

HAND BOOK

BASIC ENGLISH (BEGINER COURSE)

Compiled by:

Muchammad Sofyan Firmansyah, S.S.,M.A.

Prodi Sarjana Terapan Kebidanan

Universitas Harkat Negeri

Bahasa Inggris I

Penulis :

Muchammad Sofyan Firmansyah, S.S.,M.A.

ISBN :

Editor :

Penyunting :

Bambang, Amd kom

Desain Sampul dan Tata Letak

Hery TKD

Penerbit :

Harin Sentosa

Redaksi :

Jl. Raya Jenggul Kalijambe

Kab. Tegal 52184

Tel +6285642213649

Email : herisofiali@gmail.com

Distributor Tunggal :

Politeknik Harapan Bersama Tegal

Jl. Mataram No.09

Kota Tegal

Tel +62283 352000

Fax +62283 353353

Email : akademik.aspphb@gmail.com

Cetakan Pertama, Agustus 2019

Hak cipta dilindungi undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit.

PREFACE

Thanks to Almighty God who has given His bless to the writer for finishing Basic English 1 Handbook for Applied Bachelor of Public Sector Accounting of Politeknik Harapan Bersama. This handbook is used as a guidance to Applied Bachelor of Public Sector Accounting's grand-students to understand the materials and exercises given for Basic English 1 lesson. Thanks for those who contributed and helped the writer to compile this handbook. The writer realized that this handbook is far from perfect, and we gladly receive comments and suggestions to improve this handbook. Hopefully, this handbook can be used as a guidance for learning Basic English materials.

Tegal, September 2025

Writer

TABLE OF CONTENT

	Page
PREFACE.....	ii
TABLE OF CONTENT	iii
 CHAPTER I INTRODUCTION (GREETINGS, INTRODUCING, & PARTING)	
A. EXPRESSION OF GREETINGS, INTRODUCING & PARTING	1
B. STEPS OF INTRODUCTION,.....	2
C. EXAMPLE OF INTRODUCTION.....	4
 CHAPTER II PARTS OF SPEECH	
A. NOUNS & PRONOUNS.....	8
B. VERBS & AUXILIARY VERBS.....	9
C. ADJECTIVE & ADVERB	10
D. ADVERB.....	13
E. PRONOUNS	20
F. CONJUNCTION.....	27
G. PREPOSITION	29
 CHAPTER III CLAUSE, PHRASE & SENTENCE	
A. PHRASE.....	39
B. CLAUSE.....	40
C. SENTENCE	40
 CHAPTER IV TENSES	
A. PRESENT TENSE.....	42
B. PAST TENSE	85
C. FUTURE TENSE.....	105
 CHAPTER V TYPES OF TEXT	
A. DESCRIPTIVE TEXT	124

B. RECOUNT TEXT.....	125
C. NEWS ITEMS	126
D. PROCEDURE TEXT.....	127

BAB VI LISTENING EXERCISE

A. PERSONAL INFORMATION	129
B. INTRODUCING A FRIEND	129
C. GETTING AN ID CARD	129

BIBLIOGRAPHY.....	134
--------------------------	------------

CHAPTER I

INTRODUCTION

A. HOW DO YOU INTRODUCE YOURSELF?

Today, we know that building relation is very important. People should be able to introduce themselves to others, not only to build a first impression but also to make other people understand about us. Introduction may be done in different ways for each person as the tradition and culture existed in their country. However, there are several etiquettes and steps to do self-introduction.

Some words are familiarly used to do a self – introduction. You can take a look to the explanation below.

SELF INTRODUCTION

1	Greetings	Good morning Hallo Hi
2	Addresses	The honorable... Ladies and gentleman,... Everybody/everyone,..... Guys Honorable Distinguished guests Dear brother and sisters
3	Opening	It is nice to be here
4		Let me introduce myself... Allow me to introduce myself...
5	Name	My complete name is My call name is You can call me./ my friends usually call me.....
6	Origin	I come from I am from

7	Place and date of birth	I was born in (name of month) I was born on (name of the day)
8	Address	I live in (name of the city/place) I live at (street– number)
9	Marital status	I am Single / married man/woman
10	Educational status	I study My latest education is.... I was graduated from.....
11	Nationality	I am Indonesian
12	Occupation/profession	I am a teacher I teach at..... I work at
13	Hobby	My hobby is / are
14	Interest	I am interested in
15	Telephone number	0274/081.....
16	Religion	I am a moslem, Christian....
17	Spouse" name	My wife/husband"s name is
18	Name of children	My son /daughter"s name is.....
19	Pre-closing	It is nice to see you
20	Closing	See you Bye

B. EXAMPLES OF INTRODUCTION

Now, there are several examples of self - introduction below that may help you. The place and situation where the introduction happens is different as it affects the use of the introduction's expression sentences.

1. IN A NEW CLASS

Teks 1 :

Hi friends. Let me introduce myself. My name is Hindayani. I am from Tuban, East Java. Thank you.

2. INTRODUCING TO A NEW PERSON

Teks 2 :

Hi, How do you do? My name is Hindayani.
I want to be your friend. Nice to meet you.

3. INTRODUCING YOURSELF IN THE FRONT OF THE CLASS

Teks 3 :

Good morning, everybody. I would like to introduce myself. My name is Hindayani. I am from Tuban, East java. The city of Semen Gresik and Holcim factory. I was born in Tuban, 22 May 1992. I have a young brother, his name is Kukuh Prayogi. He is a strong and smart boy. My hobby is reading and writing. I like writing a short story and a poem. I have a special dream that i want to be a writer and publish manyu books. I hope i can be a good friend. Thank you for the time.

4. INTRODUCING TO SOME NEW FRIENDS

Teks 4 :

Hello, How do you do?
Allow me to introduce myself. My name is Hindayani. I am from Tuban, East Java. I am 22 years old.

I would like to be your friend because i think we have same interest.
It is writing and reading. I have a dream to publish many books.

5. INTRODUCTION IN INTERVIEW

Teks 6 :

Good morning, my name is Hindayani. You can call me Hinda. I am 23 Y.O. I graduated from UIN Malik Ibrahim Malang, Mathematic Department. I have an outstanding academic record during college, proven with cumlaude predicate. I have some working experiences as an assistant lecturer and tutor at some learning guidance agencies. Therefore, i am suitable to fill this job vacancy as mathematic teacher at this school

CHAPTER II

PARTS OF SPEECH

Parts of Speech can be understood as words classification based on the function and the meaning given by that word in a complete sentence. Understanding *Parts of Speech* is very important in learning English, especially while composing a sentence. The errors found while composing and uttering English can be minimized as we understand function and meaning of the words.

A. NOUNS

Noun is word that refers to names, places, things, fruits, plants, animals, such as: Car (*Mobil*), Money (*Uang*), Cat (*Kucing*), Dog (*Anjing*), House (*Rumah*), Book (*buku*), Orange (*jeruk*), Apple (*apel*), Umbrella (*payung*), Lamp (*lampu*).

Examples :

Maria likes chocolate .	George attends Junior High School.	I have new car .
---------------------------------------	---	-------------------------

1) Categories of Nouns

a) Concrete Noun

Concrete Noun refers to some goods that can be seen and touched.

Examples: gold, iron, table, chair, dog, cat, book, pencil, etc.

b) Abstract Noun

Abstract Noun refers to any goods that can not be seen and touched..

Examples: agreement, kindness, statement, etc.

2) Noun Kinds

a) Proper nouns

Examples: Adam, Surabaya, Medan, New York

b) Common Nouns

Examples: Stone, Iron, Diamond, Sand

c) Collective Nouns

Examples: Group, Club, Class

3) Types of Nouns

a) Countable Nouns

Countable nouns refer to the goods that are able to count.

Examples: table, car, chair, man, hospital, midwife, wheelchair, etc

b) Uncountable Nouns

Uncountable nouns refer to the goods that can not be counted.

Examples: water, sugar, butter, dust, coffee, bread

4) Numberized of Nouns

a) Singular Nouns (kata benda tunggal)

Singular nouns are marked by ‘**a atau an**’ article before it.

Examples: a book (sebuah buku), an apple (sepotong apel), a box (sebuah kotak)

b) Plural Nouns (kata benda jamak)

Kata benda yang menunjukkan bahwa kata benda tersebut lebih dari satu.

Examples:

I want to buy five pencils.	The pens are on the table.
-----------------------------	----------------------------

5) Gender of Nouns

a) Masculine Gender

This kind of nouns used to refer the name of male.

Examples: Father, Uncle, boy, Husband

b) Feminine Gender

This kind of nouns used to refer the name of Female.

Examples: Mother, Aunt, Wife

c) Neuter Gender nouns

This kind of nouns is used to refer the name of things without gender.

Examples: Bus, car, book

d) Common Gender Nouns

This kind of nouns used to refer the name of things that commonly used.

Examples: Baby, Friend, Teacher

6) Noun Clause

Noun clauses act the same as nouns. Anytime that you use a noun in a sentence, then it is possible to also use a noun clause. The place of noun clause can be placed in the position below:

a) As a Subject of a Sentence.

Examples:

- **What you said** doesn't convince me at all.
- **How he becomes so rich** makes peoples curious.
- **What the salesman has said** is untrue
- **That the world is round** is a fact.

b) Object of a Transitive Verb.

Examples:

- I know **what you mean**.
- I don't understand **what he is talking about**.
- He said **that his son would study in Australia**.

c) Object preposisi (object of a preposition)

Examples :

- Please listen to **what your teacher is saying**.
- Be careful of **what you're doing**.

d) Pelengkap (complement)

Examples :

- This is **what i want**.
- That is **what you need**.

e) Pemberi keterangan tambahan (noun in apposition)

Examples :

- The idea **that people can live without oxygen** is unreasonable.
- The fact **that Adam always come late** doesn't surprise me.

B. VERBS

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as *Maria **sings***, have one. Actually, a verb can be a sentence by itself, with the subject, in most case you, implied, such as, ***Sing!*** and ***Drive!***

As you can see from the examples above, one clue to help you recognize a verb is its location compared to the subject. Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject. The verb **thought** comes after the noun Jack, so the action Jack (subject) was taking was **thinking** (verb).

1. Mark **eats** his dinner quickly.
2. We **went** to the market.
3. You **write** neatly in your notebook.
4. They **thought** about all the prizes in the competition.

1) Jenis-Jenis Verb

a) Transitive Verb (kata kerja transitif)

Transitive verb is action verbs that it's subject needs an object as a complement to make a complete meaning.

1. Richard annoys **his boss** so much that he'll never get **a promotion**.
(**His boss** is the direct object of annoys and **a promotion** is the direct object of get)
2. Jenna brings **Mrs. Smith** lunch every day.
(**Mrs. Smith** is the direct object of brings. Jenna is the subject)

b) Intransitive verb (kata kerja intransitive)

Intransitive verbs do not need a direct object in order to complete their meaning. Many are followed by an adjective, adverb, preposition or verb complement (gerund or infinitive). Here is a list of common intransitive verbs:

come	Explode	laugh	sit	rise
excel	Respond	run	cough	swim

emigrate	Smile	act	cry	immigrate
----------	-------	-----	-----	-----------

c) Verbs of incomplete Predication

Intransitive verbs do not take an object. Some **intransitive verbs** require a word or phrase to complete the predicate and make sense of the sentence. Such verbs are called verbs of incomplete predication. Examples are: **is, am, are, was, were, become, look, seem, appear, taste, smell, grow, turn** etc.

C. ADJECTIVE

Adjectives are words that describe or modify another person or thing in the sentence. In the examples below, there are some adjectives used in the complete sentences;

- He had a very **bad** attitude.
- He is a very **lazy** student.
- My husband wears very **large** shoes.

a. Types of Adjectives

Remember that adjectives can modify as well as describe other words, and you'll find it much easier to identify different types of adjectives when you see them.

b. Articles

There are only three articles, and all of them are adjectives: *a*, *an*, and *the*. Because they are used to discuss non-specific things and people, *a* and *an* are called indefinite articles. For example:

- I'd like *a*
- Let's go on *an*

Neither one of these sentences names a specific banana or a certain adventure. Without more clarification, any banana or adventure will do.

The word *the* is called the definite article. It's the only definite article, and it is used to indicate very specific people or things:

- Please give me a banana. I'd like *the* one with *the* green stem.
- Let's go on an adventure. *The* Grand Canyon mule ride sounds perfect!

c. Possessive Adjectives

As the name indicates, possessive adjectives are used to indicate possession. They are:

My	Your	His	Its	Her	Their	Our
----	------	-----	-----	-----	-------	-----

Possessive adjectives also function as possessive pronouns.

d. Demonstrative Adjectives

Like the article *the*, demonstrative adjectives are used to indicate or demonstrate specific people, animals, or things. *These*, *those*, *this* and *that* are demonstrative adjectives.

- *These* books belong on *that*
- *This* movie is my favorite.
- Please put *those* cookies on the blue plate.

e. Coordinate Adjectives

Coordinate adjectives are separated with commas or the word *and*, and appear one after another to modify the same noun. The adjectives in the phrase *bright, sunny* day and *long* and *dark* night are coordinate adjectives. In phrases with more than two coordinate adjectives, the word *and* always appears before the last one; for example: The sign had *big, bold, and bright* letters.

Be careful, because some adjectives that appear in a series are not coordinate. In the phrase *green delivery truck*, the words *green* and *delivery* are not separated by a comma because *green* modifies the phrase *delivery truck*. To eliminate confusion when determining whether a pair or group of adjectives is coordinate, just insert the word *and* between them. If *and* works, then the adjectives are coordinate and need to be separated with a comma.

f. Numbers Adjectives

When they're used in sentences, numbers are almost always adjectives. You can tell that a number is an adjective when it answers the question "How many?"

- The stagecoach was pulled by a team of *six*
- He ate 23 hotdogs during the contest, and was sick afterwards.

g. Interrogative Adjectives

There are three interrogative adjectives: *which*, *what*, and *whose*. Like all other types of adjectives, interrogative adjectives modify nouns. As you probably know, all three of these words are used to ask questions.

- *Which* option sounds best to you?
- *What* time should we go?
- *Whose* socks are those?

h. Indefinite Adjectives

Like the articles *a* and *an*, indefinite adjectives are used to discuss non-specific things. You might recognize them, since they're formed from indefinite pronouns. The most common indefinite adjectives are *any*, *many*, *no*, *several*, and *few*.

- Do we have *any* peanut butter?
- Grandfather has been retired for *many*
- There are *no* bananas in the fruit bowl.
- I usually read the first *few* pages of a book before I buy it.
- We looked at *several* cars before deciding on the best one for our family.

i. Attributive Adjectives

Attributive adjectives talk about specific traits, qualities, or features – in other words, they are used to discuss attributes. There are different kinds of attributive adjectives:

- Observation adjectives such as *real*, *perfect*, *best*, *interesting*, *beautiful* or *cheapest* can indicate value or talk about subjective measures.

- Size and shape adjectives talk about measurable, objective qualities including specific physical properties. Some examples include *small*, *large*, *square*, *round*, *poor*, *wealthy*, *slow* and
- Age adjectives denote specific ages in numbers, as well as general ages. Examples are *old*, *young*, *new*, *five-year-old*, and
- Color adjectives are exactly what they sound like – they’re adjectives that indicate color. Examples include *pink*, *yellow*, *blue*, and
- Origin adjectives indicate the source of the noun, whether it’s a person, place, animal or thing. Examples include *American*, *Canadian*, *Mexican*, *French*.
- Material adjectives denote what something is made of. Some examples include *cotton*, *gold*, *wool*, and
- Qualifier adjectives are often regarded as part of a noun. They make nouns more specific; examples include *log* cabin, *luxury* car, and *pillow* cover.

D. ADVERB

An adverb is a word that is used to change, modify or qualify several types of words including an **adjective**, a **verb**, a **clause**, another **adverb**, or any other type of word or phrase, with the exception of determiners and adjectives, that directly modify nouns. A good way to understand adverbs is to think about them as the words that provide context. Specifically, adverbs provide a description of how, where, when, in what manner and to what extent something is done or happens. Normally, we can spot an adverb by the fact that it often ends in *-ly*, but there are lots of adverbs that don’t end in this way. Moreover, adverbs can be used in many combinations with each other.

Examples :

- I’m **happily** married.
- To **easily** understand it, you should study more.
- Togar climbed the ladder **slowly**.

Traditionally considered a single part of speech, adverbs perform a wide variety of functions, making it difficult to treat them as a single, unified category.

However, spotting an adverb, especially one that ends in -ly is easy. Adverbs normally help paint a fuller picture by describing how something happens, such as

- When? She *always* arrives early.
- How? He drives *carefully*.
- Where? They go *everywhere* together.
- In what way? She eats *slowly*.
- To what extent? It is *terribly* hot.

This function of providing more information about how something is done is called the adverbial function, and it may be accomplished by using adverbial clauses and adverbial phrases as well as by adverbs that stand alone.

There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics and using adverbs to make sentences more meaningful will be easier for you.

- Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an adverb:
 - The dog ran. (You can picture a dog running, but you don't really know much more about the scene.)
 - The dog ran *excitedly*. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)
- Adverbs are often formed by adding the letters "-ly" to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; *everywhere*, *nowhere*, and *upstairs* are a few examples.
- An adverb can be used to modify an adjective and intensify the meaning it conveys. For example:
 - He plays tennis well. (He knows how to play tennis and sometimes he wins.)
 - He plays tennis extremely well. (He knows how to play tennis so well that he wins often.)

As you read the following adverb examples, you'll notice how these useful words modify other words and phrases by providing information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences.

1. TYPES OF ADVERBS

a) Adverbs of Manner

An ***adverb of manner*** will explain how an action is carried out. Very often adverbs of manner are adjectives with -ly added to the end, but this is certainly not always the case. In fact, some adverbs of manner will have the same spelling as the adjective form.

