you (wait)?" \_\_\_\_\_ half an hour"
5. "How long that fire (burn)?" \_\_\_\_\_ last night"
6. That boy (not wash) his face \_\_\_\_\_ some time
7. She (not buy) a new hat \_\_\_\_\_ six months
8. They (stay) at the same hotel every year \_\_\_\_\_  
five years
9. She (practice) the piano \_\_\_\_\_ six o'clock
10. I (not have) a good night's sleep \_\_\_\_\_ last week
11. We (study) English \_\_\_\_\_ three months
12. I (mend) you socks \_\_\_\_\_ the last and hours
13. They (be) very busy \_\_\_\_\_ the last week
14. My friend (be) ill \_\_\_\_\_ a long time
15. It (rain) \_\_\_\_\_ yesterday morning

### E. Additional Form of the Verbs



Sometimes we make a sentence consists of several verbs, so the form of the following verb actually is determined by the

previous verb. The form of the following verb can be **gerund (V+ing)** or **infinitive (to+Verb)**. Here are the list of verbs followed by Gerund, Infinitive or both (Gerund and Infinitive)

Gerund is a Noun that derives from verb

List of verb followed by gerund

Appreciate	Enjoy	Give up	Miss	Suggest
Avoid	Escape	Go on	Pardon	Understand
Consider	Excuse	Help (on)	Practice	Deny
Delay	Fancy	Leave off	Put off	Postpone
Detest	Finish	Mention	Recollect	Risk
Dislike	Forgive	Mind	Stop	Can't resist
		Can't stand		
		Can't help		

List of verb followed by gerund or infinitive

Advise	Continue	Like	Regret
Agree	Dread	Love	Remember
Allow	Forget	Mean	Start
Attempt	Hate	Permit	Study
Begin	Intend	Prefer	Try
Cease	Leave	Propose	

**Ted stops smoking** means Ted quit smoking.

**Ted stops to smoke** means Ted stop from doing something, take a cigarette and start to smoke.



He tries **peeling** the apples (no effort to do so)

He tries **to peel** the apples (with effort to do so)

Exercise: Put the verb in the correct form, no. 1 is done as an example.

1. Please begin **to eat/eating** now without **waiting** for the others **to come**. There's no **telling** when they'll manage **to get** here.
2. I can see (you, begin) (smile), so it is no use (you, pretend) (be) a sleep.
3. My girl-friend Maisie says she would love (go) with me to the cinema tonight; she says she hates (go) out alone.
4. Would you mind (arrange) (travel) with my young sister?
5. Do you remember (I, ask) you (lend) me a dictionary?
6. Try (persuade) Maisie (be) more reasonable.
7. If you don't enjoy (eat) our oranges, try (put) sugar on them after (peel) them.
8. I'm surprised at (you have) to work so late. Just imagine (I, do) the same! No, it doesn't bear (think about).
9. I observed my boy friend Cyril (try) (persuade) the children (watch) (he, dance) a jig.
10. (Stay) at work all day will mean (we, have) only sandwiches for lunch.
11. If I find you (day-dream) again instead of (work), I regret (say) I shall have to complain to the manager of

- (you, not pull) your weight. It'll be no good (you, try) (find) an excuse next time.
12. I don't fancy (go on) (wait) much longer for her. Would you consider (give) her another five minutes before (give up) (wait) for her altogether?
  13. By (get) to school late we escaped (have) an exam.
  14. A child can't learn (spell) without (be) helped.
  15. On (hear) my girl-friend Maisie (speak), everybody took her (be) a foreigner.
  16. I dislike (be) looked at while (attempt) (learn) (ski).
  17. I want (you, wait) before (decide) (accept) his offer.
  18. Can you imagine (he, study) (be) an acrobat?
  19. At all costs we must avoid (treat) him in a way that might mean (he, turn) elsewhere for business.
  20. I'm sorry (disturb) you with my sneezes; I've felt this cold (come on) for weeks.
  21. They refused (allow) us (go in) without (sign) the book.
  22. Why do you keep (object) to (have) the party at the Station Restaurant? Has anyone mentioned (go) there?

# 5

## Vocabs

**Materi Pokok** : Vocabs

**Pertemuan ke** : 5



### A. Body



Figure: Size: Big, small, medium, thin

Height: tall, short, medium (cm)→160, 170,

feet→30cm, inch→2.47cm : 5'7"=167.5cm)

Tiny, diminutive, stocky, stout, plump, fat, obese ,muscular, straight, bent, skinny, slim, slender, slight, medium height.

Complexion : fair, dark, light complexion

Look : attractive, beautiful, handsome, great looking, charming, pretty, cool, Cute, sexy, ugly, unattractive, plain, homely.

Hair: Straight wavy curly, kinky, short, long, black, brown, red, brunette, blond, darkbrown, thick, thin.



Fat

Obese

Plump

Stout



Skinny

Slender

Thin

Neck, shoulder, hand, arm, wrist, thumb, forefinger, middle finger, ring finger, little finger, toe, armpit, elbow, knee, leg, foot, thigh, waist, stomach, chest, calves, heel.



Face, round, oval, square, forehead, narrow, wide eyes, blue, almond shaped, slanted, nose, pointed, pug, flat, big, check, chubby, dimpled, freckles, acne, wrinkles, chin, mouth, lips, eyebrow, thin, thick, bushy, eye lash, rouge mole, birthmark, slight, white pearl teeth, bald.

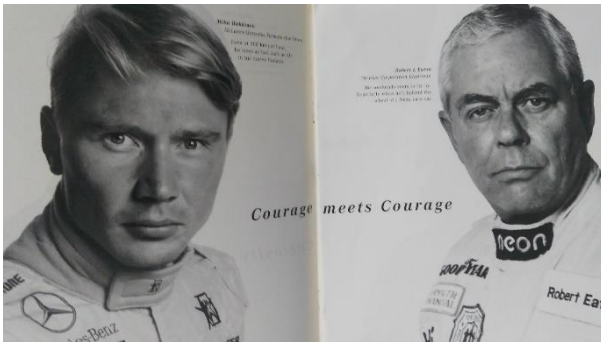


moustache, beard, sideburns, parted in the middle, on the left, on the right ponytail, parted chin, grey hair, oblong, ebony.

Describe the looks of the person.









## Exercise on comprehending vocabs on body.

Have you seen this child?

Gregor Yuritz, a six-year-old Russian boy, has been reported missing. He speaks a little Indonesian. He is 1.10m tall and weighs about 40 kg. His hair is thick and wavy, and it is cut short.

Gregor has a round face, small pointed ears, almond shaped eyes, and a freckled nose. There is a small birthmark on the left side of his forehead, and two of his front teeth are missing. He was last seen wearing a white shirt, a red tie, and blue-gray shorts.

Please draw a picture of Gregor Yuritz from the description above.



## B. Dental Terms

### Exercise on Dental Glossary

Find the meaning of the Dental terms below

Name:

No	Term	Meaning
1	Sound Teeth	
2	Oral Biology	
3	Stem Cell	
4	Orthodontics	
5	Prosthodontics	
6	Pedodontics	
7	Endodontics	
8	Operative Dentistry	
9	Dental Materials	
10	Impression Material	
11	Dressing Materials	
12	Oral Medicine	
13	Oral Surgery	
14	Deteriorate	
15	Adjunct Teeth	
16	Disclosing Solution	
17	Abutment Teeth	
18	Infantile Swallowing	
19	Composite Materials	
20	Ceramics In Dentistry	
21	Decayed Teeth	

<b>No</b>	<b>Term</b>	<b>Meaning</b>
22	Saddle Plate	
23	Clasp	
24	Cusp	
25	Pit And Fissure	
26	Tapered	
27	Periodontology	
28	Root Canal	
29	Rotary Instrument	
30	Malocclusion	
31	Temporo-Mandibular Joint	
32	Plaque	
33	Histology	
34	Mucous	
35	Saliva	
36	Halitosis	
37	Physiology	
38	Pharmacology	
39	Edentulous	
40	Gingival Attachment	



# 6

## Reading

**Materi Pokok**

**: Reading**



**Pertemuan ke**

**: 6**

### A. Reading



#### ***What Causes Migraines***

*There are many unavoidable factors that can cause migraine, for example, menstrual cycles, weather changes, and stress. There are things that we eat or drink that can contribute to migraine. We can prevent migraines by avoiding these items.*

*Migraines can be caused by what we eat, drink or medicine we take. Migraine can be stimulated by caffeine,*

*chocolate, old cheese, ready to eat meats, monosodium glutamate, alcohol, citrus fruits and juices, bananas, yogurt, onions and other things. Among medications, medicines to kill pain and birth control pills are some of the causes migraines, menstrual cycles, weather changes, stress, caffeine, chocolate, cheese, meat, monosodium glutamate, alcohol, citrus, juices, banana, yogurt, onion, kill pain, birth control pills.*

From this reading passage that consist of 2 paragraphs about Migraines we can find that the first line of the first paragraph stated *There are many unavoidable factors....* , so without understanding the wording we may guess that the second paragraph will tell about *the avoidable factors* that cause migraine.

Lets take a look at the second reading passage.

### ***Properties Of Matter***

*We can talk about differences in matter in two ways: by naming the differences in the elements that make up matter and by describing the properties of matter. For example, water is different elements. Water is made of oxygen and hydrogen while salt is made of sodium and chlorine. Matter also has different properties such as its color, odor, and taste, a freezing point, and a boiling point. For example, sugar and salt taste different, salt and pepper smell different and have a different color. In this reading,*

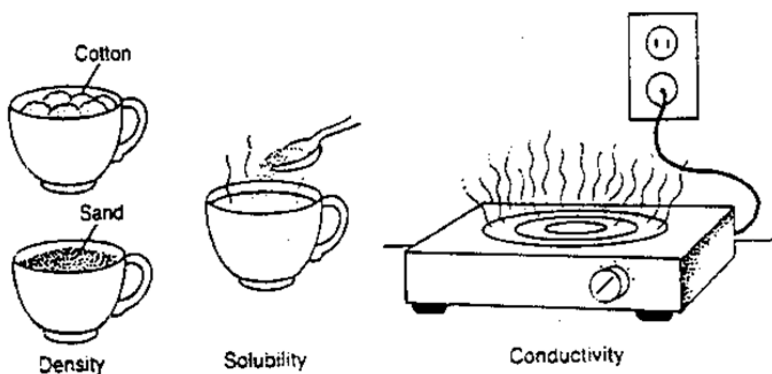
*you will learn about duet other properties of matter: density, solubility, and conductivity.*

*Density is how much matter you can put into a certain space. In the activities at the beginning of this chapter, you looked at six different cups with different matter in each cup. Some cups were heavy and some were light. This is because the density of the matter in the cups was different. The tiny elements that make up glass marbles are much closer and tighter together than the elements that make up the cotton balls. The matter of the glass marbles has more density.*

*Solubility is the ability of matter to dissolve into other kinds of matter. If you put a teaspoon of sugar into a cup of water, it will look like it disappears. It dissolves into the water. Wyatt taste the water, the sugar will still be there. The water will taste sweet. A solid such as sugar is soluble in a liquid like water. If you put an eyedropper of ink into a cup of water, it will mix completely with the water. All the water will be colored. No clear water will remain. This is also a demonstration of solubility. This experiment shows that two liquids can be soluble. Solids, liquids, and gases can all be soluble.*

*Conductivity is the ability of matter to allow heat or electricity to pass through it. You can see the demonstration of conductivity in our home everyday. Most of the pots and pans in your kitchen have handles made of plastic or wood.*

*Plastic and wood do not have good conductivity. Heat does not pass through them easily. It takes a long time for the handles to get hot. But metal has good conductivity. Metal can conduct heat easily. Metal handles get hot very fast. To protect your hands from getting burned from metal handle, you must use a thick cloth potholder. Cloth also has poor conductivity. Cloth will not get hot quickly.*



*Three properties of matter that are important for scientists to know about are density, solubility, and conductivity.*

From this reading passage, if we don't understand the wording, again we may guess by using the pictures. The pictures mention about Density, Solubility and Conductivity. These three words are also used to begin paragraph 2,3,4 of the reading text. So, without any doubt we are sure that second paragraph will explain about Density, the third paragraph will explain about Solubility and the last paragraph will explain about Conductivity. If we want to know just a single topic (let say density), we just read only

the relevant paragraph (paragraph 2). We don't have to read and understand the whole text just to answer the question following the reading passage.

