

DARIYANTO
EDY WALUYO

ENGLISH FOR EDUCATION PURPOSES



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KATA PENGANTAR (INTRODUCTION)

Edisi perdana buku berjudul *ENGLISH FOR EDUCATION PURPOSE* ini diterbitkan. Buku ini disusun berdasarkan silabus pengajaran ESP (English For Specific Purpose) yaitu silabus pengajaran Bahasa Inggris untuk bertujuan khusus, memenuhi kebutuhan mahasiswa yang bersifat khusus, mahasiswa perguruan tinggi yang peminatan dalam ilmu pendidikan. Karena kajiannya berfokus pada studi kependidikan maka tujuan mempelajari bahasa Inggris adalah agar mahasiswa memahami perihal teks-teks yang bermuatan nilai-nilai pendidikan. Buku ini berusaha menjembatani antara pengalaman dan pengetahuan mahasiswa dengan keterampilan berbahasa Inggris mereka, khususnya keterampilan *reseptif*. Desain buku ini berusaha menyesuaikan dengan tingkatan/level keterampilan mahasiswa, *intermediate*. Pada setiap bab disajikan teks bacaan dan kosakata (*vocabulary*) yang kemudian dikembangkan dengan tujuan yang akan dicapai.

Pada tiap bagian dimulai dengan penyajian bacaan/ teks untuk meningkatkan literasi pengetahuan bahasa Inggris dengan pengayaan kosakata dan struktur kalimat. Teks-teks disajikan dalam bacaan (*reading comprehension*). Pendekatan teks-teks dengan *genre* pendidikan, diharapkan mahasiswa juga memperoleh esensi nilai-nilai adab dan karakter pendidikan.

Tujuan dalam pembelajaran bahasa apapun adalah keterampilan komunikasi dalam reseptif (*receptive skill*): keterampilan mendengar (*listening*), membaca (*reading*) dan

produktif (*productive skill*): keterampilan berbicara(*speaking*), menulis(*writing*). Dalam keterampilan mendengar, mahasiswa dilatih dengan mendengarkan penjelasan dari pengajar secara langsung (*directly*) maupun dengan menggunakan via media (*indirectly*). Keterampilan membaca difokuskan dengan menyajikan pilihan bacaan yang kaya kosakata, perolehan bahasa dan memperluas wawasan keilmuan. Demikian juga, aspek produktif dalam berbicara (*speaking skill*) dengan teks yang tersaji, mahasiswa diharapkan mampu berbicara secara monolog maupun interaktif dalam percakapan. Mahasiswa pada keterampilan ini diwajibkan untuk mempresentasikan beberapa tema yang ada dalam teks. Pada keterampilan menulis (*writing skill*), mereview pemahaman tata bahasa (*grammar*) terutama *tenses* yang diformulasikan dalam latihan-latihan.

Disadari bahwa buku ini, masih banyak mengandung kelemahan atau kekurangan, baik dari segi isi atau kandungannya dan penyajiannya. Untuk itu, saran, masukan dan kritik yang konstruktif dari para pembaca sangat diharapkan.

Akhirnya dengan senantiasa memohon bimbingan Allah SWT, kiranya buku ini bermanfaat khususnya bagi pengembangan keterampilan berbahasa Inggris, dan sumber daya manusia pada umumnya.

JAKARTA, AGUSTUS 2020
DARIYANTO
EDY WLOYO

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1. EDUCATION

Education is a very important tool for the people all over the world to make balance of life and its existence on the earth. It is the tool which stimulates everyone to go ahead and succeed in life as well as provides ability to overcome the challenges in life. It is the one and only way to acquire knowledge and improve our skills in any particular field according to the need. It makes us able to create fine balance of our body, mind and spirit.

It trains our whole life and brings lots of opportunities for our way to get better prospect required for career development. Every individual need proper education to raise their own life standards and become part of the social and economic growth of their own country. The future of any person or country very much depends on the education system strategy they implemented. Even after lots of awareness programmes about proper education in our country, there are many villages still left behind due to not having proper resources and awareness about education the people living there.

Though condition has improved than the previous one and various steps have been taken by the government to elevate the education status in the country. The well- being of the society depends on the welfare of the people living in that society. It brings economic and social prosperity across the country by solving issues and identifying solutions.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Ability :
2. According to :
3. Acquire :
4. Awareness :
5. Balance :
6. Challenge :
7. Create :
8. Depend on :
9. Development :
10. Existence :
11. Improve :
12. Opportunity :
13. Overcome :
14. proper :
15. Prospect :
16. Provide :
17. Require :
18. Stimulate :
19. Train :
20. Well-being :

B. Answer the following questions!

1. What is the function of education?
2. Who is an educated person?
3. What is the aim of education for living people?
4. How does someone raise their standard of life?
5. Explain briefly the progress of education in the village!
6. How do you see the well-being of a society?

7. Who is responsible for education in the country?
8. Why is the education important for every person?

2. THE IMPORTANCE OF EDUCATION (1)

Education is a very important tool for everyone to succeed in life and get something different. It helps somebody a lot in lessening the challenges of life. The knowledge gained during the education period enables every individual to increase confidence in their life. It opens various doors to the opportunities of achieving better prospects in life so it promotes career growth. Many awareness programmes have been carried out by the government in enhancing the value of education in rural areas. It brings a feeling of equality among all people in the society and promotes growth and development of the country.

Education plays a paramount role in the modern technological world. Nowadays, there are many ways to enhance the education level. The whole criteria of education have been changed now. We can study through the distance learning programmes after the 12th standard together with the job. Education is not so costly, anyone one with less money may study continuously. We can get admission at big and popular universities with fewer fees through the distance learning. Other small training institutes are providing education to enhance the skill level in particular fields.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Achieving :
2. Admission :
3. Confidence :
4. Continuously :
5. Costly :
6. Development :
7. Enable :
8. Enhance :
9. Equality :
10. Fee :
11. Field :
12. Gain :
13. Lessening :
14. Paramount :
15. Promote :
16. Prospect :
17. Rural area :
18. Throughout :

B. Answer the following questions!

1. Please explain how to support person for living a better life and achievement?
2. Describe briefly a way person gaining knowledge!
3. How does someone build his/ her confidence?
4. What is the role of education for people living in a society?
5. Is education in our country costly?
6. What do popular universities offer to study there?
7. How does someone improve his/ her skill?

8. Where should a person join to enhance their skill?

3. **The Importance of Education (2)**

Education is the most significant tool in eliminating poverty and unemployment. Moreover, it improves the commercial scenario and benefits the country overall. So, the higher level of education in a country is a wind of the chances in that country.

In addition, this education also benefits an individual in various ways. It helps a person have a better and informing decision with the use of their knowledge. This increases the success rate of a person in life.

Subsequently, education is also responsible for providing a fashionable lifestyle. It gives person career opportunities that can enhance their quality of life.

Similarly, education also helps make a person independent. When one is educated enough, they won't have to depend on anyone else for their livelihood. They will be self-sufficient to earn for themselves and lead a good life.

Above all, education also enhances the self-confidence of a person and makes them certain of things in life. When we talk from the countries viewpoint, education plays a significant role. Educated people vote for the better candidate of the country. This ensures the development and growth of a nation.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Benefit :

2. Decision :
3. Depend on :
4. Eliminate :
5. Ensure :
6. Increase :
7. Independent :
8. Lifestyle :
9. Livelihood :
10. Opportunity :
11. Poverty :
12. Significant :
13. Subsequently :
14. Unemployment :
15. Viewpoint :

B. Answer the following questions!

1. Why is education important for each person?
2. How does the government eliminate poverty dan unemployment in the country?
3. How can the education eliminate the poverty dan unemployment in a country?
4. Explain briefly the change of a country as the role of education.
5. What is another effect of a level of education belonging to a person?
6. What should the people do to enhance the self-confidence?
7. Why does education do to help make person independent?
8. Explain briefly that education plays a significant role for a person, society and country

4. THE IMPORTANCE OF ADULT EDUCATION

If the youth are the future of our nation then the adults are its present. A country can develop and prosper only when its adults are educated. An educated person can nurture his coming generation more wisely, confidently and appropriately. Adult education is a matter the utmost importance. However, unfortunately many adults in our country were deprived of education when they were children and the trend still continues.

The main reason led the children to being deprived of education is poverty. Poor people engage their kids in menial jobs so that they can help to bear the household expenses. Thus, such kids do not get a chance to go to school and get education. On the other hand, there are some who are deprived of higher education owing to financial constraints or other reasons.

The government has taken a great initiative in providing adult education. Night schools and distance learning programs have started for this purpose. In this way, people can work during the day time to earn their livelihood and study during the night to improve their chances of getting a better job and developing their career. Many adults in our country have enrolled for adult education and are making the most of it.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Appropriately:
2. Bear :
3. Confidently :

4. Constraint :
5. Deprive of :
6. Educate :
7. Engage :
8. Expense :
9. Household :
10. Led :
11. Livelihood :
12. Menial job :
13. Nurture :
14. Owing :
15. Prosper :
16. Purpose :
17. To earn :
18. Unfortunately :
19. Utmost :
20. Wisely :

B. Answer these question by your own words

1. Who are aduts?
2. How can the country/ nation develop properly?
3. How can the adult be educated?
4. Why is adult education important?
5. What do you think about the aduts in our country?
6. Who is responsible to handle the education in a country?

5. AN IDEAL STUDENT

An ideal student should have many qualities. He should get up early in the morning. He walks and go jogging in for exercise morning walk every day. He should take care of his

health. He should take a bath every day. He should wear clean clothes,

An ideal student should complete his home-work. He should go to school regularly. He should show good results in the examinations. He should take part in sports and games. He should talk less and work more.

An ideal student should show respect for his teachers, parents and elders. He should love the younger students, He should be humble and polite. He should have lovable habits. He should have good manners.

An ideal student should help the parents in household matters. He should go to bed at a fixed time. He should get up early. An ideal student should avoid smoking, drinking and other bad habits.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

2. Attend :
3. Bad habit :
4. Complete :
5. Examination :
6. Fixed time :
1. Get up :
7. Habit :
8. Household matter:
9. Humble :
10. Manner :
11. Polite :
12. Respect :
13. Result :

14. Take a care :
15. Take bath :
16. Take part :
17. Talk less :

B. Answer these questions!

1. Who is an ideal student?
2. Mention some activities done of an ideal student in the morning!
3. What does an ideal student do with his/her school assignment?
4. Does an ideal student get the good result in his/her examination?
5. Describe briefly an ideal student!
6. How does an ideal student behave?
7. Does an ideal student like smoking, drinking?
8. Do you want to be an ideal student? Why?

6. AN IDEAL STUDENT

An ideal student is someone who is thirsty for knowledge. He will not be distracted in the class. All these qualities are what every teacher desires.

This thirst for science will ensure that he is attentive and committed to learning all. He can study a particular subject so that he can understand it fully. An ideal student will also have certain other distinguishing characteristics. He will have well-defined goals in life and whatever it takes to achieve these goals. For instance, if you ask him what he aspires to be, he will have a ready answer. And he will have a good reason for

what he aspires to be. He will also have a clear vision of what is necessary to achieve their ambition.

An ideal student will respect her teachers but will not be afraid of them. He will have the courage to admit her ignorance and ask for advice and direction when he needs it. He will not be a kind of person who accepts things blindly and learns by rote. He will try to grasp concepts and if he finds it difficult, he will have confidence to approach her teachers for more information.

He will be active in many things for he understands that one should have a well - rounded personality. He will have character more than anything else for it is the character that makes a person's destiny. He will compete only with himself and if someone seeks him help in the class, he will show no hesitation in giving it. An ideal student will observe discipline. He will be punctual and decently dressed.

He will not be absent herself from the class for silly reasons and will do his homework daily. He will be neat and tidy and have a sense of decorum in the class.

An ideal student is the wealth and future of his nation, hope of his family and pride and glory of his school or college. He endears himself to all by his temperament, goal qualities and knowledge. He respects his teachers and is helpful and friendly to his classmates. Such good and bright students are the gems of an institution. They are the pillars of a nation. Such students become ideal citizens, politicians, statesmen and leaders.

An ideal student always takes an active part in academic as well as in extra-curricular activities of his college. He is hard-working. He is both attentive and punctual in his tasks. He

goes to his school or college in time. He attends his class regularly and reads his lessons carefully. He is always in good books of his teachers. He stands first in his school or college. He wins laurels in life and brings the credit for his Alma Mater.

An ideal student is disciplined and obedient. At home he obeys his parents, and at school he obeys his teachers. He always abides by the rules and regulations of his educational institution. He is disciplined in his everyday activities of life. He avoids bad company. He often dissuades bad boys from doing evil deeds. He wastes no time and energy in strikes and demonstrations.

An ideal student is not a book-worm. He takes an active interest in games and sports. Games and studies go side by side with him. He is fully conversant with the value and advantages of games. He knows that a sound mind lives in a sound body. He considers games an essential part of his education.

He always sticks to his right ideals and aims. 'Simple living and high thinking' is the motto of his life. He does not run after cuts and fashion. He is not a film fan. He possesses a strong moral character. He is very humble, modest and polite. He always keeps patience. He does not lose courage in the face of danger or difficulties. He is lovable to everyone.

An ideal student is ideal in every field. He takes part in debates, speeches and declamation contests. He shines as a good speaker. He wins medals and trophies and thus brings the credit for his school or college.

An ideal student is also a true patriot. He is prepared to serve his country with heart and soul and sacrifices himself for

the welfare of his country. He does not take part in the activities that cast a slur on the name of his country. It is his deep-rooted wish that his country should occupy a place of pride among the nations of the world.

Since our country is passing through a difficult period of struggle, it is badly in need of ideal students and citizens. The nation can reach the zenith of glory if our students become ideal and participate in the duty of national reconstruction. An ideal student is a spark of hope, glory and prosperity of his country. The students of today are the leaders of tomorrow. The future of the country depends upon students only. Every students should, therefore, try to become an ideal one. An ideal student is ideal in his work, conduct and thought.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. abide :
2. Afraid of :
3. Attain :
4. Attentive :
5. decorum :
6. Destiny :
7. Distinguish :
8. Distract :
9. Ensure :
10. Gem :
11. Hesitation :
12. Ignorance :
13. Laurels :

14. obedient :
15. occupy :
16. spark :
17. To achieve :
18. To approach :
19. To grasp :
20. waste :

B. Answer these questions!

1. Who is an ideal student?
2. Describe briefly an ideal student's habit!
3. How does an ideal student communicate with his teacher?
4. What does an ideal student mean?
5. How does an ideal student conduct to other?
6. What is meant of ' simple living and high thinking'?

7. STUDENTS AND DISCIPLINE

Discipline means complete obedience to certain rules and regulations. It is a pivotal part for the progress of society and the development of one's personality as well. It is the most important for students.

Since a student life is a period of learning and grooming, a student needs to be sincere, dedicated, firm and focused on his goals. Discipline plays significant role in shaping his personality and molding his character.

A student needs to be very punctual to his routine. He should be very regular and sincere to his studies. He should be hard working. He should always be ready and active in various other extracurricular activities. He should remain

active and smart. He should learn how to face difficult situations and how to deal with them.

A student is the future of a country. It is he who has to take the responsibility for the country. He should be healthy and fit. Physical education is crucial for students in order to be studious and sincere in studies. A student should always be in good health and fitness. For this reason he should get up early in the morning. He should exercise everyday. He should play game of his choice daily. It is well known that a healthy body has a healthy mind. His mind will be strong and sharp only when he is physically strong, fit and healthy.

The biggest task of a student is to study. A student should be very devoted and sincere to his studies. He should be very punctual. He should know the importance of time. He should regularly do his home work. He should have an urge to learn new things. He should have respect for his teachers and elders. He should be very cooperative with his friends. He should help the needy.

Discipline demands self-control and dedication. One who cannot control himself cannot control others. He has to dedicate his individuality in the larger interest of society. Discipline is a virtue. It needs to be cultivated from early childhood. It cannot be developed overnight. It takes time and requires patience. When discipline is enforced, it fails to bring the desired result. True essence of discipline is lost when it is enforced. The man will be like a machine rather than a human being.

Student's life is the formative period of life. The foundation of adulthood is laid down during the time. The man grows with the habits and manners acquired at that time.

