

**Rosyida Ekawati, S.S. M.A.**

# **ENGLISH : Grammar & Structure**

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**English : Grammar & Structure**

Oleh:  
Rosyida Ekawati, S.S. M.A.

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*Cetakan Pertama, Desember 2012*

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**PREFACE**

This book of Structure I is intended for the non-native English speaker or English as second or foreign language. The book is a simplified of structure and its forms, written in clear with numerous examples. It also have given special attention to the areas of particular difficulty. The common problems of English language structure have to be overcome by all students.

This book is an attempt to answer the foreign student's grammatical problems and to give him a large number of appropriate exercises to practise the acceptable forms. Besides, it is also arranged from the basic part of English grammar that is useful to start studying English grammar.

At last, by this book, I wish to thank all fellow English lecturers at University of Trunojoyo Madura who have assisted in the preparation of this Structure I. I doubt that the book would have been written without the inspiration of these dedicated lecturers and of the many worthy students I have met.

Bangkalan, Oktober 2012

Rosyida Ekawati, S.S.MA





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**UNIT**  
**1**

**COUNTABLE/NONCOUNTABLE  
NOUNS AND ARTICLE**

**Objectives:**

- Students are able to identify the appropriate article *a*, *an*, and *the* in sentences and use it in a sentence correctly.
- Students are able to identify and use countable and noncountable nouns appropriately in various sentences.

Articles *a*, *an*, and *the* are sometimes considered to be the non-essential part in grammar and structure. But, in fact, these articles have a certain slot in English grammar which is very essential to make a meaningful sentence.

**1. ARTICLE *a/an* AND *the***

Notice the use of the articles *a*, *an* and *the* below.

**I bought *a* book and *a* bag yesterday.**

***The* book is *an* English book and *the* bag is black.**

- (a) The article *a* is used in the first sentence to indicate that the *book* and the *bag* which the speaker is talking about are being mentioned for the first time and that they are not identified.
- (b) In the second sentence, the article *the* is used to indicate that the nouns *book* and *bag* have been identified, that is the hearer knows which particular book and bag the speaker is talking about.

**More example of the use of article *a*, *an*, and *the***

A man and *a* boy were going along *a* dusty road. *The* man was pushing *the* boy along *the* road on *a* toy bicycle. *The* bicycle belonged to *the* boy's sister.....

**The use of the indefinite article *a/an***

- a. The indefinite article *a* is used before a word beginning with a consonant, or a vowel with a consonant sound.

a man	a hat
a European	a university

- b. The form *an* is used before words beginning with a vowel (**a, i, u, e, o**) or words beginning with a mute **h**

an apple	an island
an egg	an hour

- c. Before a singular countable noun when it is mentioned for the first time.

I need a pencil	They live in a boarding house
-----------------	-------------------------------

- d. With a complement, include names of professions

It was an earthquake	He is a teacher
----------------------	-----------------

- e. In certain expressions of quantity

a lot of	a couple
a great deal of	a dozen

- f. With certain numbers

a hundred	a thousand
-----------	------------

- g. In expression of price, speed, ratio etc (means *per*)

Rp.100 a kilo	\$5 a metre
three times a day	forty kilometres an hour

- h. In exclamations before singular, countable nouns

What a pretty girl!

**Omission of the indefinite article *a/an***

- a. Before plural nouns

*a/an* has no plural form. So the plural of *a dog* is *dogs* and of *an umbrella* is *umbrellas*

- b. Before noncountable nouns

- c. Before names of meals, except when these are preceded by an adjective

We have breakfast at eight  
He gave us a good breakfast

**The use of the definite article *the***

- a. The definite article *the* is the same for singular and plural and for all genders

the boy	the boys
the day	the days

- b. When the object or group of object is unique or considered to be unique

the earth	the sea
the sea	the stars

- c. Before a noun which has become definite as a result of being mentioned a second time

A man and a boy were going along a dusty road. *The* man was pushing *the* boy along the road on a toy bicycle. *The* bicycle belonged to *the* boy's sister.....

- d. Before a noun made definite by the addition of a phrase or clause

the girl in blue	the man with the banner
the child that I met	the place where I met her

- e. Before a noun which by reason of locality can represent only one particular thing

Bill is in the garden	(the garden of this house)
Please pass the wine	(the wine on the table)
The postman	(the one who comes to us)
The car	(our car)
The newspaper	(the one we read)

- f. Before superlative and ordinal (*first, second* etc.) used as adjectives or pronouns and *only*

the first (week)	the second semester
the best day	the tallest boy
the only way	the only book
July 4 (spoken as July the fourth or the fourth of July)	
Henry VIII (spoken as Henry the Eight)	

- g. Before certain proper names of
- Continents  
the Americans the Balkans
  - Countries  
the Netherlands (Holland)                      the United States
  - Mountain ranges  
The Rocky Mountains the Himalaya mountains
  - Group of Islands  
The Philippines (for the Philippines Islands)  
The Hawaiian islands  
(but *the* is not used for Coney Island, Long Island, Wake Island)
  - Groups of lakes  
the Great Lakes                                      the Finger Lakes  
the Lake of Lucerna                                the Lake of Constance  
(but *the* is not used Lake Geneva, Lake Erie, Salt Lake)
- h. Before other proper names consisting of **adjective + noun** or **noun + of + noun**
- |                      |                          |
|----------------------|--------------------------|
| the National Gallery | the Tower of London      |
| the United Kingdom   | the British Commonwealth |
- i. Before names of choirs, orchestra, and pop group etc.
- |                |                        |
|----------------|------------------------|
| the Bach choir | the Twilight Orchestra |
| the Beatles    | the Rolling Stone      |

**Omission of the definite article *the***

- a. Before names of places except as shown above, or before names of persons, languages, most countries, streets or the time of day
- |                            |                             |
|----------------------------|-----------------------------|
| Bill Clinton               | We are speaking English     |
| Mary is going to Argentina | John lives on State street. |
- b. After a noun in the possessive case or a possessive adjective
- the boy's uncle = the uncle of the boy  
It is my blue book = the book is mine
- c. Before names of meals
- The Scots have porridge for breakfast but  
The wedding breakfast was held in her father's house
- d. Before names of games
- He plays badminton

- e. Before parts of the body and articles of clothing, as these normally prefer a possessive adjective

Raise your right hand

He took off his coat

**Compare!!!**

He went to bed

He went to the bed

He is at school

I'll meet you at the school

The ship is in dock

We walked round the dock

Put it on paper

There's a mark on the paper

(also similarly with: prison, college/university, court)

What is the main idea of the sentences?

Consider the use of the article *the* below!

**Use with *the***

**Don't use with *the***

1. oceans, rivers, seas, gulfs, plural lakes the Red Sea the Atlantic Ocean the Persian Gulf the Great Lakes	1. singular lake Lake Geneva Lake Erie
2. mountains the Rocky Mountains the Ades	2. mounts Mount McKinley Mount Vesuvius
3. earth, moon the earth the moon	3. planets, constellations Venus Orion
4. schools, colleges, universities when the phrase begins with school the University of Florida the College of Art and Science	4. schools, colleges, universities when the phrase begins with a proper noun Santa Fe Community College Stetson University
5. ordinal number before nouns the First World War the third chapter	5. cardinal number after noun World War One Chapter Three
6. countries with more than one words (except Great Britain) the United State	6. countries with one word France, Venezuela, Indonesia

the Netherlands the Philippines	states Florida, Ohio, California continents Asia, Europe, Australia
7. historical documents the Magna Charta the constitution	7. sports baseball, tennis abstract noun liberty, love
8. ethnic group the Indians the Aztec	8. general subject matter Mathematics, biology holidays New Year's Day, Christmas

**2. COUNTABLE/NONCOUNTABLE NOUNS**

A countable noun refers to people or things that can be counted. We can put a number before this kind of noun.

- |           |             |
|-----------|-------------|
| a book    | fifty books |
| one chair | two chairs  |

A noncountable noun refers to general things such as qualities, substances or topics. They cannot be counted and have only a singular form.

**Noncountable Nouns**

Individual Parts (Count Nouns)	The Whole (Noncount Nouns)
chairs tables beds cupboard	furniture
letters postcards bills	Mail
pennies nickels dollars rupiahs	money

Individual Parts (Count Nouns)	The Whole (Noncount Nouns)
apples bananas oranges mangos	Fruit
rings bracelets necklaces	jewellery

The following lists contains some common noncountable nouns

a. Whole groups made up of similar items

baggage	clothing	equipment	food
fruit	furniture	garbage	hardware
jewellery	junk	luggage	machinery
mail	makeup	postage	
	money/cash/change		
scenery	traffic		

b. Fluids

water	coffee	tea	milk
soup	gasoline	blood	

c. Solids

ice	bread	butter	cheese
meat	gold	iron	silver
glass	paper	wood	cotton
wool			

d. Gases

steam	air	oxygen	nitrogen
smoke	smog	pollution	

e. Particles

rice	chalk	corn	dirt
dust	flour	grass	hair
pepper	salt	sand	sugar
wheat			

f. Abstractions

beauty, confidence, courage, education, enjoyment, fun, happiness,  
health, help, honesty, hospitality, importance, intelligence, justice,  
knowledge, laughter, luck, music, patience, peace, pride, progress,  
recreation, significance, sleep, truth, violence, wealth  
advice, information, news, evidence, proof  
time, space, energy  
homework, work  
grammar, slang, vocabulary

g. Languages

Arabic	Chinese	English	Spanish
--------	---------	---------	---------

h. Fields of Study

chemistry	engineering	history	literature
mathematics	psychology		

i. Recreation

baseball	soccer	tennis	chess
bridge	poker		

j. General Activities

driving	studying	swimming	travelling
walking (and other gerunds)			

k. Natural Phenomena

weather	dew	fog	hail
heat	humidity	lighting	rain
sleet	snow	thunder	wind
darkness	light	sunshine	electricity
fire	gravity		

Quite a few nouns can be used as either noncountable or count nouns. Examples of both noncountable and count usages for some common nouns follow:

<b>Noun</b>	<b>Used as Noncount Noun</b>	<b>Used as a count noun</b>
Glass	Windows are made of <i>glass</i>	I drank <i>a glass</i> of water Janet wears <i>glasses</i> when she reads
Hair	Rita has brown <i>hair</i>	There's <i>a hair</i> on my jacket
Iron	<i>Iron</i> is a metal	I pressed my skirt with <i>an iron</i>
Light	I opened the curtain to let in some <i>light</i>	Please turn off <i>the lights</i>
Paper	I need <i>some paper</i> to write a letter	I wrote <i>a paper</i> for Prof. Lee I bought <i>a paper</i> (a newspaper)
Time	How much <i>time</i> do you need to finish your work	How many <i>times</i> have you been in Mexico?
Work	I have <i>some work</i> to do tonight	That painting is <i>a work</i> of art
Coffee	I had <i>some coffee</i> after dinner	<i>Two coffees</i> , please
chicken fish lamb	I had <i>some chicken/some fish/some lamb</i> for dinner	She drew a picture of <i>a chicken/a fish/ a lamb</i>

## DETERMINERS

Some determiners can be used only with countable or noncountable nouns, while others can be used with either ones.

	Singular	Plural
Countable Nouns	a chair one chair	chairs two chairs three chairs some chairs several chairs s lot of chair many chairs a few chairs

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	Singular	Plural
Noncountable Nouns	furniture some furniture a lot of furniture much furniture a little furniture	∅

### with countable nouns

a/an, the, some, any  
this, that, these, those  
several  
many  
a lot of  
a number of  
a large number of  
a small number of  
a great number of  
a few  
few  
fewer..... than  
more ..... than  
plenty of  
a couple of  
most

### with noncountable nouns

the, some, any  
this, that  
  
much  
a lot of  
  
a large amount of  
a small amount of  
a great deal of  
a little  
little  
less.....than  
more ....than  
plenty of  
  
most

## A FEW & FEW, A LITTLE & LITTLE

A few and a little give a positive idea, they indicate that something exists, is present as in (a) and (b)

- (a) He has been here only one week, but he has already made a *few friends*.  
(Positive idea : He has made some friends)
- (b) I'm very pleased. I've been able to save a *little money* this month  
(Positive idea : I have saved some money instead of spending all of it)

Few and little (without *a*) give a negative idea; they indicate that something is largely absent.

Very (+ few/little) makes the negative idea stronger, the number/amount smaller

(c) I feel sorry for her. She has (*very*) *few friends*.

(Negative idea : She does not have many friends; she has almost no friends)

(d) I have (*very*) *little money*. I don't even have enough money to buy food for dinner.

(Negative idea : I do not have much money; I have almost no money)

### **Units of Measurement with noncountable Nouns**

a bar of

two cups of

a piece of

a bowl of

a pound of

a quart of

a sheet of

a bottle of

a loaf of

a gallon of

a tube of

a spoonful of

for example :

a cup of coffee

a gallon of water

a bottle of milk

a spoonful of sugar, **etc**

### **SOME, ANY and ONE**

*Some* is used in affirmative statements and *any* in negatives and questions statements.

I have *some* books

I don't have *any* books

Do you have *any* books?

*One* cannot be used with noncountables. It has the plural form, *ones*.

*Any* is naturally in all doubtful statements and is usually found with *scarcely*, *hardly*, *barely*, etc.

I want *some* new potatoes, have you *any*?

I want *some* oranges. Give me these big *ones*

You can take these eggs if you want *any*, but I've got *some* better *ones* inside.

The root meaning of *some* is 'particular' or 'known'; of *any* is 'general', 'whatever you like'. Consider the sentence :

You may come to see me any day, but you must come some day.

From this has developed the used of *some* for affirmative statements and *any* for the vague and unknown. But in questions the use of *some* and *any* depends on the expected or implied reply. If there is nothing at all, somebody may suddenly ask me.

I say, is there anything on in the street?

(= I'm just curious about the state of affairs outside)

But if a loud noise disturbs the people in the room, that question would naturally take the form:

I say, is there something on in the street?

(= I hear a noise that suggests something particular)

## EXERCISES

### Exercise 1

#### **Add a or an where necessary**

1. ....cigarette is made of ....tobacco and ....paper.
2. ....milk comes from ....cow.
3. We make.....butter and ....cheese from.....milk.
4. ....window is made of ....glass.
5. Handkerchief is made of ..... piece of cloth.
6. ....grass always grows in .....English field
7. ....chair is made of .....wood
8. ....cat has a tail
9. ....man eats.....meat
10. ....ring is made of .....gold or .....silver
11. ....coffee is .....drink
12. ....coat is made of .....wool
13. ....fish swims in .....water
14. We can write.....letter on .....paper
15. ....piano makes.....music
16. ....iron is .....metal
17. ....bread is made from .....wheat
18. ....orange grows on .....tree
19. ....child must have .....food
20. ....sugar is nice is .....cup of tea

**Exercise 2**

**Add a, an, or some where necessary**

1. ....table has four legs
2. We can write on.....paper or on ..... blackboard
3. ....apple has.... ..sweet taste
4. ....fruit is very good to eat
5. Please give me ..... milk
6. There is.....dirt on this plate and .....dirty mark on the tablecloth
7. ....man gave me .....books this morning
8. ....good pupil is never late for .....lesson
9. ....book about.....Philosophy is not good for .....child
10. Put .....lemon in your soup instead of.....salt
11. I want .....glass of .....lemonade with.....sugar in it
12. ....bed made of .....iron is better than one made of wood
13. ....Australian sheep give us .....very good wool
14. You must write in .....ink; here is .....pen
15. Give me .....ink to write .....letter
16. Do you take .....sugar in ..... tea
17. ....garden usually has .....flowers in it
18. I like.....music very much
19. ....house made of .....stone can be very pretty
20. There is .....pencil and ..... writing paper

**Exercise 3**

**Supply a/an, some, or the where necessary**

1. There is .....fly in.....lemonade
2. ....youngest brother is at.....school now. If you go to .....school by.....bus, you will be adjust in .....time to meet him
3. ....birds can fly very high in .....sky
4. ....book on that shelf is.....interesting one about.....history
5. ....ship you were speaking about has just come into.....port. She has been at.....sea for.....long time. Look! .....captain has just come on.....deck.
6. It is pleasant to play.....game of.....tennis in .....summer afternoon.
7. He makes.....toys in.....evening
8. ....butcher opposite.....library always sells.....good meat.

9. They have sent Cyril to.....prison for hitting.....policeman on.....head. I'll go to.....prison tomorrow to take him .....books.
10. ....donkeys are .....stupid animals.
11. Put.....butter on.....potatoes
12. I am fond of ..... apples with .....cheese.
13. ....honesty is.....best of all.....virtues.
14. He took up .....swimming as.....sport.....last year.
15. He always smokes.....cigarette with.....cup of.....coffee
16. I should like .....house in .....country
17. We had.....dinner at new restaurant.....last night.
18. Let's get .....strawberries for.....tea.
19. Take .....umbrella with you to.....office. It may rain.
20. ....car is ready now.