Try to answer the questions following the text:



*A woman was having some trouble with her heart, so she went to see the doctor. He was a new doctor, and did not know her, so he first asked some questions, and one of them was. 'How old are you?'*

*'Well.' she answered, I don't remember, doctor, but I will try to think.' She thought for a minute and then said, 'Yes, I remember now, doctor! When I married. I was eighteen yew old, and my husband was thirty. Now my husband is sixty. I know, and that is twice thirty. So I am twice eighteen. That is thirty-six, isn't it?'*

Where did the woman in this story go)      What did the woman answer?

Why did she go there?      What did she do then?



Why did the doctor not know    What did she say after that?  
her? That did he do first?        How old was the woman  
What was the one of his really?  
questions?

At the first time having the text, don't try to read and understand the whole text. Just move your eyes from left to right for each line of the text. Don't stuck with a difficult words, because at the time you will answer the questions, you have to read the passage again and again to find the correct answer. So, don't waste your time at the beginning of the examination period.

To safe the time in answering the questions, sometimes you just find from the text the same words used at the questions. Use mathematical approach to answer the last question.

Try to do the same for the following text. The text explain other situation. Use logic thinking to answer the last question.



The Second World War had begun, and John wanted to join the army, but he was only 16 years old, and boys were allowed to join only if they were over 18. So when the army doctor examined him, he said that he was 18. But John's brother had joined the army a few days before, and the same doctor had examined him too. This doctor remembered the older boy's family name, so when he saw John's papers, he was surprised. 'How old are you?' he said. 'Eighteen, sir,' said John. 'But your brother was eighteen, too,' said the doctor. 'Are you twins?' 'Oh, no, sir,' said John, and his face went red. 'My brother is five months older than I am.'

- |                             |                          |
|-----------------------------|--------------------------|
| What did John want to do?   | Who had examined John's  |
| When did he want to do it ? | brother?                 |
| How old was he?             | Why was the doctor       |
| At what age were boys       | surprised?               |
| allowed to join the army?   | What did he say to John? |

What did the army doctor do to him?      What did John answer?  
What did John say to him?      What did the doctor say then?  
What had happened a few days before?      What did John answer?  
How did the doctor know that John was lying?

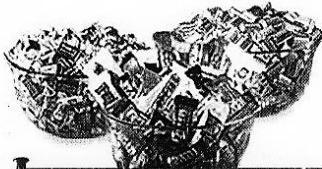
Another way dealing with a text is by paying attention to the font size and type of the text. The same font represents the same level of discussion as a heading or subheading.

If the reader wants to know more about a certain subheading, he or she may read the text carefully to get the whole information completely. The following text can be done by using this approach.

Other approach to deal with the text is by trying to use Wh-Questions word. Get the information from the text about time (when), place (where), person (who/whom), thing (what/which), manner (how). Try to use this approach in exercise texts.

# Relishing Sweet Treats Without Guilt!

By: Anindita



Christmas and Christmas are baking. Equipment of sugar are enveloped by the festive atmosphere, a sense of joy, novel celebration and moments of joyous celebration. We have shared many friends and relatives, offered many parties and parties. Various candies, cookies, cakes, soft drinks, candies and desserts. Mmmm! heavenly yummy. But, oops! Did you know that consuming too much of these deliciously sweet snacks may cause our body to crown in sugar? Well, we have seen a lot of people eat sweet treats. Otherwise our obsession with sweet foods can contribute to health problems.

## Sweet, Sweet, Sweet

Sugar (*sucrose*) is a carbohydrate that is naturally found in every fruit and vegetable. It is the main product of photosynthesis, the process by which plants transform the sun's energy into food. Sugar occurs in greatest quantity in sugar cane and sugar beets, from which it is separated for commercial use.

We can find sugar in almost every kind of food and drink. Because its use is so common, it is difficult to accept that it has a significant role contributing to certain diseases.

## Types of Sugar

Sugar is available in many forms. Because of these different forms, sugar is also used in many types of food preparation.

### Granulated

Granulated sugar differs in crystal size. Each crystal size provides unique functional characteristics that make this type of sugar appropriate for a food processor's special need.

### 'Regular' Sugar, Sugar Fine or Fine Sugar

'Regular' sugar, as it is known to consumers, is the sugar found in every home's sugar bowl and most commonly used in home food preparation. It is the white sugar called for in cookbook recipes.

### Fruit Sugar

Fruit sugar is slightly finer than 'regular' sugar and is used in dry mixes such as gelatin desserts, pudding mixes and drink mixes. Fruit sugar has a more uniform crystal size than 'regular' sugar.

### Sanding Sugar

Another large crystal sugar, sanding sugar, is used mainly in the baking and confectionery industries to sprinkle on top of baked goods. The large crystals reflect light and give the product a sparkling appearance.

### Brown Sugar

Brown sugar consists of sugar crystals coated in molasses syrup with natural flavor and color. Many sugar refiners produce brown sugar by boiling special molasses syrup until sugar crystals form. It is often used in tea, coffee or on top of cereals.

### Liquid Sugar

Liquid sugar was developed before today's methods of sugar processing made the handling and transportation of granulated sugar practical. Available commercially only in liquid form, it is sweeter than granulated sugar.

## Watch Out for the Sweets

### Don't be a sweet

Use sugar only in moderation. Sugary foods have too few nutrients and contribute to tooth decay, cough, obesity and diabetes. Furthermore, they can also cause osteoporosis and heart disease.

### Practice a healthy lifestyle

Kul! Fun, Christmas and New Year's parties are the perfect times to enjoy cheesecake, chocolate cookies, a glass of syrup, soft drinks or some sweet snacks. But remember, don't eat just for pleasure or to satisfy emotional hunger. In fact, no portion size will satisfy your craving. Practicing a healthy lifestyle enables you to enjoy sweet treats without guilt.

### Create a healthy relationship with food

Food is meant to be one of life's pleasurable experiences. Food is not the enemy. The key to developing a healthy relationship with food is to eliminate the word 'diet' from your vocabulary. Why? Because dieting can cause food cravings.

### Try balanced eating

Try to eat regularly throughout the day. Start when you are not so hungry and stop when you are satisfied, not full.

Well folks, living without sugar is impossible for us. But we might end up getting sick if we consume too much sweet food. On the other hand, if we balance our food intake, we can relish sweet treats without guilt! **KD**

### GLOSSARY

coated (adj) = covered with a coat or layer/  
confectionery (adj) = sweets, chocolates, cakes, pies, pasty, etc. craving (n) = strong desire to do sth (v) = (cause someone to) die in water because of the inability to breathe. An envelope (n) = to wrap up, cover on all sides/gelatin (n) = clear, tasteless substance, made by boiling bones and waste parts of animals, dissolved in water to make jelly to granulate (v) = to form into grains, to roughen the surface of molasses (n) = thick dark syrup drained from raw sugar during the refining process osteoporosis (n) = a disease which causes the bones to weaken and become easily broken to relish (v) = to like or to enjoy (something)



## B. Reading Exercises

Find out headline, news lead, where, what, who, when from the text above. Retell the summary from the passage above, use the question words to find out the important things.

### NEWS LEAD

Directions: Read the news below. Make a grid and fill in with the information you get from the text.

### THAILAND AIMS FOR ASEAN MARKET ALIGNMENT

**Manila (Reuters):** Southeast Asian economies want to align their financial markets closely, laying the basis for possible merger in the future, Thai Finance Minister Tarrin Nimmanahaeminda said on Thursday.

Tarrin told reporters after a meeting of finance ministers of the Association of South East Asian nations (ASEAN) that the aim is to get the region's financial markets on the same legal basis with similar standards and accounting principles. "The joint development means each country would come up with a similar legal framework on those markets which will perhaps be one market in the future," Tarrin said. But he dismissed the suggestion that ASEAN cooperation on financial markets would necessary mean the creation of a common Asian currency.

Philippine Foreign Secretary Domingo Siazon told Reuters that earlier leaders in Southeast Asia were working toward an East Asian common market which would include Japan and China as well.

ASEAN is just emerging from more than two years of severe financial crisis that was triggered when Thailand allowed its Baht currency to devalue in July 1997.

ASEAN finance ministers agreed on Thursday on details of a special monitoring unit, to scrutinize their economies and financial

markets and ensure that developing problems will not get out of hand.

Under the system, countries will report regularly to a regional and intra-ASEAN surveillance body on economic trends. "Each country is required to disclose their key macroeconomic indicators, share their immediate economic experience and suggest what needs to be done immediately," Tarrin said. This agreement will obligate all ASEAN finance ministers to meet twice a year," he added.

Retell the summary from the passage above, use the question words to find out the important things.

# Drowning in a Sea of Debt

For families without savings, a lost job can be a disaster

BY ADAM BRYANT

**W**HEN BOB Bridgeman was laid off from his job two weeks ago as an administrator with the March of Dimes, it was an especially tough blow for his family of six. For years Bridgeman had been living close to the financial edge. He and his wife have only \$1,000 in savings, and their debts include \$60,000 in credit-card bills, built up after years of using plastic to pay for everything from medical bills to graduate school.

"We figured there's always the opportunity to pay it off down the line," Bridgeman says. But now he's near the end of the line. His severance package paid him three months' wages, and he is searching for work near his home in Pottstown, Pennsylvania. "I certainly hope something comes quickly," he says. "Otherwise it's going to spell financial ruin for us."

Bridgeman isn't the only one who's maxed out. Countless Americans have consumed far beyond their means during the recent economic boom, and piled up record



amounts of debt from mortgages and credit cards. But now the rainy days that nobody saved for may be setting in, and experts warn that many people may drown in debt if they lose their job.

With an unexpected layoff notice, "a family that was doing OK at Christmas may all of a sudden be way underwater," says Teresa A. Sullivan, coauthor of "The Fragile Middle Class: Americans in Debt." The fallout: personal bankruptcies will rise by as much as 20 percent this year, predicts SMR Research.

