MODUL
BAHASA INGGRIS 2
TEKNIK INFORMATIKA

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(Team Teaching)

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# MATA KULIAH BAHASA INGGRIS 2

## Identitas Mata Kuliah

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## Deskripsi Mata Kuliah
Mata kuliah ini membahas tentang *parts of speech* (bagian-bagian fundamental dalam kalimat) yang sangat berguna dalam penguasaan bahasa Inggris. Materi yang dibahas adalah kata benda, kata kerja, kalimat pasif, bentuk-ing (*gerund*) dan infinitif, sifat, kata keterangan, kata sambung, kalimat perbandingan, kata sandang, kata depan, dan *reading* terkait bidang teknologi informasi.

## Capaian Pembelajaran
Setelah pembelajaran, mahasiswa mampu memahami, mengidentifikasi dan menggunakan *parts of speech* dalam kalimat lisan dan tulisan dengan benar.

## Penyusun
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- Pari Purnaningsih, SS, M.Pd
- Neneng Misliyah, S.Pd
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PREFACE

It may not be too exaggerated to say that learning grammar is crucial and influential for students of university to master English besides consistently maintaining four skills of language. Grammar is the support system of communication and we learn it to communicate better. Furthermore, it explains the why and how of language and we learn it because we just can’t do without it. In addition, knowledge of grammar rules logically reduces making mistakes. Otherwise, they cannot create their own grammatically correct sentences and cannot understand what they read. Learning grammar means learning about the way words work together, the way we express different times or tenses, the way we use adjectives, adverbs, prepositions and so on. Only with correct grammar can we learn English well. Some people may think that without grammar they can also organize words together and communicate with others in English, but sentences with incorrect grammar are always meaningless and the message may be unclear.

In learning English grammar, practice is indispensable. So we need to do a great deal of exercises. Grammar books with explanations and exercises have been published by knowledgeable language specialists. However, exercises are either boring or insufficient. Only with continuous exercises will students be exposed to English sentences and their usage. In this way, they will gain their language acquisition.

This module deals mostly with parts of speech as fundamental elements in making sentences. They play important roles in determining the quality/level of students in mastering English due to the intensive usage of them especially in writing and reading. In addition, the absence of understanding parts of speech could presumably affect the substance of meaning. That is why a student has to pay close attention to them, not only know theoretically but also practically.

To make it easier, this module focuses on the parts of speech comprises of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, etc., hopefully the students will have a great deal of practising and finally they can communicate in English well.

South Tangerang, October 29, 2016
Tim Teaching

Drs. Mohadib, M.Sc.
Ketua Team Teaching
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MEETING 1:  
NOUNS

A. INSTRUCTIONAL GOALS

In this section, we will study about nouns which is supposed to be the most common thing in learning parts of speech including how to identify and make nouns, and differentiate countable and uncountable nouns. It is hoped that students understand how:

1.1 To identify and make nouns from other words.
1.2 To differentiate countable and uncountable nouns.

B. MATERIAL DESCRIPTION

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IDENTIFYING A NOUN

A noun is commonly a part of speech that denotes a person, animal, place, thing, or idea. The following explanations are some words that might fit into each category as follows:

1) Person – A term for a person, whether proper name, gender, title, or class, is a noun. For examples:
   - John started to run
   - Sharon admires her grandfather

2) Animal – A term for an animal, whether proper name, species, gender, or class is a noun. For examples:
   - The dog barked at the cat
   - Sophie is my favorite horse

3) Place – A term for a place, whether proper name, physical location, or general locale is a noun. For examples:
   - Let’s go to the beach
   - Pamulang University is located at south Tangerang city.
4) **Thing** – A term for a thing, whether it exists now, will exist, or existed in the past is a noun. *For examples:*

   **Money** doesn’t grow on **trees**

   The **lamp** sits on a **table** next to the **sofa**

5) **Idea** – A term for an idea, be it a real, workable idea or a fantasy that might never come to fruition is a noun. *For examples:*

   **Love** is a wonderful **emotion**

   The **theory of relativity** is an important **concept**

**FORMING NOUNS (ONE-WORD NOUNS)**

We often make nouns from other words by adding different endings or suffixes and sometimes making other small changes. For example, if we add -*er* to a verb like play, we get the noun player, if we add –*ity* to the adjective *active*, we get the noun *activity*. There is no easy rule to tell us which endings to use to make nouns.

   Typical endings which make nouns:

   1) **People who do thing**: actor, beggar, driver, engineer, historian, pianist
   2) **People who come from places**: Athenian, Berliner, Milanese, Muscovite, Roman

   For examples:

   He acts very well. He’s a fine **actor**

   Manuel assists me. He’s my **assistant**

   He teaches very attractive. He’s a professional **teacher**

   Typical endings which make nouns from:

   1) **Verbs**: acceptance, agreement, arrival, behavior, discovery, knowledge, possession
   2) **Adjectives**: absence, activity, anxiety, constancy, happiness
   3) **Other nouns**: boyhood, kingdom, lunacy, mouthful

   **Some nouns** have the same forms as verbs: act, attempt, blame, book, call, copy, cost, dance, fall, fear, help, joke, kiss, laugh, try, vote, wait, walk, wash, wish.
FORMING NOUNS (COMPOUND NOUNS)

Compound nouns are two nouns that are used together to make one word or idea. The first noun acts as an adjective to the second noun and usually does not take s.

- **Compound nouns with tell us about materials and substances:**
  1) Names of materials and substances (leather, gold) are like adjectives when we use them to form compound nouns: *a watch made of gold*  >  *a gold watch*. These words behave like adjectives in this one way, but they remain nouns because they don’t have comparative or superlative forms and we can’t put very in front of them. We stress both words in spoken English: *I can’t afford a ‘gold’ watch.*
  2) Two important exceptions are *wood* and *wool*, which have adjective forms: *a table made of wood*  >  *a wooden table*; *a dress made of wool*  >  *a woolen dress*.
  3) There are adjectival forms for words like *gold*: *glass/glassy, gold/golden, leather/leathery, silver/silvery, silk/silky/silken, steel/steely, stone/stony.* We use them to mean ‘like’: *a golden sunset (=a sunset like gold).*

- **Compound nouns formed with gerund (-‘ing’) + noun**
  1) We can make compound nouns with the –ing form: e.g. *dancing-shoes*
  2) The –ing form can sometimes be an adjective:
    *Can you see that ‘dancing ‘couple’?* (=couple that is dancing)
    When the –ing form is an adjective, we stress both words and never us a hyphen (-)
  3) The –ing form can be the first part of a compound noun:
    *I need a pair of ‘dancing shoes’* (= shoes used for dancing; not ‘shoes that are dancing’, when the –ing form is a noun, we stress the first word only and hyphen is optional.
### Instructional Goal 1.2:
**Differentiating countable and uncountable nouns**

**COUNTABLE NOUNS**

Anything that can be counted is a countable noun. The following countable noun examples will help you to see the difference between countable and uncountable nouns.

- **Countable Nouns**
  
  Have two forms: singular and plural. Singular countable nouns refer to one person or thing: *a book; a teacher; a wish; an idea* (We can use a/an in front of it). Plural countable nouns refer to more than one person or thing: *books; teachers; wishes; ideas* (it can be used in questions with how many). We can use a number in front of it.

  *For examples:*
  - There are a number of Italian restaurants in Little Italy.
  - Megan took a lot of photographs when she went to the Grand Canyon.
  - Your book is on the kitchen table.
  - How many candles are on that birthday cake?
  - You have several paintings to study in art appreciation class.
  - There’s a big brown dog running around the neighborhood.

**Uncountable Noun**

Anything that cannot be counted is an uncountable noun. Even though uncountable nouns are not individual objects, they are always singular and one must always use singular verbs in conjunction with uncountable nouns. The following uncountable noun examples will help you to gain even more understanding of how countable and uncountable nouns differ from one another. Notice that singular verbs are always used with uncountable nouns.

Uncountable nouns, they often refer to **Substances** (food, water, wine, salt, bread, iron); **Human feelings or qualities** (anger, cruelty, happiness, honesty, pride); **Activities** (help, sleep, travel, work); and **Abstract ideas** (beauty, death, fun, life). We don’t normally use a/an in
front of it. It doesn’t normally have a plural and can be used in questions with how much. We can’t normally use a number in front of it.

*For examples:*

There is no more *water* in the pond.
Please help yourself to some *cheese*.
I need to find *information* about Pulitzer Prize winners.
You seem to have a high level of *intelligence*.
Please take good care of your *equipment*.
Let’s get rid of the *garbage*.
How much bread do you eat?

**Common uncountable nouns.** There are some common nouns in English, like *accommodation*, which are uncountable nouns even though they have *plurals in other languages*:

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Let me give you *some advice*. *How much luggage* have you got?
If we want to make these things countable, we use *expressions* like:

| a piece of... | pieces of... | a bit of... | bits of... | an item of... | items of... |

Let me give you a *piece of* advice. That’s a *useful piece of* equipment. We bought a *few bits of* furniture for the new apartment. She had six separate *items of* luggage, but we do not use *accommodation, money* and *traffic* in this way.

**Some nouns have both a countable and an uncountable form:**

We should always have *hope*.
George had *hopes of* promotion.
*Travel* is a great teacher.
Where did you go on your *travels*?
C. EXERCISES/ASSIGNMENTS

1. Give the nouns which describe people who do things or who come from places. Use these nouns endings: -an, -ant, -ar, -er, -ian, -ist, -or.
   
a) He acts very well. He’s a fine actor
b) Don’t beg. You are not a ............
c) I can’t play the piano. I’m not a ............
d) She drives well. She’s a good ............
e) I’m from Berlin. I’m a .............
f) She’s from Athens. She’s .............
g) Manuel assists me. He’s my .............
h) She always tells lies. She’s such a ............
i) He’s from Texas. He’s a .............
j) Anna is studying history. She’s a fine .............

2. Give the nouns derived from verbs, adjectives, or other nouns. Use these ending: -age, -hood, -ation, -ion, -ful, -ence, -ency, --ness, -al, -(er)y, -ment, -ety, -ism, -ity, -ing.
   
a) I decided this. It was my decision
b) Don’t be so anxious. Control your .............
c) Ann’s a socialist. She believe in .............
d) We all want to be happy. We all seek .............
e) We all agree. We’re all in .............
f) Who discovered this? Who made this .............?
g) We’ll all arrive. That was in my .............
h) She is absent. Can you explain her .............?
i) I’ll post this. What’s the .............?
j) Try again. Have another .............
k) Be more efficient. Improve your .............
l) Don’t be so curious. Control your .............
m) Address this envelope. I’ll give you the .............
n) I refused their offer. My .............is final
o) I warned you. I give you enough .............
p) Put it in your mouth. Take one .............
q) Can you explain it? Is there an …………?

r) They tried him. I was at the ……………

s) Don’t argue. I don’t want an ……………

3. Refer to the words in brackets and put in the right compounds.

GREEK BIRDMAN

You probably remember the story of Daedalus, who made (wings of feathers) 1. Feather wings for himself and his son, Icarus, to escape Minos, King of Crete. A young Greek, Kanallos Kanellopoulos, recently repeated this journey in (a machine that flies) 2. ……………. called ‘Daedalus’. His (path of flight) 3. ……………. was from Crete to Santorini, a distance of 119 kilometres. Kanellos, (a cyclist who is a champion) 4. ……………., didn’t use wax and feathers, but (power from pedals) 5. ……………. to drive his machine. He was in the (seat of the pilot) 6. ……………. for three hours-and-five minutes. His (machine made of carbon fibre) 7. ……………. weighed 31 kilos and its wings measured 34 metres. Icarus, in the old story, flew too close to the sun. The wax that held his wings melted, so he crashed into the sea. Kanellos, however, kept 3 to 4 metres above the water and had a good (wind from the south) 8. ……………. He broke the record for human-powered flight previously set up by Bryan Allen, who ‘cycled’ 35.8 km across the English Channel.

4. Underline the noun in each sentence and write ‘C’ or ‘U’ to show whether the noun is countable or uncountable.

a) This is an excellent painting. C

b) I don’t like milk. ………

c) How many photos did he take? ………

d) Add a little more oil. ………

e) His drawings really interest me. ………

f) Hope keeps me going. ………

g) He hasn’t a hope ………
h) How much flour did you buy? …….

i) Where are my two new shirts? …….

j) We’ve got plenty of coal. …….

D. REFERENCES


MEETING 2

VERBS

A. INSTRUCTIONAL GOALS

In this section, we will study about verbs which are very useful in spoken and written English. In addition, a verb is one of the main parts of a sentence or question in English because we can’t have a sentence or a question without a verb. English verbs are not all the same common things so students have to pay close attention especially to the types of verbs and verb tenses. It is hoped that students understand how:

2.1 To identify the types of verbs.
2.2 To apply verb tenses in any situations.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying some types of Verbs</td>
</tr>
</tbody>
</table>

SOME TYPES OF VERBS

- **Action Verbs**
  
  Action Verbs are verbs that express action (run, walk, do, drive etc). For example: I’ll do my homework when I get home.

