



POLMANBABEL  
PRESS

# Structure & Written Expression

*TOEFL Equivalent English*

ENGLISH

Sari Mubaroh

***Structure & Written Expression***  
***(Toefl Equivalent English)***

## **UU No 28 tahun 2014 tentang Hak Cipta**

### **Fungsi dan sifat hak cipta Pasal 4**

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

### **Pembatasan Perlindungan Pasal 26**

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait untuk keperluan pengajaran, kecuali pertunjukkan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

### **Sanksi Pelanggaran 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 Rp 100.000.000 (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 Rp 500.000.000,00 (lima ratus juta rupiah).

***Structure & Written Expression***  
***(Toefl Equivalent English)***



**Sari Mubaroh**

**POLITEKNIK MANUFaktur NEGERI**  
**BANGKA BELITUNG**  
**2021**

## **Structure & Written Expression (Toefl Equivalent English)**

Sari Mubaroh

Pengarah : I Made Andik Setiawan  
Editor : Sidhiq Andriyanto  
Korektor : Subkhan  
Setting : Mardliyah Ayu  
Desain Grafis : Muhammad Zenda Rud

Jumlah halaman : x, 68 halaman  
Ukuran kertas : A5, 15x21 cm  
Cetakan Pertama : 10 Nopember 2021  
ISBN : 978-623-97870-4-2

*Hak Cipta 2021, Pada Penulis*

*Isi diluar tanggung jawab percetakan*

*Copyright © 2021 by Politeknik Manufaktur Negeri Bangka Belitung*

*Hak Cipta dilindungi undang-undang.*

*Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin dari Penerbit*

*Penerbit*

**Politeknik Manufaktur Negeri Bangka Belitung**

*Kawasan Industri Air Kantung, Sungailiat, Bangka*

*Telp/Faks: (0717) 93586*



## KATA PENGANTAR

Alhamdulillah, segala puji bagi Allah yang senantiasa memberikan kemudahan dalam menyelesaikan segala urusan hingga penulis mampu menyelesaikan buku *Structure & Written Expression (Toefl Equivalent English)*. Tak lupa penulis juga mengucapkan ribuan terima kasih kepada berbagai pihak yang telah membantu dalam penyelesaian buku ajar ini.

Pembelajaran Bahasa Inggris, khususnya di Politeknik Manufaktur Negeri Bangka Belitung (POLMANBABEL) memiliki peran yang sangat penting. Yakni menciptakan lulusan yang mampu bersaing secara global. Untuk itu POLMANBABEL membuka Mata Kuliah Bahasa Inggris sebanyak 3 semester baik untuk jenjang DIII maupun DIV. Dengan adanya mata kuliah tersebut dipandang perlu adanya buku acuan seperti halnya Buku ajar Pembelajaran Bahasa Inggris demi menunjang proses belajar mengajar mata kuliah Bahasa Inggris di POLMANBABEL.

Di dalam buku ini lebih menitik beratkan pada pengetahuan Bahasa Inggris berekuivalensi TOEFL. Dasar mengenai bekal konsep tentang English component atau unsur-unsur yang ada dalam TOEFL pada bagian *Structure & Written Expression*. Dalam proses pembelajaran bahasa Inggris tentunya perlu kiranya untuk terus dilakukan penataan kembali pola pemahaman dan juga materi atau bahan ajar bahasa Inggris secara sistematis dalam bentuk skemata atau konsep-konsep yang lebih simple dan mudah untuk dipahami, karena mengingat karakteristik mahasiswa POLMANBABEL yang bukan mahasiswa program bahasa sehingga diperlukan desain materi yang lebih sederhana. Buku ajar ini memuat

ringkasan materi bahasa Inggris dengan diikuti latihan-latihan soal yang disusun secara sederhana dan sistematis menurut kaidah-kaidah gramatika TOEFL, yang dianggap esensial sebagai dasar untuk mengembangkan keterampilan bahasa Inggris.

Akhir kata penulis mengucapkan selamat membaca dan berpandang mesra dengan dunia bahasa Inggris yang penulis sajikan. Dan tentu tidak lupa penulis harapkan kritik dan saran yang membangun agar didalam membuat buku ajar penulis senantiasa rajin berbenah.

Penulis

# TABLE OF CONTENT

<b>KATA PENGANTAR</b> .....	v
<b>TABLE OF CONTENT</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>CHAPTER 1</b> .....	10
<b>STRUCTURE (Part 1)</b> .....	1
A. SINGULAR AND PLURAL NOUN.....	1
B. COUNTABLE AND UNCOUNTABLE NOUN.....	7
C. SUBJECT AND OBJECT PRONOUN.....	10
D. POSSESSIVE PRONOUN.....	14
E. ADJECTIVE AND ADVERB.....	19
<b>CHAPTER 2</b> .....	22
<b>STRUCTURE (Part 2)</b> .....	23
A. COORDINATE CONNECTOR.....	23
C. ADVERB CLAUSE CONNECTOR.....	26
D. NOUN CLAUSE CONNECTOR.....	30
E. ADJECTIVE CLAUSE CONNECTOR.....	35
<b>CHAPTER 3</b> .....	<b>Kesalahan! Bookmark tidak didefinisikan.</b>
<b>WRITTEN EXPRESSIONS (Part 1)</b> .....	39
A. SUBJECT-VERB AGREEMENT.....	39
B. AGREEMENT AFTER PREPOSITIONAL PHRASE..	40
C. AGREEMENT AFTER EXPRESSION OF QUALITY..	42



D. AGREEMENT AFTER CERTAIN WORDS.....	45
E. PARALLEL STRUCTURE.....	47
F. PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS.....	48
G. PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS .....	52
<b>CHAPTER 4.....</b>	<b>57</b>
<b>WRITTEN EXPRESSIONS (Part 2).....</b>	<b>57</b>
A. PRESENT AND PAST PARTICIPLE.....	57
B. PAST PARTICIPLE AFTER HAVE.....	61
C. PRESENT OR PAST PARTICIPLE AFTER BE.....	63
D. BASE FORM VERB AFTER MODALS.....	65
<b>REFERENCES.....</b>	<b>67</b>

## LIST OF TABLES

Table 1. Rules of Regular Singular and Plural Nouns.....	3
Table 2. Rules of Irregular Singular and Plural Nouns...	3
Table 3. Countable and Uncountable Nouns.....	8
Table 4. Dependent-Independent Possessive Pronouns..	17
Table 5. Basic Use of Adjective and Adverb.....	20
Table 6. Coordinate Connector.....	23
Table 7. Adverb Clause Connectors.....	27
Table 8. Noun Clause Connectors.....	31
Table 9. Adjective Clause Connectors.....	36
Table 10. Agreement with Prepositional Phrases.....	40
Table 11. Agreement with Expression of Quality.....	43
Table 12. Agreement After Certain Words.....	45
Table 13. The Pattern of Parallel Structure with Coordinate Conjunctions.....	50
Table 14. The Pattern of Parallel Structure with Paired Conjunctions.....	53
Table 15. Forms of Verb.....	57
Table 16. Participle Used as Verb.....	58
Table 17. Participle Used as Verbal.....	59
Table 18. Base Form Verb After Modals.....	65

*Halaman ini sengaja dikosongkan*

# CHAPTER 1

## STRUCTURE (Part 1)

### A. SINGULAR AND PLURAL NOUN

- ➔ *Singular noun* merupakan kata benda yang menyatakan bahwa benda itu berjumlah satu atau tunggal, biasa dikenal dengan **kata benda tunggal**.

Singular noun means one person, thing, place, etc.

Example: Mother, Doctor, Supermarket, Student, Chair, Basketball

- ➔ Sedangkan *plural noun* merupakan kebalikan dari *singular noun*, ini merupakan kata benda yang menyatakan bahwa benda tersebut berjumlah banyak/jamak dengan makna lebih dari satu. Biasa dikenal dengan **kata benda jamak**.

Plural Noun means two or more than one person, thing, place, etc.

Example: Mothers, Doctors, Supermarkets, Students, Chairs, Basketballs

The difference between singular and plural nouns is easy to spot. When a noun indicates **one only**, it is a **singular noun**. When a noun indicates **more than one**, it is **plural**.

- ➔ Pemakaian *singular nouns* sering diawali oleh kata sandang (article) “a” atau “an” (benda yang dapat dihitung

dan belum diketahui secara pasti) dan **“the”** (benda yang dapat dihitung dan diketahui secara pasti).

Dan apabila bentuk *singular noun* digunakan dalam bentuk kalimat, maka kata kerjanya yang digunakan adalah kata kerja tunggal, yaitu dengan menambahkan huruf **“-s/es/ies”**. Sedangkan kata kerja bantu menggunakan kata **“is/was”**.

Example: - The **boy writes** a novel.  
-My **key is** in your bag

➔ Sedangkan *plural nouns* dapat diawali oleh kata sandang (article) **“the”** untuk benda yang dapat dihitung dan diketahui secara pasti.

Apabila bentuk plural nouns digunakan dalam bentuk kalimat, maka kata kerjanya harus berbentuk kata kerja plural, yaitu **tanpa** menambahkan huruf **“-s/es/ies”**. Sedangkan kata kerja bantunya dapat menggunakan kata **“are”** atau **“were”**.

Example: - The **boys write** some novels.  
-My **keys are** in your bag

## **FORMING PLURALS TABLE**

Most plural nouns in English are **regular**. That means you can simply add **-s** or **-es** to make them plural.

