

First Edition Book

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The Easy Way to Understand BASIC ENGLISH GRAMMAR

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Muhammadiyah University of Ponorogo



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PREFACE

This is the first edition book designed for those who want to understand Basic English Grammar easily. This book is also designed for them who want to learn grammar without being busy to memorize the patterns of grammar.

The writer's experience in teaching grammar concludes that the book used so far is so complicated, too broad and hard for the beginner students who focus on learning English in the first year in the college level. It is a reason for the writer to develop a simple grammar book that is easier to understand. The book does not require students to remember the pattern of grammar a lot, yet it is designed to ask students comprehend the grammar used in the context. As the purpose of learning grammar is not only to understand and memorize grammar, but also to help students able to write accurately using appropriate grammar, so this book provides some practices to develop students to write using correct grammar.

Moreover, the writer also takes some theories, examples and exercises from the valuable books, so that the writer wants to say thank you for those books taken as the references. The writer is happy to finish this book as it is very beneficial and appropriate with the students' needs and level. Moreover, *The Easy Way To Understand Basic English Grammar* becomes the writer's first experience in writing an academic book.

Chapter 1

THE OVERVIEW OF GRAMMAR

1.1 Why do we learn grammar?

Before learning grammar, we have to know the meaning of grammar and why we have to learn grammar. Grammar is rule of language to get the correct understanding in language. This is a study of the language rules. It is a branch of linguistics to construct word, phrase, clause and sentences. People who learn a target language need to learn the grammar of the target language to get the same perception in communication. We cannot understand what people say or write if we do not understand the grammar. By learning grammar, we can communicate both spoken and written understandable and acceptable. We can produce word, phrase, clause and sentences using correct grammar. However, we need to keep in our mind that learning grammar is not about to know and understand the theory of grammar, it is about how to implement the theory of grammar in speaking, writing, reading and listening. Those, learning grammar by context is appropriate for students. This book is also designed to learn grammar by context.

1.2 What is word?

Word is the smallest element in language consisting of one or more spoken sounds that has a meaning. Word is used to construct a sentence.

Examples:

book, pen, cat, name, camera, messages, contact, internet, water, hair, sun, apple, paper, uniform, umbrella, bad, good, sick, slim, speak, sound, and, but...etc.

1.3 What is Phrase?

A phrase is a group of words which makes sense but not complete sense. Phrase has no subject or verb. It is used as a single part of speech.

Examples:

Best team, bad boys, good girls, swimming pool, walking stick, shopping time, with the red lips, with the brown glasses, for two years, for five days, has been living, near the beach, a bunch of flower, on the table, rain cats and dogs, as soon as possible, etc.

1.4 What is Clause?

A **clause** is a group of words containing a subject and a verb. There are two clauses.

1. An **independent clause** is a simple sentence. It can stand on its own.
2. A **dependent clause** cannot stand on its own. It needs an independent clause to complete a sentence. Dependent clauses often begin with such words as ; although, since, if, when, and because.

Examples:

Independent Clauses	Dependent Clauses
My sister is spectacular.	Although she is spectacular.....
My brothers are using green T-shirt.	Whoever is using green T-shirt....
I am feeling lonely today	Because I am feeling lonely today....
They are happy family	When they are happy family.....

1.5 What is Sentence?

Sentence is group of words that makes complete sense containing subject and verb, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

Examples:

There are many lecturers at the meeting.

Orchid is studying English this year.

They do not enjoy the movie

Does he like Sate for dinner?

I will take my vacation in Bali.

Exercise 1: Write 100 words related to daily life or activities in the spaces below!

		My words		

Exercise 4: Write twenty (20) simple sentences in the spaces below:

My Sentences

Chapter 2

PART OF SPEECH

Part of speech is a category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection. The parts of speech (or word classes) are commonly divided into open classes (noun, adjective, verb and adverb) and closed classes (pronouns, prepositions, conjunctions, and interjections). This chapter discusses open classes of part of speech.

2.1 Noun

Noun is a word or set of words for a person, place, thing, or idea. Noun can be more than one word, it is called a compound noun. The types of nouns are proper nouns, common nouns, collective nouns, abstract nouns and material nouns.

Proper Nouns

Proper noun is word used as name of a particular person, place or thing. Because they are special and individual names, they start with a capital letter and, apart from people, most of these things have only one proper name.

Examples:

Indonesia, Bromo, Surabaya, Sidney, New york, Ponorogo, Ngebel, Sarangan, Paris, The United States of America, United Kingdom, Academy Award, Grammy Award, Steinbeck, Rafi, J.K Rowling, Rod Ellis, Miss Universe, Miss World, Miss Indonesia, etc.

Common Nouns

Common noun is name given in common to every person or thing of same class or kind. These are names of everyday things that we can see, hear or touch

Examples:

Girl, boy, queen, bad boy, baby, man, city, award, magazine, table, chair, mountain, beach, officer, manager, continent, island, education, horse, dog, bus, sport, transportation, novel, etc.

Collective Nouns

Collective noun is name of a group of person or thing taken as a single whole.

Examples:

crowd, army, team, family, assembly, committee, a class of students.

Besides, these are also names for groups of things, animals or people, which go together, or have something in common.

- A number of people in a group singing is a choir.
- A number of cows in a group is a herd.

Note here that if the group word is singular then the verb following must also be singular.

For example:

- Correct – The choir was rehearsing in the chapel.
- Incorrect – The choir were rehearsing in the chapel.

There may, of course, be more than one group. In which case the verb will be plural.

- The choirs were competing in the final.

Abstract Nouns

Abstract noun is name of quality, state or action of a person or thing. They form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that you can see or touch.

Examples:

Goodness, kindness, slavery, poverty, laughter, theft, childhood.

Material Nouns

Material noun is name of materials out of which things are made.

Examples:

gold, wood, stone, iron, wool, bronze, clay.

Practice 1: Read the letter below. Circles the nouns and put them under the correct heading.

Dear Mom and Dad,

I am having a wonderful time at summer camp here in Maine. Danny is my new best friend and Mr. Kipper is our cabin captain. He is always tired. I don't know why. Today we went to Lake Fishy and played ball and sailed on a sailboat. I got water in my nose and had to borrow a towel from Suzy. She said I'd better learn how to use the washing machine before I give it back.

Tomorrow we are going to the library; everyone is allowed to take out a book and a video. After that we are taking the bus to the post office. The mailman won't come to camp anymore; it has something to do with the frog Jamal lost. We all miss Mr. Rabbit.

Hope you and Dad enjoy your trip to Grandma's house. I can't wait until you visit me soon!

Love,

Nick

P.S. Don't forget to bring my teddy bear.

Person	Place	Thing
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Practice 2: write the examples of noun in the space below.

Proper Nouns	Common Nouns	Collective Nouns	Abstract Nouns	Material Nouns

2.2 Adjective

Adjective is word or set of words that modifies a noun or pronoun and points out the quality, number or kind of the person, place or thing represented by the noun. Adjective comes before the word they modify. Adjectives may also follow the word they modify.

Examples:

*This is an **ugly** duck.*

*That is a **cute** bear.*

*My mother likes a **hot** coffee*

*This duck looks **ugly**.*

*The phone is **smart**.*

*The cover of the novel is **blue**.*

*The man is **old**.*

*He seems **strong**.*

*She offers me a **hard** choice.*

*Some students think grammar is **difficult**.*

Types of Adjectives

1. Descriptive Adjective

Adjective of quality is showing the kind or quality of a person or thing.

Examples:

*Mr. Jack is an **old** man.*

*Mr. Arnold is a **handsome** chef.*

*They are **happy** children.*

She is a beautiful girl

He is a diligent student

2. Numeral Adjectives

Numeral Adjective is used to describe the number of noun. Numeral Adjective is divided into three types, they are: definite numeral adjective, indefinite numeral adjective, distributive numeral adjective.

a. Definite Numeral Adjective

This adjective is used to denote an exact number of noun such as one, two, three, fourth, fifth, twenty, etc.

Examples:

Adele announces **first** tour in **five** years for new album '25'.

Two students jumped into a lake

Polices are investigating **ten** witnesses

Indonesia jails **three** Hong Kong men for drugs.

The album sold a record million copies in its **first** four days in the U.S

*Mrs. Jasmine has **two** sisters and **two** brothers.*

b. Indefinite Numeral Adjective

It is used to denote an inexact number of nouns such as little, any, much, some, all, etc.

Examples:

*The man has lost **all** his wealth.*

*Mr. Mateo gives **little** comments.*

***Some** new books came to my house just two days ago.*

*We do not have **any** money.*

Many researchers studied about English as second language

Only **few** students failed in the test.

Several labors demonstrate the rules.

c. Distributive Numeral Adjective

It is used to denote one noun such as every, each, another, other, etc.

Examples:

Mali authorities arrested each person on Thursday.

Each student gives a speech.

The cute child whispers to another child.

Two other activists were sentenced to three years.

Each area rounds the court was blocked off and heavily policed.

3. Demonstrative Adjectives

Demonstrative adjective is used to point out the noun such as this, these, that, those.

Examples:

Frank Martin is taller than John Matrix.

These apples are red.

That beach is beautiful.

This is the main issue now.

That is according to the acting director of the Russian Association of Tour Operators.

4. Interrogative Adjectives

Interrogative adjective is used with nouns to ask questions. They are what, which, whose, etc.

Examples:

What kind of insect is this?

Whose umbrella is this?

Who is the girl stands beside our teacher?

Where manager is your brother?

What country do you like most to stay?

Practice 1: Find words of adjective and place them in the space table below.

A Dog's Life

How does a dog's lifespan compare to a human's? Simply multiply the dog's age by seven and you can see what it equals in human years. During years one and two of a dog's life, it is still a puppy. It acts like a baby, eats a lot, and has non-stop energy. It also must try things many times before it learns them, just like you. Years three to five are the young adult years. Dogs this age are usually confident, healthy, and strong. Age six to eight marks a dog's middle-age years. They still like to play, be trained, and go for walks but may like to relax a bit more, too. If the dog is nine or ten years old, it is really a senior citizen. Senior dogs are sweet and not demanding. They also have more health problems.

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Practice 2: Find words of adjective and place them in the space below.

Practice 3: Fill in the blank spaces with the words of adjective in the box.

new	sour	brave	hard-working
tasty	expensive	shaggy	crowded
silent	old	scared	inventive

Milo has an (a) idea. He is going to pick (b) lemons from his grandma's tree and make (c) lemonade. He will sell it at the (d) park for 10,000 Rupiahs a cup. Milo is a (e) boy. He wants to make money during the summer so he can buy a new (f) bike. His (g) bike was stolen from the park. Milo's (h) dog, Scout, saw the robbers and barked. But the (i) robbers rode away. Milo is going to buy a lock for his (j) bike and a leash for Scout.

2.3 Verb

Verb is a word or set of words which tells us what a person or a thing is doing. Verb shows an action (learns, is doing, has been drawing); feeling (loves, envies); or state of being (is, am, are, has/have, been, was, were, seem).

Examples:

*He **speaks** English fluently.*

*I **like** Reog.*

*The food **seems** delicious.*

*Both officials **spoke** on condition of anonymity.*

*Ron Howard **began** his career as a child actor on *The Andy Griffith Show*.*

*The movie **stars** Cillian Murphy, Benjamin Walker, Tom Holland, and Ben Whishaw as Melville.*

*Chris Hemsworth **posted** this shot of himself.*

State-of being verbs are called linking verb. They include all forms of the verb *to be*, plus words as *look, feel, appear, act, go*, followed with an adjective.

Examples:

*They **look** sad.*

*He **acts** happy.*

*It **appears** big.*

*Chris Hemsworth **looks** Hungry in a Behind-the Scenes Photo from ‘In the Heart of the Sea.*

Verbs often consist of more than one word. For instance, *had been breaking down* is a four-word verb. It has a two-word main verb, *breaking down* (also called a **phrasal verb**), and two **helping verbs** (*had* and *been*). Helping verbs are so named because they help clarify the intended meaning.

Examples:

*The player **had been breaking down** the game.*

*They **have been asking** someone out.*

*We **have been checking out** from the hotel.*

Many verbs can function as helping verbs, including; *is, shall, must, do, has, can, keep, get, start, help*, etc.

Types of Verb

a. Transitive verb

A verb which has an object is called a transitive verb. Sometime transitive verb may have two objects.

Examples :

The seller **gives** us discounts.

The seller gives us-what? : discounts.

To whom? : us.

b. Intransitive Verb

A verb which has no object is called an intransitive verb.

Examples:

*I **work** just on weekdays.*

*The soldier **fight**s bravely.*

Practice 1: Find words of verbs and place them in the space table below.

Do You Skip Breakfast?

Do you skip breakfast? Millions of people do and if you are one of them, you are putting your ability to think and learn at risk. Skipping breakfast can cause you to be hungry, tired, and crabby by the middle of the morning.

Why is that? First, when you wake up you have not eaten for about eight hours. Your body's fuel, called glucose, is low. Eating breakfast raises the level of glucose in your brain. Your brain requires a constant flow of glucose in order to do mental work. So eating breakfast will give you a mental edge at school.

What if you don't have enough time for breakfast or if you are not hungry when you wake up? Having something for breakfast is better than nothing. Drink some milk or juice. Then catch a nutritious snack later on in the morning. Yogurt, dry cereal, cheeses, or fruit are good choices.

What if you don't like breakfast foods? Then eat healthy foods you do like. Even cold pizza or a fruit smoothie can power your morning. Any way you look at it, there's no reason to skip this essential meal.

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Practice 2: Find words of verb and place them in the space below.

2.4 Adverb

Adverb is a word or set of words which modifies the meaning of a verb, an adjective or another adverb.

