MODUL PERKULIAHAN
MATA KULIAH BAHASA INGGRIS II

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KATA PENGANTAR

Alhamdulillah, segala puji bagi Allah yang senantiasa memberikan kemudahan dalam menyelesaikan segala urusan hingga penulis mampu menyelesaikan Modul Perkuliahan Mata Kuliah Bahasa Inggris II. Tak lupa penulis juga mengucapkan ribuan terima kasih kepada berbagai pihak yang telah membantu dalam penyelesaian modul ini.

Pembelajaran Bahasa Inggris, khususnya di program D3 AMIK AKMI BATURAJA memiliki peran yang sangat penting. Sebab Komputerisasi tidak lepas dengan kata-kata berbahasa Inggris. Untuk itu AMIK AKMI Baturaja membuka Mata Kuliah Bahasa Inggris sebanyak 4 semester untuk jenjang Manajemen Informatika dan 2 Semester untuk jenjang Teknik Informatika. Dengan adanya mata kuliah tersebut dipandang perlu adanya buku acuan seperti halnya Modul Pembelajaran Bahasa Inggris demi menunjang proses belajar mengajar mata kuliah Bahasa Inggris di AMIK AKMI Baturaja

Modul Perkuliahan Mata Kuliah Bahasa Inggris II ini merupakan lanjutan dari Bahasa Inggris I. Didalam Bahasa Inggris II ini lebih menitik beratkan pada pengetahuan Bahasa Inggris Dasar lanjutan tahap II mengenai bekal konsep tentang **English component** atau unsur-unsur yang ada dalam bahasa inggris (*Vocabulary, Grammar/structure, dan pronounciation*). Dalam proses pembelajaran bahasa Inggris tentunya perlu kiranya untuk terus dilakukan penataan kembali pola pemahaman dan juga materi atau bahan ajar bahasa Inggris secara sistematis dalam bentuk skemata atau konsep-konsep yang lebih simple dan mudah untuk dipahami, karena mengingat karakteristik mahasiswa D3 AMIK AKMI Baturaja yang bukan mahasiwa program bahasa sehingga diperlukan desain materi yang yang lebih sederhana. Modul ini memuat ringkasan materi bahasa Inggris dengan didikuti latihan-latihan soal yang disusun secara sederhana dan sistematis menurut kaidah-kaidah gramatika Bahasa Inggris tertentu, yang dianggap esensial sebagai dasar untuk mengembangkan keterampilan bahasa lisan maupun tulisan (**spoken / written**) seperti pola-pola dasar kalimat bahasa Inggris, seperti: *wh-question, modals, introductory IT, another and the other, to be + going to and will, question-tag, degree of comparison, elliptical sentence, conditional sentence type 1, 2, and 3,* dan *preference*. Selain itu, didalam Bahasa Inggris II ini juga terdapat materi *Reading Comprehension 1* dan 2. Hal tersebut dipandang perlu sebab mahasiswa tidak hanya diajarkan mengenai *grammar* tetapi juga dilatih untuk memahami bacaaan / wacana berbentuk bahasa Inggris. Dengan harapan bekal tersebut dapat berguna dikemudian hari. Amin.

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

Penulis

DAFTAR ISI

UNIT 1
WH-QUESTIONS

A. Definisi *Wh-Questions*

     Information Questions (Wh-Questions dan *how)* adalah bentuk pertanyaan yang menanyakan informasi dengan menggunakan *Question Words* (kata tanya). Sering disebut dengan *Wh-question* karena semua kata tanya diawali dengan *Wh-*, kecuali *How*. Yang termasuk *Question Words (QW)* adalah: *What, Who, Whom, Whose, Why, Where, When, Which* dan *How*. Karena *Questions Words* ini terdiri dari 9 buah kata tanya, oleh karena itu kata tanya ini lazim disebut 8W+1H.

B. Perbedaan *Yes-No Questions* dengan *Information Questions*

Gambar 1 Perbedaan *Yes-No Questions* dengan *Information Questions*

     Dari gambar diatas terlihat jelas perbedaan antara *Yes-No Questions* dengan *Information Questions,* dimana *yes/no questions* merupakan bentuk pertanyaan yang dapat dijawab dengan jawaban *Yes* atau *No*, sementara *information questions* adalah bentuk pertanyaan yang bertujuan untuk menanyakan informasi dengan menggunakan kata tanya (*question word),* yaitu *where, when, why, who, whom, what, which, whose,* dan *how* (Azar, 2003:123).

C. Macam-macam, fungsi, dan contoh *Wh-Questions*

No.	Wh-Questions	Fungsi	Contoh
1.	What (apa)	Menanyakan nama benda, nama orang atau jenis profesi.	1. Question: What is that? Answer: That is an apple. 2. Question: What are you? Answer: I am a soldier. 3. Question: What is your name? Answer: My name is Ivanka.
2.	Who (siapa)	Menanyakan orang sebagai pelaku/*subject*.	1. Question: Who are you? Answer: I am Joko Pinurbo. 2. Question: Who writes the letter? Answer: Martin does. 3. Who is very beautiful? Answer: Agnes Monica is very beautiful.
3.	Whom (siapa)	Menanyakan orang sebagai *object*.	1. Question: Whom do you meet? Answer: I meet Inul Daratista. 2. Question: Whom is she looking for? Answer: She is looking for Brian Safina.
4.	Whose (milik siapa)	Menanyakan pemilik suatu benda.	1. Question: Whose bag is this? Answer: This is my bag 2. Question: Whose sister is the girl? Answer: She is my sister
5.	Why (mengapa)	Menanyakan alasan atau penyebab terjadinya sesuatu.	1. Question: Why do you come late? Answer: Because I missed the bus this morning 2. Question: Why is Mrs. Julia very healthy? 3. Answer: Because she does sport every morning. 4. Question: Why do you love me? 5. Answer: Because you are very rich.
6.	Where (dimana)	Menanyakan tempat.	1. Question: Where does Alicia study? Answer: She studies in SMPN 03 Wonogiri. 2. Question: Where do you go every day? Answer: I go to school every day. 3. Question: Where is the library? Answer: The library is beside the hall.
7.	When (kapan)	Menanyakan waktu.	1. Question: When does Alfian get up? Answer: He gets up at five o'clock every morning. 2. Question: When did you go to Eromoko? Answer: I go to Eromoko last week. 3. Question: When do you go to school? Answer: I go to school at 06.30.

8.	Which (yang mana)	Menanyakan pilihan.	1. Question: Which is your car? Answer: My car is the red one. 2. Question: Which is his sister? Answer: His sister is the girl with the blue jacket.
9.	How (Bagaimana)	Menanyakan kondisi atau keadaan.	1. Question: How are you? Answer: I am fine. Thanks. 2. Question: How is Reyna's school? Answer: Her school is large and clean.

Tabel 1 Macam-macam, fungsi, dan contoh *Wh-Questions*

D. Penjelasan tambahan mengenai *who, whom,* dan *how.*

1. Who (Siapa, sebagai subjek)

    a. Who digunakan untuk menanyakan orang (sebagai subjek). Contoh kalimatnya bisa Anda lihat di bawah ini:

        1. Who is that? [Siapa itu?]

        2. Who is going to come with Messi? [Siapa yang akan datang dengan Messi?]

        3. Who is she dating now? [Siapa yang sedang dia kencani sekarang?]

        4. Who can help me bring this table? [Siapa yang bisa membantu saya membawa meja ini?]

        5. Who were you calling? [Siapa yang sedang Anda telepon?]

        6. Who will you invite to the party? [Siapa yang akan Anda undang ke pesta?]

    b. Selain itu, who juga bisa langsung diikuti oleh kata kerja. Perhatikan contoh-contohnya di bawah ini:

        1. Who wants to eat? [Siapa yang mau makan?]

        2. Who cares? [Siapa yang peduli?]

        3. Who won the match? [Siapa yang memenangkan pertandingan?]

        4. Who wrote the Harry Potter? [Siapa yang menulis Harry Potter?]

2. Whom (Siapa, sebagai objek)

Berbeda dengan *who*, *whom* digunakan untuk menanyakan orang sebagai objek.
Contoh kalimatnya dijelaskan pada gambar 2 sebagai berikut:

> **Perbedaan Who dengan Whom**
>
> <u>Who</u>
>
> Question: Who will carry the table? (Siapa yang akan membawa meja ini?]
>
> Answer: Parto will carry the table. [Parto akan membawa meja ini. (Parto di sini sebagai subjek)]
>
> <u>Whom</u>
>
> Question: Whom did you see? (Siapa yang Anda lihat?]
>
> Answer: I saw Parto. [Saya melihat Parto. (Parto di sini sebagai objek)]

Gambar 2. Perbedaan *who* dengan *whom*

3. How (Bagaimana, Berapa, Seberapa)

How biasanya digunakan untuk menanyakan cara, kondisi/kualitas, kabar/kesehatan seseorang, jumlah (yang dapat dan tidak dapat dihitung), usia, jarak, durasi, dan frekuensi. Contoh kalimatnya adalah sebagai berikut:

a. How does the washing machine work? [Bagaimana cara kerja mesin cuci?]

b. How was your exam? [Bagaimana ujian Anda?]

c. How are you? [Bagaimana kabar Anda?]

d. How many children does Parto have? [Berapa banyak anak yang Parto miliki?]

e. How much money have you spent this month? [Berapa banyak uang yang telah Anda habiskan bulan ini?]

f. How old are you? [Berapa usia Anda?]

g. How far is Bali from Jakarta? [Seberapa jauh Bali dari Jakarta?]

h. How long can you go? [Berapa lama Anda bisa pergi?]

i. How often do you visit your grandmother? [Seberapa sering Anda mengunjungi nenek Anda?]

E. Tips membentuk/membuat *Wh-Questions*

Yang perlu diingat dalam membentuk/membuat *Wh-Questions* adalah:

1. Bentuk waktu (tense).

2. Memiliki main verb atau tidak? Jika memiliki main verb, gunakan formula **QASM** (Question word, Auxiliary verb, Subject, Main verb).

3. Disertai keterangan atau tidak?

Untuk lebih jelasnya, silahkan lihat tabel di bawah ini:

| Tense	Question word	Auxiliary verb	Subject	Main verb	Keterangan
Simple Present	What	Does	Sarah	think	about the project?
	What	Is	your name?	–	–
	What	Are	You	doing?	–
	What	Would	You	do	if you have a million dollars?
	Where	Are	You	–	now?
	Why	Do	You	love	me?
	Who	Is	she?	–	–
	How	Does	the washing machine	work?	–
	How many kids	Do	You	have?	–
Simpe Past	What	Did	You	do	yesterday?
	When	Did	You	create	the blog?
	Where	Did	You	buy	that T-shirt?
	Why	Were	You	late?	–

Tabel 2 Cara Membuat *WH-Question* di dalam suatu kalimat

F. Exercises

□ **EXERCISE 5. Information questions. (Charts 5-2 and 5-3)**
Directions: Create information questions. Use *where, why, when,* or *what time.*

1. A: ___When are you going to go downtown?___
    B: Tomorrow. (I'm going to go downtown tomorrow.)

2. A: _____
    B: At Lincoln Elementary School. (My children go to school at Lincoln Elementary
    School.)

3. A: _____
    B: At 1:10. (Class begins at 1:10.)

4. A: _____
    B: Four years ago. (I met the Smiths four years ago.)

5. A: _____
    B: It's waiting for a mouse. (The cat is staring at the hole in the wall because it's
    waiting for a mouse.)
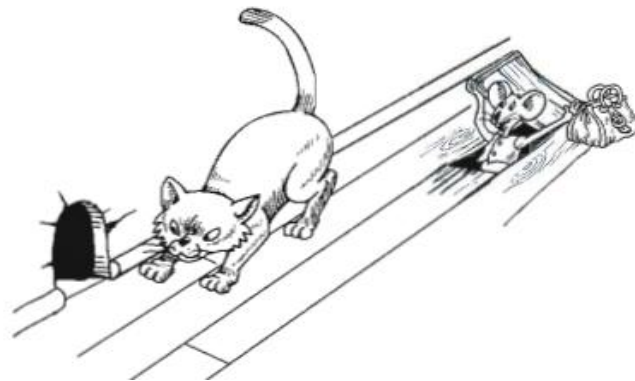
□ **EXERCISE 8. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)**
Directions: Create questions with *who, who(m),* and *what.* Write "s" if the question
word is the subject. Write "o" if the question word is the object.

QUESTION	ANSWER
1. ^s Who knows?	^s **Someone** knows.
2. ^o Who(m) did you ask?	^o I asked **someone**.
3. _____	**Someone** knocked on the door.
4. _____	Sara met **someone**.
5. _____	Mike learned **something**.
6. _____	**Something** changed Ann's mind.
7. _____	Ann is talking about **someone**.*

□ EXERCISE 9. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)
   Directions: Create questions. Use *who*, *whom*, or *what*.

   1. A: __What did you see?__
      B: An accident. (I saw an accident.)

   2. A: _____
      B: An accident. (Mary saw an accident.)

WHO   **WHAT**

   3. A: _____
      B: Mary. (Mary saw an accident.)

   4. A: _____
      B: John. (Mary saw John.)

WHO   **WHO(M)**

   *A preposition may come at the beginning of a question in very formal English:
      About whom (NOT *who*) *is Ann talking?*
   In everyday English, a preposition usually does not come at the beginning of a question.

