

# INTRODUCTION

Giving response to real word situation, students at a college or university should master English as an international language to help and support them in mastering knowledge. So, Information Science Faculty of UMK provides English subjects to students who deal with the real world situation in multimedia era. English not only helps and supports students in learning knowledge especially Information Science, but also as a means of international communication, realizing that information science is used in all over the world.

By mastering English, Information Science students hopefully will be helped to enlarge their knowledge especially in information science and use it in communication.

## What we study English for?

- To learn      → knowledge (information science)
- To communicate      → written  
                                    ↘ spoken

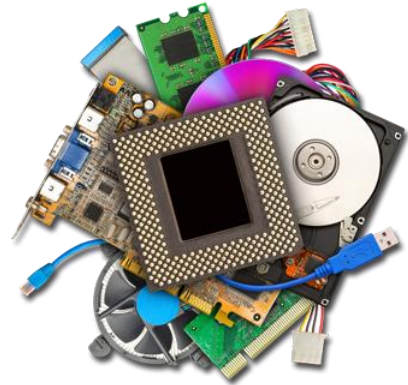
## How to use English?

- ✓ Bravery
- ✓ Just use/speak
- ✓ Keep using/talking
- ✓ Helpful
- ✓ Supporting response

**Marjuki  
UMK, Kudus**

## I. READING PRACTICE

### 1. Computer Basics



To accomplish a task using a computer, you need a combination of hardware, software, and input.

Hardware consists of devices, like the computer itself, the monitor, keyboard, printer, mouse and speakers. Inside your computer there are more bits of hardware, including the motherboard, where you would find the main processing chips that make up the central processing unit (CPU). The hardware receives and processes commands from the software, and performs tasks or calculations.

Software is the name given to the programs that you install on the computer to perform certain types of activities. There is operating system software, such as the Apple OS for a Macintosh, or Windows vista or Windows seven for a PC. There is also application software, like the games we play or the tools we use to compose letters or do math problems. When you type a command or click on an icon, you are telling the computer what to do, that is called input.

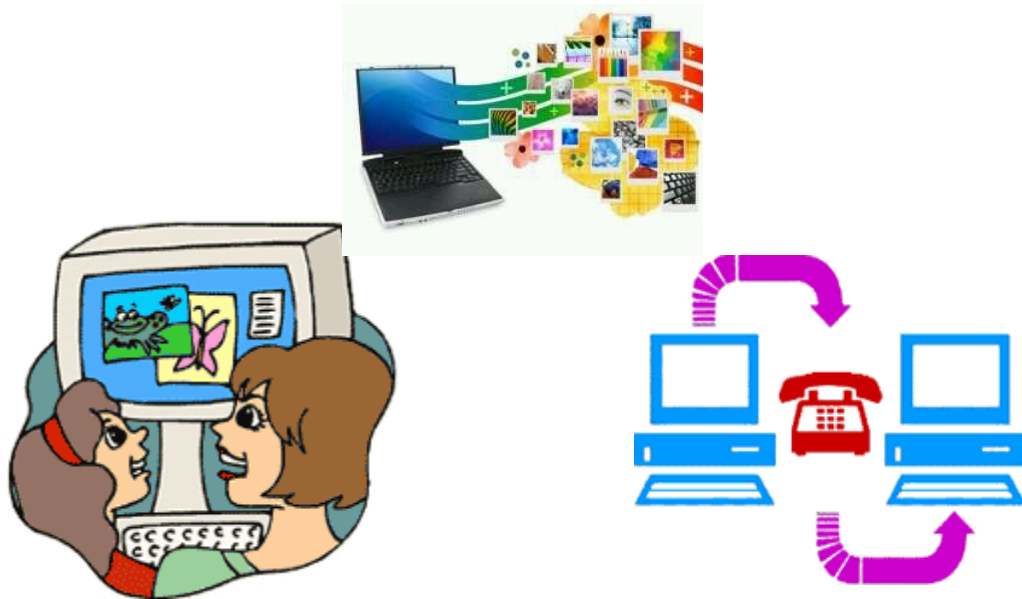
**Create three questions based on the information above!**

1. ....?

2. ....?

3. ....?

