

ENGLISH GRAMMAR



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Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FEREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this English Grammar book.

This book discusses Introduction, Present and Past, Simple and Progressive, Perfect and Perfect Progressive Tenses, Adverb Clauses of Time and review of Verb Tenses, Subject-Verb Agreement, Nouns, Modals, The Passive, Noun Clauses, Adjective Clauses, Gerunds and Infinitives, Coordinating Conjunctions, Adverb Clauses, Conditional Sentences & Wishes, Article a, an, the.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers.

The author would like to thank all those who have supported the completion of this book. Especially those who have helped to publish this book and have entrusted it to encourage and initiate the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, July 2023

Author

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CHAPTER 1

INTRODUCTION

Melda Veby R. Munthe

1.1 Definition

One of the most significant aspects of the English language's grammatical structure is the verb. It is one of the fundamental aspects of life. Verbs are the words in a sentence that imply an action, a state of being, or possession. They can also be used to describe a person's status.

Here are several examples:

1.1.1 Action

- a. I walk to school.
- b. She runs fast.
- c. It rains in Paris.
- d. They drink tea.

1.1.2 State of Being

- a. I feel tired.
- b. You look great!
- c. We believe you.
- d. You are tall.

1.1.3 Possession

- a. This belongs to me.
- b. He has good ideas.
- c. She and Tim own a car.
- d. They had two dogs.

The infinitive form, the base form, and the conjugated form are the three primary manifestations of a verb in the English language. When a verb is written in its infinitive form, the word *to* comes before it at all times. The basic form is identical to the infinitive, except that it does not include the preposition *to*. The form of the verb closest to its roots is the one that should be sought out in a dictionary. There is no tense in the verb, hence the infinitive and the base form are both considered to be neutral.

1.1.4 Infinitive form

- a. is To eat
- b. To drink
- c. To sleep

1.1.5 Base form

- a. Eat
- b. Drink
- c. Sleep

The tense in which a verb is expressed, whether it be present, past, or future, is indicated by the conjugated form of the verb. In English, a subject is typically required in order to determine who or what is doing an action; nevertheless, there are situations when the verb itself will reveal who or what is performing the action. The following are some instances of verbs that can be conjugated:

- a. She is tired. – third person singular of BE – simple present
- b. They went home.- third person plural of GO – simple past
- c. Tim will call you. -modal verb WILL and the verb CALL – future construction

All English verbs, with the exception of the verb BE and modal verbs, have only two possible conjugations in the simple

present and only one possible conjugation in the simple past. In the simple present, the verb BE can take on three different conjugations, while in the simple past, it can take on two. There is no conjugation for modal verbs.

1. A word that portrays a physical activity that somebody or something does. This definition is the foremost common reply to the address "What does a verb do?" To get it the definition of this verb, see at the taking after following taking after Synonyms case.

- a. Martha ran around the block. Martha may be a thing and Ran speaks to the activity she is taking.

- b. The ball fell over the fence.

In this case, ball is the thing and fell is the physical activity.

2. These are words that portray mental activities that somebody or something performs. They are too classified as verbs. Here's an illustration to assist you get it the definition of this verb.

- a. Steve realized he hadn't done his homework. Steve may be a thing and realizes what he was considering.

- b. The canine overlooked his toy within the stop. Pooch could be a thing and disregard portrays a mental activity that has taken put.

These to begin with two shapes of her portray an activity recognized as a verb, so this portion of discourse is called an activity word. In any case, verb definitions have another component.

3. These are words that depict states of being. Here are a few illustrations to assist you understand the definition of this verb.

- a. Jenny is happy. Jenny may be a thing and she is enchanted with her current state.

- b. You win the football diversion..

They are pronouns utilized to allude to any of the groups taking part in a don and the current state of the group is that they are winning. is called a verb. It's a word that satisfactorily depicts who you truly are. This sort of verb portrays your current state. It works by interfacing two primary components of a sentence to grant you a total picture of the circumstance. This can be the most straightforward way to clarify what this shape of the verb does.

In case individuals inquire you to characterize a verb or grant the definition of a verb as a state of being, all you've got to do is cite Hamlet:

"To be or not to be." Both of the "be" s within the explanation speak to a state of being, which makes it simpler to get it what a verb is. Now, answering 'what could be a verb?' doesn't seem so daunting, does it? You'll too got to be recognizable with the right names for the components of a sentence, which could be a point that we are going cover a small bit afterward on in this lesson. To start, you wish to procure the information and comprehension essential to utilize the verb "to be." This verb, or one of its numerous variations, is dependable for interfacing the different components that make up a express. The taking after illustrations ought to assist you get a handle on the definition of this verb much superior:

1. Tina is silly.
2. You will be extraordinary amid your move presentation!

Which verbs are considered to be genuine interfacing words? You are familiar in all of the diverse conjugations of the verb "be," such as "being," "been," "am," "was," "are," "were," and "is." To go more profound into the definition of this verb, you must to begin with realize that the verb to ended up, as well as the verb to appear, and all of its shapes, are continuously considered to be connecting words.

In expansion to the definition of verbs and the function of verbs, it is basic to acquire knowledge regarding the definition of verb tense. On the off chance that you have got a great understanding of the definition of this word, you will have a simpler time determining when the movement is taking place. What exactly is a tense of a verb? You'll be able clarify when something happened in the past, when it is happening presently, or when it is planning to happen within the future by utilizing one of the three tenses: past, present, or future. The taking after definition of the verb will go into extra detail with respect to tenses.

1.2 Tenses

1.2.1 Definition

The form of the verb that permits you to demonstrate the section of time is called a tense. The tense of the verb tells us when something happened, when something existed, or when a individual carried out an activity. There are three essential sorts of tenses: the past, the show, and long-standing time. The three essential sorts of tenses are the past, the show, and the longer term.

1.2.2 Types of Tense

1. Present Tense

One of the foremost essential tenses within the English dialect is the show tense, now and then known as the simple present tense. When we talk approximately anything that's happening at this exceptionally minute, something that's routinely carried out, or a condition that either for the most part or at this exceptionally minute as of now exists, we utilize the show tense.

Basic equation:

Subject + verb (s/es) + protest.

Cases:

- a. She lives in Spain.
- b. Sway drives a taxi.

2. Past Tense

The utilization of the past tense requires the consideration of a time marker to demonstrate when the movement or occasion in address really took put. The past tense can be utilized to depict an activity or an event that took put within the past or a state of being that existed within the past.

Basic equation:

Subject + verb (2nd shape) + question.

Examples:

- a. We met recently.
- b. He bought a modern tablet final week.

3. Future Tense

Long term tense may be a verb tense that's utilized to demonstrate an occasion or activity that has not however happened but is anticipated to happen at some point within the predictable future.

Auxiliary equation

subject + shall/will + verb (s/es) + protest.

Illustration:

- a. He will be here before long.

Since we presently have an understanding of the three primary types of tenses, it'll be much less difficult for us to communicate in English with an individual whose first dialect is English. In any case, we got to secure more information of tenses in arrange to form communication in English less complex and less troublesome. There are other subtypes of tenses that can be utilized in expansion to the three major sorts of

tenses, which are the display, the past, and long-term. A few of these subtypes are examined underneath.

1.2.3 Sub Types of Tenses

1. Past Continuous Tense

When depicting activities or occasions that have as of now taken put within the past, the past persistent tense is the fitting choice. It is utilized to portray any event that took put within the past and is broadly appropriate.

Basic equation:

Subject + making a difference verb (was/were) + verb (ing) + question.

Illustrations:

- a. I was observing TV.
- b. We were resting.
- c. She wasn't eating her lunch.

2. Past Perfect Tense

When portraying a circumstance that took put some time recently an activity that took put within the past and was wrapped up, the past culminate tense is utilized.

Auxiliary equation:

Subject + had + verb (ed) + protest.

Illustrations:

- a. He had gone when she got to be sick.
- b. She had not lived in Unused York.
- c. They had not been hitched long when I was born.

3. Past Perfect Continuous Tense

The past idealize nonstop tense is utilized to allude to any activity or event that begun within the past and now and then proceeded into another activity or another time period.

Auxiliary equation:

Subject + had been + Verb (ing) + question (discretionary)
+ time of activity.

Illustrations:

- a. We had been playing recreations for 6 hours when Father came domestic.
- b. She had been perusing magazines for 1 month some time recently she chosen to apply for the work.
- c. Had she been washing dishes all day?

4. Present Continuous Tense

When alluding to continuous activities, occasions, or conditions that have not however come to their conclusion, the show nonstop tense is the suitable choice.

Auxiliary equation:

Subject + making a difference verb (is / am/ are) + primary verb (ing) + question.

Illustrations:

- a. She is playing ball.
- b. Fowls are flying within the sky.
- c. I'm learning English.

5. Present Perfect Tense

When depicting a circumstance or occasion that has as of now taken put but has quick consequences, the show idealize tense is the foremost fitting verb tense to utilize. When portraying occasions or circumstances that took put within the past but proceed to have an affect on the here and presently, the display culminate tense is the foremost fitting verb tense to utilize. It isn't utilized whereas working with time markers.

Basic equation:

Subject + making a difference verb (have/has) + verb (ed)
+ question.

Cases:

- a. She has not wrapped up her work however.
- b. I have seen that motion picture twice.
- c. We have gone by LA a few times.

6. Present Perfect Continuous Tense

The show culminate ceaseless tense is utilized to conversation approximately a situation that started within the past but is still going on within the display day.

Basic equation:

Subject + making a difference verb (have/has) + been + verb (ing) + protest (discretionary) + since / for + time term + protest.

Cases:

- a. I have been learning English for numerous a longtime.
- b. He has been working here since 2010.
- c. We have been sparing cash.

7. Future Continuous Tense

When portraying an continuous activity that will take put within the future or one that's as of now taking put, long-standing time ceaseless tense is the suitable choice.

Basic equation:

Subject + shall/will be + verb (ing) + protest.

Illustration:

- a. He will be coming to visit us another week.
- b. She will be observing TV.
- c. He will be composing a letter to Mary.

8. Future Perfect Tense

When portraying an activity that will be wrapped up at a few point within the future between the present which point, long-term idealize tense is utilized.

Auxiliary equation:

Subject + shall/will + have + verb (3rd shape) + protest.

Cases:

- a. They will have wrapped up the film some time recently we get domestic.
- b. She will have cleaned the house by 9pm.

9. Future Perfect Continuous Tense

When we need how long an activity will take put some time recently coming to a certain point within the future, we make utilize of the longer term culminate ceaseless.

Auxiliary equation:

Subject + shall/will + have been + verb (ing) + question (discretionary) + time moment.

Illustrations:

- a. He will have been examining difficult for 2 weeks some time recently the exam.
- b. By the time the caution goes off, we'll have been resting for 8 hours.

Examples of tenses in English

Tense	Present	Past	Future
Simple	He rides a bike	He rode a bike	He will ride a bike
Continuous	He is riding a bike	He was riding a bike	He will be riding a bike
Perfect	He has ridden a bike	He had ridden a bike	He will have ridden a bike
Perfect continuous	He has been riding a bike since the morning	He had been riding a bike since 8 am	He will have been riding a bike at 8 am tomorrow

1.3 Overview Of Verb Tenses

The concept of tense could be a implies that we utilize in English to allude to time - both the past and the display, as well as long haul. The concept of time is communicated in a assortment of dialects by means of tenses. Indeed in spite of the fact that other dialects need the concept of tense completely, it is still conceivable for speakers of those dialects to conversation around the passage of time by utilizing an assortment of strategies.

So, we conversation almost time in English with tense. But, and typically an awfully big but:

- a. We are moreover able to discuss time without utilizing the concept of tense (for occurrence, "progressing to" may be a specific express that's utilized to conversation around long-standing time; it isn't a tense).
- b. It isn't continuously the case that one tense alludes to one period (for occurrence, we are able utilize the display tense, or indeed the past tense, to conversation around long-standing time).

We cannot conversation of tenses without considering two components of numerous English tenses:

Time and viewpoint. In basic terms.

Time communicates:

- a. Past - some time recently presently
- b. Display - presently, or any time that includes now
- c. Future - after presently

Angle can be:

- a. Dynamic - uncompleted activity
- b. Perfective - completed action or state

The taking after table appears how these components work together to form a few fundamental tenses. (a few say that basic tenses have "straightforward angle", but entirely talking basic tenses are essentially unmarked for viewpoint.) The dynamic perspective produces dynamic or "ceaseless" tenses: past persistent, display persistent, future ceaseless. The perfective aspect produces idealize tenses: past idealize, display idealize, future culminate. And the two viewpoints can be combined to deliver perfect continuous tenses: past idealize persistent, present perfect persistent, future culminate nonstop.

A. TENSES IN ENGLISH GRAMMAR

1. PRESENT TENSE

On the off chance that you say something like, "I'm getting to the shops" or "I live in Liverpool," you're talking within the display tense, which shows that the activity (or state of being) in address is happening (or does exist) at the present time. It is additionally conceivable to utilize it to talk about almost the past or long haul, such as "So, the other day I was strolling down the street when I see this dog running towards me." For illustration, "The prepare takes off at 10 pm today evening time." The show tense can

too be utilized to allude to an activity or occasion that happens on a normal premise.

This can be something that takes put on a standard premise or happens as often as possible. For occurrence, one may say, "In my standard plan, I visit the library on Wednesdays." The utilize of the show tense in composing might give the peruser the impression that they are more a portion of the story being told. Take, for occasion, this sentence as an outline: "Joe feels a sense of fear as he gradually strolls over to the shadow hiding within the separate." You get a sense of the pressure and the way the storyline is creating in "genuine time" since the story is taking put within the show.

Example:

- a. She plays the piano
- b. Philip is coming to supper this evening
- c. She has been to the cinema today
- d. They are going to the zoo to see the tigers
- e. Richard has been building a blue divider

The straightforward display tense is shaped utilizing the base of a verb e.g. 'play'. We must include the enunciation -s when utilizing the third individual solitary (he/she/it).

2. PAST TENSE

The utilize of the past tense demonstrates that the activity (or state of being) in address happened (or existed) within the past time period. The past tense can moreover be utilized to allude to the present tense or end of the tense, such as within the sentence "I wish I had a cat," or within the sentence "Envision in the event that we moved to Spain." Ready to moreover utilize the past tense to portray almost acts or occasions that were schedule within

the past and were carried out more than once or took put on a steady premise.

Illustration:

We utilized to go to Scotland at ends of the week

She would continuously drop sleeping at school

For normal verbs, we frame the past tense by including the intonation -d or -ed to the base frame of the verb. Here's an illustration:

I walk → I strolled

I remain → I remained

I like → I enjoyed

I utilize → I utilized

Things are a bit more precarious with unpredictable verbs, such as 'run → ran' and 'be → was/were/been' which do not take after the same inflectional run the show. We fair have to be retain the spellings for these sporadic verbs.

3. FUTURE TENSE

When communicating an activity (or state of being) that has not however taken put but is expected to require place within the future, long-standing time tense is the form of the verb to be used. The utilize of the long run tense in cases.

Case:

They're attending to Germany together.

We are going have cooked supper by the time we're domestic.

Jantje will be a great specialist when he's more seasoned

Jovanka will have been educating for 5 a long time in September.

As we have talked about within the past, a few grammarians contend that there's no such thing as a future tense; or maybe, there are as it were a few strategies to

depict long-term by combining components of other tenses and aspects. This can be due to the truth that not at all like the display and the past tenses, inflectional endings are not included to the root verb in arrange to form what is alluded to as end "of the tense." As an elective, we characterize future events, activities, and circumstances by making utilize of modular assistant verbs like "will," "might," and "progressing to," among others.

Illustration:

We move → We are going move

He goes to work → He will go to work

She plays chess → She should play chess

She is riding her bicycle → She is attending to ride her bike

I'm calling Livana on Tuesday

Unpredictable verbs

Irregular verbs are verbs that don't follow the run the show of including the enunciation -ed/-d to shape the straightforward past or past shapes.

Illustration:

I take (show tense) → I took (past tense) → I have taken (past participle)

I am (display tense) → I was (past tense) → I have been (past participle)

I compose (show tense) → I composed (past tense) → I have composed (past participle)

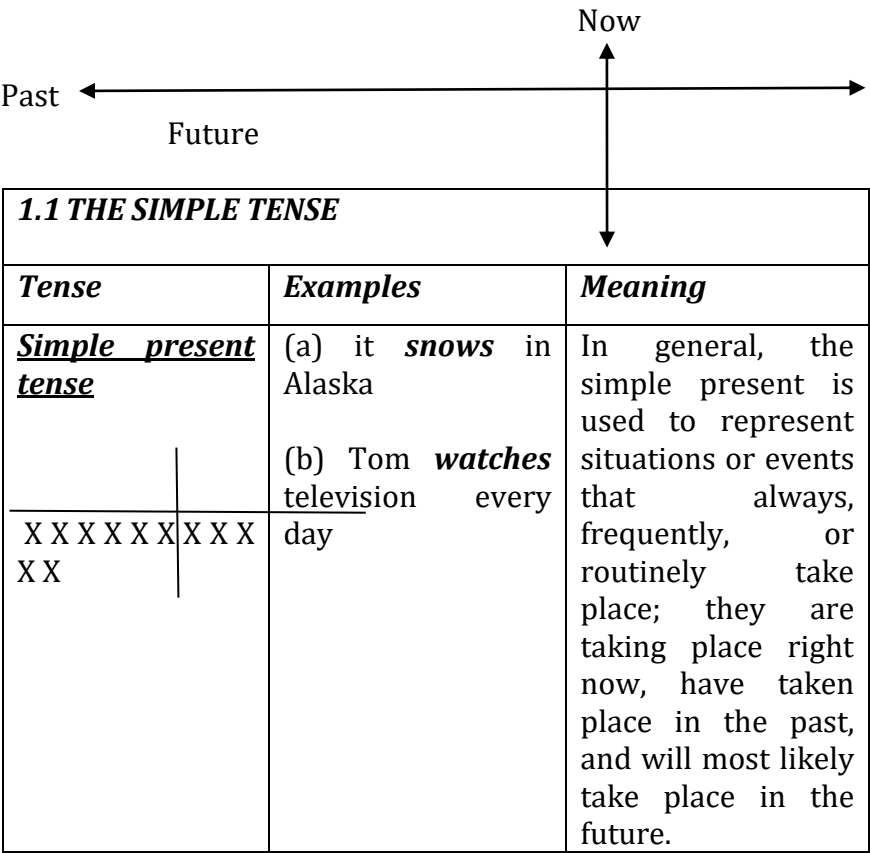
I run (present tense) → I ran (past tense) → I have run (past participle)

I come (show tense) → I came (past tense) → I have come (past participle)

These cases appear how varied irregular verbs can be. For normal verbs, we can basically include -ed/-d for to the base frame of a verb (Verb 1) for both the past straightforward tense (verb 2) and past participle (verb 3).

For example, I move (display tense/base frame) → I moved (past tense) → I have moved (past participle).

The diagram shown below will be used in the tense description:



EXERCISE 1 The simple tense.

Directions: Answer the questions

1. What do you think about the “general truth”? and what are some of the general truths?

2. What are some of the things you do every day or almost every day? (Min 3)
3. What did you do yesterday? (Min 3)
4. What are you going to do tomorrow? (Min 3)

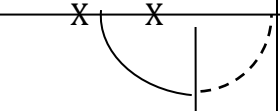
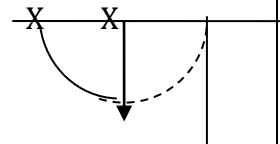
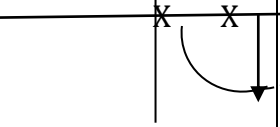
<u>Simple Past</u> X _____ 	(c) It snowed yesterday. (d) Philip watched television last night.	In the distant past, at a specific point in time, this event took place. The past was both the beginning and the end of it.
<u>Simple future</u> X _____ 	(e) It will snow tomorrow It is going to snow tomorrow (f) Philip will watch television tonight. Philip is going to watch television tonight.	This will take place at a specific point in the foreseeable future.

1.2 THE PROGRESSIVE TENSES

From: **be + ing** (present participle)

Meaning: The use of progressive tenses conveys the sense that a certain activity is still taking place at a later point in time.

According to the tenses, an action initiates prior to another time or action, continues throughout that time or action, and then resumes after it.

<u>Present Progressive</u> 10:00 11:00 	(a) Tom <i>is sleeping</i> right now.	It is currently 11:00. to sleep around 10 o'clock in the evening, but he is still awake.
<u>Past Progressive</u> 10.00 11.00 	(b) Tom <i>Was sleeping</i> when I arrived.	Tom went to sleep at 10.00 yesterday night. It was 11.00 when I got there. He had not yet roused himself. His slumber started earlier and was already in progress at a specific point in the past; nonetheless, it continued after I had arrived.
<u>Future Progressive</u> 11:00 10:00 	(c) Tom <i>will be sleeping</i> when we arrive	Tomorrow night at ten o'clock, Tom will turn in for the night. We are scheduled to arrive at 11:00. After a certain point in the future, when we have not yet arrived, the process of falling

		asleep will get underway. It's likely he won't wake up anytime soon.
--	--	--

*The progressive tense is sometimes known as the "continuous" tenses, which include the present continuous, past continuous, and future continuous forms of the tense.

EXERCISE 1. The progressive tenses.

Directions: Answer the questions.

1. What are you doing right now? And what are your classmates doing right now?
2. What is happening outside the classroom right now?
3. Where were you at three o'clock this morning? What were you doing?
4. Where will you be at three o'clock tomorrow morning? What will you be doing?

1.3 THE PERFECT TENSES

Form: **have + past participle**

Meaning: The use of any of the perfect tenses conveys the sense that one time or event occurs before another time or occurrence.

<u>Present perfect</u> Eat now — X — X — (time?)	(a) Tom has already eaten	Tom had eaten his meal at some point prior to this. It makes no difference what time it is exactly.
<u>Past Perfect</u> Eat arrive — X — X —	(b) Tom had already eaten when his friend arrived	After that, Tom was done with his meal. After some time, his friend came. The act of eating on Tom's part had come to an end far before another time in the past.
<u>Future Perfect</u> arrive Eat — X — X —	(c) Tom will already have eaten when his friend arrives	First, Tom is going to finish his meal. After some time, his friend will get there. Consumption on Tom's part will at some point in the not too distant future come to an end entirely.

EXERCISE 1. The perfect tenses.

Directions: Answer the questions.

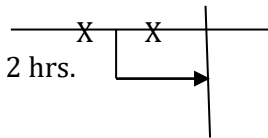
1. Have you eaten today? When did you eat?
2. Had you eaten before you went to bed last night
3. Will you have eaten by the time you go to bed tonight?

1.4 THE PERFECT PROGRESSIVE TENSES

Form: have + been+ -ing (present participle)

Meaning: The perfect progressive tenses convey the sense that one event is taking place just prior to, up to, or until another occurrence. The tenses are utilized in order to show the length of time that the first event lasted.

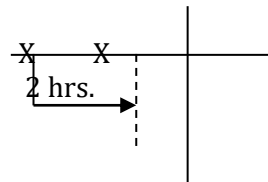
Present perfect progressive



(a) Tom **has been studying** for two hours.

Studying is now going on as an activity. When? Before now, including up until now How long? for a total of two hours.

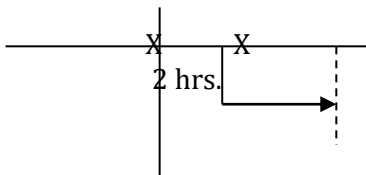
Past Perfect progressive



(b) Tom **had been studying** for two hours before his friend came.

Studying is now going on as an activity. When? Before there was yet another occurrence in the past How long? for a total of two hours.

Future perfect progressive



(c) Tom **will have been studying** for two hours by the time his friend arrives.

Studying is now going on as an activity. When? Ahead of any subsequent occurrence in the future How long? for a total of two hours.

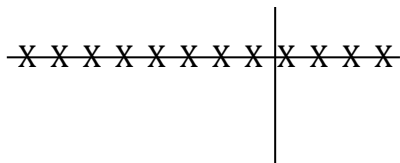
EXERCISE 1. The perfect progressive tenses.

Directions: Answer the questions.

1. What are you doing right now? How long have you been? (*doing that*)?
2. What are you doing last night at nine o'clock? What time did you stop (*doing that*) what did you stop (*doing that*)? How long had you been (*doing that*) before you stopped?
3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (*doing that*)? how long will you have been (*doing that*) before you stop?

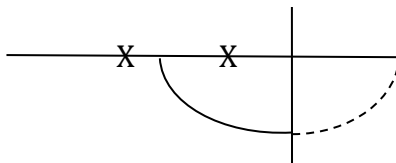
SUMMARY CHART OF VERB TENSES

Simple Present



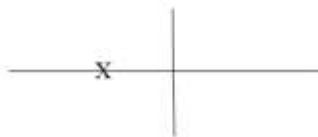
Tom ***studies*** every day.

Present progressive



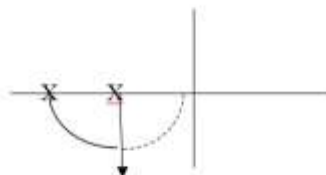
Tom ***is studying*** right now

Simple Past



Tom ***Studied*** last night.

Past progressive



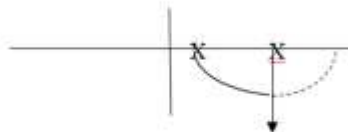
Tom ***was studying*** when they came.

Simple future



Tom *will study* tomorrow

Future progressive



Tom *will be studying* when you come.

Present perfect



Tom *has* already *studied* chapter one

Present perfect progressive



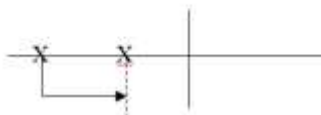
Tom *has been studying* for two hours.

Past perfect



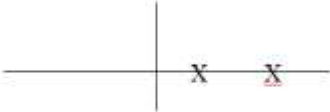
Tom *had* already *studied* Chapter one before he began studying chapter two

Past perfect progressive



Tom *had been studying* for two hours before his friends came.

EXERCISE 1: Overview of verb tenses.

<u>Future perfect</u>	<u>Future perfect progressive</u>
 Tom <i>will already have studied</i> chapter four before he studies Chapter Five.	 Tom <i>will have been studying</i> for two hours by the time his roommate gets home.

Instructions: Many of the verbs in the following dialogues are italicized for your convenience. * Either in pairs, in small groups, or as a whole class, talk about the meaning of the verbs that are italicized. The tenses of these verbs should be named. You are welcome to draw diagrams similar to those shown in Chart 1–5 if you so like.

Words that are “italicized” of “in italic” have a slanted print. Regular print looks like this. Italic print looks like this.

1. A: What do you do every morning?
B: I take a grab car to campus.
The speaker is talking about habitual activities. The name of the tense is present.
2. A: What *did* you do last night?
B: I *watched* a movie on my laptop.
3. A: What *are* you doing right now?
B: I *am working* at campus.
4. A: What *were* you *doing* at this time yesterday?
5. B: At this exact time yesterday, I was walking from the bookstore to the classroom building.
6. A: Have you ever *seen* a comet?
B: *I’ve seen* shooting stars, but I’ve never seen a comet.
7. A: What *will* you *do* if you miss the bus tomorrow morning?
B: I *will walk* to campus.