Examples:

*The old man walked **slowly** (modifies the verb walked)*

*It is **completely** hard (modifies the adjective hard)*

*She speaks all **too** slowly (modifies the adverb slowly)*

An adverb answers *how, when, where, or to what extent—how often or how much (e.g., daily, completely).*

*The old man walked **slowly** (answers the question how)*

*The old man walked **very** slowly (answers the question how slowly)*

Adverb adds meaning in a number of different ways, such as:

▪ **Adverbs of time ('when' adverbs)**

These adverbs tell us *when* the action of the verb does or does not occur.

Example:

The show is on *tomorrow*. I have *never* been to the show.

The seminar will be held *next month*.

- **Adverbs of place ('where' adverbs)**

These tell us *where* the action of the verb does or does not happen.

Example:

It isn't *here*. It must be *somewhere*!

I put the bag over *there*.

- **Adverbs of manner ('how' adverbs)**

These tell us *the way in which* the action of the verb does or does not happen.

Example:

You speak *well*. That boy spoke *rudely*

She speaks very fast. I cannot hear clearly

- **Interrogative adverbs ('question' adverbs)**

These adverbs are the question words that apply to the verb in a sentence.

Example:

How do you come here?

Why did you leave the gate open?

Where do you come from?

- **Comparative adverbs ('comparing' adverbs)**

Adverbs of comparison follow a similar pattern to comparative adjectives while maintaining their function of modifying words.

Example:

fast, faster [comparing two], fastest [comparing more than two]

The cake disappeared fast.

Your buns went faster.

But the pizza went fastest!

In the case of longer adverbs we use more and most – again to avoid clumsiness.

What a colorful tie.

This one's more colorful.

But that one is most colorful

Pay attention to the rules of adverbs.

Rule	Example
<p>1. Many adverbs end in <i>-ly</i>, but many do not. Generally, if a word can have <i>-ly</i> added to its adjective form, place it there to form an adverb.</p>	<p>Compare the two examples below:</p> <p>1. She thinks quickly Vs She is a quick thinker. Explanation: <i>The first sentence is adverb: How does she think? Quickly. The second one is an adjective: Quick is an adjective describing thinker, so no -ly is attached.</i></p> <p>2. She thinks fast Note: Fast answers the question how, so it is an adverb. But fast never has-ly attached to it.</p> <p>3. We performed badly. Note: <i>Badly describes how we performed, so -ly is added.</i></p>
<p>2. Adverbs that answer the question <i>how</i> sometimes cause grammatical problems. It can be a challenge to determine if <i>-ly</i> should be attached. Avoid the trap of <i>-ly</i> with linking verbs, such as <i>taste</i>, <i>smell</i>, <i>look</i>, <i>feel</i>, etc., that pertain to the senses. Adverbs are often misplaced in such sentences, which require adjectives instead.</p>	<p>Roses smell sweet. <i>Do the roses actively smell with noses? No; in this case, smell is a linking verb—which requires an adjective to modify roses—so no -ly.</i></p> <p>The woman looked angry to us. <i>Did the woman look with her eyes, or are we describing her appearance? We are describing her appearance (she appeared angry), so no -ly.</i></p> <p>The woman looked angrily at the paint splotches. <i>Here the woman actively looked (used her eyes), so the -ly is added.</i></p> <p>She feels bad about the news. <i>She is not feeling with fingers, so no -ly.</i></p>
<p>3. The word <i>good</i> is an adjective, whose adverb equivalent is <i>well</i>.</p>	<p>You did a good job. <i>Good describes the job.</i></p> <p>You did the job well. <i>Well answers how.</i></p> <p>You smell good today.</p>

	<p><i>Good describes your fragrance, not how you smell with your nose, so using the adjective is correct.</i></p> <p>You smell well for someone with a cold. <i>You are actively smelling with your nose here, so use the adverb.</i></p>
4. The word <i>well</i> can be an adjective, too. When referring to health, we often use <i>well</i> rather than <i>good</i> .	<p>You do not look well today. <i>I don't feel well, either.</i></p>
5. Adjectives come in three forms, also called degrees . An adjective in its normal or usual form is called a positive degree adjective . There are also the comparative and superlative degrees, which are used for comparison, as in the following examples:	<p>She is the cleverer of the two women. (comparative degree) She is the cleverest of them all. (superlative degree)</p> <p>Incorrect :<i>Chocolate or vanilla: which do you like best?</i> Correct :<i>Chocolate or vanilla: which do you like better?</i></p>
6. There are also three degrees of adverbs. In formal usage, do not drop the <i>-ly</i> from an adverb when using the comparative form.	<p>Incorrect :<i>She spoke quicker than he did.</i> Correct :<i>She spoke more quickly than he did.</i></p> <p>Incorrect :<i>Talk quieter.</i> Correct :<i>Talk more quietly.</i></p>

Practice 1: Find words of adverb and place them in the space below.

Practice 2: Find words of adverbs in the text and place them in the space table below.

Veronica, Bobby and I are getting ready to go to Smith’s surprise birthday party with Bobby. Guests are supposed to arrive at his house by 8 a.m. We are picking Veronica up at 7 a.m. to walk her to the party. But, Veronica gets up very late. She just takes a bath and washes her hair. It takes Veronica 15 minutes to dry and style her lovely locks and another 5 minutes to tie ribbons exactly perfect on the ends of her braids. Veronica dresses in her room very slowly. Usually, it takes more than twenty minutes, that is, if her clothes are already ironed. Today she has to iron her skirt and shirt herself. We ask her to get dressed faster or go to the party with wrinkled clothes. Bobby does not like to be late for surprise parties. Meanwhile, Veronica does not like to wear wrinkled clothes.

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Exercise 1: Complete the following sentences with adjective or adverb form of the given words.

1. Ron Weasley looks.....(angry)
2. Mrs. Zaedah spoke..... (quite)
3. Hermione listened to her leader..... (careful)
4. Stephanie makes..... (careless) mistakes
5. Children grow..... (quick)
6. My brother is very..... (happy) today.
7. It is raining..... (heavy)
8. Morgan was (serious) hurt in a car accident.
9. His situation was very..... (serious).
10. The train arrived..... (late).

**Exercise 2: Complete the sentence by choosing a suitable word given.
Change the word if necessary.**

Fast	big	hard	mysterious
quite	kind	angry	proper
greedy	bright	good	comfortable

1. He would whisper not to disturb others in the room.
2. I worked so to get the job promotion.
3. Our new neighbor is a very person.
4. When I woke up, the sun was shining and the birds were singing happily.
5. Driving can be very dangerous.
6. The doctor treats us very
7. My grandmother always smiles
8. driver stopped suddenly.
9. Our new couch is very
10. The policeman gave him a ticket because he didn't park

Exercise 3: Complete each sentence using a word from the list. Sometimes you need the adjective (careful etc.) and sometimes the adverb (carefully etc.).

Careful	brave	continuous	financial
Happy	nervous	perfect	quick
Fluent	complete	diligent	special

1. Our holiday was too short. The time passes very.....
2. Tom does not take risks when he is driving. He is always.....
3. Sally works..... She never seems to stop.
4. Alice and Stan are very.....married.
5. Monica's English is very.....although she makes a lot of mistakes.
6. I cooked this meal.....for you, so I hope you like it.
7. Everything was very quite. There was.....silence.
8. I tried on the shoes and they fitted me.....

9. Do you usually feel.....before examinations?.
10. I'd like to buy a car but it is.....impossible for me at the moment.

Exercise 4: Use the adjective or adverb form of the word.

1. The driver of the car was.....injured. (serious / seriously)
2. The driver of the car had..... injuries. (serious / seriously)
3. I think you behaved very..... (selfish/selfishly)
4. Rose is..... upset about losing her job. (terrible / terribly)
5. There was a.....change in the weather. (sudden / suddenly)
6. Everybody at the party was dressed. (colorful / colorfully)
7. Linda likes wearing.....clothes. (colorful / colorfully)
8. She fell and hurt herself quite.....(bad / badly)
9. Don't go up that ladder. It doesn't look (safe / safely)
10. He looked at me when I interrupted him. (angry / angrily)

Exercise 5: Fill in the blanks with a suitable adverb of frequency.

1. Our math teacherasks very easy questions.
2. I have.....had any low grades in his exams.
3. My father.....comes home late in a week.
4. It happens once a week, so it is not very
5. It is a well-known fact that it.....rains in deserts.
6. Igo to work by bike as my office is not very far.
7. And I sometimes take the bus but.....drive as it is very difficult to find a parking spot.
8. The famer goes to the rice field every morning.
9. My little sister reads English novel because she likes it very much.
10. Mr. Jonathan calls his family because he is very busy with his work.

Exercise 6: Choose the correct frequency adverb. “sometimes / never / often / usually / seldom / always / almost always / hardly ever / most often”

- 1. 100% :
- 2. 95% :
- 3. 90% :
- 4. 85% :
- 5. 70% :
- 6. 40% :
- 7. 10% :
- 8. 5% :
- 9. 0% :

Exercise 7: Draw lines to match the nouns on the left to suitable verbs on the right rows

1. dogs	→	a) roar
2. birds		b) pedal
3. trees		c) hoot
4. radios		d) neigh
5. lions		e) sing
6. dolphin		f) blare
7. water		g) bark
8. cyclists		h) erupt
9. volcanoes		i) grow
10. owls		j) flows

Exercise 8: Read the text very carefully. Find the noun, adjective, verb and verb and write them in the space below.

The Blue Whale

The blue whale is an amazing animal. This whale can grow to a length of 110 ft. and weigh 190 tons, but on the average it is much smaller. Blue whales eat krill, a tiny shrimp-like creature. A medium-sized blue whale can eat over 4 tons of krill in a single day. Blue whales are found in all oceans of the world. Most populations migrate very long distances. Blue whales were heavily hunted for oil, baleen, meat, and other products from the 1930s to the 1960s. This hunting nearly caused the extinction of the species. They are now protected. The blue whale is classified as an endangered species.

Proper Nouns	Common Nouns	Collective Nouns	Abstract Nouns	Material Nouns

Chapter 3

ARTICLE

Article is used with singular countable noun, a noun that stands for a person or thing that can be counted as a single unit or item. Article is divided into two; definite article 'the' indefinite articles 'a' and 'an'.

3.1 Article 'a' and 'an'

Article 'a' and 'an' are indefinite articles that have the same meaning and are used when referring to something the first time.

Example:

I am from Seattle, Washington. Seattle is **a** city in the United States. It is near the border of Canada in the northwest corner of the USA.

See the difference between 'a' and 'an' in the table below!

A	An
indefinite article (not a specific object, one of a number of the same objects) with consonants	indefinite article (not a specific object, one of a number of the same objects) with vowels (a, e, i, o, u)
Example: The police has a dog He works in a factory	Example: My mother buys an apple Mrs. Asiyah is an English teacher.

3.2 Article 'the'

Article 'the' is the definite article and is used to refer to specific objects. 'The' is specific and clear to both speaker and listener. The first time you speak of something use 'a' or 'an', the next time you repeat that object use "the".

Examples:

The car over there is fast.

The teacher is very good, isn't he?

I live in a house. The house is quite old and has four bedrooms.

I ate in a Chinese restaurant. The restaurant was very good.

Note:

- DO NOT use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".

Examples:

He lives in Washington near Mount Rainier.

They live in northern British Columbia.

I am from Indonesia

I was born in East Java

- Use an article with bodies of water, oceans and seas.

Example:

My country borders on the Pacific Ocean

We went swimming in the sea.

Jordan is a thriving holiday resort on the east coast of Bali

We sailed slowly down the river

- DO NOT use an article when you are speaking about things in general

Examples:

I like Russian tea.

She likes reading books.

Students should respect teachers

She loves cats very much

- DO NOT use an article when you are speaking about meals, places, and transport.

Examples:

He has breakfast at home.

I go to university.

He comes to work by taxi.

I prefer to go by public transport

Exercise 1: Complete the sentences using an article a or an

1. horse is animal.
2. English is language.
3. Chicago is city.
4. Korea is country.
5. Europe is continent.
6. dictionary is book.
7. hotel is building.
8. bear is animal.
9. bee is insect.
10. ant is insect.

Exercise 2: Insert a, an, the or nothing (ϕ)

1. meat that we bought yesterday has spoiled.
2. Today there will be a lecture on history of Mexico.
3. I receive email this morning; email is from my professor.
4. Mr. Martin likes sugar, but not cream, in his coffee.
5. I want the receptionist make reservation for my parent.
6. Do you really eat egg for breakfast?
7. I must have extra key made for..... front door.
8. He has not returned assignments that we turned in yesterday.
9. Tunisia is located in North Africa.
10. Los Angeles River seldom has water in it.

Exercise 3: Complete the missing word with the correct article, leave the space blank if it does not need article.

Text 1.

I live in town called Olympia which is onPuget Sound. I live in house in street in countryside. street is called "Bear Street" and house is old - more than 100 years old! I am English teacher at school in the center of the town. I like books and taking photographs. I usually have lunch at..... school. I usually go home by..... car. We have all kinds of food in..... Olympia. I like..... Italian food very much. Sometimes, I go to Italian restaurant in Seattle. The restaurant is called "Luigi's". Italian food is great!

Text 2.

..... Library of Congress, national library of united States, is situated near capitol in Washington, D.C. The primary purpose of Library is to serve members of legislative branch of government, but it is also open to public as reference library. scholars come from all parts of country to make use of its facilities.

Text 3.

Frank Martin, played by newcomer Ed Skrein, former special-ops mercenary, is now living a less perilous life - or so he thinks - transporting classified packages for questionable people. When Frank's father (Ray Stevenson) pays him visit in south of France, their father-son bonding weekend takes turn for worse when Frank is engaged by cunning femme-fatale, Anna (Loan Chabanol), and her three seductive sidekicks to orchestrate bank heist of century. Frank must use his covert expertise and knowledge of fast cars, fast driving and fast women to outrun sinister Russian kingpin, and worse than that, he is thrust into dangerous game of chess with team of gorgeous women out for revenge. From producers of Lucy and Taken Trilogy, transporter refueled is fresh personification of iconic role of Frank Martin, that launches high-octane franchise into present-day and introduces it to next generation of thrill-seekers.

