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MODULE OF LECTURE ENGLISH 4

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Majure : Information Technology
Lecture/Code : English 4 / FTEO4
Total of Credit : 2
Requirement : English 1, 2, and 3

Description of Lecture : English 4 talks about parallel structure, word order-inversion, word form, punctuations, capitalization, word choice, redundancy, conditional sentences, phrasal verbs, positive agreement using so/too, negative agreement using either/neither, and reading comprehension.

Learning Outcomes : After studying, the students are able to understand about parallel structure, word order-inversion, word form-prefixes, word form-suffixes, punctuations, word choice, redundancy, conditional sentences, phrasal verbs, positive agreement using so/too, negative agreement using either/neither, and reading comprehension.

Compiler : Sulasih S.S., M.Pd

The Head of Programme Ketua Team Teaching

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NIDN. 0419067102 NIDN. 0409086701
PREFACE

This modul is compiled for university of Pamulang students who are studying in Information Technology Program in semester 4. This modul for both self – study and use in a classroom with a lecturer, as this modul contains largely self-explanatory followed by examples and various exercises. This is intended as guide for the students to improve the students’ knowledge.

The modul of English 4 based squarely on the principle that language mastery is achieved through awareness and understanding of the common sentence patterns of the language.

There are two reading texts in this modul discuss materials related to computer in order that students have understanding of computer terms. To broaden vocabulary and give more knowledge of English grammar, this modul provides various exercises asking synonyms and antonyms of certain words exist in each text.

The compiler hopes that this, the modul of English 4 can be a beneficial modul in improving students’ knowledge.

South Tangerang, October 29, 2016
Tim Teaching

Sulasih, S.S., M.Pd
Ketua Team Teaching
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MEETING 1
PARALLEL STRUCTURE

A. LEARNING OBJECTIVES

This section will talk about parallel structure using coordinating conjunction; and, but, and or, and correlative conjunctions; either...or, neither...nor, not only... but also, both...and, and whether...or. After studying this lesson the students suppose to be able to:

1.1 Show parallel structure using coordinating conjunctions.
1.2 Use the correct parallel structure using correlative conjunctions.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Tujuan Pembelajaran 1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show parallel structure using coordinating conjunctions</td>
</tr>
</tbody>
</table>

WHAT IS PARALLEL STRUCTURE?

Parallel structure is sometimes called parallel construction and parallelism. Parallelism means using the same pattern of words to show that two or more words or elements or ideas in a sentence has the same level of importance and to help the reader comprehend what is being written. When using parallel structure, the items in the list must be all nouns, all infinitives, all prepositional phrases, all gerunds, or all clauses, and so on.

A good writer uses parallelism to create clear and concise sentences, and also to reduce the work that the reader must do to understand the author's meaning. Having parallel structure becomes even more significant when two or more ideas are to be presented as having equal importance.

For example:
Dorothy survived a tornado, crash-landed in a foreign land, travelled across a vast countryside, and defeated an evil witch.

With parallel structure, the reader can quickly process information and see relationships between ideas. Strong writers use parallel structure to
organize words, phrases, clauses, and even whole essays to guide readers through their ideas.

A parallel structure that begins with clauses must keep on with clauses, and also for the other parts of speech. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

**For example:**
The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

It is important to note that, when ever you include a list of actions or items, you must use equal grammatical units. If the first item is a noun then the following items must also be nouns, it is needed to complete the idea of the sentence. If the first action is a simple past tense verb, and then make the other items simple past tense verbs as well. To establish parallelism, you should use all elements in the same tenses.

**For examples:**
Professor Jones not only will give the class a withering look but also will assign them 20 extra pages of homework as punishment for their impatience to leave.

Sentence elements that are alike in function should also be alike in construction. These elements should be in the same grammatical form so that they are parallel. Series whose components are not in parallel format sounds awkward and may cause misunderstanding. The following are kinds of parallel structure.

**SHOW PARALLEL STRUCTURE USING COORDINATING CONJUNCTIONS**

1. **Use parallel structure with elements joined by coordinating conjunction especially and, but, and or.**

   Coordinating conjunctions indicate parallel ideas. When a reader sees a coordinating conjunction, he assumes that what comes immediately after the conjunction is logically parallel to what goes immediately before the
conjunction. Of course in a series of items; a series is a group of three or more elements in a row. The last element in the series is connected to the others with one of these coordinating conjunctions: and, or, but (not), or yet (not).

It is important to know the rules for comma and semicolons when using parallel structure. Commas usually take the place of the conjunction and (except between the last two items). Commas should be placed between each element in the series and before the coordinating conjunction. Therefore, we expect all the other items in the series to be structurally parallel. If the first item is a noun, we expect all the other items in the series to be nouns, if the first item is a gerund, we expect all the other items to be gerunds, etc. In order to maintain parallel structure make sure that you do not mix grammatical forms. When elements in a series do not have the same form, the sentence will sound awkward and out of balance. Some examples can illustrate this point:

- The following activities can be done at the shopping center: buying groceries, eating lunch or paying your bill.
- Dogs are great pets for the following reasons: they are loyal, they love and they are obedient. This is correct and uses parallel structure.

2. **Parallel Words**

   All items in a series should have the same structure to help the reader quickly process information. If one element is an adjective, then all elements should be adjectives; if one element is a noun, then all elements should be nouns; if one element is a verb, then all elements should be verbs, and so forth. When you have items on a list following a colon, the items should all be in the same form in order to avoid a parallel structure error. It is grammatically correct to ensure that phrases, clauses and items on a list after a colon use the correct parallel structure. Take a look at the examples below:
• **Parallel using nouns**

  *Example:*
  
  In your classroom, you can find the following: a **table**, a **white board** and **chair**

• **Parallel using verbs**

  *Example:*
  
  My English lecturer often asks us to **write**, **read** or **speak** in English.

• **Parallel using adjectives**

  *Example:*
  
  The film Some Like it Hot is **funny**, **well-written**, and **daring** for its time. (adjectives)

• **Parallel using gerunds (words in bold type)**

  *Example:*
  
  Thinking and running often accompany one another as I exercise.
  I do not enjoy thinking or running

• **Parallel using infinitive to**

  *Example:*
  
  She needs to listen and to write the lyric of that new song
  There was no opportunity to do my taxes, to request an extension, or to explain my situation

• **Parallel using adverb of manner:**

  *Example:*
  
  Mary wanted to make sure that she made her presentation **creatively**, **effectively** and **persuasively**.

3. **Parallel Phrases and Clauses**

   Phrases and clauses also need to be parallel if the sentence is to be logical, balanced, and easy to read. If one item in a series is a prepositional phrase, then every item should be prepositional phrase; if one item in a series is a verb phrase (beginning with an -ing or -ed verb), then every item in the series should be a verbal phrase; if one item is a relative clause, then
every item should be a relative clause. Consider the following examples demonstrating good parallel structure:

- **Parallel using phrases**
  
  **Example:**
  
  He loves traveling around the world and climbing the mountain (gerund phrase)
  
  The students can read books or borrow books from the library. (verb phrase)
  
  We can put our agenda book on the desk or in the drawer (prepositional phrase)
  
  My sister, my brother and my friend study in the same university with me. (noun phrase)
  
  To escape the mob and to solve their financial problems, Joe and Jerry join an all-girl band. (infinitive phrases)

- **Parallel using clauses**
  
  **Example:**
  
  Please submit your task after we have break or when your class is over.
  
  All the students wondered who he was and what he was doing here.
  
  The company doesn’t care about who you are, how you got there, or why you have come
  
  The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
USE PARALLEL STRUCTURE WITH ELEMENTS JOINED BY A CORRELATIVE CONJUNCTION

Elements following correlative conjunctions are; not only ... but also, either ... or, neither ... nor, both ... and, should be parallel in form, and all require special attention when you are proofreading for parallelism. Each member of correlative conjunction should be placed immediately before a parallel element. These correlative conjunctions require equal grammatical units after both parts of the conjunction. Those correlative conjunctions above work in pairs. You have to remember its each pair, so you have to be careful with correlative conjunctions.

Whatever grammatical structure follows one must be parallel to the grammatical structure that follows the other, in continuous, present, past, future, or perfect tense. Below are examples of parallel structure using different kind of correlative conjunctions.

**Examples with either......or**
- We should speak to every one either politely or nicely.
- The IT students can study either in the classroom or in the laboratory room.
- This ticket permits you to sit either on the main floor or in the balcony.
- Either you are for us or you are against us.

**Examples with neither ......nor**
- He was neither going to classes nor doing the assignments.
- Neither the lecturers nor the students are always come late to campus.
- My friend is neither a Democrat nor a Republican.

**Examples with both ......and**
- I would like both to buy a new laptop and to purchase a new computer.
- The show is both enjoyable and educational.
- My uncle likes both eating in expensive restaurants and visiting museums.
- Both buying groceries and eating lunch with friends are activities that can be done at the shopping center.

**Examples with not only ....but also**
- Clara wants *not only a computer but also a laptop*.
- As young recruits, we were told not only *what to do* but also *what to think*.
- The student hoped not only *to sing a song* in the seminar but also *to play guitar* there.
- Not only did Professor Jones give the class a withering look, but he also assigned 20 extra pages of homework as punishment for their impatience to leave.

**Examples with whether .....or**
- My friends never judged me whether my words or my actions.
- Professor Jones gave the class *whether a withering look or 20 extra pages of homework* as punishment for their impatience to leave.
- The frustrated customer wanted whether to obtain a refund or to speak to the manager.

**USE PARALLEL STRUCTURE WITH ELEMENTS BEING COMPARED. (X IS MORE THAN/BETTER THAN Y)**

When we compare things, we often use words such as *more, less, better, and worse*, we connect the items being compared with words like *as and than*. Comparing items without using parallel structure may cause confusion about what is being compared to what. Note the comparison methods in the examples below.

**The elements being compared are parallel to one another:**
- *Driving* to New York can actually take less time than *flying there*.
Miriam's ability to come up with project far exceeded her resolve to work on them.

How you live your life is just as important as how much money you make.

I like swimming better than diving

The programmer wants money than fame

The coach told the players that they should get a lot of sleep better than to do some warm-up exercises before the game.

**USE PARALLEL STRUCTURE WITH ELEMENTS JOINED BY A LINKING VERB OR A VERB OF BEING.**

Joining elements with linking verbs or verbs of being suggests a completing of the first item by the second one. Often, in fact, an equality between the two is being set up, as the examples below illustrate.

*What you see is what you get*

*Being Jim’s friend means being constantly alert*

*To know her is to love her*

*Succeeding is opening a new opportunity*

A parallelism diagram helps you see whether or not items are parallel.

<table>
<thead>
<tr>
<th>Not parallel</th>
<th>Parallel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff likes</td>
<td>Jeff likes fishing (gerund) swimming (gerund) and to hike (infinitive)</td>
</tr>
<tr>
<td></td>
<td>Jeff likes fishing (gerund) swimming (gerund) and hiking (gerund)</td>
</tr>
</tbody>
</table>

When checking for parallelism, look at the first word or phrase in each item. If each item begins with the same kind of word or phrase, you can be sure that the items are parallel even if the other parts of each item differ. **All the examples below are parallel,**

Children are to honor their parents and to obey them whether or not they understand why they are asked to do something

Jeff fishes for pleasure, swim to stay in condition, and hikes to get away from civilization for a while.
even though the items may not be the same length. The first word or phrase in each item is what determines parallelism, not the length of the items.

C. EXERCISES

I. The following sentences are parallel structure, identify what the type of series the sentence contains: nouns, verb, adjectives, adverbs, infinitive to, prepositional phrase, verb phrase, gerund phrase, or gerunds

1. This ticket permits you to sit either on the main floor or in the balcony
2. Good students should not only come on time, do all the tasks but also obey the lecturers.
3. Some students of this campus reading for pleasure, swimming to stay in condition, and hiking to get away from civilization for a while.
4. If you want to get an A, you must either pay attention to your lecturers or do all your assignments.
5. My mother and my grandmother learned to knit, to crochet, and to sew.
6. The benefits of computer for us are not only for the information technology but also for any business.
7. The company promised that the salaries of the employees would be improved and increased of working conditions.
8. Computer has multi functions for examples: to type any kind of paper woks and to print any kind of documents.
9. Computer is a magical typewriter that allows us to type letters, memos, or legal documents
10. The most common input devices are the mouse and the keyboard
11. In the class, we have to pay attention and to listen to our lecturer
12. He found cleaning suplies in the closet, under the sink, but not in the garage.
13. She wanted three things: flasdisk, laptop and computer.
14. Ashley likes to ski, to swim and to jump.
15. People who get ahead do lots of different things such as: studying, working hard and going to college.
II. Make the parallel structure based on the following patterns.

1. Subject + verb + not only + noun + but also + noun

2. Subject + to be + adjective + adjective + conjunction + adjective

3. Subject + verb + not only + adverb + but also adverb

4. Subject + verb + both + noun + and + noun

5. Subject + to be + neither + adjective + nor + adjective

6. Subject + modal + not only + verb phrase + but also + verb phrase

7. Subject + verb + either + noun + or + noun

8. Subject + to be + gerund + conjunction + gerund

9. Subject + verb phrase + infinitive to + conjunction + infinitive to

10. Subject + verb + not only + prep.phrase + but also + prep.phrase

11. Subject + verb + noun + noun + conjunction + noun

12. Subject + modal + verb + conjunction + verb

13. Subject + verb + gerund + gerund + conjunction + gerund

14. Neither + noun + nor + noun + verb phrase

15. Either + noun + or + noun + to be + prep. phrase.
III. (1) Circle the coordinating conjunctions and the commas that stand between logically parallel items. (2) Underline these items. (3) Rewrite the sentences, making each item structurally parallel.

1. Mowing lawns, weding gardens, and to run errands are the ways Jay earned money for his week at Software camp.

2. Since coming to our club, Coach Jacobs has taught us how to play as a team instead of as individuals and the way of outsmarting opponent.

3. The conductor’s job includes keeping the players together, shaping the tempo of the music, and the control of the loudness of the orchestra.

4. The company promised that salaries would be increased and improvement of working conditions

5. The grand mother learned knitting, crocheting, and how to sew.

6. That you are a sinner and your need of the savior are two important truths you must face.

IV. On a separate sheet of paper, draw paralleliem diagram of the following sentences.

1. Two large land purchases by the United States were the Louisiana Purchase in 1803 and the Atlanta Purchase in 1867.

2. The economy of our young nation was aided by interior expansion, mineral discovery, improved manufacturing techniques, and transportation development.

3. To see the Grand Canyon, to visit Yosemite, and to drive through the Rocky Mountains are all part of Mr. Olsen’s retirement plans.
4. The May figures showed that profits were up, that expenses were
down, and that employee absenteeism had declined by twenty
percent.
5. Children are to honour their parents and to obey them whether or
not they understand why they are asked to do something.

V. Create your own parallel structure with elements being compared
and elements joined by a linking verb or a verb of being, three
sentences for each.

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MEETING -2

WORD ORDER - INVERSION

A. LEARNING OBJECTIVES

This section will talk about Word Order and the rule of the Word Order with the examples as well. After studying this lesson the students suppose to be able to:

2.1 Explain what is an Inversion Order.
2.2 Show how to create inversion order sentences.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning Objective 2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what is an Inversion Order.</td>
</tr>
</tbody>
</table>

USUAL WORD ORDER

The normal word order or the usual word order in English is:

Subject (S) + verb (V) + object (O)

But in certain situations, such as asking questions and using quotations, it is very common in English to switch the order to “verb + subject”:

“They are going to the concert” Versus “Are they going to the concert?”
This switch from “subject + verb” to “verb + subject” is known as inversion.

INVERSION

Inversion means putting the verb before the subject. It is a literary technique in which the normal order of words is reversed, generally for emphasis or special effect. It makes a sentence sound striking or unusual. It also sounds quite formal. Sentences with inversion are less common in everyday English.

In a sentence with no special effect or emphasis, the normal order of words is retained. Inversion happens when we reverse (invert) the normal
word order of a structure, most commonly the subject-verb word order. For example, a statement has the subject (s) before the verb (v), but to make question word order, we invert the subject and the verb, with an auxiliary (aux) or modal verb (m) before the subject (s):

### Learning Objectives 2.1:

Show how to create inversion order sentences

It is sometimes difficult to remember when inversion is or can be used. Here are some guidelines and examples to help you.