#### **Exercise 4**

**Notice the expressions of quantity (*two, some, a lot of, etc.*) that are used with count nouns and noncount nouns. Draw a line through the expressions of quantity that CANNOT be used to complete the sentence.**

1. I ate .....fruit
  - a. some
  - b. several
  - c. a little
  - d. a few
  - e. too much
  - f. too many
  - g. a lot of
  - h. two
  
2. I ate.....apples
  - a. some
  - b. several
  - c. a little
  - d. a few
  - e. too much
  - f. too many
  - g. a lot of
  - h. two
  
3. I get.....mail every day
  - a. a lot of
  - b. some
  - c. a little
  - d. a few
  - e. too much
  - f. too many
  - g. several
  - h. three

4. I get.....letters every day
- |             |             |
|-------------|-------------|
| a. a lot of | e. too much |
| b. some     | f. too many |
| c. a little | g. several  |
| d. a few    | h. three    |
5. There is ..... traffic in the street
- |             |             |
|-------------|-------------|
| a. several  | e. a lot of |
| b. some     | f. a few    |
| c. too many | g. too much |
| d. a little | h. five     |
6. There are..... cars in the street
- |             |             |
|-------------|-------------|
| a. several  | e. a lot of |
| b. some     | f. a few    |
| c. too many | g. too much |
| d. a little | h. five     |
7. Anna has .....assignments
- |             |                    |
|-------------|--------------------|
| a. three    | g. a few           |
| b. several  | h. a little        |
| c. some     | i. a number of     |
| d. a lot of | j. a great deal of |
| e. too much | k. hardly any      |
| f. too many | l. no              |
8. Jake has .....homework, too
- |             |                    |
|-------------|--------------------|
| a. three    | g. a few           |
| b. several  | h. a little        |
| c. some     | i. a number of     |
| d. a lot of | j. a great deal of |
| e. too much | k. hardly any      |
| f. too many | l. No              |
9. Ann is wearing.....rings
- |            |                    |
|------------|--------------------|
| a. two     | g. a few           |
| b. several | h. a little        |
| c. some    | i. a number of     |
| d. lots of | j. a great deal of |

- e. too much                      k. hardly any
- f. too many                      l. no

10. Sue is wearing.....jewellery
- a. two                              g. a few
  - b. several                        h. a little
  - c. some                            i. a number of
  - d. lots of                         j. a great deal of
  - e. too much                      k. hardly any
  - f. too many                      l. no

**Exercise 5**

**Complete the sentences with the given nouns. Make them plural if necessary. Use each noun only one time.**

- |          |                 |             |
|----------|-----------------|-------------|
| advice   | information     | screwdriver |
| change   | junk            | stuff       |
| city     | luggage/baggage | thunder     |
| garbage  | music           | traffic     |
| hardware | progress        | travelling  |
| homework | river           | trip        |

1. I have some coins in my pocket. In other words, I have some.....in my pocket.
2. The Mississippi, the Amazon, and the Nile are well-known..... in the world.
3. I like to listen to operas, symphonies and folk songs. I enjoy.....
4. Since I came to the United States, I have visited Chicago, New York, and Miami. I want to visit other.....before I return to my country.
5. The street is full of car, trucks, and buses. This street always has heavy....., especially during rush hour.
6. In the last couple of years, I've gone to France, India and the Soviet Union. I like to take ..... In other words, ..... is one of my favourite activities
7. I put some banana peels, rotten food, and broken bottles in the waste can. The can is full of.....
8. They have a rusty car without an engine, broken chairs, and an old refrigerator in their front yard. Their yard is full of.....

9. Paul has books, pens, papers, notebooks, a clock, scissors, a tape recorder, and some other things on his desk. He has a lot of ..... On his desk.
10. The children got scared when they heard..... during the storm
11. Tools that are used to fasten screws into wood are called.....
12. I went to the store to get some nails, hammers and screws. In other words, I bought some.....
13. Tonight I have to read 20 pages in my history book, do 30 problems in algebra, and write a composition for my English teacher. In other words, I have a lot of ..... to do tonight
14. Ann took three suitcases, a shoulder bag, and a cosmetics case. In other words, she took a lot of.....on her trip.
15. Toronto is 356 ft./109 m above sea level. The average annual precipitation in Toronto is 32in./81cm. The population of the metropolitan area is over 3,000,000. I found (*this, these*).....in the encyclopedia.
16. I didn't feel good. Ann said, "You should see a doctor." Tom said, "You should go home and go to bed." Martha said, "You should drink fruit juice and rest." I got..... from three people,
17. My English is slowly getting better. My vocabulary is increasing. It's getting easier for me to write and I make fewer mistakes. I can often understand people even when they talk fast. I'm satisfied with the.....I have made in learning English.

### **Exercise 6**

**Complete the sentences with *a few*, *(very) few*, *a little*, or *(very) little***

1. Do you have .....minutes? I'd like to ask you ..... question. I need .....more information.
2. Ann's previous employer gave her a good recommendation because she makes ..... mistakes in her work.
3. After Rodney tasted the soup, he added.....salt to it.
4. I don't like a lot of salt on my food. I add.....salt to my food
5. The professor lectured very clearly. As a result, .....students had questions the end of the class period.
6. I like music. I like to listen to .....music after dinner before I began studying.
7. Jim is having a lot of trouble adjusting to eighth grade. He seems to be unpopular. Unfortunately, he has.....friends.

8. I have to go to the post office because I have.....letters to mail.
9. Every day Max goes to his mailbox, but it is usually empty. He gets.....mail.
10. We're looking forward to our vacation. We're planning to spend .....days with my folks and then.....days with my husband's folk. After that, we're going to go to a fishing resort in Canada.

# UNIT 2

## NOUNS AND PRONOUNS

### Objectives

- Students are able to identify kind of nouns and pronouns and use them properly in a certain context and sentence.
- Students are able to make plural form of nouns, either in regular or irregular forms.

### NOUNS

There are four types of nouns:

a. Proper nouns

A proper noun begins with a capital letter in writing. It includes :

- (a) Personal names; for example: Mr. John Smith
- (b) Names of geographic units such as country, cities, rivers; for example: Holland, Paris
- (c) Names of nationality and regions; for example : a Dutchman, Christianity
- (d) Names of Holiday; for example: Easter, Thanksgiving day, Lebaran day
- (e) Names of time units; for example : Saturday, June
- (f) Words used for personification- a thing or abstraction treated as person; for example : Nature, Liberty

b. Common nouns

All other nouns as opposed to proper noun; for example : dog, man, table

c. Concrete or abstract nouns

A concrete noun is a word for a physical object that can be perceived by the senses – we can see, touch, smell the object; for example : flower, girl.

An abstract noun is a word for a concept – it is an idea that exists in our minds only; for example : beauty, justice, charity, mankind

d. Collective nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit; for example : audience, committee, class, crew, crowd, enemy, family, flock, folk, government, group, herd, jury, orchestra, press, public, team

A noun can function as:

- a. The subject of a verb : Tom arrived.
- b. The complement of the verbs be, become, seem : Tom is an actor.
- c. The object of a verb : I saw Tom.
- d. The object of a preposition : I spoke to Tom.
- e. A noun can also be in the possessive case : Tom's books.

**PLURAL FORMS OF NOUNS**

The plural of a noun is usually made by adding **-s** to the singular.

Examples : day – days  
dog – dogs  
house – houses

**-s** is pronounced /s/ after a *p*, *k*, or *f* sound. Otherwise it is pronounced /z/. When **-s** is placed after *ce*, *ge*, *se*, or *ze* an extra syllable (/iz/) is added to the spoken word.

1. Nouns ending in *o* or *ch*, *sh*, *ss*, or *x* form their plural by adding **-es**:

tomatoes, tomatoes                      church, churches  
brush, brushes                              kiss, kisses  
box, boxes

But words of foreign origin or abbreviated words ending in *o* add *s* only:

dynamo, dynamos                      kimono, kimonos  
piano, pianos                              kilo, kilos  
photo, photos    soprano, sopranos

2. Noun ending in *y* following a consonant form their plural by dropping the *y* and adding **-ies**.

baby, babies                              country, countries  
fly, flies                                      lady, ladies

Noun ending in *y* following a vowel form their plural by adding **s** :

boy, boys                                      day, days  
donkey, donkeys                              guy, guys

3. Twelve nouns ending in *f* or *fe* drop the *f* or *fe* and add *-ves*.  
The nouns are : calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf

loaf, loaves	wife, wives
wolf, wolves	calf, calves
half, halves	knife, knives
leaf, leaves	self, selves
sheaf, sheaves	shelf, shelves
thief, thieves	wolf, wolves

The noun of *hoof*, *scarf*, and *wharf* take either *-s* or *-ves* in the plural.

hoof - hoofs, hooves  
scarf - scarfs, scarves  
wharf – wharfs, wharves

Other words ending in *f* or *fe* add *-s* in the ordinary way

cliff, cliffs	safe, safes
handkerchief, handkerchiefs	

4. A few nouns form their plural by a vowel change:

foot, feet	louse, lice
mouse, mice	woman, women
goose, geese	man, men
tooth, teeth	

The plurals of *child* is *children*, and *ox* is *oxen*.

5. Names of certain creatures do not change in the plural.

fish	carp	pike
salmon	trout	cod
plaice	squid	turbot
mackerel		

6. The plural of some nouns is the same as the singular form

deer	sheep	offspring
species		

7. Some nouns that English has borrowed from other languages have foreign plural

bacterium, bacteria	crisis, crises
cactus, cacti	phenomenon, phenomena
radius, radii	memorandum, memoranda
erratum, errata	oasis, oases

But some follow the English rules :

dogma, dogmas

gymnasium, gymnasiums

formula, formulas (*formulae* is used by scientist)

8. Certain word always in plural and take a plural verb

clothes                breeches                pants

trousers                binoculars                glasses

glasses                scales                scissors

spectacles                pliers                shears

9. Number of words ending in *-ics*: *acoustics, athletics, ethics, hysterics, mathematics, physics, politics* etc., which are plural in form, normally take a plural verb:

His                        mathematics                are                        weak.

But names of sciences can sometimes be considered singular:  
Mathematics is an exact science

## COMPOUND NOUNS

The term compound, as it is used for a part of speech, refers to a group of words – usually two, but sometimes more – joined together into one vocabulary unit that functions as a single part of speech.

Compound nouns consist of the following composite forms

1. noun + noun                        :    bathroom, department store, grammar book
2. possessive noun + noun            :    lady's maid, artist's model, traveler's checks
3. adjective + noun                    :    blackbird, common sense, blue print
4. verb + noun                         :    pickpocket, flashlight, dance team
5. noun + verb                         :    handshake, garbage dump, lifeguard
6. gerund + noun                        :    dining room, punching bag, wearing appeal, waiting list, driving licence
7. noun + gerund                        :    fortune telling, housecleaning, water skiing, coal mining
8. preposition + noun                 :    overalls, by-way, downpour
9. verb + prep. adverb                :    breakdown, makeup, grown-up
10. noun + prep. phrase                :    son-in-law, editor-in-chief

## POSSESSIVE NOUNS

1. To show possession, add an apostrophe (') and -s to a singular noun.

<u>Singular noun</u>	<u>Possessive form</u>
the girl	the girl's
Tom	Tom's
my wife	my wife's
a lady	a lady's

If a singular noun ends in -s, there are two possible forms :

- Add an apostrophe and -s : Thomas's book
  - Add only an apostrophe : Thomas' book
2. Add only an apostrophe to a plural noun that ends in -s

<u>Plural noun</u>	<u>Possessive form</u>
the girls	the girls'
their wives	their wives'
the ladies	the ladies'

Add an apostrophe and -s to plural nouns that do not end in -s

<u>Plural noun</u>	<u>Possessive form</u>
the men	the men's
my children	my children's

3. Compounds denoting one idea are treated as single words

Jacob and Esau's quarrel  
Gilbert and Sullivan's operas

### **but**

Henry's and Herbert's books or Henry's books and Herbert's

4. Words in apposition: here the first word in the group usually takes the 's

Hicks the plumber's daughter  
(compare : Betty, the plumber's daughter)

*Of* may replace almost any possessive case. It is useful for avoiding a complicated series of -'s.

I am my friend's sister's second child's godmother

Although it is a fantastic example hardly likely to occur, is better expressed

I'm godmother to the second child of my friend's sister.

*Of* is the normally possessive for inanimate objects. Exceptions are certain accepted idioms, mostly of time or measure.

I live a stone's throw from here; out of harm's way; three days' holiday; I'm at my wits' end.

## **USING ADJECTIVES TO DESCRIBE NOUNS**

Words that describe nouns are called adjectives.

Bob is reading a *good* book

(good is an adjective; it describes the book)

Adjectives modify nouns. Modify means change a little. An adjective changes the meaning of a noun by giving more information about it.

The *tall* woman wore a *new* dress

The *short* woman wore an *old* dress

The *young* woman wore a *short* dress

Adjectives are neither singular nor plural. They do not have a plural form.

Roses are *beautiful* flowers

(INCORRECT : Roses are *beautifuls* flowers)

Adjectives can come immediately before nouns

He wore a *white* shirt

Rindra is a *tall* boy

Adjectives can also follow main verb *be*

Roses are *beautiful*

His shirt is *white*

## **NOUNS AS ADJECTIVES/MODIFIER**

Sometimes words that are usually used as nouns are used as adjective. It is used as adjective to modifier nouns. When a noun is used as an adjective, it is singular in form, not in plural.

I have a *flower* garden

The *shoe* store also sells socks

When a noun is used as a modifier, it is in its singular form

- a. The soup has vegetables in it  
It is *vegetable soup*
- b. The building has offices in it  
It is an *office building*

When a noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used.

- a. The test lasted two hours  
It was a *two-hour test*
- b. Her son is five years old  
She has a *five-year-old son*

### **EXPRESSION OF QUANTITY**

#### **1. Most + nonspecific noun**

Most books are interesting  
(the noun 'books' is non-specific)

#### **2. Most + of + specific noun**

Most of those books are mine  
Most of my books are English  
Most of the books on the table are mine

A noun is specific when it is preceded by :

- this, that, these, those
- my, John's, their (any possessive)
- the

When a noun is specific, *of* is used with an expression of quantity.

### **Expressions of quantity followed by *of* + a specific noun**

#### **a. all, most, some/any + of + specific plural count noun or noncount noun**

Most of those chairs are uncomfortable (count noun)  
Most of that furniture is uncomfortable (uncount noun)

#### **b. many, (a) few, several, both, two, one + of + specific plural count noun**

Many of those chairs are uncomfortable (count noun)

#### **c. much, (a) little + of + specific nouncount noun**

Much of that furniture is uncomfortable

**Singular expressions of quantity : one, each, every**

a. One, each, and every are followed immediately by singular count nouns (never plural nouns, never non-count nouns)

One student was late to class

Each student has a schedule

Every student has a schedule

b. One of, each of, and every one of are followed by specific plural count nouns (never singular nouns, never noncount nouns)

One of the students was late to class

Each of the students has a schedule

Every one of the students has a schedule

**PRONOUNS**

**1. PERSONAL PRONOUNS**

		<b>Subject</b>	<b>Object</b>
Singular	First person	I	me
	Second person	you	you
	Third person	she/he/it	him/her/it
Plural	First person	we	us
	Second person	you	you
	Third person	they	them

A singular pronoun is used to refer to a singular noun

- a. A student walked into the room. *She* was looking for the teacher
- b. A student walked into the room. *He* was looking for the teacher
- c. Her new baby is crying. *It* may be sick.

A plural pronoun is used to refer to a plural noun

- a. Some students walked into the room. *They* were looking for the teacher

## 2. INDEFINITE PRONOUNS

The indefinite pronouns are the following.

everyone	someone	anyone	no one
everybody	somebody	anybody	nobody
everything	something	anything	nothing

A singular personal pronoun is used in formal English to refer to an indefinite pronoun

- a. *Somebody* left *his* book on the desk
- b. *Everyone* has *his/her* own ideas

In everyday informal English, a plural personal pronoun is often used to refer to an indefinite pronoun

- a. *Somebody* left *their* book on the desk
- b. *Everyone* has *their* own ideas

## 3. POSSESSIVE ADJECTIVE & PRONOUNS

Possessive Adjective	Possessive Pronoun
my	mine
your	yours
his/her/its	his/hers/its
our	ours
your	yours
their	theirs

A possessive adjective is used only with a noun following it.

- a. That is *my* pen
- b. It is *her* bag

A Possessive pronoun is used alone, without a noun following it.

- a. It is her bag. The bag is *hers*
- b. The books on the table is *mine*

### Types of : A FRIEND OF + POSSESSIVE

A friend of + a possessive noun/pronouns is a special or idiomatic expression. It is used to identify another person as one friend among many friends.

- a. Do you know Greg Smith? He is *a friend of mine*.

- b. We ate dinner with a friend of Bill's.  
(Incorrect : a friend of Bill)
- c. The Smiths are friends of mine.

In (a) : a friend of mine = one of my friend, but not my only friend.  
In (b) : a friend of Bill's = one of Bill's friends, Bill has other friends.  
In (c) : The expression can also be used in the plural.

#### 4. REFLEXIVE PRONOUNS

The reflexive pronoun is a combination of *-self* with one of the personal pronouns or with the impersonal pronoun *one*.

		Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
Singular	1 <sup>st</sup> person	I	me	my	mine	Myself
	2 <sup>nd</sup> person	You	you	your	yours	Yourself
	3 <sup>rd</sup> person	she/he/it	him/her/it	his/her/its	his/hers/its	himself/herself /itself
Plural	1 <sup>st</sup> person	We	us	our	ours	Ourselves
	2 <sup>nd</sup> person	You	you	your	yours	Yourselves
	3 <sup>rd</sup> person	they	them	their	theirs	Themselves

A reflexive pronoun usually refers to the subject of a sentence.

He looked at *himself* in the mirror  
(He and himself refer to the same person)

Sometimes reflexive pronouns are used for emphasis

- a. He *himself* answered the phone, not his secretary
- b. He answered the phone *himself*
- c. The king himself gave her the medal
- d. Ann herself opened the door

The expression *by + a reflexive pronoun* usually means "alone"

She lives *by herself*

*Note the difference :*

- a. I did it myself  
(It was done by me and not by someone else)
- b. I did it by myself  
(I did it without help)

*Than and As*

These are really conjunctions, and the case after them varies accordingly.

