**GRAMMAR SENSE IN REAL CONTEXT**

***Cara Efektif Membangun Penguasaan Tata Bahasa Inggris Melalui Percakapan dan Text***





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KATA PENGANTAR

Dengan senantiasa mengucapkan puji syukur atas ke-agungan Allah SAW, Tuhan semesta alam, tiada daya dan upaya yang bisa terwujud kecuali dengan seizin-Nya, demikian juga dengan penyusunan buku ini yang berjudul ***Grammar Sense in Real Context: Cara Efektif Membangun Penguasaan Tata Bahasa Inggris melalui Percakapan dan Text.*** Begitupula salam dan shalawat semoga selalu tercurah kepada Nabi Muhammad SAW, sang penuntun ummat ke cahaya peradaban pengetahuan yang mulia.

Buku ini terdiri dari 10 bab yang memuat pembahasan tentang grammar *(tata bahasa Inggris)*. Kesepuluh bab tersebut meliputi pembahasan tentang: *Simple present, present continuous, present perfect, simple past, past continuous, future tense, modals, phrases, the imperatives,* dan *common errors and idioms in English*. Secara umum setiap bab meliputi sub pembahasan tentang: *Grammar in Discourse, Forms, Examining Forms,* dan *Exercises and Summary.* Yang menarik dan berbeda dari buku ini adalah pembahasan grammar yang tidak hanya terfokus pada pembentukan tata bahasa saja *(grammar forms)*, melainkan tata bahasa yang terintegrasi secara kontekstual melalui speaking, percakapan, dialog, dan text bacaan. Sehingga, buku ini secara efektif menuntun pembaca *three in one.* Mahir dalam speaking, reading, dan grammar dalam satu buku panduan saja.

Di bagian pertama setiap bab dipaparkan sebuah topik yang diambil dari artikel, majalah, teks online, dan sumber bacaan lainnya. Selanjutnya, pembaca diarahkan untuk melakulan percakapan yang ada hubungannya dengan topik tersebut. Kemudian,akan dibahas grammar dari perspektif bentuk rumusnya *(forms),* konteks penggunaannya dalam kalimat *(meaning and use),* dan diakhiri dengan latihan dan kesimpulan pembahasan *(exercises and summary)* untuk mempertajam dan menguji pemahaman pembaca tentang pembahasan di bab tersebut.

Khusus di bab terakhir, sedikit lebih berbeda dari penjelasan bab-bab sebelumnya. Bab ini lebih spesifik membahas tentang kesalahan-kesalahan umum *(common errors)* yang sering dikemukakan oleh penutur asing bahasa Inggris. Meskipun kesannya sepele, tapi dampaknya dalam kalimat sangat signifikan apabila tidak digunakan pada kontek kalimat yang benar dan tepat. Di samping itu, bab ini juga mengemukakan beberapa ungkapan tak terstruktur grammar tapi bermakna umumnya dikenal dengan istilah*(Idioms)* yang sering ditemukan dalam percakan sehari-hari.

Akhirnya, sebagian materi dan bahan pembahasan yang dituangkan dalam buku ini diangkat dari pengamatan terhadap kebutuhan mahasiswa pada mata kuliah Grammar yang dipandu oleh penulis *Nur Aliyah Nur S.Pd.I, M.Pd*, dan beberapa sumbangsi ide dan bahan materi dari rekan penulis *Syarif Hidayat N, S.Pd*, dalam mengajarkan bahasa Inggris umum di kalangan remaja *(English for Adults*) baik di tingkat pemula maupun di tingkat universitas. Dengan demikian, buku ini juga diolah dari beberapa sumber asli yang bisa ditelusuri seperti yang tertera dalam bibliografi buku ini. Olehnya itu, kepada seluruh pihak yang tidak tersebutkan namanya diucapkan banyak terima kasih dan penghargaan yang setinggi tingginya. Tanpa menafikan kekurangan penulis dalam penyajian buku ini, saran dan kritik sangat terbuka kepada siapa saja agar penyusunan buku ini lebih maksimal dan bermanfaat di masa-masa berikutnya.

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**THE SIMPLE PRESENT**

**CHAPTER  
1**

1. GRAMMAR IN DISCOURSE : *Samalona Island*

* Before You Read
* Read
* After You Read

1. FORM : The Simple Present

* Examining Form
* The Simple Present Formulation
* Completing Blank Words
* Working on Affirmatives
* Statements to Questions

1. MEANING AND USE : The Simple Present

* Rearrange Yes/ No Questions
* Repeated Activities and Factual Information
* Adverbs of Frequency with S. Present
* Discussing about Routines
* Expressing Factual Information

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**SAMALONA ISLAND**

***A1. Before You Read:*** *Speaking*

Before having reading, discuss these questions with your chair mates!

*What comes on your mind when you imagine an Island? Do you imagine beautiful or scary view? Can you name any Islands that are in your living home?*

***A2. Read***

Read this article to find out more information about Samalona Island!

**“Samalona Island”**

**Samalona** is a small island in the Straits of Makassar, exactly on the Southwest coast of South Sulawesi. Administratively, Samalona Island is a part of the city of Makassar, South Sulawesi. Samalona Island is a cluster of circular coral island with an area of 2.34 hectares. This small island is one nautical tourist destination visited by many local and foreign tourists. White sand and crystal clear water make this island perfect for sunbathing. In addition, this island is very good for diving area, coral reefs inhabited by diverse marine tropical fish, colorful, and other marine life. Best time to visit the island Samalona is from February to October.

The **island** is saving a plenty of mystery about his wreck of the ship-relics of World War II. There are about seven boats that sank in the area of this island, among them: Maru ship, owned by a Japanese warship sank at a depth of about 30 meters; ship Lancaster Bomber which also sank at a depth of about 30 meters; submarine hunter (gunboat) Japanese-owned ; Hakko Maru cargo ship made in the Netherlands, and Japan's submarines. Wrecked ships have been transformed into a reef and became a "house" or "residence" for hundreds of diverse marine life forms, and type and color that is very admirable. The beauty of this is the major attraction for tourists to come swim in the carcasses of the shipwreck.

In addition to the mystery and beauty of the marine park, **tourists** can also watch the sunrise (sunrise) and sunset (sunset) at a similar position. In this island, tourists can also enjoy the delights of a variety of fresh seafood cooked in a way that is quite unique, that is placed on top of coconut shell and then covered with deciduous trees that grow around the island. In this way, the smell of charcoal smoke wafted immediately and could arouse appetite. At this location is a simple lodging house-shaped stage that can accommodate about 20 people. In addition, several small dining is also available that provides a variety of fresh seafood. Samalona Island is about 6.8 km from the city of Makassar, and can be reached in about 20-30 minutes by speed boat.

*Word Building*

* *Nautical : yang berhubungan dengan laut dan kapal*
* *Mystery :sesuatu yang susah untuk dijelaskan, aneh*
* *Carcasses :bangkai hewan laut*
* *Admirable :diakui*
* *Delights :kesenangan*
* *Deciduous :yang berganti daun, rontok*
* *Arose : bangkit*

***A3. After You Read***

Read carefully these following sentences, then write whether T for true or F for false, according to the text above!

--------1. Samalona Island is located in Java

--------2. There is no population of human in Samalona

--------3. Samalona landers are coming from many districts.

\_\_\_\_\_4. The island is not for diving.

\_\_\_\_\_5.Island is a cluster of circular coral island with an area of 2.34 hectares.

\_\_\_\_\_6.There are about seventeen boats that sank in the area of this island.

\_\_\_\_\_7. Best time to visit the Island of Samalona is January to March.

\_\_\_\_\_8.Maru ship, owned by a Japanese warship ever sank at a depth of about 30 meters around Samalona Island.

\_\_\_\_\_9. Samalona Island is about 7.8 km from the city of Makassar.

\_\_\_\_\_10. There are simple lodging house-shaped stages that can accommodate about only ten people in Samalona Island.

*FORM*

**The Simple Present**

***B1. Examining Form*:** *She* ***cooks*** *rice every afternoon*

Read these sentences and complete the tasks below. Then discuss your answer with your group and read the form charts to check them.

*a. Ani studies English in UIN Alauddin.*

*b. I apply for scholarship this year.*

*c. We sell imported cloths.*

*d. My grandmother does not call me.*

*e. You do not pick me up at home.*

*f. He does not come to my graduation.*

1. Have a look at the affirmative verb forms in a –c, what is different from form in b?
2. Look at the negative verb forms d – f, how do they differentiate from form e?
3. Look at the question below. Which is a Yes/No question? Which is an information question? How are they different? How are they the same?

***B2. The Simple Present Formulation***

In the following, you can see how simple present is formulated into a sentence of negative, positive, and interrogative. Have look at the table below!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Affirmative Statements** | | | **Negative Statements** | | |
| Subject | Base Form of Verb + (-s/-es) | Object | Do/Does + Not | Base Form of Verbs | Object |
| I  You  We  They | Buy | Two new books | Do not  (don’t) | Learn | English |
| He  She  It | Buys | Does not  (Doesn’t) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subjects** | **Simple Present** | | |
| **Be (am/is/are)** | **Do/Does** | **Have/Has** |
| I | Am | Do | Have |
| You  We  They | Are |
| He  She  It | Is | Does | Has |

1. Yes/No Question.

*Do you* buy a new book? Yes, I do / No, I don’t (do not).

*Does she* buy two new books? Yes, she does / No, She doesn’t (does not).

*Do I* buy three new books? Yes, I do / No, I don’t (do not).

*Am I* late? No, you aren’t (are not).

*Is it* cold in your room? Yes, it is a little.

*Are your parents* at home every day? No, they aren’t (are not)

1. Informative Questions.

Whom *do you* teach on Tuesday?

What *does he* eat today?

When *do you* travel in the summer?

Where *does she* go this week?

Why *do you* call me?

How *does he* call you?

Who *Works* in the office on Tuesday?

What *happens* here?

***B3. Completing Blank Words***

Read the text below and fill the blank words with suitable answer!

Many people in Hawaii 1)…………..in two different worlds, the word of Traditional Hawaiian culture and the world of modern American culture. Keenan Kanaeholo 2)…………… a typical Hawaiian.He 3)……………...on the island of Oahu.

***B4. Working on Affirmative and Negative Simple Present***

Complete this paragraph with the correct form of verbs in parentheses. Use contractions where possible.

**BATS**



Bats \_\_\_\_\_\_\_(is/are) flying mammals that belong to the order Chiroptera, which is Latin for "hand-wing. Although many people \_\_\_\_\_\_\_\_\_\_(not/like) the bats, the animals \_\_\_\_\_\_\_(is/are) useful to humans and nature. Bats \_\_\_\_(eat) pests that spread disease and harm crops, and they pollinate different trees and flowers. To understand bats, it \_\_\_\_\_(is/are) important to learn about their physical characteristics and behaviors.

Bats \_\_\_\_\_\_\_\_\_(has/have) four elongated fingers and a relatively small thumb on each hand. A bat's wings consist of double-thick skin membranes that connect to the bat's fingers and body. Since bats can \_\_\_\_\_\_\_(fly/flied), they have the ability to travel to all around the world. They \_\_\_\_\_\_\_(live/living) in most terrestrial habitats, though they \_\_\_\_\_\_\_\_\_(not is/are) found in desert regions or in extremely cold regions of the northern or southern hemisphere.

Many bats \_\_\_\_\_\_(lives/live) in tropical forests close to the equator. About 45 species are found in North America compared to 120 species found in the northern part of South America. Ranges differ among bats. For instance, the Daubenton's bat ranges from Europe to Japan, while the Rodrigues fruit bat resides only on the island of Rodrigues in the Indian Ocean.

**B5. Statements to Questions**

Change these following statements into question forms using appropriate WH questions!

1. Hendro runs 2 miles from Chicago to Iowa.

Who runs two miles from Chicago to Iowa? (example)

1. The horse eats grass in the field.
2. A power plant makes electricity.
3. Bantimurung waterfall is in Maros regency, South Celebes.
4. David drives Less to school every morning
5. She drives her daughter to school every day.
6. It is hot in Colorado in the summer
7. The eucalyptus tree is from Australia.

*MEANING AND USE*

**The Simple Present**

***C1. Rearranging Yes/No Questions***

Reform these words and phrases into complete and meaningful sentences, and punctuate them correctly!

1. Work/does/He//office/at

*He does not work at office (example)*

1. Teacher/does/your/speak/language/your

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have/do/homework/you/ a lot of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. a/do/use/you/dictionary

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. speak/you/do/English/of/class/outside

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. your/computers/school/does/have

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I/Spanish/speak/Arabic/do/everyday/and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***C2. Repeated Activities and Factual Information***

1. Use the simple present to talk about activities that happen repeatedly (again and again). These events can be personal habits, routines, or scheduled events.

**Habits or Routines**

*She always drinks milk every morning*

*They train me every Sunday afternoon*

**Scheduled Events**

*The exclusive Flight to Makassar from Jakarta today flies at 8 a.m.*

*The team of UIN football rehearses at 9 a.m. every Friday morning.*

*I teach English at Tarbiyah faculty every Monday and Wednesday.*

**Factual Information**

1. Use the simple present to talk about factual information, including general truths, scientific facts, and definitions.
2. General truth

*Example: A student of doctorate program writes dissertation to finish study*.

1. Scientific Facts

*Example: Iceland has more than 100 volcanoes.*

1. Definitions

*Example: The champion means “the winner” in a competition.*

***C3. Adverbs of Frequency with the Simple Present***

Use adverbs of frequency with the simple present to express how often something happens. Adverb of frequency usually comes before the main verb. However, it might be in the end of sentences in some cases.

|  |  |
| --- | --- |
| **Adverbs of Frequency** | **Examples** |
| *Seldom* | She ***seldom goes*** to school |
| *Always* | I ***always call*** my mother in the evening before sleep. |
| *Usually* | The cafeteria food ***is usually*** bad |
| *Often* | My mother ***often cooks*** “Bubur Manado” for our breakfast. |
| *Never* | She ***never misses*** me |
| *Sometimes* | It ***sometimes rains*** here in the summer |
| *Routinely* | I and my sister ***routinely go*** vacation in Bandung. |

***C4. Discussing About Routines***

Read these complete statements. Check (√ ) the ones that are suitable with your daily activities.

­­­\_\_\_\_\_\_ 1. I always wash the dished after lunch at home.

\_\_\_\_\_\_ 2. I often drives car to work

\_\_\_\_\_\_ 3. I sometimes phone my grandfather in Sunday morning.

\_\_\_\_\_\_ 4. I often get up at 6.30 a.m.

\_\_\_\_\_\_ 5. I usually recycle newspapers.

\_\_\_\_\_\_ 6. I never go to bed before toothbrush

\_\_\_\_\_\_ 7. My friends and I routinely study together in Sunday evening.

\_\_\_\_\_\_ 8. I never forget to study hard before having final test.

\_\_\_\_\_\_ 9. I never fight with my brothers or sisters.

\_\_\_\_\_\_ 10. I always take a shower before hanging out with my friends in Saturday night.

***C5. Expressing Factual Information***

1. Complete this paragraph with the correct from of the verbs in parentheses.

“Integrated Pest Management”

There ------------ (be) no best way to deal with pests in agriculture. Pesticides ---------- (be) commonly used, but this may cause many problems. Combining different management operations --------------- (become) the most effective way to control pests. The chemicals in pesticides ------------- (build) up residues in the environment. This ---------------- (means) the quality of farm products. Furthermore, pests gradually -----------(become) resistant to pesticides. This ----------------that newer and stronger ones --------------to be developed. Finally, understanding the ecology of the area ----------- (help) a lot in pest control. Natural enemies can be used to control a pest. Pesticides that do not ------(affect) the natural enemies should be chosen. Therefore, integrated pest management ------------(be) a safe and more effective option in agriculture.

1. Describe another sport you mostly play or watch. In your notebook, write five or six facts about the sport, using the simple present of course.

*“Tennis table is a very popular sport in ASEAN countries including Indonesia. It is competed annually by some giant companies, such PT. Djarum Indonesia and few others. This game remarkably needs high seriousness and focus to play with the mini ball. This can be played through either single-to-single player or double-to-double players…….. (example).*

**Exercises and Summary**

***D1. Exercises***

1. Write whether using *am, is, are, do, does, have, or has* in the following sentences!
2. The weather \_\_\_\_\_ nice today.
3. She \_\_\_\_\_\_\_\_not tired.
4. Andi and I \_\_\_\_\_\_\_ use car to work today.
5. This bag \_\_\_\_\_\_\_ heavy.
6. She \_\_\_\_\_\_ call you to dinner together.
7. Look! Those shoes \_\_\_\_\_\_\_\_ awesome.
8. My brother and I \_\_\_\_\_\_\_\_\_ studied English.
9. Amy \_\_\_\_\_\_\_\_\_ at home while her children \_\_\_\_\_\_ at school.
10. He \_\_\_\_\_\_\_ phoned me many times, but I don’t see.
11. I \_\_\_\_\_\_\_ 18 years old now.
12. Editing: Find the errors in this paragraph and correct them.

Which large American city are*(is)* on three islands? New York City! New York is on Manhattan Island, Long Island, and State Island. Most people thinks of Manhattan when they thinks of New York City. This are because Manhattan has the tall buildings that New York are famous for. Sometimes, people travel from Staten Island to Manhattan by boat. However, most people in New York does not use boats to go from one part of the city to another. Large bridges connects the island. Trains and cars also uses long tunnels under the water to move between the Island. In facts, New Yorkers usually forget that they lives on an island.

1. Speaking along with Grammar.

Take notes, Answer these questions, and write five or six facts about the famous person do you know. Use the simple present!

Whom famous one *do* you admire?

What *does* he/she look like?

Where *does* he/she live?

What unusual things *do* you figure out at him/her?

***D2. Summary***

S

imple present is used to describe routines and habitual activity. It deals with to be (am, is, are), to do (do, does) and to have (have, has). This can be either positive or negative form. Additionally, this is also possible to be constructed into positive interrogative (are you?) or negative interrogative (isn’t she?).

**CHAPTER  
2**

**THE PRESENT CONTINUOUS**

1. GRAMMAR IN DISCOURSE : *Long Distance Messenger*

* Before You Read :
* Read
* After You Read

1. FORM: The Present Continuous

* Examining Forms
* Writing Information Questions

1. MEANING AND USE: The Present Continuous

* Examining Meaning and Uses
* Meaning and Use notes
* Explaining Pictures of Present Continuous
* The Stative Verbs and Present Continuous

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**LONG – DISTANCE MESSENGER**

***A1. Before You Read:*** *Speaking*

Discuss these questions.

*Do you think there is life on other planets? Is it good ideas to look for life on other planets? Why or why not*.

***A2. Read***

Read this following article to discover the logical reasons of stopping space travel. Guess every present continuous form that you figure out in the article!



“Stopping Space Travel”

Space travel should be stopped for many reasons. Firstly, it is totally unsafe as proven by the Columbia Space Shuttle disaster. Thousand people have been killed in accidents. Secondly, it costs billions and billions dollars every day just to put fuel to rockets. Professor Smith from spend money on People Association agrees that space travel is becoming a wasting time and money as well. Further, space travel is altering the world’s weather patter as evidenced by the record of high temperatures this summer in Cobar. Everyone knows that if God wanted us to fly in space we should have been born with space suits. Stop space travelling before it destroys the earth.

*Word Building*

* *Space : angkasa*
* *Disaster : bencana*
* *Accidents : kecelakaan*
* *Fuel : bahan bakar*
* *Destroy : menghancurkan*
* *Earth : bumi*
* *Summer : musim panas*
* *Alter : mengubah*

***A3. After You Read***

Write carefully and decide *T* for true and *F* for false for each following statement!

\_\_\_\_\_\_\_ 1. Space travel is argued by some groups of people.

\_\_\_\_\_\_\_ 2.The Colombia Space Shuttle Disaster researched space travel is safe to go.

\_\_\_\_\_\_\_ 3. The space travel murdered a thousand of people.

\_\_\_\_\_\_\_ 4. It does not need expensive cost to travel the space.

\_\_\_\_\_\_\_ 5. The travel is altering the world’s weather pattern, according to one scientific study.

\_\_\_\_\_\_\_ 6. Professor Smith is a person strongly agrees with space travel activity.

\_\_\_\_\_\_\_ 7. Space travel is becoming a wasting of time.

*FORM*

**The Present Continuous**

***B1. Examining Form***

Read the sentences and complete the tasks below. Then discuss your answers and read the form charts to check them.

1. *It costs billions and billions dollars every day just to put fuel to rockets.*
2. *Space travel is becoming a wasting time and money.*
3. *Everyone knows that if God wanted us to fly in space.*
4. *Space travel is altering the world’s weather patter as evidenced by the record of high temperatures.*
5. *It is totally unsafe as proven by the Columbia Space Shuttle disaster.*
6. Underline the verbs. Which is simple present? And which is Present continuous?
7. How many words are necessary to form the present continuous? What ending is added to the base form of the verbs?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Simple Present Continuous / Present Progressive** | | | | |
| Subjects | Be (affirmative) | Be (Negative) | Base Form  (Verb1 + ing) |  |
| I  You  They  We  She  He  It | am **(I’m)**  are **(You’re)**  are **(They’re)**  are **(we’re)**  is **(She’s)**  is **(He’s)**  is **(It’s)** | am not **(I’m not)**  are not (You aren’t)  are not **(They aren’t)**  are not **(We aren’t)**  is not **(She isn’t)**  is not **(He isn’t**)  is not **(It isn’t)** | Working  Studying  Writing  Calling  Eating | *Today*  *Now*  *At present* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Yes / No Questions** | | | | **Short Answers** | |
| Be | Subjects | Base Form  (Verb + ing) |  | Yes | No |
| Are  Is  Am | They  She  I | Speaking | English? | Yes, they are  Yes, She is  Yes, I am | No, they aren’t  No, She isn’t  No, I am not |

|  |  |  |  |
| --- | --- | --- | --- |
| **Information Questions** | | | |
| WH-Questions | Be | Subjects | Base Form  (Verb + ing) |
| How  Whom  What  Where  Why | are  is  are  is  are | You  she  you  he  they | doing?  calling?  doing?  working?  fighting? |
| Who (subject)  What (subject) | (is / are) | Calling your mother?  Happening there ? | |

***Essential:***

a. Do not use contractions in affirmative short answers.

For instance: Yes, I am (correct)

Yes, I’**m** (incorrect)

1. Do not use a subject pronoun in information questions if ***who*** or ***what*** is positioned as the subject in the sentence.

For instance: What is happening? (correct)

What is **it** happening? (incorrect)

***B2. Writing Information Questions***

Write an information question about each underlined word or phrase!

1. The met is burning

What is burning?

1. Syarif is talking on the Skype chat now

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mr. Ahmad is teaching Arabic and French in my classroom at present.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The dean is leading the meeting at the auditorium.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She married me because she likes my attitudes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The children are playing a football game.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My girlfriend is feeling sad today.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They are doing their last assignment now.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I study hard for I want to be a rector someday.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My ambition is being an education policy maker of this university two years later.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*MEANING AND USE*

**The Simple Present Continuous**

***C1. Examining Meaning and Use***

Read the sentences and answer the questions below. Then discuss your answer and read the meaning and use notes to check them!

1. The summer season this year *is becoming* very serious.
2. I *am having* lunch with my classmates right now. Can I phone you back later?
3. I *am taking* a French language course this early semester.
4. Which sentence describes an activity that is happening at the exact moment speaker is talking?
5. Which sentence describes an activity that is in progress, but not happening at the exact moment the speaker is talking?
6. Which sentence describes a changing situation?

