

ENGLISH FOR FUTURE TEACHERS OF PRIMARY SCHOOLS

Second Semester

BAHAN BELAJAR MANDIRI 2: VOCABULARY ENRICHMENT

Dra. Nurhasanah, M.Ed.

Pada Bahan Belajar Mandiri 2 ini, mahasiswa mengenal kelompok kata (Parts of Speech) pembentukan kata ('word formation') melalui pemberian awalan (prefixes) dan akhiran (suffixes) baik yang bersifat *derivatives*, maupun *inflectional*, yang berdampak pada pengayaan kelompok kata bahasa Inggris. Mahasiswa juga mengenali persamaan kata (synonym), lawan kata (antonym), serta mengetahui pasangan kata yang sesuai (collocation) dalam bahasa Inggris.

Tujuan Pembelajaran Umum

Mahasiswa dapat menguasai sejumlah kosa kata dalam bahasa Inggris dengan melakukan pengelompokan kata, pembentukan kata maupun pemasangan kata yang tepat dalam bahasa Inggris, dan menggunakannya dalam kalimat sederhana.

Tujuan Pembelajaran Khusus

1. Mahasiswa dapat menganalisa kalimat sederhana ke dalam unsur-unsur kalimat.
2. Mahasiswa dapat mengelompokkan kata dalam bahasa Inggris dengan pengelompokan fungsi yang tepat.
3. Mahasiswa dapat menunjukkan ciri-ciri awalan maupun akhiran pembentuk kata bahasa Inggris dan mengaplikasikannya dalam kalimat.

4. Mahasiswa dapat menggabungkan kata dalam bahasa Inggris menjadi frasa yang bermakna.
5. Mahasiswa dapat menunjukkan persamaan kata, lawan kata, maupun pasangan kata.

Untuk membantu Anda mencapai tujuan tersebut, BBM ini diorganisasikan menjadi dua Kegiatan Belajar (KB), yaitu:

KB1 : Reviewing 'Parts of Sentence' through analyzing simple sentences.

KB2 : Reviewing 'Parts of Speech' through analyzing simple sentences.

Untuk membantu Anda dalam mempelajari BBM ini ada baiknya Anda memperhatikan beberapa petunjuk belajar berikut ini:

1. Bacalah dengan cermat bagian pendahuluan ini sampai Anda memahami secara tuntas tentang apa, untuk apa, dan bagaimana mempelajari bahan belajar ini.
2. Baca secara sepintas bagian demi bagian dan temukan kata-kata kunci dari kata-kata yang dianggap baru. Carilah dan baca pengertian kata-kata kunci tersebut dalam kamus yang Anda miliki.
3. Tangkaplah pengertian melalui pemahaman sendiri dan diskusikan dengan mahasiswa lain atau dengan tutor Anda.
4. Untuk memperluas wawasan Anda, baca dan pelajari sumber-sumber lain yang relevan. Anda dapat menemukan bacaan dari berbagai sumber, termasuk dari internet.
5. Mantapkan pemahaman Anda dengan mengerjakan latihan dan melalui kegiatan diskusi dalam tutorial dengan mahasiswa lainnya atau teman sejawat.
6. Jangan lewatkan untuk mencoba menjawab soal-soal yang terdapat pada setiap akhir kegiatan belajar. Hal ini berguna untuk mengetahui apakah Anda sudah memahami dengan benar kandungan bahan belajar ini.

Selamat belajar!

Kegiatan Pembelajaran 1:

Reviewing 'Parts of Sentence' through analyzing simple sentences.

Kalimat dalam bahasa Inggris pada dasarnya terdiri dari dua unsur, yaitu (1) *subject* dan (2) *predicate*. *Predicate* dalam bahasa Inggris, terdiri dari (1) *a predicating word* (Verb), yang biasanya disertai dengan *object*, dan (2) *a linking verb*, yang biasanya disertai dengan complement berupa *adjective* (kata sifat) atau *adverb* (kata keterangan).

Subject	Predicating Words	Object	Adverbs
	Linking Verb	Complement	
Subject	Predicate		

Dengasn demikian kalimat bahasa Inggris memiliki unsur berikut

Subject Verb Object Adverb Complement (SVOAC)

Perhatikan contoh kalimat dalam bahasa Inggris berikut:

1. The boy throws the ball into the water
2. Mary is beautiful

Kalimat di atas diuraikan menjadi:

1.	The boy	throws	the ball	into the water
	Subject	Predicating Word	Object	Adverb

Subject	Predicate
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2.