These things can hardly change. So a student should be much disciplined in his life. One who is disciplined raises high in life. Life of great men is examples of discipline. The great men have made mark in their lives, because they strictly follow their goals with all the earnestness and sincerity.

So, we should try to be disciplined from the early stage of life. Both at school and at home they have to follow the rules of discipline. Parents, teachers and elders have significant role to play. A student should always learn good habits. This will lead to the formation of a good society and nation as well.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Acquire :
2. An urge :
3. Childhood :
4. Cooperative:
5. Dedicate :
6. Devote :
7. Earnestness:
8. Enforce :
9. Essence :
10. Grooming :
11. Obedience :
12. Pivotal :
13. Remain :
14. Require :
15. Responsibility :
16. Shaping :
17. Sincere :

- 18. Sincerity :
- 19. Strictly :
- 20. Studious :
- 21. Virtue :

B. Answer the following question

- 1. What is a discipline?
- 2. Why must the students be discipline in all their activities?
- 3. When should the discipline be taught to our son?
- 4. Why is the physical education important for the students?
- 5. Give the example of discipline that the students must do at school!
- 6. How long should the parents teach their children in educating discipline?
- 7. Why should the students have a good habit?
- 8. *'True essence of discipline is lost when it is enforced'*. What do you think of this statement?

8. DISCIPLINE

Discipline is the right way of doing things in well behaved manner. It needs a control over the mind and body. Somebody has a natural property of self-discipline, however somebody has to develop it inside them. Discipline is the ability to control on the feeling and does the right thing at the right time as well as overcomes the weaknesses. Life without discipline is incomplete and unsuccessful. We need to follow some rules by respecting our elders and seniors.

It is a very necessary tool for everyone in every walk of life whether at home, office, playground or other places. Our daily lives would become unorganized if we did not follow the discipline. Everything in this world has discipline and is organized by the discipline. Air, water and land give us the way to live life. The whole world, country, society, community, etc would become disorganized without discipline as everything needs discipline. Discipline is the nature which exists in everything made by the nature.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Behave :
2. develop :
3. Manner :
4. Mind :
5. overcome :
6. property :
7. respecting :
8. to control :
9. unorganized:
10. weakness :

B. Answer the following questions.

1. What is discipline?
2. What is self-discipline?
3. What should we do to develop our natural property?
4. What will be happened if the people usually ignore the discipline in their life?

5. Can we state that everything in this world has discipline and is organized by the discipline? Why?

9. DISCIPLINE 2

Discipline is a code of conduct that makes our life smooth, pleasant and worth-living. Man is a social animal. Discipline is a must for the smooth development of our personalities and hence for the nation.

To enjoy our freedom, we must allow others to relish their liberty. This demands a lot of self-discipline and control.

Discipline has to be cultivated. In every walk of life, whether it is at home, playground, school, walking or in a library, discipline is a must. Discipline means a good awareness of our duties and obligations. Discipline and success are almost synonymous with each other. One cannot have even a little success without self-control.

Discipline is of fundamental importance for a student as the student's life is the beginning of a career. If a student was not disciplined, his entire life would be ruined. He will not get success in his examinations. He will not achieve anything in life. Discipline is the fundamental base of good manners. Discipline is a real ornament of a gentleman.

A disciplined student who regularly works is a model for his friends. He is punctual in going to school and obeys his teachers and elders. He is never impolite and rude. The future

of our students and the country depends on the quality of discipline they have.

A student of today is a parent and citizen of tomorrow. He helps in maintaining peace in the society. He has to show a good standard of discipline. He follows the rules of the road and leads a fruitful, and disciplined life. A school is a place where all the virtues of a good citizen can be developed in a student. It is the discipline of its citizens which makes a country really great.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. allow :
2. awareness :
3. Code :
4. Conduct :
5. cultivate :
6. demand :
7. freedom :
8. impolite :
9. maintain :
- 10.manner :
- 11.obligation :
- 12.rude :
- 13.ruin :
- 14.virtue :
- 15.worth-living :

B. Answer the following questions with your words!

1. Why is the man named a social animal?

2. What is self-discipline?
3. Where should discipline be applied? Why?
4. Why is discipline the fundamental important for the students?
5. Give an example the disciplined students' conduct to their teacher!
6. Why is the disciplined students can help maintaining peace in the society?
7. Why is a school as a good place where discipline can be developed?
8. *'It is the discipline of its citizens which makes a country really great'*. What is meant by this statement?

10. AN IDEAL TEACHER 1

Teaching is a noble profession. A teacher is a respected person. In ancient times the teacher had an honourable place next to someone's mother and father. In those days, men of wisdom with unlimited knowledge were teachers. Students used to go in search of such teachers to get educated. 'Guru' as the teachers were then called was very much respected by society. 'Guru' enjoyed a lot of respect even with the king of the land. Education was then limited to a few.

In the course of time, education was democratized. Education was open for all people irrespective of caste, class, creed or place of birth. There have been increasing needs for many schools and also for many teachers. We have now all kinds of teachers teaching from pre-primary level to the university levels. Among all the teachers, which one is an ideal teacher? All teachers may not be ideal teachers. However,

there are many ideal teachers even today. They are a class of their own.

An ideal teacher to be so called should possess a few special abilities. The students love their teacher as their hero. They would like to follow every word that the teacher says and every action that he does. The influence of such a teacher on the students is so much that whatever he says is regarded as the truth, and whatever he does is considered to be perfect.

An ideal teacher should, therefore, have a good personality and abundant knowledge. He should know the psychology of students and also their individual problems. Knowledge is ever growing and so an ideal teacher should always prepare his lesson before he enters the class.

An ideal teacher is confident in his class. His voice is clear. What he says should have clarity. If he has knowledge of allied subjects, it will also help him to teach better. He is punctual, neatly dressed and disciplined. His character is perfect and spotless.

An ideal teacher should consider himself as a parent to his students. Every student is to be looked after with affection. He should pay attention to a backward student as he does to a bright one. An ideal teacher joins his students in co-curricular and extra curricular activities too. He plays with them, sings with them and is always friendly. The students consider an ideal teacher a friend, philosopher and guide.

An ideal teacher is also sociable. His dealings with other teachers and parents are always cordial. He is happy and also makes others happy.

Teaching is a professional job. It requires technical knowledge of teaching. An ideal teacher is well trained for his job and is scientific in teaching and evaluation.

An ideal teacher is devoted to his work. Only those with an aptitude for teaching would prove to be ideal teachers. It is said that a nation's future is shaped in the classrooms, and the man who shapes it is the teacher. A school teacher is said to be worth a thousand preachers.

An ideal teacher gets credit and respect for himself, for his school and for his country. Ideal teachers are honored in our country with national awards and State awards on the Teachers' Day'.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Abundant :
2. Aptitude :
3. Backward :
4. Clarity :
5. Consider :
6. Cordial :
7. Devote :
8. Irrespective :
9. Look after :
10. Noble :
11. Possess :
12. Preacher :
13. Punctual :
14. Require :
15. Respect :

16. Sociable :
17. Spotless :
18. State awards :
19. Wisdom :
20. Worth :

B. Answer these questions with your own words!

1. Who is an ideal teacher?
2. Describe briefly the personality of an ideal teacher?
3. What should the teacher prepare before he enters the class?
4. Why must the teacher know psychology?
5. How does the teacher performs in front of the class?
6. Why do the students call an ideal teacher as 'Hero'?
7. Why does an ideal teacher master the technical knowledge of teaching?
8. What must he do to master it?

11. The Power of Knowledge

Knowledge play a vital role in all spheres of human life and activity. It is a powerful factor which helps man to attain success, power and position in life. There is no doubt that physical strength and money are instruments of power. A man who is physically strong or whose wallet is full commands power over others.

But the power of knowledge is much greater. He is, however, a thinking animal. Knowledge directs his actions and enables him to find the difference between right and wrong, good and bad. It helps him overcome his weakness and faults and face

dangers and difficulties with courage and confidence. It gives him mental, moral and spiritual advancement. Besides this, it is through knowledge that man has gained mastery over nature.

There was a day when man was in an uncivilized stage. He lived in caves and dens. He was afraid of wild animals. Gradually civilization came to human society and man acquired knowledge. With his attainment he became civilized. Now knowledge has made him a ruler over nature. He has used the force of nature for his needs. Nothing remains unknown to him.

He has become a great scientist, skilful artist, a mighty creator of things and a noble path finder of life. The advancement of civilization and culture would be impossible without knowledge. Knowledge plays an important role in the progress of art, literature, science, philosophy and religion. So knowledge is power. It has led man to progress. Mighty minds with power of knowledge can rule the minds of millions.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. Acquire :
2. Advancement :
3. Afraid of :
4. Attainment :
5. Confidence :
6. Courage :
7. Creator :
8. Culture :

9. Den :
10. Faults :
11. Force :
12. Led :
13. Noble :
14. Overcome :
15. Progress :
16. Sphere :
17. To attain :
18. Uncivilized stage:
19. wallet :
20. Weakness :

A. Answer the following questions with your words!

1. How can knowledge help human attain success, power and position in life?
2. Which one is more powerful knowledge or physical strength and money? Why?
3. Do you agree that a man is named 'a thinking animal'? Why?
4. How can knowledge help human in life?
5. Mention some advantages of the knowledgeable people!
6. Describe the man living in ancient era without knowledge?
7. Can we state that civilization and culture cannot be built without knowledge? Why?
8. Explain that knowledge is power!

12. THE IMPORTANT OF SCIENCE

The present era is the era of science. Science has undoubtedly done a great service to mankind. Man, a rational humanbeing, has been curious to explore mysteries of nature and this led to many discoveries being made in various parts of the world. But he is never satisfied with the acquired knowledge and is always keen to unravel the mysteries of the universe. He has conquered land and air. His incredible lust for knowledge has revolutionised human life and raised the standard of life. He was able to invent innumerable ways of making his life comfortable and happy. Every sphere of life has been revolutionised by science.

There have been numerous inventions. One of the greatest inventions is the invention of medicine. There has been a series of tests carried out using animals as subjects and various medicines have been tried out on these animals to check their efficacy. Many fatal diseases can now be cured because we have the drugs to fight those diseases. They have reduced the rate of infant mortality and increased life expectancy. Before these inventions millions of people died from lack of medical care.

Science has given us a lot of machines that have made our lives very comfortable. Buses, cars, sewing machines, mixer, grinders, etc. are all machines that are used every day by us and the discovery of electricity has made it possible for us to change night into day and summer into comfortable cool conditions.

It is now easy to cultivate fields as we have tractors. New forms of irrigation are now being employed. It is easier to

protect the crops because of the use of various chemicals and pesticides. Even mosquitoes can be driven away on account of the discoveries made through science.

It has enabled man to entertain himself in many ways. TV, radio, video and the cinema are all popular means of entertainment. Besides entertainment they educate the masses. Today computer has made life even easier for us. The press, a means of communication, etc. have improved because of science and its gifts for us.

A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.

1. carry out :
2. comfortable :
3. Conquer :
4. cultivate :
5. Curious :
6. Discovery :
7. disease :
8. gift :
9. Great :
10. Incredible :
11. infant mortality :
12. Innumerable :
13. invention :
14. lack of :
15. Mankind :
16. reduce :
17. revolutionise :

- 18. Satisfied :
- 19. Undoubtedly :
- 20. Unravelle :

A. Answer the following questions with your words!

- 1. Can we state that we are in a science era?
- 2. Where can you see the effects of science?
- 3. Mention some inventions that help human life better!
- 4. How can science serve human in life?
- 5. Give some example of inventions that help human getting comfortable life!
- 6. Describe the farmers' activities for cultivating the field in modern era!
- 7. What are the advantages of the inventions likes TV, radio, mobile phone etc?
- 8. How can man make science as a blessing?
- 9. What can science make our world?
- 10. What are the problems created by modern science?

13. READING IS A GOOD HABIT

Reading daily is one of the best habits one can possess. It develops your imagination and provides you with fortune of knowledge. Books are your best friend is rightly said as reading helps build up your confidence and uplifts your mood. Once you start reading, you experience a wholly new world.

When you develop the habit of reading you eventually get addicted to it. Reading can help you grow and give a new perspective on life. Good books can influence you positively

and guide you to the right direction in life. The more you read the more you fall in love with reading. Reading develops language skills and vocabulary. Reading books is also a way to relax and relieve stress.

Reading increases creativity and enhances your understanding of life. Reading also inspires you to write and you can fall in love with writing as well. If we want to get used to good habits in life then reading should definitely be on the top of our list. It plays a vital role in the optimistic growth and development of a person.

Reading leads to self-improvement. The pleasure of reading cannot be expressed in words. One needs to read to experience the joy of reading.

- A. Give the meaning of each word or phrase as it is used in the passage, then put it in a complete sentence.
1. Addicted :
 2. Build up :
 3. definitely :
 4. Eventually :
 5. Fortune :
 6. Imagination :
 7. Increase :
 8. Inspire :
 9. lead :
 10. Posses :
 11. Provide :
 12. Relieve :
 13. self-Improvement :

14. to get used :

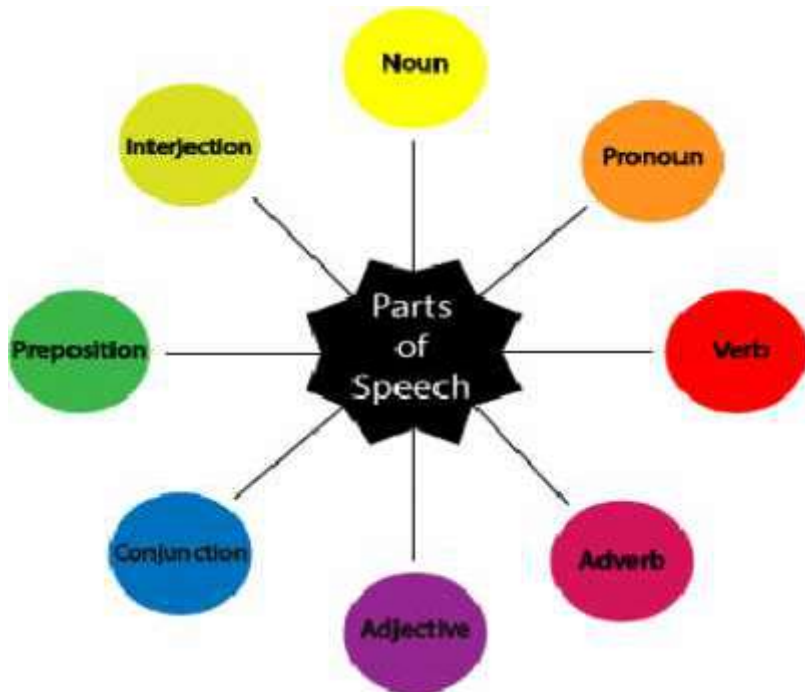
15. Uplift :

B. Answer the following questions.

1. Is reading the best habit for everyone? Why?
2. What does a book provide to the readers?
3. What does a book offer to the readers?
4. Describe how a book gives some better changes to humanbeing?
5. Can a reading activity inspire the readers to write? Why?

SECTION B

Part of Speech



1. Noun

This part of a speech refers to words that are used to name persons, things, animals, places, ideas, or events.

There are different types of nouns namely:

- **Proper**– proper nouns always start with a capital letter and refers to specific names of persons, places, or things.
Examples: Volkswagen Beetle, Shakey’s Pizza, Game of Thrones
- **Common**– common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.
Examples: car, pizza parlor, TV series
- **Concrete**– this kind refers to nouns which you can perceive through your five senses.
Examples: folder, sand, board
- **Abstract**- unlike concrete nouns, abstract nouns are those which you can’t perceive through your five senses.
Examples: happiness, grudge, bravery
- **Count**- it refers to anything that is countable, and has a singular and plural form.
Examples: kitten, video, ball
- **Mass**– this is the opposite of count nouns. Mass nouns are also called non-countable nouns, and they need to have “counters” to quantify them.
Examples of Counters: kilo, cup, meter
Examples of Mass Nouns: rice, flour, garter
- **Collective**– refers to a group of persons, animals, or things.

Example: faculty (group of teachers), class (group of students), pride (group of lions)

Examples of sentences containing nouns:

1. **Tom Hanks** is very famous.
2. That is his **car**.
3. I am lying on the **sand**.
4. His **bravery** amazed everyone.
5. Three **students** will join the competition.
6. We need two **bottles** of **water**.
7. **The class** will start at 7 am.