***C2. Meaning and Use Notes***

|  |  |  |
| --- | --- | --- |
| **The Use of Present Progressive/ Continuous** | | |
| *Activities which are in happening at the exact moment* | For instances :   1. Look at that bird! It’s *flying* higher 2. My brother *is reciting* holy Qur’an right now. 3. Ryan can’t pick your phone at present. He *is taking* a shower. | *Right now, now, at present, at the moment.* |
| *Activities which are in progress, but not happening at the exact moment.* | For instances:   1. I’m *planning* to have journey to *Bali this month*. Any recommended flight? 2. He *is painting* his house *this week*. I think it is taking a longer time. 3. My wife *is going* to shopping *tonight*. I believe she will spend a lot of money. |  |
| *Activities which demonstrates changing situations* | For instances:   1. My academic scores *are improving* a bit higher this semester. 2. The technology *is getting* more sophisticated over the years. 3. The cars *are transforming* more expensive all the time. |  |

**C3. Explaining Pictures of Present Continuous**

Look at the following pictures. Describe the pictures using present continuous. Use your ideas and your own words to make appropriate and meaningful sentences!

1. 

*A baby is eating a parrot while looking at someone in front of him*. *(example)*

1. 

­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***C4. The Stative Verbs and The Present Continuous***

It must be clearly understood that not all verbs are available being progressive (+ing) latterly called Stative verbs. Meanwhile, some are. Therefore, see below to distinguish which stative verbs can be progressive and cannot be.

1. Several stative verbs are not commonly used in the present continuous. Yet, they are generally used in the simple present. They are: ***know, mean, own, seem, and understand.***

Simple Present

Do you mean that point?

What do you know about him?

We don’t seem lost.

They do not own any car.

Present Continuous

\*Are you meaning that point? (Incorrect)

\*What are you knowing about him? (Incorrect)

\*We are not seeming lost. (Incorrect)

\*They are not owning any car. (Incorrect)

1. Some stative verbs can be used in the present continuous, but they are used as action verbs and have a different meaning from their simple present meaning. They include ***have, look, see, think, weigh, and taste.*** Look the differences below!

Simple Present

* We **have** a small music studio. (We own a small music studio.)
* Mr. Hidayat looks interesting this morning. (Mr. Hidayat seems interesting.)
* I **see** Budi. He is in front of Ahmad. (I am looking at Budi.)
* The birthday cake **tastes** much salty. (The birthday cake has much salt.)
* She **thinks** that’s such a brilliant idea. (She believes that’s a great idea.)
* The new container **weighs** fifty pounds. (Its weight is fifty pounds).

Present Continuous

If, they are in present continuous, becoming:

* We **are having** a good time now. (We are experiencing a good time.)
* Mr. Hidayat **is looking** for his motorcycle key. (He is searching for his motorcycle key.)
* I **am seeing** Budi. (My eyes are pointing Budi.)
* The big mom **is tasting** the cake. (The big mom is trying the cake’s taste)
* She **is thinking** about me. She likes my attitudes. (I am in her thoughts now.)
* The postal worker **is weighing** the package. (The postal worker is using a scale.)

1. Stative Verbs referring to physical conditions can occur in the simple present or present continuous with **no** difference in meaning. Some of these verbs are ache, feel, and hurt.

Simple Present

I do not **feel** very well today.

My right leg **hurts.**

Present Continuous

I **am not feeling** very well today.

My right leg **is hurting**.

For more details, here in the following table the list of common verbs which have stative meanings.

|  |  |
| --- | --- |
| **Kinds of State (Stative Verbs)** | **Examples** |
| 1. Mental State | Know, realize, understand recognize, believe, feel, suppose, think\*, imagine\*, doubt\*, remember\*, forget\*, want\* need, desire, mean\*. |
| (2). Emotional State | Love, like appreciate, please, prefer hate dislike, fear, envy, mind, care, astonish\*, amaze, surprise\* |
| (3). Possession | Possess, have\*, own, belong |
| (4). Sense Perceptions | Taste\*, smell\*, hear, feel\*, see\* |
| (5). Other existing states | Seem, look\*, appear\*, sound, resemble, look like, cost\*, owe, weigh\*, equal, be\*, exist, matter, consist of, contain, include\*. |

*Notes: Verbs above with asterisk (\*) are like the verb* ***doubt****: they have both stative and progressive meanings or they can be with +ing and without +ing.*

**Exercises and Summary**

***D1. Exercises***

1. Form sentences in the present continuous from these words and phrases. Use contractions where possible, and punctuate your sentences correctly!
2. Ali/in a noodle factory/work

Ali is working in a noodle factory.

1. In Australia/Steve/live/Mario/and.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Stay/Andre/Indonesia/not/in

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Aliyah/letters/post/two/mother/her/to.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Yusuf/in/study/Morphology/the school/Tuesday/every.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Go/to/the market/his friends/Andi/with.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Not/in/we/rent house.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You/invite/to come/I/marriage/my/to/party.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ali/buy/I/and/a/home/luxury.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mr. Salehuddin/a/give/speech/ceremonial/now.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read each conversation below carefully and have a look at the underlined verb forms. Is the statement following true or false? Indicate T for true and F for false. Then discuss your answers with your partners!
2. Uki : Thanks for driving me going home. You seem really tired. Are you fine?

Isna : Well, I’m working a lot of extra hours at office these four days. I guess you are right I’m very tired.

*T : Isna is not working in her office now. (For example)*

1. Baco : I need to figure out a cheaper rent house, and you know well it’s not easy.

Becce : I think so. Rents here are becoming more expensive year-to-year.

\_\_\_\_\_\_ The cost of rent house is not changing.

1. Yuni : How’s your school this early semester?

Andi : Awesome! I’m studying Linguistics and Math, and I do like both.

\_\_\_\_\_\_ Andi is studying both Linguistics and Math at this exact moment he is speaking.

1. Edward : Please, pick the phone up, Maria.  
   Maria : I’m sorry. I cannot do that. I’m serving my shop costumer.  
   \_\_\_\_\_\_\_ Maria is providing service to her costumers right now.
2. Leonardo : Hi, anyway how’s your new pet?  
   Rose : Don’t ask! he is greedy. He is eating everything in my room.  
   \_\_\_\_\_\_\_ The pet is eating everything these days.
3. Susan : What’s happening? Your face looks unhappy.   
   Indiana : I’m not sure. I am getting sick.  
   \_\_\_\_\_\_\_ Indiana is getting bad felling on her health.
4. Hidayat : Hello, where are you these two days? I do not see you. I need a help tomorrow to move some boxes from my room. Could you help me?  
   Taufik : Let me see later! I am going to visit my grandmother tomorrow, if any possible time.   
   \_\_\_\_\_\_\_\_ Taufik is visiting her grandmother now.
5. Differentiate between states and actions!  
   Complete these following blank sentences with using either the simple present or the present continuous! More than one answer is sometimes possible.

Lecturer : What \_\_\_\_\_\_\_\_\_\_\_\_\_(seem) to be the problem of your decreasing study this semester?  
Student : I \_\_\_\_\_\_\_\_\_\_(not/know) sir. My \_\_\_\_\_\_\_\_\_\_\_\_(fall down), and my spirit of study \_\_\_\_\_\_\_\_\_\_\_\_\_\_(get/bad).   
**Lecturer** :You \_\_\_\_\_\_\_\_\_\_(look) smart and strongly active in the previous semester. Yet, this one \_\_\_\_\_\_\_\_\_\_\_(be) different. You \_\_\_\_\_\_\_\_\_\_\_(not/follow) some class discussion. I \_\_\_\_\_\_\_\_\_\_(think) it’s probably about your laziness. So, you \_\_\_\_\_\_\_\_\_\_\_ (be/change) badly.   
**Student** : Oh, it \_\_\_\_\_\_(be) my bad sir. I \_\_\_\_\_\_ (plan) to finish my first graduate by the middle of this year. I can’t continue doing it.  
**Lecturer** : I \_\_\_\_\_\_(think) so. All \_\_\_\_\_\_\_ (go) back to you. You must \_\_\_\_\_\_\_ (consider) your study now, not any else!  
**Student** : Sure sir. I \_\_\_\_\_\_ (do). Thanks sir, anyway!

**Lecturer** : My pleasure boy.

1. Distinguishing Differences in Meaning.

Read each pair of sentences and look at the underlined verbs. Do the verbs have different or the similar meaning? Write D for different or S for same. Discuss your answers in your small groups.

S 1. a. She looks for your coming today.  
 b. We are looking for some English dictionary now.

\_\_\_ 2. a. She weighs 100 pounds.  
 b. The clerk is weighing three boxes of apples.

\_\_\_ 3. a. The young lady looks very nice today.  
 b. My sister is looking for some old pictures now.

\_\_\_ 4. a. I see the ladies. There they are!  
 b. I am seeing William. He is such a great student!  
\_\_\_ 5. a. Anita is thinking about leaving her boyfriend.   
 b. I don’t think that’s a good idea.

\_\_\_ 6. a. They are having a fun time at the birthday party.  
 b. You have a new brand imported from England.   
\_\_\_ 7. a. I need to go home because I don’t feel well.  
 b. Alexander says that he is not feeling better now.

E. Choose the best answer to complete each conversation. Then discuss your answers in small groups.

1. A. Do not disturb him! He \_\_\_\_\_\_\_\_.  
 B. What’s the matter?  
 a. is laughing you

b. is calling his mother.

c. is leaving

2. A. \_\_\_\_\_\_\_\_\_\_ She\_\_\_\_\_\_ hard these days?  
 B. Yes, I think she is really tired every night.

a. does/study

b. is/studying

c. is/study

3. A. Andi, what \_\_\_\_\_\_\_\_\_\_\_?

B. My mom. I’m worried about her.

a. do you think

b. are you think about?

c. are you thinking about?

4. A. This new cloth is really expensive.  
 B. How much \_\_\_\_\_\_\_\_ it \_\_\_\_\_ ?  
 a. is/cost

b. does/cost

c. is/costing

5. A. Why \_\_\_\_ your wife \_\_\_\_\_ study in German?

B. She is studying enough.

a. does/succeed

b. is/succeeding

c. does/succeed

F. Beyond the classroom exercise

Find or listen any newspaper in where you can find news reports using the present continuous. List and write down three examples and bring them to class. Then discuss why you think the reporters used the present continuous on their reports!

***D2. Summary***

T

he present continuous is a tense which is formulated (S + Verb (ing) + Complement), **studying**, for instance. However, some verbs called *stative* verbs are not. Generally, it is used to describe on-going actions while the speakers are talking at the exact moment. It is clued by *right now, now, at this moment, at present, and ect.* Otherwise, some actions in present continuous describe activities in progress, but not happening at this exact momen

**CHAPTER  
3**

**THE PRESENT PERFECT**

1. GRAMMAR IN DISCOURSE:*The Most Outstanding World Traveller.*

* Before You Read
* Read
* After You Read

1. Form : The Present Perfect

* Examining Forms
* The Formulation of Present Perfect
* Working on Irregular Past Verb Forms
* Building Sentences

1. Meaning and Use : The Present Perfect

* Continuing Time Up to Now
* Examining Meaning and Use
* Meaning and Use Notes

1. Indefinite Past Tense

* Meaning and Use Notes
* Asking Questions about The Indefinite
* Past Times
* Describing Progress

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**The Most Outstanding World Traveler**

***A1. Before You Read:*** *Speaking*

Discuss these following questions.

*Do you like travelling? What places have you travelled either your home country or other countries? What are the most unforgettable moments of your long travelling?*

***A2. Read***

Read this article quoted from a magazine of the Christian Science Monitor, to find out about the most familiar world traveller John Clouse. While reading, guess and underline every present perfect verbs that you figure out!

**“The World Traveler”**



According to Guiness World Records, Jon Clouse has visited more places than anyone else in the world. He has been to 192 countries and almost all of the world’s territories. In his travels, he has crossed the Atlantic Ocean at least 100 times and the Pacific Ocean 40 or 50 times. In addition to holding the Guinness world record for travel, Clouse is also the most traveled member of the Travelers’ century club.

All of the members of this club have traveled to at least 100 countries. All of this travelling has cost John Clouse a lot of money. So far, he has spent about $ 1.25 million. It has also taken a long time. Clouse started travelling 40 years ago.

Has John Clouse stopped travelling? No, he hasn’t. He has continued his journeys. There are three places that he hasn’t visited yet: the Paracel Island in the South China Sea; Clipperton, a French island about 700 miles west of Acapulco, Mexico; and Bouvet Island, near Antarctica.

Some of Clouses’s journeys have been difficult. For example, while trying to reach Danger Island in the Pacific, he almost had to turn back just a few yards from the shore because the waves were too high. The real problem was that he doesn’t know how to swim, so another man had to carry him on his back!

Clouse has never publicly stated his favorite country. He doesn’t like to list favorites, but he has said that Kenya and Tanzania in Africa are both beautiful. What place has Clouse visited the most? Paris. He has been there 35 times. Does Clouse feel proud of his world record? Not at all. In fact, he realizes that it’s all a bit ridiculous. “Wanderlust is a sickness that I got from my father. After all, if you are seen one atoll, you have seen them all”, he says with a smile.

*Adapted from The Christian Science Monitor in Grammar Sense by Cheryl Pavlik.*

*Word Building*

* *Atoll : pulau karang*
* *Journey : sebuah perjalanan*
* *Ridiculous : sangat tolol, bodoh*
* *tale : kisah atau hikayat*
* *wanderlust : nafsu atau minat berkelana, mengembara*

***A3. After You Read***

1. Circle the places that John Clouse has visited, according to the magazine above!  
 a. Clipperton c. Bouvet Island e. Tanzania  
 b. Kenya d. Indonesia f. Paris

2. Match each number with the correct description!

|  |  |  |
| --- | --- | --- |
| 1). 35  2). 192  3). 40 or 50  4). 1. 25 million  5). 700 | ( d )  (….)  (….)  (….)  (….) | 1. The number of dollars Clouse has spent on his world travelling. 2. the number of countries Clouse has travelled. 3. the number of times Clouse has crossed the Pacific Ocean. 4. the number of times Clouse has visited Paris 5. the miles range of a place of Clipperton from Mexico Clouse hasn’t been visited yet. |

1. Which parts of the story amazes and interests you? Why, discuss with your partners!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM*

**The Present Perfect**

***B1. Examining Form***

Look at the sentences and complete the tasks below. Then discuss your answers and read the form charts to check them!

1. She moved to London in 2003.
2. He has crossed the Atlantic since 1999
3. They have flown by Garuda Airlines to Ireland many times.
4. Mr. Ricardo went to Kenya for social actions two years ago.
5. From four sentences above, which are present perfect?, how many words are necessary to form the present perfect ? Then underline the verb forms which are irregular past participle verbs?
6. Look back at the article on page 90. Find five examples of the present perfect written on the article!

***B2. The Formulation of the Present Continuous***

Read the following tables to see more details the forms of present continuous at various models!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Affirmative Statements** | | | | |
| Subjects | Have/Has | Past Participle (V3) | | Complement |
| I  You They We | Have (‘ve) | Written  Studied  Eaten | | A book  French  An apple |
| He She It | Has (‘s) |
| **Negative Statements** | | | | |
| Subjects | Have/Has | Not | Past Participle | Complements |
| I  You They We | Have (‘ve) | *not* | Invited  Made  Bought | You  A cake  Two books |
| He She It | Has (‘s) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions** | | | |
| Have/Has | Subjects | Past Participle | *to Netherland?* |
| Have | I You  They  We | Gone  Travelled |
| Has | She  He It |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Yes/ No Questions** | | | | | |
| Yes | Subjects | Has/Have | No | Subjects | Have/Has + not |
| ***Yes*** | I She We | Have Has Have | ***No*** | I She We | Haven’t  Hasn’t  Haven’t |

|  |  |  |  |
| --- | --- | --- | --- |
| Information Questions | | | |
| WH-words | Have/Has | Subjects | Past Participle |
| Whom What Why How  When Where | Has  Have  Has Have | She  You she You | Loved?  Seen? left early? achieved it? |
| Who/What  **(Subjects)** | has | Past participle | complements |
| Who What | has | given   fallen | a speech? in the field? |

***B3. Working on Irregular Past Verb Forms***

Complete the charts below! See dictionary if you need help!

|  |  |  |  |
| --- | --- | --- | --- |
|  | Base Form | Simple Past | Past Participle |
|  | leave |  |  |
|  |  | Showed |  |
|  |  |  | Taken |
|  | Be |  |  |
|  |  | Did |  |
|  |  |  | Thought |
|  |  | Saw |  |
|  |  |  | Called |
|  |  | Felt |  |
|  | grow |  |  |

***B4. Building Sentences***

1. Build four logical sentences of simple present continuous using vocabularies written below. Punctuate your sentences correctly!

|  |  |  |  |
| --- | --- | --- | --- |
| He You They | Have  has | Cooked  written  Married  gone  Been | A good lady  To a market  A book  At school  A plate of friend rice. |

2. Rewrite your sentences through negative statements!

Think about any condition that you are doing while you are also doing something else, or other people you see doing something while you are doing something else. Use present continuous correctly!

*“I am studying English now while my brother is washing his car in front of our house. By the same time, I see my sister is doing dashes and is getting to prepare dinner. ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….”*

*MEANING AND USE*

**Continuing Time Up to Now**

***C1. Examining Meaning and Use***

1. *Ahmad has learnt Chemistry in Cambridge University since 2011.*
2. *Ahmad learnt Arabic in UIN Alauddin for two and a half years.*
3. *Anita has been a voluntary teacher for five years.*
4. *Anita was a banker for six months.*

Which sentences demonstrate situations that began and ended in the past? And which show situations that began in the past and have continued up to the present time?

***C2. Meaning and Use Notes***

Continuing Time Up to Know

1. The present perfect connects the past with the present. Use the present perfect for actions or states that began in the past and have still continued up to the present time. These actions or states may continue into the future.

*Andika* ***has studied*** *English for four years.*

*She****’s lived*** *in the same village since 2000.*

1. The use of **For** and **Since**

Usually, sentences expressing continuing time up to now are often used for and since.

2a. **For** + a length of time tells how long an action or state has continued up to the present time.

They’ve stayed here **for** a long time.

I have lived here for ten years.

2b. **Since** + a point in time tells when an action or state began.

I have worked here **since** 1991

I think you have been here **since** Sunday.

Also, since can introduce a time clause. When it does, the verb in the time clause is usually in the simple past.

I’ve learnt Arabic **since** *I was ten years old.*  
You have lived here **since** *I was a kid*, ten years ago.

1. Discussing about How long.

Use the phrases below and the present perfect to ask and answer questions about Ahmad’s life. Use contractions if possible!

Born in Makassar gets married achieves master

2001 2013

1990 2012 2014

moves to Australia buys a car

*For example:*

1. ***How long*** has Ahmad moved to Australia?
2. He has moved to Australia ***since*** 2001.

**Indefinite Past Time**

***D1. Meaning and Use Notes***

**Indefinite Past Time**

1. Use the present perfect to talk about actions or states that happened at an indefinite (not exact) time in the past.

A : Have you talked to Arif?  
B : Yes, I have talked to him. He is really friendly.

1. Actions or states in the present perfect can happen once or repeatedly.

Both the students **have visited** London once.

I **have tried** two times to pass Fulbright master scholarship these last two years.

1. Do not use the present perfect with time expressions that express a definite time in the past. When you mention the definite time an event happened, use the simple past.

I went to USA in 2011.

I **have gone** to USA in 2011. *(incorrect)*

1. The adverbs ever means “at any time”. Use ever in present perfect questions to ask if an action took place at any time in the past. However, do not use “ever” in the present perfect affirmative constructions.

A : Have you ever seen an angel?

B : No, I haven’t.

But,   
 I have seen a magic

I *have ever* seen a magic. *(incorrect)*

***Notes****:* the adverbs commonly used in the present perfect: *ever, already, till, still, since, for, yet, so far, and never.*

***D2. Asking Questions about Indefinite Past Time***

Write two Yes/No question for each of these situations. Use the present perfect.

1. Your room mate has traveled to Paris. You are curious to know more about his interesting trip.

Have you ever been to Paris? Have you seen the Eiffel Tower? (for example)

1. Your father is thinking about buying a used motorcycle. Fortunately, you meet a boy who is trying to sell her motorcycle.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You want to hire a new employee at your company. You are interviewing him for the job qualification.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You are falling in love to someone. You are approaching him/her.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Your lecturer, Syarif, just has finished master degree in Australia. You want to find out about his study experience.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D3. Describing Progress***

Describe some following activities planned by a student!

Mr. Chung, a Korean Student studying in UIN Alauddin Makassar, has made a list of urgent activities to do before he leaves his rent house moving to his new dormitory. Look at the list and make statements about his progress so far.

He has called the land lady.

But, he has not cleaned the room, soon. *(for example)*

**Activities to Do**

*Call the landlady  
Vacuum the room  
Pack all clothes  
Throw away trash  
Pack all books  
Contact brother and give him my new address  
Call friends to ask for help moving any boxes  
Leave key with superintendent*

**Exercises and Summary**

***E1. Exercises***

1. Choose the best answer to complete each conversation. Then discuss your answers in your small groups.

1. X : She went to Egypt three years ago.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did she enjoy a good time?
2. Where was he staying?
3. X : It has rained only twice this week.  
   Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. Has it rained a lot?  
    b. Does it usually rain more?
4. X : Have you ever gone travelling by a ship?  
   Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. No, not yet.  
    b. No, I did not.
5. X : I have spent one million so far for food this week.  
   Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. Did it cost much?  
    b. Haven’t you saved for the following week?
6. X : I have already cooked breakfast.  
   Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. What have you cooked?  
    b. What did you cook?
7. Construct sentences about an indefinite time in the past. Use the present perfect to introduce each situation!
8. *My dad has worked in some places*. He worked in a campus for one year, he sold books for two months, and he worked as a security for one a half month only. (example)
9. ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Last winter she went to Barcelona and Madrid, and she visited Mummy museum in Egypt in January last year.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This morning I cleaned my room, cooked for breakfast, and washed a couple of clothes.
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They lived in Mexico for ten months, they stayed in Venezuela for a year, they moved to Arizona for six weeks, and new they live in Seattle.
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He dated with Anita for two years, he broke up and approached Rani, now he married Ananda, my teacher’s beautiful daughter.
13. Complete these sentences with ***for*** or ***since***!
14. My employer has been in an urgent meeting *for* five hours. (example)
15. I have known Adrian \_\_\_\_\_\_\_ we were in junior high school.
16. We have been here \_\_\_\_\_\_ two a half hours.
17. Hidayat has lived in Sidney \_\_\_\_\_\_\_\_ two years.
18. My brother has worked in Kenya \_\_\_\_\_\_\_\_ last January.
19. Mathew has been a racer \_\_\_\_\_\_\_\_ he was 14 years old.
20. We have studied Buginese Culture \_\_\_\_\_\_\_ four weeks.
21. Keiko has fallen to Shinsi \_\_\_\_\_\_\_\_ he met her.
22. That antique shop has been closed \_\_\_\_\_\_\_ ten days now.
23. My mom has been out of town \_\_\_\_\_\_\_ Sunday.
24. Reading: read the text below, underline and edit every single incorrect sentence that you find!

Rani and Rita (have been) (are) the most traveled ladies I know so far. They went almost everywhere. Rani has been a natural photographer, while Rita have a travel writer. Thus, they often travel for work. They been to many countries all over the world, such as Brazil and Switzerland. They also traveled to Nepal, India, and Greece. They have see some places yet, even though. For instance, both still do not visit Kenya yet. This year they have been already away from home a total of three months. In September, Rani has gone to Kenya while Rita has toured to Singapore. Then they both traveled to Germany and Portugal. They enjoyed their job activities.

1. Writing: write about someone whom you admire. Think about the people and make notes what you want to say. Pay attention to your grammar use. Take out these questions to help you!

* Whom do you admire?
* When have you met the person?
* What has the person done for you? For instance, has he/she helped you somewhere or assisted other people?
* Where has the person lived and worked?
* How has the person influenced you?

