

STUDENTS' BOOK

PRACTICAL ENGLISH GRAMMAR

Dwi Astuti Wahyu Nurhayati

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PREFACE

Practical English Grammar (Students' Book)

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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit

Isi di luar tanggung jawab percetakan

This Practical English Grammar book is designed for students of English Department University of State Islamic Sayid Rahmad Ali Tulungagung that contain grammar discussion with exercises. Grammar is learned gradually; grammar is not everything but it is important to learn because it is needed in writing skill. This book is also accompanied by several topics of daily issues and fun games. So, that the students may be fun and joy to learn.

The most important thing to make it easy to learn and do grammar questions is to find a book and practice doing more questions or structure / grammar questions. Learn new vocabulary and improve vocabulary is important while studying grammar. Do not forget to reading more and more in English. By reading, you can gain information, value, and sentence structure of English. The point is a lot of practice. Remember, "Practice makes perfect". Another way, it can also by downloading the grammar application in the Play store or App Store. Keep studying and practicing. You're too young to give up on what you've been fighting for.

The writer also would like to thank to Allah SWT and some individuals have assisted with the development of this book for helping editing materials and exercises. Finally, the writer expect the readers give suggestions for making this book gets some improvements.

Tulungagung, August 2021

Dwi Astuti Wahyu Nurhayati

TABLE OF CONTENTS

PREFACE.....	iii
TABLE OF CONTENTS	iv
CHAPTER 1. PART OF SPEECH.....	2
1. Noun	5
2. Pronoun	14
3. Adjective	18
4. Determiner.....	22
5. Verb	24
6. Adverb	30
7. Preposition.....	35
8. Conjunction.....	39
CHAPTER 2. VERBALS	48
1. Gerund.....	48
2. Infinitive	50
3. Participle	54
4. Phrasal Verbs	63
CHAPTER 3. PHRASES	73
1. Noun Phrase.....	73
2. Verb Phrase.....	76
3. Adjective Phrase.....	77
4. Prepositional Phrase	78
5. Adverbial Phrase	80
CHAPTER 4. PART OF SIMPLE SENTENCES	87
1. Simple / Basic sentence structure	88
2. Subject.....	89

3. Predicate	89
4. Object	90
CHAPTER 5. TENSES	93
1. Present Simple	93
2. Present Continuous / Present Progressive	94
3. Present Perfect.....	95
4. Present Perfect Continuous	96
5. Past Simple	97
6. Past Continuous / Past Progressive.....	98
7. Past Perfect	99
8. Past Perfect Continuous or Past Perfect Progressive.....	100
9. Simple Future	101
10. Future Continuous	102
11. Future Perfect.....	103
12. Future Perfect Continuous	104
13. Past Future	105
14. Past Future Continuous.....	105
15. Past Future Perfect.....	106
16. Past Future Perfect Continuous	107
MID-TERM TEST.....	116
CHAPTER 6. CLAUSES AND SENTENCES	118
1. Clauses.....	118
2. Sentences.....	122
3. Statements Or Declarative	122
4. Questions Or Interrogative	122
5. Imperatives	125
6. Exclamatory	125
7. Direct- Indirect	130

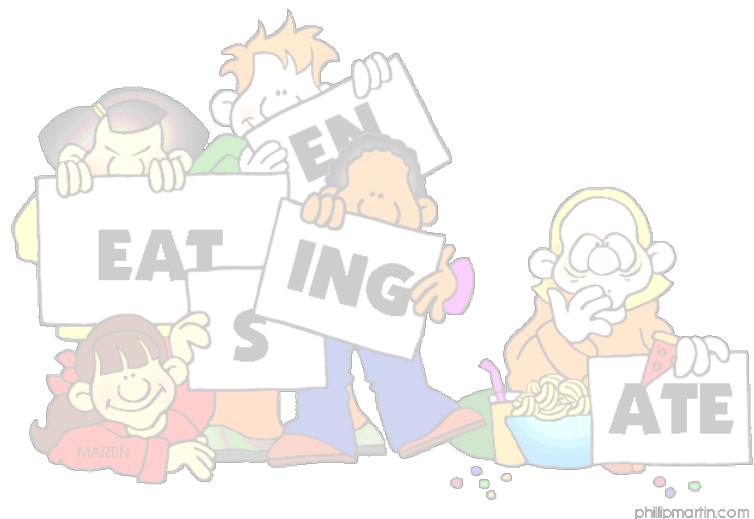
8. Active- Passive	134
9. Compound, Complex, And Compound Complex Sentences	142
10. Conditional Sentences	147
EVALUATION	153
REFERENCES	154
ABOUT THE AUTHOR	156

Chapter 1

Part of Speech

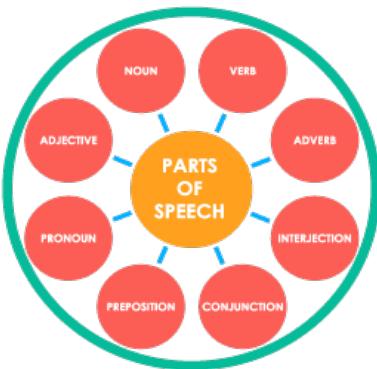
**“Education is the most powerful weapon
which you can use to change the world.”**

- Nelson Mandela -



CHAPTER 1. PART OF SPEECH

In this unit, we will learn various kinds of parts of speech. Firstly, we have to consider at what analysis level a word class acts. Thus, check it out and you'll understand parts of speech more.



For the next unit, we will look what is part of speech and how many of them. There are eight parts of speech (look at the picture above). The particular components may consist of the variation of these parts. We may analyze the names of all word groups and correlation between them before examining them. Hence, the first thing that should be discussed is word class or part of speech.

It should be remembered that determining word classes cannot be done by just looking at words' forms or meanings. In the sentence, clause, or phrase in which it occurs, you need to look at its purpose. For example, you might think of an "action" on the word "walk", that is used as a verb, but it can be used in some ways in different words (similar meaning) at the same word.

Example:

We walk to go therel.

Verb

I took a long walk this morning.

Noun

They got on his walking shoes.

Adjective

The 'open' and 'closed' class is one characteristic that can be made among word classes. Verbs (V), nouns (N), adverbs (Adv), and adjectives (Adj) are definitely "open" since old members with entirely new meanings have been used and there are new members added almost every time. It's like thinking of expressions to surf the Internet. Let's see, in the English lexicon, the word 'surf' is used with a new meaning and the word 'Internet' is a rather new word.

The number of conjunction (Conj), pronouns (Pron), prepositions (P), and determiners (Det) is smaller, and sometimes new ones are created. Thus, "closed" groups are investigated.

Open Classes

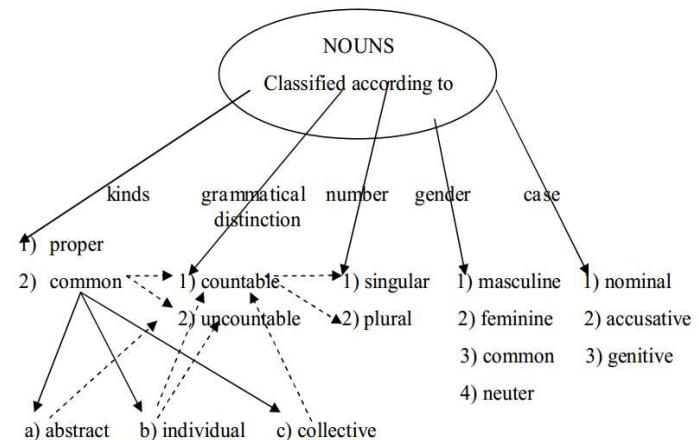
Adjective	beautiful, young, thin, dark
Adverb	carefully, obviously, lately
Main Verb	study, run, cook, play, sing
Noun	
Proper	James, August, London, Borobudur
Common	fruit, chair, animals, school, doctor
Concrete	banana, car, fish, spoon, book
Abstract	thought, idea, speech, feeling
Count	egg, days, tomato, glass
Non-count	air, water, grass, sand
Collective	a family, a club, a set of tools
Masculine	boy, prince, bull, rooster
Feminine	girl, princess, cow, hen
Neutral	computer, pupil, teacher, hat

Closed Classes

Auxiliary	be, has/have, shall/will, can, may, do
Conjunction	
Coordinate	and, but, or, nor, for, so, yet
Subordinate	if, whether, while, as, before
Correlative	not only... but also, either... or, both ... and
Determiner	
Definite	the, this, that
Indefinite	a, an
Preposition	in, on, at, for, to, of
Pronoun	
Personal	I, you, we, they, she, he, it
Reflexive	yourself, ourselves, himself, themselves
Reciprocal	each other, one another
Possessive	my, mine, yours, ours, theirs, her, his, its
Relative	whom, who, which, whose
Demonstrative	this, that, these, those
Interrogative	what, where, when, who, why, how
Indefinite	somebody, anything, each, several, much
Numerical	
Cardinal	one, two, eleven, sixty, one hundred
Ordinal	first, second, third
Interjection	oh, alas! My goodness, wow!

1. NOUN

Nouns can be defined as words which refer to name people, places, things, qualities, activities, or ideas. Things here mean something that is visible to human senses or something that is not visible but can be thought of. Noun is classified into five, based on



kinds, grammatical distinction, number, gender, and case.

a. Proper nouns.

Proper nouns can be defined as specific names of people, places, things, or ideas. They always start with a capital letter.

Examples:

- Idea : Freedom
- Person : Amanda
- Place : Bogor
- Thing : Coca Cola

b. Common nouns.

Common nouns can be defined as generic names of people, places, things, and ideas. In most cases they are not capitalized. Examples:

d. Uncountable noun

Different from countable nouns, in uncountable ones, we cannot make plural and add indefinite article "a/an" in its usual sense. Those typically only use singular forms.

In general, these nouns are uncountable:

Accommodation	Furniture
Behavior	Luggage
Bread	Scenery
Chaos	Traffic
Weather	Travel

Uncountable nouns are also counted by adding phrases like:

a piece of	a bolt of
a cup of	a flash of
a grain of	a clap of
a game of	four kilos of

e. Singular and plural nouns

Principle of singular nouns and plural ones:

- 1) The plural nouns are formed systematically by adding "s" to a singular noun:

- Map → maps
- Bag → bags
- Fork → forks
- Flower → flowers
- Book → books

- 2) Adding '**es**' to nouns that end with **s**, **z**, **x**, **sh**, and **ch**. like:

- Box → boxes
- Dish → dishes
- Church → churches
- Moss → mosses

- 3) Modify '**y**' to '**ies**' to nouns that end with '**y**' preceded by a consonant. Examples:

- Army → armies
- City → cities
- Lady → ladies

- 4) Adding '**s**' to nouns in the form of their plural, followed by a vowel:

- Day → days
- Toy → toys

- 5) Adding '**es**' to noun followed by a consonant with o ending:

- Tomato → tomatoes
- Potato → potatoes

Some may add **s** or **es**:

- Halo → halos / haloes
- Flamingo → flamingos / flamingoes
- Tornado → tornados / tornadoes
- Volcano → volcanos / volcanoes

Some add **s** only:

- Solo → solos
- Piano → pianos
- Zoo → zoos
- Albino → albinos

- 6) Changing **f** or **fe** to **ves** to nouns that end with **f** or **fe**.

Examples:

- Wife → wives
- Half → halves
- Knife → knives

Some nouns that have irregular plural forms are:

- Goose → geese
- Man → men
- Mouse → mice

g. Case noun

There are three noun case: nominal, accusative, and genitive. Each case references a noun's function and place in the sentence as it relates to other words.

1) Nominal noun

It can be singular or plural

- **Alfred** is my name → singular
- **The brothers** divided the kingdom → plural

2) Accusative noun

The direct object case, used to indicate direct receivers of an action. Example:

I see the car → "the car" is the direct object of the verb "see".

3) Genitive noun

We can indicate genitives by using apostrophes-s ('s) or the preposition "of". It can be also singular or plural.

- **Alfred's** kingdom was famous → 's, singular
- The kingdom **of Alfred** was famous → phrase, singular
- The swords **of the man** were sharp → plural E
- The **men's** swords were sharp → phrase, plural

ASSIGNMENT

I. Identify the nouns in the following list.

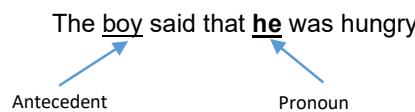
1. Love begets love.
2. Wild animals live in forests.
3. The jury has given its verdict.
4. The Hindus regard Krishna as an incarnation of Lord Vishnu.
5. Alcohol is injurious to health.

II. Underline each noun in the sentence and double underline the noun if it is a proper noun or collective nouns.

1. When a volcano erupted in the Sunda Strait of Indonesia, the whole world felt the effect.
2. The noise from the eruption of Krakatau could be heard at great distances.
3. A cloud of ash circled the globe and created spectacular sunsets.
4. The group of students is standing in line.
5. The crowd sounds like a herd of elephants.

2. PRONOUN

Pronouns can be defined as words that refer to substitute the noun. The noun is precedent in a similar situation:



From the sentence, the word "he" as pronoun is referring back to the word 'boy' as noun (antecedent).

Let's see the different types of pronouns:

a. Personal pronoun

Personal Pronouns indicate specific people or things. It can be divided into:

1) Nominative

To illustrate:

- I give you my money.
- You should go to kitchen.

2) Objective

This type act as object of the sentence (me, you, her, him, us, them, it). Example:

- Jack went to the store with Jessi and me.
- Marta has a good style like him.

b. Possessive pronoun

Pronouns that show ownership. In other words, something belongs to someone else (my/mine, your/yours, his, her/hers, its, our/ours, their/theirs). For example:

- The bottle is yours.
- Her legs are under water.

c. Reflexive pronoun

This type of pronoun is used to indicate that the sentence's subject receives the verb's action (yourself, myself, himself, itself, herself, ourselves), examples:

- He did the test himself.
- I should make it myself.

d. Intensive pronoun

Intensive pronouns are pronouns which only emphasize the subject. The placement of this pronoun is not essential to the meaning and usually placed after subject that they're emphasizing (yourself, myself, herself, himself, ourselves, itself, and themselves).

Illustration: You yourself should go from this area.

e. Demonstrative pronoun

This type of pronoun is used to determine nouns. It answers "which one?" (that, this, those, these).

Example: Those are cars that Mick was dreaming about.

f. Interrogative pronoun

This type of pronoun is used only in reference to a question, such as: what, who, whom, which, whose. For example:

- Which one donut do you like?
- Who is she?

g. Relative pronoun

This type of pronoun is used to link identifying details in a sentence to noun or other pronouns. Relative pronoun such as: who, which, that, whose, whom, whoever, whichever, whomever, and whatever.

1) Who vs. Whom

Who	Whom
Indicating to a subject	Indicating to an object
Who sings this song?	With whom did Ani go out?

2) Who vs. That

Who	That
Indicating to people or animals with name	Referring to things
A girl who have the gold voucher is my crush.	The book that she wrote .

3) That vs. Which

That	Which
Defining clause or introduce essential clause	Non defining clause or introduce non-essential clause
<u>The car</u> that is black goes fast.	<u>My laptop</u> which I bought yesterday was stolen.

Note:

- Essential clause: necessary for understanding the subject.
- Nonessential clause: unnecessary for understanding the subject.

h. Indefinite pronoun

This type of pronoun is functioned in relating to people or things that are not particular or unknown. It also acts in identifying common group of people or things such as: anyone, anybody, everyone, everybody, somebody, all, each, most, some, none, every, one, both, few, many, and several.

Example:

- **Everybody** look to the right, now!
- **All** of the students are wearing a mask.

i. Reciprocal pronoun

This type of pronoun is functioned to indicate a common group of people. Reciprocal pronouns such as: one another, one another's, each other, and each another's.

Examples:

- You and I should help **one another**.
- We only have **each other**.

ASSIGNMENT

I. Choose the words that belong in the following sentences

1. Jenny and (me, I) went to the park.
2. (She, Her) and (I, me) are best friends.
3. (Them, They) and (us, we) went to the zoo yesterday.
4. Maria and (him, he) were here with Anne.
5. You and (they, them) are invited to the picnic.

II. Underline the correct pronoun

1. She is not at home as much as (he, him).
2. Dad has more patience than (her, she).
3. The younger child is not as talented as (they, them).
4. Sarah thinks his parents like the baby more than (she, her).
5. Although Chelsea has only lived here for a short time, he already has made more friends than (me, I).

III. Correct the errors or choose the correct pronouns where necessary. Only one sentence contains no errors.

(We and our neighbors, our neighbors and we) cleaned up a vacant lot on our street. One of the ladies decided that (we, us) ladies should prepare lunch for everyone. Marie and (I, me) brought a salad and desserts. Fran and Jane they brought ham and chicken. The other ladies brought many different kinds of food. No people have ever worked as hard as (we, us). Each neighbor shared with the other how well (he, him) had enjoyed the day.

3. ADJECTIVE

Adjectives can be defined as words which are used together with nouns to point out or describe people, animals, things, or tell the number, quantity, or quality. Adjectives are used in two ways:

Attributively	Predicatively
The adjective is used with the noun as a name or attribute.	The adjective is used with the verb and forms part of the predicate.
Example: The beautiful lady was punished.	Example: The lady is beautiful .

a. Adjective suffixes

To make adjectives, we can add adjective suffixes to nouns or verbs. Adjective can be formed by adding suffixes because adjective can be the main or only word in adjective phrases. The most common suffixes and words:

Suffixes	Examples
<u>-able, -ible</u>	fashionable, disposable, suitable, audible
<u>-al, -ial</u>	racial, editorial, normal, cynical
<u>-ed</u>	Crooked, boarded, wooded, wretched,
<u>-ful</u>	careful, hopeful, playful, forgetful
<u>-ic</u>	atmospheric, romantic, atomic, heroic
<u>-ical</u>	economical, paradoxical, political, historical,
<u>-ish</u>	childish, amateurish, foolish, darkish
<u>-ive, -ative</u>	affirmative, defective, attractive, communicative
<u>-less</u>	tactless, hopeless, harmless, restless
<u>-ous, -eous, -ious</u>	spacious, famous, erroneous, , virtuous
<u>-y</u>	wealthy, tasty, , windy, handy

b. Kind of adjective:

1) Adjective of quality (Descriptive adjective)

It shows the quality or kind of noun. These adjectives specify quality as well as state and action of a noun. Example:

- He is an **honest** man.
- He is a **nice guy**.
- This is a **large** city.
- Naina has a **black dog**.

Note ... X

Note:
- The suffix -ed (used to form adjectives from noun phrase): *open-minded, blue-eyed, good-natured, long-haired*.
- Adjectives have no suffixes: *young, happy, sad, mad, true*.
- Suffixes were part of the words when they were borrowed into English: *virtuous, sensitive*.

2) Adjective of quantity

Adjective of quantity give information about quantity of a thing and used with noun. Adjective of quantity are used when we don't want to exact number of noun.

Examples:

- I took **some** pencils.
- I have **no** faith in him.
- He gave **all** his pens.
- She asked him to give **half** materials.