- **Transitive and Intransitive Verbs**
  
  Most action verbs are defined as transitive or intransitive. This means that some are used with a direct object (the person or thing that receives the action of the subject) and others don’t need a direct object. Some verbs can be both transitive and intransitive depending on their meaning.

  **Transitive Verb**
  
  For example:
  Joe will send the price quote as soon as he can
Some other examples of transitive verbs are address, borrow, bring, discuss, raise, offer, pay, write, promise, have, build, cut, find, need, send, use, want, etc.

**Intransitive Verb**

*For example:*

Many of the students are not well. They coughed throughout the lesson. Some other examples of intransitive verbs are deteriorate, vote, sit, increase laugh, originate, fluctuate, trend etc.

**Both Transitive and Intransitive Verbs**

Some verbs can be both transitive and intransitive, depending on the situation. In some instances, such a verb may require an object, while in others it does not require an object.

*For example:*

We will continue the meeting after the break. (transitive)  
The meeting continued after the break. (intransitive)

Some other examples of verbs which can be used as intransitive verbs and transitive are play, return, grow etc.

If you are unsure about whether a verb is transitive or intransitive, you can check a dictionary. Most dictionaries, such as the online version of Merriam Webster, indicate whether a verb, and each definition of the verb, is transitive or intransitive. Whether a verb is transitive or intransitive may depend on whether the verb has multiple meanings. Make sure to read through the examples provided in the dictionary, if available, to ensure that you are using the verb correctly.

- **Stative verbs**

  We call a few verbs like love because they refer to ‘states’. A state has no beginning and no end. We don’t control it, so we don’t normally use stative verbs in progressive tenses. *For examples:*
She loves her baby more than anything. (not ‘is loving’).

Verbs which are always stative.

For examples:
This coat belongs to you. (simple present tense) (‘Not ‘is belonging’).

Verbs that have stative or dynamic uses.

For examples:
I’m weighing myself. (a deliberate action: present progressive tense); I weigh 65 kilos. (a state) (Not ‘I’m weighing 65 kilos.’).

There are five groups of stative verbs referring to:
1) A feeling (like, love, etc)
2) Thinking/believing (think, understand, etc)
3) Wants (want, prefer, etc)
4) Perception (hear, see, etc)
5) Being/having/owning (appear, seem, belong, etc)

In English, there are at least three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form, indicating ongoing action; and each has a perfect progressive form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these verb tenses and their definitions:

<table>
<thead>
<tr>
<th></th>
<th>Simple Forms</th>
<th>Progressive Forms</th>
<th>Perfect Forms</th>
<th>Perfect Progressive Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>take/s</td>
<td>am/is/are taking</td>
<td>have/has</td>
<td>have/has been taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>taken</td>
<td></td>
</tr>
<tr>
<td>Past</td>
<td>took</td>
<td>was/were taking</td>
<td>had taken</td>
<td>had been taking</td>
</tr>
<tr>
<td>Future</td>
<td>will/shall</td>
<td>will be taking</td>
<td>will have</td>
<td>will have been taking</td>
</tr>
<tr>
<td></td>
<td>take</td>
<td></td>
<td>taken</td>
<td></td>
</tr>
</tbody>
</table>

SIMPLE FORMS

1) Present Tense

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mountains are tall and white.</td>
<td>Unchanging action</td>
</tr>
<tr>
<td>Every year, the school council elects new members.</td>
<td>Recurring action</td>
</tr>
<tr>
<td>Pb is the chemical symbol for lead.</td>
<td>Widespread truth</td>
</tr>
</tbody>
</table>
2) **Past Tense**

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have **special past tense forms** which must be memorized.

<table>
<thead>
<tr>
<th>Example</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.W.II ended in 1945.</td>
<td>Regular -ed past</td>
</tr>
<tr>
<td>Ernest Hemmingway wrote &quot;The Old Man and the Sea.&quot;</td>
<td>Irregular form</td>
</tr>
</tbody>
</table>

3) **Future Tense**

Future tense expresses an action or situation that will occur in the future. This tense is formed by using will/shall with the **simple form** of the verb.

*For examples:*

The speaker of the House *will finish* her term in May of 1998.
The surgeon *is going to perform* the first bypass in Minnesota. (The future tense can also be expressed by using *am, is, or are* with *going to*)
The president *speaks* tomorrow. (Tomorrow is a future time adverb) (We can also use the present tense form with an adverb or adverbial phrase to show future time)

**PROGRESSIVE FORMS**

1) **Present Progressive Tense**

Present progressive tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using *am/is/are* with the verb form ending in -ing.

*For examples:*

The sociologist *is examining* the effects that racial discrimination has on society.

2) **Past Progressive Tense**

Past progressive tense describes a past action which was happening when another action occurred. This tense is formed by using *was/were* with the verb form ending in -ing.
For examples:
The explorer was explaining the lastest discovery in Egypt when protests began on the streets.

3) Future Progressive Tense

Future progressive tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using will be or shall be with the verb form ending in -ing.

For examples:
Dr. Jones will be presenting ongoing research on sexist language next week.

PERFECT FORMS

1) Present Perfect Tense

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using has/have with the past participle of the verb. Most past participles end in -ed. Irregular verbs have special past participles that must be memorized.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researchers have traveled to many countries in order to collect more significant data.</td>
<td>At an indefinite time</td>
</tr>
<tr>
<td>Women have voted in presidential elections since 1921.</td>
<td>Continues in the present</td>
</tr>
</tbody>
</table>

2) Past Perfect Tense

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using had with the past participle of the verb.

For examples:
By the time the troops arrived, the war had ended.
3) **Future Perfect Tense**

Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using *will have* with the *past participle* of the verb.

*For examples:*
By the time the troops arrive, the combat group *will have spent* several weeks waiting.

**PERFECT PROGRESSIVE FORMS**

1) **Present Perfect Progressive**

Present perfect progressive tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using *has/have been* and the *present participle* of the verb (the verb form ending in *-ing*).

*For examples:*
The CEO *has been considering* a transfer to the state of Texas where profits would be larger.

2) **Past Perfect Progressive**

Past perfect progressive tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using *had been* and the *present perfect* of the verb (the verb form ending in *-ing*).

*For examples:*
Before the budget cuts, the students *had been participating* in many extracurricular activities.

3) **Future Perfect Progressive**

Future perfect progressive tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using *will have been* and the *present participle* of the verb (the verb form ending in *-ing*).
C. EXERCISES/ASSIGNMENTS

1. Underline each verb in the sentences. Write VT if it transitive. Write VI if it is intransitive
   a) West repeated his question. VT.
   b) Smoke rises. ……
   c) The children divided the candy. ……
   d) I sneezed. ……
   e) A strange thing happened ……
   f) The customer bought some butter. ……
   g) Our team won the game ……
   h) Our team won yesterday. ……
   i) The fog disappeared, and the sun shone. ……
   j) Omar boiled some water. We made tea and drank it.

2. Tick the sentences that are right. Cross out the verbs that are wrong and correct them
   a) You’re never ill. I envy you ……
      aa) You’re never ill. I envying you ……
   b) I understand English well ……
      bb) I’m understanding English well ……
   c) You’re knowing what I mean ……
      cc) You know what I mean ……
   d) Is he seeming unfriendly? ……
      dd) Does he seems unfriendly? ……
   e) I prefer fish to meat ……
      ee) I’m preferring fish to meat ……
   f) Do you see the bird over there? ……
      ff) Are you seeing John tomorrow?….
   g) Why is he smelling his coffee?…..
      gg) Something smells strange…..

3. Complete each sentence using the stative verb from the parenthesis:
   a) Do you _________ the answer? (depend on, know, include)
b) Jim _________ dessert every day. (has, eats, possesses)
c) I _________ good about the race’s outcome. (am, were, feel)
d) She _________ her mother. (imagines, resembles, walks with)
e) Do you _________ they will win? (think, involve, promise)
f) They really _________ everything you did for them. (include, appreciate, dislike)
g) I think the teacher was _________ with my speech. (involved, measured, satisfied)
h) Can you _________ the coffee brewing? (feel, smell, dislike)
i) I still _________ a lot of money on my student loans. (deserve, owe, involve)
j) You _________ more shoes than anyone else I know! (dislike, suppose, have)

4. Complete the following sentences with the words in parentheses. Use any appropriate verb tenses.

Dear Ann,

I (1)……..(receive) your letter about two weeks ago and (2)……..(try) to find time to write you back ever since. I (3) ……… (be) very busy lately. In the past two weeks, I (4) ……(have) four tests, and I have another one next week. In addition, a friend (5) ……. (stay) with me since last Thursday. She wanted to see the city, so we (6) ……..(spend) a lot of time visiting some of the interesting places here. We (7) ………(be) to the zoo, the art museum, and the botanical gardens. Yesterday, we (8) ……..(go) to the park and (9) ………(watch) a balloon race. Between showing her the city and studying for my exams, I (10) ……..(have, barely) enough time to breathe.

Right now it (11) …….(be) 3:00 a.m. and I (12) …….(sit) at my desk. I (13)……..(sit) here five hours doing my studying. My friend’s plane (14) ……….(leave) at 6:05, I (15) …….(decide) not to go to bed. That’s why I (16) ………..(write) to you at such an early hour in the day. I (17) ……….(get) a little sleepy, but I would rather stay up. I (18) ………..(take) a nap after I get back from taking her to the airport.
How (19) ..........(you, get) along? How (20) ...........(your classes, go) ? Please write soon.

Sincerely Yours,

Janet

D. REFERENCES


MEETING 3
GERUNDS AND INFINITIVES

A. INSTRUCTIONAL GOALS

This section will mainly discuss about gerunds and infinitives which have close relations with verbs and nouns. Students are hoped to have better understanding about them especially how:

3.1 To identify gerunds and infinitives.
3.2 To differentiate which words must be followed by gerunds or infinitives.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying gerunds and infinitives</td>
</tr>
</tbody>
</table>

GERUNDS

A gerund is basically the –ing form of verb used as a noun. A gerund is used in the same ways as a noun, as a subject or as an object.

For examples:

*Playing* tennis is fun. *Playing* is a gerund. It is used as the subject of the sentence.

We enjoy *playing* tennis. *Playing* is a gerund used as the object of the verb *enjoy*.

He is excited about *playing* tennis. *Playing* is a used as the object of the preposition *about*.

Compare the use of the –ing form of verbs:

*Walking* is a good exercise. *Walking* is a gerund used as the subject of the sentence.

Bob and Ann are *playing* tennis. *Playing* is a present participle used as part of the present progressive tense.

I heard some *surprising* news. *Surprising* is a present participle used as an adjective.
INFINITIVES

An infinitive = to + the simple form of a verb (to see, to be, to go etc). For examples:

I hope to see you again soon. (The verb is followed immediately by an infinitive.

He promised not to be late. (Negative form: not precedes the infinitive.

Mr Lee told me to be here at ten o’clock (the verb is followed by pronoun and then an infinitive).

I was told to be here at ten o’clock. (the verb is followed immediately by an infinitive when it is used in passive)

Instructional Goal 1.2:

To differentiate which words must be followed by gerunds or infinitives

COMMONS VERBS FOLLOWED BY GERUNDS AND INFINITIVES

Common verbs followed by gerund:

Gerunds are used as the objects of certain verbs. For examples:

I enjoy playing tennis

He will stop smoking

Enjoy is followed by a gerund (playing).

Stop is followed by a gerund (smoking).

Enjoy and stop cannot be followed by infinitive.

Incorrect:

I enjoy to play tennis

He will stop to smoke

Some phrasal verbs e.g. Give up are followed by gerunds.

For examples:

I give up smoking
A phrasal verb consists of a verb and a particle (a small word such as a preposition) that together have a special meaning. For example, put off means postpone.

Some verbs that always followed by gerund as follows:

- enjoy
- appreciate
- mind
- keep (keep on)
- mention
- quit (give up)
- finish (get through)
- stop
- consider
- suggest
- avoid
- postpone (put off)
- delay
- discuss

Common verbs followed by infinitives.

**Group A: Verb + Infinitive**

- **hope to (do something)**
- **plan to**
- **decide to**
- **expect to**
- **need to**

- **promise to**
- **agree to**
- **offer to**
- **would like to**
- **want to**

- **seem to**
- **appear to**
- **ask to**

**Group B: Verb + (pro)noun + Infinitive**

- **tell someone to**
- **encourage someone to**
- **allow someone to**
- **order someone to**

- **permit someone to**
- **remind someone to**
- **warn someone to**
- **would like someone to**

- **force someone to**
- **invite someone to**
- **require someone to**
- **want someone to**

Common Verbs followed by either gerunds or infinitive

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in group A below, and sometimes with a difference in meaning, as in group B below:

- **Group A: Verb + Infinitive or gerund**, with no difference in meaning.

  The verbs in Group A may be followed by either an infinitive or gerund with little or no difference in meaning. Example: begin, like, hate, start, love, can’t stand, continue, can’t bear.

  *For examples:*

  It began to rain/it began raining.

  There is no difference between *began to rain* and *began raining.*
• **Group B**: Verb + Infinitive or gerund, with difference in meaning.

   The verbs in Group A may be followed by either an infinitive or gerund, but the meaning is different. *Examples*: remember, regret, forget, try.