2. Pronoun

A pronoun is a part of a speech which functions as a replacement for a noun.

SUBJECT	OBJECT	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
I	me	my	mine
You	you	your	yours
We	us	our	ours
They	them	their	theirs
He	him	his	his
She	her	her	hers
It	it	its	its

Examples of sentences containing pronouns:

1. **You** can sit there.
2. I know John. I was with **him** in high school.
3. I put **my** money in the bank.
4. Those seats are not theirs. They are **ours**.

3. Adjective

This part of a speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns.

Evaluation/ Opinion	Size/Shape/ Condition	Age/ Period	Color/ Pattern	Origin/ Material	Type/ Function	Noun
Modern	full-equipped		blue		multi-purpose	room
	square		striped	Chinese	1st class	cloth
fascinating		five-year-old		German		boy

Examples of sentences containing adjectives:

1. The car looks **luxurious**.
2. He gave me a **beautiful soft silk** scarf.
3. That **strong ancient red-brick** building was built in 1800s.

4. Verb

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being of the subject (to be) in a sentence. Verb should be adjusted to the tense used in the sentence.

	Infinitive	Past	Past Participle
Regular Verbs	stop	stopped	stopped
Irregular Verbs	go	went	gone

To be present	To be past	To be present perfect	To be past perfect
is	was	has been	had been
am	was	have been	had been
are	were	have been	had been

EXERCISES

❖ NOUNS

Underline the nouns in the following sentences.

- 1) The house is in Africa.
- 2) The car is old and is missing one door.
- 3) When will the bus arrive?
- 4) Excitement is in the air.
- 5) Yesterday was the coldest day of the year.
- 6) Happiness is the best feeling.
- 7) Tim, Joe, and Anton are my best friends.
- 8) Evolution is part of nature.
- 9) My brother is a major league baseball player.
- 10) Is it time to go yet?

Now make your own sentences using nouns.

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....

❖ PRONOUNS

Choose the right pronoun to correctly finish this sentence:

1. _____ need to follow me closely.

- A)You
- B)He
- C)She
- D)It

2.Lewis, Luke and Thomas were cross because _____ had waited ages for the bus.

- A)them
- B)he
- C)they
- D)it

3.Palvinder watched the children carefully as _____ crossed the road.

- A)them
- B)him
- C)they
- D)us

4. Hold the bag please while I put the shopping in _____ .

A) him

B) it

C) she

D) I

5. Melanie and I are going soon so you can come with _____ .

A) we

B) them

C) they

D) us

6. Thank you for collecting _____ .

A) me

B) he

C) she

D) they

7. I wonder why Geoff rushed off. Did you upset _____ ?

A) he

B) him

C) we

D) they

8. _____ hope those flowers are for me.

- A)We
- B)Them
- C)I
- D)Him

9.Open the door. It's _____ .

- A)I
- B)they
- C)me
- D)she

10.Sarah wanted Lisa to follow _____.

- A)she
- B)they
- C)I
- D)her

❖ ADJECTIVES

Choose the response that sounds more natural:

1. He's a _____ doctor.

- a) young charming
- b) charming young

2. I plan on wearing my _____ coat.

- a) long black
- b) black long

3. This is a _____ painting from the 18th century.

a) French well-known

b) well-known French

4. She was wearing a _____ dress.

a) green beautiful

b) beautiful green

5. The _____ bird! I'm going to help it!

a) poor little

b) little poor

The Alien from Zarg

The * alien got down from his * spaceship eagerly. The * alien looked around but could not see anything. The ship had created a * dust cloud on the ground as it landed and this was now making visibility difficult. Slowly the * dust settled and he began to see where he was. Hundreds of * * trees appeared slowly and it soon became clear he was near a * forest. As he was green too he felt at home.

He began to walk through the * trees and smell the * * air. He felt glad to be alive. Surely this the most * planet he had ever visited. After a few minutes he came to a * * lake where he looked at his * reflection in the * water. He had never seen himself before. He jumped back, frightened.

“Who was this stranger?” he thought to himself. He felt some of the * water in his hand. It felt strange to the touch. This was nothing like he was used to back home on planet Zarg.

Possible adjectives you might use: *green, bright, sparkling, ugly, huge, brown, tall, massive, beautiful, clean, fresh, crystal clear, strange, cold.*

❖ VERBS

Circle the verbs in the text.

Computers

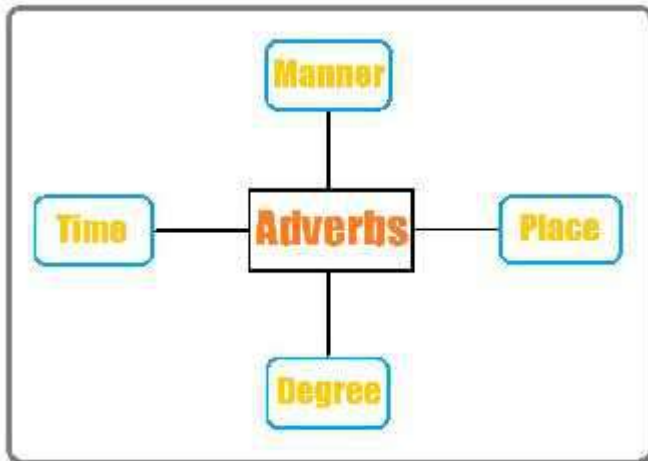
A computer is a programmable machine designed to automatically carry out a sequence of arithmetic or logical operations. The first use of the word "computer" was recorded in 1613, referring to a person who carried out calculations, or computations, and the word continued with the same meaning until the middle of the 20th century. From the end of the 19th century the word began to take on its more familiar meaning, a machine that carries out computations

In the beginning, computers were as big as a large room. It is only later that they have become smaller and smaller, accessible to anyone. This has given way to personal computers. Later developers created new applications to help users perform many things from word processing to image editing. A large scale of programs, some free and others costly, have opened new horizons in information technology.

Now computers have noticeable impact on social relations. They have enabled entirely new forms of social interaction, activities, and organizing. With the Internet, working with computers has become part of our daily lives thanks to its basic features such as widespread usability and access. In addition to face to face communication that characterized humans for centuries, a new form of virtual communication has become more predominant.

❖ ADVERB

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.



The different types of adverbs are:

- **Adverb of Manner**- this refers to how something happens or how an action is done.
Example: Annie *danced* gracefully.
The word “gracefully” tells how Annie *danced*.
- **Adverb of Time**- this states “when” something happens or “when” it is done.
Example: She came *yesterday*.
The italicized word tells when she “came.”
- **Adverb of Place**- this tells something about “where” something happens or “where” something is done.
Example: Of course, I looked everywhere!
The adverb “everywhere” tells where I “looked.”
- **Adverb of Degree**- this states the intensity or the degree to which a specific thing happens or is done.
Example: The child is *very* talented.
The italicized adverb answers the question, “To what degree is the child talented?”

Examples of sentences containing Adverbs:

1. John did his test **well**.
2. I bought it **last week**.
3. There are some interesting places to visit **in Lombok**.
4. The price now is **slightly** expensive.

Adverbs of time

points of time	frequency	frequency	relationships in time
----------------	-----------	-----------	-----------------------

(definite)	(definite)	(indefinite)	(indefinite)
<ul style="list-style-type: none"> • now • then • today • tomorrow • tonight • yesterday 	<ul style="list-style-type: none"> • annually • daily • fortnightly • hourly • monthly • nightly • quarterly • weekly • yearly 	<ul style="list-style-type: none"> • always • constantly • ever • frequently • generally • infrequently • never • normally • occasionally • often • rarely • regularly • seldom • sometimes • regularly • usually 	<ul style="list-style-type: none"> • already • before • early • earlier • eventually • finally • first • formerly • just • last • late • later • lately • next • previously • recently • since • soon • still • yet

Adverbs of Place List

about	downstairs	on
above	east (etc)	out
abroad	elsewhere	outside
anywhere	far	over
away	here	there
back	in	towards
backwards (<i>also</i>	indoors	under
backward)	inside	up
behind	near	upstairs
below	nearby	where
down	off	

❖ PRONOUN

This part of a speech basically refers to words that specify location or a location in time.

Prepositions of place: at (smaller scope, street & number), in (larger scope), on (street), under, across, in front of, beside, near, next to.

Prepositions of time: at (clock, night), in (months, years, the morning/afternoon/evening), on (days, date)

❖ **Conjunction**

The conjunction is a part of a speech which joins words, phrases, or clauses together. Conjunctions consist of *and, yet, but, for, nor, or, and so*

Examples of sentences of Conjunctions:

1. Pizza **and** burgers are my favorite snacks.
2. Cassandra felt so tired, **so** she went home.
3. He was ill **yet** went to the school.
4. You can go with me **or** stay at home with her.
5. That house is small **but** very nice.

❖ **Interjection**

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

Examples of sentences containing Interjections:

1. **Ouch!** That must have hurt.
2. **Hurray,** we won!
3. **Hey!** I said enough!

EXERCISES

ADVERBS

Circle any adverbs in the sentences.

1. Mr. Star neatly painted his house.
2. Beth usually goes to the store on Saturday.
3. Where will you come here to visit us?
4. The exam was quite difficult.
5. Olivia immediately came to the rescue.
6. Kaylee often reads books about vampires.
7. The puppy was running around.
8. Yesterday, I visited her at the hospital.
9. At eight o'clock, we walked upstairs.
10. Today is very hot. I am so thirsty.

PREPOSITIONS

Fill in the blanks with the prepositions: on, in, at, about, by, of (one preposition may be used more than once)

1. She learned Russian _____ the age of 45.
2. The book was written _____ Mark Twain.
3. I'll show you the picture _____ the palace.
4. We can only get to the camp _____ foot.
5. He reminds me _____ his old history teacher.
6. What are you talking _____ ?
7. _____ the end of next year we will have made over £100,000.
8. She always gets up early _____ the morning and goes to bed late

_____ night.

9. I went to work _____ Tuesday but I didn't go _____ Friday.

10. You'll have to wait. He'll be with you _____ a minute.

CONJUNCTION

Determine the logical relationship between the clauses in the following sentences and write an appropriate coordinating conjunction in the blank.

1. We must hurry, _____ we'll miss the bus.

2. We went to class, _____ the teacher was not there.

3. John was injured during practice yesterday, _____ he will not play in the game today.

4. The house was cold when we awoke, _____ the oil burner had stopped during the night.

5. We heard the assignment, _____ we didn't understand it.

6. My throat began to hurt, _____ I decided to consult a doctor.

7. We played tennis in the afternoon, _____ we went to the Bull's game that night.

8. The police had raided the club, _____ someone had reported the sale of the illegal drugs.

9. Pearl wanted to get to school on time, _____ she had neglected to set the alarm.

10. Peter was watching television, _____ Mary was talking on the telephone.

PRESENT SIMPLE v.s. *PRESENT PROGRESSIVE*

CONVERSATION

Where do you work?

Listen and practice.

Jason: Where do you work, Andrea?

Andrea: I work at Thomas Cook Travel.

Jason: O, really? What do you do there?

Andrea: I'm a guide. I take people on tours to countries in South America, like Peru.

Jason: How interesting!

Andrea: Yes, It's great job. I love it. And what do you do?

Jason: I'm a student, and I have a part-time job, too.

Andrea: Oh? Where do you work?

Jason: In a fast-food restaurant.

Andrea: Which restaurant?

Jason: Hamburger Heaven.

Simple present W- h questions and statements

What do you do?

part-time job

Where do you work?

Where do you go to school
Texas.

Where does Andrea work?
Cook Travel.

I'm a student, and I **have**

I **work** at/in a restaurant.

I **go** to the University of

She **works** at Thomas

What does she do?
people on tours.

She's a guide. She takes

How does she like it?

She **loves** it

VIDEO

1. *Simple Present Tense*: We use the simple to talk about things in general. We use it to say that something happens all the time or repeatedly.

Formula : Positive (+)

S + Verb1 + s / es + O + Complement (+)
--

He *eats* rice *everyday* +

We *study* English *twice a week* +

Formative: Negative (-)

S + <i>do not</i> / <i>does not</i> + Verb1 + O + Complement (-)

He *does not* eat rice *everyday* (-)

We *do not* study English *twice a week* (-)

Formative: Interrogative (?)

Do / Does + S + Verb 1 + O + Complement (?)

Does he *eat* rice *everyday* ?

Do we *study* English *twice a week*?

I / You / We / They

He / She / It

Work

works

Take

takes

Study

studies

Teach	teaches
Do	does
Go	goes
Have	has

She/ He/ It + does

They/ We/ I/ You + Do

Adverb of time:

Usually	Sometimes	Generally
Never	Ever	Seldom
Always	Rarely	Often
Hardly		

Every day/ morning/ week/ month/ year

Complete these conversations. Then practice with a partner.

1.A: What do you do ?

B: I'm a full-time student. I study the violin.

A: And Do youto school ?

B: I to the New York School of Music.

A: Wow! do you like your classes ?

B: I Them a lot.

2.A: What Tanya do?

B: She's a teacher. She An art class at a school in Denver.

A: And What about Ryan? Where He work?

B: He For a big computer company in San Francisco.

A: does he do, exactly?

B: He's a Web-site designer. He Fantastic Web sites.

Complete the sentences with the present tense simple.

1. My parents often westerns. (watch)
2. They hungry. (be)
3. Mum all the dirty clothes. (wash)
4. Peter got a brother. (have)
5. Dad a new plasma TV. (buy)
6. The boys football. (play)
7. In summer it hot. (be)
8. I good at school. (be)
9. On Friday we always our piano lesson. (have)
10. Mary her homework. (do)
11. Richard TV. (watch)
12. I big cities. (like)
13. He in the library. (study)
14. She always to work at 7. (go)
15. Bill and Tom sometimes to London. (drive)

PRESENT PROGRESIVE

CONVERSATION Asking about families

A Listen and practice.

Rita: Tell me about your brother and sister, Sue.

Sue: Well, my sister works for the government.

Rita: Oh, what does she do?

Sue: I'm not sure. She's working on a very secret project right now.

Rita: Wow! And what about your brother?

Sue: He's a wildlife photographer.

Rita: What an interesting family! Can I meet them?

Sue: Uh, no. My sister's away. She's not working in the United States this month.

Rita: And your brother?

Sue: He's traveling in the The Amazon.

Present continuous

Are you living at home now? No, I'm not	Yes, I am
Is your sister working for the government? No, she's not. / No, She isn't	Yes, she is
Are Ed and Jill going to college this year? are. No, they're not. / No, They aren't.	Yes, They
Where are you working now? working. I need a job.	I'm not
What is your brother doing this days? traveling in the Amazon	He's
Who are you parents visiting this week? visiting my grandmother	They're

VIDEO

Simple Present progressive = We use the continuous for things happening at or around the time of speaking.

Formula: Positive (+)

S+Is/ am/ are+Verb 1+ ing+ O + Complement (+)

He is eating rice now (+)

We *are studying* English *at the moment* (+)

Formula: Negative (-)

S + **Is / am / are** + **not** + **Verb 1 + ing** + O (-)

He is *not eating* rice *now* (-)

We are *not studying* English *at the moment* (-)

Formula: Interrogative (?)

Is / am / are + S + **Verb 1 + ing** + O (?)

Is he *eating* rice *now* (?)

Are we *studying* English *at the moment* (?)

She/ he/ it + is

I + am.

They/ we/ you + are

Adverb of time:

Now

At the moment

At the present

At this time

Today

Look!

Listen

A. Complete these phone conversations using the present continuous.

1. A: Hi, Stephanie. What You (do)?

B: Hey, Mark. I (stand) in an elevator, and it's stuck!

A: Oh, no! Are you OK?

B: Yeah. I - ! wait! It (move) now. Thank goodness!

2. A: Marci, how you and Justin (enjoy) your shopping trip?

B: We (have) a lot of fun.

A: Your brother (spend) a lot of money?

B: No, Mom. He (buy) only one or two things.

That's all!

Fill in the present progressive. Use the verbs in brackets.

He often buys a new notebook. Look, he **is buying** a notebook again.