   5. A: _____
      B: Mary. (Mary saw John.)

   6. A: _____
      B: An accident. (An accident happened.)

   7. A: _____
      B. A new coat. (Alice bought a new coat.)

   8. A: _____
      B: Alice. (Alice bought a new coat.)

   9. A: _____
      B: A map of the world. (I'm looking at a map of the world.)

   10. A: _____
      B: Jane. (I'm looking at Jane.)

   11. A: _____
      B: The secretary. (I talked to the secretary.)

   12. A: _____
      B: His problems. (Tom talked about his problems.)

   13. A: _____
      B: The board. (The teacher looked at the board.)

   14. A: _____
      B: The teacher. (The teacher looked at the board.)

   15. A: _____
      B: The students. (The teacher looked at the students.)

UNIT 2
MODAL AUXILIARIES
(can, could, may, might, must)

A. Definisi *Modals Auxiliaries*

Modal Auxiliary adalah kata yang ditempatkan sebelum *main verb* (kata kerja utama) untuk memodifikasi makna dari kata kerja utama tersebut. Fungsinya yaitu untuk mengekspresikan *willingness* (kemauan) atau *ability* (kemampuan), *necessity* (kebutuhan), dan *possibility* (kemungkinan).

Seperti yang dikutip azar dalam bukunya (2003:190), *Modal Auxiliaries* merupakan kata kerja bantu yang mengungkapkan berbagai makna (*ability* [kemampuan], *permission* [izin], *possibility* [kemungkinan], *necessity* [keperluan]). Sebagian besar dari beberapa *modals* memiliki lebih dari satu makna.

Dari asumsi tersebut disimpulkan bahwa Modal auxiliary adalah kata kerja bantu yang bentuknya bermacam-macam dan dapat digunakan sesuai keadaan yang ingin diungkapkan oleh sipembicaranya. Bentuk kalimat-kalimatnya dapat digunakan dengan kata kerja maupun selain kata kerja, dan juga bisa digunakan untuk situasi sekarang ataupun yang memiliki arti untuk situasi yang akan datang.

B. Macam-macam *Modals Auxiliaries*

Berikut adalah berbagai macam dari *modals auxiliaries* menurut Eastwood, (2002):

1. *Necessity*: *must, have (got) to, needn't* dan *mustn't*
2. *Obligation* dan *advice*: *should, ought to* etc
3. *Permission: can, could, may, might* dan *be allowed to*
4. *Certainty: will, must* dan *can't*
5. *Probability: should* dan *ought to*
6. *Possibility: may, might, can* dan *could*
7. *Ability: can, could* dan *be able to*
8. *Unreal situations: would*
9. *Habits: will, would* dan *used to*
10. *The verb dare*

Dari asumsi tersebut dapat disimpulkan bahwa ada beberapa *modals auxiliaries* yang sering digunakan, yaitu seperti *may, might, can, could, must, had to, shall, should, will, would, ought to.* Tetapi dalam bahasan ini kita hanya fokus pada 5 *modals* saja antara lain yaitu *can, could, may, might,* dan *must.*

C. *The usage of Modals Auxiliaries (can, could, may, might, and must)*

Modal memiliki beberapa penggunaan seperti berikut ini:

1. Can/could

    a. Untuk menyatakan kemampuan:

        1) I *can cook* very well. (Aku bisa memasak dengan sangat baik.)

        2) I *could not* sing this song beautifully. (Aku tidak bisa menyanyikan lagu ini dengan baik.)

    b. Untuk menyatakan kemungkinan:

        1) I *Can Call* You If I have finished my work. (Aku bisa meneleponmu jika pekerjaanku sudah selesai.)

        2) I *Could not* listen to what he said. (Aku tidak bisa mendengarkan apa yang dia katakan.)

    c. Untuk menyatakan izin:

        1) You *Can Watch* TV after doing your homework. (Kamu boleh menonton TV setelah menyelesaikan PR-mu.)

        2) You *Can borrow* my novel tomorrow morning. (Kamu boleh meminjam novelku besok pagi.)

    d. Untuk menyatakan permohonan yang sopan:

        1) *Can* I *use* your phone? Bolehkah aku memakai teleponmu?

        2) *Could* you please *tell* me where the nearest bank is? Bisakah kamu memberi tahuku di mana letak bank terdekat?

        Catatan: Dalam kasus permohonan, *could* lebih sopan daripada *can*.

2. May/might

    a. Untuk menyatakan kemungkinan (tidak yakin 100%):

        1) Tia does not come to the class, she *may get up* late (Tia tidak masuk sekolah. dia mungkin bangun ke- siangan)

        2) shinta *might not be* angry because I am her boyfriend. (Shinta mungkin tidak marah karena aku adalah pacarnya)

b. Untuk menyatakan izin:

    1) You *might meet* your mom (Kamu boleh menemui ibumu)

    2) *May* I *ask* you a question? Bolehkah aku bertanya padamu?

3. Must / had to

    a. Untuk menyatakan keharusan:

        1) You *must pay* all of these (Aku harus membayar semua ini)

        2) You *must not* be late (Kamu tidak boleh telat.)

        3) We *had to keep* the secret (Kita harus menjaga rahasia ini.)

    b. Untuk menyatakan kepastian/prediksi yang pasti:

        1) After studying all the day, you *must be* so tired (Setelah seharian, kamu pasti kecapaian)

        2) Since you do not practice seriously, you *must not* win the dance competition. (Karena kamu tidak berlatih dengan serius, kamu pasti tidak akan menang dalam lomba menari)

D. Rumus *Modals Auxiliaries*

Pada umumnya penggunaan rumus modals auxiliaries dari *can, could, may, might,*dan *must* sama dengan modals auxiliaries *will/shall* pola III, baik untuk yang menggunakan kata kerja (*Verb I*) maupun selain kata kerja *(Non verb).*

1. Menggunakan Verb I

    a. Rumus kalimat positif:

    S + Aux. + Verb I + O + Adv

    1) I can speak English now.

    2) I may sit beside you.

    3) We must study English well.

    4) She need go now.

    5) I could help you.

b. Rumus kalimat bertanya:

Aux. + S + Verb I + O + Adv

1) Can you help me, friend?
2) Could you open the door?
3) Must he make you sad like this?
4) Ought they to help us?
5) Need they leave today?

c. Rumus kalimat negatif:

S + Aux. + Not + Verb I + O + Adv

1) I can't come tomorrow.
2) They mayn't distusb our friends.
3) I won't hete you.
4) Rina mustn't work today.
5) She ought to speak like that.

d. Rumus kalimat bertanya menidakan:

Aux. + Not + S + Verb I + O + Adv

1) Can't you help me?
2) Won't they invite us?
3) Oughtn't they to realize it?
4) Myan't I stand beside you?

2. **Menggunakan selain kata kerja (Non-V)**

a. Rumus kalimat positaf:

S + Aux. + Be + Non-V + Adv

1) I can be crazy about english.
2) It may be suitable to me.
3) You ought to be honest.
4) I could be here at 10.00 am.
5) I would be your friend.

b. Rumus kalimat bertanya:

Aux. + S + Be + Non-V + Adv

1) Must Dian be on time tomorow?
2) Can you be our leader on next hiking?

3) Could you be slowly, please?

4) Ought we to be committee?

5) Must Paul be here now?

c. Rumus kalimat negatif:

S + Aux. + Not + Be + Non-V + Adv

1) I can't be an English teacher.

2) You mayn't be proud, Joko.

3) They shouldn't be here.

4) We shan't be angry.

5) I oughtn't to be difficult to do it.

d. Rumus kalimat bertanya menidakkan:

Aux. + Not + S + Be + Non-V + Adv

1) Can't you be on time?

2) Won't she be happy?

3) Mayn't he be my patner?

4) Couldn't you be frankly next?

UNIT 3
INTRODUCTORY "it"

A. Definisi *introductory*

Introductory adalah suatu bentuk kalimat yang bila digunakan di dalam kalimat, tidak mempengaruhi makna kalimat itu sama sekali. Hal ini disebabkan karena kata tersebut maknanya sudah dikandung oleh unsur lain. Jadi dapat dikatakan bahwa *introductory* adalah kata yang tidak mempunyai arti didalam kalimat. Bila digunakan maupun tidak, makna kalimat tetap sama. Kata yang dapat kita gunakan sebagai *introductory* ada dua, yaitu *IT* dan *THERE*.

B. The usage of *introductory "it"*

Pada dasarnya *it* tidak selamanya berfungsi sebagai *introductory*. Selain sebagai *introductory, it* dapat juga digunakan sebagai *pronoun* atau kata ganti. Apabila *it* digunakan sebagai kata ganti, berarti *it* tersebut menggantikan suatu benda buka manusia. Penggunaan *it* sebagai kata ganti dapat dilihat dari contoh-contoh berikut:

1. I have a bag. It is very luxury.
2. I have a new movie in my computer, I want to watch it.
3. He does not buy the wedding treasure because his girlfriend does not like it.
4. We have a task. We have to finish it soon. Don't be late until the deadline.
5. I don't like this lesson, it makes me bored.

Dilihat dari posisi *it* pada kalimat-kalimat diatas, dapat disimpulkan bahwa *it* digunakan sebagai *subject* maupun *object* kalimat. Hal tersebut juga berlaku untuk *introductory it*. Bedanya adalah *introductory it* tidak menggantikan suatu benda *introductory it* dapat digunakan sebagai:

1. Subjek

   Introductory it dapat digunakan sebagai *subject* untuk menyatakan:

   a) Keadaan cuaca

   Untuk menyatakan cuaca, *introductory it* digunakan apabila subjek kalimat dari TO BE + ADJECTIVE yang menyatakan cuaca adalah ADVERB OF TIME yang menyatakan nama hari, tanggal, bulan, musim atau tahun.

Contoh:

1) Today is hot. It is hot today.

2) Yesterday was cloudy. It was cloudy yesterday.

3) Tomorrow will be sunny. It will be sunny tomorrow.

4) In Summer is not rainy. It is not rainy in summer.

5) In December is rainy. It is rainy in December.

b) Menyatakan waktu

Untuk menyatakan waktu, *introductory it* digunakan apabila subjek dari TO BE + ADVERB OF TIME menyatakan nama hari dan tanggal.

Contoh:

1) Today is Sunday. It is Sunday today.

2) Yesterday was Saturday. It was Saturday yesterday.

3) Tomorrow will be Monday. It will be Monday tomorrow.

4) Today is 25th. It is 25th today.

5) Yesterday was 23rd. It was 23rd yesterday.

c) Mempertegas makna kalimat

Untuk mempertegas makna kalimat, *introductory it* digunakan apabila subjek dari TO BE + ADJECTIVE (ADJECTIVE+NOUN) + TO INFINITIVE

Contoh:

1) To do the test is not easy. It is not easy to do the test.

2) To study English is very interesting. It is very interesting to study English.

3) To meet you again will be nice. It will be nice to meet you again.

4) To program the computer is a difficult work. It is a difficult work to program the computer.

5) To have a picnic in that resort was very pleasant. It was very pleasant to have a picnic in that resort.

Noted:

TO BE yang dapat digunakan setelah subjek *it* adalah *is, was, will be.* Penggunaan TO BE ini disesuaikan dengan tenses, yaitu: *is* untuk *present, was* untuk *past,* dan *will be* untuk *future.*

2. Sebagai Objek

   a) Apabila *introductory it* digunakan sebagai objek, pola kalimatnya dirumuskan sebagai berikut:

   SUBJECT + PREDICATE + IT + ADJECTIVE (ADJECTIVE + NOUN) + TO INFINITIVE

   Contoh:

   1) She found it difficult to translate the article.
   2) We know it hard to influence an orthodox man.
   3) They make it easy to understand the lesson.

   b) Apabila setelah predikat digunakan tanda koma atau kata penghubung *THAT*, maka pola kalimatnya berubah menjadi:

   SUBJECT + PREDICATE (,)/THAT + IT + TO BE + ADJECTIVE (ADJECTIVE + NOUN) + TO INFINITIVE

   Contoh:

   1) She found, it was difficult to translate the article.
   2) We know that it is hard to influence an orthodox man.
   3) He think it is interesting to study English
   4) You believed that it was boring to listen to a long speech.
   5) I think, it is a a wasting time to wait the bus.

UNIT 4
SINGULAR FORMS OF *OTHER*: *ANOTHER* vs. *THE OTHER*

A. Introduction

Another mempunyai arti yaitu satu lagi dari sekelompok barang serupa, satu sebagai tambahan untuk sesuatu barang yang telah terlebih dahulu disebutkan. *Another* merupakan suatu kombinasi dari *article an + other*, ditulis dalam satu kata, jika diterjemahkan ke dalam Bahasa Indonesia artinya adalah 'yang lain'.

Another sebagai *adjective* selalu diikuti oleh kata benda tunggal *(singular noun)*, tidak pernah oleh kata benda jamak *(plural noun)*. Kesalahan yang sering dijumpai adalah banyak yang masih menggunakan kata *another_people*. Hal ini tidak boleh terjadi sebab *people* itu merupakan *plural noun*.

Selain itu *another* juga digunakan sebagai kata ganti *(pronoun)* yang kehadirannya berdiri sendiri (tanpa ada kata benda yang mendampinginya). *Another* sebagai *pronoun* digunakan untuk menghindari pengulangan kata benda yang tidak diperlukan dalam kalimat.

Sementara itu *the other* juga memiliki arti yang sama dengan *another*, yaitu berarti 'yang lain', namun dalam penggunaanya berbeda dengan *another*. *The other* merupakan sesuatu yang lain, yang terakhir di dalam satu kelompok tertentu, satu-satunya yang tersisa dari sejumlah tertentu dari barang serupa atau sama jenisnya.