1. **In a question the subject follows the auxiliary word or verb.**

   **Usual Word Order**: You are using a computer
   **Inversion**: Are You using a computer

2. **When there is a prepositional phrase indicating place at the beginning of a sentence, inversion occurs.**

<table>
<thead>
<tr>
<th>Usual Word Order</th>
<th>Inversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workings of a computer are</td>
<td>Inside the system unit are the</td>
</tr>
<tr>
<td>inside the system unit</td>
<td>workings of computer</td>
</tr>
<tr>
<td>The computer programs are fed</td>
<td>Into the computer are fed the</td>
</tr>
<tr>
<td>into the computer</td>
<td>computer programs.</td>
</tr>
</tbody>
</table>

3. **When the Conditional “if” has been omitted, inverted word order is correct.**

<table>
<thead>
<tr>
<th>Usual Word Order</th>
<th>Inversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I had used a computer it would</td>
<td>Had I used a computer. It would</td>
</tr>
<tr>
<td>have been finished now</td>
<td>have been finished now</td>
</tr>
<tr>
<td>If you should need the information, it will be in the computer</td>
<td>Should you need the information, it will be in the computer</td>
</tr>
</tbody>
</table>

4. **When a statement begins with a negative word or phrase, inversion occurs.** In formal styles, when we use a word with negative meaning (e.g. *never, seldom, rarely, scarcely, hardly*) in front position for emphasis, we invert the subject (s) and auxiliary (aux)/modal verb:
5. When the words in the list below begin a sentence or an independent clause, there is a change in word order. 

The following are some examples of inversion using negative words and negative phrases

**Using negative expressions/phrase; under no circumstances, in no way, no, not until**
- Under no circumstances *can we accept* credit cards.
- In no way *can he be* held responsible.
- At no time *did she say* she would come.
- Not until I heard my name *did I believe* I had won the race.

**Using negative words; seldom,**
- Seldom does one hear *a politician say* ‘sorry’
- Round the corner *came the postman.*
- On the doorstep *was a bunch of flowers.*

**Using negative words; 'seldom', 'rarely', 'never', and 'little':**
- Seldom have I seen such a beautiful view.
- Rarely did he pay anyone a compliment.
- Never had I felt so happy.
- Little did he imagine how dangerous it would be.

**Using negative words; 'hardly', 'scarcely', 'no sooner', when one thing happens after another.**
- Hardly had I begun to speak when I was interrupted.
- Scarcely had we started our meal when the phone rang.
- No sooner had I arrived than they all started to argue.

**Using negative words; 'only' and 'not only':**
- *Only* after the meeting *did I realize* the importance of the subject.
- *Only* when the plane landed safely *did he calm down.*
• Not only was the car slow, it was also very uncomfortable.

Using negative words; 'so' 'neither', 'nor':
• So do I,
• neither do I,
• nor do I.

C. EXERCISES

I. Rewrite the sentences below with inverted word order

1. If you should make an error, it can be corrected easily
2. Information is stored on a magnetic disk
3. If he had been more careful, we would not have lost all that data.
4. The computer not only stores information but also distributes it
5. Personal computers no sooner were invented then typewriter began to be replaced
6. The impact of the computer has been strongly felt only recently

II. Change into unusual order (inversion)

1. This facility defines and manages organizations, environments and tasks in an office.

2. If we should type our tasks, we will come to the laboratory.

3. Many activities are governed in the computer department.

4. You can attend the graduation day only after defending your thesis.

5. If you can join to the meeting tomorrow morning, it will be better for us.
6. A computer department plays a very important part in several big companies.

7. We place our computer and printer on the table.

8. The basic data concepts of data processing exist only in the computer field.

9. All the visitors come to this village only in this way, as this is a very small village.

10. All the information that we need presented to the machine.

11. Computer have greatly changed the way in which many kind of work are performed only in a very short period of time.

12. We will never again speak impolite or rude to our parents and our lecturers.

13. If my brother must come here by plane tomorrow morning, we will wait for him at the airport.

14. This facility controls the sending and receiving of documents among office members.

15. I showed you were talking to the secretary in the lobby hotel this morning.
16. If you must repair the computer again before next week, you will get a new job to do when you have finished it.

17. She will finish her study in this campus not until next year.

18. He has a good idea of what kind of programs to write for this company.

19. If I were in your position, I would do the same thing.

20. The students of Information Technology can operate not only computer but also laptop.

III. Create your own inverted word order sentences;

1. Five sentences using prepositional phrase indicating place.
2. Five sentences using conditional “if”.
3. Five sentences using different kinds of negative words.

D. BIBLIOGRAPHY


MEETING 3

WORD FORM – PREFIXES

A. LEARNING OBJECTIVES

This section talks about word forms which deal with prefixes; they are with the meaning not like, un-, in-, il-, ir-, dis-, mis-, re-, and over-. After studying about word forms which deals with prefixes, I hope that you are able:

3.1 To explain about the kinds of prefixes.
3.2 To give examples in different kinds of prefixes.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning Objectives 3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain about the kinds of prefixes</td>
</tr>
</tbody>
</table>

Some English words are formed from other words by adding affixes. The new words are usually similar in meaning to that of the former ones, so it is very important to know the kinds of prefixes in English.

An English word can be divided into three parts, they are; prefix, stem, and suffix. Prefix means “before”, and it comes before the stem. For example, the prefix ‘un-‘ (which its meaning is ‘not’) in the word “unfair” (the meaning is “not fair”). Prefixes usually change the meaning of the word. For example, “unfair” the prefix “un-“ change the meaning of the word “fair” into negative. A prefix is a letter or a group of letters that appears at the beginning of a word and changes the word’s original meaning. When you are learning the different types of prefixes, it is important to remember that not every word containing these combinations is a prefix.
With the meaning not

Prefixes un-, in-, ir- and dis- are often used to give adjectives and some verbs and nouns in English, to indicate the reverse of action. They can also be added to some past participles to give a negative meaning. Here are common examples:

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>unhappy, undo, unemployed, untidy, unwanted</td>
</tr>
<tr>
<td>im-</td>
<td>impolite, impatient, impure, immoral, imperfect, impractical, impossible</td>
</tr>
<tr>
<td>il-</td>
<td>illegible, illegal</td>
</tr>
</tbody>
</table>

Prefix un-

un- is used with many different words, e.g. unwrap, undo, unfriendly, unable, unemployed (without a job), untidy (not in order; in a mess), unwanted (not wanted). These are the sentences examples:

The present unwrap, so wrap it up first before you give it to your lecturer.
You have to submit your homework today, but you undo it yet.

Prefix im-

im- is used before some words beginning with m or p, e.g. impolite (rude) impatient (somebody who is impatient wants things to happen now, they cannot wait for things), impure (not pure), immoral (not moral), imperfect (not perfect), impractical (not practical), impossible (not possible).

The usage of that prefixes in the sentences are:

*It is impolite to give something to someone using our left hand.*

*It is impossible to buy a new house and a new car at the same time in cash.*

Prefix il-

il- is used before some words beginning with l, e.g. illegible (cannot be read because the writing is very bad), illegal (against the law). The example usage in the sentences:

*Please write clearer, because your note is illegible.*

*We cannot do anything which is illegal to our government.*
**Prefix ir-**

ir- is only used before some words beginning with r, e.g. irresponsible, irrational. The sentence examples:

Don’t do an irrational thing!

Please be a responsible person, not an irresponsible one.

**Prefix dis-**

dis- is used before some adjectives to mean not and to nouns and verbs to give an opposite meaning, e.g. dislike (not to like), disobey (not to obey), discourage (not to encourage), disrespect (not to respect), disconnect (to remove a connection). Sentence examples:

The plane appeared in the sky, then suddenly disappeared behind the cloud.

Most children dislike to eat vegetables.

**Prefix in-**

in- is used before a limited number of words, e.g. invisible (cannot be seen), incomplete (not complete), inconsiderate (not considerate), inefficient (not efficient), inactive (not active), inaccurate (not accurate). Sentence examples:

We have to be dependent people not independent people.

I think this is inaccurate source for your thesis, please find the other source.

Note:

A prefix does not normally change word stress, e.g. happy/unhappy, possible/impossible. But the stress may change if you want to emphasize the negative or opposite

A: Was he happy about the change?

B: No, he was very unhappy about it.
VERB PREFIXES: UN- AND DIS-

These prefixes have two meanings: they can have a negative meaning (as above), but they can also mean ‘the opposite of an action’ or ‘to reverse an action’. This meaning is used with certain verbs.

I locked the door when I left, but I lost the key, so I couldn’t unlock it when I get back.

I had to pack my suitcase (put everything in it) very quickly, so when I unpacked (took everything out) at the hotel, most of my clothes looked terrible.

The plane appeared in the sky, then suddenly disappeared behind a cloud.

In the morning you get dressed (put on your clothes), when you go to bed you get undressed (take off your clothes).

Learning Objectives 3.2:
To give examples of other prefixes

OTHER VERB PREFIXES WITH SPECIFIC MEANINGS.
Prefix re-

The prefix re- is used to describe a repeated event when it is added to verbs. For examples: rearrange (to arrange again), rebuild (to build again), replay (to play again), remake (to make again), refill (to fill again), redo (to do once again).

For example:
Rearrange the chairs please! Otherwise we cannot start the final test.
You made so many mistakes, so you must redo your assignment.

However there are also other verbs in English which have the prefix re- although they do not describe a repeated action, for examples: refrigerate, relax, remain, remember, report, reverse, resist and retire.
Prefix Over-

This prefix over is added to verbs to mean too much. *For examples:* overdoing (working too hard, also overwork), oversleep (sleep too long), overcharge (ask too much money).

*For examples:*
I think my boss is overdoing it at the moment.
I overslept last night, so this night I cannot sleep until midnight.

Prefix Mis-

Prefix mis-, this prefix is added to certain verbs to mean wrongly (badly or incorrectly). For examples: mispronounce (to pronounce wrongly), misplace (to put in wrong place), misbehave (to behave badly or wrongly), misunderstand (to understand wrongly).

*For examples:*
Can you help me to find my purse because I misplaced it.
Sometimes the children misbehave when the parents are not with them.

Prefix e-

This prefix means electronic, and we add it to activities that take place on computers or online, for example” e-business/e-commerce, that is business conducted over the Internet. Other examples are include; e-card, e-learning, e-zine, e-voting, e-signature, e-assessment, e-cash, e-book, and e-pal.

There are often spelling variations, with or without a hyphen, so always check your dictionary.

Prefix cyber-

This prefix comes from cybermetrics, and we use it to describe things related to computer networks, for example cybercafe, that is an internet cafe. Other examples include: cybercrime, cyberculture, cyberslacker, and cyberspace.
C. EXERCISES

I. Fill the blank by giving the nouns derived from verbs, adjectives, or nouns.
   1. He has decided it and it was his own ……………
   2. Don’t be so angry. You must try to control your ……………
   3. All people want to be happy. We all seek ……………
   4. They will arrive tomorrow. We are happy to welcome their ……………
   5. Columbus discovered America. It was a great ……………
   6. All employees must be more efficient. They are supposed to improve …
   7. Can you explain it again? Your first …………… is not so clear for me.
   8. I want to argue with him because I don’t want an ……………
   9. You must be serious because you your …………… is very important for me.
   10. You were absent last week. Can you explain your ………
   11. I hope he will be present tomorrow because his … is very important for us.
   12. He is an active worker. His ………… makes me surprised.
   13. He knows how to operate a computer because he has a good …………
   14. He refused my offer of work, and his ………… made me sad.

II. Give the nouns which describe people who do things to the following sentences.
   1. The man acted very well. He is a good ……………
   2. Jane always assists me in the laboratory. She is a good ……………
   3. John plays badminton very well. He is a professional ……………
   4. I don’t like her because she always tells me a lie. She is such a ……………
5. My elder brother drives very well. He is a good .................
don’t want you to beg because you are not .................
6. This dress is designed by Arthur. He is a very professional .................
7. His father employs male and female workers. They all like him because he is a good .................
8. Jack has to train some new employees. As a ................., he is paid high.
9. They decided to develop this area. The ........ has agreed to build some new houses.
10. He doesn’t want to follow us. He is not a good .................
11. My sister likes collecting stamps. She is a stamp .................
12. They sailed from Japan to America. They are really great .................
13. The man leads his people very well. He is a famous .................
14. Nancy can sing both English and Indonesian songs. She is an international .................

III. Use a noun based on the adjective in brackets to complete these sentences
1. I am not sure of the ................. (pure) of the water here.
2. It is your ................. (responsible) to arrive in class on time.
3. This clothe is not right ................. (thick) for a shirt.
4. The man praised the girl who returned his wallet because of her ................. (honest)
5. The doctor said that the medicine may cause ................. (sleep)
6. I felt sick on the boat because of the ................. (rough) of the water
7. It’s dangerous to swim in the ocean alone because you may get into .................(difficult)
8. The pilot of an aircraft must always think of the…. (safe) of his passengers.
9. To be an engineer you must have the …..(able) to do mathematics and physics.
10. I have had a certain …………. (weak) in my leg since I broke it.
11. It was …………. (stupid) to play football during the storm.
12. The prime minister’s …………. (popular) was due to his …………. (humble) and his …………. (honest)

IV. Use a noun based on the word in brackets to complete these sentences.

1. The teacher congratulated the student on his ………. (achieve) in being first in the class.
2. Scientists have made a …………. (predict) that the world’s supply of oil will be finished in 100 years.
3. Make a careful …………. (translate) of the story into Indonesian.
4. The children watched the magician with …………. (amaze)
5. Many foreign countries have made large …………. (invest) in Indonesia.
6. Mr. Smith is a …………. (relate) of the Prime Minister.
7. Many people come to town from villages to look …………. (employ)
8. There has been an …………. (improve) in her health since last year.
9. I don’t like the …………. (combine) of colors on that material.
10. I would like an …………. (introduce) to that girl over there.
11. Look into your dictionary for a …………. (define) of that difficult word.
12. The postal system and telephone are means of …………. (communicate)
13. The government made an …………. (announce) that taxation would increase by 10 per cent.
V. Complete the sentences below using the noun formed.
1. I could run well when I was a child. I could run well during my .............
2. He wants to be my friend. He wants my .................
3. She does not like the way you behave. She does not like your .................
4. She can have all my money after I die. She can have all my money after my..............
5. She cannot advise me. She cannot give me any .................
6. I believe that she is speaking the truth. It is my ............ that she is speaking the truth.
7. The rope is four yards long. The ................. of the rope is four yards.
8. That boy is not strong. That boy has no ............... 
9. She broke the glass because she was angry. She broke the glass out of........
10. He is an able scientist. He is a scientist of great .................

VI. Choose a word from this list to replace the adjective phrase (underlined) in each of the sentences which follow.

- brighten;
- shorten;
- lighten;
- broaden;
- harden;
- soften;
- darken;
- lengthen;
- strengthen;
- widen

1. It is said that travelling makes one’s experience of life broader.
2. Thick clouds covered the sun, the sky grew darker.
3. Exercise makes you slimmer and makes your muscles stronger.
4. If you want to make the journey across the Atlantic shorter, fly by Concorde!
5. Chauncey says she wants to make her hair lighter, but I think it’s a pretty color now.
6. The old lady grew much brighter when her grandchildren came in to see her.

7. When wax grows cold, it also grows hard.

8. I believe they are going to make the airfield longer so that bigger jets can land there.

9. The bread has gone dry, but you can make it softer with water, and then heat it a little.

10. The community should make the road wider here to stop all the accidents.

D. BIBLIOGRAPHY


Link and cite

https://en.wikipedia.org/wiki/List_of_academic_ranks
MEETING 4

WORD FORM - SUFFIXES

A. LEARNING OBJECTIVES

This section talks about word forms which deal with suffixes (akhiran); they are, noun suffixes just like, -ance, -ion, -age, -al, and –ment. Adjective suffixes, for examples; -ous, -al, -ive, -able, -ible, -ful, -less, -ish, -y, and –ly adverd suffix. And zero affixation; nouns and verbs, nouns and adjectives, or verbs and adjectives of the same form. After studying about word forms, I hope that you are able to:

4.1 To give examples of noun suffixes.
4.2 To create adjective suffixes.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning objectives 4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give examples of noun suffixes.</td>
</tr>
</tbody>
</table>

It is important to know if a word is a noun, a verb, an adjective, or an adverb. This is one of the most common types of error tested in the Written Expression section. As many as twenty percent of the items in this part of the test may be word form problems. These errors involve using one part of speech for another; a noun instead of a verb, an adjective instead of an adverb, and so on.