1. He usually goes to school. Look, he to school!

2. He often drinks a coffee. Look, he a coffee!

3. I swim every day. Look, I !

4. She washes her hair every day. Look, she her hair!

5. The cat always drinks its milk. Look, it its milk!

6. We sometimes dance in the living room. Look, we in the living room!

7. They usually run to church. Look, they to church!

8. You often write emails. Now, you an email.

9. Mother cooks in the kitchen every day. Right now, mother in the kitchen.

10. The monkey eats bananas. Look, the monkey a banana!

11. In the afternoon we never watch TV. We at the moment.

12. They sometimes have breakfast. Look, they their breakfast!

13. Father usually drives a big car. At the moment father a little red car.

14. The penguin swims very well. Look, the two little penguins

15. The children always have their breakfast. The children their breakfast now.

1 PAST SIMPLE *v.s.* PAST PROGRESSIVE

CONVERSATION

Did you do anything special?

Listen and practice.

Rick: So, what did you do last weekend, Meg?

Meg: Oh, I had great time. I went to karaoke bar and sang with some friends on Saturday.

Rick: That sounds like fun. Did you go to Lucy's?

Meg: No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?

Rick: No, I didn't go anywhere all weekend. I just stayed home and studied for today's Spanish test.

Meg: Our Spanish test is today? I forgot all about that!

Rick: Don't worry. You always get an A

Simple past:

Did you **work** on Saturday?
on Saturday?

What **did** you **do**

Yes, I **did**. I **worked** all day
and **studied** for a test.

He **stayed** home

No, I **didn't**. I **didn't work** at all.

Did you **go** anywhere last weekend?

Yes, I did. I went to the movies
spend her weekend?

How **did** Meg

No, I **didn't**. I **didn't** go anywhere.

She **went** to a

karaoke bar and **sang** with some friends

2.Simple Past Tense : We use simple past for a completed action that happened at one specific time in the past.

formula: Positive (+)

S + **Verb2** + O + Complement (+)

He *ate* rice *last night* (+)

We *studied* English *yesterday* (+)

formula: Negative (-)

S + **did not** + **Verb1** + O + Complement (-)

He *did not eat* rice *last night* (-)

We *did not study* English *yesterday* (-)

formula: Interrogative (?)

Did + S + **Verb 1** + O + Complement (?)

Did he *eat* rice *last night* (?)

Did we *study* english *yesterday* (?)

Adverb of time:

Ten minutes ago

An hour ago

This morning

Last night

Yesterday

Two days ago

Last Monday/ week/ month/ year

The day before yesterday

VIDEO

A. Complete these conversations. Then practice with a partner.

- A: you(stay) home on Saturday?
B: No, I (call) my friend. We (drive) to a cafe for lunch.
- A: How You(spend) your last birthday?
B: I (have) a party. Everyone (enjoy) it, but the neighbors(not like) the noise.
- A: What You(do) last night?
B: I(go) to the new Jim Carrey film. I..... (love) it.
- A: you (do) anything special over the weekend?
B: Yes, I I (go) shopping. Unfortunately, I (spend) all my money. Now I'm broke!
- A:you(go) out on Friday night?
B: No, I I(invite) friends over, and I (cook) dinner for them.

Complete these sentences. Use the verbs below!

clean - die - enjoy - end - happen - live - open - play - rain - repair - start - stay - want - watch

- Yesterday evening I TV.
- I only my teeth four times last week.
- Bruce his mountain bike yesterday evening.
- The concert last night at 7.30 and at 10 o'clock.

5. The accident last Sunday afternoon.
6. When I was a child I to be a lawyer.
7. Mozart from 1756 to 1791.
8. We our holiday last week.
9. Today the weather is nice, but yesterday it
10. It was hot in the room, so I the window.
11. The weather was good yesterday afternoon, so we
..... tennis.
12. William Shakespeare in 1616.

PAST PROGRESSIVE TENSE

PRESPECTIVES It happened to me !

Listen to what happened to these people. Check (V) the things that have happened to you.

“I was watching a really good movie, but I fell asleep before the end.”

“I was working at a boring job when someone offered me a much better one.”

“While I was shopping one day, a celebrity walked into the store.”

“I was traveling in another country when I met an old school friend.”

“While I was waiting in line, a TV reporter asked to interview me for the news!

“I was getting off a bus when I slipped and fell in some mud.”

“While I was walking down the street, I found a wallet full of money.”

Past continuous vs. simple past:

Use the past continuous for an action in progress in the past.

Use the simple past for a completed action.

I was watching a good movie, _____ but I fell asleep before the end.

I was working a boring job _____ someone offered me a much better one.

_____ I was shopping one day, a celebrity walked into the store

VIDEO

I. Past Progressive: We use simple past continuous to indicate an action which was occurring in the past and was interrupted by another action or An action which was occurring at some specific time in the past.

Formula: Positive (+)

S + was / were + Verb 1+ ing + O + ket (+)
--

He *was eating* rice when you *called* him *lastnight* (+)

We *were studying* English *at 10 yesterday* (+)

Formula: Negative (-)

S + was / were + not + V1+ ing + O + when S + V2 + O (-)
--

He *was not eating* rice when you *called* him (-)

We *were not studying* English *at 10 yesterday* (-)

Formula: Interrogative (?)

Was / Were + S + V1 + ing + O when S + V 2 + O ?

Was he *eating* rice when you *called* him (?)

Were you *studying* English *at 10 yesterday* (?)

Adverb of time:

At 7 last night

At 10 yesterday

At 12 yesterday
yesterday

At this time

By this time two days ago

Complete these sentences. Then compare with a partner.

1. My brother (snowboard) when he(break) his leg in several places.
2. Several years ago, I(have) problems with math, so I (find) a tutor to help me.
3. The couple (have) their first child when they (live) in a tiny apartment.
4. While I (drive) in Ireland a few years ago, I (realized) I was on the wrong side of the road!
5. Ulrike (read) a good book, but someone (tell) her the ending.

Complete the sentences with the past progressive.

1. The girls (play) cards.
2. Greg (look) for his wallet.
3. Mr. Miller (not wash) his car.
4. Susan (do) her homework.
5. They (not play) football yesterday afternoon.

6. I (wait) for her in the park.
7. Carol and I (have) dinner when he arrived.
8. We (play) the guitar when she entered.
9. Tom (not swim) in the pool.
10. The boys (cycle) home from school.
11. She (work) in her office.
12. I (not learn) the new words.
13. Ann (lie) on the beach.
14. We (sit) on the bench for a long time.
15. He (phone) his aunt.

Write down the past progressive of the verbs in brackets.

1. We (write) the essay together.
2. Frank (prepare) breakfast.
3. Mrs. Summers (not listen) to him.
4. Daniel (do) the shopping.
5. They (not read) the book.
6. I (have) a shower.
7. He (not watch) TV.
8. We (swim) in the sea.
9. Tom and I (visit) the castle.
10. The sun (shine).
11. She (clean) the windows.
12. I (show) them most of the sights.
13. Ann (not take) a lot of photos.
14. We (play) volleyball on the beach.
15. They (talk) to their neighbors.

Constructions

I've = I have he's = he has we're = we have haven't =
have not you've = you have she's = she has they've
= they have hasn't = has not it's = it has

VIDEO

Simple Present Perfect tense:

An action that happened at an indefinite time in the past.

An action that happened more than once in the past.

An action that began in the past and is still occurring in the present.

Formula: Positive (+)

S + Has / Have + Verb 3 + O + Complement (+)
--

He *has* already *eaten* rice (+)

We *have studied* English *since last month* (+)

Formula: Negative (-)

S + Has / Have + not + Verb 3 + O + Complement (-)

He *has not* *eaten* rice *yet* (-)

We *have not studied* English *since last month* (-)

Rumus: Interrogative (?)

Has / Have + S + Verb 3 + O + Complement (?)
--

Has he *eaten* rice *yet* (?)

Have we *studied* English *last month* (?)

She/ He/ It + Has. They/ We/ I/ You + have

Adverb of time:

Since For Already Yet Up
to now

A. Complete the conversations using the present perfect. Then practice with a partner.

1.A: Have you done much exercise this week? (do)

B: Yes, I Already To aerobics class four times. (be)

2.A:you Any sports this month? (play)

B: No. I the time. (have)

3.A: How many movies You to this month? (be)

B: Actually, I Any yet. (see)

4.A:you To any interesting parties recently? (be)

B: No, I to any parties for quite a while. (go)

5.A: you.....any friends today? (call)

B: Yes, Ialready three calls. (make)

6.A: How many times youout to eat this week? (go)

B: I at fast-food restaurants a couple of times. (eat)

B. Complete the following sentences with the correct present perfect forms.

1. Mrs. Snow a fantastic cake. (make)

2. Debbie a new bike. (buy)

3. I my little dog yet. (not feed)

4. Sally and Jenny a new CD player. (get)

5. Chris wood for a raft. (not find)
6. The pupils their homework. (not do)
7. Nick can't play football today. He an accident with his bike. (have)
8. Liz her homework yet. (not finish)
9. Julia to school today? (be)
10. What you for lunch today, Mum? (make)
11. Bill his cage, but he the dishes yet. (tidy up, not wash)
12. Sandra a lot of things for her birthday party, but she the cakes yet. (buy, not make)

PAST PERFECT TENSE

A: How come you didn't go to the movie last weekend?

B: We didn't want to. We had just gone to a movie the weekend before.

A: How was it?

B: It was very interesting. I had never seen a science fiction movie before.

A: Did you get to the theater on time?

B: No. Unfortunately, by the time we got to the theater, the movie had already begun.

2.

A: Why didn't Maria want to take a Level 6 English Class last semester?

B: Because she had taken a Level 6 English Class the semester before.

A: Had she completely finished the textbook?

B: Yes, and she had memorized most of the conversations.

A: But I heard she didn't pass the final exam.

B: That's right. By the time she got to the exam, it had already started.

3.

A: You were in Level 7 last semester, weren't you?

B: Yes, but I had never studied English in a language lab before.

A: Sylvia has lived in San Francisco for several years, hasn't she?

B: Yes, she has. But there are a lot of places she's never visited.

A: She visited Mission Dolores last week, didn't she?

B: Yes, she did. And she had never visited Mission Dolores before.

VIDEO

Past perfect tense : An action that happened before another action in the past; there usually are two actions in the sentence.

Formula: Positive (+)

S + had + V3 + O before S + V2 + O (+)
--

John had watched TV before he slept last night (+)

Formula: Negative (-)

S + had + not + V3 + O before S + V2 + O (-)
--

John had not watched TV before he slept last night (-)

Formula: Interrogative (?)

Had + S + V3 + O before s + V2 + O ?

Had John watched TV before he slept last night (?)

Formula: positive (+)

S + v2 + O after S + had + V3 + O

He slept last night after he had watched TV.

Adverb of time:

Before, after, and when

I.

A: Did Mr. Burns enjoy the dinner party last night?

B: Yes, he did. He hadn't been to a dinner party in a long time.

A: He's usually late for parties. Was he on time last night?

B: No, as usual, he was about a half hour late. By the time he got to the dinner party, most of the food had already been eaten.

A: If he had been on time, he wouldn't have missed any of the dishes.

B: Yes, and if he hadn't missed the bus, he would have been on time.

II.

A: Were Mr. and Mrs. Jenkins prepared for their vacation?

B: They thought they had prepared very well, but they had a

problem.

A: Why? What happened?

B: They had packed their suitcases several days ahead of time.

A: Had they purchased traveler's check at the bank?

B: Yes. They had even asked their neighbor to water their plants.

A: So, what was the problem?

B: When they arrived at the airport, they realized they had forgotten to bring their plane tickets with them.

III.

A: Have you heard about Wally? It's terrible news.

B: I haven't heard. What happened to Wally?

A: He lost two thousand dollars in the stock market last week.

B: Two thousand dollars? That's a lot of cash.

A: Yes. He invested in stocks, and he had never invested in anything before.

B: Well, I hope next time, he'll consult a financial advisor before he blows his nest egg.

1. After Fred (*to spend*) his holiday in Italy he (*to want*) to learn Italian.
2. July (*to phone*) Dad at work before she (*to leave*) for her trip.
3. Susan (*to turn on*) the radio after she (*to wash*) the dishes.
4. When she (*to arrive*) the match already..... (*to start*).

5. After the man..... (*to come*) home he (*to feed*) the cat.
6. Before he..... (*to sing*) a song he..... (*to play*) the guitar.
7. She (*to watch*) a video after the children (*to go*) to bed.
8. After Eric (*to make*) breakfast he (*to phone*) his friend.
9. I (*to be*) very tired because I (*to study*) too much.
10. They (*to ride*) their bikes before they (*to meet*) their friends.

Fill in past simple or past perfect simple.

1. After they (see) the Tower, they (go) to Westminster Abbey.
2. He (ask) me which animals I (see) in Africa.
3. After Columbus (discover) America, he (return) to Spain.
4. Before they..... (move) to Liverpool, they..... (sell) everything.
5. After he (work) very hard, he (fall) ill.
6. She (open) the box after she (find) the key.
7. They (go) to a restaurant after they (sail).
8. Before they (start) the party, they (invite) some friends.
9. After she wash) the curtains, she (clean)

the windows.

10. They (go) for a sightseeing tour after the bus..... (arrive).

11. Before he (mow) the lawn, he (pick) some roses.

12. After he (finish) school, he (work) for a magazine.

13. They (drink) a cup of tea after they (finish) lunch.

14. He (ask) me for her telephone number before he (phone) her.

15. My sister (eat) all the chocolate before my parents (come) home.

UNIT
MODALS

Read the dialogue below!

Thomas : Can you tell me a little about Mexico City?

Elena : Sure I can. What would you like to know?

Thomas : Well, what's a good time to visit?

Elena : I think you can go anytime. The weather is always good.

Thomas : Oh, good! And what should I see there?

Elena : Well, you should definitely visit the National Museum and go to the Palace of Fine Arts.

Thomas : And what else?

Elena : Oh, you shouldn't miss the Pyramid of the Sun. It's very interesting. Where are you from again, Thomas?

Thomas : I'm from Toronto, Canada.

Elena : Oh! I've always wanted to go there. What's it like? What can you do there?

Thomas : Well, there's a lot to do. But visitors should definitely spend more time in the museums. The museums there are great!

Look at the table and complete these dialogues below using can, can't, should, or shouldn't!

Modal verbs: can & should

<p><i>can</i> (ask for advice)</p>	<p>What <i>can</i> I do in Mexico City? You <i>can</i> see the Palace of Fine Arts. You <i>can't</i> visit some museums on Mondays.</p>
<p><i>should</i> (give advice)</p>	<p>What <i>should</i> I see there? You <i>should</i> visit the National Museum. You <i>shouldn't</i> miss the Pyramid of the Sun.</p>

1. A : I.....decide where to go on my vacation.
B : You.....go to India. It's my favorite place to visit.
2. A : I'm planning to go to Bogota next year.
When do you think Igo?
B : You.....go anytime. The weather is nice all year.
3. A :I rent a car when I arrive in Cairo?
What do you recommend?
B : No, you.....defenitely use the subway. It's fast and effecient.
4. A : Where.....I get some nice jewerly in Bangkok?
B : You.....miss the weekend market.
It's the best place for bargains.
5. A : What.....I see from Eiffel Tower?
B : You.....see all of Paris, but in bad weather

you.....see anything.

Look at the table and complete these dialogues below using can, could, may, have, try, suggest, or should!

Modal verbs: can, could, may

<i>can, could, may</i> (requests & suggestions)	Can/May I help you? Can I have a box of cough drops? Could I have something for a cough? May I have a bottle of aspirin?
--	---

- A :I help you?
B : Yes,.....I have something for itchy eyes?
C : Sure. I a bottle of eyes drops.
- A : What do you for sore muscles?
B : You.....try this ointment. It's excellent.
C : OK. I'll take it.
- A :I have a box of bandages, please?
B : Here you are.
A : And what do youfor insomnia?
B :some of this herbal tea. It's very relaxing.
A : OK. Thanks.

Has anyone visited an interesting city in Indonesia? Find out more about it. Start like and ask questions like the ones below!

A : I visited Yogya once.

B : Really? What's the best time of year to visit?

A : You can go anytime. I went in July.

B : What's the weather like then?

- What's the best time of year to visit?
- What's the weather like then?
- What should tourists see and do there?
- What special foods can we eat?
- What's the shopping like?
- What things should people buy?
- What places should people visit?
- What things shouldn't people do?
- What else can visitors do there?
- What else can't do there?

Write down a short note/tips about someone can do and can't do in a city or certain place using modals.