I like you more than she  
(= does)

I like you more than her  
(=than I like her)

*Such as* is usually followed by the subjective case

I wouldn't give it to a man such as he.

*or*

I wouldn't give it to such a man as him.

*But, Except*

The reverse process has taken place with these two words. They were originally prepositions taking the objective case, just as the very similar *apart from* still does; but nowadays, especially in written English, there is a very strong tendency to use them as conjunctions.

There was no one there except me

*Exclamation* is usually followed by the objective case

What! Me fight a big chap like him? Not me!

Fancy him dying so young, and him only fifty!

**EXERCISES**

**Exercise 1**

***Put into the plural***

1. A dog is animal
2. A potato is a vegetable
3. A student is not always good
4. A chair is made of wood
5. A husband is a man
6. A pencil is like a pen  
woman
7. An eye is blue or brown
8. A fish can swim
9. A cow gives milk
10. An airport is a busy place
11. A garden has a tree
12. We drink tea out of a cup
13. An apple grows on a tree
14. A mother is kind to a little  
child
15. A girl likes a sweet
16. A teacher is a man or a  
woman
17. A fly is an insect
18. A dog hates a cat
19. A box has a lid
20. We fill our pen with ink

**Exercise 2**

***Put into the singular***

1. Horses are animals  
dinners
2. Balls are toys
3. Novels are books
4. Boots are kinds of shoes
5. Watches are small clocks
6. Tables are pieces of furniture
7. Roses are beautiful flowers
8. Frenchmen are Europeans
9. Girls wear dresses  
blackboards
10. Children are not always good
11. Hungry boys eat large  
dinners
12. Stockings are long socks
13. Soldiers are brave men
14. Coats have collars
15. Nouns are words
16. Houses have roofs
17. Postmen wear caps
18. Oranges are good to eat
19. Classrooms have  
blackboards
20. Cities are big towns

**Exercise 3**

***Put into the possessive***

1. The father of James
2. The clothes of the boys
3. The coat of the boy
4. The club of the women
5. The fur of the fox
6. The shop of Jones Brothers

7. The orders of the Commander-in-Chief.
8. The glass of someone else.
9. The name of my sister-in-law.
10. The poems of Keats
11. The park of St James.
12. The countries of Caesar and Cleopatra
13. The wedding of William and Mary
14. The hats of ladies
15. The toys of my children

**Exercise 4**

***Put into the possessive***

1. The typist of Mr. Sims
2. The new tie of my friend Cyril
3. The War of a Hundred Years
4. She's done the work of a whole day
5. In the time of a week or two
6. The crown of the King of England
7. The birthday of the President of Chile
8. The parents of all the other boys
9. The famous shop of Fortnum and Mason
10. The houses of Henry and Mr. Jones
11. During the holiday of two weeks of my friend Maisie
12. A wrist-watch of a lady or gentleman
13. At (the shop) of Murdoch , the bookseller
14. The army of Cyrus
15. He's the favourite of the Boss

**Exercise 5**

***Identify the nouns. Use a noun in the first sentence as an adjective in the second sentence***

1. My garden has vegetables. It is a..... garden.
2. The program is on television. It's a .....program.
3. He climbs mountains. He is a .....climber.
4. The Lesson concerned history. It was a.....lesson.
5. Tom works for the government. He was a.....worker.
6. The soup has beans. It is .....soup.
7. The factory makes automobiles. It's an .....factory.
8. Janet forecasts the weather. She's a.....forecaster.

9. This book is about grammar. It's a.....book.
10. Flags fly from poles. Many government buildings have.....poles.

**Exercise 6**

**Add of if necessary. Write Ø if of is not necessary.**

1. All .....the children listened to the story
2. Almost all .....children like fairy tales.
3. Both.....those books are mine.
4. I bought two books. Both .....books were expensive.
5. Almost all.....students study hard for exams.
6. All .....the students in my class are studying English.
7. I have two brothers. Both of my brothers are in school.
8. Do you know all .....the people in your biology class?
9. Not all.....people are friendly, but most.....people have kind hearts.
10. All.....birds have swings, but not all.....birds can fly.

**Exercise 7**

**Use the correct possessive form of the noun in italics to complete the sentence.**

1. *Student* One student asked several questions. I answered the.....questions.
2. *students* Many students had questions after the lecture. I answered the ..... questions.
3. *daughter* We have one child, a girl. Our.....bedroom is right next to ours.
4. *daughters* We have two children, both girls. They share a bedroom. Our.....bedroom is next to ours.
5. *Man* Keith is a .....name
6. *woman* Heidi is a .....name
7. *Men* Keith and Jeremy are .....names.
8. *women* Emily and Colette are .....names.
9. *people* It's important to be sensitive to other .....feelings.
10. *person* I always look straight into a .....eyes during conversation
11. *Earth* The ..... surface is about seventy percent water.
12. *elephant* An.....skin is gray and wrinkled.

13. *teachers* We have class in this building, but all of the .....offices are in another building.
14. *teacher* My grammar.....husband is an engineer.
15. *enemy* Two soldiers, each faceless and nameless to the other, fought to the death on the muddy river bank. At the end, the winner could not help but admire his.....courage and wonder why he'd had to die.
16. *enemies* Through the years in public office, he made many political enemies. He made a list of his.....names so that he could get revenge when he achieved political power.

**Exercise 8**

**Complete the sentences with the correct form, singular or plural, of the noun in parentheses**

1. There is only one .....on the sixth-grade soccer team. (girl)
2. Only one of the .....in the sixth grade is on the soccer team. (girl)
3. Mrs. Hoover gave a present to each.....(child)
4. Each of the.....got a present. (child)
5. We invited every .....of the club. (member)
6. Every one of the .....came (member)

**Exercise 9**

**Choose the correct word**

1. **We/Us** all went with **themselves/them**.
2. They knew all about my friend and **I/me**.
3. Mr. Jones and **he/him/himself** came last night.
4. I came here with John and **her/she**.
5. Basil gave Harry and I/me an ice-cream, and then we went to the pictures with **he/him** and his friend.
6. He told Mary and **me/I** to go with **he/him** and his mother.
7. An old man asked my friend and **I/me** what the time was.
8. Go and see **he/him** and his friend.
9. There are some letters for you and **me/I**.
10. Go with John and **her/she** to visit **they/them**.

**Exercise 10**

**Add the missing possessive**

1. This doesn't look like ..... book; it must be yours.
2. Tell him not to forget .....ticket; she mustn't forget....., either.
3. 'Tell me, isn't that .....old car over there?' Oh no. It was ..... last week , but I sold it to.....friend Maisie.'
4. It was very good chocolate, but I've eaten all yours, can you give me a little piece of.....
5. They have two of.....houses in this street, and the house on the corner is also.....
6. I see that he lost .....pencil; perhaps you can lend him.....
7. ....is very bad one, what's .....like? (all person)
8. You can take .....and give me.....
9. John has come to see me; .....father and .....were school friends.
10. We've taken .....share; has she taken.....?

**Exercise 11**

**Make sentences with a friend of / friends of**

Example : You have a friend (in Chicago). You wrote a letter to this person.

Response : I wrote a letter to a friend of mine in Chicago

1. (.....) has a friend in (a city). He/She wrote a letter to this person.
2. You have a good friend in (a city). You wrote a letter to this person.
3. (.....) and (.....) have friends in (a city). They visited them.
4. You have a good friend. You want to introduce me to this person.
5. You and I have a mutual friend. We ran into this person at (name of a place).
6. (.....) has a good friend. You met this person.
7. You have a friend. You invited this person to spend the weekend with your family.
8. (.....) and (.....) have some friends. They usually have dinner with these people.

**Exercise 12**

**Fill in the blank spaces with possessive of self-form.**

1. That's not ....., it's .....; I bought it.....
2. It was given to me by the queen.....
3. She makes all .....own clothes.....
4. I cut.....with knife the other day
5. It's.....; they bought it .....(and all other persons).
6. We enjoyed.....very much at the air show.
7. She has made.....very unpopular
8. I don't think he'll be able to manage by.....
9. Why is Maisie sitting here all by .....in the dark?
10. You must all look after.....on.....trip to England.
11. Cyril says the hat is not....., although it's just like the one he bought..... last week.
12. One must remember to behave.....in.....own house just as well as in other people's.
13. I always have to remind.....that this grammar book is.....and not.....; one day I'll take it away with .....own books by mistakes.
14. Have we got to do it all by.....
15. This book is....., I wrote.....name in it.....

**Exercise 13**

**Choose the right pronoun**

1. We're much stronger than **they/them** at football.
2. Just between you and **me/I**, it's **him/he** I'm afraid of, not **she/her**.
3. Let **we/us** all go for a walk except **she/her**, since **she/her** is so tired.
4. I know you're bigger than **I/me**, in fact you're bigger than **we/us** both, but we're not afraid of you.
5. You're as tall as **I/me**, so you can easily ride my bike, but you're much fatter than either **I/me** or my brother, so we can't lend you a sports jacket.
6. Do you think **he/him** is stronger than **I/me**?
7. How can you talk to a woman such as **she/her**?
8. It's only **we/us** : **I/me** and my friend Maissie!
9. Which is your friend Cyril? What **he/him**! I thought he was a big chap like **I/me**.
10. Help **I/me** carry **she/her**; **she/her** has fainted.
11. Nobody could answer except **I/me**.

12. I think you're prettier than **they/them** all. Let's go for a walk, just you and **I/me**.
13. What! **I/me** accept a present from **they/them**? **I/me** never even speak to **they/them**.
14. It was **he/him** I was talking about.
15. Damned be **he/him** that first cries 'Hold, enough!' (Shakespeare)
16. I thought it was **they/them** who went with **she/her**.
17. Was it **we/us** they were talking about? I expect so, since it was **we/us** who pushed the old man in the river. Still, he began the quarrel, not **we/us**.
18. It is **she/her** that likes sugar in her tea, not **I/me**.
19. **I/me** learn shorthand! Not **I/me**! **I/me** should hate it.
20. What! **I/me** angry! Surely it's **he/him** with the red nose you mean, not **I/me**.

# UNIT 3

## TELLING TIME AND NUMBER IN ENGLISH

### Objectives

- Students are able to tell time and number in English, either in British or American ways of expressions.

### A. TELLING TIME

- half past.....
- (a) quarter to.....
- (a quarter past).....
- ten (minutes) past.....
- five (minutes) to.....

The word *minutes* is usually omitted if a multiple of five is used.

- 10.15 = a quarter past ten
- 3.45 = a quarter to four
- 12.00 = twelve o'clock
- 2.50 = ten (minutes) to three
- 6.45 = a quarter to seven
- 6.40 = twenty (minutes) to seven / forty past six
- 4.56 = fifty six minutes past four / four minutes to five
- 11.35 = twenty five (minutes) to twelve/ thirty five (minutes) past eleven
- 11.09 = nine minutes past eleven
- 8.30 = a half past eight

### B. TELLING NUMBER

#### 1. Cardinal and Ordinal Number

To form ordinal number, usually add *-th* to the cardinal number, exceptions are *first*, *second*, and *third*.

<b>Cardinal</b>	<b>Ordinal</b>	<b>Abbreviation</b>
One	First	1 <sup>st</sup>
Two	Second	2 <sup>nd</sup>
Three	Third	3 <sup>th</sup>
Four	Fourth	4 <sup>th</sup>
Five	Fifth	5 <sup>th</sup>
Six	Sixth	6 <sup>th</sup>
Seven	Seventh	7 <sup>th</sup>
Eight	Eighth	8 <sup>th</sup>
Nine	Ninth	9 <sup>th</sup>
Ten	Tenth	10 <sup>th</sup>
Eleven	Eleventh	11 <sup>th</sup>
Twelve	Twelfth	12 <sup>th</sup>
Nineteen	Nineteenth	19 <sup>th</sup>
Twenty	Twentieth	20 <sup>th</sup>
Twenty-one	Twenty-first	21 <sup>st</sup>
Twenty-two	Twenty-second	22 <sup>nd</sup>
Thirty	Thirtieth	30 <sup>th</sup>
Thirty-one	Thirty-first	31 <sup>st</sup>
Forty	Fortieth	40 <sup>th</sup>
Fifty-five	Fifty-fifth	55 <sup>th</sup>
A hundred	Hundredth	100 <sup>th</sup>
A thousand	Thousandth	1000 <sup>th</sup>
A million	millionth	1000000 <sup>th</sup>

- 100 = one hundred
- 111 = one hundred eleven
- 130 = one hundred thirty
- 200 = two hundred
- 777 = seven hundred seventy-seven
- 888 = eight hundred eighty-eight
- 999 = nine hundred ninety-nine
- 1000 = one thousand
- 5,102 = five thousand one hundred and two

## **2. Dates**

Ordinal numbers are used to express dates. Note that there are two ways to give the date. Note that in the answers to the last question the preposition *on* used with dates.

- a. What is the date today?  
It's the fourth of January  
It's January 4 (*January fourth*)
- b. When are you going to Surabaya?  
I'm going to Surabaya on the third of March  
I'm going on March 3 (*March third*)

### **3. Years**

Beginning with the year 1010, the first two digits are read together, then the second two digits are read. Use the preposition *in* with years.

- a. We're leaving the country in 1981 (nineteen eighty-one)  
b. We're travelling to Asia in 1892 (eighteen ninety-two)

The date can be written with an abbreviation. The number of the month comes first, the day of the months comes second and finally the year.

November 4, 1969	11/4/69
March 10, 1977	3/10/77

### **4. Telephone numbers**

Telephone numbers are usually read in single digits. A digit is a single number. The number 0 (zero) is pronounced like the letter o (/ou/).

Area Code 303	three, o, three
301-3404	three, o, one, three, four, o, four
3096925	three, o, nine, six, nine, two, five

### **5. Addresses**

Addresses can be read in groups of two or more numbers. Odd numbers (ending in 1,3,5,7,9) are usually on one side of the street, and even numbers (ending in 0,2,4,6,8) are on the other side of the street. The number 0 is pronounced /ou/ and comma is not used in addresses with more than three numbers

60 Orchid	sixty
451 High Boulevard	four; fifty-one
2204 Main street	twenty-two; o; four
5436 Galaxy	fifty-four; thirty-six

A number ending in 00 is read as hundred

1500 Rose Street	fifteen hundred
3200 Black Avenue	thirty-two hundred

Zip codes are read as single numbers

0312	o, three, one, two
6912	six, nine, one, two

## 6. Room numbers

Room numbers are read like addresses

Room 16	sixteen
Room 1350	thirteen; fifty
Room 200	two hundred

## EXERCISES

### Exercise 1

**Read the following times**

1.25	5.35	8.50
2.05	8.20	11.55
5.08	9.15	3.36
6.50	12.00	5.59
7.10	1.40	7.42

### Exercise 2

**Read the following numbers**

11	13	101	482
42	48	106	789
34	30	116	963
89	56	220	1,000
65	78	313	2,358

### Exercise 3

**Read the following sentences**

1. He was born in 1975
2. 251 Main Street
3. My phone number is 031-7598262
4. My room is 223
5. The expired date is January 22, 2007

# UNIT 4

## ADJECTIVE AND ADVERB

### **Objectives**

- Students are able to understand the function of adjectives and adverbs.
- Students are able to identify adjective and adverb and use them in a sentence correctly.

### **ADJECTIVE**

Adjectives modify nouns and pronouns. Adverbs modify verb, adjectives and other adverbs.

Linking verbs are followed by adjectives, not adverb.

Be	remain
Become	Feel
Appear	smell
Look	sound
Seem	Taste

Note that some of the verbs may sometimes function as verbs of action. In that case, they must be followed by adverbs.

### **Adjectives**

I feel tired  
He looked angry  
The pie taste delicious

### **Adverbs**

I felt my way slowly in the darkness  
He looked about the room angrily  
She taste the pie cautiously

Verbs are modified by adverbs, not by adjectives

**Adjectives**

The teacher gave a quick explanation of the problem

This is a slow exercise

There has been a considerable change in the weather

My sister is a superb dancer

**Adverbs**

The teacher explained the problem quickly

This exercise must be done slowly

The weather was changed considerably

My sister dances superbly

When two or more adjectives come before a noun, they normally go in the following order:

1. Determiner
2. Quality
3. Size
4. Temperature / Age
5. Participle
6. Shape
7. Color
8. Location / Origin
9. Material
10. Noun
11. Principle Noun

1	2	3	4	5	6	7	8	9	10	11
The	nice	big	old	neglected	square	red	Jamaican	stone	Plantation	house

Example :

A large wooden box (size + material)

An old French woman (age + origin)

A tall thin man (size + shape)

A recent animal research (age + noun)

Adjective follows nouns/pronouns when the pronouns end in –one, -body, -thing

Incorrect : Intelligent anyone could do it  
Correct : Anyone intelligent could do it

When a noun is used as an adjective, it does not have a plural form

Five pounds : a five-pound book  
Two weeks : a two-week holiday

Adverbs of manner are formed from adjective + ly

<u>Adjectives</u>	<u>Adverbs</u>
quick	Quickly
extreme	extremely
beautiful	beautifully

Note these irregular form

<u>Adjectives</u>	<u>Adverbs</u>
good	well
Hard	hard
Fast	fast
Late	late
early	early
straight	straight

The order of most adverbs in English is very flexible, and their position is changeable. Note the following general rules :

1. The normal position for most adverbs is at the end of the sentence. An adverb of manner will come first, followed by adverb of place, and finally an adverb of time.

