

## ENGLISH FOR FUTURE TEACHERS OF PRIMARY SCHOOLS

### **BAHAN BELAJAR MANDIRI 8: GRAMMAR ENRICHMENT**

Pada Bahan Belajar Nomor 7, mahasiswa telah mempelajari berbagai bentuk kalimat majemuk *complex sentences* serta kalimat majemuk bersusun *compound complex* serta jenis-jenis klausa dan conjunction pendukungnya. Dalam Bahan Belajar Mandiri nomor 8 ini mahasiswa akan mempelajari: *Conditional Sentences, Parallel Structure*, dan Kalimat Tak Langsung *Reported Speech or Indirect Speech* serta pola-pola kalimat *inversion*.

#### ***Tujuan Belajar Umum:***

Memperkenalkan kalimat-kalimat: *Conditional Sentences, Parallel Structure* , dan Kalimat Tak Langsung *Reported Speech or Indirect Speech* serta pola-pola kalimat *inversion*.

#### ***Tujuan Belajar Khusus:***

1. Mahasiswa dapat menyebutkan fungsi *Conditional Sentences* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat;
2. Mahasiswa dapat menyebutkan fungsi *Reported Speech or Indirect Speech Sentences* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat;

3. Mahasiswa dapat menyebutkan fungsi *Question Tags* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat;
4. Mahasiswa dapat menyebutkan pola *Phrasal Verbs* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat;
5. Mahasiswa dapat menyebutkan pola *Parallel Structure* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat;
6. Mahasiswa dapat menyebutkan pola *Inversion* dalam kalimat Bahasa Inggris, dan menggunakannya dalam konteks yang tepat.

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

KB 1: *Conditional Sentences*

KB 2: *Reported Speech/Indirect Speech*

KB 3: *Question Tags*

KB 4: *Phrasal Verbs*

KB 5: *Parallel Structure*

KB 6: *Inversion*

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. Bacalah 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, bacalah 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.

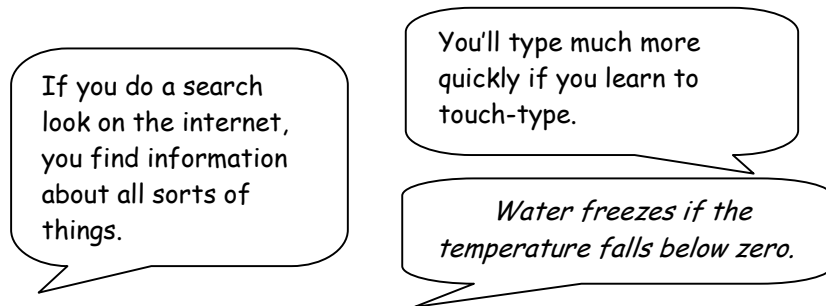
Selamat belajar!

**Kegiatan Belajar 1:**

**CONDITIONAL SENTENCES**

You use conditional sentences to describe situations which are true in certain circumstances or under certain conditions. They are made up of two clauses. One clause usually has *if* at the beginning.

**General truths** - for things that are always true. (**zero conditional**)



**Use**

- Zero conditional sentences are used to give advice, instructions or to describe true facts about the world.

**Form**

- Zero conditional sentences have two clauses. The *if*-clause begins with *if*. The second clause is the *result clause*.



- Insert a comma after the *if*-clause:  
*If you want to install an aerial, contact an aerial fitter.*
- The result clause can go in front of the *if*-clause. In this case, no comma is necessary.

Result clause                      If-clause  
 ↓    ↓  
*Contact an aerial fitter if you want to install an aerial.*

- Zero conditional sentences use verbs in present tenses. Verbs in the result clause are often in the imperative.

*If you don't get a clear picture, check the aerial.*  
*If your hands are wet, don't touch electrical equipment.*

### Formula

<b>Present simple</b>	<b>if</b>	<b>Present simple</b>
Water freezes		you heat it below zero.
You can't drive alone		you don't pass your driving test.

**Type 1: Possible & probable conditions** (for things that are very likely to happen).

<b>Present simple</b>	<b>if</b>	<b>Present simple</b>
We'll catch the train		we hurry.
The doctor won't see you		you don't have an appointment.

**Type 2: Possible but improbable conditions** (for things which might happen, but probably won't).

<b>Would (do)</b>	<b>if</b>	<b>Past simple</b>
I'd live in my own flat		I had enough money. (but that's not likely to happen)
She'd be more relaxed		she didn't work so hard. (but she always works too hard)

**Type 3: Impossible conditions** (for situations which are in the past and therefore no longer possible).

Would have (done)		Past perfect
I'd (would) have gone to the meeting	if	I had heard about it in time. It's now too late.
You'd have got better marks		you'd spent more time revising.