Chapter 4

TO BE

To be is one of verb. This is the most irregular verb in the English language. It is normally a linking verb showing existence or the condition of the subject. To be is usually followed by a complement (noun, pronoun and adjective). However, to be can be followed by verb in the form of passive voice or followed by verb₃. To be is also can be followed by verb 'ing' or called as continuous. To be is classified into to be present (is, am, are), to be past (was and were), and to be perfect (been).

4.1 To be (is, am, are)

- To be 'is'

To be 'is' is used in the present time for the third singular subject, such as: he, she, It, Jarwo, Agnes, Pamela, a book, a dog, a bear, a cat, a uniform, teacher, farmer, manager, dean, rector, etc.

Examples:

He is a teacher.

My brother is a doctor.

She is a manager.

Jarwo is an artist.

The cat is mine.

- To be 'am'

To be 'am' is used in the present time for the first singular person "I". 'Am' is a special to be for 'I'.

Examples:

I am smart

I am busy

I am happy

I am tall

I am a boss

- To be **'are'**

To be **'are'** is used in the present time for the plural subject or more than one subject, such as: they, we, you, cats, dogs, cat and dog, books.

Examples:

We are architects.

They are soldiers.

You are ill.

The cats are mine.

Jack and Martin are friends.

To change the positive sentences into negative, just add **'not'** after to be and if you want to change the positive sentences into interrogative sentences, just place to be before the subject, as the example below:

Positive Sentence	Negative Sentence	Interrogative Sentence
I am smart.	I am not smart.	Am I smart?
I am busy.	I am not busy.	Am I busy?
They are soldiers.	They are not soldiers.	Are they soldiers?
You are ill.	You are not ill.	Are you ill?
The cats are mine.	The cats are not mine.	Are the cats mine?

4.2 To be (was, were)

To be **'was'** and **'were'** are the past form of to be. **'Was'** is used for first and third singular subject (I, he, she, it, pen, car, Albert, Clara, etc.) and **'were'** is used for plural subject (you, they, we, Albert and Clara, cars, pens, etc.)

Examples:

Was	Were
I was slim.	You were slim.
He was slim.	They were slim.
She was slim.	We were lazy.
It was bad.	The pens were blue.
Albert was lazy.	The books were white.
The dog was sick.	The boys were naughty.

4.3 To be (been)

To be 'been' is the perfect form of to be. It is used for all subjects. In form the sentence, have/ has/ had must be placed before been, as the example below:

Example:

I have been slim.

It has been bad.

The books have been blue.

They have been lazy.

He has been a singer.

Exercise 1: Chose the correct form of the to be – is/am/are

1. Ithot today.
2. I.....at home now.
3. They.....Korean.
4. There a pencil on the pencil case.
5. My nameOrchid.
6. We.....from Cambodia.
7. That.....right.
8. I.....OK, thanks.
9. Clara and Steve.....married.
10. Mrs. Siti.....an English teacher.

Exercise 2: Choose the correct form of the to be – was/were

1. I.....an artist last.
2. Theymy students.
3. The tigerhungry.
4. We.....late.
5. The dean.....out of the city.
6. The books.....green.
7. The party.....bad.
8. The movies.....good.
9. The man.....handsome.
10. Jack and Martin.....best friends.

Exercise 3: Change the sentence.

1. Mr. Josh is an architect.
..... (Negative)
..... (Interrogative)
2. Were there any tickets available?
..... (Negative)
..... (Positive)
3. Jimmy is not a senior.
..... (Positive)
..... (Interrogative)
4. Is there a telephone in the lobby?
..... (Positive)
..... (Negative)
5. The movie is amazing.
..... (Negative)
..... (Interrogative)
6. Are you sleepy?
..... (Negative)
..... (Positive)
7. My brother is not ready.
..... (Positive)
..... (Interrogative)
8. Yesterday was a nice day.
..... (Negative)
..... (Interrogative)
9. Were there many people at the meeting?
..... (Positive)
..... (Interrogative)
10. Brian was absent last Thursday.
..... (Negative)
..... (Interrogative)

Exercise 4: Fill in the blanks with suitable to be.

Good Stuff

Many varieties of sausage (a) available, each with a unique flavor. Sausage (b) meat that is chopped and seasoned, then stuffed into a casing. The meat may (c) any kind, such as beef, pork, veal, chicken, or even fish. It can (d) spiced with seasonings such as salt, pepper, sage, garlic, ginger, onions, or herbs. Sausage (e) sold raw for cooking and pre-cooked or smoked—ready to eat.

The frankfurter, or hotdog, (f) the most well-known and popular type of sausage. It (g) named after the city of Frankfurt, Germany, but has (h) becoming an American icon. Hotdogs (i) practically guaranteed to be on the menu at sporting events, amusement parks, and backyard cookouts all over the country.

Hotdog (j) also one of my sisters' favorite food when they (k) were young. We (l) fond of eating hotdog very much.

Exercise 5: Complete the sentences. Use to be: is, am, are.

1. They.....
2. A smart phone.....
3. A dictionary.....
4. I.....
5. You and I.....
6. August and September.....
7. Chickens.....
8. England.....
9. Reog.....
10. An ant.....
11. One of secretary.....
12. Some people.....

13. Two of girls.....
14. A linguist.....
15. Workers.....
16. Mr. President.....
17. Five candidates.....
18. One of you.....
19. The movies.....
20. Several readers.....

Chapter 5

TENSES

The English language is different with our language, Indonesia language. In Indonesia, there is no rule about time that affects the changing of verb, as the example of the changing of the verb 'eat', it can be eats, ate, eaten and eating. However in Indonesia, eat is 'makan', but we do not need to change the word 'makan' into makans, makaned, or makaning when the time is change. It means that in the English language, tenses play an important role in sentence formation. The tense of a verb shows the time of an event or action. In simple speaking, when we learn English language, we must know that the verb is changing based on the time.

5.1 Simple Present Tense

Simple present tense, the action is simply mentioned and there is nothing being said about its completeness. It is used to talk about an action which happens on a regular basis.

- Simple present tense is used to express events or situations that exist always or habitually.

Examples:

I leave for office at 6 every morning.

My father works five days a week.

I get up at 5 a.m. every day.

Father always drinks tea in the afternoon.

I study English twice a week.

- Simple present tense is also used to show the fact or general truth.

Examples:

The River Nile flows into Mediterranean.

Jet engines make a lot of noise.

The sun shines in the east and sets in the west.

Vegetarians don't eat meat and fish.

Cows give milk and sheep give wool.

- Simple present tense is used to show events that will happen in the future if we talk about schedule, program and etc.

Examples:

The second train leaves at 10 a.m.
The football match starts at 4 p.m. tomorrow.
The second film begins at 7 p.m.
The first bus goes to Surabaya at 6 a.m.
The art exhibition opens at 10 o'clock.

- The form of verb in simple present tense is Verb₁, however, if the subject is *the third person singular –she/he/it*, the verb must added "s" or "es" in *positive statement*.

Examples:

Orchid usually goes swimming on Saturday morning.
Mother always serves our breakfast before we go to school.
Father sometimes watches television after dinner.
My brother likes playing tennis on Sunday morning.
John's little brother goes to school on foot.

- "s" in Verb

If the subject is *the third person singular – he/she/it*, Verb is added by suffix 's' or 'es'.

Examples:

<i>I work five days a week.</i>	<i>She works five days a week.</i>
<i>We play tennis every Sunday</i>	<i>He plays tennis every Saturday afternoon.</i>
<i>They take a train to go to office every day.</i>	<i>Father takes a train to go to office every day.</i>
<i>The boys play in the garden.</i>	<i>The boy plays in the garden.</i>
<i>Anton and his friends study English regularly</i>	<i>Anton studies English with his friends regularly</i>

- Suffix "es" is used when the letter of the verb end with "s, ch, sh, o", if the subject is third person singular. While the letter verb that finally "y" and pre-ceded consonant "y" is replaced first with "ie" and then added "es".

Examples:

I pass the house.

You watch television.

We wash our clothes.

They go to office.

I study English.

He passes the house.

She watches television.

She washes her clothes.

John goes to office.

He studies English.

- **Interrogative statement**

Interrogative sentence (interrogative statement) is formed by placing the auxiliary word "**do or does**" in front of the sentence. "**Does**" is used for the third person singular (**he, she, it**), while the "do" is used for other than the third person singular (I, you, we, they). "**Do / does**" in the interrogative sentence means "whether" the verb does not need suffix "**s/es**" although the subject requires the third person singular.

Examples:

Do you always go to office by train?

Does your brother work for Mandiri bank?

Do they go swimming every Sunday?

Does he go swimming every Sunday?

Do the boys like this film?

Does the boy like this film?

Do we study English today?

Does she study English today?

Do David and his friends play tennis?

Does David play tennis with his friends?

- **Negative statement**

Negative statement is formed by putting "**do not/don't or does not/doesn't**" after the subject of the sentence. 'Does not' is used for the third person singular (he does not, she does not, it does not), while "do not" is used for other than the third person singular (I do not, you do not, we do not, they do not).

Examples:

You don't go swimming on Monday.

She doesn't go swimming on Monday.

We don't work on Saturday.

He doesn't work on Saturday.

They don't play football every day

My brother doesn't play football every day.

We don't come on Sunday morning. She doesn't come on Sunday morning.

I don't work at the aircraft factory. John doesn't work at the aircraft company.

Exercise 1: Put the following sentences into simple present tense. Use the words in parentheses.

1. Mr. Jonathan always (come) to work early on Monday.
2. My sister still (make) some mistakes in pronunciation.
3. Hendry always (do) his weekly report on Monday afternoon.
4. Mr. David's secretary always (type) a lot of letters in the office
5. The man (want) to withdraw some money from his account.
6. My little sister (receive) a lot of letters every week.
7. Some of us (work) overtime on Saturday.
8. He (come) earlier every day.
9. They always (report) to their superior once a week.
10. Our receptionist always(serve) the customers patiently.
11. His assistant never (forget) to record the daily transactions.
12. Jane sometimes (speak) English in the office.
13. My boss always (give) us support to work hard.
14. Michael (run) his businesses carefully.
15. The T-shirt that my mother gives me for my birthday (cost) very expensive.

Exercise 2: Change the following sentences into negative and Interrogative!

1. The man comes here just to take this letter.
.....
.....
2. One of my brothers works for Bank of America in Jakarta.
.....
.....
3. He makes his weekly report regularly.
.....

-
4. My manager always spends a lot of money on books every month.
.....
.....
 5. The cashier goes to the bank to cash the cheque.
.....
.....
 6. My little sister collects a lot of foreign stamps.
.....
.....
 7. The man withdraws some money from his account once a week.
.....
.....
 8. All our customers like our new products.
.....
.....
 9. Most of students feel confidence to face the final exam.
.....
.....
 10. My father and I often watch football match together.
.....
.....
 11. She teaches Biology in senior high school.
.....
.....
 12. One of the men wants to see our manager this afternoon.
.....
.....
 13. My friends often help me do the work.
.....
.....
 14. Some of them always finish their work on time.
.....
.....

15. A friend of mine teaches English twice a week.

.....
.....

Exercise 4: Fill in the blanks with suitable words in the box below.

killed	life	set up	protect
walk	belong	live	is
stand	roam	have	are

Zebras are among the most beautiful animals on earth. With their bold black-and-white stripes, they (a) apart from other African animals. They (b) freely over the large African plains. Many people don't know it, but the zebra (c) one of the few wild horses left in the world today. All horses (d) to the same animal group, known as Equus. Zebras are shorter than most other horses, their ears (e) larger, and some of them make a barking sound! Most importantly, only zebras (f) stripes—even their manes are striped! Many zebras have been (g) for their beautiful skins. Fortunately, things are being done to (h) zebras now. African governments and wildlife groups have (i) nature preserves, where zebras can (j) without the risk of being hunted.

Exercise 5: Write a simple paragraph contains of 10 sentences about your daily activities.

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5.2 SIMPLE PAST TENSE

Simple past tense is used to show the past events. In the simple past tense, the action is simply mentioned and understood to have taken place in the past. The action started and ended sometime in the past but the time may not be mentioned.

Examples:

- The children enjoyed the party last night.*
- I took my post graduate in 2010.*
- My best professor, a great linguist, has passed away last night.*
- His father died when he was ten years old.*
- We visited the National museum last week.*
- Columbus discovered America in 1492.*
- When I lived in Bandung, I worked for a state bank.*
- My brother did a good job.*

Simple past tense uses past 'time' as below:

Yesterday	Last	Ago
yesterday morning	last night	five days ago
yesterday afternoon	last week	three days ago
yesterday evening	last month	six months ago
yesterday night	last year	three years ago
	last Saturday	a/one month ago
	last Summer	a/one week ago
	last Winter	a/one year ago
	last January	

Simple past tense uses Verb 2.

• **Verb 2: regular past form**

Regular verb is formed by adding 'd/ed' to the verb1. If the verb end with 'd or t', it must be pronounced.

Examples:

John wanted to see the Manager last week.

I needed your help to settle the problem.

He decided to quit his job.

My father played tennis with his friends last night.

Jane used my pen to write this letter last night.

• **Verb 2: Irregular Past Form**

Irregular verb is not formed by adding suffix 'd or ed' to the verb. Irregular verbs have their own form.

Examples:

I bought this English dictionary last week.

She left for America last night

Mr. Abbas gave his best thought in Linguistics

The Williams sold this house six days ago.

Mr. Budi Darma wrote a best seller novel.

I wrote this book when I was in London.

Mother made this cake last night.

Interrogative statement

Interrogative statement is formed by putting auxiliary '**did**' before subject and the verb is back to Verb 1 (infinitive).