## 2. Computers Working



First, you provide input when you turn on the computer. Then the system software tells the CPU to start up certain programs and to turn on some hardware devices so that they are ready for more input from you. This whole process is called booting up. The next step happens when you choose a program you want to use. You click on the icon or enter a command to start the program.

Let's use the example of an internet browser. Once the program has started, it is ready for your instructions. You either enter an address (called a URL, which stands for Uniform Resource Locator), or click on an address you've saved already. In either case, the computer now knows what you want it to do. The browser software then goes out to find that address, starting up other hardware devices, such as a modem, when it needs them. If it is able to find the correct address, the browser will then tell your computer to send the information from the web page over the phone wire or cable to your computer. Eventually, you see the web site you were looking for.

**Create three questions based on the text!**

1. ....?
2. ....?
3. ....?

### 3. Operating System

An operating system (sometimes abbreviated as "OS") is the program that, after being initially loaded into the computer by a boot program, manages all the other programs in a computer. The other programs are called applications or application programs. The application programs make use of the operating system by making requests for services through a defined application program interface (API).



In addition, users can interact directly with the operating system through a user interface such as a command language or a graphical user interface (GUI).

An operating system performs these services for applications:

- In a multitasking operating system where multiple programs can be running at the same time, the operating system determines which applications should run in what order and how much time should be allowed for each application before giving another application a turn.
- It manages the sharing of internal memory among multiple applications.
- It handles input and output to and from attached hardware devices, such as hard disks, printers, and dial-up ports.
- It sends messages to each application or interactive user (or to a system operator) about the status of operation and any errors that may have occurred.
- It can offload the management of what are called batch jobs (for example, printing) so that the initiating application is freed from this work.

On computers that can provide parallel processing, an operating system can manage how to divide the program so that it runs on more than one processor at a time. All major computer platforms (hardware and software) require and sometimes include an operating system. Linux, Windows, VMS, OS/400, AIX, and z/OS are all examples of operating systems.

**Create three questions based on the information above!**

1. ....?
2. ....?
3. ....?

## 4. Application Software



Application software (an application) is a set of computer programs designed to permit the user to perform a group of coordinated functions, tasks, or activities. Application software cannot run on itself but is dependent on system software to execute. Examples of an application include a word processor, a spreadsheet design and management system, an aeronautical flight simulator, a console game, a drawing, painting, and illustrating system, or a library management system.

The term is used to distinguish such software from system software, which manages and integrates a computer's capabilities but does not directly perform tasks that benefit the user, and utility software, which is directly concerned with altering or managing the computer's operating environment. Examples of types of application software may include accounting software, media players, and office suites. Many application programs deal principally with documents. Applications may be bundled with the computer and its system software or published separately, and may be coded as e.g. proprietary, open-source or university projects.

**Create three questions based on the text!**

1. ....?
2. ....?
3. ....?

## THREE LANGUAGE COMPONENTS SUPPORT CONVERSATION

### II. PRONUNCIATION

#### 1. VOWEL

##### A. Vowel (long and short vowel)

Sounds (: = length)

5 long:      Bean    boon    bam    bom    bum  
                 (i:)    (u:)    (ɑ:)    (ɔ:)    (ə:)

7 short:      pɪt    pet    pat    putt    pot    put    another  
                 (ɪ)    (e)    (æ)    (ʌ)    (ɒ)    (ʊ)    (ə)

##### B. Double vowel (glide to i, u, ə)

8 diphthongs:    glide to (ɪ)      bay    buy    boy  
                                 eɪ      aɪ      ɔɪ

                         glide to (ʊ)      no    now    new  
                                 əʊ      aʊ      jʊ

                         glide to (ə)      peer    pair    poor  
                                 ɪə      ɛə      ʊə

#### 2. CONSONANT

##### Plosives: aspiration

In accented initial positions, the main feature distinguishing /p,t,k/ from /b,d,g/ is the aspiration (puff of air) associated with the former.

pin      tin      come  
/ p      t      k /

##### A. Consonants

(p) pin	(f) fine	(l) fill
(b) bin	(v) vine	(l) play
(t) tin	(θ) think	(r) red
(d) din	(ð) this	(r) pray
(k) come	(s) seal	(m) my