In the good old days, Americans used to feel uneasy about going into debt. Not anymore, in part because it's so easy to borrow money. Home buyers used to be re-

quired to put 20 percent down, but now it's possible to get a mortgage with "no money down." Home-equity loans are now approved almost instantly and new credit cards arrive in the mailbox preapproved.

Financial counselors say

many people naively assume that their continued access to credit is a sign that the banks believe their finances are in relative order. So people juggle debt to maintain a good credit rating, using new credit cards to pay off old cards.

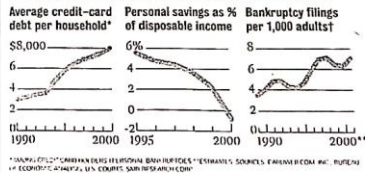
Steve Rhode, a cofounder of myvesta.org, a nonprofit firm that counsels people on managing their finances, says too many people won't put off buying something until they save for it first. "Consumers want it now," he says.

Getting laid off makes financial juggling much trickier. Bridgeman, the former March of Dimes staffer, has sworn off plastic. "We're not looking to purchase anything on credit ever again," he says. Others may change their spending habits, too, as layoffs introduce an element of fear into the economy. But many consumers have yet to take that pledge, in part because it's so easy to put off paying until tomorrow what you owe today.

WITH DORI R. PERRUCCI

## No Shelter From the Storm

As credit-card and mortgage debts mount, consumers are saving less, leaving them vulnerable to financial disaster.



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# 7

## Parts Of Speech

**Materi Pokok**

**: Parts Of Speech**

**Pertemuan ke**

**: 7**



### A. Parts Of Speech



A sentence consists of words. Every word in a sentence belongs to a specific part of speech of each word in a sentence, because this will help you to understand the function of words. This knowledge consequently gives you a better understanding of the meaning of especially long and complex sentences. Besides, this can be used to elaborate the vocabs by using suffix to change a word to different function of speech.

There are nine parts of speech in English.

## 1. NOUNS

Function : Nouns are words for persons or things.

Examples : Andi, Nani, pen, book, memory, traits, etc.

Derivational ending: -ment; -less; -ion; -a(e)nce; -ure; -age; -th; -ness; -hood; -ship; -ity; -ing; -er; -or; ist

Singular - Plural: stimulus-stimuli; larva- larvae; memorandum-memoranda; parenthesis- parentheses; criterion-criteria; matrix-matrices; bureau-bureaux.

(Adopted English)

## 2. PRONOUNS

Function : Pronouns replace nouns. It can be as:

- \* Subjective pronoun (i, you, he, she, it, we, they)
- \* objective pronoun (me, you, him, her, its, us, them)
- \* Possessive pronouns (mine, yours, his, its, hers, ours, theirs)
- \* Reflexive/emphatic pronoun (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

## 3. ADJECTIVES

Function : Words that modify nouns. It can be as:

- \* Descriptive adjective (polite, blue, big)
- \* Determiners (my, our, some, two)
- \* Noun adjuncts (pocket knife, note book)



Derivational ending: -ous; -al; a(e)nt; -ible; -able;; -ful; -less; -y; -ish; -some

#### 4. VERB

Function : Word that show the action of the subject.

Examples : take, get, run, can, eat, etc

#### 5. ADVERBS

Function : Word that modify verbs, adjectives, other adverbs, or whole sentences

Examples: Politely, slowly, very often, soon, luckily, etc

#### 6. PREPOSITIONS

Function : Words that show the relationship of a noun to another noun in a sentence.

Examples : in, on, at, before, in front of, etc

#### 7. CONJUNCTIONS

Function : Words that join words, phrases, sentences or clauses.

Examples : but, and, or, because, although that, etc

#### 8. INTERJECTIONS

Function : Words/phrases that express the emotion or simple exclamations that don't have any grammatical relationship to the sentence.

Examples : Wow, Oh my, Gosh, Mama Mia

## 9. ARTICLES

Function : Words that precede nouns (persons or things). It can be definite (the) and indefinite (a, an).

Examples of part of speech in a sentence:

***Many of us do not realize the importance of time***

many : determiner  
of : preposition  
us : objective pronoun  
do : auxiliary verb  
not : adverb  
realize : verb  
the : definite article  
importance : noun  
of : preposition  
time : noun

### B. Exercises



Determine parts of speech for these sentences.

1. Moreover, it gave him a kind of satisfaction.
2. Nothing can negatively influence the development of personality more than a bad environment.
3. Many foreign businessmen think that “rubber time” is part of Indonesian culture.

4. Parents set rules at home and children have to obey those rules.

Write the correct form (adjective or adverb) of the word in parentheses in each sentence. Do not change the position of the word.

1. Mr. Mendez learned English (rapid) and (easy).
2. They (general) give all applications (careful) consideration.
3. Look at that sentence (careful). It looks (incorrect).
4. Helen announced her decision to us (dramatic).
5. Some kinds of flowers grow (rapid) in dark places.
6. We are using this room for our English class (temporary).
7. Frank will (definite) be (anxious) to hear from you.
8. (Violent) waves beat against the pier (steady).
9. The boys get (tired) (fast) from working so (hard).
10. "be (quiet)!" the man whispered at us (angry).
11. Johnson (usual) makes (thorough) reports to the company.
12. (Real), I'll be (complete) satisfied with something (different).
13. Miss Ford spoke Spanish (awkward) and (incorrect).
14. She speaks the language (considerable) better now.
15. Everyone felt very (sad) about the news.
16. (Automatic) dishwashers are (safe) and (convenient)

17. (Actual), that author doesn't write (true) stories.
18. The maid was (careful) to keep the room (clean).
19. She cleaned the room (regular) and made it (neat) for us.
20. We moved (fast) with the (strong) wind behind us.
21. Everyone feels (uneasy) in (difficult) situations.
22. The man looked at the policeman very (uneasy).
23. The coffee is (strong). We always like our coffee (strong).
24. Mr. Meyer speaks both German and Polish (good).
25. I don't like (final) examinations. I always do (poor) on them.
26. Examinations make me (angry). I always get (nervous).
27. The director of our office is a (good) educated man.
28. His knowledge of English grammar is quite (good).
29. (Sudden), we heard (loud) noises outside the house.
30. He'll have everything (ready). He agreed with us (ready).
31. Our last two assignments were (unusual) (difficult).
32. The youngster seemed (sleepy). He smiled at us (sleepy).
33. There are (various) methods of doing that job (efficient).
34. (Efficient) employees (rare) do (careless) work on their jobs.



## C. Adverb Of Manner

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Circle the right form (careful/carefully)

### The (Lone/Lonely) Ranger

One of the (exciting/excitingly) cowboy heroes from the American movies was the Lone Ranger. He appeared (original/originally) on the radio. Every week, thousands of boys and girls waited (impatient/impatiently) and (expectant/expectantly) by their radios for the sound of the Lone Ranger's theme music, which until that time was (general/generally) known as Rossini's William tell Overture. Today (most/mostly) Americans hear the music and (immediate/immediately) think: "The Lone Ranger!"

Our hero was a (nice/nicely) man. He (usual/usually) dressed in white and wore the (usual/usually) white hat. He even rode a (large/largely) white heroes called Silver. All of that was (common/commonly) for the "heroes of the silver screen." What was (unusual/unusually) was that he wore a mask, traveled with an Indian named Tonto as his only friend and (faithful/faithfully) companion, and wasn't even (interested/interestedly) in girls. Furthermore, he couldn't sing! (previous/previously) we thought of our heroes as cowboys out on the range singing (romantic/romantically) either to their girlfriends or to their cows.

The Lone Ranger was (real/really) a (different/differently) sort of hero. He was (mysterious/mysteriously), and he was always sneaking around (unexpected/unexpectedly) in disguise. These was something not quite (human/humanly) about him. He fought too (brave/bravely), he talked too (quiet/quietly), he seemed too (polite/politely), too (just/justly). (Real/really) people get angry (Regular/regularly). They get (sad/sadly). They even fall (hopeless/hopelessly) in love or are driven by (passionate/passionately) hatreds. But not the Lone Ranger! He was above emotions. He was (quick/quickly) in drawing his gun, but he never fired his silver bullet to kill. (Final/finally) all bad guys must go to court. The Lone Ranger was (basic/basically) an (ideal/ideally) superhero, and his action packed adventures were (moral/morally) lessons. The Lone Ranger's world of good and evil was (simple/simply) to understand, and we Americans followed him (enthusiastic/enthusiastically) on radio, in many movies, and (ultimate/ultimately) on TV.

#### D. Abstract Bets



In this abstract nouns activity, students identify abstract nouns in sentences and place bets, depending on how confident they are about their answers.

<b>Sentences</b>	<b>Bet</b>	<b>Win</b>	<b>Lose</b>
1. I started my medical career as a nurse in a psychiatric hospital.			
2. The noise was so loud that I slept with a pillow on my head.			
3. I couldn't control my jealousy when I saw Joe flirting with Zoe.			
4. Some people say money can't buy love or happiness, but I disagree.			
5. A good relationship is based on trust and honesty.			
6. Even though he's 97, his memory and appetite are still very good.			
7. The fireman received a medal for his bravery during the tornado.			
8. I take sugar in my coffee to get rid of the bitterness.			
9. The smell of her perfume was so strong that I started to cough.			
10. It took the lawyer ages to get over his wife's death.			
11. I would join the gym if membership wasn't so expensive.			
12. I hadn't had time to eat and was weak with hunger.			
13. If the weather was better, we could go to the beach.			
14. There was a stain on the carpet where I'd spilt red wine.			

<b>Sentences</b>	<b>Bet</b>	<b>Win</b>	<b>Lose</b>
15. It's a parent's responsibility to look after their child's education.			
16. I knew she'd had a cigarette because her breath smelt of smoke.			
17. His creativity and talent are genetic. He gets them from his mother.			
18. You need to control your anger, especially in front of the kids.			

<b>Sentences</b>	<b>Bet</b>	<b>Win</b>	<b>Lose</b>
19. Please forgive John's behaviour. He's under a lot of stress at the moment.			
20. My biggest regret in life is not taking better care of my health in my youth.			
	Total		
	Grand total		





# 8

## Clauses

**Materi Pokok** : Clauses

**Pertemuan ke** : 8



Identify the following sentences whether the sentence is Simple (S), Compound (Cd), Complex (Cx), or Compound-Complex (Cd-Cx)

1. For many people the best time to do work that requires concentration is the early morning.
2. Kutuyis is named after his great-great-grandfather, who was a leader of this tribe.
3. The drizzling rain and gusting winds kept him from sleeping well that night in the woods; furthermore, the

tent flap came loose and had to be tied more securely to keep out the rain.