The other bisa diikuti oleh *singular nouns* atau *plural nouns*, namun pada unit ini kita hanya akan focus pada penggunaan *singular* atau tunggal saja. *The other* sebagai *pronoun* juga berdiri sendiri seperti halnya *another*. *The other* merujuk pada benda/orang yang tersisa yang jumlahnya satu. *The other* adalah *spesific*, artinya sudah jelas yang kita maksud. Jika benda atau orangnya berjumlah dua, maka *'the other'* artinya 'yang satunya lagi', namun jika lebih dari dua, *'the other'* artinya yang terakhir atau yang tersisa.

Berdasarkan penjelasan yang telah diuraikan diatas, maka dapat disimpulkan bahwa *another and the other* dapat digunakan sebagai kata sifat (*adjective*) di depan kata benda (*noun*) atau di depan kata *one*. *Another and the other* juga dapat digunakan sendiri (berdiri sendiri) sebagai kata ganti (*pronoun*).
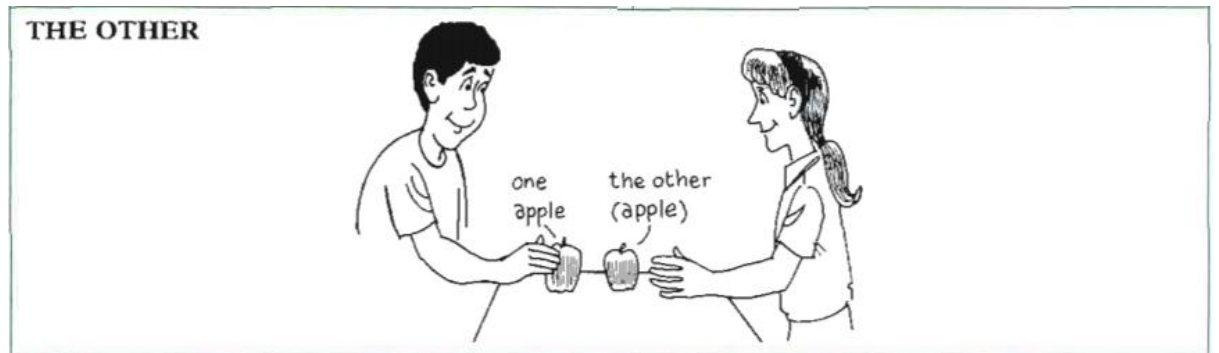
B. Contoh-contoh penggunaan *another and the other*

1. There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat ***another*** *apple*. There are many apples to choose from.
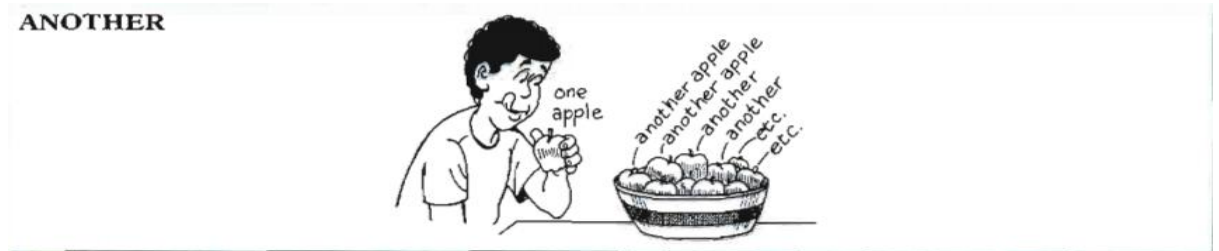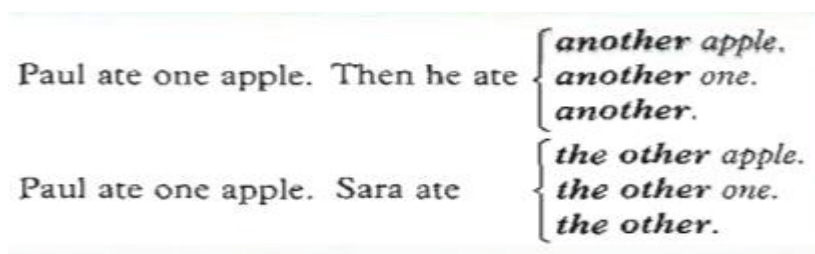

Gambar 3 Example of using *another*

2. There two apples on the table. Paul is going to eat one of them. Sara is going to eat **the other** *apple.*

Gambar 4 Example of using *the other*

Lebih jelasnya dapat dilihat di gambar sebagai berikut:

Paul ate one apple. Then he ate { *another apple.* / *another one.* / *another.* }

Paul ate one apple. Sara ate { *the other apple.* / *the other one.* / *the other.* }

Gambar 5 Example of using *another and the other*

C. Review Penjelasan tentang Penggunaan *another and the other*

1. Penggunaan *another*

   a. Example 1: *This door is broken. Use <u>another</u> door.*

   Explanation: Gunakan pintu yang lain yang mana saja, banyak pilihan pintu. Tentu saja yang kita butuhkan hanya satu pintu untuk masuk atau keluar.

b. Example 2: *She was everything for me. It would be difficult for me to find <u>another</u> like her.*

Explanation: '*Another*' pada contoh di atas tidak diikuti oleh *noun* tapi tentu saja kita mengerti yang dimaksud adalah*another girl* atau seorang gadis lain sembarang sebagai pengganti kekasih atau istrinya.

c. Example 3: *This cake is delicious. Can I have <u>another</u> slice please?*

Explanation: Kalimat di atas sering digunakan sebagai permohonan untuk meminta tambahan atau meminta lagi. Contoh di atas banyak potongan kue dan orang itu meminta sepotong lagi.

2. Penggunaan *the other* (tanpa 's')

a. Example 1: *This door is broken. Use <u>the other</u> door.*

Explanation: Pada kalimat di atas pintunya cuma ada dua. Maka jika yang satu rusak maka hanya ada pintu satunya lagi yang tersisa.

b. Example 2: *She has two cats. One is under the table. Where is <u>the other</u>?*

Explanation: Kata *'the other'* di atas adalah *pronoun*. Kita mengerti maksudnya adalah *'the other cat',* kucing yang satunya lagi.
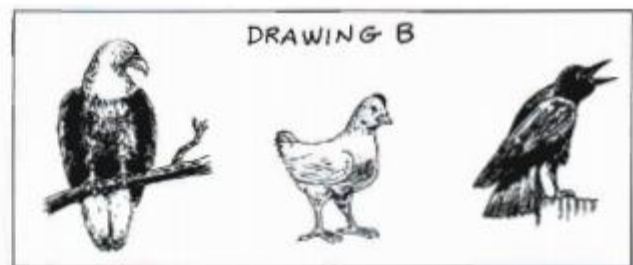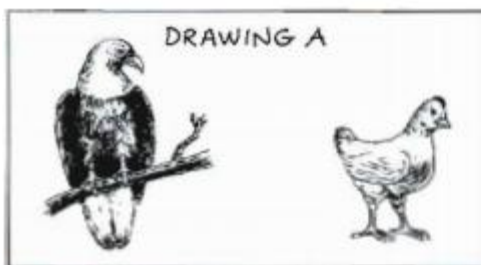
c. Example 3: *The bank is on <u>the other</u> side of the street.*

Explanation: Setiap jalan hanya ada dua sisi, sisi yang ini dan sisi yang satunya lagi.

D. Exercises

Directions: Complete the sentences with ***another*** or ***the other***.

1. There are two birds in drawing A. One is an eagle. _____ is a chicken.

2. There are three birds in Drawing B. One is an eagle.

a. _____ one is a chicken.

b. _____ bird is a crow.

3. There are many kinds of birds in the world. One kind is an eagle.

   a. _____ kind is a chicken.

   b. _____ kind is a crow.

   c. _____ kind is a sea gull.

   d. What is the name of _____ kind of bird in the world?

4. I have two brothers. One in named Nick. _____ is named Matt.

5. There are five names on this list. One is Adam. _____ is Greg.

   _____ is Nick.

   _____ one of the names is Eric.

   _____ name on the list (the last

   of the five) is Jessica.
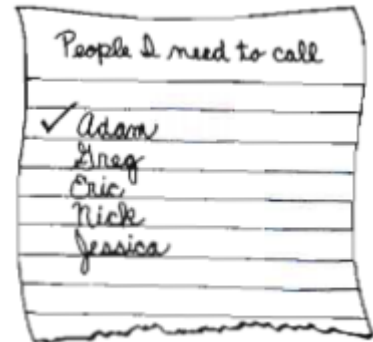
6. It rained yesterday, and from the look of those dark

   clouds, we're going to have _____

   rainstorm today.

7. Nicole and Michelle are identical twins. The best way to tell them apart is by looking

   at their ears. One of them has pierced ears, and _____ doesn't.

8. Of the fifty states in the United States, forty-nine are located on the North American

   continent. Where is _____ located?

9. France borders on several countries. One is Spain. _____ is Italy.

UNIT 5
TO BE GOING TO AND WILL

A. Introduction

Di dalam mengungkapkan suatu rencana atau kejadian di masa depan, tentu saja kita semua tahu bahwa Future tense yang digunakan di kalimat. Kendati demikian, di dalam future tense, terdapat dua bagian utama yang harus kita pahami dengan baik, yaitu Going to dan Will. Meskipun kedua kalimat yang menggunakan Going to dan Will sama-sama diarahkan untuk sebuah masa yang akan datang, namun perbedaannya begitu besar. Antara *going to* dan *will* pada dasarnya memiliki fungsi utama untuk menunjukkan suatu keputusan atau rencana untuk masa yang akan datang. Selain itu fungsi yang lain adalah untuk membuat perkiraan dan prediksi.

B. The usage of *Going to and Will*

1. Menggunakan Going to

a. Digunakan ketika Anda telah memiliki sebuah rencana. Misalkan, Anda hari ini telah mempunyai rencana untuk pergi ke rumah teman esok hari. Untuk mengungkapkannya, maka Anda bisa menggunakan going to.

Example:

1) I am going to go to my friend's house next morning.

2) Jhony has won the lottery. He is going to buy a new car.

3) She is going to watch a football match next weekend.

b. Digunakan ketika Anda sedang membuat sebuah prediksi. Prediksi yang Anda ucapkan didasarkan pada apa yang terjadi saat ini. Misalkan, Anda sedang melihat langit yang mendung serta begitu gelap. Kemudian, Anda membuat sebuah prediksi bahwa beberapa menit kemudian akan turun hujan.

Example:

1) The sky is very dark, it's going to rain.

2) There is an accident in Bandung. It's going to be a traffic jam.

3) His car is crashed. He is going to be absent this morning.

2. **Menggunakan Will**

a. Kata Will digunakan ketika Anda sedang berbicara tanpa rencana. Misalkan, Anda sedang mendengar dering sebuah telepon secara tiba-tiba, kemudian Anda berkata akan mengangkat telepon itu. Maka, kalimat yang digunakan diharuskan menggunakan Will serta bukan Going to.

Example:

1) Hold on! I will answer the phone.

2) I will turn on the light.

3) Let us see what they will do to help you.

b. Will bisa digunakan untuk menyatakan sebuah rencana, namun hanya sebatas kemungkinan dan bukan prediksi yang kuat.

Example:

1) May be I will stay at home tonight.

2) I think I will come to your party.

3) I will possibly be a football player in the future.

c. Kemudian, Will juga digunakan untuk mengungkapkan fakta di masa depan. Sebagai contoh, seorang presiden memerintah selama 5 tahun. Tentu saja, itu adalah fakta serta merupakan kejelasan di sebuah masa depan. Untuk itu Anda harus menggunakan Will untuk menyatakannya ke dalam bentuk kalimat.

Example:

1) The president will govern us for five years.

2) Based on these data, your salary will increase until $500 next month.

Untuk lebih jelasnya, lihat penjelasan di tabel berikut:

4-2 WILL vs. BE GOING TO

To express a PREDICTION: Use either WILL **or** BE GOING TO.

(a) According to the weather report, it **will be** cloudy tomorrow. (b) According to the weather report, it **is going to be** cloudy tomorrow. (c) Be careful! You**'ll hurt** yourself! (d) Watch out! You**'re going to hurt** yourself!	When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either **will** or **be going to** is possible. There is no difference in meaning between (a) and (b). There is no difference in meaning between (c) and (d).

To express a PRIOR PLAN: Use only BE GOING TO.

(e) A: Why did you buy this paint? B: I**'m going to paint** my bedroom tomorrow. (f) I talked to Bob yesterday. He is tired of taking the bus to work. He**'s going to buy** a car. That's what he told me.	When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only **be going to** is used.* In (e): Speaker B has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it tomorrow. In (f): The speaker knows Bob intends to buy a car. Bob made the decision in the past, and he plans to act on this decision in the future. **Will** is not appropriate in (e) and (f).

To express WILLINGNESS: Use only WILL.

(g) A: The phone's ringing.
    B: I**'ll get** it.
(h) A: I don't understand this problem.
    B: Ask your teacher about it. She**'ll help** you.
	In (g): Speaker B is saying "I am willing; I am happy to get the phone." He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses **will** to show his willingness.
	In (h): Speaker B feels sure about the teacher's willingness to help. **Be going to** is not appropriate in (g) and (h).

Tabel 3 Penggunaan Kata "Will" dan "Going to" Dalam Bahasa Inggris

C. Exercises

☐ EXERCISE 1. Simple future. (Chart 4-1)
   Directions: **Will** is usually contracted with personal pronouns in both speaking and informal writing. **Will** is often contracted with nouns and with other words in speaking, but not in writing. Practice pronouncing contracted **will** in these sentences.