The form of a word depends on its position in a sentence. To make easier for you, study the noun suffixes, adjective suffixes, verb suffixes and adverb suffixes below.
1. NOUN SUFFIXES

VERB + SUFFIX

Many nouns are formed in this way. These suffixes common added to verbs to form nouns are -ance, -ion, -age, -al, -ice, -ure and -ment. All these suffixes are to make them into abstract nouns.

<table>
<thead>
<tr>
<th>Verb</th>
<th>suffix</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>assist</td>
<td>-ance</td>
<td>assistance</td>
</tr>
<tr>
<td>enter</td>
<td>-ance</td>
<td>entrance</td>
</tr>
<tr>
<td>elect</td>
<td>-ion</td>
<td>election</td>
</tr>
<tr>
<td>discuss</td>
<td>-ion</td>
<td>discussion</td>
</tr>
<tr>
<td>inform</td>
<td>-ation</td>
<td>information</td>
</tr>
<tr>
<td>organize</td>
<td>-ation</td>
<td>organization</td>
</tr>
<tr>
<td>advance</td>
<td>-age</td>
<td>advantage</td>
</tr>
<tr>
<td>marry</td>
<td>-age</td>
<td>marriage</td>
</tr>
<tr>
<td>arrive</td>
<td>-al</td>
<td>arrival</td>
</tr>
<tr>
<td>approve</td>
<td>-al</td>
<td>approval</td>
</tr>
<tr>
<td>advise</td>
<td>-ice</td>
<td>advice</td>
</tr>
<tr>
<td>choose</td>
<td>-ice</td>
<td>choice</td>
</tr>
<tr>
<td>create</td>
<td>-ure</td>
<td>creature</td>
</tr>
<tr>
<td>fail</td>
<td>-ure</td>
<td>failure</td>
</tr>
<tr>
<td>agree</td>
<td>-ment</td>
<td>agreement</td>
</tr>
<tr>
<td>arrange</td>
<td>-ment</td>
<td>arrangement</td>
</tr>
</tbody>
</table>

The other suffixes are –ee and –ist. These suffixes are added to some verbs to make them into nouns which the is meaning “person”

<table>
<thead>
<tr>
<th>Verb</th>
<th>suffix</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit</td>
<td>-ee</td>
<td>committee</td>
</tr>
<tr>
<td>employ</td>
<td>-ee</td>
<td>employee</td>
</tr>
<tr>
<td>biology</td>
<td>-ist</td>
<td>biologist</td>
</tr>
<tr>
<td>dent</td>
<td>-ist</td>
<td>dentist</td>
</tr>
</tbody>
</table>

And another suffix to form the verb into noun is –ant. The noun formed this suffix has the meaning “agent”

<table>
<thead>
<tr>
<th>Verb</th>
<th>suffix</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td>-ant</td>
<td>applicant</td>
</tr>
<tr>
<td>serve</td>
<td>-ant</td>
<td>servant</td>
</tr>
<tr>
<td>account</td>
<td>-ant</td>
<td>accountant</td>
</tr>
<tr>
<td>inhabit</td>
<td>-ant</td>
<td>inhabitant</td>
</tr>
<tr>
<td>immigrate</td>
<td>-ant</td>
<td>immigrant</td>
</tr>
</tbody>
</table>
Note:
Sometimes there is a spelling change. The most common is the omission of the final ‘e’ before the suffix –ion or –ation; translate/translation, organize/organization.

<table>
<thead>
<tr>
<th>Learning objectives 4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create adjective suffixes</td>
</tr>
</tbody>
</table>

**ADJECTIVE + SUFFIX**

Nouns are also formed by adding a suffix to an adjective. The suffixes often added to adjectives to form nouns are –ness, –ity, -ism and –ence

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Suffix</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>-ness</td>
<td>weakness</td>
</tr>
<tr>
<td>happy</td>
<td>-ness</td>
<td>happiness</td>
</tr>
<tr>
<td>stupid</td>
<td>-ity</td>
<td>stupidity</td>
</tr>
<tr>
<td>similar</td>
<td>-ity</td>
<td>similarity</td>
</tr>
<tr>
<td>colonial</td>
<td>-ism</td>
<td>colonialism</td>
</tr>
<tr>
<td>fanatic</td>
<td>-ism</td>
<td>fanatism</td>
</tr>
<tr>
<td>convenient</td>
<td>-ence</td>
<td>convenience</td>
</tr>
<tr>
<td>different</td>
<td>-ence</td>
<td>difference</td>
</tr>
</tbody>
</table>

**Suffix er/-or and –ist**

These are common noun suffixes added to existing nouns or verbs, and they describe people and their jobs or activities.

<table>
<thead>
<tr>
<th>-er</th>
<th>-er</th>
<th>-or</th>
<th>-ist</th>
</tr>
</thead>
<tbody>
<tr>
<td>dancer</td>
<td>driver</td>
<td>actor</td>
<td>artist</td>
</tr>
<tr>
<td>singer</td>
<td>manager</td>
<td>director</td>
<td>economist</td>
</tr>
<tr>
<td>murderer</td>
<td>footballer</td>
<td>translator</td>
<td>psychologist</td>
</tr>
<tr>
<td>farmer</td>
<td>employer</td>
<td>operator</td>
<td>journalist</td>
</tr>
</tbody>
</table>

**Note:** Notice the common spelling changes: Translate/translator,
operate/operator,
economy/economist
psychology/psychologist.

**Suffix –hood, -dom, and -ship,**

This suffix is added to some nouns to make them into abstract nouns. These nouns have the meaning “being in a state of”. Example: I always remember my childhood.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>motherhood</td>
</tr>
<tr>
<td>neighbor</td>
<td>neighborhood</td>
</tr>
<tr>
<td>sister</td>
<td>sisterhood</td>
</tr>
<tr>
<td>king</td>
<td>kingdom</td>
</tr>
<tr>
<td>wise</td>
<td>wisdom</td>
</tr>
<tr>
<td>martyr</td>
<td>martyrdom</td>
</tr>
<tr>
<td>citizen</td>
<td>citizenship</td>
</tr>
<tr>
<td>leader</td>
<td>leadership</td>
</tr>
<tr>
<td>member</td>
<td>membership</td>
</tr>
</tbody>
</table>

**Suffixes –ics and – our**

These suffixes are added to adjectives or nouns to make abstract nouns.

<table>
<thead>
<tr>
<th>Noun/adjective</th>
<th>Abstract noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>biology</td>
<td>biologics</td>
</tr>
<tr>
<td>strategy</td>
<td>strategic</td>
</tr>
<tr>
<td>economy</td>
<td>economics</td>
</tr>
<tr>
<td>lingua</td>
<td>linguistics</td>
</tr>
<tr>
<td>politic</td>
<td>politics</td>
</tr>
<tr>
<td>behave</td>
<td>behavior</td>
</tr>
<tr>
<td>glamorous</td>
<td>glamour</td>
</tr>
<tr>
<td>favorite</td>
<td>favor</td>
</tr>
</tbody>
</table>
Suffix – cy

This suffix is added to some nouns or adjectives to make them abstract nouns. For examples: accountance/accountancy, agent/agency, competence/competency, consistant/consistency, currant/currency, democrat/democracy, efficient/efficiency, fant/fancy, fluent/fluency, juice/juicy, vacant/vacancy, private/privacy.

The exception

Abstract nouns are formed by verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Abstract noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>growth</td>
</tr>
<tr>
<td>hate</td>
<td>hatred</td>
</tr>
<tr>
<td>live</td>
<td>life</td>
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<tr>
<td>see</td>
<td>sight</td>
</tr>
<tr>
<td>believe</td>
<td>belief</td>
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<tr>
<td>give</td>
<td>gift</td>
</tr>
</tbody>
</table>

Abstract nouns are formed by adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Abstract noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>depth</td>
</tr>
<tr>
<td>dead</td>
<td>death</td>
</tr>
<tr>
<td>high</td>
<td>height</td>
</tr>
<tr>
<td>hot</td>
<td>heat</td>
</tr>
<tr>
<td>long</td>
<td>length</td>
</tr>
</tbody>
</table>

The suffix –(e)n

This suffix is added to some adjectives and a few nouns to give a verb with the meaning of make or grow more (adjective). For example, sweeten = make sweet(er)
2. **NOUN SUFFIXES**

**ADJECTIVE SUFFIXES**

Suffixes change word class, e.g. from verb to noun or noun to adjective, but they can also change meaning.

---

### NOUN OR VERB + SUFFIX

<table>
<thead>
<tr>
<th>Noun or verb</th>
<th>suffix</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danger, fame</td>
<td>-ous</td>
<td>-dangerous, famous</td>
</tr>
<tr>
<td>Music, politics, industry,</td>
<td>-al</td>
<td>-musical, political, industrial</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>-economical</td>
</tr>
<tr>
<td>Attract, create, act</td>
<td>-ive</td>
<td>-attractive, creative, active</td>
</tr>
</tbody>
</table>

Note: Sometimes there is a spelling change. Here are common examples:

- **Double the consonant**, e.g. sun/sunny, fog/foggy
- **Leave out the final ‘e’**, e.g. create/creative, fame/famous.
- **Leave out the final ‘s’** before ‘al’, e.g. politics/political, economics/economical.
- **Change ‘y’ to ‘i’** before ‘al’, e.g. industry/industrial.

---

**Suffix –able and –ible**

These suffixes are used to form many adjectives from nouns or verbs:

- **enjoyable, comfortable, knowledgeable, suitable** —able and ible, quite often have the meaning ‘can be done’. *For example*, something that is washable ‘can be washed’ and other examples include.

Drinkable, comprehensible (can be comprehended or understood), reliable (can be relied on or trusted). E.g. a car or other machine that never goes wrong or breaks down)

**Words ending –able quite often express the opposite meaning by adding the prefix un-**: undrinkable, unreliable, unbreakable (cannot be broken), unsuitable, uncomfortable.

**Words ending –ible add the prefix in-**: incomprehensible, inflexible (somebody who is inflexible has fixed idea about something and cannot
change quickly or easily, an inflexible timetable cannot be changed easily),
inedible (cannot be eaten)

Suffix –ful and –less

The suffix –ful often means ‘full of’ + the meaning of the adjective:
careful, you are full of care; if you are helpful you are full of help. Other
eamples are: painful (hurts a lot), useful, and thoughtful (someone who is
thoughtful is kind and always think about others, a thoughtful action shows
care for others). The suffix –less means ‘without’ + the meaning of the
 adjective; if you are careless, you do something ‘without care’. Other
eamples are: painless, useless (has no use or function), thoughtless, jobless
and homeless (with nowhere to live).

Note:
You can see that –ful and –less are often used with the same words to form
opposites, But this is not always true: a person with a home is NOT homefull

Suffix –ish

There are two ways the suffix –ish is used to make adjectives.

With certain nouns, often with the meaning of like the noun.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>boyish</td>
</tr>
<tr>
<td>Child</td>
<td>childish</td>
</tr>
<tr>
<td>Fever</td>
<td>feverish</td>
</tr>
<tr>
<td>Fool</td>
<td>foolish</td>
</tr>
<tr>
<td>Self</td>
<td>selfish</td>
</tr>
</tbody>
</table>

With colors or numbers, meaning nearly or approximately.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>bluish</td>
</tr>
<tr>
<td>Green</td>
<td>greenish</td>
</tr>
<tr>
<td>Brown</td>
<td>brownish</td>
</tr>
</tbody>
</table>
## Suffixes –y and –ly

These suffixes are added to nouns to make adjectives.

### Suffixes –y

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>angry</td>
</tr>
<tr>
<td>Hill</td>
<td>hilly</td>
</tr>
<tr>
<td>Noise</td>
<td>noisy</td>
</tr>
<tr>
<td>Dirt</td>
<td>dirty</td>
</tr>
<tr>
<td>Chill</td>
<td>chilly</td>
</tr>
<tr>
<td>Ice</td>
<td>icy</td>
</tr>
<tr>
<td>Fruit</td>
<td>fruity</td>
</tr>
</tbody>
</table>

### Suffixes –ly

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>friendly</td>
</tr>
<tr>
<td>Hour</td>
<td>hourly</td>
</tr>
<tr>
<td>Month</td>
<td>monthly</td>
</tr>
<tr>
<td>Love</td>
<td>lovely</td>
</tr>
<tr>
<td>Man</td>
<td>manly</td>
</tr>
<tr>
<td>Chief</td>
<td>chiefly</td>
</tr>
<tr>
<td>Neighbor</td>
<td>neighborly</td>
</tr>
</tbody>
</table>

### Zero affixation

Many words in English can function as a noun and verb, or noun and adjective, or verb and adjective, with no change in form. The meaning is not always the same, but this unit looks at examples where the words do have the same meaning.
What's the answer? (noun) I must clean my room. (verb)

Answer the question (verb) It's a clean room (adjective)

I don’t like the cold. (noun) I didn’t replay to the letter. (verb)

I don’t like cold weather I wrote a replay to the letter (noun) (adjective)

Note:
Other examples in the book are marked like this: ache (n,v), damage (n,v), dry (v, adj). keep a record of them in your notebook.

NOUN AND VERB

You may know these words in one form but not the other. (The definition are for the verb): smile, laugh, smell, taste, increase, rain, dream, queue.

Brake (stop a car using the brake on the floor)
Diet (eat less and loss weight)
Guess (give an answer without knowing the facts)
Ring (phone)
Murder (kill someone)

Note:
Other words in this group include: stay, drink, rest, look, cost, and wait.

And these are a few examples:

We queue for half an hour We waited in a queue for half an hour.
This orange smells/tastes strange This orange has got a strange smell/taste.

I didn’t know the answer, so I I didn’t the answer, so I had a guess. guessed
WHICH VERB?

When you use these words as nouns, you need to choose the correct verb to use with it.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>We stayed in Paris for a short time</td>
<td>We had a short stay in Paris.</td>
</tr>
<tr>
<td>We rested for a while</td>
<td>We had a short rest.</td>
</tr>
<tr>
<td>She braked quickly</td>
<td>She put on the brakes quickly.</td>
</tr>
<tr>
<td>He needs to diet</td>
<td>He needs to go on a diet.</td>
</tr>
<tr>
<td>I’m going to ring him</td>
<td>I’m going to give him a ring.</td>
</tr>
<tr>
<td>I looked in the paper</td>
<td>I had a look in the paper.</td>
</tr>
<tr>
<td>He pushed me.</td>
<td>He gave me a push.</td>
</tr>
<tr>
<td>I dreamt about you last night</td>
<td>I had a dream about you last night.</td>
</tr>
</tbody>
</table>

C. EXERCISES

I. Fill the blank by giving the nouns derived from verbs, adjectives, or nouns.

1. He has decided it and it was his own ………………
2. Don’t be so angry. You must try to control your ………………
3. All people want to be happy. We all seek ………………
4. They will arrive tomorrow. We are happy to welcome their ………………
5. Columbus discovered America. It was a great ………………
6. All employees must be more efficient. They are supposed to improve ………………
7. Can you explain it again? Your first ……………… is not so clear for me.
8. I want to argue with him because I don’t want an ………………
9. You must be serious because you your ……………… is very important for me.
10. You were absent last week. Can you explain your ………………
11. I hope he will be present tomorrow because his ……………… is very important for us.
12. He is an active worker. His ............. makes me surprised.
13. He knows how to operate a computer because he has a good .............
14. He refused my offer of work, and his ............. made me sad.

II. Use a noun based on the adjective in brackets to complete these sentences
1. I am not sure of the ................ (pure) of the water here.
2. It is your .............. (responsible) to arrive in class on time.
3. This clothe is not right ............. (thick) for a shirt.
4. The man praised the girl who returned his wallet because of her ............. (honest)
5. The doctor said that the medicine may cause ............. (sleep)
6. I felt sick on the boat because of the ............. (rough) of the water.
7. It’s dangerous to swim in the ocean alone because you may get into .............(difficult)
8. The pilot of an aircraft must always think of the ............. (safe) of his passengers.
9. To be an engineer you must have the ............. (able) to do mathematics and physics.
10. I have had a certain ............. (weak) in my leg since I broke it.
11. It was ............. (stupid) to play football during the storm.
12. The prime minister’s ............. (popular) was due to his ............. (humble) and his ............. (honest)
III. Use a noun based on the word in brackets to complete these sentences.

1. The teacher congratulated the student on his ………… (achieve) in being first in the class.
2. Scientists have made a ……………. (predict) that the world’s supply of oil will be finished in 100 years.
3. Make a careful ……………. (translate) of the story into Indonesian.
4. The children watched the magician with …………… (amaze)
5. Many foreign countries have made large …………… (invest) in Indonesia.
6. Mr. Smith is a ……………. (relate) of the Prime Minister.
7. Many people come to town from villages to look …………… (employ)
8. There has been an ……………. (improve) in her health since last year.
9. I don’t like the ……………. (combine) of colors on that material.
10. I would like an ……………. (introduce) to that girl over there.
11. Look into your dictionary for a ……………. (define) of that difficult word.
12. The postal system and telephone are means of …………… (communicate)
13. The government made an ……….. (announce) that taxation would increase by 10 per cent.