(g) <i>gum</i>	(z) <i>zeal</i>	(n) <i>no</i>
(tʃ) <i>chain</i>	(ʃ) <i>sheep</i>	(ŋ) <i>sing</i>
(dʒ) <i>Jane</i>	(ʒ) <i>measure</i>	(j) <i>yes</i>
(h) <i>how</i>	(l) <i>let</i>	(w) <i>wet</i>

## B. Consonant cluster

CC	→	<i>depth</i>	<i>eighth</i>	<i>act</i>	<i>film</i>	<i>bench</i>
CCC	→	<i>splash</i>	<i>spread</i>	<i>scream</i>	<i>next</i>	<i>strain</i>
CCCC	→	<i>texts</i>	<i>prompts</i>	<i>depths</i>	<i>months</i>	

## 3. CONVERSATION DRILLS

### 1. Visit to a City

Risti: Where did you go last week?

Mita: I went to Kudus.

Risti: With whom did you go?

Mita: I went there with my parents.

Risti: How did you go there?

Mita: We went there by car?

Risti: Where did you stay there?

Mita: We stayed at my uncle's home.

Risti: What does your uncle do?

Mita: He is an English lecturer.

Risti: For how many days did you stay?

Mita: We stayed there for five days?

Risti: Did you like the city?

Mita: Yes I liked it.

Risti: Why did you like it?

Mita: It is an industrial and beautiful city.

Risti: What did you see there?

Mita: We saw many cigarette factories and electronic industries.

Rishi: What was the activity that you enjoyed most?

Mita: I enjoyed visiting some factories and industries there, such as PR. Djarum and Polytron.

Risti: How are the people of the city

Mita: The people are very friendly.

Risti: Which language do the people speak there?

Mita: Most of the people speak Javanese. Educated persons speak English too.

Risti: Which type of food is eaten there?

Mita: Rice, vegetables and meat.  
 Risti: Are the people educated?  
 Mita: Most of the people are educated and modern.  
 Risti: Would you advise your friends to visit this city?  
 Mita: Yes I would. It is a beautiful city. Everybody should see it.  
 Risti: Did you have any bad experience in the city?  
 Mita: Everywhere you have some bad and some good experiences. Luckily we didn't have any bad experience there.  
 Risti: How are you feeling after this vacation?  
 Mita: I am feeling happy and relaxed.  
 Risti: Where would you like to go next time?  
 Mita: I would like to go back to Kudus visiting others beautiful places.

### Special drills

Where did you go {  
 last week  
 two weeks ago  
 last month  
 last Monday

I went to {  
 Kudus  
 Jakarta  
 Semarang

With whom did {  
 you  
 she  
 he  
 they  
 Ahmad } go?

How did {  
 you go there?  
 she go to Kudus?  
 he go to China?  
 they go to campus?  
 Sinta go to Holland?

Where did you {  
 stay there?  
 study?  
 buy that book?

Did you like {  
 the city?  
 those apples?  
 the clothes?



I enjoyed { visiting cigarette factory.  
speaking.  
shopping.

Which language { do you  
do they  
does she  
does Hani } speak?

Which type of food { do you like?  
does she like?

I would like to { study at university.  
speak English.  
buy some books?

## **2. The Importance of English**

Yusuf: Are you learning English?

Sarita: Yes, I am learning.

Yusuf: Why are you learning it?

Sarita: Without it we can't make a good career.

Yusuf: Where are you learning?

Sarita: I am learning it at UMK.

Yusuf: Why have you joined this university?

Sarita: It is a good institute to learn effective English.

Yusuf: What do they teach?

Sarita: They teach good sentence-making, vocabulary, conversation, fluent speaking, group discussions, newspaper reading, personality development, job interview etc.

Yusuf: Do they take any test before admission?

Sarita: They take a simple verbal and written test.

Yusuf: What is the benefit of learning English?

Sarita: It is an international language. If we know English we can talk to others in any foreign country, moreover, we could enlarge knowledge.

Yusuf: Can't we get a good job if our English is poor?

Sarita: It is very difficult to get a good job. In almost every big company interview is held in English only.