The little boy ate an apple greedily in the kitchen this morning  
M P T

He spoke well at the debate this morning  
M P T

2. With verbs of movement, the adverbial of place acts as a kind of object notionally, and comes immediately after the verb

He went to the station by taxi yesterday  
                  P                  M          T

3. The adverb of time often comes at the beginning of a sentence

Yesterday the children played games quietly in the yard  
          T  M          P

4. The verb and object are never separated by an adverb

Wrong : I read quickly the letter from my parents  
Right : I read the letter from my parents quickly

5. With transitive verbs, adverbs of manner can occupy either the mid position or the end position

He quickly picked up the ball  
He picked up the ball quickly

6. Adverbs precede adjectives they modify

Wrong : The event was well-planned extremely  
  Adj.      Adv.  
Right : The event was extremely well-planned  
  Adv.      Adj.

## VERBAL ADJECTIVES

A verbal adjective can take the form of either present participle (V-ing) or past participle (V-3). When the noun being described is actively 'doing' the action, the present participle is used as the verbal adjective. But when the noun is the receiver of the action and is passively having something 'done' to it, the past participle is used.

Examples :

The teacher bores the student.  
(The teacher is doing the action). *Therefore*  
The teacher is boring  
The boring teacher puts the student to sleep

(The student is acted upon). *Therefore*

The student is bored

The bored student is sleeping in class

Past and present participle as an adjective can be used attributively as well as predicatively.

Examples :

Attributive adjectives

We pay taxes on imported goods, don't we?

What an embarrassing question!

Predicative adjective

We were very disappointed in you

Such a long trip is quite tiring

Some verb that can be used as adjectives

amaze

depress

exhaust

satisfy

amuse

disgust

fascinate

shock

annoy

embarrass

frighten

terrify

astonish

excite

horrify

worry

confuse

## EXERCISES

### Exercise 1

**Choose the correct word form from the two choices**

1. The woman got the job because the boss thought she looked (careful/carefully)
2. The secretary looked (careful/carefully) on the floor for her earring
3. The cook looked (sad/sadly) at the burned food
4. The cook looked (sad/sadly) when he saw food was burned
5. After digging in the garbage, the dog didn't smell (good/well)
6. After injuring his nose, the dog couldn't smell (good/well)
7. Not wanting to burn his tongue, he tasted the soup (cautious/cautiously)

8. To a hungry person, even a dry bread can taste (delicious/deliciously)
9. Flames had engulf the building before the alarm was (final/finally) sounded
10. Trying to avoid further disagreement, the teacher made her decision sound (final/finally)

## **Exercise 2**

### **Use the correct participial form of the verb in parentheses**

1. The student will study the (follow) chapter.
2. Tom repaired that (break) rocking chair the other day
3. When buying (can) food, make sure you check the expiration date
4. The (exist) buildings will be torn down next year
5. Where did the police recover the (steal) jewelry?
6. The carpenter installed (swing) doors in those rooms.
7. The judge and jury found the (accuse) man guilty.
8. The (lead) actor in that play is also a director.
9. That big grocery store sells a lot of (freeze) food.
10. The temperature went below the (freeze) point last night

**UNIT**  
**5**

**INTERROGATIVES: WH- FORMS**

**Objectives**

- Students are able to define WH-questions in English.
- Students are able to use WH-questions properly in a certain context, either for asking of person, thing, time, place, reason or manner.

**WH-FORMS**

Who for persons in general - pronoun

What for things in general – pronoun

What for persons or things in general – adjective

Which for restricted persons or things – pronoun and adjective

When for time in general

Where for place in general

Why for reason or purpose

How for manner or means (in what way, in what manner, by what means)

**Examples**

- Who broke my pencil? (of all possible people)
- What has happened? (of all possible things)
- What books are there?
- What people live in this country?
- Which of you can answer my question? (limited choice)
- Which house is it, No. 32 or No. 34? (limited choice)
- When does he usually study?
- Where did he study last night?
- Why do you like ice cream?
- Why are you going to the grocery store?

Subject	: Who?	What? Which?
Object	: Whom? Who?	What? Which?
Possessive	: Whose?	What (which).....of?
Preposition	: Who.....to?	What (which).....of?

When a preposition governs an interrogative, it is placed at the end of the sentence in spoken English.

- a. Who saw you yesterday? (Subject)
- b. Who did you see yesterday? (Object)
- c. I was speaking to him just now
- d. Who were you speaking to?
- e. A table is made of wood
- f. What's the table made of?
- g. This is a part of the table
- h. What's this a part of? (Possessive case of things)
- i. What's this money for? (=for what purpose?)
- j. What are you crying for? (=why?)

## EXERCISES

### **Exercise 1**

**Add a question-word to the following questions :**

1. ....is your name?
2. ....is that pretty girl?
3. ....is your telephone number?
4. Here are the books! ....is yours?
5. ....is coming to tea?
6. ....trees grow in Egypt?
7. ....is yours, the orange or the banana?
8. ....colour is it?
9. ....makes your shoes?
10. ....makes tea sweet?

**Exercise 2**

**Add a question-word to the following questions :**

1. ....has broken the window?
2. ....dress do you like?
3. ....are you meeting at four o'clock?
4. ....have they done?
5. ....has eaten my sandwich?
6. ....did you want to see?
7. ....are you writing?
8. ....picture do you prefer, this or that?
9. ....went to the seaside with you?
10. ....asked you to come?

**Exercise 3**

**Add either the missing question-word or the missing preposition to the following question**

1. ....chair was I sitting on?
2. What are they looking.....?
3. What is she talking.....?
4. Who is she talking.....?
5. ....shall I give this to?
6. What are they laughing.....?
7. ....dose this car belong to?
8. ....dress shall I put on?
9. What year was he born.....?
10. ....library did you get this book from?



# UNIT 6

## THE PRESENT TENSES

### Objectives

- Students are able to understand the function of present tense, either simple present and present progressive tenses.
- Students are able to make sentences in present tenses based on the context
- Students are able to distinguish simple present and present progressive tenses.

### SIMPLE PRESENT TENSE

In the affirmative the simple present has the same form as the infinitive but adds as -s for the third person singular. The simple present tense is often used with adverbs or adverb phrases such as : *always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year.*

Affirmative	Negative	Interrogative	Negative Interrogative
I work	I don't work	Do I work?	Do I not work?
You work	You don't work	Do you work?	Do you not work?
He/she/it works	He/she/it doesn't work	Does he/she/it work?	Does he/she/it not work?
We work	We don't work	Do we work?	Do we not work?
They work	They don't work	Do they work?	Do they not work?

The verb **do** is normally contracted in the negative and negative interrogative. I don't work, he doesn't work, don't I work?, doesn't he work?

Verbs ending in ss, sh, ch, x and o add –es, instead of –s alone to form the third person singular.

I kiss, he kisses

I rush, he rushes

I watch, he watches

I go, he goes

I do, he does

When y follows a consonant we change the y into i and add -s

I carry, he carries

I copy, he copies

I try, he tries

When verbs ending in y following a vowel obey the usual rule

I obey, he obeys

I say, he says

The simple present tense is used for :

1. General activities

Andy works for the Ford Motor Company

Nancy lives in Seattle, Washington

My brother plays badminton

Mr. Rudy manages the toy department

2. General truth

Water freezes at 0° Celcius

The earth revolves around the sun

Orchids grow in Hawaii

Everyone needs love

3. Habitual action

The students go to school every day

They study hard every day

Paula gets up early in morning

She drinks a cup of coffee for breakfast

4. Verbs of perception

I see two policemen in the street

We hear some noise in the hall

This medicine tastes awful

She smells something burning

**5. Verbs of Mental States**

Jerry knows the answer

I believe he is right

We don't understand what you are saying

I imagine they aren't coming until next week

**Frequency adverbs**



**PRESENT PROGRESSIVE TENSE**

The present continuous tense is formed with the present tense of auxiliary verb *be* and the present participle.

<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>
I am working	I am not working	Am I working?
You are working	You aren't working	Are you working?
He/she/it is working	He/she/it isn't working	Is he/she/it working?
We are working	We aren't working	Are we working?
They are working	They aren't working	Are they working?

**Be** is normally contracted in the negative and negative interrogative. I 'm working, he's working, Aren't I working?, Isn't he working?

When a verb ends in a single *e*, this *e* is drooped before *-ing*.

argue, arguing	hate, hating	love, loving
----------------	--------------	--------------

**except** after *age*, *dye*, and *singe* and verbs ending in *ee*

ageing	dyeing	singeing
agree, agreeing	see, seeing	

## **Rosyida Ekawati**

---

When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before *-ing*.

hit, hitting	run, running	stop, stopping
admit, admitting	begin, beginning	prefer, preferring

**but**    budget, budgeting    enter, entering  
          signal, signalling    travel, travelling

The present progressive tense is used for:

1. Expressing an activity that is in progress at the moment of speaking.

John is sleeping right now.

I need an umbrella because it is raining.

John and Mary are talking on the phone.

2. The activity is a general nature : something generally is progress this week, this month, this year

I am taking five courses this semester.

John is trying to improve his work habits.

She is writing another book this year.

### **NON PROGRESSIVE VERBS**

Some verbs are nonprogressive; they are not used in any of the progressive tenses. These verbs describe states (i.e. conditions that exist); they do not describe activities that are in progress.

Ali knows this grammar

I hear a bird. It is singing.

I'm hungry. I want a sandwich.

### **Common NonProgressive Verbs**

MENTAL STATE	know	believe	imagine	want
	realize	feel	doubt	need
	understand	suppose	remember	prefer
	recognize	think*	forget	mean
EMOTIONAL STATE	love	hate	fear	mind
	like	dislike	envy	care
	appreciate			

POSSESSION	Possess	have*	own	belong
SENSE PERCEPTION	taste*	hear	see*	
	smell*	feel*		
OTHER EXISTING STATES	Seem	cost	be*	consist of
	look*	owe	exist	contain
	appear*	weigh*		include

Verbs with an asterisk are also commonly used as progressive verbs, with a difference in meaning, as in the following examples :

	NONPROGRESSIVE (existing state)	PROGRESSIVE (activity in progress)
<i>think</i>	I think he is a kind man.	I am thinking about this grammar.
<i>have</i>	He has a car.	I am having trouble. She is having a good time.
<i>taste</i>	This food tastes good.	The chef is tasting the sauce.
<i>smell</i>	These flowers smell good.	Rani is smelling the roses
<i>see</i>	I see a butterfly. Do you see it?	The doctor is seeing a patient.
<i>feel</i>	That cat's fur feels soft.	Sue is feeling the cat's fur.
<i>look</i>	She looks cold. I'll lend her my coat.	I am looking out the window.
<i>appear</i>	He appears to be asleep.	The actor is appearing on the stage.
<i>weigh</i>	A piano is heavy. It weighs a lot.	The grocer is weighing the bananas.
<i>be</i>	I am hungry.	Tom is being foolish.

**Compare !**

1. Bob is foolish = Foolishness is one of Bob's usual characteristics.
2. Tom is being foolish = Right now, at the moment of speaking, Tom is doing something that the speaker considers foolish.

The verb **be** (+ *an adjective*) is used in the progressive to describe a temporary characteristic. Very few adjectives are used with **be** in the progressive; some of the most common are : *foolish, nice, kind, lazy, careful, patient, silly, rude, polite, impolite.*

## EXERCISES

### **Exercise 1**

**Give the correct –ing form for the following**

- |          |            |           |
|----------|------------|-----------|
| 1. hold  | 11. open   | 21. visit |
| 2. hide  | 12. begin  | 22. hug   |
| 3. run   | 13. earn   | 23. rage  |
| 4. ruin  | 14. fry    | 24. refer |
| 5. come  | 15. die    | 25. point |
| 6. write | 16. employ | 26. sob   |
| 7. eat   | 17. try    | 27. raid  |
| 8. sit   | 18. stay   | 28. bid   |
| 9. act   | 19. tape   | 29. trim  |
| 10. pat  | 20. gain   | 30. tame  |

### **Exercise 2**

**Supply a suitable present tense of the given verb**

1. She (go) to school every day.
2. We now (learn) English.
3. The sun always (shine) in Egypt.
4. I (sit) on a chair and (eat) a banana.
5. Bad students never (work) hard.
6. It (rain) in winter. It (rain) now.
7. I (wake up) at seven and (have) breakfast at half.
8. He generally (sing) in English but today he (sing) in French.
9. The teacher (point) at the point at the blackboard when he (want) to explain something.
10. Mother (cook) some food in the kitchen at present; she always (cook) in the mornings.
11. The sun (rise) in the east; now it (set) and night (fall).
12. That man in the white hat who (walk) past the window (live) next door.
13. Architects (make) the plans of buildings.

14. I (wear) a coat because the sun (not shine).
15. I always (meet) you on the corner of the street.
16. The baby (cry) because it is hungry now.
17. I (spend) this weekend in Eastbourne, I (go) there nearly every week.
18. 'Where are you?' 'I (sit) in the kitchen.' 'What do you (do) there?' 'I (help) my mother.'
19. 'Why you (wash) those clothes this morning?' 'Because the sun (shine); I never (wash) clothes when there are clouds in the sky.'
20. 'Where you (go) now?' 'I (go) to the theatre.' 'I (go) tonight also, but I (not go) very often.' 'I (go) every week, but tonight I (go) for the second time in three days.'

### **Exercise 3**

**Use either the Simple Present or the Present Progressive of the verbs in parentheses**

1. Diane can't come to the phone because she (wash) her hair.
2. Diane (wash) her hair every other day or so.
3. Kathy (sit, usually) I front row during class, but today she (sit) in the last row.
4. Please be quiet. I (try) to concentrate.
5. (Lock, you, always) the door to your apartment when you leave.
6. I wrote to my friend last week. She hasn't answered my letter yet. I (wait, still) for a reply.
7. After three days of rain. I'm glad that the sun (shine) again today.
8. Every morning, the sun (shine) in my bedroom window and (wake) me up.
9. A : Look! It (snow)  
B : It's beautiful! This is the first time I've ever seen snow. It (snow, not) in my country.
10. Mike is a student, but he (go, not) to school right now because it's summer. He (attend) college from September to May every year, but in the summers he (have, usually) a job at the post office. In fact, he (work) there this summer.

### **Exercise 4**

**Use either the Simple Present or the Present Progressive of the verbs in parentheses**

1. I can't afford that ring. It (cost) too much.
2. Look. It (begin) to rain. Unfortunately, I (have, not) my umbrella with me. Tom is lucky. He (wear) a raincoat.
3. I (own, not) an umbrella. I (wear) a waterproof hat on rainy days.

4. Right now I (look) around the classroom. Yoko (write) in her book. Carlos (bite) his pencil. Wan-Ning (scratch) his head. Ahmed (stare) out the window. He (seem) to be daydreaming, but perhaps he (think) hard about verb tenses. What (think, you) Ahmed (do)?
5. There's a book on my desk, but it (belong, not) to me.
6. Dennis (fix) the roof of his house today, and he (need) some help. Can you help me?
7. Barbara (tutor, often) other students in her math class. This afternoon she (help) Steve with his math assignment because he (understand, not) the material they (work) on in their class this week.
8. Right now I (look) at Janet. She (look) angry. I wonder what's the matter. She (have) a frown on her face. She certainly (have, not) any fun right now.

# UNIT 7

## GERUNDS AND INFINITIVES

### Objectives

- Students are able to distinguish gerund from infinitive.
- Students are able to understand the function of gerund.
- Students are able to use gerund in a certain context.

### GERUND

A gerund is the **-ing** form of a verb used as a noun. A gerund is used in the same ways as a noun. i.e. as a subject or an object.

S                      V

(a) Playing tennis is fun

S      V          O

(b) We enjoy playing tennis

                                Prep.    O

(c) He's excited about playing tennis

In (a) *playing* is a gerund. It is used as the subject of the sentence. Playing tennis is a gerund phrase.

In (b) playing is used as the object of the verb *enjoy*

In (c) playing is used as the object of the preposition *about*

### COMPARE!

1. *Walking* is good exercise. (*walking* is as a gerund, used as the subject of the sentence)
2. Bob and Ann are *playing* tennis. (*playing* is as a present participle, used in the present progressive tense)

3. I heard some *surprising* news. (*surprising* is as a present participle, used as an adjective)

### **GERUNDS AFTER PREPOSITIONS**

When a verb is placed immediately after a preposition, the gerund form must be used.

What can you do besides typing?

He is good at diving.

She is fond of climbing.

I'm tired of arguing.

After swimming I felt cold.

I'm sorry for keeping you waiting.

I'm interested in learning English.

A number of verb + preposition/adverb combinations take the gerund. The most common of these are ***be for/against, care for, give up, keep on, leave off, look forward to, put off, see about, take to.***

Negative form : **not** precedes a gerund.

We talked about *not* going to the meeting, but finally decided we should go.

### **VERBS FOLLOWED BY GERUND**

appreciate	enjoy	give up	miss	suggest
avoid	escape	go on (continue)	pardon	understand
consider	excuse	keep on	practise	
delay	fancy	leave off (cease)	put off (postpone)	
detest	finish	mention	recollect	
dislike	forgive	mind	stop	

### **Examples :**

I enjoy working in my garden.

Bob finished studying at midnight.

It stopped raining a few minutes ago.

David quit smoking.

Would you mind opening the window?

I postponed doing my homework.  
I put off doing my homework.  
Keep on working. Don't stop.  
Keep on working. Don't stop.  
I'm considering going to Hawaii.

**VERBS FOLLOWED BY EITHER GERUND OR INFINITIVE**

Advise	continue	like	regret
Agree	dread	love	remember
allow	forget	mean	start
attempt	hate	permit	study
begin	intend	prefer	try
cease	leave	propose	

There is often a difference of meaning between the gerund and infinitive constructions.