IV. Complete the sentences below using the noun formed.

1. I could run well when I was a child. I could run well during my …………
2. He wants to be my friend. He wants my ……………
3. She does not like the way you behave. She does not like your ……………
4. She can have all my money after I die. She can have all my money after my …………….
5. She cannot advise me. She cannot give me any ………………..
6. I believe that she is speaking the truth. It is my ………. that she is speaking the truth.
7. The rope is four yards long. The ……………. of the rope is four yards.
8. That boy is not strong. That boy has no …………….
9. She broke the glass because she was angry. She broke the glass out of ……………
10. He is an able scientist. He is a scientist of great ……………

V. Choose a word from this list to replace the adjective phrase (underlined) in each of the sentences which follow.

| brighten;   | shorten;   | lighten;   |
| broaden;   | harden;    | soften;    |
| darken;    | lengthen;  | strengthen;|
|            |            | widen      |

1. It is said that travelling makes one’s experience of life broader.
2. Thick clouds covered the sun, the sky grew darker.
3. Exercise makes you slimmer and makes your muscles stronger.
4. If you want to make the journey across the Atlantic shorter, fly by Concorde!
5. Chauncey says she wants to make her hair lighter, but I think it’s a pretty color now.
6. The old lady grew much brighter when her grandchildren came in to see her.
7. When wax grows cold, it also grows hard.
8. I believe they are going to make the airfield longer so that bigger jets can land there.
9. The bread has gone dry, but you can make it softer with water, and then heat it a little.
10. The community should make the road wider here to stop all the accidents.
VI. Use an adjective ending in –ish or –ful based on the word in the brackets to complete these sentences.

1. Tarra looks rather .............(boy) because she always wears trousers.
2. It is ............. (fool) to cross the road without looking.
3. Javanese dancing is very ............. (grace)
4. It is ............. (self) not to share things with other people.
5. Richard was ........... (success) in the examination because he studied very hard.
6. A train has a very .............(power) engine.
7. It’s very .............(use) to be able to speak English.
8. Danny can never remember where he puts his glasses. He is very ............. (forget)
9. Sally is a very ............. (think) person. She always thinks about people.
10. Andrew felt very hot and ............. (fever) so he went to see the doctor.
11. Playing with toys is a rather ............. (child) pastime for a man.
12. Tamara is a very ............. (skill) driver and she has never had an accident with her car.

VII. Use an adjective based on the word in brackets to complete the following sentences.

1. The Browns have just returned from a holiday in Bali. They had a most ............. time (enjoy)
2. The car was very badly damaged in the accident and was not ....... (repair)
3. It is more ............. to travel by train than to travel by bus. (comfort)
4. Would it be ............. to you if I pay you the money next month? (accept)
5. Our little dog is very ……………. and always jumps up at visitors to play with them (excite)
6. Most modern cloth is easily …………….(wash)
7. I find that many Thai names are not …………….(pronounce)
8. The typewriter was badly damaged in the fire and is no longer …… (use)
9. It is no longer ……………. for girls to wear very short skirts. (fashion)
10. Your writing is very untidy. It is not …………….. (read)

VIII. Now rewrite these sentences using the underlined verbs as nouns.
The meaning must stay the same.

1. I’ll ring him this evening.
   ……………………………………………

2. I diet if I put on weight.
   ……………………………………………

3. It was very hot, so we rested for a while after lunch.
   ……………………………………………

4. I braked but I still couldn’t stop in time.
   ……………………………………………

5. He pushed me.
   ……………………………………………

6. Did you look in the paper?
   ……………………………………………
IX. Sometimes the same word form can be a verb and noun but with a very different meaning. Read these pairs of sentences. Does the verb have the same meaning as the noun, a similar meaning, or a completely different meaning?

1. We had a long wait for the bus.
   If we wait any longer, we may miss the train.
2. Could we have another bottle of water, please?
   I asked her to water the garden.
3. I gave him the book.
   Did you book the table in the restaurant?
4. They always take a break after an hour’s work.
   Did he break his arm skiing?
5. I go for a run most mornings.
   I was late so I had to run to get to school on time.

X. Create your own two sentences from each of these words; first is as a verb and the second one is as a noun.

Surprise; smile; taste; guess; order; rest; help; love; work; dream;

D. BIBLIOGRAPHY


MEETING 5
PUNCTUATION

A. LEARNING OBJECTIVES

This section will talk about Punctuation and the rules of the Punctuation with the examples as well. After studying this lesson the students suppose to be able in:

5.1 Explain the end marks.
5.2 The usage of commas.
5.3 Use other punctuations in daily needs.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning Objectives 5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the end marks.</td>
</tr>
</tbody>
</table>

Punctuation marks are essential when you are writing. They show the reader where sentences start and finish and if they are used properly they make your writing easy to understand. This section gives practical guidance on how to use commas, semicolons, and other types of punctuation correctly, so that your writing will always be clear and effective. There are also sections which offer advice on using punctuation when writing direct speech, lists, or abbreviations.

The kinds of punctuations are: full stop (.), comma (,), question mark (?), exclamation mark (!), semi-colon (;), colon (:), quotation mark, (“ “), inverted comma (‘ ‘), parentheses ( ( ) ), dash ( / ), hyphen (-), apostrophe (‘) and capital letter. We will talk about capital letter in the next meeting. And we will discuss all those punctuation one by one.
USING END MARKS

1. **Use a period to end a declarative sentence or an imperative sentence.**

   **Example:**
   An effective way to show your maturity is always keep your word (declarative).
   Do not promise more than you can fulfill (imperative)

2. **Use a period to end an indirect question**

   **Example:**
   *He asked who had moved the chairs.*

3. **Use a period to end a polite request disguised as a question.**

   **Example:**
   Will you please take this to the office

4. **Use a period to indicate an abbreviation**

   **Example:**
   Mr.  Mrs.  Dr.  Ph.D  B.C
   Is is now general practice to omit periods for abbreviations of organizations.

   **Example:**
   FBI, CIA, OAS. UNICEF
   If the abbreviating period ends a declarative sentence, no additional punctuation is needed, but if the abbreviating period ends an interrogative sentence or an exclamatory sentence, a question mark or an exclamation point must also be used.

   **Example:**
   *The airliner arrived at 9:20 P.M.*
   *Wasn’t Julius Caecar murdered in 44 B.C.?*
   *How foolish of them to call at 2:00 A.M.!!*

5. **Use a question mark to end an interrogative sentence**

   **Example:**
   *In what year did King John sign the Magna Carta?*
6. Use an exclamation point to end an interrogative sentence.
   Example:
   How wonderful that Allah creates this world!

7. Use an exclamation point to end an imperative sentence strongly stated.
   Example:
   Don’t let the cat into the house!

Learning Objectives 5.2:
The usage of commas.

USING COMMAS
Use a comma and a coordinating conjunction (and, but, or, nor, for, yet) to join two independent clauses (, and)
Example:
You do your part, and Allah will do the rest.

Use a single comma to indicate that a word or words have been omitted, or to avoid a possible misreading. (,)
Use single commas to separate three or more items in a series.
Example:
Fruit, nuts, and vegetables are just a few of the crops grown in Indonesia. (words in a series)
At the reunion, people were sitting in the yard, on the porch, and in the house. (phrases in a series)
He sang, he preached, and he showed his slides. (short clauses in a series)

Use single commas to separate two or more coordinate adjective preceding a noun. Coordinate adjectives are two or more adjectives that are in the same category.
Example:
Laura seems to be a kind, considerate person.
Use a single comma anytime to avoid a misreading.

Example:

*Before eating, my grandmother would always drink a large glass of water.*

Use a pair of commas to indicate a nonessential element in a sentence (, ......).

A nonessential element can be omitted and the remaining words will still mean what they were intended to mean. The nonessential element merely gives additional information about something already indentified. An essential element cannot be omitted without causing a change in the intended meaning. The essential element identifies what particular person, place, thing, or time is meant.

**Note:** The pair of commas is one mark of punctuation composed of two symbols , but these symbols are not to be thought of as two single commas.

Example:

*Robert E. Lee, who commanded the confederate Army, was a great general.*

Sometimes the nonessential elements come first or last in a sentence. In this cases, only one half of the pair of commas is necessary.

Example:

*The plane landed at Chicago O’Hare International Airport, one of the world’s business airports.*

Use commas to et off nonessential appositives. An appositive is a noun or noun equivalent placed beside another noun or noun equivalent to indentify or to explain it.

Example:

*Mississippim the Magnolia state, has a wide variety of plant life.*

**Note:**
If the appositive is short and closely related to the expresssion it follows. It is usually an essential appositive and no commas are needed. Essential appositives are often only one word.
Use commas to set off nonessential participial phrases, nonessential adjective clauses, and nonessential adverb clauses.

Example:

James, grinning mischievously, poked his head into the room (nonessential participial phrase)

The man playing third base is an excellent fielder. (essential participial phrase)

Sometimes an element may be interpreted as essential or as nonessential. The writer of the sentence must punctuate the sentence so that it conveys the meaning he intends.

Example:

My uncle who is a mechanical engineer works at Fort Rucker (essential; more than one uncle)

My uncle, who is a mechanical engineer, works at Fort Rucker. (nonessential; only one uncle)

Use commas to set off words used in direct address.

Example:

The troops are ready, General, for your inspection.

Use commas to set off well, yes, no, and other interjection at the beginning of a sentence.

Example:

Yes, you should always do as your promise.

Use commas to set off parenthetical expressions; in fact, for example, of course, indeed, however, incidentally, nevertheless, on the contrary, in my opinion, at any rate, I think, I suppose, etc.

Example:

On the contrary, his proposal seems very satisfactory.

At any rate, I will be there on time.
Use a comma to set off introductory modifying phrases or clauses.
Example:
*When the day begins with prayer, it is bound to end well.*

Use commas to separate the parts of dates and addresses within sentences. Use a comma after the last part if it does not end the sentence. Do not use a comma between the month and the day or between the state and the ZIP code.
Example:
*On Tuesday, October 29, stockholders sold 16,410,030 shares of stock.*
*His new office will be built at 16 Sunnyside Drive, Eugene, Oregon 97404.*

Use a comma after the salutation of a business letter. Use a comma after the closing of all letters.
Example:
*Dear Uncle Jerry, Dear Emily, Your loving one, very truly yours.*

**Learning Objectives 5.3:**
The usage of italics.

**USING ITALICS**
Underline/Italicize the titles of books, magazines, newspapers, plays, works of art, and the names of trains, ships submarines, aircraft, and spacecraft.
Example:

Underline / italicize foreign words and phrases that have not been accepted as English.
Example:
*Lapaus linguae, experto credite.*
Underline/italicize words, letters, and numbers referred to as such. The word affect and effect are often used incorrectly. Your a’s look like u’s and your 9’s look like y’s

USING HYPHENS
Use a hyphen if you must divide a word at the end of a line. Use a hyphen in compound numbers from twenty-one through ninety-nine, but larger numbers don’t.
Thirty-six, Forty-five, Twenty-first, Sixty-one chapters, Fifty-two titles.
Correct:
One hundred and thirty six,
one hundred and twenty nine

Use a hyphen in fractions used as adjectives
Example:
A two-thirds majority (as adjective)
One third of the stock (as noun)

Use a hyphen with the prefixes all-, ex-, self-, and with the suffix –elect.
Example:
All-powerful
Ex-convict
Self-reliant
Senator-elect

Use a hyphen with prefixez before a proper noun or proper adjective.
Example:
Pan-Asiatic
Pro-America
Anti-Rusian
un-Biblical
Use a hyphen with most compound adjectives used before a noun.  
Example:

Cross-country runner
how-to-do-it book
two-inch margin
red-faced man

USING QUOTATION MARKS
Use quotation marks to enclose the exact words of a speaker (a direct quotation), Do not use quotation marks for an indirect quotation, which is a rewording of the person’s statement. 
Example:
The war hero said “I fear nothing but doing wrong” (direct quotation)
The war hero said that he feared nothing but doing wrong. (indirect quotation)

Capitalize the first word of a direct quotation, if the quotation is interrupted by other words, the second part should not begin with a capital letter unless the second part is the beginning of a new sentence or is a word that would be capitalized anyway. 
Example:
“Rather than love, than money, than fame,” said Thoreau, “give me truth”

The exact word of a speaker should be set off from the rest of the sentence by using a comma, a question mark, or an exclamation point. 
Commas and periods always go inside the closing quotation marks. Colons and semicolons always go outside the closing quotation marks. 
Example:
The following students still have to recite the poem “Silver”: Amy Turner, Erin Phelps, and Tim Gerrand.
Question marks and exclamation points go inside the closing quotation marks when they apply to the quoted matter only. They go outside when they refer to the whole sentence.
Example:
After murdering Abel, Cain said, “Am I my brother’s keeper? (The quotation mark applies to the quoted words only).

Who said, “let no corrupt communication proceed out of your mouth”? (The question mark applies to whole sentence)

John exclaimed, “How forcible are right words!” (The exclamation point applies to quoted words only)

In quoting more than one sentence, use quotation marks only at the beginning and at the end of the whole quotation. Do not put quotation marks around each sentence.
Example:
Our lecturer read us this good quotation by Thomas Arnold: “Real knowledge, like everything else of value, is not to be obtained easily. It must be worked for, studied for, thought for, and more than all, must be proved for,”

If a quoted passage consists of more than one paragraph, quotation marks are used at the beginning of each paragraph and at the end of the last paragraph. Do not use quotation marks after any paragraph except the last. In writing conversation, begin a new paragraph each time the speaker changes. Use quotation marks to enclose titles of short stories, short poems, songs, chapters, articles, and other parts of books or magazines.
Example:
O. Henry included the short story “The Ransom of Red Chief” In an anthology entitled Whirligigs.
Use single quotation marks for an element within a quotation that also requires quotation marks.

Example:
“What poem begins with the line “April is the useless month” said the lecturer.

USING APOSTROPHE

Use an apostrophe to form the possessive case of nouns. To form the possessive case of a singular noun, first write the singular spelling of the word. Then add an apostrophe and s (’s).

Example:
Woman’s shoe
Charles’s theory
Herry’s anwer

To form the possessive case of plural noun that does not end in s, first write the plural spelling of the word. Then add an apostrophe and s (’s).

Example:
Children’s books
Policemen’s protection
Women’s gloves

To form the possessive case of a plural that ends in s, first write the plural spelling of a word, then add an apostrophe (’).

Example:
Boys’ socks
Lions’ den
Williamses’ house
When forming the possessive case of compound words and words that show join possession, make only the last word possessive.

Example:
Son-in-law’s car
Finch and Hatch’s Food Store
Someone else’s pen

For words that show individual possession, make each word in the group possessive.

Example:
Jack’s and Jill’s ideas
Mrs. Bellis’s and Howe’s girls.

Use an apostrophe and s to form possessive case of indefinite pronouns

Example:
Anybody’s guess
Somebody’s job
Everyone’s cooperation

Use an apostrophe to show that letters or numbers have been omitted from a word used as words.

Example:
4’s and 3’s
&’s and and’s

USING DASHES AND PARENTHESES
Use a dash after a series of words or phrases that give details about the statement that is to follow.

Example:
Rachmaninoff, Pucini, and Ravel – these were the composers he most enjoyed.
Note:
This is exactly yhe opposite of the way a colon it used. Compare this sentence with the one above.
The composers he most enjoyed were these: Rachmaninoff. Pucini, and Ravel.

Use a dash to indicate a break in falhering a speech or an unfinished construction.
Example:
I – I – think that – something is lurking in the shadow!
While you are out, would you – oh, never mind!
But what if – “His voice trailed off, and he said no more.

Use a pair of dashes to indicate parenthetical element that are emphatic that contain internal punctuation.
Example:
When the game was over – what a game! – we celebrated.(dashes for emphasis)
The time had comefor Huss to stand before the council – a council already predisposed against him ( dashes for emphasis)

USING PARENTHESES
Use parenthese to enclose brief confirmatory information.
Example:
The Willers prepared to go to Gold Coast as businessmen
John Wooden, former coach at the University of California at Los Angeles (UCLA), was the most successful college basketball coach in history.