3) Adjective of number / numeral adjective

This type of adjective gives information about the numbers or order of persons or things. We can question 'How many?' to noun to get adjective of number.

It is divided into some types:

- Definite numeral adj → Denote exact number
- Indefinite numeral adj → Don't denote exact number (all, any)
- Distributive numeral adj → Refer to each one of a number.

Example:

- They sang **five** songs on studio.
- **Most** boys participate in futsal academy.
- There are **several** things to learn.
- He is **first** student who joined Zoom class.

4) Demonstrative adjective

Demonstrative adjectives answer the question ‘which?’ to a person or thing. Demonstrative adjectives are: those, that, this, these.

Here :

- This girl is more beautiful than Prachi. (Which girl? Ans-this)
- These trees are like palm.
- Those are paper plates.
- I like these things.

5) Interrogative adjective

The interrogatory words that we use to ask question. Those are: whose, why, how, what, which, and where. These adjective don't stand on their own that is interrogative adjective are used with nouns to ask question.

Examples:

- Where did she meet her?
- How do you manage this?
- Which house did you buy?

6) Emphasizing adjective

Emphasizing adjective is used to emphasize a noun. very and own is used as emphasizing adjectives.

Examples:

- Did you see it with your own eyes?
- Mind your own business.
- That is the very thing we want.

7) Exclamatory adjective

Exclamatory adjective is an adjectives that used word to express strong emotion. This adjective is used as an exclamatory adjective.

Examples:

- What a blessing!
- What an idea!
- What a genius!

How to use many adjectives in the sentences should follow:



ASSIGNMENT

Fill in the blanks down below!

Adjective	Opposite	Adjective	Opposite
Careful	Careless	Polite	Impolite
Fat	Thin	Rich	Poor
Friendly	Unfriendly	Shy	Outgoing
Funny	Serious	Smart	Stupid
Happy	Sad	Special	Ordinary
Healthy	Sick	Strong	Weak
Lazy	Hard-working	Tall	short
Old	Young		

1. My father loves to work out and eat healthy food, so he's _____.
2. Jack: You are a lazy person.
Ben: No, I am very _____.
3. My sister is very _____. She's four years old.
4. Do you like playing volleyball? You are _____. I am short.
5. My brother doesn't like to meet new people because she is shy. She isn't very _____.
6. Do you know the man who has the mall? He has a lot of money. He is _____.
7. Now you are _____. I just remember if you lost ten kilograms because of your diet last year.
8. Jack always says, "Thank you". He's a _____ person.
9. Do you think that you are _____ only because you got an A+ on this test?

10. My boyfriend loves to tell jokes to make me laugh. He's _____.
11. The bodybuilder can lift 180 kilograms. So, he's really quite _____!
12. The boys always look right and left before they cross a busy street. They are _____ when they cross a busy street.
13. Jennie is an easy going person and she has many friends. She's _____.
14. There is no thing that can make my father sad. He's a _____ person.



4. DETERMINER

Determiner is a word that is used before a noun to identify and to show which particular noun are referred.

Determiner types:

a. **Articles**

In English, we usually find some articles like the, a, and an. The terms "a" and "an" are referred as indefinite

articles that is used with singular countable nouns. The word "the" is considered as definite article that used before a noun. Definite article is used before a noun and refers to someone or something definite.

Example:

- Have you a plastic bag? (Indefinite article)
- We should keep the change. (Definite article)

b. **Demonstrative adjectives**

Demonstrative adjectives indicate the noun that being referred. These adjective such as: this, these, that, and those. The word 'this' and 'that' for singular or refer to a person, a single thing, a place that is near to the speaker. The word 'these' and 'those' is the plural form of 'this' and 'that'.

- This cake is mine. = singular (cake)
- Those cakes are yours. = plural (cakes)

c. **Adjectives of quantity**

This tell how much of a thing is being referred to such as: much, some, any, and less.

For examples:

- I gave you some books.
- They did not eat any rice.
- They ate much klepon.

d. **Adjectives of number**

Such as: each, many, several, few

This is used to indicates how many things or persons are being referred to, for examples:

- Several cats were stolen.
- This Ipad has many useful app.
- Look to every picture I switch.

e. **Possessive pronouns**

Such as: my, your, our, his, her, their, its

This pronoun is used to indicate possession or belonging, for example:

- This is my new phone.
- Where is your X?

ASSIGNMENT

I. Complete the following text with a, an, or the

1. Yesterday, I bought ... magazine and ... newspaper. ... magazine is in my bag, but I do not know where ... newspaper is.
2. He saw ... accident last night. ... car crashed into ... wall. ... driver of ... car was not hurt but ... car was quite badly damaged.
3. They live in ... luxury flat near ... center of the city.
4. My boyfriend and I went out for ... meal last night. ... restaurant we went to was excellent.
5. When my family and I were on holiday, we stayed at ... hotel. In the evenings, sometimes we had dinner at ... and sometimes in ... restaurant.

II. Choose the appropriate quantifier or determiner.

1. She has a lot of / many / some money. She owns two large apartments.
2. Do you want butter in your bread? "Just how much / a little / some / many / a few 'please.'"
3. I have a lot of / much / a little Comics.
4. I'll be ready in some / a few / little minutes.
5. How many / how much time do you need to finish your assignments?
6. How many / how much books have you read in the last three months?
7. Do you want much / any / few lipsticks from Gucci?
8. We have little / a little / few bread. It is not enough for breakfast.
9. We have much / many / few plates but we need more.
10. Can I have a few / some / many sugar please?

5. VERB

Verbs can be defined as words which assert actions. Verbs can be divided into three types, those are main verb (action verbs),

linking verbs, and helping verbs or it calls auxiliary verb. Most verbs state actions. Therefore, they are called action verbs. Action verbs describe what a person or thing is doing such as sleep, run, bake, etc. or possession like have and own.

Action verbs can be in the form of transitive or intransitive. Those words can be the main word in verb phrases or certain suffixes can be attached to nouns or adjective to make main verbs. Here are some verb suffixes:

-ate, -iate	graduate, duplicate, immediate
-en	moisten, awaken, fasten
-ify, -fy	justify, exemplify, simplify
-ise, -ize	characterize, publicize,

a. Regular and Irregular verbs

Let's distinguish first five forms of verbs.

1. base : study, eat, read, draw
2. -s : studies, eats, reads, draws
3. past : studied, heard, read, drew
4. -ing participle : studying, eating, reading, drawing
5. -ed participle : studied, heard, read, drawn

There are 250 more irregular verbs in English. Here are some examples of irregular verbs in each of the parts.

Part 1	learn – learnt – learnt
	make – made – made
Part 2	mow – mowed – mowed
	show – showed – shown
Part 3	buy – bought – bought

	hear – heard – heard
Part 4	see – saw – seen
	lie – lay – lain
Part 5	hit – hit – hit
	let – let – let
Part 6	get – got – got
	win – won – won
Part 7	begin – began – begun
	sing – sang – sung

b. Transitive and Intransitive

Lets talk about transitive verbs first. They often have a noun called the direct object that represents the verb's action. In addition, the verb that can be used in a passive structure is only transitive verb.

- Annie steps my feet.

The verb is steps and "my feet" is the object that get the verb's action. Hence, "steps" is transitive verb.

A transitive verb often has an indirect object that names the object to whom or for whom the action has been performed.

- James sent Annie a letter.

The verb is sent, the direct object is a letter, and the indirect object is Annie.

Different from transitive verbs, intransitive ones do not have indirect or direct object. Even if they might be persuaded by an adverb or adverbial phrase, there is no object receiving its action.

For example:

- Annie often sneezes when cleaning her house.

The verb is sneezes, and it does not need an object.

c. Linking Verb

Linking verbs join the subject directly to the information or descriptions of the subject itself. Linking verbs do not require an object, but it is directly followed by linking.

For example:

- Jacob is an actor. The verb 'is' connects the subject, 'an actor' as the subject complement (describing) of Jacob.
- The sky looked grey. The verb 'looked' connects the subject 'the sky' to its complement 'grey'.
- Annie became accountant. The verb 'became' links the subject 'Annie' to its complement 'accountant'.
- John seemed intelligent.

To become and to seem are always linking verbs and most of common linking verb is 'the verb to be' in all of its forms such as am, is, are, were, was, etc. However, such verbs may also be used as helping verbs.

d. Helping Verb or Auxiliary Verb

Helping verb is used to help clarify the main verb. In other words, this auxiliary verb serves to form or adds meaning to a clause or sentence.

For example:

- Zoe were so young when she entered the school.
- Bryan is thinking about you.

The other auxiliary verbs are called modals. They are functioned as helping verbs: may, can, must, will, shall, could, might, should, ought to, would.

For example:

- Bruno will learn to drive car. (Could help the main verb 'learn')
- Shawn will come to this room a few minutes later.

Furthermore, these verb's forms to do, to be, and to have often set as helping verbs. Those are: am, is, are, be, been, being, was, were, do, does, did, has, have, had.

(Note: In other conditions, they can serve as linking or action verbs.)

For example:

Linking: Bobi is ready to swim.

Helping: Arya did drink his coffee!

Action: Arya did his assignment last night.

Helping: Bobi is looking for her keys still.

ASSIGNMENT

I. Convert the following words into verbs by adding verb suffixes (-ate, -ise, -en, -ify) and making any consequent changes. Some words may take more than one verb suffix.

- | | |
|------------|-------------|
| 1. Hard | 6. Real |
| 2. Dark | 7. Advert |
| 3. Class | 8. Motive |
| 4. Pure | 9. Straight |
| 5. Intense | 10. Note |

II. Change the word down below form the base form into the past and perfect form.

- | | |
|----------|----------|
| 1. Fly | 6. Shine |
| 2. Ride | 7. Bear |
| 3. Sell | 8. Lay |
| 4. Teach | 9. Hurt |
| 5. Wake | 10. Dig |

III. Change the sentence below into negative and interrogative form.

Example: (-) I haven't made a cake

(?) Have I made a cake?

1. I may see her.
2. You should read more.
3. They can tell you the time.
4. We can go by bus.
5. He is in a hurry.
6. She must be quick.
7. The birds are eating the buds.
8. Tom has a pet.
9. I am hungry.
10. You will read aloud.

6. ADVERB

An adverb can be defined as a word which explain more about verbs, adjectives or other adverbs. The distinct kinds of adverbs can have different functions. The suffix *-ly* is frequently attached to adjectives to make adverbs such as clearly, barely, hardly, deeply, etc. Some adverbs also called interrogative adverbs such as where or when and such words can act as adverbial in a clause or sentence. However, an adverb not always has a *-ly* suffix, for example: well and fast, and the *-ly* ending is not only for adverb but also for some adjective, for example: noisy, lonely, lovely, etc.

a. Adverbs of manner define the way people do things and it replies the question 'how'?

Example: bravely, happily, quickly, well, etc.

- The parcel arrived safely.
- Mom waited *patiently* to see the doctor.

b. Adverbs of Time declare to us 'when' an action happened, it can be how long or how often.

Example: afterwards, eventually, lately, recently, today, tomorrow, now, soon, then, yet, still, just, etc.

- Bryan has *already* left from his room.
- Joe is going to swim *tomorrow*.

c. Adverbs of Place define about the location 'where' the action taking place.

Example: away, everywhere, here, nowhere, somewhere, there, near, down, etc.

- It's very sunny and hot *inside*.
- Do you see my book *here*?

d. Adverbs of Frequency describe how often or how frequently something happens.

Example: often, always, seldom, usually, once, twice, continually, frequently, occasionally, repeatedly, sometimes, ever, never, rarely, etc.

- Emily plays the guitar *regularly*.
- I have been to France *twice*.

e. Adverbs of Duration express how long something happened.

Example: close, overnight, briefly, for three weeks, very long time, etc.

- It's raining for *three days*.
- Zee doesn't go to school for *one week*.

f. Adverbs of Emphasis declare the adjective or other verbs in the sentence, and it's used to add emphasis.

Example: certainly, really, fairly, definitely, very, too, completely, etc.

- It's *very* good drawing.
- Today is *too* cold for me to go outside.

g. Interrogative Adverb is used to ask wide variety of question, and these questions can be answered with prepositional sentences or phrases.

Example: where, when, why, how, etc.

- *When* will Emirate's plane arrive from Turkey?
- *How far* is it to the city from here?

h. Conjunctive Adverb is an adverb which joins two clauses and relating independent clause.

Example: then, moreover, in addition, furthermore, finally, similarly, etc.

- The teacher plans to leave the camp early morning; thus, the students will go to bed soon.

Adverb Placement

Adverbs can be placed anywhere within the sentence because they are flexible.

- In the beginning of a sentence or a clause

Example: *Clearly*, Bryan has a problem getting up early.

- In the end of a sentence or a clause

Example: Shawn attends the opera *frequently*.

- After the verb

Example: Ronaldo and Messy have *always* participated in the soccer tournament.

- Between the subject and the verb

Example: Ellen *rarely* forgets to call home when she is out late.

Here are adverb and adjectives with the same form:

back	deep*	direct*	early
enough	far	fast	hard*
high*	ill	just*	kindly
late*	left	little	long
low	much/more/most*	near*	pretty
right*	short*	still	straight
		well	wrong*

Used as adverbs:

Come back soon.

You run fast.

He works hard

Tony comes late

Used as adjectives:

The back door.

You are a fast runner.

The chair is hard

They are late

ASSIGNMENT

- I. Convert the following words into adverbs by adding -ly or -ically suffixes!

- | | |
|-----------------|--------------|
| 1. Realistic | 6. Hungry |
| 2. Tragic | 7. Anxious |
| 3. Simple | 8. Public |
| 4. Polite | 9. Specific |
| 5. Enthusiastic | 10. Terrible |

- II. Complete each sentence with an adverb!

1. They didn't go out because it was raining heavily.
2. Marry and Sam had no difficulty getting a place to live. They found an apartment quite _____.
3. Daniel had to wait a long time, but he did not make a fuss. He waited _____.
4. No one knew that Patrick was coming to see us. He arrived _____.
5. Rimar keeps fit by practicing yoga _____.
6. I don't speak Spanish very well, but I can understand per if people speak _____ and _____.

- III. In the following passage there are some bold words, identify and write the words which one used as adjectives or adverbs!

1. My grandparent smiled **kindly**.
2. The baby has a **lovely** smile.
3. Someone in my class is very **friendly**.
4. Samuel had no friends and felt very **lonely**.
5. It was raining, so they **wisely** decided to stay in.
6. My father buys a **daily** newspaper.
7. I've **nearly** finished my task.
8. Some snakes are **deadly**.

9. We shook hands politely with the head teacher.

10. He played some very lively games.

IV. Put in the correct word!

1. Sam drove carefully along the narrow road. (careful / carefully)
2. We think she behaved very _____. (selfish / selfishly)
3. The weather changed _____. (sudden / suddenly)
4. There was a _____ change in the weather. (sudden / suddenly)
5. Bara fell and hurt herself really _____. (bad / badly)
6. I think I have flu. I feel _____. (awful / awfully)
7. Tara is _____ upset about losing her job. (terrible / terribly)
8. I could sit in this chair all day. It's very _____. (comfortable / comfortably)
9. Laura is a good tennis player. She hits the ball very _____. (hard / hardly)
10. Be careful on that ladder. It doesn't look very _____. (safe / safely)
11. Have a good trip and I hope you have a _____ journey. (safe / safely)
12. I'm glad you had a good trip and got home _____. (safe / safely)

7. PREPOSITION

Prepositions are words that present a relationship among other words. They are mostly words that are short such as "in, on, at, about, with, of, to, by, beside, before, and after". When placed in front of a noun phrase, that stand for people or things, the noun phrase becomes a prepositional phrase, denoting a place, manner, time, etc.

Most prepositions are short words, but there are also several multiword prepositions such as "by the way" or "in addition to", "in spite of, in contrast to, and apart from." A multiword preposition is consisted of noun phrase and prepositional phrase, but it's variation which are frequently used together that they are known as a single preposition.

Prepositions of Place: it tells where something happens. e.g.

- Some doves flew over their house.
- Jane was hiding inside the wardrobe.

Prepositions of Time: it tells when something happens. e.g.

- John and Sarah were going to the zoo on Weekend.
- My music class start at nine o'clock.

Prepositions of Direction: it tells where something is going. e.g.

- We were travelling towards Melbourne.
- Dad was walking his dog along the street.

Common preposition:

About, beside, inside, to, above, besides, like, toward, across, between, near, under, after, beyond, of, underneath, against, by, off, until, along, despite, on, up, among, down, out, with, around, during, outside, within, at, except, over, without, before, for, past, behind, from, since, below, in, through, beneath, into, long with, in spite of,

because of, in place of, due to, instead of, except for, on account of, in addition to, out of, in case of, up to, etc.

'Preposition or Subordinating Conjunction?

The distinction between a preposition and a subordinating conjunction is that a preposition contains a dependent noun phrase and a subordinating conjunction contains a dependent clause.

Preposition or Adverb?

Several words may act either as adverbs or as prepositions. If such words are followed by nouns or pronouns, it indicates that they are prepositions not adverbs. Here, you can see the examples:

She put her hand <u>inside</u> my <u>bag</u> .
preposition noun
It was raining, so they decided to stay <u>inside</u> .
adverb
Water was running <u>down</u> the <u>walls</u> .
preposition noun
He tripped over his shoelaces and fell <u>down</u> .
adverb

ASSIGNMENT

I. Put in, on, or at.

1. It rained very hard in the night. Did you hear it?
2. My motorcycle is being repaired at the garage. It will be ready in an hour.
3. The bus station was busy. A lot of buses were leaving at the same time.
4. Harry and Daisy always go out for dinner on their wedding anniversary.
5. It was a big book and hard to read. I read it in a week.
6. This building is very old. It was built in the fifteenth century.
7. The shop is closed on Wednesday afternoons.
8. In the UK many people go home to see their families on Christmas.
9. My flight arrives at 4 o'clock in the morning.
10. The course begins on 7 February and ends sometime in June.

II. Fill in the blank with the correct prepositions from the box.

1. My flight departs at 11.15 A.M.
2. You walked on the night street.
3. Haris climbed up the hill.
4. Grandma is knitting near the fireplace.
5. Chef Arnold divided the ingredients between two finalists.
6. My clock hangs on the wall.
7. Nina is hiding behind the curtain.
8. Jessy has to do the report on Monday.
9. His contract was up in the three weeks.
10. Don't rise too near the ceiling.

Near
by
on
at
between
in
around
into
up
behind

**III. Complete this sentences with an appropriate preposition
in/on/to/into/onto**

1. Robert has back ____ his home town.
2. Are children still playing ____ the field?
3. The boy jumped ____ the pool.
4. Jerry fell ____ the street.
5. My brother spilled his breakfast ____ the floor.
6. I walk ____ the amusement park.
7. My mom went ____ the salon.
8. The plane landed ____ the runway.
9. Sarah and Joe moved the table ____ the dining room.
10. Michelle got ____ Fred's car.