***E2. Summary***

T

he Present Perfect Tense formulated (S + (have/has) + V3 + Complement) is commonly used to describe an actions at indefinite past time. It shows situation which began in the past and have continued up to the present time. Therefore, it is usually clued by for and since. Additionally, the time signals of present perfect include ***yet, already, still, ever, and never.***

**THE SIMPLE PAST**

**CHAPTER  
4**

1. GRAMMAR IN DISCOURSE: *New York World Trade Center (WTC) Bombing.*

* Before You Read : *Speaking*
* Read
* After You Read

1. FORM : The Simple Past

* Examining Form
* Common Mistakes of Simple Past
* Time Signals of Simple Past
* Working on Regular Verbs

1. MEANING AND USE : The Simple Past

* Examining Meaning and Use
* Meaning and Use Notes
* Testing Meaning and Use

1. The Simple Past : Used To

* The Formulation of Simple Past *(Used To)*
* Comparing The Past and The Present with *(Used To)*

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**The New York WTC Bombing**

***A1. Before You Read:*** *Speaking*

Discuss these questions before you read!

*Have you ever watched the accident of WTC on TV? What do you remember from that event? Do you think it was a terrorist attack?*

***A2. Read***

Read the following article about the extremely surprising story of WTC bombing in 1993, to figure out more information about this great accident ever!

**WTC Legend Bombing**



On February 26, 1993, at 12:18 p.m., a small cell of terrorists, with links to a local radical mosque and broader Islamist terror networks, detonated about 1,200 pounds of explosives in a rental van in the underground parking garage at the World Trade Center. The terrorists fled the area after setting the bomb to explode. The explosion created a five-story crater in the sub-grade levels of the towers and undermined the floor of an adjoining hotel. The terrorist attack killed six people and injured hundreds. The victims were John DiGiovanni, Robert Kirkpatrick, Stephen Knapp, William Macko, Wilfred Mercado and Monica Rodriguez Smith, who was pregnant.

More than 1,000 people were injured, including 88 firefighters, 35 police officers, and an emergency medical services worker. About 50,000 people evacuated from the WTC complex. The towers were relatively full when the bombing occurred, as wintery conditions may have kept many inside during the normal lunch hour. The explosion knocked out electrical power to the hotel, and significant areas within the North and South towers, affecting the operation of elevators, emergency communication, ventilation systems, and lighting. Emergency power generators were also damaged by the blast. They shut down after 20 minutes.

Most non-cable television stations in the greater New York area were blacked out, as the transmitters atop the North Tower lost power. Hundreds of WTC tenants and visitors were trapped in elevators, and thousands of others in the towers began to evacuate before first responders reached them. Within minutes, the North Tower lobby filled with thick black smoke. Some WTC tenants began an evacuation down dark and smoky stairwells with improvised light sources such as cigarette lighters or mini-flashlights. Others were impeded by increasing smoke in the stairwells and forced to wait in conditions severe enough in some areas for tenants to break out windows. That was the great bombing in the world history.

*Word Building*

* *Explosives : bahan peledak*
* *Adjoining : ditengahnya*
* *Victims : korban*
* *Injured : terluka*
* *Blast : letusan atau ledakan*
* *Tenants : penyewa*
* *Stairwells : ruangan tempat tangga*
* *Flashlight : lampu senter*

***A3. After You Read***

1. Decide whether the following sentences are true or false, accordingly to the article above. Write *T* for true and *F* for false.

\_\_\_\_\_1.The bombing happened on January 26, 1993.

\_\_\_\_\_2.It detonated 1,200 pounds of explosives in a rental van in the underground parking garage at the World Trade Center.

\_\_\_\_\_3.The terrorist attack killed sixteen people and injured hundreds.

\_\_\_\_\_4.Wilfred Mercado and Mathew Leverkusen were included as victims of that accident.

\_\_\_\_\_5.The bombing victimized 88 firefighters, 35 polices, and an emergency medical services worker.

\_\_\_\_\_6.The blast destroyed emergency power generators and shut down after twenty minutes.

\_\_\_\_\_7.A hundreds of WTC tenants and visitors were trapped in elevators.

\_\_\_\_\_8.Only within hours, the North Tower lobby filled with thick black smoke.

\_\_\_\_\_9.There was about 50,000 people evacuated from the WTC complex.

\_\_\_\_10.The bombing greatly created history among Americans especially, and people all over the world.

1. Find your partners. Make dialogues with your partner talking about the story of WTC bombing as written above. The ideas must be in accordance to the article. Practice in front of the class!

*X :Do you know one great accidents ever happened in the USA in the past?*

*Y : Of course, it must be the bombing of WTC.*

*X : You are right. Did you know when it happened?*

*Y :It was on February 26, 1993. But I forget the time exactly.*

*X : I think ……………………….*

*FORM*

**The Simple Past**

***B1. Examining Form***

Read the sentences and complete the tasks below. Then discuss your answers and read the charts to check them!

* 1. *The terrorist attack killed six people and injured hundreds.*
  2. *Hundreds of WTC tenants and visitors were trapped in elevators.*
  3. *The explosion created a five-story crater in the sub-grade levels of the towers and undermined the floor of an adjoining hotel.*

1. Underline the verbs that you find out!
2. Two of these verbs are regular verbal forms in the simple past. How do we form the simple past of regular verbs?
3. Guess and find one difference between the present continuous, as you learned in the previous chapter, from the simple past!

***B2. The Formulation of Simple Past Tense***

For more details, here the formulation of simple past tense constructed through affirmative, negative, and interrogative mode.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Affirmative Statements** | | | **Negative Statements** | | |
| Subjects | Verb (affirmative) | **(Did + not)** | | Base form of verbs | Complement |
| **I  You**  **They**  **We**  **She**  **He**  **It** | went attended worked | Did not (didn’t) | | Arrive attend  Work | Yesterday  Here |

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions** | | | |
| Did (auxiliary) | Subjects | Base form of Verb (ordinary) | complement |
| Did | I You They We She He It | Call work attend | me? here? the meeting? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Short Answers** | | | | | |
| **(Yes)** | Subjects | Did | **(No)** | Subjects | Did + not |
| **Yes,** | You  He  We | Did. | **No,** | You  He  We | Didn’t. |
| Did you learn English yesterday? *Yes, I did.* | | | Did you call me just now? *No, I did not (didn’t).* | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Questions** | | | | |
| **WH-Words** | **Did** | **Subjects** | **Base Form of Verb** | **Complement** |
| Whom When  Where What Whose (car) Why How | **did** | I You They We She He It | See  travel  Study write drive cry die | yesterday? |
| **WH-Word (Subjects)** | **Verb + -d/-ed  or irregular forms** | | | **Complement** |
| Who What | Called happened | | | *Just now? Last night?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Past Verb Agreement (Nominal)** | | | |
| Subjects | Be (was/were) | Adjectives/Adverbs/ nouns | Complement |
| I You  They We | Were | Smart diligent teacher at home | *yesterday just now last morning last year* |
| She He It | Was |

***B3. Common Mistakes on Irregular Verbs***

In some cases of irregular verbs, which are formed without adding (-d/-ed) as appear in regular verbs, does not need objects commonly called intransitive verbs. Otherwise, some are transitive verbs being available with objects.

|  |  |
| --- | --- |
| **Troublesome Verbs** | |
| ***Transitive*** | ***Intransitive*** |
| **a). Raise – raised – raised** (menaikkan) ex :  Edward raised his hand to ask a question.  **c). set – set - set** (mengatur, menyusun, menaruh) ex : I *set* those two books on my new desk.   **e). lay, laid, laid** (meletakkan, membentangkan) ex :  I *laid* the book on the floor. She *laid* her body on the new bed. | **b). Rise – rose – risen** (bangkit, terbit) ex : The sun *raises* every morning.  My spirit *rose* after hearing your amazing story.  **d). sit – sat – sat**  I *sat* in the front row of the yesterday class discussion.  **f). lie\*\*, lay, lain**  (berbaring)  **ex :** They are *lying* on their bed  **Note: \*\* Lie is a regular verbs (lie, lied).** |

***B4. Time Signals of Simple Past***

The simple past tense is generally indicated by adverbs or time signals indicating actions done in the past time. They are:

*Last year Yesterday Two months ago*

*Last month Two days ago Ten minutes ago*

*Last decade Two weeks ago Seven hours ago*

***B5. Working on Regular Verbs***

Fulfill the blank sentences with selecting the appropriately simple past verbs as listed below:

***carry believe protest study support live listen want***

I was a college student in the 1950s. I studied Chemistry at the university of Flinders. I \_\_\_\_\_\_\_\_\_ in an apartment near the university with five foreign classmates. Like many other students. I \_\_\_\_\_\_\_\_\_\_\_\_\_ against the war in Vietnam and other world wars. My friends and I \_\_\_\_\_\_\_\_\_\_\_\_\_ signs that said “Peace.”We all \_\_\_\_\_\_\_\_ to change the world. We also \_\_\_\_\_\_\_\_\_ the civil rights movement and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to speeches by its leader.

*MEANING AND USE*

**The Simple Past**

***C1. Examining Meaning and Use***

Read the sentences and answer the questions below. Then discuss your answers and read the meaning and use notes to check them.

* 1. *During my elementary school I lived in Colorado.*
  2. *I ride two miles to school every day.*
  3. *She went to my marriage party yesterday night.*

Which sentences talk about situation which began in the past and finished in the past? Which sentence talks about a situation that happened a long time ago? A short time ago? Additionally, which talks about the present situation?

***C2. Meaning and Use Notes***

1. Use the simple past showing actions in the recent past, or a long time ago.

*(Short time ago)*

My wife **called** me going home seven minutes ago  
They **played** basketball last morning

*(Long time ago)*I **drove** to Makassar last month  
He **married** my ex girl in 2001

1. Use the simple past for actions or states starting in the past and ending in the past. It uses time expressions.

Andrew ***finished*** master degree of Linguistics in 2009.  
My dad ***went*** to the garden last Sunday morning.  
Anita ***joined*** English debate on Tuesday.  
That classroom ***was*** colorful two years ago.

1. Use the simple past to show the past actions for a long or short period of time.

*(long period of time)*

My brother ***worked*** in the company for twenty years.  
That thief ***was*** in the jail for five years.

*(short period of time)*The beautiful lady standing in the corner ***smiled*** all day  
It ***snowed*** all morning.

1. Use the simple past also showing actions which can happen once or repeatedly.

*(Happened once only)*

I graduated bachelor degree on April 16th, 2013.

*(Happened Repeatedly)*

He seriously memorized many vocabularies before a test.

***C3. Testing Meaning and Use***

To test your understanding, write one meaningful sentence of each picture with past tense using affirmative, negative, or information questions, according to the pictures you see below!

1. 

(Run / last morning)

*He did not run last morning. (Negative)*

1. 

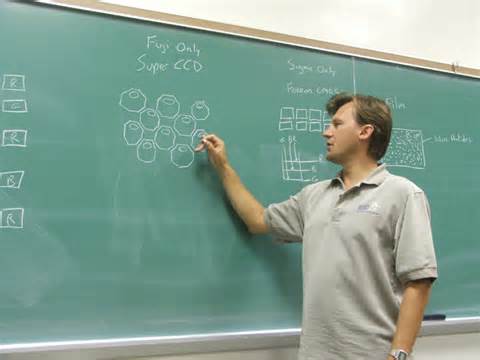
(Cook / yesterday)

:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 

(Sing / last Saturday)

:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 

(teach / last week)

:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM II*

**The Simple Past: *Used To***

***D1. The Formulation of Simple Past Using*** *(Used To)*

In another way, the way of expressing actions which started in the past and ended in the past can also be done using ***“used to”*** which means “dulu”. Here the way to construct these kinds of sentences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Affirmative Statements** | | | | | |
| Subjects | | Used To | Base Form of Verb | | Complement |
| I You They We She He It | | *Used to* | arrive eat  come | | Early |
| **Negative Statements** | | | | | |
| **Subjects** | **Did + not** | | **Use to** | **Base Form of Verbs** | **Complement** |
| I You They We She He It | | Did not (didn’t) | Use to | Arrive eat  Come | Late |

*Examples:*

* *I* ***used to arrive****(arrived) early in the school*
* *I* ***did not use*** *to come late to work*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Yes/No Questions** | | | | | |
| Did | Subjects | Use To | Base Form of Verbs | | *Complement* |
| *Did* | *I You They We She He It* | *Use to* | *Study* | | *In the midnight?* |
| **Short Answers** | | | | | |
| Yes | Subj. | Did | No | Subj. | *Comp.* |
| *Yes,* | *We*  *He They* | *Did* | *No,* | *We*  *He They* | *Did not*  *(didn’t)* |

***D2. Rewriting Statements and Questions***

Rewrite these simple past sentences and questions with the correct form by using used to.

1. Were they in the office?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My sister did not go to the mall very often.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. She was not a good student in senior high school.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. We visited our grandmother every single weekend.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Did your family buy a new house every two years?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D3. Comparing the Past and the Present with*** *(Used to)*

1. The word “used to” shows a habitual activity which was true only in the past, but is irrelevant now. It started in the past and also finished in the past with no relation at present.

* We often used to discuss Islamic story during vacation many years ago. But we do not any longer.
* The man used to be unfriendly, he always disrespected to us.

1. The simple present “used to” with time expression is also used to demonstrate how a present situation is different from the past.

For examples:

* I often **used to play** football in every afternoon. Now, I do not have longer time to do that routinely.
* In the 1930s people **used to get** their news from newspapers on the radio. These days most people get their news from TV and Internet.

To examine your understanding about comparison between the past and the present, answer these following questions correctly! In the first, rewrite the fact using the correct form of used to. In the second, use the simple present with a time expression and the word or phrase in parentheses.

1. Most wives did not work outside the home (have jobs)

*Many years ago few wives did not use to work outside. Now, many of them have works outside the home. (example)*

1. Supermarkets didn’t stay open late (24 hours).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Most people got married in old ages (many/in their twenties now).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Few students have motorcycles to school (many).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Gardeners did not use sandals or boots going to gardens (use boots to gardening).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercises and Summary**

***E1. Exercises***

1. Complete these unfulfilled sentences using did, didn’t, was, wasn’t, were, or weren’t.

Andrew : \_\_\_\_\_\_\_ you go to the final football game yesterday night at Emirate stadium?  
Edward : Yes, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Andrew : \_\_\_\_\_\_\_\_\_\_\_\_\_ that amazing?

Edward : Sure, the game \_\_\_\_\_\_\_\_\_\_\_\_\_ great. Neywar \_\_\_\_\_\_\_\_\_\_\_\_\_ two goals in the first kick. Anyway, what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you and Ahmad do last night?  
Andrew :We \_\_\_\_\_\_\_ tired, so we \_\_\_\_\_\_\_\_\_ go out.  
Edward : \_\_\_\_\_\_\_\_\_\_\_\_\_ you watch the recorded game on TV show last morning?  
Andrew : Yes, we \_\_\_\_\_\_\_\_\_\_\_ but we \_\_\_\_\_\_\_ like it. It \_\_\_\_\_\_\_\_\_\_ really uninteresting. I \_\_\_\_\_ sorry myself for losing the moment.

1. Complete these sentences with one of the time expressions below. There is more than one correct answer for each sentence.

*last night now nowadays this morning  
last week recently the day before yesterday these days.*

1. The movie I saw last week scared me to death. \_\_\_\_\_\_\_\_\_ I am afraid of staying room alone.
2. Two of my pets are good friends. \_\_\_\_\_\_\_\_\_\_ I saw them playing together in my garden.
3. My room neighbors are making much noisy. They often keep me up until late at night. \_\_\_\_\_\_\_\_\_\_\_\_ I finally called the security.
4. I celebrated my birthday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and Jim didn’t even send me a card.
5. She used to go to school on foot two years ago. \_\_\_\_\_\_\_\_\_ she drives car to school.
6. Choose the appropriate answers for the questions below!
7. A : I went to Maroon Five concert last night.  
   B : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. who won?  
    b. was it great?
8. A : When I was a young, I used to climb mango trees.  
   B : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    a. did you ever fall out of one?  
    b. did you climb trees?
9. A : It snowed here last month

B : Really? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 a. It was not raining here.

b. It did not rain here.

1. A : My mom did not use to live alone.  
   B : \_\_\_\_\_\_\_\_\_\_\_\_\_

a. Did she like living alone?

b. Did she like living with other people?

1. A : Did you go to Andi’s marriage party yesterday?  
   B : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a. Unfortunately No, I was in bad health.

b. Unfortunately Yes, I go today.

1. Editing

Read carefully, read and edit the error sentences that you figure out in the following!

1. She not need any help to lift the boxes just now.

2. When left he?

3. The final test were on Friday morning.  
4. What did happened here?  
5. Who give you a gift last night?

6. I used to graduate from UIN Alauddin in 2012.

7. Where does she meet you five months ago?

8. The students do not submit their task yesterday.

9. We go on vacation last summer.

10. Does he like playing tennis last week?

1. Writing: remember and write one ashamed activity that you ever did in the past! Use *used to* and other simple past verbs with good punctuation! Use five examples of regular verbs and irregular verbs, and bring them back to class!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***E2. Summary***

T

he simple past is used to demonstrate actions began in the past and ended in the past completely. Furthermore, it deals with definite time in the past. Past sentence is constructed through (S + V2 + Complement). Additionally, the verbs might be regular verbs (study-studied-studied) and irregular verbs (eat-ate-eaten). Also, it can be formed with “used to” followed by the bare infinitive form.

**CHAPTER  
5**

**The Simple Past Continuous**

1. GRAMMAR IN DISCOURSE: *Sidrap’s Killer Tornado*

* Before You Read : Speaking
* Read
* After You Read

1. FORM 1 : The Past Continuous

* Examining Form
* The Formulation of The Past Continuous
* Constructing Sentences
* Questioning and Answering

1. MEANING AND USE 1 : The Past Continuous

* Examining Meaning and Use
* Usages of Past Continuous
* Describing Activities in Progress at The Similar Time

1. FORM 2: Past Time Clauses

* Formulating Form
* Matching Sentences of Past Time Clauses
* Changing The Position of Past Time Clauses
* Interrupted, Simultaneous, and Sequence Events
* Expressing Two Activities at The Same Time

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**Sidrap’s Killer Tornado**

***A1. Before You Read***

Discuss these questions.

*Do you ever see tornado where you live? Do they cause a lot of damage? What will you prepare for bad weather?*

***A2. Read***

Read this following excerpt sourced from Jakarta Post on-line newspaper to find out about how much damage occur during the destroying tornado of Sidenreng Rappang!

**Sidrap’s Killing Tornado**



Five people died and dozens of others were injured after tornadoes hit Wette’e village, Sidenreng Rappang (Sidrap) regency in South Sulawesi and West Pakpak regency in North Sumatra on Friday. National Disaster Management Agency spokesman Sutopo Purwo Nugroho said on Saturday in a press statement that four people died in Sidrap while another victim died in West Pakpak.

While the 15-minute tornado were damaging 59 residents’ houses in Sidrap, razing 47 to the ground, and forcing 215 people to evacuate, the around 40 houses in the subdistricts of Salak and Simpakrobe in West Pakpak were destroyed also. Sidrap disaster management agency chief Abdul Rasyid said on Saturday that a joint rescue team had been deployed to the area.

In addition, the team has also distributed aid. “We have distributed food and have established a temporary public kitchen. But most evacuees chose to go to their relatives’ houses,” he said.The cost of the damage has not been revealed yet. The Sidrap administration has said that it will financially assist victims rebuilding their homes.

*Adopted from The Jakarta Post, edition of Sat, February 25, 2012.*

*Word Building*

* *Dozens :lusin*
* *Damage : kerusakan, rusak*
* *Rescue : menolong*
* *Deployed : menyebar*
* *Aid : bantuan, pertolongan*
* *Evacuees : pengungsi*
* *Revealed : menampakkan*

***A3. After You Read***

Answer these questions below!

1. What is the name of village where the tornado happened?

*Wette’e Sidrap, South Sulawesi*

1. How many people died in Sidrap’s Tornado accident?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What did National Disaster Management Agency spokesman Sutopo Purwo Nugroho say regarding to the accident?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many houses were damaged in Sidrap due to the past accident?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many people were forced to evacuate?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What did the team said in terms of food distribution in the village?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM*

**The Past Continuous**

***B1. Examining Form***

Before examining the formulation of past continuous, do these two following activities!

1. Figure out as many examples of past continuous as written in the article above!
2. Then, guess how past continuous is formed into a sentence!

***B2. The Formulation of the Past Continuous***

In the following tables, I present the grammatical construction of the past continuous belonging to affirmative, negative, interrogative past continuous verbs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative Sentences** | | | |
| Subjects | was/were | Base Form of Verb+ (-ing) | Complement |
| I You  They  We | were | studying  singing  swimming | here |
| She He It | was |
| Examples:  *She was writing two romantic letters two days ago*  *They were joining a dance competition yesterday* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Negative Statements** | | | |
| Subjects | Was/were (not) | Base form of Verb + ing | Complements |
| I You They We | *were not  (weren’t)* | washing buying | plates  dishes |
| She He It | *was not  (wasn’t)* |
| Examples :  *She was not writing two romantic letters two days ago  They were not joining a debate competition yesterday* | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Yes/No Questions** | | | | | |
| was/were | | subjects | Base form of verb + ing | | complement |
| Was | | I  They | studying | | In Flinders? |
| Were | | He  It |
| **Short Answers** | | | | | |
| Yes | Subjects | Was/were | No | subjects | Was/were  (not) |
| **Yes,** | I She They | was  were | **No,** | I She They | wasn’t  weren’t |

|  |  |  |  |
| --- | --- | --- | --- |
| **Information Questions** | | | |
| **WH-Words** | **was/were** | **Subjects** | **Base Form of Verb + ing** |
| *Whom What* | was | He | looking at? |
| *When Where Which place Why* | were | They | travelling? |
| **WH-Words (Subject)** | **was/were** | **Base Form of Verb + ing** | |
| *What Who* | was | Happening?  Crying? | |
| Examples:  Whom was she thinking about?  What was **she** happening? *(incorrect)*  What was happening? *(correct)* | | | |

***B3. Constructing Sentences***

Forming these following verbs into affirmative, negative, and interrogative forms by using your own words!

1. *Fly c. drink e. watch*
2. *Feel d. sleep f. stand*

* ***Fly*** *: The flight* ***was flying*** *to New York (example)*

*The bird* ***was not flying*** *higher anymore*

***Was*** *the bird* ***flying*** *higher in the sky?*

***B4. Questioning and Answering***

Find your partners, make a dialog by asking and answering with these time expression of past continuous!

1. At four o’clock yesterday morning.

*X : When was she leaving to Ohio ?  
Y : She was leaving to Ohio at four o’clock yesterday morning.*

1. Eleven minutes ago.

X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Last month

X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At seven o’clock yesterday evening.

X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Five a half hours ago.

X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*MEANING AND USE*

**The Past Continuous**

***C1. Examining Meaning and Use***

Read the sentences and answer the questions below!

1. This evening, I drove to the supermarket with my wife and then I bought some cakes.
2. Last night, I was going to my friend’s birthday party and my dad was travelling to Bali for business.

Which sentence shows two completed sentences in the past activities?, and which sentence demonstrates two past activities in progress at the same time?

***C2. Usages of Past Continuous***

1. Use past continuous to talk about activities which were in progress at the same time.

Example:

*My friend* ***was cooking*** *for lunch, and I* ***was reading*** *a newspaper.*

1. Use past continuous to talk about activities that were in progress at a specific time in the past.

I ***was studying*** linguistics at Ohio State University in 2004.

1. Use past continuous to express *on going activity* which may or not be completed.

Mathew ***was making*** breakfast in the kitchen. (he was in the middle of cooking breakfast).

***C3. Describing Activities in Progress at the Similar Time.***

Think about a moment in when you felt ashamed in a public event. Write about what was happening at the time when you did something embarrassing. Read and present it in front of your small groups!