Use parentheses to enclose confidential comments to the reader and supplementary or explanatory information added merely for clarity.
Example:
His idea (do you think it was a good one?) was adopted by the committee.
Today we studied ultraviolet light (invisible light which has a wavelength shorter than visible violet light): tomorrow we will study about infrared light.

A science writer often uses illustrations to clarify his statements (see fig. 25 as an example).

Mrs. Jones insists on baking chocolate pies for me. (I seldom discourage her)

C. **EXERCISES**

I. **Add any punctuation where needed.**

1. How would you say if you are scared
2. Look what you have done to me
3. Oh its just an old radio
4. There many faculties in our university such as management literature law and technique
5. CPU Computer Processor Unit is the brand of computer
6. Do we have a class on Monday or is Monday a holiday
7. My mother in law is very kind to me
8. There are twenty five students in this class
9. Don’t forget guys well be leaving Sunday
10. Today my sisters friend goes to see my mother’s old house she wants to buy it

II. **Put the correct punctuation where needed.**

**The Fox and the Crow**

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. That’s for me as I am a Fox, said Master Reyhard and he walked up to the foot of the tree. Good day, Mistress Crow, he cried. How well you are looking today how glossy your feathers how bright your eye. I feel sure your voice must surpass that of other birds just as your figure does. Let me hear but one song from you that I may greet you as the Queen of Birds. The Crow lifted up her head.
and began to caw her best but the moment she opened her mouth the piece of cheese fell to the ground only to be snapped up by Master Fox that will do he said That was all I wanted In exchange for your cheese I will give you a piece of advice for the future Do not trust flatterers

III. Give each example of every punctuation that we already discussed

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D. BIBLIOGRAPHY


MEETING 6
CAPITALIZATION

A. LEARNING OBJECTIVES

This section will talk about Capitalization and its rules with the examples as well. And the aims of lecturing in this section are:

6.1 Showing the rules of capitalization.
6.2 Using the correct capitalization in the sentences.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning Objectives 6.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing the rules of capitalization</td>
</tr>
</tbody>
</table>

**Capitalization** is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. The main function of capitals is to focus attention on particular elements within any group of people, places, or things. In this section, we will discuss about capitalization.

**CAPITALIZE PROPER NAMES**

Capitalize names of particular persons, places, and things.

Words referring to the Deity: Allah, God, Father, Son, Almighty and so on

Personal names: Sarah, Asih, Amir, Donnt and so on

Continents, countries, states, counties and cities: Antartica, Indonesia, Florida, Howkins County, Jakarta.

Recognized political or geographical regions: South, the Far West, the Northwest.

Islands, bodies of water, mountains, parks: Samosir Island, Isle Royale, Old Harbour Bay, Caribbean Sea, Big Horn Mountains, Saratoga National Historical Park.

Streets and highways: Wimpole Street, Grand Concourse Boulevard.
Capitalize common names, such as avenue, bulding, bridge, mosque, park, school, street only when part of an official name: Fort Niagara, Pensacola College

<table>
<thead>
<tr>
<th>Learning Objectives 6.2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the correct capitalization of proper names</td>
</tr>
</tbody>
</table>

**CAPITALIZE WORDS DERIVED FROM PROPER NAMES**

Capitalize abbreviations of proper names.

Example:
- NRA (National Rifle Association)
- FAA (Federal Aviation Administration)

**Capitalize proper adjective**

Example:
- Spanish, Indonesian, Australian, Columbian

**Sometimes proper names and their derivatives lose their original meanings through frequent usage and are no longer capitalized.**

For example:
- Frankfurter.

**Note:**

When you are in doubt about a word, refer to your dictionary. Be sure to locate the definition of the word as used in your sentence, because the word may be capitalized for one definition and not capitalized for another.

- Pharisaical (capitalized --refers to the Pharisees)
- Pharisaical (lowercased --refers to anyone who acts like a Pharisee)

**Capitalize the first letter of every sentence**

The sleep of a labouring man is sweet.
Capitalize the pronoun I and the interjection O
Rhe more common interjection oh is capitalized only when it stands as the beginning oh a sentence. Oh is usually followed by a comma or an exclamation point; O is never followed by punctuation.

Capitalize the first word of every line of poetry
Roses are red
Violets are blue
Sugar is sweet
And so are you my friends

Capitalize titles of persons
Capitalize titles when they are used before a person’s name. For example:
President Soekarno, Queen Elizabeth, Mayor Fogg.

Titles following a name or used alone in place of a name are not usually capitalized unless used in direct address.
For example:
Paul O.Neal, secretary of the treasury
Margareth II, the queen of Denmark

Capitalize the family-relationship words when they are used before a person’s name and when used alone in place of the name.
For example:
I think that Uncle Jessie and Aunt Olivia have recently moved.
Yesterday Mother went on vacation with Mrs. Green.
Ryan’s father is an expert fisherman

CAPITALIZE THE TITLES OF WORKS
Capitalize the first and last words all important words in the titles of books, magazines, newspapers, poems, stories, plays, musical compositions, paintings, sculpture, and other works of art.
For example:
Valiant for the Truth (book)
Popular Mechanic (magazine)
“Stopping by Woods on a Snowy Evening (poem)
“Bartleby the Scrivener” (story)
The Spanish Tragedy (play)
Pines of Rome (musical composition)
Saint John on Patmos (painting)
The Cheyenne (sculpture)

C. **EXERCISES**

**I. Capitalize the following terms below:.**

1. Abbreviation of proper name: ........................................
2. A name of person: ........................................
3. A name of country: ....................................
4. A name of brand: ........................
5. A word referring to the Deity: ........................
6. A title of book: .......................  
7. A title of person: .....................
8. The first word of sentence: ....................
9. A family relationship word: ...........................
10. A name of tribe: ...............................

**II. Change each letter in this passage below that should be capitalized.**

nowadays, computers can be found in any places; offices, malls, houses, and schools. they have taken part in our daily life. however, it took long time to invent the computer.

the invention of computer took more than a hundred year to complete. charles babbage designed the first computer way back in 1830s. it would be built with brush and run on steam power. yet. in
these days, it was too big and too complicated to build. but in time, other people used his ideas to invent the modern computer.

modern computers now can be seen anywhere. they are simpler than the former form. even, there is a kind of portable computer called a laptop. we can bring laptop when we go to office, to campus, to school or to any places. it has a charging battery system so that it doesn’t always need electricity.

III. **Change each letter that should be capitalized.**

- there are some programming languages such as, fortran, cobol, algol, basic, pascal, and apl.
- ibm which stand for international business machines usually prepares the aptitude tests for the programmers.
- there are three basic hardware sections; the central processing unit (cpu), main memory and peripherals.
- most desktop displays use liquid crystal display (lcd), or cathode ray tube (crt) technology.
- some of popular raster formats are; jpeg, gif and tiff.
- a digital audio workstation (daw) lets you mix and record several tracks of digital audio.
- my computer is pentium 4, which made in ibm usa.
- a japanese company, nec. developed an integrated office system in 1983.
- we are seeking a webmaster for ejupiter.co.uk, a company dedicated to e-commerce.
- dmb (digital multimedia broadcasting) and dvb-h (digital video broadcast-handheld) can send multimedia (tv, radio, and data) to mobile devices.
IV. Change each letter in this passage below that should be capitalized.

thailand is one of the most interesting countries in south-east asia. it has a much smaller population than indonesia (about 40 million people), and has fewer different ethnic groups. thai is the commonest language spoken in thailand, but some malay is spoken in the southern provinces. thailand is much flatter than indonesia; there are no big mountains.

thailand’s climate is nearly the same as indonesia’s, but in the northern part of the country it is much cooler. bangkok is not as big as jakarta, but it is just as noisy. however it is less crowded than jakarta. there are just as many old taxis in bangkok as in jakarta, but in bangkok the taxis drive much faster. some people say that bangkok’s taxi drivers are the worst in the world.

D. BIBLIOGRAPHY


MEETING 7
READING COMPREHENSION

A. LEARNING OBJECTIVES

This section presents reading comprehension which is very important for the students. And after reading about this, hope that you are able to:

7.1 Explain what exactly is reading comprehension
7.2 Read independently
7.3 Improve comprehension
7.4 Build vocabulary

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning objectives 7.1:</th>
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<tbody>
<tr>
<td>Explain what exactly is reading comprehension</td>
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</table>

Reading comprehension is one of the pillars of 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. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are 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. 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. In addition to being able 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.

**Learning objectives 7.1:**

Read independently

**HOW DOES READING COMPREHENSION DEVELOP?**

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. The students need to continue to develop reading comprehension strategies. As their reading materials become more diverse and challenging, Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

**Learning objectives 7.3:**

Improve 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.

Beyond this, 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. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

**Learning objectives 7.4:**

Build vocabulary

**READING TEXT**

**MICROCOMPUTERS**

The early 1970s saw the birth of the microcomputers, or micro for short. The central processor of micro, called the microprocessor, is built a single semiconductor device; that is, the thousands of individual circuit elements necessary to perform all the logical and arithmetic functions of a computer are manufactured as a single chip. A complete microcomputer system is composed of a microprocessor, a memory and peripheral equipment. The processor, memory and electronic controls for the peripheral equipment are usually put together on a single or on a few printed circuit boards. System using microprocessors can be hooked up together to
do the work that until recently only minicomputer systems were. Capable of doing. Micros generally have somewhat simpler and less flexible instruction sets than minis, and are typically much slower. Different micros are available with 4-, 8-, 12-, 16-bit word lengths. Similarly, minis are available with word lengths up to 32 bits. Although minis can be equipped with much larger primary memory sizes, micros are becoming more powerful and converging with minicomputer technology.

The extremely low price of micros has opened up entirely new areas of application for computers. Only 20 years or so ago, a central processing unit of medium capability sold for a new hundred thousand dollars (U.S), and now some microprocessors sell for as cheaply as $10. Of course, by the time you have a usable microcomputer system, the price will be somewhat between $500 and $10,000 depending on the display unit.

The available range of microcomputer system is evolving more rapidly than minicomputers. Because of their incredibly low price. It is now possible to use only a small fraction of the computer's capability in particular system application and still be far ahead financially of any other way of getting the job done. For example, thousands of industrial robots are use today, and the number is growing very rapidly as this relatively new industry improves the price and performance of its products by using the latest microcomputers.

Even though the software available for most microcomputer systems is very limited more so than for minis. It does not discourage their use in the many high-volume, fixed application for which programming is especially a “one shot deal” as is the case in the space shuttle for many new users from more complex calculators to automobile engine operation and medical diagnostics. They are already used in automobile emission control system and are the basis of many TV game attachments. There is also a rapidly growing market for personal computers whose application potential in education is only just beginning to be exploited.

It would seem that the limits for microcomputer applications have by no means been reached. There are those who predict that the home and
hobby computer markets will grow into a multi-billion dollar enterprise within a decade or so. It would also appear that performance of microprocessors could well increase ten-fold before 1990 while prices for minis could decrease by as much. (English for Computer Science, Norma D. Mullen)

C. EXERCISES

I. Answer the following questions

1. When did the microcomputer appear?
2. What is microprocessor?
3. Where do the thousands of individual circuit can perform logical and arithmetic function exist?
4. What construct a complete microprocessor system?
5. How can the system microprocessor be used to do the work that until recently only minicomputer system are able of doing?
6. When you compare the prices of micros 20 years ago and those now, what can you conclude?
7. What alter the prices of microcomputer system?
8. What are the computers’ extensive use in control systems of all types destined for?
9. How is the growing market for personal computer?
10. What do you think about the microcomputer application limit?
11. What do you think about the future performance of microprocessors and the price for micros?

II. Write “T” for the true statements and “F” for the false on the line provided!

1. _____It is a chip that consists of thousands of individual circuit elements.
2. _____Memory equipment is an element of a complete microcomputer system
3. ______Microcomputer instruction sets are more intricate than those of minicomputers.
4. ______The word length available of all sorts of microcomputers is only one type.
5. ______Although microcomputer becomes more powerful, they cannot meet the technology of minicomputer.
6. ______The price of microcomputer is becoming higher and higher.
7. ______It is the price that enables us to utilize a small fraction of the computer’s capability in a special system application.
8. ______Microcomputers cannot be used in many different types of industries.
9. ______Microcomputers cannot be used in games.
10. ______By the end of this century micros will be much cheaper and possibly used.

III. Look at the text again and find out what the bold words refer to.
1. Their incredibly low price __________
2. Improves the price and performance of its product __________
3. Fixed application for which programming __________
4. In addition to their extensive use __________
5. They are destined for many new users __________
6. They are already used in automobile emission control system __________
7. Whose application potential in education __________

IV. Find out the synonyms (words having similar meaning) of the following words in the text.
1. small __________
2. required __________
3. Lately __________
4. Able __________
5. Adjustable
6. Low – cost
7. Developing
8. Restriction
9. Estimate
10. Business
11. Rise
12. Cost
13. Lessen

V. Find out the antonyms (words having an opposite meaning) of the following words in the text!
1. Imperfect
2. Unusual
3. More complex
4. Partly
5. Slowly
6. Universal
7. Oldest
8. Intensive
9. Lasting
10. Disappear

D. BIBLIOGRAPHY


MEETING 8
WORD CHOICE

A. LEARNING OBJECTIVES

In this chapter, students will learn about word choice. After having some explanations, students are able to:

8.1 Know and understand what word choice is.
8.2 Produce effective sentences using correct word choice.
8.3 Avoid incorrect word choice in producing sentences both in spoken and written language.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning objectives 8.1:</th>
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<tbody>
<tr>
<td>Know and understand what word choice is</td>
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</table>

Words choice or diction separates good writing from bad writing. It depends on a number of factors. Firstly, the word has to be right and accurate. Secondly, words should be appropriate to the context in which they are used. Lastly, the choice of words should be such that the listener or readers understand easily. Besides, proper diction or proper words choice is important to get the message across. On the contrary, the wrong choice of words can easily divert listeners or readers which results in misinterpretation of the message intended to be conveyed.

Words used in different contexts can have different connotations. When you answer a question about word choice you are not only being asked what that word means but to consider how that meaning is affected by the context of the passage. You will be able to infer a great deal about writers' opinions from the words they use. Individuals vary their diction depending on different contexts and settings.

Considering word choice is all about thinking beyond the obvious meaning of a word in order to explore what it suggests. Often words meaning almost the same thing imply quite different things. You need to be
alert to recognise these when they occur. A number of words in English often cause problems because they have similar meanings like make and do or sound alike just like alike and like. Many times one word is used incorrectly in place of another.

**Learning objectives 8.2:**

Produce effective sentences using correct word choice

The following are explanations about words that have almost the same in meaning.

**MAKE OR DO**

The verb to make means to produce or create, whereas to do means to perform or to act. These two verbs are found in a number of expressions. Expression with make include. There are many common expressions with these verbs, and often they are different in other languages, so you need to learn them.

**THINGS WE MAKE:**

1. a mistake (an error)
   
   **Example:** He made a few mistakes in the exam.

2. a meal (prepare and cook something to eat)
   
   **Example:** I had to make my own dinner last night.

3. money (become rich)
   
   **Example:** He made a lot of money when he worked in America

4. Friends
   
   **Example:** It’s not always easy to make friends in foreign country

5. A decision (choose which one)
   
   **Example:** We can have the red ones or the green ones, but we must make a decision before 6 pm

6. a noise
   
   **Example:** I can’t work when the children make a lot of noise
7. Progress (improvement)
   Example: Her English is good now, she has made a lot of progress

THINGS WE DO
1. Homework
   Example: I forgot to do my homework last night.
2. The housework (cleaning)
   Example: My mother does all the housework in our house
3. Subjects (study subjects)
   Example: Did you do English at school?
4. a course
   Example: did a one week course in word process.
5. the shopping (buy food)
   Example: I always do the shopping at the weekend.
6. research (detailed study in one
   Example: He’s doing research in physics at Rome University

SUBJECT (SOMEONE) A FAVOR (DO SOMETHING )
1. favor to help someone)
   Example: I don’t have any coffee. Could you do me a favor and lend me some?
2. Something/anything/nothing
   Example: I didn’t do anything last night. That boy has done nothing all day

LIKE/ ALIKE /UNLIKE
Look for the different parts of speech of the verbs like/alike/unlike as well as their different meanings to avoid confusion.
1. Like is a preposition that means similar. It is followed by an object.
   For example: Like many other people, I did not know the dangers of that thing.
2. Alike is an adverb that means equality, as an adjective. It means similar
For example: The new information on asbestos caused panic in construction and industry alike.

3. Unlike is a preposition that means not similar. It is followed by an object.
   For example: Unlike other woven material, asbestos is capable of withstanding high temperatures and at the same time deflecting heat.