IV. Put the correct preposition in the blank space below, leave the space empty if no preposition is needed.

1. Is he going to apologize ____ what he did?
2. Forgive me ____ interrupting, but there's something that I would like to ask you.
3. You finished your lunch, you paid ____ the bill, and you left the restaurant.
4. Rudi doesn't have a job, so he relies for money ____ his parent.
5. Some people are dying ____ hunger, while others eat too much.
6. Mario is often not well. He suffers ____ very bad headaches.
7. Thai's students were suspected ____ cheating in the exam.
8. We wore warm clothes to protect ourselves ____ the cold.
9. The crash was my fault, so I had to pay ____ the repairs.
10. My home consists ____ four rooms, a kitchen, a living room, and bathroom.

8. CONJUNCTION

A conjunction can be defined as a word that is functioned to link clauses, phrases, or words. Several general conjunctions are and, or, and but.

- Conjunction of time is used to say when something happens such as before, after, since, when, while, until. For example:
I always brush my teeth after I have lunch.
- Conjunction of place is used when we express about places.
For example:
Where I live, there are a lot of coffee shops.
- Conjunction of reason explains why someone does something such as because, in case, since and as. For example:
Because we arrived early, we decided to have a dinner at the restaurant.
- Conjunction of purpose explain what the purpose of something is such as in order to, so, so that, etc. For example:
I practice yoga every morning in order to relax.

a. Coordinating Conjunction

They combine words, phrases, and independent clauses that are generally equivalent in grammar. In addition, the conjunctions in this form are located between the words or groups of words, and they are not linked at the start or the end.

- **For** : to explain cause or aim to be clarified.
- **And** : to add one item to another.
- **Nor** : to present an alternative negative idea to a negative idea already mentioned.
- **But** : to show a difference.
- **Or** : to offer an option or an alternative

- **Yet** : to introduce a contrasting concept that logically follows the previous theory.
- **So** : to indicate effect, consequence, or sequence.

b. Subordinate Conjunction

Repeatedly subordinate conjunctions propose dependent clauses and connect it to independent clauses. A dependent clause is a collection of words which cannot stand alone as a complete sentence, and an independent clause may be as a full sentence stand by itself.

Note: subordinators: after, although, as, as if, as though, because, before, even though, how, however, much, if, in order, that, now, that once, rather, than, since, so that, though, unless, until, what(ever), when, whenever, where, whereas, wherever, whether, which(ever), while, who, who(m)(ever), whose, etc.

c. Correlative Conjunction

This conjunction appears in pairs and we must use these two in a phrase to make them function in different places. They follow and link sentence to another. Two grammatical words are related by correlative conjunctions. Therefore, if a noun followed by "both", it must follow "and".

- either... or
- neither... nor
- not only... but also
- both... and
- whether... or
- so... as

Definition of Conjunctive Adverb

Conjunctive adverbs cannot be defined as real conjunctions, but they act as conjunctions, such as:

- | | |
|--|---|
| <ul style="list-style-type: none"> - as a result - consequently - furthermore - in addition - indeed - instead - likewise - on the contrary - still | <ul style="list-style-type: none"> - after all - finally - hence - in fact - incidentally - however - meanwhile - on the other hand - thus |
|--|---|

Summary

You understand that learning the eight parts of speech helps people to know the function of words, and how they are joined together to make coherent sentences. They will be introduced to the noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. They will also realize that depending on its use the same word can represent a different part of speech. By now, you should know the 8 parts of speech and you should know how these are to be used in sentences correctly.

ASSIGNMENT

I. Complete the following sentences by adding an appropriate conjunction (and, but, or)

1. Mrs. Eliza is tall ____ slim.
2. Did you eat fried ____ boiled eggs?
3. The exams are quite difficult ____ you're doing well.
4. Cindy visited lots of museum ____ castles in Yunnan.
5. My brother doesn't like football ____ soccer.
6. Learning chemist is challenging ____ interesting.
7. This bicycle is old ____ still useful.
8. My sister didn't know whether to turn left ____ right.

II. Select the right time conjunctions from the box below to complete the phrases.

after since until before as when while

1. Give this jacket to Amel _____ you see her.
2. It went dark _____ my mother was cooking for dinner.
3. Chika's birthday party will begin at 07.30 p.m. _____ lasted until midnight.
4. Junhee looked unhealthy _____ she walked in.
5. Let's go home _____ it gets snow.
6. Soojin has known Suho _____ he was a kid.
7. Rafi and Rava always brush their teeth _____ they have eaten.

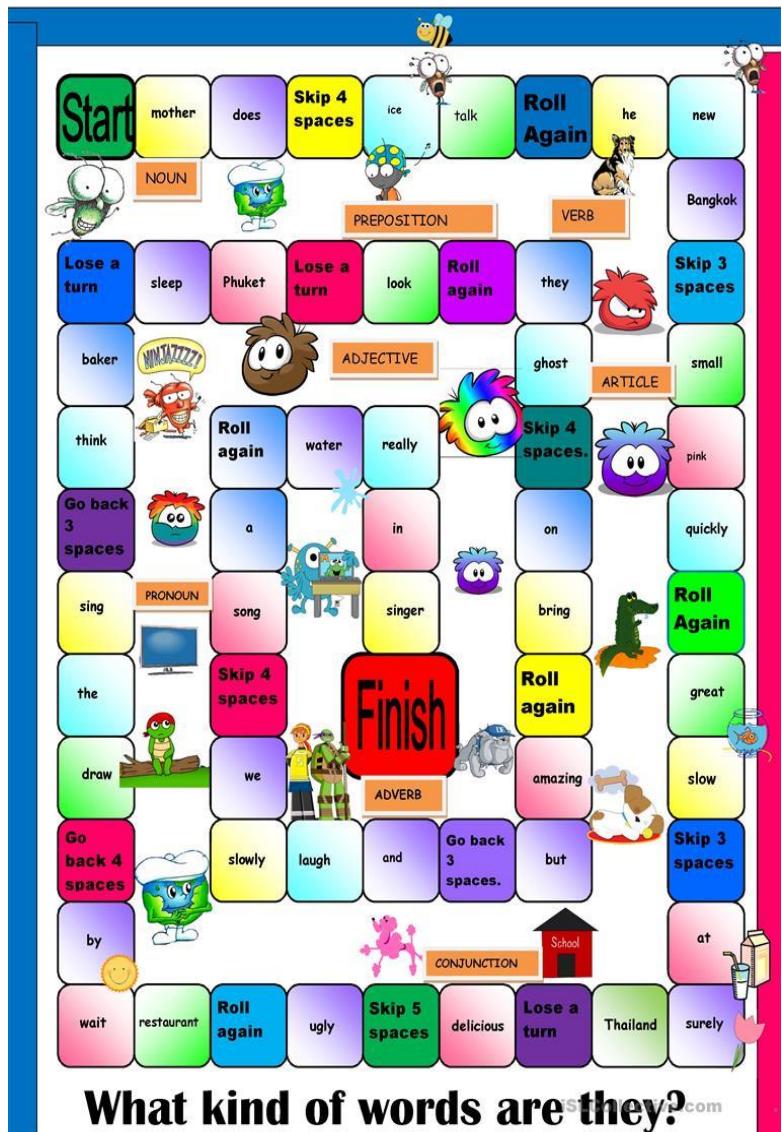
III. Choose the best word or phrase to fill the gaps.

1. We had some cake _____ we didn't have any coffee. (unless / until / but)
2. I can have a tea _____ a coffee but not both. (or / till / but)
3. You cannot go into that bar _____ you are 18 or older. (provided that / unless / as)
4. She still went to work _____ she was sick. (even though / until / if)
5. _____ the bad weather, they decided to have a picnic. (because / despite / whereas)
6. I did not have the correct visa. _____, I could not enter the country. (because / as / consequently)
7. He could not get the job _____ his excellent qualifications. (because / while / in spite of)
8. Wash your hands _____ you eat your dinner. (till / when / before)
9. They ate a pizza _____ a pie. (but / and / so)
10. Roney wanted to eat Italian food _____ her girlfriend Hermonie wanted to eat Japanese food. (so / when / whereas)
11. He will call you _____ I get home. (as / and / when)
12. _____ you do your homework; you will pass the course.

13. I like milk, butter, cream, and cheese _____, I don't like yoghurt. (so / however / and)
14. I will love you _____ I die. (after / unless / till)
15. I can't come to school _____ I have an important appointment. (because/so/whereas)

IV. Complete the sentence with any/ none/ both/ either/ neither/ both...and.../ neither...nor.../either...or...

1. To get to the lobby, you can go downstairs or you can use the lift. You can use either way.
2. Amel: Where will you go on your summer trip, Japan or South Korea?
Tika: I will go to _____. A week in Japan and a week in South Korea.
3. You went to Cyril's house twice, but ___ times he wasn't at home
4. Emily has four brothers, but I haven't met ___ of them.
5. There were a few shops in the street, but ___ of them was open.
6. Spain, Italy, Greece, Turkey – have you been to ____ of these countries?
7. Budi doesn't have a bike. Sandi doesn't have one either
8. It was a boring movie. It was long too. The movie _____.
_____.
_____.
9. Emily speaks German and she speaks Russian too.
_____.



Playing Game



How to play the game of taboo (speaking)

Taboo is a classic card play. The goal is to get your team-mates to predict the words you are illustrating, but there is a list of words you cannot



1. You will divide into teams, get the cards, and have a timer.
2. As you play you should try to give creative clues, listen for your opponents to say the taboo words, and pass sometimes when a card stumps you.
3. Each round should be 1-2 minutes.
4. Each card you get right is a point for your team, and all of the cards your skip, or cards on which you said words that were taboo are a point for the other team



1-2 minutes

Note:

- Use synonym/antonyms
- Describe multiple meaning that a word could have



Let's Play!

Banana	Guitar	Chocolate	Winter	Christmas
Fruit Yellow Monkey	Music String Play	Sweet Candy Black	Season Cold Snow	December Holiday Santa
Present	Snow	Laugh	Soap	Smell
Birthday Christmas Gift	Cold Winter White	Funny Joke Giggle	Water Clean Wash	Nose Scent Stink
Football	Raincoat	Toothbrush	Birthday	School
Sport Ball Kick	Wear Protect Wet	Teeth Clean Eat	Happy Present Cake	Teacher Learn Study
Potato	House	Computer	Shoe	Kick
French fries Mashed Chips	Home Live Place	Internet Keyboard Mouse	Foot Feet Run	Soccer(Football) Ball Karate
Coffee	Taxi	Milk	Punch	Pizza
Drink Caffeine Starbucks	Cab Car Yellow	Cow Cheese White	Fight Boxing Hit	Italian Cheese Bread
Sushi	McDonalds	Camera	Haircut	Police
Food Fish Rice	Restaurant Fast Food	Picture Shoot Photo	Hair Cut Barber	Help Crime 112
Karaoke	Radio	Doctor	Subway	Bicycle
Sing Music Song	Music Song Listen	Sick Hospital Medicine	Train Station Ticket	Ride Wheels Bike
Muscle	Ring	Secret	Spoon	Actor/Actress
Workout Exercise Strong	Wedding Finger Circle	Tell Keep Nobody	Stir Fork Knife	Movie Television Star

istccollective.com



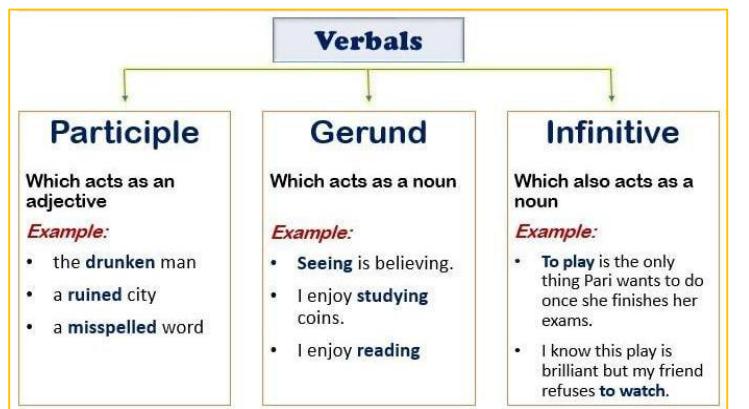
"it's a mistake to think that once you're done with school you need never learn anything new."

- Sophia Loren -



philipmartin.com

CHAPTER 2. VERBALS



1. GERUND

A gerund seems like a verb+ing because we can form it by attaching the suffix “-ing” to a verb.

Look again at the examples. Try using the words in bold to replace it.

- A good way to stay fit is **jogging**.
- Bhīma is really talented at **dancing**.
- Arafah loves **hiking** and **joking**.
- Susan and her sister do not like **watching** Korean drama.
- Justin and Jessica enjoyed **visiting** their grandma.

Tips!

...



The word ‘-ing’ sometimes can be difficult to know between an ‘-ing’ word is a present participle or a gerund. We can know the word is a gerund, if you can replace the ing word or its phrase with the pronoun it.

Gerunds may be positioned like adjectives in front of other nouns:

- a washing machine = a machine that does washing
- a shopping bag = a bag designed to hold purchases
- walking boots = boots you carry in the countryside for walking
- gardening clothes = clothes you wear for gardening

Not all verbs which end in “-ing” are gerund since the verb can act as adjective in a sentence rather than as noun. It can act as a direct object, subject, subject complement, and preposition’s object.

- Gerund as subject:
Traveling may be satisfying your desire for a new experience.
- Gerund as subject complement:
Her hobby is drawing.
- Gerund as direct object:
My boyfriend does not appreciate my *writing*.
- Gerund as object of prepositions:
The police arrested her for *stealing* money.

Example:

“The road leading to the village was blocked by snow for a week.”

- The road = noun
- Leading = -ing form acting as adjective, describing the road

The gerund may act as the sentence’s subject, either on its own or, as part of a phrase. Example:

“Passing (his exam) was all that mattered to the final year student.”

It can also be the object after certain verb like “postpone”, example:

“The authorities postponed spending money on the project until the final stages.”

2. INFINITIVE

Base forms of verbs are called infinitives and most of them are generally start with “to” followed by the basic verb forms.

To + Verb = Infinitive

Infinitives regularly come out after other verbs.

- He agreed to **do** it.
- She likes to **draw**.
- They tried to **call** the Police.

several verbs have an object before the infinitive.

- I want him to **come**.
- My mother asked me to **buy** some food.
- He told her to **run**.

Infinitives also frequently come after adjectives

- This machine will be difficult to **repair**.
- It is hard to **do** it.
- I am glad to **meet** him.

After certain nouns and pronouns, you can also use infinitives to tell of what you are using something for.

- I called my driver to **take** us to the station.
- Take a bottle of water to **drink**.
- Did you have something to eat?

Infinitives sometimes follow words like how, what, which and where.

- Martin is discovering how to repair his bicycle.
- Shelly cannot decide which to choose ice cream or gelato.
- I don't know what to say.

Will, may, should, can, and must are helping verbs that are also used after infinitive. Use infinitives after these helping verbs and they use without the word “to”.

- Jodi can swim well.
- Ardi must try harder to climb the wall.
- Rudi think he will win the race.

An infinitive is not a verb, cannot add s, es, ed, or ing to the end. Infinitives can be used as nouns, adjectives, or adverb.

a. Infinitives as noun

To sleep is the only thing Ali want after school.

Reason: because the subject of the sentence.

b. Infinitive as adjectives

Wherever they go, they always bring a book to read in case conversation logs.

Reason: because it modifies book.

c. Infinitive as adverb

Rachel braved the icy rain to throw the smelly squid eyeball stew into the apartment dumpster.

Reason: It explain why Rachel braved the inclement weather.

Infinitive or Gerund?

Some verbs in English are preceded by an infinitive: they have decided to appear. Other verbs are followed by gerund: “Did you enjoy flying?” Also there are verbs followed by gerund and infinitive: he started doing homework or he started to do homework.

Comparison:

She likes going to the movie theater. (she loves it)

She likes to go to the dentist once a month. (she does not like it, but since it is good for her health, she always goes there)

She hates ironing. (It is not her favorite activity and she never enjoys it)

She hates to iron on Weekend. (she does not mind ironing, but not on Weekend)

- Go on

e.g. He started to show us his pictures after dinner.

We use the gerund when we want to state that previous activities continue.

e.g. Harry gave us a lecture on the Greek history. And then he went on to show us his photos from Greece.

We use the infinitive when we want to describe activities which follow previous actions and are connected to them.

Note ... X

Note:

There are a lot of verbs and expressions that are used with gerunds and infinitives. In this chapter we only tried to mention the most frequently used verbs.

3. PARTICIPLE

Participles are verbs' forms or we can say that participle is a verbal which is used as an adjective. Verbal words are words which are based on a verb but does not act as verb. A participle is used to modify either a pronoun or a noun. Look at the example below:

The barking dog wanted to come inside.



Participle, modifies the dog

Participle have two types, there are past participles and present participles. Words that end in **-ed**, **-d**, **-en**, **-t**, or **-n** are past participle, whereas words that end in **-ing** are present participles.

a. Present Participle

A present participle is the **-ing** form of a verb when it acts as an adjective. Examples:

- "The approaching deadline hung over the heads of all the people in the office."

In the sentence, approaching deadline hung over the heads of all the people in the office.

- "The leaping flames from the burning building presented the firefighters with the responsibility of *protecting* other nearby buildings from the growing fire."

In that sentence, leaping, burning, and growing are verbal used as adjectives to describe a noun (flames, building, and fire respectively). Although, they act as present participles,

the word '*protecting*' is not a participle since it acts as a noun (object of preposition).

Thus, it is qualified as a gerund.

Note ... X

Note: Words ending in '**-ing**' can be gerund, but a present participle is different from a gerund which is the '**-ing**' form of a verb is used as a noun.

b. Past Participle

Past participles are verbs' forms which end in **-en**, **-ed**, **-t**, **-d**, or **-n** when used as an adjective. Examples: penned, beaten, baked, burnt, and chosen. To illustrate:

- She crawled out the opened window to escape the fire. Opened is used as an adjective to describe window.
- The recipe calls for three beaten eggs. Beaten is used as an adjective to describe eggs.
- One of my favorite foods is baked lasagna. Baked is used as an adjective to describe the lasagna.
- The smell of the burnt toast filled the room. Burnt is used as an adjective to describe toast.

- Margaret loved her **chosen** career as a kindergarten teacher.
Chosen is used as an adjective to describe career.