Some examples of adverbs of manner include:

Slowly Rapidly Clumsily Badly Diligently Sweetly Warmly Sadly

Adverb of manner examples in the following sentences are in bold for easy identification.

- She passed the exam **easily**.
- They walk **quickly** to catch the train.
- The dinner party went **badly**.
- John answered the question **correctly**.

Notice how the adjectives are formed by adding -ly to the adjectives *bad*, *correct* and *quick*, although there is a slight spelling change when forming an adverb with the adjective *easy*.

As mentioned, some adverbs of manner take the same spelling as the adjective and never add an -ly to the end:

- The boys had worked **hard**.
- The car drives **quick**.
- Julia dances **well**.

2) Adverbs of place

An ***adverb of place***, sometimes called spatial adverbs, will help explain where an action happens. Adverbs of place will be associated with the action of the

verb in a sentence, providing context for direction, distance and position: southeast, everywhere, up, left, close by, back, inside, around. These terms don't usually end in -ly.

Adverbs of place examples in the following sentences are in bold for easy identification.

a. Directions

- New York is located **north** of Philadelphia.
- They traveled **down** the mountainside.
- First, I looked **here**, and then I looked **there**, but I can't find them **anywhere**.

Notice that *here* and *there* are often used at the beginning of a sentence to express emphasis or in exclamation.

- **Here** comes the sun.
- **There** is love in the air.
- **Here** you are!

Many times, adverbs of place can be used as prepositions as well. The difference is, when the phrase is used as an adverb, it is modifying a verb; when it is used as a preposition, it is always followed by a noun.

- New York is located **north** of Philadelphia -> New York is *on the map*.
- They travelled **down** river -> They travelled *in the first compartment*.
- That puppy was walking **around** by itself-> We put a collar *around its neck*.

b. Distance

- There was a deli
- Jane is moving **far away**.
- Carly is sitting **close** to me.

c. Position

- The treasure lies **underneath** the box.
- The cat is sleeping **on** the bed.
- Why are you standing **in** the middle of the dancefloor?

In addition, some adverbs of position will refer to a direction of movement. These often end in -ward or -wards.

- Oscar travelled **onward** to Los Angeles.
- Hannah looked **upwards** to the heavens.
- Molly, move **forward** to the front of the queue, please.

3) Adverbs of Frequency

Adverbs of frequency are used to express time or how often something occurs. Adverbs of frequency can be split into two main groups. The first, adverbs of indefinite frequency, are terms that have an unclear meaning as to how long or *how often* something occurs: *usually, always, normally*. These adverbs will usually be placed after the main verb or between the auxiliary verb and infinitive.

Adverbs of frequency examples in the following sentences are in bold for easy identification.

- The adverb is **usually** placed before the main verb.
- I can **normally** make the shot.
- I will **always** love

Adverbs of definite frequency will usually be placed at the end of the sentence.

- We get paid **hourly**.
- I come here
- The situation seems to change **monthly**.
- The newspaper is bought **daily**.

4) **Adverbs of Time**

Adverbs of time, while seemingly similar to adverbs of frequency, tell us *when* something happens. Adverbs of time are usually placed at the end of a sentence.

Adverbs of time examples in the following sentences are in bold for easy identification.

- I will see you
- Harvey forgot his lunch **yesterday** and again **today**.
- I have to go **now**.

- We first met Julie **last year**.

While it's almost always correct to have the adverb of time at the end of the sentence, you can place it at the start of the sentence to put a different emphasis on the time if it is important to the context.

- **Last year** was the worst year of my life.
- **Tomorrow** our fate will be sealed.
- **Yesterday** my troubles seemed so far away.

5) Adverbs of Purpose

Adverbs of purpose, sometimes called adverbs of reason, help to describe *why* something happened. They can come in the form of individual words – *so*, *since*, *thus*, *because* – but also clauses – *so that*, *in order to*. Notice in the examples that the adverbs of purpose are used to connect sentences that wouldn't make sense if they were formed alone.

Adverbs of purpose examples in the following sentences are in bold for easy identification.

- I was sick, **thus** didn't go to work today.
- I started jogging **so that** I wouldn't be late.
- **Because** I was late, I jogged a little faster.
- **Since** it's your birthday, I will buy you a gift.

6) Positions of Adverbs

The *positions of adverbs* are not a fixed or set thing. As you have seen, adverbs can appear in different position in a sentence. However, there are some rules that help us decide where an adverb should be positioned. The rules will be different depending on whether the adverb is acting to modify an adjective or another adverb, a verb or what type of adverb it is. Positional adverb examples in the following sentences are in bold for easy identification.

➤ Adverb position with adjectives and other adverbs

These adverbs will usually be placed before the adjective or adverb being modified:

- We gave them a **really** tough match. The adverb *really* modifies the adjective **tough**.
- It was **quite** windy that night. The adverb *quite* modifies the adjective **windy**.
- We don't go to the movies **terribly often**. The adverb *terribly* modifies the adverb **often**.

7) Adverb position with verbs

This can be a bit trickier because, it will depend on the type of adverb – place, position, time etc. – and there are many exceptions to the rules. However, a basic set of guidelines is shown below:

Adverbs of manner or place are usually positioned at the end of the sentence:

- She *laughed* **timidly**.
- I *stroked* the cat **gently**.
- Janine *lived* **here**.
- There is money **everywhere**.

As mentioned, if the adverb is of *definite time* it will be placed at the end of the sentence.

- I did it **yesterday**.
- We can discuss it **tomorrow**.
- Let's go to Paris **next week**.

However, if it is an *indefinite period of time*, it will go between the subject and main verb.

- We **often** go to Paris in the springtime.
- Debbie **regularly** swims here.
- Bobby and Audrey **always** loved fishing by the lake.

8) Order of Adverbs

Adverb order is so important it has clear rules. It's already mentioned that some adverbs will act to modify another, but how do you decide the structure of a sentence with several adverbs? Thankfully, there is a simple set of rules to follow,

called the order of adverbs. Handily, the order of adverbs, sometimes also called the royal order of adverbs, can help us determine sentence structure too. In short, the adverbs get preference (are placed first) in the following order:

1. Adverbs of manner.
2. Adverbs of place.
3. Adverbs of frequency.
4. Adverbs of time.
5. Adverbs of purpose.

Consider this sentence:

I run (verb) **quickly** (manner) **down the road** (place) **every morning** (frequency) **before school** (time) **because** (purpose) I might miss the bus.

While it is good to remember the order of adverbs, there is always flexibility with language, and we have already mentioned that adverbs of time and frequency can be placed at the start of a sentence to change the emphasis. So, bottom line: think of the order of adverbs as more of a guideline than a rule that can't be broken.

E. PRONOUN

A pronoun is defined as a word or phrase that is used as a substitution for a noun or noun phrase, which is known as the pronoun's antecedent. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of a sentence. Common pronouns are *he, she, you, me, I, we, us, this, them, that*. A pronoun can act as a subject, direct object, indirect object, object of the preposition, and more and takes the place of any person, place, animal or thing. So coffee becomes *it*, Barbara becomes *she*, Jeremy becomes *he*, the team becomes *they*, and in a sentence, *Barbara drinks a cup of coffee every afternoon* could become *she drinks a cup of it every afternoon*, or even *she drinks it every afternoon*, where the *it* would substitute *the cup of coffee*, not just the *coffee*.

Without pronouns, we'd constantly have to repeat nouns, and that would make our speech and writing repetitive, not to mention cumbersome. Without pronouns, *Barbara*

drinks a cup of coffee every afternoon, she likes to have it before dinner would be *Barbara drinks a cup of coffee every afternoon, Barbara likes to have the cup of coffee before dinner*. Using pronouns helps the flow of sentences and makes them more interesting.

He	It	You	I	They	We	Who	Him
Them	Whoever	Anyone	Something	Nobody			

Pronoun examples in the following sentences are in bold for easy identification.

1. Billy, Caren, and I were playing poker with friends -> **We** were playing poker with friends.
2. Ellie loves watching movies. -> **She** loves watching movies, especially if **they** are comedies.
3. Will Daniel be going to the circus with Sarah? -> Will **he** be going **there** with **her**?

As mentioned, pronouns are usually used to replace nouns, however they can also stand in for certain adverbs, adjectives, and other pronouns. Almost anytime you refer to a person, animal, place or thing, you can use pronouns to add interest and make your speech or writing flow better.

In nearly all cases, a pronoun must follow an expression called an antecedent. This basically means that a pronoun can only really be understood in the context of prior information about the noun. For example, if we use the pronoun **she** in a sentence, we will only be able to understand it if we know who **she** is, thus an antecedent, perhaps giving the person's name, is usually supplied first. In the example above *Barbara drinks a cup of coffee every afternoon*, if we had never mentioned Barbara or what she drinks, it would be unclear if we said, *She drinks it every afternoon*. Your reader would be confused and wonder who *she* is and what does she drink, wine, water, lemonade?

a. Types of Pronouns

Pronouns can be divided into numerous categories including:

- Indefinite pronouns – those referring to one or more unspecified objects, beings, or places, such as someone, anybody, nothing. Notice in the examples below that there is no set position for where an indefinite pronoun will appear in a sentence.

Indefinite pronoun examples:

Anyone	Somebody	Whichever	Whoever	Their	Something	Nobody
--------	----------	-----------	---------	-------	-----------	--------

Indefinite pronoun examples in the following sentences are in bold for easy identification.

- ✓ Would **anyone** like a coffee?
- ✓ Take **whatever** you like. Jamie took one cookie and Ben took the other.
- ✓ **Whoever** owns this is in big trouble! I want someone to move this now.

Indefinite pronouns can also be used to create sentences that are almost abstract. Examples could include: *this, all, such and something*.

- ✓ All was not lost.
- ✓ Such is life.
- ✓ Something tells me this won't end well.

- Personal pronouns – those associated with a certain person, thing, or group; all except you have distinct forms that indicate singular or plural number. Personal pronouns are always specific and are often used to replace a proper noun (someone's name) or a collective group of people or things. Personal pronouns have two main groups, one referring to the subject of the sentence and one to the object.

The first is used to replace the subject of the sentence: *I, you, he, she, it, we, you and they*. Notice that *you* is repeated as *you* can be singular, addressing one person, or plural, addressing a group of people.

Personal pronoun examples in the following sentences are in bold for easy identification.

- ✓ Jack and David are friends. **They** play basketball together.
- ✓ I have more money than **he**

- ✓ **We** will be late if **you** don't hurry up.

The second group of pronouns replaces the object of the sentence: *me, you, him, her, it, us, you, them*. Consider the sentence again:

- ✓ **We** will be late if **you** don't hurry up.

In the above example, *we* is the subject of the sentence, but *you* is the object. Other examples of pronouns replacing the object:

- ✓ Peter sang the song to **me**.
- ✓ Missing the train will cause **us** to be late.
- ✓ She packed **them** tightly in the suitcase.

- **Reflexive pronouns** – those preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in *–self* or *–selves*. Reflexive pronouns are used to refer back to the subject or clause of a sentence. The list of reflexive pronouns includes: *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Reflexive pronoun examples in the following sentences are in bold for easy identification.

- ✓ Count **yourselves**
- ✓ Annie only had **herself** to blame.
- ✓ Peter and Paul had baked **themselves** cakes.

- **Demonstrative pronouns** – those used to point to something specific within a sentence. There are only four demonstrative pronouns – *this, that, these, those* – but the usage can be a bit tricky at times. *This* and *that* are singular, whereas *these* and *those* are plural. As you may have noticed, there can be some crossover with indefinite pronouns when using *this* and *that*.

Demonstrative pronoun examples in the following sentences are in bold for easy identification.

- ✓ I prefer **this**.
- ✓ **These** are beautiful, but **those** belong to Danny.

✓ Did you see **that**?

While it can be confusing, **this**, **that**, **these** and **those** can sometimes be used as demonstrative adjectives. The difference between the two is that a demonstrative pronoun replaces the noun and a demonstrative adjective qualifies the noun.

I prefer **this** *photo*. These flowers are *beautiful*, but those *vases* belong to Danny. Did you see **that** *rainbow*?

It should be clear that **this**, **that**, **these** and **those** in the example above are not pronouns because they are being used to qualify the noun, but not replace it. A good trick for remembering the difference is that a demonstrative pronoun would still make sense if the word *one* or *ones* followed it in the sentence.

I prefer **this** (one). **These** (ones) are beautiful. Did you see **that** (one)? **Those** (ones) belong to Danny.

- **Possessive pronouns** – those designating possession or ownership. Examples include: *mine*, *its*, *hers*, *his*, *yours*, *ours*, *theirs*, *whose*. Consider the example:

✓ This cat is **mine**.

Mine is indicating possession, that the cat belongs to me. Incidentally, *this* in the sentence is not a pronoun but demonstrative adjective as it qualifies the noun *cat*. You will find that possessive pronouns often follow phrases that contain demonstrative adjectives.

Possessive pronoun examples in the following sentences are in bold for easy identification.

- ✓ Are these bananas **yours**?
- ✓ This money is **ours**.
- ✓ Is the fault **theirs** or **yours**?

- **Relative pronouns** –those which refer to nouns mentioned previously, acting to introduce an adjective (relative) clause. They will usually appear after a noun to help clarify the sentence or give extra information. Examples include: *who, which, that, whom, whose*. Consider the following sentence:

✓ *The man **who** stole the car went to jail.*

The relative pronoun *who* acts to refer back to the noun *man*. It acts to open a clause by identifying the man as not just any man, but the one who stole the car. Relative pronoun examples in the following sentences are in bold for easy identification.

- ✓ The table, **which** sits in the hallway, is used for correspondence.
- ✓ The car **that** crashed into the wall was blue.
- ✓ This is the woman, **whose** key you found.

- **Interrogative pronouns** –Those which introduce a question. Examples include: *who, whom, whose, what, which*. We can usually identify an interrogative pronoun by the fact that they often appear at the beginning of a question. Interrogative pronoun examples in the following sentences are in bold for easy identification.

- ✓ **Who** will come to the party?
- ✓ **Which** do you prefer?
- ✓ **What** do you need?
- ✓ **Whose** clothes are on the floor?
- ✓ **Whom** did you tell?

Whom and *who* are often confused, and even native speakers will use them incorrectly. *Who* will replace the subject of a sentence, whereas *whom* will replace the direct or indirect object. A good tip for deciding which to use is that you can replace *who* in the sentence with a personal pronoun and it will still make sense. *Who will come to the party? I will come to the party.* The same system would not work for *Whom did you tell? I did you tell.*

- **Reciprocal pronouns** –Those expressing mutual actions or relationship; i.e. one another. There are just two reciprocal pronouns in English: *one another* and *each other*. They are mainly used to stop unnecessary repetition in a sentence, but also to

reinforce the idea that collective and reciprocal actions are happening to more than one person or thing. John and Mary gave *each other* gifts. Using *each other* allows us the sentence to be more efficient than: John gave Mary a gift and Mary gave a gift to John. The countries worked with *one another* on national security. In this example, *one another* works to suggest that the action of working is being reciprocated back and forth by more than one country.

Reciprocal pronoun examples in the following sentences are in bold for easy identification.

- ✓ The boxers punched **each other**
- ✓ The couple love **one another** deeply

- **Intensive pronouns** – those ending in *–self* or *–selves* and that serve to emphasize their antecedents. These are almost identical to reflexive pronouns, but rather than just referring back to the subject of the sentence they work to reinforce the action. In many cases, the sentence would still make sense without the intensive pronoun. Intensive pronoun examples in the following sentences are in bold for easy identification.

- ✓ I will do it **myself**.
- ✓ We made this pie **ourselves**.
- ✓ A nation speaks for **itself** through elections.

Notice how the intensive pronoun is working to emphasize the statement. The sentence would still technically be correct without the intensive pronoun, but it adds some important context to its meaning.

- **Pronoun Rules**

There are a few important rules for using pronouns. As you read through these rules and the examples in the next section, notice how the pronoun rules are followed. Soon you'll see that pronouns are easy to work with.

- ✓ Subject pronouns may be used to begin sentences. For example: We did a great job.

- ✓ Subject pronouns may also be used to rename the subject. For example: It was she who decided we should go to Hawaii.
- ✓ Indefinite pronouns don't have antecedents. They are capable of standing on their own. For example: No one likes the sound of fingernails on a chalkboard.
- ✓ Object pronouns are used as direct objects, indirect objects, and objects of prepositions. These include: you, me, him, her, us, them, and it. For example: David talked to her about the mistake.
- ✓ Possessive pronouns show ownership. They do not need apostrophes. For example: The cat washed *its*.

F. CONJUNCTION

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions are considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

- I got a headache **and** I feel sick.
- I bought the car **because** it was cheap.
- She is not nice **but** she is charming.

a. Types of Conjunctions

There are several different types of conjunctions that do various jobs within sentence structures. These include:

- **Subordinating conjunctions** – Also known as subordinators, these conjunctions join dependent clauses to independent clauses.
- **Coordinating conjunction** – Also known as coordinators, these conjunctions coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance.
- **Correlative conjunction** – These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.
- **Conjunctive adverbs** – While some instructors do not teach conjunctive adverbs alongside conjunctions, these important parts of speech are worth a mention here. These **adverbs** always connect one clause to another, and are used to show sequence, contrast, cause and effect, and other relationships.

