

Complete Toefl preparation test

Penulis

- Ika Purnama Sari
- Tedty Rohaya Tinambunan
- Ismail Tahir
- Neneng Yuniarty
- Citra Prasiska Puspita Tohamba
- Nining Syafitri
- Barep Sarinauli
- Sunara
- Pesparani Diana Jabar
- Mutiara Sofa
- Baharudin Adu



COMPLETE TOEFL PREPARATION TEST

**Ika Purnama Sari
Tedty Rohaya Tinambunan
Ismail Tahir
Neneng Yuniarty
Citra Prasiska Puspita Tohamba
Nining Syafitri
Barep Sarinauli
Sunara
Pesparani Diana Jabar
Mutiara Sofa
Baharudin Adu**



GETPRESS INDONESIA

COMPLETE TOEFL PREPARATION TEST

Penulis : Ika Purnama Sari

Tedty Rohaya Tinambunan

Ismail Tahir

Neneng Yuniarty

Citra Prasiska Puspita Tohamba

Nining Syafitri

Barep Sarinauli

Sunara

Pesparani Diana Jabar

Mutiara Sofa

Baharudin Adu

ISBN :

Editor : Yuliatrini Novita, M.Hum.

Penyunting: Ari Yanto, M.Pd.

Desain Sampul dan Tata Letak : Tri Putri Wahyuni, S.Pd.

Penerbit: GETPRESS INDONESIA

Anggota IKAPI No. 033/SBA/2022

Redaksi:

Jl. Palarik RT 01 RW 06, Kelurahan Air Pacah

Kecamatan Koto Tangah, Padang, Sumatera Barat

website: www.getpress.co.id

email: adm.getpress@gmail.com

Cetakan pertama, Januari 2024

Hak cipta dilindungi undang-undang

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

KATA PENGANTAR

Dengan mengucapkan puji syukur kehadirat Allah SWT, atas limpahan rahmat dan hidayahNya, maka Penulisan Buku dengan Judul COMPLETE TOEFL PREPARATION TEST dapat diselesaikan dengan baik atas kerjasama tim penulis. Buku ini terdiri atas 11 bab diantaranya: subject, verb, complement and modifier, verb phrases and tenses, subject-verb agreement, pronouns, verb as complement, affirmative & negative agreement, negation, and commands, modal auxiliaries, english connectors, reading, passive voice, relative clauses.

Buku ini masih banyak kekurangan dalam penyusunannya. Oleh karena itu, kami sangat mengharapkan kritik dan saran demi perbaikan dan kesempurnaan buku ini selanjutnya. Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu dalam proses penyelesaian Buku ini. Semoga Buku ini dapat menjadi sumber referensi dan literatur yang mudah dipahami.

Padang, Januari 2024
Penulis

DAFTAR ISI

KATA PENGANTAR.....	i
DAFTAR ISI	ii
CHAPTER I SUBJECT, VERB, COMPLEMENT AND MODIFIER.....	1
1.1 Subject.....	2
1.1.1 Simple subject.....	2
1.1.2 Combined subject	7
1.2 Verb.....	8
1.3 Complement.....	14
1.4 Modifier	15
REFERENCE.....	17
CHAPTER II VERB PHRASES AND TENSES.....	19
2.1 Introduction.....	19
2.2 Verb Phrases.....	19
2.3 Tense	25
REFERENCE.....	35
CHAPTER III SUBJECT-VERB AGREEMENT	37
3.1 Final -/-es: use	37
3.2 Final -/-es: spelling.....	40
3.3 Basic Subject-Verb Agreement.....	41
3.4 Subject-Verb Agreement: Using Expression of Quantity	42
REFERENCES	51
CHAPTER IV PRONOUNS	53
4.1 Introduction to Pronouns.....	53
4.2 Types of Pronouns.....	54
4.3 Exercises	68
REFERENCES	72
CHAPTER V VERB AS COMPLEMENT.....	73
5.1 Introduction.....	73
5.2 The Form of Verb as Complement	74
5.3 Object of The Verb.....	76
5.4 Verb + Gerunds.....	78
5.5 Verb + to Infinitive	80

5.6 Verb + Preposition + Gerund.....	83
REFERENCE	88
CHAPTER VI AFFIRMATIVE & NEGATIVE AGREEMENT, NEGATION, AND COMMANDS.....	89
6.1 Introduction to Agreement	89
6.2 Affirmative Agreement	92
6.3 Negative Agreement.....	96
6.4 Introduction to Negation.....	98
6.5 Common Mistakes to Avoid in Negation	100
6.6 Introduction to Commands in English	102
REFERENCE	106
CHAPTER VII MODAL AUXILIARIES	107
7.1. Introduction	107
7.2. Problem Solving.....	111
7.3. EXERCISE.....	115
REFERENCES	123
CHAPTER VIII ENGLISH CONNECTORS.....	125
8.1 Introduction	125
8.2 Conjunction	125
8.3 Connectors.....	131
CHAPTER IX READING	145
9.1 READING	145
REFERENCE	158
CHAPTER X PASSIVE VOICE	159
REFERENCE	172
CHAPTER XI RELATIVE CLAUSES.....	173
11.1 Introduction to Relative Clauses	173
11.2 What are Relative Clauses?	175
11.3 Definition of Relative Clauses	176
11.4 How They are Formed.....	178
11.5 Types of Relative Clauses	180
11.6 Relative Pronouns and Averbs	182
11.7 Functions of Relative Clauses	183
REFERENCES	186
AUTHOR BIOGRAPHY	

CHAPTER I

SUBJECT, VERB, COMPLEMENT AND MODIFIER

By Ika Purnama Sari

When we want to do TOEFL, we must already have TOEFL skills. One of them is mastery of the subject and verb in the sentence. It is a TOEFL skill that you must understand and master. In English, a sentence must consist of a subject and a verb. You must be able to determine between subject and verb. Moreover, there is another requirement, namely the use of tenses.

A structure of a sentence in English is required at least subject and verb.

Subject + Verb

A common type of Structure TOEFL Test question is about subject and verb: perhaps the word is left blank, either subject or verb or both. It means, the General of TOEFL structure Test question are about the subject and the verb. But normally, When making a sentence, there are rules you must follow. These rules are the basis on which you can produce sentences in English.

Subject + Verb + Complement Modifier

A good sentence consist of subject,verb, complement and modifier. you can see the example below:

Subject	Verb	Complement	Modifier
I	Studied	English	Yesterday

Explanation :

- "I" as a subject (Pronoun)
- "Studied" as a verb (Past Tense)
- "English" as a complement (object/ noun)
- "Yesterday" as a modifier (adverb of time)

Noted: In every sentence in english must have a subject.

1.1 Subject

There are some definition about the subject. We call a subject as a thing or person that performs or responsible for the action of a sentence. But sometime we also call subject as the agent of sentence in active voice. A subject performs an action or associated with the action. Beside of that, subject not only about the things or person, sometime a subject in abstract concepts. There are some types of subject, simple subject and combined subject.

1.1.1 Simple subject

Simple subject is a type of subject that only consist of one actor in a sentence. Simple subject consist of noun, pronoun, gerund, to infinitive, and clause.

a. Noun

Noun can also become a subject. Noun has function to give name of person, job, animal, place or the thing (Asrifan, Octaberlina and Inderawati, 2021). Noun consist of common or

proper noun, countable an uncountable, collective noun, masculin noun and common gender noun and neuter noun.

The example:

1. Common noun denoted a person, jobs, animal, place and also things. The example like: father, mother, teacher, doctor, cat, dog, hospital, park, table, chair, etc. They become a subject in a sentence.
 - *My father* work in the office.
 - *My mother* cooks a rawon.
 - *Teacher* teaches her students
 - *Doctor* checks the patient
 - *Cat* is very cute.
 - *Dog* barks in the morning.
 - *Hospital* was full of the patients.
 - *Park* is beautiful place.
 - *Table* is thick.
 - *Chair* has four feet.
2. A proper noun a noun that form the name for a person, place, or thing. The proper noun must be written by a capital letter, the example: the names of people (Robert, Ika, Fahmi, etc), the names of the famous place (Makkah, Borobudur, The Great wall of china, Monas, etc), the names of country (Indonesia, Thailand, United Kingdom, etc). The example in the sentence:
 - *Ika* is a teacher.
 - *Monas* is in Jakarta.
 - *Indonesia* is a big country.
3. Countable noun and uncountable. The example of countable noun like: an apple, orange, stove, book, pencil etc. The uncountble noun, like: butter, coffee, water, flour etc. The example in sentence:

- *An apple* is on the table.
 - *The coffee* is bitter.
4. Collective noun, refers to a group, like: choir, team, band, ect.
The example in sentence:
 - *The team* works carefully.
 5. Masculin and feminim, refers to male and female gender, like: boys, girls, man, woman, king, queen, rooster, hen. The example in the sentence:
 - *The king* was handsome.
 - *The queen* was so beautiful.
 6. Common gender noun and neuter noun, like: doctor, teacher, writer, singer, etc. The example in sentence:
 - *The writer* writes a new book.
 - *The singer* sings a song

b. Pronoun

Pronoun can use for a subject and object. A pronoun takes the palce of noun (Dian, 2019). Pronoun often to avavoid repeating the noun (ABDULLAH, 2023). The example of pronoun that can use for subject are: I, you, she, he, it, we, you, and they. To understand more, look at the table below.

Subject Pronoun	Category	Singular / Plural
I	1 st	Singular
You	2 nd	
She	3 rd	
He		

Subject Pronoun	Category	Singular / Plural
It		
We	1 st	Plural
You	2 nd	
They	3 rd	

The example :

- *She* listens to the music
- *They* don't understand that material.
- *I* print the document.
- *You* give a hand.
- *We* come to your house.
- *He* has a new innovation.

c. Gerund

Gerund is verb / infinitive + ing that has function as a noun (Arif, 2012). We only need to add -ing after the verb. Gerund also act as a subject. But not all verb+ing is a gerund. There are some gerund that form by base verb.

Base verb	Verb+ing
Reading	Reading
Speak	Speaking
Eat	Eating
Swim	Swimming
Travel	Travelling
Smoke	Smoking

Example as a subject:

- *Travelling* is my hobby.
- *Reading* is your habitual.
- *Smoking* is inhurious to health.
- *Eating* gives us pleasure.

d. To Infinitive

To infinitive also can be used at the beginning of the sentence as tha subject of sentence.

Base verb	Verb+ing
Give	To give
Drive	To drive
Follow	To follow
Err	To err

Example s a subject:

- *To give information* is good.
- *To drive very fast* here is not advisable.
- *To follow your activity* is very bored.
- *To err* is a human.

Noted: The infinitive to represent “hypothesis and potentiality,” whereas the *-ing* form denotes “reification” (which seems to mean the same thing as actualization (Bolinger, 1968). The gerund appears in sentences whose scope is general while the infinitive is used to refer to a particular occurrence (Sweet, 1903).

e. Noun Phrase

Noun phrase id a group of word that is headed by a noun. Noun phrase also can used as a subject. The example :

- *A good man* is a good leader.
- *Two girls* walk in the park.
- *That big house* is mine.

f. Clause

Clause is a group of words which form a grammatical unit and which contains a subject and a finite verb. A clause also can be called as a subject. There are some formulations to make a clause as a subject.

- (Wh + subject + verb) + verb + Object/ complement
- (That + subject + verb) + verb + Object/ complement
- (If / whether + subject + verb) + verb + Object/ complement.

The example of clause as a subject can be seen below:

- *What you say* is true.
- *Where the man goes* is not known.
- *When she will arrive* is dependent on the traffic.
- *Where the stranger man comes from* is still a mystery.
- *Where I was born* is in a small village.

1.1.2 Combined subject

Combined subject is a subject that has more than one subject in a sentence. Combined subject usually uses conjunction "and". The example:

- *My father and my mother* are going to Bali together.
- *Mita and Nita* are twins.
- *Jono and Joni* are friends.
- *Orange and apple* are my favourite fruits.
- *You and I* are best friends.

Analyze about subject.

1.was a road vehicle with an engine, four wheels and seats for a small number of people.

- a. Car
- b. Cars
- c. Yesterday
- d. This morning

In this example, we must understand to identify that the verb "was" but there is no subject. So we need a subject. The answer is "A" because Car a singular subject. "B" is also use a subject, but it can not use in tobe was, because "cars" is plural subject. Usually is use tobe "were". "C" and "D" is not suitbale. They are adverb.

2.its are of defense, a f ort should be built on an elevation and with some sort of natural feature of the landscape to obstruct direct access to the fort.(Kurjum *et al.*, 2009)
- a. To better protect
 - b. Protecting better
 - c. For better of
 - d. It is better for.

In this example, if you choose "A" it is correct. We must use infinitive to state why and how something to do. If you choose "B" it explain"fort" as adjective(here the ambiguity). If you choose "C" it is wrong, "better" is not a noun. If we choose "D", there are two main clause.

1.2 Verb

Verb is one of the word class that has essential role in senetence. We call verb as a predicate. Verb has function to express an event in a sentences (Silalahi, 2016). Verb whow the performance, existence, possession or state a subject. There are kinds of verb:

a. Transitive verb

Transitive verb is a verb that requires an object in a sentence. The example:

- She *closes* the door.
- My sister *opens* the window.
- I always *drink* a glass of water

b. Intransitive verb

Intransitive verb is a verb that does not require the object in the sentence. The example:

- My son is *sleeping*
- Her baby *cries*.
- They *shouted* in the class.

c. Linking verb

Linking verb is the verb that serves to connect between subject and complement. The example:

- The food *tasted* delicious.
- I *feel* happy today.
- She *stayed* at this city.

d. Auxiliary verb

Auxiliary verb is Auxiliary verbs are helping words to complete the main verb in a sentence. Auxiliary verbs has function to clarify the main verb. Which included auxiliary verb like is, am, are, was, were, do, does, id, has, have, had, can, could, may, might, will, would, shall, should, must, ought to, had better, etc. The example:

- She *is* studying english.
- Rico rarely *does* wash his shoes.
- I *don't* like tea.

e. Regular verb

Regular verb is the verb that changed regularly. Usually a regular verb followed with an added -ed.

- Call – called – called
- Talk – talked – talked
- Walk – walked – walked

The example:

- I *called* my sister yesterday.
- We *talked* each other.
- They *walked* to school yesterday.

f. Irregular verb

Irregular verb is a verb that not follow the normal pattern. In the past tense and past participle always different.

- Write – wrote – written
- Eat – ate – eaten
- Drink – drank – drunk

The example:

- My brother *wrote* a letter two days ago.
- We *eat* together in the house.
- She *drinks* a glass of juice.

In study english, the verb always change according the time. The changing of verb form are influenced by the time, which is called a tenses.

No	Tenses	The verb used
1	Present Tense	Eat / eats
2	Present Continuous	Is / am/ are eating
3	Present Perfect	Have / has eaten

4	Present Perfect Continuous	Have / has been eating
5	Past Tense	Ate
6	Past Continuous	Was / were eating
7	Past Perfect	Had eaten
8	Past Perfect Continuous	Had been eating
9	Future Tense	Will eat
10	Future Continuous	Will be eating
11	Future Perfect	Will have eaten
12	Future Perfect Continuous	Will have been eating
13	Past Future Tense	Would eat
14	Past Future Continuous	Would be eating
15	Past Future Perfect	Would have eaten
16	Past Future Perfect Continuous	Would have been eaten

To study verb, we must understand the first verb (present), second verb (past), third verb (past participle) and verb -ing .

- First verb (present), usually use in simple present tense and future.
- Second verb (past), usually use in simple past tense.
- Third verb (past participle), usually use in perfect and passive voice.
- Verb -in, usually use in continuous tense.

Verb 1	Verb 2	Verb 3	V -ing	Meaning
<i>Regular Verb</i>				
Analyze	Analyzed	Analyzed	Analyzing	Menganalisis
Call	Called	Called	Calling	Menelepon
Cancel	Canceled	Canceled	Canceling	Membatalkan
Clean	Cleaned	Cleaned	Cleaning	Membersihkan
Close	Closed	Closed	Closing	Menutup
Cook	Cooked	Cooked	Cooking	Memasak
Cry	Cried	Cried	Crying	Menangis
Explain	Explained	Explained	Explaining	Menjelaskan
Finish	Finished	Finished	Finishing	Menyelesaikan
Open	Opened	Opened	Opening	Membuka
<i>Irregular verb</i>				
Begin	Began	Begun	Beginning	Memulai
Buy	Bought	Bought	Buying	Membeli
Choose	Chose	Chosen	Choosing	Memilih

Verb 1	Verb 2	Verb 3	V -ing	Meaning
Cut	Cut	Cut	Cutting	Memotong
Drink	Drank	Drunk	Drinking	Minum
Eat	Ate	Eaten	Eating	Makan
Go	Went	Gone	Going	Pergi
Make	Made	Made	Making	Membuat
See	Saw	Seen	Seeing	Melihat
Sell	Sold	Sold	Selling	Menjual

Analyze about subject.

1. We English with Miss Ika yesterday.
 - a. Studies
 - b. Study
 - c. Have studied
 - d. Studied

In this example, the question need verb. A, B, C or D are all the verb. But we must understand the suitable verb that use in that sentence. The question used Past tense, we understand from the adverb "yesterday". So, here we need a predicate or verb in past tense (second verb). The answer is is "D". "A" is used in Present tense with the subject is the third singular person. "A" is used in Present tense. "C" is use in Present Perfect Tense.

2. My momat home now.
 - a. Is cooking
 - b. Cooked
 - c. Have cook
 - d. Are Cook

In this example, the question need verb. A, B, C or D are all the verb. But we must understand the suitable verb that use in that sentence. The question used Present Continuous, we understand from the adverb "now". So, here we need a predicate or verb in Present Continuous (verb - ing). The answer is "A". My mom need to be "is" because my mom is the third singular person. Next, it is following by verb-ing because the sentence is Present Continuous. B, C, D are wrong. "B" is the second verb, it can use used in simple past tense. "C" is the have third verb, it can use used in Present perfect. "D" is very not suitable.

1.3 Complement

Complement is a sentence element that has functions to complete other parts or the elements of the sentence, such as subject, predicate and object. A complement can be a noun, phrase or clause. When a object in a sentence can be changed into subject in passive sentence, its different with complement. A complement cannot be used as a subject of a sentence if it is changed to a passive sentence.

There are kind of complement, they are subject complement, predicate complement, and object complement.

- a. Subject complement
- b. Predicate complement
- c. Object complement

To understand more, we can discuss below.

- a. Subject complement, is a complement that has function to give complement information about the subject. They are like noun, noun phrase, noun clause, adjective and adjective

phrase. Usually, subject complement start by a linking verb.
The example:

- Rossi and Ressi are *good friends*.
- Her dad is a *policeman*.
- Lake Toba is *very beautiful*.

Noted: the linkinng verb in that sentence is "are" and "is". The complement is good friends, policeman, andvery beautiful.

- b. Predicate complement is a complement that functions to complete the verb. Predicate complement explain the subject of the sentence. The example:

- She feels *happy* every day.
- My dad arrives *at home*.
- The teacher explains *the material to the students*.

- c. Object complement

Object complement isa complement that has function to give more information complement to the object. The example:

- Every moms wanted their children win.
- I must make my mom happy
- Rino brought his girlfriend flower.

1.4 Modifier

Modifier is a word or a group of words which express an idea. A modifier is a subordinate element in an endocentric structure (Hussein, 2021). Modifiers cosnstist of two parts according their position, pre modifiers and post modifiers. The modifiers may come before or after the modified Element (the head), depending on the type of modifier and the rules of the syntax for the language in question. A modifier that come before a head is called Pre-Modifier. A modifier that come after a head is called Post-Modifier.

The example of Pre modifier:

- This house is *very* nice.
- She is standing beside the *big* building.

The example of Post Modifier:

- She is the woman that I see *in the class*.
- Ricky, a chairman give an announcement *well*

There are two types of modifier, adjective as modifier and adverb as modifier. Adjective as modifier usually come more often before noun. Adverb as modifier occur immediately before and after the verb, and sometimes before and adjective and another adverb.

a. Adjective as modifier

Adjective as modifier its mean, adjective modify a noun an pronoun. The example:

- There is a *beautiful* woman in that party
⇒ Beautiful is the adjective, it modifies the *noun* "woman".
- They are *happy* after have holiday.
⇒ Happy is adjective, it modifies the *pronoun* "they"

b. Adverb as modifier

Adverb can modify a verb, an adjective and another adverb.

The example:

- He *walks* fastly.
⇒ Fastly is adverb, it modifies the *verb* walks.
- This tea is *very* hot to drink.
⇒ Very is adverb, it modifies the *adjective* hot.
- He goes home *more* quickly.
⇒ More is adverb, it modifies *adverb* quickly.

REFERENCE

- ABDULLAH, A. (2023) 'ENGLISH SYNTAX'. Badan Penerbit UNM.
- Arif, M. (2012) 'EASY ENGLISH GRAMMAR'. ReSS Press.
- Asrifan, A., Octaberlina, L.R. and Inderawati, R. (2021) *Basic English Grammar And Exercises*. Media Sains Indonesia.
- Bolinger, D. (1968) 'Entailment and the meaning of structures', *Glossa*, 2(2), pp. 119–127.
- Dian, F. (2019) 'Basic English Grammar for Foreign Language Learners'. Indomedia Pustaka.
- Hussein, H.Y. (2021) 'The Modifiers in English linguistics'.
- Kurjum, M. *et al.* (2009) 'Jalan pintas lolos TOEFL'. Diglossia Media.
- Silalahi, D.E. (2016) 'BASIC ENGLISH SYNTAX WITH EXERCISES'. FKIP Universitas HKBP Nommensen.
- Sweet, H. (1903) 'A new English grammar. Vol. 2. Clarendon'. Oxford.

CHAPTER II

VERB PHRASES AND TENSES

By Tedty Rohaya Tinambunan

2.1 Introduction

English is the first foreign language studied as a compulsory subject from junior high school to college. By having English language skills Students have ability to effort them self to face the world in education and work field. To introduce English earlier in formal education of institutions is One of the Indonesian government's efforts. It is also Improving English language skills, starting from elementary school. Language is communication, English is the most widely used language in communicating internationally. At least that's what's happening now. Question, why is English an international language, why does it have to be English?

There are several reasons why English is an international language. This is because English is one of the oldest languages in the world and originates from the British plains, namely around the 8th century. Apart from English being the oldest language in the world, English has a very rapid vocabulary development.