   For examples:

   Judy always *remembers to lock* the door. \(\Rightarrow\) Remember + infinitive= remember to perform responsibility, duty, or task.

   Sam often *forgets to lock* the door. \(\Rightarrow\) Forget + infinitive= forget to perform a responsibility, duty, or task.

   I *remember seeing* the Alps for the first time. \(\Rightarrow\) Remember + gerund = remember (recall) something that happened in the past.

   I’ll never *forget seeing the Alps for the first time*. \(\Rightarrow\) Forget + infinitive= forget something that happened in the past.

C. **EXERCISES/ASSIGNMENTS**

1. **Create sentences from the given words using any tenses and subject.**

   *Example:*

   enjoy + go  
   I enjoy going to the zoo

   a) finish + study
   b) go + dance
   c) stop + fight
   d) keep + work
   e) think about + wear
   f) avoid + going + shop
   g) give up + ask

2. **Complete each sentence with any appropriate gerund based on your own words.**

   a) When Beth got tired, she stopped working/studying.
   b) Would you mind …………………the door? Thanks.
   c) The weather will get better soon. We can leave as soon as it quits …………………
   d) The police officer told him to stop, but the thief kept …………………
   e) I enjoy ………………… a long walk every morning.
   f) Sometimes I put off …………………my work
g) I wanted to go to Mexico. Sally suggested ...............to Hawaii.

h) Tony mentioned ................. the bus to school instead of walking.

3. Use a gerund or an infinitive to complete each sentence based on your own words

a) We’re going out for dinner. Would you like .................us?

b) Jack avoided ................. me.

c) Fred didn’t have any money, so he decided .................a job

d) The teacher reminded the students .................their assignments.

e) Do you enjoy .................soccer?

f) I was broke, so Jenny offered ................. me a little money.

g) Mrs. Allen promised .................tomorrow.

h) I was asked ................. this packed.

i) Jack advised me ................. a new apartment.

j) Ann advised her sister .................the plane instead of driving to Oregon.

k) I don’t mind .................alone.

l) The teacher seems .................in a good mood today, don’t you think?

D. REFERENCES


MEETING 4
PASSIVE VOICES

A. INSTRUCTIONAL GOALS

In this section, we will study about passive voices which are useful in making variation of sentence. Sometimes a statement in passive is more polite than active voice, as the following example shows. *A mistake was made.* In this case, we focus on the fact that a mistake was made, but we do not blame anyone (e.g. you have made a mistake). This session will discuss about the rules of passive voices and the use of passive voices and hopefully, students will understand how:

4.1 To differentiate actives and passive voices.
4.2 To form passive voice in any sentences.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying actives and passive voices</td>
</tr>
</tbody>
</table>

In the active voice, the subject of the verb is the person or thing that does the action. In the passive voice, the action is done to the subject; the object of an active verb becomes the subject of the passive verbs. E.g:

a. Mary helped the boy  (active)
b. The boy was helped by Mary (passive).

Notice that the above example the subject of an active verb follows *by* and it’s called the **agent**. Sentence ‘b’ Mary is the agent. ‘a’ and ‘b’ have the same meaning.

c. An accident *happened* (active)
d. (None) (passive)

Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as happen, sleep, come, seem) in passive.
WHEN DO WE USE THE PASSIVE?

The passive is not just a different form of the active. It has its own uses and is very common in English. It would be hard to think of the active forms of sentences like: Rome was not build in a day; The origin of the universe will never be explained.

We use the passive mainly in three ways:

1) **When we don’t want to take responsibility for something.** *For examples:*
The matter *will be dealt* with soon. (we don’t know or want to say who’ll deal with it)

2) **When we want to focus on an happening, not who or what did it.** *For examples:*
Our roof *was damaged* in last night’s storm. (we’re concerned about the roof)

3) **When we want to avoid “vague subjects’ like one, someone, they, etc.**
*For examples:*
The form has to be signed. (not some/one has to sign the form)
*English spoken* (not ‘One speaks English’)
*Shoes repaired.* (not ‘One repairs shoes’)

THE PASSIVE WITH VERBS OF ‘SAYING’ AND BELIEVING’: IT IS SAID (THAT) ……..

We need to be sure of our facts when we say : e.g. *He was* a spy in World War II. If we are not sure of our facts, we can express caution by saying:

*It is said (that) he was* a spy in World War II
Or *He was said to be* a spy in World War II

We can express caution in three ways, with:

1) It (+ passive + That-clause) with e.g. *agree, believe, consider, desire, hope, know, say.*

For examples: *It is said (that) there is plenty of oil off our own coast.*
2) There (+ passive + to be) with e.g. allege, believe, fear, know, report, say, suppose, think.

For examples:

There is said to be plenty of oil off our own coast.

3) Subject (not it) (+ passive + to-infinitive) with e.g. allege, believe, consider, know, say.

For examples:

Jane is said to know all there is to know about chimpanzees.

**Instructional Goal 4.2:**

**Forming passive voices in any sentences**

**FORMING PASSIVE VOICES IN ANY SENTENCES**

**Basic Forms of the Passive**

**Rule:** To be + Past Participle (V3)

<table>
<thead>
<tr>
<th>Tense</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple Present</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>John</td>
<td>writes</td>
<td>a letter.</td>
</tr>
<tr>
<td>Passive:</td>
<td>A letter</td>
<td>is written</td>
<td>by John.</td>
</tr>
<tr>
<td><strong>Simple Past</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>John</td>
<td>wrote</td>
<td>a letter.</td>
</tr>
<tr>
<td>Passive:</td>
<td>A letter</td>
<td>was written</td>
<td>by John.</td>
</tr>
<tr>
<td><strong>Present Perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>John</td>
<td>has written</td>
<td>a letter.</td>
</tr>
<tr>
<td>Passive:</td>
<td>A letter</td>
<td>has been written</td>
<td>by John.</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>John</td>
<td>will write</td>
<td>a letter.</td>
</tr>
<tr>
<td>Passive:</td>
<td>A letter</td>
<td>will be written</td>
<td>by John.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Passive Tense</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Progressive</td>
<td>Active:</td>
<td>John</td>
<td>is writing</td>
</tr>
<tr>
<td></td>
<td>Passive:</td>
<td>A letter</td>
<td>is being written</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>Active:</td>
<td>John</td>
<td>was writing</td>
</tr>
<tr>
<td></td>
<td>Passive:</td>
<td>A letter</td>
<td>was being written</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Active:</td>
<td>John</td>
<td>had written</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Future</td>
<td>Active:</td>
<td>John</td>
<td>will have written</td>
</tr>
<tr>
<td></td>
<td>Passive:</td>
<td>A letter</td>
<td>will have been</td>
</tr>
</tbody>
</table>
Examples of Passive Tense | Subject | Verb | Object
--- | --- | --- | ---
**Conditional I**
*Active:* John would write a letter.
*Passive:* A letter would be written by John

**Conditional II**
*Active:* John would have written a letter.
*Passive:* A letter would have been written by John

### Passive Sentences with Two Objects
Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object 1</th>
<th>Object 2</th>
</tr>
</thead>
</table>
**Active:** John Wrote a letter to me.
**Passive:** A letter was written to me by John.

### C. EXERCISES/ASSIGNMENTS

1. **Change the active to passive**
   a) Tom *opens* the door
      The door ………………… by Tom
   b) Tom *is opening* the door
      The door ………………… by Tom.
   c) Tom *has opened* the door
      The door ………………… by Tom.
   d) Tom *opened* the door
      The door ………………… by Tom.
   e) Tom *was opening* the door
      The door ………………… by Tom.
   f) Tom *had opened* the door
      The door ………………… by Tom.
   g) Tom *will open* the door
      The door ………………… by Tom.
   h) Tom *is going to open* the door
      The door ………………… by Tom.
   i) Tom *will have opened* the door
      The door ………………… by Tom.
   j) Is Tom *opening* the door?
      ………… the door ………… by Tom.
   k) Did Tom *open* the door?
      ………… the door ………… by Tom.
   l) Has Tom *opened* the door?
      ………… the door ………… by Tom.
2. Rewrite these active sentences in the passive
   a) They owe a lot of money to the bank
   b) They have proved that there is no life on the moon
   c) You can buy videos like this one anywhere
   d) Someone has to write the history of the European Community one day
   e) Someone may have already written the history of the European Community
   f) When we arrive home, we found that someone had broken one of our windows.
   g) They have sold their car to pay their debts.
   h) They hold a meeting in the village hall once a week.

3. Begin these sentences with **it, there or a name/a noun + passive construction**.
   a) It is expected that prices will rise again this month. (expect)
   b) .................. that all the passengers had died in the crash. (fear)
   c) .................. to be an expert in financial matters. (suppose)
   d) .................. to have committed the crime. (think)
   e) .................. that the sea level is rising. (think)
   f) .................. to be a lot of coal in the Antarctic. (Think)
   g) .................. to be honest and reliable. (consider)
   h) .................. to be thousands of new jobs will be created in the computer industry. (say)
   i) .................. to be a fall in house prices, but I haven’t noticed it. (supposed)

D. EXERCISES/ASSIGNMENTS


MEETING 5
CAUSATIVE VERBS

A. INSTRUCTIONAL GOALS

This section will mainly discuss theoretically and practically of causative verbs which are quite common in the English structure. A causative verb is used when one thing or person causes another thing or person to do something. And we do hope that students will understand:

5.1 Identify and differentiate causative have.
5.2 Identify and differentiate causative get, make, and let

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying causative verb (have)</td>
</tr>
</tbody>
</table>

There are basically two basic causative structures. One is like an active, and the other is like a passive.

Active structure:
I have John fix the car (I arranged for the car to be fixed by John). I caused him to fix it.

Passive structure:
I have the car fixed (I arranged for the car to be fixed by someone). We don't know who, so this is like a passive

THE PATTERN HAVE ACTIVE (HAVE SOMEONE DO SOMETHING)

This is the basic structure of the active form, along with some more examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Causative verb</th>
<th>Agent</th>
<th>Action verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>has</td>
<td>her brother</td>
<td>do</td>
<td>her homework.</td>
</tr>
<tr>
<td>The police</td>
<td>have</td>
<td>the suspect</td>
<td>stop</td>
<td>his car.</td>
</tr>
<tr>
<td>We</td>
<td>have</td>
<td>the carpenter</td>
<td>fix</td>
<td>our window.</td>
</tr>
</tbody>
</table>
**Examples:**
1) Marry has John wash the car (present tense)
2) Marry had John wash the car (past tense)
3) Marry is having John wash the car (present continuous)
4) Marry has had John wash the car (present perfect)
5) Marry had had John wash the car (past perfect)
6) Marry will have John wash the car (future tenses)

**THE PATTERN HAVE PASSIVE (HAVE SOMETHING DONE)**

In the passive form, there is usually no agent. The action verb is in the past participle, and the object comes before it.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Causative verb</th>
<th>Object</th>
<th>Action verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>have</td>
<td>our door</td>
<td>fixed.</td>
</tr>
<tr>
<td>Rose</td>
<td>has</td>
<td>her hair</td>
<td>cut.</td>
</tr>
<tr>
<td>Dario</td>
<td>has</td>
<td>the windows</td>
<td>cleaned</td>
</tr>
</tbody>
</table>

**Examples:**
1) James has his shirts cleaned at the drycleaners
2) Pat is having her car repaired this week
3) Anna had her paper typed by a friend.

**Instructional Goal 5.2:**

**Differentiating causative verbs (get, make and let)**

**CAUSATIVE VERBS (GET, MAKE AND LET)**

There are many other verbs that can be used with causatives. In the active form, some of these verbs require the action verb to have *to* before it. These are some examples of the most common causative verbs beside *have*.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
<th>Form of Action Verb</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make</td>
<td>force</td>
<td>plain form</td>
<td>The robbers made us lie on the floor.</td>
</tr>
<tr>
<td></td>
<td>compel</td>
<td></td>
<td>(No passive form)</td>
</tr>
<tr>
<td>Get</td>
<td>same as</td>
<td>&quot;to&quot; form</td>
<td>I got Jane to pick me up in the car.</td>
</tr>
<tr>
<td></td>
<td>&quot;have&quot;</td>
<td></td>
<td>She got her hair cut.</td>
</tr>
<tr>
<td>Let</td>
<td>allow</td>
<td>plain form</td>
<td>I'll let you borrow my bike.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(No passive form)</td>
</tr>
</tbody>
</table>
Notes:
We sometimes use get in place of have in the causative to say something is urgent.

*Have that car repaired! (causative).*

*Get that car repaired! (more urgent causative)*

C. EXERCISES/ASSIGNMENTS

1. Complete these sentences with the correct forms of the verbs in brackets.
   
   a) They’ve just had their living room **decorated** (decorate)
   
   b) Your car engine sounds dreadful. You ought to have it **looked at** (look at)
   
   c) Have you had your eyes **tested** recently? (test)
   
   d) He’s going to have his hair **cut** at the weekend. (cut)
   
   e) Can I have this letter **photocopied**, please? (photocopy)
   
   f) This letter is so important, I’m going to have it **written** by a lawyer. (write).