Yusuf: In your opinion, what are other benefits of learning English?

Sarita: Students learn to make good sentences so they get better marks in all the subjects. We also get social respect.

Yusuf: Can't we improve English at home?

Sarita: Most of the persons learn incorrect English at home. We need guidance of a good teacher to be really effective in English writing and speaking.

### Special drills

Are you ... (adjective/-ing form) }  
Why are you } { learning English?  
studying information science?  
happy?  
hungry?  
Ok?

What do they { teach?  
do?  
play?  
Study?  
cook?

What is the benefit of { learning English?  
buying TV?  
going to Jakarta?  
saving?

They take { a simple verbal and written test.  
an exam.  
a medical check.  
a bath.  
a risk.

In your opinion, what are the benefits of { learning English?  
smoking?  
demonstrating?  
drinking milk?

### 3. Television and Movies

Bobby: For how many hours do you watch TV everyday?

Aman: Mostly for one hour. On holidays I may watch for even two hours or more.

Bobby: Why do you watch television?

Aman: I watch it for information and entertainment.

Bobby: Do you watch movies too?

Aman: I don't have enough time to watch movies. I hardly watch one movie a month.

Bobby: Are movies good for our society?

Aman: Most of them are not. They waste our time and energy. People don't learn anything good from them.

Bobby: Do you like any advertisement?

Aman: I like creative advertisements.

Bobby: Which is your favourite TV channel?

Aman: I like to watch sports channel.

Bobby: Are you very interested in sports?

Aman: Of course I am.

Bobby: What do you expect from a TV program?

Aman: A TV program should be informative and encouraging. It should help us develop our personality.

Bobby: Don't you watch any other channel?

Aman: I also watch Discovery, History and some news channels.

Bobby: Do you think TV really benefits our society?

Aman: TV is both beneficial and harmful. Good programs help us to live a better life. Bad and vulgar programs have negative effect on us.


Bobby: Is TV changing our kids too?


Aman: It is definitely changing. It is improving their brain power. But some programs may have a very bad impact on their psychology.


Bobby: What is your opinion about cartoon films?

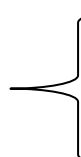
Aman: Most of the cartoon movies refresh our mind. Such films can convey a powerful message in very simple way.


### Special drills


Why do you  watch television?  
love me?  
like playing football?

Which is your favourite  TV channel?  
food?  
drink?  
subject?  
sport?

I don't have enough time to  watch movies.  
Play football.  
Read comics.

What do you expect from  a TV program?  
Information science?  
studying English?  
marriage?  
Your friend?

Do you think  TV really benefits our society?  
English benefits all students?  
Smoking really benefits to government?

What is your opinion about  Information science?  
this chicken noodles?  
love?  
My dress?  
My veil?

### III. VOCABULARY

#### 1. Prefixes

##### A. With the meaning 'not'

Prefixes (un-, in-, il-, ir- and dis-) are often used to give adjectives (and some verbs and nouns) a negative meaning. Here are some examples:

Happy	unhappy
Possible	impossible
Correct	incorrect
Like	dislike
Legal	illegal
Regular	irregular

##### B. verb prefixes: un- and dis-

Appear	disappear
Honest	dishonest
Pack	unpack
Get dress	get undress

##### C. other verb prefixes with specific meaning

re- (again)	reopen	→	The shop closed down, but will <b>reopen</b> next month.
	retake/redo	→	She failed the exam, but she can <b>retake</b> it next year.
over-	over doing	→	I think my boss is <b>overdoing</b> it at the moment.
(too much)	overwork	→	I think my boss is always <b>overworking</b> .
	overconfident	→	Don't be <b>overconfident</b> honey.
	overslept	→	I went to bed late and I <b>overslept</b> .
mis-	misunderstood	→	I am afraid I <b>misunderstood</b> what he said.
(incorrectly)	misread	→	Two of the students <b>misread</b> the first question.