2.2 Verb Phrases

A VERB PHRASE is the main verb. The main verb is plus a modal and auxiliary verb and it always comes last in a verb sentence. A verb phrase based on traditional grammar is a group of words in the form of a main verb (main verb) and an auxiliary verb (auxiliary verb), whereas based on generative grammar it is a predicate — main verb along with all the elements that complement it: auxiliary

verb, complement (sentence object), and /or modifier, but not included in the subject of the sentence.

Verb phrase based on traditional grammar is a group of words in the form of a main verb (main verb) and auxiliary verb (auxiliary verb), while based on generative grammar it is a predicate — main verb along with all the elements that complement it: auxiliary verb, complement (sentence object), and /or modifier, but not included in the subject of the sentence.

Verb Phrases

Traditional Grammar main verb

Generative Grammar +/- auxiliary verb + main verb +/- complement +/- modifier.

Complement (sentence object) is needed if the main verb is a transitive verb. Modifiers can be adjectives, adverbs, or other constructions that function like one of these parts of speech.

Ex. Mrs. Suryani should check her body during recovery.

should : modal auxiliary verb

check : main verb

Basically, what is called a verb phrase is a verb that does not stand alone (consists of more than one word) but still has meaning/functions as a verb. So what is meant by a verb phrase is a verb that consists of two or more words. A verb phrase is a group of words that act or represent themselves as verbs. There are two grammar rules that apply to verb phrases, namely traditional grammar and generative grammar.

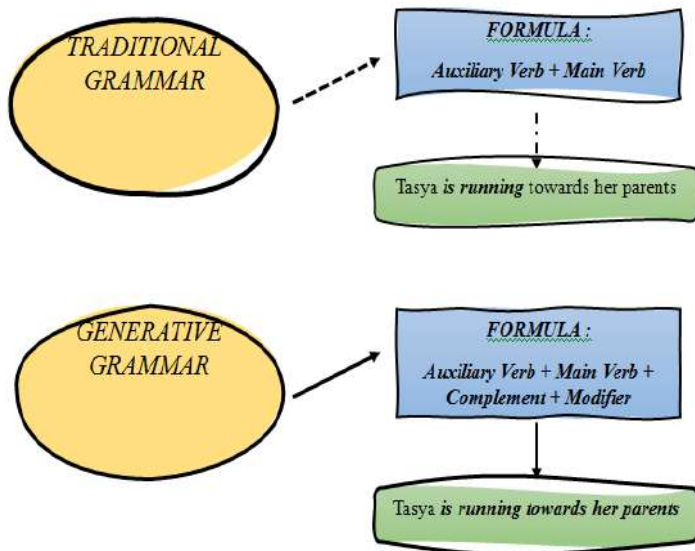
How is the Verb Phrase according to traditional grammar and generative grammar?

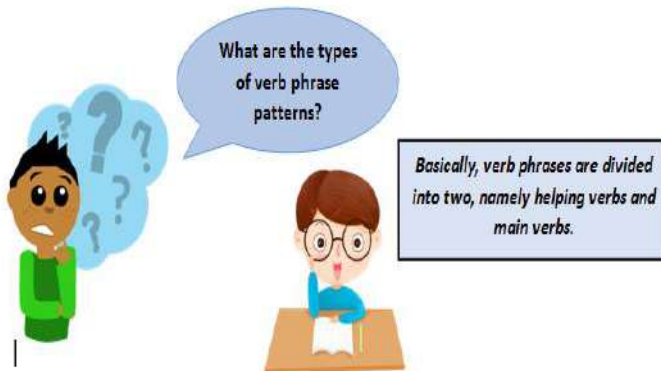
VERB PHRASE

An auxiliary verb + main verb

AND

An auxiliary + main verb + complement + modifier.





HELPING VEBRS



Helping Verbs Serve to tell the type of tense that used as well as adding meaning. Helping Verbs are divided into auxiliary verbs and modal verbs.



EXAMPLE :
"She has cooked the fish for dinner". As the Helping Verbs "has" but "cooked" is main verbs.

Auxiliary Verbs

To be: is, am, are

To have: have, has, had

To do: do, does, did

Example :

- 1. My friend is a conductor for this morning ceremony*
- 2. She has bought the new car*
- 3. Does he play the guitar tonight?*

Modal Verbs

Can, Could, May,

Might, Will, Should

Example : Can i borrow your book?

MAIN VERBS

- Main verb is the main verb in a sentence. It is called a main verb because there is another verb in the sentence. So when a sentence has more than one verb, there will be one main verb while the others are auxiliary verbs or helping verbs.*

EXAMPLE

- Eat, Study, Play, Read, Cook*
- In sentence : "My mother cooks some meatball for lunch"*

Example:

1. Calvin has recovered Internal Room.
2. She had finished her duty in that Shift.
3. The Surgeon was operating the old man.
4. The Dentist would cut my gums.
5. Santa is going to share his presents.

Pattern of Verb Phrase



•Main Verb Only

•example of a verb phrase sentence :

- 1. He stayed at home during the holiday.
- 2. I went to the studio for a photoshoot.



•Auxiliary Verb + Main Verb

•example of a verb phrase sentence :

- 1. I know the mean kids are talking about the new students behind his back.
- 2. They are visiting their sick friend.



•Modal + Main Verb

•example of a verb phrase sentence :

- 1. They will win the game because they have trained so hard.
- 2. You should listen to my advice.



•Modal + Auxiliary Verb + Main Verb

•example of a verb phrase sentence :

- 1. You would have won the game if you had worked harder.
- 2. He might have brought more food.

2.3 Tense

What is tense? Tenses are one of the elements that we often study in learning English, especially in terms of grammar. However, sometimes we still have difficulty understanding what tenses are. This is because of the many variations of tenses that we have to take.

Tenses are the grammatical method in English that is based on verbs. Tenses are usually used to refer state of an action and the time when a sentence is spoken. According to the Oxford Learner's Pocket Dictionary – Fourth Edition, tenses are "verb forms that show the time of the action or state." So, people who want to talk about an activity in English that uses verbs need to pay attention to the time context or the context of the situation (finished or not) when the activity was carried out.



What are the differences between simple, continuous, perfect, and perfect continuous

Simple is used to explain facts (general truth) or habits (habit).

Perfect is used to explain something that has been completed.

Continuous is used to describe things that are ongoing.

Perfect continuou: the things have been completed but are still ongoing.



To explain, the 4 types of tense (present, past, future, and past future)

1. Present to describe the present.
2. Past to describe the past.
3. Future to describe the future (plan).
4. Past future to describe the future (prediction).



Before moving on to the formula, we have to know what a verb is. This verb is a word that describes an action, experience, action, or condition of something. This verb must be in a sentence, because the minimum form of a sentence is subject + verb. Well, usually this verb explains what is experienced, done, or the condition of the subject.

Talking about tenses' explanation, let's discuss below!

1. SIMPLE PRESENT TENSE

SIMPLE PRESENT TENSE used to convey information that is continuously done, in daily activities, and also to state or mention a fact or general truth. The verb that used **IN THE SIMPLE PRESENT TENSE** is the infinitive Verb of the verb.

SIMPLE PRESENT TENSE Sentence Formulas:

(+) S + Verb 1 + Object

(-) S + DON'T / DOESN'T + V1 + O

(?) DO / DOES + S + V1 + O?

(?) TOBE + S + V1/Nominal?

2. PRESENT CONTINUOUS TENSE

It is used to indicate to changes in the form of a verb based on the time it occurs. In the meaning of **PRESENT CONTINUOUS TENSE**, is a form of tense that refers to actions is happening now or when the conversation is taking place that are taking place now.

Look at the following formula for making sentences!

(+): S + am, is, are + Verb – ing + O

Ex: My Sons are Singing the Bataknist Song
now

(-): S + to be + not + Verb – ing + O

Ex: Farell Tri Boy is not drinking the coffee

(?) : To be + S + Verb – ing + O

3. PRESENT PERFECT TENSE

PRESENT PERFECT TENSE EMPHASIZES THE PERFECT. Perfect means perfect which means "finished, just finished, etc." So, we emphasize "ALREADY", then we use the Present Perfect Tense. The most striking example is:

My Parents have Just Gone.

(+) S + have/has + V-3

(-) : S + have/has + Not + V-3

(?) : Have/has + S + V-3
to be + subject + verb – ing + object

(+) Maria and Tedty have prepared the christmas carol

(-) Maria and Tedty have not prepared the christmas carol

(?) Have Maria and Tedty prepared the christmas carol

4. PRESENT PERFECT CONTINUOUS

The tense is used to express/convey actions or events that have begun to occur in the past and are still on going now.

(+) S + have/has + been + V-ing

(-) S + have/has + not + been + V-ing

(?) Have/has + S + been + V-ing

(+) Maria and Tedty have prepared the christmas carol

(-) Maria and Tedty have not prepared the christmas carol

(?) Have Maria and Tedty prepared the christmas carol

5. SIMPLE PAST TENSE

This Tense is a simple form of verb to show an event or action that occurred in the last time/past time at which its event or action occurred is known.

Simple past tense formula

There are 2 Formulas for this tense: *Simple Past Tense formula in verbal and nominal.*

A. V E R B A L

(+) S + V2 + O + adv

(-) S + did + not + V1 + O + adv

(?) Did + S + V1 + O + adv?

Example:

1. (+) Mr. Jokowi texted the headmaster for the material last two years

(-) Mr. Jokowi did not text the headmaster for the material last two years

(?) Did Mr. Jokowi text the headmaster for the material last two years

B. N O M I N A L

(+) S + was/ were + Complement (adjective / noun
(pronoun) / adverb)

(-) S + was/ were + not + Complement (adjective / noun
(pronoun) / adverb)

(?) was/ were + S + Complement (adjective / noun
(pronoun) / adverb) ?

Example:

(+) Mr. Jokowi was shy to text the headmaster for the material last
two years

(-) Mr. Jokowi was not shy text the headmaster for the material last
two years

(?) Was Mr. Jokowi shy the headmaster for the material last two
years

EXERCISE:

A. VERB PHRASE

Fill in the blanks with the correct sentences!

1. Albi ... for an hour (waiting or waited)
2. The office ... your letter this morning (accept or accepted)
3. I am going to ... her some flowers (send or sends)
4. Mr. Wahyu ... me to consult a shaman. (advised or advise)
5. She ... your gift in the night (send or sent)

B. TENSE

Simple past tense

1. Abdillah ... more than 200 books last year. (write)
2. Where did she ... this paper? (take)
3. Zaid The door yesterday. (close)
4. My teacher To me be excellent each other last month (say)
5. The door was open, and the cat ,, this house . (enter)

The Key Answer:

1. Wrote
2. Take
3. Closed
4. Said
5. Entered

Simple present tense

1. He ... at 10 pm every day and wake up at 6 am
2. I ... engineering at harvard university for 3 years
3. ... i like spaghetti?
4. Atlanta ... in amerika
5. I ... love my new painting

The Key Answer:

1. *Sleeps*
2. *Study*
3. *Do*
4. *Is*
5. *Do*

Simple Future tense

1. *Are they their money in a cashbox? (save)*
2. *My old brother an Internist next year(will)*
3. *Hello Mom, who my laptop in there?(repair)*
4. *Mary has a good idea, the students in the pool today.
(swim)*
5. *My daddy couldn't pay my school fee, so I..... to school
anymore. (go)*

The Key Answer:

1. *Are they going to save their money in a cashbox?*
2. *My old brother will be an Internist next year.*
3. *Hello Mom, who will repair my motorcycle?*
4. *Mary has a good idea, the students will swim in this
pool today.*
5. *My Daddy couldn't pay my school fee, so I will not go to
anymore.*

Simple past future tense

1. *They ... giving opinion about this case*
2. *They ask me if I ... the door*
3. *She promised that she would ... me a cup hot milk*
4. *She knows that she ... the task in an hour*
5. *The teacher tell me that he good on time*

The Key Answer:

- 1. Would give*
- 2. Would open*
- 3. Give*
- 4. Would finish*
- 5. Would have*

REFERENCE

- <https://staffnew.uny.ac.id/upload/197912032015042001/pendidikan/all%20about%20tenses.pdf>
- <https://www.english-academy.id/blog/16-tenses-dalam-bahasa-inggris-dan-contohnya>
- https://repository.upi.edu/12603/4/d_pk_0907741_chapter%20%281%29.pdf
- <https://pascapbi.uad.ac.id/beberapa-alasan-mengapa-bahasa-inggris-menjadi-bahasa-international/>
- https://www.academia.edu/16938067/pengertian_verb_phrase
- <https://www.kampunginggris.id/verb-phrase>
- <https://dwiyustiyanita.wordpress.com/2016/03/28/verb-phrases-tenses/>

CHAPTER III

SUBJECT-VERB AGREEMENT

By Ismail Tahir

Subject-verb agreement is a crucial aspect of English language proficiency, particularly in standardized tests such as the TOEFL. It has been observed that students encounter difficulties with subject-verb agreement in the TOEFL test. Subject-verb agreement is influenced by syntactic, semantic, and morphological factors, and its mastery is crucial for English language learners. Here are some key points of subject-verb agreement.

3.1 Final -/-es: use

Use	Explanation				
Noun Noun + -s: Books are important Noun + -es: I buy many handbags	A final -s or -es is added to a noun to make the noun plural book = a singular noun books = a plural noun				
Verb Verb + -s: Dany walks alone Verb + -s: Hilda watches a movie	A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., Dany, Hilda, my sister, the bike) or third person singular pronoun (she, he, it) <table><tr><td>Dany walks: singular</td><td>She walks: singular</td></tr><tr><td>People walk: plural</td><td>They walk: plural</td></tr></table>	Dany walks: singular	She walks: singular	People walk: plural	They walk: plural
Dany walks: singular	She walks: singular				
People walk: plural	They walk: plural				

Exercise 1. Add -s or -es. All sentences are simple present forms.

1. Andi love her sister so much

*Answer: Andi **loves** her sister so much*

2. Dina sing when she wash her clothes

*Answer: Dina **sings** when she **washes** her clothes*

3. Wati and Susan visit many Asian countries during summer holiday

Answer:

4. Ducks and Turkeys lay egg

Answer:

5. Didin wear gloves on his hand when he work in her grandfather's garden

Answer:

6. Zein write a scientific paper before graduating from her university

Answer:

Exercise 2. Look at the words that end in **-s**. Identify whether they are singular or plural. Identify whether they are nouns or verbs.

	Singular	Plural	Noun	Verb
A new phone costs a lot of money	X			X
New iPhone brands cost a lot of money				
My roommate plays a mobile game every day				
My roommates play a mobile game together				
Jane drinks water in the morning				
Hot drinks taste good during winter				
My classmate presents his paper during the conference				

3.2 Final -/-es: spelling

Spelling		
bring song	=> brings => songs	For most words (whether a verb or a noun), simply add a final -s to spell the word correctly
Wash Touch Fix Class Box	=> washes => touches => fixes => classes => boxes	Final -s is added to words which end in -sh, ch, -x, -s, and -z
(a) Boy Say (b) Puppy Fry	=> toys => says => puppies => fries	For words that end in -y: -In (a): If -y is preceded by a vowel, only -s is added In (b): If -y is preceded by a consonant, the -y is changed to -l and -es is added.

Exercise 3. Make two sentences for each item. First sentence uses a plural subject and second sentence uses a singular subject

Example: cellphone / ring

Sentence A: Cellphones ring

Sentence B: A cellphone rings

1. Pop singer / sing
2. Famous dancer / dance
3. Bird / fly
4. The boy / open and close the window
5. Man / jump

3.3 Basic Subject-Verb Agreement

Singular	Plural verb	
My Canadian friend lives in Beijing	My Canadian friends live in Beijing	- Verb + -s/-es = third person singular in the simple present tense - Noun + -s/-es = plural
- Every student and teacher in my school needs to attend the conference - Each book on political parties is great		Exception: every and each are always followed immediately by singular nouns. Moreover, even when there are two (or more) nouns connected by and, the verb is singular:
Going with classmates is fun		A gerund (e.g., going) used as the subject of the sentence requires a singular verb

Exercise 4. Choose the correct completions

1. Coffee (is, are) good for your health
2. The fruits you buy for your breakfast (is, are) listed in your shopping list
3. Every man, woman, and child (is, are) provided government's protection
4. The professor and his friend (go, goes) to the lab
5. Each man and woman in the college (has, have) to present their paper
6. Tomatoes (is, are) difficult to grow here.
7. Presenting your ideas during the conference (was, were) great.
8. Where (do, does) your sons live in Australia?
9. Where (was, were) Jane and Dinda during our performance?
10. Why (do, does) she take your pen while you are still writing?
11. (is, are) having a good reputation in your life good for others as well?

3.4 Subject-Verb Agreement: Using Expression of Quantity

Singular	Plural verb	
- Some of the novel is great - A lot of the tool is just arrived - Most of student is so sleepy	- Some of the novels are great - A lot of the tools are just arrived - Most of students are so sleepy	In most expressions of quantity, the verb is determined by the noun or pronoun that follows of. Note: - Some of + singular noun = singular verb - Some of + plural noun = plural verb
- Each of students is in the library - One of students is in the library - Every one of students is in the library		Exceptions: One of, each of, and every one of take singular verbs. Examples: One of / each of / every one of + plural noun = singular verb
- None of the students is in the library	- None of the students are in the library	The formal English can be used none of as the subjects, but plural verbs are

Singular	Plural verb	
		often used in informal English and sometimes in formal writing.
- The number of students attending this lecture is less than twenty	- A number of students attending this lecture are not coming	- The number is used as the subject - A number of is used as an expression of quantity meaning "a lot of"

Exercise 5: Choose the correct completions. Underline the word(s) that indicate whether the verb is singular or plural.

1. Some of the vegetable on this table (is, are) still fresh
2. Some of the tomatoes on this table (*is*, are) still fresh
3. Most of the song (*is*, are) beautiful to listen
4. Most of the songs (*is*, are) beautiful to listen
5. A lot of the students in my class (*is*, are) from USA
6. One of my old friends (*is*, are) coming to visit Thailand
7. A number of children (*is*, are) having fun at the park
8. Each of the girls in the class (*has*, have) her own notebook
9. Every one of the children (*is*, are) required to attend the morning class
10. (*Does*, Do) all the children play at the park?

TOEFL Practices

Missing Subjects, Verbs, Objects, and Complements

All clauses have a subject and a verb. A direct object is often taken with an action verb of the clauses.

Example:

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
Children	play	the toys

Sample items

The art of the novel _____ almost as new as political updates

- a. which is
- b. it is
- c. is
- d. being

The missing verb is supplied the correct answer. The word *which* in option (a) is incorrect because it is used to connect a relative clause to a main clause. There is only one verb in this sentence. Option (b) is incorrect because an unnecessary repetition of the subject is used (*the art of the novel it.....*), Option (d) is incorrect because the form *-ing* (being) cannot be the main verb of a clause. Thus, the correct answer is (c).

_____ a few of sentences written by a researcher can be done in a day.

- a. Only
- b. There are only
- c. That only
- d. With only

The correct answer supplies the noun phrase which is the subject of the sentence. The option (b) is incorrectly used regarding the sentence completion. In option (c), the word *that* indicates to create a noun clause, but each clause must have its own verb. Moreover, in this sentence, the word *produced* is used as a participle, not a main verb. The option (d) is incorrect because a preposition is not used directly before the subject. Therefore, the correct answer is (a).

Clause with “there” and “it”

Some clauses start with the introductory words “there” or “it” rather than with the subject of the sentence. **Expletives** are the other names of these introductory words. Generally, the pattern is *there* + verb *to be* + subject:

There are students in the classroom

There was a nice song played by my teacher yesterday

The expletive *it* is used in a number of different situations and patterns:

It is important to pay attention to your teacher’s explanation

It was in 2019 that she became a prime minister

It takes a long time to finish my thesis

It was Jane who did a great job during the conference preparation

Note:

It and *there*, along with the verb and other sentence elements, may be missing from the stem.

Sample item:

_____ an article publication from 3 to 12 months to be published in a reputable journal with high indexes.

- a. It takes

- b. To take
- c. That takes
- d. By taking

Option (a) is the correct answer because it completes the sentence with the introductory word *it* and a verb. Option (b) and (d) are incorrect answers because they do not supply main verbs. Option (c) is not correct because it creates a noun clause.

Exercise 6. Choose the correct option that correctly completes the sentences.

1. In Indonesia, _____ donated merchandise and gifts to Rumah Sakit Ibu dan Anak (RSIA) Bunda Jakarta
 - a. for Coldplay
 - b. where Coldplay
 - c. Coldplay
 - d. in which Coldplay
2. A new hospital built by Indonesian's government _____ for people addicted to online gambling due to the high rate of online game among the citizens.
 - a. it is one method
 - b. is one method
 - c. a method is one
 - d. one method
3. _____ from Madura to Jakarta on a motorcycle without any preparation.
 - a. The 12-year-old elementary school children set out
 - b. Two 12-year-old elementary school children set out
 - c. It was set out by 12-year-old elementary school children
 - d. The 12-year-old elementary school children set out of

4. _____ the first content creator in Indonesia who is allowed to create content directly at Warren's Occult Museum with the original Annabelle doll.
- She is
 - Being
 - Is she
 - There it
5. President Jokowi _____ the KTT Luar Biasa OKI in Riyadh, Saudi Arabia.
- by attending
 - whose attendance
 - attended
 - when he attends
6. On Monday, President Joko Widodo and U.S President Joe Biden _____
- at White House in Washington, DC
 - met at White House in Washington, DC
 - whose met at White House in Washington, DC
 - they met at White House in Washington, DC
7. American actress and director Margaret Webster _____ for her production of Shakespearean plays
- who became famous
 - famous as she became
 - becoming famous
 - became famous
8. _____ gas tanks connected to welding equipment, one full of oxygen and the other full of acetylene.
- It is two
 - Of the two
 - There are two
 - Two

Key Answers:

Exercise 1

1. loves
2. sings / washes
3. visit
4. lay
5. works
6. writes

Exercise 2

	Singular	Plural	Noun	Verb
A new phone costs a lot of money	X			X
New iPhone brands cost a lot of money		X	X	
My roommate plays a mobile game every day	X			X
My roommates play a mobile game together		X	X	
Jane drinks water in the morning	X			X
Hot drinks taste good during winter		X	X	
My classmate presents his paper during the conference	X			X

Exercise 3

1. Pop singers sing
A pop singer sings
2. Famous dancers dance
A famous dancer dances
3. Birds fly

A bird flies

4. The boys open and close the window
The boy opens and closes the window
5. Men jump
A man jumps

Exercise 4

1. Coffee **is** good for your health
2. The fruits you buy for your breakfast **are** listed in your shopping list
3. Every man, woman, and child **is** provided government's protection
4. The professor and his friend **go** to the lab
5. Each man and woman in the college **has** to present their paper
6. Tomatoes **are** difficult to grow here.
7. Presenting your ideas during the conference **was** great.
8. Where **do** your sons live in Australia?
9. Where **were** Jane and Dinda during our performance?
10. Why **does** she take your pen while you are still writing?
11. **is** having a good reputation in your life good for others as well?