*I was in a meeting of students association. When my friends were running the meeting, I was coming late and everyone looked at me. Then, they were ……………………………………… ……………………………………………………………………………………………………………………………*

*FORM II*

**Past Time Clauses**

***D1. Formulating Form***

The Clauses mostly appear in past continuous when describes two conditions or actions which happened in the past. One completely happened whereas another was happening. There is a main clause and a past time clause (dependent clause). Therefore, it usually begins with a word such as *before, after, when, or while.*

Main clause or called is a group of words that can stand alone meaningfully. Otherwise, dependent clause cannot stand alone and must be followed by the main clause to construct a meaningful sentence. To give more details, look at the formulation below!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sentences with Past Time Clauses** | | | | |
| **Past Time Clause** | | | **Main Clause** | |
| **Connectors** | **Subjects** | **Verbs** | **Subjects** | **Verbs** |
| Before  After  When  While | he  the girl  we  I | left,  sang,  studied,  was eating, | we  she  they  my mom | were having lunch together. ordered speech.  were playing game. called. |
| Examples:  When the comedian talked, everyone was laughing.  *(past time clause) (main clause)*  My sister was having dinner when I phoned her.   *(main clause) (past time clause)* | | | | |

***D2. Matching Sentences of Past Time Clauses***

Match the clauses below to make a logical and meaningful sentence. Pay attention to punctuation!

\_\_c\_\_ 1.After we visited Australia a. before I came home  
\_\_\_\_\_ 2. She left home b. when I was taking

her picture.   
\_\_\_\_\_ 3. He made a chat call c. we traveled to Kenya  
\_\_\_\_\_4. She closed her eyes d. while he was driving   
\_\_\_\_\_5. When the rain fell e. I was going out.

***D3. Changing the Position of Past Time Clauses***

Change the order of the clauses in these sentences with good punctuation. You may delete or add comma if necessary.

1. While I was walking to work, it started to rain.

*It started to rain while I was walking to work.*

1. Anita saw Andika when she drove to the supermarket.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. While my dad was gardening, he got a baby snake on his left leg.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My sister ate pizza for breakfast when she woke up this morning.

­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. After Luna finished his undergraduate degree, she became a ballet dancer.

­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D4. Interrupted, simultaneous, and sequence Events***

1. In case of interrupted condition, when one verb is in simple past and another is in past continuous. It means that one event interrupted another event. The simple past event interrupted the past continuous event. Thus, both when and while are put before past continuous events.

*Example:*

*(First Event) (second event)*

***When I was studying,*** *you phoned me.*

***While we were debating,*** *she cried loudly.*

1. In case of simultaneous condition, past time clauses describe the order in which two past events occurred. When the verbs of coordinate and subordinate clause are past continuous, the events were simultaneous using when or while.

(*Past Continuous) (Past Continuous)*

*When my mom* ***was cooking****, my dad* ***was eating*** *apples.   
My dad* ***was eating*** *apples while my mom* ***was cooking rice.***

1. In case of sequence event, when both time clause and the main clause are in the simple past, one event happened after the other. It commonly uses before, when or after.

(*First event) (Second Event)*

***When he called me****, I picked the phone up.*

*I memorized English vocabulary* ***before I took*** *a bath*

***D5. Expressing Two Activities at the same time***

Look at the picture below very carefully. As you see several activities done by young ladies, describe activities they were doing. Each sentence consists of two happening activities. You can name them. Use your ideas and your own sentences!



* 1. *Ani was reading a book while Anita, her friend, was running.*
  2. *­­­­(play football / shoot)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

* 1. *(Play baseball / circling)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Exercises and Summary**

***E1. Exercises***

1. Construct information questions from these words and phrases below. Punctuate your sentences correctly!
2. Feeling/was/your/grandmother/how/yesterday.  
   *How was your grandmother feeling yesterday?*
3. Four o’clock/what/yesterday afternoon/was/happening/at.

­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Missing/the/was/meeting/who/last week.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. were/they/living/where/two months/ago.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. and/discussing/Budi/were/Ani/the topic/yesterday morning/the classroom/at.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write two sentences in the past continuous to give background information. You may or may not work with your partners!
2. The mall was full of costumers. *It was making a lot of noisy. The costumers were buying various things*.
3. The beach was interesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The teacher was late to class. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The canteen was very crowded and hot. ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. My father was very angry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Writing: reach and complete each sentence with a clause in the simple past!
8. Rita went to a marriage party yesterday night.  
   When she arrived at the party, *she drank a juice.*After she left the party, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   Before she went to the party, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Adrian traveled to Germany last winter with his family.

Before\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My wife and I purchased a new car last Sunday.  
   When we saw the new car for the first time, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After we bought the car, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before we bought the car, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We flied to Bali this vacation.  
   Before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Complete the time clauses below using simple past and past continuous!
3. While we were baking a chicken last night, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. At first semester, Andi was not a good student in English. After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his score well increased.
5. We were watching the football game when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. While I was teaching English, my sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. After I called my friend, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Editing: Read carefully, find out, and correct any error sentences in the following sentences!
9. They were buying a house before they have two children.
10. While I was studying hard for the tomorrow examination, they are just playing plays station.
11. Where you were going when I was seeing you yesterday?
12. It snowed when we went to climbing.
13. They were reading novel after they feel asleep
14. I’m really sorry about your book. I am throwing it.
15. Before I go to school, I had breakfast.
16. Decide these following questions using Yes if applicable to the statement, not if it isn’t, or no information if it’s not clear. Then discuss your decision with your small groups!
17. The fire started after they left the building just now.

\_\_\_\_*No*\_\_\_\_1. Were they in danger?

\_\_\_\_*No*\_\_\_\_2. Did they start the fire?

1. When she left the dormitory, she was not carrying his umbrella.

\_\_\_\_\_\_\_\_\_\_ 1. Was it raining when she left the dormitory?

\_\_\_\_\_\_\_\_\_\_ 2. Did she take her umbrella with her?

1. Ahmad went home before the debate was over.

\_\_\_\_\_\_\_\_\_\_ 1. Did Ahmad see the beginning of the game?

\_\_\_\_\_\_\_\_\_\_ 2. Was the game over after Ahmad left?

1. Mike was not working on the roof when it broke down.

\_\_\_\_\_\_\_\_\_\_ 1. Did he hurt himself badly?

\_\_\_\_\_\_\_\_\_\_ 2. Was he there after it broke down?

1. Musyawir was sleeping while Muis was washing the dishes.

\_\_\_\_\_\_\_\_\_\_ 1. Did Musyawir assist Muis sleeping?

\_\_\_\_\_\_\_\_\_\_ 2. Did Musyawir fall asleep before Muis started washing the dishes?

***D2. Summary***

T

he past continuous is a tense used to describe action which was happening or going on in the past time with definite time. It is basically formulated through (S + V1 –ing + Complement). To illustrate, *I was studying French.* In addition, it is used to show two actions which were happening at the similar time. Likewise, to show two activities in which one was completely finished and another activity was happening. It was formulated through clauses of both main clause and subordinate clause.

**CHAPTER  
6**

**THE FUTURE TENSE**

1. GRAMMAR IN DISCOURSE: *The Coming Presidential Election in Indonesia.*

* Before You Read : *Speaking*
* Read
* After You Read

1. FORM I : *The Form of Future Tense of Will and Be Going To.*

* The Future with *Will*
* The Future with *Be Going to*
* Testing on *Will* and *Be Going to*
* Forming Yes/No Questions with *Be Going to*

1. FORM II : Expressing The Future in Time Clauses

* The Formulation of Time Clause Future
* Examining The Future in Time Clauses
* Using Future Time Expression with Time Clauses
* Writing with Future Time Expression with Time Clauses

1. MEANING AND USE: The Usage of Future Time

* The Use of Future Time With *Will Vs. Be Going to*
* Future Time Signals
* Contrasting *Be Going to* and *Will*
* Testing on Intentions and Plans
* Making Quick Decision with *Will*

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**Indonesia’s Presidential Election**

***A1. Before You Read:*** *Speaking*

Discuss these questions with your pairs, make notes if necessary!

*Are you interested in politics? Will you be a politician? In Presidential election, will you vote, why or why not?*

***A2. Reading***

Read this following article adopted from internet to figure out more information about the presidential election of Indonesia.

**2014 Indonesia’s Presidential Election**



As a country with a fledgling democracy, this year is an exciting year for Indonesia because we’re going to hold the general election only for the fourth time after reformation in 1998. Eligible voters will go to the voting booth on April 9 to elect members of the House of Representatives (DPR), as well as Regional House of Representatives (DPRD), and Regional Representative Council (DPD), and the elected members will have a seat in the house for the next five years.

It is often mistaken, but Indonesians will not elect a new president at the legislative election because the presidential election will be held separately after the legislative one is concluded with the date yet to be determined. The results of the legislative election will bear a huge significance on the presidential election because a rule of presidential threshold is enforced. According to the 2008 election law, only political parties or coalitions gaining 25 percent of popular votes or controlling 20 percent of seats in the DPR will be eligible to nominate a presidential candidate.

However, while we’re waiting for the legislative election results to come out, some presidential candidates have made announcements about their nominations. Technically speaking, nobody is a formal candidate yet, but here are the five names that are believed to stand a chance to be the next president of Indonesia, including Joko Widodo, Prabowo Subianto, Megawati Soekarno Puteri, Jusuf Kalla, and Aburizal Bakrie. Overall, the whole public of Indonesia will see who will become the next president of Indonesia for 2014 until 2019. Both the time and Indonesian people will decide.

*Quoted from The Jakarta Post.*

*Word Building*

* *Fledgling : tumbuh, berkembang*
* *Eligible : dapat dipilih, memenuhi syarat*
* *Elect : memilih*
* *Threshold : ambang pintu, permulaan*
* *Announcements : pengumuman*
* *Enforced : menguatkan*

***A3. After You Read***

1. Answer these questions below correctly?
2. Why will 2014 be considered as exciting year for public of Indonesia?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In accordance to upcoming election, how many times general election will be held after reformation in 1998?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What date will the eligible voters give vote to elect DPR, DPRD, DPD, according to the text?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will the presidential election be held separately after the legislative election?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the rule stated in accordance in the 2008 election law?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who will be the potential candidates for 2014 presidential election predicted in the text?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Figure out and write many examples of future tense that you can find out on the text above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM I*

***The Form of Future Tense of*** *Will* ***and*** *Be Going To*

This page presents the sentence formulation of The Future Tense regarding affirmative, negative, and interrogative forms. See the explanation below!

***B1. The Future with*** *Will*

The expression will is used to express upcoming actions or activities in general time, no definite time in the future. For more information, look at the explanatory tables below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Affirmative and Negative Statements** | | | | |
| Subjects | Positive (will) | Negative (will) | Base Form of Verb (V1) | Complement |
| I You They We She He It | will | will not  (won’t) | type  play  turn | Documents  Games  The lamp |
| Examples:  She will *type* a private document tomorrow.  \*They will **played** games tomorrow.*(incorrect)*  He will not (won’t) turn off the lamp later  \*We will not ***typed*** the data. (incorrect) | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions** | | | |
| Will | subjects | Base Form of Verb (V1) | Complement |
| Will | I You They We She He It | type  play  turn | Documents?  Games?  The lamp? |
| Examples:  Will you type the documents, please?  Will he turn off the lamp? | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Short Answers (Yes / No)** | | | | | |
| Yes | Subjects | will | No | Subjects | Will not |
| ***Yes,*** | I They He | Will | ***No,*** | I  They  He | Will not  (won’t) |
| For Examples:  Will he join our graduation party tonight?  *Yes, He will.*  Will your wife let you go tomorrow?  *Unfortunately No, she won’t.* | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Questions** | | | | |
| WH-Words | will | **Subjects** | Base Form (V1) | Complement |
| Whom What Which (cloth) When Where | will | You  They she  We  He | Invite  Study  Wear  Read  Go | Tonight?  at the library?  Tomorrow? |
| WH- Words **(Subjects)** | will | Base Form  (V1) | | Complement |
| Who What | Will | Finish  happen | study | this year? here? |

**B2. The Future with** *Be Going To*

Another way to express actions to do in the upcoming time is using *Be Going To.* It is similar to the expression of will. However, be going to is used for actions with definite times. Furthermore, be going to is used for showing a prior plan which had been planned in the past. More details, the tables of the future *Be going to* in the form of positive, negative, and interrogative are presented below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Affirmative Statements** | | | | |
| Subjects | Be (am/is/are) | Going to | Base Form of Verbs | Complement |
| I | Am | Going to | Sweep | The floor |
| You The | Are |
| We She He It | Is |
| Examples:  I am going to marry you on January this year.  *(I will marry you).*  They are going to travel abroad on Tuesday next week *(They will travel abroad next week).* | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Negative Statements** | | | | | |
| Subjects | Be (am/is/are) | Not | Going to | Base Form of Verbs | Complement |
| I | Am | *Not* | Going to | sweep | The floor |
| You The | Are |
| We She He It | Is |
| Examples:  We *are not going* to text you one hour later.  *(We won’t text you)*  He *is not going* to help her ten minutes later.  *(He won’t help her)* | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yes/No Questions** | | | | |
| Be | Subjects | Going to | Base Form of Verb | Complement |
| Am | I | Going to | playing | Football? |
| Are | We |
| Is | She |
| Examples:  *Am I going* to call you later?  *Is he going* to pick you up at the airport tomorrow morning? | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Short Answers** | | | | | |
| Yes | Subjects | Be | No | Subjects | Be |
| Yes, | I She They | am  is  are | No, | I She They | am not isn’t  aren’t |
| Examples:  Is she going to put the books on the desk? *No*, she isn’t.  *Yes*, she is. | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Questions** | | | | |
| WH-Words | be | **Subjects** | Going to | Base Form |
| Whom What Which (cloth) When Where | am | I | Going to | Take a shower? |
| is | He |
| are | We |
| WH- Words **(Subjects)** | be | Going to | Base Form | Complement |
| Who What | is | Going to | travel | this year? here? |
| Examples :  Who (subject) *is going to* travel to Bali on June this year? Let’s see, what (subject) *is going to* happen few minutes later? | | | | |

***B3. Test on*** *Will* ***and*** *Be Going To*

Complete these following questions with distinguishing the different use between the future will and be going to!

1. He and his classmates *are going to / will* travel (travel) in the United Kingdom ***on February*** next year.
2. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) Philosophy class next month.
3. Park Jun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (finish) his master degree next middle year.
4. The lady \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stay) here for two months next two years.
5. He knows that it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) difficult to study abroad.
6. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not/enroll) for master degree to many schools just next few days in Boston.

***B4. Forming Yes/No Questions with*** *Be Going To*

Complete each conversation with Yes/No question or information question. Use *be going to* in parentheses!

1. X :*Are they going to move* to England next year? (move/to England)

Y : No, they aren’t.

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (she/call)

Y :Andi.

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you graduate)

Y : next September.

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (study/tomorrow morning)

Y : in the faculty library.

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( marry/next two months).

Y : Anita.

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (drive/tonight)

Y :the new red car.

*FORM II*

**Expressing the Future in Time Clauses**

***C1. The Formulation of Time Clause Future***

Two future activities can be done through using time clauses which connect two actions. One happens at the exact moment and another one is going to happen next. It commonly used the connectors ***when, before, after, while, as soon as, and until***. Let’s see below for more detail information!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Future with Time Clauses** | | | | | |
| Connectors | Subject | V1 | Subject | will/ is going to | V1 |
| ***When After Before*** | she | Studies, | She | is going to | Take rest |
| Connectors | Subject | (be) +V.ing | Subject | (be) + going to | V1 |
| ***While*** | you | are driving | I | am going to | Call him |
| Examples:  Before *she leaves*, she *is going* to finish her work.  After *I get home*, I *will* eat dinner.  When *Andrew comes*, we *will* surprise him.   While *she is studying*, I *am going to* call you. | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **If Clause** | | | ***Then*** | **Main Clause** |
| ***If*** | ***Subjects*** | ***verbs*** |
| if | They  He  You | ***Study*** harder  ***Decides*** faster  tomorrow  ***come*** late | *(then)* | they **will** pass the test  he **will** get the money  You are going to lose the chance. |
| Examples :  *If you come late tomorrow, you* ***will not*** *get the certificate.*  *If he sends application next week, he* ***will*** *get the job*. | | | | |

***C2. Examining the Future in Time Clauses***

Complete these sentences with your own words!

1. When She \_\_\_\_\_ later this afternoon, I will \_\_\_\_\_\_\_

When she *phones* me later this afternoon, I *am going to* reject her phone.

1. Tomorrow, I \_\_\_\_\_\_\_\_\_\_\_ before I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I \_\_\_\_\_\_ when \_\_\_\_\_\_\_\_ next month.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am not going to \_\_\_\_\_\_ until my friend \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As soon as class \_\_\_\_\_\_\_ they are going to \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If she \_\_\_\_\_\_\_ tomorrow night, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When I am visiting \_\_\_\_\_\_ next week, I \_\_\_\_\_\_\_\_\_\_\_\_  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Next two day, she \_\_\_\_\_\_\_\_\_\_, after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. They \_\_\_\_\_\_\_\_\_\_\_\_ as soon as \_\_\_\_\_\_\_\_ in the library.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Andika \_\_\_\_\_\_\_\_\_\_\_\_ before \_\_\_\_\_\_\_\_ the market by foot.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***C3. Using Future Time Expression with Time Clauses***

In the following activity, work with a partner. Take turns asking and answering questions with when, after, before, while, as soon as, and until! Use be going to for intentions and the present continuous as future for more definite plans. Use future time expressions in your answers! If possible, use your own words!

1. You / write

A : When he reads book, what are you writing about?

B : I am writing a poem.

1. Visit you/your best friend.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have a party/your classmates.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your match teacher / gives a final exam.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He/ finish his last assignment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­

1. You/check your bank account.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You / clean your apartment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your father / goes to Bali for business.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***C4. Writing with Future Time Expression with Time Clause***

Imagine or think about your plans for these next four days. Perhaps, you will do activities while other activities are going to happen also. Present them in front of your friends, and let your friends correct your works!

*Tomorrow, after I will wash my car in the morning, I am going to my friend’s party. Before I go to the party, I am going to pick up my girlfriend at her rent house to accompany me. ………………… (example).*

*MEANING AND USE*

**The Usages of Future Time**

***D1. The Use of Future Time with*** *Will* ***vs.*** *Be Going To*

There are some conditions required to put *will* and *be going to* in the sentences, including:

1. Use will or be going to make predictions. The meanings of will and be going to are not exactly the same. Use be going to when you are more certain that event will happen because there is evidence. So, do not use will in this situation.

For example:

My sister *is going to* have a baby!

My sister *will* have a baby! (strongly incorrect)

1. Use will or be going to, to make decisions (guesses about the future). You can also use perhaps, probably, and other adverb expressions with *will* and *be going to,* to express certainty or uncertainty.

For example:

They **will** *probably* win the debate competition this year.

Vehicle pollution **will** be very danger in the next five years.

They **are** *probably* **going to** win the debate competition this year.

Vehicle pollution **is going to** be very danger in the next five years.

1. Important to distinguish that, will is often used to express a quick decision made at the time of speaking, such as an offer to give help). Otherwise, be going to, is used to express a thought about something in advance way. Therefore, do not use *be going to* for a quick decision!

For example:

*(will for quick decision)*

X :I do not have food to eat tonight

Y : wait, I **will** call the waiter to bring you pizza.

*(Be going to for advance plans)*

X : Have you decided to fix your motorcycle?

Y :Sure**, I am going to** bring it to the terminal station

tomorrow afternoon.

1. Use will, especially, to express a promise in the future.  
   X : Alya, please sweep your room!

Y : hold on mom! I **will** do it later. I promise.

***D2. Future Time Signals***

Here are the following time expressions commonly used to show sentences with the future time:

|  |  |  |  |
| --- | --- | --- | --- |
| **This + Time Period** | **Next + Time Period** | | **Toda/Tonight/**  **Tomorrow** |
| This Monday  This year  This month  This summer  This semester  This afternoon  Ex :  *I will leave this month* | Next Tuesday  Next week  Next month  Next two years  Next period  Ex :  *She will marry me next year*. | | Tonight  Today  Tomorrow  The day after tomorrow  Tomorrow afternoon  Ex :  *He is going to give me money tomorrow morning.* |
| **The + Time Period + After next** | | **In + Quantity of Time** | |
| The month after next  The year after next  The week after next  The day after next  Ex :  *We will travel to German the week after the next with Prof. Liz England.* | | In six seconds  In ten minutes  In five hours  In a few days  In a few months  Ex :  *I am going to catch him in a few minutes*. | |

***D3. Contrasting*** *Be Going to* ***and*** *Will*

Complete each conversation below with the words in parentheses and the correct form of *be going to* and *will*!

*Conversation I*

X :*is she going* (she /goes) to Anton’s party?

Y : I am not sure she is going to the party tonight.

*Conversation 2*

X : Oh, there is a call from your daddy.

Y : Sure! sooner. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I/pick) it up.

*Conversation 3*

X : Did you get news? \_\_\_\_\_\_\_\_\_\_ (Anita/have) her second baby in March!

Y : That’s amazing news.

*Conversation 4*

X : Rita, I have to ask you something urgent. \_\_\_\_\_\_\_\_\_\_

(you/help) me?

Y : Yes, of course, \_\_\_\_\_\_\_\_\_\_\_(I), Rahmita.

*Conversation 5*

X : Brother, my flight will land at Hasanuddin International airport next two hours.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I/be) five minutes before your landing.

***D4. Testing on Intentions and Plans***

In the following section, write dialogues about what you intend or plan to do at the future times in parentheses. Use be going to for intentions and the present continuous as future for more definite plans!

1. (year after the next) :

A :What is your plan year after the next year?

B :*I am going to Australia for my master study in the year after the next.*

1. (Next winter) :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (In seven months) :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (In an hour a half) :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (The day after tomorrow)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D5. Making Quick Decision with*** *Will*

Fulfill the sentences of promises below using will and a contraction!

1. Messi missed the goal this match. What does he promise to his team coach?

*I will play much harder to make goal next match coach.*

1. Takbir just achieved satisfying grades this semester. His parents anger to him. What does he promise them for next semester?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Drg. Pitaloka, a dentist in Wahidin Hospital*,* is about to give injection to Mira, his emergency patient. What does she promise her?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Leonardo went out home last night. He unfortunately forgot locking his room. Thieves came in and stole his laptop and hand phones. What does he promise himself?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am in the phone with my lecturer. He told me that I missed two class assignments. So, he didn’t pass me moving to the next level. What do I promise myself?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercises and Summary**

***E1. Giving You Exercises***

1. **Fulfilling the tables.**

Fill the schedule chart below for your activities for the next days. Find out your partners and make dialogues according to the plans that you are going to do for the next three days, use will and be going to!

|  |  |  |  |
| --- | --- | --- | --- |
| ***Times*** | ***Monday*** | ***Tuesday*** | ***Wednesday*** |
| *7:00 A.M* |  |  |  |
| *8:00 A.M.* |  |  |  |
| *9:00 A.M.* |  |  |  |
| *10:00 A.M.* |  |  |  |
| *11:00 A.M.* |  |  |  |
| *12:00 A.M.* |  |  |  |
| *1:00 P.M.* |  |  |  |
| *2:00 P.M.* |  |  |  |
| *3:00 P.M.* |  |  |  |
| *4:00 P.M.* |  |  |  |
| *5:00 P.M.* |  |  |  |
| *Examples:*  *On Sunday morning at 8:00 A.M, I will go to the market near my house to buy some fruits and vegetables. Then, at 9:A.M I plan going to a shoes shop to check the new brand of Adidas. Afterwards, in the afternoon at 3:00 P.M I am going to ………………..* | | | |

1. **Constructing Predictive Sentences**

Sit with your small group. Look at these topics below. Make predictions using will and be going to by using your own words!