When people first learn to write, they usually begin with short, basic sentences like these: *“My name is Ted. I am a boy. I like dogs.”* One of the most important jobs conjunctions do is to connect these short sentences so they sound more like this: *“I am a boy named Ted, and I like dogs.”*

b. Conjunction Rules

There are a few important rules for using conjunctions. Remember them and you will find that your writing flows better:

- Conjunctions are for connecting thoughts, actions, and ideas as well as **nouns**, clauses, and other parts of speech. For example: *Mary went to the supermarket **and** bought oranges.*
- Conjunctions are useful for making lists. For example: *We made pancakes, eggs, **and** coffee for breakfast.*
- When using conjunctions, make sure that all the parts of your sentences agree. For example: *“I work busily **yet** am careful”* does not agree. *“I work busily **yet** carefully”* shows agreement.

c. Conjunctions List

There are only a few common conjunctions, yet these words perform many functions: They present explanations, ideas, exceptions, consequences, and contrasts. Here is a list of conjunctions commonly used in American English:

And	For	Nor	Yet
As	Just as	Not only	
Because	Or	So	
But	Neither	Whether	

G. PREPOSITION

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Indeed, several of the most frequently used words in all of English, such as *of*, *to*, *for*, *with*, *on* and *at*, are prepositions. Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

In fact, it's interesting to note that prepositions are regarded as a 'closed class' of words in the English language. This means, unlike verbs and nouns, no new words are added to this group over time. In a way, it reflects their role as the functional workhorse of the sentence. They are unassuming and subtle, yet vitally important to the meaning of language.

There are two very important rules to remember when using prepositions. Because they are somewhat vague, learning about prepositions and using them correctly in sentences takes practice. Because 1:1 translation is often impossible when dealing with prepositions, even the most advanced English students have some difficulty at first.

The first rule is that to make sentences clear, specific prepositions are needed. For example, the preposition *in* means one thing and the preposition *on* cannot substitute for it in all cases. Some prepositions are interchangeable but not always. The correct preposition means one particular thing and using a

different proposition will give the sentence a very different meaning. *I want to see you **in** the house now, Bill!* means something very different from *I want to see you **on** the house now, Bill!* **In** the house means Bill should go through the door, walk inside, and stand in the hall or living room. **On** the house means Bill would need to get a ladder and climb to the roof where he would be *on top of* the house.

The second rule for using prepositions is that prepositions are generally followed by nouns or pronouns. There was a time in the past when teachers held strictly to this rule, but it made for some clunky sentences. *I am seeking someone I can depend on* ends with the preposition *on*, so people who insisted that sentences shouldn't end with a preposition would be forced to use convoluted and unnatural phrasing. To avoid ending that sentence above with a preposition, you'd have to say, *someone I can depend on is whom I am seeking*.

There are more than 100 prepositions in the English language. In addition, there are endless possibilities for creating **prepositional phrases**, phrases that begin with a preposition and end with a noun or pronoun. In the following sections, you will find examples of prepositions, types of prepositions, a comprehensive list of prepositions, and some helpful preposition exercises. As you read the examples and study the list, remember that prepositions usually convey concepts such as comparison, direction, place, purpose, source possession, and time.

a. Examples of Prepositions

In the following sentences, examples of prepositions have been italicized. As you read, consider how using different prepositions or even different types of prepositions in place of the examples might change the relationship between the rest of the words in the sentence.

- ✓ I prefer to read *in* the library.
- ✓ He climbed *up* the ladder to get *onto* the roof.
- ✓ Please sign your name *on* the dotted line *after* you read the contract.
- ✓ Go *down* the stairs and *through* the door.

- ✓ He swam *across* the pool.
- ✓ Take your brother *with* you.

b. Types of Prepositions

There are three types of prepositions, including time prepositions, place prepositions, and direction prepositions. Time prepositions are those such as *before*, *after*, *during*, and *until*; place prepositions are those indicating position, such as *around*, *between*, and *against*; and direction prepositions are those indicative of direction, such as *across*, *up*, and *down*. Each type of preposition is important.

○ Prepositions of Time

Basic examples of time prepositions include: *at*, *on*, *in*, *before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as many different prepositions can be used.

Prepositions of time examples in the following sentences are in bold for easy identification.

For example:

- ✓ I was born **on** July 4th, 1982.
- ✓ I was born **in** 1982.
- ✓ I was born **at** exactly 2am.
- ✓ I was born two minutes **before** my twin brother.
- ✓ I was born **after** the Great War ended.

The above makes it seem quite difficult, with five different prepositions used to indicate when something happened. However, there is a set of guidelines that can help decide which preposition to use:

For **years, months, seasons, centuries and times of day**, use the preposition **in**:

- ✓ I first met John **in** 1987.
- ✓ It's always cold **in** January

- ✓ Easter falls **in** spring each year.
- ✓ The Second World War occurred **in** the 20th century.
- ✓ We eat breakfast **in** the morning.

For days, dates and specific holiday days, use the preposition **on**.

- ✓ We go to school **on** Mondays, but not **on** Sunday
- ✓ Christmas is **on** December 25th.
- ✓ Buy me a present **on** my birthday.

For times, indicators of exception and festivals, use the preposition **at**:

- ✓ Families often argue **at** Christmas time.
- ✓ I work faster **at** night.
- ✓ Her shift finished **at** 7pm.

Before and **after** should be much easier to understand than the other examples of prepositions of time. Both are used to explain when something happened, happens or will happen, but specifically in relation to another thing.

- ✓ **Before** I discovered this bar, I used to go straight home **after** work.
- ✓ We will not leave **before** 3pm.
- ✓ David comes **before** Bryan in the line, but **after** Louise

Other prepositions of time could include: *During, about, around, until and throughout*.

- ✓ The concert will be staged **throughout** the month of May.
- ✓ I learned how to ski **during** the holidays.
- ✓ He usually arrives **around** 3pm.
- ✓ It was **about** six in the morning when we made it to bed.
- ✓ The store is open **until** midnight.

- **Prepositions of Place**

To confuse matters a bit, the most common prepositions to indicate time – **on, at, in** – are also the most common prepositions to indicate position. However, the rules are a little clearer as place prepositions are a more rigid concept than time prepositions. Prepositions of place examples in the following sentences are in bold for easy identification.

- The cat is **on** the table.
- The dogs are **in** the kennel.
- We can meet **at** the crossroads.

The guidelines can be broken down as follows:

On is used when referring to something with a surface:

- The sculpture hangs **on** the wall.
- The images are **on** the page.
- The specials are **on** the menu, which is **on** the table.

In is used when referring to something that is inside or within confined boundaries. This could be anything, even a country:

1. Jim is **in** France, visiting his aunt **in** the hospital.
2. The whiskey is **in** the jar **in** the fridge.
3. The girls play **in** the garden.

At is used when referring to something at a specific point:

1. The boys are **at** the entrance **at** the movie theater.
2. He stood **at** the bus stop **at** the corner of Water and High streets.
3. We will meet **at** the airport.

Let's look at other prepositions of place, such as **under, over, inside, outside, above** and **below** are used in English. There is, however, a lot less confusion as they refer to rigid positions rather than abstract ones.

- ✓ The cat is **under** the table.
- ✓ Put the sandwich **over** there.

- ✓ The key is locked **inside** the car.
- ✓ They stepped **outside** the house.
- ✓ Major is ranked **above** corporal.
- ✓ He is waving at you from **below** the stairs.

- **Prepositions of Movement**

Prepositions of movement are quite easy to understand as they are less abstract than prepositions of place and time. Essentially, they describe how something or someone moves from one place to another. The most commonly used preposition of movement is **to**, which usually serves to highlight that there is movement towards a specific destination.

Prepositions of movement examples in the following sentences are in bold for easy identification.

- He has gone on vacation **to** France.
- She went **to** the bowling alley every Friday last summer.
- I will go **to** bed when I am tired.
- They will go **to** the zoo if they finish their errands.

Other more specific prepositions of movement include: *through*, *across*, *off*, *down* and *into*. These prepositions can sometimes get mixed up with others. While they are similar, they have individual meanings that add context to the movement.

Across refers to moving from one side to another.

- Mike travelled **across** America on his motorcycle.
- Rebecca and Judi are swimming **across** the lake.

Through refers to moving directly inside something and out the other end.

- The bullet Ben shot went **through** the window.
- The train passes **through** the tunnel.

Into refers to entering or looking inside something.

- James went **into** the room.

- They stare **into** the darkness.

Up, over, down, past and *around* indicate directions of movement:

1. Jack went **up** the hill.
2. Jill came tumbling **down** after.
3. We will travel **over** rough terrain on our way to Grandma's house.
4. The horse runs **around** the track all morning.
5. A car zoomed **past** a truck on the highway

How to Recognize a Preposition?

Recognizing prepositions can be challenging as they do not always follow a consistent pattern in terms of their position in a sentence, nor do they have a discernible structure or spelling. We do know, however, that prepositions are almost always short words, with the majority having less than six letters. One technique people use to identify a preposition is to think of a preposition as *anywhere a mouse can go*. *Above, below, next to, between, beyond, through, by, with...* It won't cover them all, but it can be a useful question to ask when trying to identify and recognize a preposition. While there are over 100 prepositions, there are around 500,000-700,000 nouns in English! It is unlikely anyone will learn so many nouns, but recognizing and then mastering prepositions might be a worthwhile and attainable goal.

a. Prepositions with Nouns

There are lots of different nouns that carry specific prepositions to consolidate their meaning. These are called dependent prepositions. Again, there isn't a set rule that says a particular type of noun will take a dependent preposition, although they normally follow the noun. Moreover, there are many possible combinations. Essentially, it's case of familiarizing yourself with the different possibilities of nouns and dependent prepositions. Examples:

- He displayed **cruelty towards** his dog.
- She had **knowledge of** physics.
- The **trouble with** Jack.

- 21 is the **age at** which you are allowed to drink.
- Bolt made another **attempt at** the world record.
- The police held an **inquiry into** the murder.

b. Prepositions with Verbs

Prepositional verbs – the phrasal combinations of verbs and prepositions – are important parts of speech. The prepositions again act as links between the verb and noun or gerund, giving extra meaning to the sentence. The prepositions most commonly used with verbs are: *to*, *for*, *about*, *of*, *in*, *at* and *from*. The good news is that these will always come after the verb in the sentence. However, it should also be noted that the prepositional verbs can have slightly different meaning compared to the original verb. For example, *to relate a story* simply means to tell a story, to relate **to** a story means you identify with it, find some personally meaning in that story.

Verb + to:

- He **admitted to** the charge.
- I **go to** Vancouver on vacation twice a year.
- William can **relate to** the character in the play.

Verb + for:

- He must **apologize for** his actions.
- We **searched for** ages before we found the perfect apartment.
- I **provide for** my family by working two jobs.

Verb + with:

- I don't **agree with** your claim.
- The lawyer said he will **meet with** your representatives.
- They **began with** a quick warm-up.

Verb + of:

- I **dream of** a better life.
- Have you **heard of** Shakespeare?

- The bread **consists of** dough, raisins and a little honey.

Verb + in:

- Does Rick **believe in** miracles?
- Fallon **lives in** New York.
- The bus accident **resulted in** my being late to work.

Verb + at:

1. We **arrived at** our destination.
2. Ilene **excels at** singing.
3. Will the baby **smile at** her mother?

Verb + on:

- We should really **concentrate on** our studies now.
- Helen **insisted on** Brenda's company.
- Morris **experimented on** some canvas.

Verb + from:

- Since turning 80, she **suffers from** lapses in concentration.
- Dad **retired from** the navy in the 1970s.
- Billy Bob, please **refrain from** doing that.

c. Prepositions with Adjectives

Prepositions can form phrases with adjectives to give further context to the action, emotion or thing the adjective is describing. Like verbs and nouns, adjectives can be followed by: **to, about, In, for, with, at** and **by**.

- I am happily **married to** David.
- Ellie is **crazy about** this movie.
- Michelle is **interested in** politics.
- We are **sorry for** your loss.
- Jane will be **delighted with** her results.
- Is he still **angry at** the world?
- The entire room was **astonished by** the election results.

There can sometimes be a pattern in deciding which prepositions go with adjectives, for example, when adjectives have the same or very similar meaning to each other, they might take the same preposition:

- Frightened **of**, afraid **of**, scared **of**, terrified **of**

Indeed, when adjectives have opposite meaning they might also take the same preposition:

- Good **at**, great **at**, superb **at**, wonderful **at**
- Bad **at**, terrible **at**, woeful **at**, inept **at**

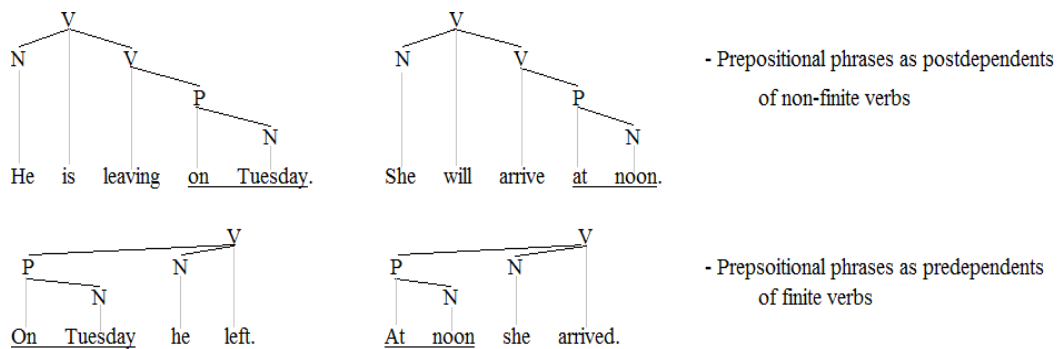
There are always many exceptions to the above, but it can help that there seems to be some consistency when adjectives have the same meaning or opposite meaning,

CHAPTER III

PHRASE, CLAUSE, & SENTENCES

Phrases, Clauses and Sentences are the most important structural units of language. They provide structure and meaning to almost all the languages. The phrases and clauses provide a sense to a sentence. Here we will discuss this and learn about the constituents of a sentence structure with the help of interesting example sentence for each.

A. PHRASE



Any group of meaningful words that don't make complete sense is a phrase. If taken alone i.e. without other words, it will not be meaningful at all. However, a phrase occurs inside a sentence as its structural part. Some of the examples of phrases are: in ten steps, the great man, a pink flower, the thick canopy, expansion term, etc. Phrases are of several types as follows:

- **Prepositional Phrase:** This group of words begin with a preposition. The preposition precedes a noun or a pronoun or something which acts as a noun or a pronoun. Let us see some examples. Eid is **a wonderful occasion**. She was lost **at sea**. I am writing this essay **for the entire class**. The entire prepositional phrase acts as an adverb or an adjective most of the times.
- **Noun Phrase:** This is a phrase that acts as a noun in a sentence. A noun or a pronoun and its modifiers make up a noun phrase. For example, The man takes **a bus every day to work**. Arif has **a very beautiful bag with him**.
- **Verb Phrase:** This phrase will contain a main verb and one or more helping verb. These two will have a link that connects them together. This

phrase will define the various times of the action in a sentence. For example, The car **is moving** in a circle. Will he **be eating** the entire buffet? How **are you doing**? These are some of the common examples and the structure is auxiliary/modal verb + auxiliary verb + auxiliary verb + main verb (as in the sentence above).

B. Clause

A clause is also a group of words but this group must contain the subject and a predicate. Hence, a clause can make complete sense even when present outside the sentence. A clause is that part of a sentence that contains the subject and the predicate. For example, **I have a dog**. The **snow is falling** since yesterday. Clauses are of following types:

- **Main or Independent Clause:** The main clause is that part of a sentence that not only contains the subject and the predicate but also makes perfect sense if we take it out of the sentence. In other words, we can say that this clause does not need a context to make sense. For example, **China is growing at a very fast rate** and **this has surprised many economists**. The clauses in bold are independent clauses.
- **Subordinate or Dependent Clause:** A subordinate or a dependent clause must also contain the subject and the predicate. The only condition is that these kinds of clauses won't make proper sense without another clause. The dependent clause depends on the main clause for deriving a proper meaning. Let us see some examples: The country is going **from bad to worse**. Asif has a dog **who can stand on two legs**. That is the umbrella **which I bought online**. Iran has a very beautiful culture **which is also one of the oldest cultures in the world**. The words in bold are the subordinate clauses.

C. Sentence and Sentence Structure

We define a sentence as a collection of words that make a certain intended sense. The definition is also sometimes put as a collection or group of words that make sense to a reader. Grammatically, we say that a sentence must have a

predefined structure. A sentence may contain a subject, a predicate, verbs and auxiliary verbs etc.

A sentence could be a command, a statement, an exclamation, a question. It has a main clause and sometimes many clauses with at least one main clause. The sentence has to end with a full stop and must have a finite verb in it. For example: Wait here. Put it on. I am a very strong person but I also need to know more. The sentence structure has the following basic parts:

- ✓ Subject: About which something is being said.
- ✓ Predicate: Tells us something about the subject.
- ✓ Direct object: A person or thing that is affected by the verb.
- ✓ Indirect object: Usually followed by direct objects.
- ✓ The object of the preposition: Functions as a noun or pronoun and comes right after the preposition.
- ✓ Verbs: Indicates action, the occurrence of something or state of being.
- ✓ Phrases: Makes sense but not complete sense, thus can't stand alone.
- ✓ Complements: It provides complete meaning to a subject, an object or a verb.

CHAPTER IV

FORMULAS OF TENSES

A. PRESENT TENSE

1. SIMPLE PRESENT TENSE

a) Pengertian

Simple Present Tense adalah suatu bentuk kalimat yang memiliki kata kerja untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi pada saat ini.

b) Rumus Simple Present Tense

Simple *present tense* dibentuk dari verb-1 (present tense) atau linking verb “be” (is, am, are). Apa itu verb-1? Verb-1 merupakan bare infinitive dengan tambahan -s atau -es (contoh verb-1: does, goes, wants) khusus untuk *subject* berupa *singular noun* (kata benda tunggal: Tita, book, car) atau *third person singular pronoun* (kata ganti orang ketiga tunggal: she, he, it); atau tanpa tambahan apapun (contoh verb-1: do, go, want) untuk *subject* berupa *plural noun* (boys, men, books) atau *plural pronoun* (we, they), *pronoun I/you*, atau compound subject (you and me, Tina and Ratih).