Examples:

Did you buy this dictionary at a bookstore?

Did you send an email last week?

Did he come here to see you?

Did Mr. Susanto give the assignment?

Did the boss meet the client?

Negative Statement

Negative statements formed by adding '**not**' after auxiliary '**did**' (**did not/didn't**) and placed after subject. As in negative statement, after forming into negative, the verb is back to the verb1 (infinitive).

Examples:

I did not/didn't see him at the party last night

You did not/didn't call me from your office yesterday.

She did not/didn't want to see the man yesterday.

They did not/didn't play with him in the garden

- Simple past tense is also used to ask when the event happened.

Examples:

When did you buy this new car?

When did the Williams move to Jakarta?

When did she get married?

When did Prof. Susanto publish his book?

When did you buy this English dictionary?

When did your brother leave for England?

When did Prof. Abbas pass away?

Exercise 1: Put the following sentences into simple past tense. Use the verbs in parentheses.

1. I never.....(ask) them to leave this house last week.
2. He was in a hurry because he.....(want) to take the first train.
3. They.....(use) this room to discuss their plans last night.
4. My boss finally.....(agree) to sign the contract.
5. My secretary.....(phone) this morning, but you were not in.
6. The man.....(reserve) two double rooms last week.
7. Mr. Brown(return) from England last week.
8. My brother(apply) for a job last month and he was accepted.
9. A friend of mine.....(work) for this company three years ago.
10. They.....(finish) work at 5.50 yesterday afternoon.

Exercise 2: Put the following sentences into simple past tense. Use the verbs in parentheses.

1. She.....(take) the stamps from my drawer yesterday morning.
2. They.....(spend) the night at one of my friend's last night.
3. I(do) the annual report last Monday morning,
4. My secretary.....(bring) all the books home last week.
5. He(go) to the bank to cash the cheque this morning.
6. A friend of mine.....(get) a job here a month ago.
7. We also(have) lunch together in this restaurant yesterday.
8. My boss.....(give) me a good dictionary for my birthday present.
9. Jane.....(send) me the letter two weeks ago.
10. My father.....(lose) his passport when he was in England.

Exercise 3: Change the following sentences into negative and interrogative.

1. Mr. Skousens signed these two cheques last Monday.
.....
.....
2. I met them at the airport two weeks ago.
.....
.....

3. The bank debited the amount from my account last week.
.....
.....
4. We settled all the payments when I was abroad last month.
.....
.....
5. I decided to contact your service manager yesterday morning.
.....
.....
6. He promised to take me home last night.
.....
.....
7. She spoke to me yesterday.
.....
.....
8. My family and I went for vacation in Jogja last two weeks.
.....
.....
9. Jane stopped working because she had got a better job.
.....
.....
10. She often had lunch late because she was very busy.
.....
.....
11. My sister took a bus because her driver was ill.
.....
.....
12. She went home late because she had to work overtime.
.....
.....

Exercise 4: Fill in the blanks with suitable words in the box below.

headed	smelled	read	dressed
glanced	pulled up	looked	felt
listened	cried	had	was
arrived	were	heard	slept

Marina was dozing in and out of sleep when she (a) her Dad yell. “Get up, now! You’re late for school.” “Late?” shrieked Marina. He (b) right. As she leapt out of bed, she (c) at the clock. She had just eight minutes until the bus (d) She quickly (e), throwing on a T-shirt and sneakers. After twisting her hair into a quick knot and brushing her teeth, she tore downstairs and (f) toward the door.

Dad handed her books to her. He (g) sorry. “We’re out of cereal. Get some milk when you get to school,” he suggested.

The bus (h) and Marina sprinted over and hopped on. The only seat left was next to Jarvis, who always (i) a bit like fried bacon. “Yuck,” she thought. As she sat down, she (j) something weird and wriggled around a bit. “Oh, no!” she (k) to herself as she melted into the seat.

She (l) forgotten to take off her pajama bottoms. It was going to be one of those days.

Exercise 6: Change the form of words in the bracket and fill in the blank spaces.

It is Saturday. Pedro is performing in the school Spring Fest concert tonight at 7:30. He (a) [*to be*] very excited.

Pedro (b) [*wake*] up at 6 o'clock in the morning to begin getting ready for the big event. First, he (c) [*brush*] his teeth, dressed, and then he (d) [*ate*] a healthy breakfast of fruit, oatmeal, and milk. After making his bed and having a pillow-fight with his sister Maria, Pedro (e) [*shine*] his saxophone.

Pedro (f) [*to be, play*] the saxophone since he was 5 years old. When it was nice and shiny, Pedro (g) [*practice*] his saxophone for three hours. Then he (h) [*go*] outside to play with his friends. After lunch, Pedro (i) [*take*] a little nap in the backyard hammock. At 6:30 the family (j) [*drive*] to school so Pedro could warm up for the concert.

5.3 PRESENT CONTINUOUS TENSE

Present continuous tense is used to talk about actions that are happening at this current moment. In the simple present continuous tense, the action is on-going/ still going on and hence continuous.

Examples:

My brother is painting the house.

Mother is cooking in the kitchen.

The children are playing in the garden.

Please be quiet! The baby is sleeping.

Listen! The neighbors are quarrelling again.

I am watching movies this weekend.

- Present continuous tense is used to show temporary actions or events.

Examples:

I am living with my friend until I can find a house.

This machine is not working well.

John is living in his friend's flat at the moment.

My brother is working in a bank.

David is always busy because he is working on his thesis.

- Present continuous tense is used to show an event or an action that is always changing.

Examples:

The population of Indonesia is rising very fast.

His father's condition is getting better.

Our economic situation is already very bad and it is getting worse.

The cost of living is increasing.

His business is developing rapidly.

- Present continuous tense is used to show events in the future but it has been decided or in planning.

Examples:

I am meeting my father at the station tomorrow morning.

She is spending her vacation in Bali next month.

My sister is taking English in the second semester.

We are working in this building next week

My father is having a meeting with his staff tomorrow morning.

- Some verbs are not used in *present continuous tense*. We cannot say, "I am liking mango very much", we should say "I like mango very much."

Here are the verbs :

love	need	see	hate
prefer	forget	seem	understand
belong	believe	know	remember
hear	want	realize	

See, The examples below, some sentences are false and the others are true.

I am knowing her well. (False)

I know her well. (True)

I am understanding what you are meaning. (False)

I understand what you mean. (True)

I am wanting to buy a car. (False)

I want to buy a car. (True)

- **Interrogative statement**

Interrogative statement is formed by placing to be (is, am, or are) in the first sentence or before subject.

Examples:

Are you doing your homework?

Is she copying her lesson in that room?

Is your father still working in the office?

Are the children playing in the garden?

Is your mother serving the dinner?

- **Negative Statement**

Negative statement is formed by adding 'not' after to be (is/isn't, am not, are not/ aren't). Those are put after subjects.

Examples:

Mary is not/isn't typing the monthly report.

Mother is not/isn't talking to her driver.

The students are not/aren't studying English in the classroom.

She is not/isn't waiting for a bus, but she is waiting for her friend.

I'm not/ am not preparing a minutes of meeting.

Exercise1: Put the following sentences into Present Continuous Tense. Use the words in parentheses.

1. One of my assistants (correct) the financial report.
2. Some of them(work) in the factory.
3. The two men(discuss) their new plans.
4. The girl.....(take) something in that room.
5. My assistant(analyze) their proposal in his room.

6. She.....(talk) to one of our regular customers in that room.
7. My friend..... (park) his car beside that building.
8. The mechanic(repair) my car in my garage.
9. One of them(try) to open the door.
10. The men(wait) for a bus to go to office.

Exercise 2: Change the following sentences into negative and interrogative.

1. My accountant is calculating the total expenses we need.
.....
.....
2. My little sister is returning the books to the library.
.....
.....
3. The guests are having lunch with my superior.
.....
.....
4. John is paying the food he ordered.
.....
.....
5. My supervisor is still training some new employees in the training room.
.....
.....
6. She is doing something in the meeting room.
.....
.....
7. My secretary is calling one of our customers in London.
.....
.....
8. Billy is reporting to his boss in the head office.
.....
.....

9. She is helping her friends do the works.

.....
.....

10. Brenda is recording all today's transactions.

.....
.....

Exercise 3. Choose the best endings for these sentences.

1. My sister is having her lunch

2. George is playing football

3. Delon is watching television

4. What are you doing

5. Teachers are working hard

6. She is going to Anton's house

7. They are playing football in the street

8. Orchid is sleeping

1.a. at 12.30 pm everyday.

1.b. early today as she has an appointment.

2.a. Right now with his friends.

2.b. every Sunday and Thursday in the field.

3.a. when he has time.

3.b. because his favorite film star is on.

4.a. to your brother when he behaves badly?

4.b. to your sister? Leave her alone!

5.a. to get the concert ready for next week.

5.b. to help students prepare for exam next week.

6.a. to celebrate his birthday.

6.b. this morning because he was sick

7.a. because the field is wet.

7.b. because they want to take care of the field.

8.a. in her grand mother's house during holiday.

8.b. for three hours.

Exercise 4: Insert the correct form of Simple Present or Present Continuous tense.

1. He can't come to the phone. He(have) a bath.
2. Father(shave) himself at the moment.
3. We.....(go) to the movie every Saturday. This week we(go) on Sunday.
4. Jane.....(live) with her aunt in London where she.....(study) English at present.
5. Father seldom.....(drink) wine with his meals. He.....(take) plain water generally.
6. Uncle Bob.....(have) a pension and.....(not need) to work.
7. "Be quiet! Can't you see I.....(speak) on the phone?"
8. They always.....(go) to school on Monday but today they(visit) a dentist.
9. This morning I.....(have) coffee although I generally(take) tea.
10. The sun.....(shine) now. Let's go to the beach.

5.4 PAST CONTINUOUS TENSE

Past continuous tense is used to show that events or actions happened in the past in definitely time.

Examples:

I was watching television at eight o'clock last night.

She was doing her homework at 2 p.m. yesterday.

We were playing football at 5 p.m. yesterday.

She was typing a letter at 10 am yesterday.

They were having a meeting at 8 o'clock yesterday morning.

- Past continuous tense is used to show an events or an action happens in the past and followed by another events or actions.

Examples:

When I came home last night, my little sister was watching television.

My little sister was watching television when I came home last night.

They were waiting for a bus when I met them yesterday afternoon.

When I met them yesterday afternoon, they were waiting for a bus.

She was typing a letter when I wanted to see her.

or

When I wanted to see her, she was typing a letter.

- Past continuous tense is also used to show two events or actions happen in the same time in the past.

Examples:

I was watching television while father was reading a book.

or

While father was reading a book, I was watching television.

The students were discussing their lesson while the professor was speaking to his guest.

or

While the professor was speaking to his guest, the students were discussing their lesson.

Mario was cleaning the house while his wife was cooking in the kitchen.

or

While his wife was cooking in the kitchen, Mario was cleaning the house.

- **Interrogative statement**

Interrogative statement is formed by placing to be past "**was/were**" in the beginning of the sentence.

Examples:

Were you studying English at 6 o'clock p.m. yesterday?

Was she reading a book when you came to her house last night?

Were the children playing in the park at five o'clock yesterday afternoon?

- **Negative statement**

Negative statement is formed by adding "**not**" after to be "**was/were**" (**was not/wasn't, were not/weren't**) and those are placed after subject.

Examples:

I was not/wasn't waiting for a bus at 5 yesterday afternoon.

She was not/wasn't doing her homework when mother called her last night.

We were not/ weren't having dinner when my friend came last night.

They were not/weren't having a meeting in the office at 11 o'clock a.m. yesterday.

Exercise 1: Put the following sentences into Past Continuous Tense.

Use the words in parentheses.

1. Jane.....(eat) breakfast when her friends called yesterday morning.
2. The students.....(talk) when the teacher(enter) the room.
3. While Jane.....(clean) the apartment, her husband.....(read) a magazine.
4. She.....(cook) the lunch when her friends.....(come) to her house.
5. We(have) lunch when you(visit) to my office yesterday.
6. Jack(paint) the house when you(call) him yesterday afternoon.
7. When you(come) to my house last night, I.....(type) this report.
8. They(discuss) their next plans while we..... (prepare) something yesterday.
9. When he.....(leave) me, I(talk) to one of our customers.
10. I got a phone call from my father when I(work) in the office yesterday .
11. We.....(read) some books in the library at 10 a.m yesterday.
12. She.....(wait) for the doctor when I.....(meet) her at the hospital.
13. They(do) their homework at 8 p.m yesterday.
14. We.....(have) a flat tire while we.....(cross) the bridge
15. He(have) a good time when I(see) him at the party.

Exercise 2: Supply the correct past forms of the verbs, Simple Past or Past Continuous.

1. Jane.....(clean) her teeth when one of them.....(come) out.
2. Jack.....(speak) to one of his friends on the telephone when mother.....(bring) his dinner.
3. Peter(not feel) very well so he.....(consult) a doctor.
4. My friends(drop) in when they.....(pass) this way.
5. My brother.....(stay) at a seaside hotel on holiday when he first.....(meet) his wife.
6. It(rain) hard when I.....(arrive) at my destination last week.
7. The sun(shine) when I.....(set) out on my walk.
8. When we(have) lunch the sun.....(come) out again.
9. We(go) swimming nearly every day while we.....(be) on holidays in Bali.
10. The patient.....(sleep) like a child when the ambulance(arrive).
11. My brother sometimes(drink) a glass of milk before he.....(go) to bed.
12. We(sit) down to dinner when somebody.....(ring) the doorbell.
13. My friend.....(suffer) from sock when I.....(see) him in hospital last week.
14. While he(lie) in bed, his friend.....(pay) his wage every week.
15. Jane's father.....(hurt) his back when he.....(dig) in their vegetable garden yesterday.
16. The man.....(get) an accident when he.....(cross) the main street.