ASSIGNMENT

I. Complete these sentences with the proper verbs in brackets.

1. This wall wants _____. (paint)
2. Rio seems _____ this place. (know)
3. My lecturer recommended me _____ in Sydney. (study)
4. Oh, baby. I cannot help _____. (cry)
5. Is the seminar worth _____? (join)
6. Sam would love _____ with you. (come)
7. I hate clean the house. But I like _____ everything in order. (have)
8. We chose _____ a shower first. (have)
9. We felt the plane _____ in the storm. (shake)
10. She'd better _____ him now. (contact)

II. Fill in the gaps with the correct form (infinitive with or without to or gerund)

1. You must _____ him. (meet)
2. We will _____ for you. (wait)
3. I want _____ you a secret. (tell)
4. She would like _____ shopping in the afternoon. (go)
5. We should _____ them. (help)
6. They would not _____ this. (do)
7. They can _____ another cookie. (have)
8. He doesn't _____ football. (play)

9. I would not _____ this (do)
10. You have _____ up early. (get)
11. You must _____ up. (hurry)
12. Do you _____ English? (speak)
13. She has _____ a letter. (write)
14. I'd like _____ the concert. (watch)
15. Amelie may _____ to our party. (come)
16. Laura has agreed _____ Peter. (marry)
17. Last Monday I wanted _____ swimming. (go)
18. I asked him _____ me what had happened. (explain)
19. Watching romantic movies makes me _____. (sleep)
20. He won't be able _____ to the party. (come)
21. I'd like something _____, please. (drink)
22. Nobody can force you _____ anything. (do)
23. Did you see him _____ from the cliff? (fall)
24. He swims _____. (relax)
25. What time do you have _____ the shop? (open)

III. Infinitive or Gerund

1. I would like _____ (**join**) to the festival with him.
2. Aryo enjoys _____ (**have**) a lunch in Bali with his wife.
3. Elsa kept _____ (**laugh**) during the movies.
4. Do you mind _____ (**give**) me a hand?
5. I dislike _____ (**wait**).
6. She is learning _____ (**speak**) Japanese.
7. He decided _____ (**study**) Mathematic.
8. They promise _____ (**help**) you tomorrow.

9. Rudy helped me _____ (**carry**) my bag.
10. We discussed _____ (**go**) to the cinema, but in the end we stayed at home.
11. I don't recommend _____ (**take**) this bus.
12. You agreed _____ (**bring**) the cake to the picnic.
13. My mom finished _____ (**cook**), please come and eat.
14. We hope _____ (**visit**) Australia next year.
15. He suggested _____ (**go**) to the beach.

IV. Mark the sentences with a checkmark for the correct and the incorrect use with an x.

1. Dad asked me close the fence.
2. Do you think I should help them, Mom?
3. The teacher warned me to be quiet.
4. The children like play in the park.
5. I decided to help Mom with the dinner.
6. We think you shall to go away from here.
7. I couldn't decide how many books to buy.
8. I didn't know which tool use.
9. The sun was beginning to shine.
10. Can we to watch the movie, Sir?

V. Complete this dialogue with gerunds or infinitives.

1. Catlin : "Why is Mike going away from your house? Let him _____ (tell) what he wants _____ (do) right now."
2. Berlin : "No, never. A long time ago, I gave up _____ (attempt) to understand him."

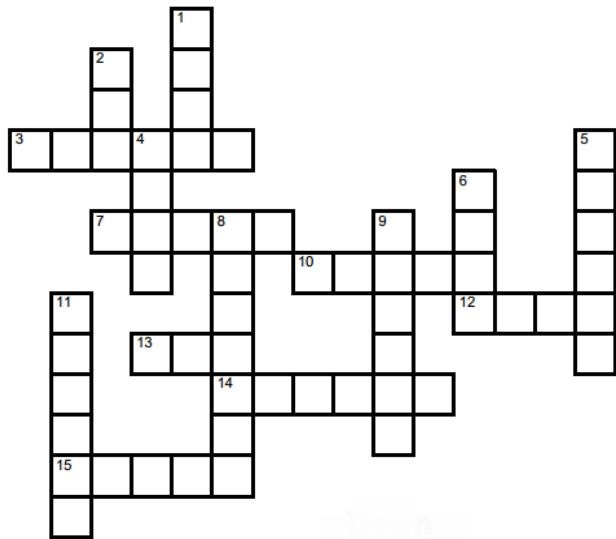
3. Catlin : "If I called him, would you consider _____ (get) in contact with him?"
4. Berlin : "I cannot forbid you _____ (call) him, but I advise you not _____ (inform) him that I'm aware of it."
5. Catlin : "I do not understand _____ (do) dumb things like that. I would hate _____ (find) my house empty one day."
6. Berlin : "I hate _____ (see) it empty every day. My mother says she's been _____ (live) with me for a couple of weeks, but I made up my mind _____ (get) myself through it."
7. Catlin : "I still suggest _____ (go) out in such situation. It allows you _____ (forget)."
8. Berlin : "Please, if it means _____ (go) out alone, don't ask me _____ (go) out."
9. Catlin : "All right, I'm going _____ (call) Mike first, and then we will see."

VI. Choose the right participle in each of the sentences below.

1. There are many new movies playing at the cinema. Are you interested / interesting?
2. Moving to a new job is effort. It's tired / tiring.
3. Joe got 100 on his test. He was satisfied / satisfying with his score.
4. Our factory isn't making any money. It's very worried / worrying.
5. Tom was embarrassed / embarrassing when he arrived late for class.
6. The horrible news made me depressed / depressing.
7. I like my new sofa. It's quite relaxed / relaxing.
8. When the interview was cancelled, Kailey was disappointed / disappointing.

9. She thinks that insects are fascinated / fascinating. She loves to study them!
10. I don't understand chess. The rules are confused / confusing.

VII. Complete the puzzle with the previous part of the verbs below.



Across

- 3. Ridden (6)
 - 7. Known (5)
 - 10. Flied (5)
 - 12. Gone (4)
 - 13. Cut (3)
 - 14. Taught (6)
 - 15. Eaten (5)
- 1. Made (4)
 - 2. Had (3)
 - 4. Done (4)
 - 5. Fallen (6)
 - 6. Sung (4)
 - 8. Written (7)
 - 9. Bought (6)
 - 11. Break (6)

Down

Let's play the games!

House of Words



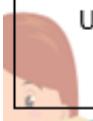
Can you help me to divide the verb that followed by gerund and infinitive?

- A new contract will be **drawn up** by our lawyers (= write)
- In the race to produce new goods, we must not **fall behind**. (= be slower than others)
- Both parties have come close to an agreement, but it has **fallen through**. (= did not occur)
- The company **fought off** takeover by ICM Computers. (= managed to stop)
- You have been trying to ring California, but you can't **get through**. (= making contact)
- Because of a lack of new orders, the company has **laid off** two hundred employees. (= dismissed)
- The consultants **put forward** a plan for the company to be reorganized. (= suggested)
- I'll get you the details. Within half an hour, can I ring you back? (= phone again)
- Sarah paid a visit to the client to try to **sort out** the difficulties. (= put right)
- After ten years in charge, the business manager has stepped down. (= left the job).
- We are **taking on** the challenge of overseas growth. (= accepting)
- Big corporations often **take over** smaller ones. (= take control of)

E. Adverb meaning

Look at these adverbs and their interpretations. Note that an adverb may have a variety of meanings.

Adverb	Meaning	Examples
Down	Becoming less	Turn down the music Bring down the cost of living
	Completely to the ground	Knock a house down Cut down a tree
	Stopping completely	The car broke down A factory closing down
	On paper	Copy down the words



		Write down the message Note down the details
Off	Away, departing	Set off on a journey Jump in the car and drive off See Emma off at the station The plane took off The pain is wearing off
	Disconnected	Switch off the heater Cut off our electricity The caller rang off
On	Connected	Switch on the kettle Turn on the television Leave the lights on all night
	Wearing	Put a coat on Try the sweater on
	Continuing	Carry on working Drive on a bit further Hang on/hold on a minute
	Away, disappearing	Wash out the dirt Cross out a mistake Blow out the candle
Out	To different people	Hand out free ticket Share out the winnings
	Aloud	Read out the article Call out anxiously
	From start to finish	Write out the whole list Work out the answer
	Over	Check your work over Think the problem over
Up	Increasing	Prices are going up Put up taxes Speak up so we can hear
	Completely	Eat up these oranges Fill up with petrol

Summary

Verbal are not a separate part of speech, but they do deserve some special attention. While verbal are derived from verbs, they generally function as other parts of speech in a sentence. There are three types of verbal: gerund, infinitives, and participles. To sum up, verbal will never be your main verb unless they have a helping verb. Otherwise they function as other parts of speech (mostly nouns and adjectives) or in phrases. These verbs are very important in English. You must do lots of practice to learn how to use them correctly. Do not try to learn full lists by heart, it is a tiring and fruitless process.

ASSIGNMENT

I. Using a verb from box A + box B to complete each sentence.

be get fly sit
break get go speak
come get look take

Away by on round
back down off up
back down out up

1. I'm going out now to do some manicure. I'll _____ in about an hour.
2. I've been standing a long time. I'm going to _____ for a bit.
3. The airport is really busy. All the time, there are planes landing and _____.
4. A cat was trying to capture the bird, but just in time, it _____.
5. I can't hear you very well. Can you _____ a little?
6. We were stuck in the building. We couldn't _____.
7. Ben's salary is very low, but it's enough to _____.
8. Everything is so expensive now. Prices have _____ a lot.
9. I heard a noise behind me, so I _____ to see what it was.
10. Our car _____ on the motorway and we had to call for help.
11. How is your new job? How are you _____?

II. Complete the sentence using a verb + out



1. They've run out of _____.
2. The man with the beard is _____ leaflets.
3. The weather has _____.
4. Sally and Kim are _____ at the gym.
5. Joe has _____ water.
6. Lisa is trying to _____ how to use the camera or figure out how to use it.

III. What does each sentence mean?

1. I carried on studying.
 - a. I started studying.
 - b. I continued studying.
 - c. I put off studying.
2. I nodded off.
 - a. I agreed.
 - b. I felt sick.
 - c. I fell asleep.
3. We were ripped off.
 - a. We were attacked.
 - b. We paid too much.
 - c. Our clothes were torn.
4. I told them off.
 - a. I criticized them.
 - b. I was satisfied with them.
 - c. I told them to go away.
5. They don't get on.
 - a. They don't like each other much.
 - b. They are lazy.
 - c. They don't know each other.
6. He was showing off.
 - a. He was joking.
 - b. He was trying to impress us.
 - c. He wasn't telling the truth.

- IV. Read this text of three short paragraphs with more than 30 phrasal verbs, using 'get', 'take', 'do', 'go', 'put', 'make' and more. Please identify the type of the verb phrase which has been underlined.**

An Imperfectly Perfect Day

"(1) When I set off for work this morning, (2) my car broke down, (3) so I ended up taking the bus. (4) As soon as I got off, (5) I bumped into an old schoolmate, Mark. (6) While we were talking, he brought up something (7) I had already found out from some mutual friends that (8) he had come into some money and (9) had set up his own business. (10) He told me that there was a lot to sort out, and (11) offered to take me on, (12) but I turned him down straight away.

(13) When I clocked in, (14) my boss had a go at me, (15) telling me off in front of everyone. (16) When I got over the initial shock, (17) I told her I'd make up for being late, (18) but it turned out that (19) she had blown up over a deal (20) that had fallen through, (21) after a client of mine had pulled out of a contract. (22) she told me that I wouldn't get away with it, that (23) I'd let everybody down, and (24) just went on and on

(25) Eventually, I ran out of patience and (26) answered back- I said (27) I was not going to put up with it anymore, and (28) if she wanted to lay me off, (29) she should go ahead. Anyway, to cut a long story short, (30) I stormed out, phoned Mark's secretary, (31) who put me through to him. (32) I told Mark I'd like to take him up on his offer. So, in the end, (33) everything has worked out perfectly!"

Identify a Song (Listening and Writing)

1. Choose one of the song.
2. Listen to the song.
3. Write out the lyrics.
4. Analyze the gerund and the infinitive in the song.



Lathi

by Weird Genius ft. Sara Fajira



Sweet Scar

by Weird Genius ft. Prince Husein



I love you 3000

by Stephanie Poetri



Sweet Talk

by Sheryl Shenafia & Rizky Febian ft. Chandra

Liow



Away

by Fatin Shidqia



Fine Today

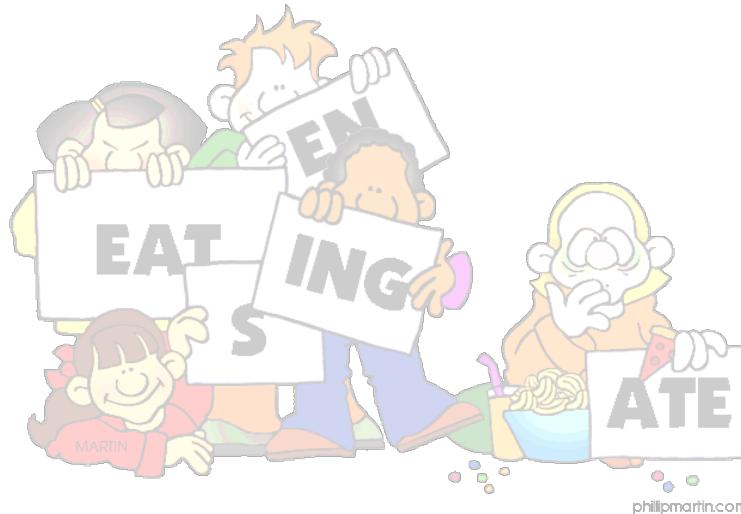
Ardhito Pramono

Chapter 3

Phrases

"The object of education is to prepare the young to educate themselves throughout their lives."

- Robert Maynard Hutchins -



CHAPTER 3. PHRASES

Phrase Definition and Examples



Phrase: a group of two or more words functioning as a meaningful unit within a sentence or clause.

Two or more words / a group of words that do not include the subject-verb pair required to form a clause are known as **phrases**. As a single entity, phrases may be quite brief or very long.

1. NOUN PHRASE

The pattern:

Optional modifier(s) + Noun + Optional Modifiers

Example:

The	Shoplifte d	Pair	of	jeans
Modifiers		Noun		modifiers

A	Great	English	teacher
Modifiers	Noun		

Noun phrase can act as subject or object within a clause and also serve as predicative complements, giving more information about a subject or object. They can serve as complements to a preposition. The structure of noun phrase

The structure of the typical noun phrase:

(Determiners) (Pre-modifiers) (Noun) (Post-modifiers)

Determiners (*a, the, some, those*) precede noun phrases. Modifiers are dependent on the main word. Look at the picture above! There are pre-modifiers (modifiers which are placed before noun) and post-modifiers (modifiers which are placed after noun).

Structures of noun phrase can be formed into:

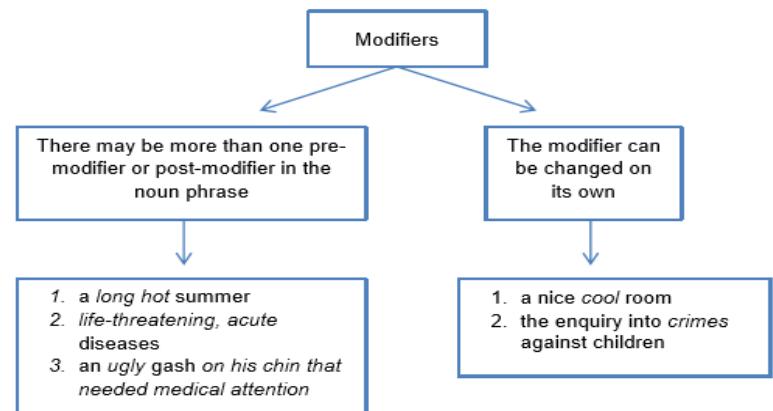
Noun	<i>Books</i>
Determiner + noun	<i>Those books</i>
Pre-modifiers + noun	<i>New books</i>
Det + pre-modifiers + noun	<i>Some long books</i>
Noun + post-modifier	<i>Books on astronomy</i>
Det + noun + post-modifier	<i>Some books on astronomy</i>
pre-modifier + noun + post-modifier	<i>Popular books on astronomy</i>
determiner + pre-modifier + noun + post-modifier	<i>Some popular books on astronomy</i>

Determiners

There are three classes of determiners:

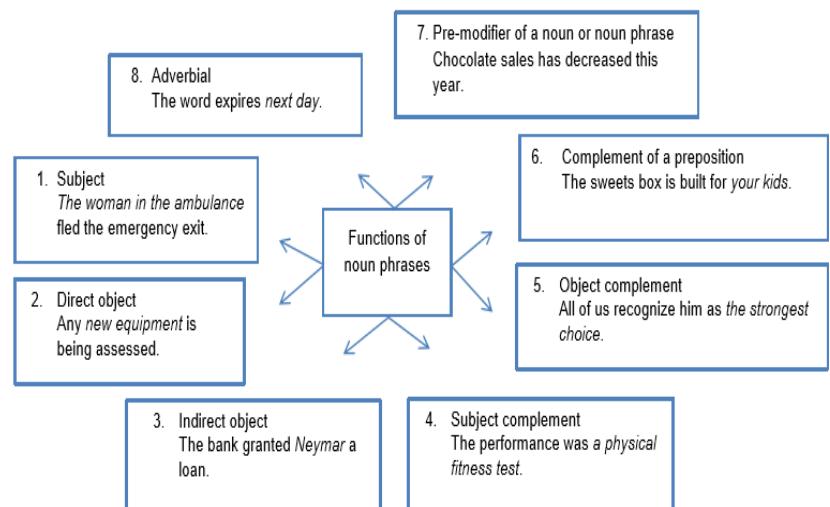
pre-determiners , e.g. <i>all, both, half</i>
central determiners , e.g. <i>a(n), the, those</i>
post-determiners , e.g. <i>other, two, first</i>

Modifiers



Function of noun phrases

The functions of noun phrases are:



2. VERB PHRASE

A verb phrases can have up to four parts, and this is the formula:

Auxiliary verbs (s) + Main Verb + Verb Ending + When Necessary
--

Examples:

- Should have been running = should have been (aux verb), run (main verb), ing (verb ending)

A main verb, optionally accompanied by up to four auxiliary verbs, constitutes the common structure of the verb phrase. The four belong to numerous auxiliary subclasses.

Auxiliary 1 auxiliary 2 auxiliary 3 auxiliary 4 main verb

All four auxiliaries should have a single verb sentence, but if two or more auxiliaries appear jointly, they must be present in the mentioned sequence.

Main verbs

Verbs have four basic parts; those are:

1. Base form:

This belong to what we find in dictionary, such as work, listen, and play.

2. **-s** form:

This verb is adding by -s or -es in the end of the words such as works, listens, and plays.

3. **-ing** participle:

This verb is adding by -ing in the end of the words such as working, listening, and watching.

4. **-ed** form (past or -ed participle):

This verb is adding by -ed in the end of the words such as worked, listened, and watched.