OTHER / THE OTHER / ANOTHER
Another means “one more.” It can be used before a singular noun. We need to find another way. Other means “more of the ones is the group we are talking about.” It is used before a plural noun.
Example: Asbestos protects other mateerials from fire.

The other means “the last one of the group we are talking about.” It is used before a singular noun. Or a noncount noun. It is preceded by a determiner such as the, same, any, no, or, one.
Example: No other material is capable of withstanding such tempreature. One type of asbestos is dangerous; the other type is not as dangerous.

SO/ SUCH/ TOO
Both so...that and such...that have the same meaning, but they are used with different constructions. So...that is used with many, few, much, and little.

<table>
<thead>
<tr>
<th>So + adverb/adjective + that</th>
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</table>

For example: Asbestos was so convenient that everybody used it.

<table>
<thead>
<tr>
<th>Such + adjective + noun + that</th>
</tr>
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</table>

For example: Asbestos had such unique qualities that is was used widely.

Too means more than necessary. It comes before an adjective or adverb and is followed by an infinitive.
For example: Asbestos is too dangerous to be used widely.
MUCH/MANY/FEW/LITTLE
1. Many and few are used with count nouns.
   For example:
   Many old buildings have asbestos
2. Much and little are used with noun count nouns.
   For example:
   There is much caution when dealing with the material today.

Learning objectives 8.2:
Avoid incorrect word choice in producing sentences both in spoken and written language.

Other Commonly Confused Words
Other words may also be used in word choice errors. The most common words used on the test are listed below. Learn the difference between the words in pairs by looking them up in the dictionary to find out what parts of speech they are and the difference in meaning. The following words may also be used in word choice problems.

<table>
<thead>
<tr>
<th>Number/Amount</th>
<th>Near/Nearly</th>
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<tbody>
<tr>
<td>Few/A few</td>
<td>After/Afterward</td>
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<td>Little/A little</td>
<td>No/Not</td>
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<td>Because/Because of</td>
<td>And/But/Or</td>
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<td>Despite/In spite of</td>
<td>Most/Almost</td>
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<tr>
<td>Percent/Hardly</td>
<td>Age/Old</td>
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<tr>
<td>Twice/Double</td>
<td>Either...Or/Neither...nor</td>
</tr>
<tr>
<td>Some/Somewhat</td>
<td>Person/People</td>
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</tbody>
</table>
C. EXERCISES

I. Underline the word that correctly completes the sentence.

1. A wide range of new products is now available to (do/make) many of the jobs once (do/make) by materials (made/done) with asbestos.
2. Modern products (made/done) with asbestos look different from the ones that caused problems in the past.
3. Usually radon disperses in the open air and would (do/make no harm to your body luminous)
4. Marie Curie (made/did) a great contribution to science through her discovery of radium, although it proved fatal to her.

II. Circle the word that correctly completes the sentence

1. Another/other airy material is glass fiber.
2. Ancient Egyptian used asbestos to weave funeral garments for kings and other/another important people.
3. While asbestos, or chrysolite, is another/other kind of asbestos.
4. Asbestos can be mixed with another/other materials such as rubber, paint, and cement.
5. Other/another products are now available to do jobs where asbestos was once used.
6. Besides being a good heat and electrical insulator, other/the other use of asbestos has been to keep

III. Underline the word that correctly completes the sentence.

1. (unlike/alike) blue asbestos, while asbestos is safe when its fibers are sealed off and left undisturbed.
2. Both blue and brown asbestos are (alike/like) in that they are both dangerous.
3. (Like/alike) all metals, alkaline-earth metals conduct heat and electricity well.
4. Radon, (like/alike) radium, is radioactive.
5. Today synthetic plastic foam is used for insulation, but (unlike/alike) asbestos it cannot be used where are high temperatures.

6. Asbestos and radium are (alike/like) in that they are both dangerous.

IV. Circle the word that correctly completes the sentence.
1. Asbestos has such/so many properties that it was used in all modern building activities.
2. Asbestos is so/such dangerous that it has been banned in many countries.
3. Asbestos is considered to be so/too dangerous to be used in buildings today.
4. Asbestos was so/too widely used in construction that it is creating problems today.
5. Asbestos can stand such/too high temperatures that it was used as protective clothing by firefighters.
6. Asbestos is too/so dangerous to be removed without wearing protective clothing or gloves.

V. Circle the word that correctly completes the sentence.
1. Much/many blue asbestos is mined in South Africa, Bolivia, and Australia.
2. A small amount of radiation can help cure someone, whereas too much/many will cause harm.
3. Madam Curie, after many/much years of exposure to radium, died of anemia.
4. A little/few radon can be found in much/many types of soil.
5. Few/little people have had the bad luck to live in an area with a high natural background level of radiation.
6. There was little/few information about the dangers of asbestos before the 1950s.
VI. Circle the word that correctly completes the sentence.

1. An amount/a number of contaminated buildings are known to release dangerous amount of radioactiveity over a period of years.
2. Because of /although its danger to health, asbestos has been banned in many countries.
3. Synthetic plastic foam should no/not be used where are high temperatures
4. Afterward/after the danger of asbestos was known, glass, fiber began to be used widely for heat insulation.
5. Radon is radioactive and it decays to produce some/somewhat very unhealthy properties.
6. Radon gas is not a threat to human life almost/most of the time.

D. BIBLIOGRAPHY


MEETING 9

REDUNDANCY

A. LEARNING OBJECTIVES

In this occasion, the students will learn what and how redundancy in English works. This topic also provides some clear explanations about redundancy and some detailed examples. After having some explanations, students are able to:

9.1 Know and understand what redundancy is.
9.2 Produce effective sentences.
9.3 Avoid unnecessary repetition in producing sentences both in spoken and written language.

B. DESCRIPTION OF MATERIAL

<table>
<thead>
<tr>
<th>Learning objectives 9.1:</th>
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<tbody>
<tr>
<td>Know and understand what redundancy is.</td>
</tr>
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</table>

Redundancy is a very important discussion because it is very often used both in conversation and in the writing of English. In learning redundancy, we can see there are two or more words that say the same thing and make the sentences not effective. However, most students have problems in identifying and producing the appropriate words in the sentences.

Redundancy means superfluity or using words unnecessarily or using words for a second time. In redundancy, there will be some words with the same definition used together. You may have read something in a book or a paper in class and have noticed that the sentence is a bit too long. For example, you may have read a sentence that had something along the lines of, “The heat’s coming from the hot stove.” The sentence is already stating that there is heat coming from the stove so there is no reason for the person
to restate that the stove is hot. This is an example of redundancy, and it is found in various forms of writing and speeches.

When something is redundant it means that it is excessive, unnecessary, or superfluous. Redundancy usually involves repeating something or adding in information that is completely unnecessary. A good way to test whether or not something is redundant is to see if the phrase in question could have something removed from it. Redundancy means that excess or waste. A sentence is said redundant if there is a word or group of words that do not need the additional sentence that makes the sentence is not effective, because without a word or group of words that also mean additional remains the same. In other words, the sentence guns ineffective and redundant.

Not all usages of redundancy are bad. In fact, there are many instances where redundancy is considered to be okay, such as when a person is using it for emphasis. In most occasions though, especially when a person is being redundant without realizing it, it’s bad.

<table>
<thead>
<tr>
<th>Learning objectives 9.1:</th>
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</thead>
<tbody>
<tr>
<td>Produce effective sentences</td>
</tr>
</tbody>
</table>

EXAMPLES AND EXPLANATION

Example-1: If all of us cooperate together, we will succeed.

In this sentence, the words cooperate and together have been used. But both these words convey the same meaning. One of the two words should be dropped in order to make the sentence a correct one.

*If all of us cooperate, we will succeed.*
*If all of us work together, we will succeed.*

Both these sentences are correct ones.

Example-2: The accused was guilty of false misstatement.

This sentence uses false and misstatement whereas both these words convey the same meaning. The correct sentence is: *The accused was guilty of misstatement.*
Example-3: It was the general consensus of opinion that we must go to the movie.

The two words which convey the same meaning are consensus and opinion. One word should be removed to make this sentence correct one. The correct sentence is: It was the general opinion that we must go to the movie.

Example-4: The three brothers had nothing in common with each other.

Here also two phrases in common and with each other have been used to convey the same meaning. The correct sentence is: The three brothers had nothing in common.

Example-5: I am enclosing herewith my bio-data.

Enclosing and herewith are the two words which convey the same meaning. The correct sentence is: I am enclosing my bio-data.

Example-6: There was an ovation when the minister rose up to speak.

The two words (rose and up) convey the same meaning. The correct sentence is: There was an ovation when the minister rose to speak.

Example-7: Do not return back home without completing the work.

In this sentence also, two words, conveying the same meaning have been used. The correct sentence is: Do not return without completing the work. These examples might have made it clear for you how to avoid Redundancy in your sentences.
**Learning objectives 9.3:**
Avoid unnecessary repetition in producing sentences both in spoken and written language.

**THE COMMON ERROR IN REDUNDANCY**

The common error in redundancy is the use of the phrase the reason….because. The redundancy in such sentence arises because the word reason itself signifies because. Such sentences should be corrected by replacing the conjunction because with that.

**Examples 1:**

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason why India is economically week is because it was under foreign rule for over two hundred years</td>
<td>The reason why India is economically week is that it was under foreign rule for over two hundred years</td>
</tr>
</tbody>
</table>

**Example 2:**

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason why I did not attend the party last night was because I had a headache</td>
<td>The reason why I did not attend the party last night was that I had a headache</td>
</tr>
</tbody>
</table>

The most common types of redundancy are: **the pleonasm, redundant abbreviations, intensifiers, plague words.**

**THE PLEONASM**

Pleonasm is the use of more words than are necessary to convey meaning, like the sentence “**see with your eyes**”. It is obvious because we *do* see with our eyes. For example:

“An **anonymous stranger** stole my umbrella”

“Chocolate cake is better than vanilla. It’s a **true fact**”

In the examples, “anonymous stranger” is ridiculous because all strangers are anonymous, and all facts are true.
REDUNDANT ABBREVIATIONS

These happen when the last character is said twice; once as part of the abbreviation, and then the word itself. This type of redundancy is also known as the RAS Syndrome: “Redundant Acronym Syndrome Syndrome”. See how the last word is repeated? It doesn’t make sense, right?

For example:
“We need to find an ATM machine to take money out”
“I think the LCD display broke”
ATM means “Automated Teller Machine” so saying “machine” means we are repeating it unnecessarily. The same goes for LCD, which means “Liquid Crystal Display”.

INTENSIFIERS

Many intensifiers do not add any extra meaning to the sentence. If possible, always make sure that each word you write or speak adds something to what you are trying to say. Otherwise, it’s redundant!

For example:
“The meeting this morning was extremely important“
“The supply of food was severely inadequate“
Using intensifiers is not as repetitive as the pleonasm, but they still do not contribute a lot more meaning to the sentence, so it is best to avoid them.

PLAGUE WORDS

These are words that also do not add anything to a sentence. They are probably called “plague words” because they are annoying.

For example:
“Eggs and milk are essentially important to make a good cupcake”
“There is basically no reason not to go”
C. EXERCISE

I. Rewrite the following sentences so that they are no longer redundant.

1. Carlos gets up at 6:00 a.m. in the morning.
2. The paper clip attached the papers together.
3. Tamika used the fly swatter to kill the fly dead.
4. Kelly Clarkson is a modern singer of today.
5. Never before has a movie had as big an opening as The Dark Knight.
6. Many students protested against the new dress code.
7. Eric split the cookie into two halves.
8. Spilling the milk was an unintentional mistake.
9. Janice asked her mom for cash money to take to the mall.

II. Identifying correct and incorrect sentences

1. a. You must first do this before you go. (Incorrect)
   b. You must do this before you go. (Correct)
2. a. The flight will arrive at 7 p.m. in the afternoon. (Incorrect)
   b. The flight will arrive at 7 p.m. (Correct)
3. a. He carefully examined each and every letter. (Incorrect)
   b. He carefully examined each letter. (Correct)
4. a. In my opinion, I think it is going to rain. (Incorrect)
   b. I think it is going to rain. (Correct)
5. a. Frank was elected as Chairman unanimously by all members. (Incorrect)
   b. Frank was elected as Chairman unanimously. (Correct)
6. a. I have a client of mine who insists on paying his fee in advance. (Incorrect)
   b. I have a client who insists on paying his fee in advance. (Correct)
7. a. Have you read the latest biography of Indira Gandhi’s life? (Incorrect)
   b. Have you read the latest biography of Indira Gandhi? (Correct)
8. a. The police restored the stolen purse back to the rightful
owner. (Incorrect)
b. The police restored the stolen purse to the rightful owner. (Correct)

9. a. All other boys except Peter came for picnic. (Incorrect)
b. All boys except Peter came for picnic. (Correct)

10. a. I am looking for a job with a salary of at least US $2000 or more. (Incorrect)
b. I am looking for a job with a salary of at least US $2000. (Correct)

III. Choose the word that correctly completes the sentence.

1. Can you reread / again for the first paragraph for me, because I can’t hear your voice before.

2. Everybody just back / returns from their vacation in their own home towns.

3. No new / innovation that is invented for the bad thing.

4. For around / approximately thirty thousand students joint to study in Pamulang university.

5. One of the chief / main vision and mission of Pamulang university is to help young people to have an opportunity to go to a university.

D. BIBLIOGRAPHY


MEETING 10
CONDITIONAL SENTENCE

A. LEARNING OBJECTIVES

In this section, we will talk about Conditional sentences. There are three types of Conditional sentences, namely: type I: probable/possible/like condition, type II: unlikely/impossible/imaginary condition and type III: unfulfilled/impossible condition. And the objective of this section for the students are:

1. Showing how to create the type I of conditional sentences.
2. Explaining about the type II of conditional sentences.
3. Explaining about the type III of conditional sentences.

B. DISCRIPTION OF MATERIAL

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. There are three types of Conditional Sentences:

Type I : condition possible to fulfill
Type II : condition in theory possible to fulfill
Type III : condition not possible to fulfill (too late)

A conditional sentence or conditional if normally has two parts. One part shows a result and the other shows a condition is normally preceded by if. In the sentence: He will get angry if he does not get what he wants. The result is “He will get angry” and the condition which introduced by if is “He does not get what he wants” they are; if clause and main clause.

Actually there are two main types of conditional sentences: real and unreal. Real conditional sentences refer to situations that are either true or possible. Unreal conditionals refer to situations that are untrue, impossible or hypothetical conditional sentences of this type are often described as being contrary to fact.
We use conditional sentences to express that the action in the main clause can only take place if a certain condition is fulfilled. They are introduced by if, unless and as long as. Unless means not and as long as means provided/providing (that).

**There are two parts of a conditional sentence:**
- **If** clause
- **Main clause**

**If you come on time, we will go to see a film.**

**Learning Objectives 10.1:**

**Showing how to create type I of Conditional sentences**

The pattern of the three types of the conditional sentence are:

**Type I: condition possible to fulfill / probable condition**

It is possible and also very likely that the condition will be fulfilled

If clause is in present tense and main clause is in simple future tense

**If + simple present tense, subject + will + bare infinitive**

For examples:

- If you eat all that food, you will be ill.
- If she has enough time, she will come to your house.
- If we have much money, we will buy a new car
- If I find her address, I’ll send her an invitation

**If + simple present tense, subject + will + bare infinitive**

This pattern showing possibility, permission and certainly

- If you teach me, I can do my home work.
- He may come, if you call him
- If you come to my house, we shall have dinner together.

**If + should**

This pattern substitutes of if + present tense showing more polite or doubt

- If I should see him, I will ask him to ring you.
- If you should see him, please give him this message.
- If you should go out, please get me a magazine
Learning objectives 10.2:
Explaining about the type II of conditional sentences.

Type II: Unlikely/Impossible/Imagery Condition / improbable condition
It is possible but very unlikely, that the condition will be fulfilled

| If + subject + simple past, subject + would/ could/might + bare infinitive |

For examples:
If I knew the answer, I would tell you
If I had the money, you might borrow it.
If we started now, we would be in time.
If it stopped raining, we could go out.

Note: that after I/he/she/it, we often use the subjunctive form 'were' and not 'was'. (Some people think that 'were' is the only 'correct' form but other people think 'was' is equally 'correct'.)

| If + subject + were ............ , subject + would |

Examples:
The form 'If I were you' which is often used to give advice

Learning Objectives 10.3:
Explaining about the type III of conditional sentences.