2. Use *get* in place of *have* in these sentences.
   
   a) I must have **I must get** this report photocopied and send off straightaway.
   
   b) Have **your hair cut**!
   
   c) Why don’t you have **that suit cleaned**? It’s filthy!
   
   d) We’ll be having **the job done** by a local builder.
   
   e) They’re finally having **their central heating repaired**.

Choose the correct answer!

1. “She had her car repaired soon” means:

   a. she repaired her car
   
   b. she had repaired her car
   
   c. someone repaired her car
   
   d. she asked someone to repair her car
2. Because she is ill, she wants ……………into her room.
   a. to have breakfast brought
   b. she brings her breakfast
   c. she has brought her breakfast
   d. to have brought her breakfast

3. “Anna gets her paper typed by a friend” means
   a. Anna types her paper
   b. My paper is typed
   c. Anna has someone type her paper
   d. Anna has typed her paper

4. “Mr. John had the letter translated in ten minutes” means:
   a. Mr. John could translate the letter in ten minutes
   b. Mr. John finished translating the letter in ten minutes
   c. Mr. John let his secretary translate the letter in ten minutes.
   d. Mr. John would translating the letter in ten minutes

5. The bank robbers …………….. the customers lie on the floor.
   a. get
   b. have
   c. make
   d. let

6. “I had the article translated into English”, this sentence means:
   a. I translated the article into English
   b. The article was translated into English
   c. I asked someone to translate the article into English
   d. Someone asked me to translate the article into English

7. Mrs. White doesn’t ………..her children watch TV. She thinks it is a waste of time.
   a. Get
   b. Let
   c. Have
   d. Make
D. EXERCISES/ASSIGNMENTS


A. INSTRUCTIONAL GOALS

This section will study about adjectives which are one of crucial elements in parts of speech to learn English. An adjective plays important roles in determining the quality/level of students in mastering English due to its intensive usage especially in writing and speaking. In addition, the absence of understanding an adjective could presumably affect the substance of meaning. That is why a student has to pay close attention to adjectives, not only knows theoretically but also practically. This session will discuss about the formation and positions of adjectives hopefully, students will understand how:

6.1 To form adjectives.
6.2 To know the positions adjectives.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 6.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming Adjectives</td>
</tr>
</tbody>
</table>

Before forming adjectives, we have to know first that an adjective is a word which always describes, identifies, or quantifies a noun or a pronoun.

For examples:
John is a diligent student. **Diligent** modifies John/student (noun)
He is always smart in his performance. **Smart** modifies ‘He’ (pronoun)

How to form an adjective?
Many adjectives related to verbs or nouns have a characteristic ending (or suffix):
-able:
honorable, useable

-ic:
frantic, scientific

-less:
ruthless, careless

-al:
parental, economical

-ive:
festive, disruptive

-ous:
joyous, rebellious

-ful:
forgetful, boastful

-ish:
selfish, boyish

-ant:
hesitant

-ly:
friendly

-ible:
permissible

-i(an):
Victorian, historian

For examples:
We enjoyed the party. The party was very enjoyable.
He doesn’t care about his golden opportunity. He is supposed to be a careless student.
John is full of humour. His friends feel happy because he is so humorous.
He forgets to do the homework. John is often forgetful about his assignments.

ADJECTIVES FORMED WITH PREFIXES: POSSIBLE/IMPOSSIBLE
A prefix added to an adjective generally has a negative effect as follows:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>uncooked; unimaginable</td>
</tr>
<tr>
<td>dis-</td>
<td>dishonest; disagreeable</td>
</tr>
<tr>
<td>in-</td>
<td>incapable; inhuman</td>
</tr>
<tr>
<td>ir-</td>
<td>irresponsible; irregular</td>
</tr>
<tr>
<td>il-</td>
<td>illegal, illegible</td>
</tr>
<tr>
<td>im-</td>
<td>immoral, impractical</td>
</tr>
</tbody>
</table>

Note: pre- (pre-war) and hyper- (hyperactive), which do not create opposites but modify the meaning of the word in some way.

For examples:
I think it’s possible to solve the problem. I think it’s impossible to solve the problem.
John is not capable in making a fast decision. John thinks that he feels *inc*apable how to solve the problems.

**Instructional Goal 6.2:**

**Positions of adjectives**

---

**COMPOUND ADJECTIVES OF MEASUREMENT**

We combine numbers with nouns in the singular to form compound adjectives with *hyphen*.

*A twenty-year-old Indonesian lady*

**Compound adjectives of this kind can refer to:**

- **Age**: a three-year-old white building
- **Volume**: a two-litre car
- **Length**: a twelve-inch ruler
- **Price**: a $50 dress (a fifty-dollar dress)
- **Weight**: a five-kilo bag
- **Area**: a fifty-acre farm
- **Duration**: a four-hour meeting
- **Depth**: a six-food hole
- **Time/distance**: a ten minute walk

**OPINION**

<table>
<thead>
<tr>
<th>Good</th>
<th>bad</th>
<th>beautiful</th>
<th>ugly</th>
<th>smart</th>
<th>dumb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually follows this order:</td>
<td>new antique</td>
<td>Old young</td>
<td>two-year-old</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**APPEARANCE**

<table>
<thead>
<tr>
<th>Size/measure: big</th>
<th>small</th>
<th>high</th>
<th>low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape:</strong> Round</td>
<td>Circular</td>
<td>Square</td>
<td></td>
</tr>
</tbody>
</table>

**CONDITION:**

<table>
<thead>
<tr>
<th>broken</th>
<th>cracked</th>
<th>ripped</th>
<th>fresh</th>
</tr>
</thead>
</table>

**AGE**

<table>
<thead>
<tr>
<th>red</th>
<th>purple</th>
<th>pink</th>
<th>dark</th>
<th>green</th>
<th>navy</th>
<th>blue</th>
</tr>
</thead>
</table>

**COLOR**

<table>
<thead>
<tr>
<th>Korean</th>
<th>Chinese</th>
<th>French</th>
<th>Italian</th>
<th>American</th>
</tr>
</thead>
</table>

**ORIGIN**

<table>
<thead>
<tr>
<th>iron</th>
<th>brass</th>
<th>cotton</th>
<th>gold</th>
<th>wooden</th>
</tr>
</thead>
</table>

**MATERIAL**

<table>
<thead>
<tr>
<th>vegetables</th>
</tr>
</thead>
</table>

---
### ADJECTIVES WITH LINKING VERBS

Adjectives with linking verbs is a special category of verbs connects or links the subject complement. They must be modified by **adjectives not adverbs**.

**Linking verbs:**
- Be
- Appear
- Feel
- Become
- Seem
- Look
- Sound
- Smell
- Grow
- Taste
- Stay

*For examples:*
- The soup tastes **good**
- I feel **happy** after solving the complicated problem
- Children become **tired** quite easily

### C. EXERCISES/ASSIGNMENTS

1. **Supply the right adjectival forms from the italic words.**
   
   a) I’m attracted by this scheme. I find it attractive
   b) A class of forty can be managed. It’s just about ..................
   c) I know I hesitated before agreeing. I couldn’t help being ..................
   d) I don’t know where you find all that energy. You’re tremendously ..................
   e) This piece of energy furniture was made in the reign of Victoria. It’s ..................
   f) I don’t know how to describe the colour of the sky. It’s almost red, sort of ..................
   g) I’ve never met anyone who boasts as he does. He’s extremely ..................
   h) What level of radiation can be permitted? How much radiation is ..................

<table>
<thead>
<tr>
<th>OPINION</th>
<th>APPEARANCE</th>
<th>AGE</th>
<th>COLOR</th>
<th>ORIGIN</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>rotten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Check this engine for defects. Let me know if you find any ……………… parts.

2. **Supply the right adjectival forms from the italic words.**
   a) I suspect he isn’t honest. In fact, I think he’s quite dishonest
   b) This arrangement isn’t strictly legal. Some people would regard it as …………………
   c) Sometimes she doesn’t behave in a responsible manner. She is quite …………………
   d) Such a situation is barely imaginable. It is quite …………………
   e) Bob is not very capable. He’s ………………… of making sound decisions.
   f) This fish hasn’t been cooked enough. It’s …………………
   g) This scheme isn’t very practical. In fact, it’s quite …………………
   h) This dates from before the war. It’s …………………

3. **Rewrite the following sentences using compound adjectives.**
   a) The office-block costs two million pounds. It’s a two-million-pound office-block
   b) The tunnel is fifty kilometers. It’s …………………
   c) The fence is twenty miles. It’s …………………
   d) It’s a note for fifty pounds. It’s …………………
   e) The bag weighs five kilos. It’s …………………

4. **Unscramble the words to complete the sentences**
   a) typed/reports/want/our/to/be our professors/young/American
   b) Our young Indonesian professors want our reports to be typed
   c) beautiful/Javanese/young/the/lady/lives/alone
   d) car/old/red/the/is/hers/beautiful
   e) wary/girl/Indonesian/the/hair/long/standing there/my sister/is
   f) building/huge/the/white/old/office/my

5. **Circle the correct form in parentheses:**
   a) Your cold sounds (terrible/terribly)
   b) The pianist plays very (good/well)
   c) The food in the restaurant always tastes (good/well)
d) The music sounded too (noisily/noise) to be classical.

e) They became (sick/sickly) after eating the contaminated food.

D. REFERENCES


MEETING 7:
ADVERBS

A. INSTRUCTIONAL GOALS

This section will mainly discuss about the forms and positions of adverbs which commonly have similar forms but different in meaning with adjectives. Hopefully, students will understand how:

7.1 To form adverbs.
7.2 To differentiate between adjectives and adverbs.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming Adverbs</td>
</tr>
</tbody>
</table>

An adverb is basically a word that describes or modifies a verb, an adjective or another adverb. We can justify whether or not a word is an adverb by considering its function in the sentence. If it is describing one of those three parts of speech - a verb, adjective or other adverb - it is an adverb. We can also tell whether something is an adverb by looking at the ending of the word. A lot of adverbs - not all, but a lot - end in “ly.” For example, happily, quickly, speedily, steadily, foolishly, and angrily are all adverbs. So, if you said: He happily runs; you can tell that happily is an adverb because it is describing the word runs and because it ends in ly.

HOW WE FORM ADVERBS?

Adverbs of Manner

Adverbs of manners tell us how something happens. We form adverbs of manner by adding -ly to an adjective.

For examples:

It was a slow train/the train went slowly.

It was heavy rain/it rained heavily

1 http://grammar.yourdictionary.com/parts-of-speech/adverbs/
How did John behave? He behaves **badly**

We can use some words as adjectives or adverbs without adding –*ly* or –*ily*. e.g. It was fast train. The train went **fast**. Other examples are: **better, best, early, hard, high, last, late, monthly, near, wide, worse**.

<table>
<thead>
<tr>
<th>Hard/hardly. Some adverbs have two forms, one without –<em>ly</em> and others with –<em>ly</em>. The form have different meaning and uses: e.g. <strong>hard/hardly, last/lastly, late/lately. For examples</strong>: He played <strong>hard</strong>. He <strong>hardly</strong> played at all.</th>
</tr>
</thead>
</table>

**Instructional Goal 7.2:**

The differences between adjectives and adverbs

Differences between adjectives and adverbs

An **adjective** is a word which describes, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun. An Adverb, on the other hand, **modifies verbs, adjectives, other adverbs**, and even whole clauses. Adverbs can tell us how something is done, when it is done, and where it is done. Examples of some common adverbs are: **really, quickly, especially, early, well, immediately, yesterday**. Some adjectives end in –*ly*, e.g. **cowardly, friendly, lively, lovely, motherly, sickly, silly**.

*For examples:*

Meg’s a friendly girl. John gave me a friendly handshake.

If we want to use these words as adverbs we say in a friendly way/manner/fashion:

Meg always greets me in a friendly way. (not greets me friendly/friendly)
C. EXERCISES/ASSIGNMENTS

1. Supply the right adverb. Some adverbs end -ly and some don’t.
   a) He’s a bad driver. He drives badly.
   b) She’s a hard worker. She works ………………
   c) He’s a fast runner. He runs ………………
   d) I’m a better player than you. I play ………………
   e) She gave a rude reply. She replied ………………
   f) The train is early. It has arrived ………………
   g) Be careful. Act ………………
   h) He’s a quick thinker? He thinks ………………
   i) The bus was late. It came ………………

2. Choose the right adverb in each sentence.
   a) Farm workers have to work very ……………… during the harvest (hard/hardly).
   b) I ……………… nearly fell off the edge of the platform! (near/nearly).
   c) I’ve ………………been offered a job in Mexico! (just/justly.
   d) I got off first in the race but managed to come ………………(last/lastly)
   e) The postman brings my mail so ……………… I rarely see it before I go to work. (late/lately)
   f) I’m sure the boss thinks very ………………of you (high/highly)

3. Identify the adjectives and adverbs in the following sentences by underlining the adjectives twice and the adverbs once.
   For example: The one-eyed green aliens stepped cautiously out of their spaceship.
   a) A terrible fire spread rapidly through the old house.
   b) The eager player waited impatiently for the start of the game.
   c) A small child cried noisily in the third row of the theater
   d) Arthur carefully repaired the antique vase with special glue.
   e) Soon the braver aliens followed her but the more cowardly aliens hung back inside the door of the silver spaceship.
f) Suddenly, they heard a short, high-pitched yelp.

g) On especially busy days, the telephone in the main office rings constantly.

h) An usually large crowd came to the concert.

i) It ran over the sensitive toes of several aliens who squealed loudly

j) The resulting commotion distracted the group, and they didn’t notice the two young children slowly riding up on their creaky three-speed bicycles.