#### 2. Noun suffixes

##### A. verb + suffix

<u>Verb</u>	<u>Suffix</u>	<u>Noun</u>
Improve	-ment	Improvement

Manage	-ment	Management
Elect	-ion	Election
Discuss	-ion	Discussion
Inform	-ation	Information
Organize	-ation	Organization
Jog	-ing	Jogging
Spell	-ing	Spelling

### B. adjective + suffix

Weak	-ness	Weakness
Happy	-ness	Happiness
Dark	-ness	Darkness
Stupid	-ity	Stupidity
Punctual	-ity	Punctuality
Similar	-ity	Similarity
Perform	-ance	Performance

### C. -er/-or and -ist

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

<u>-er</u>	<u>-er</u>	<u>-or</u>	<u>-ist</u>
Dancer	Farmer	Actor	Artist
Driver	Manager	Director	Economist
Singer	Footballer	Translator	Psychologist
Murderer	Employer	Operator	Journalist

### 3. Adjective suffixes

#### A. noun or verb + suffix

<u>Noun or verb</u>	<u>Suffix</u>	<u>Adjective</u>
Danger, fame	-ous	Dangerous, famous
Music, economics, industry	-al	Musical, economical, industrial
Cloud, sun, dirt, fog	-y	Cloudy, sunny, dirty, foggy
Attract, create	-ive	Attractive, creative

### B. -able/-ible/

This suffix is used to form many adjectives from nouns or verbs:

Enjoyable	unbreakable
Comfortable	uncomfortable
Knowledgeable	unbreakable
Suitable	unsuitable
Drinkable	undrinkable
Washable	comprehensible

### C. -full and -less

Careful	Useless
Helpful	Jobless
Thoughtful	Thoughtless
Painful	Painless

## 4. Preposition + noun

### A. Fixed expressions

Sometimes it is difficult to know why a particular preposition is used, and you must learn these as fixed expression:

I took his pen **by mistake**.

I did all the work **by myself**.

The shoes are made **by hand**.

The workers are **on strike**.

The children are **on holiday**.

I met them **by chance**.

He broke the plate **by accident**.

He broke the plate **on purpose**.

## 5. Make, do, have, take

### A. Thing we make

A mistake      —————>      He made **a few mistakes** in the exam.

A meal      —————>      I had to **make my own dinner** last night.

A money	————→	He made <b>a lot of money</b> when he worked in America.
A decision	————→	We have to <b>make a decision</b> about the problem.
A noise	————→	I can't work when children <b>make a lot of noise</b> .

#### B. Thing we do

Home work	————→	I forgot to <b>do my English home work</b> last night.
House work	————→	My mother <b>does all house work</b> in our house.
Research	————→	She is <b>doing research</b> in information science.

#### C. Thing we have

A rest	————→	They <b>had a long rest</b> after the game.
A drink	————→	Let's <b>have a drink</b> before dinner.
A bath/shower	————→	I always <b>have a bath</b> when I get up.
A party	————→	I am having a party for my birthday.
A baby	————→	Mary is <b>having a baby</b> next month.
A (nice/good/great) time	————→	We <b>had a very nice time</b> in Bali last year.

#### D. Thing we take

An exam	————→	I am going to <b>take four exams</b> next month.
A photo	————→	She <b>took lots of photos</b> on holiday.
A decision	————→	I am very good at <b>taking a decision</b> .
A shower	————→	I am just going to <b>take a shower</b> before lunch.
A bus/taxi/train/plane	————→	We were late, so <b>took a taxi</b> to the airport.

## IV. GRAMMAR

### 1. PARTS OF SENTENCE

**Sentence** is a group of words expresses statement or question.

**Sentence consists** of SUBJECT + VERB + OBJECT or SUBJECT + BE + COMPLEMENT.

**Subject** is sth/smo who does an action.

**Verb** is a word or phrase expresses action.

**Object** is sth that is done (aims/purposes/goals).

**Be** is the existence that express situation.

**Complement** is word(s) adjective/noun describing subject.

**Be/Copula** (am, is, are, was, were, be, been).

## 2. NOUNS AND VERBS

FINAL -S/-ES is added to a noun to make plural, and to present verb when subject is third person/singular pronoun.

Noun + **-s** : Friends are important.

Noun + **-es**: I like my classes.

Verb + **-s** : Andi works at the bank.

Verb + **-es** : She watches TV.