8. A: What *will* you *be* doing at this exact moment tomorrow?
B: At this exact time tomorrow, I *will be attending* my English class.
9. A: How long *have* you *been* working on this grammar exercise?
B: I *have been working* on this grammar exercise for ten minutes.
10. A: How long *will* you *have been working* on this exercise by the time you finish it?
11. B: By the time I finish this exercise, I *will have been working* on it for fifteen minutes.
12. A: What *had* you *done* by the time you got to class today?
B: I *had eaten* lunch.
13. A: What *will* you *have done* by the time you go to bed tonight?
B: I *will have finished* my homework.
14. A: Were you asleep when your friend called last night?
B: Yes. I *was sleeping when he called*. I had been sleeping for almost an hour when the phone rang.

EXERCISE 2. Overview of verb tenses.

Instructions: If you want to practice using different tenses, you should answer the questions in this worksheet using full sentences, either verbally (in pairs, in groups, or as a whole class), or in writing.

1. What do you do every day?
2. What did you do yesterday?
3. What will you do tomorrow?
4. What are you doing right now?
5. What were you doing at this time yesterday?
6. What will you be doing at this time tomorrow? What have you done since you got up this morning?
7. What have you done before you went to bed last night?

8. What will you have done by the time you go to bed tonight?
9. What are you doing? How long have you been doing that?
10. What were you doing before (*name of the teacher*) walked into the classroom today?
11. How long have you been doing that?
12. What will you doing before (*name of the teacher*) walks into the classroom tomorrow? How long will you have been doing that?

EXERCISE 3. Error analysis: questions and negative verb forms.

Instructions: In the future chapters, you will be asked questions and asked to use negative forms of verbs. This exercise will cover those forms. Find the flaws in the following sentences and make sure you can fix them to demonstrate that you have a good comprehension of these forms.

Please refer to the Appendix, Units B-1 (Forms of Yes/No and information Questions), B-2 (Questions Words), and D-1 (Using Not and Other Negative Words) for additional information regarding the formation of questions and negatives.

1. Does Joyada walks to work every morning?
2. What you are talking about? I do not understand you.
3. Did you finish your work?
4. My friend doesn't liking her house.
5. Do you are working for this company?
6. What time your plane did it arrive?
7. How long have you are living in this city?
8. My brother don't have no job right now.
9. Mora wont to be in class tomorrow.
10. I hadn't ever saw snow before I moved to New Zealand last year.

EXERCISE 4. Spelling pretest.

Directions: You will be using many verbs in their **-ing** and **-ed** forms in the following chapters. Use this pretest to check yourself on spelling rules. Close your book. On another piece of paper, write the words that your teacher says.

Example: (cry+ -ed)

Teacher: Cried. I cried because I was sad. Cried.

Written responses: Cried

1. (hope+ -ed)
2. (dine +- ing)
3. (stop+ -ed)
4. (plan+ -ing)
5. (rain+ -ed)
6. (wait+ -ing)
7. (listen+ -ing)
8. (happen+ -ed)
9. (begin+ -ing)
10. (occur+ -ed)
11. (start+ -ing)
12. (warn+ -ed)
13. (enjoy+ -ed)
14. (play + -ing)
15. (study + -ing)
16. (worry + -ed)
17. (die + -ed)
18. (lie + -ing)

<i>SPELLING OF -ING AND -ED FORMS</i>		
<i>(1) VERBS THAT END IN A CONSONANT AND -E</i>	(a) hope hoping hoped Date dating dated Injure Injuring injured	-Ing Form: if the word ends in -e, drop the -e and add -ing.* -Ed Form: If the word ends in a consonant and -e, just add -d
<i>(2) VERBS THAT END IN A VOWEL AND A CONSONANT</i>	<i>ONE-SYLLABLE VERBS</i> (b) stop stopping stopped Rob robbing robbed Beg begging begged (c) rain raining rained Fool fooling foled	1 vowel → 2 consonants** 2 vowels → 1 consonant
	<i>TWO-SYLLABLE VERBS</i> (d) listen listening listened Offer offering offered (e) begin beginning (begin) Prefer preferring preferred	1 st syllable stressed → consonant 2 nd syllable stressed → 2 consonant

SPELLING OF -ING AND -ED FORMS		
(3) VERBS THAT END IN TWO CONSONANT	(f) start starting started Fold folding folded Demand demanding demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN-Y	(g) enjoy enjoying enjoyed Pray praying prayed Buy buying (bought) (h) study studying studied Try trying tried Reply replying replied	If -y is preceded by a vowel, keep the -y If -y is preceded by a consonant:- ING FORM: keep the-y, add-ing. -ED FORM: change -y to -i, add -ed
(5) VERBS THAT END IN-IE	(i) Die dying died Lie lying lied	-ING FORM: Change -ie to -y , add -ing -ED FORM: Add -d

- * Exception: If a verb ends in **-ee**, the final **-e** is not dropped:
seeing, agreeing, freeing.
- * Exception:- **w** and **-x** are not doubled: **plow → plowed**; **fix → fixed**

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CHAPTER 2

PRESENT AND PAST SIMPLE AND PROGRESSIVE

Oleh Sam Heremansyah

2.1 Simple Present

The Present Simple tense is *the most basic tense in English* and uses the base form of the verb (except for the verb be). Present Simple use to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.
 - ✓ I take the train to the office.
 - ✓ The train to Tabriz leaves every hour.
 - ✓ Sara sleeps eight hours every night during the week.
2. For facts.
 - ✓ The President of The USA lives in The White House.
 - ✓ A dog has four legs.
 - ✓ We come from Iran.
3. For habits.
 - ✓ I get up early every day.
 - ✓ Mina brushes her teeth twice a day.
 - ✓ They travel to their country house every weekend.
4. For things that are always / generally true.
 - ✓ It rains a lot in winter.

- ✓ The Queen of England lives in Buckingham Palace.
- ✓ They speak English at work.

Simple Present Tense form:

Form	Adv of time
S + is/am/are + Adj/Adv/N	Every, on Sundays,
S + V1 s/es + O + A	always, often, usually,
S + do/does+not+V1+O+A	sometimes, seldom,

Adverb of time use in Simple Present Tense is:

No	Adverb of time	Indonesia Meaning
1	everyday	setiap hari
2	every week	setiap minggu
3	every month	setiap bulan
4	every year	setiap tahun
5	every night	setiap malam
6	every afternoon	setiap sore
7	every minute	setiap menit
8	every hour	setiap jam
9	once a week	satu kali seminggu
10	twice a week	dua kali seminggu
11	three times a week	tiga kali seminggu
12	twice a day	dua kali sehari
13	three times a day	tiga kali seminggu
14	on Sunday	pada hari Minggu
15	once a month	satu kali sebulan
16	four times a month	empat kali sebulan
17	in the morning	pada pagi hari

18	in the afternoon	pada siang hari
19	in the evening	pada malam hari
20	at five o'clock	pada jam empat

Affirmative Sentences in Simple Present Tense

Either we use the base form of the verb OR we add -es or -s to the base form of the verb to form sentences in simple present tense.

- ✓ Talk becomes talks
- ✓ Do changes to does

1. Affirmative sentences in First Person Perspective

The base form of a verb is used in sentences with first person, where the subject is "I" or "WE".

I/We + Root form of verb + Object (if any)

example:

I love the chocolate cake that my mother bakes.

We play tennis on the tennis court every evening.

2. Affirmative sentences in Second Person Perspective

The base form of a verb is used in sentences with the second person, where the subject is "YOU".

You + Root form of verb + Object (if any)

example:

- *You stare at the sky as if an entire world is hidden in it.*
- *You need to change those clothes before the guests arrive.*

3. Affirmative sentences in third Person Perspective

The base form of a verb with an -s or -es is used when the subject of the verb is singular (He, She, It or a name).

Example:

Julia thinks she is capable of doing anything anyone can do.

She dances better when nobody is watching.

Harry goes to the peace park every day.

The base form of verb is used when the subject of the verb is plural (they or more than one name).

They/Multiple Nouns + Root form of verb + Object (if any)

Example :

- They feel the same about the book as I do.
- Joana and Aliya love to hang out together. They enjoy each other's company.

Negative Sentences in Simple Present Tense

In order to make negative sentences in simple present tense, we either put do not or does not before the verb, depending upon the subject of the verb.

1. Negative Sentences in First Person Perspective

For the first person, we put do not before the verb.

I/We + do not/ don't + Root form of verb + Object (if any)

Example:

I do not like cheese in my egg sandwich.

I do not play Need for Speed anymore.

2. Negative Sentences in Second Person Perspective

For the second person, we put do not before the verb.

You + do not/don't + Root form of verb + Object (if any)

Example :

You do not let your past interfere with your future.

3. Negative Sentences Third Person Perspective

For the third person singular, we put does not before the verb.

He/She/It/Noun + does not/doesn't + Root form of verb + Object (if any)

Example:

Jack does not complete his homework on time.

Daniel does not like to go out and meet people.

For the third person plural, we put do not before the verb.

They/Multiple Nouns + do not/don't + Root form of verb + Object (if any)

Example:

Helen and Sam do not consume meat after the rumours.

They do not talk much about what happened that night.

With “to be” verbs (is and are), we simply put a NOT after the verb.

Subject (I, We, You, He, She, It, They, Nouns) + to be verb + not + object (if any)

Example:

I am not a student of law.

Ask Questions in Simple Present Tense

In order to ask questions in simple present tense, we follow the following format for first person, second person and third person plural,

Do + subject + base form of verb + object (if any)

Example:

Do I get the honour to have a word with you?

Do you suggest the movie that you watched yesterday?

Do Selena and Alex believe in superstitions?

We follow the following format for third person singular,

Does + subject + base form of verb + object (if any)

Example:

Does Joana love to eat an Apple pie?

Does Tom drive really fast like his father?

2.2 Simple Past

The **simple past** is a verb tense that is used to talk about things that happened or existed before now.

- 1. *Yuri entered a debate contest*
- 2. *She won the competition.*

The simple past tense shows that you are talking about something that has already happened. Unlike the past continues tense, which is used to talk about past events that happened over a period of time, the simple past tense indicates that the action occurred at a certain time and then was completed.

✓ *Yuri respected the way the light sparkled off his silver medal.*

The simple past also to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb *to be* and an adjective, noun, or prepositional phrase.

✓ *The contest was the highlight of his week.*

Simple past tense form

form	adverb of time
S + was/were + Adj/Adv/N	Yesterday, last..., once
S + V2 + O + A	one day, once upon a time
S + did + not + V1 + O + A	

For regular verbs, add *-ed* to the root form of the verb (or just *-d* if the root form ends in an *e*):

Play→Played

Type→Typed

Listen→Listened
Push→Pushed
Love→Loved

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put
Cut→Cut
Set→Set
Cost→Cost
Hit→Hit

VFor other irregular verbs, including *to be* the simple past forms are more erratic:

See→Saw
Build→Built
Go→Went
Do→Did
Rise→Rose
Am/Is/Are→Was/Were

VThe good news is that verbs in the simple past tense (except for *to be*) don't need to agree in number with their subjects.

✓ Yuri **polished** his medal.

1. The simple past negative

Fortunately, there is a formula for making simple past verbs negative, and it's the same for both regular and irregular verbs (except for the verb *to be*). The formula is **did not + [root form of verb]**. You can also use the construction *didn't* instead of *did not*.

✓ Yuri **did not brag** too much about his debate skills.

✓ Yuri's mother **didn't see** the contest.

For the verb *to be*, you don't need the auxiliary *did*. When the subject of the sentence is singular, use *was* *not* or *wasn't*. When the subject is plural, use *were* *not* or *weren't*.

- ✓ The second-place winner **wasn't** happy at all.
- ✓ The contestants **weren't** ready to leave either.

2. Ask a question in the simple past

The formula for asking a question in the simple past tense is ***did* + [subject] + [root form of verb]**.

- ✓ *Where **did Yuri go** to celebrate?*

When asking a question with the verb *to be*, you don't need the auxiliary *did*. The formula is ***was/were* + [subject]**.

Was Yuri in a good mood after the contest?

Were people taking lots of pictures?

Common regular verbs in the past tense

Infinitive	Past Tense	Negative
to ask	asked	did not ask
to work	worked	did not work
to call	called	did not call
to use	used	did not use

Common irregular verbs in the past tense

Infinitive	Past Tense	Negative
to be	was/were	was not/were not
to have	had	did not have
to do	did	did not do
to say	said	did not say
to get	got	did not have
to make	made	did not make
to go	went	did not go
to take	took	did not take
to see	saw	did not see
to come	came	did not come

2.3 Present Progressive

The use of the present progressive is the opposite of that of the present simple, which is used:

- a. To describe an incomplete action which is in progress at the moment of speaking; usually with time expressions such as: now, at the moment, right now.
✓ *During a phone call, we are discussing the project at the moment.*
- b. To describe a plan or arrangement in the near future; usually with time expressions such as: tonight, tomorrow, this week, this Monday.
✓ *Niar's leaving for Makassar this evening.*
- c. To express actions that are repeated regularly; usually with a negative meaning and with the time expressions: always or forever.
✓ *Her husband is always complaining about his health.*

Present Progressive (Continuous) form:

Form of time	adverb
S + is/am/are + V ing + O + A Watch!, Listen!	Now, at present, Look!, Watch!, Listen!

When shortening a form of be and negative, just remove the o in not and add an apostrophe (') Negatives is not>**isn't** are not > aren't.

The negative in the present progressive tense is created using am not, is not or are not together with the ing form (present participle) of the verb.

Example:

I'm not listening to you.

Roger isn't eating with us tonight

Yes/No Questions in the Present Progressive (Continuous)

To ask a question that will be answered with either a yes or no, start with Am, Is or Are, then choose your subject (the person or thing doing the action), followed by the **ing** (present participle) form of the verb and then the rest of your question
Is/am/are + S +V ing +Rest of sentence

Example:

Am I talking too much?

Is that your dog barking

Wh-Questions in the Present Progressive (Continuous)

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how, how many, how much. To

create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that is doing the action), followed by the ing (present participle) form of the verb and only then add the rest of the sentence.

Wh-word + is/am/are + S + V ing + rest of sentence

Example:

Why is she bleeding?

Who am I sending to the meeting?

2.4 Past Progressive

Present participles of verbs are made by adding -ing with base form of verbs. We do have to remove -e before adding -ing to a verb if a verb is ending with it.

Example:

Smile becomes smiling

Stare becomes staring

Look becomes looking

Past Progressive (Continuous) form:

form	adverb
S + was/were + V ing + O + A	When, While

Dynamic Verbs and Stative Verbs

We must also take into notice that verbs are divided into two groups, dynamic and stative. Dynamic verbs show an action or process, while stative verbs describe emotions.

<i>Dynamic verbs</i>	<i>Stative verbs</i>
Become	Deny
Go	Care
Clean	Believe

<i>Dynamic verbs</i>	<i>Stative verbs</i>
Throw	Suppose
Talk	Imagine
Walk	Own
Cry	Want
Learn	Hate
Write	Forget
Read	Appreciate
Grow	Need
Weep	Like
Write	Doubt

Dynamic verbs show an action or process. We use the present participle form of dynamic verbs in continuous tenses.

Example:

He was yelling at his friend.

The dog was barking in the street.

Stative Verbs

Stative verbs describe emotions, thoughts, states and conditions. Stative verbs are used in simple and perfect tenses. They cannot be used in a continuous form.

Affirmative sentences in the past progressive

To make an affirmative sentence in past continuous tense, we use the following formula,

Subject + was/were + present participle + object

Example:

Sarah was coming home from work.

They were leaving the house for ten days.

It was raining heavily the other night.

How to make Negative sentences in the Past Progressive

To make a negative sentence in past continuous tense, we use the following formula,

Subject + was/were not + present participle + object

Example:

I was not driving the car last night.

The windows were not shaking due to the wind, it was something else.

The TV remote was not working properly.

How to ask questions in the Past Progressive

To ask a question in the past continuous tense, we use the following formula,

Were/was + subject + present participle + object

or

Wh- + Were/was + subject + present participle + object

Example:

Were Rose and Jack going to a hill station for the vacation?

Whom was Hannah writing the letter to?

Was Ella lighting the candles that night?

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CHAPTER 3

PERFECT AND PERFECT PROGRESSIVE TENSE

By Fitrahnanda Ayubadiah

3.1 Introduction

In the previous chapter, we discussed the simple and progressive tenses, which describe activities or circumstances that took place in the past, present, and future. Apart from the simple tenses and progressive tenses that we know, English also has other types, namely perfect tense, and perfect progressive tense. Both have information about time, like other simple and progressive tenses, but the emphasized things differ. There are several components that need to be considered and become an essential part of the Perfect tense group, namely the use of past participle verbs, have/has and had, will, and been.

3.1.1 Past participle

In the simple and progressive tenses, the verbs used are in the present form (V1), past form (V2) dan present participle (V-ing). As for the perfect tense, the verb used is the past participle form (V3). The Past participle is generally the same as the past form (V2), especially in the regular verb or -ed form. The thing that distinguishes them is an irregular verb. In regular verbs the past and the - ed participle are identical, but they are distinguished in some irregular verbs. (Greenbaum, 1996). Some examples of past participle verbs are as follows :

Form	Regular (-ed)	Irregular verb
------	---------------	----------------

Table 3.1. Example of verb form-types

Present Form (V1)	Mention Put	Write Have/Has Be
Form	Regular (-ed)	Irregular verb
Past Form (V2)	Mentioned Put	Wrote Had Was
Past Participle (V3)	Mentioned Put	Written Had been

In Table 3.1, the past form and past participle are identical in the regular verb. In contrast, the past form and past participle differ in the irregular verb column. Using past participle, both regular and irregular verbs, in constructing perfect tense is the most crucial aspect and characterizes the present, past, and future perfect tense. However, it should be noted that using the past participle in the perfect tense does not stand alone but with the words have/has, had which function as helping verbs (auxiliary verbs).

3.1.2 Have/Has/Had as Helping Verb.

In parts of speech, the verbs can act as main verbs and auxiliary verbs. Verbs that generally can have these two positions are, have and do. When positioned as main verbs (or lexical) verbs, the meaning formed is as written in the dictionary. In auxiliary verbs, their meaning could show time and form interrogative or negative sentences, not their literal

meaning. because the auxiliary verb is a verb that comes before the main verb and aims to help the main verb, provides additional information, and emphasizes the meaning of the main verb. In the perfect tense, 'have/has/had' become a unit with a past participle. Moreover, it acts as an auxiliary verb and past participle as the main verb.

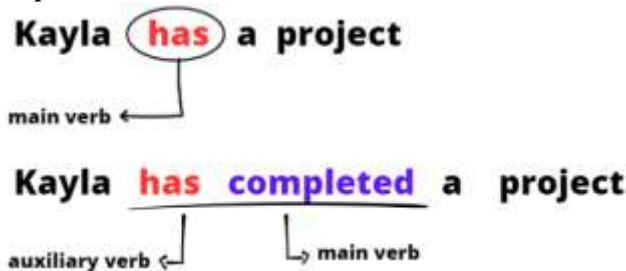


Figure 3.1. Have/has as the main and auxiliary verb

As you can see in the example, the verb 'have or has' has two positions as main and auxiliary verbs. In the first example, the word 'have' or 'has' formed the meaning of 'possession' as in *Merriam-Webster* dictionary; *to hold or maintain as a possession, privilege, or entitlement*. In other words, Kayla maintains possession of something, a project. Meanwhile the second example (a present perfect tense), the verb 'have or has' does not show the meaning of possession. It acts as an auxiliary verb which helps the main verb 'completed' by giving additional meaning that the action is 'just happened'. Helping verbs also show tense—the time at which the action of the verb takes place (Choy and Clark, 2011).



Figure 3.2. had as the main verb and auxiliary verb

Furthermore, using 'have/has/had' as an auxiliary verb in perfect tense distinguished the sentence from a simple past tense using a regular-ed verb. As in Figure 3.3, the first sentence is a simple past sentence with 'had' as the main verb or past form. Meanwhile, in the second example, a past perfect tense uses 'had' as an auxiliary verb and 'completed' as the main verb (past participle/V3). The next question is, is it possible to use 'have/has' and 'had' as auxiliary and 'have/has' and 'had' as the main verbs?



Figure 3.3. 'Have' as an auxiliary verb and had as the main verb

In Figure 3.4, the verb 'have' acts as an auxiliary or helping verb of the present perfect tense, and the verb 'had' (past participle) acts as a main verb with has a literal meaning 'hold or maintain a possessions'. Thus, 'have' (for the plural subject), and 'has' (for the singular subject) followed by past participle are used in the present perfect tense, and 'had' followed by participle is used in the past perfect tense. All these sentences are verbal types of sentences or sentences with the main verb. As for nominal sentences or the sentence that use 'to be' to act as the main verb need the auxiliary verb after 'have/has/had', called 'been'. Using 'been' also applies in perfect progressive tense, that is, not use past participle types of verbs but present participle or verb-ing.

3.1.3 Have/Has/Had been

This sub-chapter discusses the use of 'been' following 'have/has' and 'had' in perfect tense. As explained before, 'have/has' and 'had' are auxiliary verbs combined with past participle types of verbs in the perfect tense, particularly in verbal sentences. In a nominal sentence, the main verb is any kind of form of 'be', for example; 'is/am', 'was/were', and 'been' followed by adjective, noun, and adverb. In perfect tense case, 'been' is preceded by 'have/has' and 'had' before followed by adjective, noun, and adverb.

Ahmed has been here
adverb

The building had been closed
adjective

Figure 3.4. 'has been' and 'had been' example

The example shows a present perfect tense sentence using the adverb 'here' and a past perfect tense sentence using the adjective 'closed'. In order to connect the subjects 'Ahmed' and 'the building', they need connectors that not only link them with the adverb and adjective but also indicate 'time' or 'tenses'. Therefore, the nominal sentences in perfect tense case combine 'have/has', 'had', and 'been'.

Maria is waiting main verb (verb-ing)

Maria has been waiting for months main verb (verb-ing)

Figure 3.5. the use of 'has been' and verb-ing

Besides nominal tense, most of the Perfect Progressive Tense also uses the same connectors to link the subject with the main verb. It is necessary to note that in Perfect Progressive Tense, there is no verbal or nominal sentence because all the

sentences use present participle (verb-ing) verb types. In conclusion, 'have/has/had' and 'been' followed by adjective, adverb and noun is used for nominal sentence in present and past perfect tense whereas 'have/has/had' and 'been' followed by present participle types of verb or verb-ing is used for present and past perfect progressive tense.

3.1.4 Will have and will have been

Most of the Perfect tense use 'have/has/had' followed by a past participle (verb 3) or 'been' for nominal sentence and the present participle (verb-ing) for perfect progressive tense case, especially for present and past case. In future perfect and future perfect progressive tense, to indicate the sentence is in the future—besides using the time signal—'have' and 'have been' are preceded by the modal 'will'.

Maria will have arrived
main verb (V3)

Maria will have been waiting
main verb (verb-ing)

Figure 3.6. 'will have' and 'will have been' example

These two examples are future perfect tense, using 'will have' followed by a past participle (verb 3) and future progressive tense, 'will have been' followed by a present participle (verb-ing). Even though the Perfect Tense might confuse English learners, its main characteristic is the use of 'have/has/had' with the past participle verb (verb 3) and 'have/has/had been'. Apart from that, what needs to be done is identifying the types of tense—the time—whether in present, past or future because each has its own 'feature'. The complete

explanation of the definition of time signals will soon be discussed in the following sub chapters.

3.2 Perfect Tense

The explanation regarding the types of Perfect Tense sentences are divided into 3 types of time; present, past, and future. In the previous subchapter, the important components in the construction of perfect tense sentences have been explained; the past participle and the use of 'have/has, had and been'. Some explanations provides example of verba and nominal sentences.

3.2.1 Present

The present perfect is used to describe activities that started in the past, (but different with the past tense) in which the activities still have a connection with the present, both from the activity itself and the result of these activities. It could also use for activities that recently happen which means the time of action is not specific.

a. Present Perfect vs Simple Past Tense

Both present perfect and past perfects' action happened in the past. However, in the present perfect case the result of action still related until now. The time signal mostly used in this case are 'since' and 'for'.

I subject	talked verb 2	to Marta object	in January adv. of time
I subject	have talked have + V3	to Marta object	since January adv. of time
she subject	was subject	an auditor noun	ten years ago adv. of time
she subject	has been has/have+ been	an auditor noun	for ten years adv. of time

Figure 3.7. Comparison of present perfect and simple past tense

In figure 3.7 there are four examples sentences ; the first and the third examples are simple past tense, which explains the action that happened on January and ten years ago. The action started and finished then, so now, the subject 'I' do not talk to Marta anymore and the subject 'she' is not an auditor.

Meanwhile in the second example, in the present perfect tense, the subject 'I' started talking to Marta in January, and the use of 'since' indicates that it still happens now. The subject 'she' started as an auditor ten years ago, and 'for' indicates period which means the subject 'she' works an auditor now. Notice that there are two kinds of present perfect sentences; verbal sentence, using have and verb 3. Thus, if the sentence uses either noun, adjective or adverb then the subject will followed by has or have been.

- b. Activities recently happen (time of action is not specific)
The present perfect tense is also used for activity which does not have a specific time, like simple past tense. If the previous example emphasizes that the action or the result is still related to the present time, the activities have just finished. When? There is no explanation of it. Therefore, the time signal used are 'just', 'already', 'yet'.

she subject	has has/have	just	finished verb 3	her homework object
I subject	have has/have	already	met verb 3	Martin object
We subject	have not has/have not	met verb 3	Martin object	yet
have has/have	you subject	finished verb 3	your homework object	yet?

Figure 3.8. the use of 'just', 'already' and 'yet'

The time signal 'just' and 'already' generally located between 'have/has' and the past participle (verb 3), sometimes 'already' at the end of the sentence. Both of 'just' and 'already' are primarily used in affirmative sentence. They emphasize recent activities or events. Moreover, 'already' describe actions happened earlier or before another expected actions. As for negative and question sentences, the time signal used is 'yet'. It indicates the activities expected to happen soon or up to now. In both types of sentences, 'yet' is located at the end.

3.2.2 Past Perfect Tense

The past perfect tense is used to tell two events happened in the past, the former activity happened earlier or has been completed used the past perfect tense and the following event used the simple past tense.



Figure 3.9. illustration of past perfect and simple past tense

Time signal for perfect tense is not necessarily important. However, since the function of past perfect tense is to indicate an event that has been finished before another event, the sentence needs an adverb of time such as 'before', 'when' and 'after'. Moreover, past perfect tense could also emphasize the frequency or intensity of a past event by adding an adverb of time indicating frequency.