Berikut rumus *simple present tense* untuk kalimat positif, negatif, dan interogatif.

Jenis Kalimat	Rumus Simple Present Tense	Contoh Simple Present Tense
positif (+)	S + V-1 S +/- auxiliary (do/does) + bare infinitive	She likes eating out
	S + be (am/is/are)	The children are naughty.

negatif (-)	S + auxiliary (do/does) + not + bare infinitive	She doesn't like eating out
	S + be(am/is/are) + not	The children aren't naughty
interogatif (?)	Do/Does + S + bare infinitive	Does she like eating out?
	Be(am/is/are) + S	Are the children naughty?

Catatan:

Pada kalimat positif, normalnya Auxiliary Verbs (do/does) tidak digunakan, melainkan hanya digunakan jika perlu untuk memberi penekanan pada keharusan melakukan aksi.

c) Rumus Yes-No Question Simple Present Tense

Kalimat *positive simple present tense* menggunakan linking verb “be” (am/is/are) atau dengan verb-1 selain *be* sebagai kata kerjanya. Pada *simple present tense* dengan *be*, yes-no question dapat langsung dibuat dengan menukar posisi subject of verb (S) dan *be*; namun pada *simple present tense* dengan verb-1 selain *be* perlu penambah *dummy auxiliary verb* “do/does” dan verb-1 berubah menjadi bare infinitive (-s/-es dihilangkan).

Kalimat Positive	Yes-No Question
S + verb-1 +/- <u>direct object</u>	Do/does + S + bare infinitive +/- direct object
S + be (am/is/are) + <u>subject complement</u> (noun/adjective/...)	Be (am/is/are) + S + subject complement (noun/adjective/...)

Catatan:

- **is** dan **does** untuk subject berupa *third person singular* (Vera, mother, she, he, it)
- **am** hanya untuk “I”
- **do** untuk “I”, “you”, dan *plural subject* (Vera and her mother, we, they)
- **are** untuk “you” dan *plural subject* (Vera and her mother, we, they)

Contoh Kalimat Yes-No Question Simple Present Tense

No	Kalimat Positive	Yes-No Question
1	Her cat loves sunbathing. (Kucingnya suka berjemur.)	Does her cat love sunbathing? (Apakah kucingnya suka berjemur?)
2	They work in the hospital. (Mereka bekerja di rumah sakit tersebut.)	Do they work in the hospital? (Apakah mereka bekerja di rumah sakit tersebut?)
3	He is a certified veterinarian. (Dia seorang dokter hewan berlisensi.)	Is he a certified veterinarian? (Apakah dia seorang dokter hewan berlisensi?)
4	Aya and Risma are good at cooking. (Aya dan Risma pandai memasak.)	Are Aya and Risma good at cooking? (Apakah Aya dan Risma pandai memasak?)

d) Contoh Short Answer Response in Simple Present Tense

Yes-No Question	Short Answer Response
- Am I on the right path? - Are we on the right path?	- Yes, you are. - No, you aren't.
Is she/he/it on the right path?	- Yes, she/he/it is. - No, she/he/it isn't.
Are you on the right path?	- Yes, I am. - No, I'm not.
Are they on the right path?	- Yes, they are. - No, they aren't.
- Do I bother him? - Do we bother him?	- Yes, you do. - No, you don't.
Does she/he/it bother him?	- Yes, she/he/it does. - No, she/he/it doesn't.
Do you bother him?	- Yes, I do. - No, I don't.
Do they bother him?	- Yes, they do. - No, they don't.

e) Rumus Wh- Question dengan Simple Present Tense.

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose, atau how*) dengan *simple present tense* menggunakan kata kerja berupa linking verb "be" (is/am/are) atau verb-1 (bare infinitive + -s/-es untuk *subject* berupa *singular noun* atau *3rd person singular pronoun*).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + be	Menanyakan <i>subject</i>	Who/What + be(am/is/are) Whose/Which + noun + be(am/is/are)
	Menanyakan <i>adverb</i>	When/Where/Why + be(am/is/are) + S How + adverb(much/far/...) + be(am/is/are) + S
S + verb-1	Menanyakan <i>subject</i>	Who/What + V1 Whose/Which + noun + V1
	Menanyakan <i>Object</i>	Who/What + do/does + S + bare infinitive ? Whose/Which + noun + do/does + S + bare infinitive
	Menanyakan <i>Adverb</i>	When/Where/Why + do/does + S + bare infinitive How + adverb(long/slowly/...) + do/does + S + bare infinitive

f) Contoh Wh- Question dengan Simple Present Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
They are at the grocery. (Mereka di swalayan.)	menanyakan <i>subject</i>	Who are at the grocery? (Siapa di swalayan?)
	menanyakan <i>adverb</i>	Where are they? (Dimana mereka)
The girl's book is on the table.	menanyakan	Whose book is on the table?

(Buku anak itu di atas meja.)	<i>subject</i> (posessive)	(Buku siapa di atas meja?)
Father's day is on the third Sunday of June. (Hari ayah adalah pada hari minggu ketiga bulan Juni.)	menanyakan <i>adverb</i>	When is Father's Day? (Kapan hari ayah?)
The sky is blue. (Langit warna biru.)	menanyakan <i>adverb</i>	Why is the sky blue? (Mengapa langit warna biru?)
The man saves money in the bank. (Laki-laki itu menyimpan uang di bank.)	menanyakan <i>subject</i>	Who saves his money in a the bank? (Siapa yang menyimpan uang di bank?)
	menanyakan <i>object</i>	What does the man save in the bank? (Apa yang di simpan laki-laki itu di bank?)
	menanyakan <i>adverb</i>	Where does the man save money? (Dimana laki-laki itu menyimpan uang?)
This photo always makes her smile. (Itu membuatnya tersenyum.)	menanyakan <i>subject</i>	What always makes her smile? (Apa yang selalu membuatnya tersenyum?)
		Which photo always makes her smile?

		membuatnya tersenyum?)
Andri walks so slowly. (Andri berjalan dengan sangat lambat.)	Menanyakan <i>subject</i>	Who walks so slowly? (Siapa berjalan dengan sangat lambat?)
	Menanyakan <i>adverb</i>	Why does Andri walk so slowly? (Mengapa Andri berjalan dengan sangat lambat?)
		How slowly does Andri walk? (Seberapa lambat Andri berjalan?)

g) The Use of Adverb of Frequency and Adverb of Number in Simple Present Tense.

Simple present tense sering menggunakan adverb of frequency untuk menunjukkan seberapa sering suatu kegiatan terjadi.

Adverb of frequency antara lain:

- always (selalu)
- often (sering)
- usually (biasanya)
- sometimes (kadang-kadang)
- seldom (jarang)
- never (tidak pernah)

➤ Contoh Simple Present Tense dengan Adverb of Frequency:

1	I always eat hygiene food to avoid stomachache. (Saya selalu makan makanan higienis untuk menghindari sakit perut.)
2	She never sheds a tear in front of us. (Dia tidak pernah meneteskan air mata di depan kita.)

Adverb of number juga dapat digunakan untuk menunjukkan habitual action (kebiasaan). Contoh Adverb of number ini antara lain :

- 3 days a week (3 hari per minggu)
- Twice a month (dua kali perbulan)
- 8 hours a day (8 jam perhari)
- Every day (setiap hari)
- Every month (setiap bulan)
- Two times a week (dua kali seminggu)

➤ **Contoh Simple Present Tense dengan Adverb of Number:**

1	I do the exercise three times a week to gain my muscle mass. (Saya melakukan latihan tersebut tiga kali seminggu untuk meningkatkan masa otot.)
2	That flowers need to be watered everyday. (Bunga-bunga itu perlu disiram setiap hari.)

ASSIGNMENTS

Activity 1

1. Clara _____ to bring her favorite pen to help her remembering a thing.
- a. decide c. decided
b. decides d. is deciding
2. She _____ happy because he is there.
- a. be c. are
b. is d. to be
3. They _____ to join that camp because there are many games there.
- a. force c. are forced
b. been forced d. is forced
4. She must joined this show to support the other.
- 1 2 3 4
- a. 1 c. 3
b. 2 d. 4
5. I like her hair unravel so that she _____ more beautiful.
- a. looked c. looks
b. look d. looking
6. Retna _____ the problems that she will face soon.
- a. don't know c. doesn't knows
b. don't knows d. doesn't know
7. Yayat drink many vegetables juices every night to his dinner.
- 1 2 3 4
- a. 1 c. 3
b. 2 d. 4
8. _____ they know what actually has happened?
- a. Do c. did
b. does d. done
9. Mione and I wants to stop eating as we can, because too many sweets are not good.
- a. 1 c. 3
b. 2 d. 4

10. He _____ his nails sometimes when he remembers.

- | | |
|---------|------------|
| a. cut | c. cutting |
| b. cuts | d. cuted |

11. It _____ too soon to give more presents.

- | | |
|--------|---------|
| a. was | c. were |
| b. is | d. be |

12. She want to make friendship with everyone.

- | | | | |
|------|---|------|---|
| 1 | 2 | 3 | 4 |
| a. 1 | | c. 3 | |
| b. 2 | | d. 4 | |

13. Harry canceled his vacation everyday because of his business.

- | | | | |
|------|---|------|---|
| 1 | 2 | 3 | 4 |
| a. 1 | | c. 3 | |
| b. 2 | | d. 4 | |

14. Someone _____ there now when I am coming.

- | | |
|--------|---------|
| a. are | c. was |
| b. is | d. were |

15. My dad _____ why do my mom get angry every weekend.

- | | |
|-----------------------|-------------------------|
| a. do not understands | c. does not understands |
| b. do not understand | d. does not understand |

16. My friend and I _____ calling him every time so that he feels so boring.

- | | |
|---------|------------|
| a. kept | c. keeps |
| b. keep | d. keeping |

17. Luna always keep her attitude better in front all people, she always looks beautiful too.

- | | | | |
|------|---|------|---|
| 1 | 2 | 3 | 4 |
| a. 1 | | c. 3 | |
| b. 2 | | d. 4 | |

18. No one know what actually just has happened today.

- | | | | |
|------|---|------|---|
| 1 | 2 | 3 | 4 |
| a. 1 | | c. 3 | |
| b. 2 | | d. 4 | |

19. They didn't choose Drake as their leader every month.

- | | | | |
|------|---|---|------|
| 1 | 2 | 3 | 4 |
| a. 1 | | | c. 3 |
| b. 2 | | | d. 4 |

20. She forgets about taking and to give her things because of her activities.

- | | | | |
|------|---|---|------|
| 1 | 2 | 3 | 4 |
| a. 1 | | | c. 3 |
| b. 2 | | | d. 4 |

Activity 2

Fill in the blank with the verb that are provided in the box.

- | | | |
|-------|-------|-------|
| Drink | Go | Swim |
| Speak | Write | Live |
| Go | Speak | Go |
| Eat | Rise | Set |
| Study | Cook | Leave |
| | Walk | Buy |

- My father..... a cup of coffee every morning.
- Every Saturday she to the hospital.
- Amy often in the swimming pool.
- Jim and Susan..... English very well.
- My teacher with a pen, but we..... with pencils.
- My family..... in Jakarta.
- We usually..... to bed at 10.
- Michael and Richardo always in English to each other.
- They rice for lunch.
- The sun in the east, and in the west.
- We..... math everyday.
- My mother always rice in the morning.
- That last bus in the evening at 6 p.m.

14. Paul with his friend every morning.
15. She some dresses in that supermarket.

Activity 3

Make the following sentences into (a) interrogative (b) negative and then write questions by using the question – words given in the parentheses.

1. Midwife Irma lives in Slawi. (Where)
2. Andi gets up at five o'clock. (what time)
3. Midwife Rima goes to the hospital by taxi. (How)
4. Uncle Darmo visits the doctor once a month. (How often)
5. John sleeps in that room every night. (Who)
6. The new midwife always works carefully. (How)
7. The nurse takes the baby's temperature every three hours. (How often)
8. Mother always cooks in the morning. (Who)
9. His father has three cars. (How many)
10. The class begins at seven. (What time)
11. The patient takes the medicine three times a day. (How many times)
12. The beautiful midwife always talks to her patient cordially. (How)
13. The patient goes to the clinic every Friday. (How often, who)
14. Dr. Rossa attends medical conferences every year. (Who, What, How often)
15. The liver processes all the food we eat. (What)

2. PRESENT PERFECT TENSE

a) Pengertian

Present perfect tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan suatu aksi atau situasi yang telah dimulai di masa lalu dan masih berlanjut sampai sekarang atau telah selesai pada suatu titik waktu tertentu di masa lalu namun efeknya masih berlanjut.

b) Rumus Present Perfect Tense

Present perfect tense dibentuk dengan **auxiliary verb** “have” atau “has”, dan **past participle** (verb-3). *Have* digunakan untuk *I, you, they, we*, sedangkan *has* untuk *he, she, it*, dan orang ketiga tunggal. Sedangkan past participle dapat berupa **regular** atau **irregular verb**.

Dengan demikian rumus *present perfect tense* untuk kalimat positif, negatif, dan interogatif adalah sebagai berikut:

Kalimat	Rumus	Contoh Present Perfect Tense
positif (+)	S + aux. verb(have/has) + V-3/past participle	I have read the book
		He has left
negatif (-)	S + aux. verb(have/has) + not + V-3/past participle	I have not read the book
		He hasn't left
interogatif (?)	aux. verb(have/has) + S + V-3/past participle	Have I read the book?
		Has he left?

c) Beberapa Fungsi dan Contoh Kalimat Present Perfect Tense

Fungsi	Contoh Kalimat Present Perfect Tense
Present perfect tense untuk mengungkapkan kejadian di masa lalu tanpa peduli kapan tepatnya terjadi.	Can you recommend the most delicious seafood restaurant in this town? Yes, I've visited all of them. (Dapatkah kamu merekomendasikan restoran seafood paling lezat di kota ini? Ya, saya telah mengunjungi semuanya.)
	I've read this book. (Saya sudah membaca buku ini.)
Present perfect tense untuk menunjukkan bahwa suatu aksi terjadi berulang kali dimasa lampau (adverb of number dapat digunakan).	She has called you three times. (Dia sudah meneleponmu tiga kali.)
Present perfect tense untuk mengungkapkan aktivitas atau situasi yang dimulai pada masa lampau kemudian dilanjutkan sampai sekarang (belum selesai).	I have lived in Cilegon for 3 months . (Saya telah tinggal di Cilegon selama 3 bulan.)
	She has studied in French since April. (Saya telah sekolah di Perancis sejak bulan April.)
	My brother has worked already /lately/ up to now. (Saudaraku sudah bekerja sampai sekarang.)
Present perfect tense untuk membicarakan event yang baru saja terjadi (adverb "just" dapat	I've just sent you an email. (Saya baru saja mengirimkan kamu email.)
	The rain's just stopped .

digunakan).	[the rain's = the rain has; lihat <u>contraction & apostrophe</u>]
-------------	--

d) Rumus Yes-No Question Present Perfect Tense

Kalimat *positive present perfect tense* menggunakan auxiliary verb “have/has” sebagai komponen verb phrase-nya. Yes-no question dapat langsung dibuat dengan menukar posisi subject of verb (S) dan have/has.

Kalimat Positive	Yes-No Question
S + have/has + past participle	Have/has + S + past participle

Catatan:

- **have** untuk *subject* “I”, “you” (singular/plural), dan *plural subject* (Kevin and his friends, we, they)
- **has** untuk *third person singular* (Kevin, a friend, she, he, it)

e) Contoh Kalimat Yes-No Question Present Perfect Tense

No	Kalimat Positive	Yes-No Question
1	I have reached my bandwidth limit. (Saya telah mencapai batas bandwidth.)	Have I reached my bandwidth limit? (Apakah saya telah mencapai batas bandwidth?)
2	The doctor has found the cause of your painful joints. (Dokter tersebut telah menemukan penyebab nyeri sendimu)	Has the doctor found the cause of your painful joints? (Apakah dokter telah menemukan penyebab nyeri sendi-sendimu?)
3	They have gone to Balikpapan?	Have they gone to Balikpapan?
	(Mereka telah pergi ke Balikpapan.)	(Apakah mereka telah pergi ke Balikpapan?)

4	His air conditioners have worked properly. (Pendingin udaranya telah bekerja dengan benar.)	Have his air conditioners worked properly? (Apakah pendingin udaranya telah bekerja dengan benar?)
---	---	--

f) Contoh Short Answer Response Present Perfect Tense

Yes-No Question	Short Answer Response
Have I/we destroyed someone's reputation?	• Yes, you have. • No, you haven't.
Has she/he/it destroyed someone's reputation?	• Yes, she/he/it has. • No, she/he/it hasn't.
Have you destroyed someone's reputation?	• Yes, I have. • No, I haven't.
Have they destroyed someone's reputation?	• Yes. they have. • No, they haven't.

g) Rumus dan Contoh Kalimat Wh- Question dengan Present Perfect Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose*, atau *how*) dengan *present perfect tense* yang dibentuk dari **auxiliary verb** "have/has" dan verb-3 (**past participle**).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + have/has + verb-3 (past participle)	Menanyakan <i>subject</i>	1. Who/What + have/has + past participle 2. Whose/Which + noun + past participle
	Menanyakan <i>object</i>	1. Who/What + have/has + S + past participle 2. Whose/Which + noun + have/has + S + past participle
	Menanyakan <i>adverb</i>	1. When/Where/Why + have/has + S + past participle 2. How long/many times/... + have/has + S + past participle

ASSIGNMENT

Activity 1

Fill in the blank with the correct form of Present Perfect Tense verb provided in the parentheses.