Exercise 3: Change the form of words in the bracket and fill in the blank spaces.

Lori and her mom invited Zack to visit the zoo with them. Lori was especially excited because she (a) [*know*] there was a panda exhibit there. Lori's mom paid for all three tickets, and they immediately headed over to see the pandas.

Behind the bars, they could see the black and white animals eating bamboo, playing, and sleeping. Lori, her mom, and Zack (b) [*be, enjoy*] themselves and taking pictures by the bears. While Lori posed, she heard a rustling noise in the tree behind her. As she slowly turned around to see what it was, Zack yelled, "Lori, look out!" Hidden in a tree was a baby panda bear. It was staring (c) [*be, stare*] Lori directly in the face! Lori stared back into its eyes and then smiled. She looked closely at the panda bear's face and thought she noticed a smile in return. "Paddy, the Panda," she (d) [*whisper*] to herself.

The rest of the afternoon, the three of them continued to walk around the zoo stopping at the other animal cages as well. Lori's mom treated them to an ice cream cone because they needed to cool off! As they (e) [*be, leave*], Lori asked to walk by the panda cage again to say goodbye. When they got there, she (f) [*notice*] all the pandas were sleeping—except for one. It was Paddy, of course! Paddy had waited to say goodbye to Lori.

A week later, Lori's mom (g) [*come*] home with the pictures from the zoo. The panda pictures turned out so clear that when Lori (h) [*be, take*] a closer look at the one of her in front of the tree, she spotted Paddy smiling back!

5.5 PRESENT PERFECT TENSE

Present perfect tense is used to express events or actions in the past and it is still happened until now.

Examples:

We have occupied this house for seven years.

My brother has studied English for seven months.

One of my sisters has worked for this company for three years.

They have lived here for ten years.

- Present perfect tense is used to show events or actions in the past that give the effects until now.

Examples:

My father has bought a new car.

Brenda has passed from senior high school.

He has bought a new dictionary.

Father has left for office.

My brother has got married.

- Present perfect tense is also used with the phrase "**this morning, this afternoon, today, this week, this month, this year**" to show that the events or actions are repeated.

Examples:

I have tried to contact him three times today.

She has visited this country twice this month.

You have smoked six cigarettes today.

He has taken a sick leave twice this month.

The man has phoned her three times us morning.

- **Interrogative statement**

Interrogative statement is formed by adding "**have/has**" in the beginning of the sentence. In the interrogative statement, the form of the verb is past participle.

Examples:

Have you made an appointment to see him?

Has your brother got a job?

Have they left the village?

Has she met your brother before?

Have you made a decision where you will continue your study?

- **Negative statement**

Negative statement is formed by adding "**not**" after "**have/has**" (**have not/haven't, has not/hasn't**) and those are put after subject.

Examples:

I have not/haven't done my report for this week.

You have not/haven't cashed the cheque.

They have not/haven't met me before.

She has not/hasn't typed the weekly report.

Father has not/hasn't paid his installment for this month.

Exercise 1: Put the following sentences into Present Perfect Tense.

Use the words in parentheses.

1. They (complete) the new building.
2. Father (buy) a new car for his son.
3. My superior (check) all the reports.
4. My secretary (send) the emails.
5. I (talk) to his manager about the program.
6. My uncle (get) a car loan from a bank.
7. The bank (credit) the money to your account.
8. Mr. Smith (sell) one of his cars.
9. His little brother (study) English since he was at Elementary school.
10. My mother (pay) for my tuition fee.
11. Mrs. Diana (become) a head master in this school for 3 years.
12. She (read) this article before, so she can explain it very well.
13. Jeane (learn) to drive a car when she was in Jakarta.
14. I (try) to call him from my office.
15. Your sister (open) an account here.

Exercise 2: Put the following sentences into negative and interrogative.

1. She has finished typing all the reports.

.....
.....

2. My assistant has checked all the documents we need.

.....
.....

3. Our translator has translated this novel into Indonesian.

.....
.....

4. All of them have left the tiny village.

.....
.....

5. One of my classmates has just celebrated her birthday.

.....
.....

6. My secretary has prepared all the documents you need.

.....
.....

7. She has opened a new account here.

.....
.....

8. I have contacted his manager three times today.

.....
.....

9. They have printed this best seller novel three times this year.

.....
.....

10. They have abandoned the burning ship.

.....
.....

Exercise 3. Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in ELT starting in October next year. I feel I am a good candidate for this course as I (a) have always been interested in teaching English particularly on writing and even as a child I (b) have enjoyed writing in English. Your faculty has a good reputation and I would very much like to be part of it.

As you (c) already saw in Section A of this application, I have a good academic record and I (d) just received the results of my recent exams, all of which (e) have been excellent.

I (f) did not travel abroad much yet although as a young child I (g) have been to Singapura and Hong Kong with my family. I realize that I (h) have not spent much time away from home up to now, but am keen to become more independent.

a. _____ ✓ _____

b. Enjoyed _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

5.6 Past Perfect Tense

Past perfect tense is used to express something that happened before another action in the past. The form of the verb used in past perfect tense is past participle or Verb3. Past participle cannot directly follow subject, so in forming the sentence, auxiliary 'had' is needed and it is placed before past participle.

Examples:

My boss had finished the work.

The dean had gone to Europe.

They had changed the mind.

He had sold the house.

We had started learning with Bismillah.

'Had' is used for all subjects and pronouns.

Examples:

The students had bought the book

The student had bought the book

I had bought the book

They had bought the book

We had bought the book

She had bought the book

He had bought the book

You and I had bought the book

People had bought the book

Commonly, past perfect contains of more one sentence, in which one sentence shows one event and another sentence show another event or it can be said that past perfect tense expresses activities that existed or occurred either before another activity in the past or before a point of time in the past. Moreover, the two sentences will be connected with 'before' and 'after'.

Examples:

1. I had eaten before took a bath

2. I ate after I had taken a bath.

Explanation:

Examples no. 1 shows that the first event is 'had eaten', the second event is 'took a bath', it means my first activity is 'eating' and then, it is followed with my second activity 'taking a bath'. However in example no.2, my first activity is 'taking a bath' and it is followed by my second activity 'eating'.

Interrogative Statement

In forming interrogative statement, just put **'had'** in the beginning of the sentence.

Examples:

Had I seen the movie?

Had the lecturer given practices?

Had you had Prof Susanto's book?

Had you heard our professor' passing a way?

Had she controlled the emotion?

Negative Statements

In forming negative statements, just add **'not'** after auxiliary **'had'**.

Examples :

My grandma had not talked to my teacher.

I had not got the information.

Mr. Slamet had not corrected the module.

She had not decided the regulation.

The vice President had claimed the island.

Exercise 1: Complete the sentence with the verb in parentheses correctly.

1. The author (write)novels for years before he write a book of poetry.
2. I (get).....an email after I (read)..... a news.
3. They (travel)..... Bali before they (travel).....Banyuwangi.
4. We (never meet)them before the receptionist yesterday.

5. I (just finished)..... watering the lawn when it (begin)..... to rain.
6. We (never hear)that music before.
7. We (see)mater Chef after we (see)music program.
8. It was too to do anything about it because he (already, mail)the letter.
9. He said that John (tell)..... him about our plans.
10. The murders (kill)..... John's Family after they (get)the money

Exercise 2: Answer the following questions with long responses or short responses followed with an explanation in order to have practice in using the tenses in sentences.

1. Had you driven a car before?
2. Had she ever met him before your party?
3. Had you know the family before?
4. Had you turn in your paper?
5. Had you joined with the organization?
6. Had you paid before registered?
7. Had you taken the money?
8. Had you read the contract before signed it?
9. Had he gone to abroad yesterday?
10. Had you father got his job again?

Exercise 3: Change the ten (10) interrogative sentences in exercise 2 into positive and negative, use the space below.

1.
.....
2.
.....
3.
.....
4.
.....

5.
.....
6.
.....
7.
.....
8.
.....
9.
.....
10.
.....

5.7 SIMPLE FUTURE TENSE – WILL

Simple future tense is used to show events or actions that will be done or happen in the future. To show a planning, ‘will’ is used for all pronouns. (pronouns - I - you - he - she- it - we - you - they), as below:

<i>I will/I'll</i>	<i>They will/They'll</i>
<i>You will/You'll</i>	<i>You will/you'll</i>
<i>He will/He'll</i>	<i>They will/They'll</i>
<i>She will/She'll</i>	<i>It will/It'll</i>

- The adverbs used in future tenses are :

tomorrow	next week	next summer
tomorrow morning	next month	next Sunday
tomorrow afternoon	next year	
tomorrow evening	next July	
tomorrow night	next spring	

- **Will - Shall**

Shall and *will* used for first person singular (I will/ I shall) and first person (We will/We shall). In British English, *shall* is often used for pronoun *I and we*, while *will* is used to all pronouns (I, you, he, she, it, we, you, they).

Examples:

I shall/will probably see you next week

We shall/will probably see you next week.

I shall/will pay my school fee next Monday.

We shall/will come to visit him tonight

- In spoken language, the contraction form is used; **I'll or we'll.**

Examples:

I'll probably leave for America next week.

We'll probably spend our holidays in Bali next year

I'll type the monthly report tomorrow morning.

She'll call you this afternoon.

- **Will** is used when we decide to do an action when we are talking.

Examples:

E.g. 1: A: What do you want to drink?

B: I will have some coke, please.

E.g. 2: A: There is somebody waiting for you outside.

B: All right I will see him.

- **Will** is used to offer something or to do something.

Examples:

A: This bag is very heavy.

B: I'll help you bring it

A: The weather is very cold today.

B: Don't worry! I will lend you my jacket.

A: I have run out of my money.

B: Don't worry! I'll lend you some.

A: This room is very hot.

B: Shall I open the door?

- **Will** is often used with the words; probably, sure, expect, and think.

Examples:

I will probably come late this afternoon.

I am sure she will enjoy staying with us in this city.

I expect dim she will come back tomorrow.

I think they will win the game.

- **Will** is used to show prediction.

Examples:

It will rain hard this afternoon.

Who will win the game?

They will not win the game because they don't have good players.

- **'Will you'** is used to show a request or invitation.

Examples:

Will you hold the door open for me, please?

Will you open the door, please?

Will you stay with us to night please?

Will you lend me your dictionary, please?

- *Interrogative statement* is formed by placing 'will' in the beginning of the sentence.

Examples:

Will you go to America to continue your studies?

Will they stay here for a long time?

Will you get married next month?

- Shall Ior Shall we.....in interrogative statement is used *to make suggestions or to offer*.

Examples:

Shall I pick you up tomorrow morning?

Shall we meet again next week?

Where shall we go tonight?

• **Negative statement**

Negative statement) is formed by adding 'not' after 'will or shall' (**will not/'ll not/won't, shall not/shan't**).

Examples:

I will not be there next week. We shall not be here tomorrow morning.

or

I'll not be there next week. We shan't be here tomorrow morning.

or

I won't be there next week.

Exercise 1: Complete the following sentences. Use will or won't.

1. Mr. David..... come today because he is still in Japan.
2. He is very busy at the moment because we.....have a party tomorrow evening
3. Jenny.....pass the state examination because she doesn't study seriously.
4. Her English is very good. I am sure she.....be accepted to work for this company.
5. Don't forget to bring your umbrella, or you.....get wet.
6.you be at home tomorrow morning, Jane?
7. He has just left for office. So, you.....met him at his house.
8. I hope the second trainbe very crowded.
9. Who.....meet your father at the airport tomorrow afternoon?
10. I don't have enough money. So, I.....go on picnic with them tomorrow.
11. It's raining hard outside. Put on your raincoat, or you.....catch a cold.
12. I am afraid youcatch the first train as it is already 7 o'clock.
13. Whobe the new teacher?. Do you know?
14. According the weather report, it.....be cloudy tomorrow, so we can go swimming.
15. Nobody.....recognize you in that wig.

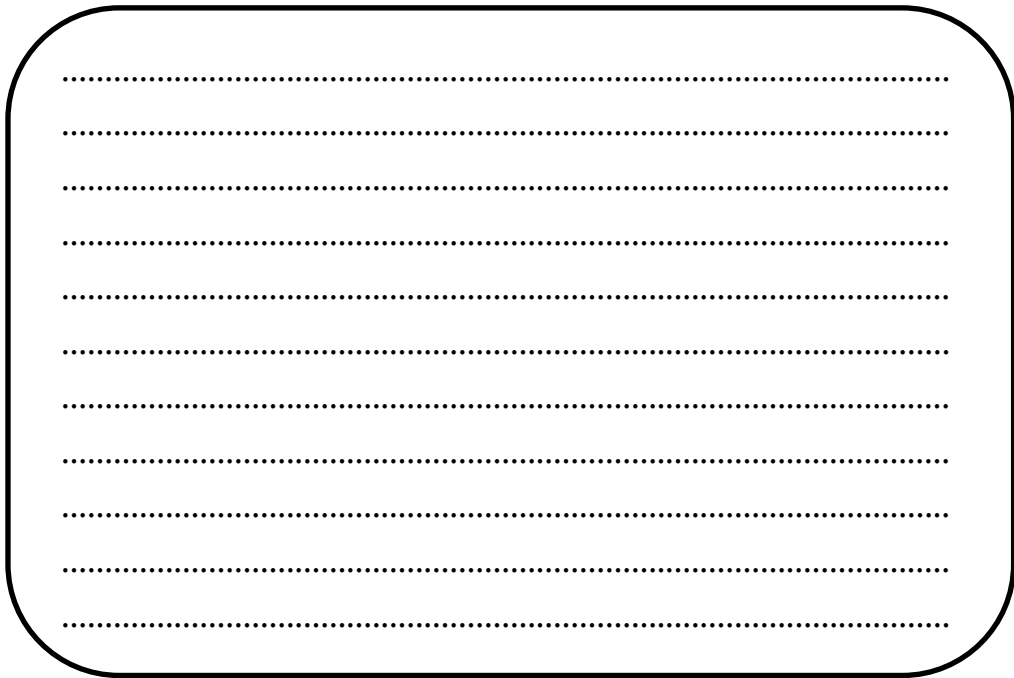
Exercise 3: Write sentences about yourself.