The table 1 below shows all rules to form regular plural nouns:

Table 1. Rules of Regular Singular and Plural Nouns

Rule	Singular noun	Plural noun
For most noun just add -s,	door	Doors
If a noun ends in <b>s, z, x, sh, or ch</b> add <b>-es</b>	boss buzz box wish bunch	bosses buzzes boxes wishes bunches
If a noun ends in a <b>consonant</b> (all letters except a, e, i, o, and u) followed by <b>y</b> , then change " <b>y</b> " to " <b>i</b> " and add -es	berry	Berries

However, some plural nouns are **irregular**. They do not follow the simple rules of adding -s or -es. They follow different rules, or they do not follow any rules at all, so you need to remember each of them.

The table below shows all rules to form irregular plural nouns.

Table 2. Rules of Irregular Singular and Plural Nouns

Rule	Singular noun	Plural Noun	Exceptions (pengecualian)
If a noun ends in a <b>vowel</b> followed by <b>y</b> ,	toy	Toys	-

add <b>-s</b>			
If a noun ends in a <b>consonant</b> followed by <b>o</b> , add <b>-es</b>	hero	heroes	piano → pianos memento → mementos halo → halos
If a noun ends in a <b>vowel</b> followed by <b>o</b> , add <b>-s</b>	studio	studios	-
For nouns ending in <b>f</b> and <b>fe</b> , change "f/fe" to " <b>v</b> " and add <b>-es</b>	shelf knife	shelves knives	roof → roofs safe → safes grief → griefs kerchief → kerchiefs chef → chefs
For nouns ending in <b>us</b> , change "us" to " <b>i</b> "	syllabus	syllabi	-
Some nouns change a few letters or complete spelling. You must memorize these nouns.	man	men	-
Some nouns are the same in both singular and plural form.	sheep	sheep	-

Some nouns are always singular. They have no plural form.	gold	no plural form	-
Some nouns have no singular form. These nouns are always plural.	no singular form	scissors	-
Some nouns are used with modifiers. If that is the case, change the noun, not the modifiers.	daughter-in-law	daughters-in-law	-

### **EXERCISE 1: Singular And Plural Noun**

Each of the following sentences contains at least one key word to tell you if a noun should be singular or plural. Bold the key words. Underlined to the nouns they describe. Then indicate if the sentences are **correct** (C) or **incorrect** (I). Finally write your analysis.

E.g: You need two piece of weight loss pill. ( C / I )

You need **two** piece of weight loss pill. ( C / I )

Analysis: after two is plural noun, so **two piece** should be **two pieces**.



1. We took a new routes to the big house. ( C / I )  
Analysis: \_\_\_\_\_
2. There is not a single bit of food in the refrigerator. (C/I)  
Analysis: \_\_\_\_\_
3. Both classes started on time. ( C / I )  
Analysis: \_\_\_\_\_
4. She talk to each people in the room. ( C / I )  
Analysis: \_\_\_\_\_
5. You must answer every questions on the test. ( C / I )  
Analysis: \_\_\_\_\_
6. We had various kind of drinks with the meat. ( C / I )  
Analysis: \_\_\_\_\_
7. He offered me only one glass of water. ( C / I )  
Analysis: \_\_\_\_\_
8. She tried several times to call me. ( C / I )  
Analysis: \_\_\_\_\_
9. He gave many different reason for his action. ( C / I )  
Analysis: \_\_\_\_\_
10. He bought an old houses. ( C / I )  
Analysis: \_\_\_\_\_

## B. COUNTABLE AND UNCOUNTABLE NOUN

Dalam bahasa Inggris, kata benda (*noun*) dikelompokkan menjadi yang dapat dihitung (*countable nouns*) dan yang tidak dapat dihitung (*uncountable nouns*).

Kata benda yang dapat dihitung dapat dimasukkan jumlah tertentu; satu, dua, seratus, dan seterusnya. Kata benda *book* adalah dapat dihitung karena Anda dapat memiliki satu buku atau beberapa buku (*one book... four books...*).

Sebaliknya, kata benda tidak dapat dihitung (*uncountable nouns*) adalah benda-benda yang tidak dapat dihitung karena atas dasar jumlah atau satuan tertentu. Sebuah kata benda seperti susu (*milk*) atau kebahagiaan (*happiness*) tidak bisa dihitung; Anda tidak bisa memiliki sebuah susu atau dua susu, dan kamu tidak bisa menemukan satu kebahagiaan atau dua kebahagiaan. Kata benda tidak dapat dihitung sering berupa benda-benda cair, seperti; *water, oil*, atau *shampoo*. Kata benda tak dapat dihitung juga dapat mengarah ke hal-hal yang abstraks, seperti keamanan (*security*), kegembiraan (*friendship*), atau harapan (*hope*). Namun, ia bisa akan dihitung kalau dia berada dalam takaran, ukuran, timbangan, dan sebagainya. ia tidak memiliki bentuk plural untuk menunjukkan jumlah banyak.

Penting diketahui, perbedaan antara *countable nouns* dan *uncountable nouns* dapat diketahu dari kata kuncinya, seperti *much* dan *many*.

- He has seen **much** foreign films. (Dia sudah melihat banyak film asing)

- He didn't have **many** fun at the movies. (Dia tidak memiliki banyak kesenangan pada film itu)

Dari contoh pertama, "*much*" dalam kalimat itu adalah salah, karena '*films*' adalah kata benda yg dapat dihitung. Kalimat ini seharusnya menjadi **many foreign films**.

Dari contoh kedua, "*many*" adalah salah karena "*fun*" adalah kata benda yang tidak dapat dihitung. Kalimat ini seharusnya menjadi **much fun**.

Table 3. Countable and Uncountable Nouns

**KEYWORDS**

For Countable nouns:	For uncountable nouns:
- Some,	- Some,
- Any,	- Any,
- Many,	- Much,
- Number,	- Less,
- Few,	- Little,
- Fewer,	- A mount,
- A lot of	- A lot of
- Plenty of	- Plenty of
- A great many	- A great deal of
- A great number of	- A great of amount of
- A large number of	- A large quantity of

**EXERCISE 2: Countable and Uncountable**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. He received little notice that the bill would have to be paid in full. ( C / I )

Analysis:

---

2. The police had few opportunities to catch the thief who had committed a large amount of crimes. ( C / I )

Analysis:

---

3. You will have fewer problems with your income taxes if you get professional help. ( C / I )

Analysis:

---

4. After a strike, the company dismissed many employees. ( C / I )

Analysis:

---

5. Because the bottom corner of the pocket was torn, much coins fell out. ( C / I )

Analysis:

---

6. Since he bought the new adapter, he has had less trouble with the machine. ( C / I )

Analysis:

---

7. There are much new items to purchase before leaving, and there is such a short amount of time. ( C / I )

Analysis:

---

8. The less time you take on the assignment, the less pages you will complete. ( C / I )

Analysis:

---

9. A few soldiers who had been in heavy combat were bought back for a little rest. ( C / I )

Analysis:

---

10. It is better to go shopping in the late evening because there are less people in the market, and you can accomplish a number of tasks in a short period of time. ( C / I )

Analysis:

---

### C. SUBJECT AND OBJECT PRONOUN

Pronouns are words such as **he**, **she**, or **it** that take the place of nouns.

Subject dan Object Pronoun biasanya memang membingungkan pada TOEFL. Untuk itu wajib untuk mengenal kedua jenis kata ganti ini dengan baik.

**Subject pronouns** are those pronouns that perform the action in a sentence.

They are **I, you, he, she, we, they,** and **who**. Any noun performing the main action in the sentence, like these pronouns, is a subject and is categorized as subjective case (nominative case). English grammar requires that the subject come before the verb in a sentence (except in questions).

*“I **make** cookies for my children every Sunday.”*

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

**Remember!** Kata ganti Subject selalu merupakan pelaku (actor) dari sebuah kalimat. Jika ada kata kerja (verb) maka kamu harus meletakkan kata ganti Subject sebelum kata kerja tersebut, kecuali dalam kalimat tanya.

**Object pronouns** are those pronouns that receive the action in a sentence.

They are **me, you, him, her, us, them,** and **whom**. Any noun receiving an action in the sentence, like these pronouns, is an object and is categorized as objective case.

An object pronoun can also be used after prepositions, i.e. “I will go **with him**.”

*“I **give them** cookies every week.”*

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

Now consider the following example:

“She gave Jim and I extra cookies.”

Can you spot the problem????

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

“She gave Jim and **me** extra cookies.”

**Remember!** Bahwa kanta ganti object selalu menjadi penerima dalam sebuah kalimat. Jika sebuah kata kerja atau suatu Tindakan terjadi pada suatu kata benda, maka gunakan kata ganti object.

### **EXERCISE 3: Subject and Object Pronoun**

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

Example: Me and my friends are taking a trip. ( C / I )

Me and my friends are taking a trip. ( C / I )

Analysis: the object pronoun \*me is

incorrect because this pronoun servers  
as the subject of the sentence.

1. You should do *it* for her. ( C / I )

Analysis: \_\_\_\_\_

2. They help *she* with the work. ( C / I )

Analysis: \_\_\_\_\_

3. *Her* and Linda come over to visit me. ( C / I )

Analysis: \_\_\_\_\_

4. I brought it for *you and them*. ( C / I )

Analysis: \_\_\_\_\_

5. *He* opened the refrigerator and took some food from *it*. ( C / I )

Analysis: \_\_\_\_\_

6. *She* lent it to you and *I*. ( C / I )

Analysis: \_\_\_\_\_

7. *She* spend all the money on *them*. ( C / I )

Analysis: \_\_\_\_\_

8. You forgot to give *it* to *they*. ( C / I )

Analysis: \_\_\_\_\_

9. W offered *she* a place to stay. ( C / I )

Analysis: \_\_\_\_\_

10. They watched *us* play with it. ( C / I )

Analysis: \_\_\_\_\_



## D. POSSESSIVE PRONOUN

# What are Possessive Pronouns?

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

“I had dinner with Jane and Jane’s brother, Michael.”