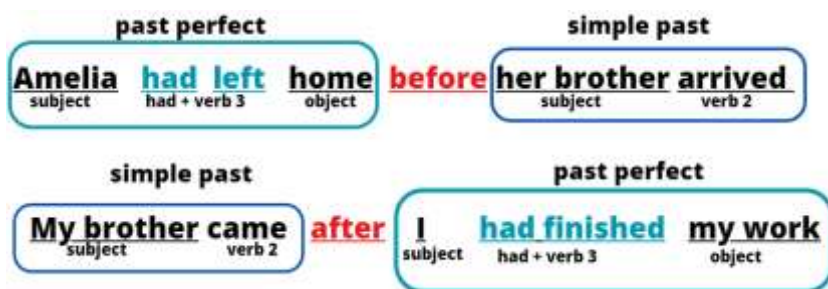


Figure 3.10. Example of past perfect using 'before' and 'after'

In past perfect, the subject is followed by 'had' and past participle (verb 3) for the action or event that happened first before another event. In constructing sentences, the placement of which events occur first or after is not a problem because it will become apparent through the tenses used. Moreover, it is assisted by the use of the words 'before' and 'after'. Another example is when past perfect is used to emphasize the intensity of a past event.

we had practiced three times before the competition
 subject had + verb 3 adv. of frequency

Figure 3.11. past perfect used to emphasize intensity of past event

Like present perfect, the negative sentence in past perfect tense use 'not' between 'had' and the past participle (verb 3). No rule states that if the past perfect is in negative form, the simple past should be in negative and vice versa. Thus, the structure of question sentence in past perfect also similar to present perfect, the only thing that has to change is 'have/has' to 'had'.



Figure 3.12. Example of negative sentence (past perfect tense)

3.3.3 Future

Future Perfect Tense explains a situation that will happen before another time in the future. Future perfect tense uses a deadline to indicate that the event will be completed before a certain time in the future. In constructing this sentence, especially emphasizing the sequence of events, the adverb of time is used such as 'before' and 'by the time'. This will also differ future perfect tense with simple future tense. In simple future tense, the events will happen and the time signal indicates 'when it will happen' meanwhile in the future perfect tense, the events is predicted 'will be finished' before the time mentioned. The time signal words 'before' and 'by the time' make the sequence of the events become clear.



Figure 3.13. the time signal 'before' in future perfect tense

The action that is expected to be completed in the future uses future perfect tense, 'will have moved' and the following action uses simple present tense. These two actions are connected through 'before' which pointing out the sequence of the event. Then, how to explain a future event without using 'before' or 'by the time'. The future perfect tense itself will indicates the event occurs before another event or completed at a specific period.



Figure 3.14. simple future tense vs future perfect tense

The differences between these two sentences are in the structure and the meaning it implies. In terms of sentence structure, the simple future tense uses 'will + basic form of the verb (verb 1)' while future perfect tense uses 'will have + past participle (verb 3). In explaining the event, simple future tense indicates it is about to happen at the time mentioned. In other words, Sarah will eventually start moving in December. The future perfect tense also highlights the time of the event, explaining the event has been done before the deadline. So, the condition describes Sarah will move before December. If there is no duration or specific point of time mentioned for the event then it is better to use simple future tense.

Now let us review the structure of nominal sentences. As explained in 3.1.4, the structure of verbal sentence use will have followed by past participle (verb 3) whereas the nominal sentence also use will have but followed by 'been'. Here are the examples:



Figure 3.15. the structure of verbal and nominal sentence (affirmative)

Notice that both sentences describe future events however, the verbal sentence describes the action while the nominal sentence outlines a condition or state; 'the person location by next week'. Next is the structure of negative and questions sentence.



Figure 3.16. the structure of negative sentence

In fact, constructing the negative sentence is like other negative structures of perfect tense by inserting the word 'not' between 'will' and 'have' or 'have been' and there is no need to change the form of the verb. The negative form of 'will not' has a contracted form as 'won't'.

will Sarah have moved to Jakarta in December?
 will subject have + verb 3 object adv. of time

When will Sarah have moved to Jakarta?

will you have been there by next week?
 will subject have been complement: **adv. of place**, adv. of time

Where will you have been by next week?

Figure 3.17. the structure of question sentence future perfect tense

In the ‘yes-no’ question, it starts with ‘will’ then followed by the subject of the sentence and ‘have’ or ‘have been’. As for the question of 5W + 1H, the ‘wh’ question located at the beginning of the sentence then followed by the rest of the sentence.

3.3 Perfect Progressive Tense

The Perfect Progressive Tense also consists of 3 types of time; present, past, and future. The main characteristics of them are the use of present participle (verb-ing)—If the verbs used are non-progressive verbs, then the tenses used is perfect tense—and pointing out the duration of the event at that time. Of the three features associated with the main meaning of progressive, duration, limitation of duration and possible incompleteness, the first two give the perfective progressive a sense of ‘temporariness’ (Quirk *et al.*, 1985, p. 211).

3.3.1 Present Perfect Progressive Tense

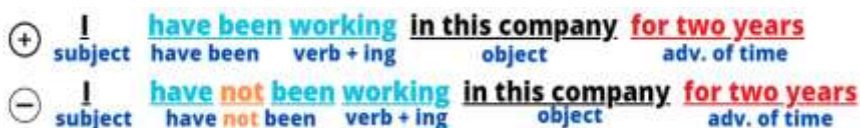


Figure 3.18. Affirmative and Negative Formula

The present perfect progressive tense explains the duration of an action in progress from the past until now. As explained in 3.1.3, in the present perfect progressive tense, the present participle will be preceded by 'have/has been' and followed by present participle tense. The use of 'have' or 'has' is related to whether the subject is singular or plural. Since the present perfect talks about duration of an event and recent event, the presence of adverb of time is primary. In a negative sentence, the word 'not' is located between 'have/has' and 'been' and there is no change in present participle verb form. The 'have not' and 'has not' can be shortened as 'haven't' and 'hasn't'.



Figure 3.19. Present Perfect Progressive Question's Formula

For the 'yes-no' question, 'have' is in the beginning of the sentence and followed by the subject and the rest of the sentence. The use of 'have' or 'has' is like the affirmative and negative sentence rules. In 'wh-question', the 'wh-question' is in the beginning, followed by 'have' or 'has' and the rest of the sentence.

1. Present Perfect Progressive Tense vs. Present Progressive Tense (Duration)

Both present perfect progressive tense and present progressive tense express actions from the past to now. However, in the present perfect progressive, the sentence emphasizes the length of action, while in the present progressive tense highlights that the action is in progress.



Figure 3.20. Present Perfect Progressive vs. Present Progressive Tense

The figure shows two events using progressive tense; the first example indicates Bobby is still in Balikpapan and might stay there until the future. The second example is present perfect tense, indicating that Bobby is still staying in Balikpapan, but the emphasis is on how long he has been there.

2. Lately and Recently

Besides emphasis the duration of an event, the present perfect progressive tense is also used for an event that in progress recently, lately without mentioning specific time or the duration. The adverbs: 'recently' and 'lately' usually used to underline the meaning that the event is happened not long ago or in the recent past.

have you been practising lately?
 have subject been verb + ing adv. of time
Anita hasn't been working on the project recently
 subject has not been verb + ing object adv. of time

Figure 3.21. Example of lately and recentl

3.3.2 Past Perfect Progressive Tense

As well as the previous types, the past perfect progressive tense also indicates an action in progress, that was started before another past action. Again, it is emphasizing the duration of the time and has been done, not the progress.

she had been finishing her homework when we texted her
 subject had been verb+ing object simple past
I had not playing tennis for years before you asked me
 subject had not verb+ing object adv. of time simple past
had you been finishing your homework all day?
 had subject been verb+ing object adv. of time
why had he been fixing the car for months?
 wh-question had subject been verb+ing object adv. of time

Figure 3.22. Past Perfect Progressive Tense Formula

In the past progressive, the sentence used 'had been' followed by the present participle verb (verb-ing). The 'had not' in the negative sentence has a contracted form as 'hadn't'.

Most of the past progressive tense will be preceded by simple past tense since it describes two actions in the past. The action that occurs first is written in past perfect progressive tense while the following one is written in simple past tense.

Remember, the emphasis is on the duration and completion before another action.



Figure 3.23. Past Progressive vs Past Perfect Progressive

As seen in the example, there are two types of sentences the Past Perfect Progressive Tense and the Past Progressive Tense. The past progressive tense: *Amelia was sleeping when her mother called*; describe two events; *Amelia was sleeping*, and *her mother called*. In this case, the past progressive tense describes an event in progress while another action interrupts the previous one. The tense underlined ‘a sequence’.

Comparing it to the second example, the past perfect progressive tense, there are two events: *Amelia has been sleeping for three hours* and *her mother called*. The past perfect progressive tense also describes an ongoing event but adds duration. How long she had been sleeping before the second event occur; her mother called. Moreover, if in the present perfect progressive, the ongoing action is up to now, the past perfect progressive tense indicates the ongoing action has ended in the past.

3.3.3 Future Perfect Progressive Tense

The tenses for ongoing action not only in the present and the past but also for the future. The future perfect progressive tense states an ongoing action occurs before and

continues some time in the future. As the subject projecting the ongoing event in the future, the sentence highlights the length of the event.

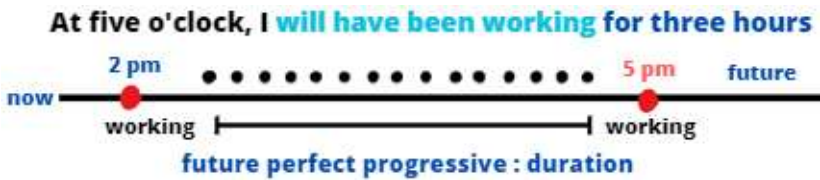


Figure 3.24. Future Perfect Progressive tense



Figure 3.25. Future Perfect Progressive - two events

Since it talks about the future, the modals ‘will/shall’ is used before ‘have been’ and the form ‘has’ is not used since modals should be followed by basic form of verb (verb 1).

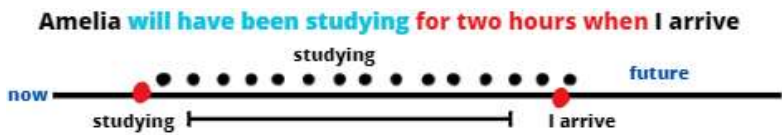


Figure 3.246. Future Perfect Progressive Formula

In the negative sentence, 'will not' has a contraction form 'won't' and the adverbs of time used should indicate future times. The 'yes-no' questions started with 'will' followed by the subject and, like other progressive tenses, followed by the rest of the sentence. The location of adverbs of time could be in the beginning or the end of the sentence. When there are two actions, the future perfect progressive events show the event occur first and might be completed or still ongoing.

For example, *Amelia will have been studying for two hours* explaining she starts studying sometime at the present and predicts she will be studying in the future when the subject 'I' arrives. This example shows the ongoing event in the future, and her studying lasts two hours.

3.5 Summary

To sum up, the perfect and perfect progressive tense is divided into three time zones; present, past and future. The primary parts of these types of sentences are the use of 'have/has', 'had', and 'been'. The verb for the perfect tense should be in the form of the past participle (verb-3) and present participle for perfect progressive tense.

The present perfect tense indicates an event that happened in the past and still related to the present, and the event that has just finished but there is no specified time mentioned.

The past perfect expresses an event that occur first but had been finished before another event in the past. In simple past, the time signal is clear, while the past perfect tense usually use 'before', 'after' and 'when'. Mostly, the past perfect tenses combined with the simple past tense.

The future perfect tense uses a deadline to indicate that the event will be completed before a certain time in the future.

It is different with the simple future tense, where the event is about to happen in the future.

The progressive tenses essentially indicate ongoing activities, but in the case of the perfect progressive, it does not only explain ongoing events but emphasizes the duration of activities. All answer the same questions: how long has the activity been going on at some point in the past, present, and future? The characteristics of these tenses are 'have/has been', 'had been', 'will have been' followed by the present participle (verb-ing). Remember, if the non-progressive verbs used in the sentence, then the tenses changed to the perfect ones.

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CHAPTER 4

ADVERB CLAUSES OF TIME AND REVIEW OF VERB TENSES

By Barep Sarinauli

4.1 Adverbial Clause of Time

4.1.1 Defenition of Adverbial Clause of Time

Adverbial Clause of Time is a dependent clause that functions as an adverb and provides information about when or how long an action takes place. It typically begins with a subordinating conjunction such as "when," "while," "before," "after," "since," "until," "whenever," "as," or "as soon as." The adverb clause of time can modify a verb, an adjective, or another adverb in the main clause, and it helps to indicate the timing or duration of the action.

Here are a few examples of adverb clauses of time:

1. When the sun sets, we will go for a walk. (modifies the verb "go" and indicates the time when the action will occur)
2. I will study until I understand the concept completely. (modifies the verb "study" and indicates the duration of the action)
3. After she finished her homework, she went to bed. (modifies the verb "went" and indicates the time when the action occurred)
4. He always feels sleepy whenever it rains. (modifies the verb "feels" and indicates the time or condition under which the action occurs)

An adverbial clause of time provides information about when or for how long an action takes place. Here's an example:

"After I finish my work, I will go for a walk."

In this sentence, the adverbial clause of time is "After I finish my work." It indicates when the action of going for a walk will occur, specifically after the speaker finishes their work.

Here are a few more examples of adverbial clauses of time:

"She arrived before the concert started."

"I will call you as soon as I get home."

"We studied until midnight."

"Once the sun sets, we can start the bonfire."

In each of these sentences, the adverbial clause of time provides information about when an action or event happened in relation to another action or event.

An adverb clause of time is a type of subordinate clause that functions as an adverb and provides information about when an action or event in the main clause takes place. It introduces a time relationship between the main clause and the subordinate clause. Adverb clauses of time often begin with subordinating conjunctions such as "when," "while," "after," "before," "since," "until," "as," "whenever," and "as soon as."

Here are a few examples:

1. I will call you when I get home."
2. She sang a song while I played the guitar."
3. After I finish my work, I'll go for a walk."
4. Before you go to bed, brush your teeth."
5. Since it was raining, we stayed indoors."

In each of these examples, the adverb clause of time provides additional information about the timing or duration of the action or event in the main clause.

4.1.2 Position of adverb of time:

Adverbs of time can be placed at the beginning, middle, or end of a sentence, depending on the emphasis and the desired effect. Here are examples of each position:

Beginning of the sentence:

Tomorrow, I will go to the park.
Yesterday, she finished her project.
Early in the morning, they started their journey.

Middle of the sentence:

I will go to the park tomorrow.
She finished her project yesterday.
They started their journey early in the morning.

End of the sentence:

I will go to the park, tomorrow.
She finished her project, yesterday.
They started their journey, early in the morning.

4.1.3 An adverbial clause of time using the conjunction

"before" typically indicates an action or event that occurs prior to another action or event. Here are a few examples:

1. I will finish my work before I go to bed.
2. The guests arrived before the ceremony started.
3. Please complete the assignment before the deadline.
4. She had already left before I arrived at the party.
5. They had dinner before they watched the movie.

In each of these sentences, the adverbial clause introduced by "before" modifies the verb in the main clause and provides information about when the action in the main clause takes place in relation to another action or event.

"when" provides information about the timing or duration of an action or event. Here are a few examples of adverbial clauses of time using "when":

1. I will go to the store when I finish my work.
2. We can play outside when it stops raining.
3. She always feels nostalgic when she visits her childhood home.
4. The alarm clock rang when it reached 7 o'clock.
5. We used to have picnics in the park when we were kids.

In these examples, the adverbial clause introduced by "when" indicates the specific time or condition under which the main action or event takes place.

"after" is used to indicate that an action or event takes place subsequent to another action or event. Here are a few examples of how "after" can be used as an adverbial clause of time:

1. After I finish my work, I will go for a walk. (Indicates that the action of going for a walk will occur subsequent to finishing the work.)
2. She called me after she arrived at the airport. (Indicates that the action of calling occurred subsequent to the action of arriving at the airport.)
3. After the concert ended, we went out for dinner. (Indicates that the action of going out for dinner took place subsequent to the concert ending.)

In these examples, "after" is used to show the temporal relationship between two actions or events. It highlights that

the action or event in the adverbial clause occurs later in time than the action or event in the main clause.

"While" and "as" are commonly used to introduce such clauses. Here are examples of adverbial clauses of time using "while" and "as":

1. While I was studying for the exam, my phone kept ringing.
2. She sang beautifully as she played the piano.
3. While they were on vacation, it rained every day.
4. As the sun set, the sky turned a vibrant shade of orange.
5. The children giggled while they played in the park.

In these examples, "while" and "as" introduce the adverbial clauses of time, providing additional information about the timing or duration of the actions described in the main clauses.

"by the time" is used to indicate a specific point in time before which an action or event is expected to occur. It is often used to show that one action will be completed or in progress before another action takes place. Here are a few examples of "by the time" used in sentences:

1. By the time I arrived at the party, everyone had already left.
2. By the time the movie ends, it will be too late to catch the last bus.
3. By the time he wakes up, the sun will have risen.
4. By the time they finish cooking dinner, I will have finished my work.
5. By the time we reach the theater, the show will have started.

In these examples, "by the time" introduces the point in time when a particular action or event is expected to happen or have happened.

"Until" and "till" are used to indicate the duration or limit of an action. They provide information about when an action or event occurs in relation to another action or event. Here are a few examples of adverbial clauses of time using "until" and "till":

1. I will wait here until you finish your work.
2. She stayed up late studying till midnight.
3. They couldn't leave the party until the rain stopped.
4. Please keep the doors locked until I come back.
5. He worked tirelessly till the project was completed.

In these sentences, the adverbial clauses introduced by "until" and "till" indicate the point in time when the action or event mentioned in the main clause will end or be completed.

"since" is used to indicate a specific point in time from which an action or event started and continues up to the present or another specified time. It often functions as an adverbial phrase, providing information about the duration or starting point of an action or event. Here are some examples of adverbial clauses of time using "since":

1. I have been working here since 2010.
2. They have been dating since they met in college.
3. Since I arrived early, I decided to go for a walk.
4. He hasn't seen his parents since they moved to another country.
5. Since we started the project, we have made significant progress.

In these examples, "since" is used to establish a point in time when the action or event began. It is followed by a specific time or an event that serves as the reference point for the duration or starting point of the action.

"as soon as" is used to express the idea of something happening immediately after another event or at the earliest possible time. It indicates a close temporal relationship between two actions or events. Here are a few examples of sentences using "as soon as" as an adverbial clause of time:

1. I will call you as soon as I arrive home.
2. Please send me the report as soon as it is ready.
3. As soon as the movie starts, turn off your cell phones.
4. We'll go for a walk as soon as the rain stops.
5. She started cooking as soon as she got the ingredients.

In these examples, "as soon as" introduces the condition or event that needs to happen before the main action takes place. It emphasizes the immediacy or promptness of the subsequent action.

"whenever" and "every time" can be used to indicate the occurrence of an event or action in relation to another event or action. Here are examples of how they can be used in sentences:

1. *Whenever* I hear that song, it reminds me of my childhood.
2. *Every time* I visit my grandparents, they spoil me with delicious food.
3. We always have a great time together *whenever* we go on vacation.
4. *Every time* it rains, the streets get flooded.
5. *Whenever* I see her, she's always smiling.

In these sentences, "whenever" and "every time" introduce the time frame or condition under which the main action or event happens. They emphasize the repeated or habitual nature of the action or event.

"First, second, third, next, and last time" are used to indicate the sequence or order of events or actions. They help establish a chronological relationship between the actions or events mentioned.

Here are examples of how they can be used in sentences:

1. First, I finished my homework, and then I went out to play.
2. Second, we had dinner, and then we watched a movie.
3. Third, she packed her bags, and then she left for the airport.
4. Next time, let's plan our trip more carefully.
5. Last time, we had so much fun at the beach.

In these sentences, "first, second, third, next, and last time" provide information about the order in which the actions or events occurred. They help to structure the narrative or describe a series of events.

4.2 Review Of Verb Tenses

Tenses are grammatical structures used to indicate the time of an action, event, or state in relation to the present, past, or future. In English, there are three primary tenses: the present tense, the past tense, and the future tense. Each tense has different forms and uses, allowing us to express various temporal relationships. Here's an overview of these tenses:

4.2.1 Present tense:

The present tense is used to describe actions, events, or situations that are happening right now or are generally true. Here are the different forms of the present tense:

1. Simple present:

Used to describe habitual actions, general truths, or ongoing situations. Example: "She plays the piano."

Used for habitual actions or general truths.

Example: "She plays tennis every Sunday."

2. Present continuous/progressive:

Used to describe actions happening at the moment of speaking or around the present time. Example: "I am reading a book."

Used to describe actions that are happening at the moment of speaking or ongoing actions.

Formed with the auxiliary verb "*to be*" (*am, is, are*) + present participle (*-ing form of the verb*).

Example: "They are watching a movie right now."

3. Present perfect:

Used to express completed actions or experiences with a connection to the present. Example: "They have traveled to Europe."

Used to describe actions that started in the past and have a connection to the present.

Formed with the auxiliary verb "to have" (have, has) + past participle of the verb.

Example: "*I have visited Paris several times.*"

4. Present Perfect Continuous:

Used to emphasize the duration of an action that started in the past and continues up to the present. Example: "*He has been working all day.*"

Used to describe actions that started in the past, continue into the present, and might continue in the future.

Formed with the auxiliary verb "to have" (have, has) + been + present participle (-ing form of the verb).

Example: "*She has been studying for three hours.*"

It's important to note that the present tense can also be used in certain contexts to refer to future events when they are part of a fixed timetable or schedule, as in "The train leaves at 9:00 AM tomorrow."

4.2.2 Past tense:

1. Simple past:

Used to describe completed actions or states in the past.

Example: *"We walked to the park."*

The simple past tense is used to describe completed actions or events that occurred in the past. Here's an overview of the simple past tense:

a. Regular Verbs:

For regular verbs, the simple past tense is formed by adding "-ed" to the base form of the verb.

Example: *"She walked to the store yesterday."*

b. Irregular Verbs:

Irregular verbs have unique forms in the simple past tenses and do not follow the "-ed" pattern.

Example: *"He ate a delicious meal last night."*

Irregular Verbs

Verb Word	Past Form	Participle
be	was/were	been
begin	began	begun
become	became	become
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
give	gave	given
get	got	got/gotten

Verb Word	Past Form	Participle
grow	grew	grown
go	went	gone
know	knew	known
run	ran	run
see	saw	seen
speak	spoke	spoken
swim	swam	swum
steal	stole	stolen
take	took	taken
write	wrote	written

c. Negative Form:

To form the negative of the simple past tense, use the auxiliary verb "did" in its past tense form ("did not" or "didn't") followed by the base form of the verb.

Example: "They didn't go to the party."

d. Question Form:

To form questions in the simple past tense, invert the subject and the auxiliary verb "did" in its past tense form ("did").

Example: "*Did you finish your homework?*"

e. Time Expressions:

Time expressions are often used with the simple past tense to indicate when an action or event occurred.

Example: "*I saw her yesterday.*"

f. Past Habitual Actions:

The simple past tense can also be used to describe habitual actions or repeated events in the past.

Example: "*He always studied late at night.*"

Remember that irregular verbs have unique forms in the simple past tense, and they do not follow the regular "-ed"

pattern. Examples of irregular verbs include "go" (went), "eat" (ate), and "see" (saw). It's important to learn the specific past tense forms of irregular verbs as they do not follow a consistent pattern.

2. Past continuous/progressive:

Used to describe ongoing actions in the past or two simultaneous past actions. Example: *"She was studying while he was cooking."*

also known as the past perfect continuous tense, is used to describe ongoing actions that started in the past, continued for a specific duration, and were still in progress before another action or event in the past. Here's an overview of the past perfect progressive tense:

a. Form:

The past perfect progressive tense is formed by using the auxiliary verb "had been" (past perfect of "to be") followed by the present participle (-ing form of the verb).

Example: "She had been studying for three hours before the power went out."

b. Duration of Action:

The past perfect progressive emphasizes the duration of the action that was ongoing in the past before another action or event. Example: *"They had been living in that house for five years before they decided to move."*

c. Cause and Effect:

The past perfect progressive can express a cause-and-effect relationship between two past actions or events. Example: *"He couldn't walk properly because he had been running for hours."*

d. Time Expressions:

Time expressions such as "for" (indicating duration) and "before" (indicating the subsequent action) are commonly used with the past perfect progressive tense.

Example: *"I had been waiting for over an hour before the bus finally arrived."*

It's important to note that the past perfect progressive tense is used to describe actions that occurred before another action or event in the past. It helps establish the sequence of events and emphasizes the duration of the ongoing action.

3. Past perfect:

The past perfect tense is used to describe an action or event that occurred before another action or event in the past. It helps establish the sequence of events in the past. Here's an overview of the past perfect tense:

a. **Form:**

The past perfect tense is formed by using the auxiliary verb "had" followed by the past participle of the main verb.

Example: "She had finished her work before the meeting started."

b. **Sequence of Events:**

The past perfect tense is used to show that one action or event happened before another action or event in the past.

Example: "They had already left when I arrived at the party."

c. **Cause and Effect:**

The past perfect tense can also indicate a cause-and-effect relationship between two past actions.

Example: "Because he had studied hard, he passed the exam."

d. Time Expressions:

Time expressions such as "before," "after," "already," "never," "once," and "until" are commonly used with the past perfect tense.

Example: "I had never seen such a beautiful sunset before."

e. Reported Speech:

The past perfect tense is often used in reported speech to indicate that an action or statement occurred before the reported speech.

Example: "She said she had already seen that movie."

It's important to note that the past perfect tense is used to indicate an action or event that took place before another past action or event. It helps provide a clear timeline of events and is typically used in storytelling, narratives, or when discussing the past in relation to another past event.

4. Past perfect continuous:

The past perfect continuous tense, also known as the past perfect progressive tense, is used to describe ongoing or continuous actions that started in the past, continued for a specific duration, and were still in progress before another action or event in the past.

Here's an overview of the past perfect continuous tense:

a. Form:

The past perfect continuous tense is formed by using the auxiliary verb "had been" (past perfect of "to be") followed by the present participle (-ing form of the verb).

Example: *"She had been studying for three hours before she took a break."*

b. Duration of Action:

The past perfect continuous tense emphasizes the duration of the ongoing action that took place before another action or event in the past.

Example: *"They had been waiting at the airport for hours before their flight was finally announced."*

c. Cause and Effect:

The past perfect continuous tense can express a cause-and-effect relationship between two past actions or events, highlighting the ongoing nature of the first action.

Example: *"He was exhausted because he had been working non-stop for days."*

d. Time Expressions:

Time expressions such as "for" (indicating duration) and "before" (indicating the subsequent action) are commonly used with the past perfect continuous tense.

Example: *"I had been living in that city for five years before I moved to a new country."*

The past perfect continuous tense helps establish the duration and ongoing nature of an action that occurred before another action in the past. It is useful for describing a backstory or providing additional context to events in a narrative.