Exercise 5

1. Some of the vegetable on this table (is, are) still fresh
2. Some of the tomatoes on this table (is, are) still fresh
3. Most of the song (is, are) beautiful to listen
4. Most of the songs (is, are) beautiful to listen
5. A lot of the students in my class (is, are) from USA
6. One of my old friends (is, are) coming to visit Thailand
7. A number of children (is, are) having fun at the park
8. Each of the girls in the class (has, have) her own notebook

9. Every one of the children (is, *are*) required to attend the morning class
10. (*Does*, Do) all the children play at the park?

Exercise 6

1. C
2. B
3. B
4. A
5. C
6. B
7. D
8. C

REFERENCES

- Anderson, J. M. (2007). Modern Grammars of Case. *Modern Grammars of Case*, 1–480. <https://doi.org/10.1093/acprof:oso/9780199297078.001.0001>
- Azar, B. S. (1941). Basic English Grammar: Second Edition. In *Person*.
- Azar, B. S. (2002). *Understanding and Using English Grammar 3rd Edition*. Pearson Education.
- Azar, B. S. (2015). *Basic English Grammar: Third Edition* (Vol. 3, Issue 12, p. 530).
- Azar, B. S., & Hagen, S. A. (2009). *Understanding and Using English Grammar Fourth Edition*.
- Azar, B. S., & Hagen, S. A. (2016). Understanding and Using English Grammar Fifth Edition. *Pearson Education*, 1–491.
- Mary, S. S. (2004). *Grammar Rules For Students, Parents, & Teachers: A straightforward approach to basic English Grammar and Writing Skills* (p. 79).
- Rogers, B. (2007). *The Complete Guide to The TOEFL Test*.

CHAPTER IV

PRONOUNS

By Neneng Yuniarty

4.1 Introduction to Pronouns

Pronouns are an essential part of language and communication. They serve as a linguistic tool to replace nouns, allowing us to refer to people, places, things, or ideas without constantly repeating the same words and also adding depth and clarity to our expressions, pronouns are an integral part of how we express thoughts, emotions, and information. Pronouns simplify and streamline our conversations and writing, making them more efficient and coherent. They come in various forms, including personal pronouns (such as "he," "she," "they"), demonstrative pronouns (like "this" and "those"), possessive pronouns (such as "his," "her," "its"), and many more.

Pronouns play a crucial role in expressing identity and gender, as they allow individuals to specify how they wish to be referred to. The use of inclusive language, which respects and acknowledges people's gender identities and pronoun preferences, is becoming increasingly important in contemporary communication.

Understanding the different types of pronouns and their usage will help you construct grammatically correct sentences and convey your intended meaning. In the TOEFL exam, you may encounter questions that test your knowledge of pronouns, such as identifying the appropriate pronoun to use in a given sentence or completing sentences with the correct pronouns.

Remember to pay attention to subject-verb agreement, gender agreement, and case (subject/object) when using pronouns. By practicing and familiarizing yourself with pronoun usage, you can enhance your overall language proficiency and improve your performance in the TOEFL exam.

Throughout this chapter, we will describe the various categories of pronouns, their grammatical roles, and their significance in facilitating fluid and coherent communication. By the end, you will have a comprehensive understanding of pronouns and their role in the rich tapestry of language.

4.2 Types of Pronouns

Pronouns are words that are used to replace nouns in sentences. They help avoid repetition and make sentences more concise. There are several types of pronouns, each serving a different purpose in a sentence. Here are the types of pronouns:

- A. Personal pronouns** are words used to replace nouns in a sentence to avoid repetition and make language more concise. They are an essential part of language and help us communicate effectively. Personal pronouns are used to refer to specific people, animals, or things. There are different types of personal pronouns, including:

1. Subject Pronouns.

A subject pronoun is a type of pronoun that is used as the subject of a sentence. In English grammar, subject pronouns replace the subject of a sentence, which is the person or thing performing the action. These pronouns help to avoid repetition and make sentences more concise. The subject pronouns in English are:

I
You
He
She
It
We
They

For example, instead of saying "John went to the store," you can use the subject pronoun and say "He went to the store." In this case, "He" is replacing the subject, which is John. Similarly, you can say "They are my friends" instead of "John and Sarah are my friends," using "They" to replace the subject.

Subject pronouns are different from object pronouns, which are used when the pronoun is the object of the verb or preposition in a sentence. Understanding the use of subject pronouns is essential for constructing clear and grammatically correct sentences in English.

2. **Object Pronouns.**

An object pronoun is a type of personal pronoun that typically serves as the object of a verb or a preposition in a sentence. In English, these pronouns are used to replace nouns that function as the direct or indirect object in a sentence. They are placed after the verb or preposition and are used to avoid repetition or to make sentences less cumbersome.

Here are the English object pronouns:

Me	Us
You	Them
Him	
Her	
It	

Object pronouns are used in various contexts, including as direct objects, indirect objects, and objects of prepositions.

For example:

- Direct object: "John kicked the ball." (The word 'ball' is the direct object. It can be replaced with the object pronoun 'it': "John kicked it.")
- Indirect object: "She gave John the book." (The word 'John' is the indirect object. It can be replaced with the object pronoun 'him': "She gave him the book.")
- Object of a preposition: "The package is for her." (The word 'her' is the object of the preposition 'for'. It is an object pronoun used to replace a noun.)

3. Possessive Adjectives.

A possessive adjective is a type of adjective that indicates possession or ownership. It is used to modify a noun, indicating that something belongs to someone or something indicated by the noun. Possessive adjectives are used to show relationships between people or things. In English, the most common possessive adjectives are:

My
Your
His
Her
Its
Our
Their

These words are used **before** a noun to indicate to whom or to what the noun belongs.

For example:

- My car is red. (The possessive adjective "my" indicates that the car belongs to the speaker.)

- Her book is on the table. (The possessive adjective "her" indicates that the book belongs to a female person previously mentioned or understood in the context.)

Possessive adjectives can be used to show possession in the first person (the speaker), the second person (the person being spoken to), or the third person (a person or thing being spoken about). It's important to note that possessive adjectives differ from possessive pronouns, which replace a noun and do not modify it. Examples of possessive pronouns include "mine," "yours," "his," "hers," "its," "ours," and "theirs."

Note that "its" is used as a possessive adjective for inanimate objects, whereas "it's" is a contraction for "it is" or "it has."

4. Possessive Pronouns

Possessive pronouns are a type of pronoun that demonstrate ownership or possession of something. They replace nouns to show that something belongs to someone. Possessive pronouns can be used to indicate both singular and plural ownership. Here is a list of possessive pronouns:

Mine

Yours

His

Hers

Its

Ours

Theirs

For example:

The book is *mine*.

Is this pen *yours*?

Possessive pronouns are often used to show possession in a sentence without the need to repeat the noun they refer to. They are also commonly used in sentences like "This is mine" or "Is this yours?" to specify ownership. Keep in mind that "its" is the only possessive pronoun without an apostrophe, while "it's" is a contraction of "it is" or "it has."

5. Reflexive Pronouns

A reflexive pronoun is a type of pronoun that is used when the subject and the object of a sentence refer to the same person or thing. In other words, a reflexive pronoun reflects back to the subject of the sentence.

In English, the reflexive pronouns are:

Myself
Yourself
Himself
Herself
Itself
Ourselves
Yourselves
Themselves

Reflexive pronouns are typically used with verbs that reflect an action back onto the subject, such as actions that the subject does to or for itself.

For example:

- I hurt myself.
- He taught himself how to play the guitar.
- She looked at herself in the mirror.

They can also be used for emphasis, even when the action is not truly reflexive, as in:

- I myself believe in the power of education.

Using reflexive pronouns correctly is important for maintaining clear and accurate communication. They are commonly used in sentences where the subject and the object are the same entity or when emphasis is needed.

6. Intensive Pronouns

Intensive pronouns, also known as emphatic pronouns, are pronouns that emphasize a preceding noun or pronoun within the same clause. These pronouns reflect back to the subject or object of a sentence for emphasis rather than to fulfil a grammatical function.

The main intensive pronouns in English are "myself," "yourself," "himself," "herself," "itself," "ourselves," "yourselves," and "themselves." They are used to add emphasis to the subject or object of a sentence. Here are a few examples:

- I myself completed the task. (Here, "myself" emphasizes the pronoun "I.")
- She herself baked the cake. (Here, "herself" emphasizes the pronoun "she.")
- They themselves organized the event. (Here, "themselves" emphasizes the pronoun "they.")

Intensive pronouns are different from reflexive pronouns, which are used when the object of a sentence is the same as the subject. For example, in the sentence "I hurt myself," "myself" is a reflexive pronoun, as it reflects back to the subject "I."

Understanding the distinction between intensive and reflexive pronouns is essential for clear and effective communication in English.

7. Demonstrative Pronouns

A demonstrative pronoun is a type of pronoun that is used to point to a particular noun or a group of nouns. It helps in specifying which person or thing is being referred to. Demonstrative pronouns include words such as "this," "that," "these," and "those." Their usage depends on the relative distance between the speaker and the object or objects being referred to.

The basic usage of demonstrative pronouns is as follows:

- "This" and "these" are used to refer to objects that are close to the speaker.
For example: This is my book. (referring to a book close to the speaker)
- "That" and "those" are used to refer to objects that are farther away from the speaker.
For example: That is his car. (referring to a car farther away from the speaker)

Demonstrative pronouns can be used to avoid repetition in sentences. They are often used in everyday language to clearly indicate which specific person, place, or thing is being discussed.

8. Relative Pronouns

A relative pronoun is a type of pronoun that is used to introduce a dependent (or relative) clause in a sentence. It connects the dependent clause to the main clause and helps in defining or modifying the noun that

comes before it. Relative pronouns include words such as "who," "whom," "whose," "which," and "that." These pronouns are used to refer back to a noun or pronoun mentioned earlier in the sentence and to introduce additional information about that noun or pronoun.

Here is a breakdown of how some common relative pronouns are used:

- "Who" is used when referring to people.
For example: The man who lives next door is a doctor.
- "Whom" is also used for people but is used as the object of a verb or preposition. For example: The woman whom you met yesterday is my sister.
- "Whose" shows possession and is used to indicate that something belongs to someone.
For example: The book whose cover is torn belongs to Sarah.
- "Which" is used when referring to animals or things.
For example: The car which is parked in front of the house is mine.
- "That" can refer to both people and things and is often used in restrictive clauses. For example: The dress that I bought yesterday is blue.

Relative pronouns help to provide additional information about the noun or pronoun they refer to, and they play a crucial role in making complex sentences that provide more detail and context.

B. Interrogative Pronouns

Interrogative pronouns are a type of pronoun used to ask questions. They are specifically designed to inquire about people or things and are used to introduce questions in a

sentence. These pronouns are fundamental in eliciting information and seeking clarification. They are used in questions to inquire about specific information. They include:

1. Who

It is used as a subject in a sentence. The interrogative pronoun "who" is used to ask questions about people or persons. It is used to inquire about the identity, role, or characteristics of a person or group of people. It is used as a subject in a sentence.

For example:

- Who is coming to the party?
- Who is that person?
- Who is coming to the party?
- Who won the game?

2. Whom

"Whom" is an interrogative pronoun used to ask about the object of a verb or a preposition in a sentence. It is the objective case form of "who."

For example:

- To whom did you give the book?
- To whom did you speak?
- With whom were you speaking?
- Whom do you want to see?

3. What

The term "what" can serve as a pronoun in certain contexts. As a pronoun, "what" is used to ask questions or refer to unknown or unspecified things or situations. It's employed to inquire about information or to replace a noun in a sentence.

For example:

- What is your favourite colour?
- What did you say?

- What time is the meeting?
- What makes you cry?

4. Which

It is used to ask questions about a specific choice or selection among a limited number of options.

For example:

- Which book are you reading?
- Which color do you prefer?
- Which restaurant did you go to last night?

In these sentences, "which" is used to inquire about a particular option or choice from a set of possibilities.

5. Whose

The interrogative pronoun "whose" is used to inquire about possession or ownership of something. It is used to ask questions about the person or thing that something belongs to.

For example:

- Whose book is this?
- Whose car did you borrow?
- Whose idea was it to start the project?

In each of these examples, "whose" is used to ask about the ownership or possession of the mentioned item or concept.

6. Where

The interrogative pronoun "where" is used to inquire about a location or place. It seeks information about a specific position or area in relation to something or someone.

For example:

- Where is the nearest gas station?

- Where did you go for your vacation?
- Where does this road lead?
- Where can I find a good restaurant around here?

"Where" helps to ask questions that require information about a particular place or position.

7. When

The interrogative pronoun "when" is used to inquire about a specific time or moment. It is employed to ask questions related to the timing or occurrence of events, actions, or situations.

For example:

- When did you arrive?
- When is the meeting scheduled?
- When will they announce the results?

The pronoun "when" seeks information about a particular time or period.

8. Why

The interrogative pronoun "why" is used to inquire about the reason, cause, or purpose behind something. It seeks an explanation or justification for an action, event, situation, or occurrence. It is commonly used to ask for the motive or rationale behind someone's actions or to understand the cause-and-effect relationship in a particular context.

For example:

- Why did you choose that particular course of action?
- Why is the sky blue?
- Why do you think she was upset?
- Why are you so happy?

9. How

The word "how" is an interrogative pronoun when used to ask about the manner or method something is done. It is used to inquire about the way something happens or the way something is done.

For example:

- How did you solve the problem?
- How does this machine work?
- How are you feeling today?

C. Indefinite Pronouns

Indefinite pronouns are a type of pronoun that does not refer to any specific person, thing, or amount. They are used when you do not need to specify the particular person or thing you are referring to. Here are some common indefinite pronouns:

1. Singular Indefinite Pronouns: These refer to one person or thing.
 - Someone: refers to an unspecified person.
 - Anyone: refers to any person.
 - Nobody: refers to no one.
 - Anything: refers to any thing.
 - Something: refers to some unspecified thing.
2. Plural Indefinite Pronouns: These refer to more than one person or thing.
 - Some: refers to an unspecified number or portion.
 - Many: refers to a large but unspecified number.
 - Few: refers to a small number.
 - Several: refers to more than two but not many.
 - Both: refers to two things.
3. Singular or Plural Indefinite Pronouns
 - All: refers to the entire quantity or number.
 - None: refers to not any or no part.
 - Any: refers to an unspecified or unlimited quantity or number of something.

- Most: refers to a majority or the largest part of a group or quantity.
 - None: refers to an absence or lack of something. It means "not any" or "not one" and is used to indicate no amount, quantity, or extent of something.
 - Some: generally, refers to an unspecified number or quantity of something. It implies a portion or a certain amount without specifying the exact quantity.
4. Others: These are less common and can be singular or plural.
- Each: refers to every one in a group individually.
 - Either: refers to one or the other of two.
 - Neither: refers to not one nor the other of two.

Indefinite pronouns can function as subjects, objects, or complements in sentences.

For example:

- Subject: **Someone** left their bag on the table.
- Object: She will take **anything** for her headache.
- Complement: **All** is forgiven.

It is important to note that some indefinite pronouns can be singular or plural based on context. For example, "some" can be used as a singular indefinite pronoun when referring to an unspecified amount or as a plural when referring to an unspecified number of things or people.

Understanding indefinite pronouns is crucial in constructing clear and concise sentences, especially when the specific identity or quantity of a noun is not essential to the context of the sentence.

D. Reciprocal Pronouns

Reciprocal pronouns are a specific type of pronoun used in sentences where two or more people are acting upon each other, performing the same action mutually. They highlight a reciprocal relationship between two or more individuals. The most common reciprocal pronouns in English are "each other" and "one another."

- a. Each other: It is used when referring to two individuals or two groups reciprocating an action between themselves.

For example:

- Sarah and Jack love each other. (This sentence implies that Sarah loves Jack and Jack loves Sarah.)
- The two friends are always there for each other in times of need.
- The teams are competing against each other fiercely.

- b. One another: It is used when referring to more than two individuals or groups reciprocating an action among themselves.

For example:

- The team members respect one another. (The sentence indicates that the team member respects every other team member.)
- The two sisters are always helping one another.
- The students were teaching one another during the group study session.

Reciprocal pronouns are always used in pairs to show the mutual relationship or action between the subjects involved. They can be used in various tenses and forms of verbs to denote an action that is reciprocated between the subjects.

Reciprocal pronouns help to clarify that the action is mutual or reciprocal between the individuals or groups mentioned in the sentence, emphasizing the mutual nature of the relationship or action.

4.3 Exercises

Exercise 1

Find one mistake in each of the following sentences. Some may need pronouns, some have the wrong pronouns, and some have extra pronouns.

1. My mother she is always late picking me up.
2. Little children often need help with his homework.
3. Each of the students brought their own pencil.
4. The XZY company is famous for their strict hiring policies.
5. Dogs get nutrients into systems from good dog food.
6. Computers they are always malfunctioning.
7. There are many different styles, and it is all beautiful.
8. The longest day of the year around here it is June 21.
9. She made a delicious meal but didn't enjoy.
10. Marlee Matlin won their only Academy Award for 'Children of a Lesser God'.
11. The choir gives their concert on the third Sunday in May.
12. The Fire Company held their election of the officers last week.
13. Either Jo or Martha gives her oral report today.
14. The commission planning the redevelopment of the waterfront present its their proposal the major next week.

Exercise 2

Decide which of the four underlined words or phrases-(A), (B), (C), or (D)-would not be considered correct (wrong)

1. A caricature is a picture in which the subject's distinctive features they are deliberately exaggerated.
A B
C D
2. A beaver uses its strong front teeth to cut down trees and peel off its bark.
A B
C D
3. Ants are blind to red light, so it is possible to observe themselves in an artificial nest without disturbing their activities.
A B
C D
4. An auger is a tool which a carpenter uses it to bore holes in wood.
A B C
D
5. The glaciers in Olympia National Park are unusually because they are found at altitudes lower than those at which glaciers are usually found.
A B C D
6. In his novels, Sinclair Lewis drew critical portraits of Americans who thought of them as model citizens.
A B
C D
7. Jaguars which resemble leopards, but they are larger and are marked with rosettes rather than spots.
A B
C D
8. Most bacteria have strong cell walls much like that of plants.
A B C D

9. Bees collect pollen, which furnishes protein for its diet.
A B C D.
10. A small business often limits their operations to a single
A B
neighbourhood or a group of neighbouring communities.
C D

REFERENCE

- Azar, B.S. (1982) *Understanding and Using English Grammar*. 3rd edn, *TESOL Quarterly*. 3rd edn. New York: Longman, Pearson Education. doi:10.2307/3586472.
- Swick, E. (2011) *English Pronouns and Prepositions*. 2nd edn, *NBER Working Papers*. 2nd edn. McGraw Hill Companies, Inc.
<https://fromizmir.com/toefl/pronouns/>

CHAPTER V

VERB AS COMPLEMENT

By Citra Prasiska Puspita Tohamba

5.1 Introduction

In some linguistic discussions, particularly those focusing on verb-centered structures, "verb as complement" could refer to situations where a verb functions as a complement within a larger verbal construction. This might involve a more detailed analysis of the roles verbs play in relation to each other, rather than the traditional roles of subjects, objects, or complements (Ennis, 2021).

In simpler terms, it could be a way of highlighting how one verb is used to complement or modify another verb within a sentence. This might involve certain structures like infinitive phrases, gerund phrases, or other verb forms that work together to convey a more nuanced meaning. In the context of the function, there are some differences between a verb and a verb functioning as a complement. They are as follows:

1. Verb

A verb is a part of speech that expresses an action, occurrence, or state of being. Verbs are essential in constructing sentences because they convey the main idea or action.

Examples:

"She runs every morning."

"They are studying for the exam."

2. Verb as Complement

When we talk about a "verb as complement," we are referring to a situation where a verb is part of a larger grammatical structure that complements or completes the meaning of another verb. This often involves a secondary verb that provides additional information about the main verb.

Examples:

"She likes to run in the park."

(The main verb is "likes," and the infinitive phrase "to run" functions as a complement, providing more detail about what she likes.)

"He started studying early."

(The main verb is "started," and "studying" serves as a complement, specifying what he started to do.)

In summary, a verb is a standalone part of speech that represents an action, occurrence, or state of being. On the other hand, when we talk about a "verb as complement," we are referring to a construction where a verb, often in the form of an infinitive, gerund, or another verb structure, complements or adds detail to the main verb in a sentence.

5.2 The Form of Verb as Complement

Verb complement is a word or group of words that functions as the object (either direct object or indirect object) of the verb and completes the meaning of the verb. These verbs are known as "gerund" or "infinitive" verbs. The choice between the -ing form or to + infinitive form can change the overall meaning of the sentence. It is important to understand the specific usage and context in which each form is appropriate (*Verbs Followed by "-Ing" or Infinitive to*

Change Meaning, 2018). Indeed, there are three ways to make a sentence with verb complement in it: 1. With Infinitives, 2. With Gerund, 3. With Noun Clause / Noun Phrase.

Moreover, in grammar, a verb can serve as a complement in various ways, depending on the context. Complements are elements that complete the meaning of a verb. Here are a few ways in which a verb can function as a complement:

1. Object of the Verb:

In a typical sentence, a verb often acts upon a direct object, which receives the action of the verb. For example:

- She **ate** an apple.
- They **built** a house.

2. Subject Complement:

Some verbs can be followed by a subject complement, which provides additional information about the subject. Common linking verbs, such as "be," "seem," "appear," and others, are often followed by subject complements.

- She **is** a doctor.
- The flowers **smell** delightful.

3. Adverbial Complement:

Some verbs are followed by an adverbial complement that provides additional information about the action. This can include details about time, place, manner, etc.