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

“I had dinner with Jane and her brother, Michael.”

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

### **Dependent Possessive Pronoun**

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

For example:

- This is **my** key.
- Is this man **your** husband?
- Welcome to **our** house.
- The cat chased **its** prey.

**The rule of dependent possessive pronouns** is that they are used **before a noun**. You can think of them this way: they are **dependent** on the noun that comes after them.

The possessive pronouns are mostly used to show ownership between a person and the noun that follows. However, there are some instances when we don't exactly own the thing in question – people, countries, jobs etc. – but in these cases the possessive pronoun is used to show ownership in the sense of a direct relationship.

Sometimes an adjective can come between the possessive pronoun and noun, but only if it is acting as a modifier for that noun:

- I lost **my** favourite pencil.
- Did you see **her** blue dress?
- We sat in **our** designated seats.

### **Independent Possessive Pronouns**

***Mine, ours, yours, his, hers and theirs*** are the independent possessive pronouns. They are not immediately followed by a noun. You can think of them this way: they are independent because they don't need a noun after them. For example:

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

**The rule of independent possessive pronouns is that they normally come at the end of the sentence or clause. While it should not be followed by a noun.**

Independent possessive pronoun does need auxiliary information before it appears to show the reader what the possessive pronoun is indicating ownership of – the cake, candy bar, car etc. For example, if we simply say ***it is mine***, we won't know what it is. We will only know whose it is. For us to know what it is, we need information before the possessive pronoun appears.

### **Common Mistakes**

It can be quite easy to mix up independent and dependent possessive pronouns. It means that we can make incorrect sentences like this:

This is **mine house**.

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

This **my house**.

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

Table 4, Dependent-Independent Possessive Pronouns

Subject Pronoun	Dependent Possessive Pronoun / Possessive Adjective	Independent Possessive Pronoun / Possessive Absolute
I	My	Mine
You (singl)	Your (singl)	Yours (singl)
He, She	His, Her	His, Hers
It	Its	Its*
You (pl)	Your (pl)	Yours (pl)
We	Our	Ours
They	Their	Theirs

\***Its** penggunaan kata *its* sebagai independent possessive pronoun atau possessive absolute sangat jarang sekali digunakan. Bahkan ini hamper tidak pernah digunakan dalam Bahasa Inggris modern.

Dan, hal yang paling sering sekali menjadi kesalahan penggunaan dalam Bahasa Inggris sehari-hari orang Indonesia yakni penggabungan penulisan possessive pronoun *its* dengan contraction *it's* (singkatan dari *it is*).

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

- The boat had a red stripe on ***its* Correct.**
- The boat had a red stripe on ***it's* Incorrect.**
- A horse swished ***its* tail happily in the field. Correct.**
- A horse swished ***it's* tail happily in the field. Incorrect.**

### **EXERCISE 4: Possessive Pronouns**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. She cut hers hairs recently. ( C / I )

Analysis:

---

2. We will took our car or theirs. ( C / I )

Analysis:

---

3. Please lend me yours note from history lecture. (C / I )

Analysis:

---

4. I like his idea and hers. ( C / I )

Analysis:

---

5. The tree fell on its side during the storm. ( C / I )

Analysis:

---

6. My desk is located near hers. ( C / I )

Analysis:

---

7. Theirs suggestion were unrealistic. ( C / I )

Analysis:

---

8. Our appointment is just after your. ( C / I )

Analysis:

---

9. Your friends and my friends are coming to our party.  
( C / I )

Analysis:

---

10. You don't have yours gloves with you, but I have mine. ( C / I )

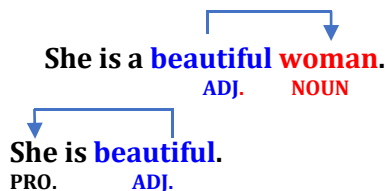
Analysis:

---

## E. ADJECTIVE AND ADVERB

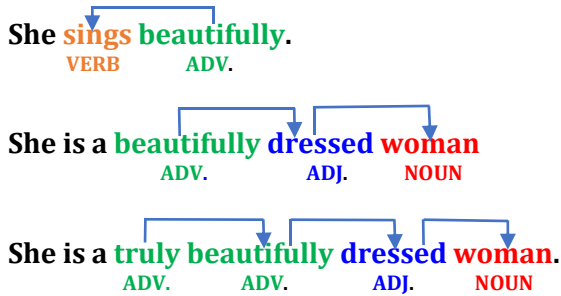
Biasanya di bagain Structure and written expression pada TOEFL, adjective digunakan untuk menggantikan adverb dan sebaliknya adverb digunakan untuk menggantikan adjective. Padahal kedua hal tersebut, yakni adjective dan adverb mempunyai fungsi penggunaan yang berbeda. Untuk itu, sangat penting memahami penggunaan adjective dan adverb.

**Adjectives** have only one job, they describe nouns or pronouns. Perhatikan contoh berikut:



Dari contoh kalimat pertama di atas, adjective “beautiful” menjelaskan kata benda (noun) “woman”. Sedangkan pada kalimat ke dua, adjective “beautiful” menjelaskan tentang kata ganti (pronoun) “She.

**Adverb** do three different things. They describe verbs, adjectives, or other adverbs.



Pada kalimat pertama, adverb “beautifully” menjelaskan tentang kata kerja (verb) “sings”.

Pada kalimat ke-dua, adverb “beautifully” menjelaskan tentang adjective “dressed” (dimana adjective tersebut menjelaskan noun “woman”)

Dan pada kalimat ke-tiga, adverb “truly” menjelaskan adverb “beautifully”, dimana adverb “beautifully itu menjelaskan adjective “dressed” (yang sedang menjelaskan noun “woman”)

Maka, kesimpulan penggunaan *adjective* dan *adverb* ditunjukkan oleh tabel 5 berikut:

Table 5. Basic Use of Adjective and Adverb

BASIC USE OF ADJECTIVE AND ADVERB	
ADJECTIVE	Adjectives describe nouns or pronouns.
ADVERB	Adverbs describe verbs, adjectives, or other adverbs

### **EXERCISE 5: Adjective and Adverb**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. The mother was pleasant surprised when her daughter came to visit. ( C / I )  
Analysis: \_\_\_\_\_
2. The salespeople frequently visit the East Coast for trade shows. ( C / I )  
Analysis: \_\_\_\_\_
3. She was chosen for the leading part because she sings so well. ( C / I )  
Analysis: \_\_\_\_\_
4. He was driving an expensively sports car. ( C / I )  
Analysis: \_\_\_\_\_
5. There is a special program on television this evening. ( C / I )  
Analysis: \_\_\_\_\_
6. The car was not complete ready at 3:00. ( C / I )  
Analysis: \_\_\_\_\_
7. It was difficult to believe that what we read in the newspaper was a truly story. ( C / I )  
Analysis: \_\_\_\_\_
8. Points will be subtracted for each incorrect answered question. ( C / I )



Analysis: \_\_\_\_\_

9. The production manager quietly requested a completely report of the terribly incident. ( C / I )

Analysis: \_\_\_\_\_

10. The children finished their homework quickly so that they could watch television. ( C / I )

Analysis: \_\_\_\_\_

## CHAPTER 2

### STRUCTURE (Part 2)

#### A. COORDINATE CONNECTOR

Sebelum kita bahas tentang *coordinate connector*, sedikit kita aulas terlebih dahulu tentang klausa (*clause*). Klausa (*clause*) merupakan kumpulan kata yang terdiri dari satu *subject* dan satu *verb*. *Clause* dapat membentuk suatu kalimat (*sentence*). Dan dalam satu kalimat dapat terdiri dari satu atau lebih kluasa. Ketika dalam kalimat itu terdapat dua klausa, maka hal yang perlu untuk diperhatikan yakni pertama pastikan tiap *subject* ada *verb* nya, dan tiap *verb* memiliki *subject*. Kemudian, klausa-klausa tersebut harus dihubungkan dengan tepat yakni salah satu caranya dengan menggunakan *coordinate connector*.

Untuk itu dapat dipahami bahwa *coordinate connector* merupakan penghubung *clauses* dalam *a sentence*.

There are five coordinate connectors which is shown in the table 6 below:

Table 6. Coordinate Connector

Coordinate connector	Function and Example
And	to combine two clauses that have the same meaning or have the same position ( <i>setara</i> ).  e.g. Mom is cooking, <b>and</b> Dad is washing a car. ( <i>Ibu sedang memasak, dan Ayah sedang mencuci mobil</i> )
But	to join two clauses that have opposite

	<p>meaning (<i>berlawanan</i>).</p> <p>e.g. Rani is tall, <b>but</b> Rini is short. (<i>Rani tinggi, tetapi Rini pendek</i>)</p>
Or	<p>to combine two clauses that mean choice (<i>pilihan</i>).</p> <p>e.g. You must eat your meal, <b>or</b> your brother will do it. (<i>Kamu harus makan makananmu, <b>atau</b> saudaramu yang akan memakannya.</i>)</p>
So	<p>to combine two clauses that mean cause and effect (<i>sebab-akibat</i>).</p> <p>e.g. I was hungry, <b>so</b> I bought a big burger. (<i>Saya lapar, <b>jadi</b> saya membeli sebuah burger yang besar.</i>)</p>
Yet	<p>The meaning is almost the same as <i>but</i>. <b>Yet</b> is used to connect two clauses that have contradictory meanings but are not actually contradictory as shown in <i>but</i>. (<i>tidak benar-benar bertentangan</i>).</p> <p>e.g. I am hungry, <b>yet</b> I am not going to eat. (<i>Saya lapar, <b>namun</b> saya tidak akan makan.</i>)</p>

Catatan: gunakan koma (,) sebelum *coordinate connector*.