4.2.3 Future tense:

The future tense is used to talk about actions, events, or states that are anticipated or expected to happen after the present. Here's an overview of the future tense in English:

1. Simple Future:
Used to express a simple, straightforward action or event that will happen in the future.
Formed by using the auxiliary verb "will" or "shall" (in some cases) followed by the base form of the verb.
Example: *"I will meet you at the park tomorrow."*
2. Future Continuous:
Used to describe an ongoing action that will be happening at a specific time or during a specific period in the future.
Formed by using the auxiliary verb "will be" followed by the present participle (-ing form of the verb).
Example: *"They will be traveling to Europe next month."*
3. Future Perfect:
Used to describe an action or event that will be completed before a specific point or time in the future.
Formed by using the auxiliary verb "will have" followed by the past participle of the verb.
Example: *"By this time tomorrow, she will have finished her presentation."*
4. Future Perfect Continuous:
Used to describe an ongoing action that will have been happening continuously until a specified time in the future.
Formed by using the auxiliary verb "will have been" followed by the present participle (-ing form of the verb).
Example: *"By the time he arrives, I will have been waiting for two hours."*
5. Going to Future:
Used to express intentions, plans, or predictions about the future.
Formed by using the phrase "am/are/is going to" followed by the base form of the verb.
Example: *"They are going to start a new business."*

It's important to note that the future tense is often used with time expressions and adverbs that indicate future time, such as "tomorrow," "next week," "soon," "in the future," and others. These expressions help provide clarity and context about when the future action or event will occur.

These are the main verb tenses in English, each serving different purposes in expressing time and the nature of actions. Keep in mind that each tense can have variations and additional forms to convey specific aspects or conditions of time

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CHAPTER 5

SUBJECT-VERB AGREEMENT

By Nike Puspita Wanodyatama

Subject-verb agreement is the grammatical rule that the verb or verbs in a sentence must match the number, person, and gender of the subject; in English, the verb needs to match just the number and sometimes the person. For example, the singular subject *it* and the plural subject *they* use different versions of the same verb: “it goes . . .” and “they go . . .”. Learning the rules for subject-verb agreement can be difficult at first, but with enough practice, you’ll find they start to make more sense. (Azar, 1993) states a singular subject (*she, John, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb. *Example: The list of items is/are on the desk.* If you know that *list* is the subject, then you will choose *is* for the verb.

Exceptions to the Basic rule:

- a. The first person pronoun *I* takes a plural verb (*I go, I drive*).
- b. The basic form of the verb is used after certain main verbs such as *watch, see, hear, feel, help, let, and make*.

Example: He watched Ronaldo score the winning goal.

Subject-Verb Agreement means that subjects and verbs in a sentence must always match. The subjects and verbs need to agree with one another. When you have a singular subject in your sentence, for example, you need to also use a singular verb. Take a look at the below sentence:

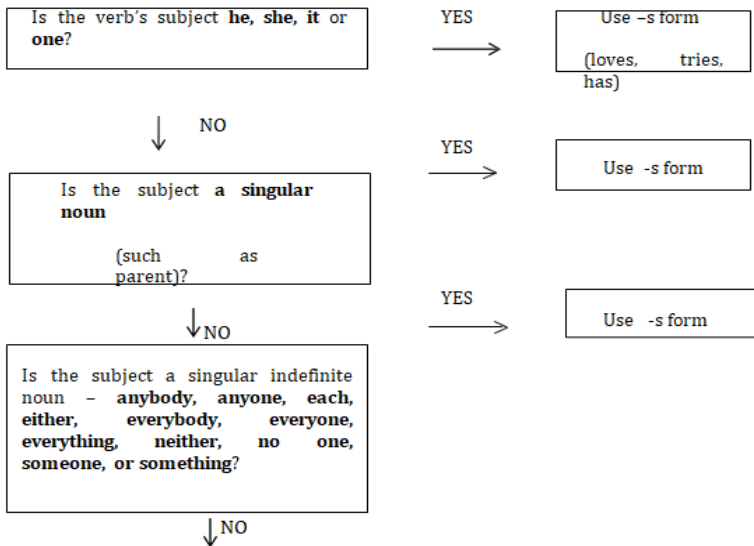
“This shop sells second-hand books.” (Subject) (Verb)

We use *sells* instead of *sell* because the subject is singular.

(Baehaqie, 2005) describes in the present tense, verbs agree with their subjects in NUMBER (singular/plural) and in PERSON (first, second, or third). The present tense ending –s (or –es) is used on a verb if the subject is THIRD PERSON SINGULAR. Otherwise, the verb takes NO ENDING.

	SINGULAR		PLURAL	
First Person	I	love	We	love
Second Person	You	love	You	love
Third Person	He/she/it	loves	They	love

If the concept still confuses you, try answering the following questions to understand when to use the –s (or –es) form of a present tense verb.



After learning the basic fundamentals of subject-verb agreement, read and understand these special rules and after some practice, forming correct sentences will be easy!

5. Make the verb agree with its subject, not with the word in between: High levels of pollution cause damage to the respiratory tract (The subject is levels, NOT pollution).
6. With subjects joined with or, nor, either...or, or neither...nor, make the verb agree with the part of the subject **NEARER** to the verb:

A driver's license or credit card **is** required

See, the term "driver's license" was not used in making the verb agree the sentence. Instead it was the term "credit card"

Neither the lab assistant nor the students **were** able to download the information

7. Treat most indefinite pronouns as SINGULAR:

Anybody	Each	Everyone	Nobody	Somebody
Anyone	Either	Everything	No one	Someone
Anything	Everybo	Neither	Nothing	Something

Everybody who signed up for the snowboarding trip **was** taking lessons

Everyone on the team **supports** the coach

8. However, a few indefinite nouns such as ALL, ANY, NONE and SOME may be singular or plural depending on the noun or pronoun they refer to:

Some of our luggage was lost.

None of his advice makes sense.

9. Make the verb agree with its subject even when the subject follows the verb: There are surprisingly few children in our neighborhood. There were a social worker and a crew of twenty volunteers at the scene of the accident
10. Words such as athletics, economics, measles and news are usually singular, despite their plural form: Statistics is among the most difficult courses in our program
11. Titles of works, company names, words mentioned as words, and gerund phrases are singular:
Lost Cities **describes** the discoveries of many ancient civilizations
 Delmonico Brothers **specializes** in organic produce and additive-free meats.

12. Treat collective nouns (e.g. team, audience, crowd, class, family) as SINGULAR unless the meaning is clearly plural:

5.1 Singular

Collective nouns nearly always emphasize a group as a UNIT:

The class **respects** the teacher.

The board of trustees **meets** in Denver twice a year.

Basically, most subjects **except third-person singular** use the standard form of a verb in the present tense.

*The **dogs** roll in the mud.*

***I** need to catch my breath.*

***You** look like a celebrity!*

However, if the subject is third-person singular, you must use the singular form of the verb when speaking in the present tense. Most of the time, this means adding an -s to the end of the verb.

*The dog **rolls** in the mud.*

*She **needs** to catch her breath.*

*He **looks** like a celebrity!*

If the verb ends in -x, -ss, -sh, -ch, -tch, or -zz, you add -es to the end to match the third-person singular.

*My snake **hisses** to say "I love you."*

*She only **matches** with creeps in online dating.*

If the verb ends in a consonant + y, remove the y and add -ies to match the third-person singular.

*Atlas **carries** the world on his shoulders.*

*The new drone **flies** higher than the old one.*

However, with words that end in a vowel + y, follow the normal format and add only -s to make the third-person singular.

*My roommate **stays** in his bedroom from morning to night.*

With the exception of the verb *be*, these guidelines apply to irregular verbs as well as regular verbs.

Our father eats with the ferocity of a tiger.

So why does the verb *be* have so many exceptions? The most common verb in English, *be* doesn't just represent a general state of existence; it's also an auxiliary verb necessary for the continuous tenses.

In English, *be* is the only verb that changes based on the person. If you're using the verb *be*, alone or as part of a continuous tense, the subject-verb agreement rules require that you match **both the number and the person**.

	Singular	Plural
First person	(I) am	(we) are
Second person	(you) are	(you) are
Third person	(he/she/it) is	(they) are

Considering how frequently *be* is used in English, it's best to memorize this chart so you can apply the proper subject-verb agreement instinctively.

***You are** always welcome in our home.*

***I am** running a marathon tomorrow.*

***It is** raining even though **it is** sunny.*

If the subject-verb agreement rules seem complicated, there is some good news: **the simple past and simple future don't change based on the number or person of the subject**. Both singular and plural subjects use the same form for those tenses.

***They will be** here tomorrow.*

***He will be** here tomorrow.*

*The **potatoes grew** overnight!*

*The **potato** **grew** overnight!*

The only exception is, again, the verb *be*, which changes between *was* and *were* based on the subject in the simple past tense.

*I **was** young once.*

*We **were** young once.*

On the other hand, the **perfect tenses** change their auxiliary verb depending on the number of the subject. Singular subjects use *has*, and plural subjects use *have*.

***They have** not seen the movie yet, so no spoilers.*

***She has** not seen the movie yet, so no spoilers.*

That covers the basics for subject-verb agreement in English. Still, there are some particularly difficult areas and more precise rules for special situations, which we explain below.

5.2 Plural

Occasionally, (Azar, 1993) explains a collective noun is treated as plural to draw attention to the individual members of the group:

The class **are** debating amongst.

If that is the case, it is better to change it to:

The class members **are** debating amongst themselves.

5.3 Advanced subject-verb agreement rules

Here's a list of some additional subject-verb agreement rules to clear up the more problematic areas. If you're still confused, review the subject-verb agreement examples to see how they work.

1. When using the negative form in the present tense, only the verb do needs to match the subject.

*She **does not like** reading before bed.*

*She **likes** reading before bed.*

2. Likewise, in questions that involve the word do, only *do* needs to match the subject.

***Do you** know where the train station is?*

***Does anyone** know where the train station is?*

3. If the subject consists of multiple nouns joined by the conjunction and, treat the subject as plural and use the plural form of the verb.

***Lucas and Maxine are** in love!*

*Only **Lucas is** in love.*

However, some common phrases that form a single unit can act as singular.

*This **bed and breakfast is** delightful!*

4. If the subject consists of multiple singular nouns joined by or, treat the subject as singular.

***Penne or rigatoni works** fine for the recipe.*

However, if the subject consists of multiple plural nouns joined by or, treat the subject as plural.

***Cats or dogs make** good friends.*

If there's a combination of singular and plural nouns joined by or, the verb follows the number of the final one listed.

*The **teacher or the students have** to inform the principal.*

*The **students or the teacher has** to inform the principal.*

5. If there is more than one active verb, as with compound predicates, all the verbs must agree with the subject.

*After work, **I go shopping, pick up the kids, cook dinner, and then relax** for the night.*

6. Mass nouns, otherwise known as “uncountable nouns” or “noncount nouns,” act as singular subjects.

***Love makes** the world go around.*

7. Collective nouns can be either singular or plural, depending on whether they act together or separately.
[Together, singular] *The **team goes** to practice at 4:00.*
[Separately, plural] *The **team go** to their own homes after practice.*
8. Verbs used in alternative forms, such as gerunds, infinitives, or participles, do not need to follow subject-verb agreement. However, the main verbs of the sentence still do.
*The coach makes **running** mandatory.*
*The coaches make **running** mandatory.*
9. Unless you're using an appositive or other descriptive phrase, do not put a comma between subjects and verbs.
The holiday is becoming a total disaster.
The holiday, which I was looking forward to, is becoming a total disaster.
10. The words *each* and *every* count as singular when they're used as the subject, even if they're followed by multiple nouns.
***Each** window and door **needs** to be sealed.*
***Every** doctor, nurse, and technician **gets** free training here.*
11. Likewise, these words always act as singular subjects, even when they describe more than one thing:
- *anybody*
 - *anyone*
 - *either*
 - *everybody*
 - *everyone*
 - *neither*
 - *no one*
 - *nobody*
 - *somebody*
 - *someone*

Examples: *Everybody **loves** using correct grammar!*

***Either** blue or green **works** for the wallpaper colour.*

12. If additional phrases come between the subject and the verb, the verb must still agree with the subject. These sentences can be tricky, so be careful.

*A **group** consisting of Professor Lidenbrock, the Icelandic guide Hans Bjelke, and the professor's nephew Axel **departs** for the volcano.*

Be particularly careful of subjects that use the phrase “one of . . .” The word *one* is singular, even when followed by plural nouns.

***One** of the world's leading scientists still **has** trouble speaking in public.*

13. In the active vs. passive voice debate, the verb in the passive voice still follows whatever word acts as the subject.

***They pay** the electric bill online.*

*The electric **bill is paid** by them online.*

14. When choosing between “there is . . .” and “there are . . .,” the verb should match the number of the noun that follows it. The same goes for sentences beginning with “here . . .”

*There **is** a new **map** in the DLC.*

*There **are** new **maps** in the DLC.*

15. Similarly, words that indicate a portion, including percentages, use the number of the noun they describe. This noun is typically the object of the phrase “of . . .”

***All of the book is** ruined!*

***All of the books are** ruined!*

***Some of the film is** funny.*

***Some of the films are** funny.*

***Fifty percent of the house is** made of wood.*

***Fifty percent of the houses are** made of wood.*

16. When referring to distances, periods of time, or amounts of money—taken as a whole—use the singular form of the verb.

***Twenty dollars is** too much for IMAX!*

17. Be careful of nouns that exist only in the plural form; they sometimes act as singular.

*The **news has** been depressing lately.*

***Politics is** getting too combative.*

However, some of these nouns act as plural.

*The **scissors do** not work.*

If a plural noun is preceded by the word *pair*, treat the subject as singular because *pair* is singular.

*The **pair of scissors does** not work.*

GRAMMAR PRACTICE

I. Underline the subject (or compound subject) and then identify the verb that agrees with it.

Example: Everyone in the telecom focus group (**has**/have) experienced problems with cell phones.

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.

7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.
8. Discovered in the soil of our city garden (was/were) a button dating from the Civil
9. War dating from the turn of the century.
10. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
11. The story performers (was/were) surrounded by children and adults eager to see magical tales.

II. Multiple Choice

1. After she had perused the material, the secretary decided that everything ___ in order.
 - a. Is
 - b. Are
 - c. Was
 - d. Were
2. A pack of wild dogs ___ frightened all the ducks away.
 - a. Is
 - b. Are
 - c. Have
 - d. Has
3. Anything ____ better than going to another movie tonight.
 - a. Is
 - b. Are
 - c. Was
 - d. Were
4. Skating ____ becoming more popular every day.
 - a. Is

- b. Are
 - c. Was
 - d. Were
5. There ____ been too many interruptions in this class.
- a. Is
 - b. Are
 - c. Have
 - d. Has
6. Every elementary school teacher ____ to take this examination.
- a. Have
 - b. Has
 - c. Was
 - d. Were
7. Everybody who ____ a fever must go home immediately.
- a. Have
 - b. Has
 - c. Is
 - d. Are
8. There ____ some people at the meeting last night.
- a. Is
 - b. Are
 - c. Was
 - d. Wer
9. A pair of jeans ____ in the washing machine this morning.
- a. Is
 - b. Are
 - c. Was

d. Were

10. Each student ____ answered the first three questions.

- a. Have
- b. Has
- c. Was
- d. Were

III. Error Analysis

1. The teacher show the cards about food to the student.
Correct answer : The teacher **shows** the cards about food to the student.
2. There is many things in the living room.
Correct answer : There **are** many things in the living room.
3. She want to help her mother to cook cake.
Correct answer : She **wants** to help her mother to cook cake.
4. David Holbe live with an Indonesian family in Semarang.
Correct answer : David Holbe **lives** with an Indonesian family in Semarang.
5. Ratna and her family is in the diningroom.
Correct answer : Ratna and her family **are** in the diningroom.
6. Father and mother likes eating soto and drink a glass of tea.
Correct answer : Father and mother **like** eating soto and drink a glass of tea.
7. There is two pillow and bolster on the bed.
Correct answer : There **are** two pillow and bolster on the bed.
8. You has been studing English.
Correct answer : You **have** been studing English.

9. Tiara Ria and Aldo are student of this school five years ago.
Correct answer : Tiara Ria and Aldo **were** student of this school five years ago.
10. He prefer playing games to waching TV.
Correct answer : He **prefers** playing games to waching TV.
11. This water are warm enough for me to take a bath.
Correct answer : This water **is** warm enough for me to take a bath.
12. He usually drive a car for the clients.
Correct answer : He usually **drives** a car for the clients.
13. They wants to spend their holiday time.
Correct answer : They **want** to spend their holiday time.
14. The man are looking for clothes in a flea market.
Correct answer : The man **is** looking for clothes in a flea market.
15. The boys is watching the basketball game.
Correct answer : The boys **are** watching the basketball game.

IV. Choose the correct form of the verb in the parentheses in the following sentences.

1. Carol, along with his classmates, (is/are) planning to the party.
2. The picture of her old friends (bring/brings) back many memories.
3. The quality of these recordings (is/are) not very good.
4. If the duties of these officers (isn't/aren't) reduced, there will not be enough time to finish the project.
5. The effects of cigarette smoking (have/has) been proven to be extremely harmful.

6. The use of credit cards in place of cash (have/has) increased rapidly in recent years.
7. Advertisements on online platforms (is/are) becoming more competitive than ever before.
8. Living expenses in this country, as well as in many others, (is/are) at an all-time high.
9. Mr.Jack, accompanied by several members of the committee, (have/has) proposed some changes of the rules.
10. The levels of students' achievement in this senior high school (vary/varies) from their age and background.

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CHAPTER 6

NOUNS

By Siti Anida Maghfira

6.1 The Introduction

Nouns are words that are used to name people, places, or things. In this case, a thing is something that can be seen, heard, touched, or smelled, or something that can't be seen but can be thought about. Nouns, on the other hand, are words that describe what something is. Every language has its own set of nouns, and as times change, new words are added to the list. Most Indonesians who are learning English find it hard to understand how English words work. There are two main types of nouns in English: proper nouns and common nouns. Common nouns are further split into abstract, individual, and group nouns. Based on their grammar, these common words can be put into two groups: (1) countable and (2) uncountable. In other words, countable nouns are individual and collective, while most uncountable nouns are also abstract and individual. When sorted by number, these countable words can be put into two groups: (1) single and (2) plural. When sorted by gender, they can be put into four groups: (1) masculine, (2) feminine, (3) common, and (4) neuter. After talking about how subjects and verbs match up, we'll talk about how to classify nouns based on their case.

6.2 Nouns and Phrases with Nouns

A noun is also called a word phrase. A noun phrase can be a single-word term.

Like, teachers care about their kids. (Teacher as a noun), but a noun phrase is usually longer than a single word because it is made up of a noun and an adjective or determiner. Teachers who care about their kids are good ones. (a word for a good teacher).

6.3 Noun Types

Based on what they are, nouns can be put into two groups: proper and common.

Maurer (2000:105) says that a proper word is the name of a specific person, place, or thing that is generally unique. It starts with a capital letter. For example Daniel, Mira, Edward, George, Charlotte.

Besides, a common word, according to Wren and Martin (1990:5), is "a name given to all people or things of the same class or kind." Unlike proper names, this kind of word does not start with a capital letter. In real life, these two groups work like the picture below shows. For example girl, boy, city, country, etc.

Based on what they mean, most words can be put into three groups. These are words for abstract, individual and collective nouns.

- a. An abstract term is a word that names a thought, action, quality, or state that is "considered apart from the object to which it belongs" (Wren & Martin, 2000, p. 6). Abstract words are things like kindness, theft, youth, and language.
- b. An individual noun is a word that stands for a typical member of a group. It is a type of countable noun. It can include most physical names, which are words that can be seen or touched. The words "student," "lawyer," "flower," and "plant" show what this group is about.
- c. A collective word refers to a group, number, or collection of people, items, or things that are "taken together and

spoken of as one whole" (Wren & Martin, 2000:5). Collective words include, for example, fleet, cops, and crowd. See how they are used in the following lines.

1. A fleet is a group of ships or troops that is led by one person. For example, Admiral Sudomo led the Indonesian army against the Dutch fleet.
2. According to Hornby (1974 : 644), police are "people who work for a government department that is in charge of keeping the peace." At the protest, there were a lot of cops.
3. Crowd is "a large group of people who are not organized or in line: He pushes his way through the crowd." (Hornby (1974:206)

6.4 Difference in Grammar and Number

As was said above, common words can be put into two groups based on how they are used in language. They are (1) countable nouns, which include individual and group nouns, and (2) uncountable nouns, which are mostly abstract nouns. Countable words can be (1) single or (2) multiple, depending on how many there are. Even though this part's point about countable and uncountable words is true, it's not always easy to tell the difference between them. In 1983:164, Swan says that Sometimes it's not clear if a word can be counted or not. If you're not sure, look it up in the Oxford Advanced Learner's Dictionary of Current English (nouns are marked C or U). Words can sometimes be uncountable in one sense and countable in another.

- A. The countable word is a word that refers to people or things that can be counted. So, these are the only things that can be made into the plural form. When they are used by themselves, the "a/an" article comes before them. Most words that can be counted get their plural form by adding a

"s." For example, "book" becomes "books," "pen" becomes "pens," and "cow" becomes "cows." But adding -es to things that end in -s, -sh, -ch, -x, or -o makes them plural. For example, a kiss turns into kisses, a match turns into matches, a tax turns into taxes, and a fruit turns into mangoes. But the words below are different:

- 1) A dynamous = dynamous
- 2) A canto = cantos
- 3) A piano = pianos
- 4) A solo = solos
- 5) A memory = mementos
- 6) A picture = pictures
- 7) A quarto = quartos

But all words that end in -o and start with a vowel only take the -s form. Like:

- 1) A cuckoo = cuckoos
- 2) A bamboo = bamboos
- 3) A portfolio = groups
- 4) A curio = curios
- 5) A radio = radios
- 6) A ratio = ratios
- 7) A stereo = stereos

For words that end in -y and start with a sound, like an army or a story, the plural is made by changing the -y to -ies. But when the -y comes before a vowel, the multiple is just -s, as in a valley to valleys, a boy to boys, a key to keys, etc. Many words that end in -f or -fe, like crooks or calves, become plural when the -f or -fe is changed to -ves.

Example :

- 1) A chief = chiefs
- 2) A roof = roofs
- 3) A gulf = gulfs

- 4) A grief = griefs
- 5) A dwarf = dwarfs
- 6) A safe = safes
- 7) A serf = serfs
- 8) A brief = briefs
- 9) A proof = proofs
- 10) A leaf = leaves
- 11) A belief = Beliefs

But some of the words in the first group can be used as either single or plural.

- 1) a staff = staffs or staves
- 2) a hoof = hoofs or hooves
- 3) a scarf = scarfs or scarves
- 4) a wharf = wharfs or wharves

There are a few nouns form in their plural in an irregular way, like :

- 1) a man = men
- 2) a woman = women
- 3) a datum = data
- 4) a goose = geese
- 5) a tooth = teeth
- 6) a foot = feet
- 7) a louse = lice
- 8) a mouse = mice
- 9) a nucleus = nuclei
- 10) an ox = oxen
- 11) a child = children

Some words have the same single and multiple forms, like pigs, sheep, deer, fish (but also fishes), cod, trout, salmon, pair, dozen, score, lot, hundred, and thousand (when used

after a number). Some words can only be used with two or more people:

1. Tools with two parts that work together include bellows, knives, tongs, pincers, and glasses.
2. Some pieces of clothes have names like pants, drawers, and boots.
3. Some games, like billiards, draughts, cards, and dominoes, have names.
4. Most of the time, to make a complicated word multiple, you add a -s to the main word, like :
 - 1) A commender in chief = commanders in chief
 - 2) A coat of mail = coats of mail
 - 3) A son in law = sons in law
 - 4) A daughter in law = daughters in law
 - 5) A step son = step sons
 - 6) A step daughter = step daughters
 - 7) A maid servant = maid servants
 - 8) A passer by = passers by
 - 9) A looker on = lookers on
 - 10) A man of war = men of war

But in some cases, like a man helper or a gentleman farmer, the words are written in the plural form. Like:

- 1) A man servant = men servants
- 2) A woman servant = women servants
- 3) A gentleman farmer = gentlemen farmers
- 4) A man student/doctor = men students/doctors
- 5) A lord justice = lords justices
- 6) A knight templar – knights templars

Notice that the plural form of spoonful, handful, and bite is the same: spoonfuls, handfuls, and mouthfuls. Because each of these words is thought of as a single word.

5. Some words have two different ways to say "many" that mean a little bit different things. Among them:

Singular	Plural
Cloth	Cloth = kinds or pieces of cloth Clothes = garment
Die	Dies = stamps for coining Dice = small cubes used in games
Fish	Fishes = taken separately Fish = collectively
genius	Geniuses = persons of great talent Genii = spirit

6. On the other hand, some words have two meanings when used alone, but only one meaning when used with other words. Some of them are:

Singular	Plural
Light = radiance, a lamp people = nation, men and women Powder = a dose of medicine in fine grains like dust practice = habit, exercise of a profession	Lights = lamps Peoples = nations Powders = doses of medicine Practices = habits

Have Different meanings when they are used in the singular and the plural.

	Singular	Plural form
Advice	Counsel	Information
Air	Atmosphere	Affected manners
Good	Benefit, well-	Merchandise
Compass	being	An instrument for
Respect	Extent, range	drawing circles
Physic	Regard	Compliments
Iron	Medicine	Natural science
force	A kind of metal	Fetters
	strength	troops

- B. The uncountable noun, also called a non-count or mass noun, describes "things that cannot be counted in their normal sense because they exist in a "mass" form," according to Maurer (2000:106). But Eckersley and Eckersley (1973:20) say that this word refers to "substances that cannot be counted but can only be measured." So, they can't be turned into the plural form, and the indefinite article "a/an" can't come before them when they mean what they usually mean. Most of the time, like words go with a single verb. Most of the time, you can't count the following words:

accommodations, behavior, food, chaos, furniture, bags, view, traffic, journey, and weather. Adding a word like "a piece of," "a cup of," "a grain of," "a game of," "a bolt of," "a flash of," "a clap of," or "five kilos of" to a name that can't be counted makes it possible to count it.

It's important to remember that some words that can't be counted have a multiple form but only one meaning. These words can only be used with one verb. Some examples are

the words news, math, economics, physics, languages, measles, and mumps.

Some words can be used both in a countable and an uncountable way, according to Maurer (2000:107) and Murphy (1987:138). Compare the two that follow :

- a) I spent money on a newspaper. Each student has to write a paper about language for the teacher. (a piece of writing, especially one that is meant to be read to a group of smart people). I need to make a note of something. (a piece of paper to write on).
- b) There's a hair in the soup. (one hair) She has lovely hair. (at the top of).
- c) We did a lot of interesting stuff on our trip. (Things that happened to us) You have to have done this job before to be able to do it again. (knowledge about something because you've done it before).
- d) I ate meat for dinner. You can buy different kinds of meat at the store. (varieties of meat).
- e) When we go camping, we need to bring water with us. There may or may not be bubbles in mineral water. Brands of mineral water.
- f) There are good and bad parts of TV. Yesterday, we bought a TV. (Slang for TV).
- g) I have a cup of coffee every morning. Bring us three cups of coffee, please.
- h) Wine is made in France. Cabernet Sauvignon is a type of wine that is made in France. (the name of a brand of wine).
- i) It takes work to make a good meal. (doing or making something with your body or mind). Your food is a work of art. (something that comes from the mind or the imagination).

6.5 Gender

Eckersley and Eckersley (1973:41) say that "the idea of gender has no grammatical function in modern English," but knowing how English words are grouped by gender will help you see more of the world. Wren and Martin (1990:7–8) use four scientific terms to explain these words: male, feminine, common, and neuter. These groups will decide if "he," "she," or "it" can be used as a name for a certain word. In everyday English, animals are generally called "it," but if their gender is important, "he" or "she" may be used.