1. I'll come. He'll come. You'll come.
2. She'll help us. They'll help us too.
3. I'm sure we'll do well on the test.
4. It'll probably rain tomorrow.
5. Bob will ("Bob'll") be here soon.
6. The weather will be hot in August.
7. Mary will come tomorrow.
8. Bill will be here too.
9. The children will be home at 3:00.
10. Who will be at the meeting?
11. Where will you be around five?
12. How long will Tom be here?
13. Nobody will recognize you in that wig.
14. That will be a lot of fun.
15. What will you do?

Situation 1: A: *Are you busy this evening?*

B: *Yes. **I'm going to meet** Jack at the library at seven. **We're going to study** together.*

In Situation 1, only *be going to* is possible. The speaker has a prior plan, so he uses *be going to*.

Situation 2: A: *Are you busy this evening?*

B: *Well, I really haven't made any plans. **I'll eat** OR **I'm going to eat** dinner, of course. And then **I'll probably watch** OR **I'm probably going to watch** TV for a little while.*

In Situation 2, either *will* or *be going to* is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either *will* or *be going to*.

☐ EXERCISE 2. WILL vs. BE GOING TO. (Chart 4-2)

PART I. EXPRESSING PREDICTIONS

Use *will* and/or *be going to* with the verb in parentheses.

1. Sue (*graduate*) __will graduate/ is going to graduate__ in June. After that, she

    (*begin*) __will begin / is going to begin__ work at an electronics firm.

2. Fred (*be*) _____ at the meeting tomorrow. I think Jane (*come*)

    _____ too.

3. A: Can you give Ed a message for me?

    B: Sure. I (*see, probably*) _____ him at the meeting
    this evening.

4. A: Mr. Swan (*be, not*) _____ here next term. He has resigned.

    Who (*be*) _____ the new teacher? Do you know?

    B: Yes. Ms. Mary Jefferson. Ms. Jefferson (*teach*) _____ the
    same courses Mr. Swan taught: English, algebra, and geometry. I (*be*) _____
    _____ in her algebra class.

5. In what ways (*the damage we do to our environment today, affect*) _____
    _____ _____ _____ _____ the quality

    of life for future generations?

PART II. EXPRESSING PRIOR PLAN VS. WILLINGNESS
Use **be going to** if you think the speaker is expressing a prior plan. If you think she/he has no prior plan, use **will.**

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

   B: Sure. I *(translate)* ___will translate___ it for you.

7. A: Do you want to go shopping with me? I *(go)* ___am going to go___ to the shopping mall downtown.

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

He will come tomorrow.
He will comes tomorrow.
He wills come tomorrow.

8. A: Who wants to erase the board? Are there any volunteers?

   B: I *(do)* _____ it!

   C: I *(do)* _____ it!

He will come tomorrow.
He will comes tomorrow.
He wills come tomorrow.

9. A: Why does he have an eraser in his hand?

   B: He *(erase)* _____ _____ the board.

10. A: How about getting together for dinner after work?

    B: Sounds good. Where?

    A: How about Alice's Restaurant or the Gateway Cafe? You decide.

    B: Alice's Restaurant. I *(meet)* _____ you there around six.

    A: Great.

11. A: Do you have plans for dinner?

    B: Yes. I *(meet*)* _____ a co-worker for dinner at Alice's Restaurant. Want to join us?

12. A: This light doesn't work. The bulb is probably burned out. Do we have any new light bulbs?

    B: I *(get)* _____ one for you.

    A: Thanks.

13. A: I *(enroll)* _____ in the community college next spring.

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

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

14. A: Uh, oh! I've spilled coffee on my shirt!

    B: Just a minute. I *(get)* _____ a damp cloth for you.

15. A: Janice, do you want to come with us?

    B: I can't. I have to study.

    A: Oh, c'mon! You can't study all day *and* all night.

    B: All right, I *(go)* _____ with you. I guess I can finish this stuff tomorrow.

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UNIT 6
READING COMPREHENSION 1
"Surprise!"

Story 1

Surprise!

Jerry and Emma are husband and wife. It's summer, and Jerry's birthday is approaching. Emma wants to give him a present for his birthday, but she wants it to be a surprise, so she must keep everything a secret.

But she has a big problem. If Jerry cannot know about her plan, how does *she* find out what to get him for his birthday?

She decides to use a secret technique. For a whole week, while she pretends to be doing other things, she actually keeps her ears wide open for clues.

However, Jerry doesn't really talk about this subject. A whole week passes with no mention of something he actually wants or needs!

"That's it!" Emma thinks to herself. "Jerry's birthday is tomorrow! I'm taking off the gloves!"

She calls her sister-in-law Mary, and they make a secret plan.

Mary will call Jerry, ask him what he would like to receive for his birthday, and Emma will listen to the conversation (without Jerry knowing it).

The scheme starts out as planned. Mary calls Jerry, and they have a nice chat about his upcoming birthday. Emma listens carefully from the other room.

Finally, she hears what he wants—a pair of sneakers!

"All right!" she thinks to herself.

Full of excitement, she storms out of the room. She was not so quiet, but who can blame her?

She rushes off to the shop and buys a pair of shiny sneakers, exactly Jerry's size. She's very happy. She will get him the present he wants, and it will be a complete surprise!

Today is Jerry's birthday. Emma waits until their special dinner at night.

Finally, the moment arrives. It's time for Jerry's present!

Emma brings in the box of sneakers, wrapped in colorful paper.

"Wow!" Jerry says with a big smile. "I wonder what it can be."

"Open it and see for yourself!" Emma replies happily.

He tears off the colorful paper and takes out the box. He opens the box.

"Oh, it's a . . . pair of sneakers! What a lovely . . . surprise . . ."

Emma notices that something is wrong. "What's the matter? You don't seem so happy. Don't you *need* a pair of sneakers?"

"Hmm." Jerry takes a look at each shoe.

"Well, didn't you tell Mary that you wanted a pair of sneakers?" Emma asks him.

"A pair of sneakers?" Jerry starts to laugh. "I said a pair of *speakers*!
You seem surprised. Well, I guess I could use a pair of sneakers too."

Story 1—Surprise!
Exercises

Vocabulary

This is a copy of the original story. Go over it and fill in the blanks with the right words from the box below.

> technique, carefully, birthday, shiny, yourself, sneakers, Today, gloves, problem, wonder, tomorrow, complete, However, pair, plan, laugh, subject, matter, in law, receive, wife, scheme, thinks, clues, present, wrapped, until, tears, conversation, secret, notices, what, wanted, Finally, each, pretends, excitement

Jerry and Emma are husband and _____. It's summer, and Jerry's _____ is approaching. Emma wants to give him a _____ for his birthday, but she wants it to be a surprise, so she must keep everything a _____.

But she has a big _____. If Jerry cannot know about her plan, how does *she* find out _____ to get him for his birthday?

She decides to use a secret _____. For a whole week, while she _____ to be doing other things, she actually keeps her ears wide open for _____.

_____, Jerry doesn't really talk about this _____. A whole week passes with no mention of something he actually wants or needs!

"That's it!" Emma thinks to herself. "Jerry's birthday is _____! I'm taking off the _____!"

She calls her sister-_____ Mary, and they make a secret _____.

Mary will call Jerry, ask him what he would like to _____ for his birthday, and Emma will listen to the _____ (without Jerry knowing it).

The _____ starts out as planned. Mary calls Jerry, and they have a nice chat about his upcoming birthday. Emma listens _____ from the other room.

Finally, she hears what he wants—a _____ of sneakers!

"All right!" she _____ to herself.

Full of _____, she storms out of the room. She was not so quiet, but who can blame her?

She rushes off to the shop and buys a pair of _____sneakers, exactly Jerry's size. She's very happy. She will get him the present he wants, and it will be a _____surprise!

_____ is Jerry's birthday. Emma waits _____ their special dinner at night.

_____, the moment arrives. It's time for Jerry's present!

Emma brings in the box of sneakers, _____ in colorful paper.

"Wow!" Jerry says with a big smile. "I _____ what it can be."

"Open it and see for _____!" Emma replies happily.

He _____ off the colorful paper and takes out the box. He opens the box.

"Oh, it's a . . . pair of _____! What a lovely . . . surprise . . ."

Emma _____ that something is wrong. "What's the _____? You don't seem so happy. Don't you *need* a pair of sneakers?"

"Hmm." Jerry takes a look at _____ shoe.

"Well, didn't you tell Mary that you _____ a pair of sneakers?" Emma asks him.

"A pair of sneakers?" Jerry starts to _____. "I said a pair of *speakers*! You seem surprised. Well, I guess I could use a pair of sneakers too."

Grammar—Sentence Structure

The following sentences are all mixed up. Put the words on each line in the correct order to make a logical sentence.

1. are wife Emma Jerry and husband and.

_____

2. everything keep Emma must secret a.

_____

3. open keeps For week she ears her wide for clues a whole.

_____

4. sister-in-law Mary make plan She her calls they a secret and.

_____

5. birthday his calls about and have a chat Jerry upcoming they Mary.

_____

6. shiny buys sneakers She to shop and a pair of the rushes Jerry's size off.

_____

7. birthday Jerry's Today is.

_____

8. dinner waits special at their Emma night until.

_____

9. be I can what it wonder.

_____

10. I too of guess pair use I a sneakers could Well.

_____

Grammar—Questions, Negative Sentences, and Positive Sentences

Remember:

A positive sentence: Jerry and Emma <u>are</u> husband and wife.
A negative sentence: Jerry and Emma <u>are not</u> husband and wife.
A question: <u>Are</u> Jerry and Emma husband and wife?

A positive sentence: Emma <u>listens</u> carefully.
A negative sentence: Emma <u>does not</u> listen carefully.
A question: <u>Does</u> Emma listen carefully?

A positive sentence: She <u>should</u> keep it a secret.
A negative sentence: She <u>should</u> not keep it a secret.
A question: <u>Should</u> she keep it a secret?

Turn the following sentences into questions.

1. Jerry has a birthday.

   _____

2. Emma wants to buy Jerry a present.

   _____

3. Emma can listen to their conversation.

   _____

4. Jerry needs speakers.

   _____

5. Emma is surprised.

   _____

Turn the following sentences into negative sentences.

1. Mary has a birthday.

   _____

2. Does Jerry want sneakers?

   _____

3. Emma should tell the truth.

   _____

4. Are they very surprised?

   _____

5. Jerry wonders what is inside the box.

   _____

Turn the following sentences into positive sentences.

1. Emma doesn't have a birthday.

   _____

2. Jerry doesn't know about Emma's plan.

   _____

3. Does Mary help Emma?

   _____

4. Emma doesn't buy flowers.

   _____

5. Do Mary and Jerry talk?

   _____

Comprehension

Answer the following questions.

1. Why doesn't Emma ask Jerry what he wants for his birthday?

_____

_____

_____

2. Who is Mary?

_____

_____

_____

3. What secret plan do Emma and Mary make?

_____

_____

_____

4. Does Jerry really need a pair of sneakers?

_____

_____

_____

Essay Writing

Answer the following questions. Write a short essay for each.

1. How do you decide what birthday present to buy for someone?

_____

_____

_____

_____

_____

_____

_____

2. Have you ever received a gift you did not want or need? What did you do about it?

_____

_____

_____

_____

_____

_____

_____

UNIT 7
TAG-QUESTIONS

A. Definisi Tag-Questions

     Tag-questions adalah pertanyaan singkat di akhir kalimat/pernyataan yang digunakan untuk meminta persetujuan dari lawan bicara Anda atau mengonfirmasi kebenaran informasi tentang benar tidaknya pernyataan Anda tersebut. Dalam bahasa Indonesia, question tag ini sendiri bisa diartikan sebagai *kan?, bukan?, ya?* atau *ya bukan?*

B. Penggunaan dan Contoh *Tag-Questions*

B-5 TAG QUESTIONS	
(a) Jack *can* come, *can't* he? (b) Fred *can't* come, *can* he?	A tag question is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.*

AFFIRMATIVE SENTENCE + NEGATIVE TAG → AFFIRMATIVE ANSWER EXPECTED
    Mary *is* here, *isn't* she?   Yes, she is.
    You *like* tea, *don't* you?   Yes, I do.
    They *have left,* *haven't* they? Yes, they have.	

NEGATIVE SENTENCE + AFFIRMATIVE TAG → NEGATIVE ANSWER EXPECTED
    Mary *isn't* here, *is* she?   No, she isn't.
    You *don't like* tea, *do* you?   No, I don't.
    They *haven't left,* *have* they? No, they haven't.	

(c) *This/That* is your book, isn't *it?* *These/Those* are yours, aren't *they?*	The tag pronoun for *this/that* = *it.* The tag pronoun for *these/those* = *they.*
(d) *There is* a meeting tonight, *isn't there?*	In sentences with *there + be,* *there* is used in the tag.
(e) *Everything* is okay, isn't *it?* (f) *Everyone* took the test, didn't *they?*	Personal pronouns are used to refer to indefinite pronouns. *They* is usually used in a tag to refer to *everyone, everybody, someone, somebody, no one, nobody.*
(g) *Nothing is* wrong, *is* it? (h) *Nobody called* on the phone, *did* they? (i) You've *never been* there, *have* you?	Sentences with negative words take affirmative tags.
(j) *I am* supposed to be here, *am I not?* (k) *I am* supposed to be here, *aren't I?*	In (j): *am I not?* is formal English. In (k): *aren't I?* is common in spoken English.