**Note:** The *if*-clause can be in first or second position.

### LATIHAN

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

#### Task 8.1.1

Read the following sentences, notice carefully the tenses of the two verbs, and say what kind of condition each sentence is:

No.	If Sentences	Condition
1	If I come, I shall see you.	
2	You will spoil it if you aren't careful.	
3	We would answer if we could.	
4	They will get wet if it rains.	
5	I would (should) be pleased if you came.	
6	If I had known that, I should not have made a mistake.	
7	It would have been better if you had waited.	
8	If I were <sup>1</sup> you, I should go home immediately.	
9	Will you help me if I need you?	
10	He would have told you if you had asked him.	
11	They would be silly if they did not take this opportunity.	
12	If it is fine, I shall go for a swim.	
13	If it rained I would stay at home.	
14	I'll help you if I can.	
15	It would have broken if you had not caught it.	

Allen, 1974: 144-5

Task 8.1.2

State the type of the following conditionals:

No.	If Sentences	Type
1	If you had done as I told you, you would have succeeded.	
2	If you did as I told you, you would succeed.	
3	If you are good, I'll give you a piece of chocolate.	
4	You'll succeed if you do as I tell you.	
5	If Maria had known English was so difficult, she would never have taken it up.	
6	If the rain failed to come, there would be a famine.	
7	If you eat too much, you will be ill.	
8	You would be ill if you ate too much.	
9	If I hadn't told him, he would never have known.	
10	You would catch the train if you left earlier.	
11	You will pass your examination if you work hard.	
12	If you had left earlier, you would have caught the train.	
13	You will catch the train if you leave earlier.	
14	If I'd lost my spectacles, I wouldn't have been able to read.	
15	If I were an orange, I should be spherical and juicy.	

Allen, 1974: 145

**TEST FORMATIF I**

Most of these sentences contain errors. If a sentence is correct, put a tick beside it. If there are any mistakes in a sentences, underline them and write the correction alongside.

- 1 \_\_\_\_\_ If I were rich, I would buy a villa in the Caribbean.  
\_\_\_\_\_ .
- 2 \_\_\_\_\_ If it's my birthday tomorrow, I'd invite my friends out for a meal.  
\_\_\_\_\_ .
- 3 \_\_\_\_\_ If you will need any help, please let me know.  
\_\_\_\_\_ .
- 4 \_\_\_\_\_ We'll enjoy our holiday unless it will rain all the time.  
\_\_\_\_\_ .
- 5 \_\_\_\_\_ If the sun's shining tomorrow, we'll go swimming.  
\_\_\_\_\_ .
- 6 \_\_\_\_\_ When I'm on holiday I'd like to relax rather than be active.  
\_\_\_\_\_ .
- 7 \_\_\_\_\_ Let's go to the mountains if the spring comes.  
\_\_\_\_\_ .
- 8 \_\_\_\_\_ I'll be arriving on Sunday until there's a change of plan.  
\_\_\_\_\_ .

### **BALIKAN DAN TINDAK LANJUT**

Cocokkanlah hasil jawaban Anda dengan kunci jawaban KB 1 yang ada pada bagian akhir 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, **Selamat dan Sukses!** Anda dapat meneruskan dengan Kegiatan Belajar 2. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 1, terutama bagian yang belum Anda kuasai.

***Kegiatan Belajar 2:***

### **REPORTED SPEECH/ INDIRECT SPEECH**

**Asking indirect questions**

Can you tell me where the station is please?

Have you any idea what time the train left?

### Use

- You use indirect *wh*- questions when you want to be polite, particularly in more formal situations, or if you are not sure that the person can answer your question.

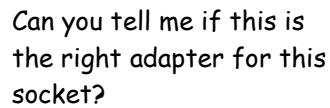
### Form

- You do not use the auxiliaries *do*, *does* or *did* in indirect questions.
- You don't invert the subject of the sentence and the auxiliary or modal verbs (e.g. *is*, *are*, *was*, *will*, *have*, *can*) in indirect questions. You often do this to form direct questions.
- You use an introductory phrase (*Do you know...? Have you any idea ...? Please tell me ...?*) and then add the question word, the subject and verb to make an indirect question.

Direct question	Indirect question
Where's the bank?	Please can you tell me where the bank <b>is</b> ?
When <b>does</b> the bus <b>leave</b> ?	Do you know when the bus <b>leaves</b> ?
Who <b>did</b> you <b>see</b> last night?	Can you tell me who you <b>saw</b> last night?
What present <b>will</b> you <b>buy</b> ?	Have you decided what present you <b>will buy</b> ?
Why <b>was</b> the train late?	Do you know why the train <b>was</b> late?
How much <b>are</b> the cakes?	Can you tell me how much the cakes <b>are</b> ?
How fast <b>can</b> you <b>type</b> ?	Please tell me how fast you <b>can type</b> ?

Excuse me. Do you know if this seat is taken?

Have you thought about whether you are leaving with us at noon?



Can you tell me if this is the right adapter for this socket?