All of these four groups are based on having or not having sex. All nouns that are about men are called "masculine," and all nouns that are about women are called "feminine." Nouns that can be used for either men or women are called "common gender," and nouns that can be used for neither men nor women are called "neutral gender."

Masculine	Feminine	Common	Neuter
Boy	Girl	Child/ person	Book
Son	Daughter	Child/ person	Kingdom
Father	Mother	Parent	House
King	Queen	Sovereign/	Table
Man	Woman	monarch/ruler	Lake
schoolmaster	schoolmistress	Person	Train, etc
		Principal/head teacher	

It should be noted that the neuter gender is used for group names, even when they refer to living things, young children like toddlers or babies, and smaller animals like worms. The male gender is often used for things that are "remarkable for their strength and violence," like the sun, summer, winter, time, and death. Things that are "remarkable for their beauty, gentleness, and grace," like the moon, the

earth, spring, fall, nature, freedom, justice, mercy, peace, hope, and charity, are often given feminine names. They also say that some words have personalities of their own. The word "she" can refer to both a "ship" and a "country."

You can tell the difference between a man and a woman in four ways :

1. By changing the words you use. For example as follows :

masculine	feminine	masculine	feminine
Bachelor	Maid/	Boar	Sow
Boy	spinster	Buck	Doe
Bridegroom	Girl	Bullock	Heifer
Brother	Bride	Colt	Filly
Earl	Sister	Drake	Duck
Monk	Countess	Drone	Bee
Widower	Nun	Gander	Goose
Wizard	Widow	stallion	mare
	witch		

2. The feminine form is made by adding -ess to the male form (like in the first two columns of the table below) or sometimes by making small changes. Example:

masculine	feminine	masculine	Feminine
Author	Authoress	Abbot	Abbes
Baron	Baroness	Actor	Actress
Count	Countess	Benefactor	Benefactress
Heir	Heiress	Duke	Duchess
Lion	Lioness	Enchanter	Enchantress
Mayor	Mayoress	Marquis	Marchioness
Steward	Stewardess	Negro	Negress
viscount	viscountess	seamster	seamstress

3. When words with the same gender are used to tell the difference between a man and a woman, the words are made more complicated by adding words that show the sex. For example,

masculine	feminine	Masculine	feminine
Boy cousin	Girl cousin	Great	Great aunt
Bull half	Cow calf	uncle	She-bear
Cock	Hen sparrow	He=bear	She-goat
sparrow	Grandmother	He-goat	Nanny-goat
Grandfather	Maidservant	Billy-goat	Jenny-ass
Manservant	Tabby cat	Jack-ass	Woman
tomcat		Man	friend
		friend	

4. Some foreign endings, such as '-ine,' '-trix,' and '-a,' may have been added to English to show that men and women are different.

masculine	feminine	masculine	feminine
Administrator	Administratix	Hero	Heroine
Beau	Belle	Signor	Signora
Czar (tsar)	Czarina	Sultan	Sultana
executor	(tsarina)	testator	testatrix
	executrix		

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CHAPTER 7

MODALS

By Isumarni

7.1 Modality

Before we discuss about modal verb we need to begin with modality. It is important to know about modality in order to understand modal verbs and the parts that they perform.

Talk about modality in this framework, what we mean is the particular state, form or '-mode in which something exists. In grammar, modality is used to determine necessity and authority. A low modality word like *could* is a lot less reliable than a high modality word such as *must*.

Modals also known as modal verbs, modal auxiliary verbs, modal auxiliaries. Modal verbs are special verbs that representative irregularly in English. They are dissimilar from regular verbs like *go*, *walk*, *study*. Modals provide additional information about the function of the main verb. Modals have a great diversity of communicative functions.

Modal verbs are a specific category of auxiliary verbs in English that have special characteristics and play a crucial role in expressing various aspect of modality such as ability, possibility, permission, obligation, necessity and other.

7.2 Modal Verb

A modal verb that also known as a modal auxiliary verb, is a type of word that is used to adjust the modality of a main verb. The use of Modal verbs is important because Modal verbs are a kind of auxiliary verb that can affect the meaning of a sentence. Auxiliary verbs can help form the *mood*, *tense* and

voice of other verbs, frequently using *be*, *have* and *do*. While modal auxiliary verbs definitely affect the *mode* of a sentence.

Modal verbs are kinds of verb that need to be used with another verb in the sentence to have an effect on it. Here is an example of how a modal verb can modify a sentence:

- ✓ I have wash shoes.
- ✓ I must have clean shoes.

By including the modal auxiliary verb *must* to the sentence, it changes from being a statement of fact that the speaker has wash shoes to show that they need to have wash shoes. Instead of must have clean shoes is indicate that now obliged to have the shoes clean. Display obligation is one of four key ways modal verbs can affect the other verbs in the sentence.

Here are examples of modal verbs, along with how they could be used in a sentence:

- a. Can
I can sing.
- b. Could
We could walk to school tomorrow.
- c. May
She may be joining the competition tomorrow.
- d. Might
It might go to Cinema.
- e. Should
We should eat nutritious foods.

- f. Shall
You shall attend the wedding party tomorrow.
- g. Will
I will do it again.
- h. Would
Our teacher wouldn't give us any homework.
- i. Must
I must be better.
- j. Have
I have to see the police about my money.

Modal verbs are used to express functions such as:

1. Permission

shows politeness such as ask permission to do something. To ask question with polite way start your question with **can**, **may**, or **could**. Usually, **may** is considered more formal and polite usage for permission.

2. Ability

Shows capability, the modal verb **can** expresses whether the subject of a sentence is able to do something. Also, the negative form, **cannot** or **can't**, shows that the subject is incapable to do something.

3. Obligation

Modal verbs can express an obligation, duty, or requirement. Likewise, the negative forms indicate that an action is *not* necessary. Use the same modal verbs as with commands: **must**, **have**, and **need**.

4. Prohibition

expresses directness in attitude Finally, in order to show that something is prohibited or not allowed, we use “must not.” For example: Students must not copy their work from the Internet. It's illegal! Children, you must not go in a stranger's car.

5. Necessity

Expresses directness in attitude Likewise, the negative forms express that an action is *not* necessary. Use the same modal verbs as with obligation: **must**, **have**, and **need**.

6. Advice

Recommend a course of action but not command it. Giving suggestions or advice without ordering someone, use the modal verb **should**.

7. Possibility

expresses a degree of probability In a situation when something is possible but not certain, use the modal verb **could**, **may**, or **might**.

8. Probability

Some things seem likely to be true but can't be stated as definite facts. In these cases, you can use the modal verbs **should** and **must** to show probability without certainty.

9. Request

To ask someone else to do something, start your question with **will**, **would**, **can**, or **could**.

10. Habit

To show a constant or habitual action (something the subject does regularly) you can use the modal verb **would** for the past tense and **will** for the present and future. The phrase **used to**, is also suitable when you're talking about a habit in the past.

Modal verb	Expressing	Example
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Modal verb	Expressing	Example
must	Strong obligation	You must start talking when the moderator invites you.
	logical conclusion / Certainty	She must be very happy. She's been marrying today.
must not	prohibition	You must not speak loud in the library.
can	ability	She can play guitar.
	permission	Can I use your toilet, please?
	possibility	Drugs can cause dead.
could	ability in the past	When I was younger, I could read three books in a day.
	polite permission	Excuse me, could I give my opinion about it?
	possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	It could rain tonight!
	possibility, probability	I might go on visit to Makkah next year.
need not	lack of necessity/absence of obligation	I need not buy chili. My family doesn't like spicy.
should/ought to	50 % obligation	I should / ought to see a psychiatrist. I have a

Modal verb	Expressing	Example
		terrible mental disorder.
	advice	You should / ought to revise your thesis.
	logical conclusion	He should / ought to be very cautious. He's been facing numerous challenges recently.
had better	advice	You'd better revise your lessons
Will	Request	Will you turn that music down?
	Habit	I will arrive early to every meeting and leave late.
Would	Request	Would you get that box off the top shelf?
	Habit	When I lived alone, I would fall asleep with music.

In academic writing, modal verbs are most regularly used to indicate logical possibility and least frequently used to indicate permission. Eight modal verbs are listed under each of the functions they can perform in academic writing, and are ordered from strongest to weakest for each function. Notice that the same modal can have different strengths when it's used for different functions like may or can.

	Most Frequent: Logical Possibility	Medium Frequency: Ability	Medium Frequency: Necessity	Least Frequent: Permission
Strongest	will/would	could	should (as advice)	can
Stronger	should			
Wzer	may			
Weakest	can/could/might			

7.3 Modal Verbs Characteristics

Here are some characteristics of modal verbs:

- a) They never change their form. Modals always following by verb bare infinitive (Modal + V₁). You can't add "s", "ed", "ing".
She must work hard.
X She must worked hard
- b) They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
She may to go tonight.
X She may go tonight.
- c) They are used to indicate modality and allow speakers to express certainty, possibility, willingness, obligation, necessity, ability.

7.4 Verb Tense and Modal Verbs

Because modal verbs deal with general situations or assumed that haven't actually happened, all of the major ones can refer to present and future time but only some of them can refer to past time, and most of the time they do not change form to make different tenses. However, all of them can be used with different conjugations of a sentence's main verb to refer to

present or future time in different ways, so let's discuss about verb tenses and modal verbs.

1. Present tenses

Using modal verbs in a sentence is pretty simple. For basic sentences in the simple present tense use these rules:

- a) Modal verbs come directly before the main verb except for in questions.
- b) With modal verbs, use the infinitive form of the main verb. With most but not all modal verbs, *to* is dropped from the infinitive.
 - a. Tell about ability to speak an entire language, use the modal verb **can** before the infinitive form of *speaking* without *to*.
*I **can speak** an entire language.*
 - b. To communicate that situations are requiring you to speak an entire language, you might use the modal verb **have to** before the infinitive form of *speaking*, retaining *to*:
*I **have to speak** an entire language.*
 - c. For yes/no questions, you still use the infinitive form of the main verb, but the order is a little different:

[modal verb] + [subject] + [main verb infinitive].

***Can you speak** an entire language?*

***Do you have to speak** an entire language?*

2. Present continuous

After the modal verb, use the word *be* followed by the *-ing* form of the main verb:

[modal verb] + *be* + [verb in *-ing* form].

***I should be studying** for my exam..*

3. Present perfect continuous

Add a modal verb before a main verb in the present perfect continuous tense without changing much. However, note that the main verb always forms the present perfect continuous using **have been**, when appearing with a modal verb, never **had been**, even if the subject is third-person. The formula is:

[modal verb] + have been + [main verb in -ing form].

*He **must have been** waiting for a long time.*

4. Simple past and present perfect tenses

Using a modal verb in the *simple past* or the *present perfect* (which indicates an action that happened in the past but is directly related to the present) is a little confusing.

Only a limited of the core modal verbs have the ability to refer to past time: **could**, **might**, **should**, and **would**. They do this by functioning at times as the past tense forms of their fellow modal verbs **can**, **may**, **shall**, and **will**. But remember that, as we saw above, **could**, **might**, **should**, and **would** also have different senses in which they refer to the present and the future, indicating possibility, permission, request, habit, or other conditions. None of the modal verbs can be used in the past perfect, the past continuous, or the past perfect continuous tense.

5. Simple past

The main modal verbs listed at the top, only **can** and **will** can be used in the simple past. The expressions **have to** and **need to** can also be used in the simple past, when conjugated as **had to** and **needed to**. Other modal verbs use the present perfect to discuss events in the past.

Can and **will** use their past tense form plus the infinitive form of the main verb without *to*, just like in the present:

could/would + [main verb infinitive].

*I **could dance** when I was a kid.*

*During exam season, I **would not study** much.*

6. Present perfect

To form the present perfect using the modal verb **could**, **might**, **should**, or **would**, use the present perfect form of the main verb, which is *have* plus the past participle. As with the present perfect continuous, you always use *have*, even if the subject is third-person:

could/might/should/would + have + [main verb past participle].

*I **might have finished** my homework, but I forgot.*

7. Future tenses

Because the simple future, future continuous, future perfect, and future perfect continuous tenses of main verbs are all already formed with the modal verb **will**, when you want to indicate probability, permission, or any of the other conditions discussed above in the future, it often makes sense to do it in some other way than by adding a modal verb.

*They **will be able to speak fluent** bahasa if you give them more practice.*

However, there are also situations in which a modal verb other than **will** can be used to talk about something in the future. In these cases, the new modal verb just replaces *will* in the sentence, and the main verb takes the same form it would with *will*.

*I **can go hiking** tomorrow.*

***Could I be studying** in Oxford University next year*

7.5 Modal phrases

Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Can, Could, Be Able To

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

1. Ability/Lack of Ability

Present:

can/can't + base form of the verb

*Tom **can** sing French song*

*Lisa **can't** cook Korean food.*

Future:

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

Your tutor will be able to help you in about five minutes.

I won't be able to stay tonight.

Past:

could / couldn't + base form of the verb

When I was a child, I could jump high.

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

I wasn't able to attend in the party.

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

She hasn't been able to find her car keys.

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

2. Possibility / Impossibility

can / can't + base form of the verb

You can pass the exam.

could + base form of the verb

I could catch the train if I leave the day before.

3. Ask Permission / Give Permission

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

Can you read me the story?

Can + base form of the verb (informal)

You can eat my meal.

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

Could I talk to your mother please?

4. Make a suggestion

Could + base form of the verb (informal)

You could take the phonology subject next semester.

5. Polite Request

May + subject + base form of the verb

May I go to the ?

6. Possibility / Negative Possibility

may/ might + base form of the verb

We may go out for spend holiday tomorrow. Do you want to join us?

may not / might not + base form of the verb

Rony may not join that robot competition. It's very hard.

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

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

You may as well the concert ticket now. The concert tickets are on sale.

8. Polite Suggestion

might + base form of the verb

You might like to buy this new home message chair. It's our best technology now.

Shall, Should, Ought to

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

Shall + subject + base form of the verb

Shall we go for a dinner?

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

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

Should + subject + base form of the verb

Should I cook a fillet?

3. A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

The assignment should be finished on time.

4. To Give Advice

should / ought to + base form of the verb

You should test that television before you buy it.

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

shouldn't + base form of the verb

Jony shouldn't watch that film.

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

1. Necessity or Requirement

Present and Future:

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

You must have a ticket to watch the concert.

I need to finish the assignment because the deadline is coming up.

Past:

had to / needed to + base form of the verb

I had to study late last night.

I needed to eat vitamin in order to stay fit.

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

2. Almost 100% Certain

must + base form of the verb

Jenny has cooked in Restaurant for years. His food must be very delicious.

3. To Persuade

must / have to + base form of the verb

You must play this game. It's excellent.

4. Prohibited or Forbidden

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

You must not smoke in public area.

You mustn't touch the electrical wires directly.

5. Lack of Necessity

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

You don't have to clean the room. My art will do it.

You didn't have to regret. Everyone could understand you.

needn't + base form of the verb

You needn't worry about your child. They have grown up.

Will / Would

will / won't + base form of the verb

Danial will build house for you.

Reny won't be happy with the film ending.

1. Polite Request or Statement

Will / Would + base form of the verb

Will you please bring my luggage?

I'd (I would) like to be your partner in school party.

2. Habitual Past Action

Would/Wouldn't + base form of the verb

When I was a child, I would spend hours riding my favourite books.

Desy wouldn't eat vegetable when he was a kid. She is a vegetarian now.

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CHAPTER 8

THE PASSIVE

By Andry Azhari



8.1 What is Passive Sentence

Consider the following sentences

1. JK. Rowling wrote Harry Potter.
2. Harry Potter was written by JK Rowling.

From those two sentences which sentence do you think is better to answer a question “who wrote Harry Potter?” in this case, sentence number 2 sounds better to answer the question since it is more focus to the object in the sentence Or consider these two following sentences.

1. All dentist in Malaysia will attend the seminar
2. The seminar will be attended by all dentist in Malaysia

The sentence number two sounds more accurate if you try to answer the question “Who will attend the seminar”

Actually, sentence 1 is called active sentence or active voice and sentence number two is called Passive sentence or passive voice.

In an active sentence, the person or thing responsible for the action in the sentence comes first (as a subject). In a passive sentence, the person or thing that act as an object in active sentence comes first, and the subject itself is added at the end, introduced with the preposition “by.” The passive form of the verb is signaled by auxiliary . for example;

Active: Bob Marley wrote “No woman no cry” in 1977.

Passive: “No woman no cry” **was** written **by** Bob Marley in 1997

8.2 When do You Use Passive Sentence;

8.2.1 Passive voice can be used if the doer or the actor is not so important.

Look at this example. “They made the movie in Jordan” this sentence is grammatically correct. But this sentence sounds better if you turn it into passive so it becomes “The movie was made in Jordan. You can completely omit the doer.

Other examples:

1. The report has been submitted last week.
2. The meeting was set
3. The announcement will be released soon.
4. The concert cannot be held due to the earthquake.

8.2.2 Passive Voice can be used if the doer is unknown

Sometimes, in a sentence, you might not know who is the doer or actor responsible for the action. In this case, passive voice can be more suitable to be used than passive voiced for example;

1. The vase has been broken.
2. My wallet was stolen last night.
3. The system will be upgraded.

8.2.3 Passive Voice can be used when the object becomes the main topic of discussion.

For example;

Tajmahal is located in Agra, India. It was built by King Shah Johan for her beloved wife, Mum Taz Mahal. So, It was named Taj Mahal. It was constructed by thousands of workers and army of elephants. This building was built near the river bank. It is used as a symbol of love for Indian People.

8.2.4 Passive voice can be used to explain the process For example;

1. After the garlics have been cut into pieces. Put them into a bowl.
2. While the water is being boiled, prepare the condiments and blend them.

8.3 Form of Passive Voice

In general, passive voice consists of Subject + Auxiliary + Past Participle (Verb 3) . However, different tense has different auxiliary. Look at the following table;

Tense	Active	Passive
Simple Present	S + V1 (s/es)	S + is/am/are + V3
Simple Past	S + V2	S + Was/Were + V3
Simple Future	S + Will + V1	S + Will + be + V3
Present Continuous	S + is/am/are + Ving	S + is/am/are + Being + V3
Past Continuous	S + was/were + Ving	S + was/were + Being + V3
Future Continuous	S + Will + be + Ving	S + Will + Be + Being + V3
Present Perfect	S + has/have + V3	S + has/have + Been + V3
Past Perfect	S + Had + V3	S + Had + Been + V3
Future Perfect	S + Will + have + V3	S + Will + Have + Been + V3
Present Perfect Continuous	S+has/have+been+Ving	S +has/have+Been+Being+V3
Past Perfect Continuous	S + Had + been + Ving	S+Had+Been+Being+V3
Future Perfect Continuous	S+Will+Have+Been+Ving	S +Will+Have+Been+Being+V3
Modal Aux	S + Modal + V1	S + modal + be + V3

Tense	Active Voice	Passive Voice
Present Simple	She delivers the letters.	The letters are delivered .
Past Simple	She delivered the letters.	The letters were delivered .
Future Simple	She will deliver the letters.	The letters will be delivered .
Present Continuous	She is delivering the letters.	The letters are being delivered .
Past Continuous	She was delivering the letters.	The letters were being delivered .
Going to	She is going to deliver the letters.	The letters are going to be delivered .
Present Perfect	She has delivered the letters.	The letters have been delivered .
Past Perfect	She had delivered the letters.	The letters had been delivered .
Infinitive	She has to deliver the letters.	The letters have to be delivered .
Modals	She must deliver the letters.	The letters must be delivered .

As you can see in the previous tables, the passive voice uses different auxiliaries but always uses past participle. Therefore, you need to know past participle verbs to create passive sentences. The following are the example of past participle verbs.

● be	● been	● hit	● hit
● become	● become	● hold	● held
● begin	● begun	● hurt	● hurt
● bite	● bit/bitten	● keep	● kept
● blow	● blown	● know	● known
● break	● broken	● leave	● left
● bring	● brought	● lose	● lost
● build	● built	● make	● made
● buy	● bought	● meet	● met
● catch	● caught	● pay	● paid
● choose	● chosen	● put	● put
● come	● come	● read	● read
● cost	● cost	● ride	● ridden
● cut	● cut	● run	● run
● do	● done	● say	● said
● draw	● drawn	● see	● seen
● drink	● drunk	● sell	● sold
● drive	● driven	● sing	● sung
● eat	● eaten	● sit	● sat
● fall	● fallen	● spend	● spent
● feed	● fed	● stand	● stood
● feel	● felt	● steal	● stolen
● find	● found	● swim	● swum
● fly	● flown	● take	● taken
● forget	● forgotten	● teach	● teach
● freeze	● frozen	● tell	● told
● get	● gotten/got	● think	● thought
● give	● given	● throw	● thrown
● go	● gone	● understand	● understood
● grow	● grown	● wear	● worn
● have	● had	● win	● won
● hear	● heard	● write	● written

The verbs written in red are the past participle or Verb
3. Those Verbs are used to create passive sentences

8.3.1 Passive Voice in Present Simple

Simple present is used to describe habits, routines and present facts. It commonly uses time signals such as “everyday”, “every weekend”, “sometimes”, “usually” or “twice a week”. The following are the example of passive voice in present simple:

1. The bicycle **is washed** everyday
2. The cars **are** always **parked** there
3. the students **are shown** how to survive in Industry 4.0 era
4. The games **are played** by him every night
5. I **am taught** many important lesson everyday.

From the example, the auxiliary used include **is**, **am** and **are**. They were followed by past participle after that. Those sentences can also be changed into negative and interrogative sentences

1. The bicycle **isn't washed** everyday?
2. The cars **aren't parked** there
3. The students **aren't shown** how to survive in Industry 4.0 era
4. **Are** the games **played** by him every night?
5. **Are** you **taught** some important lesson everyday?

8.3.2 Passive Voice in Past Simple

Simple past is used to describe activity that happened in the past. It commonly uses time signal such as “last night”, “last week”, “last year”, “yesterday”, and “-ago”. The following are the example of passive voice in past simple

1. The previous Asean Games **was held** in Cambodia

2. The concert **was attended** by thousands of people lastnight
3. The movies **were directed** by the same director
4. The clothes **were washed** in the Laundromat
5. She **was bitten** by a dog

From the example, the auxiliary used include **was** and **were**. They were followed by past participle. Those sentences can also be changed into negative and interrogative sentences.

1. The previous Asean Games **wasn't held** in Thailand
2. The concert **wasn't attended** by many people
3. The movies **weren't directed** by the same director
4. Were the clothes **were washed** in the Laundromat?
5. **Was** she **bitten** by a dog?

8.3.3 Passive Voice in Simple Future

The **simple future** is a tense that is used to talk about things that have not happened yet or happened in the future. It commonly uses time signal like "Tomorrow", "next week", "this weekend", "next year" or "Next month". The following is the example of passive voice in future simple;

1. The concert **will be held** on November 15
2. the new coach **will be hired** soon
3. some employees **will fired** next year
4. The article **will be published** in an international journal
5. The class **will be canceled**

From the example, the auxiliary used in future is "will be" and followed by past participle. Those sentences can also be changed into negative and interrogative sentences.

1. The concert **will not be held** on November 15
2. The new coach **will not be hired**
3. The employees **will not be fired**

4. **Will** the article **be published** in an international journal?
5. **Will** the class **be cancelled**?

8.3.4 Passive Voice in Present Continuous

The present continuous verb tense indicates that an action or condition is happening at the moment of speaking, frequently, and may continue into the future. It commonly uses time signals such as “now”, “right now”, “at the moment” and “at present”. The following sentences are the examples of present continuous sentences in passive voice form;

1. The test **is being held** at the moment.
2. The movie **is being played** at the moment.
3. The novels **are being reviewed** by a friend of mine.
4. The book chapters **are being completed**.
5. The food **is being prepared** by the chef.

From the example, the auxiliaries used in present continuous tense includes “is/am/are + being” and followed by past participle like the other tenses. Those sentences can also be changed into negative and interrogative form.

1. The test **is not being held** at the moment.
2. The Movie **is not being played** at the moment
3. The novels **are not being reviewed**.
4. **Are** the book chapters **being completed** at the moment?
5. **Is** the **food** being **prepared** by the chef?

8.3.5 Passive Voice in Past Continuous

Use the past continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the simple past. It also can be used to describe activity that was in progress in particular time in the past. The following sentences are the example of passive voice in past continuous

1. Yesterday at 9 am, the lessons **were being discussed**.
2. The bomb was exploded while the man **was being interviewed**.
3. He came to my house while it **was being renovated**
4. Last week at 11 am, my car **was being repainted**
5. The man found her ring, while her car **was being washed** by him.

From the example, the auxiliaries used in past continuous tense includes “was/were+ being” and followed by past participle like the other tenses. Those sentences can also be changed into negative and interrogative form.

1. Yesterday at 9 am, the lesson **were not being discussed**
2. The bomb was exploded while the man **was not being interviewed**
3. He came to my house while it **was being renovated**
4. **Was your car being repainted** last week at 11 am?
5. **Was your car being washed** by the man when he found her ring?

8.3.6 Passive Voice in Simple Present Perfect

The present perfect tense is a form of a verb used to **express an action or situation that started in the past and is still continuing today**. It also can be used to emphasize the activity has been done in the past. The time signals that are commonly used include “since”, and “for”. For example;

1. The car **has been repaired**
2. The house **has been painted** for 3 days
3. The reports **have been submitted**
4. The patients **have been examined** since morning.
5. The topic **has been discussed** for 2 weeks

From the example, the auxiliaries used in simple present perfect tense includes “has/have + been” and followed by past participle. Those sentences can also be changed into negative and interrogative form.

1. The car **hasn't been repaired**
2. **Has** the house **been painted**?
3. The reports **haven't been submitted**
4. **Have** the patients **been examined**?
5. **Has** the topic **been discussed**?

8.3.7 Passive Voice in Simple Perfect Continuous Tense

The present perfect continuous is used to describe the activity that was started in the past and still continue until the present time (unfinished). The following are the example of Simple present perfect continuous tense;

1. The programs **has been being** aired in channel 7
2. The subjects **have been being** taught for 20 years
3. The bus **has been being** repaired for 10 days
4. The school **has been being** renovated
5. The comics **have been being** collected for many years

From the example, the auxiliaries used in simple present perfect continuous tense includes “has/have + been” and followed by past participle. Those sentences can also be changed into negative and interrogative form.

1. The program **hasn't being** aired in channel 7
2. The subjects **haven't being** taught for 20 years
3. **Has** the bus **being repaired**?
4. **Has** the school **being renovated**
5. The comics **haven't being** collected for many years

8.3.8 The Passive Voice in Past Perfect Tense

If a sentence describes two activities that happened in the past, the activity that happened first uses past perfect and the other sentence uses past simple. For example, I had already stayed in New York before I moved to Florida. From the example, it can be noticed that there two activities that happened in the past (“I stayed in New York” and “I moved to Florida”). Since “I stayed in New York” happened earlier, you need to use past perfect. The following are some examples of past perfect tense in passive voice.

1. My passport **had been renewed** before we traveled to Nepal.
2. By the time we arrived in the airport, we realized that our language **had been stolen**.
3. The attendance **had been checked** before he started the class.
4. The school **had been renovated** before the new semester was started
5. All the preparation **had been made**, before we attended the final examination

From the examples, it can be seen that the auxiliary used in past perfect tense (passive voice form) include “had been + past participle”.