1. Education

*In a few next years, education especially higher education is going to become more important to compete in international trade competition*.

1. Planes and Cars

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Space travel

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Health and Medicines

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wars and Peace

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C. Thinking about Meaning and Use**

Choose the best answers to complete each following conversation. Then discuss your answers in small groups!

1. X : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   Y : I am going to wash my motorcycle, water my flowers, and clean my house.
2. What do you do tomorrow?
3. ***What are you going to do for tomorrow vacation?***
4. X : Tomorrow’s presidential election is going to be close.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Yes, but I think Obama is winning.
2. Yes, but I think Obama will be the winner.
3. X :Next Sunday is your roommate’s birthday.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Unfortunately, I am not going to come due to my serious health.
2. Unfortunately, I will not have to come.
3. X : This box is too heavy. I cannot move it anymore.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I will move it. You better carry the lighter one.
2. Don’t worry. I’m going to carry it later.
3. X : She doesn’t need an umbrella. It is not raining.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. But it’s raining this morning.
2. But it’s going to rain this morning.
3. X : We are going to Komodo Island the day after next.

Y : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
a. Interesting! You are having a great time.

1. Interesting! You are going to have a great time.
2. Do you consider electric cars will become very popular and efficient in the next few years!
3. Yes, everyone will prefer it.
4. Yes, everyone is preferring it.

**D. Editing**

Read carefully each sentences below. Maybe some of them have errors. Find and correct them!

1. What she (is) going to cook?

*What is she going to cook?*

1. Azhar is going to Cambridge University this year.

­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He studying with some outstanding chefs in Harvard university next year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She is going to study cooking because she wanted to be a professional chef.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Azhar also is going to take some business and marketing classes next semester.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Someday or the day year after the next, Azhar is being a famous chef, too.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What kind of drinks and cakes Anti’s restaurant will serve us later?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I predict it is serves Japanese.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Probably, in the next few months, Azhar owns a luxury restaurant.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Many years later, she is familiar with her professional quality of cooking everywhere.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Writing Beyond Your Classroom**

This class outdoor activity, find examples of English grammar in everyday life using *will* and *be going to*. You may figure it out on the internet, newspapers, magazines, or any articles. The topic is about the expecting people of future government. Bring the examples to class. Which examples show predictions? Advance plans? and intentions? Why is *will* and *be going to* used in the examples. Discuss your findings with your classmates in the next meeting!

***E2. Summary***

T

he future tense is a kind of tense showing actions or activities which will happen in the future time. It is formulated through (S + will + V1 + Complement), *I will go to school tomorrow*, for example. Likewise, it might use “be going to” as formulated (S + be [am/is/are] + V.ing + Complement), *She is going to Germany on Sunday next week,* for illustration. Generally, the future tense is used to express intentions or future plans, predictions, future activity with definite times, and showing promises. All will be done in future, not now and past time neither.

**MODALS**

**CHAPTER  
7**

1. GRAMMAR IN DISCOURSE : *The Secret of Crocodiles*
2. FORM I : Modals of Ability : *Can, Could, and Be able to*

* What are modals
* Modals *Can* for Present and Future Ability
* Modals *Could* for past ability.
* Be Abel To for past, present, and future ability.
* Constructing Sentences Using Modals
* Building Sentences with *Can* and *Can’t*

1. MEANING AND USE : *The Past, Present, and Future Ability*

* Usages of Past Ability with *Could* and *Be Able to*
* Usages of Present Ability with can
* Usages of Future Ability with Be Able to
* Talking about Future Abilities
* Talking about Past Abilities

1. FORM II : Modals of Future Possibility and Request

* The Formulation of Future Modals
* The Usage of Modals with Future Possibility
* Modals of Request
* Testing Modals of Request

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**The Secrets of Crocodiles**

***A1. Before You Read:*** *Speaking*

Discuss these questions with your friends!

*Can you describe what magic is? Can an ordinary person be a magician? Do you know any magicians in your country? Tell one of them!*

***A2. Reading***

Read carefully this article with good understanding, to find our more information about a killing animal named Crocodile!

**“The Secrets of Crocodiles”**

Crocodiles are familiarly known as one of few ancient animals existing up to now. They may live up to 70 years. Crocodiles can reach 15 feet in length and weigh 2,000 lbs. Crocodiles’ vertical pupils can open up wide to allow them to see in the dark. They are able to go about 28 mph on land—about the speed of a fast human being.

A mother crocodile can carry her young in a pouch inside her mouth. In order to dive deeper, Crocodiles swallow stones. Crocodiles can eat their prey under water as well as above water—their throats have the ability to not swallow water while they eat underwater. Crocodiles have the ability to keep their eyes open under water.

Furthermore, crocodiles use their tail to maneuver while in water. Additionally, crocodiles close their nostrils while under water. Some of the crocodile’s teeth are visible when the jaw is shut. Crocodiles also can close their mouths all the way to hide all their teeth. They are aggressive animals with same dangers for humans, and may be killer if they feel confronted.

*Word Building*

* *Ancient : kuno*
* *Pupils : biji mata*
* *Pouch : kantong perut*
* *Dive : menyelam*
* *Prey : mangsa*
* *Nostrils : hidung*
* *Jaw : rahang*

***A3. After You Read***

1. Decide whether the sentences are correct or not. Initiate *T* for True sentence and *F* for false sentence, in accordance in the text you read above.

\_\_\_\_\_\_\_1.Crocodiles may live not more than sixty years old.

\_\_\_\_\_\_\_2. The minimum length of crocodile is leading to 15 feet.

\_\_\_\_\_\_\_3. The crocodiles have ability to go about 28 mph on sand.

\_\_\_\_\_\_\_4. Their pupils can see in the dark conditions.

\_\_\_\_\_\_\_5. A mother crocodile only can care her baby outside of her mouth.

\_\_\_\_\_\_\_6. Crocodile can eat their prey under water, but not above water.

\_\_\_\_\_\_\_7. It is out the crocodiles’ ability to eat underwater.

\_\_\_\_\_\_\_8. Underwater, they are able to open their eyes.

\_\_\_\_\_\_\_9. The crocodiles keep opening their nostrils underwater.

\_\_\_\_\_\_10. When their jaws are shut, crocodiles’ teeth are invisible.

1. Find three abilities of crocodiles which may different from other kinds of animals, such dogs, cats, buffalos.
   * 1. *Crocodiles can see clearly in the dark underwater, but dogs are not able. (example)*
     2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
     3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
     4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
     5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM I*

**Modals of Ability:** *Can, Could, and Be Able To*

***B1. What are modals?***

Modals in English terms are strongly different from modals in economic terms. They are auxiliary verbs helping main verbs to formulate meaningful sentences. They are can, could, and be able to which all are followed by the base form of verbs.

***B2. Modal*** *Can* ***for Present and Future Ability***

Modal ***Can*** is used for Present and future Ability. It belongs to affirmative, negative, and interrogative models as formulated below, for more information:

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative Statements** | | | |
| Subjects | Modal of Can | Base Form of Verbs | Complements |
| I You They We She He It | *Can* | Play  Work  Read  Run | *Guitar*  *Today*  *Many articles*  *Very quickly* |
| Examples :  She ***can play*** guitar very well, but I can’t.  We ***can visit*** you at dormitory today. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Negative Statements** | | | |
| Subjects | Modal Can + not | Base Form of Verbs | Complements |
| I You They We She He It | *Cannot*  ***(Can’t)*** | Sing  Treat  Pass  Unlock | *a jazz song.*  *the thieves.*  *the test.*  *the door.* |
| Examples :  He ***can treat*** the thieves easily.  You ***can pass*** the test with good score. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions** | | | |
| Modal of Can | Subjects | Base form of Verbs | Complements |
| *Can* | I We He | phone  start  open | your friend? the test?  the door? |
| Examples :  Can ***we close*** the discussion today?  Can ***he open*** the door quicker?  \*Can ***he open(s)*** the door? (incorrect) | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Short Answers | | | | | |
| Yes | Subjects | Modal of Can | No | Subjects | Modal Can + not |
| ***Yes,*** | I They He | Can | ***No,*** | I They He | *Cannot*  *(can’t)* |
| Examples :  Anyway, can he play guitar well?  Yes, I think ***he can.****(meaning: he can play very well)*  Yes, I think he can *(play guitar well) = not necessary* No, so far I know ***he cannot/ can’t***. | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Questions** | | | | |
| WH-Words | Modal | Subjects | Base Form of Verb | Complement |
| Whom  What Which car  When | *can* | you  we  I  he | Phone  Eat  Drive  Tell | now?  this morning?  later?  You? |
| Examples :  Which car ***can I*** drive to college later?  The red car. | | | | |
| WH – Words (Subjects) | modal | Base Form of verbs | | Complements |
| Who What | can | help  bite | | *you now?*  *them at night*? |
| Examples :  Who ***can help*** you now? Andi.  What ***can bite*** them at night? Snakes and mosquitoes. | | | | |

***B3. Modal*** *Could* ***for Past Ability***

Similarly, the expression of showing an ability in the past time is *could*. More detail information, see the descriptive tables below!

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative Statements** | | | |
| Subjects | Modal of could | Base Form of Verbs | Complements |
| I You They We She He It | *Could* | Play  Work  Read  Run | *Guitar*  *Today*  *Many articles*  *Very quickly* |
| Examples :  She ***could play*** guitar very well two years ago  We ***could travel*** to Argentine last week.  \*We could **called** (call) you yesterday. (incorrect) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Negative Statements** | | | |
| Subjects | Modal could + not | Base Form of Verbs | Complements |
| I You They We She He It | *Could*  ***(Couldn’t)*** | Sing  Treat  Pass  Unlock | *a jazz song.*  *the thieves.*  *the test.*  *the door.* |
| Examples :  They ***couldn’t come*** to meeting just now  You ***couldn’t pick*** your phone up last night. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions** | | | |
| Modal of Could | Subjects | Base form of Verbs | Complements |
| *Could* | I We He | phone  start  open | your friend? the test?  the door? |
| Examples :  Could we attend the ceremony yesterday morning?  Could she respect us just now?  \*Could she ***open(s)*** the gate last night? (incorrect) | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Questions** | | | | |
| WH-Words | Modal | Subjects | Base Form of Verb | Complement |
| Whom  What Which car  When | *could* | you  we  I  he | Phone  Eat  Drive  Tell | Last night?  yesterday?  Last Sunday?  You? |
| Examples :  What ***could we*** eat yesterday afternoon?  The blue car. | | | | |
| WH – Words (Subjects) | modal | Base Form of verbs | | Complements |
| Who  What | could | help  fly | | *You few minutes ago?*  *an hour ago?* |
| Examples :  Who ***could help*** you last Monday? Andri, my friend.  What ***could swim*** in the water few minutes ago?  a black big snack. | | | | |

***B4.*** *Be Able To* ***for Past, Present, and Future Ability***

Another way to express an ability regardless can or could is using be able to. It includes “able to” preceded by to be *am, is, are, was,* and *were*. Important to know that “Be able to” actually is not a modal. Yet, it has similar meaning to can and could. Look at the tables below!

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative Statements** | | | |
| Subjects | Be Able To | Base Form of Verbs | Complements |
| They | were able to | Walk | Yesterday |
| are able to | Today |
| will be able to | Next week |
| Examples:  They ***were able*** to walk there yesterday morning.  I am ***able to*** meet you now.  She ***will be able*** to accompany you tonight. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Negative Statements** | | | |
| Subjects | Be + not + able To | Base Form of Verbs | Complements |
| They | Were able to | Walk | Yesterday |
| are able to | Today |
| will be able to | Next week |
| Examples:  They ***were not able*** to walk there yesterday morning.  I am not ***able to*** meet you now.  She ***will not (won’t) be able*** to accompany you tonight. | | | |

***B5. Constructing Sentences using Modals***

Reform these unstructured words into complete and meaningful sentences. Make each sentence using can, could, and be able to. Punctuate your sentences correctly with correct adverbs of time!

1. airport/me/you/take/the/to/can
2. *Can you take me to the airport now?*
3. *Could you take me to airport just now?*
4. *Are you able to take me to the airport now?*
5. Party/they/birthday/can/my/to/come
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Your/brother/can/speak/elder/Spanish
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Her/can/translate/lecturer/languages/Indonesia/to

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. problem/this/serious/can/us/she/help/with

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***B6. Building Sentences with*** *Can* ***and*** *Can’t.*

Build logical sentences with can, two sentences with can’t, and two sentences with be + not + able to either. Punctuate your sentences correctly! Use words from column below!

|  |  |  |
| --- | --- | --- |
| Dogs  Birds  Fishes  People | *Can*  *Can’t*  *Be + not + able to* | Climb tress  Mow  Bark  swim |

1. *Dogs can’t mow. (example)*
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*MEANING AND USE*

**The Past, Present, and Future Ability**

***C1. Usages of Past Ability with*** *Could* ***and*** *Be able To*

1. Use could or was/were able to talk about an ability that existed for a long period of time in the past.

Example:

*When I was adult,* ***I was able to*** *keep the night, and I didn’t get sick.*

1. In affirmative statement with certain verbs such as *see, hear, feel, taste, understand, and remember*, use could or was/were able to talk about ability related to a single event in the past.

Example:

Yesterday night, the sky was clear and we were able to see for miles.

1. In affirmative statements with action verbs, do not use could to talk about an ability related to a single event. Use only was/were able to.

Example:

Last night, ***I could finish*** my assignment at home.

Last night, I ***was able to*** finish my assignment at home.

1. In negative statements, use couldn’t or wasn’t / weren’t to for both ability during simple events and ability over a long period of time.

Example:

Last year, ***I wasn’t able*** to type a page of document only a night.

***C2. Usage of Present Ability with*** *can*

1. It is used to talk about an ability in the present time.

Example:

She ***can make*** you smile all the times.

Strong winds ***can cause*** a serious damage.

***C3. Usages of Future Ability with*** *Be Able To*

1. Use will be able to talk about a skill or other ability that you don’t have yet, but will have in the future. Do not use *can* to describe an ability that you will have only in the future.

Example:

After I finish my homework, ***I will be able*** to go hanging out with my friends.

I ***can go*** hanging out with my friends after U finish my homework. (incorrect).

1. You may use be able to or can to describe ability which relates to decisions and arrangements for the future.

Examples:

Actually I’m working now, but ***I will be able*** to call you in seven minutes later.

Honestly, I am sleepy now, but ***I will*** see you at the college at 10 a.m. later.

***C4. Talking about Future Abilities***

Complete the sentences with *will/won’t + be able to*. Use and construct your own ideas!

1. In ten minutes *I’ll be able to work my assignment­­­.*
2. In 15 years, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Next two months \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In 50 years doctors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. In 100 years humans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The day after the next \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. In 10 years She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***C5. Talking about Past Abilities***

Find and work with your partners. Look at the topics below, and think about how people lived twenty years ago. Take turns making sentences with couldn’t, was/were (not) able to.

**Water education internet food**

**Health leisure time relationship housing**

1. *Twenty years ago many students* ***weren’t able to*** *use* ***internet*** *for their reading sources.*
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*FORM II*

**Expressing Modals of Future Possibility and Request.**

***D1. The Formulation of Future Modals***

Likewise, other kinds of modals used to express an ability in the future time belong to *might, may, could, and will*. To start this section, read these following sentences and discuss your answers with your friends sitting around you!

1. He may leave you alone if you come very late.
2. They have the power of million dollars to buy that excellent house.
3. New college students might find harder to adapt in their new college.
4. Which sentence contains modals? If any, underline them. Which sentence contains a verb in the simple present only?
5. Change all three sentences to interrogative statements based on your previous learning. How do the interrogative statements with modals differ from the interrogative statements in the simple present?

For more information about the formulation of modals with future possibility, look at the tables below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative Statements** | | | |
| Subjects | Modals | Base Form of Verbs | Complement |
| I You She We | May  Might  Could  Will | go | The day after tomorrow. |
| Example:  *X : Andi, when are you leaving?*  *Y : I am not sure. I* ***may leave*** *next month.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Negative Statements** | | | |
| Subjects | Modals + not | Base Form of Verbs | Complement |
| I You She We | May not  Might not  Will not (won’t) | go | Next week |
| Example:  *Since I know you still need my work, I* ***won’t leave*** *you alone until tomorrow afternoon*. | | | |

|  |  |
| --- | --- |
| **Yes/No Questions of Future Forms** | |
| ***Is she going to*** call me few minutes later?  ***Will you*** share me your twitter account tonight?  ***Are they leaving*** next month? | |
| **Short Answers** | |
| **Affirmative** | **Negative** |
| You may  You might  You could | You may not  You might not  You could not *(couldn’t)* |

***D2. The Usages of Modals with Future Possibility***

There are some conditions to express the future possibility with could, might, and may.

1. It is used to talk about future possibility and future ability together using *might/can/may (not) + be able to*. Otherwise, you cannot use *might/may (not) + can*.

To illustrate:

* It is actually late, but it ***might be able to*** succeed the goal as long as you do harder. *(correct)*
* \*Once I can speak English very well, I ***may can*** find a better job in an international company.

*(incorrect).*

1. Could, might (not), and may (not) are used to express possibility about the future. Meanwhile, ***may*** express more certainty than ***could and might***.

To illustrate:

* I ***may*** take linguistics next semester. It ***seems*** like a nice subject.
* I ***could*** get better in the course. It ***depends*** on my attendances. (*depends* shows uncertainty).

1. Remember, the words “may be” and “maybe” are completely different. Maybe is adverbs. May be is the modal may and the verb be. Maybe comes at the beginning of a sentence and is written as one single word. Likewise, maybe can be used with *will* to express future possibility.

To illustrate:

* ***Maybe*** she ***will be*** success in marketing next two years.
* She ***may be*** more talkative next week.

1. Use will to express strong certainty about something. If you are not strongly certain, you can weaken *will* by adding the adverbs *maybe, perhaps, or probably.*

To illustrate:

* He ***will*** marry her next Sunday *(certainty).*
* He ***will perhaps*** marry her next Sunday *(uncertainty).*

1. Use will in Yes/No question about future possibility. You can use *might,* but it will sound overly formal. Do not use *may.*

* ***Will*** he finish study soon? *(future possibility)*
* Might he finish study soon? (overly formal)
* \*May he finish study soon? (incorrect)

***D3. Modals of Request***

Some modals including can, could, will, and would all can be used to express request to do something. More information, see the tables below!

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes/No Questions for Requesting Modals** | | | |
| Modals | Subject | Base Form of Verbs | Complement |
| Can Could Will Would | you | Cut  open | The grass?  The door? |
| Examples:  ***Could*** you *open* the door, please? Yes, I ***can.***  ***Will*** you *cut* the grass? Yes, I ***will.***  \****Would*** you ***can*** close the door? (incorrect) | | | |
| Important to know:   * *People usually avoid using won’t in negative short answers because it sounds very impolite and angry.* * *Modals of request are usually used in questions with you. However, others such she, we, they are applicable, but it sounds strength.* * *Using will and can in affirmative short answers are common. Meanwhile, could and would are less common.* | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Short Answers** | | | | | |
| Yes, | Subj. | Modals | No, | Subj. | Modals + ***not*** |
| ***Yes,*** | I | Can  Will | ***No,*** | I | Cannot (can’t)  Will not (won’t) |
| Example :  X : Could you lend me your money tomorrow?  Y : Sorry, I ***can’t.*** | | | | | |

***D4. Testing Modals of Request***

Construct your own sentences below using modals of request as introduced above. Punctuate your sentences correctly!

1. You cannot move the box alone. So, you need help of your roommate surely. What will you say?

*Brother, could you help me move the box?*

1. You want to lend your friend’s money 15 $. What will you say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You are about to finish five questions of your homework owing to tomorrow deadline. Yet, you miss information of number five. What will you say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You are starving because of no food one day long. You don’t have money to buy any foods unfortunately. What will you say to the food seller?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You fall in love to an unknown girl, a friend of your classmate. You try to take her phone number from your classmate knowing her. What will you say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You need to meet your business partner in a foreign restaurant at 7 p.m. What will you say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercises and Summary**

***E1. Exercises of Modals***

1. Form negative and interrogative statements from these following words and phrases. Punctuate your sentences correctly!
2. Game/win/you/could/next/Friday/the.
3. *You couldn’t win the game next Friday.*
4. *Could you win the game next Friday?*
5. Examination/I/pass/the/might.
6. ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Prepare/Yunika/will/lunch/delicious/today.
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
10. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
11. Have/a/party/Andi/might/Anisa/and/later.
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. John/graduate/could/odd/semester/this.
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Stay/home/may/Victor/months/two/next.
18. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
20. Arrive/Shen-Yun/six o’clock/at/will/tonight.
21. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
22. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
23. We/go/on/may/Sunday/beach/morning//the/to.
24. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
25. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
26. You/tomorrow/could/help/night/me.
27. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
28. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
29. Tonight/she/phone/will/you.
30. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
31. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
32. Differentiating Between *Can* and *Be able to*. Rewrite these sentences with can, if possible!
33. The lecturer will be able to help you with your movie project this evening.

*The lecturer can help you with your movie project this evening.*

1. Munawir will be able to find a more excellent job in accounting when he learns seriously how to operate excel.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. William will be able to ride us to school tomorrow morning at 7 o’clock a.m.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The professor will be able to see you at four o’clock this afternoon at his office.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He will be able to walk again after the operation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will you be able to swim after you finish this two-week swimming class?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My mother is able to make cakes for your birthday tomorrow evening.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Asking Others’ Skills

Ask your partners questions to find out whether they have following skills or not. Use ‘can’ and ‘could’ appropriately. Use your own words to make the sentence meaningful!

1. Play tennis table / tomorrow

*Can you play tennis table for August championship tomorrow if the main player doesn’t get well.*

1. Drive a car / last year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Use a computer / these years.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Speak Arabic and Malay /next year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Play the piano / now.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Perform the Pattapi or other traditional dances / tomorrow’s birthday party.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rewrite each sentence below. If the sentence uses ***maybe***, change it to ***may be***. Otherwise, if the sentence uses ***may be***, change it to ***maybe.*** Make all other necessary changes.
2. Maybe she will feel better the day after tomorrow.

*She may feel better the day after tomorrow.*

1. This may be an amazing on-line game.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The tomorrow’s final exam may not be very easy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Maybe we will be able to finish our study this early year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My brother may not be at home this evening.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Maybe they will not be able to help you fix that kind of serious problem.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I may achieve my overseas scholarship to flinders in the next three months.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Editing: Find the errors in this short paragraph and correct them!

My roommate, Waris, might takes (take) us to Samalona island this Sunday. The island is not far from his rent house. However, he cannot to swim there even he is a great swimmer. When he is four years old, he can swim very well. He knew many styles of swimming. Therefore, he willtook us there by boat.

In addition, I have a friend namely Rahmat. He may not enjoy the island later because he could not swim. So, Waris will perhaps teach him how to swam this weekend. I believe, Rahmat would be able to swim by the end of this autumn if he practices every day. May be he will go sailing the week after the next, too. Just like last Sunday morning, Waris and I was able to go sailing for the weather is great. We can see dolphins near our boat. They are extremely beautiful. Unfortunately, we couldn’t touch them. I tell Rahmat. If we are lucky, we could see more dolphins during our journey to the Island this coming Sunday.

***E2. Summary***

T

he modals are divided into the modals of present ability, future ability, and past ability. It goes with *can* for present and future ability and *could* for past ability. *Can* has similar meaning to be able to, which is also used to express an ability to do actions. Similarly, the modals also are used to express request to somebody doing something. For instance, *can you open the book? Will you open the door, or could you open the book?* In addition, modals used to express future possibility are *might, may, could, and will*. For example, *I may come to the party tomorrow. She will give you the money tonight. And I might come late to the test.* In short, modals are common case in everyday life English.