### Use

- You use indirect questions when you want to be polite, particularly in more formal situations, or if you are not sure the person can answer your question. See Asking Indirect Questions

### Form

- You use an introductory phrase ( *Do you know...? Have you any idea ...? Please tell me ..?*  ) to make an indirect question.
- When you ask indirect *yes/no* questions, this phrase is followed by *if* or *whether*.
- You don't invert the subject of the sentence and the auxiliary or modal verbs (e.g. *is, are, was, will, have, can*) in indirect questions. You often do this to form direct questions.

#### **Direct *yes/no* question**

*Can you come for an interview?*

#### **Indirect *yes/no* question**

*Can you confirm **whether** you can come for an interview.*

- If you use *whether* instead of *if*, it shows you think that there are two or more different options *If* is often used in more informal spoken situations, e.g. *The waiter asked **whether** I would like coffee. (or not)*
- You do not use the auxiliaries *do, does* or *did* in indirect questions

Direct question	Indirect question
Is there a bank near here?	Please can you tell me whether there's a bank near here?
Is this the right bus for Rose Hill?	Do you know if this is the right bus for Rose Hill?
Is he coming with us?	Can you tell me whether he's coming with us?
Are you leaving soon?	Have you decided whether you are leaving soon?
Was the train late?	Do you know if the train was late?

### Common mistakes

- Using 'direct question' order in indirect questions:

*Can you tell me where is the station? ✗*

*Can you tell me where the station is? ✓*

- Forgetting to miss out *do, does* or *did*:

*Do you know when **does** the match begin? ✗*

*Do you know when the match begins? ✓*

Perhatikan pola tersebut di atas dengan seksama, pada kegiatan selanjutnya mahasiswa akan diperkenalkan dengan cara mengubah ungkapan kalimat langsung 'Direct Speech' ke dalam bentuk kalimat tidak langsung 'Reported Speech' or 'Indirect Speech'.

Pola kalimat tidak langsung ini didahului dengan kata kerja 'introductory verbs', seperti 'say', 'exclaim' dan 'repeat', dll. Serta kalimat langsung nya akan berubah menjadi 'past tenses'. Namun kekecualian, seperti dalam kasus 'Immediate Reports',

Pola Kalimat langsung dan kalimat tak langsungnya tidak berubah, tetap dalam pola 'present tenses'.

Perhatikan pola-pola kalimat langsung dan tidak langsung berikut ini, serta perhatikan perubahan yang terjadi:

**A. Tidak mengalami perubahan tenses 'No change in Tenses'**

Immediate Reports:

<b>Direct Speech</b>	<b>Indirect (Reported) Speech</b>
<b><i>Present</i></b>	<b><i>Present</i></b>
He says, 'The delivery is on its way'.	He says that the delivery is on its way.
<b><i>Present Perfect</i></b>	<b><i>Present Perfect</i></b>
He repeats, 'The scheme has worked well'.	He repeats that the scheme has worked well.
<b><i>Future</i></b>	<b><i>Future</i></b>
He complains, 'The instrument will not be strong enough'.	He complains that the instrument will not be strong enough'.

**B. Changes in following circumstances:**

- Changes in Tenses, Pronouns, Possessive Adjectives, Adverbs of Time and Place.**
- Changes of shall to (1) should with a 1<sup>st</sup> person report and (2) would to a 3<sup>rd</sup> person report**
- Changes of 'must' to 'have to' in expressing necessity or compulsion, but there is no changes when expressing general obligation, or deduction.**
- Changes in Sentences type: From Interrogative to affirmative; commands and requests**

Study these following examples:

- Changes in Tenses, Pronouns, Possessive Adjectives, Adverbs of Time and Place.**

<b>Direct Speech</b>	<b>Indirect (Reported) Speech</b>
<b><i>Simple Present</i></b>	<b><i>Simple Past</i></b>
The representative said, 'I'm sorry but your order is too late'.	The representative said that <i>he was</i> sorry but <i>our</i> order <i>was</i> too late.
<b><i>Present Continuous</i></b>	<b><i>Past Continuous</i></b>

She complained, 'They are asking too much of me'.	She complained that they <i>were</i> asking too much of <i>her</i> .
<i>Simple Past</i>	<i>Past Perfect</i>
He told me, 'The Finance Director took it yesterday'.	He told me that the Finance Director <i>had taken</i> it the <i>previous day</i> .

<i>Present Perfect</i>	<i>Past Perfect</i>
We said, 'We have tried to take away the unwanted material, but have not been successful'.	We said that we <i>had</i> tried to take away the unwanted material, but <i>had</i> not been successful'.
<i>Past Continuous</i>	<i>Past Perfect Continuous</i>
He said, 'They were making special efforts to avoid trouble when I saw them'.	He said that they had been making special efforts to avoid trouble when he had seen them.
<i>Future</i>	<i>Conditional</i>
He said, 'My deputy will attend your meeting'.	He said that his deputy would attend our meeting.