4. Driving into Chicago for an appointment with an important client, Ms Armstrong unknowingly drove over the speed limit and was stopped by a patrol officer.
5. Mr. Erlandson always knew what he wanted out of life, but unfortunately he never shared his plans with anyone.
6. The woman was obviously eager to sell her home; consequently, the Markhams submitted a low bid for her property.
7. Cattle raiser have long used the technique of crossbreeding to produce animals that combine the best qualities of two different breeds.
8. The Hereford breed, for instance, originated in England in the eighteenth century as a cross between native Herefordshire cattle and cattle brought from Netherlands.
9. More recently, American breeders have crossed Herefords and the Brahmans to produce a breed called Braford.
10. The Hereford is an excellent beef breed, and the Brahman, a breed native to India, is noted for its resistance to heat and to disease.
11. One of the most unusual animals that Americans breeders have produced is the cattlo; it is a hybrid cross between a buffalo and a cow.

12. The Pasadena's tournament of Roses has been held annually since it was established in 1890.
13. The roses queens who ride the floats and the colorful equestrians on well-trained horses are important parts of the pageant.
14. The girl selected to be queen is thrilled and happy.
15. The stadium is regularly filled to capacity on the day of the Roses Bowl Game.
16. The floats are left on display after the parade is over.
17. Watching this parade is one way that many Americans start the New Year.
18. Standing along the route, hundreds of thousands of people enjoy the parade as it passes.
19. The entire country today can follow the Tournament of Roses on television.
20. The floats are judged before the parade, and the spectators know which ones won prizes.

### A. Clauses



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A clause is a group of words containing a subject and a predicate. The relation of a clause to the rest of the sentence is shown by the position of the clause or by a conjunction.



## B. Adjective Clause

Look at the tables for the definition of each clause:

<b>Adjective clause (or relative clause)</b>	<ul style="list-style-type: none"> <li>* Function as modifier to the subject of the main clause           <ul style="list-style-type: none"> <li>- The man <u>who said so</u> must be out of his mind</li> <li>- The place <u>where he comes from</u> is my hometown too</li> </ul> </li> <li>* Function as modifier to the object of the main clause           <ul style="list-style-type: none"> <li>- She married a man <u>who didn't love her at all</u>.</li> <li>- Wati showed us the dress <u>that she bought yesterday</u>.</li> </ul> </li> </ul>
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An Adjective Clause (Relative Clause) consists of a subject and a predicate that modifies a preceding noun/pronoun (its antecedent) and start with an introductory word referring to a person (who/that), to a thing (which/that), to a time (when), to a place (where), or to a reason (why). The chart below shows examples of Adjective Clauses with related antecedents and introductory words.

Antecedent	Introductory Word	Examples of Adjective Clauses
1. Person	Who, whom, whose, that	Introductory word functioning as: <u>Object of</u>

Antecedent	Introductory Word	Examples of Adjective Clauses
		<p><u>Subject</u> -- He met the boy <u>who</u> had studied in Los Angeles.</p> <p><u>Verb</u> -- He avoids the man <u>whom</u> he had fired.</p> <p><u>Object of preposition</u> -- He met the man <u>from whom</u> he had learned English</p> <p><u>Possessive adjective</u> -- Is she the girl <u>whose</u> talent in art is much talked about?</p>
2. Thing	Which, that	<p>Subject -- that is the book <u>which</u> contains synonyms.</p> <p>Obj. of Verb -- the book <u>that</u> he read was about training animals</p> <p>Obj. of prep -- she's reading the book for <u>which</u> she paid two hundred dollars.</p>
3. Time	When	Next year will be the time when he's going abroad for further study
4. Place	Where	New Zealand is the place where I want to spend my old days.

Antecedent	Introductory Word	Examples of Adjective Clauses
5. Reason	Why	Give me one good reason <u>why</u> you want to quit.

### Exercises :

Identifying Adjective Clauses. Underline the adjective clause in each sentence:

1. I like girl who is sitting by the window.
2. The campus where they study is the largest in town.
3. He showed me the gymnasium where he usually worked out.
4. A person who has never been in love must be very lonely.
5. It was in 1994 when I met him the last time.

Combine the following ideas using adjective clause

1. Is that new station? You pointed it out to me last week.
2. This is the man. I gave money to him this morning.
3. My youngest sister has just got married. You met her at my house last week
4. My stepmother is not very kind to me. I'm living with her.
5. Last week I went to see the country town. He used to live in that town.
6. Bring me the cigarettes. I left them on the table. The table stands by the window.

7. My old music teacher has already left the country. You were taken into his house last week.
8. What was the name of that girl? She came here last night.
9. I'm not sure it was my boyfriend Cyrill. He told her to do it.
10. The matter has been settled. You were arguing about it last night.



### C. Adverbial Clause

Adverbial clause	Clause of time:	When she came here, it was already dark
	Clause of place:	I'll go wherever you go
	Clause of manner:	She acted as if she were the boss
	Clause of reason:	They refused to go because it was raining
	Clause of result:	He was so angry that he banged the door
	Clause of condition:	If I were you, I'd go home
	Clause of comparison:	He was better than what his friend said of him
	Clause of contrast:	Although he was ill, he went to work.

For further reading, please refer to Modern English part 2.

**If I have money I will study abroad**

**If I had money I would study abroad**

**If I had had money I would have studied abroad**

### **Identifying Adverbial Clauses**

Underline the adverbial clause in each sentence:

1. I would buy a new car if I had a lot of money
2. Even though he looks rough, he is actually a gentle person.
3. It is impossible to study here because it is too dark.
4. She was so happy that she cried out loud.
5. The sisters look as similar as twins can be.
6. This is such an ugly chair that I am going to give it away.
7. If I had known about this sooner, we could have helped you.
8. They will leave before you get here.
9. Now that he has passed the examination, he can get his degree.
10. Although I felt very tired, I tried to finish the work

### **Identifying Subordinate Clause**

Underline the subordinate clause in each of the following sentences, then identify its kind by writing adv. cl. for adverbial clause or adj. cl. for adjective clause in the space provided.

1. \_\_\_\_\_ I value time because time is money



2. \_\_\_\_\_ provide help and comfort to those who need it most
3. \_\_\_\_\_ Mr. Hamid, who is generous and tolerant, is a prominent public figure
4. \_\_\_\_\_ We should not feel arrogant just because we have attained success.
5. \_\_\_\_\_ we should not forget the hard struggle for survival that our predecessors had to go through.
6. \_\_\_\_\_ the flourishing new business of duplicating and selling college theses to students who practice cheating is widely reported by the press.
7. \_\_\_\_\_ if women were kept ignorant, the country's overall development would be undermined.
8. \_\_\_\_\_ unless we are brave enough to speak up, they will never discover the truth.
9. \_\_\_\_\_ Linda, who is studying to become a lawyer, is very disciplined.
10. \_\_\_\_\_ some people allow themselves to be so influenced by western values that they readily give up their own

If clause

Present real: If I see him, I will invite him to our party tomorrow.

Present unreal: If the weather were good now, I would go to the beach

Past Unreal: If they had left a little earlier, they would have avoided the heavy traffic.

#### D. Noun Clause



A noun clause consists of a subject and predicate that functions as a noun.

#### Direct Questions vs Noun Clauses

Complete the sentence at the right with a noun clause based on the preceding direct question. Change the tense of the verb in the clause in accordance with the rule for sequence of tenses. Add the correct punctuation (period or question mark) at the end of each sentence. Study the first four examples carefully.

1. Where will he be? I didn't know *where he would be*.
2. When did she go? Did you ask Ed *when she had gone*?
3. Why isn't it ready? He explained *why it wasn't ready*
4. Who is that man? I wondered *who that man was*.
5. When are they leaving? Bill asked them.....
6. What did he find? I couldn't imagine.....
7. Whose book is that? He didn't know.....
8. Who will help us? Didn't he tell you.....

9. When can they come? I didn't ask them.....
10. Why was he absent? Did he explain.....
11. What does she want? Didn't she mention.....
12. Which one is hers? I couldn't remember.....
13. When should we leave? Brown didn't say.....
14. How much does it cost? Did she ask him.....
15. Whom should I call? I forgot to ask Ed.....
16. Whom should I call? I couldn't decide.....
17. When did she arrive? Did she mention.....
18. What are they doing? We wondered.....
19. How will he do it? Everyone asked him.....
20. Where is he from? Couldn't she guess.....
21. What did Ed tell her? I didn't recall.....
22. Why didn't he return? No one knew.....
23. Where can I get it? Fred told me.....
24. Who wrote that article? Did she remember.....
25. Where does she live? They didn't know.....
26. What does it mean? He asked the teacher.....
27. Who is that tall man? Did she mention.....
28. What has happened? They couldn't tell us.....
29. Where will he buy it? We didn't ask him.....
30. Who is doing the work? Didn't Harry know.....
31. Whose book did she use? Mr. Brown told us.....
32. Whom should we speak to? Did you ask him.....

## Review Direct vs Indirect Speech

Change the direct speech in each sentence to indirect speech.

1. I asked Bill, “What will you say to your friends afterwards?”

*I asked Bill what he would say to his friends afterwards.*

2. The announcer said, “It’s difficult to make a prediction so soon.”
3. Martha said, “Has your brother ever taken an English course?”
4. Fred said to me, “Why did those people leave so early?”
5. Dorothy said to Don, “Turn the lights on in the living room”
6. “Can you go to the party with me tomorrow?” Arthur asked us.
7. “No one has finished that part yet,” the teacher said.
8. “Go to the stoplight and then turn left,” the policemen directed me.
9. “When do you plan to leave Boston?” my secretary asked.
10. Miss Peters said to us, “You can’t speak to him until tomorrow.”
11. “Will you have enough money to pay for everything?” my boss asked.
12. Dr. Davis said, “How long will you stay in California?”
13. “Don’t forget about your appointment,” John’s friend reminded him.

14. "I told the police the truth about the accident," the man repeated.
15. Mr. Shaw asked the students, "Did you enjoy your trip yesterday?"
16. "Where are those two fellows going?" the man said to me.
17. "Turn in your papers at the end of the hour." the teacher ordered.
18. "Have you had a good time so far?" Uncle Robert asked me.
19. I said to my friend, "when did you buy your new car?"
20. My aunt said to me, "Put your hat and coat in the front closet."
21. "Must I finish these reports before Friday?" the secretary asked.
22. "Where will you will wait for me after work?" Miss Stewart asked us.
23. Father said to us, "I'm going to tell you a big secret about that."
24. The manager said, "Don't deliver the box to anybody but Mr. Lucas."
25. Paul said to me, "How I can find out that girl's name and address?"
26. The teacher said to the students, "Do all of you understand this?"

27. "Who is going to help me with the work?" Tom asked the men.
28. "Be sure to read the instructions carefully," the clerk advised us.
29. "Your strength will increase quite rapidly," the doctor said to me.
30. "Do we have to turn in our homework today?" I said to Mr. Shaw.
31. The student asked, "When should John and I come to your office?"
32. My friends said to me, "We have known about that for a long time."
33. "Get away from those wire!" the watchman shouted at the boy.

*Note: Noun clause (Subjunctive)*

*That/Noun clause after verbs like **suggest, request, require, urge, demand** require the **simple forms of the verb**.*

The committee suggests that we hold more meetings.

The chairman requested that everything be prepared in advance.

She urged that he not give the report.