- He swam **across the river**.
- They danced **happily**.

4. Prepositional Complement:

- Verbs can also be followed by prepositional phrases that function as complements. The prepositional phrase adds information about the action.
- She **sang** with enthusiasm.
- We **talked** about the project.

5. Infinitive or Gerund Complement:

- Some verbs are followed by an infinitive or a gerund as a complement.
- He **likes** to swim. (infinitive)
- She **enjoys** singing. (gerund).

6. Clause Complement:

- A verb can also be followed by a subordinate clause that acts as a complement, providing additional information or context.
- She said that she **would come**.
- He knows why she **left**.

Understanding the different types of complements and their roles in a sentence is crucial for constructing grammatically correct and meaningful sentences.

5.3 Object of The Verb

In terms of the "Object of the Verb," a verb can indeed function as a complement. This occurs when one verb acts as the object of another verb. This often involves a construction with a main verb followed by a verb in its base form, infinitive, or gerund form. Here are examples:

Base Form Object:

Some verbs take another verb in its base form as their object.

Example: "I saw him run."

(The main verb is "saw," and the verb "run" functions as its object, indicating what was seen.)

Infinitive Object:

Certain verbs are followed by an infinitive as their object.

Example: "She wants to dance."

(The main verb is "wants," and the infinitive "to dance" functions as its object, specifying what she wants.)

Gerund Object:

Some verbs take a gerund (verb + -ing) as their object.

Example: "I enjoy swimming."

(The main verb is "enjoy," and the gerund "swimming" functions as its object, expressing what is enjoyed.)

In these examples, the verbs "run," "dance," and "swimming" serve as objects of the main verbs "saw," "wants," and "enjoy," respectively. This illustrates how a verb can function as a complement, specifically as the object of another verb.

5.4 Verb + Gerunds

If verbs become the complement (object) in a sentence, then they can take the form verb+ing or to+verb. The determination of the form (whether verb+ing or to+verb) depends on the verb that is the predicate in the sentence.

Gerunds are verbs that function as nouns so they can function as subjects, objects and complements in sentences, as well as behind a preposition. The gerund form is usually called verb+ing. That's probably the term we are most familiar with when it comes to gerunds. In short, Gerund is a noun formed from verb + ing. Gerund as a complement cannot be used as a subject in passive voice. Gerunds are located after to be: is/am/are, was/were, been/being/be.

Example:

1. Swimming

I enjoy **swimming** in the ocean.

Swimming is a good form of exercise.

2. Running

She started **running** when she was five.

Running helps improve cardiovascular health.

3. Reading

I spend my evenings **reading**.

Reading is a great way to relax.

4. Writing

He spends a lot of time **writing** in his journal.

Writing requires creativity and discipline.

5. Cooking
Cooking can be a fun and rewarding activity.
I learned cooking from my grandmother.
6. Singing
Singing in the choir is her favorite activity.
Singing can uplift your mood.
7. Dancing
We spent the evening dancing at the party.
Dancing is a great way to express yourself.
8. Playing
Playing sports is good for physical health.
She enjoys playing the piano.
9. Studying
Studying for exams can be challenging.
I dedicate a few hours each day to studying.
10. Teaching
Teaching requires patience and communication skills.
I find joy in teaching others.

Formula:

Creating a verb with a gerund involves taking a verb and adding the -ing suffix. Here is the basic formula:

Verb + -ing

However, it should be noted that not all verbs can be turned into gerunds by adding the -ing ending. Some verbs have special rules or different forms. For example:

<i>Run</i>	<i>Swim</i>	<i>Teach</i>
<i>Verb: Run</i>	Verb: Swim	Verb: Teach
<i>Gerund: Running</i>	Gerund: Swimming	Gerund: Teaching

Sometimes, there are special rules for replacing the last letter before adding -ing, such as replacing "e" with "ing" in verbs ending in e (e.g. write → writing) (Smodley, n.d.).

Keep in mind that this is a general rule, and there are some verbs that do not follow this rule. Therefore, when learning new verbs, always check references or dictionaries to ensure correct usage.

5.5 Verb + to Infinitive

Infinitives are the basic form of verbs. In English, infinitives are usually preceded by "to". For example: to read, to walk, to give, and so on. Although most infinitives start with "to", there are some infinitives without "to", usually called "bare infinitive".

The basic formula for forming an infinitive phrase (to infinitive) is:

Verb + to + Infinitive

Verb: Play	Verb: Read	Verb: Write
<i>To Infinitive: To play</i>	To Infinitive: To read	To Infinitive: To write

However, it should be noted that some verbs have infinitive forms that don't require "to". These are known as infinitives without "to". For example:

Can:	Will:
<i>Infinitive: Can swim</i>	Infinitive: Will write

Thus, the general formula is:

Modal Verb / Verb + to + Infinitive
or
Modal Verb / Verb + Infinitive without "to"

It is important to remember that not all verbs can be followed by an infinitive, and there are some verbs that are more commonly used with gerunds or other verb forms. Here are some examples of sentences using modal verbs or verbs followed by a “to infinitive”. In these sentences, the modal verb or verbs are followed by the to infinitive to express purpose, obligation, ability, or intention to do something.

1. Modal Verb: Can

- She can swim in the deep end of the pool.
- Can you help me with my homework?

2. Modal Verb: Will

- I will call you later.
- Will you please pass the salt?

3. Modal Verb: Must

- You must finish your assignment before the deadline.
- Must I attend the meeting?

4. Modal Verb: Should

- He should apologize for his behavior.
- Should we go to the movies tonight?

5. Verb + to Infinitive: Agree

- She agreed to meet me at the coffee shop.
- We agree to support the new proposal.

6. Verb + to Infinitive: Plan

- They plan to travel around the world.
- I plan to start a new business.

7. Verb + to Infinitive: Decide

- We decided to go on a vacation.
- Have you decided to take the job offer?

8. Verb + to Infinitive: Learn

- She wants to learn to play the guitar.
- They learned to speak French fluently.

9. Verb + to Infinitive: Hope

- I hope to visit Japan next year.
- Do you hope to succeed in your career?

10. Verb + to Infinitive: Need

- The car needs to be repaired.
- We need to finish the project by Friday.

Infinitives without "to" are usually used after certain verbs or phrases, such as modal verbs and certain verbs of perception. In these cases, the verb or modal verb is immediately followed by the infinitive without "to." This is a typical pattern in some situations and should be recognized when learning about infinitive usage in English, for example:

1. Modal Verb: Can

- She can swim.
- Can you help me?

2. Modal Verb: Will

- He will come to the party.
- Will you pass me the salt?

3. Modal Verb: Must

- You must finish your homework.
- Must I go now?

4. Modal Verb: Should

- You should eat more vegetables.
- Should we call him?

5. Verb + Infinitive without "to": Let

- Let me explain the situation.
- Let us go for a walk.

6. Verb + Infinitive without "to": Make

- She makes me laugh.
- You make it look easy.

7. Verb + Infinitive without "to": Help

- She helped me clean the house.
- Can you help me with this problem?

8. Verb + Infinitive without "to": Watch

- I watched him perform on stage.
- Did you watch the movie?

9. Verb + Infinitive without "to": Feel

- I felt him move beside me.
- Do you feel the ground shaking?

10. Verb + Infinitive without "to": Hear

- I heard her sing beautifully.
- Did you hear the news?

5.6 Verb + Preposition + Gerund

There are two possibilities when a Gerund is used as an Object, namely Object of Preposition and Object of Verb. Some common prepositions that are often followed by a Gerund are: about, in, for, of, without, from, by, and to. For the preposition "to", it can be followed by a Gerund if it functions as a preposition, not a form of infinitive.

The phrase "Verb + Preposition + Gerund" is used to express the action or activity that occurs after the preposition. In these sentences, the preposition connects the verb with the gerund, providing additional meaning regarding the action or activity described by the gerund. Here are some examples of sentences with this structure:

1. Look forward to:

- She looks forward to meeting her friends.
- We looked forward to attending the concert.

2. Think about:

- I am thinking about redecorating my room.
- Have you ever thought about traveling the world?

3. Dream of:

- He dreams of becoming a famous actor.
- Many people dream of owning their own business.

4. Worry about:

- Don't worry about making a mistake.
- She worries about failing the exam.

5. Talk about:

- They talked about going on a vacation together.
- Let's talk about starting a new project.

6. Apologize for:

- She apologized for arriving late.
- He apologized for forgetting the appointment.

7. Believe in:

- I believe in taking chances.
- Do you believe in helping others?

8. Succeed in:

- She succeeded in finishing the marathon.
- I hope to succeed in achieving my goals.

9. Thank for:

- I want to thank you for helping me.

- She thanked him for the lovely gift.

10. Insist on:

- He insists on coming to the meeting.
- We insist on following the rules.

Here are some sample questions and answers about verbs as complements:

1. Choose the sentence that has verb as complement:
 - a. She is a doctor.
 - b. He is running fast.
 - c. The cake tastes delicious.
 - d. They play soccer every weekend.
2. Identify the verb that acts as a complement in the following sentence:
 "I find the idea of traveling to new places fascinating."
3. Fill in the dots below with the appropriate word:
 "She made me _____ at the surprise party."
4. Choose the sentence that does not have a verb as a complement:
 - a. The flowers smell sweet.
 - b. They make their own decisions.
 - c. I believe in you.
 - d. He called his mother.

1. Answer:

- c. The cake tastes delicious.

(The verb "tastes" acts as a complement that describes the flavor properties of the cake.)

2. Answer:

"Traveling" (The verb "traveling" acts as a complement in the sentence.)

3. Answer:

"She made me laugh at the surprise party."

(The verb "laughed" acts as a complement describing the action performed.)

4. Answer:

c. I believe in you.

(This sentence does not have a verb as a complement, but it has the preposition "in" followed by the pronoun "you.")

Here is an example of a TOEFL question involving the use of verbs as complements:

1. Choose the option with the correct verb complement:

"The smell in the kitchen _____ delicious."

- a. are
- b. is
- c. be
- d. am

2. Identify the sentence with the verb complement:

- a. She believes in hard work.
- b. They run in the morning.
- c. The mountain view is breathtaking.
- d. He cooked dinner for his family.

3. Complete the sentence with the appropriate verb complement:

"The students made the teacher _____ proud with their excellent performance."

- a. is
- b. are
- c. be

- d. to be
- 4. Choose the correct sentence with a verb complement:
 - a. Playing the piano brings her joy.
 - b. The rain falls gently on the roof.
 - c. Our team won the championship.
 - d. To understand the assignment is important.

Answers

- 1. b. is (*The smell is delicious.*)
- 2. a. She believes in hard work. (*In this sentence, "believes" is a verb complement that expresses an action or belief.*)
- 3. d. to be (*The students made the teacher proud to be proud with their excellent performance.*)
- 4. a. Playing the piano brings her joy. (*In this sentence, "playing" is a gerund acting as a verb complement.*)

REFERENCE

- Ennis, M. (2021, June 23). Making Sense Out of Infinitive and Gerund Complements | Cambridge English. *World of Better Learning* / Cambridge University Press.
<https://www.cambridge.org/elt/blog/2021/06/23/making-sense-out-of-infinitive-and-gerund-verb-complements/>
- Smoldley, A. (n.d.). GERUND AND INFINITIVE. In *Intermediate English*. Universitas Pamulang.
- Verbs followed by “-ing” or infinitive to change meaning*. (2018, July 17). LearnEnglish.
<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/verbs-followed-ing-or-infinitive-change-meaning>

CHAPTER VI

AFFIRMATIVE & NEGATIVE AGREEMENT, NEGATION, AND COMMANDS

By Nining Syafitri

6.1 Introduction to Agreement

According to Cambridge Dictionary (2023), an agreement has some meanings, such as 1) the situation in which people have the same opinion, or in which they approve of or accept something and 2) a decision or arrangement, often formal and written, between two or more groups or people. So that, agreement in English refers to the grammatical concept of ensuring that various parts of a sentence are in harmony with each other. This agreement is primarily based on the agreement of subjects and verbs, pronouns and antecedents, and adjectives and pronouns. By having agreement, we create a smooth and logical flow in our sentences, making it easier for the reader or listener to understand our intended meaning.

Fuad Mas'ud (2005) states some rules of agreement in English, they are:

- 1) agreement between subject and verb;
- 2) agreement between pronoun and antecedent; and
- 3) agreement between adjective and pronoun.

The most common form of agreement is between **the subject and the verb**. This means that the verb in a sentence must match the number and person of the subject.

For example, if the subject is singular, the verb must also be singular, and if the subject is plural, the verb must be plural as well. This agreement ensures that the subject and verb work together to convey the correct information.

For instance:

- **She studies.** (*Correct*)
- **She study.** (*Incorrect*)
because "she" is a singular subject and requires a singular verb.

Another important aspect is between **pronouns and** antecedents. Pronouns are words that replace nouns, and they must agree with the noun they are replacing in terms of number, gender, and person.

For instance, if the antecedent is a singular male noun, the pronoun used to replace it should also be singular, and matching in person. This agreement helps to keep clarity and avoids confusion in sentences.

For example:

- **He loves his job.** (*Correct*)
- **He loves their job.** (*Incorrect*)
because the pronoun "his" agrees with the singular, antecedent "he."

Lastly, agreement also applies to **adjectives and pronouns**. In English, adjectives must match the noun they describe in terms of number and type. This means that if the noun is singular, the adjective must be singular as well, and if the noun is plural, the adjective should also be plural.

1. This and That are singular, then only used together with singular nouns.
2. These and Those are plural, then only used together with plural nouns.

This agreement makes sure that the adjectives accurately describe the noun they are modifying.

For instance:

- This kind of apples. (*Correct*)
- These kinds of apples. (*Correct*)
- These kind of apples. (*Incorrect*)

In conclusion, **agreement in English is a crucial aspect of grammar that ensures the different parts of a sentence work together harmoniously**. This agreement is observed between subjects and verbs, pronouns and antecedents, and adjectives and pronouns. By understanding and applying these rules of agreement, we can effectively communicate our intended meaning and create coherent sentences that are easy to understand.

Examples:

1. Subject-verb agreement:

- Correct : The dog barks at the cat.
- Incorrect : The dog bark at the cat.

2. Pronoun-antecedent agreement:

- Correct : Dayat loves his cat.
- Incorrect : Dayat loves their cat.

3. Adjective-pronoun agreement:

- Correct : This variety of fruits.
- Incorrect : These variety of fruits.

6.2 Affirmative Agreement

Affirmative agreement in English involves **the agreement between a subject and a verb in a positive or affirmative sentence**. It is essential to ensure that the verb form matches the subject in terms of number and person. For example, in the sentence "She sings beautifully," the subject "she" is a third-person singular pronoun, and the verb "sings" also takes the singular form. In this case, both the subject and verb agree in terms of number and person, resulting in proper agreement.

Furthermore, affirmative agreement also applies to plural subjects and corresponding plural verbs. For instance, in the sentence "They eat dinner together," the subject "they" is a third-person plural pronoun, and the verb "eat" also takes the plural form. Here, both the subject and verb agree in terms of number, ensuring proper agreement. It is crucial to remember that when using plural subjects, the corresponding verb form should be in agreement, allowing for correct sentence structure and comprehension.

In summary, affirmative agreement in English is a vital aspect of grammatical correctness. It ensures that the subject and verb in a sentence agree in terms of number and person. By maintaining proper agreement, sentences become clear, coherent, and easy to understand. Whether it involves singular or plural subjects, affirmative agreement plays a crucial role in constructing grammatically accurate sentences in English.

Azar (2002) explains the use, pronunciation, and spelling final **-s/-es** below.

Tabel 6. 1. Final -s/-es: Use, Pronunciation and Spelling

(a) NOUN + -S: <i>Laptops are important.</i> NOUN + -ES: <i>I like my classes.</i>	A final -s or -es is added to a noun to make the noun plural. Laptop = a singular noun Laptops = a plural noun
(b) VERB + -S: <i>Fariq works at the hospital.</i> VERB + -ES: <i>Khalisya watches the circus.</i>	A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., <i>Maya, my mother, the ring</i>) or a third-person singular pronoun (<i>she, he, it</i>). Maya works = singular She works = singular The students work = plural They work = plural
Pronunciation of -S/-ES	
(c) seats → <i>seat/s/</i> ropes → <i>robe/s/</i> backs → <i>back/s/</i>	Final -s is pronounced /s/ after voiceless sounds, as in (c): “t,” “g,” and “k” are examples of voiceless sounds.
(d) seeds → <i>seed/z/</i> robes → <i>robe/z/</i> bags → <i>bag/z/</i> sees → <i>see/z/</i>	Final -s is pronounced /z/ after voiced sounds, as in (h): “d,” “b,” “g,” and “ee” are examples of voiced sounds.
(e) dishes → <i>dish/əz/</i> catches → <i>catch/əz/</i> mixes → <i>mix/əz/</i>	Final -s and -es are pronounced /əz/ after “-sh,” “-ch,” “-s,” “-z,” and “-ge”/“-dge” sounds. The

prizes → <i>prize/əz/</i> edges → <i>edge/əz/</i>	/əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.
SPELLING: FINAL -S vs. -ES	
(f) sing → <i>sings</i> song → <i>songs</i>	For most words (whether a verb or a noun), simply a final -s is added to spell the word correctly.
(g) wash → <i>washes</i> watch → <i>watches</i> class → <i>classes</i> buzz → <i>buzzes</i> box → <i>boxes</i>	Final -es is added to words that end in -sh, -ch, -s, -z , and -x .
(h) toy → <i>toys</i> buy → <i>buys</i> (i) baby → <i>babies</i> cry → <i>cries</i>	For words that end in -y: In (h): If -y is preceded by a vowel, only -s is added. In (i): If -y is preceded by a consonant, the -y is changed to -i and -es is added.

Source: Betty Schramper Azar, Understanding and Using English Grammar, Third Edition with Answers Key, 2002.

Examples:

Concrete examples to illustrate affirmative agreement in English:

1. Singular subject and verb:

- The dog barks loudly.

- The subject "dog" is singular, and the verb "barks" also takes the singular form, resulting in agreement.

2. Singular subject and verb with a pronoun:

- He enjoys playing soccer.

- The subject "He" is a third-person singular pronoun, and the verb "enjoys" also takes the singular form, ensuring agreement.

3. Plural subject and verb:

- The students study diligently.

- The subject "students" is plural, and the verb "study" also takes the plural form, demonstrating proper agreement.

4. Plural subject and verb with a pronoun:

- They like to watch movies together.

- The subject "They" is a third-person plural pronoun, and the verb "like" also takes the plural form, showcasing agreement.

5. Contrasting incorrect agreement:

- The boys plays video games.

- In this example, the subject "boys" is plural, but the verb "plays" is in the singular form. This creates a disagreement and results in an incorrect sentence. The correct form should be: "The boys play video games."

Note: The examples provided focus on agreement in terms of number, but agreement also extends to other factors such as person and gender.

6.3 Negative Agreement

Negative agreement occurs when a negative word or phrase is used in a sentence, and it affects the agreement of certain elements within that sentence.

When a sentence contains a negative word or phrase, such as "not," "no," or "never," it often affects the agreement **between the subject and the verb**. In negative agreement, the verb is usually in the affirmative form, even though the sentence as a whole expresses a negative meaning.

For example:

- **"He does not like to swim."**
- The subject "he" is singular, but the verb "like" is in the third person singular form "does." This is because the negative word "not" triggers the use of the affirmative verb form.

Negative agreement also affects the agreement between **pronouns and the verb**. When a negative word or phrase is present, the pronoun that follows it should be in the affirmative form, even if the sentence conveys a negative meaning. For instance, in the sentence "Nobody wants to go," the pronoun "nobody" is singular, but the verb "wants" is in the third person singular form. Here, the negative word "nobody" influences the use of the affirmative verb form.

In conclusion, negative agreement in English refers to the specific rules that govern the agreement between different elements in a sentence when a negative word or phrase is used. It affects the

agreement between the subject and the verb, as well as between pronouns and the verb. In these cases, the verb and pronoun are typically in the affirmative form, even though the overall meaning of the sentence is negative. Understanding negative agreement is crucial for accurate and grammatically correct communication in English.

Examples:

1. Sentence: "I don't have any money."

Explanation: In this sentence, the subject "I" is singular, but the verb "have" is in the third person singular form. The negative word "don't" triggers the use of the affirmative verb form.

2. Sentence: "She never eats meat."

Explanation: In this sentence, the subject "she" is singular, but the verb "eats" is in the third person singular form. The negative word "never" influences the use of the affirmative verb form.

3. Sentence: "We won't be late for the meeting."

Explanation: In this sentence, the subject "we" is plural, but the verb "be" is in the third person singular form "won't." The negative word "won't" triggers the use of the affirmative verb form.

4. Sentence: "No one likes to do chores."

Explanation: In this sentence, the subject "no one" is singular, but the verb "likes" is in the third person singular form. The negative phrase "no one" influences the use of the affirmative verb form.

5. Sentence: "They aren't interested in traveling."

Explanation: In this sentence, the subject "they" is plural, but the verb "are" is in the third person plural form "aren't." The negative word "aren't" triggers the use of the affirmative verb form.

6.4 Introduction to Negation

Retrieved from fromizmir.com (2023), in order to convey denial or negation in our writing and speech, negation is a crucial component of English grammar. It is essential to know how to construct negative sentences and utilize negation appropriately if you want to communicate effectively in English and ace the TOEFL.

In the introduction to negation in English, it is important to first understand the basic structure of negative sentences. The most common way to create a negative statement is by adding the word "not" after the auxiliary verb in a sentence.

For example, in the sentence "**I am going to the party**," the negation would be "**I am not going to the party**." It is important to note that the word "not" is often contracted with the auxiliary verb, resulting in forms such as "**isn't**," "**doesn't**," or "**can't**."

Furthermore, negation in English can also be expressed using negative words such as "**no**," "**never**," "**nobody**," "**nothing**," and "**nowhere**." These words are used to directly express negation without the need for an auxiliary verb.

For instance, instead of saying "I did not see anything," one can simply say "**I saw nothing**." These negative words can be used to negate nouns, verbs, adjectives, or adverbs.

Overall, the introduction to negation in English provides a foundation for understanding how to create negative sentences and express negation in various forms. By using the word "not" with

auxiliary verbs or employing negative words, students can effectively convey their negative thoughts, opinions, or refusals in English. Mastery of negation is crucial for accurate and nuanced communication, allowing individuals to express themselves clearly and precisely.