**PHRASES**

**CHAPTER  
8**

1. GRAMMAR IN DISCOURSE :*The Beautiful Cinderella*

* Before You Read : Speaking
* Read
* After You Read

1. FORM : The Phrases

* What is Phrase?
* Variety of Phrases
* Testing on Phrase

1. MEANING AND USE: The Usages of Phrases

* The Usages of Phrases

1. Gerund Vs. Phrase

* The Difference: Gerund and Present Participle Phrases
* Testing on Gerund and Present Participle Phrases
* Comparing between Gerund Vs. Phrases

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**THE BEAUTIFUL CINDERELLA**

***A1. Before You Read:*** *Speaking*

Discuss these questions with your friends!

*Have you read the story of Beautiful Cinderella? Which do you prefer beautiful girl but Stupid, or ugly girl but strongly smart, why? What kind of person you are do you think?*

***A2. Read***

Read the story on the following page to find out more detail information about the story of Cinderella, a queen with unfriendly stepmother and two stepsisters!

**Cinderella**

Once upon a time, there was a *beautiful* girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king’s palace. But Cinderella’s stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home. Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!” But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!” The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown! The fairy godmother then touched Cinderella’s feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella’s stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, “Do you want to dance?” And Cinderella said, “Yes!” The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother’s words and she rushed to go home. “Oh! I must go!” she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella’s foot as she ran home. The prince said, “I will find her. The lady whose foot fits this slipper will be the one I marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

*Word Building*

* *Wicked : jahat*
* *Gowns : pakaian wanita, gaun*
* *Wand : tongkat sihir, wasiat*
* *Pumpkin : labu*
* *Slipper : sandal, selop*
* *Squeeze : tekanan, tiruan*
* *Struck :base verb of strike*
* *Overjoyed :sangat gembira*

***A3. After You Read***

1. Decide whether the following sentences are true or false in accordance in the text above. Write T for true and F for false.

\_\_\_\_\_\_\_1. Cinderella lived with her two siblings and stepmother.

\_\_\_\_\_\_\_2. Cinderella was not allowed to by her stepmother going to a grand ball in the king’s palace.

\_\_\_\_\_\_\_3. Cinderella was sent to the ball by a fairy godfather.

\_\_\_\_\_\_\_4. The magic given to Cinderella will only last until the morning.

\_\_\_\_\_\_\_5. Everybody was surprised to Cinderella’s beauty when she entered the palace.

\_\_\_\_\_\_\_6. The prince did not dance with Cinderella all night and recognize the beautiful dancer.

\_\_\_\_\_\_\_7. Her stepmother and stepsisters were very happy to see Cinderella dancing with the prince.

\_\_\_\_\_\_\_8. The prince unfortunately did not fell in love with Cinderella.

\_\_\_\_\_\_\_9.The prince finally found Cinderella through her glass slippers.

\_\_\_\_\_\_10. The prince eventually married Cinderella and they lived happily.

1. Guess and write examples of phrases that you can find in the text above!
2. Beautiful Cinderella
3. ……………………….
4. Etc.

*FORM*

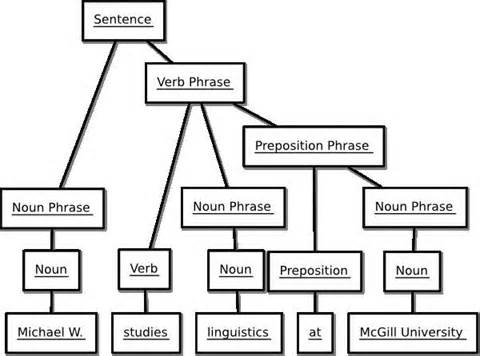
**The Phrases**

***B1. What is Phrase?***

A phrase is a sequence of two or more words that make up a grammatical construction, usually lacking a finite verb and hence not a complete clause or sentence: *shady lane* (a noun phrase); *at the bottom* (a prepositional phrase); *very slowly* (an adverbial phrase). In general use, phrase refers to any frequently repeated or memorable group of words, usually of less than sentence length or complexity: a case of feast or famine — to use the well-known phrase. In short, phrase is strongly related with head and modifier. Head is described words and modifier is describer.

***B2. Variety of Phrases***

Phrases are divided into some kinds, look at the following table for more information!



1. Noun Phrase

It is a phrase in where noun as head and adjective as modifier.

|  |  |
| --- | --- |
| Modifier (Adjectives) | Head (Nouns) |
| Handsome  Pretty  Smart | Boy  Girl  Student |
| Examples:  Andi is a ***handsome boy***.  I know she is a ***smart student.***  \*My roommate is a ***boy diligent.***(incorrect) | |

*Note: Nouns can only be modified by adjectives*.

1. Adjective Phrases

Adjective phrase is a phrase in where adjectives as head and adverb as modifier.

|  |  |
| --- | --- |
| **Modifier (Adverbs)** | **Head (Adjectives)** |
| Very  So  almost | Colorful  big  unsuccessful |
| Examples:  The new house is ***very colorful***.  Your factory is ***so big***.  She is ***almost unsuccessful*** in study.  \*the dog is ***frightening so.*** (incorrect)  I know she is a ***smart student.*** | |

*Note: Adjectives can only be modified by adverbs.*

1. Adverbial Phrase

Adverbial phrase is a phrase in where adverb as both head and modifier.

|  |  |
| --- | --- |
| **Modifier (Adverbs)** | **Head (Adverbs)** |
| Very  Slowly  quite | Beautifully  enough  successfully |
| Examples:  The way you deal with this decision is ***slowly enough.***  They clean your apartment ***quite successfully.*** | |

1. Verbal Phrase

Verbal phrase is a phrase in where verbs as heads and adverbs as modifiers.

|  |  |
| --- | --- |
| **Head (Verbs)** | **Modifier (Adverbs)** |
| Study  write  run | Hard  seriously  fast |
| Examples:  Andika ***studies hard*** to succeed the examination.  I ***ran fast*** to home last night.  She ***always comes*** late every Monday. | |

1. Gerund Phrase

Gerund phrase is a phrase in where gerund as head.

|  |  |
| --- | --- |
| **Head (Gerunds)** | **Modifier of Gerunds** |
| Studying  Singing  writing | English  songs  a book |
| Examples:  ***Studying English*** is my hobby.  ***Singing song*** with my friends is my routine on Saturday night.  I like ***writing a book*** every year. | |

1. To Infinitive Phrase

To infinitive phrase is a phrase in where to infinitive as head.

|  |  |
| --- | --- |
| **Head (To infinitive)** | **Modifier of to Infinitives** |
| To study  To wash  To write | Grammar  car  a book |
| Examples:  ***To Study Grammar*** is my hobby.  ***To save money*** is important for my future  I like ***to write*** poems in the morning. | |

1. Participle Phrase

Participle phrase is a phrase in where participle phrase as head. Important to know, participles are divided into *Present Participle* and *Past Participle.* Let’s see how past and present participle differ each other.

|  |  |
| --- | --- |
| **Past Participle (V3)** | **Present Participle (V+ing)** |
| Washed  Bought | Washing  Buying |
| Examples:  The car ***washed*** by the man looks new brand. *(the car : past participle), (by the man : modifier of past participle)*  The woman ***buying*** a food there is Andi’s wife. *(buying : present participle), (a food : modifier of present participle)*  ***Finishing*** my assignment, I am free to go. *(finishing : present participle), (my assignment : modifier of present participle)* | |

1. Prepositional Phrase

Prepositional phrase is a phrase started with prepositions.

|  |  |
| --- | --- |
| **Head (Preposition)** | **Modifier of Preposition** |
| In  Because of | the class  you |
| Examples:  We are ***in the class***.  *( in : preposition), the class (object of preposition)*  Rika is happy ***because of*** you.  *(because of : preposition), you (object of preposition)* | |

1. Exclamatory Phrase

Exclamatory phrase is a phrase started by exclamatory words. The exclamatory phrase include ***What and How.***

|  |  |
| --- | --- |
| Exclamatory Phrases | |
| ***What***  ***How*** | What + Np + S + Verbs  Example :  You are a pity  ***What a pity*** you are! |
| How + Adj/advb + S + Verbs  Example :  She is beautiful  ***How beautiful*** she is! |

***B3. Testing on Phrase***

To check your basic understanding about the explanation above regarding several kinds of phrases, Find the errors of phrase of the following sentences *(one or more)* and correct them, if any. Then, name what kind of phrase is that!

1. When I went to Bali last week for vacation long, I saw a nice very young girl. Her name is Ananda.

* *Long vacation / noun phrase. (example)*
* *Very nice / adjective phrase.*

1. Andi is my friend old when I was in senior high school. Now, he is one of directors young in that leading company.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is what I want to say. Your dress is colorful so tonight. I think everybody considers you are the lady expressive among all of this party.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The car you purchased last night was expensive quite. But, I like its color.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Study to English is my hobby since I was a child. Therefore, I can study in Melbourne now. This is a wonderful so city I ever see. Hard study is the key to goal this master scholarship.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wow! What beautiful you are tonight with the red dress! and how lucky you Adam as her boyfriend.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Don’t be panic. Be enough slowly! We don’t need to rush with this job boring.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The man washed the new car is my elder brother. And there the woman in another corner played badminton is my younger sister.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*MEANING AND USE*

**The Usages of Phrases**

***C1. The Use***

The phrase is commonly used in double cases, including:

1. Use phrase to describe nouns, adjectives, adverbs, verb, and prepositions.

Example:

My friend is ***a smart student***.

Smart is an adjective describing noun, *student,* in this context. Remember, nouns can only be described by adjectives, not by nouns themselves, adverbs, or prepositions.

1. Use phrase to make a meaningful sentence without constructing subject and verb.

For example:

***I buy a house.*** (meaningful / a sentence)

***(S + (V) + (O)***

***A Luxury school*** (meaningful / not a sentence)

(Adj.) (N)

(N.Phrase)

**Gerund vs. Participle Phrases**

***D1. The differences:*** *Gerund and Present Participle Phrase.*

Sometimes, both gerund and present participle phrase are quite difficult to distinguish because they are the same form using *– ing.* Gerund is formed from verbs becomes nouns, usually called gerund. To illustrate, write (verb) becomes writing (gerund as noun).

In addition, present participle is also constructed from verb + ing, *studying*, for example. For more information, look at the table below to distinguish between gerund and present participle.

|  |  |
| --- | --- |
| **Gerund Vs Present Participle Phrase** | |
| *Gerund* | It is usually put in the beginning of the sentence as subject or after verb as object of the sentence.  For examples:  ***Studying*** English is my hobby.  (G/S) (V) (O)  My brother likes ***swimming*** every morning.  (S) (V) (G/O) |
| *Present Participle Phrase* | It is resulted from adjective reduced clause.  For example:  The girl ***washing*** the cloth is Selena  (Pcp) (M of Pcp)  (Pcp phrase)  In complete sentence, it is actually:  The girl ***who washes*** the cloth is Selene  It is resulted from adverb which is put in the beginning of the sentence.  For example:  ***Washing*** the car, he is tired.  (Pcp) (M of Pcp)  Adv/Pcp phrase |
| \*Notes:  *Pcp : Participle phrase*  *M :Modifier* |

***D2. Testing on Gerund and Present Participle phrase***

Read the sentences below very carefully, and put whether gerund or present participle is appropriate in the blank lines.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ twice a week is my routine to keep my body health.
2. ***Jogging (gerund)***
3. Jogging (present participle)
4. It seems that the strange man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the corner is my old friend of senior high school.
5. Standing (gerund)
6. Standing (present participle)
7. The woman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yesterday at your home was my girlfriend.
8. Crying (present participle)
9. Crying (gerund)
10. Alice enjoys \_\_\_\_\_\_\_\_\_\_\_\_\_ foods from other countries.
11. Trying (gerund)
12. Trying (present participle)
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the want ads in the Sunday newspaper, Ann found a good used car at a price she could afford to pay.
14. Looking (present participle)
15. Looking (gerund)
16. She dislikes \_\_\_\_\_\_\_\_\_\_\_\_ a lie at all.
17. Telling (present participle)
18. Telling (gerund)

***D3. Comparing between Gerund and Phrase***

Work with your partner. Discuss and put both gerund and present participle into every single topic below. Use your ideas and your own sentences logically.

***Memorize wash climb spell eat***

***Type speak debate smoke*** ***call***

1. Wash
2. ***Washing*** dishes is my routine after having dinner.

*(gerund)*

1. The boy ***washing*** car in front of my home is my new neighbor. *(present participle)*
2. ………………

a. ­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. ……………….

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ………………..

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ………………..

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. ………………..

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. ………………….

a.­­­­­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. ………………….

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. ………………….

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. …………………

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercises and Summary**

***E1. Exercises***

1. Choose the correct answer of these following questions!
2. Andi, my friend, is one of ………….. students in my department.
3. **smart** c. very
4. smartly d. smarting
5. Once I met her, I knew that she is a ……….. sensitive girl.
6. very c. one
7. being d. almost
8. The apartment is a …………… great building I ever see.
9. remarkable c. remark
10. remarkably d. remarked
11. She always ……………….. to pass the examination.
12. study hard c. study hardly
13. studies hardly d. studies hard
14. They do not run …………….. to win the great competition.
15. slowly enough d. being slowly
16. slow enough e. enough slow
17. ……………………. is not my hobby when I was a child.
18. Sing song c. singing songs
19. Song singing d. slowly singing
20. To …………….. English is very important for your brighter future.
21. Study c. studied
22. Studying d. be studying
23. The students ……………… in the auditorium are from UIN Alauddin Makassar.
24. are debating c. being debated
25. debated d. debating
26. ……………… cheerful the lady is!
27. What c. what is
28. How is d. how
29. Riska is very happy ………………. your comedy.
30. Because c. because of
31. Owing d. with of
32. Find the errors of this following paragraph and correct them!

**A Success Boy**

Twenty years ago, there was a born child namely Kamaruddin Amin. He was from a family simple *(simple family)* living in a village called Pammana. When he was young, he used to swim in a very deeply river around his house. To study in abroad is his long-life dream. Fortunately, he succeeded Fulbright scholarship for master degree in Iowa State University two years ago. Now, he is in United States studied Linguistics in the language and art faculty. He plans to finish his study by the end of 2013. His motto, studying hard is the key to be a boy success in the future with good job in a company excellent. How an inspiring story he has!

1. *Simple family*
2. *………………*
3. *………………*
4. Writing: write your own real story whether it was funny, embarrassing, inspiring, or something else in the past using phrases. Then, present your story in front of the class!

*“When I was walking to Samalona Island last week with my friends, I saw a beautiful girl sitting alone in the beach. She was so sad …………………………………….................................... .................................................................................................................................................................................................................................................................................................”*

***E2. Summary***

T

he phrase is a group of words which is not formed with subject + verb but makes sense. Powerful boy, for example, is not constructed through *subject* and *verb*. Yet, it is meaningful. Phrase includes *adjective, verb, adverb, preposition, gerund, to infinitive, exclamatory, present participle, and noun phrase.*

**THE IMPERATIVES**

**CHAPTER  
9**

1. GRAMMAR IN DISCOURSE : *Do’s with A Mountain Lion Attack*

* Before You Read: *Speaking*
* Read
* After You Read

1. FORM : The Imperatives

* What is Imperative?
* Examining Forms
* Forming Imperatives
* Completing Sentences
* Working on Affirmatives and Negative Imperatives

1. MEANING AND USE: Imperatives

* Examining Meaning and Use
* The Usage of Imperatives

1. Constructing Imperatives

* Using Picture Here
* Giving Commands
* Giving Advices
* Making Request
* Giving Instructions

1. Exercises and Summary

* Exercises
* Summary

*GRAMMAR IN DISCOURSE*

**Do’s with a Mountain Lion Attack**

***A1. Before You Read:*** *Speaking*

Discuss these questions with your friends!

“*Have you seen any wild animals? Are you scary with lions? What will you do if you face a wild animal in a mountain?”*

***A2. Read***

Read the article below talking about what hikers as well as backpackers should do if they are in a mountain lion attack!

**“Do’s with Mountain Lion Attack!”**



Backpackers and Hikers alike know that while in the wilderness the chance of a wild animal encounter are slim but never the less a possibility. The number of mountain lion incidences has increased over the last several years. This is mostly attributed to the human encroachment factor in the wilds and as more and more people hit the wilderness trails the attitudes of animals that live in the wild change drastically. Some have pointed to the fact that humans, no matter how careful we are leave food and trash along the trails. The wild animals get a taste for the human food sources and then associate the humans with these food sources.

No matter how seasoned of a hiker or backpacker you are there is nothing more startling than seeing a bear or mountain lion approaching your camp. Although this is rare, it still can happen at any time day or night. Mountain Lions are plentiful in areas where there is a large deer population and that means the mountainous areas where you may well be hiking or backpacking. As long as the food source is there the lions do not bother humans generally but in leaner times the lions have been known to stalk and also attack humans on the trail. We really do not know when the lean times are so to be prepared and know what to do in case of attack is your first step in being prepared.

Your first step is to never hike alone. Always go in groups and always make noise when in areas that mountain lions frequent and live. The noise you make will generally scare the lion away and halt any confrontation.

If you are on a day hike with children be sure to keep the children close to you. Mountain Lions are attracted to children like many other animals you find in the wild. One theory on this is their size and the fact the animal can take the child and easily carry it away like they do with small prey. Never, when hiking with your children, let them wander away or stray off the trail unnoticed.

Do not ever out of curiosity approach a mountain lion, no matter how tame and friendly they may seem. Always give plenty of space between you and the lion so they can escape and get away. Mountain Lions usually do not like confrontation so always if you do happen to have contact leave a wide berth between you and the lion for its' escape.

*Word Building*

* *Wilderness : hutan belantara*
* *Encroachment : pelanggaran batas*
* *Trash : sampah*
* *Startling : yang mengejutkan, mengagetkan*
* *Plentiful : berlimpah-limpah*
* *Stalk : batang, tangkai*
* *Lean : kurus*
* *Scare : menakutkan*
* *Confrontation : konfrontasi*
* *Wander : menggeluyur*
* *Stray : sesat, hewam yang tersesat*

***A3. Testing After You Read***

Write T for true and F for false for each statement below accordingly to the text above!

1. (T ) Wild animals get taste of food to start approaching humans in the mountain.
2. (\_\_\_\_\_\_\_) The mountain lions mostly do not attach humans in the trails.
3. (\_\_\_\_\_\_\_) Hiking alone is the first step to avoid mountain lion attack.
4. (\_\_\_\_\_\_\_) Keep making noisy in the areas where lions perhaps live.
5. (\_\_\_\_\_\_\_) The noise doesn’t frighten lion to go away.
6. (\_\_\_\_\_\_\_) Stay close with children in hiking to avoid sudden lion attack.
7. (\_\_\_\_\_\_\_) Mountain lions are not usually attracted to adults due to their big size to carry them away.
8. (\_\_\_\_\_\_\_) Just being curiosity to approach a mountain lions to see them closer.
9. (\_\_\_\_\_\_\_) Mountain lions will escape and get away if you keep giving plenty of space with them.
10. (\_\_\_\_\_\_\_) The mountain lions like confrontation with hikers.

*FORM*

**The Imperatives**

***B1. What is imperative?***

Imperative sentence is a type of [sentence](http://grammar.about.com/od/rs/g/senterm.htm) that gives advice or instructions that mostly expresses a request or command. Similarly, it is ended with a [period](http://grammar.about.com/od/pq/g/periodterm.htm) or an [exclamation point](http://grammar.about.com/od/e/g/exclamterm.htm). Thus, imperative verbs are used to give orders, commands, warning or instructions, and showing request to ask other people doing something.

***B2. Examining Form***

Read the sentences and complete the tasks below. Then discuss your answers and read the form charts to check them!

1. Lions are dangerous animals.
2. Do not hike alone.
3. Noise makes lions go away.
4. Mountain lions do not like confrontation.
5. Underline the verbs. Circle the subjects. And decide which sentences do not have a subject!
6. Look at back the article. Find as many examples of imperatives written there!
7. Figure out and then list positive and negative imperatives in the article!

***B3. Forming Imperatives***

Usually, imperatives are formed with base form of verbs. For more detail information, look at the table below!

|  |  |
| --- | --- |
| **Affirmative/Positive Imperatives** | |
| **Base Form of Verbs** | **Complements of imperatives** |
| Close  Cut  Be  Drive | the door!  her hairs!  here at 7 a.m.!  carefully! |
| Examples:  Son***, close*** the door please!  ***Come*** here now! | |

|  |  |  |
| --- | --- | --- |
| **Negative Imperatives** | | |
| **Do + not** | **Base Form of Verbs** | **Complements of imperatives** |
| Do not  *(don’t)* | Close  Cut  Be  Drive | the door!  her hairs!  here at 7 a.m.!  carefully! |
| Examples:  ***Don’t open*** the door please!  ***Don’t be*** here alone tonight! | | |

**Notes:**

* The imperative has the same form whether we talk to one person or more than one person.

*Write the passage! (teacher to* ***a student****)*

*Write the passage! (teacher* ***to three students****)*

*Write****s*** *the passage! (incorrect)*

* The subject of an imperative is always you (both singular and plural). Although, the subject ***You*** do not always appear in the sentence.

*Wash the car! (common)*

***You*** *wash the car! (uncommon)*

* In spoken discourse, ***don’t*** is more frequently used rather than ***do not*** in negative imperatives.

***B4. Completing Sentences***

Complete these following sentences using your own words, whether it is appropriate for affirmative or negative sentences.

1. *Do not call now*! I am so busy.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the kitchen.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the gas station.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ home before dinner.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ right at the corner.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yourself for the tomorrow’s final test.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ off the light, please.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ angry with me, please.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here five minutes before the seminar starts tomorrow.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ keep all the night because it is not good for your health.

***B5. Working on Affirmative and Negative Imperatives***

Read some tips below. Check **(√)** for good advice and ( X ) for bad advice that you think from these following tips!

\_\_\_√\_\_\_ 1. Keep a vocabulary notebook for your word building.

\_\_\_\_\_\_\_ 2. Don’t try to guess the meaning of every unfamiliar word.

\_\_\_\_\_\_\_ 3. Memorize every new word you read.

\_\_\_\_\_\_\_ 4. Don’t write English definitions for new words.

\_\_\_\_\_\_\_ 5. Do not try to use new words in conversation.

\_\_\_\_\_\_\_ 6. Do not list every new word you figure out.

\_\_\_\_\_\_\_ 7. Find the synonyms of new words that you find out.

\_\_\_\_\_\_\_ 8. Write a translation of every new word.

*MEANING AND USE*

**Imperatives**

***C1. Examining Meaning and Use***

Read the sentence and answer the questions below. Then discuss your answer with your friends!

1. *Talk to your brother. He can help you I think.*
2. *If you go to the market today, buy me a pack of white coffee, please!*
3. *Go straight and turn the left in the corner. The hospital is there.*
4. *Be careful, a snake behind you!*
5. Which sentence shows a warning?
6. Which sentence shows a direction?
7. Which sentence shows a request?
8. Which sentence shows an advice?

***C2. The Usages of Imperatives***

1. Use imperative to tell someone do something. See the examples below!

***Making requests***: Please call me back later!

***Giving instructions***: First, turn on. Then, press red button.

***Giving warnings***: Be careful with the drunk man.

***Making offers***: Have another piece of paper, Andi.

***Giving advice***: Don’t be sad with this.

***Giving commands***: Start the engine now!

***Giving directions:*** Turn the left about five meters.

1. Use please for more polite imperatives. *Please* is often used to in formal situations when we speak to older people. Remember, if please comes at the end of a sentence, put comma before it.

*(Friend to friend)*

Please put off the shoes!

*(Wife to husband)*

Honey, hand me a powder, please!