**2. Changes of shall to (1) should with a 1<sup>st</sup> person report and (2) would to a 3<sup>rd</sup> person report**

<i>Present Future</i>	<i>Past Future</i>
I said, 'I shall ask for leave'.	I said that I should ask for leave.
He said, 'I shall ask for leave'.	He said that he would ask for leave.

**3. Changes of 'must' to 'have to' in expressing necessity or compulsion, but there is no changes when expressing general obligation, or deduction.**

Necessity or Compulsion

<i>Must</i>	<i>Have To</i>
I said, 'I must go to the Head Office next week to see Mr. X'.	I said I should have to go to the Head Office in the following week to see Mr. X'.
He said, 'Can I attend the meeting?'	He asked if he could attend the meeting.

Obligation or deduction

<i>Must</i>	<i>Must</i>
He said, 'Professional Staff must retire at 55'.	He said that professional staff must retire at 55.
He said, 'The X must be easier to use than the Y'	He said that the X must be easier to use than the Y.

#### 4. Changes in Sentences type: From Interrogative to affirmative; Commands and Requests

<i>Interrogative</i>	<i>Affirmative</i>
He says, 'Where is the meeting?'	He enquires where the meeting is.
He said, 'Can I attend the meeting?'	He asked if he could attend the meeting.

The main change in reporting a command is that the introductory verb must become a verb of command or request (tell, order, ask, instruct, etc.) followed by the person(s) addressed and the infinite form of a verb.

<i>Command</i>	<i>Request</i>
He said, 'Take the power off'.	He told us to take the power off.
The manager's instruction was, 'Do not remove the X from its position'.	The manager told the operator not to remove the X from its position'.
He said, 'You are to visit Mexico next Friday'.	He told me that I was to visit Mexico on the following Friday.

(Adapted from Turk & Kirkman, 1989)

#### LATIHAN

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

##### Task 8.2.1

Choose the words which complete each sentence most suitably.

- Do you know ... .  
 A. what is this thing.  
 B. what is this thing?  
 C. what this thing is.  
 D. what this thing is?
- I wonder ... .  
 A. where have they gone?  
 B. where they have gone?  
 C. where they have gone.  
 D. where have they gone.
- I'll find out ... .  
 A. where she lives.  
 B. where she live.  
 C. where does she live.  
 D. where does she live?
- Do you happen to know . . . .  
 A. where is my torch.  
 B. where is my torch?  
 C. where my torch is.  
 D. where my torch is?
- He asked me ... .

- A. when the film started.                      B. when did the film start.  
C. when did the film start?                      D. when the film started?
- 6 She said, "Do you know ...  
A. when will Uncle come?                      B. when Uncle will come.  
C. when Uncle will come?                      D. when will Uncle come.
- 7 I asked the man ... .  
A. how were you injured ?                      B. how were you injured.  
C. how he had been injured ?                      D. how he had been injured.
- 8 She asked the nurse where ... .  
A. was her son.                                      B. had been her son.  
C. her son was.                                      D. her son have been.
- 9 One of the author's aims is to reveal what ... .  
A. is patriotism.                                      B. be patriotism.  
C. patriotism are.                                      D. patriotism is.
- 10 That man can tell us where . . . .  
A. does Peter live.                                      B. Peter lives.  
C. Peter living.                                      D. does Peter live?

(Etherton, 1971:15)

### Task 8.2.2

Choose the most suitable words. Complete each question.

- 1 I wish ...  
A. I can remember where did I leave my keys yesterday.  
B. I could remember where I left my keys yesterday.  
C. I can remember where I was leaving my keys yesterday.  
D. I could remember where did I leave my keys yesterday,  
E. I can remember where have I left my keys yesterday.
- 2 The doctor wants to know what. .. yesterday.  
A. did you eat                                      B. did you ate                                      C. were you eating  
D. have you eaten                                      E. you ate
- 3 Are you quite sure you know why ... ?  
A. was he dismissed                                      B. did he dismissed                                      C. he was dismissing  
D. he was dismissed                                      E. dismissed him



- 4 Can you please tell me how ...  
 B. they were escaped      B. did they escape      C. they escaped  
 D. they escaped      E. escaped
- 5 In your report you must explain when ...  
 A. were the accident happened.      B. was the accident happened.  
 C. did the accident happen.      D. the accident happening.  
 E. the accident happened
- 6 I invited him to the party and ...  
 A. he said, he would like to come.      B. he said he will like to come.  
 C. he said he had liked to come.      D. he said, he will come.  
 E. he said he would like to come.
- 7 They asked me whether... in the laboratory.  
 A. many equipments      B. much equipment  
 C. many equipment      D. there was much equipment  
 E. was there many equipments
- 8 I promised that I ... him some money when he needed it.  
 A. will borrow      B. would lend      C. borrowed  
 D. sent      E. could lend to
- 9 He threatened that he ... unless we increased his salary.  
 A. is resigning      B. has resigned      C. will resigned  
 D. would resign      E. is resigned
- 10 I told him that I was sorry he had not come but that I... delighted if he had been able to come.  
 A. would have been      B. will have been      C. was being  
 D. will be      E. would be

(Etherton, 1971:16-17)

## TES FORMATIF II

Choose the most suitable words. Complete each question.