Mary	is	beautiful
Subject	Linking Verb	Complement
Subject	Predicate	

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 1.1: Analyze the pattern of these sentences. Put S for subject, V for verb, O for object, C for complement, and A for adverb

1. He runs Quickly
 _____ _____ _____

2. The boy eats the meal hungrily
 _____ _____ _____ _____

3. We had delicious dinner
 _____ _____ _____ _____

4. He works efficiently
 _____ _____ _____

5. She stares Blankly into the fire
 _____ _____ _____ _____

RANGKUMAN

Maka pola kalimat dalam bahasa Inggris merupakan variasi dari Subject (S) Verb(V) Object (O) Complement (Adverb). Perhatikan pola kalimat di bawah ini

Sentence						Notes on Verbs
Pattern	Subject	Verb	Complement	Object	Adverb	
S-V	I	cry				Intransitive Verbs (do not need an object)
S-V-A	He	screams			loudly	
S-V-C	She	seems	Happy			Linking Verbs
S-V-C	Mary	is	Beautiful			
S-V-O	He	throws		the ball		Transitive Verbs (predicating words; should have objects)
S-V-O-A	She	sings		the song	beautifully	
S-V-C-O-A	The lady	treats	Poor	people	respectedly	

TES FORMATIF I

From the four words or phrases (A), (B), (C), or (D), choose the one that best completes the sentence.

- _____ in fluorescent lamps, television tubes, and other devices.
 (A) Phosphors are used (C) To use phosphors
 (B) It is phosphors (D) Using phosphors
- The tips of some undersea mountains _____ islands in the middle of the ocean.
 (A) to form (B) they form (C) form (D) forming
- _____ of fish: jawless fish, cartilaginous fish, and bony fish.
 (A) It is three types (C) Three types

- (B) There are three types (D) Three types are
4. _____ to stop yourself from blinking except for a short period of time.
- (A) Impossible it (C) It impossible
- (B) Impossible (D) It is impossible
5. _____ the Sitka spruce a hundred years to grow eleven inches.
- (A) It takes (C) By taking
- (B) To take (D) That takes
6. _____ today was developed by the Swiss scientist Horace de Sassure around 1773.
- (A) Mountaineering it as we know (C) We know mountaineering is
- (B) Mountaineering as we know it (D) We know there is mountaineering
7. _____ of the surface of the Earth is covered by water.
- (A) Three-quarters is nearly (C) It is nearly three-quarters
- (B) There is nearly three-quarters (D) Nearly three-quarters
8. By the mid-eighteenth century _____ many new immigrants entering North America from Europe that the original colonies in the North-east were overcrowded.
- (A) it were (B) were (C) there (D) there were
9. _____ not until the end of the seventeenth century that scientists began to stress the importance of experiment as a way of gaining knowledge.
- (A) There was (B) It was (C) There (D) It

10. _____ are the most poisonous fish in the world.
- (A) There are stonefish (C) They are the stonefish
(B) That the stonefish (D) Stonefish

Broukal, 1997: 31-32

BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Tes Formatif I yang ada pada bagian belakang BBM ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi kegiatan belajar 1.

Rumus:

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah jawaban Anda yang benar}}{10} \times 100\%$$

Arti tingkat penguasaan yang Anda capai:

90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila Anda mencapai tingkat penguasaan lebih dari 80% atau lebih, Anda dapat meneruskan dengan Kegiatan Belajar 2. **Selamat dan Sukses!** Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi lagi Kegiatan Belajar 1, terutama bagian yang belum Anda kuasai. Jangan putus asa, di mana ada kemauan, di sana pasti ada jalan!

Kegiatan Pembelajaran 2:

Reviewing ‘Parts of Speech’ through analyzing simple sentences

Pada kegiatan pembelajaran 1, Anda telah mempelajari unsur-unsur kalimat dalam bahasa Inggris, pada kegiatan pembelajaran ke-2 ini Anda akan mempelajari pengelompokan kata dalam bahasa Inggris berikut fungsinya dalam kalimat.

Dalam bahasa Inggris dikenal pengelompokan kata (Parts of Speech), yakni: Kata Benda (Noun), Kata Kerja (Verb), Kata Sifat (Adjectives), dan Kata Keterangan (Adverb). Dalam paragraf selanjutnya akan diuraikan secara rinci masing-masing kelompok kata.

1. NOUN

A NOUN is the name of a person, place, or thing. Its function in a sentence is as ‘subject’ and ‘object’

There are three kinds of nouns:

Common	Proper	Collective
(General Type)	(Particular)	(Organized into one group)

girl	Mary	team
park	Central Park	crowd
army	US Army	congress

Examples below are to show the relationship between proper nouns and related common nouns:

Proper Nouns	Related Common Nouns
Susan B. Anthony	Leader, activist, feminist
Henry Ford	industrialist, manufacturer
Katharine Hepburn	actress, movie star
Alexander Bell	scientist, inventor
Boston	city, capital, port
Hoover Dam	dam, structure, feat
Lake Superior	lake, resource, water
U.S. Constitution	constitution, law, document
General Motors	corporation, business, firm

(Burtness:6)

Concrete and Abstract Noun

Noun also can be divided into ‘concrete’: tangible objects that can be directly observed and perceived by the five senses, and ‘Abstract’: intangible objects that cannot be directly perceived.