## **EXERCISE 6: Coordinate Connector**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. The lawn needs water every day, or it will turn brown. ( C / I )  
Analysis: \_\_\_\_\_
2. The book was not long, it difficult to read. ( C / I )  
Analysis: \_\_\_\_\_
3. It was raining, so decided not to go camping. ( C / I )  
Analysis: \_\_\_\_\_
4. The material has been cut, and the pieces have been sewn together. ( C / I )  
Analysis: \_\_\_\_\_
5. The patient took all the medicine, he did not feel much better. ( C / I )  
Analysis: \_\_\_\_\_
6. The bill must be paid immediately, or the electricity will be turned off. ( C / I )  
Analysis: \_\_\_\_\_
7. The furnace broke so the house got quite cold. ( C / I )  
Analysis: \_\_\_\_\_
8. The dress did not cost too much, but the quality it seemed excellent. ( C / I )

Analysis: \_\_\_\_\_

9. The leaves kept falling off the trees, and the boys kept raking them up, but the yard was still covered. ( C / I )

Analysis: \_\_\_\_\_

10. The mail carrier has already delivered the mail, so the letter is not going to arrive today, it probably will arrive tomorrow. ( C / I )

Analysis: \_\_\_\_\_

### C. ADVERB CLAUSE CONNECTOR

Mari kita pahami terlebih dahulu tentang *adverb*, *adverb phrase*, dan *adverb clause* sebelum kita lanjut membahas *adverb clause connector*.

Perhatikan perbedaan antara tiga kalimat berikut:

Adverb : Mysha blew some balloons **yesterday**

Adverb phrase : Mysha blew some balloons **before party**.

Adverb clause : Mysha blew some balloons **before she had a party**.

Kalimat dengan *adverb clause* menggabungkan dua klausa, yakni *Mysha blew some balloons*, dan *she had a party*, dengan menggunakan *adverb clause connector* "before".

Kalimat dengan *adverb clause* mempunyai dua bentuk dasar dalam bahasa inggris. Perhatikan *clauses* dan *connector* berikut:

She gets good scores **because** she has been studying hard.

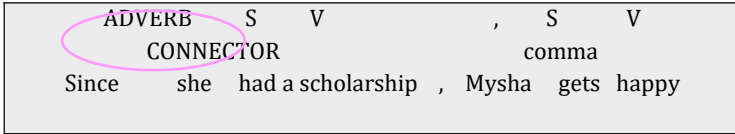
**Because** she has been studying hard, she gets good scores.

Dari dua contoh di atas, terdapat dua *clauses* pada masing-masing kalimat: **she gets good scores** dan **she has been studying hard**. *The clause she has been studying hard* merupakan *adverb clause* yang dikenali dari *connector* “*because*”. Pada kalimat pertama, *connector* “*because*” berada di tengah kalimat, dan tidak terdapat koma (,) yang digunakan. Sedangkan pada kalimat kedua, *connector* “*because*” terdapat pada awal kalimat. Dalam pola yang kedua ini, ketika *connector* terdapat di awal kalimat, maka dibutuhkan sebuah tanda koma (,) di tengah kalimat.

Berikut daftar *adverb connector* yang lazim digunakan serta pola kalimatnya ditunjukkan pada tabel 7.

Table 7. Adverb Clause Connectors

ADVERB CLAUSE CONNECTORS					
TIME	CAUSE	CONDITION	CONTRAST	MANNER	PLACE
after	because	if	although	as	Where
until	since	whether	even	in that	wherever
as	that	in case	though		
when		provided	tough		
before		providing	while		
while		unless	whereas		
since					
as soon as					
as long as					
	S V	ADVERB CONNECTOR		S V	
Mysha	get happy	since	she	had	a scholarship



**EXERCISE 7: Adverb Clause Connector**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. After the plane circled the airport, it landed on the main runway. ( C / I )  
Analysis: \_\_\_\_\_
2. The registration process took many hours since the lines so long. ( C / I )  
Analysis: \_\_\_\_\_
3. This type of medicine can be helpful, it can also have some bad side effects. (C / I )  
Analysis: \_\_\_\_\_
4. The waves were amazingly high when the storm hit the coastal town. ( C / I )  
Analysis: \_\_\_\_\_
5. We need to get a new car whether is on sale or not. ( C / I )  
Analysis: \_\_\_\_\_

6. Just as the bread came out of the oven, while a wonderful aroma filled the kitchen. ( C / I )

Analysis: \_\_\_\_\_

7. Everyone has spent time unpacking boxes since the family moved into the new house. ( C / I )

Analysis: \_\_\_\_\_

8. Although the area is a desert many plants bloom there in the springtime. ( C / I )

Analysis: \_\_\_\_\_

9. The drivers on the freeway drove slowly and carefully while the rain was falling heavily because they did not want to have an accident. ( C / I )

Analysis: \_\_\_\_\_

10. If you plan carefully before you take a trip, will have a much better time because the small details will not cause problems. ( C / I )

Analysis: \_\_\_\_\_



#### D. NOUN CLAUSE CONNECTOR

Noun clause is a clause that functions as a noun. In a sentence is used as the **object of a verb**, **object of a preposition**, or **the subject of a sentence**.

➡ Berikut contoh kalimat *noun clause* sebagai *object of verb*:

“Mom knows when **her daughter will come home**.”

(Kata bercetak tebal merupakan *noun clause* sebagai **object** dari *verb*)

Pada contoh pertama terdapat dua klausa, *Mom knows* dan *her daughter will come home*. Kedua klausa tersebut digabungkan dengan menggunakan **connector “when”**. *When* mengganti klausa *her daughter will come home* menjadi *noun clause* yang berfungsi sebagai *object* dari *verb “knows”*.

➡ Untuk penggunaan *noun clause* sebagai *object of a preposition*, perhatikan contoh kalimat ke-dua di bawah ini:

“Mom is concerned about **when her daughter will come home**”.

(Kata bercetak tebal merupakan *noun clause* sebagai *object of preposition*)

Pada contoh ke-dua juga terdapat dua klausa, *Mom is concerned* dan *her daughter will come home* yang juga digabungkan dengan menggunakan **connector “when”**. *When* mengganti klausa *her daughter will come home* menjadi *noun clause* yang berfungsi sebagai *object* dari preposisi *about*.

➡ Selanjutnya, untuk penggunaan *noun clause* sebagai *subject of a sentence*, silahkan perhatikan contoh kalimat berikut:

“**When her daughter will come home** is very important.”

(Kata bercetak tebal merupakan *noun clause* sebagai *subject*)

Pada contoh terakhir juga terdapat dua klausa. Namun pada kalimat ini sedikit lebih sulit untuk dikenali. *Her daughter will come home* adalah salah satu klausanya dan *connector* “*when*” di kalimat ini menggantinya menjadi *noun clause* yang berfungsi sebagai *subject* dari kalimat ini. Klausa selanjutnya adalah *when her daughter will come home* yang merupakan *subject* dari *verb* “*is*”.

Example:

----- was late caused many problems.

- a. That he
- b. The driver
- c. There
- d. Because

In the example above, there are two verbs *was* and *caused*, each of which requires a subject. Answer B is not correct because the driver is one subject, while in the example above it requires **two subjects**. Answers C and D are also incorrect because *there* and *because* are not subjects. The most correct answer is A, so the sentence becomes *That he was late caused many problems*. *He* as **the subject of the verb was** and the noun clause that *he was late* becomes **the subject of the verb caused**.

Some noun clause connectors which are usually used are shown in the table 8.

Table 8. Noun Clause Connectors

NOUN CLAUSE CONNECTORS	
Connector	Example:
What	<i>I know what you did last summer.</i> (Aku tau apa yang kamu lakukan musim

	panas lalu)
When	<i>I wanted to visit you when I have free time.</i> (Aku ingin mengunjungimu ketika memiliki waktu luang)
Where	<i>I can't remember where I put the glasses.</i> (Saya tidak dapat mengingat dimana saya meletakkan kacamata)
Which	<i>The car which I wanted to buy is big.</i> (Saya ingin membeli mobil yang berukuran besar)
Who	<i>The person who I want to meet is a designer.</i> (Orang yang ingin saya temui adalah seorang desainer)
Whom	<i>Ivan has an appointment with the designer whom you recommended.</i> (ivan memiliki janji dengan sedainer yang kamu rekomendasikan)
Why	<i>I don't understand why you left your books at home.</i> (Aku tidak paham kenapa kamu meninggalkan buku-bukumu di rumah)
How	<i>I know how to drive a car.</i> (Saya tahu bagaimana mengendarai mobil)
Whether	<i>You should not steal whether your reason is right or wrong.</i> (kamu sebaiknya tidak mencuri dengan alasan yang benar ataupun salah.

Whatever	<i>You should not steal whatever the reason is.</i> (kamu sebaiknya tidak mencuri apapun alasannya)
If	<i>If you wanted to cook healthy food, I will help you with the recipes.</i> (Jika kamu ingin memasak makanan sehat, aku akan membantumu dengan resep-resepnya)
Whenever	<i>Whenever you wanted to cook healthy food, I will help you with the recipes.</i> (Kapanpun kamu mau memasak masakan sehat, aku akan membantumu dengan resep-resepnya)
That	<i>I don't believe the story that he told me.</i> (Aku tidak percaya cerita yang ia katakan padaku)

### **EXERCISE 8: Noun Clause Connector**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. When the season starts is determine by the weather.  
( C / I )  
Analysis: \_\_\_\_\_
2. The manual how the device should be built. ( C / I )  
Analysis: \_\_\_\_\_

3. The schedule indicated if the teams would be playing in the final game. ( C / I )  
Analysis: \_\_\_\_\_
4. He refused to enter a plea could not be determined by the lawyer. ( C / I )  
Analysis: \_\_\_\_\_
5. Talked about where we should go for lunch. ( C / I )  
Analysis: \_\_\_\_\_
6. Why the condition of the patient deteriorated so rapidly it was not explained. ( C / I )  
Analysis: \_\_\_\_\_
7. Whether or not the new office would be built was to be determined at the meeting. ( C / I )  
Analysis: \_\_\_\_\_
8. The professor has not yet decided when the paper is due. ( C / I )  
Analysis: \_\_\_\_\_
9. The contract will be awarded is the question to be answered at the meeting. ( C / I )  
Analysis: \_\_\_\_\_
10. He always talked with whomever he pleased and did whatever he wanted. ( C / I )  
Analysis: \_\_\_\_\_

## E. ADJECTIVE CLAUSE CONNECTOR

Before we talk about the connector, let's talk a little bit about "adjective clauses". These are the third type of dependent or subordinate clause after adverb and noun clauses. Adjective clauses have the same function as an adjective: describe a noun (person, place, thing).