- 1 Please call me when ... to go out.  
 A. you ready      B. are you ready      C. ready  
 D. am I ready      E. you are ready

- 2 Do you think ... to rain tomorrow morning?  
 A. it will                      B. it's going                      C. will it  
 D. is it going                      E. will it start
- 3 Peter went out for two hours. When he returned, I asked him where ... .  
 A. have I been                      B. he had been                      C. has he been  
 D. had he been                      E. he has been
- 4 She said she hoped she ... us any inconvenience.  
 A. was not caused                      B. has not causing                      C. did not caused  
 D. had not caused                      E. did not cause for
- 5 I advised him ... too much about the result of the test.  
 A. to not worry                      B. not to worrying                      C. not to worry  
 D. don't worry                      E. not worrying
- 6 She forbade them ... to the cinema yesterday.  
 A. to go                      B. from going                      C. went  
 D. did not go                      E. to have gone
- 7 Tell me what... after the accident.  
 A. has the driver said                      B. did the driver say                      C. the driver saying  
 D. the driver said                      E. was the driver saying
- 8 My brother said it was time we ... home.  
 A. went                      B. had gone                      C. have gone  
 D. going                      E. go
- 9 I wonder whether we ... to help those people. I'm sorry we didn't.  
 A. have stopped                      B. shall have stopped                      C. should have stopped  
 D. should have been stopped                      E. ought to had stopped
- 10 When I saw Peter I asked him what ... for the past week.  
 A. he had been doing                      B. he had been done                      C. had he been done  
 D. had he been doing                      E. had been doing

(Etherton, 1971:17)

## **BALIKAN DAN TINDAK LANJUT**

Cocokkanlah hasil jawaban Anda dengan kunci jawaban KB 2 yang ada pada bagian akhir BBM 8 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, **Selamat dan Sukses!** Anda dapat meneruskan dengan Kegiatan Belajar 3. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 2, terutama bagian yang belum Anda kuasai.

### ***Kegiatan Belajar 3: Question tags***



## Use

We use question tags to:

- confirm information
- check information

The difference in meaning is shown in the intonation of the question.

Use a falling intonation to indicate a confirming question tag.

*You're Joe's sister, aren't you?*

This means I'm almost sure you are Joe's sister and I expect you to agree with me.

*You're Joe's sister, aren't you?*

This means I'm not sure if you are Joe's sister, and I want you to tell me if I am correct.

## Form

- Question tags are formed with the auxiliary verb. They go at the end of the main sentence.
- You use a negative question tag with a positive sentence.
  - *It was a lovely day, wasn't it?*
  - *You'll be 30 next birthday, won't you?*
- You use a positive question with a negative sentence.
  - *You don't like me, do you?*
  - *You won't forget to tell her, will you?*

## LATIHAN

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

### Task 8.3.1

Choose the most suitable words. Complete each question.

- 1 He was waiting for a bus, ... ?  
A. wasn't it                      B. wasn't he                      C. isn't it  
D. was he                          E. was it
- 2 Nobody wants to go, ... ?  
A. doesn't he                      B. does he                          C. aren't they  
D. isn't he                          E. do they
- 3 They have never been there before, ... ?  
A. have they                      B. haven't they                      C. are they  
D. aren't they                      E. didn't they
- 4 There isn't much traffic today,... ?  
A. does it                          B. hasn't it                          C. are they  
D. Is there                          E. is it
- 5 He ought to wait for us, ... ?  
A. isn't it                          B. doesn't he                          C. ought he  
D. oughtn't he                      E. oughtn't we
- 6 One of the passengers was arrested by a policeman, ... ?  
A. didn't he                          B. hasn't he                          C. weren't they  
D. were they                          E. wasn't he
- 7 His niece found the bracelet, ... ?  
A. didn't she                          B. did he                              C. "didn't he  
D. did she                              E. wasn't it
- 8 If I had known that you were out, I wouldn't have bothered to come all this way at this time of night, ... ?  
A. hadn't I                          B. would I                              C. wouldn't I have  
D. would I be                          E. did I
- 9 There might be a storm tonight, . . . ?

- A. may there                      B. mightn't there                      C. mightn't it  
D. might it                              E. mayn't there
- 10 He won't be promoted this year, ... ?  
A. isn't it                              B. won't he                              C. will he  
D. won't he be                              E. will she

(Ehertton, 1971: 38)

### TES FORMATIF III

Complete each question. Choose the most suitable words.