**Examples :**

**like, don't like**

- (a) I like to feel independent.
- (b) What would you like to eat?
- (c) I didn't like to say so, but.....
- (d) I like talking to you.
- (e) I don't like waiting in the rain.

With **an infinitive** the affirmative means '*I prefer or I want*'; the negative means '*I am unwilling*'.

With **a gerund** the affirmative has the more general meaning of '*I am fond of*'; the negative expresses the speaker's *dislike*.

**COMPARE!**

- (a) I don't like waking up so early as this. (= dislike)
  - (b) I don't like to wake him up so early as this.(= don't want to)
- remember, forget**
- (a) I must remember to post the letter.(must not forget)
  - (b) I don't remember posting the letter.(can't recall, bring to mind)
  - (c) I forgot to come to the exam yesterday.(didn't remember)
  - (d) I shall never forget taking this exam. (will always have this memory)

With an infinitive the affirmative has the meaning '*the working (or not) of memory*'.

With a gerund the affirmative has the meaning '*(not) to have a recollection of something*'.

- allow, permit**
- (a) The librarian doesn't allow (permit) us to talk here.
  - (b) The librarian doesn't allow (permit) talking here.

When a personal object is present these verbs take an infinitive; otherwise they take a gerund.

- mean**
- (a) I mean to work harder next year.
  - (b) We meant to tell you, but we forgot.
  - (c) Having party tonight will mean (our) working extra hard tomorrow.
  - (d) The transport strike meant (their) having to walk to work every day.

With infinitive it means '*to intend*'; with gerund it means '*signifies*'

- Try**
- (a) He tried to speak French to us. (He made an effort to do so)
  - (b) He tried speaking French to us. (He spoke French)

With infinitive it has the meaning '*make an effort or attempt*'; with gerund it means '*to test (by making an experiment)*'.

### **GERUNDS WITH MEANING OF PASSIVE INFINITIVE**

Deserve	Want
Merit	won't/doesn't/didn't bear
Need	won't/doesn't/didn't stand

The object of the gerund is the subject of the main verb.

#### **Examples :**

Your hair needs cutting. (.....needs to be cut)

My shoes want mending.

His opinions won't bear repeating in public.

His brave action certainly deserves rewarding.

## GO + GERUND

**Go** is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

go birdwatching	go hiking	go sightseeing
go boating	go hunting	go skating
go bowling	go jogging	go skiing
go camping	go mountain climbing	go sledding
go canoeing	go running	go swimming
go dancing	go sailing	go tobogganing
go fishing	go shopping	go window shopping

## VERBS FOLLOWED BY INFINITIVES

hope to	promise to	seem to	ask to
plan to	agree to	appear to	expect to
intend to	offer to	pretend to	would like to
decide to	refuse to		want to
			need to

### Examples:

I hope to see you again soon.

He promised to be here ten.

Negative form : **not** precedes the infinitive

He promised *not* to be late.

## VERBS FOLLOWED BY (PRO)NOUN + INFINITIVE

tell someone to	invite someone to	require someone to	ask someone to
advise someone to	permit someone to	order someone to	expect someone to
encourage someone to	allow someone to	force someone to	would like someone to
remind someone to	warn someone to		want someone to
			need someone to

**Examples :**

Mr. Lee told me to be here at ten o'clock.  
The police ordered the driver to stop.

**COMPARE :**

I expect to pass the test.  
(I think I will pass the test)  
I expect Mary to pass the exam.  
(I think Mary will pass the test)

Intend is usually followed by an infinitive (*I intend to go to the meeting*) but sometimes may be followed by a gerund (*I intend going to the meeting*) with no change in meaning.

**INFINITIVE OF PURPOSE : IN ORDER TO**

*In order to* is used to express purpose. It answers the question 'Why?' In order is often omitted.

He came here in order to study English.  
He came here to study English.

To express purpose, use (in order) to not for, with a verb.

He came here to study English.  
**not**  
He came here for study English.  
He came here for studying English.

**ADJECTIVES FOLLOWED BY INFINITIVES**

Certain adjectives can be immediately followed by infinitives. In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitude.

We were sorry to hear the bad news.  
I was surprised to see Tim at the meeting.

glad to	sorry to	ready to	careful to	surprised to
happy to	sad to	prepared to	hesitant to	amazed to
pleased to	upset to	anxious to	reluctant to	astonished to
delighted to	disappointed to	eager to	afraid to	shocked to
content to		willing to		stunned to
Relieved to	proud to	motivated to		
lucky to	ashamed to	determined to		
fortunate to				

### **REFERENCE LIST OF VERBS FOLLOWED BY GERUND**

<i>admit</i>	He admitted stealing the money.
<i>advise</i>	She advised waiting until tomorrow.
<i>anticipate</i>	I anticipate having a good time on vacation.
<i>appreciate</i>	I appreciated hearing from them.
<i>avoid</i>	He avoided answering my question.
<i>complete</i>	I finally completed writing the term paper.
<i>consider</i>	I will consider going with you.
<i>delay</i>	He delayed leaving for school.
<i>deny</i>	She denied committing the crime.
<i>discuss</i>	They discussed opening a new business.
<i>dislike</i>	I dislike driving long distance.
<i>enjoy</i>	We enjoyed visiting them.
<i>finish</i>	She finished studying about ten.
<i>forget</i>	I'll never forget visiting Napoleon's tomb.
<i>can't help</i>	I can't help worrying about it.
<i>keep</i>	I keep hoping he will come.
<i>mention</i>	She mentioned going to a movie.
<i>mind</i>	Would you mind helping me with this.
<i>miss</i>	I miss being with my family.
<i>postpone</i>	Let's postpone leaving until tomorrow.
<i>practice</i>	The athlete practiced throwing the ball.
<i>quit</i>	He quit trying to solve the problem.
<i>recall</i>	I don't recall meeting him before.
<i>recollect</i>	I don't recollect meeting him before.
<i>recommend</i>	She recommended seeing the show.
<i>regret</i>	I regret telling him my secret.
<i>remember</i>	I can remember meeting him when I was a child.
<i>resent</i>	I resent her interfering in my business.
<i>resist</i>	I couldn't resist eating the dessert.
<i>risk</i>	She risks losing all of my money.

<i>stop</i>	She stopped going to classes when she got sick.
<i>suggest</i>	She suggested going to a movie.
<i>tolerate</i>	She won't tolerate cheating during an examination.
<i>understand</i>	I don't understand his leaving school.

## REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

### a. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE

<i>afford</i>	I can't afford to buy it.
<i>agree</i>	They agreed to help us.
<i>appear</i>	She appears to be tired.
<i>arrange</i>	I'll arrange to meet you at the airport.
<i>ask</i>	He asked to come with us.
<i>beg</i>	He begged to come with us.
<i>care</i>	I don't care to see that show.
<i>claim</i>	She claims to know a famous movie star.
<i>consent</i>	She finally consented to marry him.
<i>decide</i>	I have decided to leave on Monday.
<i>demand</i>	I demand to know who is responsible.
<i>deserve</i>	She deserves to win the prize.
<i>expect</i>	I expect to enter graduate school in the fall.
<i>fail</i>	She failed to return the book to the library on time.
<i>forget</i>	I forgot to mail the letter.
<i>hesitate</i>	Don't hesitate to ask for my help.
<i>hope</i>	Jack hopes to arrive next week.
<i>learn</i>	He learned to play the piano.
<i>manage</i>	She managed to finish her work early.
<i>mean</i>	I didn't mean to hurt your feelings.
<i>need</i>	I need to have your opinion.
<i>offer</i>	They offered to help us.
<i>plan</i>	I am planning to have a party.
<i>prepare</i>	We prepared to welcome them.
<i>pretend</i>	He pretends not to understand.
<i>promise</i>	I promise not to be late.
<i>refuse</i>	I refuse to believe his story.
<i>regret</i>	I regret to tell you that you failed.
<i>remember</i>	I remembered to lock the door.
<i>seem</i>	That cat seems to be friendly.
<i>struggle</i>	I struggled to stay awake.

<i>swear</i>	She swore to tell the truth.
<i>threaten</i>	She threatened to tell my parents.
<i>volunteer</i>	I volunteered to help us.
<i>wait</i>	I will wait to hear from you.
<i>want</i>	I want to tell you something.
<i>wish</i>	She wishes to come with us.

**b. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE**

<i>advise</i>	She advised me to wait until tomorrow.
<i>allow</i>	She allowed me to use her car.
<i>ask</i>	I asked John to help us.
<i>beg</i>	They begged us to come.
<i>cause</i>	Her laziness caused her to fail.
<i>challenge</i>	She challenged me to race her to the corner.
<i>convince</i>	I couldn't convince him to accept our help.
<i>dare</i>	He dared me to do better than he had done.
<i>encourage</i>	He encouraged me to try again.
<i>expect</i>	I expect you to be on time.
<i>forbid</i>	I forbid you to tell him.
<i>force</i>	They forced him to tell the truth.
<i>hire</i>	She hired a boy to mow the lawn.
<i>instruct</i>	He instructed them to be careful.
<i>invite</i>	Harry invited the Johnsons to come to his party.
<i>need</i>	We needed Chris to help us figure out the solution.
<i>order</i>	The judge ordered me to pay a fine.
<i>permit</i>	He permitted the children to stay up late.
<i>persuade</i>	I persuaded him to come for a visit.
<i>remind</i>	She reminded me to lock the door.
<i>require</i>	Our teacher requires us to be on time.
<i>teach</i>	My brother taught me to swim.
<i>tell</i>	The doctor told me to take these pills.
<i>urge</i>	I urged her to apply for the job.
<i>want</i>	I want you to be happy.
<i>warn</i>	I warned you not to drive too fast.

**USING INFINITIVES WITH *TOO* AND *ENOUGH***

An adverb of excess; with *to* + infinitive and/or *for* + (pro)noun

The use of *too* implies a negative result, whereas *enough* implies a positive sense

**TOO → too + adjective + (for someone) + infinitive**

This soup is too hot (for me) to drink.

(= It is impossible for me to drink this soup)

This soup is very hot, but I can drink it.

(= It is possible but difficult to drink this soup)

**ENOUGH → adjective + enough + infinitive**

He is too ill to need a doctor.

(= He is so ill that it's useless to send for a doctor)

He is ill enough to need a doctor.

(= He is so ill that we must sent for a doctor at once)

**ENOUGH enough + noun + infinitive**

I don't have enough money to buy that car.

Did you have enough time to finish the test?

## EXERCISES

### Exercise 1

**Put the verbs between brackets into their correct form (Notice any alternatives that might give a different meaning)**

1. I had to ask the boys (stop)(play).
2. Don't star (try) (learn) geometry before you have finished (learn) (do) simple things in arithmetic.
3. We can't consider (buy) a new house before (sell) the old one.
4. Please don't talk of (go) before (see) my album.
5. If you can't unscrew the lid, try (hit) it with a hammer.
6. I saw him (sit) in the park on the way home, and heard him (tell) his friend not to be late.
7. I don't want (you, mention) (I, arrive) late.
8. I appreciate (you, want) (help) my friend, but it's time to learnt (practise) (do) his work alone.
9. I have decided (allow) Maisie (do) as she pleases.
10. I can't understand (he, want)(marry) a girl like that.

**Exercise 2**

**Supply an appropriate preposition and verb form**

1. Alice isn't interested.....(look).....for a new job.
2. Henry is excited.....(leave).....for India.
3. You are capable .....(do).....better work.
4. I have no excuse.....(be).....late.
5. I'm accustomed to .....(have).....a big breakfast.
6. The rain prevented us .....(complete).....the work.
7. Fred is always complaining.....(have) .....a headache.
8. Instead.....(study)....., Margaret went to a ball game with some of her friends.
9. Thank you.....(help).....me carry the packages to the post office.
10. Mrs. Grant insisted.....(know).....the whole truth.
11. He showed us how to get to his house.....(draw)..... A map.
12. You should take advantage.....(live).....here.
13. Laura had a good reason.....(go, not).....to class yesterday.
14. Everyone in the neighborhood participated.....(search) ..... for the lost child.
15. I apologized to Diane.....(make).....her wait for me.
16. The weather is terrible tonight. I don't blame you.....(want, not)..... to go to the meeting.
17. Who is responsible.....(wash).....and (dry).....the dishes after dinner.
18. In addition.....(go).....to school full-time, Sam has a part-time job.
19. The angry look on his face stooped me..... (speak).....my mind.
20. Where should we go for dinner tonight? Would you object.....(go) .....to an Italian restaurant.

**Exercise 3**

**Supply any appropriate completion for each sentence. Use either a gerund or an infinitive.**

1. We are going out for dinner. Would you like .....us?
2. Jack avoided .....me.
3. Fred didn't have any money, so he decided .....a job.
4. The teacher reminded the students.....their assignments.

5. Do you enjoy.....soccer?
6. I was broke, so Jenny offered.....me a little money.
7. Mrs. Allen promised.....tomorrow.
8. My boss expects me .....this work ASAP.
9. Jane had to go out again because she had forgotten .....some bread at the market.
10. Even though I asked the people in front of me at the movie..... quiet, they kept.....
11. I don't mind ..... alone.
12. The teacher seems.....in a good mood today, don't you think?
13. Lucy pretended ..... the answer to my question.
14. Ann advised her sister.....the plane instead of driving to Oregon.
15. All applicants are required .....an entrance examination.

**Exercise 4**

**Remake these sentences, using too**

1. It's very cold; we can't go out.
2. This book is very difficult; I can't read it.
3. She came very late; the lesson was over.
4. This hat is very big; he is only a little boy.
5. It's very far, we can't walk.
6. He's very stupid, he can't understand.
7. It's very small; this is a big room.
8. This mountain is very high; we can't climb it.
9. Its very good; it can't be true.
10. It's very dark; I can't see anything.

**Exercise 5**

**Reword the following, using enough**

1. You are quite clever; you understand perfectly.
2. You are quite old now; you ought to know better.
3. I am very tired; I can sleep all night.
4. Are you very tall? Can you reach that picture.
5. The fruit id ripe; we can pick it.
6. The story is short; we can read it in one lesson.
7. The moon is very bright; I can read a book by it
8. The wind is very strong; it will blow the roof off.
9. That man is quite stupid; he believes me.
10. I have enough money; I can pay the bill.

# UNIT 8

## PAST TIME

### Objectives

- Students are able to understand the function of simple past tense and past progressive tense in English.
- Students are able to identify the past form of verbs to make a correct sentence in past.
- Students are able to use the tenses, either simple past or past progressive, to express the idea of past time activities.

### THE SIMPLE PAST

The simple past indicates that an activity or situation began and ended at a particular time in the past (*yesterday, last night, two days ago*).

Most simple past verbs are formed by adding **-d/-ed** to a verb (Regular past forms).

Some verbs have irregular past forms.

Statement	Negative	Question	Yes/No Question
I walked to school yesterday.	I didn't walk to school yesterday.	Did I walk to school yesterday?	Yes, I did No, I didn't
He lived in Paris two years ago.	He didn't live in Paris two years ago.	Did he live in Paris two years ago?	Yes, he did No, he didn't
I bought a new car three days ago	I didn't buy a new car three days ago	Did I buy a new car three days ago?	Yes, I did No, I didn't

**Spelling Rules (Regular past forms)**

- |   |  |  |
|---|--|--|
| 1 | Verbs ending in -e; add only -d  | smile – smiled<br>agree – agreed<br>arrive – arrived<br>invite – invited   |
| 2 | Verbs ending in consonant +y; change the y to i and add -ed  | cry – cried<br>try – tried<br>study – studied                              |
| 3 | Verbs only one syllable ending in a single stressed vowel and a single consonant, and verbs of two syllables ending in a single stressed vowel and a single consonant; double the consonant and add - ed | stop – stopped<br>plan – planned<br>occur – occurred<br>prefer - preferred |

If a sentence contains **when** and has the simple past in both clauses, the action in the 'when clause' happens first.

- (1) I stood under the tree when it began rain.  
(1<sup>st</sup> : The rain began, 2<sup>nd</sup> : I stood under the tree)
- (2) When she heard a strange noise, she got up to investigate.
- (3) When I dropped my cup, the coffee spilled on my lap.

**THE PAST PROGRESSIVE**

The past progressive expresses an activity that was in progress (was occurring, was happening) at a point of time in the past (e.g. at 6:10) or at the time of another action (e.g. when Tom came).

FORM : **was, were + -ing**

- (1) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10P.M. I was eating dinner when Tom came.
- (2) I went to bed at 10:00. The phone rang at 11:00. I was sleeping when the phone rang.

When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.

- (1) While I was doing my homework, my roommate was watching TV.

Statement	Negative	Question	Yes/No Question
You were working.	You were not working.	Were you working?	Yes, You were. No, You weren't
I was walking downtown.	I wasn't walking downtown.	Was I working?	Yes, I was. No, I wasn't.
It was raining this morning.	It wasn't raining this morning.	Was it raining this morning?	Yes, it was. No, it wasn't.

**EXPRESSING PAST TIME : USING TIME CLAUSE**

When, after, before, and while introduce time clauses.

*when*  
*after*  
*before*  
*while*

} + subject + verb

A time clause can come in front of a main clause or follow a main clause. Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause)

**Time clause + comma + main clause**  
**Main clause + NO comma + time clause**

- (a) When I went to Chicago, I visited my uncle.
- (b) I visited my uncle when I went to Chicago.
- (c) Mary went to the library after she ate dinner.
- (d) Before I went to bed, I finished my homework.
- (e) While I was watching TV, the phone rang.
- (f) I was watching TV when the phone rang.
- (g) When the phone rang, I answered it.