1. We.....(finish) all our homework.
2. I..... (speak) to the students many times.
3. The grand-parents..... (visit) their hometown.
4. Susan.....(returned) my dictionary.
5. I am affraid that I.....(lose) my cupboard keys.
6. We.....(be) in Semarang many times.
7. He(see) that beautiful film many times.
8. The students (learn) many new words.
9. They (make) and(lose) several fortunes.
10. I.....(tell) Mary what you said.

Activity 2

Change the following sentences from Affirmative to negative and interrogative sentences.

1. He has spoken to the manager about that problem.
2. She has been the best student in the class.
3. Jim has found his fountain pen.
4. I have been sick since Monday.
5. They have been married for a long time.
6. Mr. Johnson has left his hometown in Texas.
7. He has known her for a long time.
8. You have taken music lesson for many years.
9. The midwiveries have discussed the program recently.
10. She has taken good care of her parents.

3. PRESENT CONTINUOUS TENSE

a) Pengertian

Present continuous tense atau *present progressive tense* adalah bentuk kata kerja yang digunakan untuk menyatakan aksi yang sedang berlangsung sekarang (*present*) atau rencana di masa depan (*future*). Karena dapat digunakan pada *present* atau *future*, *tense* ini sering diiringi adverb of time untuk memperjelasnya.

b) Rumus Present Continuous Tense

Present continuous tense dibentuk dengan auxiliary verb “be”, berupa *is/am/are* – karena *present tense* (waktu sekarang), dan present participle (V1-ing). Umumnya *tense* ini hanya terjadi pada aksi berupa dynamic verb, tidak *stative verb*. Mengapa begitu? karena secara umum hanya *dynamic verb* yang memiliki bentuk *continuous*.

Kalimat	Rumus Present Continuous Tense	Contoh Present Continuous Tense
positif (+)	S + be (am/is/are) + present participle	The ships are sailing
		He is smiling
negatif (-)	S + be (am/is/are) + not + present participle	The ships are not sailing
		He is not smiling
interogatif (?)	be (am/is/are) + S + present participle?	Are the ships sailing?
		Is he smiling?

c) Beberapa Fungsi dan Contoh Kalimat Present Continuous Tense

Fungsi	Contoh Kalimat Present Continuous Tense
Present continuous tense untuk membicarakan suatu aksi yang sedang terjadi sekarang.	She is brushing the bathroom floor. (Dia sedang menyikat lantai kamar mandi.)
	I'm driving a car to Bandung now. (Saya sedang mengendarai mobil ke Bandung sekarang.)
	He's learning English in order to be a great guide. (Dia sedang mempelajari bahasa Inggris agar menjadi pemandu wisata yang hebat.)
Present continuous tense untuk membicarakan suatu rencana atau perpindahan ke suatu tempat/kondisi.	I'm spending my holiday on Kuta beach next month. (Saya sedang menghabiskan liburan di pantai Kuta akhir bulan depan.)
	You can't call me this night. I'm going to my best friend's wedding. (Kamu tidak dapat menghubungi saya malam ini. Saya akan pergi ke pernikahan sahabat saya.)
	The buses are arriving in an hour. (Bus-bus tersebut tiba dalam satu jam.)
	I'm moving to West Jakarta this month. (Saya pindah ke Jakarta Barat bulan ini.)
Present continuous tense untuk mengungkapkan kejengkelan atas aksi yang terjadi berulang kali.	Why is the wild dog always barking at me? (Mengapa anjing liar itu selalu menggonggong pada saya?)
	I'm getting sick of you always asking the same questions. (Saya mulai muak dengan kamu yang selalu menanyakan

	pertanyaan-pertanyaan yang sama.)
--	-----------------------------------

d) Rumus Yes-No Question Present Continuous Tense

Kalimat *positive present continuous tense* menggunakan linking verb “be” (am/is/are) sebagai komponen verb phrase-nya. Yes-no question dapat langsung dibuat dengan menukar posisi subject of verb (S) dan be.

Kalimat Positive	Yes-No Question
S + be (am/is/are) + present participle	Be (am/is/are) + S + present participle

Catatan:

- **is** untuk subject berupa *third person singular* (Jack, a man, she, he, it)
- **am** hanya untuk “I”
- **are** untuk “you” dan *plural subject* (Jack and I, we, they)

e) Contoh Kalimat Yes-No Question Present Continuous Tense

No	Kalimat Positive	Yes-No Question
1	I’ m still growing physically at the age of 19. (Saya masih tumbuh secara fisik di umur 19 tahun.)	Am I still growing physically at the age of 19? (Apakah saya masih tumbuh secara fisik di umur 19 tahun?)
2	You are reading a controversial book. (Kamu sedang membaca buku yang kontroversial.)	Are you reading a controversial book? (Apakah kamu sedang membaca buku yang kontroversial?)
3	She is working hard. (Dia sedang bekerja dengan keras.)	Is she working hard? (Apakah dia sedang bekerja dengan

		keras?)
4	They are laying on my bed. (Mereka sedang berbaring di tempat tidur saya.)	Are they laying on my bed? (Apakah mereka sedang berbaring di tempat tidur saya?)

f) Contoh Short Answer Response Present Continuous Tense

Yes-No Question	Short Answer Response
- Am I arriving early? - Are we arriving early?	- Yes, you are. - No, you aren't.
Is she/he/it arriving early?	- Yes, she/he/it is. - No, she/he/it isn't.
Are you arriving early?	- Yes, I am. - No, I'm not.
Are they arriving early?	- Yes, they are. - No, they aren't

g) Rumus Wh- Question dengan Present Continuous Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose*, atau *how*) dengan *present continuous tense* yang dibentuk dari auxiliary verb "be" (is/am/are) dan present participle (-ing form) sebagai kata kerjanya.

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + be (is/am/are) + present participle	Menanyakan <i>subject</i>	Who/What + be (is/am/are) + present participle (-ing form) Whose/Which + noun + be (is/am/are) +

		present participle (-ing form)
	Menanyakan <i>object</i>	Who/What + be (is/am/are) + S + present participle (-ing form) Whose/Which + noun + be (is/am/are) + S + present participle (-ing form)
	Menanyakan <i>adverb</i>	When/Where/Why + be (is/am/are) + S + present participle (-ing form) How + adverb (well/fast/...) + be (is/am/are) + S + present participle (-ing form)

h) Contoh Kalimat Wh- Question dengan Present Continuous Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
He is sleeping in my brother's bedroom. (Dia sedang tidur di kamar saudara saya.)	menanyakan <i>subject</i>	Who is sleeping in my brother's bedroom? (Siapa yang sedang tidur di kamar saudara saya?)
	menanyakan <i>object ~possessive</i> (of preposition "in")	Whose bedroom is he sleeping in? (Dia sedang tidur di kamar siapa?)
	menanyakan <i>adverb</i>	Where is he sleeping? (Dia sedang tidur dimana?)

		brother's bedroom? (Kenapa dia tidur di lantai dua?)
They are doing homework together now. (Mereka sedang mengerjakan PR bersama-sama sekarang.)	menanyakan <i>subject</i>	Who are doing homework together now? (Siapa yang sedang mengerjakan bersama-sama PR sekarang?)
	menanyakan <i>object</i>	What are they doing together now? (Apa yang sedang mereka kerjakan bersama-sama sekarang?)
Vera is arriving from Seoul tomorrow. (Vera akan tiba dari Seoul besok.)	menanyakan <i>adverb</i>	When is Vera arriving from Seoul? (Kapan Vera tiba dari Seoul?)

ASSIGNMENT

Activity 1

Put the verbs in the brackets into the simple present or the present continuous tense.

1. The train (leave) the station at 11.30.
2. Lidia (make) a dress for herself at the moment.She (make) all her own clothes.
3. I (wear) a hat today because the sun is very hot.
4. You (love) him? No, I (like) him very much, but I (not love) him.
5. The sun (warm) the air and (give) us light.
6. He (work) very hard. He (study)..... for an examination now.
7. The doctor (travel)..... to bangkok tomorrow.
8. Where are you? I (sit) in the kitchen. I (help) my mother.
9. The sun (rise) in the east. Now, it (set) and night (fall)
10. He generally (sing) in English, but today he (sing)..... in French.
11. I (save) up because I (go).....abroad in July.
12. What he (do) to his car now? I (think) he (polish) it.
13. You (need) to attend the class now or you (not, get) any score today.
14. You (hear) the wind? It (blow) very slowly.
15. Joan (swim) very well, but she (not dive)

Activity 2

Fill in the blank with the correct form of Present Continuous Tense.

e.g.: She some salt on her soup. (add)

She is adding some salt on her soup.

1. He breakfast now. (eat)
2. The students to the teacher. (listen)
3. Jane some books about nursing from the library. (borrow)

4. We quickly to cross the street. (run)
5. Saiful to campus this moment. (walk)
6. They.....French and English (speak)
7. My sister Mathematic. (study)
8. She.....the dining room carefully. (clean)
9. Veronica..... at her dear father. (look)
10. At present they in south America. (travel)
11. Listen! That's Mary who the piano. (play)
12. Listen! I hear the telephone (ring)
13. For the time being, Mr. Johnson as the manager of this department. (act)
14. Look! It.....to rain. (begin)
15. Helen good process in her studies at present. (make)
16. I see that you your new suit today. (wear)
17. Please be quiet! The cute baby..... soundly. (sleep)
18. Listen! Someone at the door. (knocking)
19. Be careful! The teacher..... you. (watch)
20. Look! The cat.....to climb the tall tree. (try)

Activity 3

Change the following sentences from affirmative to negative and interrogative sentences.

e.g.: (+) The telephone is ringing.

(-) The telephone is not ringing

(?) Is the telephone ringing?

1. He is working on the second floor at present.
2. They are taking a walk in the park today.
3. All the birds are flying south.
4. You are doing well in your studies at present.
5. The sun is rising now.
6. They are planning to leave for Europe soon.
7. He is looking for the pen which he lost.

8. We are having dinner in that restaurant in this evening.
9. They are having a big sale on shoes at Yogya mall.
10. The sky is getting darker than usuall.
11. The maid is cleaning now.
12. The school bell is ringing now.
13. The Durian are beginning to fall from the trees.

4. PRESENT PERFECT CONTINUOUS TENSE

a) Pengertian Present Perfect Continuous Tense

Present perfect continuous tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan aksi yang telah selesai pada suatu titik di masa lalu atau aksi telah dimulai di masa lalu dan terus berlanjut sampai sekarang.

Aksi pada *present perfect continuous tense* biasanya berdurasi waktu tertentu dan ada relevansinya dengan kondisi sekarang.

b) Rumus Present Perfect Continuous Tense

Present perfect continuous tense dibentuk dengan auxiliary Verb *have* atau *has*, *been* dan present participle (v1-ing). *Have* digunakan untuk *I, you, they, we*, sedangkan *has* untuk *he, she, it*, dan orang ketiga tunggal.

Secara umum *present perfect continuous tense* hanya terjadi pada aksi berupa dynamic verb, tidak *stative verb* karena umumnya hanya *dynamic verb* yang memiliki bentuk *continuous*.

Jenis Kalimat	Rumus	Contoh Present Perfect Continuous Tense
positif (+)	S + have/has + been + V1-ing/present participle	She has been driving
		The toddlers have been sleeping
negatif (-)	S + have/has + not + been + V1-ing/present participle	She has not been driving
		The toddlers haven't been sleeping

interogatif (?)	have/has + S + been + V1-ing/present participle	Has she been driving
		Have the toddlers been sleeping

c) Beberapa Fungsi dan Contoh Kalimat

Present Perfect Continuous Tense

Fungsi	Contoh Kalimat Present Perfect Continuous Tense
Present perfect continuous tense untuk menunjukkan aksi yang telah selesai pada suatu titik dimasa lampau diikuti relevansinya dengan kondisi saat ini (present).	The construction labors are thirsty since they have been removing the scaffoldings. (Pekerja konstruksi haus karena mereka telah memindahkan perancah.)
	Mandy feels full as she's been eating a half of the tart. (Mandy kenyang karena dia telah memakan separuh kue tart.)
	I have been working with my computer all day, and now I want some delicious foods. (Saya telah bekerja dengan komputer sepanjang hari, dan sekarang saya ingin beberapa makanan lezat.)
Present perfect continuous tense untuk menunjukkan aksi yang baru saja selesai. Biasanya menggunakan <i>adverb</i> just .	It has just been snowing in Japan. (Baru saja turun salju di Jepang.)

Present perfect continuous tense untuk menunjukkan aksi yang telah dimulai di masa lampau dan berlanjut sampai sekarang.	I've been driving a car through the rain for an hour. (Saya telah sedang mengendarai mobil menembus hujan selama satu jam.)
	The passengers have been waiting for the next flight since this morning. (Para penumpang telah menunggu penerbangan berikutnya sejak pagi ini.)

d) Rumus Wh- Question dengan Present Perfect Continuous Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose, atau how*) dengan *present perfect continuous tense* yang dibentuk dari **auxiliary verb** "have/has+been" dan verb-ing (**present participle**).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + have/has + been + present participle	menanyakan <i>object</i>	What/Who + have/has + S + been + present participle
	Menanyakan <i>adverb</i>	How long /Where/Why + have/has + S + been + present participle

e) Contoh Kalimat Wh- Question dengan Present Perfect Continuous Tense

1	What have they been doing for the last hour? (Apa yang telah mereka lakukan selama sejam terakhir?)
2	Who have you been talking to? (Dengan siapa kamu telah berbicara?)

3	How long have you been living here? (Berapa lama kamu telah tinggal disini?)
4	How long has Sandra been teaching math? (Berapa lama Sandra telah mengajar matematika?)
5	How long has she been sleeping ? (Berapa lama dia telah tidur?)
6	Where has he been working during the past five years? (Dimana dia bekerja selama lima tahun ini?)

ASSIGNMENT

Activity 1

Put the verbs in the brackets into the Present Perfect or Present Perfect Continuous!

1. I (try) to learn English for years, but i (not success) yet.
2. We (live) here for the last six months, and just (decide) to move.
3. I (wait) here for her since seven o'clock and she (not come) yet.
4. She (write) a novel for the last two years, but she (not finish) it yet.
5. Maria (rest) in her room all day because she (be) ill.
6. You must tell me what you (do) since I saw you.
7. Since you give me your phone number I (phone) you four times and (not find) you at home.
8. It (be) very cold this year. I wonder when it is going to get warmer.
9. My brother (write) several articles. He just (finish) his second one.
10. You must wake her. She (sleep) soundly for five hours.
11. I (wait) here nearly half an hour for my friend. Do you think he (forget) to come?
12. They (not speak) to each other since they (quarreled).
13. He only (write) to me once since he went away. I (send) him four letters.
14. I (not have) any job, though I (look) for one ever since I graduated.
15. He (lose) his books. He (look) for them all the afternoon, but they (not turn up) yet.

Activity 2.

Change the Present Perfect Tense verbs into The Present Perfect Continuous Tense verbs!

1. They *have travelled* all over Europe.
2. We *have talked* for more than ten hours.
3. It *has rained* all day long.
4. She *has sold* ice cream for ten years.
5. He *has studied* English for many years.

6. We *have used* this textbook since January.
7. The two nations *have quarreled* between themselves for years.
8. They *have argued* about that for more than three hours.
9. We *have looked* for the thief everywhere.
10. She *has taken* good care of him.

B. PAST TENSE

1. SIMPLE PAST TENSE

a) Pengertian

Simple past tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Pada *simple past tense*, waktu kejadian (yesterday, last two days, last year) atau periode waktunya (for two months, for a day, for an hour) dapat disebutkan secara spesifik.

b) Rumus Simple Past Tense

Simple past tense dibentuk dari verb-2 (past tense) atau linking verb “be” (was, were). Apa itu verb-2? Verb-2 merupakan bare infinitive (bentuk dasar *verb*) dengan tambahan *-ed*, *-en*, *-d*, *-t*, *-n*, atau *-ne* untuk *regular verb* atau bentuk yang tidak konsisten pada *irregular verb*. **Was** yang merupakan *singular verb* digunakan pada *singular subject* (seperti: *I, she, he, it, Andi*, dan *the cat*) kecuali “you”, sebaliknya **were** yang merupakan *plural verb* digunakan pada *plural subject* (seperti: *you, they, we, Andi and Susi*, dan *the cats*).

Berikut rumus *simple past tense* untuk kalimat positif, negatif, dan interogatif.

Jenis Kalimat	Rumus	Contoh Simple Past Tense
positif (+)	S + Verb-2 (past tense)	The teacher came
	S + be(was/were)	I was a stamp collector
negatif (-)	S + did + not + bare infinitive	The teacher didn't come
	S + be(was/were) + not	I wasn't a stamp collector

interogatif (?)	Did + S + bare infinitive be(was/were) + S	Did the teacher come?
		Were you a stamp collector?

c) Beberapa Fungsi dan Contoh Kalimat Simple Past Tense

Fungsi	Contoh kalimat Simple Past Tense
Simple past tense untuk membicarakan aksi yang terjadi dengan durasi waktu tertentu di masa lampau. <i>Preposition “for”</i> dapat digunakan untuk menyatakan periode waktu kejadian.	Vina and I went to the Ragunan zoo three months ago. (Saya dan Vina pergi Ragunan tiga bulan lalu.)
	Did he come on time yesterday? (Apakah dia datang tepat waktu kemarin?)
	The party started at 10.00 a.m. (Pesta mulai jam sepuluh pagi.)
	Did you sleep enough last night? (Apa kamu cukup tidur semalam?)
	I studied civil engineering for almost 4 years. (Saya belajar teknik sipil selama hampir 4 tahun.)
Simple past tense untuk membicarakan kebiasaan pada masa lampau. <i>Subordinate conjunction “when”</i> biasanya digunakan pada situasi ini.	I often did exercises in the gym when I lived in Bandung. (Saya sering berlatih di gym ketika tinggal di Bandung.)
	When I was a senior high school student, I always got up at 4 am to study.

	pagi untuk belajar.)
Untuk menunjukkan bahwa ada aksi berdurasi pendek (simple past tense) yang terjadi ketika suatu aksi berdurasi panjang (<u>past continuous tense</u>) sedang berlangsung.	I was reading a journal in the library when someone burped out loud. (Saya sedang membaca jurnal di perpustakaan ketika seseorang bersendawa keras.)
Untuk menunjukkan bahwa suatu aksi (simple past tense) langsung mengikuti aksi yang telah selesai (<u>past perfect tense</u>).	I had already finished my breakfast when he picked me up. (Saya telah selesai sarapan ketika dia menjemput.)
Simple past tense digunakan pada <u>conditional sentence type 2</u> .	If she studied hard, she would be pass. (Jika dia belajar keras, dia akan lulus.)
	I would buy a sport car if I had much money. (Saya akan membeli mobil sport jika punya uang banyak.)

d) Rumus Yes-No Question Simple Past Tense

Kalimat *positive simple past tense* dapat menggunakan linking verb “be” (was/were) atau dengan verb-2 selain *be* sebagai kata kerjanya. Pada *simple past tense* dengan *be*, yes-no question dapat langsung dibuat dengan menukar posisi subject of verb (S) dan *be*; namun pada *simple past tense* dengan verb-2 selain *be* perlu penambahan *dummy auxiliary verb* “did” dan verb-2 berubah menjadi bare infinitive (base form).