SUPPLEMENTARY MATERIALS

A modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

- can/could/be able to
- may/might
- shall/should
- must/have to
- will/would

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

1. Ability/Lack of Ability:

Present and Future:

can/can't + base form of the verb

Tom **can write** poetry very well.

I **can help** you with that next week.

Lisa **can't** speak French.

am / is / are / will be + able to + base form of the verb

am not/ isn't / aren't/ won't be + able to + base form of the verb

Mike **is able to solve** complicated math equations

The support team **will be able to help** you in about ten minutes.

I **won't be able to visit** you next summer.

Past:

could / couldn't + base form of the verb

When I was a child I **could climb** trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

I **wasn't able to visit** her in the hospital.

He **hasn't been able to get** in touch with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

Incorrect: I can to help you this afternoon.

Correct: I **can help** you this afternoon.

Correct: I **will (I'll) be able to help** you this afternoon.

2. Possibility/Impossibility:

can / can't + base form of the verb

You can catch that train at 10:43.

He can't see you right now. He's in surgery.

could + base form of the verb

I **could fly** via Amsterdam if I leave the day before.

3. Ask Permission/Give Permission:

Can + Subject + base form of the verb (informal)

Can you lend me ten dollars?

Can + base form of the verb (informal)

You **can borrow** my car.

Could + subject + base form of the verb (polite)

Could I have your number?

Could I talk to your supervisor please?

4. Make a suggestion - To make a suggestion use:

Could + base form of the verb (informal)

You **could take** the tour of the castle tomorrow.

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples!

Ben could not help his little brother with his homework yesterday.

1. Can I call you later tonight?
2. _____ Tony run long distances when he was a boy?
3. _____ you please call a tow truck for me? My car broke down. (polite)

4. The students _____ to buy their textbooks today. The bookstore is all out of them.
5. _____ you teach me how to fix my computer? You're so good at it.
6. _____ you _____ reach the customer if you call him at 4:00 his time?

May, Might:

1. Formal Permission/Formal Prohibition

may / may not + base form of the verb

You **may start** your exam now.

You **may not wear** sandals to work.

2. Polite Request

May + subject + base form of the verb

May I help you?

3. Possibility / Negative Possibility

may/ might + base form of the verb

We **may go out** dinner tonight. Do you want to join us?

Our company **might get** the order if the client agrees to the price.

may not / might not + base form of the verb

Adam and Sue **may not buy** that house. It's very expensive.

They **might not buy** a house at all.

4. To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

You **may as well come** inside. John will be home soon.

We **might as well take** Friday off. There's no work to be done anyway.

5. Polite Suggestion

might + base form of the verb

You **might like to try** the salmon fillet. It's our special today.

Exercises: May/Might

Fill in the correct form of may or might as in the example.

May I sit here?

1. They _____ finish the project on time. The main engineer is ill.
2. You _____ want to stop by the museum gift shop on your way out.
3. _____ I have your autograph?
4. He _____ visit the Louvre. He's in Paris anyway.
5. You _____ park your car here. It's reserved for guests of the hotel only.

Shall, Should, Ought to

1. **To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)**

Shall + subject + base form of the verb

Shall we go for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

2. **To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)**

Should + subject + base form of the verb

Should I call a doctor?

3. **A Prediction or Expectation that Something Will Happen**

should/shouldn't + base form of the verb

The proposal **should be finished** on time.

I **shouldn't be** late. The train usually arrives on time.

4. To Give Advice

should / ought to + base form of the verb

You **should check** that document before you send it out.

You **ought to have** your car serviced before the winter.

5. To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

James **shouldn't teach** him words like those.

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.
2. You _____ get your teeth cleaned at least once a year.
3. The house _____ be ready to move into by next month. It's almost finished.
4. Ron _____ to improve his attitude. If he doesn't, he might get fired.
5. _____ I get your jacket? It's cold in here.
6. You _____ put your feet on the table. It's not polite.

Must, Have to, Need to, Don't have to, Needn't

1. Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

You **must have** a passport to cross the border.

Elisabeth **has to apply** for her visa by March 10th.

I **need to drop by** his room to pick up a book.

Past:

had to / needed to + base form of the verb

I **had to work** late last night.

I **needed to drink** a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

2. Almost 100% Certain

must + base form of the verb

Thomas has lived in Paris for years. His

French **must** be very good.

3. To Persuade

must / have to + base form of the verb

You **must try** this wine. It's excellent.

You **have to** visit us while you're in town.

4. Prohibited or Forbidden

must not / mustn't + base form of the verb

You **must not drive** over the speed limit.

You **mustn't leave** medicines where children can get to them.

5. Lack of Necessity

don't / doesn't / didn't + have to + base form of the verb

You **don't have to park** the car. The hotel valet will do it for you.

Tim **doesn't have to go** to school today. It's a holiday.

You **didn't have to shout**. Everyone could hear you.

needn't + base form of the verb

You **needn't worry** about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't

Fill in the blanks with one of these modals:

must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.

There may be more than one correct answer.

Shira doesn't have to drive to the airport. She's going by taxi.

1. You must speak politely to the customers.
2. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)
3. Tina _____ register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)
4. You _____ send that fax. I've already sent it. (must, will have to, don't have to)
5. A dog _____ get special training in order to be a guide dog. (must, need to, don't have to)
6. Jeremy _____ get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)

Modals: Will / Would

will / won't + base form of the verb

John **will pick** you up at 7:00am.

Beth **won't be** happy with the results of the exam.

1. Polite Request or Statement

Will / Would + base form of the verb

Will you please **take** the trash out?

Would you **mind** if I sat here?

I'd (I would) like to sign up for your workshop.

2. Habitual Past Action

Would/Wouldn't + base form of the verb

When I was a child, I **would spend** hours playing with my train set.

Peter **wouldn't eat** broccoli when he was a kid. He loves it now.

Exercises: will, would

Fill in the blanks with one of the following words: will, won't, would, wouldn't.

Will you please help me lift this box?

1. I _____ like to order the onion soup please.
2. The manager _____ be pleased to hear that a customer slipped on the wet floor.
3. _____ it be okay if I slept here tonight?
4. When Igor lived in Russia, he _____ call his mother as often as he does now.
5. I can assure you sir, the order _____ be shipped out tonight.

Exercises - All Modals

Fill in the blanks with the correct form of the following modals:

can, could, be able to, may, might, shall, should, must, have to, don't have to, need to

- You may have to make the modals negative according to the context of the sentence.

- There may be more than one possibility.

He **has to** take his car to be serviced. The brakes are squeaking.

Would you please save me a seat at the dinner event.

1. If you are sick, you _____ go to work. You'll infect everyone there.
2. Drivers _____ stop at red lights.
3. You _____ finish the proposal today. You can finish it tomorrow.
4. She _____ hear much better with her new hearing aids.
5. _____ I order us a bottle of wine?
6. Sam _____ pick his daughter up from school. She's taking the bus home.
7. You _____ smoke here. It's a smoke-free building.
8. You _____ eat so many sweets. They are bad for you.
9. _____ you mind walking a little faster? We're going to be late.
10. I'm sorry. I _____ help you. I don't know how to do it.

YES/NO & WH QUESTIONS

Current activity or situation. This requires the present progressive: BE + (verb+ing).

Question	Response
Am I going with you and Tom?	Yes. / Yes, you are.
Is she working today?	No. / No, she isn't.
Are we seeing a play tomorrow?	Yes. / Yes, we are.

Use the verb BE to ask a Yes/No question about a past activity or situation. This requires the past progressive: WAS / WERE + (verb+ing).

Question	Response
Was it raining?	Yes. / Yes, it was.
Were they playing?	No. / No, they weren't.

Use the verb BE to ask a Yes/No question with the passive voice.

Question	Response
Is gold mined in Canada?	Yes. / Yes it is.

Are flowers grown here? No. / No, they are not.

Was the book read? Yes. / Yes, it was.

Use the verb HAVE to ask if somebody has done something or if some action has taken place. Note that these Yes/No questions use the present perfect (HAVE + past participle).

Question

Response

Has your brother left? No. / No, he hasn't.

Have you driven before? Yes. / Yes, I have.

Has the party started? Yes. / Yes, it has.

Use the verb DO to ask Yes/No questions in order to obtain facts about people, places, or things.

Question

Response

Do they smoke? No. / No, they don't.

Does it rain here? Yes. / Yes, it does.

Did the key work? No. / No, it didn't.

Use modal verbs to ask Yes/No questions about possibilities or uncertainties.

Question	Response
Can we stay?	Yes. / Yes, we can. / Yes, we can stay.
Could this be true?	Yes. / Yes, it could (be true).
Should they stop?	No. / No, they shouldn't (stop).
May I help you?	Yes. / Yes you may (help me).

Remember: When asking Yes/No questions with DO or a modal verb, the main verb remains in the base form (without to).

Correct	Incorrect
Do you drink coffee?	Do you to drink coffee?
Does she work here?	Does she to work here?
Can I go with you?	Can I to go with you?
Should we email her?	Should we to email her?

However, if there are two verbs that follow DO, the second verb remains in the infinitive (with to).

Correct	Incorrect
Do you want to drink coffee?	Do you want drink coffee?
Does she like to work here?	Does she like work here?
Did you need to go home?	Did you need go home?

FORMULAS:

IS WAS

AM WAS + SUBJECT + NOUN,
ADJ, ADB, AND VING + OBJECT?

ARE WERE

DO DID

DOES DID

SHALL SHOULD

WILL WOULD + SUBJECT + VERB 1 + OBJECT?

CAN COULD

MAY MIGHT

MUST HAD TO

HAS HAD + SUBJECT + VERB 3 + OBJECT?

HAVE HAD

WH-QUESTIONS
Questions: WH questions

WH-questions begin with *what, when, where, who, whom, which, whose, why* and *how*. We use them to ask for information. The answer cannot be *yes* or *no*:

I. Who - siapa, menanyakan orang sebagai subject.

1.A: *Who* are you?

B: *I am* Mr. Jhon.

2. A: *Who* works at Mabespolri

B: *Susan* works Mambespolri.

3.A: *Who* has taken my watch?

B: *Paul* has taken my watch.

II. Whom - siapa, menanyakan orang object

1.A: *Whom* did he teach yesterday?

B: He taught *Anton* yesterday.

2. A: *Whom* will you call tomorrow?

B: I will call *Mr. Andy* tomorrow.

3.A: *Whom* is he calling now?

B: He is calling *his wife* now.

III. What - menanyakan, waktu, benda, nama, dan pekerjaan

1.A: *What* time is it now

B: It is *at 10 a.m.*

2.A: *What* do we eat everyday

B: We eat *rice* everyday.

3. A: *What* is your name?

B: My name is *Andi maulana*.

4. A: *What* is your job?

B: I am a *Government official* at Mabes Polri.

IV. *Where - kemana, menanyakan tempat.*

1.A: *Where* do you work?

B: I work *at Mabes polri.*

2.A: *Where* did mother go two days ago

B: She went *to Bali* two days ago.

3.A: *Where* are you going now?

B: we are going *home* now.

V. *When - kapan, Menanyakan waktu.*

1.A :*When* did you meet your wife?

B: I met my wife at mall *two years ago.*

2. A: *When* did he start working?

B: He started working *in 1990.*

3. A: *When* will you call me?

B: I will call you *tonight.*

VI. *Which - pilihan, menanyakan pilihan*

A: *Which one* do you prefer tea to coffe?

B: I prefer *tea* to coffe.

A: *Which* one is your car?

B: *the red* car is mine.

VII. *Why - mengapa, menanyakan alasan*

A: *Why* are you late?

B: I am late because *I got traffic jam.*

A: *Why* didn't you work yesterday?

B: I didn't work because *i was sick yesterday.*

A: *Why* won't you work tomorrow?

B: I won't work *because I will go to Bali to attend the meeting.*

VIII. How - Bagaimana,

A: *How* does he come to office?

B: She comes to office *by car.*

A: *How much* did you buy this bag?

B: I bought this bag *RP. 250,000.*

A: *How long* have you known Amir?

B: I have known him *for 10 years.*

RUMUS = WH QUESTIONS:

WH + MODAL + SUBJECT + VERB/NON VERB?

		is	Was				Noun?
Who		am	Was		Subject	+	Adjective/adverb?
Whom		Are	Were				Verb + ing ?
What		Do	Did		Subject		Verb 1 ?
When		Does	Did				Verb 1 ?
Where	+	Will	Would	+		+	Verb 1 ?
Which		Shall	Should				Verb 1 ?
Why		Can	Could				Verb 1 ?
How		Must	Had to				Verb 1 ?
		May	Might				Verb 1 ?
		Has	Had		Subject	+	Verb 3 ?
		have	had				Verb 3 ?

EXERCISES:

1. A. _____
B. I get up *at 5* every morning
2. A. _____
B. I didn't go *anywhere* last Sunday
3. A. _____
B. Mr. Tony works *at the Bank*
4. A. _____
B. He can play *a guitar*
5. A. _____
B. Andy was watching *a TV* at 9 last night
6. A. _____
B. I have worked at Astra *for ten years*
7. A. _____
B. Andy will come here *at 8 a.m tomorrow*
8. A. _____
B. He's looking for an important *document*
9. A. _____
B. Jack called *his friends* last week
10. A. _____
B. She bought the dictionary *because she needed it.*
11. A. _____
B. Mother gives him *some money*
12. A. _____
B. I found the key *under his table* this morning.

REPORTED SPEECH

What is reported speech?

Reported speech is when you tell somebody else what you or a person said before.

Distinction must be made between direct speech and reported speech.

Direct speech vs Reported speech:

Direct speech	Reported speech
She says: "I like tuna fish."	She says that she likes tuna fish.
She said: "I'm visiting Paris next weekend"	She said that she was visiting Paris the following weekend.

Different types of sentences

When you use reported speech, you either report:

statements

questions

requests / commands

negation

A. Reporting Statements

When transforming statements, check whether you have to change:

pronouns

tense

place and time expression

1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example:

She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

2- Tenses

If the sentence starts in the present, there is *no backshift* of tenses in reported speech.

If the sentence starts in the past, there is often *backshift* of tenses in reported speech.

	Direct speech	Reported speech
(no backshift)	"I write poems."	He <i>says</i> that he writes poems.
(backshift)	"I write poems."	He <i>said</i> that he wrote poems.

No backshift

Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems." – He says that he writes English.

Backshift

You must change the tense if the introductory clause is in a past tense (e. g. *He said*).

Example:

He said, "I am happy." – He said that he was happy.

Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year.
Present Perfect He said: " I've lived here for a long time "	Past Perfect He said that he had lived there for a long time
Past Perfect He said: "They had finished the work when I arrived "	Past Perfect He said that they had finished the work when he had arrived "
Past Progressive He said: "I was playing football when the accident occurred "	Past Perfect Progressive He said that he had been playing football when the accident had occurred
Present Perfect Progressive He said: "I have been playing football for	Past Perfect Progressive He said that he had been

two hours."	playing football for two hours
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off "	Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said that he would open the door.
Conditional (would+verb) He said: "I would buy Mercedes if I were rich"	Conditional (would+verb) He said that he would buy Mercedes if he had been rich"

The modal verbs *could, should, would, might, needn't, ought to, used to* do not normally change.

Example:

He said, "She might be right." - He said that she might be right.

Other modal verbs may change:

Modal	Direct speech	Reported speech
can	"I can do it."	He said he could do it.
may	" May I go out?"	He wanted to know if he might go out.
must	"She must apply for the job."	He said that she must/had

		to apply for the job.
will	"They will call you."	He told her that they would call her.

3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech. In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
Time Expressions	
Today	that day
Now	then
Yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
Tomorrow	the next day / the following day
Place	
Here	there
Demonstratives	

This	that
These	those

B. Reporting Questions

When transforming questions, check whether you have to change:

pronouns

place and time expressions

tenses (backshift)

Also note that you have to:

transform the question into an indirect question

use the question word (*where, when, what, how*) or *if / whether*

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I spoke English.

C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

pronouns

place and time expressions

Direct speech	Reported speech
"Nancy, do the exercise."	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Tenses are not relevant for requests – simply use *to* / *not to* + verb (infinitive without "to")

Example:

She said, "Sit down." - She asked me to sit down.

She said, "don't be lazy" - She asked me not to be lazy

For affirmative use *to* + infinitive (without to)

For negative requests, use *not to* + infinitive (without to).