Sama halnya seperti klausa lainnya, *adjective clause* membutuhkan paling sedikit satu *subject* dan satu *verb*.

Adjective clauses go immediately after the noun they are describing, jadi mereka bisa saja muncul di tengah atau akhir kalimat yang terpenting hadir setelah kata benda yang dijelaskan.

Look the example below!

This is the book which I bought yesterday.



(klausa yang digarisbawahi menjelaskan tentang "the book")

The man who is standing over there helped me.



(klausa yang digarisbawahi menjelaskan tentang "the man")

Pada kalimat pertama, *adjective clause* terdapat di akhir kalimat serta hadir tepat setelah kata benda *book*. Sedangkan kalimat kedua, *adjective clause* terdapat di tengah kalimat serta hadir tepat setelah *noun* "the man".

Here's some adjective clause connectors which is usually used. Dalam beberapa kalimat *adjective clause connector*, dapat berperan ganda dalam satu waktu yakni sebagai *subject* maupun sebagai *connector*. Hal tersebut berlaku untuk *who*,

*which, that*. The types of adjective clause connectors are shown in table 9.

Table 9. Adjective Clause Connectors

ADJECTIVE CLAUSE CONNECTORS	
Connectors	Example:
Who (people)	<p><i>The man <u>who you recommended</u></i>            S    C   S    V  <i>was hired yesterday.</i>            V</p> <p><i><u>She needs</u> a secretary <u>who</u></i>            S    V                    C/S  <i>can type fast.</i>            V</p>
Whom (people/object and after prepositions)	<p><i>I found the man <u>whom you</u></i>            S V                    C    S  <i>recommended</i>            V</p>
Which (things)	<p><i>I like the book <u>which you</u></i>            S V                    C    S  <i>recommended</i>            V</p>
That (people or things, but cannot be used after preposition, or when the adjective clause is between commas	<p><i>The people <u>that were vaccinated</u></i>            S    C/S    V  <i>did not get sick.</i>            V</p>
Where (places)	<p><i>I went to the restaurant <u>where you</u></i>            S V                    C    S  <i>went last month</i></p>

	V				
Whose (possessive)					
The patterns:					
S	V	ADJECTIVE CONNECTOR	S	V	
I	like the book	that	you	recommended	
S	ADJECTIVE CONNECTOR	S	V		
The man	who	you	recommended	was hired yesterday	

### **EXERCISE 9: Adjective Clause Connector**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

- I did not believe the story that he told me. ( C / I )  
Analysis: \_\_\_\_\_
- Ms. Brown, whom did you recommend for the job, will start work tomorrow. ( C / I )  
Analysis: \_\_\_\_\_
- The lecture notes which lent me were not clearly written. ( C / I )  
Analysis: \_\_\_\_\_
- Sally has an appointment with the hairdresser whom you recommended. ( C / I )  
Analysis: \_\_\_\_\_
- The phone number that you gave me. ( C / I )  
Analysis: \_\_\_\_\_



6. She is able to solve all the problems which did she cause.  
( C / I )  
Analysis: \_\_\_\_\_
7. The day that she spent on the beach left her sunburned. ( C / I )  
Analysis: \_\_\_\_\_
8. Next week I am going to visit my cousins, whom have not seen in several years. ( C / I )  
Analysis: \_\_\_\_\_
9. Did you forget the promise whom you made? ( C / I )  
Analysis: \_\_\_\_\_
10. The teacher whom the students like the most is their history teacher. ( C / I )  
Analysis: \_\_\_\_\_

## CHAPTER 3

### WRITTEN EXPRESSIONS (Part 1)

#### A. SUBJECT-VERB AGREEMENT

Mari kita awali dari yang sederhana terlebih dahulu, yakni **Subject-Verb Agreement**. Seperti yang telah kita bahas di bagian awal buku ini. Dalam tiap kalimat, kita harus memastikan setiap *subject* dan *verb* nya sesuai. Jika *subject* dalam kalimat tersebut *singular*, maka *verb*-nya harus *singular*. Sebaliknya, jika *subject* dalam kalimat tersebut *plural*, maka *verb*-nya juga harus *plural*. (Ingat bentuk *irregular plurals* ya, seperti *women, children, people*, dsb.)

The girl goes to school by bike.



The girls go to school by bike.



Pada kalimat pertama di atas, *singular subject* “girl” membutuhkan *singular verb*, “goes”. Sedangkan pada kalimat ke-dua, *plural subject* “boys” membutuhkan *plural verb*, “go”.

It's simple, right? Walau terlihat sederhana, namun ada beberapa situasi di TOEFL yang menjadikan *subject-verb agreement* ini sedikit mengecohkan (*a little tricky*). Untuk itu hati-hati terhadap *subject-verb agreement* pada beberapa situasi berikut: (a) *after prepositional phrases*, (b) *after expressions of quantity*, (c) *after inverted verbs*, dan (d) *after certain words*. Untuk itu akan kita bahas satu persatu di CHAPTER ini.

## B. AGREEMENT AFTER PREPOSITIONAL PHRASE

Terkadang *prepositional phrases* dapat hadir diantara *subject* dan *verb*. Nah jika *object of prepositional* itu *singular*, dan *subject* nya *plural*, atau sebaliknya, *object of prepositional* itu *plural*, dan *subject* nya *singular*, maka itu dapat membingungkan untuk menentukan *subject-verb agreement* nya.

Look at to the example:

The key on the tables are\* broken.  
SINGULAR PLURAL PLURAL

The keys on the table is\* broken.  
PLURAL SINGULAR SINGULAR  
 (\*indicates an error)

Pada contoh pertama, kita mungkin mengira bahwa *tables* merupakan *subject*, karena kata ini hadir tepat sebelum *verb* “*are*”. Namun, *tables* bukanlah *subject* melainkan *object of the preposition* “*on*”. *Subject* dari kalimat tersebut adalah “*key*”, maka *verb*-nya seharusnya adalah “*is*”.

Begitupun pada contoh kedua, kita mungkin akan berpikir bahwa *table* merupakan *subject* karena ini berada di depan *verb* “*is*”. Untuk itu kita harus mengenali dalam contoh kalimat ini, *table* bukanlah *subject* melainkan *object of the preposition* “*on*”. Karena sesungguhnya *subject* dari kalimat tersebut adalah “*keys*”, dan *verb*-nya seharusnya “*are*”.

Table 10. Agreement with Prepositional Phrases

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES		
S	<div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;">(prepositional phrase)</div>	V
When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i> , be sure that the <i>verb</i> agrees with the <i>subject</i> .		

### **EXERCISE 10: Agreement After Prepositional Phrases**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. The climbers on the sheer face of the mountain need to be rescued. ( C / I )  
Analysis: \_\_\_\_\_
2. The interrogation, conducted by three police officers, have lasted for several hours. ( C / I )  
Analysis: \_\_\_\_\_
3. The tenants is in apartment next to mine is giving a party this evening. (C / I )  
Analysis: \_\_\_\_\_
4. The president, surrounded by secret agents, is trying to make his way to the podium. ( C / I )  
Analysis: \_\_\_\_\_
5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense. ( C / I )  
Analysis: \_\_\_\_\_
6. Because of the seriousness of the company's financial problem, the board of directors have called an emergency meeting. ( C / I )  
Analysis: \_\_\_\_\_
7. Manufacture of the items that you requested have been discontinued because of lack pf profit on those items.

( C / I )

Analysis: \_\_\_\_\_

8. Further development of any new ideas for future products has to be approved in advance. ( C / I )

Analysis: \_\_\_\_\_

9. The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated. ( C / I )

Analysis: \_\_\_\_\_

10. Any houses built in that development before 1970 have to be upgraded to meet current standards. ( C / I )

Analysis: \_\_\_\_\_

### C. AGREEMENT AFTER EXPRESSION OF QUALITY

*Subject-verb agreement* selanjutnya yang harus diperhatikan yakni ketika *subject* merupakan ungkapan dari suatu kuantitas (*expression of quality*) seperti *all*, *most*, *half* atau *some*, yang diikuti oleh *preposition* "of". Pada situasi tersebut, *subject* (*all*, *most*, *half* atau *some*), dapat berupa *singular* maupun *plural* tergantung pada apa yang mengikuti *preposition* "of".

Look at the examples!

All (of the girl) is very nice.

E. Quality      SINGULAR

All (of the girls) are very nice.

E. Quality      PLURAL

All (of the information) was updated.

Pada kalimat pertama *subject* yang mengikuti *preposition* "of" adalah *singular*, "girl", untuk itu *verb*-nya juga harus yang *singular*, "is". Pada kalimat ke-dua, *subject* yang mengikuti *preposition* "of" adalah *plural*, "girls", maka secara otomatis *verb* yang mengikuti harus berupa *plural*, "are". Dan pada kalimat ke-tiga, *subject* yang mengikuti *preposition* "of" merupakan *uncountable noun*, "information", *verb* yang dibutuhkan berupa *singular* "was".