8.3.9 Passive Voice with modal can, must, should, might etc.

The passive voice in modal is quiet simple, you just need to add “be” after the modal. For example

1. The exam **must be taken** by all students
2. The car **should be** repaired
3. The idea **might be ignored** by him.
4. The manager **should be informed** immediately.

All in all, the passive sentence can be used for several cases in which the doer/actor is not the main topic of the discussion or the doer is unknown or not so important. Passive voice can happen in all tenses. But different tense has different form. However, there is something in common, all the passive voice form must use past participle. They only differ in the form of auxiliaries.

After reading the explanation of passive voice, please practice the following exercises;

EXERCISE 1: Decide if the following sentences active or passive! Look at the example!

Number	Sentence	Active /Passive
1.	“Spiderman – No way home” has been being the most successful Movie in the history	Active
2.	The camera has been fixed last night	Passive
3.	They had left the passport before she leaved the house to the airport.	
4.	The road is being blocked at present due to the festival.	
5.	Jeremy wasn’t informed about the accident.	
6.	She feel so frustrated since her flight had been cancelled	
7.	The man was mending the roof when the tornado suddenly come yesterday	
8.	The book is read by many people in Egypt	

Number	Sentence	Active /Passive
9.	We will make some preparation before the interview tomorrow	
10.	The theory which discusses about aliens has been raised again	
11.	The girl has been being ignored by her parents since he did not obey the family rule.	
12.	We can be fired due to the crisis.	

Exercise 2: Change the following active sentences into Passive sentence. You can omit the doer if you think it is not so important. Look at the example!

Number	Active	Passive
1.	She left the wallet in the car.	The wallet was left in the car
2.	He had bought the new movie tickets last night	
3.	Yesterday at 9 o'clock, I was cleaning the porch	
4.	They easy break the rules made by the school principle	
5.	She has sent the letter to Mr. Jacob last night	
6.	The man is editing the movie at the moment.	
7.	The local government will build a new mosque near the beach.	
8.	The boss should cancel the meeting since some	

Number	Active	Passive
	of the employees are absent.	
9.	The school will increase the tuition fee next month.	
10.	The president has been preparing for the speech since last night.	

Exercise 3: Please complete the following sentences. Look at the example

1. They blocked the artist to come to Sudan

The artist **was blocked** to come to Sudan

- People all over the world use computers.
Computers _____ all over the world.
- Robots will teach children one day.
Children _____ by robots one day.
- They made the first modern bicycle in 1884.
The first modern bicycle _____ in 1884.
- Doctors use this vaccine in Africa.
This vaccine _____ in Africa.
- No one will use smartphones anymore in 2030.
Smartphones _____ anymore in 2030.
- You can charge your phones here.
Your phones _____ here.
- They have opened a new skatepark in our town.
A new skatepark _____ in our town.
- Leonardo da Vinci drew the first helicopter designs.
The first helicopter designs _____ by Leonardo da Vinci.
- Does this Japanese factory make television sets?
_____ by this Japanese factory?
- They have already built over a thousand new houses this year.
Over a thousand new houses _____ this year.

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CHAPTER 9

NOUN CLAUSES

By Morita

What is a Noun Clause?

A noun clause is a group of words functioning as a noun . A noun clause consists of a subject and a verb. It is usually introduced by the subordinating conjunctions, such as ***that, why, how, if*** or ***whether***. Let's take a look at the following examples:

1. Do you know ***where Alicia lives?***
2. You can eat ***whatever you like.***
3. I don't understand ***what you are talking about.***
4. ***Whether she likes it or not*** is none of my business.

Now let us discuss each of the above sentences.

Do you know ***where Alicia lives?***

S V O (Noun Clause)

'Do' is the auxiliary verb. Since it is a question, in this case a yes/no question, the sentence must be started with an auxiliary verb. 'You' is the subject, 'know' is the verb, and 'where Alicia lives' is the object which contains a subject (Alicia) and a verb (lives).

In the second sentence: You can eat ***whatever you like.***

S P O (Noun Clause)

The sentence is started by a subject 'You', then followed by a predicate 'can eat' consisting of a modal auxiliary 'can' and

a main verb 'eat'. 'Whatever you like' is the object of the statement which also has a subject (you) and a verb (like).

In the negative sentence: I don't understand what you are
S P O

talking about.
(Noun Clause)

We have a subject (I), a predicate which consists of a negative auxiliary verb (don't) and a main verb (understand), and a noun clause acting as the object of the sentence (what you are talking about)

And in the last sentence: Whether she likes it or not is
S (Noun Clause) be

still unclear.
Complement

We have a noun clause (whether she likes it or not) is acting as the subject of the sentence, 'is' a to be and 'none of my business' is the complement.



As we can see in the above examples, a noun clause can go anywhere, including a subject, an object, a complement , and more others.

A Noun Clause as The Subject of A Sentence

When a noun clause functions as the subject of a sentence, it performs the action of the sentence. Therefore, it usually comes before the verb.

1. ***What he has done to the poor*** makes everybody amazed.
2. ***Why he quit his job*** surprised his parents.
3. ***How you solved the problem*** was quite amazing.

A Noun Clause as The Object of A Sentence

A noun clause can also act as the object of a sentence. It follows a verb or predicate.

1. The teacher said ***that our final test will be held next month.***
2. We don't know ***when he will be back.***
3. She finally understood ***that the doctor had to operate her.***

A noun Clause as A Subject Complement

A noun clause can also function as a subject complement. It usually comes before a to be. Pay attention to the following examples:

1. ***That you haven't practiced enough for the test*** is the reason of your failure.
2. ***Who won the All England badminton championship*** was already in the news.
3. ***That Professor Williams has just passed away*** is a shocking news for us.

A Noun Clause as An Object Complement

An object complement can be found after a to be/linking verb.

1. Your problem is ***that you never listen to your parents.***
2. Danny's excuse for coming late to class was ***that he woke up late and missed his bus.***
3. The solution to your inquiry is ***that you have to double check your order.***

A noun Clause as an Object of Preposition

A noun clause can be found after a preposition as well.

1. The ABC Company is not the appropriate provider of ***what we need.***
2. I am not responsible for ***what has happened to Annie.***
3. Mia did some research about ***how the government handled the economic crisis.***

Each of the sentences above might be complete before the addition of the prepositions. The prepositions are used to give additional information and the noun clauses that come after them act as the object of these prepositions.

A noun Clause as an Adjective Complement

A noun clause can function as an adjective complement. It usually comes after an adjective or adverb.

1. It's very disappointing ***that you missed the meeting with your superior.***
2. The board of directors were not too happy ***that we canceled our project.***
3. I'm perfectly sure ***that we will win our next match.***



Exercises

Exercise 1: Combine the following sentences using noun clauses.

Examples:

- a. I don't know. What kind of a battery is this?
*I don't know what kind of a battery **this is**.*
 - b. Mia doesn't know. Where does Mr. Andrews live?
*Mia doesn't know where Mr. Andrews **lives**.*
 - c. Do you know? My parents will move to Bali next month.
*Do you know **that my parents will move to Bali next month**?*
 - d. Nobody was aware. Did Andy come to the party?
*Nobody was aware **if/whether (or not) Andy came to the party**.*
1. Patrick doesn't know. How tall is he?

 2. Could you please tell me? Where is the post office?

 3. No one knows. Who is that man over there?

 4. Do you remember? How long did you stay in London?

5. Please tell us. You won't leave us so soon.

6. You won't believe. How much coffee does she drink every day?

7. We didn't know. Where has he taken his car?

8. I can't hardly hear. What did she say to you?

9. He told us. We will have a picnic at the beach next Sunday.

10. Patricia doesn't know. Whom should she talk to?

11. She can't decide. Which dress is she going to wear to the party?

12. Can you inform us? When is your manager going to arrive?

13. I don't know. How old is Paul?

14. I'm not very sure. What time is he leaving?

15. No one knows. Does he have a part-time job at the restaurant?



16. The students admitted. The test was too difficult.

17. Can you tell me? How do you pronounce this word?

18. Do you know? Whose phone numbers are these?

19. I'll make sure. My parents will attend the school meeting.

20. I didn't know. Had Tommy finished his assignment?

Exercise 2: Read the following sentences, then write the noun clause and identify it as a subject, object, object of preposition, or complement.

Example: We did not know what we should prepare for the meeting.

Answer: **what we should prepare for the meeting.**

Acting as: **object**

1. My parents were concerned about how we would continue our study.

2. When the next show will be held is still unknown.

3. The boys were very excited that they could make a goal at the last minute.

4. Most students in my class understood what the teacher explained.

5. What will happen next makes us excited.

6. The weatherman predicted that there would be a hard rain around midnight.

7. My wish is that you could come to our wedding.

8. I'm not ashamed of what I have done .

9. Do you know that Susi Susanti and Alan Budikusumah were our first gold medalists in the Olympic Games?

10. That the meeting will be canceled has been informed to all staff.

Exercise 3: Complete the sentences with a proper form of noun clauses.

1. I find it hard to believe
 - a. what you have just told me
 - b. what have you just told me

2. She wasn't sure
 - a. What her brother had asked her to do
 - b. What had her brother asked her to do
3. It bothers me a lot
 - a. if you forgot to bring your passport
 - b. that you forgot to bring your passport
4. She can't decide
 - a. which dress will she wear to the party
 - b. which dress she will wear to the party
5. I'm not sure the same way as I do.
 - a. does she think
 - b. if she thinks
6. He asked me
 - a. what my manager told me
 - b. what did my manager tell me
7. Sisca wanted to know
 - a. how did I solve this math problem
 - b. how I solved this math problem
8. I really don't know
 - a. how he could have my phone number
 - b. how could he have my phone number
9. The teacher will tell us
 - a. what are we supposed to do with our paper
 - b. what we are supposed to do with our paper

10. is none of your business.

a. Where I will go tonight

b. Where will I go out tonight

Exercise 4: Change these questions to noun clauses

1. Where does Anton work?

Do you know

_____?

2. Are you a doctor?

I'd like to know

3. Do you prefer singing or dancing?

Can you tell me

_____?

4. How much does this TV set cost?

Can you tell me

_____?



5. Where can I buy the ticket for the concert?

Do you know

_____?

6. Who won the lottery?

I don't know

7. Where will he stay in Montana?
Tom hasn't decided

8. What is the objective of this program?
Could you please tell me
_____?
9. Why did the committee choose him as the new chairman?
Nobody knows

10. What should we do to fix this mess?
Can you tell me
_____?

Exercise 5: Choose the best answer.

1. _____ shocked his parents.
a. What did Henry do
b. What Henry did
c. Henry did
d. Henry did what
2. Sandy's friends don't know _____.
a. If she can't swim
b. If that she can't swim
c. that she can't swim
d. what she can't swim
3. We are not responsible for _____.
a. what have they done
b. whether you have done
c. that you have done
d. what they have done
4. The manager asked me _____.
a. how long have I worked for Mr. Abraham
b. if how long I have worked for Mr. Abraham

- c. how long I have worked for Mr. Abraham
 - d. that I have worked for Mr. Abraham
5. The man didn't say _____ .
- a. what time the show will begin
 - b. what time will the show begin
 - c. if the show will begin
 - d. the show will begin
6. I wonder _____ .
- a. why is Tom late
 - b. if Tom late
 - c. that Tom is late
 - d. why Tom is late
7. Could you explain _____ ?
- a. that a noun clause is recognized
 - b. how a noun clause is recognized
 - c. what a noun clause is recognized
 - d. if a noun clause is recognized
8. Can you tell me _____ ?
- a. what time the train arrives
 - b. that the train arrives
 - c. what time does the train arrive
 - d. if the train does arrive
9. Do you know _____ ?
- a. that our football team lost in the final match
 - b. if our football team lost in the final match
 - c. whether our team lost in the final match
 - d. when our team lost in the final match

10. His parents wished _____.
- a. what he could stay longer
 - b. if he could stay longer
 - c. that he could stay longer
 - d. he could stay longer

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CHAPTER 10

ADJECTIVE CLAUSES

By Imtihan Hanim

10.1 Clause

Definition of Clause

A clause is a structure that includes a subject and a verb. There are two types of clauses. They are the independent and dependent clauses. An independent clause can function as a complete sentence on its own. A dependent clause, on the other hand, cannot stand alone as a full sentence despite having a subject and a verb. It must be linked to an independent clause. It is commonly referred to as a sub-clause. Subclauses are classified into three types. The adjective clause, adverbial clause, and noun clause are the three types of clauses.

10.2 Adjective Clause

10.2.1 Definition of Adjective Clause

Here are the brief explanations of adjective clause definitions:

1. Adjective clauses are dependent clauses that describe nouns. By employing relative pronouns, you may integrate two phrases into one. As connectors, use who, whom, whose, where, when, which, that, and why.
2. Adjective clause is related clause is a dependent clause that serves as adjectival and explained about noun or pronouns in a complicated sentence's main clause (a sentence covering one or more dependent clauses and one or more independent clauses).

3. The Situation of adjectival clause always follow Noun or pronouns which he explained. in the sentence, noun or pronouns it works as subject or object.
4. Adjective clauses start with a word which is called a relative pronoun (who, whom, that, which, whose, et cetera) which serves to bridge the relationship with noun or pronouns which is explained. To make clear about adjective clause, here is the evidence of simple sentence and complex sentence.

Simple Sentence	Complex Sentence	Evidence
The movie is interesting	The movie which she has watched is interesting	The movie = noun (phrase) Which = relative pronoun Which she has watched = the adjective clause which describes "the movie"
The boy was very kind	The boy whom I met yesterday was very kind	The boy= noun (phrase) Whom = relative pronoun Whom I met yesterday = relative pronoun

10.2.2 The Formula of Adjective Clause

Complex Sentence:

Adjective Clause

Independent Clause + Adjective Clause
--

Relative Pronoun +/- S + V

10.2.3 The Examples of Relative Pronouns

1. Who

It is used when the pronoun is the subject of a verb.

a. The old woman is a vet

b. She works in a hospital

► The old woman **who** works in a hospital is a vet

a. The girl was really beautiful

b. She bought me a gift

► The girl who bought me a gift was really beautiful

a. The people are the parents

b. They attend a function in school

► The people who attend a function in school are the parents

2. Whom

It is used when it is an object of a verb, preposition, or infinitive.

a. The girl was really sincere

b. Mark talked to her

► The girl whom Mark talked to was really sincere

a. The boy is a delayed person

b. John is waiting for him

► The boy whom John is waiting for is a delayed person

- a. You have known her for years
- b. The women are business women
- The women whom you have known for years are business women

3. Whose

It is used to indicate a possession

- a. The girl was really sad
 - b. Her father was arrested
 - The girl whose father was arrested was really sad
-
- a. The man got mad
 - b. The man's bag was stolen
 - The man whose bag was stolen yesterday got mad
-
- a. The students are very depressed
 - b. The students' school is closed permanently
 - The students whose school is closed permanently are very depressed

4. Which

It is used when referring to people, animals, or objects

- a. The book is non fiction
 - b. I really like to read
 - The book which I really like to read is non fiction
-
- a. The cats come from Turkiye
 - b. John really adores the cats
 - The cats which John really adores come from Turkiye
-
- a. The house is really lux
 - b. Mr. Fred is interested with the house
 - The house which Mr. Fred is interested with is really lux

5. That

It is used as a pronoun for a person or thing whose position is the subject or object in an adjective clause. It is also neutral pronoun.

- a. The man was old friend
- b. The man bought me a laptop
 - The man that bought me a laptop was my old friend

- a. The bike is ready to be cycled
- b. The bike has been repaired
 - The bike that has been repaired is ready to be cycled

- a. The man is my father
- b. The man brings me every day meal
 - The man that brings me every day meal is my father

10.2.4 Types of Adjective Clause

When studied in terms of how they change pronouns or nouns, adjective clauses can be either restrictive or non-restrictive. The restricted clause is also included as the defining clause, as opposed to the non-restrictive phrase is known as the non-defining clause.

1. Restrictive Clause

A restrictive clause is one that restricts or limits pronouns or nouns. Because the adjective phrase in this example helps to restrict the reference of the noun it modifies, no commas are needed in the clause.

- **The woman who is wearing a blue gown is a millionaire**

The adjective clause who is wearing a blue gown restricts the use of the class term woman to the one **who-is- wearing-a blue-gown**. The majority of pronoun-modifying clauses are restricted. There would

be no pause following the word "girl" in the speech. The majority of pronoun-modifying clauses are restricted. Restrictive clauses are frequently connected to their antecedents without the use of an intervening relative. In such circumstances, the antecedent may be a direct or indirect object, a prepositional phrase, a nominal predicate, or an adverbial adjunct to the verbal predicate of the sub-clause.

- a. I did not see any one I knew personally.
- b. He is the boy I fall in love with.
- c. Is this the case you were worried about recently?

Take note of the limiting meaning in the following sentences.

- **This is the woman who sent you a gift** (the only woman singled out of a group of women)
- **This is the teacher that got a scholarship to continue studying abroad** (one teacher chosen among all the teachers)

2. Non-Restrictive Clause

An adjective phrase that does not limit, restrict, or identify nouns or pronouns is referred to as a non-restrictive clause. It signifies that it does not serve to narrow the noun's or pronoun's reference, especially if the word or pronoun is already constrained. In other words, it has no effect on the purpose and does not limit the number of nouns or pronouns that it modifies: **Sunlight, which is necessary to plant growth, was plentiful that season.** The phrase applies to all sunshine; it only provides some information about sunlight as an agent in life stimulation. In speech, there would be a pause following the clause's antecedent, sun light.

Take note that non-restrictive clauses are always separated by commas.

- a. Imma Nursafitri, ***who lives next to me***, is really polite girl
- b. Prof Susanto, ***who teaches Psychology this semester***, graduates from Harvard University
- c. Rinny Wulandari, ***who has so much cats in her house***, is a famous vet in Jakarta.

The Distinction Between Restrictive and Non-restrictive Clauses

Restrictive Clause	Non-Restrictive Clause
<u>It is not separated from its headword.</u> -When the antecedent is constrained by the adjective clause - When the antecedent is restricted to a subset of the class by the adjective clause.	<u>Commas separate it from its head word</u> - When the antecedent is limited in and of itself - When the antecedent refers to the entire class.
The relative pronoun that is often exclusively used in restricted clauses.	For non-restrictive sentences, any relative pronoun can be used.
The relative pronoun may be omitted.	The relative pronoun must never be left out.
The relative pronoun relating to an item might be removed.	The relative pronoun must never be left out.

Who and which, being relative pronouns, can introduce either restrictive or non-restrictive sentences, thus punctuating phrases including these pronouns can be tricky. If one of these is used to introduce a limiting clause, a **that** may usually be substituted for either **who** or **which**. Another test is to examine if the pronoun may be removed; if so, the phrase is limiting. The relative adverbs **where**, **when**, **why**, and **whereby** can introduce either restricted or non-restrictive sentences, depending on the meaning to be conveyed. If the definite article or any comparable modifier comes before the noun-antecedent, the sentence that follows is usually limiting. If the antecedent is a proper noun, the sentence that follows is most likely non-restrictive.

3. **Reduced Adjective Clause**

A reduced adjective clause starts with either a present or past participle. It's easy to tell which one to use: Start the adjective clause with the present participle if the reduced phrase is made up of an active verb. However, if it is derived from a passive verb, the adjective clause should begin with a past participle. For instance, consider the first example's ordinary adjective clause:

Example 1

Example	Adjective Clause	Verb in the Adjective Clause
He looked at a man who was buying a limousine	who was buying a limousine	“was buying” is active

Reduced to:

Example	Reduced Adjective Clause	Participle that starts the reduced Adjective Clause
He looked at a man buying a limousine	buying a limousine	buying

We use "buying" since it is derived from the active verb in the original phrase.

Example 2

Example	Adjective Clause	Verb in the Adjective Clause
The articles which have been published in international journal about self-awareness	Which have been published	"have been published" is passive

Reduced to:

Example	Reduced Adjective Clause	Participle that starts the reduced Clause
The articles published in international journal are about self-awareness	Published in international journal	published

We use "published" since it is derived from the passive verb in the original phrase.

It should be noted that some adjective clauses cannot be lowered at all. We will investigate them as well. Let us first examine the various structures of adjective clauses that can be reduced.

Case 1: When the adjective clause is structured as follows:

Relative Pronoun (Subject of the clause) + to be verb (am/is/are) + present participle (V1+ing) + Object/modifier (optional)

When an adjective clause has the structure described above, we may reduce it to a present participle phrase (adjective) by removing the 'relative pronoun' and the 'to be form of verb.

a. Adjective clause: relative pronoun + am/is/are/was/were (to be) + present participle (V1+ing) + object/modifier (optional)

b. Reduced adjective clause: ~~relative pronoun + is/am/are/was/were (to be) + present participle (V1+ing) + object/modifier (optional)~~

Example

The woman **who is sitting** in the corner is very gorgeous (Adjective Clause)

The woman sitting in the corner is very gorgeous (Reduced Adjective Clause)

Case 2: When the adjective clause is structured as follows:

Pronoun (subject of the clause) + to be verb (am/is/are) + past participle (V3) + object/modifier (optional).

- a. Adjective clause: relative
pronoun + is/am/are/was/were (to be) + past
participle (V3) + object/modifier (optional)
- b. Reduced adjective clause: relative
~~pronoun + is/am/are/was/were (to be)~~ + past participle (V3) + object/modifier (optional)

Example

All the patients **who are hospitalized** in Horrison Hospital get the best services (Adjective Clause)

All the patients **hospitalized** in Horrison Hotel get the best services (Reduced adjective clause)

Case 3 : When the adjective clause is structured as follows:

Relative Pronoun (subject of the clause) + to be verb (am/is/are/were/was)+ prepositional phrase.

By deleting the relative pronoun and the connecting verb (to be), an adjectival sentence with this structure is transformed into a shortened adjective phrase.

- a. Adjective Clause: relative pronoun + am/is/are/were/was (to be) +prepositional phrase
- b. Reduced adjective clause: **relative**
~~pronoun + is/am/are/was/were (to be)~~ + prepositional phrase

Example

Could you please ask to the students **who is from West Sumatra**?

Could you please ask to the students **from West Sumatra**?
(Reduced adjective clause)

Case 4: When the adjective clause is structured as follows:

Relative pronoun (subject of the clause) + to be verb (is/are/am/was/were) + an adjective (one word).

The relative pronoun and the connecting verb (to be) are removed from an adjective clause with this form, and the adjective is placed before the noun modified.

- Noun+ relative pronoun + is/am/are/was/were (to be) + adjective
- adjective + NOUN + ~~relative pronoun + is/am/are/was/were (to be)~~

Example

A man who is insane is not allowed to work here

An insane man is not allowed to work here (reduced adjective clause)

Case 5: When the adjective clause is structured as follows:

An adjective clause with such a structure is changed into a reduced adjective phrase by removing the relative pronoun and the linking verb (to be).

By deleting the relative pronoun and the connecting verb (to be), an adjective clause with this form becomes a reduced adjective phrase.

- a. Adjective clause: relative pronoun + is/am/are/was/were (to be) + adjective phrase
- b. Reduced adjective clause: ~~relative pronoun + is/am/are/was/were (to be)~~ + adjective phrase

Example:

You are not a man whom I love

You are not a man I love (reduced adjective clause)

Case 6: When the adjective clause is structured as follows:

Relative Pronoun (subject of the clause) + to be verb (is/are/am/was/were) + noun phrase

By deleting the relative pronoun and the connecting verb (to be), an adjective clause with this structure is transformed into a shortened adjective phrase.

Adjective clause: relative pronoun + is/am/are/was/were (to be) + noun phrase

Reduced adjective clause: ~~relative pronoun + is/am/are/was/were (to be)~~ + noun phrase

Example:

Nita, who is my classmate, loves cats so much

Nita, my classmate, loves cats so much (reduced adjective clause)

Case 7: When the adjective clause is structured as follows:

Relative pronoun (subject of the clause) + V1/V2 + object/modifier (optional)

An adjective Clause with such a structure is reduced by dropping the relative pronoun and changing the verb from its base form to a present participle.

a. Adjective clause: **relative pronoun + V1 + object/modifier**

b. Reduced adjective clause: ~~relative pronoun + V1 + object/modifier~~

Example:

Is the man *who invites you to his birthday party* calling you before?

Is the man inviting you to his birthday party calling you before?
(reduced adjective clause?)

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CHAPTER 11

GERUNDS AND INFINITIVES

By Neneng Yuniarty

11.1 Introduction

In English, you must be familiar with gerunds and to infinitives. Both often appear in several English sentences that we read in simple dialogues/sentences. Do you know the meaning of Gerund and to infinitive? The definition of the Gerund itself is a verb (verb) that functions as a noun (noun). The gerund is almost the same as the form in the Present participle/V-ing, but in fact the Gerund is a noun, while the Present participle is an adjective. If the Gerund is used as a Subject, then the Gerund can stand alone or take the form of a Gerund Phrase. While the meaning of to infinitive is a basic verb that has not changed its form, either due to changes in time (tenses) or the addition of the ending -s/-es/-ies. But it turns out that from the understanding of Gerund and to infinitive, many are still confused about what is the difference between the two? The most basic difference between the gerund and the to infinitive is the use of the affixes "to" and "-ing".

11.2 Gerunds

"He loves painting."

"Summer is perfect time for swimming."

Take a look at the two sentences above. What are the similarities? Both sentences end with verb-ing. But interestingly, these two verb-ings do not function as verbs, which describe the subject. What's the name? Have you ever

come across sentences like these? Yes, that's right. This type of verb-ing is a gerund. Gerund is a verb that has a function as a noun. The point is, the verb-ing that we are familiar with, such as "riding", "eating", "writing" and so on becomes something that can function as the subject and object of a sentence. The gerund function in the sentence is usually similar to a noun or a noun. That's why, sometimes the gerund is called a noun verb.

Gerund is a verb or verb that functions to be used as a noun. The gerund is actually almost the same as the Present Participle (Azar, 1982). But what distinguishes it is the gerund word difference, while the present participle is an adjective. In addition, the gerund can stand alone if it is used as a subject or is called a Gerund Phrase. Also, what differentiates gerunds from the others is that they do not accept inflections of other words. Inflection means forming a new word by adding affixes to the word, but not changing the class of the word. So, even though a word is prefixed with -ing, its function is still as a noun.

For example:

- a. Bicycling **is** my activity on the weekend.
- b. My daughter loves drawing.

From the two examples above, it can be seen that dancing and reading are gerunds. Dancing in the example above is referred to as a noun that is used as the subject of the sentence. While reading is an object in a sentence. However, the similarity between the two is the form of the verb where the -ing suffix is added which functions as a different word.

The gerund is often difficult to distinguish from the infinitive. Even though these two are actually different. So, there are several characteristics that can distinguish between gerunds and infinitives, including:

1. Always end in -ing.

2. Verb -ing which functions as a different word.
3. The gerund word can be replaced with any noun.
4. There are several verbs that follow the gerund, such as like, love, hate, enjoy, avoid, stop, and so on.