Concrete		Abstract	
Name of Persons, Plants, Things, Activities or Events		Usually derived from other words, adjectives, or verbs plus the following suffix:	
Persons	Carol	-ness	Happiness, helpfulness

Plants	Orchid	-th	Length, warmth
Things	Table	-ance	Endurance, appearance
Activities		-cy	Supremacy
Events	Christmas	-ism	Capitalism

Every noun has number, either singular (only one) or plurals (more than one).

There are four ways to form the Plural of Nouns

1. By adding 's'	2. By adding 'es'
Other than s,z,ch, sh, x	For Nouns ending in consonants: s, z, ch, sh,x
horse – horses kite - kites	bus - buses
river - rivers pen - pens	box - boxes
cafeteria - cafeterias	dish - dishes
investigator - investigators	syllabus - syllabuses
container - containers	buzz - buzzes

Ending in -y	
Precede by vowels	Preceded by consonants
Survey - surveys	Company - companies
Relay - relays	Courtesy - courtesies
Attorney - attorneys	Quantity - quantities
Decay - decays	Currency - currencies

Ending in –o	
Portfolio - portfolios	Hero - heroes
Radio - radios	Tomato – tomatoes
Studio - studios	Echo - echoes

3. By changing the ‘singular’	4. No changing
alumnus - alumni	sheep - sheep
appendix -appendices	moose - moose
foot - feet man - men	fish - fish
mouse- mice baby - babies	deer - deer
child – children	

Nouns’ function in a sentence (case):

Nominative Case	Objective Case	Possessive Case
as subject as predicate noun as direct address	as direct objects as indirect as objective complement	shows ownership
<i>The girls</i> ran outside Einstein was a <i>scientist</i> <i>Claudia</i> , please answer the phone	The team won <i>the game</i> Pedro throw <i>Mario</i> the ball The team elected Terry <i>captain</i>	the <i>girl’s</i> doll Charles’(s) book the <i>children’s</i> toys

POSITION OF NOUNS

The position of a noun is determined by its function in the sentence. The blanks in the following sentences indicate the position of nouns as they fulfill different functions.

Subject	The _____ is good.
Subjective Complement (Predicative Noun)	Mary is a pretty _____ .
Direct Object	The children ate _____.
Indirect Object	The lawyer sent _____ a letter
Objective Complement	The member elected Mr. Jones _____.
Object of Preposition	He deposited the money _____.
Noun Adjunct	He bought some gas at the _____ station.
Apposition	Shakespeare, a great _____, wrote many fine plays.
Noun in Direct Address	_____, please come here. Or Please come here, _____.

Task 2.1.1: *Noun (thing) Endings*

Word endings in English often tell you how a word is used grammatically in English; therefore, it is very important for you to recognize some common word endings. If you recognize a word ending on a word that you do not you can tell how the word should be used grammatically, even if you do not understand the meaning of the word.

The following noun (thing) endings are every common in English. It is important for you to study them and become familiar with them.

NOUN (THING) ENDINGS	
<i>-ism socialism</i>	<i>-ment government</i>
<i>-nce excellence</i>	<i>-ty beauty</i>
<i>-ness sadness</i>	<i>-age marriage</i>
<i>-ion information</i>	<i>-ship friendship</i>

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Using one of the endings above, change each of the following words into a *noun* (thing)

1. member	_____	9. alcohol	_____
2. kind	_____	10. permanent	_____
3. real	_____	11. mile	_____
4. move	_____	12. confuse	_____
5. human	_____	13. leader	_____
6. elect	_____	14. sudden	_____
7. break	_____	15. improve	_____
8. intelligent	_____	16. equal	_____

Task 2.1.2: *Noun (person) endings*

The following noun (*person*) endings are very common in English. It is important for you to study them and become and familiar with them.

NOUN (PERSON) ENDINGS			
-er	employer	-ist	tourist
-or	actor	-cian	musician

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Using one of the endings above, change each of the following words into a noun (*person*):

Efest.nhs2.2010

1. teach	_____	9. perfection	_____
2. type	_____	10. program	_____
3. beauty	_____	11. electricity	_____
4. ideal	_____	12. invest	_____
5. invent	_____	13. build	_____
6. clinic	_____	14. natural	_____
7. special	_____	15. advice	_____
8. ranch	_____	16. mathematics	_____

Task 2.1.3 Choose the correct word in parentheses.