4. Choose the correct answer in the brackets (adjectives/adverbs)

a) His exercise is ……………(easy/easily)

b) These people are speaking …………… (quiet/quietly)

c) Mr. Brown can speak English …………… (good/well)

d) Tigers are ……………..animals. (brave/bravely)

e) The footballer is ………….. (tired/tiredly)

f) He always does his homework …………… (careful/carefully)

g) He is a very ……………(careful/carefully) student.

h) Come ……………(quick/quickly). We need your help

i) You should drive more …………… (slow/slowly) along this road.

j) The old man walks very …………… (slow/slowly)

D. REFERENCES


MEETING 8
READING COMPREHENSION
(OPERATING SYSTEMS: HIDDEN SOFTWARE)

A. INSTRUCTIONAL GOALS

This section will discuss reading comprehension relating to technological information which is very important for students to comprehend the contents of reading. It is hoped that students will know:
8.1 The importance of reading comprehension.
8.2 How to develop their reading skills.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 8.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of reading comprehension</td>
</tr>
</tbody>
</table>

THE IMPORTANCE OF READING COMPREHENSION

Many language experts argue that reading comprehension plays fundamental roles in the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. In addition, the activity of reading is useless if the readers don’t know the substance of text they are reading.

There are basically two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don’t make the sense then the overall story will not either. The students can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need.
To understand each distinct word in a text, the students also have to be able to put them together to develop an overall conception of what it is trying to say. This is **text comprehension**. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text’s structure to aid comprehension.

**Why is reading comprehension so important?**

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn’t provide the reader with any information.

**Reading comprehension is essential to life.** Much has been written about the importance of functional literacy. In order to survive and thrive in today’s world individuals must be able to comprehend **basic texts** such as bills, housing agreements (*leases, purchase contracts*), directions on packaging and transportation documents (*bus and train schedules, maps, travel directions*). Reading comprehension is a critical component of functional literacy. In shorts, students have to know the advantages of reading comprehension especially English textbooks relating to Information technology.
Instructional Goal 8.2:
Developing reading skills.

READING SKILLS

There are some reading skills that will help you comprehend the text you are reading. To develop reading skills, students must have a great deal of practicing in reading to increase their skills as follows:

1. Getting Specific Information (Scanning). The information in the text is clearly shown. The information is usually as answers of the question words who, where, when.

2. Finding General Information (skimming). The questions are commonly asking about the core of the passage, title, topic, topic of the paragraph.

3. Finding Main Idea (Explicit Main Idea). It’s often relating to the author’s opinion, argument, or view.

4. Reading between the lines. The readers have to find Detailed Information which is not stated clearly in the text.

C. EXERCISES/ASSIGNMENTS

1. Reading Comprehension

OPERATING SYSTEMS: HIDDEN SOFTWARE

When a brand new computer comes off the factory assembly line, it can do nothing. The hardware needs software to make it work. Are talking about applications software such as word processing or spreadsheet software? But an application software package does not communicate directly with hardware. Between application software and the hardware is a software interface—an operating system. An operating system is a set of programs that lies between applications software and the computer hardware.

The most important program is the operating system, the program that manages the operating system, is the supervisor program, most of which remains in memory and is thus referred to as resident. The supervisor controls the entire operating system and load into the memory other operating system programs called nonresident) from disk storage only as needed. Operating system has three main functions: (1) manage the computer’s resources, such
as the central processing unit, memory, disk drives, and printers. (2) establish a user interface, and (3) execute and provide services for application software. Keep in mind, however, that much of the work of operating system is hidden from the user. In particular, the first listed function, managing the computer’s resources, and taken care of without the user being aware of the details. Furthermore, all input and output operations, although evoked by application program, are actually carried out by operating system.

Based on the above text, answer the following questions:

1. What is the difference between applications software and operating system?
2. What is the supervisor program the most important operating system program?
3. What is resident?
4. What is non-resident?
5. What are the main functions of an operating system?

OPEN SOURCES: THE WAY FORWARD

With open source software, what do people think about first? Money, usually, because open source software is free. But this isn’t the only important thing. First, there is a freedom from the software vendors. Organizations say that the freedom is the number one reason to choose open source software. With open source software, an organization does not have to follow the software vendor’s decision. With proprietary software the vendor controls software updates. For example, users can’t add features to proprietary software themselves but they can add features source software.

Also with open source software companies have more control of the data, proprietary software often stores data in special ways that only the vendor understands. So, when a company wants to change another vendor’s software. Moving the data to new software can be very difficult. Open source software is different: open source software vendors explain their data clearly and openly so that there are not secret. Because of this, moving data isn’t a problem.
Sometimes people worry about open source operating systems. They think that their favorite software won’t run on open source operating system. However, this is not true because there is a lot of office software, such as word processors and spreadsheets, for open source operating systems. In fact, there are many kinds of this software and they work well. It is only special areas, such as graphics design, where proprietary is clearly better.

Answer the following questions:
6. What is the text mainly about?
7. What is the most important thing about open source software?
8. What do companies have with open source software?
9. How does proprietary often store the data?
10. What do people worry about open source operating system?

3. VOCABULARY
Match the security solution in 1-5 to its purpose a)-e)

1. A firewall a. Prevent damage that viruses might cause.
2. Antivirus software b. Make sure only authorized people access the network.
3. Authentication c. Check the user is allowed to use system.
4. Username, password, and biometric scanning d. Blocks unauthorized access codes.
5. Encryption e. Protect the system from public access.

Match the verbs 6-10 with the noun a)-e).
6. Switch/turn on f. Software
7. Eat g. Software
8. Connect h. Peripheral
9. Load i. Food
10. Run j. The computer
Complete this dialogue with the words in the following box.

speed, change, about, problem, devices

11. I have a problem with the network download .......... What can you suggest?
12. Why don’t you ..............the hub?
13. I don’t think that will work. The hub is fine? OK. How ..........adding a repeater then?
14. Hmm, I am not sure it will help, it is not a ..........with the signal strength.
15. OK, then you should check the cables and network..........to make sure that they are compatible with your network.

D. REFERENCES


http://www.slideshare.net/cleggatt/skimming-and-scanning

http://pioneer.netserv.chula.ac.th/~pkanchan/html/skim.htm
MEETING 9

COMPARATIVES AND SUPERLATIVES

A. INSTRUCTIONAL GOALS

This section will mainly discuss Comparatives and Superlatives theoretically and practically which will enable students to:

9.1 Form Comparatives and Superlatives
9.2 Apply Comparatives and Superlatives in any sentences

B. MATERIAL DESCRIPTION

FORMING COMPARATIVES AND SUPERLATIVES

Forming comparatives and superlatives is relatively easy. The form depends on the number of syllables in the original adjective.

One Syllable Adjectives

Add -er for the comparative and -est for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>Fat</td>
<td>fatter</td>
<td>fattest</td>
</tr>
<tr>
<td>Big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>Sad</td>
<td>sadder</td>
<td>saddest</td>
</tr>
</tbody>
</table>

Two Syllable Adjectives

Adjectives with two syllables can form the comparative either by adding -er or by preceding the adjective with more. These adjectives form the superlative either by adding -est or by preceding the adjective with most. In many cases, both forms are used, although one usage will be more...
common than the other. If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use *more* and *most* instead. For adjectives ending in *y*, change the *y* to an *i* before adding the ending.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>Simple</td>
<td>simpler</td>
<td>simplest</td>
</tr>
<tr>
<td>Busy</td>
<td>busier</td>
<td>busiest</td>
</tr>
<tr>
<td>Tilted</td>
<td>more tilted</td>
<td>most tilted</td>
</tr>
<tr>
<td>Tangled</td>
<td>more tangled</td>
<td>most tangled</td>
</tr>
</tbody>
</table>

**Three or More Syllables**

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>more important</td>
<td>most important</td>
</tr>
<tr>
<td>Expensive</td>
<td>more expensive</td>
<td>most expensive</td>
</tr>
</tbody>
</table>

**Irregular Comparatives and Superlatives**

These very common adjectives have completely irregular comparative and superlative forms.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>Little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>Much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>Far</td>
<td>further / farther</td>
<td>furthest / farthest</td>
</tr>
</tbody>
</table>
Instructional Goal 9.2:  
The apply Comparatives and Superlatives

Comparative is basically the name for the grammar used when comparing two things. The two basic ways to compare adjectives/adverbs are by using as .. as or than. When comparing with as .. as, the adjective does not change. However, when comparing with than, some changes are necessary, depending on the number of syllables the adjective has. Examples of each are shown below:

- She is twice as old as her sister
- He is not as stupid as he looks
- The computer is better than that one
- She is stronger at chess than I am

We use the with superlatives, for examples:

- It was the happiest day of my life.
- Everest is the highest mountain in the world.
- That’s the best film I have seen this year.
- I have three sisters, Jan is the oldest and Angela is the youngest.

COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, faster, higher). They are used in sentences where two nouns are compared, in this pattern:

**Rule:**  Noun (subject) + verb + comparative adjective + than + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below). Examples:

- My house is larger than hers.
- This box is smaller than the one I lost.
- Your dog runs faster than Jim’s dog.
- The rock flew higher than the roof.
- Jim and Jack are both my friends, but I like Jack better. ("than Jim" is understood)

SUPERLATIVE ADJECTIVES

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

**Rule:** *Noun (subject) + verb + the + superlative adjective + noun (object).*

The group that is being compared with can be omitted if it is clear from the context (final example below). Examples:

- My house is the largest one in our neighborhood.
- This is the smallest box I've ever seen.
- Your dog ran the fastest of any dog in the race.
- We all threw our rocks at the same time. My rock flew the highest. ("of all the rocks" is understood)

C. EXERCISES/ASSIGNMENTS

1. Complete the table by writing the missing words on the blanks.

<table>
<thead>
<tr>
<th>NO</th>
<th>ADJECTIVES/ADVERBS</th>
<th>THE COMPARATIVES</th>
<th>THE SUPERLATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Nicer</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>the best</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>Worse</td>
</tr>
<tr>
<td>5.</td>
<td>far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>curly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>loyal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>more difficult</td>
</tr>
</tbody>
</table>
2. **Complete the questions using the correct form of the word**

   For example: As a student now, are you more motivated than (motivated) when you were younger?
   a) Is your country …………………………………(cold) mine?
   b) Where do you go …………………………………(often) on your vacation?
   c) Do you think women cook ………………………………… (well) men?
   d) Do you agree that ………………………………… (good) advice of all is to sleep well before a test?
   e) Of all professionals, are soldiers …………………………………(disciplined) people?

3. **Underline the italic words to the correct form of the comparative adjective or adverb.**

   a) I need to tighten this lug nut. It’s *looser / more loose* than it should be.
   b) The students got a *badder / worse* score on their test last week than on this week.
   c) They feel *relaxeder / more relaxed* after taking a hot bath.
   d) That restaurant’s food was *greasier / more greasy* than I’m used to. I feel sick.
   e) Mike runs *quicklier / more quickly* than I do.
   f) Do you feel *gooder / better* today than you did yesterday?
   g) Do you eat vegetables *oftener / more often* now than when you were a child?
   h) It took *longer / more long* to accomplish the mission than anyone expected.

4. **Underline the italic words to the correct form of the superlative adjective or adverb**

   a) Samanta is my *goodest / best* friend
b) Mount Everest is the highest / most high mountain in the world.

c) Seth wins every game he plays. He’s the luckiest / most lucky person I know.

d) I love my chemistry class. It’s the interestingest / most interesting class I have

e) On Saturdays, this restaurant is the crowdedest / most crowded restaurant in town.

f) Of all the children, Joan plays the quietliest / most quietly.

g) I was the nearest / most near I’d ever been to a famous person at the rock concert.

h) That home-building company is known to work the carefullest / most carefully.

D. REFERENCES


http://www.slideshare.net/cleggatt/skimming-and-scanning

http://pioneer.netserv.chula.ac.th/~pkanchar/html/skim.htm
MEETING 10
PRONOUNS

A. INSTRUCTIONAL GOALS

This section will mainly discuss theoretically and practically of pronouns, hopefully students will have better understanding how to:

10.1 Identify the kinds of pronouns.
10.2 Apply pronouns in any sentences.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 10.1:</th>
<th>Differentiating Personal, Possessive, and reflexive pronouns</th>
</tr>
</thead>
</table>

PERSONAL, POSSESSIVE, AND REFLEXIVE PRONOUNS

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Possessive Adjective</th>
<th>Possessive Pronouns</th>
<th>Reflexive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Me</td>
<td>My</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>You</td>
<td>Your</td>
<td>yours</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>his</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
<td>Her</td>
<td>hers</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>Its</td>
<td>Its</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
<td>Our</td>
<td>ours</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
<td>Their</td>
<td>theirs</td>
</tr>
</tbody>
</table>
A pronoun is used in place of a noun.