Examples of verb phrase in English

A main verb

They	are	late.
------	-----	-------

He	worked.	
----	---------	--

The auxiliary be and a main verb

I	am	working.
---	----	----------

You	were	sleeping.
-----	------	-----------

We	have	worked.
----	------	---------

She	has	studied.
-----	-----	----------

They	had	moved.
------	-----	--------

Someone	has been	singing.
---------	----------	----------

Ana	had been	cooking.
-----	----------	----------

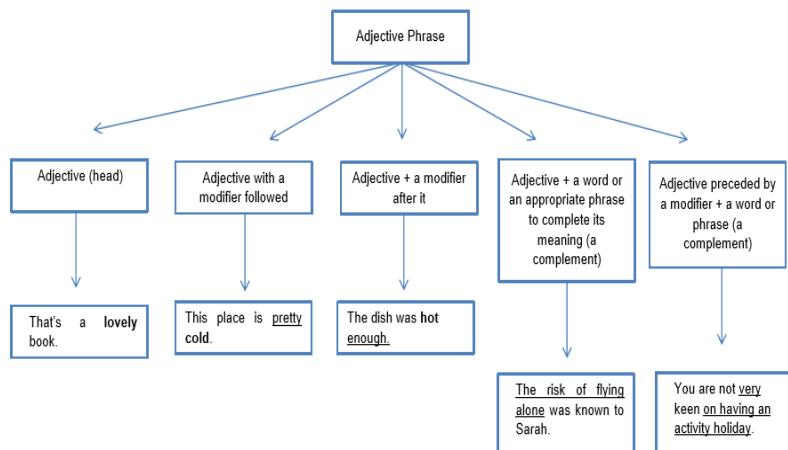
A modal and a main verb

You	should	watch.
-----	--------	--------

He	might	come.
----	-------	-------

3. ADJECTIVE PHRASE

Adjective phrase mainly functions as modifiers within noun phrases or as predicative complements within the larger clause structure which defines in a sentence a noun or pronoun. An adjective phrase consists of an adjective which may be preceded and/or followed by other terms. The pre-modifier is often an adverb phrase, although the post-modifiers may be an adverb sentence, a pre-positional or even a clause. For instance:



4. PREPOSITIONAL PHRASE

The prepositional phrase consists of the preposition, its object, and modifiers of the object. The object of the preposition is always a noun, pronoun, or a group of words used as a noun.

To find the object of the preposition, first say the preposition, then ask, "Whom or what?"

The	coin	feel	between	the	crack
det	noun	verb	preposition	det	noun
S	V	PP			

*There is "between" as preposition in the sentence above. We ask "Between what?" to know the object of the proposition. The answer for the question is "cracks" (the noun) as the object of the preposition.

Prepositional phrases are functioned as adjective or adverb.

- a. The prepositional phrase occurs immediately upon the noun or pronoun, whether the prepositional phrases act as adjectives. The statement asks one of the questions about the term it changes: "Which one? What kind of? How many? Whose?"

My bill	for the dish	is on the table
	PP	

The prepositional phrase, "for the dish", tell "which bill", the phrase used as an adjective modifying the noun "bill".

- b. When prepositional phrases function as adverbs, they may be found any place in the sentence. The adverb phrase explains about "how, when, where, or under what condition about a verb, adjective, or adverb."

The girl	fell	on the steps
S	V	PP

The statement "on the steps" tells the boy came down. The verb "fell" is changed and used as an adverb.

List of frequently used prepositions:

About	At	Down	Outside
Above	Because of	During	Over
According to	Before	Except	Past
Across	Behind	For	Through
After	Below	From	To
Against	Beneath	In (into)	Towards
Along	Besides	Including	Under
Along with	Between	Like	Underneath
Amid/amidst	Beyond	Near	Until
Among	By	Of	Up
Away for	By means of	Off	Upon
Apart from	By way of	On	With
Around	Concerning	Onto	Within
Aside from	Despite	Out (out of)	

- Why
For their happily ever after, for more information, to end discrimination, etc.
- When
Later this evening, as soon as possible, any time, tomorrow morning, etc.

Summary

Phrases are groups of words that act as a part of speech but cannot stand alone as a sentence. The words in a phrase act together so that the phrase itself functions as a single part of speech. For example, phrases can function as nouns, verbs, adjectives, or adverbs. There are many kinds of phrase, such as noun phrase, adjective phrase, etc. If you understand how different types of phrases function, you can avoid misplacing them or leaving them dangling in sentences.

A phrase is any group of words that does not contain a subject completing an action. When a group of words contains a subject doing an action (subject-verb), it becomes a clause. Phrases can be added to sentences to make them more complex. Concepts can begin with a single word and develop into a compound sentence.

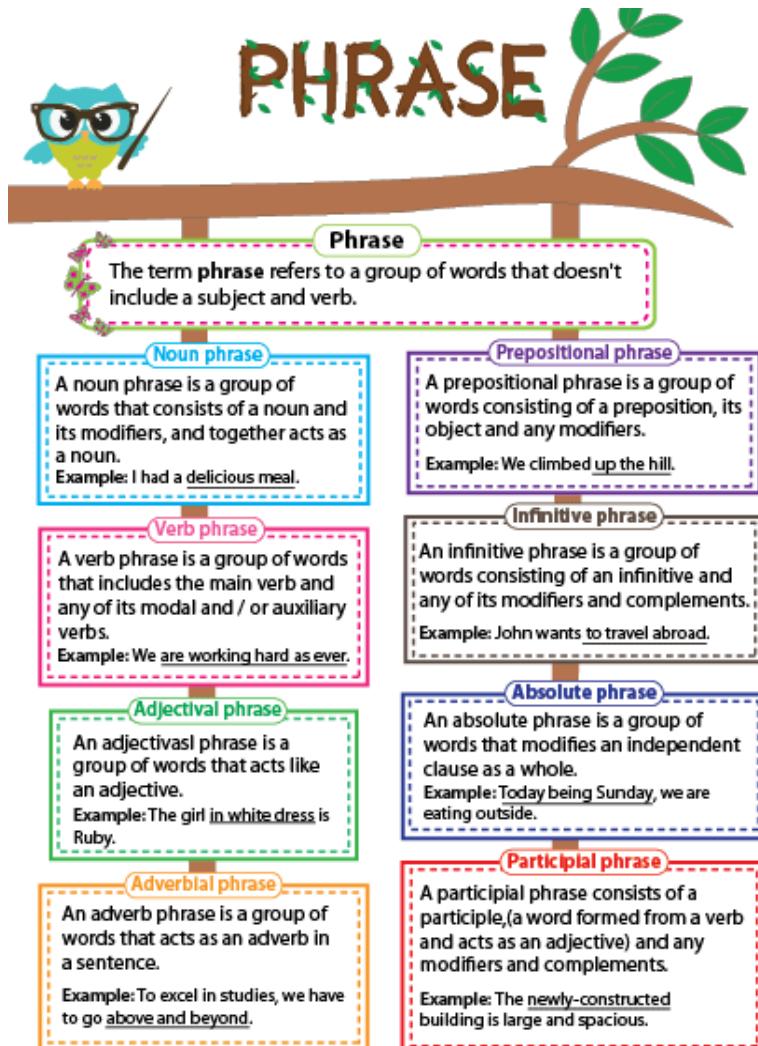
5. ADVERBIAL PHRASE

Adverbial phrase consist of one or more words that act to modify the heads of other phrase—except nouns. It also can be adjuncts in the larger clause structure.

Adverbs phrase can have prepositional phrase as complements, especially those beginning with the preposition “for”.

Adverb phrases usually show the answer of question how, where, why, or when something was done, so here let's see the examples:

- How
Truly happy, surprisingly well, in total silence, very carefully, quite easily, etc.
- Where
Near the bridge, over the rainbow, around the field, etc.



ASSIGNMENT

Please read each statement and decide if it is true or false!

1. A blue-eyed girl (T/F)
2. The most brightest little star (T/F)
3. *Hygiene* healthy green vegetables (T/F)
4. A beautiful national anthem singer (T/F)
5. An expensive rectangular grey laptop (T/F)
6. My cousin is *tallest* than me. (T/F)
7. Rachel is overly nosy about her idol's activity. (T/F)
8. My friends are very trustworthy in keeping my secret. (T/F)
9. His neighbor is merely friendly when she needs help. (T/F)
10. She was *extreme* afraid when her car broke down in front of the grave. (T/F)

Choose the correct answer!

1. My name is his name list in the attendance list.
 - a. Beneath
 - b. In
 - c. Below
 - d. Down
2. He escaped from his house at midnight permission.
 - a. By
 - b. Without
 - c. For
 - d. With
3. She is practicing the poetry reading contest at school anniversary.
 - a. To
 - b. With
 - c. By
 - d. For
4. I stood many people at the Spring Festival in Japan.
 - a. Among
 - b. Between

- c. Under
 - d. Above
5. The drugstore is beside supermarket on the right side
the road.
- a. Inside
 - b. Of
 - c. In
 - d. Into

Please identify the phrase type

1. House are unbelievably expensive just now
2. We met Jessi last week
3. I enjoy eating in Asian restaurant
4. Don't you have to leave early
5. She speaks in a loud voice
6. He welcomed the guests in a nice way.
7. You have been playing game since afternoon.
8. To get success in exam is an ambition of every student.
9. A man in the lake shouted for help.
10. The weather was freezing, gloomy, biting. – Shawn in
Carla's Christmas

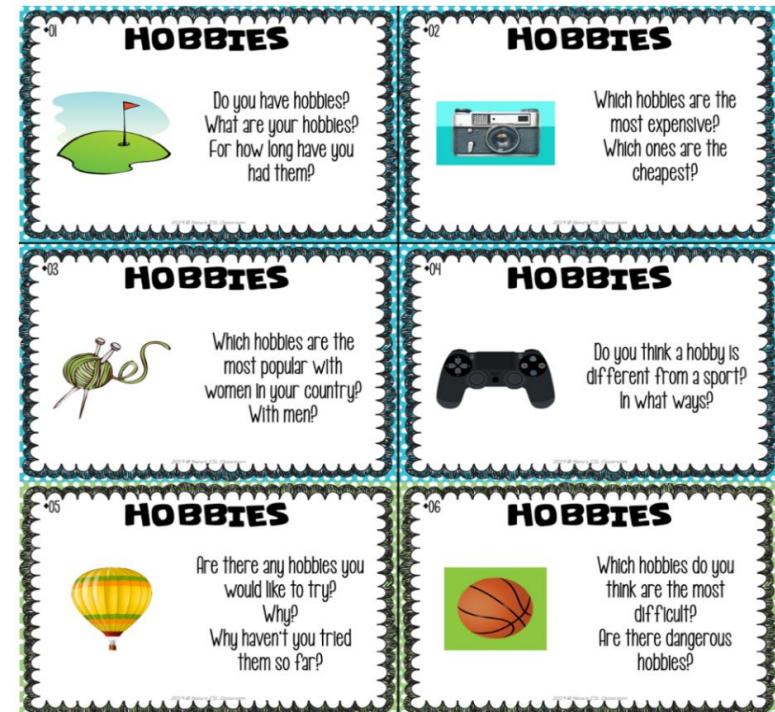
Role playing grammar (Speaking)

There is an assumption that you should learn grammar in real life. You will therefore play role-playing games with a language partner here, which simulate a genuine (or unlikely) world experience.

Here are some common situations you might want to practice:

- Taking a look at new people
- Asking for directions
- Ordering something over the telephone
- Checking into a hotel
- Talking about hobbies

The speaker card can also be used for suggestions. For instance:



Chapter 4

Simple Sentences

"if you can't explain it simply, you don't understand it well enough."

- Albert Einstein -



CHAPTER 4. PART OF SIMPLE SENTENCES

SIMPLE SENTENCE



James ate the avocado very fast.

Independent
Clause

Object

Modifier

WHAT IS A SIMPLE SENTENCE?

- A simple sentence is a sentence composed of one independent clause and doesn't

STRUCTURE

Merriam Webster (1828:1) said that "a sentence is a word, clause, or phrase or a group of clauses or phrases forming a syntactic unit which express an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that in writing usually begins with capital letter and concludes with appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses." In this session, we won't talk about sentence in detail but we want to tell you what a simple sentence. Sentences are groups of words which have at least a subject and a predicate. The focus of the sentence is subject that describes the what or the who of the sentence tells about. The predicate of the sentence describes the subject that explains what the subject or the subject is doing. Sentence can be one or more clauses.

Walked is the predicate

Tips:

To find the predicate just ask: "What's being done?"

4. Object

Object in simple sentence is a word that "receives the action" of a transitive verb or a verbal. There are two kind of object (direct and direct object) that can follow verb:

- a. If a verb has a direct object, you can determine by isolate the verb and make it into a question by placing "whom?" or "what" after it.
- b. If a verb has an indirect object, you can determine by isolate the verb and ask "to whom?", "to what?", "for whom?", or "for what?" after it. The answer is indirect object.

Summary

A simple sentence is a sentence that has a single subject and a single predicate. The subject can be either a simple subject, which has only one noun, or a compound subject, which has two or more nouns connected by a conjunction.

EXERCISE

Please underline the complete subject in these sentences.

- a. My cousin Roby, a good man, was married last spring.
- b. The shop will be closed on Friday.
- c. Go to the store! (You = implied subject)

Please underline the complete predicate in these sentences.

- a. Through the hidden, quiet, dark street came Stella,
determined not to get lost.
- b. Andrew visited the Singapore Flyer last holiday.
- c. After a deep winter sleep, the bears emerged hesitantly.

Please check whether the following are complete sentences.

Give checklist for complete ✓ and cross for incomplete ✗

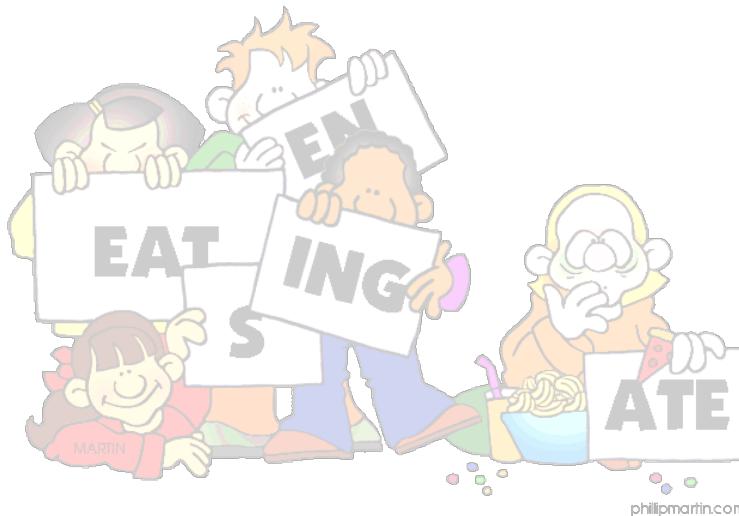
1. Taste, or personal food preference, is another strong determinant of demand. ✗
2. Implications for food and fiber marketing are many. ✓
3. His name, Paulus Simajuntak, inscribed on his headstone. ✗
4. The greatest danger that people face in a rapidly coevolving ecosystem. ✗
5. As profits fell and the government reduced internal prices to realign with export prices. ✗

Chapter 5

Tenses

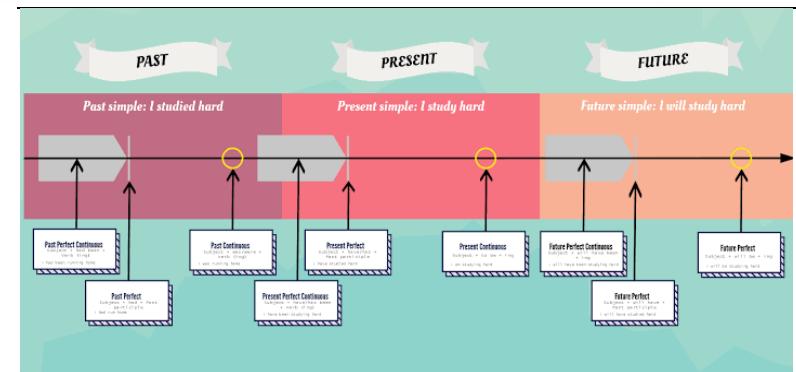
“Educating the mind without educating the heart is no education at all.”

– Aristotle –

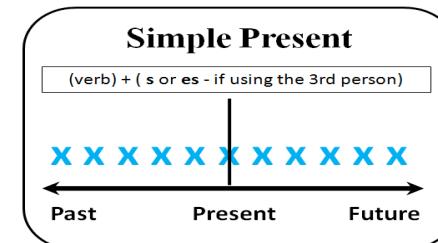


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CHAPTER 5. TENSES



1. Present Simple



(+) Aaron always work hard for his company.

(-) Aaron does not always work hard for his company.

(?) Does Aaron always work hard for his company?

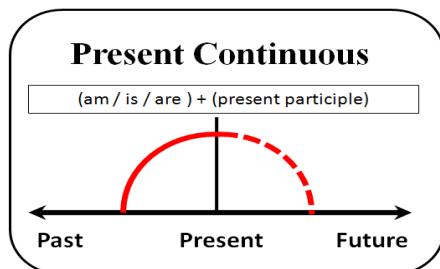
| Time Signal: always, every, never, normally, often, usually, sometimes, seldom, rarely, frequently, etc.

The present simple is used to talk about actions as long term or permanent. The actions are talk about:

- Facts.
e.g. Water freezes at 0° C or 32° F.
- Regular action or events (repeated as habitual action).

- e.g. The news channel usually starts at 6.00 every morning.
- Future facts or scheduled events in the near future.
e.g. The bus gets off at 11 o'clock tonight.
- The action talks about thoughts and feelings at the time of speaking. Even if the thoughts can be short term, it uses the present simple not the present continuous.
e.g. "Do you get what I am trying to say?"

2. Present Continuous / Present Progressive



(+) Jessie is talking with her classmate right now.

(-) Jessie is not talking with her classmate right now.

(?) Is Jessie talking with her classmate right now?

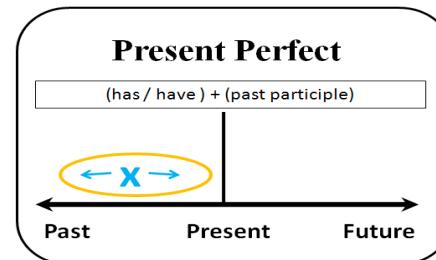
Time Signal: now, at present, right now, at this moment, this ..., listen! look! etc.

We use the present continuous when talking about present situations that we see as temporary or short term. The actions are talk about:

- Taking place at the time of speaking.
e.g. Look, somebody is trying to drink with the big bottle.
- The action is true at the present time, yet we don't think it will be true in the long term.
e.g. I'm looking for a new job.
- Definite action in the future that has already been arranged.

- e.g. We are having a special invitation at a restaurant for the VIP members.

3. Present Perfect



(+) Bryan has already finished his homework.

(-) Bryan has not already finished his homework.

(?) Has Bryan already finished his homework?

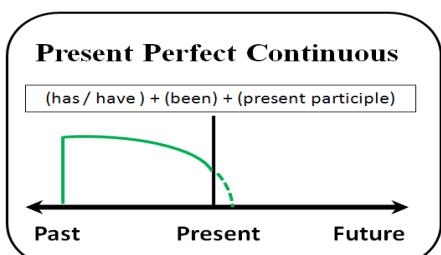
Time Signal: already, just, ever, never, not yet, so far, till now, up to now, lately, several times, etc.

We use the present perfect when looking back an action from the present to the past. We can use the present perfect to:

- Look back on the recent past.
e.g. "I've broken your glasses so I don't know what should I do."
- Look back on the recent past
"The words 'just', 'already' or 'yet' (in negatives and questions only) are usually used."
e.g. We've already met.
- Look back on the more distant past.
e.g. "We have been to the Mall a lot over the last few weeks".
- Look back on the more distant past
The words 'ever' (in questions) and 'never' are usually used.