1. Even though we usually do not mention the subject you, we sometimes use it to make it clear who are speaking to one. In addition, we can also add the person’s name with or without ***you*** as the started subject.

*(A student speaks to two other friends)*

***You*** work these two pages, ***Andi*** works the third page, and ***I*** will work with the rest pages.

**Constructing Imperatives**

***D1. Using Picture Here (Giving warning)***

Look at the pictures below. Write warnings. Use your appropriate ideas to describe the pictures!



*:Don’t shoot that animal! (example)*



:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c.

:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D2. Giving Command***

Find your partners. Make a communicative dialogue in where you ask your partner to finish his study as quick as possible. Use any logical commands related to the process of finishing study.

*X : Your father asks you to finish study by the end of this year.*

*Y : Sure.*

*X : Therefore, go to the campus early, meet your supervisor!*

*Y : ………………………….*

***D3. Giving Advices***

Construct your own advice towards these following problems. Each problem consists of two sentences. One is affirmative and another is negative imperative.

1. My sister is sick.

*Take her to office. Do not let her drink ice water.*

1. The car can’t run.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I can’t sleep at night.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He is lazy go to campus.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I have many loans to the company.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The key doesn’t work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The gas tank of my motorcycle is almost empty.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am getting divorce with my wife.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I have stomachache for a day long.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My grade this semester decreases significantly.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D4. Making Request***

Write a request which you might hear if you are in the places below!

1. In a coffee shop.

*Give me a glass of cappuccino coffee, please!*

1. At seminar room.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In the airport.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At a birthday party.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In the language laboratory.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At the theater.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At the air plane.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***D5. Giving Instructions***

You are in situation to give instructions because you are leaving to abroad for student exchange for two weeks. You instruct your roommate what to do while you are away. Use both affirmative and negative with logical sentences!

*Rabbit motorcycle laptop bill*

*Mail rent books plants*

Example:

*Water the plants twice a day.*

*Do not forget to pay the bill.*

**Exercises and Summary**

***E1. Exercises***

1. Writing: find and edit the errors of these following sentences!
2. Don’t to give them money.

Correct answer: don’t give them money!

1. Not call him now.

Correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You don’t close the window, please!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Phone not me!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please, no make noisy here!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Go not now you!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Teach me not today!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Memorize the vocabulary for tomorrow’s final test.

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Not be noisy!  
   Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Be not lazy next semester!

Correct answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Using the appropriately polite sentence.

Read what each person should say. Use the most polite sentence for these following situations. If it is not appropriate for the condition, just rewrite it. Then discuss your answers with a partner.

1. (A young girl to her grandfather) Sit down!

*Sit down, please!*

1. (A lecturer to his assistant) Replace me teaching at Class B for two hours today.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (A robber to a supermarket teller) Please give me all of your money in your money box.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (A son to a dad) pick me up at dormitory tomorrow.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (One strange boy to another on the street) Please watch out! A meteor is falling.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (A teacher to his two students) You answer these two questions and another answer the rest questions!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (An employer to many employees) Please, finish the job tomorrow morning if you do not lose your jobs.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (A friend to two other friends) Help me move the box.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (One wife to her husband) Get up please. It’s 7 a.m. o’clock to prepare working.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (A chief to his two assistants) You one bake the chicken for 5 minutes and the other warm the water.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Speaking: *Beyond The Classroom Activity*

Find examples of grammar in your everyday life. It might be written on newspaper or internet. Look for three examples of each imperative belonging to *giving advice, giving instructions, giving commands, making request, and giving warnings.* Bring them to the class and practice in front of your friends!

***E2. Summary***

T

he imperative is sentence expressing other person to do something. It is mostly formed through (Bare Verb + Complement of Imperative). For example, *open the book! or do not close the window!.* Therefore, imperative might be affirmative and negative forms. In addition, we commonly use imperative without mentioning the subject whom we ask for since the subject is mostly ***you***. For instance, “*Do the homework!”*. It does not mention *“You do the homework!”*For exception, we mention the subject to clearly point which person we ask for. To illustrate*, “Andi close the door and You turn off the lamp, please!”*

Imperative is classified into; giving advice, making request, giving directions, giving instructions, giving warnings, and making offers. In all these contexts, people use *“please”* to show politeness, in general way.

**Common Errors and Idioms in English**

**CHAPTER  
10**

1. Idioms in Context : *The Idiom of Cats and Dogs*

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*IDIOMS IN CONTEXT*

**The Idiom**: *CATS AND DOGS*

***A1. Thinking about Literal Meaning***

Think about this following idiom ***“It’s raining cats and dogs”.*** Imagine if you translate a couple of this word literally. Then, you will find impossible meaning. There will be never a rain falling cats and dogs from the sky.

Therefore, the idiom of cats and dogs means *“raining hard”.* For example:

* Wow! It’s raining *cats and dogs* out there!

(Wow, di luar sementara *hujan deras*!)

**List of Common Errors in English**

In many cases, people use common mistake words of English either intentionally or unintentionally. Those things can be found whether in spoken discourse or written discourse. Since a number of words in English are so similar, users of this language may get confused how to put those similar words or phrases in a correct context. In this section, I present a list of common errors in English everyday life, in order to guide you clearly understand of using similar words but different use in appropriate context.

***B1. Confusingly Related Verbs***

Confusingly related verbs are verb which are closely related each other where they have similar or almost similar meaning in Indonesian context. Yet, the uses are totally different. Here, many people get confused. See the list below for more detail information!

1. *Remind Vs. Remember.*

Both of these words have close meaning but are actually different due to their different use in sentence.

|  |  |
| --- | --- |
| ***Remind*** | Mengingatkan *(guide other people to remember something)*  Example:   * Remind me to take you school tomorrow morning. (Ingatkan aku untuk mengantarmu ke sekolah besok pagi). * I remind to lock the door ***(incorrect)*** |
| ***Remember*** | Mengingat *(remember something by him/herself)*  Example:   * I remember to do my homework tonight (Saya ingat untuk menyelesaikan tugasku malam ini) * Remember me to turn off the lamps ***(incorrect)*** |

1. *Ride Vs. Drive*

Both have meaning to deal with vehicle that means “mengendarai”. Yet, the uses are quite different.

|  |  |
| --- | --- |
| ***Ride*** | Mengendarai *(dengan duduk di atasnya, seperti motor, kuda, sepeda, dll)*  Example:   * Today, I *ride* my *bicycle* to office. * Today, I *ride* my *car* to office ***(incorrect)*** |
| ***Drive*** | Mengendarai *(dengan duduk di dalam kendaraan tersebut seperti mobil, bus, truk, dll.*  Example:   * I will *drive* my brother’s new *car* to college today. * He *rides* his *truck* very fast ***(incorrect)*** |

1. *Speak Vs. Talk*

Both similarly mean “berbicara”. Meanwhile, they have different use. *Speak* for formal situation whereas *talk* tends for informal situation.

|  |  |
| --- | --- |
| ***Speak*** | Speak (*situasi formal, atau to sebelum obyek)*  Example:   * Sorry *sir*, I can’t *speak* Arabic well. * I speak *to your mother* about my wife. |
| ***Talk*** | Berbiacra *(situasi non formal, atau tanpa to sebelum obyek)*  Example:   * *Hay*, don’t *talk* about it. * I *talk you* about my new family. |

1. *Choose Vs. Select*

The two mean “memilih” but are different in use.

|  |  |
| --- | --- |
| ***Choose*** | Memilih *(digunakan untuk memilih hanya diantara dua hal)*  Example:   * Well, I *choose* the black *car*, not red *one*. * I *choose* one from *four* cars ***(incorrect)*** |
| ***Select*** | Memilih *(digunakan untuk memilih diantara banyak hal)*  Example:   * I will *select* the smartest from *twenty* students in the class. * I will *select you*, not *him.* (***incorrect)*** |

1. *Fit Vs. Suit*

They have the same meaning “sesuai atau cocok”, but they are different in uses.

|  |  |
| --- | --- |
| ***Fit*** | Sesuai atau cocok *(untuk ukuran* ***size*** *dan bentuk* ***shape****)*  Example:   * Oh no, this new T-shirt really doesn’t *fit* my *body*. * These shoes really *fit* me. It’s my *size.* |
| ***Suit*** | Sesuai atau cocok *(untuk model style dan warna)*  Example:   * I think the *green* blouse *suits* my mom and the read for my sister. * Just take the *pink T*-shirt! It *suits* you. |

1. *Live Vs. Stay*

Both of the two mean “tinggal”, but they differ in use.

|  |  |
| --- | --- |
| ***Live*** | Tingal *(untuk waktu yang cukup lama)*  Example:   * I have *lived* here for more than *20 years.* * I will *live* here for *a day*. ***(incorrect)*** |
| ***Stay*** | Tinggal *(hanya dalam waktu yang singkat)*  Example:   * I don’t want to go out *tonight*. I just want to *stay* home. * I will *stay* here for *ten years*. ***(incorrect)*** |

1. *Raise Vs. Rise*

They seem similar verbs but actually are different verbs. Raise belongs to transitive verb (needs object). Otherwise, rise belongs to intransitive verb (no needs object).

|  |  |
| --- | --- |
| ***Raise*** | Menaikkan atau mengangkat *(seperti angkat tangan, naikkan bendera, dll)*  Example:   * *Raise* the *flag* in the corner! * *Raise* your *hands*! |
| ***Rise*** | Bagun, naik, dan terbit *(seperti semangat, matahari terbit, dll)*  Example:   * The *sun rises* before you wake up. * My *spirit rises* after reading your life story. |

1. *Ask Vs. Ask for*

They are totally different meaning but seem similar verbs.

|  |  |
| --- | --- |
| ***Ask*** | Bertanya  Example:   * I want to *ask* you about this question. * Do not *ask* me about the secret. |
| ***Ask for*** | Meminta  Example:   * I want to *ask for* some helps tomorrow in my birthday. * She *asks for* some money to me. |

1. *Listen to Vs. Hear*

Some people misuse between listen and hear. Actually, they are different use in context.

|  |  |
| --- | --- |
| ***Listen to*** | Mendengar baik baik (menyimak dengan sengaja)  Example:   * I *listen to* the *music* before I go to sleep. |
| ***Hear*** | Mendengar *(mendegar sekilas tanpa perhatian yang serius, tidak sengaja)*  Example:   * I *heard* that you pass the scholarship. Congratulation! |

1. *See – Watch – Stare – Look at.*

Four of them have the same meaning “melihat”. Yet, they have different meaning of each.

|  |  |
| --- | --- |
| ***See*** | Melihat *(hanya sekedar melihat)*  Example:   * I *saw* you in the bus yesterday. |
| ***Watch*** | Melihat *(dalam arti menyaksikan/ menonton)*  Example:   * I want to *watch* the final match of Brazil and Portugal tonight. |
| ***Look at*** | Melihat *(melihat dengan serius, penuh perhatian, teliti)*  Example:   * *Look at* the guy; he is cute with his moustache. |
| ***Stare*** | Melihat *(dalam arti menatap)*  Example:   * The young cat keeps *starring* me when I feed it. |

1. *Say Vs. Tell*

Both have meaning “mengatakan”. Yet, they have quite dissimilarity.

|  |  |
| --- | --- |
| ***Say*** | Mengatakan *(bersifat menceritakan atau memberi informasi)*  Example:   * You *said* that you miss me. * What? You *say* sorry. |
| ***Tell*** | Mengatakan *(membutuhkan obyek langsung)*  Example:   * My father *told me*\* that you just have finished your master degree. * I *told you\** not be here anymore. |

1. *Close Vs. Shut*

Both mean “menutup”. But, close is used more formally and politely. Meanwhile, shut sounds casual.

|  |  |
| --- | --- |
| ***Close*** | Menutup *(terkesan sopan)*  Example:   * I *closed* my eyes while you were saying loved to me. |
| ***Shut*** | Menutup *(kesan memaksa dan casual)*  Example:   * *Shut up* your mouth! * Can you *shut* the door, now! |

1. *Permit –Allow- Let*

The three mean “memperbolehkan, membiarkan, dan mengijinkan”. See the differences below!

|  |  |
| --- | --- |
| ***Permit*** | Memperbolehkan *(penggunaannya lebih formal dari allow)*  ***(*Permit + Pronoun + To Infinitive)**  Example:   * The faculty does not *permit* the students *to hold* English camp this year. |
| ***Allow*** | Memperbolehkan *(kurang formal)*  **(Allow + Pronoun + To Infinitive)**  Example:   * I *allow* you *to bring* your pets here. |
| ***Let*** | Mengizinkan/memperbolehkan (*digunakan dalam casual conversation)*  *(***Let + Pronoun + Simple Verb)**  Example:   * Let *me call your* father. * I will *let her go*. |

1. *Set Vs. Sit*

They have very similar spelling. We mostly get confused if we do not clearly understand how to differentiate them.

|  |  |
| --- | --- |
| ***Set*** | Mengatur, memasang, menata *(transitive and irregular verbs)*  **set – set - set**  Example:   * I can’t *set* my bedroom by myself. * I *set* the new desk in the corner of my room. |
| ***Sit*** | Duduk *(intransitive verb and irregular verbs)*  Example:  **sit – sat - sat**   * I will *sit* beside you. * I *sat* in the last row in yesterday’s graduation party. |

1. *Lay Vs. Lie*

Both of these two are difficult to differentiate. See clearly the difference as follows:

|  |  |
| --- | --- |
| ***Lay*** | Meletakkan atau menaruh *(transitive verb and regular verb)*  **(lay – laid – laid – laying)**  Example:   * I laid my book on your desk   (Saya meletakkan bukuku di atas bangkumu) |
| ***Lie*** | Berbaring, juga berbohong *(intransitive verb and regular verbs).*  **(Lie – lied – lied – lying)**  Example:   * She *lied* on my bed yesterday   (dia berbaring di kamarku kemarin)   * He *lied* that he has met a devil.   (dia berbohong bahwa ia telah bertemu syaitan).   * I am *lying* on your bed.   (Saya sedang berbaring di kasurmu). |

1. *Precede Vs. Proceed*

Both seem similar but they have different meaning absolutely. See below!

|  |  |
| --- | --- |
| ***Precede*** | Datang atau ada sebelum.  Example:   * Weather service warnings preceded the hurricane. (peringatan dari perkiraan cuaca sudah ada sebelum badai itu) |
| ***Proceed*** | Melanjutkan  Example:   * The teacher proceeded to explain the experiment to the chemistry class.   (Guru melanjutkan menjelaskan percobaan itu di kelas kimia) |

1. *Marry Vs. Get Married*

Both marry and get married have the same meaning of “menikah”. But the use is totally different.

|  |  |
| --- | --- |
| ***Marry*** | Menikahi *(transitive verbs)*  Example:   * I will *marry you*. * I will marry. (incorrect) |
| ***Get married*** | Menikah *(intransitive verbs)*  Example:   * She *got married* last month. * She *got married you*. (incorrect) |

***B2. Problem Verbs***

This section, I present some confusing verbs that have more than one meaning. They include:

1. Have

The word “have” has three functions, including:

1. Have as ordinary verb, means “mempunyai”.

Example:

I have a new car. (Saya mempunyai sebuah mobil baru)

1. Have as auxiliary verb, used in to have.

Example:

You have given me the money. (kamu telah memberi saya uang)

1. Have as causative verb, means “menyuruh”.

Example:

I have you close the door. (Saya menyuruh kamu menutup pintu itu).

1. Do

The word “do” can be auxiliary verb and ordinary verb.

1. ***Do*** : Auxiliary verb, used in interrogative and negative form.

* Interrogative form.

Example:

Do you study English today? *(apakah kamu belajar bahasa Inggris hari ini?)*

* Negative form.

Example:

I do not mail a letter to you today. *(Saya tidak mengirim sebuah surat ke kamu hari ini)*

1. **Do** *:* Ordinary Verb*,* means “mengerjakan/melakukan”.

Example:

* I do my homework alone *(Saya mengerjakan tugas rumahku sendirian).*
* Do not do that bad thing. *(Jangan lakukan hal jelek tersebut)*

1. Dare

The word “dare” also has two functions belonging to auxiliary and ordinary verb.

1. Dare (auxiliary verb)

**[ Dare + Base form of Verb ]**

Example:

I dare drive the car alone. *(Saya berani mengendarai mobil itu sendirian).*

1. Dare (ordinary verb)

**[ Dare + To Infinite Form ]**

Example:

I dare to give her a bundle of flower. *(Saya berani memberi dia seikat bunga).*

1. **Miss**

The word “miss” also has two meanings, including “ketinggalan” dan “merindukan”. Miss is a transitive verb which needs object.

* I ***miss*** her so much

*(saya sangat merindukan dia)*

* I ***miss*** the train today.

*(saya ketinggalan kereta hari ini)*

* The plane ***was missing.***

*(Kapal itu hilang).*

1. Taste

The verb “taste” can be confusing also, since it has two meanings. One is “mencicipi” and another is “terasa”.

1. Taste (mencicipi) / transitive verb.

Example:

They taste the cake. *(mereka mencicipi kue itu)*

1. Taste (terasa) / intransitive verb.

Example:

The food tastes delicious. *(makanan itu terasa enak)*

***B3. Confusing Determiners***

In English, some determiners might be confusing. Therefore, people sometimes misuse the different contexts of some confusing determiners, including:

1. **A few Vs. A little**. (Beberapa / sedikit), berkonotasi positif.

|  |  |
| --- | --- |
| A few | It is used for countable nouns.  Example:  Even though I was just two days in China, I had made a few friends there.  *(Meskipun saya Cuma dua hari di China, saya sudah mempunyai beberapa teman di sana)* |
| A little | It is used for uncountable nouns.  Example:  I will save a little money this month.  *(Saya akan menyimpan sedikit uang bulan ini)* |

1. **Few Vs. Little** (Sedikit / Beberapa), berkonotasi negative.

|  |  |
| --- | --- |
| Few | It is used for countable nouns. (*negative connotation)*  Example:  Since She is unfriendly, she has only few friends.  *(Karena dia tidak ramah, makanya dia hanya memiliki sedikit teman)* |
| A little | It is used for uncountable nouns. *(negative connotation)*  Example:  He has not a little water to drink even for himself.  *(Dia tidak memiliki sedikit air untuk diminum bahkan untuk dirinya sendiri)* |

1. **Much Vs. Money** (Banyak)

|  |  |
| --- | --- |
| Much | It is used for uncountable nouns.  Example:  Please, do not put *much sugar* in my coffee.  *(Tolong jangan masukkan banyak gula di kopi saya)* |
| Many | It is used for countable nouns.  Example:  Many students are attending seminar today.  *(banyak siswa yang sedang menghadiri seminar hari ini)* |

1. **So much Vs. So Many** (Sangat banyak)

|  |  |
| --- | --- |
| So much | It is used for uncountable nouns.  Example:  Two years ago, I had *so much money* to save.  *(2 tahun yang lalu, saya memiliki sangat banyak uang untuk disimpan)* |
| So many | It is used for countable nouns.  Example:  There are *so many fans* in the concert.  *(Ada banyak sekali fans di konser itu)* |

***B4. Confusing Conjunctions***

A number of conjunctions are bit confusing in everyday use. See the explanation below:

1. Due to

The word *“due to*” means *“karena”.* Many people do mistakes putting due to in the sentence. The word due to is always put in the end of sentence, and always followed by nouns or noun phrases.

**S + V + O + Due to + N/N.p.**

For example:

* I always study TOEFL harder due to my dream of studying abroad. ***(correct)***

*(Saya selalu belajar TOEFL lebih giat karena impian belajar ke luar negeri)*

* Due to the hot weather, I usually drink ice water. ***(incorrect)***

*(Karena cuaca panas, saya selalu minum air es)*

1. Since, as, for

The three of *since, as, and for* might be all used to show a cause. They are followed by subject and verb.

**([since/as/for] + S + V)**

Example:

* Since he studies hard, he can succeed the test very well. *(karena dia belajar sungguh –sungguh, dia mampu melewati test itu dengan baik)*
* My father does farming as he likes to do it every Sunday. *(bapak saya berkebun karena dia suka melakukannya setiap minggu)*
* I will marry you for I love you so much.*(Saya akan menikahimu karena saya sangat mencintaimu)*

1. Because Vs. Because of

Both express cause. So, they have similar meaning. But, the grammar constructions are different.

|  |  |
| --- | --- |
| Because | **[Because + S + V]**  Example:   * I can’t join the football competition this week because I feel sick. *(Saya tidak bias mengikuti pertandingan sepak bola minggu ini karena saya sakit)* |
| Because of | **[ Because of + N/Np]**  Example:   * Because of coming late, we miss the train. (*karena terlambat, kami ketinggalan kereta)* * We miss the train because of coming late. |

***B5. Confusing Nouns***

Some nouns have similar meaning. Yet, they have different use. For more information, see the lists below!

1. Price Vs. Prize

The pronunciation of both price and prize are quite the same. Thus, it is sometimes difficult to distinguish. Price means “harga” and prize means “hadiah. To illustrate:

* The price of that new Ferrari is so expensive.

*(harga mobil Ferrari baru itu sangat mahal)*

* I give a new Ferrari as a prize in your birthday.

*(Saya memberikanmu sebuah mobil Ferrari sebagai hadiah ulang tahunmu)*

1. Voice Vs. Sound

Both have the same meaning “suara”. However, they are bit different in use. Voice is used for humans whereas sound is used for the exception of humans, such as things, wind, wave, vice versa. For instance:

* *His voice* contributes much to his brighter career.

*(suaranya sangat mendukung karirnya)*

* I heard a strange sound on the room last night.

*(Saya mendengar suara aneh di atap tadi malam)*

1. Watch Vs. Clock

Since both watch and clock have very similar meaning “jam”, many people get confused of using it appropriately in a meaningful sentence. Watch is used for “jam dinding atau lonceng”. Otherwise, clock is used for “jam tangan arloji”. See below, for example:

* My watch was lost last Saturday night in the beach. *(jam tangan saya hilang malam minggu lalu di pantai)*
* My clock at home doesn’t work. I have to buy a new one soon. *(Jam dinding di rumah saya rusak. Saya harus membeli yang baru secepatnya)*

1. Housework Vs. Homework

Both have meaning “pekerjaan rumah” but the contexts of use are quite different. Housework is daily work at home as usually done by housewife, such cooking, washing cloth, sweeping floors, and so on. In opposite, Homework is specifically a work which is obtained from school manners. See the examples below for more clear explanation!

* Sometimes I help my mother to do the housework. *(Terkadang saya membantu mamaku mengerjakan pekerjaan rumah)*
* My linguistics lecturer always gives me homework. *(Dosen Linguistik saya selalu memberikan PR)*

**Everyday Life Idioms**

***C1. What is Idiom?***

Idiom, according to Cambridge Advance Learner Disctionary (2008), is a group of words whose meaning cannot be predicted from the meanings of the constituent words. In addition, an idiom is a combination of words that have a figurative meaning owing to its common usage. Therefore, the words constructed into an idiom cannot be defined literarily or one by one based on the dictionary.

***C2. List of Idioms using*** *All* ***and*** *Be*

1. **Idioms with All**

Here are the following ten lists of idioms using **all** which are mostly used in everyday life conversation:

* ***Be all and end all***: *soal hidup dan mati.*

The national examination is not all and end all. (Ujian national itu bukan persoalan hidup dan mati)

* ***Be all ears***: *mendengarkan / memperhatikan sungguh sungguh.*

Our leader will be all ears to what the people here need (pemimpin kita akan memperhatikan sepenuhnya apa yang rakyat di sini butuhkan)

* ***All in all***: *pada umumnya*.

The grand finale is good all in all *(pada umumnya pertandingan grand final bagus)*

* ***All but****: hampir*

I have all but finished reading the novel. (Saya telah hamper menyelesaikan membaca novel ini).

* ***All along***: *Dari semula*

He had said all along that it was not true. (Saya sudah katakana dari semula bahwa itu tidak benar).