- The noun *it* refers to the antecedent noun *book*.
- A singular pronoun is used to refer to a singular noun.

A plural pronoun is used to refer to a plural noun.

Sometimes the antecedent noun is understood, not explicitly stated. *I* refers to the speaker, and *you* refer to the person the speaker is talking to.

Subject pronouns are used as subjects of sentences.

Object pronouns are used as the objects of verbs or as the objects of preposition.

Possessive pronouns are not followed immediately by a noun; they stand alone.

Incorrect: That book is her’s
Your’s is over there
Her book is here.
*Your* book is over there

A bird uses *its* wings to fly.
Incorrect: A bird uses it’s wings to fly
*It’s* cold today

The Harbour Inn is my favorite

Incorrect: The Harbour Inn is my favorite

Possessive pronouns don’t take apostrophes with possessive nouns.

Possessive adjectives are followed immediately by a noun; they don’t stand alone.

Compare: *It’s* has no apostrophe when it is used as a possessive

*It’s* has an apostrophe when it is used as a contraction of *it is*, or *it has* when *has* is
old hotel. *It’s been* in business since 1933.

*I saw myself* in the mirror

*I looked at* myself for a long time

**Incorrect:** I saw me in the mirror

Anna lives *by herself* The expression by + a reflexive pronoun means “alone”.

### Instructional Goal 10.2:

**Differentiating indefinite, Relative, Intensive, and demonstrative pronouns**

These pronouns do not point to any particular nouns, but refer to things or people in general. Some of them are: *few, everyone, all, some, anything, and nobody.* Example: “Everyone is already here.”

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These refer to something that is unspecified.</em></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>both, few, many, several</td>
</tr>
<tr>
<td><strong>Singular or Plural</strong></td>
</tr>
<tr>
<td>all, any, most, none, some</td>
</tr>
</tbody>
</table>

Examples:

A few of pupils can do the sums

Several students are interested in playing basket ball

I have two watches, each costs Rp. 45,000,-
RELATIVE PRONOUNS

These pronouns are used to connect a clause or phrase to a noun or pronoun. These are: who, whom, which, whoever, whomever, whichever, and that. Examples:

a. The man is standing there. He is my teacher.
   The sentence becomes: “The man who is standing there is my teacher”.
   The sentence becomes: “I am reading a book which I bought yesterday”

INTENSIVE PRONOUNS

These pronouns are used to emphasize a noun or pronoun; an intensive pronoun emphasizes its antecedent. These are: myself, himself, herself, themselves, itself, yourself, yourselves, and ourselves. Example:

a. “He himself is his worst critic.” The speaker would say “He himself” (strongly with emphasis)
b. I myself saw him.
c. She herself organized the concert.

DEMONSTRATIVE PRONOUNS

There are five demonstrative pronouns: these, those, this, that, and such. They focus attention on the nouns that are replacing. Examples: “Such was his understanding.” “Those are totally awesome”.

<table>
<thead>
<tr>
<th>These represent a thing or things.</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to things that are nearby</td>
<td>this</td>
<td>These</td>
</tr>
<tr>
<td>Refers to things that are far away</td>
<td>that</td>
<td>Those</td>
</tr>
</tbody>
</table>
INTERROGATIVE PRONOUNS

These pronouns are used to begin a question: who, whom, which, what, whoever, whomever, whichever, and whatever. Examples:

a. Who will you bring to the party?
b. Whom does she love?
c. Which do you prefer, the tea or the

C. EXERCISES/ASSIGNMENTS

1. Choose the correct words in italics

   a) A honeybee has two wings on each side of its/it’s body.
   b) I have a pet. Its / It’s name is Squeak. Its / It’s a turtle. Its / It’s been my pet for two years.
   c) Our / Ours house is almost the same as our / ours neighbors’ house. The only different in appearance is that our / ours is gray and their / theirs is white.
   d) Mary and Bob have their / theirs books. In other words, Mary has he / hers and Bob has his / him.
   e) Its / It’s true that a homing pigeon will find its / it’s way home even though it begins its / it’s trip in unfamiliar territory.

2. Complete the sentences below with appropriate reflexive pronouns.

   For example: Everyone drew self-portraits. I drew a picture of myself.

   a) Masako cut …………while she was chopping vegetables.
   b) Alex, you need to eat better and get more exercise. You should take better care of …………. Your father takes care of …………, and I take care of …………. Your father and I are healthy because we take good care of………… People who take care of …………. have a better chance of staying healthy than those who don’t.
   c) Omar thinks Oscar is telling the truth and so does Ricardo. I ………….don’t believe Oscar’s story for a minute!
   d) The children drew pictures of …………..
   e) All of you drew pictures of ………….., didn’t you?
3. Complete the following sentences with appropriate pronouns

a) I have a wonderful family. I love .......... very much, and ..........love me.

b) The class is planning a party for the last day of school. ..........are going to bring many different kinds of food and invite some of ..........friends to celebrate with .......... 

c) The class is too small. ...............is going to be canceled

d) The audience clapped enthusiastically. Obviously ..........had enjoyed the concert.

e) The crowd at the soccer game was huge. ...........exceeded 100,000 people.

4. Put in any, enough, few, hardly any, many, no, plenty of, some or very little.

   Excuses...Excuses!

   You may be trying to buy a pair of shoes and there are too 1. Many in your size and you can’t choose, or there are too 2. .......... . Shop assistants are good at inventing excuses. A few days ago I was trying to buy 3...........birthday cards for three five-year-old children. There were 4...........cards for children, but 5........... for five-year-olds. ‘Five is a very popular age this year’, the assistant said. ‘We can’t get 6...........cards for this age-group.’ Then I went to a Do yourself shop and tried to buy some orange paint. There was 7...........paint in the shop but in the end I found 8...........Then I asked for two small paint brushes. ‘We don’t have 9........., the shop assistant explained. ‘There’s 10. ...........demand for them. No one ever asks for 11........’. ‘Yes, they do!’ I exclaimed. ‘I’m asking for 12.........now!’
D. REFERENCES


MEETING 11
PREPOSITIONS

A. INSTRUCTIONAL GOALS

This section will mainly discuss theoretically and practically of prepositions, hopefully students will understand how to:

11.1 Identify prepositions.
11.2 Use prepositions in any sentences.

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 11.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying The Kinds Of Prepositions</td>
</tr>
</tbody>
</table>

**KINDS OF PREPOSITIONS**

There are some kinds of preposition as follows: *simple* prepositions, *compound* prepositions, *double* prepositions, *participle* prepositions, *phrase* prepositions.

1. **Simple Prepositions**

   Simple prepositions are words like *in, on, at, about, over, under, off, of, for, to etc.*
   
   *For examples:*
   
   - She sat on the sofa.
   - He is going to the market.
   - He fell off the ladder.
   - There is some water in the bottle.
   - She comes from Jakarta.
   - They sat around the table.
   - The cat was hiding under the bed.
2. **Compound prepositions**

   Compound prepositions are words like *without, within, inside, outside, into, beneath, below, behind, between* etc.

   *For examples:*

   He fell **into** the river.
   She sat **between** her kids.
   He sat **beside** her.
   There is nothing **inside** the jar.
   The teacher stood **behind** the desk.
   The boy ran **across** the road.

3. **Double prepositions**

   Double prepositions are words like *outside of, out of, from behind, from beneath* etc.

   *For examples:*

   Suddenly he emerged **from behind** the curtain.
   He walked **out of** the compound.

4. **Participle prepositions**

   Participle prepositions are words like *concerning, notwithstanding, pending, considering* etc.

   *For examples:*

   There was little chance of success, **notwithstanding** they decided to go ahead.
   You did the job well, **considering** your age and inexperience.

5. **Phrase prepositions**

   Phrase prepositions are phrases like *because of, by means of, with regard to, on behalf of, instead of, on account of, in opposition to, for the sake of* etc.

   *For examples:*

   I am standing here **on behalf of** my friends and colleagues.
The match was cancelled because of the rain.
He succeeded by means of perseverance.

**Instructional Goal 1.2:**

**The Use of prepositions**

**THE USE OF PREPOSITIONS**

The following diagram will give you a general idea of how prepositions work. Often, however, the diagram will not help you to understand certain expressions containing prepositions.

**FROM:**

This preposition generally means the opposite of to (see diagram).

For example: He came from Miami last night. (opposite of: He went to Miami)

a. Common usage of from (from a time to a time/ from a place to a place).

He lived in Germany from 1972 to 1978. We drove from Atlanta to New York in one day.

b. Common expressions with from: from time to time (occasionally).

We visit the art museum from time to time.
BY

This preposition generally means to go pass a place or to be situated near a place. *For example:* We walked *by* the library on the way home. Your books are *by* the window.

a. Common usage of *by:*

- to indicate the agent in passive sentences.
  *For example:*
  Romeo and Juliet was written *by* William Shakespeare.

- *by* + specific item (before).
  *For example:*
  We usually eat supper *by* six o’clock in the evening.

- *By* bus/plane/train/ship/car/bike (indicates mode of travel).
  *For example:*
  We travel to Boston *by* train.

b. Common Expression with *by:*

- *by* then (before a time in the past or future).
  *For example:*
  I will graduate from the university in 1983. *By then,* I hope to have found a job.

- by way of (via).
  *For example:*
  We are driving to Atlanta *by way of* Baton Rouge.

- *by* the way (incidentally).
  *For example:*
  *By the way,* I’ve got two tickets for Saturday’s game. Would you like to go with me?

- by accident/by mistake (not intentionally, opposite of on purpose).
  *For example:*
  Nobody will receive a check on Friday because the wrong cards were put into the computer *by accident.*
IN

This preposition generally means **inside of a place or enclosure**. It is the opposite of *out*. *For example*: Dr. Jones is in his office.

a. Common usage of *in*:

- in a room/building/drawer/closet (inside).
  
  *For example*:
  
  Your socks are in the drawer.

- in + month/year.
  
  *For example*:
  
  His birthday is in January.
  
  Peter will begin class in 1981.

- in time (not late, early enough).
  
  *For example*:
  
  We arrived at the airport in time to eat before the plane left.

- in the street.
  
  *For example*:
  
  The children were warned not to play in the street.

- in the morning/afternoon/evening.
  
  *For example*:
  
  I have a dental appointment in the morning, but I will be free in the afternoon.

- in the past/beginning/future/end.
  
  *For example*:
  
  Everyone seemed unfriendly in the beginning, but in the end everyone made friends.

- In a row/in the event that/in case (if).
  
  *For example*:
  
  We are going to sit in the tenth row of the auditorium.
ON

This preposition generally means a position above, but in contact with an object.

a. Common usage of on:
   - on a day/day.
     *For examples:*
     I will call you on Thursday.
     His birthday is on January 28.
   - on a/the bus/plane/train/ship.
     *For examples:*
     It’s too late to see Jane; she’s already on the plane.
     I came to school this morning on the bus.
   - on a street.
     *For example:*
     George lives on 16th Avenue.
   - on the floor of building.
     *For example:*
     Henri lives on the fifteenth floor of that building.

b. Common usage of on:
   - on time (punctual, used for a scheduled event or appointment, more specific than in time.
     *For example:*
     Despite the bad weather, our plane left on time.
   - on the corner (of two streets).
     *For example:*
     Norman Hall is on the corner of 13th Street and 5th Avenue.
   - On the way/on the right/on the side walk/on the left.
     *For example:*
     Paul sits on the left side of the room and Dave sits on the right.
• On television/on the telephone.

  *For example:*
  Janet will be here soon; she is on the telephone.

• On the other hand/on the whole.

  *For example:*
  On the whole, the rescue mission was well executed.

• On sale/on foot(walking).

  *For example:*
  I came on foot

**AT**

This preposition generally is used to indicate a general location. It is not as specific as in. *For example:* Janet is at the bank.

a. Common usage of *at*:

• at + an address. George lives at 712 16th Avenue

• at + a specific time. The class begins at 3:10.

b. Common expressions with at:

• at home/school/work.

  *For example:*
  From nine to five, Charles is at work and his roommate is at school.

• at night.

  *For example:*
  We never go out at night because we live too far from town.

• at least (at the minimum).

  *For example:*
  We will have to spend at least two weeks doing the experiments.

• at once (immediately).

  *For example:*
  Please come home at once.

• at present/the moment (now).

  *For example:*
  She is studying at the moment.
• at times (occasionally).
  
  *For example:*
  
  At times, it is difficult to understand him because he speaks too fast.

• at first (initially).

  *For example:*

  Jane was nervous at first, but later she felt more relaxed.

**DURING:**

This preposition is usually followed by a noun indicating time. It indicates duration of time.

*For example:*

**During** our vacation, we visited many relatives across the country.

**During** the summer, we do not have to study.

**C. EXERCISES/ASSIGNMENTS**

1. Fill the blanks by choosing the appropriate prepositions *in, at,* or *on.*

   a) Don’t sit …………………the grass. It’s wet.
   
   b) What have you got …………………you bag
   
   c) Look! There’s a man …………………roof. What is he doing?
   
   d) There are a lot of fish …………………this river.
   
   e) Our house is number 45, the number is …………………the door
   
   f) Is the cinema near here? ‘Yes, turn left …………………the traffic light’
   
   g) I usually do my shopping …………………the city centre.
   
   h) My sister lives …………………Brussels
   
   i) There’s a small park …………………the top of the hill
   
   j) I think I heard the door bell. There’s somebody …………………the door
   
   k) Munich is a large city …………………the south of Germany
   
   l) There are a few shops …………………the end of the street
   
   m) It’s difficult to carry a lot of things …………………a bicycle
n) I looked at the list of names. My name was ................. the bottom of the list.

o) There is a mirror ................. the wall ................. the living room.