(In a sentence with a time clause introduced by *when*, both the time clause verb and the main verb can be simple past. In this case, the action in the 'when clause' happened first).

*First : The phone rang. Then : I answered it.*

<b>Statement</b>	<b>Negative</b>	<b>Question</b>	<b>Yes/No Question</b>
I walked to school yesterday.	I didn't walk to school yesterday.	Did I walk to school yesterday?	Yes, I did No, I didn't
He lived in Paris two years ago.	He didn't live in Paris two years ago.	Did he live in Paris two years ago?	Yes, he did No, he didn't
I bought a new car three days ago	I didn't buy a new car three days ago	Did I buy a new car three days ago?	Yes, I did No, I didn't

### PREPOSITION OF TIME

- Preposition **in** : in the past, in the present, in the future, in the morning, in the afternoon, in the evening  
**in + a month/ a year / a century / a season**  
 in January, in 1974, in (the) Summer, in the twentieth century
- Preposition **at** : at noon, at night, at midnight, at present, at the moment, at the present time  
**at + 'clock time'**  
 at nine o'clock, at half past three
- Preposition **on** : on weekday, on October, on Thursday, on weekend  
**on + a date / a weekday**  
**on + weekday morning(s), afternoon(s), evening(s)**

### A REFERENCE LIST OF IRREGULAR PAST FORMS

#### SIMPLE FORM

be  
 become  
 begin  
 bend  
 bite  
 blow  
 break

#### SIMPLE PAST

was, were  
 became  
 began  
 bent  
 bit  
 blew  
 broke

**SIMPLE FORM**

bring  
broadcast  
build  
buy  
catch  
choose  
come  
cost  
cut  
dig  
do  
draw  
drink  
drive  
eat  
fall  
feed  
feel  
fight  
find  
fit  
fly  
forget  
forgive  
freeze  
get  
give  
go  
grow  
hang  
have  
hear  
hide  
hit  
hold  
hurt  
keep

**SIMPLE PAST**

brought  
broadcast  
built  
bought  
caught  
chose  
came  
cost  
cut  
dug  
did  
drew  
drank  
drove  
ate  
fell  
fed  
felt  
fought  
found  
fit  
flew  
forgot  
forgave  
froze  
got  
gave  
went  
grew  
hung  
had  
heard  
hid  
hit  
held  
hurt  
kept

**SIMPLE FORM**

know  
lay  
lead  
leave  
lend  
let  
lie  
light  
lose  
make  
mean  
meet  
pay  
put  
quit  
read  
ride  
ring  
rise  
run  
say  
see  
sell  
send  
set  
shake  
shoot  
shut  
sing  
sit  
sleep  
slide  
speak  
spend  
spread  
stand  
steal

**SIMPLE PAST**

knew  
laid  
led  
left  
lent  
let  
lay  
lit (lighten)  
lost  
made  
meant  
met  
paid  
put  
quit  
read  
rode  
rang  
rose  
ran  
said  
saw  
sold  
sent  
set  
shook  
shot  
shut  
sang  
sat  
slept  
slid  
spoke  
spent  
spread  
stood  
stole

**SIMPLE FORM**

stick  
strike  
swear  
sweep  
swim  
take  
teach  
tear  
tell  
think  
throw  
understand  
upset  
Wake  
Wear  
Win  
Withdraw  
Write

**SIMPLE PAST**

stuck  
struck  
swore  
swept  
swam  
took  
taught  
tore  
told  
thought  
threw  
understood  
upset  
woke  
wore  
won  
withdrew  
wrote

**EXERCISES**

***Exercise 1***

***Read the following in Past Simple Tense***

1. I break a cup.
2. It begins to rain.
3. We like oranges.
4. You cut your finger.
5. You come early.
6. The river freeze in winter.
7. They drink tea every day.
8. The servant sweeps the room.
9. She takes a plate from the cupboard.
10. You spend too much money.
11. The little boy falls down.
12. The artist draws a picture.
13. You hear a noise.
14. She always sits down when she is tired.
15. We let the cat out at night.

**Exercise 2**

**Make up sentences using the following expressions. Use the simple past tense.**

1. look up / telephone number / in / phone number
2. name / be / no / in / book
3. call/ directory Assistance / and / get / phone number
4. hear / busy / signal
5. hang up / and / try / again
6. speak / to him / for / five minutes
7. say / call / wrong / number
8. dial / again / and / this time / phone / rings

**Exercise 3**

**Use the Simple Past or the Past Progressive in the following.**

1. I am sitting in class right now. I (sit) in class at this exact same time yesterday.
2. I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (want, not) to go to the zoo because it (rain).
3. I (call) Roger at nine last night, but he (be, not) at home. He (study) at the library.
4. I (hear, not) the thunder during the storm last night because I (sleep).
5. It was beautiful yesterday when we went for a walk in the park. The sun (shine). A cool breeze (blow). The birds (sing).
6. I got a package in the mail. When I (open) it, I (find) a surprise.
7. Tommy went to his friends' house, but the boys (be, not) there. They (play) soccer in the vacant lot down the street.
8. While Mr. Emerson (read) the little boy a story, he (fall) asleep, so she (close) the book and quietly (tiptoe) out of the room.
9. I really enjoyed my vacation last January. While it (snow) in Iowa, the sun (shine) in Florida. While you (shovel) snow in Iowa, I (lie) on the beach in Florida.
10. While Ted (shovel) snow from his driveway yesterday, his wife (bring) him a cup of hot chocolate.

**Exercise 4**

**Complete the sentences by using the Simple Past of the given. Use each verb only one time. All of the verbs have irregular past forms.**

break	catch	freeze	sleep	wake
bring	come	ring	teach	wear
buy	dig	rise	think	write

1. I dropped my favourite vase. It fell on the floor and .....into a hundred pieces.
2. When I went shopping yesterday, I.....some light bulbs and a cooking pot.
3. Alex.....his book to class with him. He didn't forget it.
4. My brother and his wife .....to our apartment for dinner last night.
5. Last night around midnight, when I was sound asleep, the telephone..... It.....me up.
6. The sun .....at 6:04 this morning.
7. I ..... a letter to my folks after finished studying yesterday evening.
8. Ms. Manning.....chemistry at the local high school last year.
9. The police.....the bank robbers. They are in jail now.
10. Last night I had a good night's sleep. I .....nine hours.
11. Today Paul has on slacks and a sports jacket, but yesterday he .....jeans and a sweatshirt to class.
12. It was really cold yesterday. The temperature was three below zero. I nearly.....to death when I walked home!
13. I .....about going to Florida for my vacation, but I finally decided to go to Puerto Rico.
14. My dog .....a hole in the yard and buried his bone.



**UNIT**  
**9**

**PERFECT TENSES**

**Objectives**

- Students are able to understand the function of present perfect tense and present perfect progressive tense in English.
- Students are able to identify the form of the tenses, the form of past participle of verbs to make a correct sentence.
- Students are able to use the tenses, either present perfect or present perfect progressive for the proper situation.
- Students are able to distinguish the use of present perfect tense from simple past tense.

**PRESENT PERFECT TENSE**

The present perfect tense shows action in the indefinite past. The present perfect tense is also used to show action begun in the past and continuing into the present.

The present perfect of any verb is composed of two elements : the appropriate form of the auxiliary verb **to have** (present tense), plus the past participle of the main verb. The past participle of a regular verb is **base+ed**, e.g. played, arrived, looked.

The Present Perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

To make the present perfect tense, use have or has and a verb that ends in -ed.

1. We have lived in this house for five years.  
(= and we still live there)
2. Your plane has already landed.  
(= and it's still on the ground)

3. She has dirtied her new shoes.  
(= she made them dirty and they're still dirty)
4. The teacher has pinned a notice on the board.  
(= and the notice is still there)
5. You don't need your key. I've already opened the door.  
(= and it's still open)

### **Irregular Past Participles**

Remember that irregular verbs don't have a simple past form that ends in -ed. Irregular verbs also have unusual past participles that don't end in -ed. The past participle of some verbs is the same as the simple past tense.

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Abide	Abode/Abided	Abode/Abided/ Abidden	Abides	Abiding
Alight	Alit/Alighted	Alit/Alighted	Alights	Alighting
Arise	Arose	Arisen	Arises	Arising
Awake	Awoke	Awoken	Awakes	Awaking
Be	Was/Were	Been	Is	Being
Bear	Bore	Born/Borne	Bears	Bearing
Beat	Beat	Beaten	Beats	Beating
Become	Became	Become	Becomes	Becoming
Begin	Began	Begun	Begins	Beginning
Behold	Beheld	Beheld	Beholds	Beholding
Bend	Bent	Bent	Bends	Bending
Bet	Bet	Bet	Bets	Betting
Bid	Bade	Bidden	Bids	Bidding
Bid	Bid	Bid	Bids	Bidding
Bind	Bound	Bound	Binds	Binding
Bite	Bit	Bitten	Bites	Biting
Bleed	Bled	Bled	Bleeds	Bleeding
Blow	Blew	Blown	Blows	Blowing
Break	Broke	Broken	Breaks	Breaking
Breed	Bred	Bred	Breeds	Breeding
Bring	Brought	Brought	Brings	Bringing
Broadcast	Broadcast/ Broadcasted	Broadcast/ Broadcasted	Broadcasts	Broadcasting
Build	Built	Built	Builds	Building
Burn	Burnt/Burned	Burnt/Burned	Burns	Burning
Burst	Burst	Burst	Bursts	Bursting
Bust	Bust	Bust	Busts	Busting
Buy	Bought	Bought	Buys	Buying
Cast	Cast	Cast	Casts	Casting

## English : Grammar & Structure

Catch	Caught	Caught	Catches	Catching
Choose	Chose	Chosen	Chooses	Choosing
Clap	Clapped/Clapt	Clapped/Clapt	Claps	Clapping
Cling	Clung	Clung	Clings	Clinging
Clothe	Clad/Clothed	Clad/Clothed	Clothes	Clothing
Come	Came	Come	Comes	Coming
Cost	Cost	Cost	Costs	Costing
Creep	Crept	Crept	Creeps	Creeping
Cut	Cut	Cut	Cuts	Cutting
Dare	Dared/Durst	Dared	Dares	Daring
Deal	Dealt	Dealt	Deals	Dealing
Dig	Dug	Dug	Digs	Digging
Dive	Dived/Dove	Dived	Dives	Diving
Do	Did	Done	Does	Doing
Draw	Drew	Drawn	Draws	Drawing
Dream	Dreamt/ Dreamed	Dreamt/ Dreamed	Dreams	Dreaming
Drink	Drank	Drunk	Drinks	Drinking
Drive	Drove	Driven	Drives	Driving
Dwell	Dwelt	Dwelt	Dwells	Dwelling
Eat	Ate	Eaten	Eats	Eating
Fall	Fell	Fallen	Falls	Falling
Feed	Fed	Fed	Feeds	Feeding
Feel	Felt	Felt	Feels	Feeling
Fight	Fought	Fought	Fights	Fighting
Find	Found	Found	Finds	Finding
Fit	Fit/Fitted	Fit/Fitted	Fits	Fitting
Flee	Fled	Fled	Flees	Fleeing
Fling	Flung	Flung	Flings	Flinging
Fly	Flew	Flown	Flies	Flying
Forbid	Forbade/Forbad	Forbidden	Forbids	Forbidding
Forecast	Forecast/ Forecasted	Forecast/ Forecasted	Forecasts	Forecasting
Foresee	Foresaw	Foreseen	Foresees	Foreseeing
Foretell	Foretold	Foretold	Foretells	Foretelling
Forget	Forgot	Forgotten	Forgets	Forgetting
Forgive	Forgave	Forgiven	Forgives	Forgiving
Forsake	Forsook	Forsaken	Forsakes	Forsaking
Freeze	Froze	Frozen	Freezes	Freezing
Frostbite	Frostbit	Frostbitten	Frostbites	Frostbiting
Get	Got	Got/Gotten	Gets	Getting
Give	Gave	Given	Gives	Giving
Go	Went	Gone/Been	Goes	Going
Grind	Ground	Ground	Grinds	Grinding
Grow	Grew	Grown	Grows	Growing
Handwrite	Handwrote	Handwritten	Handwrites	Handwriting
Hang	Hung/Hanged	Hung/Hanged	Hangs	Hanging
Have	Had	Had	Has	Having
Hear	Heard	Heard	Hears	Hearing

## ***Rosyida Ekawati***

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Hide	Hid	Hidden	Hides	Hiding
Hit	Hit	Hit	Hits	Hitting
Hold	Held	Held	Holds	Holding
Hurt	Hurt	Hurt	Hurts	Hurting
Inlay	Inlaid	Inlaid	Inlays	Inlaying
Input	Input/Inputted	Input/Inputted	Inputs	Inputting
Interlay	Interlaid	Interlaid	Interlays	Interlaying
Keep	Kept	Kept	Keeps	Keeping
Kneel	Knelt/Kneeled	Knelt/Kneeled	Kneels	Kneeling
Knit	Knit/Knitted	Knit/Knitted	Knits	Knitting
Know	Knew	Known	Knows	Knowing
Lay	Laid	Laid	Lays	laying
Lead	Led	Led	Leads	Leading
Lean	Leant/Leaned	Leant/Leaned	Leans	Leaning
Leap	Leapt/Leaped	Leapt/Leaped	Leaps	Leaping
Learn	Learnt/Learned	Learnt/Learned	Learns	Learning
Leave	Left	Left	Leaves	Leaving
Lend	Lent	Lent	Lends	Lending
Let	Let	Let	Lets	Letting
Lie	Lay	Lain	Lies	Lying
Light	Lit	Lit	Lights	Lighting
Lose	Lost	Lost	Loses	Losing
Make	Made	Made	Makes	Making
Mean	Meant	Meant	Means	Meaning
Meet	Met	Met	Meets	Meeting
Melt	Melted	Molten/Melted	Melts	Melting
Mislead	Misled	Misled	Misleads	Misleading
Mistake	Mistook	Mistaken	Mistakes	Mistaking
Misunder-stand	Misunderstood	Misunderstood	Misunder-stands	Misunder-standing
Miswed	Miswed/ Miswedded	Miswed/ Miswedded	Misweds	Miswedding
Mow	Mowed	Mown	Mows	Mowing
Overdraw	Overdrew	Overdrawn	Overdraws	Overdrawing
Overhear	Overheard	Overheard	Overhears	Overhearing
Overtake	Overtook	Overtaken	Overtakes	Overtaking
Pay	Paid	Paid	Pays	Paying
Preset	Preset	Preset	Presets	Presetting
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Re-prove	Re-proved	Re-proven/ Re-proved	Re-proves	Re-proving
Read	Read	Read	Reads	Reading
Rid	Rid/Ridded	Rid/Ridded	Rids	Ridding
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringing
Rise	Rose	Risen	Rises	Rising
Rive	Rived	Riven/Rived	Rives	Riving

## English : Grammar & Structure

Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Sew	Sewed	Sewn/Sewed	Sews	Sewing
Shake	Shook	Shaken	Shakes	Shaking
Shave	Shaved	Shaven/Shaved	Shaves	Shaving
Shear	Shore/Sheared	Shorn/Sheared	Shears	Shearing
Shed	Shed	Shed	Sheds	Shedding
Shine	Shone	Shone	Shines	Shining
Shoe	Shod	Shod	Shoes	Shoeing
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Slay	Slew	Slain	Slays	Slaying
Sleep	Slept	Slept	Sleeps	Sleeping
Slide	Slid	Slid/Slidden	Slides	Sliding
Sling	Slung	Slung	Slings	Slinging
Slink	Slunk	Slunk	Slinks	Slinking
Slit	Slit	Slit	Slits	Slitting
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Sneak	Sneaked/Snuck	Sneaked/Snuck	Sneaks	Sneaking
Soothsay	Soothsaid	Soothsaid	Soothsays	Soothsaying
Sow	Sowed	Sown	Sows	Sowing
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spin	Span/Spun	Spun	Spins	Spinning
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading
Spring	Sprung	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stink	Stank	Stunk	Stinks	Stinking
Stride	Strode/Strided	Stridden	Strides	Striding

## **Rosyida Ekawati**

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Strike	Struck	Struck/Stricken	Strikes	Striking
String	Strung	Strung	Strings	Stringing
Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Sublet	Sublet	Sublet	Sublets	Subletting
Sunburn	Sunburned/ Sunburnt	Sunburned/ Sunburnt	Sunburns	Sunburning
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweeped	Swept/Sweeped	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling
Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understand- ing
Undertake	Undertook	Undertaken	Undertakes	Undertaking
Upset	Upset	Upset	Upsets	Upsetting
Vex	Vext/Vexed	Vext/Vexed	Vexes	Vexing
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wend	Wended/Went	Wended/Went	Wends	Wending
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Withdraw	Withdrew	Withdrawn	Withdraws	Withdrawing
Withhold	Withheld	Withheld	Withholds	Withholding
Withstand	Withstood	Withstood	Withstands	Withstanding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing
Zinc	Zinced/Zincked	Zinced/Zincked	Zincs	Zincking

(Adopted from :<http://www.usingenglish.com>)

***The present perfect is used to describe:***

1. An action or situation that started in the past and continues in the present.  
Example: I have lived in Bristol since 1984 (= and I still do.)
2. An action performed during a period that has not yet finished.  
Example: She **has been** to the cinema twice this week (= and the week isn't over yet.)
3. A repeated action in an unspecified period between the past and now.  
Example: We **have visited** Portugal several times.
4. An action that was completed in the **very recent** past, (expressed by '**just**').  
Example: I **have just finished** my work.
5. An action when the time is not important.  
Example: He **has read** 'War and Peace'. (the **result** of his reading is important)

**PRESENT PERFECT : just, already, yet**

We can use the present perfect with **just, already** and **yet**.