Type III : past unreal /Impossible Condition
This type showing regret
It is impossible that the condition will be fulfilled because it refers to the past

| If + subject + past participle, would/could/might + have + past participle |

For examples:
If you had gone by car, you would have arrived in Bandung.
If you had studied English seriously, you would have spoken English well.
If she had tried harder, she would have been successful.

If I had been you / in your position
For examples:
“If I had been you / in your position showing somebody else’s position.”
If I had been in your position, I would have accepted his offer.
If I had been Mary, I would have paid $200 for the television.
If I had been in his position, I would not have quitted my job.

We can also use this pattern in this type, and this type is the most common used in conditional type III.

| Had + subject + past participle, subject + would have + past participle |

For examples:
Had I known you were not there, I would not have come
Had he found the right buyer, he would have sold the car.
Had I met him at the airport, I would have given your letter.

C. EXERCISES

I. Complete these following unfinish conditional sentences below.

Conditional sentences Type I
1. If you study hard, you will ......................
2. If you come late to class, you will ................
3. If they have much money, they will ................
4. If you ask me nicely, I will ............

Conditional sentences Type II
5. If we were rich, we would ............
6. If you spoke English well, you would ............
7. If I were sick, I would .................
8. If I knew the address, I would ............
9. If I were you, I shouldn’t .............

Conditional sentences type III
10. If you had gone by car, you would have ..............
11. If I had studied English seriously, I would have ..............
12. If I had known the answer, I would have ..............
13. If I had telephoned her, she would have ..............
14. If I had known that she was in hospital, I would have ..............
II. Supply the correct verb in the blank space, in order to make complete conditional sentences.

1. If they ................. on time to class, they will not ............... the quiz
2. If I ............... my job early, I will ............... to your house.
3. If you ............... my cat, it will ............... you.
4. If you ............... more seriously, I will ........... some more increase
5. If you ............... my laptop, I will not ............... you.
6. If you ............... your parents, You should ............... them
7. If you ............... my help, you may ............... to my house anytime.
8. If you ............... us, we will ..............to your wedding party
9. If I ........ him, I will ............... to ring you.
10. If you don’t ........... your mind, I won’t ............... you.

III. Answer these questions below.

1. Write your own conditional sentences type I, three sentences.
2. Create your own conditional sentences type II, three sentences.
3. Make your own conditional sentences type III, three sentences.

D. BIBLIOGRAPHY


MEETING 11
PHRASAL VERBS

A. LEARNING OBJECTIVES

This section will talk about Phrasal Verbs with its formation and its meaning with the examples as well. And LEARNING OBJECTIVES in this section for the students are:

11.1 Explaining what is a phrasal verb.
11.2 Showing how to use a phrasal verb.

B. DESCRIPTION OF MATERIAL

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition. Many phrasal verbs have more one meaning. Sometimes the meaning of phrasal verb is very similar to the base verb, and the adverb just emphasizes the meaning of the base verb. Some phrasal verbs are intransitive verbs and some are transitive verbs.

<table>
<thead>
<tr>
<th>Learning Objectives 11.1:</th>
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<tbody>
<tr>
<td>Explaining what is a phrasal verb</td>
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</table>

FORMATION OF PHRASAL VERB

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition.

Example:
The price new laptop may go up (increase) again next week.
He fell over (fell to the ground) when he was running for the bus
If you don’t understand the meaning, you can look it up (find the meaning) in the dictionary.
MEANING

Sometimes the **meaning of a phrasal verb** is very similar to the base verb, and the adverb just emphasizes the meaning of the base verb, for example: *stand up, wake up, save up, hurry up, sit down, lie down, send off* etc. On other occasions, the adverb adds the idea of completing the action of the verb, for example: *drink up (finish your drink), eat up (finish eating) finish off*. **But more often**, the meaning of a phrasal verb is very different from the base verb, for example: *go up doesn’t mean the same as go, look after is different from look, and look after is also quite different from look up*. An adverb or preposition can therefore change the meaning of a verb a great deal.

Here are some more examples:

It took her a long time to **get over** *(get better/recover from)* her illness.

He told me to **carry on** *(continue)* as far as the traffic light.

I persuaded to my brother to **give up** *(stop)* smoking.

MULTIPLE MEANING

Many phrasal verbs have more than one meaning so you must be careful when you see a phrasal verb you think you know, or look up the meaning in a dictionary. In the italic examples, the phrasal verb is much more natural than the explanation in the brackets.

**Examples:**

It was so hot so I decided to **take off** *(remove)* my jacket.

I am always nervous when the plane **takes off** *(leaves the ground)*

I don’t think I’ll **get through** *(finish)* this report before five o’clock.

I think she’ll **get through** *(pass)* the exam.
### Learning objectives 11.2:

Showing how to use a phrasal verb.

### GRAMMAR OF PHRASAL VERB

Some phrasal verbs are intransitive verbs and do not need a direct object.

**Examples:**

- The children are *growing up* (getting older and more mature)
- Don’t wait out there, please *come in* (enter)
- I’m going to *stay in* (stay at home) this morning

With these verbs, you cannot put another word between the verb and adverb. But many phrasal verbs are transitive verbs and do need a direct object. With some of these phrasal verbs, you can put the object between the verb and adverb.

- *Put on* your shoes - *put* your shoes *on*
- *Turn on* the TV - *turn* the TV *on*

If the object is a pronoun, it must go between verb and adverb.

- *Put* them *on* – (not put on them)
- *Turn it on* - (not turn on it)

### STYLE: FORMAL OF INFORMAL

Some phrasal verbs can be used equally in written or spoken English. Sometimes this is because there is no other easy way to express the meaning of the phrasal verb.

**For examples:**

- I always *wake up* early, even at weekends
- The car *broke down* (went wrong, stopped working)
- Thieves *broke into* (entered by force and illegally) the house and took money, credit cards, and all my jewelry.

But most phrasal verbs are informal and are more common in spoken English. In written English there is often a more formal word with the same meaning.
For examples:

You can *leave out* question 7. (omit/you don’t need to do question 7)

They’re got a problem and they asked me to *sort it out* (resolve/find a solution/do something about it)

C. EXERCISES

I. **Make the following text more informal by changing some of the verbs to phrasal verbs with the same meaning. There are three in each text.**

1. The cost of living is increasing. All the time and I find it quite difficult to manage on my salary. But I think I can probably **continue** for a few months.
2. She told us to enter, but then we had to remove our shoes and I had to **extinguish** my cigaratte.
3. The lecturer told the class to invent a story to go with the picture in their books, and then continue with exercise 4. She said they could all **omit** exercise 5.

II. **Fill the gaps to complete the phrasal verb in each sentence.**

1. We went round the campus and ............ up all the rubbish.
2. I don’t think they ever ............ out how the man escaped.
3. This milk smells horrible. I think it has ............ off.
4. Do you think they’ll ............ through the exam next week?
5. They had a bad relationship at first, but she ............ on very well with him now.
6. The prize has ............ up three times this year.
7. I agreed to ............ after my sister’s cat when she goes to France
8. We can ............ on until the teacher tells us to stop.
9. Why didn’t your alarm clock ............ off this morning?
10. I’m afraid this photocopier has ............ out of paper, but you can the other one in my office.
III. Separate the two parts of the phrasal verbs by answering the questions below.

1. Can we leave out this question? Yes............................
2. Do we need to turn off the light when we went to bed? Yes............................
3. Must we make up the story? Yes............................
4. Could we turn on the radio? Yes............................
5. Does she put on her new shoes? Yes............................
6. Will you give away your unused clothes? Yes............................
7. Are we going to put on the uniform tomorrow? Yes............................
8. Must you dash off something before you go to bed? Yes............................
9. Should we put away our staff by ourselves? Yes............................
10. Can we throw away the rubbish everywhere? No............................

IV. Write two sentences for each of these phrasal verbs to show their different meanings.

a. Pick up
   - She picked up the phone.
   - Please pick up the phone.

b. Take off
   - Please take off your shoes.
   - She took off her hat.

c. Go off
   - The alarm clock went off.
   - Please go off to bed.

d. Get through
   - Please get through to the Manager.
   - I want to get through to the Manager.

D. BIBLIOGRAPHY


A. LEARNING OBJECTIVES

This section will talk about positive agreement using the word “so” and “too”. After studying about this lesson, hope that you are able to:

12.1 Explain what is positive agreement using so and too.
12.2 Give examples the usage of positive agreement using so and too.

B. DESCRIPTION OF MATERIAL

Too or so is used to avoid repetition of previous words of phrases, too or so and appropriate auxiliary verb.

For example:
He operates computer and she operates computer
He operates computer and she does too
He operates computer and so does she.

I work for the big company and Mary work for the big company

For example:
I work for the big company and Mary does too
I work for the big company and so does Mary.

Learning objectives 12.1:

Explain what is positive agreement using so and too

We use the word so or too when indicating that one person or thing does the same thing as another person or thing. Also, the conjunction and is used to avoid repetition of the affirmative statement and the simple statement containing either so or too. The order of the simple statement will depend on which word, so or too, is used.
The following are the formulas for using affirmative agreement statements after various verb forms.

**When a form of the verb be is used in the main clause, the same tense must be used in the following simple statement.**

![Formula]

**For examples:**

She is smart and you are too - She is smart and so is she.
They were late yesterday and we were too - They were late and so were we
You are a student and she is too - You are a student and so is she.

**When a compound verb (auxiliary (can, may, must etc) + verb) is directly used in the main clause, the auxiliary verb is used in the simple statement. The subject and verb of the simple statement must also agree.**

![Formula]

**Example:**

She should finish her homework and you should too
→ She should finish her homework and so should you.
Mark has eaten all his dinner and Shirley has too.
→ Mark has eaten all his dinner and so has Shirley.
He can operate a computer and I can too
→ He can operate a computer and so do I
When any other verb (except be) appears without an auxiliary in the main clause, the auxiliary do, does, or did is used in the simple statement. Again, the subject and verb must agree and the same tense must be used.

<table>
<thead>
<tr>
<th>affirmative statement + and + subject + do/does/did + too</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Or</strong></td>
</tr>
<tr>
<td>affirmative statement + and + so + do/does/did + subject</td>
</tr>
</tbody>
</table>

**For example:**
I walk to school and my friends do too.  
\[ \rightarrow \text{I walk to school and so do my friends} \]

**Learning objectives 12.2:**
Give examples the usage of positive agreement using so and too

Other examples of affirmative agreement in different tenses:
- He goes to library every day and I do too  
  \[ \rightarrow \text{He goes to library every day and so do I} \]
- We are always happy and they are too  
  \[ \rightarrow \text{We are always happy and so are they} \]
- He is speaking English now and I am too  
  \[ \rightarrow \text{He is speaking English and so am I} \]
- Our professor went to the theatrical production and we did too.  
  \[ \rightarrow \text{Our professor went to the theatrical production and so did we.} \]
- She was celebrating her birthday yesterday and he was too  
  \[ \rightarrow \text{She was celebrating her birthday yesterday and so was he.} \]
- My sister was valedictorian of her class and my brother was too.  
  \[ \rightarrow \text{My sister was valedictorian of her class and so was my brother.} \]
- You will get a new laptop and I will too  
  \[ \rightarrow \text{You will get a new laptop and so will I} \]
- Jeff will be in Toronto and Elaine will too.  
  \[ \rightarrow \text{Jeff will be in Toronto and so will Elaine} \]
• I have visited China and my brother has too
  → I have visited China and so has my brother
• Their parents are going to the conference and ours are too
  → Their parents are going to the conference and so are ours.
• You are going to be at campus tomorrow and I am too
  → You are going to be at campus tomorrow and so am I
• They have done their homework and we have too
  → They have done their homework and so have we.
• We have been in Bali for a week and they have too
  → We have been in Bali for a week and so have they

C. EXERCISES

I. Give positive response to the following statements by using too (use different subjects)

1. He has participated in a software competition twice and ...........
2. He plays the guitar very well and .......... 
3. John subscribes to Times magazine and .......... 
4. He slept well because there weren’t any mosquitoes and .......... 
5. Mary sent a letter to her English lecturer and ............
6. Nancy has finished doing her job and ............
7. He came late last week and ............... 
8. They take English class every Sunday and .................
9. She wants to borrow some novels from the library and ....
10. Father is ordering fried rice and a glass of orange juice and .......... 
11. We will continue our study abroad and ............... 
12. He was speaking during classtime last week and ............ 
13. They help their parents on Saturdays and ..............
14. She is a very clever student in her class and ............
15. You may bring your own laptop to campus and ..............
II. Give response to the following statement by using so (use different subjects)

1. John does hunting once a month and ................
2. You have done you assignment since yesterday and ..............
3. Peter knows the man over there very well and ..............
4. He promised to help you and .............
5. John wants to take Japanese course and ..............
6. You forgot to mail his letter and ..............
7. I know my English lecturer’s house and ..............
8. They are return the books to library and ..............
9. Jack will leave for Bali next week and ..............
10. He could run very fast when he was young and ..............
11. I am going to borrow a book from the campus library and ..............
12. My friend drinks milk before leaving the office and ..............
13. I study Korean once a week and ..............
14. They are translate Indonesian novel into English and ..............
15. He may stay here for a week and ..............

III. Make the following sentences short by using a verb phrase with too and so.

1. Mrs. Ann goes to the office every morning and Herry goes to the office every morning.
   a. Mrs. Ann goes to the office every morning and Herry does too
   b. Mrs. Ann goes to the office every morning and so does Herry.

2. John studies mathematics and I study mathematics
   a. ........................................................
   b. ........................................................

   a. ........................................................
   b. ........................................................
4. Smith has left London and Sussy has left London
   a. ..........................................................
   b. ..........................................................

5. Father has had dinner and I have had dinner.
   a. ..........................................................
   b. ..........................................................

6. Peter can swim quickly and Rinna can swim quickly
   a. ..........................................................
   b. ..........................................................

7. Your book is tick and my book is tick
   a. ..........................................................
   b. ..........................................................

8. The diamond is very expensive and the gold is very expensive.
   a. ..........................................................
   b. ..........................................................

9. The manager wants to go home and the secretary wants to go home.
   a. ..........................................................
   b. ..........................................................

10. I will go to America and you will go to America.
    a. ..........................................................
    b. ..........................................................

IV. Respond to the statements with positive agreement using so and too as well.
1. I am going to lose my job. He ....................
2. I wanted to take early retirement. They ............... 
3. I want to be a programmer in a big company. She .............
4. She went out for lunch yesterday. We .................
5. He has started his work at 8.30 a.m. in the morning. She .............
6. They like eating in the company canteen. We .................
7. She refuses the job that I offer her. He ………………
8. He must go to a lot of meeting this month. I ………………
9. I was very happy to be university student They ………………
10. They will have a new lecturer next month. We ………………

D. BIBLIOGRAPHY


MEETING 13
NEGATIVE AGREEMENT USING EITHER/NEITHER

A. LEARNING OBJECTIVES

This section discusses negative agreement using either and neither in different tenses. And the aims of lecturing in this section are:

13.1 Showing the negative agreement using neither
13.2 Showing how to create sentences using negative agreement with either

B. DESCRIPTION OF MATERIAL

Neither and either have the same meaning, but neither is used before auxiliary verbs and either is used after auxiliary verbs and not. If someone says something negative and we agree with them we can use neither or neither. Although either and neither are both used as a “negative too”, they follow:

Mary did not pass the exam. John did not either.
Mary did not pass the exam. Neither did John.

For negative agreement, use neither in place of “so”, and either in place of “too”.

<table>
<thead>
<tr>
<th>Learning Objectives 13.1:</th>
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<tbody>
<tr>
<td>Showing negative agreement using neither</td>
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**USING NEITHER**

Neither is combined with a positive verb and comes first in the sentence and is followed by the verb. The subject comes third. Neither is used to show agreement with negative statements. Neither is combined with a positive verb and comes first in the sentence and is followed by the verb. The subject comes third.
Neither + Auxiliary + Subject (pronoun)
The Auxiliary needs to agree with the verb tense in the original statement.

Learning Objectives 13.2:
Showing how to create sentences using negative agreement with neither

USING 'EITHER'

Either is combined with a negative verb and comes last in the sentence

Grammar: Pronoun + auxiliary/modal verb + Either and easy.

Alan Maley, former senior fellow in the Department of English Language and Literature of the National University of Singapore, says the only way for learners to gain repeated exposure to language is through extensive reading. When learners are engaged in reading high-interest texts at a level at which they read comfortably, they see words in context and are able to build on their own contextual knowledge. Maley notes that extensive reading consolidates and sustains vocabulary growth by providing students with many meaningful encounters with new words.