Final **-es** is added to words that end in **-sh, -ch, -s, -z, -x, o**.

Wash → Washes

Teach → Teaches

Class → Classes

Box → Boxes

Buzz → Buzzes

Go → Goes

For words that end in **-y**.

If **-y** is preceded by a vowel, only **-s** is added.

If **-y** is preceded by a consonant, the **-y** is changed to **-i** and **-es** is added.

Toy → Toys

Buy → Buys

Baby → Babies

Cry → Cries

### COUNT NOUNS AND NONCOUNT NOUNS

**Count Noun** is a noun that can be counted and can be added **-s/-es**.

*Example: Book, table, chair, pen, etc.*

**Non-count Noun** is a noun that cannot be counted and cannot be added **-s/-es**.

FLUIDS: *water, coffee, oil, blood, gasoline, milk, tea, etc.*

SOLID: *ice, bread, butter, iron, gold, glass, meat, paper, wood, wool, etc.*

GASES: *steam, air, oxygen, nitrogen, smog, pollution.*

PARTICLES: *rice, chalk, corn, dust, flour, grass, hair, salt, sand, sugar, etc.*

ABSTRACTION: *beauty, happiness, health, confidence, help, intelligent, advice, information, time, space, work, energy, truth, violence, evidence, music, patience, knowledge, honesty.*

LANGUAGE: *Indonesian, English, Arabic, Spanish, etc.*

FIELD OF STUDY: *religion, mathematics, chemistry, engineering, psychology, etc.*

GENERAL ACTIVITY: *studying, swimming, traveling, walking, driving, etc.*

NATURAL PHENOMENA: *weather, fog, heat, lightning, rain, snow, thunder, wind, fire, electricity.*

WHOLE GROUP MADE UP OF SIMILAR ITEMS: *clothing, equipment, furniture, garbage, money, scenery, food.*



### EXPRESSION OF QUANTITY

These expressions of quantity are followed by count nouns.

- *Several, a few/few, many, both, a number of.*

These expressions of quantity are followed by non-count nouns.

- *Much, a little/little.*

These expressions of quantity are followed by count nouns or non-count nouns.

- *All, some, most, no/not any, part, half, one-third.*

### USING A FEW AND FEW; A LITTLE AND LITTLE

**A few and a little** give a positive idea, indicate that sth exists.

\* She has been here only two weeks, but she has made a few friends.

\* I am very pleased. I have been able to save a little money this month.

**Few and little** give a negative idea, indicate that sth largely absent.

\* I feel sorry for her. She has few friends. (She has almost no friends.)

\* He has little money. He does not even have enough money to buy food for dinner.

Note: **a few** and **few** followed by count nouns, while **a little** and **little** followed by non-count nouns.

### 3. PRESENT CONTINUOUS/PROGRESSIVE (be verb -ing)

Present **Continuous** Construction is used to express sth that is happening or at the moment of speaking.

\* *She is sleeping* right now.

\* Tono and Tini *are talking* on the phone.

\* *She is not sleeping* right now.

\* Tono and Tini *are not talking* on the phone

\* *Is she sleeping* right now? Yes, she is./No she is not.

\* *Are Tono and Tini talking* on the phone? Yes, she is./No she is not.

### 4. FUTURE CONSTRUCTION (will)

Simple Future Construction is used to express sth in the future time.

\* He will finish his work tomorrow.

\* He will not finish his work tomorrow.

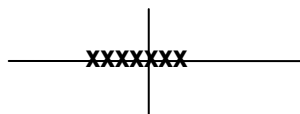
\* Will he finish his work tomorrow? Yes, he will./No, he will not.

### 5. WILL VERSUS BE GOING TO

**Will** or **be going to** is used to express sth in the future time, when the *speaker is making a prediction that sth will occur in the future or expressing a future plan or decision.*

- \* According to the weather report, it *will* be cloudy tomorrow. (prediction)
- \* According to the weather report, it *is going to be* cloudy tomorrow. (prediction)
- \* A: Why did you buy this paint? (plan)
- B: I *am going to* paint my house tomorrow. (plan)
- \* I am tired of taking a bus to work. I *am going to* buy a car.