Table 11. Agreement with Expression of Quality

SUBJECT/VERB AGREEMENT WITH EXPRESSION OF QUALITY	
S (expression of quantity)	<div style="display: flex; align-items: center; justify-content: center;"> <span style="margin-right: 10px;">(prepositional "of" Noun)</span> <span style="font-size: 2em;">}</span> <span style="margin-left: 10px;">V</span> </div>
When the subject is an expression of quantity, followed by preposition "of", the verb agrees on what follows the preposition "of".	

### **EXERCISE 11: Agreement After Expression of Quality**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. The witnesses saw that most of the fire in the hills was extinguished. ( C / I )  
Analysis: \_\_\_\_\_
2. Some of the animals from the zoom was released into the animal preserve. ( C / I )  
Analysis: \_\_\_\_\_
3. All of the students in the class taught by Professor Roberts is required to turn in their term paper next Monday. ( C / I )

Analysis: \_\_\_\_\_

4. Half of the food that we are serving to the guests are still in the refrigerator. ( C / I )

Analysis: \_\_\_\_\_

5. We believe that some of the time of the employees is going to be devoted to quality control. ( C / I )

Analysis: \_\_\_\_\_

6. All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty. ( C / I )

Analysis: \_\_\_\_\_

7. She did not know where most of the people in the room was from. ( C / I )

Analysis: \_\_\_\_\_

8. In spite of what was decided at the meeting, half of the procedures was not changed. ( C / I )

Analysis: \_\_\_\_\_

9. I was sure that all of the questions on the test were correct. ( C / I )

Analysis: \_\_\_\_\_

10. Most of the trouble that the employees discussed at the series of the meetings was resolved within a few weeks. ( C / I )

Analysis: \_\_\_\_\_

#### D. AGREEMENT AFTER CERTAIN WORDS

*Certain words* dalam bahasa Inggris secara tata bahasanya selalu merupakan *singular*, meskipun mereka (*certain words*) bisa saja bermakna *plural*.

**Everything** are going\* to be changed.

(\* indicates an error)

Walaupun yang kita pahami dalam contoh kalimat di atas bahwa akan ada banyak hal yang akan diubah, karena *everything* di kalimat tersebut bermakna *plural*, namun *everything* secara tata bahasa adalah *singular*. Untuk itu, *plural verb "are going"* seharusnya diubah menjadi *singular verb "is going"*.

Table 12. Agreement After Certain Words

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS			
S (Certain words) + V (Singular verb)			
When the <i>subject</i> is a certain word, the verb agrees on <i>singular verb</i> .			
These words or expressions are grammatically singular, so they take singular verbs:			
<i>anybody</i>	<i>everybody</i>	<i>nobody</i>	<i>somebody</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	
<i>something</i>			
<i>each (+noun)</i>	<i>every (+noun)</i>		



## **EXERCISE 12: Agreement After Certain Words**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. It is impossible to believe that somebody actually admire that man. ( C / I )  
Analysis: \_\_\_\_\_
2. Each of the doctors in the building needs to have a separate reception area. ( C / I )  
Analysis: \_\_\_\_\_
3. The president felt that no one were better suited for the position of chief staff advisor. ( C / I )  
Analysis: \_\_\_\_\_
4. Everybody participating in the fund-raiser are to turn in the tickets by 8:00. ( C / I )  
Analysis: \_\_\_\_\_
5. Because of the low number of orders, nothing has to be done now. ( C / I )  
Analysis: \_\_\_\_\_
6. Every time someone take unnecessary breaks, precious moments of production time are lost. ( C / I )  
Analysis: \_\_\_\_\_
7. Each package that is not properly wrapped have to be returned to the sender. ( C / I )  
Analysis: \_\_\_\_\_

8. If nobody have bought that car from the dealer, then you should return and make another offer. ( C / I )

Analysis: \_\_\_\_\_

9. Each number in a binary system are formed from only two symbols. ( C / I )

Analysis: \_\_\_\_\_

10. Anybody are welcome at the party. (C / I )

Analysis: \_\_\_\_\_

## E. PARALLEL STRUCTURE

Dalam penggunaan bahasa Inggris yang baik, kita harus berupaya membuat bahasa kita seimbang mungkin. Dan kesimbangan inilah yang kemudian disebut dengan *parallel structure*. *Parallel Structure* dapat diartikan sebagai penggunaan pola kata yang sama untuk menunjukkan bahwa dua atau lebih pemikiran memiliki level kepentingan yang sama.

Kita dapat mencapai parallel structure dengan membuat *form of words* dalam kalimat kita semirip dan seimbang mungkin. Berikut contoh kalimat yang tidak parallel:

Lisa loves to sing and cooking.\*

Masalah dari contoh kalimat di atas bukan pada *expression "to sing"*, dan bukan pula pada kata "*cooking*". *The expression "to sing"* itu betul dengan bentuknya sendiri, begitupun dengan kata "*cooking*" itu betul dengan bentuknya sendiri. Kedua kalimat di bawah ini betul:

Lisa loves to sing.  
Lisa loves cooking.

Masalah dari contoh pada kalimat pertama tadi, yakni *to sing* dan *cooking* digabungkan dalam satu kalimat dengan menggunakan *conjunction* "and". Mereka memiliki bentuk yang berbeda dimana memungkinkan memiliki bentuk yang sama. Untuk itu contoh kalimat tersebut tidak parallel. Hal ini dapat dikoreksi dengan dua acara: kita dapat membuat kata pertama menjadi seperti yang kedua, atau membuat kata yang kedua seperti yang pertama.

Lisa loves to sing and to cook.  
Lisa loves singing and cooking.

Ada beberapa situasi dimana kita harus berhati-hati terhadap *parallel structure*. Yakni (1) *parallel structure with coordinate conjunctions*, seperti *and, but, or*; (2) *parallel structure with paired conjunctions*, seperti *both ... and, either ... or, neither ... nor, not only ... but also*; dan (3) *parallel structure with comparisons*.

## F. PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

Tugas dari *coordinate conjunctions* (*and, but, or*) yakni menggabungkan *expressions* yang setara. Dengan kata lain, apa yang ada di salah satu sisi dari *coordinate conjunctions* harus parallel dengan apa yang ada di sisi lainnya. *Conjunctions* ini dapat menggabungkan *nouns/verbs/adjective/phrases/subordinate clause/main clause*. Mereka hanya harus bergabung dalam dua hal yang serupa.

Berikut contoh dua kata benda (*nouns*) yang disatukan dengan sebuah *coordinate conjunction*:

The girl asked her mom to buy **an ice cream** *or* **a snack**.  
Her mom is not **a nurse** *but* **a doctor**.  
The boy likes **running** *and* **cycling**.

Berikut merupakan contoh dua *verbs* yang digabungkan oleh *coordinate conjunction*:

Mom **sweeps** *and* **mops** the floor every morning.  
Dad **jogs** *or* **rides** his bike whenever he can.  
She **wants** to get a good score *but* never **studies**.

Berikut merupakan contoh dari dua *adjectives* yang digabungkan oleh sebuah *coordinate conjunction*:

The teacher was **knowledgeable** *but* **boring**.  
The test was **short** *and* **easy**.  
The game can be **interesting** *or* **boring**.

Berikut merupakan contoh dua *phrases* yang digabungkan oleh sebuah *coordinate conjunction*:

There are plants **in the living room** *and* **beside the kitchen**.  
The key may be **on the table** *or* **in your bag**.  
The movie will not start **at noon** *but* **at 19.30**.

Dan berikut merupakan contoh dari dua *clauses* yang bergabung melalui *coordinate conjunction*:

She is not interested in **what you say** *or* **what you do**.  
I am here **because I have to be** *and* **because I want to be**.  
**Mr. John likes to go home early**, *but* **his son prefers to stay**.

For more easier, pay attention to the pattern below which is shown in table 13:

Table 13. The Pattern of Parallel Structure with Coordinate Conjunctions

<b>PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS</b>		
(same structure)	<i>and</i> <i>but</i> <i>or</i>	(same structure)
(same structure),	<i>and</i> <i>but</i> <i>or</i>	(same structure), (same structure), (same structure)
The expression before and after the <i>coordinate conjunction</i> must be in the same structure.		

**EXERCISE 13: Parallel Structure with The Coordinate Conjunctions**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. She held jobs as a typist, a housekeeper, and in a restaurant. ( C / I )  
 Analysis: \_\_\_\_\_
  
2. The report you are looking for could be in the file or on the desk. ( C / I )  
 Analysis: \_\_\_\_\_
  
3. She works very hard but usually gets below-average grades. (C / I )  
 Analysis: \_\_\_\_\_

4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea. ( C / I )  
Analysis: \_\_\_\_\_
5. You should know when the program starts and how many units you must complete. ( C / I )  
Analysis: \_\_\_\_\_
6. The term paper he wrote was rather short but very impressive. ( C / I )  
Analysis: \_\_\_\_\_
7. She suggested taking the plane this evening or that we go by train tomorrow. ( C / I )  
Analysis: \_\_\_\_\_
8. The dean or the assistant dean will inform you of when and where you should apply for your diploma. ( C / I )  
Analysis: \_\_\_\_\_
9. There are papers to file, reports to type, and those letters should be answered. ( C / I )  
Analysis: \_\_\_\_\_
10. The manager needed a quick but thorough response. ( C / I )  
Analysis: \_\_\_\_\_

## G. PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

The paired conjunctions merupakan kata penghubung yang berpasangan. Mereka adalah *both...and*, *either...or*, *neither...nor*, dan *not only...but also*. Kalimat yang terdapat *paired conjunctions* di dalamnya, maka kalimat tersebut membutuhkan *parallel structures*.