The following are the formulas for using negative agreement statements after various verb forms.

When a form of the verb be is used in the main clause, the same tense must be used in the following simple statement.

<table>
<thead>
<tr>
<th>negative statement (be) + and + subject + be + not + either</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
</tr>
<tr>
<td>negative statement (be) + and + neither + be + subject</td>
</tr>
</tbody>
</table>

For example:

I am not studying English now and he isn’t either
I am not studying English now and neither is he.

She is not so busy and I am not either
She is not so busy and neither am I

They were not at campus yesterday and we weren’t either
You were not at campus yesterday and neither were we.
When a compound verb (auxiliary (can, may, must etc) + verb) is directly used in the main clause, the auxiliary verb is used in the simple statement.

subject and verb of the simple statement must also agree. Negative statement + and + subject + negative auxiliary + either

OR
Negative statement + and + neither + positive auxiliary + subject]

When any other verb (except *be*) appears without an auxiliary in the main clause, the auxiliary *do, does, or did* is used in the simple statement. Again, the subject and verb must agree and the same tense must be used.

**For example:**

You will not work in the laboratory, and I won’t either

⇒ You will not work in the laboratory and neither will I

He can not speak English well and you can’t either

⇒ He can not speak English well, and neither can you

negative statement + and + subject + don’t/doesn’t/didn’t + either

Or

negative statement + and + neither + do/does/ did + subject

**For Examples:**

I don’t work on Saturdays, and She doesn’t either

⇒ I don’t work on Saturdays, and neither does she

We did not go to laboratory, and they didn’t either

⇒ We didn’t go to laboratory, and neither did they.

My sister doesn’t have a dictionary, and you don’t either

⇒ My sister doesn’t have a dictionary, and neither do you.

**Other examples of negative agreement in different tenses:**

He doesn’t go to library every day and she doesn’t either

⇒ He doesn’t go to library every day and neither does she.

We are not always late and they aren’t either
We are not always late and neither are they
He is not speaking English now and you aren’t either
He is not speaking English now and neither are you.
Our professor didn’t go to the theatrical production and we didn’t either.
Our professor didn’t go to the theatrical production and neither did we.
She was not celebrating her birthday yesterday and he wasn’t either
She was not celebrating her birthday yesterday and neither was he.
Our professor didn’t go to the theatrical production and we didn’t either.
Our professor didn’t go to the theatrical production and neither did we.

C. EXERCISES
I. Give negative response to the following statements by using either
1. John has not seen that movie, and we.................. 
2. Mary doesn’t play the piano very well, and I.............
3. He didn’t see the manager last week, and you............
4. Father does not subscribe to Tempo magazine and he.......... 
5. He could not sleep well because there were mosquitoes, and she.... 
6. Monica has not received a letter from friend, and I ........
7. My friend is not leaving for Japan next week, and he .......
8. Nancy won’t finish her task tomorrow, and you .......... 
9. He is going to continue his study in America, and you........
10. She didn’t come late yesterday, and I ................
11. You are not typing the document, and we .............
12. He is not a lazy student in class, and I....... 
13. You can not help your parents at weekend, and she...........
14. We would not stay at campus any longer, ang they ........
15. They should not pay the fee now, and we ............

II. Give negative response to the following statements by using neither 
1. He didn’t promise to pick you up. And ............... 
2. Herry doesn’t want to take English course , and .........
3. He didn’t remember to mail his letter, and .......... 
4. Uncle Bob doesn’t drink coffee in the morning, and .......... 
5. Father is not doing anything ritgh now, and ............ 
6. He has not returned the novels she borrowed last week, and ........
7. He doesn’t gp fishing once a week, and ........... 
8. have not submitted my application, and ........
9. Dicky doesn’t know who the man is , and.......... 
10. Tonny won’t leave for Bali next month, and ........ 
11. You have not bought anything at the bookshop, and ............. 
12. They couldn’t call their mother yesterday, and .......... 
13. We can not come to his party, and ................. 
14. She mustn’t pat the fee now, and ................
15. We didn’t have any spare room, and .............

D. BIBLIOGRAPHY 


MEETING 14
READING COMPREHENSION II

A. LEARNING OBJECTIVES

This section presents reading comprehension which is very important for the students. And after reading about this, I hope that you are able in:

14.1 Building vocabulary.
14.2 Reading independently

B. DESCRIPTION OF MATERIAL

READING COMPREHENSION

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading fluency refers to the rate at which you read. It is an essential component of reading comprehension; the easier it is for you to decode words and form meanings from them, the easier it is to understand what you have read. When the students are motivated to read, reading speed will develop naturally and along with increasing their reading speed they achieved a greater understanding of the material. By reading we are able to build our vocabulary also.

WHAT EXACTLY IS READING COMPREHENSION?

Reading comprehension is one of the pillars of 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. This
last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process.

### Learning Objectives 14.1

**Building vocabulary**

There are 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.

In addition to being able 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.

### Learning Objectives 14.2

**Reading independently**

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. The students need to continue to develop reading comprehension strategies. As their reading materials become more diverse and challenging, Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus
require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

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. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually

READING TEXT: READ CAREFULLY OF THIS TEXT BELOW!

COMPUTER CAPABILITIES AND LIMITATIONS

Like all machines, a computer needs to be directed and controlled in order to perform a task successfully. Until such time as a program is repaired and stored in the computer’s memory, the computer “knows” absolutely nothing, not even how accept or reject data. Even the most sophisticated computer, no matter how capable it is, must be told what to
do. Until the capabilities and the limitations of a computer are recognized, its usefulness cannot be thoroughly understood.

In the first place, it should be recognized that computers are capable of doing repetitive operations. A computer can perform similar operations thousands of times, without becoming bored, tired, or even careless.

Secondly, computers can process information at extremely rapid rates. For example, modem computers can solve certain classes of arithmetic problems millions of times faster than a skilled mathematician. Speeds for performing decision-making operations are comparable to those for arithmetic operations but input-output operations, however, involved mechanical motion and hence require more time. On a typical computer system, cards are read at an average speed of 1000 cards per minute and as many as 1000 lines can be printed at the same rate.

Thirdly, computers may be programmed to calculate answers to whatever level of accuracy is specified by the programmer. In spite of newspaper headline such as “Computer Fails”, these machines are very accurate and reliable especially when the number of operations they can perform every second is considered. Because they are man-made machines, they sometimes malfunction or break down and have to be repaired. However, in most instances when the computer fails, it is due to human error and is not the fault of the computer at all.

In the fourth place, general-purpose of computers can be programmed to solve various types of problems because of their flexibility. One of the most important reasons why computers are so widely used today is that almost every big problem can be solved by solving a number of little problems-one after another.

Finally, a computer, unlike a human being, has no institution. A person may suddenly find the answer to a problem without working out too many of the details, but a computer can only proceed as it has been programmed to.
C. EXERCISES

I. Answer the following questions based on the text above!

1. How can a computer accomplish a task well?
2. When does a computer “know” how to accept and reject data?
3. How can we understand computer’s benefit totally?
4. How can computers process information?
5. If you compare decision making operations and those of arithmatic operations: which ones will be faster?
6. What do you know when you compare arithmetics operations to input – output operations?
7. Usually what makes the computers failure?
8. Why are computers so widely used today?
9. What are the capabilities of computers?
10. What are the limitations of computers?
11. What is the difference between a human being and computers in finding the answer of a problem

II. Write ‘T’ for the true statements and “F” for the false!

a. Look at the text again and find out what the bold words refer to.

1. No matter how capable it is __________
2. Its usefulness __________
3. To those for automatic operations __________
4. Because of their flexibility __________
5. The following kinds of things need be done __________

b. Vocabulary

1. Analogous __________
2. Receive __________
3. Slick __________
4. Restriction __________
5. Cyclic __________
6. Very
7. Talented
8. Precise
9. Abruptly
10. Finally

c. Find out the antonyms (words having an opposite meaning) of the following words in the text!
1. Accept
2. Careful
3. Different
4. Single – purpose
5. limitedly
6. Large
7. Firstly
8. Few
9. Hard
10. Employer

D. BIBLIOGRAPHY


BIBLIOGRAPHY


Appendix 1

LESSON PLAN

RENCANA PEMBELAJARAN SEMESTER¹ (RPS)

Program Studi : S1 Teknik Informatika
Prasyarat : Mata kuliah Bahasa Inggris diberikan pada perkuliahan semester 4 dan memerlukan prasyarat lulus Mata Kuliah Bahasa Inggris 1, 2, dan 3

Deskripsi Mata Kuliah : Mata kuliah Bahasa Inggris 4 mempelajari word order- inversion, word form-prefixes, word form-suffixes, punctuations, capitalization, reading comprehension I, word choice, redundancy, conditional sentences, phrasal verbs, positive agreement using so/too, negative agreement using either/neither, dan reading comprehension II, yang dilengkapi dengan contoh-contoh soal.

Capaian Pembelajaran : Setelah pembelajaran, mahasiswa mampu memahami dan dapat mengaplikannya dalam penggunaan sehari-hari baik secara lisan maupun tulis.

Penyusun : Sulasih S.S., M.Pd.

¹ Format RPS bersumber pada Buku Kurikulum Pendidikan Tinggi(DIKTI 2015)
<table>
<thead>
<tr>
<th>PERTEMUAN KE-</th>
<th>KEMAMPUAN AKHIR YANG DIHARAPKAN</th>
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<tr>
<td>1</td>
<td>Mampu Memahami secara menyeluruh pengertian parallel structure &amp; membuat contoh-contoh kalimatnya.</td>
<td>Parallel Structure</td>
<td>- Brain storming  - Diskusi  - White board  - LCD</td>
<td>Mengerjakan tugas latihan soal</td>
<td>Ketepatan dan kecermatan</td>
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<td>2</td>
<td>Mampu memahami dan dapat menggunakan Word Order dalam kalimat sesuai konteksnya masing-masing.</td>
<td>Word Order</td>
<td>- Brain storming  - Diskusi  - White board  - LCD</td>
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<td>3</td>
<td>Memahami dan dapat menerapkan pemakaiananya</td>
<td>Word Form I - Prefixes</td>
<td>- Brain storming  - Diskusi  - Simulasi</td>
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<td>Memahami dan dapat menerapkan pemakaianannya</td>
<td>Word Form II - Suffixes</td>
<td>- Brain storming  - Diskusi  - Simulasi</td>
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<td>5</td>
<td>Memahami dan dapat menggunakan dalam kalimat sesuai konteksnya masing-masing.</td>
<td>Punctuations</td>
<td>- Brain storming - Diskusi - Simulasi</td>
<td>Mengerjakan tugas latihan soal</td>
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<td>Capitalization</td>
<td>- Brain storming - Diskusi - Simulasi</td>
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<td>7</td>
<td>Memahami isi teks dan mengerti ‘main ide’ teks tersebut</td>
<td>Reading Comprehension; Microcomputers</td>
<td>- Brain storming - Diskusi - Read aloud</td>
<td>Membaca dan mengerjakan tugas latihan soal</td>
<td>Ketepatan &amp; kecermatan dalam membaca teks serta memahami isi teks</td>
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| 8            | Mampu memahami Word Choice dan dapat menggunakan dalam kalimat sesuai konteksnya masing-masing. | Word Choice | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 7%          |
| 9            | Memahami & dapat menerapkan dalam lisan maupun tulis | Redundancy | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 7%          |
| 10           | Mampu memahami dan membedakan tipe-tipenya, serta membuat contoh kalimat conditional sentences | Conditional sentences | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 7%          |
| 11           | Mampu memahami dan membuat contoh kalimat | Phrasal Verbs | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 7%          |
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| 12           | Memahami secara menyeluruh pengertian positive agreement dan penggunaannya serta dapat mempraktekkannya baik lisan maupun tulis | Positive Agreement using Soo / Too | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 7%          |
| 13           | Memahami secara menyeluruh pengertian Negative agreement dan penggunaannya serta dapat mempraktekkannya baik lisan maupun tulis | Negative Agreement using Either / Neither | - Brain storming  
- Diskusi  
- Simulasi | Mengerjakan tugas latihan soal | Ketepatan dan kecermatan | 9%          |
| 14           | Memahami isi teks dan mengerti ‘main ide’ teks tersebut | Reading Comprehension; Computers Capabilities & Limitations | - Brain storming  
- Diskusi  
- Read aloud | Membaca dan mengerjakan tugas latihan soal | Ketepatan & kecermatan dalam membaca teks serta memahami isi teks | 7%          |
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**UAS**

**Referensi:**

Ketua Program Studi | Tangerang Selatan, 4 September 2016  
S1 Teknik Informatika | Ketua Tim Teaching  
                          | Mata Kuliah Bahasa Inggris

Achmad Hindasyah, SSi, MSi | Sulasih S.S., M.Pd  
NIDN. 0419067102 | NIDN: 0409086701
PUSAT KAJIAN PEMBELAJARAN & E-LEARNING

SURAT PERNYATAAN TERKAIT HAK CIPTA DAN PLAGIARISME

Lembar 1

Yang bertanda tangan di bawah ini, Ketua Tim Teaching Mata Kuliah __________________ bertindak sebagai Penyusun Modul Bahan Ajar, dengan Judul ………………………………….. , menjamin bahwa:

1. MODUL BAHAN AJAR tersebut benar-benar hasil ciptaannya sendiri, yang lahir atas inspirasi, kemampuan pikiran, imajinasi, kecepatan, keterampilan, atau keahlian yang dituangkan dalam bentuk yang khas dan bersifat pribadi, sehingga Penyusun meyakini bahwa MODUL BAHAN AJAR miliknya bukan jiplakan, terjemahan, atau saduran dari karya orang lain dan tidak mengandung sesuatu hal yang melanggar hak cipta orang lain.
2. MODUL BAHAN AJAR tersebut tidak mengandung sesuatu yang dapat dianggap sebagai penghinaan atau fitnah kepada orang lain dan/atau pelanggaran atas ketentuan peraturan perundang-undangan yang berlaku.
3. MODUL BAHAN AJAR telah dilakukan perbaikan substansi isi materi setelah mempertimbangkan berbagai saran dan kritik dari dosen pengampu mata kuliah yang sama.
4. MODUL BAHAN AJAR tersebut tidak akan dipergunakan untuk kepentingan selain pendidikan dan tidak akan diperjualbelikan.
5. MODUL BAHAN AJAR akan dipergunakan sebagai acuan oleh dosen pengampu mata kuliah yang sama di lingkungan Program Studi dan sebagai sumber bacaan oleh mahasiswa Universitas Pamulang.
7. Bahwa pemanfaatan MODUL BAHAN AJAR tersebut diperbolehkan kepada anggota Tim Teaching sebagaimana tercantum dalam Identitas Modul.
8. Bahwa pemanfaatan MODUL BAHAN AJAR oleh dosen di luar Tim Teaching untuk kepentingan kepangkatan dosen hanya dapat dilakukan setelah mendapatkan izin tertulis dari Ketua Tim Teaching dan Anggota, mengetahui Ketua Program Studi yang bersangkutan.
9. Apabila dikemudian hari, ada tuntutan hukum baik secara perdata dan atau secara pidana, sepenuhnya menjadi tanggungjawab tim teaching.
PUSAT KAJIAN PEMBELAJARAN & E-LEARNING

SURAT PERNYATAAN TERKAIT HAK CIPTA DAN PLAGIARISME

Lembar 2

Pembuat Pernyataan,
Ketua Tim Teaching Modul Bahan Ajar

Nama Lengkap dengan Gelar
NIDN. ..............
SURAT PERNYATAAN VERIFIKASI
KELAYAKAN, KEDALAMAN, DAN KELUASAN MATERI
MODUL BAHAN AJAR

Yang bertanda tangan di bawah ini:
Nama : _______________________________
Jabatan : Ketua Tim Teaching
Mata Kuliah : _______________________________

menyatakan bahwa:
1. Modul bahan ajar telah memenuhi standar kelayakan, kedalaman dan keluasan cakupan materi isi bahan ajar dalam rangka mencapai Capaian Pembelajaran sebagaimana tercantum dalam Rencana Pembelajaran Semester (RPS).

Demikian surat penyataan ini kami buat sebaik-baiknya, jika ada kesalahan, kekurangan, atau ketidaksesuaian isi materi, kami bersedia memperbaikinya di kemudian hari.

Tangerang Selatan, 27 Oktober 2016
Mengetahui,
Ketua Tim Teaching
Ketua Program Studi

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Nama Lengkap dengan Gelar
NIDN/NIDK.

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Nama Lengkap dengan Gelar
NIDN/NIDK.