Kalimat Positive	Yes-No Question
S + verb-2 +/- <u>direct object</u>	Did + S + bare infinitive +/- direct object
S + be (was/were) + <u>subject</u> <u>complement</u> (noun/adjective/...)	Be (was/were) + S + subject complement (noun/adjective/...)

Catatan:

- **was** untuk subject “I” dan *third person singular* (Vera, mother, she, he, it)
- **were** untuk “you” dan *plural subject* (Vera and her mother, we, they)

e) Contoh Kalimat Yes-No Question Simple Past Tense

No	Kalimat Positif	Yes-No Question
1	She came to my house yesterday. (Dia datang ke rumah saya kemarin.)	Did she come to my house yesterday? (Apakah dia datang ke rumah saya kemarin?)
2	They bought some snacks. (Mereka membeli beberapa makanan ringan.)	Did they buy some snacks? (Apakah mereka membeli beberapa makanan ringan?)
3	I was shy. (Saya dulu pemalu.)	Was I shy? (Apakah saya dulu pemalu?)
4	Those students were late this morning. (Siswa-siswa itu terlambat tadi pagi.)	Were those students late this morning? (Apakah siswa-siswa itu terlambat tadi pagi?)

f) Short Answer Response Simple Past Tense

Yes-No Question	Short Answer Response
- Was I here before? - Were we here before?	- Yes, you were. - No, you weren't.
Was she/he/it here before?	- Yes, she/he/it was. - No, she/he/it wasn't.
Were you here before?	- Yes, I was. - No, I wasn't.
Were they here before?	- Yes, they were. - No, they weren't.
Did I/we miss the point of the story?	- Yes, you did. - No, you didn't.
Did she/he/it miss the point of the story?	- Yes, she/he/it did. - No, she/he/it didn't.
Did you miss the point of the story?	- Yes, I did. - No, I didn't.
Did they miss the point of the story?	- Yes, they did. - No, they didn't.

g) Rumus Wh- Question dengan Simple Past Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose, atau how*) dengan simple past tense menggunakan kata kerja berupa linking verb "be" (was/were) atau verb-2 (bare infinitive + -ed, -en, -d, -t, -n, atau -ne untuk regular verb atau bentuk yang tidak konsisten pada irregular verb).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + be	Menanyakan <i>Subject</i>	Who/What + be(was/were) Whose/Which + noun + be(was/were)
	Menanyakan <i>Adverb</i>	When/Where/Why + be(was/were) + S How + adverb(much/far/...) + be(was/were) + S
S + verb-2	Menanyakan <i>Subject</i>	Who/What + V2 Whose/Which + noun + V2
	menanyakan <i>object</i>	Who/What + did + S + bare infinitive ? Whose/Which + noun + did + S + bare infinitive
	Menanyakan <i>Adverb</i>	When/Where/Why + did + S + bare infinitive How + adverb(long/slowly/...) + did + S + bare infinitive

h) Contoh Kalimat Wh- Question dengan Simple Past Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
The children were here ten minutes ago. (Anak-anak disini sepuluh menit lalu.)	menanyakan <i>subject</i>	Who were here ten minutes ago? (Siapa yang disini sepuluh menit lalu?)
	menanyakan <i>adverb</i>	When were the children here? (Kapan anak-anak disini?)

		minutes ago? (Dimana anak-anak sepuluh menit lalu?)
This book was popular when we were a child. (Buku ini populer ketika kita kecil.)	menanyakan <i>subject</i>	Which book was populer when we were a child? (Buku mana yang populer ketika kita kecil?)
	Menanyakan <i>adverb</i>	When was this book popular? (Kapan buku ini populer?)
The new administrative assistant worked well enough yesterday. (Asisten administrasi baru bekerja cukup baik kemarin.)	Menanyakan <i>subject</i>	Who did work well enough yesterday? (Siapa yang bekerja cukup baik kemarin?)
	Menanyakan <i>adverb</i>	When did the new administrative assistant work well enough? (Kapan asisten administrasi baru bekerja dengan cukup baik?)
		How well did the new administrative assistant work yesterday? (Seberapa baik asisiten administrasi baru bekerja kemarin?)
She received ten calls after	Menanyakan	Who did receive ten calls after

sending resume. (Dia menerima sepuluh panggilan setelah mengirimkan <i>resume</i> .)	<i>subject</i>	sending <i>resume</i> ? (Siapa yang mendapat sepuluh panggilan setelah mengirim <i>resume</i> ?)
	Menanyakan <i>object</i>	What did she receive after sending resume? (Apa yang dia terima setelah mengirimkan <i>resume</i> ?)
He borrowed his friend's car for several weeks. (Dia meminjam mobil temannya selama beberapa minggu.)	Menanyakan <i>Object</i> (possessive)	Whose car did he borrow for several weeks? (Mobil siapa yang dia pinjam selama beberapa minggu?)

ASSIGNMENT

Activity 1

Correct the verbs in the parentheses into Simple Past Tense.

1. The midwife (open) the window just now.
2. Vera and Vivi (stay) in the same class last year.
3. He (talk) with the doctor at the hospital last Sunday.
4. I (study) English and French a few day ago.
5. You (work) hard yesterday.
6. We (watch) the television programme last night.
7. My grandfather (listen) to the radio in the living room a few minutes ago.
8. They (finish) their lesson an hour ago.
9. She (arrive) at the airport a few minutes ago.
10. The baby (drink) milk so much last time.

Activity 2

Change the following affirmative sentences into negative and interrogative sentences.

Example: (+) She worked hard last night.

(-) She did not work hard last night.

(?) Did she work hard last night?

1. Dr. Wang and Dr. Jun discussed about their patient illness few hour ago.
2. I played the piano last night.
3. She bought a new English dictionary last night.
4. That lecturer asked some important questions to the students this morning.
5. Annie's plan landed at the airport this afternoon.
6. Mierza and Ulin just married a few minutes ago.
7. The doctor checked Mia's bloodpressure a while ago.
8. The bus accident happened in Pemalang last week.
9. The baby just cried loudly seeing his mom leaving him.
10. The red sport car stopped in the front of a gas station fifteen minutes ago.

Activity 3

In the following sentences, supply either the Simple Past Tense (Verb II) or the Present Perfect Tense (have/has + vrb III).

1. The first world war (begin) in 1914 and (end)..... in 1918.
2. They.....(start) to study English in October.
3. The day before yesterday, we (have) an earthquake.
4. I first (read) this English novel while I was on my vacation last December.
5. Mr. Smith.....(have) much experience in teaching literature.
6. When the bell rang, Jack (jump) from his seat and (run) from the room.
7. I (try) that restaurant again and again but i do not like the food there.
8. When i was kid, i often.....(cry) over something that i didn't like.
9. I hear that you (give) up to study English.
10. We(learn) many new words in this course.

2. PAST PERFECT TENSE

a) Pengertian

Past perfect tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan bahwa suatu aksi telah selesai pada suatu titik di masa lalu sebelum aksi lainnya terjadi.

Aksi yang telah selesai di masa lampau itu dapat terjadi berulang kali maupun hanya sekali. Selain itu, *tense* ini juga dapat digunakan untuk membentuk conditional sentence tipe 3 dan reported speech.

b) Rumus Past Perfect Tense

Past perfect tense dibentuk dengan auxiliary verb “had”, dan past participle (verb-3). *Had* digunakan baik untuk *singular* maupun *plural subject*. Sedangkan *past participle* dapat berupa irregular atau regular verb.

Kalimat Positive	Yes-No Question
S + had + past participle	Had + S + past participle ?

Kalimat	Rumus	Contoh
positif (+)	S + had + past participle (V-3)	My brother had slept
		They had come
negatif (-)	S + had + not + past participle (V-3)	My brother hadn't slept
		They hadn't come
interogatif (?)	had + S + past participle (V-3)	Had my brother slept
		Had they come

c) Beberapa Fungsi dan Contoh Kalimat Past Perfect Tense

Fungsi	Contoh Kalimat
Past perfect tense untuk mengekspresikan aksi di masa lampau yang telah selesai terjadi sebelum <i>past event</i> lainnya. Subordinate conjunction yang dapat digunakan antara lain: • <u>after, before, when</u> • by the time • prior to	<u>When</u> he came last night, the cake had run out. (Ketika dia datang semalam, kue sudah habis.)
	The student had gotten a verbal warning <u>before</u> his parents were called. (Siswa tersebut telah mendapat peringatan verbal sebelum orangtuanya ditelepon.)
	I had already eaten breakfast by the time he picked me up. (Saya telah sarapan ketika dia menjemput.)
	Prior to the proclamation, Indonesia had been colonized by Japan for 3 years. (Sebelum proklamasi, Indonesia telah dijajah Jepang selama 3 tahun.)
Past perfect tense untuk menunjukkan seberapa sering sesuatu terjadi di masa lampau.	I had read the book three times. (Saya membaca buku itu tiga kali.)
	They had met twice before married. (Mereka bertemu dua kali sebelum

	Yulia had been to the gym every two days until 2012. (Yulia telah pergi ke gym setiap dua hari sampai tahun 2012.)
Past perfect tense digunakan pada <u>reported speech</u> setelah <i>verbs: said, told, asked, thought, wondered</i> .	He said that he had listened carefully the instruction. (Dia mengatakan bahwa dia telah mendengarkan instruksi dengan penuh perhatian.)
	I thought he had changed to be better man. (Saya pikir dia telah berubah menjadi pria yang lebih baik.)
Past perfect tense untuk mengekspresikan harapan/impian yang tidak kesampaian (<u>conditional tipe 3</u>).	If he had taken a bath fast, he would have missed the train. (Jika dia telah mandi cepat, dia tidak akan ketinggalan kereta.)
	Rina would been the same level with me if she had studied harder. (Rina akan berada pada level yang sama dengan saya jika dia belajar lebih keras.)

d) Contoh Kalimat Yes-No Question Past Perfect Tense

No	Kalimat Positive	Yes-No Question
1	He had eaten breakfast before he went to work today. (Dia sudah sarapan sebelum pergi bekerja hari ini.)	Had he eaten breakfast before he went to work today? (Apakah dia sudah sarapan sebelum pergi bekerja hari ini?)
2	You had left by the time they arrived. (Kamu telah pergi pada saat mereka tiba.)	Had you left by the time they arrived? (Apakah kamu telah pergi pada saat mereka tiba?)
3	The meeting had been started when she came. (Pertemuan tersebut telah dimulai ketika dia datang.)	Had the meeting been started when she came? (Apakah pertemuan tersebut telah dimulai ketika dia tiba?)

e) Contoh Short Answer Response Past Perfect Tense

YES-NO QUESTION	SHORT ANSWER RESPONSE
Had I/we seen it before?	• Yes, you had. • No, you hadn't.
Had she/he seen it before?	• Yes, she/he had. • No, she/he hadn't.
Had you seen it before?	• Yes, I had. • No, I hadn't.
Had they seen it before?	• Yes. they had. • No, they hadn't.

f) Rumus Wh- Question dengan Past Perfect Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose*, atau *how*) dengan *past perfect tense* yang dibentuk dari auxiliary verb “had” dan verb-3 (past participle).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + had + verb-3 (past participle)	Menanyakan <i>Subject</i>	Who/What + had + past participle Whose/Which + noun + past participle
	Menanyakan <i>Object</i>	Who/What + had + S + past participle Whose/Which + noun + had + S + past participle
	Menanyakan <i>Adverb</i>	When/Where/Why + had + S + past participle How many times/often/... + had + S + be + past participle

g) Contoh Kalimat Wh- Question dengan Past Perfect Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
She had finished setting the dinner table when the guests came over. (Dia telah selesai menata meja makan malam ketika para tamu datang.)	menanyakan <i>subject</i>	Who had finished setting the dinner table when the guests came over? (Siapa yang telah selesai menata meja makan malam ketika para tamu datang?)

	menanyakan <i>object</i>	when the guests came over? (Apa yang telah selesai dia tata ketika para tamu datang?)
The class had visited the public library every month until 2013. (Kelas tersebut telah mengunjungi perpustakaan umum setiap bulan sampai tahun 2013.)	menanyakan <i>object</i>	Which library had the class visited every month until 2013? (Perpustakaan mana yang telah dikunjungi kelas tersebut tiap bulan sampai tahun 2013.)
	menanyakan <i>adverb</i>	How often had the class visited the public library until 2013? (Seberapa sering kelas tersebut mengunjungi perpustakaan umum sampai tahun 2013?)
Sony had changed his mind ten times before selling his car. (Sony telah mengubah pikirannya sepuluh kali sebelum menjual mobilnya.)	menanyakan <i>object</i>	What Had Sony changed ten times before selling his car? (Apa yang telah Sony ubah sepuluh kali sebelum menjual mobilnya?)
	menanyakan <i>adverb</i>	Why had Sony changed his mind ten times before selling his car? (Mengapa Sony mengubah pikirannya sepuluh kali sebelum menjual mobilnya?)
		How many times had Sony changed

		(Berapa kali Sony mengubah pikirannya sebelum menjual mobil?)
--	--	---

ASSIGNMENT

Activity 1

Supply the Past Perfect Tense of the verbs in the parentheses.

1. I was sure that (see) the man before.
2. What did he say he (do) with the money?
3. She said she..... (look) everywhere for the precious key.
4. You said you (have) your lunch.
5. Previously she (be) a very good student.
6. The police reported that they finally (capture) the thief.
7. The doctor..... (leave) the hospital by the time you arrived.
8. The witness felt that he (meet) the accused man somewhere before.
9. He wanted to know what (happen) to his son in that riot.
10. I thought that we (take) the wrong street.

Activity 2

Make the negative and the affirmative form from the following sentences.

1. He said that he had had his dinner.
2. Helen had left for Europe by the time I arrived.
3. I felt that I had left my house-key somewhere in this room
4. Previously she had been a very good student in Senior High School.
5. I saw that they had taken the wrong way of life.
6. I met them before i had walked one hundred meters from my house.
7. I was sure that I had met this lady somewhere before.
8. He wanted to know what had happened to his briefcase.
9. My teacher corrected the exercises which I had made.
10. We asked her why she had left the party so early.

3. PAST CONTINUOUS TENSE

a) Pengertian

Past continuous tense atau *past progressive tense* adalah suatu bentuk kata kerja yang digunakan untuk menyatakan bahwa suatu aksi sedang terjadi pada waktu tertentu di masa lampau. Aksi tersebut telah dimulai tapi belum selesai pada saat itu.

b) Rumus Past Continuous Tense

Past continuous tense dibentuk dengan **auxiliary verb “be”**, berupa *was/were* – karena *past tense* (masa lalu), dan **present participle**. *Was* untuk *singular subject* (I, she, he, it, dan kata ganti orang ketiga) dan *were* untuk *plural subject* (you, they, we, orang ketiga jamak).

Jenis Kalimat	Rumus	Contoh
positif (+)	S + be (was/were) + present participle (v-ing)	The team was running
		The workers were queuing
negatif (-)	S + be (was/were) + not + present participle (v-ing)	The team was not running
		The workers weren't queuing
interogatif (?)	be (was/were) + S + present participle (v-ing)?	Was the team running
		Were the workers queuing

c) Beberapa Fungsi dan Contoh Kalimat Past Continuous Tense

Fungsi	Contoh kalimat
Past continuous tense untuk mengindikasikan suatu aksi yang terjadi selama momen tertentu di masa lampau.	I was shopping at this time yesterday. (Saya sedang belanja pada jam ini kemarin.)
	What was she doing at 5 am this morning? (Apa yang sedang dia lakukan jam 5 pagi ini?)
	They were roasting corn at this time last night. (Mereka sedang membakar jagung pada jam ini kemarin malam.)
	I was doing physically exercises all day yesterday. (Saya sedang melakukan latihan-latihan fisik sepanjang hari kemarin.)
Untuk menunjukkan bahwa ada aksi berdurasi pendek (simple past tense) yang terjadi ketika suatu aksi berdurasi panjang (past continuous tense) sedang berlangsung. <i>Subordinate conjunction</i> <u>“when”</u> atau <u>“while”</u> dapat digunakan	She was sleeping when you called her. (Dia sedang tidur ketika kamu meneleponnya.)
	The door was knocked while I was studying . (Pintu diketuk ketika saya sedang belajar.)
Past continuous tense digunakan untuk mengolok-olok atau mengkritik aksi yang terjadi pada interval acak	The girl was always yelling out loud. (Anak itu selalu menjerit keras-keras.)
	My neighbor was always chasing stray cats off with his broom.

namun sebenarnya merupakan kebiasaan alami.	dengan sapunya.)
---	------------------

d) Rumus Yes-No Question Past Continuous Tense

Kalimat *positive past continuous tense* menggunakan linking verb “be” (was/were) sebagai komponen verb phrase-nya. Yes-no question dapat dibuat dengan menukar posisi subject of verb (S) dan be.