2. Write to, at, or in if necessary. Sometimes there is no preposition.
   a) What time do you usually get ................. work?
   b) What time did you arrive ................. party?
   c) When did you arrive ................. London?
   d) What time do you usually get ................. home
   e) What time does the train get ................. Paris?

3. Write the correct preposition in the following sentences. There may be several possible answers for some blanks.

   (1) ................. the summer, we went (2) ................. the beach every day. We stayed (3) ................. a lovely motel right (4) ................. the beach. (5) ................. the morning we would get up (6) ................. 9:30, have breakfast, and then spend four hours (7) ................. the pool (8) ................. all the other guests. (9) ................. 1:00 we would have lunch (10) ................. our room. (11) ................. lunch we would eat something light like sandwiches and fruit. (12) ................. the afternoon we would return (13) ................. the pool area and sit (14) ................. the sun (15) ................. a while. (16) ................. night we would take long walks (17) ................. the beach or visit some friends who lived (18) ................. 520 Volusia Avenue (19) ................. Daytona Beach.

   Many people from (20) ................. (21) ................. town stayed (22) ................. that motel. Like us, they had been coming (23) ................. that same motel (24) 1975. Most (25) ................. them were (26) ................. Ohio. (27) ................. time (28) ................. time we would eat out (29) ................. a nice restaurant, where we didn’t have to wait long (30) ................. the waitress to serve us. (31) ................. July it is usually very crowded, but this year (32) least, it was not as crowded as (33) ................. the past. Once (34) ................. a while we went (35) ................. the movies (36) ................. the theater (37) ................. the corner (38) ................. La Olas Boulevard and Castillo Avenue. We arrived there (39) ................. no time (40) ................. all (41) ................. the theater, (44) ................. the twelfth row. The
movie started (45) ……………… 7:00 sharp, so we got there just (46) time to buy some popcorn and find our seat (47) ……………… it started. (48) ………………first, I thought I would not enjoy it, but (49) ……………… the end, it turned (50) ……………… to be a very interesting movie. (51) ………………the whole, it was an enjoyable evening. We decided to get a Coke (52) ……………… (53) ………………the machine, but unfortunately it was (54) ……………… order. So (56) ………………place (57) ………………the Coke, we decided to get some ice cream (58) the Dairy Isle which was located (59) ………………the corner (60) ………………Harper Ave. and Washington St.

D. REFERENCES


MEETING 12
CONJUNCTIONS

A. INSTRUCTIONAL GOALS

This section will mainly discuss theoretically and practically of using conjunctions which is useful to connect words or phrases that have the same grammatical function (parallel structure) in a sentence. Hopefully students will understand how to:

12.1 Identify and differentiate the use of coordinating and paired conjunctions.
12.2 Apply coordinating and paired conjunctions

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 12.1: Identifying and coordinating conjunctions</th>
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COORDINATING CONJUNCTIONS

The simple, little conjunctions are called **coordinating conjunctions** as follows:

<table>
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<tr>
<th>Coordinating Conjunctions</th>
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<tr>
<td>and</td>
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It may help students remember these conjunctions by recalling that they all have acronym **FANBOYS**: For–And–Nor–But–Or–Yet–So. Among the coordinating conjunctions, the most common, of course, are **and**, **but**, and **or/nor**.
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. The final comma that precedes the conjunction is optional; also correct: Steve, Joe, and Alice are coming to dinner.

g) Susan *raised* her hand, *snapped* her fingers, *and* asked a question.

h) The colors in that fabric are red, gold, black, *and* green

**Incorrect:**  
*Steve, and Joe* are coming to dinner.  
Note: No commas are used if there are only two parts to a parallel structure.

**1. Conjunctions of And**

a) To suggest that one idea is chronologically sequential to another. *For example:* “Tashonda sent in her applications *and* waited by the phone for a response.”
b) To suggest that one idea is the result of another. *For example:* “Willie heard the weather report and promptly boarded up his house.”

c) To suggest that one clause is dependent upon another, conditionally (usually the first clause is an imperative). *For example:* “Use your credit cards frequently and you'll soon find yourself deep in debt.”

d) To suggest a kind of "comment" on the first clause. *For example:* “Charlie became addicted to gambling and that surprised no one who knew him.”

2. **Conjunctions of But**

a) To suggest a contrast that is unexpected in light of the first clause.

*For example:* “Joey lost a fortune in the stock market, but he still seems able to live quite comfortably.”

b) To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*).

*For example:* The club never invested foolishly, but used the services of a sage investment counselor.”

c) To connect two ideas with the meaning of "with the exception of"(and then the second word takes over as subject). *For example:* Everybody but Goldenbreath is trying out for the team.”

3. **Conjunctions of Or**

a) To suggest that only one possibility can be realized, excluding one or the other. *For example:* You can study hard for this exam or you can fail.”

b) To suggest the inclusive combination of alternatives. *For example:* “We can broil chicken on the grill tonight, or we can just eat leftovers.”

c) To suggest a refinement of the first clause. *For example:* Smith College is the premier all-women's college in the country, or so it seems to most Smith College alumnae.”
d) To suggest a restatement or "correction" of the first part of the sentence. *For example:* “There are no rattlesnakes in this canyon, or so our guide tells us.”

e) To suggest a negative condition. *For example:* “The New Hampshire state motto is the rather grim "Live free or die."

**Instructional Goal 12.2:**

*Identifying and using paired conjunctions*

**PAIRED CONJUNCTIONS**

Paired conjunctions: both ....and; not only .....but also; either .......or; neither nor:

a) **Both** my mother **and** my sister are here.
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.

Two subjects connected by **both ...and** take a **plural**, as in (a). 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.
C. EXERCISES/ASSIGNMENTS

1. Underline the parallel structure in each sentence and give the pattern that is used, as shown in the example.
   a) The old man is extremely kind and generous.
      Adjective + and + adjective
   b) She spoke angrily and bitterly about the war.
      …………. + and + ………...
   c) I hoped to go to that university and study under Dr. Liu.
      …………. + and + ………...
   d) I looked for my book but couldn’t find it.
      …………. + but + ………..
   e) In my spare time, I enjoy reading novels or watching television.
      …………. + or + ………..

2. Combine the given sentences into one concise sentence that contains parallel structure. Punctuate carefully.
   a) Mary opened the door. Mary greeted her guests.
      Mary opened the door and greeted her guests.
   b) Mary is opening the door. Mary will greet her guests.
      …………………………………………………………………………………
   c) Alice is kind. Alice is generous. Alice is trustworthy.
      …………………………………………………………………………………
   d) I like coffee. I do not like tea.
      …………………………………………………………………………………
   e) I have met his mother. I have not met his father.
      …………………………………………………………………………………
   f) Mary will open the door. Mary will greet her guests.
      …………………………………………………………………………………
3. Answer the questions, using paired conjunctions.

Use *both ………and*

a) You have met his father. Have you met his mother?
   Yes, I have met both his father his mother.

b) The city suffers from air pollution. oes it suffer from water pollution?
   ………………………………………………………………………

c) He buys used cars. Does he sell used cars?
   ………………………………………………………………………

d) The driver was injured in the accident. Was the passenger injured in the accident?
   ………………………………………………………………………

Use *not only ….but also*

a) I know you are studying math. Are you studying chemistry too?
   Yes, I'm studying not only math but also chemistry

b) I know he bought a coat. Did he buy a new pair of shoes too?
   ………………………………………………………………………

c) I know she goes to school. Does she have a full-time job too?
   ………………………………………………………………………

d) I know you lost your wallet. Did you lose your keys too?
   ………………………………………………………………………

Use *either …….or*

a) Omar has your book, or Rosa has your book. Is that right?
   Yes either Omar or Rosa has my book.

b) You’ll go to New Orleans for your vacation, or you’ll go to Miami, Right?
   ………………………………………………………………………

c) Your sister will meet you at the airport, or your brother will meet you there. Right?
   ………………………………………………………………………
Use *neither* ....*nor*

a) He doesn’t like coffee. Does he like tea?
   No, he likes neither coffee nor tea

b) The result wasn’t good. Was the result good?
   .................................................................

c) She doesn’t enjoy hunting. Does she enjoy fishing?
   .................................................................

D. REFERENCES


MEETING 13
READING COMPREHENSION
(ROLES OF COMPUTER IN EDUCATION)

A. INSTRUCTIONAL GOALS

This section will talk about strategies in reading relating to information technology, students will understand:

13.1 Strategies of Reading.
13.2 Apply the Strategies

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 13.1:</th>
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<tr>
<td>Some Strategies of Reading</td>
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</table>

Research shows that skilled or expert readers possess some strategies to construct meaning before, during, and after reading a text. When skilled students read, it is an active process. Their minds are constantly processing information extracted from the text, e.g., questioning the author, summarizing passages, or interpreting images. On the contrary, struggling readers often unthinkingly read the words on the page. For them, reading is an inactive activity. Constructing meaning from the text does not naturally occur in the mind of a struggling reader.

Fortunately, the cognitive skills of expert readers can be taught. The most effective way for students to learn these skills is through explicit and direct instruction. It is important that teachers model these strategies to the class before allowing students to independently use one of them. Modeling a strategy provides students with a clear understanding of why they were given the task and how to complete it properly.

Below is a summary of the some strategies of highly skilled readers. The strategies can be used with a variety of texts depending on the discipline. Examples of text include a painting, an annual report for a business, a script
for a play, a mathematical word problem, a pie chart, a recipe, instruction for a science experiment, or information technology.

1) **Activating:** Students use their past experiences and/or knowledge to better understand the text. (Example: text connections.)

2) **Summarizing:** Students restate the purpose and meaning of a text in their own words. (Example: magnet summaries.)

3) **Monitoring and Clarifying:** Students determine if they understand the text. If there are misunderstandings, they clarify and correct the confusion during and after reading a text. (Example: text coding.)

4) **Visualizing and Organizing:** Students create mental images of the text. Graphic organizers help to provide structure and allow students to generate ideas from the text. (Example: graphic organizer.)

5) **Searching and Selecting:** Students gather information from various resources to select that which allows them to define key words, answer questions, or solve problems. (Example: claim, evidence, and reasoning.)

6) **Questioning:** Students create questions about the text, ask themselves questions while reading the text, and answer different levels of questions about the text from their peers and/or teacher. (Example: question-answer relationship.)

7) **Inferring:** Students interpret the text and draw logical conclusions.

### Roles of Computer in Education

Computers have changed the way we work, be it any profession. Computers aid industrial processes, find application in medicine; they are the reason why software industries developed and flourished. Computer technology has had a deep impact on the education sector. This is also why the education system has made computer education a part of school curriculum. The advantages of computers in education primarily such as storage of information, audio-visual aids in teaching, access to the internet and quick communication between students, teachers and parents.

Computer technology has made the dream of distance learning, a reality. Education is no longer limited to classrooms. Physically distant
locations have come closer due to Internet accessibility. So, even if students and teachers are not in the same premises, they can very well communicate with one another.

Computers facilitate audio-visual representation of information, thus making the process of learning interactive and interesting. Teachers bring presentations on a flash drive, plug it in to a computer in the classroom, and the teaching begins.

Today, computers are a part of almost every industry. They are no longer limited any specific field. They are used in networking, for information access and data storage, and also in the processing and presentation of information. Computers should be introduced early in education. (Taken from www.buzzle.com)

C. EXERCISES/ASSIGNMENTS

Read the above text carefully and then decide the best answer to the question!

1. Why software industries developed and flourished?
   a. Computers aid industrial processes, find application in medicine
   b. Teachers bring presentations on a flash drive
   c. Easy access to the internet and quick communication
   d. Computers facilitate audio-visual representation of information

2. What is the advantage of computer in education primarily?
   a. Storage of information, audio-visual aids in teaching
   b. They are no longer limited any specific field
   c. Computers have changed the way we work
   d. Find application in medicine

3. This is the advantage of computers in education, except…
   a. Storage of information
   b. Find application in medicine
c. Audio-visual aids in teaching
d. Quick communication between students, teachers and parents

4. ‘They’, the second line of the last paragraph, refers to:
   a. Every industry
   b. Computers
   c. Fields
   d. Classrooms

5. Computers … a part of almost every industry.
   a. Were
   b. Are
   c. Is
   d. Will

6. The word **due to** similarly with…
   a. Because
   b. But
   c. Only
   d. To

Write a paragraph describing the computer (s) you use at home or at work. Think about these aspects: type/model, brand, memory, cost, screen, CPU, etc.

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Study the above picture about ‘the components of a typical LAN’, and then find out the words in the box having meaning of the following sentences!

1) A special computer that directs communicating messages when several networks are connected together ………………

2) A network contained within a small area, for example a company department………………

3) A device for converting digital signals to analogue signals and vice versa to enable a computer to transmit and receive data using an ordinary telephone line.