D. Negation

Peter: "Don't clean the black shoes!"

Peter told me **not to clean the black shoes.**

E. Other transformations

Expressions of advice with **must**, **should** and **ought** are usually reported using *advise* / *urge*.

Example:

"You must read this book."

He advised / urged me to read that book.

The expression **let's** is usually reported using *suggest*. In this case, there are two possibilities for reported speech: gerund or statement with *should*.

Example:

"Let's go to the cinema."

1. He suggested going to the cinema.

2. He suggested that we should go to the cinema.

Main clauses connected with and/but

If two complete main clauses are connected with *,and* or *,but*, put *,that* after the conjunction.

Example:

He said, "I saw her **but** she didn't see me." – He said that he had seen her **but that** she hadn't seen him."

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use *,that*'.

Example:

She said, "I am a nurse **and** work in a hospital." – He said that she was a nurse **and** worked in a hospital."

Exercise 1. Command

Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

EXAMPLE:

Peter: "Clean the black shoes!"

Peter told me **to clean the black shoes**.

Andrew: "Clean the blue bike!"
Andrew told me _____
Jessica: "Write a text message!"
Jessica told me _____
Nelly: "Help Peter's sister!"
Nelly told me _____
Fred: "Wash your hands!"
Fred told me _____
Anna: "Open the window!"
Anna told me _____
Tom: "Come at 8!"
Tom told me _____
Teacher: "Do your homework!"
The teacher told me _____.
Doris: "Dance with me!"
Doris told me _____.
Sabine: "Meet Sandy at the station!"
Sabine told me _____.
Victoria: "Check your e-mails!"
Victoria told me _____

Exercise 2. Negation.

Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

EXAMPLE:

Peter: "Don't clean the black shoes!"
Peter told me **not to clean the black shoes**
Karen: "Don't play football in the garden!"
Karen told me _____

Teacher: "Don't forget your homework!"
The teacher reminded me _____

Mike: "Don't shout at Peter!"
Mike told me _____

Yvonne: "Don't talk to your neighbour!"
Yvonne told me _____

Denise: "Don't open the door!"
Denise told me _____

Marcel: "Don't sing that song!"
Marcel reminded me _____

Jane: "Don't watch the new film!"
Jane advised me _____

Walter: "Don't ring Romy on Sunday!"
Walter told me _____

Lisa: "Don't fly via Paris!"
Lisa advised me _____

Jamie: "Don't eat so much junk food!"
Jamie reminded me _____

Exercise 3. Questions.

Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

Example .:

Peter: "Did John clean the black shoes?"
Peter asked me **if John had cleaned the black shoes**

Christopher: "Do you want to dance?"
Christopher asked me _____

Betty: "When did you come?"
Betty wanted to know _____

Mark: "Has John arrived?"

Mark asked me _____

Ronald: "Where does Maria park her car?"

Ronald asked me _____

Elisabeth: "Did you watch the latest film?"

Elisabeth asked me _____

Mandy: "Can I help you?"

Mandy wanted to know _____

Andrew: "Will Mandy have lunch with Sue?"

Andrew asked me _____

Justin: "What are you doing?"

Justin asked me _____

Frank: "How much pocket money does Lisa get?"

Frank wanted to know _____

Anne: "Must I do the shopping?"

Anne asked _____

Exercise 4. Sentence

Finish the given sentences in Reported Speech. Mind the introductory sentences and backshift of tenses.

EXAMPLE:

Henry: "Greg is feeding the dog."

Henry told me (that) Greg

Henry told me (that) Greg **was feeding the dog.**

Tim: "She works in an office."

Tim said (that) she _____

Jessica: "I am going to clean the room."

Jessica told me (that) she _____

Jeff: "They like the song."

Jeff said (that) they _____

Ian and Marvin: "We need new shoes."

Ian and Marvin remarked (that) they _____

Kathy: "He can speak Spanish."

Kathy told us (that) he _____

Teacher: "Rachel has never been to Philadelphia."

The teacher said (that) Rachel _____

Lucy: "The train didn't arrive on time."

Lucy said to Gerry (that) the train _____

Emma: "I'm sitting on the chair."

Emma said (that) she _____

Nick: "Walter doesn't eat meat."

Nick told us (that) Walter _____

Holly: "Abby and Nathan will travel to Alaska."

Holly remarked (that) Abby and Nathan

UNIT XI

Comparative & Superlative Adjectives

Comparative adjectives

Comparative adjectives compare one person or thing with another and enable us to say whether a person or thing has more or less of a particular quality:

*Josh is **taller than** his sister.*

*I'm **more interested** in music **than** sport.*

*Big cars that use a lot of petrol are **less popular** now **than** twenty years ago.*

Superlative adjectives

Superlative adjectives describe one person or thing as having more of a quality than all other people or things in a group:

*The 'Silver Arrow' will be **the fastest train** in the world when it is built.*

***The most frightening film** I've ever seen was Alfred Hitchcock's 'Psycho'.*

*What is **the least expensive way** of travelling in Japan?*

Comparative or superlative?

A comparative compares a person or thing with another person or thing. A superlative compares a person or thing with the whole group of which that person or thing is a member:

Joe's **older** than Mike. (comparing one person with another)
Sheila is **the youngest** girl in the family. (comparing one person with the whole group she belongs to)

When there are just two members in a group, traditionally, we use the comparative. However, in informal situations people often use the superlative:

Who is **younger**, Rowan or Tony? (traditional usage)
Jan and Barbara are both tall, but Jan's **the tallest**. (more informal)

Comparative and superlative adjectives: form

One-syllable adjectives (*big, cold, hot, long, nice, old, tall*)

To form the comparative, we use the *-er* suffix with adjectives of one syllable:

It's **colder** today than yesterday.

It was a **longer** holiday than the one we had last year.

Sasha is **older** than Mark.

To form the superlative, we use the *-est* suffix with adjectives of one syllable. We normally use *the* before a superlative adjective:

I think that's **the biggest** apple I've ever seen!

At one time, the Empire State building in New York was **the tallest** building in the world.

They have three boys. Richard is **the oldest** and Simon is **the youngest**.

Spelling of comparatives and superlatives with one-syllable adjectives

type of adjective	Comparative	superlative
most adjectives	add - <i>er: cheaper, richer, smaller, younger</i>	add - <i>est: cheapest, richest, smallest, youngest</i>
adjectives ending in -e	add -r: <i>finer, nicer, rarer</i>	add - <i>st: finest, nicest, rarest</i>
adjectives with one vowel + one consonant :	double the final consonant and add -er: <i>bigger, hotter, thinner</i>	double the final consonant and add - <i>est: biggest, hottest, thinnest</i>

Note the pronunciation of these comparatives and superlatives:

long /l η/ *longer* /l ηg (r)/ *longest* /l ηg st/

strong /str η/ *stronger* /str ηg (r)/ *strongest* /str ηg st/

young /j η/ *younger* /j ηg (r)/ *youngest* /j ηg st/

One-syllable adjectives which are irregular

Some one-syllable adjectives have irregular comparative and superlative forms:

bad, worse, worst far, farther/further, farthest/furthest

good, better, best old, older/elder, oldest/eldest

*The morning flight is **better** than the afternoon one.*

busy, busier, busiest

happy, happier, happiest

*His **elder** sister works for the government.*

*Olivia is Denise's **best** friend.*

*I think that was the **worst** film I've ever seen!*

*Pluto is **the furthest** planet from the sun in our solar system.*

Warning:

We do not use *more* or *most* together with an *-er* or *-est* ending:

*They emigrate because they are looking for a **better** life.*

Not: ... ~~a more better~~ life

*The beach at Marmaris is one of **the biggest** in Turkey.*

Not: ... ~~the most biggest~~ ...

See also:

Farther, farthest or further, furthest?

Elder, eldest or older, oldest?

Two-syllable adjectives

Two-syllable adjectives ending in *-y* change *y* to *i* and take the *-er* and *-est* endings:

easy, easier, easiest

funny, funnier, funniest

We were **busier** last week than this week.

Are you **happier** now that you've changed your job?

That was **the easiest** exam I've ever taken.

Some other two-syllable adjectives (especially those ending in an unstressed vowel sound) can also take the *-er* and *-est* endings:

clever, cleverer, cleverest

quiet, quieter, quietest

narrow, narrower, narrowest

*simple,
simpler, simplest*

I've always thought that Donald was **cleverer** than his brother.

This new bed is **narrower** than the old one.

The guest bedroom is **the quietest** room in the house because it overlooks the garden.

We don't normally use the *-er* and *-est* endings with two-syllable adjectives ending in *-ful*. Instead, we use *more* and *most/least*:

This dictionary is **more useful** than the one we had before.

Not: This dictionary is usefuller ...

You'll have to try to be **more careful** in future.

*The **most useful** tool in the kitchen is a good sharp knife.*

Not: The usefulest tool in the kitchen ...

*This is **the least harmful** chemical in terms of the environment.*

Longer adjectives

Adjectives of three or more syllables form the comparative with *more/less* and the superlative with *most/least*:

*The second lecture was **more interesting** than the first.*

Not: The second lecture was interestinger ...

*That way of calculating the figures seems **less complicated** to me.*

*London is **the most popular** tourist destination in England.*

Not: London is the popularest ...

*If you are going as a group, **the least expensive** option is to rent an apartment or villa.*

Comparative adjectives: using *much, a lot, far, etc.*

We can strengthen or emphasise a comparative adjective using words such as *much, a lot, far, even* or *rather*, or by using *than ever* after the adjective:

*This food is **much better** than the food we had yesterday.*

*The town is **a lot more crowded** these days because of the new shopping centre.*

*Alex is **far less intelligent** than the other kids in the class.*

*We've been **busier than ever** at work this last month or so.*

We can soften a comparative adjective using *a little* or *a bit*. *A bit* is less formal:

*She feels **a little more confident** now that she's given her first public performance.*

or *She feels **a bit more confident** ... (less formal)*

Comparative adjectives: using *than*

We use *than* when we mention the second person or thing in the comparison. If the second person mentioned takes the form of a personal pronoun, we normally use the object form of the pronoun (*me, you, him, her, us, them*):

*Could you carry this? You're stronger **than me**.*

Not: *You're stronger than I.*

*Why did you choose Robert? Marie is more experienced **than him**.*

In more formal situations, instead of *than* + object pronoun, we can use *than* + subject pronoun + *be*:

*You managed to answer the ten questions correctly? Well, you're definitely **cleverer than I am!***

*I preferred Henrietta to Dennis. She was always more sociable **than he was**.*

Comparative adjectives: *-er and -er, more and more*

To talk about how a person or thing is changing and gaining more of a particular quality, we can use two *-er* form adjectives connected by *and*, or we can use *more and more* before an adjective. We don't follow such comparisons with *than*:

*The weather is getting **hotter and hotter**.*

*I'm getting **more and more interested** in conservation these days.*

Comparative adjectives: *the -er, the -er and the more ... , the more ...*

If a person or things gains more of a particular quality and this causes a parallel increase of another quality, we can repeat *the* + a comparative adjective:

The colder it is, the hungrier I get. (as the weather gets colder, I get hungrier)

The more generous you are towards others, the more generous they are likely to be towards you.

Reduced forms after comparatives

After *than*, we often don't repeat subject pronouns with impersonal subjects, or auxiliary verbs with passive voice verbs:

*The exam results were **better than predicted**.* (preferred to ... *better than people predicted*.)

*Temperatures that summer were **higher than previously recorded**.* (preferred to ... *than were previously recorded*.)

Less and not as/not so with comparatives

We use *less* with longer adjectives (*interesting, beautiful, complicated*), but we don't normally use *less* with short adjectives of one syllable (*big, good, high, small*). Instead we use *not as ... as ...*, or *not so ... as ...* *Not as* is more common than *not so*:

*The second method was **less complicated than** the first one.*

*This new laptop is **not as fast as** my old one. I'm sorry I bought it now.* (preferred to *is less fast than my old one*.)

Prepositions after superlative adjectives

We don't normally use *of* before a singular name of a place or group after a superlative adjective:

*The castle is **the oldest** building in the city.*

Not: *The castle is the oldest building of the city ...*

*She's **the youngest** musician in the orchestra.*

However, we can use *of* with a plural word referring to a group:

*All the sisters are pretty, but Sarah's **the prettiest** of them all.*

The with superlative adjectives

When a superlative adjective is followed by a noun, we normally use *the*:

*This is **the best meal** I've had for a long time.*

Not: This is best meal ...

In informal situations, we can often omit *the* after a linking verb (*be, seem*) or a verb of the senses (*look, taste*) if there is no noun:

[talking about sweaters in a shop]

*They've got them in red, green or grey. Which looks **best**?*

*If you want to get a message to Peter, email is **quickest**. He never answers the phone.*

Other determiners with superlative adjectives

Before a superlative adjective, we can use a possessive determiner (*my, his, their*), or *the* + a number (*two, three, first, second*), or a possessive determiner + a number:

***My worst** score ever in an exam was zero. I just couldn't answer any of the questions.*

*Birmingham is the **second biggest** city in England.*

***His two best** friends organised a surprise party for him on his fortieth birthday.*

Emphasising superlative adjectives

We can make a superlative adjective stronger with *by far*, *easily* or *of all*:

*The Beatles were **by far the most successful** rock band of the 1960s.*

*This method is **by far the least complicated**.*

*She's **easily the best** dancer in the group. No one is as elegant as her.*

*There were a number of excellent poems entered for the competition, but **the best poem of all** was written by a ten-year-old boy.*

In more formal situations, we can use *quite*:

*This is **quite the most irresponsible** behaviour I have ever seen.*

To-infinitives after superlative adjectives

We can use a *to*-infinitive after a superlative adjective, with a meaning similar to a relative clause with *who*, *which* or *that*:

*Who was **the oldest person to compete** in the London Marathon of 2008? (Who was the oldest person who competed ...?)*

*The Golden Swan was **the largest sailing-ship ever to be used** in battle.*

See also:

Relative clauses

Comparative adjectives: typical errors

A comparative adjective is followed by *than*, not *that* or *as*:

*The next hotel we tried was **more expensive than** the first one.*

Not: ... more expensive that the first one ... or ...more expensive as the first one ...

After a superlative adjective, we don't normally use *of* before a singular name of a place or group:

*She was **the tallest** girl in the team.*

Not: She was the tallest girl *of* the team.

We use the superlative, not the comparative, when we compare more than two people or things:

*Which is the city's **biggest** hotel?*

Not: ... bigger hotel

Exercise on Comparison of Adjectives

Fill in the correct form of the words in brackets (comparative or superlative).

My house is (big) than yours.

This flower is (beautiful) than that one.

This is the (interesting) book I have ever read.

Non-smokers usually live (long) than smokers.

Which is the (dangerous) animal in the world?

A holiday by the sea is (good) than a holiday in the mountains.

It is strange but often a coke is (expensive) than a beer.

Who is the (rich) woman on earth?

The weather this summer is even (bad) than last summer.

He was the (clever) thief of all.

The Circus: Superlatives and Comparatives

Read through the text about a circus, then answer the questions below:

The Rodriguez Brothers Circus is in town! Every year, the circus arrives and stays for a week. Then they go to the next town.

There are not many animals in the circus. People told the circus that they didn't like seeing animals performing. There is an elephant called Jacob and two old lions, Hattie and Meg.

Most of the performers are human! There is Leopold, The Strongest Man In The World. His father also worked in the circus, but Leopold is stronger than him, he has bigger arms and bigger legs too! Leopold performs his act every night for the town's people who come to watch.

Another performer is Clara. She says she has the longest hair in the world. It's about 4 metres long! She also has a daughter who works in the circus. Her name is Sue-Ellen. Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlight of the circus are the three clowns, Pit, Pot and Pat. They all wear long red shoes, but Pat's shoes are the longest and sometimes, he falls over because they're so long! They perform for about twenty minutes and they are always the most popular act with the audience, especially the children. Many people think Pit, Pot and Pat are three brothers, but

Pat is older than the other two - he's their father! He's the oldest clown in the country, but he has a lot of energy.

Tomorrow will be the longest day because the circus is leaving town and everything must be packed away into big trucks.