- 1 There hasn't been much rain this month, ... ?  
A. hasn't there                      B. has there                              C. have there  
D. are there                              E. is there
- 2 Everybody agreed to go, ... ?  
A. isn't it                              B. wasn't it                              C. hasn't he  
D. didn't they                              E. aren't they
- 3 Lightning sometimes causes a lot of damage, ... ?  
A. doesn't it                              B. does it                              C. do they  
D. don't they                              E. isn't it
- 4 This is the road to the station, ...  
A. is it                      B. isn't it .                      C. hasn't it                      D. can't it                      E. won't it
- 5 5. In the end, wounds always heal, ... ?  
A. isn't it                              B. haven't they                              C. aren't they  
D. don't they                              E. are they
- 6 There's a rumor that a ship has been wrecked, ... ?  
A. hasn't it                              B. has it                              C. is there  
D. is jt                              E. isn't there
- 7 Anybody can play football, ... ?  
A. can't they                      B. can't he                      C. can he                      D. can't it                      E. can they
- 8 Nothing will be damaged during the move, ... ?  
A. will there                      B. will they                      C. will it                      D. won't it                      E. won't there
- 9 Somebody else took his watch, ... ?

- A. hasn't he                      B. didn't they                      C. wasn't it  
D. isn't it                            E. haven't they

- 10 All the equipment fell on the floor, . . . ?  
A. didn't they                      B. haven't they  
D. didn't it                            E. did they

C. did it

(Etherton, 1971: 38)

## BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Kegiatan Belajar 3 yang ada pada bagian belakang BBM 8 ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 3.

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, **Selamat dan Sukses!** Anda dapat meneruskan dengan Kegiatan Belajar 4. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 3, terutama bagian yang belum Anda kuasai.



## Kegiatan Belajar 4: Phrasal verbs

Why don't you look up her number in the telephone directory?

Hold on. I'll just put you through.

If you want to sign up for the aerobics class, please fill in this form.

### Meaning and use

- **Phrasal verbs** are **common**, especially in **spoken** English and in **informal writing**. They are often used to replace a more formal verb.

e.g.

Please complete this form. → Please fill in this form.

### Form

- Prepositions (e.g. at, up, in) are added to verbs (e.g. go, get) to make phrasal verb (e.g. go away, get at) which has a meaning of its own. This meaning is often very different to the meaning of the original verb.
- Phrasal verbs can take the same range of tenses as other verbs.

e.g.

They're putting up the aerial.

She'll put on goggles later.

Ali put off the job until later.

- There are three groups of phrasal verbs.

1. Phrasal verbs with no object	2. Phrasal verbs with objects in end-position	3. Phrasal verbs with objects in mid or end-position
They sat down. (on a chair) Look out! (There's a car.) They dropped in. (for a chat)	He looked after the video. She searched for the radio. I looked forward to a break.	She put down the phone. She put the phone down. He tidied up the mess. He tidied the mess up.

- *Pronouns (e.g. it, us, her, them) used as the object of the verb can only be used in mid-position with phrasal verbs in group 3.*

*With object*

*Faiza wrote down the words. ✓*

*Faiza wrote the words down. ✓*

*With pronoun as object*

*Faiza wrote them down. ✓*

*Faiza wrote down them. ✗*

## LATIHAN

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

### Task 8.4.1

*Which one of these verbs with preposition means the same as the underlined word or phrase in the sentences below? Then rewrite the sentence with using the appropriate answer.*

<i>apologize for</i>	<i>ask for</i>	<i>laugh at</i>	<i>rely on</i>	<i>talk about</i>
----------------------	----------------	-----------------	----------------	-------------------

1. They rang the ambulance service to request help. (...)

- 
2. I feel silly in these clothes. Everyone will make fun of me. (...)

---

  3. I would just like to say that I am sorry for the trouble I have caused. (...)

---

  4. If you want help, you can always depend on me. (...)

---

  5. Let's leave that for the time being. We can discuss it later. (...)

---

#### **TES FORMATIF IV**

Complete the following sentences helped by provided phrases in the brackets!

1. Their parents were overseas, so their grandparents ...(bring up)
2. I want to put these blankets away. Could you help me to ...? (fold up)
3. I want to fold these blankets up and... (put away).
4. When we come to Henry's house. I'll ... (point out).
5. He never read my letters, he just ... (tore up).
6. You mean he tore up your letters and ... ? (threw away)
7. These papers are in a dreadful mess. Have you got time to ... (sort out).
8. The vase was lying there broken. Someone must have ... (knock down)
9. It's my money. Please ... (hand over)
10. The garage is falling apart. The best thing is to ... and build another. (pull down)

(Willis, 2006:221)

## BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Kegiatan Belajar 4 yang ada pada bagian akhir BBM 8 ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 4.

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 5. **Selamat dan Sukses!** Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 4, terutama bagian yang belum Anda kuasai.