- Franklin was a (politics/politician).
- Franklin was also an (invention/inventor).
- Franklin is known in the field of (science/scientist).
- Franklin became a successful (printer/printing).
- In 1820 a Danish (physicist/physics) proved that electricity produced magnetism.

Task 2.1.4 : Irregular Plurals

Direction: Study the irregular plurals in the chart in Skill 41. Then, indicate whether each of the following is correct (C) or incorrect (I).

_____	1. one men	_____	9. several naughty children
_____	2. lots of data	_____	10. an in-depth analyses
_____	3. a surprising hypothesis	_____	11. one hundred alumni

_____	4. one fast-growing fungi	_____	12. lots of bright tooth
_____	5. various criterion	_____	13. various exotic cacti
_____	6. a few mice	_____	14. two required thesis
_____	7. each syllabi for the class	_____	15. the earth's axis
_____	8. a young deer	_____	16. lots of wooly sheep

From the four underlined words or phrases (A), (B), (C), or (D), identify the *one* that is not correct.

1. The potato was the staple of Ireland, and when the crop failed in 1840,
A B C
there was mass starvations.
D
2. Shark can maneuver considerably faster than other fish because they
A B C
have no bones .
D
3. Although sugar cane and sugar beet look very different, the sugars that is
A B C
refined from them tastes almost the same.
D
4. Textiles industries are as widespread as food industries because both
A B
supply basic human needs.

C D

5. Many animal species are totally colorsblind, but the condition is very
 A B C
 rare in humans.
 D

Broukal, 1997: 9-10

2. PRONOUN

It is used in place of a noun. The followings are types of Pronouns:

expletive	Demonstrative	indefinite	interrogative	Relative	reciprocal
It	that	anyone	who	Nominative Case:	one another
There	those	anybody	which	who, that, which	among
(followed	this	someone	what	Objective Case:	another
by subject)	these	somebody	whom	whom, that, which	each other
		everyone	whose	Possessive Case:	
		everybody		Whose	

There is another type of pronoun that directly relates to person either singular or plural, which also called 'Personal Pronoun'. Study this table below:

Person	Case				Reflective & Intensive
	Subjective/ Nominative	Objective	Possessive		
			implicit noun	adjective (explicit noun)	

Singular	1 st	I	me	mine	my + noun	myself
	2 nd	You	you	yours	your + noun	yourself
	3 rd	He	him	his	his + noun	himself
		She	her	hers	her + noun	herself
		It	It	its	its + noun	itself
Plural	1 st	We	us	ours	our + noun	ourselves
	2 nd	You	you	yours	your + noun	yourselves
	3 rd	They	them	theirs	their + noun	themselves

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 2.2.1 Which of the following completes each sentences most suitably.

- Between ..., I think he is not telling the truth.
 A. I and you B. me and you C. you and me
 D. you and I E. he and you
- I'll take all the luggage out and put ... by the car.
 A. it B. its C. they
 D. them E. no word is needed
- I've had many requests for assistance but most of ... have been comparatively trivial.
 A. it B. its C. they
 D. them E. no word is needed

5. Most slugs and snails breathe using a lung which opens through a small
A B
 hole in the side of its bodies.
C D

Broukal, 1997: 21-22

3. ADJECTIVES

An Adjective describes or modifies a noun or a pronoun. An adjective usually answers the question ‘which one?’, ‘what kind?’ or ‘how many?’.

ARTICLE		USAGE	EXAMPLE
indefinite	a	Before a noun begins with consonant sound: Pronounced ‘h’ sound	a d og, a b ook a h ouse
	an	Pronounced ‘j’ sound	a u niversity
		Before a noun begins with vowel sound: Pronounced ‘a’ sound Pronounced ‘^’ sound	an eye, an hour an umbrella
		In General Statement: An Island is a body of land surrounded by water	
		To introduce subject that has not been mentioned before: I saw a snake	
		With certain numerical expressions: a dozen a couple a hundred a third a great many a great deal a lot of a half replacement for ‘per’: fifty miles an hour, \$ 10 a day	
		With names of professions: He is an engineer	She is a biologist