Kalimat Positive	Yes-No Question
S + be (was/were) + <u>present participle</u>	Be (was/were) + S + present participle

Catatan:

- **was** untuk subject “I” dan *third person singular* (Jessica, a woman, she, he, it)
- **were** untuk “you” dan *plural subject* (Jessica and I, we, they)

e) Contoh Kalimat Yes-No Question Past Continuous Tense

No	Kalimat Positive	Yes-No Question
1	They were still sitting quietly at the end of the meeting. (Mereka masih duduk diam pada akhir pertemuan.)	Were they still sitting quietly at the end of the meeting? (Apakah mereka masih duduk diam pada akhir pertemuan.)
2	Dara was eating breakfast when her phone rang. (Dara sedang sarapan ketika teleponnya berbunyi.)	Was Dara eating breakfast when her phone rang? (Apakah Dara sedang sarapan ketika teleponnya berbunyi?)

3	The children were playing puzzle games yesterday at nine o'clock. (Anak-anak sedang bermain puzzle jam sembilan kemarin.)	Were the children playing puzzle games yesterday at nine o'clock? (Apakah anak-anak sedang bermain puzzle jam sembilan kemarin?)
4	He was talking to someone on the phone at 10 p.m. last night. (Dia sedang berbicara dengan seseorang di telepon pada jam 10 malam kemarin.)	Was he talking to someone on the phone at 10 p.m. last night? (Apakah dia sedang berbicara dengan seseorang di telepon pada jam 10 malam kemarin?)

f) Contoh Short Answer Response Past Continuous Tense

Yes-No Question	Short Answer Response
Was I/we wearing a tacky sweater two days ago?	• Yes, you were. • No, you weren't.
Was she/he wearing a tacky sweater two days ago?	• Yes, she/he was. • No, she/he wasn't.
Were you wearing a tacky sweater two days ago?	• Yes, I was. • No, I wasn't.
Were they wearing a tacky sweater too days ago?	• Yes. they were. • No, they weren't.

g) Rumus Wh- Question dengan Past Continuous Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose, atau how*) dengan *past continuous tense* yang dibentuk dari auxiliary verb “*be*” (*was/were*) dan present participle (*verb-ing*).

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + be(was/were) + present participle	Menanyakan <i>subject</i>	1. Who/What + be(was/were) + present participle 2. Whose/Which + noun + be(was/were) + present participle
	Menanyakan <i>object</i>	1. Who/What + be(was/were) + S + present participle 2. Whose/Which + noun + be(was/were) + S + present participle
	Menanyakan <i>adverb</i>	1. When/Where/Why + be(was/were) + S + present participle 2. How + adverb(well/fast/...) + be(was/were) + S + present participle

h) Contoh Kalimat Wh- Question dengan Past Continuous Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
Reza was driving so fast when you called him. (Reza sedang mengemudi dengan sangat cepat ketika kamu meneleponnya.)	menanyakan <i>adverb</i>	How fast was Reza driving when you called him? (Seberapa cepat Reza mengemudi ketika kamu meneleponnya?)

They were reading gardening books in the library at 10:00. (Mereka sedang membaca buku-buku berkebun di perpustakaan jam sepuluh.)	menanyakan <i>subject</i>	Who were reading gardening books in the library at 10:00? (Siapa yang sedang membaca buku-buku berkebun di perpustakaan jam 10?)
	menanyakan <i>object</i>	What were they reading in the library at 10:00? (Apa yang sedang mereka baca di perpustakaan jam 10?)
		Which book were they reading in the library at 10:00? (Buku apa yang sedang mereka baca di perpustakaan jam 10?)
	menanyakan <i>adverb</i>	When were they reading gardening books in the library? (Kapan mereka membaca buku-buku berkebun di perpustakaan?)
		Where was they reading gardening books at 10:00? (Dimana mereka membaca buku-buku berkebun jam 10?)

ASSIGNMENT

Activity 1.

Put the verbs in the brackets into Past Continuous Tense.

1. The car was empty but the engine (run).....
2. The house was in a mess because he (decorate) it.
3. It was a fine day and the roads were crowded because a lot of people (rush). to the seaside.
4. I was alone in the house at that time because Mr. Jones (work) in the fields and Mrs. Jones (shop).....
5. The midwife went into the patient room to see why the baby (cry).....
6. The traffic (make) so much noise that i couldn't hear what he (say).....
7. While he (repair) his roof he had a bad fall.
8. He watched the children for a moment. Some of them (bath). in the sea.

Activity 2

Change the verbs in the parentheses into the *Past Continuous Tense* form.

1. When you got up this morning, the sun.....(shine) brightly.
2. My uncle (live) in Japan when the war started.
3. The car (travel) at high speed when it struck the big tree.
4. She fell as she.....(get) into the black car.
5. He (talk) with his rector when i saw him at the gate.
6. I just.....(take) a nap when you called.
7. She got sick while we.....(drive) to Yogyakarta.
8. He just (order) breakfast when I visited him at his hotel room.
9. At 9 o'clock, when you telephoned, I (read) the newspaper.
10. It(rain) hard when I (leave) the office at half past four in the evening.

Activity 3

In the following sentences, give either the Past Tense or the Past Continuous Tense form of verbs in the parentheses.

1. At noon, when you (telephone) me, I (work) in my garden.
2. You (talk) with your dear mother when I (see) you.
3. Last evening, just as we (watch) the movies, some friends (telephone) us.
4. Your telegram (come) just as I (leave) my home.
5. As I (walk) home yesterday, I (meet).....a beggar who (ask) me for some money.
6. When world war II (break)..... out, my aunt (live) in Paris.
7. We (sit) on our front porch, when my sister (drive) up her new car.
8. As Ami (get) off the ambulan, the nurses (carry) her to the ICU.
9. I am sitting in the class right now. I (sit)..... in the class at the exact time yesterday.
10. I (call) the doctor at nine last night, but he (be, not) at the hospital.
11. My brother and sister (argue) about something when I (walk) into the room.
12. I (hear, not) the thunder during the storm last night because I (sleep)..... soundly.
13. The hospital was full of patients yesterday because the dengue fever (spread).....
14. Midwife Erna (work) in the Graha Medical Hospital since 2015.

4. PAST PERFECT CONTINUOUS TENSE

a) Pengertian

Perfect continuous tense adalah suatu bentuk kata kerja yang digunakan untuk mengungkapkan suatu aksi (dengan durasi waktu tertentu) telah selesai pada suatu titik waktu tertentu di masa lalu.

b) Rumus Past Perfect Continuous Tense

Past perfect continuous tense dibentuk dengan auxiliary verb *had* dan *been* dan present participle. Secara umum *past perfect continuous tense* hanya terjadi pada aksi berupa dynamic verb, tidak *stative verb* karena umumnya hanya *dynamic verb* yang memiliki bentuk *continuous*.

Berikut rumus *past perfect continuous tense* untuk kalimat positif, negatif, dan interogatif.

Jenis Kalimat	Rumus	Contoh Past Perfect Continuous Tense
positif (+)	S + had + been + V1-ing/present participle	Lia had been walking
		The labors had been demonstrating
negatif (-)	S + had + not + been + V1-ing/present participle	Lia had not been walking
		The labors hadn't been demonstrating
interogatif (?)	had + S + been + V1-ing/present participle	Had Lia been walking here?
		Had the labors been demonstrating?

c) Beberapa Fungsi dan Contoh Kalimat Past Perfect Continuous Tense

Fungsi	Contoh Kalimat Past Perfect Continuous Tense
Past perfect continuous tense untuk mengekspresikan aksi yang panjang di masa lampau sebelum aksi lainnya terjadi.	When the guests came, we had been waiting for an hour. (Ketika para tamu datang, kita telah menunggu selama satu jam.)
	He had been standing in front of the door for thirty minutes before it was opened. (Dia telah berdiri di depan pintu selama tiga puluh menit sebelum dibuka.)
Past perfect continuous tense untuk memberitahukan berapa lama sesuatu terjadi (period of time) atau sampai waktu tertentu di masa lampau.	She was annoyed since she had been waiting for 2 hours on the bus station. (Dia kesal karena telah menunggu selama 2 jam di halte bus.)
	By the time the teacher came, the students had been reading a half part of the text. (Pada waktu guru datang, para siswa telah membaca separuh bagian dari teks.)
	I had been working with my computer all day, and all I wanted to do was eat some chocolate. (Saya telah bekerja dengan komputer sepanjang hari, dan yang ingin saya lakukan adalah makan coklat.)

ASSIGNMENT

Activity 1.

1. She (wait) for you for 3 hours when you took a bath yesterday morning.
2. Before finally dead on June 25, 2009, Michael Jackson (sing) since 1980's.
3. My mother (tote)..... me since I was born till I could stand on my own feet.
4. How long had my baby (cry) since I went to shop?
5. We were sitting and calling Jack who (travel).....across Europe.
6. She would never come to see you since at the time she (date) with me all night.
7. Jane wanted to sit down because she (stand) all day at work.
8. My father (teach).....at the Oxford University for more than ten years before he left for Jogjakarta.
9. You (only, read)..... your lesson for a few minutes when I arrived.
10. Ronaldo was tired because he (play) football for 45 minutes at that time.
11. I (study) Math for 3 hours when she invited me to refresh my mind.
12. She (skype) with a foreigner since I went shopping two hours ago.
13. Dhila (teach) toddlers for 2 hours when I asked her help.
14. I (stay)..... here for 4 years when you moved here.
15. Ron (love) Harmione since he met her for the first time.
16. You (not, study) English for 2 weeks, had you?
17. When her mom left her, she (sleep) for 7 hours.

18. Fikri (sobbb) alone since Fitri left him.
19. Midwife Erna (work)..... in the hospital since 20 years ago.
20. I (wash).....my car for 45 minutes.

C. FUTURE TENSE

1. SIMPLE FUTURE TENSE

a) Pengertian

Simple future tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan bahwa suatu aksi terjadi dimasa depan, secara spontan atau terencana. *Tense* ini juga dapat digunakan untuk membentuk conditional sentence tipe 1.

b) Rumus Simple Future Tense

Simple future tense dibentuk dari **modal** “will” atau “shall” dan **bare infinitive** (bentuk dasar *verb*) atau dibentuk dari **phrasal modal** “be going to” dan **bare infinitive** (base form *verb*).

Jenis Kalimat	Rumus	Contoh Simple Future Tense
positif (+)	S + will + bare infinitive S + be (am/is/are) going to + bare infinitive	You will win
		They are going to come
negatif (-)	S + will + not + bare infinitive S + be (am/is/are) + not + going to + bare infinitive	You won't win
		They aren't going to come
interogatif (?)	Will + S + bare infinitive Be (am/is/are) + S + going to + bare infinitive?	Will you win
		Are they going to come

c) Fungsi dan Contoh Kalimat Simple Future Tense

Fungsi	Contoh kalimat
Simple future tense (will) untuk membuat keputusan secara spontan untuk melakukan sesuatu (tanpa rencana).	Wait a minute. I will change my clothes. (Tunggu sebentar. Saya akan mengganti baju.)
	You look nervous. I'll give you a glass of water. (Kamu tampak cemas. Saya akan memberimu segelas air.)
Simple future tense (will) untuk memprediksi masa depan (tanpa rencana).	The doom will not happen in 2014. (Kiamat tidak akan terjadi pada tahun 2014.)
	Which hotels do you think will offer the best service? (Hotel yang mana yang kamu pikir akan menawarkan pelayanan terbaik?)
	He'll be angry. (Dia akan marah.)
	The sandstorm will come. (Badai pasir akan datang.)
	I think he will pass. (Saya pikir dia akan lulus.)
Present continuous tense digunakan untuk menyatakan <i>arrangement</i> (rencana)	I'm visiting South Korea tomorrow. (Saya akan mengunjungi Korea Selatan besok.)

yang sudah dipikirkan dan dibahas dengan orang lain).	monday. (Dia akan ke fisioterapis senin depan.)
Simple future tense dengan “going+to” untuk menyatakan <i>intention</i> (rencana dimasa depan yang sudah dipikirkan sebelumnya).	I’m going to send this letter tomorrow. (Saya akan mengirimkan surat ini besok.)
	He is going to go to French to continue his study. (Dia akan pergi ke Perancis untuk melanjutkan sekolahnya.)
Simple future tense digunakan untuk membentuk <u>conditional sentence type 1</u> .	I will come if they invite me. (Saya akan datang jika mereka mengundang saya.)

d) Rumus Wh- Question dengan Simple Future Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose, atau how*) dengan *simple future tense* yang dibentuk dari modal “will” atau “shall” + bare infinitive atau phrasal modal “be (am/is/are) going to” + *bare infinitive*.

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + be + going + infinitive	Menanyakan <i>subject</i>	Who/What + am/is/are going to + bare infinitive Whose/Which + noun + am/is/are going to + bare infinitive
	Menanyakan <i>object</i>	Who/What + am/is/are + S + going to + bare infinitive

	<i>adverb</i>	to + bare infinitive
S + will + bare infinitive	Menanyakan <i>subject</i>	Who/What + will + bare infinitive Whose/Which + will + bare infinitive
	Menanyakan <i>object</i>	Who/What + will + S + bare infinitive Whose/Which + noun + will + S + bare infinitive
	Menanyakan <i>adverb</i>	When/Where/Why + will + S + bare infinitive What time + will + S + bare infinitive

ASSIGNMENT

Activity 1

Complete the following sentences with the Future Tense (to be + going to / will) of the verbs in the parentheses.

1. They..... (visit) us next weekend.
2. They..... (see) us in the morning.
3. Our family..... (go) to Europe by plane next month.
4. I believe the sun(shine) brightly.
5. They..... (move) the factory to suburbs.
6. I (start) my new job next week.
7. He (have) an examination in the mathematics tomorrow.
8. My daughter..... (study) to be a doctor.
9. We (get) up early tomorrow morning and go swimming in Hilton hotel swimming pool.
10. She..... (drive) to Bandung on next Sunday.
11. I(give) you some candies tomorrow evening.
12. She..... (help) her mother with that work.
13. The maid (clean) off the table right away.
14. This drugstore (close) early next Saturday.
15. I (leave) the tip for that girl.
16. She..... (find) the necklace which you like.
17. Be careful, you (spend) a lot of money in the supermarket.
18. We (meet) you in that party.

Activity 2

Expressing Prior Plan vs Willingness (*be going to* vs *will*)

1. X : It's cold here.
Y : I agree. I (turn) the heater on.
X : That's a good idea.
2. X : I (enroll) in the community college next spring.
Y : Oh? I didn't know you wanted to go back to school.
X : I need to sharpen my skill so I can get a better job. I (take) a course in word processing.
3. X : Brrr! Who turned up the air conditioner? It's really cold here. My nose and my finger are cold.
Y : I (make).....you a cup of hot tea.
X : Thanks, That sounds good.
4. A : Oh, oh! I've spilled coffee on my shirt.
B : Just a minute. I (get) a damp cloth for you.
5. X : What do you want to be when you grow up?
Y : I (be) a midwife.
X : Good for you!
6. A : Do you mind if I turn the TV off? I (make) a long distance call, and it's hard to hear if the TV is on.
B : No, that's fine. I wasn't watching it anyway.
7. X : Who wants to erase the board? Are there any volunteers?
Y : I (do) it.
Z : I (do).....it.
A : No, no! I (do)..... it!

8. B : Why do you have an eraser in your hand?

A : I (erase)..... the board.

9. A : The phone's ringing.

B : I (get).....it.

10. A : why did you buy this paint?

B : I (paint).....my bedroom tomorrow.

11. B : I don't understand this problem.

A : Ask your teacher about it. She (help) you.

2. FUTURE PERFECT TENSE

a) Pengertian

Future perfect tense adalah suatu bentuk kata kerja yang digunakan untuk mengungkapkan bahwa suatu aktivitas akan sudah selesai pada titik waktu di masa depan.

b) Rumus Future Perfect Tense

Future perfect tense dibentuk dengan auxiliary verb *will* dan *have*, dan past participle (verb-3). *Have* digunakan baik untuk *singular* maupun *plural subject*. Sedangkan *past participle* dapat berupa irregular maupun regular verb.

Kalimat	Rumus Future Perfect Tense	Contoh Future Perfect Tense
positif (+)	S + will + have + V-3/ <u>past participle</u>	The students will have come
		Meri will have eaten
negatif (-)	S + will + not + have + V-3/past participle	The students will not have come
		Meri won't have eaten
interogatif (?)	will + S + have + V-3/past participle?	Will the students have come?
		Will Meri have eaten?

c) Beberapa Fungsi dan Contoh Kalimat Future Perfect Tense

Fungsi	Contoh Kalimat Future Perfect Tense
Future perfect tense untuk mengungkapkan suatu aktivitas yang akan sudah selesai atau terjadi sebelum aktivitas lain dilakukan di masa depan.	We will gather on the road at 8. We will have gone when you come at 9. (Kami akan berkumpul di jalan jam 8. Kami akan telah pergi ketika kamu datang jam 9.)
	Before he comes, the table will have been prepared . (Sebelum dia datang, meja akan telah dipersiapkan.) <u>[passive future perfect tense]</u>
Future perfect tense untuk menunjukkan bahwa suatu aksi akan telah selesai pada suatu waktu di masa depan.	At this time next month, I'll have finished my driving course. (Bulan depan, saya akan telah menyelesaikan kursus mengemudi.)
	By this time next week, we will have lived in this house for 2 years. (Minggu depan, kita akan telah tinggal di rumah ini selama 2 tahun.)
	The mechanic will have repaired my car tomorrow. (Montir akan telah memperbaiki mobil saya besok.)
	On the 15th of May It will have been two months since we met for the first time. (Tanggal 15 Mei akan menjadi dua bulan sejak kita bertemu pertama kali.)