## Kegiatan Belajar 5: Parallel Structure

Many sentences present information in a series or list. The series may have two, three, or more parts that all have the same grammatical structure. This is known as parallel structure.

### a. Series Containing Nouns, Adjectives, Adverbs, or Phrases

<b>Nouns</b>	Vitamin C is destroyed by <b>heat, storage, or exposure</b> to air.
<b>Adjectives</b>	The criticism that taking vitamin C supplements is a waste of money is considered to be <b>inaccurate and unwarranted</b> by some.
<b>Verbs</b>	There is evidence that vitamin C <b>prevents</b> heart disease, <b>speeds</b> wound healing, and <b>helps</b> gum disease.
<b>Adverbs</b>	Vitamin supplements can be prepared <b>naturally and synthetically</b> .
<b>Phrases</b>	Large amounts of vitamin C can be bought <b>in the form of crystals, or in the form of granules</b> .

### b. Gerunds or Infinitives

<b>Gerund</b>	Claims for vitamin C such as <b>reducing</b> stress and <b>improving</b> athletic performance have not been scientifically demonstrated.
<b>Infinitives</b>	When people get scurvy their cells tend <b>to disintegrate</b> and <b>to fall apart</b> .

### c. Correlative Conjunctions

<b>both . . . and neither . . . nor</b>	<b>Both</b> fruits <b>and</b> vegetables are rich sources of vitamin C.
<b>not only . . . but also either ... or</b>	Since vitamin A is not created in the body, it must be supplied by <b>either</b> food <b>or</b> supplements

## LATIHAN

### Task 8.5:

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

- 1 In the human body, phosphorus compounds are found chiefly in the bones,  
A B  
brain, and nervous.  
C D
- 2 Pipelines are continually inspected for leaks and for damage caused by such  
A  
conditions as freezing temperatures, heavy rain, and soil erode.  
B C D
- 3 The sounds produced by a musical instrument, to whistle, or a siren have seven  
A B C  
frequencies at the same time.  
D
- 4 Plastics used to make textiles can be drawn into fine threads, then woven or knit  
A B C D  
into fabrics.
- 5 Insufficient protein in the diet may cause a lack of energy, stunted growth, and  
A B C  
lowering resistance to disease.  
D
- 6 Chemical substances called hormones, many of which are proteins, control such  
A  
processes as growth, develop, and reproduction.  
B C D

## TES FORMATIF V

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

- 1 To qualify as a language, a communication system must have the features of meaningfulness, \_\_\_\_\_, and productivity.  
(A) displacement (C) displacing  
(B) to displace (D) to be displaced
- 2 Many mental disorders are believed to result from a combination of emotional, \_\_\_\_\_, and biological factors.

- (A) society (B) social (C) socially (D) to be social
- 3 A neuron cell can not only receive messages from sense organs, but it can also
- A) to transmit messages throughout the body.
  - (B) by transmitting messages throughout the body
  - (C) transmit messages throughout the body
  - (D) a transmitter of messages throughout the body
- 4 Morse invented a code in which letters, numbers, and \_\_\_\_\_ are changed into short and long signals called dots and dashes.
- (A) punctuate (C) to punctuate
  - (B) punctuating (D) punctuation
- 5 Hormones have many jobs, from promoting bodily growth to \_\_\_\_\_ to regulating metabolism.
- (A) aid digestion (C) be of aid to digestion
  - (B) aiding digestion (D) an aid of digestion
- 6 Thomas Malthus claimed that disease, war, famine, and \_\_\_\_\_ act as checks on population growth.
- (A) moral restraining (C) moral restraint
  - (B) morally restrain (D) by moral restraint

Broukal: 1997: 123-4

## **BALIKAN DAN TINDAK LANJUT**

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Kegiatan Belajar 5 yang ada pada bagian belakang BBM 8 ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 5.

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, **Selamat dan Sukses!** Anda dapat meneruskan dengan Kegiatan Belajar 6. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 5, terutama bagian yang belum Anda kuasai.

### ***Kegiatan Belajar 6: INVERSION***

Dalam Pola kalimat Bahasa Inggris yang umum, biasanya sebagai berikut:

subject (S) + verb (V) + object (O)
-------------------------------------

Dalam beberapa situasi, urutan tersebut di atas berubah, dan letak Kata Kerja 'Verb' akhirnya ada sebelum 'Subject' kalimat tersebut. Situasi tersebut adalah sebagai berikut:





not only ... as well

only once

under no circumstances

Usual word order	I will <b>never</b> again write on a typewriter.
Inversion	Never again will I write on a typewriter.
Usual word order	The computer <b>not</b> only examines information <b>but also</b> performs logical operations.
Inversion	<b>Not only</b> does the computer examine information <b>but it also</b> performs logical operations.