Definite	the	1. There is 'only one' of the thing mentioned	the sun, The sky, etc.
		2. Shared & familiar or mentioned before: e.g. things in a house for the whole family	the refrigerator, etc.
		3. Before superlative adjectives	the biggest, etc
		4. Before names of musical instrument	the piano, etc
		5. Before singular noun representative of a class of things (names of animals, plants, inventions, and parts of the body)	The dodo (bird) The Rafflesia (plant) The telephone (invention) The head (Parts of the body)
		6. Before decades and centuries:	The 1800s, the twenties
		7. Before expression of time and place	The afternoon, the future The North, The front
		8. Before Ordinal Numbers	The first, the second, etc.
		9. Before names of countries, states, cities, universities, colleges, and school that contain the word ' of '	The USA, The state of Florida, The city of Boston, The university of Texas, The Netherlands

		The Philippines
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	10. Before names of ocean, rivers, seas, gulfs, and plural names of mountains, islands, and lakes (No articles for singular mountain, islands, and lakes)	The pacific Ocean The Gulf of Mexico The Appalachian Mountain, etc
	11 Before geographic areas, but not before the names of continent	The Middle East Europe
	12 Before the names of fields of study when they contain the word 'of'	The history of the US history
	13. Before the names of wars	The second world War World War II
	14. Before names of ships, planes, trains, and people's family names (but not for the name of people and magazines)	The Browns The May Flower The Orient Express Robert Brown Time Magazine
Limiting	Those Books belong to John	
	The three boys didn't see any birds	
Descriptive	The large chair	
	The sad song	
Demonstrative-Possessive	Pronoun Possessive Possessive Adjective	This Book is my father
Interrogative-	Ask Questions (Wh-questions)	What's his name?

Relative	Join two clauses and modify some words	I don't know what his name is.
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LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Exercise 2.3.1

Circle a or an in the following sentences. Write "C" on the left if the sentence is correct. Write "NC" if the sentence is not correct. Correct the error.

- _____ 1. Indonesia is a country made up of thousands of islands.
- _____ 2. Greenland is an big island with a permanent ice cap covering.
- _____ 3. The Bahamas, which consist of 700 islands, have a superb climate.
- _____ 4. Robinson Crusoe is a character in a book by Daniel Defoe.
- _____ 5. Robinson Crusoe spent twenty years with his friend Man Friday on an uninhabited island.

Broukal, 1997: 61

Task 2.3.2 Fill in the blanks with the correct article a, an, the, or 0.

1. Islands make up _____ entire land area of some countries, including _____ Japan and _____ Philippines.
2. _____ Florida Keys are coastal islands built on coral reefs.
3. _____ Mackinac Island in _____ Lake Michigan is _____ lake island.
4. _____ city of Montreal, in _____ Canada, is built on _____ large river island.

ADJECTIVE ENDINGS			
-ent	excellent	-ive	expensive
-ant	important	-out	dangerous
-ful	careful	-al	natural
-ic	economic	-able	capable
-less	careless	-ible	possible

Using one of the endings above, change each of the following word into an adjective.

1. heart	_____	9. courage	_____
2. nature	_____	10. use	_____
3. athlete	_____	11. enthusiasm	_____
4. mystery	_____	12. motion	_____
5. help	_____	13. tradition	_____
6. impress	_____	14. change	_____
7. intelligence	_____	15. permanence	_____
8. comfort	_____	16. attract	_____

4. VERBS

Transitive	Intransitive	Linking	Auxiliary
Need an Object	Do not need an object	seem, look, appears,	Primary Auxiliary: Do, Have, Be Modal Auxiliary: Can, May, Might, Should, etc.
S + V + O	S + V	S + linking verb(s)	S + PAux .+ Adj.

		+ adjective	S + MAux.+ Vo
He borrows some books	She cried all night	The couple look very unhappy	She is beautiful. You can leave the room now.

Task 2.4.1 : Verb Endings

The following verb endings are very common in English. It is important for you to study them and become familiar with them.

VERB ENDINGS			
-en	soften	-ize	memorize
-ate	populate	-ify	notify

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Using one of the endings above, change each of the following word into a verb.

1. dark	_____	9. different	_____
2. final	_____	10. identity	_____
3. just	_____	11. light	_____
4. separation	_____	12. glamour	_____
5. short	_____	13. person	_____
6. intense	_____	14. sweet	_____
7. investigation	_____	15. liberal	_____
8. industrial	_____	16. demonstration	_____

Task 2.4.2 Change the incorrect sentences using Noun or Verbs.

1. In Franklin's time electricity was mainly used as a form of entertain.
2. Franklin discovery that lightning was electricity.
3. Franklin was the only man to signature all four key documents that helped to make the United States independent.
4. Besides his many activities in the serve of his country, he found time to be an inventor.
5. Franklin development the first pair of bifocal spectacles.

5. ADVERBS

ADVERBS		
Manner	time	Place
Adjective + ly		
Slow - slowly	yesterday	Bandung
Beautiful - beautifully	1997	Jakarta

Task 2.5.1 : Adverb endings

The following *adverb* ending is very common in English. It is important for you to become familiar with it.