- e.g. "Have you ever been to Labuan Bajo?"
- Talk about an action started in the past and continued up to now.
e.g. "I have lived here for 3 years."
- Talk about past action that has the result in the present to emphasize the result
e.g. "He has joined the courses and he's made a great creation."

4. Present Perfect Continuous



Form: **Have/has + been + Verb + -ing**

- (+) Bryan has already finished his homework.
(-) Bryan has not already finished his homework.
(?) Has Bryan already finished his homework?

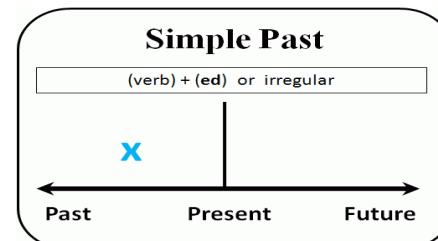
| Time Signal: for, since, how long, the whole day, all the morning, for the past 5 years, etc.

We use the present perfect continuous tense when showing actions started in the past and has continued up to the present moment. (between 'before now' and 'now'). The present tense is used to talk about:

- Action started in the past and has continued up until now.
e.g. "She has been watching TV for the last 5 hours."
- Action that started in the past and stop recently.

- e.g. "The grass is wet because it has been raining all day long."
- To describe about an action that started in the past and is continuing now.
e.g. "I have been watching movie for 2 hours/ since you left."
- To emphasize the action, we use the continuous form.
e.g. "she hasn't been working really hard for a couple of weeks."
- When an action is finished and you can see the result, use the continuous form.
e.g. "You're red in the face. Have you been running?"

5. Past Simple



Form: **S + Verb 2**

- (+) We worked until night yesterday.
(-) We did not work until night yesterday.
(?) Did we work until night yesterday?

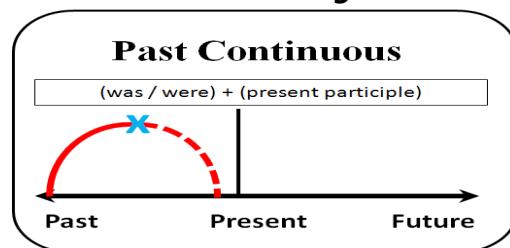
| Time Signal: yesterday, the day before yesterday, 2 hours ago, last night, this morning, etc.

Simple past is used to talk about actions and states which we see as completed in the past. The simple past tense also used to talk about:

- A specific point in time.
e.g. I gave her the necklace last night.

- A period of time.
e.g. She lived in Jember for three years.
- Something started in the past and stopped recently.
e.g. Nadia woke up, had a shower and left.
- Something that started in the past and is continuing now.
e.g. If I had much money, I would help him.
- Action taking place one after another
e.g. Rey was sleeping when Rico came.

6. Past Continuous / Past Progressive



Form: **To be (was/were) + verb + ing**

(+) She was doing her project at this time yesterday.

(-) She was not doing her project at this time yesterday.

(?) Was she doing her project at this time yesterday?

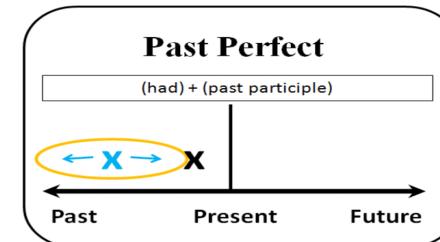
Time Signal: when, as long as, while, at this time yesterday, whereas, at ... o'clock yesterday, etc.

We use the past continuous when describing about actions going on at a certain time in the past but also used to:

- Indicate actions which going on at a specific time in the past
e.g. "I was doing my project at 10 p.m."
- Indicate an actions happened before another action
e.g. "I was sleeping when my mom called me for something important."
- Indicates something happening at the same time in the past.

- e.g. "She was cooking while her son playing guitar."
- Interrupt something in the past
Example: "He was playing guitar when the light went off."

7. Past Perfect



Form: **Had + Verb 3**

(+) She had finished her high school in 2011.

(-) She had not finished her high school in 2011.

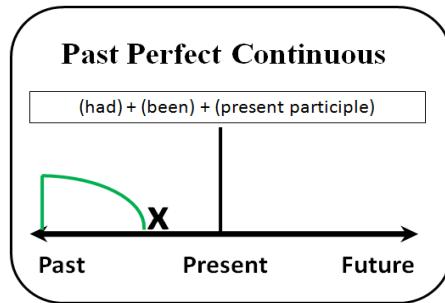
(?) Had she finished her high school in 2011?

Time Signal: before, after, as soon as, until, by the end of ..., that day, till three days ago.

We use the past perfect when talking about actions that were completed before a certain time in the past, something happened before something else and also used to indicates:

- The action is taking place before a specific time in the past.
e.g. She had finished the game before she went to pet shop yesterday.
- The action sometimes interchangeable with past perfect progressive.
e.g.
- The action is putting emphasis only on the fact (not the duration). e.g.

8. Past Perfect Continuous or Past Perfect Progressive



Form: **Had + been + Verb + -ing**

(+) They had been working here for nine years.

(-) They had not been working here for nine years.

(?) Had they been working here for nine years?

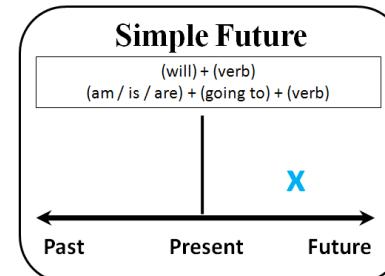
Time Signal: when, while, for, since, as, by last ..., the whole day, all day, etc.

We use the past perfect continuous when indicating an action which started in the past continued up until another time in the past. This tense is also used to:

- Indicate actions that began, continued, and ended at a defined point in the past.
e.g. "She had been playing piano when she got the gift."
- Something happened before a certain time in the past.
e.g. "Nancy had been living with her sister for a couple of years before her sister moved to Makassar."
- Putting emphasis on the duration
e.g. "The program that was terminated had been working well since 1945. The machine had been working since 2016."

- Indicates cause and effect before another actions in the past
e.g. "I was so sleepy. I had been working along the night."

9. Simple Future



(+) Martha will be an accountant after she graduate next semester.

(-) Martha won't be journalist after she graduate next semester.

(?) Will Martha be journalist after she graduate next semester?

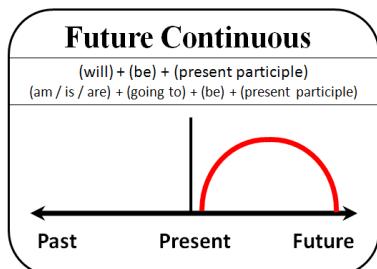
Time Signal: tomorrow, next year, tonight, soon, 5 days later, etc.

We use the fu when describing about things which haven't happened yet.

- The formula does not change, even if the subject is singular or plural.
e.g. "Jane will learn a new language."
- There is another formula to show something that will happen, **the formula: to be (am, is, are) + going to + base verb**
e.g. "My brother is going to sleep till tomorrow if no one wakes him up."
- It is functioned when an action is expected to occur in the future and be completed.
e.g. "I will arrive at seven o'clock."
- It acts for immediate decisions.

- e.g. "You have left the door open, I will close it."
- It is functioned when we predict a future situation.
e.g. "She will pass the STIC. She's diligent and clever."
- It is functioned for conditional sentences type 1
e.g. "If I have enough time, I will watch the film."
- We use this with: "I (don't) think ...", "I expect ...", "I am sure ...", "I wonder ...", "probably".
e.g. It will probably snow tonight.

10. Future Continuous



- (+) Betty will be delivering a speech for her graduation at 10 a.m. tomorrow morning.
- (-) Betty won't be delivering a speech for her graduation at 10 a.m. tomorrow morning.
- (?) Will Betty be delivering a speech for her graduation at 10 a.m. tomorrow morning.

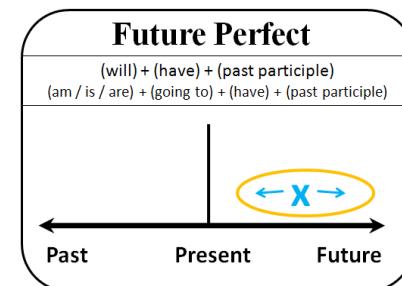
Time Signal: next week, at this, tomorrow morning, in one year, at the same time, by this time, etc.

This verb tense demonstrates something that will occur in the future and continue for an expected length of time.

- The action that is going on at a certain time in the future.
e.g. "When you arrive, I'll be cooking."
- The action that is sure to happen in the near future.

- e.g. "We will be being stressed tomorrow during my science test."

11. Future Perfect



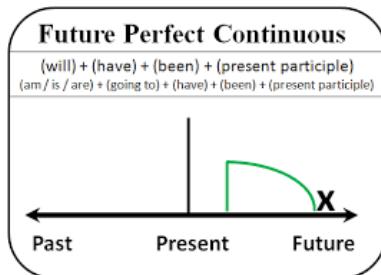
- (+) Martin will have finished the tournament by next Wednesday.
- (-) Martin won't have finished the tournament by next Wednesday.
- (?) Will Martin have finished the tournament by next Wednesday?

Time Signal: by next week, in a week, by now, this time tomorrow, etc.

We use future perfect for actions which will be finished before some other points in the future.

- It is functioned for actions that will be completed before some other point in the future.
e.g. "The party will be ended by the time Chelsea and Clara come home."
- We use this to complete an action before another action in the past.
e.g. "By tomorrow, she will have finished her work."

12. Future Perfect Continuous



Form: **will + have + been + verb + ing**

(+) Camila will have been taking charge of the club for the next week.

(-) Camilla won't have been taking charge of the club for the next week.

(?) Will Camilla have been taking charge of the team for the next week?

| Time Signal: all day long, for the last couple of hours, etc.

This verb tense expresses actions which will continue up until a point in the future. When we use it, we are making ourselves forward in time and looking back at the duration of that activity. The activity will have begun sometime in the past, present, or in the future, and is expected to continue in the future.

e.g. "In August, she will have been working at that company for twenty months."

• It is functioned to describe an action that will continue up until a particular event or time in the future.

e.g. "Sonya will have been studying for over 3 hours by the time her brothers arrive."

13. Past Future

Form: **S + Would + Verb 1**

(+) I would leave in one hour.

(-) I would not leave in one hour.

(?) Would I leave in one hour.?

| Time Signal: the previous day, the day before, the year before, etc.

It is functioned to describe the ideas that in the past an action or event was planned, it is okay if the idea is correct or not.

- Statement: I should be ok now.
- Meaning: I must be ok now.
- Statement: It shouldn't be that bad.
- Meaning: It wasn't supposed to be that bad or it was not expected it to be that bad.

14. Past Future Continuous

Form: **S + Would be / Should be + Verb 1 + ing**

(+) I would be watching Netflix all day long.

(-) I would not be watching Netflix all day long.

(?) Would I be watching Netflix all day long?

| Time Signal: at o'clock yesterday, on ... last year, etc.

It is functioned to express ideas or events that was predicted or planned to be happen in certain period, regardless the fact of the idea was not proved to be true,

- It is used to describe an event that is being done at certain time in the future.

e.g. "Bryan would be playing basket from six to eight this morning."

- It is functioned with the main clause that is in the simple past tense form to describe an event that was being done at certain time in the past or to express estimation to an event or action was being done in the past.
e.g. "Daddy was sure mom would not be discussing the problem at seven to nine that day."
- It is functioned to describe something matter or deed which shouldn't be happened in the future, but in reality, the matter or deed was happened.
e.g. "The officers shouldn't be sitting here chatting. They should be attending the meeting now."
- It is functioned to change direct speech which in the form of present future continuous tense into indirect speech.
e.g.
Direct Speech: Sarah told him "I will be waiting for you at the bus stop at six p.m. tomorrow."
Indirect Speech: Sarah told him that she would be waiting for him at the bus stop at six p.m. tomorrow.

15. Past Future Perfect

Form: S + Should have / Would have + Verb 3

- (+) She would have completed her assignment.
- (-) She would not have completed her assignment.
- (?) Would she have completed her assignment?

| Time Signal: at yesterday, on last week, in last year, etc.

It functions to describe an idea in the past that the action was expected to have been done absolutely before or by certain time in the future, nevertheless the idea has not been proved to be true.

- It functions to describe an event that would have happened or would have done before or when the other event at the future past.

- e.g. "Ronald would have entered the university before his sister graduated from the same university a years ago."
- It functions as a main clause in conditional sentence type 3, while the if clause staying in form of past perfect tense.
e.g. "Sharon would have stay here if you had prepared a room for her yesterday."

16. Past Future Perfect Continuous

Form: s + would have been + verb + ing

- (+) We should have been playing here for six hours by that time.
- (-) We should not have been playing here for six hours by that time.
- (?) Should we have been playing here for six hours by that time?

| Time Signal: by the end of this ..., by next month, by next year, etc.

The activity will have begun sometime in the past, present, or in the future, and is expected to continue in the future.

- In July, Bryan would have been working at my company for 2 years.
- At seven o'clock, he would have been waiting the bus for an hour.

Summary

In the previous sections tenses have been discussed in terms of its general characteristics and its various uses in referencing present, past, and future time. As has been previously covered, tense is not a generic term for time in language nor is it the only time element with which linguists are concerned. Verb tenses show us when an action takes place: in the present, past or future. Each of the three main tenses has a progressive, perfect and perfect progressive aspect which give us more information about the time, progression or completion of an action.

EXERCISES

I. Put the verbs into the correct tense (simple present or present progressive)

1. Look! Bryan **is going** to the school.
2. On his back, he **carries** his bag.
3. His bag **looks** so heavy.
4. Bryan usually **puts** on black shoes but now he **is wearing** white sneakers.
5. He is taking a rain coat because the sky **looks** grey.

II. Put the verbs into the correct tense (simple past or past perfect)

1. Shawn **had heard** the accident, **went** to the telephone and **called** an ambulance.

2. Jacob **had already written** a thousand words when the drinking water **fell**.
3. When Ronald **came** home, his mom **had already prepared** lunch.
4. Carol **went** to New Zealand because her friend **had invited** her.
5. Before that day my family and I **had never thought** of traveling to Swiss.
6. When Jessica started learning French, she **had already learned** Dutch.
7. By the time the teacher **had arrived** at the class, Jane slept.
8. It **had been cold** for days before it **began** to snow.
9. Bryan **had known** her a long time before he **met** her family.
10. I **didn't know** where to meet because nobody **had told** me.

III. Put the verbs into the correct tense (simple past or present perfect)

1. Clara **was** in New York a years ago.
2. **Did you spend** this summer holidays in Japan?
3. Sarah **cannot take** many pictures because she **has forgot** to charge the battery.
4. Last week, Gita and Paul **went** back to German.
5. Thomas **just finished** his homework.
6. Joe **has already travelled** to Bali a couple of times.
7. **Have you ever seen** a shark?
8. My friend **has already written** a letter for his mom.
9. John **moved** to his home town in 2006.

10. Did you **eat** the birthday cake last night?

IV. Put the verbs into the correct tense (Simple Past or Past Progressive)

1. My mother **comes** in, **looks** and **tells** me to get up.
2. Kevin **turned** off the light and **went** to bed.
3. While the parents **were having** dinner, my brother and I **were playing** games.
4. Violet and I were dancing while Sarah was singing.
5. The bicycle **broke down** and I had to walk home.
6. While the boys **were** collecting wood for the campfire, the girls **were preparing** dinner to the others.
7. The guide **was welcoming** the tourists and **was telling** them about the itinerary.

V. Put the verbs into the correct tense (simple future or future perfect)

1. Grace **will certainly get** a good score.
2. They **will have left** the laboratory by the end of the class.
3. By 8 o'clock, my mom **will have finished** her yoga.
4. Tomorrow I think he **will start** his new project.
5. Shawn **will have repaired** it by the end of next week.
6. The lecturer will probably assign a test to his students next Monday.

VI. Read the following sentences, then change it into negative and interrogative form

1. The alarm rings at 12 o'clock.
(-) The bell doesn't ring at 7 o'clock.
(?) Does the bell ring at 7 o'clock?
2. She spends all her money on clothes and make up.
(-) She doesn't spend all her money on clothes and make up.
(?) Does she spend all her money on clothes and make up?
3. He is teaching his boy to ride.
(-) He isn't teaching his boy to ride.
(?) Is he teaching his boy to ride?
4. The man is waiting for the girl now.
(-) The man isn't waiting for the girl now.
(?) Is the man is waiting for the girl now?
5. You saw my brother this morning.
(-) You didn't see my brother this morning.
(?) Did you see my brother this morning?
6. He lost his wallet in bus.
(-) He didn't lose his wallet in bus.
(?) Did he lose his wallet in bus?
7. The car was empty but the engine was running.
(-) The car wasn't empty but the engine wasn't running.
(?) Was the car empty but the engine was running?
8. You have seen him lately.
(-) You haven't seen him lately.
(?) Have you seen him lately?

9. Mom has bought a new carpet.

(-) Mom has bought a new carpet.

(?) Has mom bought a new carpet?

10. He has been very ill since the last month.

(-) He hasn't been very ill since the last month.

(?) Has he been very ill since the last month?

11. Calvin has been playing the guitar for 6 years.

(-) Calvin hasn't been playing the guitar for 6 years.

(?) Has Calvin been playing the guitar for 6 years?

12. Tory had caused trouble in other neighborhoods.

(-) Tory hadn't caused trouble in other neighborhoods.

(?) Had Tory caused trouble in other neighborhoods?

13. I had read at least 80 books by the time I was eleven.

(-) I hadn't read at least 80 books by the time I was eleven.

(?) Had I read at least 80 books by the time I was eleven?

14. You have been walking since you were 1,5 years old.

(-) You haven't been walking since you were 1,5 years old.

(?) Have you been walking since you were 1,5 years old?

15. He will have been working for at least two hours before dinner tonight.

(-) He will not have been working for at least two hours before dinner tonight.

(?) He will have been working for at least two hours before dinner tonight?

VII. Put the verb into the correct form.



Bryan and Sally are old friends. They meet by chance at a train station.

Sally : "Hello, Joe. (1) **I haven't seen** you for ages. How are you?"

Bryan : "I'm fine. How about you? (2) **You're looking** good."

Sally : "Thanks. You too. So, (3) **are you going** somewhere or 4) **are you meeting** somebody?"

Bryan : "(5) **I'm going** to London for a business meeting."

Sally : "Oh. (6) **Do you often go** away on business?"

Bryan : "Quite often, yes. And you? Where (7) **are you going**?"

Sally : "Nowhere. (8) **I'm meeting** a friend. Unfortunately, her train (9) **has been** delayed – (10) **I've been waiting** here for nearly an hour."

Bryan : "How are your children?"

Sally : "They're all fine, thanks. The youngest (11) **has just started / just started** school."

Bryan : "How (12) **is she getting** on? (13) **Does she like it?**"

Sally : "Yes, (14) **she thinks** it's great."

Bryan : "(15) **Are you working** at the moment? The last time I (16) **spoke** to you, (17) **you were working** for an insurance company."