Example

Concrete Examples:

1. Sentence with "not" as a negation:
 - Original sentence: "She is happy."
 - Negation: "She is not happy."
2. Sentence with contracted form of "not":
 - Original sentence: "He does his homework."
 - Negation: "He doesn't do his homework."
3. Sentence with negative word:
 - Original sentence: "They found something."
 - Negation: "They found nothing."
4. Negation of a noun:
 - Original sentence: "There is someone in the room."
 - Negation: "There is nobody in the room."
5. Negation of an adjective:
 - Original sentence: "He is tall."
 - Negation: "He is not tall."
6. Negation of an adverb:
 - Original sentence: "She runs fast."
 - Negation: "She does not run fast."
7. Expressing refusal using negation:
 - Original sentence: "Can you lend me some money?"

- Negation: "No, I can't lend you any money."

8. Expressing disagreement using negation:

- Original sentence: "I agree with your opinion."
- Negation: "I don't agree with your opinion."

9. Negative question:

- Original sentence: "Did you see anything?"
- Negation: "Didn't you see anything?"

10. Expressing denial using negation:

- Original sentence: "I did not steal the cookies."
- Negation: "I never stole the cookies."

6.5 Common Mistakes to Avoid in Negation

It is common for students to make mistakes when attempting to negate sentences. One common mistake is **the omission of the auxiliary verb**. In English, negation typically requires the use of auxiliary verbs such as "do" or "did." For example, instead of saying "I no like ice cream," the correct way to negate the sentence would be "I do not like ice cream." Another common mistake is **the incorrect placement of the negative word "not."** It should generally be placed after the auxiliary verb or the main verb. For instance, instead of saying "I do like not ice cream," the correct form would be "I do not like ice cream."

Another mistake to avoid in negation is **the double negative**. A double negative occurs when two negative words are used in the same sentence, resulting in a positive meaning. This is considered incorrect in standard English. For example, saying "I don't know nothing" implies that you know something. To correct this, you should say "I don't know anything" or "I know nothing." Additionally, students often forget to use the appropriate negative words. Instead of using "no" to negate a verb, they mistakenly use it

to negate a noun. For instance, saying "I have no any friends" is incorrect. The correct form would be "I don't have any friends."

Lastly, it is crucial to avoid **the mistake of negating the wrong word or phrase in a sentence**. Students often negate the wrong element, leading to confusion or a change in the intended meaning. For example, saying "I don't usually eat vegetables" is different from saying "I usually don't eat vegetables." The first sentence implies that the speaker sometimes eats vegetables, while the second sentence suggests that the speaker rarely or never eats vegetables. Therefore, it is essential to carefully consider the placement of negation words to accurately convey the intended meaning in a sentence.

In conclusion, when it comes to negation in English, there are several common mistakes that students should be aware of and avoid. These mistakes include **omitting the auxiliary verb, incorrectly placing the negative word "not," using double negatives, using negative words incorrectly, and negating the wrong word or phrase**. By being mindful of these common errors, students can improve their proficiency in negating sentences accurately and effectively in English.

Example

Example 1:

Incorrect: "They no went to the party."

Correct: "They did not go to the party."

Example 2:

Incorrect: "He didn't had any money."

Correct: "He didn't have any money."

Example 3:

Incorrect: "I don't never want to go there again."

Correct: "I never want to go there again."

Example 4:

Incorrect: "She don't likes that movie."

Correct: "She doesn't like that movie."

Example 5:

Incorrect: "We don't have no homework today."

Correct: "We don't have any homework today."

6.6 Introduction to Commands in English

In English, commands (imperative sentence) are used to give orders, instructions, or advice to someone. They are a type of sentence that is used to express a request or a directive. Commands are often used in situations where someone has authority or where it is necessary to be assertive. They are commonly used in everyday conversations, as well as in formal and informal writing. Understanding commands in English is essential for effective communication, as they allow us to express our needs and expectations clearly.

Azar (2003) shows the explanation of commands in the table below.

Tabel 6. 2. Giving Instructions: Imperative Sentences

COMMAND (a) <i>General: Open the door!</i> <i>Soldier: Yes, sir!</i> REQUEST (b) <i>Teacher: Open the door, please.</i> <i>Student: Okay, I'd be happy to.</i> DIRECTIONS (c) <i>Barbara: Could you tell me how to get to the post office?</i> <i>Stranger: Certainly. Walk two blocks down this street. Turn left and walk three more blocks. It's on the right-hand side of the street.</i>	Imperative sentences are used to give commands, make polite requests, and give directions. The difference between a command and a request lies in the speaker's tone of voice and the use of please. Please can come at the beginning or end of a request: <i>Open the door, please.</i> <i>Please open the door.</i>
(d) Close the window. (e) Please sit down. (f) Be quiet! (g) Don't walk on the grass. (h) Please don't wait for me. (i) Don't be late.	The simple form of a verb is used in imperative sentences. The understood subject of the sentence is you (meaning the person the speaker is talking to): <i>(You) close the window.</i> NEGATIVE FORM: Don't + the simple form of a verb.

Source: Betty Schrampf Azar, Fundamental of English Grammar Third Edition with Answer Keys, 2003.

To form a command in English, we typically use the base form of the verb without any additional words. For example, "Sit down," "Close the door," or "Please be quiet." The subject of the sentence is usually the person or people being addressed, but it is often omitted in commands as it is implied. Commands are generally short and to the point, using strong and direct language to convey the desired action.

It is important to note that the tone and context play a significant role in how commands are perceived. The use of polite words or phrases, such as "**please**" or "**could you**," can make a command sound more polite and less harsh. However, in certain situations, a firm and direct command is necessary, such as in emergency situations or when giving instructions that require immediate action. Understanding the appropriate tone and context for commands is crucial for effective communication in English.

Examples:

1. "Sit down," the teacher commanded the students as they entered the classroom.
2. "Close the door," the mother ordered her children as they left the house.
3. "Please be quiet," the librarian politely requested the noisy patrons in the library.
4. "Could you pass me the salt," the dinner guest asked politely at the dining table.
5. "Please turn off your cell phones," the flight attendant instructed the passengers before takeoff.
6. "Put your hands up," the police officer commanded the suspect during the arrest.
7. "Stop right there," the security guard shouted at a shoplifter attempting to flee.
8. "Don't touch that," the parent warned their child as they reached for a hot stove.
9. "Exit the building calmly and quickly," the fire marshal ordered during a fire drill.

10. "Do not cross the street until the traffic light turns green," the crossing guard reminded the schoolchildren.

REFERENCE

- Azar, B. S. (2002). Understanding and Using English Grammar, Third Edition with Answer Key. In *TESOL Quarterly* (Third, Vol. 16, Issue 4). Pearson Education.
<https://doi.org/10.2307/3586472>
- Azar, B. S. (2003). *Fundamentals of English Grammar* (Third Edit). Pearson Education.
- Cambridge Dictionary. (2023). *Agreement*.
<https://dictionary.cambridge.org/dictionary/english/agreement>
- fromizmir.com. (2023). *Negation*.
<https://fromizmir.com/toefl/negation/>
- Mas'ud, F. (2005). *Essentials of English Grammar: A Practical Guide* (3rd Editio). BPFE.

CHAPTER VII

MODAL AUXILIARIES

By Barep Sarinauli

7.1. Introduction

English Grammar is a basic Knowledge to Master all English skills. Stewart in Naniwati (2006:1) Said that Understanding Grammar is an Excellent basic for a good Listening, Speaking, Reading and writing". Halliday (1991:24) also mention, was the central Processing unit of a language and without a Grammar in the system, it would be imposible to mean more than one thing at once. The difficulties of foreign leaners is studying grammar. Harmer (1989:12) has stated that English Grammar is difficult for students because of the differences between english and their own language. It is also supported by Allen's statement that English language structure is one of commomn problems faced by all students.

Modal auxiliaries, or modals, are a category of auxiliary verbs in English that help express the mood or attitude of the speaker toward the likelihood, necessity, permission, ability, willingness, or other qualities of an action or situation.

Modal auxiliaries, commonly known as modals or modal verbs, are a fundamental component of the English language that adds depth and nuance to communication. These special verbs, including "can," "could," "will," "would," "shall," "should," "may," "might," "must," and "ought to," work in conjunction with the base form of a main verb to express a range of meanings related to the speaker's attitude, ability, necessity, permission, and more.

The unique feature of modal auxiliaries lies in their ability to convey not just the action itself but also the speaker's perspective or stance on that action. They help articulate shades of meaning, allowing for precise communication in various contexts. Whether making a polite request, offering a suggestion, expressing obligation, or speculating about possibilities, modals offer a versatile toolset for effective expression.

Mastering the usage of modal auxiliaries is key to becoming proficient in English, as it empowers speakers and writers to navigate a wide array of communicative situations with accuracy and subtlety. As such, an understanding of modals is an essential aspect of language learning and contributes significantly to the richness and expressiveness of English communication.

Here are some key concepts related to modal auxiliaries:

1. **Expressing Modality:** Modals are used to convey the speaker's sense of necessity, possibility, probability, ability, permission, willingness, or obligation. They add a layer of meaning to the main verb in a sentence.
2. **No "-s" Form:** Modals do not have a third person singular "-s" form in the present tense. For example, "he can," not "he cans."
3. **No Past Participle:** Modals do not have a past participle form. Instead, the base form of the main verb follows the modal to create verb phrases. For example, "She can sing," not "She can sung."
4. **No "To" Before the Base Verb:** Unlike other auxiliary verbs, modals are followed directly by the base form of the main verb, without the use of "to." For example, "They must go," not "They must to go."
5. **Modal + Base Verb Construction:** Modals are usually followed by the base form of the main verb. For example, "She can swim," "He will eat," "We should go."
6. **Negation and Question Formation:** To create negative sentences or questions, modals are often combined with the word "not" or inverted word order, respectively. For example, "You can't go," "Can you go?"

7. **Modal Stacking:** In some cases, modals can be stacked together to express complex meanings. For example, "You must have been mistaken" (combining "must" and "have been").
8. **Subtle Differences Between Modals:** Different modals convey slightly different meanings or shades of modality. For instance, "can" implies ability, "may" suggests permission or possibility, "must" indicates necessity or strong obligation.
9. **Usage in Conditional Sentences:** Modals are commonly used in conditional sentences to express hypothetical or unreal situations. For example, "If I had known, I would have come."

Politeness and Formality: Modals are often used to convey politeness or formality in requests, offers, and suggestions. For instance, "Could you please pass the salt?" or "Would you mind helping me?" In grammar, a "modal" refers to a type of auxiliary (helping) verb that is used to express the mood of a verb. Modals are special verbs that modify the main verb in a sentence to convey the speaker's attitude, ability, necessity, permission, possibility, or obligation. They are also known as modal auxiliary verbs.

Common modal verbs in English include:

1. **Can:** expresses ability, possibility, or permission (e.g., I can swim. Can I borrow your pen?)
2. **Could:** often used to express a past ability or a more polite way of making a request (e.g., She could speak French. Could you please pass the salt?)
3. **Will:** expresses future tense, willingness, or a promise (e.g., I will help you. Will you come to the party?)
4. **Would:** often used to express a polite request or to talk about hypothetical situations (e.g., Would you like some tea? If I had money, I would buy a new car.)
5. **Shall:** used to express a suggestion, offer, or a future event (especially in British English) (e.g., Shall we go for a walk? I shall do my best.)

6. **Should:** expresses advice, recommendation, or obligation (e.g., You should study for the exam. You should not smoke.)
7. **Must:** expresses strong obligation or necessity (e.g., You must finish your homework. I must go now.)
8. **May:** expresses permission, possibility, or uncertainty (e.g., May I go to the restroom? It may rain later.)
9. **Might:** similar to "may" but often implies a lower probability (e.g., She might come to the party.)
10. **Ought to:** "Ought to" is a modal auxiliary verb in English that is used to express duty, obligation, or a strong recommendation. It's similar in meaning to "should." (e.g. You ought to complete your assignments before the deadline.)
11. **Need:** "Need" can function as a modal auxiliary verb in English, particularly in negative and interrogative sentences. (You need to finish your homework before going out)
12. **Dare :** particularly in negative and interrogative sentences. In this context, it is followed by the base form of the main verb bare infinitive) without "to."(e.g.,She didn't dare to approach the angry dog) and (Dare he ask the boss for a raise?)
13. **Used to:** Used to" is a phrase in English that can function as a modal auxiliary verb, often used to describe past habits, states, or repeated actions that were common or typical in the past but have since changed. Here's an explanation of how "used to" functions as a modal auxiliary: (e.g. I used to play the piano when I was a child.)

These modal verbs can significantly impact the meaning and tone of a sentence. It's important to note that modals do not have an -s form in the third person singular and do not have a past tense

form. Additionally, they are always followed by the base form of the main verb.

7.2. Problem Solving

1. Read the following passage and answer the questions that follow:

In the business world, effective communication is crucial. Managers _____ be able to convey their ideas clearly to their team members.

- a. can
- b. must
- c. might
- d. shall

Jawaban: b. must

2. Choose the correct modal verb to complete the sentence:
Students _____ complete their assignments on time to receive full credit.

- a. must
- b. should
- c. can
- d. might

Jawaban: a. must

3. Choose the correct modal verb:
Students, you _____ submit your essays by Friday to receive feedback before the weekend.

- a. must
- b. can
- c. should
- d. might

Jawaban: a. must

4. Fill in the blank with the appropriate modal verb:
After the long flight, Sarah felt exhausted. She _____ get a good night's sleep.
- a. can
 - b. must
 - c. may
 - d. should
- Jawaban:** b. must

5. Complete the sentence with the right modal verb:
If you want to succeed in your career, you _____ work hard and stay focused.
- a. should
 - b. might
 - c. can
 - d. would
- Jawaban:** a. should

6. Choose the correct modal verb to express possibility:
The weather forecast says it _____ rain later, so you might want to bring an umbrella.
- a. should
 - b. might
 - c. can
 - d. must
- Jawaban:** b. might

7. Fill in the blank with an appropriate modal verb:
You _____ finish your homework before going out to play.
- a. must
 - b. can
 - c. should
 - d. may
- Jawaban:** a. must

8. Complete the sentence with the correct modal verb:

If you don't feel well, you _____ see a doctor.

- a. can
- b. might
- c. should
- d. would

Jawaban: c. should

9. Fill in the blank with an appropriate modal verb:

Students, you _____ complete the assignment by tomorrow.

- a. must
- b. can
- c. shall
- d. will

Jawaban: a. must

10. Fill in the blank with an appropriate modal verb:

If you study hard, you _____ improve your grades.

- a. can
- b. may
- c. will
- d. should

Jawaban: c. will

11. Choose the Correct Form:

"He _____ to finish his homework before watching TV."

- a. ought
- b. must
- c. should
- d. have to

Jawaban: a. ought

12. "Despite the risks, she _____ to start her own business."

- a. dared
- b. daring
- c. dare

d. dares

Jawaban: a. dared

13. "In times of crisis, communities _____ to come together to support each other."

a. needs

b. need

c. needing

d. needed

Jawaban: b. need

14. "You _____ complete the assignment on time."

a. must

b. have to

c. need to

d. ought to

Jawaban: c. need to

15. "I _____ challenge the established norms."

a. dare to

b. dared not to

c. don't dare to

d. dared to not

Jawaban: a. dare to

7.3. EXERCISE

1. The train _____ be delayed due to bad weather.
 - a. may
 - b. should
 - c. could
 - d. will

2. She looks tired. She _____ have stayed up late.
 - a. can
 - b. must
 - c. will
 - d. might

3. You _____ consider taking a break if you feel stressed.
 - a. can
 - b. might
 - c. should
 - d. would

4. After finishing the project, they _____ present it to the team.
 - a. may
 - b. can
 - c. shall
 - d. will

5. In the business world, effective communication is crucial. Managers _____ be able to convey their ideas clearly to their team members.
 - a. can
 - b. must
 - c. might
 - d. shall

6. Students _____ complete their assignments on time to receive full credit.
- a. must
 - b. should
 - c. can
 - d. might
7. Students, you _____ submit your essays by Friday to receive feedback before the weekend.
- a. must
 - b. can
 - c. should
 - d. might
8. After the long flight, Sarah felt exhausted. She _____ get a good night's sleep.
- a. can
 - b. must
 - c. may
 - d. should
9. If you want to succeed in your career, you _____ work hard and stay focused.
- a. should
 - b. might
 - c. can
 - d. would
10. The weather forecast says it _____ rain later, so you might want to bring an umbrella.
- a. should
 - b. might
 - c. can
 - d. must

11. You _____ finish your homework before going out to play.

- a. must
- b. can
- c. should
- d. may

Jawaban: a. must

12. If you don't feel well, you _____ see a doctor.

- a. can
- b. might
- c. should
- d. would

13. Students, you _____ complete the assignment by tomorrow.

- a. must
- b. can
- c. shall
- d. will

14. If you study hard, you _____ improve your grades.

- a. can
- b. may
- c. will
- d. should

15. The train _____ be delayed due to bad weather.

- a. may
- b. should
- c. could
- d. will

16. She looks tired. She _____ have stayed up late.

- a. can
- b. must
- c. will
- d. might

17. You _____ consider taking a break if you feel stressed.
- a. can
 - b. might
 - c. should
 - d. would
18. After finishing the project, they _____ present it to the team.
- a. may
 - b. can
 - c. shall
 - d. will
19. Students, you _____ complete the assignment by tomorrow.
- a. must
 - b. can
 - c. shall
 - d. will
19. If you study hard, you _____ improve your grades.
- a. can
 - b. may
 - c. will
 - d. should
20. The train _____ be delayed due to bad weather.
- a. may
 - b. should
 - c. could
 - d. will
21. She looks tired. She _____ have stayed up late.
- a. can
 - b. must
 - c. will
 - d. might

22. You _____ consider taking a break if you feel stressed.
- a. can
 - b. might
 - c. should
 - d. would
23. After finishing the project, they _____ present it to the team.
- a. may
 - b. can
 - c. shall
 - d. will
24. The company has a policy that employees _____ take at least one training course per year to improve their skills.
- a. must
 - b. can
 - c. should
 - d. might
25. In the 19th century, women _____ not participate in most professional sports.
- a. can
 - b. must
 - c. would
 - d. could
26. All employees _____ attend the safety training session next week.
- a. might
 - b. must
 - c. should
 - d. would

27. If you are not feeling well, you _____ see a doctor.
a. should
b. may
c. can
d. must
28. According to the passage, employees at the company _____ attend regular training sessions to enhance their skills.
a. may
b. must
c. will
d. could
29. In the 19th century, women _____ not participate in professional sports.
a. could
b. must
c. would
d. may
30. Based on the lecture, students _____ bring a scientific calculator to the exam.
a. must
b. may
c. could
d. would
31. All students _____ complete their assignments by Friday.
a. might
b. must
c. should
d. will
32. If you feel unwell, you _____ consult a doctor.
a. could
b. may

- c. can
- d. must

33. The research project suggests that these findings _____ have significant implications for future studies.

- a. can
- b. should
- c. might
- d. must

34. Based on the lecture, students _____ bring their textbooks to the next class.

- a. must
- b. may
- c. can
- d. will

35. Employees _____ complete the online training module before the end of the month.

- a. might
- b. should
- c. can
- d. will

Jawaban: d. might

No	Kunci Jawaban	No	Kunci Jawaban
1	A	21	D
2	D	22	C
3	C	23	D
4	D	24	A
5	B	25	D
6	A	26	C
7	A	27	A
8	B	28	B
9	A	29	A
10	B	30	A
11	A	31	C
12	C	32	D
13	A	33	C
14	C	34	A
15	A	35	B
16	D		
17	C		
18	D		
19	C		
20	A		

REFERENCES

- Brown, M. (2018). *"The Role of Modal Auxiliaries in English Grammar."* Language Studies, 12(3), 45-60
- ETS (2003) *TOEFL Practice Test*. Volume 1 Educationaltesting Service, Ets, USA
- Grammarly. (<https://www.grammarly.com/blog/modal-verbs/>)
- Halliday, M.A.K (1991). *Introducing to functional Grammar*. London. Edmund bury, Ltd
- Harmer, Jeremy. 1989. *Teaching and Learning Grammar*. USA : Longman. Inc
- Johnson, S. (2021). *Mastering Modal Auxiliary Verbs*. English Language Symposium.
- Naniwati. 2006. *As Study on the first Year student Ability of SMA Negeri Bangkinang in Using Past Progressive Tense and Past Perfet Tense*. Pekanbaru : Riau
- Smith, J. (2020). *Understanding Modal Verbs*. Academic Press.

CHAPTER VIII

ENGLISH CONNECTORS

By Sunara

8.1 Introduction

Language has elements to link the ideas together. The element in language joined by coordinating conjunctions. It can be ideas of two different sentences, clauses, phrases, words, or sections.

The conjunctions connecting the ideas are called connectors. English connectors states consequence : the cause and effect, Emphasis, Illustrating, Comparison, Contrast, Sequence, conclusion. Connectors are words or phrases that link ideas or statement together across different sentences or paragraphs.

The connectors are used to demonstrate the connection between ideas in different sentences, paragraphs, or sections that can be more easily. Connectors can be simple (also called conjunctions) : but, or, and, later, too, as, because, and can be complex connectors : therefore, although, however, unless, otherwise, additionally, subsequently.

8.2 Conjunction

Conjunctions connecting the clauses or phrases will be one single sentence. They can be coordinating, subordinating, correlating such as *and, or, so, since, for, because, as, but, yet, still, while, as soon as, therefore, moreover, in case, though, although, even though*, etc. Coordinating conjunction : *For, and, nor, or, yet, so, still*,

besides, otherwise, or else, nevertheless can create compound sentence, and Subordinating conjunction can create a complex sentence (dependent clause and independent clause). The dependent clause is the other part of the sentence and cannot stand alone. subordinating conjunctions : after, before, as, while, until, because, since, unless, although, and if. Subordinating conjunctions have relationships of time or place, between two clauses. The words or phrases indicates a reason, cause, effect, time, or place in a clause. A dependent clause usually starts with a subordinating conjunction. The type of conjunction can indicate time (after, before, since, while, when), cause and effect, condition, contrast, reason and purpose, place and concession relationship between independent and dependent clause.