4) A hardware and software combination used to connect the same type of networks. It can also separate a large network into two smaller ones and connect two LANs that are nearby each other. …………………

5) A line or set of lines that connects local area networks together, as well as local area networks with the Internet……………….
6) An interface that enables dissimilar networks to communicate, such as two LANs based on different topologies or network operating systems.

7) A main computer that provides a storage area for data files on a network.

D. REFERENCES


MEETING 14:

READING COMPREHENSION: WHICH TYPE OF PRINTER SHOULD I BUY?

A. INSTRUCTIONAL GOALS

This section will mainly discuss about tips of reading comprehension relating to information technology, students will understand:

14.1 Tips of reading comprehension.
14.2 Apply the tips

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Instructional Goal 1.1:</th>
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<tbody>
<tr>
<td>Tips of reading comprehension</td>
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TIPS FOR READING

READING AT UNIVERSITY = READING FOR PURPOSE

Successful study at university is often about meeting competing demands and deadlines, so you need to get the most out of your reading in the limited time available. Before you begin, make sure you have identified:

1) the purpose for doing the reading
2) what you need to achieve.

Always read with a purpose in mind. Before you begin, you should have an idea of why you are reading, what you are looking for and what you want to achieve. Are you reading to:

1) locate specific information?
2) understand difficult ideas?
3) gain an overview of something?
4) enjoy words and descriptions (as in poetry and some prose)?
TIPS FOR READING

1. Be selective about what you read.

- Think about the way you would read to get a broad idea of what an article might be about, compared to how you would read to understand a complex and detailed concept - you might use previewing for the first task and intensive or critical reading for the second (more about this in the Reading Strategies section).

- Working out why you are reading something (what you need to achieve) will determine the way you will read it (or which reading strategies to use).

- Studying at university requires a lot of reading within a limited time, so it is important to be selective about what you read. You need to make decisions about what is essential.

- Establish which readings are required for your particular course and which are suggested (not compulsory). In some courses required readings take the form of a Course ‘Reader’ or textbook, in others your lecturer/ tutor will indicate what is essential.

- There will be times when you need to read an entire article or chapter in detail. At other times you may be looking for specific information relating to an assignment topic and only a couple of pages or even a couple of paragraphs in a text will be useful. Once you locate the parts of a text that are going to be most relevant you may not need to read the rest.

How to select?

- Know what you are looking for (i.e. have a purpose)
- Identify key words to help you search
- Look for these key words when browsing the table of contents and index of a book for relevant pages
- Obtain an overview to further narrow down the ‘possibly useful’ field.
2. **Focus on the questions/test**
   - Ask yourself what it is you must find out. Identify questions you want to answer; actively look for those answers and evidence to inform them.
   - Identify a few topic key words to look for.
   - If you are reading for a specific assignment, read with a copy of the question/task on hand so you don’t waste time reading irrelevant material.

3. **Before you read, establish what you already know**
   Any prior knowledge of a topic you are reading about, and linking new material with your past experience will help you read more effectively.
   - Ask yourself what you already know or think about this topic (from lectures, from other reading, from what you have heard or seen).
   - If you have a reading list, select a source that might offer a good starting point. If the topic or material is new, begin with a general introductory text and read slowly.
   - Read any related questions to the reading before doing the reading; they may be questions at the back of the chapter or the essay/assignment question.
   - Identify your expectations - what do you think it will be about?
   - Ask yourself questions about the topic. Change the title, headings and subheadings into questions or ask yourself what you want to find out.

4. **Break reading into manageable segments**
   You will remember more if you read with questions in your mind, rather than adopting the ‘sponge’ approach - simply trying to absorb everything. If you are finding reading overwhelming, break the reading up into manageable segments (e.g. chapters, individual articles, a specific number of pages).
   - Identify your purpose and the time you have available
   - Set yourself a goal (for example, decide to read for a set length of time or a certain number of pages).
5. **Keep track what you read**

Always note where information and ideas come from. Record details of author, title, place of publication, publisher and date so that you can find the text again if necessary. Always record page numbers with any notes you take.

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<thead>
<tr>
<th>WHICH TYPE OF PRINTER SHOULD I BUY?</th>
<th>Laser printers produce output a great speed and with a very high resolution of 1,200-2,400 dpl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Printing is the final stage in creating a document. <em>Since</em> the results you can obtain with different types of printer will vary substantially, here is a guide to help you decide which one is most suitable for your needs.</td>
<td></td>
</tr>
<tr>
<td>5 <em>To begin with</em>, you should take into account that printers vary in cost, speed, print quality, and other factors such as noise printing methode. Technology is evolving so quickly that there is always a printer for every application of need.</td>
<td></td>
</tr>
<tr>
<td>10 <strong>Dot-matrix</strong> printers use pins to print the dots required to shape a character. They can print text and graphics; however, they produce relatively low resolution output-72 to 180 dots per inch (dpi).</td>
<td></td>
</tr>
<tr>
<td>15 They are used to print multi-part forms, self-copying paper and continuous-form labels. They are slower than laser printers but much cheaper.</td>
<td></td>
</tr>
<tr>
<td>Inkjet printers operate by projecting small ink droplets onto paper to form the required image. Colour and hues</td>
<td></td>
</tr>
<tr>
<td><strong>Thermal transfer</strong> printers are used to produce colour images by transferring a wax-based ink onto the paper. They are popular for printing bar codes, labels, and medium-resolution graphics.</td>
<td></td>
</tr>
<tr>
<td><strong>Imagesetters</strong> produce very high-resolution output (up to 3,540 dpi) on paper or on the actual film for making the printing plates. In addition, they are extremely fast. Imagesetters are most often used in desktop publishing (DPT). Although they produce the highest quality output, they have one important disadvantage; they</td>
<td></td>
</tr>
</tbody>
</table>
are created by the mixing of cyan, magenta, yellow and black inks.

Inkjets are fairly fast, quiet, and not as expensive as laser printers. Nevertheless, you can still expect high quality results because there are some inkjet printers on the market with a resolution of 2,400 dpi. Nevertheless, you can still expect high quality results because there are some inkjet printers on the market with a resolution of 2,400 dpi.

In modern lithographic printing, images are created on DTP computers and then output directly to the printing places, without requiring film as an intermediate step. This technology is called computer to plate, or CTP, and the machine used is called a plottersetter.

Finally, we have plotters. Plotters use ink and fine pens held in a carriage to draw very detailed designs on paper. They are used for construction plans, engineering drawings and other technical illustrations. Nowadays, traditional plotters are being replaced with wide format inkjets.

C. EXERCISE/ASSIGNMENT

1. Find words in the above article with has the following meaning.
   a) Designs and images used in magazines, books, etc. (line 10-15)  
      …………………….
   b) Output quality, measured in dots per inch ((line 10-15)  
      …………………….
   c) A particular colour within the colour spectrum (line 15-20)  
      …………………….
   d) An ink powder used in laser printers and copiers (lines 25-30)  
      …………………….
   e) Set of characters that can be resized(enlarged or reduced) without introducing distortion (lines 30-35) ……………………
   f) A rectangular pattern of black lines of magnetic ink printed on an object so that its details can be read by a computer system (lines 35-40) …………………….
g) Surface that carries a reproduction of the image, from which the pages are printed (lines 45-50) …………………

h) In-between; middle (lines 50-55)

2. Look at the HELP box and then put the words in italics from the article above into the correct column of the table.

<table>
<thead>
<tr>
<th>Giving Example</th>
<th>Listing/sequencing</th>
<th>Giving reasons/cause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Answer the following questions correctly:
   a. Why did the author say that printing is the final stage in creating a document?
   b. Why do the people who want to buy a printer need to consider the type of printer?
   c. What are the advantages of Dot-matric printers?
   d. What are the advantages of using Inkjet printers?
   e. What kinds of printers which are used to produce colour images by transferring a wax-based ink onto the paper?
   f. What is the disadvantage of using Imagesetters?

4. Write a paragraph describing the printer(s) you use at home or at work. Think about these aspects: type, speed, resolution, print quality, memory, cost, print consumables (ink cartridges) etc)

D. REFERENCES


DAFTAR PUSTAKA


**Lampiran 1.**

**Lesson Plan**

**RENCANA PEMBELAJARAN SEMESTER (RPS)**

**Program Studi** : S1 Teknik Informatika  

**Prasyarat** : Lulus Bahasa Inggris 1  

**Deskripsi Mata Kuliah** : Mata kuliah bahasa Inggris 2 ini membahas utamanya tentang *parts of speech* (bagian-bagian fundamental dalam kalimat) yang sangat berguna dalam penguasaan bahasa Inggris baik lesan maupun tulisan dan reading strategies terkait dengan informasi teknologi yang sangat berguna bagi mahasiswa untuk membantu penyelesaian tugas akhir.

**Penyusun** : Tim English Teaching

<table>
<thead>
<tr>
<th>PERTEMUAN KE-</th>
<th>KEMAMPUAN AKHIR YANG DIHARAPKAN</th>
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<th>BOBOT NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Mampu memahami dan menerapkan kata benda <em>nouns</em> dalam berbagai kalimat.</td>
<td>Bahan ajar <em>(handout)</em> kata benda</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 1</td>
<td>Ketepatan Jawaban</td>
<td>9%</td>
</tr>
<tr>
<td>(2)</td>
<td>Mampu memahami dan menerapkan kata kerja <em>verbs</em> dalam berbagai kalimat.</td>
<td>Bahan ajar <em>(handout)</em> kata kerja</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 2</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
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<tr>
<td>3.</td>
<td>Mampu memahami dan menerapkan kata benda bentuk ing (-ing form /gerunds) and kata kerja infinitif (infinitive verbs)</td>
<td>Bahan ajar (handout) kata benda bentuk ing (-ing form) dan kata kerja infinitif (infinitive verbs)</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 3</td>
<td>Ketepatan Jawaban</td>
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<tr>
<td>4</td>
<td>Mampu memahami dan menerapkan kalimat pasif (passive voice) dalam berbagai tulisan.</td>
<td>Bahan ajar (handout) kalimat aktif dan kalimat pasif</td>
<td>Ceramah, diskusi dan latihan,</td>
<td>Latihan 4</td>
<td>Ketepatan Jawaban</td>
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</tr>
<tr>
<td>5</td>
<td>Mampu memahami dan menerapkan kata kerja kausatif (causative verbs) dalam berbagai tulisan.</td>
<td>Bahan ajar (handout) kata kerja kausatif</td>
<td>Ceramah, diskusi dan latihan,</td>
<td>Latihan 5</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
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<tr>
<td>6</td>
<td>Mampu memahami dan menerapkan kata sifat (adjectives) dalam kalimat.</td>
<td>Bahan ajar (handout) kata sifat</td>
<td>Ceramah, diskusi dan latihan,</td>
<td>Latihan 6</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>7</td>
<td>Mampu memahami dan menerapkan kata keterangan (adverbs) dalam kalimat.</td>
<td>Bahan ajar (handout) kata keterangan</td>
<td>Ceramah, diskusi dan latihan,</td>
<td>Latihan 7</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
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</tbody>
</table>

**UTS**

<p>| 8            | Mampu memahami dan menjawab soal dalam bacaan (reading comprehension) terkait teknologi informasi. | Bahan ajar (handout) Reading | Ceramah, diskusi dan tugas | Tugas 1 | Ketepatan Jawaban | 7% |</p>
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<td>9</td>
<td>Mampu memahami dan menerapkan kalimat perbandingan (<em>comparatives and superlatives</em>) dalam berbagai situasi.</td>
<td>Bahan ajar (<em>handout</em>) kalimat perbandingan</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 8</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>10</td>
<td>Mampu memahami dan menerapkan kata ganti (<em>pronouns</em>) dalam kalimat.</td>
<td>Bahan ajar (<em>handout</em>) kata ganti</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 9</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>11</td>
<td>Mampu memahami dan menerapkan kata sandang (<em>articles</em>) dalam kalimat.</td>
<td>Bahan ajar (<em>handout</em>) kata sandang</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 10</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>12</td>
<td>Mampu memahami dan menerapkan kata sambung (<em>conjunctions</em>) dalam kalimat.</td>
<td>Bahan ajar (<em>handout</em>) kata sambung</td>
<td>Ceramah, diskusi dan latihan</td>
<td>Latihan 11</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>13.</td>
<td>Mampu memahami dan menjawab soal dalam bacaan (<em>reading comprehension</em>) terkait teknologi informasi.</td>
<td>Bahan ajar (<em>handout</em>) /reading</td>
<td>Ceramah, diskusi dan tugas</td>
<td>Tugas 2</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
</tr>
<tr>
<td>14.</td>
<td>Mampu memahami dan menjawab soal dalam bacaan (<em>reading comprehension</em>) terkait teknologi informasi.</td>
<td>Bahan ajar (<em>handout</em>) /reading</td>
<td>Ceramah, diskusi dan tugas</td>
<td>Tugas 3</td>
<td>Ketepatan Jawaban</td>
<td>7%</td>
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</table>
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<td></td>
<td><strong>prehension</strong> terkait teknologi informasi.</td>
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<td>UAS</td>
</tr>
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