Top of Form

1. The circus comes to the town twice a year.

True

False

2. There are not many animals in the circus.

True

False

3. People don't come to the circus because of the animals.

True

False

4. Leopold and his father work in the circus together.

True

False

5. Leopold's father is the strongest.

True

False

6. Clara's hair is longer than her daughter's hair.

True

False

7. Sue-Ellen wants to be a clown in the circus.

True

False

8. Pit is the father of the other two clowns.

True

False

9. The three clowns wear identical shoes.

True

False

10. Everyone is very tired on the day that the circus leaves town.

True

False

CONVERSATION

Practice the dialogs below

DIALOG 1

Vivy : Rahma, Do you want to go shopping with me?

Rahma: Oh, sure. I am not busy now. Let's go.

(They go to the center of soaps in the city.)

Vivy : Hey, Rahma. Look at those soaps. This store gives big discount. I can

save more money if I buy them.

Rahma: Wait! We need to see the other stores first to compare the price. I am

not sure that those are cheaper.

Vivy : Well, okay. Let's see.

Rahma: Here, Vivy. See it. It is cheaper than the soaps that we found in the

previous store and I think its quality is better. Hmm, I love the scent. I

think I am going to buy it. How about you?

Vivy : I don't know. I haven't decide yet.

Rahma: Let's see the others.

Vivy : Rahma, look at this. It is more expensive than the first soap we found but the quality is worse. I think I love the first one even though yours is cheaper.

Rahma: It's okay, vy. Choose the one you love.

Vivy : Alright. I like your words.

Rahma: I know I'm good at words.

DIALOG 2

Ganesh : Sasha and Lily, I am confused in deciding the theme of our school's farewell party. Do you have any idea?

Sasha : I have thought about this since last week.

Ganesh: What is that?

Sasha : How about Hero? So, we will ask the participant to dress in formal way and they need to bring the poster of their heros. We promote nationalism and the value of gratitude to our country.

Ganesh : That's cool. How about you, Lily? Do have any opinion?

Lily : I am thinking about local wisdom and culture.

Ganesh: Can you describe it?

Lily : The dress code must be traditional custome and we can show several art performances from some regions of our country, and don't forget to campaign about think globally act locally.

Sasha : I like your idea, Lily. It is greater than mine.

Lily: Really? I am not quite sure since I agree on your idea. Hero theme is more amazing.

Ganesh: Well, please stop the compliment war. Your ideas are incredible, girls. I will consider those themes.

Sasha : Why don't you decide it now? Don't take more time becuase our teachers will ask us about the progress of the event today.

Lily : Yeah, that's right. So which one do you choose

Ganesh?

Ganesh: Actually, I have the same idea with Sasha. I think hero theme is closer to red line of our event, that is thanking teachers.

Lily : Yup, I agree. Hero theme is more appropriate than the themes that we have discussed.

Sasha : Alright. Wrap it!

DIALOG 3

Mutia : Aji, do you remember when we were kids? Who is taller?

Aji : I do remember it. Of course I'm taller than you.

Mutia : Is that true? I don't think so. See this picture. It was our childhood. This is me and that is you. Absolutely, I am taller than you. I am smarter than you. I am better at playing soccer than you.

Aji : That condition was when I was a kid. Now, I am handsome, I am a captain of soccer team at school, and I am taller than you. Now is more important than past.

Mutia : Justification never ends. You always beat what I say. It's fine since you are my younger brother. Please be my guardian forever.

Aji : Don't worry. I will always do that no matter what.

Mutia : Thank you, my little big brother.

UNIT XII *GERUND v.s. INFINITIVE*

What is a gerund?

1. A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the subject, the complement, or the object of a sentence.

Examples:

- Reading helps you learn English. *subject of sentence*
- Her favorite hobby is reading. *complement of sentence*
- I enjoy reading. *object of sentence*

Gerunds can be made negative by adding "not."

Examples:

- He enjoys not working.
- The best thing for your health is not smoking.

What is an infinitive?

2. An infinitive is the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.

Examples:

- To learn is important. *subject of sentence*
- The most important thing is to learn. *complement of sentence*
- He wants to learn. *object of sentence*

Infinitives can be made negative by adding "not."

Examples:

- I decided not to go.

- The most important thing is not to give up.

Use a gerund or an infinitive?

3. Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more abstract. In the following sentences, gerunds sound more natural and would be more common in everyday English. Infinitives emphasize the possibility or potential for something and sound more philosophical. If this sounds confusing, just remember that 90% of the time, you will use a gerund as the subject or complement of a sentence.

Examples:

- Learning is important. *normal subject*
- To learn is important. *abstract subject - less common*

The most important thing is learning. *normal complement*

The most important thing is to learn. *abstract complement - less common*

4. As the object of a sentence, it is more difficult to choose between a gerund or an infinitive. In such situations, gerunds and infinitives are not normally interchangeable. Usually, the main verb in the sentence determines whether you use a gerund or an infinitive.

Examples:

- He enjoys swimming. "*Enjoy*" requires a gerund.
- He wants to swim. "*Want*" requires an infinitive.

5. Some verbs are followed by gerunds as objects. List of Verbs Followed by Gerunds

Examples:

- She suggested going to a movie.
- Mary keeps talking about her problems.

6. Some verbs are followed by infinitives. List of Verbs Followed by Infinitives

Examples:

- She wants to go to a movie.
- Mary needs to talk about her problems.

In part 2 of the Gerunds and Infinitives Tutorial, we continue our list of tips on using gerunds and infinitives. We look at ways to modify each form and learn some additional situations in which gerunds and infinitives are required.

7. Gerunds can often be modified with possessive forms such as his, her, its, your, their, our, John's, Mary's, the machine's, and so on. This makes it clearer who or what is performing the action.

Examples:

- I enjoyed their singing. *They were singing.*
- She understood his saying no to the offer. *He said no.*

Sam resented Debbie's coming late to the dinner. *Debbie came late to the dinner.*

We discussed the machine's being broken. *The machine is broken.*

8. Some verbs are followed by a noun plus an infinitive. In some situations, the noun is required. In other situations, the noun is optional. List of Verbs Followed by a Noun + an Infinitive

Examples:

- The police ordered the man to stop. *noun is required*
- She asked to leave. *noun is optional*
- She asked him to leave. *noun is optional*

9. Some verbs are usually followed by a gerund, BUT they can also be followed by a noun plus infinitive. Using a noun plus infinitive will usually change who is performing the action. List of Verbs followed by a Gerund OR a Noun + Infinitive

Examples:

- I advised taking the train. *in general*
- I advised him to take the train. *He will take the train.*

10. There are many "go + gerund" expressions used for adventure sports and individual recreational activities. List of Go + Gerund Combinations

Examples:

- I go swimming every weekend.
- Would you ever go skydiving?

11. Gerunds are used after prepositions. Most commonly, these are "verb + preposition" combinations. For reference, see

the Verb + Preposition Dictionary and the Phrasal Verb Dictionary. You don't have to memorize these resources, you just need to remember that gerunds are used after prepositions!

Examples:

- They admitted to committing the crime.
- Leslie made up for forgetting my birthday.
- He is thinking about studying abroad.

12. Remember that there are many "adjective + preposition" combinations and "noun + preposition" combinations in English as well. These are also followed by gerunds. List of Adjective + Preposition Combinations Followed by Gerunds and List of Noun + Preposition Combinations Followed by Gerunds. Once again, you don't have to memorize these resources, you just need to remember that gerunds are used after prepositions!

Examples:

- Sandy is scared of flying. *adjective + preposition*
- Nick is anxious about taking the examination. *adjective + preposition*
- His interest in becoming a professional snowboarder was well known. *noun + preposition*
- Thomas' story about seeing a grizzly bear was really exciting. *noun + preposition*

13. Some verbs can be followed by a gerund or an infinitive, but with a difference in meaning. List of Verbs Followed by a Gerund or Infinitive (Different Meaning)

Examples:

- Nancy remembered getting married. *Nancy has a memory of getting married.*
- Fred remembered to bring sunblock to the beach. *Fred remembered that he needed to bring sunblock.*

14. Some verbs can be followed by a gerund or an infinitive with little difference in meaning. List of Verbs Followed by a Gerund or Infinitive (Similar Meaning)

Examples:

- She likes swimming.
- She likes to swim.

Although the difference in meaning is small with these particular verbs, and gerunds and infinitives can often be used interchangeably, there is still a meaning difference. Using a gerund suggests that you are referring to real activities or experiences. Using an infinitive suggests that you are talking about potential or possible activities or experiences. Because of this small difference in meaning, gerunds and infinitives cannot always be used interchangeably, such as in the examples below.

Examples:

- The British reporter likes living in New York. *He lives in New York and he likes what he experiences there.*
- The British reporter likes to live in New York whenever he works in the United States. *He likes the option or possibility of living in New York when he works in the United States.*
- I like speaking French because it's such a beautiful language. *I like the experience of speaking French, and the way it makes me feel when I speak the language.*
- I like to speak French when I'm in France. *I prefer the option of speaking French when I am in France.*

15. There are many "be + adjective" combinations that are commonly followed by infinitives. List of Be + Adjective Combinations Followed by Infinitives

Examples:

- They were anxious to begin.
- She was delighted to receive such good feedback.
- He is lucky to have such good friends.

16. There are also many nouns that are commonly followed by infinitives. List of Nouns Followed by Infinitives

Examples:

- It was a good decision to move to San Francisco.
- His wish to become an actor was well known.
- Laura's desire to improve impressed me.

17. Sometimes infinitives are used to express the idea of "in order to do something."

Examples:

- He bought the English dictionary to look up difficult words. *in order to look up*
- Janine sold her car to get the money that she needed. *in order to get*
- Juan uses Englishpage.com to learn English. *in order to learn*

This idea of "in order to do something" is found in many English patterns.

too + adjective/adverb + infinitive

Examples:

- The box is too heavy to carry.
- The television is too expensive to buy.
- Fiona ran too slowly to win the race.
- We arrived too late to see the beginning of the movie.

adjective/adverb + enough + infinitive

Examples:

- She is tall enough to reach the book on the shelf.
- Brian was smart enough to enter college at the age of 12.
- Linda runs quickly enough to win the race.

enough + noun(s) + infinitive

Examples:

- He has enough money to buy his own car.
- Cheryl owns enough books to start her own library!
- Diane needs enough time to finish writing her book.

18. Certain expressions are followed by "ING" forms. List of Expressions followed by Verb+ing Forms

Examples:

- He had fun fishing.
- They had difficulty finding a parking place.
- She spent her time practicing the piano.

19. Verbs which indicate location can often be followed by "ING" forms. This pattern is VERB OF LOCATION + LOCATION + VERB+ING. List of Verbs of Location

Examples:

- Sarah stood at the corner waiting for Tom.
- Melissa lay in bed thinking about her future.
- Don clung to the side of the cliff looking down.

20. In addition to simple gerund and infinitive forms, there are progressive gerund and infinitive forms, passive gerund and infinitive forms and perfect gerund and infinitive forms as well as combinations of these forms. Progressive forms are used to emphasize that an action is taking place now. Passive forms are used to emphasize that the subject of the sentence is being acted upon. Perfect gerund and infinitive forms are used to emphasize completion in both the past and the future.

Gerunds and Infinitives

Verb + Gerund	Verb +Prepositio n +Gerund	Be +Adjective +Preposition +Gerund	Verb + Infinitiv e	Verb +Infinitiv e or Gerund
acknowledg e	adapt to	be accustomed to	agree	attempt
admit	adjust to	be afraid of	aim	begin
advise	agree (with) on	be angry about	afford	can/can't bear
anticipate	apologize for	be ashamed of	appear	can/can't stand
appreciate	approve of	be capable of	arrange	cease
avoid	argue about	be certain about	ask	continue
consider	ask about	be concerned with	care	forget
defend	believe in	be critical of	choose	go on
defer	blame for	be discouraged from	claim	hate
delay	care about	be enthusiastic about	consent	like

deny	complain about	be familiar with	dare	love
detest	consist of	be famous for	decide	neglect
discuss	decided on	be fond of	decline	prefer
dislike	depend on	be glad about	demand	regret
endure	disapprove of	be good at	deserve	propose
enjoy	discourage from	be happy about	desire	remember
escape	engage in	be interested in	expect	see
excuse	forgive for	be known for	fail	start
feel like	give up	be nervous about	guarantee	stop
finish	help with	be perfect for	happen	try
go	inquire about	be proud of	hope	
imagine	insist on	be responsible for	intend	
involve	interfere with	be sad about	know	
keep	keep on	be successful in	learn	

mention	look forward to	be suitable for	manage
mind (object to)	object to	be tired of	need
miss	participate in	be tolerant of	offer
need (passive)	persist in	be upset about	plan
omit	plan on	be used to	pledge
postpone	prepare for	be useful for	prepare

		Be		
Verb + Gerund	Verb +Preposition +Gerund	+Adjective +Preposition +Gerund	Verb + Infinitive	Verb +Infinitive or Gerund
practice	profit from	be worried about	pretend	
prevent	prohibit from		promise	
quit	put off		refuse	
recall	result from		resolve	
recollect	succeed in		seem	
recommend	suffer from		tend	
regret	talk about		struggle	
resent	take part in		swear	
resist	there's no		volunteer	

	point in	
resume	think about	wait
risk	warn about	want
suggest	work on	wish
tolerate	worry about	would
		like
understand		

EXERCISES:

Fill in the sentences with the correct infinitive or gerund form of the verbs in brackets.

1. in the garden is very tiring (dig).
2. Did you use fish when you were a child?
(like)
3. We saw Mary for the school bus (wait).
4. My husband doesn't mind (wash) up, but he hates (iron).
5. Dan's son is really good at (draw).
6. There's no need up. It's 7:30 and our train leaves at 8:20 (hurry).
7. After lunch, we made some coffee (have)
8. I'm used to to my office (walk).
9. Would you like round tonight? (come)
10. My boyfriend apologised for our date (forget).
11. Some decisions are hard (take)

12. How about Mary for dinner next weekend? (invite)
13. Despite studied a lot, Paula didn't passed her literature exam (have).
14. You'd better (do) some exercise fit (keep).
15. We can't afford on holiday next summer (go).
16. Look! The plane is on the point of (land).
17. (hear) such good news made me (feel) better.
18. Tony is dying (meet) his favourite actress.
19. Stop me, Paul! (tease)
20. Do you know how an email? (send)
21. I'm longing my birthday with all my friends (celebrate).
22. The Prime Minister is expected the Home Secretary's resignation (accept).
23. It's no use Peter to act sensibly (tell)
24. Sam and Paula are looking forward abroad on holiday (travel)
25. I can't imagine Mary that snobbish boy (marry).
26. Mandy prefers (read) to TV (watch).
27. We could prepare dinner tonight instead of out (eat).

A. Choose the suitable infinitive or gerund form to complete the sentences

1. Pam is thinking of move/ to move/ moving/ to London.
2. The exhibition is worth see/ to see/ seeing.
3. Dr Morrow advised me cut/ to cut/ cutting down on chocolate.
4. I don't feel like cook/ to cook/ cooking tonight.
5. Carol was made tidy/ to tidy/ tidying her room before leave/ to leave/ leaving home.
6. Dan suggested watch/ to watch/ watching a video after dinner.
7. Every agreed go/ to go/ going halves.
8. Sam is so hard-working! He deserves be/ to be/ being promoted.
8. We did our best satisfy/ to satisfy/ satisfying her desires.
9. It was rude of him not visit/ not to visit/ not visiting us when he was in New York.
10. Peter insisted on get/ to get/ getting up early.
11. My wife is really fond of listen/ to listen/ listening to jazz.
12. I was sorry hear/ to hear/ hearing about your father's illness.
13. Park/ To park/ Parking here is forbidden. Look at the sign!
14. His job involves deal/ to deal/ dealing with handicapped people.
15. I'd love try/ to try / trying hand gliding.
16. There's no need worry/ to worry/ worrying about Tom, he's at work.
17. I hate do/ to do/ doing the housework.

B. Join the sentences. Match the numbers and the letters

1. Paul succeeded in
2. I'm fed up with
3. We didn't agree
4. What about
5. You ought
6. The curtains need
7. Do you fancy
8. Bob promised
9. It took me hours
10. It was easy

- a. to be more polite.
- b. to email Susan.
- c. washing.
- d. to drive there.
- e. passing his exam.
- f. having some tea?
- g. to write my essay!
- h. to solve the puzzle.
- i. meeting at the pub?
- j. getting up early!