### Untuk diperhatikan !

**Ada beberapa kata yang juga dalam tes sering menjebak, dan diletakkan secara terbalik perhatikan contoh-contoh kalimat berikut:**

1. Noun/Adjective

Correct important information

Error information important

2. Adjective/adverb

Correct an extremely accurate document

Error an accurate extremely document

3. Relative pronoun/preposition

Correct It has transformed the way in which people work.

Error It has transformed the way which in people work.

4. Enough plus adjective

Correct simple enough

Error enough simple

5. Indirect questions

Correct He asked how expensive it was.

Error He asked how expensive was it.

6. Participle/adverb

Correct an accurately typed document

Error a typed accurately document

7. Adjective/adverb

Correct increasingly important machine

Error important increasingly machine

## LATIHAN

### Task 8.6.1:

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

- 1 In the nineteenth century, Ada Lovelace devised several computer programs  
A B  
for a calculating machine which in coded cards were used.  
C D
- 2 In 1821, Babbage found it difficult to make a machine's parts enough accurate  
A B C  
to prevent errors in calculation.  
D
- 3 Does seldom a computer make a mistake.  
A B C D
- 4 Science is the process of gathering knowledge and answering questions  
A B C  
about the world and how works it.  
D
- 5 The telescope first used was in 1608 as a war weapon to spy on enemy  
A B C D  
ships.
- 6 When the weather is warm, or during exercise strenuous, the sweat glands  
A B C  
increase their production.  
D

Broukal: 1997:131-2

## TES FORMATIF VI

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

- 1 \_\_\_\_\_ reptiles hunt at temperatures of 12°C or below.  
(A) Seldom do                      (C) Do  
(B) Do seldom                      (D) Seldom
  
- 2 \_\_\_\_\_ learn during their sleep by listening to tape recordings.  
(A) People rarely can              (C) Rarely can people  
(B) Can people rarely              (D) Can rarely people
  
- 3 \_\_\_\_\_ continental crust older than 200 million years.  
(A) It is nowhere the              (C) Is nowhere the  
(B) Nowhere is the              (D) Is the nowhere
  
- 4 \_\_\_\_\_ lay its eggs in the sand on the beach that it goes back to the sea.  
(A) No sooner a turtle does  
(B) A turtle does no sooner  
(C) Does no sooner a turtle  
(D) No sooner does a turtle
  
- 5 \_\_\_\_\_ in medicine relieve distress but they also prevent and cure illness.  
(A) Not only do computers  
(B) Do computers  
(C) Computers  
(D) Computers not only
  
- 6 Not only \_\_\_\_\_ in the field of psychology but animal behavior is examined as well.  
(A) human behavior is studied  
(B) is human behavior studied  
(C) is studied human behavior  
(D) human behavior

## BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban Kegiatan Belajar 6 yang ada pada bagian belakang BBM 8 ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 6.

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, **Selamat dan Sukses!** Anda dapat meneruskan dengan BBM 9 berikutnya. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 6, terutama bagian yang belum Anda kuasai.

## ANSWER KEYS

### Task 8.1.1

1	Type 1	6	Type 3	11	Type 2
2	Type 1	7	Type 3	12	Type 1
3	Type 2	8	Type 2	13	Type 2
4	Type 1	9	Type 1	14	Type 1
5	Type 2	10	Type 3	15	Type 3

### Task 8.1.2

1	Type 3	6	Type 2	11	Type 1
2	Type 2	7	Type 1	12	Type 3
3	Type 1	8	Type 2	13	Type 1
4	Type 1	9	Type 3	14	Type 3
5	Type 3	10	Type 2	15	Type 2

### TES FORMATIF I

- |    |                          |    |                 |
|----|--------------------------|----|-----------------|
| 1. | ✓                        | 5. | ✓               |
| 2. | If ..., I'll ...         | 6. | ...be relax ... |
| 3. | If you need ..., ...     | 7. | ✓               |
| 4. | ..., unless it rains ... | 8. | ... unless...   |

Task 8.2.1

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

Task 8.2.2

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

**TES FORMATIF II**

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

Task 8.31

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

**TES FORMATIF III**

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

Task 8.4.1

1. ask for
2. laugh at
3. apologize for
4. rely on
5. talk about

**TES FORMATIF 4**

1. brought them up
2. fold them up
3. put them away
4. point it out
5. Tore them up
6. threw them away
7. sort them out
8. knocked it down
9. hand it over
10. pull it down

Task 8.5.1

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1. | D | 2. | D | 3. | C |
| 4. | D | 5. | D | 6. | C |

**TES FORMATIF V**

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1. | A | 2. | B | 3. | C |
| 4. | D | 5. | B | 6. | C |

Task 8.6.1

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1. | C | 2. | C | 3. | A |
| 4. | D | 5. | B | 6. | C |

**TES FORMATIF VI**

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1. | A | 2. | C | 3. | B |
| 4. | D | 5. | A | 6. | B |



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