I know *both where you went and what you did*.

*Either the father or the son* loves swimming.

The keys are *neither on my desk nor in the drawer*.

She is *not only beautiful girl but also a lovely teacher*.

Kalimat pertama terdapat dua klausa (*clauses*) yang dihubungkan dengan *paired conjunctions* "*both...and*". Pada kalimat kedua terdapat dua *nouns* "*the father & the son*" yang dihubungkan dengan *paired conjunctions* "*either...nor*". Sedangkan pada kalimat ke-tiga dan ke-empat terdapat dua *phrases* yang dihubungkan dengan *paired conjunctions* "*neither...nor*" dan "*not only...but also*".

Kalau contoh berikut ini merupakan contoh yang tidak parallel dan harus diperbaiki:

They want *either to go by motorcycle or by car*.\*

Kalimat di atas salah karena *to go by motorcycle* tidak parallel dengan *by car*. Dan kalimat di atas dapat diperbaiki dalam beberapa cara seperti:

They want *either to go by motorcycle or to go by car*.

They want to go *either by motorcycle or by car*.

They want to go by *either motorcycle or car*.

Ketika menggunakan *paired conjunctions*, pastikan bahwa bagian yang tepat yang digunakan. Maksudnya, kata

penghubungnya harus sesuai dengan pasangannya. Berikut contoh yang salah:

I need to buy *both* this novel *or*\* that one.  
*Either* Nay *nor*\* Lin is going to the party.  
 (\*indicates an error)

Kedua kalimat di atas salah dikarenakan bagian yang tidak tepat dari *paired conjunctions* digunakan bersama. Pada kalimat pertama, *both* harus digunakan bersama *and* bukan *or*. Dan pada kalimat kedua, *either* harus dipasangkan dengan *or* bukan *nor*.

Pay more attention to the pattern below which is shown in table 14:

Table 14. The Pattern of Parallel Structure with Paired Conjunctions

<b>PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS</b>			
<i>both</i> <i>either</i> <i>neither</i> <i>not only</i>	(same structure)	<i>and</i> <i>or</i> <i>nor</i> <i>but also</i>	(same structure)
<p>The expression between and after the <i>paired conjunction</i> must be in the same structure.            So, it a must for you to remember the <i>paired conjunction</i>!</p>			



### **EXERCISE 14: Parallel Structure with Paired Conjunctions**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. According to the syllabus, you can either write a paper or you can take an exam. ( C / I )

Analysis: \_\_\_\_\_

2. It would be both noticed and appreciated if you could finish the work before you leave. ( C / I )

Analysis: \_\_\_\_\_

3. She would like neither to see a movie or to go bowling. (C / I )

Analysis: \_\_\_\_\_

4. Either the manager or her assistant can help you with your refund. ( C / I )

Analysis: \_\_\_\_\_

5. She wants not only to take a trip to Europe but also she would like to travel to Asia. ( C / I )

Analysis: \_\_\_\_\_

6. He could correct neither what you said nor you wrote. ( C / I )

Analysis: \_\_\_\_\_

7. Both the tailor or the laundress could fix the damage to the dress. ( C / I )

Analysis: \_\_\_\_\_

8. He not only called the police department but also called the fire department. ( C / I )

Analysis: \_\_\_\_\_

9. She was both surprised by and pleased with the seminar. ( C / I )

Analysis: \_\_\_\_\_

10. He would find the missing keys neither under the bed or behind the sofa. (C / I )

Analysis: \_\_\_\_\_



## CHAPTER 4

### WRITTEN EXPRESSIONS (Part 2)

#### A. PRESENT AND PAST PARTICIPLE

**What is Participle?** Participle merupakan kata yang terbentuk dari penyatuan bentuk dasar kata kerja (*base form of verb*) dengan akhiran (*suffix*) *-ing* untuk **present participle** dan dengan akhiran *-ed* atau *-d* untuk **past participle** pada kata kerja beraturan (*regular verb*). Namun jika kata kerjanya tidak beraturan atau *irregular verb*, maka bentuknya tidak konsisten.

Pada dasarnya, kata kerja itu terdiri dari lima bentuk, yakni *base form*, *simple present*, *simple past*, *present participle* dan terakhir *past participle*. Berikut contoh bentuk kata kerja (*Verb Form*) ditunjukkan pada tabel 15.

Table 15. Forms of Verb

Base Form	Present Tense	Past Tense	Present Participle	Past Participle
Drink	Drinks	Drank	Drinking	Drunk
Play	Plays	Played	Playing	Played

Untuk penggunaannya, *participle* digunakan sebagai *verb* dan *verbal*. Ketika digunakan sebagai **verb**, maka *present participle* digunakan bersama *auxiliary verb* untuk membentuk (*perfect*) *continuous tense* dan *passive voice*. Sedangkan untuk *past participle*, ini digunakan untuk membentuk (*perfect*) *continuous tense* dan *passive voice*.

Pay attention to table 16, while **Participle** is used as **Verb**:

Table 16. Participle Used as Verb

Verb	Participle Sentences
Continuous tense	He is <b>working</b> . (Dia sedang bekerja.) <b>present participle</b>
Perfect continuous tense	He has <b>been working</b> . (Dia telah sedang bekerja) <b>been = past participle dari verb be</b>
Perfect tense	He has <b>worked</b> . (Dia telah bekerja.) <b>past participle</b>
Passive-perfect tense	He has <b>been worked</b> . (Dia telah dipekerjakan.)
Passive-continuous tense	The story is <b>being typed</b> . (Cerita tersebut sedang diketik) <b>being = present participle dari verb be</b>

Sedangkan ketika sebagai **verbal**, *participle* berfungsi sebagai *adjective* (kata sifat). Or we call it **participial adjective**. Verbal sendiri merupakan kata yang dibentuk dari *verb* yang berfungsi sebagai *part of speech* lain. *Verbal* ini digunakan pada *noun phrase* dan *reduced adjective clause*.

*Present participle* is used for *active voice – reduced adjective clause*, while *past participle* is used for *passive voice – reduced adjective clause*.

Pay attention table 17, while **Participle** is used as **Verbal**:

Table 17. Participle Used as Verbal

The function	Participle Sentences
<b>Present Participle</b>	
Noun phrase	The <b>disturbing</b> picture. (gambar yang mengganggu)
Reduced adjective clause (active voice)	<p><b>Adjective clause:</b> The girl <b>who is reading in the corner</b> is my classmate. (Anak perempuan yang membaca di sudut adalah teman sekelas saya.)</p> <p><b>Reduced adjective clause:</b> The girl reading in the corner is my classmate</p>
<b>Past participle</b>	
Noun phrase	The <b>broken</b> glasses. (kacamata yang pecah)
Reduced adjective clause (passive voice)	<p><b>Adjective clause:</b> The girl <b>who is being advised</b> is my cousin. (Anaka perempuan yang sedang dinasehati adalah sepupu saya)</p> <p><b>Reduced adjective clause:</b> The girl <b>being advised</b> is my cousin.</p>

### **EXERCISE 15: Present and Past Participle**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. She **was study** the textbooks all night long. ( C / I )  
Analysis: \_\_\_\_\_
2. The pizza **was cut** into six equal pieces. ( C / I )  
Analysis: \_\_\_\_\_
3. My mother **is allow** me to play in the yard. (C / I )  
Analysis: \_\_\_\_\_
4. The class **is teach** every other semester. ( C / I )  
Analysis: \_\_\_\_\_
5. Ari **is bringing** some drinks to the party. ( C / I )  
Analysis: \_\_\_\_\_
6. The sick boy **was taken** to see a doctor. ( C / I )  
Analysis: \_\_\_\_\_
7. The children **are swim** in the backyard pool. ( C / I )  
Analysis: \_\_\_\_\_
8. The diamond **is always keep** in a safe place. ( C / I )  
Analysis: \_\_\_\_\_
9. The teacher **is preparing** a difficult exam. ( C / I )  
Analysis: \_\_\_\_\_
10. Dinner **is served** from 6:00 to 8:00. ( C / I )  
Analysis: \_\_\_\_\_

## B. PAST PARTICIPLE AFTER HAVE

Nah, pada pembahasan sebelumnya, kita sudah pahami bentuk dari *past participle*. Untuk itu sekarang akan kita bahas terkait salah satu penggunaan *past participle*, yakni penggunaan *past participle* setelah *the auxiliary verb "have"*.

Kapanpun kita melihat *auxiliary verb "have"* dalam semua bentuknya (***have, has, having, had, will have, should have***, etc.), maka kita harus memastikan *verb* yang mengikutinya merupakan bentuk dari *past participle*.

The students ***had go***\* to school. (should be ***had gone***)  
We ***have watch***\* the movie. (should be ***had watched***)  
He ***has ate***\* the cake. (should be ***has eaten***)  
You ***will have finish***\* the job. (should be ***will have finished***)

Notice! Contoh dari tiap kalimat di atas terdiri dari salah satu bentuk *auxiliary verb* **"have" + a past participle**.

Namun terkadang, ada *adverb* yang mungkin memisahkan "have" dari *past participle* nya. Walau demikian, aturan yang berlaku tetap sama.

Karlín ***has always gone*** to school early.  
I ***have already submitted*** the paper to a journal.

Perhatikan contoh kalimat di atas terdiri dari *verb "have"* yang dipisahkan dari *past participle* oleh *adverb* (*always, already*) di antaranya.