1. Write your **intentions** about the future job.

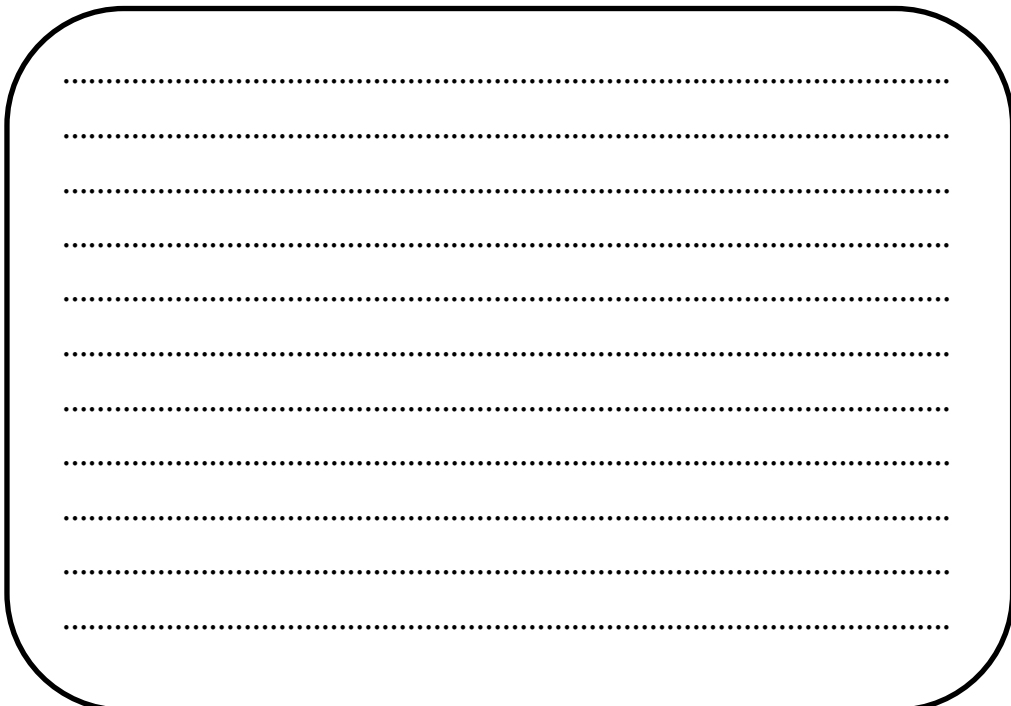
What kind of job you want to be in the future? Tell the why (the reasons) you want it. Start your writing using the following expression:

e.g., *I want to be (e.g., a professional teacher) because* Or

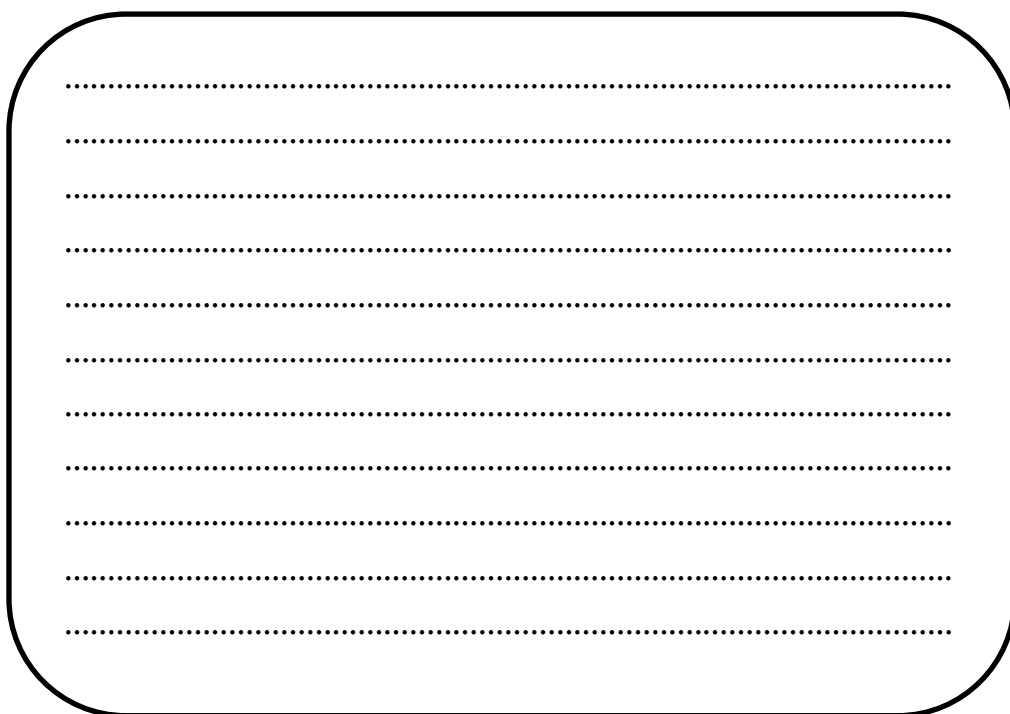
Become an entrepreneur is my dream because



2. Write three **plans** or **arrangements** for your future.



3. Predict three things that you think will happen to your life in the future.



5.8 FUTURE TENSE - BE GOING TO

Be going to is also used in future tense. '**Will**' is used to show that we have a planning done in the future when we are talking, however **be going to** is used for:

Be going to is used when we decide to do something in the future. We want to do something in the future and we have planned before. See the examples below to understand the use of **be going to** well:

Example:

One day, Mr. Susilo talks to his son, Agus.

Mr.Susilo : The chair in the dining room is broken, Agus. Can you repair it?

Agus : Yes, father. I am still tired. I will repair it this afternoon.
(Few minutes later, Mrs. Susilo talks to her son, Agus.)

Mrs. Susilo : Agus, the chair in the dining room is broken. Can you repair it?

Agus : Yes, father has just told. I am still tired and I am going to repair it this afternoon.

In the first conversation, Agus talks : "*I will repair it this afternoon*" because he has a planning to do it at afternoon. While, in the second conversation, Agus

talks “*I am going to repair it this afternoon*” because he has decided to do at afternoon.

- “**Be going to**” is also used to show events or action that happen in the future based on the signals at present.

Examples:

I am feeling not so well. I am going to be sick.

Look at those black clouds. It is going to rain heavily this afternoon.

It's already 7 o'clock and you are still here. You are going to be late.

Jane and Jack are always busy. They are going to be married next month.

We are going to have a meeting again this afternoon.

- **Interrogative statement**

Interrogative statement is formed by putting to be (**is, am, are**) in the beginning of the sentence.

Examples:

Are you going to cash this cheque to the bank?

Is she going to visit her mother in hospital?

Is John going to marry his girl friend next month?

Are they going to reduce their employees next month?

- **Negative statement**

Negative statement is formed by adding ‘**not**’ after to be (**am not, is not/isn't, are not/aren't**) followed by “be going to + infinitive”.

Examples:

My father is not/isn't going to office today.

Jack is not/isn't going to buy that old car.

They are not/aren't going to join us tomorrow morning.

The children aren't going to play football this afternoon.

Exercise 1: Complete the following sentences by using "be going to" to show the certainty of the *subject*. Use the words in parentheses.

1. My secretary(prepare) all the document you need to open an account.
2. One of my sister(leave) for Japan to continue her studies.
3. My father(meet) my uncle at the airport tomorrow morning.
4. She(type) all the contracts this afternoon.
5. I(see) your Accounting Manager in the office today.
6. Some of them(take) annual leave next month.
7. We(discuss) our plans at his house tonight.
8. My brother (repair) this television this afternoon.
9. She(show) us all the picture she made last week.
10. We(settle) the final payment next month.
11. Some of the employees(move) to our new office next week.
12. My sister(celebrate) her 17th birthday next week.
13. Uncle says he(give) me a book for Christmas.
14. My brother(take) his final exam next month.
15. The Browns(sell) their house at the seaside next week.

Exercise 2: Change the following sentences into negative and interrogative.

1. John's brother is taking his state examination this year.
.....
.....
2. Father says he is selling that old car.
.....
.....
3. Mary and Jane is staying at seaside for two days.
.....
.....
4. They are leaving this place until they get permission.
.....
.....

5. Father is buying a new car next week.
.....
.....
6. I am doing some work today.
.....
.....
7. Mr. Jonathan is receiving an increase in salary next week.
.....
.....
8. He has promised that he is studying hard for his future.
.....
.....
9. Jack's uncle is going to take him to the zoo tomorrow.
.....
.....
10. The children are going to school when they are old enough.
.....
.....
11. The government is going to build a new hospital in this city.
.....
.....
12. John says he is going to marry his girl friend this month.
.....
.....
13. I am going to settle the payment next Monday.
.....
.....
14. We are inviting all our neighbors tonight.
.....
.....
15. J.K Rowling is going to publish the sequel of Harry Potter.
.....
.....

Exercise 3: Circle the most suitable form of the verbs below.

Dear Bobby and Shynta,

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow (a) *we're going out* / *we will go out* on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think (b) *we're taking* / *we'll take* a tour of the old town. Ollie's aunt lives quite close, so (c) *we're visiting* / *we're going to* visit her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight (d) *they're holding* / *they'll hold* an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but (e) *they aren't staying* / *they won't stay* as long as us, so (f) *we're probably doing* / *we'll probably do* they really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think (g) *we're doing* / *we're going to do* that next week, and (h) *we're also going to try* / *we're also trying* to have time to do some shopping.

I hope you are ready for your big trip. (i) *You're loving* / *you'll love* Australia. In fact (j) *you're going to probably end up* / *you'll probably end up* staying there much longer than you've planned.

Have a great time, and (k) *we're going to see* / *we'll see* you get back.

Chapter 6

MODAL AUXILIARIES

- A. Modal auxiliaries: *will, can, may, must, might, should.*
- B. Statement connected with *and ... too, and ... either, and but.*

will	————	future time	(be going to)
can	————	ability	(be able to)
may	————	permission	(be permitted to, have permission to)
might	————	possibility	(It is possible that. . .)
should	————	obligation desirability	(ought to)
must	————	inference conclusion probability	(I conclude that . . . , It is very probable that . . .)
	————	necessity	(have to)

I	<i>will</i>	study.	We	<i>will</i>	study.
You	<i>will</i>	study.	You	<i>will</i>	study.
He	<i>will</i>	study.	They	<i>will</i>	study.

Notice the forms and meanings of the modal auxiliaries.

NOTES:

- (1) In expressing future time, **will** means about the same as *be going to*:
 I'll study the book tomorrow.
 I'm going to study the book tomorrow.

The auxiliary '**shall**' is used with the subject '**I or we**', in formal style, to indicate future time. Notice, however, that in questions, the meanings of **shall** and **will** are different.

For example:

Will we go to Boston?
(Simple future time, asking for a prediction.)

Shall we go to Boston?

(A request for your opinion or advice about going to Boston.)

(2) Only one modal is permitted in a single verb phrase. "I presume you are able to run fast" can be expressed as:

You must be able to run fast.

or: I presume you can run fast.

But it is not English to say "You *must can* run fast."

(3) The past of *can* is *could*.

Now she *can* speak three languages.

Last year she *could* speak only one.

- Paul is going to write a letter tomorrow.
It means: Paul will write a letter tomorrow.
- George is able to speak French very well.
It means: George can speak French very well.
- The students have permission to smoke in the hall.
It means: The students may smoke in the hall.
- It is possible that George will go to Chicago.
It means: George might go to Chicago.
- Mary ought to write to her parents.
It means: Mary should write to her parents.
- It is very probable that the girls are studying.
It means: The girls must be studying.
Or (I conclude that the girls are studying.)
- Paul has to take an exam next week.
It means: Paul must take an exam next week

Notice the negative forms of the modals.

	CONTRACTIONS	SHORT ANSWERS
will not	won't	No, he won't.
cannot	can't	No, he can't.
could not	couldn't	No, he couldn't.
may not		No, he may not.
might not		No, he might not.
should not	shouldn't	No, he shouldn't.
must not	mustn't	No, he mustn't.

Note: *May not* and *might not* are not usually contracted.

Notice the formation of questions with modals.

- In yes/ no question which contain a modal, the modal is put before the subject.
Example: Can the teacher see me? Yes she can
- Also in wh-questions of pattern, the modal is put before the subject.
Example: Who can the teacher see? You
- In both wh-questions pattern, the wh-word precedes the modal.
Example: Who can see me? The teacher

Exercise 1. Form sentences using the modals.

- Paul and George are going to play tennis tomorrow.
.....
- It is possible that George is a very good tennis player.
.....
- John is able to swim very well.
.....
- We have to get up at six tomorrow morning.
.....
- It is possible that George will watch television tonight.
.....
- You have permission to come in and see the doctor.
.....
- My brother is in your class. I conclude that you know him.

-
8. Mr Moro has to take another English course.
 -
 9. Paul ought to write a letter to his parents every week.
 -
 10. It is very probable that you spend a lot of time in the laboratory. (I conclude that you spend a lot of time in the laboratory.) .
 -

Exercise 2: Complete the sentence using a correct modal.

1. I borrow your paper, please?
2. you mind if I smoked here?
3. I..... not forget to take my key with me.
4. Arnold! You..... play with sharp knives.
5. A person..... eat a balanced diet.
6. Usually he is class every day, but when I saw him last night, he wasn't feeling good. He..... be sick.
7. A: Hello?
B: Hello. May I speak to John?
A: I'm sorry. You..... have the wrong number.
8. He..... be home around nine or so. I am not sure the time exactly.
9. Look. Those people who are coming in the door are carrying wet umbrellas. It..... be raining.
10. Let's just knock on the door lightly. Martin..... be sleeping right now.