# 9

## Phrase

**Materi Pokok**

**: Phrase**

**Pertemuan ke**

**: 9**



### A. Phrase



A phrase is a group of related words that has no subject or predicate and is used as a single part of speech. A phrase consists of a group of words performing a single function. Typical phrases are composed of a preposition and its object (I fell on the sidewalk) → called a prepositional phrase; or a form of a verb → called a verbal phrase; and its object (I wanted to see the parade).

Phrases are usually classified as prepositional, infinitive, participial, gerund phrases, absolute phrases, Abstract noun phrases, appositive phrase.

## B. Prepositional Phrase



Prepositional Phrases consist of a preposition, its object, and any modifiers of the object (*under the ground, without thinking, in the blue Ford*). Prepositional phrases function as adjectives or adverbs and occasionally as nouns.

Examples:

He is a man *of action*. (Adjective modifying noun)

The plane arrived *on time*. (Adverb modifying *arrived*)

We were ready *at the airport*. (Adverb modifying *ready*)

She came early *in the morning*. (Adverb modifying *early*)

*Before breakfast* is too early. (Noun, subject of *is*)

Exercise:

Underline the verbal phrases and put the prepositional phrases in the parentheses.

1. Insomnia or sleeplessness is a common complaint for many people
2. Insomnia may take the form of lying awake for an hour or more after going to bed.
3. Some people have difficulty going to sleep and then wake up once or more during the night.



4. Some insomnia sufferers wake up very early in the morning and are unable to get back to sleep.
5. Chronic insomnia can be serious, interfering with daily life and leaving the victim exhausted and depressed.
6. For curing occasional insomnia, simple methods may be best.
7. Some doctors recommended getting regular exercise during the day as a cure for sleeplessness.
8. Some people like to take a warm bath before bedtime, while others prefer to read a boring book.
9. Drinking a glass of warm milk may help because tryptophan, an ingredient in milk, helps to induce sleep.
10. Many people choose to use the tried and true method of counting sheep.

### C. Participial Phrases



Participial phrases consist of a present or past participle, its modifiers, and/or its object (*lying on the beach, found in the street, eating a large dinner*). Note that a prepositional phrase may function as a modifier in a verbal phrase, as in *found in the street*. Participial Phrases always function as adjectives describing either nouns or prepositions.

Examples:

The dog *running in the yard* belongs to my mother.

The man *walking with his dog* is my father.

*Covered with ice*, the road was dangerous.

*Beaten into stiff peaks*, the egg whites were prepared for meringue.

### Participial Phrase Made From Adjective Clause

I like **the girl who is sitting by the window**

I like the girl sitting by the window

### Forms of the participles

	Active voice		Passive voice	
<i>General form</i>	offering		offered	Being offered
<i>Perfect form</i>	Having offered	Having been offering	Having been offered	

Participles are made negative by placing **not** before them : **not offering, not having offered. Participial Phrase made from adverbial clause.** Participial phrase can be made from adverbial clause indicating **time** and **cause**.

	<i>Time</i>	<i>Cause</i>
1	<i>After</i> <b>Having finished all her housework</b> , she sat down to watch TV	<b>Having worked hard all his life</b> , he decided to take a long vacation
2	<i>While or when</i> <b>Walking along the street</b> , I met	

a friend whom I had not seen for  
a long time

The time word may also be placed before the participial phrase: **after having finished all her housework; while walking along the street.**

### **Instructions with *have* + *Past Participle***

*Active*

*Passive*

I **had** the painter **paint** my house last year      I **had** my house **painted** last year

He **had** the tailor **alter** his suit      He **had** his suit **altered**

We **had** the store **deliver** the packages      We **had** the packages **delivered**

Exercise:

Revise the sentences into a sentence containing Participial Phrase.

1. My boss spoke to the man. The man was applying for a job.
2. We are going to use the money for medical research. The money was collected from the school children.
3. John decided to take a long vacation. He felt run down and discouraged.
4. The boat began to sink. It was broken in two by the storm.
5. The soldiers saw the enemy line. It fell back slowly under the heavy fire.

6. I felt the earth. It was shaking under me.
7. The library had someone rebind the worn books.
8. I had the dentist clean my mouth.

#### D. Gerund Phrases



Gerund phrases consist of a gerund, its modifier, and/or its object (*telling the truth, knowing the rules, acting bravely*). Gerund phrases always function as nouns, as subjects or objects.

Examples:

*Collecting stamps* is my hobby. (Subject)

She earned extra money by *working overtime*. (Object of preposition)

He hated *living alone*. (Object of verb)

*Making a profit* is their only purpose. (Subject)

Note: Since both the gerund and the present participle end in *-ing*, they can be distinguished only by their separate functions as nouns or adjectives.

Exercise:

1. I asked the boss for a raise. *This* didn't do any good.
2. I asked the boss for a raise. The boss didn't like *this*.
3. I asked the boss for a raise. My wife laughed at me for *this*.

4. He looked at me suspiciously. *This* made me feel uncomfortable.
5. He looked at me suspiciously. I couldn't understand *this*.
6. He looked at me suspiciously. I was annoyed at *this*.

## E. Infinitive Phrase



Infinitive phrases consist of an infinitive, its modifiers, and/or its object (*to see the world, to answer briefly, to earn money quickly*). Infinitive phrases function as nouns, adjectives, or adverbs. Infinitive phrase may function as nouns, adjectives, or adverbs.

1. Nouns	
Subject	<b>(For her) To clean the house every day</b> is absolutely necessary
Object	Her husband wants her <b>to clean the house every day</b>
Subjective complement	The regulation is <b>for boys and girls to live in separate dormitory.</b>
Appositive	He had only one desire <b>for his family to be in good health</b>
2. Adjectives	Here is a letter <b>for you to type</b>
3. Adverbs	
Modifying sentence	a <b>To tell the truth</b> , I don't understand him at all
Modifying verb	<b>(In order) for me to buy a car</b> , I'll have to take a loan from a bank.

Modifying adjective	I'm sorry <b>to see you leave</b>
---------------------	-----------------------------------

Examples:

I wanted *to buy the house*. (Noun object of verb)

It is time *to go to bed*. (Adjective modifying *time*)

We were impatient *to start the game*. (Adverb modifying *impatient*)

Exercise:

1. Come home at once. This is necessary.
2. She reads very well. Her mother taught her this.
3. The present fact is this. The girls are wearing very short skirts.
4. Here are some papers which you ought to examine.
5. Nighttime is the time when we can relax and watch TV.
6. We are happy that we can see you again.
7. We have enough money so that we can take a long vacation.
8. I would be ashamed if I received such low grades.

## F. Absolute Phrases/Absolute Construction



Absolute phrases are made up of noun or pronoun and a participle. Unlike participial phrases, absolute phrases do not modify particular words in the sentence to which they are attached. Rather they modify the whole sentence.

Examples:

*The train being late*, we missed our plane.

*Their home ruined by fire*, they had to ask their neighbors for shelter.

The whole family sat silent, *their eyes glued to the TV screen*.

*Mortgage rate having risen drastically*, Isabel gave up searching for a new house.

The old man lay sprawled on the sofa, *eyes closed, arms folded across his chest, his loud snores almost rousing the dog sleeping near him*.

The absolute phrase/construction may occupy all three adverbial positions (initial-mid-final position). However, certain types of absolutes are more likely to appear in one position rather than another.

1. Initial position	
adv. cl. of cause	<b>The table not having been constructed properly</b> , one of the legs became loose.
adv. cl. of time	<b>Dinner (being) ready</b> , the hosts asked his guests to be seated.
2. Mid position (adj.cl)	The children, <b>many of them only infants</b> , were left with nothing to eat
3. Final position (coordinate)	She looks almost like her twin sister, <b>the only difference being that she is a little taller</b>

	The men work in two shifts, <b>the first starting at 8am, the second at 4pm</b>
--	---

The word **with** (or **without**) may initiate an absolute phrase, making the construction technically a prepositional phrase and thereby relating it grammatically to the rest of the sentence. Example: The ocean looks very beautiful **with the moonlight glimmering on its surface**.

Exercise:

Change the italicized part and make it to absolute phrase

1. *Because the required documents did not arrive on time,* they had to postpone the investigations.
2. The dance is done with couples. *Each executes part of an intricate pattern.*
3. They looked at each other longingly. Neither of them spoke a word.
4. The football game was called off. *The recent storm had made the ground too wet to play.*
5. She looked very pretty. *Her hair was blowing in the wind.*
6. *All his money is tied up in real estate.* He has little to invest in the stock market.



## G. Dangling Phrases



Revised the dangling modifier in the following sentences:

1. **Coming home late**, the house is dark
2. **Being made of glass**, Rick handled **the tabletop** carefully.
3. Before exploring the desert, our water supply was replenished.
4. After putting a worm on my hook, the fish began to bite.
5. To take good pictures, a good camera must be used.
6. To skate well, practice is necessary.

## H. Abstract Noun Phrase



Abstract noun phrases may perform all nominal (noun) function.

Example:

**His rejection of that good offer** surprises me.

I can't understand **his rejection of that good offer**.

We talked about **his rejection of that good offer**.

What I can't understand is **his rejection of that good offer**.

I can't understand one thing—**his rejection of that good offer**.

Exercise:

Make abstract noun phrases from the sentences below.

1. He was upset by *this*. His secretary resigned.
2. Abraham Lincoln is responsible for *this*. He abolished slavery in 1863.
3. The doctor arrived quickly. *This* saved the patient's life.
4. They were arrested for (possess, marijuana).
5. (punish, disobedient children) was very severe.
6. The foreign student was complimented on (he, familiar, English Language).
7. *After she was divorced from her husband*, she went on a long trip.
8. He promised *that the prisoners would be quickly release*.

## I. Appositive Phrase



An appositive phrase consists of a predicate complement used alone without a subject or a form of the verb be. Its “Subject” appears in another part of the sentence.

Example:

He had asked Mr. Wilson, **a prominent lawyer**, to represent him in court.

The professor, **unaware that many of his students were asleep**, went right on lecturing.

The gentleman **over there by the door** is our accountant.

Mr. Harris, **in a hurry to get home**, took a taxi from the airport.

New York, a city **which has eight million people**, has always fascinated me. (Adj cl)

New York, a city **housing eight million people**, has always fascinated me. (Part. Ph)

New York, a city **of eight million people**, has always fascinated me. (Prep. Ph.)

Exercise:

Combine the sentences and make into appositive phrase.

1. My neighbor's son is a great collector of stamps. He asks me for every foreign stamp that I get.
2. The leaves are falling from the trees. This is an indication that winter is not far away.
3. My favorite composer is Beethoven. He is a genius of great intensity and complexity.
4. This is a story of a normal boy. He is proud of his family, his friends, his community.
5. The harbor is now deserted. It was once full of the constant hubbub of arriving and departing ships.