Tabel 4 Penggunaan dan Contoh *Tag-Questions*

Aturan penggunaan tag-question adalah jika penyataan Anda tersebut merupakan pernyataan yang bermakna positif, maka tag-questionnya harus bermakna negatif. Sebaliknya, jika penyataan Anda tersebut merupakan pernyataan yang bermakna negatif, maka tag-questionnya harus bermakna positif. Jadi dalam hal ini, kekeliruan jangan sampai terjadi karena jika terjadi kesalahan, maka pernyataan Anda tersebut tidak dianggap sebagai tag-question. Tabel berikut merupakan aturan penggunaan beserta contoh - contoh tag-questions yang benar.
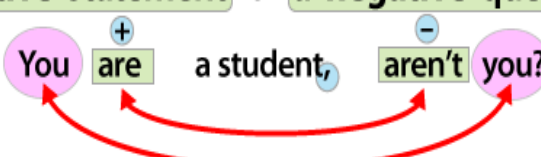

Tabel 5 Aturan Penggunaan Beserta Contoh *Tag-Questions* yang Benar

Tabel 6 Aturan Penggunaan *Positive Form* dari *Tag-Questions*

Tabel 7 Aturan Penggunaan *Negative Form* dari *Tag-Questions*

C. Contoh Penggunaan Tag-questions yang Terjadi didalam Kehidupan Sehari – hari

No	Jenis Pernyataan	Contoh	Arti
1	Negatif (-)	They are not having an early lunch today, are you?	Mereka tidak memiliki makan siang lebih awal hari ini, *ya bukan?*
2	Positif (+)	Tania usually gets the bus to college, doesn't she?	Tania biasanya naik bus ke perguruan tinggi, *ya bukan?*
3	Negatif (-)	Jennifer Gold hasn't got a job at the moment, has she?	Saat ini, Jennifer Gold belum mendapat pekerjaan, *ya bukan?*
4	Positif (+)	I think Paul is right – we work well together, don't we?	Saya pikir Paul benar – kita bekerja sama saja dengan baik, *ya bukan?*
5	Positif (+)	Joanna and Patricia know that the schedule of the lesson has changed, don't they?	Joanna dan Patricia tahu bahwa jadwal pelajaran telah berubah, *ya bukan?*
6	Negatif (-)	She hasn't finished cleaning yet, has she?	Dia belum selesai membersihkannya, *ya bukan?*
7	Positif (+)	I'm trying to tell my father what happened, aren't I?	Saya sedang mencoba untuk memberitahu kepada ayahku tentang apa yang terjadi, *ya bukan?*
8	Negatif (-)	Some of the refugees disagree about the civil war, do they?	Beberapa pengungsi sangat tidak senang dengan adanya perang saudara, *ya bukan?*
9	Positif (+)	Your sister works in Jakarta, doesn't she?	*Saudara perempuanmu bekerja di Jakarta, ya bukan?*
10	Positif (+)	Mr. Obama will visit Japan next month, won't he?	*Bapak Obama akan mengunjungi Jepang bulan depan, ya bukan?*

Tabel 8 Contoh Penggunaan *Tag-Questions* didalam Kehidupan Sehari – hari

D. Exercises

1. Rudy works as a doctor, ……………?
2. Mary didn't attent the class yesterday, ……………?
3. We have watched the movie several times, ……………..?
4. A police officer needs a gun, ………….?
5. Michael Jackson is a popular singer, …………..?
6. The student was absent for a week, ……………?
7. You have got the payment, …………….?
8. Let's play the game,…………….?
9. Close the door, ……………?
10. I'm right, ………….?
11. Carl is a soldier, …………?
12. They won't be here…………?
13. That's your motorcycle, …………?
14. Mr. Joko Widodo is a President of Indonesia, …………?
15. His mother does't has a new car, …………?
16. Cat can't swim, …………?
17. I am invited, …………?
18. Clara has a beautiful flower, …………?
19. Tom and Jerry cartoon film isn't a horror film, …………?
20. Oggy and Lucy visited their parents last week, …………?

UNIT 8
DEGREE OF COMPARISON

A. Definisi Degree of Comparison

Degree of Comparison adalah sebuah bentuk perbandingan yang digunakan menyatakan tingkat perbandingan sifat atau perilaku antara orang dengan orang lain ataupun benda dengan benda lainnya. Tujuannya adalah untuk mengetahui hasil atau kualitas dari hal yang kita bandingkan tersebut. Dalam hal ini, Degree of Comparison terbagi menjadi tiga jenis. Yakni,

1. Positive Degree
2. Comparative Degree
3. Superlative Degree

B. Jenis Degree of Comparison

Positive Degree merupakan bentuk kalimat perbandingan yang menjelaskan sifat yang sama antar dua benda atau orang. Dalam hal ini, tidak ada hal yang membandingkan atau perbandingan satu sama lain karena sifat keduanya sama, misalnya secantik, sepintar, serajin, setinggi, seumuran dan lain-lain.

RUMUS :

Subject 1 + tobe + AS + adjective + AS + Subject 2

Contoh:

1. George is 167 cm (tall)

   Jimmy is 167 cm (tall)

   Jadi :

   George is <u>as tall as</u> Jimmy

   (George setinggi Jimmy)

2. Jimmy is <u>as tall as</u> Toni

   (Jimmy setinggi George)

3. *Maya is 17 years old (old)*

4. *Indah is 17 years old (old)*

   Jadi :
1. *Maya is <u>as old as</u> Indah*
2. *(Maya seumuran Indah)*
3. *Indah is <u>as old as</u> Maya*
   *(**Indah seumuran Maya**)*

9-1 MAKING COMPARISONS WITH *AS . . . AS*

(a) Tina is 21 years old. Sam is also 21. Tina is **as old as** Sam (is). (b) Mike came **as quickly as** he could.	**As . . . as** is used to say that the two parts of a comparison are equal or the same in some way. In (a): **as** + *adjective* + **as** In (b): **as** + *adverb* + **as**
(c) Ted is 20. Tina is 21. Ted is **not as** *old* **as** Tina. (d) Ted is**n't quite as** *old* **as** Tina. (e) Amy is 5. She is**n't nearly as** *old* **as** Tina.	Negative form: **not as . . . as.**★ **Quite** and **nearly** are often used with the negative. In (d): **not quite as . . . as** = a small difference. In (e): **not nearly as . . . as** = a big difference.
(f) Sam is **just as** *old* **as** Tina. (g) Ted is **nearly/almost as** *old* **as** Tina.	Common modifiers of **as . . . as** are **just** (meaning "exactly") and **nearly/almost**.

Tabel 9 Perbandingan dengan Menggunakan as…as

9-6 COMPARISONS WITH *LESS . . . THAN* AND *NOT AS . . . AS*

MORE THAN ONE SYLLABLE (a) A pen is **less** *expensive* **than** a book.	The opposite of *-er/more* is expressed by **less** or **not as . . . as**. (a) and (b) have the same meaning.
(b) A pen is **not as** *expensive* **as** a book.	**Less** and **not as . . . as** are used with adjectives and adverbs of **more than one syllable**.
ONE SYLLABLE (c) A pen is **not as** *large* **as** a book. (d) INCORRECT: *A pen is less large than a book.*	Only **not as . . . as** (NOT **less**) is used with one-syllable adjectives or adverbs, as in (c).

Tabel 10 Perbandingan dengan Menggunakan *Less…than and not as…as*

Comparative degree merupakan bentuk perbandingan yang digunakan untuk membanding sifat yang lebih diantara dua benda atau orang. Jadi ada diantara dua benda itu yang mempunyai sifat yang lebih menonjol, seperti lebih pintar, lebih panas, lebih sibuk, lebih cantik, lebih tua dan lain-lain. Dalam hal menyatakan tingkatan lebih ada caranya yaitu dengan penambahan *"er"* setelah kata yang bersuku kata 1/2. Pemberian "more" sebelum kata yang bersuku kata lebih dari dua. Dan untuk menyatakan *"dari"* kita menggunakan *"than"*

Kata sifat yang bersuku kata 1/2	Kata sifat yang lebih dari 2 suku kata
Cold : colder than	Beautiful : more beautiful than
Hot : hotter than	Difficult : more difficult than
Old : older than	Diligent : more diligent than

RUMUS :

Subject 1 + tobe + (adjective + er) + than + Subject 2
(more + adjective)

Contohnya:

- Ilham gets up at 04.55 a.m (dilligent) (lazy)
  Tasya gets up at 05.20 a.m (dilligent) (lazy)

Ilham dan Tasya mempunyai perbedaan sifat dilihat dari waktu bangun pagi jadi kita bisa membandingkan 2 sifat diantara mereka.

- Ilham is <u>more diligent than</u> Tasya
  (ilham lebih rajin dari pada Tasya karna bangunnya lebih awal)
- Tasya is <u>lazier than</u> Ilham
  (Tasya lebih malas dari pada Ilham karna dilihat waktu bangun tidur lebih siang)

- Emmy runs in 3 minutes (fast,slow,long,short)
  Dicka runs in 5 minutes (fast,slow,long,short)

(Emmy dan Dicka dalam lomba lari mempunyai waktu yang berbeda, bias disimpulkan sifat yang disoroti lebih cepat/ lebih pelan dan lebih lama/lebih singkat)

- Emmy is <u>faster than</u> Dicka
  (Emmy lebih cepat dari pada Dicka)
- Dicka is <u>slower than</u> Emmy
  (Dicka lebih pelan dari pada Emmy)
- Dicka is <u>longer than</u> Emmy in Running
  (Dicka lebih lama dari pada Emmy dalam hal lari)
- Emmy is <u>shorter than</u> Dicka
  (Emmy lebih singkat dari pada Dicka dalam hal lari)

16-3 THE COMPARATIVE: USING -ER AND MORE

Mary is 25 years old.
John is 20 years old.

(a) Mary is **older than** John.
(b) Health is **more important than** money.

INCORRECT: *Mary is more old than John.*
INCORRECT: *Health is importanter than money.*

When we use adjectives (e.g., *old, important*) to compare two people or two things, the adjectives have special forms.
In (a): We add -*er* to an adjective, OR
In (b): We use **more** in front of an adjective.
The use of -*er* or **more** is called the COMPARATIVE FORM.

Notice in the examples: **than** follows the comparative form: *older **than**, more important **than**.*

	ADJECTIVE	COMPARATIVE	
ADJECTIVES WITH ONE SYLLABLE	*big* *cheap* *old*	*bigger* *cheaper* *older*	Add -*er* to one-syllable adjectives.
			Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: *big–bigger, fat–fatter, hot–hotter, thin–thinner.*
ADJECTIVES THAT END IN -Y	*funny* *pretty*	*funnier* *prettier*	If an adjective ends in -*y*, change the -*y* to -*i* and add -*er*.
ADJECTIVES WITH TWO OR MORE SYLLABLES	*famous* *important* *interesting*	*more famous* *more important* *more interesting*	Use **more** in front of adjectives that have two or more syllables (except adjectives that end in -*y*).
IRREGULAR COMPARATIVE FORMS	*good* *bad* *far*	*better* *worse* *farther/further*	The comparative forms of **good, bad,** and **far** are irregular.

Tabel 11 Perbandingan dengan menggunakan –*er* dan –*more*

9-2 COMPARATIVE AND SUPERLATIVE

(a) "A" is **older than** "B." (b) "A" and "B" are **older than** "C" and "D." (c) Ed is **more generous than** his brother.	The comparative compares *this* to *that* or *these* to *those*. Form: **-er** or **more**. (See Chart 9-3.) Notice: A comparative is followed by **than**.
(d) "A," "B," "C," and "D" are sisters. "A" is **the oldest** *of all* four sisters. (e) A woman in Turkey claims to be **the oldest person** *in the world*. (f) Ed is **the most generous person** *in his family*.	The superlative compares one part of a whole group to all the rest of the group. Form: **-est** or **most**. (See Chart 9-3 for forms.) Notice: A superlative begins with **the**.

Tabel 12 Perbedaan antara penggunaan *Comparative* dan *Superlative*

9-8 USING *MORE* WITH NOUNS

(a) Would you like some **more coffee**? (b) Not everyone is here. I expect **more people** to come later.	In (a): *coffee* is a noun. When **more** is used with nouns, it often has the meaning of *additional*. It is not necessary to use **than**.
(c) There are **more people** in China **than** there are in the United States.	*More* is also used with nouns to make complete comparisons by adding **than**.
(d) Do you have enough coffee, or would you like some **more**?	When the meaning is clear, the noun may be omitted and **more** used by itself.

Tabel 13 Penggunaan *more* dengan *nouns*

Noted:

kata 1/2. Pemberian "the most" sebelum kata yang bersuku kata lebih dari dua. Perhatikan table dibawah ini

Kata sifat bersuku kata 1/2	Kata sifat bersuku kata lebih dari 2
Warm : the warmest	Charming : the most charming
Big : the biggest	Interesting : the most interesting
Tall : the tallest	Famous : the most famous

RUMUS :

Subject + tobe + <u>(the adjective + est)</u>
(the most adjective)

Contoh :

- Antonio gets 100 in math, 79 in social and 87 in art.
- Ann gets 92 in math, 89 in social and 95 in art.
- Donald gets 75 in math, 95 in social and 77 in art.