1. Coordinate Conjunction (For, And, Nor, But, Or, Yet, So (Funboys)) connecting two independent clause, with the coma before connectors. The connectors has function to add dinformation , to contrast, to provide options, to connect reason.

- 1) She loved, **but** she hated him.
- 2) A power failure occured, **so** the lamps went out.
- 3) She is tall, **but** her friend is short.
- 4) I am tired, **yet** I am going to finish my job.
- 5) Joko **and** Romario will visit Bali with their families.

2. Subordinating Conjunction

Here are the subordinating conjunction (dependent and independent clause) to make complex sentences. The underlined clauses below are dependent clauses)

- 1) I believes that I should be a writer.
- 2) I cannot go to the campus because it is raining.
- 3) John works so hard that he can buy the car.
- 4) Whatever I do, I do it for her.
- 5) I will go to Bandung, although it is raining.

3. Correlative Conjunction

Correlative conjunction to connect two words, phrases, clauses and independent clause (sentences) with word pairs. The function is adverbial conjunctions

Either...or	=Baik...maupun (Entah...atau)
Neither..nor	=Baik...maupun...tidak (Tidak juga..tidak juga)
Both..and	=Kedua...(keduanya)/ baik...dan...
Not only ..but also	=Tidak hanya ..tapi juga
Whether...or	=apakah....atau

1. Both Soekarno **and** Soeharto are the presidents of Indonesia.
2. It can be made in either modern **or** traditional way.
3. Jakarta is **not only** the capital of Indonesia **but also** the business center for people.
4. **Whether** it is right **or** wrong, it is none of my business.

4. Adverbial Conjunction

The examples of Adverbial conjunction : therefore, however, otherwise, on the other hand, besides, moreover, first, after that, Finally etc. Conjunctive adverbs are used to connect one clause to another, and have function to show sequency, contrast, cause and effect, and other relationships.

The Functions :

1) Adverbial conjunction for Addition

additionally
also
besides
furthermore
moreover

2) Adverbial conjunction for Consequences

consequently
accordingly
so
therefore
thus

3) Adverbial conjunction for Comparison

alternatively
similarly
likewise
like
as

4) Adverbial conjunction for Contrast

If not
however
nevertheless
otherwise
conversely

5) Adverbial conjunction for Emphasis

certainly
definitely
indeed
of course

naturally

6) Adverbial conjunction for Clarification

For example

For instance

namely

i.e

notably

Sequence first next then after that finally

7) Adverbial conjunction for conclusion

Briefly

In conclusion

In summary

Examples of **adverbial conjunction** in sentences

1. He didn't do his job. **Therefore**, the boss punished him.
2. I went Bali last week. **However**, I couldn't go to the beach.
3. My son is always doing his homework. **In addition**, he likes to stay at home.
4. The mountain is high. **Besides**, the scenery is so beautiful.
5. I don't like climbing. **Moreover**, I am afraid of the height.

5. CONCLUSION: CONJUNCTION

After	=setelah
although	=walapun
and	=dan
while	=sementara /ketika
as	=ketika/saat
as if	=seolah olah
as long as	=selama
because	=karena
Before	=sebelum
case	=dalam hal
despite	=meskipun
Even if	=bahkan jika
even though	=walapun
how	=bagaimana
if	=jika
in order that	=agar
lest	=jangan sampai
Once	=sekali
Provided	=asalkan/dengan ketentuan
Rather than	=daripada
Since	=semenjak
So that	=sehingga
that	=bahwa

though	=meskipun	8.3
Unless	=kecuali kalau/jika tidak	
until	=hingga	
when	=ketika	
whenever	=kapanpun	
where	=tempat/dimana	
whereas	=sedangkan	
Wherever	=kemanapun	
Whether	=apakah	
which	=yang	
who	=yang	

Connectors

The wordss connecting the ideas of different sentences or phrase. Writing essay or story with compound sentences can use connectors to state cause and effect, explanation, emphasis, contrast, conclusion, comparison, sequence. the following are the functions of the connectors :

1. Connectors stating cause and effect (consequence)

as a result	=Sebagai akibat
because	=Karena
consequently	=Konsekuensinya/akibatnya
due to	=Karena
therefore	=Karena itu/Maka
thus	=Maka/dengan demikian
so that	=sehingga
as a consequence	=sebagai akibatnya
that'why	=oleh sebab itu
	=pada akhirnya

eventually	=karena
As	=karena sekarang
now that (because now)	=sejak/karena
since	=alasan untuk ini adalah
The reason for this is	=hal ini dijelaskan dengan
This is explained by	=untuk bisa memahami ini
In order to understand this	=dengan asal usul
At the origin of	=dengan konsekuensinya
In consequence	=hal itu memunculkan bahwa
It emerges that	=hal itu diikuti oleh
It follows that	=kita bisa simpulkan dari ini
We can deduce from this	adalah
that	

2. Connectors stating for explanation more details

As an example	=Sebagai contoh
For example	=Misalnya/contohnya
For instance	=Contohnya
Like	=seperti
Such as	=Seperti/seperti halnya
this is measure by	=hal ini diukur dengan
the phenomenon is	=kejadiannya diilustrasikan
illustrated by	dengan
this is to be seen in	=hal ini terlihat dari
From a more	=Dari pandangan yang lebih
general view	umum

More generally	=Lebih umum
In the longer term	=Dalam jangka panjang
In the broader perspective of	=Dalam perspektif yang lebih luas

3. Connectors stating for emphasis:

Emphasis means the act of giving stress to a word to make it more special attention, and important

Actually	=Sebenarnya/sebetulnya
as a matter of fact	=faktanya/sebenarnya/masalah sebenarnya
especially	=khususnya/utamanya/terutama
in fact	=faktanya/nyatanya/sebenarnya
most importantly	=yang paling penting
most notably	=terutama/yang paling
of particular significance	utama/khususnya
	=yang sangat penting/yang paling utama

4. Connectors stating for comparison

Connectors for comparing or evaluating two or more things by determining the comparable and relevant characteristics of each thing with similar characteristics to the other, or degree.

Here are the examples and the translation in Indonesian.

Additionally	=Selain itu
As well as	=Sebaik/sama baiknya/dan
In the same manner	
In the same way	=dengan cara yang sama
Like	=dengan cara/jalan yang sama
Likewise	=seperti
Moreover	=Juga
Similarly	=Terlebih lagi/selain dari itu
In the same way	
As	=Demikian pula/hal yang sama
Just like	
The same can be said of	=dengan jalan atau cara yang sama
	=seperti
	=seperti halnya
	=hal yang sama dapat dikatakan

5. Connectors stating for contrast

Although	=Meskipun/walaupun
Despite	=Meskipun/walaupun
Even though	=Meskipun/walaupun
However	=Namun/walaupun demikian
In spite of	=Meskipun

On the contrary	=Di sisi lain/sebaliknya/hal yang bertentangan
On the other hand	=Di samping itu/selain itu
Whereas	=Sedangkan
While	=sedangkan/ketika
Nevertheless	=Namun demikian
Yet	=Namun,
This does not rule out the fact that	=ini tidak mengesampingkan fakta bahwa

6. Connectors stating for opinion

In my opinion	=menurut pendapat saya
As far as I'm concern	=sejauh yang saya tahu
To my mind	=menurut pendapat saya
It seems to me that	=menurut pendapat saya bahwa

7. Connectors stating for condition

As long as	=selama
Provided that	=asalkan bahwa\
Whether	=apakah
Inasmuch as	= Sejauh dengan
This requires that	=ini mengharuskan bahwa
Provided that	=Asalkan bahwa
	=Dengan syarat/asalkan
	=Selama/sepanjang
On the condition that	=hanya jika
	=dengan kasus bahwa
As long as	
Only if	

In case that |

8. Connectors stating for sequence

The sequence means showing an arrangement of two or more things in a successive order. It is about repetition and successive order matter of things chronologically.

finally	=Akhirnya
First of all	=Pertama/yang pertama sekali
Firstly	=Pertama/mulanya
In the first place	=Di tempat pertama/di urutan pertama
Lastly	=akhirnya/pada akhirnya
Second of all	=Kedua/selanjutnya
Secondly	=Yang kedua

9. Connectors stating for conclusion

These connectors are used to sum up arguments, drawing a conclusion about what you've been writing about.

All in all	=dari semua disimpulkan/dari semua yang dipaparkan
In conclusion	=Kesimpulannya/sebagai kesimpulan
To sum up	=Untuk menyimpulkan/untuk menutup sebagai kesimpulan
To summarize	=Untuk meringkas/sebagai kesimpulan

10. Connectors stating for purpose

Aiming at	=bertujuan pada
In order to	=agar
Intending to	=dengan maksud
So that	=sehingga
To reach this aim	=untuk meraih tujuan ini

11. Connectors showing for place

Where	=tempat/dimana
Wherever	=dimanapun
everywhere	=dimana mana

12. Connectors stating for manner

As if	=seolah olah
As though	=seolah olah
Just as	=seperti
like	=seperti

Exercises for connectors

1. You cannot go to Israel **unless** you will face the war.
2. You are too old **so that** you cannot enter the army.
3. He can climb the mountain **when** he was young.

13. Adjective Clause Connectors for Subject and Object.

Who (subject)/**whom** (object) : untuk orang

Which: untuk sesuatu atau benda

That : untuk orang atau suatu benda

Whose : untuk kepemilikan,

The underlined clauses are the adjective clauses with connectors

- 1) The handphone which you recommended to buy was very expensive.
- 2) I don't know the person whom you introduced to.
- 3) The students are reading the books that the librarians put on the table.
- 4) The class that the students are studying is a language laboratory.
- 5) My mother made an appointment with the doctor whom you recommended.

Underlined clauses are the noun clauses with connectors as object and subject

- 1) I know what happened.
- 2) We wonder who had done that.
- 3) What happened was amazing.
- 4) Whatever was mistaken should be returned
- 5) Wherever I do, I do it for you.

A. EXERCISES ON CONNECTORS

1. Choose the right connectors

- 1) The game show contestant was able to respond to ...was asked
- 2) You should find out ...is the best physic department
- 3) The employee was unhappy about ...was added to his job description.
- 4) ...wants to take the desert tour during spring break signs up at the office.
- 5) The motorist was unable to discover ...had struck his car.

2. Underline the dependent clauses with connectors.

- 1) After the ground had been prepared, the seedlings were carefully planted.

- 2) Because the recent change in work shifts was not posted, several workers missed their shifts.
- 3) Once the address label for the package is typed, it can be sent to the mail room.
- 4) Since the bank closes in less than an hour, the deposits need to be tallied.
- 5) The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.

3. Circle the letter of the word or phrase that correctly completes the sentences.

- 1) Around 1910 chemists and manufacturers came to recognize the value of the soya bean,the great soya processing industry was born.
 - (a) With
 - (b) And
 - (c) But
 - (d) Or
- 2) Today most margarine is made of vegetable oils...originally it was made from animal fats.
 - (a) Except
 - (b) But
 - (c) Nevertheless
 - (d) thus
- 3) the tulip tree is the native to the eastern United States, ...the tallest the largest broadleaf tree.
 - (a) where
 - (b) where it is
 - (c) it is where
 - (d) is where
- 4) the name "squirrel" is commonly used for those forms of the family Sciuridae that live in trees, ...it is equally accurate for ground dwelling types.

- 5) In earth's infancy, its surface was warm enough for life...
the young sun was fainter than it is today.
- (a) In spite of
 - (b) Whether
 - (c) Neither of which
 - (d) Even though

1) Peppermint originated in Europe, but the early English
colonists bought it to North America.

- until the early 1900's,which the automobile industry
C D
was established in Detroit.

- 3) In its life expectancy, although in most other things, the sun is typical star

- 140

5) Medical research indicates but large amounts of

other respiratory reactions.

- 1) Whatever
- 2) Which
- 3) What
- 4) Whoever
- 5) who

1. After the ground had been prepared, the seedlings were carefully planted.
2. Because the recent change in work shifts was not posted, several workers missed their shifts.
3. Once the address label for the package is typed, it can be sent to the mail room.
4. Since the bank closes in less than an hour, the deposits need to be tallied.
5. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.

1. B
2. B
3. B
4. C
5. D

Answer key 4

1. Jawabannya adalah B karena kedua klausa tersebut tidak menunjukkan *contrast*
2. Jawabannya adalah D yang harus diperbaiki atau diganti dengan kata *when* untuk menerangkan waktu.
3. Jawabannya adalah B dan kata yang tepat untuk menggantinya adalah kata **and** karena frasa yang terhubung adalah saling menerangkan bukan bermakna berlawanan.
4. Jawabannya adalah D (*what*) karena menunjukkan tempat maka adjective clause yang seharusnya digunakan adalah **in which**.
5. Jawabannya adalah A (*but*), dan yang tepat menggantikannya adalah kata yang berlokasi dengan **indicates** yaitu **that**.

REFERENCES

- _____. 2015. Preparation Course for The TOEFL Test. Bandung: Universitas Pendidikan Indonesia Balai Bahasa
- Hinkel, Eli .2004. TOEFL Test Strategies. New York: Barron's Educational Series
- <https://blog.cakap.com>
- <https://linguapress.com>
- <https://www.esl-lounge.com>
- <https://www.esl-lounge.com/student/toefl-grammar.php>
- Mahas, Jerry. 2016. Smart TOEFL. Surabaya: PT Kawan Pustaka
- Pamela J. Sharpe. 2007. Practice Exercises for the TOEFL, Hauppauge New York: Barron's Educational Series, Inc.
- Zie, Ken Ang. 2015. Grammar Book. Solo: Genta Smart Publisher

CHAPTER IX

READING

By Pesparani Diana Jabar

9.1 READING

Directions: Read the passage and answer the questions.

The local people of Tanimbar Islands called Tumbur satue as "Patung Tumbur" or "Walut". It was made by charcoal wood and stated as one of local handicrafts from Tumbur village.

It was started when the ancestors move from one place to another place. At that time, the lives of the Tanimbar people in general were still moving from place to place, on their way from the west to the east to look for a place to live. On their journey, they were always haunted by spirits.

They believe that when they face problem from west to east to find the safety place for live in. In their own way, they always **haunted** by spirits, they also believe that every object on this earth (trees, or large rocks or caves) has a soul that must be respected so that these spirits or spirits cannot disturb them, As a form of respect for them at that time, a statue or walut was carved to indicate that the place had a soul or spirit that had to be respected.

From the past to 2023, the local people of Tumbur village developed this creativity of Walut just for decoration or carving at their house but nowadays, it become a commercial thing to produce money. It eventually stretched to expand their production to be more better. One of the special things to preserve the creativity is used the wood from the forest. The used traditional method to carve the

walut. Besides, the creativity was so familiar and famous around the islands.

In short, the variation of the Walut Tumbur has their own meaning. The only differences is that in the former, the process of making this walut can **enhance** their ability. After the spread of religion in the Tanimbar Islands, the community's habit of carrying out statue carving activities began to decrease, only the village of Tumbur still carries out statue carving until now. Nearly 80% of the Tumbur village community can produce Tumbur Walut carvings, the production process for Tumbur Walut carvings is still manual, namely by using **improvised** equipment such as (a saw, carving knife and sandpaper), the raw material for producing Tumbur Walut carvings is using charcoal wood (ebony). which is black or brown.

Usually the Tumbur village community produces Walut carvings which are carried out by the head of the family who is assisted by his children and wife **in smoothing** (sanding) the statues. The marketing process carried out by the Tumbur community in selling their Walut carvings is still traditional, namely by selling from home to home. home or there are national events organized by the local government.

1. The word “haunted” in the line is closest meaning to.....
 - a) Spirit
 - b) Carving
 - c) Spookish**
 - d) Decrease
2. The word “improvised” in the line is closest meaning to.....
 - a) Independent**
 - b) Dependent
 - c) Production
 - d) Goal
3. The word “ehance” in the line is closest meaning to.....
 - a) Improve

- b) Increase**
 - c) Utilize
 - d) Using
- 4. In what line does the author say about people with their creativity?
- a) Line 1 - 2
 - b) Line 3-5
 - c) Line 9-10
 - d) Line 12-16
- 5. The phrase "in smoothing" in line 12 is closest meaning to.....
- a) In danger of
 - b) In contrast of
 - c) In a farming area
 - d) In making better**
- 6. According to the passage, where is walut tumbur created?
- a) Tumbur**
 - b) Saumlaki
 - c) Island
 - d) In the forest
- 7. The word "it" in the line 9 is closest meaning to.....
- a) Walut**
 - b) Creativity
 - c) The place
 - d) Forest
- 8. What topic in the passage does the author define?
- a) Human creativity
 - b) The local people heritage
 - c) Walut Tumbur**
 - d) The ancestor habit
- 9. Where is the sentence does the author explain about commercial product?
- a) Line 1 -4
 - b) Line 5 – 10

- c) Line 11 – 14
- d) Line 15

10. The word “indicate” in the line 6 is closest meaning to.....

- a) Large
- b) Exhibit**
- c) Notable
- d) Permanent

Directions: Questions 1 -10. **Read the passage and answer the questions.**

1. What do the early people of Tanimbar islands believe about objects on earth?
 - a) They have souls that must be respected.
 - b) They are haunted by spirits.
 - c) They are used for decoration.
 - d) They are made of wood.
2. How has the production of Walut Tumbur changed over time?
 - a) It has become a commercial enterprise.
 - b) It has decreased due to the spread of religion.
 - c) It is now done using modern machinery.
 - d) It is only carried out in the village of Tumbur.
3. What is the raw material used for producing Tumbur Walut carvings?
 - a) Charcoal wood
 - b) Sawdust.
 - c) Oak wood.
 - d) Bamboo.
4. How is the marketing process for Walut carvings carried out?
 - a) Selling from home to home.
 - b) Online through a website.

- c) Displaying them at local art galleries.
 - d) Selling at national events organized by the local government.
5. Who is involved in the process of smoothing (sanding) the statues?
- a) The head of the family.
 - b) The local government.
 - c) Professional carvers.
 - d) Children and wives.
6. What is the significance of carving a walut (statue) according to the early people of Tanimbar islands?
- a) It indicates a safe place to live.
 - b) It represents a haunted object.
 - c) It serves as a form of respect for spirits.
 - d) It symbolizes the ancestors' movement.
7. How has the production of Walut Tumbur evolved over time?
- a) It is now used for decoration only.
 - b) It is made using traditional methods.
 - c) It is no longer carved from wood.
 - d) It is less popular among the islands.
8. What percentage of the Tumbur village community can produce Tumbur Walut carvings?
- a) 20%
 - b) 50%
 - c) 80%
 - d) 100%
9. What type of wood is commonly used to produce Tumbur Walut carvings?
- a) Charcoal wood
 - b) Ebony wood
 - c) Sandalwood
 - d) Teak wood

10. How is the marketing process for Tumbur Walnut carvings carried out?

- a) Through online platforms
- b) By selling at local markets
- c) Through home delivery services
- d) By participating in national events

Directions: Read the passage below and answer the questions!

Tanimbar woven fabric is one of the local heritages made by the ancestors of Tanimbar. This has become a part which cannot be separated from the local people handicrafts. Long time ago, the local people made woven fabric from cotton but nowadays its production is so limited then they move to use yarn from factory. The use of yarn is useful to make the woven light and cool.

Currently, to preserve the local wealth of Tanimbar, the Government made a formal rule to wear Tanimbar traditional clothe every Thursday while at school the students wear it on Mondays. In addition, it is also used not only at traditional events but it can also be used anytime and anywhere. Besides, there is a lot of support and assistance from various parties such as INPEX, Bank Indonesia and so on. It becomes one of livelihoods source of local people. Tanimbar woven fabric looks too expensive because it is handmade and very thorough.

1. What is the significance of Tanimbar woven fabric to the local people?
 - a) It is a traditional attire worn on special occasions
 - b) It is a source of income for the local people
 - c) It is a symbol of cultural heritage in Tanimbar
 - d) It is a representation of the region's artistic skills
2. Why did the local people switch from cotton to yarn for making woven fabric?
 - a) Cotton became scarce in the region

- b) Yarn is lighter and more comfortable to wear
 - c) The quality of cotton fabric declined over time
 - d) Yarn is easier to obtain from factories
3. How is the preservation of Tanimbar woven fabric enforced in schools?
- a) Students are required to wear it on Mondays.
 - b) The government provides financial support for its production.
 - c) Traditional events are organized to showcase the fabric.
 - d) Various organizations promote the fabric's importance.
4. What makes Tanimbar woven fabric appear expensive?
- a) It is made using high-quality materials.
 - b) It requires meticulous craftsmanship.
 - c) It is only worn on special occasions.
 - d) It is supported by prominent organizations.
5. Which of the following parties supports the production of Tanimbar woven fabric?
- a) INPEX
 - b) Bank Indonesia
 - c) Both A and B
 - d) None of the above
6. What is Tanimbar woven fabric made of?
- a) Cotton
 - b) Yarn from a factory
 - c) Silk
 - d) Wool
7. Why do the local people now use yarn from a factory to make Tanimbar woven fabric?
- a) Cotton production is limited

- b) Yarn is cheaper than cotton
 - c) Yarn makes the fabric lighter and cooler
 - d) Yarn is more durable than cotton
8. When do the students in Tanimbar wear traditional clothe?
- a) Every Thursday
 - b) Every Monday
 - c) Only at traditional events
 - d) Anytime and anywhere
9. What is the significance of wearing Tanimbar traditional clothe?
- a) It is required by the government
 - b) It is a way to preserve the local heritage
 - c) It is a fashion trend among the local people
 - d) It is a way to support various parties like INPEX and Bank Indonesia
10. Why is Tanimbar woven fabric considered expensive?
- a) It is made from silk
 - b) It is handmade and thorough
 - c) It is a limited edition fabric
 - d) It is difficult to find the fabric in the market

Directions: Read the passage below and answer the questions!

Cloves are the aromatic flower buds of a tree in the family Myrtaceae, Syzygium aromaticum. They are native to the Maluku Islands, or Moluccas, in Indonesia, and are commonly used as a spice, flavoring, or fragrance in consumer products, such as toothpaste, soaps, or cosmetics.

The clove tree is an evergreen that grows up to 8–12 meters tall, with large leaves and crimson flowers grouped in terminal clusters. The flower buds initially have a pale hue, gradually turn green, then transition to a bright red when ready for harvest. Cloves

are harvested at 1.5–2 centimeters long, and consist of a long calyx that terminates in four spreading sepals, and four unopened petals that form a small central ball.