10

Shift

**Materi Pokok** : Shift  
**Pertemuan ke** : 10



### A. Avoiding Shifts



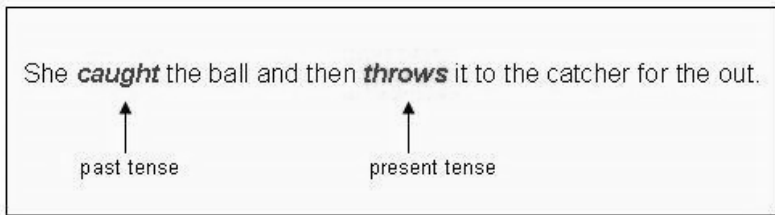
Writers should keep the elements in a sentence consistent, avoiding any unnecessary changes in tense, voice, mood, person, number, and discourse. Such unnecessary changes, or “shifts” may make reading difficult and obscure the sentence's meaning for the reader.

## Avoid Shifts In

### 1. Verb Tense

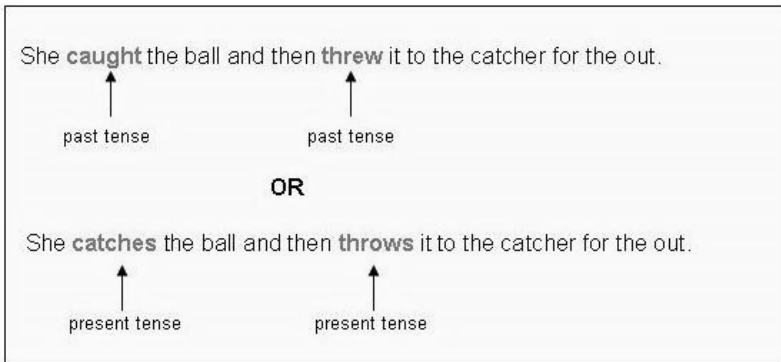
Except for special cases where the intended meaning requires a change in tense, maintain the same tense within a sentence.

Error:- shift in verb tense



The sentence above begins in the past tense but shifts, without reason, to the present tense.

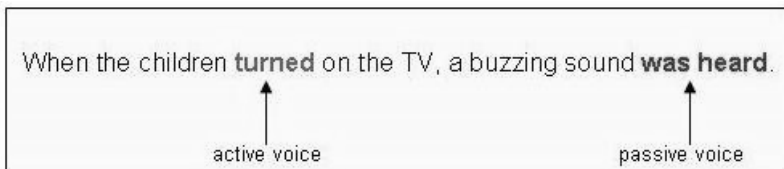
Error repaired.



### 2. Voice

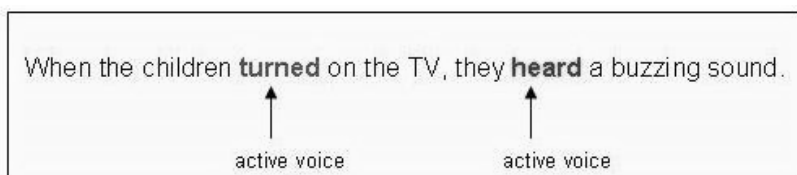
The voice of a verb may be either active or passive in a sentence. When a sentence contains two or more verbs, both verbs should maintain the same voice.

## Error - shift in voice

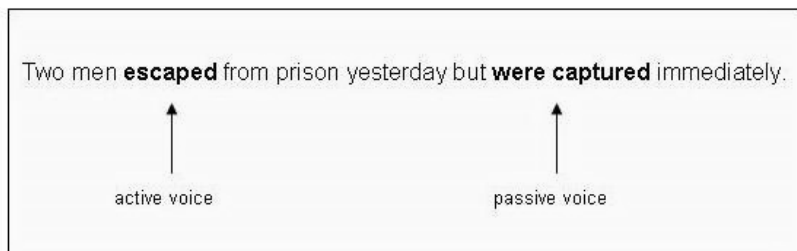


The sentence above begins in active voice but shifts without reason to passive voice.

## Error repaired



## Example - emphasis on subject *requires* shift in voice

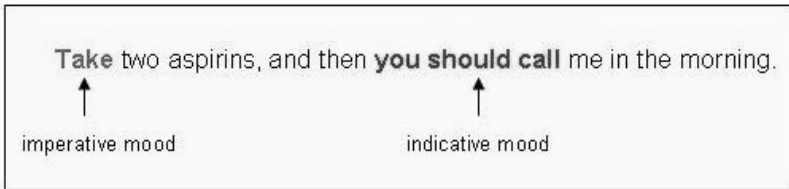


Here, the use of passive allows the sentence to focus on the subject.

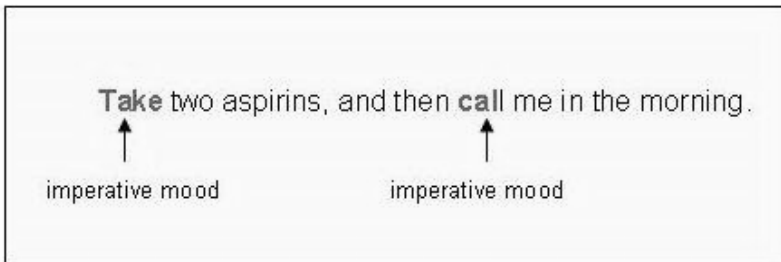
## 3. Mood

Shifts in mood often occur with directions, where the mood shifts from indicative to imperative or from imperative to indicative.

### Error - shift in mood



### Error repaired



## 4. Person

English has three “persons” or points of view:

- First person - the speaker  
*I, me, my, mine, we, us, our, ours*
- Second person - the person spoken to  
*you, your, yours*
- Third person - the person or thing spoken about  
*he, him, his, she, her, hers, it, its, they, them, their*

Unless the meaning of a sentence clearly requires a change, keep person consistent within a sentence. Shifts in person usually occur with changes from the third to the second person point of view.

### Error - shift in person

If **someone** wants to play games, **you** must follow the rules.

↑  
third person

↑  
second person

### Error repaired

If **someone** wants to play games, **he or she** must follow the rules.

↑  
third person singular

↑  
third person singular

If **you** want to play games, **you** must follow the rules.

↑  
second person

↑  
second person

If **people** want to play games, **they** must follow the rules.

↑  
third person plural

↑  
third person plural

If the meaning of a sentence clearly requires a change, then you may change person as needed.

### Example requiring a change in person

**I** stayed at the house, but the **others** left.

↑  
first person

↑  
third person

Since both ***I*** and ***the others*** are doing something in the above sentence, the shift in person is justified.



## 5. Number

Use singular pronouns to refer to singular antecedents; use plural pronouns to refer to plural antecedents.

### Error - shift in number

When **someone** calls, tell **them** that I'm not at home.

singular                      plural

### Error repaired

When **someone** calls, tell **him or her** that I'm not at home.

singular                      singular

When **people** call, tell **them** that I'm not at home.

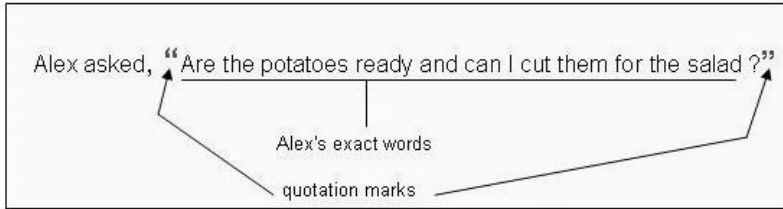
plural                      plural

Tell **anyone** who calls that I'm not at home.

## 6. Discourse

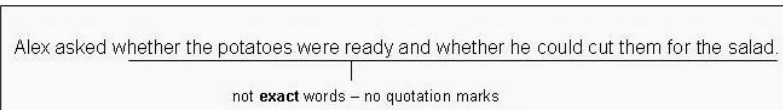
There are two ways to recount someone's words. Each way requires its own format. A **direct quotation** gives the exact words of a speaker, surrounding the words with quotation marks.

Example:



An **indirect quotation** paraphrases the speaker's words and does not place them inside quotation marks. Even if the indirect quotation paraphrases a question, the sentence ends with a period.

Example:

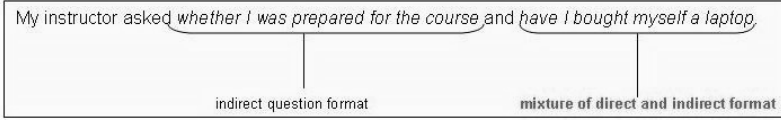


Note the difference in the formats above:

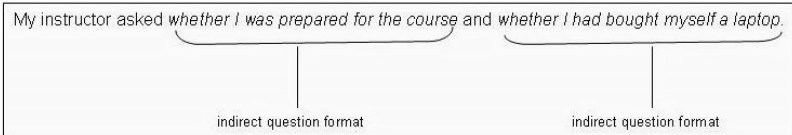
<b><u>DIRECT QUOTATION</u></b>	<b><u>INDIRECT QUOTATION</u></b>
Words enclosed in <b>quotation marks</b> .....	<b>No quotation marks</b> used
Direct question ends with <b>question mark</b> .....	Indirect question ends with <b>period</b>
<b>Actual tense</b> of exact words used .....	<b>Tense follows</b> that of <b>first verb</b> ( <i>asked</i> )
Part of verb is placed <b>before subject</b> .....	Verb <b>follows subject</b>

A shift in discourse occurs when, within a sentence, the writer uses the format of one form and shifts some part to the format of the other.

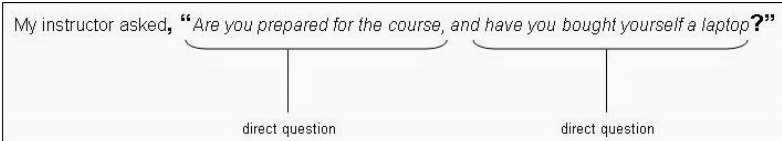
### Example - shift in discourse.



### Error repaired with **indirect** discourse.



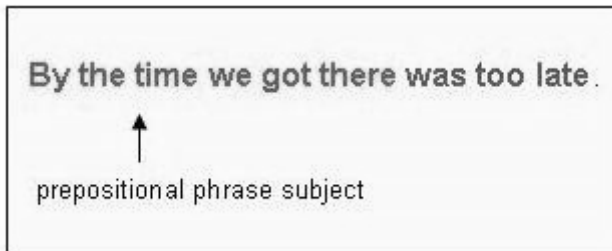
### Error repaired with **direct** discourse



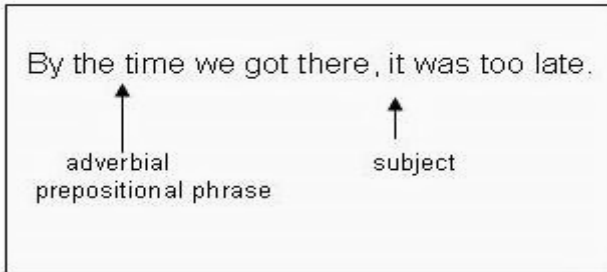
## 7. Sentence construction

A shift in sentence construction occurs when words or phrases intended for one purpose are used for another, upsetting the natural flow of the sentence. Below are examples of three frequent errors that shift sentence construction. Below each error is an example showing one or more ways to repair the error.