ADVERB ENDINGS	
-ly	really

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Using the ending above, change each of the following words into an *adverb*.

1. final	_____	9. great	_____
2. careful	_____	10. complete	_____
3. obvious	_____	11. eager	_____
4. recent	_____	12. absolute	_____
5. strong	_____	13. correct	_____
6. perfect	_____	14. sudden	_____
7. fearful	_____	15. doubtful	_____
8. quick	_____	16. regular	_____

6. CONJUNCTIONS

A. COORDINATING CONJUNCTIONS

Coordinating conjunctions connect words or phrases that have the same function in a sentence.

CD	Function	Example
And	joins two or more words, phrases, or clauses of similar function and is used to show addition.	1. Like peas and broad beans, soya beans grow in pods. 2. The plant is ready for harvesting when the leaves turn yellow and drop off, and the pods and stems dry out.
	joins two subjects, the verb is plural.	1. Soya beans and peas have pods.
But	joins two or more words, phrases, or clauses and is used to show contrast.	1. In the U.S. soy is not harvested by hand but my machine. 2. Soya is not a new discovery but is one

		of the oldest crops grown in the Orient.
Or	joins two or more words, phrases, or clauses. It is used to give a choice.	1. The beans may be yellow, green, brown, or mottled. 2. After being chilled, the margarine is packed into tubs or cut in blocks.
So	joins a clause. It does not join single words or phrases. <i>So</i> is used to show effect.	The soya bean is versatile, so it is grown widely.

CORRELATIVE CONJUNCTIONS

Like coordinating conjunctions, these words are used to join words, phrases, and clauses. Correlative conjunctions or paired conjunctions appear in two parts: Each of the pair of words should be followed by a word of the same grammatical form.

CR	Function	Example
<i>Either... or</i>	is used to indicate alternatives. The subject closest to the verb will determine if the verb is singular or plural.	Soya can be used in either fish feed or chicken feed.
Neither... nor	is used to indicate negative alternatives. The subject closest to the verb will determine if the verb is singular or plural.	Soya is dangerous to neither humans nor animals.
. Both . . . and	indicates addition.	Soya protein isolate is used

	Subjects connected with both . . . and take a plural verb.	in both meat and fish products.
Not only . . . but also	Emphasizes addition. The not only clause must come before the phrase it refers to. The subject closest to the verb will determine if the verb is singular or plural.	Soya is not only the most efficient but also the least costly source of protein.
Whether... or	indicates a condition.	Whether it is in the print of a newspaper or the food we eat, our lives are touched by soya.

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 2.6.1

From the four words or phrases (A), (B), (C), (D), choose the one that best completes the sentence.

- Both diamond _____ graphite are made of the same element, which is carbon.
(A) and (B) except (C) together (D) both
- Blinking helps keep the surface of the eye clean _____ moist.
(A) to (B) or (C) and (D) so
- Normally, piranhas swim alone and feed on smaller fish _____ on seeds in the water.
(A) but (B) either (C) instead (D) or

4. Most rodents eat grain, seeds, and nuts, _____ some eat almost anything.
 (A) contrary (B) they (C) but (D) instead
5. Fungi do not absorb sunlight but use animals and plants, _____ dead and living, as their source of food.
 (A) furthermore (B) both (C) together (D) besides

Task 2.6.2

From the four underlined words or phrases, identify the one that is not correct.

1. Peppermint originated in Europe, but the early English colonists
 A B
brought it to North America
 C D
2. The central core of the earth is made of both very hot or dense
 A B C
material.
 D
3. Many meteorite falls go unnoticed because they either happen at
 A B C
 night nor they hit the earth in uninhabited areas.
 D
4. Octopuses have not only large brains and also a well-developed
 A B C D
 nervous system.
5. Compact discs are affected neither by scratching and by dust.
 A B C D

7. PREPOSITION

PREPOSITION shows time, place, and agent

Look at the chart below showing natural disasters. Describe the disaster, including when it occurred, where it occurred, and what happened due to the disaster.