Cloves are used in the cuisine of Asian, African, Mediterranean, and the Near and Middle East countries, lending flavor to meats (such as baked ham), curries, and marinades, as well as fruit (such as apples, pears, and rhubarb). Cloves may be used to give aromatic and flavor qualities to hot beverages, often combined with other ingredients such as lemon and sugar. They are a common element in spice blends (as part of the Malay rempah empat beradik "four sibling spices" besides cinnamon, cardamom and star anise for example, including pumpkin pie spice and speculaas spices).

<https://en.wikipedia.org/wiki/Clove>

1. What is the scientific name of the tree that produces cloves?
 - a) Myrtaceae
 - b) Syzygium aromaticum
 - c) Maluku Islands
 - d) Moluccas
2. How tall can the clove tree grow?
 - a) 8-12 centimeters
 - b) 8-12 meters
 - c) 1.5-2 centimeters
 - d) 1.5-2 meters
3. What color do the flower buds of the clove tree turn when they are ready for harvest?
 - a) Pale
 - b) Green
 - c) Red
 - d) Crimson
4. In which cuisines are cloves commonly used?
 - a) European and South American

- b) Asian and African
 - c) North American and Australian
 - d) Middle Eastern and Scandinavian
5. What other ingredients are cloves often combined with to give flavor to hot beverages?
 - a) Cinnamon and cardamom
 - b) Lemon and sugar
 - c) Pumpkin and rhubarb
 - d) Star anise and speculaas
 6. What is the meaning of the Malay term "rempah empat beradik"?
 - a) Four sibling spices
 - b) Aromatic and flavor qualities
 - c) Spice blends
 - d) Clove tree
 7. Which consumer products commonly contain cloves?
 - a. Toothpaste and soaps
 - b. Perfumes and candles
 - c. Shampoos and conditioners
 - d. Lotions and creams

Directions: Read the passage below and answer the questions!

The word citizen, comes from the Latin word civitas, meaning membership of a city. Today, citizenship refers mainly to membership in a nation. Citizenship is also called nationality, a full membership in a nation. But nationality has a wider meaning and implies a right to protection by one's own country when visiting another country. Almost all people have citizenship in at least one country.

Citizens have certain rights and duties. The rights of citizenship differ from nation to nation. Many nations have contributions that provide for basic rights known as civil rights, which include freedom of

speech, freedom of religion, and freedom of assembly. In order to vote, citizens must be registered and must have reached the minimum age. Like citizens' rights, the duties of citizens also differ from one nation to another. Most governments demand that citizens pay taxes, defend their countries, and obey its laws.

Adapted from The World Book Encyclopedia, Volume 4

1. What is the origin of the word "citizen"?
 - a) Latin word *civitas*
 - b) Membership in a nation
 - c) Nationality
 - d) Full membership in a city
2. What is the difference between citizenship and nationality?
 - a) Citizenship is membership in a city, while nationality is membership in a nation
 - b) Citizenship is a right to protection when visiting another country, while nationality implies a right to protection by one's own country
 - c) Citizenship refers mainly to membership in a nation, while nationality has a wider meaning
 - d) Citizenship and nationality are the same thing
3. What are civil rights?
 - a) Rights that differ from nation to nation
 - b) Basic rights provided by constitutions
 - c) Rights related to freedom of speech, religion, and assembly
 - d) Rights that citizens have when they reach the minimum age
4. What is one duty that most governments demand of citizens?
 - a) Paying taxes
 - b) Defending their countries
 - c) Obeying laws

- d) All of the above
5. Which statement is true about citizenship?
- a) Citizens have the right to vote without registering
 - b) Citizenship is the same as nationality
 - c) Citizens have the duty to break the laws of their country
 - d) Citizens have the right to freedom of speech, religion, and assembly
6. What does the word "citizen" derive from?
- a) Membership in a nation
 - b) Latin word civitas
 - c) Right to protection
 - d) Natonality
7. Which term is synonymous with citizenship?
- a) Membership in a city
 - b) Full membership in a nation
 - c) Right to protection by one's own country
 - d) Basic civil rights
8. What are civil rights?
- a) Rights granted by the constitution
 - b) Rights to protection by one's own country
 - c) Rights to freedom of speech, religion, and assembly
 - d) Rights to vote and pay taxes
9. What is a common duty of citizens?
- a) Defend their countries
 - b) Register to vote
 - c) Reach the minimum age
 - d) Pay taxes
10. Which statement is true about citizenship?
- a) All people have citizenship in multiple countries.
 - b) Citizenship is synonymous with nationality.
 - c) Citizens have the same rights and duties in every nation.

d) Citizens must obey the laws of their own country.

11. What does the text imply about the relationship between citizenship and nationality?

- a) Nationality is a subset of citizenship.
- b) Citizenship is a subset of nationality.
- c) Citizenship and nationality are unrelated concepts.
- d) Nationality is a higher form of citizenship.

12. What is the purpose of citizenship?

- a) To provide protection to citizens in other countries
- b) To grant citizens basic civil rights
- c) To ensure citizens pay taxes and obey laws
- d) To guarantee citizens the right to vote

REFERENCE

<https://en.wikipedia.org/wiki/Clove>

The World Book Encyclopedia, Volume 4

CHAPTER X

PASSIVE VOICE

By Mutiara Sofa

A sentence may be expressed in either the active or passive voice. In an "active" sentence, the subject executes the action, whereas in a "passive" sentence, the subject undergoes the action. To convert an active sentence into a passive one, proceed with the following steps. (Pyle and Page, 2005)

1. Start the passive sentence with the complement of the active sentence.
2. If there are any auxiliaries in the active sentence, position them directly after the new subject, matching the subject's number.
3. Introduce the verb "be" after the auxiliaries, using the same form as the main verb in the active sentence.
4. Arrange the main verb from the active sentence after the auxiliaries and "be" in the past participle form.
5. Place the subject of the active sentence after the verb in the passive sentence, preceded by the preposition "by." (This part can be omitted if it's not crucial or understood.) (Pyle and Page, 2005).

Form of the Passive:

	ACTIVE	PASSIVE
SIMPLE PRESENT	- Active : The chef prepares delicious meals every day. <i>Passive: Delicious meals are prepared by the chef every day.</i> - Active : The students submit their assignments before the deadline.	

	ACTIVE	PASSIVE
		<i>Passive: Assignments are submitted by the students before the deadline.</i> - Active : People often use this road during rush hours. <i>Passive: This road is often used by people during rush hours.</i>
SIMPLE PAST	- Active: She completed the project last week. <i>Passive: The project was completed by her last week.</i> - Active: The team won the championship in 2023. <i>Passive: The championship was won by the team in 2023.</i> - Active: They painted the house blue two months ago. <i>Passive: The house was painted blue by them two months ago</i>	
PRESENT PERFECT	- Active: I have written the report. <i>Passive: The report has been written by me.</i> - Active: They have completed the assignment. <i>Passive: The assignment has been completed by them.</i> - Active: She has sung the song before. <i>Passive: The song has been sung by her before.</i>	
FUTURE	- Active: The company will launch a new product next month. <i>Passive: A new product will be launched by the company next month.</i> - Active: We will finish the construction by the end of the year.	

	ACTIVE	PASSIVE
	<i>Passive: The construction will be finished by us by the end of the year.</i> - Active: They will announce the winners on Friday. <i>Passive: The winners will be announced by them on Friday. (Azar, 2003).</i>	

Form Present Tense:

SIMPLE PRESENT/ SIMPLE PAST	
$\left\{ \begin{array}{l} am \\ is \\ are \\ was \\ were \end{array} \right\}$	+ [verb in the past participle]

noun/pronoun + to be + past participle

Active : The cat catches mice in the garden.

Passive : *Mice are caught by the cat in the garden.*

Active : I drink a cup of coffee every morning.

Passive : *A cup of coffee is drunk by me every morning.*

Active : She visited Paris last summer.

Passive : *Paris was visited by her last summer.*

Active : They completed the project yesterday.

Passive : *The project was completed by them yesterday.*

USE

The passive is used to describe actions (Walker and Elsworth, 2000b):

a) When we don't know who does, or did the action:

My bicycle was stolen last night.

(I don't know who stole it)

A stray dog was found near the park.

(I don't know who find it)

- b) When it is not important to know who does, or did the action:

These cookies are made in the bakery.

(It doesn't matter who make them)

The office is cleaned every evening.

(it doesn't matter who clean it)

Another Use Passive (Walker and Elsworth, 2000a):

- a) The passive form is employed when the emphasis is on the receiver of the action rather than the performer, or when the performer is not a specific individual. The use of the passive helps avoid sentences with vague subjects such as "Someone" or "Some people."
1. *The old bookstore **was shut down** three years ago.*
 2. *Many vintage cars **are being purchased** these days.*
 3. *Students should **be warned** not to speak.*
 4. *The departure of the train to Paris at 10.30 **has been delayed**.*
- b) Using the passive voice is a means of evading attributing responsibility for a specific action to any particular individual or organization.
1. *The product launch **will be handled** by the marketing team.*
 2. *The recent financial irregularities **are being investigated** by the government.*
- c) The passive voice is frequently employed to prevent a shift in the subject within a sentence.
1. *When they got to the supermarket, they **were** immediately **came in**.*
 2. *I went to Cilegon by train and **was met** at the station by my nephew.*
- d) We have the option to include the performer of the action after a verb in the passive voice to specify who or what carried out the action. This emphasizes the performer of the action. After using the passive form of these verbs, we frequently add "by" followed by the agent.
1. *A delicious meal was prepared **by** the chef.*
 2. *The project was completed **by** the students.*

- e) The passive voice is frequently employed in constructions involving verbs related to expressing thoughts and beliefs.

It + passive + that clause.

1. ***It is expected that the results will be announced soon.***
2. ***It is expected that the report will be submitted by Friday.***
3. ***It is expected that the project will be finished on time.***

There + passive + to be.

1. ***There are believed to be many undiscovered species in the rainforest.***
2. ***There are believed to be some valuable artifacts lost during the excavation.***
3. ***There are believed to be numerous opportunities available in the growing market.***

Subject + Passive + **to**-infinitive.

1. ***She is considered to be a highly skilled professional in her field.***
2. ***She is considered to be an expert in financial analysis.***
3. ***She is considered to be a reliable and efficient team leader.***

- f) The passive voice is commonly employed in announcements, news reports, and the depiction of processes.

1. ***The concert tickets can be obtained at the front desk.***
(Announcement)
2. ***Thorough mixing of the ingredients is done before baking the cake.*** (depiction of processes)
(Walker and Elsworth, 2000a)

We use the passive voice when emphasizing the significance of the recipient of the action over the individual performing the action, or when the executor is not a specific person.

Active : Someone designed this beautiful sculpture.
 subject past complement

Passive: This beautiful sculpture ***was designed*** by an unknown creator.

 singular subject be past participle

Active : The Tsunami destroyed the city of Aceh.
 subject past complement

Passive : *The city of Aceh **was destroyed** by the Tsunami.*
Singular subject be past participle

Form Present Progressive:

PRESENT PROGRESSIVE OR PAST PROGRESSIVE	
$\left\{ \begin{array}{l} am \\ is \\ are \\ was \\ were \end{array} \right\}$	+ <i>being</i> + [verb in past participle]

Active : Tom is cleaning the house.

Passive : *The house **is being cleanend** by Tom.*

Active : He is teaching the students.

Passive : *The students **are being taught** by him.*

Form Past Tense:

Active : Tom hit Jones.

Passive : *Jones **was hit** by Tom.*

Active : I ate the bananas.

Passive : *The bananas **were eaten** by me.*

Active : The principal is considering a new policy regulation.
subject present progressive complement

Passive : A new policy regulation **is being considered** by the principal.
singular subject auxiliary be past participle

Active : The principal was considering a new policy regulation.
subject past progressive complement

Passive : A new policy regulation **was being considered** by the principal
singular subject auxiliary be past participle

Form Present Perfect Tense

PRESENT PERFECT OR PAST PERFECT	
$\left\{ \begin{array}{l} \text{has} \\ \text{have} \\ \text{had} \end{array} \right\} + \text{been} + [\text{verb in past participle}]$	

Active : I have cleaned the house.

Passive : The house **has been cleaned** by me.

Active : John has cut the grass.

Passive : The grass **has been cut** by John.

Active : The student has ordered some birthday cake.

subject present perfect complement

Passive : Some birthday cake **has been ordered** by the student.

singular subject auxiliary be past participle

Active : The student had ordered some birthday cake before the school began.

subject past perfect complement

Passive : Some birthday cake **had been ordered** by the student before the school began.

subject auxiliary be past participle

Form Future Tense:

MODALS
Modal + be + [verb in past participle]

Active : I will clean the house.

Passive : The house **will be cleaned** by me.

Active : We will build a bridge.

Passive : A bridge **will be built** by us.

Active : She will help me.

Passive : I **will be helped** by her.

Active : The teacher **should sign** these exams today.

subject modal+verb complement

Passive : These exams **should be signed** by the teacher today.

subject modal be past participle

MODALS + PERFECT
Modal + <i>have</i> + <i>been</i> + [verb in past participle]

MODALS + PERFECT
Modal + <i>have</i> + <i>been</i> + [verb in past participle]

Active : Somebody **should have brought** the cake this morning.
subject modal+perfect complement

Passive : The cake **should have been brought** by somebody this morning.

subject modal have be past participle

Another examples Passive Voice:

- a. Active : John delivers the package of flower.
Passive : *The package of flower **is delivered** by John.*
- b. Active : John delivered the package of flower.
Passive : *The package of flower **was delivered** by John.*
- c. Active : John has delivered the package of flower.
Passive : *The package of flower **has been delivered** by John.*
- d. Active : John will deliver the package of flower.
Passive : *The package of flower **will be delivered** by John.*
- e. Active : Mary can make a birthday cake.
Passive : *A birthday cake **can be made** by Mary.*
- f. Active : Mary must make a birthday cake.
Passive : *A birthday cake **must be made** by Mary.*
- g. Active : Mary might buy some eggs.
Passive : *Some eggs **might be bought** by Mary.*
- h. Active : She is writting the letter.
Passive : *The letter **is being written** by her.* (Widjaja, 2002)

Exercise 1:

Change the following sentences from active to passive voice.

1. Active : The teacher calls the student every day.
Passive : _____.
2. Active : Bili is calling the other members.
Passive : _____.
3. Active : Bela was delivering the documents in the office.
Passive: _____.
4. Active : The other student have written the letter.
Passive : _____.

5. Active : The delegates o Indonesia had recived the information before came.
Passive : _____.
6. Active : The teacher should give advice for this class.
Passive : _____.
7. Active : Somebody will call Mr. Bili tonight.
Passive: _____.
8. Active : The fire has caused considerable damage houses and building.
Passive: _____.
9. Active : The school was developing a new curriculum before the learning sessions begin."
Passive : _____.
10. Active : Mr. Bili will have received the package.
Passive : _____.

Exercise 2:

Rewrite the sentence, putting the underlined verbs into the passive.

1. Active : The chef prepares the special dish for the event.
Passive : _____.
2. Active : The gardener waters the plants every morning.
Passive : _____.
3. Active : The teacher explains the concept to the students.
Passive : _____.
4. Active : The construction team will construct a new building next year.
Passive : _____.
5. Active : The company delivers packages to customers every day.
Passive : _____.
6. Active : The mechanic fixed my car yesterday.
Passive : _____.
7. Active : The artist is creating a beautiful sculpture in the studio.
Passive : _____.
8. Active : The janitor cleans the classrooms after school hours.
Passive : _____.

9.	Active :	The committee members <u>are discussing</u> the new policy.
	Passive :	_____.
10.	Active :	The students <i>are reading</i> the assigned book this week.
	Passive :	_____.

Exercise 3:

Change the sentences from active to passive.

- Active : Mr. Bili invited me to dinner with his family.
Passive : _____.
- Active : My father helps Bili and Bela.
Passive : _____.
- Active : The old man is going to open the garage.
Passive : _____.
- Active : A doctor has examined the sick student.
Passive : _____.
- Active : A large number of people speak Japanese.
Passive : _____.
- Active : Helicopters fascinate the children.
Passive : _____.
- Active : Shakespeare wrote Hamlet.
Passive : _____.
- Active : This news will amaze you.
Passive : _____.

CAUSATIVE HAVE/GET

When we want to express the idea that we are asking someone to do something for us, then we have to use the causative form with *have* and *get*. There are two types of causative, are:

1. Active causative, and
2. Passive causative (Faisyal, 2016).

The clause following *have* or *get* may be active or passive. Study the following rules.

ACTIVE	
Subject + <i>have</i> + complement + [verb in simple form] ...	(any tense) (usually person)

ACTIVE	
Subject + <i>get</i> + complement + [verb in infinitive] ...	(any tense) (usually person)

PASSIVE	
Subject + { <i>have</i> <i>get</i> } + complement + [verb in past participle] ...	(usually thing)

I often *have* my glasses *shined*.

I often *get* my glasses *shined*.

He *had* to work *done* by an expert.

He *got* the work *done* by an expert.

She always *has* her nails *manicured*

She always *gets* her nails *manicured*.

1. Active Causative

Active clauses in causative sentences:

1. I had the mechanic repair my motorbike.
I got the mechanic to repair my motorbike.
2. My father had the electrician raise the voltage o our electricity.
My father got the electrician to raise the voltage o our electricity.

3. When I was sick I always had the laundry man wash my clothes.

When I was sick I always *got* the laundry man *to wash* my clothes.

For active causative when using “*have/has*” or “*had*”, the verb used is the infinitive without “*to*”, whereas when using “*get*” or “*got*”, the verb is to infinitive (Faisyal, 2016).

1. I had my sister clean my room before the guests arrived.
2. They had a contractor renovate their kitchen last summer.
3. He had his employees finish the report by the end of the day.
4. She is getting her brother to pick up her mail while she's away.
5. Bili is having his father call the officials.
6. Bela got her cat to bring the fish.

2. Passive Causative

Passive clauses in causative sentences:

1. she has her hair cut twice a month.
she get her hair cut twice a month.
2. My father had his car washed.
My father got his car washed.
3. We had our meal delivered to our house.
We got our meal delivered to our house.
4. She had her passport stamped at the immigration office.
She got her passport stamped at the immigration office.

For passive causative, either use “*have/has/had* or “*get/got*”, both of which use the past participle form of the verb (Faisyal, 2016).

1. Mr. Bili has his shirt cleaned at house.
2. Bela is having her bike repaired this week.
3. My sister got her paper typed by someone.
4. My father is having a press conference arranged by his assistant.
5. Shena got her husband stayed. (*Expection: a person is the complement, but the second clause is passive*).

6. Jayn was having his shorts cut when John came.

Exercise 1:

Use the correct form of the verb in parentheses in each of the following sentences.

1. My mother made Jayn _____ (leave) the room.
2. Bili had his car _____ (repaired) by a mechanic.
3. Bela got her friend _____ (type) her paper.
4. I made Jayn _____ (call) his friend on the telephone.
5. We got our living room _____ (paint) last week.
6. Mr. jill is having the students _____ (write) a composition about holiday.
7. The doctor made the patient _____ (scare) of injection.
8. June got his transcript _____ (send) to the campus.
9. Bety is getting her dress _____ (cut) tomorrow.
10. I will have to get the Jayn _____ (sign) this form.

Exercise 2:

Change the verbs between bracket into correct forms.

1. My mother (have) the butcher (to cut) the meat into small pieces.
_____.
2. Did your brother have his computer (repair)?
_____.
3. The director got his secretary (type) the letter.
_____.
4. Will you drive this bike or will you have it (send) to your address?
_____.
5. My dad got me (water) the flowers.
_____.
6. Yesterday, my father (get) someone (mend) the roof.
_____.
7. The headmaster had the teacher (collect) the students' result.
_____.

REFERENCE

- Azar, B. S. (2003) *Fundamentals of English Grammar*. Third Edit. Edited by S. Hanle. America: Pearson Education, 10 Bank Street, White Plains.
- Faisyal, R. (2016) *Easy English Grammar*. 1st edn. Solo: Kuttan Publishing.
- Pyle, M. A. and Page, M. E. M. (2005) *TOEFL Preparation Guide Test of English as a Foreign Language*. Edited by J. Bobrow. New Delhi India: Wiley Dreamleeh Cliff. Available at: www.wileydreamtech.com.
- Walker, E. and Elsworth, S. (2000a) *Grammar Practice For Upper Intermediate Students*. New Editio. England: Longman Pearson Education. Available at: www.longman-elt.com.
- Walker, E. and Elsworth, S. (2000b) *New Grammar Practice or Pre-Intermediate Students with Key*. Fifth Impe. Malaysia. Available at: www.longman.com.
- Widjaja, G. (2002) *Complete English Grammar and the Exercises Part 1 and 2*. Jakarta: PT Bhuana Ilmu Populer Kelompok Gramedia.

CHAPTER XI

RELATIVE CLAUSES

By Baharudin Adu

11.1 Introduction to Relative Clauses

Relative clauses are an important aspect of the English language. They tell us which person or thing (or what kind of person or thing) the speaker means (Murphy & Hashemi, 2019). Relative clauses are used to provide additional information about a noun or pronoun in a sentence. A relative clause is a dependent clause that contains a subject and a verb. It is introduced by a relative pronoun such as *who*, *whom*, *whose*, *that*, or *which*. The relative pronoun refers back to a noun or pronoun in the main clause, which is called the antecedent.

Relative clauses can be used to provide essential or nonessential information about the antecedent. An essential relative clause provides information that is necessary to identify the antecedent. It is not set off by commas and cannot be removed from the sentence without changing the meaning. For example, “The girl who is wearing the red dress is my sister.” In this sentence, the essential relative clause “who is wearing the red dress” identifies which girl is being referred to.

On the other hand, a nonessential relative clause provides additional information that is not necessary to identify the antecedent. It is set off by commas and can be removed from the sentence without changing the meaning. For example, “My sister, who is wearing the red dress, is here.” In this sentence, the nonessential relative clause “who is wearing the red dress” provides

additional information about the sister, but the sentence would still make sense without it.

In conclusion, relative clauses are a crucial component of the English language. They used as a substitute for an adjective that explains the condition of a noun or pronoun (Ali, 2009). They provide additional information about a noun or pronoun in a sentence and are introduced by relative pronouns such as who, whom, whose, that, or which. Relative clauses can be essential or nonessential and can be used to provide necessary or additional information about the antecedent. It is important to understand the different types of relative clauses and how they are used in order to communicate effectively in English.