Sally : "That's right. Unfortunately, the company (18) **went (go)** out of business a couple of months after (19) I **started / I'd started** work there, so (20) I **lost** my job."

Bryan : "And (21) **you haven't had** a job since then?"

Sally : "Not a permanent job. (22) **I've had** a few temporary jobs. By the way, (23) **have you seen Matt recently?**"

Bryan : "Matt? He's in Canada."

Sally : "Really? How long (24) **has he been** in Canada?"

Bryan : "About a year now. (25) **I saw** him a few days before (26) **he went**. (27) **He'd been** unemployed for months, so (28) **he decided / he'd decided** to try his luck somewhere else. (29) **He was really looking forward** to going."

Sally : "So, what (30) **is he doing** there?"

Bryan : "I have no idea. (31) **I haven't heard** from him since (32) **he left**. Anyway, I have to go and catch my train. It was really good to see you again."

Sally : "You too. Bye! Have a good trip!"

Bryan : "Thanks. Bye."



Robert is travelling in North America. His friend in Winnipeg (Canada) gets an e-mail from him.

So, put the verb into the most suitable form.

Hi

(1) I've just arrived (I / just / arrive) in Minneapolis. (2)
(I / travel) for more than a month now, and (3) (I / begin) to think about coming home. Everything (4) (I / see) so far (5) (be) really interesting, and (6) (I / meet) some really kind people.
(7) (I / leave) Kansas City a week ago. (8) (I / stay) there with Emily, the aunt of a friend from college. She was really helpful and hospitable and although (9) (I / plan) to stay only a couple of days, (10) (I / end up) staying more than a week.
(11) (I / enjoy) the journey from Kansas City to here.
(12) (I / take) the Greyhound bus and (13) (meet) some really interesting people – everybody was really friendly.
So now I'm here, and (14) (I / stay) here for a few days before (15) (I / continue) up to Canada. I'm not sure exactly when (16) (I / get) to Winnipeg – it depends what happens while (17) (I / be) here. But (18) (I / let) you know as soon as (19) (I / know) myself.
(20) (I / stay) with a family here – they're friends of some people I know at home. Tomorrow (21) (we / visit) some people they know who (22) (build) a house by a lake. It isn't finished yet, but (23) (it / be) interesting to see what it's like. Anyway, that's all for now. (24) (I / be) in touch again soon.
Robert

MID-TERM TEST

Scan the barcode to fill the form out!

SCAN ME

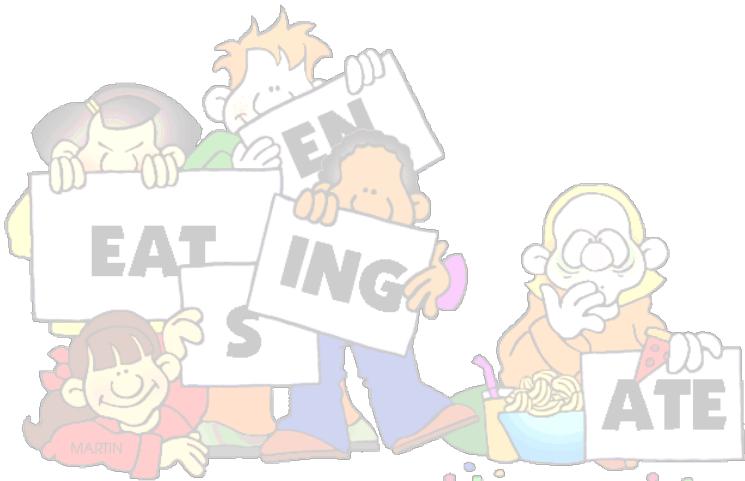


Chapter 6

Sentences &
Clause

“Once you replace negative thoughts with positive ones, you'll start having positive results.”

– Willie Nelson –



CHAPTER 6. CLAUSES AND SENTENCES



1. CLAUSES

A clause is a group of words that contains a subject and a predicate. A complete sentence at least has one clause.

In a similar case: Mom gives Jack a cake.

The sentence shows that Mom who gives Jack a cake. The sentence has one clause because it has one subject and one predicate (the noun Mom as subject and the verb give as predicate).

Types of clauses

a. Independent Clause (or main)

Independent means that the clause is not depending on another or can stand alone. It contains one subject and one verb.

- Niki Zefanya is a good singer.
This is a simple sentence because it has one clause. The sentence expresses a complete thought. So, it doesn't need another clause.

b. Dependent Clause (or subordinate)

Dependent clause means that the clause need another clause to express a complete meaning in a sentence. It cannot stand on its own because it does not express a complete thought.

Three types dependent or sub-ordinate clause:

1. Noun clause

In sentences, noun clauses act as nouns. They consist of a subject and a verb which is cannot stand on their own and must be paired with other clause as main. Commas are not used when using a noun clause.

Sometimes a single noun is not enough. So, noun clause uses words such as: who, what, whose, whom, which, whoever, whenever, whatever, whether, that if, etc, to complete a thought.

To illustrate:

- What he wrote was amazing. (the noun clause becomes the subject of the sentence)
- I don't know where he lives. (the noun clause becomes the object of the sentence)

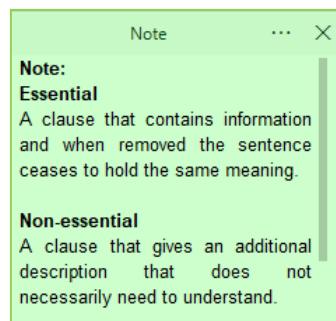
- The vacation is what I need most. (the noun clause becomes the complement of the sentence)

2. Adjective Clause

The adjective clause acts as an adjective that modifies a pronoun or noun. The adjective clause in a sentence is composed of a subject and a verb which give a description and didn't change the basic meaning. Commas is used when we add information to the sentence.

An adjective clause uses relative pronouns such as *when, that, where, whom, who, whose, why, and which* to give information which is important to describe the word being modified. It gives additional meaning to a word that is already clear and always contains a subject and a verb. To illustrate:

- The bag *that I want is for sale*.
- The woman *who has the black cat* is beautiful.
- The teacher doesn't like students *who come late*. (essential)
- They entered the shop, *which was a curious ramshackle building*. (non-essential)



3. Adverb Clause

We use adverb clauses to modify verbs, clauses, and other adverbs. It also used to modify any other phrase with the exception of adjectives and determiners which modify nouns directly.

An adverb clause contains a subordinate conjunction such as: after, although, because, and if. Adverb clause also prevents them from consisting full ideas and becoming full sentences. In a sentence, it always answers the questions *why, when, and how*.

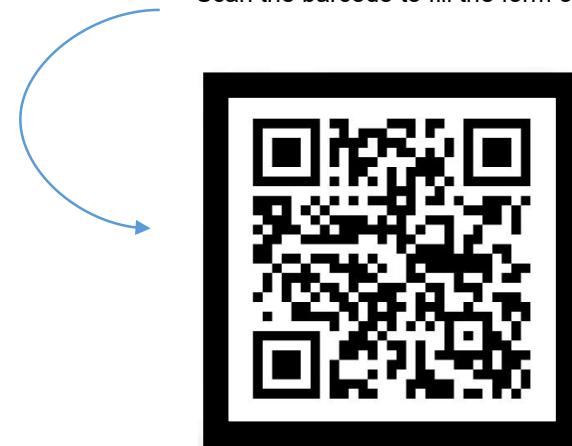
Examples:

- Call Natia *if you decide not to come to the party*.
- Her mother, *when a teacher*, had to go early in the morning every day.

Tara is expelled from the laboratory, *although he had not been done with the project*.

Assignment

Scan the barcode to fill the form out!



2. SENTENCES

A sentence at least consists of a subject and a predicate (verb) and describe a complete thought. A sentence also should have at least one independent clause.

3. STATEMENTS or DECLARATIVE

Statements or Assertive sentences are also known as indicative or Declarative Sentences. A declarative sentence makes a statement, gives an explanation, conveys a fact or provides information. A *declarative sentence* is punctuated with a period. (.)

a. Positive sentence

Verbal : S + Verb + O / C

Nominal : S + to be + C

Example:

- The birds fly highly.
- The cat is cute.

b. Negative sentence

Verbal : S + auxiliary verb + not + Verb + O / C

Nominal : S + to be + not + C

Example:

- I do not know anything about him.
- They are very excited.

4. QUESTIONS or INTERROGATIVE

Interrogative sentences, or questions, request information or ask questions. We punctuate *interrogative sentences* with a question mark. (?)

a. Yes-No Question

Yes-no questions begin with verb. It calls yes-no question because they expect the answer yes or no. The verb appears before the subject is an operator. So, here is the operator:

- Tobe: is, am, are, was, were
- Auxiliary: do, does, did, has, have, had

- Auxiliary-modal: can, will, shall, may, could, would, should, might

Examples:

- Should (op) the manager (s) give additional paid?
- Does (op) this pharmacy (s) open twenty-four hours every day?

b. Wh-Question

When the question begins with an interrogative pronoun, such as what, who, which, whom, whose, or with an Interrogative adverb, such as when, where, why, how; it calls wh-question since some interrogative words begin with wh- (the exception is how). Interrogative words in wh-questions ask information which the speaker wants the hearer to convey.

Examples:

- Where do you come from?
- Which earrings will you buy?
- Who is your boyfriend?

c. Declarative Question

A declarative question has the form of a declarative sentence but the force of a question. It is signaled by a question mark in writing and by a rising intonation in speech, examples:

- He knows my phone number?
- You got the answer?

d. Tag-Question

A tag-question is added to a sentence which is not interrogative. They invite the hearer to respond in agreement with the speaker. If the statement is positive, we use negative tag, but if the statement is negative, we use positive tag.

Positive Statement – Negative Tag

- He plays guitar, *doesn't he?*
- You are writing, *aren't you?*

- We have learned, *haven't we?*
- They will go to campus, *won't they?*
- She can do it, *can't she?*
- She must go, *mustn't she?*
- You should study, *shouldn't you?*
- He played football, *didn't you?*
- You love me, *don't you?*
- He sent you a letter, *didn't he?*
- You are happy, *aren't you?*
- He'd better to stay here, *hadn't he?*
- You'd rather

Negative Statement – Positive Tag

- None of those customers were happy, *were they?*
- I'm never on time, *am I?*
- You won't come, *will you?*
- She isn't sick, *is she?*
- You don't speak Japanese, *do you?*
- She wouldn't rather lie than hurt you, *would she?*
- He hadn't better tell the truth, *had he?*
- We didn't arrive yesterday, *did you?*
- Open the window, *will you?*
- Don't come late, *will you?*
- Let's go, *shall we?*

e. Alternative Question

An alternative question presents two or more choices, and the hearer is asked to answer with one of them. One kind of alternative question resembles the form of yes-no questions, for examples:

- Do you think we should come or not?

The other type resembles wh-questions:

- Which do you want, juice or milk?

f. Rhetorical Question

Rhetorical questions can be defined as questions that a person asks without expecting an answer since maybe the question does not have an answer, or it has an obvious answer. A common example, "Can't you do anything right?". Examples:

- Who knows?
- Are you stupid?
- Why not?

5. IMPERATIVES

Imperatives can be defined as sentences that consist of a command, instruction, request or demand. In a simple way, imperative is used to give a command but there is no subject or person that being spoken to because it is omitted. The subject of imperatives sentence is implied or understood. Imperative sentences usually begin with the main verb and ended with ".", "!", or the word "please". To illustrate:

- | | |
|--|--|
| <ul style="list-style-type: none"> - Open the box. - Please help me. - Learn your lesson. | <ul style="list-style-type: none"> - Turn left at that house. - Stop talking loudly! |
|--|--|

6. EXCLAMATORY

Exclamatory is a sentences that shows a sorrow, a joy, or a wonder. So, this sentences are used to express these feeling. Exclamatory or exclamation also shows emphasis. Declarative, interrogative, and imperative sentence become exclamatory through added emphasis. Let's say:

- Hurrah! They won the turnament.
- Alas! I couldn't pass the exam.
- Wow! What a beautiful dress.
- She broke the glass! (declarative)
- How did you bring the box?! (interrogative)
- Stop talking when your mouth chewing! (imperative)

The exclamatory indicates the sense of feeling in the principal clause (adverbial phrases) such as with regret, fear, joy, delight, or sorrow, etc. Where necessary:

- a. Warning sentence
- b. Prohibition sentence
- c. Admiring

EXERCISES

I. Identify the positive and the negative statements

1. I rarely go to the gym after work. (negative)
2. Jennie has a lot of task. (positive)
3. Nobody cares about you. (negative)
4. Jordan donates blood every six months. (positive)
5. Our writing instructor is very effective. (positive)
6. Paul did not call me yesterday. (negative)
7. Deborah has no money. (negative)
8. Everybody is happy about the mandatory lunch. (positive)
9. The Southwest hardly had no rain last summer. (negative)
10. My kids never get into the trouble. (negative)

II. Arrange these sentences into a yes or no question!

1. from – Japan – are – you
Are you from Japan?
2. give – me – that – book – you – could
Could you give me that book?
3. a – lunch – had – you – have
Have you had a lunch?
4. house – tonight – will – come – my – to – you
Will you come to my house tonight?
5. bring – she – of – water – did – a – bottle
Did she bring a bottle of water?
6. read – you – the – have – book
Have you read the book?
7. dictionary – your – may – I – borrow
May I borrow your dictionary?
8. were – hungry – they – last night

- Were they hungry last night?
9. send – does – he – the letter
Does he send the letter?
10. Mr. Smith – was – an – English – Teacher
Was Mr. Smith an English Teacher?

III. Please make an appropriate wh-question to fill the blanks below!

1. Q: Why is he sad?
A: Because he is ill.
2. Q: What did you buy this morning?
A: I bought vegetables and fruit.
3. Q: When will you go?
A: I will go next week.
4. Q: Where is he?
A: He is at the cinema.
5. Q: Who does cook that cake?
A: My mom cooks that cake.
6. Q: Where is she?
A: She is at school.
7. Q: Who are they?
A: They are my siblings.
8. Q: What is that?
A: It's a new tablet.
9. Q: Why are you running?
A: Because it's too late.
10. Q: When will you submit the assignment?
A: I'll submit tomorrow morning.

IV. Identify the sentences below, is it imperative or exclamatory?

1. I cannot believe how fast she runs! **Exclamatory**
2. Put your dirty clothes in the hamper. **Imperative**
3. Help me find my running shoes. **Imperative**
4. You must be very proud! **Exclamatory**
5. Meet at the track at 7.00. **Imperative**
6. We had so much fun today! **Exclamatory**
7. Ouch, you stepped on my foot! **Exclamatory**
8. Take a nap when you get home. **Imperative**

9. That is such a funny song! **Exclamatory**
 10. Help me put the groceries away. **Imperative**

V. Add a question tag to these sentences

1. Emily cooks well, **doesn't she?**
2. Mark is late this morning, **isn't he?**
3. Robert didn't have any lessons this morning, **did you?**
4. Ana is on holiday, **isn't she?**
5. They are coming with us, **aren't they?**
6. We don't attend the prom night, **do we?**
7. Natural disaster hadn't taken our money and energy, **had it?**
8. My father won't have been working at factory again, **will he?**
9. The boy couldn't do it, **could he?**
10. They were smart people, **weren't they?**
11. Mr. Buddy has repaired his car, **hasn't he?**
12. The officers have just received a letter from the manager, **haven't they?**
13. Grace would have had a new car if she had won the competition, **wouldn't she?**
14. Ronald would rather stay at home than go to outside, **wouldn't he?**
15. John had better finished his work first, **hadn't he?**

QUESTION TAGS

Complete the questions:

Tom likes to draw pictures, _____ ?	Paul is reading a book now, _____ ?	Bill doesn't like to do his homework, _____ ?	Adam wants to answer the question, _____ ?
Liz is writing on the blackboard, _____ ?	Ben and Pete are listening to the teacher, _____ ?	Sam isn't working at the table, _____ ?	Lora is playing snowballs with her friends, _____ ?
Kate skis very well, _____ ?	Mary will plant a lot of flowers, _____ ?	My mom isn't playing at the computer, _____ ?	We like winter, _____ ?
Alice can skate very well, _____ ?	Bill doesn't skip the rope every day, _____ ?	My brothers don't like milk at all, _____ ?	Betty doesn't punish her cat, _____ ?
Dan usually plays football on Saturdays, _____ ?	We often go to school by bus, _____ ?	I don't like rainy weather, _____ ?	My sister doesn't cook well, _____ ?

7. DIRECT- INDIRECT

In giving messages to someone, we can use two ways, it can be direct or indirect.

1. Direct Speech

We use quote to the actual words of the speaker.

- The exact words of the speaker have been used.
- The words quoted have been placed within Quotation Marks or Inverted Commas.
- The first letter of the quotation begins with a capital letter.
- There is always a comma or a colon after 'said' that introduces the spoken words.

Examples:

- He said, "Today's lesson is on presentations." or
- "Today's lesson is on presentations", he said.

2. Indirect Speech or Reported Speech

Sometimes we may report what someone says without quoting the exact words.

And when we report someone's speech, the tense commonly changes since we are mostly talking about a time in the past.

Therefore, the verbs normally should be in the past form as well.

Examples:

a. Present Simple to Past Simple

Robert said, "I write a letter."

Robert said that he wrote a letter.

b. Present Continuous to Past Continuous

Caroline said, "She is listening to the music."

Caroline said that she was listening to the music.

c. Present Perfect to Past Perfect

Sarah said, "I have started a job."

Sarah said that she had started a job.

d. Present Perfect Continuous to Past Perfect Continuous

Tania said, "I have been studying since 7 o'clock."

Tania said that she had been studying since 7 o'clock.

e. Past Simple to Past Perfect

Willy said, "You answered correctly."

Willy said that you had answered correctly.

f. Past Continuous to Past Perfect Continuous

Sheryl said, "I was waiting for you."

Sheryl said that she had been waiting for you.

g. Past Perfect to Past Perfect (no change)

My father said, "I had started a business."

My father said that he had started a business.

h. Past Perfect Continuous (no change)

My teacher said, "I'd already been teaching for two hours."

My teacher said that she had already been teaching for two hours.

i. Future Simple to Past Future

My brother said, "I will buy a new smartphone"

My brother said that he would buy a new smartphone.

j. Future Continuous to Past Future Continuous

Barra said, "He will not be sharing the answer"

Barra said that he would not be sharing the answer.

k. Future Perfect to Past Future Perfect

Kevin said, "I will have gone"

Kevin said that he would have gone.

Note:

There is no change to: could, would, should, might, ought to.

- "You might go to the supermarket", Angel said
- She said you might go to the supermarket.

However, if reported speech is a universal truth though, the tense of reported speech may not change.

- Direct speech: He said, "Sun rises in east."
- Indirect Speech: He said that sun rises in east.

Words demonstrating nearness of time or place in the direct speech are changed into those demonstrating distance when transformed into Indirect Speech.