(Diantara nilai Matematika, IPS dan kesenian Mario, Ann dan Zio terdapat nilai yang berbeda, disimpulkan ada nilai yang tertinggi dan terendah)

- Antonio's score is <u>the highest</u> in math
  (Nilai Antonio adalah yang paling tinggi di pelajaran Matematika)
- Donal's score is <u>the lowest</u> in math
  (Nilai Donal adalah yang paling rendah dalam pelajaran Matematika)

- Donal's score is <u>the biggest</u> in social
  (Nilai Donal yang paling besar dipelajaran IPS)
- Antonio score is the smallest in social
  (Nilai Antonio yang paling kecil di pelajaran IPS)

- Ann's score is <u>the largest</u> in Art
  (Nilai Ann yang paling besar di pelajaran Kesenian)
- Donal's score is the smallest in the art
  (Nilai Donal yang paing kecil dipelajaran Kesenian)

- Baturaja has 2 department stores
- Jakarta has 130 department stores
- Palembang has 10 department stores

(Diantara kota Baturaja, Jakarta, dan Palembang, disimpulkan bahwa kota Jakarta adalah kota yang paling modern dibidang perekonomian karena mempunyai banyak pusat perbelanjaan)

- Jakarta is <u>the most</u> modern city in trade center among Baturaja and Palembang.

16-4 THE SUPERLATIVE: USING -EST AND MOST

(a) COMPARATIVE My thumb is *shorter than* my index finger. (b) SUPERLATIVE My hand has five fingers. My thumb is *the shortest* (finger) of all.	The comparative *(-er/more)* compares two things or people. The superlative *(-est/most)* compares three or more things or people.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES WITH ONE SYLLABLE	*old* *big*	*older* (than) *bigger* (than)	*the oldest* (of all) *the biggest* (of all)
ADJECTIVES THAT END IN -Y	*pretty* *easy*	*prettier* (than) *easier* (than)	*the prettiest* (of all) *the easiest* (of all)
ADJECTIVES WITH TWO OR MORE SYLLABLES	*expensive* *important*	*more expensive* (than) *more important* (than)	*the most expensive* (of all) *the most important* (of all)
IRREGULAR FORMS	*good* *bad* *far*	*better* (than) *worse* (than) *farther/further* (than)	*the best* (of all) *the worst* (of all) *the farthest/furthest* (of all)

Tabel 14 *Superlative:* penggunaan *–est* dan *most*

9-11 USING SUPERLATIVES

(a) Tokyo is one of *the largest cities in the world*. (b) David is *the most generous person I have ever known*. (c) I have three books. These two are quite good, but this one is the *best* (book) *of all*.	Typical completions when a superlative is used: In (a): superlative + *in* a place *(the world, this class, my family, the corporation, etc.)*. In (b): superlative + adjective clause.* In (c): superlative + *of all*.
(d) I took four final exams. The final in accounting was *the least difficult* of all.	*The least* has the opposite meaning of *the most*.
(e) Ali is *one of* the best *students* in this class. (f) *One of* the best *students* in this class *is* Ali.	Notice the pattern with *one of*: *one of* + **PLURAL noun** (+ **SINGULAR verb**)

Tabel 15 Penggunaan *Superlative*

Ada sejumlah kata sifat *(adjective)* yang mengalami perubahan bentuk, untuk lebih jelas perhatikan table dibawah ini.

Positive	Arti	Comparative	Superlative
Good/well	Baik/bagus	Better	Best
Far	Jauh	Farther / further	Farthest/ furthest
Bad /ugly / ill	Jelek/buruk/sakit	Worse	Worst
Little/ a few/ a little	Sedikit	Less	Least
Old	Tua	Older/ elder	Oldest/ eldest
Much/ many	Banyak	More	Most
Nigh	Dekat	Nigher	Nightest/ next
Hind	Belakang	Hinder	Hindmost
Few / little	Kecil	Less	Least
Late	Telat	Later	Last
Up	Atas	Upper	Uppermost
Early	Awal	Earlier	Earliest
Late	Terakhir	Later	Latest
Smart	Pintar	Smarter	Smartest
Lazy	Malas	Lazier	Laziest
Fast	Cepat	Faster	Fastest

9-3 COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES AND ADVERBS

		COMPARATIVE	SUPERLATIVE	
ONE-SYLLABLE ADJECTIVES	old wise	older wiser	the oldest the wisest	For most one-syllable adjectives, *-er* and *-est* are added.
TWO-SYLLABLE ADJECTIVES	famous pleasant	more famous more pleasant	the most famous the most pleasant	For most two-syllable adjectives, **more** and **most** are used.
	busy pretty	busier prettier	the busiest the prettiest	*-Er* and *-est* are used with two-syllable adjectives that end in *-y.* The *-y* is changed to *-i.*
	clever gentle friendly	cleverer more clever gentler more gentle friendlier more friendly	the cleverest the most clever the gentlest the most gentle the friendliest the most friendly	Some two-syllable adjectives use either *-er/-est* or **more/most**: *able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour.*
ADJECTIVES WITH THREE OR MORE SYLLABLES	important fascinating	more important more fascinating	the most important the most fascinating	**More** and **most** are used with long adjectives.
IRREGULAR ADJECTIVES	good bad	better worse	the best the worst	**Good** and **bad** have irregular comparative and superlative forms.
-LY ADVERBS	carefully slowly	more carefully more slowly	the most carefully the most slowly	**More** and **most** are used with adverbs that end in *-ly.**
ONE-SYLLABLE ADVERBS	fast hard	faster harder	the fastest the hardest	The *-er* and *-est* forms are used with one-syllable adverbs.
IRREGULAR ADVERBS	well badly far	better worse farther/further**	the best the worst the farthest/furthest	

*Exception: **early** is both an adjective and an adverb. Forms: *earlier, earliest.*

Both **farther and **further** are used to compare physical distances: *I walked farther/further than my friend did.* **Further** (but not **farther**) can also mean "additional": *I need further information.*

Tabel 16 *Comparative and Superlative Forms of Adjectives and Adverbs*

C. Exercises

Buatlah positive degree dari kalimat dibawah ini!

1. My car is new. My sister's handphone is new. (new)
2. Mr Badi is tall. Mrs Halimah is tall. (tall)
3. Toni is 20 years old. Budi is 20 years old. (old)
4. Yanti is beautiful. Yeni is not beautiful. (beautiful)
5. Hari is not smart. Heri is smart. (smart)

Buatlah comparative degree dari kalimat dibawah ini!

1. Hari is..............(young).........Heri
2. Avanza runs 80 KmKijang runs 60 Km/h. (fast)
3. Harley Davidson is Rp.800.000.000,-. CBR is Rp.50.000.000,- (expensive)
4 Anisa has weight 76 Kg. Putri has weight 42 Kg. (fat)
5. Hadi was born in 1997. Adi was born in 1989. (old)

Buatlah superlative degree dari kalimat dibawah ini!

1. She's a very popular singer. She's ....in the country. (popular)
2. It was a very bad mistake. It was....................i've ever made. (bad)
3. It was a very cold day. It was......................of the year. (cold)
4. This building is very old. It's........................building in the town (old)
5. It is a very pretty village. It's........................I've ever seen. (pretty)

UNIT 9
READING COMPREHENSION 2
(Oh the Horror!)

Story 2

Oh, the Horror . . .

Emma and Jerry like to watch movies. No, actually, Emma and Jerry *love* to watch movies. They have only one *tiny* problem. They never like the same movies . . .

Emma likes horror movies. She likes the fear and the blood.

Jerry, on the other hand, hates horror movies. He hates the fear and the blood. He likes love stories. He likes romantic couples and happy endings.

Emma hates romantic movies. She thinks they are silly and boring.

At first, they don't know they have such different tastes in movies.

Emma comes home. "Oh, my god!" She calls out, "Jerry! You have to come with me to the movies. There is this amazing new movie! I must watch it."

"Which one is it?"

"*The Bloody Ax.*"

Jerry thinks about it for a second, "Hmm . . . doesn't it sound a bit weird?"

"Of course not, silly! It seems like an amazing movie. We must watch it." Emma laughs at him.

"Well, if you say so. Let's go for it."

Two hours later Jerry is sitting in the movie theater, screaming. Five minutes later he is running to the bathroom to throw up.

"Oh, my god, Emma. I didn't know this is what you meant when you said 'amazing!' I don't think I can watch a movie like this again."

"It's OK, Jerry," she says. "I guess you don't like horror movies as much as I do."

A few days later, Jerry comes home.

"Emma!" he calls out. "Listen! You have to come with me to the movies. There is this fantastic new movie! We must watch it."

"Which one is it?"

"Sun, Love, and Hope."

Emma thinks about it for a second, "Hmm . . . doesn't it sound a bit silly?"

"Of course not, Emma! It seems like a fantastic movie. We must watch it." Jerry laughs at her.

"Well, if you say so. Let's go for it," Emma agrees.

Two hours later Emma is sitting in the movie theater, completely stiff. Five minutes later she is running away in terror.

"Oh, my god, Jerry. I didn't know this is what you meant when you said 'fantastic!' I don't think I can watch a movie like this again."

Jerry looks at her and says, "Well, I guess you don't like romantic movies as much as I do."

"That's right," Emma agrees. "What are we going to do? Will we ever go to the movies together again?"

Jerry thinks about it for a moment and then answers, "I guess we would have to wait for a horror love story. You know, a boy meets a girl, they fall in love, and then she *eats* him."

Story 2—Oh, the Horror . . .
Exercises

Vocabulary

This is a copy of the original story. Go over it and fill in the blanks with the right words from the box below.

> again, looks, Of course, couples, There, laughs, amazing, later, god,
>
> throw up, agrees, stiff, terror, so, meant, never, can, wait, know,
>
> seems, guess, together, fantastic, theater, tastes, fear,
>
> going, weird, silly, Ax, movies, a bit, horror

Emma and Jerry like to watch _____. No, actually, Emma and Jerry *love* to watch movies. They have only one *tiny* problem. They _____ like the same movies . . .

Emma likes _____ movies. She likes the fear and the blood.

Jerry, on the other hand, hates horror movies. He hates the _____ and the blood. He likes love stories. He likes romantic _____ and happy endings.

Emma hates romantic movies. She thinks they are _____ and boring.

At first, they don't know they have such different _____ in movies.

Emma comes home. "Oh, my _____!" She calls out, "Jerry! You have to come with me to the movies. There is this _____ new movie! I must watch it."

"Which one is it?"

"*The Bloody* _____."

Jerry thinks about it for a second, "Hmm . . . doesn't it sound a bit _____?"

"Of course not, silly! It _____ like an amazing movie. We must watch it." Emma _____ at him.

50

"Well, if you say _____. Let's go for it."

Two hours later Jerry is sitting in the movie _____, screaming. Five minutes later he is running to the bathroom to _____.

"Oh, my god, Emma. I didn't know this is what you _____ when you said 'amazing!' I don't think I can watch a movie like this _____."

"It's OK, Jerry," she says. "I _____ you don't like horror movies as much as I do."

A few days _____, Jerry comes home.

"Emma!" he calls out. "Listen! You have to come with me to the movies. _____ is this _____ new movie! We must watch it."

"Which one is it?"

"Sun, Love, and Hope."

Emma thinks about it for a second, "Hmm . . . doesn't it sound _____ silly?"

"_____ not, Emma! It seems like a fantastic movie. We must watch it." Jerry laughs at her.

"Well, if you say so. Let's go for it," Emma _____.

Two hours later Emma is sitting in the movie theater, completely _____. Five minutes later she is running away in _____.

"Oh, my god, Jerry. I didn't _____ this is what you meant when you said 'fantastic!' I don't think I _____ watch a movie like this again."

Jerry _____ at her and says, "Well, I guess you don't like romantic movies as much as I do."

"That's right," Emma agrees. "What are we _____ to do? Will we ever go to the movies _____ again?"

Jerry thinks about it for a moment and then answers, "I guess we would have to _____ for a horror love story. You know, a boy meets a girl, they fall in love, and then she *eats* him."

Grammar—Sentence Structure

The following sentences are all mixed up. Put the words on each line in the correct order to make a logical sentence.

1. movies Emma watch and like to Jerry.

   _____

2. never movies They the same like.

   _____

3. the blood Emma the fear and likes.

   _____

4. on couples other endings likes romantic Jerry hand and happy the.

   _____

5. to You come to me the have with movies.

   _____

6. second about a He it for thinks.

   _____

7. up five later to he bathroom running to the minutes is throw.

   _____

8. as I you do much movies like horror don't guess as I.

   _____

9. do we going are to What?

   _____

10. know a *eats* You a girl they love in boy and meets then she him fall.

   _____

Grammar—Questions, Negative Sentences and Positive Sentences

> *Remember:*
>
> **A positive sentence:** Jerry and Emma <u>were</u> husband and wife.
> **A negative sentence:** Jerry and Emma <u>were not</u> husband and wife.
> **A question:** <u>Were</u> Jerry and Emma husband and wife?
>
> **A positive sentence:** She <u>was</u> happy to see him.
> **A negative sentence:** She <u>was</u> not happy to see him.
> **A question:** <u>Was</u> she happy to see him?
>
> **A positive sentence:** Emma <u>listened</u> carefully.
> **A negative sentence:** Emma <u>did not</u> listen carefully.
> **A question:** <u>Did</u> Emma listen carefully?

Turn the following sentences into questions.

1. Emma liked horror movies.

   _____

2. Jerry liked happy endings.

   _____

3. Emma and Jerry couldn't watch movies together.

   _____

4. Jerry was very excited about the new movie.

   _____

5. They were confused.

   _____

Turn the following sentences into negative sentences.

1. Emma was very bored.

   _____

2. Did Jerry buy the tickets?

   _____

3. They were surprised.

   _____

4. Did they go to the movie theater?

   _____

5. Emma decided not to watch these movies again.

   _____

Turn the following sentences into positive sentences.