Disaster	Where	When	What happened
Volcanic eruption	Krakatoa, Indonesia	August 27, 1883	36,000 people died
Potato famine	Ireland	1840s	1.5 million people died
Flood	Johnstown, Pennsylvania, U.S.	May 1889	2,200 people died
Earthquake	Tangshan, China	July 28, 1976	242,000 people died
Tidal wave	Bangladesh	1970	200,000 people died
Tornado	Ohio, U.S.	April 3, 1974	315 people died
Fire	. Yellowstone Park, U.S.	1980	1.3 million acres burned

*A volcanic eruption **occurred in** Krakatoa **on** August 27, 1883- **Due to** the eruption, 36,000 people died.*

Prepositions are not only used to show time, place, and agent but are also used in combination with verbs, adjectives, nouns, and in many common set expressions. All prepositions cannot be listed in this chapter, but it will present the important groups:

Verb + Preposition	depend on lead to
Adjective/Participle + Preposition	surprised at famous for
Noun + Preposition	example of possibility of
Other Combinations with Prepositions	as a result of in addition to
Prepositions of Time and Place	on May 16 in Washington

Prepositions in Common Expressions	at present in general
------------------------------------	--------------------------

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 2.7.1

Identify one of the underlined words or phrases (A), (B), (C), or (D) that should be rewritten or corrected.

- The rocky island of Alcatraz in San Francisco Bay was discovered by
A B
the Spanish in 1769 and named by its large pelican colony.
C D
- Bacteria are responsible of many of the textures and flavors in our food
A B C
and are particularly important in milk products.
D
- Art Nouveau, a style that was in fashion in the 1890s, was based of
A B C
long curving lines inspired by climbing plants.
D
- The brain is made up of billions of neurons that differ with each other
A B C
greatly in size and shape.
D
- Wood, the hardened material from which trees are composed, is
A B
made up of millions of tiny tubes of fibers packed together.

C

D

Task 2.7.2

From the four words or phrases, choose the one that best completes the sentence.

1. Camels store water _____ of fat in their humps.
(A) with the form (C) by the form
(B) in the form (D) form
2. Tears contain an antiseptic that helps protect our eyes _____ infection.
(A) from bacterial (C) bacterial
(B) in bacterial (D) with bacterial
3. So far only two other of our neighboring planets _____ the solar system have been visited by unmanned spacecraft.
(A) by (C) in
(B) that they are in (D) they are by
4. Many tropical orchids grow _____ branches of trees and have aerial Roots that absorb water from the moist air around them.
(A) of the (B) the (C) they are in the (D) in the
5. _____ compact disc, sound is stored as digital information in tiny pits on the surface.
(A) On a (C) It is on a
(B) A (D) Of a

Broukal, 99-101

RANGKUMAN

Dalam bahasa Inggris dikenal *Parts of Speech*, yakni: *Noun*, *Verb*, *Adjectives*, dan *Adverb*. **Noun** dapat berupa nama orang, tempat, atau benda, dan dapat menyatakan

sesuatu yang abstrak maupun konkrit; berfungsi sebagai ‘subyek’ atau ‘obyek’ dalam kalimat. **Verb** adalah kata kerja, dapat berupa kata kerja transitive, intransitive, *linking*, atau *auxiliary*. **Adjective** menerangkan *noun* atau *pronoun* (kata ganti). **Adverb** menerangkan kata kerja, dapat berupa *adverb of manner*, *time*, atau *place*. Selain itu dikenal pula **Conjunction** (kata penghubung) dan **Preposition** (kata depan).

TES FORMATIF II

a. All Endings Together

Identify each of the following word as a *noun-thing* (NT), a *noun – person* (NP), an *adjective* (ADJ), an *adverb* (ADV), or a *verb* (V).

- | | | |
|----------------------|--------------------------|------------------------|
| _____ 1. heighten | _____ 6. desertification | _____ 11. speechless |
| _____ 2. forgetful | _____ 7. Submissive | _____ 12. tremendously |
| _____ 3. imperialism | _____ 8. Nocturnal | _____ 13. liability |
| _____ 4. effusively | _____ 9. establishment | _____ 14. counselor |
| _____ 5. cashier | _____ 10. Impertinent | _____ 15. civic |

b. All Ending Together

Circle the letter of the word that correctly completes each sentence.

- The _____ of the new could not be stressed enough.
A. important B. importance C. importantly
- the detective _____ that the maid committed the robbery
A. theorized B. theoretician C. theoretic
- It is _____ that they live so close to the school
A. convenience B. convenient C. conveniently
- The patient responded _____ to the medication.
A. weaken B. weakness C. weakly
- The psychologist explained his ideas on _____ interaction

A. social

B. society

C. socialize

c. *All Endings Together*

The following sentences contain a number of underlined words. Each of the underlined words *may* or *not* be correct. Circle the underlined words that are incorrect, and make them correct.

1. The police inspect organized an intensively search for the robber.
2. The newspaper reporter did not exact appreciate the negation comments about her article.
3. He became penniless and homeless when a seriousness ill made him unable to work.
4. On the old college campus, the ivy-covered wall of the colonial buildings create an aura of gentility and tradition.
5. Maya Angelou is a poem , composition, and author of two autobiographically work, *I Know Why the caged bird sing* and *My Name*

BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Tes Formatif II yang ada pada bagian belakang BBM ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi kegiatan belajar 2.