## 6. PRESENT TENSE



**Present tense** is used to express *general statement of the fact and habitual or every day activity.*

- \* The sun *rises* in the east and sets in the west.
  - \* Water *consists* of hydrogen and oxygen.
  - \* My classes begin at seven.
  - \* I **always** study for two hours **every** night.
- We add *-s/-es* at the verb of singular third person subject. And we use **Do/Does** at the beginning of question sentence.

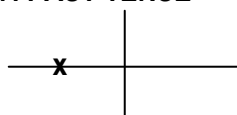
I	}	do
You		
They		
We		
She	}	does
He		
It/cat/Andi		

- \* **Do** you always get up at five o'clock in the morning?
- \* **Does** she work in the hospital?

Some **Adverbs of frequency** used in simple present tense are placed before the main verb:

<i>Always</i>	<i>Rarely</i>
<i>Usually</i>	<i>Ever</i>
<i>Sometimes</i>	<i>Never</i>

## 7. PAST TENSE



**The simple past** indicates that an activity or situation began and ended at a particular time in the past.

- \* I went to Pati yesterday.
- \* Aurel didn't go to Semarang yesterday.
- \* He lived in Semarang for ten years, but now he is living in Kudus.

In simple past we use *past verb* in positive pattern and *Did* at the beginning of question sentence.

I  
You  
They  
We  
She  
He  
It/cat/Ahmad

} did

\* Did you go to Bali yesterday? Yes, I did/No, I did not.  
\* Did Ahmad study in university? Yes, he did.

The past regular verbs is simple verb ending in *-ed*, while irregular verbs, the verbs are changed.

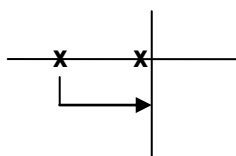
<u>Simple</u>	<u>Past</u>	<u>P. participle</u>
Kick	kicked	kicked
Walk	walked	walked
Live	lived	lived
Play	played	played
Open	opened	opened
Go	went	gone
Do	did	done
Eat	ate	eaten
Know	knew	known
See	saw	seen

These are some **adverbs of time** used in past tense:

Yesterday  
Last Sunday  
Last night

<b>Last .....</b>	=	<b>..... ago</b>
Last week	=	a week ago
Last two weeks	=	two weeks ago
Last month	=	a month ago
Last year	=	a year ago

## 8. PRESENT PERFECT TENSE

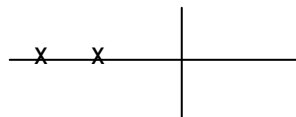


The **present perfect** is used to express a situation that begin in the past and continues to the present. 'Have/has' is used before *past participle*, and 'been' is used *before adjective/noun or past participle* in passive pattern.

\* He has been married.

- \* I have been here *for two weeks*.
- \* I have been here *since seven o'clock*.
- \* I have worked *since seven o'clock*.

## 9. PAST PERFECT TENSE



The past perfect expresses an activity that was *completed before another activity or time in the past*.

- \* Ahmad **had** already **left** when we got there. Yusuf **had left** before we got there.
- \* After the guest **had left**, I went to bed.

## 10. PASSIVE PATTERN

Form of passive: **be + past participle**.

In the passive, the object of an active verb becomes the subject of the passive verb.

- \* Active : Nancy helped the boy.
- \* Passive: The boy was helped by Nancy.

Only transitive verbs (verb that are followed by an object) are used in passive. Intransitive verbs such as **happen, sleep, come, seem** are not possible in the passive.

- \* Active : An accident happened.
- \* Passive: (*none*)
- \* Active : She seems beautiful.
- \* Passive: (*none*)

	<u>Active</u>	<u>Passive</u>
Simple present	: Sandra <b>helps</b> Dewi.	Dewi <b>is helped</b> by Sandra.
Present progressive	: Sandra <b>is helping</b> Dewi.	Dewi <b>is being helped</b> by Sandra.
Present perfect	: Sandra <b>has helped</b> Dewi.	Dewi <b>has been helped</b> by Sandra.
Simple past	: Sandra <b>helped</b> Dewi.	Dewi <b>was helped</b> by Sandra.
Past perfect	: Sandra <b>had helped</b> Dewi.	Dewi <b>had been helped</b> by Sandra.
Simple future	: Sandra <b>will help</b> Dewi.	Dewi <b>will be helped</b> by Sandra.