Exercise 3: Fill the blanks with suitable modal verbs!

1. tell me the way to the bank?
2. She wanted to talk you yesterday but you were not here. She..... call you back.
3. Every student..... pay the tuition each month.
4. She..... be sleepy because she did not sleep last night.
5. John looks sick. He..... be hospitalized.
6. I..... watch the movie next weekend.
7. Take the umbrella with you, it..... rain outside.

8. Pamela could answer all the questions. She studied hard last night.
9. You..... answer the test so you did not get bad score.
10. Excuse me..... tell me where the nearest restaurant is?
11. you help me bring these boxes?
12. You always buy new shoes every week. You..... be very rich.
13. She is not here, she..... be in the library.
14. I..... Call you later.
15. Wao!!!!Orchid speak three languages.

Exercise 4: Fill in the blanks with suitable modal auxiliaries.

Everyone needs a good night's sleep. Sleep (a) give the body a chance to heal and refresh itself. A proper amount of sleep (b) give you a better mental attitude and also help your mind be more alert. Sleep (c) to restore your energy source and allow you to perform better in physical activities. Doctors recommend that children (d) get 9–12 hours of sleep every night. In order to keep your health, you (e) take care of your selves by doing what the doctors have suggested.

Chapter 7

COUNTABLE AND UNCOUNTABLE NOUNS

A noun can be countable and uncountable. Read these tables carefully and compare:

Table A.



<p><i>Countable</i></p> <ul style="list-style-type: none"> ● I eat a banana every day. ● I like bananas. <p>Banana is a <i>countable</i> noun. A countable noun can be singular (banana) or plural (bananas). Countable nouns are things we can count. So we can say 'one banana', 'two bananas' etc.</p> <div style="text-align: center;">  </div> <p>Examples of nouns usually countable:</p> <ul style="list-style-type: none"> ● There's a beach near here. ● Ann was singing a song. ● Have you got a ten-pound note? ● It wasn't your fault. It was an accident. ● There are no batteries in the radio. ● We haven't got enough cups. 	<p><i>Uncountable</i></p> <ul style="list-style-type: none"> ● I eat rice every day. ● I like rice. <p>Rice is an <i>uncountable</i> noun. An uncountable noun has only one form (rice). Uncountable nouns are things we cannot count. We cannot say 'one rice', 'two rices' etc.</p> <div style="text-align: center;">  </div> <p>Examples of nouns usually uncountable:</p> <ul style="list-style-type: none"> ● There's sand in my shoes. ● Ann was listening to (some) music. ● Have you got any money? ● It wasn't your fault. It was bad luck. ● There is no electricity in this house. ● We haven't got enough water.
--	---

Table B.

<p>You can use a/an with singular countable nouns: a beach a student an umbrella</p> <p>You cannot use singular countable nouns alone (without a/the/my etc.):</p> <ul style="list-style-type: none"> ● I want a banana. (<i>not</i> 'I want banana') ● There's been an accident. (<i>not</i> 'There's been accident') <p>You can use <i>plural</i> countable nouns alone:</p> <ul style="list-style-type: none"> ● I like bananas. (= bananas in general) ● Accidents can be prevented. <p>See also Unit 74.</p>	<p>You cannot normally use a/an with uncountable nouns. We do not say 'a sand' or 'a music'. But you can often use a...of:</p> <p style="text-align: center;">a bowl of rice a drop of water a piece of music a game of tennis etc.</p> <p>You can use uncountable nouns alone (without the/my/some etc.):</p> <ul style="list-style-type: none"> ● I eat rice every day. ● There's blood on your shirt. ● Can you hear music? <p>See also Unit 74.</p>
--	--

Table C.

<p>You can use some and any with <i>plural</i> countable nouns:</p> <ul style="list-style-type: none"> ● We sang some songs. ● Did you buy any apples? <p>We use many and few with plural countable nouns:</p> <ul style="list-style-type: none"> ● We didn't take many photographs. ● I have a few jobs to do. 	<p>You can use some and any with uncountable nouns:</p> <ul style="list-style-type: none"> ● We listened to some music. ● Did you buy any apple juice? <p>We use much and little with uncountable nouns:</p> <ul style="list-style-type: none"> ● We didn't do much shopping. ● I have a little work to do.
---	---

Sometimes, the same noun can be either countable or uncountable depending on the meaning. Some nouns that have both forms are such as *light, room, take, time* and some words related to materials and liquids (e.g. *glass, paper, coffee, and wine*).

For example:

- There isn't much room for a desk. (uncountable = space)
We have two spare rooms. (countable = rooms in a house)
- I drink too much coffee lately. (uncountable = coffee in general)
I'd like to order a coffee, please. (countable = a cup of coffee)

Exercises 1: Complete the sentences using one of the following words. Use a/an where necessary. Use a/an where necessary.

Biscuit	blood	coat	decision
electricity	key	letter	moment
music	sugar	question	accident

1. It wasn't your fault. It was
2. Listen! Can you hear
3. I Couldn't get into the house because I didn't have
4. It is very warm today. Why are you wearing
5. Do you take in your coffee?
6. Are you hungry? Would you like with your coffee?
7. Our lives would be very difficult without
8. I didn't phone them. I wrote instead.
9. The heart pumps through the body.

10. Excuse me, but can I ask you
11. I'm not ready yet. Can you wait please?
12. We can't delay much longer. We have to make soon.

Exercise 2: Complete the sentences using one of the following words. Sometimes the word needs to be plural (-s).

country	air	friend	day
meat	language	letter	patient
people	queue	space	photograph

1. I had camera but I didn't take many
2. There are sevenin a week.
3. A vegetarian is a person who doesn't eat
4. Outside the cinema there wasof people waiting to see the film.
5. I'm not very good at writing
6. Last night I went out with some of mine.
7. There were very few in the shops today. They were almost empty.
8. I'm going out for a walk. I need some fresh
9. George always wants things quickly. He's got no
10. Do you speak any foreign ?
11. Jane travels a lot. She has been to many
12. Our flat is very small. We haven't got much

Exercise 3: Fill in the gaps with a word from the box below in the correct form. If the word is countable, you may need to change it to a plural form.

challenge	situation	size	facility
advice	cake	information	form

1. I have faced many ...*challenges*... throughout my life, but they make me become stronger learners.
2. Some of the best given by my father was that I should always be generous and respectful to my teachers.

3. Nowadays people can access various more easily through printed or electronic media.
4. I have made some little for my little princes.
5. A decade ago, cell phones all looked the same but currently they come in various shapes and
6. Many kinds of good are available at big cities.

Chapter 8

PRONOUNS

Pronouns are words such as *he*, *she*, or *it* that take the place of nouns. One common problem with pronouns on the test is that subject and object pronouns are confused, so you should be able to recognize these two types of pronouns.

SUBJECT	OBJECT
I	me
you	you
he	him
she	her
it	it
we	us
they	them

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

Marie saw the *film* with *Barry*.

↓ ↙ ↘
She saw *it* with *him*.

In the second sentence, the subject pronoun *she* is replacing the noun *Marie*. The object of the verb *it* is replacing the noun *film*, and the object of the preposition *him* is replacing the noun *Barry*.

The following are examples of the types of subject or object pronoun errors.

- *Me** and my friend are taking a trip.
- Our neighbors are going with you and *I**.

In the first example, the object pronoun *me* is incorrect because this pronoun serves as the subject of the sentence. The object pronoun *me* should be changed to the subject pronoun *I*. It can be difficult to recognize that *me* is the subject because the verb *are* has a double subject, *me* and *my friend*. In the second example, the subject pronoun *I* is incorrect because this pronoun serves as the object of the preposition *with*. The subject pronoun *I* should be changed to the object pronoun *me*. It can be difficult to recognize that *I* is the object of the preposition *with* because the preposition *with* has two objects: the correct object *you* and the incorrect object *I*.

- There are two possessive forms for most pronouns: one for use as a modifier and another for use alone as a subject, an object or a complement.

Forms Used as Modifiers	Forms Used Alone
My car	Mine
His car	His
Her car	Hers
Its car	Its
Our car	Ours
Your car	Yours
Their car	Theirs

Compare the uses of these forms:

This is my car

This car is mine

Her lessons are all in, but yours are not.

Our club has its finances in order.

- **The following pronouns are combinations of possessive forms and self or selves:**

Myself

Yourself

Himself

Herself

Itself

Ourselves
Yourselves
Themselves

The forms are used for emphasis:

I myself am going to speak to them.
The theory in itself sounds fine.
John built his house himself.

- These pronouns are also used when the object refers to the same person as the subject. Compare:
 - I bought a present for myself
 - I bought a present for them

- He accidentally hit himself on the head.
- He accidentally hit her on the head.

The child can now dress herself, but sometimes her mother dresses her.

Exercise 1: Each of the following sentences contains at least one subject or object pronoun. Circle the pronoun. Then, indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. You should do it for her.
- _____ 2. They helped she with the work.
- _____ 3. Her and Bob came over to visit me.
- _____ 4. I brought it for you and them.
- _____ 5. He opened the refrigerator and took some food from him.
- _____ 6. She lent it to you and I.
- _____ 7. She spent all the money on them.
- _____ 8. You forgot to give it to they.
- _____ 9. We offered she a place to stay.
- _____ 10. They watched us play with it.

Exercise 2: Complete the sentences with correct pronouns. In some of the blanks there is more than one possibility. Choose the appropriate singular or plural verb in parentheses where necessary.

1. When a student wants to study.....should try to find a quiet place.
2. A citizen has two primary responsibilities.should vote in every election, and.....should willingly serve on a jury.
3. Each student in Biology 101 has to spend three hours per week in the laboratory, where(does, do) various experiments by following the directions in.....lab manual.
4. A pharmacist fills prescriptions, but.....(is, are) not allowed to prescribe medicine. By law, only a doctor can prescribe medicine.
5. Anyone can learn how to dance if.....(wants, want) to
6. Everyone who came to the picnic brought.....own food.
7. Hmmmm. Someone forgot.....umbrella. I wonder whose.....is.
8. A: Is that your notebook?
B: No.belongs to one of the other students.
A: Look on the inside cover. Did.....Write.....name there?
9. A dog makes a good pet if.....(is, are) properly trained.
10. Tom's cat is named Maybelle Alice.....is very independent.....obeys Tom only if.....feels like it.

Exercise 3: Choose the correct pronouns to complete the sentences.

1. The old woman lived alone, withto look after
 - a) someone / her
 - b) anyone / herself
 - c) everyone / she
 - d) no one / her
 - e) anyone / she's
2. two rings here on my little finger belonged tograndmother.
 - a) These / my
 - b) That / mine
 - c) Those / me
 - d) The / myself
 - e) This / my

3. When the little boy grabbed the lizard,tail broke off in hand.
- a) it's / his
 - b) it / him
 - c) its / his
 - d) it / one's
 - e) its / he's
4. A baby learns the meaning of words asare spoken by others and later usesin sentences.
- a) their / they
 - b) they / them
 - c) they / themselves
 - d) it / them
 - e) they / it
5. Some of these clothes are, and the rest ofbelong to Zack.
- a) yours / it
 - b) my / them
 - c) hers / their
 - d) me / they
 - e) mine / them
6. As for, I prefer to let people make upminds.
- a) myself / each other's
 - b) I / his own
 - c) mine / one another's
 - d) me / their own
 - e) my / theirs
7. The solicitor wrote a letter to Ann andin which he asked us if we could settle the matter between
- a) I / us
 - b) me / us
 - c) myself / ours
 - d) mine / our
 - e) me / we

8. Ascuts it as well as he does, I always have my hair cut at Johnson's.
- a) Anyone
 - b) someone else's
 - c) no one else
 - d) everyone
 - e) nobody's
9. They decided to buy the house becauselocation would allowto get to work very easily.
- a) theirs / them
 - b) it / themselves
 - c) its / them
 - d) they / us
 - e) its / their
10. Our dog is of a very good breed asis the offspring of two very champion dogs and inheritedfeatures.
- a) this / its
 - b) he / them
 - c) she / theirs
 - d) that / his
 - e) it / their

Exercise 4: Fill in the blanks with suitable Pronoun.

Once upon a time there were three good fairy sisters that lived in the forest of Make Believe. (a) names were Jenney, Wink, and Shine. One morning Jenney awoke to the sound of a baby crying. (b) flew outside to investigate. Under a tree was a tiny male baby wrapped in a silk blanket. She took (c) inside. Wink and Shine had never seen a human baby before. What was he doing in their forest? A note was attached to the baby's blanket. The note said, "Please care for my son. (d) is a tiny king and one day should rule the country. Keep (e) safe from (f) evil uncle who has stolen the throne."

Jenney, Wink, and Shine raised the tiny baby as (g) own. They named (h) Arbor in honor of the ancient trees in the forest of Make Believe. Arbor grew into a strong and kind man. When Arbor reached (i) 18th birthday, Jenney told him about the note. Arbor decided (j) was time to find (k) real mother and fight (l) evil uncle. The fairies gave Arbor a bag of magic. Arbor was able to find (m) mother. The evil king had locked (n) in the tower for many years. She recognized (o) son right away. She was so happy to see (p) Arbor used the fairy magic to turn (q) into a giant spider. He spun a web around the evil king. Then (r) turned himself into a giant bird and flew far away with the king. Arbor returned to the palace and was crowned the new king.

EXAM PRACTICES 1

Test 1. Read the following sentences and decide what part of speech the words in the bracket belongs to.