The gerund in its use can function in sentences as follows (Azar, 1982):

1. Gerund as a subject of a sentence

As previously mentioned, the gerund can be used as the subject of a sentence as well as being a gerund. As is known in general the subject will contain a verb. However, this gerund is an exception because it can also be used as a subject.

For example:

Swimming is my favourite sport.

The word “swimming” above can be seen as the subject of a sentence as well as the gerund, while “is” in the sentence becomes a verb.

Drinking juice makes me feel healthy.

The word “drinking” above can be seen as a subject as well as a gerund sentence, while the word “makes” means a supporting verb.

2. Gerund as an object of a sentence

Aside from being an object, a gerund can also be used as an object in a sentence. The location of the gerund used as an object is generally after the verb.

For example:

Andy loves ***eating*** fried chicken.

From the example above, “loves” is a verb, while “eating” is both the object and the gerund of the sentence. Samuel goes ***fishing*** every Friday.

In the example above, it can be seen that “goes” is a verb, and “fishing” is both the object and the gerund of the sentence.

Verbs that can be followed by a noun or gerund are:

Avoid	celebrate	consider	contemplate
defer	delay	detest	dislike
dread	enjoy	entail	escape
excuse	finish	forgive	involve
keep	loathe	mind	miss
pardon	postpone	prevent	resent
resist	risk	save	stop
advise	appreciate	prefer	acknowledge
begin	consider	continue	deny
discuss	dislike	enjoy	finish
forget	hate	recommend	regret
remember	start	teach	understand

3. Gerund as a complement of an object

Apart from being the object itself, the gerund can also be used as a complement to an object or also known as an object complement. This object complement means a word that completes the connecting verb. The role of the gerund here is to complete a sentence.

For example:

My hobby is ***swimming***.

It can be seen that "swimming" is an object that completes the sentence. If there is no word "swimming", then the sentence will not have any meaning even though the sentence contains a subject, namely "my hobby" and "is" as verbs. However, without "swimming" the sentence would not be complete.

My compliment was ***visiting*** Singapore.

From the example above it can be seen that "my compliment" is the subject and "was" is the verb, but without "visiting", the sentence would not be complete.

4. Gerund after preposition

Another use for the gerund is to use it as a preposition or to connect a noun, pronoun, or phrase with other words in a sentence. So, the gerund will connect the person, time, to the location in the sentence. The prepositions commonly used are in, on, of, for, with, by, after, and after.

For example:

With Training, we can play well in the field.

From the example above it can be seen that "with" is a prepositional word, while "training" is a gerund that connects sentences.

She is interested in ***hiking***.

From the example sentences above it can be seen that "in" is a preposition and "hiking" is a gerund.

5. Gerund as a noun modifier

Another use of the gerund is to describe nouns. The point is to know the function of the noun itself.

For example:

- a. **Walking** stick
- b. **Parking** lot
- c. **Diving** equipment
- d. **Running** shoes
- e. **Cooking** class

For example, in the sentence:

- a. My mom is taking a **cooking** class.
- b. My uncle used a **walking** stick to move around.
- c. I cannot park my car in the **parking** lot.

From the examples above, it can be understood that gerund sentences describe the function of the noun itself. The cooking class explains that the class is for cooking lesson, the parking lot functions as a parking lot, the diving equipment functions as an equipment for diving, while the running shoes functions for running.

Nevertheless, there are actually no standard rules used to study this gerund term. To be able to understand it more deeply, it would be better if you practice it right away, or hear it directly from the native speaker to make it clearer.

6. Gerund after phrasal Verb

Phrasal verbs are composed of verbs + prepositions or adverbs.

For example:

- a. When did your husband give **up smoking**?
- b. He always puts **off going** to the dentist.
- c. The child kept **on asking** for the toy.
- d. Jim ended **up giving** all her used toys for charity.
- e. My father is interested **in visiting** the new museum.

There are several phrasal verbs that include the word to as a preposition, such as **to look forward to, to take to, to be accustomed to, to get around to, and to be used to**. You can check whether “to” is a preposition or part of an infinitive. If you can put the pronoun “it” after “to” and form a meaningful sentence. “To” is a preposition and must be followed by a gerund.

For example:

- a. She is **looking forward to hearing** the news from her husband.
- b. She is **looking forward to it**.

- c. Charlie **is used to eating** lunch at the school park.
- d. Charlie **is used to it**.
- e. Clark didn't really **take to taking** Spanish class.
- f. Clark didn't really **take to it**.
- g. When will you **get around to mowing** the grass?
- h. When will you **get around to it**?

7. Gerund after some expressions

The gerund must be used after the expression: **can't help, can't stand, to be worth, and it's no use**.

For example:

- a. Laura **couldn't help caring** for the little baby.
- b. My husband **can't stand sitting** for so long.
- c. **It's no use telling** her to stay.
- d. It might **be worth checking** the schedule first before you make the reservation.

11.3 Infinitives

Verbal is a word that is formed from a verb but functions as another part of speech. Other verbal are gerunds and participles. Like verbs, infinitives can also be accompanied by objects or modifiers. An infinitive accompanied by an object or modifier forms a phrase which is called an infinitive phrase.

In general, there are infinitive verbs that have a "to" component in front of the verb, as well as infinitive verbs that are not accompanied by "to". Infinitive verbs without "to" are called bare infinitives.

Infinitive verbs can function as nouns as a substitute for a subject, a complement to a subject, or a direct object in the middle of a sentence (Azar, 1982). In addition, infinitive verbs can also function as a substitute for an adjective or adverb in a sentence. There are times when infinitive verbs are used after

certain other verbs, such as decide, need, help, appear, dream, and others.

Here are some functions of infinitives (Azar, 1982):

1. Infinitive verbs as nouns

The infinitive form can function as a noun used as a subject or direct object in the sentence. Furthermore, the infinitive can also be used as a subject complement, which has the function of adding information about the subject. As a complement, the infinitive subject will appear after the linking verb.

a) The infinitive that functions as a subject is usually located at the beginning of the sentence.

For example:

- a. **To drive** very fast here is dangerous.
- b. **To say** little and perform much is the characteristic of a great employee.
- c. **To cook** by myself would save me a lot of money.

b) The infinitive that functions as a direct object usually comes after the verb in the sentence.

For example:

- a. Jack **loves to play** kite.
- b. Sam really **needs to eat** something.
- c. I **want to go** home as soon as possible.

There are three types of verbs followed by the infinitive, namely:

a. Verbs followed by the to-infinitive and do not need an object.

Agree	Appear	Arrange
Aim	Attempt	
Be able	Claim	Decide
Deserve	Fail	Hope
Learn	Manage	Offer
Plan	Promise	Refuse
Seem	Tend	Try

For example:

- My mom **promises to take** me to the Sea world this weekend.
- My friend **refused to get** some help.

b. Verbs followed by to-infinitive and object

Advise	Allow
Encourage	Force
Get	Persuade
Remind	Teach
Tell	Warn

For example:

- My uncle **allowed me to ride** his motorcycle.
- She **forces her sister to take** singing lesson.

c. Verbs followed by the to-infinitive, but can be followed by an object or not followed by an object.

Ask	Choose
Dare	Expect
Help	Intend
Need	Prefer
Prepare	Want

For example:

- He **asked me to dance** with him at the party.
- She **chooses to stay** at home.

c) The infinitive that functions as a subject complement is usually located after the linking verb (is, am, are, was, were).

For example:

- One way to get her attention **is to act** fool in front of her.
- My plan **is to get** scholarship this year.

- Her first reaction **was to avoid** meeting him.

2. Infinitive verbs as adjectives

When infinitive verbs act as adjectives, they describe the noun they follow. Adjectives are words that modify (add to or describe) nouns or we can call it as a noun complement. So, infinitive verbs function as adjectives when modifying or describing nouns in a sentence.

For example:

- **Breakfast my mom likes to eat** is pancake.
- Jenny wants **book to read**.
- It was **a difficult choice to choose**
- I refused **his offer to pay**.
- He would not lend **a hand to help** you.
- My father has **some work to do** this afternoon.
- Andy wrote **a letter to tell** her that he loves her.
- **The guidance to do** the job has saved my time.

Infinitives verbs also can act as adjective complement. Some of the adjectives that can be followed by an infinitive are:

afraid	determined	proud
amaze	eager	ready
anxious	eligible	reluctant
apt	(un)fit	sad
ashamed	fortunate	shocked
bound	glad	sorry
careful	hesitant	sure
certain	liable	disappointed
content	likely	surprised
delighted	pleased	upset

For example:

- She is **amaze to see** the painting.
- He is **ready to go** to the prom with his girlfriend.

3. Infinitives verbs as adverbs

Adverbs (adverbs) modify or explain adjectives, verbs, or other adverbs. They provide additional information about what, where, how, and to what extent. Sometimes adverbs also answer the question, "Why?"

Infinitives verbs function as adverbs when they are used to provide more information about an adjective, verb, or other adverb in a sentence.

For example:

- My mom is going to **the traditional market to buy** some spices.
- I went to **the hospital to have** general check-up yesterday.

4. Bare Infinitives

You have seen some examples of infinitive verbs that include the word "to" but not all infinitives actually use the word "to". These are known as bare infinitives, which function in exactly the same way as verb infinitives (Azar, 1982). They follow modal auxiliary verbs (can, should, shall, would, will, could, may, might, and so on) in a sentence.

Bare infinitives function as objects of modal verbs in sentences. They function in the same way in sentences with perception verbs (hear, see, feel, sense) and permission verbs (bid, let, need, know, help, had better, sooner than, would rather, and so on).

For example:

- Ron **should submit** the paper immediately.
- We **saw him perform** last night.
- My sister **helps my mom clean** the dishes.

11.4 Difference between Gerund and Infinitive

Certain verbs such as verbs about emotions, solutions, and the verb "remember" can be affected by the choice to use a gerund or infinitive. As explained above, gerund and infinitive have the same function as subject and object, and both have the same meaning (Azar, 1982).

For example:

- Gerund: To eat too much sugar is not healthy.
- Infinitive: Eating too much sugar is not healthy.

However, in some cases, we choose the gerund or the infinitive based on the meaning we want to express. We can use the gerund to describe the actual action. On the other hand, we use the infinitive to describe the action that is going to happen (Azar, 1982).

For example:

- Gerund: Playing golf every day is boring.
- Infinitive: To play golf everyday would be my idea of happy retirement.

In other cases, some verbs have different meaning when using gerund and infinitive.

S + forget/remember/stop/regret + Ving (Gerund) (the action is done)

S + forget/remember/stop/regret + to V1 (Infinitive) (the action has not been done)

For example:

- He **forgets writing** her a letter. (Meaning: he forgot that he has written her a letter)
- He **forgets to write** her a letter. (Meaning: he forgot that he has not written the letter for her)
- He **stops smoking**. (Meaning: he stops his habit of smoking)
- He **stops to smoke**. (Meaning: he quits doing a job to smoke)

11.5 Exercise: Choose one of the correct answers below by giving X on the right answer.

1. Because of the on-going dispute, the politicians rest the president's _____ for hearing the session on a cabinet reshuffle.
 - a. to call
 - b. calls
 - c. called
 - d. calling
 - e. be calling
2. According to the diet procedure, _____ will decrease our fat.
 - a. tomato being eaten everyday
 - b. if we eat tomato everyday
 - c. to eat daily tomato
 - d. tomato to be eaten daily
 - e. eating tomato everyday
3. "May I find a shady spot and take a rest, mom?
 "That is not a good idea my daughter, we have not stopped _____ all the rooms of our home, wait for a minute honey."
 - a. sweeping
 - b. sweep
 - c. to sweep
 - d. swept

- e. being swept
4. My daughter has looked forward to _____ a graduation gift from her elder brother in another country this week.
- a. get
 - b. getting
 - c. be getting
 - d. being getting
 - e. got
5. "Mom, is it a good idea if I spend my holiday in Lampung for a week with my friends?"
- "Sorry, I do not think so, I would advise you _____ holiday in your grandmother's town, my darling with us"
- a. spent
 - b. to spend
 - c. will spend
 - d. spending
 - e. spend
6. Our new English teacher, who is used to _____ glasses and good looking, is Mrs. Dewi Ratna Wati.
- a. uses
 - b. use
 - c. using
 - d. be used
 - e. to use
7. Lina is working hard for her examination. She avoids _____ too much.
- a. to be going out
 - b. to go out
 - c. go out
 - d. goes out
 - e. going out
8. "What did he deny?"
- " _____ "

- a. Stealing the wallet
 - b. When he stole the wallet
 - c. Stolen the wallet
 - d. He had stolen the wallet
 - e. To steal the wallet
9. It is difficult to get used _____ with chopstick.
- a. eat
 - b. eating
 - c. eating
 - d. to eat
 - e. to eating
10. I was interested in _____ more about history.
- a. learn
 - b. to learn
 - c. learning
 - d. learnt
 - e. to learning
11. She stops _____ because she is so tired of it.
- a. takes a rest
 - b. took a rest
 - c. to take a rest
 - d. taking a rest
 - e. taken a rest
12. "Why does Miftah wake up early every morning?"
"_____ the school bus and he must get there at 7 mornings
everyday"
- a. get to
 - b. getting to
 - c. got to
 - d. be getting to
 - e. to get
13. "What does your son want after graduating from Senior
high school this year?"

" _____ "

- a. to enter in his favourite university
- b. getting the best job
- c. got married
- d. spending at home
- e. he will it again

14. "Why did you come late, Nabila?"

"I had to help mom first for _____, and I decide all"

- a. finish
- b. finished
- c. to finish
- d. finishing
- e. cooking

15. Dina regrets because the important news on it, she promises not _____ that again

- a. doing
- b. to do
- c. lose
- d. lost
- e. be lost

16. They didn't _____ to Bali last week.

- a. went
- b. goes
- c. go
- d. gone
- e. going

17. Jakarta will _____ cloudy tonight.

- a. being
- b. been
- c. be
- d. is
- e. was

18. My dad said he would like to stop _____ for a healthy life forever.
- a. smoke
 - b. smoked
 - c. smoking
 - d. to smoking
 - e. smokes
19. When we were on the way to Bali, the driver stopped _____ because he is so hungry.
- a. eat
 - b. ate
 - c. eating
 - d. to eat
 - e. eaten
20. Mrs. Evy stops _____ expensive bags to save her money.
- a. shop
 - b. shopped
 - c. shopping
 - d. to shop
 - e. shops
21. Her daughter decided _____ a veterinarian.
- a. to become
 - b. becoming
 - c. became
 - d. becomes
 - e. was becoming
22. I have decided on _____ a veterinarian.
- a. to become
 - b. becoming
 - c. became
 - d. becomes
 - e. was becoming
23. I hope _____ to Greece this summer.

- a. to travel
- b. traveling
- c. travel
- d. travelled
- e. travels

24. The man from Brazil appears ____ the best dancer in the group.

- a. to be
- b. being
- c. is
- d. been
- e. be

25. I remember ____ her at the beach last week.

- a. to see
- b. seeing
- c. sees
- d. seen
- e. saw

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CHAPTER 12

COORDINATING CONJUNCTIONS

Oleh Istiqamah Ardila

12.1 Introduction

Conjunction is a word used to combine words, phrases, and clauses. Coordinating conjunction is usually used to combine two independent clauses. Independent clause means a group of words that have subject and verb and can stand alone without another clause. An independent clause also called a sentence. There are seven words in coordinating conjunctions to connects two indepentence clauses which are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. They can be acronym with FANBOYS.

Coordinating conjunction is written between the clauses and preceded by a comma. The comma may be omitted if the clauses are extremely short (Brandon and Brandon, 2011). Here is the example:

Susi is cooking, and Ririn is baking.

The first clause in the sentence is *Susi is cooking*, and the second clause is *Ririn is baking*. These two clauses are joined together by using coordinating conjunction *and*. Seven words of coordinating conjunctions have their own function. Some of them are more flexible than others like *and*, *but*, *or*, and *yet*. Meanwhile, *for*, *nor*, and *so* are more limited (Herring, 2016).

12.2 Fanboys

a. For

For means giving a reason for something (cause). In the context of joining two clauses, *for* is used to give the reason for the first clause (Herring, 2016). For example:

*I believe you, **for** you have never lied to me before.*
*He didn't come to the party, **for** he felt sick.*
*I wish you had been there, **for** we had a wonderful time.*

b. And

And means addition. It connects two clauses which means add one element to another. For example:

*Monday is a holiday, **and** Tuesday is a holiday.*

*The family moved into the new house, **and** the neighbors welcomed them warmly.*

Beside connecting two independent clauses, *and* also can be used to link words that are similar. See the example below:

*We buy fruit **and** vegetables at the grocery store.*

*The weather is cold **and** windy.*

*He ran, swam, **and** played with the other children.*

Based on the example above, it can be seen that when using *and* to link words, the words must be in the same category such as *noun + **and** + noun*, *adjective + **and** + adjective*, and so on (Azar, 2002).

c. Nor

Nor is special since it is used to show negative ideas. Negative ideas mean two or more things are not true or do not happen (Hall and Barduhn, 2016). Use negative sentence in the first clause, and positive sentence after *nor* in the second clause. For example:

*I don't like basketball, **nor** do I enjoy volleyball.*

Note that there is a negative inversion in the second clause as in the example above which subject comes after the verb. Other examples:

*Diana didn't turn up to dinner, **nor** did she answer my calls.*

*They haven't been to Semarang, **nor** have they travelled to Lampung.*

d. But

But is used to join different ideas. It is used to join a positive statement to a negative statement, or to show a contrast between two clauses (Hall and Barduhn, 2016).

For example:

*There is a hotel, **but** there isn't a store*

*I went to the market, **but** my sister stayed at home.*

Like *and*, *but* is also can be used to link different words as in the example below:

*The teacher is firm **but** fair with the students.*

*These clothes are old **but** comfortable.*

e. Or

Or is used to present alternative options or choices (Herring, 2016).

*Should we go out, **or** should we stay at home instead?*

*We can go to the movies tonight, **or** we can just eat in the restaurant.*

Or can also be used to talk about the consequences (usually negative) of an action (Hall and Barduhn, 2016).

*Don't be late, **or** you will miss the train.*

*Be careful when cooking, **or** you might burn yourself.*

Or also can connect words and phrases and need to add comma if the choices are more than two. See the example below.

*Would you like the chicken, the pork, **or** the beef?*

*Which sport do you think is more exciting, football **or** hockey?*

f. Yet

Yet means but or nevertheless. *Yet* expresses a stronger contrast than *but* with the element of expectation, surprise,

and/or mystery. In addition, *yet* is more formal. For example:

*Miko lives in the countryside, **yet** he works in a nearby city.*

*Wednesday is a holiday, **yet** Thursday isn't a holiday.*

The different between *but* and *yet* can be seen in the following example.

*She's an English teacher, **but** she's bad at grammar.* (It's an interesting contrast and it's a little surprising.)

*She's an English teacher, **yet** she's bad at grammar.* (It's quite surprising. I expect an English teacher to be good at grammar.)

g. So

So is used to express a result and comes at the beginning of a clause (Eastwood, 1994). It shows that something happens as a consequence of something else. For example:

*The room was hot, **so** I turned on the fan.*

In the sentence above, the cause is *the room was hot*, and the result is *I turned on the fan*. Other example:

*It began to rain, **so** I opened my umbrella.*

*My mother was tired, **so** she went to bed.*

12.3 Using Commas with Coordinating Conjunctions

There are three rules for using commas with coordinating conjunctions (Hall and Barduhn, 2016):

1. If the coordinating conjunctions are used to connect independent clauses, a comma is needed and goes before the conjunction.

*I need the bag, **and** the bag must be white.*

2. If the coordinating conjunctions are used to connect words, no need to add comma (*and*, *but*, *or*).

*She will eat the fried rice **and** the noodle.*

3. If *and* or *or* is joining three or more words, a comma is usually added between each item and before the conjunction.

*We need eggs, flour, **and** milk.*

*Would you like tea, coffee, **or** juice?*

12.4 Parallel Structure

Coordinate conjunctions can connect various types of structures, but they can only connect things that are the same. It is called parallel conjunction. The conjunctions that connect equal ideas are *and*, *but*, and *or*. The formula is:

(same structure) $\left[\begin{array}{c} \text{and} \\ \text{but} \\ \text{or} \end{array} \right]$ (same structure)

(same structure), (same structure), $\left[\begin{array}{c} \text{and} \\ \text{but} \\ \text{or} \end{array} \right]$ (same structure)

(Phillips, 2001)

a. Nouns

*I like the apple **and** the mango.*

*He is not a police **but** a soldier.*

*Do you live in Surabaya **or** Semarang?*

*Would you like the soup, the salad, **or** the noodle?*

b. Verbs

*My father only eats **and** sleeps at home.*

*She went to bed **but** couldn't sleep.*

*You can stay home **or** go to the movies with us.*

*They are dancing, singing, **and** laughing together.*

c. Adjectives

*The room was comfortable **and** nice.*

*The exam that she gave was short **but** difficult.*

*Is a lemon sweet **or** sour?*

d. Phrases

*There are many cats in the house **and** in the backyard.*

*The gift will be sent not at noon **but** at 2.00.*

*Plants can grow beside a window **or** on a porch.*

12.5 Exercise

A. *Fill in the blank with the correct coordinating conjunctions chosen from the pairs given in brackets.*

1. He has not written, nor has he called me. (but, nor)
2. I opened the door, _____ it looked out. (and, yet)
3. She was not in the backyard, _____ was she upstairs. (or, nor)
4. Do you know his address _____ telephone number? (but, or)
5. He has not arrived yet, _____ have they. (and, nor)
6. I read the book, _____ did not understand it. (but, or)
7. I didn't have an umbrella, _____ I got wet. (but, so)
8. He don't come to the party, _____ he feel sick. (so, for)
9. My mother _____ my father are coming to the gym. (and, but)
10. Do you like pizza _____ salad? (or, and)

B. *Combining independent clauses with coordinating conjunctions by using appropriate punctuation.*

1. The boys walked. The girls ran. -> The boys walked, and the girls ran.
2. The teacher lectured. The students took notes.

3. Johan came to the calss. Adi stayed home.
4. His academic record was outstanding. He was not accepted by the university.
5. The water was cold. I went swimming.
6. My friend lied to me. I don't trust her anymore.
7. He can't play the guitar. He can't sing.
8. I go out. I stay at home.
9. Today is a holiday. It is Indonesian Independence Day.
10. I see the tree. You see the flower.

C. *Choose the sentence from the box that goes with each sentence below. Join the two sentences with and, but, or or. The first one has been done for you.*

You weren't at home.

Draw a picture of your dream city.

Nobody answered.

Do you want to play at my house?

Is Yasmin smarter?

It was closed.

He didn't know the answer.

Put them in the fridge.

She couldn't find it.

Will he lose again?

1. Shall I bring my computer games to your house?
Shall I bring my computer games to her house or do you want to play at my house?
2. We went to the cinema.
 _____.
3. Take these vegetables.
 _____.
4. She looked everywhere for the key.
 _____.

5. I phoned you this morning.

_____.

6. Wawan asked the teacher.

_____.

7. Take a pencil.

_____.

8. Is Susan the smartest student in the class?

_____.

9. Do you think he'll win the game?

_____.

10. We knocked at the door.

_____.

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CHAPTER 13

ADVERB CLAUSES

Oleh Nining Syafitri

13.1 The Definition of Adverb Clauses

According to Mas'ud (2005), adverb clause is a clause that has a function as an adverb which explains verb.

For examples:

1. Fariq came here **when my mother cooked.**
Main clause : Fariq came here.
Subordinate clause : **when my mother cooked.**
(Explain the main clause)
2. They called me by a phone **although they were hectic.**
Main clause : They called me by a phone.
Subordinate clause : **although they were hectic.**
(Explain the main clause)
3. We studied English **while my sister was singing in her room.**
Main clause : We studied English.
Subordinate clause : **while my sister was singing in her room.**
(Explain the main clause)

Besides, adverb clause is preceded by a subordinate conjunction (after, because, when, although, etc.). Then, subordinate conjunction has a function for connecting adverb clause with independent clause. This combination makes a complex sentence (wallstreetenglish, 2021).

In addition, an adverb clause at the start of a phrase is an introductory clause and requires a comma to be used to

separate it from the independent clause. The conjunction is sufficient to bind the two clauses together if the adverb clause occurs after the independent clause (Kitty, 2023).

For examples:

1. I will not go to school today ***because I am sick.***
2. ***Because I am sick,*** I will not go to school today.

13.2 The Types of Adverb Clause

Usually, adverb clause is classified based on a meaning of conjunction. Mas’ud (2005) divides adverb clause into 7 (seven) types. They are clause of time, clause of place, clause of contrast, clause of manner, clause of purpose and result, clause of cause and effect, and clause of condition.

13.2.1 Adverb clause of time

Adverb clause of time refers to a clause that shows time by using the conjunctions **after, while, before, as, no sooner ... than ..., by the time, etc.**

For examples:

1. Close your window *before* you go out.
2. You may begin to speak *whenever* you are ready to speak.
3. By the time I come, he will have gone to the library.
4. No sooner had she entered than he gave an instruction.

Below is a summary of Adverb Clause of Time table.

Tabel 13.1. Adverbial Clause of Time

<i>after</i>	a) <i>After</i> <i>she graduates</i> , she will work at a school. b) <i>After</i> <i>she (had) graduated</i> , she worked at a school.	A present tense, not a future tense is used in an adverb clause of time. Notice examples (b) and (d).
<i>before</i>	c) I will go <i>before</i> <i>he comes</i> . d) She (had) left <i>before</i> <i>he</i>	

	<i>came.</i>	
<i>When</i>	e) When I taught, he was talking with his friends. f) When it began to rain, I stood under a tree. g) When I was in Baubau, I visited the Buton museum. h) When I have a rest time, I will go to the library.	when = at the time (Notice the different time relationships expressed by the tenses).
<i>while as</i>	i) While I was swimming at a beach, it began to be sunny. j) As I was swimming at a beach, it began to be sunny.	while, as = during that time.
<i>by the time</i>	k) By the time she arrived, they had already left. l) By the time she comes, they will already have left.	by the time = one event is completed before another event. (Notice the use of the past perfect and future perfect in the main clause).
<i>Since</i>	m) We haven't seen her since she left this afternoon.	Since = from that time to the present. (Notice: the present perfect tense is used in the main clause).
<i>until till</i>	n) They were in a hotel until they finished their meeting.	Until, till = to that time and then no longer (Till is used

	o) They were in a hotel till they finished their meeting.	primarily in speaking rather than writing).
as soon as once	p) As soon as it stops raining, we will leave. q) Once it stops raining, we will leave.	As soon as = when one event happens, another event happens soon afterwards.
as long as so long as	r) I will never meet her again as long as I live. s) I will never meet her again so long as I live.	As long as, so long as = during all that time, from beginning to end.
whenever every time	t) Whenever I see him, I fall in love. u) Every time I see him, I fall in love.	Whenever = every time
the first time the last time the next time	v) The first time I went to Makassar, I went to a cinema. w) I watched three movies the last time I went to Makassar. x) The next time I go to Makassar, I'm going to taste various culinary of Makassar.	Adverb clauses can be introduced by the following: the first time the second time the third time the last time the next time

Source: Essential of English Grammar 'A Practical Guide', Fuad Mas'ud (2005)

13.2.2 Adverb clause of place

This adverb clause that refers to a place by using the conjunction, such as ***where, nowhere, anywhere, wherever, etc.***

For Examples:

1. *Where* there is a will, there is a way.
2. Go *where* you like.
3. We sit *wherever* we can find empty seats.
4. I waited for you *where* we promised to meet here.