UNIT XIII
ACTIVE PASSIVE

Active : The boy (subjek) opened the door (objek)

Passive : The door was opened by the boy

Passive Sentences

TENSES	ACTIVE	PASSIVE
Simple Present	offer offers	am offered is offered are offered
Present progressive	am offering is offering are offering	am being offered is being offered are being offered
Simple past	offered	was offered were offered
Past progressive	was offering were offering	was being offered were being offered
Future	shall offer will offer	shall be offered will be offered
Present Perfect	have offered has offered	have been offered has been offered
Past Perfect	had offered	had been offered
Future perfect	shall have offered will have offered	shall have been offered will have been offered

Change these Active sentences into Passive sentences.

Example :

Their teacher opens the door every morning.

The door is opened by the teacher every morning.

Mr. Roberts will paint the murals in the new lecture hall.

The murals in the new lecture hall will be painted by Mr.

Roberts

1. The Government is planning a new road near my house

.....

2. My grandfather built this house in 1943.

.....

3. Picasso was painting Guernica at that time.

.....

4. The cleaner has cleaned the office.

.....

5. He had written three books before 1867.

.....

6. John will tell you later.

.....

7. By this time tomorrow we will have signed the deal.

.....

8. Somebody should do the work.

.....

9. The traffic might have delayed Jimmy.

.....

10. People speak Portuguese in Brazil.

.....

2 CONVERSATION

Dialog 1

Zack: Where is your Gibson geetar, bro?

Billy: It is being fixed. What's up ma man?

Zack: I will borrow for my show tonight. Your Fender?

Billy: It is on the case. Wait a minute it will be taken.

Zack: Thanks bro!

Billy: Here you are... Testing first.

Zack: Roger that. This will be tested.

Billy: The sound is modified by Seymour Ducan.

Zack: Yeah, I see. I can feel it. Nice sound, bro!

Billy: Go a head ma man!

Zack: Alright. See ya on the stage. You will be waited by the Blues, bro.

Dialog 2

Jane: Wow! this Sushi is so yummy! Did you cook this food?

Yoko: No, sista. This was cooked by Sakura this morning.

Jane: Why don't you make it?

Yoko: I'm not sure, it will be yummy.

Jane: Oh no... keep it real ma sista. You can do it!

Yoko: Thanks ma sista.

Jane: Why don't you try this Sushi?

Yoko: No, thanks. I'm full. Ramen has been eaten just now.

Jane: Oh, I see. I'll finish this.

Yoko: Please.

READING AND LISTENING

Before the students read this below text, the teacher reads the text and the students listen and try to write the text

“My Friend” Reading Comprehension

Short Stories Directions: Read the story. Then answer the questions below.

My name is Julie. I have a friend. My friend lives in California. My friend is a girl. She is seventeen years old. Her name is Jessica Roberts. Jessica is cool. I like her a lot. She likes to read. She is a good reader. She is good at math, too. It is her best subject. Jessica is smart. I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday. Jessica is my friend.

Questions:

- 1) Where does Julie’s friend live? A. Colorado B. Texas C. California
- 2) Is Julie’s friend a girl or a boy? A. She is a girl. B. He is a boy.
- 3) How old is Julie’s friend? A. 15 years old B. 16 years old C. 17 years old
- 4) What is Julie’s friend's first name? A. Jenny B. Jessica C. Julie Questions (continued):
- 5) What is my friend's last name? A. Rowan B. Randal C. Roberts
- 6) What is Jessica's best subject? A. English B. math C. Science
- 7) How many days a week do I eat lunch with Jessica? A. 3 B. 5 C.7

Do you have a good friend? What is he or she like? What things do you like to do together?

Answers and Explanations

1) C At the beginning of the story, Julie says, "My friend lives in California." Therefore (C) is correct. The story does not provide information to support answer choices (A) and (B). Therefore they are incorrect. 2) A Near the beginning, Julie says, "My friend is a girl." Therefore (A) is correct. Since Julie's friend is a girl, she is not a boy. Therefore (B) is incorrect. 3) C Near the middle of the story, Julie says, "She is seventeen years old." We can understand from this that Julie's friend is seventeen years old. Therefore (C) is correct. The story does not provide information to support answer choices (A) and (B). Therefore they are incorrect. 4) B Near the middle of the story, Julie says, "Her name is Jessica Roberts." From this, we can understand that Julie's friend's first name is Jessica. Therefore (B) is correct. The story does not provide information to support answer choice (A). Therefore it is

incorrect. The narrator's name is Julie, but Julie's friend is named Jessica. Therefore (C) is incorrect. 5) C Near the middle of the story, Julie says, "Her name is Jessica Roberts." We can understand from this that Julie's friend's last name is Roberts. Therefore (C) is correct. The story does not provide information to support answer choices (A) and (B). Therefore they are incorrect. 6) B In the middle of the story, Julie describes what Jessica likes. Julie says, "She is good at math, too. It is her best subject." We can understand from this information that Jessica's best subject is math. Therefore (B) is correct. Although Julie says that Jessica "likes to read" and "is a good reader," Julie does not say that English is Jessica's best subject. Therefore (A) is incorrect. The story does not provide information to support answer choice (C). Therefore it is incorrect. 7) A Near the end of the story, Julie says, "I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday." We can understand from this that Julie eats with Jessica on Monday, Tuesday, and Wednesday. This makes 3 days. Therefore (A) is correct. The story does not provide information to support answer choices (B) and (C). Therefore they are incorrect 5

UNIT XIV
CONDITIONAL SENTENCE
TYPE 1, 2, & 3

Conditional Sentence Type 1 (Future Real Conditional)

Text.

Let's Shop

Julia Choi, 22, loves Hello Kitty. She shows off the popular Japanese cartoon character—a white kitten with a pink hair bow—everywhere in her apartment. She has pens and pencils, clothing, towels, a shower curtain, dishes, clocks, a TV/DVD player, a computer, and over 300 stuffed animals. She picks up a pink guitar. “I saved up for a year to buy this. The store sold out of them in two hours. I bought it online.” Will she ever quit collecting? “Probably not,” she admits. “If I get married, I’ll spend less money on Hello Kitty. But I won’t give her up. I can’t do without her. If someone marries me, he’ll marry my collection, too”

Matt Anderson, 21, doesn’t just collect one thing. He’ll buy anything if he likes it. His apartment is filled with his purchases. “If I’m in a store, and I see a cool watch, I’ll buy it. Last week, I bought a backpack over the Internet. I know the company ripped me off—it was an expensive bag and poor quality. But I like the color, so I kept it.” He worries, though. “I can spend my whole paycheck in a week. I worry I’ll wind up broke. I’d like to cut back on buying things. And my roommate might kick me out if I don’t get rid of some stuff.”

Julia and Matt have different spending personalities. “Self-expressive buyers” like Julia, collect things that reflect

their personality. “Impulsive buyers” like Matt, don’t plan their purchases, and they shop without self-control.

What is Conditional Sentence Type 1 (Future Real Conditional)

1. We use future real condition type 1 to express future possibilities.
2. We use the simple present in *if clause* and *the future* with *will* in the result clause.
 - If she marries, she will stop her bad habit.
 - If I lose my job, I will go abroad.
3. The ‘*if*’ and the result clause can change places, but the verb forms don’t change.
 - I will go abroad if I lose my job.
4. When we are less certain about the result, we use **may** or **might**.
 - Matt’s roommate might kick him out if he doesn’t get rid of some stuff.

Conditional Sentence Type 2 (Present Unreal Conditional)

Text.

Makeovers

Seventeen-year-old Alyssa Hart dreams of dancing in a Broadway show. There is one problem. Alyssa can’t dance.

David Barsky, 16, has an ambition to be a rock star, but there is also an obstacle in his way. “I can’t sing or play musical instrument,” he admits. “If I could, I’d be in a band now.”

Ethan Miller, 17 has an aspiration, too. He hates his appearance and wants a complete change. “If I liked my looks,

I'd have more self-confidence," he says. "And if I were more confident, I'd ask a girl out. I need a makeover."

Alyssa, David, and Ethan are among 300 teenagers who auditioned today for the television show *MADE*. The television network MTV is looking for "dreamers" to try out for the show.

MADE helps people pursue difficult goals. Each episode focuses on someone who wants to be "made" into something different. For example, a shy person runs for class president, or an unathletic person tries out for the football team.

A mentor—a coach or a tutor—works with the people for a month, providing training and motivation. That encouragement can make a big difference. A TV crew films the process. "I'd feel terrible if someone spent all the time with me, and I didn't reach my goal. And I'd be so embarrassed if I failed on national TV." David says. While *MADE* provides opportunities, it doesn't promise success. Many people on the show don't achieve their goals or realize their dreams. But according to *MADE*, it's better to try and fail than never to try at all.

What is Conditional Sentence Type 2 (Present Unreal Conditional)

1. We use conditional sentence type II (Present Unreal) to discuss future result of imagined, unreal condition in the present. The results are unlikely to happen.
2. We use the past tense in the if clause (use 'were' with all subject for the verb be). We use would + verb in the result

clause. We can use *could* or *might* in the result clause if we are even more doubtful about the result.

- If Ethan liked his appearance, he would feel more confident.
- He'd ask a girl out if he were more confident.

Conditional Sentence Type 3 (Past Unreal Conditional)

Text.

Dr. John Gottman's Formula for Love

Can mathematics indicate a couple's compatibility? Yes, according to Dr. John Gottman, a psychologist at the University of Washington. Gottman and his research team have come up with an equation that predicts with over 90 percent accuracy a couple's long-term chance of success. The team can make this prediction after just 15 minutes of observation.

Gottman studies couples at his Relationship Research Center (the "Love Lab"). Couples are asked to discuss a stressful topic – such as money – for 15 minutes, since stressful topics can reveal underlying issues. While they talk, technicians videotape them and monitor physical responses. Gottman then analyzes the couple's emotional responses, assigning points. For example, if a husband rolled his eyes at his wife's comments, he would get a -4. If a woman smiled with interest at her husband, she would get a +2.

Then Gottman calculates the points in a equation. He looks for a ratio of at least five positive behaviors to every negative behavior, which he says is the "magic formula" for success. A relationship below this ratio is in trouble. Gottman,

who has studied over 700 hundreds couples, claims that “the math model gives us a scientific theory for understanding relationships.”

Jen Carter and Mark Lee were in the study. “I wasn’t nervous when we took the test,” says Mark. “We’re a great couple, and we resemble each other. But we failed. I tend to respond to Jen with negative signals. I wish I’d known that before.” His fiancée counters: “Yes, but if you had known that, we wouldn’t have taken the test and discovered things to work on.”

What is Conditional Sentence 3 (Past Unreal Conditional)

1. We use the past unreal to discuss unreal condition in the past.
2. We use the past perfect on the if clause and would have, could have, or might have in the result clause.
 - If they have taken it sooner, they could have identified their problems sooner.
 - They wouldn’t have failed Gottman’s test if they hadn’t gone there.

Practice

Conditional Sentence Type 1

Find and correct six errors

1. If you will join our gym today, we will give you the first month absolutely free!
2. “Renew” face cream will get rid of all your skin problems if you used it every day.
3. If you sign up with our love.com dating service, you might change your life forever.

4. What you will do if your computer crashes? Call 1-800-555-HELP!
5. If you bring in your old pair of glasses, Diamond Optical take half off your new pair.
6. If you won't be satisfied with your MP3 player, we'll refund your money.

Conditional Sentence Type 2

Fill in the Blanks with the Correct Word.

1. If David _____ on national TV, he would be really embarrassed. (fail)
2. Alyssa will audition for a Broadway show if *MADE* _____ her to dance. (teach)
3. Many people might be more motivated if they _____ a mentor. (have)
4. If I _____ on *MADE*, I'd pursue my dreams of becoming an ice skater. (be)
5. Some people wouldn't be happy if cameras _____ them around. (follow)
6. If you _____ for *MADE*, what goal will you pursue? (try out)

Fill in the Blanks with the Correct Present or Past Unreal of Words in the Parentheses

Most school try to match students who will be compatible roommates, but does it always work? Here are some reports from students about their present and previous roommates.

Trang : My roommate, Amy, is a night owl. She stays up until three a.m. She leaves the light on so I

can't sleep! I wish I had a roommate who didn't stay up late. If Amy (go) _____ to bed earlier, I (sleep) _____ more.

Heather : I miss my college roommate, Maria. She was so laid-back. We never argued. We even resembled each other. People thought we were sisters! If Maria (be, not) _____ my roommate, I (have) _____ a terrible four years in college. And if Maria (be) _____ still my roommate, I (feel) _____ happier now.

Mustafa : My former roommate, William, and I were incompatible. I thrive on having lots of friend around. But William got annoyed when I had friends over. Eventually, my friends stopped coming. I wish William had liked parties. If he (enjoy) _____ parties, I (have) _____ more of them, and I (lose, not) _____ some friends.

UNIT III

Simple, Compound, & Complex Sentences

A common weakness in writing is the lack of varied sentences. Becoming aware of three general types of sentences--simple, compound, and complex--can help you vary the sentences in your writing.

The most effective writing uses a variety of the sentence types explained below.

1. Simple Sentences

A **Simple sentence** has the most basic elements that make it a sentence: **a subject, a verb, and a completed thought.**

Examples of simple sentences include the following:

1. Joe waited for the train.
"Joe" = subject, "waited" = verb
2. The train was late.
"The train" = subject, "was" = verb
3. Mary and Samantha took the bus.
"Mary and Samantha" = compound subject, "took" = verb
4. I looked for Mary and Samantha at the bus station.
"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived"
and "waited" = compound verb

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences often are short. The use of too many simple sentences can make writing "choppy" and can prevent the writing from flowing smoothly.

A simple sentence can also be referred to as an independent clause. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

2. Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or

- Yet
- So

Examples of **compound sentences** include the following:

1. Joe waited for the train, but the train was late.
2. I looked for Mary and Samantha at the bus station, but they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, and they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, so I did not see them at the bus station.

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can indicate some type of relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word "and," for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use "and" can weaken writing.

Clearer and more specific relationships can be established through the use of complex sentences.

3. Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until

- when
- whenever
- whereas
- wherever
- while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

1. I did not see them at the station because Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.
3. Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.

Beginning Sentences with "And" or "Because"

Should you begin a sentence with "and" or "but" (or one of the other coordinating conjunctions)?

The short answer is "no." You should avoid beginning a sentence with "and," "or," "but," or the other coordinating conjunctions. These words generally are used to join together parts of a sentence, not to begin a new sentence.

However, such sentences can be used effectively. Because sentences beginning with these words stand out, they are sometimes used for emphasis. If you use sentences beginning with one of the coordinating conjunctions, you should use these sentences sparingly and carefully.

Should you begin a sentence with "because"?

There is nothing wrong with beginning a sentence with "because."

Perhaps some students are told not to begin a sentence with "because" to avoid sentence fragments (something like "Because Mary and Samantha arrived at the bus station before noon" is a sentence fragment), but it is perfectly acceptable to begin a sentence with "because" as long as the sentence is complete (as in "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.")

EXERCISES:

Direction: Put each group of words together in a sentence.

Example A: park went to David

Answer: David went to the park.

1. I read books love to
2. name is My brother's Michael
3. Will and I best friends are
4. the library Our class went to
5. on time I finished my homework

A sentence is a group of words that expresses a complete thought

Directions: Put each group of words together in a sentence.

Example A: park went to David

Answer: David went to the park.

1. was The game interesting
2. under the tunnel sped The car
3. John the baseball hit
4. jumped on David the trampoline
5. climbed the tree My friends and I

❖ Writing Complex Sentences

A complex sentence has one main clause and one or more subordinate clauses. A conjunction joins words and sentences together. Conjunctions include; since, until, after, although, because

Directions: Create a complex sentence with each subordinating conjunction listed below.

Example:

A _____ : because

Answer: Because he studied, he was able to pass the exam.

1. after-

2. unless-

3. as-

4. although-

5. whenever-

6. wherever-

7. because-

❖ Writing Compound Sentences

A compound sentence is composed of at least two independent clauses.

Directions: Create a compound sentence by combining the two simple sentences below the conjunction (**and, or, but**).

Example

A : David likes to swim. David likes to hike.

Answer: David likes to swim, and he likes to hike.

1. John likes video games. John likes reading.
2. Stephen must study. Stephen will not pass the test.
3. Jill should show up on time. Jill will not be able to enter.
4. The boy plays basketball. The boy plays soccer.
5. My mom will sleep. My mom will rest.

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