**Just** means 'a short time ago'. Vicky heard about the concert not long ago. **Already** means 'sooner than expected'. They sold the tickets very quickly.

We use **yet** when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

**Just** and **already** come before the past participle (**heard, sold**). **Yet** comes at the end of a question or a negative sentence.

*Here are some examples.*

We've **just come** back from our holiday.

I've **just had** an idea.

It isn't a very good party. Most people **have already gone** home.

My brother **has already crashed** his new car.

It's eleven o'clock and you **haven't finished** breakfast **yet**.

## **PRESENT PERFECT : FOR, SINCE**

Using the present perfect, we can define a period of time before now by considering its duration, with **for** + a period of time, or by considering its starting point, with **since** + a point in time.

### **For + a period of time or a duration of time**

**for** six years, **for** a week, **for** a month, **for** hours, **for** two hours.

I have worked here **for** five years.

### **Since + a point in time**

since this morning, since last week, since yesterday, since I was a child, since Wednesday, since 2 o'clock.

I have worked here since 1990.

More examples:

#### **present perfect with for:**

- a. She has lived here **for** twenty years.
- b. We have taught at this school **for** a long time.
- c. Alice has been married **for** three months.
- d. They have been at the hotel **for** a week.

#### **present perfect with since:**

- a. She has lived here **since** 1980.
- b. We have taught at this school **since** 1965.
- c. Alice has been married **since** March 2nd.
- d. They have been at the hotel **since** last Tuesday.

#### **Note:**

1. **For** and **since** can both be used with the past perfect.
2. **Since** can only be used with perfect tenses, **for** can also be used with the simple past.

## **PRESENT PERFECT : Ever and never**

Mark : Where have you been this time, Claire?

Claire : I've just come back from the States. Florida.

Mark : You get around, don't you? **I've never been** to Florida. Was it good?

Claire : It was OK. Not as good as Australia. I might go to Brazil next time. **Have you ever been** there?

Mark : No, / haven't.

We can use **ever** and **never** with the present perfect. We use **ever** in questions. In 'Have you ever been to Brazil?' the word **ever** means 'in your whole life up to the present time'. **Never** means 'not ever'.

*Here are some examples.*

**Have** you **ever played** cricket? ~ No, **never**. **Has** Andrew **ever had** any fun? ~ I don't think so.

I've **never ridden** a motor bike in my life. You've **never given** me flowers before. This is the most expensive hotel we've **ever stayed** in.

### **PRESENT PERFECT : First time, second time, etc**

After **It's/This is the first/second time**, we use the present perfect.

*Here are some examples:*

This is the **first time we've been** to Scotland, so it's all new to us.

This is the **second time** Rachel **has forgotten** to give me a message.

I love this film. I think it's the **fourth time** I've **seen** it.

### **PRESENT PERFECT : Today, this week, etc**

We use the present perfect with **today** and phrases with **this, e.g. this morning, this week, this year**.

*Here are some examples:*

We've **done** quite a lot of work **today**.

**I haven't watched** any television so far **this week**.

**Have** you **had** a holiday **this year**? ~ No, not yet. **This year** is the period which

began in January and has lasted up to the present time.

### **PRESENT PERFECT OR SIMPLE PAST?**

When the time is not important, or not specified, present perfect is always used.

When details about the time or place are specified or asked for, always use the simple past

### **Compare: Perfect Simple past**

I **have lived** in Lyon. I **lived** in Lyon in 1989.

They **have eaten** Thai food. They **ate** Thai food last night.

**Have you seen** 'Othello'? Where **did you see** 'Othello'?

We **have been** to Ireland. When **did you go** to Ireland?

There is also a difference of **attitude** that is often more important than the time factor.

"What did you do at school today?" is a question about **activities**, and considers the school day as **finished**.

"What have you done at school today?" is a question about **results** - "show me", and regards the time of speaking as a **continuation** of the school day.

## **PRESENT PERFECT PROGRESSIVE**

Present perfect progressive is used when we want to emphasize that something has been in progress throughout a period.

Instead of saying : *I have written* all day, we can say, for emphasize, *I have been writing* all day.

We use the present perfect continuous for an action over a period of time leading up to the present. In these examples the action is still going on.

***We've been waiting*** here for twenty minutes. (We're waiting now.)

*Listen. That burglar alarm **has been ringing** since eight o'clock this morning.*

We must use the perfect in these situations.

NOT *We wait here for twenty minutes* OR *We're waiting-here for twenty-minutes*.

We can use the present perfect continuous to talk about repeated actions up to now.

*Natasha **has been playing** the piano since she was four.* We can also use it to

talk about an action which ends just before the present.

***I've been swimming.*** *That's why my hair is wet.*

Sometimes verbs like learn, lie, live, sit, sleep, study, wait, work, suggest continuity and we often use them with *since* or *for*.

For example : I have been waiting here for three hours.

He has been working here since 1990.

**PRESENT PERFECT PROGRESSIVE: for, since, how long and recently**

We can use the present perfect continuous with for and since.

My sister **has been staying** with me **for** three weeks now.

You've **been playing** on that computer **since** seven o'clock.

We use **how long** in questions.

**How long have you been waiting?**

Note also **recently** and **lately**. These both mean 'in the last few days or weeks'.

**I haven't been feeling** very well **recently**. What **have you been doing lately?**

**EXERCISES**

**Exercise 1**

Complete the sentences with the **SIMPLE PAST** and the **PRESENT PERFECT** of the given verbs.

1. begin      I began a new diet and exercise program last week.  
I have begun lots of new diet and exercise programs in my lifetime.
2. bend      I \_\_\_\_\_ down to pick up my young son from his crib this morning.  
I \_\_\_\_\_ down to pick him up many times since he was born.
3. broadcast      The radio \_\_\_\_\_ news about the terrible earthquake in Iran last week.  
The radio \_\_\_\_\_ news about Iran every day since the earthquake occurred.
4. catch      I \_\_\_\_\_ a cold last week.  
I \_\_\_\_\_ a lot of colds in my lifetime.
5. come      A tourist \_\_\_\_\_ into Mr. Nasser's jewelry store after lunch.  
A lot of tourists \_\_\_\_\_ into his store since he opened it last year.
6. cut      I \_\_\_\_\_ some flowers from my garden yesterday.  
I \_\_\_\_\_ lots of flowers from my garden so far this summer.

7. dig            The workers \_\_\_\_\_ a hole to fix the leak in the water pipe.  
                  They many \_\_\_\_\_ holes to fix water leaks since the earthquake.
8. draw         The artist \_\_\_\_\_ a picture of a sunset yesterday.  
                  She \_\_\_\_\_ many pictures of sunsets in her lifetime.
9. feed         I \_\_\_\_\_ birds at the park yesterday.  
                  I \_\_\_\_\_ birds at the park every day since I lost my job.
10. fight        We \_\_\_\_\_ a war last year.  
                  We \_\_\_\_\_ several wars since we became an independent country.

**Exercise 2**

*Use the present perfect in this situation when Trevor and Laura are decorating their house. Put in the verbs.*

- Laura : How is the painting going? *Have you finished ?* (you / finish)
- Trevor : No, I haven't. Painting the ceiling is really difficult, you know.  
(1) \_\_\_\_\_ (I / not / do) very much. And it looks just the same as before. This new paint (2) \_\_\_\_\_ (not make) any difference.
- Laura : (3) \_\_\_\_\_ (you / not / put) enough on.
- Trevor : (4) \_\_\_\_\_ (I / hurt) my back. It feels bad.
- Laura : Oh, you and your back. You mean (5) \_\_\_\_\_ (you/ have) enough of decorating. Well, I'll do it. Where (6) \_\_\_\_\_ (you / put) the brush?
- Trevor : I don't know. (7) \_\_\_\_\_ (it/ disappear).  
(8) \_\_\_\_\_ (I / look) for it, but I can't find it.
- Laura : You're hopeless, aren't you? How much (9) \_\_\_\_\_ (you / do) in here?  
Nothing! (10) \_\_\_\_\_ (I / paint) two doors.
- Trevor : (11) \_\_\_\_\_ (I / clean) all this old paint around the window. It looks much better now, doesn't it?
- Laura : (12) \_\_\_\_\_ (we / make) some progress, I suppose.  
ow, where (13) \_\_\_\_\_ (that brush /go)?  
Oh, (14) \_\_\_\_\_ (you / leave) it on the ladder, look

**Exercise 3**

Complete the dialogue. Use the present perfect with *just*, *already* and *yet*.

- Vicky : You haven't done your project yet (you / not do / your project / yet), I suppose.
- Rachel : No, I haven't. (1) \_\_\_\_\_ (I / not / start / it / yet).
- Vicky : (2) \_\_\_\_\_ (I / just / see / Andrew), and he says \_\_\_\_\_ (he / already / do) about half of it.
- Rachel : Well, he works too hard.
- Vicky : (4) \_\_\_\_\_ (I / not / finish / my plan / yet).
- Rachel : (5) \_\_\_\_\_ (you / already / begin) to worry about it, haven't you? Take it easy. There's plenty of time.
- Vicky : (6) \_\_\_\_\_ (we / already / spend) too long thinking about it. (7) \_\_\_\_\_ (I / not / do / any real work / yet) and (8) \_\_\_\_\_ (I / just / realize) that there are only four weeks to the end of term.
- Rachel : OK. (9) \_\_\_\_\_ (I / just / decide) to start next week. Well, maybe.

**Exercise 4**

**THE AUSTRALIAN SALUTE**

Before I (visit) \_\_\_\_\_ Australia, an Australian friend in London (tell) \_\_\_\_\_ me I'd learn 'the Australian salute'. 'What's that?' I (ask) \_\_\_\_\_. You'll find out when you get there, 'he (say) \_\_\_\_\_. I (arrive) \_\_\_\_\_ in Perth last week. Since then, I (stay) \_\_\_\_\_ at a nice hotel near a beautiful beach. I (never, visit) \_\_\_\_\_ Australia before and I am enjoying my stay. I (swim) \_\_\_\_\_ every day from the time I (arrive) \_\_\_\_\_. Yesterday, an Australian friend (suggest) \_\_\_\_\_ a tour into 'the bush'. I (agree) \_\_\_\_\_ at once. The first thing I (notice) \_\_\_\_\_ when we (be) \_\_\_\_\_ in the bush (be) \_\_\_\_\_ the flies. After a while I (remember) \_\_\_\_\_ the conversation I had had in London before I (come) \_\_\_\_\_ here. 'What's the "Australian salute"?' I (ask) \_\_\_\_\_ suddenly, as I waved my right arm to keep the flies away. 'That's it!' my friend said as he (wave) \_\_\_\_\_ back.

**Exercise 5**

Write either *since* or *for* for the blank.

1. I haven't seen my brother \_\_\_\_\_ 6 months. I haven't seen my sister \_\_\_\_\_ April.
2. My husband and I have moved twice \_\_\_\_\_ we got married.
3. We've lived here \_\_\_\_\_ three years, but we're going to move again soon.
4. The Smiths have lived here \_\_\_\_\_ a long time. They've lived here \_\_\_\_\_ 1980.
5. My sister's husband got a job on a fishing boat in Kalimantan. He's been there \_\_\_\_\_ ten weeks, but he should be coming home soon.
6. The International Olympic games have continued almost without interruption \_\_\_\_\_ 1896.
7. The world has enjoyed Beethoven's music \_\_\_\_\_ nearly 200 years.
8. They have been married \_\_\_\_\_ last summer.
9. The first sections of the Great Wall of China have endured \_\_\_\_\_ a long time. They have endured \_\_\_\_\_ more than 2,200 years.
10. Overall, Edy has not learned very much \_\_\_\_\_ the term began. He needs to study harder.

# UNIT 10

## FUTURE TIME

### Objectives

- Students are able identify the function of simple future tense.
- Students are able to distinguish the use of 'will' and 'be going to'.
- Students are able to express idea of future activities.

### SIMPLE FUTURE

There are two ways in expressing actions or activities that will be done in the future. The use of *shall/will/be going to + infinitive* are expressing future time in general.

Some examples:

I *shall* do my homework after dinner.

I *will* miss you when you leave.

We *shall* take the dog for a walk later.

We *will* visit Grandma this weekend.

He *will* be home later.

She *will* help us cook the food for the party.

I *am going to* visit my cousin tomorrow.

I *am going to* see the new Star Wars movie next week.

My friend, John, *is going to* move to Jakarta next year.

Dad *is going to* buy me a skateboard.

Aunt Jane *is going to* have another baby soon

**Note** : *Shall* with I or We is common and frequently used in British English and uncommon in American English.

### WILL vs. BE GOING TO

Instead of using *will* and *be going to* to express actions or activities in the future for general, there are distinction between the use of *will* and *be going to*.

1. Expressing prediction: *will/be going to*.

Predicting future happenings, both *will* or *be going to* are used. Both have the same meaning or no change in meaning for the use of both *will* and *be going to* to express prediction.

Examples :

- a) According to the report, it will be a lunar eclipse tomorrow night.
- b) According to the report, it is going to be a lunar eclipse tomorrow night.

(It is kind of prediction, so it can use *will* or *be going to* to express prediction and both, sentences a and b, have the same meaning)

2. Expressing prior plan: *be going to*

To express prior plan for future activities or actions, only *be going to* is used.

Example:

John booked an airline ticket to Singapore. He *is going to* Singapore next week.

3. Expressing willingness : *will*

Only *will* to express willingness.

Example :

The phone is ringing. I'll hang it up.

### EXPRESSING FUTURE TIME

From the examples provided above, here are a number of different ways of referring to the future in English. It is important to remember that we are expressing more than simply the time of the action or event. Obviously, any 'future' tense will always refer to a time 'later than now', but it may also express our attitude to the future event.

All of the following ideas can be expressed using different tenses:

- a. Simple prediction
- b. Arrangements
- c. Plans and intentions
- d. Time-tabled events
- e. Prediction based on present evidence
- f. Willingness
- g. An action in progress in the future
- h. An action or event that is a matter of routine
- i. Obligation

- j. An action or event that will take place immediately or very soon
- k. Projecting ourselves into the future and looking back at a completed action.

The example sentences below correspond to the ideas above:

- a. There *will be* snow in many areas tomorrow.
- b. *I'm meeting* Jim at the airport.
- c. *We're going to spend* the summer abroad.
- d. The plane *takes off* at 3 a.m.
- e. I think *it's going to rain!*
- f. *We'll give* you a lift to the cinema.
- g. This time next week *I'll be sun-bathing.*
- h. *You'll be seeing* John in the office tomorrow, won't you?
- i. You *are to travel* directly to London.
- j. The train *is about to leave.*
- k. A month from now *he will have finished* all his exams.

It is clear from these examples that several tenses are used to express the future.

## EXERCISES

### Exercise 1

**Complete the sentences with will of be going to, as appropriate. Include any words in parentheses.**

- 1. A : Excuse me, waiter! This isn't what I ordered. I ordered a chicken salad.  
B : Sorry, sir. I \_\_\_\_\_ take this back and get your salad.  
A : Thank you.
- 2. A : Would you like to join Linda and me tomorrow? We \_\_\_\_\_ visit the natural history museum.  
B : Sure, I've never been there.
- 3. A : Where's the mustard?  
B : In the refrigerator, on the middle shelf.  
A : I've looked there.  
B : Okay. I \_\_\_\_\_ find it for you.
- 4. A : What's all this paint for? (you) \_\_\_\_\_ paint your house?  
B : No, we \_\_\_\_\_ paint my mother's house.

5. A : Paul, do you want to go with me to the shopping mall?  
B : No, thanks. I have some things I have to do today. I \_\_\_\_\_ wash my car and then clean out the basement.
6. A : Someone needs to take this report to Mr. Day's office right away, but I can't leave my desk.  
B : I \_\_\_\_\_ do it.  
A : Thanks.
7. A : Let's make something easy for dinner. Got any ideas?  
B : I \_\_\_\_\_ make some rice. Why don't you make a salad?  
A : Sounds good.
8. A : I wonder what the weather is like in China now. I need to know what kind of clothes to pack for my trip there.  
B : I don't know, but it just so happens that I have a cousin who lives in China, and I have to call her tonight. I \_\_\_\_\_ ask her about the weather and tell you what she says.
9. A : I need some help.  
B : What can I do, Andy?  
A : I \_\_\_\_\_ go to a job interview this afternoon, and I don't have a decent tie to wear.  
B : I \_\_\_\_\_ lend you one of mine.  
A : Thanks.
10. A : Are you going out?  
B : Yes, I \_\_\_\_\_ go to the grocery store for some fruits, meat, and rice. Can you think of anything else we need?  
A : How about some chocolate-covered nuts?  
B : I said "need"!

## **Exercise 2**

### **Expressing Prediction**

1. Sue (graduate) \_\_\_\_\_ in June. After that, she (begin) \_\_\_\_\_ work at an electronics firm.
2. Fred (be) \_\_\_\_\_ at the meeting tomorrow. I think Jane (come) \_\_\_\_\_ too.
3. A: Can you give Ed a message for me?  
B: Sure. I (see, probably) \_\_\_\_\_ him at the meeting this evening.

4. The damage we do to our environment today (affect) \_\_\_\_\_ the quality of life of future generations.
5. A: Mr. Swan (be, not) \_\_\_\_\_ here next term. He has resigned. Who (be) \_\_\_\_\_ the new teacher? Do you know?  
B: Yes. Mary Jefferson. Ms. Jefferson (teach) \_\_\_\_\_ the same courses Mr. Swan taught: English, algebra, and geometry. I (be) \_\_\_\_\_ in her algebra class. Do you know which algebra class you (be) \_\_\_\_\_ in next term?