## 11. MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

The **Modal auxiliaries** in English are: *can, could, may, might, shall, should, will, would, must, ought to*.

I	{	+	{	<b>can</b> study that issue.
You				<b>could</b> study that issue.
They				<b>may</b> study that issue.
We				<b>might</b> study that issue.
She				<b>shall</b> study that issue.
He				<b>should</b> study that issue.
It				<b>will</b> study that issue.
				<b>would</b> study that issue.
				<b>ought to</b> study that issue.
				<b>must</b> study that issue.

### POLITE REQUESTS WITH "I" AS THE SUBJECT

**May** I borrow your book, please?  
**Can** I borrow your book, please?  
**Could** I borrow your book, please?

### POLITE REQUESTS WITH "YOU" AS THE SUBJECT

**Would** you *please* help me?  
**Will** you help me *please*?  
**Could** you *please* help me?  
**Can** you help me *please*? (less polite)

### POLITE REQUESTS WITH 'Would you mind + V -ing' and 'Would you like + to infinitive'

Would you mind **closing** the window?  
 Would you like to **close** the window?

'**Would you mind if I .....**' is followed by the simple past.

Would you mind if I **closed** the window?  
 Would you mind if I **used** the phone?

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

'**Must**' is stronger than '**have to**' and can indicate urgency or stress importance.

I am looking for Ahmad. I **have to** talk to him about our camping.  
 I am looking for Ahmad. I **have got to** talk to him about our camping. (informal/spoken)  
 Where is Ahmad? I **must** talk to him right now. I have an urgent message for him.

### ADVISABILITY: **SHOULD, OUGHT TO, HAD BETTER**

**Should, ought to, had better** have the same meaning, but '**had better**' is usually stronger to imply a warning or a threat of possible consequences.

Drivers **should obey** the speed limit.

Drivers **ought to obey** the speed limit.

You **shouldn't leave** your key in the car. (Negative form: **shouldn't** = **should not**)

You **oughtn't to leave** your key in the car. (Negative form: **oughtn't to** = **ought not to**)

You **had better** stop smoking. It isn't good for your health.

You **better** stop smoking. It isn't good for your health.

You **had better not** keep smoking. (Negative form: **had better + not**)

## 12. WH – QUESTIONS

We use question words to ask certain types of questions (question word questions). We often refer to them as WH words because they include the letters WH (for example WHY, HoW).

Question Word	Function	Example
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't

## **SOME PHRASES AND EXPRESSIONS USED IN CONVERSATION**

### **1. OPENING**

Thankful to Alloh that has given mercies and blessing to us. Today/in this meeting/I would like to ...

Thanks for the time given to me. I would like to ...

Thanks, I want to say/talk/ about ...

### **2. ASKING REPETITION**

Pardon me.

I beg your pardon.

Excuse me.

I am sorry.

Would you please repeat?

Repeat please.

Would you please speak loudly / clearly?

### **3. ASKING RESPONSE/OPINION**

Do you have any other idea? / Any idea?

Do you agree with me?

What's your comment? / Any comment?

How about you?

What do you think about it?

What do you think of this ...

What's your honest opinion of/about ...

### **4. GIVING RESPONSE (agreeing / disagreeing)**

I agree with you / your opinion/idea.

That's good idea.

I quite agree with you. I a hundred percent agree with you.

I think you are right.

That's true.

I am sorry, I don't agree (disagree) with you / your opinion/idea.

I am very / terribly / so / sorry. I think ...

## **5. EXPLAINING**

In my opinion, ...

As long as I now, ...

According to ...

First, ...

Second, ...

Third, ...

## **6. SUMMARIZING**

All in all, ...

In a nut shell, ...

In conclusion, ...

The conclusion is ...

In summary, ...

At last, ...

## **7. CLOSING**

Thank you/ thanks / thanks very much (for your attention/support)

Thank for your attention. That's all I know / that's all about ...

Thank you very much. See you later / Nice to see you.



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