Expressions of time if reported on a different day

(a week) ago	(a week) before
here - there next (week)	the following (week)
last weekend	the weekend before last or the previous weekend
now	then
this (evening)	that (evening)
these (days)	those (days)
today	yesterday
tomorrow	the next or following day

Indirect Question

The indirect question is unnatural questions. They have the same word form as statements and we don't use do to form questions. They commonly appear after introductory phrases combined with interrogative pronouns and adjectives (whom, who, what, whose, which), adverbs (where, when, how, why) or if, whether.

The differences of direct and indirect questions:

- Direct : "What did she do?"
- Indirect : "Do you know what she did?"
- Direct : "Will they attend?"
- Indirect : "Do you think they will come?"
- Direct : "Where was he?"
- Indirect : "Do you remember where it was?"

Not only that, but we can also use other introductory phrases to start the indirect questions, like she asks, she wonders, she wants/would like to know, she can't remember, etc. or they can be introduced by direct questions like can you tell me, do you remember, have you any idea, do you know, etc. Give more attention at the examples to understand how we switch the direct questions into the indirect questions:

- How do you get it? – I'd like to know how do you get it.
- Did she want to buy it? – Do you know whether she wants to buy it?
- Where did he go? – Have you any idea where she went?
- Is the parking free? He is asking if this parking is free?

In English, the indirect question is more familiar than in other languages. It is politer and more formal than the direct question. Pay attention to the following examples of the direct - indirect questions.

- Did you lie?
- I wonder if you lied.
- How did you do it?
- Could you tell me how you did it?
- Could I use your id card?
- Do you think I could use your id card?

EXERCISES

Scan the barcode and do the direct-indirect exercises



8. ACTIVE- PASSIVE

Active voice means that the subject acts as the actor of an action (who does what).

The passive voice in English is established with the verb to be and the past participle, which is different for regular verbs (accepted, invited) and irregular verbs (blown, swum).

- Statement :

The company has been collapse.
The phone was repaired.

- Question :

Has the company been collapse?
Was the phone repaired?

- Negative :

The company has not been collapse.
The phone was not repaired.

1. Present simple

am / is / are + verb 3

Active : I do my homework.
Passive : my homework is done.

2. Present continuous

am / is / are + being + verb 3

Active : Someone is repairing the computer.
Passive : The computer is being repaired.

3. Present perfect

have / has + been + verb 3

Active : Uncle and I have washed the bus.
Passive : The bus has been washed by uncle and I.

4. Present perfect continuous

have / has + being + verb 3

Active : My mother has cutting the fruit.
Passive : The fruit has being cut by my mom.

5. Past simple

was / were + verb 3

Active : Sarah made a birthday cake.
Passive : A birthday cake was made by Sarah.

6. Past continuous

was / were + being + verb 3

Active : Tania was cooking pasta.
Passive : Pasta was being cooked by Tania.

7. Past perfect

had + been + verb 3

Active : Rick had fixed his bicycle.
Passive : Rick's bicycle had been fixed by him.

8. Past perfect continuous

had + been + being + verb 3

Active : Regina had been playing flute since an hour.
Passive : The flute had been being played by Regina since an hour.

9. Future simple

will + be + verb 3

Active : My friend and I will spend our time for learning ESP.
Passive : My friend and I time will be spent for learning ESP.

10. Future continuous

will + be + being + verb 3

Active : The children will be finishing their course.
Passive : Their course will be being finished by the children.

11. Future Perfect

will + have + been + verb 3

- Active : Jenny will have submitted her article on Tuesday next week.
- Passive : Her article will have been submitted on Tuesday next week.

12. Future Perfect Continuous

will + have + been + verb 3

- Active : Samsung will have been releasing the newest smartphone next month.
- Passive : The newest smartphone will have been released by Samsung next month.

13. Past Future

would + be + verb 3

- Active : Anne would buy the new camera.
- Passive : The new camera would be bought by Anne.

14. Past Future Continuous

would + be + being + verb 3

- Active : Romeo would be calling Juliet for long time.
- Passive : Juliet would be being called by Romeo for long time.

15. Past Future Perfect

would + have + been + verb 3

- Active : Alysa would have sent the present, if she knew your house.
- Passive : The present would have been sent by Alysa, if she knew your house.

16. Past Future Perfect Continuous

would + have + been + being + verb 3

- Active : Roger would have been opening the coffee shop.
- Passive : The coffee shop would have been being opened by Roger.

- a. Passive voice with direct and indirect objects
The indirect object will become the subject If there are both the indirect and indirect objects in the sentence.,.

- Active: He gave me flowers
- Passive: I was given flowers by him (Not: Flowers were given by him since that sounds unnatural in English).

- b. Passive with verbs followed by the infinitive without to
In active voices several verbs are followed by infinitives without to, but in passive voices, infinitives with to are mostly used.

- Active:
I saw him come.
I made her do it.
- Passive:
He was seen to come.
She was made to do it.
Exception:
I let him go.
He was let go.

Note

...



Note: The passive voice is symbolic of an impersonal and formal style, that is why you can often find it in public notices, announcements, instructions or scientific articles.

EXERCISES

1. Change the following active sentence into passive voice.

1. I did not beat her.
2. I will never forget this experience.
3. Mother made a cake yesterday.
4. The boy teased the girl.
5. Did she do her duty?
6. The tiger was chasing the deer.
7. She has written a novel.
8. She has learned her lessons.
9. Have you finished the report?
10. The police have caught the thief.

Note:

- The object of the active verb becomes the subject of the passive verb. The subject of the active verb becomes the object of the passive verb.
- Note that the object of the passive verb is not always mentioned. If we have to mention it, we usually introduce it by the conjunction 'by'.

2. Complete the story with active and passive voice. Use the verbs in brackets.

1. The police [has] just [announced] (announce)
2. that the Portnoy's Bank [was robbed] (rob) yesterday.
3. Two men [entered] (enter) the bank at 4.30 with guns in their hands.
4. Customers and bank clerks [were asked] (ask) to lie down on the floor
5. and one of the bank clerks [was made] (make) to fill the robbers' bags with money.

6. After that the two men [left] (leave) the bank quickly.
7. The police officer Jason Gregson says that more than 200,000 pounds [were stolen] (steal) yesterday,
8. but nobody [was injured] (injure).
9. Jason Gregson believes that the robbers [will be found] (find) soon.
10. The bank [has been closed] (close) since yesterday.

1. Choose the correct answer.

1. A: "Look. Your car _____ lifted off the ground."
B: "Oh, no. Wait a minute, please."
a. is just being
b. has just being
2. A: "Poor Tim. He has lost match."
B: "Yes, he has. But _____ now."
a. he has been given a new chance
b. a new chance has been given to him
3. A: "Your business partners didn't like your offer very much."
B: "But they _____ accept it."
a. were made
b. were made to
4. A: "This hole was dug up _____ a spade."
B: "Why do you think so?"
a. by
b. with
5. A: "Our boat _____ by storm."
B: "And how did you get back?"
a. was damaged
b. was being completely damaged
6. A: _____
B: "But you've promised it to me!"
a. his place will be offered to Mr. Lee
b. Mr. Lee will be offered his place
7. A: "If we weren't careful, the motorcycle _____"
B: "By the way, did you forget lock the motorcycle?"
a. was stolen
b. would be stolen
8. A: "Did you see the cat in the middle of the road?"

- B: "Yes, I did. But when I stopped, my car _____ from behind."
- was hit
 - had been hit
9. A: "A lot of trees were destroyed _____ fire."
 B: "Yes, I know. I've heard about it."
 - by
 - with
10. A: "This room _____ every morning."
 B: "What time?"
 - is being tidied
 - is tidied
- 3. Complete the story with active and passive voice. Use the verbs in brackets.**
11. The police [has] just [announced] (announce)
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13. Two men [entered] (enter) the bank at 4.30 with guns in their hands.
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19. Jason Gregson believes that the robbers [w ill be found] (find) soon.
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1. Choose the correct answer.

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- B: "Oh, no. Wait a minute, please."
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 - has just being
12. A: "Poor Tim. He has lost match."
 B: "Yes, he has. But _____ now."
 - he has been given a new chance
 - a new chance has been given to him

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 B: "Why do you think so?"
 - by
 - with

15. A: "Our boat _____ by storm."
 B: "And how did you get back?"
 - was damaged
 - was being completely damaged

16. A: "
 B: "But you've promised it to me!"
 - his place will be offered to Mr. Lee
 - Mr. Lee will be offered his place

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 B: "By the way, did you forget lock the motorcycle?"
 - was stolen
 - would be stolen

18. A: "Did you see the cat in the middle of the road?"
 B: "Yes, I did. But when I stopped, my car _____ from behind."
 - was hit
 - had been hit

19. A: "A lot of trees were destroyed _____ fire."
 B: "Yes, I know. I've heard about it."
 - by
 - with

20. A: "This room _____ every morning."
 B: "What time?"
 - is being tidied
 - is tidied

9. COMPOUND, COMPLEX, AND COMPOUND COMPLEX SENTENCES

a. Compound Sentence

Compound sentences have two independent clauses followed by:

- A conjunctive adverb (however, therefore)
- A coordinating conjunction (and, for, nor, or, but, yet, so) or,
- A semicolon alone.

Examples:

- Caesar reads Webtoon, but Cindy reads Wattpad.
- Caesar reads Webtoon, however, Cindy reads Wattpad.
- Caesar reads Webtoon; Cindy reads Wattpad.

b. Complex Sentence

Complex sentences have one dependent clause joined to an independent clause.

Example:

- *Although Sarah watches Netflix*, Jack watches Youtube.
- Caitlin is listening to the Spotify *although Carol is listening to the Joox*.
- *Jessica who reads magazine*, rarely reads newspaper.
- *People who read Webtoon rarely read Wattpad*.

c. Compound – Complex Sentence

Compound-complex sentences have two independent clauses joined one or more dependent clauses.

Examples:

- I made him a cup of coffee when she come, but she did not drink it.
- Before summer holiday comes, they planned what they would do and updated the calendar.

Assignment

I. Find the dependent clause in the compound-complex sentence:

1. **Since they had so much fun at the party**, Shan and Jason stayed late, but they were tired in the morning.
2. **After the dance began**, we found our friends in the other room, and we invited them to stay with us.
3. **The friends, who often play in the yard, are outside**, but they will soon come into the house.
4. **When we go to the library**, I will read for an hour, and you can relax.
5. **Although I love strawberries and oranges**, my brother will not eat fruit, and he loves cake.
6. **Unless they read several book**, Sherry and Alia may not have enough information for research, and they will not be able to write their papers.

Identify the independent clauses in the compound-complex sentence:

1. **Although I love shopping for clothes, I have stayed away from the mall, and I am saving my money.**
2. **The food that I served was delicious, and everyone ate plenty of it.**
3. **Before my friend cooked the meal, Jodie and Alysa shopped at the supermarket near our house and they bought four bags of groceries.**
4. **My friend Sheila is a vegetarian**, so we serve meatless entrees and desserts whenever she comes for dinner.
5. **Antonio and Rachel, who are friends, went to the mall yesterday, but they did not buy anything.**
6. **Because our math class is challenging, Michel and Toms studied for the test for a whole hour, and they both achieved high scores.**
7. **Veronica, who attained a perfect score, found a more challenging book to read, so she shared it with the class.**
8. **Because Juan does not like dancing, he rarely attends school dances or parties**, yet he is quite popular at school.
9. **It took a long time**, but we found the perfect sweater for Mike, who loves to wear bright colors.
10. **Louise and Martha, who are siblings, both decided to take swimming lessons, and they became excellent swimmers.**

Read the following sentences, and indicate whether each is simple, compound, or complex.

1. I don't like hockey, but I will go to the game with you.
compound
2. Henry hates sports, although he sometimes watches them.
complex
3. Until we met, I didn't think I would ever fall in love. **complex**
4. We will all meet up after the concert is over. **complex**
5. The dog likes to lay at my feet, and he is always near me.
compound
6. With John's cooperation, we will definitely get this done.
complex
7. But for Tim's advice, I would have made a terrible mistake.
8. That card is beautiful, and I really treasure it. **compound**
9. Since Jack moved, things just haven't been the same.
complex
10. The chicken is done, though it is still in the oven. **complex**
11. We rang the doorbell, but no one answered it. **compound**
12. I wrote Jane a letter while she was away at camp. **complex**
13. Have you seen Mr. Nelson's garden at the back of his house?
simple
14. When Miss Jones entered the room, we all became quiet.
complex
15. Susan likes chemistry, but she likes physics better.
compound
16. Since we've lost every game but one, no one is excited about football this year. **complex**
17. When I'm tired, I'm not good company for anyone. **complex**
18. Wandering aimlessly up the path, Mr. Cutter approached the house. **compound**
19. Susan sang a solo and accompanied herself on the piano.
compound
20. When the rain began, we were playing tennis. **complex**

Guess what compound word is this!

1.



2.



3.



4.





5.



6.



7.



8.

10. CONDITIONAL SENTENCES

Conditional sentences describe a condition which is necessary for some outcomes to happen. The conjunction 'if' is usually used here. The thing that we should remember is that determining which verb tenses that are used in subordinate and independent clauses depends on the meaning of a conditional sentence.

1. TYPE 0 (Present Real Conditional)

Form: If + present simple, present simple

It is used to express a general or habitual fact. It is used simple present tense in both clauses.

- General fact : If you heat water at 100 degrees, it boils.
- Habitual fact : If you mix blue and red, you get purple.

2. TYPE 1 (Present or Future Real Conditional)

Form: If + present simple, simple future

It is used to make a prediction about the future or to express future possibilities or intentions. The verb used in subordinate clause is the present tense, and the main verb in the independent clause is preceded by "will" or another modal verb (should, might, may, etc.).

- Intention : If it is sunny, we will go to the park.
- Possibility : If it is sunny, we might go to the park.

3. TYPE 2 (Present Unreal Conditional)

Form: If + past simple, past future

It is used to speculate about the future result of a possible, but unlikely, present condition. We use it to talk about an unreal situation in the future or present. The verb used in the subordinate clause is in simple past tense and the main verb in the independent clause is preceded by the modal could, would, or might.

- Speculation : If I had enough money, I would buy that bag.

- The Fact : I don't have enough money, so I don't buy that bag.

We can also use the Past Subjunctive to speculate about the future result of a condition which is not true in the present. Here, we use the simple past-tense verb “were” in the subordinate clause, and the main verb in the independent clause is preceded by the modal could, would, or might.

- Speculation: If she were a president, she would build a bridge.
- Speculation: If he were a teacher, he would be loved by his students.

We can use ‘wish’ to talk about something which we would like to be different in the present or the future.

- Wish + Past Simple = to express a situation in the present or future to be different. Example: “She wishes she ate more vegetable.” (Fact: she does not eat vegetable)
- Wish + Past Continuous = to express we want to be doing a different action in the present. Example: “I wish it weren’t raining now.” (Fact: It is raining)
- Wish + Past Perfect = to express a regret (a situation in the past to be different.) Example: “I wish I had studied harder at school.” (Fact: I was lazy at school)
- Wish + Would = to express impatience, annoyance, or dissatisfaction with a present action. Example: “I wish the lesson would end.” (Fact: I’m impatient because the lesson is boring)
- Wish + to infinitive = to express ‘want’ in a formal situation. For example: “I wish to make a complaint and would like to see the manager.”

4. TYPE 3 (Past Unreal Conditional)

Form: If + past perfect, past future perfect

It is used to speculate about the past result of a condition that didn’t occur in the past or imagine situations in the past. In this case, the verb in the subordinate clause is in past perfect tense; the main verb in the independent clause is a past participle, preceded by the modal could have, would have, or might have.

- Speculation : If she had had enough money, she would have bought that bag.
- The fact : She did not have enough money, so she did not buy that bag.

5. Conditionals that use inversion

We can also express the conditional without using the word if by simply reversing the order of the subject and the verb in the subordinate clause and omitting if. This gives the conditional sentence a more formal tone and as a result tends to be used more often in writing.

- Conditional using if: If I had had enough money, I would have bought that bag.
- Inverted conditional: Had I had enough money, I would have bought that bag.

6. Mixed 1 Conditionals

Form: If + past perfect, present conditional (would + verb 1)
It is used to express present result of a past condition. For examples:

- If she had studied, she would pass the test.
- If I had not listened to your advice, I would be in trouble.

7. Mixed 2 Conditionals

Form: If + past simple, perfect conditional (would + have + past participle)

It is used to express past result of a present or continuing condition. For examples:

- If she were a president, she would have built a bridge.
- If I were you, I would have not done that..

Let's Play Game !

There are words without classification

Assignment

Complete the sentences with the verbs in the brackets.

Peter, what do you do if your parents are at home?

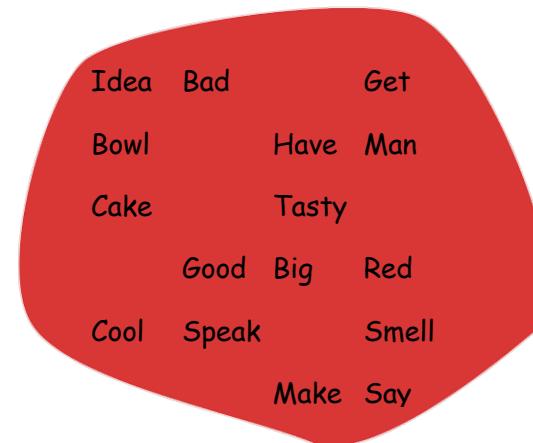
1. If my parents **stay** at home at weekends, I have to help with housework.
2. If my mother **is** at home, I do the washing up or hoovering.
3. If she **is not** at home, I wash the car or work in the garden with my dad.
4. If they **are** at home on weekdays, I do my homework first and then go out.
5. If my father **does not work** in the evening, we play games on his computer.

And what do you and your sister do if your parents are not at home?

1. We **do not do** the housework if they leave the house.
2. I just **lie** in bed if there is nothing to watch on TV.
3. Or I **chat** with my friends on Skype if they feel like chatting.
4. My little sister usually **plays** with her best friend if she comes to our place.
5. But she **does not know** what to do if her friend can't come.



Scan me for other exercises!



You've to devide it into Noun, Verb, and Adjective



Noun	Verb	Adj
Idea	Have	Bad
...

After it, you've to make sentence. Using one N, V, and Adj in a sentence

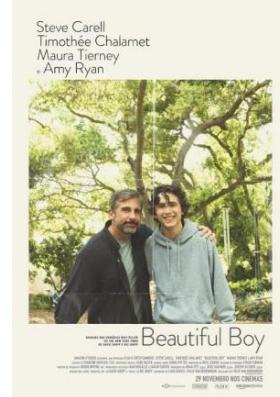
Example:

1. Ana and Mike **have** a **bad** **idea** for you, Michell



<https://youtu.be/y23HyopQxEg>

1. Watch the movie thriller titled “Beautiful Boy”
2. Write out the transcript
3. Analyze the transcript’s grammar of thriller



EVALUATION

Scan me ☺ to do the test!



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<https://quizizz.com/admin/quiz/59e6a4ceb71da811007113ea/adverb-clauses>

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https://scholar.google.co.id/citations?view_op=list_works&hl=en&hl=en&user=wMzGI_MAAAAJ,

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