### **EXERCISE 16: Past Participle After Have**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. Having finished the term paper, he began studying for the exam. ( C / I )  
Analysis: \_\_\_\_\_
2. The secretary has broke her typewriter. ( C / I )  
Analysis: \_\_\_\_\_
3. The installer should have completes the task more quickly. (C / I )  
Analysis: \_\_\_\_\_
4. He has often become angry during meetings. ( C / I )  
Analysis: \_\_\_\_\_
5. She has rarely rode her house in the park. ( C / I )  
Analysis: \_\_\_\_\_
6. Having saw the film, he was quite disappointed. (C / I )  
Analysis: \_\_\_\_\_
7. I have gave you all the money that I have. ( C / I )  
Analysis: \_\_\_\_\_
8. Having completed the first chapter of the manuscript, she decided to take a break. ( C / I )  
Analysis: \_\_\_\_\_
9. He thought that he should have be invited to attend the conference. ( C / I )  
Analysis: \_\_\_\_\_
10. Before the speaker finished, many guests had rose from their seats and started for the door. (C / I )  
Analysis: \_\_\_\_\_

### C. PRESENT OR PAST PARTICIPLE AFTER BE

The verb **“be”** dalam segala bentuknya (**am, is, are, was, were, be, been, being**) dapat diikuti oleh *verb* lainnya. Namun *verb* lainnya itu seharusnya dalam bentuk *present participle* atau boleh dalam bentuk *past participle*.

Father *is wash\** the car.  
They *are do\** a trip.  
The bed *was clean\** by Mom.  
The apples *were ate\**.  
(\*indicates an error)

Pada kalimat pertama, kesalahan terdapat pada kata *wash, be “is”* seharusnya diikuti oleh *present or past participle*. Namun dikarenakan kalimat tersebut berbentuk kalimat aktif, maka *participle* yang dibutuhkan adalah *present participle*. Untuk itu, kata *“wash”* seharusnya menjadi *“washing”*.

Begitupun dengan kalimat ke-dua, kalimat ini berbentuk kalimat aktif. Maka, *be “are”* seharusnya diikuti oleh *present participle “doing”*.

Sedangkan pada kalimat ke-tiga dan ke-empat, kedua kalimat tersebut merupakan kalimat pasif. Untuk itu, *participle* yang mengikuti *“be”* seharusnya dalam bentuk *past participle*. Maka, untuk kalimat ke-tiga, *be “was”* seharusnya diikuti *past participle “cleaned”*.

Dan pada kalimat ke-empat, *be “were”* seharusnya diikuti *past participle “eaten”*.

### **EXERCISE 17: Present or Past Participle After Be**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. The message was took by the receptionist. ( C / I )  
Analysis: \_\_\_\_\_
2. Being heard was extremely important to him. ( C / I )  
Analysis: \_\_\_\_\_
3. The Smiths are build their house on some property that they own in the desert. (C / I )  
Analysis: \_\_\_\_\_
4. It had been noticed that some staff members were late. ( C / I )  
Analysis: \_\_\_\_\_
5. The report should have been submit by noon. ( C / I )  
Analysis: \_\_\_\_\_
6. Are the two companies merge into one? ( C / I )  
Analysis: \_\_\_\_\_
7. The articles were put in the newspaper. ( C / I )  
Analysis: \_\_\_\_\_
8. The boy was played mobile games every day. ( C / I )  
Analysis: \_\_\_\_\_
9. The citizens were prepared evacuation from eruption of the Mountain. ( C / I )  
Analysis: \_\_\_\_\_
10. The car is parking at the garage. (C / I )  
Analysis: \_\_\_\_\_

#### D. BASE FORM VERB AFTER MODALS

**Modals** merupakan salah satu jenis dari *auxiliary verb* (kata kerja bantu). **Modals** berfungsi untuk menunjukkan suatu kemampuan (*ability*), kemungkinan (*possibility*), keharusan (*obligation*), dan perizinan (*permission*). Contoh dari **modals** adalah **can, could, may, must, should, dan would**.

Ketika kita menggunakan jenis *modals* ini, maka *verb* yang mengikutinya haruslah berupa bentuk dasar (**base form**). Jangan menggabungkan *verb* setelah *modals* dalam bentuk yang lain termasuk *infinitive*.

Pay attention to these examples:

The train **will to leave**\* at 1:00. (should be **will leave**)


The teacher **may comes**\* on time. (should be **may come**)

The children **must eaten**\* the sweets. (should be **must eat**)

(\*indicates an error)

Pay more attention to the pattern in table 18:

Table 18. Base Form Verb After Modals

BASE FORM VERB AFTER MODALS	
<p>MODALS:</p> <p><i>can</i>      <i>could</i> <i>may</i>      <i>might</i> <i>shall</i>    <i>should</i> <i>will</i>      <i>would</i> <i>must</i></p>	<p> <i>BASE FORM</i></p>
The VERB after <b>modals</b> must be a <i>base form verb</i> .	

### **EXERCISE 18: Base Form Verb After Modals**

Indicate if the sentences are **correct** (C) or **incorrect** (I) then write your analysis!

1. Should everyone arrive by 6:00? ( C / I )  
Analysis: \_\_\_\_\_
2. The method for organizing files can be improved. (C/I)  
Analysis: \_\_\_\_\_
3. The machine may clicks off if it is overused. (C / I )  
Analysis: \_\_\_\_\_
4. Every morning the plants must are watered. ( C / I )  
Analysis: \_\_\_\_\_
5. The houses with ocean view could sell for considerably more. ( C / I )  
Analysis: \_\_\_\_\_
6. Would anyone liked to see that movie? ( C / I )  
Analysis: \_\_\_\_\_
7. The deposit will has to be paid before the apartment can be rented. ( C / I )  
Analysis: \_\_\_\_\_
8. After two year, she would got a new job. ( C / I )  
Analysis: \_\_\_\_\_
9. Mommy can stood in front of the stove on two hours every morning. ( C / I )  
Analysis: \_\_\_\_\_
10. Everyone should evacuate from the building . (C / I )  
Analysis: \_\_\_\_\_

## REFERENCES

- (*What Form of Verb Should You Use after Modal Verbs? - The Grammar Guide*, n.d.) Alderson, J. C., & Hamp-Lyons, L. (1996). TOEFL preparation courses: A study of washback. *Language Testing*, 13(3), 280–297.
- Belajar Persiapan Tes TOEFL: Structure Question: Adjective Clause Connector (Skill 9)*. (n.d.). Retrieved October 21, 2021, from <https://ayobelajartoeft.blogspot.com/2012/01/structure-question-adjective-clause.html>
- Coordinate Connector: Skill 6 TOEFL Yang Harus Selalu Kamu Ingat*. (n.d.). Retrieved October 19, 2021, from <https://www.ilmubahasainggris.com/coordinate-connector-skill-6-toefl-yang-harus-selalu-kamu-ingat/>
- Indonesia, F. T. (2017). *TOP No. 1 TOEFL*. Forum Edukasi.
- Participle: Pengertian, Penggunaan, Contoh Kalimat Bahasa Inggris*. (n.d.). Retrieved October 18, 2021, from <https://www.wordsmile.com/pengertian-penggunaan-contoh-kalimat-participle>
- Philips, D. (2003). *Longman Preparation Course for The TOEFL Test*. Pearson Education.
- Phillips, D. (2001). *Longman introductory course for the TOEFL test*. Longman.
- Phillips, D. (2015). *LONGMAN PREPARATION COURSE FOR THE TOEFL IBT® TEST, 3E*.
- TOEFL Preparation: SKILL 6: Adverb Clause Connectors*. (n.d.). Retrieved October 20, 2021, from <https://toefl-prepare.blogspot.com/2019/03/skill-6-adverb-clause-connectors.html>

*TOEFL Structure Skill 9: Noun Clause Connectors – Scholars English.* (n.d.). Retrieved October 20, 2021, from <http://scholarsenglish.id/toefl-structure-skill-9-noun-clause-connectors/>

*What form of verb should you use after modal verbs? - The Grammar Guide.* (n.d.). Retrieved October 24, 2021, from <https://prowritingaid.com/grammar/1000140/What-form-of-verb-should-you-use-after-modal-verbs>

*z0na\_MoesLem Green29889: Toefl - Skill 21 (Subject and Object Pronoun).* (n.d.). Retrieved October 26, 2021, from <https://green29889.blogspot.com/2012/04/toefl-skill-21-subject-and-object.html>

**P**embelajaran Bahasa Inggris, khususnya di Politeknik Manufaktur Negeri Bangka Belitung (POLMANBABEL) memiliki peran yang sangat penting. Yakni menciptakan lulusan yang mampu bersaing secara global. Untuk itu POLMANBABEL membuka Mata Kuliah Bahasa Inggris sebagai mata kuliah wajib institusi. Dengan adanya mata kuliah ini dipandang perlu adanya Buku Ajar Pembelajaran demi menunjang proses belajar mengajar Bahasa Inggris.

Di dalam Buku Ajar Bahasa Inggris ini lebih menitik beratkan pada pengetahuan Bahasa Inggris berekuivalensi TOEFL. Dasar mengenai bekal konsep tentang English component atau unsur-unsur yang ada dalam TOEFL pada bagian Structure & Written Expression.

Buku ajar ini memuat ringkasan materi bahasa Inggris dengan diikuti latihan soal yang disusun secara sederhana dan sistematis dalam bentuk skemata atau konsep-konsep yang lebih simple dan mudah untuk dipahami menurut kaidah gramatika TOEFL yang dianggap esensial sebagai dasar untuk mengembangkan keterampilan bahasa Inggris

# ENGLISH



**Penerbit Politeknik Manufaktur Negeri  
Bangka Belitung (POLMANBABEL PRESS)**  
Kawasan Industri Air Kantung, Sungailiat,  
Bangka 33211  
Telp: 0717 93586  
E-Mail: polman@polman-babel.ac.id

ISBN 978-623-97870-4-2



9 786239 787042