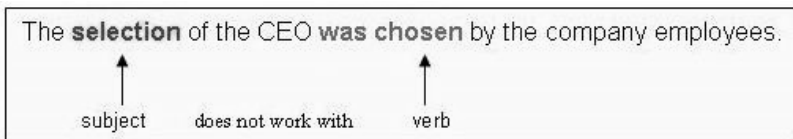
### Error -prepositional phrase used as subject.



Correct



Error - faulty subject

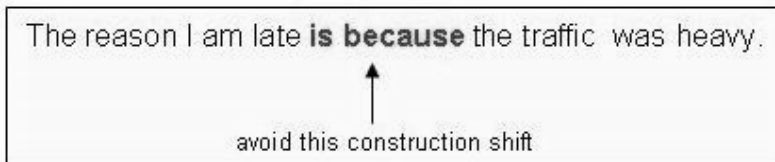


Correct



Using *is because, is where, or is when* in a sentence often creates a construction shift. Avoid this phrasing.

Error - *is because*



Correct

I am late **because the traffic was heavy.**  
**OR**  
The reason I am late **is that** the traffic was heavy.

Error - *is where*

Proctoring exams **is where** you watch for cheating.  
↑  
avoid this construction shift

Correct

Proctoring exams means watching for cheating.  
**OR**  
One who proctors exams watches for cheating.

Error - *is when*

Claustrophobia **is when** one fears closed spaces.  
↑  
avoid this construction shift

Correct

Claustrophobia **creates fear** of closed spaces.  
**OR**  
**One** with claustrophobia **fears** closed spaces.

Revise the following sentences

1. In the early innings the Tigers have a three-run lead, but in the seventh inning they lost it.
2. Henry jogged about a mile; then he sits on a park bench to rest.
3. "Gomer's Ghost" is an entertaining movie, even if the ghost overplayed his part.
4. Stand with your feet together; then you should raise your arms to shoulder height.
5. While shopping, Don saw Goldie Hawn at the frozen food counter, but she only gives him an icy stare.
6. First, the surface should be carefully cleaned; then put the glue on.
7. The Sunday drivers were out in full force, and suddenly there is an accident.
8. They said they had a copy of 'Science', and would I like to borrow it.
9. Great supplies of gold are found in South Africa, while Mexico leads in silver mining.
10. A public opinion poll is based on a cross section of the population, but sometimes they have been inaccurate.
11. Mr. Stein put a new fence around the yard, and then the wooden pickets were painted.
12. Ruth wondered whether her mother had left and did she say when she would be back.

13. The manager decided to offer free balloons, and the next day the store is packed with children.
14. When one feels tired, a candy bar will give you quick energy.
15. Careful drivers check the pressure in the spare tire because it is sometimes needed.

### **After Reading The Paragraph, Write A Revision That Eliminates The Shifts**

*Malioboro never slept. Before the sun comes out, trading activities at Pasar Beringharjo were started. Street sellers had opened its shop somewhat later and then its business is closed in the evening. When the street sellers have gone, food stall is opened to close again at midnight. This eateries known as 'Lesehan' were street restaurants that uses Malioboro's sidewalks as its business sites. The customer sit on plaited mats on the floor at low tables. This unique restaurant sells typical foods and drinks from Yogya, such as 'gudeg' and 'wedang jahe'. Plenty of street musician comes and customers who are enjoying its meals were entertained by them. Besides 'lesehan', there is also street cafes offering fast food and soft drinks.*

### **Example of Revision**

*Malioboro never sleeps. Before the sun comes out, trading activities at Pasar Beringharjo have started. Street sellers open their shops somewhat later and then close their*

*businesses in the evening. When the street sellers have gone, food stalls open to close again at midnight. These eateries known as 'Lesehan' are street restaurants that use Malioboro's sidewalks as their business sites. The customers sit on plaited mats on the floor at low tables. These unique restaurants sell typical foods and drinks from Yogya, such as 'gudeg' and 'wedang jahe'. Plenty of street musicians come and entertain customers who are enjoying their meals ~~were entertained by them~~. Besides 'lesehan', there are also street cafes offering fast food and soft drinks.*

**Revise the following sentences to make every pronoun agree with its antecedent in accordance with written usage. Indicate any sentence that would be acceptable in speech.**

*Everybody has their own way of studying. For instance, neither my brother nor my roommate, John can study unless their stereo is blasting. Each of these music lovers claims that the sound relaxes them when they study. Usually, my roommate or my brother says they can't hear the bass unless the volume is turned to "maximum". I could use earplugs, but it wouldn't allow me to hear the telephone. On the other hand, neither of my sisters can study with music pounding in their ears. I think that every person should consider how their study habits affect the people around them. In my dorm, a committee voted unanimously to enforce*



*quiet hours, but their decision wasn't popular with the music lovers. Anyone who has ever had their study time disrupted by loud music knows how frustrating the experience can be. Friends of mine solved his or her study habits conflict by getting the music lovers earphones.*

Exercises: Choose one of the underlined word or group of words that is not correct, and try to correct it

1. The cliff dwellings in Mesa Verde were built in the thirteenth century by native American which farmed the green plateau.
2. Defects occur when liquid helium undergoing a phase transition from its normal to its superfluid phase.
3. The earliest known artworks were done by cavemen which used a mixture of clay, chalk, and burned wood and bones.
4. Astronomers studied the 1987 Supernova to learn what happens when a star exploded.
5. Despite of recent attempts to prove that Robert Peary did indeed reach the North Pole in 1909, the evidence still remains questionable.
6. Around 1789, Antoine Lavoisier was the first person to demonstrate if all kinds of burning involve the addition of oxygen
7. When red and green are not easily distinguished is the commonest form of color-blindness.

8. This has been estimated that a milligram of skin scales have over half of million bacteria.
9. It is only in the last 200 years that people began climbing mountains.
10. That our sense of smell might, without our realizing it, affect who I choose as friends has been suggested.
11. From the existence of radio waves, most scientist were convinced that the Big Bang really happened.
12. Samples of rock showed that the moon was 4600 million years old.
13. Where Alexander The Great was lowered to the sea bed in a glass container to make observations is debated.
14. What makes the rye plant so incredibly is that it can grow 385 miles of roots in four months, or about 3 miles in a day.
15. Science fiction writers believe that in the future, with new material and greater knowledge, his vision will become reality.
16. The thyroid gland, which the hormone thyroxin is produced, is located in the neck.
17. Dragonflies feed on a large variety of insects who they catch in flight.
18. According to legend, Betsy Ross was the woman who made first American star and stripes flag.
19. George Pullman introduced a dining car that had his own kitchen in 1868.

20. The spinal cord is a long, thick bundle of nerves that run from the brain to the lower part of the back.

## B. Paraphrase



Paraphrase means say it in different words. Restate the following sentences in your own words, focusing on the underlined phrase.

1. There is no escape from religion in India.
2. A pop Indian record called “Disco Diwane” goes golden on the day it is released.
3. We shall all end up being just another American town.
4. The Aryans of the north are distinct from the Dravidians of the south.
5. From each of the books goes out its own voice.
6. We should travel with a wish to understand other people, other places, rather than looking in them for a mirror image of oneself.
7. Every new art you learn appears like a new window on the universe; it is like acquiring a new sense.
8. Many people who avoid learning, or abandon it, find that life is drained dry.



## C. Parallel Structure

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One use of a conjunction is to connect words or phrases that have the same grammatical function in the sentence. This use of conjunctions is called *parallel structure*. The conjunctions used in this pattern are **and, but, or, nor**

Examples:

*Steve and his friends* are coming to dinner.

*Susan raised* her hand and *snapped* her fingers.

He is *waving* his arms and (*is*) *shouting* at us.

These shoes are *old* but *comfortable*.

He wants *to watch* TV or (*to*) *listen* to some music.

*Both my mother and my sister* **are** here.

*Not only my mother but also my sister* **is** here.

*Not only my sister but also my parents* **are** here.

*Neither my mother nor my sister* **is** here

*Neither my sister nor my parents* **are** here

Error analysis: Find and correct the errors in using ‘and’ in the following sentences.

1. By obeying the speed limit, we can save energy, lives, and it costs us less.
2. My Home offers me a feeling of security, warm, and love.
3. The pioneers labored to clear away the forest and planting crops.

4. When I refused to help her, she became very angry and shout at me.
5. In my spare time, I enjoy taking care of my aquarium and to work on my stamp collection.

Answers:

1. By obeying the speed limit, we can save energy, lives, and money.
2. My Home offers me a feeling of security, warmth, and love.
3. The pioneers labored to clear away the forest and (to) plant crops.
4. When I refused to help her, she became very angry and shouted at me.
5. In my spare time, I enjoy taking care of my aquarium and working on my stamp collection.

# 11

## Writing

**Materi Pokok**  
**Pertemuan ke**

**: Writing**  
**: 11**



### A. Theory of Writing



#### **The Writing Process**

After examining the grammar, punctuation, word choice, and other sentence-level matters that concern the arrangement of the language into pattern of meaning, we can start the writing process.

The writing process are: planning, writing and revising.

In writing the writer should know :

Who is the audience?

What is the writer's voice or role?

What is the subject?

What is the purpose?

Narration

Description

Exposition

Argumentation

## **Planning**

Techniques for generating and joining ideas:

1. Free association
2. Brainstorming and note jotting
3. Free writing
4. Mind mapping
5. Idea tree
6. Outlining
7. Heuristics

Exercise:

For each general subject that follows, list 3 different, more focused subjects that could be derived from the general one.

1. Parents
2. Music
3. Jobs
4. Equity

## **Write**

As you plan your essay, your ideas will begin to group together into an organizational scheme, time, space, general to particular (vice versa), climax, comparison and contrast, analysis and classification, definition, cause and effect, detail and example.

## **REVISE (reviewing, evaluating, rewriting)**

Throughout the writing process you will review what you have created, evaluate it to see if it fulfills the goals and purposes established during planning activities, and rewrite those portions that do not measure up.

Exercise on outlining:

Example of outline:

### **I Reason for agenda**

#### **A. Structure at meeting**

##### **1. More efficient approach to business**

###### **a. Most important topics first**

###### **b. Least important topics**

##### **2. Fewer irrelevant topics**

#### **B. Preparation for meeting**

### **II Agenda items for Tuesday**

#### **I Reasons for agenda**

##### **A. Structure at meeting**

### **II Agenda items for Tuesday**

#### **A. Criteria for new staff jobs**



B. Growth areas

1. Data processing

a. Sales

C. Proposal to Department Head

II Agenda items for Tuesday

A. Criteria for new staff jobs

1. Anticipated growth areas

a. Data processing

b. Sales

2. Currently overburdened area: accounting

B. Proposal to Department Head

**B. Examples**



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**Outline for Narrative (1)**

Topic sentence: The movie that I have watched recently is a Jungle Cruise.

A. Watching Movies

1. Kinds of movies

2. My favorite

B. Jungle Cruise

1. About the movie

2. Synopsis

C. My review

Concluding sentence: Jungle Cruise is an entertaining movie.