Example

Concrete examples:

1. Essential relative clause:

- The house that is painted blue belongs to my friend. (The essential relative clause "that is painted blue" is necessary to identify which house is being referred to.)
- The dog that barks loudly keeps the neighbors awake. (The essential relative clause "that barks loudly" is necessary to identify which dog is being referred to.)

2. Nonessential relative clause:

- My sister, who is a doctor, lives in Chicago. (The nonessential relative clause "who is a doctor" provides additional information about the sister, but the sentence would still be grammatically correct and meaningful without it.)

- The book, which was published in 1920, is a classic. (The nonessential relative clause "which was published in 1920" provides additional information about the book, but the sentence would still convey the same meaning without it.)

Remember, in the examples above, the essential relative clauses are not set off by commas and cannot be removed without changing the meaning, while the nonessential relative clauses are set off by commas and can be removed from the sentence without altering the overall meaning.

11.2 What are Relative Clauses?

Relative clauses are an essential component of the English language. Relative clauses are also called adjective clauses derive from a basic structure consisting of more than one sentence (Sulistiani, 2020). They are special kind of subordinate clause whose primary function as modifier to a noun or nominal (Huddleston & Pullum, 2005). They are a type of subordinate clause that modifies a noun or pronoun, providing additional information about the subject. A subordinate clause is a clause that cannot stand itself. This clause will have a complete meaning when combined with main clause (Pauzan, 2021). A relative clause typically begins with a relative pronoun, such as who, whom, whose, which, or that, and it functions as an adjective in the sentence.

Relative clauses are used to identify or describe a noun or pronoun, adding more detail to the sentence. For example, in the sentence, "The man who is wearing a blue shirt is my brother," the relative clause "who is wearing a blue shirt" provides additional information about the man, clarifying which man is being referred to. Relative clauses can be either restrictive or non-restrictive, with the former providing essential information about the noun or pronoun and the latter providing additional but non-essential information.

Relative clauses can be challenging for English learners because they require a good understanding of grammar rules and syntax. However, they are an essential component of the language and are used frequently in both written and spoken communication. By mastering relative clauses, learners can improve their writing and speaking skills and effectively convey their ideas to others.

Example

1. In a zoo, the animals that are kept in cages are protected from any harm.
2. The car that crashed into the tree was severely damaged.
3. The book that I borrowed from the library was filled with interesting stories.
4. The woman, who had just won a marathon, was the first to cross the finish line.
5. The cat, whose owner is a famous actress, often attends red carpet events.
6. The company hired a new employee who has a lot of experience in marketing.
7. The movie, which was directed by a famous filmmaker, received rave reviews from critics.
8. The house that was built in the 19th century has been beautifully preserved.
9. The boy, whom I met at the park, became my best friend.
10. The cake, which was made by a professional baker, looked and tasted amazing.

11.3 Definition of Relative Clauses

Relative clauses are an essential part of the English language, as they provide additional information about a noun in a sentence. Relative clauses may simply be defined as a subordinate or dependent clause that provides additional information to the head noun of the main clause which precedes it (Khan & Al-Namer, 2017). They are also known as adjective clauses because they function as adjectives, modifying the noun they are attached to. Adjective clause

is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun (Azar, 1999). A relative clause typically begins with a relative pronoun such as "who," "which," "that," or "whose." These pronouns connect the clause to the noun it is describing and help to add more detail or description to the sentence.

The main purpose of relative clauses is to give more information about a noun without having to create a separate sentence. They allow us to combine ideas and make our writing or speech more concise and efficient. For example, in the sentence "The book that I borrowed from the library is very interesting," the relative clause "that I borrowed from the library" provides additional information about the noun "book." Without the relative clause, the sentence would simply state "The book is very interesting," which is less informative.

Relative clauses can be restrictive or non-restrictive, depending on the information they provide. Restrictive relative clauses are essential to the meaning of the sentence and cannot be omitted without changing the intended message. They are usually not set off by commas. On the other hand, non-restrictive relative clauses are not necessary for the sentence's meaning and can be omitted without altering the main idea. These clauses are often set off by commas. Understanding the difference between these two types of relative clauses is important in order to use them correctly and effectively in writing and speaking. Overall, relative clauses play a crucial role in adding depth and specificity to our sentences, making our communication more precise and engaging.

Example

Concrete Example 1:

Sentence: "The teacher who won the award is my favorite."

Explanation: In this sentence, the relative clause "who won the award" provides additional information about the noun "teacher." It specifies that the teacher who won the award is the speaker's favorite. Without the relative clause, the sentence would simply state "The teacher is my favorite," which is less specific and does not convey the same meaning.

Concrete Example 2:

Sentence: "The house that was built in the 19th century is for sale."

Explanation: In this sentence, the relative clause "that was built in the 19th century" gives more detail about the noun "house." It informs the reader that the house for sale was constructed during the 19th century. Without the relative clause, the sentence would only say "The house is for sale," which does not provide the same historical context.

Concrete Example 3:

Sentence: "The dog whose tail is wagging is happy."

Explanation: In this sentence, the relative clause "whose tail is wagging" provides additional information about the noun "dog." It specifies that the happy dog is the one whose tail is wagging. Without the relative clause, the sentence would just state "The dog is happy," which does not highlight the same observable behavior.

11.4 How They are Formed

Relative clauses are an important component of grammar that help us provide additional information about a noun in a sentence. They are formed by using relative pronouns or relative adverbs to

connect the main clause and the subordinate clause. The main clause is the part of the sentence that can stand alone and make sense, while the subordinate clause relies on the main clause to complete its meaning. Relative clauses are commonly used to add more detail, provide descriptions, or give additional information about a noun.

To form a relative clause, we need to begin with a relative pronoun or a relative adverb. Relative pronouns include words like *who*, *whom*, *whose*, *which*, and *that*, while relative adverbs include words like *where*, *when*, and *why*. These pronouns and adverbs are used to introduce the subordinate clause and connect it to the main clause. For example, in the sentence "The girl who is wearing a red dress is my sister," the relative pronoun "who" introduces the subordinate clause "who is wearing a red dress," which provides additional information about the noun "girl."

Once the relative pronoun or adverb is introduced, we need to include a subject and a verb in the subordinate clause to form a complete sentence. These elements help to provide more details and information about the noun in question. For instance, in the sentence "The book that I am reading is very interesting," the relative pronoun "that" introduces the subordinate clause "that I am reading," which contains the subject "I" and the verb "am reading." This adds specific information about the noun "book" and helps to clarify which book is being referred to.

In summary, relative clauses are formed by using relative pronouns or relative adverbs to connect the main clause and the subordinate clause. These clauses are used to provide additional information about a noun and are formed by starting with a relative pronoun or adverb, including a subject and a verb in the subordinate clause, and connecting it to the main clause. Understanding how relative clauses are formed is essential for constructing clear and concise sentences and enhancing the overall clarity of our writing.

Example

1. The dog that is barking loudly is keeping the neighbors awake.
2. The restaurant where I had my first date closed down last month.
3. The car which I bought last week is already in the repair shop.
4. The professor whose lecture I attended yesterday won a prestigious award.
5. The reason why I didn't go to the party is that I had to work overtime.
6. The house that was painted blue was recently sold.
7. The city where I was born has a population of over 1 million people.
8. The movie that we watched last night was directed by Steven Spielberg.
9. The woman whom he married is a doctor.
10. The park where I like to go for a walk is always full of people.

11.5 Types of Relative Clauses

Relative clauses are a type of dependent clause that provides additional information about a noun or pronoun in a sentence. They define the meaning of a noun or noun phrase and provides necessary information about the noun in the sentence (Walden University, 2023). They are introduced by relative pronouns such as who, whom, whose, which, and that. Relative clauses can be essential or nonessential to the meaning of a sentence. Essential relative clauses are necessary to the meaning of the sentence, and nonessential relative clauses provide additional but not necessary information.

There are two types of relative clauses: restrictive and nonrestrictive. Restrictive relative clauses are essential to the meaning of the sentence and cannot be removed without changing the meaning. They are also known as defining or essential relative clauses. Nonrestrictive relative clauses are not essential to the meaning of the sentence and can be removed without changing the

meaning. They are also known as non-defining or nonessential relative clauses. Nonrestrictive relative clauses are set off by commas in a sentence.

In addition to restrictive and nonrestrictive relative clauses, there are also relative clauses that use the relative pronoun "whose." These clauses indicate possession or ownership and provide information about the noun or pronoun. For example, "The girl whose dog is missing" indicates that the girl is the owner of the missing dog. Relative clauses are important in sentence structure and provide additional information to make a sentence more precise and informative.

Example

1. Restrictive relative clause example:

The man who stole my wallet was caught by the police.

In this sentence, the relative clause "who stole my wallet" is essential to identifying which man is being referred to. Without this clause, the sentence would be incomplete and the meaning would be unclear.

2. Nonrestrictive relative clause example:

My sister, who is a doctor, is coming to visit next week.

In this sentence, the relative clause "who is a doctor" provides additional information about the speaker's sister. However, if this clause were removed, the main meaning of the sentence would still be intact.

3. Relative clause using "whose" example:

The house whose roof collapsed was abandoned.

In this sentence, the relative clause "whose roof collapsed" indicates that the house is the one with the collapsed roof. The clause gives ownership/possession information and helps clarify which specific house is being referred to.

4. Essential relative clause example:

I need the book that is on the top shelf.

In this sentence, the relative clause "that is on the top shelf" is necessary to indicate which specific book the speaker needs. Without this information, the sentence would lack clarity.

5. Nonessential relative clause example:

My sister, who is usually very reserved, surprised everyone by giving a speech.

In this sentence, the nonessential relative clause "who is usually very reserved" provides additional information about the speaker's sister but can be removed without affecting the main meaning of the sentence.

11.6 Relative Pronouns and Adverbs

Relative clauses are an essential aspect of grammar that allows us to provide additional information about a noun in a sentence. These clauses are known for their ability to add descriptive details without the need for creating a separate sentence. One of the key components of relative clauses is the use of relative pronouns and adverbs. These words help connect the relative clause to the noun it is modifying and provide a smooth flow to the sentence.

A relative clause introduces further information about the preceding noun or noun phrase, either helping to identify what it refers to (in a restrictive clause) or just providing extra details (in a nonrestrictive clause). The relative clause comes after a noun or noun phrase (called the antecedent) and gives some additional information about the thing or person in question. The relative pronoun represents the antecedent (Caulfield, 2023).

Relative pronouns are used to introduce relative clauses and are essential in connecting the clause to the noun it describes. Common relative pronouns include "who," "whom," "whose," "which," and "that." For example, in the sentence "The girl who won the award is

my friend," the relative pronoun "who" connects the relative clause "who won the award" to the noun "girl." This construction allows us to provide additional information about the girl who won the award without creating a separate sentence.

Similarly, relative adverbs are used to introduce relative clauses and provide additional details about the noun being described. These adverbs include "where," "when," and "why." For instance, in the sentence "This is the school where I studied," the relative adverb "where" connects the relative clause "where I studied" to the noun "school." This allows us to specify the location where the studying took place without the need for a separate sentence.

Overall, understanding the usage of relative pronouns and adverbs is crucial in constructing clear and concise sentences. These linguistic tools enable us to provide additional information about a noun without creating excessive sentences or interrupting the flow of our writing. By mastering the use of relative clauses and their associated pronouns and adverbs, students can enhance their writing and communicate their ideas with precision and elegance.

Example

- The dog that I adopted from the shelter is very playful.
- The book which I read last night kept me up past my bedtime.
- The woman whose car broke down on the highway asked me for help.
- The reason why she cancelled our plans is still unclear.
- The moment when the sun set behind the mountains was breathtaking

11.7 Functions of Relative Clauses

Relative clauses are a type of clause that provide additional information about a noun or pronoun in a sentence. They are introduced by relative pronouns such as "who," "whom," "whose," "which," and "that." Relative clauses function as adjectives that explain the condition of a noun or pronoun (Mas'Ud, 1996).

One of types of relative the primary functions clauses are known of relative clauses as defining or is to add restrictive relative clauses descriptive information to. They provide a noun or pronoun. For example, in the sentence necessary information that is essential to "The car the meaning of the sentence, that is parked outside is mine and if removed," the relative, the sentence clause "that would lose its is parked outside intended meaning." provides additional For example, details about the in the sentence noun "car "The girl." It specifies who is wearing which car the a red dress speaker is referring is my sister to among others," the relative. This function clause "who allows us to is wearing a provide more specific red dress" and precise information provides essential information about the subject about the noun of the sentence "girl,".

Another function specifying which girl of relative clauses is being referred is to identify to.

Relative clauses can be clauses is to provide non- used to specify or clarify the essential information about noun they are a noun or attached to. pronoun. For instance, These types of in the sentence "The book relative clauses are that I am known as non reading is very-defining or non-restrict interesting," the relative clause "ive relative clauses that I am reading" identifies. They provide the specific book additional information that being referred to is not necessary. It distinguishes for the meaning it from other books and of the sentence, but adds helps to define extra details or its context within the sentence.

Relative clauses can also be used to sentence.

In summary, relative clauses serve several define or describe the characteristics or functions in English grammar. They qualities of a can add descriptive information, identify noun or pronoun. These noun, and types of relative modify a noun clauses are known by providing additional as descriptive relative clauses. They details about its characteristics. By provide information that understanding the functions describes the noun of relative clauses or pronoun,

giving more, students can enhance their writing details about its skills and effectively communicate more precise and specific information. attributes. For example, in the sentence "The book that I read last night was very interesting," the relative clause "that I read last night" describes the book, specifying which book is being referred to and when it was read.

In summary, relative clauses serve different functions in a sentence. Defining or restrictive relative clauses provide essential information, non-defining or non-restrictive relative clauses provide additional but non-essential information, and descriptive relative clauses describe the characteristics or qualities of a noun or pronoun. Understanding these functions will help students effectively use relative clauses to provide clarity and coherence in their writing.

REFERENCES

- Ali, F. R. (2009). *English Grammar Completed Edition*. Yogyakarta : Pustaka Widyatama.
- Azar, B. S. (1999). *Understanding and using English grammar third edition*.
- Caulfield, J. (2023). *Relative Pronouns / Definition, List & Examples*. <https://www.scribbr.com/nouns-and-pronouns/relative-pronouns/>
- Huddleston, R., & Pullum, G. (2005). Introduction to English grammar. *Zeitschrift Für Anglistik Und Amerikanistik*, 53(2), 195–197.
- Khan, S. S., & Al-Namer, L. A.-S. (2017). The comprehension of English relative clauses by Arabic-speaking EFL learners. *International Journal of Education*, 9(1), 92–207.
- Mas'Ud, F. (1996). *Essentials of English Grammar: a practical guide*. Ikapi, BBFE–Yogyakarta.
- Murphy, R., & Hashemi, L. (2019). *English Grammar in Use. Supplementary Exercises*. Cambridge: Cambridge Univ. Press.
- Pauzan, H. (2021). *Complete English Grammar*. Jakarta Selatan : PT Cipta Gadhing Artha.
- Sulistiani, A. F. (2020). An analysis of relative clause in the novel Paper Towns by John Green. *Journal of Language and Literature*, 6(2), 72–83.
- University, W. (2023). *Grammar: Relative, Restrictive, and Nonrestrictive Clauses*. <https://academicguides.waldenu.edu/writingcenter/grammar/clauses>

AUTHOR BIOGRAPHY



Ika Purnama Sari, A.Md., S.Pd., M.Pd

English Lecturer in the Informatics Engineering Study Program
STIKOM Tunas Bangsa of Pematang Siantar
North Sumatra, Indonesia

The author was born in Karang Anyar, Simalungun on February 3, 1994. The author is a permanent lecturer at the Informatics Engineering study program, and teaches English at STIKOM Tunas Bangsa Pematang Siantar. The author completed the Bachelor's degree education program in the English Language Education department at Simalungun University and completed it in 2015. At the same time, in semester 5 to be precise, the author also took lectures in the field of informatics management at AMIK Tunas Bangsa and completed his education in 2016. Then the author continued S2 majoring in English in 2018. The author has been pursuing writing since 2021. Apart from actively writing books, the author is also active in writing journals.

AUTHOR BIOGRAPHY



Tedty Rohaya Tinambunan, S.S., M.Si

The writer was born in Parongil Sidikalang, DAIRI Regency North Sumatera on March 15th 1980. The writer is a Lecturer in Health Institute of DELI HUSADA Deli Tua, Deli Serdang SUMUT. The writer graduated S2 from Linguistic Program Study, University of North Sumatera.

AUTHOR BIOGRAPHY



Ismail Tahir

Ismail Tahir is a PhD student at the School of Foreign Languages, Beihang University, Beijing, China. His research interests include Pragmatics, Translanguaging, Multilingualism, Linguistics on Computer-Mediated Communication, and English Language Teaching.

Email: ismailtahir@ubmg.ac.id; ismailtahir43@yahoo.com

AUTHOR BIOGRAPHY



Neneng Yuniarty, S.S., M.Hum.

The author lives in Bandung. She is a lecturer at the Piksi Ganesha Polytechnic, Bandung. The author completed her bachelor degree in 2005 in English department, and completed her master's degree in 2013 in English Linguistics, Faculty of Cultural Sciences, Padjadjaran University Bandung.

BIODATA PENULIS



Dr. Citra Prasiska Puspita Tohamba, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan UM Kendari

Penulis lahir pada tanggal 22 Mei 1989 di Kendari, Sulawesi Tenggara, Indonesia. Pada tahun 2001, penulis lulus dari sekolah dasar di SDN 18 Mandonga Kendari. Kemudian, penulis melanjutkan pendidikan di MTsN 1 Kendari dan lulus pada tahun 2004. Pada tahun yang sama, penulis melanjutkan pendidikan di SMA Negeri 7 Kendari dan lulus pada tahun 2007. Selanjutnya, pada tahun 2011 penulis menyelesaikan pendidikan S1 di Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Haluoleo. Pada tahun 2012, penulis melanjutkan studi magister (S2) di Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar dan menyelesaikan studi pada tahun 2014. Pada tahun 2015 hingga sekarang, penulis menjadi salah satu dosen Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kendari (UM Kendari). Selain itu, pada tahun 2023, penulis mendapatkan gelar doktor (S3) dalam bidang Pendidikan Bahasa Inggris di Universitas Negeri Makassar.

AUTHOR BIOGRAPHY



Nining Syafitri, S.Pd., M.Hum.

Lecturer of English Education Department
Faculty of Teacher Training and Education
Dayanu Ikhsanuddin University Baubau

The author was a graduate of the English Education Study Program at Dayanu Ikhsanuddin Baubau University (S1) and English Language Studies at Hasanuddin University Makassar (S2). In 2017, she joined Operation Wallacea (Baubau Marine Site), a UK-based NGO, as an Admin Assistant. She is active in writing journal articles related to English teaching and learning and she has some book chapters published by Get Press Indonesia, such as Tenses (2022), Literasi ICT dan Media Pembelajaran (2023), English Grammar (2023), and English Grammar in Use (2023). Also, the author is active in social media, if you want to keep in touch with her, please contact her at: E-mail: niningsyafitri@unidayan.ac.id and Instagram: @niningsyafitri.

AUTHOR BIOGRAPHY



Barep Sarinauli, S.S., M.Pd

Dosen homebase In English Program (PBI)
Universitas Muhammadiyah Mahakarya Aceh

Barep Sarinauli, S.S., M.Pd was born in Takengon on 29 April 1984. her Bachelor's degree is English literature at STBA Harapan Medan which she received in 2006. she completed her Master's Degree in English Education at Universitas Syiah Kuala (USK) Banda Aceh 2014, her Articles have appeared in a number of reputable Journals such as English language Education, and International Journals. In Addition nauli was also lecturer in three different Institutions at Aceh Tengah, i.e. Universitas Gajah Putih, 2008-2014, IAIN Takengon 2008-2016, and STKIP Muhammadiyah Aceh Tengah, 2008-2021). Nauli is now the scretary of Research Institute, Comunity Service and Publishing (LP2MP) at Universitas Muhammadiyah Mahakarya Aceh.

BIODATA PENULIS



Pesparani Diana Jabar, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Bahasa Inggris Universitas Lelemuku Saumlaki

Penulis lahir di Ambon tanggal 3 Desember 1989. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Sosial dan Humaniora, Universitas Lelemuku Saumlaki. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris. Penulis menekuni bidang Membaca.

AUTHOR BIOGRAPHY



Mutiara Sofa

Dosen STIT Al-Khairiyah Cilegon

Penulis dilahirkan di Serang pada 09 Februari 1983. Meraih gelar Sarjana Pendidikan Islam dari Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Adab IAIN Serang (sekarang UIN Banten) Tahun 2005. Kemudian meraih gelar Magister Pendidikan bidang Teknologi Pembelajaran Program Pascasarjana Universitas Sultan Ageng Tirtayasa (UNTIRTA) Serang Tahun 2012.

Kegiatan penulis saat ini adalah sebagai Dosen STIT Al-Khairiyah Cilegon. Sebagai pendidik di SDN Warnasari Citangkil Cilegon dan Sebagai pendidik di MDTA Sumampir Cilegon.

Penulis aktif melalui karya tulis seperti artikel/jurnal dan juga bookchapter. Beberapa karya tulis ilmiah telah ditulis dan dipublikasikan juga bisa di akses di google scholar atas nama Mutiara Sofa.

Pernikahannya dengan Imron, SM., MM, Ia telah dikaruniai tiga orang anak sholeh dan sholehah bernama Shafri Sabili (Bili), Shaffa Sabela (Bela) dan Shafin Rasyidi (Shafin). Kini penulis tinggal di Link. Kubang Bale Cikapal 2 No. 21 RT. 03/06 Kel. Taman Baru Kec. Citangkil Cilegon 42441.

Email: mutiarasofa83@gmail.com

AUTHOR BIOGRAPHY



Baharudin Adu, S.Pd., M.Pd.

Lecturer of English Education Study Program
Faculty of Teacher Training and Education
Dayanu Ikhsanuddin University Baubau

The author was born in Ambon 40 years ago, he completed his bachelor's degree in the English education study program at FKIP Dayanu Ikhsanuddin University in 2008, then he continued his master's degree in the English language education study program at State University of Makassar in 2010. He lives now in the small town of Baubau, and works as a lecturer in English education Study Program at Dayanu Ikhsanuddin University.