Rumus:

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah jawaban Anda yang benar}}{10} \times 100\%$$

Arti tingkat penguasaan yang Anda capai:

90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila Anda mencapai tingkat penguasaan lebih dari 80% atau lebih, Anda dapat meneruskan dengan BBM selanjutnya. **Selamat dan Sukses!** Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 2, terutama bagian yang belum Anda kuasai. Jangan putus asa, dimana ada kemauan, disana ada jalan.

ANSWER KEYS

Kegiatan Belajar 1

LATIHAN

Task 1.1

1. S V A
2. S V O A
3. S V C O
4. S V A
5. S V A A

TES FORMATIF I

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

Kegiatan Belajar 1

LATIHAN

Task 2.1.1 Noun (Thing) Endings

- | | | | |
|---------------|-------------|----------------|-----------------|
| 1. Membership | 5. humanity | 9. alcoholism | 13. leadership |
| 2. kindness | 6. election | 10. permanence | 14. suddenness |
| 3. reality | 7. breakage | 11. mileage | 15. improvement |

4. movement 8. intelligence 12. confusion 16. equality

Task 2.1.2 Noun (Person) Endings

1. teacher 5. inventor 9. perfectionist 13. builder
2. typist 6. clinician 10. programmer 14. naturalist
3. beautician 7. specialist 11. electrician 15. Advisor
4. idealist 8. rancher 12. investor 16. mathematician

Task 2.1.3

1. politician 2. inventor 3. science
4. printer 5. physicist

Task 2.1.4

1. I 9. C
2. C 10. I
3. C 11. C
4. I 12. I
5. I 13. C
6. C 14. I
7. I 15. C
8. C 16. C

Task 2.1.5

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

Task 2.2.1

1. C 2. D 3. D 4. E 5. A

Task 2.2.2

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

Task 2.31

1. C 2. NC 3. C 4. C 5. C

Task 2.3.2

1. the 0 the
2. The
3. 0 0 a
4. The 0 a
5. The 0 0 0

Task 2.3.3

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

Task 2.3.4 Adjective Endings

- | | | | |
|---------------|-----------------|------------------|-----------------|
| 1. heartless | 5. Helpful/less | 9. courageous | 13. traditional |
| 2. natural | 6. impressive | 10. Useful/less | 14. changeable |
| 3. athletic | 7. intelligent | 11. enthusiastic | 15. permanent |
| 4. mysterious | 8. comfortable | 12. motionless | 16. attractive |

Task 2.4.1 Verb Endings

- | | | | |
|-------------|--------------|------------------|---------------|
| 1. darken | 5. shorten | 9. differentiate | 13. personify |
| 2. finalize | 6. intensify | 10. identify | 14. sweeten |

- | | | | |
|-------------|------------------|---------------|-----------------|
| 3. justify | 7. investigate | 11. lighten | 15. liberalize |
| 4. separate | 8. industrialize | 12. glamorize | 16. demonstrate |

Task 2.4.2

1. entertainment
2. discovered
3. sign
4. service
5. developed

Task 2.5.1 Adverb Endings

- | | | | |
|--------------|--------------|----------------|----------------|
| 1. finally | 5. strongly | 9. greatly | 13. correctly |
| 2. carefully | 6. perfectly | 10. completely | 14. suddenly |
| 3. obviously | 7. fearfully | 11. eagerly | 15. doubtfully |
| 4. recently | 8. quickly | 12. absolutely | 16. regularly |

Task 2.6.1 Conjunction

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. C | 3. D | 4. C | 5. B |
|------|------|------|------|------|

Task 2.6.2 Conjunction

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

Task 2.7.1 Preposition

- | | | | | |
|------|------|------|------|------|
| 1. D | 2. A | 3. C | 4. C | 5. B |
|------|------|------|------|------|

Task 2.7.2 Preposition

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. A | 3. C | 4. D | 5. A |
|------|------|------|------|------|

TES FORMATIF II

a.

- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | V | 11. | NT | 16. | ADJ |
| 2. | ADJ | 12. | ADJ | 17. | ADV |
| 3. | NT | 13. | ADJ | 18. | NT |
| 4. | ADV | 14. | NT | 19. | NP |
| 5. | NP | 15. | ADJ | 20. | ADJ |

b.

- | | | | |
|----|---|----|---|
| 1. | B | 5. | A |
| 2. | A | | |
| 3. | B | | |
| 4. | C | | |

c.

1. inspector, intensive
2. exactly, negative
3. serious, illness
4. no errors
5. poet, composer, autobiographical

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