1. Jerry didn't want to go.

   _____

2. The movie was not very long.

   _____

3. Did Emma go home?

   _____

4. They didn't watch the movie at home.

   _____

5. Did Jerry run to the bathroom?

   _____

Comprehension

Answer the following questions.

1. What kinds of movies does Emma like? Why?

   _____

   _____

   _____

2. What kinds of movies does Jerry like? Why?

   _____

   _____

   _____

3. What happens to Jerry when he watches the horror movie?

   _____

   _____

   _____

4. What is the solution Jerry suggests?

   _____

   _____

   _____

Essay Writing

Answer the following questions. Write a short essay for each.

1. What kinds of movies do you like? How do you feel about watching movies you don't like?

_____

_____

_____

_____

_____

_____

_____

2. How do you decide what movies to watch if you and your partner/friend don't like the same kinds of movies?

_____

_____

_____

_____

_____

_____

_____

Passage II
Read the passage and answer the questions.

Bill Gates

William Henry Gates III (Bill) was born on October 28, 1955, in Seattle, Washington. Bill was the second of three children in an upper-middle class family. He enjoyed playing games with the family and was very competitive. He also loved to read. Bill became bored in public school so his family sent him to Lakeside School, a private school, where he excelled in math and science and did well in drama and English.

Gates became interested in computer programming when he was 13, during the era of giant mainframe computers. His school held a fund-raiser to purchase a teletype terminal so students could use computer time that was donated by General Electric. Using this time, Gates wrote a tic-tac-toe program using BASIC, one of the first computer languages. Later he created a computer version of Risk, a board game he liked in which the goal is world domination. At Lakeside, Bill met Paul Allen, who shared his interest in computers. Gates and Allen and two other students hacked into a computer belonging to Computer Center Corporation (CCC) to get free computer time but were caught. After a period of probation, they were allowed back in the computer lab when they offered to fix glitches in CCC's software. At age 17, Gates and Allen were paid $20,000 for a program called Traf-O-Data that was used to count traffic.

In early 1973, Bill Gates served as a congressional page in the U.S. House of Representatives. He scored 1590 out of 1600 on the SAT and was accepted by Harvard University. Steve Ballmer, who became CEO of Microsoft after Bill retired, was also a Harvard student. Meanwhile, Paul Allen dropped out of Washington College to work on computers at Honeywell Corporation and convinced Gates to drop out of Harvard and join him in starting a new software company in Albuquerque, New Mexico. They called it Micro-Soft. This was soon changed to Microsoft, and they moved their company to Bellevue, Washington.

In 1980, IBM, one of the largest technology companies of the era, asked Microsoft to write software to run their new personal computer, the IBM PC. Microsoft kept the licensing rights for the operating system (MS-DOS) so that they earned money for every computer sold first by IBM, and later by all the other companies that made PC computers. Microsoft grew quickly from 25 employees in 1978 to over 90,000 today. Over the years, Microsoft developed many new technologies and some of the world's most popular software and products such as Word and Power Point. Although some have criticized Gates for using questionable business practices, he built Microsoft into one of the largest companies in the world. He has been described as brilliant but childlike, driven, competitive, intense, fun, but lacking in empathy.

Bill Gates is one of the richest men in the world. In 2012, his $61 billion dollars in assets made him the world's second richest man according to Forbes Magazine. In 2006, Gates announced that he would cut back his involvement at Microsoft to spend more time on philanthropy and his foundation. The Bill and Melinda Gates Foundation supports many causes including the quest to eradicate Polio, fighting AIDS, malaria and tuberculosis; providing vaccinations for children; and even reinventing the toilet among many other things.

1. What is the first paragraph talking about?
   a. The end of Bill Gates's life
   b. The beginning of Bill Gates's life
   c. Bill Gates's microsoft
   d. Bill Gates's family

2. Where was Bill Gates's school?
   a. Computer school
   b. Sunday school
   c. Lakeside school
   d. Washington school

3. What did Bill Gates, Paul Allen, and two other students do when they were at Lakeside?
   a. They did not do anything
   b. They studied about how to create new softwares
   c. They hacked into a computer belonging to Computer Center Corporation
   d. They ran away from Lakeside

4. Why was Bill Gates accepted as a student by Harvard University in 1973?
   a. Because he was interested in information and technology
   b. Because he was smart person in computer
   c. Because he scored 1590 out of 1600 on the SAT
   d. Because he excelled in math, science, drama, and English

5. The sentence "*Bill Gates is one of the richest men in the world*" refers to
   a. A successful person who has much money
   b. A person who has many computer
   c. An arrogant person
   d. A poor man

Passage III
Read the passage and answer the questions.

Scary Experience

I saw a horror film at Galaxy cinema last night. It was "Pulau Hantu" playing on. I read the poster on newspaper yesterday. It made me curious to see the film.

I went to the cinema alone. I went there by a bicycle. I was 8.00 when I arrived there. There had been many people queuing up to get the tickets. I came into the cinema soon after I got my ticket. I had my seat on the forefront. And at 8.30 the movie was played on.

After the movie was over, I left the cinema quickly. My watch showed 11.30 pm as I got on my bicycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attached by a ghost. Somehow that frightful scene stayed in my mind. And I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard. I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Suzana, my classmate. He had also seen the movie and was frightened too. She had cycled after me so that she would not be alone. Both of us laughed out loud over our behavior.

We went home together. We pedaled our bicycle calmly. We both went not scared any more.

1. When was the movie played on?
   a. At 8.00
   b. At 8.30
   c. At 11.30
   d. In the midnight

2. What did the author do after hearing some sounds when passing a graveyard on the way home?
   a. He met Suzana, his classmate
   b. He was still relax and did not feel anything
   c. He was frightened and began to cycle his bike faster
   d. He was sleepy and began to cycle his bike faster

3. Why was the author frightened after watching the movie?
   a. Because he was a frightened person
   b. Because he heard some sounds behind him
   c. Because he still remembered clearly a woman screaming in his mind
   d. Because he met Suzana, his classmate

4. What does the fourth paragraph tell about?
   a. The author finished to watch a horror movie and wanted to go home
   b. The author heard some sounds behind him and he was frightened
   c. The author started to watch a horror movie
   d. The author heard a woman screaming he was frightened

5. What can you learn from the story?
   a. Do not try to see a horror film alone if you are a frightened person
   b. Do not be arrogant in watching a horror film
   c. Being not coward by watching a horror film
   d. Must be accompanied by our parents when watching a horror film

UNIT 10
ELLIPTICAL SENTENCE

A. Definisi *Elliptical Sentence*

Elliptical Sentence adalah bentuk penggabungan dari dua kalimat yang berbeda tetapi memiliki unsur yang sama seperti subjek dan predikatnya. Sama seperti kalimat majemuk, elliptical sentence ini bertujuan agar kalimat tersebut menjadi lebih efisien dengan cara menghilangkan pengulangan kata - kata yang selalu diulang dalam kalimat tersebut.

Adapun syarat utama dalam menggabungkan kalimat – kalimat (elliptical sentence) tersebut adalah kalimat – kalimat tersebut harus memiliki jenis tenses yang sama. Misalnya, jika kalimat pertama adalah kalimat *simple present tense*, maka kalimat berikutnya harus kalimat *simple present tense* juga. Atau jika kalimat pertamanya adalah kalimat *present future tense*, maka kalimat berikutnya harus kalimat *present future tense* juga. Oleh karena itu, elliptical sentence tidak bisa dilakukan jika kalimat pertamanya adalah kalimat simple present tense tetapi kalimat berikutnya adalah kalimat simple past tense ataupun present future tense.

B. Rumus *Elliptical Sentence*

16-1 PARALLEL STRUCTURE

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

(a) *Steve* **and** his *friend* are coming to dinner.	In (a): *noun* + **and** + *noun*
(b) Susan *raised* her hand **and** *snapped* her fingers.	In (b): *verb* + **and** + *verb*
(c) He *is waving* his arms **and** *(is) shouting* at us.	In (c): *verb* + **and** + *verb* (The second auxiliary may be omitted if it is the same as the first auxiliary.)
(d) These shoes are *old* **but** *comfortable*.	In (d): *adjective* + **but** + *adjective*
(e) He wants *to watch* TV **or** *(to) listen* to some music.	In (e): *infinitive* + **or** + *infinitive* (The second *to* is usually omitted.)
(f) *Steve, Joe,* **and** *Alice* are coming to dinner.	A parallel structure may contain more than two parts. In a series, commas are used to separate each unit.
(g) Susan *raised* her hand, *snapped* her fingers, **and** *asked* a question.	The final comma that precedes the conjunction is optional; also correct: *Steve, Joe and Alice* are coming to dinner.
(h) The colors in that fabric are *red, gold, black,* **and** *green.*	

Tabel 17 Rumus *Elliptical Sentence Part 1*

16-2 PAIRED CONJUNCTIONS: *BOTH . . . AND; NOT ONLY . . . BUT ALSO; EITHER . . . OR; NEITHER . . . NOR*

(a) *Both* my mother *and* my sister *are* here.	Two subjects connected by *both . . . and* take a plural verb, as in (a).
(b) *Not only* my mother *but also* my sister *is* here. (c) *Not only* my sister *but also* my parents *are* here. (d) *Neither* my mother *nor* my sister *is* here. (e) *Neither* my sister *nor* my parents *are* here.	When two subjects are connected by *not only . . . but also, either . . . or,* or *neither . . . nor,* the subject that is closer to the verb determines whether the verb is singular or plural.
(f) The research project will take *both* time *and* money. (g) Yesterday it *not only* rained *but (also)* snowed. (h) I'll take *either* chemistry *or* physics next quarter. (i) That book is *neither* interesting *nor* accurate.	Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.★ In (f): *both* + noun + *and* + noun In (g): *not only* + verb + *but also* + verb In (h): *either* + noun + *or* + noun In (i): *neither* + adjective + *nor* + adjective

Tabel 18 Rumus *Elliptical Sentence Part 2*

C. Contoh *Elliptical Sentence*

Berikut merupakan contoh dari elliptical sentence

1. So/Too (Juga)

(He is *playing football*. They are *playing football*.)

- He is playing football and they are *too.*

- He is playing football and *so they are.*

(He *studied English*. We *studied English*.)

- He studied English and we did *too*

- He studied English and *so* did we.

2. Either/Neither (Juga, untuk kalimat bermakna negatif)

(She hasn't *gone*. I haven't *gone*.)

- She hasn't gone and i haven't *either.*

- She hasn't gone and *neither* have i.

(Dina wasn't a nurse. Sandi wasn't a nurse.)

- Dhe wasn't a nurse and Sandi wasn't *either.*

- Dhe wasn't a nurse and neither was Sandi

3. But (Tetapi)

- (He has *studied*. Sari has not *studied*.)

- He has *studied* but Sari has not.

- (Bani doesn't speak *English*. Doni speaks *English.)*

- Bani doesn't speak *English* but Doni does.

4. Or (Atau)

- (He likes eating *pizza*. He likes eating *burger*.)

- He likes eating *pizzar* or *burger*.

- (Dani doesn't like watching *a music program*.Dani doesn't like watching *a news*.)

- Dani doesn't like watching *a music program* or *a news*.

5. Both..and (Kedua.. dan)

- (Bima is *smart*. Ani is s*mart*.)

- *Both* Bima *and* ani are smart.

6. Not only...but also.. (Tidak hanya...tetapi juga..)

- (You're *going to school*. I'm *going to school*.)

- *Not only* you *but also* I'm going to school .

7. Neither..nor (Tak satupun..atau)

- (I am not *happy*. She is not *happy*.)

- *Neither* I *nor* she is happy.

8. Either...or (Salah satu dari...atau)

- (You *speak English*. You *speak javaness*.)

- You speak *either* English *or* javanese.

D. Exercises

1. I drink tea in every morning. Tania drinks tea in every morning. (not only, but also)
2. I like read English book. Dendy likes read magazine (but)
3. Susan doesn't like swimming. Nila doesn't like swimming (neither, nor)
4. Nella has a cat. My sister has a cat (so/too)
5. Ronald was at home last night. His mom was at home. (and)
6. Whales are mammals. Dogs are mammals. (so/too)
7. Mahmud has a mustache. Mr. Nadjib has a mustache. (both, and)
8. Jane can't speak Chinese. Jane can't speak English. (either, nor)
9. Sarah doesn't like Indonesian horror movies. I don't like Indonesian horror movies. (and)
10. They can't speak Indonesian. We can speak Indonesian. (but)

UNIT 11
CONDITIONAL TYPE 1

A. Definisi *Conditional Type 1*

     Condtional Type 1 adalah salah satu jenis *Conditional Sentence* yang merupakan suatu bentuk kalimat pengandaian. Kalimat pengandaian tersebut digunakan untuk menyatakan harapan tentang sesuatu hal seperti halnya rencana ataupun keinginan yang mungkin akan terjadi atau tidak terjadi sama sekali baik di masa lalu, masa sekarang, dan masa yang akan datang. Ciri umum dari kalimat pengandaian ini adalah dengan adanya *real condition (kondisi yang nyata) dan unreal atau contrary to fact (kondisi yang terbalik dengan fakta yang terjadi sebenarnya.)* Conditional type 1 ini sendiri merupakan kalimat pengandaian yang berisikan pengandaian yang terjadi di masa sekarang dengan harapan rencana atau keinginan tersebut akan menjadi kenyataan di masa yang akan datang. Kemungkinan dalam terwujudnya harapan suatu rencana atau keinginan tersebut sangatlah besar terjadi apabila pengandaian tersebut sesuai dengan fakta (realita hidup) dan bukan hanya sekedar impian belaka.