ASSIGNMENT

Activity 1

Complete the following sentences with The Future Perfect Tense form of the verbs in the parentheses.

1. They say that before they leave “Taman Mini Indonesia Indah”, they(see) every building there.
2. If you don’t make a note of that appointment, you (forget) it by next week.
3. By January first, all of our work for the year been..... (finish) and our reports been(turn) in.
4. She.....(be) in this city two and a half years on the next June 4th 2003.
5. By this time on the next year, you (forget) all your present troubles.
6. A century from now, wars, I hope, ... (become) a thing of the past.
7. Man, perhaps, by that time (learn) that it is better to cooperate than to fight.
8. I hope that by this time next year a treaty of peace been (sign)
9. A year from now he (take) his medical exams and begun to practice.

3. FUTURE CONTINUOUS TENSE

a) Pengertian

Future continuous tense atau *future progressive tense* adalah bentuk kata kerja yang digunakan untuk menyatakan aksi yang akan sedang terjadi pada waktu tertentu di masa depan. Aksi tersebut telah dimulai tapi belum selesai pada saat itu.

b) Rumus Future Continuous Tense

Future continuous tense dibentuk dengan auxiliary verb *will* dan *be*, dan present participle. Secara umum *future continuous tense* hanya terjadi pada aksi berupa dynamic verb, tidak *stative verb* karena umumnya hanya *dynamic verb* yang memiliki bentuk *continuous*.

Jenis Kalimat	Rumus	Contoh Future Continuous Tense
positif (+)	S + will be + V1-ing/ <u>present participle</u>	He will be sleeping
		You and I will be walking
negatif (-)	S + will + not + be + V1-ing/present participle	He will not be sleeping
		You and I won't be walking
interogatif (?)	Will + S + be + V1-ing/present participle	Will he be sleeping
		Will you and I be walking

c) Beberapa Fungsi dan Contoh Kalimat Future Continuous Tense

Fungsi	Contoh Kalimat Future Continuous Tense
Future continuous tense untuk mengindikasikan suatu aksi yang akan sedang terjadi pada waktu tertentu di masa depan.	I together with my friend will be walking on Carita Beach tomorrow morning. (Saya bersama dengan teman akan berjalan-jalan di Pantai Carita besok pagi.)
	Reny will be working at the office when you arrive. (Reny akan sedang kerja di kantor ketika kamu tiba.)
	He will be sleeping at 10 p.m. (Dia akan sedang tidur jam 10 malam.)

d) Rumus Wh- Question dengan Future Continuous Tense

Berikut beberapa rumus *wh- question* (pertanyaan yang dimulai dengan *what, where, when, why, which, who, whose*, atau *how*) dengan *future continuous tense* yang dibentuk dari “will” dan “be” dan present participle.

Kalimat Positif (+)	Fungsi	Kalimat Interogatif (?)
S + will + be + present participle	Menanyakan <i>subject</i>	Who/What + will + be + present participle Whose/Which + noun + will + be + present participle
	Menanyakan <i>object</i>	Who/What + will + S + be + present participle Whose/Which + noun + will + S + be + present participle
	Menanyakan <i>adverb</i>	When/Where/Why + will + S + be + present participle

		How + adverb + will + S + be + present participle
--	--	---

e) Contoh Kalimat Wh- Question dengan Future Continuous Tense

Contoh Kalimat (+)	Fungsi	Contoh Wh- Question
The deer will be eating clover or alfalfa when the conservationist visit them. (Rusa-rusa akan sedang makan semanggi atau <i>alfalfa</i> ketika konservasionis mengunjungi mereka.)	menanyakan <i>object</i>	What will the deer be eating when the conservationist visit them? (Apa yang akan rusa-rusa sedang makan ketika konversionis mengunjungi mereka?)
Bima will be playing tennis on the clay court at 4 p.m. (Bima akan bermain tennis di lapangan tanah liat jam 4 sore.)	menanyakan <i>subject</i>	Who will be playing tennis on the clay court at 4 pm? (Siapa yang akan bermain tennis di lapangan tanah liat jam 4 sore?)
	menanyakan <i>object</i> (of preposition "on")	Which court will Bima be playing tennis on at 4 pm? (Bima akan sedang bermain tennis di lapangan mana jam 4 sore?)
	menanyakan <i>adverb</i>	When will Bima be playing tennis on the clay court? (Kapan Bima akan sedang

		tanah liat?)
		Where will Bima be playing tennis at 4 pm? (Dimana Bima akan bermain tennis jam 4 sore?)

ASSIGNMENT

Activity 1.

Change the verbs in the parentheses into the Future Continuous Form.

1. If we go to the castle now, the king and the queen..... (have) dinner.
2. Right now Jane is sitting in the front seat. At this same time, she (watch) in the same place tomorrow.
3. If you come to my house before six in the evening, I.....(work) in my garden.
4. The employees.....(work) when the manager return.
5. At this time next year, he (study) at Gadjah Mada University.
6. Please don't call her now. She (take) her usual afternoon nap.
7. Tomorrow afternoon at four o'clock, they (fly) over your country.
8. If you call her at six in the evening, she probably(practice) the piano.
9. At this time next month, she (travel) in Japan.
10. I(sleep) if you come to my house around midnight.
11. If you can deliver this package at 3 p.m. tomorrow, we (wait) at the verandah.
12. Don't call her around 7.30 p.m. she (watch) her favourite television program.
13. It probably (rain) when you visit your friend at the hospital too long.
14. At four o'clock tomorrow evening, we(have) our English lesson at my teacher's house in Taman Kedoya Baru block A 14/1, West Jakarta.

4. FUTURE PERFECT CONTINUOUS TENSE

a) Pengertian

Future perfect continuous tense adalah suatu bentuk kata kerja yang digunakan untuk mengungkapkan bahwa suatu aksi akan sudah berlangsung selama sekian lama pada titik waktu tertentu di masa depan.

b) Rumus Future Perfect Continuous Tense

Future perfect continuous tense dibentuk dengan auxiliary verb *will, have*, dan *been* dan present participle.

Jenis Kalimat	Rumus	Contoh Future Perfect Continuous Tense
positif (+)	S + will + have been + V1-ing/present participle	They will have been playing
		The cat will have been sleeping long.
negatif (-)	S + will + not + have been + V1-ing/present participle	They will not have been playing
		The cat won't have been sleeping
interogatif (?)	will + S + have been + V1-ing/present participle	Will they have been playing
		Will the cat have been sleeping

c) Beberapa Fungsi dan Contoh Kalimat

Future Perfect Continuous Tense

Fungsi	Contoh Kalimat Future Perfect Continuous Tense
Future perfect continuous tense	He will have been studying in Cairo for a year by the end of next month.
digunakan untuk membicarakan tentang	(Dia akan telah belajar di Kairo selama setahun pada akhir bulan depan.)

aksi yang panjang sebelum titik waktu tertentu di masa depan. Signals: For + duration (a month, a year, a week) dapat digunakan untuk menyatakan durasi aksi yang panjang, sedangkan by the end of ...(next month, next week, next year), when + clause (you arrive), before + clause/noun (midnight, he comes) untuk membicarakan aksi di masa depan yang terjadi ketika aksi <i>future perfect continuous tense</i> telah terjadi beberapa lama.	Andra will have been waiting for three months when the corn is ready to harvest. (Andra akan telah menunggu selama tiga bulan ketika jagung siap panen.) Will you have been writing the report before the branch manager observes? (Akankah kamu telah menulis laporan sebelum manager cabang meninjau?)
--	--

ASSIGNMENT

Change the verbs in the parentheses into the Future Continuous Form.

1. She(follow) the test for an hour at 12 o'clock.
2. Next year my family(stay) at Tokyo for 3 years.
3. We(live) together in this house for 1 year by the end of this week.
4. I (drive) this for a day in the middle of this night?
5. You (not, teach) for 3 hours at 10.00 a.m. You still need 30 minutes more to make it.
6. John Terry(not, play) football for Chelsea for 10 years at 2014.
7. I (sleep) for 5 hours by the time you come to my home.
8. Next year I(work) at this company for three years.
9. She (wait) for me for two hours at seven o'clock.
10. Micheal Jackson (sing) for 30 minutes if you come at 07.30 a.m since his concert will be begun at 07.00 a.m.
11. My grandparents..... (visiting) me next week.
12. Bento the thief..... (steal) that jewelry tomorrow night.
13. My grandparents..... (visit) me next week.
14. Bento the thief..... (steal) that jewelry tomorrow night.
15. my grandparents (visit) me next week?
16. Mr. Bento the thief (steal) that jewelry tomorrow night?
17. Budiman (follow) the final test for two hours at 8 A.M.
18. Next week my family and I (stay) at Singapore for a month.
19. By the end of this month, we(be) loved for a year.

20. I.....(type) this for six hours in the middle of this night?
21. I (not, teaching) for six hours at 1 M, I still need an hour more to make it.
22. Cristiano Ronaldo (play) football for Real Madrid for 7 years at 2016.
23. I (sleep) for an hour by the time you call me.
24. Next month, I (work) at SMPN 6 Bnadar Lampung for 2 years.
25. Anita(wait) for me for two hours.

CHAPTER V

TEXT TYPES

✓ DESCRIPTIVE TEXTS

Descriptive Text, or in terms of writing only known as “description” is one of English lessons that should be mastered not only by junior high school students but also by senior high school students, college students and anyone who loves English. Because after all, descriptive material is very necessary for the increasing of our English proficiency.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:

“Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.”

Thus, if we conclude it from Kane’s explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

➤ **Generic Structure of Descriptive Text**

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

Identification: (contains about the introduction of a person, place, animal or object will be described.)

Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ **Purpose of Descriptive text**

- ✓ To describe person, thing or place in specific
- ✓ To describe a particular person, thing or place.

➤ **Language Feature of Descriptive Text**

- ✓ Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
- ✓ The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- ✓ The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- ✓ Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

B. RECOUNT

➤ **Definition of Recount Text**

Literally, recount means “to tell.” So recount text can be interpreted as “Text that tells”. If referring to the information in school books (Read: Junior High School / Senior High School). Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader. But Inside Recount Text there is no complication just like in Narrative Text.

➤ **Generic Structure of Recount Text**

Orientation : tells who was involved, what happened, where the events took place, and when it happened.

Events : tell what happened in chronological sequence.

Re-orientation : consists of optional-closure of events/ending.

➤ **Purpose of Recount Text**

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both)

In a simple word ***the purpose of recount text is to retell past experience***

➤ **Language Feature of Recount Text**

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

C. NEWS ITEM

➤ **Definition of News Item**

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news. Well, the news text is called the news item text. However, if there are events that people do not deserve, then they are not definitely worth to be news.

➤ **Generic Structure of News Item**

- Main Events / Newsworthy event(s): it recounts the event in summary form.

- Elaboration / Background event(s): they elaborate what happened, to whom, in what circumstance
- Resource of Information (Source): it contains comments by participants in, witnesses to and authorities expert on the event

➤ **Purpose of News Item**

News Item Text is used to inform readers about events of the day which are considered newsworthy or important. It can be used to inform the readers about newsworthy or important events of the day and to present information the readers about newsworthy or important events of the day

➤ **Language Feature of News Item**

- Focusing on circumstances (using a simple language in writing the text)
- Using saying verbs: “....”, She said, informed, told, reported.
- Sometimes at the beginning of news, the scene is mentioned: Jakarta – / Kuala Lumpur – ...
- Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.
- Short, telegraphic information about story captured in headline
- Using adverbs: time, place and manner.
- Uses of material processes to retell the event

D. PROCEDURE TEXT

Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read

the title if the title is started with 'how to make...' or 'how to use...' it can be certainly that the text is procedure text.

➤ **Definition of Procedure Text**

There are three definition about procedure text : (1) Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior, e.g. how to live happily, how to succeed

➤ **Generic Structure of Procedure Text**

Goal : (e.g : How to make spaghetti)

Material or Ingredient : (e.g : the material to cook omelette are egg, onion, vegetable oil, etc.)

Step : (e.g : first, wash the tomatoes, onion, ..., second cut the onions becomes slice. . .)

➤ **Purpose of Procedure Text**

- To explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps.
- To explain steps/instruction to make/operate/do something

➤ **Language Feature of Procedure Text:**

- Use adverbial of sequence / Using temporal conjunction (e.g: first, second, third, the last)
- Use command / imperative sentence (e.g : put the noodles on the . . . , cut the onion. . . , wash the tomatoes. . .)
- Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
- Using action verbs, e.g : make, take, boil, cook
- Using Simple Present Tense

CHAPTER VI

LISTENING COMPREHENSION

A. LISTENING “PERSONAL INFORMATION”

In this section, you will try to listen some dialogue that can be downloaded in the link provided for every exercise. Listen the dialogue first and then answer the questions. You can download the dialogue in the provided link --

- **bit.ly/PERSONALINFO**

Exercise 1

Listening skills practice: Giving personal information – exercises

Listen to the conversation at the library and do the exercises to practise and improve your listening skills.

Preparation

Take a look to this exercise before you listen the dialogue.

Based on the dialogue that you hear, circle the information that you think the school library needs to give someone a library card.

First name	Surname	Age	Favourite song
Class	Favourite book	Pet	

Exercise 2

Check your understanding: multiple choice

Do this exercise while you listen. Circle the correct word to complete these sentences.

1. Lucy's surname is [More](#) / [Moor](#) / [Moore](#)
2. She's in class [1C](#) / [1B](#) / [4B](#)
3. Lucy is [13](#) / [14](#) / [15](#)
4. The librarian asks for Lucy's [address](#) / [photo](#) / [passport](#)

Exercise 3

Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with a word from the box.

Class	photo	spell	surname	old	card
-------	-------	-------	---------	-----	------

- Lucy:** Hello.
- School librarian:** Hello, what's your name?
- Lucy:** My name's Lucy.
- School librarian:** And what's your _____, Lucy?
- Lucy:** Moore.
- School librarian:** Can you _____ that?
- Lucy:** M-O-O-R-E.
- School librarian:** Thank you. What _____ are you in?
- Lucy:** Class 1B.
- School librarian:** Class 1B. And how _____ are you, Lucy?
- Lucy:** I'm 13.
- School librarian:** Have you got a _____?
- Lucy:** Yes, here you are.
- School librarian:** Thank you ... OK, thank you, Lucy. Here's your school library _____.
- Lucy:** Thanks. Bye.
- School librarian:** Goodbye.

B. LISTENING “INTRODUCING A FRIEND”

Listen to the conversation and do the exercises to practise and improve your listening skills. You can download the dialogue from the provided link ----- <http://bit.ly/INTRONEWFRIEND>

1. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the correct name.

Greta	Sumi	Pablo
-------	------	-------

1. _____ introduces Greta to Pablo.
2. _____ is German.
3. _____ is Argentinian.

2. Check your understanding: gap fill

Do this exercise while you listen. Write the words to fill the gaps.

Sumi: Hi, Pablo. How are you?

Pablo: Hi, Sumi. _____, thanks.

Sumi: Pablo, this is Greta.

Pablo: Hi, Greta. _____ Pablo.

Greta: Hi. How are you?

Pablo: I'm fine, thanks. _____ from, Greta?

Greta: I'm from Germany. Where are you from?

Pablo: I'm from Argentina. _____ meet you.

Greta: Nice to meet you too.

C. LISTENING: GETTING AN ID CARD

Listen to the conversation and do the exercises to practice and improve your listening skills. Download the dialogue in the provided link here ----

bit.ly/GTIDCARD

Preparation

Do this exercise before you listen. Match the vocabulary with the correct definition and write a – f next to the number 1 – 6

- | | |
|-------------------------|---|
| 1..... ID card | a. A paper document with spaces for information. |
| 2..... Form | b. A group of numbers and letters used as part of your address. (British English) |
| 3..... Surname | c. Your second name or family name. |
| 4..... Postcode | d. For example British, Japanese, Mexican, Albanian ... |
| 5..... Nationality | e. A school for students aged 11-18. |
| 6..... Secondary school | f. An identity card with a photo to say who you are. |

1. Check your understanding: ordering

Do this exercise while you listen. Write a number (1-8) to put the questions in the order you hear them.

.....	What's your school?
.....	Have you got a photo?
.....	What's your postcode?
.....	And what's your date of birth?
.....	What's your address?
.....	Can you spell that, please?
.....	And what's your nationality?
.....	Have you got the form?

2. Check your understanding: multiple choice

Do this exercise while you listen. Circle the correct option to complete these sentences.

1. The student's name is Abdul Surinami / Ahmed Saeed / Ashraf Suri.
2. He's 14 / 15 / 16.
3. His address is 14 Spring Avenue, Leicester / 40 Spring Avenue, Lester / 30 Spring Avenue, Lemster.
4. He's Chinese / Russian / British.
5. He goes to Newtown Secondary School / Newtown Secondary College / NewtonSecondary School.
6. His date of birth is 2nd July 1997 / 2nd June 1998 / 22nd June 1998.

BIBLIOGRAPHY

Azar, Schramm Betty. 2008. Understanding And Using English Grammar 4th Edition,: Pearson Longman.

Widjaja, Grace. 2016. Complete English Grammar & The Exercise. Salatiga: PT. Bhuana Ilmu Populer

<https://learnenglishteens.britishcouncil.org>

<http://britishcourse.com>

<https://www.toppr.com/guides/business-correspondence-and-reporting/sentence-types-and-word-power/phrases-clauses-sentences/>