13.2.3 Adverb clause of contrast (or concession)

This adverb clause shows a conflict between 2 (two) related events. The conjunctions used, they are: ***although, though, even though, whereas, even if, in spite of, as the time, etc.***

For examples:

1. *As the time* you were sleeping, we were working hard.
2. My friend wants to buy my jewelry, *whereas* I want to give her.
3. *Although* I am late, I will come to the class.
4. Fariq is very friendly, *even if* he is a genius student.

13.2.4 Adverb clause of manner

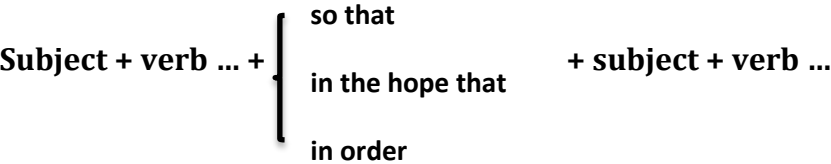
The clause that shows how an event happens or an activity is done. Usually this clause uses conjunction, such as ***as, how, like, in that, etc.***

For examples:

1. They did *as* I told them.
2. You may do it *how* you like.
3. We will win this competition, *like* we did in 1991.
4. She is happy *in that* she knows how to finish her assignment.

13.2.5 Adverb clause of purpose and result

This adverb clause refers to a relationship of intent or purpose and results. Usually made using conjunction: *(in order) that, to the end that, so that, lest, in the hope that, in case, etc.*



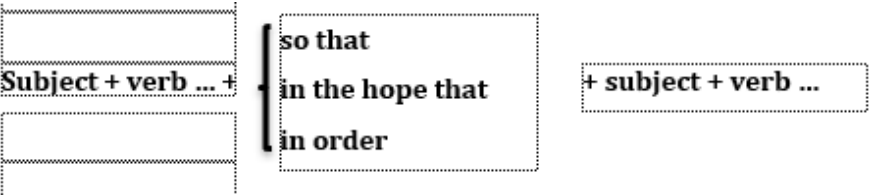
For examples:

- 1. Dina sells clothes via online so that she can know how to be an online seller.
- 2. Dody is saving his money in order that he can go to Makkah.
- 3. I am with my children all day in the hope that I can educate them and see them grow everyday.
- 4. Hanas improved his English so that he can speak English better.

13.2.6 Adverb clause of cause and effect

This adverb clause shows a cause-and-effect relationship. Usually it is made with the pattern:

Pattern 1



For examples:

- 1. It was *so hot* yesterday *that* I didn't want to go out.
- 2. The student has behaved *so badly* *that* he was asked to salute to the national flag for hours.

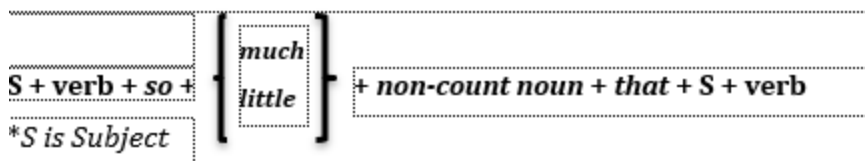
3. David works *so fast that* he can accomplish his work immediately.
4. People find out an identity of an artist *so quickly that* they know the personal information of their artist.

Pattern 2



For examples:

1. You have *so many books that* you can build your own library.
2. I had *so few resorts that* I could choose where I wanted to go to holiday.



For examples:

1. My brother has invested *so much money* on online gambling *that* he suffers a financial loss.
2. My grass received *so little water that* it turned brown in the heat.

Pattern 3

Pattern 3
S + verb + <i>such</i> + <i>a</i> + adjective + singular count noun + <i>that</i> ...
OR
S + verb + <i>so</i> + adjective + <i>a</i> + singular count noun + <i>that</i> ...
<i>*S is Subject</i>

For examples:

- 1. It was *such a sunny day that* we decided to go to a beach.
OR
- 2. It was *so sunny a day that* we decided to go to a beach.
- 3. It was such an interesting view that I can't leave.
OR
- 4. It was so interesting a view that I can't leave.

S + verb + <i>such</i> + Adj. +	{	Plural count noun	}	+ <i>that</i> + S + verb
		Non-count noun		

For examples:

- 1. They are *such beautiful paintings that* people want to buy them. *(Using plural count noun)*
- 2. This is *such easy homework that* I can finish it. *(Using non-count noun)*

1. By using preposition

Subject + verb (be) ... + because of + noun phrase
due to

Examples:

- ## 2. By using conjunction

Examples:

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Note: An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).

- c. **Since** *they are not a teamwork anymore*, they decided to meet once in a month.

Note: in (c), **since** means *because*.

- d. **Now that** *the semester is finished*, I will rest a few days.

Note: in (d): **now that** means *because now*. **Now that** is used for present and future situation

- e. **As** *Sani had nothing to do*, she invited me to go for having dinner in a restaurant.

Note: in (e), **as** means *because*.

- f. **As long as** (**So long as**) *you are not busy*, I will arrange your schedule for learning TOEFL.

Note: in (f): **as long as** means *because*.

- g. **Inasmuch as** *the world has Covid-19 pandemic*, it is difficult to go everywhere.

Note: in (g), **inasmuch as** means *because*. **Inasmuch as** is usually found only in formal writing and speech.

3. By using transition words: **Therefore** and **Consequently**

Examples:

- a. Dony did not fail the test because he studied.

- b. Dony studied. **Therefore**, he didn't fail the test.

- c. Dony studied. **Consequently**, he didn't fail the test.

Note: (a), (b), and (c) have the same meaning. **Therefore** and **consequently** mean "as a result". In grammar, they are called *transition* (or *conjunctive adverbs*). Transitions connect the ideas between to sentences.

- d. Dony studied. **Therefore**, he didn't fail the test.

- e. Dony studied. He, **therefore**, didn't fail the test.

- f. Dony studied. He didn't fail the test, **therefore**.

POSITION OF TRANSITION:

Transition + S + V (+ rest of sentence)

S + transition + V (+ rest of sentence)

S + V (+ rest of sentence) + **transition**

Note: a transition happens in the second of two related sentences. Notice the patterns and punctuation in the examples. A period (NOT a comma) is used at the end of the first sentence. The transition has several possible positions in the second sentence. The transition is set off from the rest of the sentence by commas.

- g. Dony studied, **so** he didn't fail the test.

Note: COMPARE: A transition (e.g. **therefore**) has different possible positions within the second sentence of a pair. A conjunction (e.g. **so**) has only two sentences. **So** cannot move around in the second sentence as **therefore** can.

13.2.7 Adverb clause of Condition

This adverb clause shows there is requirement between two related events. Usually the conjunction used:

if, even if, unless = if ... not, in the even that, or in even that, in case, on condition that, if only, provided (that) or supposing (that), suppose (that) or supposing (that), etc.

Examples:

1. *If* I look at your eyes, I will always fall in love with you.
2. I will help you, *if only* you want help my sister.
3. *Suppose (that)* your glasses are broken, you are still able for using your insurance to change the glasses.

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CHAPTER 14

CONDITIONAL SENTENCES AND WISHES

By Rina Marliana

14.1 Conditional Sentences

A conditional statement reflects desires, hopes, hypotheses, or plans that may or may not come true. Conditionals are composed of two clauses, one in the dependent and one in the independent clauses. The clauses also namely the “if clause” and the “main clause” (Thomson & Martinet, 1986). The two clauses can be placed at the beginning and conclusion of sentences without altering the meaning of the phrases.

Conditional sentences can represent two types of conditions: factual or real and hypothetical or unreal. A hypothetical conditional sentence expresses an imaginary, untrue, or imagined circumstance, whereas a correct conditional sentence expresses a genuine or predicted one. The general formula of Conditional Sentence:

Condition (if) clause + result clause
--

Some functions of conditional sentences are:

1. State the following scientific facts in the present tense.
2. Show habitual actions in the present or past:
3. Show implications:
4. Make inferences about the past:
5. Make predictions about the future:

6. Give commands:
7. Show possible plans or activities:
8. Give advice:
9. Show future possibilities:
10. Refer to impossible situations in the present:
11. Refer to impossible conditions in the past.

14.2 Types of Conditional Sentences

a. Zero Conditional Sentences

In both clauses, the zero conditional uses the present tense to discuss something that is permanently or typically true. The present tense that is used in the sentences indicates that these behaviors are both possible and common. In conclusion, zero conditional sentences have a function to express general or habitual facts.

Form: If + simple present, simple present

Examples:

As general facts:

1. If I touch an ice cube, it feels cold
2. If it rains, the grass gets wet.
3. If you heat water to 100 degrees Celsius, it boils.
4. If I freeze water, it turns into ice.
5. If *hila* arises, the Muslims start fasting.
6. If I got into an accident, my parents would worry.
7. If you burn paper, it becomes ash
8. If you heat ice, it melts

As habitual facts:

1. If it rains, I go to school by car.
2. If I go to school up early, I always take breakfast in the canteen.

3. I study if I have an assignment.
4. I visit her if I am called.
5. If I get sick, I go to the doctor.
6. If you sleep late, you can't wake up early.

b. Conditional Sentence Type 1

The next type of conditional sentences is the conditional sentences type one. This sentence, also known as the probable or real condition, expresses the likely outcomes if the condition is met (Thomson & Martinet, 1986). In the "if clause" of the first conditional phrase, the present tense is used, while in the result clause, the future tense is used. The verb in the "if clause" is in the present tense in this example, and the main verb in the independent clause is preceded by "will" or another modal words like might, should, may, and etc. This expression is used to discuss a likely future outcome of a condition.

Form: If + S + base verb, S + will + base verb

Examples:

1. If I see you this afternoon, I will give you this cake.
2. If I do not see you later, I will not be able to give you this cake.
3. If you tell him the truth, he will forgive you.
4. If I win the lottery, I will take you to Bali.
5. If you study hard, you will be clever.
6. If I am a rich girl, I will treat you.
7. I will take a picture if I meet Rihanna
8. She will eat if she gets hungry.
9. If they study hard, they will be the winner.
10. If I study hard, I will get the best score
11. If it rains outside, I will stay at home
12. If I get sick, I will go to the doctor

13. I will cancel my plans tomorrow if you come to my home

14. You will get cavities if you don't brush your teeth

c. Conditional Sentences Type 2

This type of sentence indicates that the condition is unlikely to be met in the present or future (Thomson & Martinet, 1986). The "if clause" used the past tense, and the result clause contains a modal (would, could, might, etc.) and verb one (V₁). The conditional sentences type two has function to discuss a hypothetical event that cannot or is unlikely to occur.

Form:

If + S + simple past (V₂), S + modal + base verb (V₁)

Examples:

1. If I had a million dollars, I would buy a large villa in Bali.
2. If I were you, I would not wait to study for the final examination.
3. I would fly if I had wings.
4. If you pushed me, I would fall into the river.
5. I would help you if you asked me.
6. If she got sick, she would be taken to the hospital.
7. I would run if the dog chased me.
8. If I met you, I could tell you the truth.
9. If I had more money, I would go to the Blackpink concert.
10. If I got sick, I would go to the doctor.
11. If I had more money, I would buy a motorcycle.
12. If I won the lottery, I'd buy a sports car.

REMEMBER!!

The condition and the outcome did not occur in the past, yet the past tense is used to emphasize the unreal situation.

d. Conditional Sentence Type 3

The conditional sentences type three uses the past perfect in the “if clause” and a modal (would have, could have, might have) also present perfect in the “result clause”. This sentence is intended to discuss a hypothetical circumstance in the past that did not exist, frequently with a result that did not occur and is maybe the inverse of what did occur (Thomson & Martinet, 1986).

Form :

If + Subject + Had + V₃, Subject + Modal + Have + V₃

Examples:

1. If it had rained last week, plants would not have died.
2. If I had finished my study in university, I would have become an accountant.
3. If I had won the lottery, I would go to Dubai.
4. If they had been here, they would have gotten the gifts.
5. I would have bought a home if I had had a lot of money.
6. If he had not gone, he would not have got an accident.
7. She would have graduated if she had not given up in 4th semester.
8. If my parents had allowed me, I would have gone to Singapore.

9. If she had not come to the party, she might not have died.
10. If I had studied harder, I would have passed the exam.
11. If he had listened to me, he wouldn't have made that mistake.
12. If we had left earlier, we wouldn't have been stuck in traffic.
13. If we had looked at the weather report, we would have stayed at home

e. Mixed Conditional Sentences

Mixed conditional sentences combine the second and third conditional sentences to provide both an unreal condition in the past or present and an unreal result in the past or present (Lane & Lange, 2011). The first clause depicts an unreal circumstance in the past that affects an imaginary consequence in the present (the past influences the present).

Form 1:

If + S + Had + V₃, S + modal + V₁

Examples:

1. If I had finished my study in the university, I would be a lecturer now.
2. If it had rained last Thursday, the backyard would be muddy.

The next type of mix conditional sentences depicts an unreal circumstance which alters an unreal past outcome (the present modifies the past).

Form 2:
If + simple past, would/could + present perfect

Examples:

1. If I had eaten all the pizza, you would not have any slices.
2. If Rina and Nisa were friendlier, they could have had more friends when they were younger.
3. If I had won the lottery, I would have gone to Dubai.

f. Wishes

Using the verb “wish” in conjunction with a clause about the wish is a frequently used construction in English, particularly in spoken language. The verb following “wish” is one tense prior to the actual time. To put it a different way, if we want to wish for the present, utilize the past tense. If we want to make a wish for the past, use the past perfect tense. If we want to make a wish for the future, use would.

14.3 Wish + to infinitive form

Wish signifies the same as want when preceded by a verb in the to-infinitive form, but it is more formal. There are several rules to make wishes + to-infinitive form, such as:

- a. Do not usually use wish with a to-infinitive in the continuous form:

Correct Form	Incorrect Form
I wish to talk to Mr. Debuissy, please.	I wishing to talk to Mr. Debuissy.

- b. Do not use a that-clause after wish when it is a more formal version of ‘wish’:

Correct Form	Incorrect Form
I wish to visit you in the next year, if possible.	I hope (that) I visit you in the next year.

- c. Use Object before the to-infinitive.

Example:
I did not wish my classmates to come to my party, so I did not give them any invitation.

- d. When we utilize an object following "wish," we have to use a "to-infinitive verb".

We can also say "want" or (more respectfully) "would like."

For example:

Hello, we wish to have a table near the beach, please.
or
Hello, we would like a table near the beach, please.

- e. Wish + indirect object + direct object

We commonly use 'wish' with two objects, namely an indirect object and a direct object. The uses of this "wish form" are to address expressions of good wishes and hopes that good things will happen to other people.

For Examples:

- I wish you success in your new position.
- I've got my job interview tomorrow. Wish me luck!
- We wish you a long and happy marriage together.

f. Wish + “that-clause”

When we feel dissatisfied or regretful that circumstances are not distinct. We commonly use wish with a “that-clause”. The function is to wish to imagine about a different past or present:

Examples:

- 1) I wish I hadn't drank water so much.

Meaning:

I drank a lot.

- 2) I wish Tiara would come on vacation with us.

Meaning:

Tiara did not come on vacation with us.

- 3) I wish I had studied harder at college.

Meaning:

I was lazy at college.

- 4) I wish I had Susi's email address; we could tell her a good news.

Meaning:

I don't have her email address; it would be better if I had it.

- 5) I wish Ari had not told me how the movie series ends.

Meaning:

Ari told me how the movie series ends; it would have been better if he had not told me.

g. The “Wishes” about the Present and Future

To convey that we desire a situation in the present (or future) to be different, we use 'wish' + past simple.

For examples:

- 1) I wish I spoke Spanish.

Meaning:

I do not speak Spanish.

- 2) I wish I had a luxurious car.

Meaning:

I do not have a luxurious car.)

- 3) I wish I was on a beach right now.

Meaning:

I'm in the school right now

h. Wish + would

If we are disturbed by something that is or is not happening, or something that will or will not be happen, we can utilize "wish + would" sentence.

For Examples:

- 1) I wish you'd stop making so much noise!

Meaning:

You are making a noise; it would be better if you didn't.

- 2) I wish you wouldn't come through the kitchen with your dirty boots on.

Meaning:

You do come through the kitchen; it would be better if you didn't.

- 3) I wish you would stop drinking alcohol.

Meaning:

You are drinking alcohol at the moment, and it is disturbing me.

- 4) I wish it would stop snowing.

Meaning:

I am impatient because it is snowing, and I want to go to the party.

- 5) I wish Sarah would be quiet.

Meaning:

I am annoyed because Sarah is talkative

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CHAPTER 15

ARTICLE A, AN AND THE

By Yuli Rohmiyati



Source : <https://www.tutorialbahasainggris.com/pengetian-dan-20-contoh-kalimat-articles-a-an-dan-the.html>

15.1 Introduction

Grammar is the most important component of language learning. For language proficiency, students need to be aware of grammar rules. Without studying grammar, learning would be impossible because it gives students some rules to follow. According to Husein, S., Isyam, & Fitrawati (2013), grammar is unquestionably at the core of language use and closely relates to other skills like speaking, listening, reading, and writing.

Article is one of the concepts covered in grammar classes. There are definite and indefinite ones in an article. *The*, *a* and *an* are examples of definite and indefinite articles, respectively. Azar, S. Betty (2006) explains how to use these articles. The definite article is used to show that the noun is specific when the speaker and the audience are both thinking of the same object or person. When the reader is unaware of which specific person or thing is being referenced, an indefinite article is employed to hint to it. Only countable nouns are used with.

15.2 Definition of article

In English, there are three articles: *a*, *an*, and *the*. A term used before *a* noun to indicate whether it is specialized or general is known as an article. Use *the* article with definite particular nouns. Use *an* or *a* with generic nouns (indefinite). Think about the following instances:

For instance, I don't mean a specific novel when I say, "Let's buy a novel," I mean any novel.

Another way to put it is as follows: A distinct or particular group member is meant by the word. As example, "I just heard the year's most popular music." There are many different types of music, yet just one stands out as being the most popular. So, we employ *the*.

15.2.1 Definite article the

The reader is made aware of the identity of the word when the definite article *the* is used before a noun. As an example, a friend might inquire, "Are you going to the party this weekend?". The reader is made aware of the identity of the word when the definite article *the* is used before a noun. It is possible to employ the definite article with singular, plural, or uncountable nouns.

Guidelines for using this article :

1. *The* is used with singular and plural nouns, as well as countable and uncountable nouns, when a noun is.
 - a. The movie I saw last night was fantastic.
"Movie" is a singular, countable noun in this sentence. Additionally, the statement "that I watched last night" makes it specific. Both the author and reader, or the speaker and listener, are aware of the movie being discussed.
 - b. The story books are useful for students.
In this sentence, "story books" is a plural, countable noun. It is also specific because of the phrase "for students." Both the author and reader—or speaker and know which story books are being referred to.
 - c. The advice you gave us was very helpful.
"Advice" is an uncountable noun in this clause. However, the word "you gave us" makes it. It is clear which piece of advice was helpful.
2. The following types of proper nouns are used with *the*.
 - a. Art galleries and Museums: the Smithsonian, The Acropolis museum, the National Monument
 - b. Buildings: the Leadenhall Building, the Bogor Palace.
 - c. Seas and oceans: the Atlantic Ocean, the Java Sea, the Pacific Ocean
 - d. Rivers: the Mississippi, the Nile, the Bengawan Solo River.
 - e. Deserts: the Mojave desert, Arabian desert, Gobi desert
 - f. Historical periods and events: the Bronze Ages, the Civil War
 - g. Bridges: the Charles Bridge, the Brooklyn Bridge, the Suramadu Bridge, Millennium Bridge.
 - h. Parts of a country: the East, the Michigan,

3. When proper nouns are plural, generally use *the* .
 - a. the university of Arkansas
 - b. the Smiths (Family name)
4. Proper nouns that start with the word "of" are frequently used with *the*.
 - a. the Bank of France
 - b. the Tower of London
 - c. the Palace of Yogyakarta
5. Use *the* when the term being referred to is distinct from others due to how we perceive the world.
 - a. The Earth moves around the sun.
 - b. The sun arrive in the east.
6. Use *the* when a noun can be made specific by referring to a prior mention in the text. It's also known as the second or subsequent mention.
 - a. Sinta bought a dog. Her son is looking after the dog while she is on vacation.
 - b. I finished a fantastic book. The book covered the process of writing a research paper.
7. The superlative adjectives, which must be distinct, are used with *the*.
 - a. She is the smartest students in the class.
 - b. My son is the only person to drop out of the study.
8. Use the article *the* when referring to meals in a specific context.
 - a. I enjoy the lunch which my hostess had prepared for me.
 - b. We didn't like the breakfast
9. For one or more members of a countable group, use *the*.
 - a. Two of the policemen wore civilian clothing

10. When discussing a specific set of items, we utilize *the*.
 - a. My family go to the zoo and see the camels. (It means not all camels, but the specific camels housed in that zoo)
11. Both solitary and plural nouns can be used with the definite article *the*. If you are certain of the noun's precise identity, you must use a definite article, whether the noun is countable or uncountable.
 - a. I applied for an online interview. The online interview wasn't difficult.
12. If an adjective, clause, or other word already limits or indicates the identity of the noun, you can omit the article *the*.
 - a. My brother prepared adequately for the interview.
 - b. The manager motivated hsr staff to deliver the project on time
13. Nouns that describe something or someone unique also use the article *the*.
 - a. The Maslow Theory
 - b. The Great Depression
14. On sometimes, English article usage deviates from accepted norms. Instead, it's important to commit these words to memory. The following words may be used in an unanticipated manner with articles.
 - a. Destinations: goes to the little shop, goes to the insurance office, **but** goes to school, goes to bed (without article the)
 - b. Locations: in school, at home, **but** in the hospital (in American English)
 - c. Parts of the day: in the morning, in the evening, **but** at night
 - d. Chores: do the dishes, do the housework

Do not use *the* before:

1. Countries/regions names: Indonesia, Thailand
2. Cities, towns, or states names: Bangkok, Jakarta
3. Streets names: Ahmad Yani street, Boulevard Main Street.
4. Lakes and bays: Lake Toba, Lake Erie except with a group of lakes like the Great Lakes
5. Mountains names: Mount Elbert, Mount Bromo
6. Continents names: South America, Antarctica
7. Islands names : Greenland, Bombay island except with island chains like the Aleutians

15.2.2 Indefinite articles: *a* and *an*

When a noun is general or the identity of the noun is unknown, the indefinite article (*a*, *an*) is used before the noun. The words *a* and *an* are used to denote a single item and are indefinite articles.

1. Buy a ruler. (buy one ruler)
2. She has a thousand dollars. (she has one thousand dollars.)

Rules how to use article *a* and *an*

1. To distinguish nouns that are not definite or particular, use *a* or *an*. Consider *a* and *an* as either, or one of several. Example: a laptop (any laptop), a car (any car).
2. When referring to singular or countable nouns, only use *a* or *an*. Example: I do not have a bus. "bus" is a singular, non-specific countable noun in this sentence. Any bus may be the one.
3. Decide when to use *a* or *an* depending on the sound of the noun that:
 - a. Use *a* before consonant sounds like "a pen" or "a bag."
 - b. Use *a* before a sounded h, a long u, and o with the sound of w : a hamster, a university

- c. Use *an* before vowel sounds (except long u) : an egg, an umbrella
- d. Use *an* when h is not sounded: an honor an hour
- 4. When a noun is introduced for the first time, the words *a* or *an* can be used. Afterward, the article *the* is used in place of it in the following phrases.
 - a. I enjoy a horror movie last night.
 - b. Does she wants to eat a candy?
- 5. Avoid using the pronouns *a* or *an* after plural nouns like students, children, or milk, which are uncountable nouns.
 Incorrect: She tells about a good restaurants.
 Correct: Unspecific reference: She tells about a good restaurant to visit.
 Correct: Specific reference: She tells about the good Italian restaurant on Main Street.
- 6. Use *a/an* to describe a person's employment.
 - a. She's an artist.
 - b. He's a fisherman.
- 7. Articles may modify nouns that are also modified by adjectives. The usual word order is article + adjective + noun. If the article is unclear, decide between *a* and *an* based on the word that comes right. See example below
 - a. Maria brings a small gift to Ghina's party.
 - b. She heard a fantastic story yesterday
- 8. When the noun is an abbreviation.
 For abbreviations, use *a* for those that start with a consonant and *an* for those that start with a vowel. Note that the abbreviations sound like this, not the spelling. Some abbreviations are pronounced exactly as CIA sounds out each letter. However, NASA pronounces this abbreviation as if it were his one word instead of his four letters. Examples:
 - a. My brother is a CIA official.
 She has a NASA coffee mug.

- b. She earned an MBA degree.
- c. You accidentally deleted an HTML file.

15.2.3 No Article (Generic Reference)

Authors sometimes have a hard time deciding whether to include an article or omit it entirely. If the noun is singular, countable, nonspecific, or generic (book, author, etc.), the articles a and a may be used. However, the article is omitted when a noun is employed in a broad or non-specific manner and is in the countable plural (such as research study) or uncountable (such as information).

Details are as follows:

1. When countable plural nouns are general or nonspecific, articles are not employed.
 - a. She brought rules and pencil boxes.(general, not specific ones)
 - b. Babies cry a lot. (babies in general, all of them)
2. Articles are not used when the noun is general or non-specific and has no numeration.
 - a. My sister bought sugar and flour. (generic reference)
3. When referring to all members of a group, no articles are necessary. For example:
 - a. Lions are endangered.
4. Uncountable nouns that refer to abstract ideas do not require the inclusion of an article.
 - a. Water is essential for life.
 - b. Love is beautiful
5. Do not use the article of person's name, book, movie or play (except for part of the title)
 - a. X-men is a great movie.
6. No article is used several geographical features, including towns, cities, states, countries, lakes, single islands, continents, mountains.

- a. He walks through central park today
 - b. Melbourne is in Victoria.
- 7. Article is not used. sports, games and food.
 - a. My borther plays basketball.
 - b. They eat fried ricet.
- 8. Avoid articles when talking about food in general
 - a. He met his friend for dinner last night
 - b. She generally has tea at 5:00 P.M every sunday
- 9. Articles are not used when the words school or work describe a place visited
 - a. Yo go to school each day . (you attend the school on Second Street)
 - b. What time do you go to work in the afternoon?
- 10. When writing Chinese, English, Spanish, or Russian, do not use articles before the language or nationality. (Unless you're talking about the nation's population: The hospitality of the Spanish people is well-known.
- 11. Don't put articles in front of academic subjects: mathematics, economic

Exercise

Choose the correct article: a, an, the or no article

- 1. Are they coming to party next sunday?
- 2. I bought new Hp last night.
- 3. I thinkgirl over there is smart.
- 4. I watchedvideo you had sent me.
- 5. My daughter was wearingnice dress.
- 6. I am crazy about readingnovel.
- 7. My nephew iscute girl.
- 8. Do you want to go torestaurant where we first met?
- 9. He isactor.
- 10. He thinks that love is what will save us all.

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