* ***All at once***: *Tiba – tiba*

I did not know why she stopped commenting all at once. (Saya tidak tahu kenapa dia tiba-tiba berhenti berkomentar)

* ***All of a sudden***: *Tiba – tiba*

I couldn’t say anything why she cares me all of sudden *(Saya tidak tahu mengapa dia tiba-tiba perhatian kepadaku)*

* ***All day long***: *seharian*

My wife goes shopping all day long. (Istriku pergi berbelanja seharian)

* ***All the better***: *adalah lebih baik*

If you can help me now, that will be all the better for me. (Seandainya kamu bisa membantuku sekarang, itu akan lebih baik buatku)

* ***Above all*** : *terutama, khususnya.*

That guy is smart, above all, in Math. (Lelaki itu pintar, terutama dalam matematika)

* ***All things being equal***: Kalau semua hal sama keadaannya.

All things being equal, I wouldn’t mind living in the outer provinces (Kalau semua hal sama keadaannya, saya tidak keberatan hidup di provinsi yang jauh).

* ***All system go***: Semua berjalan lancar, tidak ada halangan apapun.

It’s all systems go now after the power station’s major overhaul. (Setelah perbaikan mesin pembangkit tenaga listrik secara menyeluruh selesai, diharapkan semua berjalan lancar).

* ***By all accounts***: Menurut tanggapan/pendapat umum.

By all accounts the concert was a great success. (Menurut pendapat umum, konser itu sangat sukses).

* ***All for***: Setuju

She is all for your ideas of this program (Dia setuju dengan idemu tentang program ini).

* ***All gone***: Habis

There was still a little yesterday, but now it is all gone (Masih ada sedikit kemarin, tapi sekarang sudah habis).

* ***All over***: di seluruh.

I have traveled all over the world with my wife. (Saya telah berkeliling dunia dengan istriku)

***Examining:*** Fill the blank sentences; guess the most suitable idiom as mentioned above to make the sentence meaningful!

1. I am ***all for*** with Dr. John that there are six principles in managing a success company. (example).
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***all***, my new Camry is the best.
3. He had said ***all*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that is was not totally true.
4. The final of European champion league \_\_\_\_\_\_\_\_\_ ***all.***
5. I did not know what he stopped talking ***all at*** \_\_\_\_\_\_\_\_
6. I think you have \_\_\_\_\_\_\_ ***but*** won the competition.
7. My money in the bank this year is getting \_\_\_\_\_\_\_\_\_ ***gone.***
8. ***By*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, what he said in the meeting was totally correct.
9. I expect my master program this year is \_\_\_\_\_\_\_\_\_\_ ***go.***
10. She is really good at foreign languages, \_\_\_\_\_\_\_\_\_\_\_***all*** French because he was graduated from Paris University last year.
11. **Idioms with Be (am/is/are/was/were)**

Some idioms begun with “be”, or using “be” are exemplified below:

* ***Be acquainted with***: berkenalan dengan.

I am already acquainted with the girl wearing red cloth at party. (Aku telah berkenalan dengan gadis yang memakai baju warna merah itu di pesta)

* ***Be accustomed to***: terbiasa

Most of junior high school students are not accustomed to reading English novel. (Kebanyakan siswa SMP tidak terbiasa membaca novel bahasa Inggris)

* ***Be agreeable to***: mau menerima sesuatu.

If my friend is agreeable to this planning, we will go ahead. (Jika teman saya menerima rencana ini, kita akan lanjutkan)

* ***Be angry with***: marah dengan.

My girlfriend was angry with me yesterday’s party. (Pacar saya marah kepadaku di pesta kemarin)

* ***Be angry about***: marah atas.

Andri is angry about this decision (Andri marah atas keputusan ini)

* ***Be anxious about***: Cemas akan

My father is anxious about my future. (Bapakku cemas akan masa depanku)

* ***Be anxious to***: Ingin sekali

She is anxious to meet my brother. (Dia ingin sekali ketemu dengan saudaraku)

* ***Be at a loss***: Bingung

When he searches my new address, he is at a loss. (Ketika dia mencari alamat baru saya, dia kebingungan).

* ***Be at large***: Bebas berkeliaran

The escaped thief is still at large. (Pencuri yang melarikan diri itu bebas berkeliaran)

* ***Be becoming***: cocok, sesuai penampilan.

This suit is very becoming for you. (Jas ini sangat cocok denganmu)

* ***Be bound to***: Yakin

We all are bound to be the winner of this great competition. (Kami yakin akan menjadi pemenang dalam kompetisi ini)

* ***Be broke***: tak punya uang

We are really broke to buy food today. (Kami tak punya uang membeli makanan hari ini)

* ***Be cut out for***: memiliki bakat untuk

Melinda is cut out for a dentist. (Melinda memiliki bakat menjadi seorang dokter gigi)

* ***Be fed up with***: muak atau bosan akan.

Selena was fed up with her new boyfriend. (Selena muak dengan pacar barunya)

* ***Be fond of***: suka akan/gemar akan.

He is fond of playing piano. (Dia gemar akan bermain piano)

* ***Be fussy about***: terlampau cerewet/rewel.

Anita is too fussy about her cosmetics. (Anita terlalu rewel terhadap bedaknya)

* ***Be had:*** tertipu

Shit! I was had again. (Sial, saya tertipu lagi)

* ***Be in awe of somebody***: sangat menghormati seseorang.

As students, we are in awe of our lecturers. (Sebagai mahasiswa, kita sangat menghormati dosen kita)

Fill the blank sentences, guess the most suitable idiom as mentioned above to make meaningful sentence!

1. He is ***fond of*** pop music. (example)
2. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***to*** get home to meet her family.
3. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***with*** your face. Get out here!
4. Your brother is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***out for*** playing music.
5. I am \_\_\_\_\_\_\_\_\_ ***to*** goal the scholarship this year.
6. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***about*** me.
7. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***of*** your parents.
8. Anton is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***to*** come late every Monday in Arabic class.
9. The man is \_\_\_\_\_\_\_\_\_\_\_\_\_ ***loss*** to finish his thesis.
10. The landlady \_\_\_\_\_\_\_\_\_\_\_\_\_ ***with*** me because I do not pay the bill this month yet.

***C3. Constructing Sentences***

Find your partner. Make two paragraphs where each paragraph at least consists of five sentences. Use ten idioms from the whole written idioms above. Make sure your sentence meaningful. Discuss with your friends and present them in front of the class!

*“I am* ***all for*** *your ideas with this next trip. However, I am* ***not bound to*** *be able joining you since I have to attend a conference at the time probably, ……………………………..”*

**Problems with Vocabulary**

***D1. Confusing Words***

In addition, a lot of words seem similar spelling but actually have different meaning as well as distinguishing context in full sentences.

1. As Vs. Like

Both ***as*** and ***like*** have meaning of *“seperti atau bagaimana”.*

* My father goes to Great Britain for work ***like*** your brother does. (Bapakku pergi ke Inggris Raya bekerja seperti saudaramu).
* Your mom usually drinks juice every morning as my mom always does. (Mamamu selalu minum jus setiap pagi seperti dengan mamaku).

Otherwise, as sometimes belong to “sebagai”.

* As a student, I have to study harder to get my degree. (Sebagai seorang siswa, saya harus belajar lebih giat untuk menyelesaikan studiku)

1. Like Vs. Alike

Both belong to “sama atau mirip” between two things. To distinguish, like might be preposition and adjective. Meanwhile, alike is adjective.

* He runs too fast ***like*** a tiger. (Dia berlari cepat mirip dengan seekor macan)
* John and David ***are alike***. (John dan David mirip)
* Like your mother, my mother is a teacher too. (Seperti ibumu, ibuku seorang guru juga)

Remember, **adjective + like** is totally different from like as bare verb.

* ***I like*** a white buffalo. (Saya suka kerbau berkulit putih).
* ***I am like*** a white buffalo. (Saya seperti kerbau yang berkulit putih)

1. Again – Anymore Vs. Any longer.

The three have similar meaning of “lagi”. Yet, they differ each other. Again is used for positive context whereas anymore and any longer are used for negative contexts.

* Next hour, I *will* call you ***again***. (Saya akan menelponmu satu jam kemudian).
* I *do not* love you ***anymore***. (Saya tidak mencintaimu lagi)
* She *does not* give me money ***any longer***. (Dia tidak memberiku uang lagi).

1. Last – Latter Vs. Latest

The sentence construction of later – latter – latest are similar to the construction of big – bigger – biggest. However, they are strongly different. Later – latter – latest are not the forms of comparative and superlative as big – bigger – biggest are.

* Last *(terakhir)*

The last presentation today will be Mr. Yaumi. (Presentasi terakhir hari ini oleh Pak Yaumi)

* Latter *(Yang kedua diantara dua hal)*

I have two children. The former is male. And the latter is female. (Saya punya dua anak. Yang pertama laki-laki dan yang kedua perempuan)

* Latest *(yang terbaru)*

Our latest production serves you a better taste. (produk terbaru kami memberi anda rasa yang jauh lebih baik)

1. Last Vs. The last.

Both of last and the last are quite tricky. They seem different. Yet, they are different actually. Last means “waktu lampau” and the last means “waktu lampau sampai sekarang”, or means “yang terakhir” in adverb for ordinal steps.

* Last *(lampau)*

We finished the job last month. (Kami menyelesaikan pekerjaan itu bulan lalu)

* The last *(waktu lampau sampai sekarang)*

We finished the job for the last three months. (Kami mengerjakan pekerjaan itu sejak tiga bulan yang lalu)

* The last *(yang terakhir)*

The last dance performance today will be Soneta Dancers. (Penampilan dansa terakhir hari ini adalah Soneta Dancers)

1. All ways Vs. Always

They have same spelling actually, but they are different in meaning.

* All ways (*semua cara)*

Mr. Syahid takes all ways to develop his business. (Pak Syahid melakukan semua cara untuk mengembangkan bisnisnya)

* Always *(selalu)*

Mr. Adrian always comes late to work. (Pak Andrian selalu dating terlambat ke kantor)

1. All Together Vs. Altogether

All together and altogether seem similar words. But they are actually different in meaning.

* All together *(semuar orang/semua hal)*

The manager and their clerks are having a party all together. (semua manager dan pegawainya sedang berpesta)

* Altogether *(benar-benar/sungguh)*

My husband’s paper has not been altogether approved by his advisor. (tulisan suamiku belum benar-benar disetujui oleh pembimbingya)

1. Maybe Vs. Perhaps

Maybe and perhaps have the same meaning of “mungkin” showing possibility. Maybe tends for informal situations, usually used in speaking. Otherwise, perhaps tends for formal situations, usually used in writing.

* Maybe I can help you to type your document. (Mungkin saya bisa membantumu mengetik dokumen itu)
* I perhaps will join your seminar sir. (Saya mungkin akan menghadiri seminar bapak)

1. Some time – Sometime Vs. Sometimes

The three words have quiet similar meanings. They all express time.

* Some time *(beberapa waktu / beberapa saat)*

After reading the newspaper for some time, he directly went out. (setelah membaca Koran untuk beberapa saat, ia langsung pergi keluar)

* Sometime *(kapan - kapan)*

Why don’t you just come over sometime? (kenapa kamu tidak mampir saja kapan – kapan?)

* Sometimes *(kadang – kadang)*

He gives up smoking, but sometimes he eats candy. (Ia berhenti merokok, tapi dia kadang – kadang makan permen)

1. Specially Vs. Especially

Both do not have the same meaning. Nonetheless, they have quite similar spelling. Especially means “secara khusus” and specially means “istimewa”.

* Lisa never knows who gives her those presents, especially the big one. (Lisa tidak pernah tahu siapa yang memberi dia hadiah – hadiah itu, khususnya yang besar itu)
* I want to read the poem specially for you. (Saya ingin membaca puisi teristimewa untukmu)

1. Died Vs. Dead

Both mean “mati/meninggal”. Died is past verb of verb die. And dead is an adjective form.

* He died because of you. (ia mati karena cinta)
* He is dead. Everybody is sorry to hear that. (Ia sudah meninggal, semua orang ikut sedih)
* He ***is died*** because of you. *(incorrect)*

1. Made of Vs. Made from

Both similarly mean “terbuat dari”. But are different context in use.

* Made of *(menunjukkan asal benda yang sampai sekarang masih terlihat).*

My house is made of wood (Rumahku terbuat dari kayu).

* Made from *(menunjukkan asal benda yang sudah tidak terlihat lagi bahan asalnya)*

These papers are made from tree. (Kertas – kertas ini terbuat dari pohon).

1. No longer Vs. No more

Both show negative expressions. *No longer* relates to time. Otherwise, *no more* does not relate to time, but repeated activities.

* No longer

My students no longer understand my explanation. (siswaku belum mengerti penjelasanku)

* No more

Jack doesn’t want to be lonely no more. (Jack tidak ingin kesepian lagi)

1. Enough Vs. Quite

They both mean “cukup”. People sometimes get confused to put these two different words in context. Enough is used to describe adjectives and adverbs.

**Adjective + adverb + enough**

**Enough + nouns**

* She is ***clever enough*** to translate this paper.

*(Dia cukup pintar menerjemahkan tulisan ini)*

* You run ***quickly enough*** in the competition.

*(Kamu berlari cukup cepat dalam pertandingan itu)*

* My father does not have ***enough money*** to buy a new car this year. *(Bapakku tidak cukup uang untuk membeli sebuah mobil baru tahun ini)*

In the opposite way, quite used to modify adjective as exemplified below:

**Quite + Adjectives**

* The task is quite difficult. *(Kopi ini cukup susah)*
* The students are quite confused about Mr. Muis’s explanation. *(Siswa itu cukup bingung terhadap penjelasan pak Muis)*

1. Loose Vs. Lose

They have similar pronunciation. Loose is adjective “longgar” and lose is verb “hilang / kalah”.

* These new T-shirt is loose on me. (Baju baru ini longgar untukku)
* I lose my bag in the market. (Saya kehilangan tasku di pasar hari ini)
* Andi loses in the chest competition. (Andi kalah dalam pertandingan catur itu)

***D2. Examining Usages***

Choose the appropriate words for the blank words below, according to the explanation you learn above!

1. The ship is (made of / made from) iron. It weights ten tons.
2. The warriors of Aladdin Empire ( died / dead ) two hundred years ago. Now, its story is very familiar among international historians.
3. My mother never knows who buys me those two books, ( specially / especially) the bigger one.
4. My wife (sometimes / some time / sometime) feel jealous if I speak with other girls.
5. The students and the lecturers are attending international conference in Bali for two weeks ( all together / altogether)
6. Sir, (perhaps/maybe) you can help me edit my scholarship application this year)
7. She (always/all ways) goes to beach every Saturday night with her friends.
8. We carried out the biological experiment (last / the last) Wednesday.
9. I have two cars. The former is Toyota and the (last/latter/latest) is New Suzuki.
10. I think that foreign guy doesn’t have (quite/enough) money to buy a concert ticket tonight.

**Exercises and Summary**

***E1. Exercises***

1. Decide the correct context of these following sentences!
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me to wash your car tomorrow.
3. Remind
4. Remember
5. Sorry, I think I cannot \_\_\_\_\_\_\_\_\_\_ about Religious conflict in the upcoming seminar.
6. Speak
7. Talk
8. The foreigners will \_\_\_\_\_\_\_\_\_\_\_\_\_ in that luxury hotel only for two weeks.
9. Stay
10. Live
11. I \_\_\_\_\_\_\_\_\_\_ my bicycle to Losari beach every Sunday morning.
12. Drive
13. Ride
14. The sun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the east.
15. Raises
16. Rises
17. Congratulation dude! I \_\_\_\_\_\_\_\_ that you just passed the test.
18. Listen
19. Hear
20. I suggest my wife to \_\_\_\_\_\_\_\_\_\_\_ the books in that blue room.
21. Sit
22. Set
23. I think they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the aliens appearing in the mountain last night.
24. Lied
25. Laid
26. My grandfather asked you to \_\_\_\_\_\_\_\_\_\_\_\_\_ the lady sitting in the corner.
27. Marry
28. Get marry
29. Would you like go to the movie theater tonight to \_\_\_\_\_\_\_\_\_ the new movie of Secret Weapon II?
30. Stare
31. Watch
32. Constructing sentences using two different words below in the correct contexts!
33. Few Vs. A few (example)
34. I only have a few books to read tonight.
35. My sister has a few new friends in her college.
36. So much Vs. So Many
37. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
38. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
39. A little Vs. Little
40. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
41. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
42. Much Vs. Many
43. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
44. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
45. Because Vs. Because of
46. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
47. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
48. No longer Vs. No more
49. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
50. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
51. Lose Vs. Loose
52. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
53. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
54. Again Vs. Anymore
55. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
56. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
57. Constructing sentences using these following ideas with meaningful sentences. Use your ideas and your own sentences.

*Be angry about above all*

*Be angry with all system ago*

*Be anxious about by all accounts*

*Be anxious to all for*

*Be fed up with all gone*

1. Be angry with.

She is angry with you because you did not phone her yesterday morning for breakfast*. (example)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***E2. Summary***

I

diom is a group words which is not constructed with ***subject and verb (all over)***, but has meaningful sentence. Similarly, it has figurative meaning. Hence, it is different from clause or sentence which is formed through subject and verb ***(I like you).*** Furthermore, idioms principally cannot be translated letter to letter, and mostly not listed in dictionary. Important to note, a number of words in English might be confusing as they have similar spelling, pronunciation but have different use, as you learn in the explanation above. To recapitulate, the more you memorize those kinds of words, the easier you understand any existing idioms and construct your own sentences in correct ways.

**EXECUTIVE SUMMARY**

***Grammar Sense in Real Context: Cara Efektif Membangun Penguasaan Tata Bahasa Inggris melalui Percakapan dan Text,*** sebuah buku yang secara spesifik dan sedikit berbeda menguraikan sepuluh pembahasan penting yang dianggap umum digunakan dalam konteks percakapan sehari hari, baik di situasi formal maupun non-formal, untuk menguasai tata bahasa *(Grammar)* yang baik dan benar*,* meliputi: *the simple present, the present continuous, the present perfect, the simple past, the past continuous, the future time, modals, the imperatives, phrases,* dan *common errors and idioms in English.*

Bab pertama, tentang *the simple present* diintegrasikan dengan sebuah teks bacaan yang berjudul *Samalona Island*, topik lokal ini bukan tanpa maksud,sebagai sebuah pembahasan untuk mempromosikan wisata lokal Sulawesi Selatan dan sekaligus mendukung nilai-nilai kearifan lokal yang harus dipertahankan. Selanjutnya, diuraikan rumus dan tata cara pembentukan kalimat simple present, konteks dan kondisi pengunaanya dalam kalimat, dan ditutup dengan beberapa unit latihan. Bab ke-dua membahas***The Present Continuous*** bersinergi dengan topik tentang*Long Distance Messanger.* Dibagian awal *before you read*, mengarahkan pembaca untuk berdiskusi tentang isu yang berkaitan dengan jaringan luar angkasa. Kemudian, diuraikan penjelasan pembentukan kalimat positif, negatif, dan interrogatif present continuous dengan beberapa unit latihan di bagian exercises, dan sebuah kesimpulan singkat.

Selain itu, bab ke-tiga membahas tentang ***Simple Present Perfect***, dengan topik *The Most Outstanding World’s Traveller.* Selanjutnya, diuraikan pembahasan seperti pada bab-bab sebelumnya. Di bab keempat, penulis membahas Simple past dengan topik *New York World Trade Center (WTC) Bombing*. Sebuah kasus yang sempat menggetarkan dunia International. Di bab berikutnya, kelima, dijelaskan pembahasan tentang ***Simple Past Continuous*** dengan sebuah teks bacaan tentan *Sidra’s Killer Tornado*.Sebuah kasus bencana alam lokal yang pernah terjadi di Sidrap, Sulawesi Selatan.

Disamping itu, bab ke-enam membahas tentang ***The Future Tense***, dengan topik *The Coming Presidential Election in Indonesia*. Disusul denan penjelasan rinci tentang beragam penggunaan future tense dalam kalimat dengan kondisi yang bervariasi pula. Bab ke-tujuh, selanjutnya mengekplorasi tentang ***Modals*,** dengan sebuah topik menarik tentang *The Secrets of Crocodiles*. Di bab ini, lebih terperinci dijelaskan secara gamblang model penggunaan modals of *can, could, dan be going to*, yang dilengkapi dengan contoh kalimat dan beberapa unit latihan dan kesimpulan.

Bab ke-delapan membahas ***The Phrases***, terintegrasi dengan teks bacaan tentang *The Beautiful Cinderella*.Lebih lanjut, babke-sembilan menguraikan tentang ***The Imperatives***, model kalimat dalam mengekpresikan perintah kepada orang lain dilengkapi contoh umum dan diakhri dengan latihan-latihan dan sebuah kesimpulan pembahasan. Lebih khusus, bab ke-sepuluh, menguraikan tentang ***Common Errors and Idioms in English***, berisi tentang beragam kesalahan umum dalam penggunaan kata bahasa Inggris yang sangat mirip dan terkadang susah dibedakan. Disamping itu, bab ini menampilkan beberapa daftar contoh *idioms* umum dalam bahasa Inggris yang sering kali dijumpai dalam percakapan sehari-hari. Akhirnya, buku ini disusun *sereal* dan *sekomunikatif* mungkin untuk membimbing pembaca menguasai tata bahasa *(Grammar)* dengan cara yang lebih menarik, efektif dan efisien.

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**WRITER’S CURRICULUM VITAE**

The writer, Nur Aliyah Nur, was born on September 4, 1984 in Labakkang, a small district in Kabupaten Pangkep, South Sulawesi. Born as the only one daughter in her family with three older brothers; M. Tahmid Nur, S.Ag., M.Ag, M. Tahlil Nur, S.T., and M. Taqdir Nur, S.Pd.I., from the lovely parents Tawaffa Usman, S.Ag. and Nur Hayati, S.Pd.I. She spent her childhood studying in SDN 31 Maccini Baji - Pangkep from 1990 to 1996 and continued to Islamic Boarding School of Darul Istiqamah Maccopa-Maros from 1996 to 2002 and then took her third grade of Islamic Senior High School of Muhammadiyah Kalosi-Enrekang for a year (2002-2003). During her study, she recorded some incredible achievement as the best student and the best Arabic and English speaker in her school. In 2003, she decided to dedicate her life in Islamic Boarding School of Darul Istiqamah Maccopa Maros by teaching and being instructor for two years. In 2005, she chose to continue her tertiary education in UIN Alauddin Makassar and major in English Education for actualizing herself. During her study in UIN, she has been actively involved in some students associations and institution in UIN Alauddin Makassar. Among others are; as a secretary in KOHATI (Korps-HMI-Wati Komisariat Tarbiyah) from 2005-2007, member board of HMJ PBI (Students Association of English Education Department) from 2006-2007, instructor and advisor in LBMI (Lembaga Bahasa Mahasiswa Islam) under HMI (Himpunan Mahasiswa Islam) from 2006-2008, an active instructor in AIEMC (Alauddin Innovative English Meeting Club) Under the Language Center and Art of UIN Alauddin Makassar from 2005-2008, a staff volunteer in METRC (Makassar English Teacher Resource Center) from 2007-2010, and English Tutor at PIKIH program (a program for improving the new students’ Arabic and English skill as well as their inner capacity) held by Language Center and Art of UIN Alauddin Makassar from 2007- now. She got her bachelor degree of English education in 2009 with remarkable GPA and became the best student of Tarbiyah and Teaching Sciences at UIN Alauddin Makassar and the first best graduate student of the university. After graduating for her bachelor degree, she decided to continue her degree program at the State University of Makassar in 2010 by taking English Language Program as her major concern and again became the best student. After completing her magister degree in 2012, she dedicates herself as the lecturer of English Education Department of UIN Alauddin Makassar until now.