### **Exercise 3**

#### **Expressing Prior Plan vs. Willingness**

1. A : This letter is in French, and I don't speak a word of French. Can you help me?  
B : Sure. I (translate) \_\_\_\_\_ it for you.
2. A : Do you want to go shopping with me? I (go) \_\_\_\_\_ to the shopping mall downtown.  
B : Sure. What time do you want to leave?
3. A : This light doesn't work. The bulb is probably burned out. Where the new light bulbs?  
B : I (get) \_\_\_\_\_ one for you.
4. A : It's cold in here.  
B : I agree. I (turn) \_\_\_\_\_ the heater on.  
A : That's a good idea.
5. A : I (enroll) \_\_\_\_\_ in the community college next spring.  
B : Oh? I didn't know you wanted to go back to school.  
A : I need to sharpen my skills so I can get a better job. I (take) \_\_\_\_\_ a course in word processing.
6. A : Brrr. Who turned up the air conditioner? It's really cold in here. My nose is cold and my fingers are cold.  
B : I (make) \_\_\_\_\_ you a hot cup of tea.  
A : Thanks. That sounds good.
7. A : Oh, oh! I've spilled coffee on my shirt.  
B : Just a minute. I (get) \_\_\_\_\_ a damp cloth for you.
8. A : What do you want to be when you grow up?  
B : I (be) \_\_\_\_\_ an astronaut.  
A : Good for you!
9. A : Do you mind if I turn the TV off? I (place) \_\_\_\_\_ a long distance call, and it's hard to hear if the TV is on.  
B : No, that's fine. I wasn't watching it anyway.

10. A : Who wants to erase the board? Are there any volunteers?  
B : I (do) \_\_\_\_\_ it!  
C : I (do) \_\_\_\_\_ it!  
D : No, no! I (do) \_\_\_\_\_ it!
11. A : Why do you have an eraser in your hand?  
B : I (erase) \_\_\_\_\_ the board.

# UNIT 11

## MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

### Objectives

- Students are able to express ideas using modal auxiliaries in various contexts.
- Students are able to express ideas similar expressions with modal auxiliaries in various contexts.

### MODALS

The modal auxiliaries in English are *can, could, had better, may, might, must, ought to, shall, should, will, would*. Modal auxiliaries generally express a speaker's attitudes or 'moods'. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable and in addition, they can convey the strength of this attitudes. Each modal has more than one meaning or use.

#### a. Modal Auxiliaries

I	}	<b>can</b> do it
We		<b>could</b> do it
You		<b>had better</b> do it
They		<b>may</b> do it
He		<b>might</b> do it
She		<b>must</b> do it
It		<b>ought to</b> do it
		<b>shall</b> do it
	<b>should</b> do it	
	<b>will</b> do it	
	<b>would</b> do it	

#### b. Similar Expression

<b>be able to</b> do it
<b>be going to</b> do it
<b>be supposed to</b> do it
<b>be to</b> do it
<b>have to</b> do it
<b>have got to</b> do it
<b>used to</b> do it

Modals do not take a final -s, even when the subject is she, he, or it.

*Correct* : He can do it

*Incorrect* : He cans do it

Modals are followed immediately by the simple form of a verb

*Correct* : He can do it

*Incorrect* : He can to do it / He can does it / He can did it

The only exception is *ought*, which is followed by an infinitive (*to + the simple form of a verb*).

*Correct* : He ought to go to the meeting.

In (b) is a list of some common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: *be able to* is similar to *can*; *be going to* is similar to *will*.

An infinitive *to + the simple form of a verb* is used in these similar expressions.

### **EXPRESSING ABILITY : CAN, COULD**

*Can* expresses ability in the present or future. The negative form of *can* may be written : *can't, cannot, can not*.

The past form of *can* is *could*. The negative form of *could* : *couldn't or could not*.

- (a) Bob can play the piano.
- (b) You can buy a screwdriver at a hardware store.
- (c) I can't understand that sentence.
- (d) Our son could talk when he was two years old.
- (e) They couldn't come to class yesterday.

### **EXPRESSING POSSIBILITY : MAY, MIGHT, COULD**

#### **EXPRESSING PERMISSION : MAY, CAN**

*May* and *might* express possibility in the present or future. They have the same meaning. Negative : *may not, might not* (Do not contact *may* and *might* with *not*).

- (a) It may rain tomorrow.
- (b) It may not rain tomorrow.
- (c) It might rain tomorrow.
- (d) It might not rain tomorrow.

*Maybe* (spelled as one word) is an adverb, meaning 'perhaps'.

*May be* (spelled as two words) is a verb form. The auxiliary *may* + the main verb *be*.

- (a) Maybe it will rain tomorrow.
- (b) Maybe John is sick.
- (c) John may be sick.

*May* is also used to give permission. Often *can* is used to give permission, too, and have the same meaning, but *may* is more formal than *can*.

- (a) Yes, children, you may have a cookie after dinner.
- (b) Okay, kids, you can have a cookie after dinner.

*May not* and *cannot* (*can't*) are used to deny permission (i.e., to say 'no')

- (a) You may not have a cookie.
- (b) You can't have a cookie.

*Could* can mean past ability, but that is not its only meaning. Another meaning of *could* is possibility.

- (a) He could be sick.
- (b) He may/might be sick.

### **ASKING FOR PERMISSION : *MAY I, COULD I, CAN I***

People use *may I*, *could I* and *can I* to ask polite questions. The questions ask for someone's permission. *Can I* is less formal than *may I* and *could I*.

- (a) May I please borrow your pen?
- (b) Could I please borrow your pen?
- (c) Can I please borrow your pen.

### **ASKING FOR ASSISTANCE : *WOULD YOU, COULD YOU, WILL YOU, CAN YOU***

People use *would you*, *could you*, *will you* and *can you* to ask polite questions. The questions ask for someone's help or cooperation. The use of *can* is less formal than the others.

- (a) Would you please open the door?
- (b) Could you please open the door?
- (c) Will you please open the door?
- (d) Can you please open the door?

Answers to polite questions are usually affirmative. Examples of possible polite negative responses follow.

- (a) I'm sorry, but I don't enough time
- (b) I'd like to, but.....

### **EXPRESSING ADVICE : SHOULD, OUGHT TO, HAD BETTER**

*Should, ought to* and *had better* have basically the same meaning. They mean : 'this is a good idea, this is good advice'.

- (a) My clothes are dirty. I should/ought to/had better wash them.

Negative form : should + not = shouldn't

- (a) You need you sleep. You shouldn't stay up late.

Contraction of had = 'd.

Usually *had* is the past form of have. However, in the expression *had better*, *had* is used as part of an idiom and the meaning is not past. The meaning is present or future.

- (a) I'd better study tonight
- (b) You'd better
- (c) He'd better
- (d) She'd better
- (e) We'd better
- (f) They'd better

### **EXPRESSING NECESSITY: HAVE TO, HAVE GOT TO, MUST**

*Have to, have got to* and *must* have basically the same meaning. They express the idea that something is necessary.

*Have to* is used much more frequently than *must* in everyday speech and writing.

*Have got to* is generally used only in informal speech and writing.

- (a) I have a very important test tomorrow. I have to study tonight.

Usual pronunciation :      have to            = 'hafta'  
                                      has to             = 'hasta'  
                                      (have) got to = 'gotta'

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**EXPRESSING LACK OF NECESSITY : DO NOT HAVE TO**

**EXPRESSING PROHIBITION : MUST NOT**

*Don't/doesn't have to* expresses the idea that something is not necessary.

*Must not* expresses prohibition. (Do not do this).

*Must + not = mustn't* (note : the first 't' is not pronounced').

- (a) I finished all of my homework this afternoon. I don't have to study tonight.
- (b) Tomorrow is a holiday. Mary doesn't have to go to class.
- (c) Children, you must not play with matches!
- (d) We must not use that door. The sign says : Private : Do not enter.
- (e) You mustn't play with matches.

**MAKING LOGICAL CONCLUSIONS : MUST**

*Must* can express a logical conclusion and necessity.

*Must not* can express a negative logical conclusion and prohibition.

- (a) Amy plays tennis everyday. She must like to play tennis.  
(Logical conclusion)
- (b) If you want to get into the movie theatre, you must buy a ticket. (Necessity)
- (c) Eric ate everything on his plate except the pickle. He must not like pickles. (Negative logical conclusion)
- (d) There are sharks in the ocean near our hotel. We must not go swimming there. (Prohibition)

**THE PAST FORM OF SHOULD**

Past form : *should have + past participle*

- (a) I had a test this morning. I didn't do well on the test because I didn't study for it last night. I should have studied last night.  
( 'I should have studied' means that studying was a good idea but I didn't do it. I made a mistake).
- (b) You were supposed to be here at 10 p.m. but you didn't come until midnight. We were worried about you. You should have called us. (You did not call).

- (c) I hurt my back. I should not have carried that heavy box up two flights of stairs. (I carried the box and now I am sorry).
- (d) We went to the movie, but it was a bad movie. We wasted our time and money. We should not have gone to the movie.

Usual pronunciation of *should have* : “should-of” or “shoulda”

Usual pronunciation of *should not have* : “shouldn’t-of” or “shouldn’t’a”

### **EXPECTATIONS : BE SUPPOSED TO AND BE TO**

*Be supposed to* and *be to* (a form of *be* followed immediately by a infinitive, e.g. *is to begin*) express the idea that someone (I, we, they, the teacher, lots of people, my father, etc.) expects something to happen. *Be supposed to* and *be to* often express expectations about scheduled events or correct procedures.

- (a) The game is supposed to begin at 10:00.
- (b) The game is to begin at 10:00.
- (c) The committee is supposed to meet tomorrow.
- (d) The committee is to meet tomorrow.

*Be to* is stronger, more definite, than *be supposed to*. In (a) and (b) above, The speaker expects the game to begin at 10:00 because that is schedule.

*Be supposed to* and *be to* also express expectations about behaviour; often they give the idea that someone expects a particular person to do something.

*Be supposed to* is close in meaning to *should*, but *be supposed to* gives the idea that someone else expects (request or requires) this behaviour.

### **COMPARE :**

- (a) I should go to the meeting. I can get some information if I go.  
Going to the meeting is a good idea.
- (b) I am supposed to go to the meeting. My boss told me that he wants me to attend.

*Be to* is close meaning to *must*, but *be to* includes the idea that someone else strongly expects (demands or orders) this behaviour.

*Be to* is used to state strong expectations : e.g. rules, laws, instructions, demands, orders.

COMPARE :

- (a) I must be at the meeting. The meeting can't occur without me because I'm the only one who has certain information.
- (b) I am to be at the meeting. My boss ordered me to be there. He will accept no excuses.

### **MAKING SUGGESTIONS : LET'S, WHY DON'T, SHALL I/WE**

Let's = let us. *Let's* is followed by the simple form of a verb.

Negative form : let's + not + simple verb

The meaning of let's : "I have a suggestion for us".

- (a) Let's go to a movie.
- (b) Let's not go to a movie. Let's stay home instead.

*Why don't* is used primarily in spoken English to make a friendly suggestion.

- (a) Why don't we go to a movie? (why don't we go = let's go)
- (b) Why don't you come around seven? (I suggest that you come around seven)
- (c) Why don't I give Mary a call? (Should I give Mary a call? Do you agree with my suggestion?)

When *shall* is used with "I" or "we" in a question, the speaker is usually making a suggestion and asking another person if she/he agrees with this suggestion.

- (a) Shall I open the window? Is that okay with you?
- (b) Shall we leave at two? Is that okay?

Sometimes "shall we?" is used as a tag question after *let's*. More informally, "okay?" is used as a tag question.

- (a) Let's go, shall we?
- (b) Let's go, okay?

**SUMMARY CHART MODALS AUXILIARIES AND SIMILAR EXPRESSIONS**

<b>AUXILIARY</b>	<b>USES</b>	<b>PRESENT/FUTURE</b>	<b>PAST</b>
May	(a) Polite request	May I borrow your pen?	
	(b) Formal permission	You may leave the room	
	(c) Less than 50% certainty	Where's John? He may be at the library	He may have been at the library
Might	(1) Less than 50% certainty	Where's John? He might be at the library	He might have been at the library
	(2) Polite request (rare)	Might I borrow your pen?	
should	(1) Advisability	I should study tonight	I should have studied last night
	(2) 90% certainty	She should do well on the test (future only, not present)	She should have done well on the test
ought to	(1) Advisability	I ought to study tonight	I ought to have studied last night
	(2) 90% certainty	She ought to do well on the test (future only, not present)	She ought to have done well on the test
had better	(1) Advisability with threat of bad result	You had better be on time, or we will leave without you	(past form uncommon)
be supposed to	(1) Expectation	Class is supposed to begin at 10.	Class was supposed to begin at 10.
be to	(1) Strong expectation	You are to be here at 9:00	You were to be here at 9:00
Must	(1) Strong Necessity	I must go to class today	I had to go to class yesterday
	(2) Prohibition (negative)	You must not open that door	

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AUXILIARY	USES	PRESENT/FUTURE	PAST
	(3) 95% certainty	Mary isn't in class. She must be sick. (present only)	Mary must have been sick yesterday
have to	(1) Necessity	I have to go to class today	I had to go to class yesterday
	(2) Lack of necessity (negative)	I don't have to go to class today	I didn't have to go to class yesterday
have got to	(1) Necessity	I have got to go to class today	I had got to go to class yesterday
Will	(1) 100% certainty	He will be here at 6:00 (future only)	
	(2) Willingness	The phone's ringing. I'll get it.	
	(3) Polite Request	Will you please pass the salt?	
be going to	(1) 100% certainty	He is going to be here at 6:00 (future only)	
	(2) Definite plan	I'm going to paint my bedroom (future only)	I was going to paint my room, but I didn't have time.
Can	(1) Ability/possibility	I can run fast	I could run fast when I was a child, but now I can't
	(2) Informal permission	You can use my car tomorrow	
	(3) Informal polite request	Can I borrow your pen?	
	(4) Impossibility (negative only)	That can't be true!	That can't have been true!
Could	(1) Past ability		I could run fast when I was a child
	(2) Polite Request	Could I borrow your	

AUXILIARY	USES	PRESENT/FUTURE	PAST
	(3) Suggestion	pen? Could you help me? I need help in math. You could talk to your teacher	You could have talked to your teacher
	(4) Less than 50% certainty	Where's John? He could be at home	He could have been at home
	(5) Impossibility (negative only)	That couldn't be true!	That couldn't have been true!
be able to	(1) Ability	I am able to help you. I will be able to help you.	I was able to help him
would	(1) Polite request	Would you please pass the salt? Would you mind if I left early?	
	(2) Preference	I would rather go to the park than stay home	I would rather have gone to the park
	(3) Repeated action in the past		When I was a child, I would visit my grandparents every weekend.
used to	(1) Repeated action in the past		I used to visit my grandparents every weekend.
Shall	(1) Polite question to make a suggestion	Shall I open the window?	
	(2) Future with 'I' or 'We' as subject	I shall arrive at nine (will = more common)	

EXERCISES

**Exercise 1**

**Complete the sentences with can or can't**

1. A cat.....climb tress, but it .....fly.
2. A fish .....walk, but it .....swim.
3. A dog.....bark, but it can't sing.
4. You .....buy stamps at the post office, but you.....buy shoes there.
5. A tiny baby.....cry, but it .....talk.
6. I .....write with a pen, but I .....write with a paper clip.
7. I .....read a book by moonlight, but I .....read in sunlight
8. Trees.....produce oxygen, but rocks.....
9. Fish ..... live in air, but they.....live in water.
10. You.....store water in a glass jar, but you.....store it in a paper bag.

**Exercise 2**

**Answer the questions. Include at least three possibilities in the answer to a question, using may, might, and maybe as in the example.**

**Example : What are you going to do tomorrow?**

**Response : I don't know. I may go downtown. Or I might go to the Laundromat. Maybe I'll study all day. Who knows?**

1. What are you going to do tomorrow night?
2. What's the weather going to be like tomorrow?
3. What is (.....) going to do tonight?
4. I'm taking something out of my briefcase/purse/pocket/wallet. It's small and I'm holding it in my fist. What is it?
5. What does (.....) have in her purse?
6. What does (.....) have in his pants pockets?
7. (.....) isn't in class today. Where is he/she?
8. What are you going to do this weekend?
9. What is (.....) going to do after class today?
10. What are you going to do after you graduate?

**Exercise 3**

**Read each of the following sentences as it stands, then in the negative**

1. I must get there before eight
2. You will have to come again
3. They must leave before dinner
4. She must wash up all the glasses
5. He had to change our shoes
6. You'll have to pay him in advance
7. He had to give it back
8. The workmen have to take it away again
9. Our teacher must write it on the blackboard
10. We had to finish it by today.

**Exercise 4**

**Say the following using the given time-expressions, first for the future and then for the past**

**Example : You can drive. When you are 17/after you got your licence**

**Answer 1 : You can drive when you are 17**

**Answer 2 : You could drive after you got your licence**

1. She can play the piano. When her arm is better/a few years ago
2. We can't find it. Until tomorrow/when we looked for it
3. John can stay up late. Tonight/even when he was a small boy
4. I can meet you. On Saturday/whenever I liked
5. My sister can sew very well. Soon/before she lost her eyesight
6. We can speak English. Soon/when we were in London
7. I can't have a car. Until I am older/until I was twenty-one
8. He can find a good answer. If you ask him tonight/whenever I asked him a question
9. My father can help me. When he comes home/when he had time
10. We can borrow the book. Tomorrow/whenever you wanted to

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