B. Rumus dan Aturan Penggunaan *Conditional Type 1*

20-1 OVERVIEW OF BASIC VERB FORMS USED IN CONDITIONAL SENTENCES

SITUATION	*IF*-CLAUSE	RESULT CLAUSE	EXAMPLES
True in the present/future	simple present	simple present *will* + *simple form*	If I *have* enough time, I *watch* TV every evening. If I *have* enough time, I *will watch* TV later on tonight.
Untrue in the present/future	simple past	*would* + *simple form*	If I *had* enough time, I *would watch* TV now or later on.
Untrue in the past	past perfect	*would have* + *past participle*	If I *had had* enough time, I *would have watched* TV yesterday.

20-2 TRUE IN THE PRESENT OR FUTURE

(a) If I *don't eat* breakfast, I always *get* hungry during class.

(b) Water *freezes* OR *will freeze* if the temperature *reaches* 32°F/0°C.

(c) If I *don't eat* breakfast tomorrow morning, I *will get* hungry during class.

(d) If it *rains*, we *should stay* home.
If it *rains*, I *might decide* to stay home.
If it *rains*, we *can't go*.
If it *rains*, we*'re going to stay* home.

(e) If anyone *calls*, please *take* a message.

In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if*-clause.
The result clause has various possible verb forms. A result clause verb can be:
1. the *simple present*, to express a habitual activity or situation, as in (a).
2. either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in (b).
3. the *simple future*, to express a particular activity or situation in the future, as in (c).
4. *modals* and *phrasal modals* such as **should, might, can, be going to**, as in (d).*
5. an imperative verb, as in (e).

Tabel 19 Rumus dan Penggunaan *Conditional Type 1*

> **If + S + V1 (simple present tense) / am / is / are + O, S + Will / Can + V1 + O**
>
> **atau**
>
> **S + Will / Can + V1 + O + if + S + V1 (simple present tense) / am /is /are + O**

Contoh:

1. If she comes, I will give her the message.
2. If you study hard, you will pass the final exam.
3. If she wins the competition, they will give her a gold medal.
4. He will not go to the picnic if it rains.
5. If we arrive late, she will be angry with us.

C. Exercises

1. Our lecturer will not accept our work if we……………(not submit) it until deadline.
2. If you do it now, you…………….(finish) your job.
3. Your lecturer will be very angry if you…………….(be) late again.
4. If I get up too early, I……………. (feel) tired all day.
5. Cats will not eat if you……………. (not feed) them some fresh fishes.
6. If you heat water, it……………. (boil).
7. If I eat too many sweets, my weight…………….(increase).
8. The next car will be the 56th, If the 54th…………….(be) late.
9. If the 51st is late, the next bus…………….(not be) 22nd.
10. We will be very happy, If our football team…………….(win) the competition.

UNIT 12
CONDITIONAL TYPE 2 AND 3

A. Definisi *Conditional Type 2 and 3*

     Condtional Type 2 and 3 adalah kelanjutan dari jenis *Conditional Sentence* yang telah dibahas pada unit sebelumnya. Conditional Sentence (kalimat pengandaian) ini bertipe 2 dan 3. Conditional type 2 merupakan kalimat pengandaian yang berisikan pengandaian yang terjadi di masa sekarang, tetapi harapan terwujudnya rencana atau keinginan tersebut sangat sulit terjadi bahkan tidak terjadi sama sekali dan hanya sebagai khayalan atau lamunan belaka. Sedangkan untuk Conditional type 3 merupakan kalimat pengandaian yang berisikan pengandaian yang sudah lama terjadi di masa lalu dan semua harapan untuk rencana atau keinginan tersebut tidak terwujud sama sekali dan tentunya tidak akan terjadi atau terulang lagi sehingga hanya menjadi sebagai kenangan masa lalu belaka.

B. Rumus dan Aturan Penggunaan *Conditional Type 2*

20-3 UNTRUE (CONTRARY TO FACT) IN THE PRESENT OR FUTURE

(a) If I *taught* this class, I *wouldn't give* tests. (b) If he *were* here right now, he *would help* us. (c) If I *were* you, I *would accept* their invitation.	In (a): In truth, I don't teach this class. In (b): In truth, he is not here right now. In (c): In truth, I am not you. Note: *Were* is used for both singular and plural subjects. *Was* (with *I, he, she, it*) is sometimes used in informal speech: *If I was you, I'd accept their invitation.*
COMPARE (d) If I had enough money, I *would* buy a car. (e) If I had enough money, I *could* buy a car.	In (d): The speaker wants a car, but doesn't have enough money. *Would* expresses desired or predictable results. In (e): The speaker is expressing one possible result. *Could* = *would be able to.* *Could* expresses possible options.

Tabel 20 Rumus dan Aturan Penggunaan *Conditional Tpye 2*

<div align="center">

If + S + V2 (simple past tense) / were + O, S + Would / Could + V1 + O

atau

S + Would / Could + V1 + O + if + S + V2 (simple past tense) / were + O

</div>

Contoh:

1. If she visited me, I would give her money.

Faktanya : She doesn't visit me.

2. If I had enough time, I would go fishing.

Faktanya : I don't have enough time.

   3. If you were some sugar, I would be an ant.

Faktanya : You are not some sugar.

   4. If Natasha Rizky were my girlfriend, I would be the happiest boy in the world.

Faktanya : Natasha Rizky is not my girlfriend.

   5. If he smoked less, he wouldn't cough so much.

Faktanya : He doesn't smoke less.

Catatan:

Pada tipe ke 2 ini, *to be* untuk semua subyek pada *IF clause* adalah **WERE**.

C. Exercises 1

1. If I did not finished my homework, I……………….(not submit) it to my lecturer.
2. If you had enough time, you…………………..(clean) your room before you go to school.
3. Dona…………….(pass) the examination if she studied well.
4. Sinta and Santi would understand it if you………………(explain) it to them more slowly.
5. If she………………(know) there was a test, she would have prepared for it well.
6. Jack could win the basketball competition if he…………………(practice) more.
7. If Ampera Bridge were here. I.....................(take) a picture.
8. If today………………….(be) Monday, I would go to the office.
9. Were he a police officer, he…………………..(arrest) those criminals.
10. Were Marie a doctor, she…………………..(check) your health.

D. Rumus dan Aturan Penggunaan Conditional Type 3

20-4 UNTRUE (CONTRARY TO FACT) IN THE PAST

(a) If you *had told* me about the problem, I *would have helped* you. (b) If they *had studied*, they *would have passed* the exam. (c) If I *hadn't slipped* on the stairs, I *wouldn't have broken* my arm.	In (a): In truth, you did not tell me about it. In (b): In truth, they did not study. Therefore, they failed the exam. In (c): In truth, I slipped on the stairs. I broke my arm. Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you (OR I'd've helped you)."*
COMPARE (d) If I had had enough money, I *would have bought* a car. (e) If I had had enough money, I *could have bought* a car.	In (d): *would* expresses a desired or predictable result. In (e): *could* expresses a possible option; *could have bought = would have been able to buy.*

Tabel 21 Rumus dan aturan Penggunaan *Conditional Type 3*

> **If + S + Had + V3 (past) / Had + Been + O, S + Would + Have + V3 + O**
>
> **atau**
>
> **S + Would + Have + V3 + O + if + S + Had + V3 (past) / Had + Been + O**

Contoh:

1. If he had studied hard, he would have passed the final exam.

Faktanya : He didn't study hard.

2. If the team had played well, it would have won the competition.

Faktanya : The team didn't play well.

3. If Alter Bridge had been here, I would have been very happy.

Faktanya : Alter Bridge was not here.

4. If you had come to my house, you would have met me.

Faktanya : You didn't come

5. If I had known her number, i would have called her.

Faktanya : I didn't know her number.

E. Exercises 2

1. They would had understood their mathmatics teacher if he………………(speak) slowly.
2. Anto and Anti would have not got married if they………………(not know) each other.
3. My aunt would have given me much money if she……………………(have) it.
4. I had known his address, I……………(write) her a letter.
5. If my headache had disappeared, I……………………(play) football.
6. If I had seen the rock music concert, I………………..(tell) you about it last night.
7. If soldiers had known where terrorists had been,………………they (attack) them.
8. Civil servant would have been happy if goverment……………… (give) extra salary.
9. If I had much money, we……………… (buy) two new cars.
10. If I had been in America, I………………(meet) Mr Obama in the white house.

UNIT 13
PREFERENCE

A. Definisi *Preference*

     Preference adalah ungkapan yang menyatakan tentang hal yang lebih disukai dari hal yang lainnya. Dalam hal ini, preference digunakan saat seseorang memberikan sebuah saran dan menawarkan sesuatu atau meminta pendapat orang lain tentang apa yang harus (lebih baik) dilakukan atau yang lebih disukai sehingga harus dipilih mana yang terbaik. Biasanya makna yang akan diungkapkan oleh seseorang dalam menyampaikan hal tersebut adalah *lebih suka, lebih suka daripada, lebih baik,* atau *lebih baik daripada*

B. Rumus dan Aturan Penggunaaan *Preference*

Preferences	Rumus	Contoh Kalimat
Prefer	Prefer + <u>to infinitive</u>	*They **prefer to stay** at home.* (Dia lebih suka tinggal di rumah)
	Prefer + <u>nouns</u> + to + nouns	*My mother prefers apple to lemon juice.* (Ibu saya lebih suka jus apel daripada jus lemon)
	Prefer + <u>Verb</u> -ing + to + Verb -ing	*She **prefers swimming to dancing**.* (Dia lebih suka berenang daripada berdansa)
Would rather	Would rather + bare infinitives (kata kerja tanpa *“to”*)	*I **would rather study** now.* (*Saya lebih baik belajar sekarang*)
	Would rather + bare infinitives + than + bare infinitives	*She **would rather stay home than go** shopping.* (*Dia lebih baik tinggal di rumah saja daripada berbelanja*)
	Would rather + bare infinitives + nouns + than + bare infinitives + nouns	*She **would rather speak Japan than speak English**.* (Dia lebih suka berbicara bahasa Jepang daripada bahasa Inggris.)
Would prefer	Would prefer + to infinitives	*They **would prefer to sing rather***

to	+ rather than + bare infinitives	*than dance*.
		(*Mereka lebih baik bernyanyi saja daripada menari*)
	Would prefer + to infinitives + nouns + rather than + bare infinitives + nouns	*You **would prefer to play ball rather than take a sleep***.
		(*Kamu lebih baik bermain bola daripada tidur*)
Like	Like + nouns / (Verb + ing) + better than + nouns / (Verb + ing)	*I **like singing a song better than playing a guitar***.
		(*Saya lebih suka bernyanyi daripada bermain gitar*)
		*I **like coffee better than milk***.
		(*Saya lebih suka kopi daripada teh*)
Had better	Had better + bare infinitives	*You **had better study** hard*.
		(*Kamu lebih baik belajar yang giat*)
	Had better + not + bare infinitives (bentuk negative)	*I **had better not tell** her the truth*.
		(*Saya lebih baik tidak mengatakan yang sebenarnya kepada dia*)
It's time	It's time + to infinitives	*It's time to get up*.
		(*Saatnya lebih baik untuk bangun*)
	It's time + Subject + (Bentuk Past/ lampau)	*It's time you went away*.
		(*Saatnya lebih baik untuk pergi jauh*)
Instead of ***Instead of** kita gunakan sebagai pengganti dari: **to, than, better than, rather than***	Instead of + <u>Gerund</u>/ Nouns	*I prefer staying home **instead of going** out*.
		(*Saya lebih suka berada dirumah daripada pergi keluar*)
		*They would rather eat their dinner **instead of work***.
		(*Mereka lebih suka makan santap malam daripada bekerja*)
		*I would prefer to invite her **instead of him***.

		(Saya lebih suka mengundang dia (perempuan) daripada dia (laki-laki)
		*She likes me **instead of him**.*
		(Saatnya lebih baik untuk bangun)

Tabel 22 Rumus dan aturan Penggunaan *Preference*

C. Contoh *Preference* yang lainnya

- I prefer apples to mangoes.
- They prefer English to Mathematics.
- She prefers Andi to Budi.
- John prefers them to us.
- I prefer playing football to watching TV.
- They prefer reading novels to playing games.
- She prefers cooking to singing.
- I prefer to study rather than watch TV.
- He prefers to play football rather than play games.
- They prefer to visit museum rather than go shopping.
- He would prefer to play tennis rather than play basketball.
- I would prefer to listen to music rather than play the guitar.
- She would prefer to eat apples rather than eat bananas.
- I would rather read a book than read a novel.
- They would rather play football than play basketball.
- She would rather stay at home than go to the cinema.

D. Exercises

1. I prefer visiting my friends in the evening………………watching TV by myself.
2. Mr Soni prefers tea………………coffee with his evening meal.
3. Tina would rather lie on the beach………………go swimming.
4. I would prefer chicken………………beef.
5. My brother likes his math class better………………his biology class.
6. When I'm thirsty, I prefer drinking cola………………coffee.
7. I like dangdut better………………jazz music concert.
8. When I choose a book, I prefer English book………………French book.
9. My brother would rather read a magazine in the evening………………cooking for dinner.
10. Dina prefers lying on the beach………………going swimming.
11. I like black coffee………………cappuccino.
12. They would prefer to sing a song………………listen to music.
13. We prefer cooking………………sleeping.
14. She would rather stay home………………go cycling.
15. I like singing a song………………writing a poem.

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