## **The Movie that I Have Watched Recently**

*Watching movies is one of my hobbies to kill my spare time. The movie that I have watched recently is Jungle Cruise. This is an adventure movie. There are a lot of kinds of movies such as drama, horror, suspense, thriller, action, adventure, comedy, documentary, or even animated movies. I love watching drama, adventure, suspense, horror, and animated movies. Usually, I watched a movie at the cinema, but due to pandemics, most cinemas are closed. Recently some open with tight rules and regulations to be obeyed. Sometimes, I watch movies at home.*

*Jungle Cruise is a 2021 American fantasy adventure film directed by Jaume Collet-Serra from a screenplay based on Walt Disney's eponymous theme park attraction. Produced by Walt Disney Pictures, the film stars Dwayne Johnson, Emily Blunt, Édgar Ramírez, Jack Whitehall, Jesse Plemons, and Paul Giamatti. The story is about the adventure of a scientist, Dr. Lily Houghton (played by Emily Blunt), and her brother, MacGregor (played by Jack Whitehall), through a jungle in search of the Tree of Life. The Tree's flowers could revolutionize medicine and aid the British war effort. Lily believes it and an old Amazon map is the key to finding the Tree. Lily steals the arrowhead and narrowly evades Prince Joachim (Jesse Plemons), an ambitious German also seeking the Tree. Arriving in Brazil, Lily and MacGregor need a boat and a guide to take them*

*down the Amazon. They hire skipper Frank Wolff (played by Dwayne Johnson), who offers cut-rate jungle cruises embellished with faked dangers and corny puns. They have to struggle in finding their obsession. As expected, this movie ends with a happy ending. Upon their successful return to England, Lily becomes a full professor at the University of Cambridge and the Royal Society offers her full membership, which she rejects and guides Frank in London.*

*The whole movie gives an unexpected scene with beautiful colorful special effects depicting the jungle along the Amazon cruise. The plot is easy and as expected, the good always wins against the bad. Jungle Cruise is an entertaining movie.*

The following essay is an example of Satire. Try to comprehend the message that the writer wanted to convey.

### ***Fresh Air Will Kill You***

***By Art Buchwald***

*Smog, which was once the big attraction of Los Angeles, can now be found all over the country, from the western coast to the east. People are getting so used to polluted air that it's difficult for them to breathe anything else.*

*One of my stops on my lecturing tour was Arizona, which is 7,000 miles above sea level. As soon as I got out of the plane, I smell something peculiar.*

*“What’s that smell?” I asked the man who met me at the airport.*

*“I don’t smell anything,” he replied.*

*“There’s a definite odor that I’m not familiar with,” I said.*

*‘Oh, you must be talking about our fresh air. Many, like you, who came out here never smelled fresh air before.’*

*“What’s it supposed to do?” I asked suspiciously.*

*“Nothing. You just breathe it. It’s supposed to be good for your lungs.”*

*“I’ve heard that story before,” I said “How come if it’s air, my eyes aren’t watering?”*

*“Your eyes don’t water with fresh air. That’s the advantage of it.”*

*I looked around and everything appeared crystal clear. It was a strange sensation and made me feel very uncomfortable.*

*My host, sensing this, tried to be reassuring. “Please don’t worry about it. Tests have proven that you can breathe fresh air safely day and night.”*

*“Nobody who has lived in a major city has tolerance for fresh air.”*

*“Well if the fresh air bothers you, why don’t you put a handkerchief over your nose and breathe through your mouth?”*

*“Okay, I’ll try it. If I’d known I was coming to a place that had nothing but fresh air, I would have brought a surgical mask.”*

*We drove in silence. About fifteen minutes later, he asked, “How do you feel now?”*

*“Okay, I guess but sure miss sneezing.”*

*“We don’t sneeze too much here,” the man admitted. “Do they sneeze a lot where you come from?”*

*“All the time. There are some days when that’s all you do.”*

*“Do you enjoy it?”*

*“Not necessarily, but if you don’t sneeze, you’ll die. Let me ask you something. How come there’s no air pollution around here?”*

*“This place can’t seem to attract industry. I guess we’re really behind the times. The only smoke we get is when the Indians start signaling each other. But the wind seems to blow it away.”*

*The fresh air was making me feel dizzy. “Isn’t there a diesel bus around here that I could breathe from for a couple of hours?”*

*“Not at this time of day. I might be able to find a truck for you.”*

*We found a truck driver, and slipped hi a five-dollar bill, and he let me put my head near his exhaust pipe for a*

*half hour. I was immediately revived and able to give my speech.*

*Nobody was as happy to leave Arizona as I was. My next stop was Los Angeles, and when I got off the plane, I took one big deep breath of the smog-filled air, my eyes started to water, I began to sneeze, and I felt like a new man again.*

Topics of essay writing:

1. Should campaign publicly financed?
2. Fight of public corruption
3. Environmentally linked aid for emission reduction
4. Ethical foreign policy
5. Universal health care system
6. Internet censorship
7. Impose democracy
8. Advertising on television
9. Reforms after pandemic
10. Online vs offline learning

Choose one of the topics above and develop it into an outline after that make an essay of 500-600 words.

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## BIODATA PENULIS



**Dr. drg. Johan Arief Budiman, Sp.Ort** lahir di Jakarta, 11 Oktober 1967. Setelah menamatkan pendidikan dokter gigi pada FKG UI tahun 1991, melanjutkan studi ke jenjang Spesialis Orthodonti pada tahun 1994 di FKG UI dan lulus tahun 1997. Pada tahun 2004-2007 berkesempatan kembali menempuh program studi Doktor dalam Ilmu Kedokteran Gigi, juga di FKG UI, serta mengambil pendidikan formal Pendidikan Bahasa Inggris, Universitas Indraprasta. Pengalaman bekerja sejak masuk Departemen Kesehatan pada tahun 1992 adalah Puskesmas Remu, Sorong (1992-1994), Puskesmas Kelapa Gading (1994), RS Dr. Syamsudin,SH, Sukabumi (1998) dan Poltekkes Kemenkes Jakarta II jurusan Teknik Gigi (2000-2017). Selama di Poltekkes, pernah menjabat sebagai Ketua Komisi Etik Penelitian Kesehatan Poltekkes Kemenkes Jakarta II, Kepala Unit Penelitian Poltekkes Jakarta II serta Tim pakar Riset pembinaan tenaga Kesehatan (Risbinakes) tingkat Pusat Badan PPSDM Kemenkes RI. Sejak tahun 2018 menjadi dosen tetap bagian Ortodonti, Fakultas Kedokteran Gigi Universitas Trisakti, Jakarta, mengampu modul bahasa dan ortodonti. Selain itu pernah juga menjadi

penerjemah lepas Penerbit EGC (1994-2001), dan guru bahasa Inggris paruh waktu pada LB LIA Kelapa Gading (1998-2004) untuk level General English *Basic* hingga *Advance*, *Communication in English* dan *Business English*, serta masih aktif sebagai praktisi orthodontist/dokter gigi. Pernah mengambil beberapa kursus mengenai bahasa Inggris termasuk kursus penerjemah yang diselenggarakan oleh bagian Lingustik Unika Atmajaya. Terlibat pula sebagai anggota aktif dalam organisasi Persatuan Dokter Gigi Indonesia (PDGI), Ikatan Orthodontist Indonesia (IKORTI), Asosiasi Dosen Indonesia (ADI), World Federation of Orthodontist (WFO) dan American Association of Orthodontist (AAO).

## BIODATA PENULIS

**drg. Tiarma Talenta Theresia M.Epid.**, lahir pada tanggal 29 Oktober 1987 di Jakarta, anak kedua dari lima bersaudara. Alamat Jl. Mandala Selatan I No 25 Jakarta Barat, email dan nomor telepon tiarma@triaskti.ac.id & Telp. 08119872987. Ia di lahirkan dari pasangan suami istri G. Lumbantobing dan D. Hutagaol. Tamat pendidikan Sekolah Dasar Samaria Jakarta Barat selama enam tahun dan selesai tahun 1999, Sekolah Menengah Pertama Samaria Jakarta Barat, tiga tahun selesai pada tahun 2002, Dan Sekolah Menengah Atas Negeri 78 Jakarta Barat selama tiga tahun dan selesai pada tahun 2005, setelah itu melanjutkan studi di Fakultas Kedokteran Gigi Universitas Indonesia dan selesai tahun 2011. Untuk jenjang Strata 2 (S2) jurusan Epidemiologi di Fakultas Kesehatan Masyarakat Universitas Indonesia selama dua tahun dari 2014 sampai 2016. Meniti karier mulai pada tahun 2017, ia mengabdikan sebagai staf pengajar di Fakultas Kedokteran Gigi Universitas Trisakti dan menjadi dosen tetap sejak tahun 2018.

## BIODATA PENULIS



**drg. Marie Louisa Sp. Perio.**, lahir di Jakarta, 9 September 1989. Setelah menamatkan pendidikan dokter gigi di FKG UI pada tahun 2011, penulis melanjutkan studi ke jenjang Spesialis Periodonsia pada

tahun 2012 di FKG UI dan selesai pada tahun 2015. Sejak tahun 2011 hingga saat ini, penulis aktif sebagai praktisi di berbagai klinik dan rumah sakit swasta. Pada tahun 2017, penulis menjadi dosen tetap bagian Periodonti, FKG Universitas Trisakti. Selain itu, penulis terlibat sebagai anggota aktif Persatuan Dokter Gigi Indonesia (PDGI) dan Ikatan Periodontis Indonesia (IPERI).

## BIODATA PENULIS



**Harris Gadih Pratomo, drg. Sp. Ort.,**

Lahir pada tanggal 11 November 1985 di DKI Jakarta. Alamat Jl. Rawamangun Timur No. 7 Jakarta Timur. Email [harris@trisakti.ac.id](mailto:harris@trisakti.ac.id). Nomor telepon 081905142829. Putera pertama dari tiga bersaudara dan dilahirkan dari pasangan suami-istri Yon A. Santosa dan Indah Rinadiatie. Tamat pendidikan Sekolah Dasar Negeri 04 Pagi Pesanggrahan pada tahun 1997, SMP Pembangunan Jaya, Bintaro pada tahun 2000, dan SMA Plus Pembangunan Jaya, Bintaro pada tahun 2003 Kemudian melanjutkan Pendidikan Kedokteran Gigi di FKG Universitas Trisakti selesai pada tahun 2012 Setelah itu melanjutkan Pendidikan Kedokteran Gigi Spesialis Ortodonti di PPDGS Ortodonti Universitas Padjadjaran dan selesai tahun 2018. Meniti karir mulai sebagai dosen di FKG Universitas Trisakti pada tahun 2018, menjadi dosen tetap FKG Universitas Trisakti pada tahun 2019.



Buku ini berisi materi bahasa Inggris dasar yang digunakan dalam dunia kedokteran gigi. Terdapat materi pembelajaran tata bahasa (grammar) dan kosakata (vocabulary) yang berkaitan dengan dunia kesehatan. Selain itu, mahasiswa dapat meningkatkan kemampuan di bidang membaca (reading comprehension) dan menulis (writing) melalui soal latihan yang diberikan. Melalui buku ini, mahasiswa diharapkan dapat menggunakan bahasa Inggris dengan lancar dalam komunikasi yang berkaitan dengan pekerjaan dokter gigi sehari-hari.