1. I bought an (expensive) book at the mall.
.....
2. What did he (tell) you about me?
.....
I put my shoes (between) my sister's and my brother's in the garage.
.....
If we run this program (well), we can get extra bonus from our boss.
.....
On Sundays, I (swim) from six to eleven in the morning.
.....
I will go to one of beautiful (islands) in Indonesia this month.
.....
I don't (believe) him because he has lied to me for many times.
.....
Tara cooked (chicken) soup, but that was not delicious.
.....
(Anderson) is an amazing English teacher at school.
.....
She drives very (carefully) because she has a traumatic car accident.
.....

Test 2. Decide whether the following statements are True or False.

1. A noun names a person, place, or thing. [T / F]
2. Common nouns name any one of a class of person, place, or thing. [T / F]
3. Proper nouns name a specific person, place, or thing. [T / F]
4. Verbs express action, condition, or state of being. [T / F]

5. There are six basic types of verbs: action verbs, linking verbs, helping verbs, transitive verbs, intransitive verbs, and plural verbs. [T / F]
6. Helping verbs are added to another verb to make the meaning clearer. [T / F]
7. Adjectives describe nouns and pronouns. [T / F]
8. All adverbs are formed by adding -ly to an adjective. [T / F]
9. Never use an adjective after a linking verb. [T / F]
10. Adverbs describe verbs, adjectives, or other adverbs. [T / F]

Test 3. Write down the correct form of the words in brackets (adjectives or adverbs).

1. They can do the math problems (easy) . They think math is an school subject.
2. Marie is a (good) writer. She writes .
3. It's a (beautiful) drawn picture. it looks .
4. Drivers must drive (slow) in this road. It is a (dangerous) road?
5. She smiled (happy) . She had a face.
6. I did the homework (complete) by myself. I'm an (autonomous) student.
7. Liza is (quick) . She walks .
8. Nancy is a (careless) girl. She drives her car .
9. The man is (nice) . He behaves .
10. He was (bad) injured. He had accident.

Test 4. Complete the article *about Chernobyl Damage* by inserting a / an or the, leave a blank where no article is needed.

On April 26, 1986, (a) fires and explosions following (b) unauthorized experiment caused (c) worst accident in (d) history of nuclear power at the nuclear power plant in Chernobyl, Ukraine. At least thirty-one people were killed in (e) disaster itself, and (f) radioactive material was released into the atmosphere. Approximately 135,000 people were evacuated from (g) vicinity.

Test 5. Complete the following exercise with a / an or the. Leave blank if no article is needed.

1. I like blue T-shirt over there better than the red one.
2. Their car does 150 miles hour.
3. Where's USB drive I lent you last week?
4. Do you still live in Bristol?
5. Is your mother working in old office building?
6. Carol's father works as electrician.
7. The tomatoes are 99 pence kilo.
8. What do you usually have for breakfast?
9. Ben has terrible headache.
10. After this tour you have whole afternoon free to explore the city.

Test 6. Fill the missing word with correct to be.

1. My mother in the kitchen.
2. The pupils not at school yesterday.
3. Maria's grandmother from Brazil.
4. I a football fan twenty years ago..
5. It Sunday today.
6. They..... in the car.
7. His pencil case at home.
8. you from Sheffield?
9. One of friends not your friend.
10. Several cats injured last.

EXAM PRACTICES 2

Test 1. Read the following sentences. Give the simple present, the simple past, the present perfect, the past perfect, present continues, past continues, or the future tense of the verbs in parentheses to complete the sentences correctly.

1. Orchid (join) yoga twice a week.
2. Yenita (take) a course several years ago.
3. Ponorogo (rain) very hard now.
4. Professor Dharma usually (teach) prose class.
5. Jk. Rowling (write) two novels last year.
6. Steven (not, take) a course every day, he just (take) a course three times a week.
7. When Carol (call) last night, I (watch) my favorite show on television.
8. I (work) for this university for more than twenty years, and I intend to stay here until I retire.
9. Jono (love) to travel. She (go) abroad every summer. Next year, she (go) to go to Europe.
10. The team (leave) an hour ago.
11. We had a flat tire while we (crossing) the bridge.
12. I (not, miss) the bus because I wake up earlier.
13. During the last vacation, the students (go) on a camping trip.
14. Viky (prepare) all the need for swimming because he (go) to swimming pool tomorrow.
15. I (hear) the news before you (tell) me about it.
16. My grandmother (not, sleep) while the sound (scream)
17. Ava (turn on) the lights when the doorbell (ring)
18. He signed the contract after he (read) each statement carefully.
19. I (not, plan) to watch Spiderman because tomorrow I (have) a meeting.
20. We (to be) late because we had some car problems.

21. I (to be) in business since I finished college.
22. They (live) in Boston now.
23. Right now, Mike (read) emails and Niky (type) email.
24. Next summer, you (complete) your study and I (find) you a job.
25. Jane (try) to change a light bulb when she (slip) and (fall)
26. The wind (blow) very hard in March.
27. Everyday, I (wake) up at 6 o'clock, then I (eat) breakfast at 7 o'clock. However, this morning I (get) up at 6.30
28. I (forget) to call you at 9 pm yesterday.
29. Julia (buy) a new dress last summer but Janet (buy) a new dress last summer.
30. I have made a concept for his speech because he (give) a speech next week.

Test 2. Complete the sentences by using modal (will, can, may, must, might, should, could) correctly!

1. If a door is locked, you use a key to open it.
2. If you do not know how to spell a word, you look it up in the dictionary.
3. open the door please?.
4. John! You play with sharp knives.
5. I be at the meeting on time.
6. Nova : Where's Ms. Fefina? She is not in her office.
Jenita : I don't know. She have a lunch.
7. My daughter play piano well.
8. I borrow your book? I am interested in the title of the book.
9. I run fast when I was a child, but now I
10. Gusti is not in class. He be sick because I saw he got rain yesterday.

Test 3. Fill in the blanks with suitable words in the box.

have	feed	fly	rest
emerge	sleep	start	display
live	hold		

Butterflies and Moths

Butterflies start their lives as caterpillars. Once they (1) from their cocoons, they display brilliantly colored wings composed of thousands of tiny scales. As caterpillars, they primarily (2) on leaves. As butterflies, they (3) only on liquid nectar from flowering plants. When not in flight, butterflies (4) their wings upright. Their antennae are often smooth and club-shaped.

Moths also (5) their lives as caterpillars, but unlike butterflies, when they emerge from their cocoons their wings are often drab. Yet, their wings often (6) unique designs and patterns that help them blend into their environment. For example, carpenter moths (7) wings that look like tree bark. Moths generally (8) their wings flat when at rest and many also have feathered antennae.

Test 4. Give the plural form of the nouns in parentheses!

1. The (roof) of these houses are tile.
2. I had to have two (tooth) pulled the other day.
3. The artist will sing some (song)
4. The (child) are playing at the garden.
5. The (man) were playing badminton together while the (woman) were cooking.

Test 5: Fill in the blanks with suitable words in the box.

told	explained	cried	went
called	was	wasn't	asked
flipped	did	didn't	made

More Wood—A Funny Fable

Winter was on its way, and the skunks went to their leader to seek his advise on how cold it would be. Being a new and young leader, he (a) know the ways the leaders before him had forecasted the weather. He gazed at the sky, but he couldn't tell. So to be safe, he told his group that it (b) going to be very cold and to collect wood for the fireplaces in their dens.

A few days later, an idea hit him. He (c) out his cellular phone and called the local weather fox. "How cold will it be this winter?" the skunk asked. "Very cold," the fox replied. So the leader (d) back to his group and told them to collect more wood.

Two weeks later, he (e) the weather fox and asked the same question. "Very, very, cold," was the reply. The leader (f) his group to collect still more wood.

Three weeks later, the leader (g) a final call to the fox. "Are you really sure about the cold winter?" he asked.

"You bet," quipped the fox. "It's going to be a real bone chiller." "Just how do you know this?" the skunk probed. The fox (h), "Well, you know all those skunks? They're stocking up on wood like you wouldn't believe."

Test 6. Complete the sentences below using the correct pronoun!

1. I have a smart phone. was bought yesterday.
2. Boy and groups try to have good events.
3. The pictures look amazing. are taken by a professional photographer.
4. A little girl is crying, wants balloons.
5. Harry Potter is a wizard. is a smart person.

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GLOSSARY

bacon /'beɪ.kən/ *noun* [U] (thin slices of) meat from the back or sides of a pig which is often eaten fried

bark /bɑːrk/ *noun*. [C] the loud, rough noise that a dog and some other animals make

caterpillars /'kæt.ə.pɪl.ə/ *noun* [C] a small, long animal with many legs, which feeds on the leaves of plants, and develops into a butterfly or moth

den /den/ *noun* [C] a rough structure, usually built outside from pieces of wood, cardboard, etc., in which children play

doze /dɔʊz/ /doʊz/ *verb* [I] to have a short sleep, especially during the day

Emerge /-'mɜːdʒ/ *verb* [I] to appear by coming out of something or out from behind something

endangered /ɪn'dem.dʒəd/ /-dʒəd/ *adjective* animals or plants which may soon not exist because there are very few now alive

exhibit /ɪg'zɪb.ɪt/ *verb* [I or T] to show something publicly

fable /'feɪ.bl/ *noun* [C or U] a short story which tells a general truth or is only partly based on fact, or literature of this type

feed /fiːd/ *verb* (fed, fed) [T] to give food to a person, group or animal

forecast /'fɔːr.kæst/ *noun* [C] a statement of what is judged likely to happen in the future, especially in connection with a particular situation, or the expected weather conditions.: *verb* [T] to say what you expect to happen in the future

gaze /geɪz/ *verb* [I usually + adv/prep] to look at something or someone for a long time, especially in surprise, admiration or because you are thinking about something else

hammock /'hæm.ək/ *noun* [C] a type of bed used especially outside, consisting of a net or long piece of strong cloth which you tie between two trees or poles so that it swings

heal /hiːl/ *verb* [I or T] to make or become well again

hold /həʊld/ *verb* (held, held) [T] to take and keep something in your hand or arms, or to make something, especially a meeting

knot /nɔːt/ *noun* [C] FASTENING. a join made by tying together the ends of a piece or pieces of string, rope, cloth, etc

lifespan /'laɪf.spæn/ *noun* [C] the length of time for which a person, animal or thing exists

melted /'mel.tɪd/ /-tɪd/ *adjective* having turned soft or into a liquid

moth /mɑːθ/ *noun* [C] an insect with wings which is similar to a butterfly , usually flies at night, and is attracted to light

nectar /'nek.tər / *noun* [U] a sweet liquid produced by flowers and collected by bees and other insects

pajama /pɪ'dʒɑː.mə/ *adjective* [before noun] *Pajama bottoms (= trousers)*

pork /pɔːrk/ *noun* [U] meat from a pig, eaten as food

puppy /'pʌp.i/ *noun* [C] (ALSO pup) a young dog

saxophone /'sæk.sə.fəʊn/ *noun* [C] a musical instrument made of metal which is played by blowing through a reed and pressing the metal keys to produce notes.

shaggy /'ʃæg.i/ *adjective* having or covered with long, rough and untidy hair, or (of hair) long, rough and untidy

skunk /skʌŋk/ *noun* [C] a small black and white North American animal that makes a strong unpleasant smell as a defence when it is attacked

spring /sprɪŋ/ *noun* SEASON [C or U] the season of the year between winter and summer, lasting from March to June north of the equator , and from September to December south of the equator, when the weather becomes warmer, leaves and plants start to grow again and flowers appear

stare /ster/ *verb* [I or T] to look for a long time with the eyes wide open, especially when surprised, frightened or thinking

stuff /stʌf/ *noun* [U] Substance

summer /'sʌm.ə r / /-ə/ *noun* [C or U] the season of the year between spring and autumn when the weather is warmest, lasting from June to September north of the equator and from December to March south of the equator

veal /vi:l/ *noun* [U] meat from a very young cow

weird /wɪrd/ *adjective* very strange and unusual, unexpected or not natural

winter /'wɪn.tə r / /-tə/ *noun* [C or U] the season between autumn and spring, lasting from November to March north of the equator and from May to September south of the equator, when the weather is coldest

wriggle /'rɪɡ.l/ *verb* 1. [I or T] to twist your body, or move part of your body, with small, quick movements

wrinkle /'rɪŋ.kl/ *verb* [I or T] If material wrinkles, or if something wrinkles it, it gets small lines or folds in it

The Easy Way to Understand BASIC ENGLISH GRAMMAR

Restu Mufanti, M.Pd

As one of language components, grammar should be learnt and acquired by university students in order to help them communicate in English accurately and acceptably. The teaching of grammar in university level, however, is mostly delivered separately by asking students to memorize grammatical patterns and assigning them to analyze the correct targeted forms of language. As grammar is not taught in such integrative ways with language skills, it is mostly happened that students get confused, bored, and frustrated to learn it. More importantly students are often drilled to finish off a lot of grammatical exercises, whereas they have little opportunity to practice using grammar authentically in speaking or writing. As a result, most of them fail to understand and use grammar correctly in the context of oral communication or in written work.

To cope with the need of learning grammar, therefore this book is arranged to guide students to learn grammar communicatively. It consists of eight chapters and discusses various basic grammars, such as the overview of grammar, part of speech, article, to be, tenses, modal auxiliaries, countable and uncountable nouns, pronouns as well as provides exam practices and glossary. It is likely true that this book is in line with students' needs in learning and beneficial since the book facilitates them to use grammar integrated with oral or written communication. Hence, they will be able to deepen their knowledge in grammar as well as improve communicative competence.

ABOUT THE AUTHOR

Restu Mufanti is an English lecturer, researcher and curriculum developer. She is faculty member of Muhammadiyah University of Ponorogo and head of curriculum development. She gained her undergraduate program at English Education Department in Jember University and post graduate program in the English Language and Literature Teaching from State University of Surabaya. Her research interests and teaching areas are research methodology, Grammar, Speaking, English Language Teaching and English Curriculum.